

# Addressing the widely problem of gender imbalance in STEM

SESTEM combines bibliographical, awareness development and knowledge sharing and construction methods as well as a reflective approach to setting up indicators. Following a review of literature and review into contextual and regulatory frameworks the project undertakes empirical activities that aim at increasing understanding. These in turn facilitate the construction of on-line surveys (in native languages), the results of which inform the development of indicators and conceptual framework. SESTEM set up a network of parents and teachers for promoting its concepts and research outputs.



<http://sestem.iacm.forth.gr/>

**Lifelong Learning Programme**

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**SUPPORTING EQUALITY IN  
SCIENCE TECHNOLOGY AND  
MATHEMATICS RELATED  
CHOICES OF CAREERS**

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**SESTEM**

## SUPPORTING EQUALITY IN SCIENCE TECHNOLOGY AND MATHEMATICS RELATED CHOICES OF CAREERS



SESTEM is built on the premise that the study of the uptake of Science Technology and Mathematics (STEM) studies by girls and their retention in the field can benefit from investigation into the triangulation of family-individual and school factors.

Under this scope SESTEM aims to conduct four interrelated comparative studies engaging students, pupils, parents and teachers (both secondary and tertiary levels). Both qualitative and quantitative methods will be applied.

The consolidation of studies results will define a set of composite indicators (complemented with parental and teacher good practice guidelines) for monitoring progress towards achieving equity in STEM.

### OBJECTIVES

- ✓ To increase understanding into the process that impedes upon girls' uptake of STEM. Such an understanding can be instrumental in promoting equality, personal fulfillment, and thereafter employability.
- ✓ To deepen understanding into the factors that promote/impede upon the uptake of STEM related areas of studies from a school orientation. The articulation of an indicator system fosters both the quality of provisions and the transparency of the prevailing conditions within the systems of education.
- ✓ To promote transparency and raise quality of Educational Systems, through the comparable data gathered from the undertaking of the four studies and the treatment of their results in a comparative manner into indicators and subsequently to good practices.
- ✓ To generate comparable data which will be in turn considered under a unified analytical framework.
- ✓ To investigate national policies under the Education and Training 2010 perspective.
- ✓ To support policy development by supplying it with evidence-based research results translated into a system of indicators. This is achieved through the comparative analyses of data at the national and target group levels.

### PARTNERSHIP

Foundation for Research and Technology-Hellas, Institute of Applied and Computational Mathematics FORTH / IACM (GR)  
<http://www.iacm.forth.gr>

Université de Bretagne Occidentale - UBO (FR)  
<http://www.univ-brest.fr>

University of Durham, School of Education - UDUR (UK) <http://www.dur.ac.uk/jim.ridgway/>

Universität der Bundeswehr München –UniBwM (DE) <http://www.unibw.de>

Universitat de Barcelona - UB (ES)  
<http://www.ub.es>

University of Information Technology and Management in Rzeszow - UITM (PL)  
<http://www.wsiz.pl>

