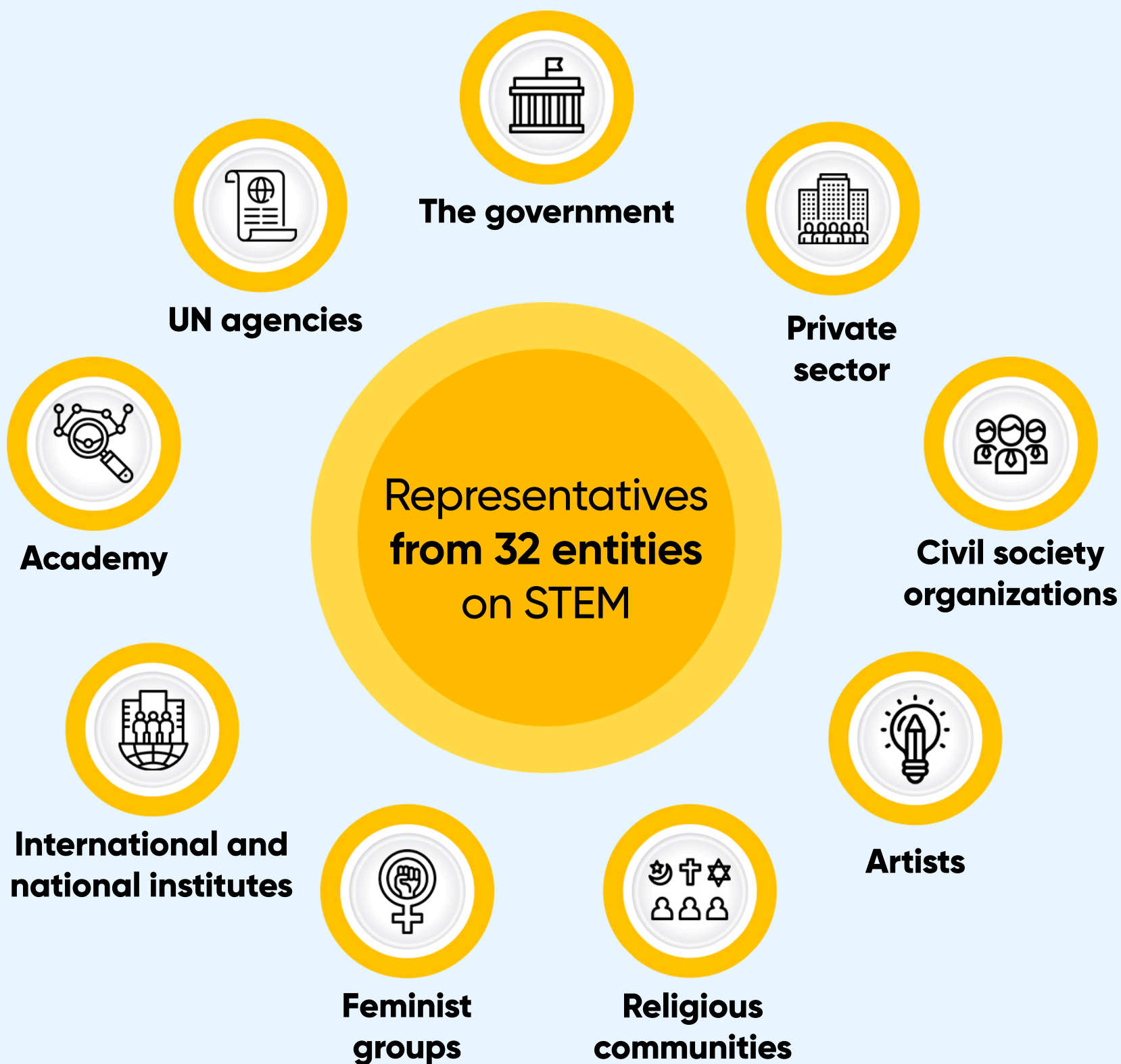


Bringing diverse stakeholders to one round table to explore collaborative opportunities in STEM

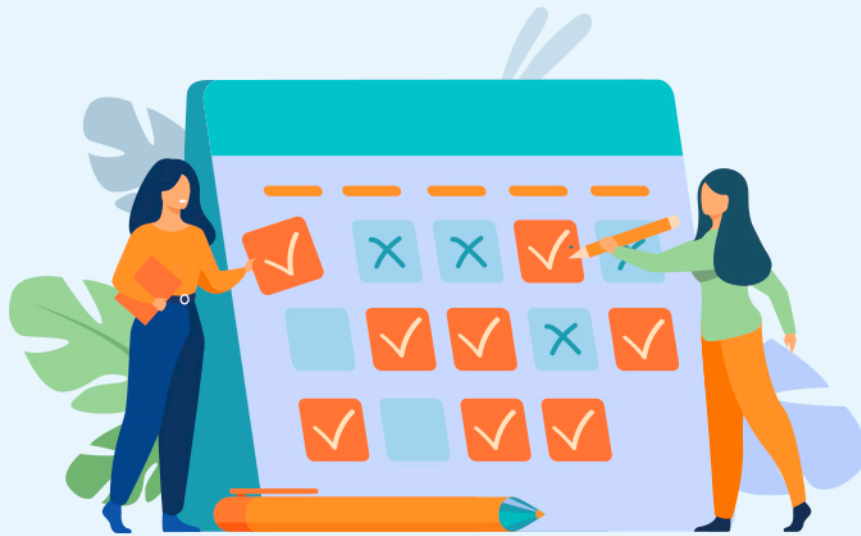


For some partners, this was
the first time
they sat together by one table.

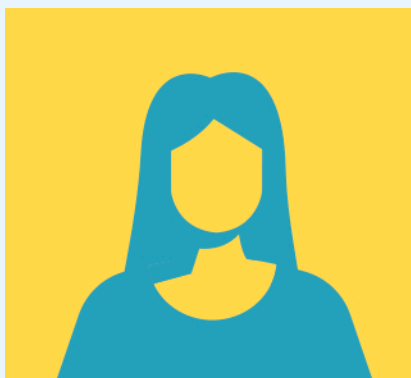


The diverse representativeness of participation enabled UNDP to bring different perspectives to the agenda, so to leave no one behind.

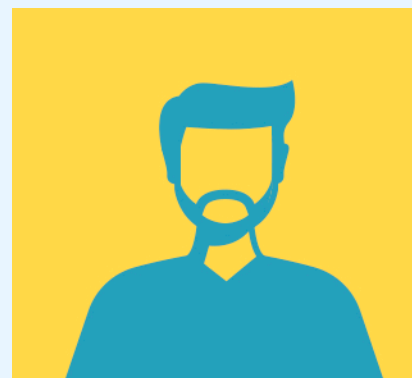
Accelerator Lab of UNDP Kyrgyzstan deploy the human-centric approach by following the STEM women's personal journeys to make sense of the systemic patterns that halt their progress.



In the STEM design thinking workshop, participants draw the portraits of

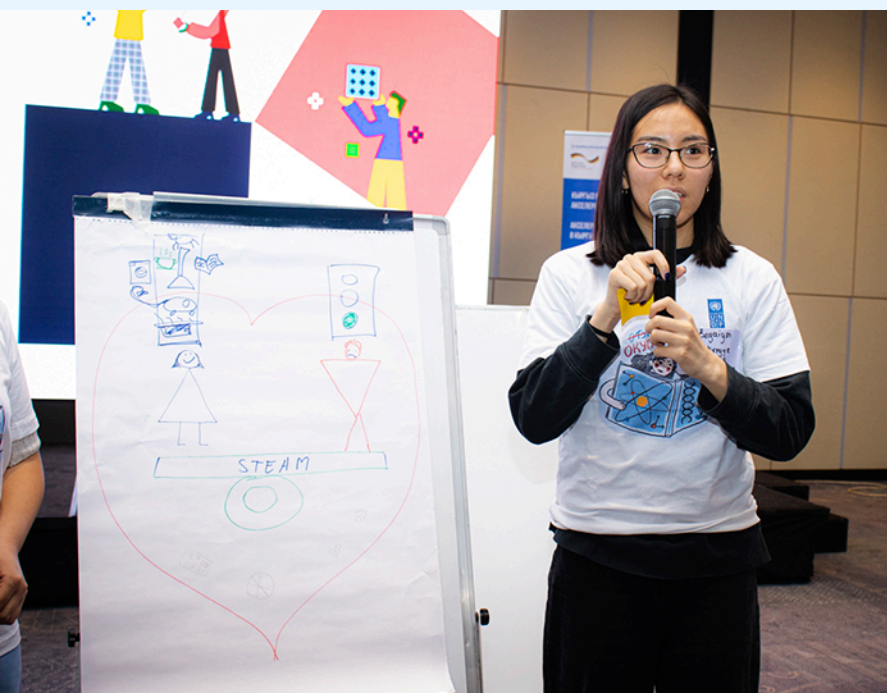


"STEMgul"
(female roles)



"STEMbek"
(male roles)

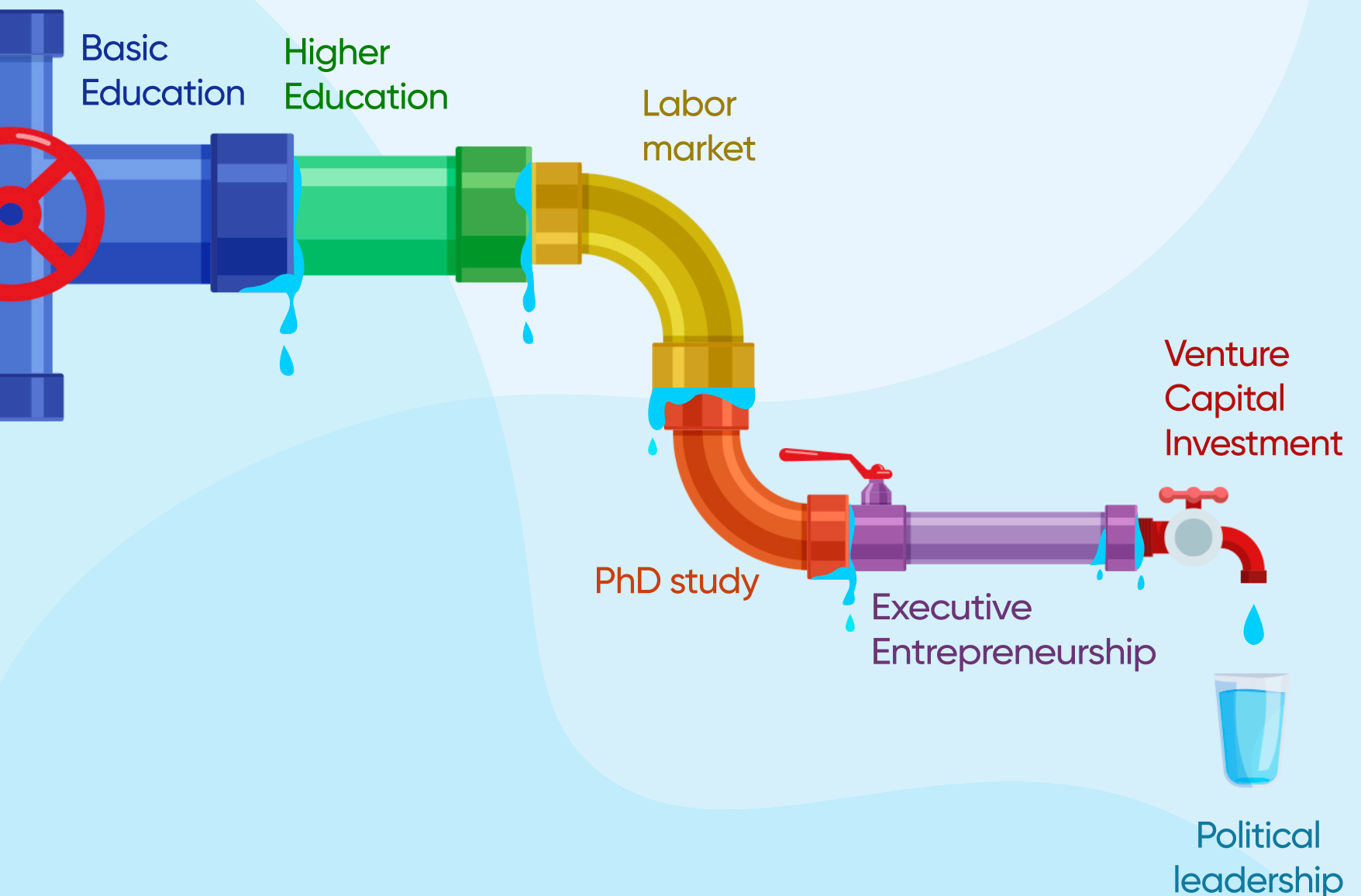
Participants compared the public perception shaped by the gender stereotypes.



“Leaky Pipeline”:

Bringing more girls and women into STEM is not effective, unless we start tackling the systemic problems along the “pipeline”

Loss of female talents



In the STEM workshop, the research team presented the preliminary findings and invited participants to identify the root-cause problems of following **assumptions based on the public opinion survey:**

Assumption 1

Beliefs in different religions expect women to prioritize their care-giving role in the family over their careers in STEM.



Assumption 2

There is not much demand for STEM women in Kyrgyzstan's labour market.



Assumption 3

Parents/caregivers are not aware of STEM career opportunities for girls. As a result, they offer their daughters career options that are based on gender-biased norms.



Assumption 4

Teaching methods at schools are not tailored to the needs of girls to study STEM.



There had been active debates and group discussion over above-mentioned assumptions, as participants came from different backgrounds.



After identifying the root-cause problems under each assumption, participants came out with the main problem statements:

Problem Statement 1.

Low level of public awareness among stakeholders (state institutes/parents/teachers/youth, etc.) about the importance of STEM leads to the limited participation of women and girls in STEM.



Problem Statement 2.

Women and girls are not confident in their capabilities to excel in STEM.



Problem Statement 3.

The existing gap between the available gender policy and its practical implementation that halts the progress of women's participation in STEM.

