Call: [HORIZON-CL2-2023-HERITAGE-01-08] — [Cultural and creative approaches for gender-responsive STEAM education]

MAK(H)ERSPACE

Makerspaces Advancing Knowledge for Her Empowerment and Representation



MAK(H)ERSPACE

– Future's Thinkers –

1 – General information

Topic: *Cultural and creative approaches for gender-responsive STEAM education*

Type of action: *Coordination and Support Actions*

Call: *Research and innovation on cultural heritage and CCIs - 2023*

Acronym	MAK(H)ERSPACE
Proposal title	Makerspaces Advancing Knowledge for Her Empowerment and Representation
Duration in months	36
Fixed keyword	Inclusive Education
Fixed keyword	Gender Equity
Fixed keyword	Creative Empowerment

Abstract

MAK(H)ERSPACE is designed to address gender inequality in STEAM education by creating inclusive and supportive spaces for young women. The primary objective of MAK(H)ERSPACE is to provide hands-on, creative learning experiences that enable young women to overcome the challenges of gender bias in STEAM. The project will establish four specialized makerspaces, each dedicated to a core STEM discipline, while integrating artistic elements to enhance learning. These spaces will serve as hubs for innovation, collaboration and skill development. Fully funded by the European Union, the project also guarantees accessibility to those from disadvantaged backgrounds, removing financial barriers that might otherwise limit their participation.

Structured in a three year period, the project will begin with an initial setup phase, including needs assessment, partner engagement and infrastructure development. Subsequent phases will focus on designing and implementing the makerspaces. With a budget of three million euros, the project will collaborate with universities, NGOs, research centers and technology companies across European member states.

The expected outcomes include increased participation of young women in STEAM fields, a measurable reduction in gender disparities in STEAM education and the development of a sustainable model for gender-sensitive learning. Through a comprehensive transfer-of-results strategy, the project will provide open-access educational resources and mentorship and training sessions for educators to integrate inclusive teaching methodologies into their curricula. Public events, exhibitions and social media campaigns will further amplify the impact.

In the long run, MAK(H)ERSPACE aspires to foster a future where gender does not determine one’s ability to succeed in these fields. By empowering young women with the skills, confidence and opportunities to thrive, the project will contribute to a more innovative, diverse and equitable society.

2 – Participants

List of participating organisations

	Participating Organisation Legal Name	Country
1	European Schoolnet	Belgium
2	Science Center NEMO	Netherlands
3	Globe One Digital	Greece
4	TecnoCampus	Spain
3	Politecnico di Milano	Italy
6	University of Warwick	United Kingdom
7	EIT Culture & Creativity	Germany
8	WeAreTechWomen	United Kingdom
9	European Women in Tech	Netherlands

3 – Budget

No	Participant	Country	A) Direct Personnel costs	B) Other Direct Costs	C) Direct Cost of Sub-contracting	D) Indirect Costs	E) Total Estimated Eligible Costs	F) Requested EU Contribution
1	European Schoolnet	BE	€376,000	€97,900	0	€113,725	€576,625	€576,625
2	Sciene Center NEMO	NL	€290,000	€133,318	0	€76,079	€390,397	€390,397
3	Politecnico di Milano	IT	€152,500	€63,750	0	€42,658	€191,687	€191,687
4	Global One Digital	GR	€196,950	€67,470	0	€62,525	312,625€	312,625€
5	TecnoCampus	ES	€130,000	€62,850	0	€57,850	€249,200	€249,200
6	University of Warwick	GB	€140,000	€64,100	0	€61,550	€286,900	€286,900
7	EIT Culture & Creativity	DE	€96,000	€39,400	0	€38,171	€219,250	€219,250
8	WeAreTechWomen	GB	€178,500	€62,145	0	€50,230	€276,150	€276,150
9	European Women in Tech	NL	€220,000	€64,350	0	€69,550	€332,900	€332,900
	Total		€1,780,950	€645,350	0	€572,388	**€2,998,571**	**€2,998,571**

MAK(H)ERSPACE

	Participating Organisation Legal Name	Country
1 (Coordinator)	European Schoolnet	Belgium
2	Science Center NEMO	Netherlands
3	Politecnico di Milano	Italy
4	Globe One Digital	Greece
4	TecnoCampus	Spain
6	University of Warwick	United Kingdom
7	EIT Culture & Creativity	Germany
8	WeAreTechWomen	United Kingdom
9	European Women in Tech	Netherlands

1. Excellence

1.1 Objectives and ambitions:

This project addresses global gender inequality, particularly in STEAM education, where women remain underrepresented despite making up almost half of the population. Gender disparities in these fields hinder societal progress and innovation. The EU prioritizes gender equality, aligning with global initiatives like the UN's 2030 Agenda for Sustainable Development. While progress has been made, a comprehensive solution that combines cultural and creative approaches to STEAM education is still needed. The urgency for action is clear, as the gender gap could take centuries to close at the current pace. We aim to create a project that values merit over gender and fosters collaboration across all voices.

Specific Objectives	**Reference to the topic**	**Utility in the project**
Creation and Coordination of the Network (WP1)	*"Establish a coordination network [...] to develop a better understanding of the potential benefits of cultural and artistic approaches in traditional STEM education, research and innovation."*	Establishing a strong network fosters collaboration between educators, students, industries, and policymakers, promoting makerspaces as inclusive learning hubs.
Providing Open-Access Educational Resources (WP2)	***"****Demonstrating successfully a selection of essential tools enabling collaborative research and innovation activities of users within the ECCCH [...]. All basic infrastructure components should be provided as open-source, with proper documentation and training material to enable other consortia to cooperatively contribute data and tools to the cloud platform."*	Open-access educational resources ensure equal opportunities for all, providing free toolkits, lesson plans and training for teachers and mentors in gender-sensitive STEAM education.
Contribution to the organization of activities during the "EU STEAM Week for Future Women Innovators" (WP3)	***"****Pilot for the first European Union "STE(A)M week for future women innovators" [...] engaging at least 4000 students in STEM educational activities through cultural and creative approaches."*	200 girls from 10 schools, between 10 and 18 years of age, will engage in several activities through creative, art-integrated labs. The initiative will spark curiosity, build confidence and challenge stereotypes, encouraging participants to envision themselves in STEAM careers.
Policy guidelines for STEAM education (WP4)	*"Provide mutual learning opportunities and develop evidence-based recommendations for policymakers and relevant organisations, wishing to adopt a STEAM approach [...]. Develop innovative policy solutions/recommendations to*	Policy recommendations to advocate for inclusive curricula, gender-sensitive teacher training and equitable assessment practices. These

	increase cultural literacy to positively affect society and provide ways that those solutions could be integrated into the education policies in Europe."	recommendations aim to influence educational reform at institutional and governmental levels, ensuring that gender equality in STEAM becomes a systemic priority.
Dissemination and exploitation of results (WP5)	*"Examining the effects of such approaches on competitiveness, gender equality, and talent recruitment and retention in STEM-driven innovation, including in CCIs, where women are underrepresented."*	A strong dissemination strategy maximizes the project's reach, raising awareness, sharing best practices and ensuring long-term impact.
Establishment of virtual Mak(h)erspaces (WP6)	*"In order to improve girls' participation and interest in these fields from an early age, a STEAM approach, [..], can prove particularly useful. By highlighting the social impact and market relevance of research and innovation, the interdisciplinary STEAM approach can strengthen the appeal of scientific and technological careers, and make new products, including from the CCIs, more gender sensitive."*	Mak(h)erspaces provide virtual spaces where young women can explore, innovate and develop technical skills, with ongoing evaluation to enhance their effectiveness. These makerspaces will remain active online and will be developed physically during the STEAM Week.

1.2 Methodology:

The MAK(H)ERSPACE project aims *to address gender inequalities in education and STEAM professions* by creating a sustainable ecosystem for young women. The project targets 200 girls from 10 secondary schools across participating regions, with the potential for other interested girls to join and participate in other initiatives. The spaces are designed to offer practical educational tools, mentorship, and foster community-led innovation. Collaboration with educators, mentors, and local stakeholders will co-design Mak(H)erspaces that respond to their communities' needs. The *ultimate goal* is to create a more inclusive environment that reduces difficulties for all by promoting practical education and raising awareness about policies aimed at long-term impact. The central element of this methodology is the creation of ***four inclusive spaces,*** known as *makerspaces*. These are learning labs where students can share information, explore different disciplines and develop unique projects. The uniqueness of these labs lies in the integration of art into each of the STEM fields, with the aim of adopting a cultural and creative approach to engage with scientific and technological subjects. This will allow young women to feel more empowered and to approach the workforce in these sectors with greater confidence. A key aspect of the methodology concerns ***inclusive models***, which focus on the integration of various key figures. In this way, the ultimate goal – change – can be fully achieved through a bottom-up approach that fosters the creation of a learning community based on collaboration among teachers, students and industry professionals.

The core of the MAK(H)ERSPACE project lies in the creation and coordination of a broad, inclusive, and dynamic network of stakeholders (WP1), led by European Schoolnet. This network will span

across Europe, bringing together actors from gender-sensitive STEAM education, cultural heritage, digital innovation, and policy sectors to co-develop inclusive makerspaces and promote sustainable collaboration. The process begins with **Task T1.1: Mapping of Stakeholders** (M1–M6), led by European Schoolnet. Through collaborative interviews, research, and data analysis, partners will identify relevant stakeholders, who will be categorized by sector, role, and geography. This stakeholder map will be presented and discussed during an in-person meeting and will serve as a key reference point throughout the project. All partners will actively participate in the mapping phase to ensure a shared understanding of the ecosystem. Building on this foundation, **Task T1.2: Open Call for Participation** (M2–M7), led by TecnoCampus, will officially invite selected stakeholders to join the project. The open call will be co-drafted by We Are Women in Tech and European Women in Tech, adapted and disseminated by Global One Digital, and evaluated by TecnoCampus. Selected stakeholders will be onboarded and granted access to digital spaces, documentation, and info sessions to ensure their meaningful involvement. To facilitate ongoing collaboration, **Task T1.3: Coordination Setup** (M1–M9), led by NEMO, will ensure the establishment of a structured and transparent coordination process. This includes regular online meetings, validation of the stakeholder mapping, a shared calendar, and the drafting of an internal coordination protocol by European Schoolnet. These measures will help track milestones, monitor progress, and adapt strategies where necessary. The long-term engagement and activation of this network will be guided by **Task T1.4: Stakeholder Engagement Strategy and Toolkit** (M6–M12), led by EIT Culture & Creativity. In partnership with Politecnico di Milano, the University of Warwick, TecnoCampus, and European Women in Tech, EIT C&C will design a comprehensive strategy rooted in research and stakeholder profiling. The toolkit will offer communication templates, engagement protocols, and gender-sensitive facilitation techniques tailored for inclusive STEAM environments. Finally, **Task T1.5: Development of a Digital Dashboard for Stakeholders** (M9–M16), led by Global One Digital, will create a digital dashboard integrated into the project platform. This interface will visualize the stakeholder ecosystem and serve as a central hub for collaboration and transparency. The dashboard will support knowledge-sharing, inspire peer engagement, and reinforce the community-driven ethos of the project. Among the first steps of the project there will be to gather information about gender disparities in STEM fields and understand how creative and cultural approaches can help diminish this gap **(WP4)**. First, there will be the **formulation of gender-inclusive education policies** (M6-M18) **[Task 4.1]** with the development of inclusive STEAM education policy recommendations through a three-phase process: policy landscape analysis, stakeholder consultations, and collaborative drafting. The partners WeAreTechWomen, EUN, PoliMi, and EIT C&C will map existing gaps and best practices, gather insights via focus groups and interviews, and host a validation workshop to produce a comprehensive policy framework and executive brief. Then **Task 4.2: Developing Training Guidelines for STEM Educators** (M10-M24), led by WeAreTechWomen, will create modular, evidence-based training guidelines for STEM educators. Drawing on outcomes from WP2 and WP6, and with input from European Schoolnet, PoliMi, and European Women in Tech, it will translate pilot experiences into practical, flexible tools. Peer-reviewed modules and feedback-informed iterations will result in a downloadable toolkit and print-ready handouts hosted on the project platform. Finally, **Task 4.3: Creating a gender impact monitoring toolkit** (M20-M30), led by European Women in Tech, will design a practical toolkit to assess gender impact in STEAM education settings. With support from PoliMi, EUN, EIT C&C, and WeAreTechWomen, it will define core impact indicators, create

user-friendly tools for schools and informal contexts, and deliver a multilingual, accessible resource. A webinar will introduce the toolkit to educators and policymakers, facilitating its adoption.

Access to inclusive, high-quality educational materials remains a key barrier to participation in STEAM fields, particularly for girls and young women from underrepresented backgrounds. Open-access resources play a critical role in addressing this disparity by removing economic, geographic and institutional barriers to learning. Within the Mak(H)erpace project, open-access educational content is not only a tool for knowledge dissemination, but also a strategic instrument to foster equity, inclusion, and innovation in STEAM education. By making learning materials freely available and adaptable, the project empowers educators, mentors, and learners to engage with STEAM content in a way that reflects diverse needs, learning styles, and cultural contexts. A concrete objective of the project is to **provide open-access educational resources (WP2)** and content that will encourage STEAM learning. WP2 aims at ensuring equal access to high-quality gender-sensitive learning materials through a fully open online platform, also supporting teachers and mentors with well-organized training programs. This process will support the pedagogical ambitions of the MAK(H)ERSPACE initiative supplying contents and tools necessary for inclusive and scalable learning experiences. In **Task 2.1: Development of lesson plans and toolkit** (M3-M36) the leading partner European Schoolnet will manage the development of a pedagogical and inclusive framework for open access educational content, by first creating standardized lesson plan templates and toolkit formats. The creation of these templates will be co-developed thanks to input gathered from all project partners to ensure consistency and alignment with inclusive educational goals. Following approval, content development will be undertaken collaboratively by Politecnico di Milano, University of Warwick, TecnoCampus and Science Center NEMO, with each partner contributing expertise in specific subject areas. Once drafted, the materials will undergo internal review and pilot testing within the consortium. Following successful evaluation, the resources will be shared with the broader network for consultation and feedback. All coordination meetings related to this task will be conducted online. Outputs from Task 2.1 will feed directly into the activities carried out in WP3 and WP4. **Task 2.2: Development of the online platform** (M6-M36), led by Globe One Digital, will have the goal of designing and developing the MAK(H)ERSPACE platform. This platform will serve as the central access point for educational resources, training materials and networking tools. Initial efforts will focus on mapping and defining the platform's key sections, such as "About Us," and other relevant areas that enhance user engagement and understanding of the project. Technical development will cover visual interface design, user dashboards, a content management system, secure login functionalities and search tools. Educational content developed under Task 2.1 will be integrated into the platform by European Women in Tech. Once internal testing is completed and all quality assurance steps are approved, the platform will be launched and promoted by EIT Culture & Creativity. The platform will support ongoing activities in WP4 and WP5. **Task 2.3: Teacher and mentor training** (M1-M36) will see European Schoolnet as the leader. This partner will design and implement a training programme for teachers and mentors, focusing on STEAM subjects and gender-responsive pedagogical approaches. Training will be delivered through online workshops and webinars, structured around the four main subject areas identified for the MAK(H)ERSPACE Lab. NEMO will support logistical planning to ensure accessibility and will conduct post-training surveys to collect feedback. European Women in Tech will organize practical workshops emphasizing interactive,

hands-on learning experiences. The training programme developed under Task 2.3 will directly support implementation activities in WP4 and capacity-building efforts in WP5.

The **EU STEAM Week for Future Women Innovators** represents the core of the project's outreach and engagement strategy. It is a five-day hybrid event that will take place at Science Center NEMO in Amsterdam (Netherlands) and simultaneously online via the platform developed by Globe One Digital. The event will gather young women aged 10 to 18 from across Europe. We expect to welcome approximately 4000 attendees overall, with 120 young women participating in person, also visitors and guests, and over 1,000 online attendees through streaming sessions and virtual workshops, which will be available prior to the event through the online makerspaces.

On day zero, participants will arrive and take part in an orientation session, familiarizing themselves with the venue and the event's schedule. This session will be led by European Schoolnet, which will present the initiative's goals and objectives **[WP3 Task 3.2]**. Throughout the week, participants will also attend conferences featuring female role models from the STEAM fields. These role models will share their personal stories of career journeys, offering inspiration and tangible examples of how change is possible. Their presence will not only motivate the participants but will also provide mentorship throughout the activities. The involvement of these mentors aims to break down barriers and foster closer connections between the young women and their role models, showing them that such successes are achievable **[WP3 Task 3.3].**

The following day, the activities will begin with the Technology Lab at TecnoCampus, where participants will dive into gamification, robotics, and coding. The lab will focus on creating educational games using digital tools, offering a hands-on experience that aligns with the goals of fostering accessible learning and encouraging innovation. The workshop will emphasize not only the acquisition of technical skills but also creative problem-solving, thus contributing to the development of digital literacy in a way that is inclusive and forward-thinking **[WP3 Task 3.4].**

On day three, the focus will shift to the Science Lab at Science Center NEMO, where participants will engage with physics, chemistry, and biology through interactive exhibits and hands-on exploration. The girls will have the opportunity to create public exhibits, gaining real-time feedback from visitors. This interactive learning experience will give them a deeper understanding of scientific concepts and inspire them to pursue STEM careers by demonstrating the power of experimentation and collaboration **[WP3 Task 3.5].**

Day four will be centered on architecture, with the Engineering Lab hosted by Politecnico di Milano. Here, the young women will explore the concept of inclusive and sustainable urban spaces, using cutting-edge software to design models that could shape future cities. This experience will not only introduce them to the world of architecture but also offer a chance to engage with the principles of sustainability. It will inspire participants to think about how they can make a meaningful impact on the built environment, encouraging them to consider how they can create solutions that benefit their communities and the planet **[WP3 Task 3.6].**

On the final day of the week, participants will engage in the Mathematics Lab led by the University of Warwick, where they will explore fractal geometry and symmetry through digital and physical

artworks. This interdisciplinary approach will show how mathematical concepts can be integrated with art, making abstract ideas more engaging and accessible. The week will culminate in a collaborative exhibition, where the participants will showcase their work. The exhibition will highlight their creativity, skills, and the knowledge gained throughout the week, while also promoting the value of collaboration and shared cultural expression **[WP3 Task 3.7].**

To conclude the week, there will be a final conference to thank all the partners involved, followed by a celebratory catering event to recognize the week's success. This will provide an opportunity for all participants, mentors, and partners to reflect on the outcomes and evaluate the impact of the event. Feedback gathered from this session will be invaluable for shaping future editions of the event and ensuring that its goals of inclusion, empowerment, and education continue to be achieved **[WP3 Task 3.8].**

Throughout the event, outreach efforts will ensure the participation of a diverse group of young women. The project will actively engage local and regional networks to maximize the reach of the event and encourage the participation of young women from various backgrounds. Informational webinars and pre-event activities will further enhance engagement, providing potential participants with the opportunity to learn more and prepare for the experience. These efforts will ensure that the event is inclusive, reaching as many young women as possible, and creating a meaningful, lasting impact **[WP3 Task 3.9]**.

Quantitative data will be gathered through participation rates, gender and geographic diversity metrics, engagement metrics on the online platform, and completion rates of activities. Qualitative feedback will be collected through structured observations, surveys, and short interviews, assessing learning outcomes, confidence levels in STEAM subjects, and participants' perceptions of gender inclusivity in STEAM fields. Additionally, pre- and post-event surveys will measure changes in participants' interest in STEAM careers and their sense of belonging in these fields. The data collected will be integral to the creation of a comprehensive final evaluation report, which will inform policy recommendations aimed at improving gender-sensitive STEAM education. These findings will also be incorporated into **WP6** for further dissemination and communication. The visibility and long-term impact of MAK(H)ERSPACE will be demonstrated through a structured and strategic plan for **promotion and dissemination and exploitation of results (WP5)**. This work package ensures that the results and objectives achieved throughout the project are not only documented but also widely shared, thus amplifying the potential for scalability, policy recommendations, and long-term engagement. The primary step will be to finalize the phase of **Dissemination to key target groups, Task 5.1** (M12-M36), led by Globe One Digital, when there will be the coordination of a strategic communication campaign across multiple platforms to promote project outputs. Working with EUN, WeAreTechWomen, European Women in Tech, and EIT C&C, it will ensure tailored outreach to educators, women in STEM, and innovation stakeholders. Dissemination effectiveness will be tracked through analytics and feedback loops. Following this first phase, **Task 5.2: DIssemination through the Online Platform** (M15-M36), also led by Globe One Digital, is going to have the purpose to enhance the online platform from WP2 into a central hub for project dissemination. It will host resources, toolkits, and interactive modules developed by European Women in Tech and WeAreTechWomen. EUN ensures accessibility, while NEMO and EIT C&C contribute to digital storytelling, content design, and

user engagement strategies. The final task of WP5 will be **Task 5.3: Final conference and exploitation roadmap** (M30-M36), led by Science Center NEMO who is going to have the task of organizing and hosting such an event. WP5 is concluded with a high-profile conference showcasing project results, including the Gender Monitoring Toolkit and virtual Mak(h)erspaces. EUN manages stakeholder participation, and WeAreTechWomen moderates discussions. European Women in Tech, WeAreTechWomen, and EIT C&C co-develop a roadmap for future exploitation and scalability of the project's key innovations. Collectively, these activities will ensure that the MAK(H)ERSPACE initiative not only reaches a broad audience but also leaves a lasting impact on the discourse surrounding gender-sensitive STEAM education. Dissemination activities under WP5 are not conceived as auxiliary measures but as a fundamental pillar of the project's mission: to inspire, inform, and influence a more inclusive future in education and innovation. The main creation of the project, i.e. the Mak(h)erspace will be usable both virtually and physically during the STEAM week. **WP6** focuses on the creation of innovative **virtual Mak(h)erspaces** designed to foster inclusive, engaging and hands-on learning experiences in STEAM education. These digital environments will serve as collaborative spaces where students can experiment with technology, creativity, and problem-solving, regardless of their physical location or background. Through a user-centered design and iterative development process, the work package aims to support gender equity, accessibility, and educational innovation by offering flexible, experiential tools that respond to the diverse needs of learners and educators across Europe. **Task 6.1: Design of virtual Mak(h)erspaces** (M6-M15), led by Science Center NEMO, is going to involve a co-creation process with TecnoCampus to design inclusive, user-friendly virtual spaces. Supported by PoliMi, WeAreTechWomen, EUN, and the University of Warwick, it integrates pedagogical usability, accessibility, and inclusive design principles through participatory workshops and iterative feedback cycles. Furthermore, **Task 6.2: Development of the platform** (M12-M24), led by Globe One Digital, will finalize and bring the virtual Mak(h)erspaces to life, building the core digital infrastructure. Supported by TecnoCampus, PoliMi, Warwick, and WeAreTechWomen, it involves prototyping, testing, and resource integration. The platform will feature interactive STEAM activities and educational materials drawn from across the project. Ultimately, **Task 6.3: Testing and monitoring of virtual Mak(h)erspaces** (M24-M36), led by Science Center NEMO, will ensure the functionality and impact of the digital platform through user testing and feedback. Warwick, EUN, and Globe One Digital lead pilot sessions and refinement cycles, while PoliMi supports technical fine-tuning. European Schoolnet oversees school engagement, and WeAreTechWomen ensures gender-responsive evaluation tools. The last Work Package of the project will be about **Project Management (WP7)**. Such WP will provide the structural backbone for the successful execution of the project. It ensures coherent coordination, strategic oversight, and efficient administration across all activities and partners. By integrating adaptive steering mechanisms, robust monitoring tools, and transparent governance processes, this work package supports the delivery of high-quality outcomes in line with both the project's objectives and the requirements of the European Commission. WP7's cross-cutting nature connects it to all other work packages, enabling proactive risk management, streamlined communication, and effective resource allocation throughout the project lifecycle. **Task 7.1: Strategic decisions** (M1-M36), led by EIT C&C, has the purpose of monitoring external trends and developments to ensure the project's strategic direction remains relevant and adaptable. It includes scenario planning and strategic alignment with broader EU initiatives. **Task 7.2: Coordination and project monitoring** (M1-M36), led by Globe One Digital, will ensure smooth implementation of the

work plan, reporting to the EC, and maintaining high standards of operational, financial, and technical management. Tools like a collaborative intranet, quality control procedures, and a risk management plan will support oversight. Ultimately, the last task of WP7 will be **Task 7.3: Administrative and financial management of the consortium** (M1-M36), led by European Schoolnet. This task will focus on the day-to-day administrative operations, cost tracking, payment management, and compliance. It includes consortium coordination, reporting preparation, and meeting documentation to ensure financial and contractual accountability.

Despite the MAK(H)ERSPACE project's methodology being designed to minimize challenges, certain obstacles remain, which are viewed as opportunities for improvement. A key challenge is ensuring inclusiveness, particularly for marginalized young women from disadvantaged backgrounds. The project addresses this by starting small, building networks within local communities, and providing essential tools to bridge the digital divide. Another challenge is coordinating a diverse network of actors while maintaining a shared vision. To address this, a governance model with clear roles and timelines will be established early on. Additionally, transitioning from a grassroots initiative to systemic reform may face institutional resistance and delays. The project will engage policymakers with evidence-based results and adaptable models, accompanied by testing phases to demonstrate feasibility and scalability. Long-term sustainability is also crucial. To ensure the continuity of Mak(h)erspaces and their educational relevance post-project, stable partnerships with educational institutions and private sponsors will be pursued. An open-access digital platform will host resources, training materials, and a community space, supporting ongoing collaborative and autonomous learning beyond the project's formal duration.

This methodology combines practical implementation —through the creation of creative and inclusive spaces, with a strategic approach aimed at developing more equitable and sustainable educational policies. Through collaboration among stakeholders from various sectors and the integration of innovative, interdisciplinary approaches, the project seeks to dismantle the systemic barriers that continue to hinder access to education development, particularly for individuals from disadvantaged backgrounds. The ultimate goal is to build an inclusive and dynamic educational ecosystem that recognizes creativity as a powerful tool for learning and social transformation.

2. Impact

The MAK(H)ERSPACE project has a well-defined path to achieve its objectives and expected impacts in different areas. This path includes the integration of physical and digital labs, accompanied by training for students and teachers, with the aim of directly addressing the gender gap in STEAM education. The project is designed to grow progressively, with the expectation that, once implemented, its results can positively influence a growing number of schools and communities, Making a significant contribution to initiating systemic change in teaching practices and providing concrete opportunities for personal and professional growth within STEAM, both for young girls and for educators, mentors and teachers, in particular in terms of inclusiveness and innovation in education. MAK(H)ERSPACE has developed concrete measures to maximise expected impacts, as outlined in the dissemination and exploration plan. The project will actively involve stakeholders from various sectors through events, exhibitions and the STEAM European Week, promoting the results achieved and raising awareness on the integration of gender-sensitive STEAM education across Europe. Collaboration with universities, research centres and cultural institutions will ensure that the results are applicable at European level and can be replicated and expanded. In addition, the project will produce free-of-charge teaching materials and resources, ensuring that its results are shared with educational institutions, teachers and policy makers. This approach will contribute significantly to generating a lasting impact both in the short and long term, positively influencing the educational and vocational training of future generations, with a particular focus on inclusiveness and innovation in STEAM.

2.1 Project's pathways towards impact

The **MAK(H)ERSPACE** project is designed to envision a future in which **gender-sensitive STEAM education** is not the exception, but the standard across Europe. This vision acknowledges that bridging the gender gap in science, technology, engineering, arts, and mathematics requires more than policy: it demands **systemic change**, driven by community action, inclusive learning environments, and lasting institutional transformation. To support and enable this change, the project begins with **local empowerment**: through the creation of inclusive makerspaces, where — thanks to newly developed academic training — every level of the educational chain, including *teachers, mentors, facilitators, and students*, will be empowered to explore, create, and transform the existing educational system, addressing the gender gap in STEAM education. Simultaneously, the involvement of diverse stakeholders — from schools to policymakers, from NGOs to Cultural and Creative Industries (CCIs) — allows the project to **bridge physical spaces and digital infrastructures**, building an accessible and robust network that ultimately fosters inclusion and social integration. Through **co-design, mentoring**, and a high-visibility event like the **EU STEAM Week**, the project delivers not only tangible educational outcomes, but also raises public awareness, engages local communities, and builds political momentum around issues of gender and innovation. The project's impact narrative extends well beyond its implementation timeline. **Open-access materials, replicable models, the digital platform, and policy recommendations** will provide a strong foundation for the adoption and

adaptation of the **MAK(H)ERSPACE** model by institutions and governments across Europe. **(a)** In line with Horizon Europe's objectives on inclusive and gender-sensitive STEAM education, the MAK(H)ERSPACE project contributes by integrating both physical and digital labs, alongside training for students and teachers, with the aim of directly addressing the gender gap. The project seeks to bring about structural change in the education system, starting with ten schools, but it is designed to be replicable, enabling a broader impact at the European social level in the future. The project creates a replicable framework of interventions tailored for diverse educational settings, particularly those serving marginalized or disadvantaged communities. Mak(h)space's academic goals will be achieved through the courses within the makerspaces, which are designed to combine various disciplines, with a particular focus on integrating art into scientific subjects. Through close collaboration with partners, especially universities, the project will have the opportunity to apply, evaluate, and refine tools and activities. The primary goal is to engage the girls who will be participating in the workshops. The results achieved will then be used and shared to amplify improvements, creating a virtuous cycle of educational progress. Over time, the project aims to encourage greater participation of women in future career fields, boosting Europe's competitiveness and inclusiveness. The project also advances scientific progress by merging artistic techniques into STEM programs focused on gender equality. The makerspaces will allow researchers to gather valuable empirical evidence on inclusive teaching strategies. Additionally, the project will evaluate how creativity can be used as an equity access mechanism for science and technology. The social impact is one of the project's central goals, demonstrating how education can make a difference across various sectors. By involving girls aged 10 to 18, the project expects to achieve significant results within the labs, with a long-lasting impact, as this age range is critical for girls' development. If implemented as planned, the project will help build girls' self-confidence and encourage them to pursue scientific careers. Furthermore, over 50 teachers and mentors will be trained, equipping them to transfer their learnings into their schools and communities. The wider community – including parents, schools, and cultural institutions – will be engaged through events, exhibitions, and the STEAM European Week, fostering an inclusive environment. Moreover, as Mak(h)erspace uses gender-responsive STEAM education as a tool for structural change, creating evidence-based policy recommendations that support the integration of inclusion in educational systems, it has the potential to promote the progressive realization of European values. This can advance equality, inclusion, and innovation throughout the Member States, leaving a lasting political impact due to the potential success of the initiative.

(b) The project presents a compelling and well-structured pathway to achieving meaningful, long-lasting impact in the field of inclusive and gender-responsive STEAM education. If successful, the project will potentially deliver a transformative contribution to the field of inclusive STEAM education across Europe, particularly in addressing persistent gender disparities. The scale of the potential impact of the project is considerable. Thanks to a Consortium of partners including several European countries and affiliated ones, together with a wide network of institutional partners the project aim to engage thousands of direct and indirect beneficiaries. Specifically, through educational programs and events the project possibly wants to directly reach at least 400 girls between the age of 10 and 18, also coming from underrepresented groups and ethnicities, through hands-on participation in Mak(h)erspaces and the EU STEAM Week. Moreover, we expect the participation and contribution of more than 50 professionals, including teachers and mentors, enabled to play a consistent part in the initiative thanks

to a proper training previously received in gender-responsive pedagogy, equipping them to influence students in their respective contexts.

The digital platform and open-access resources are designed to extend considerably the reach of the project. By constituting multilingual, inclusive STEAM materials freely available online, the project targets an estimated overall audience of over 50.000 users, including educators, students, professionals, mentors and peer educators. The material provided and generated, together with interactive features like rating, comment and discussion tools, will be used in order to foster sustained user engagement throughout the entire life-cycle of the project and a long-term digital footprint that will keep functioning well beyond the project's lifespan of the predicted 3 years of work.

The significance of the benefits that this initiative aims to reach and develop are rooted in the expected depth and durability of the project. At a systemic level, the project contributes to educational equity by addressing structural barriers excluding girls from STEAM disciplines and precluding them from a possible future career in such fields. By designing policy recommendations and impact assessment frameworks, in collaboration with well defined experts, policymakers and advocacy groups in general, the project will produce at least 3 formal policy outputs that can influence and shape decisions at national and European level. This will offer concrete strategies for the integration of gender-sensitive approaches into curricula and into teacher training programs, potentially influencing thousands of students and educations across Member States and associated non-European countries.

Practically speaking, the project also aims at bringing meaningful benefits to learners' future prospects. Early exposure to STEAM disciplines in a supportive, inclusive environment has been linked to increased confidence, academic performance, and career aspirations among girls. The immersive and interdisciplinary nature of the Mak(h)erspaces —covering areas from coding and robotics to sustainable architecture and fractal geometry— provides a unique gateway into both technical and creative innovation. The project not only boosts individual potential but also strengthens Europe's wider innovation ecosystem by fostering a more diverse and representative STEAM talent pipeline.

Moreover, the EU STEAM Week functions as a high-visibility event with the potential to inspire thousands of attendees and online participants through hybrid programming including: conferences, mentorships and public exhibitions. The event held at Science Center NEMO and broadcast through the means given by Global One Digital's platform will generate significant media attention and stakeholder interest, reinforcing the project's visibility and uptake. The EU STEAM Week will serve as a major milestone in the project's communication and outreach strategy, acting as a flagship event for visibility, community-building, and cross-sector dialogue. By featuring inspiring female role models, immersive labs, and opportunities for public exhibitions, this event will foster a culture of recognition, mentorship, and innovation. It will also serve as a testbed for the effectiveness of the educational and participatory models developed throughout the project, with evaluation mechanisms built into every stage to ensure continuous improvement and accountability. Dissemination efforts, guided by a robust communications plan, will ensure that the results of the project reach a broad audience. A strong digital presence via social media campaigns, targeted newsletters, and a well-designed open-access website will amplify the project's messages and stories, while also facilitating dialogue and knowledge sharing across geographic and institutional boundaries. These strategies are complemented by a final public conference, conceived not only as a celebratory moment but also as a platform for strategic exchange and the long-term anchoring of the project's innovations.

The estimates and projections provided for the project's expected impact are grounded in a shared methodology developed collaboratively by European Schoolnet and TecnoCampus, who will also coor dinate the collection and analysis of project data. These estimates draw from both established baseline statistics and benchmarks derived from similar European STEAM and gender-inclusion initiatives, ensuring consistency and credibility across all partner countries.

The baseline for this initiative is based on persistent cultural inequalities in STEAM education and careers, particularly when talking about girls and underrepresented groups. Drawing on data from the European Institute for Gender Equality, it is evident that women represent only around 34 percent of graduates in STEM fields across Europe, with even fewer advancing into technology-specific sectors where only about 17 percent of ICT specialists are female. These figures are significantly lower among marginalized communities, suggesting a compounded barrier to access and participation. As such, these statistics form the critical starting point from which the project's success will be measured.

The project proceeds with a number of well-founded assumptions.One is that the synergy of immersive experiences like the Mak(h)erspaces and the EU STEAM Week, combined with educational resources and teacher training, will enhance girls' interest in such disciplines. These projections are grounded in previous Horizon Europe initiatives and are supported by continuous evaluation to ensure a data-driven and adaptable approach throughout the project.

(c) While the project lays out a robust plan to foster inclusive and gender-responsive STEAM education, several external factors beyond its scope and duration could influence its ability to fully achieve the desired outcomes and impacts.

First, while the project aims to reach thousands of individuals, its success depends mostly on the broader context of European efforts to promote gender equality in STEAM. Other research and innovation (R&I) projects in this domain, both within and beyond Horizon Europe, could compete for the same target groups, resources, or policy attention, potentially diluting the impact. For instance, similar initiatives might influence the availability of funding or lead to overlapping educational programs. However, by ensuring strong collaborations with various institutions and aligning with existing best practices in gender-responsive pedagogy, the project can remain adaptable and relevant in the context of wider R&I activities.

The regulatory environment also poses a potential barrier: educational policies, curricula standards and the implementation of gender-responsive frameworks can differ across European countries, complicating a uniform application of the project’s outputs. Therefore, it is crucial for the project to engage continuously with stakeholders and adapt to potential regulatory shifts.

Other challenges regard practical application and development of the tools created throughout the life-cycle of the project. A potential one is creating an app that doesn’t attract downloads. To overcome this, a strong pre-launch marketing campaign is essential, leveraging social media, influencers and partnerships with relevant institutions. Clear communication of the app’s value and continuous engagement thanks to updates, incentives and user reviews can drive more downloads and usage of such tools. Similarly, if event attendance is low, targeted promotion through multiple channels, such as social media, newsletters and collaborations with role models, can increase visibility. Additionally, offering hybrid events —both in-person and online— can help reach a wider audience. If turnout remains an issue, gathering feedback and adjusting the event format or timing accordingly will ensure future success. In both cases, flexibility and proactive communication are key to overcoming these barriers and maintaining engagement.

To mitigate these potential barriers, the project will need to remain flexible and responsive. One key measure will be the continuous evaluation of the project's impact through a data-driven approach. By gathering feedback from participants, educators, and other stakeholders, the project can adjust its methodologies and outputs in real time.
While the project could face several challenges coming from external factors, these can be managed through careful and preventive planning, together with a continuous stakeholders engagement and the flexibility of the project in order to adapt to evolving circumstances. By anticipating these challenges and employing mitigating measures, the project can continue to deliver lasting and meaningful impact on gender equality in STEAM education.

2.2 Measures to maximise impact - Dissemination, exploitation and communication

The MAK(H)ERSPACE project is designed to make gender-sensitive STEAM education the norm across Europe. This will be achieved through a comprehensive plan for dissemination, exploitation and communication, ensuring that the project's impact extends far beyond its initial implementation. The project's communication, dissemination and exploitation strategy is multifaceted, targeting various groups of individuals in order to maximize reach and ensure long-term sustainability of the initiative. The overarching goal is to support a systemic shift in STEAM education, promoting gender equality and fostering inclusive learning environments. There are several categories of target groups addressed by the actions developed during the project. First there are **Girls aged 10-18** who are the direct beneficiaries of the initiative since they will be directly engaged through hands-on participation in the inclusive makerspaces and the EU STEAM Week. This direct engagement aims to significantly boost their interest, confidence, academic performance, and career aspirations in STEAM. Early exposure to STEAM in a supportive environment, especially during this critical developmental age range, is expected to have a long-lasting impact, encouraging them to pursue scientific careers and contribute to a more diverse STEAM talent pipeline in Europe. **Teachers, mentors and facilitators** are other categories of targeted groups to be considered as End users and Key enablers. The project focuses on empowering this group through newly developed academic training in gender-responsive pedagogy. By training teachers and mentors, the project ensures a sustainable transfer of knowledge and practices into the educational system. These trained professionals will be able to influence countless students in their respective contexts, acting as multipliers for the project's impact. **Science community** will be engaged in order to learn from the contribution of researchers, academics and educational innovators. **:** The project actively collaborates with partners, especially universities, to apply, evaluate, and refine tools and activities. The makerspaces will allow researchers to gather valuable empirical evidence on inclusive teaching strategies and evaluate how creativity can serve as an equity access mechanism for science and technology. The project contributes to scientific progress by providing data-driven insights into effective gender-sensitive STEAM education. It offers

opportunities for researchers to test and validate new pedagogical approaches, merging artistic techniques into STEM programs focused on gender equality. This fosters a virtuous cycle of educational progress, where results are shared and used to amplify improvements. **Policymakers** such as national and European ministries or gender equity bodies will engage in order to propose and support structural change in the education system by creating evidence-based policy recommendations. The project will use the contribution of specific policymakers to produce **at least three formal policy outputs**. These outputs will offer concrete strategies for integrating gender-sensitive approaches into curricula and teacher training programs. The intention of providing tangible and evidence-based recommendations has the potential to impact thousands of students and educators across Member States and associated non-European countries, promoting the progressive realization of European values such as equality, inclusion, and innovation. **Public at large** (parents; local communities; cultural institutions) will be engaged through high-visibility events like the **EU STEAM Week**, public exhibitions, and other local events. A strong digital presence via social media campaigns, targeted newsletters and a well-designed open-access website will amplify the project's messages and stories. These efforts aim to raise public awareness about the importance of gender-sensitive STEAM education and the persistent gender gap. By fostering an inclusive environment and showcasing the positive impact of the makerspaces, the project seeks to shift societal attitudes and encourage broader support for girls' participation in STEAM. Finally, **Cultural and Creative Industries (CCIs) and NGOs** will be targeted to allow the project to bridge physical spaces and digital infrastructures, building an accessible and robust network. Co-design and mentoring activities will often involve collaboration with CCIs, leveraging their expertise in creative and innovative approaches. NGOs focused on education and gender equality will be key partners in dissemination and advocacy efforts. This collaboration enriches the project's content and reach, bringing in diverse perspectives and practical expertise. It helps in building a stronger network that fosters inclusion and social integration, ensuring the project's outcomes are relevant and adaptable across different contexts. **Dissemination** efforts will focus on sharing the project's results, insights, and lessons learned with relevant stakeholders to raise awareness and encourage adoption. **Open-Access Materials and Digital Platform** will be the pivotal elements for the Dissemination phase. The project will develop and host a digital platform containing multilingual, inclusive STEAM materials, freely available online. This platform is estimated to reach an overall audience of over 50,000 users, including educators, students, professionals, mentors, and peer educators. Interactive features such as rating, commenting, and discussion tools will foster sustained user engagement, ensuring a long-term digital footprint beyond the project's three-year lifespan. **Academic Publications** composed of research findings, methodological approaches and evaluation results will be disseminated through peer-reviewed journals, conference presentations, and academic workshops, targeting the scientific community. This will include studies on how creativity can be used as an equity access mechanism for science and technology and empirical evidence on inclusive teaching strategies gathered from the

makerspaces. **Project Website and Social Media Campaigns** will strengthen the process initiated by the Open-Access materials initiative. A dedicated, well-designed open-access website will serve as a central hub for all project information, resources, and updates. This will be complemented by active social media campaigns across relevant platforms (e.g., Twitter, LinkedIn, Instagram) to amplify messages and engage the public at large, teachers, and students. Newsletters will be regularly distributed to a curated mailing list of interested stakeholders. **Workshops and Training Sessions** will be organized for broader educational communities to disseminate best practices in gender-responsive pedagogy and the MAK(H)ERSPACE model. These sessions will aim to equip professionals to transfer their learnings into their schools and communities. At the end, the process of DIssemination within the life-cycle of the project will be concluded with a **Public Conference.** A significant final public conference will be organized as a platform for strategic exchange, showcasing project achievements and facilitating discussions on the long-term anchoring of the project's innovations. This event will bring together all target groups, including policymakers, academics, and practitioners. Together with the Dissemination plan, the project will be assessed also through some **Exploitation** measures focused on maximizing the uptake and sustainable use of project results, ensuring a lasting impact beyond the project's funding period. The project will develop a **Replicable framework** of interventions tailored for diverse educational settings, particularly those serving marginalized or disadvantaged communities. This model, including the physical and digital labs and training for students and teachers, is designed to be adopted and adapted by institutions and governments across Europe. **Policy Recommendations** in collaboration with experts, policymakers and advocacy groups, the project will produce at least three formal policy outputs. These recommendations will offer concrete strategies for integrating gender-sensitive approaches into curricula and teacher training programs at national and European levels. This has the potential to influence thousands of students and educators across Member States and associated non-European countries, contributing to structural change in education systems. **Integration with Existing Initiatives** will be an exploitation measure directly connected to policy recommendations. The project will actively seek synergies with existing European STEAM and gender-inclusion initiatives, both within and beyond Horizon Europe, to avoid duplication and maximize collective impact. This includes aligning with established baseline statistics and benchmarks from similar projects. The **model** for inclusive makerspaces, complete with newly developed academic training for all levels of the educational chain, will be designed for **sustainability**. This includes guidance on funding models, community engagement and curriculum development, enabling long-term operation beyond the project's direct involvement. Ultimately, the project will foster **networking and mentorship** thanks to the engagement of a robust network of trained teachers, mentors, and participating schools. This network will serve as a community of practice, facilitating ongoing knowledge exchange, collaborative development, and continued implementation of gender-sensitive STEAM education. **Communication Measures** will be assessed, monitored and supported throughout the entire

development of the project in order to raise public awareness, engage local communities and build political momentum around gender and innovation. The **EU STEAM Week** will be the high-visibility event serving as a major milestone in the project's communication and outreach strategy. Held at Science Center NEMO and broadcast through Global One Digital's platform, it will generate significant media attention and stakeholder interest. The hybrid programming, including conferences, mentorship sessions, and public exhibitions, has the potential to inspire thousands of attendees and online participants. The event will feature inspiring female role models and immersive labs, fostering a culture of recognition, mentorship, and innovation. **Storytelling and impact narratives** will be developed highlighting the personal and systemic impact of gender-sensitive STEAM education. These stories, featuring the experiences of the girls who will directly participate in Mak(h)erspaces, will be disseminated through various media to resonate with the public at large and policymakers. This includes specific attention to girls from underrepresented groups and ethnicities. A proactive engagement with traditional and digital **media** will ensure broad coverage of project activities, milestones and successes. Press releases, media kits and interviews with project leaders and participants will be utilized. **Community Engagement Events** will be organized in the forms of local events, exhibitions, and workshops to engage parents, local institutions and cultural organizations. These events will demonstrate the practical application of the MAK(H)ERSPACE model and foster an inclusive environment. Ultimately, **visual identity and branding** will be developed for the project to ensure immediate recognition and reinforce its key messages across all communication channels. By implementing these comprehensive dissemination, exploitation and communication measures, the MAK(H)ERSPACE project aims to not only deliver tangible educational outcomes but also to raise public awareness, engage local communities, and build political momentum, ultimately fostering a future where gender-sensitive STEAM education is the standard across Europe. The project's impact narrative extends well beyond its implementation timeline, ensuring long-term systemic change.

3. Quality and efficiency of the implementation

3.1 Work Plan and Resources

The MAK(H)ERSPACE project is a comprehensive initiative designed to create a sustainable ecosystem for young women in STEAM (Science, Technology, Engineering, Arts, and Mathematics) fields, directly addressing persistent gender inequalities. Our approach centers on developing inclusive "Mak(h)erspaces" – innovative learning labs that blend art with STEM disciplines to empower young women and foster confidence. This will be achieved through a collaborative, bottom-up methodology involving teachers, students, and industry professionals.

WP1 focuses on establishing and managing a broad, inclusive, and dynamic network of stakeholders across Europe. This network is crucial for co-developing our makerspaces and promoting sustainable collaboration. Activities include mapping relevant actors, with European Schoolnet leading this effort. We will then launch an open call for participation, with TecnoCampus at the helm and support from We Are Women in Tech and European Women in Tech. Robust coordination mechanisms will be set up, led by NEMO, to ensure seamless collaboration. We will also design a comprehensive stakeholder engagement strategy and toolkit, a key output from EIT Culture & Creativity in partnership with Politecnico di Milano, University of Warwick, TecnoCampus, and European Women in Tech. Finally, Global One Digital will lead the development of a digital dashboard to visualize and facilitate ongoing interaction within this vital ecosystem.

WP2 aims to break down barriers to STEAM participation by providing high-quality, open-access educational materials and training. European Schoolnet will manage the development of a pedagogical framework and toolkit for open-access educational content, collaborating with partners like Politecnico di Milano, University of Warwick, TecnoCampus, and Science Center NEMO for content development. Globe One Digital will lead the design and development of the central online platform for resources and tools, with European Women in Tech integrating the educational content. Finally, European Schoolnet will also design and implement a comprehensive training program for teachers and mentors, with NEMO supporting logistical planning and European Women in Tech organizing practical workshops.

WP3 is the project's flagship outreach and engagement strategy, culminating in the EU STEAM Week for Future Women Innovators. This five-day hybrid event, co-hosted by Science Center NEMO and Global One Digital's online platform, will gather young women across Europe for an immersive experience. Activities include an orientation session led by European Schoolnet, inspiring conferences featuring female role models, and hands-on experiences across four dedicated labs: a Technology Lab at TecnoCampus, a Science Lab at Science Center NEMO, an Engineering Lab at Politecnico di Milano, and a Mathematics Lab led by the University of Warwick. The week will conclude with a final

conference and celebration, and extensive outreach efforts to ensure diverse participation and lasting impact.

WP4 is crucial for embedding gender equality within educational systems. It begins with the formulation of gender-inclusive education policies, led by European Women in Tech, with contributions from WeAreTechWomen, EUN, PoliMi, and EIT C&C. Following this, We Are Women in Tech will lead the development of training guidelines for STEM educators, drawing on insights from European Schoolnet, PoliMi, and European Women in Tech. Finally, European Women in Tech will also lead the creation of a practical gender impact monitoring toolkit, with support from PoliMi, EUN, EIT C&C, and WeAreTechWomen, which will be introduced through a dedicated webinar.

WP5 ensures the project's visibility and long-term impact by widely sharing results and objectives. Global One Digital will lead the coordination of a strategic communication campaign across multiple platforms, working closely with EUN, WeAreTechWomen, European Women in Tech, and EIT C&C. Global One Digital will also lead the enhancement of the online platform into a central hub for broader dissemination of resources and interactive modules, supported by contributions from European Women in Tech, WeAreTechWomen, EUN, NEMO, and EIT C&C. The work package culminates with a high-profile final conference, showcasing project results and developing an exploitation roadmap for future scalability, with Science Center NEMO organizing and hosting the event, and EUN, WeAreTechWomen, European Women in Tech, and EIT C&C co-developing the roadmap.

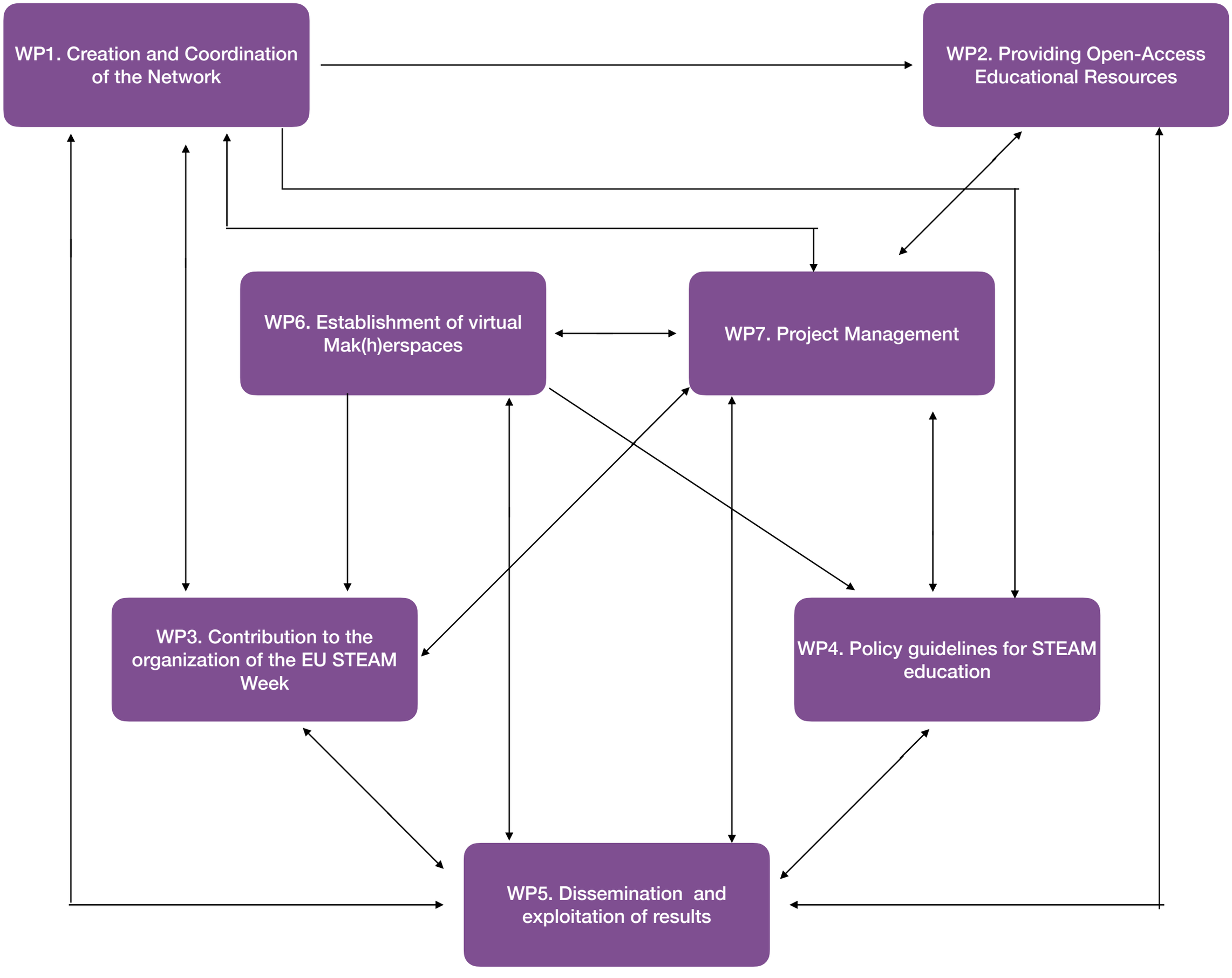
WP6 focuses on the creation of innovative virtual Mak(h)erspaces, designed to foster inclusive and engaging hands-on learning experiences regardless of physical location. Science Center NEMO will lead the co-creation process for the design of these virtual spaces, with active involvement from TecnoCampus, PoliMi, WeAreTechWomen, EUN, and the University of Warwick. Following design, Global One Digital will lead the development of the platform, building the core digital infrastructure with support from TecnoCampus, PoliMi, Warwick, and WeAreTechWomen. Finally, Science Center NEMO will also lead the testing and monitoring of these virtual Mak(h)erspaces, ensuring their functionality and impact through user testing and feedback, with key contributions from Warwick, EUN, Global One Digital, PoliMi, and European Schoolnet.

WP7 provides the essential structural backbone for the successful execution of the entire project. EIT Culture & Creativity will lead strategic decision-making, monitoring external trends to ensure project relevance and adaptability. Global One Digital will lead rigorous coordination and project monitoring to ensure smooth implementation, accurate reporting, and high operational, financial, and technical standards. Lastly, European Schoolnet will lead the meticulous administrative and financial management of the consortium, focusing on day-to-day operations, cost tracking, and compliance to guarantee accountability.

Gantt chart

		Year 1												Year 2												Year 3											
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
WP1	Creation and Coordination of the Network																																				
T1.1	Mapping of Stakeholders						D																														
T1.2	Open Call for Participation							D																													
T1.3	Coordination Setup									D																											
T1.4	Stakeholder Engagement Strategy and Toolkit												D																								
T1.5	Development of a Digital Dashboard for Stakeholders													D																							
WP2	Providing Open-Access Educational Resources																																				
T2.1	Lesson Plan and Toolkit Development																		D																		D
T2.2	Development of the Online Platform												D																								
T2.3	Teacher and Mentor Training												D																								D
WP3	Contribution to the organization of the "EU STEAM Week for Future Woman Innovators"																																				
T3.1	Design of the project																D																				
T3.2	Concrete organization of the STEAM Week																		D																		
T3.3	Development of physical Mak(h)erspaces																					D															D
T3.4	Technology Lab																																				D
T3.5	Science Lab																																				D
T3.6	Engineering Lab																																				D
T3.7	Mathematics Lab																																				D
T3.8	Final Exhibition																																				D
T3.9	Final Conference																																				D
T3.10	Ongoing Evaluation and Feedback																																				D
WP4	Policy guidelines for STEAM education																																				
T4.1	Formulating Gender-Inclusive Education Policies																	D																			
T4.2	Developing Training Guidelines for STEM Educators																									D											
T4.3	Creating a Gender Impact Monitoring Toolkit																													D							
WP5	Dissemination and exploitation of results																																				
T5.1	Dissemination to key target groups																																				D
T5.2	Dissemination through the Online Platform																																				D
T5.3	Final conference and exploitation roadmap																																				D
WP6	Establishment of virtual Mak(h)erspaces																																				
T6.1	Design of virtual Mak(h)erspaces															D																					
T6.2	Development of virtual Mak(h)erspaces platform																								D												
T6.3	Testing and monitoring of virtual Mak(h)erspaces																																				D
WP7	Project Management																																				
T7.1	Strategic Steering																																				D
T7.2	Coordination and Project Monitoring																																				
T7.3	Administrative and Financial Management of the Consortium																																				D

PERT Chart


WP1. Creation and Coordination of the Network
WP2. Providing Open-Access Educational Resources
WP6. Establishment of virtual Mak(h)erspaces
WP7. Project Management
WP3. Contribution to the organization of the EU STEAM Week
WP4. Policy guidelines for STEAM education
WP5. Dissemination and exploitation of results

3.1a List of Work Packages

Work Package No	Work Package Title	Lead Participant No	Lead Participant Short Name	Person-Months	Start Month	End Month
1	**Creation and Coordination of the Network**	1	EUN	92	Month 1	Month 6
2	**Providing Open-Access Educational Resources**	2	NEMO	55	Month 3	Month 24
3	**Contribution to the organization of the "EU STEAM Week for Future Women Innovators"**	1	EUN	125	Month 8	Month 21
4	**Policy recommendation for advocacy**	8	WATW	78	Month 15	Month 30
5	**Promotion and Dissemination of Results**	1	EUN	75	Month 1	Month 36
6	**Establishment of Mak(h) erspaces**	2	NEMO	92	Month 6	Month 36
7	**Project Management**	4	G1D	33	Month 1	Month 36

3.1b Description of each Work Package

Work Package Number	1	**Lead Beneficiary**						European Schoolnet
Work Package Title	**Creation and Coordination of the Network**							
Participant number	1	2	3	4	5	6	7	8	9
Short name for participants	EUN	NEMO	PoliMi	G1D	TecnoCampus	Warwick	EIT C&C	WATW	EWIT
Person months per participants:	12	9	7	22	11	6	11	6	8
Start month	1					**End Month**	16		

Work Package number	**1**
Work Package title	**Creation and Coordination of the Network**

Objectives: This work package serves as the foundation of the project by identifying and engaging a network of stakeholders across Europe who are relevant to gender-sensitive STEAM education, cultural heritage, and have the capacity to create inclusive makerspaces using digital innovation, while fostering a sustainable environment for growth.

Task T1.1: Mapping of Stakeholders (European Schoolnet, lead) (M1-M6)
The first step towards creating the network is the mapping process. Partners will collaborate to identify all relevant stakeholders who can help bring the project to fruition. This will involve an evaluation based on interviews, research, and available resources. Additionally, after the initial phase, partners will hold an in-person meeting to share the output: a stakeholder map categorized by sector, role, and geography. This map will serve as a crucial reference point for the entire project. All partners will be involved in this process, as it is essential for them to have a clear understanding of the stakeholders in order to achieve the best possible outcomes and efforts for MAK(H)ERSPACE.outcomes and efforts for MAK(H)ERSPACE.

Task T1.2: Open Call for Participation (TecnoCampus, lead) (M2-M7)
An open call will be officially launched to invite the identified stakeholders to join the project and contribute to its success. The call will be co-drafted by We Are Women in Tech and European Women in Tech. After the official draft is prepared, Global One Digital will be responsible for adapting the call and disseminating it to reach the stakeholders. TecnoCampus will be in charge of evaluating the responses and selecting the stakeholders to be onboarded, offering them access to info sessions, digital project spaces, and documentation.

Task T1.3: Coordination Setup (NEMO, lead) (M1-M9)
Once the open call for participation is completed, all partners will take part in a series of online meetings coordinated by NEMO. The aim of these meetings is to finalize the roadmap, validate the stakeholder mapping, establish the internal coordination protocol (which will be drafted by European Schoolnet), and set up a shared calendar. In conclusion, this meeting will ensure that all preparations are in place to launch the project.

Task T1.4: Stakeholder Engagement Strategy and Toolkit (EIT C&C, lead) (M6-M12)
EIT C&C will develop a strategy, based on research and stakeholder profiles, to guide the local implementation of the plan. The strategy will focus on communication, protocols, and gender-sensitive facilitation techniques. The lead partner will be supported by PoliMi, Warwick, TecnoCampus (as universities with expertise in engaging students, professors, and mentors), and European Women in Tech (with knowledge on gender-responsive methods for girls in STEAM subjects).

Task T1.5: Development of a Digital Dashboard for Stakeholders (Global One Digital, lead) (M9-M16)
Once the stakeholder engagement strategy is finalized and approved by all partners, a digital dashboard will be integrated into the project's digital platform. This dashboard will provide a user-friendly and intuitive interface for visualizing and understanding the stakeholder ecosystem. The core idea behind this platform is that transparency encourages people to share and inspire others, creating a virtuous circle of information-sharing that fosters innovation and progress toward our objectives.

Work Package Number	2	**Lead Beneficiary**			NEMO		
Work Package Title	**Providing Open-Access Educational Resources**						
Participant number	1	2	3	4	5	6	9
Short name for participants	EUN	NEMO	PoliMi	G1D	Tecno Campus	Warwick	EWiT
Person months per participants:	16	5	4	18	2	4	6
Start month	3				**End Month**	36	

Work Package number	**2**
Work Package title	**Providing Open-Access Educational Resources**

Objectives: to create, design, and disseminate open-access educational content that encourages STEAM learning, particularly for girls from underrepresented groups. This work package ensures equal access to high-quality, gender-sensitive learning materials through a fully open online platform, and supports teachers and mentors with well-organized training.

Task T2.1 - Development of Lesson Plans and Toolkit (European schoolnet, lead) (M3-M36)
European Schoolnet will establish a pedagogical and inclusive framework by creating lesson plan templates and a toolkit format, which will be agreed upon by all partners. Once the structure is approved, the content will be developed by PoliMi, Warwick, TecnoCampus, and NEMO, with each partner contributing based on their area of expertise. After the materials are created, they will undergo an internal review and pilot testing. If successful, the materials will be presented and consulted with the network. All meetings regarding this task will be held online.

Task T2.2 - Development of the Online Platform (Global One Digital, lead) (M6-M36)
Global One Digital will be responsible for designing and developing the MAK(H)ERSPACE platform.

The first step is to map and define key sections, such as the "About Us" section, which will feature information about the project's mission, the team behind it, and the involved partners, helping users understand the project's scope and goals. Another important section is "Network & Community," which will facilitate collaboration and networking among stakeholders, including mentors, educators, and partners, providing a space for discussions, feedback, and shared experiences. Once the key sections are defined, the platform will be developed, focusing on the visual interface, user dashboards, content display, content management system, secure login, and search tools. European Women in Tech will be responsible for uploading content and integrating resources, adding educational materials provided by PoliMi, TecnoCampus, and Warwick. The next step will involve conducting internal testing with the consortium to address any bugs and layout issues. Global One Digital will oversee testing and quality assurance. Following this, the online platform will be launched. EIT Culture & Creativity will handle promotion through social media.

Task T2.3 - Teacher and Mentor Training (European schoolnet, lead) (M1.M36)
European Schoolnet will evaluate and select experienced educators and experts in STEAM subjects and gender-responsive approaches to deliver the training sessions. The partner will oversee the development of the training program and adjust the structure and plan accordingly through online workshops and webinars. The webinars will be divided into sections based on the four subjects chosen for the Makerspaces Lab. NEMO will assist with logistical planning to ensure accessibility to the training sessions and will also create post-training surveys. European Women in Tech will organize workshops focused on interactivity and practical ways to learn STEAM

Work Package Number	3	**Lead Beneficiary**						European Schoolnet	
Work Package Title	**Contribution to the organization of the "EU STEAM Week for Future Woman Innovators"**								
Participant number	1	2	3	4	5	6	7	8	9
Short name for participants	EUN	NEMO	PoliMi	G1D	Tecno Campus	Warwick	EIT C&C	WATW	EWiT
Person months per participants:	28	19.5	19	14	26	20	6	6	6
Start month	1					**End Month**	36		

Work Package number	**3**

Work Package title	Contribution to the organization of the "EU STEAM Week for Future Women Innovators"

Objectives: this work package aims to organize and implement a high-impact, immersive STEAM Week event targeting young women, to promote gender-sensitive innovation, learning, and collaboration across Europe. The lead partner, European Schoolnet, coordinates the full design, execution, and evaluation of the event, with the active involvement of NEMO, Globe One Digital, TecnoCampus, the Politecnico di Milano (POLIMI), and the University of Warwick.

Task 3.1 – Design of the Programme (European Schoolnet, lead) (M1-M16)
European Schoolnet will lead the conceptual development of the STEAM Week programme, designing a comprehensive, five-day event structure that includes keynote sessions, interdisciplinary workshops, interactive labs, and social engagement opportunities. This involves defining the day- by-day agenda, curating sessions in alignment with the pedagogical goals of the project, and setting the narrative tone of the event. In close collaboration with the other partners, European Schoolnet will also manage the participant registration process through an online portal, oversee the booking of the Science Center NEMO in Amsterdam as the hosting venue, and coordinate the creation of all promotional and instructional materials, including digital invitations, posters, and event branding. Moreover, European Schoolnet will assemble the participant kits, which will include personalized name badges, printed schedules, notepads, and tools required for specific workshops. All logistical arrangements—including room assignments, scheduling of activities, and venue layout planning— will be coordinated in advance. Partners such as NEMO and TecnoCampus will contribute to spatial planning and thematic input, while Globe One Digital will support the development of promotional content and branding. POLIMI and Warwick will contribute technical input regarding the scientific content and hands-on formats of the lab sessions.

Task 3.2 – Concrete Organization of the STEAM Week ((European Schoolnet, lead) (M12-M22)
This task covers the operational rollout of the STEAM Week. European Schoolnet will be responsible for the on-site coordination of the event, ensuring that all physical spaces are prepared and functional. This includes overseeing the physical setup of workshop spaces and Mak(h)erspaces, ensuring electricity access, Wi-Fi and safety. Registration stations will be installed, with on-site personnel managing check-ins, distributing materials, and resolving logistical issues. Catering will be coordinated for each day (NEMO will be in charge). Daily schedules and maps will be made accessible digitally and physically. Partners will assist in the setup and operation of their thematic areas: TecnoCampus, POLIMI, and Warwick will prepare the materials and tools for their respective labs, while NEMO will ensure the venue is aligned with museum safety protocols. Globe One Digital will provide digital infrastructure, including wayfinding tools and session tracking.

Task 3.3 – Development of Physical Mak(h)erspaces (TecnoCampus, lead) (M14-M36)
TecnoCampus will oversee the design and creation of the Mak(h)erspaces, which serve as the central innovation zones of the STEAM Week. Each space will be tailored to a specific discipline—technology, science, engineering, art, and mathematics—offering immersive, hands-on learning opportunities. TecnoCampus will define the spatial layout, procure digital tools and ensure that materials are tested and ready. In close collaboration with university partners, TecnoCampus will develop content-specific activities and support facilitators in guiding the workshops. European

Schoolnet will provide inclusive learning guidelines, while NEMO will assist with installation logistics and spatial safety. POLIMI and Warwick will contribute content design based on their disciplines, and Globe One Digital will integrate digital interaction tools for real-time participant engagement.

Task 3.4 – Technology Lab (TecnoCampus, lead) (M21-M36)
In the Technology Lab, TecnoCampus will organize a series of workshops centered on digital creativity, gamification, and robotics. Young participants will learn to use platforms to design educational games. Robotics activities will involve building and programming. The lab will emphasize iterative design thinking, problem-solving, and collaborative innovation. Globe One Digital will assist with digital tool setup and user interface support, while European Schoolnet will
coordinate pedagogical frameworks that ensure accessibility. POLIMI and Warwick will contribute to the development of the curriculum and provide facilitators to guide participants.

Task 3.5 – Science Lab (NEMO, lead) (M21-M36)
The Science Lab, hosted in dedicated spaces within NEMO's science center, will enable participants to explore physics, chemistry, and biology through interactive experimentation. The lab will culminate in the creation of small, public-facing exhibits that allow museum visitors to interact with the participants' scientific interpretations and give live feedback. NEMO will lead this task by curating the exhibit environment and training mentors. TecnoCampus will contribute to the development of biological and environmental science modules, while European Schoolnet ensures consistency with educational standards. Globe One Digital will document the process and create digital summaries, and POLIMI and Warwick will advise on scientific accuracy and workshop structure.

Task 3.6 – Engineering Lab (PoliMi, lead) (M21-M36)
POLIMI will coordinate engineering-focused workshops that introduce participants to sustainable architecture, urban planning, and environmental design. POLIMI will provide expert instructors and design templates. TecnoCampus will assist with physical construction tools and workshop logistics. NEMO will coordinate room allocation and display spaces, while Globe One Digital provides digital documentation of participant work and showcases progress online. European Schoolnet and Warwick will support facilitation and curriculum alignment.

Task 3.7 – Mathematics Lab (Warwick, lead) (M21-M36)
The Mathematics Lab will be led by the University of Warwick and will focus on the intersection of math and art through workshops on fractal geometry, tessellation, and symmetry. Participants will produce both digital and physical artworks using mathematical concepts, transforming abstract ideas into tangible outputs. Warwick will develop the content and provide facilitators to ensure an engaging and exploratory experience. TecnoCampus and NEMO will provide the needed physical space and materials, while POLIMI will collaborate on mathematical modeling. European Schoolnet will assist with cross-disciplinary coherence, and Globe One Digital will create multimedia content showcasing the creative process.

Task 3.8 – Final Exhibition (European Schoolnet, lead) (M21-M36)
At the conclusion of the week, a public exhibition will showcase all outcomes of the Mak(h)erspace activities. European Schoolnet will curate this event, ensuring that each participant group has the opportunity to present their projects through posters, digital presentations, and physical prototypes. The exhibition will also feature short presentations by teachers and mentors, and will invite feedback from external stakeholders, including policymakers, educators, and the general public. All partners will contribute to organizing the exhibition space, preparing materials, and mentoring participants during the preparation process.

Task 3.9 – Final Conference (European Schoolnet, lead) (M21-M36)
Following the exhibition, European Schoolnet will host a final conference to celebrate achievements, formally recognize participants and partners, and present the outcomes and insights of the week. The conference will include keynote speeches, a panel discussion on gender equality in STEAM education, and presentations by selected participants. The event will also serve as a forum to gather qualitative and quantitative feedback on the event's impact, as well as explore opportunities for replication. Partners will present their roles, challenges, and contributions, helping build a shared narrative for future dissemination.

Task 3.10 – Ongoing Evaluation and Feedback (European Schoolnet, lead) (M1-M36)
Throughout the entire work package, European Schoolnet will implement a continuous monitoring and evaluation strategy to assess the effectiveness of activities. This will involve administering pre- and post-event surveys, conducting focus groups with participants and mentors, and collecting real- time data during workshops. The aim is to identify successful methodologies, areas for improvement, and long-term impacts on participants' attitudes toward STEAM careers. All partners will contribute by supporting data collection in their respective workshops, documenting qualitative observations, and contributing to a final evaluation report that will inform subsequent project phases and external dissemination efforts.

Work Package Number	4	**Lead Beneficiary**			EWiT
Work Package Title	**Policy guidelines for STEAM education**				
Participant number	1	3	7	8	9
Short name for participants	EUN	PoliMi	EIT C&C	WATW	EWiT
Person months per participants:	14	16	11	16	21
Start month	6		**End Month**	30	

Work Package number	**4**
Work Package title	**Policy guidelines for STEAM education**

Objective: To produce clear, actionable and stakeholder-informed policy guidelines that support gender

equality in STEM education, using evidence generated from the project and aligned with relevant EU initiatives and frameworks.

Task 4.1. Formulating Gender-Inclusive Education Policies (European Women in Tech, lead) M6-M18
European Women in Tech will coordinate the development of gender-inclusive education policy recommendations grounded in research and best practices identified across the project. This will involve conducting a policy landscape analysis across participating countries to identify gaps, barriers and opportunities for inclusive STEAM education.This task will unfold in three interconnected phases: research and analysis, stakeholder consultation and policy drafting and validation.In the first one European Women in Tech, with the contribution of WeAreTechWomen will carry out a comprehensive mapping of existing national and regional policies related to gender equality in STEAM education, the output will be a "Best Practices & Gaps Report," highlighting effective strategies and systemic shortcomings across the partner regions. Phase two will see 6 focus groups (1 people from each partner, two for the leader) and at least 20 structured interviews with teachers, educators, school leaders, students and policymakers. EUN will gather such insights. These sessions will take place online. WeAreTechWomen will give a contribution to the interviews phase focusing on gender matters and equity. PoliMi will research support and search for best practices to rely on. Insights from these consultations will directly inform policy content through the work of EUN.Phase 3 will see a draft policy framework integrating findings from previous phases. A validation workshop will be held with stakeholders to test and refine the proposed guidelines. The meeting will be in person, hosted by European Women in Tech. The final deliverables will include a comprehensive policy report and an executive summary in policy brief format. Finally, EIT C&C will have the task of working on policy design creativity.

Task 4.2. Developing Training Guidelines for STEM Educators (WeAreTechWomen, lead) M10-M24
WeAreTechWomen will lead the development of training guidelines to support STEM educators. These guidelines will be built primarily on the evidence and practical knowledge generated during the project's implementation—particularly from WP2 and the early setup and use of online Mak(h)erspaces in WP6. First the leader will coordinate the collection and analysis of emerging practices, feedback and observations from pilot trainings and online platform usage under WP2. European Schoolnet and PoliMi will work closely with the project's teacher and mentor training to identify strengths, challenges and gaps in educator preparedness related to gender inclusivity. PoliMi will also modulardesign based and propose educational methodologies to for the guidelines. European Schoolnet will provide input from their informal education experience and from pilot Mak(h)erspace activities where applicable. The guidelines will be designed in modular form to allow flexible use. The training content will be peer-reviewed by the task leader. Feedback will be gathered through short surveys amnaged by European Women in Tech that will also do the content review phase. The final output will include a downloadable digital training toolkit, printable handouts and a structured module to be hosted on the project's online platform.

Task 4.3. Creating a Gender Impact Monitoring Toolkit (European Women in Tech, lead) M20-M30
European Women in Tech will lead the design and development of a practical Gender Impact Monitoring Toolkit. The task will start with the definition of core impact areas, drawing from research conducted in the previous tasks of WP4. PoliMi will have the goal of guiding the creation of a set of practical instruments such as: Student self-assessment tools and data collection templates for tracking

gender participation over time. These tools will be designed for ease of use by non-experts and adapted to formal and informal education environments. Initial drafts made by EWIT will be shared with teachers and facilitators for preliminary feedback. European Schoolnet will test the toolkits in school contexts after WeAreTechWomen's review. EIT C&C will have the task of creating formats for toolkit design, checked by EWIT. EIT C&C will provide step-by-step instructions on how to apply the tools, interpret the results and use the findings to inform ongoing improvements in STEAM education practices. A dedicated webinar (managed by the leader within the delivery month of this task and with one participant per partner) will train educators, project managers and policymakers on integrating gender impact assessment into their workflows. The toolkit will be made available in multiple languages in the dedicated website created in WP2 and formatted for both digital and print use, with EIT C&C having the task of providing it to the webpage developer.

Work Package Number	5		**Lead Beneficiary**			G1D
Work Package Title	**Dissemination and exploitation of results**					
Participant number	1	2	4	7	8	9
Short name for participants	EUN	NEMO	G1D	EIT C&C	WATW	EWiT
Person months per participants:	9	16	18	10	11	11
Start month	12			**End Month**	36	

Work Package number	**5**
Work Package title	**Dissemination and exploitation of results**

Objectives: To maximize the visibility, uptake and long-term impact of project outcomes through targeted dissemination to relevant audiences and the strategic exploitation of results. This WP will ensure that the scientific, educational and policy advances of the project are effectively shared and sustainably used by the communities most able to benefit from them.

Task 5.1. Dissemination to key target groups (Globe One Digital, lead) M12-M36
To develop and implement a multi-channel dissemination strategy to communicate the project's outputs to those best positioned to use them. Globe One Digital will lead on designing and delivering dissemination campaigns that ensure wide and meaningful reach of project results. Activities will include:Creation of a dissemination plan highlighting major project outputs, led by G1D with support from EUN; Promotion of project milestones with the work of WeAreTechWomen and European Women in Tech; Collaboration with EIT Culture & Creativity to connect project results to the broader cultural and creative sectors and with European Women in Tech to ensure tailored outreach to women in STEM and innovation policy communities. Outreach effectiveness will be tracked using analytics tools and stakeholder feedback, task managed by EUN.

Task 5.2. Dissemination through the Online Platform (Globe One Digital, lead) M15-M36
Transforming the online platform developed in WP2 into a central dissemination and exploitation hub. Globe One Digital will expand the platform's functionality, visibility and strategic use. Practical activities will include the innovation of the platform to add project results, training resources, policy recommendations and blueprints for Mak(h)erspaces. Furthermore, European Women in Tech and WeAreTechWomen will provide interactive content formats such as: a collection of good practices and case studies and a "gender lens" self-assessment module linked to the Gender Monitoring Toolkit. WeAreTechWomen (WATW) will support the creation of inclusive and gender-sensitive digital formats. EUN will ensure accessibility of the platform and NEMO will contribute to the digital storytelling section featuring short videos, interviews and photo documentation. EIT C&C will analyze platform's content and usability design to ensure long-term visibility.

Task 5.3. Final conference and exploitation roadmap (Science Center NEMO, lead) M30-M36
The main goal is to turn the project's results into long-term impact. It will be hosted by NEMO, who will manage all event logistic, with the participation of each partners engaged in WP5, together with representatives of educators, policymakers, researchers etc, whose participation will be managed by EUN. An Exploitation Roadmap will be developed by European Women in Tech and WeAreTechWomen with the engagement of each partners contributing to this task, outlining how each key project result can be scaled or replicated. EIT C&C will contribute to the roadmap design. During the event there will be a showcase of outputs guided by NEMO including the Gender Monitoring Toolkit and hands-on demonstrations of Mak(h)erspaces' results. Roundtables, moderated by WATW and EUN and supported by EIT C&C for cross-sector integration, will be held to make participants able to discuss about the implementation of project's materials into national and European settings. All the supporting materials presented during the conference will be made available online for continued access.

Work Package Number	6	**Lead Beneficiary**				NEMO	
Work package Title	**Establishment of virtual Mak(h)erspaces**						
Participant number	1	2	3	4	5	6	8
Short name for participants	EUN	NEMO	PoliMi	G1D	TecnoCampus	Warwick	WATW
Person months per participants:	10	20	12	24	10	7	9
Start month	6				**End Month**	36	

Work Package number	**6**
Work Package title	**Establishment of virtual Mak(h)erspaces**

Objectives: To design, implement and assess engaging virtual Mak(h)erspaces that provide inclusive, interactive environments where students can explore STEAM disciplines creatively and collaboratively. This WP aims to support educational innovation, inclusion and gender equity through online experiential learning tools.

Task 6.1. Design of virtual Mak(h)erspaces (NEMO, lead) M6-M15
NEMO will lead the participatory design of the virtual Mak(h)erspace environments. NEMO with the participation of TecnoCampus will coordinate the overall design process organizing a participatory design workshop. TecnoCampus will also support in feedback interpretation providing tech insights. This event will be held online. Based on the feedback collected, NEMO a will shape a first version of the platform's structure. Politecnico di Milano will translate feedback into screen design drafts. Politecnico and WeAreTechWomen will also help draft a short list of the key technical and functional features that the platform should include. EUN will monitor the accessibility and pedagogical usability during the design phase of virtual Mak(h)erspace, while Warwick will provide reviews on user-centered and inclusive design standards.

Task 6.2 Development of virtual Mak(h)erspaces platform (Globe One Digital, lead) M12-M24
The focus is on building and activating the virtual Mak(h)erspaces. Globe One Digital, as the technical lead, will oversee the platform's development, it will create main project website and learning portal.

The development process will start with the creation of a clickable prototype, allowing for early testing and feedback before moving into full implementation. TecnoCampus will review technical stability and the development workflow in collaboration with G1D, contributing to the development of the platform. Politecnico di Milano will continue to provide support with user experience input and technical validation, it will also test whether the navigation and layout are intuitive and review if it is effective for the pedagogical scope of the project. The University of Warwick and WeAreTechWomen will support content integration by helping to populate the Mak(h)erspace with educational resources, project templates and STEAM activity examples drawn from across the project. EUN will contribute to the creation of content for learning environments.

Task 6.3. Testing and monitoring of virtual Mak(h)erspaces (NEMO, lead) M24-M36
NEMO will test virtual Mak(h)erspaces with real users, collecting feedback on how well they work in practice and making improvements to ensure the platform functionality. NEMO and Warwick will assess that the platform is properly piloted, evaluated and refined before the final rollout. The steps to follow will be to pilot the structure of the digital platform, first tested internally within the consortium and then launched and tested externally. EUN will coordinate pilots by organizing small-case pilot sessions where the Mak(h)erspace is used for selected activities. Warwick and EUN will then observe how users interact with the platform, identify any kind of issues and assess the learning value of the digital tools. NEMO will collect both quantitative and qualitative feedbacks. Globe One Digital will work alongside Warwick and EUN to address technical issues and perform any required adjustments based on user feedback (simplifying the user interface; enhancing interactive features etc). PoliMi will support technical fine-tuning based on the outcomes previously monitored. European Schoolnet will help coordinate feedback from schools while WATW will ensure gender-responsiveness in feedback tools.

Work Package Number	7	**Lead Beneficiary**						Globe One Digital	
Work Package Title	**Project Mangement**								
Participant number	1	2	3	4	5	6	7	8	9
Short name for participants	EUN	NEMO	PoliMi	G1D	Tecno Campus	Warwick	EIT C&C	WATW	EWiT
Person months per participants:	5	3	3	5	3	3	5	3	3
Start month	1					**End Month**	36		

Work Package number	7
Work Package title	Project management

Objectives: To ensure project success, the management will be: i) sufficiently flexible to enable its work programme to remain relevant throughout external events, either technological or political; ii) strong enough to ensure the project progresses in accordance with the work plan and the EC rules, and iii) transparent to enable fair and transparent decision-making processes. Links with other WPs: The whole WP is a cross-cutting activity, where all tasks are linked to all WPs.

Task T7.1 Strategic steering (EIT C&C, lead) (M1-M36)
The strategic steering will ensure the relevance of xxx activities in line with major external scientific, technological, legal, social or economic events linked with the project. This will be done through: i) analysis of events that may impact the project; ii) survey of scientific and technological developments in the field and of other international and national initiatives; iii) implementation of contingency measures: reinforcement or elimination of tasks, work packages or topics and reallocation of resources; definition of new tasks, work packages or topics; overall specifications of the planning, the resources to fulfil the elaborated strategy and definition of expected results; iv) interactions with other related on-going projects or initiatives. Synergy and interaction with national or international projects and other networks will be promoted to optimise the developments in this field. The ExCom members will contribute to this task as WP leaders and WP deputy leaders.

Task T7.2 Coordination and project monitoring (Globe One Digital, lead) (M1-M36)
The coordination and overall management of the project will benefit from the project management expertise of the coordinator and the WP leaders. The overall coordination will be the sole responsibility of the coordinator, who will be the legal entity responsible for all contractual arrangements and reporting to the EC and carry out operational, technical and financial management of the action. Project monitoring: The project will design tools to facilitate the project coordination, resources monitoring, quality control and knowledge management (including IPR issues). These include i) Project Management Guidelines that will describe the project management and quality control procedures, ii) the Project Collaborative website (online project intranet), designed to enable secured and real-time storage and exchange of all the project information; and iii) the Project Risk Management Plan, which will provide methods and processes for identifying and mitigating risks threatening the project, political issues, resource drift and conflict.

Task T7.3 Administrative and financial management of the consortium (European Schoolnet, lead) (M1-M36)
The administrative and financial management will cover: i) Day-to-day administrative and logistic issues (including meeting organisation and follow-up), ii) Appraisal and monitoring of the project costs incurred globally, per WP and per participant in order to foresee, monitor and control the costs incurred, iii) Preparation and follow-up of EC payments, iv) Maintenance of the consortium agreement, v) Assistance to individual project partners on specific administrative issues, vi) Minutes of the project governing bodies' meetings. The technical and financial reporting to the Commission will involve the production of i) Consolidated periodic and final technical and financial reports (as specified in EU contract and including annual cost claims by all project partners); ii) Mid-term reviews.

3.1c List of Deliverables

Number	Deliverable Name	Short Description	Work Packege Number	Short name of lead Participant	Type	Dissemination level	Delivery date (in months)
1.1	**Report on Network Launch**	A document detailing the launch activities, initial members, and early engagements of the network	WP1	EUN	R	PU	M3
1.2	**Open Call Report**	A document containing the design of the call, publication strategy, participation data, and evaluation of responses	WP1	MOCAP	R	PU	M6
1.3	**Network Coordination Plan**	A structured plan outlining meeting schedules, agendas, and an introductory session summary for network participants	WP1	NEMO	R	PU	M9
1.4	**Local Implementation Report**	A brief report summarizing pilot experiences and early feedback on engagement efforts.	WP1	EIT C&C	R	PU	M12
1.5	**Interactive Digital Dashboard**	a web-based digital dashboard integrated into the digital platform, showing the stakeholder map and activity.	WP1	G1D	R	PU	M13
2.1	**Educational Toolkits and Lesson Plans**	A collection of structured educational materials including guides, worksheets, and interactive activities, along with a user manual for educators	WP2	EUN	R	PU	M18
2.2	**Online Platform for Educational Resources**	A fully operational online platform providing open access to categorized and searchable educational materials, with user features and technical documentation	WP2	Globe One Digital	R	PU	M12
2.3	**Structured Teacher and Mentor Training Program**	A program including live workshops, recorded webinars, self-paced modules, certification, and feedback reports to equip educators	WP2	EUN	R	PU	M12-36
3.1	**Design of the project**	Planning the event: agenda, registration, venue booking, promotion and logistics.	WP3	EUN	R	PU	M16
3.2	**Concrete organization of the STEAM Week**	On-the-ground setup and execution: venue prep, materials, schedules and catering.	WP3	EUN	R	PU	M18
3.3	**Development of physical Mak(h) erspaces**	Designing and equipping hands-on learning zones with digital tools and subject-specific content.	WP3	MOCAP	R	PU	M21
3.4	**EU STEAM Week for Future Women Innovators**	Hybrid event with sessions and mentorship for young women across Europe.	WP3	NEMO	R	PU	M36
3.5	**Technology Lab**	Gamified workshops in robotics and coding to boost digital creativity.	WP3	MOCAP	R	PU	M36
3.6	**Science Lab**	Interactive science exhibits with real-time public engagement.	WP3	NEMO	R	PU	M36
3.7	**Engineering Lab**	Sustainable architecture and urban design workshops using digital tools.	WP3	PoliMi	R	PU	M36
3.8	**Mathematics Lab**	Art-meets-math workshops focused on fractals and symmetry.	WP3	WARW	R	PU	M36
3.9	**Final Exhibition**	Showcasing participants' work through a collaborative final exhibition.	WP3	EUN	R	PU	M36
3. 10	**Final Conference**	Celebration and evaluation event with partner recognition and feedback gathering.	WP3	EUN	R	PU	M36
3.11	**Ongoing Evaluation and Feedback**	Continuous assessment of the event's impact and improvement opportunities.	WP3	EUN	R	PU	M36
4.1	**Formulating Gender-Inclusive Education Policies**	Analyzes existing policies, gathering input through interviews and focus groups and draft inclusive education guidelines validated through a stakeholder workshop.	WP4	EWT	R	PU	M18
4.2	**Developing Training Guidelines for STEM Educators**	To create modular training resources for educators using feedback from pilot activities, ensuring adaptability and peer-reviewed relevance.	WP4	WeAreTechWomen	R	PU	M24
4.3	**Creating a Gender Impact Monitoring Toolkit**	To design practical tools and a guidebook to assess gender impact in education, supported by a training webinar and multilingual formats.	WP4	EWT	R	PU	M30
5.1	**Dissemination to key target groups**	To implement a multi-channel communication strategy targeting educators, policymakers, industry, and civil society.	WP5	Globe One Digital	R	PU	M36
5.2	**Dissemination through the Online Platform**	To expand and optimize the project platform as a central hub for sharing results, resources, and interactive content.	WP5	Globe One Digital	R	PU	M36
5.3	**Final conference and exploitation roadmap**	To showcase project outcomes, engage stakeholders, and develop a roadmap for long-term impact and scaling.	WP5	EUN	R	PU	M36
6.1	**Design of virtual Mak(h) erspaces**	To co-create the conceptual structure of the virtual environment through participatory design and feedback.	WP6	MOCAP	R	PU	M15
6.2	**Development of virtual Mak(h) erspaces platform**	To develop the online platform, integrate content, and ensure a user-friendly, pedagogically sound experience.	WP6	PoliMI	R	PU	M24
6.3	**Testing and monitoring of virtual Mak(h)erspaces**	To pilot and refine the platform through user testing and feedback, ensuring functionality and learning value.	WP6	WARW	R	PU	M36
7.1	**Strategic Steering**	To ensure the strategic alignment of project activities with external developments by analyzing trends, coordinating contingency plans, reallocating resources as needed, and fostering synergies with related initiatives.	WP7	EIT C&C	R	PU	M36
7.2	**Coordination and Project Monitoring**	To manage the operational, technical, and financial aspects of the project through centralized coordination, supported by tools such as management guidelines, a collaborative platform, and a risk management plan.	WP7	Globe One Digital	R	PU	M36
7.3	**Administrative and Financial Management of the Consortium**	To oversee the day-to-day administration, financial monitoring, EC reporting, consortium agreement maintenance, and partner support, ensuring accurate and timely delivery of all contractual obligations.	WP7	EUN	R	PU	M36

3.1d List of Milestones

Milestone number	Milestone name	Related work package (s)	Due date (in months)	Means of verification
1	**Network Activation**	WP1	Month 6	Documentation and planning the consortium meetings, division of roles and responsibilities within the project, creation of a shared agenda and calendar.
2	**Design of the STEAM Week**	WP3	Month 36	Completion of the program design, including agenda development, session planning, logistics coordination, and interactive space setup, ensuring alignment with project goals and readiness for implementation.
3	**Official launch of online Mak(h)erspaces**	WP6	Month 12	The launch of the online Mak(h)erspaces will be verified through a final report detailing the virtual events held, participant engagement, platform analytics, feedback collected and online visibility through media coverage and social media interactions.

3.1e: Critical risks for implementation

Description of the Risk, Likelihood / Severity	Work Package(s) Involved	Proposed Risk-Mitigation Measures
1. Lack of coordination: Inefficient collaboration or delays among partners.**Likelihood: Medium / Severity: High**	WP1, WP3, WP4	Establish clear coordination protocols, regular online meetings, and a shared project management platform. Assign a dedicated coordination officer (within WP1).
2. Limited engagement of stakeholders: Policymakers, educators, and industry actors may show low interest or availability.**Likelihood: Medium / Severity: High**	WP3, WP4, WP5	Build early and continuous engagement via targeted outreach, stakeholder workshops, and communication strategies tailored to each group. Use the coordination network.
3. Insufficient funding: Budget limitations could affect event organization.**Likelihood: Low / Severity: High**	WP2, WP3, WP6	Prioritize essential activities and secure co-funding or sponsorships from external partners. Allocate a buffer budget within WP1.
4. Dependence on external factors: Shifts in national or EU education policies may delay or restrict the adoption of proposals.**Likelihood: Medium / Severity: Medium**	WP4	Design flexible policy proposals that align with multiple education systems. Maintain dialogue with policymakers to adjust accordingly.
5. Technological challenges: Delays in developing the digital platform or technical issues in Make(h)erspaces. **Likelihood: Medium / Severity: Medium**	WP2, WP6	Collaborate closely with tech partners (Digital Silk, Globe One) and build in time for troubleshooting. Use tested platforms and scalable infrastructure.
6. Resource limitations: Lack of expert staff or delays in recruitment for STEAM Week and policy writing.**Likelihood: Medium / Severity: Medium**	WP3, WP4	Maintain a backup roster of collaborators and involve interns/trainees where appropriate. Allocate tasks according to partner strengths.
7. Intellectual property issues: Disagreements on ownership of content, platforms, or materials.**Likelihood: Low / Severity: Medium**	WP2, WP5	Establish early IP agreements and shared licenses (e.g., Creative Commons). Clarify usage rights in the Grant Agreement.
8. Data management and privacy concerns: Improper handling of data or user feedback.**Likelihood: Low / Severity: Medium**	WP3, WP4, WP5	Implement GDPR-compliant protocols, anonymize participant data, and train staff in data ethics. Use secure storage systems.
9. Ethical considerations: Challenges related to gender sensitivity, inclusion, and cultural diversity.**Likelihood: Medium / Severity: Medium**	WP3, WP4	Involve ethical advisors or committees to oversee implementation. Provide training on inclusive language and practices to all contributors.
10. Communication and dissemination barriers: Difficulty reaching target audience.**Likelihood: Medium / Severity: Medium**	WP5	Create a strong, multilingual communication plan, leveraging social media, schools, and networks like WomenTech and WeAreTechWomen. Involve professionals like Globe One Digital.

3.1f Summary of staff effort

	WP1	WP2	WP3	WP4	WP5	WP6	WP7	Total Person-Months per Participant
1. EUN	12	16	28	14	9	10	5	94
2. NEMO	9	5	19,5	0	16	20	3	72,5
3. PoliMi	7	4	19	16	0	12	3	61
4. G1D	22	18	14	0	18	24	5	101
5. TecnoCampus	11	2	26	0	0	10	3	52
6. Warwick	6	4	20	0	0	7	3	40
7. EIT C&C	11	0	6	11	10	0	5	43
8. WATW	6	0	6	16	11	9	3	51
9. EWiT	8	6	6	21	11	0	3	55
Total Person Months	92	55	144,5	78	75	92	33	569,5

3.1h Purchase costs items

1. EUN		
	Costs	**Justification**
Travel and subsistence	8000	4 travels
Equipment	22500	workshops (venues, materials), materials and technology
Other goods, works and services	47900	management services and support, logistics and digital tools, digital content production, expert engagement, events and support, production of the "Best Practices & Gaps Report", dissemination and printing of the training materials, testing the toolkit, adapting teaching platforms to integrate dissemination content, testing tools and validation of online educational elements, school-oriented materials and printing of the exploitation roadmap, tools contributing to technical feature development, educational resource tools and content repository platforms, piloting feedback tools with schools
Remaining pruchase costs	56400	15% of personnel cost
Total	134800	

2. NEMO		
	Costs	**Justification**
Travel and subsistence	3000	3 travels
Equipment	21700	supplies and tools, workshops, lab tools and consumables, venue costs, A/V rental
Other goods, works and services	20750	event organization and administrative support, educational resource production, digital tools, technical support and events, printing and event promotion within its outreach network, event hosting, catering, online collaboration tools and design software, feedback collection platforms and survey tools
Remaining pruchase costs	43500	15% of personnel cost
Total	88950	

3. PoliMi		
	Costs	**Justification**
Travel and subsistence	6000	4 travels
Equipment	12250	workshops, teaching tools
Other goods, works and services	19500	operational support, materials and meeting management, toolkit production, technical support, events, research materials, stakeholder mapping, support the design of training modules, developing student self-assessment and data tracking templates, screen mockup software, layout testing tools, technical monitoring dashboards
Remaining pruchase costs	22875	15% of personnel cost
Total	60625	

4. G1D		
	Costs	**Justification**
Travel and subsistence	6000	4 travels
Equipment	8850	workshops, materials
Other goods, works and services	28020	external services, logistics and materials, videos and digital tools, mentors and content validation, logistics, media production and analytics tools to track campaign performance, platform upgrades, integration of new functionality, and embedding resources, online promotion of the event, hosting, development tools, and backend services, debugging and UI enhancement tools
Remaining pruchase costs	29542,5	15% of personnel cost
Total	72412,5	

5. TecnoCampus		
	Costs	**Justification**
Travel and subsistence	6000	4 travels
Equipment	14000	workshop materials, lab tools
Other goods, works and services	13350	services and materials, logistics, videos and digital tools, resource production, logistics and events, technical prototyping tools, development workflow support tools
Remaining pruchase costs	19500	15% of personnel cost
Total	52850	

6. Warwick		
	Costs	**Justification**
Travel and subsistence	6000	4 travels
Equipment	14000	workshops and materials, materials and technology
Other goods, works and services	21100	management and consulting, logistics, digital content, experts, pilot events, inclusive design review tools, educational content integration tools, user interaction analysis systems

Remaining pruchase costs	21000	15% of personnel cost
Total	62100	

7. EIT C&C		
	Costs	**Justification**
Travel and subsistence	6000	4 travels
Equipment	6000	workshops
Other goods, works and services	17900	external services and communication, logistics, digital tools and content, consulting, graphic design and accessibility formatting of the final policy brief, making it professional and widely usable, visual design and layout of the toolkit, production of physical sector-tailored materials, management of content visualization tools for online impact, showcase materials and stakeholder kits
Remaining pruchase costs	14400	15% of personnel cost
Total	44300	

8. WATW		
	Costs	**Justification**
Travel and subsistence	6000	4 travels
Equipment	6250	tools and logistics
Other goods, works and services	25420	support and logistics, digital tools and communication, local events, participating in interviews and consultations, toolkit design and to conduct a peer review, toolkit review coordination, media format creation and content editing, digital storytelling content, roundtable materials, digital collaboration platforms, content formatting and integration tools, inclusive analysis forms and tools
Remaining pruchase costs	26775	15% of personnel cost
Total	64445	

9. EWiT		
	Costs	**Justification**
Travel and subsistence	6000	4 travels
Equipment	6250	tools
Other goods, works and services	25100	technical support and material purchase, meeting management, materials, production, experts, event logistics, hosting the in-person validation workshop, ensuring that the policies are robust and have the buy-in of key stakeholders, peer review coordination and internal toolkit formatting, translation, formatting, and documentation of the toolkit, promotional material production, interactive module development and digitalization of gender tools, gender session materials and branded visuals
Remaining pruchase costs	33000	15% of personnel cost
Total	70350	

3.2 Capacity of the Consortium as a whole

There are nine partners taking part in the project consortium, spread both geographically and by the type of information they provide, chosen to create a cohesive and complete coverage of activities. Because every participant contributes their expertise to the specific needs that each Work Package involves, the overall project, including its technical, scientific, institutional and political sides, remains sound. Partners are included in many Work Packages and their contribution shows their key role in their respective areas.

As the project coordinator, **European Schoolnet (EUN)** joins all six Work Packages and is responsible for making the project coherent and spreading its outcomes. Its skill in overseeing STEM education and large European projects is further built on by its participation in WP1 (coordinating the network), WP2 (developing teaching materials), WP3 (organizing the EU STEAM Week), WP4 (assisting with innovative teacher education), WP5 (managing communication) and WP6 (building Mak(h)erspaces). This cooperation shows it can mobilize education networks, give methodological help, and integrate outcomes across schools.

WP1, WP2, WP3, and WP5 bring **Science Center NEMO** (Netherlands) onto the project, except for WP6, which it leads and which is extended for 30 months. Everything about NEMO bridges the gap between traditional and experiential learning methods. It oversees setting up physical Mak(h)erspaces (WP6), organizes the EU STEAM Week (WP3), helps train teachers, and makes STEAM education easier to find. Availability of ads allows brands to connect powerfully with a younger demographic.

Politecnico di Milano (PoliMi), which participates in workshops 1, 2, 3, 4, and 6, contributes expertise on technical and engineering topics. The project supports curricular policy suggestions (in WP4) while contributing to the building of engineering labs and Mak(h)erspaces (in WP3 and WP6) and developing educational resources (in WP2). This delivery also belongs to the Polytechnic: documenting the online Mak(h)erspace that supports operations.

Globe One Digital (Greece) participates in WP1 and WP3 and leads the activities for WP5, which covers dissemination, the website, and integrated communication. Part of what it does is increase the project's awareness with digital marketing, social media work, and SEO. Globe One Digital is assisting in the analysis of Mak(h)erspaces and with digital advocacy in different areas. Because of its diverse experience, it can connect different Work Packages and efficiently share the project's results. TecnoCampus (Spain) is an essential partner in all WPs except WP5, serving as the project's lead for Task 6.1 on the design of virtual Mak(h)erspaces. TecnoGirls' knowledge is key to shaping the activities in the Technology Lab, since it is in digital and game-based education. Moreover, it is involved in making educational toolkits (WP2) and taking part in defining gender-sensitive ways of teaching (WP4).

The University of Warwick (UK) will play a role in WP2, WP3, WP4 and take the lead in the impact evaluation part of WP6. In WP3, it supervises the Mathematics Lab, in WP4, participates in building policy evaluation systems, and in WP6 it leads work on deliverable 6.3. Warwick brings together solid scientific expertise, mainly in fractal geometry and the link between art and mathematics, along with an advanced ability to track educational projects, ensuring a balance between knowledge and acceptance of all backgrounds.

The **EIT Culture & Creativity** team is part of WP1, WP2, WP3, WP4 and WP5. Supporting the European creative sector it helps form a network (WP1), adds cultural aspects to school materials (WP2), backs

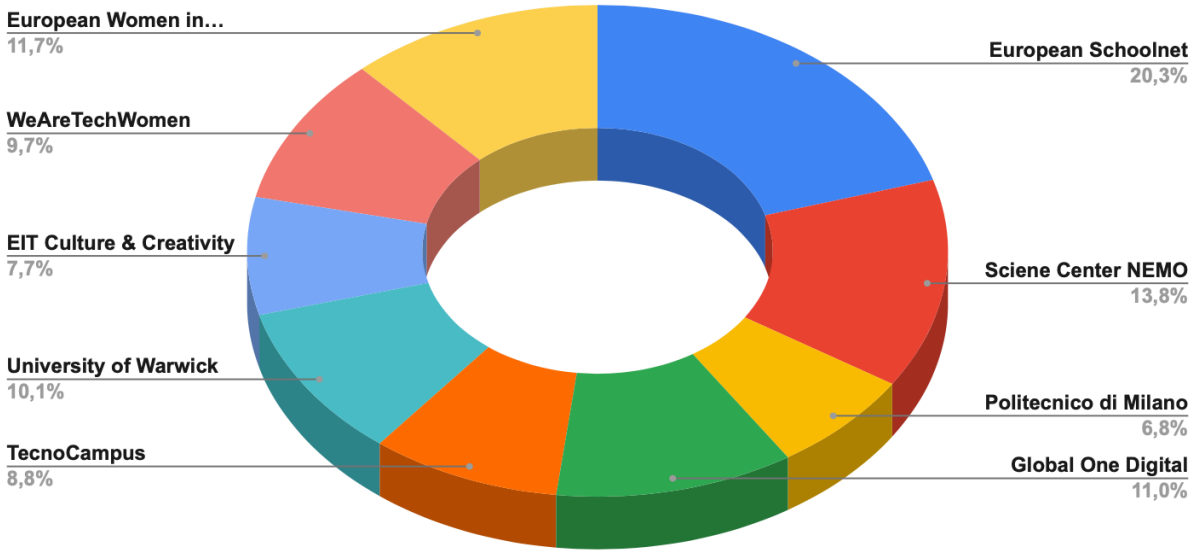
creative events (WP3) and transmits information (WP5). We will greatly benefit from their influence because it unites arts and innovation in education. As the lead partner of WP4, WeAreTechWomen (WATW) aims to make policy recommendations and teach teachers about gender issues. The project team is also contributing to WP3, WP5 and WP6. WATW offers coaching, contacts and support for advocacy and their role in the project includes deliverable 4.2 on the STEM teacher training framework. Learning institutions will benefit a lot from the organization's network of experts and trainers.

European Women in Tech (EWIT) is part of WP1, WP3, WP4 and WP5 and heads Task 4.1. In addition, it participates in teaching adults about the labor market and helping students with career choices. Through its efforts to help women have equal work and business opportunities, EWIT will connect education, industry and work for young girls. All partners are participating in six Work Packages, sharing skills in education, engineering, digital creativity, policy making, spreading scientific news and marketing.

The participants take part in several WPs, which shows the project's integrated and cross-cutting design. The materials designed for WP2 and the platform of WP6 will now use the resources developed by Globe One Digital in WP5, making access to and understanding the materials easier for everyone. The University of Warwick will also use data from the evaluation to inform the policy recommendations developed under WP4, creating a loop between practical classroom work and larger system improvements. Each partner's person-months correspond to the tasks needed to sustain the intervention throughout the project.

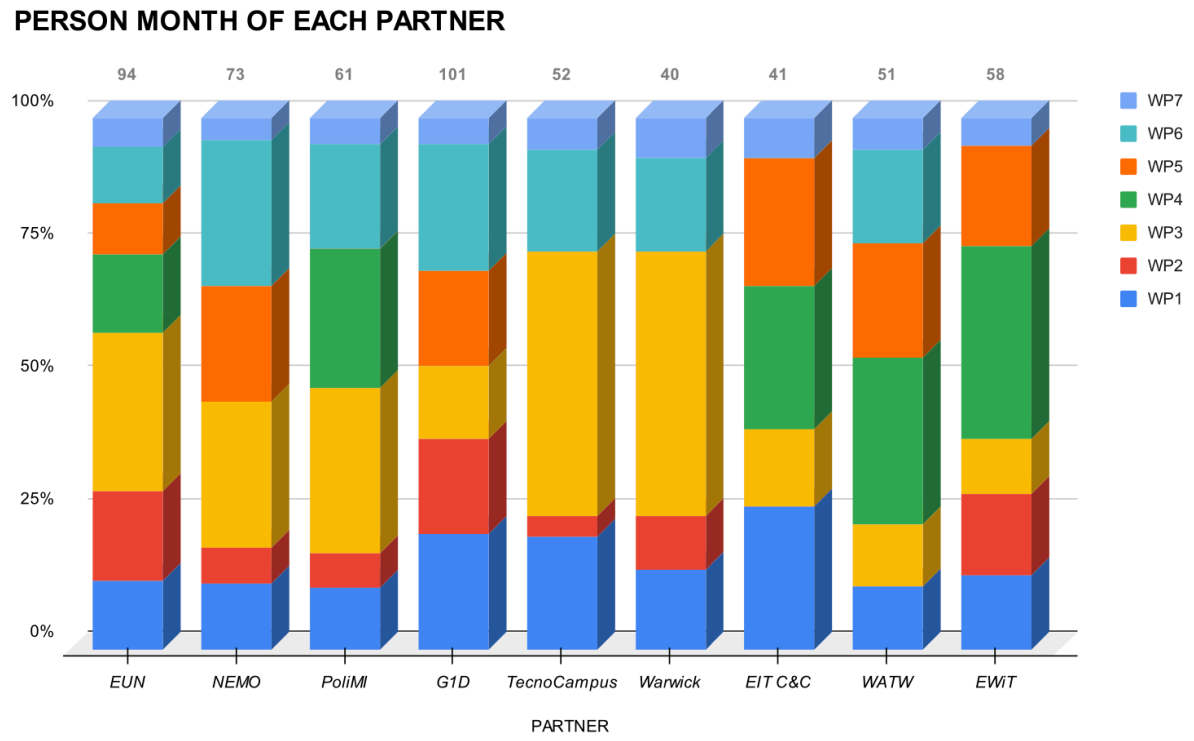
Partners from Western, Southern, and Northern Europe contribute to the project being tested across a wide range of contexts. Because of this, the advice produced conforms to European cultures and meets political requirements within the EU. Participation by colleges, museums, NGOs, and digital agencies in Italy, Spain, the Netherlands, the United Kingdom, Greece, and Belgium allows the integration of local views with a European approach.

Budget



The project is going to dedicate a total of approximately **€1,780,950** to ***personnel direct costs,*** distributed across nine key partners involved in the consortium. European Schoolnet (EUN), as a central coordinator and leader in multiple work packages (WP), accounts for the largest share with **€376,000** destined to staffing and expert involvement. This reflects EUN's critical role in managing dissemination, coordination and pedagogical expertise throughout the project's lifecycle. Science Center NEMO, responsible for leading virtual Mak(h)erspace design and final event management, is going to beneficiate of **€290,000**, underscoring its contribution in technological innovation and user engagement activities. Politecnico di Milano, with **€152,500** primarily supports technical design and user experience, providing essential expertise in screen design and platform usability. Global One Digital, the technical lead for platform development and dissemination strategy, receives **€196,950.** This allocation reflects the significant workload involved in developing and maintaining the digital infrastructure central to the project's success. TecnoCampus and University of Warwick will respectively dispose of **€130,000** and **€140,000**. TecnoCampus supports technical stability and development workflow, while Warwick contributes to content integration, pedagogical validation and inclusive design standards. EIT Culture & Creativity, with a budget of **€96,000**, plays a strategic role in connecting the project outputs to broader cultural and creative sectors, ensuring long-term visibility and exploitation. WeAreTechWomen and European Women in Tech, beneficiate of **€178,500** and **€220,000** respectively, focusing on gender-sensitive outreach, content creation and stakeholder engagement. Their personnel costs support dissemination campaigns, development of gender monitoring tools and organization of community events to enhance inclusion and equity in STEM fields.

Overall, the personnel direct costs reflect a balanced investment in coordination, technical development, content creation, and outreach activities, aligned with each partner's expertise and responsibilities within the project.



The **Other Direct Costs (ODC)** for the project comprehend a total of **€645,350** and are strategically allocated to support key activities across the Work Packages, ensuring quality, inclusivity and effective delivery throughout the project lifecycle.

Travel expenses amount to approximately **€58,000** and cover essential trips by project partners to workshops, transnational meetings, dissemination events and coordination activities. Specifically, WP1 budgets travel for 9 partners, each allocated €1,000 per trip, totaling around €9,000. WP3 involves a more extensive travel plan with 26 trips: three trips each for seven partners (21 trips), plus five trips by European Schoolnet (EUN), while NEMO has no planned travel for WP3. This results in roughly €26,000 in travel costs, facilitating strong partner engagement across international events. WPs 4 and 5 each budget travel for 9 trips, amounting to about €9,000 per WP, ensuring active participation in dissemination and coordination efforts.

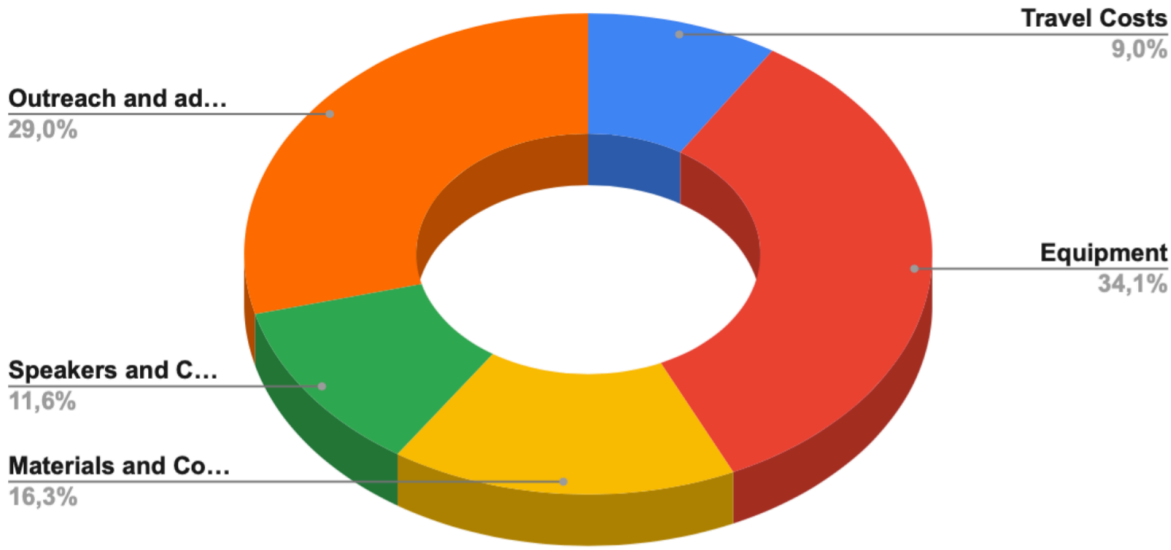
Equipment costs are composed of a total of **€150,000** to acquire necessary hardware, software and lab materials that underpin both virtual and physical Mak(h)erspaces development. This includes interactive devices, 3D printers, prototyping tools, augmented and virtual reality equipment, as well as software licenses essential for platform development and immersive learning environments. WPs 2 and 6 particularly benefit from this investment, which ensures cutting-edge technological capacity for delivering innovative STEAM education.

Materials and consumables account are estimated to be approximately **€90,000**. These funds cover educational resources, STEAM kits, printing, and consumables used in workshops, training sessions, and Mak(h)erspaces activities across multiple WPs. These resources are crucial for hands-on learning and engagement with students, facilitating inclusive and diverse educational experiences.

Speakers and conference-related costs represent about **€40,000**. This budget supports fees for external experts, moderators, and keynote speakers for project events, particularly the final conference organized by NEMO in WP5. It also covers related logistics such as venue rental, materials, and event facilitation necessary to showcase project outputs and maximize outreach impact.

Outreach and administrative costs are beneficiating roughly **€140,000**. This category includes communication campaigns, digital content production, dissemination activities led by WeAreTechWomen and European Women in Tech, as well as operational support for organizing meetings and workshops. It covers expenses related to gender inclusion activities, digital storytelling, multimedia production, and the coordination efforts essential for effective project management and partner collaboration.

Together, these allocations reflect a well-balanced distribution of the Other Direct Costs, directly contributing to the project’s objectives by facilitating mobility, providing necessary technical resources, engaging stakeholders through high-quality events, and ensuring smooth operational execution across all work packages.



In accordance with the project guidelines, **indirect costs** (overheads) are calculated at 25% of the total direct costs, resulting in a total of **€572,388.**

The overall budget, combining direct personnel costs, other direct costs, and indirect costs, amounts to **€2,998,571.**