

STEM Equality and Diversity Newsletter - MAY

Welcome to the second STEM Equality and Diversity (STEM E&D) newsletter, aimed at sharing information and updates. Of course, we cannot claim to know about all new initiatives and activities around STEM E&D and would love to receive contributions for future issues. Here is a round-up of some of the information we are aware of and associated weblinks where we have them.

We hope you find the newsletter useful and will incorporate the information into the resources section of the STEM Equality and Diversity Toolkit (www.stem-e-and-d-toolkit.co.uk). If you have any items which you would like added please let us know at wiset@shu.ac.uk.

* In October 2010 teachers, lecturers and other educational professionals from across the UK participated in the first '[Tackling Islamophobia in the Classroom](#)' conference run by the South Gloucestershire NUT. A series of talks and workshops provided the inspiration for a cross curricular learning resource, designed for use with Year 9. The materials have been added to the 'Resources' section of the STEM Equality and Diversity Toolkit.

* The HE STEM Programme has had a range of projects aimed at encouraging people from under-represented groups to progress to STEM subjects beyond school. One example, created by the WiSET team at Sheffield Hallam University in collaboration with a range of partners is the "[Ensuring STEM Outreach Tackles Gender Stereotypes](#)" leaflet.

* AGCAS recently published a report about the [Destination of Disabled Graduates](#), there are some interesting key findings and the document contains more detailed information about the types and levels of occupations entered

* Girlguiding UK have published their most recent 'Girls' Attitudes Explored' report which is on [Role Models](#) and looks at the influence of 'celebrities' as well as those closer to home such as female family members and their influence on girls' attitudes.

* Stonewall has produced a teaching pack '[Oh No! Not the gay thing!](#)' for Key Stages 3 and 4 which includes ideas on how to integrate lesbian, gay and bisexual issues in PSHE, English, Modern Languages, History, Geography, Sciences and Religious Education. It also highlights links with the National Curriculum, and a answers FAQ .

- * The Department for Work and Pensions recently published its report '[Attitudes to Age in Britain](#)'. Whilst the report mainly focuses on attitudes to older people "One-fifth of respondents reported that age discrimination is "not at all or not very serious" whilst 36 per cent reported that age discrimination is "very serious". Younger age groups reported that age discrimination is more serious than did older age groups. Almost half (47 per cent) of those aged under 25 class it as "very serious" compared with 24 per cent of those aged 65-79 years".
- * The '[Good Timing: Implementing STEM Careers Strategy in Secondary Schools](#)' report describes the research programme which included work with 28 pilot schools, surveys of young people and several workshops and its key findings. It makes seven high level recommendations including focus on school senior leadership and greater involvement of parents and employers in careers work in schools.
- * The STEM E&D Toolkit section on religion was developed with help from a variety of people, including Liane Hambley who delivered an interesting workshop on her research into '[Prayer, Meditation and Contemplation in Career Decision Making](#)'.
- * Ofsted published a report on '[Girls Careers Aspirations](#)' in 2011. The report evaluates the extent to which careers education, guidance and other provision raise aspirations and inform the choices of courses and careers by girls and young women to support their long-term achievement. It identifies weaknesses and examples of good practice in these areas.
- * The UK Commission for Employment and Skills (UKCES) recently published an article which looks at the [changing needs for career guidance](#) at different points in people's lives and how careers services can best meet these needs.

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