

Reports on the Community of Practices Consolidation Workshops

Deliverable No 3.2

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OBJECTIVES OF THE DELIVERABLE

D 3.1 Community of Practice Progress Reports are a set of seven progress reports – one for each community of practice. They are confidential reports only for members of the consortium.

CONSORTIUM

The ACT consortium consists of 17 partners: <u>Fundació per a la Universitat Oberta de</u> <u>Catalunya</u> (project coordinator, Spain), <u>Portia</u> (UK), <u>NOTUS</u> (Spain), <u>Joanneum</u> <u>Research Forschungsgesellschaft mbH</u> (Austria), <u>Advance HE</u> (formerly <u>Equality</u> <u>Challenge Unit</u>) (UK), <u>Loughborough University</u> (UK), <u>Facultad Latinoamericana de</u> <u>Ciencias Sociales</u> (Costa Rica¹), <u>Technische Universität Berlin</u> (Germany), <u>Karolinska</u> <u>Institutet</u> (Sweden), <u>Science Foundation Ireland</u> (Ireland), <u>Umweltbundesamt</u> (Germany), <u>Stiftung Deutsches Elektronen-Synchrotron</u> (Germany), <u>Centre National de</u> <u>Ia Recherche Scientifique</u> (France), <u>Fundació Centre de Regulació Genòmica</u> (Spain), <u>Uniwersytet Jagielloński</u> (Poland), <u>Znanstvenoraziskovalni center slovenske akademije</u> <u>znanosti in umetnosti – ZRC SAZU</u> (Slovenia), and <u>Haskoli Islands</u> (Iceland).

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For any questions and comments, please contact jmuller@uoc.edu.

AUTHORS AND CONTRIBUTORS

FIRST NAME	LAST NAME	ORGANIZATION	CONTRIBUTION
Ana	Hofman	ZRC SAZU	Main author 1
			Main author 2

KEYWORDS

Alg+G CoP, Consolidation of CoP, COVID-19, GEAM survey, ACT online tools, Structured Democratic Dialogue (SDD)

¹ The action will be carried out in the department of UNESCO Regional Chair on Women, Science and Technology in Latin America FLACSO, located in Buenos Aires, Argentina.

ACRONYMS

ACRONYM	MEANING
GE	Gender Equality
GEP	Gender Equality Plans
GEAM	Gender Equality Audit and Monitoring

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1. INTRODUCTION

D3.2 Community of Practice Consolidation Workshop Reports to be delivered to the Commission in month 26 (30th June, 2020) consists of 7 individual reports. The reports are result of the Task 3.2 Strengthening & expanding CoPs (M18-30) Lead by ZRC SAZU and Portia. Task 3.2 aims to maximise the impact of the CoP support activities with potential new CoP members on the country cluster level. This task involves the organisation of 7 one-day workshops in M24, one per CoP, based upon D3.1 CoP Progress reports. The workshop aims at presenting experiences from ongoing CoP work and at continuing the consensus building of SMART practices regarding institutional change / GEP implementation across the three ERA priorities. The Consolidation workshops also aim to strengthen the CoPs but also to potentially attract new members.

A report of each workshop is produced by the workshop leader (usually the CoP facilitator) and compiled into D3.2. CoP facilitators have been responsible for organizing, documenting and reporting on the workshops. The structure of the workshop was based on the Consolidation Workshop Design (see Annex 1) conceptualized by Portia and developed by ZRC SAZU. The aim of the proposed design was to help focus the discussion among CoP members by using the support tools provided by ACT and enhance the productive exchange of perspectives, experiences, needs and concerns among CoP members.

These exchanges were meant to be organized along four issues:

- How useful are ACT support tools?
- What the support CoPs and their members are benefiting from ACT?
- What interventions/practices are available outside ACT to CoPs?
- What measures created outside ACT are beneficial to CoP members?

The Scenario Building Method (see Annex 1) was proposed as a useful framework to enable CoP members to share their views and experiences, so that they can also be compared across CoP members, across CoPs and across ERA.

The workshops activities and conclusions were documented and presented in the Template for the Workshop report provided by ZRC SAZU (see Annex 2).

The workplan on the Deliverable 3.2 consisted of the following:

- 1. Portia developed the initial Workshop design
- 2. ZRC SAZU revised and developed the final Workshop design
- 3. ZRC SAZU provided the template for the Workshop report to CoP facilitators
- ZRC SAZU adapted the structure of the workshop in accordance with the Covid-19 pandemic outbreak
- 5. The Consolidation Workshop Design and the Template for the Workshop report

The deliverable D3.2 comprises seven documents, apart from this introduction, which are contained in the corresponding zip file:

• Inside the folder "CoP Consolidation Workshops/" there are 7 individual PDF files, one for each of the supported Community of Practice.

2. ALTERATIONS TO THE INITIAL WORKSHOP'S STRUCTURE DUE TO THE COVID-19 PANDEMICS

The outbreak of COVID-19 influenced the preparation and structure of the Consolidation workshops. Except one (STRATEGIES CoP), all CoPs had to switch from a face-to-face workshop format to an online workshop format as the impact of the pandemic on travel became apparent. In accordance with the general agreement within the ACT consortium, the CoPs decided to organise the Consolidation workshops in a form of two or more online sessions as the best way to adapt to the new circumstances. The CoP facilitators and the ACT consortium agreed that it would be better to organise shorter meetings as one or two full days of online sessions would be difficult to maintain also due to the planed usage of participatory method during the workshop. As a result, the Consolidation workshops were planned in a form of 3-hour or 4-hour sessions scheduled in the period between 1 April and 15 June (see the individual reports for concrete dates and duration of each Workshop).

In the preparatory phase, it was important to find the most suitable date for the meetings, as the majority of CoP members were already overwhelmed with online activities due to the general shift of teaching and research to tonline platforms. The detailed agendas of the meetings were communicated to the CoPs' members prior to the meetings, while the participants were also asked to reflect upon them and familiarize themselves the online tools that would be used. The preparation, planning and organization of the workshops were mainly carried out by the CoP facilitators, with the CoP members being constantly invited to contribute and provide feedback.

The workshops concentrated mainly on the consolidation of the CoPs, their internal dynamics, functioning and development. CoPs' members discussed the general support of the ACT consortium, its advantages and limitations, especially the online tools and ERA priorities. The initial aim of the Task 3.2. to expand the CoPs was not achived, as the focus was mainly on the consolidations of the CoPs in the light of the ongoing Covid-19 crisis. For this reason, the expansion of the CoPs was postponed until fall 2020. The Consolidation workshops dedicated special attention to the functioning of the CoPs and in particular their impact on structural GE change in the time of Covid-19. The common conclusion of the workshops is that GE is not considered a priority in the HE and RI institutions due to the pressures of the health (and consequent economic) crisis.

The Consolidation workshops reports show that the online format has both advantages and disadvantages compared to a face-to-face meeting. While in some cases the online platform enabled more CoP members to participate because they did not have to travel, the majority of CoPs members found difficult to participate in "yet another" online event, as they felt overwhelmed by the professional online activities. In the case of female academics in particularly, care duties such as home-schooling or other types of care labour were presented as the main obstacles to participation in the workshop. In addition, CoPs members work schedule proved to changing rapidly on a daily basis so it turned out that they could not plan much in advance.

An online format of Consolidation Workshops also required a different framework for exchange and debate. The Reports show that in the debate in the online sessions should be very goal-oriented, leaving no opportunity for more free/spontaneous exchange and brainstorming. The Reports demonstrate that in the consolidation phase of the CoPs, when the emphasis should be on building relationship among CoP members, online events cannot be adequate substitution to face-to-face meeting. At the same time, the reports confirm that the Workshops have succeeded in discussing the most important issues related to the further functioning of the CoPs in view of the potential ongoing travel restrictions and lockdown. Particular attention was paid to the impact of the COVID-19 pandemic on the functioning and activities of the CoPs. They serve as an excellent framework for rising the questions about how the COVID-19 pandemic will affect researchers - looking through a gender and intersectionality perspective but also in terms of funding. From this point of view, the goal of the workshop, to enable a selfassessment of the approaches and activities of the CoPs and to plan further activities, can be considered achieved. The Workshops proved to be successful in establishing a plan for a more general adjusting of the CoPs functioning, activities and impact to the potential condition of (exclusively) online communication in the future.

During the workshops, CoPs members also discussed the consequences of COVID-19 pandemic in a delay in the expansion of the CoPs. As the pandemics hampered the process of scaling-up, the CoPs decided to postpone this task, which is scheduled for fall 2020, although it has not yet been confirmed due to travel uncertainties. All reports confirm that a face-to-face meeting would be very important to create stronger links

between the members and possible enlargement, and hope that organizing an event to expand the CoPs would be possible.

ANNEX 1: CONSOLIDATION WORKSHOP DESIGN

Workshop Design for Strengthening & Expanding Country-cluster Level CoPs in the ACT project, and after ACT WP3: D3.2

Design adapted from the Participatory Methods Toolkit A practitioner's manual

1. Introduction

The Workshop is part of Task 3.2, which aims to *"maximise the impact of the CoP support activities with potential new CoP members on the country cluster level"*. D3.2 has the milestone deadline in M24 and delivery time in M26.

The design of the Workshop is intentionally highly participatory and because the ACT CoPs differ in their goals and circumstances, the basis is to use the scenario building approach:

- 1. to help consolidate the interests and needs of the existing CoP members into a mutually agreed-on plan of action for the reminder of the project
- 1. invite, and where possible induct into their existing 'community', new RPOs/RFOs active in the target country cluster
- 1. reflect on the CoP support measures already received (through T3.1), to identify and share with each other, and with any potential new CoP members, lessons learned in terms of what was helpful for improving competence of CoP members, and where additional support is needed
- 1. Identify opportunities for creating new CoPs, or for networking existing CoPs to progress adoption of the ACT repertoire of gender equality advancing tools.

Given that the CoP approach claims to be more effective in achieving intra- and interinstitutional change, the design of the Workshop follows a participatory approach using Scenario Building method, which creates conditions for a holistic analysis of the underlying challenges intended to stimulate the sharing of experience and knowledge.

1. Preparing for the Workshop

2.1 The table below is intended as a summary of the ACT CoPs profiles to share when inviting participants to the Workshop

CoP Name	No of members	Main objectives	Progress	Country cluster and target RPOs/RFOs
FORGEN				

GENERA		
STRATEGIES		
LifeSciCoP		
GEinCEE		
Alt+G		
GENBudget		

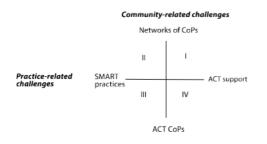
2.2. The schedule for organising the Workshop

i.Well in advance, set the date and venue for the Workshop

- i.Using the ACT Community Mapping report, identify and connect with the RPOs/RFOs in the relevant target countries and send out initial invitation announcing the Workshop use this as an opportunity to direct people to the ACT and GenPORT websites
 - i. Before the Workshop, hold an on-line CoP meeting to discuss the support activities already received to identify main benefits, gaps, and what support is needed to help the CoP grow in number and in operational strength
 - i. Prepare materials to support the discussions at the Workshop, invite targeted RPOs/RFOs to the meeting and agree on the agenda
 - i. Prepare a plan for producing Workshop report.

1. Preparing the Workshop Programme

The programme for the Workshop includes four interactive discussion sessions to consider the 'what', 'who', 'how' and 'why' factors of the challenges facing CoPs in performing as a community and in applying gender equality practices and tools. These conditions are conceptualised as four scenarios defined by the **Axis of Community** (from the individual ACT CoPs to the networks of CoPs) and **Axis of Practice** (from the tolls specific to ACT (e.g. GEAM) to the best practices developed outside ACT (e.g. GEPs), as shown below:



Scenario I: ACT/Community

In this scenario, the issues to discuss are how to best deploy and promote the ACTcreated community support measures (e.g. GenPORT+ Knowledge Sharing Hub) and tools (e.g. Community Mapping) to foster shared approaches to gender equality among RPOs and RFOs

Scenario II: Community/Practice

In this scenario, the issues to discuss is how the 'community of practice' approach can speed up progress towards gender equality through shared development and systematic adoption of SMART practices (e.g. HRS4R, Athena Swan, GEPs)

Scenario III: CoP/Practice

In this scenario, the issues to discuss are those experienced by each ACT CoPs when using specific measures to enhance their own work and capacity to achieve their gender equality objectives

Scenario IV: CoP/ACT

In this scenario, the issues to discuss relate to how ACT as a project has helped each CoP make progress on their agreed objectives (identified in T3.1)

2.3 Key steps

- Encourage thorough discussion of these scenarios, allowing people to express their perspectives regarding what are the different options available to address the experienced issues/opportunities/conditions
- Clarify how the information should be interpreted, and gather together all relevant information that has been agreed on, as well as dissenting opinions
- Sort information into parts that belong together
- Take note of similarities between experiences to identify common barriers and opportunities for advancing the CoP in the future
- Once the information has been collected and (partially) analysed, hold an on-line meeting with existing and potential new CoP members to validate the conclusions and agree on what to do next

- Get the group to discuss and decide upon a plan of action, based on the conclusions
- Based on what has been learned, what steps are to be taken now
- Keeping in mind the deadlines: establish who will do what? Within what time period?

1. Workshop Agenda

The emphasis of the Workshop should be upon experience sharing and learning to help CoP members reconsider/reshape their objectives. The suggested agenda is below.

START of Workshop Introductions: to the purpose and expectation of ACT, the CoP, • and the Workshop (30 min) Interactive Discussion Session I (1.5 h) • Creating Scenario I: conditions for effective deployment of ACT support measures (GenPORT+ Knowledge Sharing Hub) and tools (Community Mapping) to promote the 'community of practice' approach BREAK (15 min) Interactive Discussion Session II (1.5 h) • Creating Scenario II: conditions for using existing SMART practices (e.g. HRS4R institutional excellence criteria, ASSET Survey) as a driver for promoting the 'community of practice' and creating networks of CoPs LUNCH (30 min) Interactive Discussion Session III (1.5 h) Creating Scenario III: conditions for using (lessons from) existing SMART practices (e.g. challenges in achieving EURAXESS HRS4R targets) to enhance the capacity of ACT CoPs to achieve their objectives BREAK (15 min) Interactive Discussion Session IV (1.5h) Creating Scenario IV: conditions for achieving consensus among CoP members on how to improve the effectiveness of ACT support measures **Final Session** Bringing it all together for the Report END of WORKSHOP

ANNEX 2: THE TEMPLATE FOR THE WORKSHOP REPORT

Guidelines Deliverable 3.2 – Report on consolidation workshop

Task 3.2 Strengthening and expanding country-cluster level CoPs (M18-30) [Leader: ZRC/ Portia, Participants: all]

Report to be submitted before <u>June 15, 2020</u>, 23:59. ZRC SAZU as the task leader will be responsible for the compiling the final Deliverable (D3.2)

To facilitate the process of working on Deliverable, we suggest that each Seed Partner structures the report as follows:

Report structure

The report should be up to 15 pages long.

- 1. Introduction (2-3 pages) containing information on:
 - Number of participants
 - Tools used (online resources)
 - Description of the preparatory phase (any online preparatory engagement activity with COPs prior to the workshop itself)
 - Describe changes in relation to the initially planned structure of the workshop (pre-Corona)

2. Description of workshop structure and activities (9-10)

Decrible all phases in accordance with the suggested workshop design:

- Introduction
- <u>Interactive Discussion Session I</u> Conditions for effective deployment of ACT support measures (GenPORT+ Knowledge Sharing Hub) and tools (Community Mapping) to promote the 'community of practice' approach
- <u>Interactive Discussion Session II</u> Conditions for using existing SMART practices (e.g. HRS4R institutional excellence criteria, ASSET Survey) as a driver for promoting the 'community of practice' and creating networks of CoPs
- Interactive Discussion Session III

Conditions for using (lessons from) existing SMART practices (e.g. challenges in achieving EURAXESS HRS4R targets) to enhance the capacity of ACT CoPs to achieve their objectives

 Interactive Discussion Session IV Conditions for achieving consensus among CoP members on how to improve the effectiveness of ACT support measures

Note: The main goal of the workshop is presenting experiences from ongoing CoP work and at continuing the consensus building of SMART practices regarding institutional change / GEP implementation across the three ERA priorities. Workshops also strengthen the supported CoPs.

- **3.** Conclusion (2 3 pages)
 - Lessons learned
 - Future steps

Technical details

All the reports from the beneficiaries should be sent to the WP1 and WP7 leaders in English and in Word (.docx) format, line space 1.5, font size 12.



STRATEGIES – COP: Report on consolidation workshop

Deliverable No 3.2

Project acronym:	ACT
Project full title:	Communities of PrACTice for Accelerating Gender Equality
	and Institutional Change in Research and Innovation across
	Europe
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-	
Other partners	
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For any questions and comments, please contact jmuller@uoc.edu.

¹ The action will be carried out in the department of UNESCO Regional Chair on Women, Science and Technology in Latin America FLACSO, located in Buenos Aires, Argentina.

FIRST NAME	LAST NAME	ORGANISATION	CONTRIBUTION
Areti	Damala		Main author 1
			Main author 2
Anne-Sophie	Godfroy		Contributor 1
			Contributor 2
			Contributor 3
			Contributor 4

AUTHORS AND CONTRIBUTORS

KEYWORDS

STRATEGIES CoP, Consolidation of CoP, COVID-19, GEAM survey

ACRONYMS

ACRONYM	MEANING
GE	Gender Equality
GEP	Gender Equality Plans
GEAM	Gender Equality Audit and Monitoring
SDD	Structured Democratic Dialogue
TQ	Triggering Question

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1. INTRODUCTION

STRATEGIES for Sustainable Gender Equality (hereinafter referred to as STRATEGIES) organised its consolidation workshop on 2 March 2020 in Paris. It was hosted by the Paris Sciences Lettres University² and the CNRS. Our CoP had the chance to organise a meeting in person, just a few days before the COVID-19 pandemic forced countries in Europe and abroad to a strict lockdown. The STRATEGIES Consolidation Workshop was dedicated to the topic of Evaluation and Impact Assessment for Gender Equality in Higher Education, Research and Academia, and was initially planned to bring together twenty participants from Germany, Italy, Spain, France, Sweden, Belgium, and the UK, representing higher education, research and innovation, and governmental institutions, networks and associations (a detailed list of participants and affiliations is provided in the Annexes). Due to the COVID-19 crisis, fifteen participants attended the meeting, two of which remotely.

The topic of the Consolidation Workshop was decided and co-created during the kick-off meeting held on 2 December in Paris (<u>https://strategies.act-on-gender.eu/Blog/strategies-sustainable-gender-equality-kick-meeting-paris-monday-december-2nd</u>). Co-creation and brainstorming activities allowed us to define both the main topics of interest for the full life-cycle of STRATEGIES and the focus of the forthcoming second, consolidation workshop.

Following the successful format of the kick-off meeting, we decided that the Consolidation workshop would consist of two parts: during the first part of the meeting, we would feature presentations from invited speakers on the topic of Evaluation and Impact Assessment, and the second part of the day would be dedicated to a collaborative, hands-on session. We were pleased to be able to confirm in our panel on Evaluation and Impact Assessment four speakers from the UK, France, Italy, and Germany, representing three European projects and the ATHENA Swan Accreditation Scheme.

As the topic was evaluation and impact assessment, we selected ongoing or recent projects covering different aspects of this topic at EU-level. The first aim was to promote EU-funded research and EU agenda and to contribute to European knowledge exchange on the topic. Each CoP member had the opportunity to bring their own experience in the conversation and to learn from other participants. Secondly, we tried to bring together researchers and practitioners to discuss evaluation experience in different contexts and different approaches and metrics with positive and negative aspects. Thirdly, we reflected on the aim of metrics and evaluation and the ways in which the outcomes could be used (or misused) in order to move towards more gender equality in the academia.

² The research unit USR 3608, "République des Savoirs" is a CNRS unit facilitating the CoP STRATEGIES. This unit is co-hosted by the École Normale Supérieure (now part of Paris Sciences Lettres University), the CNRS, and the Collège de France (see <u>www.republique-des-savoirs.fr</u>).

More specifically:

- Kevin GUYAN, from ADVANCE HE, Edinburgh, UK, contributed with a presentation entitled "Evaluating gender equality Advance HE researches, surveys and accreditation" and presented the ATHENA SWAN award³ approach adopted in the UK and Ireland and the upcoming developments towards more intersectional approaches, including other possible discriminations, mainly regarding sexual orientation. This presentation was also an opportunity to present the overall context of the GEAM tool initial design.
- Lorenza PERINI, from the University of Padova, Italy, contributed with the presentation "The GenderTime Equality Index: a contribution to gender equality awareness-rising in Academia", featuring GENDERTIME⁴ project (Badaloni and Perini 2016). Unfortunately, due to the COVID-19 crisis, Dr. Perini was unable to join us online or physically as the lockdown in Italy began earlier than in France. The aim of the presentation was to present gender equality metrics inspired by the EIGE index and adapted to the academia. This metrics has been tested at the University of Padova and presented in the publication *A model for building a Gender Equality Index for academic institutions* by Silvana Badaloni and Lorenza Perini (Padova University Press, 2016; http://www.padovauniversitypress.it/publications/9788869380983).
- Maxime FOREST, from Sciences Po Paris, contributed with a presentation on the SUPERA project⁵ approach to Evaluation and Impact Assessment entitled "Supportive and Strategic Monitoring and Evaluation: The (ongoing) experience of the SUPERA project". Sciences Po Paris plays the role of the evaluator in SUPERA, accompanying ten institutions that are implementing gender equality plans. The presentation reflected on the aim of the evaluation as a tool towards progress and the strategies to go beyond numbers and ticking boxes to effectively address gender issues. In this perspective, the evaluator has an important role to play, trying to understand the overall context and to provide adequate support beyond measuring and ranking.
- Susanne BÜHRER, from the Fraunhofer Institute for Systems and Innovation Research ISI, Karlsruhe, Germany contributed with a presentation entitled "Evaluating Gender Equality in Research and Innovation – Theories, Methods, and Results from the EFFORTI project" featuring work carried out as part of the EFFORTI EU project⁶. Due to the pandemics, Dr. Buehrer preferred to participate by distance, her presentation was given through video conferencing tools. The EFFORTI project (Evaluation Framework for Promoting Gender Equality in R&I) "seeks to analyse and model the influence of measures to promote gender equality on research and innovation outputs". It combines "the evaluation of gender equality policies with the most recent approaches of RTDI evaluation in order to make the best use of mutual exchange and learning". The interest of the presentation was to replace gender equality evaluation in the broader context of RRI and its impact on research activities.

³ <u>https://www.ecu.ac.uk/equality-charters/athena-swan</u>

⁴ <u>https://gendertime.org</u>

⁵ <u>https://www.superaproject.eu</u>

⁶ <u>https://www.efforti.eu</u>. Following quotations are from the Efforti website.

 Colette GUILLOPÉ, from Université Paris-Est Créteil, Paris, France, presented the outcomes of an international survey "The Gender Gap in Science: A Global Approach to the Gender Gap in Mathematical, Computing and Natural Sciences, How to measure it, how to reduce it" funded by UNESCO and led by the International Mathematical Union (IMU) and the International Union of Pure and Applied Chemistry (IUPAC)⁷. The goal of the presentation was to present a global picture of the topic and the challenges faced by large scale international projects, including very different situations in terms of gender equality and data availability.

Following these presentations, we had the chance to present and disseminate a Twitter campaign #COMMIT2GENDERRING.

The afternoon and the second part of the day featured collaborative, hands-on work and brainstorming regarding current practices and challenges around Evaluation and Impact Assessment, as detailed in the following section.

Fruitful and lively exchanges also occurred onsite on the occasion of the social dinner that took place on 1 March and during the convivial lunch breaks organised on site, at the conference venue.

Furthermore, a workshop open strictly to registered CoP members (i.e. members having signed the Memorandum of Understanding) was organised on 3 March at the École Normale Supérieure and the CNRS, with the aim to exchange ideas and brainstorm around the future of the Community of Practice beyond the horizon of the ACT project. We hope that the announcement of the Horizon Europe program will provide further opportunities for common projects and ventures.

⁷ <u>https://gender-gap-in-science.org</u>

2. DESCRIPTION OF WORKSHOP STRUCTURE AND ACTIVITIES

2.1. PRESENTATION 1: INTRODUCTION AND WELCOME, BY ANNE-SOPHIE GODFROY

Anne-Sophie Godfroy presented an introduction to the ACT project, the underlying theory of Wenger's communities of practice, and the involvement and experience of members of the ACT consortium in other current and past EU projects. We then moved to a presentation of our Community of Practice (CoP) "Strategies for Sustainable Gender Equality". Particular emphasis was given on defining sustainability, as it is one of the core issues, topics and ideas driving the CoP. We defined sustainability as the possibility to use and re-use existing knowledge, platforms, resources, and know-how once a project is over so as not to re-invent the wheel. Sustainability also rhymes with scaling up interventions from the local, to the regional, to the national and then cross-border level. That is something that might prove challenging, since different countries employ and follow different strategies and policies for gender equality. Following this part of the presentation, the issue of the different partners and stakeholders was discussed: STRATEGIES aims to improve Gender Equality by catering to various stakeholders opening up to research and academic staff, administrative staff, and students. We also want to pay attention to the cultural and institutional context of each institution, trying to figure out what can be better comprehended, learned and practiced, both at a personal and at an institutional level. The bottom-up approach followed, seeking to engage our Community members and the wider public in co-creation and co-design activities was also brought to the table. Following this introduction, the main topic of the day and the speakers were presented.

2.2. PRESENTATION 2: "EVALUATING GENDER EQUALITY – ADVANCE HE RESEARCH, SURVEYS AND ACCREDITATION", BY KEVIN GUYAN, ADVANCE HE, EDINBURGH, UK

The presentation set the scene for Gender Equality (GE) work in HE, Research and Innovation in the UK context (Scotland, England, and Wales). Kevin started by presenting the "identity" characteristics of the UK 2010 Gender Equality Act, explaining how UK legislation encourages and motivates UK institutions to work with GE. He then referred to the growing interest around Research Funding and particular research funds dedicated to researching GE, and the interrelations between this research funds and the ATHENA Swan program. GE is also very much related with staff retention and development and the overall student experience, but is also a question of social justice for Advance HE and GE work in the UK.

The data gathering in Advance HE informs about identity characteristics (based on examples from the 2017–2018 academic year). For example, the data on UK professors by gender (74.5% male, 25.5% female) is quite revealing, while numbers are even more telling when other identity characteristics (e.g. race) come into the picture. The same holds true for parameters such as disability, religion, or sexual orientation as identity characteristics. The data can be used to create a demographic picture of an organisation,

to provide insights around people's lives and their real experiences (e.g. things that might look good on paper but hide the true picture), or as a research tool for advancing equality, for example in order to evaluate the success/failure of initiatives and establish what works. In this sense, the data gathered can be used for: 1) advancing equality (and as a research tool to evaluate the success/failure of initiatives and establish what works); 2) encouraging diversity by establishing a Diversity Profile (a demographic picture of an organisation, used to identify gaps/absence and benchmark against comparators) and finally, for inclusion. Next, Kevin presented the study "ASSET 2016: experiences surrounding gender equality in STEM academia and the intersections with ethnicity, sexual orientation. disability and age" (http://www.ecu.ac.uk/wpcontent/uploads/2017/04/ECU ASSET-2016-report April-2017.pdf), which gathered comprehensive data on GE in HE and Recruitment, Job and career, Perceived gender equality in their department, Caring responsibilities, Training and leadership, and Promotion and development.

This work can be directly linked to the Gender Equality Audit and Monitoring (GEAM) tool developed by the ACT project, which provides an integrated environment for carrying out survey-based gender equality audits in organisations (e.g. university or research performing organisation) or organisational units (faculty, departments). The main objectives for the GEAM tool were to:

- develop a comprehensive, transferable, transnational, modular Gender Equality Audit and Monitoring tool;
- provide an online, adaptable questionnaire framework that produces comparable data and facilitates knowledge sharing, benchmarking and dialogue across national and organisational contexts.

The GEAM survey had five main or core survey components/sections (sociodemographics, working conditions, beliefs, attitudes and bias, organisational culture, behaviour, and interpersonal relationships). The aim of the presentation was to better understand the rationale and the context of the design of the GEAM tool and to contrast it to approaches developed in the other presentations. In general, CoP members have a long history in GEPs monitoring and evaluation, most of them already have an evaluation framework and will not adopt the GEAM tool, but will use different presentations and the GEAM tool to improve, enrich and reflect on their existing tools. The GEAM tool will be translated in French during autumn 2020, a dedicated working group led by the CPED⁸ (one of the CoP members) will be set up, together with the working group translating the GEAR tool, also led by the CPED.

RELATED RESOURCES:

- i. The slides of the presentation are available in the STRATEGIES website.
- ii. The ACT Website now contains a section on the GEAM tool which is publicly available at <u>https://geam.act-on-gender.eu</u>.

⁸ <u>www.cped-egalite.fr</u>: network of gender equality officers of French universities, working as a CoP.

2.3. PRESENTATION 3: "THE SUPERA PROJECT APPROACH TO EVALUATION AND IMPACT ASSESSMENT", BY MAXIME FOREST, SCIENCES PO PARIS, FRANCE.

Maxime Forest presented the SUPERA EU Project approach to evaluation for Gender Equality. The goal of the project is to implement six fully-fledged Gender Equality Plans to articulate a structural understanding of gender inequalities, stereotypes and biases in research as a cross-cutting issue to tackle in their complex, multi-layered dimensions, and the inclusion of a gender perspective in research and academia, with a holistic set of measures addressing the above-mentioned objectives of the European Commission's strategy:

- building gender sensitive career management and workplaces;
- transforming decision-making towards accountability, transparency and inclusiveness; and
- achieving excellence through strengthening the gender dimension in research and knowledge transfer.⁹

The project features eight partners and recognises that in order for GEPs to be effective, one should bring into the picture the broader context (social, cultural, financial, regional, national), and that innovative measures and initiatives should be disseminated and made known by various relevant stakeholders.

The SUPERA approach to evaluation was presented in detail. This approach is based on three pillars:

- a formative evaluation, which targets to reinforce the capacity of GEP actors and relevant stakeholders to design and set in place efficient changes;
- support for a strategic framework and thinking of the planned actions/interventions, the procedure of validation, and the set up and launch of relevant actions and activities;
- an evaluation with an emphasis on:
 - o the participation of all involved parties and stakeholders,
 - raising the capacity of all agents of change to get hold of/understand the windows of opportunity available at an institutional level,
 - the adoption, promotion, support of the proposed measures at an institutional level as a precaution and preventive measure encouraging sustainability.

RELATED RESOURCES:

- i. Forest and Lombardo 2012; "Supera Project.", https://www.superaproject.eu, n.d. (accessed 3 April, 2020).
- 2.4. PRESENTATION 4: "EVALUATING GENDER EQUALITY IN RESEARCH AND INNOVATION – THEORIES, METHODS, AND RESULTS FROM THE EFFORTI PROJECT", BY SUSANNE BUEHRER, FRAUNHOFER INSTITUTE FOR SYSTEMS AND INNOVATION RESEARCH ISI, KARLSRUHE, GERMANY

⁹ <u>https://cordis.europa.eu/project/id/787829</u>

Susanne Bührer, from the Fraunhofer Institute for Systems and Innovation Research ISI, Karlsruhe, Germany provided a comprehensive presentation on the approach and stance with regards to evaluation from the EU EFFORTI project. EFFORTI has the particularity of explicitly addressing the question of evaluation and impact assessment of Gender Equality in Research and Innovation, which is the project's main focus in terms of research and hands-on practice.

EFFORTI was EU funded. Its main goal was to develop an evaluation framework for establishing a link between Responsible R&I and Gender Equality based on the fact that more tangible evidence is needed for gender equality as a prerequisite for improved Research and Innovation outcomes (e.g. improved societal relevance of R&I, better contribution of R&I to societal challenges, innovations better suited to markets, etc.).

Following the above, "EFFORTI proposes a wide-ranging framework for capturing the complexity of interventions and their impacts in complex systems. The EFFORTI conceptual evaluation framework opens the 'black box' of the relationship between gender equality interventions and outputs, outcomes and impacts by developing a literature-based intervention logic model which factors in context to an analysis of the intervention."¹⁰

Susanne's presentation included two parts: one on the main objectives and approach of the project, which set the theoretical and practical foundations, and another one on the EFFORT online Toolbox (available at <u>www.efforti.eu</u>). The online toolbox has three components: An Impact Story Knowledge Base, a Programme Theory Generator, and the evaluation framework itself. Hands-on guides and resources on all three components are publicly available online so as to help researchers, practitioners, administrative staff, policy makers, institutions, associations, and governmental and non-governmental bodies to adapt and use these tools depending on their own specificities and needs.

RELATED RESOURCES:

Palmén, Rachel; Arroyo, Lidia; Müller, Jörg; Reidl, Sybille; Caprile, Maria; and Unger, Maximillian. "Integrating the gender dimension in teaching, research content & knowledge and technology transfer: Validating the EFFORTI evaluation framework through three case studies in Europe." *Evaluation and Program Planning* 79 (2020): 101751. <u>https://doi.org/10.1016/j.evalprogplan.2019.101751</u>.

Kalpazidou Schmidt, Evanthia; Bührer, Susanne et al. (2018): A Conceptual Evaluation Framework for Promoting Gender Equality in Research and Innovation. Toolbox I – A synthesis report. EFFORTI – Deliverable 3.3, available at <u>https://efforti.eu/sites/default/files/2018-</u> <u>3/EFFORTI%20D3.3%20FINAL%20report%2027032018.pdf</u>.

¹⁰ Kalpazidou Schmidt, E.; Bührer, S. et al. (2018): A Conceptual Evaluation Framework for Promoting Gender Equality in Research and Innovation. Toolbox I – A synthesis report. EFFORTI – Deliverable 3.3

2.5. PRESENTATION 5: "THE GENDER GAP IN SCIENCE: A GLOBAL APPROACH TO THE GENDER GAP IN MATHEMATICAL, COMPUTING AND NATURAL SCIENCES, HOW TO MEASURE IT, HOW TO REDUCE IT", BY COLETTE GUILLOPÉ, UNIVERSITE PARIS-EST CRETEIL, PARIS, FRANCE

The presentation introduced a three-year project (2017–2019) funded by the International Science Council featuring the participation of eleven scientific partner organisations. The main goal of the project was to investigate the gender gap in STEM disciplines from different angles, globally and across disciplines. For this purpose, several actions were taken, namely: 1) a global survey of scientists with more than 32,000 responses; 2) an investigation of the effect of gender in millions of scientific publications; and 3) the compilation of best-practice initiatives that address the gender gap in Mathematical, Computing, and Natural Sciences at various levels. The conclusion is that the gender gap is very real in science and mathematics. Methodologies, insights, and tools that have been developed throughout the project are presented, as well as a set of recommendations for different audiences: instructors and parents; educational institutions; scientific unions; and other organisations responsible for science policy. The outcomes of the projects have been published in a book (see reference below).

RELATED RESOURCES:

https://gender-gap-in-science.org

Roy, Marie-Françoise; Guillopé, Colette; Cesa, Mark; Ivie, Rachel; White, Susan; Mihaljevic, Helena; Santamaría, Lucía; Kelly, Regina; Goos, Merrilyn; Ponce Dawson, Silvina; Gledhill, Igle; Chiu, Mei-Hung, **"The Gender Gap in Science: A Global Approach to the Gender Gap in Mathematical, Computing and Natural Sciences, How to measure it, how to reduce it**", available at <u>https://gendergapinscience.files.wordpress.com/2020/02/final_report_20200204-1.pdf</u>.

Presentation 6: Presentation of the Twitter GENDERRING campaign, by Areti DAMALA, CNRS and École Normale Supérieure, Paris, France

Following these presentations, we had the chance to present and disseminate the #COMMIT2GENDERRING Twitter campaign. This was planned on the occasion of the International Women's Day following the successful example of last year's #GendeRRIng campaign, with the aim of making visible the commitment of the implementing institutions involved in the ACT project towards gender equality. For 2020, it was possible to mobilise colleagues and secure the participation of twelve sister projects (ACT, GEECCO, TARGET, SPEAR, GEARING ROLES, SUPERA, CHANGE, CALIPER, R&I PEERS, GENDER SMART, GENDER-NET Plus, GE Academy). The broader goal of the campaign was to make visible the commitment of all partners and institutions involved in all projects.

SESSION 2 – HANDS-ON WORKSHOP "CURRENT CHALLENGES AND PRACTICES IN EVALUATION AND IMPACT ASSESSMENT FOR GENDER EQUALITY"

Following the morning presentations, a hands-on, co-creation session was proposed for the afternoon using the ACT co-creation toolkit. Using the method of "1-2-4 all",¹¹ we split into two groups: one with French and French speaking participants, and another one with participants from all other countries, with each group receiving a list of questions they were proposed to explore. Since STRATEGIES features many French partners, we thought that splitting participants in this way could provide us with a tangible, comparative view of main practices and challenges in Evaluation and Impact Assessment in France and Europe. As a guide, the groups were given the questions to reflect upon and discuss: 1) What kind/type of evaluation and impact assessment do we/our institutions currently carry out? 2) Is it easy or difficult to measure and evaluate the impact of gender equality policies and plans? 3) What should we do now? What are the challenges and opportunities we are currently facing and see as critical? The groups were given equal time to brainstorm and report back their findings. Here are the main outcomes of this group work.

GROUP 1: Feedback from the French-speaking group

Group 1 used and discussed several day-to-day practice examples in France and French-speaking institutions and universities. What kind of evaluation do we have now? In France, the Annual Social Audit (*bilan social*) is compulsory in all universities. Within this audit, there might (or might not) exist a chapter or section on gender equality which can be more or less developed. Other than that, some institutions try on their own to do more. For example, the CNRS publishes its gender equality audit (*bilan social et parité*¹²) each year). Some universities apply for the *label égalité*¹³ (French award certification on gender equality) given to private or public companies. However, this certification is only based on the monitoring of criteria from a Human Resources management perspective, thus missing the specificities of a research and higher education environment. Other universities, such as the Versailles Saint-Quentin-en-Yvelines University, have experimented with a time management-tracking program for their staff (*charte des temps* and *qualité de vie au travail*¹⁴), while the University of Strasbourg experimented with a tool introducing nine criteria evolving around work-life balance, equal pay, and equal

¹¹ See ACT toolkit, page 33–34: This method is based on an issue that is presented in the beginning of the meeting / conference etc. Then, everyone (1) takes some time to write his or her ideas / thoughts down. In pairs (2) the ideas are being shared. In this conversation they may find some mutual themes, new ideas can emerge from the conversation, or their ideas may fit together in a synergy. Each pair then joins another pair (4) to discuss the ideas and learning in a group of four. Next, all (ALL) participants return to a discussion in the whole group.

¹² <u>https://drh.cnrs.fr/le-bilan-social-et-parite</u>

¹³ <u>https://www.egalite-femmes-hommes.gouv.fr/dossiers/egalite-professionnelle/legalite-un-objectif-partage/le-label-egalite</u>

¹⁴ http://laqvt.fr/charte-15-engagements-pour-lequilibre-des-temps-de-vie

access to resources to do research, maternity, and evolution of career. Is it easy or difficult to measure change? An important question to ask is not only whether change analytics and relevant data exists, but whether it is easily accessible, harmonised, centralised, or easy to access. For example, at a university of the size of the University Paris-Est Créteil, hosting 38,000 students, 4,000 staff and 13 faculties, there is a common classification for human resource management data easy to access through the HRM office, but researchers paid by other research institutions (such as the CNRS or the INSERM) working in joint units are not included in the university database. Another issue is the nature of the data gathered, which often insufficiently covers aspects related to various work or scientific cultures, attitudes, or research activities. Which are some main promising directions? Gender budgeting might be a very promising direction. We definitely need more data on career evolution and, more specifically, longitudinal studies carried out for a sustained amount of time. Until then, studying the situation in terms of career progression of men and women upon their retirement could be a promising start. With regards to identified current challenges and opportunities, three points emerged: how can we convince the people who are not interested in gender equality of the importance of monitoring, evaluation and impact assessment? Can we foresee more studies (and data) on disciplinary attitudes (gender equality or inequality parameters specific to a particular scientific domain or discipline)? Can we make the data widely available? Some of the identified opportunities were related to the use of legal or institutional "pressure" for monitoring, evaluation and impact assessment, data gathering, storage and access standardisation, compulsory training on gender equality issues in staff introduction courses or in student courses or in PhD training cycles. From an Early Career Researcher (ECR) perspective (as mainly expressed by EURODOC), important challenges were related to the possible ways to encourage open sharing and discussing of the topics that are still widely considered as taboo in many institutions and/or countries (such as sexual harassment), and to the creation of sustainable gender equality models which could assist ECR in difficult dilemmas turning around important choices regarding career or family life.

GROUP 2: Feedback from the EU participants

Group 2 thought about and reflected a lot on gender equality, diversity, identity, and inclusion issues, as well as the question of intersectionality, taking into consideration various other aspects that might add to gender-based discrimination. Evaluation of Gender Equality Plans should also take into account these other aspects. Just like Group 1, Group 2 reflected and debated on aspects that might be challenging to evaluate, for a variety of reasons, such as: overestimating the value of data and numbers or allowing ourselves to be submerged by this, while many other topics, difficult to quantify seem to remain difficult to tackle, measure or even talk about. Gender-based violence and sexual harassment are good examples of topics that are still considered as taboo topics and difficult to talk about. To complicate this situation even more, examples came up where "internal mechanisms" set in place for dealing with these topics, which may prevent gathering, sharing and disseminating data. Then, among the difficult topics in terms of measuring the impact of Gender Equality plans are phenomena or processes that need monitoring with longitudinal studies such as raising awareness about GE in the offered courses curriculum. Finally, just like Group 1, it was recognised that one of the most important challenges are related to structuring and gathering data, as well as to providing access to it and scaling up things so that phenomena and impact can be approached,

studied, and understood at an institutional, regional, national, European and international level.

CONCLUSION: LESSONS LEARNED AND FUTURE STEPS

Lessons learned from the presentations:

The topic of the workshop was evaluation and impact assessment. The CoP aim was to share different perspectives on this issue and to disseminate recent EU projects' outcomes and reflections. Outcomes and first results of EFFORTI and SUPERA were presented and sparked a lively discussion. We regret the presentation of the GenderTime index was cancelled. We also took the opportunity to better explain the GEAM tool proposed through the ACT project and the overall context of the Athena Swan Award. Finally, we put all the issues in perspective with a much broader project, the gender gap project collecting data at the global level. The presentations contributed to the dissemination of a EU approach of gender equality policies and prepared the workshop session in the afternoon.

Lessons learned from the workshop:

The workshop was a good opportunity to exchange on current challenges we are facing in our own institutions and contexts. The experience of the CPED was fruitful in terms of familiarising with the current developments of GE policies in French universities and a *tour d'horizon* of the various tools used to implement GE policies. In return, it was an opportunity for French colleagues to discover other approaches and to reflect on intersectional approaches of equality. The participation of ECR from EURODOC was also an asset, as they remind us we need to focus on their specific challenges and to create a new academic culture for the future. The split into two groups (a French speaking one and an English speaking one) was both an asset, as it facilitated the conversation and allowed a deeper and more open reflection, and a disadvantage, since it limited in a way the exchange of knowledge between participants.

Overall outcomes:

The first aim of the consolidating workshop was to promote EU-funded research and EU agenda and to contribute to European knowledge exchange on GE monitoring and assessment. In our view, we achieved this aim and proposed various perspectives in term of scale, experiences, approaches, challenges, etc.

Secondly, we tried to bring together researchers and practitioners. Most CoP members and invited speakers were both practitioners and researchers involved in EU funded projects and gender research, and for some of them appointed as GE officers in their universities. We hope participants returned home with plenty of tools to implement and plenty of innovative approaches to reflect on their own GEPs.

The third aim was to reflect on the goal of metrics and evaluation and on the way the outcomes may be used (or misused) to move towards more gender equality in the academia. The SUPERA presentation provided interesting insights on this issue, showing how the evaluator could also be a facilitator. The exchange around the current experiences during the afternoon workshop was another opportunity to share ideas on the effectiveness of existing tools and possible improvements.

Further activities:

The meeting concluded with the confirmation of the dates for the next meeting, initially scheduled to take place in Nice on 8 and 9 June 2020, and to address the topic of

"change analytics", or how to implement and measure new public policies, such as gender equality policies, in a sustainable way, involving both top-down new regulations and bottom-up initiatives. Of course, this meeting was postponed following the hard lockdown imposed by the COVID-19 sanitary crisis.

Instead, online activities have been planned:

- A brainstorming workshop on 9 June 2020 to discuss activities in the coming months, as initially planned activities have been cancelled. For the moment, an online meeting every two months on the second Tuesday of the month is planned. We hope we are able to resume face to face events before the end of the project. In addition, we decided to enrich the web platform of the CoP.
- The first online meeting took place on 7 July 2020 and was dedicated to the COVID impacts on gender equality. Two presentations were given: one by Rochelle Fritch regarding COVID impact from the RFO perspective, and one by Sara Pilia (EURODOC) on specific impacts on early career researchers. A discussion followed.
- The topic for the next meeting on 11 September emerged: new ways of evaluating research activities during the recruitment and the application processes and the impact on gender equality, discussions around DORA¹⁵ (Declaration on Research Assessment).
- We consider it very important to have these two meetings before the summer to consolidate the CoP and to plan online activities in the coming months.

¹⁵ See <u>https://sfdora.org</u>.

ANNEX 1:

STRATEGIES FOR SUSTAINABLE GENDER EQUALITY, CONSOLIDATION MEETING, 2 March 2020 (optional welcome dinner on Sunday, 1 March), Salle du Conseil, Paris Sciences Lettres, 60 rue Mazarine, 75006, Paris, France

Gender Equality in Higher Education, Research and Innovation: Evaluation and Impact Assessment

PROGRAMME

	Meeting 1:
9:00–9:30	Registration and coffee
9:30-10.00	Anne-Sophie GODFROY, CNRS
	Welcome and Introduction
10:00–10:45	Kevin Guyan, ADVANCE HE, Edinburgh, UK
	Evaluating gender equality – Advance HE research, surveys and accreditation
10:45–11:30	Maxime FOREST, Paris Institute of Political Studies, Observatoire francais des conjonctures économiques (OFCE), Paris, France
	Supportive and Strategic Monitoring and Evaluation: The (ongoing) experience of the SUPERA project
11:30–12:15	Lorenza PERINI, University of Padova, Padova, Italy
	The GenderTime Equality Index: a contribution to gender equality awareness-rising in Academia
12:15–13:00	Susanne BUEHRER, Fraunhofer Institute for Systems and Innovation Research ISI, Karlsruhe, Germany
	Evaluating Gender Equality in Research and Innovation – Theories, Methods, and Results from the EFFORTI project
13:00–14:15	Lunch Break
14:15–14:30	Group work and brainstorming instructions
14:30–15:30	Hands on work in groups
15:30–16:30	Group work reporting
16:30–16:45	Conclusions
16:45–17:15	Farewell coffee

ANNEX 2: LIST OF PARTICIPANTS

Institution	First Name	Last name		
Invited speakers				
Fraunhofer Institute for Systems and Innovation Research, Germany	Susanne	Bührer		
Sciences Po Paris, France	Maxime	Forest		
University Paris Est Créteil and Femmes et Mathématiques, France	Colette	Guillopé		
Advance HE, UK	Kevin	Guyan		
University of Padova, Italy	Lorenza	Perini*		
		*(was unable to attend due to the COVID-19 pandemic quarantine)		
CoP facilitators				
CNRS, ENS, PSL, France	Areti	Damala		
CNRS, ENS, PSL and UPEC, UPEC (Université Paris-Est Créteil), France	Anne-Sophie	Godfroy		
CNRS, ENS, PSL, France	Caroline	Petit		
CoP members				
University of Strasbourg, France	Eve	Ballorain		
Femmes et Mathématiques and Université de Poitiers, France	Anne	Bertrand Mathis		
UPEC (Université Paris-Est Créteil), Femmes & Sciences, Femmes et Mathématiques	Colette	Guillopé		
Universidad de Deusto, Spain	Maria J.	Pando Canteli		
EURODOC, Belgium	Sara	Pilia		
Wuppertal University, Germany	Felizitas	Sagebiel		
Other invited participants				
Ministère de la Fédération Wallonie, Bruxelles, Belgium	Martin	Degand		

MSc student, France	Alexandra	Pushkina
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Alt+G – COP: Report on consolidation workshop

Deliverable No 3.2

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Other partners involved:	ZRC SAZU & Portia
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OBJECTIVES OF THE DELIVERABLE

D 3.1 Community of Practice Progress Reports are a set of seven progress reports – one for each community of practice. They are confidential reports only for members of the consortium.

CONSORTIUM

The ACT consortium consists of 17 partners: Fundació per a la Universitat Oberta de Catalunya (project coordinator, Spain), Portia (UK), NOTUS (Spain), Joanneum Research Forschungsgesellschaft mbH (Austria), Advance HE (formerly Equality Challenge Unit) (UK), Loughborough University (UK), Facultad Latinoamericana de Ciencias Sociales (Costa Rica¹), Technische Universität Berlin (Germany), Karolinska Institutet (Sweden), Science Foundation <u>Umweltbundesamt</u> (Germany), Stiftung Deutsches Elektronen-Ireland (Ireland), Synchrotron (Germany), Centre National de la Recherche Scientifique (France), Fundació Regulació Genòmica (Spain), Uniwersytet Centre de Jagielloński (Poland), Znanstvenoraziskovalni center slovenske akademije znanosti in umetnosti – ZRC SAZU (Slovenia), and Haskoli Islands (Iceland).

TERMS OF USE

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For any questions and comments, please contact jmuller@uoc.edu.

¹ The action will be carried out in the department of UNESCO Regional Chair on Women, Science and Technology in Latin America FLACSO, located in Buenos Aires, Argentina.

FIRST NAME	LAST NAME	ORGANIZATION	CONTRIBUTION
Ana	Hofman	ZRC SAZU	Main author 1
			Main author 2
Jovana	Mihajlović Trbovc	ZRC SAZU	Contributor 1
Andreas	Andreou	Future Worlds Center	Contributor 2
			Contributor 3
			Contributor 4
·			

AUTHORS AND CONTRIBUTORS

KEYWORDS

Alg+G CoP, Consolidation of CoP, COVID-19, GEAM survey, ACT online tools, Structured Democratic Dialogue (SDD)

ACRONYMS

ACRONYM	MEANING	
GE	Gender Equality	
GEP	Gender Equality Plans	
GEAM	Gender Equality Audit and Monitoring	
SDD	Structured Democratic Dialogue	
TQ	Triggering Question	

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1. INTRODUCTION

CoP called Alt+G (short for Alternative Infrastructure for Gender Equality in Academic Institutions) brings together 35 members from 17 different academic and research institutions from Slovenia. Its focus is on making an alternative infrastructure for sharing knowledge, experiences and strategies for implementing gender equality measures and initiatives to overcome obstacles at both institutional and national level in Slovenia. The CoP is set to improve structural capacities of the member institutions by sharing achievements and results from the completed or ongoing European projects (dedicated to gender equality in academia) in which some CoP members participated. The CoP fosters peer-pressure among academics, administrative and support staff, and enhances spill-over effect from one institution to another, since they all operate in rather similar structural conditions and under the same legislative framework. On national level, the CoP fosters systemic policy incentives that would push the academic institutions towards implementing GEPs.

Objectives of the CoP Alt+G are to:

- share experience and knowledge on how to implement gender equality measures that fit national contexts;
- create joint initiatives to act on gender inequalities and stimulate structural change in Slovenian academic environment.

When planning the Consolidation Workshop, the Seed Partner followed the life-cycle of the CoP and members' demands. After the phase of building relationships and taking actions as a community (see Cambridge et al. 2005: 3), which lasted until the end of 2019, it seemed most important for the CoP at the beginning of 2020 to learn and develop practices of institutional change (see Cambridge et al. 2005: 3). As elaborated in the D3.1 CoP Progress Report, the facilitator expected the next priority to be to create knowledge on how to initiate and effectively execute institutional change, and to share this knowledge within CoP (p. 10). Moreover, the Seed Partner envisioned that the CoP could expand into the region of former Yugoslavia, due to similarities of the socio-legal context, and already started communicating with potential CoP members from Bosnia and Herzegovina, Croatia, and Serbia (see Alt+G Blog, 1 April 2020, https://altg.act-on-gender.eu/Blog/foundation-female-academic-network-serbia). Based on the survey results made among the CoP members, the workshop was supposed to take place in the coastal city of Portorož on 8 April 2020. It was planned for CoP members to meet in person for two days, joined by potential CoP members: the one from Serbia (the Institute of Philosophy and Social Theory, University of Belgrade) already confirmed its participation, while potential CoP members from Croatia and Bosnia were about to do so.

COVID-19 outbreak impact on the workshop structure

The outbreak of COVID-19 halted all preparations for the workshop. The Seed Partner had to cancel the event and find alternative ways to perform this task in accordance with the general agreement within the ACT consortium. The Seed Partner team decided that organizing two online meetings/workshops could be a possible way to adjust to the new circumstances. The announcement of two meetings was sent in advance with a Doodle survey to select the most suitable date. However, while more members filled in the Doodle (six CoP members for the first meeting and ten CoP members for the second one) and expressed their interest, we experienced difficulties with the participation of the members due to some last moment

cancellations. A majority of members (all women) stated that they could not commit to any activity as their working schedule is changing rapidly on a daily basis and they cannot plan in advance. As all teaching and research duties were moved online, the members also showed fatique with the online meetings, webinars, workshops they felt were overwhelming. Another important issue that contributed to last-minute cancellations and low participation rate was radical change in the work-life balance. Two members informed us just prior to the meeting that despite their wish to participate, they could not join because of the lack of available technical devices and parental duties (e.g. they had to give away their computer to their children who had schooling obligations). All this illustrates an important challenge faced by female academic staff during the lockdown due to the COVID-19 pandemic, which is also why the Seed Partner decided to change the focus of the second meeting by dedicating it entirely to the question of how Alg+G CoP should adjust to the new conditions (see below). Additional challenge in shifting from in-person to online format was the fact that CoP members have different levels of knowledge regarding the use of the online platforms (such as Zoom or Google Meet). As some of the members are not comfortable with them, this could also be a reason for their hesitation to join the meeting. In addition, the shift to an online meeting also came as a disappointment as CoP members had been expecting to meet in-person after almost a full year after the first CoP meeting and enjoy networking at the seaside.

The goal of the workshop was to enable a self-assessment of the approaches and activities taken by the Alt+G CoP and to plan further activities. This included analysis and evaluation of the GEAM survey as a tool for fostering structural changes in the members' institutions. Particular attention was paid to the impact of the COVID-19 pandemic on functioning and activities of the CoP, for which we used the Structured Democratic Dialogue (SDD) method. The blog post about the workshop was published on the Alt+G website (see Alt+G Blog, 9 June 2020, <u>https://altg.act-on-gender.eu/Blog/altg-consolidation-workshop-went-online</u>).

2. DESCRIPTION OF WORKSHOP STRUCTURE AND ACTIVITIES

MEETING ONE:

The presentation of Alt+G website tools:

The goal of the first session was to get CoP members more acquainted with the online tools and CoP support measures provided by the ACT project (in line with the sessions I and II suggested by the workshop design). We had five participants from three institutions: National Institute of Biology, Educational Research Institute and ZRC SAZU (the Seed Partner). The first part of the meeting was dedicated to the presentation of online tools useful for the Alt+G group by the facilitator. She presented the web portal GenPORT (www.genderportal.eu), explained its possibilities, and described how it can be used as a source of information and as a way for dissemination of results. All participants were told to practice using the GenPORT portal and upload the publications and resources they want to share. The facilitator guided the participants through the opening of the account, and discussed with them how the portal can contribute to the implementation of gender equality measures at their institutions.

The discussion led to the question of how GenPORT is connected to the Alg+G CoP website through "Resources" page. The facilitator used this opportunity to guide the participants through the Alt+G website. Since not all participants used the website, and particularly all the options such as Resources or Forum, the latter two were the main focus of the discussion. As an example, the group reviewed one of the uploaded resources and was encouraged to upload the documents that would foster communication among the CoP members. Furthermore, file sharing through the "Files" page was discussed as an option for sharing documents, for instance as a way to share examples of institutional documents (e.g. employment contract) written in gender-sensitive language that CoP members could share among their institutions. After the facilitator guided them through the procedure, including the process of tagging files, the participants tried to upload them themselves.

When the discussion shifted to the Forum tool, the facilitator explained that the forum was one of the least used tools because Alt+G members usually use mailing lists. Yet, as CoP already planned to form working groups, the plan is to open forums about particular topics such as "gender sensitive language in institutional documents." The participants also tried to use the forum function and were assured that forum could be better solution in cases when email is overwhelming (particularly in the time of lockdown). The facilitator informed the participants that receiving notifications of new forum posts is still an open question to be discussed with the developer of the website, so the participants will be duly informed.

The participants also tried other tools provided by the Alt+G website, such as video conferencing option, and tested joining a video meeting through DESY platform. Polls as a tool were also presented to the workshop participants. The facilitator gave an example related to gender-sensitive language and showed how polls can be used to decide on the next task of the Alt+G group. The participants discussed which questions would be suitable for the polls and which are too complex for this format. A Co-creation Toolkit was the last tool presented as useful for the CoP members, particularly for the ones coming from STEM fields or those not familiar with the methods used by social scientists (such as focus groups).

The next step was to encourage the participants to write a blog for the website, since public visibility is one of the important aspects of the CoP impact and sustainability. Facilitator asked

all participants to write a test blog so they could learn the process. She sent the participants a Word document "Gender perspective important for understanding of consequences of the COVID-19 pandemics" that was to be transformed into blog. Through screen sharing, participants participated in creating a blog for Alt+G website while the facilitator guided participants through the process step by step.

At the end of the presentation of the tools, the participants agreed that the presentation was extremely useful and that such presentations should be regularly held by the facilitator. Another issue that was raised was that tools are important for an easier communication among members, as it is often difficult to track the mailing lists, particularly in the case of long emails or for sharing files. It was concluded that members should be motivated to use the tools as this would enable easier sharing and communication.

Discussion of the Gender Equality Audit and Monitoring (GEAM) survey:

This part of the meeting was led by the leader of the Seed Partner team and was dedicated to discussion of the GEAM survey developed by modifying the ASSET survey. As a preparation for this part of the meeting, an online template of the questionnaire was shared among the members prior to the workshop. First, the discussion leader explained the purpose of the survey. Particular attention was given to the translation of the survey into Slovenian language, as the quality of the language appears to be very important in future use of the survey by the CoP member institutions. An important goal of the discussion was also to evaluate the extent to which the survey is sensitive to Slovenian context and if the questions and answers were suitable for collecting valuable data within the national academic environment. In short, it was emphasised that:

- the current translation does not use consistently a common standard of gender-sensitive forms in Slovenian language but is mixing different variants or using male form as generic (which is unacceptable for a survey on gender equality);
- the translation is generally of bad quality, often with literal translations of modal expressions, and is missing a lot of linguistic nuances in both languages;
- the translation often doesn't relate to specific academic context and standardised phrases used in the Slovene academic/scientific community.

After discussing these issues, the participants were given sheets with two exemplary survey clusters that were to be analyzed at the workshop. The initial idea to split the group in two separate Zoom rooms was not feasible with fewer participants than anticipated.

The GEAM survey questions discussed (Q31 to Q33) were related to perceptions of gendered power balance in work environment:

• The discussion on Q31 ("Please indicate the extent to which you agree or disagree with the following statements: In general, men and women are equally represented (in terms of numbers) in my organisation …") raised the question of the adequacy of the Slovenian translation of the measuring scale. First, the scale was assessed as asymmetrical: one extreme states *Močno se strinjam* ("I strongly agree"), while the other one states *Sem močno proti* ("I am strongly against it"), in contrast to the English version that states "Strongly disagree". Furthermore, the second extreme, *Sem močno proti* ("I am strongly against it"), aims at measuring opinion rather than perception, which would be correct. In assessing the quality of the translation in question, the workshop participants discussed how different phrases would be understood in specific

Slovenian setting. For instance, the statement "My organisation is committed to promoting gender equality" is translated as *Moja organizacija je zavezana k spodbujanju enakosti spolov*, which could also be understood in terms of the organisation formally supporting gender equality or doing lip service to these principles, but not necessarily actually *doing* something to that end. Therefore, the workshop participants agreed on wording that would better reflect the true meaning of the original statement (that is, *Moja organizacija si prizadeva za uveljavljanje enakosti spolov*).

The above example was just one of many articulations of the questions and answers that the workshop participants saw as problematic. In some cases, they immediately came up with a more fitting solution (translation), while in others, brainstorming took longer and involved considerations of different aspects, e.g. contextual meaning of phrases; nature of gendered power imbalances typical for Slovenian setting, etc. All the suggestions were collected to be included in the revised version of the GEAM survey Slovenian translation.

At this point, the workshop participants also discussed the general issue of heteronormativity within which the survey is framed and its language, which uses rather heteronormative forms of expression. They discussed the pros and cons of deciding for a more inclusive translation, such as:

- the use of underscore (as in *profesor_ica* ("professor"), *študent_ka* ("student"), or
- giving male and female form side by side (as in profesor & profesorica, študent & študentka).

Participants agreed that the first option, which is advocated by Slovenian feminist scholars, might alienate more conservative scholars and could be counterproductive as the survey is supposed to attract as many respondents from the Slovenian academic environment as possible. It was therefore agreed that the second option, though longer and less concise, could be a better solution.

- Discussion on Q32 ("How would you view the representation of men and women in 0 your organisation?") revealed that the question is worded in such a way that replying to it would not reflect the factual situation in the organisation (whether there are more men or women employed), but rather perceptions about it. Therefore, the question would be more suitable if structured in the form of statements with which the survey respondent would agree or disagree. It was emphasised that the categories of the employees used in the Q32 and throughout the guestionnaire (academic/research staff; technicians; administrative staff) are not suitably translated to Slovene. For instance, "administrative staff" is unsuitably translated as upravni delavci, which could be most literally translated as "managerial workers" and, in the Slovenian setting, would be more fitting for public officials than for scientific managers. In addition, labels tehniki (technicians) and upravni delavci (administrative staff) are given only in male form. Therefore, the workshop participants agreed that labels for employee categories should be revised and given in gender neutral form. Accordingly, they reworded the definitions given at the bottom of the Q32.
- The final question that the workshop participants managed to examine in the hour and half long discussion was the Q33 ("Have you perceived a difference in the allocation of the following in your organisation? Attractive or desirable tasks or roles ..."). They were mostly dealing with the issue of how to find adequate equivalents for phraseological nuances in English and Slovenian. In addition, the translation needed to reflect

complexities of power relations typical for academic hierarchies. For instance, category "Positive attention [from, or additional time with, senior management]" was misleadingly translated as *pozitivna pozornost*, which in combination with "additional time with senior management" could be understood as cherishing overtly intimate (even inappropriate) relations between seniors and juniors. Therefore, the workshop participants agreed on using the phrase *privilegirana obravnava* ("privileged treatment") by senior management and excluding mentioning "additional time". The workshop participants emphasised that the categories in the Q33 related to career promotion were reflecting underlying assumptions that were more in line with the Anglo-Saxon academic system than with the continental European one, which is relying more on standardised evaluation processes (e.g. obtaining "points" necessary for higher academic title). There were also ambiguities in understanding categories such as "teaching obligations", because they may be a sign of underprivileged (e.g. adjunct lecturer/instructor) or privileged position (e.g. in Slovenian system, teaching positions are usually tenure-tracked).

The workshop participants concluded the discussion with the observation that extremely long questions like Q33 are very tiring and that the whole survey might be exhausting for respondents who might get discouraged and fail to complete it. One workshop participant suggested that the questionnaire should be split into titled sections so that respondents could choose particular "topic" or section. This should ease navigation through the long questionnaire and help respondents understand the questions and reduce the possibility of ambiguous expressions.

The workshop closed with the debate about the best way to proceed in evaluating and improving Slovenian translation of the GEAM survey. One suggestion was to organise more online discussion sessions like this, another was to proceed by sending out section of the questionnaire to particular CoP members asking them to give their feedback. All participants agreed that this was necessary because the survey is conceptually not well defined, because different topics are put together (while they would function better separately), and because it is confusing for users. In general, they expressed scepticism about its successful usage, not only in Slovenian context but also in comparative analysis at the transnational level.

MEETING TWO:

Second meeting was structured as a **Structured Democratic Dialogue (SDD) Workshop** led by an invited expert, Andreas Andreou from the Future Worlds Center, Cyprus. The structure of the workshop was adjusted to the demands of the online meeting, so certain phases were condensed or omitted.

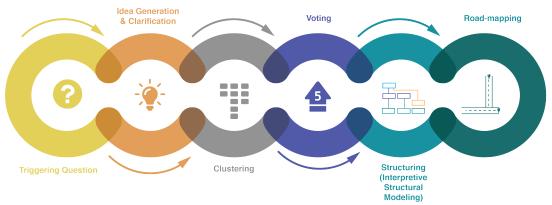


Figure 1: SDD phases

Methodology of an SDD Workshop

An SDD workshop is structured in six consecutive phases which allow an in-depth elaboration and coverage of the issue under investigation as described in Figure 1 and in the following section:

Before the Workshop

Generation of Triggering Question (Phase 1) with steps 1 and 2: The complex problem of the workshop is described and framed, and a clearly defined Triggering Question (TQ) is constructed by the organiser.

During the Workshop

Generation and Clarification of ideas (Phase 2) with steps 3 and 4: All participants are asked to provide possible ideas (or answers) to respond to the Triggering Question. One by one, the participants state and explain their ideas. This requires active participation and active listening by all, while the workshop leader records the proposed ideas in CogniscopeTM software and the explanations are audiotaped. The explanations must be specific and understandable to all. The rest of the participants may seek clarification, but they are prohibited from criticising the ideas.

Clustering of ideas (Phase 3) with steps 5 and 6: All ideas are grouped into categories or clusters based on similarities and common characteristics. The method requires clustering, while the participants are asked whether two random ideas have enough common features to place them in the same cluster (which does not yet exist!). This bottom-up process results in evolutionary clusters considering that the clusters are not defined by the facilitator in advance but are rather proposed and agreed by the participants themselves during the clustering activity. As a result, this method allows the participants to benefit from an in-depth discussion about the meaning and importance of each idea, allowing for the formation of a broader consensus regarding the topic discussed. Through this process, participants develop a common vocabulary and a common understanding about the various aspects of the topic under discussion of possible different perceptions about the meaning and importance of each idea. The clustering is registered with the Cogniscope[™] software tool. The clusters and their ideas are printed and displayed on the wall for all participants to see.

Voting for ideas (Phase 4) with step 7: Each participant has five votes, and everyone is asked to choose the ideas they believe can help solve the Triggering Question and are the most important for them. Ideas that receive at least two votes move to the next and most important phase.

Mapping of ideas (Phase 5) with steps 8 and 9: This phase collects ideas that have received at least two votes, and the participants are asked to collectively investigate how one idea can significantly affect another. The question asked is: "If we implement Action A, will it help us significantly to implement challenge B?" If the answer is "Yes" with a 75% majority, the impact is recorded and added to the roadmap of ideas. When the facilitator asks the participants to vote and the vote is about 50% "Yes" and 50% "No", the significance is discussed in-depth and the participants are asked to revote. As the exercise progresses, a Map of Influence is built, shown and discussed. The actions at the bottom of the Map indicate the basic actions that have to be implemented first in order to enable the rest of the actions to be executed. Therefore, the Map of Influence encourages participants to prioritise causative factors.

Analysis of the Map of Influence (Phase 6) with step 10:

In this phase of the workshop, the facilitator elaborates on the interpretation of the Map of Influence explaining the relationships of influence between different ideas. In particular, it is highlighted that the implementation of the Map of Influence should start from the ideas located at the bottom of the Map, as those ideas are the most influential and can thus assist the execution of ideas at the higher levels of the Map.

Alt+G Workshop Results

Generation and clarification of ideas based on TQ (Phase 2)

The workshop brought together four Alt+G members who were asked to respond to the Triggering Question posed by the Seed Partner:

Which actions should be taken by Alt+G to act as a group
in regards to the current situation with COVID-19?

During the first phase of the workshop, the participants generated 18 actions in the form of concise statements through the "idea generation phase" to respond to the above given Triggering Question. The full list of actions is provided in Table 1, accompanied by the number of votes each action received.

#	Votes	Action
11	3	Encouraging group members to organise events and initiate actions
2	2	Ask group members what will be their needs
4	2	Participation should be driven by the interest and motivation of group members
9	2	Putting individual group members into relation for particular purpose

#	Votes	Action	
14	2	Concentrate actions around current or ongoing struggles	
16	2	Facilitators should follow impulses from group members	
17	2	Regular meetings	
1	1	Consider previous group's actions	
3	1	Joint action that would reflect on the influence of the COVID-19 on academic environment	
6	1	Facilitators should take a more one-to-one approach with each group member	
8	1	Adapt EU project language to the general audience when communicating the project to lay people	
18	1	Make a simple dictionary of project related terms	
5	0	Awareness-raising about this community of practice and its benefits	
7	0	Group organisers should invest more time into explaining the purpose of a meeting/workshop	
10	0	Not enforcing activity to be necessarily a group endeavour	
12	0	Exchange of practices with other COPs	
13	0	Share or discuss the understanding of institutional change	
15	0	Avoid formalism and stimulate more spontaneous interaction among group members	

Table 1: Voting phase

Once all actions were defined, the workshop continued to the Clarification phase where one by one, the participants proceeded with the explanation of their actions. Sufficient time was allocated to this activity so the rest of the participants could ask for clarifications. The purpose of this phase is to allow participants to gain the same understanding and interpretation of the actions based on the meaning attributed to the action by its author.

Clustering the ideas (Phase 3)

Given the necessary adjustments to the online structure, some workshop phases should be adjusted or omitted, which was the case with the clustering phase that was omitted. However, the omission of the clustering phase did not impact the quality of the process and its results, considering that the generated actions had been thoroughly discussed and analysed during the other phases of the workshop.

Voting of ideas (Phase 4)

In the fourth phase, the participants were asked to read through all the actions and vote. Each participant had five votes, which they could distribute the way they deemed appropriate to answer the Triggering Question. It should be noted that participants did not necessarily vote for their own actions, but instead for the ones that would contribute most to resolving the Triggering Question in the best way possible.

In total, twelve actions (54%) received one or more votes, and seven actions (39%) received more than two votes. As indicated in the Table 1, Action 11: *Encouraging group members to organise events and initiate actions* was the most important action of the workshop, receiving a total of three votes, that is, 75% of the participants voted for this idea. Despite the short duration of the workshop, the degree of dispersion of the views of the participants' actions is in a normal range, which signifies the convergence of their views during the discussions that took place in the online workshop.

Only the practices that received at least two votes continued to the next phase, which concerns the development of the Map of Influence. The voting results are listed in descending order based on the votes received by each action (see Table 1).

Map of Influence

In this section, the mapping process that took place during the workshop is presented.

The Mapping process

The process of defining the Map of Influence was as follows: two actions were randomly selected by the software and presented in a question form: "If we implement action A, will it help us significantly to implement action B?" The participants discussed in depth the influence of the two actions, and if two thirds of the votes were positive, it was established that the first action influences the second action. Gradually, after evaluating all actions in this manner, an influence tree was created resulting in a Map of Influence provided in Figure 2.

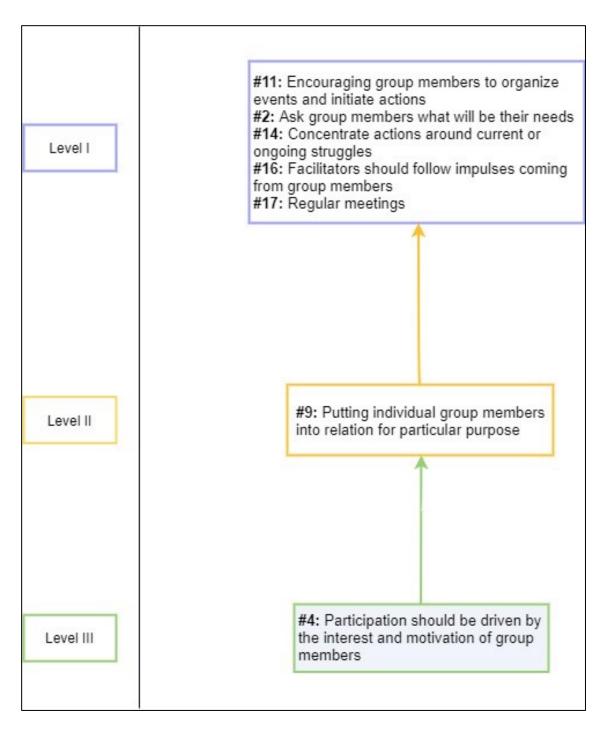


Figure 2: Map of Influence

The Map of Influence created at the workshop

As presented in Figure 2, the Map of Influence incorporated three different levels. In a typical SDD workshop in which considerable time is provided for the idea generation and more ideas are examined during the mapping phase, there are usually at least five levels of the Map. The most influential actions are considered the root actions, which are the *drivers*, and similarly those which must be implemented first to stimulate and facilitate the implementation of the subsequent actions, considering that the latter rely on the former. These root actions are located at the lower levels of the roadmap, and in particular at Levels III and II, as they have the greatest influence of all actions. Similarly, the actions identified at the upper level of the Map are the least influential.

The influence of one action over another is not defined by the importance of the two actions deriving from the votes each action received during the voting phase. In this vein, any action which has received more than two votes during the voting phase, and was thus moved to the Mapping phase, can be considered a root action, regardless of the number of votes it received. Therefore, an action with low popularity can be a root action, while an action with high popularity can appear at the upper levels of the map. For instance, even though Action 11 (*Encouraging group members to organise events and initiate actions*) received three votes and was the most voted idea of the workshop, it appears on Level I of the map (as demonstrated below), making it one of the least influential actions. This example shows the significance of the Mapping phase in implementing the actions, which, as explained in detail, focuses solely on the relationships of influence between the actions, rather than their degree of importance.

Drawing from the above given analysis, the participants of the workshop collectively agreed that the following actions located at the root Levels III and II should be implemented first in order for the Alt+G CoP to act as a group with regard to the current situation with the COVID-19 pandemic. The successful implementation of these actions will evidently facilitate the execution of the subsequent actions on Level I.

Level III: Participation should be driven by the interest and motivation of group members (Action 4)

Level II: Putting individual group members into relation for particular purpose (Action 9)

In particular, Action 4 (*Participation [in Alt+G activities] should be driven by the interest and motivation of group members*) has been defined as the most influential action of the workshop. As provided in Figure 2, this particular action directly influences Action 9 (*Putting individual group members into relation for particular purpose*), which in turn influences all actions located on Level I. The map of influence shows that in the view of the workshop participants, participation of the CoP members in joint activities should be driven by their interest and motivation, and they should be then encouraged by the facilitator who would put together different group members for particular purpose (e.g. those with ideas for an institutional change and those with knowledge of how to execute it), in order to achieve the following actions: regular meetings, facilitator following impulses, and an emphasis on an individual approach. Therefore, the implementation of all actions on Level I depends on the implementation of the sense that less effort and resources will be expected for their implementation should we firstly work on the implementation of the actions on Levels III and

II. However, in order to be able to start working on the implementation of Action 4, a combined methodology of the SMART (Specific, Measurable, Assignable, Realistic, Timely-bounded) or/and PEST (Political, Economic, Societal, Technological) are employed, in order to help the participants to identify additional actions and factors which could positively and negatively influence the implementation of this particular action.

It is important to note that all actions on Level I share the same box (i.e. Action 11, Action 2, Action 14, Action 16, Action 17), as opposed to Actions 9 and 4 which stand on their own. This is because all actions in this box are equally influencing each other. For instance, the participants agreed that the implementation of Action 11 (*Encouraging group members to organise events and initiate actions*) would significantly help to implement Action 2 (*Ask group members what will be their needs*), and vice versa.

At the end of the workshop, the Seed Partner team leader delivered a summary of the workshop and identified key themes and outstanding questions, primarily the consolidation of Alt+G CoP at a time of the COVID-19 pandemics and the future steps that may ensure better cohesion of the group and motivate CoP members to continue participating in the work of the CoP. This was followed by closing reflections of all the CoP members, who also recognised the importance of addressing current COVID-19-related challenges more vocally. They all agreed that in the following period marked by COVID-19, the functioning of the CoP would have to change and adjust to the new "normality", and that the group would have to find new ways for ongoing contributions to structural change in the context of Slovenian academic structures.

3. WORKSHOP SUMMARY: LESSONS LEARNED AND FUTURE STEPS

The main goal of the workshop was to consolidate Alg+G CoP in the four areas of activities important for the lifecycle phase in which Alt+G CoP was in March 2020 – that is, the "design" phase: rebuild relationships among the CoP members, learn and develop practice(s) of institutional change, take action as a community (presumably after the COVID-19 lockdown), create knowledge on how to initiate and effectively execute institutional change, and share this knowledge within the CoP (see D3.1 CoP Progress Report, p. 10). The workshop results show that it is crucial for the consolidation, impact and sustainability of CoP to start from the CoP members' needs and to foresee the actions driven by the interest of the Alt+G as a group. It was also underlined that online meetings cannot replace meetings in person and that this should be an important point in planning future activities. Due to the low participation of the CoP members, the Seed Partner decided to devote the entire second meeting to discussing the functioning and consolidation of the CoP in the time of COVID-19. As the consolidation turned out to be potentially hindered, the workshop participants identified a number of future steps:

- raising awareness of the precarious working and life conditions of the CoP members at the time of the COVID-19 pandemics and post-COVID-19 culture;
- o fostering usage of the online tools in the CoP support activities;
- establishing an efficient system of communication: there is no need for all CoP members to be involved in every action, but the ones that have more time and energy to dedicate to the action at a given moment, while the rest were just informed;
- o organizing CoP work around current/ongoing problems/challenges;
- proposing a joint action of self-reflection on how the COVID-19 situation has influenced the academic environment in Slovenia;
- o organizing regular online meetings every two months;
- establishing a closer collaboration with other CoPs and exchanging experiences in facing with the COVID-19 challenges;
- continuing with awareness-raising activities about the CoP and the benefits of this approach, since it took some time for the CoP members to understand the purpose of the group and how it should work;
- o approaching CoP members individually;
- establishing CoP subgroups or CoP working groups on particular topics, actions or initiatives;
- o encouraging CoP members to organise events by themselves and initiate actions;
- supporting a small joint pilot research about the COVID-19 situation through gender sensitive perspective;
- working on group coherence through other joint actions with an awareness not just of their needs but also of their capacities, bearing in mind that this is an unpaid and free-time work for the CoP members;

In conclusion, two points emerged as crucial:

Firstly, how to pursue institutional change at a time when most actions related to GE are seen as second-rate problems, or, to clarify, when gender equality measures are not a priority. As the ACT project is directed toward institutional change, it was agreed that we need more exchange and support from other CoPs or other EU institutions on how to lead the process of the group at the time of the COVID-19 pandemic.

Secondly, related to the first point, how to pursue institutional change in a time when female academics that are involved in this process are burdened with care work (in addition to other forms of unpaid labour). In the case of CoPs, members already perform unpaid labour (without any contract) or are themselves in a precarious position, which can significantly affect the CoP impact and its sustainability due to the COVID-19 and the impending crisis. It was agreed that it is crucial to rethink and carefully work on the adjustments of the ACT project agenda and the lifecycle of the CoP, as the two are not always in correlation, particularly at the moment of ruptures and upheavals such as the COVID-19 pandemic.

ANNEX 1: WORKSHOP AGENDA

Meeting 1:		
10:00-10:15	Introductory note by ACT team leader Ana Hofman	
10:15-11:30	Presentation of Online Tools	
11:30-11:45	Break	
11:45-13:15	GEAM survey discussion	
Meeting 2:		
10:00-10:15	Introductory note by ACT team leader Ana Hofman	
10:15-11:30	Structured Democratic Dialogue (SDD) Workshop (part I)	
11:30-11:45	Break	
11:45-13:15	Structured Democratic Dialogue (SDD) Workshop (part II)	

ANNEX 2: LIST OF PARTICIPANTS

Institution	First Name	Last name
National Institute of Biology	Ernesta	Grigalionyte-Bembič
Educational Research Institute	Valerija	Vandermin
Research Centre of Slovenian	Tanja	Petrović
Academy of Sciences and Arts		
Research Centre of Slovenian	Ana	Hofman
Academy of Sciences and Arts		
Research Centre of Slovenian	Jovana	Mihajlović Trbovc
Academy of Sciences and Arts		

ANNEX 3: GEAM SURVEY DISCUSSION GUIDELINES



Ta del delavnice je namenjen pogovoru o vprašalniku GEAM, da bi preverili koliko je vprašalnik primeren in občutljiv za lokalni/nacionalni kontekst. Naša debata bo prispevala k uporabnosti vprašalnika za rabo na institucijah članicah Alt+G skupine.

Vprašalnik se sestoji iz petih glavnih razdelkov:

- Demografski podatki
- Oskrba, dopust in prekinitve poklicne poti
- Zaposlovanje, služba in kariera (usposabljanje, promocija in razvoj)
- Nadlegovanje in nasilje na delovnem mestu
- Demografski podatki

Navodila za debato o vprašalniku:

- Vsaka skupina izbere eno osebo, ki bo zapisovala komentarje na vprašanja.
 Glede na okoliščine, ta oseba lahko tudi predstavi skupno mnenje glede vprašalnika in določenih vprašanj.
- Skupina potem izbere osebo, ki bo brala vprašanja na glas in spodbujala debato. Predlagamo, da se vprašanja berejo po vrsti, ker je to tudi pomemben del koncepta vprašalnika.
- Vprašalnik bomo ocenjevali na podlagi naslednjih kriterijev:
- Ali je vprašanje ustrezno, ali je napisano jasno in v spolno-občutljivem jeziku? Ali je potrebno preoblikovati vprašanje/ prevod vprašanja (lahko dodate tudi svoje predloge)? Ali so vprašanja v sklopu ustrezna na vaš institucionalni kontekst? Ali imate kakšne predloge za njegovo preoblikovanje, če ne bi funkcioniralo v vašem okolju?
- Na koncu skupina odgovori še na generalna vprašanja ali je sklop primeren in ali so kakšni predlogi za izboljšavo?

Prva skupina (Ernesta, Nadja, Jovana) – vprašanja od 31 do 40 vprašanja – zastopanost po spolu in organizacijska klima, zaposlovanje in napredovanje/ delovno okolje

Druga skupina (Valerija, Tanja, Ana) – od 40 do 48 vprašanj – nadlegovanje in nasilje na delovnem mestu.

ANNEX 4: GEAM SURVEY QUESTION EVALUATION SHEET



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GEinCEE COP: Report on consolidation workshop

Deliverable No 3.2

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OBJECTIVES OF THE DELIVERABLE

D 3.2 Report on Consolidation Workshops is a set of seven Consolidation Workshop Reports that aim to maximise the impact of the CoP support activities with potential new CoP members – one for each community of practice. They are confidential reports for members of the consortium only.

CONSORTIUM

The ACT consortium consists of 17 partners: <u>Fundació per a la Universitat Oberta de</u> <u>Catalunya</u> (project coordinator, Spain), <u>Portia</u> (UK), <u>NOTUS</u> (Spain), <u>Joanneum</u> <u>Research Forschungsgesellschaft MBH</u> (Austria), <u>Advance HE</u> (formerly <u>Equality</u> <u>Challenge Unit</u>) (UK), <u>Loughborough University</u> (UK), <u>Facultad Latinoamericana de</u> <u>Ciencias Sociales</u> (Costa Rica¹), <u>Technische Universität Berlin</u> (Germany), <u>Karolinska</u> <u>Institutet</u> (Sweden), <u>Science Foundation Ireland</u> (Ireland), <u>Umweltbundesamt</u> (Germany), <u>Stiftung Deutsches Elektronen-Synchroton</u> (Germany), <u>Centre National de</u> <u>Ia Recherche Scientifique</u> (France), <u>Fundació Centre de Regulació Genòmica</u> (Spain), <u>Uniwersytet Jagiellonski</u> (Poland), <u>Znanstvenoraziskovalni Center Slovenske Akademije</u> <u>Znanosti in Umetnosti - ZRC SAZU</u> (Slovenia), and <u>Haskoli Islands</u> (Iceland).

TERMS OF USE

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To address questions and comments, please contact jmuller@uoc.edu

¹ The action will be carried out in the department of UNESCO Regional Chair on Women, Science and Technology in Latin America FLACSO, located in Buenos Aires, Argentina.

FIRST NAME	LAST NAME	ORGANIZATION	CONTRIBUTION
Paulina	Sekuła	Jagiellonian University in Krakow	Main author 1
Ewa	Krzaklewska	Jagiellonian University in Krakow	Contributor 1
Marta	Warat	Jagiellonian University in Krakow	Contributor 2

AUTHORS AND CONTRIBUTORS

KEYWORDS

consolidation workshop, GEAM tool, online map of GE bodies and legislation, good practices in Czech research and academia, evaluation of the CoP, sustainability of the CoP

ACRONYMS

ACRONYM	MEANING	
CEE	Central and Eastern Europe	
DOI	Digital Object Identifier	
EC	European Commission	
ERA	European Research Area	
EU	European Union	
GE	Gender Equality	
GEinCEE CoP	Community of Practice for Gender Equality in Central and Eastern Europe	
GEP	Gender Equality Plans	
HEIs	Higher Education Institutions	
RFOs	Research Founding Organisations	
RPOs	Research Performing Organisations	

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1. INTRODUCTION

The Community of Practice for Gender Equality in Central and Eastern Europe (GEinCEE CoP) gathers practitioners and experts – representatives of higher education institutions (HEIs) and research centres operating mainly in Central and Eastern European (CEE) countries, who commit to promote institutional change to advance gender equality in their organisations. It connects both organisations' officials and administrators (e.g. Gender Equality/Diversity Officers, Organization's Ombudspersons), as well as researchers. As of April-May 2020, the Community consisted of representatives of 15 organisations from four countries: the Czech Republic, Lithuania, Poland, and Cyprus. The member organisations include: Academy of Arts, Architecture and Design in Prague, Cardinal Stefan Wyszyński in Warsaw, Central European Institute of Technology – Masaryk University, Cracow University of Technology, Frederick University, Gdańsk University of Technology, Jagiellonian University in Kraków, Lithuanian Social Research Centre, National Information Processing Institute – National Research Insitute, Šiauliai University, University of Gdańsk, University of Lodz, University of Wroclaw, Vilnius University and Diversity Hub Foundation. Additionally, the representatives of two organisations that have not signed the Memorandum of Understanding (the University of Žilina and the Centre for Gender and Science of the Czech Academy of Science) cooperate with the GEinCEE CoP and participate in the meetings.

The GEinCEE CoP is aimed at promoting and supporting institutional change in research organisations and higher education institutions in Central and Eastern Europe through learning, exchange of knowledge and expertise, and through diagnosing the status quo in CoP member organisations.

The consolidation workshop of the GEinCEE CoP has been designed in the form of three online meetings taking place on 22 April, 15 May, and 27 May via the MS Teams platform. The first meeting (Consolidation workshop, p. 1, 22 April) gathered 21 participants from 12 member organisations and 2 organisations that cooperate with the CoP (associate member organisations). The meeting lasted for two and a half hours. The second meeting (Consolidation workshop, p. 2, 15 May) gathered 20 participants from 10 member organisations, 1 associate organisation and FUOC. It lasted for two and a half hours. The third meeting (The GEinCEE CoP webinar on gender and science in the Czech Republic, 27 May) gathered 22 participants from 10 member organisations and 2 organisations from outside the CoP. The webinar lasted for an hour and a half (see the Annex 1 for lists of participants).

The consolidation workshop focused on the evaluation of the GEinCEE CoP operation and planning of future steps and activities to assure its sustainability. Another goal was to prepare the launch of the GEAM survey and an online map of GE bodies and legislation in CEE universities and research centres, as well as to the exchange and a knowledge update on the current developments in the ACT project, the GEinCEE CoP, and its member organisations.

For the operation evaluation discussions of the GEinCEE CoP and future activities and sustainability of the CoP, we used several participatory methods, including Four Quadrants, Brainstorming, and Mature your ideas. Our discussions were also supported by Flinga – an online tool for creating mindmaps. For a follow-up of the discussion on future activities, a CoP's Forum was used.

For the discussion on the preparation to the GEAM survey, an online template of the questionnaire and the GEAM manual were presented. For the presentation of the possible format of the GE online map, a Community Mapping map of gender equality practitioners and experts at European universities and research centres was demonstrated as an illustration and a table with information that will be published online and distributed among the members of CoP. All documents related to GEAM survey and GE online map were circulated prior to the meetings. For setting up the dates of the consolidation workshops and registering an online poll, a tool at DESY cloud was used. Each meeting was promoted on the Twitter account @ACTonGEinCEE (a total of five tweets).

We are also preparing a consolidation workshop blog post to be published on our community website.

The preparatory phase included:

- consulting the online workshops' dates with the CoP members
- consulting the format of the online map of the GE bodies, legislation, and good practices, and updating the information provided in the map
- online discussions and email exchange on the GEAM survey: including the translation of the questionnaire, modifying it to the COVID-19 pandemic situation, and setting it up in individual organisations
- tests and trials with individual CoP members to find out whether the online meeting platform works well for everyone
- distributing the workshop materials, including participatory methods templates

 email exchange and online meetings with the webinar speakers concerning the webinar's theme and structure as well as technical issues of an online session (the use of the online platform)

Initially, the consolidation workshop was planned to be a two-day event (22-23 April 2020) taking place in Prague (the Czech Republic) and being open to participants from outside the CoP. It would have been co-organised by the Centre of Gender and Science of the Czech Academy of Sciences. The agenda of the workshop in Prague included not only interactive sessions on (1) evaluation of the previous developments of the GEinCEE CoP; and (2) planning further activities of the CoP, but also guest lectures on gender and science in the Czech Republic and Central and Eastern Europe by experts from the Centre for Gender and Research of the Czech Academy of Sciences, presentations of the developments of the ACT project, and preparation to the GEAM survey. Additionally, a workshop on implementing GEPs was scheduled to be conducted by Ingrid Schacherl, an expert from a Coordination Office for the Advancement of Women, Gender Studies, Diversity of the Academy of fine arts in Vienna.

Due to the COVID-19 pandemic, the consolidation workshop was turned into a series of three online events – two workshops and one webinar. We concentrated mostly on parts that related to the consolidation of GEinCEE COP and internal discussions about the functioning and development of the CoP – these have been tackled during two online workshops. The second initial aim of the consolidation workshop – promotion and expansion – was only partially realised through an open webinar on gender and science in the Czech Republic. Additionally, the planned workshop on implementing GEPs was postponed until autumn 2020.

2. DESCRIPTION OF WORKSHOP STRUCTURE AND ACTIVITIES

The structure of the three events making up the consolidation workshop of the GEinCEE CoP was based on the suggested workshop design but has been adjusted both to the CoP's objectives (advancing knowledge on gender inequalities in research and academia in CEE; diagnosing the level of institutionalisation of gender equality in research and academia in the region; enhancing competence and effectiveness of the members in advocating for gender equality; stimulating a debate on gender equality issues in research and academia in CEE) and current needs of its members (including preparation to the GEAM survey and design of an online map of GE bodies and legislation). Therefore, online meetings were designed to: (1) evaluate the operation of the GEinCEE CoP in terms of the usefulness of the CoP support measures and tools available within the ACT project as well as the approach and activities adopted in the CoP (in line with the interactive sessions I and II of the suggested workshop design); and (2) plan further activities within the CoP and steps to assure its sustainability (in line with Interactive Sessions III and IV); but also to (3) prepare the launch of the GEAM survey; (4) design an online map of GE bodies and legislation in CEE universities and research centres; (5) exchange and update knowledge on the current developments in the ACT project, and the GEinCEE CoP member organisations; and (6) learn about national and organisational good practices towards gender equality in Czech science and academia.

SESSION 1: CONSOLIDATION WORKSHOP, PART 1 (22 APRIL)

The agenda of the first part of the consolidation workshop covered:

- presentations on the current developments within the ACT project and the GEinCEE CoP;
- updates from the CoP members regarding current developments in gender equality in their organisations;
- interactive session on the evaluation of the operation of the GEinCEE CoP (see Annex 1 for the agenda of the event).

In the first part of the meeting, the representatives of the ACT Seed Partner (Jagiellonian University in Krakow) presented an update of the <u>current developments within the project</u> <u>and in the CoP</u>, including the organisation of the ACT ERA Priority Groups (Paulina Sekuła), designing of the online map of GE bodies and legislation in Central and Eastern European universities and research centres (Marta Warat), and finalisation of the adaptation of the GEAM survey (Ewa Krzaklewska).

Creating an online map of GE bodies, legislation and practices in the CEE region had been decided by the CoP members to be one of the outputs of the CoP. It is meant to be one of the effects of collecting data on the gender equality status quo within the member organisations and a tool for diagnosing the level of institutionalisation of gender equality in research and academia in the CEE region. The map will be embedded in the GEinCEE CoP website and accessible to everyone interested. A current plan is to extend the map to cover research organisations and universities from outside the GEinCEE CoP. The presentation of the online map idea was followed by a group discussion on its form and scope as well as on dividing responsibilities concerning its design and updates.

The presentation of the GEAM survey and a discussion that followed included information on setting up the survey, adjusting the content of the questionnaire and modifying the questions to the needs of individual organisations, defining the launch time of the survey as well as data protection and responsibilities for reporting the survey results. While carrying out the survey had been postponed in March 2020 due to the spread of the COVID-19 pandemic, the participants agreed to resume the preparations and launch it as soon as possible (which in case of most participating organisations meant June or July 2020).

The consolidation workshop was an opportunity for all participants to share recent developments concerning gender equality in their organisations. Members of six organisations declared that they had received an agreement to conduct the GEAM survey from the organisational management. In several other organisations, the decision about conducting the survey had not been made yet. In three-member organisations, gender equality framework had been strengthened through implementation of equal opportunity policies and/or appointment of bodies responsible for gender equality (a Spokesperson for Equal Treatment and Anti-discrimination, a Commission to Monitor the Responsible Science, Research and Innovation). Among other developments reported by the CoP members, there was an establishment of a network of female scientists and finalisation of a report on the current state of female researchers and academic teachers.

Apart from successes, there were also reports of some setbacks to progress in gender equality. In one of the organisations, resistance against implementing any GE measures continued to persist. In addition, due to election of the university authorities and COVID-19 pandemic, discussions and lobbying for conducting GEAM survey and implementing GE measures were put on hold. Another workshop participant admitted that inhospitable (or even hostile) political and social climate in Poland surrounding gender equality impeded the activities of the intra-university gender equality committee. Yet another participant reported difficulties in getting more people from the organisation to be engaged in the CoP activities, including the GEAM survey preparation. Finally, a participant – who previously represented one of the member organisations but recently changed her affiliation – signalled potential difficulties in sustaining the organisation's involvement in the activities of the CoP, as there was no interest so far in appointing a new delegate/representative. At least in three-member organisations, the GEAM survey will not be conducted since they recently carried out or had already scheduled another research on gender equality and/or working conditions, and due to individual and institutional resistance towards gender auditing.

The discussion on the evaluation of the development of the GEinCEE CoP referred directly to the suggested workshop design, particularly to Interactive Discussion Sessions I, and II and was aimed at reflecting on:

- how the CoP support measures and tools available within the ACT project (e.g. Community Mapping survey, GEAM survey, e-discussions on GenPORT, Knowledge Sharing Hub with a forum, poll, blog and space for communicating and sharing documents/information, mailing lists, Twitter), as well as the approach and activities adopted in our CoP (e.g. workshop on the implementation of Gender Equality Plans (GEPs) and gender mainstreaming, sharing good practices, concerted efforts to conduct GEAM survey in as many organisations as possible, design of an online map of GE bodies and legislation), were useful for improving competences of CoP members;
- how these measures, tools, and activities have been helpful to <u>the progress</u> towards gender equality in CoP member institutions;
- which measures, tools, and activities helped us achieve our objectives as a CoP;
- what were the <u>main gaps</u> in the previous operation of the CoP and where <u>additional support</u> is needed.

With the use of a participatory method Four quadrants, the participants – divided into two smaller groups – discussed the four issues specified above. In each group, one person took notes of the ideas that were raised and reported the results of the discussion to the whole group (see Annex 3 for the summary of the discussed ideas).

Discussion results

The community of practice approach and the activities developed within the GEinCEE CoP had been recognised as effective methods of strengthening the capacities of gender equality supporters to advocate for change in their organisations as well as supporting the process of institutionalisation of gender equality in member organisations. Being part of a network of committed individuals and experts, and participation in an exchange of

knowledge, experience, and practices, was perceived as giving courage and expertise to persistently and successfully lobby organisational officials for structural change and to intensify discussions within organisations about possibilities to implement measures/bodies, gender bias training, workshops//conferences, and courses on gender equality. In this context, the usefulness of workshops on implementing gender equality plans, gender mainstreaming, and building argumentation for structural change was questioned. It was pointed out that it was easier for organisational leaders to become aware of how GE is important when the organisation is a part of a wider network. It was also brought up that being part of a network exerted pressure on organisations not to lag when they see that progress is happening in other institutions that are part of the community. Networking within the GEinCEE CoP was also appreciated for providing a sense of belonging and giving greater opportunity to meet and cooperate with GE experts from Central and Eastern Europe, which would otherwise be hindered. It was also reported that membership in the CoP gave an impulse to establish a gender equality expert group within an organisation and gave the incentive to organise an international conference on gender equality in academia.

An **online map of GE bodies and legislation** in CEE countries, which is one of the CoP's outputs (currently under development) was recognised as an important milestone, an effect of collaborative activity and a tool for assessing and monitoring the GE status quo in the region. The map was argued to be useful not only to understand what is going on in the countries of the CEE region but also to advocate effectively for progress in own organisations (by demonstrating developments in other places), drawing attention to gender equality in other organisations as well as to potential partners for future cooperation.

Among the ACT support measures and tools, the usefulness of the GEAM survey, Knowledge Sharing Hub, the Co-creation toolkit, and the mailing list had been recognised. The **GEAM survey** was acknowledged as a ready-to-use tool for regular gender equality monitoring. Making it available in national languages and adapting questions to the needs of individual organisations was also positively evaluated. Within the Sharing Hub, **a blog** was deemed as a useful source of updated information about the developments in member organisations and the GEinCEE CoP itself. Participatory methods gathered in the **Co-creation toolkit** were reported to be used by one of the participants in internal talks within their own organisation. Effective communication within the CoP via **the mailing list** was recognised as well. Additionally, the usefulness of the GenPORT portal was mentioned concerning e-discussions of the ACT ERA Priority Groups. There was no direct reference to Community Mapping. As for the role of SMART practices, the importance of **HR Excellence in Research Award** in enhancing gender equality in research organisations was highlighted. Specifically, it was suggested to promote the GEinCEE CoP and the GEAM survey as relating to the HR Excellence in Research action plan, which helps overcome resistance within organisations.

Some gaps in the operation of the GEinCEE CoP were also identified. First, it was noticed that smooth cooperation in a big group is difficult and became especially challenging during the COVID-19 pandemic as it was not possible to organise face-toface meetings. Second, however, reaching organisations from more CEE countries was also identified as a current challenge and a need to widen the network of cooperating entities was raised. Third, insufficient available resources - both financial and human to undertake gender equality initiatives in their organisations were argued to be a problem and a need for applying for external funding was suggested. Fourth, open resistance towards gender equality auditing and interventions in one of the member organisations was reported. A suggestion was made that the organisational authorities get contacted by the representatives of the ACT consortium with information on achievements so far and further goals. Fifth, a doubt was raised whether the CoP should concentrate only on gender equality or rather extend its scope to anti-discrimination, which would require adopting an intersectional perspective. Finally, some CoP members admitted difficulties in using the Sharing Hub - due to the problems with logging in to the member-only area, the need to remember yet another login and password to use an online tool, and some participants found the website not user-friendly. The GEinCEE CoP Twitter account was also not useful for the CoP members who do not use this social media platform. The Twitter account is potentially valuable for the persons outside the CoP as a way to promote its activities (116 followers), but not as an internal communication tool.

SESSION 2: CONSOLIDATION WORKSHOP, P. 2 (15 MAY)

The agenda of the second part of the consolidation workshop included discussions on:

- preparation for the GEAM survey
- enhancement, growth, and sustainability of the GEinCEE CoP (see Annex 1 for the agenda of the event).

As confirmed in the discussion on the evaluation of the GEinCEE CoP operation, the GEAM survey was widely perceived as a well-designed, almost ready-to-use tool for comprehensive diagnosis of the status quo of gender equality in member organisations. Since more member organisations decided to conduct the GEAM survey than initially

declared (representatives of eight out of fifteen organisations confirmed participation in the survey while another two are waiting for the decision of the university authorities) further issues were discussed. The ACT project coordinator, Jorg Muller, presented the overall structure, content, and technical details of the survey. Ewa Krzaklewska discussed the strategies for effective survey promotion within the organisations as well as adapting the questionnaire to the needs of individual organisations, which included modification of the survey title to fit organisational and cultural contexts. Due to the importance of this issue, the discussion during the consolidation workshop was followed by several consecutive online meetings of smaller groups devoted entirely to the problems of the GEAM survey: modifying its name, its adaptation to the COVID-19 pandemic circumstances, and setting it up in the Lime system.

The debate on how to enhance the growth and sustainability of the GEinCEE CoP, in particular, aimed at reflecting how to:

- consolidate the interests and needs of the existing CoP members into a mutually agreed-upon plan of action for the remainder of the project
- enhance the impact of the GEinCEE CoP through the use of CoP-supported measures and collective action
- attract the attention of other stakeholders, including research founding organisations and policymakers
- sustain the operation of the CoP after the lifetime of the ACT project

This part of the consolidation workshop referred to the Interactive Discussion Sessions III and IV in the suggested workshop design. With the use of participatory methods Brainstorming and Mature your ideas, the participants first came up with and then developed ideas on how to enhance the GEinCEE CoP operation and what future activity goals to define. The discussion's point of departure was conclusions from the previous part of the consolidation workshop about the gaps in the CoP operation. All the ideas were collected and transcribed.

In the first part of the debate, participants came forward with general ideas on the future of the GEinCEE CoP with a focus on enhancing its growth and sustainability. While there was general agreement that the CoP needed a long-term vision of its operation, especially after the lifetime of the ACT project, the ideas referred mainly to the issues of (1) future structure of the CoP; (2) activities undertaken as a CoP; (3) promoting the CoP and its operations as well as drawing attention to gender equality; (4) consolidating the CoP as a group (see Annex 4. GEinCEE CoP Consolidation mind map).

The ideas concerning the **structure** of the GEinCEE CoP included its expansion, internal diversification, and formalisation. Widening up the CoP to include more HEIs and research performing organisations (RPOs) from the CEE was argued to be a necessary step to make the CoP stronger and more sustainable. While there is a domination of organisations located in Poland, a need for making the CoP with a more regional scope was formulated. At the same time, a question was raised whether the CoP expansion would negatively impact its efficiency and sharing the ideas between the members. The solution that was suggested was a modification of the internal arrangement of the CoP that would improve its operation. Such a change could include splitting the CoP into several working or project groups concentrating on certain activities or introducing a twolevel structure including a smaller, consolidated, and active core group of members ("founding mothers") and a broader group of satellite or associate organisations with looser ties and participating only in selected projects or initiatives of the CoP. Some participants raised an issue of a formalisation of the CoP as a way of enhancing its stability. This could include a transformation of the CoP into an association of gender equality practitioners and researchers. However, the idea was challenged as it would require the involvement of someone to run this time-consuming association. Another idea of regulating the operation of the CoP was to apply for COST funds and operate it as a COST network.

As the **activities** of the GEinCEE CoP are concerned, conducting the GEAM survey regularly in as many organisations as possible and disseminating its outcomes to organisational stakeholders and policymakers was recognised as an important aim. In this context, it was suggested to invite organisations from outside the CoP - including research funders and universities - to the next survey edition, which could also encourage them to join the CoP and, therefore, allow for its expansion. The GEAM was agreed to be a tool for producing knowledge in the domain by revealing the real picture of the member organisations and the basis for future evidence-based interventions (the importance of the GEAM was further elaborated in the second part of the session which will be discussed below). Another idea was to schedule regular conferences (e.g. every two to three years) enabling not only to meet face-to-face but also to share experience and knowledge as well as to discuss, adopt, and modify common strategies for future development and therefore allow for consolidation and sustainability of the CoP. Producing open webinars concerning gender equality status quo and good practices implemented in member organisations of the GEinCEE CoP and CEE countries was also recognised as a desired activity, a way of producing knowledge in the domain and for getting visibility. To enhance the impact of the CoP's activity, a strategy of demonstrating

links between gender equality and other issues that are important in the workplace, such as safety, was suggested. Additionally, for the sustainability of the GEinCEE CoP impact on the member organisations, monitoring official documents, strategies, and action plans were suggested.

An issue of **promoting** the GEinCEE CoP by receiving its recognition and raising the profile of the CoP was widely tackled. In this context, an idea of setting up a special reward (or a diploma) as an acknowledgement given to organisations for their participation in the initiatives of the CoP (e.g. for the high involvement of the organisational community in the GEAM survey) or as a recognition of their efforts in implementing gender equality. In this setting, the dissemination of the outcomes of the GEAM survey was also perceived as a method of promoting the CoP and enhancing its impact on a broader community. It was also underlined that in order to strengthen its position, the CoP needed to get patronage from strategic partners, such as national ombudspersons and plenipotentiaries for equal treatment as well as to cooperate with bodies responsible for research policies in member countries (e.g. the Conference of the Polish Rectors, the Polish Accreditation Committee) as well as lobby for incorporating the indices of gender equality in the evaluation of HEIs.

A need for further **consolidation** of the CoP as a group of practitioners was expressed as well. To reach that goal, the ideas of organising shared events and maintaining an active mailing list for communication, exchange of experience, news, and initiatives, and searching for project partners were articulated.

In the second part of the debate, participants developed ideas that they came up with at the brainstorming session by pointing to their strengths, potentials (effects that these ideas may help create), challenges related to the realisation of these ideas, and solutions to improve or overcome them (comp. table 2). Due to time constraints, two ideas were developed: (1) the GEAM tool; and (2) awards and rankings (see Annex 5. Mature your ideas).

The GEAM survey tool

As a GEAM survey would be soon undertaken in many member organisations, it was found critical to discuss its potentials, challenges, and strategies further to assure its effective conduct. The reliability of the tool that allows quantitative data gathering was pointed out as the main strength of conducting the GEAM survey in the GEinCEE CoP member organisations that would potentially allow for undertaking evidence-based interventions, monitoring changes, and improving working conditions in participating organisations. The comparability of results, both nationally, regionally, and internationally, was also recognised as a strength that potentially attracts the attention of policymakers and fosters a discussion about gender equality issues in research and academia in the CEE region. The GEAM tool also has the potential to enhance the impact of the GEinCEE CoP by attracting other research organisation to use it and by drawing media attention to its results.

The challenges related to the efficient conduct of the GEAM survey that the participants foresaw included the risk of low response rates and the negative impact of inhospitable political and social climate towards gender and gender equality interventions. To overcome these challenges, three solutions were suggested. First, the need to increase visibility and get active support from the organisational management was raised as a method for reducing the risk of low response rates. Second, adapting the name of the survey to the specificity of organisations by emphasising survey aspects such as working conditions and/or safety issues as well as by avoiding the term "gender" was suggested as a method for creating a more favourable climate for the survey as an activity that is part and parcel of the HR Excellence in Research action plan was argued to be a strategy for creating a more favourable climate for the survey.

Awards and rankings

Setting up an award for gender equality activities for universities and/or a ranking of organisations progressing in gender equality was perceived as a promising idea for the future operation of the GEinCEE CoP. The strengths of this idea that were found by the participants were threefold. First, in methodological terms, establishing the award/ranking on calculative/quantitative data allows for the transparency of both the data and the award/ranking. Second, the ease of disseminating its results and drawing media attention enhance the impact of the GEinCEE CoP and attract the attention of other research organisations. Third, as awarded organisations gain prestige, setting up an award/ranking would (potentially) motivate research organisations to implement changes towards gender equality. According to the participants, regular awarding of prizes could also potentially enhance the sustainability of gender equality measures implemented in research organisations. Having an award or a high ranking may also be used by organisations to attract new employees and students (including those from abroad). However, setting up such an award or ranking was seen as not an easy endeavour due to a risk of guestioning and contesting its results. Another potential negative effect of the award/ranking that was brought up in the discussion was that the organisations that would be ranked low (or would not receive an award) could be discouraged from taking actions towards gender equality. To minimise the occurrence of these risks, a number of solutions were suggested, including:

1. adopting a methodologically rigorous approach by setting up clear criteria and wellargued methodologies of the award,

2. assuring the promotion and impact of the award/ranking by setting it up in cooperation with bodies responsible for research policies nationally and internationally, research founding organisations, and/or scientific associations,

3. assuring the promotion of the award/ranking by presenting them at big, important scientific events and by informing the actors of policy level,

4. enhancing inclusiveness by setting up different categories of the award (e.g. best flexible working arrangements, best recruitment procedures) and by recognising only the best organisations in specific fields (e.g. five leaders in...) instead of publishing traditional rankings.

It was decided that the development of the remaining ideas that the participants came up with during the interactive session will continue in the Forum of the GEinCEE CoP website. As this method proved unsuccessful (no one took part in a discussion initiated by the CoP facilitator), the aim is to further develop the ideas during CoP's meetings and via email exchange.

SESSION 3: CONSOLIDATION WORKSHOP, P. 3 (27 MAY): THE GEINCEE COP WEBINAR ON GENDER AND SCIENCE IN THE CZECH REPUBLIC

The purpose of the webinar was to learn about the developments of gender equality in the Czech research organisations and to exchange experiences between the representatives of the academic and research organisations located in CEE concerning good practices in gender equality (see Annex 1 for the webinar agenda). Presenting developments concerning gender equality in member organisations and CEE countries is a permanent component of the GEinCEE CoP meetings – before the consolidation workshop, presentations on gender equality in higher education institutions in Poland and Lithuania had already been given. The aim of this open webinar was also to reach a wider audience from outside the member organisations. The webinar was promoted on Twitter, on the GEinCEE CoP website, and through the ACT mailing list. However, while nine individuals from outside the CoP signed up for the webinar, only two persons affiliated in other than member organisations participated in the event.

The experts invited to give lectures on gender and science in the Czech Republic included Hana Tenglerová and Timea Crofony from the Centre for Gender and Science, Institute of Sociology, the Czech Academy of Sciences. Hana Tenglerová talked about "Gender inequality in the Czech R&I: data and policies" and discussed the scope of

gender disproportions in Czech science and the evolution of the state-level approach from a "policy of inactivity" to the implementation of isolated measures and acceptance of work-life balance as an issue to be tackled. In the Czech academic environment, the percentage of female researchers had been lower than in other CEE countries for a couple of decades. While the initially expected "natural" growth of female researchers due to the increase of the number of female PhDs did not take place, within the last five years, there has been a growth of gender equality initiatives and measures implemented by research policymakers.

Timea Crofony presented "The current situation of gender equality among Czech universities and research organisations" by discussing the reasons why universities and research organisations implement and use specific gender equality tools and measures despite the lack of national regulation and state incentives. She also demonstrated examples of good practices used at the Czech universities and research organisations within the areas of organisational culture, labour conditions, and work-life balance, the inclusion of gender dimension in research and teaching, and promotion of diversity among academic staff. Last but not least, she presented the achievements of the Centre for Gender and Science being a part of the Czech Academy of Science and the only specialised gender and science centre in Central and Eastern Europe focusing on research, policy, and practice.

The discussion following the presentations indirectly referred to the suggested workshop design as the focus was on the use of good practices for enhancing the capacity of the GEinCEE CoP member organisations to achieve their objectives. Participating in H2020 projects aiming at structural change in research organisations and higher education institutions (such as GENERA, STARBIOS, or ACT), introducing the HR Excellence in Research Awards and close cooperation with research founding organisations were argued to be important factors enabling gender equality change in research organisations and higher education institutions and higher education institutions as they provide necessary financial and symbolic incentives as well as facilitate the involvement of the organisational management and other stakeholders. It was also agreed that effective monitoring should go beyond the assessment of gender disproportions among scientists.

3. WORKSHOP SUMMARY: LESSONS LEARNED AND FUTURE STEPS

The online consolidation workshop gathered representatives of the majority of the GEinCEE CoP member organisations, and the pandemic has not negatively impacted the meeting's attendance. In fact, the number of participants in the consolidation workshop exceeded the number of people taking part in the previous face-to-face meetings of the CoP.

There is a commonly shared need to make regular gender equality status quo assessments in member organisations, which translates to a keen interest in conducting the GEAM survey developed in the ACT consortium. The use of the GEAM tool for gender equality monitoring could be recognised as a good practice to be shared with other organisations in the region aiming at structural change, especially as the questionnaire had been already translated into two CEE languages (Lithuanian and Polish). Additionally, it seems that the extension of the preparation time for the survey caused by the pandemic outbreak contributed to the fact that more organisations than initially signalled will take part in the study.

The community of practice approach as such and the activities developed within the GEinCEE CoP (workshops on GEPs and gender argumentation, conducting status quo assessment in member organisations leading to the creation of the online map, exchange of good practices through lectures, discussions, and a blog, adapting the GEAM questionnaire to the contexts of member organisations) had been recognised as effective methods of strengthening the capacities of CoP's members to advocate for change in their organisations as well as indirectly supporting the process of institutionalisation of gender equality in member organisations. Encouraging member organisations to introduce gender equality measures and facilitating a structural change in the CEE region's common activities – such as policy briefs and gender equality awards – were seen as essential.

The ACT support tools were assessed as useful for the CoP members to a certain degree. While the Blog was found to be informative about the developments within the CoP and the member organisations and the mailing list – a comfortable way of communicating within the CoP – other functionalities of the Sharing Hub as well as using Twitter for internal communication were not appreciated.

While many CoP members report inhospitable climate surrounding their activities as gender equality advocates, at the same time they recognise a facilitating role of HR Excellence in Research Award or a Responsible Research and Innovation approach in domesticating gender equality audits and other interventions.

The GEinCEE CoP faces some challenges relating to its future agenda, structure, and sustainability. While it has ambitious plans for the future, they need to be developed further and carried out cooperatively. One of the dilemmas that concerns the future development of the structure of the CoP is between expanding the scope of the membership with looser structure and potentially weaker ties and keeping the COP smaller, which could guarantee to maintain smooth communication and strong relations within the CoP. For the sustainability of the GEinCEE CoP after the lifespan of the ACT project, there is also a need for financial resources, which could be gained through a COST Action grant, for example.

The upcoming weeks are devoted to the conduct of the GEAM survey in member organisations and the construction of an online map of gender equality (GE) bodies and legislation. Based on the survey results from individual organisations, it is expected that a joint report will be prepared in late Autumn 2020. An online meeting for the members of participating organisations will be held in September 2020.

A face-to-face meeting is tentatively scheduled for November 2020 in connection with an international conference "Institutional change through implementation of GEPs at the RPOs and RFOs in the CEE countries" organised by the Lithuanian Social Research Centre in Vilnius with the support of the CoP (12-13.11).

Further development of ideas concerning the goals and future activities of the GEinCEE CoP and steps to ensure its sustainability will be carried out after the summer holidays.

ANNEX 1: WORKSHOP AGENDA

Part 1 (22.04)		
TIME		
09.00-09.35	Welcome and update of the ACT project and our CoP (Paulina,	
	Marta, Ewa)	
09.35-10.00	Updates from the members' institutions (All)	
10.00-10.15	Break	
10.15-11.30	Let's evaluate our CoP – a discussion (All)	
Part 2 (15.05)		
9.00-09.30	Welcome and update on GEAM survey (Ewa and Jörg)	
9.30-10.15	Let's consolidate our CoP, part 1 – a discussion (All)	
10.15-10.30	Break	
10.30-11.30	Let's consolidate our CoP, part 2 – a discussion (All)	
Part 3 (27.05)		
10.00-10.30	"Gender inequality in the Czech R&I: data and policies" (Hana	
	Tenglerová)	
10.30-11.00	"The current situation of gender equality among Czech universities	
	and research organizations" (Timea Crofony)	
11.00-11.30	Discussion	

ANNEX 2: LIST OF PARTICIPANTS

Institution	First Name	Last name
University of Wroclaw,	Hanna	Achremowicz
University of Lodz	Patrycja	Chudzicka-
		Dudzik
Centre for Gender and Science Czech Academy of	Timea	Crofony
Sciences		
Central European Institute of Technology Masaryk	Eliška	Handlířová
University		
Jagiellonian University in Krakow	Katarzyna	Jurzak
National Information Processing Institute	Anna	Knapińska
Cardinal Stefan Wyszyński University in Warsaw	Olga	Kotowska-Wójcik
Jagiellonian University in Krakow	Ewa	Krzaklewska
Frederick University	Petroula	Mavrikiou
Lithuanian Social Research Centre (LSRC)	Julija	Mažuolienė
University of Žilina	Veronika	Mešková
Vilnius University, LSRC	Aurelija	Novalskaite
Centre for Gender and Science Czech Academy of	Pavla	Rypackova
Sciences		
Jagiellonian University in Krakow	Paulina	Sekuła
Jagiellonian University in Krakow	Patryk	Sierpowski
Jagiellonian University in Krakow	Ewa	Stoecker
Šiauliai University	Virginija	Šidlauskienė
Jagiellonian University in Krakow	Stella	Strzemecka
Jagiellonian University in Krakow	Marta	Warat
University of Gdańsk	Magdalena	Żadkowska
Cracow University of Technology	Lidia	Żakowska

Part 2 (15.05)

Institution	First Name	Last name
University of Wroclaw	Hanna	Achremowicz
Cracow University of Technology	Zofia	Bryniarska
University of Gdansk	Anna	Chmiel
University of Lodz	Patrycja	Chudzicka-
		Dudzik
Centre for Gender and Science Czech Academy of	Timea	Crofony
Sciences		
Jagiellonian University in Krakow	Katarzyna	Jurzak
National Information Processing Institute	Anna	Knapińska
Cardinal Stefan Wyszyński University in Warsaw	Olga	Kotowska-Wójcik
Jagiellonian University in Krakow	Ewa	Krzaklewska
Frederick University	Petroula	Mavrikiou
Lithuanian Social Research Centre (LSRC)	Julija	Mažuolienė

Fundació Universitat Oberta de Catalunya	Jörg	Müller
Vilnius University, LSRC	Aurelija	Novalskaite
Jagiellonian University in Krakow	Paulina	Sekuła
Jagiellonian University in Krakow	Ewa	Stoecker
Jagiellonian University in Krakow	Stella	Strzemecka
Šiauliai University	Virginija	Šidlauskienė
Jagiellonian University in Krakow	Marta	Warat
Lithuanian Social Research Centre	Sonata	Vyšniauskienė
University of Gdańsk	Magdalena	Żadkowska
Cracow University of Technology	Lidia	Żakowska

Part 3 (27.05)

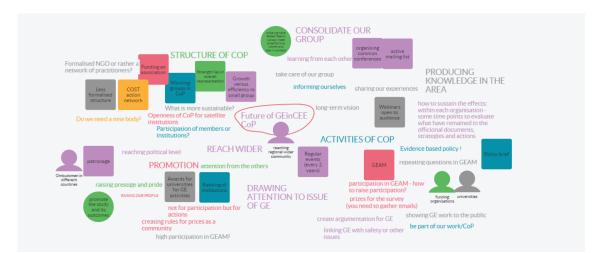
Institution	First Name	Last name
University of Wroclaw,	Hanna	Achremowicz
Central European Institute of Technology Masaryk	Jill	Batdorf
University		
University of Gdansk	Anna	Chmiel
University of Lodz	Patrycja	Chudzicka-
		Dudzik
Centre for Gender and Science Czech Academy of	Timea	Crofony
Sciences		
Central European Institute of Technology Masaryk	Eliška	Handlířová
University		
Cardinal Stefan Wyszyński University in Warsaw	Olga	Kotowska-Wójcik
Jagiellonian University in Krakow	Ewa	Krzaklewska
Frederick University	Petroula	Mavrikiou
Non-academic (Prague)	Jana	Michaličková
University of Žilina	Veronika	Mešková
Vilnius University, LSRC	Aurelija	Novalskaite
Centre for Gender and Science Czech Academy of	Pavla	Rypackova
Sciences		
Non-academic	Veronika	Seehof
Jagiellonian University in Krakow	Paulina	Sekuła
Jagiellonian University in Krakow	Ewa	Stoecker
Jagiellonian University in Krakow	Stella	Strzemecka
Jagiellonian University in Krakow	Stella	Strzemecka
University of Gdańsk	Katarzyna	Świerk
Jagiellonian University in Krakow	Marta	Warat
Centre for Gender and Science	Hana	Tenglerová
Lithuanian Social Research Centre	Sonata	Vyšniauskienė
University of Gdańsk	Magdalena	Żadkowska

ANNEX 3: FOUR QUADRANTS – FEEDBACK ON THE OPERATION OF THE GEINCEE COP

Group 1

Group 1	
 What helped me as an individual? Data – online data Belonging – being part of a network, provide support – moving between personal /institutional Sharing experiences/ideas/achievements – widens understanding Being part oft he group – privilage for me as individual Transfer of knowledge More contacts more persepctives 	 What was useful in my organisation? Geam !!! importance of diagnosis, Geam in Lithuanian – using for evaluating – Lithuanian language is important Contribution of other CoP members to a conference Online maps – informing Western countries – separate work would be more difficult Without community I would not change anything in my institute Stay together and show development in other institutions Tool kit, ERA discussion groups
 What was useful for us as a CoP? Communication – mailing list We can share we are together – not starting from zero, learn about measures Geam again – doing profound diagnosis!!! 	 What did not work, what can be improved? Cooperation in a big group is quite diffcult I am very busy Pandemic It would be important to widen the network I hoped that more people would join from my institution – this personal plan failed Resources – missing Technology is complicated – password changing Gender equality versus antidiscrimination
Group 2	
 What helped me as an individual? Educational and developing experience possibility to know other people, share the knowledge/experiences; Tools: blog is useful – updated information about other institutions; twitter is not useful Tools: workshop in EIGE - helpful in scientific research, getting to know their work, workshop in Krakow on coping with resistance and strategies how to present GE issues Networking; share experience with other experts; possibility to discuss these activities with CoP members; 	 What was useful in my organisation? Easier to present GE issues, develop GE measures with a support from a group. Sharing experiences gives courage and obligations to implement/propose the changes within own institutions/organization. Easier for the organization to realize how GE is important when the institutions is a part of network: institutions does not want to lag behind and it is easier to work if an institution is part of a broader network. Highlighting the importance of HR in Excellence to enhance GE – for the project and institutions.
meeting GE experts from CEE and Poland (previously – contacts with experts from Western Europe) Systematic communicating about the project, face-to-face meeting.	CoP started the gender equality expert group working at the institutions and some activities (such as conference). Importance of online maps for CEE.
Poland (previously – contacts with experts from Western Europe) Systematic communicating about the	group working at the institutions and some activities (such as conference).

Still strong resistance – letter/update to university authorities about
achievements and further goals of CoP
to encourage them to join CoP activities
Hard to understand all CoP activities at
the beginning but with the support of a
team it has been easier to follow
Sharing information from other countries,
inviting other countries to join CoP
activities such as online mapping or
joining CoP
Financial problems – no budget for GE,
difficult to find funding for GE initiatives
(external funding as the main
possibility)



ANNEX 4: GEINCEE COP CONSOLIDATION MIND MAP

ANNEX 5: MATURE YOUR IDEAS – TEMPLATE FOR MATURING AND REFINING IDEAS FOR GEINCEE COP

GEAM survey	
STRENGHTS	POTENTIALS
Quantitative data	Evidence-based
Comparability of data, regionally and	Attract other organisations
internationally, allowing for	Draws attention to GE as such
showing a big picture	Media attention
	Improvement of working conditions
	Used for monitoring of changes in
	organisations
BARRIERS	SOLUTIONS
How to involve all employees?	Atracting attention oft the management,
Political and social climate around	convincing them it is important
gender, GE, gender brings so	Changing the name of GEAM
many negative feelings	Not using "gender"
	GEP – General Equality Plan
	Instead of GE – working conditions of women
	and men; equal working conditions for all, quality of working conditions
	Linking discrimination to safety
	promote GEAM survey and CoP as a part of
	HR AWARD action plan, which helps to
	overcome resistance

POTENTIALS
Motivating organisations for change
May be used in the recruitment process
(employees, attracting students, also
from abroad)
Long term impact
Sell as a good practise for other European projects
SOLUTIONS
Different categories of the award (e.g. for GEAM, for GEP, Best flexible working arrangements, Best recruitment
procedures, being parent-friendly, etc.)
Showing only the best organisations,
instead of ranking –, leaders of",
"Leaders in" (e.g. combating harrasment)
Sending the message about the award to
ministries, RFOs, make visible on the top level,
Given during big, visble events
Connect with our online map (different organisations with different colours)
Methodology well argued, clear rules (working group)

Cooperating with international organisations, associations working in science, gender and science



GenBUDGET – COP: Report on consolidation workshop

Project acronym:	ACT		
Project full title:	Communities of PrACTice for Accelerating Gender Equality and Institutional Change in Research and Innovation across Europe		
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Other partners involved:	NOTUS & TUB		
Dissemination level:	Confidential		
Document version:	2		
Authors:	Laufey Axelsdóttir, Finnborg Salome Steinþórsdóttir, Þorgerður Einarsdóttir		
Due date:	3 July 2020		
Submission date:	31 July 2020		



OBJECTIVES OF THE DELIVERABLE

D 3.2 Report on Consolidation Workshops is a set of seven Consolidation Workshop Reports that aim to maximise the impact of the CoP support activities with potential new CoP members – one for each community of practice. They are confidential reports for members of the consortium only.

CONSORTIUM

The ACT consortium consists of 17 partners: <u>Fundació per a la Universitat Oberta de</u> <u>Catalunya</u> (project coordinator, Spain), <u>Portia</u> (UK), <u>NOTUS</u> (Spain), <u>Joanneum</u> <u>Research Forschungsgesellschaft MBH</u> (Austria), <u>Advance HE</u> (formerly <u>Equality</u> <u>Challenge Unit</u>) (UK), <u>Loughborough University</u> (UK), <u>Facultad Latinoamericana de</u> <u>Ciencias Sociales</u> (Costa Rica¹), <u>Technische Universität Berlin</u> (Germany), <u>Karolinska</u> <u>Institutet</u> (Sweden), <u>Science Foundation Ireland</u> (Ireland), <u>Umweltbundesamt</u> (Germany), <u>Stiftung Deutsches Elektronen-Synchroton</u> (Germany), <u>Centre National de</u> <u>Ia Recherche Scientifique</u> (France), <u>Fundació Centre de Regulació Genòmica</u> (Spain), <u>Uniwersytet Jagiellonski</u> (Poland), <u>Znanstvenoraziskovalni Center Slovenske Akademije</u> <u>Znanosti in Umetnosti - ZRC SAZU</u> (Slovenia), and <u>Haskoli Islands</u> (Iceland).

TERMS OF USE

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To address questions and comments please contact jmuller@uoc.edu

¹ The action will be carried out in the department of UNESCO Regional Chair on Women, Science and Technology in Latin America FLACSO, located in Buenos Aires, Argentina.

AUTHORS AND CONTRIBUTORS

FIRST NAME	LAST NAME	ORGANISATION	CONTRIBUTION
Laufey	Axelsdóttir	University of Iceland	Main author 1
Finnborg Salome	Steinþórsdóttir	University of Iceland	Main author 2
Þorgerður	Einarsdóttir		Main author 3
			Contributor 2
			Contributor 3
			Contributor 4

KEYWORDS

Gender budgeting, consolidation workshop, challenges, COVID-19, sustainability, future steps

ACRONYMS

ACRONYM	MEANING	
DOI	Digital Object Identifier	
EC	European Commission	
EIGE	European Institute for Gender Equality	
EU	European Union	
GE	Gender Equality	
GEP	Gender Equality Plans	
GenBUDGET	Gender Budgeting	
TIP	Targeted Implementation Projects	

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1. INTRODUCTION

In the GenBUDGET CoP, there are eight universities and two research institutions from nine countries distributed over the Nordic countries, Western and Southern Europe. The CoP aims to develop shared knowledge, resources, and practices on how to engage effectively in gender budgeting activities and counteract resistances to gender equality work. Through TIPs, "targeted implementation projects", at their discretion, the CoP members are obtaining in-depth knowledge and expertise on how to integrate a gender dimension into the decision-making processes and ensure more gender-equal outcomes. The implementation of gender budgeting will facilitate institutional change of member institutions.

The GenBUDGET CoP planned a workshop in Iceland in April 2020. As travelling to Iceland is quite time-consuming and expensive for most CoP members, a three-day workshop from 1–3 April 2020 was planned instead of a one-day event. The extra days were necessary for the CoP as most CoP members' meetings are online due to the geographical position of the participating organisations. Therefore, the additional days would give the CoP members more time to strengthen the collaboration between the members and their organisations.

Preparation phase

The workshop required considerable preparation that started after the CoP's first face-to-face meeting in January 2020 in Hamburg. Based on the document ACT D3.2 workshop design_final (delivered by Elizabeth Pllitzer), the workshop agenda (see ANNEX 1) was drafted and adjusted to the GenBUDGET CoP. Following that, a CoP meeting was planned on 13 February 2020. The main objective of the meeting was to discuss the workshop and important aspects of it, i.e. the agenda, hotel accommodations, flight booking, etc. The meeting also included discussions about the support needed to help the CoP grow in number and operational strength, as the focus was also on finding interested parties to participate in the workshop and possibly beyond. The CoP had a great

dialogue about the workshop. Everybody seemed to be eager to participate and had an opinion about the workshop and the support needed. Emails were sent, and social media was utilised (blog/Twitter on 24 February 2020) to advertise the workshop (see ANNEX 2) and find people interested in participating in the workshop. Following the February meeting, further planning of the workshop took place, mostly through email with the CoP members and relevant parties. Thus, it was necessary to receive information on how many days the CoP members wanted to stay in Iceland before booking accommodations, facilities for the meeting, food, etc.

Main challenges due to the COVID pandemics

Three weeks before the workshop the world faced a new challenge, COVID-19, which greatly influenced the workshop arrangements. Due to the pandemic, we decided to postpone the workshop until September 2020 (this happened in the middle of March). All the CoP members were able to change their airline tickets and we were also able to change the hotel bookings. However, at the end of March we were asked to plan an online consolidation workshop no later than May 2020. Therefore, we had to rethink our plan. We thought that one full day would be too much for an online workshop and probably too difficult for some or most CoP members to complete. Therefore, we planned three CoP meetings - two in April 2020 and one in May 2020 – as part of the consolidation workshop. The first meeting was organised on 2 April, the second meeting on 24 April, and the third meeting on 6 May. Instead of two full days of a workshop meeting, each session was only about one and a half hour. Although the meetings were much shorter than the original plan, we set out to maintain the discussion points we had already planned. That made it necessary to change the structure somewhat and skip some parts to simplify the online workshop. This included a reception, a special presentation on gender budgeting, and a final session and close of meeting.

Moreover, COVID-19 has created a delay in the scaling-up process. Before the pandemic, the CoP was in the process of rolling out the community to a broader audience, e.g. by inviting possible members to the GenBUDGET workshop. Instead of cancelling this action, it was postponed and is now planned to take place at a CoP meeting and workshop in Iceland in September, although not confirmed as of now due to travel uncertainties. Since the CoP members were unable to meet faceto-face in Iceland in April 2020, COVID-19 has also affected the growth of the CoP from within. The importance of face-to-face meetings became abundantly clear during the Hamburg meeting, which created a stronger connection between the CoP members. Following that meeting, the CoP members expressed a stronger inclination to contact and help each other when needed. They exchanged contact information at the meeting, and their relationships seem to be much more relaxed than before. Therefore, a face-to-face meeting was a critical step that allowed the CoP to extend their knowledge and develop shared practices on how to challenge gender biases in decision-making through gender budgeting. We hoped that the workshop would support further sustainability of the CoP.

Participants

At the first meeting (2 April 2020), 9 out of 10 organisations (all except Lithuania) and 10 out of 16 members were able to participate in the workshop. At the second meeting (24 April 2020), 7 out of 10 organisations (all except Lithuania, Sweden and Italy) and 8 out of 16 members were able to participate in the workshop. At the third meeting (6 May 2020), 6 out of 10 organisations (all except Sweden, Glasgow, Denmark and Iceland) and 7 out of 16 members were able to participate in the workshop. Laufey Axelsdóttir, Finnborg Salome Steinþórsdóttir and Þorgerður Einarsdóttir participated in all the meetings (see list of participants in ANNEX 3).

2. DESCRIPTION OF WORKSHOP STRUCTURE AND ACTIVITIES

Describe all phases in accordance with the suggested workshop design:

- Introduction
- Interactive Discussion Session I Conditions for effective deployment of ACT support measures (GenPORT+ Knowledge Sharing Hub) and tools (Community Mapping) to promote the 'community of practice' approach.
- Interactive Discussion Session II Conditions for using existing SMART practices (e.g. HRS4R institutional excellence criteria, ASSET Survey) as a driver for promoting the 'community of practice' and creating networks of CoPs.
- Interactive Discussion Session III Conditions for using (lessons from) existing SMART practices (e.g. challenges in achieving EURAXESS HRS4R targets) to enhance the capacity of ACT CoPs to attain their objectives.
- <u>Interactive Discussion Session IV</u> Conditions for achieving consensus among CoP members on how to improve the effectiveness of ACT support measures.

Regarding the workshop design, it was necessary to make some changes to adjust the original design to an online consolidation workshop. The suggested workshop design assumed an introduction. Therefore, we had planned a reception for the CoP members and guests on the first day where the intention was to introduce the purpose and expectation of ACT, the CoP, the workshop, and to introduce the University of Iceland. On the second day, the plan was also that Finnborg Salome Steinþórsdóttir would present gender budgeting, experience from Iceland, and Katarina Bååth would present "Gender neutral processes? Experiences from the Swedish. The Swedish Research Council's gender equality observations". We cancelled these events, as the online workshop did not include any guests. The main emphasis of the three online workshop meetings in April and May 2020, was to get as many people involved as possible and therefore, it was necessary to simplify the structure.

The first online workshop meeting – 2 April 2020

When we received the information at the end of March about the need to plan an online workshop no later than May, it was crucial to think things fast. The GenBUDGET CoP had a CoP meeting scheduled 2 April which created an opportunity to integrate the workshop into the meeting. Thus, the first workshop meeting was planned with short notice, and there was no opportunity to discuss these changes properly with the CoP members prior to the meeting.

At the first meeting the focus was on the CoP practices and ACT supportive measures. COVID-19 also influenced the first meeting, and everyone explained their situation regarding the pandemic. The cocreation toolkit was not used in the meeting, but we found it important to have the whole group together, due to COVID-19.

The first meeting addressed:

- Interactive Discussion Session III: CoP/Practice
 - Lessons from the gender budgeting TIPs to enhance the capacity of GenBUDGET to achieve gender equality objectives.
- Interactive Discussion Session IV: CoP/ACT
 - How to improve the effectiveness of ACT supportive measures in gender budgeting.
- To ensure effective discussion, we suggested that CoP members would prepare the following questions:
 - How is the progress of your TIP?
 - How is your situation regarding TIPs and COVID-19?
 - How do you envision the next steps?
 - What support do you think the CoP needs to enhance knowledge and develop shared Gender Budgeting practices in research organisations?
- Other issues

The meeting began with a discussion on the necessity to rethink the plan of the September workshop. Laufey explained the need to organise an online workshop no later than May, and that it was also a plan to hold the meeting on 7–9 September 2020. Everyone was satisfied with the plan and no objections were made.

Following the discussion of the updated plan, everyone talked about their status and projects. At that point, there was a greater focus on the influence of COVID-19 and the CoP members' experience of increased workload. One CoP member explained how he was swamped because of COVID-19, and another one mentioned that data had already been collected so COVID-19 was not affecting his work much. However, he had some difficulties planning the in-depth interviews and hoped to be back in business in the fall. Yet another CoP member discussed how the pandemic had delayed a webinar she had been planning with five other universities in her country. One CoP member talked about the need to rethink the approach of visiting people for her project. Moreover, still, another member explained how her work on the proposal on gender budgeting and gender equality plans in large hospitals was affected.

Finally, the meeting examined the support that the members think the CoP needs to enhance knowledge and develop shared Gender Budgeting practices in research organisations. First, the need to have an expert to evaluate the projects was discussed. Second, Laufey reviewed the GEAM-survey tool and the possibility of utilising it. The idea came up that the whole group would send the survey out together. It was decided to postpone the debate on the survey until the next meeting. Third, Finnborg suggested the CoP members would introduce the findings of their analysis in more detail at the meeting in September and the possibility of having a presentation of the Equal Pay Certificate at the University of Iceland.

The second online workshop meeting – 24 April 2020

After the first meeting, the impact of COVID-19 had become more evident and we assumed that everyone's workload had increased due to the situation. Therefore, we worried that it might be difficult for the CoP members to participate in the second and third online workshop meetings. We also assumed that all the CoP members were dealing with some side effects of the pandemic, either personal issues or work-related factors related to teaching and/or research. Planning a workshop in this kind of situation was not easy, as we knew that the workshop increased the CoP members' workload even more. Adding an extra burden in an already stressful situation would be demanding. Therefore, we found it important to recognise the circumstances and integrate further discussion on the pandemic in the second online workshop meeting.

At the second meeting, the focus was also on the role of ACT support measures on the community and on how to improve the effectiveness of ACT measures in gender budgeting. We found it important to use the cocreation toolkit in the second meeting as the plan was to dig a little deeper into the discussion on ACT supportive measures. We learned to appreciate the toolkit in our Hamburg meeting and knew that it offers various methods to support productive conversation. However, few of those methods are aimed at online meetings, making it more challenging to be used in such meetings. When we planned the face-to-face workshop, we were looking forward to choosing more freely, but the online workshop limited our options. However, as the CoP members enjoyed being divided into smaller groups at the Hamburg meeting, we wanted to do something similar at the online workshop. After some consideration and discussion about the toolkit, it was decided to use 1-2-4-All together with Zoom breakout rooms during the first workshop meeting.

The second meeting addressed:

- Tour de table
 - We understand that your circumstances might have changed dramatically due to the COVID-19 lockdowns and that you might not be available to fully participate in the online workshop due to family commitments, health, or other responsibilities. We assume the crisis has affected your

situation as it has affected ours, and therefore want to begin the meeting by inviting you to discuss experiences of the crisis and how it is affecting your situation (work and/or personal life). If you are interested, you can also share #hashtags (in Zoom comments) about how you feel and/or how the situation is affecting your personal life/work.

- Interactive Discussion Session I: ACT/Community
 - Conditions for effective deployment of ACT support measures and tools to promote the community of practice approach.
- Interactive Discussion Session IV: CoP/ACT
 - How to improve the effectiveness of ACT supportive measures in gender budgeting.
- To ensure effective discussion, we suggested that CoP members prepared the following questions:
 - What is your experience of using the ACT community support measures (e.g., Knowledge Sharing Hub (https://genbudget.act-on-gender.eu), GenPORT (https://www.genderportal.eu)) to achieve gender equality objectives?
 - What are the main benefits of the support activities already received?
 - Are there some resources/support missing in your opinion? If so, which ones?
- Other issues, questions, needs

The meeting began with a tour de table and a discussion on COVID-19. The CoP members discussed how the pandemic had created increased workloads with online teaching and student support. According to them, the situation is affecting students significantly as some of them are having difficulties with their studies and/or have lost their jobs. Some of the CoP members are experiencing more family responsibility than before the pandemic, especially childcare and home schooling. Others mentioned that following the pandemic, much focus has been on societal, large-scale consequences of COVID-19 and how inequalities were made visible. Another topic was what we, as academics and more privileged citizens, can do. It was clear that the CoP members are concerned, even though they, or their relatives, have not been affected health-wise by the virus.

Following the discussion on COVID-19, we had two rounds of interactive discussions using breakout rooms (which Laufey managed). First, the CoP members spent one minute on their own, thinking about the questions they had received with the agenda (see above). Second, the participants were divided into groups of two or three to discuss their thoughts and experiences for about three minutes. And third, they were split into two groups of four or five to discuss the questions for about eight minutes. Finally, we all came back together.

A general agreement was that the resources on the Knowledge Sharing Hub need to be more focused. The CoP members think it is difficult to find what you need there. The question was raised if it is possible to divide the resources into folders or have a summary of the file content. Another was if the tools offer a survey to send out and monitor attitudinal changes in the institutes. The possibility of using the GEAM survey was discussed in this respect. The main conclusion is that the CoP needs to be more interactive, have an active forum, email, and a sub-conference list. It would be great to be able to send alerts when someone starts a discussion in the forums. One way to do that is to use the five-minute favours and ask for them.

The third online workshop meeting – 6 May 2020

At the third meeting the focus was on the CoP's practices and how the CoP members foresee the CoP's next steps. Again, it was decided to use the method 1-2-4-All and Zoom breakout rooms as it was successful in the second workshop meeting. Although the focus was on TIPs as a driver for promoting a community of practice, the CoP members were encouraged to prepare for the discussion on the TIPs by looking at their own TIPs and the 'SMART criteria' method (https://genbudget.act-on-

gender.eu/toolkits/smart-criteria), while reflecting on their TIPs. This was done as the method might be helpful for the CoP members to define and understand the goals that lead to understanding and motivation of the team or oneself through five criteria: specific goals, measurability, attainability, realism, and time.

At the beginning of the meeting the CoP members were divided into smaller groups. To reflect on the key question of "How do you foresee the CoPs next steps?", we had two rounds of discussion with breakout rooms.

The third meeting addressed:

- Interactive Discussion Session II: Community/Practice
 - Conditions for using gender budgeting TIPs as a driver for promoting a community of practice and enhancing knowledge on how to use the strategy to challenge gender biases in decision making.
- To ensure effective discussion, we suggested that CoP members prepared the following questions:
 - How do you foresee the CoPs next steps?
 - How are the gender budgeting TIPs useful to achieve gender equality objectives?
 - Do you foresee any actions taken to facilitate equality?
 - How do you foresee your role in maintaining the CoP? (e.g. working groups, smaller discussion groups, contribute to blogs, initiative, responsibility, etc.)
 - Do we need a timeframe for what we decide upon?
 - Are TIPs a useful approach, or do we need to rethink the approach?
- Other issues, questions, needs
 - o GEAM survey tool

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(https://zenodo.org/record/3476726#.Xpgou8j7SUm): It would
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be great if you could take a look at the survey before the meeting and be prepared to discuss:

- Is there interest among CoP members to use, either the complete survey or part of it? (we could for instance focus on section 3.1 and 3.2).
- Is there interest among CoP members to send out the survey and collect data as a group?
- Questions, needs...?

After a short chat, we had two rounds of interactive discussions on the community of practice using breakout rooms (which Laufey managed). The arrangement was the same as in the second meeting. First, the CoP members spent one minute on their own, thinking about the questions they had received with the agenda (see above). Second, the participants were divided into groups of two to discuss their thoughts/experiences for about three minutes, and third, they were distributed into two groups of three to discuss the questions for about eight minutes. Finally, we all joined back together.

The first round discussed how the CoP members foresee the CoP's next steps and how the gender budgeting TIPs are useful to achieve gender equality objectives. Also, if the CoP members anticipate any actions to be taken to facilitate equality. The CoP members believed that it would be good to have clear instructions on how to do things as it is often difficult to get a commitment from the higher-ups. The gender equality and diversity committees may be high profile, but they are powerless, and the CoP members need to find ways to convince those at the top that things are doable. Therefore, the CoP members think there is a need for some sort of simple instructions on how to begin the work. The lack of knowledge about gender budgeting and gender equality in institutions was discussed. The CoP members explained these matters and that they face a lot of challenges in their work, for example, in ICT companies. These companies are often small with few employees and don't have the resources for one extra person. Moreover, some members are experiencing resistance, e.g. from decision-makers that have the authority to block gender equality implementation processes. The CoP needs to find ways to convince top decision-makers to do gender budgeting and get around the institutional barriers. The CoP members, for instance, mentioned that it is vital to have the support from the GenBUDGET group and to have the TIPs, as the TIPs are helping them to get things done within their organisations. One member mentioned that being part of the ACT project and the GenBUDGET CoP pushes forward gender equality projects. Moreover, CoP members are concerned about gender equality work because of financial cuts due to COVID-19.

The second round discussed how the CoP members foresee their role in maintaining the CoP (e.g. working groups, smaller discussion groups, contributions to blogs, initiatives, responsibility, etc.) Also, if the CoP needs a time frame for the decisions made and if the TIPs are a useful approach or if we have to rethink the strategy. The group discussed how the tools (co-creation toolkit) are helpful in physical and virtual meetings. The tools help the CoP members find things in common, both positive elements and hindrances, creating a learning process. They find the TIPs helpful to get things done and all the CoP members found that being a part of an international project supported their work. Having this frame is important for them. However, they also think it might be helpful to create smaller working groups where interested members meet an discuss, as they believe that might help the CoP move forward purposefully and support the implementation process. Then the groups could present their findings and work to the bigger group.

The CoP members also addressed how having a time frame for CoP activities is essential to move forward. They believe it could be useful for the CoP if members write a blog once a month about something related to their work. Furthermore, the group suggested having webinars on specific topics, with an introduction and discussion. This could either be someone in the group or from outside. An outsider might, for instance, be Yvonne

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Benschop from the Netherlands. The CoP members might also take turns presenting the findings.

Finally, the CoP members had a good discussion about the GEAM survey tool. Laufey explained how a specific site had been set up for the GEAM survey, and a support email list had been created across CoPs to answer questions and exchange experiences. Also, at that time, two surveys had been launched in Spain and Argentina. The survey sent in Spain finished with quite good results, i.e. their staff was motivated to respond due to the broad scope of the questionnaire. Each institution needs to adapt the GEAM to their needs, such as delete or add new questions as they see fit. Moreover, CoP members need to consider that the strength of the tool lies in generating comparable data across organisations and countries. Since this is an online survey, there is no need for resources to send it out. There are several options for distributing the survey electronically.

Some members were interested in using the survey, but others experienced some survey fatigue. Thus, we should be concerned about how to use it and not collide with other surveys conducted locally. They also believe that there should be a specific goal in using the survey, as well as to hear more about why other CoPs are using it. Aurelija from Vilnius University shared her thoughts, as she has experience using the tool in another CoP. According to her, there were no general aims. They wanted to collect comparable data in the region, and this was an excellent opportunity to explore the status quo. Using the survey to keep track of changes and to evaluate was another idea that came up. The CoP members found it difficult to decide whether to use the survey or not, and they want to think about it.

The CoP members decided to have a CoP meeting at the beginning of June to plan the future steps regarding the GEAM survey, blogs, webinar and working groups.

3. CONCLUSION: LESSONS LEARNED AND FUTURE STEPS

Even though we had to change the workshop structure and organise an online workshop instead of a face-to-face workshop in Iceland, the workshop was a success. By planning questions for the CoP members to elaborate on, use the method 1-2-4-All and recognising the influence of COVID-19 on the CoP, the CoP members were able to have interactive discussions about the CoP practices, ACT supportive measures and how the CoP members foresee the CoP's next steps.

Of course, it would have been ideal if more CoP members could have participated in the second and third meeting. Still, giving the circumstances created by the COVID-19, we believe the participation reflects the CoP members' dedication to maintaining the CoP.

Moreover, it became apparent in the online workshop that the CoP members are wholly focused on the consolidation of the CoP. The discussions included how the CoP members can take over the blog posts, the need to organise smaller working groups, creating a webinar, and possible uses of the GEAM survey. Following the workshop's discussion on how the CoP members foresee the CoP's next steps, some decisions have been taken about future actions to a sustainable CoP. Starting in September 2020, the CoP members will manage the blog posts, but each organisation will take one month. The arrangement will be quite flexible. The idea is that the CoP members write one blog post in the month they have been allocated. However, if CoP members prefer, they can also write several shorter blogs. One of the CoP members will share a document with instructions for the blog posts.

The CoP is also planning a webinar in the autumn/winter, perhaps 1 or 2 December 2020, with presentations from two to three CoP members and someone from the outside, e.g., Yvonne Benschop. Maite and Daniel would like to present some of their findings in December as would Porgerður and Finnborg. Whether the event will include some guests (e.g. selected from the CoP members' institutions or network) or if the webinar will be open to the public, has not yet been decided.

In the consolidation workshop, there were some discussions about creating smaller working groups. Following that, three groups have been suggested: one on research funds, another group that would focus on the COVID-19 and its influences on research institutions, and finally a group on the gender pay gap. The plan is that the groups will send meeting invitations in the autumn.

Given that this is mostly an online CoP and online support, we believe the CoP has come quite far in their work towards a sustainable CoP. However, we also think it would be beneficial for the CoP if CoP members were able to meet in Iceland as planned. The uncertainty due to COVID-19 is continuing and the CoP members' institutions have not yet decided on any guidelines. It is quite challenging to decide upon this as there are different rules in the countries and/or organisations. It was decided to await further developments regarding post-COVID-19 opening, but to keep it on the agenda – evaluate it at the end of July or beginning of August. We might need to postpone the meeting until December 2020 or even spring 2021.

ANNEX 1: WORKSHOP AGENDA

GenBUDGET: Workshop agenda Reykjavík, April 1-3, 2020

Venue (Day 1):

Venue (Day 2 and

3): Sturlugata 3 School of Social Sciences 102 Reykjavík https://www.hi.is/oddi https://www.hi.is/stakkahlid

Stakkahlíð 1 School of Education 105 Reykjavík

https://www.hi.	Day 1: Wednesday 1st April 2020			
16:00-16:30 Welcome				
16:30-17:45	GenBUDGET CoP meeting			
10.30-17.43	Touch base on the status the TIPs, share our experiences and thoughts.			
18:00-20:00				
18.00-20.00	Reception: CoP members and guests			
	Introduction to the purpose and expectation of ACT, the CoP and the workshop.			
	Introduction to University of Iceland. Refreshments will be served			
Day 2: Thursday 2 nd April 2020				
8:45-9:00	Welcome			
9.00-9:15	Presentation on gender budgeting			
	Finnborg Salome Steinþórsdóttir, University of Iceland			
9:15-9:45	"Gender neutral processes? Experiences from the Swedish. The Swedish			
	Research Council's gender equality observations"			
	Katarina Bååth, Örebrö University			
9:45-10:15	Coffee break			
10:15-11:45	Interactive Discussion Session I: ACT/Community (1.5 h)			
	Conditions for effective deployment of ACT support measures and tools to			
	promote the community of practice' approach			
12:45-13:00	Lunch			
	Klambrar: https://klambrarbistro.is/ (to be confirmed)			
13:00-14:30	Interactive Discussion Session II: Community/Practice (1.5 h)			
	Conditions for using gender budgeting TIPs as a driver for promoting a			
	community of practice and to enhance knowledge on how to use the strategy			
	to challenge gender biases in decision making.			
14:30-14:45	Coffee break			
14:45-16:15	Interactive Discussion Session III: CoP/Practice (1.5 h)			
	Lessons from the gender budgeting TIPs to enhance the capacity of			
	GenBUDGET to achieve gender equality objectives			
16:15-17:00	Gender Budgeting Experiences from the Government Offices			
	Marta Birna Baldursdóttir, Ministry of Finance and Economic Affairs			
19:00-21:00	Dinner			
	Ghandi restaurant: https://gandhi.is/?lang=en			
Day 3: Friday 3 rd April 2020				
8:45-9:00	Welcome			

9:00-10:30	Interactive Discussion Session IV: CoP/ACT (1.5 h)	
	How to improve the effectiveness of ACT supportive measures in gender	
	budgeting	
10:30-11:00	Coffee break	
11:00-12:00	Final session and close of meeting	
	Bringing it all together and concluding remarks	

ANNEX 2: ADVERTISEMENT

GenBUDGET Workshop Reykjavík, Iceland, April 1-3, 2020

The ACT GenBUDGET Community of Practice (CoP) invites potential new partners (academics, practitioners and experts) to a workshop on gender budgeting in research performing organisations.

The vision of GenBUDGET, a CoP in the H2020 funded ACT project, is to build a community that enhances knowledge and develops shared practices on how to challenge gender biases in decision-making of research performing organisations by the means of Gender Budgeting. The aim of the workshop is to present the CoP's experience and continue the consensus building of gender budgeting practices. The workshop addresses the CoP's challenges and needs to develop and implement effectively gender budgeting and for achieving institutional change.

GenBudget can invite and cover partially the cost (accommodation+meals during the workshop) for <u>20 participants</u>. We invite participants that are interested in developing gender budgeting in Research Performing Organizations and/or have institutional support for advancing gender+equality (preferably both).

Please send an email to <u>laa@hi.is</u> (Laufey Axelsdóttir) to register your interest in attending the workshop. Following information are needed no later **than March 2**, **2020**: Full name, affiliation and how you fit the criteria.

About the ACT project: ACT is a Horizon 2020 project that seeks to advance gender equality at universities, research centres and research funding organisations. Its aims at addressing common needs and improving assessment on gender equality regarding: gender balance in career progression, gender balance in decision-making positions, and integrating the gender dimension into research content and teaching. The project has set-up and supported 7 network of Communities of Practice (CoPs) as agents to develop gender equality actions at research performing and research funding organizations in the European Research Area.

GenBUDGET: Workshop agenda (draft) Reykjavík, April 1-3, 2020

Venue (Day 1):

Venue (Day 2 and

3):

Sturlugata 3 School of Social Sciences 102 Reykjavík https://www.hi.is/oddi https://www.hi.is/stakkahlid Stakkahlíð 1 School of Education 105 Reykjavík

https://www.hi.is/stakkahlid		
Day 1: Wednesday 1st April 2020		
16:00-16:30	Welcome	
16:30-17:45	GenBUDGET CoP meeting	
18:00-20:00	Reception: CoP members and guests	
	Day 2: Thursday 2 nd April 2020	
8:45-9:00	Welcome	
9.00-9:15	Presentation on gender budgeting [Finnborg Salome Steinþórsdóttir]	
9:15-9:45	"Gender neutral processes? Experiences from the	
	Swedish. The Swedish Research Council's gender equality	
	observations" [Katarina Bååth]	
9:45-10:15	Coffee break	
10:15-11:45	Interactive Discussion Session I: ACT/Community (1.5 h)	
11:45-13:00	Lunch	
13:00-14:30	Interactive Discussion Session II: Community/Practice (1.5 h)	
14:30-14:45	Coffee break	
14:45-16:15	Interactive Discussion Session III: CoP/Practice (1.5 h)	
16:15-17:00	Presentation on Gender Budgeting	
19:00-21:00	Dinner	
Day 3: Friday 3 rd April 2020		
8:45-9:00	Welcome	
9:00-10:30	Interactive Discussion Session IV: CoP/ACT (1.5 h)	
10:30-11:00	Coffee break	
11:00-12:00	Final Session and close of meeting	

ANNEX 3: LIST OF PARTICIPANTS

Institution	First Name	Last name
1st online meeting		
University of Iceland	Sveinn	Guðmundsson
Birmingham University	Fiona	Carmichael
	Scott	Taylor
University of Southern	Peter	Bjelskou
Denmark		
Universidad Carlos III de	María Teresa	Alameda
Madrid		
Örebro University	Katarina	Bååth
Western Norway	Hilde	Corneliussen
Research Institute		
Fondazione Giacomo	Sylvia	Sansonetti
Brodolini		
RSCI - Royal College of	Julia	Morrow
Suregons in Ireland		
Glasgow Caledonian	Angela	O'Hagan
University		
GenBUDGET	Laufey	Axelsdóttir
	Þorgerður	Einarsdóttir
	Finnborg S.	Steinþórsdóttir
2nd online meeting		
University of Iceland	Sveinn	Guðmundsson
Birmingham University	Fiona	Carmichael
University of Southern	Peter	Bjelskou
Denmark		
Universidad Carlos III de	María Teresa	Alameda
Madrid	Daniel	Pérez
Western Norway	Gilda	Seddighi
Research Institute		

RSCI - Royal College of	Sarah	Fink
Suregons in Ireland		
Glasgow Caledonian	Angela	O'Hagan
University		
GenBUDGET	Laufey	Axelsdóttir
	Þorgerður	Einarsdóttir
	Finnborg S.	Steinþórsdóttir
3 rd online meeting		
Birmingham University	Fiona	Carmichael
	Scott	Taylor
Universidad Carlos III de	Daniel	Pérez
Madrid		
Örebro University	Katarina	Bååth
Western Norway	Gilda	Seddighi
Research Institute		
Fondazione Giacomo	Sylvia	Sansonetti
Brodolini		
Vilnius University	Aurelija	Novelskaite
GenBUDGET	Laufey	Axelsdóttir
	Þorgerður	Einarsdóttir
	Finnborg S.	Steinþórsdóttir



GENERA Network – C consolidation workshop

COP: Report

on

Deliverable No 3.2

Project acronym:	ACT
Project full title:	Communities of PrACTice for Accelerating Gender Equality and Institutional Change in Research and Innovation across Europe
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Authors:	Lisa Kamlade, Lia Lang, Thomas Berghöfer
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OBJECTIVES OF THE DELIVERABLE

D 3.2 Report on Consolidation Workshops is a set of seven Consolidation Workshop Reports that aim to maximise the impact of the CoP support activities with potential new CoP members – one for each community of practice. They are confidential reports for members of the consortium only.

CONSORTIUM

The ACT consortium consists of 17 partners: <u>Fundació per a la Universitat Oberta de</u> <u>Catalunya</u> (project coordinator, Spain), <u>Portia</u> (UK), <u>NOTUS</u> (Spain), <u>Joanneum</u> <u>Research Forschungsgesellschaft MBH</u> (Austria), <u>Advance HE</u> (formerly <u>Equality</u> <u>Challenge Unit</u>) (UK), <u>Loughborough University</u> (UK), <u>Facultad Latinoamericana de</u> <u>Ciencias Sociales</u> (Costa Rica¹), <u>Technische Universität Berlin</u> (Germany), <u>Karolinska</u> <u>Institutet</u> (Sweden), <u>Science Foundation Ireland</u> (Ireland), <u>Umweltbundesamt</u> (Germany), <u>Stiftung Deutsches Elektronen-Synchroton</u> (Germany), <u>Centre National de</u> <u>Ia Recherche Scientifique</u> (France), <u>Fundació Centre de Regulació Genòmica</u> (Spain), <u>Uniwersytet Jagiellonski</u> (Poland), <u>Znanstvenoraziskovalni Center Slovenske Akademije</u> <u>Znanosti in Umetnosti - ZRC SAZU</u> (Slovenia), and <u>Haskoli Islands</u> (Iceland).

TERMS OF USE

This document has been developed within ACT, a Coordination and Support Action project funded by the European Union's Horizon 2020 research and innovation programme.



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To address questions and comments, please contact jmuller@uoc.edu

¹ The action will be carried out in the department of UNESCO Regional Chair on Women, Science and Technology in Latin America FLACSO, located in Buenos Aires, Argentina.

AUTHORS AND CONTRIBUTORS

FIRST NAME	LAST NAME	ORGANIZATION	CONTRIBUTION
Lisa	Kamlade	DESY	Main author 1
Lia	Lang	DESY	Main author 2
Thomas	Berghöfer	DESY	Main author 2

KEYWORDS

consolidation workshop, GEAM tool, GENERA Network CoP, working groups, General Assembly

ACRONYMS

ACRONYM	MEANING
DOI	Digital Object Identifier
EC	European Commission
EIGE	European Institute for Gender Equality
EU	European Union
GE	Gender Equality
GEP	Gender Equality Plans
WG	Working Group
CoP	Community of Practice
GENERA	Gender Equality Network in the European Research Area

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1. INTRODUCTION

The GENERA CoP is embedded within the GENERA Network striving for collaboration on institutional change towards gender equality in physics research and neighbouring fields. The GENERA Network CoP is committed to the goal of monitoring and improving the implementation of gender equality by GEPs and measures in the fields of physics research and STEM and share the vision of a diverse and open research culture within the physics community and beyond.

During the first GENERA Network CoP General Assembly meeting in September 2019, five thematic WGs were formed to work on (1) the collection and analysis of the annually collected sex-disaggregated data from member institutions, (2) the definition of the GENERA vision and future strategy, (3) dissemination and a website, (4) the development of workshop sessions on career development issues with a focus on gender and diversity, and (5) the gender dimension in physics research.

The GENERA Consolidation Workshop was planned to introduce into the project and present the developed ACT tools. Ample time was scheduled to allow the five WGs to get to know each other better (expertise & aims & needs), to continue with their work, and to report their progress to the entire GENERA Network CoP. Furthermore, the Consolidation Workshop was expected to enable a discussion of overarching issues and dependencies between the individual WGs and planning the next steps.

The original plan was to organise the Consolidation Workshop as a face-to-face meeting on 22-23 April 2020 in Rome. However, the lockdown related to the COVID-19 crisis did not allow any travel in Europe, and the meeting had to be transformed into a two-day online workshop. Within these new developments and all the participants working from home, a new unforeseen scenario had to be considered. The sessions were shortened, and more breaks were added so that participants could join the meetings and manage all their other duties, such as care responsibilities.

2. DESCRIPTION OF WORKSHOP STRUCTURE AND ACTIVITIES

In the following, the individual sessions of the virtual two-day Consolidation Workshop will be described. The suggested workshop design has been adjusted and tailored to the needs of the GENERA Network CoP.

Day 1:

Introduction & Welcome

The GENERA Network CoP Coordination Team and the GENERA Network CoP Chairs welcomed all the participants and introduced the goals and the agenda of the workshop. New GENERA Network CoP members were welcomed and had the chance to introduce themselves.

Arn Sauer (UBA, seed partner of the GENERA Network CoP) introduced the ACT project, presented its progress, and gave an overview of the developed tools. The Gender Equality Audit and Monitoring (GEAM) Tool was presented and discussed, particularly on how to tailor it to the national and discipline context (physics).

After the Introduction & Welcome, the Consolidation Workshop was followed by the five individual WG sessions:

Individual WG Sessions 10:45-11:30: WG 1 Data 11:45-12:30: WG 4 Careers 13:30-14:15: WG 5 Gender Dimension 14:30-15:15: WG 3 Dissemination 15:30-16:15: WG 2 Vision

During each of the sessions, the working groups prepared a presentation for the next day. The goal was to set up an effective plan and targets for the upcoming months. The outcomes of each session were presented on the second day of the meeting.

Originally it was planned that in each session only the WG members would come together. Typically, GENERA CoP members attend one or two of the WGs according to their interest and expertise. However, it turned out that almost all of the participants of the Consolidation Workshop were so interested that they also joined other WG sessions as guests. This led to a fruitful discussion and helped prepare the presentations of the WGs on DAY 2.

DAY 2:

Presentations of the WGs

On the second day, the WGs presented their status reports.

The objective of WG 1 is to annually collect and analyse the sex-disaggregated data from the GENERA Network CoP members as part of a long-term monitoring effort. The members of WG 1 met three times (16 Dec 2019, 11 Feb 2020, and 22 April 2020) to inspect the data provided by the GENERA Network CoP members, asked members for revised data sets when needed, discussed and designed the visual presentation of the data in an annual summary report and possible improvements of the collected data set. The next steps of WG 1 are to compile short descriptions of the GENERA Network members' institutions to be included in the annual data report, prepare all graphics, and finish the report.

WG 2 was established to define a mid-term and long-term vision and strategy to sustain the GENERA Network CoP beyond the lifetime of the ACT project. The activities of WG 2 started with an investigation of future funding possibilities for the purpose of the CoP. On 22 January 2020 WG 2 organised an online meeting for the entire CoP to present the COST program. WG 2 then met on 8 April 2020 and 22 April 2020 to discuss the preparation of a Strategy and Action Plan describing goals, priorities, actions, and resources. Furthermore, activities on the policy level, which have only been mentioned in the GENERA Network CoP MoU, shall be specified. The Strategy and Action Plan, as well as the activities on the policy level, shall be prepared after the Consolidation Workshop so that the General Assembly can endorse these plans on its next meeting in September 2020.

WG 3 takes care of all dissemination tasks within GENERA Network CoP and maintains the GENERA Network CoP website and the GENERA CoP blog page on the ACT website. To define and review the ongoing work, WG 3 met twice – on 9 Dec 2019 and 22 Apr 2020. It was discussed that under current conditions (no conferences or meetings in person) the focus of WG 3 should be on the creation of online activities/materials, e.g. the release of a short monthly newsletter, a one-page flyer describing GENERA Network CoP, and extending the operations to LinkedIn.

WG 4 aims at designing and implementing a workshop on career development issues for early career researchers bringing in a gender and diversity perspective. WG 4 met four times (18 Dec 2019, 28 Feb 2020, 7 Apr 2020, and 22 Apr 2020) and started with a collection of related workshop material already existing in the member institutions. A concept and first draft version of the workshop was prepared. This work shall be concluded in the coming months by regular meetings of WG 4. Afterwards, pilot testing shall start.

During the session, the participants of the WG discussed and agreed to mandatory and flexible elements of the workshops. Furthermore, members of the WG suggested potential GENERA CoP organisations to pilot the workshop in autumn 2020. One benefit of having additional participants joining the session within the overall Consolidation Workshop was that further training recommendations and good practices were collected to be integrated within the concept (e.g. Lund University: See the human beyond – an anti-discrimination training programme).

The objective of WG 5 is to investigate the gender dimension in physics research. This WG met twice – on 2 Feb 2020 and 22 Apr 2020. An inventory of existing knowledge has been started, entry points into this subject have been defined, and a virtual journal club has been launched. The next steps will be to plan action steps, find experts, and invite to a workshop in 2021.

Overarching Issues & Dependencies between WGs

An open discussion was led with the participants of the Consolidation Workshop on the progress of the individual WGs and how to consolidate the separate steps and results. The importance of a regular exchange among the WGs (one can also call them small CoPs) was highlighted. To give one example of stimulating overlappings, WG 5 suggested providing content for the workshop being developed within WG 4. WG 1 offered to share outcomes of the data collection with WG 5 to show the continuing gender imbalance in GENERA CoP member institutions to be presented to early-career researchers. The necessity of insights in all the ongoing activities is also of great importance for WG 3 to help define potential content for the dissemination platforms (ACT Blog, Twitter, e.g.). Furthermore, it was discussed that during the next online meetings of the GENERA Network CoP, gender aspects related to the COVID-19 crisis and the lockdown should be investigated.

Closing Session

The Consolidation Workshop was concluded with an exchange of ideas on how to sustain GENERA Network beyond the lifetime of the ACT project. The participants were asked to discuss ideas within their institutions and to prepare a more concrete exchange for the GENERA CoP Network General Assembly in September 2020. The General Assembly meeting has been scheduled for 14-15 Sep 2020."

In case this meeting cannot be organised as a face-to-face meeting, it will be transformed into an online session.

3. CONCLUSION: LESSONS LEARNED AND FUTURE STEPS

Forced by the lockdown, it was impossible to meet in person for the Consolidation Workshop, and the sessions could only be held online. The meeting was overshadowed by the unclear situation of the COVID-19 pandemic and the various real-life challenges of the CoP members. Some of them were overwhelmed by the extra workload and care responsibilities and, therefore, were not able to attend the sessions. It was imperative to pay attention to the current situation and give the participants time to talk about their challenges. Altogether this has led to a great sense of belonging to the GENERA Network CoP.

Overall the Consolidation Workshop was successful, and it was possible to address all scheduled topics and make progress with all GENERA Network CoP activities. The five WGs have a clear idea of which steps they want to take next. The General Assembly meeting in September is the next major event in the GENERA Network CoP.

One of the primary topics of the General Assembly meeting in September will be the development of the working groups. Therefore the working groups are still setting up virtual sessions to discuss and decide on their future targets. It is essential for the whole GENERA Network CoP to remain together and to continue the work within the working groups past the ACT project.

The global pandemic did not only challenge the preparation, moderation, and follow-up of the Consolidation Workshop. It also challenged and increased the overall duties of a CoP facilitator (team) within the GENERA Network CoP that had to be more caring, motivating, and understanding of everyone's situations. On a positive note, GENERA members have experienced and are now used to working and collaborating virtually and not only in face-to-face meetings held once or twice a year. A switch to virtual working environments was not a problem. However, what was challenging for GENERA Network CoP members was attending meetings and especially preparing tasks for the WGs while handling their care responsibilities (homeschooling, elderly care, etc.), additional workload with the transition to online teaching as well as exams and increased stress and mental health issues. There were also cases of COVID-19 infections among the GENERA members and their relatives that lead to solidarity and emotional support within the CoP.

Overall, the crisis slowed down some of the planned activities, but it strengthened solidarity and fostered the social cohesion within the CoP.

ANNEX 1: WORKSHOP AGENDA

	Day 1:
10:00-10:30	Welcome & Setting the Stage
	Welcome of the Coordination Team
	 Development of the Network/CoP
	Developments in ACT project: GEAM tool
10:45-16:15	Individual Working Group (WG) Sessions:
	10:45-11:30: WG Data
	11:45-12:30: WG Careers
	13:30-14:15: WG Gender Dimension
	14:30-15:15: WG Dissemination
	15:30-16:15: WG Vision
19:00	Imaginary Dinner
	Day 2:
10:00-12:00	Presentation of Working Groups
	Status, Results & Next Steps
12:00-12:30	Overarching Issues & Dependencies between WGs
14:00-15:00	Closing Session
	 Sustainability of the GENERA CoP
	Madrid General Assembly Meeting (Sept. 2020)
	Summary & Conclusion

ANNEX 2: LIST OF PARTICIPANTS

Institution	First Name	Last name
INFN	Roberta	Antolini
CNRS	Mathieu	Arbogast
INFN	Silvia	Arezzini
CNR	Sveva	Avveduto
GSSI	Chiara	Badia
DESY	Thomas	Berghöfer
Nicolaus Copernicus University	Beata	Bielska
GSSI	Denise	Boncioli
University of Lund	Tomas	Brage
CERN	Louise	Carvalho
Universidad de Alcalá	Luis	Del Peral
CNR	Ilaria	Di Tullio
Weizmann Institute	Meytal	Eran Jona
The Cyprus Institute	Andreas	Gavrielides
IAC	Monique	Gomez
CNR	Daniela	Luzi
DESY	Lisa	Kamlade
University of Latvia	Teodora	Kirova
DESY	Lia	Lang
FNP	Marta	Łazarowicz
INFN	laia	Masullo
Uni Limerick	Deirdre	Ni Eidhin
INFN	Sabina	Pellizzoni
ESO	Francesca	Primas
Universidad de Alcalá	Maria D.	Rodriguez Frias
Vilnius University	Dalia	Šatkovskienė
UBA	Arn	Sauer
SNF	Jana	Segmehl
University of Helsinki	Eija	Tuominen
Portia	Claartje	Vinkenburg
University of Limerick	Gráinne	Walshe



LifeSciCoP: Report on consolidation workshop

Deliverable No 3.2

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OBJECTIVES OF THE DELIVERABLE

D3.2 Report on Consolidation Workshops is a set of seven Consolidation Workshop Reports that aim to maximise the impact of the CoP support activities with potential new CoP members – one for each community of practice. They are confidential reports only for members of the consortium.

CONSORTIUM

The ACT consortium consists of 17 partners: <u>Fundació per a la Universitat Oberta de</u> <u>Catalunya</u> (project coordinator, Spain), <u>Portia</u> (UK), <u>NOTUS</u> (Spain), <u>Joanneum</u> <u>Research Forschungsgesellschaft mbH</u> (Austria), <u>Advance HE</u> (formerly <u>Equality</u> <u>Challenge Unit</u>) (UK), <u>Loughborough University</u> (UK), <u>Facultad Latinoamericana</u> <u>de Ciencias Sociales</u> (Costa Rica¹), <u>Technische Universität Berlin</u> (Germany), <u>Karolinska Institutet</u> (Sweden), <u>Science Foundation Ireland</u> (Ireland), <u>Umweltbundesamt</u> (Germany), <u>Stiftung Deutsches Elektronen-Synchrotron</u> (Germany), <u>Centre National de la Recherche Scientifique</u> (France), <u>Fundació Centre de Regulació Genòmica</u> (Spain), <u>Uniwersytet</u> <u>Jagielloński</u> (Poland), <u>Znanstvenoraziskovalni center slovenske akademije</u> <u>znanosti in umetnosti – ZRC SAZU</u> (Slovenia), and <u>Haskoli Islands</u> (Iceland).

TERMS OF USE

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For any questions and comments, please contact <u>imuller@uoc.edu</u>.

¹ The action will be carried out in the department of UNESCO Regional Chair on Women, Science and Technology in Latin America FLACSO, located in Buenos Aires, Argentina.

AUTHORS AND CONTRIBUTORS

FIRST NAME	LAST NAME	ORGANIZATION	CONTRIBUTION
Sonja	Reiland	Centre for Genomic	Main author
		Regulation	

KEYWORDS

Life Sciences, consolidation workshop, action plan development, co-creation, sustainability

ACRONYMS

ACRONYM	MEANING
BIH	Berlin Institute of Health
CABD	Centro Andaluz de Biología del Desarrollo
CoP	Community of Practice
CRG	Centre for Genomic Regulation
DOI	Digital Object Identifier
EC	European Commission
EIGE	European Institute for Gender Equality
EU	European Union
GE	Gender Equality
GEP	Gender Equality Plans
IBE	Institute of Evolutionary Biology, Pompeu Fabra University
IBEC	Institute for Bioengineering of Catalonia
ICM-CSIC	Institut de Ciències del Mar
IDIBELL	Institut d'Investigació Biomédica de Bellvitge
IGTP	Institute for Health Science Research Germans Trias i Pujol
IRB	Institute for Research in Biomedicine Barcelona
ITQB-NOVA	Instituto de Technologia Quimica y Biologica Antonio Xavier
NKI	The Netherlands Cancer Institute
UPF	Pompeu Fabra University; Department of Experimental and
	Health Sciences
USAMVBT	Banat's University of Agricultural Sciences and Veterinary
	Medicine "King Michael I of Romania" from Timişoara
UWE Bristol	University of the West of England Bristol

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1. INTRODUCTION

The partners of the Life Science Community of Practice (LifeSciCoP) are twelve European research centres and university departments focusing on life sciences, located in Spain, Portugal, United Kingdom, Germany, and Romania. Several additional institutions showed interest to join the LifeSciCoP at a later stage, and one institution from the Netherlands is already closely collaborating. The individual members are professionals that are in a strategic position to change the culture of their institution (e.g. equality officer, chair or member of Gender Equality Committee, training manager, HR staff, and management staff). The mission of the LifeSciCoP is to tackle barriers to gender equality that are common to the member institutions, learn from different European and institutional contexts, and disseminate learning outcomes, results, and best practices to the wider research community. The CoP used a co-creation process to agree on a thematic focus, starting with the collection of suggestions. The result represented a comprehensive landscape of challenges that all need to be addressed to make a research institution unbiased, fair, and transparent. This complexity is far beyond the scope of the CoP but must be considered in institutional Gender Equality Plans. Through several iterations of focusing, the CoP members agreed on the following three objectives: The LifeSciCoP will specifically promote and apply effective methods to (1) increase awareness for unconscious bias, (2) overcome resistance to gender equality, and (3) include gender aspects in evaluation processes.

After the first phase of CoP design, including defining the mission and objectives, signing the Memorandum of Understanding, building relationship, and starting to learn and exchange about practices, the members felt that the most urgent issue to address is the development of a specific action plan. The topic of expanding the CoP was deemed too early and was postponed to be discussed at a later stage.

The LifeSciCoP consolidation workshop was set for 18 May 2020 and was planned to be a full day face-to-face meeting. Due to the COVID-19 pandemic-related travel restrictions, the meeting was not cancelled, but the

agenda was changed to a three-step online format, with the final goal still to agree on an action plan. In one of the CoP monthly telcos, the group tested the cocreation method Four Quadrants Activity but concluded that it will not provide enough support for the development of an action plan. Instead, the CoP facilitator suggested using the Future Workshop method, which she experienced during the CoP facilitator training. The subsequent planning and organization of the workshop were mainly done by the CoP facilitator, with the CoP members constantly invited to contribute and give feedback. One CoP member agreed to be the sparring partner to test the functionalities of the used digital tools and to provide feedback as to the clarity of instructions. A detailed agenda including the questions to be addressed during the meeting was shared before the meeting, and participants were asked to reflect upon it as a preparation for the meeting and to get familiar with the "digital flipchart" tool called Mural.

In comparison to a face-to-face meeting, the online version had certain disadvantages regarding the impact of the consolidation workshop. First of all, the online sessions were relatively short (2h and 1.5h), and the discussions needed to be very goal-oriented, not allowing sufficient time for extensive discussions and brainstorming. Additionally, the online format did not provide support for building relationships between members of the CoP and was limited when trying to develop utopian solutions as part of the future workshop method to stimulate new ideas "out of the box". Even though the meetings were short, not all CoP members were able to fulfil their commitment to participate as they were overwhelmed by the current pandemic situation. One member communicated that her working hours were reduced due to caring responsibilities and home schooling of her children and that they had to accept compromises on some of their responsibilities and tasks. Another member stated that she is overwhelmed with teaching responsibilities and with adapting all lectures to online teaching. Nevertheless, the commitment of the group was still strong, and out of twelve CoP members and one very active collaborator, nine institutions participated in the first session and ten in the third session. The second session was planned as an online forum discussion, a pilot to use the tool provided on the CoP hub. Unfortunately, the discussion did not take off, as only one member contributed. In summary, the biggest effect of the COVID-19 pandemic was that in the end,

the consolidation work planned for a single day in May took us three months to complete, from May to July.

2. DESCRIPTION OF WORKSHOP STRUCTURE AND ACTIVITIES

Session	Objective	Method	Date
1	Reflection on the CoPs objectives and identification of relevant actions	Future Workshop (2h)	18 May 2020
2	Review of effectiveness ofACT support tools and CoPmethodologyforinstitutional change		26 May–4 June 2020
3	Development of Action Plan and assignment of responsibilities	Group discussion (1.5h)	2 July 2020

The agenda of the virtual consolidation workshop was split into three sessions:

SESSION 1: REFLECTION ON THE COP'S OBJECTIVES AND IDENTIFICATION OF RELEVANT ACTIONS

In addition to exchanging good practices and supporting each other in concerns and challenges related to institutional gender equality work, the LifeSciCoP is committed to practice together. Our objective is the following: The LifeSciCoP will specifically promote and apply effective methods to (1) increase awareness for unconscious bias, (2) overcome resistance to gender equality, and (3) include gender aspects in evaluation processes.

The overall aim of the consolidation workshop was to develop an action plan that would allow the CoP to focus and to achieve its objectives. Most important was that the process of developing the action plan that was engaging and inclusive to ensure that all CoP members identify with the plan and commit to it. Regarding the content of the plan, it was important to address the real challenges CoP members face at their research performing institutions and to stay within the scope of the defined CoP objectives.

The Future Workshop method allows to analyze a common problematic situation, to create a vision about the desired future, and to discuss which actions will lead to the fulfilment of the vision (see ACT co-creation toolkit). We chose the Future Workshop method to firstly, identify the common and concrete problems we are facing regarding unconscious bias, resistance to gender equality, and evaluation processes in the member institutions; and secondly, to imagine how the optimal situation would look like. The outcome of the Future Workshop was the basis for the development of the action plan, within the scope of the CoPs objective and highly relevant for the participating institutions (see Session 3). During the problem finding part of the session, the facilitator gave the following instructions: "Think about our mission, which conditions or situations in the CoP or individual institutes will limit our impact? Try to be precise. What is the specific problem?"

The group was split into two break-out sessions, and each group worked on a "digital flipchart" (mural.co) to document all contributions. In the following joint session, both groups reported about their outcome and the information was collected and grouped by key challenges. The outcome of the wrap-up is provided in Table 1.

Key challenge	List of problems
ACT support will stop after the end of ACT	In one year, the CoP will no longer have a facilitator provided by ACT.
Engage a specific group of people for gender equality work	Men may not be as interested in gender equality training activities as women. Principal Investigators (research group leaders) do not want to participate in Gender Equality Committees. There are problems in accessing and engaging people for training in general (worst under COVID-19 pandemic).
COVID-19 pandemic	Gender equality is not a priority during the pandemic. Gender equality is not embedded as institutions forget to consider it under stressful situations. Training may not happen as gender equality is currently not the priority.

Tab. 1: List of identified problems grouped by key challenges

Missing	The concrete application of gender policies depends too
guidelines for	0 0 <i>1</i>
and follow-up of	there is no follow-up of the relevant institution (e.g.
policy	university director) with regard to the actual implementation
implementation	of the policies at each level (e.g. department, research
	group).
	Actions to improve gender equality are not linked to the
	institution's strategy and impact is not measured.
	Overestimation of effectiveness of individual actions leads
	to frustration when the impact is small. Bad management of
	expectations.
	No or improper success measures are used to evaluate the
	impact of the actions.
	The gender and diversity committee members lose
	motivation if they do not see the results or impact of their
	work.
	No control over how faculty evaluation is actually done (a.g.
	No control over how faculty evaluation is actually done (e.g.
	on department level) and whether the institutional policies
	are implemented and applied.
	Policies are "theory", and staff often does not feel
	responsible for their implementation. How to engage staff
	to follow policies?
	University departments are not independent in designing
	evaluation procedures or policies. Even if the department is
	willing to introduce gender equality supportive policies, they
	depend on the university management to implement such
	policies on the university level. This process is terribly slow.
Difficult to lease	
Difficult to keep	Overstressing gender issues leads to resistance (training
up motivation	burnout).
and engagement	

for gender	Gender Equality Committee members are generally all
equality	volunteering and don't have the necessary time to drive
	gender equality in the institutions forward.
Evaluation criteria do not sufficiently consider gender aspects	No guidelines exist on a diversity embracing faculty evaluation. We don't know what the right evaluation criteria are. Performance evaluation is only result-oriented (scientific output such as publications with high impact factor), activities like caretaking of students are "punished". Academic housework (e.g. committee work) is not sufficiently acknowledged in faculty evaluations. Evaluation criteria for recruitment are not considering gender and diversity aspects. This is a problem because in
	many universities or research institutes, recruited Principal Investigators receive a tenured position that is not subject to evaluations.
Lack of higher management commitment	Personnel change in higher management positions (e.g. director) brings along uncertainties about future priorities, commitment to gender equality, and hierarchy in management.
	Although higher management feels gender equality is important, the topic is not seen as a priority for the institution.
	No funding for training and no dedicated personnel.
	Commitment to gender equality is not linked to available resources.
	Lack of human resources in general.
Resistance / no awareness	No awareness of gender issues and no gender competence of the institute staff in general.

	or specific situations or contexts, it is difficult to find the
rig	ht arguments to increase the awareness of Gender
Ec	quality. In Portugal, for example, there is a higher
ре	ercentage of women in science compared to other
со	ountries, with some research institutes having more
fei	male than male group leaders. Gender inequalities are
les	ss visible when simply counting women in leading
рс	ositions, but they still exist, e.g. women have limited
ac	ccess to senior positions and institutions do not implement
m	easures that would allow staff to improve their work-life
ba	lance. Another example are the Scandinavian countries
wł	nere gender quotas were implemented early on, but
ge	ender inequalities remain.
NA	en don´t want to lose power.
Ex	cecutive board does not see gender inequality as a
pr	oblem.
Ge	ender scissors: the positions of decision-making power
ar	e occupied by men.
	ack of allies; few women are in leading positions to support
	ender equality.
ge	inder equality.
Sc	ome people (independent of gender) feel attacked
pe	ersonally when an action for gender equality is called for.
Pe	erception of inequality varies by gender; men perceive
les	ss inequality.
	ome people are still not aware that gender inequality
	sists; gender blindness / unconscious resistance.
ex	isis, gender billioness / unconscious resistance.

After the group identified the concrete challenges that they are facing, the facilitator engaged the whole group in a more visionary discussion to draft the ideal situation, to generate a utopia. The facilitator gave the following instructions: "Imagine all the problems would be solved, how would your institution look like? What is the ideal situation for you?"

The group discussed and developed the following scenarios for the ideal situation in the given institutional setting:

- Training in unconscious bias would be mandatory for everybody in the institution. The effect would be that all staff would learn and understand that everybody's behaviour contributes to a cultural change towards gender equality.
- The institution has a training team (or trainer) that is responsible to teach institutional staff about the different aspects of gender equality.
- Most importantly, we would have the right teaching material at hand, such as engaging videos. Videos help us to teach even if one is not an expert on the topic or a professional trainer.
- With a video explaining the cases of research institutes that perform better due to higher gender equality (diversity increases scientific production), we would manage to convince potentially sceptic directors and researchers about the importance of gender equality.
- In general, we would have more material that would target researchers, convincing them that gender equality is also good for them and their scientific career.
- We have methods at hand to make people strongly experience their bias (similarly but stronger than Implicit Association Test), e.g. role plays that are an eye-opener to the participants.
- We have a respectful environment or institutional culture where people feel free to speak about gender issues, such as pinpointing micro-aggressions and sexual harassment.
- We have methods at hand to revisit if unconscious bias training has an effect, regular checks if training measures work.
- Teams evaluate their supervisors and there is also peer assessment as inequality may happen at different levels and hierarchies.

- Reward system for gender competence is established, e.g. promotion with increased salary or other incentives.
- We have new ways to evaluate researcher and have thus created a faculty with more diverse members.

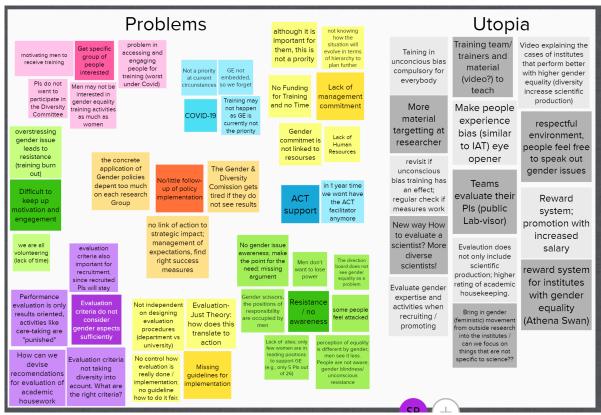


Figure 1: Results of the Future Workshop on "Problem finding" and "Utopia" (screenshot of the "digital flipchart" developed during the session)

As the third part of the Future Workshop, we planned to get one step closer to a concrete action plan by developing utopian solutions and writing them down regardless of their practicality. However, when this agenda point was reached, the two hours planned for the entire session had already passed. Discussions on identifying the problem and visionary future took more time than expected, and they were too important to be cut short. Developing utopian solutions only works well in a group and in a relaxed and creative environment. An online meeting itself is a sub-optimal option, but it is definitely not a task to work on alone at home. That's why we skipped the step of developing utopian solutions and developed, as a "homework", practical ideas to tackle the key challenges, still inspired by the outcome of the Future Workshop session (Fig. 1). The CoP facilitator asked all

CoP members to think for themselves and suggest practical ideas and to share them with the group by email. She collected the suggestions and prepared a list of actions to be further discussed by the CoP in Session 3.

SESSION 2: REVIEW OF EFFECTIVENESS OF ACT SUPPORT TOOLS AND COP METHODOLOGY FOR INSTITUTIONAL CHANGE

In the second consolidation workshop session, we planned to discuss the scenarios suggested by the WP3 consolidation workshop guidelines. Due to the pandemic, we agreed in the CoP not to have more meetings, so the CoP facilitator suggested a forum discussion within two weeks. This would allow all members to contribute when they have time for it, without committing to another online meeting. Additionally, it was a good opportunity to test the forum tool provided by ACT and evaluate if it supports the needs of the LifeSciCoP.

To start the discussion, the CoP facilitator started a new forum topic titled "Foster shared approaches to gender equality". The objective of the discussion was to recapitulate the effectiveness of the CoP method in advancing the member institutions in gender equality and to discuss how we could reach beyond our institutes and help improve the situation in the wider community of Life Science Research. Acknowledging that the LifeSciCoP is still in the design phase with the current focus to develop the action plan, we wanted to start a discussion on this community dimension as part of our virtual consolidation workshop.

The first question to discuss on the forum was the following: "How can we engage other research institutions to follow our example, e.g. run the GEAM survey, or visit our CoP website and learn from our experiences, form a new CoP, or participate in our CoP (only after we consolidated!)? Think about the factors: 'what', 'who', 'how' and 'why'."

Unfortunately, the forum discussion did not take off as hoped, and there was only one contribution to the forum topic. Apart from this one valuable reply, the session can be considered as unsuccessful. The CoP never used the forum tool before and was sceptical about the method. CoP members appreciate personal contact (even if online) and feel engaged and motivated by the presence and feedback of other members. Building relationships is one of the main tasks during the CoP design phase. Using the forum tool was a difficult compromise between acknowledging the lack of time members had due to the COVID-19 pandemic and the need to provide feedback to WP3, specifically the partners leading Task 3.2: Strengthening & expanding country-cluster level CoPs who had provided guidelines to discuss different scenarios. Depending on the needed input for Task 3.2, the suggested topics will be discussed at a later stage in an interactive online meeting. Probably, the CoP will use the forum tool again during a later developmental phase, after the relationships, trust and expertise will have grown. Maybe it was not the right moment to test the new tool. Furthermore, the CoP facilitator provided feedback to the ACT team with ideas on how to improve the forum tool, for example, with e-mail notifications of activities on the forum. The new functionality will be included soon, and the CoP sees a greater potential of the tool and may use it for future occasions.

I think there are already other institutes that would be willing to join us. It would be useful to have a direct approach to our neighbours' institutes and explain the project. Social media campaigns would also be useful for this. So, What: communicate the scope of the community of practice and the activities that we and other CoP perform Who (1): gender equality committee from other institutes How (1): each committee gets in touch with other institutes from their cities, for example, o related to their scientific area. Why: to spread the word :) Another option: What: communicate the scope of the community of practice and the activities that we and other CoP perform Who (2): our followers in Twitter/Instagram How (2): Social media campaign explaining activities and scope Why: to spread the word :) This could be an idea...

P reply

Fig. 2: A reply to the forum topic on "Foster shared approached to gender equality".

SESSION 3: DEVELOPMENT OF ACTION PLAN AND ASSIGNMENT OF RESPONSIBILITIES

In the third session of the consolidation workshop, we used the outcome of the future workshop and the subsequently collected ideas for actions to be incorporated into the action plan. As a first step, we assigned a coordination team of two partners for each of the eight key challenges identified in the Future Workshop (see Tab. 2), who will be responsible for revising the actions suggested by the CoP members, drafting a proposal for a sub-action plan specific for their key-challenge topic, and sharing it by end of July. Three CoP members could not

join this session and their assignment still needs to be confirmed (indicated by a question mark in the table Tab. 2 below).

	Key challenge	Coordinator	Co- Coordinator
1	ACT support/sustainability	CRG	CABD(?)
2	Get a specific group of people interested	ICM	IDIBELL
3	COVID-19/GE is not a priority in the current circumstances	IBEC(?)	ICM
4	Guidelines for and follow-up of policy implementation	UWE	ITQB
5	Problems with maintaining motivation and engagement	USAMVBT	ICM
6	Evaluation criteria do not consider gender aspects sufficiently	IBE(?)	BIH
7	Lack of higher management commitment	IGTB	NKI
8	Resistance/no awareness	IRB	UPF, IDIBELL

Tab. 2: Assignment of coordination team to identified key challenges

The coordination teams are supposed to set priorities for actions relevant to the individual key challenges. They have suggested actions form CoP partners at hand and can also develop new ideas. To set priorities, the coordination team needs to evaluate four aspects:

(1) Which action will have a higher impact or will be easier to implement in collaboration at the CoP level, and which could be done at institutions independently?

As one example, running the GEAM survey has been evaluated to benefit greatly from the collaboration within the LifeSciCoP. The preparation of the launch was done in a close collaboration between the members, and the first experiences of launching have been also shared in the group. The collaboration helped individual members in getting the approval of the direction of running the survey (peer pressure), adjustments of survey questions were discussed, a set of core questions was agreed upon for all members to include for later benchmarking between the members, and currently the members are discussing about how to adapt the survey to the COVID-19 context. The actions which can be done independently at individual institutes will not be included in the LifeSciCoP action plan.

(2) What is the expected impact?

The coordination team will analyse potential targets for the collection of actions to maximise the impact. Furthermore, they will develop success measures, which can be used for discussing the potential size of the impact of the individual actions. Actions with bigger impact will have priority regarding their inclusion in the LifeSciCoP action plan.

(3) What are the limitations and needed resources for implementing the actions?

The coordination team will analyse what information or input they need from partners, from the ACT consortium, from experts, and whether they need a budget or other resources. Furthermore, they will think about potential allies, opponents, and risks. The decision for or against actions will depend on available support and existing barriers.

(4) Can we create new knowledge?

The existing resources on how to support gender equality in academia are manifold and developed by gender experts. The CoP is not planning to develop new methodologies or theories. Nevertheless, the CoP is a group of research performing institutions in the domain of life sciences, and our experiences in implementing actions and analysing their impact might be valuable for researchers and practitioners in the field of gender studies, as well as for other research performing institutions with the ambition to work against gender inequalities. The coordination team will analyse how we can best share our experiences with the community for each action, e.g. make collected data open, write reports and blog posts, or develop and share guidelines.

The coordination teams will share the results of their work with all members of the CoP by the end of July, and the suggested actions and timeline will be revised according to the contributions from all coordination teams and to the relevance for different institutional contexts. The first version of the overall action plan will last for two years, with short-term actions that will need to be implemented by the end of the ACT project (April 2021) and other actions with a possible timeline until July 2022.

3. WORKSHOP SUMMARY: LESSONS LEARNED AND FUTURE STEPS

The objective of the LifeSciCoP consolidation workshop was to create a sustainable foundation for acting as a community. Even though the CoP members took action already and collaborated on the launch of an institutional assessment for gender equality (GEAM survey), no detailed action plan was developed yet. The action plan as a tool to translate objectives into practical tasks with timelines and assigned responsibilities will also facilitate collaborations between CoP members, manage their expectations, and support the transition to CoP autonomy after the ACT lifetime. The direct outcome of the workshop is the creation of eight coordination teams that are now making concrete plans for addressing the eight identified key challenges, with the final goal to launch a two-year action plan in the fall of this year. The actions will address challenges such as: How to engage men and senior researchers into the discussion about gender equality? How to maintain the motivation of those who are doing volunteering work in Gender Equality Committees and how to acknowledge them? In general, how can institutions acknowledge academic housework of researchers and thus include gender dimensions in the evaluation criteria?

The workshop was a success as the CoP members reflected upon the real challenges they are facing in their institutional work on gender equality and created ideas to overcome them with a collaborative approach. The process of developing the action plan as described in this report is fully participatory and inclusive and should ensure that all CoP members take on the plan and are committed to its implementation. The participatory methods used in the three sessions of the workshop helped to further engage the CoP members and at the same time allowed them to experience the methods they might use in their institutional work.

Difficulties due to the pandemic such as additional caring responsibilities, adaptation to online teaching, and home schooling of children did not affect the commitment of members to the CoP. The amount of time dedicated to the project

had to be reduced slightly, but good communication and adaptation to the situation allowed the CoP to advance. Developing an action plan in a co-creation process takes time and is not an easy task, but it will pay off with the engagement of all members and with their satisfaction due to the fulfilment of the set objectives.

The next steps for the LifeSciCoP are clear: finalising the action plan, launching it, and starting the implementation of actions with the focus to ensure the sustainability of the CoP after the end of the ACT project. The CoP will not stay a closed group; it will start to open up step by step, firstly, looking for external collaborations and expertise for implementing actions, and secondly, attracting additional members when the sustainability of the CoP is ensured.

ANNEX 1: WORKSHOP AGENDA

Consolidation workshop 1; 18 May 2020 (12–2 p.m., virtual meeting on Zoom)				
12:00–12:05	Welcome and objective of the meeting			
12:05–12:30	Future Workshop; 1. Problem finding (breakout sessions)			
12:30–1 p.m.	Identify key challenges (wrap-up together problem finding)			
1 p.m.–1:30 p.m.	Future Workshop; 2. Create utopia (group discussion)			
1:30 p.m.–2 p.m.	Future Workshop; 3. Idea store / solutions (breakout sessions)			
Consolidation wor	rkshop 2: 2-week period, 26 May–4 June 2020 (on CoP hub forum			
platform)				
No timing	Discussion on the CoP website forum about how Act can support			
	CoPs and about the usefulness of CoP as a method in general			
Consolidation wo	Consolidation workshop 3 (monthly telco): 4 June 2020 (12-1:30 p.m.) (was			
postponed to 2 July 2020)				
12:00–12:30	12:00–12:30 Discuss action plan (based on the output of the workshops part 1			
	and 2)			
12:30–1 p.m.	Create implementation task forces and assign responsibilities			
13:00–1:30 p.m.	00–1:30 p.m. Agree on actions			

ANNEX 2: LIST OF PARTICIPANTS

Institution	First Name	Last Name	Participated
Session 1			
BIH	Karin	Hoehne	No
ITQB	Ana	Petronilho	Yes
USAMVBT	Corina	Abraham-Barna	No
ICM CSIC	Janire	Salazar	Yes
IDIBELL	Lidia	Garcia Campany	YesYes
	Beatriz	Pinilla Romero	
IRB	Neus	Prat	Yes
IGTP	Harvey	Evans	Yes
IBEC	Anke	Kleff	Yes
UPF	Regina	Lopez	Yes
IBE	Rosa	Fernández	Yes
CABD	Gloria	Breva	Yes
UWE	Clare	Wilkinson	Yes
NKI	Henri	van Luenen	No
CRG	Sonja	Reiland	Yes
Session 2			
BIH	Karin	Hoehne	No
ITQB	Ana	Petronilho	No
USAMVBT	Corina	Abraham-Barna	No
ICM CSIC	Janire	Salazar	No
IDIBELL	Lidia	Garcia Campmany	No
	Beatriz	Pinilla Romero	No
IRB	Neus	Prat	No
IGTP	Harvey	Evans	No
IBEC	Anke	Kleff	No
UPF	Regina	Lopez	No
IBE	Rosa	Fernández	No
CABD	Gloria	Breva	Yes
UWE	Clare	Wilkinson	No
NKI	Henri	van Luenen	No
CRG	Sonja	Reiland	Yes
Session 3			
BIH	Karin	Hoehne	Yes
ITQB	Ana	Petronilho	Yes

USAMVBT	Corina	Abraham-Barna	No
ICM CSIC	Janire	Salazar	Yes
IDIBELL	Maria Cristina	Mayordomo Tella	Yes
IRB	Neus	Prat	Yes
IGTP	Harvey	Evans	Yes
IBEC	Anke	Kleff	Yes*
UPF	Regina	Lopez	Yes
IBE	Rosa	Fernández	No
CABD	Gloria	Breva	No
UWE	Clare	Wilkinson	Yes
NKI	Henri	van Luenen	Yes*
CRG	Sonja	Reiland	Yes

*Unfortunately, two participants had connection and audio issues with the video conference tool provided by the CoP hub and could not contribute during the session.



FORGEN – COP: Report on consolidation workshop

Deliverable No 3.2

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Due date:	3 July 2020
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OBJECTIVES OF THE DELIVERABLE

D 3.2 Report on Consolidation Workshops is a set of seven Consolidation Workshop Reports that aim to maximize the impact of the CoP support activities with potential new CoP members – one for each community of practice. They are confidential reports only for members of the consortium.

CONSORTIUM

The ACT consortium consists of 17 partners: F<u>undació per a la Universitat Oberta de</u> <u>Catalunya</u> (project coordinator, Spain), <u>Portia</u> (UK), <u>NOTUS</u> (Spain), <u>Joanneum</u> <u>Research Forschungsgesellschaft MBH</u> (Austria), <u>Advance HE</u> (formerly <u>Equality</u> <u>Challenge Unit</u>) (UK), <u>Loughborough University</u> (UK), <u>Facultad Latinoamericana de</u> <u>Ciencias Sociales</u> (Costa Rica ¹), <u>Technische Universität Berlin</u> (Germany), <u>Karolinska</u> <u>Institutet</u> (Sweden), <u>Science Foundation Ireland</u> (Ireland), <u>Umweltbundesamt</u> (Germany), <u>Stiftung Deutsches Elektronen-Synchroton</u> (Germany), <u>Centre National de</u> <u>Ia Recherche Scientifique</u> (France), <u>Fundació Centre de Regulació Genòmica</u> (Spain), <u>Uniwersytet Jagiellonski</u> (Poland), <u>Znanstvenoraziskovalni Center Slovenske</u> <u>Akademije Znanosti in Umetnosti - ZRC SAZU</u> (Slovenia), and <u>Haskoli</u> <u>Islands</u> (Iceland).

TERMS OF USE

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To address questions and comments please contact: <u>imuller@uoc.edu</u>.

¹ The action will be carried out in the department of UNESCO Regional Chair on Women, Science and Technology in Latin America FLACSO, located in Buenos Aires, Argentina.

AUTHORS AND CONTRIBUTORS

FIRST NAME	LAST NAME	ORGANI	ZATION	CONTRIBUTION
Rochelle	Fritch	Science Ireland	Foundation	Main author
Laura	Mackey	Science Ireland	Foundation	Secondary author

KEYWORDS

Research Funding Organisation, Grant evaluation, COVID-19 pandemic, Community of Practice

ACRONYMS

ACRONYM	MEANING
DOI	Digital Object Identifier
EC	European Commission
EIGE	European Institute for Gender Equality
EU	European Union
GE	Gender Equality
GEP	Gender Equality Plans
RFO	Research Funding Organisation

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1. INTRODUCTION

The Funding Organisation for Gender (FORGEN) Community of Practice (CoP) facilitates institutional change in the area of gender equality (GE) by supporting knowledge sharing and best practice within Research and Innovation (R&I) funding organisations implementing Gender Equality Plans. Research Funding Organisations (RFOs) play a critical role in addressing gender inequality in the research and innovation landscape. Equal opportunities in research are linked to success rates and participation in research funding. The evaluation and success of research grants is critical to the success of a researcher, which in turn impacts on promotional opportunities. RFOs must ensure that decision-making, the grant evaluation process and post award policies support gender equality throughout their activities.

As the community of practice focusing on research & innovation funding, we aim to advance gender equality (GE) in Research and Innovation (R&I) funding by developing tools, best practices, knowledge sharing, resources and experience, and strong collaborations in the area of gender equality in research and innovation funding.

The FORGEN CoP focuses on five areas to share knowledge and develop tools:

- 1. How to <u>reduce bias</u> in the grant evaluation process (key priority).
- 2. How to ensure GE <u>data collecting and monitoring</u> is standardised to allow meaningful comparisons between agencies.
- 3. How to design, implement and monitor the sex and gender dimension in the research that member RFOs fund.
- 4. How to ensure <u>intersectionality</u> is considered when implementing our Gender Equality Plans (GEPs).
- 5. How to influence <u>culture and leadership</u> to ensure that gender equality embedded and is sustainable in our organisations.

In preparation for the consolidation workshop, and the CoPs first in-person meeting, we planned a two-day in-person workshop to occur in Science Foundation Ireland, Dublin for the 31st March to 1st April 2020. The plan was to have one day working on the community consolidation, with the second day focusing on sharing knowledge around our grant evaluation process and mapping the gender equality measure we have implemented in our agencies. As this was our first planned in-person meeting, getting to know each other and our backgrounds was a large focus of the workshop activities. Here, we present the planned first day consolidation workshop activities. We worked with Dr Claartje Vinkenburg in preparation for the workshops, as she has extensive experience working with gender equality in research funding.

As the impact of the COVID-19 pandemic on travel became apparent, the in-person meeting in Dublin was cancelled and online consolidation workshops to replace these two-days were organised in its place. Also, it was felt by all members that two full days online was not appropriate and would be difficult to maintain a full participatory method for these hours, and as a result, the online consolidation workshops were scheduled to occur over two 3-hour sessions on 01/04/2020and 19/05/2020. In addition to the online

consolidation workshops, a coffee and networking event was organised on 26/05/2020 lasting one hour, to provide FORGEN members the opportunity to get to know each other outside the workshop activities. Also, the mapping workshop that was originally planned for day 2 of the in-person meeting was rescheduled for June, with two 2-hour online sessions planned; the results of this separate workshop will be discussed in a separate report.

Due to the COVID-19 situation, the agenda for the first meeting was adapted to handle two timely topics regarding gender equality in the response to COVID-19, with expert guests helping to introduce and facilitate the workshop. This special session on the impacts of the pandemic on research funding was planned for the first 3-hourworkshop, focusing on two themes: 1) how we, as research funding organisations, implemented the sex and/or gender dimension in our organisations COVID-19 rapid response funding and 2) how the COVID-19 pandemic affect researchers – looking through a gender & intersectionality lens.

The consolidation workshops were rescheduled to the 1 st April and 19th May; the grant evaluation process mapping workshop was rescheduled for June 17th & 24th.

2. DESCRIPTION OF WORKSHOP STRUCTURE AND ACTIVITIES

Workshop 1: FORGEN Online Consolidation Workshop: Impacts of the COVID-19 pandemic on research funding 01/04/2020

In the FORGEN private session we had a discussion on the best way to go forward considering the challenges of the COVID-19 pandemic on the planned in-person session. Here we set out a plan for the next three online workshop sessions. In addition to this, we determined the leaders and members of the five Working Groups:

- 1. How to <u>reduce bias</u> in the grant evaluation process, Adrien Braem, Science Europe
- 2. How to ensure GE <u>data collecting and monitoring is</u> standardised to allow meaningful comparisons between agencies, Rochelle Fritch, SFI.
- 3. How to design, implement and monitor the <u>sex and gender dimension</u> in the research that member RFOs fund, Sophia Ivarsson, Vinnova
- 4. How to ensure <u>intersectionality</u> is considered when implementing our Gender Equality Plans (GEPs), Astrid Zuurbier, NWO
- 5. How to influence <u>culture and leadership</u> to ensure that gender equality embedded and is sustainable in our organisations, Alexia Bumbaris, FFG

In the next session of the day, we looked at the sex and/or gender dimension of research in the COVID-19 pandemic with two guest speakers. Drs Rosemary Morgan and Clare Wenham of the Gender and COVID-19 Working Group introduced the topic with a presentation: *Putting a gender lens on COVID-19 (SARS-CoV-2) funded research* (find presentation in Annex 3.1).

Dr Rosemary Morgan is on faculty at Johns Hopkins Bloomberg School of Public Health in the Department of International Health. She has expertise in gender and gender analysis in health and health systems. She currently leads the Sex and Gender Analysis Core for the NIH funded Sex and Age Differences in Immunity to Influenza Center.

Dr Clare Wenham is Assistant Professor of Global Health Policy. Dr Wenham's work mostly falls in the cross-over between global health and international relations focusing on gender, global health security and global health governance. Her recent research has concentrated on Zika, Ebola, and more broadly, on the governance structures of the global health landscape and global disease control.

This session used a semi-structured brainstorming technique, with a structured set of questions and guidance from a facilitator. Members were asked to reflect on the fact that many research funding agencies were currently designing and launching calls to support solutions to the COVID-19 pandemic. It has been noted that global health institutions and governments have not published gender analyses of the outbreak or addressed the gendered impacts of the COVID-19 pandemic in their preparedness

phases. With this in mind, they were asked to look through a gender lens at their agency's response to the COVID-19 pandemic, as research funders.

The workshop session started with having the group split into four breakout groups, each answering the following questions guided by an SFI facilitator:

1. Looking at examples of calls for government-initiated research on COVID-19, reflect on the degree to which these take the sex / gender dimension into account?

Facilitators were asked to have each participant to think of an example that went well in terms of taking the sex-/gender dimension into account and to write this on a post-it note, then each member was asked to share this example. In the second-round facilitators asked each participant to think of another example that did not do so well and write in on a post-it note, then each member was asked to share this example. If participants could only think of one example that either went well or not so well, that was acceptable.

2. What can you do, as a policy maker, to ensure research funded by your agency takes into account sex/gender dimensions? Are there specific challenges to implementing this in the current fast-paced/agile funding environment?

Facilitators asked each participant to think of a possible action in response to one of the examples provided and write in on a post-it note, then each member was asked to share this action. In the second round, facilitators asked each participant to think of another action / response to a challenge and write in on a post-it note, then each member was asked to share this action.

Facilitators then asked the group to discuss the outcomes: what were the main issues discussed, which actions could work and what would they like to feed back to the group.

The groups discussed these questions and recorded their discussion on a collaborative whiteboard, the groups then returned to the main room to share the highlights of this discussion and these were put into the "Feedback and prioritisation panel" of the whiteboard (Fig. 1, see Annex 3.2 for full whiteboard).

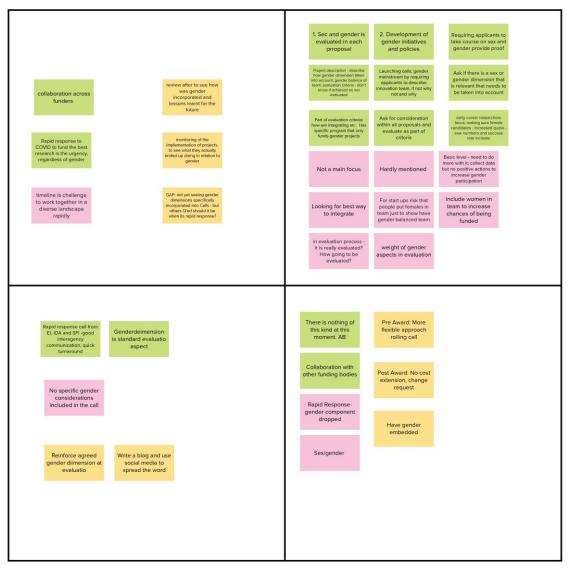


Figure 1. Feedback and prioritisation panel from the collaborative whiteboard in Putting a gender lens on COVID-19 (SARS-CoV-2) funded research.

In the next session of the day, Dr Claartje Vinkenburg facilitated a participatory workshop on *How the COVID-19 pandemic affect researchers – looking through a gender & intersectionality lens*. Dr Claartje Vinkenburg Consultant and researcher with expertise in diversity in careers, gender, and leadership. She uses evidence-based methods to mitigate the impact of implicit bias, normative beliefs, and discursive practices on careers patterns, outcomes, and systems and to promote diversity and inclusion.

This session reflected on the RFOs considerations, and potential mitigation, of the negative impacts of the COVID-19 on the researchers and research projects we fund. With this in mind, we reflected on these impacts through a gender & intersectionality lens. A semi-structured brainstorming session was conducted with participants split into smaller groups to address the following questions:

1. Can you share examples of negative impacts you have seen that have affected women and other minority groups disproportionally?

Facilitators asked each participant to think of an example that went well in terms of preventing or reducing negative impact on women and/or minority researchers and to write this in on a post-it note, then each member was asked to share this example. In the second-round, facilitators asked each participant to think of another example that did not do so well and write in on a post-it note, then each member was asked to share this example. If participants could only think of one example that either went well or not so well, that was acceptable.

2. What can you do, as a policy maker, to help mitigate these negative impacts?

Facilitators asked each participant to think of a possible action in response to one of the examples provided and write in on a post-it note, then each member was asked to share this action. In the second round, facilitators asked each participant to think of another action / response to a challenge and write in on a post-it note, then each member asked to share this action.

Facilitators then asked the group to discuss the outcomes: what are the main issues discussed, which actions could work, what would they like to feed back to the group.

The groups discussed these questions and recorded their discussion on a collaborative whiteboard, the groups then returned to the main room to share the highlights of this discussion and these were put into the "Feedback and prioritisation panel" of the whiteboard (Fig. 2, see Annex 3.3 for full whiteboard).

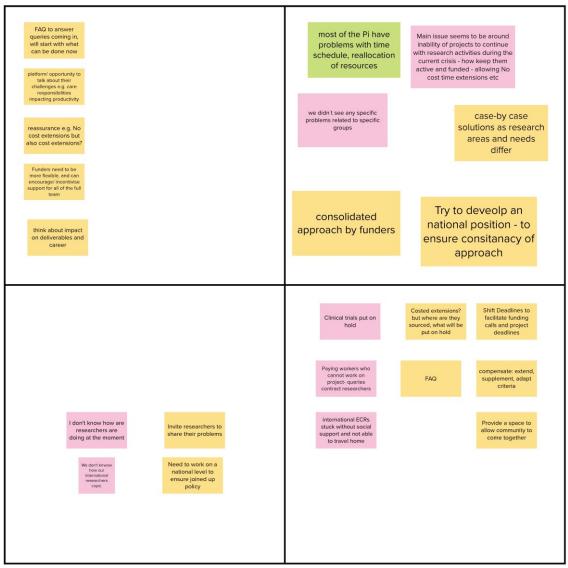


Figure 2. Feedback and prioritisation panel from the collaborative whiteboard in How the COVID-19 pandemic affect researchers – looking through a gender & intersectionality lens

Workshop 2: FORGEN Online Consolidation Workshop 19/05/2020

This aim of this highly participatory workshop were to: 1) to help consolidate the interests and needs of the CoP members into a mutually agreed-on plan of action for the reminder of the project, 2) reflect on the CoP support measures received, to identify and share lessons learned in terms of what improved CoP member competence and identify where additional support is needed, 3) identify opportunities for creating new CoPs or for making connections between existing CoPs to progress the adoption of the ACT repertoire of gender equality advancing tools.

Given that the CoP approach claims to be effective in achieving intra- and interinstitutional change, the design of the workshop followed a participatory approach to analyse the underlying challenges was intended to stimulate the sharing of experience and knowledge through CoPs.

This workshop was split into two sessions, the first one focusing on the SMART objectives and planning of the working groups, the second session focusing on reflecting on, improving & developing the FORGEN CoP and CoPs generally.

In the first part of the workshop, the group was split into their respective working groups in breakout rooms. Using a semi-structured brain storming technique, WG leaders facilitated the workshop by asking participants to consider the following questions.

- What is the focus of the WG?
- What outputs and/or impacts would you like to have at the end of the project? For example, produce a document of best practice, increase members knowledge, introduce a new concept, disseminate publicly, etc.
- What methods should be used to deliver these outputs and/or impacts?
 For example, a workshop, bringing in an expert to a meeting, produce a report of best practices, etc.
- What is the timeline required to achieve this?
- How will the CoP method help to facilitate this and what supports are required?

Key points from the discussion were transcribed by the nominated scribe within the group in a collaborative whiteboard using an online collaborative tool (www.mural.co). After this the groups returned to the main room to present and discuss a summary of this conversation (see Annex 3.4 for full whiteboard of these discussions). From this work a plan of action for each working group will be formed for the remainder of the project and beyond.

In the second part of the workshop, members of the CoP were asked to reflect on the CoP method by discussing the following questions:

- What are the main benefits & gaps of CoP methodology?
 In the CoP so far, what have you found beneficial? What have you found lacking?
- In your opinion, how does the "community of practice" approach speed up progress towards gender equality, as compared to working without one?

- How can the current supports from ACT be improved? For example, how have you found using the website? How could this be more effective? How have you found the ACT toolkit? How effective have you found the current meeting and workshop structures? Do you have any further ideas that could improve support for the CoP?
- How can we identify opportunities for creating new CoPs, or networking current ones to advance gender equality tools?

Members were split into smaller groups with breakout rooms and facilitators were directed to allow around seven minutes per question. The group was asked to nominate a speak and a scribe to take down key notes on the collaborative whiteboard.

After this the groups returned to the main room and the speaker presented a summary of this conversation. After this, the group held a discussion on what they felt were the most important points and these were added to the whiteboards accordingly.

3. WORKSHOP SUMMARY: LESSONS LEARNED AND FUTURE STEPS

The summary of the workshop and lessons learned can be split into two parts: 1) the learnings from the need to switch to online fully participatory workshops, rather than inperson workshops due to the COVID-19 pandemic, 2) the learnings from the workshops themselves. We will address these two issues separately.

Learnings: moving from in-person activities to an online participatory format Moving in a rapid fashion from the planned in-person meeting to an online fully participatory workshop was challenging. We chose to have the first session, focusing on the COVID-19 related funding issues primarily to test two new methods for the facilitation group - using breakout sessions in the online meeting and using collaborative whiteboards, as well as testing the timings required for this new format. Regarding the breakout sessions, these went very smoothly, and the breakout rooms were successful. In our first use of the Mural collaborative whiteboards there were some teething issues. Having all of the group input into the whiteboard at the same time was chaotic, with everyone moving sticky notes and elements at all time. After the first session we chose to delegate one person to scribe for the group, this led to a more smoothly run session. However, overall the whiteboards allowed members to input in a more participatory way, which is a challenge in an online format. We found that timings in an online format need to be increased. All parts of the session, including people joining, explaining the methods of the workshop and members sharing take more time in an online format. The facilitation team used these learnings for the next online workshops and adapted method accordingly. In addition, members felt the total time for each session needed to be reduced, as members felt "Zoomed out". It appears the online participatory format is more tiring than an in-person workshop. This needs to be taken into account when planning sessions. After these two workshops, the next FORGEN workshops were reduced to periods of two hours, rather than three.

While these online technologies facilitated moving the workshops to an online format, some members were restricted in what technologies they could use due to national security requirements – in particular Zoom. Every effort was made to test other software but despite this, it was not possible to use an alternative to Zoom. As a result, some members declined participation in the later mapping workshops, which may have implications for the CoP model in a remote working environment. An alternative to Zoom, which allows breakout rooms for small group collaboration, is required. While SFI has tested numerous alternatives, these were all found to be lacking. If remote working is required for a long-term duration, collaborative video conference tools with breakout room options, which are free from perceived security risks, may be required at an EU level, like the survey tool run by the EC as a secure alternative to Survey Monkey (https://ec.europa.eu/eusurvey/).

Regarding the learnings from the workshop content, we learnt from the COVID-19 sessions that there is a need for the FORGEN CoP to address specific funders issues in our COVID-19 responses.

Putting a gender lens on COVID-19 (SARS-CoV-2) funded research

When considering how to implement the gender dimension in our rapid response calls, the funders noted that the sex and/or gender dimension was frequently overlooked when planning the rapid response funding calls. This may have occurred due to the rapid nature of the response, gender not being deemed important compared to the widespread threat of the pandemic and the demands within the RFO to moving to remote working in addition to planning calls in such a swift fashion. The importance of the area was highlighted well in the presentation given and some funders said that they would return to their organisations to ensure this was addressed in the next rounds of calls planned. The funders recommended that having the gender dimension embedded in their organisations better, further collaboration with international funding agencies and additionally having this section specifically scored may help to ensure the gender dimension is considered paramount in future emergency funding calls.

How the COVID-19 pandemic affect researchers – looking through a gender & intersectionality lens

In general, the funders participating felt that a rapid reassurance to their funded researchers had occurred. Many funders had FAQs posted on their websites and no cost extensions were offered. However, when looking through a gender of intersectional lens, most funders felt they did not have the data required to determine if particular groups had been effected in different ways by the pandemic. Funders felt that a national or international approach to addressing these issues may be helpful to ensure consistency. In addition, data is required to determine the issues involved.

For both of these sessions, participants felt that by collaboration through FORGEN we, as a community, may be able to further address the questions raised within the sessions.

Developing a Plan of Action through FORGEN Working Groups

Within this session the FORGEN Working Groups formed a plan of action for the next steps within the groups. These plans will be brought forward by the working group leaders with their respective members.

Reflecting on, improving & developing CoPs

Regarding the main benefits of the CoP method, members felt that CoPs: 1) helped to build international networks outside of the usual networks, fostering exchanges between practitioners, 2) working together in a CoP avoids isolation and you can see issues are similar across agencies 3) gives creditability as you can benchmark the work of your agency against others, and 4) funders felt we could start to look at the "why", rather than just the "how" of issues. Regarding the areas members found lacking, they felt a face-to-face meeting was required to get to know each other and build trust. There were questions of how to keep the CoP running after the project, as resources are limited on the ground within agencies. The funders also felt that the website and file sharing platform were not used enough.

When asked to consider how the community of practice approach could speed up progress towards gender equality, the group felt the common interest of the group, in addition to the access to expertise sped up learnings compared to working without the CoP. The CoP has helped to build relationships and share the workload in learning and gathering information on many GE topics. The CoP has provided quick access and signposting to new ideas and resources and has provided a space to share and learn.

Regarding the question on improving the current supports from the ACT project for the CoP, members requested that dedicated areas of the website were made for working groups. Members noted that the website wasn't used much and discussed ways to improve this – namely the accessibility and usability of the website. For example, the CAPTCHA security login creates an additional barrier to login and the website layout could be more simple and user friendly. They also recommended that notifications on the website would be helpful, so that members would be notified when new materials were posted. Some member requested that everyone fill in their personal profiles on the website so that you could find further information on each member. The CoP members also would like to have more interaction with other CoP in the ACT project, in addition to being able to meet in-person.

When asked to identify opportunities for creating new CoPs and networking current CoPs, the members felt that having structured exchanges in areas of common interest with other CoPs would be beneficial. A method of doing this would be through the specific areas of the working groups. In addition, it could be helpful to use experts to give an overview of the landscape.

Overall, the activities of the consolidation workshops have given a basis for the next steps forward in the FORGEN CoP.

Future steps

These workshops give a firm basis to plan both the FORGEN CoPs activities for the duration of the ACT project, as well as starting the process reflecting on future sustainability. The FORGEN CoP is now firmly in the consolidation stage; however, the group would find it beneficial to meet in-person to further get to know each other and develop a greater trust. This may be challenging considering the current international situation resulting from the COVID-19 pandemic; however, we will endeavour to see if this is possible in the coming year.

The FORGEN Working Groups have now been formed and they will work more autonomously from the main FORGEN group to implement their plan of action. Challenges raised regarding both technical and organisation issues raised in the workshops will now be addressed by the facilitator and have been raised with the ACT consortium.

The FORGEN CoP members have requested to further collaborate with the other ACT CoPs. This can be facilitated both via the CoP facilitators and more formally via the ACT matching events due to take place in October.

Workshop 1 (01.04)			
TIME			
13:30-14:20	FORGEN core business: Changes due to remote collaboration –		
	scheduling time for online collaboration, Workplan & working groups		
14:30-15:20	Putting a gender lens on COVID-19 (SARS-CoV-2) funded research, with		
	an introduction by Drs Rosemary Morgan & Clare Wenham, Gender and		
	COVID-19 Working Group		
15:20-15:30	Break		
15:30 -16:30	How the COVID-19 pandemic affect researchers – looking through a		
	gender & intersectionality lens, with Dr Claartje Vinkenburg		
Workshop 2 (19.05)			
13:30- 13:55	Opening, introductions & aims of the workshop		
13:55 – 14:55	Developing a Plan of Action through FORGEN Working Groups		
14:55 – 15:15	Break		
15:15 – 16:20	Reflecting on, improving & developing CoPs		
16:20 - 16:30	Next steps & closing		

ANNEX 1: WORKSHOP AGENDA

ANNEX 2: LIST OF PARTICIPANTS		
Institution Name		
CE	Adview Dueseus	

institution	iname	
SE	Adrien Braem	
FFG	Alexia Bumbaris	
UBA	Arn Sauer	
SIEA	Artur Bobovnicky	
NWO	Astrid Zuurbier	
NRF	Beverley A. Damonse	
HRB	Caitriona Creely	
DFG	Christina Elger	
EI	Claire Walsh	
SFI	Ekaterina Nesterenko	
IRC	Emer Cahill	
DAFM	Helen Murphy	
EPA	Kevin Woods	
SFI	Marion Boland	
CDTI	Paloma Velasco	
SFI	Rochelle Fritch	
HRB	Sonam Prakashini Banka	
Vinnova	Sophia Ivarsson	
UKRI	Zoe Jones	
NRF	Beverly A. Damonse	
NRF	Morongwa A. Motiane	
VU	Claartje Vinkenberg	
JH	Rosemary Morgan	
LSE	Clare Wenham	
SFI	Ruth Kelly	
SFI	Orla Finucane	
SFI	Benjamin Lant	
SFI	Laura Mackey	

ANNEX 3: SUPPORTING DOCUMENTS

Annex 3.1 Presentation: Putting a gender lens on COVID-19 (SARS-CoV-2) funded research

Putting a gender lens on COVID-19 (SARS-CoV-2) funded research

Rosemary Morgan, PhD, Johns Hopkins Bloomberg School of Public Health (<u>rosemary.morgan@jhu.edu</u>)

Clare Wenham, PhD, London School of Economics (c.wenham@lse.ac.uk)

Gender and COVID-19 Working Group

1 April 2020

Gender and COVID-19

- Pandemics, including COVID-19, are not gender neutral.
- Current COVID-19 pandemic has both primary and secondary effects related to sex and gender.
- Research needed to understand how gender is causing differential outcomes and effects among and between men and women, as well as people of other genders.
- Outbreak responses consistently fail to meaningfully include gender analysis.

THE LANCET

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	COMMENT VOLUME 395, ISSUE 10227, P846-848, MARCH 14, 2020		2			
		PDF [1 MB]	Figures			
	COVID-19: the gendered impacts of the outbreak					
	Clare Wenham 🖂 🛛 Julia Smith 🔹 Rosemary Morgan 🔹 on behalf of the Gender and COVI	D-19 Working G	iroup †			
	Show footnotes					
	Published: March 06, 2020 。 DOI: https://doi.org/10.1016/S0140-6736(20)30526-2 。 🦲	Check for upda	tes			
	Policies and public health efforts have not addressed the ger	dered				
References	impacts of disease outbreaks. ¹ The response to coronavirus o	disease				
Article Info	2019 (COVID-19) appears no different. We are not aware of an	ıy				
Ai dete inito	gender analysis of the outbreak by global health institutions	or				
Figures	governments in affected countries or in preparedness phases	5.				

impacts of disease outbreaks.¹ The response to coronavirus disease 2019 (COVID-19) appears no different. We are not aware of any gender analysis of the outbreak by global health institutions or governments in affected countries or in preparedness phases. Recognising the extent to which disease outbreaks affect women and men differently is a fundamental step to understanding the primary and secondary effects of a health emergency on different individuals and communities, and for creating effective, equitable policies and interventions.

Although sex-disaggregated data for COVID-19 show equal numbers of cases between men and women so far, there seem to be sex

(Wenham et al. 2020)

Primary Gendered Effects

Science

03.00 EDT

 \leq 3160

- Primary effects include greater severity of disease and mortality among men, and infection risk among women care workers.
- Are biological differences between men and women in relation to their immune responses to viruses, with women having a more robust immune response.
- Reasons for men's higher rates of mortality, however, • are likely to be both biological and behavioral related to both sex and gender.
- Behavioral activities such as smoking or vaping, lack of hand washing, and delayed healthcare seeking may be putting men at greater risk of mortality.
- Presence of co-morbidities such as diabetes. • hypertension, or cardiovascular diseases may be increasing men's vulnerability.

Men are much more likely to die from **Coronavirus** outbreak coronavirus - but why?

Trend has been replicated in all nations, but scientists cannot vet fathom the cause

Coronavirus - latest updates

why?CMP=Share AndroidApp Tweet

Coronavirus - all our coverage 阿凱合 Hannah Devlin 红榆山 correspondent OOUC ♥ @hannahdev Thu 26 Mar 2020 ER I Marlbor cigarette vendor at a Beijing stall. Nearly 50% of men in China smoke but just 2% of women. Photograph: AP ps://www.theguardian.com/world/2020/mar/26/men-are-much-more-likely-to-die-from-coronavirus-but-

Secondary Gendered Effects

- Women are on the frontlines as healthcare workers and primary caregivers, providing 70% of the global health and social workforce.
- Informal care gendered; school closures, care home closures, family response and readjustment
- Majority of low wage and part time workers are women, and many of them are women of color; such workers have greater income insecurity and face greater risk if and when their places of work are shut down.
- Women not equally represented in decisionmaking roles responding to the COVID-19 pandemic; evidence shows that when women have less decision-making power than men, their needs during an epidemic less likely to be met.



akobchuk/Shutterstock.com./Shutterstock.com

(Wenham et al. 2020; WHO 2019; Smith 2020).

OPERATION 50/50:

GLOBAL HEALTH SECURITY REPRESENTATION BY THE NUMBERS

Women make up just:



10% of the representatives of the U.S. Coronavirus Task Force



of the WHO Emergency Committee on COVID-19



16% of the WHO-China joint mission on COVID-19

And yet women are 70% of the global health workforce fighting on the front lines of this epidemic

(Women in Global Health, 2020)

Secondary Gendered Effects

- Evidence showing increased rates of domestic violence as a result of social distancing and quarantine, which predominately affects women.
- Domestic violence support services may also be operating under reduced service to discontinued, which increases women's vulnerability.
- Resources for reproductive and sexual health often disrupted or diverted to the emergency response, which can contribute to a rise in maternal mortality or related morbidities.
- The Ebola epidemic in Sierra Leone saw an increase in maternal, neonatal and stillbirth deaths, and reduction of routine vaccination programmes, as a result of a diversion of resources towards Ebola.
- Also saw teenage pregnancy increase, and many young girls did not return to school after the epidemic ended.

Women Are Bearing the Brunt of Coronavirus Disruption

• While the illness hits men harder, women are on the front lines at work and at home.

By Janet Paskin



https://www.bloomberg.com/news/articles/2020-03-11/coronavirus-will-make-gender-inequality-worse

(Harman, 2016, Davies & Bennett, 2016, Smith 2019)

GENDER

Gender and the Coronavirus Outbreak

Gender inequities make outbreaks worse, so why not integrate gender analysis into the response now to help save lives?

More evidence is needed to inform response

- Are not aware of any gender analysis of the outbreak by global health institutions or governments in affected countries or in preparedness phases.
- Recognizing extent to which disease outbreaks affect women and men differently is a fundamental step to understanding the primary and secondary effects of a health emergency on different individuals and communities.
- Currently do not have enough data to create effective and equitable gender-sensitive policies and interventions – most policies and interventions being made on basis of assumptions.

(Smith, 2020; Wenham et al. 2020, Smith, 2019)

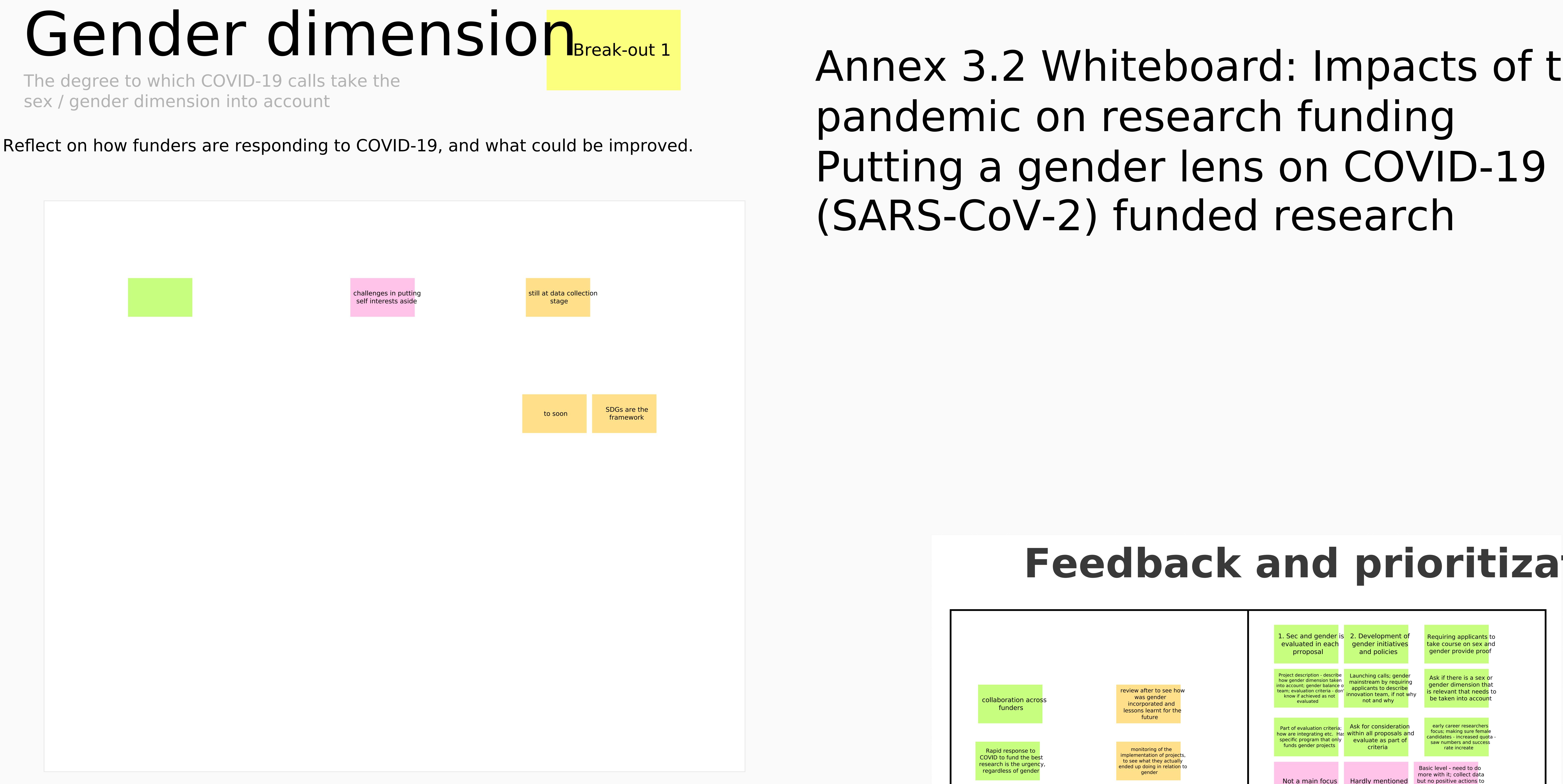
Research and Policy Asks

- 1. Collect and analyze sex/gender disaggregated data to explore primary and secondary gendered effects of COVID-19
- 2. Ensure more women are represented on COVID-19 decisionmaking bodies; identify barriers for their participation
- 3. Ensure women care givers (both health workers and at home) are protected both in terms of PPE and financially; explore barriers and opportunities to increase protection
- 4. Ensure safe, accessible childcare for families who need it, including protection & fair pay for childcare workers
- 5. Ensure support and protection for those experiencing domestic violence
- 6. Protect sexual and reproductive health resources
- 7. Ensure economic interventions include precarious and informal work
- 8. Targeted health/risk communications to men, recognizing they are often less likely to seek preventative and early health advice/services

References

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- Women in Global Health. (2020). OPERATION 50/50: Women's Perspectives Save Lives. Retrieved April 6, 2020, from https://www.womeningh.org/operation-50-50

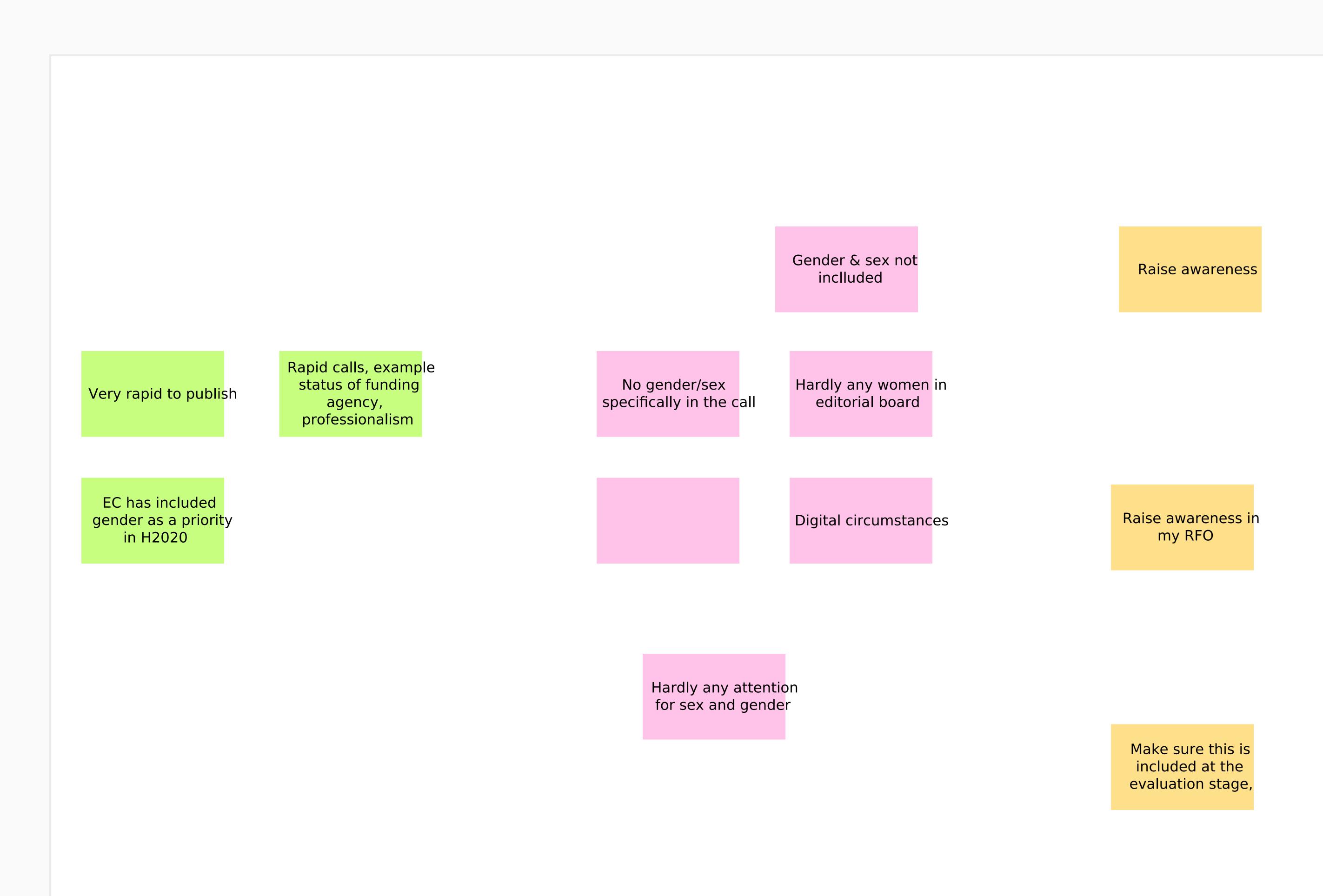
The degree to which COVID-19 calls take the



Gender dimension Break-out 4

The degree to which COVID-19 calls take the sex / gender dimension into account

Reflect on how funders are responding to COVID-19, and what could be improved.



main room

	1. Sec and gender is evaluated in each prroposal2. Development of gender initiatives and policiesRequiring applicants to take course on sex and gender provide proof
collaboration across funders	Project description - describe how gender dimension taken into account; gender balance o team; evaluation criteria - don know if achieved as not evaluated evaluated not and why how and why how is a set of the team into account is relevant that needs to be taken into account is relevant that needs to be taken into account is relevant that needs to be taken into account is relevant that needs to be taken into account is relevant that needs to be taken into account is relevant that needs to be taken into account is relevant that needs to be taken into account is relevant that needs to be taken into account is relevant that needs to be taken into account is relevant that needs to be taken into account is relevant that needs to be taken into account is relevant that needs to be taken into account is relevant that needs to be taken into account is relevant that needs to be taken into account is relevant that needs to be taken into account is needed.
Rapid response to COVID to fund the best	Part of evaluation criteria; how are integrating etc. Has specific program that only funds gender projects Ask for consideration evaluate as part of criteria early career researchers focus; making sure female candidates - increased quota - saw numbers and success rate increate
research is the urgency, regardless of gender	Not a main focusHardly mentionedBasic level - need to do more with it; collect data but no positive actions to increase gender participation
timeline is challenge to work together in a diverse landscape rapidly	Looking for best way to integrate For start ups risk that to integrate leam just to show have gender balanced team
	in evaluation process - it is really evaluated? How going to be evaluated?
Rapid response call from EI, IDA and SFI -good interagency communication, quick turnaroundGenderdeimension is standard evaluatio aspect	There is nothing of this kind at this moment. AB Pre Award: More flexible approach rolling call
No specific gender considerations included in the call	Collaboration with other funding bodies Rapid Response-
	gender component dropped Have gender embedded
Reinforce agreed gender diimension at evaluatio	Sex/gender

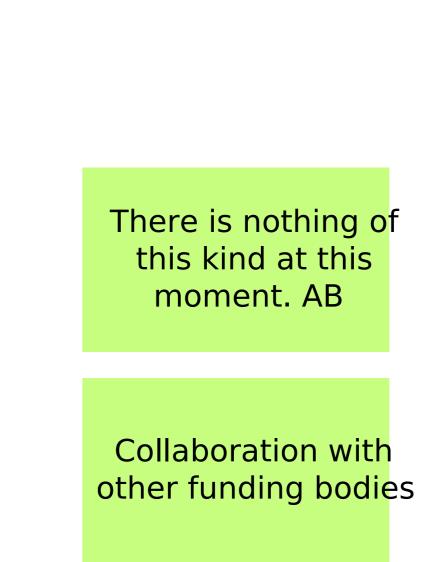
Annex 3.2 Whiteboard: Impacts of the COVID







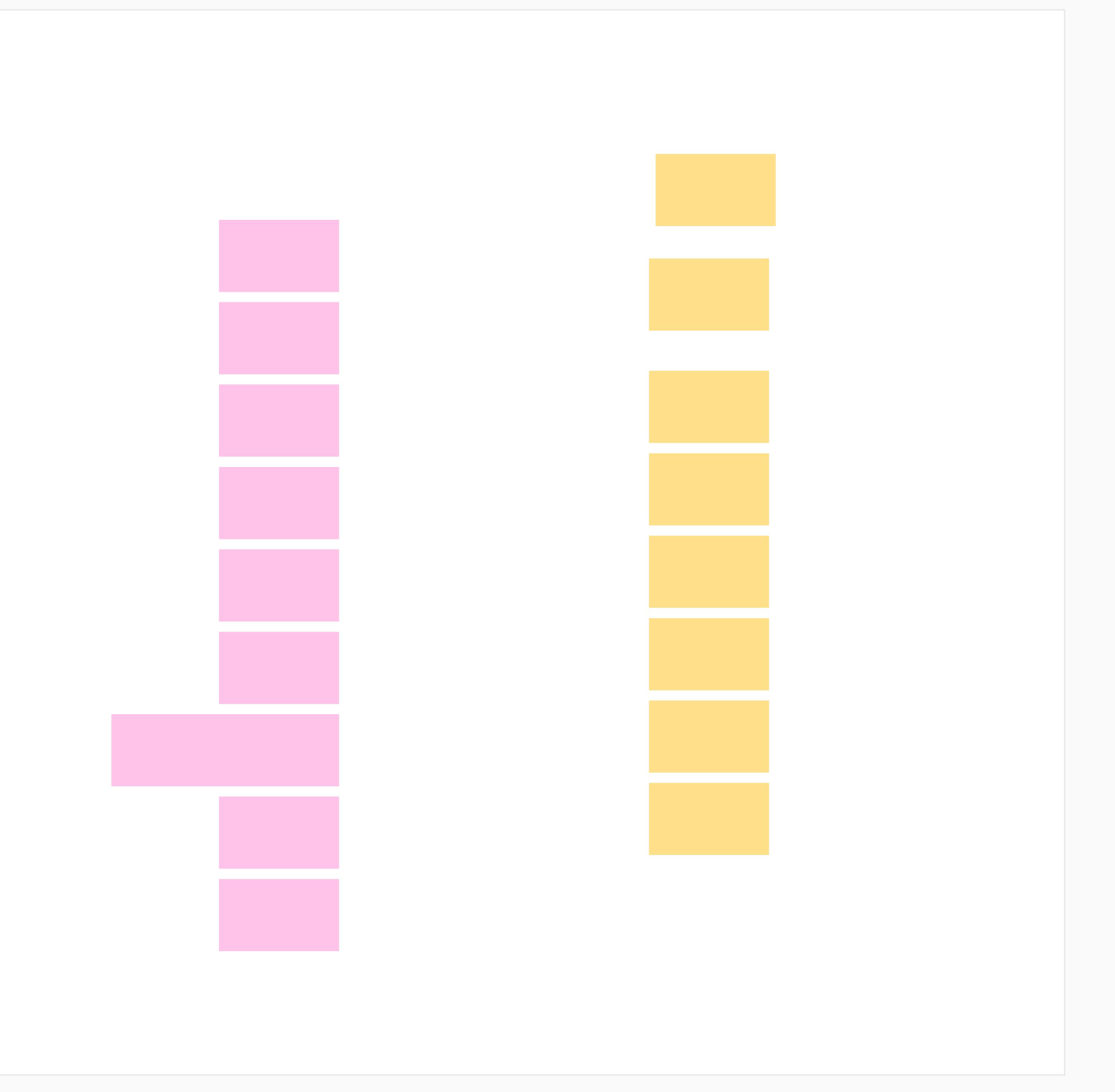




Gender dimension Break-out 2

The degree to which COVID-19 calls take the sex / gender dimension into account

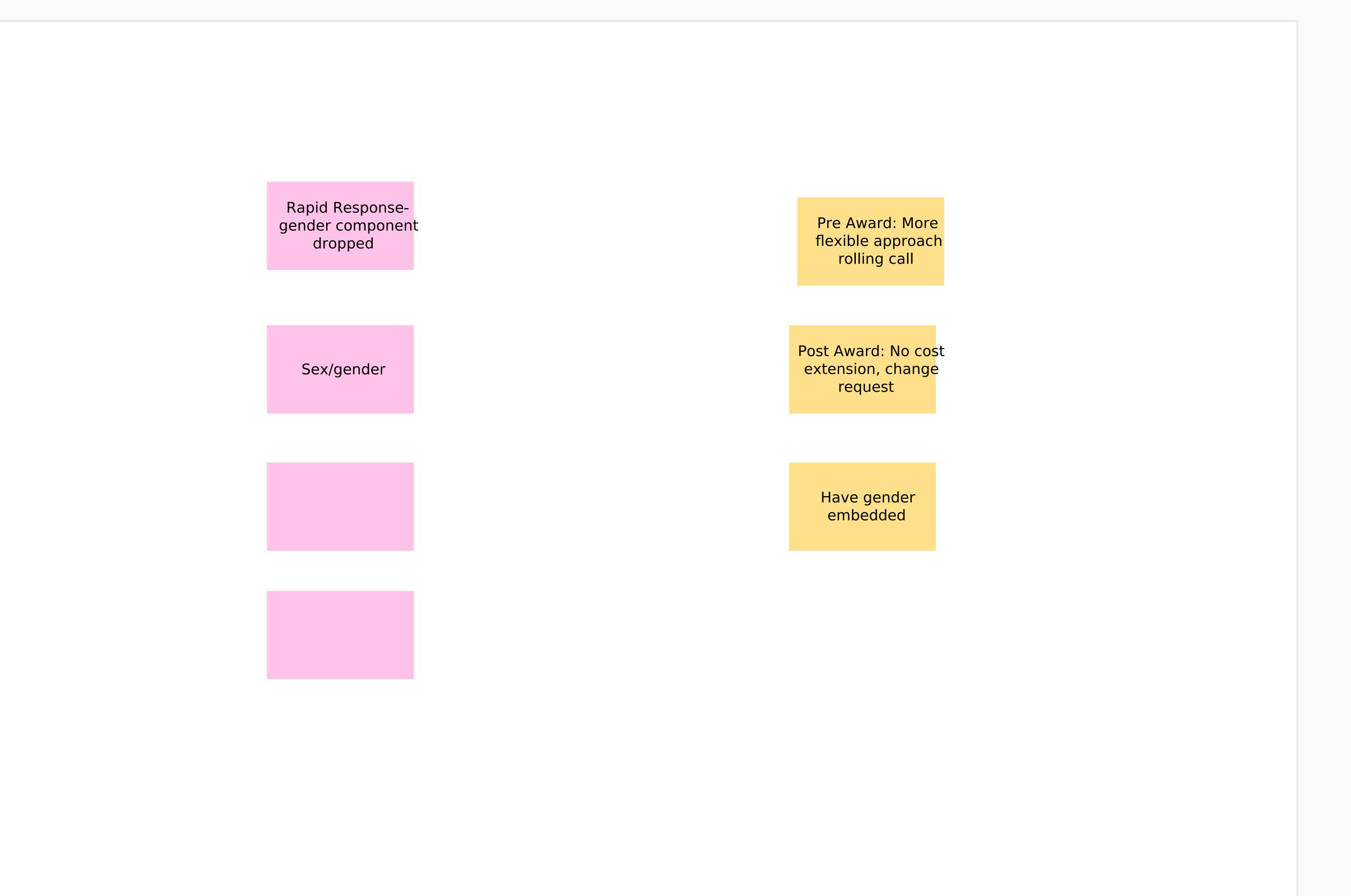
Reflect on how funders are responding to COVID-19, and what could be improved.



Gender dimension Break-out 3

The degree to which COVID-19 calls take the sex / gender dimension into account

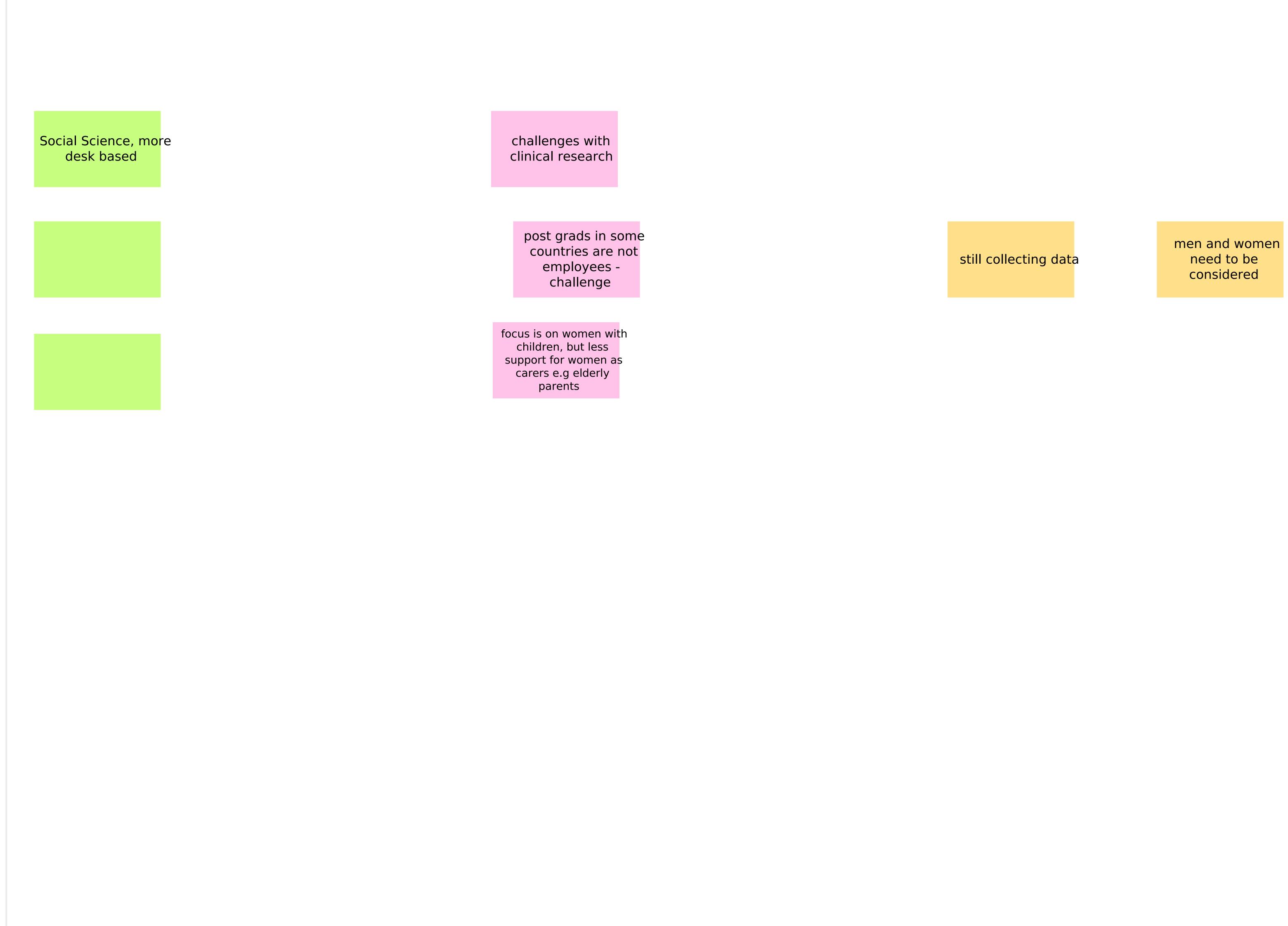
Reflect on how funders are responding to COVID-19, and what could be improved.



Impact on researchers

Preventing or mitigating negative impacts of COVID-19 on women and/or minority researchers

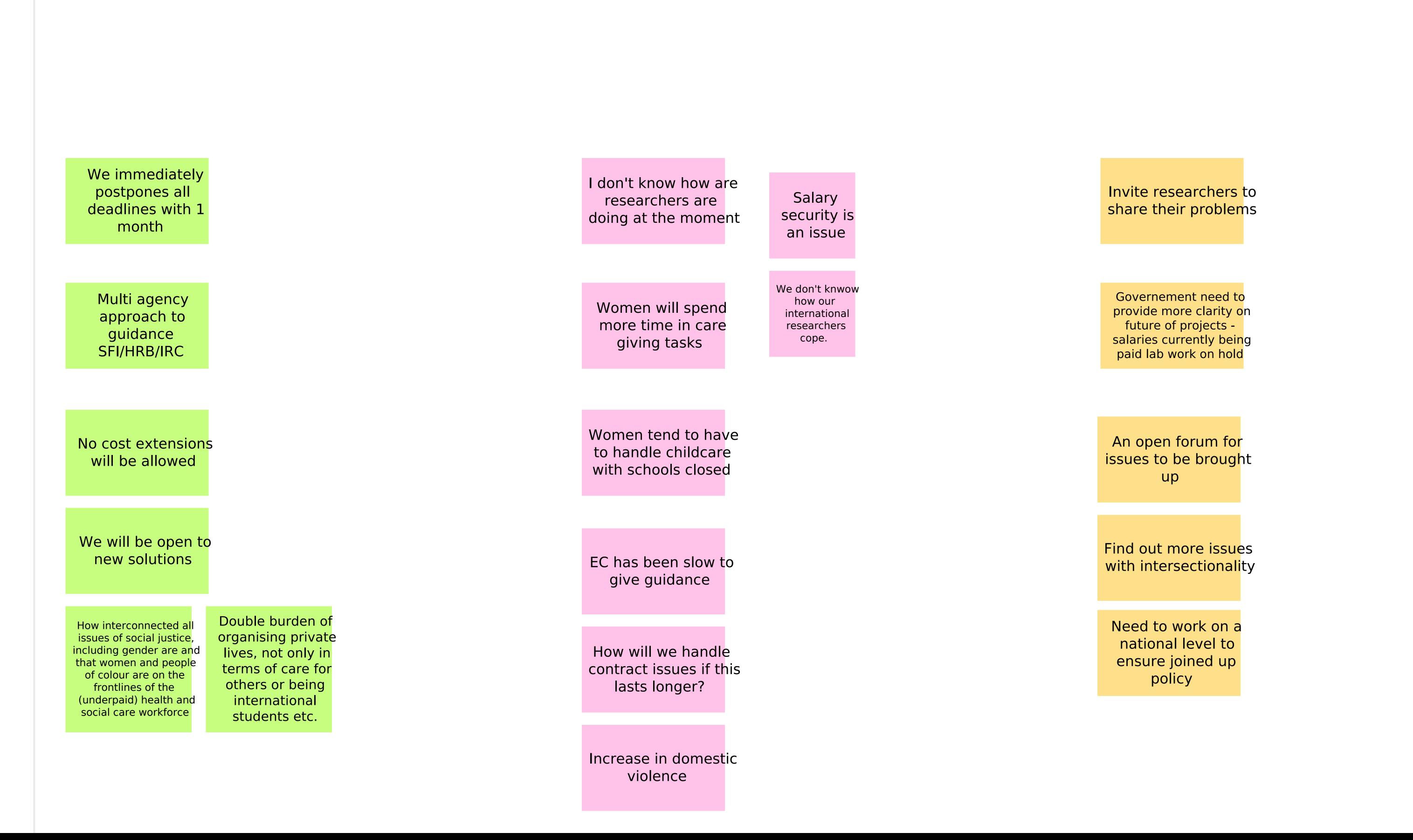
Reflect on how funders are responding to COVID-19, and what could be improved.

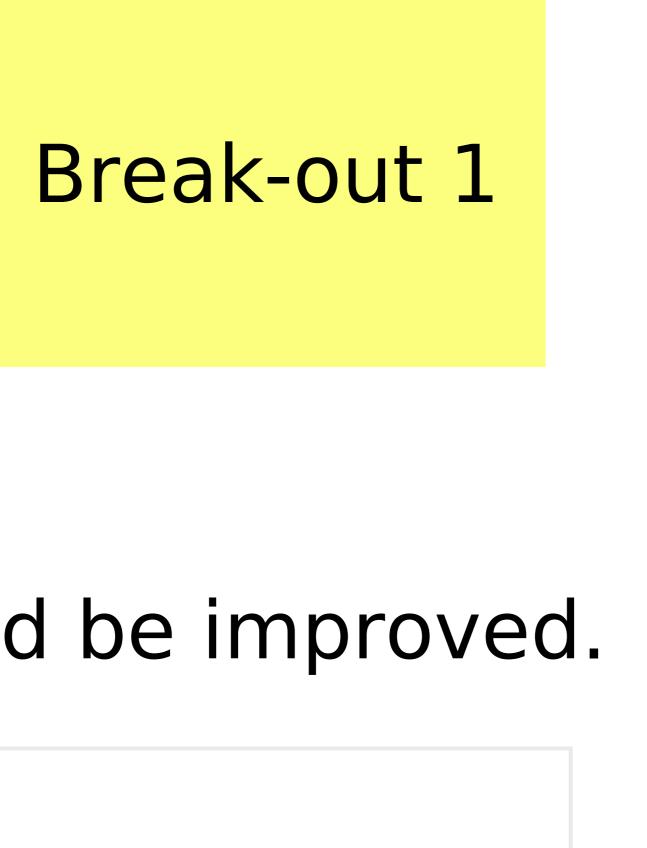


Impact on researchers

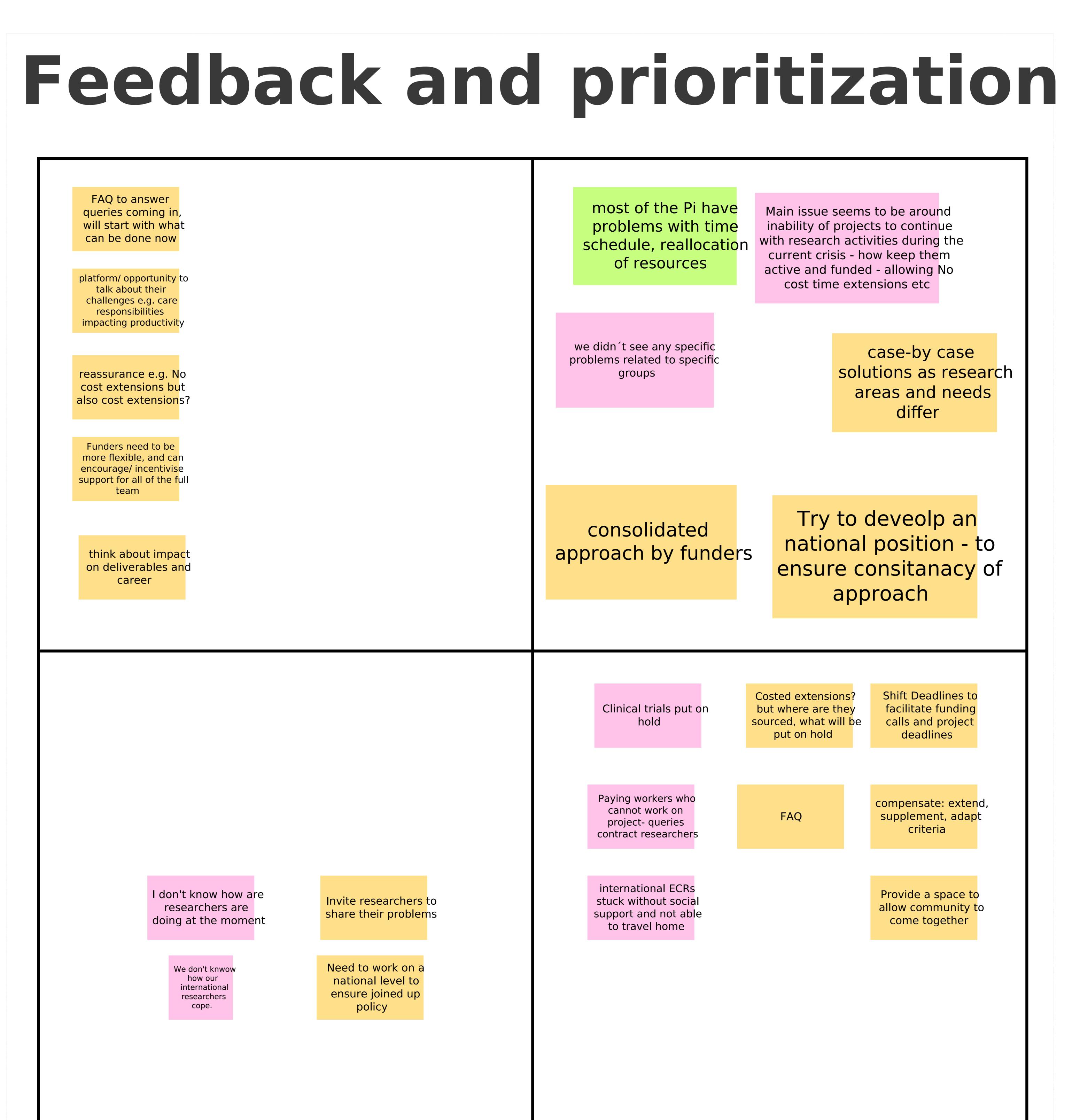
Preventing or mitigating negative impacts of COVID-19 on women and/or minority researchers

Reflect on how funders are responding to COVID-19, and what could be improved.

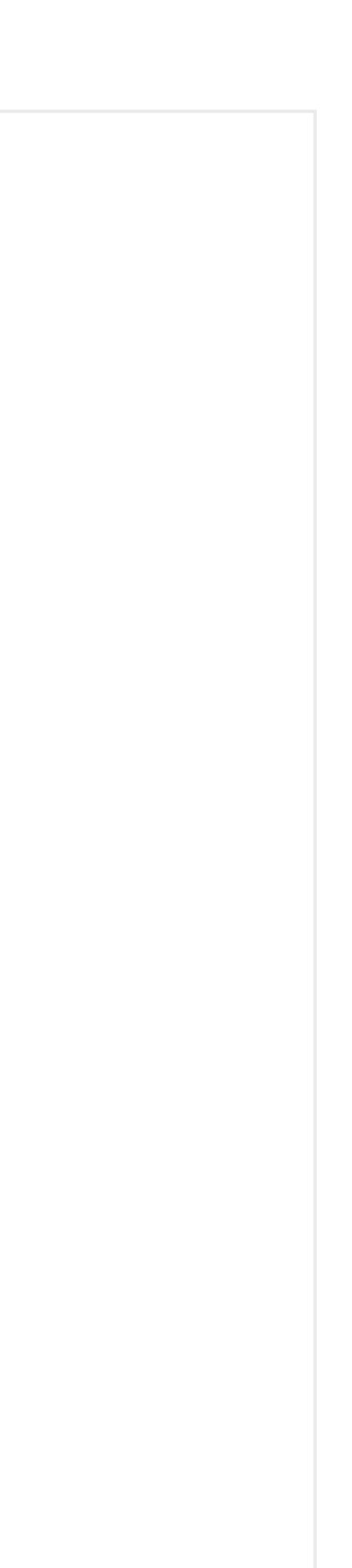




Annex 3.3 Whiteboard: Impacts of the COVID pandemic on research funding. How the COVID-19 pandemic affect researchers - looking through a gender & intersectionality lens.



Break-out 4 main room



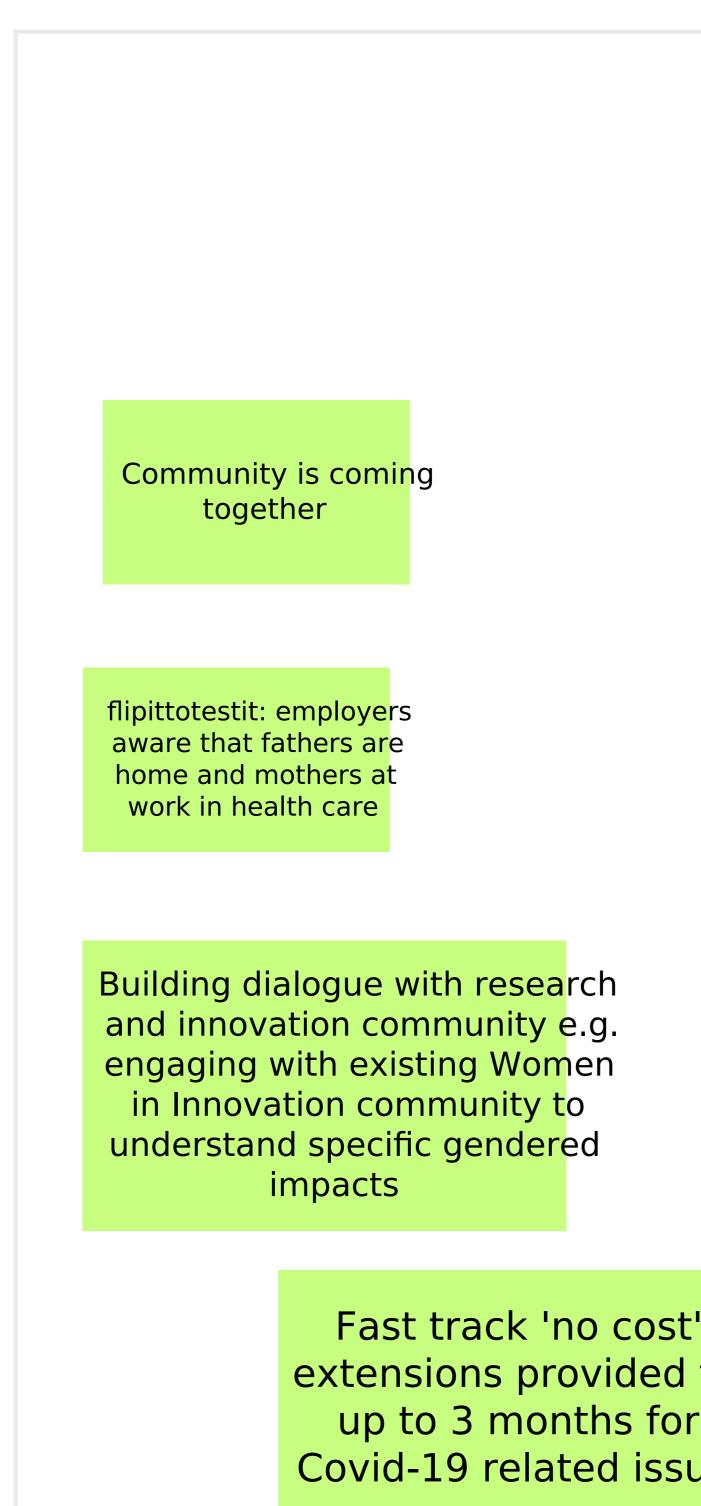
Impact on researchers

Preventing or mitigating negative impacts of COVID-19 on women and/or minority researchers

Impact on researchers

Preventing or mitigating negative impacts of COVID-19 on women and/or minority researchers

Reflect on how funders are responding to COVID-19, and what could be improved.



Reflect on how funders are responding to COVID-19, and what could be improved.

Break-out 3

Clinical trials put on hold	international ECRs stuck without social support and not able		Shift Deadlines to facilitate funding calls and project	Provide a space to allow community to come together
Working from home juggling childare maybe more men at home as more women health care workers	to travel home Wont know what the impacts will look like yet		deadlines ompensate: extend, supplement, adapt criteria	
Paying workers who cannot work on project- queries			check in with those on temporary	
contract researchers Lab workers not able to continue			residence permits FAQ	
		ł	Costed extensions? but where are they ourced, what will be put on hold	

Room 1: Adrien leading Reduce bias in the grant evaluation process

1. What is the focus of the WG?

2. What outputs and/or impacts would you like to have at the end of the project? For example, produce a document of best practice, increase members knowledge, introduce a new concept, disseminate publicly, etc.

3. What methods should be used to deliver these outputs and/or impacts?For example, a workshop, bringing in an expert to a meeting, produce a report of best practices, etc.

Utilise the FORGEN
workshop shared
learnings and
findingsSurvey the FORGEN
members / possibly
extend to wider
indirect networksCollect shared
learnings and colla
for accessibility

4. What is the timeline required to achieve this?

Dependent on FORGEN expectations

5. How will the CoP method help to facilitate this and what supports are required?

FORGEN membership would form the basis of the shared learnings collected FORGEN networks if necessary

Room 4: Caitriona leading Influencing culture & leadership for sustainability

L. What is the focus of the WG?

Influencing culture an Setting targets and knowin Who are the and the working towards? What doe do we have to make change? At all levels that we work with

2. What outputs and/or impacts would you like to have at the end of the project?For example, produce a document of best practice, increase members knowledge, introduce a new concept, disseminate publicly, etc.

Examples of good internal and external audience e.g. we need bac provided value has provided value add unders

> 3. What methods should be used to deliver these outputs and/or impacts?For example, a workshop, bringing in an expert to a meeting, produce a report of best practices, etc.

Coordination between other working groups

This will require shorter and longer term goals culture and leadership change is generally Slow

required?

Annex 3.4 Whiteboard: Developing a Plan of Action through FORGEN Working Groups

Room 2: Astrid leading Intersectionality

. What is the focus of the WG?

2. What outputs and/or impacts would you like to have at the end of the project?For example, produce a document of best practice, increase members knowledge, introduce a new concept, disseminate publicly, etc.

White paper for RFO's employee	US and in Europe.	e employees about 1) th	A meausure could be:earmarked funding for underrepresented groups	
Impacts fro	thods shou example,	a workshop	o deliver thes , bringing in	
produce a report of best practices, etc.				

4. What is the timeline required to achieve this?

5. How will the CoP method help to facilitate this and what supports are required?

Sustainability is key ensuring that practical G can be taken even

Thought leadership ander equality and ularly, what are the benefits? It's not just nice to have

Engaging with gende equality experts from the public, private an third sector

Workshops

4. What is the timeline required to achieve this?

5. How will the CoP method help to facilitate this and what supports are

ese outputs and/or an expert to a meeting,

Room 5: Rochelle leading Collecting & monitoring GE data

1. What is the focus of the WG?

How to improve data lection in RFOs for How to benchmark for gender equality against other RFOs

2. What outputs and/or impacts would you like to have at the end of the project?For example, produce a document of best practice, increase members knowledge, introduce a new concept, disseminate publicly, etc.

Best practice for dat List of indicators Survey to monitor

3. What methods should be used to deliver these outputs and/or impacts?For example, a workshop, bringing in an expert to a meeting, produce a report of best practices, etc.

Publish the survey, work offline to Pilot will be run with The surevy will be Share results at CoP best pract, other RFO members refined from this pilot meetings develop the outputs outputs

4. What is the timeline required to achieve this?

Have a draft of the Published by March Test a pilot by utputs by this time 2021 October

Members of differer

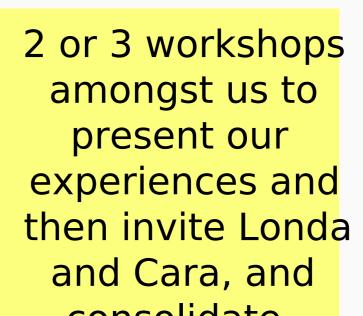
5. How will the CoP method help to facilitate this and what supports are required?

Room 3: Sophia leading Sex and gender dimension in the research

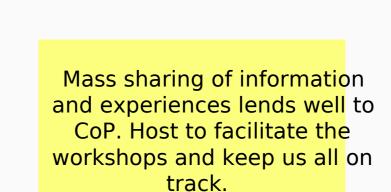
Focus of WG: Guiding applicants, on a more operational level how we integrate 1. What is the focus of the Websel the S&G question in research. Standard format currently, but then different programmes have different application formats. Standard question now in every application - is this best practice and see how it plays out. Also, how are answers evaluated bu reviewers. 2. What outputs and/or impacts would you like to have at the end of the project?For example, produce a document of best practice, increase members knowledge, introduce a new concept, disseminate publicly, etc Increased knowledge in our group as a first step, main aim would efficient and having less room ambiguity in developing how version and how we ssess applications. E.G: W oplicants still provide a resp about Team Members in this fie 3. What methods should be used to deliver these outputs and/or impacts?For example, a workshop, bringing in an expert to a meeting, produce a report of best practices, etc.

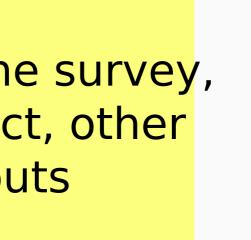
A workshop, but we are the	
experts? Or Cara	
Tannenbaum, Londa	
Scheibinger (Gendered	
Innovation and Horizon	
Europe Platform) perhaps?	
Have time to present what	
we're working, the	
implementation, pros and	
cons.	

4. What is the timeline required to achieve this?



5. How will the CoP method help to facilitate this and what supports are required?





Room 1: Adrien leading

1. What are the main benefits & gaps of CoP methodology? In the CoP so far, what have you found beneficial? What have you Whiteboard: found lacking? found lacking?

Help build networks Knowledge exchange More structure would outside of usual between participant be beneficial -- e.g. ones, good at deliverables for the WGs or guidelines

2. In your opinion, how does the "community of practice" approach 2. In your opinion, how does the "community of practice" approach speed up progress towards gender equality, as compared to working developing COPS without one?

Quick access and signposting to ideas and resources -- space to share the learning

3. How can the current supports from ACT be improved? For example, how have you found using the website? How could this be more effective? How have you found the ACT toolkit? How effective have you found the current meeting and workshop structures? Do you have any further ideas that could improve support for the CoP?

Make easier for sub-groups to use the website -- e.g. dedicate spaces for WGs to use

4. How can we identify opportunities for creating new CoPs, or networking current ones to advance gender equality tools?

Could be good to have structured exchanges on reas of common intrest 'tween participants in the CoP

Room 4: Caitriona leading

found lacking?

shared issues acros agencies

without one?

Short cuts throug learnings

3. How can the current supports from ACT be improved? For example, how have you found using the website? How could this be more effective? How have you found the ACT toolkit? How effective have you found the current meeting and workshop structures? Do you have any further ideas that could improve support for the CoP?

4. How can we identify opportunities for creating new CoPs, or networking current ones to advance gender equality tools?

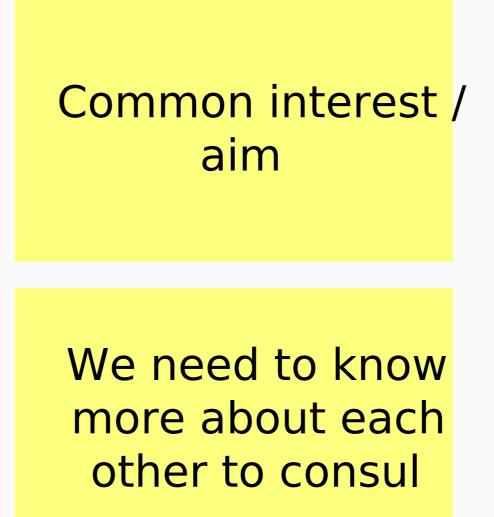
Annex 3.5 Reflecting on, improving &

Room 2: Astrid leading

1. What are the main benefits & gaps of CoP methodology? In the CoP so far, what have you found beneficial? What have you found lacking?

The sharepoint isn't Matching of group Output may really used interest / activities in the f

2. In your opinion, how does the "community of practice" approach speed up progress towards gender equality, as compared to working without one?



Efficient way between of learning learning

3. How can the current supports from ACT be improved? For example, how have you found using the website? How could this be more effective? How have you found the ACT toolkit? How effective have you found the current meeting and workshop structures? Do you have any further ideas that could improve support for the CoP?

It is good to website but it filled up the isn't the real personal profiles= anchor. People minimal information Please also ado photograph eed to meet and guided

4. How can we identify opportunities for creating new CoPs, or networking current ones to advance gender equality tools?

1. What are the main benefits & gaps of CoP methodology? In the CoP so far, what have you found beneficial? What have you

The why and not just

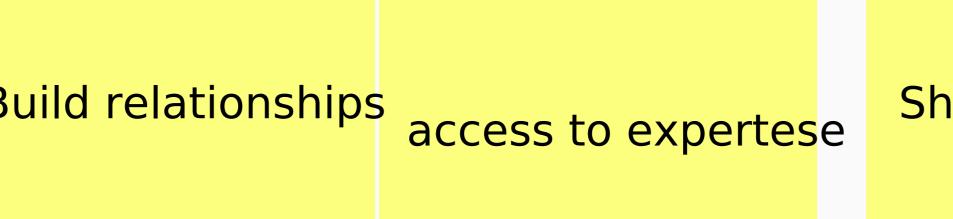
the how

shop

the agenda where

Avoid group think -diversity of opinions

2. In your opinion, how does the "community of practice" approach speed up progress towards gender equality, as compared to working



Share the workload

outputs and discussion action with othe. CoPs workshop

ybe usefu future future	The people in the group don't really know each other yet - gaining trust
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Benefit fror participatir in this grou (ROI)	Give and take	Worries about continuity of the EU programs	are needed to
	balance		