



Key findings on gender and STEM

Gender equality in LAC in times of Covid 19



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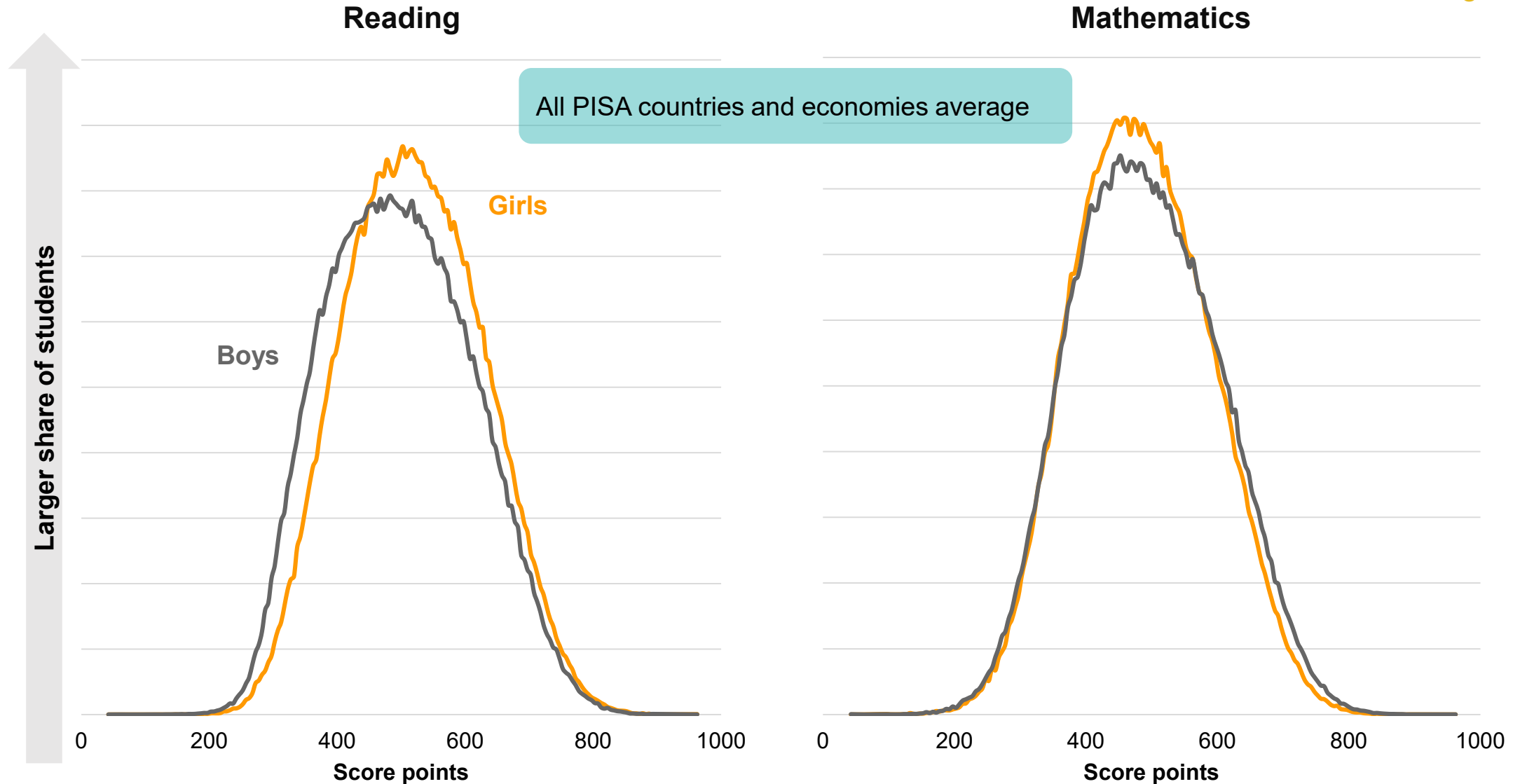
Head of Early Childhood and Schools





Hidden gender gap: lack of high performing girls in STEM subjects

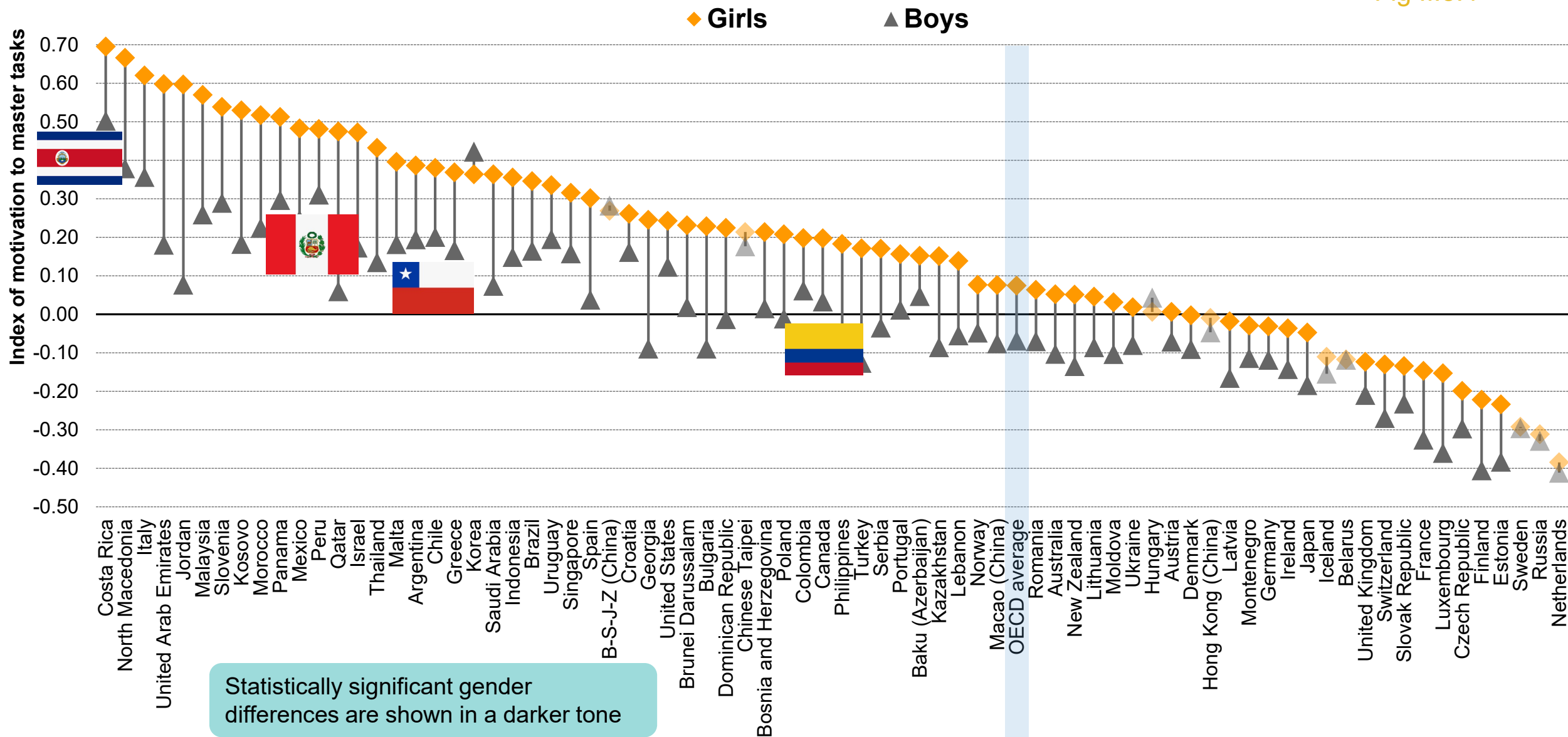
Fig II.7.4





Girls are motivated to master tasks

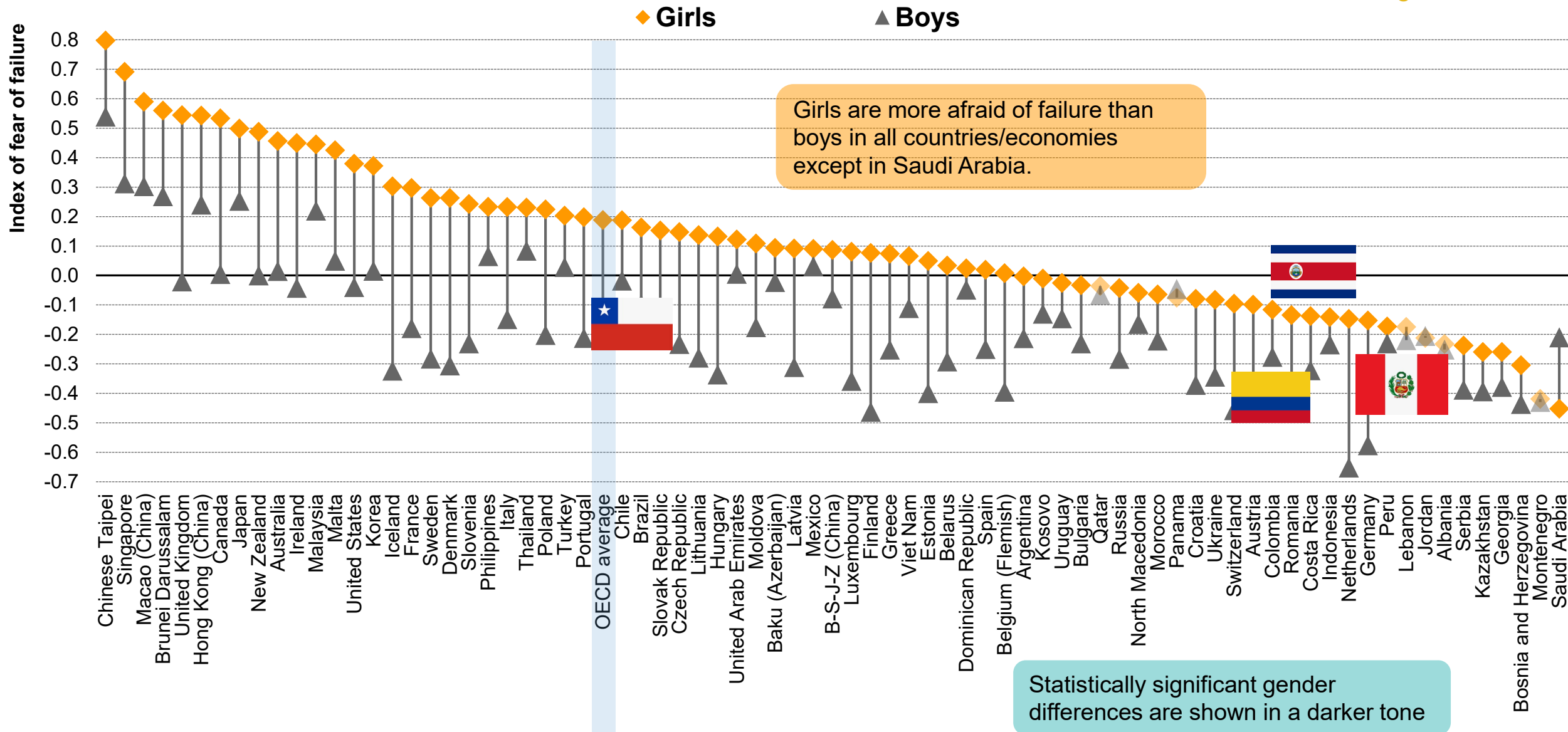
Fig II.8.4





Girls are more afraid of failure

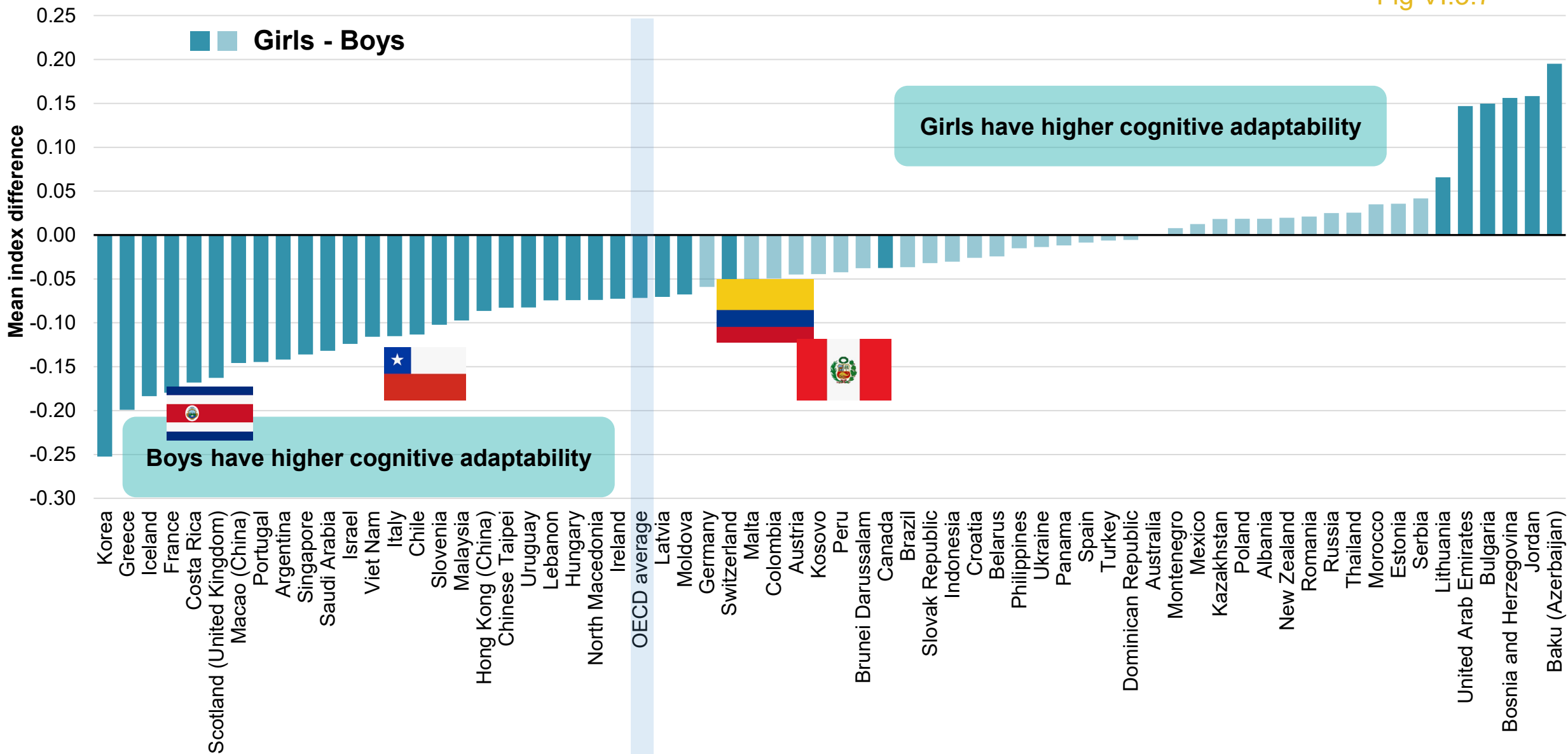
Fig II.8.6





Boys have higher cognitive adaptability in many countries

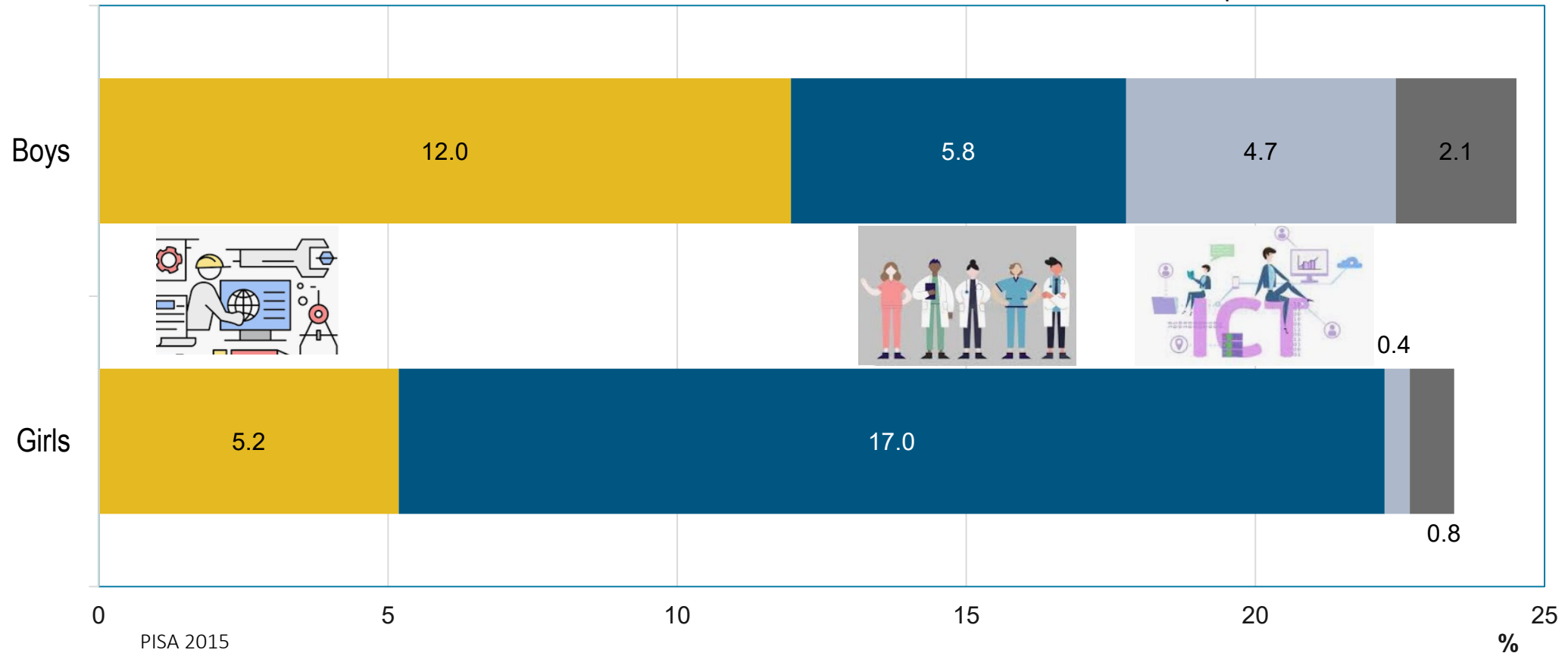
Fig VI.3.7



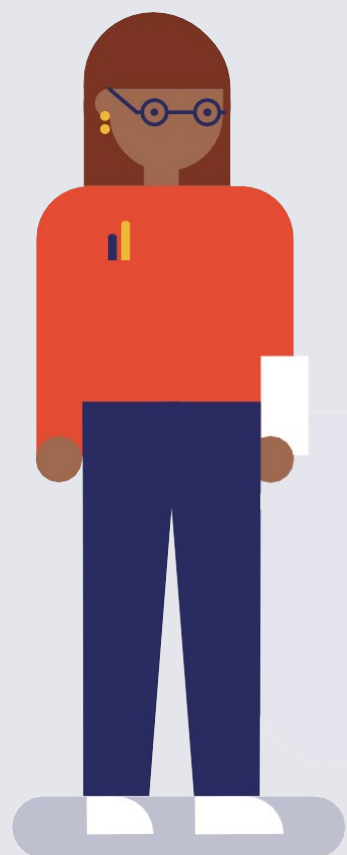
Who expects to work in scientific areas?



15-year-old students who expect to work as...

- ...science and engineering professionals
- ...health professionals
- ...information and communication technology (ICT) professionals
- ...science-related technicians or associate professionals



Clear gender differences can be seen at the age of five



GIRLS	RANK	BOYS
Teacher	1	Police officer
Veterinarian	2	Athlete/sportsperson
 Doctor	3	Fire fighter
Hairdresser	4	Builder 
Police officer	5	Teacher
Dancer	6	Parent
Parent	7	Fictional character
Fictional character	8	Doctor 
Artist	9	Armed forces
Chef/cook	10	Bigger/older
Athlete/sportsperson	11	Pilot
Musician	12	Driver (type unspecified)
Shop sales assistant	13	Scientist/engineer 
Royalty	14	Work with/be with father
 Nurse	15	Car, van or taxi driver



Policy and practices for gender equality



- Give students a greater **choice** in what they study
- **Target support** to students at risk of falling behind or dropping out
- **Train teachers** to be aware of their own gender biases
- **Encourage parents** to give their sons and daughters equal support and encouragement
- Build **girls' self-confidence in STEM**
- Combat stereotypes and provide better **career advice and orientation**