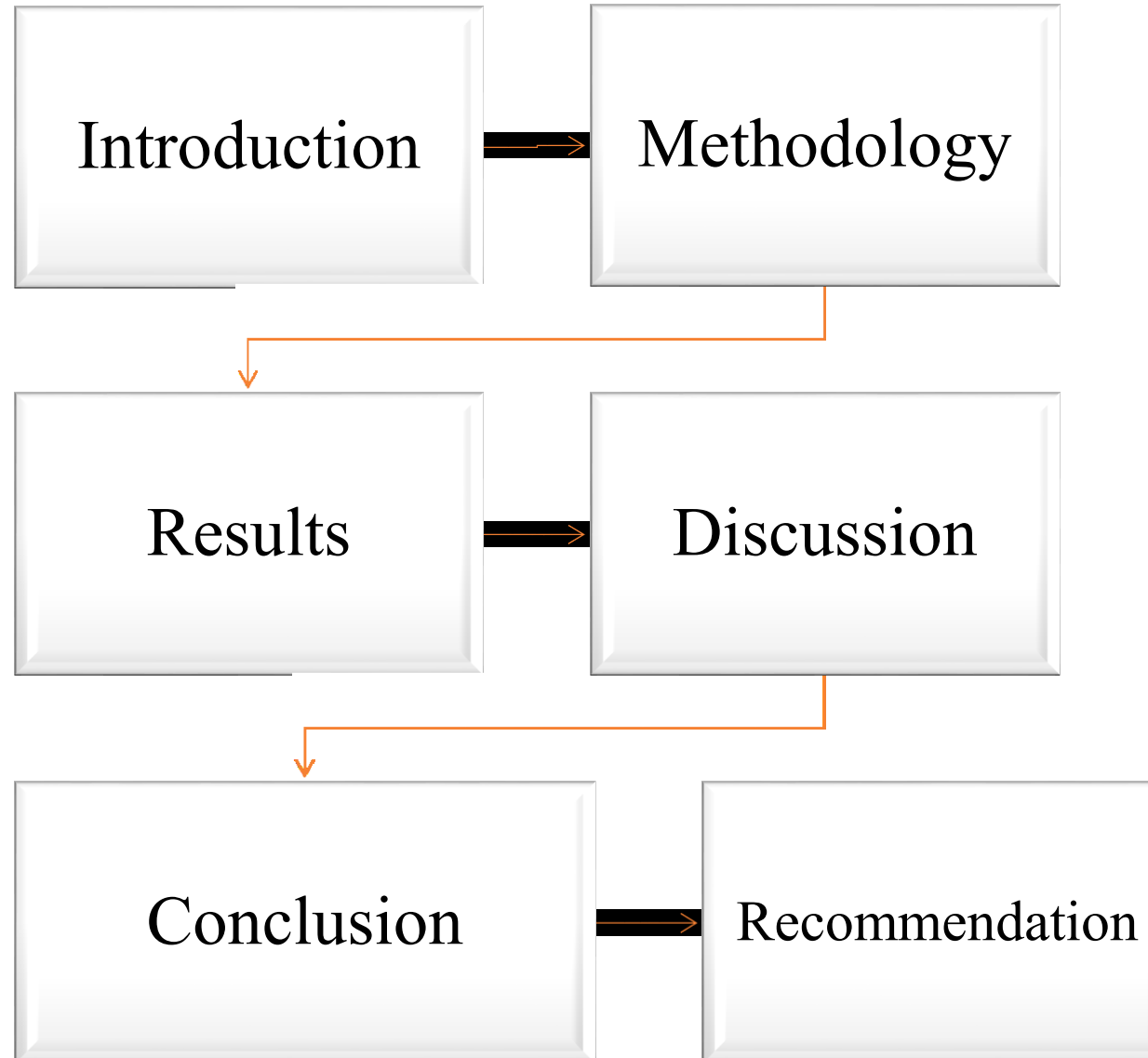


The Impact of Gender Equality on Education and Employment in Africa



Group 5

PROJECT OUTLINE



INTRODUCTION

The concept of gender equality can be traced back to the late 18th century after the age of Enlightenment, which brought about new ideas and beliefs on individual rights and freedoms.

5th agenda on the Sustainable Development Goals (SDGs)

Gender equality is a concept centered on equal opportunities and rights for people of all genders.

Putting women and girls at the center of economies will fundamentally drive better and more sustainable development outcomes for all, support a more rapid recovery, and place the world back on a footing to achieve the Sustainable Development Goals.

OBJECTIVE 1: IS THE SDG GOAL 5 BEING ACHIEVED? IF YES, HOW FAR, SO FAR?



SDG 5: GENDER EQUALITY

The goal of SDG 5 is to achieve gender equality and empower all women and girls



WHAT?



1 End discrimination against all women and girls



2 Eliminate violence against all women and girls



3 Eliminate all harmful practices such as child marriage



4 Recognize and value unpaid care and domestic work

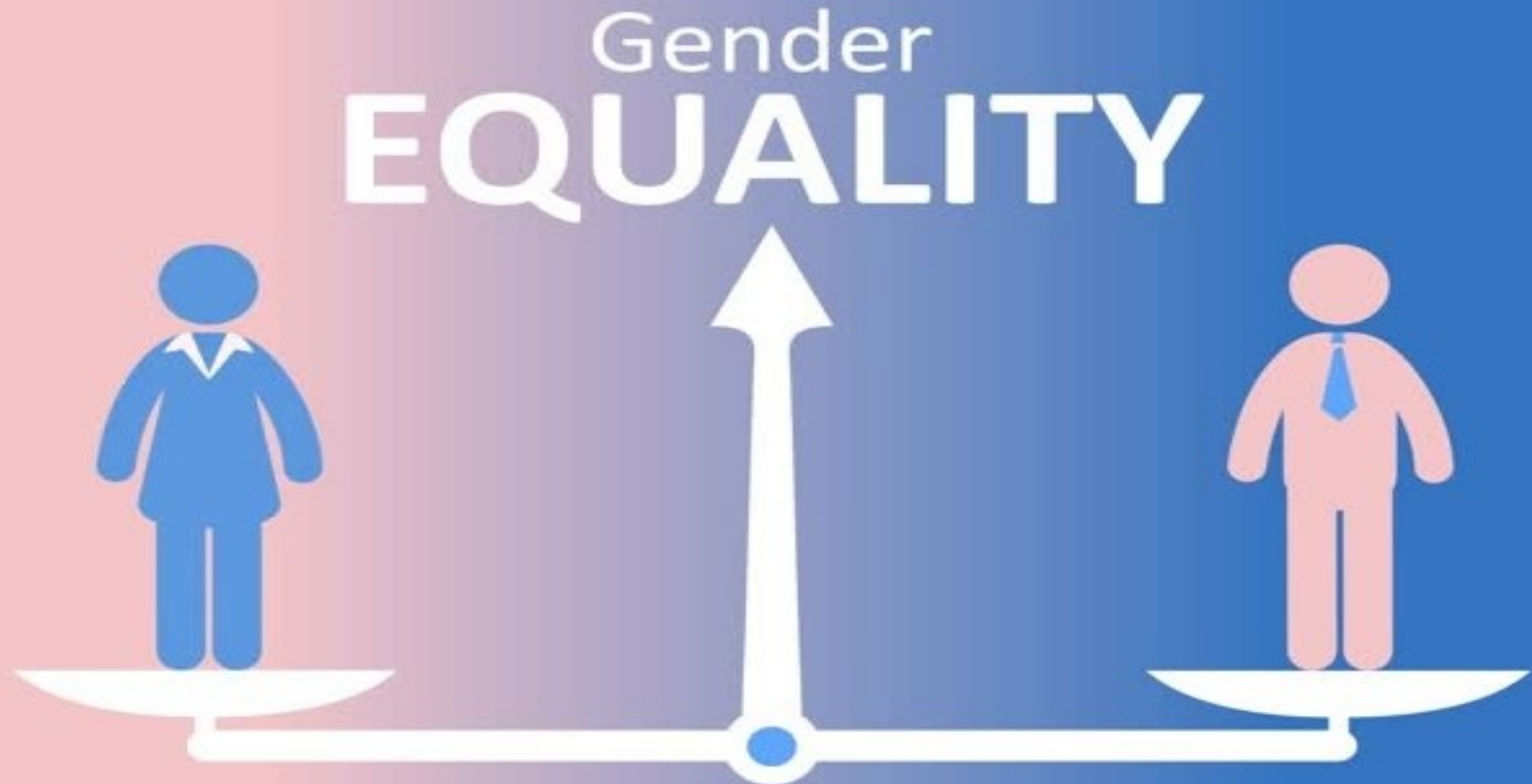


5 Ensure women's participation and leadership in decision-making



6 Ensure universal access to sexual and reproductive health and rights

OBJECTIVE 2: DOES A PERSON'S GENDER AFFECT THEIR EMPLOYMENT AND EDUCATIONAL STATUS?



METHODOLOGY

Data Source

1. <https://www.worldbank.org/content/dam/sites/wbl/documents/2023/WBL-1971-2023-Dataset.xlsx>
2. <https://genderdata.worldbank.org/>
3. <https://ourworldindata.org/female-labor-supply>

Datasets

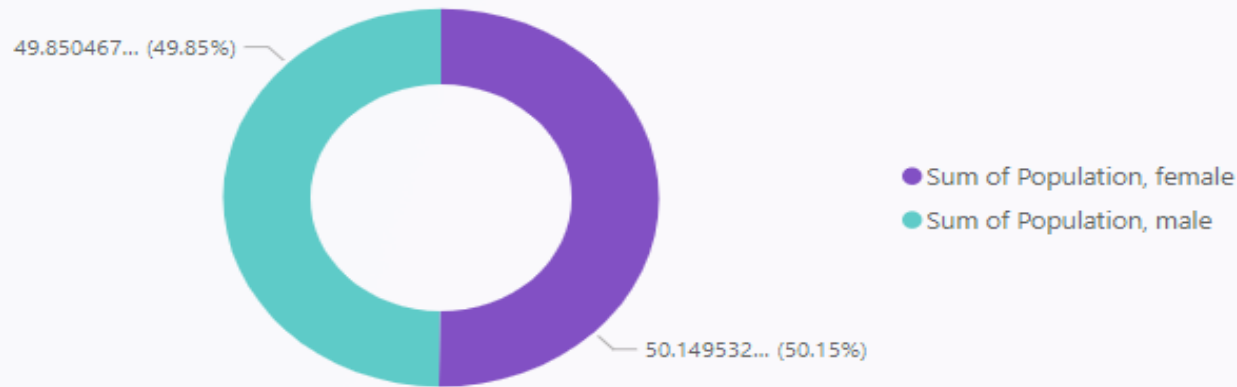
1. Women, Business and the Law (WBL) 2008 – 2023
2. Education and Employment Statistics
3. Gender Equality; Ratio of Females to the male labor force

Data Analysis and Visualizations

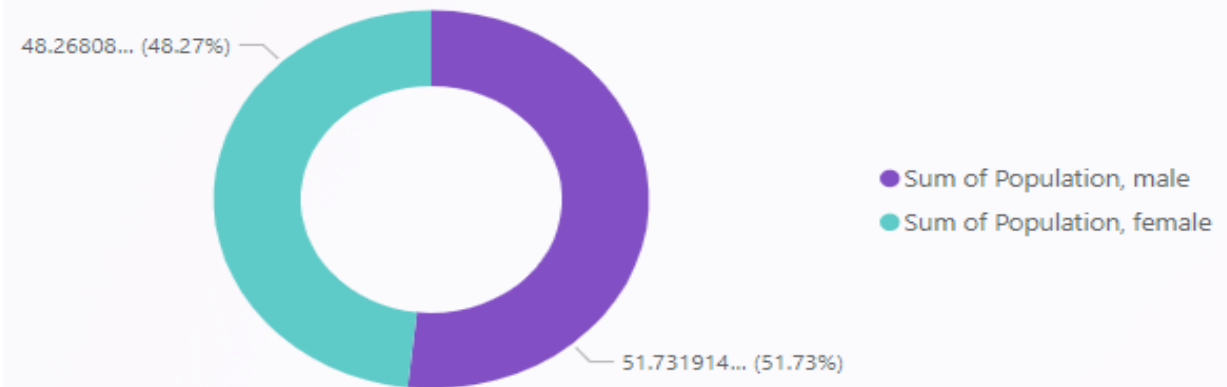
- Microsoft Excel
- Microsoft Power BI

POPULATION RATIO OF FEMALES TO MALES IN AFRICA

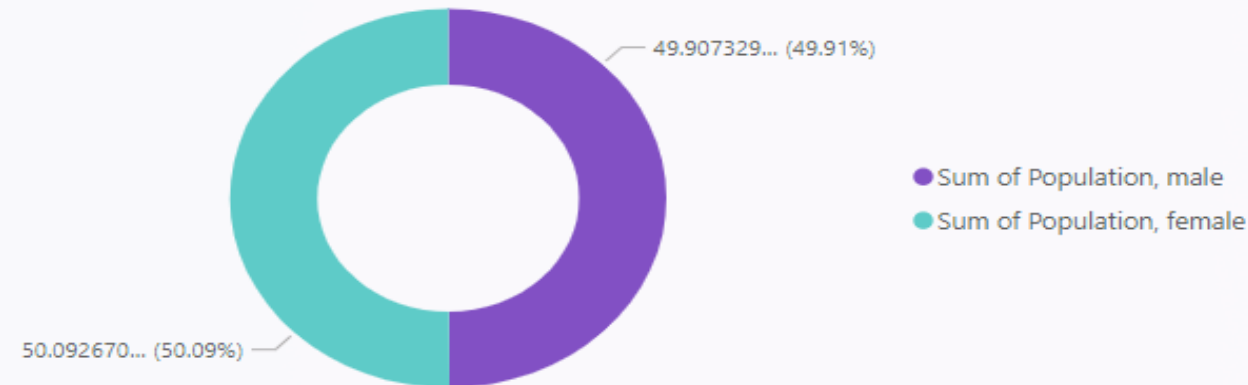
Population, female (% of total population) to male in Sub-Saharan Africa in 2015



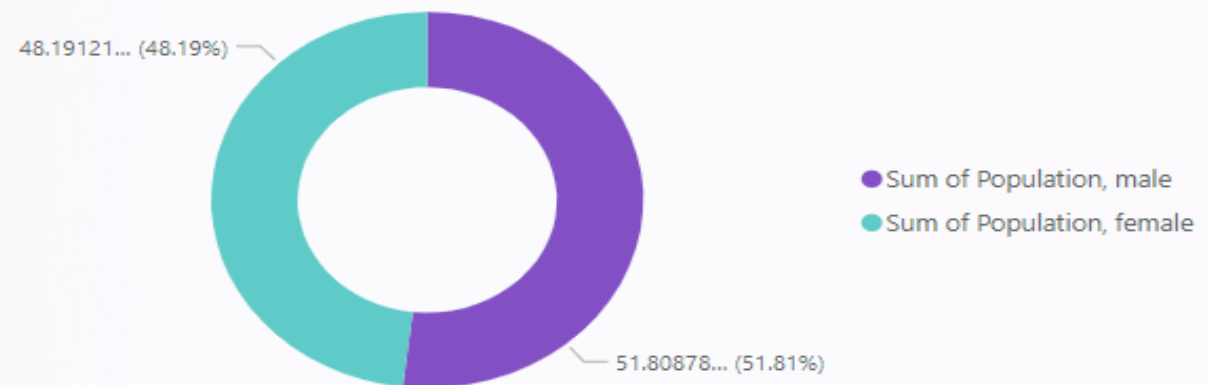
Population, female (% of total population) to male in Middle East and North Africa in 2015



Population, female (% of total population) to male in Sub-Saharan Africa in 2020



Population, female (% of total population) to male in Middle East and North Africa in 2020

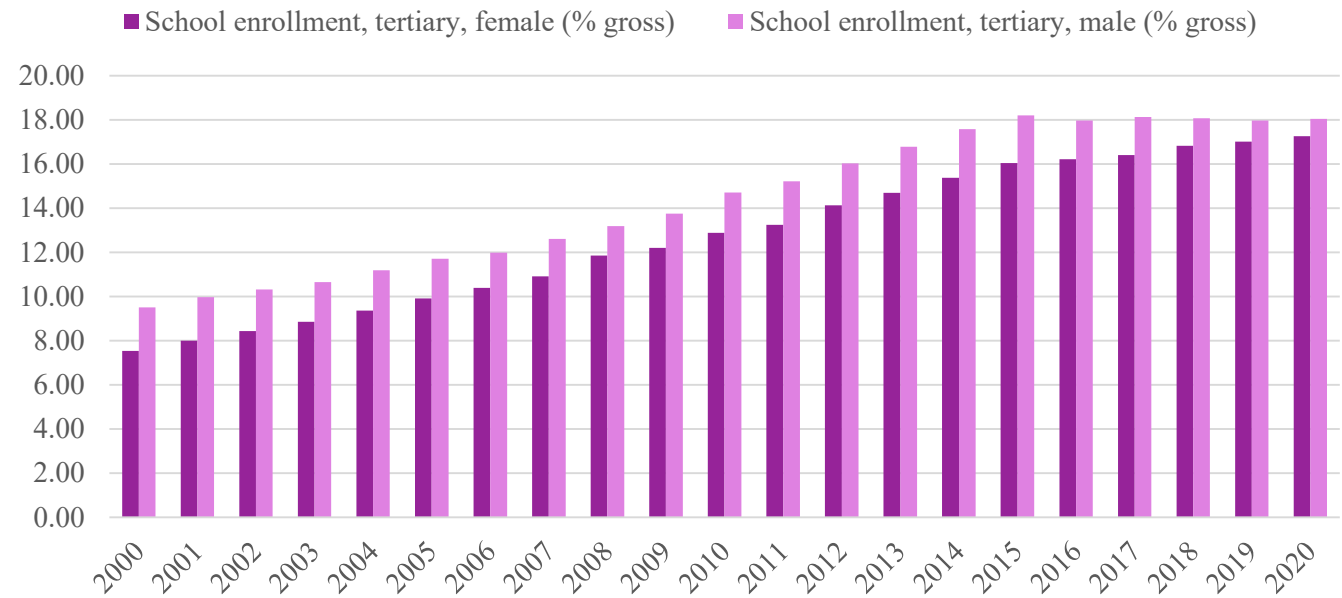


RESULTS

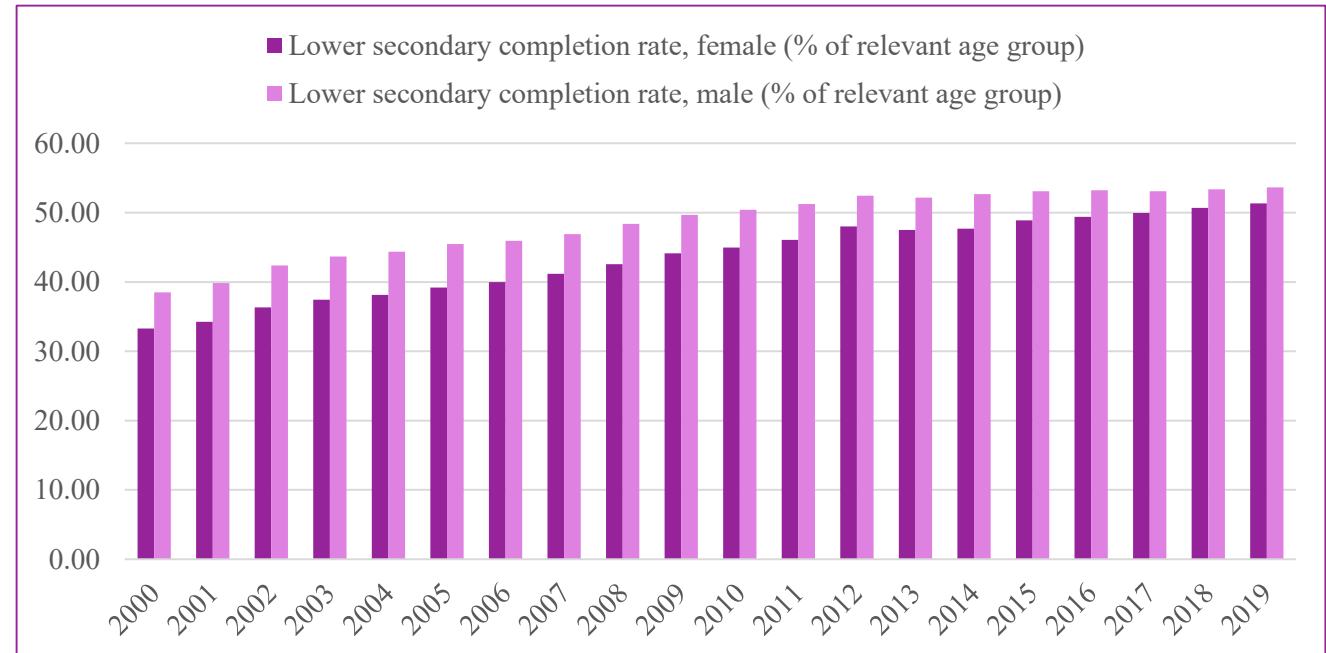
Education Sector

- ❑ Based on the data, the rate of school enrollment and completion for both males and females increases yearly.
- ❑ However, in most African regions, there is a significant gender gap in education, whereby the ratio of female school enrollment in secondary and tertiary institutions is lower than their male counterpart.
- ❑ Nevertheless, there is a great move in education gender equality in the Middle East and North Africa at the Tertiary level with female graduates outnumbering male graduates.

Tertiary Enrolment of Female Vs Male over Years for the Regions



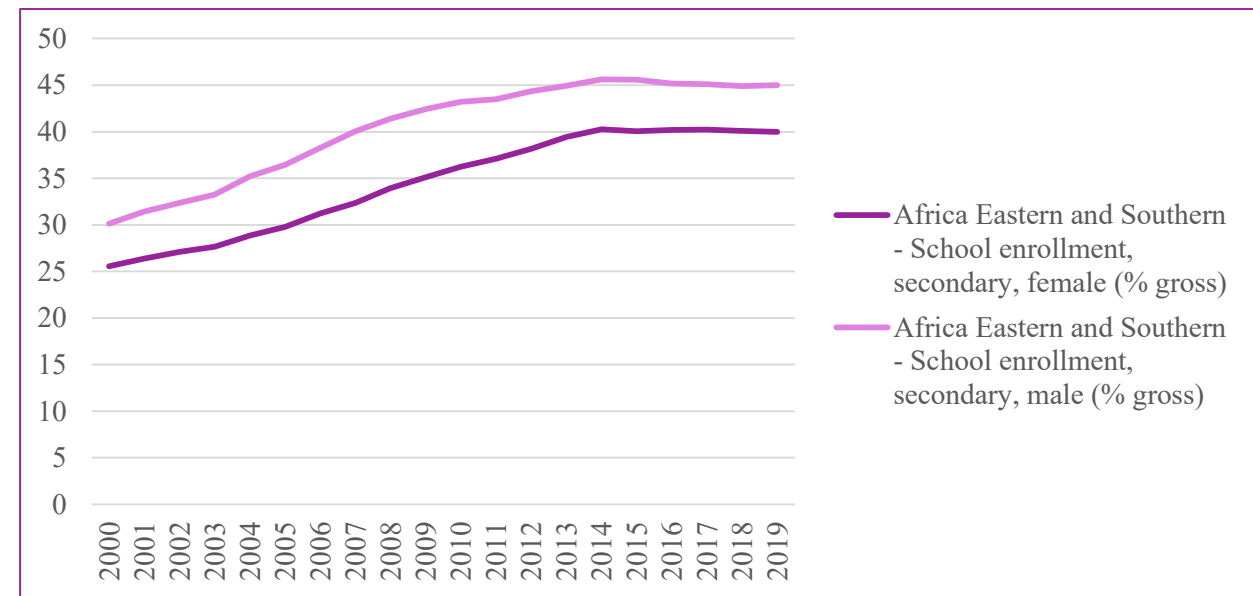
Secondary Completion of Female Vs Male Comparative over Years



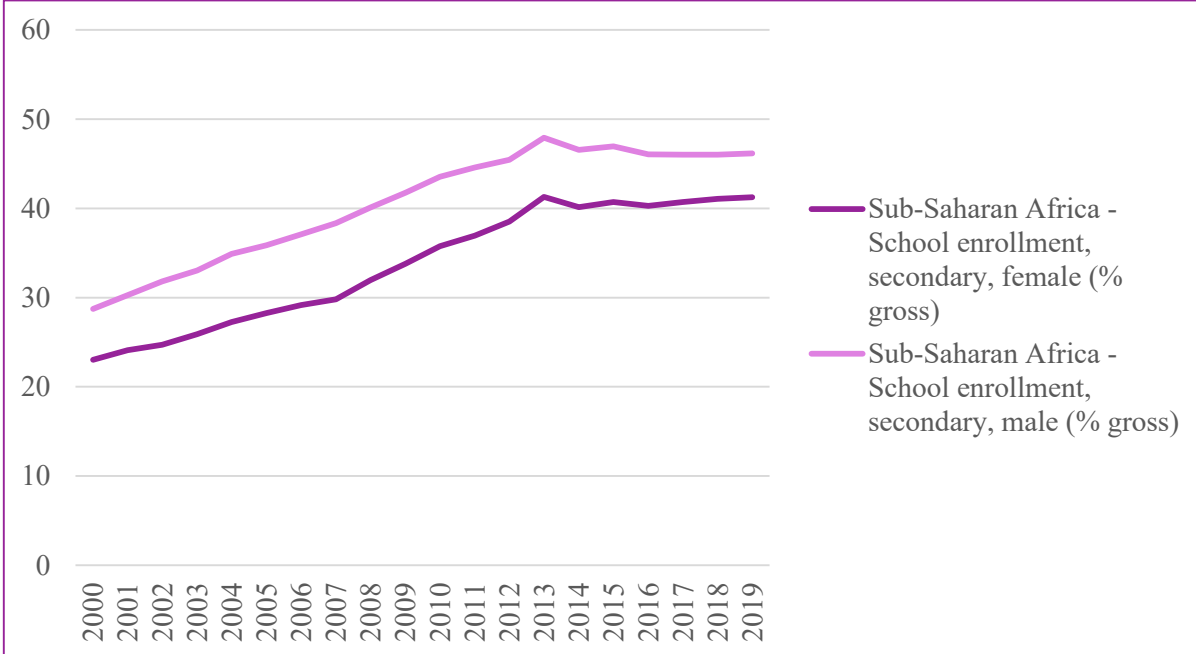
Africa Western and Central Secondary Enrolment



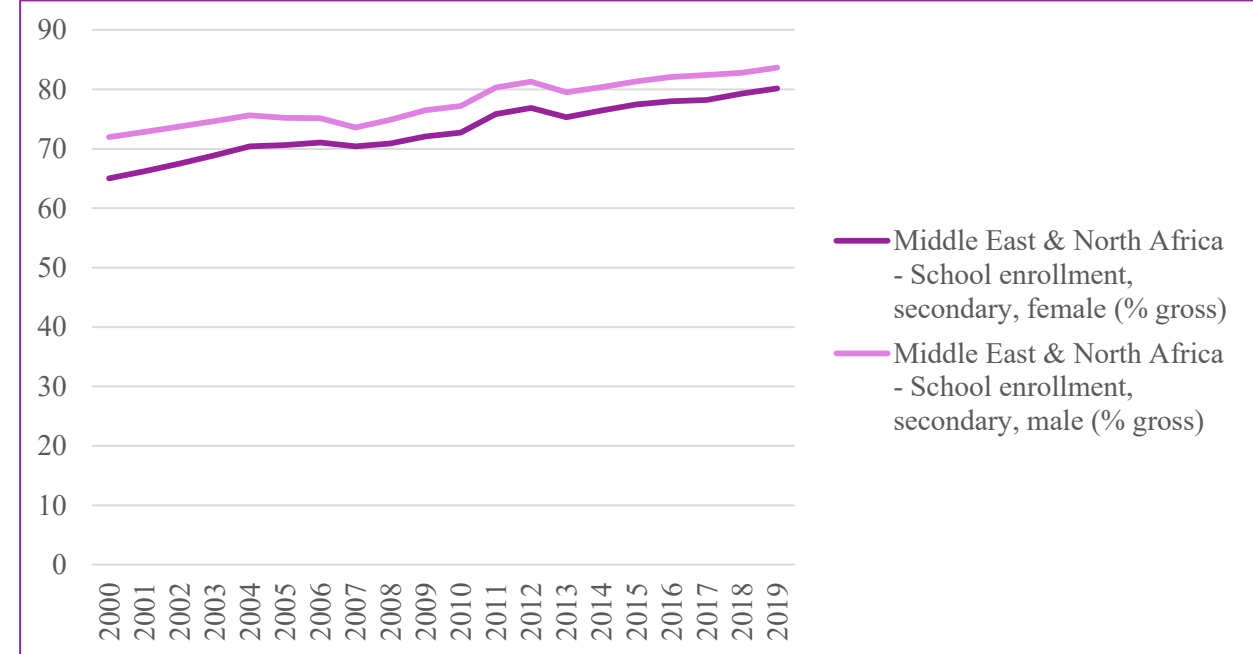
Africa Eastern and Southern Secondary Enrolment



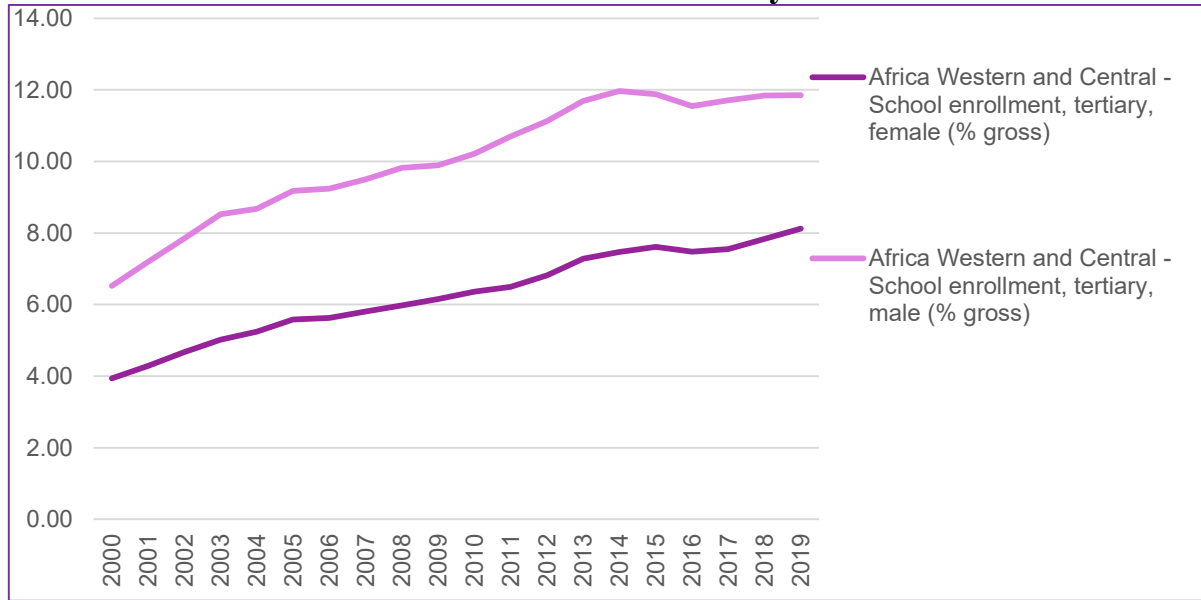
Sub-Saharan Africa Secondary Enrolment



Middle East & North Africa Secondary Enrolment



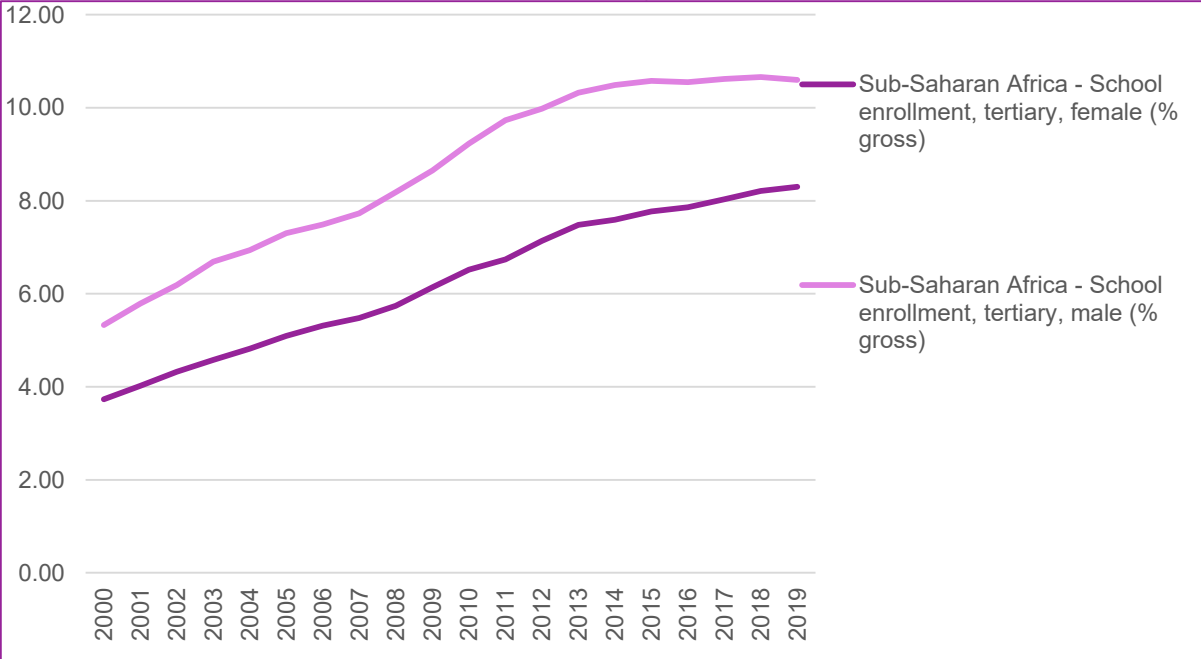
Africa Western and Central Tertiary Enrolment



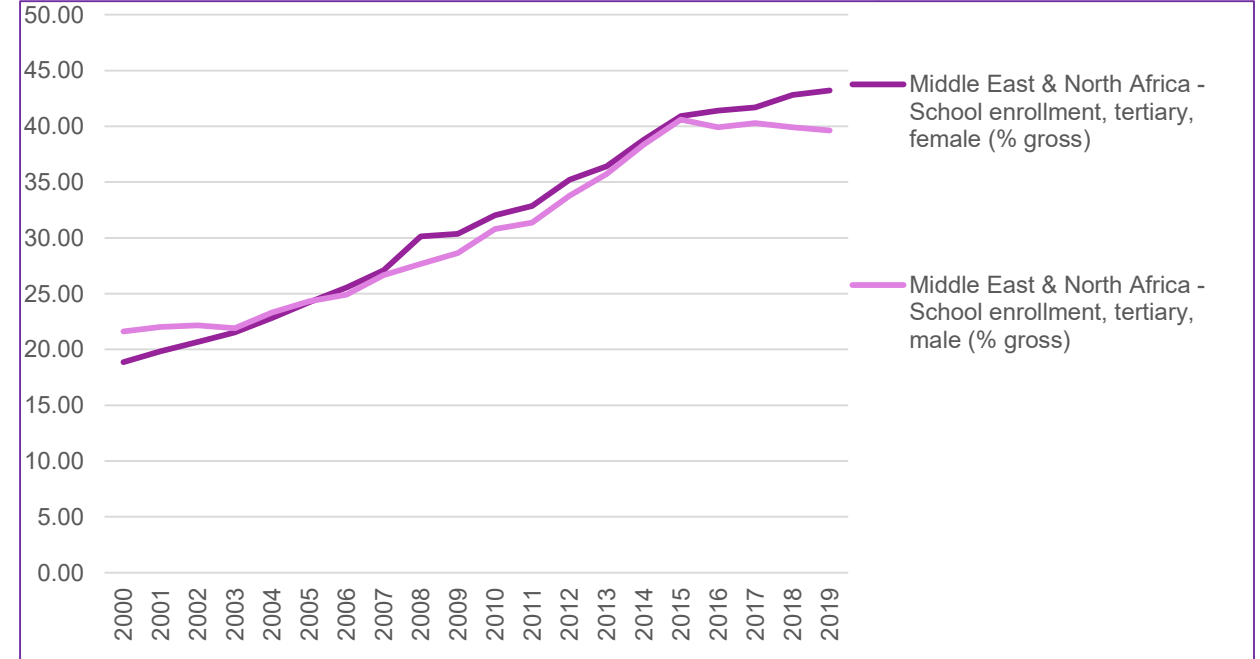
Africa Eastern and Southern Tertiary Enrolment



Sub-Saharan Africa Tertiary Enrolment



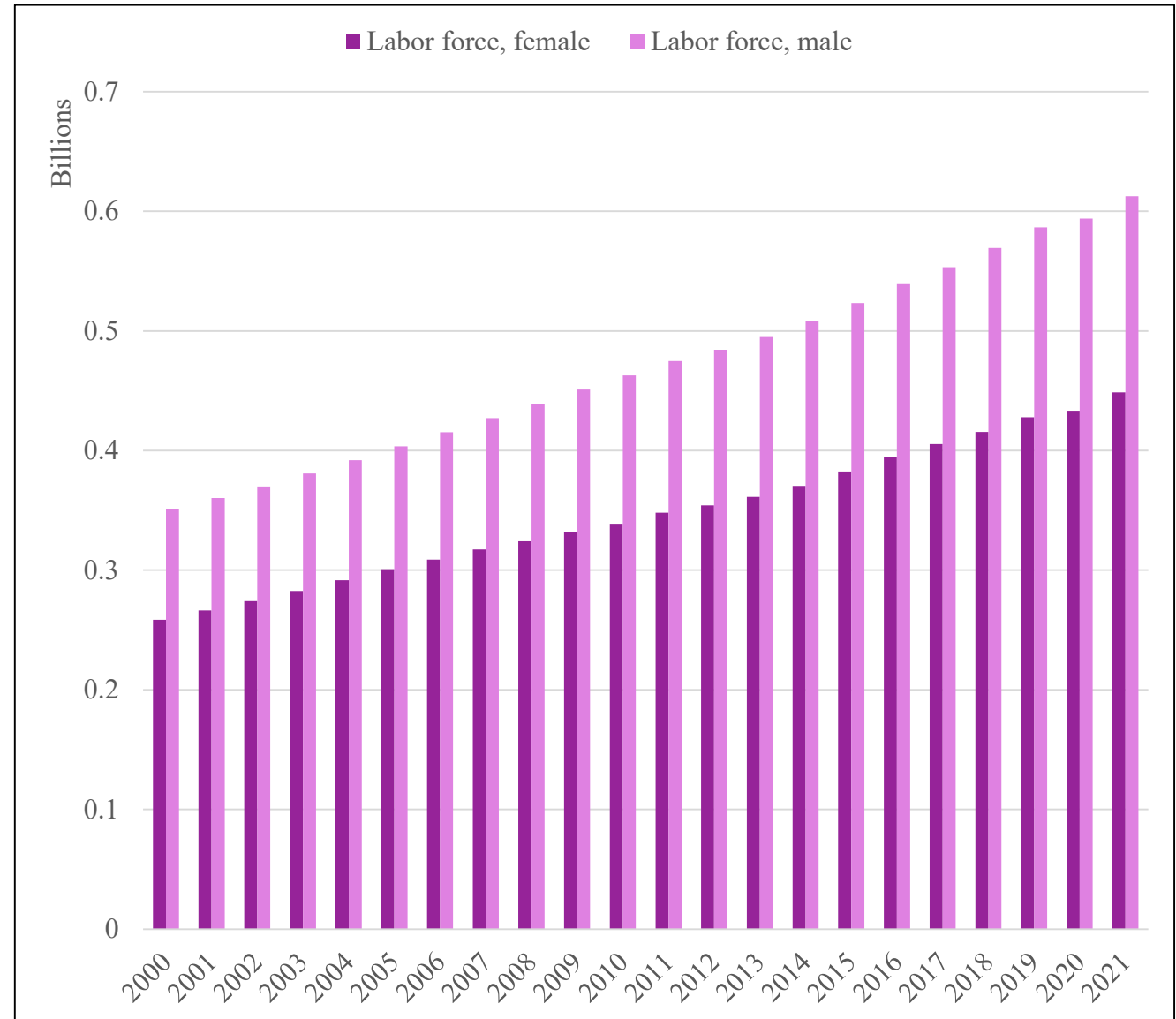
Middle East & North Africa Tertiary Enrolment



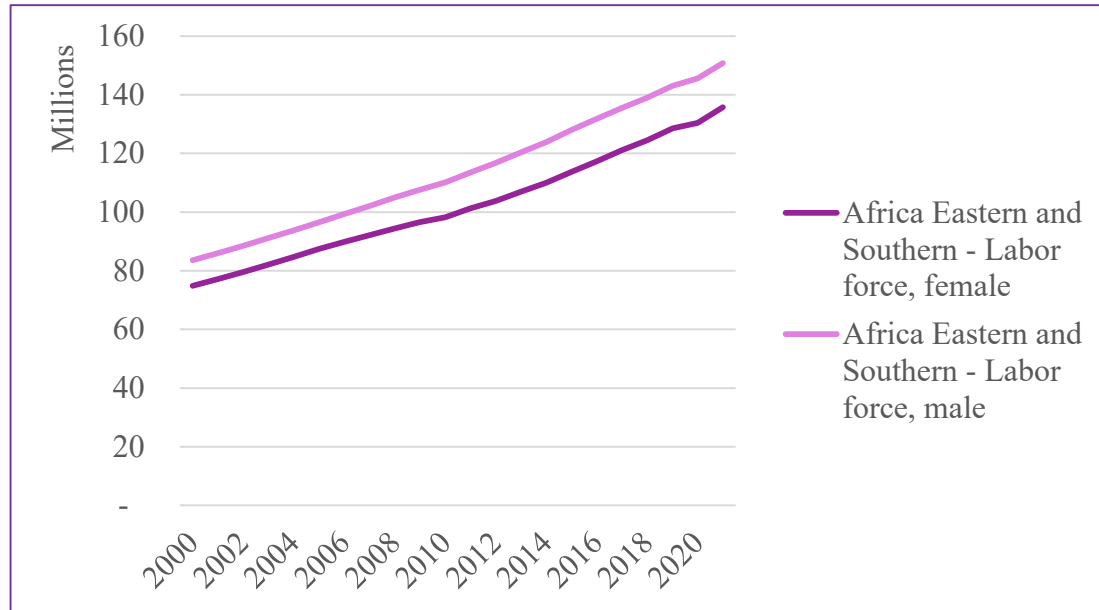
Labor Sector

- ❑ From the four regions of study, it is clear that male labor force still substantially dominate the female labor in the labor sector with Middle East and North Africa labor force gap being remarkable as compared to the other three regions.
- ❑ It was also observed that in 2020 there was a drop in the participation ratio of most of the African countries. According to the world economic Forum, 4.2% of women's employment was eliminated because of the pandemic from 2019 to 2020, compared to 3% of men.

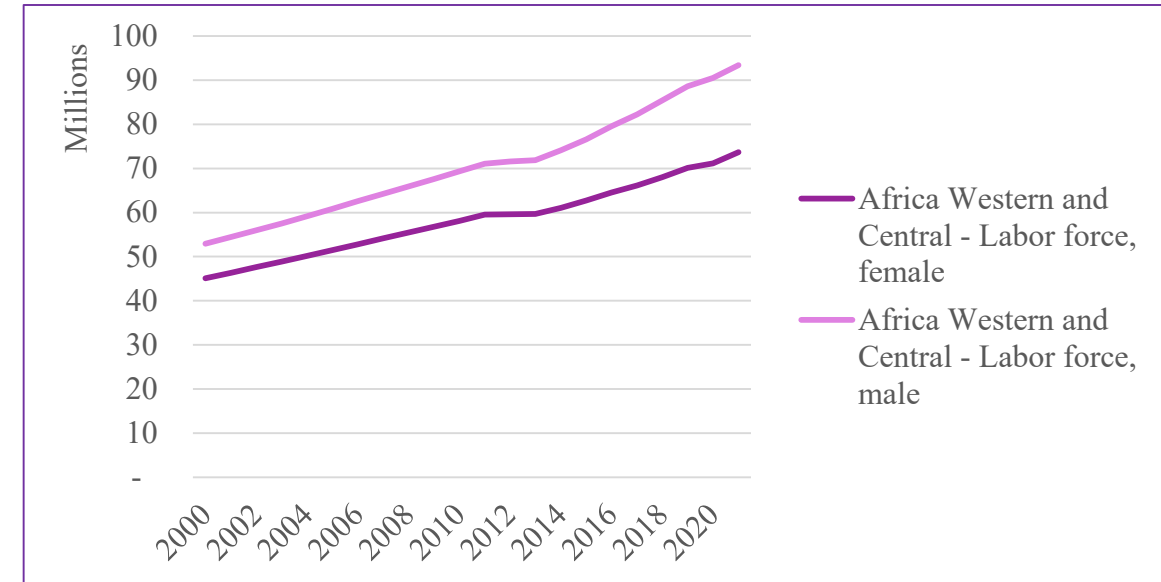
LABOR FORCE FEMALE VERSUS MALE COMPARATIVE OVER YEARS IN AFRICA



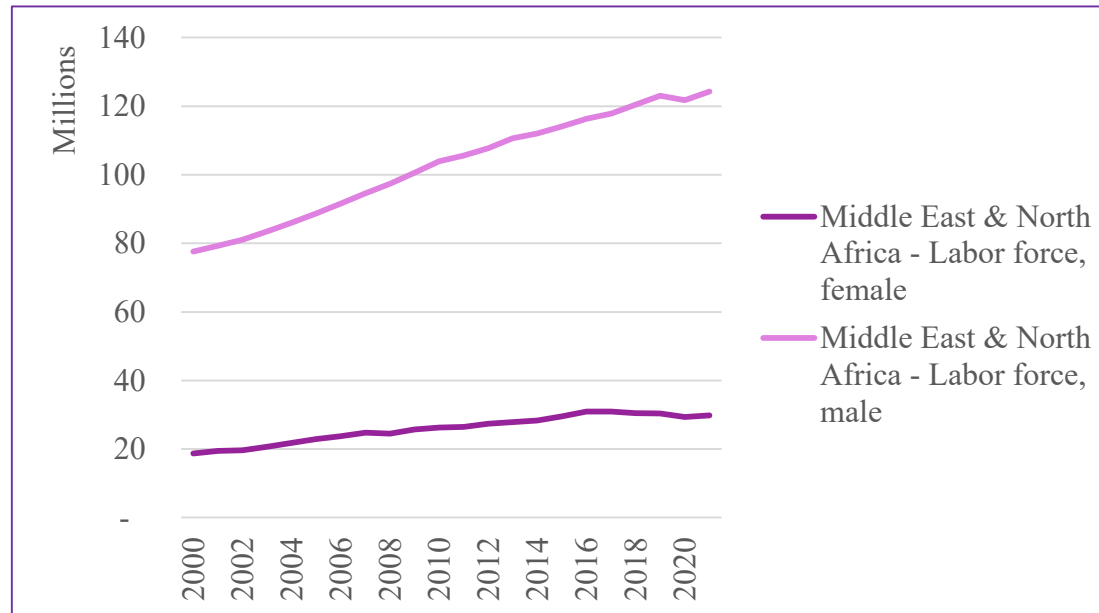
Africa Eastern and Southern Labor Force



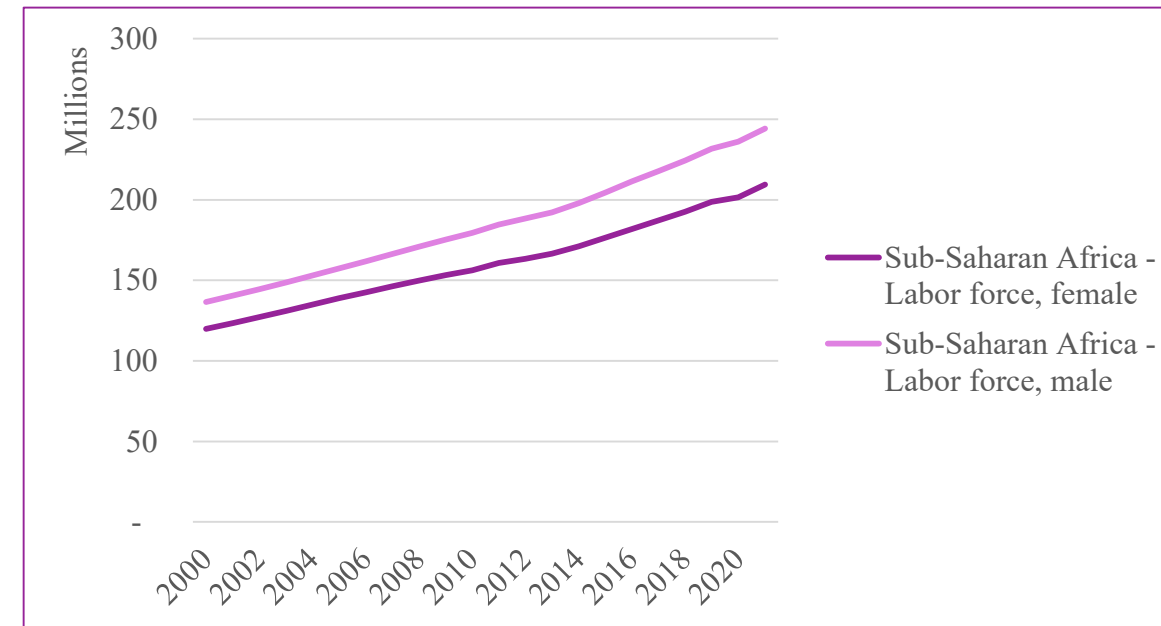
Africa Western and Central Labor Force



Middle East & North Africa Labor Force

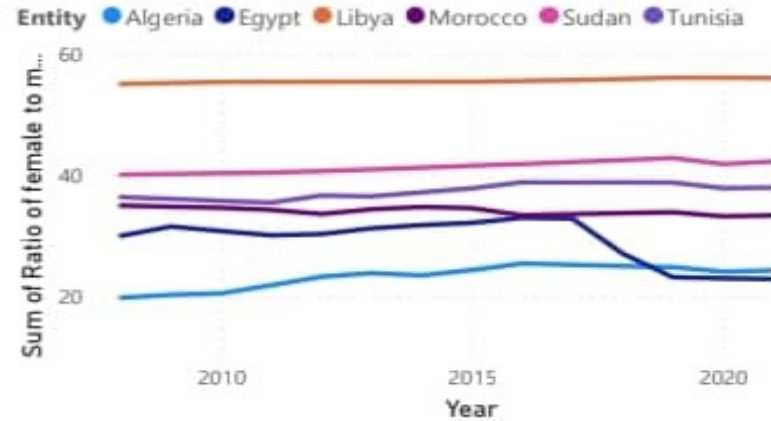


Sub-Saharan Africa Labor Force

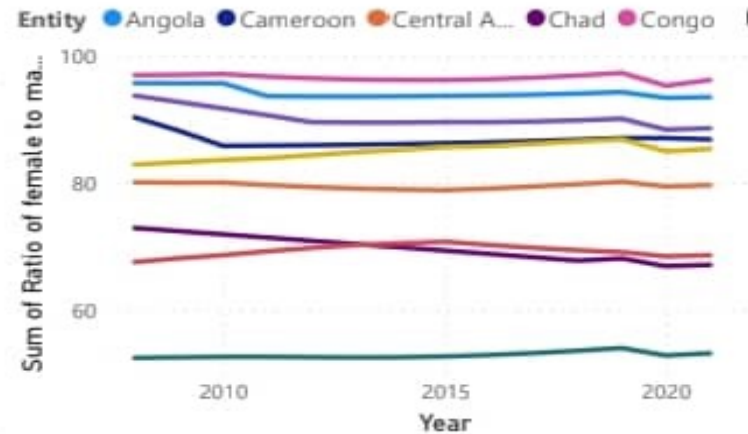


RATIO OF FEMALES TO MALES IN LABOR FORCE SHOWING TRENDS IN DIFFERENT COUNTRIES

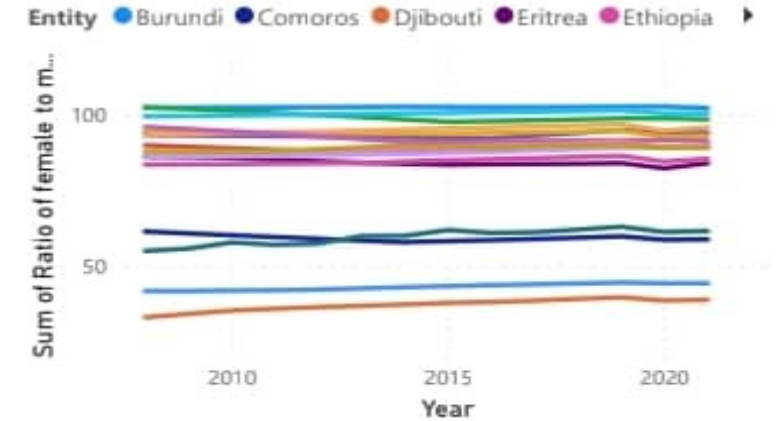
Ratio of female to male labor force participation rate (%) in Northern Africa (modeled ILO estimate)



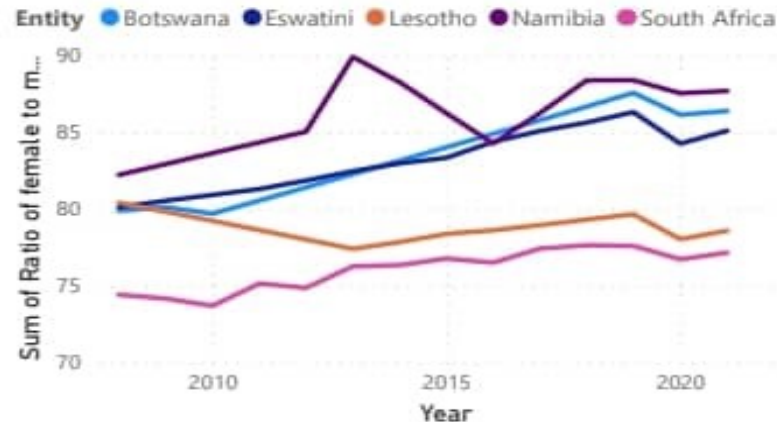
Ratio of female to male labor force participation rate (%) in Middle Africa (modeled ILO estimate)



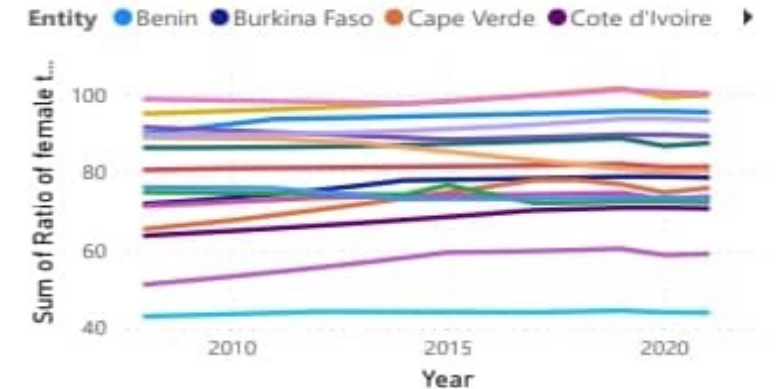
Ratio of female to male labor force participation rate (%) in Eastern Africa (modeled ILO estimate)



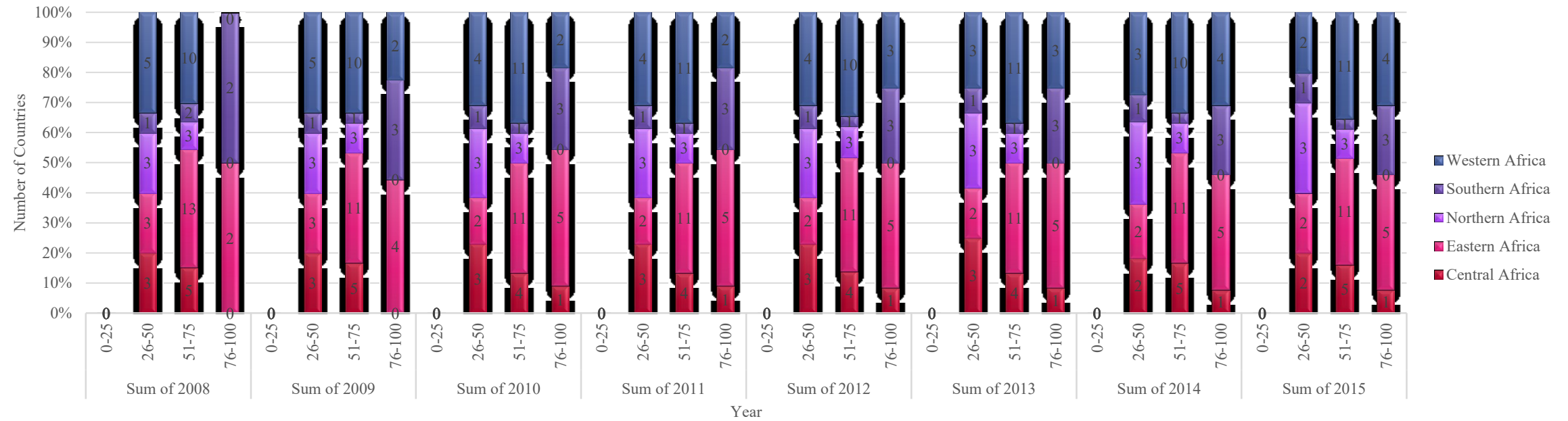
Ratio of female to male labor force participation rate (%) in Southern Africa (modeled ILO estimate)



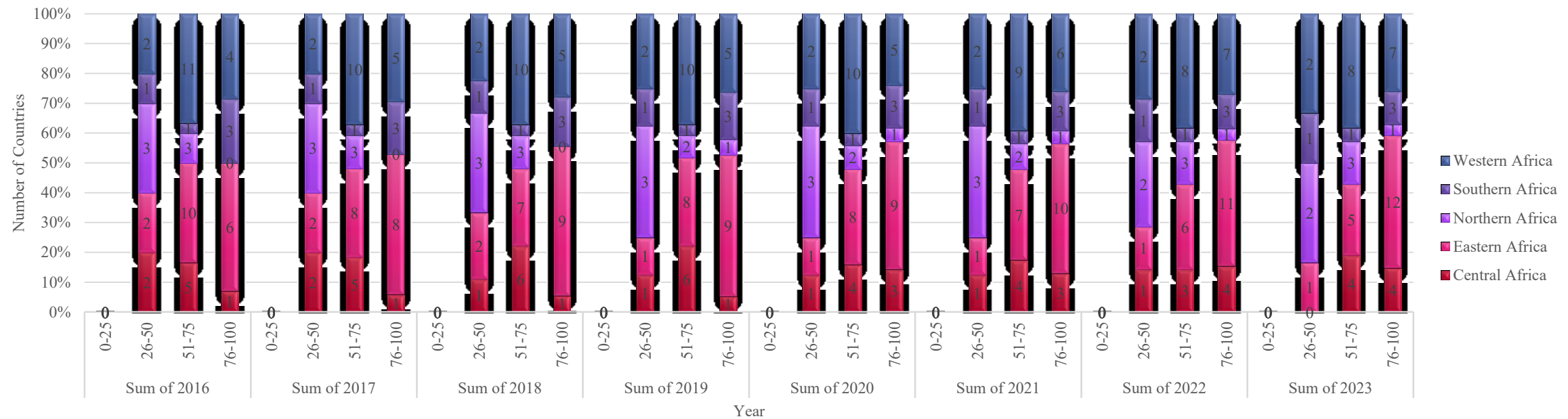
Ratio of female to male labor force participation rate (%) in Western Africa (modeled ILO estimate)



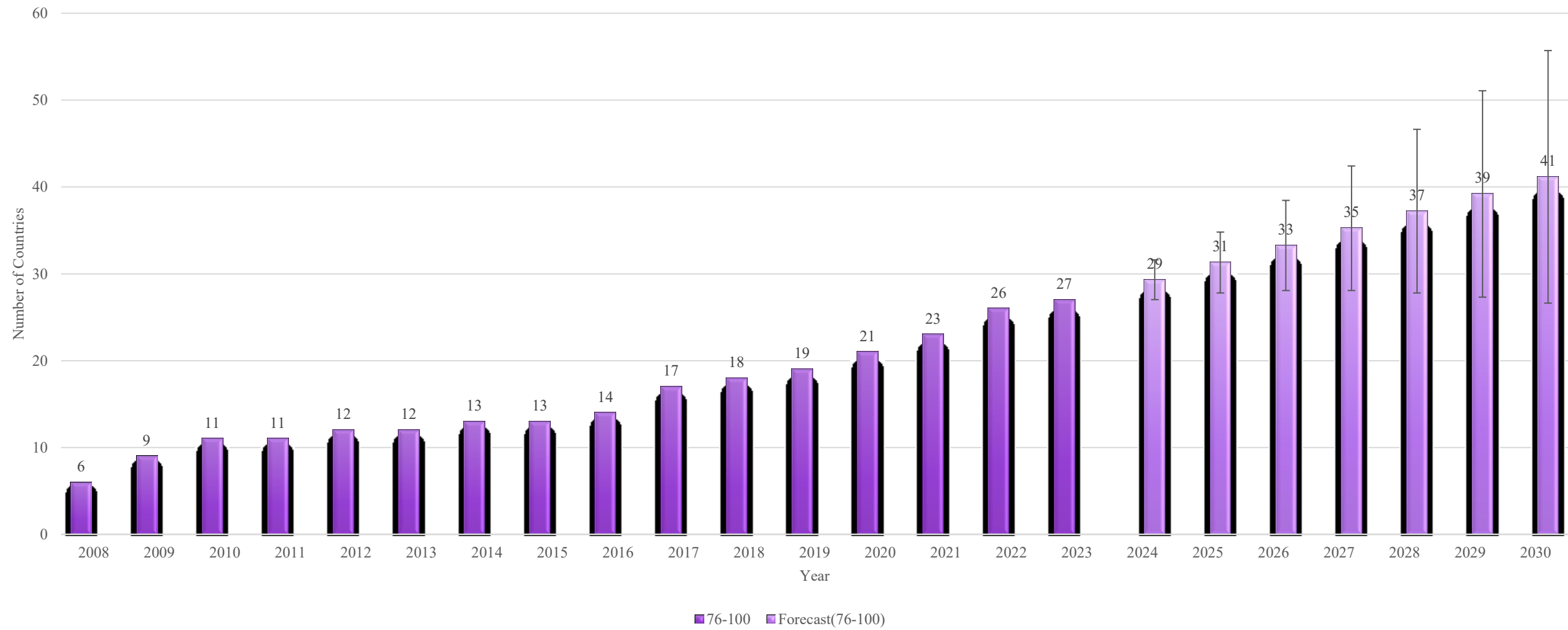
Distribution of WBL Index before implementation of SDGs per Region



Distribution of WBL after SDGs per Region



Forecast of the Number of countries that will achieve a WBL index of 76-100 by 2030



A forecast of the number of countries that would have attained a WBL index score of 76-100 based on the previous trends reveals that only 41 of the 54 countries will have attained a score the upper quartile.

DISCUSSION

- ❑ Although progress has been made in recent years, gender disparities continue to exist in many African countries despite the near equal population distribution of both genders.
- ❑ In education, while progress has been made in narrowing the gender gap in education enrolment in many African countries, disparities still exist in secondary and tertiary education. Barriers faced by girls in African countries include cultural norms, early marriages, and limited resources
- ❑ The 2019 Gender Index report by the Africa Development Bank and the United Nations revealed that girls and young women have not achieved parity with boys and young men in the education and skills sector. According to UNESCO, 2017, in sub-Saharan Africa, about 47% of women over the age of 15 are illiterate, compared to 29% of men.
- ❑ In employment, the ratio of female to male in the labor force has also seen some progress since the adoption of the SDGs in 2015. Analysis of the WBL Index revealed that there has also been some progress in ensuring policies and resources are being employed to further close the gender gap in Africa's employment. The International Labour Organization (ILO) states that women's labour force participation in Africa was 23 percentage points lower than that of men in a study between 1991 and 2006.

CONCLUSION

- ❑ The analysis of gender equality shows a consistent rise in women's labor force participation and greater progress in female enrollment in schools compared to males, indicating progress towards SDG goal 5 in education. However, in Africa, women still encounter obstacles in achieving equal opportunities in the labor market, emphasizing the need for further action to bridge the gender gap and attain the desired goal by 2030.
- ❑ It has been predicted that only 41 of the 54 African countries would have attained a WBL index score of 76-100 by 2030 based on the previous trends. While this would be a great progress in attaining gender equality, more effort is required.

RECOMMENDATION

- ❑ It is critical to improve access to quality education for girls and women as well as enacting policies that encourage girls' school enrollment and retention.
- ❑ Mentorship programs can be created to help girls and women succeed in their educational and professional endeavors. These programs can offer advice, networking opportunities, and role models who encourage and empower women to pursue their dreams and ambitions.
- ❑ Employers should embrace supportive workplace practices such as flexible working arrangements, parental leave, and childcare facilities. These regulations make it possible for women to balance their job and home commitments, hence increasing their participation and advancement in the labor field.
- ❑ Women's participation in vocational training programs and skill development efforts by promoting vocational training and skill development. This will allow women to gain the essential skills for employment in a variety of fields, increasing their employability and economic independence.
- ❑ Accurate and up-to-date Gender-specific data should be collected, analyzed, and used by governments and organizations to develop inclusive policies and activities.



THANK YOU