

Policy Reforms and Gender Inequality in France Two Generation Studies in Comparison.

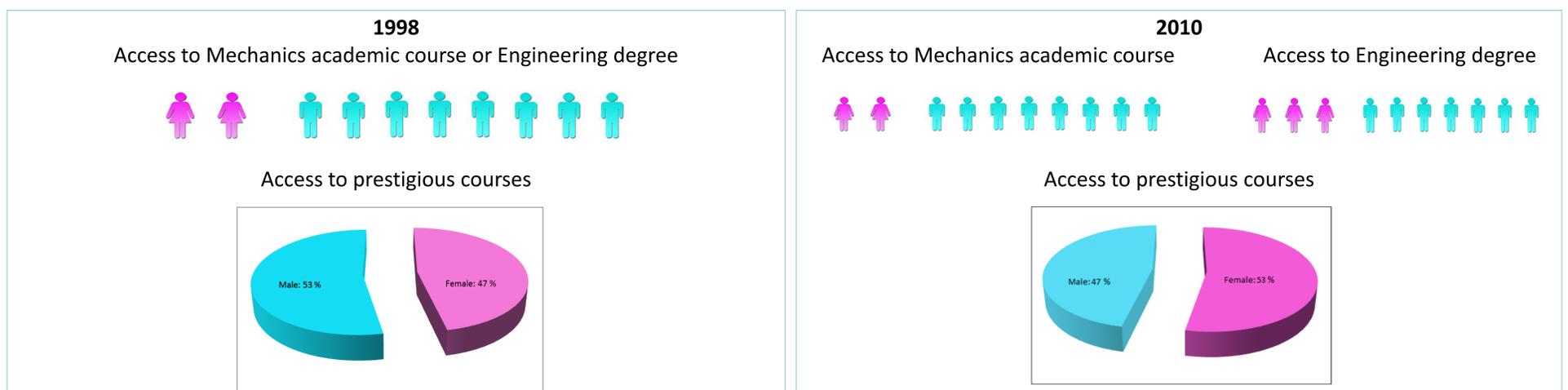
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Many reforms in favour of gender equality in French education

1792 : Condorcet decree proposed to open primary schools to all children
1850 : Falloux law obliged municipalities of more than 800 inhabitants to have girls' primary school.
1867 : Duruy law obliged municipalities of more than 500 inhabitants to have girls' primary school.
1879 : Bert law obliged every department to create girls' teacher training college.
1880 : Sée law created public secondary schools and public high schools for girls.
1881 and 1882 : Ferry laws made education free, compulsory and secular without establishing differences between girls and boys.
1886 : Goblet law obliged municipalities association of more than 500 inhabitants to have girls' primary school or to replace it by a coeducational school.
1959 : Berthoin reform legalized coeducational high schools.
1963 : Fouchet Reform extended coeducation to secondary schools.
1975 : Haby law implemented coeducation at all levels of the French education system,
1984 and 1989 : Agreements proposed to diversify girls' course choice.
1989 : This orientation law indicated that primary schools, secondary schools, high schools and higher education contribute to favour gender equality.
2000 : An interministerial agreement proposed to promote women access to the labour market.
2005 : The term of coeducation was registered in the orientation law.
2006-2011: Interministerial agreement for gender equality
2013-2018 : Six departments (Education ; Woman rights ; Labour, employment and professional training ; Higher education and Research ; Environment and rural affairs ; School success) signed an interministerial agreement for gender equality in the educational system.

Did the various reforms allow a decrease of gender inequalities in French higher education ?

2 databases: Generation 98 and Generation 2010 provided by the Cereq
31200 and 14396 individuals in higher education



3 Dimensions for gender inequalities : Multinomial Logistic Regression

Dimension 1 : access to prestigious courses			Dimension 2 : access to 'male' academic courses			Dimension 3: access to higher diplomas		
Odds-ratios Men vs. Women			Odds-ratios Men vs. Women			Odds-ratios Men vs. Women		
	1998	2010		1998	2010		1998	2010
Short technical studies depending on secondary schools (BTS)	2,3	2,8	Chemistry	1,3	1,1	PhD	1,7	1,7
Post-secondary preparatory school (CPGE)	1,9	1,7	Law-Economics-Management	0,7	1,2			
Short technical studies depending on university (IUT)	3,2	3,8	Mechanics	5,9	9	Engineering degree	3,2	2,4
			Mathematics/ physical sciences	2*	2,5			
			Sports	3,6	3,1			

* Lecture : in 1998, a man had twice the chance to access to Mathematics and physical sciences academic courses.

Results

Access to prestigious courses and access to higher diplomas remain affected by gender inequalities.
Inequalities of access to male academic courses increased between 1998 and 2010.

Agree with the conclusions of the Education Department (2013) :

- 1) *Coeducation remains an incomplete conquest*
- 2) *The weight and the complexity of both internal and external factors which affect gender relationships [...] are so important that policies are unsuccessful since many decades*
- 3) *School success and school failure, professional success and professional failure remain gender-related phenomena.*