INTERNATIONAL SYMPOSIUM
ON HUMAN RIGHTS AND
EQUALITY IN STEM EDUCATION
IS ACCESS TO SCIENCE
(STILL) LIMITED?

Berlin
October 1st
2018
Publisher:
Club Lise, founded in the framework of PROMISE in 2005. Since 2012 continued as collaboration between the Didactics of Physics and the Professional School of Education (PSE) at the Humboldt University Berlin and funded by Gesamtmetall - Federation of German Employers’ Associations in the Metal and Electrical Engineering Industries.

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We would like to thank Liza Veldhuis (HU Berlin) for the English translation and editing.
In the last decades, various efforts have been made to investigate and reduce the lack of diversity in the fields of science, technology, engineering and mathematics (STEM) in order to establish equal access to science. By applying the human rights approach, questions arise whether STEM education at primary, secondary and post-secondary levels is equally accessible to everyone. Particularly, the Sustainable Development Goals passed by the UN in 2015, focus on the necessity of science education as a right to be promoted: Is the access to all forms of STEM (still) limited or open to all? What barriers and social mechanisms are still limiting the access to STEM? How can gender and diversity approaches be implemented in order to achieve inclusive and non-discriminatory scientific research and STEM education?

To address these questions critically and from different perspectives, the symposium gathers international scholars from various disciplines such as STEM education, educational research, human rights, as well as gender and diversity studies. The symposium will be accompanied by workshops on gender and diversity mentoring in higher education.

The project PROMISE (Promotion of Migrants in Science Education; 2005–2007) aimed at analysing barriers which hamper the access to STEM intersectionally, especially for female students and migrants. The project established a cooperation between migrants’ countries of origin and countries of residence. Club Lise was developed in the framework of PROMISE as a mentoring program for female students and, thanks to the support of Think.ing, still remains active after 13 years. Amongst other aims, the symposium focuses on continuing and expanding the human rights approach to STEM education.

"[A]s an empowerment right, education is the primary vehicle by which economically and socially marginalized adults and children can lift themselves out of poverty and obtain the means to participate fully in their communities." (Art. 13 ICESCR 1966)

"But the importance of education is not just practical: a well-educated, enlightened and active mind, able to wander freely and widely, is one of the joys and rewards of human existence.” (CESCR 1999).
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Gesamtmetall – the Federation of German Employers’ Associations in the Metal and Electrical Engineering Industries speaks for 22 member associations representing more than 7,000 companies and almost 2.3 million employees. The companies generate most of this turnover by manufacturing capital goods. Two thirds of products and services are exported. To be successful in the future as well the metal and electrical engineering industries need highly skilled workers and innovative engineers.

That’s why Gesamtmetall since decades is engaged as a sponsor and project partner in several campaigns and projects promoting STEM. Within this an important topic is to attract more women for university studies and job careers in the STEM field. We are supporter of Girls’ Day, CyberMentor and Club Lise.

As an industrial partner we joined the EU project PROMISE in 2004 and supported the publishing of the book “Science education unlimited” in 2009. Together with the Humboldt University we made it possible to continue parts of the project work with Club Lise until today.

Club Lise was the first STEM project for girls with a migration background and became a successful model for other projects. Promoting migrants in science education more than ever is a contemporary issue and diversity is a key word in most of the HR departments of our companies.

So I am happy to see the project partners of PROMISE together again at this international symposium to strike a balance and look forward. Thank you all for coming here!
Dear participants and guests,

dear organizers and supporters of the International Symposium on Human Rights and Equality in STEM Education, the topic of this symposium “Is access to science (still) limited?” animates me to take a journey through time.

The famous physicist Lise Meitner, eponym of the Humboldt-University’s Mentoring Program Club Lise, which encourages young women to enter scientific and technical education, is both a role model and an example for the many barriers women had to face in the beginning of the 20th century. Lise Meitner, who was born and raised in Vienna, moved to Berlin in 1907 in order to continue her postdoctoral education. This was the start of her decade-long collaboration with Otto Hahn, who shared his workspace at the Chemical Institute of the Friedrich Wilhelm University with her. Lise Meitner pursued an academic career at a time in which women were confronted with many obstacles. In Vienna she was not allowed to attend the “Gymnasium”, in Berlin she had to enter the institute building through the rear entrance because women were allowed neither in the lecture halls nor in the students’ laboratory spaces. In 1938, Lise Meitner had to go to Sweden to escape persecution and annihilation due to her Jewish descent. For the discovery of nuclear fission Otto Hahn was awarded the Nobel Prize for Chemistry in 1944, where as Lise Meitner was not considered even though her work was crucial for the experimental design as well as the theoretical explanation of the phenomenon. Her biography and her scientific achievements are outstanding, yet we can ask ourselves how her contributions would have been publicly honored if she had not been a woman and if she had not been forced to migrate.

Today, gender equality is not only one of the objectives of the United Nations Universal Declaration of Human Rights, but also a stipulated principle of many countries’ constitutions. It is generally agreed that gender equality implies equal access to education and to labor markets as well as the opportunity to develop personal abilities and
to make choices according to one's own aspirations. Furthermore, gender equality and diversity are nowadays cross-cutting themes almost every university is committed to. It is doubtful that any university's mission statement does not stipulate gender equality as a major principle.

Yet, I understand the question of the symposium’s title as rather rhetorical. Indeed, as a law professor I must emphasize that the realization of gender equality – as with many other human rights – is characterized by severe tensions between law and claim on the one hand and reality on the other. Even though many legal barriers have been abolished as a major achievement of the women’s movement, societal norms and stereotypes still prevent young women from choosing an education and a career in science and technology. If we additionally consider the situation of young women with a migration background or experiences of forced migration, the obvious inequality regarding the access to university education in general as well as to scientific and technical education in particular is not only to be traced back to gender discrimination but is deeply interwoven with racial discrimination. The fact that in many countries of origin – also in those which are perceived as patriarchal societies – the share of female students in STEM-subjects is surprisingly high reflects negatively on the German educational system’s permeability and capability to provide access for young migrant and refugee women.

Therefore, I am very proud that the Humboldt Universität zu Berlin is committed to the goal of supporting migrant women in natural science programs. Our Mentoring Program Club Lise was founded in 2005 as part of PROMISE, and is dedicated to fostering the participation of young migrant women in STEM subjects (science, technology, engineering and mathematics). PROMISE (Promotion of Migrants in Science Education) was the first project in Europe which took up an intersectional approach in connecting gender and migrant status with science education and developed tools to dismantle the barriers for young migrant and refugee women. From 2005 to 2007 sending and receiving countries of migrants, including Bosnia-Herzegovina, Germany, Austria and Turkey, worked together to identify barriers to science education and to design tools which help to overcome these barriers.

This symposium demonstrates that the international collaboration has been continued in many ways and I hope that it will endure and grow in the future, which holds many challenges for us. Since forced migration belongs to the main issues in our age, ensuring access to
education for immigrants and refugees is a major challenge for all societies. At the same time, right-wing movements with their racist and discriminatory discourse and practices are gaining new support in Germany and Europe. In light of this development, I am even more delighted that we embrace the opportunity to continue our international cooperation and discuss together the issues of diversity, discrimination, human rights, and particularly the right to education.

It has been and will continue to be an important challenge for universities to guarantee access to education for migrant and refugee women. This challenge is deeply linked to the self-conception of universities as cosmopolitan institutions which value internationality and diversity. And it is a challenge which cannot be tackled without dedicated people.

Therefore, I am delighted to see so many experts from the former PROMISE Network, from gender and diversity studies as well as from international institutions together sharing experiences across and without borders, exchanging new ideas as well as setting new directions for cooperative engagement. I also want to extend my deep appreciation for the coordinators and organizers of this event, Susanne Spintig from Humboldt-Universität zu Berlins mentoring program Club Lise, Tanja Tajmel from Concordia University Montreal, Centre for Engineering in Society, Klaus Starl from the UNESCO Centre for Promoting Human Rights at Local and Regional Level, Graz as well as for the generous sponsor who has substantially funded both Club Lise and the Lise Mentoring Network since its beginning, the Federation of German Employers’ Associations in the Metal and Electrical Engineering Industries (Gesamtmetall). Last but not least, I am very pleased and proud that Nada Al-Nashif, Assistant Director General for Natural and Social and Human Sciences, UNESCO Paris is our keynote speaker. I express my gratitude to her and everyone who traveled from further away to join us today for this special event. I offer my sincere gratitude for your dedication and hard work and I would like to emphasize how important it is that we continue with this work, further develop our strategies and pursue a path towards more open and diverse universities.

I wish you all inspiring discussions and a memorable day!

Prof. Dr. Eva Inés Obergfell
From Concordia University in Montreal, I extend my best wishes to all participants gathered for the International Symposium on Human Rights and Equality in STEM Education.

A paradox exists. STEM fields have helped abet vaccine development, famine reduction, and have yielded portable mass-market computers in the way of smartphones. Yet for such incredible advances, the pace for equality of access has lagged.

If we were tasked with building a society without knowledge of our own standing in it, we would correct for the most marginalized. A truly just world provides the conditions to feel safe, empowered, and dignified – and that includes going to school.

There’s a notable cross-section of disciplines presented at the Symposium – from engineers to gender diversity scholars. Important questions are being asked, and are bound to produce new ideas on designing that just society – one where access to STEM education is a human right.

My best wishes again.

Professor Alan Shepard
Concordia University President
Dear participants,

This International Symposium addresses crucial questions regarding equal access to science and the lack of diversity of students in the fields of science, technology, engineering and mathematics (STEM). “Is access to STEM (still) limited?”, the symposium asks. I would answer with a clear “yes”, even though much has been achieved since the Club Lise mentoring programme started in 2005 as part of the project PROMISE (Promotion of Migrants in Science Education). At Humboldt University, the percentage of female students in STEM fields has increased significantly over the last ten years, reaching almost 43% in 2017. However, in disciplines like physics and informatics the proportion of female students still amounts to only 21% and 17%, respectively. Besides, those figures do not tell us anything about additional forms of discrimination that intersect with the category of gender. With its focus on female students with migration backgrounds Club Lise makes an essential contribution to such a comprehensive, intersectional approach regarding equal opportunities and diversity.

The concept of intersectionality – the idea that individuals have a complex mix of identities based, inter alia, on gender, race, religion, sexual orientation, migration and socio-economic background – seems to be quite new. Yet, the first female scientists at what is now Humboldt University (and not only there) were faced with similar structures of discrimination. Lise Meitner, one of the most famous physicians of the 20th century, was one of them. Club Lise is therefore named after her for good reason. “Like many of her generation, Lise Meitner experienced the pattern of exclusion, marginalization, and exceptional status that characterized the foundational decades for women in science.”¹ After finishing her PhD in Austria, Lise Meitner came to Berlin to continue her scientific work – in a time

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when women were officially still barred from university studies in Prussia. Due to her Jewish background she was forced to leave Germany in 1938 in order to escape persecution and murder under the Nazi regime. She had to start a new life in Sweden. As one of the first women in her field she had to assert herself against her male colleagues, and work more and harder to be recognised as equal. Still, it was her scientific partner Otto Hahn alone who was awarded the Nobel Prize for their collaborative discovery of nuclear fission. Lise Meitner’s biography shows us that life courses, and also academic careers, are rarely linear. Her extraordinary life furthermore teaches us that it takes a lot of belief in yourself and your talent to be successful in science if you are facing structural barriers and discrimination, be it blatant or subliminal. Against this backdrop, I see Lise Meitner as an important role model even for our time.

Role models, identification figures, play an essential part in encouraging young women to pursue studies in STEM.² Club Lise and its mentoring programme are based on this key insight: Women who are already studying or working in STEM share their experiences, knowledge and insights with female students at high school, as their mentors or ‘real life’ role models. Such a personal approach of empowering young women, and especially young women with migration background, is indispensable in order to improve individual life opportunities and foster diversity in STEM fields (and at universities in general). However - and I want to stress this point - mentoring and empowerment programmes are not enough. They need to go hand in hand with continued efforts to reduce discriminatory structures on an institutional and sociocultural level – here at Humboldt University and beyond. Here, a shift in perspective is of crucial importance: It is not female students who are not ‘good enough’ and therefore need to be empowered, but it is the existing institutions and structures that hinder them from developing their potential to the full and making the most of their talents. This is the core tenet of Club Lise’s mentoring approach and also of my work as the central women’s representative at Humboldt University.

I am delighted that there are programmes like Club Lise and events like this symposium, offering unique opportunities to

² In the times of Lise Meitner, one of the few female scientists that could serve as role model was Marie Curie who received the Nobel Prize in Chemistry in 1903.
share experiences and further develop diversity-sensitive mentoring for women. It is still a long way towards equal opportunities irrespective of gender, sexuality, origin, religion, ethnicity and socioeconomic background - at the university in general, and in STEM fields in particular. Therefore, my warmest thanks go to all who have contributed to the success of Club Lise and the organisation of this symposium, especially to all mentors who are willing to share their knowledge and personal experiences, as well as to all students at Club Lise who might one day be role models themselves.

With all this in mind, I wish you a wonderful conference with inspiring discussions, encouraging conversations and new insights.

Dr.‘in Ursula Fuhrich-Grubert
Club Lise was founded within the scope of the EU project PROMISE (Promotion of Migrants in Science Education) in 2005, and it has stayed true to these roots to this day. As a diversity-STEM-mentoring project, Club Lise supports young women* with immigration backgrounds as they explore and pursue paths into STEM fields, that is: science, technology, engineering and mathematics. The lack of diversity this project is meant to address is not due to any failure or deficit among the underrepresented groups, but a result of structural barriers. Categories of difference such as immigration background and gender are conceived as intertwined rather than separate; the processes of category construction and attribution are also critically examined and contested. These perspectives have been critical to the design of Club Lise’s concept and their impact is noticeable in all the activities and measures taken by Club Lise, from the language used to recruit target groups, to the STEM project presentations.

But that was just the beginning: in 2011, Club Lise initiated the nation-wide Lise Mentoring Network, which currently connects more than 20 mentoring programs and institutions with each other – each focused on gender, diversity and the promotion of STEM. The goals are to facilitate regular exchange of good-practice templates, both in theory and praxis, and to continue developing these further.

This is why today is such a special event: we are very pleased to bring together the former PROMISE-network, where Club Lise began, and the steadily growing Lise Mentoring Network of today, encompassing the issues of gender, diversity, the promotion of STEM and mentoring, interdependently.
Human rights are rights of self-determination under the terms of equality of rights for all. Art 26 of the Universal Declaration of Human Rights 1948 (UDHR), the Convention against Discrimination in Education 1960 (CADE), and Art 13 of the Convention on Economic, Social and Cultural Rights 1966 (ICESCR) are the most important and fundamental internationally recognised provisions stipulating the “Right to Education” without discrimination or exclusion.

The substance of the right to education aims (i) at the development of the human personality and consciousness of human dignity and fostering respect of human rights, and (ii), at enabling individuals to play an active and useful role in society.

The human rights approach is appropriate in order to handle different challenges that occur in connection with an infinite access to STEM education. The right to education represents a normative principle for its conception and implementation. Education is an aim in and of itself. The natural sciences and STEM are an integral part of general education about human civilization. Therefore, every human being has a right to take part in cultural and intellectual society. Legally, the right to STEM education can be derived from the Convention on Social, Economic and Cultural Rights, and from the Convention on Technical and Vocational Education (Starl 2009).

Pragmatically spoken, being educated in STEM increases individual possibilities for employment and economic profit, and therefore the chance to lead the life that one always wanted and wished to have.
The aim of this symposium is to highlight different, albeit mutually interacting dimensions which shape and enable or disable what’s broadly understood as STEM education, or in German, MINT Bildung. STEM stands for Science, Technology, Engineering and Mathematics. These subjects are considered of utmost relevance for the development of modern societies. Education and STEM is both of socio-political as well as economic interest. In neo-liberal societies, arguments for the promotion of STEM to increase competitiveness have become indistinguishable from arguments to promote STEM for the empowerment of the individual and for the sake of public welfare. Skilled workforce in the field of STEM is highly sought after, accompanied by intense promotion activities and generous funding around the world. Despite these efforts, the underrepresentation of women in STEM remains nearly unchanged.

The very special approach of this symposium is the approach of the human rights and more specific, the right to education. Aligned with this approach we understand underrepresentation as an effect of discrimination which enables the access to STEM for some and hampers the access to STEM for others. We assume that the field of STEM represents a certain scientific culture and reproduces certain social inequalities in an intersectional manner. To understand these intersections, insights from social studies, gender studies, educational studies and from policy experts, amongst others, are most valuable. By gathering experts from various disciplines, the symposium continues the tradition of multidisciplinary scientific exchange which was initiated in the project PROMISE in 2004.
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<td>“Is Access to STEM (Still) Limited?”</td>
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<td>10:30 – 11:00</td>
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<td>“Transdisciplinary Gender Studies of Science, Technology and Society – Case Studies of Professional Cultures, Knowledges and Artifacts”</td>
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<td>“Regional, Social and Migratory Differences in Math Competences – Inequalities in the Context of Austrian Secondary Schools”</td>
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**Moderation: Klaus Starl**  
(UNESCO Category II Centre for the Promotion of Human Rights at Local Level, Graz)
The fast growing science and technology activities are crucial to delivering the envisioned results of the 2030 Agenda for Sustainable Development, and the fulfillment of that objective requires the mobilization of the full talent, creativity and ideas of young persons from all socioeconomic strata, especially from women and girls.

One area of particular attention for UNESCO has been assisting Member States in building the foundations of gender-responsive quality STEM education, including the STEM and Gender Advancement (SAGA) global project. Race, income or gender should not be the determinant factors in whether students receive strong STEM education or not. Equality in STEM education means that all persons enjoy the same status and have equal conditions, treatment, and opportunities for realizing their full potential, human rights and for contributing to and benefitting from economic, social, cultural and political development.

UNESCO has proposed a holistic approach that creates a “STEM education ecosystem” to address the numerous, complex overlapping factors and identify action at multiple levels – individual, family and peers, school, and society – targeting both the socialization and learning processes.
In 1995, the pioneering scholar on »gender and science«, Evelyn Fox Keller, suggested to distinguish the into three different perspectives: the participation of women in science, the critical investigation of sex differences and how 'gender' shapes scientific knowledge. Until today, similar distinctions of »gender and science« shape research and politics: Reaching gender equity in science on the one hand and establishing research policies for investigating gender embedded into scientific knowledge on the other hand.

In the presentation, it will be highlighted how gender studies have been broadened in scope. Also science policies have undergone transformations. The sciences face diverse tasks to investigate societal challenges. As a result transdisciplinary approaches are being favored for working towards solutions of these problems. As a consequence, questions and concepts might become integrated into science that initially arose outside of academia. In this view, gender studies might be viewed as a genuinely transdisciplinary discipline. Finally, three perspectives of transdisciplinary gender studies in science will be presented: (1) transformations of scientific cultures with regard to gender, (2) changes of scientific knowledge through critical studies of unquestioned assumptions about gender and (3) creating transformative artifacts through integrating gender studies approaches into the development of technology.
The education system in Bosnia and Herzegovina is the best example of how war, in addition to damaging other spheres of life in the war zone, can have a tragic impact on education. In addition to war, however, the education system in BiH has been harmed by the social transition of the past twenty-five years. Namely, the period of war and post-war reconstruction was also a period of transition from a socialist to a capitalist system, which has created the conditions for discrimination and social inequality in education too.

The post-war period has been marked by a loss of quality staff in schools and at universities. Many left not so much during the war as after the war, after years of waiting in vain for the newly founded capitalist society to do something on the reconstruction and strengthening of education. The opposite happened. The newly founded capitalist society first privatized the factories and destroyed them and then discovered education as an area for making a profit. Many private universities and schools were established, which not only did not provide a better education but devolved education by providing diplomas in place of knowledge.
The analysis of standardized test-data of 8 graders in mathematics in Austria (2012) reveals a clear picture concerning structural limitations. The hierarchy of disadvantage mirrors the different educational profiles of parents. In big cities’ schools “German-only” pupils yield much higher average math competences than in small villages’ schools. This was surprising as in the public discourse everything seems much more unproblematic in the countryside without migrant pupils. The fact however is that in big cities 60% of mothers from “German-only” pupils have higher education certificates while in small villages’ schools the share is 34%. We do find the same pattern in the hierarchy among pupils with foreign-born parents. While three quarters of Polish mothers of those 8 graders brought along a higher education certificate (Matura/Abitur or more) and their scores are comparatively high, the opposite was true for Turkish mothers where three quarters left school after compulsory duration or even less and the score was much lower.

These structural limitations set children from (immigrant) parents who themselves had less chance to experience fruitful math learning and struggle with difficult living conditions at a very odd place. Additionally, those children are found much more frequently in kindergartens and later on in classrooms with high shares of disadvantaged children in the lower track of secondary one which increases the risk of becoming a weak math pupil in Austria considerably. What all these observations have in common is the selective nature of the Austrian educational system which not only has negative effects for multilingual, migrant pupils but also for monolingual “German-only” pupils particularly in schools in smaller municipalities.
STEM education is an inter-disciplinary approach to teaching and learning by transferring and applying in both academic and real-world contexts. With a discipline-integrated and student-centered approach, STEM curriculum and instruction promotes active, collaborative, and meaningful learning to students via interdisciplinary work and project-based learning in using real-world contexts.

The main aim of STEM education is to increase the STEM interest and knowledge of students in Turkey. With this aim, the major challenges in implementing STEM education in schools is the integration of science, technology, engineering and mathematics knowledge and applications into curriculum and instruction with an integrated curricular approach in the schools. Although, recently, MoNE (the Ministry of National Education in Turkey), Universities and other institutions are interested in improving STEM education, however, much is needed such as integration of curricula as well as extra-curricular activities.

The presentation addresses the question of what STEM education in elementary, secondary, as well as university courses in Turkey is. STEM centers established in Turkey will also be mentioned. The presentation will be concluded by research findings in Turkey regarding STEM.
WORKSHOP: PETRA LUCHT
GESCHLECHTERGERECHTIGKEIT IN STEM –
POSITIONIERUNGEN IM ALLTAG

Im Workshop werden Ergebnisse aus der „Fachkulturforschung“ zu impliziten Geschlechterpolitiken in der alltäglichen Praxis der Arbeitswelt und des Studienalltags sowie zu Geschlechterpolitiken, die durch die „Generierung wissenschaftlichen Wissens“ und durch „Technikgestaltung“ in der alltäglichen Lebenswelt wirksam werden, vorgestellt.


Der Workshop gibt Einblicke in eine integrierte Vorgehensweise für Forschung und Entwicklung, die für eine explizite und Integration von Gender- und Diversityaspekten in Natur- und Technikwissenschaften sensibilisiert und diese befördern kann.
In diesem Workshop werden Hochschullehre (die didaktische Praxis) und Mentoring (gezielte Strategien der Barrierenlinderung) zusammengedacht. Unter Anwendung eines diskriminierungskritischen Zugangs werden sie danach befragt welche Möglichkeiten sie beinhalten die Teilhaberechte von mehrfachmarginalisierten MINT-Studierende sichtbar zu machen und stetig zu erhöhen.


**WORKSHOP: MAISHA AUMA**

**DISKRIMINIERUNGSKRITISCHES MENTORING ALS TRILEMMA-TISCHISCHE AUSHANDLUNG – ASPEKTE DISKRIMINIERUNGSKRITISCHER LEHRE UND DER TRANSFER INS PRAXISFELD MENTORIN**

*Photo: Deborah Moses-Sanks*

Maisha Auma  
Hochschule  
Magdeburg-Stendal

**Workshop 2**  
16:00 – 17:30
THE LISE MENTORING NETWORK
OVERVIEW PROGRAMS

Mentoring im Berufsübergang
HAW Hamburg

meetMINT HS Bremen

 chicas
Bielefeld

WWU Graduate Centre
WWU Münster

Einblick!
Uni Paderborn

MinTU
TU Dortmund

Ada-Lovelace-Projekt
Universität Koblenz-Landau

TryScience und
Interkulturelles
Mentoringprogramm
Universität Stuttgart

Bayern Mentoring
Hochschule Kempten

Gender- und Technik-
Zentrum Beuth Hoch-
schule für Technik Berlin

Club Lise, firstgen,
FAMOS Connect
Humboldt-Universität
to Berlin

MINToring
Freie Universität
Berlin

Vielfalt im Studium –
Diversity Mentoring
TU Braunschweig

Check-Mint
TU Dresden

CyberMentor
Universität Regensburg/
FAU Erlangen-Nürnberg

Step Inside
Technische Universität
München
Baden-Württemberg – Universität Stuttgart

TryScience Schülerinnen-Mentoring

Das Mentoring-Programm TryScience an der Universität Stuttgart richtet sich an MINT-interessierte Schülerinnen ab Klassenstufe 10. Sie erhalten sehr persönliche Einblicke in ein MINT-Studium und den Studienalltag der studentischen Mentorinnen.

Kontakt: Sigrid Eicken I Gleichstellungsreferat
E-Mail: tryscience@uni-stuttgart.de I www.uni-stuttgart.de/tryscience

Baden-Württemberg – Universität Stuttgart

Interkulturelles Mentoringprogramm

Das Programm ist im Dezernat Internationales der Universität Stuttgart verankert und unterstützt internationale Studierende (Mentees) ein Semester lang mit einem Netzwerk aus studentischen Mentor*innen bei allen Bedarfen rund ums Studium und darüber hinaus.

Kontakt: Sarah Walz I Dezernat Internationales
E-Mail: sarah.walz@ia.uni-stuttgart.de
Website: www.uni-stuttgart.de/ikmentoring

Bayern – Hochschule Kempten

Mentoring-Programm für Studentinnen der MINT-Fakultäten

Die Hochschule für angewandte Wissenschaften Kempten bietet im Rahmen des BayernMentorings der bayerischen Hochschulen für angewandte Wissenschaften Formate zur Unterstützung von Studentinnen und Absolventinnen an.

Kontakt: Silke Schweiger, Referentin für die Frauenbeauftragte
Büro für Gleichstellung und Familie Hochschule Kempten
E-Mail: mentoring@hs-kempten.de I Website: www.hs-kempten.de/services/gleichstellung-und-familie/veranstaltungen-und-programme-der-gleichstellung/bayernmentoring.html
Bayern – Technische Universität München  
**Step Inside**


**Kontakt:** Michaela Wölfle | ExploreTUM Schnittstelle Schule-Hochschule  
E-Mail: exploretum@tum.de | Website: [www.schueler.tum.de](http://www.schueler.tum.de)

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Bayern – Universität Regensburg / FAU Erlangen-Nürnberg  
**CyberMentor**

CyberMentor ist das deutschlandweit größte systematisch wissenschaftlich begleitete E-Mentoring-Programm für Mädchen im Alter zwischen 12 und 18 Jahren. Vom individuellen Mentoring des Programms profitieren jährlich bis zu 800 MINT-interessierte Schülerinnen aus ganz Deutschland. Akademikerinnen aus Wirtschaft oder Wissenschaft (Mentorinnen) geben Mädchen einen Einblick in deren spannenden MINT-Alltag und motivieren sie, ihren MINT-Interessen nachzugehen und neue Themengebiete zu erschließen.

**Kontakt:** Sigrun Schirner | Lehrstuhl für Schulpädagogik  
E-Mail: sigrun.schirner@cybermentor.de | Website: [www.CyberMentor.de](http://www.CyberMentor.de)

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Berlin – Beuth Hochschule Berlin  
**Gender- und Technik-Zentrum (GuTZ)**


**Kontakt:** Sabine Blackmore und Anja Goetz  
E-Mail: gutz@beuth-hochschule.de | Website: [www.beuth-hochschule.de/gutz](http://www.beuth-hochschule.de/gutz)
Berlin – Freie Universität Berlin

MINtoring

Das MINtoring-Projekt an der Freien Universität Berlin richtet sich an naturwissenschaftlich interessierte Schülerinnen* ab der 7. Klasse. In verschiedenen Formaten wie Workshops, Projekttagen und Praktika werden Einblicke insbesondere in die Physik und Informatik der FU Berlin gewährt.

Kontakt: Annette Dietrich und Audrey Houillon I Fachbereich Physik und Institut für Informatik I E-Mail: MINtoring@imp.fu-berlin.de
Website: www.fu-berlin.de/sites/mintoring

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Berlin – Humboldt-Universität zu Berlin

CLUB LISE


Kontakt: Susanne Spintig I Professional School of Education (PSE) Didaktik der Physik I E-Mail: susanne.spintig@hu-berlin.de
Website: www.club-lise.de

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Berlin – Humboldt-Universität zu Berlin

FAMOS Connect

FAMOS Connect bietet internationalen Studienanfänger*innen, die ihr gesamtes Studium bis zum Abschluss an der Humboldt-Universität planen, Mentoring (studentisch und akademisch), Qualifizierung (Studienvorbereitungswochen und Workshops) und Vernetzung (Kulturelle Veranstaltungen und Exkursionen) an.

Kontakt: Merlinda Dalipi und Nina Gerland I International Office/Internationales Büro I E-Mail: famos@uv.hu-berlin.de
Website: https://hu.berlin/famos-connect
Berlin – Humboldt-Universität zu Berlin
Firstgen
Das Programm ‘firstgen’ bietet Bachelor- und Examensstudierenden (offen für alle Geschlechter) mit und ohne Migrationshintergrund oder Fluchterfahrung Mentoring und Empowerment parallel zum Studienstart oder Studienverlauf an.

*Kontakt: Carmen Kurbjuhn I Büro der Zentralen Frauenbeauftragten*
E-Mail: firstgen@hu-berlin.de I Website: http://firstgen.hu-berlin.de

Bremen – Hochschule Bremen
Veranstaltungsreihe „meetMINT“ für Schülerinnen
In einer Veranstaltungsreihe für Schülerinnen ab Klasse 7 vermittelt meetMINT die Vielfalt der MINT-Fächer an der Hochschule Bremen durch die Kombination unterschiedlicher Formate. Umgesetzt wird meetMINT in der Gleichstellungsstelle im Rahmen des Projektes „Mentoring MINT“, in Zusammenarbeit mit den MINT-Fakultäten „Architektur, Bau und Umwelt“, „Elektrotechnik und Informatik“, „Natur und Technik“.

*Kontakt: Susanne Peter I Gleichstellungsstelle*
E-Mail: meetmint@hs-bremen.de I www.meetmint.hs-bremen.de

Hamburg – HAW Hamburg
Mentoring im Berufsübergang –
Gender und Diversität als Potenzial
Das Mentoring im Berufsübergang an der HAW Hamburg, ange-siedelt an der Stabsstelle Gleichstellung, richtet sich an Studierende und Absolvent*innen in der Phase der beruflichen Orientierung und des Berufseinstiegs.

*Kontakt: Friederike Eickhoff und Tanja Böhm*
Stabsstelle Gleichstellung I E-Mail: mentoring@haw-hamburg.de
Website: www.haw-hamburg.de/mentoring
Niedersachsen – Technische Universität Braunschweig
Vielfalt im Studium – Diversity Mentoring

Das Diversity Mentoring an der TU Braunschweig bietet Studierenden aller Fachrichtungen, die aus unterschiedlichen Gründen mit Barrieren im Studium konfrontiert sind, eine bessere Orientierung im Hochschulalltag.

*Kontakt:* Cara Transfeld | Stabsstelle Chancengleichheit
*Koordinierungsstelle Diversity | E-Mail:* c.transfeld@tu-braunschweig.de
*Website:* [www.tu-braunschweig.de/vielfaltimstudium](http://www.tu-braunschweig.de/vielfaltimstudium)

Niedersachsen – Universität Osnabrück
imos – Interkulturelles Mentoring

Das Interkulturelle Mentoring der Universität Osnabrück (imos) richtet sich an internationale Vollzeit-Studierende. Sie werden bei der Integration in die deutsche Kultur und bei dem Einstieg in das deutsche Universitätssystem von engagierten deutschen Studierenden und WissenschaftlerInnen (MentorInnen) individuell unterstützt.

*Kontakt:* Thea Nieland | E-Mail: imos@uos.de
*Website:* [www.imos.uos.de](http://www.imos.uos.de)

Nordrhein-Westfalen – Universität Bielefeld
Bundesweite Koordinierungsstelle Girls’Day – Mädchen-Zukunftstag


*Kontakt:* Wenka Wentzel | Bundesweite Koordinierungsstelle Girls’Day – Mädchen-Zukunftstag | Kompetenzzentrum Technik-Diversity-Chancengleichheit e.V. | E-Mail: wentzel@girls-day.de
*Websites:* [www.girls-day.de](http://www.girls-day.de) und [www.kompetenzz.de](http://www.kompetenzz.de)
Nordrhein-Westfalen – „Komm, mach MINT.“ Kompetenzzentrum Technik-Diversity-Chancengleichheit e.V.


Kontakt: Ulrike Struwe I Leiterin der Geschäftsstelle
Nationaler Pakt für Frauen in MINT-Berufen „Komm, mach MINT“
E-Mail: struwe@komm-mach-mint.de I www.komm-mach-mint.de

Nordrhein-Westfalen – Technische Universität Dortmund
MinTU – Mädchen in die TU Dortmund

Das MINT-Mentoring-Programm an der TU Dortmund möchte Schülerinnen für MINT-Fächer begeistern und bereits interessierte Schülerinnen die Perspektive eines MINT-Studiums direkt vor Ort und aus erster Hand zeigen.

Kontakt: Jill Timmreck I Gleichstellungsbüro
E-Mail: mintu@tu-dortmund.de I Website: www.tu-dortmund.de/MinTU

Nordrhein-Westfalen – WWU Münster
WWU Graduate Centre

Das WWU Graduate Centre ist die zentrale Einrichtung für Promovierende und Postdocs an der Universität Münster und steht nicht nur dem wissenschaftlichen Nachwuchs offen, sondern auch Wissenschaftler*innen, die junge Forscher*innen anleiten und betreuen oder aber neue Programme für den wissenschaftlichen Nachwuchs anstoßen wollen.

Kontakt: Annah Keige-Huge I WWU Graduate Centre
E-Mail: postdocs.gc@uni-muenster.de I www.uni-muenster.de/GraduateCentre
Nordrhein-Westfalen – Universität Paderborn
Peer-Mentoring-Programm „Einblick!“
Das Peer-Mentoring-Programm „Einblick!“ an der Universität Paderborn richtet sich an Studentinnen mit Promotionsinteresse und möchte den Anteil an Promovendinnen aller Fächer mit diversitätsgerechten Maßnahmen erhöhen.

Kontakt: Julia Steinhausen I E-Mail: peermentoring@uni-paderborn.de
Website: www.uni-paderborn.de/peermentoring

Rheinland-Pfalz – Universität Koblenz-Landau
Ada-Lovelace-Projekt – Rheinland-Pfälzisches Kompetenzzentrum für Frauen in MINT
Das Ada-Lovelace-Projekt ist seit 1997 in Rheinland-Pfalz aktiv, um junge Frauen für Mathematik, Technik und Naturwissenschaften zu begeistern und sie für Ausbildungsberufe und Studiengänge im MINT-Bereich zu gewinnen. Das Projekt setzt einen Fokus auf Diversity.

Kontakt: Anja Schwarz I Leiterin der Zentralen Koordinierungsstelle Ada-Lovelace-Projekt RLP I E-Mail: anjaschwarz@uni-koblenz.de
Website: www.ada-lovelace.com

Sachsen – Technische Universität Dresden
Check-MINT – Mentoring für den MINT-Bereich
An der TU Dresden bietet “Check MINT – Mentoring für den MINT-Bereich” Studieninteressierten einen individuellen Einblick in ihren Wunschstudiengang und das Studierendenleben.

Kontakt: Grit Schuster I E-Mail: grit.schuster@tu-dresden.de
Website: www.tu-dresden.de/check-mint
The symposium is organized by Club Lise Mentoring (Professional School of Education, Humboldt-Universität zu Berlin), the Centre for Engineering in Society (Concordia University Montréal), the UNESCO Centre for Promoting Human Rights at Local and Regional Level (Austria), and Gesamtmetall - Federation of German Employers' Associations in the Metal and Electrical Engineering Industries.

For further information: www.Lise-Mentoring-Netzwerk.de

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