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1 February 2013

Dear Mr. Hongbu,

I write in reference to your letter dated 28 December, inviting the United Nations Entity for Gender Equality and the Empowerment of Women to contribute to the report of the United Nations Secretary-General for the 2013 Annual Ministerial Review (AMR) on “Science, technology and innovation, and the potential of culture, for promoting sustainable development and achieving Millennium Goals,” taking place in July 2013 in Geneva.

Kindly find enclosed the contributions of the United Nations Entity for Gender Equality and the Empowerment of Women.

I thank you for this opportunity to contribute to the 2013 Annual Ministerial Review and look forward to our future collaborations.

Yours sincerely,



Michelle Bachelet
Under-Secretary-General
and Executive Director

Mr. Wu Hongbu
Under-Secretary-General and Secretary General
International Conference on Small Island Developing States
New York

Cc: Mr. Navid Hanif, Director, Office for ECOSOC Support and Coordination
Ms. Saraswathi Menon, Director, Policy Division, UN Women
Ms. Patience Stephens, Director, Intergovernmental Support, UN Women
Ms. Sylvia Hordosch, Policy Advisor, UN Women

INPUT BY UN WOMEN

Draft annotated outline for the Report of the Secretary-General for the 2013 Annual Ministerial Review of UN ECOSOC

- I. Introduction
- II. The nexus between science, technology and innovation (STI), and culture, the MDGs and sustainable development
 - A. Science base, technology, innovation and capacity building for sustainable development
 - a. Science-policy-society interface
 - b. STI education

UN Women: A range of measures can ensure improve women's and girls' access and participation in science and technology: These include: making science education policies and curricula relevant to the needs of women and girls; promoting a positive image of careers in science and technology for women and girls; improving the retention and progression of women in science and technology; ensuring that science, technology and innovation policies address the constraints faced by women entrepreneurs; achieving equal participation of women and men in decision-making in science and technology institutions; and encouraging the use of gender-based analysis and gender impact assessments in research and development in science and technology.

- c. Research, monitoring and observations
- d. Science diplomacy
- e. Culture of science
- f. Access, usage and application of technology information
- g. STI policies

UN Women: Science, technology and innovation are central to a nation's socio-economic development and are becoming increasingly important for the realization of a range of rights and benefits, from civil and political to economic and social. Yet women are often at the margins of these systems in terms of participation and reaping their rewards. As more and more policies are based on STI, and through ICTs as more interactions and services move online, women risk being left even further behind.

Therefore UN Women has focused attention on these issues, particularly around ICT for Development. UN Women is actively supporting advocacy, policy and programming around ICT for Development to promote gender equality and women's empowerment, including through building a coalition of advocates and engaging in the World Summit on the Information Society (WSIS) +10 process. UN Women (more broadly) is also engaged in programming on the ground to build Digital Literacy, women's advanced ICT skills, use of social media to combat violence against women, networking for mobilization in political processes and for knowledge sharing.

Gender equality and science and technology should not be seen as distinct issues. Policy makers have a key role to play in integrating a gender perspective in science, technology and innovation. To harness the full potential of science and technology for development,

Governments should ensure that women have equal access to science and technology knowledge and skills, that they participate equally in developing and applying knowledge, and that research content and technology development and deployment respond to the needs of both women and men.

Exclusion of women as researchers and innovators represents more than a loss of talent and skilled labor. It also represents the exclusion of the specific types of knowledge women develop and maintain as a consequence of gender roles. For example, women are responsible for food production and medical care in much of the developing world, and consequently possess unique intellectual resources (such as knowledge about the medicinal properties of plants) as well as material resources (such as seeds for specific strains of crops). It is crucially important to identify gender bias and understand how it operates in science and technology. Gender analysis can stimulate new knowledge and technologies.

B. Culture and the role of the creative sector in supporting sustainable development

UN Women

Conflicts are fuelled by a range of factors including competition for control of resources, cultural, political and socio-economic differences, disparities or inequalities, and perceptions of exclusion. Often such struggles are justified with reference to cultural systems that influence motives, beliefs and communication between groups and tend to frame women and men's rights differently.

Technologies of conflict and communications have played a role in the impact that armed groups have had in contemporary conflicts in affecting the degree to which they are effective in terrorizing civilian populations, communicate and conduct their affairs. Any attempt to promote sustainable development through the MDGs must as of necessity include the gender perspective – ensuring for instance that the positive and negative impacts of modern technologies on women and men are analyzed and addressed. The inclusion of a gender perspective in analyses of the intersections of culture, conflict, communication and technology will help to accelerate the achievement of all MDGs.

- C. The changing geography and models of innovation
 - a. New players in STI (BRICs, etc.)
 - b. Internationalization of R&D and innovation
 - c. New models of innovation (open innovation, networked innovation)
 - d. Sectoral distinctions (ICTs, green technologies, pharma and medical technologies)

III. Shaping the course of development: the role of STI

A. Filling the MDGs Gap

- a. Mainstreaming STI to support achievement of the MDGs

B. Integrating STI and sustainable development

- a. Integrating STI to support the Sustainable Development Goals (SDGs)

- b. Focus on new and/or priority challenges (clean energy, water technologies, technology for food security, non-communicable diseases)

UN Women

Understanding cultural differences, in particular, differences in the way groups, individuals or communities value things, is essential for communication. With the advent of technology – particularly innovative communication tools such as mobile phones, satellite radios, women in communities have been able to report and address incidences of cultural differences likely to result in conflicts. For instance, to improve and support prompt security and protection responses through information about impending violations, women working at the ‘Peace Huts’ in Liberia (a variation of the traditional justice mechanism called Palava (Trouble) Huts, where women mediate local conflicts, provide counseling to survivors and raise awareness of women’s rights and security), supported by UN-Women, were recently linked to local police stations via a mobile hot line provided free of charge by Lone Star Cell Corporation¹. Evidence from programme implementation to date shows this direct communication link has been an effective means of quick reporting of incidences of violation and violence against women in Liberia.

- C. Improving the application of STI for the post-2015 development agenda
- D. Strengthening multi-stakeholder collaboration and building partnerships
 - a. Private sector
 - b. Public-private partnerships (especially those supporting transfer of technology and know-how as well as adaption and dissemination of tech)

UN Women is engaging with the private sector to support research in ICTs and gender (Intel report “Women and the Web”)

- IV. Shaping the course of development: the potential of culture
 - A. Filling the MDGs Gap
 - a. Mainstreaming culture to support the achievement of the MDGs
 - B. Integrating culture and sustainable development
 - a. Integrating culture to support the Sustainable Development Goals
 - b. Public-private partnerships (especially those supporting transfer of technology and know-how as well as adaption and dissemination of tech)
 - C. Incorporating culture into the post-2015 development agenda
 - D. Strengthening multi-stakeholder collaboration and building partnerships
 - a. Private sector
 - b. Public-private partnerships
- V. An enabling environment for transformative change in society towards sustainable development through STI and culture

¹ <http://www.unwomen.org/2012/09/from-conflict-resolution-to-prevention-connecting-peace-hut-to-the-police-in-liberia/>

- A. National level
 - a. Improved coordination among multiple actors providing technical advice and assistance
 - B. Regional Level
 - a. Regional technology markets
 - b. South-South cooperation, especially on technology transfer
 - C. International level
 - a. Improving measurement of STI, including through WIPO Global Innovation Index
- VI. Toward coherent policy and action frameworks: the role of the ECOSOC System
- VII. Recommendations

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Agreed conclusions of the CSW in 2011 on the priority theme: Access and participation of women and girls to education, training, science and technology, including for the promotion of women's equal access to full employment and decent work:

[http://www.un.org/womenwatch/daw/csw/csw55/agreed_conclusions/AC CSW55 E.pdf](http://www.un.org/womenwatch/daw/csw/csw55/agreed_conclusions/AC_CS55_E.pdf)

The agreed conclusions include recommendations in six areas. Some key recommendations are highlighted below:

1. strengthening national legislation, policies and programmes

(a) Mainstream a gender perspective in legislation, policies and programmes within all governmental sectors, including education, training, science and technology, academia, research institutions and research funding agencies, in order to address unequal access and participation of women and girls in education, training and science and technology, including for the promotion of women's equal access to full employment and decent work;

(d) Encourage the provision of institutional and financial support for academic studies that can produce gender-specific knowledge and feed into all policies and programmes on education, training and research and support research, including longitudinal policy research, to identify specific gaps in education and career pathways, so as to promote the retention of women and girls in different fields of science and technology and in other relevant disciplines;

(g) Incorporate systematically a gender perspective into budgetary policies at all levels to ensure that public resources in education, training, science, technology and research equally benefit women and men, girls and boys, and contribute to the empowerment of women and girls in particular;

(3) strengthening gender-sensitive quality education and training, including in the field of science and technology;

(aa) Improve hands-on experimentation and collaborative work in science and technology classes, highlight the broad societal applications of science and technology in curricula and educational material and expose girls and boys, women and men, to female role models in science and technology, in order to make science and technology, including engineering and mathematics, more attractive for girls and women;

(bb) Promote a positive image of careers in science and technology for women and girls, including in the mass media and social media and through sensitizing parents, students, teachers, career counsellors and curriculum developers, and devising and scaling up other strategies to encourage and support their participation in these fields;

(5) increasing retention and progression of women in science and technology employment;

(ll) Encourage the use of clear and transparent criteria for, and promote the achievement of gender balance in, recruitment, promotion and recognition in science and technology, both in the public and private sectors; train and sensitize leadership and staff, at all levels, in gender mainstreaming and gender equality issues and prevent direct and indirect discrimination against women; and support the building of leadership skills for women;

(mm) Develop career advisory, networking and mentoring programmes, including programmes that utilize information and communications technology; support role models and facilitate programmes that link women scientists around the world; and promote measures to improve female retention and progression in the fields of science and technology, with a special focus on women scientists in tertiary education and early-stage career and women re-entering science and technology careers;

(oo) Set concrete goals, targets and benchmarks, as appropriate, while supporting a merit-based approach, to achieve equal participation of women and men in decision-making at all levels, especially in science and technology institutions, such as science academies, research funding institutions, academia and the public and private sectors, as well as in the design of science and technology policies and research and development agenda setting;

(6) making science and technology responsive to women's needs.

(pp) Utilize the full potential of science and technology, including in engineering and mathematics, and their innovations to deliver improvements in infrastructure and sectors such as energy, transportation, agriculture, nutrition, health, water and sanitation and information and communications technology, in order, inter alia, to eradicate poverty, promote social development and achieve women's economic empowerment;

(rr) Encourage the integration of a gender perspective in the science and technology curricula throughout all stages of education and continuous learning, and the use of gender-based analysis and gender impact assessments in research and development in science and technology, and promote a user-driven approach to technology development in order to increase the relevance and usefulness of advancements in science and technology for both women and men;

(ss) Respect, preserve and maintain women's traditional knowledge and innovation while recognizing the potential of rural and indigenous women to contribute to the production of science and technology and of new knowledge to improve their lives and those of their families and communities;

(tt) Formulate and implement public policies that increase women's and girls' access to digital technologies, including through conducting local communications campaigns.

Additional recommendation:

Gender equality needs to be meaningfully reflected in the implementation review of the World Summit of the Information Society and any forward looking recommendations, and the intersection between gender and technology addressed – including in the indicators - in the post 2015 framework and MDG review.

Additional information

Intel Corporation, "Women and the Web," 2013 – in cooperation with U.S. State Department's Office of Global Women's Issues, UN Women and World Pulse, a global network for women. The report issues a call to action to double the number of women and girls online in developing countries from 600 million today to 1.2 billion in 3 years.

The Commission on the Status of Women considered the topic of science, technology and education in 2011 and provides a rich set of research, good practices and recommendations.

E/CN.6/2011/3: Report of the Secretary-General on access and participation of women and girls to education, training, science and technology, including for the promotion of women's equal access to full employment and decent work

E/CN.6/2011/5 Report of the Secretary-General on progress in mainstreaming a gender perspective in the development, implementation and evaluation of national policies and programmes, with a particular focus on access and participation of women and girls to education, training, science and technology, including for the promotion of women's equal access to full employment and decent work

Expert Group Meeting on gender, science and technology, 2010: See background paper, expert papers and final report

http://www.un.org/womenwatch/daw/egm/gst_2010/index.html

Gendered Innovations in Science, Health & Medicine, Engineering, and Environment:
<http://genderedinnovations.stanford.edu/>