

Gender and Education in the Fourth Industrial Revolution

Dr. Tavis D. Jules

Associate Professor

Comparative and International Education

Loyola University Chicago

‘gender’, a cultural category” a Myth

- “Education is the most powerful weapon we can use to change the world.”
Nelson Mandela (2003)
- “Patriarchal societies educate men to think and act in a masculine way and women to think and act in a feminine way, punishing anyone who dares cross those boundaries. Yet they do not equally reward those who conform. Qualities considered masculine are more valued than those feminine, and members of a society who personify the feminine ideal get less than those who exemplify the masculine ideal. Fewer resources are invested in the health and education of women; they have fewer economic opportunities, less political power, and less freedom of movement. **Gender is a race in which some of the runners compete only for the bronze medal**” (Harari, 2015).
- “Males must prove their masculinity constantly, throughout their lives, from cradle to grave, in an endless series of rites and performances. **And a woman’s work is never done – she must continually convince herself and others that she is feminine enough**” (Harari, 2015).

Gender and Development

- The rise of the rates of returns to measure “Human Capital” in the 1970s give rise to following key ways of thinking about Gender and education
- **Women in development (WID)**, a western approach and part of second-wave of feminism, focused on the integration of women into the workforce. In 1973, the US congress implemented a bill, which required the USAID to include women in development programs.
- **Women and development (WAD)**, of 1975 uses a neo-Marxist and dependency theory perspective and focuses specifically on the relation between patriarchy and capitalism. The WAD perspective states that women have always participated and contributed towards economic development, regardless of the public or private spheres.
- **Gender and development (GAD)**, in 1980s by socialist feminism that focuses on the biological inequalities among sexes: men and women. Also how social roles, reproductive roles and economic roles are linked to Gender inequalities of: masculinity and femininity.

Current Global Climate

- Sustainable Development Goals 4, (education) and 5 (gender equity) are at the heart of the UN's 2030 Agenda and essential for the success of all Sustainable Development Goals.
- The so-called global “learning crisis” (World Bank, 2018)
 - 130 million girls are out of school
 - In 2014, 63% of countries achieved gender parity in primary, 46% in lower secondary and 23% in upper secondary education.
 - Three-quarters of countries emphasized sustainable development issues in their curricula between 2005 and 2015; 15% included key terms related to gender equality
- The rise of the Fourth Industrial Revolution
- 21st citizenship

4 QUALITY
EDUCATION



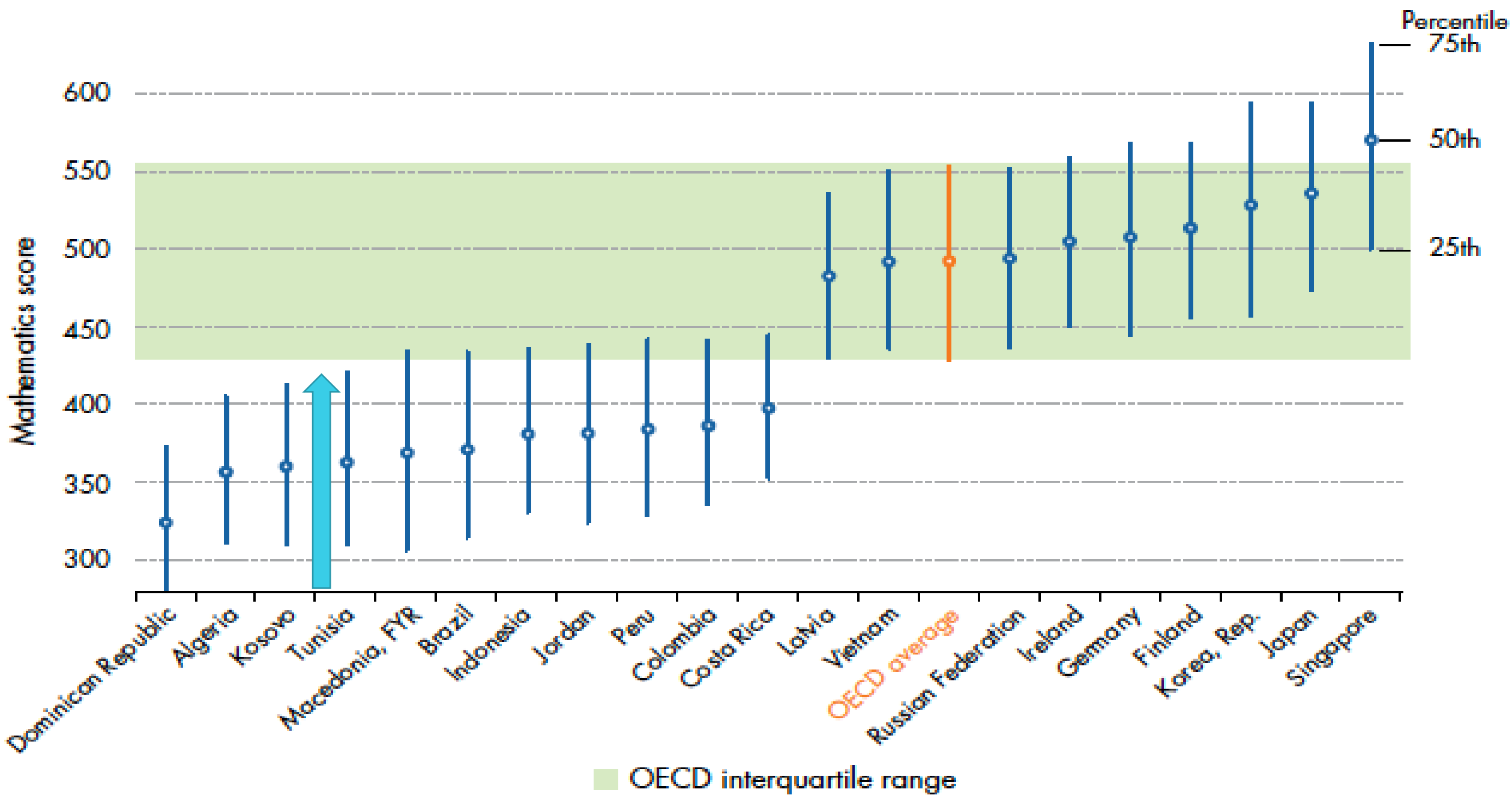
5 GENDER
EQUALITY



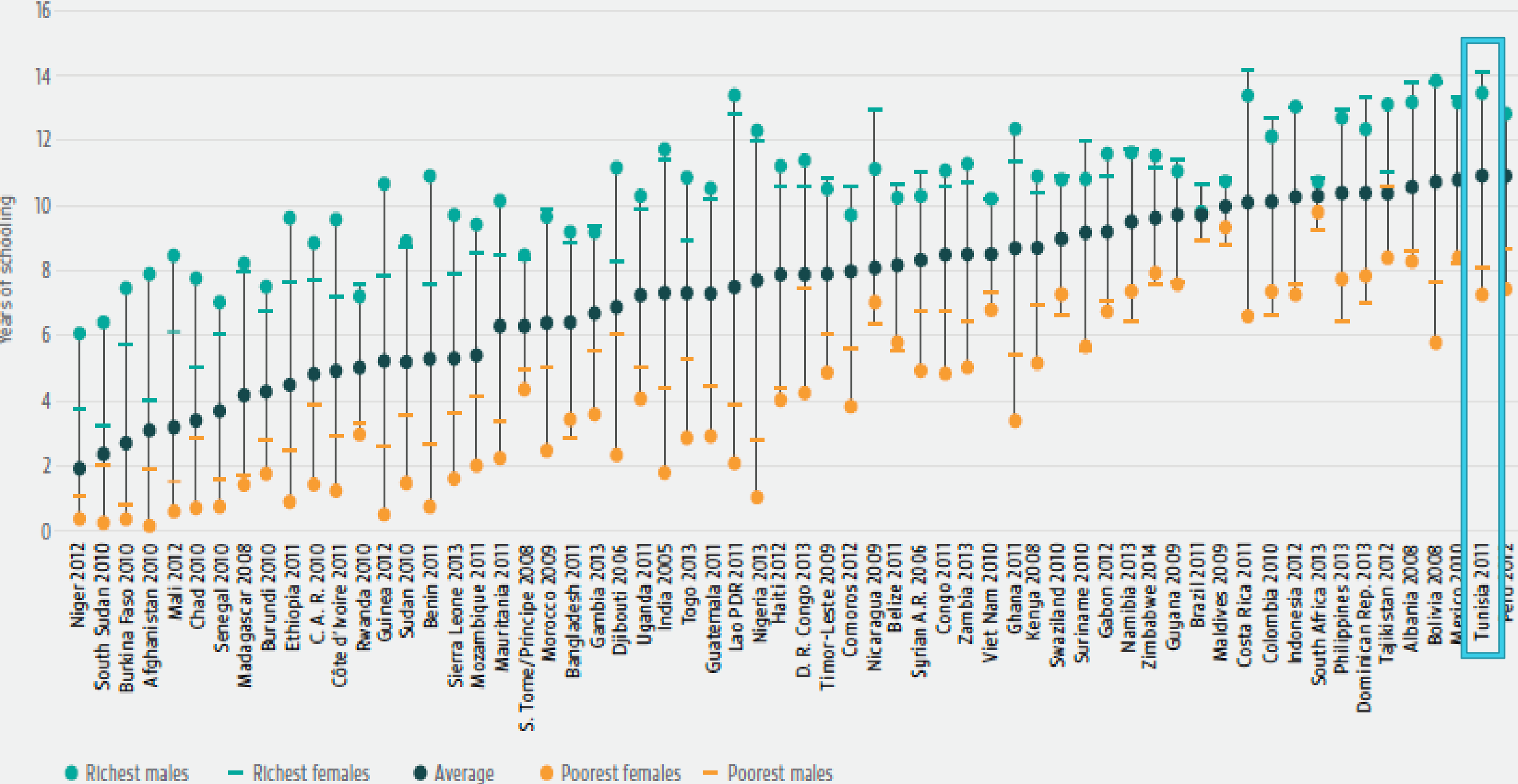
Tunisian Exceptionalism - (mis)/(re)placing Gender in Education

- *Le Code du Statut Personnel*
 - The reliance on secularism to engender Tunisification
 - The aim was to create a new Tunisian identity, to transform women into more efficient citizens and to cement women's popular support for [Bourguiba's] authoritarian rule" (El Masry 2014: 116).
- State Feminism
 - 'women friendly' reforms as a political disguise
 - The rise and fall of *Le Nouveau Mouvement Féministe*
- *Post-al-sahwa*
 - The struggle between secularist and an Islamist Tunisian future
 - (Un)veiling the vail - a symbol of new feminism or extreme religious orthodoxy





Source: WDR 2018 team, using data from Programme for International Student Assessment (PISA) 2015 (OECD 2016). Data at http://bit.do/WDR2018-Fig_O-2.

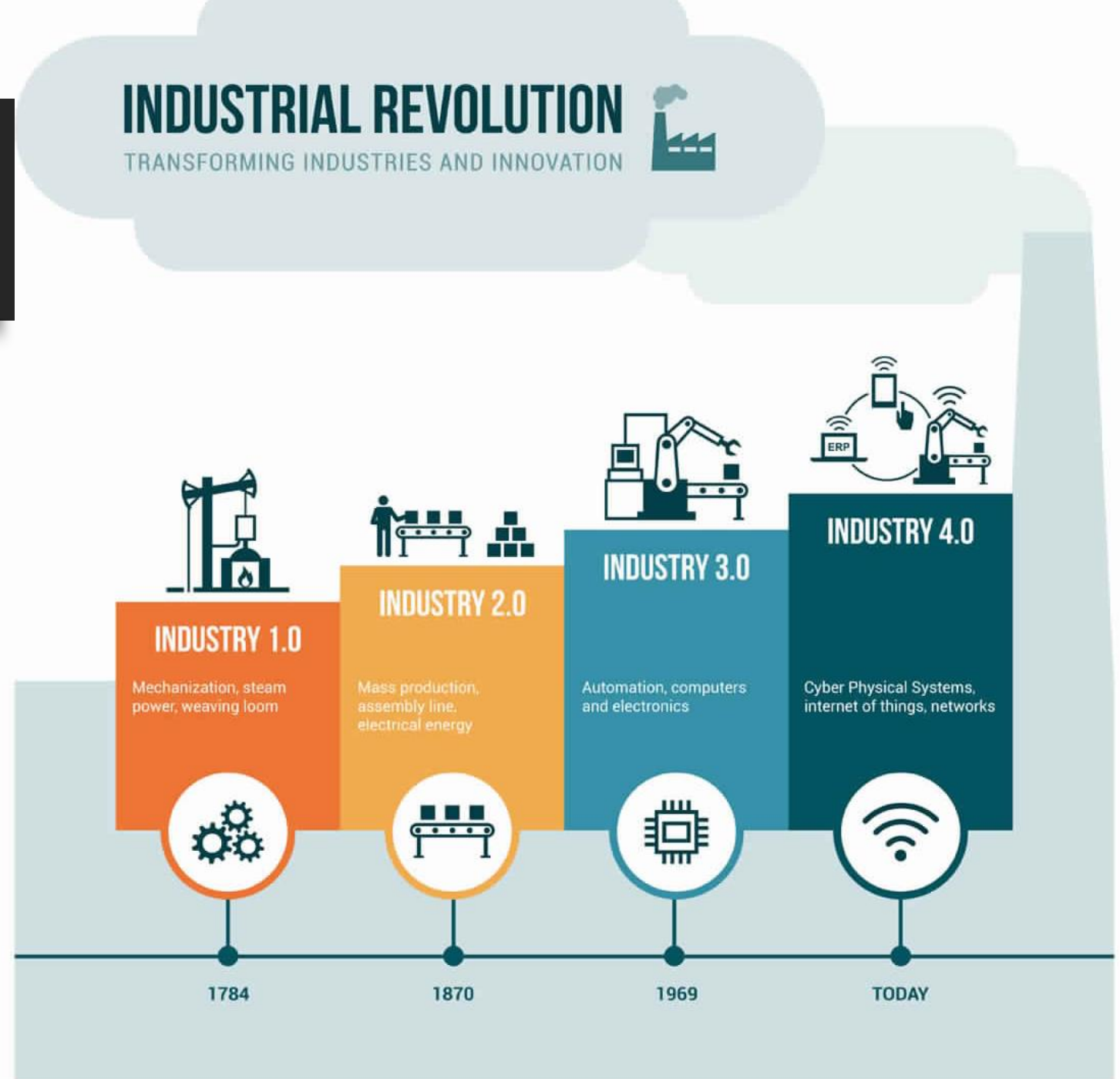


Note: Data range from 2005 to 2014.

Source: GEM Report team analysis (2016) based on Demographic and Health Survey, Multiple Indicator Cluster Survey and national household survey data.

4th Industrial Revolution and Education

- The fourth industrial revolution is shaped by **Disruptive Innovation** (the displacement of historical static systems) and the **IoT** (things are wirelessly connected) being driven by **Big Data, artificial intelligence, machine learning, and deep learning**
 - television (Netflix), hotel (Airbnb), classified ads (Craigslist), telephone calls (Skype), record stores (iTunes), research libraries (Google), local stores (eBay), taxis (Uber), and newspapers (Twitter)
- The so called new era defined by “capitalism 3.0” (Barnes, 2006) or “globalization 3.0” (Friedman, 2005) as automation converges with data exchange technologies through the blending of the cyber-physical systems



Disruptive Innovation in Education

- [Disruptive education] is the process by which a sector that has previously served only a limited few because its products and services were complicated, expensive and inaccessible, is transformed into one whose products and services are simple, affordable, and convenient and serves many no matter their wealth or expertise. (Christensen et al., 2011, p. 2)
- Educational priorities across the globe are experiencing profound shifts marked by new business models (public-private partnerships), disruption of incumbents (arrival of non-state actors), and the reshaping of educational delivery services and modes (in the form of open educational resources i.e., open sources, open practices, open courses, and open access).

Global Picture: Skills Gap

- Labor market outcomes, such as employment rates and wages, are generally worse among women – particularly those with disadvantaged socio-economic backgrounds (racial, ethnic and linguistic minorities, people with disabilities, pastoralists, slum dwellers)
- Wages among women with low socio-economic background are significantly below more advantaged counterparts in a majority of OECD countries (OECD, 2015c).

Skills needs in today's economy

- Movement from the Knowledge-based economy to the 'Intelligent Economy,' (the application of knowledge)
 - the 'freelance economy' – the ability of employees to work remotely or from home
 - the 'gig-economy' or 'agile economy' – temporary and flexible jobs for independent contractors
 - the 'open talent economy' – the use of networks and ecosystems
 - the 'sharing economy' or 'collaborative economy' – the ability to temporarily rent or borrow the assets from peer-to-peer
 - the 'on demand economy' or 'access economy' – capacity to access products and services.
- 21st century skills and competences (broadly referring to communication, collaboration, critical thinking, and creativity or the 4C's)

Beyond State-Feminism or Not

- Discrimination of minority groups
 - LGBTQI and Pronouns
 - he, him, his
 - she, her, hers
 - **they, them, theirs**
 - Religious women / women choosing to wear the headscarf
- Cultural notations of public and private spaces
 - the nurturing role of women
- The return of state feminism and the illusion of women rights