LONDON
SCHOOL of
HYGIENE
&TROPICAL
MEDICINE

Equality, Diversity & Inclusion Annual Report

2019/20

Executive summary

It has been a busy year for EDI with the COVID-19 pandemic, and responses to it, highlighting and potentially exacerbating inequalities, including within the higher education setting. Further, the murder of George Floyd and the subsequent Black Lives Matter movement had a significant and important impact, impressing upon LSHTM the urgency and much greater focus that was needed specifically on tackling racial inequalities.

The EDI annual report highlights London School of Hygiene & Tropical Medicine's (LSHTM) activities aimed at progressing EDI during the academic year 2019/20. It also presents staff and student equality data. This executive summary pulls out key points with further information provided in the full report.

- LSHTM's EDI committee was reconstituted and the EDI team re-established at the end of 2019. Subsequently, the terms of reference for the Faculty EDI committee as well as the Athena SWAN working group were revised. MRC Unit The Gambia at LSHTM and the MRC/UVRI & LSHTM Uganda Research Unit are represented on our School EDI committee and during 2019/20 have progressed developing terms of reference for local EDI committees.

- Development of LSHTM's EDI strategy / action plan made good progress during 2019/20 drawing on a broad evidence base including our Staff Survey (2019) and follow up Feeling Valued report (March 2020), Athena SWAN submissions, network suggestions and specific externally facilitated EDI focus groups (June / July 2020). Consultation on the final draft commencing in Autumn / Winter 2020.

- LSHTM Senior Leadership Team responded to a specific call in June 2020 from a new LSHTM Black Lives Matter activist group in developing a number of key commitments including a commitment to constitute a new Council Committee on Diversity and Inclusion with responsibility to scrutinise progress, and to monitor the delivery of structural and cultural change to tackle racial inequalities.

- Tackling Bullying and Harassment

  - Report and Support, an online reporting tool, was launched in September 2020. A longer-term communications and development campaign is planned.

  - During 2019/20, the network of trained anti-bullying and harassment advisors has been expanded to include representatives across all Faculties as well as representatives from within central professional support services. Revision of the anti-bullying and harassment policy also commenced.

- Pipeline data in the full report highlight areas of disparity from post-graduate taught students through to senior academic and management. This data has been drawn on in developing specific objectives within the above-mentioned EDI strategy and action plan. A number of actions have been progressed during 2019/20.

- Staff pay, recruitment and progression

  - Gender pay gap figures were submitted showing some progress against the previous year but still a way to go (mean gender pay gap: 16.9% - decreased from 18.3% in 2019 and median gender pay gap: 9.4% - decreased from 12.5% in 2019). Ethnicity pay gap analysis is planned for 2020/21.

  - Recruitment - All staff responsible for recruitment are required to undertake both recruitment and unconscious bias training, and LSHTM aims to ensure recruitment panel composition is gender balanced and includes representation of BME staff. Anonymous shortlisting for professional support staff was introduced in February 2019, it is anticipated that we pilot anonymous shortlisting initially for junior academic posts. Further specific actions to develop more inclusive recruitment practices will be embedded within our developing EDI action plan, for example to attract BME applicants and women, especially for senior grade roles.

  - Academic progression review committee observers were introduced in 2019/20 and the care taken by all committee members to read and reflect on guidance and applications was noted. Going forward, planned improvements include a more structured approach to ensuring committee representativeness and better embedding EDI contributions in reward and recognition criteria.

  - Positive action to address pipeline disparities and proactive career development support have been noted as areas for more focus also aligning to LSHTM commitments under the Concordat to Support the Career Development of Researchers.

- EDI has been embedded within discussions and planning in how LSHTM has responded to various challenges arising from the COVID-19 pandemic, for example, in the relaxation of carers leave and an equality impact assessment has been kept under review on an ongoing basis.

- EDI communications has been a significant focus this year including developing resources and raising awareness through revised EDI training and various communications channels including online, social media and newsletters. The staff networks have also continued to organise events and informal discussions – as detailed in the full report.

Contents

Introduction

The London School of Hygiene & Tropical Medicine (LSHTM) is a world leading centre for research and postgraduate education in public and global health. Equity is at the heart of LSHTM's mission:

Our mission is to improve health and health equity in the UK and worldwide; working in partnership to achieve excellence in public and global health research, education and translation of knowledge into policy and practice.

It has been a busy year for Equality, Diversity and Inclusion (EDI) with the COVID-19 pandemic, and responses to it, highlighting and potentially exacerbating inequalities, including within the higher education setting. While the murder of George Floyd and the subsequent Black Lives Matter movement have also had a significant and important impact. This report highlights London School of Hygiene & Tropical Medicine (LSHTM)'s activities aimed at progressing EDI during the academic year 2019/20 in this context, as well as presents staff and student equality data.

EDI governance

LSHTM's EDI committee was reconstituted in December 2019 following a period of inactivity and the EDI team re-established. Further work was undertaken in 2019/20 to review and revise the terms of reference for the School EDI committee as well as the Athena SWAN working groups. Each Faculty had previously each had Athena SWAN faculty committees and, during 2019/20, these were extended to cover EDI more broadly becoming Faculty EDI committees. The MRC Unit The Gambia at LSHTM and the MRC/UVRI & LSHTM Uganda Research Unit are represented on our School EDI committee and during 2019/20 have progressed developing terms of reference for EDI committees.

Following the Black Lives Matter movement in June 2020 and in response to calls from staff and students for an independent body, a commitment was made to constitute a new Council Committee on Diversity and Inclusion with responsibility to scrutinise progress, and to monitor the delivery of structural and cultural change.

The organogram (figure 1) below shows the current structure.
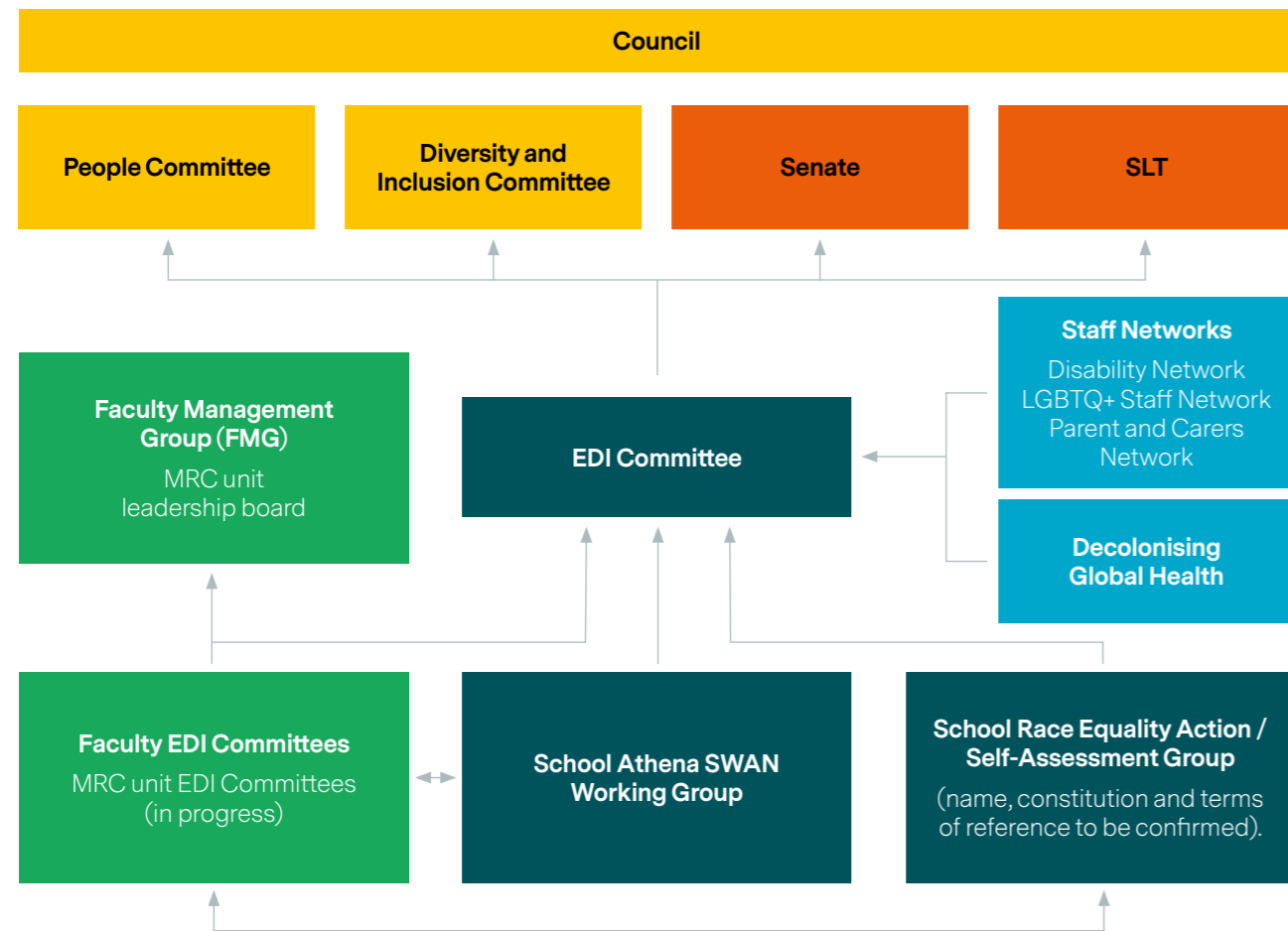
Decision-making committees membership

We have also started to look more closely at the membership of our key decision-making committees and will be looking to ways of ensuring membership diversity going forward.

Table 1 – Senate Committees membership analysis

	Gender		Ethnicity	
	% F	% M	% BME	% White
Student Experience Committee				
Staff	50%	50%	6%	94%
Student	63%	37%	25%	75%
Senate PG Taught Committee				
Staff	46%	54%	15%	85%
Student	50%	50%	0%	100%
Senate Research Degree Committee				
Staff	92%	8%	17%	83%
Student	87%	13%	62%	38%
Research Governance				
Staff	33%	67%	25%	75%
EDI Committee				
Staff	81%	19%	29%	71%

EDI strategy

The LSHTM's EDI strategy and action plan has been under review during 2019/20. The development of these has drawn from a broad evidence base. Staff and student consultation, while restricted to online during COVID-19, has been extensive. The evidence base has included progress against our previous EDI action plan, the Staff Survey (2019) and follow up Feeling Valued report (March 2020), LSHTM's Decolonising Global Health suggestions for actions document (June 2020), Athena SWAN School and Faculty submissions and action plans and BLM testimonies (June 2020). Further, a number of externally facilitated EDI focus groups were specifically arranged in June / July 2020 which invited contributions from a range of identity groups, including the LGBTQ+ community, on religion and belief, disability, and race and these further facilitated discussion on EDI values. EDI was a key focus of the annual LSHTM week providing an opportunity to feedback on progress to date within the EDI presentation. The impact of the COVID-19 pandemic has been considered during the consultation and in drafting of the strategy to date. The EDI strategy is now in its final stages of development with staff and students being consulted on the draft EDI strategy and action plan during November 2020 - January 2021.

Gender pay gap

Mandatory reporting of gender pay gap data was suspended by the UK government in 2020 due to the pandemic. LSHTM chose to voluntarily submit this data given our continued commitment to addressing our gender pay gap and submitted gender pay gap figures as previously in March 2020. The results in summary are as follows:

Hourly rate:

- Mean gender pay gap: 16.9% (decreased from 18.3% in 2019)

- Median gender pay gap: 9.4% (decreased from 12.5% in 2019)

Bonus pay:

- Mean gender bonus pay gap: 78.3% (decreased from 93.9% in 2019)

- Median gender bonus pay gap: 97.5% (increased from 60.4% in 2019)

Proportion of staff group who received a bonus:

- 1.6% of women

- 0.3% of men

LSHTM awarded bonuses to 2 men and 17 women in the 2019/20 round. A possible explanation for this gap arising is the link between staff salary and bonus value, which sees men, who are typically in higher-paying roles, receive bonuses of a greater value.

Analysis of staff data over time suggests that career progression has improved for women. The School identified a number of actions to tackle the gender pay gap within promotion and recruitment processes as well as via our Athena SWAN working group, detailed below.

Bonus awards

We continue to review the provision of bonus payments to ensure these are considered in a fair and transparent manner linked to our annual review processes for academic and professional services staff. We will examine any potential structural issues that may impact on the bonus pay gap, and look for suitable solutions that ensure fairness and equity.

LSHTM completed an Equal Pay Audit in 2018 which did not highlight any pay differentials by grade. Further, progress has been made in applying consistent and fair salaries for senior academic staff with the introduction of professorial salary banding in 2016. A review of the Higher Education Role Analysis (HERA) process was undertaken in 2018 to ensure this process is robust and effective in the role grading for Professional Services staff. Both processes place a strong focus on fairness and transparency in the setting of salary. We will continue this work by monitoring impact and regular benchmarking.

It should be noted that the School is planning to undertake an ethnicity pay gap in 2020/21.

EDI progress during 2019/20

Alongside development of the EDI strategy, a number of initiatives have been progressed.

Staff recruitment

From analysis of our recruitment data, a number of areas for development have been identified. Further work is needed to ensure information on recruitment pages is attractive to BME applicants and women especially for senior grade roles. We will also explore alternative options for advertising. Anonymous shortlisting was introduced in February 2019/20 for professional support staff recruitment; while it is not showing an impact as yet it was implemented part way through the year. It is anticipated that we pilot anonymous shortlisting initially for junior academic posts. The School aims to ensures recruitment panel composition is gender balanced and includes representation of BME staff. Previous changes to recruitment practice included a recommendation that all staff responsible for recruitment should undertake both recruitment and unconscious bias training. While this is now expected, more needs to be done to ensure this is the case in practice. Specific actions to develop more inclusive recruitment practices have been embedded within our developing EDI action plan.

Academic staff promotions

Our staff review committees (at Faculty and School levels) have been concerned for some time that their processes are not well enough known. In the interests of transparency, academic observers were invited in 2020 to attend Faculty and School staff review committees, on the understanding that they did not participate in discussions, kept discussions strictly confidential, and provided anonymous feedback afterwards. Both areas of good practice and areas for improvement have, as a result of the observer feedback

and wider discussion, been identified.

Areas of good practice

- Care taken by all committee members to read and reflect on committee papers including guidance and applications.

- Clear committee procedures, generally open discussion with enough time.

- All applicants appeared to receive a fair hearing and care was given to ensure constructive and supportive feedback is provided to applicants.

Areas for improvement

- More structured approach to assessing and ensuring committee representativeness.

- Greater clarity on how quality is judged for research and education, and especially need for consensus building on judging teaching excellence.

- Greater clarity on relative importance of different internal contributions.

- Better embedding EDI contributions in reward and recognition criteria.

- Need for greater positive action and proactive career development support.

- Meetings are long and could be spread over more than one day.

As a result some changes have been made to committee membership and Terms of Reference (ToR) for the 2020/21 promotions process and to the knowledge generation, education, internal contributions and EDI content in the guidance and processes.

Career development

The Concordat to Support the Career Development of Researchers (the Concordat) was launched in 2008 and is an agreement between HEIs and research organisations to improve the employment and support for researchers and researcher careers in the UK. LSHTM is committed to implementing the principles of the **Concordat to Support the Career Development of Researchers** into its policies and principles and was awarded the HR Excellence in Research Award in 2019. The 2019 gap analysis and action plan based on the **2008 Researcher Development Concordat** can be found **here**.

Following the publication of the revised Concordat in 2019, the School formally signed a letter of commitment to implement the revised Concordat principles in May 2020. The revised Concordat outlines the key responsibilities of the four main stakeholder groups: researchers, managers of researchers, institutions, and funders. For example, institutions are expected to provide the time and opportunities for researchers to develop their research identity and skills, managers of researchers are expected to have regular career development discussions with their researchers and researchers are expected to take ownership of their career. By becoming a signatory, the School commits to the Concordat's three principles which are: Environment and Culture, Employment, Professional and Career Development.

Engagement with research staff is essential for the delivery of the action plan and for measuring successes. As part of this work, the School created in 2020 a Research Staff Forum with a Research Culture sub-group that meets regularly to provide updates on activities to implement the Concordat and improve research culture at the School. The next Staff Survey, planned Research Culture survey and Culture Cafés (based on a model from Wellcome) will also provide information to inform progress on the actions and the views of researchers.

In addition to annual PDRs, each Faculty manages an annual CV review process which aims to give individuals constructive feedback on their academic CV from experienced colleagues who are familiar with all the elements required by the Academic Expectations and Promotion Criteria. Recognising that implementation is currently variable across departments and the need to address inequities in career progression, as shown in the promotions data and the academic pipeline, it is anticipated that the Faculty EDI committees (and Concordat / Research Staff Forum/Research Culture sub group) will develop positive action initiatives as set out in the EDI strategy / action plan.

Training and development

Within the above-mentioned EDI strategy development and consultation, the importance of EDI development and engagement has been highlighted as key.

Over the last few years, a number of specific EDI workshops and online modules (detailed below) have been offered either as part of their first six-month mandatory training or beyond. Confirmation of completion is required as part of the Induction and Probation Checklist. During 2019/20, following feedback from staff and as part of a review of the EDI development offer, the "Equality and Diversity in LSHTM – Addressing Issues Confidently" has been revised to tailor it more directly to the LSHTM context. Further to feedback that the interactive nature of this session enables greater engagement with the issues, it is anticipated that this will be made core to induction with the online modules supplementing this core session from 2020/21.

Further, a 'Respectful Working Cultures' workshop has for the last couple of years been offered termly. This has been reviewed alongside LSHTM's work aimed at tackling bullying and harassment which is discussed further below.

The "Recruitment and Selection Skills" course covers EDI aspects including understanding the implications of equalities legislation. This course is available throughout the year as it is a policy requirement that all staff taking part in interviews, whether appointment boards or within Departments, have undertaken training in interview and selection skills.

Leadership and management training

LSHTM continues to support women participating in Advance HE's Aurora Women's Leadership Programme; during 2019/20 8 women took part in Aurora (both academic and professional services members of staff). There is a competitive application process and we usually receive more than double the number of applicants for the 8 places. As a result, we have developed our in-house programme 'Future Female Leaders', which was transitioned to online during 2019/20 due to COVID-19. This is an action learning based programme, which takes place over six months. It is now in its fifth cohort and can take a maximum of 9 women each year. During 2020/21, we plan to also support staff participating in Advance HE's Diversifying Leadership programme, which focuses on leadership development for BAME academic and professional service staff.

To develop our next generation of research leaders, we have developed the Pathway to Academic Leadership Programme for Research Fellows and Assistant Professors who are in the early stages of establishing themselves as an independent researcher and starting to build a research team. This programme has been reviewed and re-designed during 2019/20 and launched in Autumn 2020 with 19 participants.

We run an accredited Management Development programme called Management in Practice. It is accredited as a CMI Award at level 4 and covers a range of operational management topics from personal effectiveness, coaching and teamwork to negotiation, performance management and decision making.

This has run twice in the past two years. EDI is embedded within the programme, particularly in the case studies and scenarios used, which reflect some of the current situations that managers face in the workplace.

Mentoring

During 2019/20, the mentoring scheme attracted 55 new volunteer mentors and 121 applications from mentees. 75 mentoring pairs were established. Training is run for mentors plus and mentor networking sessions are now run once a term to enable mentors to meet and discuss mentoring experience and raise any challenges. The Training and Educational Development team is now running runs the training and networking jointly with the alumni office who also run a mentoring scheme for students and alumni.

Athena SWAN

As mentioned above the Athena SWAN working group has been reconstituted and work has been under way to consolidate the work activities both at School and Faculty level to progress gender equality. The working group has focused on a number of areas during 2019/20 including staff promotions and supporting parents and carers including contributing to consultation with staff on Working from Home during COVID-19 (discussed further below). The working group facilitated a number of new and expectant parents' chats to find out specific issues faced during lockdown and beyond and as a result a number of recommendations are due to be taken forward including organising parent workshops to be facilitated by Parent and Professional, a UK-based coaching

business, working with organisations to support employees through the transition of becoming a parent at work and beyond.

We also became members of Working Families, a UK's work-life balance charity whose mission is to remove the barriers that people with caring responsibilities face in the workplace, and the Women in Higher Education Network during 2019/20.

The Faculty of Epidemiology and Population Health successfully renewed their bronze Athena SWAN award in 2019/20.

Race equality and Black Lives Matter

The murder of George Floyd in June 2020 and the Black Lives Matter movement impressed upon LSHTM the urgency and much greater focus that was needed specifically on tackling racial inequalities. LSHTM responded to a specific call in June 2020 from a new LSHTM Black Lives Matter activist group. Black Lives Matter-LSHTM (or its more formal organizational expression, the FAIR Network) is an independent grassroots collective of students, staff, and alumni committed to supporting LSHTM's transformation into an equitable, decolonized and anti-racist institution.

The Senior Leadership Team commitments:

- A Senior Leadership Team champion to oversee taking forward actions to tackle racial harassment and discrimination.

- A comprehensive review of learning materials to ensure that they reflect an inclusive and anti-racist approach within education.

- Widening participation with our student admission practices.

- To intensively monitor our recruitment and promotion processes to ensure equitable representation, and where needed adapt our procedures.

- To develop resources and facilitate discussions and training in order to increase awareness of racial harassment and its impact, and increase cultural competence to ensure the whole of the LSHTM community is aware of the role we must play.

- Two new posts – one to support co-ordination of LSHTM's race equality work within EDI and another within the Centre of Excellence for Learning and Teaching with a focus on LSHTM's approach to decolonising the curriculum.

LSHTM also signed up to the Race Equality Charter as a framework to guide our approach to tackling racial inequalities more broadly.

Instigated by our Student Support Services team, staff and student reflective space discussions were organised in July – August 2020. These were facilitated by an external counsellor with experience and understanding of racial trauma, including intergenerational trauma and the cumulative trauma arising from experiences of discrimination.

The Colonial History of LSHTM project commissioned in 2018 has been ongoing, though delayed by COVID-19 related restrictions on access to the archives.

We are grateful to both the Black Lives Matter group and Decolonising Global Health groups for the significant role they have played in pushing forward work on race equality.

Decolonising the curriculum and widening participation

Initial work commenced in 2019/20 in line with the commitments outlined above via a Decolonising the Curriculum working group formed in summer 2020. Pending recruitment to a specific post within the Centre for Excellence in Learning and Teaching to drive LSHTM's approach to decolonising the curriculum, the working group have been meeting to scope of work and interim consultancy support. The consultancy project begins 2020/21 and will involve content analysis of policies, module handbooks and online surveys with current and past students and academic / teaching staff as well as focus groups and interviews.

LSHTM's previous EDI annual reports have reported on the disparities within student recruitment. Further work was undertaken during 2019/20 to explore the questions that the data raises, providing an overview of WP issues within the HE sector and making some initial recommendations as potential ways forward. A working group is to be set up to take this forward in 2020/21.

To support the above work and pending recruitment to the EDI officer role (in July 2020), a Research Fellow was employed during May to October 2020.

Tackling bullying and harassment

LSHTM has a network of anti-bullying and harassment advisors. During 2019/20, the network has been expanded to include representatives across all Faculties as well as representatives from within central professional support services. The advisors have attended anti-bullying and harassment advisor training. This training has been extended to the MRC Unit in the Gambia which is developing an anti-bullying and harassment advisor network.

Work was undertaken in to preparing prepare for the launch of LSHTM's Report and Support tool in September 2020. Further work is planned for 2020/21 focussing on updating LSHTM's anti-bullying and harassment policy, developing a communications and development campaign to promote LSHTM's values and expected behaviours, as well as highlighting microaggressions and bystander interventions.

COVID-19 and EDI

The COVID-19 pandemic has impacted on everyone's lives and has highlighted as well as exacerbated inequalities. In the move to working and studying from home, LSHTM has been considering on an ongoing basis the impact from an EDI perspective. EDI has been embedded within discussions and planning in how LSHTM has responded to various challenges arising as a result of the pandemic in terms of supporting staff and students. We have undertaken an equality impact assessment considering impacts against protected characteristics and have kept this under review on an ongoing basis.

Staff

The Senior Leadership Team relaxed Carers leave policy provisions for all carer's leave requirements related to COVID-19 during April – August 2020; including home-schooling requirements as a result of school closures and caring for dependants. Flexibility continued from September 2020, acknowledging that while schools and nurseries had reopened there continued to be considerable disruption.

In June 2020, LSHTM conducted a working from home survey with all staff based in London and overseas (not including the MRC Units). The aim of the survey was to understand staff experiences of working from home. This informed changes to working from home set up, gauged future flexible working requests and appropriateness of the working from home policy and whether there is the potential to adapt the delivery model of some central services.

Mental health and wellbeing

Additional staff counselling provision has been provided throughout the pandemic, by the University of Westminster's 'Only Connect' service, and in addition LSHTM signed up to an Employee Assistance Programme, which offers access for staff to counselling sessions, as well as a range of support and self-help resources. LSHTM's Wellbeing group continued to meet during 2019/20 to share good practice and develop initiatives to support staff. Wellbeing Fortnight took place in January 2020.

LSHTM now has approximately 60 members of staff trained as Mental Health First Aiders (MHFAisders). MHFAiders are have been providing support both onsite and from home via zoom and using all methods of communication available. MHFAiders are operating on a flexible rota, where they have the option to take a break and remove their availability from the active online list accessed by the LSHTM Community. During 2020 further training for our MHFAiders was paused with the plan to resume in 2021, this was replaced with zoom sessions on how to manage as a MHFAider during the pandemic. A survey was sent to the MHFAiders regarding their response to mental health crisis and support, the report from this survey was shared with Management Board.

Communications, events and networks

EDI communications has been a significant focus this year in terms of developing resources and raising awareness via various communications channels including online, social media and newsletters. The staff networks have also continued to organise events and informal discussions.

The prestigious Women in Global Health lecture is held annually in March to coincide with International Women's Day. It highlights the work of women in health, research and policy worldwide and is given by women who have made a significant contribution to global health research and policy during their careers. In March 2020, we welcomed Fiona Watt, Executive Chair of the Medical Research Council: Adventures of a Woman in Science.

In March 2020, LSHTM hosted a panel discussion in response to increasing reports in UK and international media of racial harassment and abuse towards Chinese and East Asian communities, as a result of the Coronavirus outbreak. Moderated by Edmond Ng, Senior Statistical Analyst for the Global Burden of Disease Independent Advisory Committee, the panel included Hackney Chinese Community Services and Metropolitan Police Service Hate Crime Co-ordinator for Tower Hamlets & Hackney.

Staff networks

LGBTQ+ network

The LGBTQ+ network runs via a specific mailing list with a core group of members leading the organisation of events. For part of the 2019/20 academic year some of this activity has moved online due the pandemic with the formation of a Teams page to host discussions and share resources.

The network organises events including a LGBTQ+ reception for new students in Welcome Week, social events throughout the year, film screenings and discussion events. There is inclusion of global LGBTQ+ seminars and talks in sexual health modules though this is limited to specific programmes and is an area the network would like to see developed. The network has identified other areas for development related to student pastoral issues for students coming to the UK for the first time or coming out for the first time and increasing the network's visibility more consistently across the School. Additional areas that require attention are support for LGBTQ+ overseas travel and the need to develop a strategy for sustainable maintenance and cultivation of the network and its activities with respects to staff and student workload.

One particular challenge faced by the network is the continuity of student involvement given that most students only remain at the school for 1 year. Historically there has been little handover from cohort to cohort.

Decolonising Global Health

Decolonising Global Health LSHTM (DGH-LSHTM) is a community of students, staff and alumni working to address the prevalence and perpetuation of colonial power dynamics in global health.

Disability network

The disability network met informally during 2019/20 and held initial discussions on planning for formalising the network in 2020/21.

DGH Events

Monthly meetings from June 2020 and ongoing	White Privilege Discussion Group – discussing for example: – Reni Eddo-Lodge, Why I am no longer talking to white people about race – Layla F. Saad, Me and White Supremacy – Discussion on the documentary, The Death and Life of Marsha P Johnson
6th July 2020	DGH in Conversation Series: Angela Saini, discussing her book Superior.
5th August 2020	DGH in Conversation Series: DGH invites you to a conversation with musician and performer Rosie Bergonzi about racism, speaking up and **music**.

Parents and Carers' Network (PCN)

The PCN is a supportive network for all members of the LSHTM staff and student community who have caring responsibilities. The network was established during 2019/20 in response to the school closures during the pandemic. The network was initially set up as a Teams discussion site. It enables staff and students to support each other, to share tips, challenges, frustrations and successes.

> 66
>
> I for one am finding it so helpful and interesting to get some insight into colleagues' home situations and how you manage work and family commitments - numbers and ages of children and their different needs.
>
> 99

> 66
>
> It's so reassuring to know others are going through the same challenges as I am!
>
> 99

> 66
>
> Well done for surviving week 5 though, we're all doing amazingly well under the circumstances!
>
> 99

Later in the academic year, the network launched as a more formal network and held an event with support from Working Families and guest speakers from other organisation's parents and carers networks. Because of a link with the UCL parents and carers network, invitations to lunchtime sessions are extended to LSHTM staff.

London School of Hygiene & Tropical Medicine

Keppel Street, London WC1E 7HT
United Kingdom

www.lshtm.ac.uk

- f @LSHTM
- 𝕏 @LSHTM | @inclusionLSHTM
- 📷 @LSHTM
- in lshtm.ac.uk/linkedin
- ▶ lshtm.ac.uk/youtube