

WAGGGS STEM Consultation Report Launch Script (15 minutes)

Slide	Script
1	<p>Hello everyone. I am Sharon from Hong Kong. And I am Roji from Nepal. Today, we are pleased to be sharing some brand-new insights from WAGGGS' global consultation on STEM, which was conducted between May and September 2022.</p>
2	<p>In recent years, Member Organisations and Component Associations have told WAGGGS that they would like support to help girls and young women understand and advocate for opportunities in STEM education and careers.</p> <p>So, in 2022, WAGGGS carried out a consultation to understand how both leaders and youth members of Girl Guides and Girl Scouts view STEM.</p> <p>The consultation had two parts: a survey with Member Organisations and Component Associations, and a consultation with girls and young women.</p>
3	<p>The survey on STEM with Member Organisations and Component Organisations received 115 responses from 109 countries.</p> <p>This response rate of over 70% of WAGGGS 152 Member Organisations demonstrates the movement's global interest in contributing to the conversation around STEM.</p> <p>Thank you to all the Member Organisations and Component Associations who gave valuable feedback through the survey.</p> <p>For brevity throughout the rest of our presentation we will use the term Member Organisation to refer to both Member Organisations and Component Associations.</p>
4	<p>The STEM consultation with girls and young women engaged 8,576 youth participants, ranging from 10 to 30 years old, from 56 countries.</p> <p>WAGGGS provided a consultation pack consisting of several group activities which exploring what STEM is, how it makes girls and young women feel, gender inequality in STEM jobs, and how girls and young women would like to break down the barriers which prevent them from pursuing STEM education and careers.</p>

	<p>Thank you to the Member Organisations and Girl Guide and Girl Scout leaders who supported the delivery of the consultation activities, providing us with a huge amount of valuable feedback to help us plan what we offer the Girl Guiding and Girl Scouting movement around STEM in the future.</p>
5	<p>Part of the Member Organisation survey on STEM studied educational systems.</p> <p>The survey showed that 86% of girls and young women decide in their teens if they want to continue their studies in STEM-related subjects, and any intervention to encourage girls and young women to pursue these subjects should start before these academic choices, which may influence career choices later in their lives, need to be made.</p>
6	<p>The survey showed that girls and young women in all the countries that responded do have opportunities for pursuing STEM education and careers.</p> <p>However, 60% of respondents indicated there are more males than females opting for a STEM specialisation or major at both secondary or high school level, and at university or tertiary level education in their countries.</p> <p>This means that barriers such as culture-related biases, limiting stereotypes, and a lack of confidence are preventing girls from pursuing STEM education, and subsequently denying young women the opportunity to pursue STEM careers in their adult lives.</p>
7	<p>Girls and young women participating in the consultation were asked about the issues girls and women face in pursuing STEM education and careers.</p> <p>Responses overwhelmingly showed that girls and young women are aware of barriers existing in their countries related to society, customs and traditions, religion, culture, and biases. These play a huge role in influencing girls' engagement in STEM.</p> <p>The absence of STEM mentors, and a lack of female role models in STEM are also important contributing factors.</p>
8	<p>Most girls recognised gender stereotypes around STEM, but many believed that these stereotypes were true, leading them to think that they cannot achieve what they want in a STEM field, and not being able to see themselves successfully pursuing careers in STEM.</p> <p>They often viewed men as more intelligent, capable, and as the "breadwinners".</p>

	<p>Both the Member Organisation survey and responses from girls and young women brought attention to the fact that there is a stereotype perpetuated by parents, teachers and others in their lives that STEM is meant for men and not for girls and young women.</p> <p>Cultural barriers and stereotypes perpetuate the belief that girls and young women are better with people, or more suited to cleaning and caring roles.</p>
9	<p>As part of the consultation with girls and young women, participants were asked to list jobs that they considered to be related to STEM or needing STEM knowledge and skills.</p> <p>The 8,500 participants listed a total of 178 jobs.</p> <p>Answers showed that most participants are aware that STEM can be applied into a multitude of fields of careers and industries.</p> <p>The jobs mentioned most frequently were commonly understood STEM jobs, such as engineer, chemist, and scientist.</p> <p>This suggests there is an opportunity to raise awareness of a wider range of careers related to STEM amongst girls and young women, to better prepare them for the future.</p>
10	<p>The consultation results also showed that girls and young women believed that 48% of the STEM jobs discussed were more populated by men than women.</p> <p>Perhaps unexpectedly there were also a fair number of STEM jobs - 37% - which girls and young women believed were equally pursued by men and women.</p> <p>None the less, many STEM jobs are still considered to be male dominated, deterring many girls and young women from pursuing STEM pathways.</p>
11	<p>Four out of five of WAGGGS' regions believed that there are barriers facing girls in accessing STEM education.</p> <p>A lack of encouragement from adults was once again cited as the most important factor, followed by a belief that STEM careers are difficult, and a lack of confidence.</p>

	<p>Girls and young women’s responses overwhelmingly showed that they are aware of the barriers they face. Society’s customs and traditions, including religion, play a part in dictating what girls can and cannot do, including whether they pursue studies and careers in a STEM field.</p> <p>Nearly 12% of respondents indicated that their community or families feel that STEM is not a topic for girls to explore.</p>
12	<p>Only 7% of Member Organisations indicated that ALL their volunteers would be comfortable delivering a STEM offer to girls and young women.</p> <p>Some are worried because they feel they must have a greater knowledge of STEM subjects. They also feel that they would struggle to find educated or professional females to help them deliver STEM activities with girls and young women, and that they would need to ask male STEM professionals to help them.</p> <p>It will be important to provide capacity building and resources to support Girl Guide and Girl Scout leaders to deliver STEM programmes with girls.</p>
13	<p>The barriers that hinder adult volunteers in delivering a STEM offer are related to what girls and young women are experiencing, namely they “did not have a good experience studying STEM subjects in the past” and suffer from a “lack of knowledge and skills”.</p> <p>The Girl Guiding and Girl Scouting movement needs to support adult volunteers to overcome these barriers if the movement is to offer STEM programmes and activities to girls and young women.</p> <p>The top three issues identified by Member Organisations in relation to capacity building for adult volunteers were a lack of knowledge – they do not have a good understanding of STEM or how to present it to girls and young women - a lack of reference materials, and a lack of resources or financial support which limits what they can deliver.</p>
14	<p>Nearly 62% of Member Organisations reported that whilst they do not have a dedicated STEM programme, they can identify STEM elements in their existing programmes or badges.</p> <p>Nearly 24% of Member Organisations do not offer STEM programming at all.</p> <p>Just over 14% of Member Organisations offer a dedicated STEM programme.</p>

15	<p>Where STEM programmes are offered, girls and young women really enjoy and want more of them.</p> <p>They gave positive feedback and discovered a love of Science, Technology and Engineering in particular.</p> <p>There remains a need to present Mathematics as part of a wider problem-solving context to generate interest in this subject area too.</p> <p>The most popular science and technology activities were those that allowed girls to see new technologies or participate in less traditional science experiments – those involving music, slime or mist were particularly enjoyed!</p> <p>Fun activities such as this can achieve a change in perspective on STEM.</p> <p>Crucially, girls and young women enjoyed these hands-on experiences and became passionate about science. They grew in confidence and engaged in activities they had not thought they could do before.</p>
16	<p>When Girl Guide and Girl Scout leaders learn alongside girls and gain new knowledge themselves, they get excited about science activities and feel that girls and young women are actively engaged in STEM topics.</p> <p>This motivates them to complete more advanced STEM activities with the girls and young women they work with.</p> <p>Programmes must be exciting, enjoyable, and hands-on, with interesting experiments to engage girls, young women and leaders alike.</p>
17	<p>Member Organisations identified four main areas that can help support girls and young women develop interest in STEM education and careers.</p> <p>All regions put forward variations on the following themes:</p> <p>Firstly, Motivation.</p> <p>Girls and young women can be encouraged to develop an interest in STEM education and careers if Girl Guide and Girl Scout leaders can provide empowerment and leadership tools to enable each girl and young woman to explore whether STEM subjects may be of interest to them.</p> <p>Secondly, Interacting with STEM.</p>

	<p>STEM in Girl Guiding and Girl Scouting can provide a framework for the personal development of girls and young women so that they have greater confidence in themselves.</p> <p>Girl Guiding and Girl Scouting can introduce girls and young women to STEM through various interactions and lived experiences, such as mentoring.</p> <p>There may also be a role for Girl Guiding and Girl Scouting to provide girls and young women with skills that make them more employable and ready to meet current labour demands.</p> <p>Thirdly, the implementation of programmes to encourage girls and young women and bring them closer to STEM through activities that make it more interesting to learn STEM in non-formal settings, including through programme design, training, partnerships and engaging women role models.</p> <p>Finally, WAGGGS' Africa and Western Hemisphere regions both suggested that Girl Guiding and Girl Scouting could provide spaces for female STEM mentors to share their experiences with girls and young women, helping them to become aware that these careers are not solely reserved for men, boosting their confidence, and bringing them closer to STEM.</p>
18	<p>Member Organisations indicated a strong preference for delivering a STEM programme developed by WAGGGS or for integrating more STEM content into existing programmes.</p>
19	<p>The survey showed that the three most valuable things that the Girl Guiding and Girl Scouting Movement could influence through a STEM offer were:</p> <ul style="list-style-type: none"> - Demonstrating that STEM subjects can and should be studied by girls, - Securing equal opportunities to pursue STEM careers, - And securing equal access to STEM education.
20	<p>To develop and deliver a STEM offer, the Girl Guiding and Girl Scouting Movement needs to provide support for leaders.</p> <p>STEM is a broad topic and Girl Guide and Girl Scout leaders delivering STEM programming would benefit from support to deliver STEM activities with an approach suitable for Girl Guiding and Girl Scouting settings, in order to stimulate interest in STEM for girls and young women.</p>

	<p>Capacity building for adult volunteers is key to ensuring that leaders have the skills required to delivering STEM content, even if they do not have a STEM background.</p> <p>Not all WAGGGS regions have the infrastructure required to deliver STEM programmes. Activities should be created with these contexts in mind, and infrastructure such as classroom settings, resources and digital networks could be put in place where funding allows.</p> <p>Over 37% of Member Organisations reported that they would require funding from WAGGGS' global partnerships or donors in order to successfully implement a STEM programme. We're grateful to already have the support of Johnson & Johnson as our corporate partner for the webinar today.</p>
21	<p>Member Organisations identified several benefits of introducing and integrating STEM into their Girl Guiding and Girl Scouting programmes.</p> <p>Firstly, even girls and young women who do not want to pursue STEM careers may find STEM knowledge, skills and mindsets useful in their daily lives when they become adults.</p> <p>Secondly, a STEM offer could play an integral role in girls' and young women's development by creating new opportunities, maintaining engagement and developing open minded approaches.</p> <p>Finally, offering STEM programming could play a vital role in demonstrating the relevance of Girl Guiding and Girl Scouting as a global movement, helping us to retain our current members and attract new partners and supporting our continued growth and impact.</p>
22	<p>Girl Guiding and Girl Scouting's non-formal education setting is a great context for encouraging girls and young women to pursue STEM education and careers, providing the opportunity for girls and young women to develop an interest in STEM in a safe setting, free of stereotypes.</p> <p>Through advocacy, Girl Guiding and Girl Scouting can empower girls and young women to explore STEM, and support them to challenge the gendered perceptions and stereotypes which make it difficult for them to pursue STEM education and careers.</p> <p>Many Member Organisations have noted that outreach activities, support, programmes, and courses are all needed to support young women and girls in STEM.</p>

23	The consultation has been a huge learning experience for our team at WAGGGS. We would like to take this opportunity to give a vote of thanks to our committed data analysis team, consisting of volunteers from six countries.
24	We will be sharing the narrative report of the consultation in June. Keep an eye on WAGGGS social channels and website for this!