

“We are not all the same!”

The intersection between gender and class and digital participation

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AMY BOHAN



Middle-class family, mother was a scientist and father a teacher.

“We were told when we were tiny that we would go to university...it was a given”

KATRIONA O’SULLIVAN



Under class- criminality and addicted parents, no one in family finished school let alone went onto university

“If you read books you were considered weird in my community”

JIALIMEY VUONG



Migrated to Ireland due to extreme poverty, attended DEIS school and experiences financial struggle and ethnic minority.

“I have no internet, or laptop at home- I am expected to work in the family business every day after school”

**“GENIUS IS EVENLY DISTRIBUTED BY CLASS ,RACE &
GENDER
...OPPORTUNITY AND ACCESS ARE NOT”**

“We are not all the same”

Case Study: Why Working-Class Women

- When we consider income and class the STEM gender divide widens
 - Working class females significantly less likely to participate in higher level STEM courses in school (HEA, 2019)
 - They are less likely to apply to STEM degree courses (SUSI, 2019)
 - About 30% of of working-class female students who begin a STEM degree leave without the degree – twice as many as middle class female students (NCES, 2014)
 - Working Class Women are rarely seen in STEM professions and even more so in leadership positions

Case Study: Working Class Women & Access to Digital World

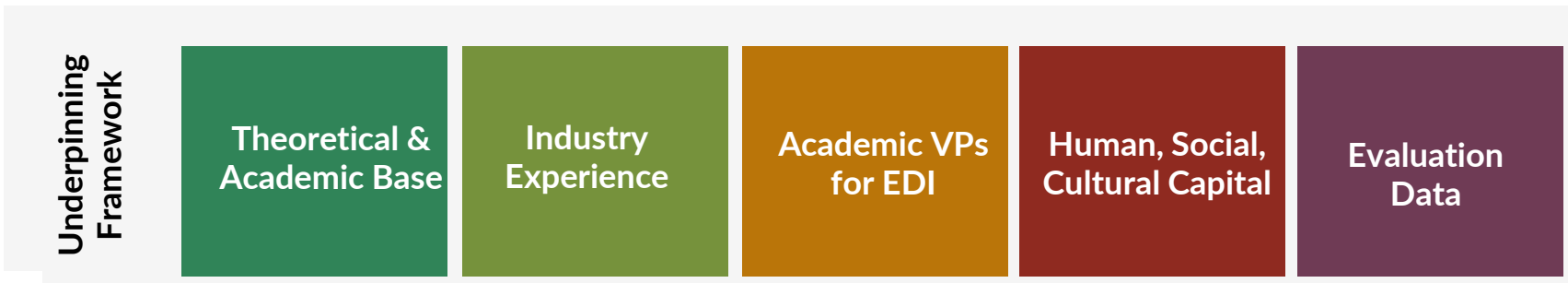
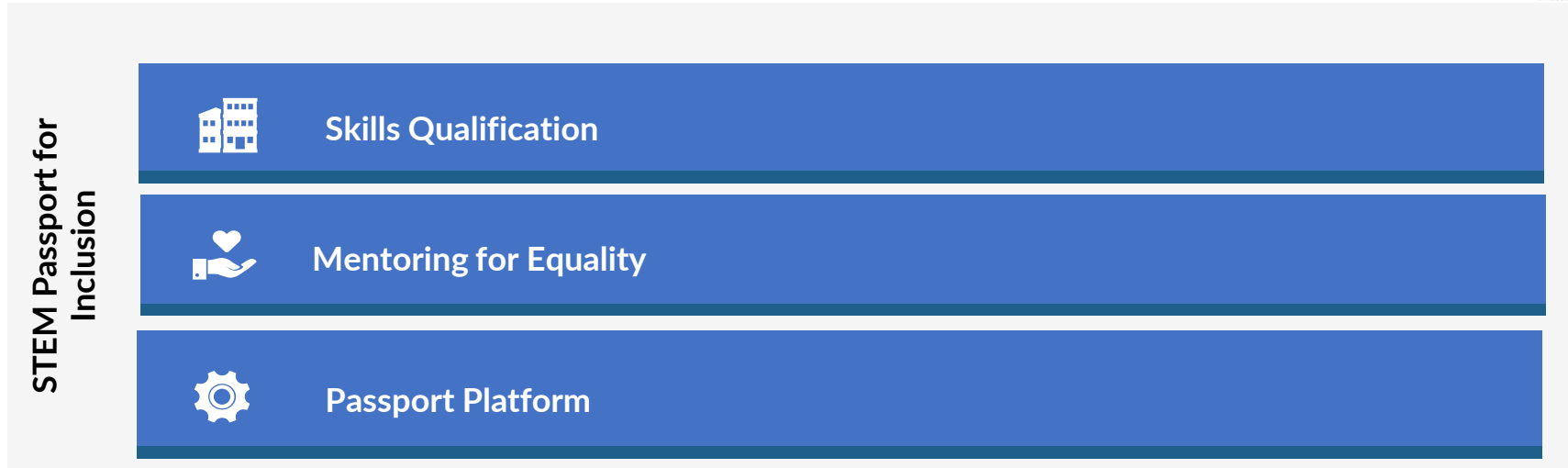
- Without intervention working class women are most at risk in terms of the move towards digitalization and the 21st-century job market
- Working class women will be more likely to end up in low paid, low potential jobs- remaining entrenched in poverty through a lack of STEM opportunities.
- She-Cession- Covid-19 pandemic has shown that working class women are even more at risk as they are over-concentrated in low-skilled social care roles
- **Providing Working-Class women with the opportunity to move out of low-skilled, low-paid, and low-potential will increase social mobility, contribute to overall wellbeing and provide solution to the talent crisis**
- **More Importantly- WE ROCK!**



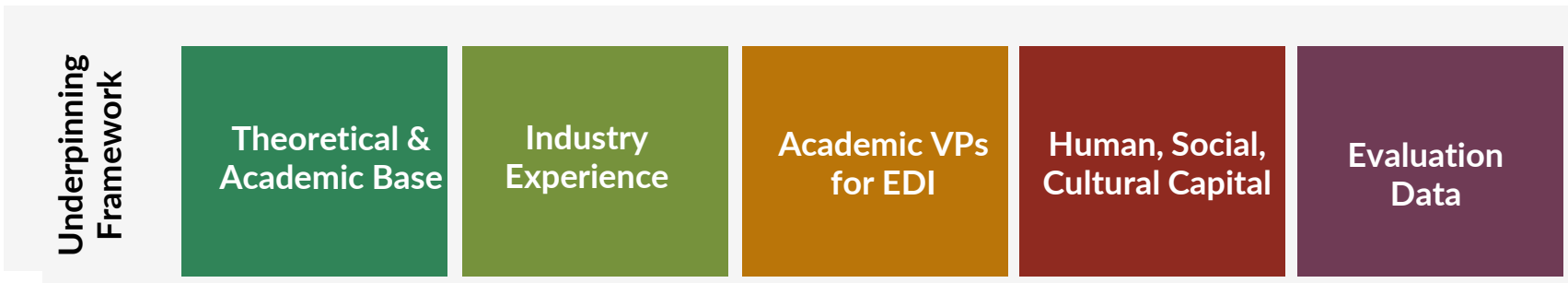
What can we do
better-
Considering
Intersectionality



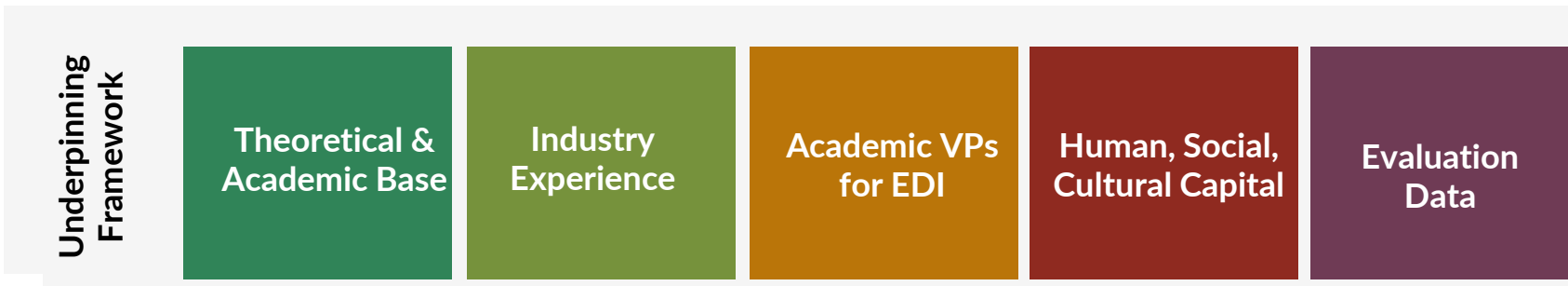
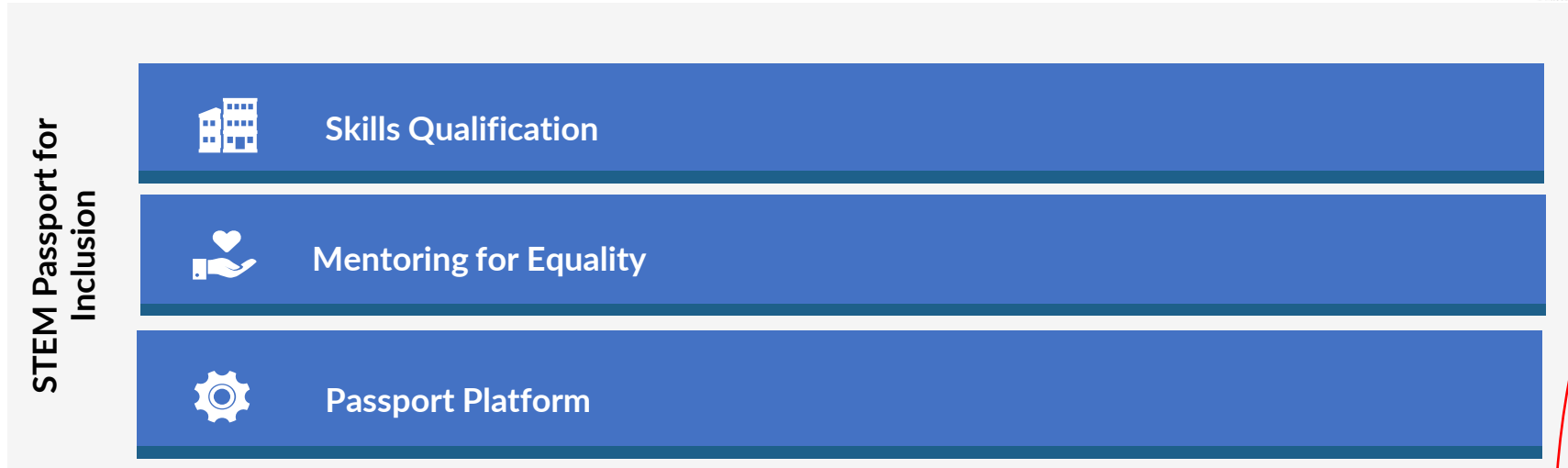
STEM Passport for Inclusion- A System Change



STEM Passport for Inclusion- A System Change



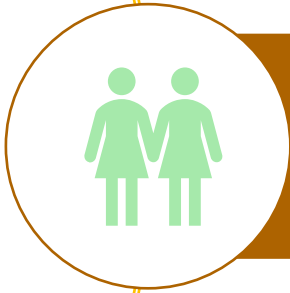
STEM Passport for Inclusion- A System Change



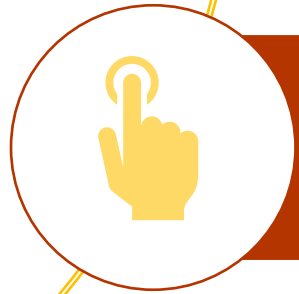
There are three work streams in the program which support the objectives



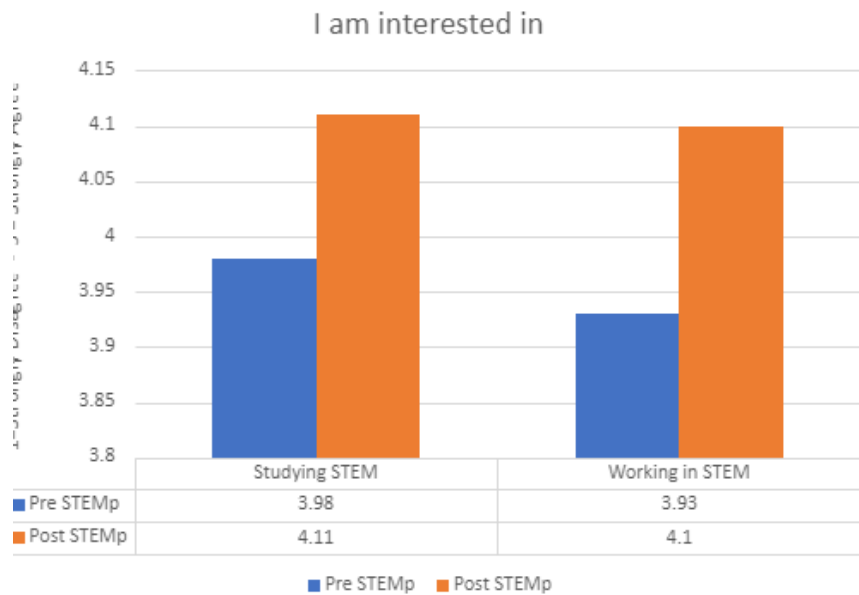
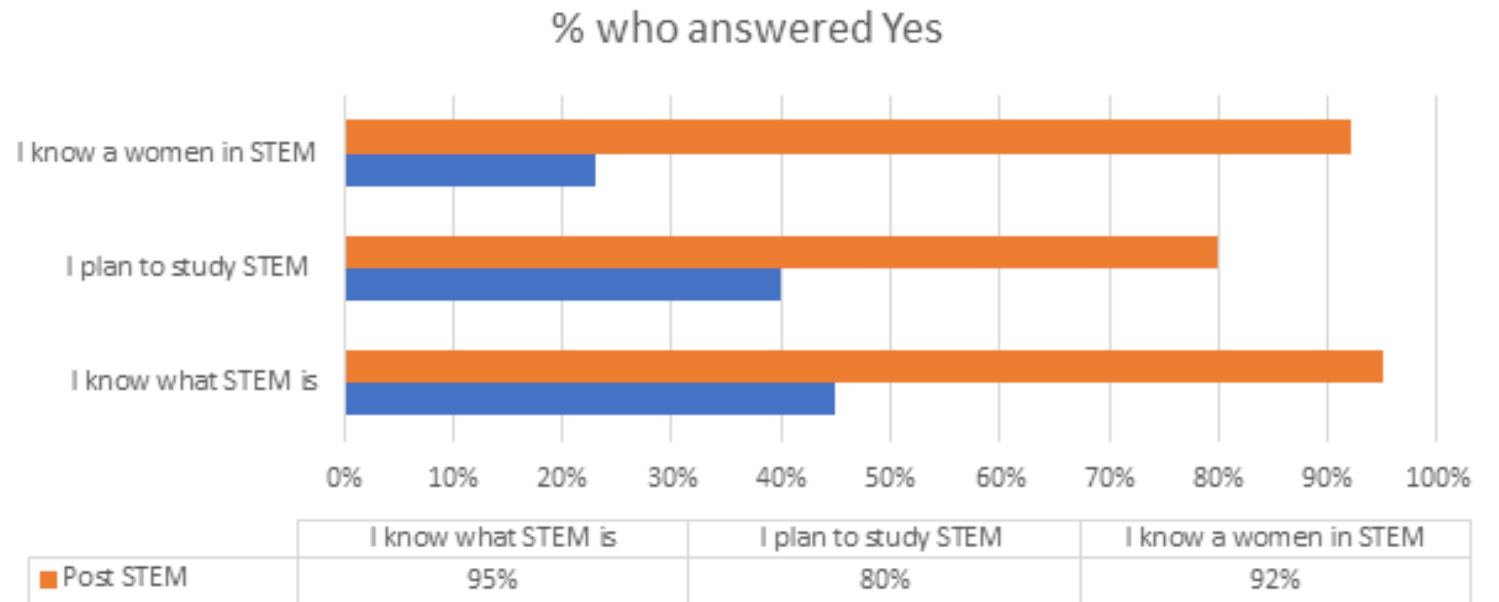
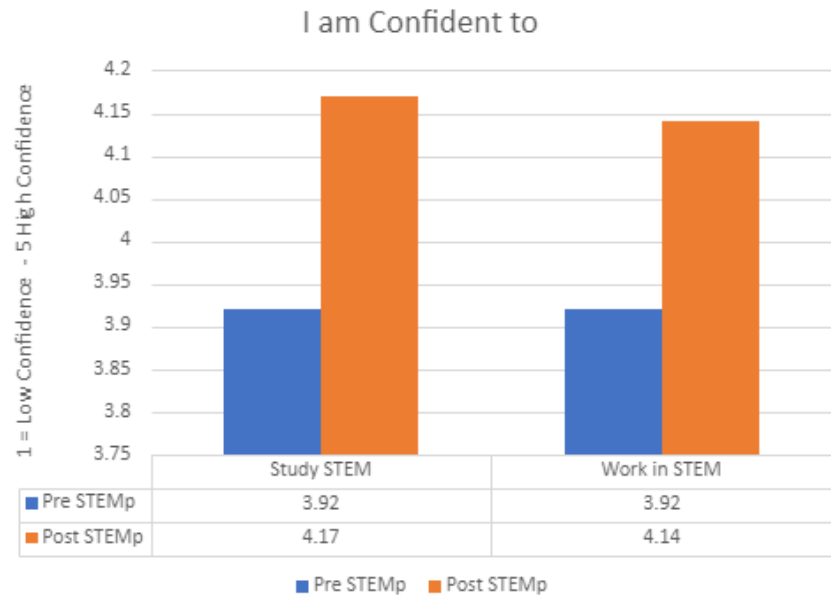
1: Qualification- the young women participate in 3 full lab days which includes training in 21st century skills (coding, problem solving, technology mediated learning, scientific thinking). This is run in a digital hub in the community so young women are exposed to work force as well as gaining skills. They complete level 6 5 credit module, including assignments & course work. Accredited through Maynooth University and Munster Technological university once completed the young women receive a 50 Leaving Cert bonus for specific courses being offered in the University.



2: Mentoring- remote group mentoring (6 students to 1 mentor) occurs on the 3 lab days. 1-2 hours per session. 80 Mentors commit 25 hours total- 16 hours training, 6 hours mentoring. Mentoring content includes job discussions, planning and activities which facilitate development of trust and openness.



3: Digital Platform – tech tool through which the young women and the mentors can access STEM information which is relevant to their interests or the gaps in their knowledge. The platform track their STEM progress and provide companies with the opportunity to recruit for diversity through the platform



Impact to Date

- 4000 applicants for 1000 places
- RTE Documentary
- 400 first in family graduated from University
- 126 mentors for equality digital badge



“It was amazing probably the best course Ive done it ty. I loved the coding also how practical it is also the way of thinking as well as how it broadened my horizons and made me realise the extent of stem and how many different job opportunities there are.” (Student)

“I wanted to share a highlight from me from a parent from St. Mary's Secondary School, Mallow, Co. Cork last week whose Daughter had very little interest in STEM before the programme and now has her NO 1 preference on her CAO form Engineering in UCD : Great impactful story...” (Teacher)

“Hearing her saying the last words, that you can achieve anything if you put your mind into it, almost made me cry. This is so incredible and I could not be more inspired by all women who were part of this initiative. Thank you so much for all you do, for sharing and for making our world a better place for all” **(Mentor)**

Impact to Date

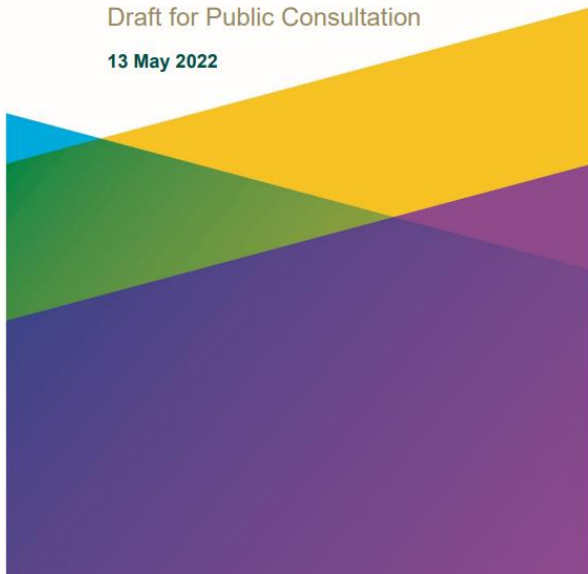


Riailtas na hÉireann
Government of Ireland

Ireland's Second National Implementation Plan for the Sustainable Development Goals 2022 – 2024

Draft for Public Consultation

13 May 2022



An Roinn Oideachais
Department of Education

Recommendations on Gender Balance in STEM Education 8th March 2022



Impact to Date



Intersectionality
must be included in
our solutions for
gender equality



PASSPORT

Questions?

