SUPPORTER

Equipping Sports Higher Education Institutions with Intersectional, Innovative, and Inclusive Gender Equality Plans

D2.2
Training materials and tools for institutional transformation

University of Gothenburg

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Submission date: [21. 11. 23]

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Project acronym:	SUPPORTER
Project title:	SecUring sPORTs Education thRough innovative and inclusive Gender Equality Plans
Grant agreement number:	101094529
Start date of project:	01.04.2023
Deliverable title:	Training materials and tools for institutional transformation
Due date of deliverable:	30.09.23
Actual date of submission:	[21. 11. 23]
File name:	
Organisation Responsible for Deliverable:	University of Gothenburg
Author name(s):	Karin Grahn, Suzanne Lundvall, Sofia Strid, Nathalie Wuiame
Status:	Final
Dissemination Level:	Public
Work Package:	WP2
Keywords:	Training; Gender Equality; capacity-building

Please cite as:

Revision history

Version	Date	Revised by	Comments
01	20/10/2023	UGOT	First draft
02	30/10/2023	ESF, UGOT	Second draft
03	03/11/2023	ESF	Quality review
04	08/11/2023	Consortium	Consortium feedback
05	09/11/2023	UGOT	Third draft: integration of quality review and feedback
06	14/11/2023	UGOT, ESF	Fourth draft: integration of final quality review feedback
1.0	21/11/2023	ESF	Submission

Acknowledgement

Disclaimer

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List of Acronyms

CoPs	Communities of practice
EC	European commission
GBV	Gender-based violence
GEP	Gender equality plan
HE	Higher education
HEI	Higher education institution
IO	Implementing organisation
NGO	Non-governmental organisation
WP	Work Package

The SUPPORTER project

SUPPORTER, "SecUring sPORTs Education thRough innovative and inclusive Gender Equality Plans", is an EU-funded project running from April 2023 until September 2025. Launched on 19. April 2023, it aims to support eight sports higher education institutions from Central and Eastern Europe in developing their own intersectional, innovative, inclusive and impactful Gender Equality Plans which explicitly address gender-based violence and sexual harassment.

Through mutual learning and interactive exchanges, the project will seek to:

1. Identify and document systemic challenges faced by sports higher education institutions in advancing gender equality and eradicating gender-based violence.

2. Develop activities tailored to each partner institution.

3. Strengthen the sports institutions' organisational capacity to address gender equality with an intersectional approach.

4. Foster an inclusive institutional culture by developing mutual-learning processes.

5. Strengthen networking and exchange among sports institutions and with communities of practice.

6. Foster gender-related institutional, sustainable, transformative changes in the sports institutions with a specific attention on the challenge of gender-based violence -thus ultimately fostering the institutions and their Gender Equality Plans' inclusiveness and the overall adherence to intersectionality.

While initially partnering with eight institutions, the SUPPORTER project aspires to target and reach the wider sports ecosystem and its various organisations in Central and Eastern Europe and beyond, and in the long run contribute to wide societal changes.

Project Partners

	European Science Foundation (ESF), France
	Göteborgs Universitet (UGOT), Sweden
	Kentro Erevnon Notioanatolikis Evropis Astiki mi Kerdoskopiki Etaireia, The South-East European Research Centre (SEERC), Greece
	Univerzitet u Banjoj Luci (UNIBL), Bosnia & Herzegovina
	Univerza v Ljubljani (UL), Slovenia
	Univerzita Karlova (CU), Czechia
	Natsionalna Sportna Akademiya Vassil Levski (NSA), Bulgaria
	Lietuvos Sporto Universitetas (LSU), Lithuania
	Universitatea de Vest din Timisoara (UVT), Romania
	Georgian State Teaching University of Physical Education and Sport (GSTUPES), Georgia
	Universitatea de Stat de Educație Fizică și Sport (USEFS), Moldova

Summary

This deliverable is a mapping of existing training materials and tools within the frame of EC-funded projects implementing systemic institutional transformation towards gender equality, with a specific focus on trainings that include gender-based violence. The aim is to give an overview of existing trainings and tools in the field to provide the basis and function as an inspiration for developing the SUPPORTER training scheme.

It outlines existing trainings and tools and evaluates these according to a pre-defined set of criteria and for their applicability in the context of the SUPPORTER's Implementing Organisations (IOs).

The deliverable consists of three parts. The first part, the introduction outlines the aims, the methods and materials used for identifying and evaluating trainings and tools. The second part is the mapping, which comes in the form of an appended pdf file (also available as worksheet). The third part, the conclusions, identifies the strengths and weaknesses of existing trainings and provides general recommendations on how to build on these existing trainings.

- There are many on-line open access trainings and tools for developing GEPs; some address gender-based violence but often only in a peripheral way.

- Active participation, mutual learning, and community of practices are key methods.

- Few trainings in higher education specifically focus on sport.

- Intersectionality is often missing from the trainings.

- The target group of the trainings are most often gender agents, gender equality officers, and student networks, but leadership is missing.

1 Introduction

This deliverable is a mapping of existing training materials and tools within the frame of EC-funded projects implementing systemic institutional transformation towards gender equality, with a specific focus on trainings that include gender-based violence (GBV). It provides an overview of existing training materials and tools in the field and provides a basis for developing the SUPPORTER training scheme.

The deliverable consists of three parts. The first part, the introduction outlines the aims, the methods and materials used for identifying and evaluating trainings and tools. The second part is the mapping, in the form of an appended excel file. The third part, the conclusions, summarises the findings and describes the next steps on how the results will feed into SUPPORTER training scheme.

Aims

The aims are to map and provide an overview of existing training materials and tools within the frame of EC-funded projects in order to prepare the IOs for the systemic institutional transformation towards gender equality and the implementation of 4I-GEPs (i.e. intersectional, innovative, inclusive, and impactful GEPs), giving a specific focus to GBV.

Methods

Three approaches were used to identify relevant trainings: systematic search for EC-funded projects, identification via sister projects, and the consortium's knowledge of existing EC-funded projects. The mapping started with an identification of EC-funded projects that include trainings and tools for gender+ equality, including GBV, in higher education via a systematic search of EC-funded projects with trainings and tools aiming to implement systemic institutional transformation towards gender equality. The first search was conducted in the EC-project database CORDIS (https://cordis.europa.eu/). The following search terms were used: 'training', 'tools', 'gender equality plan', 'gender-based violence', 'GBV' and 'higher education'.

A total of 84 search hits were found in the first search. After removing duplicates and including only those with the aim of institutional change through gender equality plans in higher education 18 projects were selected for further consideration. All 18 projects were scrutinised for the content on a) institutional change, b) gender equality plans, and c) gender-based violence. Most of these did not address GBV, the four that did were included. A further three projects, identified from sister projects, were added as well as four projects identified by the working group. To increase the value of the mapping for the SUPPORTER project we also included selected additional trainings and tools targeting gender equality in sport organisations. In total, trainings and tools developed in 11 different projects were included in the mapping review as well as two resources on gender equality in sports and one database with useful material for developing and implementing GEPs.

Each project was reviewed in detail based on information found in CORDIS, the projects' webpages and additional online material. Trainings were identified and recorded in a matrix including name

of the project, URL-information (CORDIS and webpage), main organisation, participating countries, and the project description retrieved from Cordis. Trainings and tools were mapped in the matrix and information added, including target group, type of training, type of tools, example of methods used, type of training/tools used for addressing GBV, learning outcomes and relevance. The last part of the matrix contains an evaluation of the project including training and tools based on a pre-defined set of criteria, divided in three categories: inequality grounds covered, intersectionality and forms of violence being addressed, (Table 1).

Table 1: Mapping matrix

Theme/overview	Overall variables
Training information	Name of training, URL to resource, Access rights/licence
Content information	Content description, Themes, skills trained, Target group(s), Objectives of training, Keywords, Duration
Training and tools	Type of training used for institutional change (course, online resource, webpage etc.), e.g. mass/small group, Tools /mode used for institutional change (lecture, interactive sessions, mutual learning sessions), Examples of methods used for institutional change (e.g. Lotus blossom, word café), Type of training/tools used specifically for GBV, Learning Outcomes and relevance
Quality of trainings	General reflection, Knowledge Exchange Opportunities, Inequality grounds, Intersectionality, Forms of violence addressed
General information	Organisation/provider of training, URL Cordis, Project web page, Main organisation, Participating countries, Project description

Mapping variables

To provide a comprehensive overview of the trainings and facilitate their usefulness for the SUPPORTER project as well as other organisations searching for relevant trainings, a set of 25 variables were used (Table 2).

Table 2: Mapping variables

Name of training	The 'Name of training' column contains the name of the training as stated by the project's webpage.
URL to resource	The 'URL to resource' column contains the links to the training resource online, where available.
Access rights/licence	The 'Access rights/licence' column contains entries with access rights to the training.
Content description	The 'Content description' column contains various entries that describes the content of the trainings and contributes to the overall understanding of the training programs. The entries are diverse and may include different types of data, such as numerical, categorical, or textual.
Themes, skills trained	The 'Themes, skills trained' column contains various entries that describe the themes of the trainings and the skills it says to develop.
Target group	The 'Target group column contains entries that list the first and second order target group of the training.
Objectives of training	The 'Objectives of training' column contains entries of the stated objectives of the training, contributing to the overall understanding of the training programs. The entries are diverse and may include different types of data, such as numerical, categorical, or textual.

Keywords	The 'Keywords' column contains the keywords of the training, as identified by the mapping.
Duration	The 'Duration' column contains entries that state the length of the training in hours and minutes.
Type of training used for institutional change	The 'Type of training used for institutional change' column contains various entries that describe the format of the training, e.g. online resource, webpage, videos etc).
Tools /mode used for institutional change	The 'Tools/mode used for institutional change' column describes the tools used such as lecture, interactive sessions, mutual learning sessions as well as more specific tools such as Miro board and Lotus blossom.
Examples of methods used for institutional change	The 'Examples of methods used for institutional change' column contains various entries that contribute to the overall understanding of the training programs. The entries are diverse and may include different types of data, such as numerical, categorical, or textual.
Type of training/tools used specifically for GBV	The 'Type of training/tools used specifically for gender-based violence' column contains various entries that list the specific tools used to address GBV.
Learning outcomes	The 'Learning outcomes' column contains various entries that describe the stated learning outcomes of the training programs. The entries are diverse and may include different types of data, such as numerical, categorical, or textual.
Knowledge exchange opportunities	The 'Knowledge exchange opportunities' column contains various entries that contribute to the overall understanding of the training programs. The entries are diverse and may include different types of data, such as numerical, categorical, or textual.
Inequality grounds covered	The 'Inequality grounds covered' column contains various entries that list the inequality grounds, e.g. gender, age, disability, ethnicity/race addressed in each of the trainings.
Intersectionality	The 'Intersectionality' column contains information on whether or not the training addresses intersectionality.
Forms of violence addressed	The 'Forms of violence addressed' column contains various entries on the forms of GBV addressed in the training.
Organisation/provider of training	The 'Organisation/provider of training' column contains the name of the organisation that developed/provided the training.
URL Cordis	The 'URL Cordis' column contains entries with the link to the project in the EC project database CORDIS.
Project web page	The 'Project web page' column contains entries with links to the EC project developing the training.
Main organisation	The 'Main organisation' column contains the name of the institution/organisation that developed the training.
Participating countries	The 'Participating countries' column contains entries listing the countries involved in the project that developed the training.
Project description	The 'Project description' column contains various entries that describes the project that developed the training (cited from Cordis).
Organisation/provider of training	The 'Organisation/provider of training' column identifies the organisations responsible for each training program.
Comments	The "Comments" column contains reflections, notes or other useful comments on the training

2. Training and tools

This section provides a summarising overview of the training and tools. For the results of the review as a detailed mapping, see Appendix 1.

In summary:

- The majority of trainings are online and available freely and with open access. They address capacity building on gender equality, and to a lesser extent GBV and intersectionality.

- Most trainings and tools available consist of online lectures, videos, and webinars. While several trainings had interactive parts, and work in sub-groups, these are not available online. Extensive trainings exist, providing open collaborative courses, open to a wider range of participants than the specific implementing organisations.

- Some trainings are in the form of workshops, coaching and/or train-the trainer sessions.

- Most trainings include resources both directed to specific groups (e.g. trainers, junior/senior researchers, administrators, HR managers) and a wider audience.

- Most of the trainings have a focus on mutual learning, e.g. through communities of practice and co-creation. These methods include opportunities for knowledge exchange. Several projects use workshops, interactive webinars and mutual learning sessions, as well as communities of practice (CoPs), to both shape and exchange knowledge. On first hand these exchanges take part between participants within the project. However, some of the projects have created a strived for knowledge exchange that goes beyond the main project participants. Such examples are GE Academy with open collaborative courses online. However, such content and scripts are not all available online. Resources such as toolkit comprise examples of concrete measures and practices.

- There are specific trainings on the six steps towards implementing a gender equality plan, with supporting materials.

- Some projects provide detailed scripts for creating a GEP, and informative descriptions of each step of the training, such as audits, planning, implementation, monitoring, self-assessment of tailored gender equality plans and organisational learning process and evaluation, and benchmarking. At hand is PowerPoints, templates, fact sheets, etc.

- Specific trainings on GBV tend to aim at improving capacities, competence, and expertise on GBV for institutions and stakeholders. These trainings include webinars, lectures, and mutual learning and knowledge-exchange seminar through round tables and discussions.

- Few trainings specifically addressing gender equality in sports have a focus on higher education.

- Few trainings and tools contain information/resources on intersectional inequalities.

- The main immediate beneficiaries of the structural change trainings on gender equality include a full range of actors. These actors could be, e.g., management, administrators, HR managers, researchers; gender experts, policymakers, NGOs, student and staff

organisations, students, gender equality innovating institutions, research funding organisations, middle and top-level management, and national sport organisations.

- The long-term beneficiaries include the whole ecosystem of research and innovation, and beyond: universities and research performing organisations, representatives of research funding organisations, policymakers at the EU and national levels, umbrella organisations, H2020 and HE sister projects, research performing organisations, civil society organisations, citizens, and the interested public.

Based on the objectives of the trainings and descriptions of the different trainings and tools, several learning outcomes are suggested:

- Increased awareness of gender equality issues and related concepts.
- Development and enhancement of various skills relevant to promoting gender equality.
- Enhanced knowledge and expertise in the field of gender equality and related policies.
- Ability to create conditions conducive to instituting institutional change in favour of gender equality.
- Improved understanding of GEP construction, monitoring, and implementation.
- Comprehensive overview of definitions and key concepts pertaining to gender equality.
- Understanding of relevant legislation concerning gender equality.
- Ability to develop effective gender equality policies and tools.
- Deeper insights into the implementation of a Gender Equality Audit.
- Establishment of valuable networks for promoting and supporting gender equality initiatives.
- Proficiency in policy mapping and analysis related to gender equality efforts.

3 Conclusions and recommendations

Most of the mapped projects that have designed relevant trainings have a focus on gender+ and include an intersectional approach. This focus is however not explicitly considered in the trainings and tools. Further, the mapping shows that GBV is not comprehensively covered in the trainings. Existing projects with trainings in GBV cover some, but not all forms of GBV, and some address prevalence, prevention, protection, prosecution, partnerships, provision of services, and/or policy (7Ps) – most often "or", rather than "and". Several EC-funded projects have developed specific trainings addressing GBV in workshops or webinars, but GBV is not integrated into other parts of the project. For example, gender-based violence is not an evidently included topic in trainings on GEP development or implementation. **A key recommendation from this mapping is therefore to develop comprehensive trainings that clearly and explicitly integrate GBV in the GEP creation and implementation.**

Furthermore, the mapping shows a lack of tools and trainings developed for the leadership/management level. Most trainings address the research community in general (administrative staff and students, change agents), but neglects leadership. Importantly, targeting leadership does not only mean reaching out to stakeholders in power, but as an added effect, such trainings address the importance and legitimises the issue in the wider research community/institution. **A strong recommendation is therefore to develop trainings and tools for the leadership and management levels**.

The majority of the trainings and tools are available in open access, which is of great value. Almost all trainings apply methods of active participation, mutual learning and CoPs (in different shapes) as inclusive methods for supporting and sharing learning processes and for the acquisition of knowledge. However, while the training session originally contained interactive elements, in their current available state, the tools are available as videos, recordings, and PowerPoints, which in this format necessarily are non-interactive and encompass one-way communication, even if they were interactive in their original forms.

We recommend using or gaining inspiration from existing open access trainings and tools, especially materials within projects with a capacity to grow, e.g. GE Academy has tools to train the trainer and online resources that can be used by other organisations than those included in the project. The sustainability in terms of project effects beyond the project duration, with re-useable materials, including training materials, learning resources and DOCC-platform enable continued learning. Another example is the TARGET project which can support the process of developing GEPs with clear instructions and a clear step-by-step structure to enhance a change process – easy for the participants and other organisations to follow.

The mapping review shows that the responsibility for change is often placed on gender experts, the rather unspecified "community of universities", or scholars. **We highly recommend that the responsibility is specified and shared, not only by the leadership/management and the inner circle of experts, in order to reach out to the broader community**. In line with this, higher education institutions aiming for institutional change need to be aware of the risk of working in silos i.e.: where different disciplines and administrative units work independently instead of working together, based on institutional and cross-disciplinary exchange.

Finally, a methodological reflection: using a systematic search in CORDIS to identify relevant trainings and tools via EC-funded projects does not comprehensively cover the field: many potentially relevant projects do not show using this database as a search engine. The existing knowledge within the SUPPORTER consortium was necessary to identify the full range of potentially relevant projects from which to harvest trainings to map.

The next steps include feeding the results of the mapping into the SUPPORTER training scheme, with a selection of the existing trainings/tools to generate new, tailored trainings specifically for the SUPPORTER Implementing Organisations. These will be fully described in D3.1 "Horizontal capacity building".

4 References

The reference list is a compilation of mapped projects, their CORDIS page, and their project page.

GE Academy:

https://cordis.europa.eu/project/id/824585

https://ge-academy.eu/welcome-to-gender-equality-academy/

GEARING ROLES:

https://cordis.europa.eu/project/id/824536

https://gearingroles.eu/

EIGE:

https://eige.europa.eu/

UniSAFE:

https://cordis.europa.eu/project/id/101006261

https://unisafe-gbv.eu/

UniswithHeart:

https://cordis.europa.eu/project/id/894554

TARGET:

https://cordis.europa.eu/project/id/741672

https://www.gendertarget.eu/about/

GENDERACTION

https://cordis.europa.eu/project/id/741466

https://h2020.genderaction.eu/

GENDERACTIONplus

https://cordis.europa.eu/project/id/101058093

https://genderaction.eu/

ACT:

https://cordis.europa.eu/project/id/788204

https://act-on-gender.eu/

SUPERA:

https://www.superaproject.eu/

https://www.superaproject.eu/

LetsGEP:

https://cordis.europa.eu/project/id/873072

https://letsgeps.eu/

SPEAR:

https://cordis.europa.eu/project/id/824544

https://gender-spear.eu/

Appendix: Mapping grid

			Content information							Training and tools										General information						
Name of training	URL to resource	Access rights/licence	Content description	Themes, skills trained	Target group (Audience) (main) 1)Who are the changes aimed at?, 2) Who will make them	Target group (Audience) (additonal)	Objectives of training	Keywords	Duration	Type of training used for institutional change (course, online resource, webb page etc) - eg. mass/small	Tools /mode used for institutional change (lecture, interactive sessions, mutual learning sessions...)	Examples of methods used for institutional change (eg. Lotus blossom, world café)	Type of training/tools used specifically for GBV	Learning Outcomes and relevance	Knowledge Exchange Opportunities	Inequality grounds covered	Intersectionality	Forms of violence addressed	Organisation/provider of training	Project duration	URL Cordis	Project web page	Main organisation	Participating countries	Project description (cited from Cordis)	Comments
Creating your Gender Equality Plan	https://www.youtube.com/@genderequalityacademyeu3314	Open access, free	A set of 8 short videos: basic concepts; learn te concept, EU context and step by step 4, step 1, step 2, step 3, step 4, step 5 and step 6.	Understanding the EU framework, step 1, the different steps to create a GEP.	1) RPOs and RFOs; research organisations and Higher education institutions.		Support the design of GEP in HEI and RPOs.	GEP, structural change, concepts	Each video is very short, around 10 minutes, 80 in total	Webinar/lecture	Lectures; presentations on line. Interactions with participants through sub-groups discussions/exercises.	Oral presentaions, PPT-presentations,		Increased awareness of the EU approach of GEP and the different steps.	Yes, in workshops, interactive webinars, trainings of trainers.	Gender mainly with an intersectional approach	Yes in the overall project		GE ACADEMY	2019-2021	https://cordis.europa.eu/project/id/824585	https://ge-academy.eu/	VILABS OE, GREECE	Belgium, Italy, Czechia, Germany, Spain, Austria, Ireland, France, Hungary, Norway	The EU-funded GE Academy project will develop and perform a level capacity-building	Was conceived before the new legal obligation under Horizon Europe.
Training on tackling GBV as a measure towards Institutional change	https://www.youtube.com/watch?v=W54fqee4tC0&list=PLXPM2Te9CT-C-CLDQpcR9sCpo90SPXime	Open access, free	Presentation of what is structural change and its link with tackling GBV.	Knowledge of GBV in structural change approach.	1a) Management, administrators, HR managers; b) researchers; gender experts; 2) gender	Widest possible audience in Europe and beyond	Introduction to why it is important to tackle harassment and GBV for institutional change.	GBV, structural change, sexual harassment	15 minutes	Webinar/lecture	Lectures, presentations on line	Oral presentaions, PPT-presentations, hand outs, face to face interaction/group discussion, online	Introduction to why it is important to tackle harassment and GBV for institutional change.	Increasing skills and deepening expertise	Yes, in workshops, interactive webinars, trainings of trainers.	Gender+	Yes in the overall project	sexual harassment, gender based harrassement, all types of violence	GE ACADEMY	2019-2021	https://cordis.europa.eu/project/id/824585	https://ge-academy.eu/welcome-to-gender-equality-academy/	VILABS OE, GREECE	Belgium, Italy, Czechia, Germany, Spain, Austria, Ireland, France, Hungary, Norway	The EU-funded GE Academy project will develop and perform a level capacity-building	Can be an introduction to the more recent modules developed by UniSAFE.
Work-life balance and organisational culture	https://www.youtube.com/watch?v=hkt66EfnCg s&list=PLXPM2Te9CTC-CLDQpcR9sCpo90SPXime b&index=34	Open access, free	A short video presenting the basic concepts of work-life balance	Life-friendly workplace	1a) Management, administrators, HR managers; b) researchers; gender experts; 2) gender	All audiences	Arguments for WLB policies in academia	Work-life balance	15 minutes	Webinar/lecture	Lectures, presentations on line	Oral presentation and PPT		Increasing skills and deepening expertise	Yes, in workshops, interactive webinars, trainings of trainers.	Gender +	Yes in the overall project		GE ACADEMY	2019-2021	https://cordis.europa.eu/project/id/824585	https://ge-academy.eu/welcome-to-gender-equality-academy/	VILABS OE, GREECE	Belgium, Italy, Czechia, Germany, Spain, Austria, Ireland, France, Hungary, Norway	The EU-funded GE Academy project will develop and perform a level capacity-building	
Bias and resistances: exploring challenges to GE in leadership and decision-making	https://www.youtube.com/watch?v=l_brl5ZbOg_w	Open access, free	A video of a webinar on bias and resistance relateted to gender equity in leadership and management.	Leadership	1a) Management, administrators, HR managers; b) researchers; gender experts; 2) gender	All audiences		Bias, resistance, leadership	1h 08 minutes	Webinar/lecture	Lecture and Q&A. Interaction with the audience			Increasing skills and deepening expertise	Not in the video, but in the original (live) webinar.	Gender+	Yes in the overall project		GEARING ROLES AND GE ACADEMY	2019-2021	https://cordis.europa.eu/project/id/824536	https://gearingroles.eu/	UNIVERSIDAD DE LA IGLESIA DE DEUSTO ENTIDAD RELIGIOSA & VILABS OE, GREECE	Belgium, Italy, Czechia, Germany, Spain, Austria, Ireland, France, Hungary, Norway	Increased access and inclusion of women in higher education does not mean that equal status between men	
Challenges for feminist leadership in HEI	https://www.youtube.com/watch?v=47C9mNd R2K4	Open access, free	Webinar with a presentation of Fiona Mackay, University of Edimburgh and Marloes Van Engen, University of	Leadership, gender devaluation, find support/networking	1) Feminist/women leaders	RPOs, RPOs, wide audience	Deepening the understanding of the challenges and dilemmas faced by feminist leaders in	Leadership	1h 30 minutes	Webinar/lecture	Lecture and Q&A. Interaction with the audience			Increasing skills and deepening expertise	Not in the video, but in the original (live) webinar.	Gender+	Yes in the overall project		GEARING ROLES AND GE ACADEMY	2019-2021	https://cordis.europa.eu/project/id/824536	https://gearingroles.eu/	UNIVERSIDAD DE LA IGLESIA DE DEUSTO ENTIDAD RELIGIOSA & VILABS OE, GREECE	Belgium, Italy, Czechia, Germany, Spain, Austria, Ireland, France, Hungary, Norway	Increased access and inclusion of women in higher education does not mean that equal status between men	
Gendered understanding of excellence and merit	https://www.youtube.com/watch?v=47wX3S3d t1e&list=PLXPM2Te9CTC-CLDQpcR9sCpo90SPXime b&index=40	Open access, free	A short video presenting the basic concepts of work-life balance.	Meritocracy, excellence, (unconscious) gender bias.	1a) Management, administrators, HR managers; b) researchers; gender experts; 2) gender		Deconstruct the myth of meritocratic impartiality.	Concepts, work-life balance	11 min (online video)	Webinar/lecture	Webinar/lecture			Raised awareness	No	Gender+	Yes in the overall project		GE ACADEMY	2019-2021	https://cordis.europa.eu/project/id/824585	https://ge-academy.eu/welcome-to-gender-equality-academy/	VILABS OE, GREECE	Belgium, Italy, Czechia, Germany, Spain, Austria, Ireland, France, Hungary, Norway	The EU-funded GE Academy project will develop and perform a level capacity-building	
Web page with the webinar series (videos) from GE Academy	https://www.youtube.com/@genderequalityacademyeu3314/videos	Open acess, free	A collection of videos from GE Academy	(see each webinar)	1a) Management, administrators, HR managers; b) researchers; gender experts; 2) gender	All audiences	Diverse, including constructions of GEPs and training on GBV.		differs/video	Videos with online webinars.	Webinar/lecture		Webinar/lecture	Increasing skills and deepening expertise	Not in the video, but in the original (live) webinar.	Gender+	Yes in the overall project	sexual harassment, gender based harassment, all types of violence	GE ACADEMY	2019-2021	https://cordis.europa.eu/project/id/824585	https://ge-academy.eu/welcome-to-gender-equality-academy/	VILABS OE, GREECE	Belgium, Italy, Czechia, Germany, Spain, Austria, Ireland, France, Hungary, Norway	The EU-funded GE Academy project will develop and perform a level capacity-building	
Step-by-step guide to awareness-raising campaigns on gender-based violence	https://zenodo.org/records/7798894#.ZDpjesS8z	Open access, free	The "Guide to awareness-raising campaigns on gender-based violence" is a step by-step guide for	How to raise awareness and how to design campaigns to do so in organisations.	1) Universities and research performing organisations.		"This step-by-step guide aims to be a practical tool for representatives from universities and research organisations	GBV; awarenessraising		Development of policy and tool kit, online resources.	Toolbox for RPOs developing and implementing a Gender-based-violence policy and action plan.		GBV is a focus of the whole project.	Based on qualitative and quantitative data on individual, organisational and state level, create and		Gender +	yes	Comprgensive/holistic: physical, psychological, sexual, economic, harassment, organisational,	UniSAFE	2021-2024	https://cordis.europa.eu/project/id/101006261	https://unisafe-gbv.eu/	Yellow Window, University of Gothenburg	France, Sweden, Germany, Belgium, Czechia, Spain, Lithuania, Poland, United Kingdom	Gender-based violence (GBV) in research organisations and universities is happening across the	Full set of videos from various UniSAFE webinars and presentations available: https://www.youtube.c
UNSAFE webinar 7P model	https://www.youtube.com/watch?v=bJHS5Rz-p4&list=PLzEOkBRb36x mp5Y1z6JCOr3k1j5qhzR C&ab_channel=UniSAFE	Open access, free	To present UniSAFE's 7P model.	Knowledge on 7P model.	1) Gender equality officers/focal points/equality and diversity officers, human resources	Students generally, as well as academic community intersted in analysing/addressing GBV	Increase knowledge of holistic approach to address GBV in RPOs.	GBV, framework, 7P model, policy, prevention, protection, prosecution, provision of services, partnership		Development of policy and tool kit, online resources	Toolbox for RPOs developing and implementing a Gender-based-violence policy and action plan.		GBV is a focus of the whole project.	Based on qualitative and quantitative data on individual, organisational and state level, create and		Gender +	yes	Comprgensive/holistic: physical, psychological, sexual, economic, harassment, organisational,	UniSAFE	2021-2024	https://cordis.europa.eu/project/id/101006261	https://unisafe-gbv.eu/	Yellow Window, University of Gothenburg	France, Sweden, Germany, Belgium, Czechia, Spain, Lithuania, Poland, United Kingdom	Gender-based violence (GBV) in research organisations and universities is happening across the	Full set of videos from various UniSAFE webinars and presentations available: https://www.youtube.c
Webinar for students without previous knowledge on GBV. Creating Awareness and Enabling Action:	https://unisafe-toolkit.eu/resources/	Open access, free	This educational webinar focuses on cultivating a comprehensive understanding of	Knowledge of GBV in RPOs, concepts, key issues, prevalence, bystander interventions	1) Bachelor and master students with no or little previous knowledge on gender-based violence in all	All students	Develop knowledge on key concept related to issues of gender-based violence; gain insights on gender-based	GBV, concepts, forms, prevalence, bystanders, higher education	2.5-3h	Online training resource, webinar with slides, notes and supporting materials. This is the first of three	Lecture, discussion, mutual learning, interactive; self-assessment pre adm post webinar.	Powerpoint slides with notes, supporting materials for trainers, pre-recorded videos, reading list.	GBV is a focus of the whole project.	Develop knowledge on key concept related to issues of gender-based violence; gain insights on gender-based	Yes, interactive webinar with break out room discussions, mutual learning, cases.	Gender, gender identity, age, educational background, race/ethnicity, migration status,	yes	Comprgensive/holistic: physical, psychological, sexual, economic, harassment, organisational,	UniSAFE	2021-2024	https://cordis.europa.eu/project/id/101006261	https://unisafe-gbv.eu/	Yellow Window, University of Gothenburg	France, Sweden, Germany, Belgium, Czechia, Spain, Lithuania, Poland, United Kingdom	Gender-based violence (GBV) in research organisations and universities is happening across the	Full set of videos from various UniSAFE webinars and presentations available: https://www.youtube.c
Webinar for student unions and students with previous knowledge of GBV	https://unisafe-toolkit.eu/resources/	Open access, free	This educational webinar focuses on contributing to a comprehensive understanding of	Knowledge of GBV in RPOs, concepts, key issues, prevalence, bystander interventions.	1) Bachelor and Master students with some preliminary knowledge on gender-based violence; student Union	All students	Develop a comprehensive understanding of the significance of gender-based violence within	GBV, RPOs, institutions, policy, prevalence	2.5-3h	Online training resource, webinar with slides, notes and supporting materials. This is the second of three	Lecture, discussion, mutual learning; interactive; self-assessment pre adm post webinar.	Powerpoint slides with notes, supporting materials for trainers, pre-recorded videos, reading list.	GBV is a focus of the whole project.	Develop a comprehensive understanding of the significance of gender-based violence within	Yes, interactive webinar with break out room discussions, mutual learning, cases.	Gender, gender identity, age, educational background, race/ethnicity, migration status,	yes	Comprgensive/holistic: physical, psychological, sexual, economic, harassment, organisational,	UniSAFE	2021-2024	https://cordis.europa.eu/project/id/101006261	https://unisafe-gbv.eu/	Yellow Window, University of Gothenburg	France, Sweden, Germany, Belgium, Czechia, Spain, Lithuania, Poland, United Kingdom	Gender-based violence (GBV) in research organisations and universities is happening across the	Full set of videos from various UniSAFE webinars and presentations available: https://www.youtube.c
Webinar for early career scholars adn PhD candidates	https://unisafe-toolkit.eu/resources/	Open access, free	GBV in the academic environment.	Knowledge on GBV.	1) PhD candidates, scholars	All students	To foster a safer and more inclusive academic enviroment, saftey	inclusive academic enviroment, saftey	2.5-3h	Online training resource, webinar with slides, notes and supporting materials. This is the third of three	Lecture, discussion, mutual learning; interactive; self-assessment pre adm post webinar.	Powerpoint slides with notes, supporting materials for trainers, pre-recorded videos, reading list.	GBV is a focus of the whole project	Developed understanding for GBV in doctoral and research environments.	Yes, interactive webinar with break out room discussions, mutual learning, cases.	gender, gender identity, age, educational background, race/ethnicity, migration status,	yes	Comprgensive/holistic: physical, psychological, sexual, economic, harassment, organisational,	UniSAFE	2021-2024	https://cordis.europa.eu/project/id/101006261	https://unisafe-gbv.eu/	Yellow Window, University	France, Sweden, Germany, Belgium, Czechia, Spain, Lithuania, Poland, United Kingdom	Gender-based violence (GBV) in research organisations and universities is happening across the	Full set of videos from various UniSAFE webinars and presentations available: https://www.youtube.c
Webinar for Teachers in Higher Education Institutions and Research Organisations	https://unisafe-toolkit.eu/resources/	Open access, free	GBV in educational and research settings.	Expertise in GBV, teaching skills.	1) Teachers teaching about gender-based violence (possessing intermediate to advanced expertise in	All teachers and trainers	"aims to equip them [teachers/educators] with insights, and strategies needed to effectively address and	GBV, HE, teaching	3h	Online training resource, webinar with slides, notes and supporting materials. This is the third of three	Lecture, discussion, mutual learning; interactive; self-assessment pre and post webinar.	Powerpoint slides with notes, supporting materials for trainers, pre-recorded videos, reading list.	GBV is a focus of the whole project.	Developed expertise.	Yes, interactive webinar with break out room discussions, mutual learning, cases.	Gender, gender identity, age, educational background, race/ethnicity, migration status,	yes	Comprgensive/holistic: physical, psychological, sexual, economic, harassment, organisational,	UniSAFE	2021-2024	https://cordis.europa.eu/project/id/101006261	https://unisafe-gbv.eu/	Yellow Window, University of Gothenburg	France, Sweden, Germany, Belgium, Czechia, Spain, Lithuania, Poland, United Kingdom	Gender-based violence (GBV) happening across the	
Sexual harassment and unbalanced power dynamics in academia	https://www.mariecurie alumni.eu/mcaa-harassment-and-unbalanced-power-	Open for registered participants	Online session on sexual harassment. Two experts provided knowledge on the topic and lead the discussion	Knowledge on sexual harassment.	1) All audiences, 2) Experts		Increase knowledge of sexual harassment.	Sexual harassment, power dynamics, academia	Part of a day	Online session	Lecture and discussion.	Discussion lead by experts	Online discussion lead by experts.	Knowledge on institutional and non-institutional mechanisms to support and help victims of	Yes, in discussions during the workshop.	Gender	(unclear)	sexual harassment	UniswithHeart	2021-2024	https://cordis.europa.eu/project/id/894554		UNIVERSIDAD DE LA IGLESIA DE DEUSTO ENTIDAD RELIGIOSA, SPAIN	Spain, USA	Sexual violence against and harassment of women students at universities is a major problem. A five-country	
Sexual harassment in Academia. Co-creation workshop on sexual harassment	https://www.gendertime.net/wp-content/uploads/2022/08/D6.4-Sexual-harassment-in-RI.pdf	Open for institutions within the project.	Co-creation workshop including a) input/lecture and b) discussions based on institutional cases.	Sexual harassment in academia.	1) Project participants (gender equality innovating institutions, including research performing		The aim of this co-creation workshop was threefold: • To establish an overview of the current state of	Sexual harassment, academia, #Me Too, cyberbullying	4h 30 minutes	Online workshop	Lecture and discussion.	Power point slides, discussion of cases from two participating organisations.	Online workshop.	Input and thoughts for participating organisations in their work with developing their GEP.	Yes, through discussions and shared institutional cases.	Gender, minority groups	Yes in teh overall project	sexual harassment	TARGET	2017-2021	https://cordis.europa.eu/project/id/741672	http://www.gendertime.org/about/	INSTITUT FOR HOHERE STUDIEN - INSTITUTE FOR ADVANCED STUDIES	Romania, Cyprus, Italy, Greece, Morocco, Serbia, France, Spain	TARGET will initiate institutional change in seven gender equality innovating institutions (GEIIs) in the	
Resources on Sexual Harassment in Academia	https://www.gendertime.net/wp-content/uploads/2022/08/D6.4-Sexual-harassment-in-RI.pdf	Open access, free	Document including key definitions, legal framework, and examples of anti-sexual harassment policies in	Knowledge on concepts, legal framework and policies related to sexual harassment.	1) Gender equality innovating institutions, including research performing organisations, research	All audiences	Resources to inform on sexual harassment in academia.	Sexual harassment, academia		Resource on line	Document accessible online in Deliverable D64.	Document with key definitions, information on legal framework in partner countries, and examples of anti-sexual	Guidelines in a document.	The document provides definitions and an overview of legislation in the participating countries which is of	no	Gender	Not specified in the document but included in the overall project.	sexual harassment	TARGET	2017-2021	https://cordis.europa.eu/project/id/741672	https://www.gendertime.net/resources/project-deliverables/	INSTITUT FOR HOHERE STUDIEN - INSTITUTE FOR ADVANCED STUDIES	Romania, Cyprus, Italy, Greece, Morocco, Serbia, France, Spain	TARGET will initiate institutional change in seven gender equality innovating institutions (GEIIs) in the	
GEAT - Gender Equality Audit Tool	https://www.gendertime.net/wp-content/uploads/2022/08/D3.1-GEAT.pdf	Open access, free	Guidelines and practical instruments for implementation in each institution, including four GEAT steps: 1)	Gender Equality Audit	1) Gender equality innovating institutions, including research performing organisations, research	All audiences	The GEAT serves as an instrument for implementing the starting point of a sustained, reflexive and	Gender Equality Audit Tool, institutional transformation, reflexive approach	Four month process	Document with instructions for change agents on how to use the GEAT.	Step by step instruction on the implementation of a gender equality audit.	GEAT tool contain methods and tools to make a timeline for the implementation, preparing for the	None	Learning more on implementation of the four steps of a Gender Equality Audit.	Yes, by using the guidelines to implement the GEA	Gender	Not specified in the document but included in the overall project.	No	TARGET	2017-2021	https://cordis.europa.eu/project/id/741672	https://www.gendertime.net/	INSTITUT FOR HOHERE STUDIEN - INSTITUTE FOR ADVANCED STUDIES	Romania, Cyprus, Italy, Greece, Morocco, Serbia, France, Spain	TARGET will initiate institutional change in seven gender equality innovating institutions (GEIIs) in the	The GEAT tool give a clear view of the implementation of the four steps of a Gender Equality Audit.
Guidelines to design customised GEPs	https://www.gendertime.net/wp-content/uploads/2022/08/D3.3-GEP-guidelines.pdf	Open access, free	Guidelines and tools to design a GEP.	Designing a Gender Equality Plan.	1) Gender equality innovating institutions, including research performing organisations, research	All audiences	To help the organisations design their individual GEPs based on the results of the audit.	GEP, institutional transformation, reflexive approach		Document with guidelines to provide practical advise in the process.	Guidelines	Basic knowledge, suggested actions, examples and measures for top management commitment, CoPs,	None	The guidelines gives an overview of the process from gender equality audit to formulating a customised GEP.	Yes, by using the document to work with GEPs, adn in CoPs.	Gender	Not specified in the document but included in the overall project.	No	TARGET	2017-2021	https://cordis.europa.eu/project/id/741672	https://www.gendertime.net/	INSTITUT FOR HOHERE STUDIEN - INSTITUTE FOR ADVANCED STUDIES	Romania, Cyprus, Italy, Greece, Morocco, Serbia, France, Spain	TARGET will initiate institutional change in seven gender equality innovating institutions (GEIIs) in the	
Gender Equality Plans in Horizon Europe	https://h2020.genderaction.eu/geps-in-he/	Open access, free	Webinar covering: - overview of the GENDERACTION project - Overview of changes to Gender dimension in	Gender Equality Plan, Gender Based-Violence, gender dimension	1) All audiences	All audiences	Understanding key concepts of GEP Success conditions and thematic areas covered by GEP	Social transformation, gender equality plan, institutional change, gender and scientific career.	1h 30 Minutes	Webinar/lecture	Video	Gender audit tool shared: https://act-on-gender.eu/res/gender-equality-audit-and-monitoring-geam-tool	None	Understanding key concepts of GEP Success conditions and thematic areas covered by GEP	Not in the video, but in the original (live) webinar.	Yes	No	GENDERACTION	2017-2021	https://cordis.europa.eu/project/id/741466	https://h2020.genderaction.eu/	Institute of Sociology of the Academy of Sciences of the Czech Republic (ISAS)	Austria, Cyprus, Germany, Greece, Spain, Luxembourg, Malta, Slovenia, Slovakia, Bosnia and	GENDERACTION will create an innovative policy community for the implementation of gender equality in the	General overview and presentation of good practices; Gender in Academia, inclusive change process, gender
Gender in Horizon Europe and general info on gender in R&I	https://h2020.genderaction.eu/gender-in-he/research-content-webinar/	Open access, free	Webinar covering: - overview of GENDERACTION project - Novelties of Horizon Europe	Intersectionality, gender equality plan	1) All audiences	All audiences	Understanding key concepts of GEP. Success conditions and thematic areas covered by GEP	Gender bias, gender stereotypes, socio-cultural context and social responsibility of science, organisational	1h 30 minutes	Webinar/lecture	Video	Gender audit tool shared: https://act-on-gender.eu/res/gender-equality-audit-and-monitoring-geam-tool	None	Understanding key concepts of GEP Success conditions and thematic areas covered by GEP	Not in the video, but in the original (live) webinar.	Concept described, but not integrated in webinar	No	GENDERACTION	2017-2021	https://cordis.europa.eu/project/id/741466	https://h2020.genderaction.eu/	Institute of Sociology of the Academy of Sciences of the Czech Republic (ISAS)	Austria, Cyprus, Germany, Greece, Spain, Luxembourg, Malta, Slovenia, Slovakia, Bosnia and	GENDERACTION will create an innovative policy community for the implementation of gender equality in the	GENDERACTION will generation of good practices; Gender in Academia, inclusive change process, gender
Enhancing Gender Equality and the Gender Dimension in Research and Innovation	https://www.ekt.gr/en/events/program/23190	Open access, free	Conference covering: -overview of GENDERACTION project and its importance -initial findings of the	gender: equality, diversity, inclusion, gender equality plan, gender budgeting	1) All audiences	All audiences	Analysis of gender situation based on policy mapping. Importance of gender equality	Gender in Academia, inclusive change process, gender dimension in research content, women's	4h 30 Minutes	Webinar/lecture	Video	Gender audit tool shared: https://act-on-gender.eu/res/gender-equality-audit-and-monitoring-geam-tool	None	Analysis of gender situation based on policy mapping, Importance of gender equality	Not in the video, but in the original (live) webinar.	Concept described, but not integrated in webinar.	No	GENDERACTION	2017-2021	https://cordis.europa.eu/project/id/741466	https://h2020.genderaction.eu/	Institute of Sociology of the Academy of Sciences of the Czech Republic (ISAS)	Austria, Cyprus, Germany, Greece, Spain, Luxembourg, Malta, Slovenia, Slovakia, Bosnia and	GENDERACTION will create an innovative policy community for the implementation of gender equality in the	GENDERACTION will generation of good practices; Gender in Academia, inclusive change process, gender
Genderaction trainings	https://genderaction.eu/on-trainings/past/	Open access, free	Colelction of 11 webinars, including trainings on: Gender Equality Plans in Horizon Europe; The	Gender equality, social responsibility of science, funding, effective gender mainstreaming, diversity,	1) All researchers / academics	Research support	See each webinar		1h 30 Minutes per webinar	Webinar	Video		None	Awareness of the topics discussed - not specifically defined.	Not in the video, but in the original (live) webinar.	Gender			GENDERACTION	2017-2021	https://cordis.europa.eu/project/id/101058093	https://genderaction.eu/	Institute of Sociology of the Academy of Sciences of the Czech Republic (ISAS)	Austria, Ireland, Romania, Germany, Czech Republic, Slovenia, France, Belgium, Portugal,	Building a more diverse and inclusive research environment is important. The EU-funded	
Workshop on gender based violence and harassment	https://genderaction.eu/workshop-on-gender-based-violence-and-sexual-harassment-in-milan/	Open for participants in the Genderaction+ project.	Workshop on GBV including presentation on policies to reduce GBV.	Strategies and solutions to reduce GBV.	1) Associated partners in the project.	Associated countries of member organisations.	The aim of the workshop was to discuss strategies and create new solutions on how RFOs can	GBV, sexual harassment	2 days	On site event	Presentations and discussions.	Group discussion on cases.	Workshop	Awareness on strategies and shape solutions.	Yes in terms of discussions in the workshop.	Not specified	Not specified in the workshop but included in the overall project.	Sexual harassment	GENDERACTIONplus	2022-2025	https://cordis.europa.eu/project/id/101058093	https://genderaction.eu/	Institute of Sociology of the Academy of Sciences of the Czech Republic (ISAS)	Czechnia, Norway, Germany, Austria, Ireland, Romania, Germany, Israel, Poland, France,	Building a more diverse and inclusive research environment is important. The EU-funded	
Accelerating Gender Equality - Communities of PrACTice for Accelerating Gender Equality and Institutional Change in	https://act-on-gender.eu/	Open access, free	Promoting Communities of Practice to advance knowledge, collaborative learning and institutional change	Providing GEPs training and insights into the underlying resources, framework and administrative and support staff; middle	1) Research and teaching staff; teaching staff, those to advance gender equality at universities, research centres and	European Research community; HEI; Resarch & Innovation	ACT is a Horizon 2020 project that seeks to advance gender equality, particularly gender dimension in teaching and research.	Gender balance in career, progression, decision, integrating gender dimension in research content	1h-1.5h/webinar	Designing and implementation of GEP, CoP, web page and online resources	a) GEAM tool (Gender Equality Audit and Monitoring Tool) including some: based gender equality audits;	a) GEAM tool (survey) including questions on social discrimination, disability, microaggression,	ACT will: Establish the first and mutual learning. In the ACT project Communities of Practice by supporting eight new refer to the use of	Yes, in and through CoP participation and shared institutional cases.	Gender and Gender +	The concept intersection is not described in the overall project description, but is highlighted in the GEAM-	violence	ACT	2018-2021	https://cordis.europa.eu/project/id/788204	https://act-on-gender.eu/	University of Oberta de Catalunya (UNIVERSITAT OBERTA DE	Spain, United Kingdom, France, Costa Rica, Spain (FUNDACIO PER A LA UNIVERSITAT OBERTA DE	ACT will enable better access, sharing, and improvement of gender equality knowledge by advancing Communities	General overview, research based theories and concepts
Support the Promotion of Equality in Research and Academia	https://www.superaproject.eu/	Open access, free	Producing GEPs, use and To act for gender balance in career progression, gender knowledge/awareness of structures of	1) University and research organisations, focus on research organisations and funding	1) University and research organisations, focus on research organisations and funding	The main goal of the SUPERA project is to implement six Gender Equality Plans (GEPs) in six organisations from	Cumulative and inclusive methodology, inclusive and sustainable.		Training and knowledge sharing through webinars and on-line workshops, videos, e-learning modules on	Lectures, presentations, on-line workshops and e-learning courses.	a) GEAM tool in parts, programmes, actions and in sporting organisations (when devising a human-strategy, allocating	a) GEAM tool (survey) indicating funds, renovating a sport facility, etc.).	Develop knowledge of constructing, monitoring and implementing GEPs aimed at institutions and research funding	Based on a community of practice approach, including different aspects of gender equality, power relations etc. which is	In focus gender equality analyses applicable tool kit with concrete practices to engage and increase	Intersectional analyses including aspects of tailor-made guides. Descriptions of practice structures creating form of violence and discrimination etc.	Sexual harassment, discrimination etc.	SUPERA	2018-2022	https://cordis.europa.eu/project/id/787829	https://www.superaproject.eu/	Universidad Complutense de Madrid and Central European University (Hungary)	Spain, Italy, Germany, Austria, (Hungary)	The main goal is to Hands-on tool kits and accessible examples.	
LaTSGEPs Training Programme on Gender Equality, Gender Equality Plans and Gender Budgeting	https://letsgeps.eu/wp-content/uploads/2021/12/laTSGEPs-GB-GEP-training-slides-ENGLISH.pdf	Open access, free	Training materials for GEPs and Gender Equality Budgeting.	Developing knowledge on Gender (in-)equality, development of GEPs, implementation of Gender Budgeting.	1) Implementing partners; 2) Support by well-experienced partners	All audiences	"The general objective of laTSGEPs is to implement institutional changes through designing Gender Equality Plans"	Gender Equality, GEP, Gender Budgeting	Varies	Online document describing training	Slides		None	Knowledge on gender equality, how to develop GEPs and how to implement Gender Budgeting.	Not in the online resource (document), but in the original (live) training (eg. group work).	Gender	Mentioned in presentation but not integrated.	Violence against women briefly mentioned in a presentation.	LetsGEP	2020-2022	https://cordis.europa.eu/project/id/873072	https://letsgeps.eu/	UNIVERSITA DEGLI STUDI DI MODENA E REGGIO EMILIA	Italy, Turkey, Albania, Spain, France	Europe's societies are working hard to eliminate all types of discrimination associated with gender	
SPEAR Virtual materials	https://gender-spear.eu/e-learning/virtual-materials/chapter/9/introduction/	Open access, free	To guide and involving different stakeholders in development and implementation of GEP, from institutional	Gender equality, diversity, gender equality plan, gender dimension, gender sensitive research.	1) All researchers / academics	All audiences	Support implementations of GEPs	Organisational culture, gender equality plan monitoring, inclusive change process, institutionality, gender	Varies	Virtual materials	Video, slides, website		None	Knowledge on mitigating gender biases and stereotypes in RPOs through stakeholders mobilisation for	Group work at preparatory phase.	Gender			SPEAR		https://cordis.europa.eu/project/id/824544	https://gender-spear.eu/	SYDDANSK UNIVERSITET	Sweden, Germany, Hungary, Austria, Bulgaria, Lithuania, Portugal, Croatia	Despite efforts to close the gender gap in academia, challenges persist. Female academics are under	
Data base with definition, explanation and examples of practices	https://eige.europa.eu/gender-mainstreaming/toolkits/gender-institution-entity=en	Open access, free	GEP development and implementation; Gender balance in decision making/leadership; GBV and Sexual Harrassment,	Knowledge on designing a GEP.	1a) Management, administrators, HR managers; b) researchers; gender experts; 2) gender	RPOs, RPOs, wide audience	Provide information on what is a GEP, Why, How and Where (examples)	Gender equality; work-life balance; GBV; Recruitment; decision-making; data collection; career; training; funding		Webpage - data base of practices and information.	Reading material: concepts and definition; facts and figure and good practices.		Web resources on GBV.	Knowledge on designing a GEP.	No	Race, (dis)ability, age, social class, religion, sexual orientation or gender identity	yes	Comprgensive/holistic: physical, psychological, sexual, economic, harassment, organisational,	EIGE	2016, updated in 2021	None (not a project)	https://eige.europa.eu/	EIGE	All EU countries		Toolkit with a database of practices	Useful resources for a wide range of actors.
Training about gender equality in sport	https://rm.coe.int/CoERef	Open access, free	Concepts, facts on Gender-based violence in sport; participation, leadership, coaching, media. Examples of	Gender-based violence in sport, participation, leadership, coaching, media.	1) National authorities All audiences (at national and European level and Olympic committee members	All audiences	Raise awareness on gender balance in sports.	Gender-based violence in sport, participation, leadership, coaching, media.		On site event.	Presentations and discussions.		Training on GBV.	"The overarching goal of All In Plus is to highlight the benefits of greater gender equality in sport. The key	Integrated	Gender		Sexual harassment and abuse, rape, physical or emotional-psychological violence, LGBTQI violence	Council of Europe / Yellow Window	2016	Not a research project		Council of Europe	France, Belgium, Spain, Iceland, Finland, UK		
A toolkit and on-line library on gender equality practices in sport	https://pjp-eu.coe.int/en/web/gender-equality-in-sport/online-library-all-practices	Open access, free	It is important to understand the extent of gender inequalities and differences in the sports world (in the	Main facts and figures. Designing a gender action plan in sport. Taking actions in different fields including GBV.	1) Decision makers from HEI with a focus on gender inequalities in public authorities responsible for sport and from sporting organisations (at	All audiences	In focus is that gender inequality often is hidden from view, institutionalised and rooted in practices,	Leadership, decision-making, gender-based violence, participation, communication and media		Building policies and programmes to achieve gender equality in sport. How to make an impact on gender equality in	A toolkit has been developed as part of the European Union (EU) and Council of Europe joint project "ALL IN:	Methods aim to support designing, implementing, monitoring and evaluating an action	Facts and figure and actions that can be taken.	To understand the extent of gender inequalities and differences in the sports world (in the fields of	The designed pedagogical and educational strategies opens up to knowledge exchanges by	LBTQI, ethnic minories		Sexual harassment and abuse, sexual assault, physical or emotional-psychological violence, LGBTQI violence	Council of Europe / Engender	2018-2019 and 2023-2025	Not a research project		Developed as part of the European Union (EU) and Council of Europe joint project "ALL IN: towards gender	Around 20 countries members of the Council of Europe		Important information on GBV in Sport + 12 practices on GBV in sport