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First Monitoring & Evaluation Report

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1. Introduction

The *First Monitoring & Evaluation Report* of EGERA bases on a set of tools that have been designed and implemented throughout the first 18 months of duration of the project. Constituting the first of a set of three monitoring and evaluation reports, this document includes, updates and reshapes the *Assessment of the kick-off phase of EGERA* (deliverable D.8.1) issued in December 2014 (Month 12).

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

- Contributing for the improvement of the decision-making process concerning the design and implementation of the Gender Equality Action Plans (GEAPs).
- To generate information on the Project / GEAPs' implementation and dissemination process.
- Generating information on the Project process.
- Assessing the innovative nature of the actions proposed.
- Facilitating and enhancing institutional self-reflexivity and fostering mutual learning and experience-exchange among the participating institutions.

The activities of monitoring and evaluation developed during this period concerned three of the four major tasks of workpackage 'Monitoring & Evaluation'¹:

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

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

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

¹ In accordance with the Monitoring & Evaluation Plan, the fourth major task – Evaluation of outcomes / impact will be implemented as from December 2015 (month 24) onwards.

previous results are shared, commented and discussed, aiming to provide the basis for on-going improvement of EGERA.

It should be noted that, following an internal bi-annual assessment and in order to better address the development of EGERA, small adjustments were made to the Monitoring & Evaluation Plan in June 2014 (Month 6) and in January 2015 (Month 13). The latest version of the plan is included in the annex.

For the purposes of this report, it is important to emphasise that the first interview with the coordinating team, initially scheduled for the beginning of 2016, was anticipated and conducted by the time of the project meeting and of the EGERA international workshop held in Paris in February 2015. Conversely, the focus-group with the Advisory Committee, initially scheduled for the beginning of 2015 was rescheduled for the beginning of 2016.

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

2. Operationalization and implementation of EGERA

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

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

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

- Degree of implementation of the activities foreseen in the different workpackages.
- 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.

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

Analysis of meetings is two folded. Besides participant observation, a questionnaire with quantitative and qualitative questions is filled-in by all participants. The timeframe covered by this report includes three steering committee meetings: Paris (month 3), Barcelona (month 7) and Paris (month 14). It should be mentioned, however, that, during the process of implementation of EGERA, it was decided to take the opportunity fomented by some EGERA events for (most of) the partners to be physically together to also organise (shorter) project meetings deemed helpful for the EGERA's implementation process.

As a consequence, the monitoring and evaluation (M&E) process evolved in order to accommodate this new set of meetings and so also the terminology regarding this component

of M&E changed and will be focussing on project meetings instead of steering committee meetings. During the timeframe covered by this report, a project meeting took place in Ankara (month 11) and the evaluation of its results included.

Scheduled to coincide, in most cases, with project meetings, EGERA events were organised, regarding which specific evaluation forms were produced and filled-in by participants:

- Start-up conference (Paris, M3);
- Workshop on HR & gender culture Indicators; Seminar on gender training standards and plans; Group model building session (Nijmegen, M5);
- Workshop on gender-sensitive research in international projects (Barcelona, M7);
- Conference on gender equality and organisational culture (Ankara, M11);
- International workshop on gender bias in governance and evaluation of research bodies (Paris, M14);
- EGERA-STAGES co-event (Nijmegen, M15);
- International workshop 'Intersecting inequalities' (Barcelona, M17);
- Workshop 'Getting engaged with gender-sensitive science' (Barcelona, M17).

Thus far, the assessment of the project's development and implementation consisted of an interview with the coordination of EGERA and of a monitoring and assessment instrument to be filled-in in a six-month period basis. The first semester covered was the period from March to August 2014 and the second regarded the period from September 2014 to February 2015. The third will cover the period from March to August 2015. Thus, only the results regarding the first two periods are included in this report.

It should be mentioned, however, that there are important differences between the instruments covering these two periods. Those covering the periods from September to February are also yearly assessments, i.e. besides the set of questions common to all semesters, they also include a significant set of questions regarding the specific implementation of EGERA within partner organisations specifying and assessing each concrete activity developed during the previous year.

As for the interview with the coordinating team of EGERA, and in accordance with the revised M&E plan, it was conducted by the time of the project meeting and international workshop held in Paris in February 2015 (M14).

Finally, regarding the specific inputs of the Advisory Committee for the M&E process it should be mentioned that only two of its members provided an answer to the specific questionnaire circulated in March 2015 (M15), one of which only in midst June 2015. Given these facts it was decided not to undertake a specific assessment of the results of this tool.

2.1. Project meetings

2.1.1. Expectations regarding EGERA and anticipated challenges (kick-off meeting)

In the kick-off meeting of the project it was deemed essential to grasp the expectations of the different partners regarding EGERA. Some expectations were clearly identified straight to the main objectives of the project such as gender training, the mainstreaming of gender into curricula and regulation, etc. within the overall aim of achieving structural change.

“My expectations are to develop certain training programs and the introduction of gender perspective into curricula. Having a regulation on sexual harassment and further gender equality regulations are specific outcomes that we expect to receive at the end of this project”.

“The participation in the project is an opportunity to improve the tools for gender equality of my university. In this sense I expect the project be able to provide the participating institutions the effective and good tools aimed to improve gender inequality (indicators, training, good practices and other resources)”.

“To create structural changes regarding the different university contexts, and crossing the dimensions of the project: diagnosis, teaching, research, community, governance, and so on and so forth”.

However, for many participants, there was still a significant vagueness at this stage. In most cases, it seems to have been the expression of caution since the project runs for a long time and as, aforementioned, is rather ambitious and complex.

“Good but we have to start with this complex project”.

“I have no clear expectations; I hope it will have a positive effect on gender equality in all the institutions”.

“I would like to re-read the description of work first before I can comment on this”.

“We have 45 months to go. It is difficult to estimate from now on. But I hope it will be challenging to implement”.

Other participants provided just overall expectations of success, highlighting the need for good coordination and cooperation in order to achieve proposed objectives.

“If the implementation of the project objectives will run smoothly we might get very good results”.

“If we succeed to coordinate the contribution of the partners to the different workpackages, we can have very good results. There is also the risk of many partners coordinating too many things”.

“When tasks and activities will be coordinated well, the expected results will be achieved”.

“Despite the rather 'shaky' and 'ambiguous' start of the project, I expect that significant progress will be achieved in the participating institutions along the lines of the project's goals. Good reputation and significant experience of most partners

in the project indicates overall superior human resources of these institutions as well as their apparent commitment to the merits of 'gender equality' in the academia. My overall expectation regarding the results of the project is therefore, rather optimistic”.

Thus, it is not surprising that communication and coordination issues are mentioned as one of the major challenges anticipated regarding the successful accomplishment of the project.

“Communication between the partners”.

“The main challenges are to coordinate the efforts and streamline communications between partners, to prevent doing double work”.

“A way better exchange and communication among partners in a setting suited for discussion”.

“The coordination of so many institutions, which have attained different degrees of gender equality already, and that operate in very different contexts. This will have to be done under extremely tight deadlines, and I would be afraid that some precious information/possibilities for action can be forgone in order to achieve deadlines and produce the expected materials. I would be afraid of losing on the substance of the project for the sake of producing results. Gender issues are complex to explore and difficult to change, and it is easy to remain on the surface, whereas the problems and answers are buried down deep and require time”.

Also the accomplishing of the significant number of tasks foreseen and the close deadlines associated to it were matters of concern expressed by many participants.

“Adhering to all the deadlines; coordinating everything in such a way that no double work is being done and complex tasks are performed in collaboration with various partners instead of by a single partner; making clear what are the exact expectations of every partner, what input do we need from each other to reach our goals”?

“I think the number of partners with overlapping timescales and meetings will be the main issue. While I think each partner has ideas on how to proceed on their own work package, coordination of this will be complex and challenging. Also, one needs to not lose sight of the overall aim of the project and focus on outcomes - it can be easy just to focus on delivering just on the work package without considering the overall interplay of the work”.

“I think the project is quite ambitious in terms of the actions that we must carry out. For this reason I think in the implementation of these actions, the planning and the assessment of the available resources and to adapt the results to both aspects is essential for a successful of the project. The good coordination and the effective communication between the partners as well as to design good guidelines for the collection of the information are important too”.

“Too many tasks are in the row and there seems an ambiguity on the setting of the limits/guidelines on these tasks. But I suppose things will improve in the future”.

Besides these intrinsic factors, also an extrinsic challenge was identified: the very resistances to the subjects dealt with by the project and that it aims at analysing in institutional frameworks.

“The resistances that the project tries to analyse, mainly socio-political, organisational and cultural resistances”.

“To overcome resistance in the institutions”.

“It will be very important to find agreeable directors at the universities that will let us collect the necessary data that we want to collect and to implement the procedures that we will finalize. The project is multidisciplinary and I think one of the most important points is to be able to gather data from other institutions on time in the desired scope”.

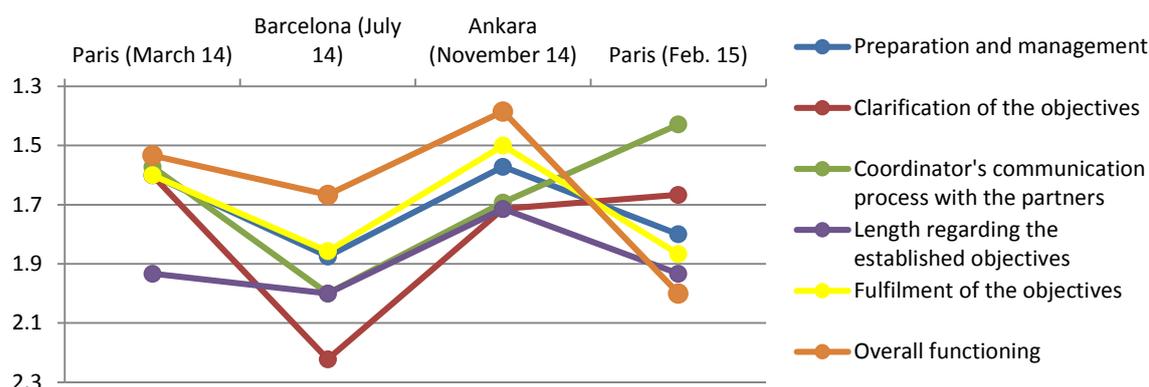
Finally, another challenge identified regards the need to achieve a holistic framework within which comparative analysis may be produced, which raises the responsibility for individual implementing partners but more specifically to the coordination, monitoring and evaluation and to the partnership as a whole.

“In my view, the main challenges to the successful accomplishment of the project's goals may arise from difficulties of building a holistic framework in which the advances and / or changes in different institutional and cultural contexts can be comparatively evaluated. In other words, how to assess the impact and/or meaning of the specific steps taken, resistances met and negotiations made in different contexts vis-a-vis one another, so as to be able have a meaningful, comparative analysis and make sense of them in terms of the overall goals of EGERA, may be very difficult”.

2.1.2. Management of the meetings

Overall, the different aspects regarding the management of the meetings were evaluated quite positively. It should be stressed that even though individual aspects were assessed less positively – even if only by a few participants – only once the assessment of the overall functioning registered a negative assessment.

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



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

One negative aspect highlighted regarding the first two meetings (Paris, M3 and Barcelona, M7) regarded the lack of time some partners felt, for the discussion of all the aspects that had to be dealt with. Especially considering that these were the two first meeting and given the comprehensiveness, complexity and ambition of EGERA, some partners considered that it would have been useful to have had longer meetings.

The scheduling of project meeting along with specific EGERA event and the need to comply with time and budget constraints led the meetings to become reduced to only one afternoon. In a crucial initial stage of implementation this was deemed as a frailty, at least by some participants.

“So much information to share about all the WP’s, we could have used more time. On the other hand the time allocated to every WP was already extensive. In this stage of the project it would have been useful to have all the researchers who will be working on the project at the meeting”. (Paris, March 2014)

“The time for presenting and discussing the workpackages was very limited”. (Paris, March 2014)

“Too little time to discuss. I would appreciate a more balanced turn taking by partners (this was not made clear). Discussions not structured well”. (Barcelona, July 2014)

“More time for discussing important logistic and content related issues of the WP’s”. (Barcelona, July 2014)

The meeting in Ankara (M11) represented an important turn point to this respect:

“Good time for discussion”. (Ankara, November 2014)

“Great to have so much time for discussion of important issues about WP's and deliverables”. (Ankara, November 2014)

“It was very good to have a lot of time for discussion. There were many issues to discuss and they were finally addressed”. (Ankara, November 2014)

During the different meetings, different aspects in terms of organisational procedures have arisen, hampering a smoother running of the sessions:

“During the meeting I would prefer tables (for better writing my notes etc.). I would appreciate to organise the meetings in the middle of the working week. For the kick-off meeting I had to miss my family on Saturday since I had to travel to my home from Paris”. (Paris, March 2014)

“It would be useful to send around the agenda for the meeting and provide the opportunity to add agenda points”. (Barcelona, July 2014)

“Need of a concrete agenda beforehand so that we can amend it”. (Barcelona, July 2014)

“Change of date & time of meeting caused problems”. (Ankara, November 2014)

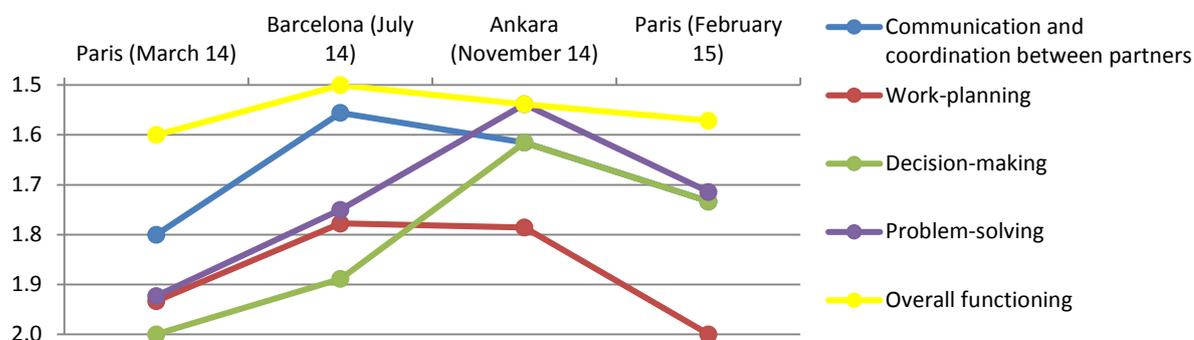
“The management and preparation of the meeting by the organizers was good (with the exception of the change of dates of the meeting and the programme)”. (Ankara, November 2014)

“There is a need for strict time management or adjusted agenda management). Delay was prolonged. Coordination overview could be shorter, less repetition. I am not sure if the agenda was fit for consortium board members (they miss all the background discussions)”. (Paris, February 2015)

“Confusion of the meeting venues, something was written in email and something different was in attached programme details. It is not clear if the coordinator makes minutes”. (Paris, February 2015)

2.1.3. Functioning of the partnership

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



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

Besides the time constraints, also the fact that, due to logistic reasons, the meeting in Paris (M3) was preceded by the start-up conference became a source of dissatisfaction to some of the participants, namely regarding the building-up of the partnership.

“There was way too little time to discuss all the matters necessary, to sort out things and to come to commonly accepted decisions; I went home still having no clue of how we are going to work, how we are functioning as a group, of what to do and of what will come up the next six months; and it would have been much better if we had been seated in a circle so as to be able to discuss all together”. (Paris, March 2014)

“Too many topics for little time. It would have been better if we had known each other before”. (Paris, March 2014)

“I’d prefer having met the group before the official congress started on Thursday”. (Paris, March 2014)

The aforementioned difficulties regarding the clarification of the objectives in Barcelona led to increased challenges for the functioning of the partnership.

“Due to lack of clear agenda/objective, it was often chaotic, so maybe not effective for decisions, problem-solving. Of course linked to complexity - everything is connected”. (Barcelona, July 2014)

“Input of the partners on the agenda is advisable; in the future we need to be able to put pressing problems on the agenda”. (Barcelona, July 2014)

In any case, the processes of good communication and the common sharing of the first experiences of implementation were deemed as very useful and as contributing for good functioning of the partnership. This was further continued in Ankara (M11) and in Paris (M14).

“Communication with partners is very good and supportive. Good atmosphere, fruitful and constructive”. (Barcelona, July 2014)

“Very interesting to share experiences and difficulties among partners. Really necessary to meet regularly to discuss these issues and learn from each other. I appreciate the pragmatic approach of the coordinator”. (Barcelona, July 2014)

“Different from previous meeting. I have the impression that problems raised by partners were finally taken serious and discussed”. (Ankara, November 2014)

“Great open discussion and sharing of experiences/problems between partners. Good collaboration”. (Ankara, November 2014)

“This meeting had a good balance between presentations and time for discussion”. (Paris, February 2015)

However, it should be mentioned the rise of feelings that the development should be profiting from more inputs from the partnership.

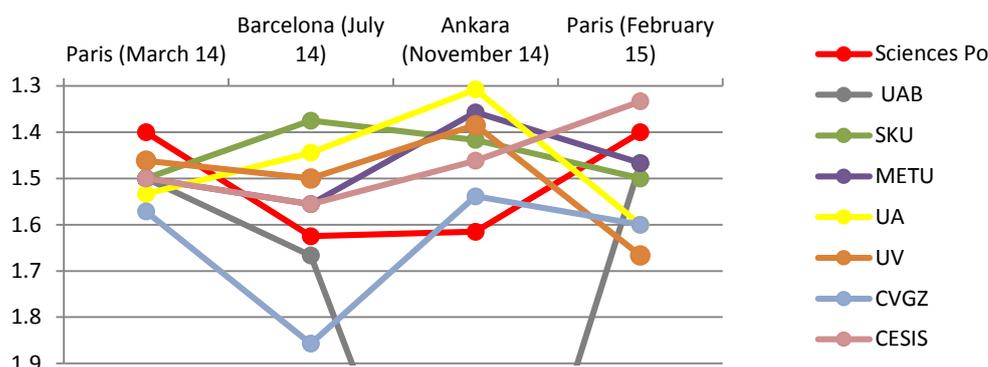
“Lack of effort of the coordinator to listen the opinions and recommendations of other consortium partners who are experienced in implementation of EU FP Projects”. (Paris, February 2015)

“The agenda does not indicate when decisions are needed; - appreciate partners’ comments and openness; I don’t always have a feeling that partners concerns are heard and acknowledged”. (Paris, February 2015)

2.1.4. Performance of the partners

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

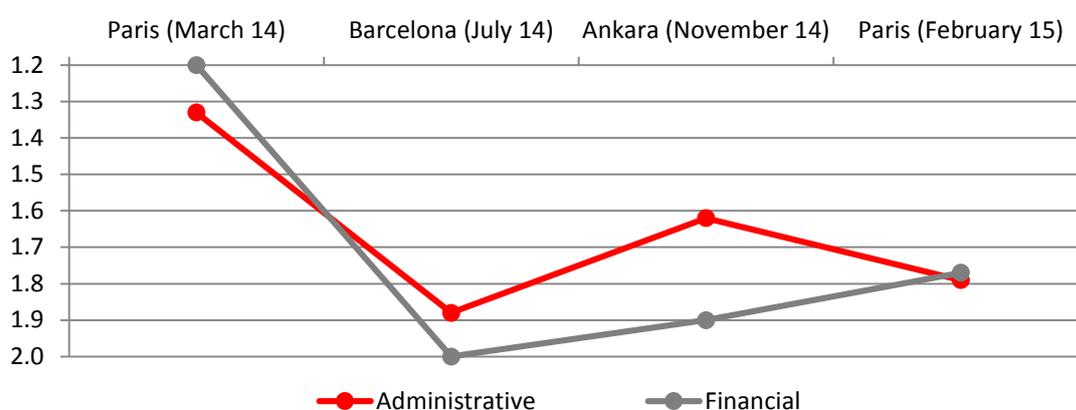
Figure 3 – Performance of the partners, per partner (mean values)



2.1.5. Administrative and financial arrangements

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

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



Administrative and financial arrangements were specifically dealt with during the kick-off which merited the approval of partner entities:

"I think these were explained very well to partners". (Paris, March 2014)

"Very good to have these important issues discussed in so much detail". (Paris, March 2014)

"Date should have been announced earlier as to save money. As well of locations ex. dinner, could impact choice of hotel". (Barcelona, July 2014)

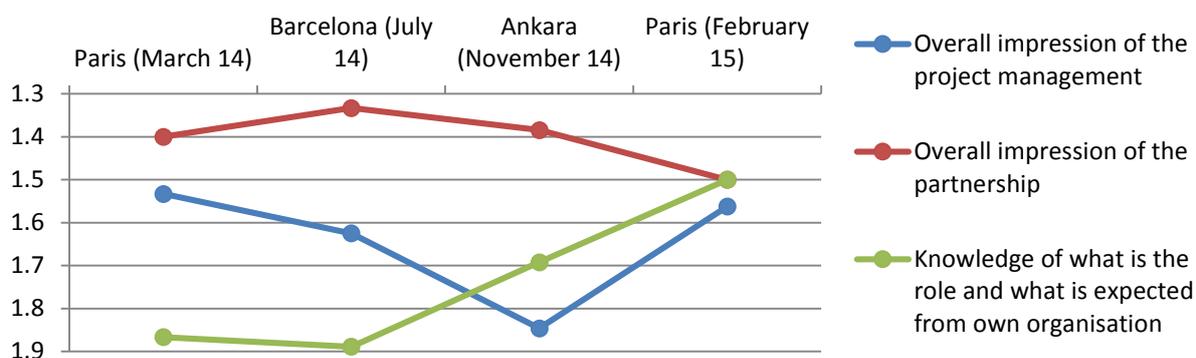
"Fast feedback from co-ordinator in between sessions". (Ankara, November 2014)

"Please schedule this presentation in advance. It needs a separate time frame in the programme". (Paris, February 2015)

2.1.6. Overall assessments

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

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



In what regards the overall impression of the project management, some improvements were already suggested and welcomed by participants.

“There are still some issues of overview management but I’ve read there will be a EGERA management handbook. Maybe it would be useful a meeting report (not extensive) shortly afterwards with decisions taken and agreed to do’s”. (Barcelona, July 2014)

“We look forward to the encompassing project planning, in which interdependencies between workpackages are clarified”. (Barcelona, July 2014)

However, and despite the generally good assessment, some issues remain to be fully addressed:

“The project management is sometimes losing its coordinating role on the time management and planning. I have trust it will be repaired in the coming period”. (Ankara, November 2014)

“Hélène’s presence was good & contributed to the overall functioning of the meeting”. (Ankara, November 2014)

“The project meetings need more focused management and direction; there is very little deliberation. WP leaders should communicate more on the work plan but it’s getting better; it would be great to get agendas timely in advance for comment and addition. The way it still is, one is not even sure who is speaking at workshops and what items are on agenda (e.g. reporting guidelines)”. (Paris, February 2015)

The ambitious and complex character of EGERA was an issue that partners needed to grasp. The knowledge of the role and of what was expected from the partner entity has been improving

over time. Contrary to Paris (M3), in Barcelona (M7) none of the participants reported to have a poor knowledge.

These results, along with the results in Ankara and in Paris (M14) seem to reveal that a concrete path was taken. After the first stage, in which some doubts regarding the own role of each entity still subsisted, the doubts in the second phase regarded, most of all, the overall understanding of the project in all its components.

“I think the number of partners with overlapping timescales and meetings will be the main issue. While I think each partner has ideas on how to proceed on their own work package, coordination of this will be complex and challenging. Also, one needs to not lose sight of the overall aim of the project and focus on outcomes - it can be easy just to focus on delivering just on the work package without considering the overall interplay of the work”. (Paris, March 2014)

“Yesterday, the interconnection and links between some WPs became clearer. However, I still think that more info/discussion on how WPs will roll out and complement one another is needed”. (Barcelona, July 2014)

“I still don't know what we precisely have to contribute to other work packages”. (Ankara, November 2014)

“The meeting helped me understand where I stand and what is expected. It would be good to say more on what role experts play (authority) - we need leverage!” (Ankara, November 2014)

2.2. EGERA events

As aforementioned, EGERA events were organised and scheduled to coincide, in most cases, with project meetings. Specific evaluation forms regarding these events (see detailed list in the introduction to section 2) were produced and filled-in by participants. Overall, EGERA events were evaluated quite positively (see table below). In the vast majority of cases, mean values were lower than 2² 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.

From the standpoint of the participants' assessment, the only event that seems not to have been successful was the International workshop 'Intersecting inequalities', held in Barcelona in May 2015 (M17). 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 (mean values of 3 or higher).

A specific mention should be made on the assessment of the way the event contributed for a better understanding of the project and of its approach as it regards the item with the most evident connection to the overall development of EGERA. Again, the workshop 'Intersecting

² 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.

inequalities' represents the exception within a set of events where the mean value regarding the assessment of this aspect usually ranged between 1.6 and 2.0.

A more detailed analysis, of each of the events may be found in the annex to this report which may contribute for a better understanding of the project. Additionally, also the specific M&E reports regarding each of the events may be made available upon request.

Table 1 - Assessment of the event (mean values)

	Paris March 2014	Nijmegen May 2014			Barcelona July 2014			Ankara November 2014	Paris February 2015	Nijmegen May 2015			Barcelona May 2015	Barcelona May 2015		
	Kick-off conference	S1*	S2*	S3*	Gender-sensitive research in the European area			Gender equality and organisational culture	Gender bias in governance and evaluation of research bodies	Co-event EGERA- STAGES			Intersecting inequalities	Getting engaged with gender- sensitive science		
					S1+	S2+	S3+			S1~	S2~	S3~		S1^	S2^	S3^
Objectives were clearly and adequately stated	1.71	1.40			1.67	1.89	1.70	1.63	1.77	1.65			3.00	1.75		
The event covered what I expected it to cover	1.81	1.30			2.0	2.00	1.95	1.75	1.64	1.74			2.89	1.93		
Contributed for a better understanding of the project and of its approach	1.59	1.30			2.13	1.88	2.05	1.68	1.68	1.61			3.11	1.93		
The speakers/facilitators were effective	1.56	1.60	1.10	1.00	1.78	1.67	1.39	1.60	1.23	1.31	1.53	1.52	3.00	1.45	1.83	1.48
The level of interactivity was appropriate	2.04	1.60	1.10	1.10	1.75	1.78	1.57	1.65	1.50	1.13	1.29	1.48	3.33	1.90	1.97	1.72
The themes and the discussion were useful and relevant for my area of work	1.59	1.60	1.60	1.60	2.22	---	2.09	1.70	1.40	1.38	1.88	1.85	2.71	1.90	1.90	1.69
Objectives were achieved	1.60	1.60	1.40	1.20	1.89	1.78	1.96	1.67	1.67	1.44	1.59	1.73	2.86	1.86	1.83	1.59
The duration was right	1.81	1.30			1.89	1.89	1.71	1.89	1.50	1.52			2.67	1.86		
The overall organisation was effective	1.57	1.20			1.70			1.44	1.69	1.13			2.89	1.63		

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

* Nijmegen May 2014: session 1 - HR & gender culture indicators; session 2 - Gender training standards and plans; session 3 - Group model building session

* Barcelona July 2014: session 1 - Gendering science & knowledge in research; session 2 - Gender perspective in research: Mapping of the existing tools & critical assessment; session 3 - Strengthening a gender perspective in European research projects: review of tools for the design of guidelines

~ Nijmegen May 2015: session 1 - Train the trainer workshop; Session 2 – Gender training; Session 3 – Gender in curricula

^ Barcelona May 2015: session 1 – Opening session; 2 - Gender and sex in engineering, economy and biosciences; 3 - Gendered research for social inclusion

2.3. Periodic monitoring and assessment

2.3.1. March 2014 (M3) to February 2015 (M14)

The main tool for the monitoring and assessment of the project's operationalization and implementation is an online questionnaire that is made available for all partners. The questionnaire was built using Limesurvey and specific tokens were created. Each partner is provided with a unique password for accessing the forms. The results of the first six-month period have been shared within the partnership during the team meeting held in Ankara in November 2014.

Degree of implementation

Overall, partners consider the implementation of the EGERA activities assigned to their respective organisations in the period of March 2014 (M3) to February 2015 (M14) to have been accomplished. Regarding the first semester under assessment (Period 1, M3-M8), three of the partners considered the activities to have been fully implemented while three others considered that only some small gaps prevented full implementation³. Similar results were obtained regarding the second semester under assessment (Period 2, M9-M14), with two partners considering the activities to have been fully implemented and three considering that only some small gaps prevented full implementation⁴.

Gaps identified regarded different workpackages. Regarding WP1 – Project management & technical coordination, there was criticism, in period 1, regarding the lack of effectiveness and interactivity in the use of the AGORA (Sarah), as well as the plea for a more advanced level of planning and coordination that would contribute to the efficiency of the project. This seems to have been overpassed in period 2 where the only issue mentioned regards a slight delay regarding the submission of the already written minutes of one of the project's meetings.

As for WP2 – Assessing gender inequalities and bias, difficulties in Period 1 regarded the Discussion Forum 2 and particularly the timing of forums, coinciding with summer time and making it difficult for partners to organize and submit reports on them. Also this issue seems to have been overpassed in period 2.

Regarding WP4 - Training academic communities, gaps were reported, in period 2, by two entities. For one of these entities it became clear that the GETP required a review after the pilot training, after which actual implementation would have to start. For the other entity the gap derived from the delay in the implementation of the training on group model building.

³ One partner organisation did not fill-in the monitoring and evaluation instrument regarding this period.

⁴ Two partner organisations did not fill-in the monitoring and evaluation instrument regarding this period.

In what regards WP5 - Revisiting governance & evaluation models, it was mentioned that no interviews were conducted in order to organize the review of gender bias in governance and evaluation.

As for WP6 - Strengthening a gender perspective in research, in period 1 some partners were in the process of developing internal norms and materials and there was some difficulty regarding the implementation of awareness-raising actions targeted at research projects' managers. Within WP7 – Dissemination, there were some gaps regarding the production of the EGERA Flyer the feeling that, in some contexts, more dissemination activities were needed. It should be highlighted, though, that this gaps had already been addressed and that such activities were planned to take place in the partner entity starting from September 2014. Thus, no gaps regarding these two workpackages were reported in period 2. Also no gaps were identified, in neither period, regarding workpackages 3 – Building gender friendly environments; and 8 – Monitoring and evaluation.

Hindering factors

Between March and August 2014 (period 1), five out of six partner entities faced hindering factors in the progress of work within EGERA. Out of those five, the situation was overcome in three cases. In one case late communication of tasks to do for other work packages which left less time for internal organisation and the confusion and lack of coordination of specifics of respective WP tasks was ultimately overcome by further discussion on timely communication during the meeting in Barcelona and by an overview of the tasks to accomplish.

The start of the project's activities in March 2014 and the coincidence of the preparation of a workshop with the first deliverable in May 2014 led to high levels of stress in conducting the conference and to unequal involvement of the team, as it could have impacted in the quality of the deliverable D.3.1. However, it was stressed that the team became to know better the project and that further deliverables had a higher time-lapse between them. Additionally, performing practices to join the team were implemented under the form of monthly meetings and distribution of work.

A third case regarded the long time needed to build up the core team and to update it with the relevant documents and tasks. However, the implementation of regular meetings and time for discussion proved to be very effective.

In two cases, the identified hindering factor had not yet been overcome. One situation also regarded the long time needed for the stabilisation of the national EGERA team, something that the partner entity hoped to be achieved briefly. The difficulty arose from the lack of internal gender expertise and from the long travel distance between the partner entity and the respective national EGERA partner providing such expertise.

The other case regarded practical problems such as the difficulty of organizing forums between May and September, as well as of arranging the (desired) group for pilot training due to time constraints and of arranging workload due to coordination issues. In any case it should be

stressed that the partner entity felt that these did not have a significant impact on the work and that EGERA is an in-progress implementation project, which means that practical problems which could not have been foreseen at the beginning and should be solved throughout the process are to be expected.

Between September 2014 and February 2015 (period 2), hindering factors were reported by three out of five entities. Contrary to period 1, the situation was overcome in all cases. A first situation, mentioned by two partner entities, regarded the need to face the combination of tight and close deadlines with demanding requirements which made it a challenge to reach all EGERA goals. Some flexibility in the interpretation of the requirements contributed to overcome the situation without jeopardizing the overall quality of work.

Additionally, it was mentioned that the meeting in Ankara (November 2014, M11) meant a turning point as all partners could discuss these issues extensively and could find together solutions for the short term as well as taking references for the longer term.

The other hindering factor reported is different in nature and regarded the fact that, according to the partner entity, the topics of EGERA are only partly accepted by staff members and students. To counteract it, the partner entity opted for an increasing communication on EGERA topics within the institution which, eventually, seems to have made the difference.

Facilitating factors

In period 1, all six partner entities responding to the questionnaire reported facilitating factors for the progress of their work within EGERA. These included intrinsic factors such as the helpful coordination and very good communication with EGERA partners; the meetings considered to facilitate the personal relationships between partners; and the consistency of the templates giving clear directions on how to proceed and the existing knowledge from previous projects and literature which further own work.

They also included external factors such as the creation of synergies with other major European gender projects which facilitates attention for the gender subject and contributes to an institutional structure (e.g. a Women's network); and the priority given to the issue of gender (in)equality and support granted by top management.

Additionally, also having senior Faculty members in the core team is identified as a facilitating factor as they have administrative roles within the institution thus are more able to guide in assessing and overcoming problems and assessing and promoting opportunities for the effective implementation of the project.

Facilitating factors were again reported by five all partner entities responding to the questionnaire in period 2. Although a factor intrinsic to the project team such as the ad hoc consultation with project partners was mentioned, this period seems to have been more fertile in terms of 'extending' the scope of EGERA to the overall framework of the partner institution, involving consortium board members and other relevant actors.

Another facilitating factor regarded the hiring, by one of the partners, of a consultant for the technical building of sex as variable into the business intelligence system which was deemed to help having quantitative monitoring with almost no extra time investment to search ad hoc data.

Finally, a partner entity stresses that:

“At our science faculty there is a growing feeling of urgency to improve gender equality, increasing the acknowledged relevance of the EGERA project and facilitating access and cooperation” (Period 2 - September 2014/February 2015).

The development of EGERA activities

Throughout the period from March 2014 to February 2015, partner entities developed activities within the scope of all workpackages of EGERA⁵. Workpackage 1 regards project management and technical coordination. Activities developed mostly regarded the participation in project meetings, both international and internal to the partner institutions, including the presentations made during the meetings and the minutes elaborated. In a few cases, the description made sheds some further insight into the way teams are organizing their work internally.

“Regular Core Group meetings (every two to three weeks) and meetings with head of University” (Impl. & Op. questionnaire 2015).

“We established an internal team/cooperation with representatives of HRM and Equal Opportunities” (Impl. & Op. questionnaire 2015).

Workpackage 2 focuses on ‘assessing gender inequalities and bias’. Activities developed included the preparation of the first ‘Gender Equality Report’, as well as the report on ‘Gender Bias in Governance and Evaluation’ and the report on ‘Assessing Gender Inequalities, Gender Culture and Gender in Curricula (Template for HR & Gender Culture Indicators)’. During the period in appreciation it also included the development of discussion fora and the preparation of the respective report. Additionally, some partners mentioned the organization, the facilitation and the presentations within the scope of EGERA workshops. One partner mentioned the:

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

Workpackage 3 regards the ‘building of gender friendly environments’. Within this scope, partner entities designed, implemented and reported on the Gender Equality Culture Survey and on the Mapping of resistances to conciliation policies and work/life conciliation measures.

The main activity developed under workpackage 4 ‘Training academic communities’ was the Gender Equality Training Plan. A workshop on gender training standards and the organization

⁵ For obvious reasons, partners were not requested to report on the activities they developed within the scope of WP8 – Monitoring and evaluation.

and development of gender equality training in some of the partner entities by the Dutch partner team were also activities developed. The Turkish partner METU specifically mentioned two programmes:

“AGEP – Academic Development Programme for newly hired faculty members” (Impl. & Op. questionnaire 2015).

“IGEP – Development Programme for Administrative Staff” (Impl. & Op. questionnaire 2015).

As for the main activity under workpackage 5 ‘Revisiting governance and evaluation models’, it consisted of the writing of the Report on Gender Bias in Evaluation and Governance while under workpackage 6 ‘Strengthening a gender perspective in research’ a different of activities were mentioned. These ranged from the reviewing and sending the literature on ‘gender equality in research and academia’ to the development and/or participation in EGERA workshops on gender in research and in curricula and the:

“Active involvement in “Landesarbeitsgemeinschaft Einrichtungen Frauen- und Geschlechterforschung in Niedersachsen” (Newsletter on Gender Research Issues, Call for papers, announcement of Conferences etc.)” (Impl. & Op. questionnaire 2015).

Workpackage 7 ‘Dissemination’ comprised both project development activities such as the development of the EGERA website, flyer and Facebook page and the development of a communication plan; and outward oriented activities such as:

“Presentation of the EGERA Project at the ‘International Symposium on Gender Equality in the Academia: Best Practices’, November, 2014” (Impl. & Op. questionnaire 2015).

“The Public Meeting at the Ankara Workshop” (Impl. & Op. questionnaire 2015).

“Presentation of the EGERA project and training results at conferences and seminars (e.g. Research Day FMW, Gender hotspot, faculty meetings, Equal is not Enough conference)” (Impl. & Op. questionnaire 2015).

“Presentation of the EGERA project in several networks, conferences, newsletter and article” (Impl. & Op. questionnaire 2015).

“Organize stream on Structural Transformation at ‘Equal is not Enough’, Antwerp conference” (Impl. & Op. questionnaire 2015).

In most cases, the activities developed within the scope of EGERA included the engagement of participants/recipients. WP5 ‘Revisiting governance and evaluation models’ was the workpackage where this happened the less (42.9% of the actions reported) while more than two thirds of the actions developed under WP3 ‘Building gender friendly environments’ and reported by partners included participants/recipients.

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

Table 2 – Development of EGERA activities (engagement and adhesion of participants/recipients, significant deviations and quality criteria assessment), per workpackage

		WP1	WP2	WP3	WP4	WP5	WP6	WP7	
Participants/ recipients	Engagement of participants/recipients	58.3	53.3	70.0	58.3	42.9	50.0	50.0	
	Adhesion	Very high	71.4	62.5	57.1	42.9	--	--	66.7
		High	14.3	37.5	14.3	57.1	66.7	66.7	33.3
Significant deviations		16.7	26.7	10.0	8.3	42.9	--	--	
Quality criteria	Relevance	Very high	58.3	40.0	30.0	50.0	42.9	50.0	70.0
		High	33.3	33.3	40.0	41.7	42.9	33.3	10.0
	Effectiveness	Very high	33.3	33.3	20.0	25.0	28.6	--	50.0
		High	50.0	26.7	30.0	58.3	28.6	66.7	30.0
	Efficiency	Very high	41.7	26.7	20.0	25.0	42.9	--	40.0
		High	33.3	26.7	30.0	66.7	14.3	66.7	40.0
	Impact	Very high	50.0	26.7	20.0	25.0	28.6	--	20.0
		High	50.0	33.3	30.0	50.0	14.3	66.7	60.0
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. Exceptions were WP2 ‘Assessing gender inequalities and bias’ and, especially WP5 ‘Revisiting governance and evaluation models’.

The most reported change within the scope of this latter workpackage regarded the elaboration of the report on gender bias in evaluation. This was initially expected to base on a specific interviewing process. However, due to time constraints, some partners felt the need to reshape it and base the report on document analysis instead of on interviews.

As for WP2, deviations were reported regarding the holding of fora and meetings and the writing of reports. Regarding the latter, some partners deemed necessary to adopt a more flexible format for the writing of the first gender equality report, in order to adapt to available information and to describing what data is missing.

As for the former, one partner decided not to hold a third forum with students while in other case, regarding the workshop held in Ankara, it was felt that those who were invited to the public

meeting developed a cursory and introductory understanding of EGERA which may have led to a superficial understanding from those who attended the public session – participants from outside the university as well as teaching and research staff from METU.

Partners were also asked to assess the activities developed under the frame of four quality criteria: relevance, effectiveness, efficiency, and impact. The most striking evidence regards the fact that almost no activity was ranked as low or very low regarding the aforementioned quality criteria.

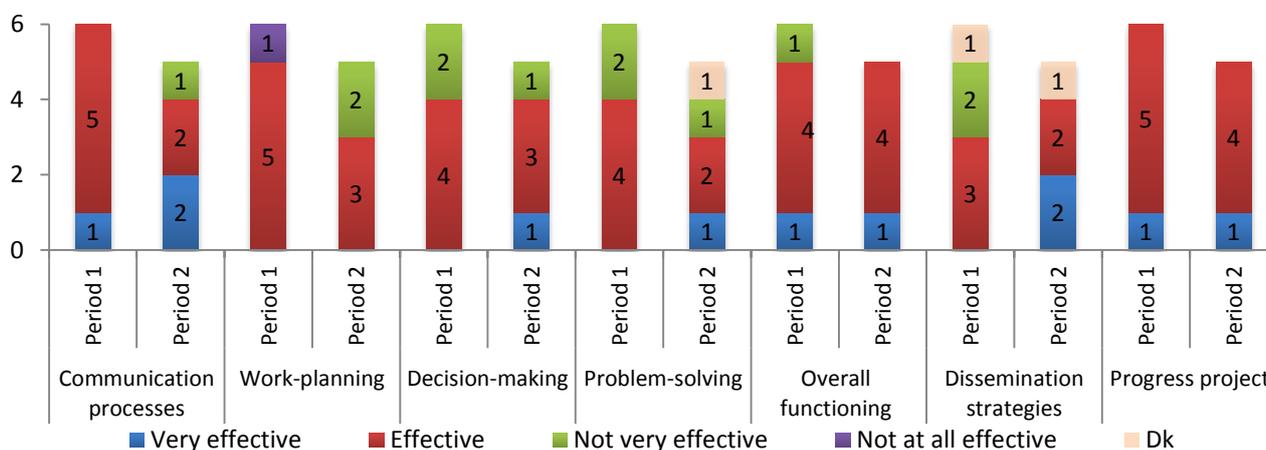
The exception regarded only two activities. Within workpackage 3 ‘Building of gender friendly environments’, one partner entity considered the process of launching of the gender equality culture survey to have a very low efficiency while within workpackage 5 ‘Revisiting governance and evaluation models’, another partner entity assessed the development of the report on gender bias in evaluation and governance to be characterized both by a low efficiency and low impact even if its relevance was considered to be high.

All the other activities were assessed by partners with at least ‘medium’. The analysis by workpackage reveals that a very positive assessment (categories ‘high’ and ‘very high’) is majoritarian in almost every case. In a few cases, category ‘very high’ is, by itself, majoritarian, most of all in what regards the relevance of activities. Only regarding the impact of activities developed under WP5, the sum of answers reporting a high or very high impact do not overpass 50%, even so standing at 42.9%.

Functioning of the transnational partnership

Overall, the functioning of the transnational partnership is assessed very positively. From period 1 to period 2 improvements are noticeable regarding decision-making, problem-solving and the strategies of dissemination, the aspects where assessment had not been as positive. Besides, this has been object of specific mentioning in the assessment of the kick-off phase (see deliverable 8.1.). Conversely, a deterioration is detectable regarding communication processes and work-planning.

Figure 6 - Functioning of the transnational partnership in the period of March 2014 to February 2015



Qualitative information provides useful insights regarding the reasoning behind quantitative assessments.

“It is important to reflect individual (tailor made) needs of all the project participants and not to recycle the already prepared materials from the previous projects” (Period 2 - September 2014/February 2015).

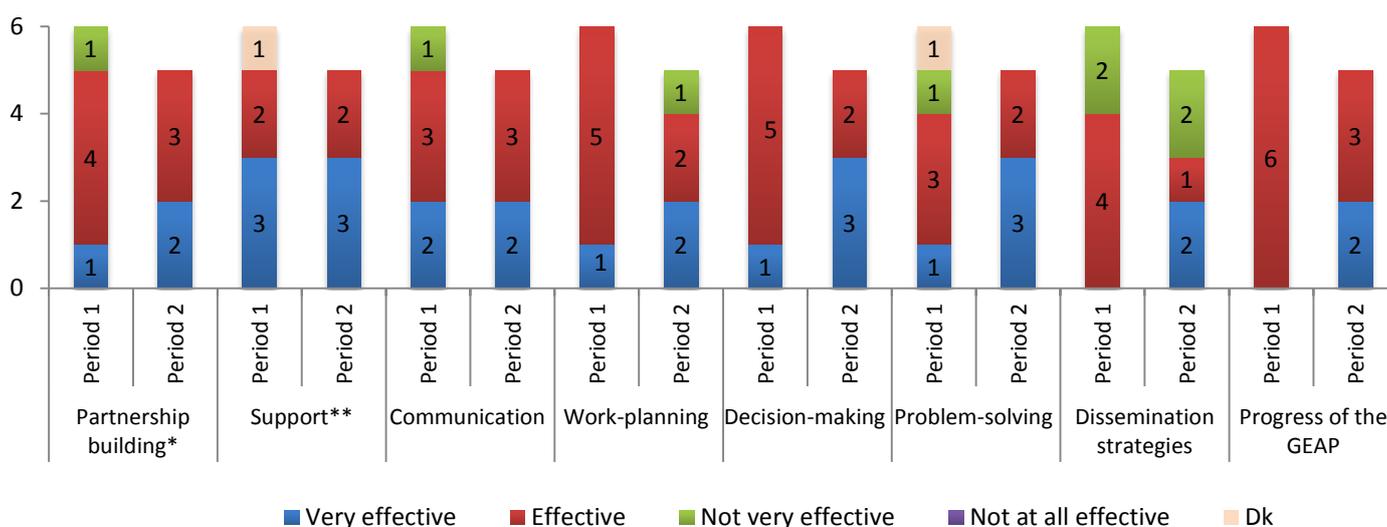
“The Ankara and Paris meetings were used to the fullest. Next to that we also had phone calls with the coordinator and some partners. We also mailed with partners separately to discuss in detail” (Period 2 - September 2014/February 2015).

Despite the room for improvement in specific aspects, it should be stressed that the overall functioning of the project and its progress are very positively assessed. No partner considers that the less positive assessment regarding specific matter affects the overall development of EGERA.

Development of EGERA in partner organisations

The development of the project within each partner organisation was also evaluated positively in general. Almost every particular aspect registered an improvement in terms of assessment. The only exception was the process of work-planning which shows contradictory trends. On the one hand, in period 2, two partners assessed this aspect as very effective compared to one partner in period 1. On the other hand, however, one partner now considers the process to be not very effective, assessment that no partner had made regarding period 1.

Figure 7 - Development of EGERA in partner organisations in the period of March 2014 to February 2015



*Partnership building for the design and implementation of the GEAP

**Support from the highest management structures

Once again, qualitative information is crucial for grasping the motivations behind quantitative assessments. Namely, exploring the rationale of the partner considering work-planning to be not very effective allows understanding the extent to which this may result from a self-imposed degree of demand.

“We don't have a fixed moment with the team but the collaboration goes well. If someone of us needs some information or a meeting we can quickly arrange a meeting or solution. Some measures are being taken, others are still in design phase. This also depends on the timing. For instance our main contact at equal opportunities is with maternity leave and we are focusing on some deliverables, leaving less time for other actions” (Period 2 - September 2014/February 2015).

Suggestions

In period 1, most partners chose to share their suggestions regarding the overall development of the Project which must be highlighted as very positive. Even if this should be considered, to a large extent, a ‘duty’ of partners in order to achieve excellence in a collaborative process, experience shows that often this is a disregarded component. Thus the highlight. However, it is regrettable that this dynamic was not kept in period 2 where only one partner shared a suggestion.

In period 1, most suggestions regarded the improvement of processes and the continuing process of creating better common basic for understanding:

“More planning would be better. Improvement on SARAH may be necessary. More experience sharing among partners might be better” (Period 1 – March-September 2014).

“More time at meetings to discuss issues within workpackages and take decisions together. - An actual exchange through AGORA (interesting literature, reports, ...) - A clear work-planning overview across WPs ahead of time” (Period 1 – March-September 2014).

“We need more time for discussion of the tasks within EGERA” (Period 1 – March-September 2014).

“Creating a good and strong on-line platform to share materials and literature on the project, facilitating the real collaborative work (and not only compulsory for the deliverables). Providing time in meetings for each workpackage to discuss among researchers internal planning with long term for deliverables to the partners” (Period 1 – March-September 2014).

However, one suggestion regarded a different subject and connects to the need to be aware of different characteristics of organisations within the partnership, in order to maximise the results of EGERA in every context within the partnership:

“Concerning the gender mainstreaming in science content we fear that we might not utilise the EGERA activities in full extent. The main reason is that we are mainly focusing on research in pure natural sciences (no people, no animals, no gender aspects at all e.g. atmospheric physics, carbon cycles, soil science, and

meteorology). Current EGERA information and provided recommendations are not mostly applicable for us” (Period 1 – March-September 2014).

Finally, regarding period 2, one suggestion was made: “to make future project evaluations less elaborate and more focused” (Period 2 - September 2014/February 2015).

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 periodic interviews with the coordinating team of Sciences-Po.

2.4.1. First interview - February 2015 (M14)

Initially scheduled for the beginning of 2016, the first interview with the coordinating team⁶ 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 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)

⁶ By option of the coordinating entity, this was a joint interview with EGERA’s project coordinator and EGERA’s scientific coordinator.

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)

3. 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 3 – 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 nd Plan	16+ mentioned on 2 nd 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
CVGZ	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 CVGZ, 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 4 - Issues/problems identified per priority and partner

Priority	Issue/problem	Sciences Po	UA Barcelona	SKU Radboud	METU	U. Antwerp	U. Vechta	CVGZ
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	CVGZ
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).⁷

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).

⁷ Available at: http://ec.europa.eu/justice/gender-equality/files/strategy_equality_women_men_en.pdf

The five priority areas of the Strategy are:

- equal economic independence for women and men;
- 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:
 - a) promote women's employment in all age brackets and close gender gaps in employment, including by combating all forms of discrimination;
 - b) 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;
 - c) ensure equal pay for equal work and work of equal value;
 - d) promote women's empowerment in political and economic life and advance women's entrepreneurship;
 - e) 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
 - f) 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:
 - a) 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;
 - b) improve the provision of care facilities for other dependants; and
 - c) promote flexible working arrangements and various forms of leave for both women and men.

- Measures to tackle all forms of violence against women:
 - a) adopt, implement and monitor strategies at national and Union level with a view to eliminating violence against women;

- b) strengthen the prevention of violence against women and the protection of victims and potential victims, including women from all disadvantaged groups; and
- c) 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,⁸ and the Project

⁸ 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.

'Gendered Innovations',⁹ developed by the University of Stanford (United States), which sets, 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.

⁹ <http://genderedinnovations.stanford.edu>.

Table 5 – 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	CVGZ
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		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	CVGZ
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	O	X					
	Gender-balancing committees		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	CVGZ
	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	CVGZ
	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	CVGZ
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		X	X	X	X	O	X
	Suitable flexible work schedules for working parents	O	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	CVGZ
	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	CVGZ
	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

4. 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:

- Were the gender training content, materials and methodology tailored to the organisation's gendered culture and to the participants' needs?
- 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?
- 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:

- Was the purpose and relevance of gender equality training properly communicated and demonstrated to potential participants?
- 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?
- Were sufficient resources, namely in terms of budget, allocated to the implementation of the GETP and to its follow-up?
- Is the length of time devoted to the training enough to allow for a learning process to take place?
- When planning the time and schedule for the training, was attention paid to participants' different circumstances (e.g. childcare provision needs)?
- Is the venue for the training, the equipment and the learning environment accessible for all?
- Does the venue for the training, the equipment and the learning environment induce debates and a use of a variety of training methodologies?
- Were the group composition (namely in terms of gender balance), size, professional field and hierarchies considered at the planning stage of the training?
- Does the scheduling of the training include breaks, for social interaction?

Six items compose dimension approach:

- Does the GETP include gender mainstreaming in regular training (besides specific gender training)?
- Is the GETP rooted in a gender theory, going beyond a purely technical approach?
- Does the GETP accommodate an intersectionality approach?
- 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?
- 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?
- 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 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 workpackages 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 midst 2014, already assumed as significant by a number of partners.

Table 6 – Preliminary assessment of the GETPs’ design under the light of the checklist for quality assurance

	Yes	Partially	No	Unclear	Unknown
Overarching context					
1. Is the gender equality training plan (GETP) responsive to gender equality international norms and agreements (e.g. CEDAW, BpFA)?	---	---	---	---	7
2. Is the GETP responsive to national / regional gender equality obligations?	1	---	1	1	4
3. Is the GETP embedded in a broader formal plan / strategy for gender equality at the organisation level?	1	---	3	1	2
4. 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
Institutional commitment and transparency					
5. Is the GETP endorsed at the highest level of the organisation?	2	1	1	---	3
6. 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
7. Does the GETP serve the end goal of improvements leading towards gender equality, including transformative behaviour change?	1	---	---	---	6
8. Are the approach, goals and expectations of the GETP commissioners clear and transparent both to trainers and participants?	---	---	---	---	7

	Yes	Partially	No	Unclear	Unknown
9. Are the approach, goals and expectations of the trainers clear and transparent both to the GETP commissioners and participants?	---	---	---	---	7
Needs assessment					
10. Were the gender training content, materials and methodology tailored to the organisation's gendered culture and to the participants' needs?	3	1	---	---	3
11. 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?	2	---	---	4	1
12. Was there an assessment of existing drivers for resistance to gender training and were adequate strategies to dealing with these resistances developed?	---	1	1	2	3
Planning					
13. Was the purpose and relevance of gender equality training properly communicated and demonstrated to potential participants?	1	---	---	1	5
14. 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	---	---	1	3
15. Were sufficient resources, namely in terms of budget, allocated to the implementation of the GETP and to its follow-up?	---	1	---	2	4
16. Is the length of time devoted to the training enough to allow for a learning process to take place?	---	---	---	5	2

	Yes	Partially	No	Unclear	Unknown
17. When planning the time and schedule for the training, was attention paid to participants' different circumstances (e.g. childcare provision needs)?	---	---	---	---	7
18. Is the venue for the training, the equipment and the learning environment accessible for all?	---	1	---	---	6
19. 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
20. 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
21. Does the scheduling of the training include breaks, for social interaction?	---	---	---	---	7
Approach					
22. Does the GETP include gender mainstreaming in regular training (besides specific gender training)?	3	---	---	---	4
23. Is the GETP rooted in a gender theory, going beyond a purely technical approach?	3	---	---	---	4
24. Does the GETP accommodate an intersectionality approach?	2	---	---	1	4
25. 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
26. 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?	3	---	---	---	4
27. Does the GETP foster the development of a Community of Practice?	---	---	---	---	7
Trainers					
28. 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?	3	1	---	1	2
29. Do the trainers adopt gender-sensitive language and materials?	---	---	---	1	6
30. Do the trainers possess the competences and skills to communicate and discuss state-of-the-art knowledge on the specific topic(s)?	1	1	---	2	3
Monitoring and evaluation					
31. Does the GETP include quality assurance mechanisms and procedures?	1	---	---	1	5
32. Is there an adequately resourced accountability system in place to monitor and evaluate implementation of the GETP?	---	---	---	---	7
33. 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?	4	1	---	---	2

	Yes	Partially	No	Unclear	Unknown
34. Has the design and implementation of the monitoring and evaluation procedures involved the GETP commissioners, gender trainers and participants?	---	---	---	---	7
35. 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?	2	---	---	1	4
36. 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?	1	---	---	---	6
37. More specifically, do these monitoring and evaluation procedures include an assessment of potential impacts in terms of societal change?	---	---	---	---	7
Follow-up					
38. Does the GETP foresee ex-post evaluation?	---	---	---	---	7
39. Are there other follow-up activities of the GETP foreseen?	---	---	---	---	7
40. Are there procedures for sharing knowledge in place, ensuring that newly gained individual knowledge is translated into positive organisational outcomes?	---	---	---	---	7

5. Concluding remarks: elements for self-reflexivity and enhancement

The monitoring and assessment of the operationalization and implementation of EGERA thus far allowed for the identification of both strong points and weaknesses. Among the latter, the cooperation and collaborative work that seems to have been established within the partnership is undoubtedly very relevant. Along with the accumulated expertise regarding the subjects EGERA deals with and the increased knowledge regarding the project and the different workpackages that seems to be progressively guaranteed over time provide an overarching framework ideal for the successful accomplishment of the project.

However, the partnership should be aware that there are different standpoints regarding gender mainstreaming and gender action and that even expertise is not evenly distributed between partners. This should constantly be born in mind in order to minimise potential pitfalls and deviations especially also considering that the project is, in itself, very ambitious and complex thus increasing the difficulties in securing, at all time, comprehensive viewpoints over the project, its workpackages, tasks and deadlines from all partners.

The partnership and all partner organisations should also be constantly aware of external threats for the successful accomplishment of the project from which the prevailing resistances in each partner organisation/country are the most immediate and may pose considerable – even decisive – obstacles.

Thus, it is of utmost interest to establish links and create synergies with other projects, actions and activities at the national and international levels (a good example is the event co-organised with project STAGES, held in March 2015), also profiting from the commitments regarding gender equality and gender mainstreaming at the EU (international) level.

Even if the boosting of SARAH as an effective CoP tool still seems to be in progress, on-going improvements in terms of management (e.g. creation of specific documents, concrete formal responses to solicitations made by partners), communication, work-planning, etc. have been appreciated and seems to have contributed for smoother communication and collaborative work. The production of guidelines and templates is considered to be crucial even if challenging given the difficulties to build a template that fits for all partners.

Thus, there is the need to embrace and accommodate the differences between EGERA partners – and this is, by itself, a result – though always bearing in mind, at the same time, that EGERA is joint work and that there is the need for common tools and comparability.

There is also the need to extend up to the maximum the generally high standards achieved so far in terms of quality of the deliverables and compliance with deadlines. Thus, it is important to continue and reinforce the efforts of establishing benchmark to which partners can refer to.

As regards project meetings, it seems crucial to ensure that:

- The dates are scheduled with enough advance in order to maximise the possibilities of attendance and try and reduce the costs associated to travelling and accommodation. Such endeavour is particularly recommended regarding meetings including the consortium board and/or the advisory committee;
- The advisory committee should be
- They are preferably scheduled in a way that does not imply for partners to use the weekend for travelling;
- The agenda is agreed between all partners and circulated beforehand;
- There is the necessary time for discussion on the project operationalization and implementation;
- There is the necessary time for specific discussion on tasks, deliverables and deadlines;
- A specific time-slot for management purposes is considered;
- A specific time-slot for monitoring and evaluation is considered;
- There is wide agreement on decisions taken;
- Minutes are produced summarising the main points, tasks, deadlines and decisions.

Regarding other EGERA events such as workshops and conferences, it should be guaranteed that:

- Even if coinciding in the same period of time for reasons of efficient travelling/spending they do not restrict the time needed for partnership meetings;
- Partners are informed beforehand regarding its objectives, target-groups and methodologies;
- When they are to include participants from the EGERA core teams, the objectives are clearly defined as project-relevant and not only as relevant for the individual partner within the context of its GEAP.

As for the GEAPs, they reflect the different standpoints of organisations, as assumed by the Project. In any case, all the GEAPs are currently addressing the four priorities defined for the Project, except for the Plan for METU which is something that must be dealt with urgently.

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.

Nonetheless, the shared design of the GEAPs reveals some flaws that hinder not only its coherence but also future evaluation of the degree of accomplishment. It would be advisable that identification of core aspects was made either through 'issues' or through 'problems' but not by both simultaneously. It should not be left for the reader to identify which one is an issue and which one is a problem. Divide the field in two along with the clear definition of the

problems requiring action and of the objectives of the Plan is essential for future evaluation purposes.

It is also essential to, whenever possible, introduce measurability into objectives. This 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.

It should also 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.

Additionally, it should be made clear how will 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.

During the first year of EGERA, monitoring of the gender equality action plans (GEAPs) was mostly internal to each institution even if supported, to a certain extent, by the benchmarking created by the project’s dynamics. At this stage, however, GEAPs need to be stabilised and put into concrete documents.

The same is valid for the gender equality training plans (GETPs). These should comply, to the possible extent, with the checklist for quality assurance developed within the scope of the project and based on the state of the art research regarding gender training. Taking GEAPs and GETPs to the next step is essential in order to guarantee accuracy, commitment and accountability, as well as measurability and the proper monitoring and evaluation of both plans.

As for the Advisory Committee, its inputs can be an important contribution in different areas. The actual presence of most of its members at the kick-off meeting and the significant exchange they engaged with the coordination/partnership during the beginning of the project revealed to be an important contribution for the project, given their general expertise and previous involvement in similar projects. Additionally, this experience helps promoting the contact with other projects in the field also helping to promote benchmarking and the dissemination of EGERA.

Thus it is essential to keep the efforts aiming at the active engagement of most members of the Advisory Committee in EGERA, in order to guarantee not only the accompaniment and exchange

regarding the project’s activities but also their attendance to the Advisory Committee meetings and their inputs to the specific quantitative and qualitative tools that target them specifically.

Table 7 - SWOT analysis regarding the operationalization and implementation of EGERA

		Helpful to achieving the objectives	Harmful to achieving the objectives	
Internal origin	Strengths	<ul style="list-style-type: none"> ✚ Accumulated expertise within the partnership. ✚ Cooperative/collaborative way of working. ✚ Increased knowledge regarding the project and the different workpackages. ✚ Establishment of benchmarking. ✚ Inputs from different project structures. 	<ul style="list-style-type: none"> ✚ Uneven expertise within the partners. ✚ Intrinsic complexity of the project. ✚ Different standpoints regarding gender mainstreaming and gender action between partners. ✚ Remaining difficulty in securing a comprehensive viewpoint over the project and the different workpackages. ✚ Potential difficulty to ensure continued engagement of Advisory Committee. 	Weaknesses
External origin	Opportunities	<ul style="list-style-type: none"> ✚ Commitments regarding gender equality and gender mainstreaming at the EU (international) level. ✚ Specific interest manifested by different instances (e.g. EC RTD-B7 Gender sector; UN Women ‘#HeforShe’ impact campaign) ✚ Synergies with other projects, actions and activities at the national and international levels. 	<ul style="list-style-type: none"> ✚ Resistances within partner organisations. ✚ Gender equality does not generally rank high in the political agenda at the national level, as well as at European level. 	Threats

6. Annexes

6.1. EGERA events

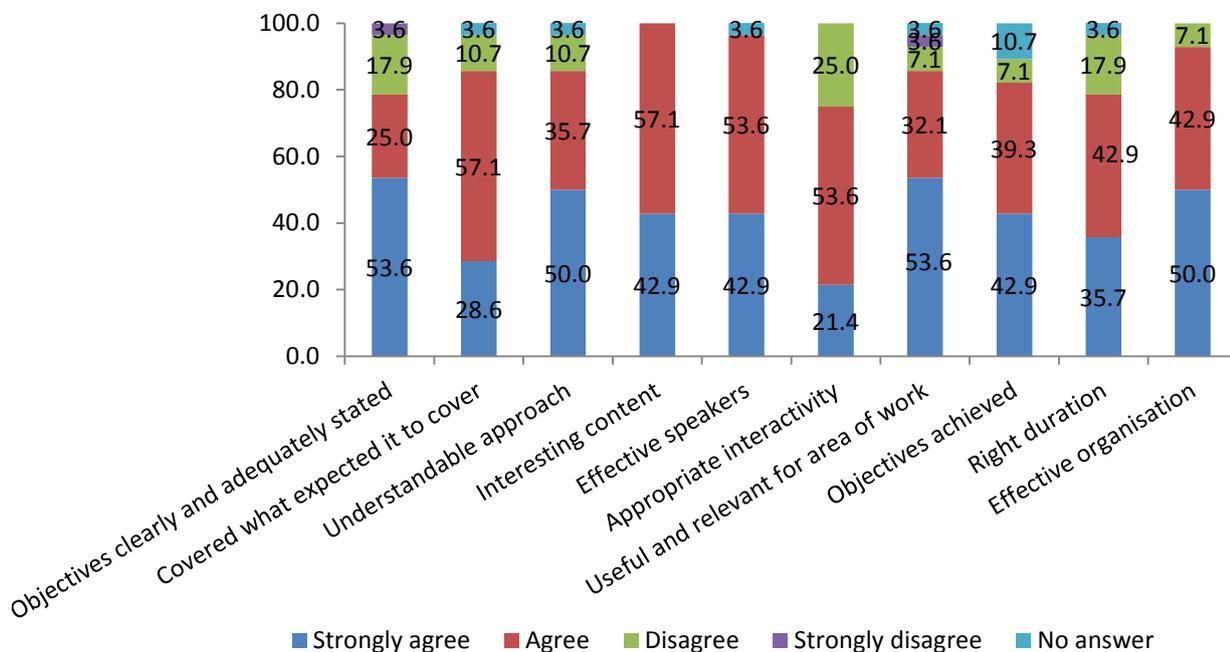
6.1.1. Start-up conference: Paris (M3, March 2014)

The start-up conference took place in Paris on the 20th 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 8 - 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 8 - 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 ministers¹⁰ 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.

¹⁰ EGERA is coordinated by the French university Sciences-Po.

6.1.2. 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 22nd and 23rd 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 9 - Assessment of the Nijmegen event (May 2014), overall and per session (mean values)

Overall meeting	
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
Workshop on HR & Gender Culture Indicators	
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
Gender Training Standards and Plans	
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
Group model building session	
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".

6.1.3. 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 11th 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 10 - Assessment of the Workshop on gender-sensitive research in international projects (Barcelona, July 2014), per session (mean values)

	Session 1 Key lecture Thinking outside the box	Session 2 Mapping of tools and critical assessment	Session 3 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”.

6.1.4. 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 27th 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 11 - 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”.

6.1.5. 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 27th 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 12 - 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.

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

The EGERA-STAGES co-event took place in Nijmegen-Ravenstein on the 2nd and 3rd 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 13 - Assessment of the EGERA-STAGES co-event (Nijmegen-Ravenstein, March 2015), overall and per session (mean values and % agreeing)

Co-Event EGERA-STAGES (overall)	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
Session 1 – Train the trainer workshop	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
Session 2 – Gender training	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
Session 3 – Gender in curricula	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".

6.1.7. International workshop 'Intersecting inequalities': Barcelona (M17, May 2015)

The international workshop 'Intersecting inequalities' took place in Barcelona on the 14th 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 14 - 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”.

6.1.8. 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 15th 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 15 - Assessment of the workshop Getting engaged with gender-sensitive science (Barcelona, May 2015), overall and per session (mean values and % agreeing)

Workshop (overall)	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

Session 1 – Opening Session	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
Session 2 – Gender and sex in engineering, economy and biosciences	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
Session 3 – Gendered research for social inclusion	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".

6.2. Checklist for quality assurance of the gender equality training plans

	Yes	Partially	No	Unclear	Excerpts from WP4 GETP template
Overarching context					
1. Is the gender equality training plan (GETP) responsive to gender equality international norms and agreements (e.g. CEDAW, BPfA)?					
2. Is the GETP responsive to national / regional gender equality obligations?					
3. Is the GETP embedded in a broader formal plan / strategy for gender equality at the organisation level?					
4. 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.)?					
Institutional commitment and transparency					
5. Is the GETP endorsed at the highest level of the organisation?					
6. More specifically, do senior managers demonstrate in a visible way their commitment and support to developing staff competences on gender equality issues?					
7. Does the GETP serve the end goal of improvements leading towards gender equality, including transformative behaviour change?					

	Yes	Partially	No	Unclear	Excerpts from WP4 GETP template
8. Are the approach, goals and expectations of the GETP commissioners clear and transparent both to trainers and participants?					
9. Are the approach, goals and expectations of the trainers clear and transparent both to the GETP commissioners and participants?					
Needs assessment					
10. Were the gender training content, materials and methodology tailored to the organisation's gendered culture and to the participants' needs?					
11. 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?					
12. Was there an assessment of existing drivers for resistance to gender training and were adequate strategies to dealing with these resistances developed?					
Planning					
13. Was the purpose and relevance of gender equality training properly communicated and demonstrated to potential participants?					
14. 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?					
15. Were sufficient resources, namely in terms of budget, allocated to the implementation of the GETP and to its follow-up?					

	Yes	Partially	No	Unclear	Excerpts from WP4 GETP template
16. Is the length of time devoted to the training enough to allow for a learning process to take place?					
17. When planning the time and schedule for the training, was attention paid to participants' different circumstances (e.g. childcare provision needs)?					
18. Is the venue for the training, the equipment and the learning environment accessible for all?					
19. Does the venue for the training, the equipment and the learning environment induce debates and a use of a variety of training methodologies?					
20. Were the group composition (namely in terms of gender balance), size, professional field and hierarchies considered at the planning stage of the training?					
21. Does the scheduling of the training include breaks, for social interaction?					
Approach					
22. Does the GETP include gender mainstreaming in regular training (besides specific gender training)?					
23. Is the GETP rooted in a gender theory, going beyond a purely technical approach?					
24. Does the GETP accommodate an intersectionality approach?					

	Yes	Partially	No	Unclear	Excerpts from WP4 GETP template
25. 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?					
26. 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?					
27. Does the GETP foster the development of a Community of Practice?					
Trainers					
28. 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?					
29. Do the trainers adopt gender-sensitive language and materials?					
30. Do the trainers possess the competences and skills to communicate and discuss state-of-the-art knowledge on the specific topic(s)?					
Monitoring and evaluation					
31. Does the GETP include quality assurance mechanisms and procedures?					
32. Is there an adequately resourced accountability system in place to monitor and evaluate implementation of the GETP?					
33. Have monitoring and evaluation procedures been designed from the outset and considered as an integral part of the GETP to assess how the training					

	Yes	Partially	No	Unclear	Excerpts from WP4 GETP template
activity has been undertaken, whether it can be improved, and ultimately, if it has reached its goals?					
34. Has the design and implementation of the monitoring and evaluation procedures involved the GETP commissioners, gender trainers and participants?					
35. 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?					
36. 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?					
37. More specifically, do these monitoring and evaluation procedures include an assessment of potential impacts in terms of societal change?					
Follow-up					
38. Does the GETP foresee ex-post evaluation?					
39. Are there other follow-up activities of the GETP foreseen?					
40. Are there procedures for sharing knowledge in place, ensuring that newly gained individual knowledge is translated into positive organisational outcomes?					

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6.3. Latest version of the monitoring and evaluation plan

The monitoring and evaluation of the project is carried out at **three different levels**:

- 1) Internally to each participating institution, it consists in a set of monitoring instruments, in the form of regular meetings, qualitative and quantitative targets, and implementation reports, as well as the instruments for an on-going evaluation of implemented actions.
- 2) Among participating institutions, experience sharing through the CoP (AGORA), Project Management team meetings and Consortium board meetings will make possible a continuous assessment and enhancement of actions engaged as part of the GEAPs.
- 3) Externally to partner institutions which will implement GEAPs, the monitoring and evaluation will be performed:
 - a) by the Advisory committee.
 - b) by CESIS.

It is very important to bear in mind that only ‘external evaluation’ is considered under WP8. Thus, it is crucial that implementing partners actively engage in the two first levels of the process, for which they can, if found useful, benefit from specific contributions from CESIS within the scope of collaborative actions.

External evaluation aims to assess the efficiency of the measures and instruments designed and implemented through the Gender Equality Action Plans (including the Gender Training Plans). It is carried out for the full duration of the project, mainly on an annual basis. It is also meant to put into perspective remaining challenges to be addressed and modifications to be brought to the overall strategy of the project.

A methodology for impartial monitoring and assessment throughout the duration of the project will be adopted and implemented. This will cover the monitoring of consortium activities through appropriate instruments, and the evaluation of the Project with respect to identified objectives and methods.

The proposed monitoring and assessment strategy may be seen as an external evaluation. Although the evaluating partner is part of the consortium, CESIS’ team will not be involved in the design and implementation of any activities framed by the other Work Packages.

However, considering the proximity of the evaluating partner with the other participating institutions, this will be an assessment process which favours and facilitates a dynamic of internal evaluation, i.e. of self-assessment, also fostering mutual learning and exchange of expertise between the organizations involved.

Evaluation will privilege an on-going approach through which the project will be monitored and assessed, in order to provide the necessary feedback to the partnership and derive inputs for the management activities. These may include proposals aiming at enhancing any of the quality criteria and/or the redesigning of objectives, activities, calendar, etc..

The implementation of the monitoring and assessment strategy will be closely related to the transnational meetings. These will be key-moments both to collect evaluation data and to feed the consortium reflection and discussion with on-going evaluation outcomes. The monitoring of the Gender Equality Plans over the duration of the Project will favour the design of additional measures where appropriate.

Workpackage 8 ‘Monitoring & Evaluation’ has the following main objectives:

- ✚ To improve the self-awareness about the main inequalities or discriminating practices in each participating institution.
- ✚ To improve the decision-making process concerning the design and implementation of the Gender Equality Action Plans (GEAPs).
- ✚ To generate information on the Project / GEAPs’ implementation and dissemination process.
- ✚ To assess the innovative nature of the actions proposed.
- ✚ To assess the sustainability of the actions engaged.
- ✚ To assess the effectiveness and the anticipated impact of the actions proposed / the institutional progress gradually achieved.
- ✚ To facilitate and enhance institutional self-reflexivity and to foster mutual learning and experience-exchange among the participating institutions.

‘Monitoring & Evaluation’ will include four major tasks:

- A. GEAPs’ design evaluation
 - B. Monitoring of the operationalization of the Project
 - C. Monitoring of the implementation of the Project
 - D. Evaluation of Outcomes / Impact
- A) The evaluation of the **design of the Gender Equality Action Plans (GEAP)** comprises 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.

- ✚ The evaluation of the design of the Gender Training Plans annexed to the GEAPs.
- B) As for the monitoring of the **operationalization of the Project**, it will cover the:
- ✚ 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.
- C) The monitoring of the **implementation of the Project** will assess the:
- ✚ Degree of implementation of the activities foreseen in the different WPs.
 - ✚ 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.
- D) The evaluation of **Outcomes / Impact** will focus on the direct outcomes of the Project and of each Plan at the level of:
- ✚ The participating organisations.
 - ✚ The recipients of the actions.
 - ✚ The networks within and outside participating institutions.
 - ✚ Observed outcomes compared with the initial objectives (effectiveness).
 - ✚ Observed outcomes compared with the initial objectives, considering the resources available (efficiency).
 - ✚ Sustainability of the actions engaged.

Quality criteria for the evaluation process

The quality criteria used as basis for the evaluation process are: relevance, efficiency, effectiveness, impact and sustainability.

Relevance is faced as the extent to which the objectives of the activity are consistent with the project's objectives and requirements. Under such criteria is important to know if the objectives are clear, realistic, measurable, etc.. It should also be clear if the way the activity is devised and implemented is adequate for attaining the objectives.

Effectiveness regards the extent to which the activity's objectives are attained.

Efficiency intends to analyse how the inputs to the activity convert into results. This may include the adequacy and timeliness regarding the way the activity was prepared and put into practice.

Impact regards the possible effects produced by the activity either they are positive or negative, short, medium or long-term, direct or indirect, intended or unintended.

Sustainability refers to the way the impacts continue over time after the activity has been implemented.

Evaluation methods

Evaluation will be based on a mix of quantitative and qualitative methods. A set of evaluation tools will be adopted throughout the duration of the project. These will be designed and implemented taking into account the specificities of the actions to be assessed, e.g. training sessions, targeted measures, Community of Practice. These evaluation tools will include desk documentary analysis, monitoring forms, face-to-face or on-line questionnaires, telephone or face-to-face interviews, and focus groups.

The monitoring activities will focus on the operationalisation and on the implementation of the project and will be based on two main procedures. One regards the evaluation of the project meetings. The other regards the monitoring and assessment of the project's development and implementation.

Analysis of meetings will be two folded, based both on a questionnaire with quantitative and qualitative questions and on a participant observation. Thus, every partner will fill-in its specific evaluation for each of the project's meetings. This information will be analysed not only on a cross-sectional basis but also on a longitudinal basis. The results of former meeting(s) may be presented at each project meeting.

Task	Activity	Beginning	End
Monitoring of the operationalization of the project 01.03.2014 31.10.2017	Operationalization questionnaires to be fulfilled every six months by the implementing partner entities	01.09.2014	15.09.2014
		01.03.2015	15.03.2015
		01.09.2015	15.09.2015
		01.03.2016	15.03.2016
		01.09.2016	15.09.2016
		01.03.2017	15.03.2017
		01.09.2017	15.09.2017
	Questionnaire for the Steering Committee meetings	03.2014	03.2014
		07.2014	07.2014
		01.2015	01.2015
		07.2015	07.2015
		01.2016	01.2016
		08.2016	08.2016
	Questionnaire for the Consortium Board meetings	08.2017	08.2017
		03.2014	03.2014
		01.2015	01.2015
		To be scheduled	To be scheduled
		01.2016	01.2016
	08.2017	08.2017	

The project’s development and implementation will comprise a monitoring and assessment instrument to be fulfilled in a six-month period basis. The first semester to be covered will be the period from March to August 2014. This evaluation will end with the period from March to August 2017, in order to allow the results to be worked and shared within the partnership before the project reaches its end.

Task	Activity	Beginning	End
Monitoring of the implementation of the project 01.03.2014 31.10.2017	Implementation questionnaires to be fulfilled every six months by the implementing partner entities	01.09.2014	15.09.2014
		01.03.2015	15.03.2015
		01.09.2015	15.09.2015
		01.03.2016	15.03.2016
		01.09.2016	15.09.2016
		01.03.2017	15.03.2017
		01.09.2017	15.09.2017
	Specific activities monitoring tools for partner entities (e.g. major events – tbc)	01.03.2014	31.08.2017
	Focus-groups with the Steering Committee	01.2016	01.2016
		08.2017	08.2017
	Interviews with the project coordination	02.2015	02.2015
		02.2017	02.2017
	Focus-groups with the Advisory Committee	01.2016	01.2016
		08.2017	08.2017

The evaluation of the GEAPs will comprise the evaluation of the Gender Training Plans as well as the monitoring and evaluation of their operationalization, including elements for self-reflexivity and enhancement.

Task	Activity	Beginning	End
GEAPs design evaluation 01.01.2014 31.10.2014	Desk analysis of the GEAPs	01.01.2014	31.07.2014
	Questionnaire to implementing partner entities regarding the GEAPs	15.06.2014	01.07.2014
	Desk analysis of the Gender Training Plans	01.09.2014	28.02.2015
	Questionnaire to implementing partner entities regarding the Gender Training Plans	30.01.2015	15.02.2015

The evaluation of outcomes/impacts will consist of a tailored approach, corresponding to the specificity of implementation within each implementing partner entity. A collaborative approach will be put in place, in order not to multiply monitoring and evaluation tools but guaranteeing the most efficient approach to each specific case.

Task	Activity	Beginning	End
Evaluation of Outcomes / Impact 01.12.2015 31.08.2017	Specific activities monitoring tools for partner entities (tbc)	01.12.2015	31.08.2017
	Specific activities monitoring tools for recipients (tbc)	01.12.2015	31.08.2017
	Specific activities monitoring tools for networks (tbc)	01.12.2015	31.08.2017
	Questionnaire	01.12.2015	15.12.2015
		01.12.2016	15.12.2016
		01.07.2017	15.07.2017
	Focus-group with the Steering Committee	08.2017	08.2017
	Interviews with the project coordination	02.2015	02.2015
		02.2017	02.2017
	Focus-group with the Advisory Committee	08.2017	08.2017

The methods chosen – and the tools prepared specifically for that effect – will, along with all other relevant information, encompass the set of quality criteria so that a level of internal coherence within the evaluation process is achieved.

Overall, workpackage 8 ‘Monitoring & Evaluation’ will be based on a collaborative process in which CESIS will assume the lead but with the crucial contribution of the remaining partners, according to the plan established below.

Activity	Results	Beginning	End
Overall Monitoring & Evaluation process		01.01.2014	31.12.2017
P8 – Develops the Monitoring & Evaluation plan for the project	Monitoring & Evaluation plan	01.01.2014	31.03.2014
P8 – Prepares tools regarding the operationalization and implementation of the project and for the assessment of the GEAPs and of the outcomes/impacts	Evaluation tools	01.03.2014	31.08.2017
P1-P7 – Fill-in / participate in the tools and materials provided by P8 and provide the necessary feedback regarding the monitoring and evaluation of the project	Inputs for monitoring and evaluation	20.03.2014	31.08.2017
P1-P7 – Ensure the application of monitoring and evaluation tools to relevant stakeholders in specific activities and its sending to P8	Inputs for monitoring and evaluation	01.04.2014	31.08.2017
P8 – Analyses the material regarding the monitoring and evaluation of the project	Inputs for the evaluation reports and the feeding back	01.04.2014	31.12.2017
P8 - Feeding-back to the Steering Committee	Presentation and discussion	07.2014	07.2014
		02.2015	02.2015
		07.2015	07.2015
		01.2016	01.2016
		08.2016	08.2016
		08.2017	08.2017
		Whenever felt needed	Whenever felt needed
P8 – Drafting of Monitoring & Evaluation reports	Annual and Final Monitoring & Evaluation reports	01.11.2014	22.12.2014
		01.11.2015	18.12.2015
		01.11.2016	16.12.2016
		01.09.2017	15.12.2017

Thus, throughout the project, implementing partners will be called to provide specific inputs to WP8 through different tools and with different approaches. There will be 18 moments asking, most of all, for quantitative inputs. These include the evaluation of meetings, the periodic assessment of the operationalization and implementation of the project, the evaluation of outcomes/impacts and tools regarding specific activities of the project such as the GEAPs. Six-

month tools will address most of all the monitoring of the project. Partners will be called to undertake a longer and more detailed evaluation analysis, also including monitoring, on an annual basis only.

In two specific moments, deemed to correspond to crucial moments of the projects' life, the members of the Steering Committee will be invited to participate in focus-groups aiming at gathering more substantial qualitative information favoured, in the case of focus-group by group interaction. The project coordination will be invited to participate in two evaluation interviews, scheduled to coincide with the steering committee meeting in Paris in month 14 and with the seminars in Ankara in month 38, which will allow for an annual qualitative assessment of the project.

Approach	Tool	Beginning	End
Eminently Quantitative 21.03.2014 15.09.2017	Meeting questionnaire	21.03.2014	31.03.2014
	Questionnaire regarding the Gender Equality Action Plans	15.06.2014	01.07.2014
	Meeting questionnaire	07.2014	07.2014
	Implementation and operationalisation questionnaire	01.09.2014	15.09.2014
	Questionnaire regarding the Gender Training Plans	30.01.2015	15.02.2015
	Meeting questionnaire	24.02.2015	24.02.2015
	Implementation and operationalisation questionnaire	01.03.2015	15.03.2015
	Meeting questionnaire	07.2015	07.2015
	Implementation and operationalisation questionnaire	01.09.2015	15.09.2015
	Outcomes/impact	01.12.2015	15.12.2015
	Meeting questionnaire	01.2016	01.2016
	Implementation and operationalisation questionnaire	01.03.2016	15.03.2016
	Meeting questionnaire	08.2016	08.2016
	Implementation and operationalisation questionnaire	01.09.2016	15.09.2016
	Outcomes/impact	01.12.2016	15.12.2016
Implementation and operationalisation questionnaire	01.03.2017	15.03.2017	

	Outcomes/impact	01.07.2017	15.07.2017
	Meeting questionnaire	08.2017	08.2017
	Implementation and operationalisation questionnaire	01.09.2017	15.09.2017
	Specific activities monitoring tools	01.04.2014	31.08.2017
Qualitative 01.2015 08.2017	Evaluation focus-group with the Steering Committee	01.2016	01.2016
		08.2017	08.2017
	Evaluation interview with the project Coordination	02.2015	02.2015
		02.2017	02.2017

As mentioned above, implementing partners will also be asked to assure that monitoring and evaluation tools are applied to relevant stakeholders in their own country, namely to recipients of the activities undertaken locally and to elements of the local networks established regarding the implementation of the project. The scheduling of such contributions will be made throughout the project.

The Advisory Committee will be asked to provide specific inputs for WP8 in five specific moments, corresponding to its scheduled meetings.

Advisory Committee 03.2014 08.2017	Questionnaire	03.2014	03.2014
		02.2015	02.2015
		11.2016	11.2016
	Focus-group	01.2016	01.2016
		08.2017	08.2017