



4th International Day of Women and Girls in Science

Girls in Science for Sustainable Development Panel

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Final Outcome Document

Preamble

Anchored in the voices, expertise, stories, rightful opinions and experiences of young people - especially girls - to inform discussions of the International Day of Women and Girls in Science Forum, we from the second annual Girls in Science Panel present the Outcome Document to support Investment in Women & Girls in Science for Inclusive Green Growth.

Recognising youths as important agencies for solving pressing global issues connected to the Sustainable Development Goals (SDGs).

Achieving the SDGs, with a spotlight on SDGs 4, 8, 10, and 13, on gender equality, decent work for all, reduced inequalities, and climate action, respectively.

Recognising that gender and science careers are not binary and that it is crucial to adopt and implement policies and programs to empower girls to go into STEAM (Science, Technology, Engineering, Arts, and Mathematics) subjects and careers.

Engaging all stakeholders, including boys and men, is integral to promoting the rights and equal standing thereof in supporting work toward gender equality, human rights, and empowerment of young girls through activism and advocacy in all spaces, especially in the workplace.

We, the diverse and equally valued attendees of the Girls in Science Panel, have collectively identified the following priorities:

Female Leadership in the Sciences

1. **Promote** equal leadership opportunities in STEAM for everyone across the gender spectrum;
2. **Support** - technically, financially, and psychologically - the meaningful participation of young women in the creation and implementation of policies and programs that affect their lives;
3. **Protect** women from micro and macro aggressions, micromanagement, sexual harassment, and abuse from colleagues in the workplace and educational institutions;
4. **Protect and promote** the work of young girls by ensuring favorable conditions for their activism and facilitating access to information and resources;
5. **Deal accordingly** with those who infringe on the rights and freedoms of vulnerable parties;
6. **Ensure** systematic and devolved mechanisms for young women to meaningfully participate in decision making, especially that which directly affects them, and ensure that young women in these positions are visible as role models;
7. **Invest** in youth-led organizations, mentorship programs, and campaigns, especially at the grassroots level;
8. **Recognise** the work of girls in STEAM with awards to highlight and to support their efforts.
9. **Counter** the imbalance in self-perception and doubt regarding one's abilities between females and males by using the media and other outlets to portray the strengths of women;

Technology and Innovation

1. **Utilise** media to showcase female accomplishments and contributions to science
2. **Partner** with advertising organizations and media corporations to reach girls from an early age and expose them to the potentials in the STEAM field.

3. **Provide** more students in developing countries with electricity and the internet to ensure access to valuable resources and advanced learning materials;
4. **Invest** in sustainable inventions to provide more students with clean and affordable electricity;
5. **Educate** girls on how to use various technologies, so they can implement them and teach the procedures to their communities;

Partners and Allies

1. **Incentivise** STEAM professionals and community organizations to collaborate on creating spaces for educational opportunities;
2. **Recognise** that men and boys play a very important role in advocating for gender equality in the home, at schools, and in the workplace;
3. **Collaborate** with boys and men as partners, not competitors, to achieve the SDGs;
4. **Incentivise** all members of the community/company/school/workplace to advocate for gender equality, equal pay, and paid parental leave;
5. **Encourage** boys and men to understand, at a young age, that girls have equal capabilities to enter and retain a career in STEAM;
6. **Engage** children at younger ages through preschool and primary school curriculums to break the glass ceiling and eradicate false conceptions of the future;
7. **Emphasize** the idea of power-sharing as opposed to power transfer between men and women;
8. **Stress** the urge for policymakers, innovators, and enterprises around the globe to include youth in the creative problem-solving process in combating the threats to our planet.
9. **Encourage** male leaders in companies and governments to provide mentorship to women, and to provide training to ensure that both parties of the mentoring relationship are respected.

Education and Skills Development

1. **Encourage** STEAM professionals to connect with students through:
 - a. Visiting schools and delivering presentations on their research or work;
 - b. Creating shadowing, interning, and research opportunities to expose students to the various branches of STEAM, so they can become better informed to make decisions regarding their future endeavors
 - c. Encouraging STEAM leaders to invest in students' ideas through scholarships and funding;
2. **Create** accessible resources and organizations to equip educators with the appropriate skills to cater to the various learning needs in STEAM, such as dyscalculia;
3. **Provide** girls with opportunities to bring their ideas to market by connecting girls with current researchers and companies to further the girls' research and ideas;
4. **Create** accessible and equitable resources to encourage youth to act as leaders in their institutions by coordinating events for wider student participation;

5. **Engage** students in the interconnections between the STEAM subjects through professional panels, workshops, and conferences with female STEAM leaders;
6. **Recognise** the role that teachers and mentors play in inspiring and facilitating opportunities for girls and women to succeed in STEAM;
7. **Initiate** mentorship programs to facilitate the exchange of information and experiences between professionals and middle school, high school, and post-secondary students;
 - a. Provide effective training for both male and female mentors on how to be an effective mentor without coming across as condescending or patronizing.
8. **Support** online distance learning, particularly access to synchronised learning for those in rural areas and developing countries, to advance education opportunities in those areas;
 - a. Create an online application that gives more accessibility, efficiency, and feedback about the scientific world, to increase STEAM literacy;
9. **Encourage** governments to provide digital devices to the citizens in their countries to close the digital and science gap;
10. **Support** accessible opportunities to continuing education in the STEAM fields to ensure high-quality jobs and jobs of dignity for all as technology advances.

Health and Safety

1. **Provide** training to eliminate implicit and explicit biases towards marginalized groups and to promote cultural competence, empathy and compassionate training for medical facilities and healthcare professionals at the community, regional and national levels;
2. **Provide** adequate, equal opportunity parental leave for all parents to take care of their children;
3. **Encourage** the creation of laws on domestic and workplace violence to ensure equal treatment;
4. **Include** females and minority groups in ethical, safe psychological research and clinical trials to understand how girls and women are affected by diseases and treatments;

Diversity

1. **Enhance** intersectionality, including but not limited to, linguistic, ethnic, socioeconomic, sexual orientation, religious, ability, health status, and gender identity, in discussions around reaching more women and girls in science and in achieving the SDGs;
2. **Target** underprivileged students in educational systems and ensure access to equal learning opportunities;
3. **Prioritize** marginalized voices by creating spaces to ensure full and meaningful participation of young girls in all their diversities, especially those in rural areas, refugees, and those from developing countries;
4. **Empower** females in developing countries by providing scientific resources and by keeping them up to date with scientific knowledge and techniques;
5. **Eliminate** the wage gap and address how it pertains to intersectionality;

Conclusion

With only 11 years to achieve the Sustainable Development Goals, we call upon Member States to continue and increase their political and financial support for young women's leadership and journeys in the STEAM fields.

Through the Girls in Science 4 SDGs International platform, one of our team members received a full scholarship for her higher education. We look forward to working with all the sectors and agencies to continue making these girls' dreams and ideas come and become a reality.

Interventions are required at multiple levels - from the individual to the macrosystem levels - using policy tools and focused programs to shift priorities, encourage investments, and alter perceptions of women's and girls' presence in STEAM. Practical measures that directly respond to barriers that hinder women's and girls' success must be instituted.

We call upon policymakers, governments, investors, enterprises, community organizations, as well as global leaders to adopt this outcome and continue to support the International Day of Women and Girls in Science to achieve sustainable development for all.

As 10-year-old Olivia Cohn quoted at the Girls in Science Panel this morning, "Don't let anyone rob you of your imagination, your creativity, or your curiosity. It's your place in the world; it's your life. Go on and do all you can with it and make it the life you want to live." - Mae Jemison