Gender as a Factor in Student Mobility
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Dr Beata Webb

Gender as a factor in Student Mobility

Hello, Today I will talk about women at universities globally
on the move: internationalization!
Women at Bond University

Women at universities

Women and education in OECD and EU countries
- In 2013: 23 mln students started their university degree

What’s OECD?
The Organisation for Economic Co-operation and Development (OECD)
- Born 1961, with 30 countries
- Now 34 countries and more partners
- Provides independent, evidence-based high quality analysis
- To help improve the economic and social well-being of citizens in its member countries and globally

OECD 34 Countries

America: 25
- USA
- Canada
- Mexico
- Chile
- Brazil
- Argentina

Europe: 25
- France
- Spain
- Germany
- Italy
- Austria

Asia: 6
- Japan
- Korea
- China
- Australia
- New Zealand
- Israel

Africa: 2
- South Africa
- Egypt

Latin America: 4
- Brazil
- Mexico
- Argentina
- Chile

Central America: 3
- Costa Rica
- Panama
- El Salvador

The Caribbean: 7
- Jamaica
- Haiti
- Cuba
- Dominican Republic
- Trinidad and Tobago
- Guyana
- Suriname

The Pacific: 2
- Australia
- New Zealand

Iceland

Women at universities

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Iceland
Universities globally: increase

- 1995–2011: university entry rates from 39% to 60%
- Growing demand
- Structural change in educational systems
- New programmes created to meet changes in professions
- More international & more adult students

Mobility Revolution: Australia where do students come from?

Gender gap in OECD countries and EU

- For centuries: discrimination & exclusion
- Goal was to make it equal
- Over thirty years many gaps have narrowed:
  - Attainment of education
  - Labour market
  - Pay

More women than men in higher education

- More men: Japan & Turkey
- Gap: Israel, Latvia, Norway, Slovenia, Estonia, Poland, Portugal

25-34 year olds in tertiary education by gender in 2014

- More women than men in higher education
  - 2014
  - 40 out of 42 countries
  - 35% of men
  - 46% of women
Trends in education: gender

**A trend**
an important pattern of
• social,
• environmental and
• economic activity
that will play-out in the future.

Over three decades.
A gender gap in educational attainment has reversed
• 05-64 yrs more men have tertiary education
• 25-34 yrs the trend is reversed

(2012; 3, EIF, 2013)

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**BUT...Men in education and employment**

Boys are more represented than girls in upper vocational education

Men are 3 times likely to study engineering, manufacturing and construction

More men in advanced research programs

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What do men and women study?

- Most: Social Sciences, business & law
- Sciences: less women
- 14% women in sciences (5%-15%)
- 39% men (19%-58%)

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**Girls: education & employment: young women**

are 3 times likely to study education

underrepresented in education and employment in:

- Mathematics, Physical science, Computing

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Other things: Who will complete their degree?

- Women more likely!
- Men: 65%
- Women: 74%
- Countries vary: 60-80%
Who is more likely to be unemployed?

- 19% men, 18% women
- Mexico: 3X
- Turkey: 2X
- Chile
- Israel
- Ireland
- Iceland

Unemployment and gender: more women than men: why?

- Traditional gender roles
- Family formation
- Social expectations
- Military duties
- Skew results

Employment rates at every level

- Women's employment rate lower than men
- Even with tertiary education
- Men: 88%; women: 66%

Gender trends

- In 2018, Women studied
  - Bachelor level: 6 mln; Master: 3 mln
  - 57% at Master level (Poland: 67%)
  - 62% in education, humanities, social sciences
  - 33% in sciences, engineering

Employment, earnings & gender: the bottom line is

- 35-44 year old woman, with the same education
- Will get 74% of man's income

Demographic
- More girls than boys

Sociological
- Less discrimination
- Family and education
- Gender differences in family
- Differences in peer groups

Economic
- Higher return on studies
- More choices
- Alternative choices for men

Educational
- Better academic preparation for girls
- Provision of higher education
- Provision of higher training
- Feminisation of teaching profession

35-44 year old woman, with the same education
Will get 74% of man's income
The original gender gap still exists:
women have...and the reverse news starts here:

- higher education attainment (With gender gap wider at lower levels)
- Teaching as an example:
  - primary versus tertiary
  - have lower employment rates
- have lower employment rates

...and the reverse news starts here:

- are underrepresented
  - at highest education levels
  - in highest paid professions

Women on the move: the Erasmus Program

- One of the largest mobility programs in the world
- EU exchange program: financial support for students to study abroad
- 4000 academic institutions
- In 33 countries

Women on the move: globally

- Women students on the move:
- One of the largest mobility programs in the world
- EU exchange program: financial support for students to study abroad
- 4000 academic institutions
- In 33 countries

Women on the move: gender gaps in the Erasmus program

- Since 1987: 3 mn students
- 1987-1 000
- 2012-252 827
- Women are over-represented
- Gender asymmetry in different subject areas
- Gender differences: not studied much

Are women also present in international mobility programs? Subject areas: YES!

- 2011-2012 Erasmus students
- 61% (153 468) women
- Systematic across subject areas
- Except for Health and Welfare

Women on the move: the Erasmus Program

Women students on the move: globally

Women on the move: gender gaps in the Erasmus program

Are women also present in international mobility programs? Subject areas: YES!

Women students on the move: globally

Women on the move: gender gaps in the Erasmus program

Are women also present in international mobility programs? Subject areas: YES!
Are women also present in international mobility programs? Different countries: YES!

- 2011-2012 Erasmus students
- More women in
- 27 out of 33 participating countries

Student mobility revolution

2012
4 million
Students

2014
534,870
Students

Globally

Australia

31,000 Students

9,705 students from the Philippines

Mobility: Where do students go (now...)?

1. United States (18%)
2. United Kingdom (11%)
3. France (7%)
4. Australia (6%)
5. Germany (5%)
6. Russia (4%)
7. Japan (4%)
8. Canada (3%)
9. China (2%)
10. Italy (2%)

Mobility: Where do students come from?

1. China (694,400)
2. India (189,500)
3. Republic of Korea (123,700)
4. Germany (117,600)
5. Saudi Arabia (82,500)
6. France (62,400)
7. United States (58,100)
8. Malaysia (55,600)
9. Vietnam (53,800)
10. Iran (51,600)

Mobility in Australia: where do students come from?

China 87,980
India 16,150
Malaysia 13,546
Viet Nam 12,383
Indonesia 9,453
Different perspectives on internationalisation: gender!

- Internationalisation:
  - Background
  - Trends and mega-trends
  - Academic discourse and self-efficacy
  - Role of institutions
- and
- started on gender

Australia...the first reference I found...

Addressing gender blindness in research on international education

2012, Boey, Monash University

a ‘blind spot’ on gender in relation to the international student experience and consequently a significant gap in our understanding of this cohort of students

Women students on the move: Bond University

International experience: Malaysian women’s view

- Wider goals
- Getting away from home
- Poorer interaction: clubs, locals and community
- A less positive overseas experience, especially to gain cross-cultural experience
- But more likely to describe transformative changes to personalities and attitudes

Overall: Men and women at Bond University: trends show more women than men but..

- Only 2010 almost identical
- Other years: more women than men
- The gap increased in the last three years
- Small gap: university profile
- Now: Details?

Australian men and women at the university: similar trend

- Predictable graph again
- Every year more women than men
- Gap increases
Tertiary experience by gender: ALL students & perceived difficulty with academic skills

- 16 academic skills
- 12 (75%) men find it more challenging
- 4 out of 16 more challenging for women
- Referencing and sourcing materials (0.5%)
- Writing critical research paper (0.9%)
- Giving oral research presentation (0.1%)

Bond: International students by gender: more men!
- Aha!
- Data very different from OECD & EU
- Men outnumber women
- Gap very consistent

Women at Bond: by levels: the higher the fewer
- Undergraduate: More women
- Postgraduate (includes PhD): Marginally more men
- Next slide shows PhD data
- Can you guess?

Women and men at the PhD level
- Predictable graph, don’t you think?
- More men than women doing PhDs

Bond Women: where are they from? 2010-2015
- More women from China, the US, Malaysia, Norway
- Fewer women: Canada, Germany, and India
More women from China, the US, Malaysia, Norway
Fewer women: Canada, Germany and India

Bond Women: where are they from? 2010-2015

International experience: what is it like?

Bond University: tertiary experience from a student perspective

Survey: difficulties with
- 16 academic skills
- 6 forms of assessment

1066 students at Bond
58 countries
2010-2014

Survey: Difficulties with academic skills & forms of assessment

Academic skills: part 1
1. Spoken Academic English
2. Written Academic English
3. Understanding local variety of English (if applicable)
4. Understanding lecturers’ different accents
5. Following lectures
6. The quantity of reading that is required
7. Vocabulary specific to my subject area
8. University procedures and administration
9. Working in pairs and small groups
10. Doing independent research
11. Writing critical research papers
12. Giving oral seminar presentations
13. Expressing own opinions in class
14. Referencing and sourcing materials
15. The use of technology for learning
16. Establishing working relationships with lecturers

Forms of assessment: part 2
1. Seminar presentation
2. Group project
3. Critical Research paper
4. Final exams
5. Referencing and sourcing information
6. The use of technology for assessment

The new life: part 3
1. New everyday life
2. New values, traditions
3. Getting on with people you study with
4. Getting on with people you live with
5. Getting on with people you work with

Tertiary experience by gender: all students & perceived difficulty with academic skills

75% of academic skills
women perceive as less problematic than men

Referencing and sourcing materials (0.5%)
Quantity of reading required (5.9%)
Writing critical research paper (3.7%)
Giving oral research presentations (3.2%)

Overwhelmingly, International female students report more problems
Quantity of reading similar, writing a critical research paper
Challenges with academic skills: international students by gender: a quick snapshot....

6. Quantity of reading similar, 11. Writing a critical research paper, 12. Giving an oral seminar presentation

Challenges with academic skills: international students by gender

- 16 academic skills
- International male students report more problems in all of them!

Challenges with academic skills: US and China: green for US students orange for Chinese: !!!

Challenges with academic skills: US and China

- Massive differences between USA and Chinese students
- Can’t use a term ‘international’
- Gender: YES!
- Background: MORE!

Academic skills: who has the best experience?

1. More women than men at Bond
2. More international men than women
3. Men overall perceive 75% more difficulties with academic skills (other are research related)
4. International women perceive 100% more difficulties than Australian (‘quantity of reading’ similar)
5. International men 100% more than international women
6. Extreme differences between International: American and Chinese females
7. Significant differences in gender (men perceive skills as more difficult)
8. Major differences: student background

Academic skills: whose best experience or highest self-efficacy?

- Major differences: student background
- The great leveller: technology for learning
- Best: an American female
- Worst: a Chinese male
Part 2: Assessment tasks: overall (all students) by gender

Women report less problems with:
- Seminar presentations
- Group projects
- Referencing
- Technology

Women more problems with:
- Critical research paper
- Final exams (marginal)

Assessment tasks: international by gender: identical to overall

Women report more problems with:
- Critical research paper
- Final exams (marginal)

Female students and assessment tasks: Australian, American and Chinese

International females Negative
International males Negative

American females perceive less difficulties with all but referencing

Similarities between American and Australian students

Huge differences between Chinese students and other

Assessment tasks: female and male students

Women perceive fewer problems than men both overall and international students
- Australian female students: less problems
- Groupwork: the only difference
- Similarities between American and Australian women
- Huge differences between them and Chinese women
- The least differences: technology for assessment

Part 3: The new life!

International females have a more positive experience in all the categories

Similarities between American and Australian students

Huge differences between Chinese students and other

'International' not an accurate category
Last group of questions: New everyday life: Women more positive in every category

International females have a more positive experience in all the categories!

Similarities between American and Australian students

Very significant differences: US, China, other

New life: Can we talk about ‘an international student’ here? No!

- International again an insufficient category
- Huge differences between the perceived experience of the US and Chinese students
- Societal values, culture, religion etc: 36.9% difference
- Indicative of language and culture related issues as well as cultural reporting styles

The new life! Talking about international experience....

Two major factors:
- Gender differences
- Student background

To sum up: gender is a key factor in understanding internationalisation

- Trends globally and locally show:
  - More women at universities
  - Different subject areas and levels
- At Bond University
  - More women overall, and Australians
  - Happier women
  - Fewer (still happier) international women
- Pronounced gender differences
- Background differences more pronounced
- Employment and pay inequalities wherever I looked (OECD)

New challenges in closing the gaps: goals for Women in TESOL

- Gaps in education, employment and pay
- Attempt to eliminate differences in education, workplace & access to jobs
- For men and women to develop equal skills
  - Perception that some fields are suitable for a particular gender
  - ‘Employing gender as a category of analysis can deepen (…) an understanding of the aspirations, experiences and outcomes of international students’
Thank you for listening, and, a small gift, thanks to Google

https://www.youtube.com/watch?v=ztMIb6nEeyg

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