

Interventions for Increasing Girls' and Women's Participation and Advancement in STEM Education and Careers: International Case Studies

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UNIMA Summer Bridge Programs in Malawi

Background and Aims

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UNIMA Summer Bridge Programs in Malawi

Methods

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Science Technical Education at Post-Basic Levels (STEPB in Nigeria)

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Science & Technical Education at Post-Basic Levels (STEPB) in Nigeria

Outcomes

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Hello Café in New Zealand

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“Attracting Girls to SET,” an ASISTM Project in Australia

Background and Aims

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“Attracting Girls to SET,” an ASISTM Project in Australia

Methods

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“Attracting Girls to SET,” an ASISTM Project in Australia

Outcomes

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CyberMentor in Germany

Background and Aims

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CyberMentor in Germany

Methods

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CyberMentor in Germany

Outcomes

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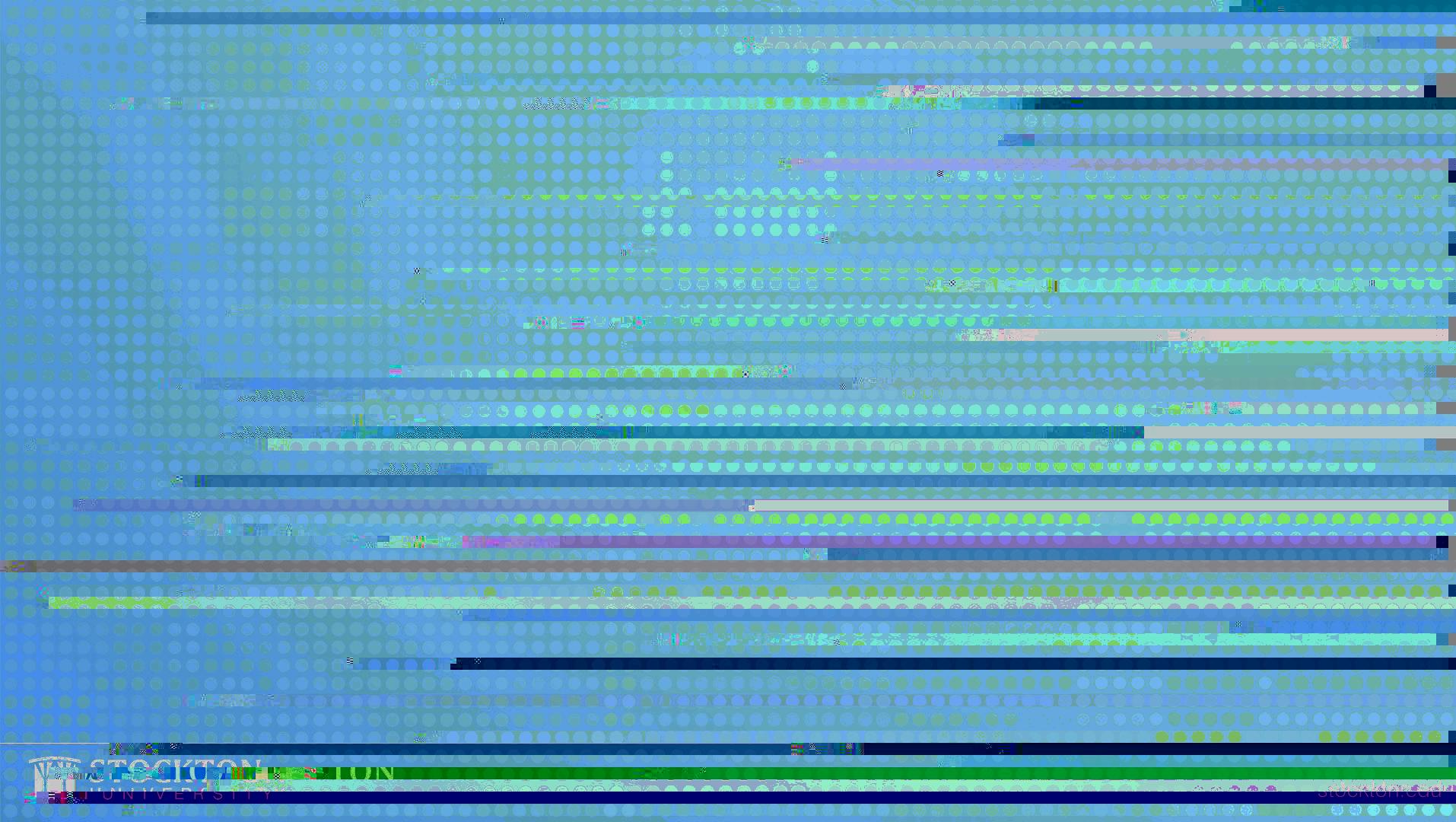
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Athena SWAN Charter in the United Kingdom

Background and Aims

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NEW STOCKTON
UNIVERSITY

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Athena SWAN Charter in the United Kingdom

Methods

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Athena SWAN Charter in the United Kingdom

Outcomes: Key Themes

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BAMOT Mentorship Program in Israel

Background and Aims

Background: The BAMOT Mentorship Program in Israel is a collaborative initiative between New Stockton University and the Hebrew University of Jerusalem.

Aims: The program aims to support and encourage young scholars in Israel by providing them with mentorship, guidance, and resources to help them succeed in their academic and professional careers.

Eligibility: The program is open to young scholars who are currently enrolled in or have recently graduated from a university in Israel.

Benefits: Participants will receive mentorship, guidance, and resources to help them succeed in their academic and professional careers.

Application Process: Interested individuals should apply online through the program's website.

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BAMOT Mentorship Program in Israel

Methods

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BAMOT Mentorship Program in Israel

Outcomes

- 100% of mentees reported improved professional skills.
- 92% of mentees reported improved leadership abilities.
- 85% of mentees reported increased networking opportunities.
- 78% of mentees reported improved work-life balance.
- 70% of mentees reported increased job satisfaction.
- 65% of mentees reported improved communication skills.
- 60% of mentees reported improved problem-solving abilities.
- 55% of mentees reported improved decision-making skills.
- 50% of mentees reported improved time management skills.
- 45% of mentees reported improved conflict resolution skills.
- 40% of mentees reported improved adaptability and resilience.
- 35% of mentees reported improved cultural sensitivity and awareness.
- 30% of mentees reported improved emotional intelligence.
- 25% of mentees reported improved physical health and well-being.
- 20% of mentees reported improved financial management skills.
- 15% of mentees reported improved technical skills related to their field of study.
- 10% of mentees reported improved research skills.
- 5% of mentees reported improved teaching skills.

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Digital Learning and Gamification of Science Courses in Pakistan

Methods

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Digital Learning and Gamification of Science Courses in Pakistan

Outcomes

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Single-Sex Schooling in Trinidad and Tobago

Background and Aims

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Single-Sex Schooling in Trinidad and Tobago

Methods

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Single-Sex Schooling in Trinidad and Tobago

Outcomes

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STEP Social Belonging and Affirmation Training in Canada

Background and Aims

STEP Social Belonging and Affirmation Training in Canada

Methods

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STEP Social Belonging and Affirmation Training in Canada

Methods – Intervention Conditions

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STEP Social Belonging and Affirmation Training in Canada

Outcomes

- 84% of students report feeling more connected to their peers after STEP training.
- 1/2 of students report reduced anxiety and depression symptoms.
- Students report higher levels of self-esteem and resilience.
- STEP training has been adopted by over 200 schools across Canada.
- 71% of students report improved academic performance.
- J77% of students report improved mental health outcomes.

