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Gender
equality &
STEM: Best
practice in
government
and
institutional
policy

LEGISLATION

- Diversity and actual equality are two of the most essential basic **human rights**.
- According to **the Constitution of Finland** (section 6, 731/1999) everyone is equal before the law, and no one shall, without an acceptable reason, be treated differently from other persons on the ground of gender, age, origin, language, religion, conviction, opinion, health, disability or other reason that concerns their person.
- Gender equality is promoted **in societal activity and working life**, especially in the determination of pay and the other terms of employment, as provided in more detail by an Act.
- The **language** used in the equality and diversity plan is *gender-neutral*.

GENDER EQUALITY PLANS (GEPs)

- Experiences of inequality could definitely weaken the **sense of community**. On the other hand, mutual respect, openness and good communication can be promoted when people **who belong to the community feel** that they are equal.
- In **the equality and diversity plan of the University of Oulu**, the emphasis is on topical and practical procedures in order to **promote both equality and diversity**. The objective is to consider simultaneously the regulations of both the Act on **Equality between Women and Men (609/1986)** and the **Non-discrimination Act (1325/2014)** in the University.
- The action of an educational institution or any other body providing training or education shall be deemed to constitute **discrimination prohibited** under the Act 609/1986 if a person **is treated less favourably than others on the basis of gender** in student selections, the organisation of teaching, the evaluation of study performance or **in any other regular activity of the educational institution or body**.

GENDER EQUALITY PLANS

- According to the Act on 609/1986, if an employer regularly has a personnel of **at least 30 employees** working in employment relationships, the employer shall at least **every two years** prepare gender equality plan dealing particularly with pay and other terms of employment, according to which the gender equality measures are implemented. The gender equality plan must be **prepared in cooperation with staff representatives**.
- Educational institutions shall prepare the gender equality plan annually in cooperation with staff and students. Instead of the annual review, the plan may be prepared in educational institutions not less than once every three years.

GENDER RESPONSIBLE AND COMPETENCES AT SCHOOLS

- In all **comprehensive school** should have a equality plan (from year 2016)
- Curriculum at schools but also at teacher education should have themes of gender responsibility and forbidden segregation.
- There has been a project SETSTOP supported by Ministry of Education
- The aim has been to create practices at schools to provide awareness of gender and equality
- In that project there has also planed in-service teacher training in those themes but also studies/courses for university teachers

(In the Act on Equality between Women and Men)

Direct/indirect gender-based discrimination means

- **Direct** means treating women and men **differently**
 - on the basis of **gender**,
 - for reasons of **pregnancy or childbirth**, or on the basis of gender identity or gender expression.
- **Indirect** means treating someone differently
 - by virtue of a provision, criterion or practice that appears to be gender-neutral in terms of gender, gender identity or gender expression,
 - but where the effect of the action is such that the person may actually find themselves **in a less favourable position** on the basis of gender
 - on the basis of **parenthood or family responsibilities**.

Appointment processes

- An equal number of men and women is always invited and appointed as members in workgroups, while considering the task of the workgroup;
- In other words, the principle is followed included in the Act 609/1986 that the **proportion of both women and men must be at least 40 per cent** of public administration **bodies** and bodies exercising public authority.
- Similarly, members are **appointed to workgroups** and similar in representative proportions and equally from various **personnel and student groups**.



Results from survey (2018) by Microsoft

- There is no differences in interests of technology between girls and boys before age of 11.

=>The differences between gender is not given in born.

- Age 11-14 is critical for girls, in that age they lost their interest for technology.
- Girls can't even see themselves in the job of technology. Almost 25% of girls don't see needs for understand technology in the future and work life.

A person is using a stylus on a tablet. The tablet screen shows a drawing application with several dinosaur illustrations. In the background, another person is using a laptop. The scene is set on a desk with a power adapter and glasses nearby.

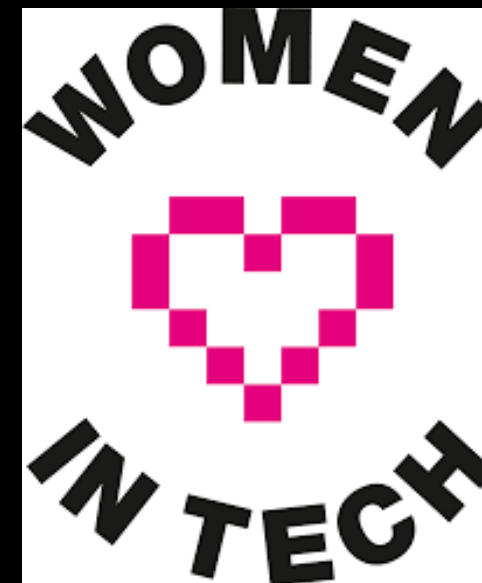
Need for staff

- In programming there is need for 7000-9000 employees
- Now 90% of programmers are males
- There is need to get know the reasons this is not interested in girls.
- Or is the reason: girls don't know, what kind of work it is?
- There is need for role models!!

What have done?

- Regularly organized Girlz in Tech happening (organized in co-operation with Young Entrepreneurs, Microsoft ja Magazine Demi)
- In Girlz in Tech girls meet real role models from the field of technology [tästä](#)
- Girls need support from parents, teachers but all other ones also.





Role models

*Sinä
osaat!*

SINÄ OSAAT

TYTÖILLE

OPETTAJILLE JA OHJAAJILLE

TYÖNANTAJILLE

MIKSI?

OTA YHTEYTTÄ

IN ENGLISH

TYTÖILLE

**Sinä olet maailman kärkeä luonnontieteissä ja matemaattisissa aineissa!
Sinulla on monia tapoja tuoda osaamisesi esiin eikä mikään pidättele sinua.**

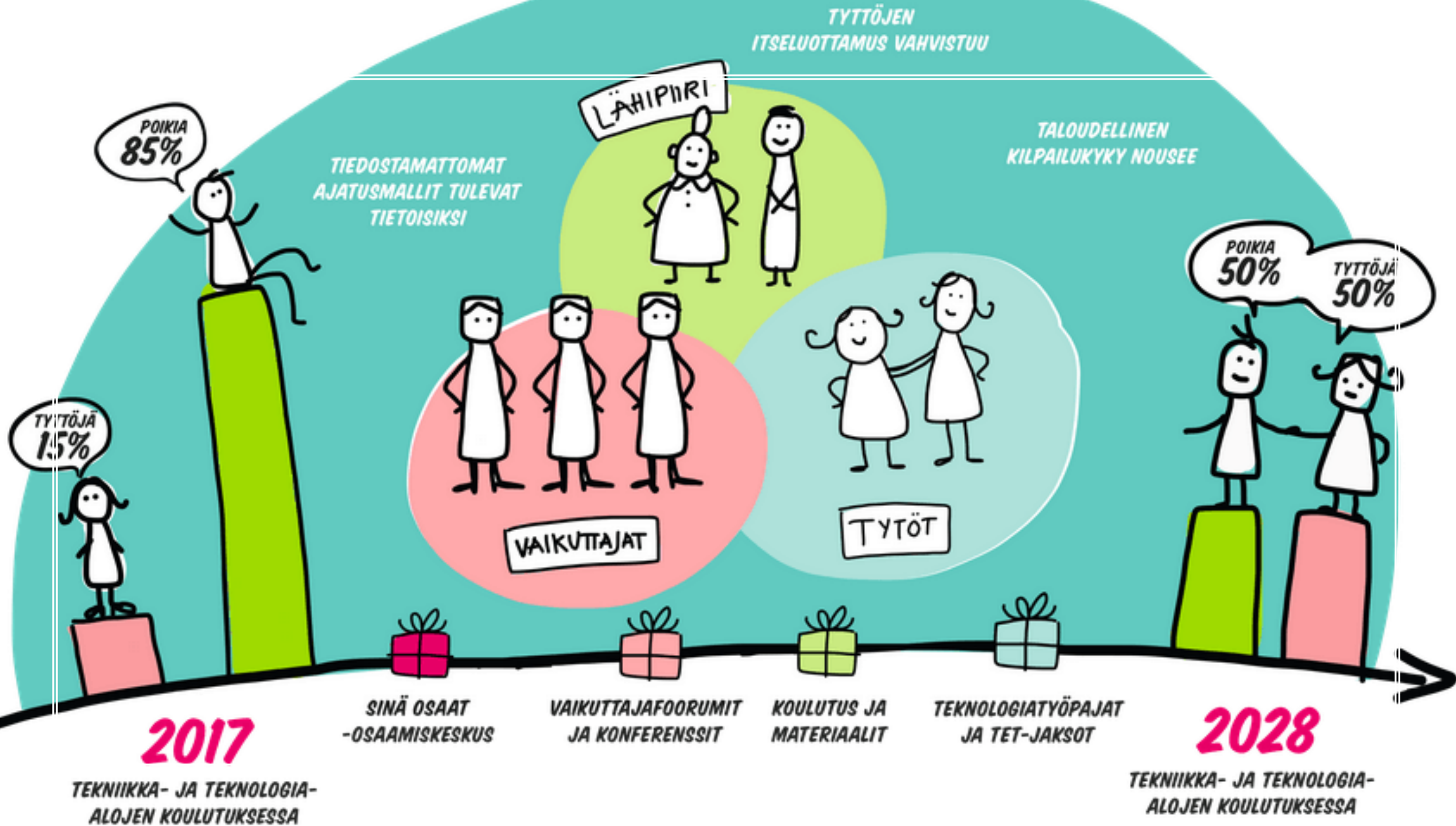
YOU CAN! GIRLS AND TECHNOLOGY

You can! Girls and Technology familiarizes girls with fields of technology and industries, grows their personal self-confidence in their know-how and supports to maintain that confidence in the transitional periods of their education path. The main target group of the project are girls, school faculties and counsellors, employers and companies. Indirect target groups are influencers and decision makers, parents and the media.



Here is six research based statement how to EDISTÄÄ female to field of technology

- Practical experience and workshops in science subjects
- Equal treat for male and female
- Role models for girls and women
- Teachers support for studies equally
- Parents support for studies equally
- Awareness of how to SOVELTAA science studies in practice





THANK YOU!

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NY STEM with NOKIA – innovaatioleiri

- *Tuhat nuorta Nokian Campukselle Espooseen keränneen Unelmafoorumin yhteydessä järjestettiin keskiviikkona 24.5. myös NY STEM with NOKIA – innovaatioleiri. Siihen osallistui kuutisenkymmentä yläluokkalaista Järvenpään Kartanon koulusta ja Kirkkonummen Veikkolan koulusta.*
- Nuoret jakautuivat aamupäivällä pienryhmiin ja saivat Nokian työntekijöiden antaman haasteen: Keksikää ratkaisu nuorten yksinäisyyden helpottamiseksi teknologian avulla.

University of Oulu

- **The Equality and Diversity Committee** (appointed by the Rector) consists of the faculty representatives, equality and diversity workgroup representatives, representatives from student and employee organisations, and experts (the Student Union's specialist in social politics, a university lecturer from Gender Studies, the human resources, and an accessibility contact person). The chair of the Committee is appointed by the Rector.
- Three common equality and diversity **workgroups** have been set up in faculties, and in addition, equality and diversity **contact persons** can be appointed in units. **Student organisations** may have their own appointed persons responsible for equality and diversity.