CALL FOR PROPOSALS
UNESCO International Symposium and Policy Forum
"Cracking the Code: Girls' Education in STEM"

28-30 August 2017, Bangkok, Thailand

Interested in joining the event and:

- **making a presentation** on your research, projects and experience, or sharing other ideas related to the theme of the meeting?
- **running a workshop** to exchange experience and share knowledge from your research, projects or experience?
- **reserving an exhibition booth** to showcase your learning and teaching tools, educational technology, other materials and interact with an international audience?

You can complete an online form by clicking on the links below. No additional information is required at this stage but may be requested by the organizers, should complementary information be required to fully assess the proposal.

Submit a proposal to make a presentation
Submit a proposal to run a workshop
Submit a request to reserve an exhibition booth

Eligibility
Eligible applicants include: individuals as well as representatives of national, regional and international institutions and organizations working to strengthen girls' and women's education in science, technology, engineering and mathematics, including arts and design, and gender equality in education. For-profit organizations are also invited to apply, but are required to collaborate with non-profit organizations.

Proposal requirements
Proposals should focus on the theme of the event 'girls' education in STEM' and respond to the following:

1. Address one or more of the below tracks *(Please refer to Annex 1 for more information)*
   - *Building the foundations: Gender-responsive quality STEM education*
   - *Changing the equation: Addressing stereotypes and bias hindering girls' participation*
   - *Gravitating into the field: Reaching out, engaging and empowering girls and women*
   - *Wiring the network: Partnerships, cross-sector learning and cooperation*
2. Draw on research and/or programme, project or policy implementation experience.
3. Focus on concrete and innovative approaches and practices.
4. Consider interventions at different age ranges, from early childhood through higher education as well as those taking place outside of the formal education system, such as by the private sector, non-governmental organizations, or other sectors.
5. Demonstrate how technology can be leveraged to expand learning opportunities and skills, and practical solutions in low-resource settings.
6. Identify if the application is for an Exhibition Booth, where demonstrations, educational technology, content and tools can be displayed OR for a Workshop OR for a Presentation.

7. Be self-funded, in principle. However, in case of financial constraints limited financial support from UNESCO may be available.

Please note that:

- Applicants may submit proposals for more than one presentation, workshop or exhibition booth, including two exhibition spaces for larger displays.
- Applicants should submit one application form for each proposal. For multiple requests, a separate application form is to be submitted for each workshop/ presentation/ exhibition booth proposal.

Timeline
The deadline for submitting proposals is **5 June 2017**.

UNESCO will review the proposals and communicate the results directly to the applicants by 23 June 2017.

Contact
Queries about the event and submission of proposals should be forwarded to:

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Annex 1:

TRACKS and Thematic Areas

TRACK 1: Building the foundations: Gender-responsive quality STEM education

- What are effective policies to increase access to STEM education for women and girls?
- What teaching strategies and learning environments foster girls' participation, achievement and retention in STEM studies? What programmes and initiatives have been proven to be effective or are promising?
- How can ICT-based technologies or approaches be used to reach more girls, build digital literacy and address the gender digital divide? What are practical solutions in low-resource settings?
- How do assessment procedures and tools influence girls' performance in STEM, and what are the implications for monitoring learning outcomes, competences, and achievement?

TRACK 2: Changing the equation: Addressing stereotypes and bias hindering girls' participation

- How do gender roles and expectations impact on girls' participation and achievement in STEM education?
- How do parents and other family members influence girls' aspirations, their sense of competence, and their interest in STEM fields and how can they be engaged to support girls to succeed?
- What gender stereotypes exist in STEM educational resources (e.g. books, school textbooks, online resources) and what are successful examples of efforts to remove gender bias in learning materials?
- How does gender interact with other social identities (e.g. race, ethnicity) to push girls out of STEM studies and careers, and what efforts are needed to ensure equitable and inclusive STEM education?
- What works to foster strong beliefs among girls about their abilities in STEM education, and address their own implicit bias about their abilities and professional opportunities in life?

TRACK 3: Gravitating into the field: Reaching out, engaging and empowering girls and women

- How can structured extracurricular activities (e.g. school clubs, camps, field trips) be mobilized to strengthen girls' engagement and interest in STEM?
- How are mentors, female role models and champions sparking girls' aspirations for STEM careers, and expanding women's networking opportunities?
- What can teachers, school counsellors, or other administrators to do to foster long-term engagement in STEM studies, and to steer more women into STEM careers?
- What role do peers play in girls' and women's interest, achievement and retention in STEM, and how can they be leveraged to have positive outcomes?
- What strategies work to address the gender confidence gap in STEM affecting so many female students?

TRACK 4: Wiring the network: Partnerships, cross-sector learning and cooperation

- What effective partnerships exist (cross-sectoral, public-private, parent-schools, counselors-students, industry-government, South-South) and how can they be replicated?
- How can schools cooperate with the surrounding communities, enterprises, universities and others to provide real-world learning opportunities that enable girls to apply their learning in different contexts?