INTERACTIVE EXPERT PANEL

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

Women’s access to and participation in science and technology *

Submitted by

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* The views expressed in this PowerPoint Presentation are those of the author and do not necessarily represent those of the United Nations.
Women’s access to and participation in science and technology

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• What’s the problem?

• Why so few women and why do we lose them?

• What can be done?
Proportion of women in SET occupations
(SET professions, associate professions and skilled trades) in Europe, 2008

Secondary analysis by UK Resource Centre
Women matter to science engineering and technology

**Economy**

- Limits development, productivity, and excellence

**Women**

- Occupational segregation
- Limits aspiration, career choice, pay and life time earnings
- Gender equality can lead to better business performance
- Women pay career penalties
  - Estimated to lose the UK £2bn pa
At what stage and age do we lose girls and women?

- Structural/institutional factors
- Cultural factors—less visible and well understood
Proportions of women and men students and academic staff in SET EU-27, 2002/2006

“If we were a manufacturing company and we had 50% of our raw material coming in the front of the plant and only 17% coming out as finished product on the other end, we would say we have a problem. We have leakage in our plant”
Samual A DiPiazza Jr, PricewaterhouseCoopers

Source: Education Statistics (Eurostat); WiS database (DG Research)
Why so few women and why do we lose them?

**National Policy & Legislation**
- Equality legislation
- Lack of systematic gender inclusion in education, employment or science policy

**Personal Influencing Environment**
- Home Environment
- Division of Labour
- Family Influences
- Exposure to SET careers & role models
- Career Aspirations

**Pre 16 Education & STEM Enrichment**
- School options qualifications
- STEM teaching & enthuising
- Career Advice

**Post 16 Education**
- ‘Man made’ SET Departments
- ‘Chilly climate’
- Unconducive learning environment
- Transition to relevant Employment

**UK Society**
- Gendered Roles
- Gender identity vs occupational identity
- Media representations
- Lack of confidence

**Employment**
- Professional Identity vs Gender Identity
- Visible/invisible
- Workplace Culture
- Employment Practice
- Recruitment Policies
- Image of SET
- Image of Careers

**Stereotyping and unconscious bias**
What can be done?

**Government**
- Legislation – Gender Duty UK
- Quotas/targets
- Data monitoring
- Using purchasing power to drive change
- Equality standards

**Business and Organisations**

**Structural institutional change:**
- Leadership commitment
- Package of measures integrated into core business
- Monitored and Evaluated
- Recognised and celebrated

**Cultural change:**
- Nurture a culture where everyone belongs & can contribute
- National: Sustained anti stereotyping media campaign of SET and gender
- Organisational: Academies and professional bodies lead by example
- Individual: Equality training on unconscious bias
Recommendations

Government

Business and Organisations:
Structural / institutional change

5 year action plan
Minister in each country charged with monitoring progress and driving change

Girls and Women

Cultural change