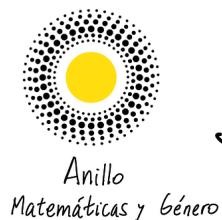


Why is diversity important for science?

Constanza (Coni) Rojas-Molina



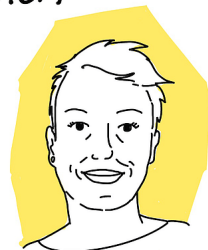
Discussion Social justice, equity & science education



Why is **DIVERSITY** important in Science?

How does **EXCLUSION** operate in science learning and exposure environments?

Who participates in scientific development?

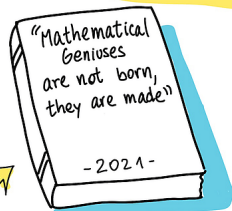


* Jeanne Hersant
Sociologist
P. Universidad Católica de Chile

MODERATOR



* Clemence Perronnet
Sociologist
Université Catholique de l'Ouest, France



Study on the inequality of science-classroom opportunities for schoolchildren in at-risk environments



Study on minority adult's access to scientific activities



* Emily Dawson
sociologist
University College London UK



*Video available on Youtube

The panel discussion "Social justice, equity and science education" was organized by the project *Anillo Matemáticas y Género*. This interdisciplinary project, funded by the Chilean research agency ANID, brought together mathematicians and sociologists to study mathematics as a sociological field and in particular, the place of women in mathematics, in Chile. For the panel discussion, sociologists Jeanne Hersant, Emily Dawson and Clémence Perronnet met to answer the question of why diversity is important in science and how exclusion operates in this field.

Why is **DIVERSITY** important in Science ?

* **ECONOMIC** perspective

The Global **KNOWLEDGE** ECONOMY



EVERYONE'S participation is needed !

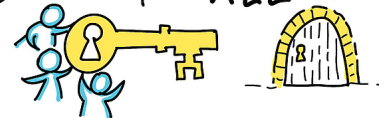


* **SOCIAL JUSTICE** perspective

EQUITY is a fundamental principle in modern democratic societies



access to opportunities for **ALL**

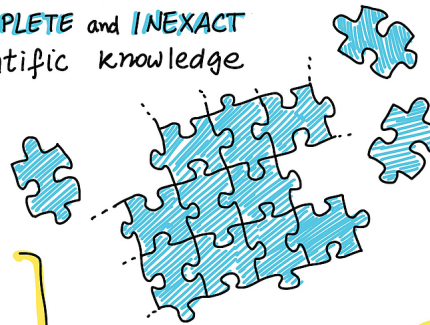
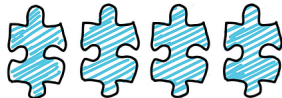


* **KNOWLEDGE** perspective

lack of **DIVERSITY** in science



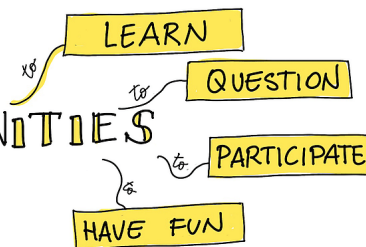
INCOMPLETE and **INEXACT** Scientific knowledge



science plays an **important** role in our **society**

That's why

OPPORTUNITIES



with **Science** have to be to everyone

inclusive
respectful
accessible



②

How does **EXCLUSION** operate in science learning and exposure environments?



According to research by sociologists Emily Dawson y Clemence Perronet



✱ Scientific culture portrays science as an **elitist, male** discipline:



✱ Lack of representation

Scientific culture creates an image of:



How does **EXCLUSION** operate in science learning and exposure environments?

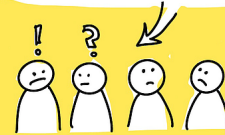
LIKE THIS



If people do not participate in science, it is because of their **ignorance** they are **not interested** they are **not active**

culturally politically

They do not want to



THIS IS A **MYTH**



* **EXCLUSION** experiences are rooted in a **SOCIO-POLITICAL** history of **INEQUALITY**

They include

RACISM



SEXISM



CLASS DISCRIMINATION



AGE DISCRIMINATION



Opportunities for exposure to science are not **DESIGNED** for people like **me!**



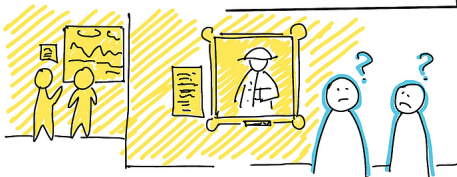
Assumes a certain level of **education**

Opening hours are **incompatible** with working hours

Far away, **inaccessible** by public transport

People do not feel warmly received or welcome

They feel **questioned** and **uncomfortable**



Let's see inside your bag

4

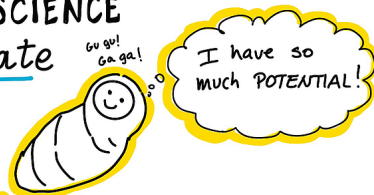
PROPOSALS

- ★ Understand the **Problem** and **ACCEPT** that **EXCLUSION EXISTS**



Interest in science is not dependent upon social class, skin color or ethnicity. (Yes, some people are not interested in science. That's OK!)

Our ability or inability to do **SCIENCE** is **NOT** innate



- ★ Question science and rethink the way we Produce knowledge



- ★ Even **SMALL** changes have an **Impact!**



- ★ Re-imagine *scientific culture*

MOVE AWAY from the dominant \leftarrow narrative paradigms



more **DIVERSITY** = more **IDEAS**

5

Coni is a mathematician at CY Cergy Paris University, France. She is a science communicator and illustrator. Her preferred formats are sketchnotes and comics. She is also member of the EMS Outreach and

Engagement Committee, and the recipient of the 2024 Prize for Science Communication at CY Cergy Paris University. You can see her work at crojasmolina.com. hello@crojasmolina.com