

Youth equity pathways in informal science learning

**The Youth Access & Equity in Informal
Science Learning (ISL) project**

Youth equity pathways in informal science learning (ISL)

What is the problem, why should we care about equity?

Informal science learning is an important part of the educational and cultural landscape, but currently participation is not equitable.

EXAMPLE: WHO VISITS UK DESIGNED ISL SETTINGS? DATA ON UK ADULTS FROM IPSOS MORI (2014).

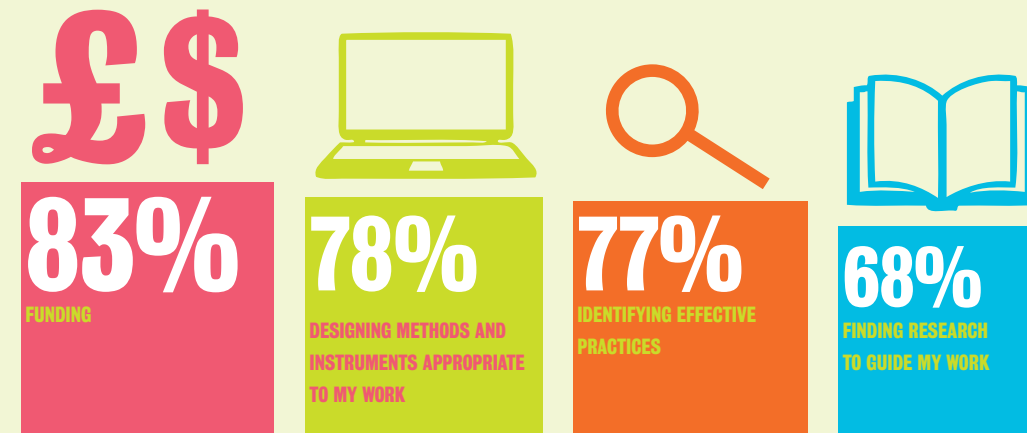


What are the challenges? What holds us back?

"I think that we need to work on our own abilities in doing that kind of work and capacity building. We need to build our knowledge in this area and share that with one another."

"Are we risk-averse? Are we actually prepared to change the core offer?"

WHAT DO ISL PRACTITIONERS NEED TO BE ABLE TO WORK MORE EQUITABLY? (SURVEY RESPONSES)



"A lack of confidence and capacity."

Equity: what does it mean?

'Equality' can mean treating everyone the same, but 'equity' means treating each according to their needs to ensure fairer outcomes.



What is the solution?

Equity work cannot consist only of one-off interventions, it has to be **mainstreamed** within an organisation.

Equality means valuing difference – ISL participation is a way to **empower youth**, not just to **serve the STEM pipeline**.



"Equity is about every young person being able to make a choice (and an informed choice) about their future."

"No one-off event is going to cut it in terms of making real impact on social inequalities and wide science engagement. The appeal of the pathways model is that it means no one person or organisation has to try to do it all."

This infographic reports findings from the Youth Access & Equity in Informal Science Learning (ISL) project, a UK-US researcher-practitioner partnership funded by the Science Learning+ Phase 1 scheme. Our project focuses on young people aged 11-14 primarily from under-served and non-dominant communities and includes researchers and practitioners from a range of ISL settings: designed spaces (eg museums, zoos), community-based (eg afterschool clubs) and everyday science spaces (eg science media).

Research partners

The project involves research partners from King's College London, University College London, Michigan State University and Oregon State University.

Practice partners

Our practice partners include informal science learning organisations across the UK and US such as At-Bristol science centre, STEMNET, Zoological Society of London, Open University media, American Museum of Natural History, Community Science Workshop Network, and KQED Public Media for Northern CA.

Science Learning+

Science Learning+ is an international initiative established in partnership between the Wellcome Trust in the UK, the US-based National Science Foundation and the UK-based Economic and Social Research Council, and in collaboration with the Gordon and Betty Moore Foundation, the MacArthur Foundation and the Noyce Foundation, all in the US.

Sources and references

Data for this infographic comes from a survey (134 participants) and seven workshops (111 participants) conducted by the Youth Access and Equity in ISL project.

Additional reference: Ipsos MORI. (2014). *Public Attitudes to Science 2014*. London: Ipsos MORI

Other project publications

Research and practice brief 1: Equity in informal science learning

Research and practice brief 2: Pathways in informal science learning

Research and practice agenda: Equity pathways in informal STEM learning

All available from: [/www.kcl.ac.uk/sspp/departments/education/research/crestem/Research/Current-Projects/YAERPA/Home.aspx](http://www.kcl.ac.uk/sspp/departments/education/research/crestem/Research/Current-Projects/YAERPA/Home.aspx)

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Further information

For more information about our project, please see www.kcl.ac.uk/sspp/departments/education/research/crestem/Research/Current-Projects/YAERPA/Home.aspx

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