**Gender bias in choosing STEM studies**

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The gender bias in STEM exists and what this work intends is to make this reality visible. In the introduction, the real data to date are reflected, which pushes us to formulate objectives such as reducing the gender gap in STEM studies, learning about experiences lived around the STEM field reported by women, or finding out the factors and motivations that women have and have had over the years to immerse themselves in STEM degrees and finally check if there are significant differences regarding gender stereotypes in STEM degrees with generational change. For this, a qualitative research method has been created in the form of an interview, which helps us answer the questions raised from the life stories told by the fourteen girls and women interviewed, all of them belonging to different age ranges, to be able to observe and analyze gender bias when choosing STEM studies. Thanks to this methodology, we can make a breakdown of the information so that we can focus on aspects that interest us, contrasting and evaluating the stories as conclusions. Some conclusions show that work must continue to reduce the gender gap. The data resulting from the research are the least bleak in the framework of the development of gender equality, a minimum change could be expected, however, the changes we observe are specific. Where we can lean the most to consider that work should continue to eradicate the gender gap is in quantitative data, although it is not encouraging that the percentage of women in engineering degrees has not changed at all in recent years. We must bear in mind that most of the participants have alluded to society and culture to explain the bias and that it will only be thanks to the progress that a total inclusion of women in science and technology will be achieved.

The generational change that is observed through the interviews is minimal and although the educational administrations seek real equality and the promotion of research and development of ICT among girls and adolescents, we must make visible that these actions need a greater effort to part of the educational community so that shortly the change is real.

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Gender bias, STEM, generational change, equality, qualitative research.