



EFFECTIVE GENDER EQUALITY IN RESEARCH AND THE ACADEMIA

SP4-CAPACITIES

COORDINATION AND SUPPORT ACTION, SUPPORTING ACTION

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Second Monitoring & Evaluation Report

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1. Introduction

The *Second Monitoring & Evaluation Report* of EGERA bases on a set of tools that have been designed and implemented throughout the duration of the project. Constituting the second of a set of three monitoring and evaluation reports, this document focuses on the intermediate phase of the project, ranging from months 19 (July 2015) to 36 (December 2016). The assessment of the initial phase of the project was concretised into deliverable D.8.1 - *Assessment of the kick-off phase of EGERA*, issued in December 2014 (Month 12) and deliverable D.8.2 – *First Monitoring and Evaluation Report*, issued in June 2015 (Month 18).

As laid down in the Monitoring and Evaluation Plan, the specific objectives regarding this report included:

- To generate information on the Project / GEAPs' implementation and dissemination process.
- Generating information on the Project process.
- Assessing the innovative nature of the actions proposed.
- Facilitating and enhancing institutional self-reflexivity and fostering mutual learning and experience-exchange among the participating institutions.

The activities of monitoring and evaluation developed during this period concerned all four major tasks of work package 'Monitoring & Evaluation':

- The Gender Equality Action Plans' (GEAP) design evaluation
- The monitoring of the operationalization of the Project
- The monitoring of the implementation of the Project
- Evaluation of outcomes and impact

The structure of this report follows closely this model. The conclusive remarks at the end of the report identify strong points as well as potential pitfalls and deviations. It should be noted that, throughout the development of EGERA and accordingly with the direction proposed both in the project proposal and in the Monitoring & Evaluation Plan, the activities of this work package have been based on a collaborative process in which CESIS assumes the lead but where the contributions of all EGERA partners, as well as of the members of the EGERA Advisory Committee, have been crucial.

Monitoring and evaluation is developed in close cooperation with partners, who are also called to discuss and provide their comments to the tools produced by the evaluating team. Additionally, reciprocity is encouraged. As such, at the request of CESIS, a specific time-slot for monitoring and evaluation has been allocated in every team meeting. During this time-slot, previous results are shared, commented and discussed, aiming to provide the basis for on-going improvement of EGERA.

Finally, it is important to stress that, evidently, this report cannot include all the evaluation materials compiled throughout the project's implementation. This material is, nonetheless, available in various reporting shapes and ready to be made available as concrete specific interest arises.

2. Operationalization and implementation of EGERA

The assessment of the operationalization and implementation of the projects bases on regular on-going monitoring. The monitoring of the operationalization of the Project covers:

- Management procedures and the decision-making process in the consortium.
- Dissemination strategies of the Project.
- Dissemination strategies of each Plan.
- Partnership building for the design and implementation of each Plan.
- Support from the highest management structures of the entities concerned.

As for the monitoring of the implementation of the Project it assesses the:

- Degree of implementation of the activities foreseen in the different work packages.
- Degree of implementation of the activities foreseen in the different Plans.
- Number and characteristics of the recipients of the actions implemented (comparison with initial targets, possible deviations and respective causes).
- Adhesion of the recipients to the actions implemented.
- Participation of the different categories of actors and institutional agents involved in each Plan.
- Hindering factors to the development of the Project.
- Success factors to the development of the Project.
- Hindering factors to the development of each Plan.
- Success factors to the development of each Plan.

Monitoring activities focus on three main procedures. One regards the evaluation of the project meetings; the second regards specific evaluation forms for EGERA events; and the third regards the monitoring and assessment of the project's development and implementation.

Analysis of meetings is two folded. Besides participant observation, a questionnaire with quantitative and qualitative questions is filled-in by all participants. The timeframe covered by this report includes two steering committee meetings: Antwerp (month 19) and Barcelona (month 25).¹ A third steering was initially foreseen to be held in Paris in month 32. However, considering the dynamics of the project and the closeness to the next meeting, to take place in Vechta in month 35 it was timely decided not to hold the meeting in Paris and to robust the meeting in Vechta with a steering committee meeting.

¹ Only these meetings are analysed in depth as the previous meetings were already analysed in deliverable D.8.1. However, in graphs and tables, also the previous meetings are included in order to allow for a longitudinal assessment.

This decision was facilitated by a previous decision taken by the consortium to take the opportunity fomented by some EGERA events for (most of) the partners to be physically together to also organise (shorter) project meetings deemed helpful for EGERA's implementation process.

As a consequence, the monitoring and evaluation (M&E) process evolved in order to accommodate this new set of meetings and so also the terminology regarding this component of M&E changed and will be focussing on project meetings instead of steering committee meetings.

However, due to reasons completely out of the hand of the partnership, i.e. the decision to go on strike taken by the German air company Lufthansa, the coordination of EGERA, upon the agreement of the European Commission opted for the last-minute cancelation of the meeting in Vechta. With this decision, also the Seminars on 'Gender-sensitive governance' and on 'Gender and migration in academic and non-academic institutions: strategies against different kinds of violence and discrimination' did not take place.

Thus, in the period covered by this report the following events took place:

- Workshop on the charter on gender sensitive communication (Antwerp, M19);
- Workshop on the recommendations on tackling sexual harassment and violence (Antwerp, M19);
- International conference 'Gender mainstreaming in STEM and global change sciences (Brno, M22);
- Workshop 'Gender equality in governance and evaluation (Barcelona, M25);
- Workshop 'Gender in research – developing criteria for the good practice database' (Barcelona, M25).

These were scheduled to coincide, in most cases, with project meetings and specific evaluation forms were produced and filled-in by participants.

During the period covered by this report, the assessment of the project's development and implementation consisted of two evaluation focus-groups – one with the project team members and one with the Advisory Committee – and of the monitoring and assessment instrument filled-in in a six-month period basis. This report covers the periods from March to August 2015, September 2015 to February 2016 and March 2016 to August 2016.²

It should be mentioned that there are important differences between the instruments covering the two distinct six-month periods. Those covering the periods from September to February are also yearly assessments, i.e. besides the set of questions common to all semesters, they also include a significant set of questions regarding the specific implementation of EGERA within

² Only this timeframe is analysed in depth as the previous period was already analysed in deliverable D.8.1. However, in graphs and tables, also the previous is included in order to allow for a longitudinal assessment.

partner organisations specifying and assessing each concrete activity developed during the previous year.

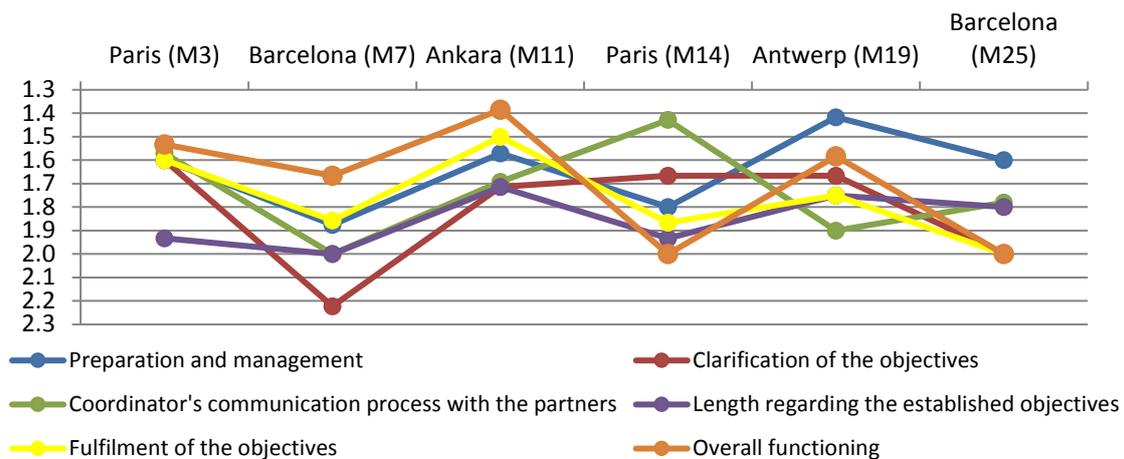
In accordance with the M&E plan, the focus-groups were conducted by the time of the project meeting and workshop held in Barcelona in January 2016 (M25). All partner entities were represented but only three members of the Advisory Committee attended the respective focus-group.

2.1. Project meetings

2.1.1. Management of the meetings

Overall, the different aspects regarding the management of the meetings were evaluated quite positively. It should be stressed that even though individual aspects were assessed less positively – even if only by a few participants – there are almost no negative assessments of the overall functioning.

Figure 1 - Management of the meeting, per item and meeting (mean values)



Note: from 1=very good to 4=very bad

Constructive but a pity the coordinators had to leave early. This makes it difficult to make decisions on important issues (Antwerp, M19).

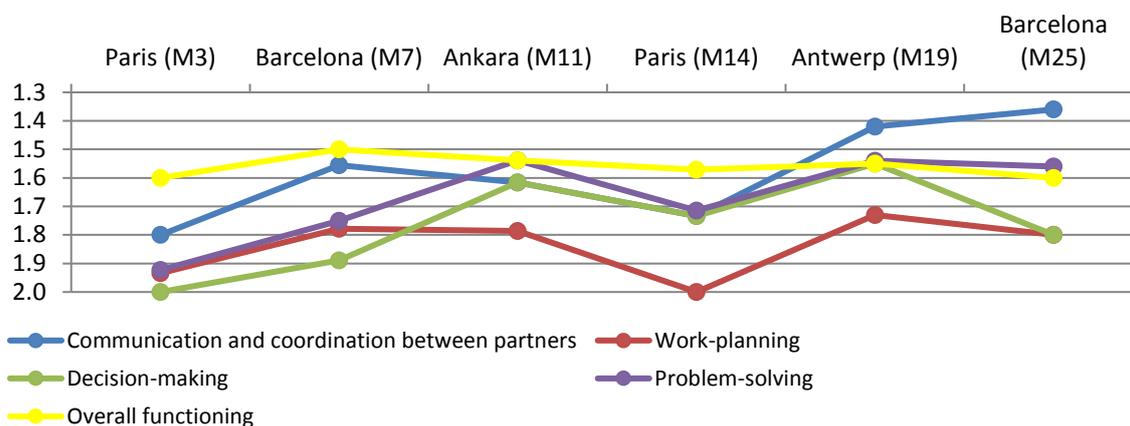
It was helpful that agenda was already partly discussed in Paris'15. It was not always clear what WP1/ coordination expect of practical local management (do we need minutes? registration?...) (Antwerp, M19).

We need more time between document deliverable sending and meeting to discuss (Antwerp, M19).

We had good discussions about our experiences with the project and about the gender Equality Survey. The coordinator could have opened the floor for discussion earlier (Barcelona, M25).

2.1.2. Functioning of the partnership

Figure 2 - The functioning of the partnership, per item and meeting (mean values)



Note: from 1=very good to 4=very bad

The coordinators need to stay until the end! (Antwerp, M19).

We provided draft agenda on time but some partners only asked a week(s) before to have a timeslot as well, this required reorganisation rescheduling and practical (breaks, catering time...) (Antwerp, M19).

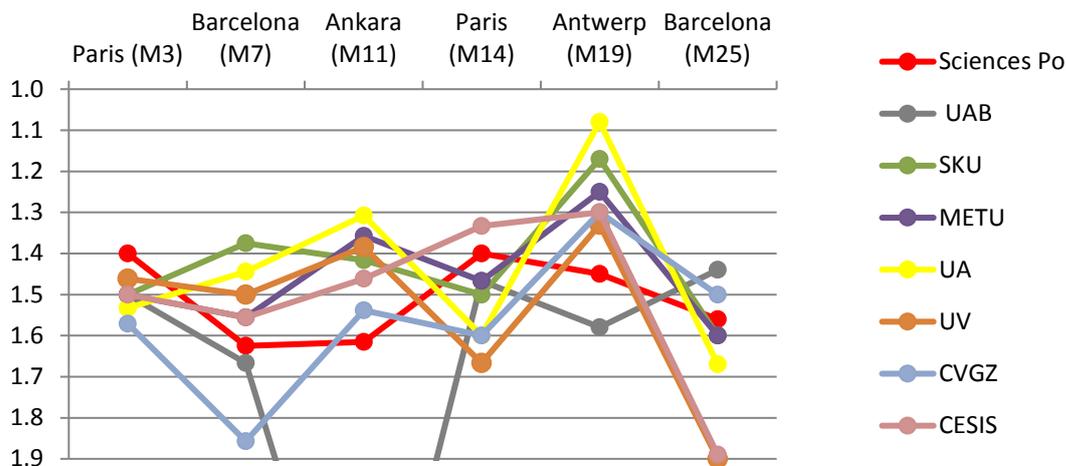
Partners were prepared before meeting so we could summarize back to them which left time for discussion and decisions, very productive 2 hours (Barcelona, M25).

The planning about the preparation of the structural change toolkit (preparation of the criteria) seems very strict; would love to have more time for discussion (Barcelona, M25).

2.1.3. Performance of the partners

Despite any difficulties registered it should be highlighted that no negative assessment of individual partners was made, which is undoubtedly positive. There seems to be the general feeling that there are issues that need to be dealt with in order to boost the performance of the project but that no individual responsibilities for underperformance may be allocated to one or more partners. The assessment of UAB regarding the Ankara meeting reflects the absence of its representatives from the meeting. Some partners decided not to assess while others decided to do so.

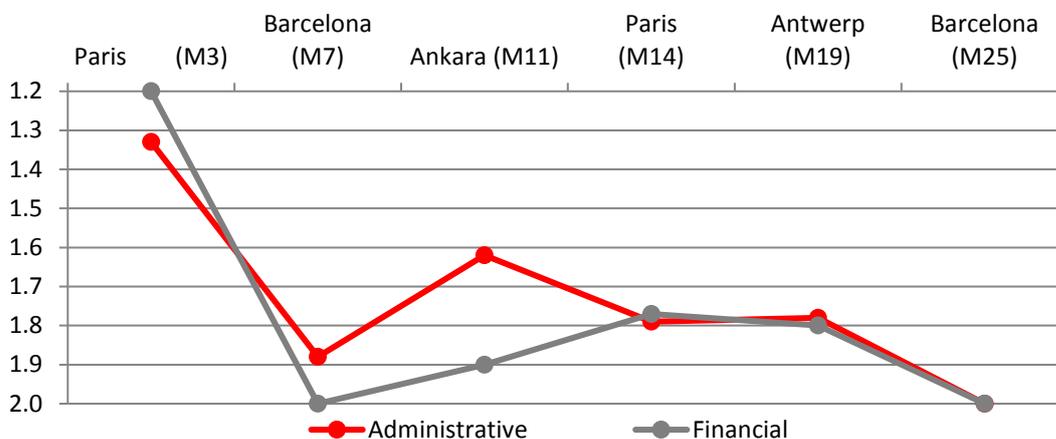
Figure 3 – Performance of the partners, per partner (mean values)



2.1.4. Administrative and financial arrangements

Overall, administrative and financial arrangements have also been positively assessed by partners. Fluctuation between meetings reflects both the degree of preponderance of these issues in the meetings’ agendas and specific situations that have arisen during the meetings.

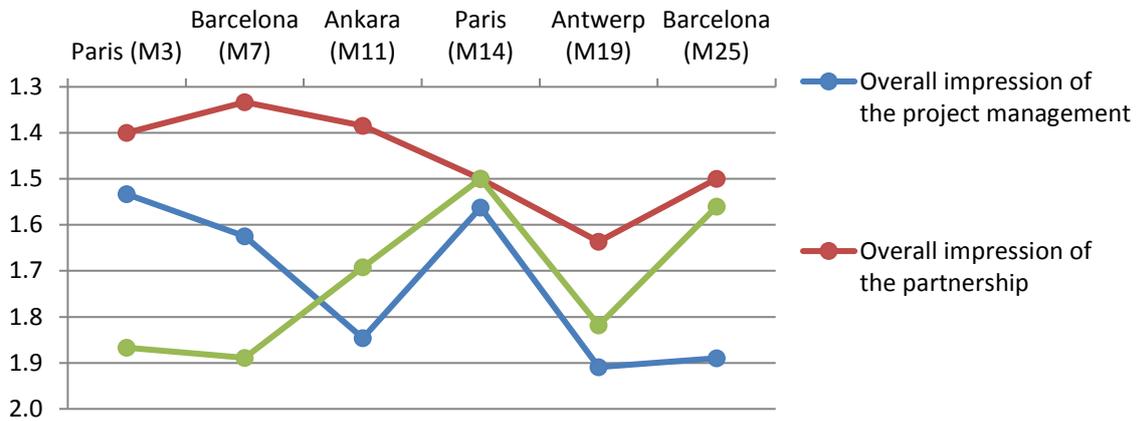
Figure 4 - Administrative and financial arrangements, per meeting (mean values)



2.1.5. Overall assessments

Overall, there is a very good impression of project management and of the partnership and partners seem to have a good knowledge of what is their role and what is expected from them.

Figure 5 - Overall impressions, per item and meeting (mean values)



Interactive, intensive workshop style and time for project management worked very well (Antwerp, M19).

It was extremely fruitful to leave time for experience exchange on the topics that are emerging (Antwerp, M19).

There is still unclarity. Often we do things before we know what the objective is, what we want to achieve and how it links to other tasks (Barcelona, M25).

Detailed agenda needed by scientific coordination, need be able to add to it. We need to plan discussions way ahead, after too late: example toolkit (Barcelona, M25).

2.2. EGERA events

As aforementioned, EGERA events were organised and scheduled to coincide, in most cases, with project meetings. Specific evaluation forms regarding these events (see detailed list in the introduction to section 2) were produced and filled-in by participants.³ Overall, the EGERA events that took place during the period covered were evaluated very positively (see table below). In all cases, mean values were lower than 2,⁴ meaning that participants ranged much more between the agreement and the strong agreement that the desired features regarding the events were achieved than towards disagreement.

A more detailed analysis of each of the events may be found in the annex to this report which may contribute for a better understanding of the project. Additionally, also the specific M&E reports regarding each of the events may be made available upon request. As aforementioned, the EGERA forms were not applied for the evaluation of the international conference ‘Gender mainstreaming in STEM and global change sciences, held in Brno in October 2015 (M22). In any case, from the assessment of participants it is clear that the event was successful and that they were surprised by the number of participants and especially of male participants. These factors were deemed to have turned the debate richer and led a participant to consider that

It makes even more sense to deal with gender equality when men also accept to exchange.

Another aspect mentioned regards the ‘discovered’ importance of discussing diversity and gender the scope of STEM in general and of research in climate change in particular,

Importance of diversity in all research, especially in climate change and sustainability issues.

How important is to strengthen the gender perspective in climate change research.

A third dimension regards the potential demonstrated by the conference to stress the importance of the theme and to expand the rationales behind it to other territorial contexts:

My country [Slovakia] is a gender black hole. A lot needs to be done starting from the government levels.

We have to start doing something in my country with this topic. (...) I will try to push our ministry to do more and I will try to contact the speakers of this conference to help.

³ One exception was the event held in Brno in month 22 (October 2015). A specific evaluation form was produced within the scope of WP8 and, with their agreement, circulated to the event’s organizers. However, at a later stage, they decided not to distribute it to participants but rather replace it by the form commonly used by the entity for its events. These forms are nonetheless analysed within the scope of this report to the extent found useful for the purposes of EGERA.

⁴ Participants were asked to assess different aspects of the events according to the following scale: 1=strongly agree; 2=agree; 3=disagree; 4=strongly disagree.

Table 1 - Assessment of the event (mean values)

	Antwerp - July 2015 (M19)		Barcelona – January 2016 (M25)		
	Charter gender sensitive communication	Recommendations tackling sexual harassment and violence	Gender equality in governance and evaluation: agreeing about principles	Gender equality in governance and evaluation: drafting of the charter	Gender in research: developing criteria for the good practices database
The workshop's objectives were clearly and adequately stated	1.24	1.43	1.58	1.73	1.69
The workshop covered what I expected it to cover	1.29	1.36	1.85	1.75	1.92
The duration of the workshop was right for me	1.53	1.57	1.77	1.83	1.62
The level of interactivity was appropriate	1.29	1.14	1.69	1.58	1.62
The workshop was useful for the progress of work within my institution	1.41	1.50	1.82	1.60	1.83
The workshop was useful for the progress of EGERA as a whole	1.25	1.21	1.58	1.58	1.64
The workshop's objectives were achieved	1.31	1.29	1.62	1.58	1.60

Note: from 1=strongly agree to 4=strongly disagree

2.3. Periodic monitoring and assessment

2.3.1. March 2015 (M15) to August 2016 (M32)

The main tool for the monitoring and assessment of the project's operationalization and implementation is an online questionnaire that is made available for all partners. The questionnaire was built using Limesurvey and specific tokens were created. Each partner is provided with a unique password for accessing the forms. Results of the periodic monitoring and assessment have been shared within the partnership during the team meetings held during this period.

Degree of implementation

Throughout the period from March 2015 (M15) to August 2016 (M32), partner entities developed activities within the scope of all work packages of EGERA. Overall, partners consider the implementation of the EGERA activities assigned to their respective organisations in this period to have been accomplished.

Regarding the first semester under assessment (Period 3, M15-M20), three of the partners considered the activities to have been fully implemented while three others considered that only some small gaps prevented full implementation⁵. Similar results were obtained regarding the second semester under assessment (Period 4, M21-M26).

Gaps identified in Year 2 (M15-26) regarded different work packages. Regarding WP1 – Project management & technical coordination, it was acknowledged that the Charter for the Governance and Evaluation had not been completed and signed by partners. This delay was reported to the European Commission and further resolved.

Regarding WP4 - Training academic communities, gaps were reported regarding the implementation of the Gender Equality Training Plan. In some cases, trainings were organised during period 3 in order to be implemented from the autumn 2015 onwards.

After the pilot trainings (December 2014) the gender training plan has been on hold due to a parental leave in the team and because we want to rely on the Business Intelligence system of structural available gender statistics to embed this information in the trainings. At the end of August we had a meeting to discuss future implementation steps; we will first develop the basic introduction to diversity for all staff. The mentoring program has been evaluated during the summer months (Period 3, March-August 2015, M15-M20).

As for WP6 - Strengthening a gender perspective in research, training to MA students as well as the organisation of specific awareness activities in STEM or for undergraduates were, at a certain point, lagging behind.

⁵ One partner organisation did not fill-in the monitoring and evaluation instrument regarding this period.

Within WP7 – Dissemination, some gaps were reported regarding the design of gender toolkits and the dissemination in international newsletters. At this stage there was some consideration that

Work remains mostly within the own institution and then mostly between the involved stakeholders. Internal and external dissemination should be structurally addressed (Period 3, March-August 2015, M15-M20).

It should be mentioned that, in the period between March and August 2016 (period 5, M27-M32) only two out of the seven partner entities referred that the EGERA activities assigned to the organisation were not fully implemented. Only some small gaps were referred to in both cases which regarded, most of all, delays in the implementation of the Charter on Evaluation & Governance and/or of activities within the scope of the Gender Equality Plan.

Hindering factors

During the period under analysis some partners had to face hindering factors in the progress of their work within EGERA. These were connected to four sets of challenges: i) changes in the teams or in time allocation of the teams implementing the project; ii) changes in the broader entity (e.g. at the rector level and at department level); iii) inertia and/or resistances within the organisation; iv) the socio-political situation in Turkey.

In most cases the situation was overcome. The first set of challenges was addressed through reallocation of the work load and through improved processes of communication and cooperation. The latter is also deemed crucial for addressing inertia/resistances, along with the thrust resulting from the adoption of legally binding documents and for addressing the changes in the broader entity. To this purpose, additional processes of knowledge transfer (e.g. GT sessions) towards new department teams were put in place.

We face the lack of interest in project activities among the staff. Especially middle management seems resistant to implementing gender equality measures. We try to overcome these difficulties through a personalised and intensive communication (Period 3, March-August 2015, M15-M20).

However, this team is conscious of the difficulties to this level, utterly difficulties anticipated and characterising a project aiming at achieving structural change.

Resistance or the lack of interest cannot be overcome in a short period of time. A systematic and long-lasting endeavour is needed (Period 3, March-August 2015, M15-M20).

Another anticipated difficulty with which partners also had to confront especially in the first half of the project was the need to use wisely time-allocation in order to combine activities linked more directly to the thrust towards structural change with ‘supporting’ activities:

Formulation of methodologies, guidelines, reports and bureaucratic works at the same time can lower the progress of implementation. (Period 4, September 2015-February 2016, M21-M26)

Although the situation was not overcome during the period, there was the prospect for its (partial) solution on the short-run given the expected decrease in the number of reports to be produced in the following periods.

As for the situation in Turkey, it is deemed to have somehow rendered the issue of gender equality less important, as well as it temporarily limited communication with the Turkish partner. Additionally, the partnership waited several weeks for the EC to communicate its position to that respect.

The political situation in Turkey was a hindrance that was not overcome as it lies beyond the control of EGERA. In any case, further endeavour stressing the importance of the project is pointed out as a step to take. Another step regards the consulting of partners regarding the decision to maintain or to relocate the event planned for Turkey on February 2017 (M38).

Facilitating factors

In all three periods under analysis most partners reported facilitating factors for the progress of their work within EGERA, resulting from different forms of support and collaboration that could be implemented by EGERA teams. One of such features regards the support from the highest management structures in the university:

The university board put diversity on the agenda. We are also consulted in the process of developing the strategic plan. The two gender training series at the science faculty in the first year of EGERA, created sufficient support to establish a gender working group at the science faculty. The EGERA team was also involved in the development of the gender/diversity policy plan by the working group. (...) Through the Master of Gender and Diversity our research group could rely on two interns. They have supported our preparation for the two workshops in July, regarding gender-sensitive communication and fighting sexual harassment (Period 3, March-August 2015, M15-M20).

The support received from our top administration has been a facilitating factor in the achievement of the EGERA activities and objectives. Request of data and statistics are welcomed by the staff and the provision of such information is mostly prompt. Our team also can organize events and activities with the support of current administration. (Period 4, September 2015-February 2016, M21-M26)

Tight collaboration established with the Gender Equality Officer. Her in-depth knowledge of [the organisation's] procedures and direct access to the General Secretary and the Director of the Institution, greatly enhanced our capacity to bring about changes and implement planned actions. It also enabled to connect EGERA with other gender-related initiatives, to mainstream project's objectives throughout the overall gender equality policy of [the organisation] and to mobilize the full academic community, including students (Period 5, March-August 2016, M27-M32).

A second feature regards the collaboration with sibling projects or initiatives:

The two other European gender projects at our university (STAGES and GARCIA) also increased the general support for our activities (Period 3, March-August 2015, M15-M20).

Collaboration with other EU FP7 funded gender projects within our institution creates a critical mass in gender research and policy impact. (Period 4, September 2015-February 2016, M21-M26)

Another facilitating factor was the HeForShe initiatives runned simultaneously to EGERA, which contributed to increase gender awareness among staff and students through an effective social media campaign and high-impact events, during which the support of EGERA to gender equality was emphasized (Period 5, March-August 2016, M27-M32).

A third aspect regards the support provided by the coordination/whole team of the project which seems to have been of increased relevance in the beginning of the second year of the project's implementation:

The support of the highest management structures and the good coordination in the EGERA Core Team positively impacted the project (Period 3, March-August 2015, M15-M20).

The university administration was really interested and supportive in our activities. Moreover, the good interaction between EGERA partners and the good coordination had positive impacts on our works (Period 3, March-August 2015, M15-M20).

The EGERA scientific coordinator has shown his interest in backing up our endeavours (Period 3, March-August 2015, M15-M20).

A fourth aspect includes specific documents, activities and/or structures boosting the potential impacts of EGERA.

The collaboration and involvement of our institution's community. (Period 4, September 2015-February 2016, M21-M26)

A gender equality working group has been installed since January 2016. EGERA members are participating in this group as well as representatives from all departments of the Science faculty. This facilitates putting the issue of gender and diversity on the agenda of the faculty board (Period 5, March-August 2016, M27-M32).

Two documents were adopted and issued: the Gender Equality Principle and Strategies Document is an official statement and commitment made by [the organisation] to 1) increase awareness on gender equality 2) to adopt an egalitarian approach (on the basis of gender) in participation, representation, appointment and promotion at [the organisation] and 3) to prevent sexual harassment and assault at university level. (...) The directive on the Unit for Supporting Gender Equality and Preventing Sexual Harassment lists the objectives of the Unit which include preventing and combating sexual harassment and assault, creating awareness on gender equality at university level, collecting gender segregated data, promoting

research on gender and mainstreaming gender equality notion (Period 5, March-August 2016, M27-M32).

The development of EGERA activities

As mentioned, throughout the period from March 2015 to February 2016, partner entities developed activities within the scope of all work packages of EGERA⁶. Within work package 1 ‘Project management and technical coordination’ activities developed mostly regarded the participation in project meetings, both international and internal to the partner institutions, including the presentations made during the meetings and the minutes elaborated. However, they also included other activities such as the development of the on-line sharing of experiences regarding the GEAPs’ implementation through the AGORA tool and its summarization, leading to the drawing of Deliverable 1.3. Some partners conducted specific activities made possible by their particular position regarding the object of EGERA. One partner entity conducted a workshop with the participation of top administrators and academics from different faculties/offices. Another partner felt the need to develop concrete action aiming at:

Coordination between Gender Equality Plan and EGERA, including cooperation in creating a Table of Equivalences to facilitate the implementation of GEAP and EGERA (Impl. & Op. questionnaire 2016).

Work package 2 focuses on ‘assessing gender inequalities and bias’. Activities developed included the preparation of the second ‘Gender Equality Report’, issued in November 2015. During the period in appreciation activities developed also included workshops and discussion fora as well as endeavours regarding the collection and analysis of sex-segregated data. Besides feeding-in EGERA, it also aims at improving monitoring instruments through an on-going process as expressed in the following quotes:

Adding of sex, as a variable, to the ‘Business Intelligence System’, a systematic quantitative monitoring tool (Impl. & Op. questionnaire 2015).

Further development and testing of the Business Intelligence system with ICT, HR department and Equal Opportunities and Diversity unit. (Impl. & Op. questionnaire 2016)

Another example is the ‘Women Professorship Programme’, a programme that:

may be looked at as an external certification and application process that contributes to the controlling of the measures undertaken to improve the situation of gender equality. (Impl. & Op. questionnaire 2016)

This programme is currently at its second phase and allows for the knowledge that:

two female professors have been hired so far and the gender equality measures are being continued. Measures here are the prolongation of the work-study-life-balance coordination office, the continuation of the gender research grants, another junior professorship and a postdoc position both engaged in the topic of economy and gender, a mentoring program for female students and coaching for young female academics. This program has had very positive effects since it raised the number of

⁶ For obvious reasons, partners were not requested to report on the activities they developed within the scope of WP8 – Monitoring and evaluation.

female professors and has pushed several gender equality steps. (Impl. & Op. questionnaire 2016)

Work package 3 regards the ‘building of gender friendly environments’. Within this scope, during the first year of the project, partner entities designed, implemented and reported on the Gender Equality Culture Survey (GECS). During this second period, there was the closing of the first GECS, the writing of the comparative report and the start of the reviewing and feed backing cycle leading to the second GECS.

Additionally, a set of activities including dedicated workshops led to the development of guidelines and recommendations to prevent and fight sexual harassment, discrimination and violence in academia. A similar process led to the writing of a Charter on gender sensitive communication.

Some partners also engaged in initiatives towards the promotion of work-study-life balance such as the University Sensitive to Gender Equality Workshops and trainings offered to academic & administrative staff. Activities seem to result more structured and robust when they are supported and run within the scope of dedicated structures such as the Coordination Office for work-study-life balance. The activity of this office includes:

making referrals to contact persons and counselling; organizing awareness events about combining study or work with family obligations (which include both parenting and care for other family members) and or workshops on improving one’s health competencies; making boxes with toys available; offering vacation programs for children and day care; organizing networking opportunities for students with family responsibilities; and initiating and sustaining a lecture series for local businesses on family-friendly personnel policies. (Impl. & Op. questionnaire 2016)

Work package 4 regards the ‘Training of academic communities’. During the first year of EGERA, the main activity developed was the Gender Equality Training Plan. During the second year, the plans were implemented through a set of gender trainings focused on various topics and target groups. These included, for instance, Gender awareness for leadership, Gender & diversity competence for service staff, GE trainings for administrative staff, Gender training workshops addressed to students, Horizon 2020 - structure, funding areas and the integration of gender and equality of opportunity.

The focus has been on working towards an introduction course on diversity (including gender) for all staff. This has been triggered by a question of the student services (supporting their learning etc.). They want to support teaching staff in how to deal with a diverse student body. (Impl. & Op. questionnaire 2016)

Following the activities already developed during the first year, the Dutch partner team continued to develop gender equality and group model building trainings in some of the partner entities. Also gender awareness trainings were conducted by the Dutch partner both in other partner entities and internally to the Radboud University – IMM, IWWR and IMAPP institutes. This partner also took primary responsibility in drafting Deliverable 4.3 - Business case of gender in curricula.

Activities developed under work package 5 ‘Revisiting governance and evaluation models’, included specific seminars on gender in governance and the process leading to the drafting and revision of the charter on gender sensitive governance and evaluation.

Under work package 6 ‘Strengthening a gender perspective in research’ different activities were mentioned. These included the participation in conferences and workshops such as the EGERA Workshops ‘Getting Engaged with Gender Sensitive Science, PhD. Students’, the literature review and participation in conferences on gender and gender equality in research and the A University Sensitive to Gender Equality Workshop. They also included the workshops aiming at establishing a theoretical framework and indicators to analyze the resistances of including a gender perspective in research and a good practices database in gender sensitive research (leading to Deliverable 6.3), the organisation and hosting of an the international conference focused on gender mainstreaming in STEM and climate change sciences and the participation in the Network Gender Studies, committed to the goal of making the high profile field of Gender Studies sustainable.

It should also be mentioned the connections established with similar European project such as STAGES – through the organization of the EGERA-STAGES co-event in Nijmegen; GENOVATE – participation in the 5th and in the 6th ‘Gender Equality Action Commission and Stakeholders Meeting’, in Ankara; SITLES – Meeting with the coordinators and participation as members of the Advisory Committee in its kick-off meeting; and AEQUALIS – Meeting with the coordinators. Besides the above-mentioned connections, that also play a role on dissemination of EGERA, Work package 7 ‘Dissemination’ included, in this period, a set of dissemination activities (e.g. conferences, publications, interviews, internal disseminations), such as:

- Preliminary draft of an article on the UA attitudes towards gender quotas based on GECS data at the European Conference on Politics and Gender at Uppsala, June 2015.
- Presentation of EGERA activities in international world conference COP21 UN Paris in December 2015.
- Presentation of EGERA to a delegation of the EQUALIM project from the University of Limoges (France)
- Proposal for Communication to the Panel Challenging research and higher education institutions from inside: Experiences from the EGERA Project in the 9th European Conference on Gender Equality in Higher Education (and Research) (Feb. 2016)
- Presentation at the international workshop Sex and the Academy, Ghent, February 2016.
- Preparation of a workshop on gender sensitive communication for the upcoming annual EUPRIO Conference that will take place early September 2016 at Antwerp and brings together European Universities Public Relations and Information Officers.

Also other activities aiming at dissemination were in place such as the production of EGERA roll-ups and brochures, the making of a video dedicated to the third Workshop Gender Perspective in Research, publications at websites, Facebook and Twitter. Finally, all dissemination activities were compiled in the first dissemination activity report, which constituted deliverable 7.4.

In most cases, the activities developed within the scope of EGERA included the engagement of participants/recipients. WP5 'Revisiting governance and evaluation models' was the work package where this happened the less (50% of the actions reported) while at least two thirds of the actions developed under the remaining work packages and reported by partners included participants/recipients. Nearly all activities developed under WP3 'Building gender friendly environments' and WP4 'Training academic communities' included the engagement of participants/recipients.

The number of participants in the activities developed by the six partner entities of EGERA for which data was available amounted to 1,790, of which approximately 70% were females. Work packages 3 'Building gender friendly environments' and 4 'Training academic communities' were those involving the highest number of participants while WP7 was, at this stage, the work package involving the lowest number of participants. The two main categories of participants involved were those in the administrative field and the staff combining teaching and researching activities.

Women were the majority in almost every category. For analytical reasons, four categories were created: the first regards situations where female participants represented 85% or more; the second regards situations where the proportion was over two thirds and below 85% and the third regards situations where the proportion was over one third but below two thirds. The fourth category regards situations where women represented less than one third of participants.

The categories of researchers, of staff combining teaching and researching activities and, especially students were those registering a significant over representation of women. On the contrary, category 'management' was the most balanced.

Table 2 – Number of participants and respective feminisation rate in the activities developed in each of the work packages, according to the category of participant

	Management		Human resources		Administrative		Teaching staff		Researchers		Staff teaching & researching		Students		Other		Total	
	N	Fem. rate	N	Fem. rate	N	Fem. rate	N	Fem. rate	N	Fem. rate	N	Fem. rate	N	Fem. rate	N	Fem. rate	N	Fem. rate
WP 1	24	62.5	4	100	8	100	--	--	10	100	42	92.9	8	87.5	--	--	96	86.5
WP 2	23	65.2	2	0.0	13	61.5	--	--	13	92.3	30	93.3	21	90.5	--	--	102	80.4
WP 3	75	52.0	3	0.0	353	72.5	--	--	4	100	342	48.2	2	100	--	--	779	60.2
WP 4	105	53.3	23	82.6	48	75.0	--	--	59	62.7	91	85.7	115	85.2	21	100	462	74.7
WP 5	1	0.0	--	--	4	75.0	--	--	4	100	29	86.2	5	80	--	--	43	83.7
WP 6	13	30.8	--	--	21	76.2	23	65.2	71	69.0	59	81.4	78	88.5	16	62.5	281	75.1
WP 7	2	50.0	--	--	--	--	--	--	5	100	12	91.7	8	75.0	--	--	27	85.2
Total	243	53.5	32	81.3	447	73.2	23	65.2	166	72.9	605	65.1	237	86.5	37	83.8	1790	69.8

	Activities developed by	Feminisation rate
WP1 - Project management & technical coordination; WP2 - Assessing gender inequalities and bias; WP3 - Building gender friendly environments; WP4 - Training academic communities; WP5 - Revisiting governance & evaluation models; WP6 - Strengthening a gender perspective in research; WP7 - Dissemination		< 33.3%
	1-2 partner entities	33%- 66.6%
	3-4 partner entities	66.7%-84.9%
	5-6 partner entities	85% +

The adhesion of participants/recipients to the activities is deemed to be, in most cases, very high. In at least two out of each three activities developed, adhesion is reported by partners as having been high or very high.

Table 3 – Development of EGERA activities between March 2015 and February 2016 (M15-M26) – engagement and adhesion of participants/recipients, significant deviations and quality criteria assessment – per work package (%)

		WP1	WP2	WP3	WP4	WP5	WP6	WP7	
Participants/ recipients	Engagement of participants/recipients	80.0	75.0	92.9	94.1	50.0	70.0	66.7	
	Adhesion	Very high	62.5	66.7	30.8	44.4	66.7	50.0	63.6
		High	37.5	22.2	53.8	44.4	33.3	50.0	36.4
Significant deviations		--	--	6.7	26.7	--	9.1	--	
Quality criteria	Relevance	Very high	90.0	58.3	50.0	64.7	42.9	50.0	76.9
		High	--	33.3	50.0	35.3	42.9	40.0	7.7
	Effectiveness	Very high	80.0	50.0	35.7	33.3	42.9	45.5	76.9
		High	10.0	41.7	50.0	66.7	42.9	54.5	23.1
	Efficiency	Very high	50.0	41.7	35.7	50.0	42.9	45.5	76.9
		High	40.0	50.0	50.0	27.3	28.6	54.5	23.1
	Impact	Very high	30.0	33.3	28.6	41.2	28.6	45.5	42.9
		High	50.0	41.7	35.7	41.2	42.9	45.5	35.7
<small>WP1 - Project management & technical coordination; WP2 - Assessing gender inequalities and bias; WP3 - Building gender friendly environments; WP4 - Training academic communities; WP5 - Revisiting governance & evaluation models; WP6 - Strengthening a gender perspective in research; WP7 – Dissemination</small>									

Partner entities reported no significant deviations regarding the vast majority of the activities developed. Contrary to the situation during year 1 where the exceptions were WP2 ‘Assessing gender inequalities and bias’ and, especially WP5 ‘Revisiting governance and evaluation models’, in the current period under analysis (year 2), most activities registering significant deviations regarded WP4 ‘Training academic communities’.

Deviations had to do with participation lower than expected and with the decision to broaden the contents of an introductory course to include diversity and intersectionality rather than just focusing on gender.

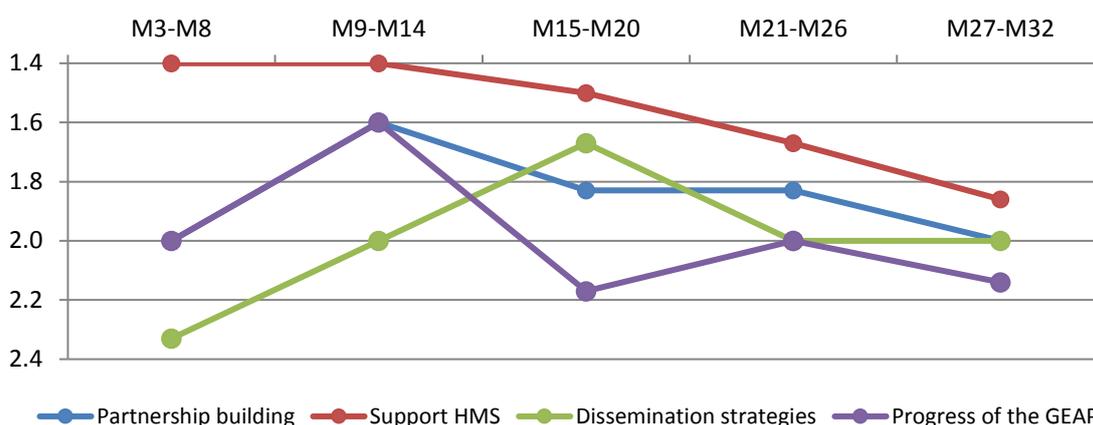
Partners were also asked to assess the activities developed under the frame of four quality criteria: relevance, effectiveness, efficiency, and impact. The most striking evidence regards the fact that almost no activity was ranked as low or very low regarding the aforementioned quality criteria. The exceptions regarded a set of presentations in conferences which were considered to be of lesser importance.

All the other activities were assessed by partners with at least 'medium'. However, the analysis by work package reveals that a very positive assessment (categories 'high' and 'very high') is always majoritarian. In a few cases, category 'very high' is, by itself, majoritarian, most of all in what regards the relevance of activities. These results clearly represent an improvement regarding those of year 1 which, by themselves, were already extraordinarily positive.

Partner assessment of the development of EGERA within their organisations

The development of the project within each partner organisation was also evaluated positively in general. The low number of cases easily causes oscillation from period to period. For instance, in Period 4 (March-August 2015, M21-M26), a negative assessment was issued regarding two items only.

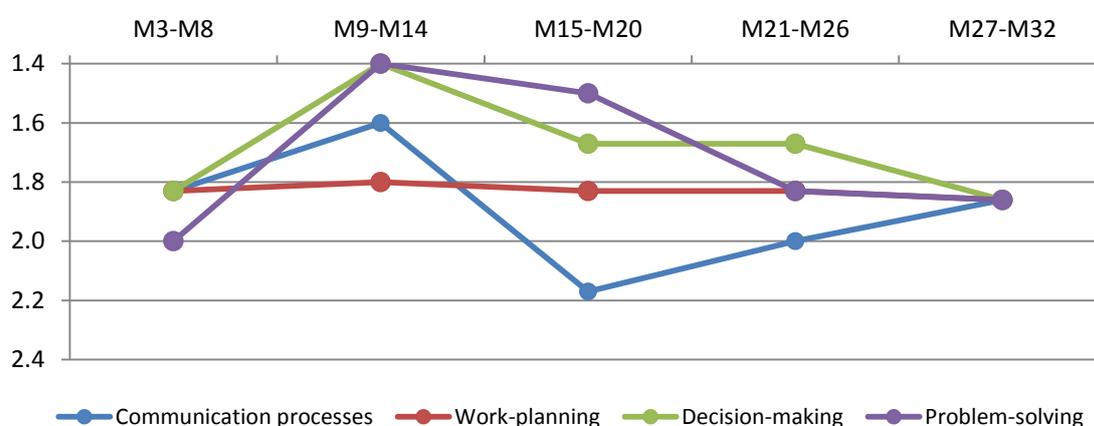
Figure 6 - Development of EGERA (partnership building for the design and implementation of the GEAP, support from the highest management structures, dissemination strategies, progress of the GEAP) in partner organisations in the period of March 2014 to August 2016 (Mean)



*Partnership building for the design and implementation of the GEAP

**Support from the highest management structures

Figure 7 - Development of EGERA (communication processes, work-planning, decision-making, problem-solving) in partner organisations in the period of March 2014 to August 2016 (Mean)



Qualitative information allows, once again, understanding the main drivers behind the assessments made. In Period 3, especially, the support from the highest management structures and collaboration with relevant stakeholders seems to have been crucial for successful development.

Our collaboration with the main stakeholders (the HR department and Equal opportunities & diversity) runs very well. Our meetings are mostly focused on specific tasks or deliverables and therefore rather ad hoc. A more structural work-planning could maybe contribute to a stricter follow-up. The GEAP is published online and was announced (March 2014 International Women's Day), however, the GEAP and information on EGERA is not disseminated actively (Period 3, March-August 2015, M15-M20).

Our Gender Equality Action Plan is actively supported by the highest management. The team gave courses/training on Gender Equality for new faculty members and administrative staff, which is welcomed and raised interest and awareness in gender equality in the university. Moreover, EGERA team members became the mentors for the Gender Equality Training all over the country (Period 3, March-August 2015, M15-M20).

Our team has very good relations with the management of the Science department (our main focus) and we get good support from the university board. Regarding our training activities we are ahead of our schedule. (Period 3, March-August 2015, M15-M20).

We have the support of the highest management structures to develop EGERA and the GEAP. We are working in the improvement of the communication process of EGERA and GEAP. The work planning, decision-making and problem solving is very effective. The process of implementation of the GEAP is slow but with strong support and well-coordinated with EGERA tasks (Period 3, March-August 2015, M15-M20).

Due to the effective and well-planned team work and coordination and coordination meetings, the development of EGERA in our organization was successful.

Development of strategies and plans for the incorporation of gender equality in research and academia needs more work. Dissemination of EGERA and adoption of gender equality as a formal policy at institutional level is also among the future objectives. (Period 4, M21-M26)

We have very good working relations with the respective stakeholders at Equal Opportunities & Diversity, HR and other departments involved, such as communication. Our direct contacts are productive and positive. However, for the rest of the institution and its higher management the topic of gender equality is still a controversial topic, meeting resistance although there is a formal support through the GEAP. There is no internal, widespread dissemination. The activities and policies remain between the boundaries of respective departments and steering committees. (Period 4, M21-M26)

We regularly report to the Science faculty board and presented the EGERA research in one of the institutions. Despite [a temporary absence] of the main project officer all activities continued as scheduled thanks to her careful planning ahead and efficient support by our research assistant (Period 5, March-August 2016, M27-M32).

Working relationships are fully established by now, the different partners find each other. All in all working relations are smooth and professional (Period 5, March-August 2016, M27-M32).

Only in a few cases partners highlighted aspects that have hampered specific dimensions of the development of the project:

We run into a lot of resistance in the institution. The support from middle management structures for implementation of gender equality measures is not sufficient (Period 3, March-August 2015, M15-M20).

The GEAP was designed with a participation process with the community (...). We need to engage the actors in the implementation of the GEAP (Period 5, March-August 2016, M27-M32).

Every team member has also other tasks (...) assigned by the university. These issues also somehow slow down the process of planning and decision making (Period 5, March-August 2016, M27-M32).

Functioning of the transnational partnership

Overall, the functioning of the transnational partnership is assessed positively. The noticeable improvements from period 1 to period 2 regarding decision-making and problem-solving (already expressed in the first monitoring and evaluation report (see deliverable 8.2.) further continued in period 3 along with improvement in communication processes and work-planning. Also the overall functioning and progress of the project showed concrete improvement at this stage which seems to have been felt by partners as the period for EGERA to enter into ‘cruise speed’.

The transnational partnership overcame problems that arouse in the first year. The communication is very open and constructive and the cooperation is very good (Period 3, March-August 2015, M15-M20).

We see that everyone within EGERA works really hard and a lot of work has already been done. Within our own university we see that our work starts to get anchored in the organisation. The communication, collaboration and decision making among EGERA partners is going well, although we miss opportunities regarding dissemination (Period 3, March-August 2015, M15-M20).

Figure 8 - Functioning of the transnational partnership (communication processes, work-planning, decision-making, problem-solving) in the period of March 2014 to August 2016 (mean)

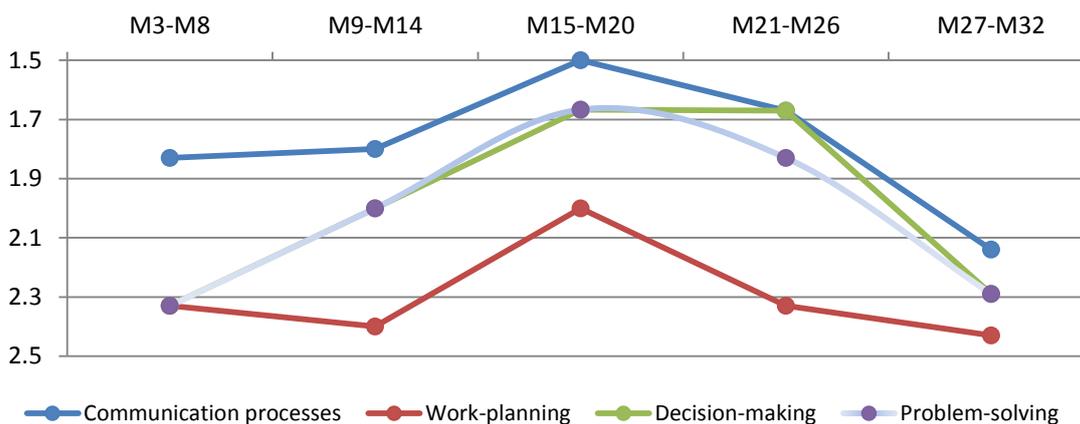
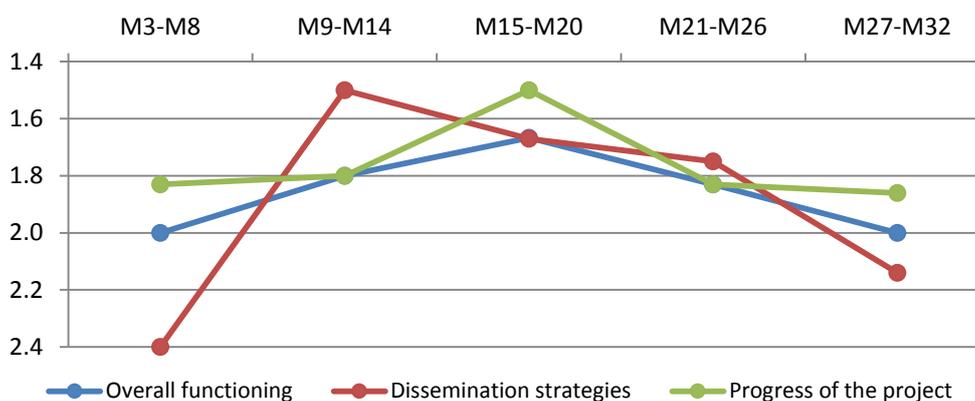


Figure 9 - Functioning of the transnational partnership (overall functioning, dissemination strategies, progress of the project) in the period of March 2014 to August 2016 (mean)



At this stage, work-planning was the process assessed less positively (nonetheless, mean=2). Qualitative information provides useful insights regarding the reasoning behind quantitative assessments.

The work-planning is less effective because multiple deliverables/tasks shared the same deadline (M18, June). However, communication and collaboration has been guarded through online communication with the scientific coordinator and partners (mails, skype) and personal meetings (in the margin of a conference and the M19

workshops). We still regard meetings in real life a very effective method if the agenda is focused on specific EGERA tasks and collaboration between partners (Period 3, March-August 2015, M15-M20).

There is always something that could be improved, e.g. we could receive earlier information regarding project meetings and their content or background material for these meetings (Period 3, March-August 2015, M15-M20).

Improve the EGERA web, updating the news in the web and improving the link with the EGERA partners. Extending the time available to the delivery of internal reports and templates. Improve the link between Gender Training Plan/Gender Equality Plan and the evaluation of both plans (Period 3, March-August 2015, M15-M20).

Period 4 (September 2015-February 2016, M21-M26) revealed the continuance of an overall very positive assessment of the functioning of the transnational partnership as the few negative appreciations regarded, most of all (five out of six) one of the partner entities. Qualitative information provided by this partner sheds light into the reasons behind the negative assessment(s), related to the coherence between the work being conducted and the initial objectives of the project and its connection to the need to produce deliverables:

The deliverables of the project are met. However, we question if the initial goals are hereby attained. (...) We would have liked revisions of the project work. Now it still feels like we are doing the deliverables instead of working towards the goals of the plans/projects (doing the document instead of the doing cf. Sara Ahmed). It feels hard to focus on the respective needs of the institution because we have to write many (often overlapping) reports. The deliverables should support this work instead of focusing our work on the deliverables. (Period 4, September 2015-February 2016, M21-M26)

Sharing of experiences, strategies and documents and more collaborative work would be beneficial (Period 4, September 2015-February 2016, M21-M26).

Further discussion within the partnership regarding this subject would certainly prove beneficial. In any case, as mentioned, this was a rather marginal positioning and most partners assessed the functioning of the partnership rather positively. Once again, the qualitative information shared by partners helps contextualising the figures but, at the same time, provides valuable hints regarding possible improvement:

The cooperation is very fruitful and the communication highly valued. (Period 4, September 2015-February 2016, M21-M26)

The partnership functions well but the planning process could be more proactive and timely. (Period 4, September 2015-February 2016, M21-M26)

We think that communication, decision-making and overall functioning among the partners are very effective. We receive feedback to the work, answers to our questions and provide them to the partners as well. We have been experiencing some delays in the formulation of some works, hence the category of work-planning is marked as effective. The progress of the project and dissemination strategies can be improved at EGERA level. (Period 4, September 2015-February 2016, M21-M26)

Compared to previous periods, Period 5 (March-August 2016, M27-M32) seems to have been more challenging in what regards the functioning of the EGERA partnership. More partner entities emphasised a lack of effectiveness regarding areas such as decision-making and problem-solving and, especially regarding the area of work planning.

One factor explaining these results is the fact that, in this period, there were no face-to-face partner meetings. For different reasons, the meetings scheduled for Paris in August 2016 (M32) and for Vechta in November 2016 (M35) did not take place.

One partner entity this considered this to be troubling and was used as justification for the negative assessments made, considering that the partnership should

try to have a project meeting once every six months to keep informed and to discuss work progress (Period 5, March-August 2016, M27-M32).

However, to this respect it should be born in mind the different character of the partners of EGERA. If one specific partner struggled, for most partners the absence of face-to-face meetings does not seem to have not posed significant challenges.

There has mainly been bilateral communication regarding progress of work packages. There were no general EGERA meetings schedules in this period (Period 5, March-August 2016, M27-M32).

The project runs smoothly and the communication on tasks within the WPs is very good (Period 5, March-August 2016, M27-M32).

The three years of operation have facilitated easily interact partners to carry out their deliveries and tasks (Period 5, March-August 2016, M27-M32).

All in all there was little exchange, most partners have been working for themselves. Given the fact that our team had a less hectic schedule than the first two years, this allowed us to work more in depth (Period 5, March-August 2016, M27-M32).

Within the context of a positive assessment, some partners take the opportunity provided by over two years of implementation to emphasise aspects that have gone well, as well as aspects that experience shows that could have probably been better if developed differently.

No major deviation with respect to the work plan is to be reported. Yet, several activities running simultaneously (...) which required fine-tuning and some planning updates, may have decreased the command of each partner over these respective tasks. Some updated deadlines were probably not clear enough, and created some uncertainty. (...) Nevertheless, requested decisions have been made, and problems that have arisen have received to date appropriate solutions (Period 5, March-August 2016, M27-M32).

As we are approaching the end of the third term and by looking at the implementation of the project we could say that (with regards to process of work planning) more solid steps could have been taken. Rather than starting with GEAP's, we could have spent the first year of project with data collection, selection of good practices, sharing experiences and good practices and then develop our GEAPs. Then in the second and third year we could have introduced our implementation plans. At this stage we still have questions about how to introduce gender in curricula (in hard sciences). (...) Decision making & problem solving is a little bit

complex as well-organizing tasks, setting dates and informing all members of the project about the forthcoming tasks is crucial yet we still do not have a project calendar which collects and disseminate such information. Communication among partners is effective and overall the project tasks are being realized (Period 5, March-August 2016, M27-M32).

Pay increased attention over the remaining period to: 1) Institutionalization of gender equality policies and initiatives developed under (or with the support of) EGERA. This is key for the sustainability of the commitments made through our project. This goes with increased visibility of EGERA actions at each partner organization, and full endorsement of GEAPs objectives, including beyond 2017 or their alternative date of completion. 2) Further improving communication with partners regarding potential minor deviation for the implementation of certain tasks (Period 5, March-August 2016, M27-M32).

2.4. Focus-groups

According to the M&E plan, and besides the qualitative information gathered through quantitative tools such as the questionnaires, the monitoring and evaluation process of EGERA includes specific moments for the gathering of qualitative information. This is the case of the focus-groups developed with the Steering Committee and with the Advisory Committee. The first focus-groups with each of these structures took place in Barcelona in January 2016 (M25).

2.4.1. First focus-group with the Advisory Committee – Barcelona, January 2016 (M25)

The focus-group with the Advisory Committee (AC) was structured around three main themes: i) the development of the project; ii) the accompaniment of the project by the AC; and iii) the role of the AC in the second half of EGERA. It should be emphasised that only three members of the AC were present for the focus-group. The focus-group was recorded and transcribed and the respective document may be made available upon request.

As regards the development of the project it became clear that, overall, the AC members have a rather good impression of the project and of its management and coordination, as well as of the partnership. However, it was also clearly stressed that the major onus of responsibility regarding the best possible way for the AC to accompany the development of the project is utterly of the partnership and, more specifically, of the coordination.

My impression is that the project is managed well by the coordinator. What I would ask for was for more correspondence with us as Advisory Board.

In fact, the AC manifested interest on a higher involvement in the project. More regular communication regarding the pace of the project was thought useful, as well as (timely) prior communication regarding the issues to be discussed/inputs expected from the AC in each meeting. Instead of deliverables, the AC would prefer to have two-page summaries. That is deemed as most useful for any dissemination the AC may undertake.

I've seen a few reports here and there but I've not been sent something concentrated, I've not been said 'we would really appreciate your view on this training outline, if it works, does it really address structural change?'. (...) I don't know a lot about what happened in the project.

I would agree with that. I don't want to give myself more work but I think it would help to be asked specific questions and specific tasks because that would help to focus. This meeting earlier this afternoon, for example, I really didn't know what I was coming into and, actually, if beforehand we had been told that every institution has some kind of resistance and this is what they are facing, we could be asked how, in our experience, these resistances could be overcome and I would have more time to think about it. I suppose that anything that can help us prepare beforehand would be helpful.

The project has now produced quite a bit of documents and results so I presume there could be a recommendation before the end of the project, for the next Advisory Committee meeting, that there is more preparation beforehand, that materials may be sent to us, not loads of material but more material so that we can really bring not spontaneous advices but more reflexive.

It doesn't have to be very far in advance as long as we're told that we'll get the papers a week before the meeting or so, as long as we know the size of time we have to look at it, that's the main thing, I think.

The AC also emphasised the need to clearly carve the project's results in order to promote institutional change.

Results are never sustainable. It is a long job to make this issue sustainable in the society.

If you don't put things in stone at a certain stage... (...) from the moment it's not part of the main agenda, puff.

That's a danger of any gender equality project and especially of EU funded projects, is that as soon as the funding stops and nothing has been institutionalised...but institutionalisation has to be wider, not just about proceedings but about the culture we're trying to change and that's problematic and difficult and three or four new projects never really get to the (17m14s).

An issue I see for the outcomes: this regards structural change, the change of perceptions and mentalities. There is a number of hard indicators that can be collected such as 'have you created a committee or not' or 'how many people have been involved in training' or 'is it compulsory or not'?

Regarding the possible role of the AC in the second half of EGERA it was emphasised that the organisation of meetings - in a joint format gathering the steering and the advisory committees – is deemed appropriate.

I think that the joint meetings are good because it is a way for us to engage the project. (...) I don't see the need for us to meet separately, unless we are set a very specific task about the project. I think it is more fruitful to have the discussions with project partners.

The AC members believe that their contribution to dissemination activities would be made easier if they were provided with examples of good practice resulting from the project.

It is always extremely useful to have best practices. If there was something specific that we could have on the highlights of the project, I mean even before the end. This is something we can value.

If someone says to me 'here are five case studies on training that have done great things and have overcome these things, that would make it so much easier. It brings to life what we're trying to disseminate. Rather than saying 'this is deliverable 5.8, a 40 pages report'. I would wonder to whom I would disseminate it to.

The AC also suggested that networking (within the scope of the project but also considering its eventual continuity beyond the project's end) was enhanced.

Something I feel it would be important for the second part of the project: we talked about institutionalisation of processes within organisations but there is always a lot of human knowledge capital put into these projects. People are networking. Could this be consolidated? I don't know how. Networking could be built upon the experience of the project.

There is this network which was created from two successive projects. I think it is an association. They've continued since the mid-90s to meet and work together on some issues and to exchange. So much that they are one of the authorities on social innovation or social economy when there is an issue that comes up and for lobbying just as well. They are one of the collective voices. If such a structure is found useful...

2.4.2. First focus-group with the Steering Committee - January 2016 (M25)

The first focus-group with the Steering Committee was oriented towards the preparation of the (by then) coming assessment of outcomes and impacts within the scope of EGERA. Fuelled by a draft document and presentation prepared by the team responsible for evaluation, the discussion concentrated on trying and finding common grounds upon which the foundations for an assessment of outcomes and impacts could be established.⁷ The focus-group was recorded and transcribed and the respective document may be made available upon request. The main elements for reflection and analysis are included in section 3.7 below.

⁷ Section 3, below, includes and further elaborates on the grounds upon which the assessment of outcomes and impacts is developed.

3. Outcomes and impact evaluation

One of the main tasks of EGERA's Work Package 8 'Monitoring & Evaluation' regards the evaluation of the project's results. Results include outputs, outcomes and impacts, all of which articulations of what is hoped to be achieved through the development of EGERA.

Activities are the specific inputs from EGERA (e.g. seminars, training, etc.) that combine with the individual and collective efforts from EGERA partners to achieve the outputs. These are understood as the landmarks resulting from the completion of activities within the scope, resources and time-frame of EGERA. As for the outcomes, they are the face of change, both at the individual and organisational levels, regarding skills, abilities and capabilities.

Gender equality and institutional change are not short-term goals. In the case of EGERA, there should be the conscience that outcomes will be most of all intermediate-term outcomes rather than long-term outcomes. Given the project nature of EGERA, the monitoring and evaluation process may only try and pave the way for the final step of the evaluation of impacts as these regard the positive or negative long-term effects produced by the project beyond its life time.

The monitoring and evaluation process of EGERA is steered by CESIS, the partner in charge of evaluation. However, it stands on a collaborative approach through which implementing partners of EGERA are called to play an important and active role, guaranteeing the most efficient approach. This was also the specific case of the definition of indicators for the evaluation of results and for the process of definition of a theory of change.

Methodologically the option was for triangulation. As emphasised by Moser, a combination of qualitative and quantitative methods should be considered (...), in order to cross check results and to generate a richer understanding of the data (Moser, 2007: 3). Also Demetriades stresses that a combination of quantitative and qualitative methods enables data to be compared so as to cross-check or 'triangulate' the results, adding that qualitative interpretation of quantified data can provide for a more nuanced analysis which reduces the possibility of distorted findings and conclusions. Importantly, qualitative analyses enable us to question why certain patterns have emerged (Demetriades, 2007: 2).

However, first and foremost, it also addresses the purposes of EGERA, laid down already in the proposal phase, of meeting the project's objectives in a measurable way, through the setting of quantitative and qualitative targets in the GEAPs, to be continuously monitored and evaluated (EGERA proposal: 60).

As expressed in EGERA's monitoring and evaluation plan, the evaluation of results focuses on the direct outcomes of the Project and of each Plan at the level of: i) the participating organisations; ii) the recipients of the actions; iii) the networks within and outside participating institutions.

Hence, as a first step, quantitative indicators⁸ address the individual and organisational levels⁹. On a second step, these quantitative results fuel a discussion undertaken with partners and allow the adding of crucial qualitative information. Networks within and outside participating institutions fall within the scope of qualitative methods allowing for a tailor-made analysis of these vectors for each implementing partner. In practical terms, this translates into i) a series of indicators to be filled-in by each implementing partner and ii) an on-line discussion, e.g. through Skype, between CESIS and each implementing partner.

There will be quantitative and qualitative indicators as these are understood as criteria or measures against which changes can be assessed (Imp-Act, 2005) or, in other words, measurable signs of performance, achievement or change (ADB, 2013). They may be pointers, facts, numbers, opinions or perceptions – used to signify changes in specific conditions or progress towards particular objectives (CIDA, 1997, Demetriades, 2007).

As Demetriades points out, a ‘gender-responsive’, ‘gender-sensitive’, or just ‘gender’ indicator measures gender-related changes over time. Gender indicators can refer to quantitative indicators based on sex disaggregated statistical data [but can also] capture qualitative changes (Demetriades, 2007: 1).

They can grasp increases in women’s levels of empowerment or in attitude changes about gender equality. Measurements of gender equality might address changes in the relations between men and women, the outcomes of a particular policy, programme or activity for women and men, or changes in the status or situation of men and women (Demetriades, 2007: 1).

There are also indications that higher priority and recognition is granted to what is measured, also paving the way for advocacy. Another very important aspect is the possibility for holding institutions accountable for their commitments on gender equality (Moser, 2007; Demetriades, 2007; ADB, 2013), in the sense that they can work as accountability systems which track compliance with commitments to gender equality (Moser, 2007), highlighting the action (or lack of action) of organisations, as well as possible gaps between the commitments taken and their actual implementation and impact.

⁸ The phrasing of some indicators should be wide enough to integrate the activities developed by the different partners who may have used e.g. seminars or conferences to define the same type of activity.

⁹ To this respect, it should be emphasized that sometimes, the lack of data on a proposed indicator may lead to the conviction that it should be dismissed as not useful. However, it should be born in mind that the lack of data may be revealing of the need for such an indicator and the need to stimulate data collection through which also change may be stimulated.

3.1 Definition of the problem

Undoubtedly, gender remains one of the most central sources of inequality and exclusion in the world. Gender inequality manifests itself in different spheres of the individuals' lives, from home and family relationships to the professional and social spheres. But gender inequalities also manifest at the macro-level through public and private policies, laws, regulations and institutions.

Gender inequalities cut across other inequalities, such as nationality, ethnic background or religion, for instance. The causes and consequences of gender inequalities are multi-layered and often mutually reinforcing. However, social norms are a fundamental element for the creation and perpetuation of the power imbalances between women and men that, ultimately, represent the genesis of the problem. As a consequence, women's choices and capabilities¹⁰ are constrained.

Failing to address the problem contributes for discrimination against women and for women having less economic, political and social power and fewer resources. On the other hand, gender inequalities may also have negative consequences for men. The suppression of emotions, the absence of nurturing relations with children and the damage to interpersonal relations with women are mere examples of the costs that gender inequality may bring to men.

However, even if this rationale may – and has been used – for involving men in the efforts conducing to gender equality, it should be born in mind that the main driver should be the ideal of social justice. This notion of social justice in research and academia is embedded in EGERA as gender inequalities are evident in these fields. Different authors have focused on the problem over the time and introducing relevant concepts as already emphasised in EGERA's proposal.¹¹ Coined in 1983 by Sue Berryman to outline the representation of women in quantitatively based disciplines, later systematized in Alper (1993), the 'leaky pipeline' metaphor has generated multi-varied analyses including gender norms, work-family balance, opaque promotion procedures or differential access to research grants (Alonso, Lois and Diaz, 2011; She Figures, 2009). Conducted at different career stages, in different research areas and academic contexts, these studies documented a situation that persists over time, in spite of the massive feminization of higher education.

Since, references to the leaky pipeline have flourished to address women's academic career paths in every discipline, often generating complex, multi-varied analyses in which gender norms play the greater role, in relation with work-family balance (Goulden, Frash & Mason 2009)

A number of researches conducted at different career stages, in different research areas and different national academic contexts, have documented this situation that persists over time, in

¹⁰ In the sense of Amartya Sen's capabilities' approach.

¹¹ The following paragraphs reproduce and synthesise some of the discussion undertaken in EGERA's proposal.

spite of the massive feminization of higher education in general, thus showing that power structures, rather than purely scientific or academic merits, are at play (Van den Brink 2009). Similarly, the comprehensive diagnosis established in the EC report on structural change in research institutions (European Commission, 2011, 19-24), pointed out opaqueness in decision-making procedures, institutional practices inhibiting women's careers and gender bias in assessing excellence. This diagnosis shows that power structures, rather than purely scientific merits, are at play and simultaneously accounts for a considerable talent loss, incompatible with a knowledge-based society. It has brought national and international public research agencies.

In the EU, this policy field received a considerable impulse through the adoption of gender mainstreaming strategies² and the continuous strengthening of EU legal provisions on gender equality. Expert groups such as the Helsinki group of national public servants and the Expert group on women and science were established at the end of the 1990s. Since, the EU has developed a threefold perspective which lays emphasis on women's participation to science and technology, addressing women's needs as much as men's needs, and supporting research on gender. As the focus of EU research policies increasingly moved towards technological innovation and the role of science in society, initiatives have flourished to ensure women's participation in R&D and supporting gender-sensitive research. FP projects and experts' networks collaborated in underlying the relevance of gender for a knowledge-based society, in the perspective of Europe 2020. The most recent impulse to EU gender in research policies, as the present call, converge towards a structural change approach.

Single-issue approaches, be it management practices, or gender bias, are thought to bring about only temporary success, while a comprehensive strategy is necessary for achieving systemic improvement. Therefore, the methodology of actions plans is to be read in the light of this comprehensive strategy, and individual action plans are to be designed with view to bring sustainable and (partly) measurable results. Action plans thus require (a) the production of an accurate and comprehensive diagnosis, (b) to carefully identify previously implemented actions and their impact (c), as well as potential obstacles and sources of resistances; d) the design of a set of comprehensive measures, drawing upon a structural approach to gender inequality, considering the issue from different points of view and activating different levers.

3.2 Context

The EGERA partnership is formed by seven implementing partners from seven different countries. Six out of the seven partners are universities. Each partner had a different standpoint previous to EGERA.

The coordinating partner, the French university Sciences Po had no GEAP and no permanent gender equality machinery. Equally, a consistent policy to tackle gender bias at this university was deemed to be absent. Nonetheless, Sciences Po had started, in 2010, the PRESAGE

programme, aimed at establishing a teaching and research program on gender and at providing gender expertise and introducing gender in research and curricula¹².

The Sticing Katholieke Universiteit / Radboud University in Nijmegen in the Netherlands had already developed a Strategic Plan between 2009 and 2013. This aimed mainly at increasing the share of female Senior Lecturers and full Professors as the Netherlands had one of the lowest proportion of women in top-rank positions in science in Europe. However, since the early 2000s seven faculties the university had adopted protocols for recruitment and the university facilitated funds to stimulate women’s research careers as assistant or associate professors, helping female scientist to enhance their research profile and experience. In 2009, a coaching & mentoring program launched and the institution signed the *Talent to the Top Charter*.

SKU		Helpful to achieving the objectives	Harmful to achieving the objectives	
Internal origin	Strengths	<ul style="list-style-type: none"> Involving scientific leadership in analysing gender inequality and developing policies. The long-term involvement within our own organization. Training of an entire faculty. 	<ul style="list-style-type: none"> By training people at the management level there is the risk that when these people leave, new people need to be trained. 	Weaknesses
External origin	Opportunities	<ul style="list-style-type: none"> Particularly in the STEM fields there is a specific need for female talent. There exists a sense of urgency to make better use of what female potentials can offer. 	<ul style="list-style-type: none"> The large time investment (2x4 hours) we require from managers to participate in the gender equality training. 	Threats

The Middle East Technical University (METU), based in Ankara, Turkey also did not have a GEAP before EGERA even if it opened a Gender and Women’s Studies Graduate Programme as early as in 1993 becoming the first graduate programme in this field nationwide. Additionally, in 2012, women’s share reached 53% at METU University, with a relatively gender-balanced situation for almost all staff categories, thus higher than the 41% making Turkey to rank among world’s top five in terms of the number of women in the academic staff.

However, the need for gender mainstreaming is yet seen as particularly relevant for STEM departments at METU, where a male dominated culture misses the focus on gender related aspects of natural resources management and has a hindering impact on women’s advancement in these areas.

¹² Given the absence of information from this partner entity it was not possible to construct the respective SWOT analysis.

METU		Helpful to achieving the objectives	Harmful to achieving the objectives	
Internal origin	Strengths	<ul style="list-style-type: none"> The strength of the METU GEAP rests on its reliance on a combination of existing structural realities in the university and at the national level. At the national level, formal commitments, frameworks (laws and action plans) in Turkey are openly supporting gender equality goals while cultural and 'political' realities have hampered full implementation. This leaves room for specific action to be taken at institutional levels. As a prestigious academic institution with long-standing record of championing progressive goals in academia and at society at large, METU has the potential to lead. The current university administration is clearly supportive of METU GEAP. The strength of METU GEAP's rests on this background. It is also based on structural advantages (e.g. fairly balanced gender composition of academics); builds on the positive attitude of the administration; makes use of existing mechanisms and services (e.g. AGEP); is feasible due to its flexibility and willingness to be further developed during implementation long-term involvement within our own organization. 	<ul style="list-style-type: none"> As the METU GEAP was designed as a first ever instrument in the institutional context and as gender equality was not incorporated into METU Strategic Plan, the Plan does not have a satisfactory design. The goals, the related concrete objectives and the specific actions directed to these are not systematically put. This does not mean that the essential elements are not included in the plan; conversely, on secondary examination it is observed that while all important and necessary points/issues are integrated into the document there is room for improvement via systematization. 	Weaknesses
	Opportunities	<ul style="list-style-type: none"> It can trigger further gender equality mainstreaming efforts into the institutional structure. 	<ul style="list-style-type: none"> Although it is difficult to imagine how efforts to put in place GEAP and implement it can pose a threat, it is conceivable that such efforts in some institutional set-ups may trigger resistances to gender equality. 	Threats

The gender equality agenda of the University of Antwerp, Belgium, is embedded in the broader setting of diversity promotion. In 2007, the University established an Equal Opportunities unit, located under the Department University & Society. In 2008, an Academic Steering Committee Equal Opportunities and Diversity was also set up.

With respect to gender equality three measures had already been developed: 1) A target figure of 33% of the under-represented sex among the leading positions (overruled by a recent decree of the Flemish government imposing a 33% gender quota for university decision making organs); 2) Facilities for combining paid work and care (child care facilities, ironing services); 3) 1 half-day training for female PhD students on capacity building.

U. Antwerp		Helpful to achieving the objectives	Harmful to achieving the objectives	
Internal origin	Strengths	<ul style="list-style-type: none"> The broad range and variety of action. They tackle the lack of data which is needed to support a decent policy, aim for gender awareness, reconciliation matters but also academic criteria changes. 	<ul style="list-style-type: none"> It was designed in response to quota, which the institution does not approve of. This creates a negative attitude towards gender equality. This is not necessarily true for everyone involved but for part of the actors in top positions. Support to the plan may be weaker in practice than in words. For instance, gender training will be limited and might be too minimal to pay off. 	Weaknesses
External origin	Opportunities	<ul style="list-style-type: none"> Due to the variety of actions, it will hopefully reach many members of the university, in all ranks. In this way, gender equality awareness can impact specific individuals and maybe through them start a mentality change, step by step (long-term). 	<ul style="list-style-type: none"> The GEAP faces rather vulnerabilities than threats, but maybe on short-term it can lead to extra work load for women already at top level because they will be required to participate in boards etc. so as to meet the quota, for coaching/mentor sessions, etc. An explicit GEAP might also foster explicit resistance, but that happens in every process of change. 	Threats

The gender equality agenda at Vechta University, Germany, had been both recent and comprehensive. From 2008, the University developed a gender equality plan, which was updated in 2010. The policies developed are monitored by the Commission on gender equality and the promotion of women. The University's Office for Gender Equality works closely with the Commission and participates in networks of gender equality officers at the level of the German states and the federal government. The Equality Officer is an advising member to all University

committees. Since November 2011, an interdisciplinary gender studies network aims to mainstream gender throughout research and teaching activities in the different departments.

U. Vechta		Helpful to achieving the objectives	Harmful to achieving the objectives	
Internal origin	Strengths	<ul style="list-style-type: none"> Implementing Gender Trainings. 	<ul style="list-style-type: none"> Before Gender Trainings will be implemented it should be ensured that they will be accepted and used at all institutional levels. 	Weaknesses
External origin	Opportunities	<ul style="list-style-type: none"> To develop a gender sensitive culture within University. 	<ul style="list-style-type: none"> Resistance to some planned measures. 	Threats

Established in 2011 in Brno, Czech Republic, as a research unit of the Czech Academy of Science, Czech Globe-CVGZ contributes to raising public awareness and education level regarding climate change. Although there is no incorporated complex gender policy measure, several steps have been taken in this field. The Scientific Advisory Board (SAB) thus recommended at least two women to be appointed as board members and to initiate a process for recruiting and developing a diverse workforce.

Furthermore, the research centre already implemented some work-life balance measures, in order to fulfil its objective of 30% of women among newly recruited colleagues including PhD students by 2015.

To foster a broader discussion on equal opportunities, a gender training session was organised in October, 2012, focusing on concepts and work-life balance, and using participatory methods.

CVGZ also started a closer communication and cooperation with the Department of gender studies at the Institute of Sociology of the Academy of Sciences, with the involvement of the National Contact Point Women and Science, generating recommendations and ideas about gender action planning and project preparation.

CVGZ		Helpful to achieving the objectives	Harmful to achieving the objectives	
Internal origin	Strengths	<ul style="list-style-type: none"> Addressing problems that CVGZ people face however these problems stay latent (not yet publicly addressed) e.g. maternity leaves, WLB measures, dealing with vertical segregation (no/very few women in the decision-making position and research leadership). Bringing new ideas, points of views and themes to be openly discussed. Practical results. Systematic change. Raising awareness. 	<ul style="list-style-type: none"> Absence of elaborated measures to motivate people to go to trainings, especially busy team leaders. Gender expert language (e.g. GEAP, GT, WLB) - this is not familiar to CVGZ people. 	Weaknesses
	Opportunities	<ul style="list-style-type: none"> Actively participate in the change of the working environment. Open and sincere discussions, share the best practices, consultation with real experts, having deep real data about situation in CVGZ from the gender (equality) perspective. 	<ul style="list-style-type: none"> Low participation and commitment in gender trainings. Fear of the word gender (prejudice) and gender equality. Current absence of relevant data (segregated according to sex, age...) but this should be changed during GEAP realization. Low feedback of CVGZ employees to offered GEAP measures (e.g. offered gender trainings). Resistances to changes in organisational culture of team leaders 	

The Universitat Autònoma de Barcelona (UAB), Spain, was the most advanced institution of the consortium as concerns the effective implementation of structural changes in favour of gender equality. This resulted from the fast institutionalization of gender equality policies in the country since the early 1980s, and their strong regional dimension from the early 1990s onwards.

Two action plans for equality between women and men (2006-2008; 2008-2012) were in place before the start of EGERA. The third action plan accompanies the project's timeframe (2013-2017).

An important milestone for UAB was the establishment, in 2005, of the Observatory for Equality. The Observatory carries out actions to promote gender equality (editing a website, developing proposals for action plans and monitoring their implementation, designing a management model of equality, performing diagnostic studies, organizing regular courses, workshops and

conferences related to gender. Considering the experience gathered, UAB was considered the benchmark reference for GEAP implementation within the context of project EGERA.

UA Barcelona		Helpful to achieving the objectives	Harmful to achieving the objectives	
Internal origin	Strengths	<ul style="list-style-type: none"> The participative process for drawing up the GEAP because it means a greater agreement and increased community engagement in the implementation. UAB's GEAP is the third Plan so in its design our experience has been another stronger point. The Plan is based on evaluating the execution of the measures of the Second Action Plan and their impact and the diagnosis of women's situation at UAB. 	<ul style="list-style-type: none"> The number of people involved in the participative process was not very high. Not having enough resources. The number of measures of the Plan it is still too high. 	Weaknesses
External origin	Opportunities	<ul style="list-style-type: none"> For the first time, the GEAP adds measures in regards to the participation in the campus, the violence against women and to aim at teaching staff, administration and services staff, and students. The design is based on the principle of intersectionality of gender and Inclusive University and Inclusive Excellence. 	<ul style="list-style-type: none"> The difficulty in implementation is because within the university community the idea that sexism has been overcome predominates, and the evidence that supports such a belief is the proportion of girls among the student population. This matter still is not resolved 	Threats

3.3 A theory of change for the assessment of results

A 'theory of change' explains how activities are understood to produce a series of outputs that contribute to achieving the final intended results. In other words, a theory of change articulates the programme theory on how change occurs, identifying causal linkages between the inputs, outputs and outcomes of a programme [and the way it is expected to] achieve results taking into consideration the programme context, partners and underlying assumptions (UN Women, 2015: 8). In an impact evaluation, the existing theory of change should be reviewed and revised as needed to guide data collection, analysis and reporting.

A helpful management tool based on and framing the theory of change is the results framework. This specifies the results to be achieved (outputs, outcomes and impacts), indicators for measuring progress, and baseline information for monitoring progress against expected results.

A theory of change can support an impact evaluation in several ways. It can identify:

- specific evaluation questions, especially in relation to those elements of the theory of change for which there is no substantive evidence yet
- relevant variables that should be included in data collection
- intermediate outcomes that can be used as markers of success in situations where the impacts of interest will not occur during the time frame of the evaluation
- aspects of implementation that should be examined
- potentially relevant contextual factors that should be addressed in data collection and in analysis, to look for patterns

In cases of implementation failure, it is reasonable to recommend actions to improve the quality of implementation; in cases of theory failure, it is necessary to rethink the whole strategy for achieving impacts. A typical theory of change for a project as EGERA may be represented as in figure 1, below, ranging from the inputs committed to impacts of the project.

Figure 10 - Typical presentation of a theory of change as a results chain



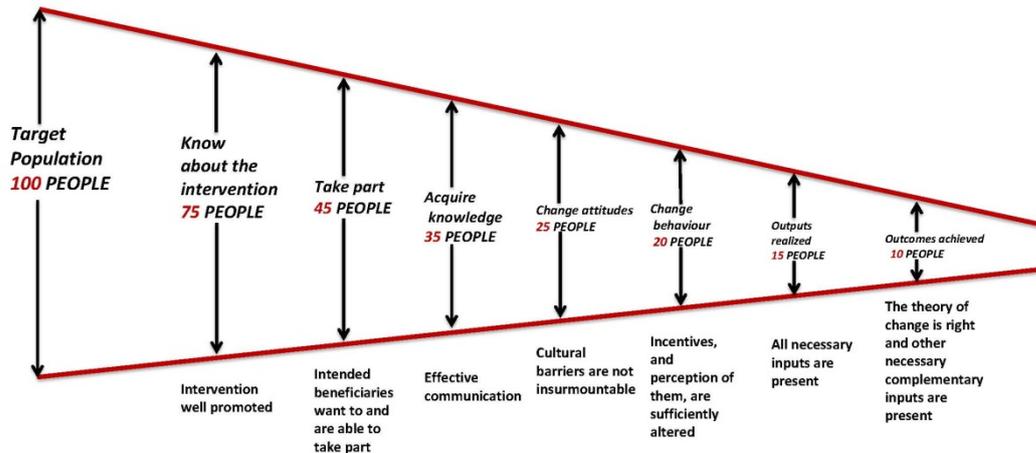
However, one must be clearly conscious that seldom this model will represent properly the actual implementation of a project as, usually, there is some ‘loss’ throughout the chain of event making the representation more similar to that depicted in figure 2.

Figure 11 – Adjusted presentation of a theory of change as a results chain



Similar to Berryman’s metaphor of the leaky pipeline – later systematized in Alper (1993) and used to outline the representation of women in quantitatively based disciplines – White’s ‘funnel of attrition’ is useful to illustrate the losses occurred throughout the chain of events.

Figure 12 - Howard White's Theory of Change funnel of attrition



Funnel of Attrition

Bearing this in mind, the following section lay down the foundations for EGERA’s theory of change.

3.4 A theory of (structural) change through the implementation of transformative GEAPs

As assumed in its proposal stage,¹³ EGERA aims at fostering structural change through the implementation of transformative Gender Equality Action Plans (GEAPs)¹⁴. The GEAPs are operationalized throughout the duration of the project (4 years) and intend to articulate a structural understanding of gender inequalities and bias in research with a fully-fledged set of measures and actions. These actions do cover the most salient issues with respect to the recruitment, retention, appraisal and empowerment of women in research, and to the mainstreaming of gender knowledge across disciplinary fields

Firstly, partner entities expect to engage with structural changes which not only entail addressing and improving women’s working conditions in research, but also challenging governance models and deeply entrenched institutional practices. Drawing upon a structural framing of gender inequality in research and the academia, they intend to bring about changes in different realms, as pieces of a same gender equality culture which are mutually constitutive and consolidate each other. This not only necessitates to secure top management support, but also to mobilize the whole academic & research communities, including faculty, post-graduate & PhD students, and supporting or administrative staffs. It is our argument that this effective structural changes can only be reached by increasing awareness and knowledge on gender-related issues through the use of gender training.

¹³ Again, the following paragraphs reproduce and synthesise some of the discussion undertaken in EGERA’s proposal.

¹⁴ Including gender training plans.

Secondly, to carry out the actions articulated in GEAPs, EGERA primarily draws upon approaches and instruments that have been discussed, experimented and evaluated under previous/on-going FP7 projects.

3.5 Lines of action

The eight work packages of EGERA include three accessory work packages – coordination and management; monitoring and evaluation; dissemination – in the support to five institutional change-oriented work packages.

WP2 - Assessing gender inequalities and bias - consists in a continuous and increasingly sophisticated monitoring of the main inequalities or discriminating practices in each participating institution, beyond the preliminary diagnosis established for the proposal. WP2 results in the co-production of a shared methodology and regular reports. This WP thus provides the background material against which measures and activities planned under the Gender Equality Action Plans, including gender training activities, will be assessed.

WP3 - Building gender friendly environments - draws upon an integral approach to career progression and empowerment, work-life balance, the prevention of discriminations and sexist violence, as well as the elimination of sexist or discriminatory communication. It aims at structuring human resources management and communication-related actions planned in the gender equality action plans. WP3 articulates a fully-fledged approach to the career progression and retention of women in science, both through the design of targeted measures in the field of conciliation, and the definition of a gender equality culture.

WP4 - Training academic communities – consists in: i) making knowledge on gender available to undergraduate and postgraduate students through an appropriate teaching offer, including in STEM; and ii) developing a gender training plan to the attention of various categories of stakeholders and actors, including academic staffs, human resources managers, scientific managers, researchers, and social partners. This WP is core to the project, as it supports structural changes throughout its duration, also addressing individual and institutional resistances at all levels.

WP5 - Revisiting governance & evaluation models - triggers a broad reflection on governance models, addressing the participation of social partners, students and different categories of personnel in decision-making. It aims at producing evidences that investing in gender equality can positively impact governance cultures in terms of transparency, accountability and excellence. Thus, this WP addresses academic excellence assessment criteria, in order to challenge and eliminate gender bias.

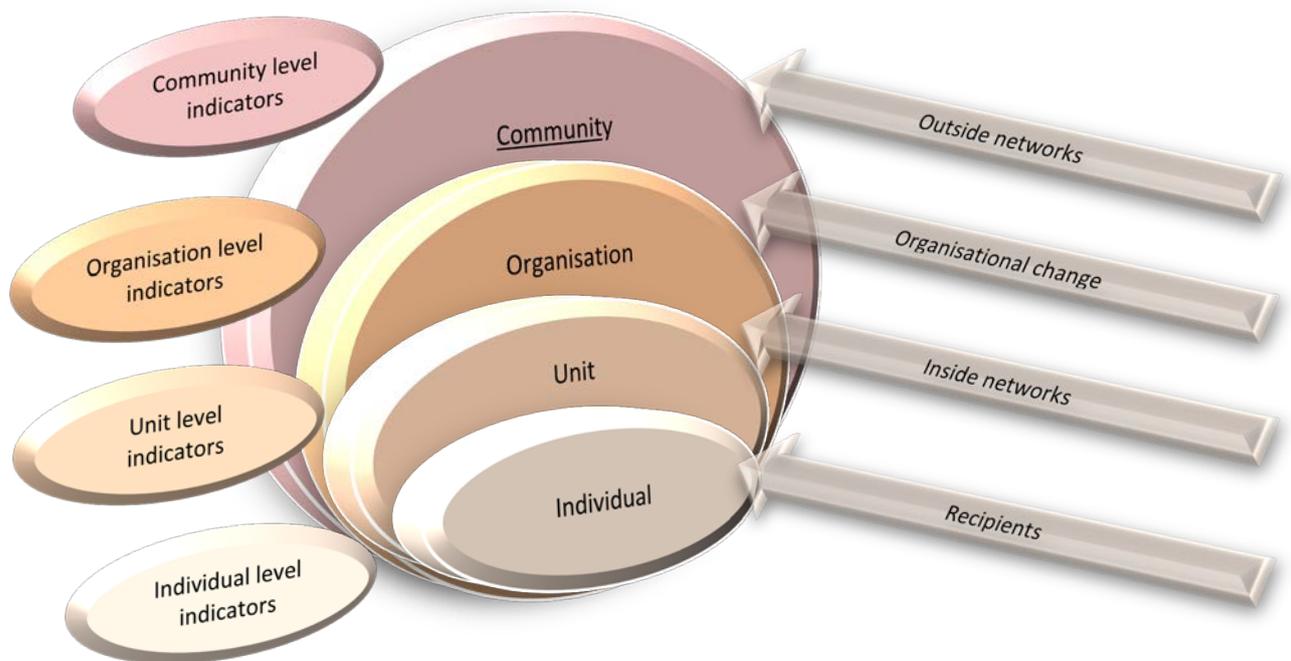
WP6 - Strengthening a gender perspective in research - firstly aims at providing participating institutions with valid instruments to support the inclusion of gender related content and gender-sensitive methodologies to research activities. As part of the self-tailored action plans,

it also consists in establishing functioning networks within and outside participating institutions and promoting internal, gender-sensitive research proposals' evaluation procedures.

3.6 Pathways to change

Within the scope of its overall objective of structural change, EGERA aims at producing impacts at different levels, each of which should be assessed and hence the need for specific indicators. There are four levels to be considered: the individual level, addressing the recipients of EGERA's activities; the unit level, addressing networks inside partner organisations such as different departments, faculties, etc.; the organisation level, with a focus on the core aspect of organisational change; and the wider community level, focussing most of all, on the relevant networks within which partner organisations are integrated into.

Figure 13 – Multi-layered assessment of structural change within EGERA

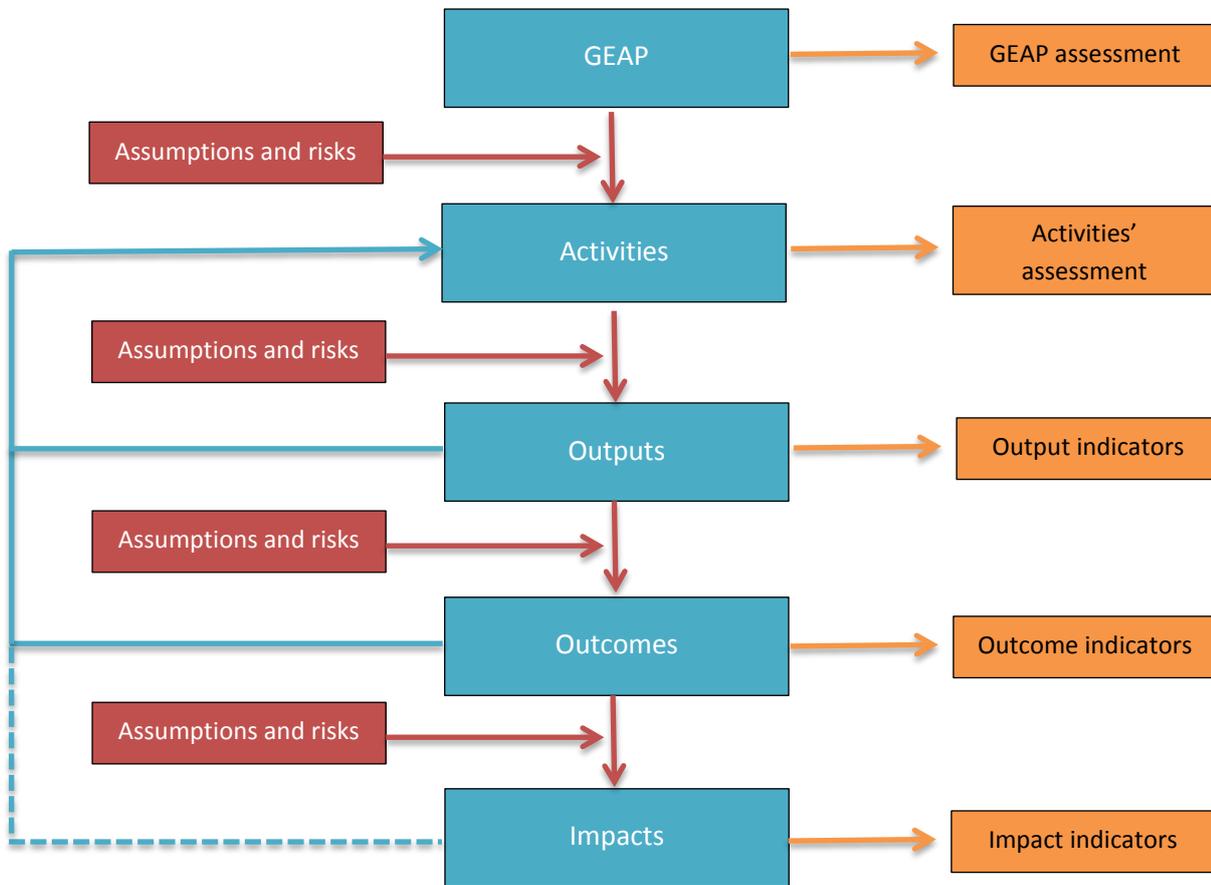


Source: Adapted from Gender Links' Theory of Change. Available at: <http://www.genderlinks.org.za/article/gender-linkstheory-of-change-2013-06-26>.

As mentioned in section 1, above, the unit and community levels will be addressed through a qualitative approach. The individual and organisation levels will be the core of the battery of quantitative indicators explored in the next section.

Figure 5 represents schematically the process of evaluating structural change within EGERA and the relative position of the indicators now proposed within the scheme.

Figure 14 - Range of indicators assessing structural change within EGERA



Source: Based on United Nations Children’s Fund, Supplementary Programme Note on the Theory of Change, Peer Review Group meeting, 11 March 2014, UNICEF, New York, 2014, p. 4. See www.unicef.org/about/execboard/files/PRG-overview_10Mar2014.pdf.

3.7 Guidelines for interviewing

At the end of the process, a set of indicators gained shape, covering five out of the eight work packages of EGERA¹⁵ and aiming at grasping the outcomes of the project throughout its first three years of activity. As aforementioned, this was developed within the scope of a participatory process which had its culmination at the focus-group with the steering committee during the partnership meeting held in Barcelona in January 2016 (M25).

From the discussion it became clear that the process should be concise, qualitative and self-reflexive allowing for a deep qualitative diagnosis on ‘what is going on’ and allowing partners to

tell the narrative in a way that enables drawing some lessons from it and to draw a bigger picture. A short guide for us to know which things we should look at.

The narratives of each partner would be consolidated in a set of case studies, allowing for figures to be included inside a qualitative approach, i.e. including figures that may not necessarily be statistics into the set of qualitative indicators also because it is acknowledged that no significant statistical changes are expected by the end of EGERA.

We’re talking about a very very short period of time and a very very big issue. It’s very unlikely that we’ll have significant changes in numbers. The whole time-span of the project is four years and if we start recording numbers after two years. (...) Two years is a very short period. However, if we are talking about qualitative changes, maybe we can predict or maybe we can have a forecast of what’s going to come.

Thus, and since

the theory of change behind and the different steps, typologies and levels are pretty fine

The focus deemed more useful would be to move towards the assessment of procedures providing elements of institutionalisation but not in numbers, rather describing how it is being done.

The interviewing process consisted of individual interviews – one with each partner entity – took place in November 2016 through Skype. All interviews were recorded and transcribed.¹⁶ Within the scope of the participatory process within the partnership and in closer cooperation with the coordination, it was decided to restrict the number of questions to address in the interview. These are identified, in the guidelines below, in bold. The full range of questions will be used for the purposes of the final evaluation report (D8.4.) to be delivered by the end of 2017.

¹⁵ Focusing on the outcomes of the project and on the achievement of structural change, this component of evaluation does not cover the three accessory work packages WP1 – Coordination and management; WP7 – Dissemination; WP8 – Monitoring and evaluation.

¹⁶ These documents may be made available upon request.

Work Package 2 'Assessing gender inequalities and bias'

1. Within the scope of Work Package 2, how many experience exchange workshops have you conducted (these may have taken the shape of focus-groups, consultation meetings, etc.)?
2. How many hours were committed to and how many participants did the experience exchange workshops have, in total?
3. Do you think you have been able to reach all the relevant stakeholders you wanted to attain with the experience exchange workshops? If not, what is, according to your assessment, the proportion of relevant stakeholders have you been able to attain?
4. Have you applied an exit questionnaire to the participants in the experience exchange workshops? If so, which proportion of participants reported enhanced knowledge on gender inequalities and bias?
5. So far, have experience exchange workshops been formally integrated into your organisation's plan of activities? If so, was this previous to EGERA or already during the timeframe of the project. If not, is this planned? For when?
6. **Have any tool(s) for assessing gender inequalities and bias (e.g. GECS, legally binding reports, etc.) been implemented in your organization? If so, was this previous to EGERA or already during the timeframe of the project? Is any other tool of this type planned for implementation? For when?**
7. **Have this/these tool(s) for assessing gender inequalities and bias been institutionalised? If so, was this previous to EGERA or already during the timeframe of the project? Is any of these tools planned for implementation? For when?**
8. **Are all workers covered by tools for assessing gender inequalities and biases? If not, what is, according to your assessment, the proportion of workers covered, according to different categories?**

Work Package 3 'Building gender friendly environments'

9. How many participants did you have in the gender equality culture surveys (GECS)?
10. What was the response rate (according to different categories)?
11. **Does your organisation have in place a structure responsible for GE policies and monitoring? Since when? Has it been institutionalised?**
12. **How would you characterise the awareness of relevant stakeholders regarding this structure (both internal and external to your organisation)? What feedback, if any, do you have regarding their assessment of this structure?**

- 13. Since the beginning of EGERA did your organisation put in place new/improved measures promoting work-life balance? Have they been institutionalised?**
- 14. How would you characterise the awareness of relevant stakeholders (both internal and external to your organisation) regarding those? And what about the measures, if any, already in place before EGERA? What feedback, if any, do you have regarding their assessment of these measures?**
- 15. Since the beginning of EGERA did your organisation put in place new/improved measures addressing sexual harassment? Have they been institutionalised?**
- 16. How would you characterise the awareness of relevant stakeholders (both internal and external to your organisation) regarding those? And what about the measures, if any, already in place before EGERA? What feedback, if any, do you have regarding their assessment of these measures?**
- 17. Since the beginning of EGERA did your organisation put in place new/improved measures addressing sexist language (e.g. charter, etc.)? Have they been institutionalised?**
- 18. How would you characterise the awareness of relevant stakeholders (both internal and external to your organisation) regarding those? And what about the measures, if any, already in place before EGERA? What feedback, if any, do you have regarding their assessment of these measures?**
19. What has been, since the beginning of EGERA, the evolution of the presence of women in top management structures (e.g. Dean, Rector, Faculty Director)?
20. What has been, since the beginning of EGERA, the evolution of the presence of women in intermediate leadership positions (e.g. Head of Unit, Managing Director)?
21. What has been, since the beginning of EGERA, the evolution of the presence of women as principal investigators?
22. What has been, since the beginning of EGERA, the evolution of the proportion of gender-based offences per number of students?
23. What has been, since the beginning of EGERA, the evolution of the proportion of gender-based offences per number of staff?

Work Package 4 'Training academic communities'

24. Within the scope of Work Package 4, how many awareness-raising actions have you conducted? In total, how many hours were committed to and how many people have attended these actions?
25. Do you think you have been able to reach all the relevant stakeholders you wanted to attain with the awareness-raising actions? If not, what is, according to your assessment, the proportion of relevant stakeholders have you been able to attain?
26. Have you applied an exit questionnaire to the participants in awareness-raising actions? If so, which proportion of participants reported enhanced awareness?
- 27. So far, have awareness-raising actions been formally integrated into your organisation's plan of activities? If so, was this previous to EGERA or already during the timeframe of the project. If not, is this planned? For when?**
28. Within the scope of Work Package 4, how many gender training actions have you conducted? In total, how many hours were committed to and how many people have attended these actions?
29. Do you think you have been able to reach all the relevant stakeholders you wanted to attain with the gender training actions? If not, what is, according to your assessment, the proportion of relevant stakeholders have you been able to attain?
30. Have you applied an exit questionnaire to the participants in the gender training actions? If so, which proportion of participants reported enhanced gender knowledge?
- 31. So far, have gender training actions been formally integrated into your organisation's plan of activities/training plan/lifelong learning schemes? If so, was this previous to EGERA or already during the timeframe of the project. If not, is this planned? For when?**

Work Package 5 'Revisiting governance & evaluation models'

- 32. Does your organisation have in place GE tools on governance and evaluation? Since when? Have they been institutionalised?**
- 33. How would you characterise the awareness of relevant stakeholders (both internal and external to your organisation) regarding these tools? What feedback, if any, do you have regarding their assessment of these tools?**
- 34. Since the beginning of EGERA did your organisation put in place new/improved measures for addressing the gender pay gap? Have they been institutionalised?**
- 35. How would you characterise the awareness of relevant stakeholders (both internal and external to your organisation) regarding those? And what about the measures, if any,**

already in place before EGERA? What feedback, if any, do you have regarding their assessment of these measures?

36. What has been, since the beginning of EGERA, the evolution of the gender pay gap in your organisation?
37. What has been, since the beginning of EGERA, the evolution of the proportion of women in promotion processes for senior positions in your organisation?
38. What has been, since the beginning of EGERA, the evolution of the proportion of women in recruitment processes for senior positions in your organisation?
39. What has been, since the beginning of EGERA, the evolution of the participation of different categories – a) students (undergraduate, graduate, PhD); b) teaching/researching staff; c) administrative staff, in decision-making (disaggregated by sex)?
- 40. Are gender quotas/formalised targets institutionalised in recruitment committees? Since when?**

WP6 'Strengthening a gender perspective in research'

- 41. Does your organisation have in place GE tools on gender sensitive research and teaching? Since when? Have they been institutionalised?**
- 42. How would you characterise the awareness of relevant stakeholders (both internal and external to your organisation) regarding these tools? What feedback, if any, do you have regarding their assessment of these tools?**
- 43. Since the beginning of EGERA did your organisation conduct new/revised research projects including a gender sensitive approach? What is the evolution regarding the period previous to EGERA?**
- 44. Since the beginning of EGERA did your organisation conduct new/revised research projects uptaking gender sensitive methodologies? What is the evolution regarding the period previous to EGERA?**
- 45. Since the beginning of EGERA did your organisation organise new/revised courses/degrees incorporating gender subjects? What is the evolution regarding the period previous to EGERA?**
- 46. Are there specific references to the promotion of gender equality in your organisation's strategic documents framing research? Are these previous to EGERA or have they been included during the timeframe of the project? What is the evolution regarding the period previous to EGERA?**

- 47. Are there specific references to the promotion of gender equality in your organisation's strategic documents framing teaching? Are these previous to EGERA or have they been included during the timeframe of the project? What is the evolution regarding the period previous to EGERA?**

3.8 EGERA: mid-term outcomes for structural change

The evaluation of outcomes aimed at combining different sources of information. The first and more substantial are the interviews specifically addressed in the previous section. Other expected sources of information regarded the Third Gender Equality Reports and the second online EGERA experience exchange forum that was held between 23 November and 15 December 2016 at <http://egera-forum-2016.freeforums.net/>.

However, the change on the internal delivery date of the Third Gender Equality Reports and subsequent overlapping with the delivery data for this monitoring and evaluation report prevented its usage. Nonetheless, its contents will be systematised and included in the final evaluation report (deliverable 8.4). As for the results from the second experience exchange forum, they are included throughout the section enriching the narrative.

As foreseen and expected, the differences between the partners both in terms of the characteristics of the institution and of the standpoints in terms of gender equality shape the perceived outcomes of EGERA so far. However, there is a widespread feeling within the partnership that much of the work being developed is somehow 'invisible' in terms of the assessment of indicators even if deemed crucial for establishing the grounds for structural change.

In Antwerp we've been working in a very informal way: calling them, going to their meetings, talking to them and now we see that it pays off. People come back to us and ask us questions. The head of the communication department came to us asking us to organise workshops on gender-sensitive communication. It worked because of the contacts we had, not because of experience exchange workshops. What worked in Antwerp was the informal thing way more than the formal meetings. (...) The general administrator of the institution came back to ask asking how we could add gender to the business system. This was possible because people knew we were there and because we contacted them from time to time.

3.8.1 Sciences Po

Overall, the outcomes of EGERA in Sciences Po are deemed to be already significant. Moreover, it is reckoned as having gone beyond its original objectives.

There is a desired but unforeseen effect when managing such a project that is that things gain momentum. There are so many initiatives that neither the EGERA team nor the Gender Equality Officer knows about all of them!

EGERA is deemed to be responsible, to a very large extent, for the establishment of a structure in charge of gender equality policies and monitoring at Sciences Po, most of all because that was crucial for a proper implementation of the Gender Equality Action Plan in the organisation.

The position of Gender Equality Officer was in 70% due to EGERA. Not because EGERA was funding it, because it needed to be institutionalised from the beginning.

Besides the Gender Equality Officer, Sciences Po has two other structures in place. The network of gender focal persons was put in place in 2015. It is under the responsibility of the Gender Equality Officer and it gathers voluntary staff members who can be academic, administrative or technical. Currently, 35% of its members are men. They are responsible for communicating about gender equality policies and to report about potential situations affecting gender equality. The second is the monitoring unit for sexual harassment composed by 12 members. Institutionalisation of these two structures is still unclear.

After two years it is too short to say if the structures are institutionalised. I would say that they are well on track for institutionalisation.

The awareness regarding the Gender Equality Officer is deemed to be high due to the channels of communication opened with relevant stakeholders, including high level stakeholders. This is thought to have contributed for boosting the gender equality policies designed through EGERA and for creating a strong basis for accountability and for awareness among stakeholders.

Everyone knows that person. (...) Altogether I would say that this improved the awareness on this issue and I would rate it, currently, as relatively high. This does not mean that everybody supports and all the members of the executive committee of Sciences Po, all directors of campuses in Paris and in regions and all the general secretaries of the research centres, i.e. all the main stakeholders in the institution are clearly aware about the gender equality plan and of the need to move forward in their respective areas of responsibility. And they know about the network of gender focal persons because they host one in their unit and they meet the Gender Equality Officer in a monthly basis I would say.

Also the assessment made by relevant external stakeholders is deemed to be quite positive. To this respect it seems clear that such assessment is favoured by the synergies created with legislation, with the involvement in European networks regarding sibling projects like TRIGGER, GENOVATE, etc. and with internal developments in the field such as the programme Presage, created in 2010 and the active membership at the HeforShe initiative.

Sciences Po has expanded itself, thanks to EGERA, on the map of leading institutions working on gender equality in France which was not the case before. (...) As for the big decision-makers (...) we are quite famous amongst ministers on women rights, of research and higher education, of education. EGERA has been represented at the highest levels in the organisation of the latest Conference on Gender Equality in Higher Education and Research, held in Paris. (...) We are regularly consulted for providing expertise in gender equality in the academia.

Legislative changes are also deemed to have favoured the implementation of tools for assessing gender inequalities and bias. Since 2012 Sciences Po has a legally binding obligation to collect basic sex-disaggregated data on different categories of staff, which means that EGERA started after two rounds of data collection.

This allowed the EGERA team to interfere with data collection by suggesting new indicators and especially by making a different sense, a better sense, in terms of the analyses of the figures collected by the Human Resources Department by applying gender lenses and by involving more gender expertise.

Within the scope of EGERA it was possible to enhance cooperation with the Human Resources Department by providing support, gender expertise and statistical expertise. Concrete impact is reported as since 2015 the data collected is deemed to be more substantial and going beyond the basic indicators that are stated by the law. The synergies between legislation and EGERA allowed for the latter to enhance the improvements provided by the former.

This does not mean that we have full control on the report produced and does not mean that the report is as comprehensive, challenging and transforming as it should be because it's a negotiation with the HR department (...) on what and how we communicate. I would not say we fully managed, because of some resistances, but in the past two or three years improvements are clear.

Additionally, the EGERA team at Sciences Po established other tools for assessing gender inequalities and bias, such as EGERA's Gender Equality Culture Surveys. One other tool aims at analysing the gender biases in the evaluation of professors by students and in the choices made by students for their compulsory [international] move in their third year. This choice will later on rank them differently in terms of their value for the labour market and gender biases have been detected. Within the same scope, indicators were created and collected since the beginning of the project regarding the choice of a Masters in the fourth year.

Through the project, the development of a specific App was financed. The App "It counts" aims at counting the number of times and the length of time that women and men take the floor and intervene in conferences, workshops, official presentations, or any other public event within the university so as to evidence in which conditions women and men are communicating and taking the chance to raise their voice. Any person noticing a strong gender imbalance in a conference can initiate the App. The application started to be used in October 2016. A report by the developers will be delivered in early 2017 including the number of people using it.

Institutionalisation of tools is a sworn objective. However, it is clear that institutionalisation becomes easier when backed-up by law and more uncertain when it is not. Another challenge regards the universe of workers that may be addressed by a number of tools and/or indicators. In some cases, they can only be applied to the workers under the payroll of the National Foundation on Political Science – the institution behind Sciences Po – which only corresponds to 1,100 people out of approximately 4,500 lecturers intervening at the institution. Legislation in France is deemed to be, to some extent, favourable to work-life balance. Thus, even before the start of EGERA, it is considered that Sciences Po already provided a wide range of work-life balance options. This is said to have led internal stakeholders not to consider it a priority and leading to it being currently lagging behind in terms of implementation. This does not mean, however, that inequalities and imbalances have not already been identified and that specific action has not been taken.

Thanks to EGERA there is much more information on parental leave on the website and it is more gender-sensitive so that it is clear that it is not just for women. (...) We are also carrying out ex-ante and ex-post interviews with people who are about to leave the institution for long periods of leave to facilitate their disconnection from work and their coming back to work after the leave. And we are training the human resources management to be gender-sensitive in these interviews. (...) There is at least another thing that we can do before the end of EGERA which is supporting the mobility of female academics during academic conferences but there are not so many actions that we can actually implement.

Not much feedback is said to be available regarding the measures in this field except for results from the GECS reporting an increased awareness regarding parenthood-related leaves.

Contrary to work-life balance, fighting sexual harassment is reckoned to be considered as a top priority, at the management level. As aforementioned, a monitoring unit was established and a second awareness-raising campaign was launched. Apart from the training previously provided to the members of the monitoring unit, training on sexual harassment for gender focal points in respective departments took place in December 2016.

Additionally, a working group has been set so as to implement the EGERA charter on gender-sensitive communication and issue guidelines and recommendations for gender-sensitive communication. Internal and external communication through the web portal was improved, with an increased attention to diversity in terms of gender, social roles, gender-related contents, etc. This gender-sensitive practice is deemed to have been enhanced and embedded into the daily work of the directorate for internal communication. The degree of awareness of relevant stakeholders regarding the issue remains, to some extent, uncertain. However, the assessment made by students is thought to be positive considering their engagement. There are also positive signs arising from “proxy indicators”.

It's always difficult to measure because the GECS is not addressed to students and they are the largest part of our community and it is also not addressed to external professors which are the second largest part. What we have is evidence of the news posted on the institution's Facebook and Twitter regarding gender equality in the academia. Since the beginning of the project these have been consistently the most retweeted and liked ever and that's evidence. We're talking of tens of thousands of likes and retweets for an institution with about ten thousand students. This is evidence that these questions are being taken seriously.

Another positive development regards the fact that, for the second consecutive year, awareness-raising sessions for all students entering Sciences Po for the first time were organised. Moreover, its duration was increased from thirty minutes to two hours and it now represents one of four compulsory two-hour sessions to which all new students should attend when entering the institution.

It means that it is one of the four pillars of the institution and it is how we presented it. (...) Students coming in 2013 and students coming this year had completely different experiences.

Conversely, gender training actions have so far not been integrated into the organisation's plan of activities, training plan or lifelong learning schemes.

We want to institutionalise every single training measure; we want to incorporate for after the timeline of the project and that takes time. (...) Everything will be done but it takes a lot of time. We have been training the human resources department in several occasions and we will train them again because people are changing and they need to be aware (...) but we're not sure how far this will be institutionalised. (...) I'm quite confident that, at the end of the project, at least five or six modules of training (...) will be institutionalised.

Resistances have also been found namely when trying to address structures as potentially gender-biased, as well as regarding gender inclusive language.

During individual interviews and awareness-raising sessions carried out since the start of the project, we also noticed occasionally reluctance to challenge the masculinized concept of academic excellence and to address structures as potentially gender-biased.

As language is power but hardly challenged as such in the French context (yes, despite Deleuze, Derrida and others!), making language more inclusive confronts with a strong adherence to the "aesthetic" and normative character of the current practice of the French language), which makes it one of the rare examples of direct, explicit resistance to one of EGERA's objectives.

Resistances in general are though deemed to be limited, at least in explicit and organized terms. This process has had relevant facilitators:

Thanks to a consistent support from our top management and to the use of consultation and participatory techniques, our team has been facing limited explicit and organized resistance. Yet, implicit resistance, in form of bureaucratic inertia or a relativization of the relevance of the phenomena tackled by EGERA, could be noticed here and there, limiting ownership around project's objective from certain stakeholders.

Regarding governance and evaluation models, a working group on positive action for recruitment of women in senior academic positions, including decision-making positions was established. Another development regards the implementation, as by law, since 2014 thus coinciding with the beginning of the project, of gender balance in recruitment committees, meaning a proportion of 40% of the underrepresented sex. Again, it becomes very clear the importance of the synergies created for (more easily) achieving structural change.

Sciences Po would perhaps not have been so prompt to do this without EGERA. They knew that they had to do this by law and they knew that they would be scrutinized by EGERA so they had two reasons to do it. And it was also a commitment for HeforShe.

As for the situation in governance, it is deemed to have improved even if it is unclear how much is related to EGERA.

I think it is. How far, I don't know. Management is 40% female, while it was 25% before the start of the project. All the latest key nominations in governance in executive positions have been female. The director for science, the director for schooling and the general secretary are now females and before they were males.

Regarding gender-sensitive teaching the situation is reckoned to be favourable taking advantage from the basis established by PRESAGE since 2010. Courses on gender at different levels are being developed in most of Science-Po's campuses even if some decrease has been noted already during the timeframe of EGERA. This has been a reason for concern and thus a negotiation with the director has been established so as to improve the availability of gender courses.

There are more courses in Sciences Po than in any university in France. But since we have very strong ambitions and we have EGERA we want to do better. We do not want any drop. We want gender to be available anywhere and we have the objective, backed-up by our director, that no student coming to Sciences Po finishes his/her studies without being trained on gender at some point.

Regarding gender-sensitive research positive developments are also identified. PRESAGE is organising a lot of research related to gender and the global momentum on gender at Sciences Po makes that increasingly more activities on gender are organised outside PRESAGE. Additionally, research is deemed to be increasing as well as the number of publications, conferences and seminars and researchers who worked on gender before this momentum are reckoned to be increasingly acknowledged at Sciences Po. On the other hand, one aspect lagging behind in terms of implementation is that no training on the issue has been provided so far.

I've been training people on gender-sensitive research across Europe and I never did it at Sciences Po because of time issues and of other priorities in implementing our plan. So, this has to be solved during the next 12 months.

Institutionalisation and sustainability are thus the challenges to be addressed in the final year of EGERA, although envisaged as difficult to achieve in the time available.

We have an issue at institutionalising gender knowledge at Sciences Po in terms of giving sufficient recognition and acknowledgement to gender research and to gender courses in different curricula. (...) This is something that can be done but perhaps not during the timeframe of the project. (...) When we manage to get a course in Masters' it doesn't mean that next year we will get it again. We have to look more for institutionalisation.

Another challenge will be to at least creating some bases for the integration of specific references to the promotion of gender equality in the organisation's strategic documents.

There are key processes in course like the new statutes of Sciences Po or the new design of the different schools at Sciences Po. These processes were launched before EGERA and they have been running in parallel and we had no impact on them. It means we could not take gender equality into those key developments.

The current strategy on research is providing figures on gender in terms of recruitment and stressing there is problem with recruitment of senior female academics but it is not providing any ground for action. This document is a strategic one, a framing one but it seems it is waiting for a strategy on recruitment to impose itself. It has been much discussed that this document is

gender-blind (...) and it was decided to take action. But it's a pity that it came too late because the document is to orientate recruitment for two or three years.

3.8.2 Universitat Autònoma de Barcelona (UAB)

As aforementioned, UAB was the most advanced institution of the consortium as concerns the effective implementation of structural changes in favour of gender equality. The Observatory for Equality is now in place for over ten years thus preceding EGERA and the third action plan for equality between women and men accompanies the project's timeframe (2013-2017).

However, although the Observatory is well established and institutionalised as the structure responsible for the monitoring of gender equality, its main role is of technical support rather than of policy recommendation issuing or, even less, actual decision-making. The measures included in the third gender equality plan have not been discussed with the Observatory and they will be in place only for four years – the mandate of the rectorate team – as it has not been introduced in the university's legal framework. Moreover, it depends politically on the rector and does not have a specific budget, depending on the budget to be allocated to the gender equality plan.

So it works like a project. It is structural but without resources. (...) It's very vulnerable.

This seems to have implications at other levels. The activity of work package 2 'Assessing gender inequalities and bias' has been marked by the implementation of the Gender Equality Culture Surveys (GECS). Being part of the project, different waves run throughout the project. In parallel, the Observatory for Gender Equality undertakes diagnoses and surveys including issues which are, in many cases, included in the university's third gender equality action plan, for example regarding data disaggregation by sex. However, institutionalisation still seems to be lagging behind.

The third gender equality action plan makes the analysis of sex-disaggregated data official but there are executive bodies which have not assumed change in their respective ways of analysing data. (...) It's not really institutionalised. We think this is a feeble and vulnerable institutionalisation. (...) There is no change from the beginning of EGERA till now.

An additional challenge regards the scope of application of the GECS. In fact, if it is true that, in most cases the GECS, as well as other surveys, are applied to all employees within the institutions, it is also true that the universe of workers goes far beyond that of employees.

We have some restrictions. All people who have a signed contract with UAB can be included but there are some restrictions we included in the technical sheet to the GECS regarding some research centres and foundations. They are colleagues, working in the same building as us but they are not contracted by the UAB (...) and of course all the external workers working in restaurants, services, security...

The awareness and assessment made regarding the Observatory seems to be two-folded. As surprisingly it may seem, the Observatory is deemed to be better known outside UAB than by people from the university.

It is well known in Catalonia, among the gender equality units. It is the most prestigious unit on gender equality in Catalonia. Even in Spain it is well known. (...) But this is not the case inside the university. I think that it is not well known. People are surprised when they check our website and what we are doing. (...) Perhaps now it is better known among students than among professors. It is not well-known enough, I think.

The implementation of measures across partner entities is strongly dependent upon different aspects hardly within the reach of partners such as the baseline upon which EGERA is being developed and the national and/or regional legal and policy frameworks for EGERA relevant social policies.

This is also the case in UAB. The third gender equality plan only has three measures in the field of the promotion of work-life balance since many measures are guaranteed and institutionalised by Spanish and/or Catalan law for civil servants or by collective bargaining agreement. In some cases, when the situation is reverse and the Law establishes demotion of work-life balance, the university is able to act upon as it was the case when the number of working hours per week was increased from 35 to 37 and the university decided to create compensation mechanisms. A very important aspect is that enforcement by law also clearly facilitates awareness. Measures addressing sexual harassment and sexist language are not as covered by law but have been addressed by UAB. A new protocol against sexual harassment and harassment on grounds of sex, sexual orientation, gender identity and gender expression came into force in March 2016. A Protocol to change names of students who undergo a process of changing gender was also drafted. Additionally, UAB recently elaborated a Protocol on Approaching and Intervention in case of sexist assaults during the UAB Festival (including specific training to organisers and security staff).

Internal stakeholders are deemed to be quite involved, in particular the vice-rector, the legal office, the departments who work with the students and even the faculties and professors. Also external stakeholders are deemed to be aware, most of all because of the group of gender equality officers operating in Catalonia. More than that, their assessment of the work of UAB is deemed to be excellent.

The people from other universities in the gender equality working group (...) use the Autonomous University of Barcelona as a reference, as a benchmark.

Regarding sexist language UAB put in place, previous to EGERA, guidelines for all students and professors on sexist language. However, the EGERA charter on communication seems to have fallen behind due to institutional resistance. However, to this respect a window of opportunity has opened with a new head of communication.

The [former] head of communication told me that they would do nothing with the EGERA charter because it would be a lot of work for the communication department and that we should not tell them how to disseminate the charter. The university doesn't disseminate anything, not even in the website. They didn't do any training for the journalists working in the area, contrary to other universities that I know that they did some training in communication. But we now have a new responsible and we hope that things change.

Difficulties in achieving the goals of institutionalisation and sustainability seem to extend to gender training. This is an area where those goals are potentially more difficult to reach given the need for fund allocation. To this respect, however, also a window of opportunity may be opened, turning even clear the idea that sustainability of EGERA outcomes will certainly be boosted by advances registered in other areas, hopefully still within the timeframe of the project.

Gender training is not really institutionalised (...) Only the observatory is doing gender training and only for the students. (...) In general there is not really a good offer of training. (...) We want to have training but it has to be developed by the observatory and the observatory only has one person working, really. And me, but I am working for the EGERA project. I cannot do training unless it is under EGERA. (...) Somebody has to pay for that. (...) This has to be changed because with the new evaluation process we need gender training especially to professors. So, these things are going to change, in a year or so.

Officially, UAB does not have a gender pay gap as the salaries for women and men are the same. As such no measure on the issue is being developed. However, there are differences in terms of the position they occupy with women usually occupying lower positions. Mention should be though made to the establishment of priority criteria, concerning gender but also parenthood and health or disability status, for positions of professor and associate professor. Furthermore, UAB institutionalised gender quotas in recruitment committees as a national law from 2007 establishes that every committee should have at least 40% of the underrepresented sex.

So far, UAB has not put in place any gender equality tools on gender-sensitive research and teaching. However, some activities have been developed or are planned. Since 2007, UAB developed a database on gender perspective in teaching designed to help professors to include gender in their classes and including several gender training examples.

Within the scope of EGERA, UAB is creating guidelines to collect good practices and included tools from other institutions in the observatory's website, as well as document about gender-sensitive research. A toolkit that will be available for free to the whole university is currently underway.

The proposal to develop a database is deemed to have been well received within the scope of the network of gender experts of Catalanian universities. Also internal stakeholders are deemed to be aware of these developments even if discrepant according to the different faculties. Raising the awareness in the faculties of science and engineering thus remains a challenge. So far it seems difficult to assess the impacts of EGERA as far as the evolution regarding research

projects uptaking gender-sensitive approaches and methodologies is concerned. Additionally, no new or revised courses or degrees incorporating gender subjects have been organised, at least in social sciences.

We don't really have data. (...) I don't think that EGERA has any impact, really, because people are doing research by themselves and independent from EGERA. The people we are working with are people that were already very aware of gender and very interested in gender sensitive research. (...) We don't have data before EGERA and we don't have data after.

UAB's project team was able to identify some specific references to gender equality in the organisation's main documents. However, it is expected that changes come till the end of the project, supported by law and, again, strengthening the idea that decisive synergies may arise from the combination of EGERA with wider legislative changes for achieving structural change.

We found references to gender equality in the university's statutes (...) and in the university's regulation about principles and values (...) where it states that the university must promote equal opportunities to women and men, equal access to teaching and research and a balanced representation of women and men in various organs of decision-making. So, not really in research and teaching. (...). And we have some references in the charter the university.

We have the commitment of the intra-university council of Catalonia, which gives advice to the government of Catalonia. They support a new law on Catalonia on equality that establishes a compulsory introduction of a gender perspective in teaching. They are in contact with the Catalanian agency for the evaluation of teaching and academic careers so that those introducing a gender perspective in teaching may be better evaluated than the others. (...) This could be a huge step! My God, it's to have it by law! We have to do that! This is a thing that is coming top-down finally.

Specific reference should thus be made to an action that is deemed to have a significant impact on teaching throughout all Catalan universities, and to constitute a strong measure for institutionalising the gender perspective in teaching. Under the scope of this action, the gender perspective has to be mainstreamed within the curricula and included in the evaluation conducted by the Catalan University Quality Assurance Agency. This measure was established in the Catalan Law 17/2015 of 21 July, on the effective equality between women and men, passed on August 12, 2015, whose Article 28 instructs to mainstream the gender perspective throughout all fields of knowledge in teaching and research.

3.8.3 Radboud Universiteit Nijmegen (SKU)

The Diversity Office of the University is responsible for implementing gender equality policies in SKU. The establishment of this office took place before the start of EGERA but since July 2015 the time allocation of workers to it increased from 40% to 120%. The awareness of internal stakeholders regarding the office is deemed to have increased especially due to the launching

of a new website and more attention is reckoned to be given to these policies and to this unit. Also the assessment made is deemed to be quite positive.

People in the Science Faculty and in the Management School are, in general, positive about the Diversity Office and they consider them as giving good advice about gender policies and as providing them good expertise on the issue.

According to SKU's EGERA team, there is no tool at the university level assessing gender bias in recruitment tests but there is a tool at the faculty level. This is the gender committee of the science faculty which is in place since February 2016 and involves a group of scholars including an element of the EGERA team. This is a sub-committee of the Gender and Diversity Committee of the Science Faculty and so far has released a document with tips for application procedures and how to take into account gender-sensitive language as a result of the assessment of prior texts. This is institutionalised only in the sense that the information will be disseminated and published in the Gender and Diversity Committee's website. SKU has also been implementing EGERA's Gender Equality Culture Surveys to all workers within the Science Faculty.

No new or improved measures promoting work-life balance were put in place in SKU since the start of EGERA. The same seems to be the case regarding measures addressing sexual harassment. However, a plan to develop a survey similar to GECS but regarding sexual harassment and addressed to students was mentioned and it was acknowledged the establishment, in October 2016, of a small working group that started to work to this end within the scope of the Science Faculty. This group expressed its interest in the EGERA charter and aims at developing recommendations and actions later on. Not much awareness is deemed to exist regarding these developments as they are mostly very recent.

As for measures addressing language, the EGERA charter on gender-sensitive communication should be mentioned. It should also be mentioned that after the signing of the charter a working group was created, counting with one team member of EGERA.

They are talking about implementing a gender perspective in communication but it is difficult to call it policies or tools.

Awareness-raising actions are considered to have been partly institutionalised as they became part of the academic leadership programme in the beginning of 2016. As for the institutionalisation of gender training, namely of the training on gender bias in recruitment and selection provided within the scope of the EU-funded project GARCIA, this is said to be currently under assessment. However, it has been mentioned as difficult to assess when new developments about this issue will come up.

Additionally, it should be mentioned that the trainings that have been provided in the Science Faculty have led to the establishment of a large group of twenty active Science Faculty members who are now working together in the Diversity Committee to implement contents that have been developed in the trainings.

Institutionalisation has already been achieved in what regards gender quotas. The Strategic Plan of the University for the period 2015-2020 includes quotas for women and for migrants. The objective is reaching 25% female full professors. Regarding recruitments, there are not quotas for recruitment committees but for people in full professor positions. Informally these quotas had already been used by institutes and faculties but formally, they are in place since the beginning of 2015.

According to SKU's team no tools on governance and evaluation and no new or improved measures for addressing the gender pay gap were put in place since the beginning of EGERA. As for gender equality tools on gender sensitive research and teaching, a website is online since before the start of EGERA. It includes an overview of the courses where gender equality plays a role and it is institutionalised although the degree of awareness on it is somehow unknown.

I'm not sure about this. I'm not sure it has a broad audience. People who are already aware of gender of course they know the website but... They are aware of it when they are looking for it.

Since the beginning of EGERA SKU is deemed to have conducted more research projects uptaking gender sensitive approaches and methodologies.

I would say so but it's also because we attracted funds. Not only EGERA but also STAGES and GARCIA and also because students from abroad are coming here to study the issue. If you're having more research on the issue you're attracting even more early career researchers.

On the contrary, however, no new or revised courses or degrees incorporating gender subjects have been organised. In any case it should be mentioned the recent approval by the faculty board of a master in gender and diversity in the management school.

It's a combination of existing courses altogether into a programme. Students can get a master's in business administration or in political science with a strong gender focus.

No specific references to the promotion of gender equality in the organisation's strategic documents framing research and teaching were identified. Strategic documents are said to refer to gender only when they refer to personal policies. Potential changes may arise, however, from a development outside the scope of EGERA.

There's still a lot of momentum in the Science Faculty to do things especially since they hired their very first ever female Dean in September 2016 and I think it relates to what we are putting in the issue of gender.

3.8.4 Middle East Technical University (METU)

One of the achievements in METU during EGERA regarded the establishment of the Unit on promotion of gender equality and preventing sexual harassment in May 2016. It has been adopted institutionally by the university becoming part of the University administrative system. However, since the unit is new, it is not yet fully operational nor its institutional structure is complete. According to the METU's project team,

there are some drawbacks that need to be addressed by the administration-such as the mainstreaming of the knowledge and info on unit to the whole university so that all staff would be aware of its existence and its mechanism.

Mention should be made to the creation of another unit on issues of mobbing; this plan is in progress. A document on principles and strategies on gender equality, a regulation addressing sexual harassment and the EGERA charter on governance and evaluation have been recently adopted by the University Senate and became part of the University system. Additionally, the EGERA charter on gender-sensitive communication has now been approved by the Senate and signed by the President of the University. These are deemed as important milestones and if some are closely related to EGERA, for others it may be difficult to measure exactly to what extent EGERA has contributed.

METU's project team also considers difficult to say to what extent EGERA has contributed for new or improved measures promoting work-life balance. There is a kindergarten at the university and there is accommodation in campus although these preceded EGERA. The kindergarten is for children up from the age of 3 and there is discussion regarding its extension to children up from the age of 2 or even 1 but no change has been concretised so far.

As for the awareness and assessment made by relevant stakeholders regarding the direction taken by METU within the timeframe of EGERA the project team does not seem to be fully comfortable to assume any possible success or failure as some contradictory signs have been detected. For instance, the vice-president responsible for the project is supportive but on the other hand, says that METU is a much better position than other universities which might indicate a lesser commitment.

If she says that we're much better, obviously that her priorities will not necessarily include gender.

Similar situations were reported regarding relevant stakeholders outside METU.

There is a committee for gender equality and justice in the Higher Education Council. They know we have this. Some universities have EU framework projects like EGERA and they also know we have these measures and these institutions. It was written in the papers so some must have known about it. But I doubt that even the Ministry for Gender Equality has any idea about what is going on in METU.

When we come together in the meetings we are formally very supportive to each other but that's all. The members of the EGERA team have participated in some of their stakeholder meetings and have told about what is going on in METU and they shared their own experiences as well.

Positive signs of institutionalisation were mentioned regarding awareness-raising and training actions. Even if not included into the organisation's plan of activities, different initiatives have already had several editions such as training for staff like cooks and cleaners. Additionally, since the beginning of EGERA, two gender training modules, one for new academic staff and the other for administrative staff, are deemed to have already been institutionalised, being now

included in the official training programme offered to these two categories of personnel. There is also a gender studies programme which, however, is not connected to EGERA as it is in place since 1994.

Another positive sign comes from the establishment of a committee at the presidency university level, including the universities more active within the framework of European projects, aiming at the adoption of European Research Area (ERA) priorities. Each university takes the lead regarding a European priority and METU has the lead in what regards Gender Equality. This is as much significant as METU is a technical university and would not necessarily be the 'natural' leading institute for such a priority.

By being a state university METU is bound with the decisions of Council of Higher Education regulating higher education and research institutions in Turkey and the laws regulating civil service in the country; hence the administration has no or limited capacity to change the legal process of recruitment. Recently the Council of Higher Education issued a statement inviting university administrations to appoint more women to the top level management. At present, the METU administration includes more women than men in the top level management.

In what regards specific references to the promotion of gender equality in the organisation's strategic documents framing research and teaching, an important step is deemed to be taken soon. The university has to produce its strategy for five-year periods. For the first time, the promotion of gender equality will be included in the document which is currently underway and should be concluded by April 2017. Although it is still unsure the exact contents, it is certain that gender mainstreaming or gender equality measures will be included into the University's main strategic document.

We don't know what is going to come out yet. This has just started to be written three weeks ago. They have included gender equality as one of the headlines. What will come out will result from the participation of groups within the university. It will be included but we don't know how it will be included.

Furthermore, one of the EGERA members is sitting at the Committee in charge of the drafting of the METU Strategic Plan (2017-2021) and providing insights on issues of gender equality. Specific difficulties and challenges are identified in terms of knowledge transfer and gender mainstreaming in curricula:

This is an aspect we are still working on; unfortunately gender mainstreaming in curricula is a challenging subject and requires more time to develop in an institutionalized manner. Our gender and women's studies program can work on this issue but since the department has no permanent staff and all of its members are offering courses at the department but are members of other departments, in the absence of a permanent staff such institutionalization becomes more difficult.

3.8.5 University of Antwerp (UA)

In the University of Antwerp gender equality policies and monitoring are integrated within the wider scope of diversity policies. The structure responsible is deemed to have a strong focus on ethnicity and race. Thus, gender equality issues are deemed to be undervalued and underestimated within this infrastructure.

Resistances within the institution are reckoned to play a role in terms of the difficulties for gender to take a more prominent place as it does not seem to be sufficient recognition of the existence of gender inequalities within the university. In any case, the work and the wish to move things forward from those more actively involved in the unit seems to be recognised even if it regards

a traditional way of promoting gender equality (...) that sometimes this backfires because many young women just don't want to hear about it that way

To this respect, the role of EGERA is deemed crucial as it not only supports the work being developed as it enhances the position of gender equality within the unit and it provides less traditional ways of promoting gender equality.

Examples of the prevailing traditionalism are the measures for the promotion of work-life balance put in place which focus mainly on women and which concentrate on measures to try and compensate the problems rather than on questioning the environment that gave rise to those problems.

Besides the GECS, which has been applied to all workers, no other tools for assessing gender bias have been implemented so far. Also there has been no implementation of tools addressing gender inequalities directly. However, the business intelligence unit created during the timeframe of EGERA integrated gender in their basic structure and the objective is that the unit runs basic parameters every year, including the gender dimension. UA's EGERA team tested it. However, for the moment, it is still unclear if this will proceed as planned and what use will the information generated have.

In what regards measures addressing sexual harassment UA has implemented the charter developed within the scope of EGERA. It has also developed workshops on the subject and further sessions are planned to happen till the end of the project. The institutionalisation of these measures is under debate. However, there is no much feedback as there is the feeling that there is not much awareness.

There has been no communication about it. I don't think it's known to a broader public. (...) A conclusion of the debate is that we should improve our communication regarding the intolerance of it and to revise our accessibility for potential victims so that they more easily step forward. This is a working issue for next year.

The placement of gender within the scope of diversity is evident in what regards measures addressing sexist language. A working group was set up to work on a work plan not only on

gender sensitive communication but more broadly on diversity sensitive communication. Curiously this process was triggered by EGERA.

EGERA brought the idea of a gender sensitive communication and made them think about what could be wrong on communication and that work should be made on it.

The link to diversity seems to extend, at least to a certain extent, to training. As for awareness-raising actions, these have not been included in UA's plan of activities.

The university is looking for a sub-contractor to develop training. The idea is then to integrate trainings within the diversity dimension as this is so important in Antwerp. It will be training for all new professors but I don't know to what extent this has materialised. I know that there was also the idea to gender train the most important decision-makers within the institution but I don't know what actually came out of it because there was the election of a new rector.

A gender equality tool to evaluate professors was put in place in 2012. More recently, detailed quantitative measurements of how professors function and how they work were introduced leading to more women being promoted than before.

It's not that the tool had the intention to promote gender equality but when it standardises and quantifies your measurement you have to tick the boxes for every candidate and you have to be way more objective.

Awareness regarding this tool is completely different between relevant internal and external stakeholders.

The outside world has no clue about this. It's impressive how little external stakeholders know about academia functions, even those who finance us! I don't even speak about public opinion more broadly speaking... They have no clue! Internally, these evaluation criteria were one of the hottest topics we had in the last few years and it's still a very hot topic. Internally, people are very aware of the business intelligence units but not on other broader tools of governance.

So far UA did not put in place any gender equality tool on gender sensitive research and teaching and no measures for addressing the gender pay gap. Officially, UA works with a system of 'bareme' which means that salaries are very strictly regulated and that an establishment amount of salary corresponds to a professor with a certain number years of experience. The same applies for technical staff. This means that there should not be a gender pay gap. However, this is not the case.

There is a gender pay gap because what people have been playing with in the past because this is less and less possible now is how many years of experience you had when you started. Some people were good at negotiating and got 15 years of experience and other didn't.

Gender quotas, on the other hand, are in place. UA is one of the universities in Flanders which was submitted to a compulsory quota of one third of women in all important organs within the institution. Also recruitment committee should have at least one third of women. There is no quota regarding the number of women or men to be hired even if the university has a statement

in all of its vacancies that it is a university promoting equality and diversity thus favouring applications from underrepresented groups. More research projects uptaking gender sensitive approaches and methodologies are reckoned to be in place in UA since the beginning of EGERA, although the influence of the project at this level is not deemed to be significant.

It's a general phenomenon that is completely independent from EGERA. There is more encouragement now than ten years ago and there is the view that it may be interesting, from the strategic point of view, to invest on gender. There is an increasing recognition for gender research but it is a broader movement. EGERA is a product of it rather than a trigger, at least in Belgium.

This is also associated to available funding as *all research is funding-dependent*. The fact that the EU has specific funding and that the Flemish funding body added gender to the list of fields to fund are deemed as very positive development to this respect. Additionally, it is believed that thrust is given when people think it is politically incorrect to downplay the issue. However, and even if possible because the university defines its own research priorities, there is no top-down promotion of gender equality and neither gender nor diversity are included as priorities. Also the increase in the number of courses or degrees incorporating gender subjects is deemed to result from bottom-up promotion. This is so because there is a sort of subsidiarity principle and thus decisions are left to departments and even to professors themselves who have utter autonomy to decide how they will teach.

You see that the number of courses increases but this has to do with the fact that professors that get hired are interested in the topic and work on it and they try to bring gender equality into a course (...). The institution itself, at the central level, at the level of faculties and departments does not promote gender in teaching.

According to UA's EGERA team no specific references to the promotion of gender equality can be found in the institution's strategic documents framing research and teaching.

The new rector, in his opening speech for the new academic year spoke a lot about gender equality as an important European value but there's nothing on official documents and he didn't say he would promote it.

3.8.6 University of Vechta (UV)

Advancement of gender equality in the University of Vechta seems to be largely facilitated by the national and/or regional legislation produced on the matter and applicable to the organisation. The Gender Equality Commissioner and the Commission on Gender Equality and on the Promotion of Women are the structures responsible for gender equality policies and monitoring in the university. They are institutionalised and in place since the beginning of the 2000s.

In general, the Gender Equality Commissioner is well accepted because it is established by law. It makes it easy!

Additionally, the university is obliged by law to have to have a gender equality plan. The latest of these plans started in 2014 and it has to be updated every three years. Aside from the activity

of the aforementioned structures in what regards the assessment of gender inequalities and bias, UV has been running the Gender Equality Culture Surveys part of EGERA which have been covering all workers at the university. The reduced scale of the university with approximately 500 employees is deemed to facilitate this process. It is also considered to facilitate the awareness regarding both the existing structures and the activities developed.

I think that they are aware. The university is so small and it is well known by everybody that the university has a Gender Equality Commissioner and etc.. (...) Every relevant stakeholder is contacted directly by the Gender Equality Commissioner, for example. So, it's not very difficult to get them. People know each other.

The Gender Equality Commissioner is said to be assessed positively by most even if considered likely that some resistances may subsist due to the consideration that gender inequality is something of the past and that there is not much to be done given the high number of female staff members.

Contrary to the situation reported by other partners, institutionalisation in UV seems to be more facilitated. In the field of work-life balance an Audit on a Family-Friendly University has also been institutionalised and the university has also started a Diversity Audit in September 2016. During the process of getting this Diversity Audit, there will be a broadening of attention to other areas such as migrations thus placing a focus on intersectionality, on gender+. Also the Protocol on combating sexual harassment is going to be adopted by the university's Senate and further implemented and institutionalised. Such results are most likely facilitated by the awareness and positive assessment made by relevant stakeholders regarding EGERA.

EGERA is well-known by our ministry. (...) There has been dialogue for gender equality culture in universities initiated by the ministry. (...) In the beginning of 2017 recommendations will be published on how universities can have a more gender-fair culture. EGERA was mentioned in these dialogues, for example. (...) The whole project is assessed very positively, as very ambitious, at least by the ministry.

EGERA probably impacted less in what regards gender equality tools on governance and evaluation since UV's Gender Equality Plan includes gender equality in governance. The current plan is institutionalised and is in place since 2014 being well-known throughout the university. UV has also started a new coaching programme for supporting women in leadership positions. UV also implements a fifty-fifty percent quota for admissions and there is a recommendation to include in the advertisement for a position an encouragement for people from the underrepresented sex to apply. Additionally, the law establishes that the Gender Equality Commissioner should be involved in recruitment processes and recruitment committees should have at least two female professors.

Although UV does not have specific tools on gender sensitive research and teaching it provides checklists, within the network of gender studies, since 2013. Additionally, the website includes different tools that are available from other universities regarding, for instance, gender sensitive

evaluation and what does sensitive didactic mean in teaching sessions. However, there is no knowledge of whether and to what extent these tools are used or not.

During the timeframe of EGERA positive developments have been ensured both regarding the number of research projects uptaking gender sensitive approached and methodologies and the number of courses or degrees incorporating gender subjects. In both cases this was facilitated by external outputs. UV has a network of gender studies in place and the number of research projects grew boosted by two calls for projects on gender specific research launched by the respective ministry for the region of Lower Saxony even if it recognised that

Some projects are very gender sensitive in research and also in methodologies and some, not at all.

The number of courses or degrees incorporating gender subjects is said to be growing fast because some junior professors strongly incorporating gender subjects became full professors and because of the start of a Gender Audit Certification in Teaching.

The aim is to have a gender audit for teaching. Students can get a gender audit and people who are making a gender-sensitive teaching can sort a kind of modules for students so that they can get a certificate on gender studies.

It should also be mentioned an agreement between the University of Vechta and the Lower Saxony ministry for research and culture. This includes equality goals and the intent to strengthen international gender research in the University's research and teaching portfolio. Gender is to be integrated into the different disciplines and courses of study, and the gender competencies of students are to be enhanced to prepare them for future employment. The guiding motto is to make teaching and scientific education follow research; gender and diversity are to be integrated into a sustainable, coordinated framework. Towards this goal a working group was established in the summer of 2016. Its task is to develop interdisciplinary teaching provision on gender and diversity. This working group has already developed a framework for a gender certificate that can be obtained by taking cross-listed courses within the main area of study. Since September 2016 this framework is being discussed and assessed by teaching staff and champions of the cause. Gender and diversity are to be systematically integrated not only into disciplinary content areas but also into higher education pedagogy.

So far, less positive outcomes are registered regarding the institutionalisation of awareness-raising and gender training actions and regarding the implementation of measures for addressing the gender pay gap. The university's strategic documents framing research and teaching are said to include the strengthening of gender in teaching and in research although this may not always correspond to the practice in terms of implementation. Once again, it seems clear the importance of the synergies that EGERA may create with other factors.

It's like gender mainstreaming, integrating gender in all levels. This is what is in the documents, what's really implemented that's another thing. (...) There was a strengthening with EGERA. Before there was already some commitment towards gender equality measures.

3.8.7 Czech Globe (CVGZ)

Since March 2015 the organisation institutionalised the position of ‘Equal Opportunities and Gender Expert’. This corresponds to a significant achievement of EGERA and furthermore the position is occupied by an EGERA core member.

The awareness regarding this structure is deemed to be increasingly higher. In order to increase awareness, CVGZ’s team ensured that the expert was invited for meetings of directors and of team leaders and she was also present at the general assembly of workers where she presented results from the project. However, as CVGZ has facilities in different locations across the Czech Republic awareness is deemed to be higher in Brno where people know her in person while those in other places like Prague may have not met her and know her only by email.

As for external stakeholders, CVGZ team is confident that the Czech Academy of Sciences and colleagues from faculties or other research institutions are well aware of the role and of the activities. However, they also think that probably a maximum of 10 institutions in the Czech Republic are aware of the position. These are deemed as the most relevant institutions as they are the ones interested in promoting gender equality while others have nothing to do with gender equality. In any case, it seems clear that increased focus and thrust should be considered for achieving relevant stakeholders other than those who, at the start, could be those easier to sensitise.

No concrete feedback regarding the position was mentioned. However, a proxy that may be used for assessing the feedback is that the expert has been invited as a speaker in several occasions which is deemed as some evidence of recognised relevance.

At the start of EGERA, CVGZ was a recent unit starting to implement gender equality policies. Thus, some measures that were already in place in other partners gained shape during the timeframe of EGERA. Besides the implementation of the GECS, Czech Globe started the analysis of the gender pay gap and of sex-disaggregated data, in order to contribute for assessing gender inequalities and bias within the institution. Similar procedures were put in place regarding measures addressing sexual harassment, measures addressing sexist language, including the EGERA charter and measures promoting work-life balance.

This had not been done before the beginning of EGERA. At the moment we are trying to institutionalise several measures promoting work-life balance within the scope of maternity and parenthood.

Once again, awareness regarding these measures is deemed to be increasing and further steps in this direction are expected to be taken during 2017, including through training, although the team assumes not to be in possession of concrete assessments made by relevant internal and external stakeholders.

As far as I know we had no feedback from colleagues. Training is scheduled for next year and the idea is for the trainer to tackle the issue of the Charter during that training. Unsure signs are detected regarding the institutionalisation of awareness-raising actions and of training actions. CVGZ’s project team assumes to have no

indication that awareness-raising actions have been or are to be integrated into the organisation's plan of activities. Thus, they point out as a possible path to try and include people that can add a gender perspective in the conferences to be organised by the institution.

In what training is concerned, they refer that colleagues from the institution have been asking for further trainings and this is considered to be a proxy for sustainability of the gender training actions even though they have not been formally integrated into the organisation's plan of activities, training plan or lifelong learning schemes.

So far, CVGZ did not implement any gender equality tools neither on gender-sensitive research and teaching nor on governance and evaluation. In the latter case, the situation is deemed to change in the short-run through the endorsement of the EGERA Charter for Gender Sensitive Governance and Evaluation, but not in the former. So far, in this area, the only step taken regarded the decision to invite an expert in the field to CVGZ's annual conference. It is also not the case regarding the establishment of quotas or formalised targets in recruitment committees as

We are trying to respect the powers and the responsibilities of the recruitment leaders.

Difficulties are also felt in what regards the development of projects up taking gender-sensitive approaches and methodologies.

A new project was presented in March 2016 and accepted. It will start in 2017. So we try, we try. It is not easy in our case.

Measures for addressing the gender pay gap were put in place mainly through statistical analysis of the salaries of the researchers, as well as through interviews and focus-groups. However, only approximately 20% of the workers could be included in the exercise.

Regarding the gender pay gap analysis we could only analyse comparable positions and there are not that many comparable positions in our institute. The whole staff was considered but, for methodological reasons, we need the staff that may be comparable.

Regarding institutionalisation, unsure signs are again detectable. Top management of the institute authorised the team to continue carrying on the analysis on an annual basis although it is recognised that this may be feeble as

it is not written down in any official document.

A successful implementation of the planned activities is thus seen as highly contingent to the attitudes of the top management, which increases insecurity and unpredictability. Both explicit and implicit resistances need to be tackled.

A new Code of Ethics will be prepared covering also topics of equal treatment and non-discrimination. However, for the time being, the organisation's strategic documents do not

include any specific references to the promotion of gender equality. Thus the increased importance of the endorsement of EGERA charters.

4. Concluding remarks: contributions for self-reflexivity and enhancement

The monitoring and assessment of the operationalization and implementation of EGERA thus far allowed for the identification of both strong points and weaknesses. Among the former, the cooperation and collaborative work established within the partnership remains undoubtedly very relevant. The accumulated expertise regarding the subjects EGERA deals with and the increased and embedded knowledge regarding the project and the different work packages provide an overarching framework ideal for the successful accomplishment of the project. Entering its final year of implementation, EGERA is a solid partnership which surpassed successively initial challenges.

SARAH has been playing an important role as repository for information regarding EGERA. However, it seems to fall short as an effective CoP tool. Additionally it should be mentioned that other strategies have been put in place in order to try and establish a CoP such as online fora. However, the opportunity for exchange and discussion, much emphasised by partners throughout time, seems to have been partially missed, at least by some, mainly in the second online forum.

This may be envisaged as a matter deserving further consideration taking into account the absence of face-to-face meetings for a period of over one year, resulting from the (forced) changes to the calendar of meetings. The next meeting may thus be crucial for steering the remainder of EGERA.

The partnership should also remain aware of challenges that, from the beginning, have been core to EGERA: different character of partner institutions and different levels of expertise regarding gender equality; different national and institutional standpoints regarding gender mainstreaming and gender action; inertia and/or resistances within partner organisations.

Another crucial aspect, also core to EGERA from the beginning, regards the fact that this is a structural change project rather than a research project but which nonetheless requires for a set of deliverables to be met. As such, it was felt that the formulation of methodologies, guidelines, reports and bureaucratic works decreased the (potential) progress of implementation.

The deliverables of the project are met. However, we question if the initial goals are hereby attained. (...) We would have liked revisions of the project work. Now it still feels like we are doing the deliverables instead of working towards the goals of the plans/projects (doing the document instead of the doing cf. Sara Ahmed). It feels hard to focus on the respective needs of the institution because we have to write many (often overlapping) reports. The deliverables should support this work instead of focusing our work on the deliverables. (Period 4, September 2015-February 2016, M21-M26)

This should constantly be born in mind in order to minimise potential pitfalls and deviations especially also considering that the project is, in itself, very ambitious and complex thus increasing the difficulties in securing, at all time, comprehensive viewpoints over the project, its work packages, tasks and deadlines from all partners.

Thus, it remains of utmost interest to establish links and create synergies with sibling projects, actions and activities at the national and international levels, as well as the momentum of (certain aspects of) gender equality mentioned by more than one of the project partners. The preliminary assessment of outcomes also showed very clearly that institutionalisation and sustainability are strongly dependent from external factors. The relevance of wider legal and policy frameworks is paramount. Furthermore successful implementation is contingent to top management attitudes and support. In any case, it remains undoubtedly true that the timeframe of the project may be too short for institutionalisation and too short for securing structural change. Rather, EGERA may be planting the seeds for institutionalisation and setting the foundations for structural change.

However, these challenges and diversity between institutions should not stand as self-evident reasons for differences in implementation. So far and according to agreed arrangements partners managed the development of EGERA within their own institutions according to their own assessments and without overall accountability.

Yet, with the project approaching its end, it should be born in mind that EGERA aims at being a synergetic process, i.e. as a whole project the sum attained within EGERA aims at exceeding the size of its parts represented by implementation within each partner institution. Moreover, and despite the fact that, unlike other European projects, EGERA does not aim at comparability, still, as a European project it should comply with common goals and guidelines. These have been guaranteed throughout the life of EGERA, from the project proposal and the definition of work packages, to overall implementation and deliverables. At the end of the project, despite the relevance of tailored outcomes at the organisational level, an integrated and comprehensive framework for such outcomes is also crucial.

Thus the case studies built around the individual experiences of each partner within the scope of EGERA should still rely on common grounds of understanding. Additionally, concrete evidence, both of material and immaterial nature, is needed so that assessment can base on the activities and results that EGERA has already achieved and will continue to achieve.

5. Annexes

5.1. EGERA events

5.1.1. Workshop on the ‘Charter on gender sensitive communication’ and Workshop on ‘Recommendations tackling sexual harassment and violence’: Antwerp (M19, July 2015)

The WP3 workshops on the ‘Charter on gender sensitive communication’ and on ‘Recommendations tackling sexual harassment and violence’ took place in Antwerp on the 9th July 2015. Seventeen participants delivered their evaluation questionnaires. The results were shared within the partnership by the time of the team meeting held in Barcelona in January 2016.

The assessment of the events was remarkably positive with no mean values higher than 1.57. These positive results are also visible when the analysis focusses on the proportion of participants strongly agreeing or agreeing with the given set of statements regarding the conference. More than half of participants strongly agreed regarding the success in all but one aspect (duration of the workshop) and very many aspects merited the strong agreement of at least three out of four participants.

Charter on gender sensitive communication	Mean	% strongly agreeing
The workshop’s objectives were clearly and adequately stated	1.24	76.5
The introduction was helpful	1.25	75.0
The workshop covered what I expected it to cover	1.29	70.6
The duration of the workshop was right for me	1.53	52.9
The level of interactivity was appropriate	1.29	76.5
The workshop was useful for the progress of work within my institution	1.41	58.8
The workshop was useful for the progress of EGERA as a whole	1.25	75.0
The workshop’s objectives were achieved	1.31	68.8

Recommendations tackling sexual harassment and violence	Mean	% strongly agreeing
The workshop's objectives were clearly and adequately stated	1.43	57.1
The workshop covered what I expected it to cover	1.36	64.3
The duration of the workshop was right for me	1.57	42.9
The level of interactivity was appropriate	1.14	85.7
The workshop was useful for the progress of work within my institution	1.50	50.0
The workshop was useful for the progress of EGERA as a whole	1.21	78.6
The workshop's objectives were achieved	1.29	71.4

As it had already been the case regarding previous events, the interaction allowed by the event was again a very strong point for participants, along with the collaboration verified and having enough time for discussion.

It gave a good chance to discuss in detail the necessary deliverables' content, format, etc. It provided a good platform for exchanging ideas and experiences.

Sitting down together and really get some work done. Great cooperative atmosphere!

I really liked to have ample time to work together on deliverables. Good discussions and overall involvement.

That for once we had time to discuss things in depth which was very valuable for the Antwerp team to progress in its work. It would have been very hard to produce the deliverables in a way acceptable for the partners without their input. Also the very open and constructive attitude of all partners in the discussion.

Chance for close collaboration within whole consortium. it is very good that we can start working based on common grounds instead of feedback, which would be too late.

As for the negative points they regarded most of all heat felt in the room and the high intensity of the working day which, nonetheless, seems to have been minored by the good organisation and preparation as well as by the good collaborative working atmosphere.

5.1.2. Seminar on gender equality in governance and evaluation: Barcelona (M25, January 2016)

The 'Seminar on gender equality in governance and evaluation' took place in Barcelona on the 19th January 2016. Thirteen participants delivered their evaluation questionnaires. Its results have been shared within the partnership prior to the partnership meeting that should have been

held in Vechta in November 2016, where they would have been discussed. They will now be addressed in the next meeting to take place in early 2017.

The seminar, developed within the scope of work package 5, had two sessions, both around the elaboration of the Charter on gender equality on governance and evaluation. The first session focussed on agreeing upon its principles thus paving the way for the drafting of the charter during the second session.

Overall, both sessions were evaluated quite positively. The vast majority of participants stressed their (strong) agreement regarding the success of the sessions.

Gender equality in governance and evaluation – Agreeing about principles	Mean*	% strongly agreeing
The workshop's objectives were clearly and adequately stated	1.58	41.7
The workshop covered what I expected it to cover	1.85	30.8
The duration of the workshop was right for me	1.77	23.1
The level of interactivity was appropriate	1.69	38.5
The workshop was useful for the progress of work within my institution	1.82	36.4
The workshop was useful for the progress of EGERA as a whole	1.58	41.7
The workshop's objectives were achieved	1.62	38.5

* (from 1=strongly agree to 4= strongly disagree)

Gender equality in governance and evaluation – Drafting of the charter	Mean*	% strongly agreeing
The workshop's objectives were clearly and adequately stated	1.73	27.3
The workshop covered what I expected it to cover	1.75	33.3
The duration of the workshop was right for me	1.83	25.0
The level of interactivity was appropriate	1.58	41.7
The workshop was useful for the progress of work within my institution	1.60	40.0
The workshop was useful for the progress of EGERA as a whole	1.58	41.7
The workshop's objectives were achieved	1.58	50.0

* (from 1=strongly agree to 4= strongly disagree)

The presentation prepared by Maria Bustelo, one of the members of EGERA’s Advisory Committee was deemed to be a strong element of the seminar, further complemented by the open and collaborative discussion both with the EGERA team members and the members of the Advisory Committee.

I liked it very much that we had an open discussion about the principles, structure and scope of the charter. Very good introduction by Maria Bustelo.

We are now more aware of the process and the shared goals with this charter. Maxime coordinated very well. Interactions by advisory board members.

However, it is also clear that, in a crucial period as it is the beginning of the second half of the project, every moment for discussion paving the way for future work is felt as precious.

We need to talk to each about work done so far. We needed a discussion. There are some overlaps between some deliverables; we need to think about them.

It would be good to provide more info before the workshop, not just literature and studies.

Some partners didn't participate a lot which this might indicate that it was not always clear to everyone what was meant to be done.

These are methodological improvements to be done = definition of basic concepts which are used as the basis of the team's work.

5.1.3. Workshop ‘Gender in research: developing criteria for the good practices database: Barcelona (M25, January 2016)

The workshop ‘Gender in research: developing criteria for the good practices database took place in Barcelona on the 20th January 2016. A total of thirteen evaluation questionnaires were received. Its results have been shared within the partnership prior to the partnership meeting that should have been held in Vechta in November 2016, where they would have been discussed. They will now be addressed in the next meeting to take place in early 2017. The seminar was developed within the scope of work package 6 and is deemed to have had its objectives achieved, contributing to the progress of the project.

Gender in research: developing criteria for the good practices database	Mean*	% strongly agreeing
The workshop’s objectives were clearly and adequately stated	1.69	46.2
The introduction was helpful	1.69	38.5
The workshop covered what I expected it to cover	1.92	23.1

The duration of the workshop was right for me	1.62	38.5
The level of interactivity was appropriate	1.62	46.2
The workshop was useful for the progress of work within my institution	1.83	41.7
The workshop was useful for the progress of EGERA as a whole	1.64	36.4
The workshop's objectives were achieved	1.60	40.0

* (from 1=strongly agree to 4= strongly disagree)

The prior preparation of work seems to have been a key element for success facilitating exchange and fruitful discussion.

The prior preparation and presentation of the work that had been done. We know what we are working on.

UAB team was very well prepared! We received document up front to read and the PowerPoint and visualisations (template, website) helped very much to imagine it and make it tangible.

However, the partner issuing the latter opinion also considers that

Some partners were not very participative, presumably because they don't see why we need this to do for project. What will we contribute?

In a couple of cases, partners even doubt the usefulness of building the database.

This work package is problematic. It's unclear what the database should be, what scope the database should have. I don't think the discussion helped to clarify many of the questions. I'm afraid there's no vision of overlap between/among work packages. It seems that a lot of work from this could feed into the toolkit of best practices. I am afraid this database will be pretty superfluous. I don't see its usefulness.

It is a deliverable but I also question the need for the database, it will take a lot of data collection for only 1 snapshot in time (this proposal was discussed in the meeting). But UAB work is of quality!

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