



BUSINESSatOECD

THE BUSINESS AND INDUSTRY ADVISORY COMMITTEE



Business at OECD (BIAC)

Preparing All our Minds for Work

Girls, women, and learning over a lifetime

Deloitte.



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Business at OECD (BUSINESS AT OECD) speaks for business at the OECD. Established in 1962, we stand for policies that enable businesses of all sizes to contribute to growth, economic development, and prosperity. Through Business at OECD, national business and employers federations and their members provide expertise to the OECD and governments for competitive economies, better business, and better lives.

Message from Bernhard Welschke, Business at OECD (BIAC) Secretary General

Through its ongoing work to address gender equality, Business at OECD points to the great potential and contribution women offer for the success of our economies.

For business, people are its most important asset. At our third Business at OECD Workshop on Gender Equality, we addressed the importance of education and skills, and importantly mentoring to encourage women to pursue and succeed in fields of their choice despite prevailing cultural and societal norms.

At the Workshop the need to encourage women to pursue Science, technology, Engineering and Math (STEM) studies and related careers was consistently recognized by business and governments alike. Companies are investing in women through partnerships with schools and universities, the development of STEM oriented academies, and through sponsorship and mentoring programs. However, while young women perform well in STEM studies, they continue to face distinct challenges once they are employed. We need to address cultural stereotypes impacting women choosing to work in STEM fields in particular.

Private sector and public leadership remain key to effecting change including to ensure quality education and regulatory frameworks, which provide the flexibility and legal standing necessary for women to succeed.

The OECD effort to mainstream gender equality across various aspects of its work is of distinct value to develop public policy measures and private sector initiatives to enhance employment, education and entrepreneurship opportunities for women across and beyond OECD Member countries. Business counts on the OECD Council Recommendation on Gender Equality to further advance the dialogue and action necessary for this issue.

We would like to thank in particular Ronnie Goldberg and Elizabeth Kim at the United States Council for International Business for their work in drafting this Report. We also thank Deloitte and Dell for their support of the Workshop and the Business at OECD Gender Equality project more generally.

BUSINESS AT OECD continues its work in this field. We hope that this report will be a useful resource to encourage further action and to accelerate change.

Bernhard Welschke
Business at OECD Secretary General

Preface

In 2013, the OECD issued a Recommendation to governments on Gender Equality in Education, Employment and Entrepreneurship, familiarly known as the “Three Es.” Recognizing that empowering women – at work, as entrepreneurs, and in education – benefits companies, our economies, and society as whole, Business at OECD (BIAC) determined to contribute to the OECD Gender Initiative by assembling a practical evidence base on the issues it covers. In 2012, Business at OECD published Putting ALL Our Minds to Work: Harnessing the Gender Dividend, a Report that highlighted the business case for women’s economic empowerment and identified best practices and practical policy recommendations for advancing women’s roles in the workplace. A follow up report, Putting ALL Our Minds to Work: An Assessment, reviewed progress by business and government to retain and promote women in the workplace. It showed that progress in these areas, while discernible, has been stubbornly slow. Putting All Our Ideas to Work, published in 2015, is the Report of a Business at OECD Workshop on Women and Entrepreneurship, which addressed gender-based challenges to launching and running a business, including access to finance and business networks, as well as cultural and gender bias.

This Report is based on the outcome of a Business at OECD Workshop addressing Education, the Recommendation’s “Third E.” Preparing All our Minds for Work: Girls, Women, and Learning over a Lifetime was held in Paris on October 24, 2016. Its scope encompassed education delivered by schools and universities, as well as vocational and other forms of training and lifelong learning. In addition to OECD Ambassadors, senior government and secretariat officials and leading academics, Workshop participants included corporate representatives from a range of industries. Their presentations described both business and government initiatives that promote education and training of women at various stages in their lives and careers. The Workshop applied a gender lens in addressing the ways in which the digital economy and the technologies underpinning it are affecting the future of work. It highlighted the importance of science, technology, engineering and mathematics (STEM) education and training, and identified a number of issues and challenges facing women in STEM and information and computer technology (ICT) careers. And it provided numerous examples of corporate programs and initiatives in these areas, as detailed in the Appendix to this Report.

Gender-based education and training issues are not just about women – they bear on the productivity, competitiveness and quality of life in societies at large. Similarly, it is often impossible to separate the “Three Es.” Gender-based challenges surrounding education often extend to those affecting employment and entrepreneurship. Themes that have been raised in Business at OECD’s previous gender Reports therefore recur in these pages, and Business at OECD’s body of work on gender should be taken as a whole and the Reports read together.

Introduction

Education, skills and training are key to personal development, employability and successful careers for both women and men. Education and training policies and programs also underpin competitive enterprises and economies.

Companies across the globe are reporting serious skills gaps, i.e. a mismatch between the skills and competencies they require in their workforce and those available. These gaps persist across a number of industries, and have been exacerbated by rapid technological change and the rise of the digital economy, i.e. the widespread and pervasive integration of digital technologies into virtually every aspect of our lives. Digitalization has enabled companies and entire industries to become more efficient, created new business models and empowered consumers through access to higher quality, more innovative products and services. But it also places a premium on the development and maintenance of a suitably skilled workforce. Companies are increasingly competing for digitally-enabled talent.

STEM education is critical to such a workforce. But although a greater emphasis on STEM is necessary, it is not sufficient. Of equal importance is the development of “soft” skills. The basis for such qualities as flexibility, curiosity, creativity, entrepreneurship, leadership and teamwork must be laid in childhood and encouraged both at home and in school. Some will be developed over a lifetime, without the benefit of traditional education. It is important to women and men alike that we ensure that our school and university cultures and curricula are equipped to address the technological and employment challenges of the 21st century, and that our public and private training institutions are responsive to the needs of employers.

However, some challenges apply particularly to girls and women, and important actions and policy responses must be targeted specifically to them.

Women constitute half of the world’s human resources and talent pool. As Putting ALL Our Minds to Work recognized, effective talent management is a dominant business issue and a strategic imperative. In many countries, human capital has replaced natural resources as a basis for growth. Companies succeed in large part on the basis of the innovation and creativity of their employees, and they invest a great deal in the training and development and diversification of their workforces. The businesses that will lead and maintain a competitive edge are those that are able to attract and retain talent. Yet, we know that in general the “leaky pipeline” phenomenon, i.e. the diminishing representation of women at each rung of the educational or corporate ladder, accounts for the failure of many women to reach their full potential in senior ranks of academia, management, and public service. And we know that in general, while boys and girls interest in STEM at school begins at a rough parity, girls are less likely than boys to take up STEM subjects at the senior high school level and university, and to enter or pursue long term STEM-related careers.

Targeted interventions by business and governments alike are required to address these

challenges. Through its workshop, Business at OECD sought to identify practical experiences to assist OECD, governments, companies and women themselves to identify best practices, address obstacles and implement education and training policies that will help unleash women's potential. The following pages summarize this material.

Girls, Women and STEM Careers

Effective access to education is an essential right that continues to elude millions of girls and women around the world, particularly in developing countries. However, across the OECD young women and men graduate from university in roughly equal proportions. Indeed, in a number of OECD countries, women constitute a majority of graduates. For example, in the UK between 1970 and 2014, the percentage of women at university rose from 33 to 56%. By 2012, Canadian women represented 58% of post-secondary graduates and constituted 55% of those attaining the highest tertiary degree. In Chile, between 2000-2012, education enrolments increased from 35-84% led predominantly by women. Further, Chile is actively promoting women into engineering and computer science, not because of gender gaps, but because of the need to fuel productivity improvements. Moreover, the overall performance of female students is at least as strong as that of males. A Deloitte study reports that in the UK, for example, at A-Level, 40 per cent more boys than girls take STEM subjects, although girls outperform boys in all 10 of the most popular ones. The German government considers that girls in general leave secondary school better equipped than boys to enter university.

But significant gender differences lie beyond these statistics – in choice of field of study, and career choice and outcomes.

In Germany, only 26% of first year students enrolled in STEM subjects are female, and Chilean universities graduate only 23% of females with STEM degrees. In the U.S., 37% of STEM graduates are women, but the graduation rates for women in engineering and computer science are falling. A recent report by the National Student Clearinghouse (NSC) in the U.S. found that between 2004 and 2014 there were declines in female attainment of bachelors' degrees in all seven of the science and engineering field categories that it tracked. While overall data for the United Kingdom was not available at the Workshop, statistics from the University of Kent in the UK reveal a similar pattern: nearly 70% of those studying languages are female, as is a high proportion in the field of education. In contrast, over 80% of those studying computer science at Kent are males, who also dominate the fields of engineering, architecture, mathematics, and the physical sciences.

When it comes to employment, a “leaky pipeline” phenomenon also appears to be at work – one-third of women enrolled in U.S. colleges and universities switch out of STEM majors during their careers, while only one-fourth of men do so. Research conducted by Deloitte UK presents an even

more dramatic picture: In the UK, of the women who do study STEM subjects during higher education, as many as 70 per cent do not go on to pursue STEM related careers. Furthermore, of those that end up in STEM occupations, men end up in computer programming, software engineering, engineering, and some in the medical profession. Women gravitate in large numbers into healthcare (doctors, nurses, occupational therapist etc.).

Not surprisingly, these career choices have consequences for an economy's ability to deploy talent, and are material to addressing the gender wage gap that persists across the OECD. This gap has a variety of complex causes, but choice of career and chances for promotion play an important role. The success of the German economy, for example, has been underpinned by its strength in engineering. Yet women are seriously under-represented in well-paying jobs in this field. In Canada, where women constitute 48% of the labor force, they hold only about 25% of (higher paying) STEM jobs. Instead, they gravitate to such traditionally lower-paid fields as teaching and nursing.

And even within these female-dominated sectors, women are under-represented in senior positions. Fewer than 22% of the most senior academic management posts in the UK are held by women. In Germany, only 22% of professors overall and only 13.5% of STEM professors are female. And in the U.S., where 36% of STEM PhDs are granted to women, they hold only 18% of STEM professorships. In short, a significant part of the gender wage gap can be attributed to differences in pay across industries and to the relative absence of women at the top, whether in companies or educational institutions. Deloitte's UK report argues that the trend of STEM career choices needs to change to help reduce the wage gap, which at current rates is predicted not to close until 2069.

What accounts for the seeming lack of attraction for women to STEM subjects and their relative reluctance or failure to pursue well-paying STEM careers? The Workshop identified several factors:

- **Cultural and social norms affect parental expectations.** A recent survey in Chile found that while half of the parents of boys expected their child to work in a STEM field, only 16% expected this for girls. In its 2015 PISA study, the OECD too found that while there are differences among countries with regard to parental expectations, nowhere were more girls than boys expected to have careers in engineering or computing; that more girls than boys were expected to have careers in health services; and that even when children perform equally well in school, parents were more likely to expect sons to pursue STEM careers.
- **Expectations affect self-perception and self-confidence, which may well become self-fulfilling prophecies that affect performance.** OECD research indicates that girls' performance in STEM is importantly correlated with expectations – their own, and those of their parents and teachers. Women are more likely than men to doubt their own abilities, and girls have much less confidence in their STEM abilities. Confirming well-worn stereotypes, OECD data from 2014 on basic skills in numeracy and literacy among all age groups (16-64) shows that with very few exceptions, males outperform females in

mathematics and science, while females greatly excel in reading. In Canada, even young women with high math and science scores are less likely than young men to choose STEM fields of study.

- **The key role of “soft” skills in STEM careers is not adequately recognized.** Many girls and women express anxiety over their performance in technical subjects. This anxiety may well be misplaced. In fact, women’s relative strength in so-called “soft” skills is as important a determinant to success – in STEM or indeed other careers. Given the rapidity of technological change and scientific advancement, qualities that enable flexibility and promote adaptability become increasingly important. Deloitte research indicates that it is the balance between technical and soft and social skills that determines success, and more importantly will be greatly needed for future workforce given the technical disruptive reality.
- **Role models are important.** Young girls often lack role models at home, particularly in countries with low female workforce participation rates. STEM careers are also generally not well understood by girls, limiting their ability to set STEM ambitions and make appropriate subject choices. Similarly, young women considering or newly embarked on STEM careers may lack mentors and role models at school, university, or in their places of work.
- **Socioeconomic status is an important predictor of academic accomplishment in general.** Data from the UK indicates that while girls do attend university in relatively equal numbers to boys, this reduces to 60:40 in favor of boys when they come from disadvantaged and certain minority back grounds Black, certain Asian, and other minority students score below sector averages in degree qualification and gaining employment. A recent Deloitte UK study showed that participation rates in higher education for people from the most disadvantaged communities in the country can be as much as ten times lower than those in the wealthiest, and the professional employment rate is nearly 11 percent lower. Young women in these groups are therefore particularly important targets for interventions to encourage preparation and incentives to take up STEM education and careers.

Underlying all of these issues – and indeed most aspects of women’s economic empowerment – is the fact that work/life balance remains in general more of a concern for women than men. Despite progress in some countries, women continue to devote considerably more time than men to household, child- and eldercare responsibilities, arguably making them less willing or able to pursue demanding careers. The lack and/or expense of quality childcare in many countries exacerbates this problem. While some countries are taking steps to bring more balance to family care arrangements, by providing family leave to men and women, cultural and gender stereotypes deflate impact. Evidence from a number of countries indicates that even when family leaves is made available to both men and women, the majority of men prefer not to take it because of fears of career interruptions.

There is also reason to believe that at least some of these challenges may be influenced or exacerbated by generational changes. Millennials, who now represent the largest segment of the workforce, form part of an interconnected ecosystem of influence on the education and career choices. A 2016 Deloitte survey showed that forty-four percent of Millennials say, if given the choice, they would like to leave their current employers in the next two years. A perceived lack of leadership-skill development and feelings of being overlooked are compounded by larger issues around work/life balance, the desire for flexibility, and a conflict of values. In this regard, Millennials appear to be steered by motivations that do not necessarily focus on promotion or money. Their values are reflected in the employers they choose, the assignments they're willing to accept, and the decisions they make as they take on more senior-level roles. Millennials say they want businesses to focus more on people (employees, customers, and society), products, and purpose—and less on profits.

The Role of Companies: Business Action

It is clearly in the interest of governments to pursue education, skills and training policies with a view to more fully deploying female talent. This is an essential route to addressing skills gaps and enhancing innovation, economic growth and competitiveness. But it is equally in the interest of business to do so. Previous Business at OECD Reports have detailed a wide array of corporate programs and initiatives designed to address the phenomena of the “leaky pipeline” and “glass ceiling,” including those directed at increasing the number of women in senior management and on corporate boards, and at encouraging and enabling women entrepreneurs around the world. This workshop contributed examples of business initiatives more specifically targeted in the areas of education and training, which can be found in the Appendix to this Report. Taken together, they constitute a toolkit of best practices organized around the following themes:

- **Engage with schools and universities on both curricula design and gender empowerment.** Many companies and Employer Organizations have well established channels of communication with universities and research bodies, as well as training institutions. Such communication is essential to ensuring that students emerge equipped with skills that match current and expected business needs. One example is MINT Zukunft Schaffen [STEM Creates the Future]. This project was initiated by BDA and BDI, the umbrella organizations representing German employers and German industry, and aims to address the lack of qualified STEM students in both academia and vocational training.

But changing the outlook for women in STEM requires earlier intervention. Programs that expose even very young children to female role models can counter unconscious bias and encourage girls and young women to pursue further STEM education and careers. A German initiative that tackles all age groups is the German Employers' Prize for Education.

Jointly supported by Deutsche Telekom AG and Deutsche Bahn AG, this 10,000 Euro prize is awarded to educational institutions in four categories – primary, middle school, higher, and vocational education. In 2017 the prize theme is centers on interesting girls and women in technology and digitalization.

- **Institute flexible working practices.** As noted above, issues surrounding work/life balance and access to affordable quality childcare confront working women in all fields. Companies in many industries address these through such programs as making parental leave available to both mothers and fathers, and instituting gender blind and flexible family-friendly scheduling and working arrangements, including the possibility of working remotely. But some fields, including ICT and applied sciences, suffer from the reputation of offering particularly unwelcoming environments for women. Technology companies that are struggling to hire and promote more women are making particular efforts to address work/life balance issues.
- **Develop in-house mentoring networks and programs.** Formal and informal coaching schemes have proven important for both retention and promotion of women within companies. A number of companies are specifically targeting their efforts to STEM careers. Corporate sponsorship and mentoring programs, especially those involving mentors from senior management ranks, can be an important tool to address the leaky STEM pipeline. Such programs are also important to enable women to re-enter the workplace, for example after taking maternity leave.
- **Create apprenticeship programs with a view to expanded opportunities and gender equality.** Apprenticeships, internships, and other forms of trainee programs are important tools for preparing young people for employment and enhancing their skills. In too many countries, the image of apprenticeships suffers from the (mistaken) assumption that these opportunities apply only to lower status vocational careers and from their relative lack of gender balance. Increasingly, companies are working together to overcome these stereotypes. Such programs can both address the gender dimension and offer opportunities in STEM and ICT careers.
- **Ensure that corporate initiatives are cognizant of gender issues, which includes training programs.** Digitalization is allowing the customization of many training programs, allowing employees to concentrate on areas of particular interest or concern, to proceed at their own pace, and to access training from a variety of venues. This flexibility is particularly conducive to ensuring that women fully benefit from relevant training. Some companies are introducing specific training on recognizing inherent biases and how to address it appropriately. In addition, companies are taking steps to encourage girls and women to make different career choices based on their capabilities as opposed to perceived capabilities. They also introducing blind recruiting and contextualized recruiting to help eliminate inherent biases.

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- **Create supply chain initiatives that focus on women’s education.** Corporate diversity and inclusion programs extend far beyond headquarters, and often far beyond the boundaries of the OECD. Many companies have recognized the importance of promoting girls’ education and many have very targeted corporate responsibility programs to this effect. They also look to advance female skills and talent within their supply chains. Empowering women entrepreneurs serves the interests of individuals, companies and economies alike. Such programs can be a powerful tool for development.

Public Policy Recommendations and Responses

Empowering women through education is a responsibility shared among business, academia, and government, and the success of all of the approaches discussed below will rest on the quality of engagement and partnership among actors in these arenas. Successful corporate gender diversity practices require both robust educational institutions and supportive public policy frameworks. These should provide pathways for women in all sectors of the economy and incentives for women in fields where they face particular challenges. The workshop identified examples of five public policy approaches necessary to achieving these goals:

- **Ensure quality education for boys and girls.** This must begin with primary education, utilizing the power of technology to make education more accessible and affordable and investing in teachers.
- **Address gender bias.** Through its Ministry of Education, Chile is pursuing a policy for gender equality in education. Among its goals are to curb gender stereotypes and sexist behavior in the classroom, eliminate gender bias in written exams, and encourage students’ career choices with gender equality in mind.
- **Encourage women to pursue STEM careers.** Programs specifically targeting women and STEM are underway in both Germany and Chile. In Germany, a national pact for women supports networks and consulting services that encourage women to choose STEM careers, and a highly successful national “Girls’ Day” program aims at interesting girls in STEM careers by providing opportunities for them to visit enterprises and organizations employing STEM workers. The German Employer Organization BDA is an official “Girls Day” partner, and many companies participate. Since its inception in 2001, this program has resulted in some 10,000 events annually taking place around the country.
- **Promote women in academia**—In an effort that other universities should emulate, the University of Kent is making positive efforts to promote women to full professorships and to achieve greater gender balance on student boards and governing bodies. In Germany, the federal government and some local entities are attempting to improve gender balance

in academia by providing support for tenured female professors. Canada provides loans and grants to women to pursue higher education.

- **Support the advancement of women in management** –The Canadian government has programs focused on caregiver tax credits to address some of the challenges facing women on the corporate ladder. The German government is financing a 37 million Euro campaign to encourage and support women at senior levels of management. Programs also exist at the regional level in Germany. Employer associations in the metalworking and electrical industries in Bavaria have developed a “women in leadership positions” program for their member companies, designed to help female professionals and young executives enhance their careers.

Other targeted interventions may be required to address the representation of women at the most senior corporate levels. Governments have taken a variety of approaches with the goal of increasing gender diversity on corporate boards. The French government is creating a data base of women interested in joining boards and providing relevant training. Other initiatives include encouraging voluntary measures, instituting reporting requirements, and establishing quotas. The latter are particularly controversial, and seem to have enjoyed mixed success. What does seem clear is that no single approach constitutes a universal panacea.

Conclusion

Indeed, this discussion at this Workshop well reflects the fact that the complex array of factors that surround girls’ and women’s educational and career choices and experiences are not susceptible to quick or universally applicable interventions. While the importance of STEM education is undeniable – not only for reasons of gender equality but as the key to successful future careers for both women and men – it in itself is no guarantor that the recipient will necessarily overcome a host of cultural, societal and institutional barriers to gender equality.

Progress in this respect has been slow and uneven. But it is progress nonetheless. And there is reason to hope such progress will accelerate as societies more fully appreciate the critical linkages between gender equality and economic prosperity, productivity and competitiveness. Such recognition is enshrined in the Sustainable Development Goals. It underpins OECD work on inclusive growth, and animates many government programs and educational and corporate initiatives throughout the OECD. Business at OECD and the companies it represents understand the importance of this work and stand ready to engage in it.

Appendix

Hilton

Room to Read

Hilton is committed to creating meaningful opportunities as part of its global corporate responsibility strategy, Travel with Purpose. In 2012, Hilton partnered with Room to Read, a global organization focused on improving literacy and gender equality in education. To date, both organizations have created greater access to educational opportunities for more than 60,000 young people in Asia, in particular India and Sri Lanka. In 2015, they also spearheaded a first-of-its-kind formalized Job Shadowing Program for students of Room to Read's Girls' Education Program (GEP), which ensures that girls have the skills and support needed to complete their secondary school education. Over a span of three years, the program will provide up to 300 GEP participants with exposure to various career opportunities within the hospitality industry, and guide them toward various career options, post-graduation.

<http://newsroom.hilton.com/index.cfm/misc/youth-programs>

<http://hiltonhonors3.hilton.com/en/earn-use-points/exchange/donate-points/charitable-organizations/room-to-read.html>

<http://Hilton.com/youth>

<http://cr.hilton.com>

Open Doors Program

Hilton's future depends on resilient and thriving societies, and this starts with young people. The United Nations Sustainable Development Goals set out ambitious goals for humanity to end poverty, protect the planet and ensure prosperity. They can only be realized if we invest in and empower the next generation.

That's why in 2014, Hilton committed to impacting at least one million young people by 2019 by connecting them to the world of hospitality, preparing them by offering personal and professional skills training, and employing them in over 4,900 properties and offices in 104 countries. To date, Hilton has reached hundreds-of-thousands of young people, and the journey to reach our goal continues. Creating opportunities for young people is one of the core areas of Travel with Purpose, Hilton's global corporate responsibility strategy.

Hilton.com/youth

www.cr.hilton.com

Deloitte

Deloitte Digitruck

Deloitte partnered with non-profit organizations Close the Gap and Brothers for All to create a "mobile, solar-powered, multi-purpose IT unit," named the Deloitte DigiTruck, that aims to bring knowledge of ICT infrastructure and digital skills to rural and vulnerable communities. The DigiTruck

has travelled across South Africa, with Brothers for All providing digital training such as computer coding, and job readiness skills including soft skills, for those between the ages of seven and 35. This initiative addresses the challenges rural communities face in accessing the technology, including the Internet, that is quickly changing the face of education.

<https://www2.deloitte.com/za/en/footerlinks/pressreleasespage/deloitte-brings-technology-to-vulnerable-communities.html#>

“University-blind” recruiting approach in UK

Starting in 2016, Deloitte UK took a “university-blind” approach to recruitment, where the firm would not know which schools and universities the applicant had attended, and further take into account contextual information, such as whether an applicant came from an underprivileged area or an underperforming school. This approach is intended to prevent “unconscious bias,” prevent recruitment focusing on a narrow range of schools, and expand the diversity of the firm’s talent to include people who innovate differently and come from a wide array of backgrounds.

<http://www.bbc.com/news/education-34384668>

16 weeks of paid family leave

In September 2016, Deloitte launched a new family leave program that provides its men and women with 16 weeks of fully paid family leave to support a range of life events, from caring for a newborn to a spouse or parent. Beyond business products and services, this is a part of Deloitte’s focus on creating a culture of support, to improve the development and well-being of the firm’s professionals.

<https://www2.deloitte.com/us/en/pages/about-deloitte/articles/press-releases/deloitte-announces-sixteen-weeks-of-fully-paid-family-leave-time-for-caregiving.html>

Dell

Men Advocating for Real Change (MARC) is an initiative from Catalyst, a non-profit organization, designed to engage men in creating a more inclusive work environment. MARC helps identify where unconscious bias exists and aims to promote a more collaborative and inclusive leadership style. Dell was the first technology company to implement the MARC Leaders pilot program, and aims to roll out MARC more widely, engage in an awareness campaign including town hall meetings and leadership meetings talking about personal learnings.

<http://onthemarc.org/home>

<http://en.community.dell.com/dell-blogs/direct2dell/b/direct2dell/archive/2016/09/26/women-and-men-need-to-work-together-to-change-bias-in-the-workplace>

Legacy of Good Strategy and Connected Workplace Program

The Dell 2020 Legacy of Good plan sets out 21 goals in support of the environment, communities and Dell team members. It establishes benchmarks linked to and empowering diverse teams, for example: enabling 50 percent of Dell employees to work remotely by 2020. One initiative to achieve this goal is the Connected Workplace program, which encourages team members to find new ways to work that drive business results, focusing on the value of results rather than how, when or where

the work gets done. This initiative aims to give team members more mobility and flexibility allowing them to better manage their work-life pressures.

<http://i.dell.com/sites/doccontent/corporate/corp-comm/en/Documents/fy17-cr-report.pdf>

Dell Women's Entrepreneur Network (DWEN)

Dell founded DWEN in 2010 in response to disparities faced by women in starting and growing their businesses. It is a global community of female founders and a platform that connects women to sources of capital, technology, knowledge and networks, bringing together like-minded women founders to share ideas, learn and do business together to grow. DWEN has since grown into a global network and flagship annual event, which hundreds of women have attended.

<http://www.dell.com/learn/us/en/uscorp1/women-powering-business>

<http://www.investedineurope.eu/our-stories/entrepreneurs/>

Belgian Government Digital Agenda

Dell is involved in implementing the Belgian Digital Agenda which as one of five priorities promotes digital skills under the “DigitalChampions.be” initiative. The initiative features joint actions by business and public education such as graduate programs to develop digital knowledge and skills. Tech companies cooperate closely with schools and universities to provide internship opportunities throughout the country's educational process, making sure girls are engaged early on.

<http://www.digitalbelgium.be/en>

<http://www.digitalchampions.be/en/home>

Google

Women Techmakers - womentechmakers.com

Google's Women Techmakers program has launched numerous initiatives to provide visibility, community and resources for women in technology. Initiatives include the Women Techmakers Scholars program, which encourages gender equality in the field of computer science and the International Women's Day Global Event Series, which organizes summits around the world to bring together women in technology for speakers, networking opportunities and coding workshops, among others.

Digital Active - digitalactive.withgoogle.com

Digital Active, is a digital marketing training program for students and job seekers launched by Google France. It aims to address the skills gap as more and more employers need digital expertise, and is an online platform that offers training modules on web skills and digital marketing. In addition to the online modules, Digital Active partnered with various French universities to drive an intensive, 2-and-half-day training sessions given by digital experts.

<https://france.googleblog.com/2016/10/partenaire-de-la-grande-ecole-du.html>

IBM

IBM Digital- Nation Africa

IBM is investing in a program called “IBM Digital- Nation Africa,” which will provide a cloud-based learning platform designed to provide free skills development programs for up to 25 million African youths over five years, enabling digital competence and nurturing innovation in Africa. This initiative is a part of IBM’s global push to build a generation of skills that may not require a four-year college degree, such as skills in cybersecurity, data science, artificial intelligence, cloud, and much more. This program will work to close local skills gaps in Africa, provide digital education to a quickly-growing labor force and subsequently spur economic growth.

<http://www-03.ibm.com/press/us/en/pressrelease/51550.wss>

Corporate Service Corps

Launched in 2008, IBM’s pro bono Corporate Service Corps (CSC) has contributed over 3,000 participants, consulting on over 100 projects in 40 countries around the world, and providing over \$70 million in market value. Small teams partner with various governments, business and civic organizations to address high-priority issues such as health care, education and development; these teams spend several months learning about the community’s issues before spending four weeks on the ground with local stakeholders to provide both long-term and short-term recommendations. The program strives to deliver positive impact for communities facing critical challenges through IBM’s innovation in skills, technology and citizen diplomacy, while growing leadership development and social engagement for the firm’s professionals.

<https://www.ibm.com/ibm/responsibility/corporateservicecorps/>

GSMA

Connected Women Program

GSMA’s Connected Women Program aims to reduce the wide gender gap in mobile internet and mobile money services in low and middle-income countries and unlock significant commercial and socio-economic opportunities. Currently, it is estimated that 200 million fewer women than men own mobile phones across low and middle-income countries, and it is also estimated that between 2015 and 2020, closing the gender gap in mobile phone ownership could provide a \$170 billion market opportunity for the mobile industry. GSMA’s program works with mobile operators and their partners to address obstacles women face in accessing mobile internet and services that provide women with greater socioeconomic benefit, as well as connectivity, safety, and information.

<http://www.gsma.com/mobilefordevelopment/programmes/connected-women>

Coca Cola Company

Global Women's Initiative

The Coca-Cola Company's *Global Women's Initiative* is a global, strategic focus to help the company meet their 2020 Vision plan related to increasing the presence of women in key leadership positions. The company was honored as a 2013 recipient of the *Catalyst Award*, which recognizes the success of the Global Women's Initiative and honors the visionary approach to the empowerment of women within the Company and across the value chain. The system-wide 2020 Vision is supported by the belief that women will play a transformative role in shaping our global economy over the next decade. As part of the Global Women's Initiative, Coca-Cola created the *Women's Leadership Council (WLC)*, comprised of 15 influential female executives who share passion for diversity and the development of future leaders for the Company. The role of the WLC is to advise and counsel senior leaders on strategies and initiatives to accelerate the development and movement of female talent into roles of increasing responsibility and influence.

The Council created a strategic framework to guide the work, comprised of six critical focus areas: *recruitment* and placement of qualified female candidates into key roles advancement; *develop* a thriving pipeline of ready-now and ready-future female associates; *advance* increasing presence of female talent at all levels of the organization; *retention* of existing female talent; *enabling culture*, where appropriate systems are in place to support the initiative; *enabling organization*, where the business case for the global women's initiative is clearly understood across the organization.

The *Women's Leadership Council (WLC)* has taken a number of key actions to drive the initiative and create sustainable results through the development of several programs, including *Women in Leadership*: a global System program designed to accelerate the leadership capabilities of women in the pipeline at mid-level positions, *Flexible Working Arrangements*: launched in North America and Corporate in 2008 and now launched in many of our global operations, *5by20*: Coca-Cola's global initiative to enable the economic empowerment of 5 million women entrepreneurs across the company's value chain by 2020, and the *Global Female People Development Forums*: Coca-Cola's initiative to accelerate career and development of female talent.

<http://www.coca-colacompany.com/our-company/diversity/diversity-councils-and-business-resource-groups>

Elsevier

Evidence-based Reports

To help advance policy, Elsevier has applied a gender lens to research analytics and investigated the relationship between the gender of researchers and indicators of research quality, impact, and output. Results are presented in the comprehensive 2017 report *Gender in the Global Research Landscape*, which includes comparisons across 27 subject areas, 12 countries and regions, including the EU, over two decades. This follows the 2015 report, *Mapping Gender in the German Research Arena*.

EDGE Certification

Elsevier has committed to making data driven interventions for a more gender balanced and inclusive organization by implementing the EDGE program (Economic Dividends for Gender Equality) and is the first among information service and technology companies to be EDGE certified globally.

Gender Working Group

By forming a Gender Working Group across the businesses, Elsevier is addressing issues including achieving gender balance for conferences and journal editorial boards and enhancing editorial guidance in encouraging sex and gender reporting and analyzing the influence of sex and gender in research.

2017 Report: Gender in the Global Research Landscape

https://www.elsevier.com/_data/assets/pdf_file/0008/265661/ElsevierGenderReport_final_for-web.pdf

2015 Report: Mapping Gender in the German Research Arena:

https://www.elsevier.com/_data/assets/pdf_file/0004/126715/ELS_Germany_Gender_Research-SinglePages.pdf

Elsevier Gender and Science Resource Center:

https://www.elsevier.com/connect/gender-and-science-resource-center - utm_source=HP-feature&utm_medium=HP-feature

UBS

Career Comeback

In Switzerland, the UK and US, UBS has launched a Career Comeback program that allows those who took a break from their career to return to the workforce, as a full-time employee in Switzerland and the UK, and as part of a 20-week paid program with the opportunity for full employment in the US. This initiative aims to cultivate and continue the careers of talented people who have been away from the workforce, and focuses on providing opportunity and resources. Those accepted into the program will receive training, go through a specialized on-boarding process, be paired with a mentor, as well as a “buddy”.

<https://www.ubs.com/microsites/ubs-career-comeback/en/the-program.html>

MasterCard

Youth Livelihood Programs

An initiative of the MasterCard Foundation, the Youth Livelihoods Program helps economically disadvantaged young people develop literacy and numeracy, technical skills, critical thinking, communication and teamwork, among other skills, to support their search for employment. Focused in Africa, the program prioritizes the fast-growing agriculture and construction sectors, provides young people with not only skills but also apprenticeship opportunities, mentoring, financial services, and engages the youth in the development of the program whenever possible.

<http://www.mastercardfdn.org/youth-livelihoods-program/>

JP Morgan Chase

Women on the Move

Launched in 2013 as a recognition of the unique barriers women face to professional success, Women on the Move started out as a series of town halls for JPMorgan Chase's women employees in the U.S., where they could collectively explore the challenges women face in the workplace and share ideas on career development. Since then, senior women have met with over 6,000 employees in 23 cities around the world, sharing information, providing a channel to hear directly from women at all levels of the company and empowering women to take ownership of their careers.

<https://www.jpmorganchase.com/corporate/About-JPMC/women-on-the-move.htm>



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