



## EFFECTIVE GENDER EQUALITY IN RESEARCH AND THE ACADEMIA

SP4-CAPACITIES

COORDINATION AND SUPPORT ACTION, SUPPORTING ACTION

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#### Final Evaluation Report

**Authors:** Heloisa Perista, Pedro Perista, Isabel Baptista, Eudelina Quintal,  
with contributions of all partners

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# 1. Introduction

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The *Final Monitoring & Evaluation Report* of EGERA bases on a set of tools that have been designed and implemented throughout the duration of the Project. As laid down in the Monitoring and Evaluation Plan, the specific objectives of the reports 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.

This concretised into the four major tasks of work package 'Monitoring & Evaluation', i.e. the assessment of:

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

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 monitoring and evaluation activities based on a collaborative process in which CESIS assumed the lead but where the contribution of all EGERA partners, as well as of the members of the EGERA Advisory Committee was crucial.

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

However, it should also be noted that this rich and participated process, along with the different standpoints and paths of implementation of EGERA partners (assumed since the drafting of the project proposal) and the definition of an eminently qualitative approach to the evaluation process, especially in what regarded the assessment of outcomes, led to variability in the information provided for purposes of evaluation. This was addressed throughout the Project, namely by the presentation, discussion and agreement within the partnership, at all times, of common tools and instruments.

Constituting the final deliverable of a set of monitoring and evaluation reports, this document has a two-folded purpose. On the one hand, it focuses on the final phase of the project as the other phases had already been specifically analysed in previous deliverables. 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); while the assessment of the intermediate phase concretised into deliverable D.8.3 – *Second Monitoring and Evaluation Report*, issued in December 2016 (Month 36). It also draws on the remaining evaluation reports which have been produced throughout the project but not translated into deliverables.

On the other hand, given its status of final monitoring and evaluation report, it recovers some aspects which have already been included in previous reports but which are integral part of the Project. This is the case of the assessment made regarding the Gender Equality Action Plans and the Gender Equality Training Plans, as well as of the EGERA events that have taken place during the first three years of the Project. These have been included as annexes.

The report also recovers the results of the first interview with the coordination of EGERA and the results of the first round of focus-groups with the Steering Committee and with the Advisory Committee. These have been included in the report in their respective dedicated sections (2.4 and 2.5, respectively). This is also the case regarding the definition of the grounds for outcome and impact evaluation and regarding the mid-term outcomes for structural change which have been included in section 3.

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

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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 included two steering committee meetings: Vechta (month 39) and Paris (month 46).<sup>1</sup> The first of these meetings represented a forced change to the initial planning of EGERA. The meeting that should have taken place in Vechta in November 2016 (M35) was cancelled due to the decision to go on strike taken by the German air company Lufthansa which prevented

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<sup>1</sup> Only these meetings are analysed in depth as the previous meetings were already analysed in deliverables D.8.1., D8.2. and D8.3. However, in graphs and tables, also the previous meetings are included in order to allow for a longitudinal assessment.

several partners from reaching the meeting. Additionally, the steering committee meeting initially scheduled for Ankara in the beginning of 2017 was relocated to Vechta as a consequence of the socio-political turmoil at the time in Turkey.

Thus, in the period covered by this report the following events took place regarding which specific evaluation forms were produced and filled-in by participants:

- Seminar 'Gender in Curricula' (Vechta, M39);
- Seminar 'Measuring progress towards Gender Equality' (Vechta, M39);
- Seminar 'Gender sensitive Governance' (Vechta, M39);
- Seminar 'Politicisation and Institutionalisation of vs. Resistances to Gender Equality policies in the Academia: where do we stand' (Paris, M46)
- EGERA Final Conference (Paris, M46)

During the period covered by this report, the assessment of the project's development and implementation included a monitoring and assessment instrument filled-in in a six-month period basis. This report covers the periods from September 2016 to February 2017 and March 2017 to August 2017.<sup>2</sup>

During the course of the project, there were important differences between the instruments covering the two distinct six-month periods. Those covering the periods from September to February were also yearly assessments, i.e. besides the set of questions common to all semesters, they also included a significant set of questions regarding the specific implementation of EGERA within partner organisations specifying and assessing each concrete activity developed during the previous year.

As the instrument covering the period from March 2017 to August 2017 was the last one to be applied during the course of the project on a six-month basis it also included the same set of questions mentioned above. The questionnaire for this last period had yet another difference.

Bearing in mind the final review of gender training activities (D4.5) and the need to be as efficient as possible and to prevent over asking partners by sending them multiple questionnaires, the leaders of WP4 and WP8 decided to include a few additional questions in the survey in order to meet the needs of deliverable D4.5.

Thus, in the case of the specific questions regarding training, the reporting period to be considered should be the whole period of implementation ranging between March 2014 and August 2017.

During the period under analysis an evaluation focus-group took place, comprising both the project team members and members of the Advisory Committee. In accordance with the M&E plan, the focus-group was conducted by the time of the final project meeting and conference held in Paris in October 2017 (M46).

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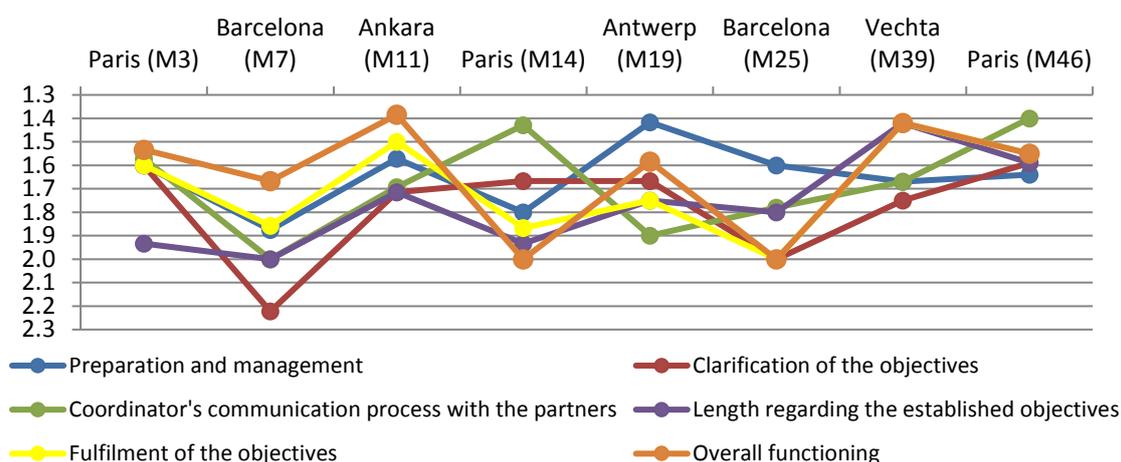
<sup>2</sup> Only this timeframe is analysed in depth as the previous period was already analysed in deliverables D.8.1., D.8.2. and D.8.3. However, in graphs and tables, also the previous is included in order to allow for a longitudinal assessment.

## 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 throughout the whole duration of the project. With the exception of one specific aspect in only one meeting (clarification of the objectives in the meeting on month 7), the mean values were never lower than 2, i.e. an assessment of 'good'. It should be emphasised that, in the final project meeting held on month 46 there were no mean assessments lower than 1.7. It should also be stressed that even though, throughout time, some individual aspects were assessed less positively – even if only by a few participants – regarding specific meetings there are almost no negative assessments by partners regarding the overall functioning of the meeting.

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



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

The better the assessment the lesser the qualitative information provided. In conjunction with the content of such information, it seems plausible to think that partners opted to convey their qualitative insights only when they felt there was a margin for improvement.

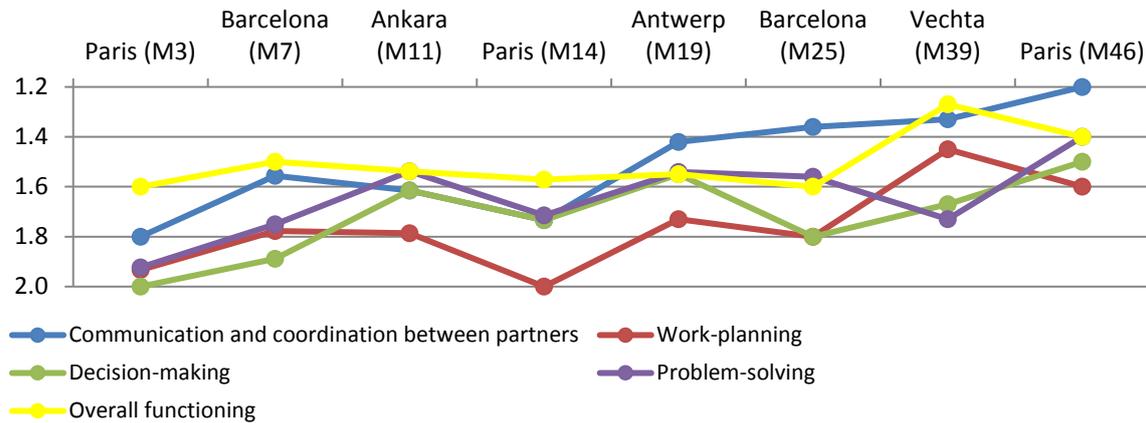
*More communication beforehand would have been useful. (Vechta, M39)*

*I would have preferred a more structured agenda. (Paris, M46)*

### 2.1.2. Functioning of the partnership

From the first meeting there were mean positive assessments regarding all items but the functioning of the partnership improved over time. During the final meeting no item had a mean assessment lower than 1.6.

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



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

Qualitative information conveyed expresses well the rather positive context.

*I really appreciated the interaction between partners, a lot of room for open discussion. (Vechta, M39)*

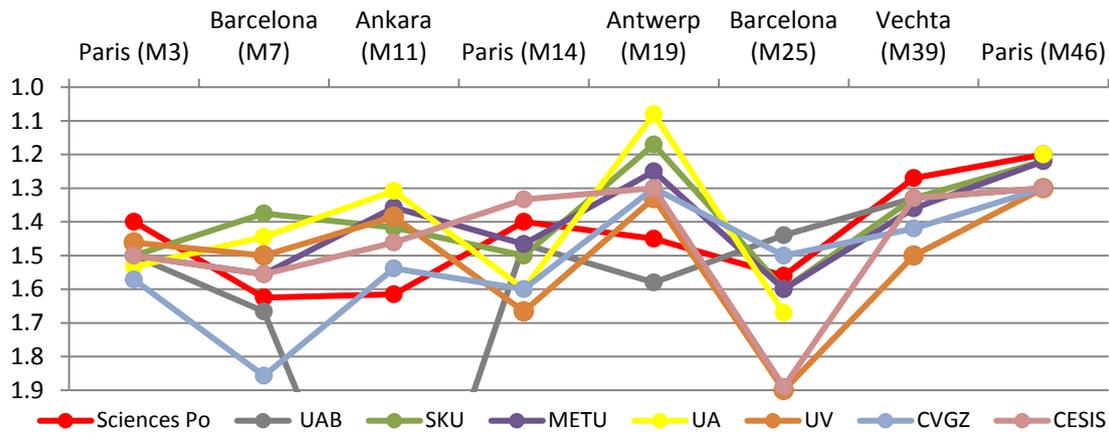
*Open and constructive discussion. (Paris, M46).*

### 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, throughout the project, there were issues that needed to be dealt with in order to boost the performance of the project but that no individual responsibilities for underperformance were allocated to one or more partners.

The assessment of UAB regarding the Ankara meeting (M11) reflects the absence of its representatives from the meeting. Some partners decided not to assess while others decided to do so. The representatives of the University of Antwerp could not attend the meeting in Vechta (M39) and no assessment regarding their participation was made. Regardless of the oscillations registered during the development of the project, it seems worthwhile emphasizing that, in the final EGERA meeting the performance of all partners was considered to be between 1.2 and 1.3, i.e. assessments within the sphere of 'very good'.

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

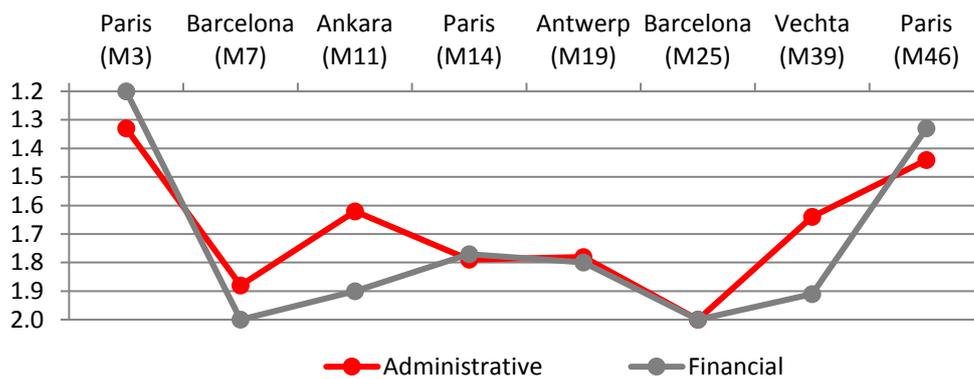


Note: from 1=very good to 4=very bad

#### 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. Unsurprisingly, the most positive assessments were made regarding the kick-off and final meetings where addressing and discussing such arrangements became more crucial.

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

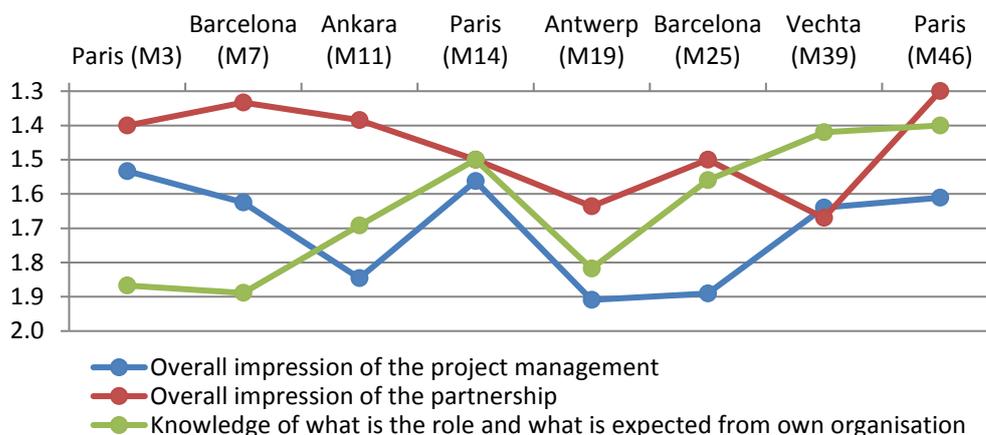


Note: from 1=very good to 4=very bad

#### 2.1.5. Overall assessments

Overall, partners manifested a very good impression of the project management and of the partnership and revealed, throughout time, a good knowledge of what was their role and what was expected from them.

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



*Important to keep to agreed deadlines and to keep communication flow. (Paris, M46)*

*Keep up the good work! (Paris, M46)*

## 2.2. EGERA events (2017)

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.<sup>3</sup> Overall, the EGERA events that took place during the project’s final period were evaluated very positively (see tables below), in line with what was the general rule during the whole duration of the project. The highest mean value registered was 2.1 and most stayed below 2,<sup>4</sup> 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 detailed analysis of each of the events occurred in previous periods 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.

<sup>3</sup> 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.

<sup>4</sup> 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 workshops held in Vechta in March 2017 (mean values)**

	Vechta - March 2017 (M39)		
	WP5 Gender-Sensitive Governance	WP2 Measuring progress towards GE	WP4 Gender in Curricula
The seminar's objectives were clearly and adequately stated	1.9	1.7	1.6
The seminar covered what I expected it to cover	1.7	1.4	1.4
The duration of the seminar was right for me	1.3	1.5	1.4
The level of interactivity was appropriate	1.4	1.1	1.2
The seminar was useful for the progress of work within my institution	1.7	1.7	1.7
The seminar was useful for the progress of EGERA as a whole	1.4	1.4	1.3
The seminar's objectives were achieved	1.7	1.6	1.4

The seminars held in Vechta were deemed as having fostered discussion and exchange between partners in an interactive process which paved for way for EGERA's final steps.

*Important discussion about EGERA objectives and results. Good to discuss how to measure progress and what is progress*

*Comprehensive review of potential strategies to support including gender in curricula plus useful lessons drawn from 3rd Gender Equality Report.*

*Frank exchanges about contexts of institutionalization*

*I really appreciated the openness of all participants and the structured discussion. Clear outcomes of the session.*

*Writing down key drivers and challenges made participation of all partners increase and created a clear overview.*

According to the participants' opinions, these outcomes could have been even more effective if additional preparation and structuring could have been possible.

*The questions for discussion were complex; preparation time would have been useful.*

*A more structured way of presentation and discussion would be better.*

*It would have benefited from a more structured perspective. Topics discussed did not meet my expectations (as per the title).*

*Some more instructions beforehand would have enabled more preparation.*

**Table 2 - Assessment of the final conference and seminar held in Paris in October 2017 (mean values)**

	Paris – October 2017 (M46)		
	EGERA final conference	Seminar ‘Politicization and Institutionalization of vs. Resistances to Gender Equality policies in the Academia: Where do We Stand?’ and Conclusive Roundtable	
		Seminar	Conclusive Roundtable
The event’s objectives were clearly and adequately stated	1.5	1.5	
The event covered what I expected it to cover	1.6	1.7	1.9
The event’s content was interesting	1.4	1.6	1.7
The speakers were effective	1.3	1.5	1.7
The level of interactivity was appropriate	2.0	1.8	2.1
The themes and the discussion were useful and relevant for my area of work	1.5	1.6	1.8
The event’s objectives were achieved	1.7	1.6	1.8
The duration of the event was right for me	1.3	2.1	1.8

The key note speech of the final conference by Louise Morley was no doubt the most appreciated feature by participants.

*Prof. Louise Morley's presentation was brilliant and very inspiring.*

*The keynote by Louise Morley was extremely informative and inspiring.*

Adding to the conference the launching of the book on Marie Curie generated opposite considerations. For some people this was positive while for others it was out of the interests of the final conference. The fact that this was held in French was also pointed out as a negative aspect by some participants as well as its duration deemed to be long especially comparing to

the time of the Roundtable deemed as short for discussion. The number of attendees was also a matter of concern as it was expected that it would have encompassed more people<sup>5</sup>.

*I expected more public exposure and more participants as it was the final conference. Maybe slightly comparable to the kick off conference.*

Seminar ‘Politicization and Institutionalization of vs. Resistances to Gender Equality policies in the Academia: Where do We Stand?’ was deemed as an important way to share openly and discuss the project’s experience as well as to learn from each other's experiences and research. Many participants felt that it was too long to have seven presentations in a row with repetition of context info which left less time for discussion and interaction. For others, it was important to have almost all partners involved in the roundtable except for the coordinating entity.

As for the conclusive roundtable, participants welcomed the involvement of institutional stakeholders through top managers in different positions (e.g. human resources department, management, etc.) who expressed different experiences and different perspectives, allowing for open debate and for a good overview of the implementation of the projects.

## 2.3. Periodic monitoring and assessment

### 2.3.1. September 2016 (M33) to August 2017 (M44)

The main tool for the monitoring and assessment of the project’s operationalization and implementation was an online questionnaire that was made available for all partners. The questionnaire was built using Limesurvey and specific tokens were created. Each partner was 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 September 2016 (M33) to August 2017 (M44), 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 6, M33-M38), three of the partners considered the activities to have been fully implemented while three others considered that only some small gaps prevented full implementation<sup>6</sup>. Regarding the second semester under assessment (Period 7, M39-M44), five partners considered that EGERA was fully implemented in their organisations while two considered the project to be overall implemented although with some small gaps.

<sup>5</sup> For a discussion of the format of the final conference, please see D.1.5 Proceedings of the Final Event

<sup>6</sup> One partner organisation did not fill-in the monitoring and evaluation instrument regarding this period.

Gaps identified regarded different work packages. Regarding WP1 – Project management & technical coordination, it was highlighted that the summary of experiences shared through AGORA regarding Institutional Resistances was postponed (and included in the second amendment to the grant agreement). Also the implementation of some of the measures included in the gender equality plan was assumed as delayed at a given point of the period.

Regarding WP4 - Training academic communities, gaps were reported regarding the implementation of the Gender Equality Training Plan. In the case of one partner entity, two gender training activities were outstanding: an awareness-raising action with the Board of Governors and Council of Deans; and the integration of gender and diversity within the management & coaching training offer. In another case, the training on gender in EU-funded research was postponed and expected to be delivered by December 2017.

Within WP5 the dissemination of the charter on Gender Sensitive Governance was in delay in one organisation while in another one the second amendment to the grant agreement led the working paper on fighting gender bias as a mark of responsible research and innovation to be postponed to the end of 2017.

### Hindering factors

Three partners mentioned having faced hindering factors in the progress of work within EGERA during Year 3. These hindering factors were all quite distinct and ranged from the individual partner level, to the project level and to the country level.

*“The change and appointment of a new EGERA Coordinator and Director of the Observatory for Equality, which happened between November and December 2016” (Period 6, M33-M38).*

*“The cancelation of the Vechta and Ankara meetings” (Period 6, M33-M38).*

*“The political situation of Turkey and some political moves targeting academics in the country have had deteriorating impacts on our morale and work. This is despite the fact that METU has not been affected by these measures yet. Terror attacks taking place in urban contexts also had impacts on our work environment e.g. due to the state of emergency and our administration's security measures buildings and offices at the campus should be left at 5.30 and office work after this hour should be reported to the administration for security precautions” (Period 6, M33-M38).*

In two out of these three cases, the hindering factors lingered over the final year of implementation.

*“The political climate is the most hindering factor in the work we have been carrying out at different levels.” (Period 7, M39-M44).*

*The fact that there was a change in the Direction of the Observatory in November, 2016. The new Director had to catch up with all the topics and tasks related to her new position, which meant having to understand all the previous phases of the EGERA Project and dealing with the upcoming ones (Period 7, M39-M44).*

The possibilities for overcoming the situation during the period differed substantially. On the one hand, the situation affecting one of the partner institutions could be solved rather smoothly as the new coordinator took charge of EGERA and continued the work in the project's tasks. On the other hand, the cancellation of meetings could not be solved during the period as the planned agenda of the cancelled meetings was postponed for the next project meeting held in Vechta in March 2017. The situation in Turkey proved harder to address as it continued throughout time during the implementation of EGERA and lying beyond its control.

### Facilitating factors

In the 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. A preponderant feature during these periods regarded the appointment to key places of persons supporting the objectives of EGERA.

*The newly installed dean (September 2016) of the Science faculty is in favour of gender and diversity policies. The gender and diversity committee at the Science faculty has been active in implementing gender and diversity policy (Period 6, M33-M38).*

*The political support of the new Governing Council and Vice-rector of Students and Ocupability, member of the Consortium Board in the EGERA project (Period 6, M33-M38).*

*A new chair of the university board has been appointed who attributes high priority to gender and diversity (Period 7, M39-M44).*

These appointments came to 'reinforce' the number of those who were already in place and acting as facilitating factors for the implementation of EGERA.

*The strong commitment of the Government Team, especially the support of the Vice Rector of Students. Also the help and collaboration of the Consultant Council of the Observatory. The collaboration of the Gender Equality Responsible in the different Faculties has been crucial for the progress of the EGERA project (Period 7, M39-M44).*

*The interest of the Vice President for Research to tackle gender imbalances in academic recruitments led to the adoption of a fully-fledged strategy on this matter (Period 7, M39-M44).*

The support from the highest management structures in the organisation was often mentioned in previous periods as having been a crucial facilitating factor for the implementation of the project. Another feature that has been reported before and continued to be reported was the support provided by the coordination and by the whole team of the project.

*Partners and the coordinator showed solidarity and support in cases where support from other academic institutions are needed or when we experienced small delays in the submission of one or two reports (Period 6, M33-M38).*

Contrary to previous periods, the collaboration with sibling projects or initiatives was not mentioned in the periods under analysis. On the other hand, one partner entity highlighted a facilitating factor which may be of crucial importance in terms of sustainability of the project's outcomes: the role of feminist/women's movements.

*Feminists and women's movement are the resilient actors in the fight against the resistances to gender equality. Their struggle and support and awareness at the institutional level are facilitating factors as well (Period 7, M39-M44).*

### **The development of EGERA activities**

As mentioned, throughout the period from March 2016 to August 2017, partner entities developed activities within the scope of all work packages of EGERA<sup>7</sup>. Within work package 1 'Project management and technical coordination' activities developed mostly regarded the participation in internal project meetings, the development of the on-line sharing of experiences regarding the GEAPs' implementation through the AGORA tool and the submission of a financial and scientific report. The participation in a steering committee Skype meeting in November 2016 (M35) as contingency measure given the cancellation of the face-to-face meeting in Vechta should also be mentioned regarding the first period under analysis.

Regarding the second period it should be mentioned the participation in the steering committee meeting held in Vechta and the financial and scientific reporting. Additionally, there were activities within the scope of the Gender Equality Action Plans and respective follow up. The rescheduling of the meeting in Vechta and the merging to extent of its contents with what was initially foreseen for the meeting in Ankara led the Turkish partner to also engage in the planning of the events held in Germany. Some partners conducted specific activities made possible by their particular position regarding the object of EGERA:

Participation in the Commission to set a new Degree on Gender Studies at the University (Philosophy Faculty) (Period 7, M39-M44).

Work package 2 focuses on 'assessing gender inequalities and bias'. Between September 2016 and February 2017 (period 6), activities developed included the preparation of the third 'Gender Equality Report', issued in January 2017. Activities developed also included 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, which will allow measuring gender inequalities.

*In 2016 the inclusion of sex as a variable in the Business Intelligence software has been finalized. The 'dashboard' gender is therefore officially launched as a structural quantitative monitoring tool enabling institutionalized segregated-data gathering (Period 6, M33-M38).*

Between March and August 2017 thus at a (pre)final stage of the project, activities developed included, most of all, different meetings:

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<sup>7</sup> For obvious reasons, partners were not requested to report on the activities they developed within the scope of WP8 – Monitoring and evaluation.

- Meeting with the responsible teams in charge of Gender Equality Policies in the different Faculties of the University.
- Meeting of gender diversity committee on gender pay gap at the Science faculty.
- Second Meeting with the members for the Gender Equality Policies in the different faculties of the University to initiate the implementation measures related to the introduction of the gender perspective in the academic programs of every Degree.
- Meeting with the Science and Women Group and the Quality Agency of Catalonia to set the process that needs to be implemented in order to include gender perspective in all the Degrees of the 7 Catalan Public Universities, according to the 17/2015 Equality Law.
- Preparation of the seminar devoted to Politicisation, Institutionalisation and Resistances during the final conference.

During this final period, the Turkish partner METU, as work package 2 leader, developed additional activities, including a presentation at the meeting in Vechta based on a short review of the findings of the Third Gender Equality Report that had been submitted in December 2016 (M36). The presentation aimed at informing partners and at inviting critical discussions on the basis of findings. Additionally:

*METU team initiated the planning of a National Academic Workshop involving 50 members of different academic institutions working in women's and gender studies departments. The Workshop aims at using the indicators developed by METU to assess the scope and content of gender equality policies and practices in these institutions (Period 7, M39-M44).*

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 the 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. This was implemented during the third year of EGERA. Partner organisations made conceptual, cultural and linguistic suggestions also addressing ethical issues and procedures. Out from this collaborative work The GECS was made available online in the fall of 2016. A preliminary technical and analytical report was drafted by the end of 2016 after which the final reporting was initiated.

Additionally, and following a set of activities that took place during the second year of EGERA (2015), including dedicated workshops which led to the development of guidelines and recommendations to prevent and fight sexual harassment, discrimination and violence in academia, the Recommendations to Prevent and Fight Sexual Harassment in Academia were issued, approved and implemented. A similar process led to the writing of the Antwerp Charter on Gender Sensitive Communication in and by the Academia.

Some partners engaged in specific activities within their institution. In METU, the AGEP and IGEP training programs (gender equality training sessions targeting administrative and academic staff) continued, delivering information on the existing and recent national and institutional policies and mechanisms on gender-based offences and mobbing to the academic and administrative staff.

In the University of Vechta, information about family support offers and relevant consultations was made available on a regular basis through press releases, flyers, brochures, email notifications and the website. Another step towards the implementation of sustainable family-friendly structures at the University was the requirement to undergo re-auditing (beginning spring 2016). This is part of the 2014 - 2018 strategy agreement between the University and the state of Lower Saxony. The coordination office work-study-life balance takes on primary responsibility for initiating and monitoring the re-audit.

During the final stage of the project the work package leader took the responsibility of analysing and writing the final comparative report of the second Gender Equality Culture Survey. Overall partners developed activities within the scope of the two main strands of this work package. On the one hand, they focussed on work-life balance, on the other they focused on activities addressing sexist violence and harassment.

#### **Work-life balance**

- Implementing the measures for the audit "Family Friendly School" i.e. organising workshops for staff members on topics like care, balance between work and family, vacation program for children, network meetings for students with children, etc.
- Experimentation of conciliation measures (gender sensitive communication on parental leaves from Human Resources department).

#### **Sexist violence and harassment**

- Meeting with the University Staff and the expert members on gender-based violence in order to improve the Protocol against harassment, which was approved in June, 2016. The Protocol needs to be completed due to some gaps related to cautionary measures that should be adopted in case the Protocol is activated.
- Advising gender and diversity committee at the Science faculty on launching a survey on sexual harassment among students.
- Participation in the Seminar about Gender-based Violence and its effects on the academic community, hold at the Philosophy Faculty (April 26th).
- Event against homophobia, lesbophobia and transphobia in occasion of the International Day of LGBTi on June 28th, with the participation of professors, students and administrative staff.

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. During remainder of EGERA, some of these actions continued and others started including:

- Gender training sessions, seminars and workshops;
- Seminars for student advisors and supervisors, ombudspersons and tenured academic staff;
- In METU the AGEP programme (gender equality training sessions academic staff) which continued to deliver information on the existing and recent national and institutional policies and mechanisms on gender-based offences and mobbing to the academic staff;
- METU's mentoring programme for post-doctoral academic staff;
- UAB's Award to Bachelor Final Projects with Gender Perspective under which 24 awards have been delivered to undergraduate students.
- First Training course "Gender Perspective in communication and non-sexist language" targeted to the administrative and service staff;
- Gender sensitivity modules incorporated into AGEP (Academic Development Programme) / IGEP (Administrative Development Programme) which aims to provide early career training for newly recruited academic staff in METU. The training module has been in effect since 2014;
- Organising 14 lectures in the frame of the new "Gender & Diversity" Certificate.
- Facilitation of workshop on Gender in Curricula at EGERA meeting Vechta.
- Series of gender trainings for CzechGlobe researchers and external partner institutions as well.
- Gender training sessions for the members of the network of gender focal persons.
- Second course on Gender and Communication addressed to the administrative and supporting staff;
- Research week for PhD students of promotions college gender studies;
- Introduction of a gender training for elected members of students' associations' boards;
- Course on Gender and Communication addressed to teaching staff;
- Awareness-raising sessions on Sexual Harassment and Gender Equality for 1st Grade students.

Additionally, all partners engaged in the collection and submission of good practices of gender in teaching and in the curricula leading to deliverable D.4.4. Following the activities already developed during the first two years, the Dutch partner team continued to develop gender equality and group model building trainings in some of the partner entities.

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 and signing of the charter on gender sensitive governance and evaluation in the end of 2016. After this process was concluded, the year 2017 was used for the implementation of more specific activities. These included the dissemination of the Charter in the website of the organisations involved and in major public events connected to gender equality such as those organised by occasion of the International Women's Day on the 8<sup>th</sup> of March.

- Conducting interviews with university actors on the implementation of gender quota in decision-making bodies.
- Consultation of the scientific performance evaluation with the CzechGlobe Scientific Advisory and Ethical Board.
- Fuelling the reflection of a working group on fighting gender biases in research governance and on how to achieve greater gender balance in academic recruitment
- Working paper 'Fighting gender bias as a mark of Responsible Research & Innovation'
- Seminar to establish an Evaluation Framework to promote Gender Equality in Research and in the Academia. Hold in Madrid, Women's Institute, March, 2017.
- Review of Professors' evaluation by students.
- Participation in the Meeting of Gender Equality Departments of all Spanish Universities.

Under work package 6 'Strengthening a gender perspective in research' different activities were mentioned. These included a coaching program for female professors and young scholars, to be offered in alternating years, doctoral and postdoctoral workshops, seminars and lectures and the training and awareness-raising of research groups. A main activity regarded the collection of good practices for gender in research which led to deliverable D.6.4. 'Database of Good Practices in Gender Sensitive Research'. The following are examples of specific activities developed during the final stage of the project.

- Course to PhD students in 'Introducing a Gender Perspective in Research'.
- Training sessions on 'Gender Perspective in Research' to teaching staff. Set of meetings to reflect on and to find possible ways to incorporate and strengthen gender perspective in research.
- Research week for PhD students on gender studies.
- Young Researchers' Seminar on 'Decolonizing Knowledge Production'.
- PRESAGE Programme teachings on gender and activities towards researchers - gender research seminars and conferences.
- Second Gender Perspective Reports Reward addressed to university students whose Final Dissertations included gender perspective.

Throughout the second half of EGERA, Work package 7 'Dissemination' included a very wide range of dissemination activities out of which the following list represents examples. Their full description can be found, in more detail, in deliverables D.7.6 - second dissemination activity report and D.7.7 – final report on dissemination activities.

- Media, Gender and ICT's Workshop. UNESCO Meeting UNITWin, held in Barcelona, April 25th to 28th.
- Paper "Feeling more insecure than before: Women in academia in Turkey" at the 13th Conference of the European Sociological Association.
- Collecting information from the partners for the structural change toolkit, published at the website.
- Publication in *THEMa : tijdschrift voor hoger onderwijs & management* [journal for higher education & management] Universiteit, steek de hand in eigen boezem : misverstanden rond genderongelijkheid [University, look to yourself: misconceptions regarding gender inequality] Meier, Petra Voorspoels, Jolien 24:1(2017), p. 29-33.
- Presentation "Power play amongst temporary equals. Power dynamics in gender knowledge negotiations" at the International doctoral consortium at the University School of Business and Economics, Helsinki Finland. 12 June 2017.
- Series of training provided to CzechGlobe employees (mainly researchers) and external partners. Internal and external dissemination.
- Participation to Elsevier Seminar on Gender in STEMs, UNESCO Chair on Gender and Science, FLACSO Buenos Aires, April 2017.
- KIT Science and Gender. Seminar held at the Sciences Faculty of the UAB on April 10th.
- ECPR Joint Workshop held in Nottingham in April 2017 to discuss the impacts on neoconservatism on gender, gender equality and academic freedom in Turkey.
- Regularly updated the EGERA website with new information.
- Presentation at CWTS seminar (Leiden, Netherlands) specifically on Implementation practices of gender quota.
- Presentation "Compatibility of academia and family. International perspective from the Netherlands" at the symposium *Karrierewege in Wissenschaft* at the Universitat Koblenz-Landau and the Hochschule Koblenz. 28 June 2017.
- Participation to the International Jury for the UNESCO Prize on Girls' and Women's education, Paris, July, 2017.
- Seminar, Round Table and Colloquium about Gender Perspective and Research held in Vic (Barcelona) on March 9th.
- Gender Equality workshop held in October in Antalya. The workshop aimed at discussing gender mainstreaming at academia (existing policies, good practices, resistances and potentialities) with members of different institutions.
- Presentation 'My most important objective is to change the organizational culture': How change agents mobilize masculinity to support gender equality, at the EGOS conference 5- 8 July 2017 in Copenhagen Denmark.
- Participation to the Summer School of the University Complutense of Madrid, workshop on Fighting Sexual Harassment at University, July, 2017.

In most cases, the activities developed within the scope of EGERA included the engagement of participants/recipients. In the period from September 2016 (M33) to February 2017 (M38), WP2 - Assessing gender inequalities and bias and WP5 'Revisiting governance and evaluation models' were the work packages where the engagement of participants/recipients happened the less (36.4% and 40% of the actions reported, respectively). On the contrary, nearly all activities developed under WP3 'Building gender friendly environments' and WP4 'Training academic communities' included the engagement of participants/recipients.

In the period from March 2017 (M39) to August 2017 (M44) and contrary to previous periods, more than half of the activities developed in each work package included the engagement of participants/recipients – 55% to 60% of activities in most cases. Nearly all activities developed under WP4 ‘Training academic communities’ (as in previous periods) and, for the first time, most of activities developed under WP7 ‘Dissemination’ included the engagement of participants/recipients.

During the period from September 2016 (M33) to February 2017 (M38) the number of participants in the activities developed by the six partner entities of EGERA for which data was available amounted to 432, approximately two thirds of which were females. The number of participants in the activities reached its highest during the final period under appreciation. From March 2017 (M39) to August 2017 (M44) the activities developed by the seven partners entities involved 2,809 participants, 63% of which females. These results demonstrate that, after the decline from year 2 to year 3 regarding the engagement of participants/recipients, the final year of EGERA was again strong to this respect.

Women were the majority of participants 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 50% or over but below two thirds. The fourth category regards situations where women represented less than half of the participants.

From year 2 to year 3 it had already been clear that participation in activities was much more gender balanced and this continued throughout the final year of the project. The number of ‘Red’ and ‘Orange’ categories decreased substantially and were confined mostly to categories where participants in activities amounted, at the most, to 12 participants. Thus the table below is, most of all, highlighted in green. The categories of administrative personnel and of staff teaching & researching are those where feminisation is more evident. Among students, feminisation decreased regarding the previous period and stood a little below two thirds (63%).

Students represented nearly 73% of participants and were largely majoritarian in activities developed under WP3 – ‘Building gender friendly environments’ and WP4 ‘Training academic communities’.

**Table 3 - 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
<b>WP 1</b>	14	57.1	4	50.0	4	100	--	--	21	81.0	27	85.2	--	--	--	--	70	77.7
<b>WP 2</b>	6	66.7	2	100	12	91.7	--	--	--	--	28	82.1	2	50.0	--	--	50	82.0
<b>WP 3</b>	15	60.0	1	0.0	26	65.4	--	--	12	50.0	11	72.7	941	61.0	--	--	1,006	61.0
<b>WP 4</b>	9	44.4	0	--	35	71.4	15	60.0	28	60.7	31	64.5	900	61.1	--	--	1,018	61.4
<b>WP 5</b>	33	57.6	13	61.5	28	60.7	20	60.0	26	65.4	64	56.3	16	68.8	--	--	200	60.0
<b>WP 6</b>	--	--	--	--	--	--	--	--	5	100	40	75.0	43	76.7	--	--	88	77.3
<b>WP 7</b>	38	76.3	2	50.0	23	56.5	8	62.5	64	64.1	78	66.7	143	83.9	21	52.4	377	72.1
<b>Total</b>	115	63.5	22	59.1	128	68.0	43	60.5	156	66.0	279	68.8	2,045	63.0	21	52.4	2,809	63.9

	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		< 50%
	1-2 partner entities	50%- 66.6%
	3-4 partner entities	66.7%-84.9%
	5-7 partner entities	85% +

The adhesion of participants/recipients to the activities is deemed to be, in most cases, very high. This had already been the case in previous periods. In year 3 at least 70% of the activities developed within a work package were reported by partners as having had a high or very high adhesion. However, in the final year of the project, the figure increased to 83.5% and indeed in four out of the seven work packages, all activities were deemed as having a high or very high adhesion from participants/recipients.

**Table 4. Monitoring of the activities developed within EGERA in the period from March 2016 to February 2017 (%)**

		WP1	WP2	WP3	WP4	WP5	WP6	WP7	
Participants/recipients	Engagement of participants/recipients	50.0	36.4	83.3	73.3	40.0	50.0	53.8	
	Adhesion	Very high	75.0	50.0	30.0	27.2	75.0	16.7	42.9
		High	25.0	50.0	40.0	45.5	25.0	66.7	57.1
Significant deviations		---	---	8.3	6.7	---	---	---	
Quality criteria	Relevance	Very high	75.0	54.5	91.7	60.0	60.0	50.0	46.2
		High	25.0	36.4	8.3	26.7	30.0	33.3	53.8
	Effectiveness	Very high	50.0	54.5	58.3	26.7	40.0	25.0	30.8
		High	37.5	36.4	41.7	60.0	50.0	41.7	69.2
	Efficiency	Very high	62.5	45.5	50.0	26.7	40.0	25.0	38.5
		High	25.0	45.5	50.0	60.0	50.0	50.0	61.5
	Impact	Very high	50.0	45.5	50.0	26.7	40.0	16.7	38.5
		High	37.5	36.4	41.7	53.3	30.0	50.0	53.8

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

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’ and year 2, where most activities registering significant deviations regarded WP4 ‘Training academic communities’.

In year 3, only a few activities under WP3 – ‘Building gender friendly environments’ and WP4 ‘Training academic communities’ registered significant deviations. Deviations had to do with two aspects. On the one hand, a policy paper on the fight against sexualized discrimination, harassment and violence did not pass the Senate of one partner entity as certain juridical aspects had to be approved beforehand. On the other, the format of a seminar for student advisors and

supervisors, ombudspersons and tenured academic staff, initially conceived to be an interactive workshop had to be replaced, at the last minute, by a more theoretical design of the seminar.

In the final period there were deviations regarding one activity of WP3 – ‘Building gender friendly environments’ and one activity of WP5 ‘Revisiting governance and evaluation models’. The former - experimentation of conciliation measures such as gender sensitive communication on parental leaves from the Human Resources department – consisted on the experiencing of resistances from the Director of Human Resources to endorse EGERA agenda. As for the latter, its timeline was slightly reviewed (and reflected in the 2nd amendment to the Grant Agreement) and the content slightly evolved so as to take advantage of the practical case study provided by the demand from Sciences Po.

**Table 5. Monitoring of the activities developed within EGERA in the period from March 2017 to August 2017 (%)**

		WP1	WP2	WP3	WP4	WP5	WP6	WP7	
Participants/recipients	Engagement of participants/recipients	60.0	55.6	60.0	81.8	57.1	60.0	76.5	
	Adhesion	Very high	66.7	60.0	16.7	55.6	33.3	50.0	30.8
		High	33.3	40.0	66.7	33.3	66.7	50.0	61.4
Significant deviations		--	--	11.1	--	14.3	--	5.6	
Quality criteria	Relevance	Very high	40.0	66.7	77.8	54.5	42.9	60.0	22.2
		High	50.0	22.2	22.2	45.5	57.1	30.0	66.7
	Effectiveness	Very high	30.0	55.6	77.8	50.0	42.9	40.0	16.7
		High	50.0	22.2	11.1	50.0	57.1	60.0	66.7
	Efficiency	Very high	40.0	55.6	22.2	50.0	42.9	40.0	16.7
		High	50.0	33.3	55.6	40.0	57.1	50.0	72.2
	Impact	Very high	30.0	50.0	33.3	30.0	28.6	30.0	22.2
		High	50.0	25.0	33.3	70.0	57.1	60.0	55.6
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									

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, as in previous periods, almost no activity was ranked as low or very low regarding the aforementioned quality criteria. Even the number of activities ranked ‘medium’ decreased from year 2 to year 3 and again to year 4.

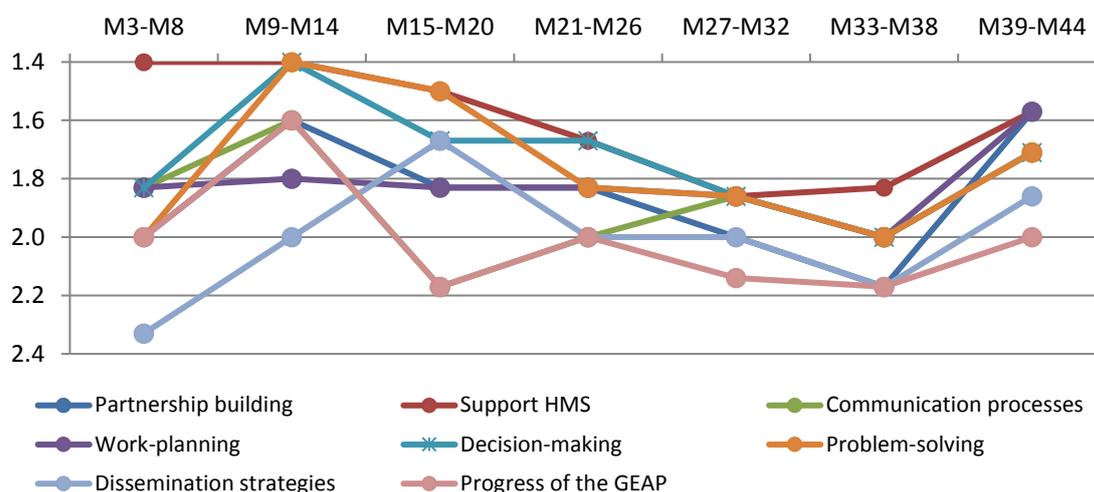
In the period from September 2016 (M33) to February 2017 (M38) the activities assessed less positively were activities under WP6 - Strengthening a gender perspective in research regarding its effectiveness and impact. In the period from March 2017 (M39) to August 2017 (M44) the activities assessed a little less positively were activities under WP3 – ‘Building gender friendly environments’ regarding its impact. Nonetheless, even in these cases their performance was classified as high or very high in two out of three cases.

In nearly half the cases, category ‘very high’ is, by itself, majoritarian, most of all in what regards the relevance of activities. These results clearly represent the continuing of the improvement of results over time departing from the basis of results obtained in 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 very 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. It seems relevant to mention that, in the final period under appreciation, none of the aspects had a mean assessment lower than 2, i.e an assessment of ‘good’.

**Figure 6 - Development of EGERA (partnership building for the design and implementation of the GEAP, support from the highest management structures (HMS), dissemination strategies, progress of the GEAP) in partner organisations in the period of March 2014 to August 2017 (Mean)**



Qualitative information allows, once again, understanding the main drivers behind the assessments made. In previous periods, the support from the highest management structures and collaboration with relevant stakeholders seems to have been crucial for successful development. This continued to be the case in the two final evaluation periods.

*Since the start we have worked with a small group of stakeholders and these persons remain our 'go to' contacts. This enables us to work direct and quick if need be (Period 6, M33-M38).*

*As always, there are good working relations with the key stakeholders of EGERA at HR and Equal Opportunities (Period 7, M39-M44).*

*The support and commitment of the new Government Team in the University has been crucial to the progress of the Project (Period 7, M39-M44).*

Overall, the final period was also more prodigal in achievements than previous periods, representing the culmination of different processes developed throughout the duration of EGERA. However, this was not the case in every partner organisation.

*Over the considered period, a strategy for GE in academic recruitment was validated (pending from official endorsement), a working group on gender-sensitive communication was established, the EGERA charter on gender sensitive governance was properly advertised, and the principle of adopting a second GEP from 2018 onwards was validated (Period 7, M39-M44).*

*Since we have achieved many of our GEAP objectives in the first three years, in the final year no significant achievement was realized with regards to GEAP (Period 7, M39-M44).*

Throughout the projects, in a few cases partners highlighted aspects that have hampered specific dimensions of the development of the project. This continued to be the case in period 6 – September 2016 (M33) to February 2017 (M38) – but not in the final evaluation period.

*Not having a clear common framework to implement the GEAP and the EGERA tasks hinders their implementation in each institution (Period 6, M33-M38).*

*We had to do everything ourselves. We regularly encounter resistances towards project activities (Period 6, M33-M38).*

### **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'.

During period 3 (March-August 2015, M15-M20), work-planning was the process assessed less positively (nonetheless, mean=2). 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. In any case, as mentioned, this was a rather marginal positioning and most partners assessed the functioning of the partnership rather positively.

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.

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. Within the context of a positive assessment, some partners took 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.

Period 6 of development of EGERA – lasting from September 2016 (M33) to February 2017 (M38) was characterised by the cancelation of the meeting scheduled for Vechta in November 2016 (M35) and by the rescheduling of the meeting planned for Ankara in January 2017 (M37) to Vechta in March 2017 (M39). The analysis of the monitoring results reveals the impacts this had on the development of the project.

*During this period there have been no occasions to meet in person. The meeting that was scheduled in November was cancelled unfortunately. The meeting in January was postponed. This hindered communication and decision making (Period 6, M33-M38).*

*Due to a cancelled meeting I have chosen 'not very effective' regarding decision-making and problem-solving as these do profit from face-to-face meetings. But overall, the project as a whole and internal project contact goes well (Period 6, M33-M38).*

One of the partner organisations provides a rationale on how this has impacted on the development of EGERA in concrete terms:

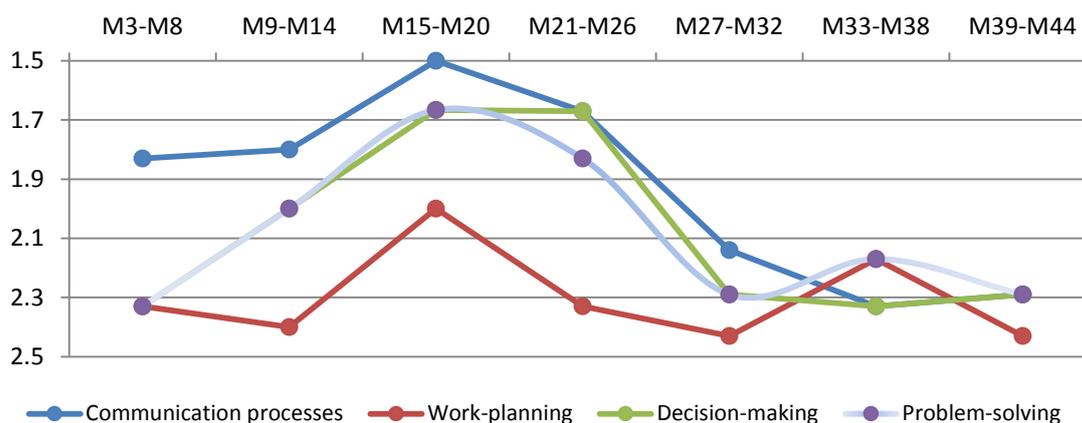
*With the cancellation of two meetings, partners seemed isolated and we do not seem to reflect on the work we are conducting. More meetings (...) which require debates, sharing of information and experience on questions like how we can*

*incorporate gender into curricula, what kind of projects we can implement at our institutions for awareness raising and transformation are much needed. Communication among partners seemed to be down to the exchange of emails on the format and submission of reports (Period 6, M33-M38).*

Further discussion would also probably prove beneficial for discussing the outcomes and impacts and EGERA. One of the partner organisations considered that, even if the project had been successfully complying with tasks and deliverables, at that period it was still not able to disseminate and promote the project’s outcomes and possible impacts.

*The EGERA project has probably implemented the majority of the tasks, but there is still too little impact of the deliverable into the academic community. The majority of the deliverables are not public yet, and those which are, are not displayed in a friendly way. The EGERA project doesn't produce any videos and a dedicated twitter account would be a plus (Period 6, M33-M38).*

**Figure 7 - Functioning of the transnational partnership (communication processes, work-planning, decision-making, problem-solving) in the period of March 2014 to August 2016 (mean)**



The impacts of the cancellation of the meeting scheduled for Vechta and the rescheduling of the meeting planned for Ankara occurred in the previous period lingered to period 7 (March-August 2017).

*The cancellation of METU conference, and the postponing of Vechta Conference have temporarily affected the well-functioning of the communication among partners, also impacting work planning (Period 7, M39-M44).*

*We felt that there was little interaction or communication during this period. We missed the last event (Vechta) and lack final coordination/communication on the expected closing activities of the projects. We do estimate the progress of the project as moving forward but mostly because all partners are working on their own and sporadically there is contact between partners (Period 7, M39-M44).*

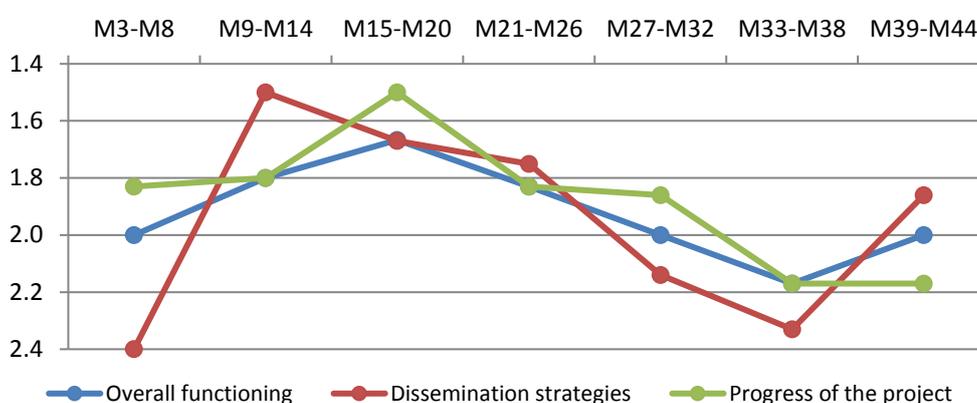
It is also worth mentioning that, after an initial period where meetings were frequent, in the final stage of the project meetings happened more sparingly. For some partners this posed some challenges while for others it was not an issue.

*There were very few project meetings (only one in March). So it arose confusion on what contributions partners were supposed to make (Period 7, M39-M44).*

*Approaching the end of the project things have slowed down at the partnership level (Period 7, M39-M44).*

*The process has been running with no problems. Good communication among the participants in the Project, even more effectively since the Vechta Meeting, March 30th-31th (Period 7, M39-M44).*

**Figure 8 - Functioning of the transnational partnership (overall functioning, dissemination strategies, progress of the project) in the period of March 2014 to August 2016 (mean)**



## 2.4. Interviewing with the coordination team

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 interviews with the coordinating team at Sciences Po.

### 2.4.1. First interview - February 2015 (M14)

Initially scheduled for the beginning of 2016, the first interview with the coordinating team<sup>8</sup> was anticipated and conducted by the time of the project meeting and of the EGERA international workshop held in Paris in February 2015. The interview was structured around four main

<sup>8</sup> By option of the coordinating entity, this was a joint interview with EGERA's project coordinator and EGERA's scientific coordinator.

subjects: i) management and coordination tasks, ii) the steering committee, iii) the consortium board, and iv) the advisory committee.

In what management and coordination tasks are concerned, a first significant result regards the fact that technical coordination (including the production of guidelines and templates, and the creation of appropriate forums for self-reflexivity and experience sharing) is deemed as a relevant and effective feature for the progress of EGERA thus far.

The coordinators considered that bringing together and coordinating a range of different institutions has been indeed a challenging task although also revealing the confidence that understanding the differences within the partnership helps solving the problems inside each institution.

The relevance and the effectiveness of the steering committee were very positively assessed in what regards the implementation of EGERA thus far:

*“This is the core of EGERA! The job that has been done in the first year, for me it’s amazing! There is a sense of community that is what we wanted to create. People are quite proud to be part of this project and it is important to take pleasure of working together. And it has indeed been steering. The Ankara meeting was really important because it showed the importance of putting products on the table and to keep putting questions and to try and find answers, to find the solutions all together. Yes, it’s really steering”.* (First interview, February 2015)

The production of guidelines and templates is considered as challenging but crucial. Difficulties have been arising as it has been revealing to be difficult to have a template that fits for all partners.

*“It was a big problem to provide GEAPs ex-ante when a diagnosis may not necessarily have been made”.* (First interview, February 2015)

Thus, it has been proving necessary to allow the templates some flexibility, in order to better grasp the differences between the institutions in the consortium.

*“We provided a general framework for the GEAP to be sure that partners would engage with the major issues we wanted to tackle in the project”.* (First interview, February 2015)

In any case, this does not mean that a common template should not be made available as:

*“Even when the consortium is not able to stick to the templates, I think that it is a result, it shows something and we need to understand why it happens. Even when it does not work, it is still a resource.”* (First interview, February 2015)

In addition, there is the feeling that there is a common understanding that this is indeed the most effective way to proceed, especially because impacts seemed to have started to be cumulative:

*“It is difficult but, at the same time, if we do not provide guidelines, partners ask for guidance, for a general frame for analysis. And of course, we must negotiate because of differences in terms of institutional settings, disciplinary fields and cultural settings. If we offer to the partner the possibility to completely leave out the template or to follow the guidelines, they prefer following the guidelines because it is more effective. After one year, the impacts have started to be cumulative. We need time to be sure of this but it seems to be cumulative”. (First interview, February 2015)*

Another management and coordination task regards the monitoring of the implementation of the Gender Equality Action Plans in each partners institution. According to the coordination team, during the first year of EGERA, monitoring was mostly internal to each institution, supported, to a certain extent, by the benchmarking created by the project’s dynamics:

*“I’m not sure we can talk about a monitoring plan. We create conditions and we provide incentive and push but can we go farther than this? We cannot go inside the institution to see what has been implemented. What we can do is to put the benchmark as high as possible. We are creating benchmarking within the consortium, a friendly competition. When people see that you are engaged to what you are actually doing, they want to do the same. We will see. After 18 months, perhaps, we will have a first assessment of implementation. We will also try and provide some incentives for people to really engage”. (First interview, February 2015)*

Coordination tasks also include the assessment of the quality of deliverables and the eventual implementation of quality checks. During the first year of EGERA, compliance with deadlines has been the rule and the satisfaction regarding this aspect extends to the overall quality of the deliverables:

*“Overall, the quality is up to the standard we wanted which is quite high. We have a quality check and we will not submit something that is not according to the standard. So far we did not receive a deliverable that completely missed a point. It is usually completely in line with what is laid down in the grant agreement and sometimes it is just a matter of being a bit more pragmatic. Sometimes it requires reorganising some sections a bit but we do not touch the text except for editing”. (First interview, February 2015)*

However, this does not mean that deliverables constitute a homogenous set:

*“There are differences, of course. A minority of partners is stick to the fact that we are not a research project and, as such, they do not invest much in research. They have resources for it, both financial and human but they don’t assume it as necessarily a matter of research. So, there are differences. Some deliverables are more pragmatic, just ticking the boxes, which is already something because the boxes we selected were the boxes we were interested in. But the majority of partners are playing the game and I would say that there is a trend for the whole partnership to increasingly play the game because of benchmark”. (First interview, February 2015)*

Finally, management and coordination tasks also encompass the integration of recommendations issued by the EC, by the Advisory Committee and by the evaluating partner, as well as administrative and financial management.

The latter has been revealing a demanding and time-consuming task. The (relative) inexperience of some partners with EU funding seems to have led to two major difficulties; on the one hand, regarding budget items and spending, on the other regarding the stabilisation of (project) core teams:

*“There is a lot to do, especially in the first year. Some partners did not really understand the rules, how it works in terms of funding and how can they use the money, what is a core team. For institutions not very much involved in projects it might be difficult to deal with this as their administrative staff is not trained. It was not easy at the beginning. Also the stabilisation of core teams was a challenge. (...) We don’t tell them what to do, we just create accountability mechanisms. (...) It is not a problem that names change. These things always change (and very fast in some partners) but we need to explain why. By now, I think it’s ok. We had hard negotiations with some partners in order to understand what is happening inside their teams. (First interview, February 2015)*

As for the former, coordinators expressed that no recommendations have been issued by the EC so far. On the opposite, recommendations from the evaluating partners have been put forward and discussed in every project meeting and some of them have been implemented throughout time. As for the Advisory Committee, they are deemed to have been very helpful, especially at the beginning of the project and considering the fact that their involvement in other similar projects promotes the contact with these other projects and helps promoting benchmarking.

*“During the kick-off meeting, we had a lot of exchange with the members of the Advisory Committee. It was very helpful for us as a warning because we were very enthusiastic and it is good to have people saying ‘this is great but be careful because you will face more problems than what you think, etc.. It has been very helpful because they have experience of previous projects and it is good for us to know, from the beginning, what we can expect”. (First interview, February 2015)*

One of the specific roles committed to the Advisory Committee regards the dissemination of EGERA, endeavour for which also the members of the Consortium Board should be contributing. In both cases, it is believed that such role is being fulfilled. The importance of taking people with decision-making ability on board of EGERA was clearly stressed.

*“It is very important to have this people on board. It is not possible to gather all of them in the same day, we have to be pragmatic but I don’t think that is a problem. It gives some involvement at the highest institutional level and they can be used as a lever inside each institution. It is crucial to have a person that can put pressure at the right moment. But this is a ‘nuclear weapon’, we cannot use it every day! We know that many projects run in institutions without the involvement of the highest level. For us it was easier to have the Gender Equality Action Plan validated and that would have not been possible without the involvement of our Consortium Board member since the beginning of the project. This is the reason why the Consortium*

*Board is so important to the success of this type of project". (First interview, February 2015)*

#### 2.4.2. Second (final) interview - July 2017 (M43)

Also the date for the second and final interview was altered. The interview was initially scheduled to take place in Vechta in March 2017 (M39) by the time of a project meeting. However, the interview could not take place due to the tight schedule for this meeting. This meeting tried to conjugate, in the best possible way, the agendas of two meetings: 1) the meeting that should have taken place in Vechta in November 2016 (M35) and cancelled due to the decision to go on strike taken by the German air company Lufthansa which prevented several partners from reaching the meeting and 2) the steering committee meeting initially scheduled for Ankara in the beginning of 2017 and relocated to Vechta as a consequence of the socio-political turmoil at the time in Turkey. As a result, both the coordinating and evaluating teams agreed that the interview should take place by Skype in July 2017 (M43).<sup>9</sup>

The interview was structured around four main subjects: i) management and coordination tasks, ii) the consortium board, iii) the advisory committee, and iv) the outcomes and perceived impacts of EGERA.

In what management and coordination tasks are concerned, one aspect deemed fundamental was to understand how effective was the monitoring of the implementation of the Gender Equality Action Plans (GEAP), as well as the perception of its impacts.

One of the first things to bear in mind to this respect is that, as emphasised by the coordinating team, the implementation of the GEAP, even if closely connected to EGERA, is most of all an internal matter to each partner organisation.

*We do not have exactly the same legitimacy for monitoring the implementation of the GEAP as we have regarding the monitoring of the project and the compliance with the grant agreement because this is internal to each institution and should indeed be internal. So, regarding this aspect we do preventive actions and have been trying to encourage partners, since the beginning of the project, to be ambitious regarding the implementation of their GEAP, to make it public and available on their website. (Second interview, July 2017 – M43)*

As such, coordinators mostly tried to pay assistance whenever problems with the implementation of the Gender Equality Action Plan, deriving from internal changes within partner institutions have been identified. This support also aimed at ensuring that EGERA would be affected to a minimum. However, any difficulties are not deemed to have impacted in the quality of the deliverables. No major deviations in relation to expectations have been identified by the coordination.

*Overall, the quality of deliverables is good. It has remained good since the beginning of the project. Generally speaking, there is a true commitment from each partner to do its best in their position of WP leader to submit good quality deliverables. We*

<sup>9</sup> By option of the coordinating entity, both interviews were joint interviews with EGERA's project coordinator and EGERA's scientific coordinator.

*had some issues of quality in terms of formatting and spelling check that sometimes took us some time to put them in the appropriate quality standard. But in terms of content, they fit quite strictly with the content outlined in the grant agreement and they fit with what was expected. (Second interview, July 2017 – M43)*

The administrative and financial management process is deemed to be rather complicated, deriving from the rules associated to the call (in particular the 70% funding rate and the undadapted online reporting tools of the EC, with regards to call's specificities).

*It's very complicated! I think that it the same for all the projects within this call. I think it's very complicated and I think that it is very inefficient to fund the research and structural change in this way. There is no specific problem with the Commission which is really helpful but the structure of funding itself is quite complicated. (Second interview, July 2017 – M43)*

This leads to insecurity and to time consumption that goes beyond what could be expected and that, as a result, could jeopardise a proper time allocation to project implementation.

*There is a constant misunderstanding or insecurity regarding reimbursement rates, what should feature in Form C and so on despite the fact that we have the same financial officer since the beginning and we are the only ones, I think, within this call. There is some degree of insecurity that is sometimes difficult to explain and to compensate towards our own accounting departments. We already had to negotiate two contract amendments. These were long and time-consuming processes also diminishing the resources for other aspects of project implementation". (Second interview, July 2017 – M43)*

Fortunately, the partnership has been able to find a climate of mutual trust within the context of which it becomes easier to discuss any troubles that may arise. Core team may question about the most appropriate way to proceed. This does not mean, of course, that every problem is easily solved as, obviously, the partnership and the coordination have no capacity to influence the process of internal negotiation to each partner organisation.

The consortium board and the advisory committee are structures aiming at enhancing the project's quality. The role of the Consortium Board (CB) includes the endorsement of the objectives of the project and of the structural changes implemented through the Gender Equality Action plans, at the highest management level ensuring that those changes are fully supported and embedded in the structures where they are being carried out. Thus the need to clearly assess their relevance and effectiveness for the implementation of EGERA.

To this respect, the fact that the CB did not play exactly its role of ultimate management structure taking decisions when the steering committee cannot make a decision is an excellent pointer of the project's success in what regards management and coordination tasks.

*This is a compulsory structure. (...) The fact that the CB was not much convened or not so involved in the project is good news from my perspective because it means that we could always reach decisions within the steering committee and there was*

*no need to bring it to the «secondary court» as they say in law. And it did not prevent individuals who were involved in the CB, especially from some partners but not from all partners, to take actively part in the project. I would say that the fact that the CB did not convene properly is a sign of the health of the project. (Second interview, July 2017 – M43)*

The role of the Advisory Committee (AC) includes a contribution to ensuring the quality, innovative character and sustainability of the actions to be implemented as well as to the dissemination of EGERA. Being a member of EGERA's AC is an unpaid task. As such, it is not surprising that the involvement of AC members in the project has varied significantly. However, for those (the majority) who were actually involved, the outcome is assessed quite positively.

*We have a lot of contact with some members of the AC and so it is also a way for us to gather their advices and their overview of the project. During different meetings along the project some of them were very present and very active, providing a lot of insights and helping us improving the process. (Second interview, July 2017 – M43)*

In some cases, the contacts exceed the project's scope and end up benefiting EGERA

*We have intensive relationships with the most active members of the AC and we convene in many other venues. (...) We are in touch with X and with Y and we benefit from their insights from contacts beyond the framework of the project. (Second interview, July 2017 – M43)*

There are, of course, aspects that could be enhanced. However, there is also the recognition that it would not always be easy to achieve more.

*From my perspective there is a failure from the project's side which means that it is a failure from the coordination, in the first place. That is to sufficiently inform and feed the AC members so that they can effectively support the project. This despite the fact that two thirds of them have proved to be really interested and feeling committed to the project and appreciating to participate in the project's meetings. They provide useful comments and they say it is a good project. (Second interview, July 2017 – M43)*

*We could have done more but is not easy to ask them about different types of measure, about what they think and what could be done better because it would also require from them to be really really involved in the detailed specific measures in each institution which is not their role. I would say that more or less they managed to give their opinion and their advices and I think that it was quite well done. (Second interview, July 2017 – M43)*

The role of the AC for dissemination is considered to be very important and it is believed that their action, mainly through their participation in conferences and workshops has helped to establish EGERA as a solid example.

*They tell very good things about the project in many venues, in many conferences in which they participate and they really help us to enhance our reputation. I think that EGERA has a good reputation among EU funded projects on gender and that is*

*also partly due to the members of the AC. I'm confident that this capacity they have to disseminate will continue in the next years and that, in this sense, they will fulfil their role. (Second interview, July 2017 – M43)*

With EGERA on track to its end, the interview focused specifically on the outcomes and perceived impacts of the project thus far. To this respect, one important issue regards sustainability. This was, from the start, one of the objectives assumed and it has also been recurrently noted by the Advisory Committee (AC).

*Most recommendations from the AC have to do with sustainability on the long-run. "One recommendation was basically to be sure about the sustainability of the actions that are being implemented in each institution. To be sure that it is not just signing a charter but also to be sure that this charter is being used and that it will still be alive in the long run. (Second interview, July 2017 – M43)*

Sustainability is, however, not easy to assess and it may have different meanings in different partner organisations.

*Since the beginning, partners had different starting points which means that sustainability cannot be at the same point in every institution. It is rather different to talk about sustainability in UAB where they has already implemented gender equality plans or in Sciences Po. (...) Talking about sustainability is also a question of timing and there are differences between partners in what regards the timing for a gender equality agenda. (...) As we could expect, there is quite a varied landscape with regard to sustainability. There is a very good progress in many institutions and there are some risks in others. (Second interview, July 2017 – M43)*

A momentum for gender equality – to which EGERA largely contributed although not having been the only variable – is deemed to have existed in three entities: Sciences Po, UAB and METU and to have contributed to very good signs of institutionalisation and sustainability. In the latter case, however, this has to be framed within a context (Turkey) where the overall relevance of gender and the autonomy of academic institutions were (and continue to be) at risk.

An example of structural change regards the fact that, at Sciences Po, and following project implementation, it could be guaranteed that a new plan would immediately follow the GEAP in place during the course of EGERA. Also the charters produced within the scope of EGERA are deemed to be good signs of sustainability.

Besides the production and approval of these charters, structural change may also be assessed through the way they are used, disseminated and how they reflect on behaviours and on the organisation's communication, including recruitment.

*In Sciences Po, for instance, the way the charter on gender-sensitive communication is used is very positive. It has introduced behavioural changes in different types of stakeholders. (...) I'm sure this is part of structural change. If you look at the way you communicate internally and you apply the charter on communication, then you will change the language of the institution and this matters in terms of structural change. Maybe this is where you see some of the most direct effects. It is perhaps less clear regarding the charter on governance because it is a more long-term process and it is not easy to see the direct effects of it. (...) You can see that things*

*are changing and it is really a good sign in terms of structural change. (Second interview, July 2017 – M43)*

In Radboud University institutionalisation is deemed not to have been achieved throughout the whole university but rather in certain faculties and departments. This outcome connects with the coexistence of EGERA with other projects which also supported the GEAP. As a result of this, EGERA had a specific focus on certain parts of the organisation where it is deemed to have increased the institutionalisation of gender equality policies.

The situation in the University of Antwerp was different. The core role played by the university's diversity plan and the subsumption of gender within it made that GEAP activities were implemented as diversity activities. This means that activities were in fact implemented but also that it is sometimes hard to assess accurately the extent to which they were EGERA activities.

UVGZ is a specific case within the partnership as conflicting signs exist. On the one hand, many aspects of the GEAP have been implemented and it raised the interest from the staff but, on the other, the resistances it faced make it unclear if sustainability is fully guaranteed.

In any case it is deemed clear that despite the difficulties in UVGZ many people within the institution, including men, understood EGERA activities as an opportunity to ask improvements of the management culture in general and to be better informed regarding certain procedures or decision-making processes within the institution.

Besides the expected outcomes, there are also impacts of EGERA that went beyond the project's goals, either they were intended or unintended. One example of such an impact regards students. Although one of the objectives of EGERA from the start was to impact on students some of the outcomes went beyond the project's expectations.

*We notice that demands from students regarding different gender aspects are increasing, including the communication. These do not relate directly to EGERA in the sense that students do not refer to EGERA documents to support those claims. Rather they connect to a broader context of change in the institution which is being noticed by the students. This makes them feel confident that they can make such claims and that the claims can be satisfied. (...) Some things are grass root; they come from the bottom, from the students' initiative. There are things regarding which we have no control and sometimes even no information. (Second interview, July 2017 – M43)*

However, it should be mentioned that, understandably, there is a limit to the perception of coordinators regarding the overall development of the project in each partner organisation and, especially, regards the relative prospects for sustainability and structural change.

*We have evidence from every institution that has been shared in the meetings but it is difficult, even as coordinator, to fully measure the nature of each window of opportunity in each institution also taking into account the different starting points of the institutions. (Second interview, July 2017 – M43)*

## 2.5. 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) and its results were also reported in the second Monitoring and Evaluation Report (deliverable 8.3), issued in December 2016 (M36).

### 2.5.1. First focus-group with the Advisory Committee – Barcelona, Jan. 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...*

### 2.5.2. 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.<sup>10</sup> 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.

### 2.5.3. Second focus-group with the Advisory Committee and the Steering Committee – Paris, October 2017 (M46)

The second round of focus-groups took place in Paris on October 2017 (M46). Two separate focus-groups were initially foreseen to take place in Paris, one with the steering committee and another one with the advisory committee, following the model adopted for the first round. However, due to logistic reasons connected to the organisation of the final conference it was decided to combine the two sessions, particularly because only three members of the advisory committee were present.

The session consisted on the development of a SWOT analysis regarding the overall implementation of EGERA and of its achievements. Departing from the implementation of the project in each partner organisation consensus was reached regarding the aspects where EGERA was more and less successful overall and regarding what where the main opportunities or threats connected to project development. The focus-group was recorded and transcribed and the respective document may be made available upon request. Given its specificity, its results can be found in the concluding chapter.

<sup>10</sup> 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

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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 indicators<sup>11</sup> address the individual and organisational levels<sup>12</sup>. 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.

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<sup>11</sup> 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.

<sup>12</sup> 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 capabilities<sup>13</sup> 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.<sup>14</sup>

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 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).

<sup>13</sup> In the sense of Amartya Sen's capabilities' approach.

<sup>14</sup> The following paragraphs reproduce and synthesise some of the discussion undertaken in EGERA's proposal.

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 strategies<sup>2</sup> 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 curricula.

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"> <li>✚ Involving scientific leadership in analysing gender inequality and developing policies.</li> <li>✚ The long-term involvement within our own organization.</li> <li>✚ Training of an entire faculty.</li> </ul>	<ul style="list-style-type: none"> <li>✚ By training people at the management level there is the risk that when these people leave, new people need to be trained.</li> </ul>	Weaknesses
External origin	Opportunities	<ul style="list-style-type: none"> <li>✚ 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.</li> </ul>	<ul style="list-style-type: none"> <li>✚ The large time investment (2x4 hours) we require from managers to participate in the gender equality training.</li> </ul>	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.

METU		Helpful to achieving the objectives	Harmful to achieving the objectives	
Internal origin	Strengths	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	Weaknesses
	Opportunities	<ul style="list-style-type: none"> <li>It can trigger further gender equality mainstreaming efforts into the institutional structure.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	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"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	Weaknesses
External origin	Opportunities	<ul style="list-style-type: none"> <li>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).</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	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"> <li>Implementing Gender Trainings.</li> </ul>	<ul style="list-style-type: none"> <li>Before Gender Trainings will be implemented it should be ensured that they will be accepted and used at all institutional levels.</li> </ul>	Weaknesses
External origin	Opportunities	<ul style="list-style-type: none"> <li>To develop a gender sensitive culture within University.</li> </ul>	<ul style="list-style-type: none"> <li>Resistance to some planned measures.</li> </ul>	Threats

Established in 2011 in Brno, Czech Republic, as a research unit of the Czech Academy of Science, CzechGlobe-UVGZ 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.

UVGZ 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.

UVGZ		Helpful to achieving the objectives	Harmful to achieving the objectives	
Internal origin	Strengths	<ul style="list-style-type: none"> <li>Addressing problems that UVGZ 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).</li> <li>Bringing new ideas, points of views and themes to be openly discussed.</li> <li>Practical results.</li> <li>Systematic change.</li> <li>Raising awareness.</li> </ul>	<ul style="list-style-type: none"> <li>Absence of elaborated measures to motivate people to go to trainings, especially busy team leaders.</li> <li>Gender expert language (e.g. GEAP, GT, WLB) - this is not familiar to UVGZ people.</li> </ul>	Weaknesses
	Opportunities	<ul style="list-style-type: none"> <li>Actively participate in the change of the working environment.</li> <li>Open and sincere discussions, share the best practices, consultation with real experts, having deep real data about situation in UVGZ from the gender (equality) perspective.</li> </ul>	<ul style="list-style-type: none"> <li>Low participation and commitment in gender trainings.</li> <li>Fear of the word gender (prejudice) and gender equality.</li> <li>Current absence of relevant data (segregated according to sex, age...) but this should be changed during GEAP realization.</li> <li>Low feedback of UVGZ employees to offered GEAP measures (e.g. offered gender trainings).</li> <li>Resistances to changes in organisational culture of team leaders</li> </ul>	Threats

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"> <li>The participative process for drawing up the GEAP because it means a greater agreement and increased community engagement in the implementation.</li> <li>UAB's GEAP is the third Plan so in its design our experience has been another stronger point.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The number of people involved in the participative process was not very high.</li> <li>Not having enough resources.</li> <li>The number of measures of the Plan it is still too high.</li> </ul>	Weaknesses
External origin	Opportunities	<ul style="list-style-type: none"> <li>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.</li> <li>The design is based on the principle of intersectionality of gender and Inclusive University and Inclusive Excellence.</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	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

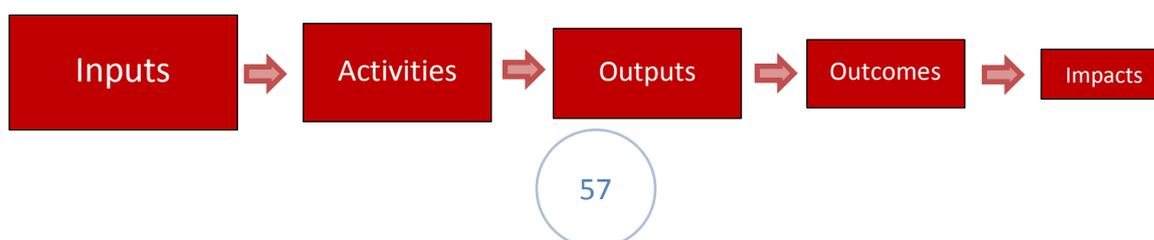
In cases of implementation failure, it is reasonable to recommend actions to improve the quality of implementation; in cases of theory failure, it is necessary to rethink the whole strategy for achieving impacts. A typical theory of change for a project as EGERA may be represented as in figure 1, below,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

Figure 9 - Typical presentation of a theory of change as a results chain



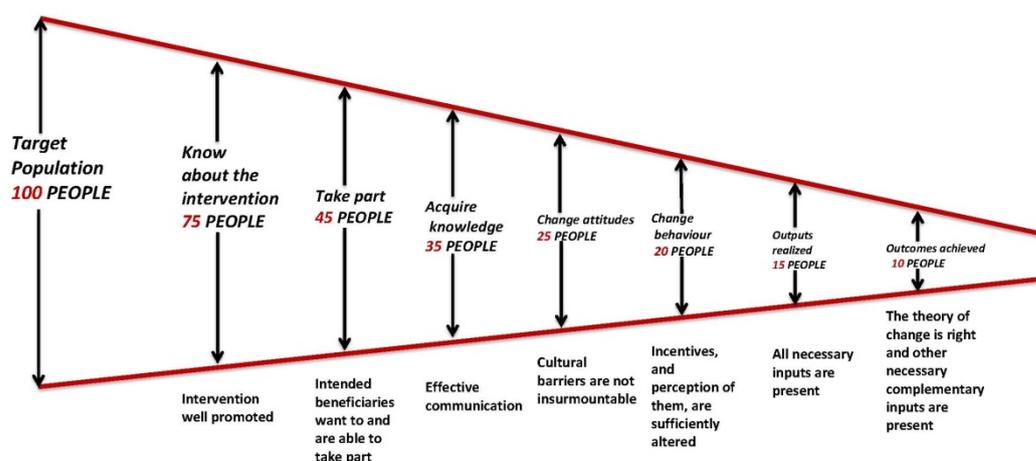
However, one must be clearly conscious that seldom this model will represent properly the actual implementation of a project as, usually, there is some ‘loss’ throughout the chain of event making the representation more similar to that depicted in figure 2.

Figure 10 – 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 11 - 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,<sup>15</sup> EGERA aims at fostering structural change through the implementation of transformative Gender Equality Action Plans (GEAPs)<sup>16</sup>. 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.

<sup>15</sup> Again, the following paragraphs reproduce and synthesise some of the discussion undertaken in EGERA’s proposal.

<sup>16</sup> Including gender training plans.

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 EGERA’s 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.

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

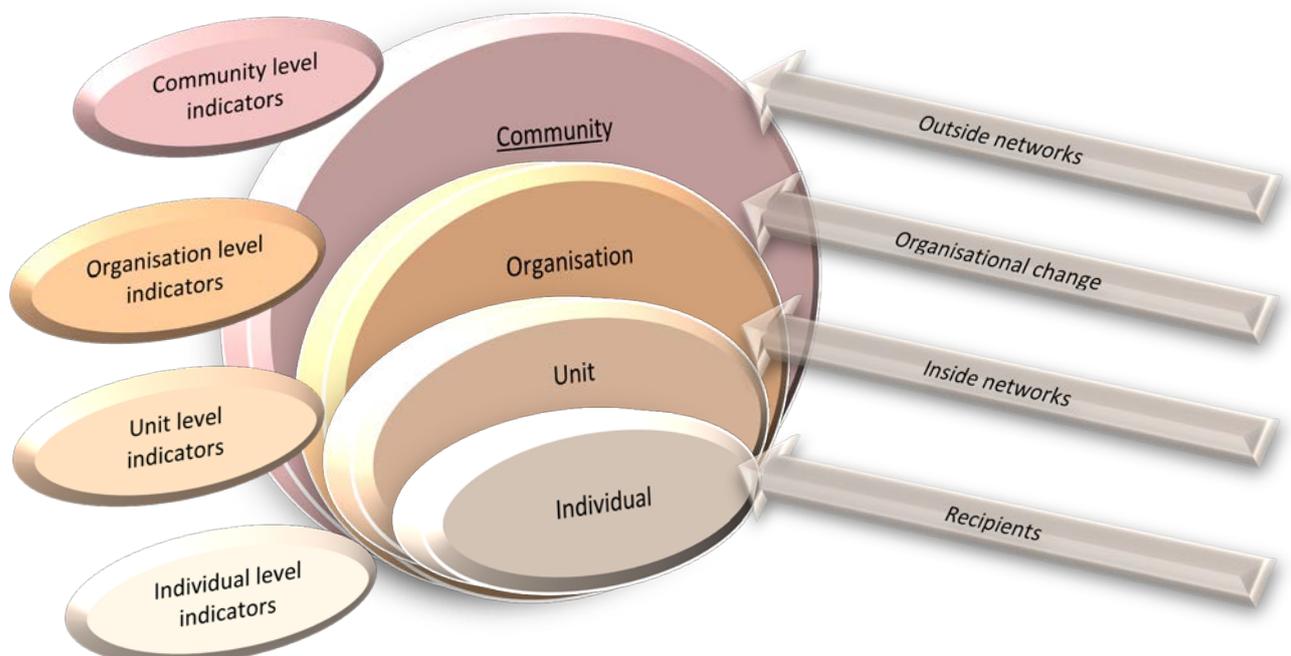
can positively impact governance cultures in terms of transparency, accountability and excellence. Thus, this WP addresses academic excellence assessment criteria, in order to challenge and eliminate gender bias.

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 12 – Multi-layered assessment of structural change within EGERA

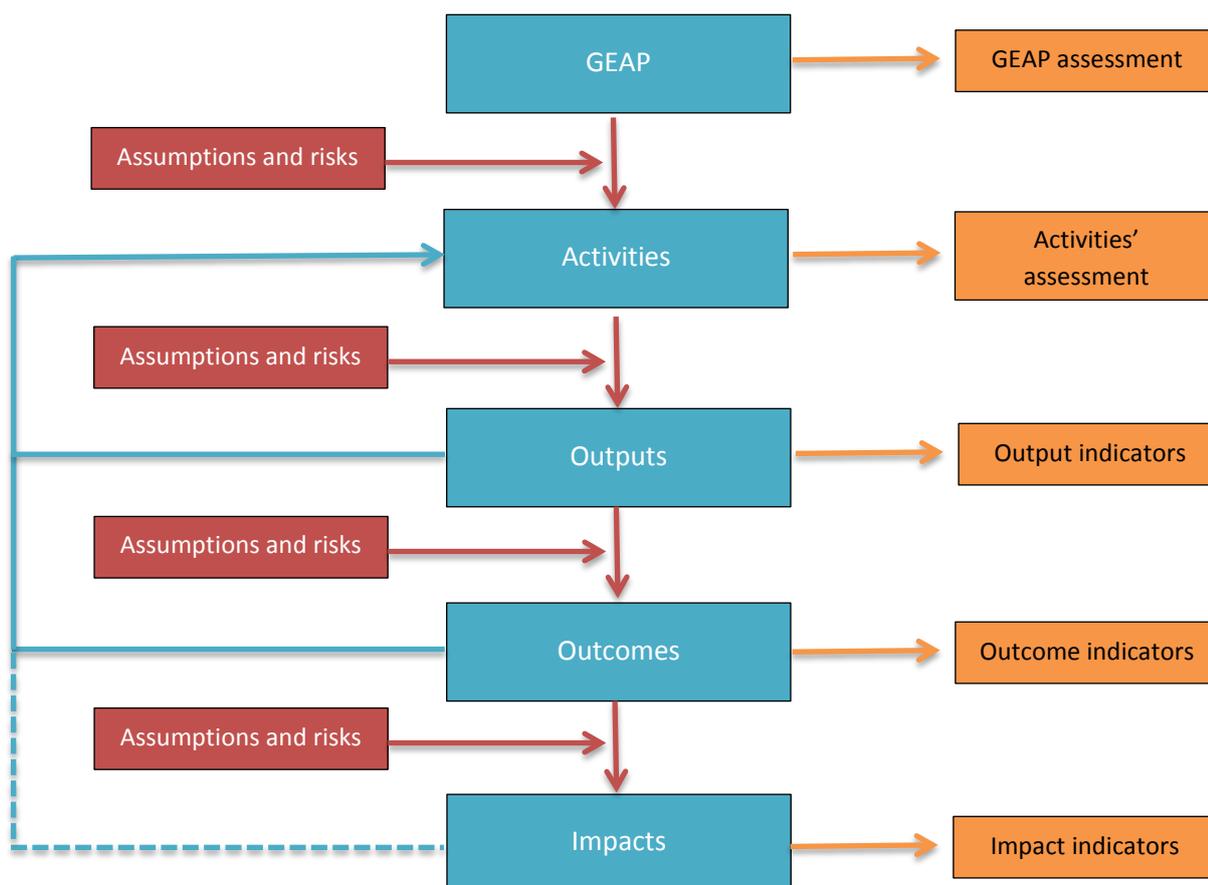


Source: Adapted from Gender Links' Theory of Change. Available at: <http://www.genderlinks.org.za/article/gender-linkstheory-of-change-2013-06-26>.

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 13 - 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](http://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 EGERA<sup>17</sup> 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.<sup>18</sup> 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.

<sup>17</sup> 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.

<sup>18</sup> 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 CHER conference, 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 the 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, 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 Catalan 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 (UVGZ)

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, UVGZ'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 UVGZ 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, UVGZ 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, UVGZ 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. UVGZ'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, UVGZ 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 UVGZ'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.

## 3.9 EGERA: final outputs and outcomes for structural change

### 3.9.1. Sciences Po

Throughout EGERA, the team at Sciences Po worked closely with the gender equality officer. Within the framework of the assessment of gender inequalities and bias, the team at Sciences Po developed a set of experience exchange workshops. These were developed especially with top managers under the form of strategic meetings in order to transfer knowledge and to promote decision-making. From the start, there was a preoccupation to try and institutionalise activities developed under EGERA so that sustainability after the end of the project could be ensured to the furthest possible extent. Institutionalisation resulted favoured by the fact that most of these activities were developed by the gender equality officer in her day to day work, i.e. by a person who was 100% dedicated to the implementation of EGERA's gender equality plan.

*“This was institutionalised from the beginning depending on the issue. The gender equality strategy was institutionalised since year 1. (...) The gender equality officer had exchange meetings to make decisions about implementing the plan for three times a week in the last four years. That is why it is part of the gender equality policy, this is institutionalised. There is no record of the number of participants because this is quite usual and institutionalised”.*

Institutionalisation is also enhanced by the fact that the gender equality officer became a permanent position.

This represented a significant change, fostered by EGERA, regarding the previous situation. Another change regards the fact that the project could create synergies with the legal framework in place in France. As the university is legally bound to submit a gender equality report to the national administrator, EGERA was used to provide the human resources department with statistics which they used to improve the quality of the legal binding report on gender equality. As a result, the quality of the report has been improved, including an analytical dimension that did not exist before, as well as more information about issues such as the gender pay gap and inequalities in career management. Overall, there was an improvement in terms of the indicators enabling the assessment of gender inequalities and biases.

A third change regards the whole institution and the greater willingness to know the situation in gender terms. This reflects at different levels. Besides the inputs to the human resources department, EGERA also provided inputs to the department in charge of following-up the career development of graduates. EGERA information was used to monitor inequalities in terms of income two years after graduation.

Another example is the direction taken by research which is now more concerned with inequalities in terms of academic recruitment. They use EGERA information and data to follow up these inequalities and they are also used in the PhD school which now every year makes a report that is publicly presented at the Scientific Committee of Sciences Po. This compares to the previous situation where there was nothing sex-disaggregated nor gender equality instruments, something which is now done systematically.

A final example regards the improvement in the mandatory reporting process to the French funding agency. Gender became systematically integrated in this document which is key for getting funding from public authorities.

*“In all these cases EGERA tried to improve the awareness on gender inequalities, to integrate instruments to measure those gender inequalities and bias and to integrate some measures to tackle inequalities and consequences. For me these are successes of the project; we can see that, it is clear”.*

Within the scope of EGERA’s objective of building gender friendly environments, the team at Sciences Po developed two rounds of the Gender Equality Culture Surveys. The first round had a total of 61 respondents (8 men and 53 women) which corresponds to a participation rate of 6.1%. Female response rate was 60% which compares to the proportion of 86.9% of women in the overall gender distribution of staff. The second round had a total of 121 respondents (31 men and 90 women) which corresponds to a participation rate of 11.4%. Female response rate was 74.4% which compares to the proportion of 60.3% of women in the overall gender distribution of staff.

Regarding measures for promoting work-life balance, the organisation already had, before EGERA, a wide range of measures with that aim which is very positive and reduced the scope of possible action. It can also lead to more or less conscious resistances to further action in this domain as the institution is believed to be outstanding in terms of work-life balance. However, as pointed out by the team this may be, at least to a certain extent, illusory as it does not concern all staff members but rather only some staff categories such as management and researchers.

Thus, EGERA also focused on this objective and two specific agreements were approved during the project’s life-course. These cannot be entirely connected to the project as they were already in process before its start even if it seems clear that the synergies potentiated by EGERA and the momentum for gender equality at the institution (since 2016) provided a fertile ground for their approval.

A first agreement regards the conditions for working from home. Even though important this is deemed to keep the aforementioned illusion as it is applicable to managers and researchers while for the administrative staff, mostly composed by women, there are constraints and limitations hampering full access to work-life balance.

A second agreement regards the rules for distant communication, including emails, etc. and the right for workers to be disconnected from 7 p.m. onwards and during the weekends. Additionally to these agreements, action was taken regarding better communication on fathers’ leave.

The biggest change to have taken place regarding sexual harassment regards the approval of the EGERA protocol on sexual harassment and harassment for reasons of sex, sexual orientation, and gender identity or gender expression, which was very positively assessed by relevant stakeholders. As a consequence, the organisation decided to recruit someone to work closely with the gender equality officer and who will be responsible for the field of sexual harassment.

*“There is a common feeling that this works well. People are aware of it, it has been used, it works and it has been assessed positively. (...) This did not exist before EGERA, this was produced by EGERA clearly and as it works well, it will be supported”.*

As regards the changes observed regarding measures addressing sexist language, Sciences Po signed the EGERA Charter on Gender-Sensitive Communication. Within this scope, it also established a working group to implement the charter and guidelines set up by the French Gender Equality Council on non-sexist language in public communication.

Training academic communities was one of EGERA's core goals. A concrete example of action undertaken is that people from all departments received appropriate training to report about gender inequalities and bias as members of the network of gender focal persons. These trainings are regular - twice a year for members of the network of gender focal persons and one every 8 months for members of the monitoring unit about sexual harassment.

Another example is the training for all members of the Board of Authorised Student Organisations of Sciences Po. This training is compulsory and includes a component on gender equality and sexual harassment. Also some awareness raising sessions were institutionalised. There are sessions that are now automatically held at the beginning of the year for all incoming students about the institution's gender equality policy and on sexual harassment. Furthermore, these students get a certification on gender.

Within the scope of EGERA's goal of revisiting governance and evaluation models, Sciences Po signed the EGERA Charter on Gender-Sensitive Governance in Higher Education and Research Institutions and (as mentioned above) the Charter on Gender-Sensitive Communication. Both Charters gain visibility at Sciences Po's website.

According to the information gathered, the large number of stakeholders prevents an educated guess regarding the proportion of those assessing the new gender equality tools on governance and evaluation positively.

Concrete action regarding this field includes a gender equality plan for academic recruitment. This has been validated by the institution's direction of research and implementation will start in 2018 and for a period of four years. It includes several tools to improve gender balance in academic recruitment in all disciplines: i) regarding how jobs have to be posted, ii) how candidates should be identified by research departments, iii) how the CVs have to be evaluated and reviewed and how the interviews should be carried out. This is deemed to represent a significant change regarding the pre-EGERA period.

Also the issue of the gender pay gap is being tackled. A study made by a member of the EGERA team on the subject had an impact and the human resources department took the mission on board. There is currently a review process and there are guidelines which are being used when moving people up the wage scale, in order to prevent the gender biases that have been observed and proved. There were big differences in the way the jobs and the respective responsibilities were described. The most feminised the job was the lower the profile and the lower the wage category.

An example of research, conducted under the scope of EGERA, as a means to change organisational practices and procedures, is found in a study regarding gender bias in the evaluation of teachers.

On the contrary, no changes could be observed since the beginning of EGERA regarding gender quotas and/or formalised targets in recruitment committees. Although the team has proposed targets, these did not go forward.

Since the beginning of EGERA there was a significant change regarding the participation of different categories in decision-making. This does not derive from the project but EGERA took advantage of it. There was a change in terms of the composition and role of the institution's scientific committees which are the basis for decision-making bodies. The method of designation and composition changed in late 2015 and a more prominent role was given to post-doctoral students and to PhD students, among other categories.

Within this process, one of EGERA's core team members was elected and later re-elected as member of the Scientific Board. Along with a female co-delegate, they contributed to bringing gender equality to the debate and to the integration of more robust gender perspectives into reports such as the report to the French Evaluation Agency. Moreover, with the renewal of the committee's composition it stood next to parity as women now represent 45%.

*"This is a big change. It was not initiated by EGERA, but EGERA took the best of it, doing politics and running for elections, but of course this does not mean that the next delegate, in future years, is going to bring light to gender issues".*

A similar outcome could be observed the number of research projects including a gender sensitive approach. The positive change is deemed not to relate directly to EGERA but more to the PRESAGE programme which has been running since 2010 (it should be mentioned though that PRESAGE does not form part of the University structure). However, EGERA was an impulse to build more workshops, more conferences about gender. Additionally, since 2017 there is a monthly newsletter devoted to gender equality in Sciences Po. It discusses politics, appointments and events as well as movies and TV. Since September 2017 this newsletter is not just for the staff but rather for everyone within the institution which means that also all students of the institution receive it.

The newsletter is deemed to result from institutionalisation, from an increased awareness and from the establishment of a community of people committed to gender equality (including the gender focal persons), all contributing to the specific newsletter.

All the achievements are said to contribute to the growing number of researchers coming to EGERA/PRESAGE team members because they want to address the gender dimension better in the various research projects they are involved in. Appropriate and regular training for researchers is identified as a gap within Sciences Po.

As regards the changes observed since the beginning of EGERA regarding courses and/or degrees incorporating gender subjects, it should be mentioned that, at the B.A level, on the Paris campus, in addition to the five specialization courses available in major disciplines taught at Sciences Po (Economics, Political Science and Theory, and Law), two new courses completed the previous offer of seven optional courses at B.A level. This is deemed to represent the most diverse teaching offer on gender offered since 2012 for this curriculum. On regional campuses, the teaching offer at B.A level increased from 11 to 14 courses on gender.

At the M.A level, until 2014 the only course on gender common to all masters was a course of political philosophy on gender. This course was not maintained in 2014-2015 (due to retirement of the lecturer), and no course on gender common to all M.A degrees was thus proposed to students. In 2015-2016, two master courses, available to all M.A students, were put in place, respectively in English and French. From 2014-2015 to 2015-2016 the number of optional

courses on gender issues increased from one to five. In addition, four thematic seminars on gender are made available through the Doctoral school at M.A level.

At the PhD Level, a seminar on gender and politics is available since 2014 at the Doctoral school. The changes observed since the beginning of EGERA regarding specific references to the promotion of gender equality in strategic documents framing research and framing teaching have been dissimilar.

Regarding the former, there is not a specific document in Sciences Po framing teaching. However, the organisation is currently undertaking a process for reform the curricula and EGERA decided to play a role in it.

*“There is a big process for reforming the curricula in the next years and we try to take as advantage as much as possible of this to include more on gender. We try to be part of the process of change”.*

As regards research, the core document framing it is changed very seldom. However, it was changed during the course of EGERA, in 2015. Unfortunately, as the process is deemed to have been conducted in a purely juridical and formal way, no information regarding the process was disseminated to the most relevant stakeholders at Sciences Po regarding gender aspects. Thus, the opportunity for including a specific reference to the promotion of gender equality in the document was missed. This is particularly unfortunate as gender is now systematically included, in quantitative and qualitative terms, in the annual report of activity and also in the pluri-annual evaluation report sent to the Evaluation Agency of Research in France.

Finally, mention should be made to the fact that Sciences Po, the first French university with the label GEE&IS – Gender Equality European & International Standard, will make a new application to this label in 2018 (for the next four years). This period will correspond to the implementation of the new GEAP 2018-2022.

### 3.9.2. Universitat Autònoma de Barcelona (UAB)

Since the beginning of EGERA, the team of the Observatory for Equality of the Autonomous University of Barcelona conducted four experience exchange workshops and 35 consultation meetings, including the assessment to the UAB Research Area and research groups. These had the participation of 169 people (26 men and 143 women) and 126 people (24 men and 102 women), respectively.

Available information indicates that approximately half of the participants reported better knowledge about gender inequalities and bias after the session(s). In addition, some of them have engaged in projects or other actions related with gender inequalities after participating in these EGERA sessions and the number of teachers/researchers wanting to participate in the training on gender in curricula increased. By the time of data gathering, 23 had already applied and some were at a waiting list.

Within the scope of EGERA’s objective of building gender friendly environments the team at UAB developed two rounds of the Gender Equality Culture Surveys. The first round had a total of 692 respondents (481 women and 208 men) while the second had 741 respondents (490 women

and 251 men). These correspond to a response rate of 10.2% (14.3% for women and 6.1% for men) and 11.2% (14.9% for women and 7.6% for men), respectively.

Throughout the course of EGERA the team was also able to identify an increased interest by some researchers from STEM disciplines (biosciences, sciences, health, and math) in integrating a gender perspective in research and teaching. Contacts have been established with the Observatory for Equality and, more specifically, with the EGERA team and they became involved in EGERA workshops and trainings. Another important aspect regards the political support granted by the Vice Rector for Quality and Teaching to incorporating a gender perspective in curricula. Thus, even if there are always risks to consider, there are prospects for sustainability especially because there is a timeframe of four years for the implementation of a new gender equality plan under a favourable management.

*Until the plan is finished and the new Governing Council ends its mandate we have another four years to work. But we never know what can happen if the Governing Council changes. If the council does not change they will continue in this line as well as the Observatory. I think it will be institutionalized but there is always a risk.*

Throughout EGERA four tools for assessing gender inequalities and bias have been put in place, all of which will remain after the end of the project. One of such tools was the legal criteria in the recruitment of full professors/professors. UAB designed equality measures to support the academic career of women in the UAB and, on September 2016, the Governing Council approved the priority criteria for positions of professor and associate professor giving extra points to women who have given birth (183 days per child) and for men who have enjoyed paternity leave. This will be operating in provisional terms between 2016 and 2019.

Within the scope of the forthcoming Fourth Gender Equality Plan of UAB, and following the experience of EGERA's Gender Equality Culture Surveys, the Observatory for Equality is planning to undertake a survey to measure the discriminations and sexual violence.

With the political support of the stakeholders responsible for Quality in Teaching at the UAB the EGERA team within the Observatory created the "UAB Guidelines to include gender perspective in curricula", the Gender competences for all the undergraduates in the UAB and the UAB Plan for the incorporation of gender perspective in all the curricula.

The EGERA team within the Observatory also designed a survey to assess the degree and type of gender perspective in teaching in all the degrees. This survey was sent in September 2017 to all the teachers responsible of the design of the subjects.

Thus, the synergies established between a strong project such as EGERA and previously established gender equality plans seems are very clear.

*"I think that EGERA helped to implement some points but the university already had a plan for gender equality. I do not know if EGERA boosted but it helped. We rewrote the plan differently, I think EGERA taught us how to make the plan stronger, more strategic, took it to a higher level, taught us the strengths. I think there was a good connection, there was a sharing of instruments between EGERA and our plan".*

According to the views expressed by the team, at the start of the Project, a GEAP existed but on the margins at UAB. Following an intermediate period when, due to institutional uncertainties namely in relation to the Observatory, gender equality went through a time of “*silence and invisibility*”, UAB is now going back to the beginnings but with more commitment, transparency and articulation regarding the promotion of gender equality.

The steps taken have contributed to an increase in the number, quality and use of indicators enabling the assessment of gender inequalities and biases. Gender Equality Indicators were developed and applied in the system of gender indicators to measure gender inequalities in the areas of Human Resources and Academic careers, Work life and work conditions, Gender based offence and violence, as well as the Gender in research and curricula (see also deliverables D.2.4 and D.2.5).

Different sets of indicators were created. Qualitative indicators aim at measuring the organisational, political, scientific and cultural resistances in the university to the introduction of a gender perspective in research. Another set of indicators intends to measure the presence of a gender perspective in teaching and in research projects while a third one, developed by the Group of Gender Experts of Commission Women in Science, aims at measuring gender inequalities in Catalan Universities. Finally, new Indicators to assess the implementation of the University’s Third Gender Equality Plan were developed.

These endeavours may have been facilitated by the fact that one of the measures of the Third Action Plan on Equality, that came into force in 2013 establishes the appointment of a person to monitor equality policies in the faculties and departments and in the university administration and services, as a representative of teaching staff, administrative and service staff, and students. These appointments (or ratifications in the case of persons already holding this responsibility) began in 2014, concomitantly with EGERA. Currently, all UAB’s faculties have appointed these equality officers – 11 women and two men. They meet periodically and communication between them is believed to be fluid. Currently the equality officers are focusing on implementing priority measure 3.8 which aims at making the perspective of gender clear when producing teaching guides and subject descriptions.

The equality officers supervise the implementation of equality measures, deal with all matters concerning gender equality and collaborate in all areas within the competence of the Observatory for Equality. The latter has intensified its collaboration with the different centres at the university and helped to appoint the equality officers. This has enhanced involvement of other stakeholders in the gender equality policy.

Relevant stakeholders are deemed to assess these structures responsible for gender equality policies and monitoring positively. Interestingly, EGERA seems to have contributed for an increase in such a positive assessment.

*“The Observatory has a lot of prestige outside the university and EGERA made it stronger. It works as a beacon for other gender units in universities. The observatory is frequently invited to speak at various events in Spain. I think EGERA is well-known as a very important project in the Observatory and an interesting thing is that we are a reference for other European projects here in Spain”.*

No new measures promoting work-life balance have been put in place during the course of EGERA. According to the information gathered the legal framework or policies on work-life balance has been on stand-by, especially since the start of the financial crisis. However, most existing measures are still guaranteed and institutionalised by the Law on Civil Servants and the collective bargaining agreements of staff at universities.

The biggest change to have taken place regarding sexual harassment regards the approval, on March 2016, of the EGERA protocol on sexual harassment and harassment for reasons of sex, sexual orientation, and gender identity or gender expression. Previously there had only been the Committee for Intervening and Resolving Situations of Harassment (CIRCA), which was limited to the university staff.

The new protocol can be activated by all three sectors of the university: administrative and service staff, students and teaching staff. A special three-member group has been set up to monitor the protocol and suggest improvements. The advisory committee on cases of harassment has 4 members: the director of the Observatory for Equality, or her delegate, a psychologist, a member of the Legal Department and a person from the Occupational Risk unit. This committee studies the cases before it and proposes measures to be adopted. Subsequently the rector appoints a person to investigate the case.

Since March 2016 the protocol has been activated on five occasions. The respective investigators were all specialists in Law. The protocols were activated by four students and one lecturer, and the reasons for doing this were as follows: two cases of gender violence, one of sexual assault and two of sexual harassment.

Other important protocols that have been set up include one that tackles cases of sexual harassment or assault during the UAB's major festivities, and another that allows transsexuals to change their names. The change of name has no legal validity and only operates in the academic context. This measure seeks to make university life easier for those wishing to change their gender.

Additionally, the existing workshops on violence have been continued and a 15-hour training workshop on male violence has been held, with 12 attendees: teaching staff and administrative and service staff. Three further editions of this latter workshop have taken place, addressed to administrative and service staff, teaching staff and students. These workshops stem from the UAB's participation in a European project entitled Universities Supporting Victims of Sexual Violence (USVSV). Finally, it seems worth mentioning that the university's website includes the banner 'UAB free from gender violence' with a link to the Observatory, which shows the university's engagement with the issue.

The Charter directly addresses measure 1.7 of UAB's Third Action Plan on Equality which deals with promoting non-sexist language in the institutional and academic contexts and in everyday life, whatever the type of communication or medium used: publications, documents, inter-personal and group relations, etc.).

Additionally, several courses on gender-sensitive communication and non-sexist language use have been delivered to the university's administrative and service staff – organised by the Teaching-Quality Office on behalf of the Observatory. In 2017, three workshops have been organised and attended by around 40 persons which rated them highly. There are prospects for

sustainability as the Observatory aims to continue offering these courses every academic year until most of the staff has attended them, in particular in the area of communication.

Overall, since the start of the EGERA project certain changes have been observed, such as a move away from the generic masculine to denote men and women, replaced by the use of both masculine and feminine forms wherever possible, or neutral terms like "professorat", "alumnat", etc. in Catalan. These changes can be seen in the news items published on the university's website, the name tags used by teaching staff in the 2016 Saló de l'Ensenyament fair, and announcements and official documents from the university's Governing Body. However, in general it is difficult to obtain reliable data on non-sexist language use in all communications taking place at the university.

The number of women in top management structures of UAB has decreased from 42.3% in 2014 (11 women and 15 men) to 40% in 2017 (14 women and 21 men). However, the newly elected rector is a woman, the second female rector in UAB's 50 years of history and one of the current three female rectors in Spain. The percentage of women in intermediate leadership positions decreased from 56.3% in 2014 to 53.3% in 2017. Men represent more than two out of three principal investigators in UAB (68.5%), a proportion which has not changed between 2014 and 2017.

One of EGERA's main goals was training academic communities. Within this scope the team at UAB developed 20 awareness-raising actions which had a total of 725 participants (212 men and 513 women). The qualitative feedback received was positive. According to the team's educated guess, at least 70% assessed the actions positively and at least 30% increased their awareness regarding gender equality issues.

Deriving from these sessions, a network of researchers interested in using a gender perspective in research was established. Some participants in all the awareness raising actions are in contact with the Observatory for Equality and some of them are actively supporting the Gender Equality Action Plan.

Between 2014 and 2017, the Observatory for Equality, as part of UAB's Gender Action Plan or as part of EGERA's Gender Training Plan organised 29 Gender Training Actions for which 377 hours were committed. 233 people participated in these training sessions (42 men and 19 women) who, in general, evaluated them very positively.

However, there are differences between the assessment made regarding the training for students or teachers and for administrative personnel. Training on gender in research for Ph. D. Students obtained a very positive evaluation: 9.8 over 10, in average, while the same session for Administrative and Services Personnel was evaluated, in average, 4.43 over 7.

The courses on Gender in Communication were evaluated with average scores between 4.4 and 5 over 7. The courses addressed to teachers/researches had positive evaluation ranging between 4.1 and 5 out of 5.

Over 90% of the participants stated to have increased their gender knowledge and, in several cases, they would like to continue undertaking gender training and they would recommend the sessions to other people.

The prospects for sustainability of the actions is concrete as it was included in UAB's official training plans addressed to teachers and administrative and services personnel, with funding of the University.

*"I think it will be institutionalized because last year we did many training courses and I think it will continue because the government team has noticed that it is necessary to continue teaching gender equality. And also in the last meeting with the vice rector of the university he said that it was necessary a plan of training in gender equality for the next two years and that it is necessary to institutionalize. We are organizing all the courses and I think it will be institutionalised".*

Within the scope of EGERA's goal of revisiting governance and evaluation models, UAB signed the EGERA Charter on Gender-Sensitive Governance in Higher Education and Research Institutions, which was made public through the university website, and the Charter on Gender-Sensitive Communication, which was sent out to the whole university community. The signing of both Charters was mentioned in the institutional ceremony held in "Women's Day" on the 8<sup>th</sup> March 2017.

During the course of EGERA, no changes regarding measures for addressing the gender pay gap could be observed meaning that no measures have been put in place.

*"We do not have measures on gender pay gap because this is not seen as a problem, this is a barrier, it is very complicated, and it represents a huge work to do".*

On the contrary, a significant change has taken place in what regards gender quotas/formalised targets in recruitment committees. On May 2017, the Governing Council approved a new model and new ranking criteria for tenure-track lecturer positions to be offered between 2017 and 2019. The model establishes in its preamble that the traditional criterion of excellence must now be linked to the policies on equality and integration that are stipulated in law and in UAB's own equality plans.

The criterion is set out as follows: 'For tenured lecturers with accreditation as university professors, who have given birth between the date when they obtained their PhD and the date of accreditation, there will be a deduction of 183 days for each child regarding the date of accreditation. In the case of male lecturers who have requested paternity leave during the same period, there will be a deduction corresponding to the days of leave they have had in relation to the date of accreditation. In the case of all lecturers who in the same period have had medical leave of four months or more, there will be a deduction corresponding to the time spent on leave'.

The criterion is intended to avoid penalising women who have given birth and encourage them to apply for lecturer positions being offered up to 2019. It did not exist before the EGERA project and has been championed by the current Governing Body. It is hoped that it will continue to be applied under future mandates.

*"We do not know if the measure they approved will continue in the future. Their commitment is until they finish their mandate. (...) I think that this measure will continue in the future because if not, it is a drawback, so I think it will continue".*

Another significant change regards the number of women involved in promotion processes to the position of full professors. In 2014, no woman was in such processes which compares to the seven who were involved in 2017.

Regarding EGERA's objective of strengthening a gender perspective in research, the team at UAB created a 'Guide to incorporate a gender perspective in teaching at UAB'. The document includes the planning and phases of the inclusion of gender perspective in curricula in all the degrees. It is public and it was disseminated among the Faculties' Deans. The team also collected eight good practices on gender sensitive research.

With the political support of the Governing team and especially from the Vice-rector for Students (who is a member of the Consortium Board of EGERA) and of the Vice-rector for Quality in Teaching, it was possible to design two strategies with the goal of including a gender perspective in all the curricula in the university.

The first strategy is to design a competence in gender perspective as a competence of the University. The second is to design specific competences addressed to the majority of the degrees in the university but especially in Health and in Education. The final objective is to accomplish the mandatory regulation of the Catalan Law of Equality which establishes that the incorporation of a gender perspective will be evaluated by the Catalan Agency of Academic Evaluation.

Despite these positive developments, available data does not allow for a quantification of research projects including a gender sensitive approach and/or uptaking gender sensitive methodologies.

*We need a specific survey or other strategies to detect and analyse if the researchers are using gender sensitive methodologies.*

On the contrary, available data allows the understanding that the number of courses and/or degrees incorporating gender subjects decreased from 42 to 33 between the schooling years 2013/2014 and 2015/2016.

However, during the course of EGERA, UAB approved a strategic document framing teaching which includes a specific reference to the promotion of gender equality. The preamble to the 'Set of Good Practices in Teaching and Study', approved in December 2014, refers to the Third Action Plan for Equality (of July 2013) as one of its documents of reference, following 'UAB's Principles and Values'. EGERA is deemed to have been a major element for success.

*"The gender equality perspective in teaching would not be possible without EGERA, due the lack of resources".*

The same positive developments could not be achieved regarding the promotion of gender equality in strategic documents framing research. This may be a path to be taken in the future after the end of EGERA.

*"During the project we have not seen any interest in including gender equality in strategic documents framing research. (...) I think this was not a priority, this implies a political negotiation with the rector. (...) We have a relationship with the vice rector regarding gender equality in teaching but we do not have the same regarding research. We think this will be the next step, included in the preparation of the next gender equality plan".*

Concurrently to the preparation of the fourth GEAP, work is in progress in order to include gender equality in the University Director Plan.

The prospects for sustainability of EGERA's outcomes result enhanced due to the success in implementation which may lead, in the near future, to the institutionalisation of the Observatory for Equality. The Observatory will in that case become a formal unit of the University (and no longer a project), with enlarged competencies, including part of EGERA's objectives.

*"The vice rector is very interested in the publication of what has been EGERA in the university. We are preparing a document to publish the results of EGERA in these four years. (...) I think it is important for institutionalisation that there is a plan to incorporate the observatory into the structure of the university. (...) We are preparing a proposal to convert the observatory into an important unit of the university because now it is just a project".*

### 3.9.3 Radboud Universiteit Nijmegen (SKU)

In what the assessment of gender inequalities and bias is concerned it seems clear that SKU was able to secure a set of results deemed important for structural change within the organisation.

Throughout the implementation of EGERA the team of the Radboud University in Nijmegen (SKU) developed a total of fifteen experience exchange workshops within the scope of the assessment of gender inequalities and bias. Most workshops took place in 2015 and the first half of 2016 and involved a total of 177 participants (100 women and 77 men).

By decision of the team no exit questionnaire was applied in order to grasp the proportion of participants assessing the experience exchange workshops positively and reporting enhanced knowledge on gender inequalities and bias. Rather the team opted to make a round at the end of each workshop in order to understand the added-value of the event to its participants.

According to the team this allowed for a qualitative apprehension of the results that even if possibly difficult to translate directly into enhanced knowledge is undoubtedly a sign for it.

*"Participants reported things like 'now I understand this better' and "it was not that I learned anything new but now I know how everything is interconnected". The majority said spontaneously 'this was very helpful, this was fruitful, it was positive'".*

Even if the development of experience exchange workshops needs to be adjusted to the end of EGERA and it is still somehow unclear on how it will proceed it was already possible to establish an agreement with the human resources department to offer a workshop on diversity for academics every year in January in order to support knowledge and learning. This started in 2016, still during the implementation of EGERA and the next edition will take place in 2018.

It was also already possible to ensure that the inputs placed in the development of EGERA workshops were profitable as those who participated in the workshops are currently involved in the implementation of gender equality policies within the organisation; a situation that reflects a positive evolution since the start of EGERA when there was no clear gender equality or

diversity policy at SKU. Sustainability of work derives from the fact that the representatives from some of the participant groups continue to meet every six weeks within the scope of the established Gender and Diversity Committee (see below). Gender (in)equality continues to be a matter of discussion now fine-tuned to the implementation of policies.

As regards tool(s) for assessing gender inequalities and bias the implementation of the Gender Equality Culture Surveys was, in other partner organisations, an important landmark. The team at SKU developed the two rounds of the gender equality culture surveys (GECS). A total of 84 people responded to the first round (36.9% females and 63.1% males), which corresponds to a response rate of 12.1%. The female response rate was slightly lower than the prevalence of women in the institution (36.9% compared to 38.3%). In the second round there was an increase in the total number of respondents almost to the double (148 people), which corresponds to a response rate of 23.5% and in the feminisation rate which almost reached half (46.1% females and 53.9% males). In this round the female response rate was clearly higher than the prevalence of women in the institution (45.8% compared to 30.5%)

To which adds the fact that, in 2017, for the first time, it was possible to perform a gender pay gap research in all the organisation's six faculties. As a consequence, policies to address the problem are currently being prepared.

The usage of indicators enabling the assessment of gender inequalities and biases was already quite advanced in SKU before EGERA – e.g. it had already developed a strategic plan between 2009 and 2013. In any case, during the course of the project, gender indicators have been included into the strategic plan of the University. Furthermore, gender equality is part of the University strategic plan until 2020, available in the public website.

Significant changes could be observed at SKU since the beginning of EGERA regarding the development and monitoring of GE policies. Following and as a result of the first EGERA workshop, a Gender and Diversity Committee was established at the Science Faculty. The initial idea of a temporary committee was more than welcomed by the Science Faculty board which decided to make it permanent. Charged of developing policies during the first half of EGERA, it took a role regarding the implementation of gender and diversity policies during the second half of the project (2016-17) standing as a concrete example of structural change boosted by EGERA but to which the support from the highest management structures was crucial.

*“The Gender and Diversity Committee has been Institutionalised. We participate since the beginning, we participate in the meetings and we often provide scientific outputs to support the decision making process. I don't know if it was a direct effect of EGERA only, but EGERA definitely played a role in it. I know that the faculty board had an important influence in making it permanent”.*

According to the data gathered by the team, a little more than half of relevant stakeholders within the Science Faculty (including all staff, PhD students, post-doc assistants, professors and administrative staff) consider this structure as important.

Concrete examples of (potentially) structural change can also be found regarding measures promoting work-life balance, measures addressing sexual harassment and measures addressing sexist language.

SKU already had a set of measures aiming at promoting work-life balance. Thus, EGERA did not impact on this field as much as elsewhere. In any case, a financial incentive for research support

for woman on pregnancy leave was implemented within the framework of EGERA as an effect of the discussions with the faculty board. According to the GECS results, only 40% of the participants were aware of it. However, communication about the measure seems to focus on its target group meaning that a letter is sent to all women who go on pregnancy leave informing them about the financial incentive. This consists on a financial incentive for women on pregnancy and maternity to pay for research replacement and amounting at 50 thousand euro per person. According to the data gathered by the SKU team, 62% of relevant stakeholders considered the measure as important for promoting work-life balance.

The process through which gender-based offences are dealt with did not change significantly as there was already a service and procedures to treat the cases of harassment prior to EGERA. However, this was deemed as not very well known and, therefore, the SKU EGERA team develop efforts to put the issue higher on the agenda and to communicate about existing features more effectively. Adding to this, a set of recommendations to prevent and fight sexual harassment in academia was discussed and published on the Science Faculty's website. As noted by the team: *"the process was not changed but awareness increased considerably"*.

Regarding measures addressing sexist language, the Antwerp charter on gender sensitive communication in and by academic institutions developed within the scope of EGERA was a landmark. It was signed by the dean of the Science Faculty and a university wide internal research has been performed to screen internal communication for gender bias.

No formal data could be gathered by the SKU team regarding the proportion of relevant stakeholders assessing the new/improved measures addressing sexist language and sexual harassment positively. However, informal data allows for some insight regarding this matter.

*"I can say with absolute certainty that the majority considers it positive. This is outed in the gender and diversity committee several times. They want to know more, how often this happens and how this can be addressed"*.

Regarding more quantitative outcomes and specifically regarding the presence of women in top management structures it seems worth mentioning that, during the framework of EGERA, the number of female deans increased from 0 to 2 (out of 6), that the number of female managing directors also increased from 0 to 2 (out of 6), that the first female university board member has been installed and that the percentage of female full professors went up from 23.1% by mid-2014 to 26.5 % at the end of 2016.

One important dimension of EGERA regarded the training of academic communities. In SKU, 13 gender training/awareness-raising actions were conducted (total of 43 hours) which were attended by 89 participants (30 females and 59 males). 95% of the participants assessed the actions positively and reported increased gender knowledge. The SKU team deems the prospects for the sustainability of these actions as good. Relevant stakeholders are said to call for the continuation of gender awareness raising actions and to aim at including the training of application committees in the organisation's gender training plan. The training plan includes a three hours training, voluntary for all academic staff, concerning Group Model Building on gender equality and diversity.

Another dimension of the project comprised the revisiting of governance and evaluation models. Within this scope, the EGERA Charter for gender equality in evaluation and governance was

signed and implemented. In parallel, a gender bias and policy paper policies was prepared under the framework of the Gender and Diversity Committee. According to the team this is expected to provide more focus vis-à-vis the more abstract nature of the charter. Still according to the SKU team, 80% of relevant stakeholders assess these GE tools on governance and evaluation positively even if, in overall terms, awareness is still not as high as it should be.

*“The charter was adopted and it is part of the gender equality policies of the school. In the Committee they are aware. Out the Committee, they are not very well aware; perhaps only one third is aware”.*

Finally, it should be mentioned that, during the course of EGERA, the formal rule regarding gender quota in recruitment committees has been increased from one to two female board members.

Regarding the strengthening of a gender perspective in research one should be aware that this is an area where SKU was already well advanced reason why progress was perhaps less significant. In any case, it should also be mentioned that sustainability results enhanced as a consequence of it and profiting from the implementation of projects such as EGERA moreover in a climate deemed as unfavourable.

*“We have a tradition in the university in what regards gender research. There was and it still is and continues. There is a network about gender research. It is important because we continue the gender and diversity in teaching and in research despite a climate that degrades the importance of it. (...) With a common effort, we were able to continue to pay a large attention to the issue, at the university level”.*

SKU is also part of a women’s network involving other Dutch universities.

An important asset regards the existence of two Master’s degree courses on gender equality, inclusion and diversity: one in managements; and another on public administration politics.

An issue identified by the SKU team relates to a sort of ‘gender fatigue’: diversity (rather than gender) or gender and diversity gain increased focus. How to tune the enhancement of gender equality with diversity policies is considered as a major challenge.

During the course of EGERA, changes were observed in what regards specific references to the promotion of gender equality in strategic documents framing research and teaching. They are included in university’s strategic plan. However, it should be mentioned that rather than being included in the research chapter it is included the personnel policy chapter. More specifically, the Science Faculty’s strategic documents were changed now including a reference to how gender and diversity are important for the faculty.

Moreover, a detailed gender equality policy plan is available in the intranet.

Last but not least it seems important emphasising that, for the team, there are outputs and outcomes that are not as easily accounted for.

*“In fact there are not many documents but there have been several actions over the years. I have been part of a group of three people at the Management School who joined to implement a Masters in gender equality and diversity in management. This year we have been successful and this specialization exists since September. But this*

*was a very sensitive process. There is almost no document to illustrate the process; it was more careful talking and listening to several stakeholders”.*

### 3.9.4 Middle East Technical University (METU)

Within the scope of EGERA’s objective of assessing gender inequalities and bias the team at METU developed a total of seven experience exchange workshops which counted with about 150 participants, most of which women. The proportion of participants reporting enhanced knowledge on gender inequalities and bias and the proportion of those assessing the experience exchange workshops positively varied according to the event.

Since all of the participants at the first GWS meeting on EGERA were faculty members in the Department of Gender and Women’s Studies they not only had awareness on gender issues but also had expert knowledge about inequalities and bias. So it is not possible to argue that a certain proportion gained increased knowledge. All the participants assessed the session positively. EGERA METU objectives were evaluated to be ‘timely’ and ‘effective’ in terms of the needs of the institution. The main objective of adoption of a Gender Equality Action Plan and a policy document for sexual harassment as well as a plan for offering gender equality training to academic and administrative staff were particularly supported as important and much needed goals.

80 to 90% of the nine participants in the forum with the top administration of METU are deemed to have assessed the event positively and to have enhanced knowledge on gender inequalities and bias. The meeting introduced the objectives of EGERA and METU Action Plan and they were very well received by the participants. There was a certain level of awareness on the need for equality of women and men in academia among the participants yet it was difficult to say that all were fully aware of and/or interested in issues of gender (in)equality up to then. Despite some lack of awareness on the issue of gender inequality in the academia and in STEM in particular, participants reported increased level of knowledge and awareness.

All the participants to the Workshop on ‘Gender Equality and Organizational Culture’ assessed it positively. On the other hand, since all of the participants were academics or members of organisations working on gender inequalities, it was not possible, according to the information gathered, to assess if their knowledge on gender bias resulted enhanced.

Out of the 20 participants of the Group Model Building Sessions, 70% to 80% are deemed to have assessed the session positively and 80% to 90% are deemed to have enhanced knowledge on gender inequalities and bias. As a result of the session, there was change into the initially prevalent gender blind attitude or lack of awareness on gender bias and inequalities. Participants became more aware of the issues they did not notice before and suggested possible solutions.

As regards the Workshop on European Research Area (ERA) Priorities, 60% of the 15 participants assessed it positively. Most participants were aware of gender inequalities yet the workshop increased the level of awareness on how gender bias and inequalities work in real academic life and at academic institutions.

Finally, 95% of the participants to the workshop ‘Gender Equality in Academia: Objectives, Achievements and Resistances’ evaluated it positively and also 95% reported enhanced knowledge on gender inequalities and bias

The workshops are considered as having been an effort of management and staff of the university which will continue even if not in the same format as in EGERA. The content of the workshops has changed throughout the project. In the beginning in 2014 the exchange workshops aimed at providing information on EGERA and on its objectives and were aiming at mobilising support for implementation. In time the workshops transformed into dissemination activities where accumulated knowledge and EGERA experience, resistances that were faced were shared with stakeholders and participants. In order to be sustainable, workshops should adapt to the end of the project and build upon its experience.

As regards changes observed since the beginning of EGERA regarding tool(s) for assessing gender inequalities and bias, EGERA promoted the development of indicators and respective collection and analysis of data on academic, administrative staff and on students on several aspects (horizontal and vertical segregation of female and male members and students along disciplines, units and hierarchical positions etc.). These analyses were the first examples and attempts of gendered analysis. They remained as snapshots since a systematic collection of data or a gendered analysis at the institutional level could not be ensured. Yet, during the planning and formulation of the Strategic Plan of METU in 2017, plans for the development of institutional tool(s) for assessing gender inequalities and bias took place and it is expected that a systematic collection of data will be conducted in the coming years.

*“One important change or contribution of EGERA is that the data we collected for the project with regards to human resources, work-life balance and gender in curricula have been used as evidence, as facts in their advocacy for gender mainstreaming. METU EGERA members participating in Senate meetings and other decision making processes used our data as references and they reported that they have been successful in convincing the administration and other units. This is already institutionalized and will continue.”*

Within the scope of the goal of building gender friendly environments, the team at METU developed two rounds of EGERA’s gender equality culture surveys. The first round had 84 respondents (26 men and 58 women) which corresponds to a response rate of 8%. The second round had 76 respondents (29 men and 47 women) which corresponds to a response rate of 6.7%.

An important step towards the institutionalization of gender equality measures in METU was the establishment, in 2015, of the Unit on the Promotion of Gender Equality and Prevention of Sexual Harassment and the adoption of METU Policy Document on Principles and Strategies on Gender Equality in May 2016. The change is both due to the wind/positive impact EGERA had created and also the positive outcome of the Policy Document on “Gender Equality in Higher Education Institutions” issued by the Council of Higher Education.

METU policy document aims to lay down the principles of gender equality which the members of the institution should adopt in the performance of activities and practices at METU. The document also states that METU values diversity and rejects any form of discrimination. The document further refers to the EGERA Charter on Gender-Sensitive Communication in and by

Academic Institutions adopted by METU in 2015 to outline the general guidelines of the goal of pursuing gender equality. The METU policy document outlines three issue areas that need to be addressed in the provision of gender equality: (1) increasing awareness on gender equality (2) adoption of the gender equality perspective in processes and mechanisms of participation, representation, appointment and promotion (3) prevention and proper investigation of sexual harassment and assault cases at METU. The document also lists necessary actions and precautions that need to be taken to promote gender equality in the above mentioned issue areas. Finally, in a supplementary section, clear definitions of the terms such as sexual assault, harassment, consent or emergency and principles such as the principle of confidentiality, trust and immediate action are provided.

The Unit on the Promotion of Gender Equality and Prevention of Sexual Harassment, on the other hand, is assigned as the responsible body for conducting awareness raising activities on gender equality, on the issues of equal representation and participation as well as for conducting preventive and punitive acts against sexual harassment at METU. The Unit is composed of five academics, who have expertise in issues of gender and gender-based offences and who also provide assistance and counseling to the applicants in the process of initiating formal complaints. These include three GWS faculty members, Assistant to the Rector for Student Affairs, and a senior academic staff member with extensive experience in disciplinary investigations. They work at the unit voluntarily, investigating the cases and offering guidance to the complainants. The Unit has started to accept complaints from students, (students can fill the complaint forms online as well) and it has been reported that since July 2016 until October 2017 there have been 26 formal complaints.

There is still limited awareness, though, on the existence of such a body within the campus at academic, administrative and student levels. It has been noted that when students consult administrative staff about the process of formal complaints the latter cannot provide help or information as they have no knowledge about the location of the Unit or the office to which the complaints should be directed. For this reason, complainants look for the academics who they know have affiliations with the Unit or are engaged in women's activism and ask for their assistance in person. Also, as from December 2016, METU started a training module on sexual harassment which is provided to outgoing ERASMUS students.

Still before EGERA, METU already had important facilities to promote work-life balance of its staff, including on-campus housing and other accommodation, crèche, school and shuttle services and constitute important assets in comparison with other universities in Turkey.

In addition to those, a new development under this issue area concerns the establishment of a limited number of study rooms and play groups in some administrative units (including the Library, Personnel Affairs Office, etc.) for the after-school hours of the children of staff.

Most of the new measures and initiatives that are of importance for the human resources and career management section also apply to the issue area of work-life and working conditions. Here, it is worth adding that while the overall objectives of the Unit on the Promotion of Gender Equality and Prevention of Sexual Harassment and its policy document include the promotion of gender equality in work-life and working conditions, these measures are mainly seen as mechanisms to prevent sexual harassment by the University administration and other components. This means that the potential of these measures for promoting work-life balance

and better working conditions remains underexploited for the moment. Nevertheless, as these initiatives are very recent, in time, this overall objective can be better understood by all the components of the University. According to the results of the GECS, between 60% and 70% of the respondents assessed positively the new/improved measures addressing sexual harassment and sexist language.

*“Yes they have sustainability, they will continue. They will not end with the end of the EGERA project”.*

As regards the changes observed since the beginning of EGERA regarding measures addressing sexist language, the most important change was the adoption of the EGERA Charter on Gender-Sensitive Communication. The University disseminated the knowledge on the adoption of the Charter via METU mail where the recipients are the University members including academic and administrative staff and publicized the document on the website of the Unit on the Promotion of Gender Equality and Prevention of Sexual Harassment. The Charter is in effect and used as a reference and as a binding document in applications regarding the use of sexist language by all members of the University.

The presence of women at the top management has been high since 2011 (thus before the start of EGERA) and it has been around 50% in the last 6 years. However, it should be mentioned that there is a difference between the rate of women who were appointed by the administration and those who were selected by their departments. The rate of women appointed is higher than of those selected.

Information on the presence of women in intermediate leadership positions is not available as there is no systematic data gathering regarding the presence of women at different position levels. The only data available was collected and analysed within the scope of EGERA’s gender equality reports. Data is available for years 2005, 2010, 2014 and 2015). These analyses were the first examples and attempts of gendered analysis and remain as a snapshot but it is doubtful if they can be interpreted as reflecting a change since the beginning of EGERA.

One of the project’s core objectives was the training of academic communities. Within this scope, the team at METU developed two awareness-raising actions which counted with 34 participants. The vast majority of these are deemed to have made a positive assessment.

The team also developed seven gender training actions to which 21 hours were committed - two GEQ training modules offered to (1) newly appointed academic staff (AGEP) and to the (2) administrative staff (IGEP). Since its beginning in 2015 there have been three AGEP trainings and four IGEP trainings at METU. In three AGEP trainings between 2015 and 2017, 135 academic staff received trainings and in four IGEP trainings 100 administrative staff participated in the GEQ trainings. 98% of the AGEP and 100% of the IGEP participants assessed the session positively. In the same way, 95% of the AGEP and 100% of the IGEP participants reported increased gender knowledge after the session.

These experiences are considered to have been very useful so as also to diagnose the current situation and to develop efficient policy solutions. More comprehensive and regular focus groups or other counselling mechanisms should be developed to target all the components of University in order to create a more effective platform to share experiences, knowledge as well

as best practices. Sustainability of actions is deemed to be achievable regarding training: gender sensitivity and equality will be included in the trainings for newly appointed academic staff in all faculties. The opposite is reckoned regarding awareness raising actions which were very much project related.

*I think that the experience exchange workshops that happened in 2014 will not continue but on the other hand the training of the staff will continue”.*

The approval and adoption of the EGERA charter on governance and evaluation represented the most important change in METU in what regards the goal of revisiting governance and evaluation models. The institution’s administration welcomed the charter and approved its adoption in a very short period of time which is well revealing of interest. The process was disseminated via METU mail where the recipients are the University members including academic and administrative staff. The charter is in force and is used as a reference policy text.

Since METU is a state university, it is subject to national laws and regulations on terms of civil service and labour contracts, pay differences are not determined by the institution but by the state in line with criteria of seniority and academic rank principles; hence there is no gender pay gap for positions of equal value. That is, while associate professors receive 66%, assistant professors receive 58%, and instructors get 57%, and research assistants get 53% of professorial salaries, there is no wage differentiation between men and women. However, since the number of women professors is significantly lower than male professors, it can be argued that women’s overall earnings are lower than their male counterparts and since no systematic gender based analyses are established yet, we do not know the level of awareness and proportion of stakeholders with regards to gender pay gap and relevant measures.

EGERA’s work package 6 dealt with the strengthening a gender perspective in research. Within this scope, the major change induced by EGERA regarding GE tools on gender sensitive research and teaching, regarded the collection of information on research on gender, on gender distribution in research projects (vertical segregation) and on courses on gender and courses with a gender component offered at different departments. According to the information gathered, an increased level of awareness and expects efforts of institutionalization of the collection of such information could be observed.

As regards the changes observed since the beginning of EGERA regarding research projects including a gender sensitive approach and uptaking gender sensitive methodologies, METU adopted the European Research Area (ERA) priorities including gender equality. One particular development was the interest developed at TECHNOPARK, which is site of University-Industry Collaboration, composed of more than 300 companies and 5000 R&D personnel working on R&D activities in software and information technologies, electronics, mechanics and design, medical technologies, energy and environment, and advanced materials, agriculture, food, aviation and space and automotive technologies. Upon being inspired and further motivated by EGERA objectives, METU administration became more willing to pursue the effort of mainstreaming gender equality at the institution. For that purpose the administration asked for further possibilities of such partnerships and of participation in other projects on gender equality in higher and research institutions and looked for the possibilities of participating in consortiums

pursuing such interests. It is expected that an interest in gender mainstreaming at STEM level will also have an impact on methodologies adopted by those research projects.

There has also been an increased effort to increase the number of courses offered in the Women and Gender Studies Master's programme. A new course was introduced in 2016 and information on available courses (in different disciplines) with a gender focus or component is also shared with the graduate students of GWS programme.

Still regarding the changes observed since the beginning of EGERA in terms of specific references to the promotion of gender equality in strategic documents framing teaching, it should be mentioned the Policy Document on Gender Equality in Higher Education Institutions, issued in 2015 by the Council of Higher Education.

Finally, even though the Government in force in Turkey does not support gender equality, new alliances at the University level benefitting from EGERA outcomes have been built. In spite of the inexistence of a gender equality mechanism and of a new GEAP, gender equality is one of the targets of the University strategic planning 2017-2021.

### 3.9.5. University of Antwerp (UA)

At the start of EGERA the team of the University of Antwerp conducted two experience exchange focus-groups which involved a total of 12 participants (5 men and 7 women). The team decided not to conduct an exit questionnaire which hampers a formal understanding of the proportion of those assessing the event positively and of those reporting enhanced knowledge on gender inequalities and bias. According to the informal assessment by the team:

*During the workshop it became clear that the participants were aware of gender inequalities and bias. The focus-groups attracted engaged participants who actively thought of possible measures to increase gender equality.*

Although deemed important for the project's implementation these were very much project related and therefore have not become a structural activity. As regards tools for assessing gender inequalities and bias EGERA initiated and supported the development of the Gender Equality Culture Surveys (GECS), which had two rounds of implementation. The first had 503 participants (151 men, 351 women, 1 otherwise) corresponding to a response rate of 9.7% and the second had 695 participants (266 men, 428 women, 1 otherwise) corresponding to a response rate of 12.6%. The proportion of women among participants was significantly higher than in the organisation – 69.8% in round 1 and 61.6% in round 2 compared to less than 49% in total.

Additionally, a Business Intelligence sex-segregated database was created in articulation with the university's equality officer and the human resources and ICT departments. This allowed for the institutionalization (in the department of equal opportunities) of monitoring and supports structural reporting as opposed to the previous status where sex-segregated staff data was collected sporadically on an ad hoc basis.

The GECS also allowed for changes regarding the number, quality and/or use of indicators enabling the assessment of gender inequalities and biases. The number of questions/scales

where more in-depth information was deemed needed – especially regarding harassment and discrimination and modern sexism – was increased regarding the previously existing staff questionnaire upon which the GECS was based. Sustainability regarding this process is not yet guaranteed although EGERA may have increased the prospects as it provides power for argumentation.

*“Before GECS we had a questionnaire. We intended to have it on regular bases but it is a lot of work. I am not sure that it will be conducted in the extensive version as it was conducted by us. We have the equality plan, we have Business Intelligence. It is more convincing in terms of talking to people in the high hierarchy to take measures and to change things. (...) We are obligated to have plans for equality and we have to report on gender equality. And now we have data for it”.*

Similarly now the Business Intelligence database offers sex-segregated staff data on 12 indicators: i) general presence, ii) type of grade, iii) grade, iv) age, v) recruitment, vi) promotion, vii) end of contract, viii) suspensions, ix) defended PhD dissertations, x) academic staff, xi) mandates, and xii) students. It portrays information in graphs and/or Excel sheets. Managers, deans, department chairs, etc. can access the information regarding their own units allowing them to undertake tailor-made actions.

*“Before, the data was not available. We had to check the website and count people. Now it is in the system, in the department of personnel and that is very good. Without EGERA we would not have the money to do it. It would probably not have happened and it would have been harder for us to ask for it”.*

Throughout the implementation of EGERA no significant changes were observed regarding the structure responsible for gender equality policies and monitoring at the University of Antwerp. The university already had a department for equal opportunities and an equal opportunities policy officer which continued to be in place during the course of the project. A closer connection and joint work with EGERA was established via the establishment of the Gender Equality Action Plan. The GEAP will be revised by the equal opportunities officer in 2018.

Promoting work-life balance has predominantly focused on family reconciliation measures. The design, implementation and institutionalisation of these measures were located within the human resources department even if often initiated from within the department of equal opportunities. The most significant measures in place during the course of EGERA include: i) family friendly meeting hours; ii) a pilot program for a day-care; iii) replacement funds for professors on maternity leave; iv) stress surveys and gender equality culture surveys. Although some of the measures were already in place before the start of the project, this is deemed to have functioned as an important support.

*“The day care was already there before EGERA. I think that EGERA is not the original initiator but could have worked as support to equal opportunities and could have provided more ideas on what could be done. I also think that most of these ideas were on the table before; EGERA contribution was to prevent that from falling out of the agenda again. The university pursuit with those issues”.*

The first round of the GECS specifically asked participants to share their awareness and assessment of the services/measures in place at the University of Antwerp promoting work-life balance. 12 services were listed and 495 to 497 valid responses were received concerning the knowledge and use, and 464 to 474 regarding the degree of importance attributed to them.

Except for the discount for children's vacation camps during the holidays (38.1%, unknown by 63.6%), all services are considered to be (very) important by a majority of UA respondents. Maternity/paternity/co-parent leave (91.7%) and thematic leaves (95.9%) are considered to be (very) important to almost all of the UA staff. While the childcare at the University Hospital can only be used by the staff of the latter, it is still considered to be (very) important by 79.3% of the respondents. It could be expected that many respondents would not know about this service (42.1%).

The leave schemes are mostly known, however, not much used. Maternity/paternity/co-parent leave is used by 14.3% and thematic leaves by 10.5% of the respondents. Regarding the adapting of work time and space, flexible work hours are considered to be (very) important to 97.4% and also used by 89.1% of the respondents. The option to work from home is considered to be (very) important to 89.2% of the respondents and used by 59.8%, while access to facilities beyond office hours is (very) important to 71.2% and used by 53.3% of the respondents. Wellbeing services are considered to be (very) important, but are less known: prevention advisors (23.4%), confidential mediators (45.9%) and internal claims procedure against violence, bullying, and harassment at work (40.8%). Lastly, 93.2% of respondents find the possibility of continuing education (very) important and 51.9% have already used this option.

No significant changes were observed since the beginning of EGERA regarding measures addressing sexual harassment, and the process through which gender-based offences are dealt with. No new sexual harassment policies were developed but the overall policy for wellbeing at work and against discrimination, bullying and harassment has been updated in accordance to the law. The extensive legal framework is pointed out as acting against more concrete action on the matter.

*“Addressing sexual harassment was never at the gender action plan of the university. With the survey and the recommendations we became more aware on how it is not addressed. This is a work package of EGERA but here is under well-being. In Belgium we have a very extensive legal context. Even if we loved to, we cannot simply go and change and do what you want to do. This may be different from other countries where the issue has not been developed so much in legal terms. This was one of the first issues that the Belgian ministry ever tackled. It goes back to the early 1990s. The university takes a very legal approach and that's the way we have to do it. If there's no legal framework in the country you can create what you want to create”.*

As for measures addressing sexist language, the EGERA Antwerp charter on gender-sensitive communication has been translated into Dutch and has been signed. This process is deemed to have sparked a further interest to broaden the scope, leading towards the launch of guidelines on 'Diversity-sensitive communication at the University of Antwerp'. The university aims for more accessible and nuanced communication and engages to take diversity into account in its communication strategies. This is expected to be achieved, on the one hand, by raising

awareness on the importance of diversity-sensitive communication and, on the other hand, by proposing practical guidelines to realise these aims.

*“I think that without EGERA maybe the implementation of the charter would be more relaxed and the less serious. Indeed the charter was a trigger for the university to set up the action plan that was a legal requirement of the university. In this sense, EGERA created framework, made it clear that gender equality was an issue and what had to be done. EGERA gives us a European framework and this gives us some credibility. (...) The communication department and the stakeholders were very enthusiastic about the charter. (...) The gender equality committee said we have now a gender sensitive communication now maybe we should do for diversity and they made a similar document policy”.*

The connection of the aforementioned two instruments is considered a clear indicator of the institutionalisation of EGERA, especially taking in consideration the close working relations with the respective key stakeholders, such as the head of the Communication Department. As the head was involved in the process of drafting the EGERA charter this allowed for a tailor-made translation of the charter which can ensure sustainability beyond the project. In turn the stakeholders have invested this knowledge into new initiatives beyond the original scope of the Gender Equality Action Plan.

*“We think this process is essential to the success of EGERA initiatives as this can counter a feeling of top-down implementation and therefore resistance as well.”*

No post-evaluation on the charter on gender-sensitive communication has been implemented. However, drawing on an informal qualitative approach the team is confident that the most relevant stakeholders especially the departments of communication and of equal opportunities assess the measures addressing sexist language positively.

As for the presence of women in the university’s top management structures, no major changes were reported during the course of EGERA. The rector continued to be a man, only one out of the nine deans was a woman. Also most faculty directors remained the same persons and the team’s educated guess is that, from 2014 to 2017 the number of women in the position has increased from two to three out of nine.

As for the presence of women in intermediate leadership positions, the available information illustrates that the proportion of women Chairs increased from 13.5% (52 total) in 2009 to 19.6% (51 total) in 2015 and the proportion of women Deputy Chairs increased from 17.6% (51 total) in 2009 to 23.6% (55 total) in 2015. No information is available regarding the presence of women as principal investigators.

Another main objective of EGERA regarded the training of academic communities. To this respect, the team at the University of Antwerp developed a total of four gender+ training actions, each lasting for three-four hours. The Group Model Building session counted with 12 participants (two men and ten women). The Mentoring programme for postdoctoral researchers had 15 mentee-mentor duos in 2016-17, the ‘Interculturality and diversity – students with a migration background’ had 28 participants and the session on ‘Diversity sensitive communication’ had 18 participants. However, no sex-disaggregated data is available regarding any of these three sessions. Most of the participants to these sessions who have filled-in the evaluation instrument assessed them positively with average to good scores, emphasising as main working point the translating of theoretical insights to practice. The instrument did not

cover gender knowledge though. The lack of information is explained by the fact that EGERA team members cannot be directly involved in logistics. Moreover, this leads to missed opportunities.

*“Most of these activities are organised by another department. We are not involved in its organisation. People have to register but the registration is not made by sex, there is registration because they have to know how many people there are. EGERA cannot change this because they have no interest and there is very strict legislation regarding privacy. There are many things that we cannot ask (...) “There are awareness-raising actions but we think that there is a misunderstanding about gender equality and what it takes to get there. They think that what they do is promoting gender equality and it is perfect! If you do something different they don’t understand”.*

There are positive signs regarding the sustainability of EGERA outcomes in what regards the gender training plan. The EGERA communication charter has led to new training opportunities that were not included in the original gender training plan.

*“In this aspect EGERA fulfilled its purpose. There is more awareness regarding gender equality and the need for gender equality training. EGERA allowed organising training that otherwise it would never happen. (...) The Equal Opportunities policy officer and the chair of the steering committee Equal Opportunities will tour the faculties coming months to update faculty management teams on the progress of the GEAP”.*

On the negative side, there have been delays regarding specific aspects. However, these will also end up as functioning as a kind of prolonging of EGERA beyond its formal existence. The will of the Human Resources department to revise the programme led to the delay of the integration of Gender & Diversity as a course within the existing ‘Managing and Coaching’ training offer. Also the awareness-raising presentation within the Board of Governors and the Council of Deans was delayed to take place after the initiation of the BI-tool. The most negative aspect regards the fact that training activities for all staff have mostly shifted towards diversity, especially targeting ethnic diversity thus subsuming the issue of gender equality.

In 2012, the Flemish government decreed the mandatory implementation of gender quota for all decision-making bodies of the public universities. By the 1<sup>st</sup> of October 2013 these bodies had to comply to a quota of maximum two-thirds members of the same sex. According to specific information gathered by the Antwerp team, selection commissions have been complying at high rates. In 2009, 52.8% of the selection commissions (127 total) met the 1/3-2/3 rule. In 2015 this increased to 92.6% (122 total). Between 2009 and 2015 the average proportion of women in a selection commission increased from 36.6% to 44.7%. Still according to qualitative information gathered by the team, faculty directors and department heads consider that this high compliance rate of selection commissions was explained as avoiding legal persecution risks. Commissions and boards (such as the Research Board) which assign research positions and resources concern themselves with staff decisions and are therefore considered sensitive to appeal. A decision of a commission/board which is not accordance with the decreed gender quota could easily be judged void in appeal based on procedure fault. Involved actors want to avoid such scenarios and are therefore very attentive to the gender quota requirements. This is revealing of a very practical, strategic approach to gender quota implementation even if some

actors also aligned from a normative perspective, i.e. supporting the goal of achieving gender equality.

As the implementation of the decree was close to the start of EGERA it seems that further action in addressing gender inequality in governance and evaluation resulted more difficult. Presenting and discussing the EGERA charter on this subject is described as a hard process, more so than the similar process undertaken regarding the gender-sensitive communication charter which received support from the respective communication department.

*“If we look at the structure of the university we can indicate two permanent services: the communication service and it is a very important one because it enhances all people and all students and also in the external communication level; the other is the head of the personnel service that is responsible for all HR policy of the institute, the two have a permanent position. What I think is that what has not really changed was the high hierarchy of the university, the rector and vice-rector. It is much harder to capture these people because they are elected and the elections are for three or four years, that's why training is so important to train decision-makers because these people are always changing”.*

Thus, it seems that, most of all, there has not been an attitude change (positively or negatively) by the central management of the university even if there has been a change in the management team of rector and vice-rectors during the course of EGERA. Contributing to this is the fact that the organisation currently seems to be focusing on aspects of diversity rather than gender and especially on the ethnic diversity of its students.

No measures are or have been undertaken as regards the gender pay gap. This is thought to rank low within the agenda of the management of the university. As wages are based on fixed scales, there is usually no negotiation regarding wage and/or legal advantages. Work environment and circumstances are open to negotiation though but it becomes difficult to estimate if and how a pay gap is manifested.

According to the information on the promotion outcomes for tenured professors (which are organised bi-annually), the proportion of women stayed fairly stable around 27% between the 2014-15 and 2016-17 periods.

Within the scope of the objective of strengthening a gender perspective in teaching and in research and, more specifically, regarding GE tools on gender sensitive research and teaching, it is worth mentioning that the University of Antwerp co-organises the yearly gender research method seminars along with other Belgian universities. It also organises a young research seminar for master and PhD students in gender & diversity studies. This was boosted by EGERA and increased the prospects for institutionalisation although this is not ensured.

*“The first was done before EGERA so it is something that would also probably exist without EGERA. But with EGERA we tried to increase the scope of the people involved in the organization and now we are six professors. We would like to institutionalise it, I hope so”.*

As regards the assessment made by relevant stakeholders regarding tools on gender sensitive research and teaching, it is important to mention that the interuniversity Master in Gender and Diversity and recurrent (inter)university research seminars are popular among students (involving around 120 MA students 2016-17) and evaluated positively both by students and junior researchers. The MA started in 2014-15 but this has been an outcome of previous years

of preparation and interuniversity networking. Three students of this master were involved in EGERA work during their internship.

However, it should also be mentioned that the Master does not receive substantial support and/or recognition at institutional level from the University of Antwerp and that curricula content and research topics include gender perspectives when initiated by individual researchers and professors. There is no indication, nor any interest in including gender as one of the research priorities formulated by the university's Research Board. Neither the Education Board nor the Research Board have included a gender perspective in their priorities, presumably because gender equality is no longer an issue in Belgium.

*I argue with colleagues from the research department and they ask me if we do not already have enough equality. That we should have research on other subjects. That gender equality in the western society is not an issue to be addressed, that we are already in a privileged position and that there are other dangers."*

Thus, and to sum up, EGERA implementation at the University of Antwerp faced resistances associated, most of all, with the above mentioned idea and the subsuming of gender equality into the most buoyant issue of (ethnic) diversity. In such a context, EGERA seems to have been crucial for counteracting such state of affairs.

*"We think that what is most necessary for change is a change of mentalities, intellectual change among decision makers. Our impression at the beginning of the EGERA was that the university thought that was well in relation to gender equality, that there was no problem; so we thought that these people need to know what gender equality really means, we thought they were not on the right track and it was not with awareness raising actions that went there. (...) We think that EGERA made a great contribution. It put gender equality on the agenda and provided a European framework that gives a huge prestige. It boosted changes".*

### 3.9.6. University of Vechta (UV)

Throughout the implementation of EGERA, the team at the University of Vechta conducted eight consultation meetings. Each had between 6 and 8 participants, all of which assessed the meetings positively. This corresponds directly to a change promoted by EGERA as before no consultations of this type took place. The prospect is that they continue to exist after the end of the project even if it may not be possible to secure the same numbers.

Additionally, it should be mentioned that also the EGERA core group meetings functioned like an exchange and monitoring group since different levels of people within the organisation were represented. The core group of EGERA included high management staff, one professor of gender studies, the coordinator of works-study-life balance, the gender equality commissioner, one representative of the administrative staff, the coordinator of the network on gender studies and one researcher. The core group met regularly every two weeks in the first project year and once a month from the second project year on. For several times other staff members/experts has been invited to discuss specific issues. Also members of the core group have been regularly invited to meetings of the gender equality commission to report, discuss or provide consultation regarding specific topics. Dissemination reports (cf. deliverables 7.1 to 7.4) provide a detailed list of the many gender related workshops and conferences that supported exchange.

Even though at the start of the Project the University of Vechta already had, in the view of the team, quite good gender equality policies, EGERA gave increased visibility and acted as an important support mechanism to these policies.

Another important change regarding the assessment of gender inequalities and bias is that available indicators are now analysed in more detail than before. The human resources department and the controlling department gather and provide data about all members of university. Especially the controlling department presents the data on its website to a great degree in a gender segregated way. This allows obtaining these data and when asked for, the department provides further information in more detail. Gender equality data is also presented in the gender equality plan. According to the insights of the team, the gender equality plan and further analyses provide valuable insights on the numeric relation of men and women on all levels of university, they point out the direction university has to strive for in order to reach its self-set goals and they shed light on the gender inequalities, concerning the working conditions of female and male researchers as well as of the administrative and technical staff. Sustainability is deemed to be ensured especially through the action of the gender equality commissioner.

*“I think that this practice will continue after EGERA. We now have a new Commissioner for Gender Equality, and her task is to work on gender equality bias in statistical data. She is also in charge, for example when a new worker is admitted, to set up the balance between women and men. The same regarding internships, senior researchers and so on. It will continue”.*

A new GEAP will be launched in 2018, giving continuity to some EGERA actions.

Within the scope of the promotion of gender friendly environments, two rounds of implementation of the Gender Equality Culture Survey took place. The first had 91 participants corresponding to a response rate of 16% and the second had 83 participants corresponding to a response rate of 17%.

In what regards measures promoting work-life balance, the information about family support offers and relevant consultations are made available on a regular basis through press releases, flyers, brochures, email notifications and the website. Another step towards the implementation of sustainable family-friendly structures is the requirement for undergoing a re-auditing process, as part of the 2014 - 2018 strategy agreement between the University and the state of Lower Saxony. The work-study-life balance coordination office takes on primary responsibility for initiating and monitoring the re-audit. Relevant stakeholders are deemed to assess these features positively.

*“The re-auditing regarding our family-friendly university audit is a decision from our top manager because we want to do it. I can say that they consider it extremely positive otherwise we would not go into the re-auditing process”.*

Between 2015 and 2017 the University’s Equality Commission developed a policy against sexualized discrimination, harassment and violence. Specific guidelines were developed that are meant to protect and support victims and to sanction sexualized discrimination and violations. An additional goal is to implement measures that will prevent sexualized violations in the first place.

There have been changes in the top management of the organisation during the course of EGERA. Since the beginning of 2017 the organisation has a male president and two female vice-

presidents. Before, the gender balance was the same although presidency was occupied by a woman. Regarding the presence of women in intermediate leadership positions, no data can be presented as changes were in process at the time of data gathering.

As regards measures addressing sexist language, the EGERA charter on gender sensitive communication in and by academic institutions has been signed and implemented, leading to discussion (primarily involving the communication and marketing departments) on internal protocols on gender sensitive communication.

Another important goal of EGERA regarded the training of academic communities. Within this scope, at the University of Vechta, 12 awareness-raising/training actions took place involving around 160 people, two thirds of which women. In total, 35 hours were committed to the sessions which were positively assessed by 94% of the participants. 93% of the participants reported increased awareness after the session.

According to the information available, relevant stakeholders want the actions to be continued. Gender training for top management is already planned and there are concrete prospects regarding other sessions, including a new wave of implementation of the group model building session occurred within the scope of EGERA, gender actions for students and gender competence training. On the downside, budget challenges, up till now smoothed by the EGERA dedicated budget may lead to a decrease in numbers.

*“We will continue regarding the gender actions for students because of the gender certificate that was implemented. The students now have the possibility to get a gender certificate if they study gender issues. And we also have gender competence training in November but I cannot say whether it will continue with the same number because of budget issues. Previously we could pay out from the EGERA budget. The budget of the Equality Commission is not even for such kind of events or measures”.*

EGERA also aimed at impacting on governance and evaluation models. The EGERA charter on governance and evaluation is deemed to have represented a landmark to this respect. It is deemed to be positively assessed by all relevant stakeholders.

*“The charter on governance was a strong point. It involved the president of the commission and we signed it which means that we want to take it seriously”.*

Prospects of sustainability can be clearly identified. Besides the charter, the university had a discussion with the ministry regarding a target paper for 2018 where gender equality is included as a cross-cutting theme and the definition of a gender mainstreaming strategy, including intersectionality.

As regards the strengthening of a gender perspective in research, it should be mentioned that the University of Vechta has successfully promoted the development of a high profile area of studies on gender and diversity, especially as from 2016, while actively participating in national and international measures to establish “gender-fair” university cultures. Thus, a fruitful and complementary relationship now exists at the University between, on one hand, gender equality as a task for university development and governance and, on the other, the integration of gender, and diversity, into teaching and research. Actually, diversity is deemed to be nowadays a more buoyant topic.

Building on the equality plan from 2012, university-wide gender mainstreaming has been pursued successfully. Toward the goal of making the high profile field of Gender Studies sustainable, the Gender Studies network, founded in 2012, constitutes an initial institutional effort that needs to be developed further. The Gender Studies network works within the University but is also a member of the action committee of institutional women's and gender studies in Lower Saxony.

The intertwining of university governance and gender research is also visible in the strong national and international integration of the University of Vechta in externally funded projects with other universities and research institutions, as it is the case of EGERA. On its side, the project is believed to impact positively on the organisation, reinforcing its standing.

*"It was really positive that EGERA is an international European project with international European partners that take the tasks seriously, that promote excellence and that promote the implementation of measures".*

Another aspect of the University's integration of gender sensitive university development and research is support for young scholars. Scholarships on gender studies for PhD students are funded since 2014. In 2016, the agreement to make permanent the professorship of "Transculturality and Gender" meant a considerable strengthening of gender research at the University. This post and others like the professorship "Social work with a gender focus" emphasise that gender research at the University of Vechta is distinguished by the integration of a gender perspective into research and teaching in different disciplines. The Gender Studies network reflects the broad spectrum of gender research that has emerged from this integrative approach. Currently, 12 female and male professors as well as 16 research associates and five junior researchers are part of the network and undertake research on gender-sensitive topics.

### 3.9.7. Czech Globe

The topic of gender equality is relatively new in CzechGlobe. The first activities relevant to gender and gender equality initiated only shortly prior to the beginning of EGERA. Thus the changes observed during the project's timeframe were significant, including regarding the development of experience exchange workshops. The team at CzechGlobe organised internal gender forums focused mainly on the working conditions and organisational culture of the institution. 14 people, in average, participated in these sessions with fluctuations throughout the project. According to the information gathered, all of the participants are deemed to have assessed experience exchange workshops positively as no negative comments were issued.

The team also conducted a set of interviews and focus-groups which involved also 14 people, 5 men and 9 women. The interviews focused on various aspects of organisational (work) culture: shared values and vision of the organisation, working relationships, collaboration, work-life balance, management styles, career development etc.

There were also changes regarding the assessment of gender inequalities and bias. At the beginning of 2016 sex-disaggregated data regarding year 2015 was collected and made available on the institute's website where the section devoted to human resources management had been created. Apart from the website, the collected data started to be included in annual reports and discussed in various meetings at the institute.

All the data collection, including additional human resources indicators which were added was performed within the framework of EGERA. Data was gained from the personal department with the consent of the top management and then analysed by an EGERA gender expert. Also due to EGERA, data collection and analysis has become a regular process. The data collection is currently dependent on the existence of such a position within the research institute. It is not certain who will ensure the data collection in the years following the end of the EGERA project. Neither is sure what form this will have in the future as none of the current activities related to data collection and publication of data is declared in official documents.

In more general terms, recent internal institutional changes may shed some uncertainty on the sustainability of EGERA outcomes and impacts at CzechGlobe.

Within the scope of the objective of building gender friendly environments the EGERA team at CzechGlobe conducted the second round of EGERA's Gender Equality Culture Survey (GECS) which had 153) respondents, 80 of which men and 73 women. This corresponds to a response rate of 65.9%. Female response rate was slightly higher than their prevalence in the organisation (47.7% compared to 42.7%).

The organisation was not included in the first run of the GECS because it had recently organised two similar ones by themselves. The respondents to the first of these surveys comprised administrative and technical staff of CzechGlobe who were employed there at the time of the questionnaire (i.e. contractors were omitted from the study). The sample was made up of 55.8% women and 44.2% men. The majority of the respondents were technicians (46.2%) followed by administrative workers (26.9%), specialists/experts (13.5%) and heads of department (11.5%). The study focused on the following areas: time demands, family and partnership situation, job satisfaction, work environment with regard to work-life balance possibilities, and flexible forms of work (part-time jobs, flexible working hours, home office).

As for the second survey, it targeted researchers. The 91 respondents were researchers who were employed at CzechGlobe at the time of the questionnaire (i.e. contractors were omitted from the study). The sample was made up of 46% women and 54% men. The majority of respondents were doctoral students (36.8%) followed by junior researchers (31.6%), postdocs (10.5%), senior researchers (9.2%), specialists (6.6%) and research assistants (2.6%). The study focused on the following areas: time demands, family and partnership situation, job satisfaction including considerations on leaving science and academia, work environment with regard to work-life balance possibilities, flexible forms of work (part-time jobs, flexible working hours, home office), assessment of scientific work and academic mobility.

As regards the changes observed since the beginning of EGERA regarding measures promoting work-life balance, it should be mentioned that the team at CzechGlobe provided the outputs of the analysis of the organisation's internal documents to the internal lawyer in charge of preparing internal directives and regulations focusing on work-life balance measures and work conditions. The EGERA team has also identified several best practices in the field.

Maternity and parental leave were identified as burning issues. The importance of incentives for researchers-mothers to keep in touch during maternity/parental leave and to return earlier was repeatedly emphasized. Aiming at responding to this, two types of check lists for the management of maternity and parental leave were prepared. The first check list deals with the situation before maternity/parental leave. It lists questions that should be asked from the point

of view of a superior and also from the point of view of a parent. The second checklist is meant to deal with situations six months before a planned return from parental leave. Similarly to the checklist mentioned above, it lists questions to be asked by both parents and their superiors.

The activities developed under the framework of EGERA team are deemed to have put clear pressure on the institutionalisation of directives and measures regarding work-life balance. A draft of new policy and tools regarding human resources and management of the parenthood and career breaks was prepared by the project team and presented to the top management. The aim was to discuss the proposal (e.g. checklists and management of the career breaks) at a workshop on work-life balance for middle management and other academic staff in order to prepare the tools on the basis of the needs and experiences of the target groups.

However, the top management did not accept a participative decision-making process and underlined his legal and managerial responsibility for these issues. The workshop was not organised. However, in their meeting with the director, the team leaders were asked to send some inspiring ideas or best practices from other institutions. No relevant or new idea was proposed though.

*“We considered top management meetings with the team of leaders, we discussed internal regulation documents, for example: flexibility hours, how people feel under stress and so on and we also did discussions with the board director on regulation from an internal point of view these measures in the context of Czech legislation”.*

Since the beginning of EGERA, the most significant change that could be observed as regards to new or improved measures addressing sexual harassment or the process through which gender-based offences are dealt with refers to the drafting of a proposal of Code of Conduct. Background material with examples of Codes of Conduct of academic institutions has been prepared by the EGERA team. Its members have also specified concrete notions that cannot be omitted in the proposal such as equal treatment and non- discrimination.

*“We do not have any specific document as a protocol for dealing with such situations, so we are completely dependent on legislation. We discussed this point but there was not much demand for this activity”.*

The signing of the EGERA charter on gender sensitive communication represented the major change observed regarding measures addressing sexist language. The document was made available on the organisation’s website and awareness from workers regarding it is deemed to be high.

*“We discussed with top management structures bodies this positive language and was also reviewed by our legal colleagues, whether this was correct or not. We disseminated the charter, there is a newsletter and press release and the website. We were surprised how quickly it was adopted. In September we provided training where several institutional partners participated. We were surprised because they are concerned about this kind of issues”.*

During the timeframe of EGERA there has been an increase in the number of women in top management structures. The number of women in the Board has increased from zero to three female members out of 15. As regards intermediate leadership positions, the number of female scientific team leaders increased from one out of 17 to two out of 15. Adding to this, it should be mentioned that another woman is currently preparing and being trained for establishing a

new team that she will be leading. The number of women as principal investigators also increased, from five out of 58 in 2014 to eight out of 49 in 2017.

The goal of training academic communities did not apply in the exact same way to CzechGlobe as it did to the remaining implementing partners as the organisation does not provide university study curricula. However, CzechGlobe put into place a gender training plan under which a set of seminars was developed and which seems to have been positively assessed by relevant stakeholders within an outside the institution.

*“People want to come back and also the promotion made by our director about the importance of attendance in training is important. Another aspect is that we are now interconnected with other projects and other trainings and this has helped a lot. In the statistics field training, which was a necessity; people stayed longer and did extra training in gender issues”.*

Some degree of institutionalisation is deemed to be achievable regarding this issue.

*“We have tried this training of gender in the applications of the projects that we submit and in scientific applications. We aim for including gender in the scope of the project by providing training on how can managers and researchers consider gender aspects in human resources management or in the scope of their research. This is the way, with specific training, through which we can keep on doing things after EGERA”.*

Within the scope of EGERA’s goal of revisiting governance and evaluation models, CzechGlobe approved and implemented the EGERA charter on governance and evaluation.

Both EGERA Charters are being implemented through internal work directives.

Additionally, in 2016 CzechGlobe conducted a gender pay gap analysis complementing the one carried out in the institution by external experts from the Institute of Sociology of the Czech Academy of Sciences. Individual anonymous differences in pay between men and women were discussed in detail with the executive director of the institution.

Results of the analysis have confirmed that basic parts of salaries are the same for men and women. Whenever the income of men and women differs for comparable positions, it is attributable to differences in the so-called parts of the salary that cannot be claimed (i.e. yearly bonuses and monthly personal bonuses). However, the differences have proven to be a consequence of a lower number of publications on the part of female researchers.

*“We discussed the outcomes of the gender pay gap analysis; the discrepancies between women and men, with the team leaders, and they rightly justified what was behind the discrepancies. We also discussed with the board director, top management and we express our concern about how we can support our female colleagues to succeed in the publications. (...) So this is our goal: how to improve, how to increase their focus on publications, in order to provide more outputs. Some colleagues are participating in projects and mentoring activities”.*

As regards the changes observed since the beginning of EGERA regarding gender quotas and/or formalised targets in recruitment committees, it should be noted that the number of women in the Attestation Committee, which provides scientific performance evaluation, increased from one to two women out of seven members between 2014 and 2017. However, it should also be noted that this issue is controversial within the organisation.

*“We discussed this in the management meetings and with female colleagues and overall they were against quotas. So there are no quotas or numbers”.*

As regards the changes observed since the beginning of EGERA regarding the proportion of women in promotion and in recruitment processes for senior positions, the proportion of women senior researchers from 0% to 7.1% between the end of 2013 and the end of 2016.

The strengthening of a gender perspective in research seems to have been ensured in CzechGlobe. Before EGERA no research projects were including a gender sensitive approach and/or uptaking gender sensitive methodologies. According to the information gathered, by the end of the project, four other research projects in place in the institution had these characteristics and involved training on gender equality. Additionally, an informal practice of inviting gender experts to annual scientific conferences in order to raise the awareness of employees regarding gender in research was established.

Still according to the information gathered, during the course of EGERA, the promotion of gender equality was included in CzechGlobe’s documents framing research, notably in two different charters and in specific ethic conducts which is applicable to researchers as well as to other staff members. Furthermore, gender equality is included both in the scientific secretary and in the career support agent portfolio. An update of the GEAP is foreseen to 2018.

## 4. Concluding remarks

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Over a period of four years – from January 2014 to December 2017 – project EGERA gathered a partnership of eight organisations committed to effectively promote gender equality in research and in academia through the implementation of transformative Gender Equality Action Plans (GEAPs) thus fostering not only a successful project implementation but also structural change in the organisations involved.

A ‘theory of change’ was used as a beacon for evaluation. The process tried to grasp how activities came to produce outputs that contributed to achieving the final intended results. Within this scope, specific evaluation questions were produced, especially in relation to those elements of the theory of change for which there was yet no EGERA-related substantive evidence. Additionally, relevant variables were included in data collection, and concrete aspects of implementation that should be examined were suggested as well as potentially relevant contextual factors that should be addressed in data collection and in analysis. Furthermore, as in many cases the impacts will occur only after the time frame of the evaluation, outcomes were tagged as markers for (future) success.

Four levels were 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, focusing most of all, on the relevant networks within which partner organisations are integrated into.

The GEAPs intended to articulate a structural understanding of gender inequalities and bias in research with a fully-fledged set of measures and actions. These actions covered 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.

Structural changes aimed not only at addressing and improving women’s working conditions in research and in the academia, but also at challenging governance and evaluation models and deeply entrenched institutional practices. Drawing upon a structural framing of gender inequality in research and in the academia, they intended to bring about changes in different realms, as pieces of a same gender equality culture which are mutually constitutive and consolidate each other. Thus the need to not only secure top management support but also to mobilize the whole academic and research communities, including faculty, post-graduate and PhD students, and supporting and administrative staff. Additionally, EGERA argued that effective structural changes could only be reached by increasing awareness and knowledge on gender-related issues through the use of gender-sensitive training.

The proposed evaluation of the project thus included the initial formulation of the GEAPs by implementing partners as well as the associated Gender Equality Training Plans (GETP), the two fundamental documents upon which the successful implementation of EGERA would root in.

Although sharing a common design, the initial design of the GEAPs in partner entities reflected the different standpoints of organisations, as it had already been assumed by the Project since its early stages.

The lack of (systematic) gender training, the need for sex-disaggregated data, the lack of women in leadership positions/biased recruiting, the need for conciliation and flexibility/work-life balance, the need to mainstream gender knowledge, and the access to research and gender thematic calls and funding are nonetheless issues/problems addressed by almost all partner entities.

The common structure adopted by the EGERA implementing partners for the design of the GEAPs, regarding the definition of priorities in particular, ensures a strong coherence with the principles, goals and priority areas set out at the EU level regarding equality between women and men, and the promotion of gender equality in teaching and/or research organisations in particular.

However, at that initial stage the shared design of the GEAPs revealed some flaws that threatened not only its coherence but also future evaluation of the degree of accomplishment. Perhaps the best example regarded the lack of measurability into objectives. Many of these flaws have been addressed throughout EGERA. Yet it should be mentioned that not in all cases the impacts those flaws could pose to the evaluation process could be addressed. This, along with the difficulty to ensure the provision of similar information from implementing partners to the evaluating partner represented the major challenges to the evaluation process.

Despite the efforts made to this respect all throughout the project, namely the presentation, discussion and agreement within the partnership, at all times, of common tools and instruments, the aforementioned challenge could not be fully tackled. One can even argue if this could be at all possible (and even desirable) considering, as mentioned, the different starting points and approaches of partner entities.

This does not mean, however, that GEAP implementation was jeopardised but rather that, in a few cases, a common ground for delivering evaluation results could not be achieved which may have reflected in evaluation documents and reports even if sparingly. However, the richness of results deriving from the implementation of EGERA unarguably provide a clear picture of Project implementation and of its outputs and outcomes.

Alongside with the assessment of the design of the Gender Equality Action Plans, the process of monitoring and evaluation of EGERA also included the evaluation of the design of the Gender Equality Training Plans annexed to the GEAPs.

This process based on desk research which was significantly oriented towards the recent materials reflecting on how to guarantee high quality standards and effective gender equality training. It also based on a collaborative process within the partnership aiming at fulfilling not only the desiderate of information gathering but also at facilitating and enhancing self-reflexivity of the implementing partners regarding their respective GETP.

The process led to the creation, by the Monitoring and Evaluation team, of a comprehensive checklist of 40 items, aggregated into eight dimensions: i) Overarching context; ii) Institutional

commitment and transparency iii) Needs assessment; iv) Planning; v) Approach; vi) Trainers; vii) Monitoring and evaluation; and viii) Follow-up.

The checklist should be further used as a supporting tool for self-assessment and monitoring of the GETP and it should be reviewed and completed by each implementing partner in the light of the developments in the GETPs occurred throughout the period of implementation.

Concretely, the assessment showed the need for strong inputs into the design of GETPs so that they could address all the dimensions and checklist items included in the checklist for quality assurance. The need for more inputs was transversal to all dimensions but especially for 'Institutional commitment and transparency' and for 'Follow-up'. Also, elucidating if and how ex-ante questionnaires (or any other instrument) are used to assess the participants' experiences, needs and expectations, as well as their levels of awareness, understanding, and knowledge were deemed important.

The above-mentioned collaborative process involving the partnership characterised the project as a whole and remained undoubtedly very relevant during the four years. This is a first and important result to be expressed. Contrary to what is experienced by other projects, there were no changes to the partnership and no unsolvable issues. From the evaluation's standpoint, EGERA could always be characterised as a solid partnership which surpassed successively the challenges with which it was confronted.

Project meetings always took place within a friendly and collaborative atmosphere and were used for moving the project forward. Overall, the different aspects regarding the management of the meetings and the functioning of the partnership were evaluated quite positively throughout the whole duration of the project. Mean values were never lower than 2,<sup>19</sup> i.e. an assessment of 'good' and it should be emphasised that, in the final project meeting held on month 46 there were no mean assessments lower than 1.7 regarding the management and lower than 1.6 regarding the functioning of the partnership.

Also the performance of partners in meetings was always evaluated positively. Despite any difficulties registered in any moment it should be highlighted that no negative assessment of individual partners was made. There was always the general feeling that, throughout the project, there were issues that needed to be dealt with in order to boost the performance of the project but no individual responsibilities for underperformance were allocated to one or more partners.

Overall, partners manifested a good impression of the project management and of the partnership and revealed, throughout time, an increased knowledge of what was their role and what was expected from them. The accumulated expertise regarding the subjects EGERA and the increased and embedded knowledge regarding the project and the different work packages provided an overarching framework ideal for the successful accomplishment of the project.

The online platform SARA H played an important role as repository for information regarding EGERA. However, it seems to have fallen short as an effective CoP tool. Additionally it should be mentioned that strategies have been put in place in order to try and establish a CoP such as

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<sup>19</sup> On a scale of 1=Very good to 4=Very bad.

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.

The Consortium Board (CB) and the Advisory Committee (AC) of EGERA were structures aiming at enhancing the project's quality. The role of the CB included the endorsement of the objectives of the project and of the structural changes implemented through the Gender Equality Action Plans, at the highest management level ensuring that those changes were fully supported and embedded in the structures where they are being carried out. The extent to which has been ensured seems to have differed from partner to partner although, overall, there are indications that a certain degree of success could be guaranteed.

To this respect, it should also be noted that the fact that the CB did not play exactly its role of ultimate management structure taking decisions in cases where this could not be achieved within the Steering Committee (as this never happened) is an excellent pointer of the project's success in what regards management and coordination tasks.

The role of the AC included the contribution to ensuring the quality, innovative character and sustainability of the actions to be implemented as well as to the dissemination of EGERA. Being a member of EGERA's AC was an unpaid task. As such, it is not surprising that the involvement of AC members in the project has varied significantly. However, for those (the majority) who were actually involved, the outcome is assessed quite positively. The AC is deemed to have been very helpful, especially at the beginning of the project and considering the fact that their involvement in other similar projects promoted the contact with these other projects thus helping promoting benchmarking. The role of the AC for dissemination is considered to be very important and it is believed that their action, mainly through their participation in conferences and workshops has helped to establish EGERA as a solid example.

As regards the assessment made by the AC regarding the project, this was also quite positive. Overall, the AC members kept a rather good impression of the project, of its development 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 was utterly of the partnership and, more specifically, of the coordination and that this could not always be ensured in the best possible way. 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. The AC also emphasised the need to clearly carve the project's results in order to promote institutionalisation and structural change.

Overall the project's operationalisation and implementation can be described as having been successfully accomplished. This does not mean, of course, that the path was exempted of obstacles. There were slight delays, as well as challenges and hindering factors which conditioned implementation but which have not led to irremediable situations in what EGERA is concerned.

Among hindering factors, three specific situations should be highlighted. First and foremost, the political and social situation in Turkey which has put additional challenges to the implementation of the project at METU and which even led to the relocation of the EGERA meeting planned to

take place in Ankara in January 2017 (M37). Second, the successive changes in the lead of UAB's Observatory for Equality under which EGERA was placed. Third, the cancelation, for reasons not attributable to EGERA of the meeting scheduled for Vechta in November 2016 (M35) which occurred in a decisive time, at the entry into the project's final year and at a time where face-to-face meetings had become spared in time.

However, EGERA also faced facilitating factors resulting from different forms of support and collaboration that could be implemented by EGERA teams. The appointment to key places of persons supporting the objectives of EGERA. The support from the highest management structures in the organisation was often mentioned as having been a crucial facilitating factor for the implementation of the project. The support provided by the coordination and the knowledge-sharing within the partnership were other features that have been reported throughout the project as important to individual partner implementation.

Overall, the functioning of the transnational partnership and the development of the project within each partner organisation were always assessed positively and improving throughout time as EGERA entered into 'cruise speed'. It seems relevant to mention that, in the final period under appreciation, none of these aspects had a mean assessment lower than 2,<sup>20</sup> i.e an assessment of 'good'.

Partner entities reported no significant deviations regarding the vast majority of the activities they developed. The adhesion of participants/recipients to the activities is deemed to have been, in most cases, very high. In year 3 at least 70% of the activities were reported by partners as having had a high or very high adhesion. However, in the final year of the project, the figure increased to 83.5% and indeed in four out of the seven work packages, all activities were deemed as having a high or very high adhesion from participants/recipients.

Also regarding the four quality criteria – relevance, effectiveness, efficiency, and impact – activities were very positively rated. The most striking evidence regards the fact that, as in previous periods, almost no activity was ranked as low or very low regarding the aforementioned quality criteria. Even the number of activities ranked 'medium' decreased from year 2 to year 3 and again to year 4.

Besides the activities developed by individual partners EGERA also had a set of 16 overarching events, organised and scheduled to coincide, in most cases, with project meetings. Overall, these events were evaluated quite positively. The highest mean value registered was 2.1 and most stayed below 2,<sup>21</sup> 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.

Apart from successful implementation in practice, EGERA, as a project aiming at structural change should produce outputs and outcomes contributing to that end. To a higher or less degree, positive developments were registered in all partner entities. As foreseen and expected, the differences between the partners both in terms of the characteristics of the institution and

<sup>20</sup> On a scale of 1=Very good to 4=Very bad.

<sup>21</sup> 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.

of the standpoints in terms of gender equality shape the perceived outcomes of EGERA. However, there is a widespread feeling within the partnership that much of the work that was developed is somehow 'invisible' in terms of the assessment of indicators even if deemed crucial for establishing the grounds for structural change.

Clearly visible in all partner institutions are outputs that were core to EGERA such as the Gender Equality Culture Surveys which contributed decisively for assessing and unveiling gender inequalities and bias and the drafting and approval of Charters covering key dimensions such as communication and governance and evaluation. Additionally, to a higher or lesser degree, there are prospects for sustainability of gender training and/or awareness raising actions in all implementing partners and it is encouraging that revised Gender Equality Action Plans are already foreseen in most partner entities.

In more specific terms, three partner entities – the Radboud University Nijmegen (SKU), the University of Antwerp (UA) and the University of Vechta (UV) already had, previously to EGERA, a well-developed set of gender equality policies and dedicated structures. Within this scope, a major challenge these partner teams had to face was the resistances regarding further action towards gender equality as this was assumed by many as being fully in practice. Additionally, the establishment of diversity as a buoyant issue came to contribute for a lesser argument in favour of gender equality and for its subsuming within the wider concept of diversity.

However, in these cases, EGERA seems to have worked to counteract, at least to a certain extent, this state of affairs and to keep gender equality in the agenda even if, in order to ensure this desiderate, there was the need to reach some compromise regarding the broad issue of diversity.

In any case, important accomplishments could be secured in these institutions, for which the synergies established between EGERA teams and the structures responsible for gender equality policies and monitoring.

These positive signs are also evident in Sciences Po. In this case, 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 (gender equality officer) with which the EGERA team worked closely during the project's timeframe.

From the start, there was a preoccupation to try and institutionalise activities developed under EGERA so that sustainability after the end of the project could be ensured to the furthest possible extent. Institutionalisation resulted favoured by the pre-existing programme PRESAGE and by the fact that most of activities were developed by the gender equality officer in her day to day work, i.e. by a person who was 100% dedicated to the implementation of EGERA's gender equality plan. Thus, in some case cases, due to a certain momentum which was achieved during this period regarding gender equality EGERA is reckoned as having gone beyond its original objectives. This despite the fact that some relevant and concrete opportunities for institutionalisation such as the inclusion of the promotion of gender equality in the strategic document framing research could not be achieved.

The Autonomous University of Barcelona (UAB) was the most advanced institution of the consortium as concerns the effective implementation of gender equality policies. The

Observatory for Equality was already in place before EGERA and already the third action plan for equality between women and men in the university accompanied the project's timeframe.

However, although the Observatory was well established and institutionalised as the structure responsible for the monitoring of gender equality, it has been working more like a specific project, depending politically on the rector and without a specific budget and without being allocated a decisive role in the definition of the measures included in the third gender equality plan.

The already existing positive assessment of the Observatory is deemed to have increased due to EGERA and the plan to incorporate the observatory into the structure of the university as a unit seems crucial not only for the forthcoming Fourth Gender Equality Plan of UAB also for the prospects of sustainability of EGERA's outcomes. This is a good example of the synergies established between a strong project such as EGERA and previously established gender equality structures and action.

Besides this development and the adoption of EGERA Charters, there are other examples of sustainability such as the establishment of a network of equality officers in all UAB's faculties and the integration of gender training in UAB's official training plans. Another example is the establishment of a new model and new ranking criteria for tenure-track lecturer positions that links the traditional criterion of excellence to the policies on equality and integration that are stipulated in law and in UAB's own equality plans.

The two remaining partners departed from a lesser developed framework regarding gender equality. In any case, still before EGERA the Middle East Technical University (METU) already had important measures to promote work-life balance of its staff which constitute important assets in comparison with other universities in Turkey.

Throughout EGERA, and despite the adverse political and social context, it was possible to secure relevant development such as the establishment of the Unit on the Promotion of Gender Equality and Prevention of Sexual Harassment and the adoption of the METU Policy Document on Principles and Strategies on Gender Equality.

The first activities relevant to gender and gender equality at CzechGlobe initiated only shortly prior to the beginning of EGERA. Thus the changes observed during the project's timeframe were significant even if, throughout the project, implementation faced significant institutional resistances. The support from top and middle management, crucial for institutionalisation, could not always be secured and resistances from staff member even led to the cancellation or alteration of activities. Additionally, recent internal institutional changes may shed some uncertainty on the sustainability of EGERA outcomes and impacts at CzechGlobe.

In any case, the activities developed under the framework of EGERA team are deemed to have put pressure on the institutionalisation of directives and measures regarding work-life balance. Prospects for institutionalisation are deemed to exist regarding the drafting of an internal directive/regulation focusing on work-life balance measures and working conditions as well the drafting of a proposal of Code of Conduct as a means to preventing sexual harassment. Also the strengthening of a gender perspective in research seems to have been ensured at CzechGlobe, including through the integration of gender equality in its documents framing research.

Furthermore, gender equality is now included both in the scientific secretary and in the career support agent portfolio.

In order to encourage a final joint reflection on the outcomes and potential impacts of the EGERA project, as a whole, a focus group discussion was held by occasion of the last partnership international meeting in Paris, on October 2017 (M46). Involvement in this focus group was open to both Steering Committee members and Advisory Committee members. The focus group discussion was structured by undertaking a SWOT analysis. The outcomes of this discussion are systematised in the chart page 131.

A wide range of factors, with a diverse nature, were mentioned and debated in the group.

The strengths and weaknesses (with an internal origin) were grouped, for the purposes of this analysis, in five main topical areas (and a sixth one regarding weaknesses):

- Features of the Project
- Creating and sharing knowledge
- Sharing experience
- Convergence and conflict with institutional agendas
- Documents and tools

**Plus**

- Sustainability, resistances and windows of opportunity.

The following paragraphs will not repeat all the factors included in the chart above, rather highlighting some relevant examples.

Regarding the features of the Project, the international / European dimension of EGERA is either identified as a strength, a leverage point and source of legitimacy for institutional level intervention, or as a weakness, since this sort of international prestige may also (in some cases) act against achieving objectives. The needs for a longer implementation time as well as of extra money for travelling and liaise with other organisations were some of the weaknesses identified at this level.

Creating and sharing knowledge was one of the main focuses in the discussion, namely in terms of the strengths of EGERA, not only in relation to competence building but also as a tool to support institutional change. Thus the need identified for increased knowledge sharing in the consortium.

Sharing experience and learning from each other was another important dimension under discussion. The Group Model Building approach gained special attention in this debate.

A major issue identified, both in relation to strengths and weaknesses, is convergence vs. conflict with institutional agendas. The difficulty to balance gender equality, as a transformative agenda, and diversity, as a 'cherry on the cake' agenda, was a topic of particular concern.

The potential impact at the policy level of the scientific and strategic documents and tools, and in particular of the Charters, developed within EGERA were signalled as strengths, helpful to achieving objectives. However, the need for additional tools for middle managers and scientific team leaders, as well as increased focus on policy recommendations was also recognised.

Sustainability, resistances and windows of opportunity deserved specific attention with regard to weaknesses. Issues related to the institutional isolation of the project team, to bureaucracy and resistances at the institutional level and to the need for more high level institutional support were identified as hampering sustainability and long term impact, especially when structural change is aimed. Furthermore, the importance of the overall political context change to open or close windows of opportunity was stressed.

As to the opportunities and threats (with an external origin), four main topical areas (three in the case of threats) were defined for the assemblage of the different contributions in this analysis:

- Overall policy context
- Building from experience
- EU's and EC's role
- Gender equality approaches and strategies.

The overall policy context was a main subject under discussion regarding threats: changes in the political environment, namely associated to a backlash on gender equality in a neoliberalist context were acknowledged as major concerns.

Opportunities, instead, may arise from building from the experience and networking gained over the project.

The role of the European Union and of the European Commission in particular deserved specific attention: opportunities for institutionalisation may derive from EU-level human resources standards and principles including a gender equality approach and gender-sensitive training. The European Commission high demands may act both as an opportunity, creating more ambition to the Project, and as a threat. The European Commission's frame to assess and evaluate projects, for example, was also identified among the threats to achieving the objectives.

A wide array of opportunities was identified in relation to gender equality approaches and strategies. Taking advantage of all windows of opportunity, e.g. internationalisation, and gender-sensitive training were some of the factors identified as helpful to achieving the objective of bringing in gender equality structural change. Conversely, the business case for gender equality (vs. the justice case for gender equality) and internal resistances threaten structural change towards the advancement of gender equality in research and in academia.

		Helpful to achieving the objectives	Harmful to achieving the objectives	
Internal origin	Strengths	<ul style="list-style-type: none"> <li>❖ <b>Features of the Project</b></li> <li>✦ International / European dimension of the Project</li> <li>✦ A leverage point; source of legitimacy for institutional level intervention</li> <li>✦ Consistency and balance (e.g. EU national diversity) of the consortium</li> <li>❖ <b>Creating and sharing knowledge</b></li> <li>✦ Bringing in knowledge from the design phase</li> <li>✦ Gender knowledge development - training and education programmes</li> <li>✦ Sharing knowledge and supporting institutional change</li> <li>✦ Experience and accumulated knowledge; a tool for lobbying</li> <li>❖ <b>Sharing experience</b></li> <li>✦ Shared experience – Group Model Building</li> <li>✦ Networking with other European projects, also at national level</li> <li>❖ <b>Convergence and conflict with institutional agendas</b></li> <li>✦ Built from and on individual Gender Equality Plans</li> <li>✦ Convergence / conflict with individual gender equality and diversity agendas</li> <li>✦ Tailor- made approach namely by the coordination</li> <li>✦ Visits from the coordination (interaction with governing bodies) and other partners (group model building) to each (some) institution(s)</li> <li>❖ <b>Documents and tools</b></li> <li>✦ Scientific and strategic documents and tools</li> <li>✦ Charters – impact at the policy level</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Features of the Project</b></li> <li>✦ International prestige may act against</li> <li>✦ The need to respect and consider differences between the EU regions, e.g. Eastern European countries – greater emphasis on context</li> <li>✦ Overwork due to reporting – less focus on implementation</li> <li>✦ Longer implementation time needed</li> <li>✦ Extra money needed to travel and liaise with other organisations, and bring in expertise</li> <li>❖ <b>Creating and sharing knowledge</b></li> <li>✦ Gender in curriculum – more knowledge sharing needed</li> <li>✦ Large time investment in Group Model Building could had been used for training the trainers</li> <li>❖ <b>Sharing experience</b></li> <li>✦ More learning from each other needed</li> <li>❖ <b>Convergence and conflict with institutional agendas</b></li> <li>✦ Difficult to separate EGERA and pre-existing Gender Equality Plans outputs and outcomes – namely in terms of internal communication</li> <li>✦ Difficulties to align with policy level institutional agendas and strategic orientation and to align with the diversity agendas – e.g. not possible to change or influence training programmes</li> <li>✦ To balance gender equality and diversity and intersectionality agendas and approaches</li> <li>✦ Gender equality and diversity – the policy level dimension</li> <li>✦ More difficult to build convergences where there is a strong diversity agenda</li> <li>✦ Gender equality as a transformative agenda vs. diversity as a ‘cherry on the cake’ agenda</li> <li>❖ <b>Documents and tools</b></li> <li>✦ Tools for middle managers and scientific team leaders needed</li> <li>✦ Greater focus on policy recommendations</li> <li>❖ <b>Sustainability, resistances and windows of opportunity</b></li> <li>✦ More or less support to influence the policy level depends on how and where the research team is located</li> <li>✦ Institutional isolation of the project team hampers sustainability and long term impact</li> <li>✦ More high level institutional support needed</li> <li>✦ Bureaucracy and resistances at the institutional level</li> <li>✦ Difficult to reach the structural dimensions</li> <li>✦ How to keep the process moving – sustainability</li> <li>✦ The importance of the political context change to open or close windows of opportunity</li> </ul>	Weaknesses

		Helpful to achieving the objectives	Harmful to achieving the objectives	
External origin	Opportunities	<ul style="list-style-type: none"> <li>❖ <b>Overall policy context</b></li> <li>✚ Discourse on social justice</li> <li>❖ <b>Building from experience</b></li> <li>✚ Submitting new proposals adding gender dimension and based on the experience gained over the project</li> <li>✚ Using existing networks and give them a continuity</li> <li>❖ <b>EU's and EC's role</b></li> <li>✚ EU human resources standards and principles, including gender equality and diversity - institutionalisation</li> <li>✚ European Commission high demands – challenging and ambition</li> <li>✚ European Union support, not only but also financial</li> <li>❖ <b>Gender equality approaches and strategies</b></li> <li>✚ Support from the top administration</li> <li>✚ Pre-existing agendas</li> <li>✚ Legal framework, e.g. promoting gender in curriculum and visibility to gender experts</li> <li>✚ Gender quotas as a trigger for debate and implementation of GEAPs</li> <li>✚ Sexual harassment cases coming out</li> <li>✚ Gender equality and gender sensitive training</li> <li>✚ Taking advantage of all windows of opportunity e.g. internationalisation</li> <li>✚ Trying to bring in gender equality structural change</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Overall policy context</b></li> <li>✚ Changes in political context</li> <li>✚ Backlash on gender equality</li> <li>✚ Neoliberalist context</li> <li>✚ Competition and tiredness of teachers – neoliberalism in the academia</li> <li>❖ <b>EU's and EC's role</b></li> <li>✚ European Commission high demands</li> <li>✚ The European Commission frame to assess and evaluate projects</li> <li>✚ The way EU projects are structured, e.g. strict deadlines – also an obstacle to work-life balance</li> <li>✚ Structural change vs. research</li> <li>❖ <b>Gender equality approaches and strategies</b></li> <li>✚ Internal resistances</li> <li>✚ Gender quotas as creating opposition</li> <li>✚ The problem identified in the science department: losing talents vs. the business case and the justice case for gender equality</li> </ul>	Threats

## 5. Annexes

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### 5.1. Assessment of Gender Equality Action Plans

The evaluation of the design of the Gender Equality Action Plans (GEAP) comprised the assessment of:

- The relevance/pertinence of the Plans.
- The adequacy of the implemented and planned actions to the obstacles identified.
- The internal coherence - articulation between the priorities, issues/problems and the actions engaged in each Plan.
- The external coherence (relationship with EU and domestic gender equality policies).
- The innovative content of the proposals, measures implemented, and of the processes and strategies.

For the purposes of this report, the evaluating team used the versions of the GEAPs laid down in the EGERA Grant Agreement. Except for a few minor changes, these correspond to the versions delivered together with the Project's proposal.

Each plan was specifically analysed and assessed, from which specific recommendations were derived. Additionally, the overall design of the plans was also analysed and assessed, also within the comparative framework of the EGERA GEAPs and of the principles, goals and priority areas set out at the EU level regarding equality between women and men and the promotion of gender equality in research institutions in particular. This report focuses on the latter dimension. For deeper insights of each of the seven GEAP we recommend the reading of the Report 'Gender Equality Action Plans' Design Evaluation'.

Sharing a common design, the GEAPs of partner entities reflect the different standpoints of organisations, as assumed by the Project.

**Table 6 – Number of priorities, sub-priorities, issues/problems, actions, obstacles/resistances/planned actions and targets/indicators laid down in the GEAPs, by partner organisation**

	Priorities	Axes/Sub-priorities	Issue/problem	Actions	Obstacles/resistances	Planned actions	Targets/indicators
Sciences Po	4	(1) 3	12	7	12	14	14
UA Barcelona	4	(4) 8	13	20	16	17+ mentioned on 2 <sup>nd</sup> Plan	16+ mentioned on 2 <sup>nd</sup> Plan
SKU Radboud	4	(1) 2	6	3	7	8	8
METU	3	(1) 3	7	3	5	10	10
U Antwerp	4	(1) 2	10	6	4	10	9
U Vechta	4	(1) 2	9	5	8	9	10
UVGZ	4	(1) 2	8	8	10	18	19

All the GEAPs are currently addressing the four priorities defined for the Project, except for the Plan for METU which postponed the definition of the outstanding priority for a later stage. All GEAPs propose axes/sub-priorities. UAB provides axes/sub-priorities for all four priorities, which corresponds to the attempt of matching the GEAP with the University's overall Plan.

In the remaining cases, only one priority is divided into axes/sub-priorities, i.e. priority 'Building gender-friendly work environments'. In four GEAPs, two axes/sub-priorities were added: 1) 'Recruiting, promoting & retaining women in research' and 2) 'Promoting work/private life conciliation'. Sciences Po and METU added a third axis/sub-priority: 'Fighting sexual harassment and sexist offences'.

The number of issues/problems to address ranges from six to thirteen in the different GEAPs. The number of actions already developed reflects well the level of development of the Plans, ranging from three in SKU and METU to twenty in UAB. UAB, along with Sciences Po and UVGZ, are the partner entities proposing the highest number of new actions.

Only one issue/problem is addressed by all seven GEAPs: the lack of (systematic) gender training. The need for sex-disaggregated data, the lack of women in leadership positions/biased recruiting, the need for conciliation and flexibility/work-life balance, the need to mainstream gender knowledge, and the access to research & gender thematic calls and funding are also issues/problems addressed by almost all partner entities.

**Table 7 - Issues/problems identified per priority and partner**

Priority	Issue/problem	Sciences Po	UA Barcelona	SKU Radboud	METU	U. Antwerp	U. Vechta	UVGZ
Enhancing gender (in)equality monitoring instruments	General framework				X			
	Sex-disaggregated data	X	X	X		X	X	X
	Intersectorial analysis (gender+age, race, ethnicity)		X					
	Lack of analysis, monitoring and benchmarking					X	X	X
	Co-option as a problem		X					
Building gender friendly work environments	Carers dependent people		X					
	Participation (inter)national conferences and meetings		X					
	Reproduction of patriarchal modes		X					
	Lack of women in leadership positions / Biased recruiting	X		X	X	X	X	X
	Lack of awareness gender inequalities	X						
	Conciliation and flexibility / work-life balance	X		X	X	X	X	X
	Lack of resources regarding the fight against sexual harassment and sexist offences	X				X		

Priority	Issue/problem	Sciences Po	UA Barcelona	SKU Radboud	METU	U. Antwerp	U. Vechta	UVGZ
Mainstreaming Gender in Research content & curricula	Lack of a gender and science cluster		X					
	Mainstream gender knowledge (assume research as gender-neutral)	X	X	X		X	X	X
	Access to research & gender thematic calls and funding	X	X	X		X	X	X
	Biased standards of research excellence assessment		X					
	Lack of visibility/valorisation of gender knowledge	X						
Training Academic & Research communities	Lack of a gender equality scientific culture		X			X	X	X
	No (systematic) gender training	X	X	X	X	X	X	X
	Lack of PhDs and supervisors on gender issues		X					

The shared design of the GEAPs reveals some flaws that hinder not only its coherence but also future evaluation of the degree of accomplishment.

Under each priority, a set of issues/problems is defined. These are deemed to result from diagnosis and this is an appropriate way to identify the concrete needs for action. However, in what regards this field, it would be advisable that identification was made either through 'issues' or through 'problems' but not by both simultaneously.

In its current shape, this field is identifying, for instance, and using an example of UAB's Plan (priority 'Building gender friendly working environments'), the 'participation of female researchers to (inter)national conferences and project meetings' and the 'reproduction of patriarchal modes of relations and knowledge at university'. This should be avoided and it should not be left for the reader to identify which one is an issue and which one is a problem.

In fact, it would seem sensible to divide the issue/problem field in two. One would regard the problems identified which require action; and the other – the issues – would correspond to the objectives such a Plan must have and which clear definition is essential for future evaluation purposes.

An additional suggestion would be to, whenever possible, introduce measurability into objectives. This would release the Plan from the need for a specific field regarding targets. It would allow dedicating the field now allocated to 'targets/indicators' just to indicators as these are two rather different aspects and clear measurable indicators are crucial for good evaluation. The merge of both targets and indicators into one single field is also hindering the Plans' coherence and future evaluation purposes.

Further suggestions of fields deemed to enhance the quality of the GEAP's design and to improve the quality of future assessment purposes regard the definition of the stakeholder(s) responsible for the implementation of the action, other stakeholders to involve in the implementation of the action and a calendar for such implementation. This calendar can also be useful to clearly identify if any and which of the implemented actions have ceased and which will have continuity.

Another difficulty that should be mentioned is that the Plans' design makes it hard to distinguish what is the link between the different columns, i.e. understanding exactly, for instance, which actions intend to be contributing to addressing which issues/problems. As such, it is highly recommended that the Plan makes clear correspondence between issues/problems, actions and targets/indicators, which can be achieved e.g. through the usage of one same row. If there is the case that one action is contributing for more than one issue/problem, then that action should be replicated as many times as needed.

This would also tackle possible misunderstandings regarding the link between the elements. Resorting, once again, to an example of UAB's Plan (priority 'Enhancing gender (in)equality monitoring instruments'), the placement of action 'Including sex-disaggregated data regarding on-the-job training to GE reports & other monitoring instruments' as the last of the planned actions is misleading. Coming after an action that is clearly addressing the second issue/problem one would not assume, at least instantly, that this regarded the first issue/problem identified.

Another aspect that should be dealt with regards field 'obstacles'. This represents a valuable element. However, it should be made clear how will these obstacles be considered. If it regards

an element of diagnosis, then it should be integrated in the definition of the problems the Plan intends to address. If it regards an obstacle to the implementation of actions, then this should be clearly highlighted and planned actions must identify how they propose to overcome the obstacle, either through the action itself or through the definition of appropriate methodologies and/or instruments.

Despite the room for improvement identified in the paragraphs above, the common structure adopted by the EGERA implementing partners for the design of the GEAPs, regarding the definition of priorities in particular, ensures a strong coherence with the principles, goals and priority areas set out at the EU level regarding equality between women and men, and the promotion of gender equality in research institutions in particular.

Equality between women and men is a fundamental right, enshrined in Article 2 of the Treaty on European Union and in Article 23 of the Charter of Fundamental Rights of the European Union. It is one of the five common values on which the European Union is founded. The Union is bound to strive for equality between women and men, mainstreaming this principle in all its activities.

The European's Commission commitment to equality between women and men has been reaffirmed and renewed in a set of relevant communications and documents, such as the Women's Charter (dated March 2010) and the Strategy for Equality between Women and Men 2010-2015 (adopted in September 2010).

This Strategy, in force until the term of office of this European Commission, represents the work programme of the European Commission on gender equality, aiming additionally to stimulate developments at national level.

The Strategy acknowledges that 'Inequalities between women and men violate fundamental rights. They also impose a heavy toll on the economy and result in underutilisation of talent. On the other hand, economic and business benefits can be gained from enhancing gender equality. In order to achieve the objectives of Europe 2020, namely smart, sustainable and inclusive growth, the potential and the talent pool of women need to be used more extensively and more efficiently' (European Commission, 2010: 4).<sup>22</sup>

Europe 2020 states that policies to promote gender equality will be needed to increase labour force participation thus adding to growth and social cohesion. And under Europe 2020 Flagship Initiative 'An Agenda for new skills and jobs', Member States are urged to promote new forms of work-life balance and active ageing policies and to increase gender equality.

The Strategy for Equality between Women and Men 2010-2015, in line with the 2006 first European Pact for Gender Equality, reaffirms the dual approach of specific actions and gender mainstreaming in five priority areas and one area addressing cross-cutting issues (gender roles, legislation, and the governance and tools of gender equality).

The five priority areas of the Strategy are:

- equal economic independence for women and men;

<sup>22</sup> Available at: [http://ec.europa.eu/justice/gender-equality/files/strategy\\_equality\\_women\\_men\\_en.pdf](http://ec.europa.eu/justice/gender-equality/files/strategy_equality_women_men_en.pdf)

- equal pay for work of equal value;
- equality in decision-making;
- dignity, integrity and ending gender violence;
- promoting gender equality beyond the EU.

The Council of the European Union adopted the European Pact for Gender Equality for the period 2011-2020. The Council urges action at Member State and, as appropriate, Union level in the following fields:

- Measures to close gender gaps and combat gender segregation in the labour market:

- ✚ promote women's employment in all age brackets and close gender gaps in employment, including by combating all forms of discrimination;
- ✚ eliminate gender stereotypes and promote gender equality at all levels of education and training, as well as in working life, in order to reduce gender segregation in the labour market;
- ✚ ensure equal pay for equal work and work of equal value;
- ✚ promote women's empowerment in political and economic life and advance women's entrepreneurship;
- ✚ encourage the social partners and enterprises to develop and effectively implement initiatives in favour of gender equality and promote gender equality plans at the workplace; and
- ✚ promote the equal participation of women and men in decision-making at all levels and in all fields, in order to make full use of all talents.

- Measures to promote better work-life balance for women and men:

6. improve the supply of adequate, affordable, high-quality childcare services for children under the mandatory school age with a view to achieving the objectives set at the European Council in Barcelona in March 2002, taking into account the demand for childcare services and in line with national patterns of childcare provision;
7. improve the provision of care facilities for other dependants; and
8. promote flexible working arrangements and various forms of leave for both women and men.

- Measures to tackle all forms of violence against women:

- adopt, implement and monitor strategies at national and Union level with a view to eliminating violence against women;
- strengthen the prevention of violence against women and the protection of victims and potential victims, including women from all disadvantaged groups; and

- emphasise the role and responsibility of men and boys in the process of eradicating violence against women.

Specific objectives have been set out at the EU level regarding the promotion of gender equality in scientific research and in scientific decision-making bodies, and structural change in research institutions in particular. These objectives are in line with the Commission's Strategy on Gender Equality as well as with the goals set out in the July 2012 Communication on completing the European Research Area (ERA).

The fact sheet 'Gender Equality in Horizon 2020', issued by the European Commission on 9 December 2013, affirms a renewed commitment with the promotion of gender equality in research and innovation. This commitment is enshrined in the core documents establishing Horizon 2020, with the following objectives:

- Gender balance in research teams;
- Gender balance in decision-making;
- Integrating gender/sex analysis in R&I content;
- A specific focus on gender training.

Another relevant assessment dimension of the GEAPs is innovation. It is always difficult to define precisely what innovation is and what it is not. What is innovative in a country or in a region may not be so in another place. One example of such relativity is translated in the very text of the call for proposals of the "2013 Science in Society Work Programme" launched by the European Commission: the innovative nature of the actions is one of the elements to be taken into consideration in the process of evaluation of the proposals to be presented under Action Line 2, Activity 5.2.1 Gender and Research. This innovative nature may be translated into the setting up of new gender equality plans but also in the reinforcement or the extension of existing gender equality plans.

From this standpoint, all the GEAPs developed under the scope of EGERA may be considered as innovative. For most partner institutions of EGERA, the GEAP represents the first systematic effort to develop a gender equality plan. Conversely, in UAB, the GEAP comes within the context of the development of three action plans for equality between men and women.

In any case, in the last few years, experiments have been developed within the scope of innovation; most of all have tried to identify what may be the best practices in order to achieve innovation. Such is the case of the report 'Structural change in research institutions: Enhancing excellence, gender equality and efficiency in research and innovation', developed for the European Commission's Directorate-General for Research and Innovation,<sup>23</sup> and the Project 'Gendered Innovations',<sup>24</sup> developed by the University of Stanford (United States), which sets,

<sup>23</sup> EC (2012), Structural change in research institutions: Enhancing excellence, gender equality and efficiency in research and innovation, Luxembourg: Publications Office of the European Union, available.

<sup>24</sup> <http://genderedinnovations.stanford.edu>.

as one of its objectives, to provide case studies as concrete illustrations of how sex and gender analysis leads to innovation and excellence in research.

The following table presents a list of the aspects deemed as crucial, based primarily on the above-mentioned report, and situates every partner institution regarding the aspects covered.

**Table 8 – Standpoint of each partner’s GEAP regarding aspects deemed as crucial for innovation and excellence in research**

		Sciences Po	UA Barcelona	SKU Radboud	METU	U. Antwerp	U. Vechta	UVGZ
Knowing the institution	Statistical data on recruitment, retention, promotion and pay	X	X	X		X	X	X
	Gender count of photographs in prospectuses and in marketing materials and who appears in portraits of esteemed colleagues hanging on walls							
	Views of women and men in the organisation about whether they are working in a positive environment, free of harassment and bullying, where talent is encouraged and supported.	X				X		O
	Statistics developed into equality indicators,	X	X	X	X	X	X	X
	New policies need to have a gender impact assessment							
	Morale or climate surveys of staff	X						
	Ensure that there is sufficient expertise, from awareness-raising to training to hiring experts	X	X				X	X

		Sciences Po	UA Barcelona	SKU Radboud	METU	U. Antwerp	U. Vechta	UVGZ
Generating effective management practices	Understanding how processes critical to recruitment and advancement may disadvantage women	X	X			X		X
	Supporting the development of opportunities for peer-learning, particularly among department chairs	X	X	X		X	X	O
Making decision-making transparent	Making in-house women more visible	X	X					
	Gender-balancing committees	X	X			X		X
	Making nomination and election to committees and boards more transparent							
	Regular review of processes and gender audits of such bodies							
Removing unconscious bias from institutional practices	Training (up-skilling) the decision makers	X	X	X	X	O	X	O
	Funding comprehensive structural change efforts designed to create models for effective practice							
	Rewarding effective practices and providing recognition, such as awards for research institutions that demonstrate							

		Sciences Po	UA Barcelona	SKU Radboud	METU	U. Antwerp	U. Vechta	UVGZ
	effective leadership on gender equity							
	Creating accountability measures such as periodic reporting on key indicators	X	X	O	X	O	O	X
Promoting excellence through diversity	Enhanced cognitive creativity and more effective capacity in collaborative working and problem-solving in research teams and project consortia	X	X	X			X	
	Enhanced scientific human capital for knowledge production and utilization	X	X	X		O	X	
	Improved scientific cultures (by diversifying the values of the participants in scientific discourse and diluting prevailing implicit stereotypes)	X	X	X	X	O	X	X
Improving research by integrating a gender perspective	Developing, communicating and implementing standards for the incorporation of sex and gender analysis into basic and applied sciences	X	X	X		X	X	
	Specify whether, and in what sense sex and gender are relevant in the objectives and methodology of their project	O	X	X		X	X	

		Sciences Po	UA Barcelona	SKU Radboud	METU	U. Antwerp	U. Vechta	UVGZ
	Articles proposing that the declaration of sex and gender analysis should become a requirement when selecting papers for publication							
	Integrating gender into the whole process of knowledge transfer, thereby introducing different perspectives for more innovation potential	O	X	O		O	O	
	Supporting specific research on gender and women to feed into all disciplines and research subjects	X	X	X		X	X	
	Actions to overcome the lack of knowledge about the needs and interests of this segment of research users from a gender perspective	X	X					
	Research should be funded to create specific knowledge on gender issues and women in the context of innovation, and research results transferred into all other disciplines and research subjects, as well as integrated into the funding process							

		Sciences Po	UA Barcelona	SKU Radboud	METU	U. Antwerp	U. Vechta	UVGZ
Modernising human resources management and the working environment	Pay-gap audits							
	Parental leave	X	X				O	X
	Reconciliation of work and family life	X	X	X	X	X	X	X
	Strategies for dual career couples	O						X
	Child-care services	O	X	X	X	X	O	X
	Suitable flexible work schedules for working parents	X	X			X	O	X
	Monitoring. The role of 'observatories' or 'independent committees' should be strengthened	X	X		X	X	X	X
	Wider availability of inter-sector mobility for both early stage and established researchers							
	Gender sensitive advertising of vacancy positions and providing access to researchers' industry relevant expertise online	X				X		X
	Adequate evaluation criteria, and a fair and transparent career evaluation process	X	X					
Gender aware, trained evaluators and researchers								

		Sciences Po	UA Barcelona	SKU Radboud	METU	U. Antwerp	U. Vechta	UVGZ
	from both sectors in the evaluation committees.							
Recommendations	Ensure that the gender dimension is integrated into the undergraduate and postgraduate curricula, across the university	X	X				X	N.A.
	Include audit results (gender disaggregated statistics) in annual reports	X	X	O	X	X	O	X
	Gender proofing of important policy documents		X					
	Gender impact assessment of policies and practices							
	Train staff on gender dimension in research and introduce regular staff assessment	X	X	X	X	X	X	X
	Mentoring, networking, role models	X	X	X	X			X
	Code of Conduct for developing early researcher standards							
	Set up gender equality unit	X	X				X	
	Gender balance in committees		X				X	X

		Sciences Po	UA Barcelona	SKU Radboud	METU	U. Antwerp	U. Vechta	UVGZ
	Train men to understand the issue; leadership development in implementing gender awareness	X	X	X	X	X	X	X
	Work-life balance for both women and men	X	X	X	X	X	X	X
	Positive work environment: dignity for all, no harassment or bullying, ombudsman, training	X			X	O		
	Fair and transparent workload balance							
	Fair recognition of work							
	Mobility and contract funding conditions							
	Carry out climate surveys in departments (diagnosis)	O						
	Provide up-skilling – for careers, and on the content of research	X	X	X	X	X	X	X

Notes:

X: aspect covered in the GEAP

O: aspect only partially covered in the GEAP

## 5.2. Assessment of Gender Equality Training Plans

Alongside with the assessment of the design of the Gender Equality Action Plans (GEAPs), the process of monitoring and evaluation of EGERA also includes the evaluation of the design of the Gender Equality Training Plans annexed to the GEAPs.

According to the M&E plan, this would base on desk research and on a specific questionnaire to be distributed to implementing partners. However, giving expression to the collaborative process in which M&E of EGERA is grounded, it was decided, following participated discussion during the project meeting in Ankara (M11), to replace the questionnaire by a checklist. This tool would not only fulfil the desiderate of information gathering but it could also be a means to facilitate and enhance self-reflexivity of the implementing partners regarding their respective GETP.

Thus, desk research was significantly oriented towards the recent materials reflecting on how to guarantee high quality standards and effective gender equality training. Among these, the set of deliverables produced by the European Institute on Gender Equality (EIGE) and those produced within the scope of the European project ‘Quality in Gender+ Equality Policies’ (QUING) deserve particular mention. For a complete list of sources of reference, please see the annex.

The process led to the creation, by the M&E team, of a comprehensive checklist of 40 items, aggregated into eight dimensions: i) Overarching context; ii) Institutional commitment and transparency iii) Needs assessment; iv) Planning; v) Approach; vi) Trainers; vii) Monitoring and evaluation; and viii) Follow-up.

The overarching context includes four items:

- Is the gender equality training plan (GETP) responsive to gender equality international norms and agreements (e.g. CEDAW, BpFA)?
- Is the GETP responsive to national / regional gender equality obligations?
- Is the GETP embedded in a broader formal plan / strategy for gender equality at the organisation level?
- More specifically, is the GETP embedded in a wider capacity-building strategy towards organisational learning and gender equality competence development that sets a clear framework for action (goals, actors, resources, responsibilities, time-frames, etc.)?

Five items are included within institutional commitment and transparency:

- Is the GETP endorsed at the highest level of the organisation?
- More specifically, do senior managers demonstrate in a visible way their commitment and support to developing staff competences on gender equality issues?

- Does the GETP serve the end goal of improvements leading towards gender equality, including transformative behaviour change?
- Are the approach, goals and expectations of the GETP commissioners clear and transparent both to trainers and participants?
- Are the approach, goals and expectations of the trainers clear and transparent both to the GETP commissioners and participants?

The dimension of needs assessment aggregates three items:

- 3 Were the gender training content, materials and methodology tailored to the organisation's gendered culture and to the participants' needs?
- 4 More specifically, were ex-ante questionnaires or any other instrument used to assess the participants' experiences, needs and expectations, as well as their levels of awareness, understanding, and knowledge?
- 5 Was there an assessment of existing drivers for resistance to gender training and were adequate strategies to dealing with these resistances developed?

The largest number of items – nine – can be found within the dimension of planning:

1. Was the purpose and relevance of gender equality training properly communicated and demonstrated to potential participants?
2. Was the staff (including senior officers and managers) actively encouraged to attend gender equality training, either through introducing incentives (e.g. certificate of participation, training within working hours) or adopting innovative engagement strategies?
3. Were sufficient resources, namely in terms of budget, allocated to the implementation of the GETP and to its follow-up?
4. Is the length of time devoted to the training enough to allow for a learning process to take place?
5. When planning the time and schedule for the training, was attention paid to participants' different circumstances (e.g. childcare provision needs)?
6. Is the venue for the training, the equipment and the learning environment accessible for all?
7. Does the venue for the training, the equipment and the learning environment induce debates and a use of a variety of training methodologies?
8. Were the group composition (namely in terms of gender balance), size, professional field and hierarchies considered at the planning stage of the training?
9. Does the scheduling of the training include breaks, for social interaction?

Six items compose dimension approach:

1. Does the GETP include gender mainstreaming in regular training (besides specific gender training)?
2. Is the GETP rooted in a gender theory, going beyond a purely technical approach?
3. Does the GETP accommodate an intersectionality approach?
4. Does the GETP promote knowledge transfer from theory to practice, ensuring a balance between theory-oriented top-down learning processes vs. practical-driven bottom-up approaches?
5. More specifically, does the GETP adopt a learner-centred participatory and experiential learning approach, starting from participants' experiences and daily work, proposing a good selection of case studies adapted to the audience's field of work, and making use of everyday working material?
6. Does the GETP foster the development of a Community of Practice?

A sixth dimension for the checklist regarded trainers and the way the design of training may already try and maximise the contribution of trainers for the quality of training. Three items compose this dimension:

- Did the selection of the trainers respect the need to ensure a team of expertise, combining all the required knowledge, methodological skills, personal and social competences relevant to the organisation?
- Do the trainers adopt gender-sensitive language and materials?
- Do the trainers possess the competences and skills to communicate and discuss state-of-the-art knowledge on the specific topic(s)?

The internal process of monitoring and evaluation of training to be developed by each entity includes seven items:

- Does the GETP include quality assurance mechanisms and procedures?
- Is there an adequately resourced accountability system in place to monitor and evaluate implementation of the GETP?
- Have monitoring and evaluation procedures been designed from the outset and considered as an integral part of the GETP to assess how the training activity has been undertaken, whether it can be improved, and ultimately, if it has reached its goals?
- Has the design and implementation of the monitoring and evaluation procedures involved the GETP commissioners, gender trainers and participants?

- More specifically, do these monitoring and evaluation procedures include an assessment of which competences were developed, and if individual perceptions, attitudes, behaviours and ways of working changed?
- More specifically, do these monitoring and evaluation procedures include an assessment of which organisational changes, in terms of policies, procedures and practices, have been achieved?
- More specifically, do these monitoring and evaluation procedures include an assessment of potential impacts in terms of societal change?

Finally, three items aggregate to compose the dimension of future follow-up of gender equality training:

- Does the GETP foresee ex-post evaluation?
- Are there other follow-up activities of the GETP foreseen?
- Are there procedures for sharing knowledge in place, ensuring that newly gained individual knowledge is translated into positive organisational outcomes?

At the time of elaboration of this report, final GETPs were still not available. Thus, following the discussion held during the project meeting in Paris (M14) the preliminary filling-in of the checklist based on the contents of the WP4 *template for designing gender equality training plans and concepts* delivered by implementing partners in August 2014 (M8).

This preliminary assessment clearly showed the need for strong inputs into the design of GETPs so that they address all the dimensions and the checklist items included in the checklist for quality assurance. The need for more inputs is transversal to all dimensions but especially for 'Institutional commitment and transparency' and for 'Follow-up'.

The dimension where there is not as much information missing is 'Needs assessment'. It should be stressed, nonetheless, that further clarification is needed, most of all elucidating if and how ex-ante questionnaires (or any other instrument) are used to assess the participants' experiences, needs and expectations, as well as their levels of awareness, understanding, and knowledge.

The preliminary assessment was discussed in a specific time-slot during the meeting in Barcelona in May 2015 (M17). The session was steered by the leaders of work packages 8 'Monitoring and evaluation' and 4 'Training academic communities'.

It was made clear that the preliminary assessment did not regard an evaluation of the gender training plans as such but rather a preliminary exercise of using the check-list as a means to facilitate and enhance self-reflexivity of the implementing partners regarding the respective GETP. Thus, the checklist should be further used as a supporting tool for self-assessment and monitoring of the GETP and it should be reviewed and completed by each implementing partner in the light of the developments in the GETPs occurred since mid-2014, already assumed as significant by a number of partners.

**Table 9 – Preliminary assessment of the GETPs’ design under the light of the checklist for quality assurance**

	Yes	Partially	No	Unclear	Unknown
<b>Overarching context</b>					
• Is the gender equality training plan (GETP) responsive to gender equality international norms and agreements (e.g. CEDAW, BPfA)?	---	---	---	---	7
• Is the GETP responsive to national / regional gender equality obligations?	1	---	1	1	4
• Is the GETP embedded in a broader formal plan / strategy for gender equality at the organisation level?	1	---	3	1	2
• More specifically, is the GETP embedded in a wider capacity-building strategy towards organisational learning and gender equality competence development that sets a clear framework for action (goals, actors, resources, responsibilities, time-frames, etc.)?	---	---	2	---	5
<b>Institutional commitment and transparency</b>					
• Is the GETP endorsed at the highest level of the organisation?	2	1	1	---	3
• More specifically, do senior managers demonstrate in a visible way their commitment and support to developing staff competences on gender equality issues?	1	---	1	---	5
• Does the GETP serve the end goal of improvements leading towards gender equality, including transformative behaviour change?	1	---	---	---	6
• Are the approach, goals and expectations of the GETP commissioners clear and transparent both to trainers and participants?	---	---	---	---	7

	Yes	Partially	No	Unclear	Unknown
<ul style="list-style-type: none"> <li>Are the approach, goals and expectations of the trainers clear and transparent both to the GETP commissioners and participants?</li> </ul>	---	---	---	---	7
<b>Needs assessment</b>					
<ul style="list-style-type: none"> <li>Were the gender training content, materials and methodology tailored to the organisation's gendered culture and to the participants' needs?</li> </ul>	3	1	---	---	3
<ul style="list-style-type: none"> <li>More specifically, were ex-ante questionnaires or any other instrument used to assess the participants' experiences, needs and expectations, as well as their levels of awareness, understanding, and knowledge?</li> </ul>	2	---	---	4	1
<ul style="list-style-type: none"> <li>Was there an assessment of existing drivers for resistance to gender training and were adequate strategies to dealing with these resistances developed?</li> </ul>	---	1	1	2	3
<b>Planning</b>					
<ul style="list-style-type: none"> <li>Was the purpose and relevance of gender equality training properly communicated and demonstrated to potential participants?</li> </ul>	1	---	---	1	5
<ul style="list-style-type: none"> <li>Was the staff (including senior officers and managers) actively encouraged to attend gender equality training, either through introducing incentives (e.g. certificate of participation, training within working hours) or adopting innovative engagement strategies?</li> </ul>	3	---	---	1	3
<ul style="list-style-type: none"> <li>Were sufficient resources, namely in terms of budget, allocated to the implementation of the GETP and to its follow-up?</li> </ul>	---	1	---	2	4
<ul style="list-style-type: none"> <li>Is the length of time devoted to the training enough to allow for a learning process to take place?</li> </ul>	---	---	---	5	2

	Yes	Partially	No	Unclear	Unknown
• When planning the time and schedule for the training, was attention paid to participants' different circumstances (e.g. childcare provision needs)?	---	---	---	---	7
• Is the venue for the training, the equipment and the learning environment accessible for all?	---	1	---	---	6
• Does the venue for the training, the equipment and the learning environment induce debates and a use of a variety of training methodologies?	---	---	---	2	5
• Were the group composition (namely in terms of gender balance), size, professional field and hierarchies considered at the planning stage of the training?	1	1	---	1	4
• Does the scheduling of the training include breaks, for social interaction?	---	---	---	---	7
<b>Approach</b>					
• Does the GETP include gender mainstreaming in regular training (besides specific gender training)?	3	---	---	---	4
• Is the GETP rooted in a gender theory, going beyond a purely technical approach?	3	---	---	---	4
• Does the GETP accommodate an intersectionality approach?	2	---	---	1	4
• Does the GETP promote knowledge transfer from theory to practice, ensuring a balance between theory-oriented top-down learning processes vs. practical-driven bottom-up approaches?	2	---	---	1	4

	Yes	Partially	No	Unclear	Unknown
<ul style="list-style-type: none"> <li>More specifically, does the GETP adopt a learner-centred participatory and experiential learning approach, starting from participants' experiences and daily work, proposing a good selection of case studies adapted to the audience's field of work, and making use of everyday working material?</li> </ul>	3	---	---	---	4
<ul style="list-style-type: none"> <li>Does the GETP foster the development of a Community of Practice?</li> </ul>	---	---	---	---	7
<b>Trainers</b>					
<ul style="list-style-type: none"> <li>Did the selection of the trainers respect the need to ensure a team of expertise, combining all the required knowledge, methodological skills, personal and social competences relevant to the organisation?</li> </ul>	3	1	---	1	2
<ul style="list-style-type: none"> <li>Do the trainers adopt gender-sensitive language and materials?</li> </ul>	---	---	---	1	6
<ul style="list-style-type: none"> <li>Do the trainers possess the competences and skills to communicate and discuss state-of-the-art knowledge on the specific topic(s)?</li> </ul>	1	1	---	2	3
<b>Monitoring and evaluation</b>					
<ul style="list-style-type: none"> <li>Does the GETP include quality assurance mechanisms and procedures?</li> </ul>	1	---	---	1	5
<ul style="list-style-type: none"> <li>Is there an adequately resourced accountability system in place to monitor and evaluate implementation of the GETP?</li> </ul>	---	---	---	---	7
<ul style="list-style-type: none"> <li>Have monitoring and evaluation procedures been designed from the outset and considered as an integral part of the GETP to assess how the training activity has been undertaken, whether it can be improved, and ultimately, if it has reached its goals?</li> </ul>	4	1	---	---	2

	Yes	Partially	No	Unclear	Unknown
<ul style="list-style-type: none"> <li>Has the design and implementation of the monitoring and evaluation procedures involved the GETP commissioners, gender trainers and participants?</li> </ul>	---	---	---	---	7
<ul style="list-style-type: none"> <li>More specifically, do these monitoring and evaluation procedures include an assessment of which competences were developed, and if individual perceptions, attitudes, behaviours and ways of working changed?</li> </ul>	2	---	---	1	4
<ul style="list-style-type: none"> <li>More specifically, do these monitoring and evaluation procedures include an assessment of which organisational changes, in terms of policies, procedures and practices, have been achieved?</li> </ul>	1	---	---	---	6
<ul style="list-style-type: none"> <li>More specifically, do these monitoring and evaluation procedures include an assessment of potential impacts in terms of societal change?</li> </ul>	---	---	---	---	7
<b>Follow-up</b>					
<ul style="list-style-type: none"> <li>Does the GETP foresee ex-post evaluation?</li> </ul>	---	---	---	---	7
<ul style="list-style-type: none"> <li>Are there other follow-up activities of the GETP foreseen?</li> </ul>	---	---	---	---	7
<ul style="list-style-type: none"> <li>Are there procedures for sharing knowledge in place, ensuring that newly gained individual knowledge is translated into positive organisational outcomes?</li> </ul>	---	---	---	---	7

### 5.3. EGERA events

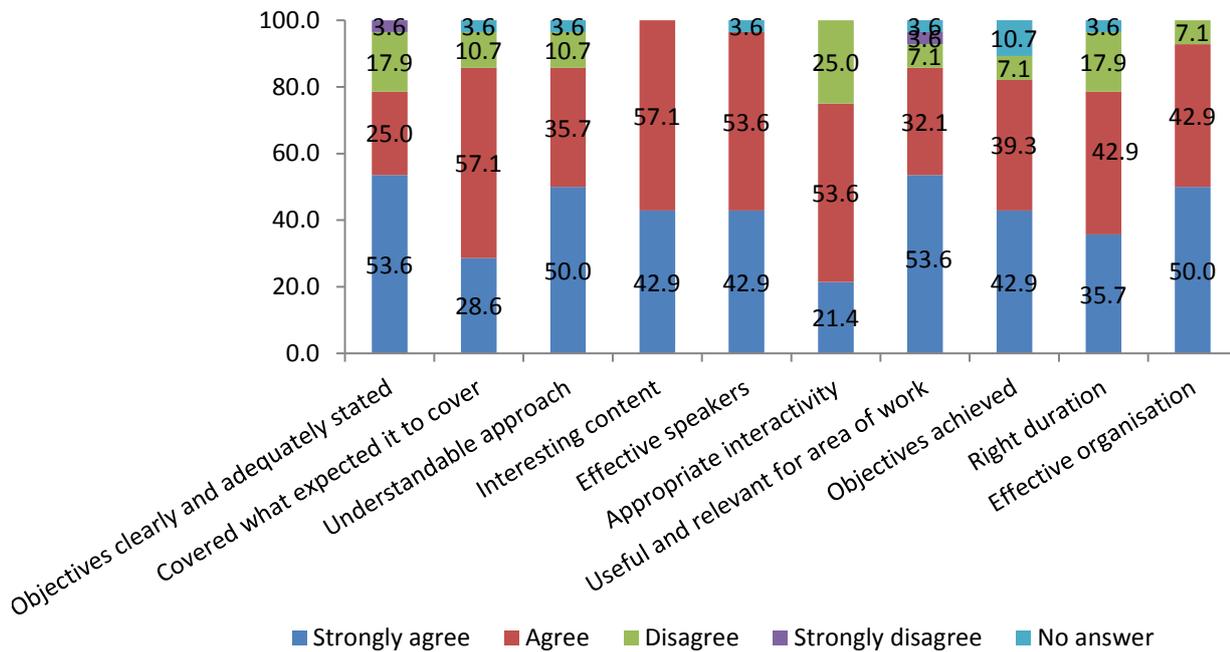
#### 5.3.1. Start-up conference: Paris (M3, March 2014)

The start-up conference took place in Paris on the 20<sup>th</sup> March 2014. 28 participants delivered their evaluation questionnaires. The results of the conference have been shared within the partnership during the second steering committee meeting, held in Barcelona in July 2014.

Generally speaking, the start-up conference was evaluated positively by the participants who delivered the assessment form. However, there were clear differences between different aspects of the conference.

No negative assessments were made regarding the interest of the contents and the effectiveness of the speakers. However, approximately 18% of the participants did not perceive the duration has having been the most appropriate while 21.5% considered that the objectives were not clearly and adequately stated and 25% would have cherished a higher level of interactivity.

Figure 14 - Assessment of the start-up conference – Paris, March2014



The analysis of these issues resorting to mean figures highlights that this was the aspect evaluated less positively. Even so, in average it stood at the mark of 2.

**Table 10 - Assessment of the start-up conference – Paris, March2014 (mean values)**

Objectives were clearly and adequately stated	1.7
The meeting covered what I expected it to cover	1.8
Understandable approach	1.6
Interesting content	1.6
The speakers were effective	1.6
The level of interactivity was appropriate	2.0
The themes and the discussion were useful and relevant for my area of work	1.6
Objectives were achieved	1.6
The duration of the meeting was right for me	1.8
The overall organisation of the meeting was effective	1.6

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

Participants were also asked to express what they have liked best and the least about the conference. Among the former, three main aspects were mentioned. The first regards the level of political commitment guaranteed towards the project, not only from partner institutions at the management level, via consortium partner declarations but also from French ministers<sup>25</sup> who issued video declarations that were broadcasted during the event.

A second aspect highlighted by participants regarded the possibility to hear about the experiences of different countries, different entities and disciplines within the scope of an international/European approach.

The third regarded the contents. Gender equality in research was mentioned by participants as an important issue which has been interestingly discussed. The division into two roundtables with two different angles and a wrap-up table was mentioned as positive and especially the second round table, in which *“original ideas were developed”*, was appreciated. According to some participants, the conference allowed them to form a clearer idea of EGERA's content.

As for the least positive aspects, these regarded, most of all, the lack of interaction between speakers and with the audience and some organisational aspects such as the inexistence of breaks and the coexistence of too many speakers in each panel which not only created logistic difficulties as it reduced the time for presentations.

### 5.3.2. Workshop on HR & gender culture Indicators; Seminar on gender training standards and plans; Group model building session: Nijmegen (M5, May 2014)

The workshop on HR & gender culture Indicators, as well as the seminar on gender training standards and plans and the group model building session took place in Nijmegen on the 22<sup>nd</sup>

<sup>25</sup> EGERA is coordinated by the French university Sciences Po.

and 23<sup>rd</sup> May 2014. Its results have been shared within the partnership during the second steering committee, held in Barcelona in July 2014.

Built to be very practical-oriented, all the sessions of the event in Nijmegen were very positively evaluated. The Workshop on HR & Gender Culture Indicators registered the least positive figures but it should be highlighted that these stood at 1.6 on a scale of 1 of 4 where 1 represents the most positive figure.

**Table 11 - Assessment of the Nijmegen event (May 2014), overall and per session (mean values)**

<b>Overall meeting</b>	
The meeting's objectives were clearly and adequately stated	1.4
The meeting covered what I expected it to cover	1.3
The duration of the meeting was right for me	1.3
The meeting contributed for a better understanding of the project and of its approach	1.3
The meeting's objectives were achieved	1.5
The overall organisation of the meeting was effective	1.2
<b>Workshop on HR &amp; Gender Culture Indicators</b>	
The speakers were effective	1.6
The level of interactivity was appropriate	1.6
The themes and the discussion were useful and relevant for my area of work	1.6
The session's objectives were achieved	1.6
<b>Gender Training Standards and Plans</b>	
The speakers were effective	1.1
The level of interactivity was appropriate	1.1
The themes and the discussion were useful and relevant for my area of work	1.6
The session's objectives were achieved	1.4
<b>Group model building session</b>	
The facilitators were effective	1.0
The level of interactivity was appropriate	1.1
The themes and the discussion were useful and relevant for my area of work	1.6
The session's objectives were achieved	1.2

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

The qualitative information regarding which specific aspects did participants liked best about the event is particularly helpful for grasping the reasons behind such a positive assessment.

*“Good ambience, everybody was involved, enthusiastic and ready to work to improve altogether”.*

*“Combination of experience, the method and working on it”.*

*“Interactivity. Facilitators. Organisation and rhythm”.*

*“Exercise - group model building session; opportunity to clarify tasks and actions in the project (“face-to-face”)”.*

*“Organisation and the group model building session”.*

*“Sharing experience and knowledge”.*

*“The cooperative way of working. The high expertise of the coordinators and facilitators. The will and action of sharing technical aspects of knowledge. The specificity of the objectives and methodology to achieve them”.*

*“The level of interactivity was great”.*

*“The organisation was perfect. The “climate” was really open-minded”.*

*“We had the chance of sharing our ideas and discussing. The workshop was effective in terms of interaction and communication. The management was also quite effective. Amazing organisation: content, time, place, logistics”.*

As for the aspects participants liked the least, no major minuses were identified.

*“Friday programme was very intensive”.*

*“Maybe more time for project issues outside handled WPs. For example, now WP2 and WP4 but other WP leaders could discuss further tasks now we are together”.*

*“The discussion about the template for WP2 - too long”.*

### 5.3.3. Workshop on gender-sensitive research in international projects: Barcelona (M7, July 2014)

The workshop on gender-sensitive research in international projects took place in Barcelona on the 11<sup>th</sup> July 2014. A total of 32 evaluation questionnaires were received. Its results have been shared within the partnership during the team meeting held in Ankara in November 2014.

Compared to the previous event, in Nijmegen, the sessions of this workshop were evaluated less positively but even so within a very positive context. The lowest mean figure, once again on the same scale of 1 to 4 was 2.3.

**Table 12 - Assessment of the Workshop on gender-sensitive research in international projects (Barcelona, July 2014), per session (mean values)**

	<b>Session 1</b> Key lecture Thinking outside the box	<b>Session 2</b> Mapping of tools and critical assessment	<b>Session 3</b> Gender- sensitive research in international projects
The session's objectives were clearly and adequately stated	1.7	1.9	1.7
The session covered what I expected it to cover	2.0	2.0	2.0
The duration of the session was right for me	1.9	1.9	1.7
The session contributed for a better understanding of the project and of its approach	2.1	1.8	2.0
The level of interactivity was appropriate	1.8	1.9	1.6
The themes and the discussion are/will be useful and relevant for my area of work	2.2	---	2.1
The speaker/facilitator was effective	1.8	1.7	1.4
The session's objectives were achieved	1.9	1.8	2.0
The session was important in terms of sharing knowledge between the participants	---	2.2	1.8
The session was important in terms of creating connections and links between the participants	---	2.3	1.9
The concepts explored in the session are/will be useful and relevant for my area of work	---	2.2	2.2
The tools explored in the session are/will be useful and relevant for my area of work	---	1.9	2.2
The resources explored in the session are/will be useful and relevant for my area of work	---	2.1	2.2
The overall organisation of the session was effective	---	---	1.7

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

Participants in the workshop were specifically asked regarding the extent to which their views and reflections regarding gender-sensitive research were better informed by the sessions. Naturally, assessments depended on the different standpoints of participants. Some have probably been faced with knowledge that they already possessed.

*"There wasn't enlightenment but it was good to hear organized thoughts and share knowledge".*

*“Not very much useful”.*

*“To no extent. I think the session just strengthened what people already all know and are convinced about”.*

For other, however, specific aspects contributed to enhanced views and reflection even if, in some cases, it was felt that it should have been taken further.

*“I think that the distinction between gender-sensitive research and feminist research is important. But it would have been better if it was more elaborated”.*

*“Comprehensive overview of needs, resistances”.*

*“I encountered gender blindness in real life and I realize even more than before how important it is to reach researchers in terms they can understand”.*

*“I would have liked to deepen the question of the appropriate tools for researchers who are already gender sensitive and for those who are not yet”.*

*“I got more insight into the meaning of gender-sensitive research for people not working on gender topics, and also on their lack of knowledge”.*

*“I have been informed about resources that were unknown to me”.*

*“Increased sensitivity on these issues and ways to address gender”.*

Participants were also asked regarding the factors that need to be addressed in order to incorporate a gender-sensitive perspective into research. These integrated a wide array of suggestions from which the following are only a selection.

*“Awareness on the gendered nature of knowledge. Feminist vision on research and science”.*

*“Methodology. Interpretation of the research results”.*

*“A method (test) on gender bias to open the debate, so researchers are confronted with their bias”.*

*“More exchange gender practices”.*

*“What obstructing elements can be foreseen and how to deal with these”.*

*“Networks of gender studies specialists all over disciplines. Gender mainstreaming in all types of grants in order to value gender perspective”.*

*“Training for professionals in order to incorporate a gender perspective. Recommendations, tools and good practices for inclusion the gender perspective in research in all academic discipline”.*

*“Exemplary studies in every field, dissemination in early teaching”.*

*“Methods and group formations to produce gendered analysis. To measure gendered results”.*

*“More training at different levels”.*

*“Politicians that make decisions about grants and scholarships must be informed and conscious about gender issues”.*

*“Tailor made approach”.*

*“Training, information, criteria journals, funding”.*

Finally, two types of comments and suggestions were made. On the one hand, some participants felt that there were time constraints with impacts for the presentations and for discussion.

*“Issue of timing, being realistic about the time for the presentations”.*

*“Room too small: noisy during discussions; no time for discussion”.*

*“The discussed questions were very general not thought for provoking. The discussion was among the persons who have similar or same opinions”.*

On the other, there were comments by some participants made, most probably, by project partners, given their nature. These seem to link to the lack of an agenda circulated beforehand which prevented partners from having full awareness of the programme as well as to the aforementioned fact that the steering committee meeting ended up reduced to one afternoon given the conjugation with the workshop.

*“I thought that today's programme would be the same like the second day in Nijmegen: discussing how we can move on with gender in our own work”.*

*“I did not know that this workshop served as training for UAB people. I wanted to learn something here and did not. I need particular consultations for my work, not general answers on a workshop serving for students and researchers from completely different fields”.*

*“I expected this day to be about how to realise the WP or training in our institution, not on participating in a public awareness raising and knowledge exchange group. We spent two days of which merely 4 hours on project related matters! We don't need to meet more often but to plan meetings differently. I think it is useful to contribute to such events as the one that took place this afternoon, but we could easily have skipped this morning session”.*

#### **5.3.4. Conference on gender equality and organisational culture: Ankara (M11, November 2014)**

The workshop on gender equality and organizational culture took place in Ankara on the 27<sup>th</sup> November 2014. 20 participants delivered their evaluation questionnaires. The results have been shared within the partnership during the team meeting held in Paris in February 2014.

Again, the event was widely positively assessed with no mean values higher than 1.9. 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.

**Table 13 - Assessment of the Conference on gender equality and organisational culture (Ankara, November 2014) (mean values and % agreeing)**

	Mean	% agreeing
The conference's objectives were clearly and adequately stated	1.63	84.2
The conference covered what I expected it to cover	1.75	85.0
The approach adopted by the project EGERA was understandable	1.68	89.5
The speakers were effective	1.60	90.0
The level of interactivity was appropriate	1.65	95.0
The themes and the discussion were useful and relevant for my area of work	1.70	90.0
The conference's objectives were achieved	1.67	94.4
The duration of the conference was right for me	1.89	84.2
The overall organisation of the conference was effective	1.44	94.4

The sharing of experiences was undoubtedly the most valued aspect. As for the features appreciated the less, the most reported aspect regarded the limitations in terms of time.

*“Three days would be more suitable, there is too much to discuss even for people who know exactly what they are doing”.*

Only three suggestions were put forward by participants:

*“I feel that the workshops always start again at the same basis analysis instead of discussing the specific topic. But good for community building”.*

*“It would be good if the aim/content/ etc. of these public events during EGERA meetings are spell out beforehand, as well as what is expected of actors from EGERA partner institutions”.*

*“Workshop should be better organised as regards duration and outcomes”.*

### **5.3.5. International workshop on gender bias in governance and evaluation of research bodies: Paris (M14, February 2015)**

The international workshop on gender bias in governance and evaluation of research bodies took place in Paris on the 27<sup>th</sup> February 2015. 26 participants delivered their evaluation questionnaires. The results will be shared within the partnership during the team meeting to be held in Antwerp in July 2015.

Again, the event was widely positively assessed with no mean values higher than 1.77. 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. At least 88% of the participants manifested their agreement that the desired features regarding the event were achieved. In half the cases, agreement reached 100%.

**Table 14 - Assessment of the International workshop on gender bias in governance and evaluation of research bodies (Paris, February 2015) (mean values and % agreeing)**

	Mean	% agreeing
The conference's objectives were clearly and adequately stated	1.77	92.3
The conference covered what I expected it to cover	1.64	100
The duration of the conference was right for me	1.50	91.7
The approach adopted by the project EGERA was understandable	1.68	88.0
The conference's objectives were achieved	1.67	100
The overall organisation of the conference was effective	1.69	88.5
The speakers were effective	1.23	100
The level of interactivity was appropriate	1.50	100
The themes and the discussion were useful and relevant for my area of work	1.40	96.0
The conference's objectives were achieved	1.56	100

Approximately half of the answers regarding the most appreciated aspects highlighted the quality of presentations, while the remainder emphasised the dialectic established between presentations and discussion.

*“The keynotes speakers and project presented were very interesting”.*

*“The presentations were of high level and very well targeted to the problems to be solved by EGERA project”.*

*“The combination of presentation and discussion”.*

*“The topic of the seminar is relevant, and we discussed about specific obstacles, resistances and challenges”.*

As for the least appreciated aspects, these regarded the felt need for more time for discussion and for the speakers to have been announced earlier; and the room was deemed to be too hot. Suggestions made address these exact aspects.

### 5.3.6. EGERA-STAGES co-event: Nijmegen-Ravenstein (M15, March 2015)

The EGERA-STAGES co-event took place in Nijmegen-Ravenstein on the 2<sup>nd</sup> and 3<sup>rd</sup> March 2015. 23 participants delivered their evaluation questionnaires. The results will be shared within the partnership during the team meeting to be held in Antwerp in July 2015.

The assessment of the event was, once again, very positive with no mean values higher than 1.88. 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.

**Table 15 - Assessment of the EGERA-STAGES co-event (Nijmegen-Ravenstein, March 2015), overall and per session (mean values and % agreeing)**

<b>Co-Event EGERA-STAGES (overall)</b>	Mean	% agreeing
The event's objectives were clearly and adequately stated	1.65	91.3
The event covered what I expected it to cover	1.74	91.3
The duration of the event was right for me	1.52	95.7
The approach adopted by the project EGERA was understandable	1.61	95.7
The event's objectives were achieved	1.57	100
The overall organisation of the event was effective	1.13	100
<b>Session 1 – Train the trainer workshop</b>	Mean	% agreeing
The speakers/facilitators were effective	1.31	100
The level of interactivity was appropriate	1.13	100
The themes and the discussion were useful and relevant for my area of work	1.38	93.8
The session's objectives were achieved	1.44	100
<b>Session 2 – Gender training</b>	Mean	% agreeing
The speakers/facilitators were effective	1.53	100
The level of interactivity was appropriate	1.29	100
The themes and the discussion were useful and relevant for my area of work	1.88	82.4
The session's objectives were achieved	1.59	94.1
<b>Session 3 – Gender in curricula</b>	Mean	% agreeing
The speakers/facilitators were effective	1.52	95.2
The level of interactivity was appropriate	1.48	95.2
The themes and the discussion were useful and relevant for my area of work	1.85	85.0
The session's objectives were achieved	1.73	95.5

The interaction allowed by the event was undoubtedly a very strong point for participants, along with the ‘train the trainer workshop’ on Group Model Building.

*“Meeting new people from other projects, from policy-making levels: learning from others' experiences; - Interactive moments”.*

*“Concept of lectures and interactive versions and discussions. Enough brakes and good catering”.*

*“The possibility to discuss in subgroups; very interesting lectures”.*

*“I liked the Group Model Building seminar a lot for the rigor and clarity and the effectiveness of the training on the method”.*

As for the weakest points of the event, a few answers pointed out the session on gender in curricula as it was felt that successful interaction was not achieved as fully as in other sessions. Further comments provided mostly stressed the importance to have more information on the contents beforehand. Other comments were more scattered but no less important.

*“The interaction between the projects, which are getting more numerous, is really important. This way of doing it I liked most”.*

*“To enhance the learning experience it would be great to shortly discuss the outcomes of the subgroups plenary”.*

*“I would like it if there was a website with free examples of gendered tools, lectures, examples. It should be usable for non-gender experts to glance at for concrete practices”.*

### 5.3.7. International workshop ‘Intersecting inequalities’: Barcelona (M17, May 2015)

The international workshop ‘Intersecting inequalities’ took place in Barcelona on the 14<sup>th</sup> May 2015. Nine participants delivered their evaluation questionnaires. The results will be shared within the partnership during the team meeting held in Antwerp in July 2015. Unlike previous events, this workshop was negatively evaluated, as it becomes evident from the analysis of the table below.

**Table 16 - Assessment of the International workshop Intersecting inequalities (Barcelona, May 2015) (mean values and % agreeing)**

	Mean	% agreeing
The workshop's objectives were clearly and adequately stated	3.00	22.2
The workshop covered what I expected it to cover	2.89	22.2
The duration of the workshop was right for me	2.67	11.1
Contributed for a better understanding of the project and of its approach	3.11	11.1

The speakers were effective	3.00	11.1
The level of interactivity was appropriate	3.33	11.1
The themes and the discussion were useful and relevant for my area of work	2.71	33.3
The workshop's objectives were achieved	2.86	11.1
The overall organisation of the workshop was effective	2.89	11.1

The inappropriateness of the level of interactivity followed by the lack of clearness and adequateness in the stating of the workshop's objectives and by the ineffectiveness of speakers were the aspects assessed more negatively. Qualitative information regarding the weakest points of the event reinforces those considerations:

*"Too bad there was no opportunity to have discussion. First presenter was difficult to follow. I expected a discussion for WP2, on how to include an intersectional approach in one's indicators".*

*"I expected an interactive experience sharing, brainstorm format. Additionally, I thought it was part of WP2 but there was no initiative of the METU partners. First speaker was not clear, incoherent".*

*"Objectives of the session were not clearly stated. Time management was not ensured; No space for real collective engagement".*

*"Poor time management; poor and irrelevant choice of some speakers".*

*"Too long speeches, no interaction. Has it been relevant for EGERA?"*

According to participants, the most positive feature was the presentation made by Marta Cruells:

*"The model of Marta Cruells and the start of discussion what intersectionality means within EGERA".*

*"The very content of the interventions was relevant to the topic. Presentation by Marta Cruells offered valuable input for a more practical, implementation-oriented discussion".*

Further comments provide some additional qualitative inputs regarding the way the workshop could have been more successful:

*"I do not find any relevance of how this lecture based events was designed for the implementation of the GEAP and EGERA. Too abstract or too distant in topic".*

*"It is important to provide keynotes and contributions with a clear mandate, explicitly linked to the objectives of the workshop".*

*"It would have been more productive for our time in Barcelona to have interactive meetings. For example a 3 hours workshop indeed but without keynotes. Rather*

guiding work by METU to start moderating the discussion regarding what do we read and work”.

“Please implement breaks and discussion, too many speeches without breaks is ineffective. No chance of following all speeches and thinking about them”.

“More responsibility should have been taken by WP2 coordinator”.

### 5.3.8. Workshop ‘Getting engaged with gender-sensitive science’: Barcelona (M17, May 2015)

The workshop ‘Getting engaged with gender-sensitive science’ took place in Barcelona on the 15<sup>th</sup> May 2015. 29 participants delivered their evaluation questionnaires. The results will be shared within the partnership during the team meeting held in Antwerp in July 2015.

The assessment of this workshop was considerably more positive than the assessment of the workshop of the day before. Again, as it had been registered regarding all the previous events, all aspects were positively assessed with mean values always standing below 2.

**Table 17 - Assessment of the workshop Getting engaged with gender-sensitive science (Barcelona, May 2015), overall and per session (mean values and % agreeing)**

<b>Workshop (overall)</b>	Mean	% agreeing
The workshop's objectives were clearly and adequately stated	1.75	92.9
The workshop covered what I expected it to cover	1.93	85.2
The duration of the workshop was right for me	1.86	89.3
Contributed for a better understanding of the project and of its approach	1.93	81.5
The workshop's objectives were achieved	1.81	92.3
The overall organisation of the workshop was effective	1.63	92.6

<b>Session 1 – Opening Session</b>	Mean	% agreeing
The speakers/facilitators were effective	1.45	100
The level of interactivity was appropriate	1.90	89.7
The themes and the discussion were useful and relevant for my area of work	1.90	96.6
The session’s objectives were achieved	1.86	96.6
<b>Session 2 – Gender and sex in engineering, economy and biosciences</b>	Mean	% agreeing
The speakers/facilitators were effective	1.83	89.7
The level of interactivity was appropriate	1.97	75.9

The themes and the discussion were useful and relevant for my area of work	1.90	79.3
The session's objectives were achieved	1.83	89.7
<b>Session 3 – Gendered research for social inclusion</b>	Mean	% agreeing
The speakers/facilitators were effective	1.48	89.7
The level of interactivity was appropriate	1.72	86.2
The themes and the discussion were useful and relevant for my area of work	1.69	79.3
The session's objectives were achieved	1.59	89.7

For many participants, the highlight of the workshop was the keynote speech by Deboleena Roy. As for the remainder, aspects highlighted were diverse:

*“Content of interventions. Illustration of how EGERA can actually help researchers in partners organizations to include a gender perspective in their research design”.*

*“Information on “how in practice” would it mean to do gender-sensitive science”.*

*“Learn new perspectives that I wouldn't have thought by myself. Quite interesting”.*

The least appreciated aspect regarded the feeling that there was too little opportunity to interact and discuss, to which the feeling that too many speakers have been invited has strongly contributed.

A few participants stressed that the workshop was sometimes not easy to follow as it was deemed as rather technical:

*“As an outsider in this world of gender-politics / programmes it was sometimes difficult to follow the inners of this kind of programmes. Meaning, for experts it's ok, but for PhD students it was sometimes hard to follow. Quite technical and too specific at some times”.*

A few participants felt that some speakers lacked a feminist perspective:

*“In my opinion, the economist woman was OK but her gender/feminist perspective needs to be more refined in terms of linking new possibilities in science and society. Roser Nadal seems not to have a feminist perspective. It was a little bit disappointing”.*

Further comments to the workshop are two-folded. On the one hand, they pick the most highlighted negative aspect, making a plea for a different way of organisation allowing more time for interaction and debate:

*“Good programme, thank you for the organisation. Stricter time management will improve future sessions, as it offers more time for interaction”.*

*“It would be much better, for a next time, to organise a seminar with less speakers, more focused on concrete topics; and with much more time for debate”.*

On the other hand, some comments suggest an enhancement of the practical component of the workshop:

*“For PhD students (I’m a PhD student in Physics) you could offer next time a more general talk about how things are now, what is being done and what are the perspectives in a more general profane point of view”.*

*“It will be necessary to assure really good examples of getting engaged with gender perspective in order to show useful examples for the audience”.*

*“I would like to get even more insights on how to integrate gender in research project proposals in different scientific areas”.*

Finally, a few comments, which can be directly linked to participants from EGERA partners question the relevance of the workshop for the overall development of the project:

*“It was not clearly spelled out how the topics and design of workshop relate specifically to EGERA - local needs are fine, but it should be communicated to partners”.*

*“It is a UAB dissemination event, so I don't really see the added value for EGERA partners in relation to time investment. We had approximately 1.5 days but almost no time for project specific experience exchange. We are familiar with gendered Innovations etc. so internal sharing, brainstorming might have been more effective”.*

### 5.3.9. 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 9<sup>th</sup> 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.

**Table 18 - Assessment of the workshop on the Charter on gender sensitive communication (Antwerp, July 2015) - (mean values and % agreeing)**

<b>Charter on gender sensitive communication</b>	<b>Mean</b>	<b>% strongly agreeing</b>
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

**Table 19 - Assessment of the workshop on the Recommendations for tackling sexual harassment and violence (Antwerp, July 2015) - (mean values and % agreeing)**

Recommendations for 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.

### 5.3.10. 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 19<sup>th</sup> 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.

**Table 20 - Assessment of the workshop on Gender equality in governance and evaluation – Agreeing about principles (Barcelona, January 2016) - (mean values and % agreeing)**

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)

**Table 21 - Assessment of the workshop on Gender equality in governance and evaluation – Drafting of the charter (Barcelona, January 2016) - (mean values and % agreeing)**

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.*

### 5.3.11. 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.

**Table 22 - Assessment of the workshop on Gender in research: developing criteria for the good practices database (Barcelona, January 2016) - (mean values and % agreeing)**

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!*

### 5.3.12. Seminar on Gender sensitive governance: Vechta (M39, March 2017)

The WP5 seminar on ‘Gender sensitive governance’ took place in Vechta on the 30<sup>th</sup> March 2017. Ten participants delivered their evaluation questionnaires. The seminar focussed on the progress, challenges and strategies for institutionalizing structural changes calling partners to assess their performance and difficulties in the process and the extent to which that was achieved.

The seminar was evaluated quite positively. The vast majority of participants stressed their (strong) agreement regarding the success of the seminar. More than half of participants strongly agreed regarding the success in all but two aspects. The duration of the seminar was the best evaluated aspect.

**Table 23 - Assessment of the Seminar on Gender sensitive governance (Vechta, March 2017) - (mean values and % agreeing)**

Seminar on Gender sensitive governance	Mean*	% strongly agreeing
The seminar’s objectives were clearly and adequately stated	1.9	30.0
The seminar covered what I expected it to cover	1.7	55.6
The duration of the seminar was right for me	1.3	77.8
The level of interactivity was appropriate	1.4	60.0
The seminar was useful for the progress of work within my institution	1.7	40.0
The seminar was useful for the progress of EGERA as a whole	1.4	70.0
The seminar’s objectives were achieved	1.7	50.0

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

As it had already been the case regarding previous events, the interaction allowed by the event was again a very strong point for participants, mostly because it fostered the participation and relation between partners and because it made the exchange of ideas about contexts of institutionalization possible.

*The contact with the colleagues. The friendly atmosphere.*

*I really appreciated the openness of all participants, and the structured discussion”  
Writing down key drivers and challenges made participation of all partners increase and created a clear overview.*

Regarding a few other events, time management was pointed out as an aspect to be improved. In this specific case, time management was deemed to be a strong element as:

*There was enough time to stop and think, individually and together.*

However, it was pointed out that some aspects could have been improved, namely aspects related to presentation and discussion.

*Topics discussed did not meet my expectations (as per the title).*

*It would have benefited from a more structured perspective.*

*Some more instructions beforehand would have enabled more preparation.*

### 5.3.13. Seminar ‘Measuring progress towards Gender Equality’: Vechta (M39, March 2017)

The seminar ‘Measuring progress towards Gender Equality’, developed within the scope of work package 2, took place in Vechta on the 31<sup>st</sup> March 2017. Eleven participants delivered their evaluation questionnaires. The seminar was evaluated quite positively. The vast majority of participants stressed their (strong) agreement regarding the success of the seminar. The level of interactivity was the best evaluated aspect, deserving the strong agreement of over 90% of participants.

**Table 24 - Assessment of the Seminar ‘Measuring progress towards Gender Equality’ (Vechta, March 2017) - (mean values and % agreeing)**

WP2 Seminar ‘Measuring progress towards Gender Equality’	Mean*	% strongly agreeing
The seminar’s objectives were clearly and adequately stated	1.73	36.4
The seminar covered what I expected it to cover	1.45	54.5
The duration of the seminar was right for me	1.55	45.5
The level of interactivity was appropriate	1.09	90.9
The seminar was useful for the progress of work within my institution	1.73	36.4
The seminar was useful for the progress of EGERA as a whole	1.45	54.5
The seminar’s objectives were achieved	1.64	36.4

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

The discussion about EGERA’s objectives and results, on how to measure progress and on what is indeed progress was deemed to be a strong element of the seminar, further complemented by the comprehensive review of potential strategies to support including gender in curricula. The “useful lessons drawn from the third Gender Equality Reports” were also mentioned.

The complexity of the questions under discussion and the importance of preparation time were pointed as less positive aspects of the seminar.

### 5.3.14. Seminar ‘Gender in curricula: Vechta (M39, March 2017)

The WP4 seminar ‘Gender in Curricula’ took place in Vechta on the 31<sup>st</sup> March 2017. A total of eleven evaluation questionnaires were received. As the remaining seminars held in Vechta also this particular one was evaluated quite positively. The vast majority of participants stressed their (strong) agreement regarding the success of the seminar. The level of interactivity was, as for the WP2 seminar, the best evaluated aspect.

**Table 25 - Assessment of the Seminar ‘Gender in Curricula’ (Vechta, March 2017) - (mean values and % agreeing)**

WP4 Seminar ‘Gender in Curricula’	Mean*	% strongly agreeing
The seminar’s objectives were clearly and adequately stated	1.6	44.4
The seminar covered what I expected it to cover	1.4	55.6
The duration of the seminar was right for me	1.4	55.6
The level of interactivity was appropriate	1.2	77.8
The seminar was useful for the progress of work within my institution	1.7	44.4
The seminar was useful for the progress of EGERA as a whole	1.3	66.7
The seminar’s objectives were achieved	1.4	55.6

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

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