

Analysis of Women Representation in STEM in Africa

Gabriel Kiarie, Lorna Mugambi, Jason Kabi, and Ciira wa Maina, Centre for Data Science and Artificial Intelligence, Dedan Kimathi University of Technology

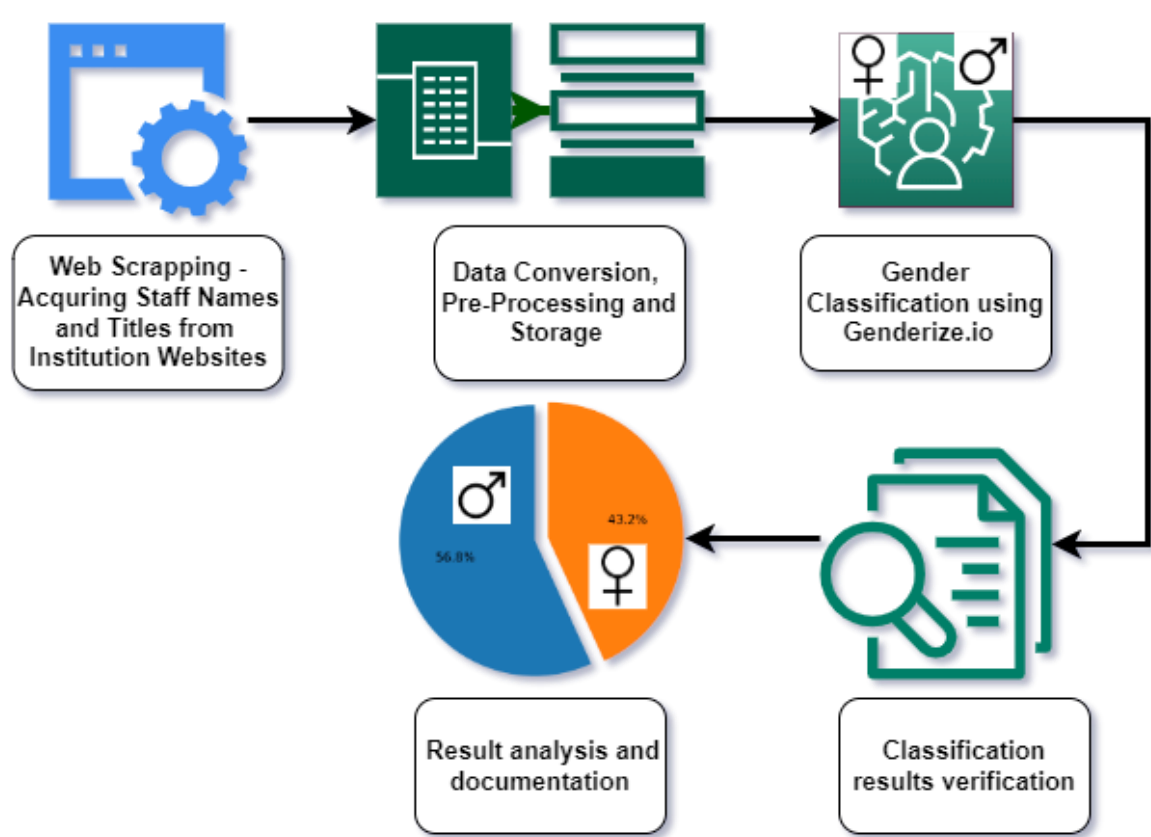
Introduction

This work aims to study the representation of women in Science, Technology, Engineering, and Mathematics (STEM). The study will be used to guide in policies making and curricula development to help bridge the gap of underrepresentation of women in STEM.

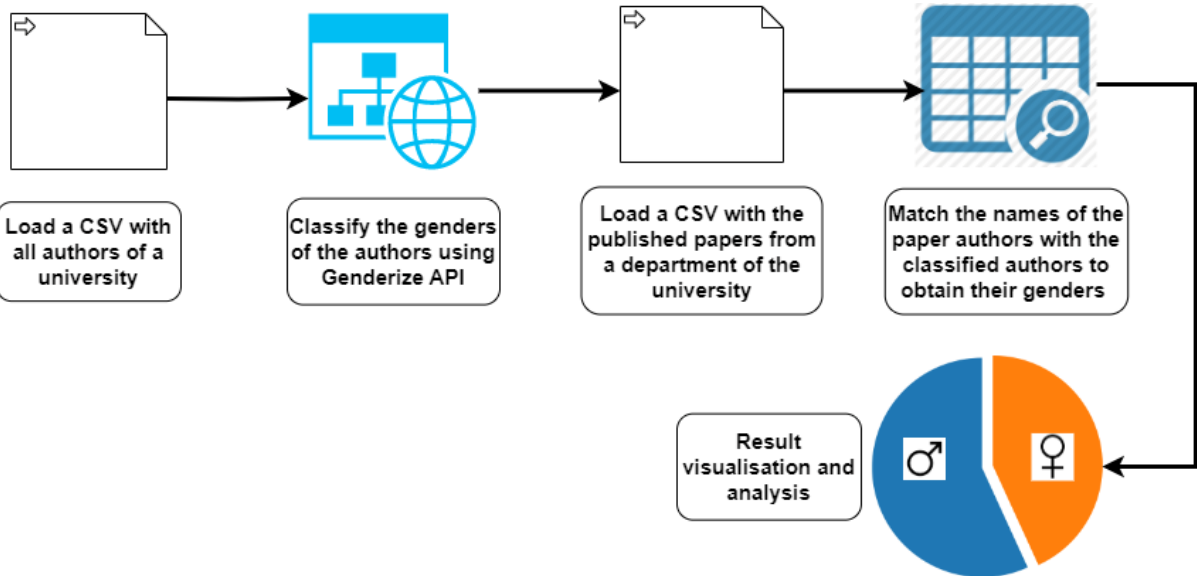
Methods

The methods used in this study include:

- Literature review.
- Analysing genders of universities’ members of staff.



- Analysing genders of paper authors.



Future work

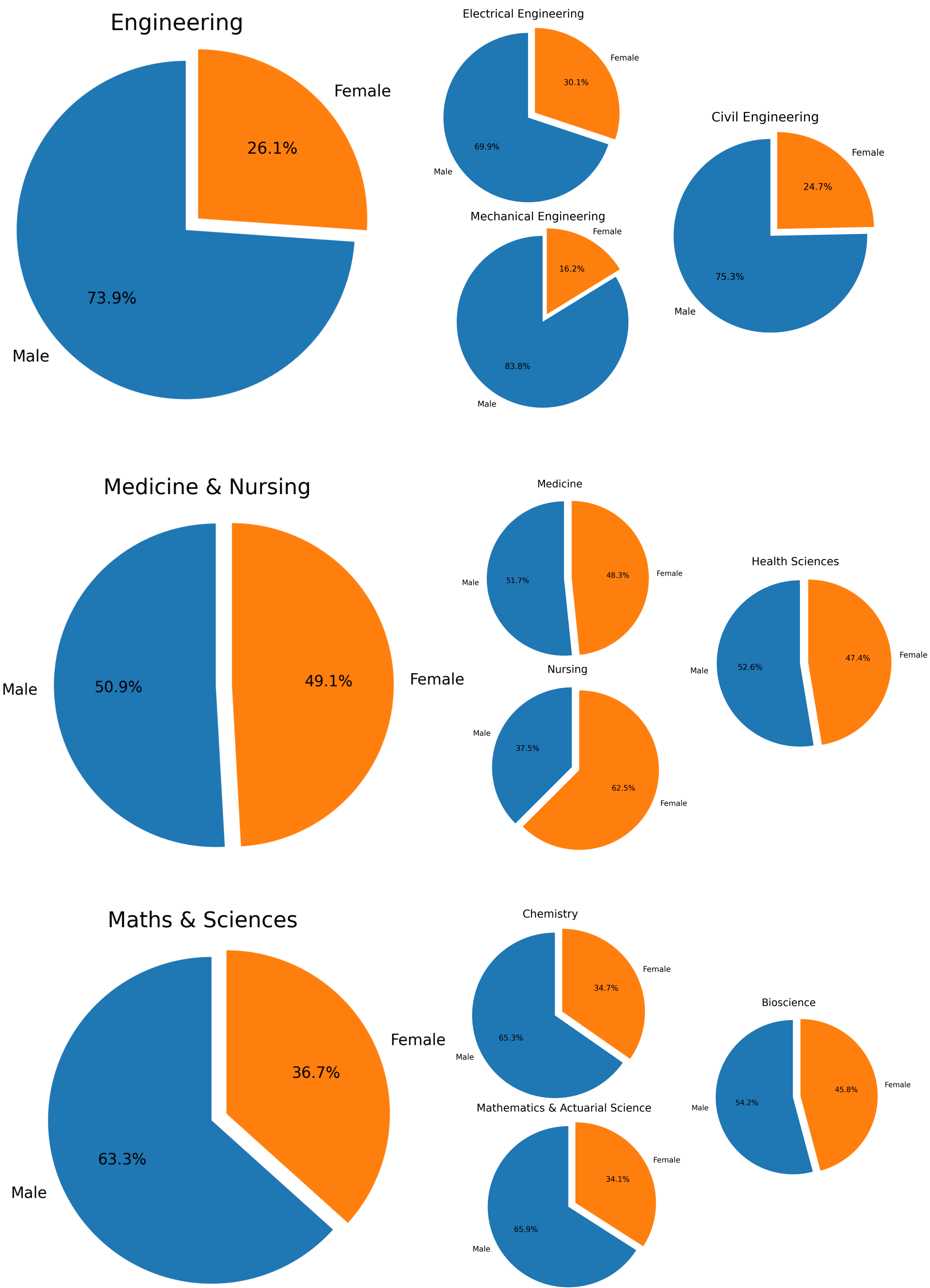
- Analyse genders of members of staff from more African universities and faculties.
- Develop a platform to display the inferences of this study.
- Develop policies and curricula to help bridge the gender gap in STEM.

Conclusion

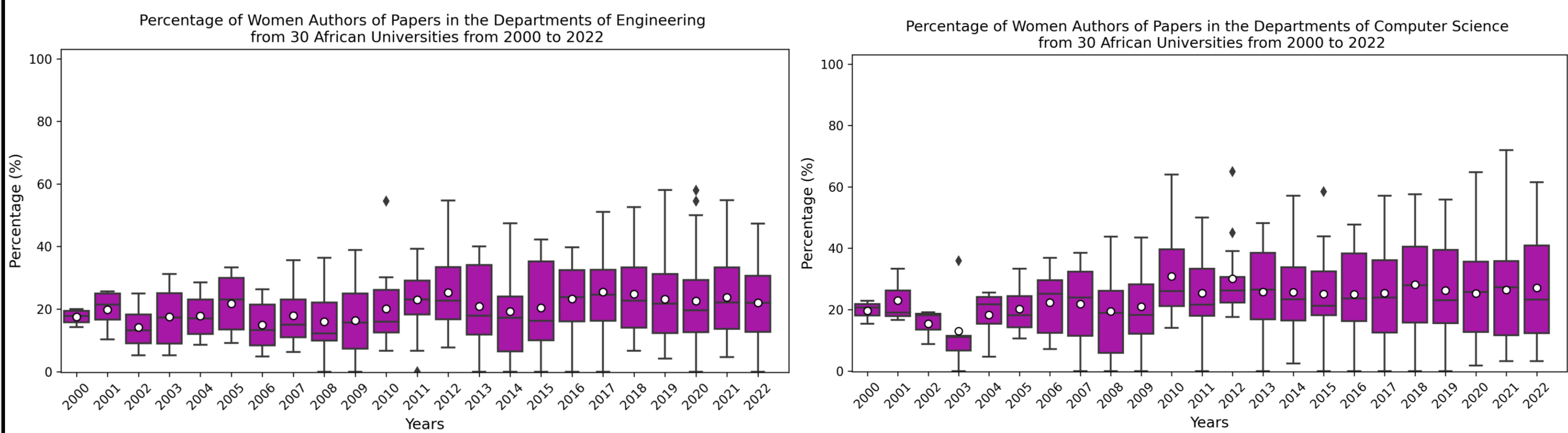
Girls and women have consistently been underrepresented in most STEM professions. This work is aimed towards analysing the representation of women in STEM in Africa.

Results

Gender analysis of members of staff from African universities.



Gender analysis of paper authors.



Literature cited

G. A. Buck, D. C. Francis and K. G. Wilkins-Yel, “Research on gender equity in STEM education,” in Handbook of research on STEM education, Routledge, 2020, pp. 289–299.

Acknowledgement

