D1.2

Guidelines for promoting capacity-building on GE in research (CNRS)

September, 2019

Deliverable ID & Full Title	Deliverable 1.2 – Guidelines for promoting capacity-building on GE in research			
Date of Delivery	Contractual	M8	Actual	M9
Nature	Report			
Dissemination Level	Public			
Lead Partner	CNRS	Lead Authors:	Nawal Aït Ali Elisabeth Kohler	
Contributor(s)	YW, ISAS			
Reviewer(s):	Jana Dvorackova (ISAS), Marcela Linkova (ISAS), Lut Mergaert (YW), Nathalie Wuiame (YW), Vasiliki Madesi (VIL)			

Version	Issue Date	Description	Contributor(s)
0.1	**01/08/19**	Draft version for review	Reviewers, PMT
0.2	**23/08/19**	Revised version	Reviewers, PMT
0.3	**09/09/19**	Pre-final version	Reviewers, PMT
1.0	**11/09/19**	Final version submitted by the Coordinator	VIL

Legal disclaimer

Copyright Message

Table of Contents

GE Academy — Gender Equality

List of abbreviations

Abbreviation	Full form
GEPs	Gender Equality Plans
RPOs	Research Performing Organizations
RFOs	Research Funding Organizations
GE	Gender Equality
STEM	Science, Technology, Engineering and Mathematics
SSH	Social Sciences and Humanities
R&I	Research and Innovation
HE	Higher Education

1. Introduction

1.1 Background and Purpose

In the framework of the EC-funded "Gender Equality Academy" (GE Academy) project, the present deliverable is an output of WP1's Task 1.3 "Pooling Experiences on promoting capacity-building on GE in research". Its purpose is to provide guidelines for the design and advertising of promotional materials in order to position optimally the GE Academy capacity-building offer on the European training market. These guidelines were thus conceived for internal purposes in the first instance. However, any interested reader wishing to get involved in fostering high quality capacity-building on gender equality is welcome to benefit from them.

After a short description of the methodology deployed to produce them, this report makes a series of recommendations based on the output information collected through a series of fourteen interviews conducted with training designers and performers on gender equality in research and innovation organizations. The D1.1 "State-of-play map on GE in research capacity-building" provided crucial information that framed the interviewing process and data collection. The collected data was completed and contrasted with additional materials provided by desk research including inputs from other gender equality-oriented projects (such as FESTA, GENDER-NET, STAGES and TRIGGER).

1.2 Document structure

After presenting this methodology in section 2, next sections will provide a rationale (section 3) framing the general content of the recommendations detailed in section 4. Section 5 compiles the report's references whereas section 6 provides the detail of the interview grid employed to address the experts as well as an overview table of their profiles.

2. Methodology

Fostering the promotion of trainings on gender equality requires getting in-depth insights on good practices embedded in a variety of cultural and organizational settings.

To achieve that, conducting interviews with training experts and practitioners holding an experience in different countries and organizations appeared as a relevant option.

The first step of this interviewing process was to elaborate a grid of interview (reviewed and approved by the project partners) capturing an overview of participants' experience in gender training as well as identifying culture-sensitive and sector-sensitive innovative practices of promoting capacity-building on gender equality.

The second step was to define a group of relevant experts to be interviewed: a list of experts has been constituted within the framework of Task 1.1 "*Mapping state-of-play in terms of 'GE in research and innovation' capacity-building*". A series of contacts were selected from this list as well as some additional names from partners' contact lists. Close attention was paid to ensure a good balance between profiles of expertise and countries. Eighteen emails were sent mentioning the GE Academy's approach, its objectives and an overview of the questions to be answered. Fifteen experts agreed to be interviewed between June 15th and July 20th of 2019.

The third step consisted in conducting these fourteen semi-structured interviews (one of the interviews was conducted with two experts belonging to the same organization) through Skype or using the phone. Conversations lasted approximately 45 minutes.

The interview partners conceived and/or performed trainings on various topics related to Gender Equality in Higher Education and Research. They hold an experience in more than 15 countries (see an overview table of the interview partners' profiles in the Annexes' section) embedded in diverse organizational settings (such as RFOs, RPOs, public administrations and private companies). They have been addressing target groups involved in different levels of management and professions such as researchers from all fields and disciplines, RPOs and RFOs' administrative staff members, civil servants, IT engineers, medical practitioners or legal professions.

It is to be mentioned, however, that not all the experts contacted were available for an interview. Commissioners of trainings in particular are not part of the final pool of interviewed experts. Desk research was therefore particularly valuable to provide complementary data to complete the picture.

Similarly, the data collected provide an insight slightly focused on the advertising challenges associated to RPOs' organizational cultures. To meet the specificities of other types of organizations (such as RFOs), the following recommendations will highly benefit from future inputs provided by on-going projects such as GENDER-NET Plus, GEECCO, Gender-SMART and SUPERA.

3. Rationale

As a knowledge production sector, Higher Education and R&I institutions possess specific characteristics towards civic values of equality. The belief of research and higher education institutions being fair and meritocratic is indeed widely shared (TRIGGER project; Linkova 2017) and men are particularly reluctant to accept evidence of gender bias (Handley *et al*. 2015). Nevertheless, training modules have been evaluated as an efficient tool to promote equality and spread good practices (Devine *et al.* 2017, Tannenbaum & van Hoof 2018).

Many Gender Equality Plans (GEPs) assessed and were built upon the premise that individuals involved in decision-making and/or in top management positions play a key-role in institutional change and in the promotion of GE as well as in the integration of gender analysis in research. They represent a priority target group for GE training as they are potential "gatekeepers" (Vinkenburg 2017) of structural and cultural change within their institutions.

Furthermore, not all organizations share the same management model and organizational culture (Dubois-Shaik *et al*. 2019), which implies that the promotion of GE trainings should take into account not only the specific characteristics shared by R&I organizations and Higher Education institutions as a whole, but also the specific features of local host organizations (Dasgupta 2013). Ignoring the local culture can lead to negative effects opposite to those expected (Humbert *et al*. 2018).

In the context of a growing "gender fatigue" observed in many organizations (Gill *et al* 2017), excellent trainings cannot be considered as sufficiently self-supporting, and the need for tailored promotion fashioned to attract the targeted audience is thus crucial.

4. Recommendations

The following table summarises the recommendations:

Number	Recommendation
Recommendation n°1:	**Identify and rely on local enablers.**
Recommendation n°2:	**Assess and meet the local needs.**
Recommendation n°3:	**Keep in mind the complexity of understanding gender issues.**
Recommendation n°4:	**Prioritise speakers who share a belonging with the target group.**
Recommendation n°5:	**Use storytelling rather than activist-sounding style**
Recommendation n°6:	**Adapt the wording.**
Recommendation n°7:	**Use knowledge acquired in previous steps to manage dissemination.**
Recommendation n°8:	**Make sure the capacity-building program's online contents are optimal.**
Recommendation n°9:	**Engage in a continuous improvement process.**

4.1 Recommendation no 1: Identify and rely on local enablers

1.1 To roll out training activities, local enablers usually play a key role. Bonding with committed persons within an organization is thus highly recommended. As this quality of "enabler" can be handled by several profiles of organization members[1], interpersonal knowledge is highly required to identify potential enablers and to build their profiles. Networking is regarded as an optimal way to enhance their number and to promote capacity-building. Finding appropriate networking strategies is thus crucial[2]: addressing former participants, using connexions from academic networks where appropriate, connecting with (formal and less formal) networks supporting gender equality and inclusive workplaces, attending related events (keynote lectures, round table discussion meetings, etc.).

1.2 Communicate towards enablers as a first step. Send electronic and/or postal materials to future potential enablers to make them convince their organizations to commission training activities (gender-related scientific leaflets, generic promotional materials to be tailored to the context of their organization). Valorise their knowledge and offer to get them involved in participatory sessions to design the trainings. The following scheme can contribute to identify this first and crucial step of the process:

---

[1] This label of "enabler", also called "facilitator" in existing handbooks and literature (such as "Typology on Training for Gender Equality" published by UN Women, 2016) refers to persons within the host organization showing interest on gender issues (researchers involved on related projects, members of administrative staffs variously positioned in the organization's hierarchy) as well as units (Human Resources, Communication, Equality/Diversity/Equal Opportunity) likely to help to "contextualize the training to specific cultural and linguistic contexts" (ibid.). It must be added that these persons or units can operate at two levels of enabling: the first one is part of the general process of leading an organization to commission training activities, and their input on its organizational context is crucial in this respect. The second one relates to the specific context of the training once it is commissioned and to the contextualization move to which UN Women refers.

[2] This is part of an upstream work not to be neglected. For further recommendations on networking strategies see Structural Transformation to Achieve Gender Equality in Science Guidelines, chapter IV https://eige.europa.eu/sites/default/files/guidelines_stages_4.pdf

GE ACADEMY
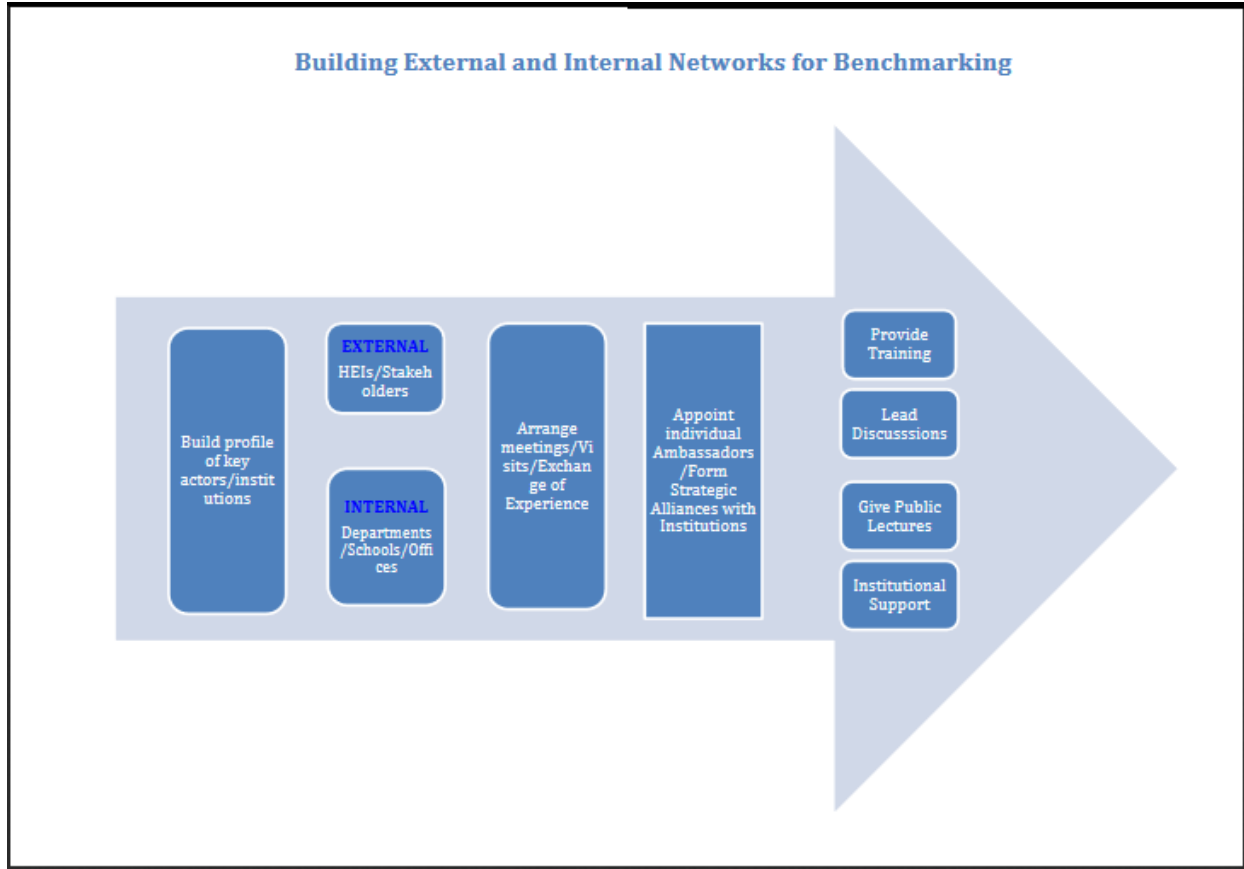
Figure 1. Source: http://www.integer-tools-for-action.eu/en/resources

4.2 Recommendation no 2: Assess and meet the local needs

2.1 Using enablers' knowledge*,* meet the local needs of target groups as much as possible: identify the practical needs such as their space and time availabilities and local modes of collaboration[3]. To find out what kind of common arguments should be highlighted, also assess local perceptions and attitudes towards gender issues as well as what kind of changes are expected.

2.2 Pay specific attention to the idiom the enablers suggest to use according to the local contexts: unless they indicate a different point of view, English can be a suitable option for researchers and heads of organizations whereas the national languages should be preferred to address target groups such as staffs involved in administrative bodies.

N.B.: When addressing researchers, it has to be considered that scientific staff in STEM departments are often used to working in English while it can sometimes be strategic, according to enablers' advices, to address Social Science and Humanities' staff in their national languages[4]:

---

[3] Training techniques involving attendees connected to theatre, mime, music and image or gamified approaches can be mobilized according to the culture and local context of the organization. For more information on these training techniques, see GE Academy D1.1 State-of-play map on GE in research capacity-building.

[4] The use of English can indeed generate counter-productive reactions and negative affects amongst researchers. For further considerations on such topic, see Heran (2013),

Figure 2. Screenshot of the EU-funded SHANARANI project "Train the trainer" program's webpage in Italian

2.3 Make sure that the learning objectives are adjusted to the target groups and clearly defined. Specify to what extent the training is participatory: the dynamics of knowledge transfer constitute a significant cultural feature to be taken into account. Synthetize all the relevant information: dates and number of hours, venue, format, language, topics, target audience, added value for participants, fees if there are any, certification offered if there is any. If existing, insert selected feedback from previous training activities (extracted from exit questionnaires) to enhance the attractiveness of the promotional message.

☝ Erasmus+ flyer presenting an Open Online Course on Gender In/equality in Media and Journalism addressing "students and professionals who want to produce more accountable media":

---

https://www.ined.fr/en/publications/editions/population-and-societies/english-survey-languages-research-teaching-france/

European Commission

Erasmus+
Virtual Exchange
INTERCULTURAL LEARNING EXPERIENCES

Gender In/equality
in Media and Journalism

Interactive Open Online Course

- 9 September – 11 October 2019
- 5 week, paced course
- Language: English
- Registration deadline: 1 September 2019

What kind of gender norms and stereotypes exists in media industries? How might people with different identities research, analyse, or report on an event or policy differently? What would be different, if anything, if there was more diversity in leadership positions in the media?

In the Interactive Online Course 'Gender In/equality in Media and Journalism', participants discuss these and other questions during small, intercultural, facilitated, online group meetings. Inspired by learning resources and expert content developed by Advancing Gender Equality in Media Industries (AGEMI), they learn with and from each other about different aspects of the gender-media relationship.

Through Virtual Exchange, participants will put their own experiences, values, and challenges in the forefront as a primary source for learning. 'Gender In/Equality in Media and Journalism' is an unique opportunity for all students and professionals who want to consume or produce more accountable media.

Participants gain a grounded understanding of different inequality and intersectional issues including representation and stereotyping, working conditions, access to decision-making, leadership positions and more. They will also be doing a practice-based assignment creating a video- audio- or written report based on community interviews.

An Erasmus+ Virtual Exchange digital badge is given to participants who successfully meet the course requirements. The estimated time commitment for participants is 3-4 hours per week.

This course is open to anyone between the age of 18-30 and is a resident in one of the Erasmus+ programme countries or Southern Mediterranean countries. Participation is free of charge.

For more information please see the Course Outline here or contact us

CLICK HERE TO REGISTER

Erasmus +

Gender Equality
GE ACADEMY

Interactive Open Online Courses

Interactive Open Online Courses provide youth with the opportunity to learn both with and from their peers across cultural contexts and national boundaries in facilitated online meetings alongside relevant skill-building activities and dynamic content provided by expert academics and practitioners.

These courses combine the deep impact of intercultural exchange with the broad reach of online learning to allow more young people to have meaningful intercultural learning experiences as part of their formal or non-formal education.

Interactive Open Online Courses are part of Erasmus+ Virtual Exchange. This project provides an accessible, ground-breaking way for young people to engage in intercultural learning.

An Innovative Learning Experience

Participants in the courses are provided with the opportunity to:

- Engage with youth from different countries, cultures and migration backgrounds in a virtual classroom;
- Discuss topical themes on technological innovations, social identity and culture;
- Learn from expert content and materials;
- Improve language and communication skills;
- Build 21st-century skills that improve employability, including the ability to work in a virtual and intercultural environment;
- Gain an Erasmus+ digital badge and become an Erasmus+ Virtual Exchange alumni.

" I learned things that you cannot get from a book. Being able to share ideas with people from different cultural and religious backgrounds enriched me in a personal and professional way. It was a horizon-broadening experience for me. "

2018 Participant

Erasmus +

GE ACADEMY
Gender Equality

4.3 Recommendation no 3: Keep in mind the complexity of understanding gender issues.

When designing the promotional materials together with local enablers, have a special care identifying the target groups' level of awareness on gender issues as well as potential resistances and take them into account to tailor the contents. To help joining the conversation on gender and to valorise attendees' contribution, use an accessible, encouraging and inclusive promotional language. All along the process, it has to be kept in mind that *"gender equality is not a simple product to advertise. Rather, it is a complex system of meanings which crosscut many spheres of social life, including family, religion, policy, intimacy and professional life. Thus, in this case, making the message attractive does not simply mean finding the right words or the right pictures, but negotiating with the key players what gender equality specifically means for the organisation and for science, addressing possible misunderstandings and preconceptions"*[5]:

Figure 3. Fragment of a private training organization's promotional flyer

☞ Develop appropriate visual language to express inclusiveness. Avoid stereotypical pitfalls such as the following screenshot fragments (extracted from the same flyer):

---

[5] Source: Structural Transformation to Achieve Gender Equality in Science Guidelines https://eige.europa.eu/sites/default/files/guidelines_stages_4.pdf
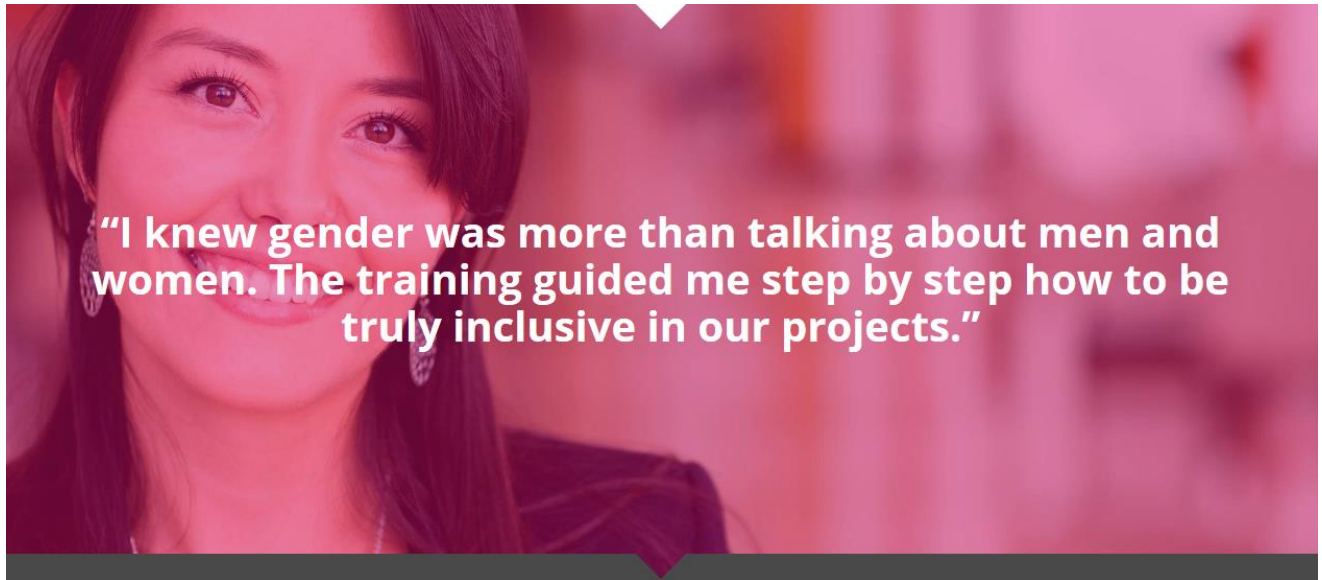
Figure 4. This soft pink-colored banner puts the emphasis on the close-up view of a smiling woman face fitting with prevailing beauty standards
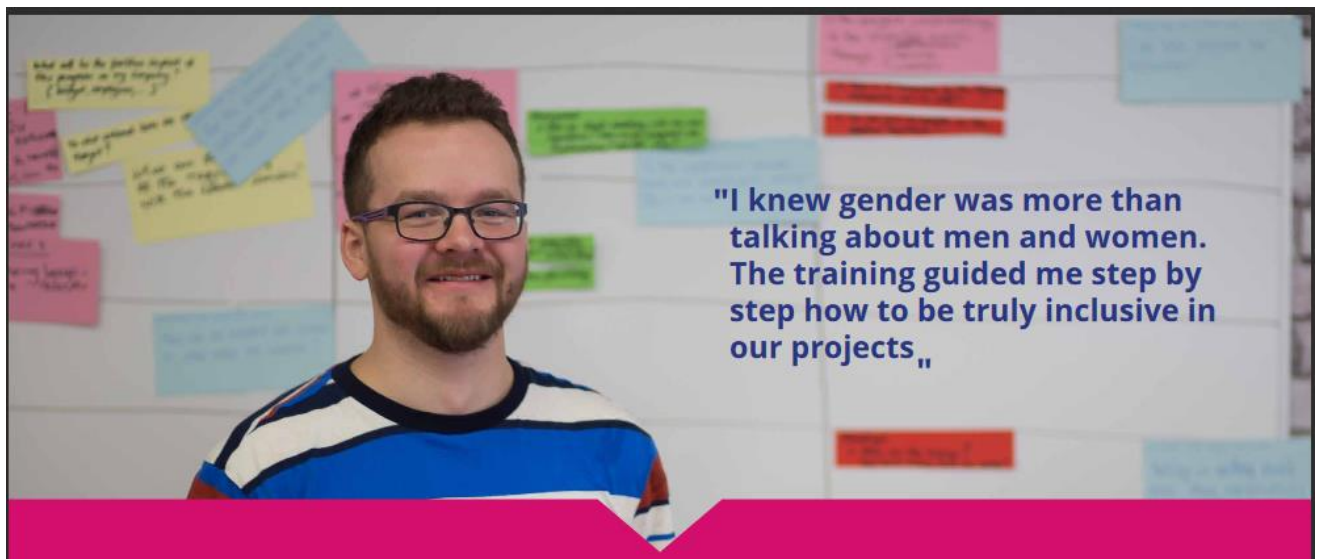
Figure 5. This one stages the de-focused view of a man studiously positioned in front of a post-it board, regardless of his facial features and expression

4.4 Recommendation no 4: Prioritise speakers who share a belonging with the target group

The more culturally close the speakers are to the target audience, sharing common language and other cultural features (and likely to share work experiences i.e. engineers addressing engineers etc.) "the better is the quality of the knowledge coproduced"[6]. When the trainer does not share this belonging, make sure to include other speakers who does and highlight this cultural proximity:

---

[6] Quote from an interviewed expert involved in another EU-funded project on gender equality.

Figure 6. The VP of a healthcare company addressing healthcare R&I sector on gender diversity and inclusion

Figure 7. A top ranked academic expert addressing fellow academics on the integration of gender in research
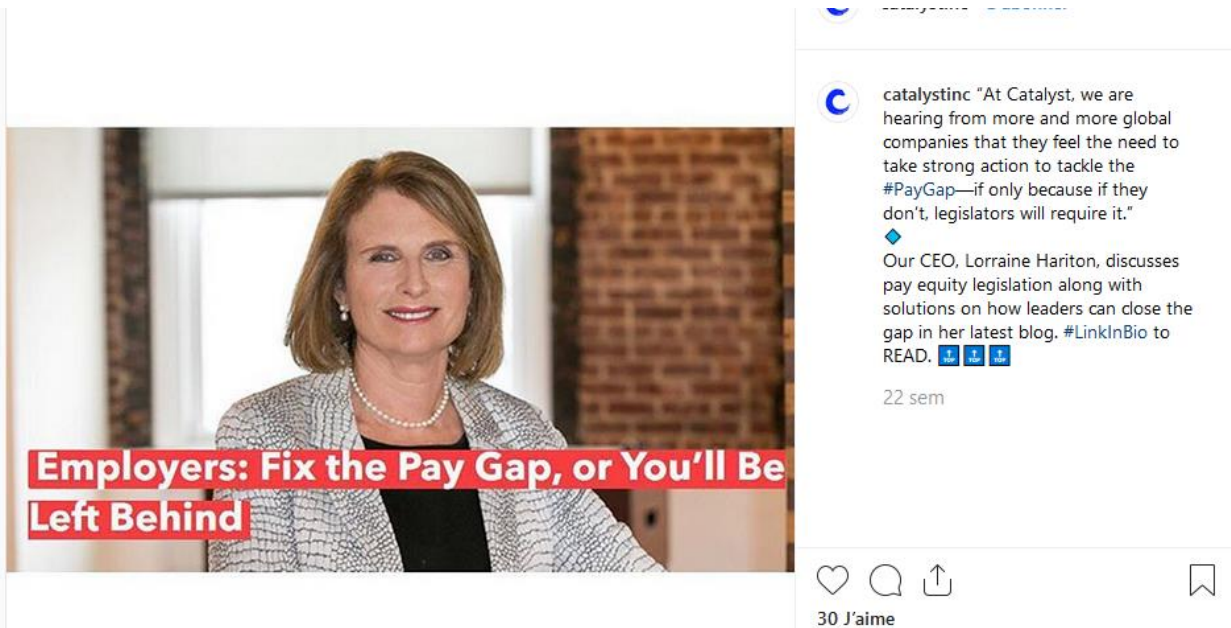
Figure 8. A CEO engages other leaders on pay equity

4.5 Recommendation no 5: Use storytelling rather than activist style

5.1 Temper and let aside activist passions to adopt a pragmatic approach. Beyond generic formulas such as "Why is gender equality good for everyone?" use a storytelling embedded in the target group's background.

5.2 Include striking facts and numbers embedded in target groups' work environment and everyday representations to catch individuals' attention, e.g., "Why isn't there any female colleagues in my team/research institute?" as a formula addressing STEM researchers. Use the SHE figures[7] to emphasize on the overrepresentation of women in other work sectors and scientific disciplines. Do not hesitate to address the target groups' specific work environment, e.g. "Women currently account for approximately 70% of all University of Helsinki master's students, but their share drops dramatically on the next rungs of the academic career ladder. Less than 30% of researchers and professors on the fourth level of the career path hierarchy are women"[8].

5.3 Use the strive for excellence as a rhetoric leverage. When addressing either scientific staff or agents of institutional change in RFOs and RPOs (including leading positions), remind them that the implementation of gender equality is a cross-cutting issue in Horizon 2020 and that integrating sex and gender analysis into the design of research is a criterion for excellence:

---

[7] Available at : https://ec.europa.eu/info/publications/she-figures-2018_en

[8] Source : https://www.helsinki.fi/en/news/higher-education-science-policy/recognition-for-equality-projects-in-viikki

WORKSHOP

HOW TO INTEGRATE SEX/GENDER ANALYSIS INTO THE DESIGN OF RESEARCH

animated by **Londa Schiebinger**, Stanford University

Innovation and discovery are about integrating sex and gender analysis into the design of research. The operative question is how can we harness the creative power of sex & gender analysis for discovery? Does considering gender add a valuable dimension to research? Does it take research in new directions?

This workshop will focus on **how to integrate sex/gender analysis into the design of research.**

Since 2014, the European Commission has asked PIs to describe how sex and gender analysis is taken into account in their proposed research, where relevant. And the EC identified 137 areas of science and technology where gender analysis could benefit research, including computer hardware and architecture, nanotechnology, oceanography, geosciences, organic chemistry, aeronautics, space medicine, biodiversity, ecology, biophysics, among other. Gendered Innovations provided the intellectual basis for EC policy. For a list of major granting agencies with similar requirements, see: http://genderedinnovations.stanford.edu/sex-and-gender-analysis-policies-major-granting-agencies.html

5.4 When addressing agents of institutional change, develop sets of arguments emphasizing how the training activities can bring skills to achieve institutional change process and increase the capacity to succeed and to point out solutions. Insist on the benefit for the participants to acquire tools and approaches to mobilize when meeting barriers and challenges in their organizations.

5.5 Specifically addressing decision-makers, business-performance driven arguments on gender diversity and bias in recruitment (supported by unquestionable scientific references) can be reminded such as how "Good hiring is critical for business performance. Selecting the best candidates not only drives higher performance, but it also reduces costs. Harvard Business Review report that 80% of turnover is due to bad hiring decisions". Consequently, if there are biases which are impacting recruitment decisions, "[the organizations] are likely not choosing the best person for the job. In addition, [they] are likely to end up with a relatively homogenous workplace, missing out on the competitive potential of a diverse workforce"[9].

5.6 When addressing researchers, develop
- Generic lines of arguments such as "it is good for science to have diverse teams" or emphasize on how taking on gender lenses allows looking at realities and scientific questions in a different way and how it makes scientists more innovative in the way they practice their own profession. They can also be reminded that "diverse teams are more creative" and that they have "a more holistic view on potential solutions"[10].

---

[9] Source: https://cultureplusconsulting.com/2019/06/13/eliminating-bias-in-selection/
[10] Quote from an interviewed expert involved in GE capacity-building design as well as in several EU-funded projects on gender equality.

- Specific lines of arguments drawn from commonly debated topics in the target groups' fields and develop according lines of arguments, e.g., articulate gender to topics related to ethics, politics and matters of democracy - commonly discussed in connection with technological progress and open data policies - when addressing STEM communities of practice. It can win these audiences' attention by activating a familiar line of debate.

5.7 Digital stories are an optimal channel of communication. Do not hesitate to use this format to address the target groups:

Figure 9. CEO addressing CEOs on the need for change on diversity in workplaces[11]

---

[11] Available at: https://www.youtube.com/watch?v=I8Lrh4kcfEM (posted by Catalyst)

Figure 10. A top ranked researcher and gender expert on the need for gender mainstreaming in European science and R&I sector[12]

4.6 Recommendation no 6: Adapt the wording

Closely connected to the choice of the tone and the lines of arguments previously suggested, this recommendation is particularly target-specific. The key words implemented in the promotional materials have to be anchored in target audiences' language, semantic universe and job interests.

⊙ When addressing top management positions (CEOs, rectors and vice-rectors), make sure to use leadership idioms:

- Prefer formulations such as "seminar", "breakfast" or "workshop" rather than the word "training" to describe the advertised training activities.
- Beyond performance-driven notions (as referred to in point 5.5), use a wording associating good leadership skills to cultural and gender awareness as well as abilities to navigate "the privileges discussion"[13].

✍ Putting networking as well as participants/trainers' cultural proximity at the centre of its approach, this Catalyst workshop incites change-oriented leaders to "uncover privilege":

---

[12] Available at: https://www.youtube.com/watch?v=zeyyUmc_0Pk (posted by Horizon2020YourViews)

[13] Quote from an interviewed expert involved in policy-making on gender equality in Higher Education.

Figure 11. https://www.catalyst.org/event/marc-leaders-workshop-creating-partnership-for-change-dallas/

- Explicitly address their needs and job interests using clear, attractive, transferable information (e.g. data, outputs, participants' quotations etc.)[14] as in this "Give your managers the skills to succeed" workshop advertisement:

---

[14] Source : FESTA's "Handbook on Resistance To Gender Equality In Academia" http://resge.eu/?Page=Recommendations

Leading With Inclusion Workshops

Give Your Managers the Skills to Succeed

Leading With Inclusion workshops are a blended-learning curriculum that empowers women and men leaders with the critical knowledge and skills they need to build more inclusive workplaces, manage diverse teams, and serve diverse clients and customers. In each interactive workshop, learners examine their own assumptions and bias, understand behaviors and practice skills through engaging activities, insightful case studies, and practical self-assessment. Emerging leaders, line leaders, directors, and managers will gain a clear understanding of what it means to be an inclusive leader and why it's essential in today's global marketplace.

We offer one foundational workshop plus five topic-specific workshops that can be deployed independently or bundled as components aligned to your leadership framework and competencies. Workshops can be customized to complement your learning strategy and desired outcomes. A train-the-trainer site license option is also available.

To learn more, contact Terrence Underwood, Senior Director, Learning Products and Programs

"
This session provided me the tools and awareness to evaluate exclusive activities in my day-to-day activities and within my organization. Before this workshop, I would have said that my team was definitely inclusive, but afterwards, my sensitivity is heightened and I would say there is work to be done to increase inclusion.
"

First level leader, Technology Company

Figure 12. https://www.catalyst.org/solution/leading-with-inclusion-workshops/

◉ When addressing researchers,
- Identify target groups' field concerns and usual notions and distil them in the content of the promotional materials, e.g., notions of "balance" and "equilibrium" should be inserted when addressing chemists.

☞ On the ground of meeting the target groups' representations, pay attention to not counter-productively reinforce the prevailing gendered stereotypes, as does the following specimen of flyer:

GE ACADEMY

Figure 13. Screenshot fragment of a "Scientifically oriented Gender Equality workshop"' flyer using a stereotypical pink and blue visual language and staging a distinction between two allegedly different registers of research worded as "male" and "female"

- Take special care contextualizing the notion of gender equality according to local frames of reference (in particular addressing researchers from SSH), e.g., articulating it with the notion of "social justice" in Scandinavian countries or re-wording it where appropriate ("equal opportunity and diversity" would fit better within the British context for instance).

⊙ Whichever target group is being addressed, a good option to bypass resistances where they have been manifest (and/or reported by enablers) is to avoid explicitly mentioning the notion of "gender". Promotional materials should rather be worded focusing on items such as "leadership skills" to be achieved, "quality of work/ life" and "career planning" to be improved:

4.7 Recommendation no 7: Use knowledge acquired in previous steps to manage dissemination

7.1 Multiply the advertising channels. Use all possible channels of dissemination within the host organization without restriction (promotional posters to be displayed, electronic, personal invitations, newsletters, websites, social media etc.).

7.2 When contacting individuals holding leadership positions, pay special attention to tailor the email contact to make it meet as much as possible the conventional styles and local rules for addressing them: hierarchical or more relaxed tone according to the local customs, use of the title and honorifics signals where appropriate, good use of her/his organization's knowledge, etc.

✍ The following inset is the reproduction of an email received by the head of a renowned French RPO:

> **Cher [*title & name*],**
>
> **Nous vous remercions à nouveau infiniment pour votre accueil au sein de [organization's name] et pour le partage des pratiques mises en œuvre au sein de votre organisation. Comme évoqué en fin de réunion, je reviens vers vous concernant les** membres de votre équipe **que vous souhaitez intégrer au workshop que nous organisons le [date] autour du thème : « How to integrate sex/gender analysis into the design of Research » animé par [*keynote speaker's name*] (vous trouverez sa biographie ci-joint). Cet atelier se tiendra le** [date] à [venue] de 14h à 17h [short time slot]**.**
>
> **Les invités peuvent être à la fois des personnes impliquées directement sur la question de la place des femmes en science dans votre organisation ou vos collaborateurs concernés au quotidien par l'importance de la prise en compte du sexe et du genre dans leurs recherches.**
>
> **Cet évènement est l'occasion d'impliquer vos équipes dans notre démarche commune à faire grandir la part des femmes en science.**
>
> **Pourriez-vous me communiquer la liste de vos participants ?**
>
> **Je vous remercie d'avance pour votre retour.**
>
> **Excellente soirée,**
>
> **Bien à vous,**
>
> **[*Signature*]**

7.3 When addressing researchers and according to enablers' advices
- Send invitations via the head of the department/organization's office.
- Formulate personal invitations targeting staff members "with driving influence" (i.e. prestigious professors in research faculties).
- Word-of-mouth is especially valuable: having people championing the programme in different departments of a university can guarantee a good uptake[15]. Using enablers' connexions, get influent members involved through social media tagging or reposting and/or any possible channel of communication:

---

[15] Source : TRIGGER Report D3.5, Mentoring Handbook of Best Practice http://triggerproject.eu/wp-content/uploads/2018/05/TRIGGER-D_3-5_Mentoring-Handbook-of-Best-Practice.pdf

7.4 Ease the snowball effect. Satisfied participants in previous training activities can enable the hosting of new training activities. Providing pictures, thank you e-mails, social network posts or other post-session material can ease snowballing.

7.5 When recommended by enablers, also use other conventional channels of dissemination via Human Resources departments and gender equality units (and equivalents such as the diversity office).

7.6 Pay attention assessing the perception of the local GE officers though. Identify the targeted organisational context and culture.

7.7 Assess and bypass the GE (or equal opportunity/diversity) office to generate a "surprise effect" when needed i.e. when the officer is identified by enablers as locally perceived as an activist "killjoy" (Ahmed, 2010) or as an "unconcerned" element appointed by his/her organisation. It can contribute to anticipate potential gender fatigue[16].

4.8 Recommendation n°8: Make sure the capacity-building program's online contents are optimal (especially if you include hyperlinks in the promotional materials)

8.1 To reach new audiences (including enablers) as well as to catch and maintain potential attendees' attention (when targeted audiences received some materials), actively feed websites, Facebook and

---

[16] This recommendation has been reported by interview partners as a significant aspect that could inhibit the process if neglected.

Twitter accounts with training activities and topics-related contents (such as brochures, promotional videos, selected literature and transferable facts and figures).

8.2 Pay attention to disseminating contents through corporate networks and social media such as LinkedIn for the business world in general and ResearchGate for researchers in particular:
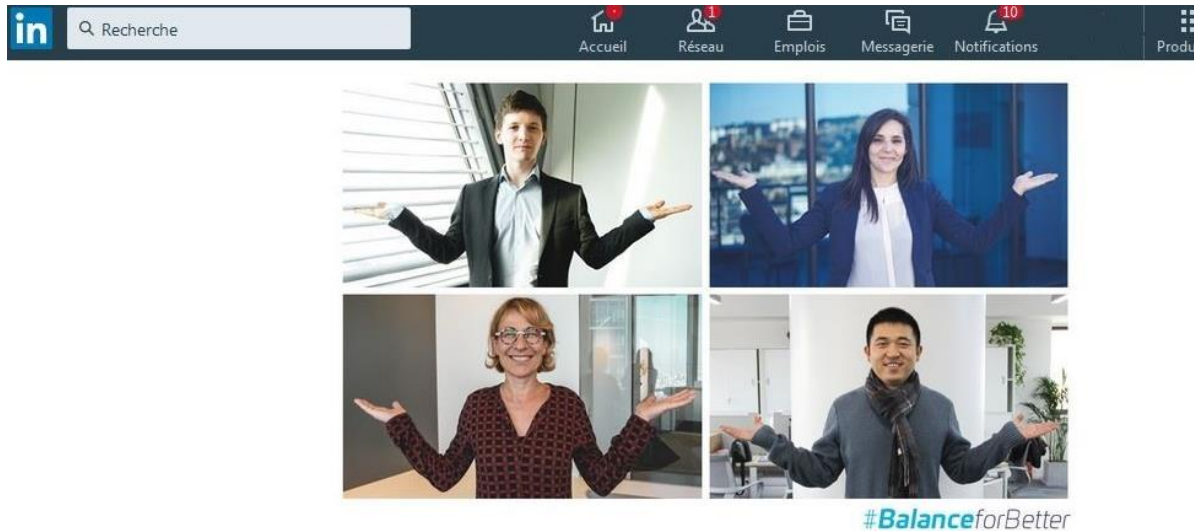
Figure 14. Screenshot from a short article on GE reposted by a CEO (as part of a #BalanceforBetter feed)

8.3 Make sure the URL links implemented on promotional materials lead to relevant updated contents. The website interface has to be a user-friendly "informative medium for improved communication as well as for widespread dissemination both internally and externally – for project partners and any other interested readers"[17].

☝ Clear layouts and hyperlinks such as the one in the following screenshot ("Je veux en savoir plus"[18]) can contribute to trigger the readers' interest, the linked contents therefore have to be particularly well designed:

---

[17] Source: Structural Transformation to Achieve Gender Equality in Science Guidelines, "Recommendations" section, recommendation n°18.1 https://eige.europa.eu/sites/default/files/guidelines_stages_4.pdf
[18] "I want to know more"

Figure 15. Screenshot fragment from a training organization's promotional email

4.9 Recommendation no 9: Engage in a continuous improvement process

9.1 Use exit questionnaires as a basis for refining the needs of target groups in view of future capacity-building activities.

9.2 In the same perspective, make room for trainers' feedback.

9.3 Review and use outputs from other GE projects (including on-going projects focused on RP0s as well as RFOs) in order to update and improve this list of recommendations.

9.4 Pay attention to the capacity-building program's online posted feedback (on social media).

5. References

- Ahmed, S. (2004). The Cultural Politics of Emotion. Edinburgh, Edinburgh University Press & Routledge.
- Cacace, M., Balahur, D., Bleijenbergh, I., Falcinelli, D., Friedrich M., Kalpazidou Schmidt E. (Eds.). Structural Transformation to Achieve Gender Equality in Science Guidelines (D8.3) https://eige.europa.eu/sites/default/files/guidelines_stages_4.pdf
- Dasgupta, N. (2013). Implicit attitudes and beliefs adapt to situations: A decade of research on the malleability of implicit prejudice, stereotypes, and self-concept. *In* P. Devine & A. Plant (Eds.), *Advances in experimental social psychology* (Vol. 47, pp. 233–279). San Diego, CA: Academic Press. doi:10.1016/B978-0-12-407236-7.00005-X
- Devine, P. G., Forscher, P.S., Cox, W.T.L., Kaatz, A., Sheridan, J., Carnes, M. A gender bias habit-breaking intervention led to increased hiring of female faculty in STEMM departments. *Journal of Experimental Social Psychology*, Volume 73, 2017, Pages 211-215
- Dubois-Shaik, F., Fusulier, B., Vincke, C., A gendered pipeline typology in academia, *in* Annalisa Murgia and Barbara Poggio (Eds.), *Gender and Precarious Research Careers. A Comparative Analysis*, Routledge, 2019.
- The FESTA project and Handbook on Resistance To Gender Equality in Academia. Available at: http://resge.eu/?Page=Resistance
- Gill, R., K. Kelan, E., Scharff, C.M. (2017). A Postfeminist Sensibility at Work. *Gender, Work & Organization*, 24: 226– 244. doi: 10.1111/gwao.12132.
- Handley, I. M., Brown, E.R., Moss-Racusin, C.A, Smith, J.L, Gender-biased evaluations of gender-bias evidence. Proceedings of the National Academy of Sciences, October 2015, 112 (43) 13201-13206; DOI: 10.1073/pnas.1510649112
- Heran, F. No English please! Survey on the languages used for research and teaching in France. Population and Societies, n°501, June 2013.
- Humbert, A.L., K. Kelan E., van den Brink, M. (2018). The Perils of Gender Beliefs for Men Leaders as Change Agents for Gender Equality. *European Management Review*, https://doi.org/10.1111/emre.12325.
- (The) INTEGER project and tools for action (INstitutional Transformation for Effecting Gender Equality) available at: http://www.integer-tools-for-action.eu/en/resources
- Leghari, R., Wretblad, E. (2016). Typology on Training for Gender Equality. UN Women Research and Training Centre. Available at https://www.unwomen.org/-/media/headquarters/attachments/sections/library/publications/2016/typology-on-training-for-gender-equality-en.pdf?la=en&vs=520
- Linková, M. (2017). Academic Excellence and Gender Bias in the Practices and Perceptions of Scientists in Leadership and Decision-making Positions. Gender and Research 18 (1): 42 - 66. ISSN 2570-6586. Dostupné z: http://www.genderonline.cz/cs/issue/42-rocnik-18-cislo-1-2017-gender-na-neoliberalni-univerzite-transnacionalni-procesy-a-jejich-lokalni-dopady/504
- Sangiuliano, M., Cescon, M. Gender Equality Academy Deliverable 1.1. State of play map on GE in research capacity-building.
- Tannenbaum, C., van Hoof, K., Biol Sex Differ (2018) 9: 39. https://doi-org.inshs.bib.cnrs.fr/10.1186/s13293-018-0197-3
- Vinkenburg, C. J. Engaging Gatekeepers, Optimizing Decision Making, and Mitigating Bias: Design Specifications for Systemic Diversity Interventions. *The Journal of Applied Behavioral Science* 53, no. 2 (June 2017): 212–34. doi:10.1177/0021886317703292.

6. Annexes

6.1 Annex a) Experts' interview grid

Synopsis on GE Academy: "Gender Equality Academy is an EU-funded project designed to develop and implement a coherent and high-quality capacity-building program on gender equality in research and innovation. The project gathering 12 European organizations was launched in January 2019 for 3 years. A full capacity-building program composed of different training formats (Train-the-Trainers, in-person trainings and interactive workshops, Summer Schools, webinars, online Distributed Open Collaborative Courses) will be built and executed in a minimum of 15 countries. Capacity-building not only has to meet actual training needs but also requires being promoted in a way that takes into account cultural, regional or sectoral specificities. That is why, in the development phase of the GE Academy training program, we are conducting interviews with Gender equality trainers like you and with host institutions' representatives. The input resulting from these interviews will be used to develop guidelines for promoting capacity-building on GE in research".

1. Position: What is your current job?

2. Experience: for how long have you been a trainer in the field of GE? How many training sessions have you given last year?

3. Areas of expertise: In which countries have you given training sessions? In which type of institutions have you given training sessions (RPOs, RFOs, public administrations etc.)? Please describe how the trainings in which you are involved are generally organized and set up: who is the organizer, who is hosting, how you are contracted, who promotes the session etc.

5. Topics covered by your training sessions:

   - Gender in decision-making processes and bodies

   - Equality in scientific careers

   - Gender in teaching

   - Structural change processes

   - Gender equality plans

   - Gender in Research Content

   - Gender mainstreaming (more generally)

   - Other (specify)

6. Have you ever promoted a training yourself?

7. Regional specificities that you have faced and that should be taken into account when promoting the training session.

8. Sectoral specificities that you have faced and that should be taken into account when

promoting the training session.

9. Examples of unsuccessful promotion you have encountered?

10. Do you have some specific advice to give for the following aspects of the training promotion?

   - Wording

   How do we choose an adapted and catchy title for the training? How do we present the trainings' objectives (tone and words) to raise maximum awareness?

   - Target groups

   To whom should the invitation be sent?

   - Packaging

   Examples of efficient/innovative layout of training invitation?

   - Ways of dissemination of the training invitation

   What would be most efficient and in which configuration? (posters and leaflets, emails and newsletters, social media, host institution's usual channels of promotion etc.)

11. Would you have additional recommendations to share about promoting gender trainings?

6.2 Annex b) Interviewees' overview table

Interviewees	Gender	Years of expertise	Type of Expertise	Background of expertise	Countries of expertise
1	M	+20	Performed lectures, can help to host training sessions	Researcher	Germany
2	F	+10	Training designer, performed a few sessions	Senior Consultant	EU countries, associate countries
3	F	+10	Designed and performed trainings and lectures	Researcher	Netherlands, Germany, EU countries
4	F	+ 10	Designed and performed trainings and lectures	Researcher	Switzerland, France, Belgium

5	F	+ 10	Training designer, performed a few sessions	Policy Maker	Ireland, EU countries
6	F	+10	Designed and performed trainings	Researcher, Equality Unite leader in her department	Finland
7	F	+ 20	Training designer and performer, gives lectures	Researcher, policy maker	Spain, Mexico &EU countries
8	F	+ 20	Training designer and performer	Policy Maker	Cyprus & EU countries
9	F	+10	Training designer and performer	GE officer, Research Adviser	France
10	F	+10	Designed and performed trainings and lectures	Researcher, Senior Adviser	Norway
11	F	+10	Training designer and performer	RFO director	Norway
12	F	+10	Designed and performed trainings and lectures	Researcher, policy maker	Czech Rep & EU countries
13	F	+20	Designed and performed trainings and lectures	Researcher	Austria, Slovenia, Italy, Germany
14	F	+10	Host institution's representative	Univ. administrative staff	Italy
15	F	+10	Designed and performed trainings and lectures	Researcher	Italy