

# Gender Equality in employment and education

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## Goal Targets

- Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision making in political, economic and public life
- End all forms of discrimination against all women and girls everywhere
  - focusing on ending discrimination against women in workplace (we will compare the rate of employment for both men and women at different age)
  - women are underrepresented in Science-Technology-Engineering and Mathematics
- Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate
- By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and Goal-4 effective learning outcomes
- By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

## Hypothesis made

1) In developed countries, there is already equal access for all women and men to quality and equitable primary and secondary education. Women are given more opportunities in getting involve in society and education as compared to many years before. Thus, we believe that the discrimination against women in getting a job is not because of the gender. Nowadays the demand for unskilled jobs is decreasing while the demand for skilled job is sky-rocketing. Therefore, employers nowadays will be emphasizing more on skilled people despite gender.

2) It's not because women is less competent in leadership at all levels of decision making in political, economic and public life, it's mainly because as women get married, they tend to give u their job to take care of their children at home. When it come to child care, moms do more, dad do less. This concept is widely and openly discussed for many decades. Is it by nature or by nurture? We don't know . All we can do is to accept the inevitable dependency(such as child birth or breast feeding will surely be done by women) and try to reduce the tendency of women giving up on career for child care.

## Solution

1) Provide more scholarships of different categories and criteria, not only focus on the poor. Because for middle class citizens, they might be able to afford for tertiary  educations, however, they might feel that the money is not worth spending on education.

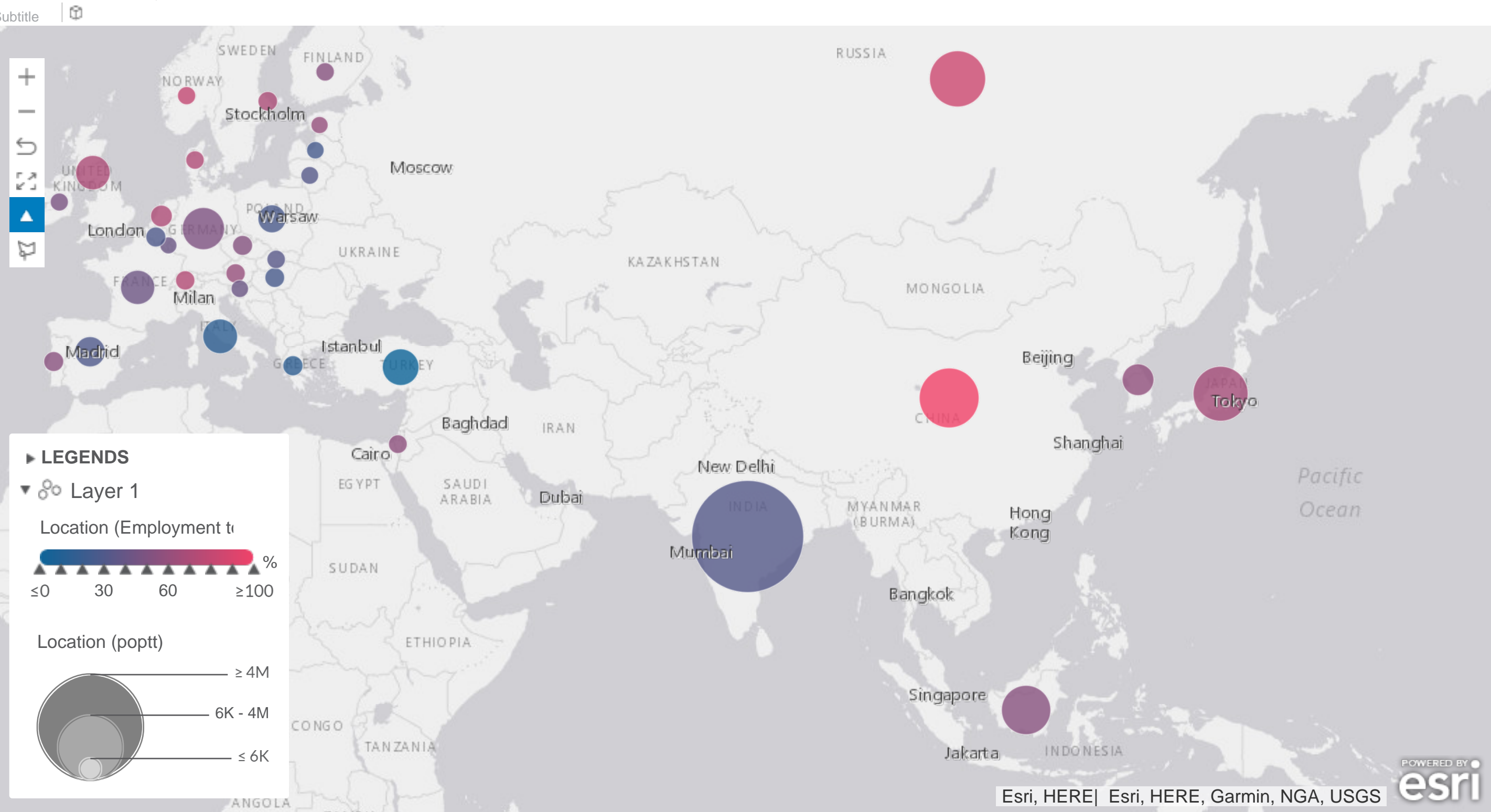
As a Monash University Malaysia student, one observation I  made (using only Monash University Malaysia and Monash University Australia as my sample) is that ASEAN countries tend to focus a lot on the poor and people in financial needs when it comes to offering scholarships. While in Australia, there are various kind of scholarship offered for not only the poor ones but also for women especially in the field where women are underrepresented in. Below are the few scholarships offered:

- [Women in Information Technology Scholarship](#)
- [Women in Engineering scholarship](#)
- [Ericsson for Women in Leadership Scholarship](#)
- [CitiPower and Powercor Women in Electrical Engineering Scholarship](#)

In short, the number of scholarship provided in Monash University Malaysia is very limited as compared to the amount of scholarships provided in the Australia campus.

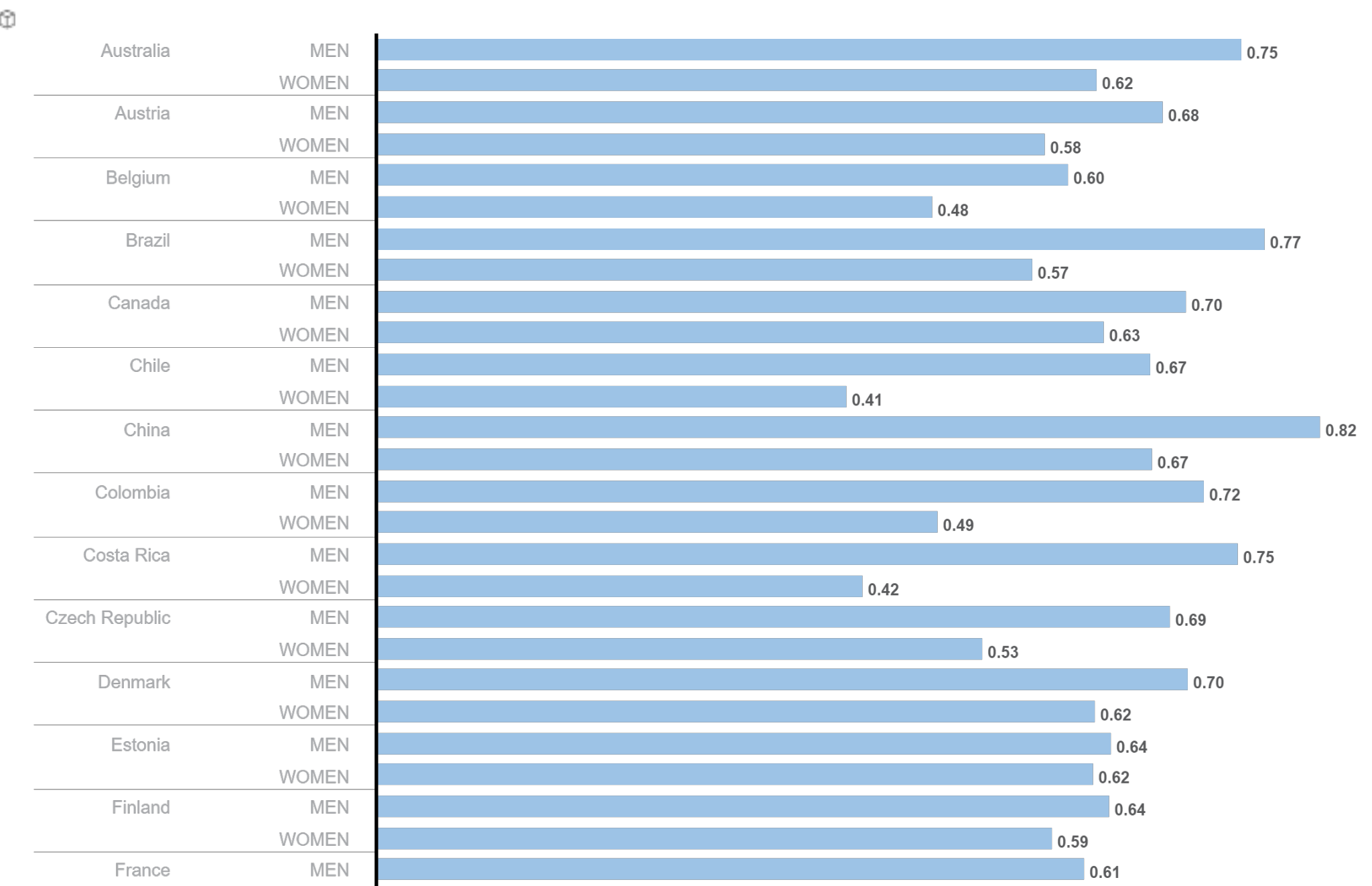
2) Provide more quality child care center (pre-school centers such as kindergartens)  so that women can concentrate more on their career while their children have access to quality early childhood development and preprimary education so that they are ready for primary education.

Location (Employment to population Ratio, population)

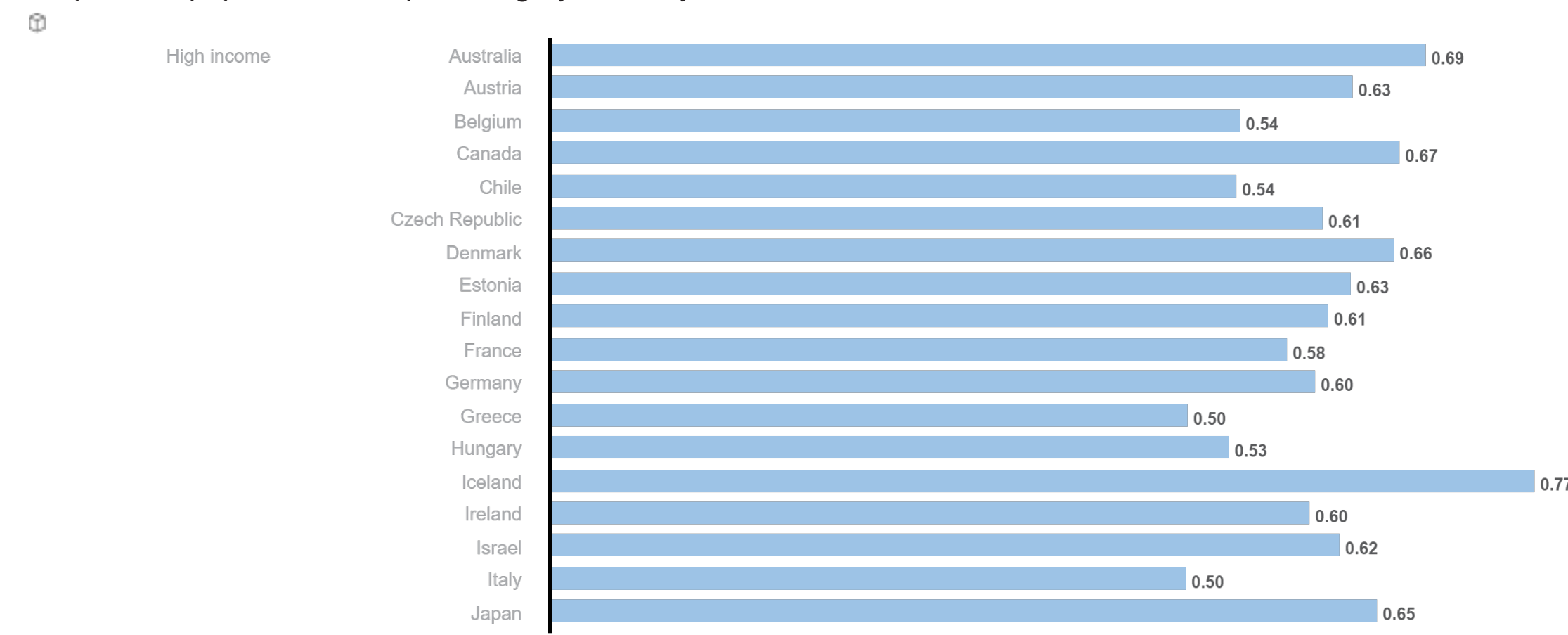


From the map above, the size of the bubble represents the population size and the color indicates the employment to population ratio. The brighter the color the closer the ratio is to 1. The darker the color gets, it is telling us that for that country the employment to population ratio is low indicating that the proportion of unemployed citizen is higher than employed citizen.

Comparing employment to population ratio of both genders in different countries



Emploment:populationRatio per category, Country for Actuals Actual



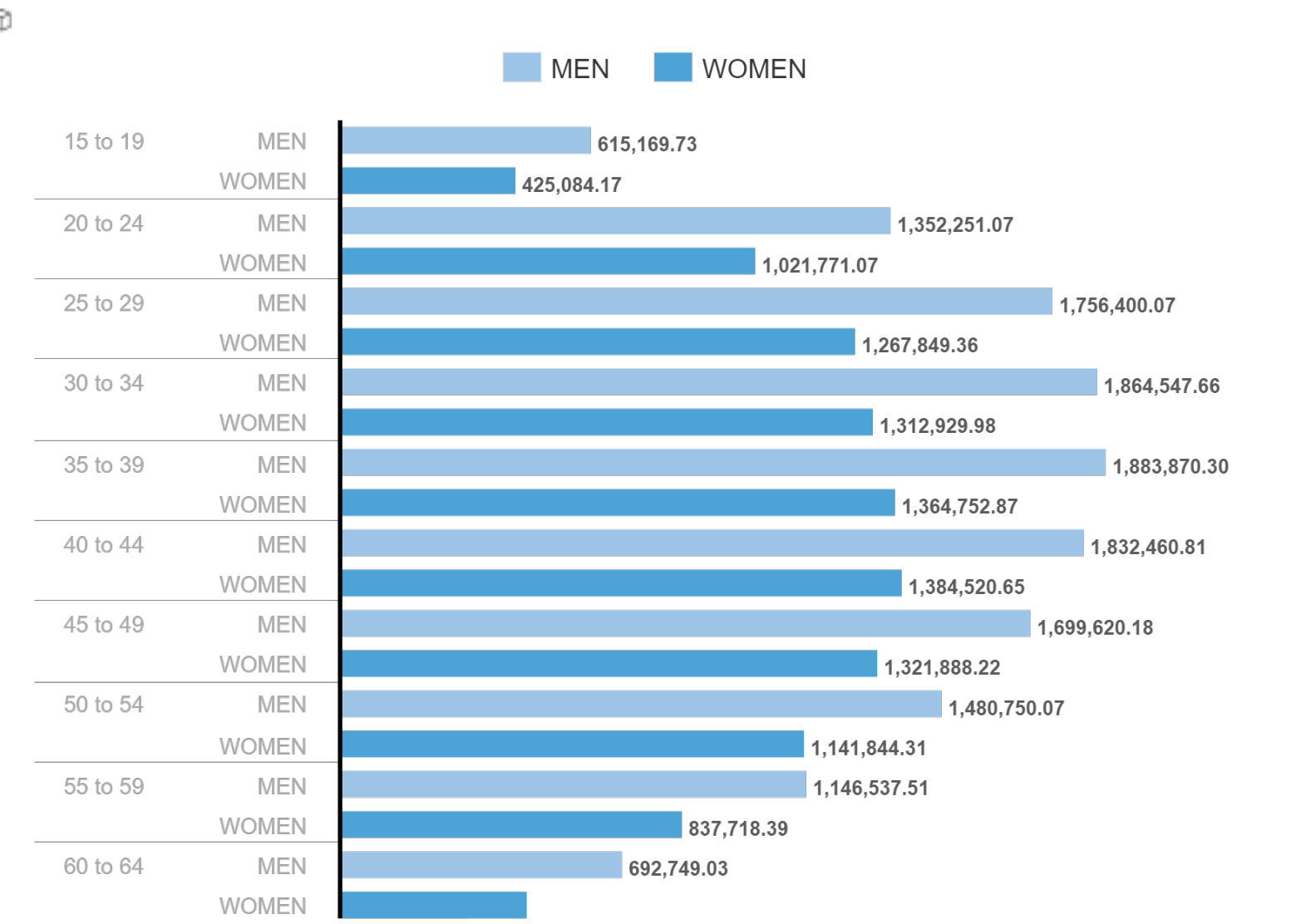
Data source from:

[https://stats.oecd.org/Index.aspx?DataSetCode=LFS\\_D](https://stats.oecd.org/Index.aspx?DataSetCode=LFS_D)

<http://databank.worldbank.org/data/download/site-content/CLASS.xls>

[https://stats.oecd.org/sdmx-json/data/DP\\_LIVE/.GDP.TOT.USD\\_CAP.A/OECD?contentType=csv&detail=code&separator=comma&csv-lang=en&startPeriod=1999&endPeriod=2016](https://stats.oecd.org/sdmx-json/data/DP_LIVE/.GDP.TOT.USD_CAP.A/OECD?contentType=csv&detail=code&separator=comma&csv-lang=en&startPeriod=1999&endPeriod=2016)

Comparing the number of people being employed (in thousand) for both gender at different ages



If we run the smart discovery, we will realized that age and country is a better key influencer of the employment value as compared to Sex.

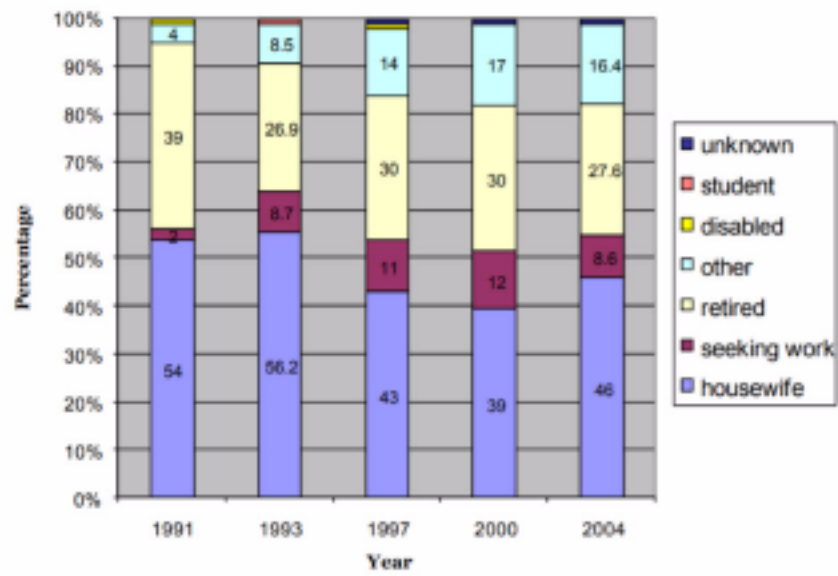
From the graph above, we observed that the rate of increase in the value of employment for men is much higher than women as they age (especially during the peak age of 20-40). One of the reason is that women tend retire early to become housewives (as shown in the statistic depict in a paper about a longitudinal study of married women' s probability of being housewives. (screenshot shown in the right)

Source: [http://digitalcommons.lsu.edu/cgi/viewcontent.cgi?article=3495&context=gradschool\\_dissertations](http://digitalcommons.lsu.edu/cgi/viewcontent.cgi?article=3495&context=gradschool_dissertations)

Reference  
Hu, Chiung-Yin, "A longitudinal study of married women's probability of being housewives in reforming urban China" (2008). LSU Doctoral Dissertations. 2496.

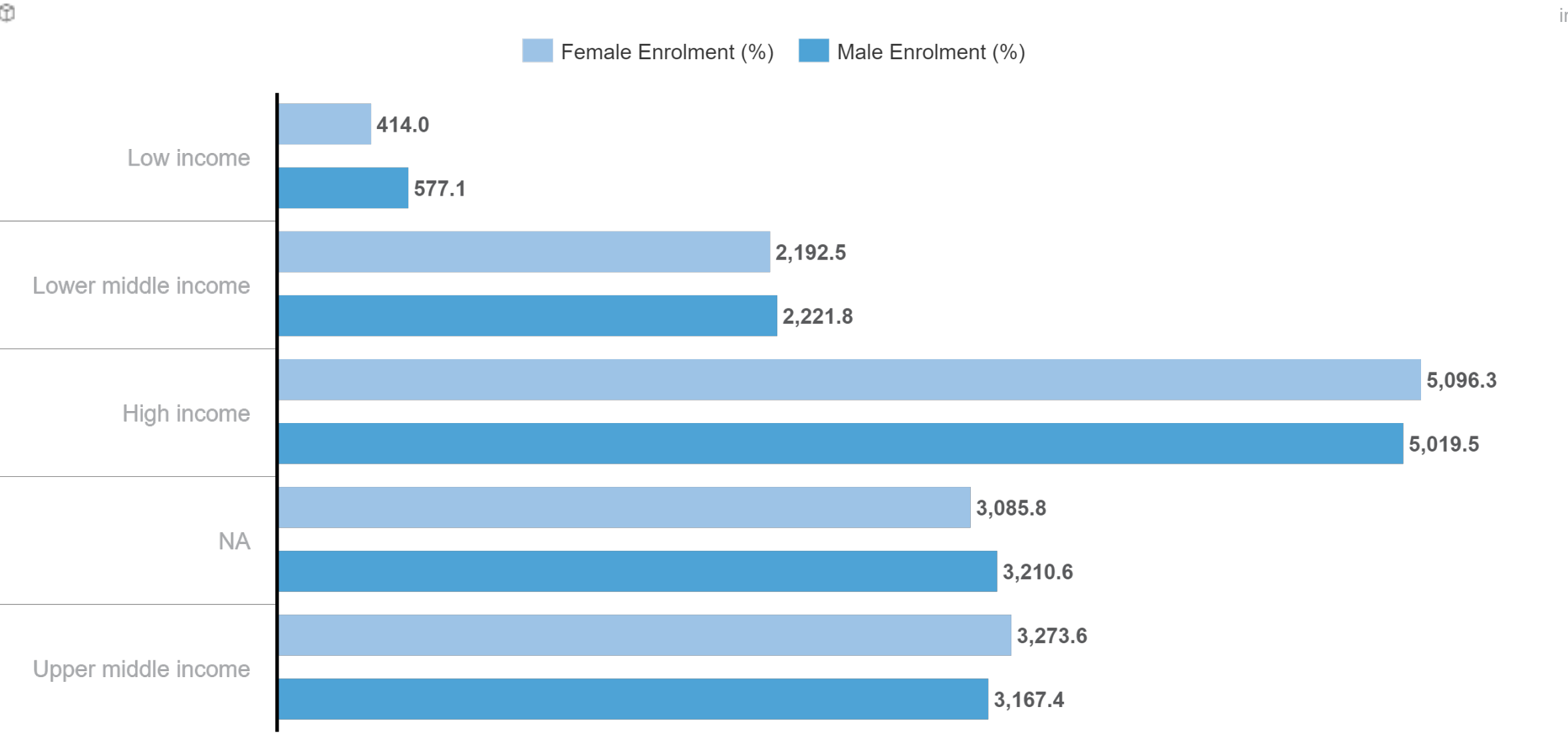
Table 7. Reasons for Not Working among Married Women in Cities

	1991	1993	1997	2000	2004
Housewife	77	73	92	108	197
Seeking work	4	11	23	34	38
Retired	55	35	64	84	120
Other Reasons	5	10	29	47	68
Disabled	1	0	1	0	0
Student	0	1	0	0	0
Unknown	0	0	1	3	4
N	142	130	212	276	428





Female enrollment% VS male enrollment percentage to secondary education at different income group countries



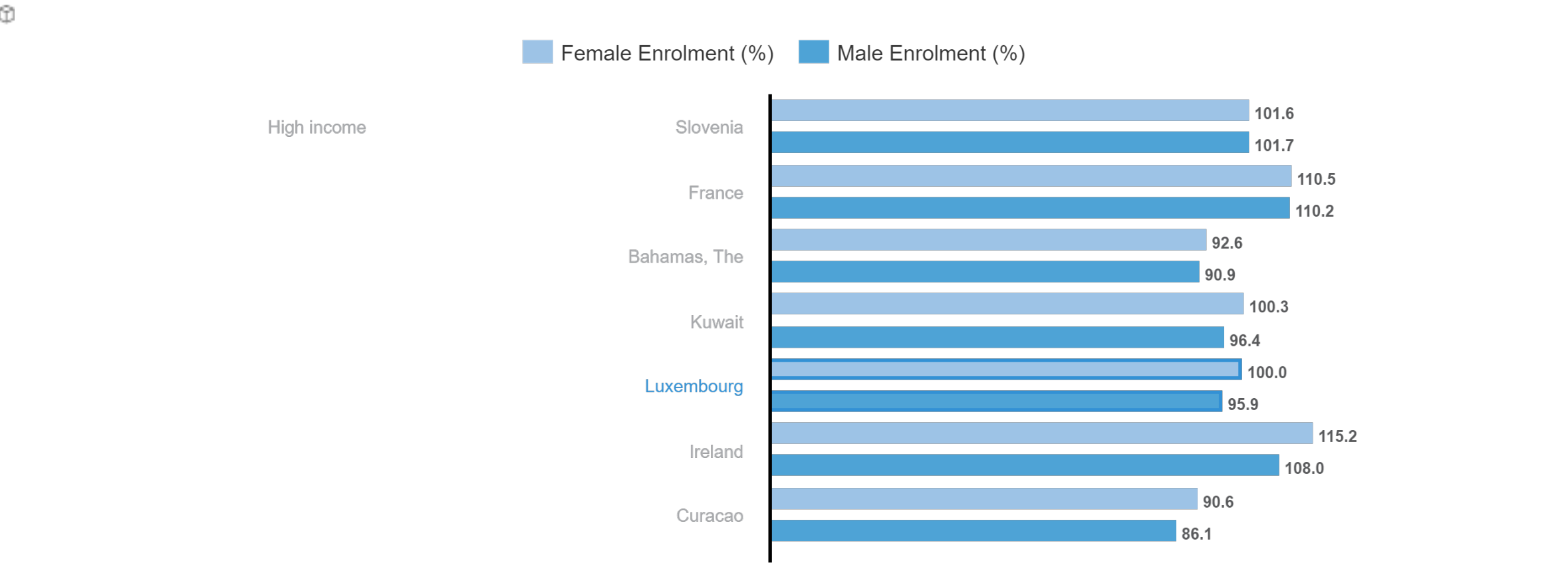
On average, the school enrollment, secondary, female (% gross) for **high income countries and upp middle income countries** slightly higher than the secondary school enrollment of male student.

So the concern now is only the gender parity index for low income and lower middle income countries.

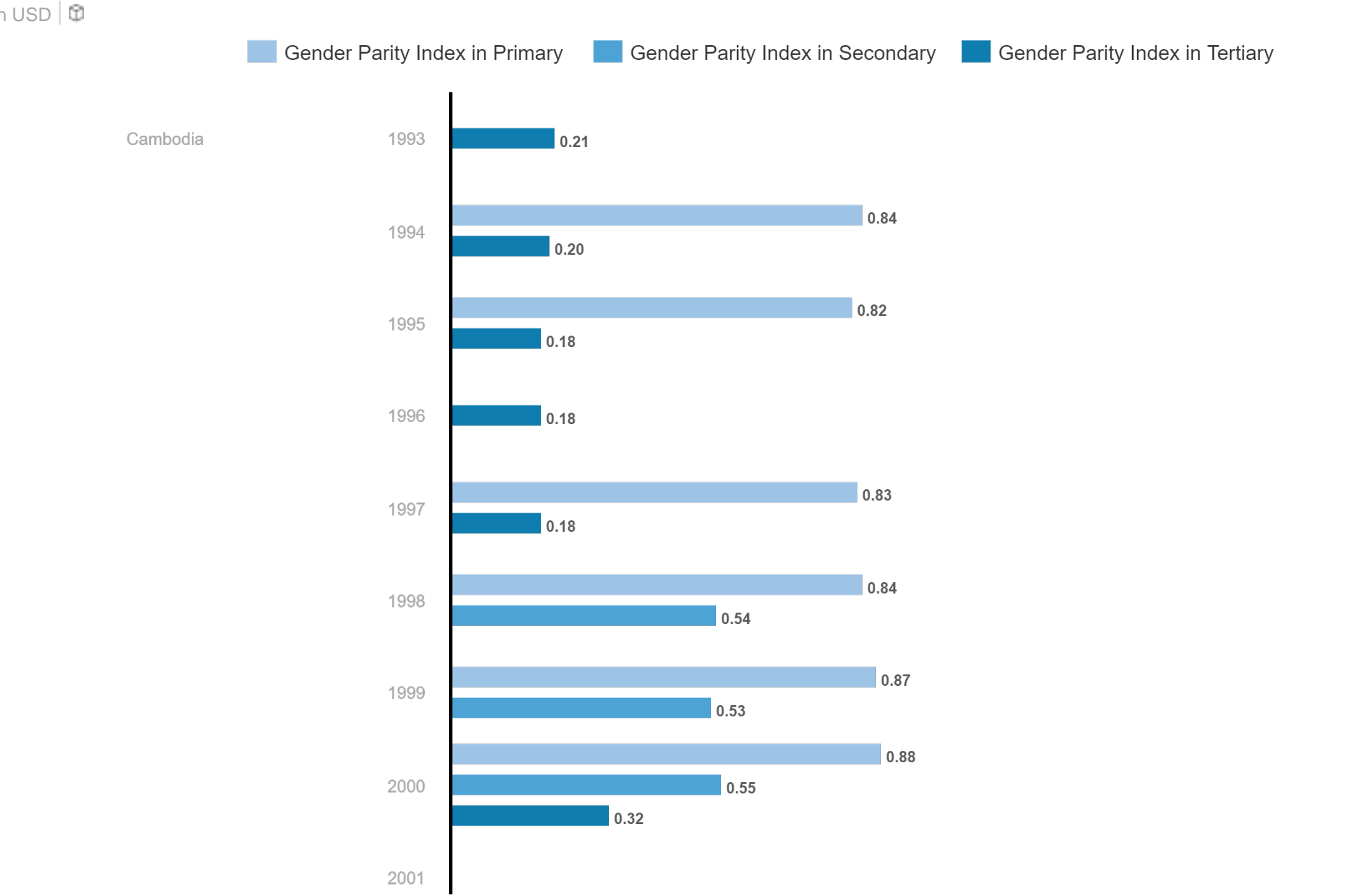
But from the chart on the right, we can see that the gender parity index is increasing and getting closer to 1 as time past while the country grows and improve.

From the chart below, we can see that the secondary school enrollment for female is slightly higher than male or almost the same as the secondary school enrollment for male except for the countries in low income group.

Female Enrolment (%), Male Enrolment (%) per Country, IncomeGroup for Actuals Actual



Gender Parity Index in Primary, Gender Parity Index in Secondary and others per Country, Year for Actuals Actual



Appendix

MY\_Tututrain\_ASEAN059\_070917

https://epmprod85-ua.us1.sapbusinessobjects.cloud/sap/fpa/ui/tenants/cc04c/bo/story/0623AE5966AEC54AE10000000A6C99FC

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Comparing the number of people being employed (in thousand) for both gender at different age range

Model	Dimension	Value
newAll22csv_4853	Category	Actuals Actual

Comparing employment to population ratio of both genders in different countries

Model	Dimension	Value
newAll22csv_4853	Category	Actuals Actual

The relationship between employment rate and GDP of selected countries

Model	Dimension	Value
EmploymentWfGDPcsv	Category	Actuals Actual
EmploymentWfGDPcsv	COUNTRY	IND, IDN, JPN, KOR

Emploment:populationRatio per category, Country for Actuals Actual

Model	Dimension	Value
newALL22WfCatcsv	Category	Actuals Actual

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Female enrollment% VS male enrollment percentage to secondary education at different income group countries

Model	Dimension	Value
qualityedu	Category	Actuals Actual

Gender Parity Index in Primary, Gender Parity Index in Secondary and others per Country, Year for Actuals Actual

Model	Dimension	Value
ASEAN_GenderEquality	Category	Actuals Actual

Female Enrolment (%), Male Enrolment (%) per Country, IncomeGroup for Actuals Actual

Model	Dimension	Value
qualityedu_sample1	Category	Actuals Actual