UN Major Group for Children and Youth
the space for children and youth in the United Nations

Youth Science - Policy Interface Platform
Mainstream an SPI approach and methodology across Working Groups of UN MGY.

SDGs - Sustainable Development Goals
2030 Agenda for Sustainable Development

HLPF - High Level Political Forum

FPO - Finance for Development
Addis Ababa Action Agenda

PCR - Political Committee on Children

UN Major Group for Children & Youth
Engagement Avenues

• 100+ youth organizations
• Online Surveys, Offline Consultations, Blogs, SDG Policy Briefs
• Output: youth-led report, inform interventions @ ST&I Forum 2017, and feed into HLPF
• Other activities: Hackathon, side events, collaborations with other stakeholders
• Engage young practitioners in formal science-policy avenues within the UN system
• Share perspectives → report formally at UN meetings
• Identify challenges and solutions towards implementation of the SDGs
• Explore the role of ICTs, tech transfer, science communication, IP rights, innovation policy, and other cross-cutting topics
• Discuss implications of ST&I and data from different contexts - humanitarian, territorial (urban/rural), disaster reduction, climate change
MGCY - Youth Commission on Science, Engineering & Technology for the SDGs

Science, Technology and Innovation

Achieving SDG5

Achieving remaining SDGs

Engaging with youth for:
- Ensuring STI are meeting needs and filling gaps
- Monitoring outcomes and feeding back into implementation

Youth Commission on SET for SDGs
“Ultimate goal: Increasing female labour force participation around the world”

On Education:
1. Eradicate the unconscious bias that prevents girls from pursuing careers in STEM by creating a global awareness campaign;
2. Create scholarships, mentorships and support programs that encourage girls to pursue careers in STEM; and
3. Adapt school curriculums to reflect changing market demands by using ‘The 21st Century Learning’ methods

On Infrastructure:
1. Fund government expansion of digital infrastructure to ensure universal access to the internet;
2. Foster public-private partnerships to provide technological literacy programs to help girls and women utilize digital infrastructure;
3. Install family-friendly facilities in all public and private sector buildings, such as breastfeeding rooms and changing tables in both male and female washrooms, to encourage shared parental responsibilities;
4. Eradicate gender-bias in agriculture and subsidize female-friendly equipment and training to increase the percentage of women in for-profit agriculture; and,
5. Ensure primary and secondary school is accessible to girls in underdeveloped areas, by removing geographical and financial barriers.
### Sinclair (1998:19)

<table>
<thead>
<tr>
<th>Stage</th>
<th>Characteristic</th>
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<tr>
<td>Stage 1 Denial</td>
<td>The absence of women from executive levels is not regarded as a problem or a core business issue</td>
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<tr>
<td>Stage 2 The Problem is Women</td>
<td>Women’s difference is seen as the problem and the solution lies in women learning how to adapt to (male) norms</td>
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<td>Stage 3 Incremental Adjustment</td>
<td>Adjustments at the margin allow access to individual women who already have a ‘track record’</td>
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<td>Stage 4 Commitment to a New Culture</td>
<td>The exclusion of women is recognised as a symptom of deeper problems requiring solutions that involve initiatives to produce ‘inside-out’ change</td>
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Industrial/organization culture and policies that meet the needs of women.

More positive female role models

Greater pool of female applicants who can progress to leadership positions

More women in the field