



Sticking with STEM: Who Comes, Who Stays, Who Goes, and Why?

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Deadline for manuscript
submissions:
closed (31 October 2023)

Message from the Guest Editors

Dear Colleagues,

We are seeking contributions to a Special Issue on personal and contextual influences towards, or away from, diverse STEM pathways across stages and settings. The specific theme of “Sticking with STEM: Who comes, who stays, who goes, and why?” points to individual and organizational factors, as well as their impact on the career development process of the STEM workforce. The perspectives of an individual with a basic interest in STEM and that of organizations such as schools and companies that nourish STEM motivations both contribute to the individual’s career development. This Special Issue will address questions such as : what characterizes individuals coming into STEM, who persists and who leaves STEM, and which organizational aspects contribute? How can diversity in the workplace motivate pursuit and persistence of a career in STEM?

Potential topics may include:

- Individual, family, teacher, and peer processes which impact STEM engagement and participation.
- Key factors and good practices which promote STEM engagement and learning within schools, universities and workplaces.
- STEM initiatives, schemes, networks and organizations...





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Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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