





priv their self-assessment and performance as students.

Targeted actions to overcome stereotypes can include: revising curricula and textbooks, sensitizing teachers, and exposing children to female role-models. Emphasizing the positive impacts of a scientific field on society — rather than its technical aspects only — can help make science and technology more attractive for girls and women.

### **GENDER-SENSITIVE PRACTICE IN SCIENCE AND TECHNOLOGY**

In Bangladesh, women trained as engineers and working in the off-grid solar industry trained less educated women on how to build and repair component parts of solar PV systems, cascading economic returns to less educated sectors of society and making Bangladesh's economy more reliant on renewable energies.

Women remain underrepresented in the field of research and develop-

ment, be it in academia, the public sector or private companies. Women's participation in science and technology employment has been likened to a 'leaky pipeline', with a continuous



- Funding university chair positions for women in science and engineering academic departments (Canada)
- Pairing science undergraduates with high-school students (Norway)
- Universities actively reaching out to enroll more girls and women
- students (United Republic of Tanzania)
- Establishing a National Pact for Women in Mathematics, Informatics, Natural Science and Technology Careers (Germany)
- Organizing science camps (Zambia)
- Increasing the number of women teachers in technical vocational institutes (Pakistan)
- Establishing a biotechnology science park that brings together women entrepreneurs, scientists, financial institutions and industry (India)

## Global Data

- The ratio of girls' to boys' enrolment has steadily improved, reaching 97 girls per 100 boys at primary level, 96 girls per 100 boys at secondary level and 108 women per 100 men at tertiary level in 2008.
- In 2007, 72 million children of primary-school age were out of school, 54 percent of whom were girls. Similarly, 54 percent of the 71 million adolescents who were out of school in 2007 were girls.
- Women make up nearly two thirds of the world's 759 million illiterate adults.
- At the tertiary level, women now dominate in some sub-fields of science, particularly life sciences and social sciences. Less progress has been made in engineering. In 2007, the global median share of female university students was 21 percent in engineering, manufacturing and construction.
- Female labour force participation was estimated to be 52.6 percent in 2008, compared with a male participation rate of 77.5 percent. Among the 20- to 24-year-old population, women continue to lag behind men in labour force participation in all regions.
- On average, across 121 countries with available data, women account for 29 percent of researchers, and only 15 percent of countries have achieved gender parity.

SOURCES: UNESCO GLOBAL GENDER AND EDUCATION DIGEST, 2010