

Education Systems and Gender Stratification in Bulgaria

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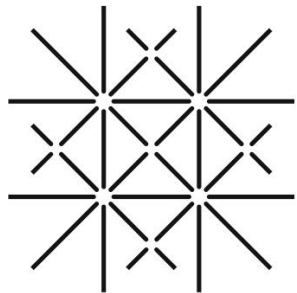
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Career orientations, education systems and gendered school-to-work transitions Conference

November 23-4 2012

University of Basel



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BULGARIAN
ACADEMY
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— 1869 —

Institute for the Study of Societies and Knowledge



**educational systems and
gendered school-to-work transitions**

Presentation Outline

1. Literature Review
2. Bulgarian Case Study
3. Data and Methodology
4. Main Results
5. Conclusions

Education Systems and Labor Markets

- National education systems structure labor markets and employment

How do educational systems reproduce or inhibit gender inequalities in employment?

- VET and HE affect gender segregation in jobs
 - gender vs. technical secondary education
 - gender typical fields of study in tertiary education

*(Buchmann and Charles 1995; Estévez-Abe 2006;
Smyth and Steinmetz 2008)*

Case Study Bulgaria

Few studies on Bulgaria

*(Kostova 2008; Müller and Gangl 2003; Popov 2007;
Stoilova and Haralampiev 2009)*

Transition to capitalism

- impacts on school-to-work transition (more risk and uncertainty)
- changes in education systems (decentralization, liberalization and privatization)

(Noelke and Müller 2011)

Bulgaria achieves greater gender equality in education and employment opportunities than many other countries

(Kovacheva 2008)

Gender Segregation in Bulgarian Education

- 57 % of general upper-secondary pupils are girls
- 55 % of HE students are women
- Low field-specific gender segregation in HE
 - female enrollment in the sciences and engineering: 34 % (7th in Europe)

(Charles and Bradley 2009; Hausmann, Tyson and Saadia 2010; Kogan 2008; Stoilova and Haralampiev 2009)

Gender Segregation in the Bulgarian Labor Market

- High female economic activity rate: 86% (66% in CH)
- # 1 gender ratio of professional and technical workers: 61% females vs. 39% males (CH: 48% vs. 52%)
- Share of women in R&D: 51% (35% in EU)

(Eurostat 2011; Hausmann, Tyson and Saadia 2010; van Langen, Bosker and Dekkers 2007)

Research Question

- How do institutional features of the education system condition gender typed employment in Bulgaria?
- We analyze the effects of two educational features:
 - vocational vs. general track education
 - completion of higher education

Hypotheses

- Vocational training increases the likelihood for men to work in male typical and for women to work in female typical occupations.
- In contrast, we expect higher education to decrease the chances of both men and women to work in male and female gender typical occupations respectively.

Data

- Nationally representative survey
- Phone interviews with 1006 respondents in February 2012
- Random sample of the Bulgarian population aged 18 and older stratified by region and the size of the settlement
- Ten closed ended labor market questions
- N=991 (after exclusion of missing values)

Gender typical employment

“Was your current (or last if currently not employed) occupation mostly exercised by men or by women?”

Female typical employment

= 1 almost exclusively or mostly by women

= 0 all others

Male typical employment

= 1 almost exclusively or mostly by men

= 0 all others

Independent Variables

Vocational Education

= 1 for “I completed a vocational or professional education which trained me for a specific profession”

= 0 for all others

Higher Education

= 1 for first and second stage of tertiary education

= 0 for all others

Other Variables

Age

- *Plus45* = 1 aged 45 and older, 0 otherwise

Place of education

- *Metroedu*=1 for Sofia, 0 all others

Social Status: “Where would you place yourself on the following scale...” 1 lowest social standing and 5 highest social standing

- *Lowsoc*= 1 for respondents reporting 1 or 2 on the social standing scale; 0 otherwise

Ethnicity: Bulgarian, Turkish, Bulgarian-mohammedan, Roma or other

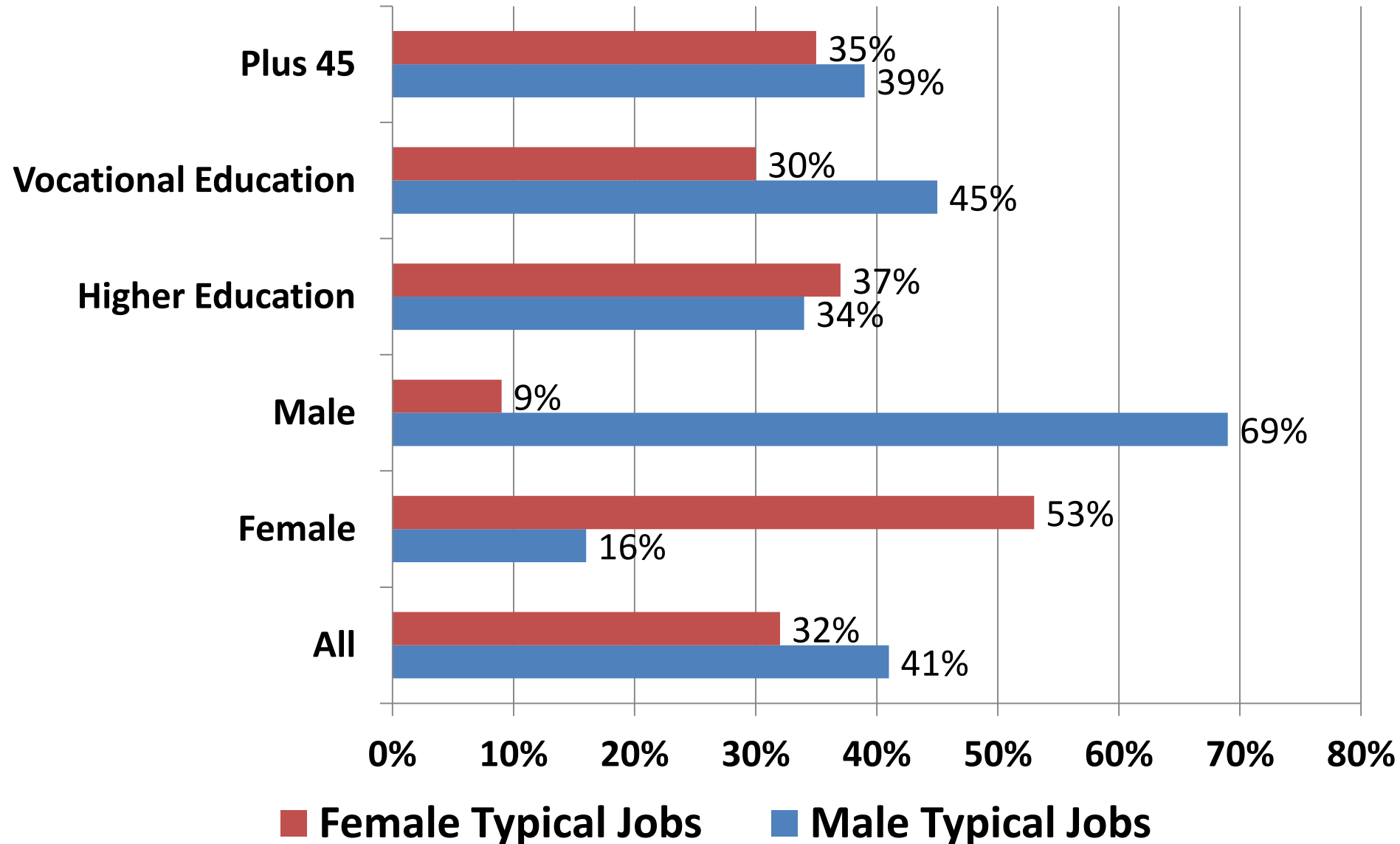
- *Bulgarian* =1 for Bulgarian, 0 all others

Missing values were dropped.

Frequencies

	Percent
Female	53%
Higher Education	34%
Vocational Education	59%
Metroedu	23%
Bulgarian	93%
Lowsoc	39%
Plus 45	61%

Gender Typical Employment



Male Typical Employment: Regression Results

Men w. Vocational Education	+++ (13%)
Women w. Vocational Education	--- (15%)
Men w. Higher Education	--- (15%)
Women w. Higher Education	+++ (19%)
Female	--- (56%)
Plus45	0
Education in Sofia	0
Low Social Standing	0
Bulgarian	0

Male Typical Employment – Results

- ♂ vocational education: ↑ male typical jobs
- ♀ vocational education: ↓ male typical jobs

- ♂ higher education: ↓ male typical jobs
- ♀ higher education: ↑ male typical jobs

Female Typical Employment: Regression Results

Men w. Vocational Education	--- (10%)
Women w. Vocational Education	0
Men w. Higher Education	+++ (17%)
Women w. Higher Education	0
Female	+++ (52%)
Men Plus 45	+++ (21%)
Women Plus45	--- (16%)
Education in Sofia	--- (7%)
Low Social Standing/Bulgarian	0/0

Female Typical Employment – Results

- ♀ vocational / higher education – no effects
- ♂ higher education: ↑ female typical jobs
- ♂ vocational education: ↓ female typical jobs

- ♀ plus45: ↓ female typical jobs
- ♂ plus45: ↑ female typical jobs
- Education in Sofia: ↓ female typical jobs

Conclusions

- *VET keeps men and women away from gender a-typical professions*
 - VET may not necessarily have to lead to highly gendered labor market outcomes, especially for women
- *HE promotes both men and women to select gender a-typical professions.*
 - *HE* could play role in decreasing gender segregation on the labor market

Further Research

- Effects of fields of study in HE on gendered labor market outcomes for both men and women
- Regional differences in school-to-work transitions
- Influence of the education system on broader societal inequities (SES, race and ethnicity)