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| CO ED | STEM | DIGITAL DIVIDE |
| Co-ed or single is a debated subject as choosing  the best model determines the future of your kid  in Australia  Social background and familial factors seem to be more influential in the future success of girls in science  The long-term influence of single-sex sch on girls  professional career in science is not proven  Schools also build up the social profile and  identity of students, so what about single-sex  schools ?  Girls tend to stick to the social expectations of being dumb at science | Less female scientists in countries where  women’s rights are enshrined.  A slight progress in the US but in Comp sciences  women are few to be graduated even though they  are encouraged to do so compared to Algeria  where women’s rights are not that developed where women comp sciences engineers are many.  It seems that in less gender equality aware  countries ; women strive to seek their financial independence and science is the best way.(psycho-socio)  ConverselyIn secure countries,the urge is not so important, the choice of career is not linked to  one’s survival.a paradox gender equality societies seem to thwart women of joining scientific fields  One entrenched stereotype : men and women have different natural abilities, so it is useless to force women to try scientific studies  Perhaps girls in developed countries choose other  fields because they have the freedom to do so and  other ‘natural’ skills even though these careers are less lucrative. | -Women are less skilled in computer science then 'll be disadvantaged on the job market,  digitally speaking , women lag behind , lower usage of the internet and devices. It's a man world  All kinds of jobs require digital literacy.  In new online platform jobs, women are paid less.  This digital divides is part of a systemic gender discrimination. |

**Few Scientific Women**

Gender inequality, which is a bane(burden) for the image of our modern societies , is particularly blatant in the low representation of women in science. Three articles published in 2018, one adapted from the Sydney Morning Herald in 2018 dealing with the impact of school systems on girls’ careers , another from the Atlantic studying the access of women to scientific careers in the world and one extracted from Voice of America examining women’s low skills in digital fields, all raise the vexed question of why women are so few in the scientific field .

**An inequal situation**

It is an open secret that women representation in science has always been low. The three articles emphasize this fact . Vof A claims that today women suffer from digital illiteracy . According to the SMH , women ‘s scientific careers remain a matter of concern for schools as female students are prone to choose other professional fields. Besides, The Atlantic through a global perspective , in a more equivocal way, depicts inequal progress depending on geographical and societal factors. Nevertheless , the dossier unveils some reasons for hope through education.

**educational factors that harbour hopes**

Digital illiteracy hampers women ‘s economic empowerment states Vof America and yet structures such as charities strive to train women in the digital field. Likewise , according to the Atlantic, a little progress has been noticed as the number of girls graduated in computer science is growing. The same article highlights the fact that girls in developing countries are present in science and successful in STEM studies . The decisive part of education is also raised by the SHM since single -sex schools are believed to contribute to open science careers to girls. However cogent education may be, the dossier displays deeper and determining factors that are hindrances to progress.

**Stereotypes :deeper causes and determinism ?**

The article from Vof A puts forth the idea that female digital illiteracy is only a part of a systemic gender discrimination that dooms women to lag behind in this ‘Man’s world’ in a deterministic way. Gender stereotypes are so entrenched that girls persuade themselves they should comply with the same stereotypes as the ones pointed by the Atlantic that is women are less able in science or by the SHM when schoolgirls tend to give up physics or maths for other careers to meet society’s expectactions. The same newspaper stresses that school, whatever co-ed or single, seems powerless against familial or social backgrounds that seem more deciding in the success of girls in science. The only source of hope is given by the Atlantic when girls from developing countries study science to have a chance to go beyond their plight.

Education as gender bias breaker seems essential and yet , rooted cultural factors may carry more weight in the question of female representation in science.

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