ADVANCING THE HUMAN RIGHTS OF WOMEN AND GIRLS IN STEM

Activity Report 2018

Geneva, June 2019
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EDITORIAL: FOUNDATION

RightsTech Women (RTW) was legally founded in June, 2018 in Geneva, as a Swiss nonprofit association. In 2018, RTW conducted research to inform its strategic plan and work. It defined and refined its pillars of work and priorities, and took first steps to build a sustainable organization. This Activity Report covers the period of June-December 2018.

Stark Inequalities in STEM: Addressing STEM Gender and Pay Gaps

Stark inequalities in STEM education and employment, combined with projected future populations, country income trends, and growth in jobs requiring STEM skills, spurred RTW's creation as an international NGO working: to increase the number of girls and women in STEM; to empower women and girls to know their rights in STEM education and employment; and, to make a bridge between the fields of human rights and STEM, for the benefit of both.

Current and Future Job Trends

Today, employers increasingly need more STEM-skilled staff. Companies are making important decisions about job automation, leading RTW to ask questions about how criteria are selected to determine which jobs undergo automation transformation, how this will affect women, and how many women are on company boards making these decisions. Globally speaking, women are underrepresented as compared to men studying and working in STEM. Because STEM jobs are increasing, unless there are significant, coherent efforts to address STEM gender gaps in education and employment, these gaps will only continue to grow. Thus, RTW was created to work with stakeholders and facilitate international cooperation to address gross inequalities in STEM education and employment. RTW will share good practices on retention and promotion of women in STEM, as well as workplace policies that encourage life-work balance for all employees, like parental leave. RTW will support organizations of women and girls in STEM to play a vital role in addressing these and other global challenges, using the United Nations and other relevant international fora.

A More Positive Agenda in Future

RightsTech Women was created to bring new perspectives, issues and voices to the global agenda on women's and girls' human rights. RTW invites you to join the RTW team and its network of learners and professionals on this learning and advocacy journey. It already has been, and continues to be an inspiring journey for the RTW team. RTW is building a foundation to work in the next decades for measurably good outcomes and impact in STEM education and employment communities. Along the way, RTW will continue to share positive messages about women and girls in STEM, to build bridges, and to make STEM and
human rights more widely accessible. Recognizing the importance of STEM upskilling and reskilling in the job markets of today and tomorrow, RTW actively encourages everyone to consider themselves to be a STEM learner, but also a human rights learner. Digital literacy and human rights literacy must go hand in hand: with technology development comes the ethical and social responsibility to know and protect human rights. The ‘best’ technology where widespread human rights awareness and infrastructure are lacking will not, in the end, serve humanity well. By creating RTW, the hope is to make the world a more fair, prosperous and peaceful place for all.

We hope that you enjoy reading about our exciting first year - a year of new ideas, building, and... robots!

With thanks for your support,
- Ellen Walker, RTW Founder and the RTW Team

MISSION

RightsTech Women advances the human rights of women and girls in science, technology, engineering and mathematics (STEM). It empowers women and girls in STEM fields to know and claim their rights, for a fairer, more peaceful and prosperous world for all.

VISION

RightsTech Women is a professional services organization that advances the rights of girls and women who are learners and professionals in STEM fields ('the rights holders'). RightsTech Women brings stakeholders together, and shares information and resources so that:

- rights holders are empowered, and know their rights and how to claim them both internationally and in everyday, practical settings. Rights holders know what the enjoyment of relevant rights looks like and what standards apply.
- There are more women and girls in STEM fields.
- There is equitable access to and opportunity for all levels of STEM education and employment.

To consult RTW's full Mission & Vision Statement, visit: https://rightstech.org/about/mission-vision-statement/.
RTW’S WORK

In 2018, RightsTech Women defined its three pillars of work. RTW advances the United Nations’ Sustainable Development Goals (SDGs) through:

1. Research and Data Visualization
   - RTW asks the necessary questions.
   - RTW shares its findings in easily-understood formats.

2. Advocacy and Training
   - RTW empowers rights holders: women and girls aged ten and older, who are learners and professionals in STEM fields.
   - RTW provides innovative human rights education and training (HRET).
   - RTW supports and conducts United Nations advocacy and builds a network of learners and professionals.

3. Technology Capacity Building.
   - RTW trains women and girls on robotics and programming.
   - RTW builds their confidence and skills.
   - RTW develops tools to address human rights challenges.

SUSTAINABLE DEVELOPMENT GOALS

5. GENDER EQUALITY

Other SDGs:
4. QUALITY EDUCATION
8. DECENT WORK AND ECONOMIC GROWTH
9. INDUSTRY, INNOVATION AND INFRASTRUCTURE
10. REDUCED INEQUALITIES
13. CLIMATE ACTION
16. PEACE,JUSTICE AND STRONG INSTITUTIONS
Research and Data Visualization

From RTW's very inception, RTW's first pillar of work, Research and Data Visualization, was made and remains a top priority. In 2018, the focus was on Research, and not yet Data Visualization. Between **July-December 2018**, RTW did a first global desk study of available data on women and girls' situations in STEM education and employment. This research showed that massive inequalities in STEM face the world now, and there will only be more in the future, unless concerted action is taken. RTW will advocate for better internationally comparable data sources, and will continue to collect and study what is available while in future designing its own studies. A data-driven organization, RTW's research informs the organization's work as a whole, including its two other pillars: its advocacy & human rights training, and its technology capacity building.

- Only **49%** of women worldwide are likely to participate in labour market, as compared to nearly 76 percent of men worldwide.¹
- Only **28.8%** of total researchers are women in the world.²
- Around **16%** of all female students select STEM-related fields in higher education.³
- **121 girls** are denied the right to education for every 100 boys of primary age out of school globally.⁴
- In EU, women account for just **26%** of science and engineering professionals and **17%** of science and engineering associate professionals.⁵
- Women in the EU, across the economy, earn on average over **16%** less per hour than men.⁶
- Reducing gender gaps in labour market could increase global GDP by **US$5.8 trillion**.⁷

**Over 2.7 billion women** are legally restricted from having the same choice of jobs as men.⁸
Women in STEM: RTW's Desk Research

RTW's preliminary desk research included understanding present and future demographics, and current available statistics on education and employment. Following is a sample of RTW's key findings.

THE BIG PICTURE: Demographics

From 2018 to 2050, the global population will increase from 7.6 billion to 9.8 billion. More than half of the anticipated growth in global population between now and 2050 is expected to occur in Africa with the addition of 1.3 billion inhabitants there. Asia will be the second largest contributors with an addition of just over 750 million people by 2050.

The average fertility rate (number of children per woman) for world for 2015-2020 is 2.47 which will reduce to 2.24 by 2050. Currently, Africa has an average fertility rate as 4.43 which will reduce to 3.09 by 2050; for Asia, it will go from 2.15 to 1.90. By 2050, there is expected reduction in population in most parts of the world, but still, a few countries like Niger (from 7.15 to 4.19), Somalia (from 6.12 to 3.83), Congo (from 5.96 to 3.38) will be major contributors.

Education

Genuine progress has been made in achieving gender parity in primary and secondary education, but there are still about 262 million, i.e., one out of every five children, adolescents and youth between the ages of 6 and 17 out of school. Girls still face barriers to education in most regions, and particularly in sub-Saharan Africa, where girls of every age are more likely to be excluded from education than boys.

In 2014, gender parity was achieved globally on average, in primary, lower secondary and upper secondary education, but global averages keep on masking the regional gender disparity. In Latin America and the Caribbean, more girls are enrolled in upper secondary (Gender Parity Index: 1.11) which compensates for sub-Saharan Africa, which has more boys enrolled in upper secondary (Gender Parity Index: 0.84).

The focus on enrollment is needed, but the completion rates should be analyzed as well to understand the situation. According to the household survey data conducted by UNESCO, the primary completion rate is as low as 51% for low-income countries, 84% in lower middle income countries and 92% upper middle income countries. Only one in four adolescents in low income countries complete lower secondary education; four in five did so in upper middle income countries. Even in high-income countries, only 84% of young people complete
upper secondary education. The challenge is greatest, however, in low-income countries, where only around 15% complete upper secondary.\textsuperscript{12}

Currently, more women complete tertiary education than men in four out of five countries. Globally, women outnumber men at the level of Bachelor’s degree as well as Master’s degree graduates. However, fewer obtain STEM degrees.


Women are more likely to graduate from Education, Humanity and Arts, Social Sciences and Health and Welfare whereas for men, the preferred fields are Information and Communication and Engineering, Manufacturing and Construction. Men account for more than three-fifths of tertiary graduates from Engineering, Manufacturing and Construction.\textsuperscript{13}

While women lag behind men in completing Science, Technology, Engineering and Mathematics (STEM) degrees, in some countries, women are more likely than men are to graduate with a STEM degree. Examples of a few highly performing countries for women’s STEM tertiary education are Tunisia (58%), Oman (52%), and Albania (49%).\textsuperscript{15} Countries like UK (38%), USA (34%), Australia (31%), France (31%), and Switzerland (22%) still have a long way to go to achieve gender parity in STEM.
Employment

Women’s transitions into STEM careers are dependent on factors like female identity, family obligations, the working environment and work conditions. Around the world, men tend to participate in labour markets more frequently than women. However, there are huge differences across the countries.

STEM-related workforce statistics are not widely available, but some data is accessible, for instance, for higher-income nations. Women employed in STEM in the USA\(^\text{16}\) are around 24% and in the UK\(^\text{17}\), they are close to 23%. In Australia\(^\text{18}\), women accounted for less than one in eight (12.4%) engineers in Australia’s labor force in 2016. Countries in South-East Asia like Cambodia, Indonesia and Nepal still struggle with inspiring women to step into STEM fields, whereas in countries like Republic of Korea and Malaysia, more and more women work in the computer industry.\(^\text{19}\)

As for women in science, one figure shows that there are 28.8% women researchers in the world. Women are highly represented in Central Asia (48.1%), and in the Caribbean, Central Asia and Latin America (45%). Two in five researchers is a woman in the Arab States (40%), more as compared to the European Union (33%), closely followed by sub-Saharan Africa (31%).\(^\text{20}\)

The so-called “leaky pipeline” is a concept frequently referred to represent the current situation in which women change from STEM study or careers; but, often it is invoked with no discussion of why these ‘leaks’ occur or methods to prevent this situation. Women change from STEM for a variety of reasons while STEM employers fail to retain women. Female authors are 6.4% less likely to have their manuscripts accepted by an all-male panel of reviewers.\(^\text{21}\)
Gender pay gap

Closing the gender pay gap seems to be an elusive goal but it must be addressed. Women’s career options and choices have changed as STEM fields themselves have, too, but the gender pay gap persists. Women have become better-educated members of the workforce and take dual breadwinner roles in households, but one still observes gender pay gaps in developing as well as higher-income countries.23 According to EU statistics, for all professions, men earn on average 16.0% more than women working in EU countries. Some of the countries with low gender pay gap are Romania (3.5%), Luxembourg (5.0%), Italy (5.0%), Belgium (6.0%), Poland(7.2%), Slovenia(8.0%), but on the other end countries with high gender pay gap are Austria (19.9%), United Kingdom (20.8%), Germany (21.0%), Czech Republic (21.1%) and Estonia (25.6%). In Switzerland, men earn 17.0% more than women.24

Among the OECD countries, the developed countries still have a long way to go to achieve pay equality, e.g. New Zealand (7.15%), Australia (14.3%), Canada (18.2%) and The United States of America (18.2%). The gap is highest in South Korea (34.6%), Japan (24.5%) and Israel (21.6%).25 Gendered patterns of unpaid domestic and care work run deep, and seem little affected by rising levels of women’s education. Women in many countries, including Italy, Japan, Mexico and Pakistan, do at least twice as much unpaid work as men, and work longer hours than men in almost all countries if paid and unpaid work are combined.26
Need for more women in STEM

Women continue to part from STEM disciplines in disproportionate numbers during their higher education studies, while transitioning to the world of work and even during their career cycle. Education systems and schools play a central role in determining girls’ interest in STEM subjects and in providing equal opportunities to access and benefit from quality STEM education. Teachers, learning contents, materials and equipment, assessment methods and tools, the overall learning environment and the socialisation process in school are all critical to ensuring girls’ interest and engagement in STEM studies and, ultimately, STEM careers.27

STEM careers are considered to be ‘the’ jobs of the future. Ensuring girls and women have equal access to STEM education and ultimately STEM careers is an imperative from the human rights, scientific, and development perspectives. Gender equality in STEM will ensure that people of all ages and genders will be able to acquire skills and opportunities to contribute to and benefit equally from the benefits of STEM. Putting these pieces together, the world needs more women graduating and working in STEM fields. Women and girls have the right to an equal place to help program and engineer the future of STEM and also, the world.

RTW’s Country Focus

Based on the research conducted, RTW selected 33 countries of operation. These countries present significant growth opportunity for increasing women in STEM and human rights awareness, and building a global network that shares relevant resources among regions -- a network which will include within it a Mediterranean network contributing to peaceful development and economic growth.

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RTW’s research greatly informs RTW’s second pillar of work, **Advocacy and Training**. ‘Training’ refers to human rights education and training, also known as HRET. RTW’s achievements in 2018 included:

- with partners, developing and delivering innovative, hybrid tech and human rights trainings;
- human rights mapping;
- developing and disseminating human rights education materials;
- UN meeting participation and advocacy;
- STEM Women: Role Model Testimonials;
- STEM Events Calendar; and
- legal and policy research.

**Plain-language versions of human rights protections**

In 2018, RTW mapped relevant human rights protections and began to create plain-language versions of them to make them more accessible to the general public. With these materials, RTW invites girls, teenagers, women, as well as anyone interested, to inform themselves about their rights provided by the international human rights treaty bodies framework in a friendly, quick, and comprehensive way.

**UN human rights and other relevant processes**

RTW mapped relevant UN processes and took part in United Nations human rights treaty body sessions including meetings of the Committee on Economic Social and Cultural Rights (CESCR) the Committee on the Elimination of All Forms of Discrimination against Women (CEDAW), as well as an UNCTAD meeting.
On 9 October 2018, RTW participated in the Day of Discussion on Article 15 held by the Committee on Economic, Social and Cultural Rights in Geneva as part of a consultative process to elaborate a new General Comment on Article 15 of the International Covenant on Economic, Social and Cultural Rights (CESCR). Article 15 provides a number of human rights protections including the right to enjoy the benefits of scientific progress and its applications. The General Comment aims to provide authoritative guidance to States Parties to the CESCR on the measures to be adopted to ensure full compliance with article 15. The day of discussion explored the normative contents of article 15 and its relation with other economic, social and cultural rights. RTW conducted advocacy and was invited to be in a panel to present RTW’s desk research, arguing in favor of the inclusion of women and girls in the consideration of the ‘right to science’ and exploring the link between article 15 and other rights in the CESCR treaty.

Prachi Bhave, RTW Board Member, was a panelist during the session, speaking on the connection between article 15 and other CESCR rights. Ms. Bhave presented to the CESCR Committee some of RTW’s key findings to date about the situation of women in STEM globally, including women in STEM education, women in the workforce and girls in

1 General discussion on a draft general comment on article 15 of the International Covenant on Economic, Social and Cultural Rights: on the right to enjoy the benefits of scientific progress and its applications and other provisions of article 15 on the relationship between science and economic, social and cultural rights” https://www.ohchr.org/EN/HRBodies/CESCR/Pages/Discussion2018.aspx.
education. She shared with the Committee and other participants RTW’s recommendations on article 15 and achieving gender parity in all levels of STEM education and employment:

- increased international cooperation to reduce gross inequalities among nations and peoples based on unequal enjoyment of the benefits of scientific progress and its applications.
- ensure that all women and girls have equal access with men and boys to – and are encouraged to pursue and contribute to – scientific knowledge, and that this right is reflected in national legislation, policies and practices;
- ensure that women and girls can equally know about, contribute to, produce, steer, and enjoy the benefits of scientific progress;
- ensure that female scientists have equal access to join and lead national and international scientific advisory bodies, panels and councils, which set national and international research and innovation agendas and which distribute grants, including by actively encouraging female scientists to apply for leadership roles and company board positions;
- eliminate restrictions based on sex in all fields of scientific employment, including those in civil service jobs, and to change relevant laws, policies, and job advertisements to remove limitations based on sex;
- implement measures to stimulate girls’ interest and confidence in science and encourage them to pursue scientific education, such as: through the establishment of role model programs; eliminating gender bias where it exists in learning materials, in testing or among science teachers; and, through expanding access to scholarships, bursaries, fellowships, and the like;
- identify and eliminate barriers to women, including women in different reproductive situations (for example, women of childbearing age, working women with children, or women returning to work after having children), in hiring, retention and promotion in STEM fields by eliminating discrimination and harassment, and by introducing positive action measures designed to target and eliminate inequalities.

RTW Board Member,
Prachi Bhave, left

RTW Founder, Ellen Walker, made an oral statement with recommendations in Panel 1 on ‘Normative contents’. For more information on the session and to read RTW’s statements, visit:

UNCTAD World Investment Forum 2018, 22-28 October 2018


Harcèlement sexuel et sexiste au travail - Atelier 22 November 2018

Making links with local Geneva institutions on equalities, on 22 November 2018, RTW attended a workshop on defining sexual harassment at work held by the Geneva BPEV (Deuxième Observatoire). RTW shared relevant information and resources via social media.

Positive Role Models: RTW’s STEM Women Testimonials

In August 2018, RTW began collecting and publishing testimonials of women working in STEM in order to share women's perspectives and to add to available positive female role models. Female role models play a crucial role in girls’ education because if girls don't see others like themselves succeeding in a field, some might choose other career paths in areas that seem like more supposedly obvious choices for women. Girls who are encouraged to pursue STEM subjects now will later be role models for the next generations.

RTW interviewed successful women from around the world to show that women in STEM have many different stories, career paths and points of view. All of them answered the same set of questions regarding their interests, aspirations and role models, like: What do you like about your job? What is your inspiration? Did you have a turning point in your career? Do you have role models? What piece of advice would you give to someone just starting in your field?

Dare to dream and then go for it with everything you've got. When mistakes and failures happen along the way, as they will, learn to pick up the pieces and swiftly move on. There is no male or female brain when it comes to getting into the STEM field. – says Gladys Maina, an information and communication technology (ICT) professional and mentor in Kenya.
Ask questions. Or don't be afraid to ask questions. A lot of novices refrain from asking questions, afraid to look like they are not up to the job. But I believe it is the opposite: asking questions is an excellent opportunity to show your interest, curiosity and motivation to learn more and be trustworthy. - Flora Barriele, Database Administrator from France, working for a local government in Lausanne, Switzerland.

To read the stories, visit the link: https://rightstech.org/stories-of-women-in-stem/.

**STEM Events Calendar**

RTW launched its STEM Events Calendar, regularly updated and provided for free on RTW's website, listing important STEM events taking place around the world as well as relevant UN events and international days. The calendar advances RTW's goal to bring together human rights and STEM fields. This service is aimed at rights holders and organisations in its focus countries and other interested organizations. It is another tool for empowering women and girls in STEM fields to know and claim their rights, to participate, lead and be heard.

To consult the RTW STEM events calendar, visit: https://rightstech.org/advocacy-calendar/.
To suggest events for the calendar, email RTW at calendar@rightstech.org.
Legal and Policy Research

In 2018, RTW launched a research project on the legal and policy frameworks in its 33 focus countries. This project takes a closer look at gender equality, education and employment legislation and policies like nondiscrimination, family leave, etc. It uniquely gathers information specifically relevant to women and girls in STEM.

Technology Capacity Building

In 2018, RTW began developing its work plan for the next years to increase girls and women in STEM education and employment in its target countries through technology capacity building. As a first step, RTW started to work with partners locally to give workshops on robotics, programming and human rights. In 2018, RTW co-organized workshops, helping to recruit and train female coaches in the Geneva area. In 2018, RTW officially joined the PoppyStation educational robotics network, which emerged from INRIA labs and is based in France.

Our Trainings

AN INNOVATIVE APPROACH: HYBRID TRAININGS ON ROBOTICS, PROGRAMMING, AND HUMAN RIGHTS FOR GIRLS

In collaboration with partners, CERN MicroClub and HEPIA, RTW developed and provided innovative ‘hybrid’ trainings, which provide human rights education along with robotics and programming capacity-building for girls. Together with learning robotics and programming,
the girls also learned about their human rights and were introduced to modern-day and historic female role models in STEM. At these trainings, RTW provided plain-language versions of relevant human rights treaty protections for the participants in English and in French. Before the trainings, RTW helped to recruit robotics coaches, who were trained by the CERN MicroClub. With this innovative approach, RTW and partners are building a base of potential future STEM professionals who already have some introduction to their own human rights. RTW developed and piloted this hybrid training locally in Geneva. The very first of these events was at HEPIA during CodeWeek EU. CodeWeek EU is an annual event taking place in October to popularize coding and digital literacy. For more information about RTW and partners’ CodeWeek EU event, see below, Technology Capacity Building.

Presenting human rights education and female role models, CodeWeek EU, HEPIA, 6 October 2018

The RTW team getting robotics coaching training at CERN MicroClub

Robotics and Programming for Girls

On 6 October, 46 girls met at HEPIA in Geneva to participate in a workshop on robotics and programming for girls. The workshop, a cooperation with HEPIA, Cern MicroClub, and On’l’fait, offered a chance for females aged 10-18 not only to learn how to program the robot, Poppy Ergo Jr., and the hepiaLight programmable touch screen, but also to learn about their human rights related to STEM education. As mentioned above, RTW’s human rights presentation also familiarised participants with some of the more, and some less famous women active in science and the girls got to work together with female robotics coaches, so that they would have a diverse set of female role models. It was the first workshop co-organized by RTW. Participants and their parents gave positive feedback. Many participants were so focused on robots that they were surprised when it was time to go.

We trained 46 girls on Human Rights and Programming.

Photos taken from one of the workshop classrooms at HEPIA.
I really liked this experience because I've learned a lot. It's a great opportunity for girls to learn how to program a robot. It is definitely something everyone should learn and I hope there will be more lessons in the future! - M., participant, aged 12

I was impressed by the resilience and engagement of the girls who participated in the workshop, not to mention their creativity and enthusiasm. I am convinced the science and technology will greatly benefit from the diversity and open-mindedness of the next generation of scientists, no matter their gender or social status. - Cristina Olivotto, a coach from Onl'Fait

**Codez la Science, 9-11 November 2018**

Also in cooperation with CERN MicroClub, RTW did a poster presentation and handed out human rights education materials in English and French and contributed robotics coaches at *Codez la Science*, Geneva, 9-11 November 2018.

*Codez la Science* is an event introducing programming and robotics to boys and girls aged 10-18. It was organized by CERN MicroClub, the University of Geneva science faculty, HEPIA and Informasciences. It took place at the CERN Globe, HEPIA and at CERN MicroClub in Geneva. It included four different workshops, including ones on Poppy Ergo Jr. to introduce the participants to robotics. The hepiaLight workshop taught participants programming using Python to give commands to a card with LED lights. The NumWorks workshop introduced participants to a scientific calculator using the Python language. The Chiby workshop allowed participants to use touch screen device to interact with a scientific language such as Python.

In total, RTW and *Codez la Science* reached 146 participants, comprising 121 students aged 10-18, and 25 accompanying parents and teachers. Participants included those from the Geneva area as well as a group of students from Romania visiting CERN on a school trip.
CERN science communications specialist, Letizia Diamante, bringing the RTW team on tour of CERN facilities

For more information about the event, visit https://codezlascience.web.cern.ch/csd/home-42336854.html.

Marketing and Communications

Setting up RTW media channels

During 2018, RTW set up its initial website, rightstech.org, as well as social media accounts on Facebook, Twitter, LinkedIn, and Instagram. The website had 6690 views and 2810 visitors from June-December 2018. RTW maintains a web page on ‘Recent News and Activities’ where updates and information on RTW’s activities are available: https://rightstech.org/news/. RTW published 19 blog posts and advertised its events via social media.

RTW in media

In 2018, RTW was featured in l’Agefi, a major Swiss journal focused on economy, finance and politics, with a full-page article about the situation of women in ITC, especially in Switzerland.

The RTW team wrote an article published in International Parent Magazine about the importance of teaching programming to girls.
Timeline of select activities

June 2018  
*RightsTech Women Constitutive General Assembly* held in Geneva

June-December 2018  
*RTW Website:* 6690 views and 2810 visitors on rightstech.org

July-December 2018  
*Desk Research on Women and Girls in STEM; Legal and Policy Research started*

July-December 2018  
*Role Models:* Published 9 Testimonials of Women in STEM from 8 different countries

August-Sept 2018  
*Hybrid tech/human rights trainings:* Developed a STEM-specific human rights training for girls learning robotics and programming

October 2018  
*CodeWeek EU 2018, HEPIA, Geneva:* Participated; Co-organized Programming and robotics for girls workshops and conducted human rights trainings in collaboration with CERN MicroClub and Hepia

Provided information in English and French on the human right to education

8 volunteer coaches trained

46 girls trained on Poppy Ergo Jr. and human rights

October 2018  
*UN advocacy: UN day of discussion on article 15 CESCR, Palais des Nations*  
Participated and submitted a written contribution on draft General Comment on article 15 CESCR

November 2018  
*Codez la Science, CERN, Geneva:* helped to coach girls and boys on robotics

Provided information in English and French on the right to education

121 youth aged 10-18 trained

November 2018  
*STEM Events Calendar launched*

December 2018  
*PoppyStation Network joined*

**FINANCE**

RightsTech Women was created in 2018 as a nonprofit association with its legal headquarters in Geneva, Switzerland. In 2018, its financial activities were limited to planning and budgeting. Therefore, RTW did not raise funds and brought in zero revenue in 2018. RTW opened a bank account in Geneva. In 2018, RTW incurred institutional development costs of 819.69 CHF, to be paid out of the 2019 budget.
Financial statement 2018

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Figures in CHF

THE WAY FORWARD 2019-20

RTW aims to increase the enjoyment and awareness of women and girls learners and professionals of their rights in STEM education and employment. At the same time, RTW is building bridges between STEM and human rights. Its three pillars of work all contribute to this mission and vision. RTW has identified strategic objectives and activities for each of its pillars of work. RTW continues to build its own healthy and strong institution and to develop partnerships. Going forward, RTW and partners have a lot of work to do to achieve gender equity in STEM education and employment, and to increase human rights literacy among STEM professionals. RTW's work will include further research; advocacy and training; offering more hybrid and innovative trainings on robotics and human rights for girls; trainings for STEM professionals; and, network development. RTW will develop its work with partners in its 33 focus countries (including Switzerland and France) among five regions.
ORGANIZATION

BOARD

As at the end of December 2018*, RTW's board consisted of 6 members with diverse educational and professional backgrounds, including legal, finance, marketing, technology, and teaching.

- Ellen Walker, J.D., LL.M., Founder and Board President
- Monika Ambrozowicz, MA, Co-founder and Board Secretary
- Maria Tootell, MBA, Co-founder and Board Treasurer
- Prachi Bhave, M. Tech, Board Member
- Alexandra Schafhauser, LL.M., Board Member
- Jane McKenzie, Board Member

*At the time of publication of this Activity Report (June 2019), a seventh board member, Brice Copy, MSc, has joined the board.

VOLUNTEERS

From June-December 2018, RTW benefited from the volunteer time of 28 people, including its Board Members, who work on a completely voluntary basis, as well as other volunteers and advisors. Together, the RTW team spoke 18 languages: English, French, Hindi, Marathi, Polish, Czech, Swedish, Norwegian, Spanish, Italian, Romanian, Arabic, Russian, Bulgarian, Serbian, Slovenian, German and, Turkish.

To learn more about RTW's Board Members and Technical Advisors, visit RTW's meet the team page: https://rightstech.org/meet-the-team/. To find out about RTW's Volunteers program and to see current openings, visit the Volunteers web page: https://rightstech.org/volunteers/.

PARTNERS

In 2018, RightsTech Women worked with other organizations sharing its mission. This included organizing robotics, programming and human rights workshops
together. Partners included CERN MicroClub, Hepia, Informasciences, Onl’Fait, as well as the PoppyStation Network, which RTW joined officially in December 2018. RTW gratefully acknowledges a donation of office furniture from Lexmark.

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26. Creating sustainable futures for all; Global education monitoring report, 2016; gender review, pg 37
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RightsTech Women advances the human rights of women and girls in STEM.

Your donations are essential to help us increase the numbers of women in STEM and their awareness of their rights.

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