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.

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.”

“A lack of confidence and capacity.”

What is the solution? Equity work cannot consist only of one-off interventions, it has to be mainstreamed within an organisation.

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

“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.”

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

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.

There is no one single solution – we all need to play a part!

There is no one single solution – we all need to play a part!

What do ISL practitioners need to be able to work more equitably? (Survey responses)

£ £
83% 78%
77% 68%

32 respondents
48 respondents

33% 25%

Funding
Identifying effective practices
Funding
Identifying effective practices

FREQUENCY WITH WHICH SURVEY PARTICIPANTS SAID THAT THEIR ORGANISATIONS USED THE TERM EQUITY

ALWAYS OFTEN SOMETIMES NEVER

16% 33% 25% 9%

9% 16% 8% 50%

FREQUENCY WITH WHICH SURVEY PARTICIPANTS SAID THAT THEIR ORGANISATIONS USED THE TERM EQUITY

UK respondents
US respondents

10% 21% 37%

21% 25% 44%

25% 39% 22% 25%

29% 21% 38% 12%

Affluent and educated (socioeconomic group AB)
Ethnic origin: White
Gender: Female

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

69% do not visit museums
19% visit science museums
12% visit science centres

69% DO NOT VISIT MUSEUMS
60% AFFLUENT AND EDUCATED (SOCIO ECONOMIC GROUP AB)
69% ETHNIC ORIGIN: WHITE
56% GENDER: FEMALE

There is no one single solution – we all need to play a part!

There is no one single solution – we all need to play a part!

There is no one single solution – we all need to play a part!
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 (e.g., museums, zoos), community-based (e.g., afterschool clubs) and everyday science spaces (e.g., 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.


**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

**Contact us**
For inquiries about the project, please contact Amy Seakins.

King's College London
Franklin-Wilkins Building (Waterloo Bridge Wing)
Waterloo Road
London SE19NH

Tel +44 (0)20 7848 3088

**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

**Acknowledgements**
This infographic was written by Louise Archer, Amy Seakins, Emily Dawson, Angela Calabrese Barton, Day Greenberg and Lynn Dierking.