

Examining Gender in Higher Education



www.eghe.org

**The EGHE Network:
Exploring gendered
patterns of HE
participation and
success in STEM and
beyond**



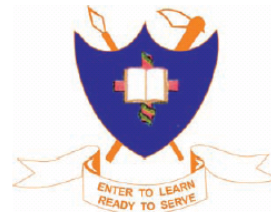
FAWE Forum for African Women Educationalists
Forum des éducatrices africaines

E · S · R · C
ECONOMIC
& SOCIAL
RESEARCH
COUNCIL

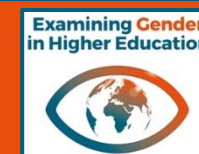
Funded by the Economic
& Social Research Council
Grant Ref: ES/P007228/1



Robert Owen
Centre for
Educational
Change



Network Members



Dr Euzobia Mugisha Baine, Makerere University, Uganda

Ms Hendrina Doroba, FAWE

Dr Marguerite Miheso-O'Connor, FAWE

Dr Josephine Munthali, FAWE

Dr Isatou Ndow, Gambia College, The Gambia

Dr Barbara Read, University of Glasgow, UK

Prof Michele Schweisfurth, University of Glasgow, UK

Prof Liz Tanner, University of Glasgow, UK

Ms Jane Umutoni, University of Rwanda

and our network administrator:

Ms Karen Harron, University of Glasgow, UK

Network Rationale & Focus



- Funded for 18 months until June 2018, extended to Sep 2018
- Designed to bring together international academics & activists
- Currently Kenya, Rwanda, The Gambia, Uganda and the UK, and FAWE researchers focusing on a range of African countries
- **Aim to produce relevant material for academics, policy-makers and a base for major research project**

Overall Picture



Conducting scoping exercises/literature reviews on gender & HE (including STEM) in each country

Focusing on issues around entry into HE and experience/success at university – and beyond

UNESCO Gender Parity Index:

Kenya 0.7 (2009)

Rwanda & Uganda 0.78 (2015)

The Gambia 0.45 (2014)

UK in contrast 1.31 (2014)

Marked disparity in UK in relation to STEM, especially computer science, engineering and technology (only 15% women in 2014) – shared with the African countries in the study

Challenges and Issues



- Worldwide, specific groups of women are particularly under-represented including:
 - Women from lower socio-economic backgrounds
 - Mature women students
 - Rural vs urban areas
- Academic cultures and practices favour students (and staff) without caring responsibilities
- Possibility of adapting FAWE's gender responsive pedagogy toolkit already successful in schools across Africa