

FORMAT		
1. Name of resource	Hypatia: Gender-inclusive ways of communicating STEM in Science Centres and Museums: A Toolkit	
2. Location	https://www.ecsite.eu/activities-and-services/resources/gender-inclusive-ways-communicating-stem-science-centres-and	
3. Alternative location		
4. Author[s]		
5. Publisher/producer/host		
6. Year	2017	
7. Suggested citation	Hypatia: Gender-inclusive ways of communicating STEM in Science Centres and Museums: A Toolkit. Available at https://www.ecsite.eu/activities-and-services/resources/gender-inclusive-ways-communicating-stem-science-centres-and	
8. Languages in which available	English	
9. Geographic area resource relates to	European Union, but with global relevance	
10. Does the resource relate to a specific time frame?		
11. Type	Report	
	Toolkit/Framework/Roadmap	X
	Sign-post to other resource (database)	
	Case studies	
	Other	X Games
12. If this is part of an initiative, what is the initiative?		
COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS		
13. Explicit links to collections	No	
14. Explicit links to museums/libraries/archives	Yes	
15. Types of institutions the resource covers	Museums	X
	Archives	X
	Libraries	X
	Other	X
	Arts, humanities and social sciences:	X

<p>16. Does the resource relate to specific disciplines?</p>	<p>philosophy, psychology, religion, social sciences, law, politics, language, arts and recreation, architecture, literature, history, geography and ethnology, anthropology, archaeology</p>	
	<p>Science, natural history, technology, medicine, engineering, manufacturing</p>	<p>X</p>
<p>17. If no explicit links to collections, justification for inclusion</p>	<p>The underlining guidelines are valuable for any collections-based organisations that have science collections, whether they are dedicated science museums or not. This resource offers strategies, activities, and games that could be template or inspiration for work directly with collections by empowering young women and helping them explore STEM themes.</p>	
<p>HOW IT CONTRIBUTES TO SUSTAINABLE DEVELOPMENT</p>		
<p>18. Collections-related activities the resource relates to (mark all that apply)</p>		
<p>Develop collections to protect and safeguard wider cultural and natural heritage more effectively, for example by targeting collecting to threatened forms of heritage in strategic ways</p>		
<p>Use collections to promote learning and educational opportunities that contribute to sustainable development more effectively, for example education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development and/or skills development relating to collections</p>	<p>X</p>	
<p>Use collections to promote cultural participation/social inclusion more effectively, for example by reducing barriers to participation, to ensure no-one is 'left behind'</p>	<p>X</p>	
<p>Use collections to promote sustainable tourism more effectively, for example by developing new products based on local cultural heritage, and/or considering the rights of stakeholder groups in relation to collections</p>		
<p>Use collections to support research that contributes to sustainable development (including all forms of personal and self-directed research at all levels that make use of stored</p>		

collections) more effectively, for example by providing effective facilities, collections and information to meet researchers' needs	
Make decisions around collections that contribute to sustainable development more effectively	
i. employment (recruiting, staff training, staff safety)	
ii. energy consumption, greenhouse gas emissions, reduction, monitoring and reporting	
iii. waste management and reduction of waste	
iv. transport (forms of transport, energy use)	
v. commercial activities including copyright and IP	
vi. governance and management	
vii. security, disaster preparedness and risk reduction	
Direct external leadership, partnerships and collaborations towards sustainable development more effectively , for example by developing impactful partnerships	X
19. Does the resource relate clearly to any international conventions (mark all that apply)?	
Culture conventions:	
1952, 71 Protection of Copyright and Neighbouring Rights	
1954 Protection of Cultural Property in the Event of Armed Conflict	
1970 Fighting Against the Illicit Trafficking of Cultural Property	
1972 Protection of the World Cultural and Natural Heritage	
2001 Protection of the Underwater Cultural Heritage	
2003 Safeguarding of the Intangible Cultural Heritage	
2005 Protection and Promotion of the Diversity of Cultural Expressions	
Rio Conventions:	
Convention on Biological Diversity (CBD), Convention to Combat Desertification (UNCCD), Framework Convention on Climate Change (UNFCCC)	
AIMS AND CONTENT	
20. What issues does the resource aim to address?	"Hypatia's toolkit is an accessible, practical and ready-to-use digital collection of innovative activities aimed at teenagers. The collection contains workshops, speed dating, card games, debate scenarios and plays drawn from good practices across Europe. Each activity, called module, has a central focus on gender-inclusive ways of communicating STEM (Science, Technology, Engineering and Mathematics), empowering teenagers and exploring the range of skills that are needed for a great variety of STEM studies and careers open to young people. Every activity contains gender and facilitation guidelines and can

	<p>be implemented by teachers, informal learning organisations, researchers and industry.</p> <p>The activities featured here were developed for science centres and museums.”</p>
21. Intended audience of resource	[museum workers, in particular programming and engagement officers]
22. Process of development	<p>“10 partners, coordinated by the Nemo Science Centre in the Netherlands, and 9 Third Parties are involved in this project. Ecsite is in charge of dissemination activities. Together, the partners form 14 Hubs throughout Europe, with the mission of reaching diverse audiences and fulfilling our most important goal: getting girls' minds and hearts tuned in to science. This is one of the fundamental building blocks of a society in constant progress, development and change.” (https://www.ecsite.eu/activities-and-services/projects/hypatia)</p>
23. Organisation/structure/contents	<p>This landing page links to the following resources:</p> <p>Hypatia Toolkit: Collection of gender inclusive activities designed to be used within Science Centres and Museums</p> <p>Your role in research: Boys and girls perform an experiment to test the characteristics of common substances.</p> <p>Wearable Technology: Participants explore technological tools and materials for the creation of wearable prod</p> <p>Test Yourself: Activity explores the participants’ sub-conscious associations regarding gender and STEM</p> <p>Cooperative card game: A way for the public to discover the role of women in STEM</p> <p>Science Cafe</p> <p>Science Ambassadors or Meet a STEM professional</p> <p>Find Gender Stereotypes: The workshop focuses on gender-stereotyped representations in advertisements <i>(note: Unfortunately the original project websites have not been maintained since the project was completed)</i></p>
FRAMEWORKS	
24. Framework structure	No
25. Relevant policy considerations	No

26. Resources for implementation identified	Yes
27. Specific assessment points/indicators/milestones/action plan for monitoring	No
28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)	
People (social sustainability)	X
Planet (environmental sustainability)	
Prosperity (economic sustainability)	X
Peace	X
Partnerships	X
29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply)	
Gender perspectives	X
North and South perspectives	
HOW THE RESOURCE CONTRIBUTES TO AGENDA 2030 AND THE SDGs	
HOW AGENDA 2030 AND THE SDGs FEATURE IN THE RESOURCE	
30. SDGs and Agenda 2030 specifically mentioned?	No
31. SDGs specifically mentioned?	No
32. SDG targets specifically mentioned?	No
33. SDG indicators specifically mentioned?	No
SDGs AND SDG TARGETS AND LINKAGES	
34. Comments on SDG linkages	This resource can help collections-based organisations to empower young women in STEM contexts. This relates to the SDG targets around education and opportunities, especially 5.1 (end discrimination against women and girls), 5.5 (full and effective participation for women), 5.C (for gender equality and empowerment). Also, 4.5 (remove barriers in education), 4.A (develop inclusive educational facilities), and 8.5 (promote full employment).

	<p>This resource also related to inclusion and access themes, supporting several SDGs, such as 1.4 (access to basic services and property), 9.1 (sustainable infrastructure for inclusion and wellbeing), 10.2 (universal social, political and economic inclusion), 10.3 (remove discriminatory policies and practices), 10.4 (adopt inclusive policies and practices), 11.7 (safe and welcoming green and public places), and 16.10 (protecting fundamental freedoms).</p>
<p>35. SDGs and SDG targets the resource helps advance</p>	
<p>SDG 1: End poverty in all its forms everywhere 1.4 By 2030, ensure that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance</p>	<p>Numbers and proportions of people from particular groups using collections in comparison with demographics in broader society.</p> <p>Numbers of people accessing collections.</p> <p>Number of targeted programmes that aim to enhance access to collections by disadvantaged groups.</p> <p>Sustainable tourism that enhances local communities’ access to basic services, ownership and control over land and other forms of property (including cultural and natural heritage), as well as to technology and markets.</p> <p>Involvement of people from disadvantaged groups in decision-making activities and processes relating to collections and collections-based institutions.</p>
<p>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations</p>	<p>Number of educational and/or training programmes drawing on collections directed to meet the particular needs of persons with disabilities.</p> <p>Number of educational and/or training programmes drawing on collections directed to meet the particular needs of Indigenous peoples’ groups.</p> <p>Number of educational and/or training programmes drawing on collections directed to meet the particular needs of children in vulnerable situations.</p>

<p>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p> <p>4.A Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all</p>	<p>Number and proportion of education facilities that are child, disability and gender sensitive.</p> <p>Proportion of education facilities that provide safe, non-violent, inclusive and effective learning environments for all.</p> <p>Number and type of initiatives to improve effectiveness of learning environments.</p> <p>Support given to other education facilities to make them more inclusive and effective</p>
<p>SDG 5. Achieve gender equality and empower all women and girls</p> <p>5.1 End all forms of discrimination against all women and girls everywhere</p>	<p>Number and proportion of programmes taking proactive steps to identify, reduce and remove discriminatory practices and processes relating to collections and collection-based institutions.</p>
<p>SDG 5. Achieve gender equality and empower all women and girls</p> <p>5.5 Ensure women’s full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life</p>	<p>Number and proportion of women included in programmes, partnerships and processes relating to collections and collection-based institutions at</p> <ul style="list-style-type: none"> i. foundation/entry levels ii. intermediate levels iii. senior levels, including management, leadership and decision-making.
<p>SDG 5. Achieve gender equality and empower all women and girls</p> <p>5.C Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels</p>	<p>Number and proportion of policies relating to collections and collections-based institutions that incorporate gender perspectives to promote gender equality and empowerment of all women and girls at all levels.</p>
<p>SDG 8. Promote sustained, inclusive and sustainable economic growth, full and</p>	<p>Increase in number of people in full and productive employment relating to collections, through job creation and recruitment.</p>

<p>productive employment and decent work for all 8.5 By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value</p>	<p>Increase in proportion of existing staff working with collections in productive employment.</p> <p>Increase in number of men, women, young people and persons with disabilities in development and training programmes drawing on collections that support them in employment.</p> <p>Removal of pay disparities by gender and/or other status for those working with collections.</p>
<p>SDG 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation 9.1 Develop quality, reliable, sustainable and resilient infrastructure, including regional and transborder infrastructure, to support economic development and human well-being, with a focus on affordable and equitable access for all</p>	<p>Development of research-useful collections to support reliable, sustainable and resilient use by researchers and others.</p> <p>Number and proportion of collections facilities and stores that support economic development and human well-being.</p> <p>Number and proportion of collections facilities and stores that provide affordable and equitable access for all.</p> <p>Investment in collections facilities.</p> <p>Inclusion of collections information in regional and transborder initiatives, notably via digital access for discoverability.</p>
<p>SDG 10. Reduce inequality within and between countries 10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status</p>	<p>Collections development to ensure that collections effectively meet the needs of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.</p> <p>Numbers and proportions of people making use of collections in relation to the demographic of the local population</p> <p>Numbers and proportions of people involved in focused programmes aimed at promoting social, economic and political inclusion</p>

	<p>Numbers and proportions of people from different demographic groups involved in decision-making processes relating to collections and collections-based institutions</p> <p>Number and types of partnerships that build relationships with marginalized groups, individuals and communities.</p>
<p>SDG 10. Reduce inequality within and between countries 10.3 Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard</p>	<p>Identification of discriminatory policies and practices, with clear plans to address these, to ensure equal opportunity for all and reduce inequalities of outcome.</p>
<p>SDG 10. Reduce inequality within and between countries 10.4 Adopt policies, especially fiscal, wage and social protection policies, and progressively achieve greater equality</p>	<p>Number and proportion of policies that proactively address equality issues relating to fiscal, wage and social protection considerations.</p>
<p>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable 11.7 By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities</p>	<p>Numbers of people accessing collecting institutions from different demographic groups, notably women, children, older people and persons with disabilities.</p> <p>Increases in numbers of people accessing collecting institutions from different demographic groups.</p>
<p>SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.</p>	<p>Adopt and implement constitutional, statutory and/or policy guarantees for public access to information.</p> <p>Plans in place, and plans implemented to enhance public access to information relating to collections.</p>

16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements		Plans in place, and plans implemented to support fundamental freedoms, in line with human rights, national and international agreements and legislation.			
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	