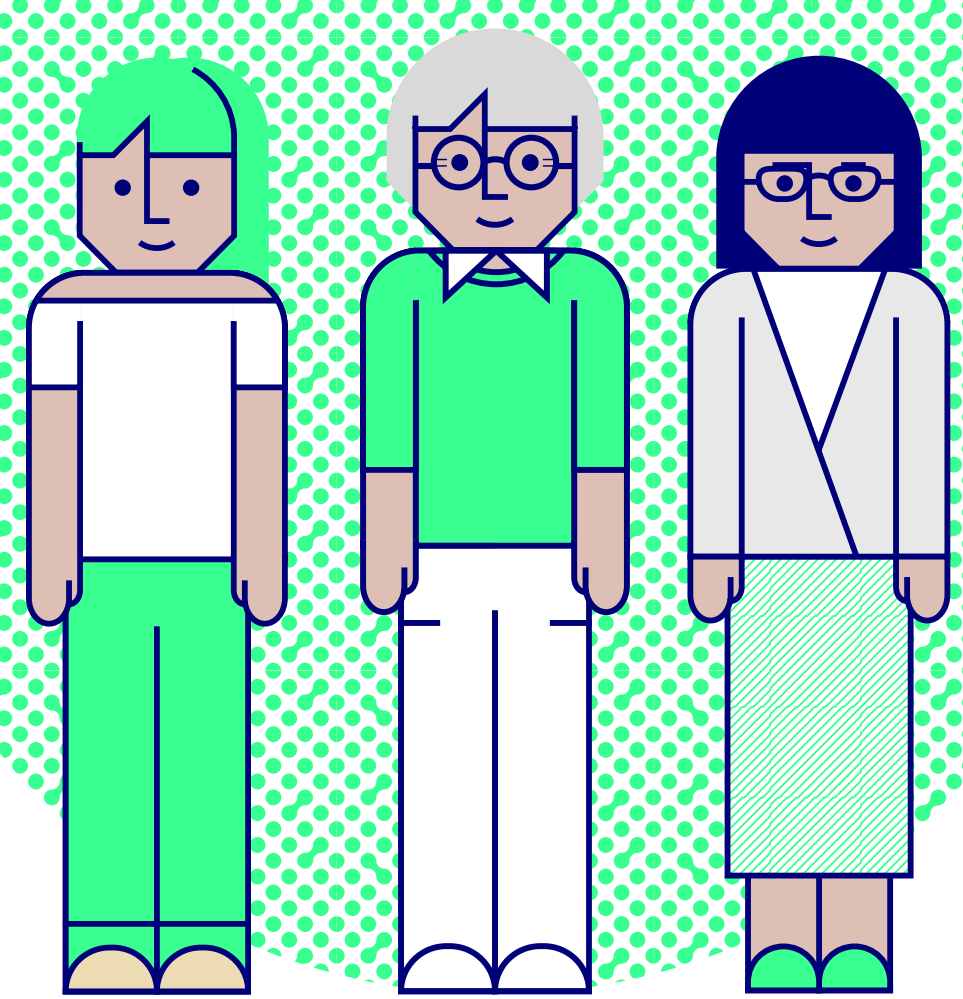


11 February International Day of Women and Girls in Science

The numbers that highlight the inequality in the world

Women have had a remarkable impact on scientific progress, but many of them have been written out of history.

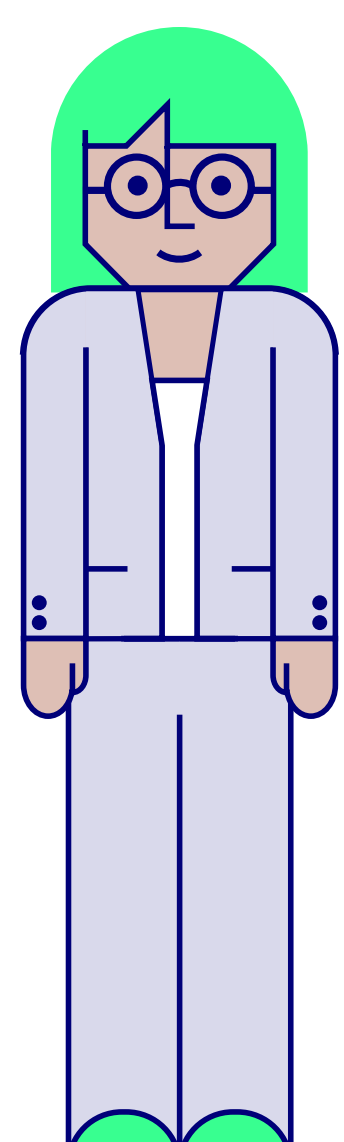
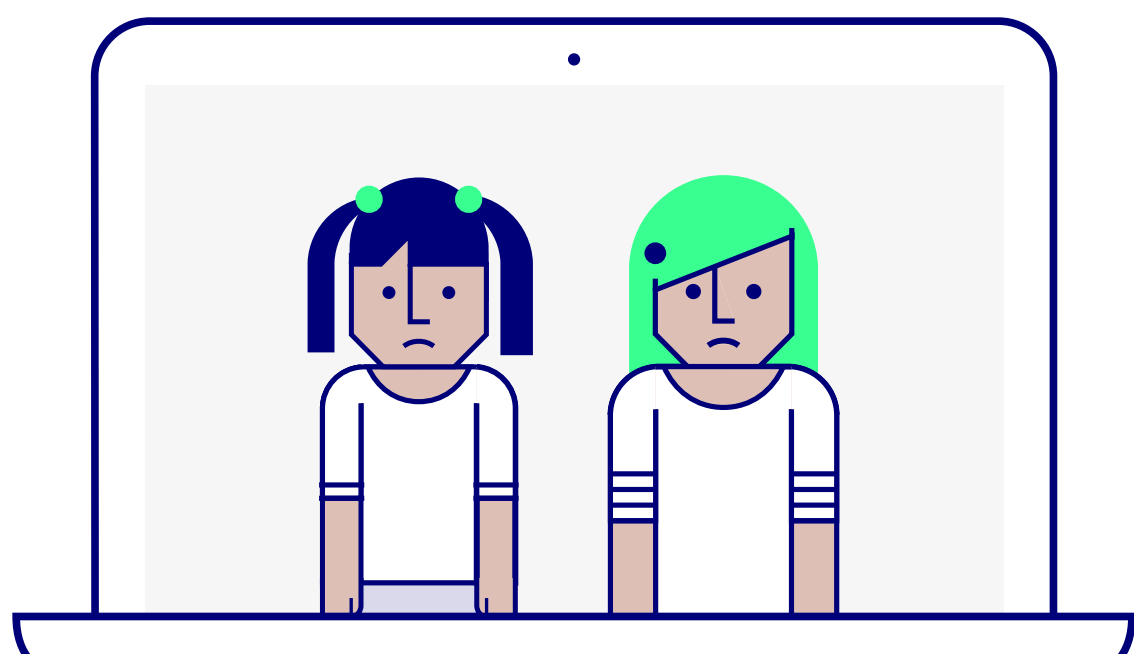


The **Matilda effect** was coined as a way to denounce the bias against acknowledging the achievements of women scientists.

➡ Despite the progress made in recent decades, the under-representation of women and girls in science, technology, engineering and mathematics (STEM) remains deeply rooted.¹

➡ Such inequality is largely attributable to gender stereotypes.¹

A study published in *Science* reveals that girls already consider themselves to be less intelligent than their male classmates at just six years of age.²

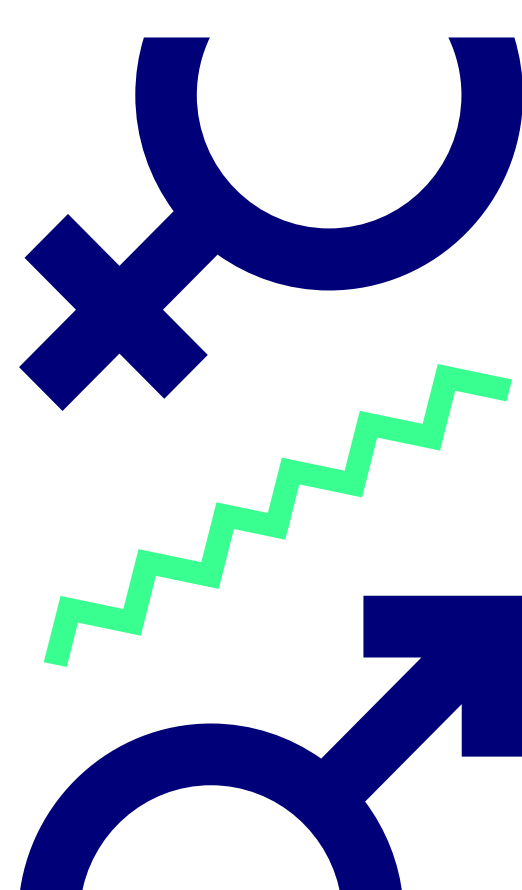


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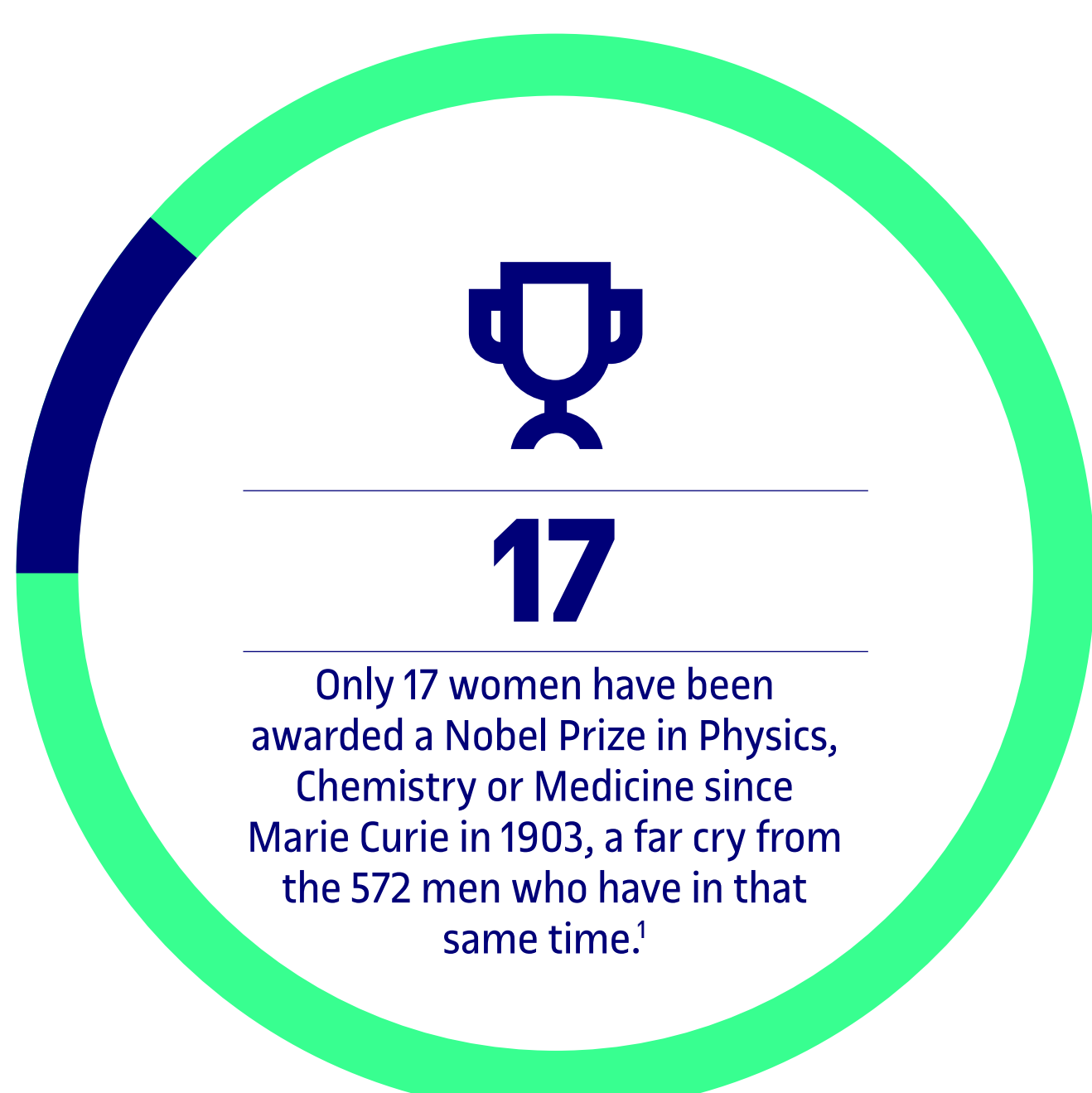
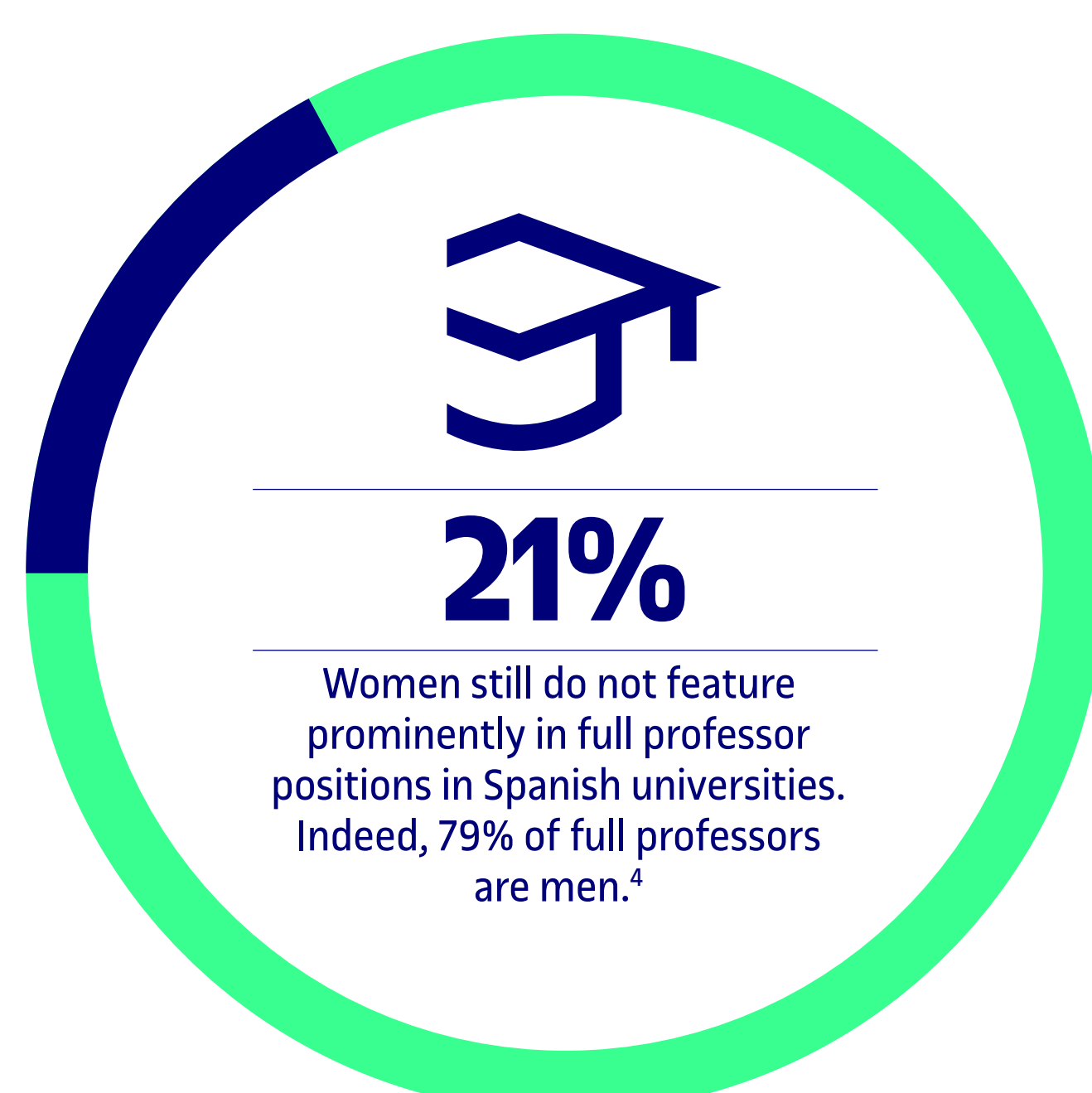
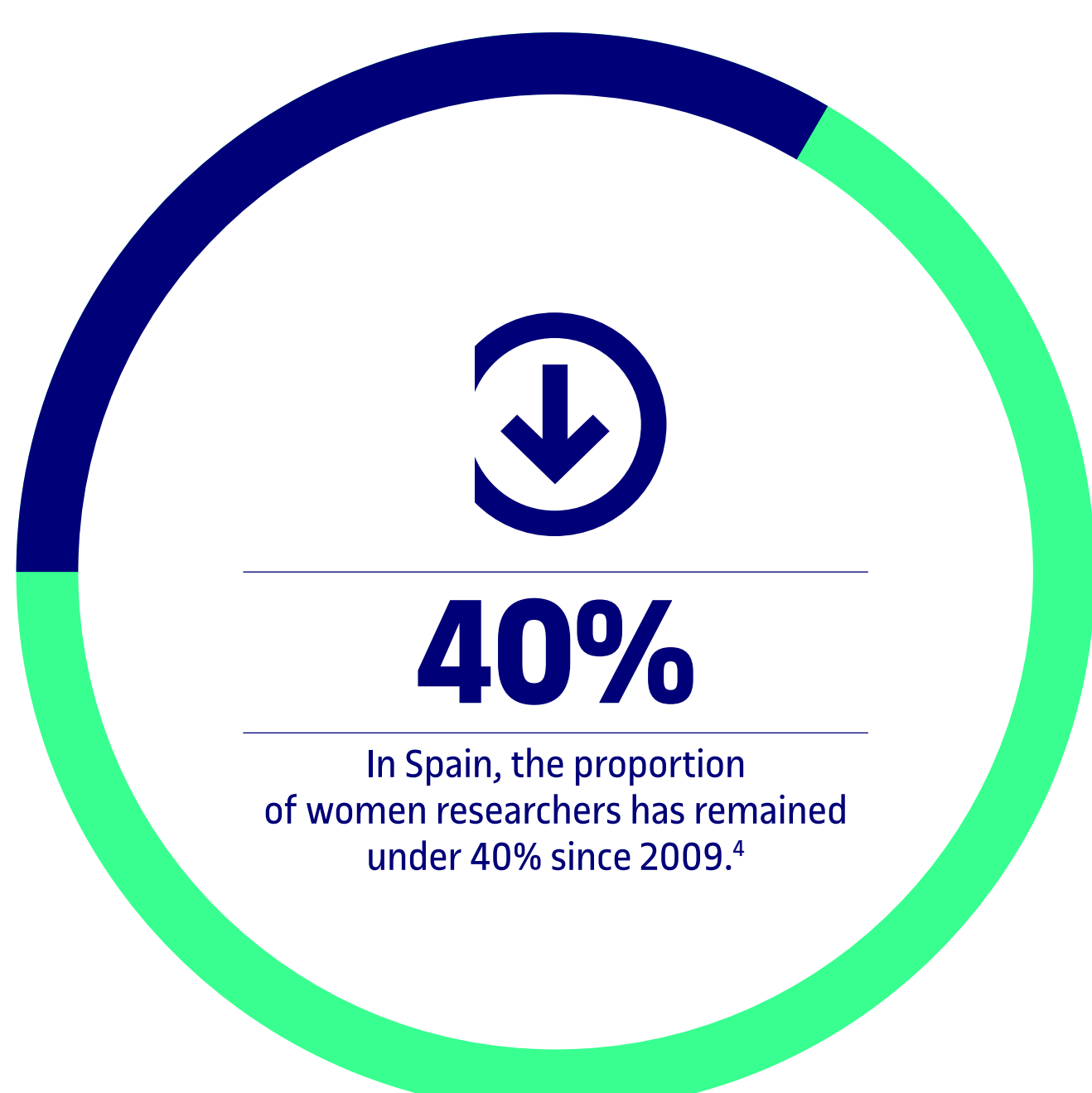
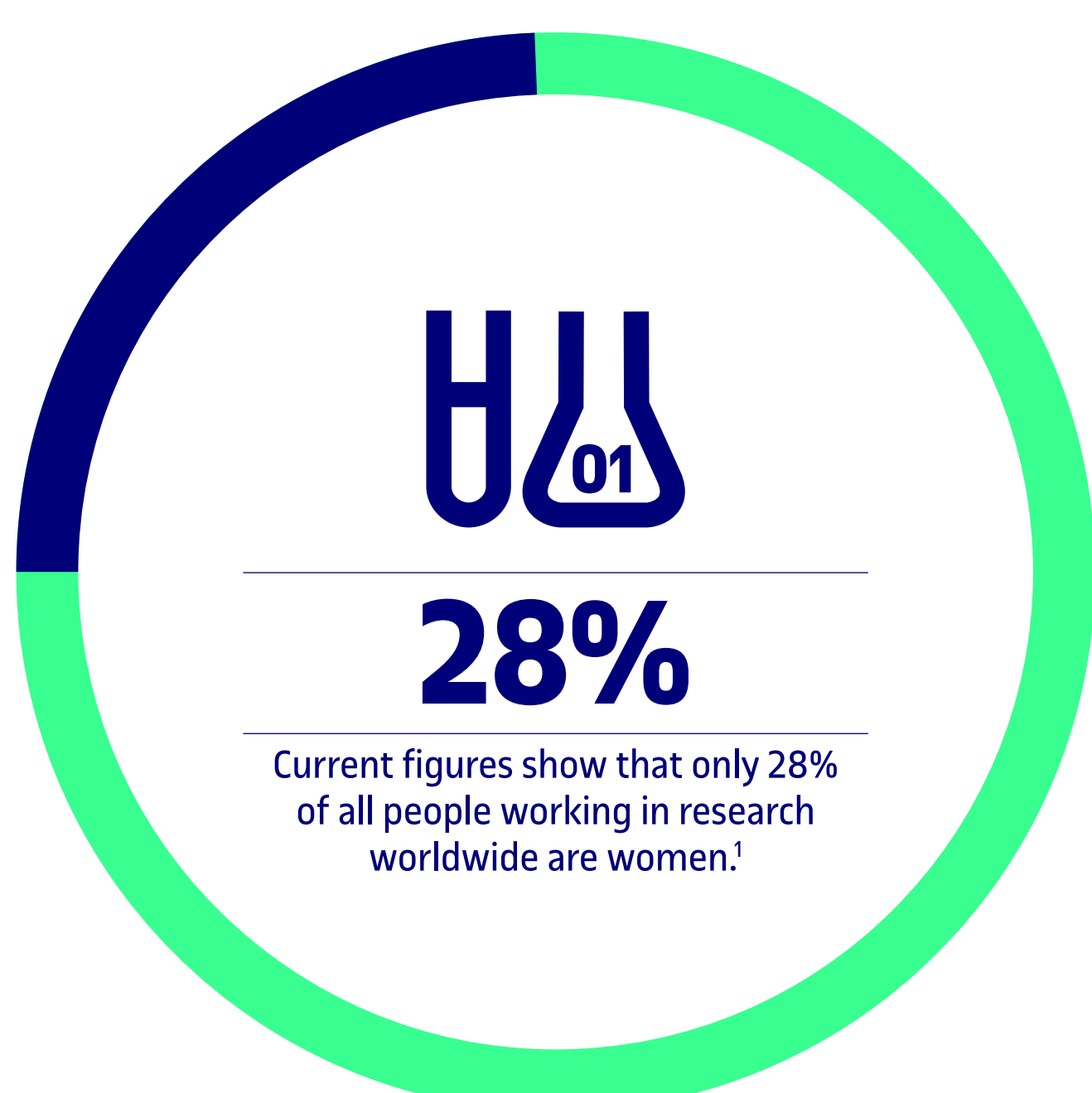
Only around 30% of women go into STEM degrees when pursuing higher education.¹

- 3%** study information and communication technologies
- 5%** study natural sciences, mathematics and statistics
- 8%** study engineering and construction
- 15%** study health and well-being

Many women drop out of male-dominated STEM fields during their higher education studies, in their transition to the world of work and even in their career cycle, despite the time invested in their education.¹



The gender gap can be seen years earlier, with many girls opting out of STEM subjects in secondary school despite performing at a similar or higher level than their male peers.³



UOC & STEM

➡ The UOC conducts research on the gender gap in STEM through its **GenTIC** group of the **IN3**.

➡ The University also develops initiatives such as the **Equit@T Award**, which showcases the work of women scientists in traditionally male fields, or **Code Club**, an inclusive project that promotes mentoring in technology to encourage children to go into STEM professions.

Sources

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3. Sáinz, Milagros (2020). *Brechas y sesgos de género en la elección de estudios STEM. ¿Por qué ocurren y cómo actuar para eliminarlas?* Sevilla: Centro de Estudios Andaluces. Available at: <https://www.centrodeestudiosandaluces.es/publicaciones/descargar/1049/documento/2368/Actualidad84.pdf> [Date consulted: 21 January 2021]
4. Secretaría de Estado de Universidades, Investigación, Desarrollo e Innovación (2019). *Científicas en Cifras 2017*. Madrid: Ministerio de Ciencia, Innovación y Universidades. Available at: https://www.ciencia.gob.es/stfls/MICINN/Ministerio/FICHEROS/UMYC/Cientificas_cifras_2017.pdf [Date consulted: 28 January 2021]