

# Measuring the Participation of Women in the Space Sector

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Painting the full picture

# Centre for Youth and International Studies

**NGO** founded in 2020.

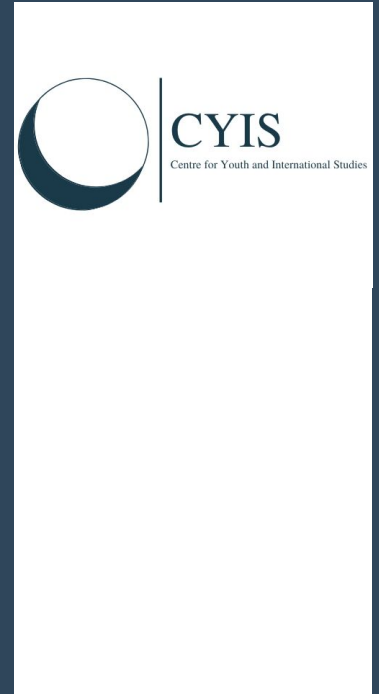
Our mission is to bring the creative thinking of **youth to shape** the strategic agenda for governments, industry, and academia.

Our vision is to **empower youth** by providing them an **equitable environment** that foster critical and creative thinking and by **giving them a voice** through research on all aspect of society impacting them.

**3** Dimensions

**6** Programs

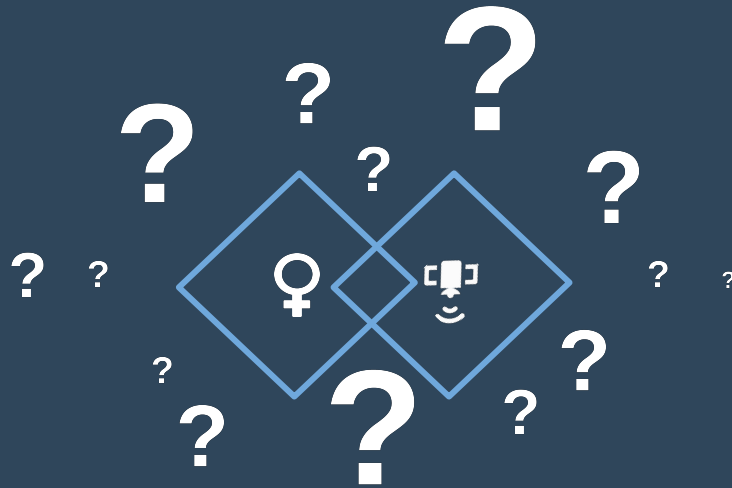
**15** Sustainable  
Youth Goals



**Goal** = Measure the participation of women in the space sector.

Who are the women of the space sector?

What is the space sector?



How do the two interact?

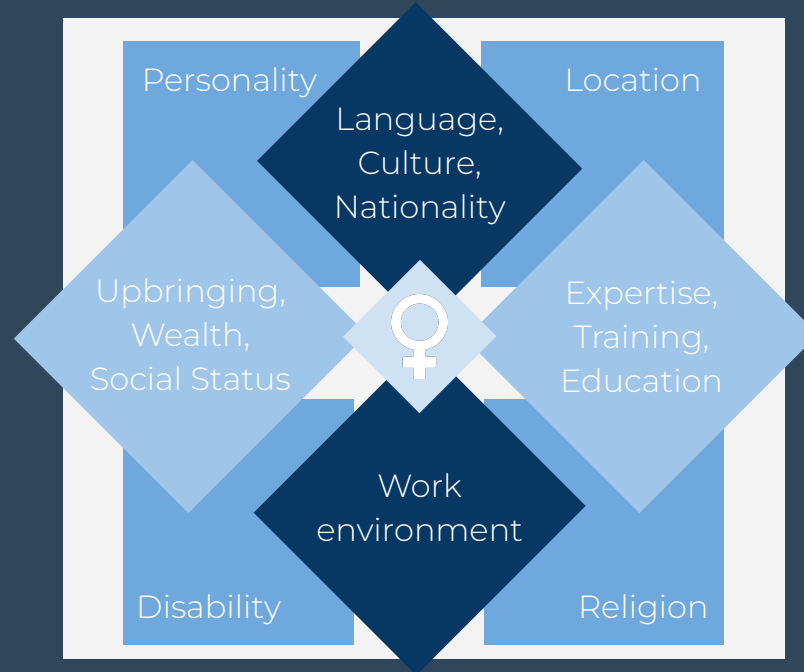
In what context?

Lots of missing elements.

A woman is not defined solely by gender → intersectionality

## What factors collide?

## What is at the intersection of all these factors?



How do we understand and assess these factors and the impact of their collisions?

What can we learn and achieve?

# Content

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Categorization of the Subjects and Contexts

# Categorization I - Space Career

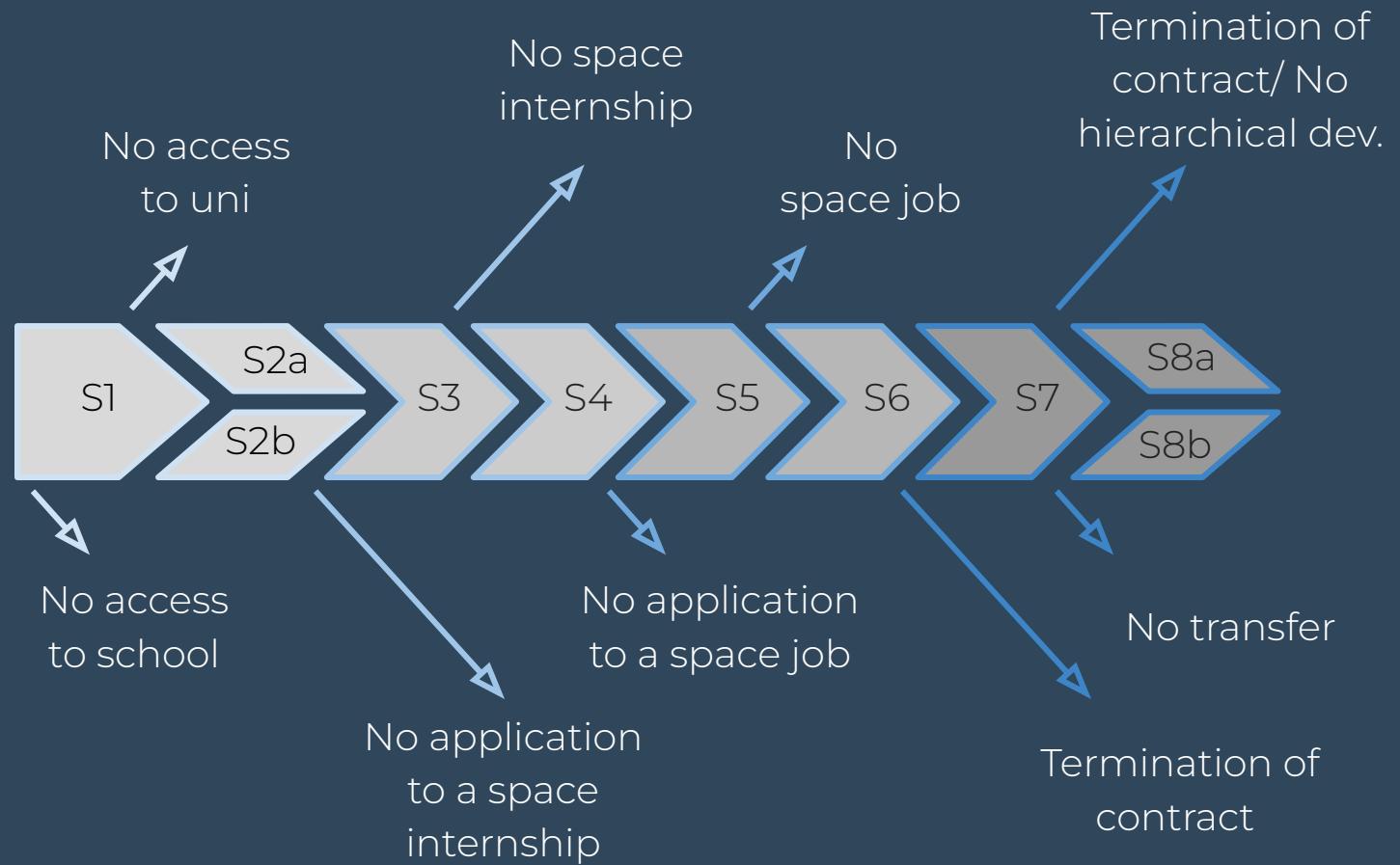
## Ia. Stages of a space career

Stage 1	Attending school
Stage 2a	Attending university, directly space-related topic
Stage 2b	Attending university, non-directly space-related topic
Stage 3	Applying for an internship
Stage 4	Getting an internship
Stage 5	Applying for a job
Stage 6	Getting a job
Stage 7	Being an early career space professional
Stage 8a	Attaining a mid-level or senior level in a space job
Stage 8b	Transferring from a non space-related job into the space sector

# Categorization I - Space Career

## Ib Breaking points

**On this path, in between all these stages, how many women are "missing"? Why?**



## Categorization II

### - Identity

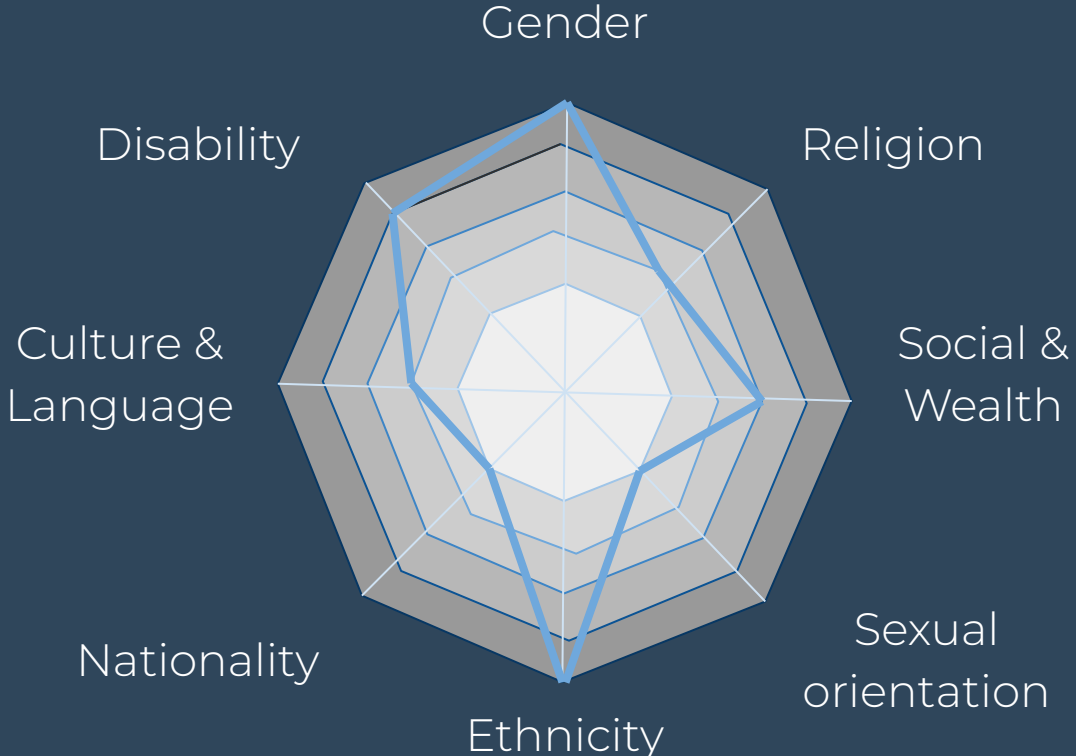
Ila. Profiling Identity

Subject 1#	Gender	Woman - Trans. - ...
	Religion	Muslim - Agnostic - ...
	Culture	Korean - French - ...
	Nationality	American - Congolese - ...
	Location	US - Uruguay - ... Urban - Rural - Remote
	Language	English - Farsi
	Disability	Autistic - Blind - Able - ...
	Ethnicity	Caucasian - Asian - ...
	Sexual Orientation	Hetero. - Homo. - ...
	Social Background	Grew up poor - Foster - ...
	Wealth	No income - ...



# Categorization II - Identity

## IIb. Impacts of Identity



# Categorization III

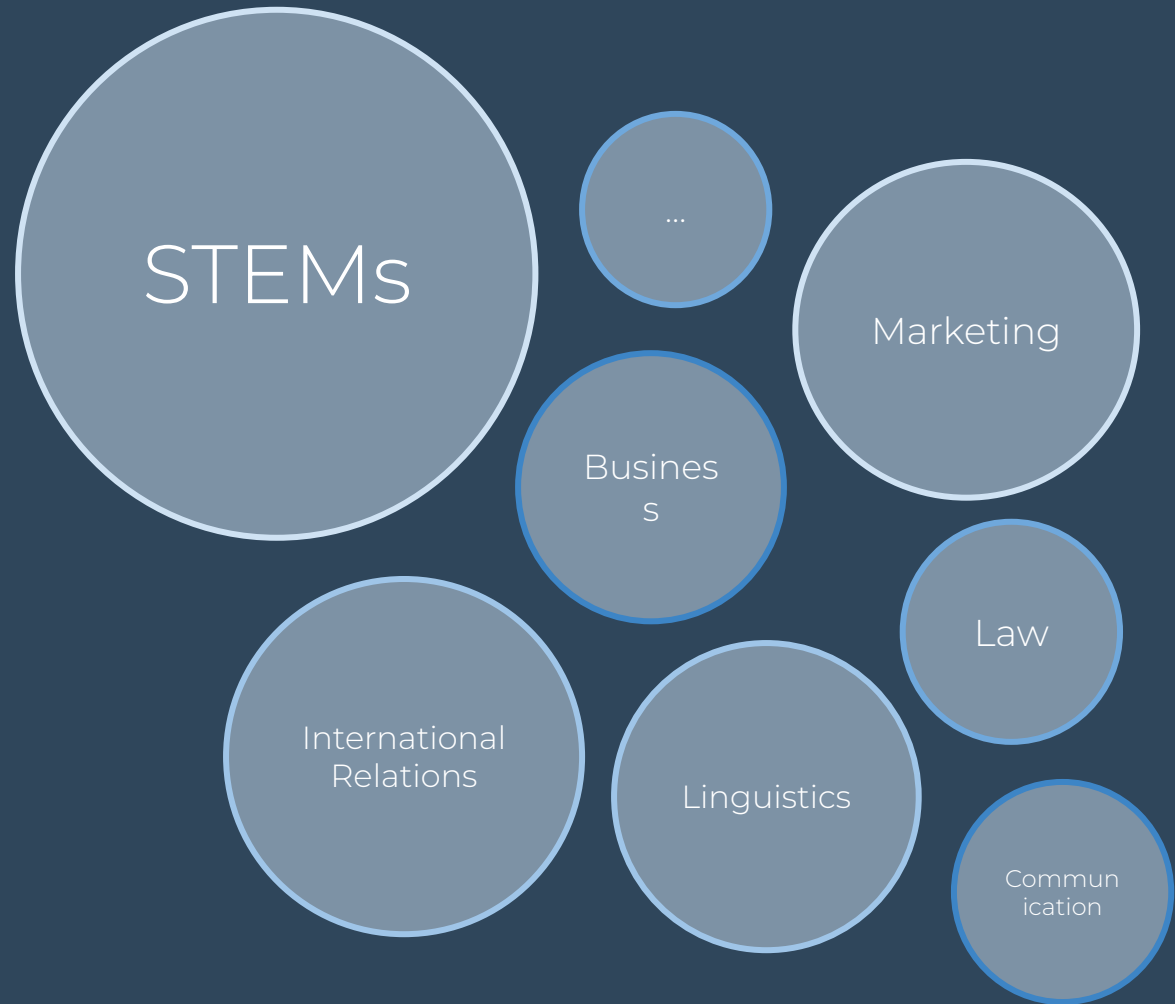
## - Space Sector

IIIa. Mapping the fields of the space sectors

Tier 1:  
Fields established in the space sector

Tier 2:  
Fields emerging in the space sector

Tier 3:  
Fields not yet integrated



## Categorization III

### - Space Sector

IIIb. Opportunities and Challenges in these fields

	Opportunities	Challenges
Field 1#	<ul style="list-style-type: none"><li>- Higher percentage of women</li><li>- expertise would be useful for the space sector</li></ul>	<ul style="list-style-type: none"><li>- Low demand from the space sector for this type of expertise (because lack of acknowledgment of usefulness or lack of funds to hire these profiles)</li><li>- Lower paying space jobs</li></ul>
Field 2#	<ul style="list-style-type: none"><li>- Low percentage of women, is looking for more women</li></ul>	<ul style="list-style-type: none"><li>- Does not put in place real mechanisms to integrate women</li></ul>
Field 3#	<ul style="list-style-type: none"><li>- Not enough workforce, both women and men</li></ul>	<ul style="list-style-type: none"><li>- Needed profiles are not aware that they could fill these positions</li></ul>
Field 4#	<ul style="list-style-type: none"><li>- Puts in place mechanisms to integrate women</li></ul>	<ul style="list-style-type: none"><li>- Does not offer real development possibilities (gain responsibilities, grow in a leadership position)</li></ul>

## Categorization IV - Professional Environment

IVa. Nature of education or employer

IVb. Impact of the environment on career development



Private/Public

High Rank/Low Rank



Academia/ Private Sector/  
Government/ Other

Small Structure/Big Structure

## **Processing Categorization Data**

- a. Cross Reference
- b. Derivation of Patterns

# From theory to reality

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Framing the next steps

## What's next?

- Identify **enablers**. Create qualitative and quantitative measuring tools & databases with respect to:
  - (a) the data we seek to gather,
  - (b) the means to gather that data,
  - (c) and the means to process the data into usable information.
- Identify **challenges**. Consider the uncertainties and biases that could false or hamper the research.
- Put the research in action, start collecting.
- Derive patterns
- Tailor responses

**Thank you for your Attention !**

