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Gender Equality: What is the future with HE
funding in the neo-liberal global academy?

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HE funding in England:

Summary of my presentation for CREID

- Sideways glance at HE funding in England as to impacts on:
- Questions of **democracy and representation**
- Issues to do with both **academic staff & students (ug & pg)**
- Focus especially on ***equality - gender, class and/or 'first-in-the-family'*** or first generation (US term) to go to university
- Draw on my forthcoming book on ***feminist academics***
- International evidence about changing forms of gender equality amongst students, doctoral researchers and academic labour market

Feminism, gender & universities: politics, passion and pedagogies (2013, in press)

- Reflects on feminists' activism in global academe last 50 years
- What has been achieved by academic feminism as both a **political** and an **educational** project?
- Has it transformed women's lives in the direction of gender equality and gendered power relations?
- What remains to be done, given paradoxical social and political transformations towards **gender equality**?
- Given global neo-liberalism what should be undone and refashioned towards a **feminist-friendly future**?

Exploring feminist transformations in academe

- Social scientist, sociologist of education with a feminist perspective on gender and higher education
- Life history or collective memoir of international academic feminism and activism in 'the global north'
- Conversations/interviews with academic feminists in education and social sciences across the generations
- Developed narrative account of academic feminism
- Critique of gender equality as misogynistic 'numbers game' and so not achieved in global academe, ***nor UK/England***
- How transform 'patriarchal rules of the game' in neo-liberal global university for the future?

Feminist reflections on transformations in global academe 1

- Over last 50 years, massive changes in women's lives – education and employment eg in UK Robbins report, 1963
- 50 years since the publication of *The Feminine Mystique* by Betty Friedan starting CR groups and NOW in USA
- *'the problem that has no name'*: university-educated women's dissatisfaction with lives as housewives/mothers
- By the early 1970s countless pamphlets and books
- Women as feminists began to enter academe as teachers and researchers: political project of women's liberation?
- Part of much broader transformation of HE globally and nationally but where is gender equality in UK, & England?

Feminist reflections on transformations in global academe 2: Malala's vital lesson?

Expansions of HE and 'academic capitalism' (Slaughter and Rhoades 2004) but is academic feminism secure?

- Gender-violence and sexual abuse or harassment: Malala Yousafzai shot fighting for girls' education in Pakistan October 2012 miraculous recovery in Birmingham she is now being educated & has been nominated for the Nobel peace prize.
- The new US Secretary of State, John Kerry, (*Evening Standard*, 8.3.13, p. 14) *Malala's vital lesson* for US foreign policy '*the US believes gender equality is critical to our shared goals of prosperity, and peace, and why investing in women and girls worldwide is critical to advancing US foreign policy*'.

The Evidence or Research on Global Equalities in Education

- In March 2012, **UNESCO** (the United Nations Educational, Scientific and Cultural Organisation) published its *World Atlas of Gender Equality in Education* for the first time ever. (<http://tinyurl.com/crqys2y>). This contains exciting and up-to-date information – in colour – about global educational opportunities. It signals how, as a result of women’s campaigning for educational change over the last 30-40 years, *gender equality is now firmly on the international agenda.*

The Evidence or Research on Equalities in Education 2

- The director-general of UNESCO, Irina Bokova, argues on the first page of the Atlas foreword:
- *'... Girls and women remain deprived of full and equal opportunities for education. There has been progress towards parity at the primary level, but this tapers off at the secondary level in developing regions. **The global economic crisis is deepening inequalities, made worse by cuts in education budgets and stagnating development support...**'*

UN commitment to gender equality in education

- *A closely related theme ... has been that of **gender equality in education**. From the outset, the global community has recognized that educating girls and women is an imperative, not only as a matter of respecting a basic human right for half the population but as a powerful and necessary first step to achieving the broader goals of EFA.'*

Overall pattern is clear: increasing enrolments in HE

*‘...enormous growth in educational opportunities and literacy levels throughout the world over **the last four decades...***

the capacity of the world’s educational systems more than doubled – from 647 million students in 1970 to 1,397 million in 2009. Enrolments increased from 418 to 702 million pupils at the primary level, from 196 to 531 million at the secondary level, and

*from **33 to 164 million in higher education... 1970-2009***

*(Atlas, 2012, p9) – **A fivefold increase in global HE***



Expansion of HE worldwide: *women the principal beneficiaries in all regions?*

Opportunities & Obstacles

- Female enrolment at the tertiary level has grown almost **twice as fast as that of men** over last four decades for reasons that include social mobility, enhanced income potential, international pressure to narrow the gender gap.
- Nevertheless, enhanced access to higher education by women *has NOT always translated into enhanced career opportunities, including the opportunity to use their doctorates in the field of research.* (2012, p. 75)

New challenges of gender equity in education: girls' persistence

- Girls continue to face discrimination in access to primary education in some countries, and *the female edge in tertiary enrolment up through the master's level disappears when it comes to PhDs and careers in research.*
- On the other hand, once girls gain access to education their levels of *persistence and attainment* often surpass those of males.
- High repetition and dropout rates among males are significant problems.' (2012, p. 107).

Women's persistence does not always pay 1

- Even though higher education leads to individual returns in the form of higher income, women often need to have more education than men to get the same jobs.
- Globalization has led to more attention to *gender egalitarianism*. Finally, once women gain access to higher education they frequently exceed men in grades, evaluations and degree completion.' (2012, p. 84)

Women's persistence does not always pay 2

' over-representation of women in higher education has yet to translate *into proportional representation in the labour market, especially in leadership and decision-making positions....*

Women continue to confront discrimination in jobs, disparities in power, voice and political representation and the laws that are prejudicial on the basis of their gender. As a result, *well-educated women often end up in jobs where they do not use their full potential and skills.'* (my emphasis) (2012, ch 5 p. 84).

From 'First-Wave' to 'Second-Wave' Feminists and beyond in globalised HE?

- Olive Banks (1986) – a feminist sociologist of education - studied **'best known'** British ***first-wave*** feminists all born in 19th century, developing method of ***collective biography***
- Jane Martin (2013) and focus on 'breakthrough generation' and Townsend and Weiner (2011)
- Using similar **biographic method of cohort analysis** study of ***academic feminists as second-wave*** in international HE
- Selection of academic feminists from various networks eg Bristol women's studies and social sciences, AERA, BJSE, GEA, WSNA etc and across age cohorts

Exploring academic feminism on transforming HE in changing global contexts 1

- Questioned circa 110 (self-selected) feminists
- Majority currently resident in the UK but many geographically and socially mobile illustrative of changes
- All working (or recently retired) as university academics, feminist educators and activists
- Majority 82/110 ‘full’ professors in the US-sense
- Vast majority doctors 99/110 – PhDs, professional doctorates or by publication
- ‘Partial’ study in both senses – about *feminism* but only illustrative of education and social sciences

*Exploring 'the wave analogy' of feminism on transforming
HE in changing global contexts 2*

Cohort 1 (born 1935-1950) - 66 (45 UK; 5 Australia/NZ; 6 Canada; 9 USA) - *second-wave feminists?*

Cohort 2 (born 1950-1965) - 32 (28 UK; 1 Canada, 1 Ireland; 1 USA) – *riding the waves?*

Cohort 3 (born 1965-1980) - 12 (10 UK; 1 Ireland; 1 Spain) - *third wave feminists or second and a half wave?*

Debates within and between the 3 cohorts about types of academic feminism as a political and educational project – all committed to *feminist values*

Exploring 'second-wave feminism' on transforming HE in changing global contexts

- Many recent reflections are participants eg Kathy Davis & Mary Evans (2011) (eds.,) *Transatlantic Conversations* & (2006); Wendy Robbins et al (2008) (eds.,) *Minds of Our Own: Inventing Feminist Scholarship and Women's Studies in Canada 1966-76*
- Debates about the *wave* analogy from:
 - Nancy Hewitt (2010) *No Permanent Waves: Recasting Histories of American Feminism*
 - Stevie Smith's poem *Drowning Not Waving*
 - To being on the same 'air' /virtual 'wave length' to
 - second and a half not third wavers in cohort 3?

Exploring 'second-wave feminism' on transforming HE in changing global contexts 3

- Across all countries and 3 cohorts majority see themselves as [second-wave] feminists in academia & influenced by these ideological commitments, developing theories and teaching to sustain and expand gender equalities...
- Majority from across diverse middle class family backgrounds, with a substantial minority having parents as either teachers or academics (this is particularly true of the participants from Australia and the USA who are all education feminists)
- Majority are also 'first-in-the-family' (on a generational basis as many have siblings) to go to college/university...

Table: 4.3 Social class families [including parental education] across the 3 cohorts

Social Class Distribution	COHO RT 1 (1935 - 1950)	COHO RT 2 (1950 - 1965)	COHO RT 3 (1965 - 1980)	TOTALS
Upper/Upper Middle Class	22 (33%)	7 (25%)	3 (25%)	32 (29%)
Middle/Lower Middle class	30 (45%)	13 (40%)	5 (42%)	48 (45%)
Working class	14 (21%)	12 (38%)	4 (33%)	30 (27%)
TOTALS	66	32	12	110

Table 4.4 First-in-the-family or first generation to go to university

'First-in-the-family' with working or middle class family	COHOR T 1 (1935-1950)	COHOR T 2 (1950-1965)	COHOR T 3 (1965-1980)	TOTALS
'First-in-the-family'	26 (39%)	21 (66%)	8 (75%)	55 (51%)
Working Class	14 (21%)	12 (38%)	4 (33%)	30 (27%)
Middle Class 'First-in-the-family'	12 (18%)	9 (28%)	4 (33%)	25 (23%)

HE expansion has contributed to gender and social mobility for women

- Contradicts English minister for HE David Willetts' claim that '**feminism has trumped egalitarianism**' (*The Pinch* 2010;2011)
- **'First-in-the-family' are over 50% made up of:**
 - Working class backgrounds over 3/5ths
 - Middle class backgrounds (including first girls in the family) are 2/5ths
- Increasing proportions of **'First-in-the-family' and/or working class** across the cohorts but small numbers
- All full of passion for feminist project as an **educational and political** project

Being an academic feminist in global academe in changing global contexts

Critique of global academy for academic feminist research:

–Imaginative projects, despite forbidding austere contexts

for girls as students and young people, viz:

–Sexualisation and girls' 'success' through new media

(Ringrose 2012)

–*EU-funded Daphne project* – GAP work – Improving gender-related violence intervention and referral through **youth-practitioner training** (Alldred and Cullen 2012-2015)

Being an academic feminist in global academe in changing global contexts

Across all cohorts critique of the global academy in terms of the possibilities of academic feminism:

- Intensification and individualization – ‘hideous’ academe
- Imaginative projects, for **academe and leadership**:
- Changing management and leadership (Burke, 2012; Hey & Morley, 2011 and 2013)
- Evidence of **gender equality in HE** as ‘**misogynistic numbers game**’ (Morley 2011)
- Question of subjects & students, including postgraduates

What is the future of feminist pedagogies and practices in global academe?

- The prospects for gender equity amongst academics in England & engaging in feminist pedagogies is uncertain
- Yet passionate commitment to feminist activism and collaborative networking practices is a form of *resilience and resistance* to both the austerity culture and encroachment of further forms of academic capitalism and market forces
- Importance of changing not only 'misogynistic numbers game' but also 'rules of the misogynistic game' and *breaking the vicious cycle of male dominance in leadership and management of global academe* (Morley, 2013)