

Commission on the Status of Women Fifty-fourth session New York, 1-12 March 2010

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.











UNITED NATIONS 54th session of the Commission on the Status Of Women New York, 4th March 2010

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?



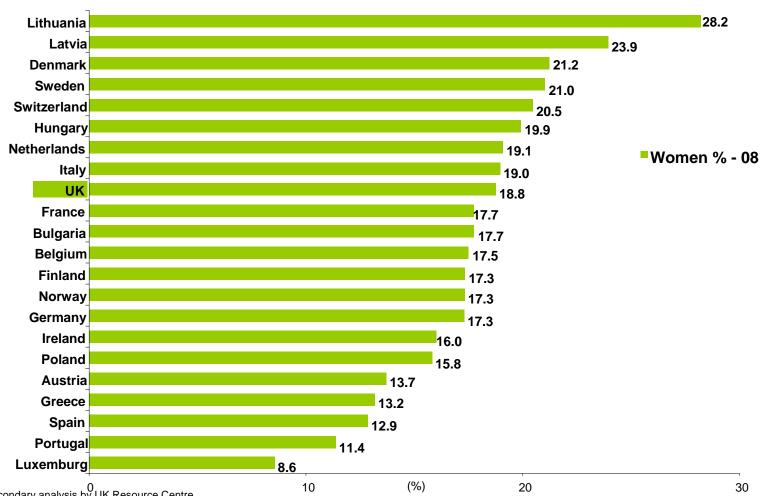








Proportion of women in SET occupations (SET professions, associate professions and skilled trades) in Europe, 2008



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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



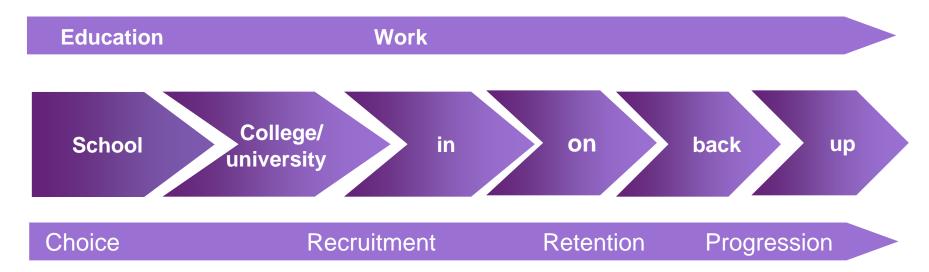








At what stage and age do we lose girls and women?



- Structural/institutional factors
- Cultural factors-less visible and well understood



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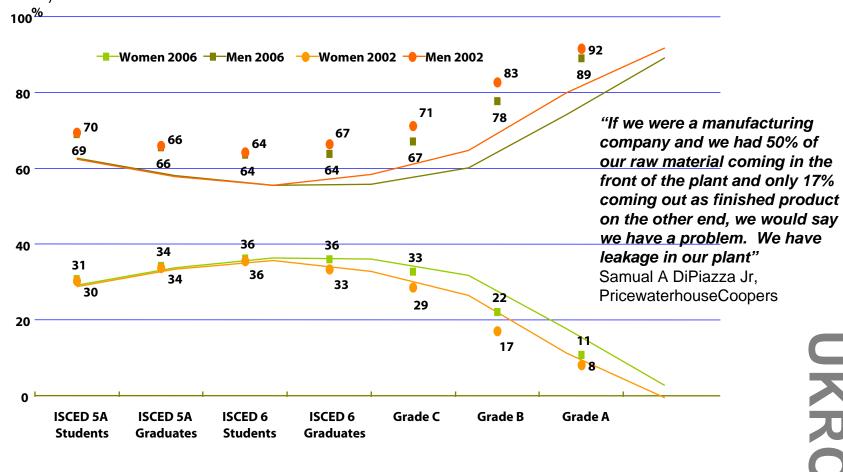






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Proportions of women and men students and academic staff in SET EU-27, 2002/2006





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Why so few women and why do we lose them?

Employment

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

Post 16 Education

- 'Man made' SET **Departments**
- · 'chilly climate'
- unconducive learning environment
- Transition to relevant **Employment**

National Policy & Legislation

- Equality legislation
- lack of systematic gender inclusion in education, employment or science policy

Stereotyping and unconscious bias

Pre 16 Education & STEM Enrichment

- School options qualifications
- STEM teaching & enthusing
- Career Advice

Personal Influencing Environment

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

UK Society

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



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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



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Recommendations

Government

5 year action plan

Business and Organisations: Structural / institutional change

Minister in each country charged with monitoring progress and driving change

Girls and Women

Cultural change