



EFFECTIVE GENDER EQUALITY IN RESEARCH AND THE ACADEMIA

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Description of Structural Change Toolkit on Gender

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1. Introduction

This deliverable introduces the Structural Change Toolkit to be developed under EGERA. Meant to “provide research institutions with a set of tools for the assessment of gender inequalities and discriminations, the promotion and appraisal of women in research institutions, gender-sensitive governance and the mainstreaming of gender knowledge across disciplinary fields” (Grant Agreement, DoW Annex: 29), this instrument is also to be presented in an open and user-friendly way. The purpose of the present deliverable, is thus to provide a thorough description of this instrument, as it will be further developed and completed in a collaborative way, first by partner institutions within the frame of the EGERA project, and at a later stage, by other research performing and higher education institutions interested in implementing structural changes for gender equality.

As this instrument will complement other similar initiatives aiming at bringing forward this agenda in the academia, a first section will briefly account of those initiatives, and highlight how the toolkit developed under EGERA, is meant to be cumulative, and how it articulates with the EU approach to gender in research. The rationale behind this toolkit and its functioning will be explained in section 3. Finally, section 4 will provide a full descriptive overview of the online toolkit, to which the template designed for collecting tools and actions first developed by EGERA partners, will be annexed.

2. “Hey, another toolkit?” Context for designing a Structural Change Toolkit

Over the past few years, a number of initiatives have been carried out, to bring about effective tools for gender mainstreaming. These initiatives include the development of capacity building instruments such as guidelines, training modules or programmes, and toolkits encompassing different instruments for mainstreaming gender in a variety of fields and through a variety of ways¹. This endeavour reflect both the needs and a concerns that emerged over the two past decades with respect to the practicalities of gender mainstreaming implementation. Needs, in terms of both tailor-made and transferable tools to assess gender inequalities and bias, supporting the design of specific measures, training future agents of change and monitoring and evaluating the impact of adopted policies. But also concerns, as it became increasingly clear that without proper instruments, gender mainstreaming is left with little capacity to actually change organizations, policies and “ways of doing things”.

Initiatives to provide gender mainstreaming with effective tools are also being conducted in the fields of research and higher education. In particular, the European Commission has

¹ About the dynamics of knowledge transfer in the field of gender equality, including in the academia, see: Bustelo, M.; Ferguson, L. and Forest, M. (eds.) *The Politics of Feminist Knowledge Transfer. Gender Training and Gender Expertise*. Palgrave, 2016.

been increasingly interested in supporting the dissemination of concrete instruments developed under EU-funded project, so as to create a multiplying effect beyond project's implementing partners and expiration. The Commission also supported the development of ad-hoc instruments, such as the Gender in EU-funded research Toolkit, disseminated for training academic communities throughout the European Union². Similarly, research performing and higher education organizations involved in such projects, have been eager to build sustainable outputs and to share promising practices by designing their own tools, either issue specific or covering the broader scope of gender issues in research³. Last but not least, recently, the European Institute for Gender Equality (EIGE), which actively contribute to gather data, instruments and practices in the field of gender mainstreaming⁴, decided to address its implementation in the area of research. Following the design of an online tool for supporting structural changes towards gender equality in public organizations, to be released soon, EIGE also commissioned an online tool specifically designed for research performing organizations.

This tool, currently under development, and to be released by the end of 2016, will bring together practices developed throughout the European Research Area, as part of EU-funded initiatives such as structural change projects similar to EGERA, or as result of the individual initiatives of research-performing organizations.

As such set of tools are being developed elsewhere, one could ask this simple question: why another structural change toolkit? Beyond the above-mentioned objective of bringing about sustainable and transferable outputs to be shared with the broader academic community, the Structural Change Toolkit to be developed under EGERA and made available beyond the members of our partnerships, draws upon the following principles.

It derives from the notion of Community of practices: organizations committed to structural changes for gender equality, and those in charge of implementing changes within each of them, are constituting a community of practitioners bound by same objectives and interests. Designing tools, exerting self-reflexivity, drawing lessons from successes, challenges or resistances to change, are key aspects of such a Community of Practices.

This toolkit is built in a collaborative way, which allows both to reflect about context-specific institutional, legal or academic features, and to develop instruments that can either offer a learning potential or be transferred to other contexts and institutions.

² <http://www.yellowwindow.be/genderinresearch/>

³ See, for instance the Guidelines designed under INTEGER (FP7): <http://www.integer-tools-for-action.eu/en/resources> and Johana Mihajlovic Trbovc, Ana Hofman: "Toolkit for Integrating Gender-Sensitive Approach into Research and Teaching", *GARCIA Working Papers* n°6, Access to: http://garciaproject.eu/wp-content/uploads/2015/12/GARCIA_working_paper_6.pdf.

⁴ <http://eige.europa.eu/gender-mainstreaming/tools-and-methods>. See also: <http://eige.europa.eu/sites/default/files/documents/Good-Practices-in-Gender-Mainstreaming.pdf>

This toolkit is meant to be cumulative with other initiatives of that kind. To that aim, a) it draws upon criteria for selecting promising practices developed elsewhere, and notably by EIGE; b) it contemplates key areas for action and process stages which have been identified and validated drawing upon the broader experience of EU-funded structural change projects on gender in research and the academia and c) it is being developed so as to be compatible and complementary to other on-line toolkits currently being designed by EIGE⁵.

For the same reason, the Structural Change Toolkit subscribes to the EU objectives for gender equality in research. Three objectives underpin the European Commission's activities on gender equality. Those, in line with the Research & Innovation strategy on gender as well as the ERA Communication of July 2012, were stated as follows:

- ✓ ***Fostering gender balance in research teams***
- ✓ ***Ensuring gender balance in decision-making***
- ✓ ***Integrating gender/sex analysis in research and innovation (R&I) content***

These objectives are part of the Commission's provisions for the implementation of Horizon 2020 (the EU funding programme for Research & Innovation) and are to be integrated at each stage of the Research and Innovation cycle. Besides, the Council Conclusions on Advancing gender equality in the European Research Area (adopted in 2015) has reiterated the need to foster sustainable cultural and institutional changes for gender equality. In particular, the research organisations and higher education institutions are encouraged to:

- ✓ Strive for guiding targets for a more even gender balance of full professors.
- ✓ Support flexible and family-friendly working conditions and arrangements for both women and men.
- ✓ Review the assessment of researchers' performance in order to eliminate gender bias.

3. The rationale behind for the Structural Change Toolkit

The overarching objective of the toolkit, is to provide research performing and higher education institutions with valid instruments for the assessment of gender inequalities and discriminations, the promotion and appraisal of women in research institutions, gender-sensitive governance and the mainstreaming of gender knowledge across disciplinary fields. Fostering structural change processes towards gender equality in academic institutions requires measuring and analyzing inequalities in different contexts and at different levels, designing and implementing appropriate actions as well as monitoring and evaluating their outcome. The toolkit thus aims to facilitate knowledge transfer and transferability from "lessons learnt" in the frame of the EGERA project. It provides academic communities

⁵ This possibility has been verified with EIGE at the preparatory stage of the online tool, and will be further explored through contacts with EGERA coordinating institution.

engaging with gender inequalities or bias in research and higher education, with promising tools and actions that have been designed, collected, validated and tested in a cumulative and collaborative process by the community of practices established among EGERA Partner-Institutions. The target group of the Structural Change Toolkit comprises any actors in charge of or interested in conducting assessment, implementing, monitoring or evaluating policy actions and initiatives towards greater gender equality and awareness in research performing and higher education organizations.

In the toolkit, the following broad areas of actions are to be tackled: „Assessing gender+ inequalities⁶ and bias“, „Building gender friendly environments“, „Training the academic communities“, „Revisiting governance & evaluation models“, “Strengthening a Gender Perspective in Research” and “Monitoring & Evaluation”. These areas were conceived as key to structural changes for gender equality. Hence, they have guided the design of comprehensive gender action plans adopted and implemented by EGERA partners, and the development of specific tools and actions.

Although selected tools and actions were tailor-made to each institution’s needs and contexts, their common understanding of gender inequality processes, the attention paid both to institutions and individuals, and the objective of transforming organizations and practices, offer a broader learning potential. In the Structural Change Toolkit promising tools and action are presented.

These promising practices are based on collaborative discussion process of EGERA Partner-Institutions aimed to learn from each other and to facilitate innovative, successful, sustainable solutions to shared problems, as well as to provide orientation for the development of new initiatives and actions. Indicators for the selection are the general criteria for good practices of Gender Mainstreaming defined by EIGE⁷, and other institutions (United Nations Entity for Gender Equality and the Empowerment of Women).

3.1 “Kit the tools” – Good practices in structural change

Measures against gender inequalities can’t be implemented with only one single tool or action. It rather needs a variety of methods, actions and tools that support the assessment and diagnosis, planning of measures, implementation and evaluation/monitoring (see Fig. below). It is important that the selected measures are adapted to the specific procedures and workflows in order to obtain a meaningful result. In long term this approach should ensure the integration of measures against gender inequalities at the beginning of

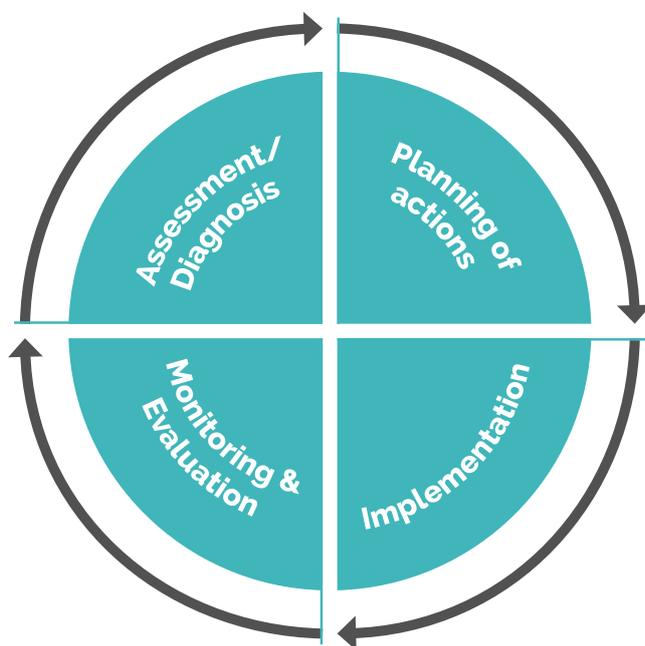
⁶ The term „gender+ inequalities“ includes gender-based inequalities & discriminations, and their potential intersection with other relevant inequality grounds, including age, disability, sexual orientation and other personal circumstances.

⁷ EIGE (2011). EIGE’s approach on good practices. [<http://eige.europa.eu/gender-mainstreaming/good-practices>]

arrangements and processes. Furthermore the actions and tools should be applied systematically to achieve the long term objectives. This approach ensures a permanent effect on arrangement- and decision making-processes.

That is why “Kit the tool” is gathering promising practices based on experiences of EGERA Partner-Institutions following the process of A) Assessment/Diagnosis B) Implementation and C) Monitoring & Evaluation in a variety of contexts. A unified online template is structuring the process. This offers a learning potential for the Community of Practice and many research institutions.

Fig. 1 Process of structural change




Seite 1

Template for collecting tools and actions for the Structural Change Toolkit

A GENERAL Outline/Description

1. In which organisation was/is the tool/action designed and implemented?
2. Please provide the name and E-mail of the contact person. Is there any webpage available?
3. Please write a brief description of the tool or action indicating its scope and objectives:
4. Please indicate the type of tool or action:
 - Research or Survey
 - Training
 - Capacity Building Activities
 - Awareness Raising Activities
 - Auditing or controlling tool
 - Monitoring & Evaluation tool
 - Other:

3.2 Components of the Structural Change Toolkit (see: Fig. 2 from next page)

The tools featuring in Fig. 2 are those which have been already developed under EGERA, and will be included into the toolkit at a first stage. The list is therefore merely indicative.

Components, tools and actions of the Structural Change Toolkit



Kit the tools

Collection of good practices in Diagnosis, Implementation, Monitoring and Evaluation

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Template for collecting tools and actions for the Structural Change Toolkit

GENERAL Outline/Description

1. In which organization was/is the tool/action designed and implemented?

Sciences Po Paris

2. Please provide the name and E-mail of the contact person. Is there any webpage available?

regine.serra@sciencespo.fr

http://www.sciencespo.fr/com/SciencesPo_Guidelines_on_dealing_with_sexual_harassment.pdf

<http://www.sciencespo.fr/vie-etudiante/fr/content/harcelement-sexuel>

3. Please write a brief description of the tool or action indicating its scope

(targeted unit, time etc.) and objectives:

Sciences Po has launched a protocol for fighting gender based violence and sexual harassment within the institution. This protocol is targeted to all categories of users, including students, teaching staff, researchers and other staff categories. It aims at building an atmosphere based on mutual respect, to prevent any illegal behaviour and to offer victims or witnesses of gender-based violence or harassment, a safe environment to report, ensuring the privacy of what they do communicate.

4. Please indicate the type of tool or action:

- Research
- Data collection instruments
- Training¹
- Capacity Building Activities²
- Awareness Raising Activity³
- Auditing or controlling tool⁴
- Monitoring & Evaluation tool⁵
- Dissemination
- Other: Monitoring unit against sexual harassment



A Assessment/Diagnoses

1. Did you start from a specific diagnosis? If so, please give an idea of the situation at the start that the action/tool aimed to correct:

Individual cases of sexual harassment were occasionally reported, through different channels, to Sciences Po administration, among students, staffs or within the frame of students-staffs relationships. Management as well as health and psychological support services, were not equipped to properly address these situations. Legal information, gender expertise and practical tools were requested, and a monitoring tool was to be established, notably through the mean of training.

2. What are the general and specific objectives for the tool or action?

Offering to students and staff a safe working environment, by increasing awareness, improving prevention and reporting about cases, and providing selected agents within the institution, with a valid framework for intervention.

3. Why was this tool or action chosen as a befitting measure for this situation?

Different options were considered, such as a full externalization of the monitoring of sexual harassment, so as to ensure full privacy and support decision making with the outcome of external auditing. Yet, fighting sexual harassment was considered a priority, for which internal capacity building, with the training and advice from external experts, was required. The monitoring unit act fully confidentially, and only report to the top management on the basis of valid elements, and of the intervention of its qualified members.

B Planning of actions

1. Which stakeholders were involved?

Gender Equality Officer, EGERA team members, External trainers, General Secretary

2. Were there any steps or stages foreseen for implementation? If so, please give a short description of these different steps:

- 1st training to be provided to the future members of the Monitoring Unit
- Establishing of the Monitoring Unit and hotline
- Communication campaign (ads on video screens, conferences on campuses, leaflet)
- 2nd training for the members of the Monitoring Unit
- Reporting about functioning in the Annual Gender Equality Report



C Implementation

1. Who is responsible for implementation?

Monitoring unit members, including Gender Equality Officer.

2. Are there any specific steps to be taken? If so, please give a short description of these milestones:

The process is twofold:

- 1/ Assisting the victim by offering psychological support, taking into account the impact on his/her work or curriculum, and orientating towards external professionals
- 2/ Initiating procedures against the presumed author through internal disciplinary and HR procedures if presumptions are confirmed, and via criminal prosecution, when the victim decides to take action.

3. Are there any milestones that have to be met? If so, please give a short description of these milestones:

Milestones apply to the process described above:

- > The victim benefits from the assistance of the monitoring unit
- > Facts communicated by the victim are investigated internally. Immediate protection measures can be taken, and disciplinary procedures initiated
- > Legal information is provided, and legal advice can be provided, if the victim opts for going to courts.

D Monitoring & Evaluation

1. What are the first impacts or outcomes⁶ of the tool/action that you can report about?

- Staff in charge of monitoring and addressing reported cases are better equipped
- Awareness increased among the academic community due to regular communication
- Tolerance towards harassment is decreasing, and students' organizations exert increased vigilance
- First cases brought to the Monitoring Unit have been given full attention

2. Are there any positive or negative aspects of the impacts or outcomes?

Impact is largely positive, although it also creates new challenges such as:

- Improving the legal aspect of the training of the Monitoring unit members
- Reflecting upon accountability mechanisms towards the broader academic community, while respecting confidentiality



3. Are there any signs or indications that the tool or action can be sustainable and maintained over time?

By establishing a community of practitioners for experience exchange and mutual enhancement, this action strengthened its sustainability. Trainings are meant to bring forward capacities over time. There are also signs of institutionalization: the monitoring unit is being activated swiftly for each reported case, and information has been main visible through different channels and entries of Sciences Po website.

4. Are there any obstacles or resistances you have met in the process of implementation of this action/ tool?

It was a top priority with respect to fostering gender equality at Sciences Po, to act resolutely against sexual harassment. As this was a moral and legal duty towards staff and students, and, to a lesser extent, also a vital question in terms of credibility, no obstacle have been posed.

Marginal resistances have emerged from student's organizations and at the management level, whith respect to the appropriate level of accountability and publicity to be given to actual decisions being taken.

5. Have you developed any successful strategies to overcome these resistances and obstacles?

Supporting material (Guidelines, process scheme, leaflet and other communication channels) have been continuously enhanced so has to answer demands both from students and involved stakeholders. Further training actions will be implemented to help facing above-mentioned challenges.

6. What do you think is the learning potential of the implementation of this tool or action for your and for other institutions?

Although legal contexts for handling potential cases of sexual harassment vary significantly accross Member States and depending on organizational contexts, this action offers learning potential with regard to:

- capacity building
- mutualization of the monitoring of cases
- communication and awareness rising



Template for collecting tools and actions for the Structural Change Toolkit

GENERAL Outline/Description

1. In which organization was/is the tool/action designed and implemented?

Universitat Autònoma de Barcelona

2. Please provide the name and E-mail of the contact person. Is there any webpage available?

Maribel Ponferrada - Observatory for Equality UAB
maribel.ponferrada@uab.cat
<http://www.uab.cat/web/observatory-for-equality-uab-1345697907214.html>

3. Please write a brief description of the tool or action indicating its scope

(targeted unit, time etc.) and objectives:

Database "Good practices of Gender Sensitive Research (GSR)" with the Guidelines and information sheet to facilitate the collection of good practices in GSR within the UAB and the EGERA partners. The main goal of the database is to collect, assess and make visible and available to the scientific community a set of good practices to contribute to mainstream or strengthen gender perspective in research.

4. Please indicate the type of tool or action:

- Research
- Data collection instruments
- Training¹
- Capacity Building Activities²
- Awareness Raising Activity³
- Auditing or controlling tool⁴
- Monitoring & Evaluation tool⁵
- Dissemination
- Other:



A Assessment/Diagnoses

1. Did you start from a specific diagnosis? If so, please give an idea of the situation at the start that the action/tool aimed to correct:

Lack of visibility of research with gender lines or gender dimension in research contents or gender balance. The UAB has 30 research groups, from among 330 groups, with gender knowledge and research expertise in Social Sciences and Humanities, but some STEM groups with interest in gender do not know how to include gender aspects in the research.

2. What are the general and specific objectives for the tool or action?

The general objective is to create a database that can provide with good examples of GSR of projects and initiatives that have been carried out within concrete contexts, and that may reveal which practices and strategies prove better implementation.
The specific objectives are to collect, assess and make visible and available to the scientific community a set of good practices to contribute to mainstream or strengthen gender perspective and GSR.

3. Why was this tool or action chosen as a befitting measure for this situation?

The Database and the criteria were designed as a deliverable for the EGERA project and they are part of the measures of the UAB Third Action Plan for Equality Between Women and Men (2013-2017). Building a database in GSR helps localise and visibilise the gender research and reveals the areas where gender equality could be implemented in the institution.

B Planning of actions

1. Which stakeholders were involved?

Observatory for Equality, Vicerectorate of Research, and EGERA partners

2. Were there any steps or stages foreseen for implementation? If so, please give a short description of these different steps:

- 1) Design of the criteria by the UAB in collaboration with the EGERA partners (January 2016).
- 2) Final version of the "Guidelines and Information Sheet" (April 2016)
- 3) Dissemination between the EGERA partners
- 4) Internal dissemination in each EGERA institution (universities and research centres)
- 5) Collection of the good practices in GSR



C Implementation

1. Who is responsible for implementation?

Observatory for Equality UAB

2. Are there any specific steps to be taken? If so, please give a short description of these milestones:

It is necessary to take a step forwards in GSR and write a document with the theoretical approach on gender concepts, and include GSR concepts in the Guidelines and the information sheet. Moreover, we need to foster a stronger cooperation with the Research Area in our institution and with the other partners of the EGERA project

3. Are there any milestones that have to be met? If so, please give a short description of these milestones:

EGERA deliverable D.6.3. Criteria for the selection of good practices, April 2016.
EGERA deliverable D.6.4. Database of selected good practices. December 2016.
2017. Implementation and evaluation of UAB Third Action Plan for Equality, measure 3.3 regarding to the Database.

D Monitoring & Evaluation

1. What are the first impacts or outcomes⁶ of the tool/action that you can report about?

June-July 2016. EGERA partners, including UAB, have collected 12 good practices in GSR.
June 2016. The document "Good practices of Gender Sensitive Research Guidelines and Information Sheet" has been included in the European project "Responsible Research and Innovation (RRI) Toolkit".
Awareness Actions for Ph.D. Candidate and Researchers; Section about GSR in Observatory's Website

2. Are there any positive or negative aspects of the impacts or outcomes?

Positive: The Observatory for Equality has increased its role as advisor in gender equality within the UAB. It is member of the Advisory Committee in the Co-Fund Project as requested by the research centre BSMath in Mathematics, and it is giving advice to the Post-doc program Ps-Sphere in the UAB.
Negative: There is still a low presence of gender perspective in STEM research projects, and a low level of responses to the call for the Good practices.



3. Are there any signs or indications that the tool or action can be sustainable and maintained over time?

The database of GSR is included in the measure 3.3. in the UAB Third Action Plan for Equality and it would be possible to create a website hosted by the UAB to display the database filled with the UAB projects and other Catalan and Spanish projects. Regarding all the other good practices collected by the EGERA partners, they could be included in the EIGE's database.

4. Are there any obstacles or resistances you have met in the process of implementation of this action/ tool?

Yes

1. The lack of time for the research groups to fill the information sheet
2. The lack of resources in research groups to proofread their good practices in English.
3. The lack of official recognition to properly value the activity in the curriculum of the research groups and researchers.

5. Have you developed any successful strategies to overcome these resistances and obstacles?

Yes.

1. Help the research groups to fill in the information sheet and help them in other aspects regarding gender equality.

6. What do you think is the learning potential of the implementation of this tool or action for your and for other institutions?

1. The document "Good Practices of Gender Sensitive Research Guidelines and Information Sheet" works as an action of dissemination and awareness raising.
2. Filling in the Good practices information sheet requires an effort and this has been an obstacle to collect more good practices. Some recognition, like an award, prize or certification of gender excellence would increase participation.

Template for collecting tools and actions for the Structural Change Toolkit

GENERAL Outline/Description

1. In which organization was/is the tool/action designed and implemented?

Universitat Autònoma de Barcelona

2. Please provide the name and E-mail of the contact person. Is there any webpage available?

Observatory for Equality UAB
observatori.igualtat@uab.cat
<http://www.uab.cat/web/observatory-for-equality-uab-1345697907214.html>

3. Please write a brief description of the tool or action indicating its scope

(targeted unit, time etc.) and objectives:

Awards "Best Bachelor's Degree Final Project with gender perspective" to undergraduate students that have incorporated the gender perspective in their Degree's final project and with qualification of "Excellent". The prize is awarded in the Teaching Centres or Faculties that want to participate, one by Degree. The action is coordinated by the Observatory for Equality and with the support of the Catalan Institute of Women. It was initiated in the 2015-2016 by the Faculty of Law and extended in the 2015-2016. The students awarded obtained a recognition in the European supplement of their degrees.

4. Please indicate the type of tool or action:

- Research
- Data collection instruments
- Training¹
- Capacity Building Activities²
- Awareness Raising Activity³
- Auditing or controlling tool⁴
- Monitoring & Evaluation tool⁵
- Dissemination

Other: Visibilisation and recognition of gender perspective in research/teaching

A Assessment/Diagnoses

1. Did you start from a specific diagnosis? If so, please give an idea of the situation at the start that the action/tool aimed to correct:

The initiative arises from the Faculty of Law and has been extended to other faculties. Diagnosis: The majority of teaching subjects, studies and researches regarding gender are localized in the Social Sciences and Humanities, with some gender crosscutting contents in Health Studies. However the gender dimension is not included in Sciences and Engineering (Diagnosis of gender perspective in teaching and research, 2004 and EGERA Second Gender Equality Report, 2015).

2. What are the general and specific objectives for the tool or action?

The main objectives are: 1) to promote students' awareness of Gender Perspective in research and gender equality and the no discrimination on the grounds of sex/gender among undergraduate students of the UAB 2) To visibilise, legitimate and obtain public recognition to the gender research and gender knowledge in all the Faculties that have acceded to the award. 3) To promote the gender dimension in Science and Engineering degrees.

3. Why was this tool or action chosen as a befitting measure for this situation?

This action is relevant to raise the awareness of teachers and students and to disseminate Gender Studies in teaching and research. It is efficient because it has a low need for resources and has a high level of symbolic and legal recognition. Additionally, the experience of the Faculty of Law in the award is as a benchmark case that helps to spreading it out to other Faculties.

B Planning of actions

1. Which stakeholders were involved?

UAB Faculties, Observatory for Equality, Catalan Women's Institute

2. Were there any steps or stages foreseen for implementation? If so, please give a short description of these different steps:

At the beginning, the prize was implemented in the Faculty of Law, and then extended to other faculties. Write and disseminate the competition rules among the Faculties. Call to all the UAB Faculties to offer the initiative. Coordination meeting between the Observatory and the Faculties that have acceded to the prize. Framework agreement between the UAB-Catalan Institut of Women, followed by specific agreement with each Faculty. Creation of an Award Committee in each Faculty and selection of the Degree's Final project.



C Implementation

1. Who is responsible for implementation?

Each Faculty and the Observatory for Equality

2. Are there any specific steps to be taken? If so, please give a short description of these milestones:

The involvement of the Deans and Vice-Deans of the Faculties
The Faculties have to create a committee for the evaluation of the proposals.
The participation of the Observatory of Equality is key in the final decision to guarantee the quality of gender perspective.

3. Are there any milestones that have to be met? If so, please give a short description of these milestones:

Call to the Faculties
Agreement with the Catalan Institute of Women
Selection of the awarded Degree's Final project
Awards Ceremony

D Monitoring & Evaluation

1. What are the first impacts or outcomes⁶ of the tool/action that you can report about?

To make visible gender perspective in the Faculties
To promote studies and research on the subject
The high interest in the first edition. Seven faculties out of twelve participated in the action:
Sciences, Political Sciences and Sociology, Law, Philosophy and Arts, Translation and Interpreting and Communication Studies

2. Are there any positive or negative aspects of the impacts or outcomes?

Positive: the formal recognition of the gender knowledge for students, their tutors/mentors and their faculties.
The public dissemination of the UAB as a university involved in the gender equality and gender knowledge in the Catalan and Spanish level; legitimation of gender studies, gender and women studies and gender as crosscutting knowledge in faculties who were not interested before, such as Sciences and Translation.



3. Are there any signs or indications that the tool or action can be sustainable and maintained over time?

Yes, because it is coordinated by the Observatory for Equality, and the agreement with the Catalan Institute of Women (Generalitat de Catalunya) provides institutional support. This action could be integrated as one of the measures of the next UAB Plan for Equality between Women and Men.

4. Are there any obstacles or resistances you have met in the process of implementation of this action/ tool?

Yes: the lack of interest of the rest of the faculties and the informal resistances of some Deans.

5. Have you developed any successful strategies to overcome these resistances and obstacles?

Yes, the Observatory for Equality is persistent in the coordination and the explanations, and in some cases used personal and professional contacts in the Faculties.

6. What do you think is the learning potential of the implementation of this tool or action for your and for other institutions?

It is an relatively efficient and affordably action with few resources, but has nonetheless achieved a high level of visibility in the UAB and the Faculties, with a great recognition among students, teachers and faculties.



Template for collecting tools and actions for the Structural Change Toolkit

GENERAL Outline/Description

1. In which organization was/is the tool/action designed and implemented?

Radboud University, Nijmegen, the Netherlands

2. Please provide the name and E-mail of the contact person. Is there any webpage available?

Contact: Laura Visser, halkes@ru.nl
Webpage: <http://www.ru.nl/halkes/>

3. Please write a brief description of the tool or action indicating its scope

(targeted unit, time etc.) and objectives:

The Halkes Women Faculty Network organizes events that support empowerment and exchange of experiences for all women PhD candidates, postdocs, assistant professors, and associate professors of different faculties of the Radboud University. Male researchers and students are also welcome to join the network meetings but are not actively invited by the board itself.

4. Please indicate the type of tool or action:

- Research
- Data collection instruments
- Training¹
- Capacity Building Activities²
- Awareness Raising Activity³
- Auditing or controlling tool⁴
- Monitoring & Evaluation tool⁵
- Dissemination
- Other:

A Assessment/Diagnoses

1. Did you start from a specific diagnosis? If so, please give an idea of the situation at the start that the action/tool aimed to correct:

Before the network was launched, the Radboud University already had a support system for women professors but not for the layers below. However, we see that the higher the academic position, the lower the proportion of women, independent of the potential of the women staff. Therefore in lower positions women could especially benefit from a network. The Halkes women faculty network tries to transform the organization by building awareness about the factors contributing to this problem, and by supporting change.

2. What are the general and specific objectives for the tool or action?

Facilitating contact between women academics from different hierarchical levels and disciplines, professional and personal development of women regarding questions as to how to build an academic career, empowerment of women scientists on all levels (increasing visibility) and enhancement of an inclusive work environment at the university that enables women to function optimally.

3. Why was this tool or action chosen as a befitting measure for this situation?

By bringing people together that work at different levels and disciplines of the university we try to build awareness about and tackle common obstacles in the current organizational structure and culture of the university. Furthermore the Halkes women faculty network increases visibility for this group of women. Finally, the board of the Halkes women faculty network can talk to the university board, thereby having influence on university policy.

B Planning of actions

1. Which stakeholders were involved?

Academic staff at the university, university board and Network of Women Full Professors.

2. Were there any steps or stages foreseen for implementation? If so, please give a short description of these different steps:

- 1) Assemble group of like-minded individuals with interest in founding a Women's Network and form Board
- 2) Reaching out to target group in the Radboud University via email and posters
- 3) Organize activities like lunch meetings and lectures
- 4) Exchange experiences and learn from role models during meetings
- 5) Evaluate activities amongst participants and implement feedback



C Implementation

1. Who is responsible for implementation?

The board members are responsible for implementation, supported by the diversity officer.

2. Are there any specific steps to be taken? If so, please give a short description of these milestones:

The Halkes Women Faculty Network Nijmegen organizes on average four different kinds of activities per year, varying from lunch meetings for women academics to public lectures and seminars about women in science open for everyone interested. These activities contribute to the objectives of the network.

3. Are there any milestones that have to be met? If so, please give a short description of these milestones:

- 1) Keep a substantial group of board members involved.
- 2) Organize four meetings per year.
- 3) Yearly report (finance and content) to the rector.

D Monitoring & Evaluation

1. What are the first impacts or outcomes⁶ of the tool/action that you can report about?

The Halkes Women Faculty Network Nijmegen is reaching considerable groups of women (and some men) in the Radboud University and in particular in the Sciences and Social Sciences faculties. On average, there are 50 registered participants for each activity, at various stages of the academic career. They learn and exchange information about issues like publication strategies, expat experiences and work-life balance. Finally, we have been recognized as a conversation partner by the university board.

2. Are there any positive or negative aspects of the impacts or outcomes?

Positive: awareness about structural aspects of gender inequality, serious conversation partner of university board, many network members. Negative: the largest group of participants, 43%, consisted of PhD students in every activity, and most registrations were received from the Social Sciences and Science faculties. It might be good to try to target more assistant and associate professors for the activities, since these are the people that have most experience and the PhD students can benefit from their knowledge in discussions.



3. Are there any signs or indications that the tool or action can be sustainable and maintained over time?

Yes, the board members are very involved and from different faculties, the network was founded in 2012 and still exists, despite changes in the board. The university board provides structural financial support.

4. Are there any obstacles or resistances you have met in the process of implementation of this action/ tool?

The Network of Women Full Professors was first hesitant about a new women's network, because of potential overlap and competition. Some organizational stakeholders criticize the network for only being targeted at women.

5. Have you developed any successful strategies to overcome these resistances and obstacles?

Emphasizing the different target group of the two network and involving the women full professors in our activities. Be open to men who want to participate in our activities, as long as they take a positive stance towards women's networks in general.

6. What do you think is the learning potential of the implementation of this tool or action for your and for other institutions?

The goal and target group of women's networks should be formulated in close deliberation with the other organizational stakeholders. Also, men should be involved as well, people in different stages in their career should be involved, and various types of activities should be organized.



Template for collecting tools and actions for the Structural Change Toolkit

GENERAL Outline/Description

1. In which organization was/is the tool/action designed and implemented?

Radboud University Nijmegen

2. Please provide the name and E-mail of the contact person. Is there any webpage available?

dr. Inge Bleijenbergh

3. Please write a brief description of the tool or action indicating its scope

(targeted unit, time etc.) and objectives:

The tool is Group Model Building on gender and diversity in organizations. A facilitator and modeler support organizational stakeholders in analyzing dynamic processes (re)producing gender inequality and (lack of) diversity. The objective is supporting team learning on gender and diversity.

4. Please indicate the type of tool or action:

- Research
- Data collection instruments
- Training¹
- Capacity Building Activities²
- Awareness Raising Activity³
- Auditing or controlling tool⁴
- Monitoring & Evaluation tool⁵
- Dissemination
- Other:



A Assessment/Diagnoses

1. Did you start from a specific diagnosis? If so, please give an idea of the situation at the start that the action/tool aimed to correct:

The diagnosis was that gender inequality is a messy problem; a complex problem on which different opinions exist about the causes and effects. A lack of a shared problem definition is an important reason why managers fail to develop or implement gender and diversity policies.

2. What are the general and specific objectives for the tool or action?

Group model building supports team learning in general. By modeling gender inequality and lack of diversity in a specific research institution managers learn about the dynamic processes (re)producing gender inequality and diversity.

3. Why was this tool or action chosen as a befitting measure for this situation?

Group Model Building supports the development of a shared problem analysis, by structuring the discussion along the different steps of model building.

B Planning of actions

1. Which stakeholders were involved?

Management team, heads of research institutions, academic staff of the Faculty of Science.

2. Were there any steps or stages foreseen for implementation? If so, please give a short description of these different steps:

1) Inviting participants (with aid of the gatekeeper) 2) Collecting data about the dynamic behavior of gender and diversity indicators over time 3) Identifying the primary problem definition among the participants via open questionnaires 4) Presenting the data to the participants 5) Agreeing upon a primary shared problem definition 6) Nominal group technique to collect causes and consequences of the problem 7) modeling the problem in a causal loop diagram 8) Identifying leverages for change 9) Policy recommendations.



C Implementation

1. Who is responsible for implementation?

The EGERA project team at Radboud University in Nijmegen.

2. Are there any specific steps to be taken? If so, please give a short description of these milestones:

Idem to B2.

3. Are there any milestones that have to be met? If so, please give a short description of these milestones:

Collecting longitudinal data about dynamic behavior of gender and diversity indicators; Identifying the stakeholders; Bringing stakeholders together for two meetings of four h/ three meetings of three h; Sending preliminary results around for checking; Processing comments on preliminary results; Sending a final report around.

D Monitoring & Evaluation

1. What are the first impacts or outcomes⁶ of the tool/action that you can report about?

An elaborate and structured discussion about gender and diversity;
A report with a shared problem definition on gender inequality and diversity in the institution;
A list with leverages for change; Increase in insight in the dynamic processes producing gender inequality;
Increase in consensus on the problem definition amongst the participants;
Increase of commitment about possible actions.

2. Are there any positive or negative aspects of the impacts or outcomes?

Positive impact: problem ownership of the problem of gender inequality and a lack of diversity. Negative impacts may be identified after further research.



3. Are there any signs or indications that the tool or action can be sustainable and maintained over time?

Yes, the training method is included in the Academic Leadership Program of the University, which entails training for newly appointed Associate and Full professors.

4. Are there any obstacles or resistances you have met in the process of implementation of this action/ tool?

Managers consider the training method very time consuming and sometimes fail to turn up at meetings.

5. Have you developed any successful strategies to overcome these resistances and obstacles?

We structure the meetings according to the time schedule and preferences of the manager who is highest in rank and ask him or her to communicate the importance of participating in the meeting to the other participants.

6. What do you think is the learning potential of the implementation of this tool or action for your and for other institutions?

There is large learning potential, since participating in Group Model Building on gender and diversity supports the development of a more elaborate and complex mental model on the issue. The model that is derived can be easily communicated to a larger audience.



Template for collecting tools and actions for the Structural Change Toolkit

GENERAL Outline/Description

1. In which organization was/is the tool/action designed and implemented?

Middle East Technical University (METU)

2. Please provide the name and E-mail of the contact person. Is there any webpage available?

Prof.Feride Acar (acar@metu.edu.tr) & Prof.Canan Özgen (cozgen@metu.edu.tr) AGEPE GEQ module (in TR) <http://agep.metu.edu.tr/modul-2-engelsiz-universite-etik-ve-toplumsal-cinsiyet-esitligi>
AGEPE web page in English: <http://agep.metu.edu.tr/en/>

3. Please write a brief description of the tool or action indicating its scope

(targeted unit, time etc.) and objectives:

Developed by EGERA METU team and adopted by the institution, the tool is a GEQ Module introduced to AGEPE (ADP-The Academic Development Program, which is a training program for newly recruited academic members. The module includes a seminar & discussion (of 65 minutes) on gender and GEQ issues in academia. Another GEQ module is also inserted into IGEP (Development Program for Administrative Personnel). GEQ module in IGEP is a 3-hour session and includes a training and discussion on GEQ.

4. Please indicate the type of tool or action:

- Research
- Data collection instruments
- Training¹
- Capacity Building Activities²
- Awareness Raising Activity³
- Auditing or controlling tool⁴
- Monitoring & Evaluation tool⁵
- Dissemination
- Other:



A Assessment/Diagnoses

1. Did you start from a specific diagnosis? If so, please give an idea of the situation at the start that the action/tool aimed to correct:

1) there was an earlier will to increase awareness on gender inequality issues at METU, the absence of training activities was also part of our assessments during the formulation of GEAP. AGEP was considered as a suitable platform for such an action. A GEQ training module was developed by the team and the proposal was submitted to the univ. administration. Upon receiving good feedbacks from the participants, the university administration asked for the development of another module for the administrative personnel.

2. What are the general and specific objectives for the tool or action?

General objectives: raise awareness on issues of gender inequality both in academia and in the workplace, Specific objectives: challenging existing norms and beliefs about GEQ (including the conception that METU has already achieved GEQ), raising awareness on issues such as mobbing, harassment etc; raising awareness on existing mechanisms and regulations to combat such issues and raising awareness on the promotion of GEQ in academia (as a site of knowledge production and workplace).

3. Why was this tool or action chosen as a befitting measure for this situation?

AGEP and IGEP are programs that have been promoted by the univ. administration and are having a high level of participation. The administration offer certain incentives (such as offering funding for research, travel grants to academics) to increase the level of participation of academics and also aims at contributing to the development and promotion of certain skills and knowledge of administrative staff. Introduction of a GEQ module both into AGEP and IGEP was considered to have a greater level of outreach and impact.

B Planning of actions

1. Which stakeholders were involved?

administrative and academic staff

2. Were there any steps or stages foreseen for implementation? If so, please give a short description of these different steps:

no



C Implementation

1. Who is responsible for implementation?

METU-EGERA team (METU staff-Canan Özgen, Feride Acar, Umut Beşpınar, İdil Aybars)

2. Are there any specific steps to be taken? If so, please give a short description of these milestones:

no

3. Are there any milestones that have to be met? If so, please give a short description of these milestones:

no

D Monitoring & Evaluation

1. What are the first impacts or outcomes⁶ of the tool/action that you can report about?

The broadening of the scope of training from academics to the administrative staff is the first impact of the action.

2. Are there any positive or negative aspects of the impacts or outcomes?

On the basis of the feedbacks our team receives, IGEP is more productive than AGEF due to the different composition of participants. IGEP participants, administrative personnel report that they have benefited from the program, reflect on their experiences and use the knowledge they received during the program to solve the issues they experienced in their lives.



3. Are there any signs or indications that the tool or action can be sustainable and maintained over time?

The action is sustainable because it has already become part of the training programs of the institution.

4. Are there any obstacles or resistances you have met in the process of implementation of this action/ tool?

1. AGEP participants are academics who are and claim to know more about notions and issues of gender and GEQ. Such conception may have an impact on their level of receptiveness.

2. The time slot for the GEQ module is shorter in AGEP than in IGEP. Due to technical reasons the time for that module was shortened by the administration. Time constraint reduces the level of effectiveness.

5. Have you developed any successful strategies to overcome these resistances and obstacles?

The time-constraint issue will be discussed with the administration and longer sessions for AGEP will be requested

6. What do you think is the learning potential of the implementation of this tool or action for your and for other institutions?

After the introduction of GEQ module into AGEP, the univ admin. asked for the development of another one for the IGEP. During the dissemination activities of EGERA, when team members deliver the information and the practices on these programs other universities also reacted positively and asked for the details of the development and implementation of this action. Hence a positive impact on other academic institutions is also assessed.



Template for collecting tools and actions for the Structural Change Toolkit

GENERAL Outline/Description

1. In which organization was/is the tool/action designed and implemented?

All EGERA partner universities

2. Please provide the name and E-mail of the contact person. Is there any webpage available?

Petra Meier - Petra.meier@uantwerpen.be

http://www.egera.eu/fileadmin/user_upload/Deliverables/EGERA_s_Antwerp_Charter_on_Gender-sensitive_Communication_in_and_by_Academic_Institutions_-_dissemination.pdf

3. Please write a brief description of the tool or action indicating its scope

(targeted unit, time etc.) and objectives:

This Charter aims to raise the awareness of, and sensitivity to, gendered communication by providing suggestions for the elimination of bias from all institutional communication, thus creating a supportive and inclusive academic institutional environment for all.

4. Please indicate the type of tool or action:

- Research
- Data collection instruments
- Training¹
- Capacity Building Activities²
- Awareness Raising Activity³
- Auditing or controlling tool⁴
- Monitoring & Evaluation tool⁵
- Dissemination
- Other:



A Assessment/Diagnoses

1. Did you start from a specific diagnosis? If so, please give an idea of the situation at the start that the action/tool aimed to correct:

One important reason for gendered segregation in academic institutions, is people's repeated exposure to pervasive cultural stereotypes that portray women as less competent for, and dedicated to, an academic and/or professional career. Such unconscious gender-based assumptions may be reflected in language (oral, written or visual) and unintentionally cause offence, giving rise to a non-supportive environment.

2. What are the general and specific objectives for the tool or action?

It is understood that communication in and by academic institutions plays an important role in the persistence or annihilation of such gender-based assumptions and stereotypes, constituting thresholds or advancements for women in academia. This charter aims to raise awareness, consequently leading towards more sensitive communication policies.

3. Why was this tool or action chosen as a befitting measure for this situation?

A charter requires the engagement of the institutional top managers in academic institutions. In this way, they can lead the way by example. Also, through the process of charter design, there is contact with all stakeholders, hereby raising awareness among those officers who have a say in communication policies.

B Planning of actions

1. Which stakeholders were involved?

EGERA partners, communication officers, equality & diversity officers

2. Were there any steps or stages foreseen for implementation? If so, please give a short description of these different steps:

- workshop: mapping the problem of gendered communication and brainstorm on what should be understood by gender-sensitive communication
- design charter: including feedback rounds with several stakeholders
- sign charter: top management engagement
- dissemination and execution of relevant actions



C Implementation

1. Who is responsible for implementation?

institutional communication officers

2. Are there any specific steps to be taken? If so, please give a short description of these milestones:

cf. B2 After the dissemination of the charter it is important that each institution develops tailor-made actions to change their communication strategies towards more gender-sensitivity.

3. Are there any milestones that have to be met? If so, please give a short description of these milestones:

D Monitoring & Evaluation

1. What are the first impacts or outcomes⁶ of the tool/action that you can report about?

- During the development of the charter: Working together with the respective communication officers led towards a first awareness raising on the issue of gendered communication. Through this interaction they are engaged from the start.

2. Are there any positive or negative aspects of the impacts or outcomes?

- A conference workshop for European higher education communication staff was organized following the charter.



3. Are there any signs or indications that the tool or action can be sustainable and maintained over time?

Yes, the charter is designed between several partner institutions. In this sense, the charter can be disseminated and signed by other institutions.

4. Are there any obstacles or resistances you have met in the process of implementation of this action/ tool?

Limited knowledge on the issue of gendered communication and gender inequality.

5. Have you developed any successful strategies to overcome these resistances and obstacles?

Following the charter, a workshop has been designed as well.

6. What do you think is the learning potential of the implementation of this tool or action for your and for other institutions?

For a charter to be used and translated into actions it is very important to involve the stakeholders from the start and to give them supportive tools such as a workshop.



Template for collecting tools and actions for the Structural Change Toolkit

GENERAL Outline/Description

1. In which organization was/is the tool/action designed and implemented?

Design: University of Antwerp ; Implementation: all EGERA partner universities

2. Please provide the name and E-mail of the contact person. Is there any webpage available?

Petra Meier - petra.meier@uantwerpen.be

http://www.egera.eu/fileadmin/user_upload/Report_on_the_Pilot_study_on_gender_culture_in_academia.pdf [M36: technical report second GECS round; will be more up to date to share than this webpage]

3. Please write a brief description of the tool or action indicating its scope

(targeted unit, time etc.) and objectives:

The GECS is a Gender Equality Culture Survey that can be conducted at academic institutions. Its objectives are mapping organizational cultures, attitudes towards and knowledge/use of gender equality measures, and experiences of discrimination and harassment.

The survey is developed to question all staff members of an institution, both academic and administrative-technical staff, and can be repeated after an interval of few years.

4. Please indicate the type of tool or action:

- Research
- Data collection instruments
- Training¹
- Capacity Building Activities²
- Awareness Raising Activity³
- Auditing or controlling tool⁴
- Monitoring & Evaluation tool⁵
- Dissemination
- Other:



A Assessment/Diagnoses

1. Did you start from a specific diagnosis? If so, please give an idea of the situation at the start that the action/tool aimed to correct:

Beyond a basic overview of their institutions' gender balance in staff and students, academic institutions often lack insight into the existing organizational cultures, and staff attitudes and experiences. This is however essential information to take on board in policy and organizational evaluation regarding gender inequality.

2. What are the general and specific objectives for the tool or action?

General: to structurally map gender equality culture(s) at academic institutions over time
Specific: to research organizational cultures, attitudes towards policies and experiences of discrimination and harassment

3. Why was this tool or action chosen as a befitting measure for this situation?

A survey allows to

- include all staff
- be repeated over time - longitudinal objective
- be compared (inter)nationally

B Planning of actions

1. Which stakeholders were involved?

EGERA researchers, gender equality officers, HRM officers

2. Were there any steps or stages foreseen for implementation? If so, please give a short description of these different steps:

- design: develop questionnaire, including feedback of stakeholders
- implementation: dissemination of the survey (ca. a month)
- analysis of the survey data
- report: to communicate to the policy-makers and whole institution
- evaluate and update survey for next round (concerns culture and attitudes, allow some years in between)



C Implementation

1. Who is responsible for implementation?

main researchers and the central administration of the institution

2. Are there any specific steps to be taken? If so, please give a short description of these milestones:

- include feedback of stakeholders
- develop a centralized dissemination plan to reach the whole institutional community
- statistical analysis (compare to previous data or other institutional data present)
- clear communication on results
- evaluate and review process

3. Are there any milestones that have to be met? If so, please give a short description of these milestones:

D Monitoring & Evaluation

1. What are the first impacts or outcomes⁶ of the tool/action that you can report about?

- Awareness among the participants regarding gender equality at their own institution as they request to be informed about the results.
- Policy-makers use the information to review their policies and communication on these policies and available services.

2. Are there any positive or negative aspects of the impacts or outcomes?

- Attention point: response rate and targeted group can be small
- It is a tool that can be most informative in combination with other (gender) equality measures



3. Are there any signs or indications that the tool or action can be sustainable and maintained over time?

Yes, but it is important to note that the survey requires adaptation to each institutional context and also to this changing context over time.

4. Are there any obstacles or resistances you have met in the process of implementation of this action/ tool?

the survey topic of (gender) equality can already trigger resistance and therefore withhold people of participating

5. Have you developed any successful strategies to overcome these resistances and obstacles?

We have mediated this through organizing the survey with support of top management, leading to a centralized dissemination of the survey.

6. What do you think is the learning potential of the implementation of this tool or action for your and for other institutions?

The survey is a good informative starting point to develop other measures and jumpstart other institutional research in depth to gender inequality.



Template for collecting tools and actions for the Structural Change Toolkit

GENERAL Outline/Description

1. In which organization was/is the tool/action designed and implemented?

All EGERA partners

2. Please provide the name and E-mail of the contact person. Is there any webpage available?

Petra Meier - petra.meier@uantwerpen.be

http://www.egera.eu/fileadmin/user_upload/Deliverables/EGERA_s_recommendations_to_prevent_and_fight_sexual_harassment_in_academia_-_dissemination.pdf

3. Please write a brief description of the tool or action indicating its scope

(targeted unit, time etc.) and objectives:

Fighting sexual harassment should be an essential part of well-being policies and, by extension of policies meant to create a gender-friendly work environment or to foster gender equality within academia. In turn, fostering a gender-equality culture within the institution can also contribute to fighting sexual harassment.

4. Please indicate the type of tool or action:

- Research
- Data collection instruments
- Training¹
- Capacity Building Activities²
- Awareness Raising Activity³
- Auditing or controlling tool⁴
- Monitoring & Evaluation tool⁵
- Dissemination
- Other:



A Assessment/Diagnoses

1. Did you start from a specific diagnosis? If so, please give an idea of the situation at the start that the action/tool aimed to correct:

One discriminatory practice in academic institutions is subtle and often hidden: sexual harassment. The fact that sexual harassment remains often hidden has also challenged researchers in search of representative data. Sexual harassment is often not a priority or even thought to be an issue, which makes fighting it especially difficult. Finally, if academic institutions are also educational bodies, students and their study environments need to be considered in the analysis of sexual harassment.

2. What are the general and specific objectives for the tool or action?

To raise awareness on the issue of sexual harassment in academia and to recommend academic institutions several actions that can be undertaken to prevent and fight sexual harassment in their own organization.

3. Why was this tool or action chosen as a befitting measure for this situation?

As said in the diagnosis, sexual harassment is often a hidden, complex practice which makes fighting it as well complex. Through the formulation of recommendations institutions can be inspired (inter)nationally to review their policies.

B Planning of actions

1. Which stakeholders were involved?

all EGERA partners, HRM officers, equality & diversity officers

2. Were there any steps or stages foreseen for implementation? If so, please give a short description of these different steps:

- workshop: mapping the problem and discuss several possibilities to prevent and fight sexual harassment, including a study of good practices
- design recommendations: including feedback from the stakeholders
- dissemination
- policy actions



C Implementation

1. Who is responsible for implementation?

HRM department, equality & diversity officers

2. Are there any specific steps to be taken? If so, please give a short description of these milestones:

- review existing policies
- listen to victims: they are essential partners to be respected in the process
- update policies

3. Are there any milestones that have to be met? If so, please give a short description of these milestones:

D Monitoring & Evaluation

1. What are the first impacts or outcomes⁶ of the tool/action that you can report about?

For example, through a survey it was clear that several services, such as trust persons, are not known. Communication to staff and students about where they can go to for help in the institution became a working point.

2. Are there any positive or negative aspects of the impacts or outcomes?



3. Are there any signs or indications that the tool or action can be sustainable and maintained over time?

Yes, the recommendations can be applied to different institutions and allows for adaptation to the own context.

4. Are there any obstacles or resistances you have met in the process of implementation of this action/ tool?

/

5. Have you developed any successful strategies to overcome these resistances and obstacles?

/

6. What do you think is the learning potential of the implementation of this tool or action for your and for other institutions?

The recommendations lead towards more awareness and consequently to reviewing one's own existing policies and what can be changed.



Template for collecting tools and actions for the Structural Change Toolkit

GENERAL Outline/Description

1. In which organization was/is the tool/action designed and implemented?

University of Vechta

2. Please provide the name and E-mail of the contact person. Is there any webpage available?

Ann-Kathrin Vaske (Gender Equality Commissioner), E-mail: gleichstellung@uni-vechta.de
https://www.uni-vechta.de/fileadmin/user_upload/Gleichstellung/Dokumente/19-31-03-2014__Gleichstellung_plan_Universitaet_Vecht_a_2014-1.pdf

3. Please write a brief description of the tool or action indicating its scope

(targeted unit, time etc.) and objectives:

The university's gender equality plan is valid since January 2014 and will be updated every three years. With this equality plan, the University of Vechta pursues the aim of promoting equal opportunities for people of all sexual identities in higher education, of reducing structural discrimination against women and the usage of all available skills and talents from all genders.

4. Please indicate the type of tool or action:

- Research
- Data collection instruments
- Training¹
- Capacity Building Activities²
- Awareness Raising Activity³
- Auditing or controlling tool⁴
- Monitoring & Evaluation tool⁵
- Dissemination
- Other:



A Assessment/Diagnoses

1. Did you start from a specific diagnosis? If so, please give an idea of the situation at the start that the action/tool aimed to correct:

The basis for the gender equality plan is the legally given need for an inventory and analysis of the structure of staff and the expected fluctuation. The aim of the gender equality plan is to identify the gap between the employment of women and men and to present ways to overcome it.

2. What are the general and specific objectives for the tool or action?

The gender equality plan addresses gender equality issues from a profound analysis of data and respective targets that are to be achieved and describes measures and actions to be taken in order to reach these targets. The plan outlines ways how to embed gender equality measures structurally into the university. It is the task of the gender equality officer to conduct a controlling of the data and measures and to supervise and report on this process every three years.

3. Why was this tool or action chosen as a benefitting measure for this situation?

The preparation of the gender equality plan and its periodic update is a duty by the Lower Saxonian Equal Rights Law (NGG) for all institutions of the public sector employing 50 or more people.

B Planning of actions

1. Which stakeholders were involved?

Gender Equality Commissioner, Commission for Gender Equality (KFG),

2. Were there any steps or stages foreseen for implementation? If so, please give a short description of these different steps:

The standards and guidelines foreseen by the gender equality plan were to be followed from the date the plan passed the University's senate on January 29, 2014.



C Implementation

1. Who is responsible for implementation?

All members of university are responsible (cross-sectional task).

2. Are there any certain deadlines that have to be met? If so, please give a short description of these milestones:

Every three years, the gender equality plan is to be updated with new data and targets. Uptil that time, the original targets should be reached or at least be aimed at closely.

3. Are there any milestones that have to be met? If so, please give a short description of these milestones:

More than that, there are no concrete milestones.

D Monitoring & Evaluation

1. What are the first impacts or outcomes⁶ of the tool/action that you can report about?

A first outcome is that it can be observed that the equal opportunity officer and her representatives are more and more frequently asked to participate in the procedures of filling in positions with new staff. This shows that the gender issue gets recognized more and more at our university.

The aim to create a more family-friendly work environment was met, which was shown by the fact that our university has obtained once more the "audit familiengerechte hochschule".

2. Are there any positive or negative aspects of the impacts or outcomes?

The fact that the equal opportunities officer and her representatives are invited more and more often in these procedures is definitely positive. This implies although that capacities are not sufficient for all of these kind of procedures. But as we regard gender equality as a cross-sectional task, we aim at that all people responsible for staff decisions will consider gender matters in the long run.



3. Are there any signs or indications that the tool or action can be sustainable and maintained over time?

Since the tool of the gender equality plan is legally prescribed it looks like being a sustainable tool which will be worked with in the future as well. This concerns the numeric targets for the development of staff as well as the tools and measures outlined in the plan (e.g. concerning topics as equality oriented staff management, family friendly university, guideline against sexual harrasment, antidiscriminatory measures, gender in language, gender controlling).

4. Are there any obstacles or resistances you have met in the process of implementation of this action/ tool?

Since the gender equality plan next to concrete measures also aims at creating gender awareness and raising the gender competence of students and staff it is always the question how success can be measured in this realm. In addition, to integrate gender & diversity in teaching & research needs the precondition that the scientific staff is willing to do so, which is unfortunately not always given.

5. Have you developed any successful strategies to overcome these resistances and obstacles?

A good way to overcome these resistances is to give examples of good practice. When the scientific staff becomes aware of the fact that integrating the gender perspective in teaching and research is good scientific practice, it will be increasingly integrated.

6. What do you think is the learning potential of the implementation of this tool or action for your and for other institutions?

Since the gender equality plan covers many different levels of university (studying, teaching, research, administration) the learning potential is definitely that all levels of an institution can be looked at through a gender perspective. Measures to improve gender equality can be taken on all these different levels.



Template for collecting tools and actions for the Structural Change Toolkit

GENERAL Outline/Description

1. In which organization was/is the tool/action designed and implemented?

berufundfamilie gGmbH/Universität Vechta (coordination office Work-Study-Life-Balance)

2. Please provide the name and E-mail of the contact person. Is there any webpage available?

Coordination office Work-Study-Life-Balance, Susanne Donnerbauer, susanne.donnerbauer@uni-vechta.de

3. Please write a brief description of the tool or action indicating its scope

(targeted unit, time etc.) and objectives:

The multi-stage audit procedures aim at the implementation and development of family-friendly working and study conditions. At the beginning of each phase (3 yrs.) a goal agreement is defined, in which goals/measures for different fields of action and groups of university members should be achieved in the following. After 3 years the certificate is confirmed, provided that the previously set targets have been achieved for the most part.

4. Please indicate the type of tool or action:

- Research
- Data collection instruments
- Training¹
- Capacity Building Activities²
- Awareness Raising Activity³
- Auditing or controlling tool⁴
- Monitoring & Evaluation tool⁵
- Dissemination
- Other:



A Assessment/Diagnoses

1. Did you start from a specific diagnosis? If so, please give an idea of the situation at the start that the action/tool aimed to correct:

Usually working and study conditions are not family-friendly. Furthermore the proportion of parents in scientific work is minor than in the rest of the the business world. The aim of the audit is to improve the conditions. In addition, the promotion of equal opportunities between the sexes can be promoted.

2. What are the general and specific objectives for the tool or action?

- Increasing the attractiveness of the university as a place of work and study

3. Why was this tool or action chosen as a befitting measure for this situation?

With the audit procedure, basic conditions can be developed and implemented in university day-to-day life in such a way that studies / teaching / research / administration function according to their respective requirements and at the same time are reconciled with the diverse private needs / interests of university members.

B Planning of actions

1. Which stakeholders were involved?

All levels, from the management to the employees / students

2. Were there any steps or stages foreseen for implementation? If so, please give a short description of these different steps:

GENERAL Outline/Description Nr. 3



C Implementation

1. Who is responsible for implementation?

Coordination: Coordination office Work-Study-Life-Balance / Responsibility: all

2. Are there any specific steps to be taken? If so, please give a short description of these milestones:

The individual phases of the process take three years each and include: Collection of the status quo, the need analysis and the determination of the organization-specific development potential, the definition of the strategic objectives and the development of specific objectives and measures on the basis of specific areas of action, the binding determination of the results in a target agreement, implementation of the set aims, reporting.

3. Are there any milestones that have to be met? If so, please give a short description of these milestones:

D Monitoring & Evaluation

1. What are the first impacts or outcomes⁶ of the tool/action that you can report about?

For example: Continuing a central point of contact for individual counseling / support on the topic of work-study-life balance / providing information on relevant aspects of the compatibility / further development of working time and place flexibility / welfare packages to the birth of a child / expansion of childcare facilities / Expansion of family-friendly infrastructure / Offer of networking activities for student parents

2. Are there any positive or negative aspects of the impacts or outcomes?

+Always great perception in the public, measures are claimed, consultation needs are increasing



3. Are there any signs or indications that the tool or action can be sustainable and maintained over time?

When a change in culture and consciousness can be achieved, there is sustainability. This is achieved by the implementation over several years and the auditing or reauditierung over a certain period of time.

4. Are there any obstacles or resistances you have met in the process of implementation of this action/ tool?

Field of action Leadership is a major challenge in the context of change processes in the administrative sector as well as in science.

5. Have you developed any successful strategies to overcome these resistances and obstacles?

The inclusion of all levels and status groups

6. What do you think is the learning potential of the implementation of this tool or action for your and for other institutions?

Awareness, consciousness change and acceptance, self-evidence of work-life balance.



Template for collecting tools and actions for the Structural Change Toolkit

GENERAL Outline/Description

1. In which organization was/is the tool/action designed and implemented?

CzechGlobe

2. Please provide the name and E-mail of the contact person. Is there any webpage available?

Jiří Kolman

kolman.j@czechglobe.cz, <http://www.czechglobe.cz/en/about-us/human-resources/>

3. Please write a brief description of the tool or action indicating its scope

(targeted unit, time etc.) and objectives:

Data collection focused on: 1) statistics related to the status and the proportion of men and women among staff at all levels, including management and leadership positions, 2) data and analysis of gender pay gap.

4. Please indicate the type of tool or action:

- Research
- Data collection instruments
- Training¹
- Capacity Building Activities²
- Awareness Raising Activity³
- Auditing or controlling tool⁴
- Monitoring & Evaluation tool⁵
- Dissemination
- Other:



A Assessment/Diagnoses

1. Did you start from a specific diagnosis? If so, please give an idea of the situation at the start that the action/tool aimed to correct:

Within the implementation of the Gender Equality Action Plan we collected statistics segregated by gender in summer 2015. Such data had not been available before. In spring 2016 we conducted an analysis of gender pay gap in the institution.

2. What are the general and specific objectives for the tool or action?

The general objective is to develop a tool for regular monitoring and analysis in terms of gender equality at the institutional level. Specific objectives are inter alia:

a) to raise awareness among staff, middle and top management; b) to develop measures and actions to improve the situation in terms of gender equality; c) to discuss and negotiate with top and middle management about the current situation and measures to be developed to eliminate barriers and inequality.

3. Why was this tool or action chosen as a befitting measure for this situation?

The gender-sensitive data and analysis were missing. There was a need to collect data segregated by gender.

B Planning of actions

1. Which stakeholders were involved?

Top management (directors), HR department, scientific secretary, EGERA team members

2. Were there any steps or stages foreseen for implementation? If so, please give a short description of these different steps:

Certain differences in pay were discovered during the GPG analysis. These differences are caused by lower publication rate of women compared to men in CzechGlobe. As a result of the findings the scientific secretary plans to launch activities and measures to improve the conditions for publishing focused on women researchers at the institution.



C Implementation

1. Who is responsible for implementation?

EGERA team members

2. Are there any specific steps to be taken? If so, please give a short description of these milestones:

- dissemination and publication of the results (data, statistics) regularly - e.g. annual report, website, etc.
- to discuss the results with top and middle management and other staff at regular management meetings, focus groups, trainings etc.

3. Are there any milestones that have to be met? If so, please give a short description of these milestones:

No

D Monitoring & Evaluation

1. What are the first impacts or outcomes⁶ of the tool/action that you can report about?

Setting up a new section on the CzechGlobe website - "HR policy and management" and publication of statistics segregated by gender.

As already stated above, the scientific secretary plans to launch activities leading to better publishing results of women scientists.

2. Are there any positive or negative aspects of the impacts or outcomes?

It is still too short time to evaluate the impact.



3. Are there any signs or indications that the tool or action can be sustainable and maintained over time?

Gender-sensitive data will be collected regularly and published on the website and in the annual reports of the CzechGlobe. The analysis of gender pay gap will be conducted every year.

4. Are there any obstacles or resistances you have met in the process of implementation of this action/ tool?

The cooperation with the HR department is not effective. It is often only after the involvement of the economic director that data are provided.

5. Have you developed any successful strategies to overcome these resistances and obstacles?

Not yet

6. What do you think is the learning potential of the implementation of this tool or action for your and for other institutions?

Collecting data is a useful tool for negotiating changes (arguments and description of the situation in terms of gender equality).