

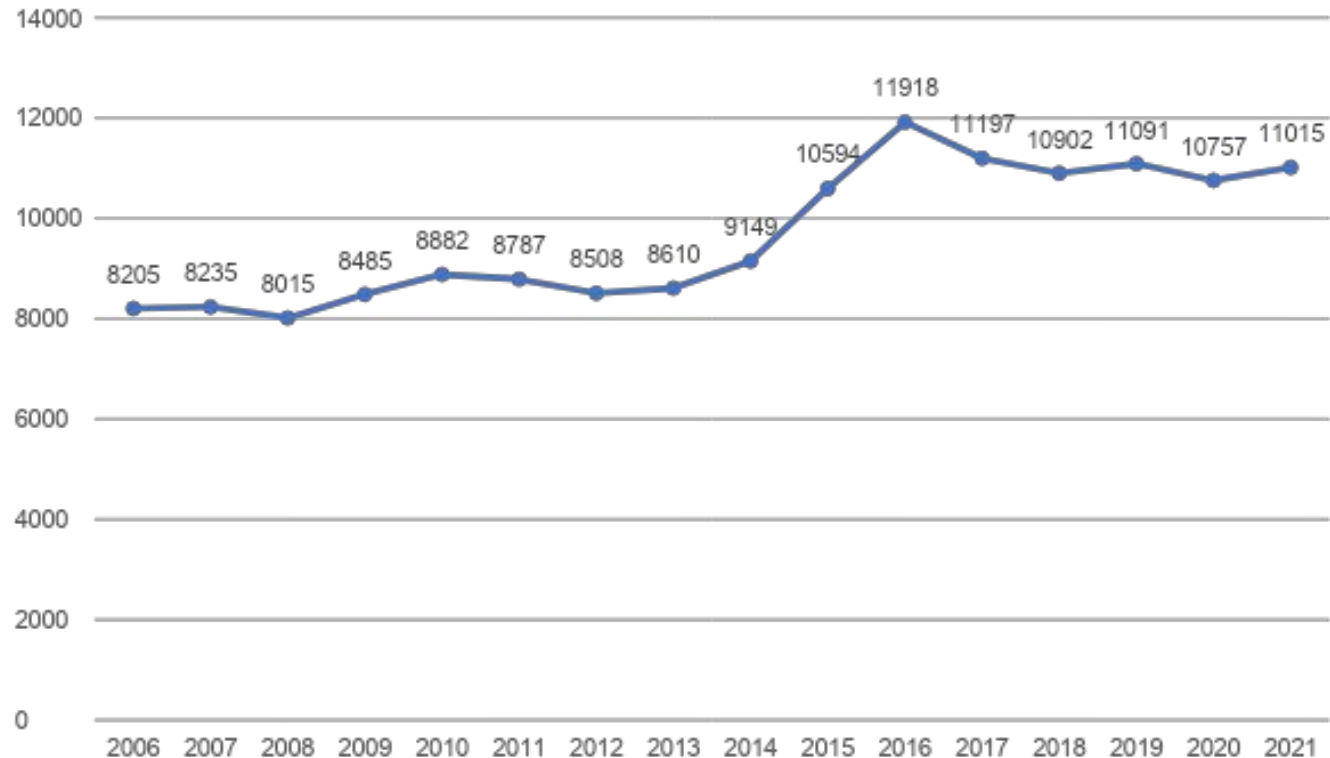
Widening Participation in Economics

YEOTY Session

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Women are under-represented
in Economics

Growing numbers studying Economics at secondary school



34% Increase in
students doing Leaving
Certificate Economics

But no improvement in female representation over time



- Apx 49.7% of Leaving Cert students are female each year
- Average proportion of female economics students is 36%
- This compares to 46% for Accounting and 49% for Business

Opportunities and where you study economics matters

School Type	Economics Offered
Boys	84%
Girls	60%
Mixed	30%
DEIS	13%
Not DEIS	53%

Similar pattern of under representation at undergraduate level

Academic Year	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Female Students	38%	36%	35%	33%	32%	33%	36%

Source: HEA Statistics

Why does this matter?

- Women may miss out on returns to a **high-paying subject** (Britton et al. 2016)
 - Studying economics at university (in the UK) boosts women's pay by 75% by age 30; more than ten times the return to studying creative arts (7.2%)
- Under-representation of women in economics has wider social implications
 - Significant **differences in opinions** between male and female economists across a range of economic topics (May, McGarvey, & Kucera, 2014)
 - Estimated **ideological bias is 44% larger among male economists** compared to their female counterparts (Javdani and Chang, 2019)
- Thus, increasing the representation of women in economics may improve policy design and implementation, potentially enhancing societal welfare.

A top-down view of several hands of different skin tones (dark brown, light brown, and fair) holding various gender symbols. The symbols include purple female symbols, a pink female symbol, a purple female symbol, and a blue male symbol. The background is a plain, light-colored surface.

What are ISWE doing to increase diversity in our discipline?

School Outreach Programme



Media Training and Events



Mentorship Programme



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