This is a transcript of a seminar from our series **Innovative Approaches to Research in Equity, Diversity & Inclusion** hosted by the EDI Caucus and held online on 22 April 2025, chaired by Prof Jemina Napier. The title was You Can’t Be What You Can’t See: Inclusive Science Communication.

The presenters were Professor Dame Heather McGregor, Provost & Vice-Principal of Heriot-Watt University’s Dubai campus and the EDI Lead on the project, IDRIC – the Industrial Decarbonisation Research & Innovation Centre. And Professor Chrissie Douglass, visiting professor at Heriot-Watt University and the lead co-investigator on the video production for IDRIC.

Headings have been used to facilitate navigation in this document, and the text has been lightly edited for readability. The recording and the slides can be viewed here: <https://edicaucus.ac.uk/inclusive-science-communications-seminar-recording/>

# Introduction

[Prof Jemina Napier:] Thank you so much to everybody who's joined us today for this seminar. This is the first of our new seminar series, and we're delighted to welcome Professor Dame Heather McGregor who's the Provost and Vice-Principal of Heriot-Watt University in Dubai and also Professor Christine Douglass, who's a visiting professor with Heriot-Watt University, to lead the seminar today. My name is Jemina Napier and I'm the deputy Principal Investigator on the EDI Caucus or what we refer to as EDICa, and the title of the presentation today is "You can't be what you can't see: A truly inclusive approach to creating the researchers of the future".

The EDI Caucus is funded by UKRI with additional support from the British Academy and our key actions are to research an evidence base for inclusive careers across the UK's research and innovation system, ultimately seeking to remove barriers that are experienced by marginalised groups and support them to access and thrive in chosen careers. So that's whether you're in an academic role, a research role, a technician, research support role – anyone who's part of the research community. Through our processes we're looking to create national and international communities of practice. We embed a co-design approach with stakeholders and people with lived experience in all of the work that we do, and also the work that we fund through our Flexible Fund scheme.

This is our Research Methods Seminar Series. As I said, it's the first one. We have identified the need for rigorous research methodologies to really think about how people can embed equality, diversity and inclusion. We're seeing much more pressure and demand for EDI to be embedded within methodologies. This seminar series has been created so that we can focus on dissecting the various methods that are used, how we can make sure that methods are inclusive both for the researchers conducting the research, but also involving participants and practitioners. So we can equip researchers and practitioners with various tools, frameworks, and approaches necessary so that we can critically analyse and address EDI issues across various domains.

All of our seminars are recorded and stored on our YouTube channel. So if you can't make it or you can't attend the whole thing, please feel free to follow up by watching the recording, and do promote the recordings among your networks. We're really keen for people to engage with these free resources that we're making available.

Our website has information about our seminars, our work streams and the various activities that we're doing including our Flexible Fund and the different projects we have funded through the Caucus. So please do take time to explore the website. We are in the process of creating what we're calling ERICa – a resource for people to take on board either things that are created through EDICa or pointing to other resources that are available. Not only does the website have information about what we're doing in EDICa but we're developing a resource base across the board as well. So do go and take a look at that. Without further ado, I will stop sharing my screen and hand over to Dame Heather and to Chrissie for their presentation and look forward to sharing the Q&A at the end.

# Presentation

## Dame Prof Heather McGregor

Hello everybody. As Jemina said, I lead Heriot-Watt's campus here in Dubai. I was actually the EDI lead on IDRIC, Heriot-Watt's big project that we won at the end of 2019 - but because of COVID the funds were not released until the summer of 2021. And in that project, right from the bid actually – so the back end of 2019, I wrote into the proposal that were we successful in winning the project where we would film a representative – a group of people – across the IDRIC project with the idea that we would inspire the next generation of researchers.

I always had this vision how **I** [would be the one who] would do it when we wrote the proposal. But very shortly after we were finally given the money in the summer of ’21, I realised that I would probably be away in Dubai for the duration of the project. I also knew that I wanted as my co-investigator Christine Douglass who I had known for many years and knew that she'd done a huge amount of work in filming people – partly, actually, in the medical area, but she'd also done her masters in science communication and she'd done her PhD on filming people who had cancer. So I knew that she was very talented in this area and I was very grateful to persuade her to come on board as my joint co-investigator and really she has been the principal investigator in this project. I'm going to now hand over to Chrissie.

## Prof Chrissie Douglass

Thank you for the introduction. As Heather said we're going to very briefly in 15 to 20 minutes give you an overview of our methodology and to hopefully have enough time for us to discuss this and get feedback from you. As Heather said we wanted to invite people working with IDRIC to be video role models and we wanted to frame this in an inclusive, participatory methodology. I'm going to quickly go through this methodology with you now.

### Inequities in STEM education and careers

There's strong evidence from across STEM education and career trajectories of historic and persistent under-representation of people who are minoritised and marginalised in the UK. It's also important to know that STEM careers are often better paid; they're more secure; they have greater opportunities for professional development and career progression than other sectors. It's vital that people from all backgrounds have access to these benefits. So under-representation is both hindering scientific progress and it is unjust. If we're to make meaningful progress, science can no longer be separated from robust considerations of equity, diversity and inclusion.

### The need for role models in STEM

Gladstone offers a quick, easy definition of a role model [“ ..individuals who can positively shape a student’s motivation by acting as a successful exemplar.” Jessica R Gladstone, et al. (2021)] but I just want to flag the word “successful” here. All the evidence suggests that role models don't need to be successful. Indeed, too much success can be demotivating both for students and, indeed, for people contemplating becoming a role model. So “success” should be achievable and relatable, over "successful every time".

I just want to stress that whilst we advocate strongly for role models, we want to emphasise that there's no easy fix to under-representation and that we need a whole-systems approach if we're to deliver just, inclusive, educational pathways and training opportunities, as well as just, inclusive places to study and work. We urgently need intentional action to identify and address barriers to full participation in science. Barriers that are marked, ingrained and complex, and that exist at structural and at individual levels. They include bias and discrimination, stereotypes, and school resourcing. Indeed, one of the biggest filters for STEM participation is access to triple science at school. Whilst the landscape is complicated, role models are an important part of education and career development. As part of wider EDI strategies they can and do change beliefs, and can and do support and motivate young people into a much wider range of careers than they might already have selected. And really importantly, role models are highly valued by students. The evidence underpinning our research acknowledges the need for a much broader range of role models and the importance of intersectional characteristics and the need to increase accessibility to relevant role models and to make this access equitable. We also need to give greater consideration to being a role model.

### The challenges for role models from minoritised backgrounds

“When all the pressure to be a role model is placed on women in STEM, diversification may come to be seen as a female issue rather than a societal issue”. Benjamin Drury, et al. (2011)

There are many challenges to being and becoming a role model which are largely unexplored in the literature. We wanted to both raise awareness of these challenges, as well as to seek to address them in our methodology. We wanted to invite and support people from wide-ranging backgrounds to be role models. The focus of many interventions is on gender and race and ethnicity, which, whilst vital, (we have very few disabled role models and we have very few LGBTQ+ role models, and again there is this lack of focus on intersectional characteristics) this isn't – and cannot just be – the work of minoritised and marginalised people. We wanted to make the concept of role modelling everyone's responsibility. In exploring more of the lived experience of role models, it's riddled with shocking examples of bias and discrimination. The very bias and discrimination we're seeking to overcome. So role models absolutely need to be valued, supported, resourced, elevated and embedded into the fabric of STEM.

“I am often used by the organisation to talk about diversity and inclusivity and requested to be involved in BAME activities at work - however this is in addition to workload - and feel that the organisation adds pressure on me and other BAME colleagues to improve diversity and inclusivity without undertaking work themselves - i.e., improvements won’t take place unless BAME people do the work (sufficient resource is not provided to support EDI to instil improvement).” Institution of Environmental Sciences. (2021)

### The use of video role models for schoolchildren

It's very challenging providing equitable access to relevant, in-person role models for school children in school settings. There's an imperative to address this inequity of access across identities, groups, and locations. Whilst we must not ignore the very real digital and technological inequity in classrooms, virtual platforms can simultaneously reduce the burden of being role models through time and effort in reaching large numbers of students, but also make role models more accessible to students. Virtual platforms can also enhance understanding of science and scientists, and support and give greater flexibility to teachers and students in lessons and indeed have been shown to help with student retention.

The main loss in virtual role models is the lack of interaction between the role model and student. We sought to overcome this by engaging with schools and school children before filming, asking them to submit questions indicating what mattered most to them, what they might most like to know and find out.

### The importance of reflexivity and coproduction

“Reflexivity can be defined as recognizing one’s own position in the world   
both to better understand the limitations of one’s own knowing and   
to better appreciate the social realities of others.”  
“A reflexive practitioner would challenge her epistemological assumptions (how we know what we know) and the social and discursive factors that influence conceptions of legitimate knowledge, social norms, and values.”   
Stella Ng, et al. 2019.

Our project is underpinned by reflexive working and co-production. We believe we all need to scrutinise with humility how our – and the institutions work in – how our social, political, cultural, epistemic, ideological beliefs, experiences, assumptions ... essentially the *power* we hold influences, and influence historically and in the moment of doing our research. The way we work, the way we teach, the way we make policy, and how our positionality might contribute to or address the mechanisms of under-representation and exclusion.

We believe working reflexively is essential to successful co-production sharing power. Indeed seeding power, active listening, mutual learning, forming partnerships to co-produce knowledge – when done well, is a circular process of skills and knowledge exchange that leads to more inclusive, relevant, efficient, accessible and sustainable outcomes. Within film-making scrutinising the filmmaker's authorial power is critical. How we represent others, how others have been represented, and fixed meaning is a vital part of working reflexively. And this exists along the entire production trajectory.

### Methodological details

I'm just going to highlight a couple of aspects of our methodology. Hopefully again this will inspire some discussion at the end of this brief presentation. We purposefully were not seeking to recruit. You know, I'm really quite allergic to the word “recruitment”. We invited people to take part either through written invitations or verbal invitations at group meetings. We were really intentional about this being a gentle invitation to take part, or a gentle invitation just to engage with us about the process. We consciously didn't target, monitor, label, or categorise protected characteristics in the production of the films. This absolutely wasn't a tickbox or a quota exercise.

These open invitations were issued and we were fortunate that a wide range of people generously volunteered across different characteristics – some with intersecting characteristics as well as different roles, stages of education, different stages of professional development, careers, wider backgrounds and, indeed, different psychological and personality traits which we know are important to inspiring young people. And whilst diversity is clearly evident, either talked about or physically apparent in most films, we're left without being able to explicitly state the diversity of participants or indeed comment on non-visible or undisclosed characteristics. For us, this wasn't problematic, but it is interesting in discussions that have followed about, for example, how we might index the films to make them more accessible.

Another point I will just briefly highlight is collaborative editing. It's all very well having a participatory process where our participants chose what mattered most to them, what they wanted to prioritise, what they considered important. It's so important you continue this participation into the edit suite, because the edit is where meaning gets fixed. We created rough cuts which we shared with participants and they were invited to remove or add in footage, change emphasis, advise on stock images, provide personal photographs. And once participants were happy and only when they were happy, we sent the films to IDRIC for sign off. And if IDRIC wanted to make changes, we took them back to the participants and we went through this iterative process until our participants were happy and comfortable.

Another note while we're on stock images, I think one of the biggest findings was how *un-diverse* stock image libraries are. We really searched hard and explored how power and dominance were displayed in a lot of images and the balance of, for example, gender, ethnicity, race, ability, status - how all of these were portrayed, how invisible disability might be represented and how certain geographies, nations and peoples were portrayed and this was an essential but challenging process.

I'll just briefly mention one more aspect of our methodology. I've mentioned how we involved the school children in providing questions for the films, but I just want to briefly flag that we wanted to tailor the films so that they would sort of appeal to the students immediately at the same time offering a disruption to scientific stereotypes. So each film has a little bit of a – what we call a teaser – at the start. The specific aim here was to disrupt scientific stereotypes and hopefully add a playful introduction to the film. So we have examples like “don't visit my lab, it's disgusting” or “I did my interview in my pyjamas”. All of these were offered voluntarily by the participants as part of the interview, but we just include these at the start of every film to draw our audience in.

### Production challenges and considerations

I'm just going to briefly mention one or two production challenges. I'd definitely give far more resource and time to school engagement before the project actually started. We got a great range of questions from students, but I've thought a lot about how we might do that better.

The second point is about methodological adaptations and building in responsiveness. Aligning very much with EDICa's work, how do we create flex in research grants to allow us to support life events? So often, contingency planning is based around sort of equipment, etc., but I think to be truly inclusive we have to start thinking how do we build in contingency for the values of EDI and for life events.

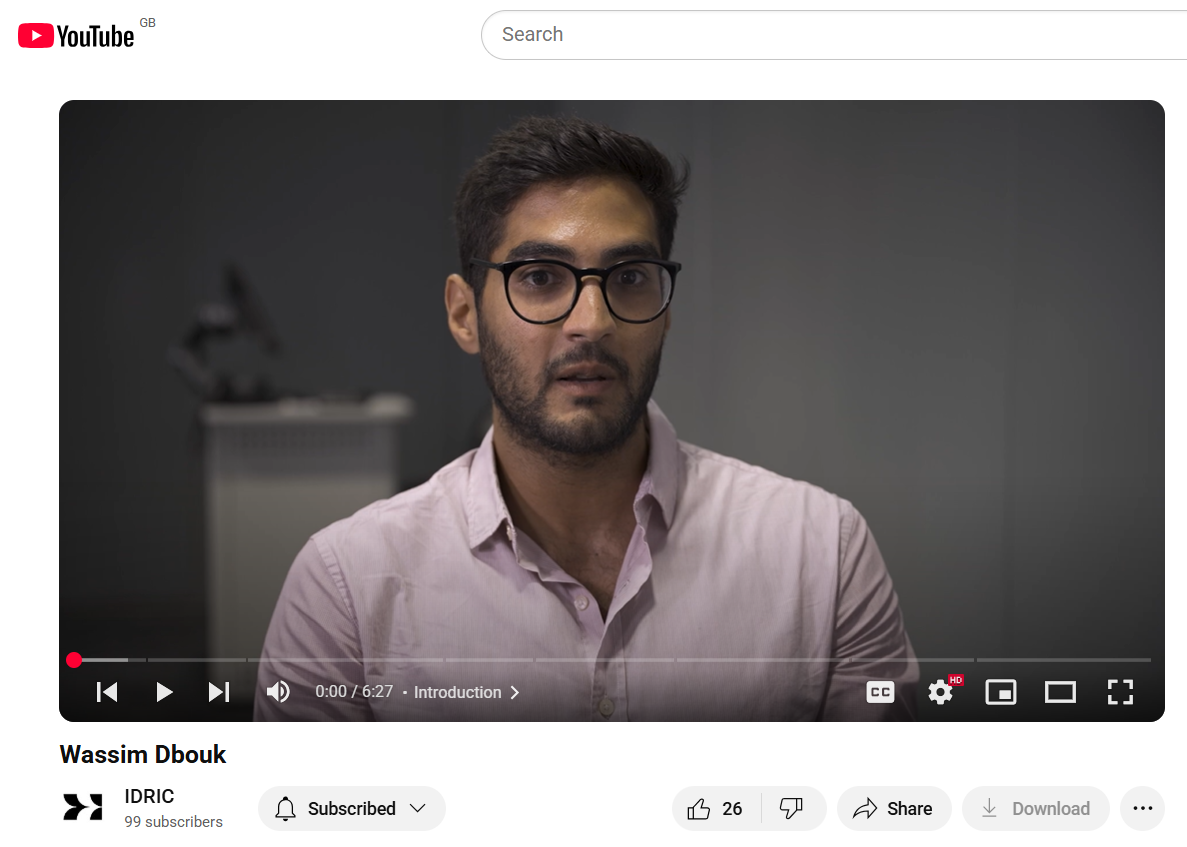
Finally, in making films about people this was a huge responsibility that we took very seriously. These are people's lives that we are reproducing in film, and an individual's choice to disclose whatever they want to is that. There was no pressure put on anyone to disclose things that they didn't want to. We had periods where everyone could reflect on what they said; anyone could revisit. We would remove and completely delete anything that was said that people wanted removed. It is, and remains, a huge privilege to have made these films and I think we have to always respect individual choice in what people choose to share with a public audience.

### Conclusions and recommendations

We must do whole systems embedded approaches. We really want to invite, value, and support more people to be role models. We must all work reflexively, interrogate our own and our institution’s positionality. We must make the process of being a role model, and accessing a role model, inclusive and equitable. Science needs to be promoted to all groups and to be relevant to all groups in society and involve everyone. I love what EDICa are doing about building communities of practice. That's absolutely what we must all be doing – sharing learning.

# An Example of an IDRIC Role Model Video

Heather: We've obviously got 48 videos to choose from, and we chose this video to show you. This is an example of somebody who is *not* a scientist. He's working on the climate emergency – the overarching project (IDRIC stands for the Industrial Decarbonization Research & Innovation Centre) is working on industrial decarbonization. One of the things this video shows is what a wide variety of research activity there is that supports climate change research, because actually Wassim is a policy maker and we wanted to show in the films that we made, that it's not just people in a lab who are contributing to the advancement of science.



<https://youtu.be/5Is9q4Gq9sk?feature=shared>

Thank you very much for sharing that. We have been working, since we finished this project last year, on dissemination. The critical part of our dissemination has been to work with people already working with school children. We have been working with the Royal Society, In2Science, In2Careers, and with Inspiring Girls UK - all these people listed on here. We are still working with various other people to put installations in and to help in dissemination with the videos. We're very proud that UNESCO have named us as an excellent example of this kind of communication work and of course we are seeking to publish.

We are preparing a paper on our methodology, which we are submitting to Science Communication. And then, a little bit further down the road we're working on another paper on the things IDRIC did on diversity and inclusion which didn’t work so well.

The methodology [of the role model videos] is the important part that we want to get across because we want more people to do this and we want more people to develop and support role models so that future researchers who might be as young as 7, 8, 9, 10 get to see some of this work and are encouraged to pursue a career that will help them to help the climate emergency.

# Question & Answer

[Jemina:] Thank you to Heather and Chrissie for an excellent presentation. I really love the video. You said there are 48 in total; there's lots of for us to go away and explore.

I may might have missed it - did you say that they're all freely available so anybody can access all of the videos?

[Heather:] Yes, that's correct. <https://www.youtube.com/watch?v=_0_qFUEbpWc&list=PLYzRfiq-wq3nF81xH9m4YhZQ60_MDO8DZ>

[Chrissie:] I just noticed one comment in the chat. Is it cheeky of me to pick up on that?  
Rebecca asked "Have you considered using the term persons from global majority heritage or any other instead of BAME, as the term BAME can be seen as offensive?" Thank you for posting this. Actually this was a direct quote from someone from a global majority / UK minority background. And we would never change a direct quote or try and influence how someone chooses to self-describe. I would personally never use the term BAME and haven't in all of my work. And I presume you're referring to the quote -- I've just done a quick check on our slides and that is the only reference I can find to BAME. If people choose to identify in a certain way, we respect that.

[ From the slide: “I am often used by the organisation to talk about diversity and inclusivity and requested to be involved in BAME activities at work - however this is in addition to workload - and feel that the organisation adds pressure on me and other BAME colleagues to improve diversity and inclusivity without undertaking work themselves - i.e., improvements won’t take place unless BAME people do the work (sufficient resource is not provided to support EDI to instil improvement).” Institution of Environmental Sciences. (2021)]

[Jemina:] Fenella's just put the quote into the chat from the Institution of Environmental Sciences. So thank you for clarifying that because that's actually a big debate at the moment around the use of the term “BAME”, also whether to use “BME”, or whether “global majority” is becoming more the norm - if you like - in terms of the terminology to use. But it's still hotly debated among lots of different people. It's always good to be open about that and transparent about choices that are made and why and to clarify in this context that you were using a direct quote. So thank you for that.

We've got one [question] from Nicolaus who says "What has been your response from school children so far?" So you've talked about the project making the films and the dissemination, could you talk a little bit about how children have responded to the videos?

[Chrissie:] We're applying for funding to do research into which role models appeal to which children and why. But for the time being our feedback is informal and we're getting incredibly positive feedback. Very kindly, a couple of our role models have gone into schools with the films. So sharing their film as well as other films and the feedback is really fantastic. For every school student who submitted a question, we've sent them the copy of that video. And it's really lovely the way they refer to them as "their scientist". And I've had several conversations with head teachers of how this has worked really well And it's this sort of feedback that if we were to do this again (and I hope we will many times) I would load the front of the project with the resource and really work on this relationship-building to try and get this sense so everyone who watches the film feels it's "their scientist" because I think it's where *that’s* worked really well, it's been great. We don't have formal statistics yet but we're really hoping we'll get the funding to do this research.

[Jemina:] I think films are really impactful especially if you're creating films to disseminate information about research in particular. More and more these days I think we are looking at film as a medium because it just seems much more accessible and doesn't always have to be academic publications. So I was just wondering if you had thought about the potential of using the films not just for children but also for academics, for people who are PhD students and people that might already be in the research and innovation space, but might also be kind of feeling that they're experiencing barriers or not sure what choices to make, that there are other options to use these videos?

[Chrissie:] Yeah, and that's definitely something that Heather's been doing brilliantly and we are getting feedback from both people who are experiencing barriers and learning in early careers, particularly how other people have navigated these barriers. But also what we found is that people from perhaps dominant groups are learning more about reflexive thinking and how power and privilege that they've exerted could be used to help. People are learning about experiences of marginalisation.

[Heather:] I have used these [videos] a lot within the IDRIC community because IDRIC was a long-running UKRI project that at different times worked with 60 different universities in the United Kingdom. I have used this in the IDRIC community – which is a very transient community, lots of different PIs and Co-I's, lots of different research assistants – to inspire people to come forward and to be role models themselves. We've been very clear what we set out to do. We set out to inspire the next generation of researchers. That is where all dissemination is going. That was the intended impact and we still believe that to be the impact.

But one of the biggest impacts has been on the people who participated in the films themselves. Some people said "Thank you so much. You know, I never thought I'd be able to tell my story." And the fact that we could encourage them to bring their own photographs of their own journey to research, how did they choose a path to academic research -- these are all people involved in research and all of them are involved in researching the climate emergency in this particular project. So we've got people to tell their story and [the group] ranges from people who are really quite junior, e.g. PhD students in this project, all the way to people who are very senior at Imperial College. They have been moved themselves to see how their story is impacting on others and I think that has been actually the unexpected collateral gain for us.

[Jemina:] Yeah it's fascinating. If we're putting this in the context of this being a research methods seminar, this is a really nice way to kick off, because typically people would think about when we're exploring how to be inclusive with our research methods, what you're doing here is actually going right back to basics and thinking about us as researchers and as participants and role models actually underpinning everything that we do with our research, creating a foundation.

All the methods we talk about for the remainder of the seminars we'll be able to reflect back on this presentation and think about who are we including in our research and who are we showcasing in our research and who are we inviting to participate and who are the role models out there and then there's all these videos. So I think we'll be able to refer back to these videos a lot actually during our seminar series as a kind of reference point for people when they're exploring research methods. We are that critical point of thinking about how do we make our research more inclusive - not just for people doing the research but I think for the people participating too, which is one of the really critical things that we are sort of starting to pay a lot more attention to.

[Heather:] I would make one other comment as well – where we were *not* able to be as inclusive as we would have liked to been. The IDRIC community - as well as being [comprised of] lots and lots of different universities who participated in our two big funding rounds and all of our different kinds of funding – a lot of it was industry participation. We did put the call out to people in industry who are engaged in research, to ask them if they would like to participate. We didn't get a massive response, and where we did do work with industry, it was *very* difficult. It was probably the most difficult film we made, because there was a lot of concern. We were able to film researchers from the University of Southampton freely – in fact the University of Southampton thought it was a very positive thing. And in fact, a lot of universities have gone out and used our videos in their own communication. The University of Aston in Birmingham went completely over the top on things like International Women's Day and all this kind of thing in using our films, but in industry, they wanted to control everything and there were, like, seven layers of approvals. It was really hard work and, by the way, I think that the resulting creative treatment wasn't nearly as good as the work we had done in universities. So that was a big disappointment to us, wasn't it, Chrissie?

[Chrissie:] Yes, it was. There were a couple of industry people who would buck that trend, but yes. Certainly one of our most challenging collaborations was very, very difficult with industry, where I think corporate messaging was trying to take over. It was a real power dynamic. But it wouldn't put me off at all trying again. And I think again, loading the front of the project with specific engagement activities with industry before, might have helped to some degree.

[Heather:] There are things we can do next time around to make sure that that worked better.

[Jemina:] Yeah absolutely. Recently I was at the British Academy’s first SHAPE conference, looking at Social sciences. Humanities and the Arts for People in the Economy. So basically looking at all of the various disciplines that are not STEM. And one of the things that came up there was how many – especially in the sector at the moment and a lot of universities cutting disciplines, cutting arts and humanities departments. A question was asked at that conference about the impact on researchers who are from marginalised communities who are quite often very highly represented in SHAPE disciplines, because they often will have an interest in doing research around characteristics that they identify with. This is a generalisation of course, but they were just saying proportionately there's a lot of [minoritised] academics being impacted. So it strikes me that having invited IDRIC people to be involved, it was much more STEM focused, where having a resource like this around SHAPE disciplines would be really excellent and something we've been able to do through the EDICa project, through our Flexible Fund. We've funded various projects looking at different marginalised communities, barriers and improving, and some of them are also producing films as their outputs as well. So I think it's really nice that we see that wider range of videos coming out because I do think they'll be really accessible and engaging for a whole range of different audiences.

We have a question here: "With things in the USA moving so quickly in the direction that they are, do people in the videos have the choice of having their video removed now that it's published and out there so that if they're if they've got any concerns around how it might impact upon them". That's a really good question.

[Chrissie:] It is a great question and yes. This occupied an awful lot of Heather and my discussions about do we permit free downloads of all the videos. For accessibility purposes, for schools being able to download all the videos, might be fantastic and a couple of organisations have asked if they can download the videos. For the time being, we've resisted that because so many of the films contain very personal photos and this idea that film “fixes” things. If I'm talking, for example, about my disability, that depends on the context of where I'm talking. And the idea of fixing that in film for me… for one context… I probably wouldn't want it shown in other contexts. So we've been really careful, and we are saying no to downloads. So absolutely, yes. If someone came to us and said "Please take my video down," we would do it. There's no question. And we can do it, unless they've been sharing and downloading themselves. We're pretty confident we've had control over all downloads. So yes it could, and should, be removed. We have been under pressure to let schools, let our audience, have greater access to download, to share. So it's a great question. It's an interesting debate. Have we called it right? I don't know. I think legally Heriot-Watt wouldn't have to, but morally we live our values. Absolutely that video would come down. There's no question. I don't think anyone would disagree with us.

[Jemina:] It's safety, isn't it, rather than the legal obligation.

[Chrissie:] Yeah we've got to live our values. We've got to and I hope no one would ever feel that they would have to do that but I'm sympathetic to why they might. Jemina, if we've got two seconds, I loved what you were saying a couple of questions ago about how we've got to blur the boundaries between the researcher and the research. I've been talking today about participants and I've just been madly reflecting on that. Was I the participant in this? And were my collaborators actually the researchers? And I think this is how we need to think about research. We're all either research participants or we're all co-producers. We no longer research others that we are all part of the research process. And this for me is a real aim in co-produced research. And it's something that is becoming increasingly more successful within the health care context that I'm more used to working in. Where (and this is why I'm allergic to recruitment as a concept) we can't recruit people – that’s immediately a power dynamic in there. We all invite to co-produce knowledge about situations.

[Jemina:] We don't have any other questions. It's almost it's two minutes to. So any final thoughts / comments from you Chrissie or from you Heather before we wrap up?

[Heather:] I just want to say thank you. Thank you for the chance to showcase our work. You know, we're in the middle of writing this paper and it's really helpful to us to get our focus, our thoughts. I hope you all enjoyed it. I'm so proud of the work we've done, I'm very proud of my co-investigator for her work on this, and I like to think that we have created a body of work that will inspire the next generation of researchers and that they, too, will be prepared to go out and do that all over again.

[Jemina:] Thank you both so much for taking the time and I'm seeing lots of claps and little heart emojis rising up as people are sending their well wishes to you both. So thank you so much and Fenella has put in the chat links to upcoming seminars over the next couple of months and do go to our EDICa website and you'll find links to all of our videos for previous seminars and thank you again to both of you for your time and we look forward to seeing the publication that comes out and hopefully if you get that funding to do the follow-up work with the school kids that would be really interesting to hear more about that hopefully another time. Thanks everyone for joining us.