

Advocacy report 2018

GWI advocacy goals

1. 100% of UN Member States commit to policy, legislation, budget and infrastructure to facilitate transition of girls from primary to secondary school and ensure gender parity and gender equality throughout secondary education by 2030.
2. By 2030 100% of UN low income Member States have increased access to tertiary education for girls and women by 50%.
3. 100% of UN Member States commit to and implement policies for continuing education to empower women throughout the life course, within the formal and informal economies.

Dominique CIAVATTI

UNESCO - 9 February 2018

International day of women and girls in science

Gender equality and empowerment of women through and for science

Refers to SDG No. #: Sustainable Development Goal 4, ensuring gender equality and the empowerment of women and girls.

CALENDAR EDUCATION 2030

ADG/ED UNDER UNESCO FOR EDUCATION DIRECTOR S GIANNINI

**Under treaties/conventions/resolutions:
CG38 RESOLUTION 12**

Summary of the meeting

Today women and girls continue to be excluded from a full and fair participation in science: less than 30% of researchers in the world are women, and they remain rare at higher levels of research and decision making in science.

Promulgated by the General Assembly of the United Nations in 2015, the international day of women and girls in science fits into the substantive work undertaken to respect the right to gender equality set out in the UDHR and for the vast wealth of the talents of women and girls not to be put aside so that it comes to the challenges of the 2030 Agenda of sustainable development.

The event brought together officials from UNESCO (Flavia Schegel, SDG in charge of natural sciences, Inedrajit Banergie, Director, Division of corporations of the knowledge, Nada Al-Nashif, SGD in charge of social and human sciences, and Saniye Gusler Corat, Director, Division for gender equality), the Executive Director of the I ' Oréal Foundation, Ms. Alexandra Palt, the Permanent delegate

Assistant of Sweden to the OECD and Unesco, Ms. Ulrika Ferenius, and a large group of NGOs and private institutions including Microsoft.

In their opening speeches, Flavia Schegel and Alexandra Palt recalled the contributions of women to the research and the advances in science (ex: Marie Curie), and their wide presence in the computer industry in its infancy, but they stressed also a worrying loss of talent (53% of the Bachelor and masters in science are women, the percentage drops to 43% in PhD and 28% in research), the masculinization of the profession of the computer industry from the 1960s corresponding to an image change, societal barriers or invisible: the "glass ceiling".

Followed a round table focused on a question "how to reduce the differences between men and women in computing", as answers, the presentation of a series of projects:

Regina Agyare, founder at the Ghana of Soronko Foundation launched 'Tech Needs Girls', a computer training program (3500 girls) with the accompaniment of "mentors" who are engineers or specialists (www.soronkosolutions.com). In cooperation with UNESCO/IFAP, has also been launched in January 'Girls can code' project aimed at girls college (300 registered) level.

Queen Essobmadje, co-founder at the Cameroon of Coalition digital (www.coalition-digitale.com), an NGO present also in France and Germany, said the goal of his organization, namely 1 / close all actors of 'digital ecosystem', with a program involving colleges, high schools, universities, also train women to entrepreneurship with the help of "mentors" and 2 / make them meet "VIP". The NGO is supported by the Embassy of France in Cameroon.

Ashley Noonan, Microsoft Europe, Director of philanthropy and education communication recalls how science, technology, engineering and mathematics (STEM) are important and how they can help to ensure a nice the future of youth in Europe as elsewhere. Microsoft has commissioned a study on the disturbing phenomenon that represents an obvious loss of interest in science among girls and women (11000 interviewees). This disinterest begins with the age of adolescence and appears influenced by models that the company or the family are girls. The purpose of this study for Microsoft is to see how these results can finally determine their activities.

Hana Y. AlSyead, VP Diversity, Women Network, Olayan, Olayan Financing Company, Saudi Arabia. Through his training, an expert in science and computing technology, highlights the fact that the training and the "STEM" skills develop qualities and lead to all sectors of activity.

Clarisse Angelier, Executive Director, National Association of research and technology, (ANTR), she insists on inequality of wages against women: 25% of the women in science work in the public sector where, to equal training, their salary is 10 percent lower than that of men.

Pascal Griset, Director Institute of sciences of communication, CNRS/Sorbonne reminds the predominance of women in the early days of the computer until the turn of the 1960s, and since then the existence of the 'glass ceiling' that has turned the situation around. He notes that also but to a lesser extent men are less interested in scientific careers.

Conclusion of the round table: must make more human computing, there is a risk today to treat symptoms that basically, the attitude of the men and boys plays an obvious role. Regarding the equality of men and women, to change society, it should work on practical issues and do not remain at the level of theoretical debates.

Recommendation on science and scientists

UNESCO, on the occasion of the 39th session of the General Assembly (October-November 2017), published a text of recommendations on science and scientists coming to replace the text of 1974. The text recalls the issues of independence, status, international cooperation, ethics, gender equality. It particularly highlights the respect for the rights enshrined in the UDHR and, in particular, the right of women and girls to equal opportunities compared with men, and it encourages women to pursue areas of science.

Conclusions of the session

Why is there an almost 'disappearance of women and girls' in the field of science? Many factors have been mentioned: the conditions of education, 2/3 of illiterate people are women, the abandonment of studies after high school. One of the major obstacles remains one of the stereotypes in society, and that can contribute more or less unconsciously the media or education. To correct this situation, to look for real concrete change and not "superficial bandages.