LeTSGEPs

Leading Towards Sustainable
Gender Equality Plans
in Research Performing Organisations

HANDBOOK
for Sustainable GEPs

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HANDBOOK
FOR SUSTAINABLE GEPs

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ACRONYM	
CY	Cergy Paris Université, France
EU	European Union
GB	Gender Budgeting
GE	Gender Equality
GEO	Gender Equality Officer
GEP	Gender Equality Plan
GEP^{GB}	Gender Equality Plan integrated with Gender Budgeting
IAT	Implicit Association Test
ICM	Institut de Ciències del Mar (ICM)/Agencia Estatal Consejo Superior de Investigaciones Científicas (CSIC)
MISANU	Mathematical Institute of the Serbian Academy of Sciences and Arts, Serbia
MPI-BI:	Max-Planck-Institute for Biological Intelligence (MPI-BI) Max-Planck-Society (MPG), Germany
RFO	Research Founding Organizations
RPO	Research Performing Organisation
RWTH	Aachen University, Germany
UNIME	University of Messina, Italy
Unimore	University of Modena and Reggio Emilia, Italy
UT	University of Tirana, Albania
WG	Working Group

PREFACE

The European Research Area (ERA) objectives are aimed at expanding women's representation and retention at all levels of their career as well as promoting the integration of gender dimension in research and innovation content. These should induce research organisations and higher education institutions to implement structural institutional changes in human resources management, funding, decision-making as well as research programmes. However, as the new ERA (European Commission, 2020b) moreover also acknowledges, persistent gender inequalities still characterize Research Performing Organizations (RPOs), with few women at the top positions and visible limits to their career progression (European Commission, Directorate-General for Research and Innovation, 2021a).

By promoting women's careers, as well as a more balanced representation in decision-making and the inclusion of the gender dimension in research and innovation processes, in higher education and research organizations, Gender Equality Plans (GEPs) represent a crucial lever for enacting the required profound structural transformations towards gender equality in RPOs.

The European Commission has fostered the implementation of GEPs since the very first Framework Programmes, with dedicated calls to support their design and implementation. It has recently proposed as of 2021, in line with the Horizon Europe programme objectives that introduce gender equality as a cross-cutting priority, the development of inclusive gender equality plans with Member States and stakeholders in order to promote EU gender equality in R&I. Gender Equality Plans are then recognized as an eligibility criterion of the Horizon Europe Framework Programme for Research and Innovation 2021-2027.

Another visible sign of the European Commission's support in GEPs implementation is the effort it has provided in guiding the process by means of dedicated guidelines such as the "Gender Equality in Academia and Research" (GEAR tool). This is a tool developed by the European Institute for Gender Equality in 2016 and updated in 2022 (EIGE, 2022) together with the Horizon Europe guidance on gender equality plans (European Commission, Directorate-General for Research and Innovation, 2021b). The latter explicitly defines GEPs as "a set of commitments and actions that aim to promote gender equality in an organisation through a process of structural change" (European Commission, Directorate-General for Research and Innovation, 2021b, p.11).

Implementing structural change in institutions requires embedding GEP in the whole budget cycle, in a close interaction with gender budgeting. This is in accordance with

the vision of Leading Towards Sustainable Gender Equality Plans in Research Institutions project (funded by the European Union's Horizon 2020 Research and Innovation Programme) that led to the creation of this manual. The Budget reflects the organization's real policy commitments. Gender equality plans and programs will succeed if they are accompanied by related specific fund allocations for their policy targets, and if the programmes enacted are evaluated in terms of their gender equality impact by means of gender budgets leading to more sustainable and powerful GEPs.

The Handbook for Sustainable GEPs offers organizations a useful tool for integrating Gender Equality Plans and Gender Budgeting in their efforts to improve gender equality. Gender budgeting here is based on the human capabilities approach (Addabbo, Lanzi and Picchio, 2010) that broadens its focus from being solely centred on monetary income and assets to the impact of policies on well-being in its multidimensionality and complexity. The well-being gender budgets resulting from the application of this approach make the impact of organisations on the various dimensions of well-being visible, an impact that is referred to in each GEPs action from a strategic planning perspective.

The Handbook will provide RPOs an overview of the theoretical background and methodological approach, and clarify the different steps to follow, consistently with the updated GEAR tool and the Horizon Europe Guidance on Gender Equality Plans. These shall make it possible to enact the expected structural change and discern a sensible improvement in gender equality. By maintaining the interplay between gender budgeting and gender equality plans, the Handbook makes it possible to extend the gender perspective to all actions and expenditure programmes and to lead to an assessment of the use of resources on different dimensions of well-being and in accordance with a gender perspective capable of guiding the structural change undertaken. The experiences of the implementing partners of the Leading Towards Sustainable Gender Equality Plans in Research Institutions project (funded by the European Union's Horizon 2020 Research and Innovation Programme), are included in boxes, and contribute to increase the usability of the manual as regards its application by highlighting concrete experiences and ways out.

A handbook that, enriched with the LeTSGEPs implementing partners' experiences, encourages RPOs to start or continue their journey towards gender equality, being aware that they are not alone in this journey!

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PRESENTATION

This Handbook for Sustainable Gender Equality Plans is the final output of the LeTSGEPs (Leading Towards Sustainable Gender Equality Plans in Research Institutions) project, funded by the European Union's Horizon 2020 Research and Innovation Programme (Grant Agreement n°873072).

The main objective of this Handbook is to provide Research Performing Organizations (RPOs) with a guide to implementing Gender Equality Plans (GEPs) enhanced by Gender Budgeting (GB), here defined as GEP[GB], in order to achieve transformative and sustainable change. This Handbook shares the key methodologies and experiences from the LeTSGEPs project.

In addition to the GEP[GB] methodologies, and the theoretical framework, this Handbook also includes the experiences of GEP[GB] implementation within the LeTSGEPs consortium. The range of RPOs which took part in LeTSGEPs offered an excellent base for providing a variety of actions and approaches to implementation in different contexts, thereby recognising the importance of context in the impact of Gender Equality (GE) policies in RPOs (as in Ni Laoire et al., 2021). The opportunities and difficulties encountered in the process are discussed by drawing on the direct experiences of the teams involved in GEP design and implementation.

RPOs interested in the process of GEP[GB] design and implementation will consequently find a methodological and experience-based guide in this Handbook, structured into three parts:

1. Theory and methodology for integrated GEP[GB]

2. How to design and implement GEP[GB]

3. Recommendations for sustainable and transformative GEP[GB] in RPOs

BOX 1: Description of LeTSGEPs:

The LeTSGEPs[1] (Leading Towards Sustainable Gender Equality Plans in Research Institutions) project, coordinated by the University of Modena and Reggio Emilia, Italy, aimed to bring different RPOs together in the design and implementation of GEPs.

Throughout the four years of its activities (2020-2023), it pursued the main objective of designing and implementing GEP^{GB} in the six RPOs of the consortium: Mathematical Institute of the Serbian Academy of Sciences and Arts (MISANU), Serbia; University of Messina (UNIME), Italy; University of Tirana (UT), Albania; Institut de Ciències del Mar (ICM)/Agencia Estatal Consejo Superior de Investigaciones Científicas (CSIC), Spain; Cergy Paris Université (CY), France; and Max-Planck-Society (MPG), Germany.[2]

RWTH Aachen University, Germany, oversaw the monitoring and evaluation of the project.

The project designed actions and implemented measures aimed at fostering systemic institutional change. It also addressed gender bias in RPOs at a very early stage of the implementation of GE measures.

At the same time, more experienced partners in GEPs implementation guided other partners through the various steps of the project, following the GEAR tool (EIGE, 2016) with the scientific support of a highly qualified Scientific Advisory Board.

LeTSGEPs, by sharing methodologies, support from more experienced partners and dedicated training activities while allowing the identification of those factors resulting in persistent gender inequality within institutions also fostered the use of GB.

A robust methodological approach integrating GB into GEPs (i.e., GEP^{GB}), which is presented here, has been created and shared with all the partners through a number of training activities.

1   https://letsgeps.eu/

2   Two institutions inside the Max-Planck Society (MPG) were part of the LeTSGEPs project: the Central Gender Equality Office - as part of the Administrative Headquarters of the Max-Planck-Society, and the Max-Planck-Institute for Biological Intelligence (MPI-BI) - (former Max-Planck-Institute of Neurobiology, MPIN). The team of the Central Gender Equality Office coordinated the project contribution of MPG and was responsible for the training on GEPs, while MPI-BI designed and implemented a GEP in the framework of LeTSGEPs.

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1. THEORY AND METHODOLOGY FOR INTEGRATED GEP^{GB}

1.1. GENDER EQUALITY PLANS (GEPS) AS A CRUCIAL PROCESS TOWARDS GENDER EQUALITY (GE)

According to the European Commission, GEPs can be defined as:

> " "…a set of commitments and actions that aim to promote gender equality in an organisation through a process of structural change." (EIGE, 2022a, p.10).

In an attempt to provide a guide for GEP design and implementation, in 2016, EIGE issued the first edition of the GEAR (Gender Equality in Academia and Research) Tool, which allowed RPOs to structure their GEPs with a standard methodology (EIGE, 2016a).

Box 2: A brief history of GEPs in the European Union (EU) context

The first efforts to include strategic planning on GE within RPOs at the European level date back to 2005 within the Athena Swan experience. In any case, in some EU member states (e.g., Germany), some endeavours in this field date back to the 90s. The design of GEPs in RPOs has been significantly supported by European Commission funding programmes, such as the 7th Framework Programme for Research, covering from 2007 to 2013. After that, additional funding was provided by Horizon 2020, and an increase is expected with the Horizon Europe Programme (2021-2027).

In addition to LeTSGEPs, the projects on GEPs recently funded by Horizon 2020 Framework Programme, include SAGE (Systemic Action for Gender Equality), EQUAL-IST (Gender Equality Plans for Information Sciences and Technology Research Institutions), PLOTINA (Promoting Gender Balance and Inclusion in Research, Innovation and Training), GENERA (Gender Equality Network in the European Research Area), SUPERA (Supporting the Promotion of Equality in Research and Academia), CALIPER (Gender Equality in STEM Research).

In October 2021, the European Commission Directorate-General for Research and Innovation issued the Horizon Europe Guidance on GEPs. This formal guidance states that the Horizon Europe Framework Programme for Research and Innovation 2021-2027 has established that applicants "…must have a GEP or equivalent strategy in place to be eligible for funding." (European Commission 2021b, p.3). This Guidance is an important milestone in the GEPs' development, implementation and dissemination among the European RPOs.

This Guidance has proved beneficial in supporting RPOs in the development of GEPs by detailing the mandatory process-based elements and the recommended areas for action. In addition, the GEAR tool, which has been updated to be fully aligned with the Horizon Europe Guidance, is also considered to be a very useful model because of its six main Methodology Steps.

These Methodology Steps are listed below as they have also been followed in this Handbook as a general framework. The LeTSGEPs project has contributed itself to this through its specific achievements and experiences in GEP[GB]. Specifically:

Step 1. Getting started

Step 2. Analysing and assessing the state of play in the institution

Step 3. Setting up a GEP[GB]

Step 4. Implementing a GEP[GB]

Step 5. Monitoring progress and evaluating a GEP[GB]

Step 6. What comes after the GEP[GB]?

1.2. GENDER BUDGETING (GB) AS A CRUCIAL PROCESS TOWARDS GENDER EQUALITY (GE)

According to the definition of the Council of Europe:

> "…Gender Budgeting (GB) is an application of Gender Mainstreaming in the budgetary process. It means a gender-based assessment of budgets, incorporating a gender perspective at all levels of the budgetary process and restructuring revenues and expenditures in order to promote gender equality."
>
> (Council of Europe, 2005, p. 10).

Therefore, the main objective of GB is the achievement of GE through the inclusion of the gender mainstreaming principle into the budget process. GB has been applied at different government levels, thus achieving equity, efficiency and effectiveness in the planning and implementing policies, transparency in the allocation of resources, and accountability (Budlender, Sharp, and Allen, 1998; Sharp, 2003).

> **Box 3: A brief history of GB.**
>
> The first initiative of GB was conducted in the mid-1980s by the Australian Government. Since then, other Gender Responsive Budgeting (GRB) initiatives have been promoted by different types of organizations (governmental at different level, parliamentary and non-governmental) mainly within the Commonwealth countries: the United Kingdom in 1989, Canada in 1993, and South Africa in 1996. The reference to GB in the Beijing Platform for Action of 1995 was essential in supporting subsequent GB developments and securing institutional recognition, and in the following years this resulted in further initiatives at the international, national and local levels.
>
> According to the GB Indicator of the International Monetary Fund (IMF, 2015), updated up until 2015, 84 countries had developed GRB initiatives at the national level. Moreover, according to the 2016 OECD Survey of Gender Budgeting Practices, 41% of OECD countries have introduced GB (Downes *et al.*, 2017).
>
> To date, many initiatives of GB have been applied in national and subnational governments, regional and local governments, institutions, development-oriented agencies, NGOs, national and international feminist movements, academia and research centres.

The origin of GB shows how it has spread in public and governmental institutions, focusing on the different impacts these institutional policies have on women and men as citizens. The underlying concept of GB is that, since women's and men's lives and socio-economic conditions are so different due to their gendered roles (such as in the labour market, social reproduction, and gender-based discrimination), the impact of policies on them will be different.

More recently, GB has been introduced by other public entities such as Chambers of Commerce, Universities and RPOs, that is institutional bodies serving a public purpose not directly elected by citizens. In the research field, these experiences have a gender impact on specific stakeholder targets, such as, in the case of universities: students, academic and non academic staff, etc.

Although the importance of GB in achieving GE objectives has been unequivocally recognised, it has yet to become part of GEPs - as stressed in EIGE (2016b) - and is still not widely utilised in RPOs (Addabbo *et al.* 2020).

The first time GB was tried within RPOs, the starting point generally consisted of context analysis, which is the first step for GB methodology. RPOs have only recently started to reflect on their budgets (Addabbo *et al.*, 2020) and look at the financial perspective in a different manner, in order to analyse the impact of RPOs' GE policies on their institutions.

Adopting a budget perspective as a means to achieving GE is important within RPOs, since rather than being a neutral tool, the budget reflects the actual distribution of power between women and men within society, as well as the organisation. RPO decisions cannot be implemented without an appropriate allocation of resources which must also include an analysis of the gender impact of policy and resourcing decisions. Money is crucial to turning decisions into reality and also understanding decision-makers' intentions.

These days, budgets are still primarily decided by gender-imbalanced boards. As a result, budgets are often blind to the different roles, capabilities, needs, ambitions, and rights of women and men. Overlooking such differences and inequalities means not only maintaining but even increasing gender discrimination and disempowerment.

1.3. WHAT IS THE RATIONALE FOR GEP^{GB}'s SUSTAINABILITY

Why design and implement a GEP^{GB}? The GEAR tool suggests a list of benefits and supporting arguments for GE in Research and Innovation (i.e., R&I), thus proving the importance of adopting a GEP.

BOX 4: The GEAR TOOL Rationale for GE change in research and higher education institutions

- Fairness

- Attracting and retaining talent

- Creating a better work environment

- Effectiveness and efficiency of research

- Excellence and research quality

- Economic benefits

- Leverage for organisational change

- Compliance with domestic and European Union regulations

- Benefits of GE and diversity in research and innovation

Source: EIGE, 2022a p. 30–33

A GEP^{GB} is a GEP with an integrated GB approach. In addition to the benefits of a GEP, a GEP^{GB} is enhanced by a number of specific benefits: obviously shares the same benefits, but specific arguments also enhance it:

1. *The benefits of the GB perspective*

GB helps provide evidence of the economic and monetary perspective within the GEP^{GB} process and achieving actual transformative change by enabling concrete actions and measures.

Financial matters are the central pillar of the governance power of an RPO. Therefore, analysing them from a GE perspective will reveal new and unseen gender issues, related to the power of deciding the allocation of the budget for research.

GB can support GEPs in planning the necessary resources for implementing its planned actions. Moreover, in the auditing phase, GEP[GB] may give special attention both to the reclassification of expenditures from a gender perspective as well as to the analysis of the impacts of the actions on the programmes included in the GEP.

2.   The benefits of the gender mainstreaming approach

GE refers to different and interrelated well-being dimensions, and its achievement has vitally essential implications as regards justice and socioeconomic outcomes. GB lies at the core of gender mainstreaming and applies the concept of GE to the budget. Consequently, every budget item should be scrutinised regarding its impact, outputs and outcomes. In this way, the GEP's perspective is broadened. It fully encompasses every aspect of RPO's functioning, which does not only apply to the issues mainly related to GE. Therefore, new GE issues such as gender procurement, academic housekeeping (see Box. 13), the impact of GE on the use of laboratories, training and mentoring opportunities, etc., might arise from the budget analysis.

3.   The possibility of adopting the capability approach to the budget analysis with a GE and well-being perspective

Implementing the budgeting side of GEPs allows for experimenting with innovative theoretical frameworks such as well-being GB. These approaches can raise awareness and provide different perspectives on GEPs' impact and effectiveness.

Well-being GB is based on Amartya Sen and Martha Nussbaum's Capability Approach, which was adopted by the UN in 1990 in drawing up the Human Development Report. The Capability Approach was first applied to GB methodology in 2002 (Addabbo, Lanzi, Picchio, 2010) and experimented at the municipal, district and regional level in Italy for several years, including the Municipality and Province of Modena, Municipality and Province of Bologna, Province of Rome, Lazio, Piedmont and Emilia Romagna Region, and in Turkey and Senegal (Addabbo et al., 2011; Addabbo, 2016; Addabbo et al. 2019), and by the European Parliament in the two-step feasibility plans for the EU GB (European Parliament, 2015 and 2019).

> "The use of Amartya Sen and Martha Nussbaum's capability approach extends the focus of gender budgeting to the impact of policies on well-being, with its multiple dimensions and complexity, departing from an evaluation based exclusively on income or commodities. Well-being is defined at the individual level, and this, also according to feminist economics, requires investigating what happens inside the family and recognising the possibility of conflicts amongst its members on the construction of well-being."

(Addabbo, 2016, p.59)

Implementing a GEP[GB] means developing a 6-step process, as described in paragraph 1.1. In order to ensure that these steps lead to the achievement of the ultimate goal in the most efficient and effective manner, there are cross-cutting key enabling factors that are essential for the implementation of a GEP[GB] aimed at achieving a transformative change in the medium-to-long term:

a)   Political will

b)   High-level commitment of public administrative institutions

c)   Improved technical capacity of civil servants and administrative staff

d)   Stakeholders' involvement

e)   Sex-disaggregated data

f)   Training

g)   Communication and networking

A)   POLITICAL WILL

The first key factor for enabling and implementing GEP[GB] requires the political will to do it. In this case, political will is a relatively broad concept that depends, not on one single person, but must be found in all members of an RPOs' governance. The support of the Dean and the Board is critical. Indeed, the political will of the top management of the RPO at the academic, research and administrative levels is also essential.

As well as securing political will and commitment from the RPO senior management, the design of the GEP[GB] and its implementation are also essential in ensuring that words are transformed into actions. GE is often set as a goal to be achieved in strategic planning, but, unfortunately, words do not always result in the implementation of concrete actions. GEP[GB] may often run into passive resistance, and hidden conscious inertia, which is more challenging than overt opposition. For this reason, whenever promoting GEP[GB], it is essential that the possibility of such inconsistencies are considered and the actual existence of political willingness be gauged.

Transformative change often occurs after facing strong opposition. This is why good strategies and allies are needed inside and outside RPOs to overcome difficulties while trying to bring about change. In order to bring about change, we need to raise awareness about gender inequalities and their impact on the organisation within institutions. External support by the EU Commission and Horizon projects may significantly influence the political will of RPOs, and ensure it is sustained throughout the duration of a project, and beyond.

BOX 5: How to strengthen political will: the one-to-one training sessions for decision-makers experimented in LeTSGEPs

In order to join the LeTSGEPs project, partners required a first level of political will, as shown by the formal acceptance of the proposal and the signing of the Grant Agreement, which obliged them to design and implement two GEP[GB]s within the duration of the Project.

Therefore, the quality and strength of the GEP[GB] implementation and subsequent re-design of the second edition were at the centre of a strategy aimed at strengthening the political will of implementing partners through one-to-one meetings involving the local LeTSGEPs teams and their RPO's political leaders. These online meetings proved to be good strategies for supporting the GEP[GB], since an external stimulus and pressure helped the implementation process and positively affected the second round of GEP[GB] negotiation.

Apart from stressing the importance of achieving a good level of implementation, it was also possible, during these meetings, to carry out indirect training activities since the Unimore team leading the bilateral meetings had the chance to explain the methodological basis of GEP[GB]. In the opinion of local LeTSGEPs teams, these bilateral meetings proved very supportive and empowering for GEP[GB] implementation.

Get inspired by LeTSGEPs' partners!

CY: The commitment of the governance body is the pillar that guarantees successful implementation of the GEP[GB] and the certainty that these measures will be part of the institution's functioning.

ICM: Over the last few years, the ICM management team has been firmly committed to achieving GE with the internal Equality Task Force (ETF) support. This commitment was crucial for developing ICM GEP[GB] within the LeTSGEPs project. ICM adopted some specific strategies to support the GEP[GB] process in the medium-long term: the director made a public statement on its commitment to GE to underline the need for the deep involvement of the entire team. Moreover, a sub-directorate for equality, which is part of the management team, was created, and gender experts were integrated with its two executive committees (Scientific Strategy and Transfer). These initiatives guarantee the incorporation of the gender perspective in all strategic and management decisions and, with the support of the ETF (involving managers, researchers and technical and support staff), drive and supervise compliance with the GEP measures.

MPI-BI: Participating in LeTSGEPs brought a level of attention and commitment to the GE work of MPI-BI that would have been difficult to achieve through internal actions and agreements alone. In our experience, joining inter-organisational projects, initiatives or charts and/or applying for external certification of the RPO's GE strategy can have a huge additional impact on the will of the leadership. However – obviously - they cannot replace binding internal regulations. Intermediate goals and milestones set by the project, regular reporting and exchanges on the progress among the project partners were particularly helpful elements.

UT: Being absolute beginners in the GEP[GB] process, we had to raise the political will of our senior governing staff almost from scratch. We also had to overcome resistance because at UT women represent the majority of academic staff and students (i.e., about 60%), so the senior governing staff did not perceive the need for the GEP[GB] process as being important. However, some factors strengthened the UT's political will to support GEP[GB].

Albanian budget law, which foresees GB as a tool for all public institutions, constituted another obligation for UT to introduce GEP[GB]. A driving factor is that Albania is engaged in the EU integration process, and the Government has promoted Horizon 2020 projects to all RPOs. The introduction of GEP by the EU Commission as an eligibility criterion to apply to EU Horizon future projects places the LeTSGEPs team of UT in a privileged position for being considered as a reference point for sharing their experience with other interested RPOs in Albania.

The strengthening of the political will at the national level was very important for supporting GEP[GB], both at UT and at the other Albanian Universities. For this reason, the representatives of the Ministry of Education and Sports and the National Agency for Research and Innovation, among other stakeholders, have been involved with the LeTSGEPs team since our very first Project workshop.

MISANU: We made sure there was the necessary political will to introduce an impactful GEP thanks to the commitment of the MISANU Director together with the members of the MISANU Managing Board, who have the power to initiate and execute structural changes within the Institute. With their full support, we could, for example, ensure that the number of female members in governing and administrative bodies increased despite complex procedures requiring the Ministry of Science's engagement and support. The Ministry ultimately also appointed a woman as their representative on the MISANU Board. Furthermore, coordinated support was essential to establish our first GEO.

B)   HIGH-LEVEL COMMITMENT OF PUBLIC ADMINISTRATIVE INSTITUTIONS

In RPOs, a strong commitment, besides the political will, is also required at the administrative level. RPOs' top management's interest and participation in the GEP[GB] process is essential to have all the administrative RPO structures involved and adequately motivated.

Get inspired by LeTSGEPs' partners!

UNIME: In our experience, three governance bodies proved crucial to fostering the development and implementation of our GEP[GB]: the pro-rector in charge of GE and organisational welfare, the professor delegated to GB and social reporting, and the 'CUG', that is, the Equal Opportunities Committee, which shall be in every public institution in Italy as provided for by law.

CY: The GEO played a key role in building bridges between the administration and the rest of the academic community and having all the administration on board from day one of implementing the GEP[GB].

UT: Our strategy for management involvement relied on two key figures. The Vice/rector was essential for the leadership role. He was involved since the beginning in the consultation process with the administration and in all activities organised by the LeTSGEPs team. The Gender Focal Point was appointed by the administrative staff at the Rectorate office and was crucial as well to assure the coordination of the activities for GEP[GB] implementation.

ICM: In our RPO, members of the ICM management team are part of the Equality Task Force and are key players in implementing the GEP[GB]. They promoted administrative staff participation, involvement and training as beneficiaries and agents of change. Their involvement was key in the institutional diagnosis process, and they are involved in the follow-up of the implementation of the GEP[GB] since they manage a significant amount of institutional data. The ICM manager accompanies them in this process. She has also been responsible for implementing the transformation of the databases to adapt them to the needs of sex-disaggregated information and new categories of analysis to evaluate the results of implementing the GEP[GB]. From a broader perspective, all the ICM staff contributed to the GEP[GB]'s accomplishments in the different fields.

MPI-BI: The basis for a high commitment at the leadership level as well as in the administration at MPI-BI has been solid from the very beginning: one out of five Directors who form the leadership of the Institute had already been assigned to be in charge of GE, and the GEO has a central position in the Institute and good relations with all the departments. Based on our experience, it is essential to have one or more powerful GEOs: at least one of the GEOs should be in a higher position at the RPO in their primary/original job. They should have the necessary gender awareness and expertise in the field, time to train and be granted personnel and financial resources for their specific tasks. Additionally, it is helpful to have at least one GEO from the scientific and one from the administrative area. A legal framework that defines the role and the rights of the GEO (i.e., to be informed, to be involved, to intervene and to treat matters confidentially) is a prerequisite of their work that should be created internally if the State does not provide it.

MISANU: Before 2015, MISANU did not have appropriate administrative bodies to work solely towards inclusive, responsible research. However, participation in Horizon 2020 and collaboration with national and international partners and experts resulted in advancing the MISANU support system to its researchers.

For example, MISANU Responsible Research and Innovation (RRI) Council was established in 2018, during the activities of the Horizon 2020 project NUCLEUS as a body where relevant issues and ideas related to RRI keys and concepts (including GE) may be exchanged among researchers, stakeholders, partners, and non-academic staff. MISANU Advisor for GE and Prevention of Discrimination was appointed in 2022, during the activities in the LeTSGEPs project, to help the sustainable development of gender-sensitive culture within the Institute.

C) IMPROVED TECHNICAL CAPACITY OF CIVIL SERVANTS AND EMPLOYED STAFF

In some RPOs, the first experience with GEP[GB] may be developed by professors and/or researchers interested in supporting GE.

In others, the drawing up of the GEP[GB] may be driven by the management and human resources areas or stem from equality bodies' proposals.

In both cases, it is essential to have RPOs' civil servants and employed staff who are motivated, interested and, above all, well-trained on GE issues and GB methodologies involved in the process together with the different components of RPOs to bring about a fundamental structural change.

Get inspired by LeTSGEPs' partners!

CY: In order to bring about structural changes, it was crucial that we informed all staff members about GEP[GB]. The first ones to disseminate knowledge were researchers working on GE issues, who kept all staff updated on these topics. The coordination between academic and institutional experiences (i.e., political priorities, data collection, budget laws) allowed the spreading of knowledge at all levels, including among students.

UT: Our first experience of GEP^{GB} was developed by a team of well-known professors with excellent reputations across the RPO. They then enabled the involvement of a wide range of researchers from all of the Faculties and other RPOs. Training workshops with academic staff, researchers interested in GE issues and administrative staff were organised, also involving researchers from other RPOs, who started to design their GEP^{GB} based on our experience. The administrative staff were involved in workshops in order to receive training on data collection in accordance with ISCED and GB methodologies, which was an essential step for GEP implementation.

MPI-BI: Administrative staff formed an essential part of our Working Group: the Head of Administration, the Head of Human Resources, but also scientific service facility personnel, IT personnel, technical assistants and office assistants gave a significant contribution. The role of the administrative staff is crucial because of their in-depth knowledge of the organisation and the organisational processes, as well as their generally more constant commitment and retention (in as much as the turnover in research staff can be high).

D)   STAKEHOLDERS' INVOLVEMENT

Stakeholders involvement is crucial for GEP^{GB} design, implementation and achievements. It strengthens the political will, supports transformative change, and improves GE within RPOs.

Quoting EIGE:

"...Creating a feeling of ownership is key to engaging stakeholders in the work towards structural change for gender equality."

(EIGE, 2016, p.38).

" "...As a principle, all stakeholders of a research organisation or higher education institution are mobilised for developing and implementing a Gender Equality Plan. Their involvement, which can be direct or more indirect depending on the stakeholder profile, will create a sense of belonging that will help overcoming obstacles and resistances throughout the process at all levels."

(EIGE, 2016a, p. 9).

Efforts to bring about GE require the transformation of RPOs through a different and previously unseen and disregarded gender perspective. Therefore, stakeholder participation is essential for identifying unknown gender issues and having the proper support for the RPO's transformative change.

Civil society and institutions in the RPO area can be involved in GE actions through public engagement activities that RPOs can develop during GEP[GB] design and implementation. Moreover, the sensitivity of civil society organisations and public bodies around GE can go hand in hand with RPOs' activities aimed at achieving GE as long as they create a gender-sensitive environment where RPOs can find ways to develop GEP[GB] easily.

It is vital that the stakeholders (women and men), who are significantly affected by RPOs' gender activities or whose actions can affect RPOs' ability to implement GE policies and achieve their goals, are involved in GEP[GB] at different levels and across their roles as individuals, or organisational relationships.

Before starting a GEP[GB] process, a structured list of stakeholders that will be the focus of the analysis as well as the actors that will be involved in the participatory process is essential. The list should clarify:

- The overall list of possible stakeholders that could be involved, paying attention to the gender balance in their composition.
- RPOs' capabilities and functions that may be the most affected and/or involved in the process.
- The position of stakeholders towards the specific RPO: are they internal or external?
- The match between their level of influence and their level of interest.

Once the key stakeholders have been identified, determining the extent to which they are interested and the amount of influence they can bring to bear would be helpful in deciding which groups and individuals require the most effort.

BOX 6: How to map stakeholders' participation and involvement

Figure 1. How to map stakeholders' participation and involvement
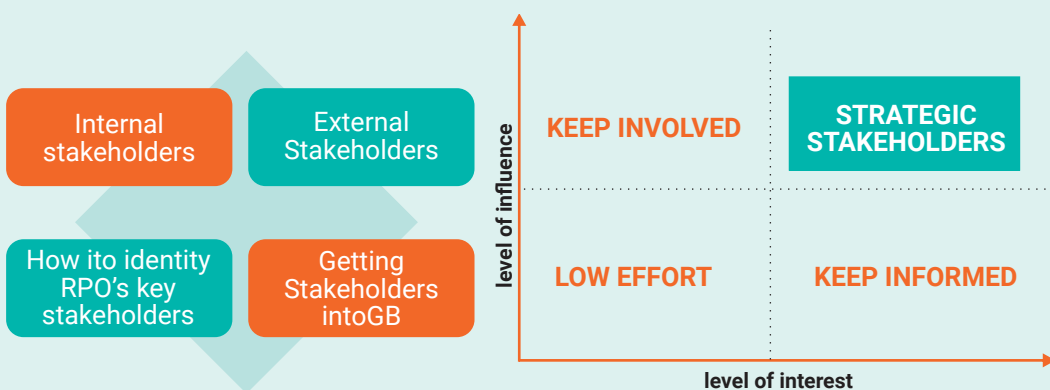
Source: Wagner Mainardes E., *et al (2012)*

Depending on the stakeholders' level of interest and influence, it is possible to decide their role in the GEP[GB] process, which may be communication-oriented or engagement-oriented at different levels.

Communication foresees one-way information sharing, where the only possible responses are 'yes' or 'no' with no possibility for the stakeholders to influence the transformation process or have their opinions heard. On the other hand, engagement is a two-way process that provides information and seeks input, allows talking and listening, and is conversational, interactive and purpose-driven. Stakeholder engagement should entail two main activities, which often happen in a parallel pattern: stakeholder dialogue and joint co-creation of activities.

The dialogue with strategic stakeholders, which aims to create a deeper understanding of stakeholders' issues and facilitate the co-creation of joint activities, should happen in a dialectical pattern. RPOs should both talk and listen to prioritise stakeholders' issues. This dialogue is part of the materiality assessment, by which organisations identify the importance of specific issues for stakeholders and match it with their significance to the organisation. To assess the maximum value created for RPOs and their stakeholders, the most material issues should be translated into indicators that measure the level of progress reached by the organisation in addressing specific gender issues. Such an assessment is fundamental for informed decision-making about which issues should be addressed first in the GEP[GB] process and which information should be included in the reporting documents.

If stakeholders are the focus of GEP[GB], their direct engagement is also very recommended since many benefits may arise, such as shared responsibility, higher awareness, the possibility of anticipating a potential resistance to change and of developing more gender-targeted policies, better outcomes, greater acceptance and support for changes, improved management capabilities, more creative and collaborative problem-solving groups. Engaging stakeholders also increases the chances of building a recursive and annual process.

Some drawbacks arising from stakeholders' engagement still need to be considered: it may be necessary to spend some time in this activity, there may be special interests or conflicts of interest that may oppose or slow down the change, inappropriate tools may be used, and a nimby backlash may be resistant.

Figure 2: Stakeholders' map by kind of involvement within the GA/GB/GEP process

Integrate the gender dimension in research

Loom to identity pondnr biases

STUDENTS

Actively portktipawh the Irvtiatrves organised withe the framework of the GEP

GA/GB GEP PROCESS

Integrate a gender dimension in research & teaching

Actwcty participate in the initiatives

Instigate change

Otgnise activities that focuson integrating a gender dimension in research and innovation

RESEARCHERS & PROFESSORS

HUMAN RESOURCES DEPARTMENT

Collect and repot t data about the organisation's staff on systematic basis

Develop gender sensitive and specific indicators

Review and/or create recruitment end selection procedures

Review and/or set up other measures on gender issues

Publicity support the GEPs

Ensure the practical implementation of the measures procedures and activities listed in GEPs

MANAGERS & LEADERSHIP POSTS

Make available sufficient financial and human resources to implement GEP|`s

Approve relevant documentation and request regular updates regarding the implementation

Source: Elaboration from "Gender Equality in Academia and Research, GEAR tool" (EIGE, 2022a).

An efficient and powerful Stakeholder System needs to be organised at three different levels:

1) *Internal to the institution:* The internal events should mainly address the knowledge and positioning of the GEP[GB] designed by the RPOs within their institutions and among the main actors involved, as well as developing skills and internal alliances for their implementation. The main participants' profiles should be: management and governing boards, scientific councils, researchers, professors, technical and administrative staff, and students.

2) *External at the local level* (regional and national): The local and national events should be organised in order to: create/foster stakeholders' networks at different levels as spaces for the development and sharing of knowledge and the articulation and exchange of good practices about GEP[GB]; and raise awareness on the mechanisms needed to introduce and/or enhance GE in science, education and innovation, with particular emphasis on the drawing up of GEPs and GB. The main participants and stakeholders should be: research and academic institutions, gender organisations and mechanisms, civil society associations working on gender issues, gender experts and GE officers (GEO), academics, researchers, technicians, students, and administrative staff from RPOs.

3) *International:* International events are important as they give RPOs an idea of how essential and appreciated GEP^{GB}s are in the academic and research community. Prestigious and well-known keynote speakers are also necessary to strengthen the importance of the GEP^{GB} issue. International events, for example, should raise awareness of the importance of GE in general, particularly GEP^{GB} as a tool to achieve Gender Balance. They should also assess the situation in high-level decision-making bodies to show how this impacts women's quality of life and careers. They should reinforce existing networks and build new ones with researchers, academics, and institutions across European countries and beyond. In this case, the main stakeholders should include institutions (other RPOs, universities and research institutions, NGOs, Government agencies, etc.) and main profiles like: researchers, professors, decision-makers, technicians, and administrative staff from the participant institutions and organisations.

Get inspired by LeTSGEPs' partners!

CY: At the beginning of the project, involving internal and external stakeholders was not easy. One reason was the communication problems we encountered due to the pandemic. Initially, the fact that we could not meet in person created barriers meaning it was not possible to build a strong network of internal and external stakeholders. When in-person meetings were allowed again, the GEO organised conferences and events for staff and students, opening the door to new collaborations. In terms of external stakeholders, a big help came from the Gender Equality Officer of the French National Research Centre[3] (CNRS), the National Gender Equality Officer Network (CPED[4]), and the Network of Francophone Universities (AUF[5]). All of them provided us with a rich array of resources at the national level, shared good practices and allowed us to elaborate an implementation strategy that took our partners' experiences into account.

UNIME: We handled stakeholder involvement in different ways, depending on the different kinds of stakeholders. UNIME's LeTSGEPs team engaged important governing entities that were interested in GE and which had significant decision-making power in the area, such as the Pro-rector in welfare and gender policy and the Equal Opportunity Committee (*Comitato Unico di Garanzia - CUG*). As a matter of fact, they took part in the regular meetings that were scheduled to design the GEP^{GB}. The University's Technical Coordination Unit of Strategic Planning, Management Control, and Reporting also played a significant role in supporting the gathering and development of gender statistics.

3   https://mpdf.cnrs.fr/?doing_wp_cron=1681300502.5299201011657714843750

4   https://www.cped-egalite.fr/

5   https://www.auf.org/nouvelles/actualites/consortium-egalite-femmes-hommes-efh-de-lidee-aux-realisations-concretes/

The organisation of training on GEP[GB] was another important occasion to voluntarily involve other University members, while every administrative employee of UNIME was also invited to join the training. Finally, a survey was carried out among all the employees (i.e., teaching and administrative), who were asked to rank GEP[GB] priorities and answer questions about conscious and unconscious gender bias. External stakeholders and students were invited to participate and, in some cases intervene, to the national and local meetings organised by LeTSGEPs and were also informed about the development of the GEP[GB]. Student representatives were also involved in the *CUG*.

UT: We worked to involve stakeholders both from inside and outside the institution. Internally, it was important to share information on LeTSGEPs' online training activities, and this resulted in the participation of many academic and administrative staff as well as their interest in getting even more involved. Training activities were ground-breaking to start new discussions when meeting internal stakeholders at other events, always with positive feedback on their side and a new awareness of the advantages of having a GEP[GB] at the institutional level. We managed to keep national stakeholders involved and interested, not only through the National Stakeholders System events (organised every year throughout the Project) but also by keeping them frequently informed year-round about the Project's activities. One positive achievement of this activity was the inclusion, in the Project team, of individuals recognised as leaders in gender-related topics in Albania, who were highly regarded by other stakeholders.

ICM: The ICM has involved various internal, local/national and international stakeholders at different levels and scopes. At the internal level, GEP[GB] has been promoted as a collective roadmap for GE among ICM staff; responsibilities have been defined concerning the implementation of GEP[GB] whilst spaces for coordination and articulation have been created among the parties involved. Similarly, all of the institutional participation and communication channels have been employed in order to keep the entire ICM staff up to date about the tools developed and the progress achieved in GEP[GB].

Networks and alliances with various actors have been promoted at the local/national level. Due to its relevance, it is worth highlighting the accompaniment of fostering a network of the equality commissions of the ICUs (Institutes, Centres and Units) of the CSIC (120). Moreover, the ICM has become a benchmark for the design of GEPs at the local/national level, and has conducted several assessments. Finally, at the international level, alliances have been sought with other marine research centres, and good practices have been singularly shared with them about integrating the gender dimension in scientific research. To maintain and dynamise this articulated work with stakeholders at all levels, numerous events have been held around key issues in the field of GE.

MPI-BI: It proved to be highly valuable to involve and give responsibility to internal stakeholders of all different areas and career levels in every step of the design and implementation of the GEP[GB]. The LeTSGEPs Working Group was involved from the beginning - in determining which data should be collected as a basis for the GEP[GB], collecting, analysing and understanding the data, deciding about the focus of the GEP[GB] and designing effective measures. For this purpose, the LeTSGEPs team made the collected data available to all stakeholders (in an anonymised form). Then, the different stakeholders met in subgroups to analyse the data: one for PhD students, one for Postdocs, one for PIs and one for administrative personnel. Each subgroup discussed the data to determine sites of inequality and possible reasons, guided by a LeTSGEPs team member to ensure gender awareness in the group. Then, each of them presented their results to the whole Working Group. A similar process was used for the design of the measures. This ensured tailor-made measures, a broad acceptance of the GEP[GB] among all stakeholders, and a boost in gender awareness for all participants.

MISANU: All employees at MISANU were involved in the project's implementation through communication, surveys and a consultation process. Later, this served well to encourage female colleagues to apply for leadership positions at the institute. The Working Group, being a core entity for the GEP[GB] design, made sure from the very beginning that the leadership of the Institute was involved. Furthermore, the fact that the former MISANU Director, a very respected researcher, was the leader of the Project team gave the whole GEP[GB] process additional legitimacy, visibility, and strength. Moreover, the Serbian Academy of Sciences and Arts, being the immediate semi-external stakeholder, was on board during all the phases of the Project implementation and participated in the activities at the national and international levels.

Another relevant semi-external stakeholder was the Ministry of Science, which was the source of funding for MISANU research and also in charge of appointing its representative to the MISANU Managing Board. The Project team also established close links with the other ongoing Horizon 2020 projects in the GE field in Serbia (i.e., EQUALS-EU and MINDtheGEPs) and organised several activities with them. The University of Belgrade, the Academy of Engineers, CSO Intersection (MISANU mentor on RRI), the country UNWomen Office and the Government of Serbia GE Office also became our allies. Finally, MISANU invited all RPOs and RFOs in Serbia to its national and international events, which provided a robust platform for the reforms needed at the national level and the level of individual academic and research entities. At the international level, MISANU collaborated with Sister H2020 projects and the EU Association of Women in Mathematics.

E) SEX-DISAGGREGATED DATA

To design and evaluate GEP[GB], a standard set of indicators is needed, and sex-disaggregated data are required. The already existing sex-disaggregated data are not usually enough to describe all gender issues that regard RPOs since they were not initially collected for this purpose. Therefore, it is crucial that RPOs continuously plan the development of tools that aim to create new qualitative and quantitative sex-disaggregated data to deepen the gender perspective further.

The development of gender-sensitive qualitative and quantitative indicators partly depends on the availability of sex-disaggregated data and the assurance that such data and their sources of verification are reliable and available over time for monitoring and evaluation purposes. It is a key question to ensure that: all RPOs' databases account for sex/gender variables, they incorporate information relevant to the areas that will be part of the institutional diagnosis (from training to sexual harassment or work-life balance), they are rigorous and follow standardised data capture procedures, they are accessible and/or generate annual reports for the monitoring/evaluation of the GEP[GB].

Get inspired by LeTSGEPs' partners!

UT: The lack of sex-disaggregated data was the first challenge for the context analysis of our first GEP[GB]. The primary sources were the INSTAT and UT administrative data, but our team had to prepare statistical data according to the ISCED classification, which needed to be included. The lack of some indexes, which we could not provide in the first phase, encouraged our team to define, as one of the measures in the UT second GEP[GB] design, a Manual on Gender Indexes based on the literature in the field and adapted to our context.

This manual will help the UT human resources and statistical office staff, as well as people working in other structures, to provide annual gender statistics for academic staff, scientific research, and students, all according to ISCED classification.

MISANU: During the preparation of the first GEP[GB], we realised that some data that would provide a better picture of the state of GE in the Institute were not sex-disaggregated, and this inspired one of the MISANU GEP[GB] measures. For example, in the future, we will analyse sex-disaggregated data on the presenters at the weekly MISANU Seminars, held at the national level for all mathematicians in Serbia, which is a major channel for the presentation and dissemination of research results and thus an opportunity to improve visibility and impact of one's scientific work. Furthermore, we started to collect sex-disaggregated data on the participation in other MISANU-facilitated and organised events, conferences, seminars, workshops and training, as well as on internships and scholarship at the national and international level made possible by the Institute, and the data on the publications of its members in the scientific journal published by MISANU.

> **ICM:** Access to sex-disaggregated data is crucial throughout all phases of the GEP. During the institutional gender diagnosis of the ICM, access (or lack of access) to relevant and reliable sex-disaggregated data, which can be accessed over time, conditioned the development of indicators. The achievement of the results can be measured appropriately only if we have input values for the indicators (based on sex-disaggregated data). The diagnosis results (based on these indicators) laid the foundations for prioritising the scope of the GEP[GB] and the design of its measures. A selection of indicators for each intervention area is integrated with the monitoring and evaluation system. During the evaluation process, using the original sources, the same data will be requested, disaggregated by sex, to establish the new values of the indicators and compare them with the initial ones.

F) TRAINING

According to the EIGE GEAR tool, training is a key enabler activity for successful GEP[GB] since

> " "…raising awareness of gender inequality and knowledge about gender issues in management but also within the workforce is of central importance (see success factors). Awareness-raising efforts aim to generate and stimulate sensitivity to issues related to gender (in) equality, while (gender) capacity building aims to strengthen people's knowledge and skills to engage with gender equality issues."
>
> (EIGE, 2022a, p. 53).

An innovative GEP[GB] training strategy is needed to better define an innovative approach that combines GB's strategy within the framework of GEPs and simultaneously aims at increasing the RPO's awareness of GE objectives by actively involving the different components. The training framework should be designed as a solid foundation for successfully implementing GE policies in RPOs by providing knowledge on GEPs and GB as a complementary system that ensures sustainability and structural changes in a unique and effective combination of proven GE policies and measures. It should also be supported by specific tools and methods to tailor the measures to the individual needs of RPOs and thus ensure support by its stakeholders. The training should be preceded by a thorough planning phase where training activities, in terms of tools, contents, timetables, modules and sessions, are structured, and the steps to be followed are scheduled.

A first set of training sessions is needed to introduce RPOs members to the concept of GE and context analysis from a gender perspective as a framework for develop-

ing GEP and GB knowledge. Then, it should be followed by a more advanced training programme that supports the implementation of GEP^{GB} through sophisticated and detailed tools, also focusing on developing new skills and knowledge, such as negotiation skills or gender pay gap measurement.

Newly recruited personnel shall be offered a dedicated training programme on GE and then introduced to the tools and the role of equal opportunity bodies within RPOs. Periodical presentations of RPOs' GEPs and GBs will then contribute to the application of the knowledge acquired and to further raise its members' awareness of the process followed for the achievement of GE by RPOs. The training process should widely involve the RPO's members. Particular attention should be given to the participation of representatives of the different internal stakeholders (e.g., students, researchers, administrative and technical staff, librarians, etc.) and of all the equal opportunities bodies' members who can themselves contribute to spreading the knowledge acquired and to involve the different groups of RPOs' members in the GE process.

Classes should always be defined in accordance with the training needs observed during the GEP^{GB} design and implementation process. At the same time, the teaching techniques used should be chosen to improve teamwork, problem-solving skills, and motivation in the working groups. For this reason, several participatory training techniques for participants' involvement should be used depending on the contents of classes (including plenary debates, working groups, role-play games, online surveys, online self-tests, etc.). The training shall also be enhanced through dedicated software.

Moreover, RPOs should always ensure the inclusion of activities aimed at overcoming resistance to GEP^{GB} implementation by taking into account issues -such as the appropriate way of communicating the need to implement the GEP^{GB} - and showing evidence of the benefits that can be achieved by RPOs as a whole and the individuals and departments involved in particular, if we pay attention to intersectionality and the different roles in organisations (i.e., researchers, administrative and technical staff, students, etc.).

The training programme is the main result of the planning phase that includes the description of topics, the schedule, the trainers and the references to the videos and other materials and working groups planned during LeTSGEPs training session.

Figure 3: Our recommended training program for early beginners

	TRAINING MODULES FOR EARLY BEGINNERS	TIME	TRAINER
MODULE 1: INTRODUCTION TO GENDER EQUALITY 2h 40 min breaks included	Welcoming and Training Programme presentation	10 min	Name
	SESSION 1.1: GENDER EQUALITY ISSUES		
	Gender issues: what is gender, what are gender stereotypes and their origin, how they affect society, economy, politics. Productive and reproductive work, the value of care and family work, the capabilities approach and the multidimensional capabilities scheme, what is gender mainstreaming	20 min	Name
	SESSION 1.2: GENDER STEREOTYPES IN RESEARCH AND ACADEMIA		
	Gender stereotypes and gender issues in research and academia Gender stereotypes in STEM	20 min	Name
	GROUP DISCUSSION on main gender stereotypes ever faced or witnessed		
	SESSION 1.3: GENDER EQUALITY FIGURES IN THE WORLD AND IN THE EU		
	Gender Equality today in the world and in Europe: Global gender Gap, statistics	10 min	Name
	Gender equality today in science: main statistics	10 min	Name
	SESSION 1.4: MILESTONES OF GENDER EQUALITY		
	Historical milestones to gender equality: from industrial revolution, the first wave of feminism, the second world war, the second wave of feminism, feminism today, intersectionality and third wave?	10 min	Name
	Historical milestones to gender equality in Sciences and Academia, first and more famous women in research and science	5 min	Name
	Institutional gender equality pillars in the world and in the EU	15 min	Name
	SESSION 1.5: THE EU ENGAGEMENT IN ACADEMIA AND RESEARCH		
	The political and institutional investment of the European Union in supporting Gender Equality in Research and Academia.	10 min	Name
	What are Gender Equality plans, what is Gender Budgeting, the EU GEAR tool and the EU GB toolkit, main steps and point of intersection Introduction to LeTSGEPs Performance cycle	20 min	Name
	Feedback Form Trainings: anonymous questionnaire		

	TRAINING MODULES FOR EARLY BEGINNERS	TIME	TRAINER
MODULE 2: CONTEXT ANALYSIS **1 h 50 min breaks included**	**SESSION 2.1: GENDER ORGANIZATION'S IDENTITY IN RESEARCH AND ACADEMIA**		
	WHO IS The Organization, its gendered mission and values. Describing the identity and the Organization's history by a gender point of view. Identify main Organization's capabilities.	10 min	Name
	SESSION 2.2: IDENTIFYING STAKEHOLDERS IN THE GEP AND GB PROCESS		
	Stakeholders and the Stakeholders scheme	20 min	Name
	GROUP DISCUSSION on the stakeholders' network of participants' RPO under a gender perspective		
	SESSION 2.3 GENDER CONTEXT ANALYSIS IN RESEARCH AND ACADEMIA		
	How to do a gender context anaysis and stakeholders' needs adopting the capability approach:	30 min	Name
	GROUP DISCUSSION on the main capabilities and stakeholders' needs of the RPO under a gender perspective		
	Feedback Form Trainings: anonymous questionnaire		

MODULE 3: DESIGNING GENDER EQUALITY PLANS 4 h **breaks included**	What is a Gender Equality Plan and the steps to adopt it	45 min	Name
	Fields of Action, Objectives	60 min	Name
	Combination of individual, culture-changing and structural measures	30 min	Name
	Design of sustainable measures	60 min	Name
	Ensuring support by key actors and dissemination	45m in	Name
	Feedback Form Trainings: anonymous questionnaire		

	TRAINING MODULES FOR EARLY BEGINNERS	TIME	TRAINER
MODULE 4: GENDER BUDGETING **2 h 60 min breaks included**	**SESSION 4.1: INTRODUCTION TO GENDER BUDGETING**		
	Introduction to gender budgeting, history, development, fields of application, main experimentations in different countries	10 min	Name
	Introduction to gender budgeting in research and Academia: best practices and previous experimentations	10 min	Name
	The RPOs gender budgeting process and its integration in GEP process	10 min	Name
	SESSION 4.2: RPO BUDGETS - PRINCIPLES AND FUNDAMENTALS		
	Public Finance Management (from strategic planning to budgeting and implementation, monitoring and evaluation) Budget Cycle and indicators how to read budgets	30 min	Name
	SESSION 4.3: METHODOLOGY FOR GENDER BUDGETING IN RPOs		
	Account Based Approach (ABA) (reclassification of expenditures in a gender perspective)	10 min	Name
	The Methodology for Gender Budgeting and Gender Auditing: Well-Being Gender Budgets (WBGB)	35 min	Name
	Participatory Budget (participation in GB, participatory methodologies, case studies)	10 min	Name
	Best practises of ABA and WBGB approach	10 min	Name
	Indicators of efficacy and efficiency to assess RPO budgets	10 min	Name
	Feedback Form Trainings: anonymous questionnaire (10 min)		

Source: LeTSGEPs elaboration

Figure 4: Our recommended advanced training program

	ADVANCED TRAINING MODULES	TIME	TRAINER
Module 5: 1 h and 30 min	Introduction to the main topics: advanced GB techniques, Academic HouseKeeping, Gender Procurement	90 min	Name
Module 6: 2 hours	Overview on Gender Budgeting Methodology linking GB & GEP + specific item [gender pay gap]	2 hours	Name
Module 7: 2 hours	How to comunicate Gender Budgeting and Gender Equality Plans	2 hours	Name
Module 8: 2 hours	Analysing specific Budget items with the gender perspective: Suppliers and the gender procurement	2 hours	Name

Module 9: 2 hours	Gender Budgets and GEPs in RPOs: how to match process and procedures. Best practices for inspiration.	2 hours	Name
Module 10: 2 hours	Gender Budgets in RPOs: Best practices for inspiration	2 hours	Name
Module 11: 2 hours	How to negotiate careers and Gender Budgets in RPOs: Fundamentals of Negotiation	2 hours	Name
Module 12: 2 hours	How to negotiate careers an Gender Budgets in RPOs: Best practices and Workgroups	2 hours	Name
Module 13: 2 hours	Best practices of GEP[GB]	2 hours	Name

Source: LeTSGEPs elaboration

Each training class should include an initial explanation using slides, an institutional video introducing the topic, and a final practical exercise with working groups or in online breakout rooms in the case of remote training. If classes are organised online, trainers should visit different rooms during breakout rooms to explain the assigned tasks and stimulate interaction between participants. Trainers need to pay attention to forming the groups, allowing heterogeneity in the group composition by gender and role in the organisation.

At the end of the training cycles, participants may share experiences so that people from different departments can share ideas on GEP[GB] issues like gender budgeting, work-life balance measures, gender dimension in the research content, career/leadership and gender balance in decision-making bodies.

It is essential to monitor the training results at the end of each class with a feedback questionnaire that collects participants' comments and personal feedback. Pre and post set of questions will make evaluating the training's impact on participants' knowledge possible.

BOX 7: Advantages and disadvantages of online training:

The LeTSGEPs project started in January 2020 and was fully implemented during the COVID-19 pandemic. This situation led to the massive use of online training, with its pros and cons, which shall be considered when planning the GEP[GB] training in person rather than online[6].

On the one hand, online training offers excellent opportunities since it allows far more people to participate at a low cost and with high-speed and straightforward requirements in terms of organisation (i.e., no classrooms needed, no mobility) of the training.

On the other hand, it is a challenging training format since it can require trainers to pay additional attention to appropriate techniques to ensure participants' involvement and engagement.

6   Sources for inspiration:

https://www.bestcolleges.com/education/effective-online-teaching-tips/

Online training may be beneficial for sharing common knowledge on GEP^{GB} issues. Still, training in person remains a better option when training aims to strengthen teamwork regarding motivation, purpose, and relationships.

For this reason, a blended solution implying online and in-person training can be advisable according to the different learning objectives.

In both cases, flipped classrooms and teamwork enhancement techniques can foster participants' active involvement and ability to work in a team.

Get inspired by LeTSGEPs' partners!

CY: Several training sessions on gender bias and gender stereotypes have been organised since the beginning of the Project. At first, the sessions were implemented to respond to a legal necessity of training on recruitment for committee members. The GEO presented academic research on the potential effects of gender stereotypes on recruiting choices. Later, the demand for this information came directly from the committee members, showing increased awareness about gender discrimination issues.

UNIME: The organisation of training on GEP^{GB} was crucial for ensuring the voluntary involvement of other University members than the project team. Every administrative employee of the University was invited to participate by the General Director of the University, and news was posted on the University website. The training proved to be a fundamental component for the research team, which had the chance to collectively discuss GEP^{GB} with all UNIME's stakeholders.

ICM: The ICM Working Group (composed of personnel from different areas and professional categories of the ICM) participated in the training activities provided for the LeTSGEPs consortium. This training made it possible to establish a shared and common base of key knowledge for the design and implementation of the GEP. As a continuation of this effort, the ICM identified collective and specific training needs, to which it has progressively responded. For example, training sessions on gender-based violence have been developed with the broad participation of management, department heads and members of the Equality Task Force (ETF).

Specific training on gender-sensitive leadership for postdoctoral researchers is also planned, as well as training on gender mainstreaming in research based on tools generated by the ICM. Training is a key aspect of capacity building in organisations.

UT: The members of the UT LeTSGEPs' team, young researchers and Ph.D. students achieved very helpful skills and were very satisfied with LeTSGEPs' training sessions. Based on this experience, we included, in our new GEP^{GB}, training activities related to GB for other stakeholders such as administrators, the head of the budget unit, etc., and we also used the training materials to provide training to eight other RPOs in Albania that are working on their first GEP^{GB}

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https://www.uopeople.edu/blog/how-to-teach-online/

The fact that we had the training materials translated into Albanian (within the project) was very helpful in easily sharing them with our colleagues across the University and other RPOs. GE was included for the first time in the training programme of UT for 2023.

MPI-BI: The multilevel approach to training was very useful at MPI-BI. The core members of the LeTSGEPs team were fully trained and always had a broad overview of the situation. For each step, they informed and reminded the other institution stakeholders, who only partly participated in the primary training, about the contents relevant to the next step of the design or implementation of GEP[GB].

MISANU: Internal, national and international workshops and training on GEP[GB] were excellent tools for improving understanding among involved participants, as they not only exchanged information and improved skills but also created mutual links, shared views and created meaningful networks based on raised awareness on multiple GE topics. Thus, the workshops and training benefits were the learning process and the possibility to discuss GE-related experiences directly, compare state-of-the-art and practice in this field in Serbia concerning other countries, and work together on overcoming challenges.

G) COMMUNICATION AND NETWORKING

Communication and networking are among the key enabling factors that may strengthen the impact of GEP[GB] and widely support its design and implementation. Good communication of the rationale of GEP[GB], its benefits and positive impacts, is important to overcome obstacles and resistances and strengthen the other key enabling factors. Performative communication may be the decisive success factor for boosting political will, involving stakeholders, promoting training, and convincing decision-makers and everyone else involved of the importance of GEP[GB].

For this reason, communication shall be a part of all steps in the GEP[GB] process and will be tailored using specific initiatives.

A good balance between internal and external communication needs to be studied with a specific communication strategy to trigger a process of mutual reinforcement between the internal and external supporters of GEP[GB].

Therefore, the two main pillars of RPOs' dissemination and communication strategy are as follows:

(a) a participatory approach concerning stakeholders' involvement (see par. 1.4).

(b) storytelling, dissemination and communication tools.

Establishing a Communication and Impact Working Group within RPOs involving internal stakeholders from different departments is an excellent organisational solution to promote GEP[GB] at the local, national and international levels.

Practical tools for communication and dissemination must be featured throughout the process according to the different targets. They should include a graphic identity, a detailed GEP[GB] storytelling, a communication toolkit, a specific landing page for GEP[GB] on RPOs websites, an internal and external mailing list, and social media campaigns embedded into the RPOs' institutional accounts but with recognisable messages related to GEP[GB].

A publication plan with scheduled posts, articles and an internal newsletter is also an excellent tool to keep the interest in GEP[GB] high.

Get inspired by LeTSGEPs' partners!

UNIME: All the initiatives directly or indirectly linked to the LeTSGEPs project, and therefore to the implementation of the GEP[GB], have been advertised through the official website of our University and the University's social media, as well as by local and national newspapers. Furthermore, in order to disseminate the initiatives promoted by the research group working on the Project, we have often sent emails to interested parties.

UT: At the University of Tirana, we have strived to make the most of the communication pathways to disseminate the achievements of this Project. For example, when members of the LeTSGEPs team have been invited to other workshops or events outside the Project, they have shared their good experience in the preparation of GEP[GB] and other inspiring Project activities. Publication of the GEP[GB] on UT's website has impacted the development of a network with other universities using this GEP[GB] model to design their first GEP[GB]s. The training materials used in our workshop were also distributed to all the participants who joined us in future activities. Currently, there is a forum for academic and research women of UT, which aims at promoting their publications and sharing common issues.

ICM: The ICM has a user-friendly version of its GEP published on a specific website linked to the institutional one, with an attractive design. Also, as part of the dissemination actions, the publication of a monthly article in the ICM's newsletter has been included, aimed at making GE issues in science more visible. Currently, we are coordinating the creation of a specific space on GE on the institutional website.

MISANU: To communicate some of the MISANU GEP[GB] measures to the public, we have chosen - among other possibilities - science promotion. For example, MISANU is fully engaged in the process of empowerment of women and girls in mathematical and computer sciences. To promote this process, disseminate its outcomes, and ensure its sustainability, MISANU organises every year (it has been 11 years already) an event called 'May Month of Mathematics - M3', during which it also organises a celebration called 'Women in Mathematics Day'' (held every year on 12 May), as well as the 'Girls in Information and Communication Technologies Day'. These events draw attention to all GE-relevant topics at a larger scale.

2

2. HOW TO DESIGN, IMPLEMENT, MONITOR AND EVALUATE SUSTAINABLE GEP^{GB}

2.1. STEP 1: GETTING STARTED

> **BOX 8: Step 1: Getting started: The general framework from the Gear Tool**
>
> • Understand the context
>
> • Find support
>
> • Understand the gender mainstreaming cycle
>
> • Understand gender in the funding cycle
>
> Source: EIGE, 2022a p. 37

In addition to the overall recommendations suggested by the Gear Tool step-by-step Guide (EIGE, 2022a), designing a GEP^{GB} requires some further specific initiatives. For this reason, before starting with a broad internal sensitisation campaign on the benefits of a GEP^{GB}, it is important that the GEP^{GB} Team is well-trained on GB and can take inspiration from other RPOs' experiences having experimented with GEP^{GB}. Firstly, it shall be well-informed on what GB is. Then, the development of GEP^{GB} requires an additional effort to be ready to implement the budgeting perspective with a mainstreaming approach, i.e., introducing into RPOs the idea that the performance cycle may be analysed for the GE aims and also evaluating the way resources are used.

This is a very challenging preparatory phase since RPOs' budget is, with good reason, considered the source of power for RPOs governance and concrete obstacles and barriers may be encountered in the process of discussing and debating improvements to be made in the allocation of budget resources, both in quantitative and qualitative terms.

The perceived threat of GB to the *status quo* is usually very high since it involves the gender mainstreaming perspective that may question almost every budget item by combining the quantitative and qualitative approaches.

Implementing a GEP without a broad GB approach may lead to a push-back to opt for a 'less threatening' result since such GEP may appear limited to only gender-targeted measures without challenging the whole RPOs' framework.

Thus, RPO's resistance to GB is a sign of its resistance to transformative change. At the same time, insisting from the beginning on the importance of a GEP[GB], even by accepting a somewhat limited approach to GB, is a good starting point since it allows RPOs to get used to considering the whole budget about GE. Even if GB does not change the allocation of funds in the first years, supporting and developing this approach is crucial. It does not matter if it will be a slow process: it must be a constant one.

Get inspired by LeTSGEPs' partners!

UNIME: In our case, we started our GEP[GB] process by analysing the already existing UNIME gender-based policies and evaluating how they could be implemented within the GEP[GB] methodology in accordance with Italian law. Our gender-based policies are described as a rule in the 'Positive Actions Plan' (PAP), designed and implemented by the *CUG* (the Equal Opportunities Committee) and the Pro-rector for Welfare and Gender Policy.

MPI-BI: The advantage the MPI-BI had was at the level of the whole Max Planck Society, where standards for GEPs were already in place and thus led into the direction of GEP[GB] (e.g., analysis of payment groups, bonuses, reimbursement of costs for travel, conference participation, advanced training, etc.). For this reason, implementing a GEP with a GB analysis was seen as a natural development of what was already regarded as a 'normal' GE data analysis and was relatively easy to facilitate. This step-by-step approach was very helpful.

UT: Our starting point was understanding the legal framework regarding GE in Albania, especially in the education field, and gender mainstreaming in the gender cycle. The context analysis pointed out several gaps starting with the lack of statistical data disaggregated by sex and gender according to the ISCED and institutional policies, structures, regulations and culture on GE and GB.

We also organised several activities so that we and the leadership would get familiar with the GEP and GB concepts and start to raise awareness in the institution. For this reason, we engaged colleagues with expertise in GE (especially from the Faculty of Social Sciences, CSOs, and international donors in Albania, such as the UN, etc.). We asked them to participate in national events with stakeholders outside the UT and in training sessions. During these activities, the LeTSGEPs team also approached potential allies among the representatives of public institutions, such as the National Agency for Research and Innovation in charge of assisting RPOs located in Albania for the design of GEP[GB], as well as researchers and CSOs interested in being involved in activities related to GE issues.

> **MISANU:** The starting point for us, before creating a GEP^{GB} strategy, was to secure access to relevant data, i.e., to get the support of the Director and administrative office responsible for data. To that end, the team prepared an elaborated Data Management Plan (DMP) that considered privacy, confidentiality, and other legal and ethical issues. If you have a DMP, data providers can be sure that their data will be treated in an accountable and responsible way.

2.2. STEP 2: ANALYSING AND ASSESSING THE STATUS QUO IN YOUR ORGANISATION FOR GEP^{GB}

> **BOX 9: Step 2 – Analysing and assessing the status quo in your organisation**
> * Decide who will carry out the analysis
> * Review relevant legislation and policies in your country
> * Identify existing measures for the promotion of GE
> * Decide on the indicators that you want to focus on
> * Collect sex-disaggregated data about staff and students
> * Analyse the data collected
>
> Source: EIGE, 2022a p. 37–39

If we refer to the steps mentioned by the GEAR Tool, the analysis of the status quo of RPOs aimed at GEP^{GB} makes it worth highlighting the following important aspects:

2.2.1. The Working Group

A well-trained and motivated working group is needed to design, implement and support GEP^{GB}. The Working Group (WG) in charge of designing and implementing the GEP^{GB} should be a multidisciplinary and multi-sectoral group that manages all phases and all activities of the project. It should lead and streamline the design, implementation and evaluation of GEP^{GB} tailored to the implementing institution's context by considering both the national and European contexts. It should engage relevant community members, actors/structures, and individuals to be actively involved in the GEP^{GB} design to achieve such an objective. It should track progress towards the defined goals.

Before starting to design the WG roles and functions, it is essential to gain the support of RPOs' senior management (dean, vice-dean, director of the institute, manager, etc.) whose involvement and active participation are key to the success of GEP^{GB}.

The establishment of the GEP^{GB} WG should be carried out in three phases:

1. Preparation of Guidelines/Regulation defining the GEP^{GB} WG role, duties, functions, tools and position within the RPO chart and organisation.
2. Selection of the components of the WG and invitation to join the WG.
3. Establishment of the GEP^{GB} WG.
4. Definition of a programme of activities, to-do list and scheduling of internal meetings to draw up the first GEP^{GB} or implement it.

BOX 10: Involvement strategies and key recommendations for a successful WG

It is important to select, attract and motivate, especially at the beginning, the GEP[GB] WG members by adopting *involvement strategies* like:

- personal invitations (based on the information the team members already have on appropriate and desirable candidates and the suggestions made by their colleagues),
- nominations (followed by confirmations) based on the available info on prospective members,
- presentations by the team members to their colleagues within the institution (followed by discussions and elaborations on the roles),
- public calls to join the WG were sent to everyone in the RPO.

Among the *key recommendations* for a WG to be successful, there are the following:

- finding responsible members willing to engage in its mission and duty;
- having members who are very well trained on GEP[GB] objectives, goals and methodology;
- being transparent and inclusive when it comes to its work;
- being flexible in its structure and functioning;
- securing the support of the leadership of the related institution;
- being gradually expanded and/or adjusted to allow progress in the GEP[GB] implementation;
- being made up of members that have knowledge and experience of academic research environments, readiness to learn more about GEP[GB] in general, good interpersonal and communication skills, and demonstrable facilitation and negotiation skills;
- being motivated, incentivised, recognised and awarded by the institution for its work;
- providing equal representation of women and men in its composition.

In addition, specific *training activities* for WG members are highly recommended. Beyond the theoretical and technical topics related to GEP[GB], WG members should also be trained in *negotiation skills* since they will have to be involved in negotiations with colleagues, administrative staff and decision-makers throughout all the steps of the GEP[GB]. Training should include a general introduction, more specific aspects related, for example, to negotiation styles and strategies (i.e., competitive vs collaborative) or different features of negotiation processes, specifics of gender-based negotiation, the impact of gendered (cultural) assumptions and expectations towards people of different genders in a negotiation process, etc. In the experience of LeTSGEPs when training on this topic, a role-playing game that simulates real negotiation situations for GEP[GB] proved to be particularly useful in terms of empowering skills and attitudes and discussing and debating the difficulties and problems encountered among WG colleagues.

2.2.2. The self-assessment of the starting point

Defining a point of balance between the challenges of the GE transformative change and the capability of RPOs to absorb, accept, and support it is an important step towards a successful GEP^GB.

Each organisation has a different capability of absorbing innovation and changes due to its history, context, capability, and collective openness of mind, and it should always be kept in mind that GEP^GB, like any other kind of transformative change in organisations, has to overcome the collective inertia and resistance to change.

For this reason, the team in charge of designing and implementing GEP^GB should constantly seek to learn something from adverse reactions observed in the process.

On the one hand, designing a GEP^GB that is not ambitious enough may lead to poor achievements, and the opportunity to promote GE and transformative change may be missed. If there are no reactions to it, there may not be any significant change in the RPO.

On the other hand, designing a GEP^GB, which is too ambitious for the capabilities and speed of change of a specific RPO, might result in a complete rejection of it or turn it into a formal achievement with poor results and without a significant implementation, thus resulting in even less transformative change. If the adverse reactions are overwhelming, it is too early for an RPO to absorb such a level of change, which might take longer.

Therefore, finding a good balance between these two extremes thanks to a good, reasonable and truthful analysis of the *status quo* may help to adjust GEP^GB targets and ensure the development of a successful GEP^GB.

This is why much attention should be paid to the **baseline study.** Such a study should aim to get a better understanding of RPOs' organisation in general, but especially of any already existing institutionalised GE and GB policies or practices.

The template adopted in LeTSGEPs as a support can be used as an example (see Annex I). It is structured in three different parts:

1) Information on the national context and the overall institutional information related to GE and GB

2) Institutional statistical data, e.g., for different staff grades, students (if applicable), composition of decision-making bodies etc.

3) Questions made to GEP WG individual members and teams to accompany the implementation process and share the GEP^GB objectives and vision. Most of the time, the answers to these questions highlight a mixed composition of the WG, with members already being experts in GEPs and GB, while others only having rough ideas about it. Therefore, the capacity building of the WG members is considered a key factor for GEP^GB design and implementation.

2.2.3. Identification of indicators to focus on and collection of existing sex-disaggregated data

Sex-disaggregated data analysis starts with the identification of indicators to focus on and the collection of the already existing gender-disaggregated data within RPOs, with the awareness that in the following years, it will be necessary to improve RPOs' possibility to analyse new data reflecting unseen and previously undetected gender aspects.

The measurement of RPOs' GE progress requires continuous improvement in gender data collection and analysis.

The structure of the set of indicators and related data to collect should always take into account the main gender principles and topics such as, by way of example:

- productive and reproductive work: care activities and paid work,
- horizontal segregation (in education, research, work),
- vertical segregation (data concerning careers and roles of power within RPOs),
- intersectionality (data concerning age, ethnicity, sexual orientation, where applicable etc.).

The already existing gender-disaggregated data usually monitor gender dynamics that, for some institutions, are already visible and officially recognised. The first experience of collecting sex-disaggregated data for these institutions could be unsatisfactory since most of them should already be known.

However, data collection according to EU standards allows an important exercise of possible comparison with the other RPOs sharing the same set of indicators to detect the degree of progress toward GE across institutions.

In LeTSGEPs, we conducted thorough research in order to be able to share as many EU indicators as possible among partners, but we found some problems in sharing indicators between universities and research centres.

It shall also be pointed out that although the common indicators are helpful for comparison among RPOs, more is needed to capture the reality and specific features of each RPO, and complementary indicators should be developed. For this reason, the following list of indicators must be considered as reference.

> **BOX 11: A minimum set of sex-disaggregated indicators whose data every University (Research centres only partially) should manage to collect by the first GEP[GB] year:**
>
> - Students enrolled in tertiary education by sex and field of education
> - Women among doctoral graduates by field of education
> - Women among doctoral graduates by narrow field of education (STEM)
> - Women among researchers by field of R&D
> - Women among researchers in the higher education sector by age group
> - Proportion (%) of men and women in a typical academic career, students and academic staff (Complex index)
> - Proportion (%) of men and women in a typical academic career, students and academic staff in STEM (Complex index)
> - Proportion (%) of women among academic staff by grade and total
> - Glass Ceiling Index
> - Proportion (%) of grade A staff among all academic staff by sex
> - Proportion (%) of women among grade A staff by the main field of R&D
> - Proportion (%) of women among grade A staff by age group
> - Proportion (%) of women head of institutions and boards (members and leaders)

Planning every year an increasing development of new gender data offers the possibility of also providing evidence of the hidden gender stereotypes that mainly influence gender inequalities and that very rarely may be detected in the first year of GEP[GB]. Such an effort should involve both quantitative and qualitative data.

As for *quantitative data,* they can be taken from administrative sources or collected through surveys. One can deepen the collection of already available gender data that the statistical systems have ignored because they were conceived for different purposes. It happens very often that there are quantitative gender data sets hidden inside RPOs' administrative cycle that have never been processed with a gender perspective before. Well, thanks to mnemonic codes or gendered name-recognising algorithms, they may be used. However, as is often the case in the application of GB, a collateral effect is the design of new surveys and/or the use of existing data sets to acquire a gender-sensitive system of indicators. The different indicators can then lead to synthetic indicators to evaluate GE achievement within RPOs compared to enacted policies.[7]

Qualitative data from questionnaires, interviews, or focus groups are essential to uncover hidden gender stereotypes and unanswered questions. They may be developed year by year and may focus on different issues but, above all, it is of the utmost importance to define the unsaid and unmeasured impact of reproductive and unpaid work on RPOs' human resources, whether it is a real impact, concerning children or elderly caregivers,

. . . .

7   This is the case of different measures of GE within the organization available in the literature amongst them IDEM index (https://idemindthegap.it/) that has been recently also applied to RPOs.

or a supposed and potential impact, which often influences decisions and leads to gender inequalities and discrimination.

BOX 12: The importance of surveying conscious and unconscious bias

A survey on conscious and unconscious gender bias was developed by the LeTS-GEPs project, specifically by CY, in collaboration with Unimore, involving the six implementing partners and 905 participants (academic, technical and administrative staff) who filled in the questionnaire. It included several questions to measure gender differences in the subjective perception of working conditions; work-life balance; traditional gender roles; and the personal evaluation of possible GEP[GB] policies and measures. Moreover, a gender-career Implicit Association Test[8] (IAT) was included in the above questions to assess unconscious gender bias.

In general terms, the survey showed a higher perception of gender inequality among women, which may also depend on the age distribution of women (younger women might be more aware of gender inequality, while a longer history of gender inequality might desensitise older women).

On average, women perceived that tasks and resources are more efficiently allocated to men, and the gender difference in scores is statistically different from zero for both academic and non-academic staff. The highest level of gender disagreement was found in other items for academics and non-academics. Academic women perceive that it is much easier for their male colleagues to obtain a permanent contract; non-academic women perceive that their colleagues have easier access to informal circles of influence. On the one hand, women in all sectors feel that most office spaces, wage bonuses, job positions and promotions are more easily allocated to men. On the other hand, men perceive that these resources are obtained by both men and women with similar ease.

A similar gender perception imbalance is also found when considering the possibility of declining teaching and/or administrative duties or being chosen for representative roles. These results were consistent across countries. The fact that women have a lower percentage of senior positions than men and do not share the same perception of inequality may be critical to resolving the leaky pipeline phenomenon. Secondly, the IAT results show that all RPOs exhibit a slight to moderate bias against gender roles. In particular, female respondents were significantly more biased than male respondents. On average, the positive score for both men and women indicates a stronger association between masculine-sounding names and (negative) career attributes.

For men, the score is between 0.15 and 0.35, meaning that a slight association between the two concepts is in place; while for women, the score is higher than 0.35 (in absolute value), indicating a moderate to severe association.

8   https://implicit.harvard.edu/implicit/user/agg/blindspot/indexgc.htm

All together, these results were an incentive for the six LeTSGEPs implementing partners to implement measures that address gender bias to ensure balanced gender representation at decision-making levels and that improve work-life balance to reduce burnout syndrome and positively affect career satisfaction. Other results of the survey are available here[9].

Get inspired by LeTSGEPs' partners!

UNIME: Three primary actions were used to diagnose the UNIME situation:

1. an examination of the institution's gender-based policies;
2. data gathering on the gender distribution of the various stakeholder groups (i.e., students, researchers, and professors);
3. a survey on conscious and unconscious gender bias.

To provide a complete picture of the existing and increasing gender inequalities, collecting administrative data was essential. As a renowned management proverb goes, "If you can't measure it, you can't manage it". In this sense, even though the complexity of gender issues is not entirely quantifiable due to time lags and intangible aspects, obtaining data on final results (such as the percentage of women over men in different categories) allowed the UNIME team to identify the most obvious gender gaps and issues. Benchmarking the institutional results with the national and European correspondent indicators also helped.

UT: Our main actions to diagnose the UT situation through the GE lenses were:

1- Examination of the UT gender-based policies and regulations. In this context, the following was identified:
- There are missing institutional policies and structures to promote GEPs.
- There have been no actions/measures so far to develop GEPs.
- Few data are available to monitor the situation with gender lenses.

2 - Administrative and statistical data analysis.
- Looking at the composition by gender along the academic career path from the position of student, passing through the research doctorate to becoming a researcher (C), associate professor (B), and full professor (A), the effect of the so-called leaky pipeline was easily recognised. Women represent the majority of students and academic staff of UT. In the later stages of their careers, the presence of women progressively diminishes. The presence of women in the leading position at UT is lower compared to the presence of men, although the number of women among academic staff and students was higher compared to men.

9   https://letsgeps.eu/2022/05/letsgeps-paper-from-icgr-conference-n-2-of-5-gender-differences-in-burnout-syndrome-and-perceptions-of-gender-equality-in-rpos/

3- Qualitative data analysis based on a qualitative project survey on conscious and unconscious prejudices for academic and non-academic staff of UT identified that gender related aspects are not included systemically in the teaching content and research work; women face a higher burden in terms of housework and family responsibilities, and there is a greater imbalance between work and family/social life; in addition, there are other issues which are reflected in the measures and activities of our first GEP[GB].

ICM: Developing a set of indicators is a fundamental part of GEP[GB]. ICM GEP[GB] incorporates a monitoring and evaluation system based on a set of indicators that will allow the measurement of the GEP[GB] achievements at various levels. It integrates indicators in accordance with EU standards and shares them with the RPOs of the project, which will allow an important exercise of possible comparison in the degree of progress in the direction of GE across institutions as well as the identification of the most appropriate strategies for its achievement (good practices).

However, although the common indicators may help make it possible to compare RPOs, they remain insufficient for capturing the reality and specific characteristics of each one of the RPOs, and complementary indicators should be developed. The development of these new indicators should respond to the areas of intervention defined for the GEP[GB] and the results expected for each of them, in accordance with the measures designed. Indicators make it possible to measure outcomes and guide the achievement of these results.

It should be remembered that the integration or design of any indicator depends on the access to sex-disaggregated data that allow the indicator to be valued.

2.2.4. Context Analysis

A comprehensive and concrete GE context analysis in RPOs, based on the analysis of sex-disaggregated data, lies at the core of every good GEP[GB].

Only a detailed assessment of the inequalities existing in the organisation - including possible background factors - allows for the correct identification of the fields where there is a need for action, the kind of measures that may be effective to counteract the inequalities and the way the money of RPOs' budgets is used under the GE perspective. Last, but not least, it makes it possible to evaluate the efforts in GEP[GB].

The GE context analysis is essential to start with a GEP[GB], but it also serves different purposes:

- offering a picture of the existing GE situation in RPOs, that is a starting point for reform actions,
- by offering a picture of the existing GE situation in RPOs, it provides a starting point for reform actions,

- identifying different needs of stakeholders at all stages of the policy and budget cycle and their potential, actual and expressed demand for interventions,
- outlining new objectives and perspectives of change in the GEP process through interventions to respond to the stakeholders' needs,
- estimating the financial resources needed to support and develop the planned interventions, recognising that programmes and budgets can have different effects on women and men,
- targeting the beneficiaries of such interventions,
- monitoring if such interventions and the results they achieved meet the initial aims and objectives, also involving the viewpoints of women and men with a participatory approach.

Since gender inequalities are deeply rooted in the often neglected segregation between paid work and unpaid work (i.e., productive and reproductive life), the main objective of gender context analysis is that of a truth-telling exercise which shows and describes the relations of interdependence that occur among these two domains, influencing gender inequalities at any level and in every aspect of life as well as different target groups capabilities, and that mainly affect the different career paths of female and male researchers and employees, in addition to the unbalanced research opportunities they may have. Gender inequalities observed in other areas of knowledge are also affected by pre-labour market discrimination and stereotypes related to the observed gender segregation in different fields for students and researchers, showing a visible impact on career perspective by gender.

> **Box 13: The added value of adopting the capability approach to the context analysis**
>
> To adopt an innovative perspective in context analysis, it would be advisable to experiment with the capability approach. It systematically goes through the list of RPOs' capabilities and decides the level of attention required (i.e., high, medium, low), the kind of stakeholders mainly engaged in the capability as direct beneficiaries or agents of change, further capabilities indirectly involved, questions that need to be answered, gender data that might be useful, and departments that could release such data.
>
> RPOS must define a tailored list of capabilities, preferably with the support of a participatory process,[10] and give them a level of importance depending on their specific relevance to RPOs' GE strategy and stakeholders' contributions. Such a flexible process with constant negotiation among institutions, stakeholders and the team in charge of gender context analysis on what is essential about gender perspective and equality within RPOs fosters a year-by-year transformation, thanks to its permanent review and collective and shared approach.
>
> An example of how to plan gender context analysis is provided in the following table for five RPOs' main capabilities.

. . . .

10 A participatory approach involving university students to detect the capabilities to be analysed in two universities in GB has been followed by Addabbo, Galvez-Munoz and Rodriguez- Modrono (2015).

Figure 5: How to plan gender context analysis by capability

Main Capability Analysed	ACCESS TO KNOWLEDGE	
Indirect Capabilities	**Access to resources and services, Travelling, Live and work in secure place, Live in healthy environment.**	
Level of gender relevance	High for Universities, Low for Research centres	
F/M Stakeholders beneficiaries	Students	
F/M Stakeholders to involve	Students, researchers, professors, adminstration, board members	
Department	Students' administrative office; Rector's delegate to teaching activities, Teachers-Students joint commissions	
Questions to be answered	- How many men and women study in our RPO? - F/M in which field of Education? F/M in Stem? - F/M retention rates? - F/M grades? - F/M average duration by which degree is awarded? - F/M expectations and needs for the future?	
Gender data available	Students enrolled in RPO by sex and field of education (focus on STEM) Students' Grades by sex and field of education	
New Gender data required	Survey: anonymous questionnaire for students by sex on impact of gender stereotypes on their capability of knowledge, travelling problems for non-resident students, expectations and needs for the future	

Main Capability Analysed	ACCESS TO WORK AND TO BUSINESS	
Indirect capabilities	**Access to Knowledge, Access to resources and Services**	
Level of gender relevance	High for Universities, Low for University centres	
F/M Stakeholders beneficiaries	Students, graduates, PhD students	
F/M Stakeholders to involve	Students, researchers, professors, adminstration, board members	
Department	RPO's placement bureau, Rector's delegate university-business	
Questions to be answered	- How many F/M find a job within 3 years after degree or PhD in our RPO? - F/M in which field of Education? - Is the job consistent with level of education F/M? - Is the job consistent field of education F/M? - Is there a gender gap in wages by field of education?	

Gender data available	Job Placement rate by Sex
New Gender data required	Job Placement rate by Sex and by field of education, level of education, type of contract, pay

Main Capability Analysed	ACCESS TO RESEARCH
Indirect capabilities	**Access to knowledge, Access to career, Caring for oneself and others, Travelling**
Level of gender relevance	High for universities and research centres
F/M Stakeholders beneficiaries	Students, doctoral graduates, researchers, professors
F/M Stakeholders to involve	Students, doctoral graduates, researchers, professors, administration, board members
Department	Research Department
Questions to be answered	- How many F/M are researchers in our RPO? - F/M In which field of research? - How much do F/M publish? - How many F/M in citations? - Do F/M have the same researching opportunities? Conditions?
Gender data available	Women among doctoral graduates by field of education, Women among doctoral graduates by narrow field of education (STEM); Women among researchers by field of R&D, Women among researchers by age group Women among researchers by type of contract
New Gender data required	Survey: anonymous questionnaire for researchers by sex on gender stereotypes, obstacles to career, number of citations, coauthorship, relationship with Grade A professors, difficulties in carrying out research activities, time budget.

| Main Capability Analysed	ACCESS TO CAREERS
Indirect capabilities	**Access to research, Caring for oneself and others, Travelling**
Level of gender relevance	High
F/M Stakeholders beneficiaries	Doctoral graduates, researchers, professors, board members
F/M Stakeholders to involve	Students, researchers, professors, administration, board members
Department	Human Resources Department, Rector's delegate for equal opportunities

Questions to be answered	- How many F/M in each career step? - F/M in which field of Education? - Is gender inequality in career due to generational delay? - Are there F/M differences in research team leaders? - How many F/M in grant awards? - How many F/M in citations?
Gender data available	Proportion (%) of men and women in a typical academic career, students and academic staff, (Complex index) and by STEM Proportion (%) of women among academic staff, by grade and total, Glass ceiling Index Proportion (%) of grade A staff among all academic staff, by sex, Proportion (%) of women among grade A staff, by main field of R&D; by grade A staff, by age group, Proportion (%) of women on head of institutions and boards (members and leaders)
New Gender data required	Detailed statistics on publications, by sex Detailed statistics on grant awards by sex Detailed statistics on citations by sex Survey data: anonymous questionnaire for researchers by sex on gender stereotypes and discriminations in career advancement.

Main Capability Analysed	**CARING FOR ONESELF AND OTHERS**
Indirect capabilities	**Access to Research, Access to Career**
Level of gender relevance	High
F/M Stakeholders beneficiaries	Researchers, professors, administration, board members
F/M Stakeholders to involve	Researchers, professors, administration, board members
Department	Human Resources Department
Questions to be answered	- How many F/M researchers and professors are caregivers? - N° Children? N° Elderly? Age? - F/M Parental leaves take-up rate - Do F/M time budgets account for research/paid and unpaid domestic and care work? - Do F/M have the same time at disposal for research? - Can they afford paid care work? - F/M job sharing/part-time/teleworking to reach a better work-life balance - Do they have caring services at their disposal?
Gender data available	Payroll data on allowances for dependent children as a proxy of the presence of children. Data on the take up of parental leave.

Source: our elaborations

After the first phase of GEP^{GB} start-up, a good context analysis is essential to support all other RPOs' performance cycle steps that may be summarised as planning, budgeting, implementing, and auditing.

Figure 6: Gender Context Analysis within the RPO's Performance Cycle

55
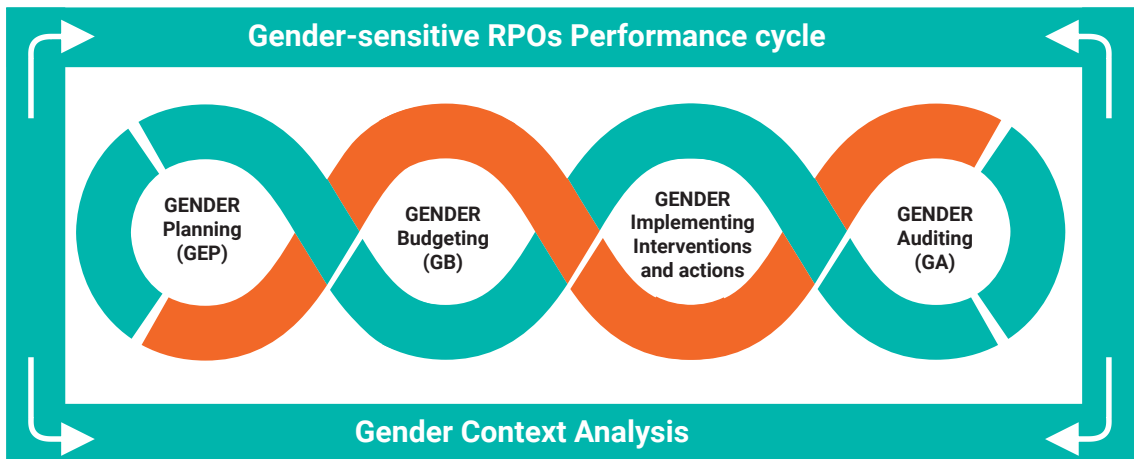
2.2.5. GB Analysis within Context Analysis

The Gender Budgeting tracking and reclassification in the context analysis is the starting point to introduce the financial gender perspective in GEP^{GB} along the RPOs performance cycle.

When an RPO plans interventions for the following year, the definition of the political choices and the budget preparation represent the most relevant steps in the decision-making process regarding all the administered intervention areas, including the gender-sensitive ones. When the budget is approved, the final commitments are undertaken according to the available resources, their allocation and their recipients.

The management and implementation phases, as well as services, interventions and activities, represent the follow-up phase of the budgeting step.

> **Box 14: What Budget documents should be analysed from the gender perspective?**
>
> In general terms, the budget structures of RPOs refer to the countries' laws and are drawn up in compliance with the regulations in force. Despite countries' different rules, all RPOs' budgets must always accurately and comprehensively represent the accounting and financial aspects of the activities performed.
>
> Therefore, RPOs' accounting systems always provide possibilities for detailed and in-depth analysis of accounting items, with broad articulation and codification.
>
> A typical accounting rule, despite the different countries' regulations, is the double key of representation in the yearly **organisational financial statements**: the balance sheet, which is a snapshot of RPOs' financial conditions at a due date, and the statement of profit and loss, that is financial statements that show the revenues and expenses^{GB} incurred during a specified period.

Both the balance sheet and the statement of profit and loss are developed every year, both at budgetary and auditing levels, and to be truly efficient and effective, the gender perspective analysis should be developed at both these levels too, even if the auditing phase is more technical and therefore easier to implement. However, the budgeting phase, concerning a decision-making process and a 'political approach', undoubtedly requires a stronger institutional will to be pursued.

Although both the balance sheet and the **statement of profit and loss** offer the possibility of a gender perspective analysis, it is advisable to focus on the latter. The balance sheet represents a financial perspective, mainly referring to accounting management. At the same time, the statement of profit and loss explains what has been done during the year regarding revenues and expenses. It has, therefore, a direct connection with the decisions made during the year following the GEP, in case an RPO already has one, or following an RPO's strategic plan if the RPO has not developed it yet.

Financial statements aim to provide a correct picture of accounting scenarios, the **classification** criteria of which are conceived to give evidence of the accounting nature of the item and therefore do not allow an overview of the most relevant items in terms of gender. Above all else, it should not be forgotten that accounting criteria are meant to measure the means and do not give evidence of the unsaid impact of reproductive work or gender stereotypes.

Therefore, to achieve transparency in the interpretation of the gender issues within the financial statements, a **budget tracking and reclassification system must be developed** concerning both revenues and expenses within the profit and loss statement, as well as assets and liabilities (in case the reclassification of the balance sheet is preferred), according to the different objectives that may represent (Addabbo T., *et al.* 2021a):

1. A **gender scale of priority** that identifies budget areas directly relevant to gender issues, areas indirectly relevant to gender issues, environmental areas and neutral areas

2. A **capability analysis** which reflects the same capability analysis already developed to classify stakeholders and to develop the gender context analysis.

To develop such a tracking and reclassification system, it is necessary to select the most detailed accounting item which makes it possible to better identify its gender impact concerning revenues' contributors or expenses' beneficiaries and then aggregate it with a gender classification code with a bottom-up process. Depending on the different countries' accounting rules or RPOs' management accounting control systems, the base unit for gender accounting may - for example - refer to cost centres, responsibility centres, and project accounting. This account of gender classification is only due for the first year since all the following gender budgets will only require an accounting update, always using the same gender reclassification code according to the two main reclassification objectives.

1. The **gender scale of priority** represents the intervention areas that have a higher impact on GE, starting from the most relevant ones under this point of view.

As suggested by Sharp (2003), among others, and concerning the tracking methodology adopted by the EUCOM for its own Gender Budget project, four primary areas of 'relevance' to gender may be identified and adopted to tag and then reclassify the RPO's budget with a gender perspective: 1. The **gender scale of priority** represents the intervention areas that have a higher impact on GE, starting from the most relevant ones under this point of view.

Figure 7: The tracking methodology for the GB of the EUCOM Multiannual Financial Framework

SCORING	CRITERIA
Score 2	Improving gender equality is the main objective of the intervention, without it the intervention would probably not be undertaken.
Score 1	Interventions having gender equality as an important and deliberate objective but not as the main reason for the intervention.
Score 0	Not targeted interventions, which do not contribute significantly towards gender equality.
Score 0*	Interventions, which can have an important impact on gender equality but where the actual impact is yet unclear, due to, for example, the absence of an assessment of the gender equality perspective in the design phase, or the absence of data allowing a more detailed assessment of the effects of the intervention.

Box 15: How to implement a gender analysis of RPs' expenditures with the EUCOM tracking methodology[11]

a. Gender Targeted revenues and expenditures: EUCOM Code Score 2: "Improving gender equality is the main objective of the intervention; without it the intervention would probably not be undertaken."

*The areas directly relevant to gen*der issues represent activities expressly targeted and aimed at equal opportunities and overcoming inequalities between women and men. For example, it is possible to include within this kind of items: grants obtained for projects on gender issues, sponsorships gained to develop research on gender studies, expenses for events concerning GE, grants or awards for female students, expenses for tutoring or mentoring assistance aimed at improving women's leadership, services to prevent sexual harassment, expenditures related to the activities of the equal opportunity committee, etc. Usually, these areas represent a tiny part of the overall budget. They often do not exceed 1% of total revenues or expenses. Still, they are important not at a quantitative level but at a qualitative level since they show an RPO's interest and attention to GE.

. . . .

11 https://commission.europa.eu/strategy-and-policy/eu-budget/performance-and-reporting/mainstreaming_en#gender

b. Gender Mainstreaming revenues and expenditures. EUCOM Code Score 1: "Intervention having gender equality as an important and deliberate objective but not as the main reason for intervention".

Within the Gender Mainstreaming revenues and expenditures, it is advisable, concerning the EUCOM tracking system, to adopt two different subcodes that distinguish different natures of expenditure and for which other tools of analysis for their gender impact are needed:

The areas indirectly relevant to gender issues are the areas of intervention whose impact refers to aspects indirectly connected with gender differences, even if they are not expressly addressed to women or men. Examples of accounting items concerning this area may be revenues for projects concerning social studies, all personnel costs of any level, expenses for childcare facilities, outplacement services, etc. Usually, every accounting item connected to beneficiaries or contributors identifiable as females or males is classified within the areas indirectly relevant to gender. Also, expenditures that can impact variables having a potential GE effect fall in this category, like expenditures devoted to childcare facilities or flexible work arrangements that can help primary caregivers to balance work and family life, can be computed in the scheme.

The environmental areas include areas of intervention in which the gender mainstreaming approach is constantly taken into account concerning environmental variables that may influence women's and men's capabilities, even if it is not possible to measure the impact in terms of specific contributors or beneficiaries since they refer to an RPO in general terms.

Examples of accounting items, in this case, may be: grants either from ministries and other central or local authorities or from public or private entities without specific spending constraints, the purchase of consumables for laboratories, the purchase of books, magazines and bibliographical materials, etc. In these cases, the gender impact may be esteemed with revenue or cost-sharing according to the female-male (F/M) general target (e.g., costs for consumable laboratories may be shared based on F/M that work in them).

c. Gender Blind revenues and expenditures: EUCOM code Score 0: "Not targeted interventions, which do not contribute significantly towards gender equality".

The neutral or gender-blind area represents RPOs' activities with no evidence of financial items that may be measured with gender impact indicators. This area, concerning the gender mainstreaming theory, should not exist. However, in some cases, the link to the gender impact is weak or refers to previous years, and it is impossible to give evidence of it. This is the case, for example, of amortisation, depreciation, financial income, interests, and other financial charges.

> The tracking methodology offered by the EUCOM provides a second code for the tracking and reclassification within the gender-blind area, the 0* code.
>
> > d. EUCOM code Score 0*: *"Interventions, which can have a significant impact on gender equality but where the actual impact is yet unclear, due to, for example, the absence of an assessment of the gender equality perspective in the design phase, or the absence of data allowing a more detailed assessment of the effects of the intervention."*
>
> This code may be very useful to tag the revenues and expenditures on which RPOs cannot achieve a gender analysis yet but mean to do it in the following round of GEP[GB].

2. *The capability analysis reflects the same capability analysis already developed to classify stakeholders and to develop the gender context analysis*

At a more innovative, advanced, and sophisticated level of analysis, the gender scale of priority may be further detailed with the capability analysis (Addabbo *et al.*, 2010), which directly links to the stakeholders' capability classification and related analysis of context. In the budgeting/auditing phase, this classification offers an accounting perspective on the economic weight that RPOs recognise for the different capabilities in general terms. Using gender quantitative indicators related to contributors and beneficiaries according to the context and implementation analyses makes it possible to split the total amount for each capability by gender. An item of expenditure can refer to more than one capability, and, in this case, it is distributed according to the programme's impact on the different capabilities involved. A general and comprehensive reclassification of the budget with the capability analysis will show the main capability concerning the accounting item, while a specific reclassification for each capability will allow giving evidence to the multidimensional dimension also including the other secondary capabilities included (e.g., the items mainly referring to the capability of research also have an impact on the capability of access to career and on the capability to self-care and care for others). This kind of second level of capabilities' reclassification is helpful to evaluate the multiple gender effects on the capabilities of the revenues and expenses.

The matrix for reclassification resulting from this double level of reclassification should look like the following table.

Figure 8: General Matrix on the Overall Budget:

Tracking Methodology	Example of Capabilities	F/M Stakehold-ers involved	Department to refer to	Example of Revenues accounting items	€	Example of Expenses accounting Items	€
Score 2 Score 1 Score 0* Score 0	Access to knowledge	Students, Professors	Students' Department	Grants from public institutions for teaching, University tuition fees and dues due by the students	000	Personnel Costs for Teaching Students support costs	000
	Access to work and business	Students	Ouplace-ment Department	Grants from public institutions for students' outplacement	000	Costs for ouplacement activities	000
	Access to research	Doctoral graduates, researchers, professors	Research Department	Grants from public institutions, private entities and sponsors for research	000	Personnel Costs for research	000
	Access to careers	Doctoral graduates, researchers, professors, members of board	Board, Human Resources Department	Grants from public institutions, private entities and sponsors for gender empowerment and career advancement	000	Costs for the members of board	000
	Caring for Oneself and others	All stakeholders	Board, Human Resources Department	Revenues for projects on facilities for personnel caregivers	000	Caregiving facilities, Expenses for smart working	000

Source: Our elaboration

While analysing the gender impact and developing the budget analysis method, it is always important to keep a double point of view on the GE relevance, concerning an **individual level of GE and a collective level**. For instance, while analysing the budget for Grade A professors, it is essential to provide evidence of the per-capita gender differences (i.e., is the average earning of a female Grade A professor different from a male Grade A professor? If yes, why?). Still, it is also essential to assess the total gender differences (i.e., how much are the budget personnel costs for Grade A professors

split between female and male professors?). In the latter case, fewer Grade A female professors will unveil the financial unbalance in women's career progression. It will reflect gender inequality from a systemic and collective perspective.

Another point to refer to while planning the methodology of gender budget analysis concerns the evaluation of the **margins for change**. For instance, it could take years to change the gender balance among Grade A professors significantly. This can be related to the availability of ministerial funds to call new professors Grade A in a given structure and the presence of women professors qualified in a given area. During the planning and budgeting phase, this awareness will contribute to setting realistic objectives of change and planning short-, medium- and long-term goals to be achieved according to the different timing due for change.

Box 16: A Gender Budget Analysis of Earnings: the hidden impact of Academic Housekeeping on Women

Academic housekeeping is any task that is 'low-status, time-consuming, largely invisible, and that nevertheless needs to be done' (Kalm, 2019) in the academic daily business. It is often a source of gender inequality since it is primarily ascribed to women.

Money and time are two sides of the same coin of gender inequality in academia. Therefore, they must be identified and managed holistically, recognising their interconnections.

Therefore, the results chain of the performance-oriented budgeting approach helps describe the transformation of the budget for salaries into the value of researchers' work through time, activities, products, and results.

Figure 9: The Value Chain of GB for Academic Housekeeping
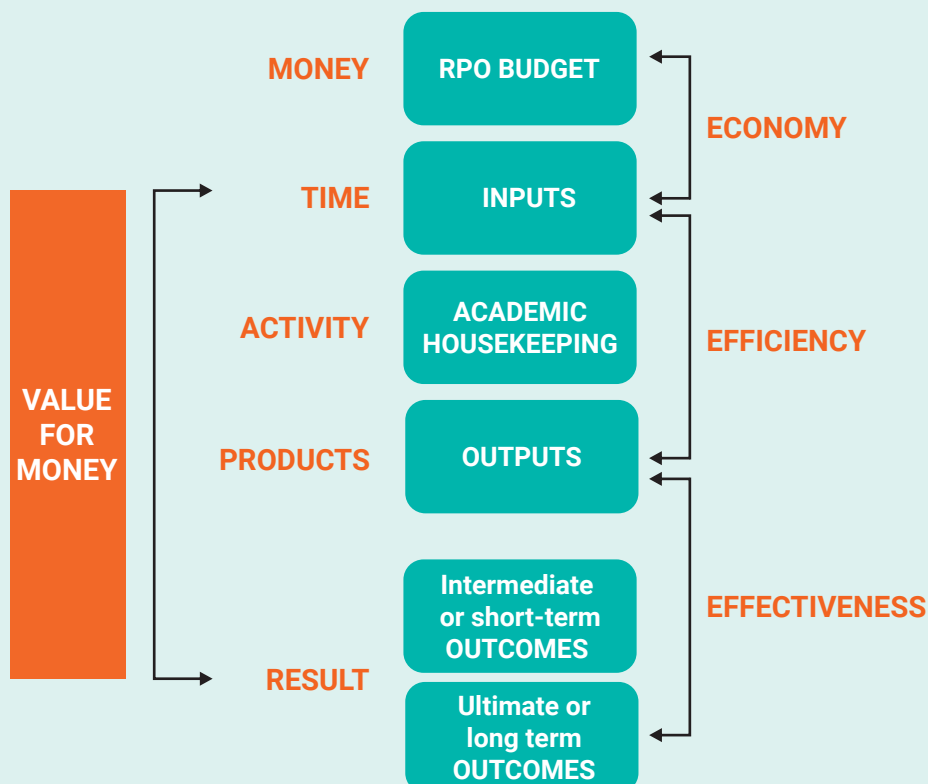
Source: Our Elaboration on Sharp R., 2003

In this process, academic housekeeping emerges as a matter of GB.

Literature (Kalm, 2019 and Heijstra *et al.*, 2017) describes academic housekeeping as an inequality regime echoing the domestic sphere and bringing its biases and limitations to the scientific race of competitiveness. Housekeeping tasks are primarily assigned in an arbitrary manner and with unintentional side effects. Their negative gender impact on women's careers is also clearly recognised by four primary studies, in every field and with further intersectional spillovers.

However, the need to include women in salient committees can overburden them as long as the total employment of women still falls short of desired levels. Therefore, GB reports in academia must embed a gender impact assessment of academic housekeeping in every step of the primary methodologies adopted: Identity, Context Analysis, Planning Analysis, Budget Reclassification, Implementation and Performance Audit.

Get inspired by LeTSGEPs' partners!

MPI-BI: The following Gender Budgeting indicators were considered and discussed by members of the LeTSGEPs **MPI-BI** Working Group: comparison of functions/tasks with salary group; performance bonuses; retention bonuses; salary upgrades ahead of the regular schedule; upgrades of salary groups; overall budget of Principal Investigators; starting salary of Postdocs; amount of assistance for each scientist by student assistants, technical assistants or animal caretakers; budget for procurement per scientist; PhD students per Principal Investigator; amount of test animals/cage space being granted; distribution of lab space; availability and usage of technical equipment and rules on how to access these resources; number of conference participations, trainings or research trips being paid for; third-party funding raised per scientist, also in relation to the gender of their PI; budget being spent for GE measures in comparison to overall budget; working conditions of staff in lowest pay groups; percentage of service jobs being outsourced to private companies; time usage: prestigious and career advancing tasks vs. low-status and invisible tasks; consideration of gender aspects in research and possible impact of research results on GE and the process of and participation in decisions about budget. Some of these indicators were discarded because, from the experience of the Institute members, they were not promising in terms of showing relevant results, for others a trial run was done, and a preliminary set of data was collected to find out whether the results were interesting enough to do a comprehensive collection of data. That is how the indicators for the final analysis were identified.

2.3. STEP 3: SETTING UP A GEP^{GB}

> **Box 17: Step 3 – Setting up a GEP**
> - Promote broad participation when designing the GEP
> - Establish specific, measurable, attainable, realistic and time-related objectives, targets and measures
> - Identify a logic model
> - Get inspired by other organisations
> - Identify and use resources and anchor points for GE
> - Establish the time frame of the GE plan and a timeline for its implementation
> - Agree on clear staff responsibilities for each measure
> - Build alliances and expand your network
> - Start thinking about sustainability
>
> Source: EIGE, 2022a p. 39–41

Based on the results of the context analysis, RPOs may outline their first GEP^{GB}. In this step, adopting a participatory approach is of the utmost importance.

GEP^{GB} should be designed in a participatory process right from the start, and in this process, different stakeholders should be involved, both directly and indirectly (depending on the stakeholder profile). This would create a sense of belonging that helps RPOs to overcome challenges and resistance throughout the process.

During the GEP^{GB} development phase, target groups should participate in focus groups, workshops, group discussions, interviews, written feedback circles or one-to-one meetings with the team and/or person responsible for developing the GEP^{GB}. In this way, the GEP^{GB} may represent the diverse needs and situations in the different areas of each organisation and promote a bottom-up process.

The process of designing the GEP^{GB} is made up of 5 phases:

1. Analysis and Definition of RPOs Specific Focus

The previous context analysis of the data shows where there is a need for action in a specific RPO. It provides evidence of the causes of inequalities. It leads to identifying RPO-specific fields of action and the topics and objectives a specific RPO focuses on in GE.

2. Identification of Action Fields

The data analysis identifies the fields of action in which GE problems exist in the RPO. For example: balancing work and family life, reducing discrimination through increasing gender awareness, structural anchoring of GE, and correcting under-representation

of female scientists through gender equitable recruitment and development of personnel. Fields of action are not objectives. They merely indicate the areas where there is a need for improvement.

> **Box 18: The Fields of action adopted in LeTSGEPs**
>
> All LeTSGEPs institutions have introduced GEP interventions in the five recommended thematic areas of the EU Commission (2021, p.6):
>
>   1. GE in recruitment and career progression
>   2. Gender balance in leadership and decision-making
>   3. Integration of the gender dimension into research and teaching
>   4. Work-life balance and organisational culture
>   5. Prevention of gender-based violence, including sexual harassment
>
> Two of the partners have also planned interventions in other areas, such as:
>
> • Gender-inclusive institutional culture
> • Gender Budgeting and remuneration policy
> • Inclusive and non-sexist communication
> • Non-scientific staff

3.   *Definition of Objectives*

In contrast, the definition of objectives clearly defines what is to be achieved both from a quantitative and qualitative point of view. For an objective to be achieved and recognised as achieved, it has to be **SMART,** according to the Gear Tool step-by-step Guide (EIGE, 2022a)

• **S** = Specific Objectives are clearly defined
• **M** = Measurable Objectives (criteria)
• **A** = Attainable
• **R** = Realistic
• **T** = Time related

RPO specificity is measured, among other things, by how ambitious the objectives are. In addition, the conceptual design of the measures shall also be sufficiently ambitious. The planned measures should be new, newly developed, well-established, and successful. The latter can be proven by evaluation.

4. Design of corresponding measures to achieve GE objectives and integration of GB

Measures can be designed in a variety of ways. Three types of measures can be identified:

- Personnel or individual measures that provide relief or support for individual persons or groups
- Culture-changing measures that affect collective awareness and work culture
- Structural measures that intervene in the organisational culture and change existing structures through institutional regulations.

While individual measures aim to make individuals fit for the existing system, cultural and structural measures can potentially effect lasting change in a system's framework conditions and rules.

> **Box 19: How to Design GEP^{GB} Measures in detail**
>
> LeTSGEPs partners successfully experimented a template (*Template for the Detailed Description of the GEP*) to design measures and support the finalisation of the institutional GEP^{GB}. This template is intended to guide the implementing partners through the design process of every measure integrated into the GEP^{GB}. To provide support during this process, the template asks, for example, for information on institutional objectives, key sites of inequalities to be tackled, fields of action, responsible persons involved, and resources needed, but also expected outcomes and foreseen evaluation procedures.
>
> Even though this task may sometimes be perceived as very time-consuming and labour-intensive, it nevertheless forms the basis for monitoring the implementation process that is about to start, as it also enables institutional outsiders to understand which indicators and goals underlie the individual GE measures. The Template is available in .

5. Preparation of a final draft, negotiations with the RPOs' leaderships and signature.

Once the first draft of GEP^{GB} is ready, the team in charge shall present it to the decision-makers and negotiate the measures in detail.

Finally, it is officially signed and adopted by the highest decision-making bodies and published on the official webpage of the institution.

Concerning the Horizon Europe Guidelines for GEPs (European Commission 2021b), the GEP^{GB} should be public, formally signed by the top management, and then dissemi-

nated within the institution. It should demonstrate a commitment to GE, set clear goals and detailed actions and measures to achieve them.

Get inspired by LeTSGEPs' partners!

CY: Our GEP^{GB} was designed to entirely achieve the objectives the European Commission required. In addition, it also represented an exciting opportunity to develop tools that were already in place at CY but not necessarily linked to a formal GEP^{GB}, such as communication strategies on maternity leaves, gendered data collection, etc. In this way, our GE initiatives are all gathered into a coherent and structured framework that offers a systemic approach to this issue, granting a higher gender impact.

UNIME: We focused our GEP^{GB} on five key areas due to the diagnosis results and the stakeholder engagement and participation process. Each action was then connected to a quantifiable key performance indicator (KPI) in order to track the organisational process over time and was scheduled for implementation. Actions and KPIs were created consistently with the other important UNIME strategies: the Strategy Document of Integrated Programming and the Performance Plan. The connection with these other strategic documents was pivotal to engaging stakeholders towards achieving the related targets.

ICM: The ICM GEP^{GB} was designed for four years in accordance with the national legal framework (Equality Law) and comprises 14 measures organised around eight fields of action.

These measures were agreed with the WG, and previous initiatives already being developed in the ICM as part of its commitment to GE were incorporated as part of the GEP^{GB}. The ICM GEP^{GB} articulates and integrates all the ICM actions on GE as a unique roadmap. The final version of the GEP^{GB} was approved by the Director through a letter of commitment and ratified by the Governing Board. ICM GEP^{GB} is a 'living' document, flexible and adaptative as the implementation context changes. As part of the monitoring and evaluation system of the GEP^{GB}, we planned a mid-term evaluation, the results of which have led to some adjustments in the activities to ensure the achievement of the expected results.

UT: In designing our first GEP^{GB}, we followed a logical model, considering that no changes would have been possible without an institutional change first. For this reason, we focused on making regulations changes, including gender requirements, focusing on the new UT Strategy, and creating several regulations that would lay the foundation for future changes. For example, a regulation on gender-based abuse, an entirely new document published by UT, was introduced, and several new sections were presented in other institutional documents.

After a careful context analysis, the working team then decided on the SMART objectives for the first UT's GEP^{GB}, with specific targets, actions, and measures to be implemented in a year (for the first GEP^{GB} June 2021-May 2022) and for two years in the following GEP^{GB} (June 2022-May 2024). Each action was connected to clear performance indicators and strict implementation deadlines, with responsibilities and resources indicated in the detailed document attached.

Some of the measures not carried out in the first GEP^{GB} 2021-2022 were revised and redesigned in the following GEP^{GB} 2022-2024, reflecting on the barriers and opportunities for their implementation. Among our main achievements, we were particularly proud of the measure on training on GE and GB issues for the academic and administrative staff of UT, which has been included as one of the main topics in the training programme of UT for the academic year 2022-2023, and hopefully will be a regular feature in the future.

MPG: A simple but important aspect of creating a GEP^{GB} is presenting the final draft to the RPO leadership well before any potential deadline. Even if everyone has already been involved in the design and seems OK with the content of the draft, when it comes to signing the GEP^{GB} and expressing a binding commitment, new questions and doubts might arise, so one might need another final round of negotiation and adaptation of the GEP^{GB}.

MISANU: The preparation of our GEP^{GB} was first announced at the session of the Managing Board immediately after MISANU was informed of the European Commission's acceptance for funding of the LeTSGEPs project, thus involving the highest leadership at a very early stage. Furthermore, once the first draft of the GEP^{GB} was drawn up, as the first GEP of a research institute in Serbia, MISANU's decision-makers organised meetings with the Ministry of Science and advocated for the adoption of GEP^{GB}s in other RPOs in Serbia, offering MISANU GEP^{GB} process as one of the role models, and provided training materials in the Serbian language, which were made available by LeTSGEPs project, to all interested stakeholders. This provided an additional sense of ownership and accomplishment to everyone involved in the process and strengthened the support to implement the MISANU GEP^{GB} and to keep adjusting it over time to be the best fit for the Institute.

> **Box 20: Step 4 – Implementing a GEP**
> - Involve relevant and interested stakeholders
> - Give visibility to the GEP
> - Be aware that adaptations to the GE plan may be needed
>
> Source: EIGE, 2022a

Implementation is a crucial step for the GEP^{GB}'s success since it involves a concrete approach to realise what has been planned, and it represents a test for good planning. Determination, endurance, organisation, patience, persistence, and focus are all skills that must be deployed daily by those in charge of promoting the implementation and monitoring of its progress.

If, for any reason whatsoever, the people in charge of the implementation are not the same people involved in the GEP^{GB} design, RPOs might face the major problem of identifying a unit that takes responsibility for the implementation. Therefore, defining at least a unit for monitoring and building the RPO capacity to report on GEP^{GB} advancement based on gender indicators is a significant challenge in this phase.

Those responsible for implementing the GEP^{GB} should work together with other units of RPOs, achieving a final output with the contribution of an articulated effort of RPOs' stakeholders. Therefore, the strength of the implementation process always lies in the participatory process. The workload of the implementation process shall be shared among sub-groups (i.e., one for each measure) that persons from all stakeholder groups shall make up. This is a prerequisite to the acceptance of measures.

Implementing GEP^{GB} requires the goodwill of different stakeholders within each RPO and enough resources to implement the measures themselves.

Furthermore, the implementation phase may change the expected impact of some measures due to a change in conditions or a wrong initial evaluation that does not pass the implementation test. These problems are part of the process, and, mainly during the first year of implementation, they are to be expected. However, when properly investigated, unsuccessful measures for refining the following GEP^{GB} can offer a good source of information and inspiration to improve the next implementation strategy.

Among the main problems that may be encountered while supporting the implementation process there could be:

a) *Resistance to institutional change*

In the first year, the main challenge is passing the message to the decision makers that the GEP^{GB} implementation must be 'institutionalised'.

Implementing structural changes at any institution always carries the risk of reluctance from the people involved, mainly due to the fear of uncertainty about what might happen after the changes are implemented.

Significant organisational change at RPOs during implementation may be a further obstacle. Still, it can also be seen as a chance to define new rules of organisation that may better promote and support GE.

Actions to mitigate this risk might be individual engagement strategy, training sessions and experience exchange to ensure a mutual learning process, motivation through constant communication of the project goals and awareness raising towards the GE challenge and the benefits of overcoming it, formal engagement from higher management levels, like for example, signed letters of commitment.

b) *After the GEP^{GB} design, resistance to going on with the actual implementation*

Since implementation involves many departments of RPOs - if not all - the team in charge shall expect different levels of involvement, participation and collaboration from them. Sometimes, there can be disregard, opposition, or conflict.

Particular attention shall be paid to preventing potential conflicts and identifying internal resources and opportunities for addressing resistance to upcoming changes expected during the implementation process. To prevent resistance, mitigating actions should include online and/or face-to-face workshops to ensure that a continuous internal mutual learning process is managed and emerging classes for the next GEP^{GB} are harnessed.

c) *Difficulties in the GEPs implementation due to RPOs' inexperience*

Another problem is the lack of human resources and experience, particularly in mentoring and integrating the gender dimension into research. Actions to avoid this risk include the presence of expert external mentors and appropriate training activities.

d) *Difficulties in GB implementation*

Retrieving data necessary to implement GB both in the audit phase and as part of the GEP^{GB} implementation phase can be challenging.

Finding someone with the appropriate skills to prepare for the first GB attempt could also be problematic.

Actions to avoid these difficulties include the engagement of higher management levels (i.e., signed letters of commitment), specific training on GB for RPOs' teams in charge of the GEP^{GB} process, and external expertise for training and counselling, at least for the first year.

e) *Difficulties in the collection of gender data*

Other problems in GEP^{GB} implementation may refer to cross-cutting issues involving the institution. For instance, the complexity of an organisation may make it challenging to access some data. Coordinating data collection is crucial for several measures and actions, such as GB and Gender Pay Gap. Problems with the data on wages and

salaries that would be useful for GB might arise too. Despite the formal commitment to the GEP[GB], arranging meetings with the responsible units in charge of specific actions might be problematic.

Another challenge is to find gender data to integrate the gender dimension into research content when there are research items concerning natural sciences, ICT or other fields of research that are not strictly linked to people and may therefore appear gender-neutral. Nonetheless, nowadays, the requirement that this dimension must be addressed has raised awareness on the topic, and interest may be raised with an in-depth literature analysis[12].

Get inspired by LeTSGEPs' partners!

CY: We focused our implementation process on three main topics:

1) *Developing training/awareness sessions about sexual violence, harassment, and discrimination.*

In our effort to raise awareness of sexual violence, harassment, and discrimination, we could rely on several actions promoted by the French Ministry of Research, which made the fight against sexual violence one of its main objectives thanks to a national plan and specific funding to institutions. In this supporting context, we organised seminars and training sessions for the CY mentor, members of the governance and students in collaboration with external stakeholders. More events should be scheduled when the academic year starts. This moment is considered 'problematic' because most sexual violence events occur at the student parties organised before the beginning of classes.

2) The collection of wages and salary data.

Secondly, the CY team obtained data about wages and salaries after a long negotiation with the governance. It stated that the results of the analysis would be released upon approval. This was a significant achievement for our institution since other French institutions rarely did this analysis.

3) The implementation of activities to integrate gender in research.

The GEO organised several meetings to provide researchers with the information necessary to include gender in EU-funded projects. With a specific focus on Economic studies, we also organised a webinar and a workshop on Gender Economics.

UT: As a primary purpose, our implementation process aimed to increase the participation of women in R&I and improve their career prospects. To gain this general achievement as absolute beginners, we had to take some actions at the institutional level, such as:

12   https://eige.europa.eu/publications-resources/publications/gender-research

1) *Appointing a gender focal point at the University level.*

Implementing this action needed several meetings with the Deputy Rector and the Director of Internal Services before the Gender focal point was appointed. As a new position for our RPO, our LeTSGEPs team was very involved in drafting the job description with the HR department and strengthening this role to take full responsibility for the future design and implementation of GEPs.

2) *Collecting gender-sensitive data*

This area of intervention was crucial for our RPO since, at the beginning of LeTSGEPs, we could collect gender-disaggregated data only for three indexes. After some capacity-building activities, we can now collect and report on 7 out of 13 gender-sensitive indicators.

3) Dissemination and stakeholder involvement

To strengthen our early beginner GEP^GB process, we organised several national events to promote the GEP^GB and to share our experience with Albanian stakeholders such as researchers from multidisciplinary research groups from public and private Universities, research funding organisations, agencies and others.

These initiatives were highly appreciated, especially by the National Agency for Scientific Research and Innovation (NASRI), which, following the LeTSGEPs' experience, funded another project to support GEP^GB in other universities in Albania.

4) *Integration of the gender dimension into research and teaching content.*

We took action to introduce several new chapters and topics related to gender mainstreaming, GE and GB in existing courses as a model to be followed by others.

5) *Initiatives for the prevention of gender-based violence, including sexual harassment.*

Lacking the skills and the necessary resources, we found external support (through UNDP projects) to introduce measures to prevent gender-based violence and harassment in university regulations.

6) Implementation of GB measures

In our early beginner experience, GB measures took longer to be introduced than other GEP measures since the ground had to be prepared first. For this reason, we could introduce more GB measures in the second round of GEP^GB 2022-2024 and only recently started to discuss the idea of implementing an overall GB analysis of our Institution in the near future.

ICM: One of ICM GEP[GB] best practices has been the *Engenderment of the internal funds.* This measure seeks to ensure that the granting of funds through internal competitive calls is gender sensitive. To ensure that, a verification procedure was established:

- On the one hand, the introduction of clauses in the *Framework Regulation of the Severo Ochoa funding actions* aimed at promoting GE.

Among other clauses, the following one particularly highlights: "All calls will follow equal opportunities policies, with special emphasis on ensuring that the eligibility and evaluation criteria do not introduce gender bias. All calls will feature a clause addressing the gender dimension. Endorsement and approval by the Equality Task Force is mandatory to publish the call."

- On the other hand, the review of each individual call was introduced to ensure that the conditions of participation and the award criteria would guarantee GE. This implies a prior evaluation of the gender impact of the calls according to the target group or groups and the introduction, in each call, of 'tailor-made' clauses and criteria aimed at guaranteeing equality. This means, for example, that we adopted a proportionality clause in the calls with highly feminised target groups to avoid the clause going against women for the allocation of funds.

2.5. STEP 5: MONITORING PROGRESS AND EVALUATING A GEP[GB]

Box 21: Step 5: Monitoring Progress and Evaluating a GEP

- Understand the basics of monitoring and evaluation
- Create a monitoring and evaluation strategy
- Identify quantitative indicators
- Identify qualitative indicators
- Implement your strategy and communicate the results

Source: EIGE, 2022a p. 43–45

Monitoring progress in the implementation of equality-related measures and evaluating their respective results has been defined by the European Commission as one of the four mandatory building blocks for GEPs (European Commission 2021, p. 25). This requirement underlines the importance of processual monitoring of institutional change to address the identified key points of existing inequalities within organisations.

Monitoring and evaluation provide a systematic assessment of progress towards the goals and objectives of the GEP. They help determine whether the planned measures are implemented effectively and produce the desired results. Regular monitoring and evaluation provide an evidence-based approach to tracking progress and identifying

gaps or areas needing adjustment or improvement (Kalpazidou Schmidt & Cacace, 2018). This information makes it possible to adjust the GEP[GB] to ensure that it remains relevant and effective in addressing gender inequality and promoting GE.

Thus, monitoring and evaluation provide an opportunity to learn from experiences. Organisations and change agents can refine their strategies to achieve better results and impacts by identifying successes, challenges, and lessons learned. In addition, appropriate monitoring tools offer the possibility to support reflection on institutional processes and individual processes induced by GEP implementation (Dahmen-Adkins & Peterson, 2023), which also provides an arena for facilitating knowledge sharing and capacity building within an organisation. By regularly reviewing and assessing the progress of a GEP, organisations can identify and address any barriers or challenges that may hinder the sustainability of GE initiatives.

Monitoring and evaluation must be considered an integrated part of the GEP[GB], in parallel with the planning and designing of appropriate GEP measures. This requires a sufficient commitment of adequate resources to ensure successful monitoring and evaluation work.

Some insights into the monitoring work in LeTSGEPs:

1.   Use of a dashboard for GEP[GB] implementation management

Within LeTSGEPs, a dashboard based on an Excel sheet was created and tested to monitor the implementation progress of the single GEPs in the participating institutions. This tool can be easily transferred and adapted to other institutional contexts.

For each measure, a short description needed to be provided, along with pre-defined quantitative and qualitative indicators. Further, as a reminder, the rationale behind each measure was asked for impact area(s), field(s) of action, institutional key site(s) of inequality and target group(s) to be addressed by the action, actors involved, people in charge of the implementation, implementation period, resources needed (i.e., personnel, equipment), the expected (measurable) output of the action, expected outcome of the action, and the connected evaluation procedure. All this information was already defined, in advance, in Step 3 of the GEP[GB] design process, as it is part of the detailed description to be considered for each measure. In addition, the dashboard contains a timetable in which the respective dates for the completion or duration of the individual GEP measures are transferred.

In order to systematically keep track of the implementation progress of the GEP[GB] measures, the adoption of a dashboard as a management tool to monitor and manage the progress against the GEP[GB] plan is recommended. When used over several years, the dashboard is also very helpful in providing historical and comparable information and evaluating GE's progress in RPOs. In addition, it also gives a quick overview for team members/change agents who only start GE work after GEP[GB] implementation has begun.

The template of the dashboard is available in .

2.   Monitoring input and feedback

There is some flexibility in implementing a GEP[GB] because, as mentioned above, monitoring results can lead to adjustments in the content or even changes in the GEP[GB]. What has been planned theoretically, cannot always be successfully implemented in practice. Possible changes within the organisational structure can also contribute to the need for revision.

Regular meetings, both at the level of the leading implementation leaders as well as in the broader organisation (depending on local circumstances), are a useful monitoring tool to keep track of the progress of the activities. On the other hand, they provide a space for joint reflection and exchange on the experiences made by the change agents. In this way, different perspectives can be brought in, and strategies for overcoming problems and challenges can be discussed together.

Furthermore, these meetings and the lessons learned help focus on the implementation process and transfer the lessons learned to redesign or reorganise a future GEP[GB].

Therefore, it is important to ensure that this qualitative data is recorded in a structured manner to keep this important information in mind and ensure newcomers can easily understand it. This could be done, for example, through memos, an implementation diary, or collective notes.

If needed, networking meetings with other GE practitioners on specific topics can also be helpful to facilitate inter-organisational collaboration and support.

3.   Feedback forms for the training sessions

Evaluating training sessions with feedback forms is a significant opportunity to allow participants to express their opinions about the design of the training and the content in question. They also provide a chance to ask for specific training needs of participants that might arise from the initial training activities and for an indirect questionnaire on obstacles and problems that might hold up or slow down the GEP[GB] process. The latter, in turn, can shed light on the need for potential training or coaching offers that can contribute to better implementing the GEP[GB]. The feedback forms used in LeTSGEPs were divided into two parts, a general one about the design of the training session and the relevance of the training content presented, and a specific one related to the particular content of each training module. One example of a feedback form for adaptation is available in Annex IV.

4.   GEP Reflection Workshop

Between the end of the first implementation period and the start of the design phase of the second GEP[GB], organising a Reflection Workshop with all the internal and - if applicable - external stakeholders involved in the process could be an excellent opportunity to take stock of the situation and gather suggestions, recommendations, and ideas to improve the sustainability of the following GEP[GB]. The workshop performed in LeTSGEPs was divided into two parts.

Part one of the workshop included a roundtable discussion to allow all participants to briefly explain their facilitating and challenging experiences regarding the implementation process of the GEP^{GB}.

Some of the questions discussed during the workshop might be, for example:

- In your opinion, which actions of the GEP^{GB} have been accomplished and which have not?
- What are the main obstacles that you have encountered?
- Are there changes in the GEP^{GB} that could help overcome these obstacles? Let us look at each of the problems and discuss them.
- Do you suggest any further improvements in your GEP^{GB}, for example, its structure or design?
- Do you want to include any new measures in the next GEP^{GB}?

Part two then comprised a World Café setting for exchanging ideas and discussing solutions to the challenges identified in the first part of the workshop. In LeTSGEPs, for instance, the following four topics were discussed:

1) implementing and integrating Gender Budgeting;
2) how to develop a proper engagement strategy;
3) genuine commitment vs formal commitment and real compromises vs formal compromises; and
4) strategic planning of GEP^{GB} and indicators.

The following resources on monitoring and evaluation can be found in the References section: Balthasar (2011), EFFORTI Project (2019), Equality Challenge Unit (2014), Peterson & Dahmen (2018), Wroblewski & Leitner (2022).

2.6. STEP 6: WHAT COMES AFTER THE FIRST GEP^{GB}?

> **Box 22: What comes after the first GEP?**
>
> - Start planning the next GEP cycle.
> - Revisit the *status quo* assessment carried out in Step 2.
> - Make sure that some of your GEP actions have been institutionalised and that permanent support structures for promoting GE are in place.
> - Benchmark your activities and results against those of other similar organisations.
> - Decide your priorities and actions by taking the results of the monitoring and evaluation into account.
> - Adapt your GEP to recent changes in the policy and legal frameworks at national and EU levels.
>
> Source: EIGE, 2022b

The redesign of the second GEP^{GB} marks the transition from the first to the second implementation phase. With the first implementation phase lasting roughly one year, the re-design can only be seen as a partially completed GEP^{GB} cycle with the evaluation of the whole GEP^{GB}. However, the experiences made during the first year of implementation should lead to adjustments in the following GEP^{GB} to ensure a successful and effective second round of implementation, gaining new momentum and strengthening the support of the leadership and other stakeholders with a fresh start.

The redesign should follow up on the results of the reflection workshops and, if needed, should also be supported by targeted bilateral meetings with decision makers or top management representatives.

Depending on the RPO starting point in terms of GE sensitivity and awareness, as described in Step 2, the changes in the second GEP^{GB} may be different in their extent. RPOs that started with a low knowledge of GE (i.e., early beginners) could be required to make significant changes in strategies and structures.

Other RPOs that already had a set of GE measures before the first GEP^{GB,} might need fewer and less sweeping changes. The varying levels of changes in the GEP^{GB} refinement will reflect not only differences in the development of GE measures at the start of the first GEP^{GB,} but also those other social environments and needs which emerged during the monitoring phase that was specific to the implementation phase.

Examples of possible reasons for changes in the measures of the initial implemented GEP^{GB} might be:

- changes which are necessary owing to unforeseen hindering factors or events, such as the COVID-19 pandemic or the merger of an RPO with another research institute;
- practical and time-related problems occurring in the implementation phase;
- a more efficient design of the learning experiences;
- ways of fostering a better acceptance or turnout;
- the already completed implementation of a measure.

The second GEP^{GB} could also involve additional new measures, such as:

- innovative practices in the field of GB and Intersectionality;
- a deeper context analysis context analysis to detect, for example, the origin of gender wage inequalities within RPOs;
- new and/or different training sessions tailored to the needs expressed by the stakeholders.

3

3. FINAL RECOMMENDATION FOR SUSTAINABLE AND TRANSFORMATIVE GEP^{GB} IN RPOs

Box 23: Sustainability strategies for future GEPs

- Embedding commitment to both GE and the work related to the GEP in multiple organisational structures.
- Allocating a specific multiannual budget to GE-related work that does not originate from one school or department alone.
- Focusing a GEP on changes in organisational regulations, statutes and structures and applying an approach containing a mix of measures that address gender inequalities at different levels.
- Integrating regular monitoring and evaluation structures and/or tools into a GEP.
- Test the GEP resilience and sustainability with strengths, weaknesses, opportunities and threats analysis before the GEP's adoption and launch.

Source: our adaptation from EIGE 2022a p. 69

The core of the LeTSGEPs project was developing and experimenting with a GB methodology applied to RPOs within the GEP framework supported by Horizon Europe through its guidelines and the EIGE's GEAR Tool.

This innovative approach offered the GEP process a broader perspective and new gender issues to detect since GEPs and GB refer to two different perspectives but are strictly intertwined.

GB is a tool to adopt the gender mainstreaming perspective on the whole areas of intervention of the RPO budget. At the same time, GEPs are mainly focused on measures having a specific gender impact. Therefore, GB widens the spectrum of analysis that GEPs usually adopt since GEPs measures generally concern only a minimal amount of budget resources.

In the LeTSGEPs experience, this innovative approach has proven to be transformative owing to the fact that every aspect of the Institutions could, by means of the budget, be observed through the lens of gender.

The experimentation of GB measures in the GEPs revealed how the present GEP methodology mainly focuses on the main and specific GE fields like careers, work-life balance, harassment, etc.

The GB methodology has therefore led to the broadening of the gender mainstreaming perspective and to the reflection on GE issues in RPOs that would not have otherwise emerged, such as the gender impact of Academic Housekeeping, the connections between Academic earnings, careers and the gender issues in research, the gender impact in the regulation for access and use of the RPOs' laboratories and equipment, etc.

From the LeTSGEPs experience, we have learnt that, since budgets are the trustworthy source of academic and research power in RPOs, obstacles and resistances are to be taken into account in the implementation of GB measures after the first GEP[GB] release for the years to come.

Consequently, counteracting strategies are even more critical in the case of GEP[GB]. A strong commitment by the RPOs' GE teams to exerting continuous pressure in terms of moral suasion, proposal, suggestions, recommendations, involvement, negotiation and initiatives is also needed.

Finally, in addition to the GEAR Tool recommendations mentioned above and to further strengthen them, our main recommendations for sustainable and transformative GEP[GB] in RPOs may be summarised in the following:

STEP 1: GETTING STARTED

Train and study first! Gender Budgeting analysis requires specific training, in as much as different kinds of skills are needed: experts in the financial and administration areas, those who have skills in budget reclassification, are not usually trained to evaluate the gender impact of budget items, while experts in gender issues typically lack the skills that are needed to develop the financial aspect of budgets. They are moreover often more focused on specific gender issues rather than on gender mainstreaming issues. For this reason, training on GB that includes both RPOs' administrative and GE experts is crucial.

Provide basic and advanced training sessions on negotiating skills. In the LeTSGEPs' experience, the classes on negotiation skills with a specific gender perspective were very much appreciated since there was a shared awareness that negotiation is the primary skill required to gain ambitious and transformative GEP[GB]. Role-play games, simulations and practical exercises were considered to be especially useful.

Include the top management in the GEP[GB] starting process, and fully apply the principles of transparency and inclusivity to attract adequate working group membership. Step 2: Analysing and Assessing the Status Quo in Your Organisation for GEP[GB]

STEP 2: ANALYSING AND ASSESSING THE STATUS QUO IN YOUR ORGANISATION FOR GEP^{GB}

Context analysis should always include a first GB analysis in terms of audit and expenditure reclassification to make it possible, in the following GEP^{GB} steps, to consequently adopt GB measures in the planning phase and the gender impact evaluation of the measures.

GB should always be included as an annex to RPOs' accountability reporting systems, such as, for example, SDG's Sustainability reporting.

STEP 3: SETTING UP A GEP^{GB}

GB should always be linked to GEPs. Objectives should be reported and measured by analysing the allocated resources and the impact of the expenditures related to the objectives.

GEP^{GB} should always include specific measures and resources for training. It is essential to have the RPOs personnel, both research/academic staff and technical and administrative staff, motivated, interested and above all, well-trained on gender issues and GB techniques. This recommendation arises from the experience of LeTSGEPs training sessions, which positively impacted the degree of awareness of GE and GB issues.

For early beginners, external experts should be involved in the training activities and the first year of GEP^{GB} design and implementation.

Always engage the decision-makers during the GEP^{GB} design process and adopt a soft training strategy like one-to-one meetings.

STEP 4: IMPLEMENTING A GEP^{GB}

Assign each GEP's action to a person in charge within an RPOs. An internal person in charge of a specific action shall be identified to ease the implementation and monitoring process.

Always disclose defeats and failures in the GEPs' implementation process. Acknowledging weaknesses, losses, and failures in the implementation process is crucial in supporting transformative change in RPOs for GE. This 'negative part' is not present in the first GEP's design since it only represents a 'positive' starting point. During the following implementation process, pointing out what did not work and why, who was responsible for it, and how obstacles and delays were faced is of the utmost importance to support the following editions of GEPs properly, as is identifying the people who are accountable for delays or denials, in order to take action through initiatives of moral suasion.

The participation of stakeholders should also be activated and stimulated during GEP^{GB}'s implementation phase to share the need for revisions or new actions to be included in the following editions of the GEP.

STEP 5: MONITORING PROGRESS AND EVALUATING A GEP^{GB}

The GEP^{GB} implementation process should always be supported by a customised tool for the day-by-day management of the measures.

LeTSGEPs successfully designed and used a dashboard shared by all partners, in which each measure was constantly monitored through indicators, deadlines, obstacles, strategies adopted to overcome them, and delays. This tool proved to be very helpful in providing evidence and substance to the implementation process, and it became an integrating part of the GEP by further supporting the transformative change that often stops or significantly slows down after the GEP's approval.

STEP 6: WHAT COMES AFTER THE FIRST GEP^{GB}

Need for specific internal Guidelines on the implementation process of GEPs. The GEAR Tool (EIGE, 2022a) and the recent Guidelines on GEPs for Horizon Europe (European Commission, 2021) have achieved a very high level of standardisation, also thanks to the many best practices and experimentations throughout the EU27 RPOs, Member States and Associated Countries that contributed to it. The following implementation process of continuous GEP^{GB} refinement and update is a specific topic that needs further reflection and study and deserves particular guidelines to achieve a truly transformative change in RPOs and prevent the GEP^{GB} from only being a 'first-time experiment'.

Plan new context analyses that enlarge the focus on new dimensions. During the implementation phase, new impact indicators can be envisaged. New needs can be revealed through a renewed context analysis that can expand to new dimensions as the working time allocation amongst different activities to measure the distribution of activities that impact career progress differently.

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ANNEX I: TEMPLATE FOR BASELINE STUDY

Organisation name:

Person(s) responsible for collecting the following information:

Date:

Part 1 – Overall institutional information

National Context	
Please describe any national policies and legislations on gender equality which guide the institutional gender equality work:	
Exists any national policy on women in science/research/academia/STEM exist in your country? If yes, please provide more information:	

Information on the current level of institutional gender equality policy	
Is gender equality part of the institutional mission statement?	
If yes, please provide the related paragraph(s):	
Exists a specific institutional policy for the promotion of gender equality?	
If yes, please shortly summarize the main aspects/field of actions of the policy:	
Approximately when did the institution start to take care of gender issues?	
Does your organisation have a gender equality officer or a similar position?	
If yes, is it an elected position?	
If yes, where is this position institutionally embedded?	
If yes, are working hours especially assigned to their duties or does the person get compensation for their additional work?	

If yes, which functions, duties and responsibilities has the gender equality officer?	
Exists a board or committee explicitly assigned to gender issues?	
If yes, how are its members elected/selected?	
If yes, what is the composition of this committee?	
Is there currently a Gender Equality Plan in place on an institutional level?	
If yes, since when and who is responsible for its design and for monitoring the implementation?	
If yes, please summarize its main fields of action:	
Are there currently Gender Equality Plans in place on department/faculty level?	
If yes, since when and who is responsible is for its design and for monitoring the implementation?	
If yes, please summarize its main fields of action:	
How are gender equality measures financed/budgeted?	
Please specify:	
Is Gender Budgeting part of the institutional gender equality strategy?	
If yes, since when and who responsible is for its implementation and monitoring?	
Are gender equality issues part of the annual organisational reports?	
If yes, as single section or as part of another topic, please specify:	
Any other institutional particularities you would like to add for this section:	

Recruitment, Career Development and Retainment	
Does the institution track the gender of applicants for job positions?	
Are recruitment committees gender-balanced?	
If gender equality officers exist, are they part of nomination and selection committees?	
If yes, please specify for which positions nomination and selection committees exist:	
Do members of nomination and selection committees receive gender training?	
If yes, who organizes these trainings and who are the trainers?	
Does the institution have special career development programs for academic staff?	
If yes, give more information:	
Does the institution have special career development programs for administrative staff?	
If yes, give more information:	
Is further training offered for academic staff?	
If yes, do any of these trainings include gender aspects, please specify:	
Is further training offered for administrative/technical staff?	
If yes, do any of these trainings include gender aspects, please specify:	
Is leadership training for academic staff offered?	
If yes, does the training include gender aspects, please specify:	
Is leadership training for administrative/technical staff offered?	

If yes, does the training include gender aspects, please specify:	
Are the number of hours for training monitored and collected?	
Is the participation of further training awarded with a certificate?	
Are there any further training or coaching programmes offered especially for female identifying academics?	
If yes, please specify what kind of actions these are and since when they running and who responsible is for the implementation:	
Can research staff apply for special funding for conference travels?	
Can research staff apply for special funding for publications?	
Are there any support systems in place for staff returning to work from a longer break (e.g. illness, parental leave etc.)	
Please describe it:	
Any other institutional particularities you would like to add for this section:	

Working Conditions and Work-Life-Balance	
Does your institution offer flexible working possibilities?	
If yes, please indicate what kind of options these are:	
If yes, please indicate who is eligible for these flexible options and who decides upon this:	
Are work-life-balance issues addressed?	
If yes, please shortly summarize by whom, how and in which context:	
Does the institution offer child-care for staff members?	
If yes, please describe it shortly:	
Does the institution offer child-care for students?	
If yes, please describe it shortly:	
Are care services during school holidays provided?	

If yes, please describe it shortly:	
Is staff with other caring responsibilities supported by the institution?	
If yes, please shortly summarize what kind of caring responsibilities are acknowledged and what the support looks like:	
Are dual career couples supported institutionally?	
If yes, please shortly summarize how:	
Are departmental meetings and social gatherings timed during the regular work time?	
Does the institution track the numbers and gender of persons taking parental leave, for how long they take it and how many return after taking the leave?	
If yes, please provide some information/data:	
Any other institutional particularities you would like to add for this section:	

Work Environment and Inclusiveness	
Are policies for protection from discrimination and sexual harassment in place?	
If yes, describe shortly what kind of procedures are included in these policies for tackling the issue:	
Does a policy of non-discrimination on the basis of sexual orientation/ ethnicity/religion etc. exist?	
If yes, describe shortly what kind of procedures are included in these policies for tackling the issue:	
Has the institution ever undertaken a survey on sexual harassment and gender-based violence experiences of staff and/or students?	
If yes, when and what where the outcomes?	
Are gender trainings offered for academic and non-academic staff?	
If yes, please specify the content and who the trainers are:	
Is gender-sensitive language used in the organisation?	

Has the organisation a gender-sensitive approach related to internal/external communication and institutional media?	
Are pay gaps and differences in contract (e.g. temporary vs. non-temporary/part-time vs. full-time) for staff members monitored?	
If yes, please provide more information on who monitors them and on the results:	
Any other institutional particularities you would like to add for this section:	

Gender (in) Research and Gender in Curricula	
Is gender research performed at the institution?	
If yes, in which disciplines:	
Does a gender studies programme exist?	
If yes, please describe shortly its institutional	
Is gender included in curricula?	
If yes, in which subjects/courses etc.:	
Does your organisation offer training on integrating the gender dimension in teaching?	
If yes, who organizes these trainings and who are the trainers?	
Does your organisation offer training on integrating the gender dimension in research?	
If yes, who organizes these trainings and who are the trainers?	
Any other institutional particularities you would like to add for this section:	

PART 2 – STATISTICAL DATA

In the following tables we would like you to provide some gender segregated statistical information about your institution. If requested data is currently not available, please indicate it respectively with NA.

We are aware that the selected categories might not be applicable for every institution. Please change it accordingly and add a short paragraph under the related table with explanations.

The year of reference for the data should be added under each table.

Over all staff members			
Total	Women %	Men %	Other %

Reference year ?

Academic staff (FTE)				
	Total	Women %	Men %	Other %
Full professors				
Associate professors				
Assistant professors				
Other academic staff (e.g. PostDocs, lecturers)				
PhD students				
Total				

Reference year ?

Academic staff (FTE) by faculties				
	Total	Women %	Men %	Other %
Insert faculty names				
...				
...				
...				

Administrative and technical staff (FTE)				
	Total	Women %	Men %	Other %
Position name...				
Position name...				
...				
...				
Total				

Reference year ?

Students overall			
Total	Women %	Men %	Other %

Reference year ?

Research funding

- Does your institution collect gender-segregated data on the percentage distribution of research funds? Yes/No

If yes, please insert a table with the latest data available:

- Can this information be broken down into types of funds (e.g. European, national and university funds, etc)?

If yes, please insert a table with the latest data available:

- Does your institution collect gender-disaggregated data by discipline, on academics/researchers supervising or leading research projects?

If yes, please insert a table with the latest data available:

Decision-Making Bodies

Please describe how the management bodies at your institution are composed:

Insert text here

Please provide also gender-segregated data for the different management bodies:

Management Bodies (Year of data)				
	Total	Women	Men	Other
Name of body				
...				
...				

Governance Bodies

Please describe how the governance bodies at your institution are composed:

Insert text here

Please provide also gender-segregated data for the different governance bodies:

Governance Bodies (Year of data)				
	Total	Women	Men	Other
Name of body				
...				
...				

Any other institutional particularities you would like to add for this section:

PART 3 – PERSONAL EXPERIENCE WITH GENDER EQUALITY WORK

Personal Experience on Gender Equality Plans	
Have you been involved in the design, the adaption or the implementation of a Gender Equality Plans (also outside your current organization)?	
If yes, please describe your actions in short and state the type of institution (whether it was an RPO):	
If yes, – int retrospect - which information did help you with your actions or would you have wished for:	
If yes, please summarize the obstacles you faced in each phase Design: Implementaton Evaluation and Re-Design:	

Personal Experience on Gender Budgeting
Have you been involved in the application of a Gender-Budgeting-Strategy (also outside your current organization)"
If yes, please describe your actions in short and state the type of institution (whether it was an RPO):
If yes, -in retrospect - which information or skill did help you w-m your actions or would you have wished for.
If yes. please summarize the obstacles you faced in each phase Design: Implementaton Evaluation and Re-Design:

Other skills/experiences relevant to GEP and GB
Have you ever been involved in Gender Equality context analyses?
If yes, please describe your actions in short and state in which type of institution (whether it was an RPO or not):
Have you ever applied participatory methods?
If yes. please shorty describe the methods applied (as in ILO Participatory Gender Audit[1] or other specific techniques like O-GAP walk, participatory matrix on time use[2])
Have you ever applied statistics and econometrics tools to analyses on gender equality?
If yes. please shortly summarize methods used and link/reference to papers where results on your application can be found:
Have you ever applied qualitative technique (focus group, in depth interviews etc.) to analysis on gender equality?
If yes. please shortly summarize methods used and link/reference to papers where results on your application can be found:

GEP^{GB} at your institution

1. Where do you see right now the key-sites of inequality at your institution?
Insert text here

2. What kind of vision do you have for GEP^{GB} inside your institution?
Insert text here

3. Where do you expect the greatest resistance?
Insert text here

4. Which changes would you like to achieve, what kind of impact do you hope for?
Insert text here

5. What do you need for a successful project implementation? (Project related and institution related)
Insert text here

ANNEX II: TEMPLATE[13] FOR THE DETAILED DESCRIPTION OF THE GEP[GB]

Action 1	Action name:
Short description of the action	
Impact area(s)[14]	1. Increase in the participation of women in research and innovation and improvement of their career prospects ☐ 2. Gender balance in decision-making bodies ☐ 3. Gender dimension in research content ☐ 4. Work-life balance and organisational culture ☐ 5. Measures to prevent GBV incl. sexual harassment ☐ Other, please specify:

....

13   Cf. Peterson & Dahmen 2018.

14   The first five points refer to the five minimum areas of GEPs to be compulsory introduced in Horizon Europe.

Field(s) of action (one action might tackle more than one field of action)	☐ Understanding the organization ☐ Data collection ☐ Other: ☐ Raising awareness ☐ Gender (& Diversity) training ☐ Other: ☐ Career progression and development ☐ Recruitment ☐ Promotion ☐ Retention ☐ Creating a gender-inclusive workplace culture ☐ Prevention of gender-based violence/sexual harassment ☐ Institutional Governance ☐ Gender equality policies ☐ Gender monitoring ☐Gender balanced decision bodies	☐ Integration of gender aspects in ☐ Research ☐ Teaching ☐ Internal funding applications ☐ Work-life-balance aspects ☐ Flexible working conditions ☐ Dual Career ☐ Care & family work ☐ Other, please specify ☐ Gender Budgeting, please specify: ☐ Other fields, please specify:	
Institutional key site(s) of inequality to be addressed by this action (= organizational context)			
Target group(s) to be addressed by this action	☐ Students	☐ Research and teaching staff Please specify who:	☐ Administration Please specify who:
Involved actors for the implementation	☐ LeTSGEPs core team ☐ LeTSGEPs WG ☐ Administration ☐ Management	Please specify who:	
Responsible for the implementation			
Action's importance for your institution	☐ Very high ☐ High	☐ Medium ☐ Low	☐ Very low ☐ Can't decide
Planned implementation period[15]	Start month/year	End month/year	

....

15   For long-time measures or actions, which are to be institutionalized permanently put in N/A in the 'end' box.

Resources needed for implementation (personnel, equipment)	
Expected (measurable) output of this action (short-term effects)	
Expected outcome[16] of this action (mid-term effects)	
Evaluation procedure (How to determine if goal was reached.)	
Any additional comments you would like to make:	

---

16   Outcomes refer to mid-term effects on the individual or organizational level of the measure

ANNEX III: TEMPLATE OF THE DASHBOARD FOR THE GEP^{GB} MANAGEMENT

NAME OF THE RPO			
INDICATORS			
	Number of activities	Number of participants x activity	Other Description
ID			
Name of the Action/ Measure			
Short Description of action			

GEP1 - 1st IMPLEMENTATION REPORT		
	Problems encountered during the implementation	Strategy adopted to solve the problems
ID		
Name of the Action/ Measure		
Short Description of action		

GEP 2 - 2nd Refined GEP GEP 2 - 2nd Refined GEP			
	GEP1 Measure maintained in GEP2: explain why (planned in GEP1 but delayed and postponed)	Old GEP Measure maintained in GEP2: detail possible changes and improvements as a result of GEP1 experience	Ideas for additional measure to include in GEP2 as a result of the experience in GEP1
ID			
Name of the Action/ Measure			
Short Description of action			

GANTT							
YEAR							
ID	MM	MM	MM	MM	MM	MM	MM
Name of the Action/ Measure							
Short Description of action							

ANNEX IV: FEEDBACK FORM FOR TRAINING ON GEP^{GB}

Feedback Form LeTSGEPs Trainings
Part I – Overall Training Feedback
Training design
Please select an answer between "completely" and "not at all".

	Completely	Mostly	Partly	Not at all
The pre-training notification and communication was sufficient	☐	☐	☐	☐
The training was well organized	☐	☐	☐	☐
The timing was appropriate (duration, pace, breaks)	☐	☐	☐	☐
The materials and content were well chosen and informative	☐	☐	☐	☐
The training methods like small group settings, input presentations, and collaborative units etc. were balanced	☐	☐	☐	☐

Training content

Please select an answer between "completely" and "not at all".

	Completely	Mostly	Partly	Not at all
The objectives of the training were clear for me	☐	☐	☐	☐
The training met my expectations	☐	☐	☐	☐
The training content will be helpful for my job	☐	☐	☐	☐
The training content was well communicated by the trainer(s)	☐	☐	☐	☐
The time for discussions and questions was adequate	☐	☐	☐	☐

Given the topic, this training was...	☐ Too short	☐ Right length	☐ Too long

Overall impression

Please select an answer between "Very good" and "Insufficient".

☐ Very good	☐ Good	☐ Average	☐ Insufficient
Please explain your assessment shortly:			

What could be improved for the next training?

PART II – SPECIFIC TRAINING FEEDBACK MODULE XXX

Please name up to three aspects of the training content of today's module, which were most interesting for you

1.

2.

3.

Please assess the quality of the of the training content related to each of today's sessions.
Please select an answer between "Very good" and "Not good at all".

	Very good	Fairly good	Neither good nor bad	Not very good	Not good at all
Training Session N°1 Description	☐	☐	☐	☐	☐
Training Session N°2 Description	☐	☐	☐	☐	☐
Training Session N°3 Description	☐	☐	☐	☐	☐
Training Session N°4 Description	☐	☐	☐	☐	☐
Training Session N°5 Description	☐	☐	☐	☐	☐

If you answered "Not very good" or "Not good at all", please explain why you were not satisfied with the quality of the training content

Which of today's training contents do you consider most relevant for your future engagement in LeTSGEPs? (multiple answers possible)
Please select an answer between "Very relevant" and "Not relevant".

	Very relevant	Relevant	Moderately relevant	Less relevant	Not relevant
Training Session N°1 Description	☐	☐	☐	☐	☐
Training Session N°2 Description	☐	☐	☐	☐	☐
Training Session N°3 Description	☐	☐	☐	☐	☐
Training Session N°4 Description	☐	☐	☐	☐	☐
Training Session N°5 Description	☐	☐	☐	☐	☐

Any other comments you would like to share?