



Gender Equality
GE ACADEMY

D4.2 Full compilation of all capacity-building and Train-the-Trainers' materials (for all formats) (YW)

November 2021



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Deliverable 4.2: Full compilation of all capacity-building and Train-the-Trainers' materials (for all formats)

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Table of Contents

Executive Summary	7
Introduction	8
1.1 Structure of the document	9
1.2 Intended audience	9
1.3 How to use a GE Academy Script.....	10
Section 1: Training Sessions	12
1. Gender bias in recruitment, promotion and career management (In-person)	13
2. Gender bias in recruitment, promotion and career management (Online).....	14
3. Introduction to gender equality in Research & Innovation (In-person)	15
4. Introduction to gender equality in Research & Innovation (widening countries) (Online)..	16
5. Facilitation of change processes towards gender equality.....	18
6. Gender Equality Plan design and implementation (In-person)	19
7. Gender Equality Plan design and implementation (Online)	20
8. Gender in teaching.....	21
9. Gender in curricula, sharing experiences in STEM	22
10. Building and implementing protocols against gender-based violence, including sexual harassment	23
11. Gender Equality Plan implementation focusing on Central and Eastern European Countries (CEE)	24
12. Beyond childcare: A gender-sensitive approach to work-life balance in academic institutional cultures.....	25
13. Introductory training: Integrating the sex and gender dimensions in research.....	26
14. Gender dimension in research: 4 Case Studies from the STEM Field.....	26
15. Sex and gender dimension in research: Health & Medicine	28
16. Sex and gender dimension in research: Mobility	29
17. Sex and gender dimension in research: Robotics.....	30
18. Developing Gender Sensitivity in Human Computer Interaction Research	31
19. Methods for monitoring and evaluating institutional change.....	32
20. Institutional gender analysis.....	33
21. Dealing with resistances (In-person)	33
22. Dealing with resistances (Online)	35
Section 2: Interactive Workshops	36
1. Planning and implementation of institutional change	37

2. Participatory methods to support institutional change for gender equality (In-person).....	38
3. Participatory methods to support institutional change for gender equality (Online).....	39
4. Gender in decision-making	40
5. Setting up and supporting internal change agents (In-person)	41
6. Setting up and supporting internal change agents (Online)	42
7. Facilitating change (widening countries)	43
8. Engaging men in gender equality work	44
9. Thinking gender in science & innovation: examples from research on Covid 19 & robotics	45
10. How to communicate "gender" in times of resistance.....	46
11. Monitoring and Evaluation (3 editions)	47
12. Intersectionality, diversity and inclusion in teams and organisations (2 sessions)	48
13. Setting up policies to address gender-based violence and sexual harassment	50
14. How do we organise for gender equality at university? Challenges and strategies for students?	52
Section 3: Webinars	53
1. Introduction to GEPs.....	54
2. Gender in research and innovation	55
3. Mobilising and engaging. Creating long-lasting commitment for gender equality in research	56
4. Achieving gender equality in universities: the importance of priority setting and strategic framing.....	57
5. Bias and resistances: Exploring challenges to gender equality in leadership and decision-making.....	58
6. Doing research on security and crisis situations with gender lenses: A case study on integrating sex and gender in research content.....	59
7. Intersectionality in institutional change processes in academic organisations.....	60
8. Applying intersectional perspectives in research and innovation. The cases of urban cycling and artificial intelligence.....	61
9. Challenges for feminist leadership in higher education institutions	62
10. Gender bias in academic recruitment and promotion. Recognising and overcoming it....	63
11. Gender equality in Responsible Research & Innovation (2 sessions).....	64
12. Generating high-quality data for designing and implementing gender equality measures in your institution. Towards the GEAM (Gender Equality Audit and Monitoring) tool workshops: what's in it and why to participate	66
13. Re-humanising work and life in academia and research: Women and men as partners in building gender equality	67

Section 4: Distributed Open Collaborative Courses	68
Version 2020. Gender Equality in research and innovation: the journey towards Institutional Change	69
1. Institutional change: An introduction.....	70
2. Institutional change: How	70
3. Institutional change: What	71
4. Gender dimension in research content	71
5. Gender in curricula and teaching.....	72
6. Intersectional approaches	72
7. From gender in research to gender in research & innovation	72
Version 2021. GENDER EQUALITY PLANS IN PRACTICE: Towards sound and sustainable institutional change processes in research organisations	74
1. Gender in R&I: Introductory concepts.....	75
2. Building blocks and basic keys to design and implement Gender Equality Plans	75
3. Work-life balance and organisational culture.....	75
4. Gender balance in leadership and decision-making.....	76
5. Gender equality in recruitment and career progression.....	76
6. Gender in research and teaching contents.....	76
7. How to fight gender-based violence and sexual harassment.....	77
Version 2021b. Gender as an innovation in sustainable housing design	78
Section 5: Summer Schools	79
1. Gender, Cities and Planning Processes: Engendering Research in climate, energy and mobility coorganised with the Technical University of Madrid.....	80
2. Gender Equality Plans and the challenge of intersectionality: from design to implementation, monitoring and evaluation coorganised with the Technological University Dublin.....	82
3. Planning & Implementing Gender Equality Plans coorganised with the Central European University	84
Section 6: Train the Trainers	86
1. Online Sessions	88
Version 2020	88
Version 2021	90
2. Experienced Trainers (Online)	92
3. Three-day Sessions (In-person).....	93
Section 7: Evaluation	94
1. Ex-ante questionnaire.....	95

Deliverable 4.2: Full compilation of all capacity-building and Train-the-Trainers' materials (for all formats)

2. Exit questionnaire	98
3. Ex-post questionnaire	103
ANNEX: Example questionnaire	107
INDEX	128

Executive Summary

The GE Academy project developed and implemented a high-quality capacity-building programme on gender equality in research, innovation and higher education. The capacity-building programme is based on state-of-the-art knowledge and composed of a series of tailor-made training materials and different training formats (including In-person trainings, Summer Schools, Interactive workshops, Webinars, Distributive Open Collaborative Courses (DOCCs), Train-the-Trainer sessions, both online and offline). This deliverable contains all final versions of the topical/thematic trainings developed and conducted online and offline during the GE Academy project (2019-2021) with all accompanying materials, for wider use and uptake.

Introduction

Over the last decades, gender and feminist scholarship has built a significant body of knowledge contributing to our understanding of how gender operates in the social and natural worlds. It has equally developed theoretical and methodological approaches that have benefitted knowledge production processes over the past forty years. However, despite these steady advancements in gender and feminist scholarship, its achievements have rarely permeated mainstream disciplinary canons in academia. GE Academy offers a holistic approach developing and implementing a high-quality capacity building programme on gender equality in research and innovation (R&I) and higher education (HE).

During the implementation of the GE Academy project (January 2019-December 2021), GE Academy partners have designed, pilot-tested and implemented a broad set of sessions on gender in research and institutional change. The programme is addressing the broad spectrum of topics concerned and supporting the “mainstreaming” of gender expertise in different disciplinary areas and scientific fields, which implicitly spread gender perspectives and gender dimensions in various organisations. Avoiding a simplistic and binary vision of gender, the approach takes intersectionality into account, meaning the interlocking, complex system of inequalities and differences in which individuals are embedded.

The capacity building programme responds to the needs of those who are contributing to and can become involved in institutional change towards gender equality in research and innovation (R&I) as well as in Higher Education (HE), taking into account differences between target groups (in terms of professional profile/position, gender, socio-cultural background, discipline, etc.).

The project strived for increasing skills of those who are implementing measures towards gender equality in their institutions (management, administrators, HR managers, academic staff etc.); deepening the expertise of researchers interested in the gender dimension of their work; further developing skills of gender experts willing to deliver training sessions to research & innovation and higher education communities in Europe and beyond.

The project has led to delivering the scripts for overall, including both in-person and online formats, 22 training sessions, 15 workshops, 14 webinars, 14 (plus one additional course delivered by UPM) modules within the DOCCs (Distributed Open Collaborative Courses), 3 Summer Schools and 3 sessions¹ within the Train the Trainer format. COVID-19 had an impact on the program implementation, requesting the consortium to shift scripts and materials from offline to online in the course of the project and continuously adapt face-to-face formats to online settings. For this reason, some of the scripts in the following chapters are provided for both online and offline

¹ Please, note that the numbers for the developed scripts differ from the numbers of delivered sessions as scripts were used to deliver multiple sessions of the same topic. In some cases, scripts developed for offline sessions were not delivered as offline sessions due to COVID-19.

settings without necessarily having been conducted in an offline setting due to the interruption of COVID-19.

This deliverable, prepared in the framework of WP4 (Concepts and materials development and testing), fully documents all developed, reviewed and applied concepts for the different GE Academy formats (including all their accompanying materials) during the project duration, including the pilot sessions.

1.1 Structure of the document

This document represents a tool for navigating the capacity building programme and its materials developed and applied within GE Academy. It is divided into 7 sections; sections 1-6 correspond to the 6 formats (Training Sessions, Interactive Workshops, Webinars, Distributive Open Collaborative Courses, Summer Schools, Train the Trainers) while section 7 provides the material needed to set up the evaluation at three moments while implementing a GE Academy session. Finally, an index is available with all the available thematic areas/sessions and the relevant pages where to find them in this document.

For sections 1-6, sessions are presented following a template, including:

- Title (according to the GE Academy general programme)
- Learning objectives
- Target groups
- Materials to be used to implement the session, which generally comprise (even if there are differences based on formats)
 - Script
 - Presentation
 - Handouts, if any
 - Templates for plenary or group work, if any
 - Audio-visual training materials, if any
 - Details on the actual implementation of the session within GE Academy (specific title, date and venue, trainers/facilitators/speakers).

All materials are accessible through the hyperlinks provided in each session overview. They are stored on the project Google Drive platform (with the exception of the audio-visuals, available on the [GE Academy website](#), [GE Academy DOCC platform](#) and [YouTube channel](#)), organised in folders by format and session.

1.2 Intended audience

This document aims to be a practical tool for gender trainers in Europe and beyond to efficiently consult and use the material developed by the GE Academy project. In addition, the material, presentations and videos of the GE Academy session can provide inspiration and all relevant information on different topics to those who are implementing measures towards gender equality in their institutions (management, administrators, HR managers, academic staff, etc.) and/or


anyone involved in institutional change towards gender equality in research and innovation (R&I) and Higher Education (HE) and/or anyone else interested in gender equality.

Note for Trainers

More specifically for trainers, the GE Academy team suggests using this document in combination with “D3.3 Final quality standards booklet” which is available on the following webpage: <https://ge-academy.eu/deliverables/> as the capacity building programme has been designed using specific principles and standards stemming from feminist principles to practically support participants’ awareness and learning, fostering a deeper connection with their personal and professional experience, practice and knowledge. It is also advised that the GE Academy material is complemented with the use of examples and materials that are on the GEAR Tool².

1.3 How to use a GE Academy Script

All scripts follow the same format and include introductory information to help the trainer understand the specific context of the training. This includes: overall approach; learning objectives; format; participant profile; participant preparation (if relevant); and the programme. The detailed script uses the same template, as shown below:

Time	Name of Session	Description of activity	Duration	Materials and tools required
	<p>[ICON TO DESCRIBE TYPE OF ACTIVITY – i.e. plenary, partner, small group, etc.]</p> 	<ul style="list-style-type: none"> Instructions for conducting activity 		

Trainers are also provided with all materials required – slideshow, documents for group work, further reading materials, etc.

In order to operationalise a GE Academy script, a number of steps should be taken. First, trainers should review the whole script and ask themselves the following questions: Do you feel comfortable with this script? Is this how you would deliver it? Would you change anything to your own style? Trainers are encouraged to adapt aspects of the script to suit their own style or approach, provided they are still able to deliver the key messages and content of the training.

² The Gender Equality in Academia and Research (GEAR) tool provides universities and research organisations with practical advice and tools through all stages of institutional change, from setting up a gender equality plan to evaluating its real impact. By the European Institute for Gender Equality (EIGE). Access here: <https://eige.europa.eu/gender-mainstreaming/toolkits/gear>

Deliverable 4.2: Full compilation of all capacity-building and Train-the-Trainers' materials (for all formats)

Section 1: Training Sessions

1. Gender bias in recruitment, promotion and career management (In-person training)
2. Gender bias in recruitment, promotion and career management (Online training)
3. Introduction to gender equality in Research & Innovation (In-person training)
4. Introduction to gender equality in Research & Innovation (widening countries) (Online training)
5. Facilitation of change processes towards gender equality (In-person training)
6. Gender Equality Plan design and implementation (In-person training)
7. Gender Equality Plan design and implementation (Online training)
8. Gender in teaching (Online training)
9. Gender in curricula, sharing experiences in STEM (Online training)
10. Building and implementing protocols against gender-based violence, including sexual harassment (Online training)
11. Gender Equality Plan implementation focusing on Central and Eastern European Countries (CEE) (Online training)
12. Beyond childcare: A gender-sensitive approach to work-life balance in academic institutional cultures (Online training)
13. Introductory training: Integrating the sex and gender dimensions in research (Online training)
14. Gender dimension in research: 4 Case Studies from the STEM Field (Online Training)
15. Sex and gender dimension in research: Health & Medicine (Online Training)
16. Sex and gender dimension in research: Mobility (Online Training)
17. Sex and gender dimension in research: Robotics (Online Training)
18. Developing Gender Sensitivity in Human Computer Interaction Research (Online Training)
19. Methods for monitoring and evaluating institutional change (Online Training)
20. Institutional gender analysis (Online Training)
21. Dealing with resistances (Online Training)
22. Dealing with resistances (In-person)

1. Gender bias in recruitment, promotion and career management (In-person)

IN-PERSON TRAINING

DURATION: 1 DAY

LEARNING OBJECTIVES

- Provide an overview of the main imbalances and bias with regard to HR management in research and the academia (vertical and horizontal segregation, gender pay gap, international mobility)
- Sensitise about unconscious bias, challenging allegedly objective and gender-neutral career enhancement criteria
- Provide examples of measures aimed at tackling those biases in particular in aspects for which participants can act
- Build capacity for self-reflection and enhancement of HRM processes

TARGET GROUPS

- Human resources officers
- Gender equality officers/Focal persons; Equality/Diversity officers
- GEP teams
- Middle managers/Team or unit leaders

TRAINING MATERIALS

[SCRIPT OF THE TRAINING](#)

[PRESENTATION](#)

[TEMPLATE 1 - Overview of existing imbalances and underlying causes](#)

[TEMPLATE 2 - Mapping existing procedures in RPOs](#)

[VIDEO - Unconscious bias: a cognitive whiteboard animation](#)

GE Academy Implementation

Title: How to avoid gender bias and inequalities in recruitment and promotion?

Venue & Date: Montpellier, France, December 12, 2019

Trainer: Maxime Forest

2. Gender bias in recruitment, promotion and career management (Online)

ONLINE TRAINING

DURATION: 1 DAY

LEARNING OBJECTIVES

- Provide an overview of the main imbalances and bias with regard to HR management in research and the academia (vertical and horizontal segregation, gender pay gap, international mobility)
- Sensitise about unconscious bias, challenging allegedly objective and gender-neutral career enhancement criteria
- Provide examples of measures aimed at tackling those biases in particular in aspects for which participants can act
- Build capacity for self-reflection and enhancement of HRM processes

TARGET GROUPS

- Human resources officers
- Gender equality officers/Focal persons; Equality/Diversity officers
- GEP teams
- Middle managers/Team or unit leaders

TRAINING MATERIALS

[SCRIPT OF THE TRAINING](#)

[PRESENTATION](#)

[TEMPLATE 1 - Overview of existing imbalances and underlying causes](#)

[TEMPLATE 2 - Mapping existing procedures in RPOs](#)

[TEMPLATE 3 - Biases and possible solutions](#)

[APPENDIX FOR EXERCISES IN THE MIRO BOARD](#)

GE Academy Implementation

Title: Gender bias in recruitment, promotion and career management. Recognising and overcoming it.

Venue & Date: Online, 14 October 2020

Trainer: Maxime Forest

(Replicated: Online, 5 October 2021)

Trainers: Shirin Heidari & Cristina Dragomir

3. Introduction to gender equality in Research & Innovation (In-person)

IN-PERSON TRAINING

DURATION: 1 DAY

LEARNING OBJECTIVES

- Familiarise with basic concepts
- Sensitise about key problems at stake regarding gender in R&I
- Sensitise about unconscious bias
- Raise awareness about the importance of institutional change for GE
- Familiarise with the concept of a GEP and its main stages of measures aimed at tackling those biases

TARGET GROUPS

- Human resources officers
- Gender equality officers/Focal persons; Equality/Diversity officers
- Researchers

TRAINING MATERIALS

[SCRIPT OF THE TRAINING](#)

[POWERPOINT PRESENTATION](#)

[HANDOUT 1 - EU Legal and Policy Framework](#)

[HANDOUT 2 - Equal Opportunities and Gender in the Research Cycle](#)

GE Academy Implementation

Title: Towards a gender-aware research organisation: what you need to know (but never dared to ask)

Venue & Date: Bari, Italy, December 12, 2019

Trainer: Maxime Forest

4. Introduction to gender equality in Research & Innovation (widening countries) (Online)

ONLINE TRAINING

DURATION: 1 DAY

LEARNING OBJECTIVES

- Presenting basic concepts and definitions about integrating gender in research organisations
- Clarifying through main issues at stake about gender in research in the context of widening countries
- Introducing EU-wide trends in integrating gender and supporting equality and diversity in research organisations, including most recent developments on adopting a GEP as a qualification criterion for accessing EU research funding
- Connecting research excellence with integrating gender and presenting solutions towards bridging the gender and innovation gaps
- Introducing the notions of structural change and GEPs as a tool to implement change
- Enhancing awareness about what each participant can do to initiate/support change in his/her own organisation, covering the two first steps of the GEP process

TARGET GROUPS

- Senior managers
- Gender equality officers and managers
- Human resources officers
- Research managers
- Senior researchers
- Middle managers

TRAINING MATERIALS

[SCRIPT OF THE TRAINING](#)

[POWERPOINT PRESENTATION](#)

[TEMPLATE 1 - Stakeholder mappings](#)

[TEMPLATE 2 - Causal diagrams](#)

GE Academy Implementation

Title: Bridging the gap(s): Advancing research excellence through gender equality

Venue & Date: Online, November 16, 2020

Trainer: Maxime Forest

(Replicated: Online, 26 October 2021)

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Trainers: Irene Rojnik & Emilia Rossi

5. Facilitation of change processes towards gender equality

IN-PERSON TRAINING

DURATION: 2 DAYS

LEARNING OBJECTIVES

- Introduce the different dimensions of the facilitation of change processes towards GE
- Introduce participatory and co-creation techniques
- Provide examples of these techniques to driving changes towards GE in research and the academia
- Engage in practical, real-life exercises to select and implement participatory and co-creation techniques to facilitate change processes
- Perform a mapping of skills needed to facilitate processes of change

TARGET GROUPS

- GEP teams (people involved on a regular basis in gender equality plans)
- Gender equality officers/Focal persons; Equality/Diversity officers
- Other stakeholders directly involved in driving the change process

TRAINING MATERIALS

[SCRIPT OF THE TRAINING](#)

[POWERPOINT PRESENTATION](#)

[SELF ASSESSMENT EXERCISE](#)

[TEMPLATE 1 - Stakeholder mapping](#)

[TEMPLATE 2 - Cause diagram](#)

[TEMPLATE 3 - Journey map](#)

[TEMPLATE 4 - Lotus blossom](#)

[TEMPLATE 5 - Persona](#)

[TEMPLATE 6 - Planning GEP development](#)

GE Academy Implementation

Title: How to facilitate change towards gender equality?

Venue and date: Lisbon, Portugal, February 20-21, 2020

Trainers: Maxime Forest & Nathalie Wuiame

6. Gender Equality Plan design and implementation (In-person)

IN-PERSON TRAINING

DURATION: 1.5 DAYS

LEARNING OBJECTIVES

- Sensitise about key problems at stake regarding gender in R&I
- Familiarise with the concept of a GEP and its main stages
- Inform about prerequisites and key success factors
- Build capacity for stakeholder mobilisation
- Introduce the notion of resistances to change
- Build capacity for on-going GEP monitoring
- Familiarise with the GEAR tool and how to use it

TARGET GROUPS

- Gender equality officers/Focal persons; Equality/Diversity officers
- GEP Teams
- Human resources officers
- Middle managers/Team leaders

TRAINING MATERIALS

[SCRIPT OF THE TRAINING](#)

[PRESENTATION](#)

[HANDOUT 1 - EU legal and policy framework](#)

[HANDOUT 2 - Roadmap to Gender Equality Plan](#)

[HANDOUT 3 - Guiding principles of institutional change](#)

GE Academy Implementation

Title: Designing and implementing a Gender Equality Plan: Key steps and exchanges

Venue and date: Ljubljana, Slovenia, March 5-6, 2020

Trainer: Maxime Forest

7. Gender Equality Plan design and implementation (Online)

ONLINE TRAINING

DURATION: 3 SESSIONS OF 1.5 HOURS EACH, HELD IN DIFFERENT DAYS

LEARNING OBJECTIVES

- Familiarise with the concept of a GEP and its main stages
- Sensitise about key problems at stake regarding gender in Research and Academia
- Raise awareness about the importance of institutional change for gender equality

TARGET GROUPS

- Gender equality officers/Focal persons; Equality/Diversity officers
- Human resources officers
- Researchers

TRAINING MATERIALS

[SCRIPT OF THE TRAINING](#)

[PRESENTATION - Session 1](#)

[PRESENTATION - Session 2](#)

[PRESENTATION - Session 3](#)

[HANDOUT - Frequently asked questions and answers regarding Gender Equality Plan](#)

GE Academy Implementation

Title: Creating your Gender Equality Plan. Towards gender aware research organisations:

Basic keys to elaborate Gender Equality Plans

Venue and date: Online, May 20, 27 and June 2, 2020

(Replicated: Online, November 11, 13 and 18, 2020)

Trainer: Lorena Pajares

(Replicated: Online, June 28, 29, 30, 2021)

Trainers: Vasia Madesi, Timea Crofony

8. Gender in teaching

ONLINE TRAINING

DURATION: 0.5 DAY

LEARNING OBJECTIVES

- Introduce and problematise gender bias in knowledge production and knowledge transfer
- Sensitise on gender relevance in teaching method and interaction (materials, examples, classroom communication, etc.)
- Enhance self-reflection capacity to further identify gender biases in teaching methods, contents and evaluation and to tackle them

TARGET GROUPS

- Teachers (lecturers) by clusters of fields (STEM fields)

TRAINING MATERIALS

[SCRIPT OF THE TRAINING](#)

[POWERPOINT PRESENTATION](#)

[TEMPLATE 1 - Lotus blossom](#)

[TEMPLATE 2 - Biases and possible solutions](#)

GE Academy Implementation

Title: Why is gender relevant in teaching in STEM and how to integrate it

Venue and date: Online, November 12, 2020

Trainer: Maxime Forest

9. Gender in curricula, sharing experiences in STEM

ONLINE TRAINING

DURATION: 0.5 DAY

LEARNING OBJECTIVES

- Introduce and problematise gender bias in knowledge production and knowledge transfer
- Sensitise on gender bias in curricula
- Sensitise on gender relevance in STEM curricula
- Strategically frame how to support the integration of gender in STEM curricula

TARGET GROUPS

- Staff in charge of the development of curriculum. To be organised by clusters of fields (here: STEM)

TRAINING MATERIALS

[SCRIPT OF THE TRAINING](#)

[POWERPOINT PRESENTATION](#)

[TEMPLATE 1 - Journey map](#)

[TEMPLATE 2 - Integration table](#)

[TEMPLATE 3 - Lotus blossom](#)

GE Academy Implementation

Title: Towards gender sensitive curricula in STEM: identifying needs, building strategies

Venue and date: Online, December 10, 2020

Trainers: Maxime Forest & Francisco Pais Rodrigues

10. Building and implementing protocols against gender-based violence, including sexual harassment

ONLINE TRAINING

DURATION: 1 DAY

LEARNING OBJECTIVES

- Understanding sexual harassment as an expression of gender violence and power relations
- Discussing and providing examples of interventions and policies
- Importance of embedding sexual harassment policies in institutional structural change

TARGET GROUPS

- Gender equality officers/focal points/equality and/or diversity officers
- Human resources officers
- Ombudspersons
- GEP teams
- Health and safety officers
- Head of departments/units

TRAINING MATERIALS

[SCRIPT OF THE TRAINING](#)

[PRESENTATION](#)

[TEMPLATE 1 Introduction](#)

[TEMPLATE 2 What is our understanding of sexual harassment?](#)

[TEMPLATE 3 Mapping our policies against sexual harassment](#)

[TEMPLATE 4 How to improve policies to combat sexual harassment at work?](#)

[TEMPLATE 5 How can sexual harassment policies be part of institutional change?](#)

GE Academy Implementation

Title: Acting against sexual harassment in academia and research organisations

Venue & Date: Online, 25 February 2021

Trainers: Sofia Strid & Nathalie Wuiame

(Replicated: Online, 7 October 2021)

Trainers: Ea Utoft & Juliette Sanchez-Lambert

11. Gender Equality Plan implementation focusing on Central and Eastern European Countries (CEE)

ONLINE TRAINING

DURATION: 1 DAY

LEARNING OBJECTIVES

- Understand the main issues at stake regarding gender equality in research in the context of CEE countries.
- Learn about the 6 steps of a GEP and how to implement them, focussing on the 3 steps of setting up, implementing and monitoring GEPs
- Learn about prerequisites and key success factors in structural change processes
- Gain awareness about what one can do to facilitate change within his/her own organisation.

TARGET GROUPS

- Professionals implementing Gender Equality Plans in research and innovation institutions, mainly in CEE countries
- GE researchers and officials in universities and research institutes in CEE countries
- Gender Equality Plan team members (people involved on a regular basis in GEPs) working in research and HE institutions in CEE countries
- Gender Equality officers / Gender focal persons / Diversity Officers, Human Resources Officers working in research and HE institutions in CEE countries
- Middle managers/Team leaders, Research managers involved in change management processes towards GE and working in research and HE institutions in CEE countries
- Gender Equality activists/promoters located in CEE countries
- Members of Horizon 2020 structural change/gender equality projects located in CEE countries

TRAINING MATERIALS

[SCRIPT OF THE TRAINING](#)

[PRESENTATION](#)

[MIRO TEMPLATE](#)

GE Academy Implementation

Title: Gender Equality Plan implementation focusing on CEE countries

Venue & Date: Online, 19 March 2021

Trainers: Lorena Pajares & Jovana Mihajlović Trbovc

12. Beyond childcare: A gender-sensitive approach to work-life balance in academic institutional cultures

ONLINE TRAINING

DURATION: 3 SESSIONS OF 1.5 HOURS WITH TIME IN BETWEEN

LEARNING OBJECTIVES

- Sensitise about the interaction between gender equality and work-life balance in academic environment
- Familiarise participants with the concept of Gendered Organisations Theory
- Discuss possible interventions and policies
- Sensitise to potential resistances within the academia and ways to counter them

TARGET GROUPS

- Human Resources officers
- Research team leaders
- Heads of departments/units
- Gender equality officers/ focal points; Equality/ diversity officers

TRAINING MATERIALS

[SCRIPT OF THE TRAINING](#)

[PRESENTATION DAY 1](#)

[PRESENTATION DAY 2](#)

[PRESENTATION DAY 3](#)

[MIRO TEMPLATE Resistances](#)

[MIRO TEMPLATE Work-life balance problems](#)

[TEMPLATE Work-life balance indicators](#)

[MIRO TEMPLATE Making the way to the top](#)

GE Academy Implementation

Title: Beyond childcare: a gender approach to work-life balance in R&I institutional cultures

Venue and date: Online, December 7, 9 and 11, 2020

Trainer: Ana Belén Amil

(Replicated: Delivered in three sessions Online, 3-5-7 May 2021)

Trainers: Ana Belén Amil & Daniela Moreno Alarcón

13. Introductory training: Integrating the sex and gender dimensions in research

ONLINE TRAINING in cooperation with Gender-SMART

DURATION: 1 DAY

LEARNING OBJECTIVES

- Familiarise the participants with basic concepts and definitions about integrating sex and gender in research content
- Provide a general and basic overview of sex and gender dimensions in research
- Help to understand the basic concepts of gender and gender mainstreaming and their relevance for research
- Sensitise on the importance of including the gender dimension into research projects and designing more gender sensitive projects

TARGET GROUPS

In general, this training addresses people who are not yet familiar with the concept of gender in research:

- Researchers at universities and private companies
- Research coordinators at RPOs and RFOs
- Research officers / research advisors / people in charge of supporting research projects
- People in charge of the valorisation /dissemination of research outputs
- Officers at research and transfer support units at universities

TRAINING MATERIALS

[SCRIPT OF THE TRAINING](#)

[PRESENTATION](#)

[HANDOUT 1 Research Cycle \(Gender in EU-funded research. Toolkit and Training\)](#)

[HANDOUT 2 Case studies Abstracts \(Gender in EU-funded research. Toolkit and Training\):](#)

[Nanotechnology + biomedical research. Medical imaging](#)

[Agriculture for development \(Bio fortification\)](#)

[Agriculture for development \(Sweet Sorghum for food and fuel\)](#)

[Highland aquatic resources](#)

GE Academy Implementation

Title: Introductory training: Integrating the sex and gender dimensions in research

Venue & Date: Online, 4 March 2021

Trainer: Maxime Forest

14. Gender dimension in research: 4 Case Studies from the STEM Field

ONLINE TRAINING

DURATION: 0.5 DAY

LEARNING OBJECTIVES

- Provide an overview on gender dimensions in STEM research
- Help to understand the concepts of sex and gender and their relevance for research – focusing STEM related topics
- Sensitise on the importance of including the sex and gender dimension into research projects and designing more gender sensitive projects

TARGET GROUPS

- Researchers at (STEM related) universities and private companies
- Research team leaders
- Research coordinators at RPOs and RFOs
- Research officers / research advisors / people in charge of supporting research projects
- People in charge of the valorisation /dissemination of research outputs
- Officers at research and transfer support units at universities

TRAINING MATERIALS

[SCRIPT OF THE TRAINING](#)

[PRESENTATION](#)

[HANDOUT](#)

GE Academy Implementation

Title: Gender dimension in research: 4 Case Studies from the STEM Field

Venue & Date: Online, 18 March 2021

Trainers: Bente Knoll & Tauseef Nauman

(Replicated: Online, 14 October 2021)

Trainers: Bente Knoll & Marzia Cescon

15. Sex and gender dimension in research: Health & Medicine

ONLINE TRAINING

DURATION: 0.5 DAY

LEARNING OBJECTIVES

- Provide an overview on sex and gender dimensions in research with a special focus on health and medicine issues
- Help to understand the concepts of sex and gender and their relevance for research – focusing health and medicine related topics
- Sensitise on the importance of including the sex and gender dimension into research projects and designing more gender sensitive projects
- Identify, understand and recognise the different impacts of sex and gender on health, during different developmental periods, on pathophysiology and manifestation of some frequent diseases, such as cardiovascular, inflammatory and autoimmune, metabolic and endocrine diseases
- Develop an awareness for sex and gender related issues in pharmacology, pharmacodynamics and drug development

TARGET GROUPS

- Health administrators in politics, universities and companies
- Students of life sciences: medicine, psychology, biology, and nursing sciences
- Practitioners in healthcare sector: nurses, doctors and others
- Researchers at (healthcare related) universities and private companies
- Research team leaders
- Research coordinators at RPOs and RFOs
- Research officers / research advisors / people in charge of supporting research projects
- People in charge of the valorisation /dissemination of research outputs
- Officers at research and transfer support units at universities

TRAINING MATERIALS

[SCRIPT OF THE TRAINING PRESENTATION](#)
[HANDOUT](#)

GE Academy Implementation

Title: Sex and gender dimension in research: Health & Medicine

Venue & Date: Online, 23 March 2021

Trainer: Vera Regitz-Zagrosek & Francisco Pais Rodrigues

16. Sex and gender dimension in research: Mobility

ONLINE TRAINING

DURATION: 0.5 DAY

LEARNING OBJECTIVES

- Provide an overview on sex and gender dimensions in research with a special focus on mobility issues
- Help to understand the concepts of sex and gender and their relevance for research – focusing mobility related topics, such as landscape/urban planning, engineering and geography
- Sensitise on the importance of including the sex and gender dimension into research projects and designing more gender sensitive projects
- Provide practical strategies to implement a gender approach in mobility research

TARGET GROUPS

- Researchers at universities and private companies, focusing on mobility, landscape/urban planning, engineering, geography
- Research team leaders
- Research coordinators at RPOs and RFOs
- Research officers / research advisors / people in charge of supporting research projects
- People in charge of the valorisation /dissemination of research outputs
- Officers at research and transfer support units at universities

TRAINING MATERIALS

[SCRIPT OF THE TRAINING](#)

[PRESENTATION](#)

[GROUP WORK ACTIVITY](#)

[PLENARY DISCUSSION TEMPLATE](#)

GE Academy Implementation

Title: Sex and gender dimension in research: Mobility

Venue & Date: Online, 25 March 2021

Trainers: Bente Knoll & Emilia Rossi

17. Sex and gender dimension in research: Robotics

ONLINE TRAINING

DURATION: 0.5 DAY

LEARNING OBJECTIVES

- Provide an overview on gender and sex aspects in research topics focusing on Robotics
- Help to understand the concepts of gender and gender mainstreaming and their relevance for research – focusing on Robotics
- Sensitise on the importance of including the gender dimension into research projects and designing more gender sensitive projects
- Provide practical strategies to implement a gender approach in research

TARGET GROUPS

- Researchers at universities and private companies focusing on Robotics & related engineering fields
- Research team leaders
- Research coordinators at RPOs and RFOs
- Research officers / research advisors / people in charge of supporting research projects
- People in charge of the valorisation /dissemination of research outputs
- Officers at research and transfer support units at universities

TRAINING MATERIALS

[SCRIPT OF THE TRAINING PRESENTATION](#)

GE Academy Implementation

Title: Sex and gender dimension in research: Robotics

Venue & Date: Online, 22 April 2021

Trainers: Katta Spiel & Astrid Weiss

18. Developing Gender Sensitivity in Human Computer Interaction Research

ONLINE TRAINING

DURATION: 0.5 DAY

LEARNING OBJECTIVES

- Provide an overview on gender and sex aspects in research topics focusing on Human Computer Interaction
- Provide an overview on gender and sex aspects in research topics focusing on Human Computer Interaction
- Help to understand the concepts of gender and gender mainstreaming and their relevance for research – focusing on Human Computer Interaction
- Sensitise on the importance of including the gender dimension into research projects and designing more gender sensitive projects
- Provide practical strategies to implement a gender approach in research

TARGET GROUPS

- Researchers at (ICT related) universities and private companies
- Research team leaders
- Research coordinators at RPOs and RFOs
- Research officers / research advisors / people in charge of supporting research projects
- People in charge of the valorisation /dissemination of research outputs
- Officers at research and transfer support units at universities

TRAINING MATERIALS

[SCRIPT OF THE TRAINING](#)

[PRESENTATION](#)

[MIRO TEMPLATE](#)

GE Academy Implementation

Title: Developing Gender Sensitivity in Human Computer Interaction Research

Venue & Date: Online, 15 April 2021

Trainer: Sabrina Burtscher

19. Methods for monitoring and evaluating institutional change

ONLINE TRAINING

DURATION:

LEARNING OBJECTIVES

- Raise awareness about the importance of monitoring and evaluation for successful GEP design and implementation
- Provide definitions (coverage, purpose) of monitoring and evaluation
- Provide an overview of the methods available for sustainable monitoring and evaluation and examples of their applications
- Introduce the notions of program theory and setting objectives
- Introduce the basic elements for developing logic models for evaluating gender equality measures
- Enhance self-reflection and capacity for self-monitoring with focus on resistances

TARGET GROUPS

- Gender Equality Plan (GEP) team members at higher education institutions
- Gender equality officers/Gender focal persons; Equality/Diversity officers
- Persons engaged in gender equality work or GEP implementation at higher education institutions
- Human resource / Statistic service officers with knowledge in gender institutional analysis

TRAINING MATERIALS

[SCRIPT OF THE TRAINING](#)

[PRESENTATION](#)

HANDOUTS [PART 1](#) [PART 2](#) [PART 3](#) [PART 4](#) [PART 5](#)

MIRO BOARD [PART 1](#) [PART 2](#) [PART 3](#) [PART 4](#)

GE Academy Implementation

Title: Methods for monitoring and evaluating institutional change

Venue & Date: Online, 3-4 November 2021

Trainers: Maria Sangiuliano & Claudia Schredl

20. Institutional gender analysis

ONLINE TRAINING

DURATION: 3 SESSIONS OF 3.5 HOURS

LEARNING OBJECTIVES

- Introduce the concept of gender (+) analysis/audit (purpose, coverage)
- Outline the objectives and the main steps of the analysis
- Introduce the different methodologies available
- Support a participatory approach to the analysis
- Highlight the importance of building sustainable data collection systems and regular monitoring
- Present and discuss strategies to efficiently mobilise collected data for the (re-)design and implementation of actions

TARGET GROUPS

- Gender Equality Plan teams
- Gender equality officers/focal points; Equality/diversity officers
- Human Resources officers
- Statistical Services Officers

TRAINING MATERIALS

SCRIPT OF THE TRAINING

PRESENTATIONS [DAY 1](#) [DAY 2](#) [DAY 3](#)

[MIRO BOARD \(participants' expectations\)](#)

[MIRO BOARD \(indicators per key action area\)](#)

HANDOUTS

- [Updated handbook of gender-sensitive indicators in the Baltic Gender project](#)
- [D2.4 EQUAL-IST Gender Audit Methodology for ICT Research Institutions v2](#)
- [GEAR action toolbox | European Institute for Gender Equality](#)
- [CHOOSING INDICATORS](#)

GE Academy Implementation

Title: Institutional Gender Analysis

Venue & Date: Online, 7, 9, 16 September 2021

Trainers: Ana Belén Amil & Karim Mahmoud

21. Dealing with resistances (In-person)

IN-PERSON TRAINING

DURATION: 1.5 DAYS

LEARNING OBJECTIVES

Deliverable 4.2: Full compilation of all capacity-building and Train-the-Trainers' materials (for all formats)

- To enable participants to explore and reflect on the different forms and categories of resistances
- To make participants more confident with experiencing resistances
- To equip participants with the analytical tools required to deal with resistances
- To support participants to develop practical tools and strategies to address resistances in their own institutions

TARGET GROUPS

- GEP team members
- Gender equality officers/Gender focal persons
- Organisational change agents

TRAINING MATERIALS

[SCRIPT OF THE TRAINING](#)

[PRESENTATION](#)

[HANDOUT 1 - Examples of resistances](#)

[PREPARATORY QUESTIONNAIRE - Conflict management styles](#)

GE Academy Implementation

Title: Dealing with resistances

Venue & Date: Barcelona, Spain, 18-19 November 2019

Facilitator: Lucy Ferguson

22. Dealing with resistances (Online)

ONLINE TRAINING

DURATION: 1 DAY

LEARNING OBJECTIVES

- To enable participants to explore and reflect on the different forms and categories of resistances
- To make participants more confident with experiencing resistances
- To equip participants with the analytical tools required to deal with resistances
- To develop shared guidelines and tools for addressing resistances

TARGET GROUPS

- GEP team members
- Gender equality officers/Gender focal persons
- Organisational change agents

<https://ge-academy.eu/dealing-with-resistances/>

TRAINING MATERIALS

SCRIPT OF THE TRAINING

[POWERPOINT PRESENTATION - Session 1](#)

[POWERPOINT PRESENTATION - Session 2](#)

[POWERPOINT PRESENTATION - Session 3](#)

[PREPARATORY QUESTIONNAIRE - Conflict management styles](#)

[TEMPLATE 1 - Categorising Resistances Group1](#)

[TEMPLATE 2 - Categorising Resistances Group2](#)

[TEMPLATE 3 - Categorising Resistances Group3](#)

[TEMPLATE 4 - Categorising Resistances Group4](#)

[TEMPLATE 5 - Common guidelines](#)

GE Academy Implementation

Title: Dealing with resistances

Venue & Date: Online, 8 September 2020

Facilitator: Lucy Ferguson

Section 2: Interactive Workshops

1. Planning and implementation of institutional change (In-person workshop)
2. Participatory methods to support institutional change for gender equality (In-person workshop)
3. Participatory methods to support institutional change for gender equality (Online workshop)
4. Gender in decision-making (Online workshop)
5. Setting up and supporting internal change agents (In-person workshop)
6. Setting up and supporting internal change agents (Online workshop)
7. Facilitating change (widening countries) (Online workshop)
8. Engaging men in gender equality work (Virtual Roundtable)
9. Thinking gender in science and innovation: examples from research on Covid 19 and robotics (Online workshop)
10. How to communicate "gender" in times of resistance (Online workshop)
11. Monitoring and Evaluation (3 editions) (Online workshop)
12. Intersectionality, diversity and inclusion in teams and organisations (Virtual Roundtable)
13. Setting up policies to address gender-based violence and sexual harassment (Online workshop)
14. How do we organise for gender equality at university? Challenges and strategies for students? (Virtual Roundtable)

1. Planning and implementation of institutional change

IN-PERSON WORKSHOP

DURATION: 0.5 DAY

LEARNING OBJECTIVES

- Supporting self-reflection on one's own priority sets and change strategies
- Mutual learning and exchange: Getting inspiration from others

TARGET GROUPS

- Gender equality officers/Diversity officers and Senior managers
- Human resources officers
- GEP team members
- Middle managers

WORKSHOP MATERIALS

[SCRIPT OF THE WORKSHOP](#)

[PRESENTATION](#)

[HANDOUT 1 - Guiding principles of institutional change](#)

[HANDOUT 2 - Roadmap to gender equality plans](#)

GE Academy Implementation

Title: Planning and implementing institutional change for gender equality: an introduction

Venue & Date: Dublin, Ireland, 5 November 2019

Facilitator: Maxime Forest

2. Participatory methods to support institutional change for gender equality (In-person)

IN-PERSON WORKSHOP

DURATION: 1 DAY

LEARNING OBJECTIVES

- Build skills to facilitate institutional change in gender equality through participatory methods
- Engage in practical, real-life exercises to select and implement participatory techniques
- Mutual learning and exchange: Getting inspiration from others

TARGET GROUPS

- Gender equality officers/Diversity officers and Senior managers
- Human resources officers
- GEP team members
- Middle managers

WORKSHOP MATERIALS

[SCRIPT OF THE WORKSHOP](#)

[PRESENTATION](#)

GE Academy Implementation

Title: Participatory methods to support institutional change for Gender Equality

Venue & Date: Vienna, Austria, April 16, 2020 (planned)

(Cancelled due to Covid-19 and turned into online) -> see next page

Facilitator: Lorena Pajares

3. Participatory methods to support institutional change for gender equality (Online)

ONLINE WORKSHOP

DURATION: 2 SESSIONS OF 0.5 DAYS EACH, HELD IN DIFFERENT DAYS

LEARNING OBJECTIVES

- Build skills to facilitate institutional change in gender equality through participatory methods
- Engage in practical, real-life exercises to select and implement participatory techniques
- Mutual learning and exchange: Getting inspiration from others

TARGET GROUPS

- GEP team members
- Gender equality officers/Gender focal persons
- Individuals motivated to initiate institutional change within their organisations

WORKSHOP MATERIALS

[SCRIPT OF THE WORKSHOP](#)

[PRESENTATION](#)

[MIRO BOARD WITH THE COMPLETE MATERIALS FOR THE WORKSHOP](#)

GE Academy Implementation

Title: Participatory methods to support institutional change for Gender Equality

Venue & Date: Online, 16 & 18 December 2020

Facilitator: Lorena Pajares

4. Gender in decision-making

ONLINE WORKSHOP

DURATION: 0.5 DAY

LEARNING OBJECTIVES

- Sensitise about the value of gender-sensitive decision-making processes
- Highlight some common pitfalls in promotion (recruitment) process of managers and leaders such as unconscious bias (norms and values associated with supposed qualities of men and women), and the role of informal networks
- Learn about successful cases of achieving better gender balance
- Raise awareness about existing tools and how to get better gender balance in your unit

TARGET GROUPS

- Head of Departments
- Decision-makers
- Middle managers

WORKSHOP MATERIALS

[SCRIPT OF THE WORKSHOP](#)

[PRESENTATION 1 - Introduction](#)

[PRESENTATION 2 - Toolbox](#)

[HANDOUT 1 - Toolbox for improving faculty gender balance](#)

[TEMPLATE 1 - Gender sensitive leadership](#)

GE Academy Implementation

Title: Gender-sensitive leadership: what does it take?

Venue & Date: Online, 24 November 2020

Facilitators: Vivian Anette Lagesen, Siri Øyslebø Sørensen, Linda Marie Rustad and Trine Rogg Korsvik

5. Setting up and supporting internal change agents (In-person)

IN-PERSON WORKSHOP

DURATION: 1 DAY

LEARNING OBJECTIVES

- Sensitise about the importance of establishing or supporting change agents in GE-oriented institutional change processes
- Familiarise with the process of stakeholder engagement
- Acquire the capacity to develop engagement strategies diversified per GE objective

TARGET GROUPS

- GEP team members
- Gender equality officers/Gender focal points
- GE activists/promoters
- Human resources officers

WORKSHOP MATERIALS

[SCRIPT OF THE WORKSHOP](#)

[PRESENTATION](#)

[HANDOUT 1: THE 6 STEPS OF INSTITUTIONAL CHANGE](#)

[HANDOUT 2: GUIDING PRINCIPLES](#)

[HANDOUT 3: KNOWLEDGE-SKILLS-ATTITUDES](#)

[HANDOUT 4: OPTIONS FOR TEAM COMPOSITION](#)

[MIRO BOARD LINK WITH TEMPLATES](#)

[Template 1 Spectrum mapping](#)

[Template 2 SWOT analysis](#)

[Template 3 Stakeholder mapping](#)

GE Academy Implementation

Title: Setting up and supporting internal change agents for gender equality

Venue & Date: Gdansk, Poland, 12 October 2020

(Cancelled due to Covid-19 and rescheduled into online during the second iteration) -> see next page

Facilitator: Maxime Forest

6. Setting up and supporting internal change agents (Online)

ONLINE WORKSHOP

DURATION: TWO 3 HOURS SESSIONS ON TWO DIFFERENT DAYS

LEARNING OBJECTIVES

- Sensitise about the importance of establishing or supporting change agents in GE-oriented institutional change processes
- Familiarise with the process of stakeholder engagement
- Acquire the capacity to develop engagement strategies diversified per GE objectives
- Identify ways to use capabilities and the potential of the internal change agents for improving the GEP

TARGET GROUPS

- Gender Equality Plan/GEP team members in HE and research organisations
- Gender Equality Officers and Gender focal points in HE and research organisations
- Gender Equality activists and promoters in HE and research organisations
- Equality, Diversity and Inclusion/EDI staff in HE and research organisations
- HR officers in HE and research organisations

WORKSHOP MATERIALS

[SCRIPT OF THE WORKSHOP](#)

[PRESENTATION](#)

[HANDOUT 1: THE 6 STEPS OF INSTITUTIONAL CHANGE](#)

[HANDOUT 2: GUIDING PRINCIPLES](#)

[HANDOUT 3: KNOWLEDGE-SKILLS-ATTITUDES](#)

[HANDOUT 4: OPTIONS FOR TEAM COMPOSITION](#)

[MIRO BOARD LINK WITH TEMPLATES](#)

[Template 1 Spectrum mapping](#)

[Template 2 SWOT analysis](#)

[Template 3 Stakeholder mapping](#)

GE Academy Implementation

Title: Setting up and supporting internal change agents

Venue & Date: Online, 28 & 29 October 2021

Trainer: Lorena Pajares

7. Facilitating change (widening countries)

ONLINE WORKSHOP

DURATION: 0.5 DAY

LEARNING OBJECTIVES

- To present basic concepts and definitions about integrating gender in research organisations
- To go through main issues at stake about gender in research in the context of widening countries
- Introducing EU-wide trends in integrating gender and supporting equality and diversity in research organisations, including most recent developments on adopting a GEP as a qualification criterion for accessing EU research funding
- Introducing the notion of structural change and GEPs as a tool to implement change
- Enhancing awareness about what each participant can do to facilitate change in his/her own organisation, covering the two first steps of the GEP process: Getting started & gender analysis

TARGET GROUPS

- GEP team members
- Gender equality officers/Diversity officers and Managers
- Human resources officers
- Research managers
- Middle managers

WORKSHOP MATERIALS

[SCRIPT OF THE WORKSHOP](#)

[PRESENTATION](#)

[HANDOUT 1 - Roadmap to gender equality plans](#)

[HANDOUT 2 – Principles of institutional change](#)

[HANDOUT 3 - Frequently asked questions and answers regarding Gender Equality Plan](#)

[TEMPLATE 1 - Stakeholder mapping](#)

[TEMPLATE 2 - Lotus blossom](#)

GE Academy Implementation

Title: Understanding and facilitating change for gender equality in research and the academia

Venue & Date: Online, 14 December 2020

Facilitators: Maxime Forest & Jovana Mihajović Trbovc

8. Engaging men in gender equality work

VIRTUAL ROUNDTABLE

DURATION: 0.5 DAY/2.5 HOURS

LEARNING OBJECTIVES

- Sensitise about the importance of engaging men in gender equality work
- Mutual learning and exchange: getting inspiration from others
- Familiarise with strategies and approaches aimed at engaging men

TARGET GROUPS

- Men involved/interested in gender equality
- GEP team members in academic/research institutions
- GE Officers/Gender focal points in academic/research institutions
- GE activists/promoters in academic/research institutions
- HR officers in academic/research institutions

WORKSHOP MATERIALS

[SCRIPT OF THE WORKSHOP](#)

[BACKGROUND NOTE](#)

[INTRO PRESENTATION](#)

GE Academy Implementation

Title: Virtual Roundtable: Engaging men in gender equality work in research organisations

Venue & Date: Online, 29 January 2021

Moderator: Francisco Pais Rodrigues

Speakers: Franz Wong, Maroun El Moujabber, Marcel Kraus, Jean-Michel Monnot, Henri Van Luenen, Tauseef Nauman

9. Thinking gender in science & innovation: examples from research on Covid 19 & robotics

DURATION: 0.5 DAY/3 HOURS

LEARNING OBJECTIVES

- Mutual learning and exchange: getting inspiration from others
- Sensitise about the importance of including the sex and gender dimension in research content
- Familiarise with methodologies and approaches aimed at including the sex and gender dimension in research content

TARGET GROUPS

- Researchers
- Administrative staff working at academic/research institutions helping researchers with their applications to Horizon Europe
- Gender Equality Plan team members in academic/research institutions
- Gender Equality Officers/Gender focal points in academic/research institutions

WORKSHOP MATERIALS

[SCRIPT OF THE WORKSHOP](#)

[INTRO PRESENTATION](#)

[PRESENTATION by Sabine Oertelt-Prigione](#)

[PRESENTATION by Roger A. Sjøraa](#)

[PRESENTATION by Mathias Wullum Nielsen](#)

GE Academy Implementation

Title: Thinking gender in science and innovation: examples from research on COVID-19 and robotics

Venue & Date: Online, 14 April 2021

Trainers: Sabine Oertelt-Prigione, Roger A. Sjøraa, Mathias Wullum Nielsen

Facilitators: Linda Marie Rustad & Trine Rogg Korsvik

10. How to communicate "gender" in times of resistance

ONLINE WORKSHOP

DURATION: 0.5 DAY/3 HOURS

LEARNING OBJECTIVES

- Sensitise about the importance of gender-sensitive communication and provide introduction to what this notion might entail
- Discuss strategies for gender-sensitive communication
- Provide concrete tips and tricks

TARGET GROUPS

- Researchers
- Communication officers at academic/research institutions
- Gender Equality Plan team members in academic/research institutions
- National Contact Points for Horizon Europe

WORKSHOP MATERIALS

[SCRIPT OF THE WORKSHOP](#)

[PRESENTATION](#)

PHOTOS AND HEADLINES TO BE USED IN GROUPWORK [PART 1](#) & [PART 2](#)

GE Academy Implementation

Title: How to communicate "gender" in times of resistance

Venue & Date: Online, 28 April 2021

Trainers: Susanne Dietrichson, Vibeke Hoem, Linda Marie Rustad, Trine Rogg Korsvik

11. Monitoring and Evaluation (3 editions)

ONLINE WORKSHOP co-organised with ACT project

DURATION: TWO SESSIONS OF 2 HOURS DELIVERED IN DIFFERENT DAYS

Note: This workshop was delivered three times due to popular demand. The first edition was delivered in three sessions of 2 hours which were delivered in different days. The second was delivered in two sessions of 2 hours delivered in different days. The third edition was delivered in one session of 2 hours.

LEARNING OBJECTIVES

- Introduce basic concepts regarding online survey deployment for Gender Equality, including data protection, available technical solutions, measurement issues
- Understand the architecture of the GEAM infrastructure
- Get an overview of the basic components (indicators) of the GEAM questionnaire
- Gain hands-on experience working with the LimeSurvey environment and adapting the GEAM questionnaire
- Understand the importance of customization and (national, regional, organisational) context for questionnaire development and deployment.
- Critical understanding of feminist perspective on quantitative data, statistical analysis, measurement.

TARGET GROUPS

- Gender Equality officers
- Human resources officers
- Science managers
- Researchers and academics forming part of equality committees and working groups

WORKSHOP MATERIALS

[SCRIPT](#)

[PRESENTATION](#)

GE Academy Implementation

Title: An introduction to the Gender Equality Audit and Monitoring (GEAM) tool

Venue & Date:

- First edition: Online, 11 & 14 & 21 May 2021
- Second edition: Online, 14 & 20 July 2021
- Third edition: Online, 8 October 2021

Facilitators: Jörg Müller & Sergi Yanes

12. Intersectionality, diversity and inclusion in teams and organisations (2 sessions)

VIRTUAL ROUNDTABLES

DURATION: TWO SESSIONS OF 1.5 HOURS DELIVERED IN DIFFERENT DAYS WITH DIFFERENT SPEAKERS

LEARNING OBJECTIVES

- Understanding intersectionality and its relations with other perspectives (gender+ and diversity approaches)
- Sensitise about the importance of adopting theoretical and practical tools aiming at a broader inclusivity of academic/research institutions
- Familiarise with theoretical and practical implications connected to the application of an intersectional perspective to promote institutional change in academic/research institutions
- Address ways to articulate a gender+ equality agenda with a diversity agenda: challenges and pitfalls
- Exchange on how to address intersectionality and diversity in GEP design and implementation.

TARGET GROUPS

- Human Resources officers in academic/research institutions
- Gender Equality Officers/Gender focal points in academic/research institutions
- Equal opportunity and diversity officers/EDI staff in academic/research institutions
- Gender Equality Plan (GEP) team members in academic/research institutions
- Gender Equality activists/promoters in academic/research institutions
- Researchers

WORKSHOP MATERIALS

[SCRIPT OF THE WORKSHOP SESSION 1 and 2](#)

PRESENTATIONS SESSION 1 [PART 1](#) [PART 2](#) [PART 3](#)

PRESENTATIONS SESSION 2 [PART 1](#) [PART 2](#) [PART 3](#) [PART 4](#) [PART 5](#)

[QUESTIONS FOR DISCUSSION SESSION 1 AND 2](#)

GE Academy Implementation

Title: Intersectionality and institutional change in Academia: The theory and the practice

Venue & Date:

Session 1: Online, 31 May 2021

Session 2: Online, 2 June 2021

Moderator: Ea Høg Utoft

Panellists Session 1: Lise Rolandsen Agustín, Mieke Verloo, Victoria Showunmi, Lise Rolandsen Agustín

Deliverable 4.2: Full compilation of all capacity-building and Train-the-Trainers' materials (for all formats)

Panellists Session 2: Andrea D. Bührmann, Barbara Hey, Gemma Irvine, Ingrid Schacherl, Sofia Jabeen

13. Setting up policies to address gender-based violence and sexual harassment

VIRTUAL ROUNDTABLE

Co-organised with the UniSAFE project

DURATION: 2 HOURS

LEARNING OBJECTIVES

- Mutual learning and exchange: getting inspiration from others about how to address gender-based violence (GBV)
- Knowledge exchange: brief about the expressions and forms of GBV in academia
- Strategies: facilitate approaches aimed at combating/reducing GBV in academia
- Tools: address ways to include GBV in a gender+ equality agenda: challenges and pitfalls
- Tools: exchange on how to address GBV in GEP design and implementation.
- Familiarise with theoretical and practical implications connected to the application of different conceptualisations of GBV to promote institutional change in academic/research institutions

TARGET GROUPS

- People involved/interested in gender equality and gender-based violence (GBV) in academia and research organisations
- Managers in academia and research organisations
- HR officers in academia and research organisations
- GE(P) (Gender Equality/Gender Equality Plan) team members in academia and research organisations
- GE Officers/Gender focal points in academia and research organisations
- GE activists/promoters in academia and research organisations

WORKSHOP MATERIALS

[SCRIPT OF THE WORKSHOP](#)

PRESENTATIONS [PART 1](#) [PART 2](#)

[INTRO](#)

GE Academy Implementation

Title: Addressing gender-based violence and sexual harassment in academia and research organisations

Venue & Date: Online, 13 October 2021

Moderator: Sofia Strid

Deliverable 4.2: Full compilation of all capacity-building and Train-the-Trainers' materials (for all formats)

Trainers: Ruth Lewis, Liisa Husu, Marcela Linkova, Barbara Biglia

14. How do we organise for gender equality at university? Challenges and strategies for students?

VIRTUAL ROUNDTABLE co-organised with Gearing Roles

DURATION: 2 HOURS

LEARNING OBJECTIVES

- Getting aware and knowledgeable of the challenges faced by students regarding gender equality in Higher Education Institutions
- Sharing best practices and approaches to face these challenges
- Sharing strategies and tools to engage students in gender equality initiatives

TARGET GROUPS

- Students and student groups and networks interested in GE in academic/research institutions
- GEP team members in academic/research institutions
- GE Officers/Gender focal points in academic/research institutions
- GE activists/promoters in academic/research institutions

WORKSHOP MATERIALS

[SCRIPT OF THE WORKSHOP](#)

[INTRO PRESENTATION](#)

[PRESENTATION by Ilayda Ece Ova](#)

[PRESENTATION by Fernanda Campanini Vilhena](#)

GE Academy Implementation

Title: How do we organise for gender equality at university? Challenges and strategies for students

Venue & Date: Online, 5 November 2021

Moderators: Fernanda Campanini Vilhena, Ilayda Ece Ova

Panellists: Irati Rico Fernández, Marta Lázaro Soler, Melis Yılmaz, Ege Atacan Doğan

Section 3: Webinars

1. Introduction to Gender Equality Plans
2. Gender in research and innovation
3. Mobilising and engaging. Creating long-lasting commitment for gender equality in research
4. Achieving gender equality in universities: the importance of priority setting and strategic framing
5. Bias and resistances: Exploring challenges to gender equality in leadership and decision-making
6. Doing research on security and crisis situations with gender lenses: A case study on integrating sex and gender in research content
7. Intersectionality in institutional change processes in academic organisations
8. Applying intersectional perspectives in research and innovation. The cases of urban cycling and artificial intelligence
9. Challenges for feminist leadership in higher education institutions
10. Gender bias in academic recruitment and promotion. Recognising and overcoming it
11. Gender equality in Responsible Research & Innovation
12. Generating high-quality data for designing and implementing gender equality measures in your institution. Towards the GEAM (Gender Equality Audit and Monitoring) tool workshops: what's in it and why to participate
13. Re-humanising work and life in academia and research: Women and men as partners in building gender equality

1. Introduction to GEPs

DURATION: 1 HOUR AND 45 MINUTES

LEARNING OBJECTIVES

- Familiarise with policy frameworks and facts and figures on gender in research in the EU to get a practical understanding of GEP as a means for promoting institutional change
- Presenting and discussing good examples from universities already committed to implementing GEPs

TARGET GROUPS

- Human resources managers and officers
- Equality officers
- Middle managers

WEBINAR MATERIALS

[SCRIPT OF THE WEBINAR](#)

[PRESENTATION](#) - Institutional change through gender equality. Training for agents of change (Speaker: Nathalie Wuiame)

[PRESENTATION](#) - The long journey towards a change in governance: Eight years of gender report at the University of Ferrara (Speaker: Chiara Oppi)

[PRESENTATION](#) - Gender equality at Universitat Politècnica de Catalunya: Achieving an institutional change by means of gender equality plans (Speaker: Amaia Lusa Garcia)

[FULL WEBINAR](#)

GE Academy Implementation

Date: 31 October 2019

2. Gender in research and innovation

DURATION: 1 HOUR AND 45 MINUTES

LEARNING OBJECTIVES

- Familiarise with policy frameworks and facts and figures on gender in research in the EU get a practical understanding on GEP as means for promoting institutional change
- Sensitise on how gender is relevant to innovation policies, presenting relevant studies (both critical and practice-oriented ones)

TARGET GROUPS

- Beginners from different groups and academic fields
- Policymakers

WEBINAR MATERIALS

[SCRIPT OF THE WEBINAR](#)

[PRESENTATION](#) - Gender equality in research: and innovation? (Speaker: Maria Sangiuliano)

[PRESENTATION](#) - Gender smart arena. Creating value for academia, business and society (Speaker: Paula Wennberg)

[PRESENTATION](#) - Women and innovation: The case of university spin-out companies (Speakers: Anne Laure Humbert and Simonetta Manfredi)

[FULL WEBINAR](#)

GE Academy Implementation

Date: 13 November 2019

3. Mobilising and engaging. Creating long-lasting commitment for gender equality in research

DURATION: 1 HOUR

LEARNING OBJECTIVES

- Provide examples of promising practices of horizontal and vertical mobilisation
- Provide examples of successful mobilisation of men for gender equality
- Inspire about possible interventions

TARGET GROUPS

- GEP team members
- Equality officers
- Change agents

WEBINAR MATERIALS

[SCRIPT OF THE WEBINAR](#)

[PRESENTATION](#) - Words matter: How to create sustainable social change by communicating gender equality (Speaker: Mintauté Jurkutė)

[PRESENTATION](#) - What have (changing) men and masculinities got to do with gender equality in research? (Speaker: Jeff Hearn)

[FULL WEBINAR](#)

GE Academy Implementation

Date: 26 March 2020

4. Achieving gender equality in universities: the importance of priority setting and strategic framing

DURATION: 1 HOUR

LEARNING OBJECTIVES

- Present different discursive frameworks for gender equality in research and higher education (HE)
- Highlight discursive opportunities and tensions between gender equality policies and mainstream HE policies
- Provide examples of strategic framing and priority-setting

TARGET GROUPS

- GEP team members/Change agents
- Equality officers
- Decision-makers

WEBINAR MATERIALS

[SCRIPT OF THE WEBINAR](#)

PRESENTATION (This presentation is not available because the author didn't authorise its publication)- Picking your battles, picking your rides: how to choose wisely between opportunities and threats in changing your university towards gender+ equality (Speaker: Mieke Verloo)

PRESENTATION (This presentation is not available because the author didn't authorise its publication)- How to strategically frame gender equality policies and set priorities for changes at your university? (Speaker: Beatrice Beck Schimmer)

[FULL WEBINAR](#)

GE Academy Implementation

Date: 23 April 2020

5. Bias and resistances: Exploring challenges to gender equality in leadership and decision-making

DURATION: 1 HOUR AND 15 MINUTES

LEARNING OBJECTIVES

- Understand the role of gender bias in leadership and decision-making
- Explore resistances to gender equality in leadership and decision-making
- Discuss strategies for tackling bias and resistances

TARGET GROUPS

- GEP team members/Change agents
- Equality officers
- Decision-makers
- Senior female leaders in higher education
- Future female leaders in higher education

WEBINAR MATERIALS

[SCRIPT OF THE WEBINAR](#)

[PRESENTATION](#) - Why gender equality should matter to meritocracy and academic excellence: tackling gender bias in decision-making and leadership (Speaker: Maxime Forest)

[PRESENTATION](#) - How do we address resistances to achieving gender equality in leadership and decision-making? (Speaker: Lucy Ferguson)

[FULL WEBINAR](#)

GE Academy Implementation

Date: 30 April 2020

6. Doing research on security and crisis situations with gender lenses: A case study on integrating sex and gender in research content

DURATION: 1 HOUR AND 15 MINUTES

LEARNING OBJECTIVES

- Learn about what the sex and gender dimension in different research disciplines may entail
- Learn about how the gender dimension can be included in research on peace and security
- Understand the relevance of gender in crisis situations (i.e., covid-19 pandemic)

TARGET GROUPS

- DOCC participants
- Researchers
- Research project advisors
- Research Performing Organisations (RPOs)

WEBINAR MATERIALS

[SCRIPT OF THE WEBINAR](#)

[PRESENTATION](#) - What is the gender dimension in research (Speakers: Linda Marie Rustad and Trine Rogg Korsvik)

[PRESENTATION](#) - Peace and security research: does gender matter? (Speaker: Louise Olsson)

[FULL WEBINAR](#)

GE Academy Implementation

Date: 17 June 2020

7. Intersectionality in institutional change processes in academic organisations

DURATION: 1 HOUR AND 10 MINUTES

LEARNING OBJECTIVES

- Introduce the concept of intersectionality, its origins and its relevance to institutional change
- Highlight key differences between intersectionality, multiple discrimination and diversity perspectives
- Present methodological challenges to the application of intersectional approaches to institutional change in universities
- Discuss main barriers and provide examples of how these could be overcome

TARGET GROUPS

- Human resource officers
- Researchers
- Gender equality officers/Focal persons; Equality/Diversity officers
- Middle managers aiming to start the path towards institutional change

WEBINAR MATERIALS

[SCRIPT OF THE WEBINAR](#)

[PRESENTATION](#) - Adopting an intersectional perspective in GEP design and implementation
(Speaker: Tony McMahon)

[FULL WEBINAR](#)

GE Academy Implementation

Date: 1 July 2020

8. Applying intersectional perspectives in research and innovation. The cases of urban cycling and artificial intelligence

DURATION: 1.5 HOURS

LEARNING OBJECTIVES

- Help understand the concept of intersectionality as applied to research and innovation processes
- Sensitise about the importance of designing research and innovation in an intersectional perspective, as well as about the pitfalls of ignoring this perspective
- Inspire and provide practical examples of intersectional approaches to research and Innovation

TARGET GROUPS

- Researchers and research leaders
- Research managers and facilitators/Research support
- People working in innovation in different fields
- Gender equality officers/Diversity officers and Focal points
- GEP leaders and team members

WEBINAR MATERIALS

[SCRIPT OF THE WEBINAR](#)

[PRESENTATION](#) - Cycling London: An intersectional feminist perspective (Speaker: Tiffany Lam)

[PRESENTATION](#) - Discriminating systems: Gender, race and power in artificial intelligence (Speaker: Sarah Myers West)

[FULL WEBINAR](#)

GE Academy Implementation

Date: 9 July 2020

9. Challenges for feminist leadership in higher education institutions

DURATION: 1.5 HOURS

LEARNING OBJECTIVES

- Share the experiences of a senior leader working for gender equality
- Reflect on the challenges and dilemmas of feminist leadership
- Sensitise about negotiation processes, compromises and interest struggles in complex Organisations

TARGET GROUPS

- HEIs leaders and managers
- Decision-makers
- Change agents
- Sister projects
- Gender focal points

WEBINAR MATERIALS

[SCRIPT OF THE WEBINAR](#)

[PRESENTATION](#) - Outsiders within? Dilemmas of an academic feminist as manager in the neo-liberal academy (Speaker: Fiona Mackay)

[FULL WEBINAR](#)

GE Academy Implementation

Date: 30 September 2020

10. Gender bias in academic recruitment and promotion. Recognising and overcoming it

DURATION: 1 HOUR AND 15 MINUTES

LEARNING OBJECTIVES

- Sensitise about the benefits of recruiting diverse talents
- Highlight how bias is often embedded in recruitment processes, tools, and lexicon (i.e., pre-determined candidate profiles, the different value attributed to same psychological traits/attitudes of men and women, etc.)
- Familiarise with existing promising practices

TARGET GROUPS

- Decision-makers (heads of institutes/departments)
- Human resources managers
- Administrative staff

WEBINAR MATERIALS

[SCRIPT OF THE WEBINAR](#)

[PRESENTATION](#) - Implicit bias in academia: a threat to meritocracy, and what to do about it (Speaker: Jadranka Gvozdanovic)

[PRESENTATION](#) - Gender vanguards at KU Leuven. Interrupting gender bias in assessment and promotion committees (Speakers: Heidi Mertens and Andrea Bardyn)

[FULL WEBINAR](#)

GE Academy Implementation

Date: 29 October 2020

11. Gender equality in Responsible Research & Innovation (2 sessions)

Co-organised with ETHNA System & GEECCO projects

DURATION:

- **SESSION 1: 1 HOUR AND 15 MINUTES**
- **SESSION 2: 50 MINUTES**

LEARNING OBJECTIVES

Session 1

- Approaching the concept of gender used in RRI
- Understanding the interrelationship between GEPs and RRI plans
- Raise awareness of the importance of the gender dimension in research and innovation processes
- To be aware of the models and practices that are being adopted for the institutionalisation of the gender issue in R&D&I spaces

Session 2

- Understanding sex, gender and intersectional analysis in STEM research
- Knowing about case studies that exemplify the dimension of gender in research
- Awareness-raising of gender-sensitive measures in RFOs
- Importance of exchange between RFOs and RPOs

TARGET GROUPS

- Scientific community
- RFO and RPO staff members
- Policy makers
- Decision makers
- Students
- Non-specialised public

WEBINAR MATERIALS

SESSION 1

[SCRIPT OF THE WEBINAR](#)

SESSION 1

[SCRIPT OF THE WEBINAR](#)

[PRESENTATION](#) - Ethics Governance System for RRI in Higher Education, Funding and Research Centres (Speaker: Elsa González Esteban)

[PRESENTATION](#) - UNDERSTANDING THE INTERRELATIONSHIP BETWEEN GEPs AND RRI PLANS (Speakers: Rosana Sanahuja & Santiago García Campá)

[PRESENTATION](#) – The institutionalization gender key (Speakers: Elsa González Esteban & Santiago García Campá)

[FULL WEBINAR](#)

SESSION 2

Deliverable 4.2: Full compilation of all capacity-building and Train-the-Trainers' materials (for all formats)

[SCRIPT OF THE WEBINAR](#)

[PRESENTATION](#) – Gender Equality in Engineering through Communication and Commitment
(Speaker: Brigitte Ratzer)

[PRESENTATION](#) – Gender Equality in Research – the role of Research Funding Organisations
(Speakers: Marcel Kraus & Donia Lasinger)

[FULL WEBINAR](#)

GE Academy Implementation

Date: 13 & 21 January 2021

12. Generating high-quality data for designing and implementing gender equality measures in your institution. Towards the GEAM (Gender Equality Audit and Monitoring) tool workshops: what's in it and why to participate

DURATION: 50 MINUTES

LEARNING OBJECTIVES

- Provide a brief overview of the Gender Equality Audit and Monitoring (GEAM) tool. Main purpose, features, availability
- Present the objectives and content of the forthcoming hands-on online workshop and illustrate how participants will be guided to use and customize the GEAM tool to use it in their organisations
- Clarify all questions and doubts about methodology and expected learning outcomes for participants

TARGET GROUPS

- Gender Equality officers and managers in research and higher education institutions
- Human resources officers in Higher Education Institutions and RPOs
- Researchers
- Science managers
- Academics forming part of equality committees and working groups

WEBINAR MATERIALS

[SCRIPT OF THE WEBINAR](#)

[PRESENTATION](#) – Introduction to the GEAM tool: framework, rationale and thematic components (Speaker: Jörg Müller)

[FULL WEBINAR](#)

GE Academy Implementation

Date: 27 April 2021

13. Re-humanising work and life in academia and research: Women and men as partners in building gender equality

DURATION: 1 HOUR AND 15 MINUTES

LEARNING OBJECTIVES

Promote reflection and dialogue about:

- the different challenges, and the different work, of women and men in creating both equity and humanity in all spheres of work and living;
- creating equity with work/life balance, not at the expense of it;
- keys to doing this work in partnership (beyond 'men as allies' to 'men and women as partners for change');
- the 'bifocal approach: the personal and the structural/cultural;
- working as partners in doing the gender equality work;

TARGET GROUPS

- DOCC participants
- HR officers
- Head of departments
- GE officers/diversity officers
- Women and men (self-identified) wanting to engage in gender equity

WEBINAR MATERIALS

[SCRIPT OF THE WEBINAR](#)

[PRESENTATION](#) – Re-humanising work and life in academia and research (Speakers: Jennifer de Vries and Tim Muirhead)

[FULL WEBINAR](#)

GE Academy Implementation

Date: 20 October 2021

Section 4: Distributed Open Collaborative Courses

Version 2020. Gender Equality in research and innovation: the journey towards Institutional Change

1. Institutional change: An introduction
2. Institutional change: How
3. Institutional change: What
4. Gender dimension in research content
5. Gender in curricula and teaching
6. Intersectional approaches
7. From gender in research to gender in research & innovation

Version 2021. GENDER EQUALITY PLANS IN PRACTICE: Towards sound and sustainable institutional change processes in research organisations

1. Gender in R&I: Introductory concepts
2. Building blocks and basic keys to design and implement Gender Equality Plans
3. Work-life balance and organisational culture
4. Gender balance in leadership and decision-making
5. Gender equality in recruitment and career progression
6. Gender in research and teaching contents
7. How to fight gender-based violence and sexual harassment

Version 2021b. Gender as an innovation in sustainable housing design

1. Basic Concepts: Gender in spatial planning
2. Main topics and procedures in gendered spatial planning
3. The gender dimensions of housing policies, planning and design
4. Good practices
5. Good practices-II part

Version 2020. Gender Equality in research and innovation: the journey towards Institutional Change

The material and video lectures are available via the following link: <https://ge-academy-docc.eu/>

DURATION: 3 MONTHS

LEARNING OBJECTIVES

- Identify the main issues and problems at stake as far as gender inequalities in research, higher education and innovation are concerned
- Know about the main EU policy frameworks and priorities to promote gender equality in research and innovation
- Use a multiplicity of arguments to engage and advocate on gender equality in research
- Understand the institutional change concept and the steps to foster it by designing, implementing and monitoring GEP
- Become aware of actions and measures which have been implemented by Research Organisations across Europe and beyond to promote gender equality
- Know how to integrate gender in the content and methodological choices of scientific research across a variety of disciplines learning from researchers themselves presenting their research projects
- Comprehend the concept of intersectionality and use it to promote inclusive institutional change and excellent research
- Recognise the interlinkages between promoting gender equality in scientific research and broader innovation

TARGET GROUPS

- Human resource officers
- Researchers
- Gender equality officers/Focal persons; Equality/Diversity officers
- Middle managers aiming to start the path towards institutional change
- Gender experts and trainers, organisational change consultants working with and for research organisations

COURSE OUTLINE

1. Institutional change: An introduction
2. Institutional change: How
3. Institutional change: What
4. Gender dimension in research content
5. Gender in curricula and teaching
6. Intersectional approaches
7. From gender in research to gender in research & innovation

GE Academy Implementation

Title: Gender Equality in research and innovation: the journey towards Institutional Change

Duration: 13 weeks (June 1- August 31, 2020)

1. Institutional change: An introduction

LECTURES

1.1 Concepts, EU Frameworks and policies, problems at stake

- Gender inequalities in academia: basic concepts and problems at stake by Lorena Pajares
- Women and their careers: how do we “ungender” organisations? by Viviana Meschitti
- Fighting for equality and fighting for success: are gender equality measures changing organisations, or are organisations co-opting gender equality? by Viviana Meschitti
- Why Gender Equality should matter to Meritocracy and Academic Excellence: tackling gender bias in decision-making and leadership by Maxime Forest

1.2 What is institutional change and Gender Equality Plans

- Institutional change through Gender Equality: Training for agents of change by Nathalie Wuiame

1.3 Framing GE strategically within University/Research policies

- Picking your battles, picking your rides: how to choose wisely between opportunities and threats in changing your university towards gender+ equality by Mieke Verloo
- How to Strategically Frame Gender Equality Policies and set Priorities for Changes at your University? By Beatrice Beck Schimmer

2. Institutional change: How

LECTURES

2.1 Engaging and mobilising stakeholders

- Words Matter: How to Create Sustainable Social Change by Communicating Gender Equality by Jurkutè Mintaute
- What have (changing) men and masculinities got to do with gender equality in research and academia? By Jeff Hearn

2.2 Gender Equality Plans: conducting an internal gender assessment

- Gender Data, statistics, and indicators by Anne Laure Humbert (Gearing Roles)

2.3 Designing Gender Equality Plans and measures to enhance Gender Equality in research (GEP step 1, 2, and 3)

- First steps toward your Gender Equality Plan by Lorena Pajares

2.4 Implementing a GEP

- Implementing a Gender Equality Plan by Lorena Pajares
- Gender Equality at Universitat Politècnica de Catalunya: Achieving an institutional change by means of Gender Equality Plans by Amaia Lusa Garcia

2.5 Monitoring and evaluation

- Monitoring and evaluation of a Gender Equality Plan by Lorena Pajares
- 2.6 The EFFORTI evaluation framework and tools for promoting Gender Equality in R&I
- Evaluating Gender Equality in Research and Innovation: Theories, Methods and Results. Unique Insights from the Horizon 2020 Project EFFORTI by Rachel Palmen; Merve Yorulmaz; Susanne Buehrer
- 2.7 Ensuring sustainability of institutional change
- What comes after? Sustainability of a Gender Equality Plan by Lorena Pajares
 - Frequently asked questions and answers regarding Gender Equality Plan as a tool for institutional change by Lorena Pajares

3. Institutional change: What

LECTURES

- 3.1 Tackling gender unbalances in decision making positions: a hardcore challenge
- Tackling gender unbalances in decision making positions: a hardcore challenge by Maria Sangiuliano
- 3.2 Addressing sexual harassment in academia
- Addressing sexual harassment in academia by Maria Sangiuliano, Marzia Cescon
- 3.3 Balancing work & life in research institutions: how gender inequalities matter
- Balancing work & life in research institutions: how gender inequalities matter by Smart Venice, Crossmedia

4. Gender dimension in research content

LECTURES

- Gender dimension in research content: Introduction (LIVE session)
- What is the gender dimension in research? Case studies in interdisciplinary research by Linda Marie Rustad and Trine Rogg Korsvik
- 4.1 Gender in Medicine (Health cluster)
- Pills to win gender bias (in health care)
 - Sex and gender pharmacology: one size does not fit all by Fulvia Signani
 - Sex and gender dimension in cardiovascular diseases and academic medicine by Flavia Franconi
 - Sex and gender dimension in coronary artery disease by Vera Regitz
- 4.2 Gender in Transport (climate, energy and mobility cluster)
- Gender Dimensions in Mobility Research by Bente Knoll
 - Women in Transport: Policies and Practice for Inclusive Mobility Planning by Diamond Project: Maria Chiara Leva and Mary Kinahan
- 4.3 Gender in Urban Planning
- Gender in urban planning: an introduction by Ines Novella
- 4.4 Gender in ICT (Digital, Industry and space cluster)

- Making IT Work: Integrating gender research in computing through a process model by Claude Draude
- 4.5 Civil security for society
- Peace and security research: does gender matter? By Louise Olsson
- 4.6 Culture, creativity and inclusive society
- Embedding a gender dimension in research in the social sciences: an inclusive and intersectional approach by Sabrina Marchetti (DomEqual -ERC project) PART 1 PART 2 PART 3
- 4.7 Food, bioeconomy, natural resources, agriculture and environment
- Gender in Agriculture: at the intersection of family, farming, business and nature by Margreet Van Der Burg (Gender-SMART)

5. Gender in curricula and teaching

LECTURES

- 5.1 Gender in teaching and curricula: introducing challenges and tools for change
- Gender in teaching and curricula: introducing challenges and tools for change by CROSSMEDIA
- 5.2 Gearing Roles Pills
- Women's Rights are Human Rights by David Fernandez Rojo and Maria Lopez Belloso
 - My body is not your battleground. Mainstreaming gender in curriculum; by Lidia Rodriguez Fernandez
 - Women and Neuropsychology. Mainstreaming gender in curriculum by Natalia Ojeda, Naroa Ibarretxe, Acebo García and Leire Zubiaurre

6. Intersectional approaches

LECTURES

- 6.1 Intersectionality and Institutional Change: an introductory lesson
- Intersectionality in institutional change processes: an introduction by Marina Cacace, Luciano d'Andrea, Sara Clavero
- 6.2 LIVE Webinar
- Intersectionality in institutional change processes in higher education and research
- 6.3 LIVE Webinar: Applying intersectional perspectives in research and innovation - The cases of artificial intelligence and urban cycling
- Applying intersectional perspectives in research and innovation - The cases of artificial intelligence and urban cycling by Sarah Myers West, Tiffany Lam

7. From gender in research to gender in research & innovation

LECTURES

- 7.1 Engaging with external stakeholders and innovation ecosystems to foster institutional change

- Engaging with external stakeholders and innovation ecosystems to foster institutional change by Maria Sangiuliano

7.2 Mini Interview with Claudia Canali UNimore Ragazze Digitali (as part of their GEP)

- Synergies at the ecosystem level as parts of a Gender Equality Plan by Claudia Canali & Maria Sangiuliano

7.3 Women and Innovation: the case of University Spinout Companies

- Women and Innovation: the case of University spinout companies by Anne Laure Humbert

Version 2021. GENDER EQUALITY PLANS IN PRACTICE: Towards sound and sustainable institutional change processes in research organisations

The material and video lectures are available via the following link: <https://ge-academy-docc.eu/>

DURATION: 12 WEEKS

LEARNING OBJECTIVES

- Sensitise about key problems at stake regarding gender in Research and Innovation
- Raise awareness about the importance of institutional change for gender equality
- Familiarise with the concept of a Gender Equality Plan (GEP) and its main stages
- Know about the main EU policy frameworks and priorities to promote gender equality in research and innovation and the by new requirements introduced Horizon Europe
- Sensitise about the interaction between gender equality and work-life balance in academic environment
- Comprehend the value of gender-sensitive decision-making processes and highlight some common pitfalls in promotion and recruitment
- Familiarise with methodologies to integrate a gender + and intersectional approach in the content and methodological choices of scientific research across a variety of disciplines learning from researchers themselves presenting their research projects
- Recognise the interlinkages between promoting gender equality in scientific research and broader innovation
- Raise awareness about the importance of policies to fight gender-based violence

TARGET GROUPS

- Gender Equality Plan (GEP) team members in academic/research institutions
- Researchers
- Human Resources officers in academic/research institutions
- Gender equality officers / focal persons; Equality / diversity officers in academic/research institutions
- Middle managers aiming to start the path towards institutional change
- Gender experts and trainers, organisational change consultants working with and for research organisations

COURSE OUTLINE

1. Gender in R&I: Introductory concepts
2. Building blocks and basic keys to design and implement Gender Equality Plans
3. Work-life balance and organisational culture
4. Gender balance in leadership and decision-making
5. Gender equality in recruitment and career progression
6. Gender in research and teaching contents
7. How to fight gender-based violence and sexual harassment

GE Academy Implementation

Title: GENDER EQUALITY PLANS IN PRACTICE: Towards sound and sustainable institutional change processes in research organisations

Duration: 12 weeks (September 6 - November 30, 2021)

1. Gender in R&I: Introductory concepts

LECTURES

- Gender Equality: Basic concepts by Lorena Pajares
- EU Framework and policies by Vasia Madesi
- Problems at stake in academia by Yvonne Galligan
- What do we mean for institutional change? by Nathalie Wuiame
- Intersectional approaches by Noirin MacNamara
- Gender Equality indicators by Anne Laure Humbert
- How to institutionalise data collection by Anne Laure Humbert and Ana Belen Amil
- How to deal with GDPR in data collection by Anne Laure Humbert

2. Building blocks and basic keys to design and implement Gender Equality Plans

LECTURES

- Gender Equality in Horizon Europe by Sara Clavero
- Gender Equality Plans: Getting started by Lorena Pajares
- Gender Equality Plans: Analysis by Lorena Pajares
- Gender Equality Plans: Setting it up by Lorena Pajares
- Gender Equality Plans: Implementation by Lorena Pajares
- How to address resistances to gender equality by Lucy Ferguson
- Gender Equality Plans: Monitoring and Evaluation by Lorena Pajares
- An introduction to the Gender Equality Audit and Monitoring (GEAM) Tool by Jorg Muller and Sergi Yanes
- Gender Equality Plans: Sustainability by Lorena Pajares
- A GEP case study: Central European University by Andrea Krizsán, Ana Belén Amil

3. Work-life balance and organisational culture

LECTURES

- Work-life balance: main concepts - Part 1 by Ana Belen Amil
- Work-life balance: main concepts - Part 2 by Ana Belen Amil
- Life-friendly inspiring practices by Ana Belen Amil

- The paradoxes of work-life balances by Ana Belen Amil
- Re-humanising work and life in academia and research by Jennifer de Vries and Tim Muirhead
- The Impact of COVID-19 on Female Researchers by Agostina Allori

4. Gender balance in leadership and decision-making

LECTURES

- Gender in leadership and decision-making by Dorottya Reddai
- Challenges for feminist leadership in Higher Education Institutions by Fiona MacKay
- Fiona Mackay's key lessons learnt by Fiona MacKay
- A Toolbox for improving gender balance by Vivian Anette Lagesen
- Tackling gender bias in decision-making and leadership by Maxime Forest
- Leading Institutional Change in HE: Opportunities and Challenges by Yvonne Galligan

5. Gender equality in recruitment and career progression

LECTURES

- Existing imbalances in Research Organisations by Maxime Forest
- Contextualising the GE in recruitment issue by Maxime Forest
- Implicit bias in academia by Jadranka Gvozdanovic
- Good practices to fight gender bias in recruitment by Heidi Mertens and Andrea Bardyn
- Why does gender equality in R&I matter? By Sara Clavero

6. Gender in research and teaching contents

LECTURES

- What is the gender dimension in research? By Trine Rogg Korsvik
- Methods on how to include gender dimension in research by Mathias Nielsen
- Legal and policy frameworks for gender in science by Maxime Forest
- Sex and gender dimension in coronary artery disease by Vera Regitz-Zagrosek
- Sex and gender dimension in mobility by Bente Knoll
- The impact of sex and gender on the COVID-19 pandemic by Sabine Oertelt-Prigione
- Gender and intersectional perspectives on social robots and AI by Roger A. Søråa
- Gender and climate change: key concepts and challenges by Susan Buckingham
- Gender in teaching and curricula: introducing the challenges by Maria Sangiuliano and Valentina Piccioli

7. How to fight gender-based violence and sexual harassment

LECTURES

- Gender-based violence in higher education and research institutions by Dorottya Reddai
- Work-life balance: main concepts by Ana Belen Amil
- What is our understanding of sexual harassment by Nathalie Wuiame
- Hegemonic masculinities and violence by Sofia Strid
- Possible strategies to improve policies to combat sexual harassment at work by Sofia Strid
- Tackling sexual harassment as a measure towards structural institutional change by Nathalie Wuiame
- CEU measures against GBV including sexual harassment by Ana Belen Amil
- Setting up policies to address gender-based violence by Sofia Strid Panellists: Ruth Lewis, Liisa Husu, Marcela Linkova, Barbara Biglia

Version 2021b. Gender as an innovation in sustainable housing design

The material and video lectures are available via the following link: <https://ge-academy-docc.eu/>

DURATION: 8 WEEKS

LEARNING OBJECTIVES

- Basic knowledge on the gender dimensions of urban planning
- Be familiar with the theoretical framework on gender studies in spatial planning fields
- Recognize the main areas of urban planning and design where gender is particularly relevant
- Introduction to the concept of «mobility of care» and some applications
- Basic knowledge on the gender dimensions of neighbourhood planning and housing design and be familiar with the basic design recommendations for housing environments and buildings
- Be familiar with some of the most relevant examples of gender-sensitive housing projects

TARGET GROUPS

- Architects and urban planners
- Researchers on any spatial planning field
- Researcher on gender studies
- Students of architecture or city planning
- Decision-makers from departments related to housing policies and planning

COURSE OUTLINE

1. Basic Concepts: Gender in spatial planning
2. Main topics and procedures in gendered spatial planning
3. The gender dimensions of housing policies, planning and design
4. Good practices
5. Good practices-II part

GE Academy Implementation

Title: Gender as an innovation in sustainable housing design

Duration: 8 weeks (December 7- January 31, 2021)

Section 5: Summer Schools

1. Gender, Cities and Planning Processes: Engendering Research in climate, energy and mobility coorganised with the Technical University of Madrid (online)
2. Gender Equality Plans and the challenge of intersectionality: from design to implementation, monitoring and evaluation coorganised with the Technological University Dublin (online)
3. Planning & Implementing Gender Equality Plans coorganised with the Central European University (online)

1. Gender, Cities and Planning Processes: Engendering Research in climate, energy and mobility coorganised with the Technical University of Madrid

DURATION: 5 DAYS

COURSE DESCRIPTION

This online Summer School focuses on gender research in cities and planning processes. It will look at the gender dimensions of urban and transportation research, considering in particular gendered-relevant aspects of important crosscutting issues such as climate, energy and ICT at the urban scale.

Gender affects who does research, how and which research questions are identified as important. Which methodologies are chosen, the case studies and data sets used, and the analysis undertaken. For an increasing number of researchers, these considerations are explicit, but for others they remain implicit, or even unconscious.

This online summer school aims to provide participants with the knowledge and tools necessary to explore how gender affects their existing or proposed research and to understand what it means to integrate a gender perspective into research and what it implies. Regulatory arrangements, tools and methodologies will be built from introducing the concept of gender and developing its complexity, in general, to work on the gender dimensions of urban planning, urban public space, housing, mobility and transport. It will also consider the interrelations of gender, energy and climate change at the urban scale. The aim is that participants can understand how they can incorporate sophisticated gender analysis into their research project.

During 5 days, keynote talks, seminars, participatory debates and workshop on real cases will be carried out in order to actively involve the participants, fostering an exchange of knowledge and experiences. The purpose is to provide the participants with a basis of knowledge and tools to integrate gender in their personal research on urban planning, mobility, climate or energy fields.

LEARNING OBJECTIVES

- Acquire basic knowledge on state of the art on gender in these scientific fields
- Familiarise on how gender can be incorporated in research projects in the scientific fields concerned
- Build capacity in designing and implementing research projects taking gender into account in these fields
- Support participants in working on concrete research projects or ideas to get a sense of what really means in practice
- Facilitate interaction between researchers in these scientific fields
- Provide examples of pitfalls and good practices to overcome them

TARGET GROUPS

Junior and Senior Researchers on

Deliverable 4.2: Full compilation of all capacity-building and Train-the-Trainers' materials (for all formats)

- Spatial Planning fields
- Mobility and Transport Infrastructures
- Climate, Energy and Water fields with a focus on urban scale

SUMMER SCHOOL MATERIALS

[SCRIPT OF THE SUMMER SCHOOL](#)

DAY 1 PRESENTATIONS [PART 1](#) [PART 2](#) [PART 3](#) [PART 4](#)

DAY 2 PRESENTATIONS [PART 1](#) [PART 2](#) PART 3 [BRAINSTORMING EXERCISE](#)

DAY 3 PRESENTATIONS [PART 1](#) [PART 2](#)

DAY 4 PRESENTATIONS [INTRO](#) [PART 1](#) [PART 2](#) [PART 3](#)

[INTRODUCTORY EXERCISE](#)

[REFLECTION EXERCISE](#)

GE Academy Implementation

Venue & Date: Online, 7-11 June 2021

2. Gender Equality Plans and the challenge of intersectionality: from design to implementation, monitoring and evaluation coorganised with the Technological University Dublin

DURATION: 5 DAYS

COURSE DESCRIPTION

The GE Academy Summer School in TU Dublin provides participants from higher education and research institutions with advanced knowledge, approaches and tools for the design, implementation, monitoring and evaluation of Gender Equality Plans (GEPs). Special attention is paid to the need to look at the intersection of gender and other attributes/identities in delivering institutional change. The summer school comprises a conference on Athena Swan (on day 1), followed by 8 sessions of 90-minutes each over the remaining 4 days. It includes seminars, workshops, roundtables and keynotes on the following topics

- Concepts of gender equality and institutional change in R&I
- Key problems at stake
- The six steps of a Gender Equality Plan
- Participatory techniques
- Main risks and common obstacles
- Sustainability drivers
- Integration of a gender dimension in research

The Dublin Summer School includes participation to the Athena Swan Conference on 14 June, organised by TU Dublin. This conference opens with a keynote lecture (45mins) delivered by Dr. Gemma Irvine, Vice-President of Equality & Diversity in Maynooth University (Ireland), followed by the Q&A session.

It is followed by three sessions, each dedicated to a specific theme:

- The first session discusses the advantages, disadvantages and future challenges of certification-award systems for gender equality in Research Performing Organisations.
- The second session, 'Going for Silver' consists of a panel of three speakers from STEM Schools, in both the UK and Ireland, which have been awarded a bronze renewal, a silver and a gold, respectively.
- The third session, on 'Intersectionality' takes a workshop format. For this session, participants are required to do some pre-work based on materials distributed in advance. This preparation provides the focus for a reflection and discussion around the concepts, techniques, and challenges in the adoption of intersectional approaches in Athena Swan applications and GEPs more generally.

LEARNING OBJECTIVES

The main objective is to facilitate sustainable institutional change in these organisations and equip participants with strategies to face barriers and resistance.

- Identify and discuss key problems at stake regarding gender in R&I

- Reflect on the importance of institutional change for GE
- Reflect on the strengths and limitations of the GEAR tool
- Examine the prerequisites and key success factors through inspiring practice
- Build capacity for successful stakeholder mobilisation
- Examine resistance to change and discuss/exchange tools to overcome it
- Build capacity for self-reflection and enhancement of HRM processes
- Build capacity for integrating a gender dimension for better research quality, output and impact

TARGET GROUPS

The summer school is designed for experienced agents engaged in institutional change in research and innovation through GEP implementation. In particular:

- Gender Equality/Diversity/Equal Opportunity Officers and focal persons
- Human Resources officers
- Gender Equality Plan team leaders and members
- Middle managers
- Organisational change agents
- Heads of institutes/departments

SUMMER SCHOOL MATERIALS

[SCRIPT OF THE SUMMER SCHOOL](#)

DAY 1 PRESENTATION [PART 1 PART 2 PART 3 PART 4 PART 5](#)

DAY 2 PRESENTATIONS [PART 1 PART 2 PART 3 PART 4](#)

DAY 3 PRESENTATIONS [PART 1 PART 2 PART 3](#)

DAY 4 PRESENTATIONS [PART 1 PART 2](#)

DAY 5 PRESENTATIONS [PART 1 PART 2 PART 3](#)

[GROUP EXERCISE](#)

[MIRO BOARD](#)

GE Academy Implementation

Venue & Date: Online, 14-18 June 2021

3. Planning & Implementing Gender Equality Plans coorganised with the Central European University

DURATION: 5 DAYS

COURSE DESCRIPTION

Gender Equality Plans (GEP) are a precondition for research and higher education institutions to apply for EC Horizon Europe research funding starting from the 2021 funding cycle. This summer course is targeted at participants from higher education institutions and aims to provide the basic skills and knowledge to develop and implement GEPs. In line with the mission of Central European University, the course places a strong, but not exclusive, emphasis on bringing together professionals working in higher education in post-communist countries in Central and Eastern Europe and aims to contribute to extending the network of gender equality professionals working in higher education institutions in the region.

The course builds on a structural understanding of gender inequalities, stereotypes and biases in research. It is grounded in the need to tackle gender inequality in its complex, multi-layered dimensions with a strategic view in mind and a holistic set of measures. In line with principles endorsed by the European Commission, we propose Gender Equality Plans as key tools for structural change. We do this while recognising that the scope of such plans may strongly vary, depending on the type of organisation, the institutional context in which it is implemented, the disciplines addressed, or the type of gender biases and inequalities identified in the specific institution.

The course familiarises participants with different manifestations of gender inequality in higher education institutions and provide them with conceptual and practical tools to diagnose the state of gender equality in their own institutions and communicate findings in strategic ways. It familiarises with designing and implementing GEPs to tackle problematic areas and monitor the results of implemented actions. The roadmap for GEPs is explored in detail, including strategies to build institutional alliances with key stakeholders, handling resistances to gender equality and ensuring leadership support.

LEARNING OBJECTIVES

- Sensitising about key areas of gender inequality in higher education
- Familiarising with methods of diagnosing gender inequality in higher education contexts, including methods for collecting and analysing data
- Familiarising with the concept of gender equality planning and its main stages
- Familiarising with processes of setting up gender equality plans (GEPs) including strategies, resistances and tools to cope with them
- Familiarising with prerequisites and key success factors
- Building capacity for stakeholder mobilisation
- Building capacity for ongoing monitoring of gender equality action
- Familiarising with resources, information platforms and funding opportunities for gender equality practitioners in higher education

- Networking with other change agents from across Europe; joining the European community of practice

TARGET GROUPS

- Academic staff
- Gender Equality/Diversity/Equal Opportunity Officers and Senior Managers
- Human Resources officers
- Gender Equality Plan teams
- Mid-level managers
- Team or unit leaders affiliated with higher education institutions in Central Eastern Europe and ideally in positions that allow them to initiate action that makes the implementation of a GEP feasible

SUMMER SCHOOL MATERIALS

DAY 1 [PRESENTATION 1](#) & [SCRIPT 2,3](#) & [RECOMMENDED READINGS AND RESOURCES](#)

DAY 2 [PRESENTATION &](#) SCRIPT

DAY 3 [PRESENTATION PART 1](#) & [SCRIPT1, SCRIPT 4, SCRIPT3](#)

DAY 4 PRESENTATION [PART 1 PART 2](#)& [SCRIPT 1, SCRIPT 2](#)

DAY 5 PRESENTATION & SCRIPT

GE Academy Implementation

Venue & Date: Online, 5-9 July 2021

Section 6: Train the Trainers

1. ONLINE SESSIONS

VERSION 2020:

ONLINE INTRODUCTORY SESSIONS

- Online Session 1 - Introduction and expectations
- Online Session 2 - Structural change and GE Academy quality criteria
- Online Session 3 - GE Academy standards
- Online Session 4 - GE Academy script

THREE DAYS SESSIONS

- Session 1: Key issues in training for structural change
- Session 2: Techniques for training on structural change
- Session 3: GE Academy methods and tools
- Session 4: Working with GE Academy training materials in practice Part 1
- Session 5: Working with GE Academy training materials in practice Part 2
- Session 6: Privilege and intersectionality in training for structural change
- Session 7: Dealing with resistances in GE Academy trainings
- Session 8: Support following the 3-days-training
- Session 9: Evaluation of GE Academy training in practice; Further needs and next steps

VERSION 2021

Two online introductory sessions

- Session 1: Introductions and Expectations
- Session 2: Reviewing Preparatory Materials

Three days sessions

- Session 1: Key issues in training for structural change
- Session 2: Techniques for training on structural change
- Session 3: GE Academy methods and tools
- Session 4: Working with GE Academy training materials in practice Part 1
- Session 5: Working with GE Academy training materials in practice Part 2
- Session 6: Privilege and intersectionality in training for structural change
- Session 7: Dealing with resistances in GE Academy trainings
- Session 8: Support following the 3-days-training
- Session 9: Evaluation of GE Academy training in practice; Further needs and next steps

2. EXPERIENCED TRAINERS

Deliverable 4.2: Full compilation of all capacity-building and Train-the-Trainers' materials (for all formats)

3. THREE-DAY SESSION (IN-PERSON)

1. Online Sessions

Two versions (2020, 2021) starting with introductory sessions and followed up by a three-days programme. One additional session for experienced trainers.

LEARNING OBJECTIVES

- Explain how training contributes to structural change in research and innovation
- Identify typical barriers and obstacles in structural change processes
- Explain key aspects of gender inequality in research and innovation
- Address resistances to gender equality and explain how to use strategic framings for structural change
- Implement gender training methodologies and tools, including using a GE Academy training script
- Apply quality standards in gender training using the GE Academy Principles

TARGET GROUPS

- Candidate gender trainers

Version 2020

DURATION: 2 HOURS/EACH

MATERIALS - ONLINE INTRODUCTORY SESSIONS

- SESSION 1 - INTRODUCTION AND EXPECTATIONS

PRESENTATION

- SESSION 2 - STRUCTURAL CHANGE AND GE ACADEMY QUALITY CRITERIA

PRESENTATION

TEMPLATE - GROUP 1 GROUP 2 GROUP 3 GROUP 4

- SESSION 3 - GE ACADEMY STANDARDS

PRESENTATION

TEMPLATE - GROUP 1 GROUP 2 GROUP 3 GROUP 4

- SESSION 4 - GE ACADEMY SCRIPT

PRESENTATION

TEMPLATE - GROUP 1 GROUP 2 GROUP 3

DURATION: 1.5 HOURS/EACH

ONLINE THREE DAYS SESSIONS – MATERIALS

- Session 1: Key issues in training for structural change

PRESENTATION

TEMPLATE - GROUP 1 GROUP 2

- Session 2: Techniques for training on structural change

PRESENTATION

TEMPLATE GROUP 1 GROUP 2 GROUP 3

- Session 3: GE Academy methods and tools

PRESENTATION

- Session 4: Working with GE Academy training materials in practice Part 1

[PRESENTATION](#)

TEMPLATE 3 [GROUP 1](#) [GROUP 2](#) [GROUP 3](#)

- Session 5: Working with GE Academy training materials in practice Part 2

[PRESENTATION](#)

- Session 6: Privilege and intersectionality in training for structural change

[PRESENTATION](#)

- Session 7: Dealing with resistances in GE Academy trainings

[PRESENTATION](#)

- Session 8: Support following the 3-days-training

[PRESENTATION](#)

- Session 9: Evaluation of GE Academy training in practice; Further needs and next steps

[PRESENTATION](#)

GE Academy Implementation

Introductory sessions

Date: Online, 25 May 2020

Date: Online, 10 September 2020

Date: Online, 26 October 2020

Date: Online, 6 November 2020

Trainers: Lucy Ferguson, Maxime Forest, Nathalie Wuiame, Lut Mergaert, Marina Cacace and Bente Knoll

GE Academy Implementation

Three days programme

Date: Online, 2-3-4 December 2020

Trainers: Lucy Ferguson, Maxime Forest, Nathalie Wuiame, Bente Knoll

Version 2021

SESSIONS

Two online introductory sessions

- Session 1 - Introductions and Expectations
- Session 2 - Reviewing Preparatory Materials

Three days sessions

- Session 1: Key issues in training for structural change
- Session 2: Techniques for training on structural change
- Session 3: GE Academy methods and tools
- Session 4: Working with GE Academy training materials in practice Part 1
- Session 5: Working with GE Academy training materials in practice Part 2
- Session 6: Privilege and intersectionality in training for structural change
- Session 7: Dealing with resistances in GE Academy trainings
- Session 8: Support following the 3-days-training
- Session 9: Evaluation of GE Academy training in practice; Further needs and next steps

DURATION OF ONLINE INTRODUCTORY SESSIONS: 90 MINUTES/EACH

MATERIALS - TWO ONLINE INTRODUCTORY SESSIONS

Two online introductory sessions

- Session 1: Introductions and Expectations

[PRESENTATION](#)

EXPECTATIONS [GROUP 1 GROUP 2 GROUP 3](#)

GE ACADEMY PRINCIPLES [GROUP 1 GROUP 2 GROUP 3 GROUP 4](#)

- Session 2: Reviewing Preparatory Materials

PRESENTATION

GEP TRAINING GROUP DISCUSSION TEMPLATE

DURATION THREE DAYS SESSIONS: 90 MINUTES/EACH

MATERIALS – THREE DAYS SESSIONS

Three days sessions

- Session 1: Key issues in training for structural change

[PRESENTATION](#)

TEMPLATE 1 [GROUP 1 GROUP 2](#)

- Session 2: Techniques for training on structural change

[PRESENTATION](#)

TEMPLATE [GROUP 1 GROUP 2 GROUP 3](#)

- Session 3: GE Academy methods and tools

[PRESENTATION](#)

- Session 4: Working with GE Academy training materials in practice Part 1

[PRESENTATION](#)

TEMPLATE 3 [GROUP 1 GROUP 2 GROUP 3](#)

- Session 5: Working with GE Academy training materials in practice Part 2

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[PRESENTATION](#)

- Session 6: Privilege and intersectionality in training for structural change

[PRESENTATION](#)

- Session 7: Dealing with resistances in GE Academy trainings

[PRESENTATION](#)

- Session 8: Support following the 3-days-training

[PRESENTATION](#)

[ONLINE TRAINING DISCUSSION TEMPLATE](#)

- Session 9: Evaluation of GE Academy training in practice; Further needs and next steps

[PRESENTATION](#)

GE Academy Implementation

Venue & Date: Online, 29-31 March 2021

Trainers: Lucy Ferguson, Nathalie Wuiame, Maxime Forest, Bente Knoll

2. Experienced Trainers (Online)

DURATION: 1.5 HOURS

LEARNING OBJECTIVES:

- Discuss materials reviewed in advance
- Explore GE Academy standards
- Become familiar with key GE Academy materials and tools

MATERIALS:

SCRIPT

[PRESENTATION](#)

TEMPLATE - [GROUP 1](#) [GROUP 2](#)

GE Academy Implementation

Venue & Date: Online, 13 April 2021

Trainer: Lucy Ferguson

3. Three-day Sessions (In-person)

LEARNING OBJECTIVES:

- Situate the role of gender training in structural change processes in research and innovation, using the Gender Equality Plan (GEP) and GEAR tool for institutional change.
- Identify and apply gender sensitive and participatory principles and practices, as a fundamental component of transformative structural change.
- Expand and apply the participant's knowledge on gender equality in research and innovation.
- Understand the GE Academy processes in view of becoming part of the Pan-European network of gender trainers.

MATERIAL

[DRAFT SCRIPT FOR TRAIN THE TRAINERS IN PERSON](#)

TARGET GROUPS

- Candidate gender trainers

GE Academy Implementation

This session was not delivered, and the script developed is draft.

Venue & Date: Berlin, 27-29 April 2019 (Cancelled due to COVID-19)

Trainers: Nathalie Wuiame, Lucy Ferguson, Maxime Forest

Section 7: Evaluation

The GE Academy evaluation model and methodology were elaborated in close connection to the work on quality criteria and standards for gender training. Evaluation was therefore interpreted as a twofold process: a self-reflexive endeavour intended to guide the consortium in assessing to what extent guiding principles, quality criteria and set objectives are met, and it is supported and backed up by a thorough analysis of participants' feedback.

GE Academy evaluation is focused on assessing the quality and the effectiveness of the training implementation process and outputs and on collecting feedback and perceptions from participants on skills development, change in attitudes and behaviours, as well as their perceptions on increased motivation to take action. Furthermore, taking institutional transformation as the ultimate objective of training into account has led to adding an "ex post" evaluative contact point with participants a few months after their attendance to a training.

Below, are the sample questionnaires which can be adapted for anyone interested in further use and uptake of the GE Academy sessions. Specifically, there is a sample ex-ante questionnaire which is sent before the training upon registration to capture the expectations for the session; a sample exit questionnaire which is shared with the participants immediately after the session to track results and opinions; and a sample ex-post questionnaire (in both an extended and simplified version) to track the impact of the training a few months after its completion. Finally, an example is provided in Annex using Google Forms. Important to note is that all questionnaires are completely anonymous.

The evaluation methodology and the questionnaires were developed by Smart Venice and the GE Academy team.

1. Ex-ante questionnaire

	TRAINING TITLE and DATE <i>Dear participant, thank you for registering in a GE Academy online training! Please fill this short questionnaire in with your opinions and expectations for the session: your feedback is extremely important for us to monitor and constantly improve the quality of our capacity building offer throughout the upcoming year. We promise it won't take much of your time.</i>					
1)	How did you learn about this training?	<ol style="list-style-type: none"> 1. GE Academy Website 2. GE Academy Newsletter 3. Social media (Facebook, Twitter, LinkedIn...) 4. Other EU funded projects on Gender Equality 5. Colleagues from your team 6. Others (please specify) 				
2)	Besides this one, have you attended other GE Academy sessions?	Yes	No	I am not sure		
2.1)	If yes, how many (approximately) and what format (webinar, face-to-face training, online training, online workshop, DOCC)?	(open)				
3)	What would you like to learn by participating in this online training session?	(open)				
4)	Are the training objectives and the methods clearly described?	Yes, very much	Yes	Quite	Rather not	Not at all
5)	Which ones among the learning objectives of the training are the most important to you? (select max 2 among the given options + others, if any)					
	1)					
	2)					
	3)					
	4) Others (please specify)					
6)	How would you rate your current knowledge of /experience in the training topics?		<ol style="list-style-type: none"> 1. Beginner 2. Intermediate 3. Advanced 			
7)	Do you have any impairments (auditory or visual) which would impact on your access to the training?					
	Yes					
	No					
7.1)	If yes, please specify...					
8)	Are you looking for inspiration to take action and promote gender equality in your own organisation?		Yes	No	Not sure	

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9)	Do you expect to use what you learn in this training to support/consult other organisations to achieve gender equality?	Yes	No	Not sure
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10)	Any further comments/remarks in view of your participation to the training <i>[NON MANDATORY]</i>	(open)
	<p>INTERSECTIONAL DATA</p> <p>Dear participants, within the GE Academy project we believe it is important to adopt an intersectional approach in our work on gender equality, therefore we also commit to intersectional data collection and analysis. We also expect this to shape the content of future gender+ training and we would like you to contribute with suggestions and ideas. You will find below a series of questions about yourself, some mandatory basic demographic questions, and additional optional questions. Remember that the questionnaire is completely anonymous.</p> <p>Thank you!</p>	
11)	GENDER	<ul style="list-style-type: none"> -Woman -Man -Nonbinary -I prefer not to say -Other
12)	AGE	<ul style="list-style-type: none"> -15 - 19 years -20 - 24 years -25 - 29 years -30 - 34 years -35 - 39 years -40 - 44 years -45 - 49 years -50 - 54 years -55 - 59 years -60 - 64 years -65 years or over -I prefer not to answer
13)	EMPLOYMENT POSITION	<ul style="list-style-type: none"> -Management/leadership position in a research or higher education institution -Human resources manager or administrator -Researcher, scientific personnel or academic staff -Equal opportunities officer (or equivalent) -Gender expert or consultant -Gender scholar -Gender trainer -Other... -I prefer not to answer

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13.1)	If you answered "Researcher, scientific personnel or academic staff", please specify your field of research:	<ul style="list-style-type: none"> - Natural sciences - Engineering and technology - Medical and health sciences - Agricultural and veterinary sciences - Social sciences - Humanities and arts -Other (please specify)
14)	COUNTRY (where your (main) workplace is based)	<p>[LIST OF COUNTRIES]</p> <p>-I prefer not to answer</p>
15)	YOUR PARENT(S)' first name(s)	(open)
16)	<p>Do you identify as</p> <p>(check all boxes that apply)</p> <p><i>[NON MANDATORY]</i></p>	<ul style="list-style-type: none"> -Person of color -Person belonging to an ethnic minority -Person belonging to a religious minority -Person with refugee status / asylum seeker -Migrant -Person with a disability -LGBQ+ person -Trans person -Having disadvantaged socio-economic condition -None of the above -Other (please specify)
17)	<p>What specific topic linked to intersectionality would you like to deepen in gender training?</p> <p><i>[NON MANDATORY]</i></p>	

2. Exit questionnaire

<p>TRAINING TITLE and DATE</p> <p><i>Dear participant, thank you for joining us in a GE Academy online training! Please fill this short questionnaire in with your opinions and experience of the session: your feedback is extremely important for us to monitor and constantly improve the quality of our capacity building offer throughout the upcoming year. We promise it won't take much of your time.</i></p>						
1)	Did you learn what you expected during this training?	Yes, very much	Yes	Quite	Rather not	Not at all
2)	Did you find the information and knowledge provided to be complete and interesting?	Yes, very much	Yes	Quite	Rather not	Not at all
3)	Do you think the training format (<i>specify</i>) was adequate for the contents addressed?	Yes, very much	Yes	Quite	Rather not	Not at all
3.1	(Only if it applies) If you answered Quite, Rather not or Not at all, could you please explain why?	(open)				
4)	Overall, are you satisfied with this training?	Yes		No		Partly
5)	How satisfied are you with the following aspects of the training?	Yes, very much	Yes	Quite	Rather not	Not at all
	• Relevance for your work					
	• Contents of the training					
	• Methods					
6)	How satisfied are you with the following technical aspects of the online platform in use? (Zoom)	Yes, very much	Yes	Quite	Rather not	Not at all
	• Overall intuitiveness of use					
	• Registration and access functionalities					
	• Interactive functionalities (chat/interactive board, polling, breakout rooms)					
6.1)	ONLY IF IT APPLIES Are you satisfied with the use of the <u>digital workspace for visual collaboration</u> (board)?	Yes very much	Yes	Quite	Rather not	Not at all
7)	Are you satisfied with the trainer? (name)	Yes very much	Yes	Quite	Rather not	Not at all
	• Knowledge of the topics					
	• Communication skills					
	• Use of <u>gender+</u> sensitive language					

Deliverable 4.2: Full compilation of all capacity-building and Train-the-Trainers' materials (for all formats)

	<ul style="list-style-type: none"> Capability of listening to and dialoguing with different perspectives and opinions 					
8)	As far as methods and approaches are concerned, did the training provide you with:	Yes very much	Yes	Quite	Rather not	Not at all
	<ul style="list-style-type: none"> Enough room to interact and participate 					
	<ul style="list-style-type: none"> Knowledge and tools suitable to be put in practice 					
	<ul style="list-style-type: none"> Opportunities to reflect on your own beliefs/behaviours 					
	<ul style="list-style-type: none"> An intersectional approach 					
	<ul style="list-style-type: none"> A transformative orientation 					
9)	How satisfied are you with:	Yes very much	Yes	Quite	Rather not	Not at all
	<ul style="list-style-type: none"> Quality and accessibility of documentation 					
	<ul style="list-style-type: none"> Equipment and technical support 					
	<ul style="list-style-type: none"> Timing/breaks 					
10)	if in the registration form you reported you have a (auditory or visual) impairment which would impact your access to the training, were those taken into account to facilitate you?	Yes	No	Partly	Not applicable	
10.1)	If you answered "No" or "Partly", please comment on how we could have better addressed your needs	(open)				
11)	Do you feel the training helped you in achieving these new knowledge/tools/results?					
	1)					
	2)					
	3)					
	4) Other, please, specify					
12)	Did this training motivate you to take action in your organisation to achieve gender equality?	Yes	No	Partially/not sure		
13)	Do you think your understanding of gender issues in research and innovation content has increased?	Yes	No	Partly		
14)	(ONLY for training on GE in research contents): Do you think your understanding of the relevance of gender and sex	Yes	No	Partly		

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	variables in research and innovation content has increased?			
15)	What was more or less interesting and convincing in the training and how could it be further improved (content-wise or methodologically, or both)?	(open)		
17)	We are interested in exploring conditions for the long-term sustainability of the GE Academy programme beyond the H2020 project. Do you think you would be available to attend a training if participation was upon payment of a fee? (please reply considering the different formats) ?	Yes	No	I am not sure
	<ul style="list-style-type: none"> • online training 			
	<ul style="list-style-type: none"> • face-to-face training in your country 			
	<ul style="list-style-type: none"> • face-to-face training abroad 			
17.1)	Which factors would affect your decision to participate? (e.g. duration, fee, facilitators, location, fee paid by your employer, etc...)	(open)		
18)	Please share any further relevant thoughts and opinions on the training [NON MANDATORY]	(open)		
	<p>INTERSECTIONAL DATA</p> <p>Dear participants, within the GE Academy project we believe it is important to adopt an intersectional approach in our work on gender equality, therefore we also commit to intersectional data collection and analysis. We also expect this to shape the content of future gender+ training and we would like you to contribute with suggestions and ideas. You will find below a series of questions on yourself, some mandatory basic demographic questions, and some others you can feel free not to answer. Remember that the questionnaire is completely anonymous.</p> <p>Thank you!</p>			
19)	GENDER	-Woman -Man -Nonbinary -I prefer not to say -Other		
20)	AGE	-15 - 19 years -20 - 24 years -25 - 29 years -30 - 34 years -35 - 39 years		

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		<ul style="list-style-type: none"> -40 - 44 years -45 - 49 years -50 - 54 years -55 - 59 years -60 - 64 years -65 years or over -I prefer not to answer
21)	EMPLOYMENT POSITION	<ul style="list-style-type: none"> -Management/leadership position in a research or higher education institution -Human resources manager or administrator -Researcher, scientific personnel or academic staff -Equal opportunities officer (or equivalent) -Gender expert or consultant -Gender scholar -Gender trainer -Other... -I prefer not to answer
21.1)	If you answered "Researcher, scientific personnel or academic staff", please specify your field of research:	<ul style="list-style-type: none"> - Natural sciences - Engineering and technology - Medical and health sciences - Agricultural and veterinary sciences - Social sciences - Humanities and arts -Other (please specify)
22)	COUNTRY (where your (main) workplace is based)	(list of countries)
23)	YOUR PARENT(S)' first name(s)	(open)
24)	<p>Do you identify as</p> <p>(check all boxes that apply)</p> <p>[NON MANDATORY]</p>	<ul style="list-style-type: none"> -Person of color -Person belonging to an ethnic minority -Person belonging to a religious minority -Person with refugee status / asylum seeker -Migrant -Person with a disability -LGBQ+ person -Trans person -Having disadvantaged socio-economic condition -None of the above -Other (please specify)
25)	<p>What specific topic linked to intersectionality should be better addressed in the training?</p> <p>[NON MANDATORY]</p>	
26)	If you like, please, write a testimonial we can use on our social media	

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	[NON MANDATORY]	
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3. Ex-post questionnaire

Ex-post questionnaire – extended version

	TRAINING TITLE and DATE <i>Dear participant, thank you for joining us in a GE Academy online training! Please fill this short questionnaire in with your follow up actions during these last months after the training: your feedback is extremely important for us to monitor and constantly improve the long-term quality of our capacity building offer throughout the upcoming year. We promise it won't take much of your time.</i>			
1)	Overall, do you think you have benefited from participating in the training?	Yes	No	Partly
2)	Besides this one, have you attended other GE Academy sessions?	Yes	No	I am not sure
2.1)	If yes, how many (approximately) and what format (webinar, face-to-face training, online training, online workshop, DOCC)?	(open)		
3)	Did your participation in the training trigger you to further study/research in any of the following topics? (select max 2 options among the given ones, + other, if any)			
	1)			
	2)			
	3)			
	4) other, please specify			
4)	Since when you attended the session, did you have an opportunity to put in practice any of the competencies you developed or refined in the training? (select max 2 options among the given ones, + others, if any)			
	1)			
	2)			
	3)			
	4) other, please specify			
5)	If you work at a Higher Education Institution (HEI) or Research Performing Organisation (RPO), did you take any actions on gender equality in your organisation after the training?	Yes	No	Not applicable
5)a	If you answered yes to Q.5, which actions have you undertaken?			
5)b	If you answered NO to Q.5, what prevented you from doing so?			
5)c	If you're not working in an HEI institution or RPO, did you have the chance to use the knowledge you gained in the training to support/consult HE institutions/RPOs?			

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6)	<p>Would you like to tell us more about the GE actions undertaken within your organisation and become a GE Academy ambassador?</p> <p><i>In GE Academy we plan to publish interviews with Ambassadors (including their short profiles and a picture) on our website blog and social media channel)</i></p>	Yes	No	
6.1)	(if yes) Please book your interview! Write an email with the object "GE Academy ambassador" at info@ge-academy.eu			
7)	Overall, are you satisfied with the GE Academy training offer's relevance and adequacy?	Yes	No	Partly
7.1)	If no or partly, would you like to better specify why? [NON MANDATORY]	(open)		
8)	Any other comments/thoughts you would like to share with us on the training and its impact? [NON MANDATORY]	(open)		
9)	Please, write a testimonial we can use on social media: [NON MANDATORY]	(open)		
<p>INTERSECTIONAL DATA</p> <p>Dear participants, within the GE Academy project we believe it is important to adopt an intersectional approach in our work on gender equality, therefore we also commit to intersectional data collection and analysis. We also expect this to shape the content of future gender+ training and we would like you to contribute with suggestions and ideas. You will find below a series of questions on yourself, some mandatory basic demographic questions, and some others you can feel free not to answer. Remember that the questionnaire is completely anonymous.</p> <p>Thank you!</p>				
9)	GENDER	-Woman -Man -Nonbinary -I prefer not to say -Other		
10)	AGE	-15 - 19 years -20 - 24 years -25 - 29 years -30 - 34 years -35 - 39 years -40 - 44 years -45 - 49 years -50 - 54 years -55 - 59 years -60 - 64 years -65 years or over -I prefer not to answer		

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11)	EMPLOYMENT POSITION	<ul style="list-style-type: none"> -Management/leadership position in a research or higher education institution -Human resources manager or administrator -Researcher, scientific personnel or academic staff -Equal opportunities officer (or equivalent) -Gender expert or consultant -Gender scholar -Gender trainer -Other... -I prefer not to answer
11.1)	If you answered "Researcher, scientific personnel or academic staff", please specify your field of research:	<ul style="list-style-type: none"> - Natural sciences - Engineering and technology - Medical and health sciences - Agricultural and veterinary sciences - Social sciences - Humanities and arts - Other (please specify)
12)	COUNTRY (where your (main) workplace is based)	<p>(list of countries)</p> <p>-I prefer not to answer</p>
13)	YOUR PARENT(S)' first name(s)	(open)
14)	<p>Do you identify as</p> <p>(check all boxes that apply)</p> <p><i>[NON MANDATORY]</i></p>	<ul style="list-style-type: none"> -Person of colour -Person belonging to an ethnic minority -Person belonging to a religious minority -Person with refugee status / asylum seeker -Migrant -Person with a disability -LGBQ+ person -Trans person -Having disadvantaged socio-economic condition -None of the above -Other (please specify)
15)	<p>What specific topic linked to intersectionality should be better addressed in the training?</p> <p><i>[NON MANDATORY]</i></p>	(open)

Ex-post questionnaire – simplified version

<p>TRAINING TITLE and DATE <i>Dear participant,</i> <i>After a few months from your participation to the GE Academy session, we are coming back to you to ask to describe in ONE SENTENCE the impact this session may have had on you and on your work</i></p>						
1)	Have you benefited from participating in the session?	Yes very much	Yes	Quite	Rather not	Not at all
2)	After the session, did you take any action on gender equality in your organisation?	Yes		No		Not yet, but it is planned
2.1)	If yes, what kind of action did you take? Was it related to what you have learned in the training? Please describe it in a few sentences [NON MANDATORY]	(open)				
3)	Feel free to leave a testimonial we could use on our social media (your name and any identifiers would not be shown) <i>If you have thought of any criticisms or needed improvements to our training, we would be grateful if you could share with us.</i> [NON MANDATORY]	(open)				

ANNEX: Example questionnaire

"GEP implementation focusing CEE countries" | Exit survey

Dear participant, thank you for joining us in a GE Academy online training!

Please fill this short questionnaire in with your opinions and experience of the session: your feedback is extremely important for us to monitor and constantly improve the quality of our capacity building offer throughout the upcoming year. We promise it won't take much of your time.

1. Did you learn what you expected to during this training? *

- Yes, very much
- Yes
- Quite
- Rather not
- Not at all

2. Did you find the information and knowledge provided to be complete and interesting? *

- Yes very much
- Yes
- Quite
- Rather not
- Not at all

3. Do you think the online training format was adequate for the contents addressed? *

Yes very much

Yes

Quite

Rather not

Not at all

3.1 If you answered "Quite", "Rather not" or "Not at all", could you please explain why? *

Long-answer text

4. Overall, are you satisfied with this session? *

- Yes
- Partly
- No

5. How satisfied are you with the following aspects of the session? *

	Yes, very much	Yes	Quite	Rather not	Not at all
Relevance for y...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contents of the...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. How satisfied are you with the following technical aspects of the online platform in use? *
(Zoom)

	Yes, very much	Yes	Quite	Rather not	Not at all
Overall intuitive...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Registration an...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interactive func...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6.1 Are you satisfied with the use of the digital workspace for visual collaboration (Collaborative board)? *

- Yes, very much
- Yes
- Quite
- Rather not
- Not at all

7.1 Are you satisfied with the trainer? (Lorena Pajares) *

	Yes, very much	Yes	Quite	Rather not	Not at all
Knowledge of t...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicatio...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of gender+ ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Capability of lis...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7.2 Are you satisfied with the trainer? (Jovana Mihajlović Trbovc) *

	Yes, very much	Yes	Quite	Rather not	Not at all
Knowledge of t...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicatio...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of gender+ ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Capability of lis...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. As far as methods and approaches are concerned, did the session provide you with: *

	Yes, very much	Yes	Quite	Rather not	Not at all
Enough room t...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge and...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities t...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An intersection...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A transformativ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. How satisfied are you with: *

	Yes, very much	Yes	Quite	Rather not	Not at all
Quality and acc...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Equipment and ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Timing/breaks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Do you feel the training helped you in achieving these new knowledge/tools/results? *

Select all that applies

- Knowledge of the main issues at stake about gender in research in the context of CEE countries
- Identifying the 6 steps of a Gender Equality Plan
- Setting up, implementing and monitoring on-going GEPs processes
- What you can do to facilitate change in your own organisation
- Other...

11. Did this training motivate you to take action in your organization to achieve gender equality? *

- Yes
- Partially/Not sure
- No

12. Do you think your understanding of gender issues in research and innovation content has increased? *

- Yes
- Partly
- No

13. What was more or less interesting and convincing in the training and how could it be further improved (content-wise or methodologically, or both)? *

Long-answer text

14. We are interested in exploring conditions for the long-term sustainability of the GE Academy programme beyond the H2020 project. Do you think you would be available to attend a training if participation was upon payment of a fee? (please reply considering the different formats) *

	Yes	No	I am not sure
Online training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Face-to-face training in y...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Face-to-face training abr...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14.1 Which factors would affect your decision to participate? (e.g. duration, fee, facilitators, location, fee paid by your employer, etc...) *

Short-answer text

15. Please share any further relevant thoughts and opinions on the training

Long-answer text

Intersectional data



Dear participants,
within the GE Academy project, we believe it is important to adopt an intersectional approach in our work on gender equality (definition of intersectionality here: <https://www.merriam-webster.com/dictionary/intersectionality>), therefore we also commit to intersectional data collection and analysis. We also expect this to shape the content of future gender+ training - here you can find the meaning of gender + concept <https://drive.google.com/file/d/13EvvMKWX1FoGAoMJNAa1mFN9cEUdgba8/view?usp=sharing> - and we would like you to contribute with suggestions and ideas.

You will find below a series of questions about yourself, some mandatory basic demographic questions, and additional optional questions. Remember that the questionnaire is completely anonymous.
Thank you!

16. Gender *

- Woman
- Man
- Nonbinary
- Prefer not to say
- Other...

17. Age *

1. 15 - 19 years
2. 20 - 24 years
3. 25 - 29 years
4. 30 - 34 years
5. 35 - 39 years
6. 40 - 44 years

7. 45 - 49 years
8. 50 - 54 years
9. 55 - 59 years
10. 60 - 64 years
11. 65 years or over
12. I prefer not to answer

18. Employment position *

- Management/leadership position in a research or higher education institution
- Human resources manager or administrator
- Researcher, scientific personnel or academic staff
- Equal opportunities officer (or equivalent)
- Gender expert or consultant
- Gender scholar
- Gender trainer
- I prefer not to answer
- Other...

18.1 If you answered "Researcher, scientific personnel or academic staff", please specify your field of research: *

- Natural sciences
- Engineering and technology
- Medical and health sciences
- Agricultural and veterinary sciences
- Social sciences
- Humanities and arts
- I prefer not to answer

19. COUNTRY where your (main) workplace is based *

1. Afghanistan
2. Albania
3. Algeria
4. Andorra
5. Angola
6. Antigua and Barbuda
7. Argentina
8. Armenia
9. Australia
10. Austria
11. Azerbaijan
12. Bahamas
13. Bahrain
14. Bangladesh
15. Barbados
16. Belarus
17. Belgium
18. Belize
19. Benin
20. Bhutan

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21. Bolivia
22. Bosnia and Herzegovina
23. Botswana
24. Brazil
25. Brunei
26. Bulgaria
27. Burkina Faso
28. Burundi
29. Cabo Verde
30. Cambodia
31. Cameroon
32. Canada
33. Central African Republic (CAR)
34. Chad
35. Chile
36. China
37. Colombia
38. Comoros
39. Congo, Democratic Republic of the
40. Congo, Republic of the
41. Costa Rica

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42. Cote d'Ivoire
43. Croatia
44. Cuba
45. Cyprus
46. Czech Republic
47. Denmark
48. Djibouti
49. Dominica
50. Dominican Republic
51. Ecuador
52. Egypt
53. El Salvador
54. Equatorial Guinea
55. Eritrea
56. Estonia
57. Eswatini (formerly Swaziland)
58. Ethiopia
59. Fiji
60. Finland
61. France
62. Gabon

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63. Gambia
64. Georgia
65. Germany
66. Ghana
67. Greece
68. Grenada
69. Guatemala
70. Guinea
71. Guinea-Bissau
72. Guyana
73. Haiti
74. Honduras
75. Hungary
76. Iceland
77. India
78. Indonesia
79. Iran
80. Iraq
81. Ireland
82. Israel
83. Italy

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84. Jamaica
85. Japan
86. Jordan
87. Kazakhstan
88. Kenya
89. Kiribati
90. Kosovo
91. Kuwait
92. Kyrgyzstan
93. Laos
94. Latvia
95. Lebanon
96. Lesotho
97. Liberia
98. Libya
99. Liechtenstein
100. Lithuania
101. Luxembourg
102. Madagascar
103. Malawi
104. Malaysia

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105. Maldives
106. Mali
107. Malta
108. Marshall Islands
109. Mauritania
110. Mauritius
111. Mexico
112. Micronesia
113. Moldova
114. Monaco
115. Mongolia
116. Montenegro
117. Morocco
118. Mozambique
119. Myanmar (formerly Burma)
120. Namibia
121. Nauru
122. Nepal
123. Netherlands
124. New Zealand
125. Nicaragua

- 126. Niger
- 127. Nigeria
- 128. North Korea
- 129. North Macedonia (formerly Macedonia)
- 130. Norway
- 131. Oman
- 132. Pakistan
- 133. Palau
- 134. Palestine
- 135. Panama
- 136. Papua New Guinea
- 137. Paraguay
- 138. Peru
- 139. Philippines
- 140. Poland
- 141. Portugal
- 142. Qatar
- 143. Romania
- 144. Russia
- 145. Rwanda
- 146. Saint Kitts and Nevis

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147. Saint Lucia
148. Saint Vincent and the Grenadines
149. Samoa
150. San Marino
151. Sao Tome and Principe
152. Saudi Arabia
153. Senegal
154. Serbia
155. Seychelles
156. Sierra Leone
157. Singapore
158. Slovakia
159. Slovenia
160. Solomon Islands
161. Somalia
162. South Africa
163. South Korea
164. South Sudan
165. Spain
166. Sri Lanka
167. Sudan

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168. Suriname
169. Sweden
170. Switzerland
171. Syria
172. Taiwan
173. Tajikistan
174. Tanzania
175. Thailand
176. Timor-Leste
177. Togo
178. Tonga
179. Trinidad and Tobago
180. Tunisia
181. Turkey
182. Turkmenistan
183. Tuvalu
184. Uganda
185. Ukraine
186. United Arab Emirates (UAE)
187. United Kingdom (UK)
188. United States of America (USA)

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- 189. Uruguay
- 190. Uzbekistan
- 191. Vanuatu
- 192. Vatican City (Holy See)
- 193. Venezuela
- 194. Vietnam
- 195. Yemen
- 196. Zambia
- 197. Zimbabwe
- 198. I prefer not to answer

20. YOUR PARENT(S) first name(s) *

This question is to track our participants across different sessions and map interests, learning needs, opinions, in a more accurate way, while guaranteeing anonymity

Short-answer text

.....

21. Do you identify as

check all boxes that apply

- Person of color
- Person belonging to an ethnic minority
- Person belonging to a religious minority
- Person with refugee status / asylum seeker
- Migrant
- Person with a disability
- LGBTQ+ person
- Trans person
- Having disadvantaged socio-economic condition
- None of the above
- Other...

22. What specific topic linked to intersectionality should be better addressed in the training?

Long-answer text

.....

23. If you like, please, write a testimonial we can use on our social media

Long-answer text

.....

INDEX

THEMATIC AREAS/SESSIONS	RELEVANT PAGES
Gender in Science, Research and Teaching content	
Gender and Equality in R & I (introduction)	15, 16, 26, 55, 64, 72, 75, 81
Gender in research content	26, 59, 71
Gender dimension in science and technology fields	27
Gender in research in the scientific fields of climate, energy and mobility	29
Gender in curricula and teaching	21, 22, 72, 76
Gender in robotics	30, 45
Human Computer Interaction	31, 61
Security crisis	59
Gender in medicine	28
Urban planning	61, 78
Decision-Making	
Gender in decision-making	40
Feminist leadership	62, 76
Gender Equality Plans	
Gender Equality Plans: from design to implementation, monitoring and evaluation	19, 20, 24, 54, 68-77, 81, 83
Institutional Change	
Institutional change for GE in research and academia	18, 41, 42, 43, 70, 71, 83
Planning and implementation of institutional change	37, 38, 39 83
Facilitation of change processes towards GE	18
Dealing with resistances	34, 35, 46, 58
Supporting sustainable change	71

Deliverable 4.2: Full compilation of all capacity-building and Train-the-Trainers' materials (for all formats)

Strategic framing and priority-setting within institutional change contexts	57
Building coalitions and mobilising actors	56
Engaging men	44, 67
Challenges and strategies for students	52
Monitoring And Evaluation	
Monitoring and evaluation for gender equality	32, 33, 47, 66
Organisational Culture	
Organisational culture and work-life balance	25, 75
Gender bias in recruitment, promotion and career management	13, 14, 63
Intersectionality and diversity in teams and organisations	48, 72, 81
Gender-sensitive communication	46
Gender-based Violence	
Sexual harassment and gender-based violence	23, 50, 77