EU ACTION PLAN

Recommendation for long term implementation of Gender inclusion in STEM communication in the EU
ABOUT
The EU Action Plan (EUAP) is based on the contributions offered by the 14 Hypatia project’ partners via their Local Action Plans.

MAIN PARTNERS
There are about 183 stakeholders all over Europe and Israel (including Ministries of Education, regional authorities, industries, schools, foundations, universities, research institutes, NGOs, etc.) with which the partners will keep collaborating in the future to promote the dissemination of the Hypatia legacy.

MAIN HYPATIA TOOLS TO BE IMPLEMENTED
The Theoretical Framework; the Toolkit; the Hub; and the Youth Panel.

IN THE HYPATIA MUSEUMS, SCIENCE CENTRES & SCIENCE EDUCATION NETWORKS

THEORETICAL FRAMEWORK
∞ Using and exposing Theoretical Framework as part of the training course for new explainers each year.
∞ Discussing Theoretical Framework and using its principles in staff meetings or other internal working groups regularly.
∞ Exploiting the Theoretical Framework principles as an inspiration to the educational development team and in exhibitions development process.
∞ Using and exposing the Theoretical Framework as part of in-service and pre-service teacher trainings programmes.
∞ Offering the Theoretical Framework as part of workshops for scientists and researchers.
∞ Making the Theoretical Framework available online at: Scientix, GenPORT, Edumodo, Inspiring Science education, RRI Tools, stem.org.uk
∞ Keeping the Theoretical Framework available online on Ecsite’s resource repository.

TOOLKIT
∞ Offering the Hypatia toolkit activities in the museum annual catalogue for schools.
∞ Providing a helpdesk for teachers who intend to implement the Hypatia toolkit activities in their classroom.
- Presenting the Hypatia toolkit and guidelines in annual meetings with teachers and school counsellors.
- Including Hypatia toolkit activities in various museum programmes for families.
- Including the Hypatia toolkit activities in special events like the International Women Day, Researchers Night and Career days.
- Using elements from the Hypatia toolkit activities in the development of new activities (for classes, families, after school programs and summer camps).
- Embedding part of the Hypatia toolkit activities in other EU projects of the museum.
- Making the Hypatia toolkit available online at: Scientix, GenPORT, Edu-modo, Inspiring Science education, RRI Tools, stem.org.uk.
- Keeping the Hypatia toolkit available online on Ecsite's resource repository.

HUBS
- Keeping Hub members informed on gender inclusion activities the museum/science centre does.
- Inviting Hub members to take part in museum activities and events as guests, experts or speakers.
- Continue working with the established gender board or forming a subgroup with a special focus on gender in science communication.

YOUTH PANEL
- Keeping the format of the youth panel as part of the museum strategy.
- Using the group of youth in the process of developing new activities and formats using their ideas and putting them into actions.
- Embed the co-creation nature of the youth editorial boards in other EU projects.

WEBSITE AND SOCIAL MEDIA
- Keeping “alive” and updating the section dedicated to the Hypatia project and its resources on the science centre’s websites.
- Adding gender content in other sections of the science centre/museum’s website.
∞ Posting relevant events, research results and posts on gender in relation to research and STEM education in the museum’s/centre’s Facebook page and other relevant social media.

∞ Keeping Hypatia’s website life “live” two years after the project is finished.

BROCHURES
∞ Distributing brochures dealing with equality and gender inclusion, which express the spirit of the Hypatia project, in various events, conferences and meetings of educators.

∞ Creating and distributing new brochures introducing the Hypatia Theoretical Framework and selected modules of the Hypatia toolkit to teachers.

RESEARCH AND INDUSTRY INSTITUTIONS

THEORETICAL FRAMEWORK
∞ Presenting and discussing the Theoretical Framework in national committees, conferences, round tables, public debates dealing with STEM careers or with STEM education in research institutes & Industry.

∞ Providing the Theoretical Framework to researchers who are involved in the museum activities as a resource for more awareness about gender inclusion.

∞ Embedding gender inclusion aspects in the activities’ content of researchers who will be involved in the museum activities.

∞ Introducing the Theoretical Framework in science communication workshops for young scientists.

TOOLKIT
∞ Sharing the recommended Hypatia toolkit activities among research clubs in universities, research institutions and national industry organizations and asking them to disseminate them among their members to be used by researchers and engineers in their meeting with students in schools.

∞ Creating gender inclusion aspects slides and integrating them in a PPT to be used by engineers/researchers in their meetings with students in schools or in their industry.

∞ Disseminating the availability of the Hypatia toolkit activities in newsletters aimed at research and industry institutions.

∞ Proposing the Hypatia toolkit as a resource for researchers interested in running RRI activities about gender inclusion in science.
Offering the Hypatia toolkit activities as a basis to organize career days with researchers and industry representatives.

Asking the Ministry of Research to send to all research institutions information about the Hypatia toolkit activities.

HUB

Keeping in touch with industry and research partners via email and social media – updating them on gender inclusion activities.

INSTITUTIONAL GUIDELINES

Distributing the Institutional Guidelines among industry organizations and research institutions.

SCHOOLS

THEORETICAL FRAMEWORK

Implementing elements of the Theoretical Framework in teachers’ guides and educational materials.

Introducing the school system to the Hypatia mindset at relevant occasions such as in educational conferences.

Offering curriculum makers to embed the Theoretical Framework.

Distributing a brochure with a summary of the Theoretical Framework to school networks.

Providing the framework as a theoretical basis to the teachers who want to implement the Hypatia activities.

Embedding some elements into outreach workshops aimed at schools and school educators.

TOOLKIT

Maintaining the Hypatia toolkit as a downloadable resource in the museum website.

Keeping “alive” the section of the Hypatia toolkit in other organizations’ websites such the Ministry of Education website.

Disseminating the Hypatia toolkit in future educators’ newsletter.

Including Hypatia toolkit activities and criteria’s in teacher guides for different STEM activities.

Distributing all the toolkit activities and the respective information to schools through the Regional Directory of Education.
Offering **Science Teacher Training Centres** to add a unit on gender inclusion to their ongoing teachers’ trainings for professional development of teachers.

Integrating the Hypatia toolkit and the gender inclusion facilitation guidelines in the curricula of pre-service program and in training of young teachers.

Disseminating the Hypatia toolkit to STEM teachers during public events across the country.

Offering schools to relate to gender inclusion and include Hypatia toolkit activities in **Career days**.

Offering schools to operate Hypatia toolkit activities to school groups during fieldtrips.

Exposing head teachers to the Hypatia toolkit and offering them to share it with their teachers and their school parents’ committees.

Distributing a brochure with a selection of modules of the Hypatia toolkit via the school networks.

**HUBS**

Supporting the teachers of the Hub who showed interest in continuing the implementation of Hypatia activities.

**YOUTH PANEL**

Keeping the format of the youth panel/editorial board as part of the museum strategy in future interaction with schools.

**INFORMAL SCIENCE EDUCATION ORGANIZATIONS**

**THEORETICAL FRAMEWORK**

Providing it as a theoretical resource to other informal science education organizations that express interest in gender inclusion in general and in running Hypatia activities for schools and general public in particular.

Using and exposing the Theoretical Framework during thematic network meetings.

**TOOLKIT**

Keeping the Hypatia toolkit available on other organizations’ websites.

Sharing the Hypatia toolkit activities with managers of informal STEM programs (in science centres, universities youth units, afterschool programs, etc.) to be used by their guides in their meeting with teenagers.
Offering to integrate a gender inclusion session in their professional development programs for guides.

Offering to integrate a gender inclusion session in events, conferences and periodic meetings.

Organizing joint events with other informal education institutions featuring activities from the Hypatia toolkit.

Offering youth movements the option to publish the Hypatia toolkit in their websites and to use it in their guides’ trainings.

Training NGO’s and Informal STEM Education organizations to use the toolkit activities and the gender facilitation recommendations through professional courses (such courses in schools of mediation).

Disseminating the toolkit in future educators’ newsletters.

HUBS

Providing support to the Hub members interested in implementation of Hypatia activities.

INSTITUTIONAL GUIDELINES

Distributing the Institutional Guidelines among informal science education organizations.
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