

MAIN PARTNERS RECOMMENDATIONS **+ ADAPTATIONS FOR NATIONAL** **NETWORKS OF SCIENCE CENTRES**



Table of Contents

Introduction	3
1. Hub Tasks	4
2. Establishing A Hub	4
<i>2.1 Exposing HYPATIA project and starting it in the museum</i>	<i>5</i>
<i>2.2 Mapping existing museum programs and marketing methods</i>	<i>5</i>
<i>2.3 Locating and mapping stakeholders and external existing programs in the field of gender at the local, regional and national levels</i>	<i>5</i>
<i>2.4 Recruiting relevant stakeholders and establishing the HUB</i>	<i>6</i>
<i>2.5 Exposing the project to the public, especially the stakeholders</i>	<i>9</i>
3. Administration of The Hub	11
<i>3.1 Means of communication between members of the Hub</i>	<i>11</i>
<i>3.2 Meetings between members of the Hub and museum staff</i>	<i>11</i>
<i>3.3 Meetings with the panel of teenagers</i>	<i>12</i>
4. The Launch Event <i>Only for Main Partners</i>	14
5. Support for The Establishment and The Operation of The National Hubs	15
<i>5.1 submission dates of the reports</i>	<i>15</i>
<i>5.2 List of national Hub meetings and reports</i>	<i>16</i>
6. Adaptations for National Networks of Science Centres	16



Strategic plan for stakeholder engagement

INTRODUCTION

The main goal of the HYPATIA project is to encourage a large number of girls between the ages of 13 and 18 to opt for the disciplines of Science, Technology, Engineering and Mathematics (STEM) both in school and as a choice of learning and career in the future. The goal will be achieved by two ways, the first is to empower girls in order to discover the variety of STEM related careers for them; The second is to engage schools, museums, research institutions and industry in a more gender inclusive way of communicating STEM.

In order to achieve these overarching objectives, the main working goals are to develop a Toolkit (an accessible, practical, ready to use a digital collection of products for teachers, informal learning organisations, researchers and industry); to organize events engaging teenagers in STEM in and out of school; to create National Hubs to strength the interaction among all the stakeholders and to help in disseminate the Hypatia digital toolkit in a wide scale.

A central component as described above in the project is the creation of National Hubs in the participating countries (Netherlands, Italy, Israel, Denmark, France, Poland, Austria, Spain, Greece, Estonia, Ireland, Sweden, UK and Serbia).

The Hubs coordinated by the Museum Partners and consisting of different stakeholders- schools (science teachers and head teachers), informal educational institutions, local, regional and national authorities, academic research institutes and industries, gender experts, parents as well as young people themselves - will be the key mechanism in the development and implementation of the Hypatia Modules and Events. The National Hubs will ensure that there is cooperation on a national level, they will give a voice to the young people themselves and they will act as a strong link between schools, museums, industries and research institutions in the field of gender and STEM. Linking the stakeholders of the National Hubs to the European Advisory Board of expert stakeholders also allows the project to take advantage of the rich diversity of expertise present within.

In the three years of the project, hubs will develop, turning the museums and science centres into permanent places where questions of gender and STEM are addressed and worked on.

This Strategic plan for stakeholder engagement was created with the support and help of the museum main partners and ECSITE. The proposed plan was presented and discussed with the European Advisory Board via teleconference on the 15.12.2015. All partners' remakes were included in this final document.



In a future meeting of The European Advisory Board we will share the progress of the implementation of the strategic plan by the museum main partners and get their input before handling it to the third parties.



1. HUB TASKS

The Hub will help:

- ✓ To modify and adapt the project modules to the local culture, in order to be used by schools, science museums, industry and academic institutions.
- ✓ To operate modules in the museums and assist if necessary in the implementation of modules in schools or industry.
- ✓ To draw up a calendar of events in order to raise awareness about gender issues in STEM. This task will be twofold:
 - a. To create new events and activities based on the project tools
 - b. To adapt existing events and activities such as: Researchers' night, national science weeks etc., in order to improve their gender awareness and friendliness.
- ✓ To disseminate the Toolkit among relevant target groups. Members of the National Hub will help the museum to forge new contacts and strengthen existing contacts with key people in the formal education, community centres, the academic world, industry, local authorities and government ministries.
- ✓ To respond to requests from external bodies, not necessarily connected to the project, relating to gender and STEM issues.
- ✓ To offer teenagers the opportunity to contribute in the project development.
- ✓ To establish local action plans on how gender inclusion can be integrated in STEM communication even more deeply in national level.

2. ESTABLISHING A HUB

The plan for establishing the HUB consists of several major phases which will be described later in detail:

2.1 Exposing HYPATIA project and starting it within the museums.

2.2 Mapping existing relevant programs and marketing methods, in the museum, that can serve as a framework for the project.

2.3 Locating and mapping stakeholders and external existing programs in the field of gender at the local, regional and national levels.

2.4 Recruiting relevant stakeholders and establishing the HUB.

2.5 Exposing the project to the public, especially the stakeholders.

! In the next sections you will be able to find some recommendations from the main partners for establishing a Hub based on their experience.





2.1 Exposing HYPATIA project and starting it in the museum

- a. Explaining the project and its strategic importance to the **museum staff** (education and guidance, administration, marketing staff) and the **museum board members, natural stakeholders and external relations**.

- ! Bowls with candy next to all employee coffee machines with a bit information about Hypatia (NEMO)
- ! Banners used during activities and present in the open office when not. (NEMO)
- ! Presentation in one of the MT meetings (NEMO)
- ! News item in the stakeholders' newsletter (NEMO)
- ! News item in the digital employee newsletter (NEMO, Universcience)
- ! Expose the project to key members in the museum: The Chairman and Chief executive, the head of scientific explainers, the Head of new medias and numerical departments, press officer, Head of education, Web project officer, Head of the public observatory etc. (Universcience)
- ! Try to involve a maximum of staff and colleagues having personal interest in gender equity and/or public inclusion challenges (sending relevant articles, videos, blogs etc.) (Universcience)

- b. Establishing a supervision team to the project and appointing the HUB leader.

- ✓ Appointment of a supervisory team represented by different museum departments (be aware of gender representation).
- ✓ Appointment of Hub leader from the museum.

The HUB leader will liaise between HUB members and the museum staff, and between external bodies and Hub members. The Hub leader will also serve as the liaison with the project Advisory Board.

Criteria for selecting the Hub leader:

- Interested in promoting women in general, and girls to STEM in particular.
- Easy at forming social contacts.
- Holding a broad strategic vision and familiar with the functioning of the museum.
- Capable of managing a large team.

*It is important to note that the Hub leader does not necessarily have to be Hypatia project's manager. It is preferable to appoint another professional from the museum staff who can contribute knowledge and experience in other fields.

- ! The Hub leader should be senior with connections to different stakeholders (BSMJ)
- ! Leading the hub requires an investment in time! There is need to foster the relationship in addition the first contact (BSMJ)





2.2 Mapping existing museum programs and marketing methods

- a. Identifying existing museum programs and activities that can serve as the framework for integrating gender activities.
- b. Identifying marketing methods and pertinent information relevant to the project's theme.

- ! Creating a list of all programs and conferences we know and asking the hub-members to give input (NEMO)
- ! Incorporate Hypatia activities as part of after school programs (BSMJ)
- ! Adding new "unit" to museum school visits (BSMJ)
- ! Science Week: the day for scholars can be used to implement some of the activities of the toolkit (Universcience)
- ! A good way to inform about the toolkit can be through the museum's educational newsletter and the educational section of the website (Universcience)

2.3 Locating and mapping stakeholders and external existing programs in the field of gender at the local, regional and national levels

Who and what?

- ✓ Locating and mapping existing educational programs in the field of promoting STEM learning in general, and STEM and gender in particular, programs run by the Ministry of Education or other government ministries, local authorities, industrial companies, universities, informal educational organizations, and so on.
- ✓ Locating and mapping key positions in organizations whose aim is to promote women in general but particularly in STEM including non-governmental and governmental organizations. (e.g: all presidents of academic institutions in Israel have women's affairs advisors), including local authorities, National Academy of Sciences, public committees (Israel has a national council to promote women in science and technology, operating under the Ministry of Science).
- ✓ Locating local experts in the field of gender, particularly relating to STEM learning and teaching.

How?

- ✓ Internet searches, publications in the media (on printed and on social networks).
- ✓ Raising the subject at meetings and events attended by the museum staff; to key people in government ministries, such as the Ministry of Education and the Ministry of Science; to key people in centres of informal education; to industrialists, school principals, teachers, researchers, etc.
- ✓ Attending seminars and conferences dealing with gender and STEM issues.

- ! Educational stakeholders: in the frame of the inter ministries Convention for gender equity it is recommended to make contacts with the ministries involved to reach the regional level (Universcience)



- ! Looking for network of NGOs promoting gender equity in ST: they have programs to reach young scholars (Universcience)
- ! Looking for existing programs of local and international industries for example a program of L'Oréal Foundation (Universcience)
- ! Try to identify networks having gender expertise and impact (Universcience)
- ! Adding new relations: The Institute of Gender Studies, gender department, Universities (NEMO)
- ! Using the HUB as the museum benefit with potentials stakeholders for the museum (NEMO)

2.4 Recruiting relevant stakeholders and establishing the HUB

a. Number of members in the Hub

The number of members in the HUB is not limited, but we recommend choosing at least one leading representative from each group of stakeholders: schools, research institute, industry, local and/or regional national authorities, informal educational institutions and a gender expert to serve on the Hub steering committee. The steering committee will be the leading body of the Hub, helping to conduct and organise Hub members including representatives from the panel of the teenagers.

*It is crucial to be aware of gender equality when recruiting members.

- ! Number of Hub members (“steering committee”): 1-2 representatives from each stakeholder, 7-10 members in total (BSMJ)
- ! There is no optimal number, it depends on the position of the science museum in the country : national-local-regional level (Universcience)

b. How to approach stakeholders?

We recommend contacting potential stakeholders at conferences, or by phone calls, through personal emails, with the introductory help from museum board members and museum networks, when possible.

c. Coordinating expectations

During the initial contact we must clearly explain to each stakeholder how she or he will benefit from cooperating. We should specifically state what we expect, and, no less important, examine together what degree of involvement the stakeholder (time and/or money) is willing to provide. This information should be specifically tailored to each stakeholder in accordance with the amount of involvement expected from them. Here are some examples:

Stakeholder	Expectations
Industry & research institutes	<ul style="list-style-type: none"> ✓ To recruit women scientists/engineers to meet students in schools and/or volunteer to lecture in schools or at the museum. ✓ To help in recruiting researchers and engineers to come to the National Launch Event and the seminars.



	<ul style="list-style-type: none"> ✓ To review and give feedback on the guidelines of the Toolkit.
Education local authority	<ul style="list-style-type: none"> ✓ To approach school head teachers to introduce them to the Hypatia project, to encourage them to use the toolkit in their schools and to take part (with their teachers and students) in the Hypatia events. ✓ To invite the museum to present Hypatia project to the municipal education committee and to their education municipality team. ✓ To invite the museum to present Hypatia project to the municipal education committee and to their education municipality team.
The Ministry of Education	<ul style="list-style-type: none"> ✓ To enlist directors of education departments in the national and local authorities to disseminate the Hypatia modules.
Schools (head teachers)	<ul style="list-style-type: none"> ✓ To raise the awareness of the gender issues at their schools, to allow guides from the museum to present the Hypatia modules to the school's staff (teachers, educational counsellors etc.) to encourage their teachers to use the Hypatia modules.
Schools (teachers)	<ul style="list-style-type: none"> ✓ To review and give feedback on the activities of the modules and the guidelines of the Toolkit to be used at schools, museums and industry or academia. . ✓ To help recruiting students to the youth panel.
Gender expert	<ul style="list-style-type: none"> ✓ To review and give feedback on the guidelines for teachers, educators, researchers and industry professionals on how to communicate in a more gender inclusive way. ✓ To take part in the events: to give lectures and presentation to teenagers and to teachers. ✓ To connect the museum partners to additional experts who can give lectures and presentations.
Informal educational institutions	<ul style="list-style-type: none"> ✓ To help in dissemination the Hypatia modules through their institutes – integrating the modules and/or the guidelines in their regular activities.

d. Approaching stakeholders in a way that will attract them to be part of the HUB

Suggestions for presenting the project to stakeholders in general

- ✓ Describe the societal value of equal opportunities that the project will advance.
- ✓ Gather up-to-date information about:
 - The economic needs of the country in the context of the number of employees in the STEM fields and highlight the low representation of women.
 - Women and STEM in your country (the number of women working in STEM fields in industry, the percentage of female students in STEM fields in universities, and in high schools).

Comparing data between various countries can promote action, either as an urge to improve and be better than others, or as a desire to preserve one's position at the top.

You can find examples for relevant information in:

a) The theoretical framework “Criteria for gender inclusion” which was done by UCPH in D2.1

b) Some recent data from 2015 at:

https://ec.europa.eu/research/swafs/pdf/pub_gender_equality/she_figures_2015-leaflet-web.pdf





Suggestions for presenting the project to specific stakeholders (when appealing):

Stakeholder	Possible convincing arguments
Academic institutions	By increasing the number of students who study STEM subjects, academic institutions will be able to accept a wider range of students and sort them from a more diverse pool at higher academic levels.
Industrial companies	By increasing the number of students in STEM fields, companies will be able to employ a wider and more diverse range of higher quality employees.
Ministry of Education	By encouraging girls to study STEM fields, the number of students who choose STEM studies in high school increases.
Schools	Encouraging girls to study STEM, also promotes equal opportunities values stated as national challenges.
Government Ministries dealing with the economy (Ministry of Finance, Ministry of Economy, Ministry of Labor Ministry of Science& Technology etc.)	An increase in the number of students in STEM subjects will increase the school's achievements and its excellence status among parents and students, and will meet the objectives of the Ministry of Education.

e. A panel of teenagers

The structure of the Hub includes a panel of teenagers whose tasks are:

- ✓ To help to select and to co-adapt the activities of the modules for the toolkit.
- ✓ To give their input on the campaign.
- ✓ To act as ambassadors for the project, taking ownership and actively promoting the project agenda via their day-to-day contact with friends and peers.

The participation of the teenagers in the Hub constitutes a different challenge and requires a different approach from that of other stakeholders. Their recruitment and the manner of their participation should be adapted to each country separately.

Here are some suggestions of ways to recruit and attract teenagers to take part in the youth panel and some recommendations for the operating of the panel.

Ways for recruiting teenagers

- ✓ Ask for assistance from teachers who are involved in other programs at the museum to help recruit students from their schools.
- ✓ Offer teenagers who work or volunteer in the museum to participate in the panel.
- ✓ Offer teenagers who participate in special programs in other informal STEM education institutions to participate in the panel.

! The school is put responsible to recruit teens and parents as stakeholders (NEMO)
 ! Recruitment from “friends of the museum” - young workers, volunteers, participated in specific programs for teens. A large investment of time in recruiting (BSMJ)



! Ask parents working in the museum and teachers you know to bring their own children (Universcience)

Ways for attracting teenagers to take part in the youth panel:

- ✓ Market the participation in the youth panel as part of an international social venture.
- ✓ Make an attractive call via social media: *We are seeking for 5 great advisors, to become member of our "Expect everything" circle/board/council.*
- ✓ Ask directly for their help, give them the feeling that you really need their help and take them seriously by giving them specific responsibility over the process.
- ✓ Offer the teenagers something attractive and relevant for them that they can earn for their participation in the panel:
 - To take part in a special appealing workshop with the museum staff (university or business partner can be involved in this training) that can empower them and/or promote their skills/knowledge in a way that will help them in their studies at school and even university or even in their tasks in youth movements etc. .
 - To get "a gift", for example: free tickets for a special event, tickets for cinema, unique gadget, etc.
 - To have special role in events for youth in the museum.

✓ We pay the teenagers as we pay young workers in the museum. it gives them the feeling that they add value! and it may strengthen their commitment (BSMJ)

Recommendations for the operation of the youth panel

- ✓ Working with group of no more than 10 people. (You can start with few more since knowing that some of them can stop participating for any reason)
- ✓ Working with girls and boys letting them work separately and in groups.
- ✓ Appointing a permanent facilitator for the group.
- ✓ Working with a group of teenagers with a narrow range of ages. Teenagers aged 13 are not necessarily interested in the same things as those who are 18 years old.
- ✓ Ensure you receive consent forms from their parents (if necessary, according to the rules in each country).

! 18 hub-members works well (NEMO)

! Split the teenagers by interest: testing/piloting material; editorial board (NEMO)

! Maintenance: Inviting them to museums' events as the museum's members and other VIP (BSMJ)

- ! Give the panel a real importance : we invited two of them to speak at our national launch event and to take part in our tests of activities when they could come, as judges and participants; take them as experts for the test of the activities (Universcience)
- ! Provide museum tickets, drinks and biscuits (Universcience)
- ! Find opportunities to operate meetings of the youth panel which can get some press coverage. On the 10th November 2016 will be launched the first international science centers and museums day and it might be a nice opportunity to do something with the youth panel (Experimentarium)

2.5 Exposing the project to the public, especially the stakeholders

From the time the project is launched and throughout its implementation, the societal and national importance of the project should be paramount. It should be promoted through all of the museum's marketing methods: the museum internet site, social networks, directly approaching newspapers that deal with gender, science, or technology issues, incorporating the subject as an integral part of the wide range of activities conducted in the museum, such as trainings and seminars for teachers and principals at institutes of informal education, and workshops for industrial companies.

- ! PR Department is a very significant in this project – they must be part of the project from the beginning of the project! (BSMJ)
- ! Time taken to explain the project for “important” members of the Hub is significant and time consuming but very important (meetings, long phone calls, written information) (Universcience)

15

3. ADMINISTRATION OF THE HUB

Administration of the Hub encompasses the means of communication between its members and the frequency of virtual and actual meetings.

3.1 Means of communication between members of the Hub

The HUB leader should maintain regular contact with members of the HUB through email, to mark important landmarks in the project's progress and to convey current information regarding gender and STEM.

3.2 Meetings between members of the Hub and museum staff

- ✓ Individual meetings will be held between each stakeholder (or with several at the same time), and the museum supervisory team, beginning with the development of the Toolkit phase from M6 and throughout the implementation ended on M36. Discussions regarding the adaptation of the content to the local target group and its culture, and to how they can help disseminate the programs.



- ✓ Meetings with all stakeholders together at important milestone of the project. We recommend holding the next meetings listed below (minimum of 6 meetings for the main partners during the 36 months of the project and minimum of 4 meetings for the third parties):
 - April 2016 (M10) only main partners

This meeting will take place during the preparation of the pilot phase, soon after the launch event:

 - ✓ Discussing the role of the Hub members
 - ✓ Presenting the modules that will be implemented by the museum during the pilot phase. These modules will be part of the final Toolkit.
 - ✓ Getting advice from of the Hub members on the modules.
 - September 2016 (M14) only main partners

This meeting will take place after the pilot phase:

 - ✓ Getting assistance of the Hub members, according to the feedback received during the pilot, on the modules and the operation before the production of the Toolkit.
 - February 2017 (M19) all partners

This meeting will take place after completing the production of the Toolkit (including all the activities and guidelines developed, tested, and evaluated during the pilot phase). Before the implementation phase:

 - ✓ Presenting the Toolkit
 - ✓ Getting advice on the selection of the 6 modules to be implemented in the country.
 - ✓ Getting feedback on their suitability and advice on the needed adaptation of the modules for various local target groups and cultures.
 - ✓ Offering different ways for stakeholders how to assist in organising and operating seminars.
 - June 2017 (M23) all partners

This meeting will take place before the implementation of the adapted Toolkits modules. Assistance of each stakeholder to the Toolkit implementation by:

 - ✓ Help to create a calendar of events with selected modules.
 - ✓ Give suggestions and offer help to disseminate the Toolkit to schools, academies and industries.
 - Nov 2017 (M28) all partners

This meeting will take place in the middle of the implementation phase.

 - ✓ Updating the hub members about the implementation process to date.
 - ✓ Getting their feedback and recommendation for improving the process.
 - June 2018 (M34) all partners

This meeting will take place near the end of the project.

 - ✓ Presenting the stakeholders, the results of the project in preparation of the final reports of the project.

- ✓ Draw together the local action plan for the sustainability of the Hub and the project modules.

3.3 Meetings with the panel of teenagers

Meetings with the panel of teenagers will be held in a different format than those with other stakeholders. The partners should hold a number of meetings to test the activities before they are actually implemented, to help choose the relevant modules, to share feedback received during the operating of the modules and to discuss ways to approach and engage other teenagers in the events. Direct feedback from the teenagers will be applied accordingly, in order to improve activities before operating the modules and after it.

We recommend holding the next meetings listed below (minimum of 7 meetings for the main partners during the 36 months of the project and minimum of 5 meetings for the third parties):

Feb 2016 (M7) only main partners

Launch meeting in order to:

- ✓ Introduce them to the museum's Hypatia team.
- ✓ Present them the project and discuss with them about the ways they can contribute to its success.

Apr 2016 (M9) only main partners *

- ✓ Test with the teenagers the modules that will be implemented by the museum during the pilot's phase.

*might need more than one meeting.

Nov 2016 (M16) only main partners *

- ✓ Assistance in refining the modules according the feedback received from the pilot in the two countries.

*might need more than one meeting.

Feb 2017 (M19) all partners*

- ✓ Presenting the Toolkit after completing its production (including all the activities and guidelines developed, tested, and evaluated during the pilot phase).
- ✓ Consulting with them about the selecting of the the 6 modules which will be implemented in the country.
- ✓ Testing the modules and get feedback on their suitability for them.
- ✓ Discussing their involvement in the next seminars.

*Should be more than one meeting.

June 2017 (M23) all partners

- ✓ Discussing their involvement in the implementation phase (events and other activities).
Nov 2017 (M28) all partners
- ✓ Updating about the implementation process to date.
- ✓ Discussing their involvement in the next events and other museum and schools activities.
Jun 2018 (M34) all partners
- ✓ Sharing the results of the project.
- ✓ Draw together their recommendation of sustainability of the project.
- ✓ Draw together their recommendation of share teenagers in museum activities.



THE LAUNCH EVENT *only for main partners*

The launch event will be held only in the main partners' countries (Netherlands, Italy, Israel, Denmark, France) during Month 9, bringing together key stakeholders in order to discuss the stakes involved in changing how institutes communicate gender in STEM, raise awareness of upcoming Hypatia activities and advocate for cooperation among stakeholders on gender and for the sake of optimal functioning of the project.

Suggestions for launch event activities

- ✓ Provocative and stimulating lectures on the subject of gender. For example, “The male brain and the female brain” by Prof. Dafna Yoel [2012 TED lecture](#). [New article published in November 2016](#)
- ✓ Satiric performances highlighting gender and career related dilemmas, stereotypes and prejudices.
- ✓ Short lectures for adults similar to the “Science Café” format, focusing on STEM careers, science education and gender.
- ✓ Round table debates with professional moderators on thought-provoking statements related to gender, STEM, and teaching.

It is important to invite media figures and decision makers to the launch event.

- ! We highly recommend to do a launch event: It gives people a sense of belonging and commitment (BSMJ)
- ! To invite a provocative keynote speaker (BSMJ)
- ! To invite guests from similar positions (BSMJ)
- ! To leave time for networking (added values for them) (BSMJ)
- ! A working meeting works better than only presentations (NEMO)
- ! A good opportunity for the members to know each other and to let them exchange about other projects (Universcience)
- ! Try to get the presence of a high responsible of education and people from industry
- ! Give the voice to the youth panel! (Universcience)

19

4. SUPPORT FOR THE ESTABLISHMENT AND THE OPERATION OF THE NATIONAL HUBS

The role of the BSMJ is to coordinate the establishment and operation of the national hubs by giving guidelines and receiving reports on the progress from each of the partners in order to share successes, problems and ways of overcoming obstacles in order to develop institutional guidelines for science museums as National Hubs.

The partners will have to submit brief reports regarding specific issues according to the submission dates listed below. Each report will give information about:



- ✓ Operation the Hub - dates of meetings, the goal and the results of each meetings, individual contacts between the Hub members and the museum staff (meetings, phone call etc.),
- ✓ Dissemination - ways in which members of the hub helped to operate or disseminate the Hypatia modules.

5.1 Submission dates of the reports:

5.1.1 Hub establishment

1.1. Hub establishment and Launch event M8; M11 (*main partners only*)

Recruitment process of hub members: list of hub members, list of meetings (topics and participants) includes successes and obstacles.

Detailed information about the expected launch event (short description, communication channels, expected audience) M8 and results on M11.

1.2 Hub establishment M14 (*third parties only*)

Recruitment process of hub members. list of hub members (names and descriptions), list of meeting dates, topics and participants.

5.1.2 The Toolkit

2.1 Toolkit development & implementation - M15; M20; M24 (*main partners only*)

- a. Information about the involvement of the Hub members in the improvement process of the modules in accordance to the feedback received during the pilot M15 and results M20.
- b. Information about the involvement the Hub members in the process of the selection & adaptation of the modules and the operating of the seminars M20 and results M24.
- c. Events calendar - dates of the coming events, short description of the expected programs and target audience M24.

2.2. Toolkit implementation M20; M24 (*third parties only*)

- a. Information about the involvement of the Hub members in the process of the selection & adaptation of the modules M20.
- b. Information about the involvement of the Hub members in operating the seminars and events M24.
- c. Information about the planned process of involving the Hub members in the process of the selection & adaptation of the modules and the operating of the seminars M20 and results M24.
- d. Events calendar- dates of the coming events, short description of the expected programs and target audience M24.

5.1.3 Dissemination Sustainability Plan M35 (all partners)

Information about the involvement of the Hub members in the toolkit implementation and dissemination held during the last year.

5.2 List of national Hub meetings and reports:

	Main partners			Third parties		
	Hub members Meetings	Youth panel meetings	reports	Hub members	Youth panel meetings	reports
Hub establishment	M10	M7; M9;	M8; M11			M14
Toolkit development & Implementation	M14; M19; M23; M28	M16; M19; M23; M28	M15; M20; M24	M19; M23; M28	M19; M23; M28	M20; M24
Dissemination Sustainability Plan	M34	M34	M35	M34	M34	M35

5. ADAPTATIONS FOR NATIONAL NETWORKS OF SCIENCE CENTRES

Based on the experience of Austria and UK partners, who operates national networks of science centres, we had the possibility to update the “Strategic Plan for Local/National Stakeholder Engagement” to be also suitable for national networks of science centres who want to establish national Hubs.

following a conversation with of Austria and UK partners, we realized that most of the recommendations that were written in D3.2 were suitable also for them but, since national networks of science centres have much more members than any of the museums, and they operate on a much larger scale, they were able to use the recommendations on a national scale.

Still, there are some recommendations that can be added, for networks:

- a. Using the network newsletter to disseminate Hypatia project.
- b. Inviting members of the networks to be part of the National Hub.
- c. Cooperate with organisations which most of their work is in gender equality, not necessarily in STEM.
- d. Dedicating some of the network ongoing meetings to Hypatia project/aspects of gender inclusion in STEM
- e. As working with students directly is not part of networks usual work, working through schools with teachers is a better way to involve young people in youth panels.

