



Handbook on Implementing Gender Equality Plans in Higher Education Institutions

**PRomoting Gender mainstrEaming iN acaDemia
through thE enhancement of gendeR equality
and iNclusion in hiGher education**

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1.1 Introduction

The EU's new R&I funding programme, Horizon Europe, addresses gender inequalities and gender bias in R&I, and all organisations applying for funding must have a gender equality plan (GEP) in place to be eligible for funding.¹ A GEP is a systematic and strategic instrument that aims to combat and reduce gender imbalances and gender inequalities in R&I organisations by transforming the organisational processes, cultures and structures that produce these inequalities. It should be holistic and comprehensive in the way that it addresses the whole organisation, engages all relevant stakeholders and tackles several gender equality issues in an organisation. Therefore, GEPs should not focus only on promoting career opportunities and equal access to resources for one gender; rather, they should be inclusive and target women and men in all their diversity. Consequently, a GEP is a systematic and strategic instrument that establishes priorities and concrete objectives (based on a thorough status quo assessment), and the specific measures that will be implemented to improve gender equality within organisations and in the field of R&I.

¹ The introduction of the GEP eligibility criterion derives from the legal basis for Horizon Europe, which establishes gender equality as a cross-cutting priority (see Regulation (EU) 2021/695 of the European Parliament and of the Council of 28 April 2021 establishing Horizon Europe – the Framework Programme for Research and Innovation, laying down its rules for participation and dissemination, and repealing Regulations (EU) No 1290/2013 and (EU) No 1291/2013, OJ L 170, 12.5.2021, p. 1; and Council Decision (EU) 2021/764 of 10 May 2021 establishing the Specific Programme implementing Horizon Europe – the Framework Programme for Research and Innovation, and repealing Decision 2013/743/EU, OJ L 167I, 12.5.2021, p. 1).

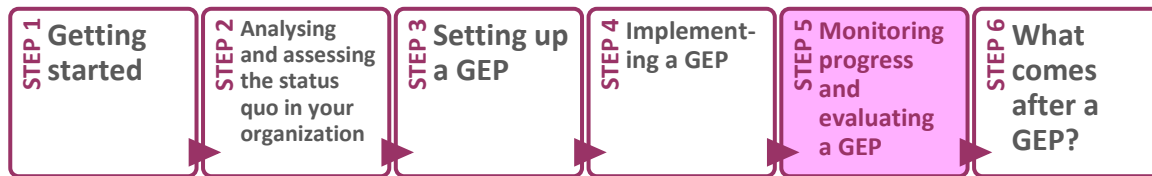
Specifically, in the understanding of the Horizon Europe work programme, a GEP should consist of the following:

FOUR MINIMUM MANDATORY PROCESS-RELATED REQUIREMENTS	FIVE RECOMMENDED CONTENT-RELATED REQUIREMENTS
<p>Public document A GEP is a formal document published on the organisation’s website, signed by the top management and actively communicated within the organisation.</p> <p>Dedicated resources A GEP must include a commitment to provide sufficient resources and expertise in gender equality for implementation.</p> <p>Data collection and monitoring A GEP should be informed by collecting and analysing sex-disaggregated data on personnel (and students, for the relevant organisations). Organisations should report progress annually based on specific indicators.</p> <p>Training and capacity building A GEP must include awareness-raising and training activities on gender equality for the whole organisation and training on unconscious gender biases for staff and decision-makers.</p>	<p>Work–life balance and organisational culture.</p> <p>Gender balance in leadership and decision-making.</p> <p>Gender equality in recruitment and career progression.</p> <p>Integrating a gender dimension into research and teaching content.</p> <p>Measures to prevent gender-based violence, including sexual harassment.</p>

An effective GEP should support an ongoing process for improving gender equality to the benefit of the entire organisation. A GEP should encourage self-reflection by staff and leadership and an ongoing review of processes and practices. To develop a GEP, organisations typically go through a standard planning process. The EIGE² Gender Equality in Academia and Research (GEAR) tool provides guidance for R&I organisations and research funding bodies on developing and implementing an effective and sustainable GEP following a stepwise approach, with practical advice and tools through all stages of institutional change, from setting up a

² The European Institute for Gender Equality (EIGE) is an autonomous body of the European Union established to strengthen gender equality across the EU. Equality between women and men is a fundamental value of the EU, and EIGE’s task is to make this a reality in Europe and beyond. This includes becoming a European knowledge centre on gender equality issues, supporting gender mainstreaming in all EU and Member State policies, and fighting discrimination based on gender. <https://eige.europa.eu/>

gender equality plan to evaluating its real impact. The process of developing and implementing a GEP can be broken down into six different steps, each requiring specific types of activities and interventions:



Monitoring and evaluation are important parts of the process of change. A Gender Equality Plan (GEP) will typically address several issues at once, leading to a complex set of measures. Nonetheless, effective monitoring and evaluation instruments are often lacking, which undermines the transformative potential of the planned measures. If objectives are not indexed on relevant progress, success or outreach indicators, it is difficult to assess whether the organisation is actually being transformed. This might also reduce the commitment of stakeholders to meeting those objectives. **Having an appropriate monitoring and evaluation plan in place, can support the effective implementation of measures, ensure accountability, and enhance your knowledge and understanding of ongoing changes. This way, you also know whether your GEP requires adjusting.**

In order to develop an effective **monitoring and evaluation plan**, it is necessary to define these Key Concepts and differentiate between monitoring targets and evaluation targets. The **Gender equality monitoring tool** defines monitoring as a continuous process, in which data are systematically collected in order to provide management and key stakeholders with regular updates on the progress and achievement of objectives and the use of allocated funds. Evaluation, on the other hand, relates to a systematic and objective assessment of an ongoing or completed project, programme or policy based on the monitoring data, which highlights the lessons learnt, which can be used for the planning of future measures.³

Monitoring and evaluating the implementation of a Gender Equality Plan is not only key to measure success. It is also a tool to support and learn from the process. The monitoring and evaluation are tailored to the needs and features of each GEP to assess the relevance, effectiveness, impact, and sustainability of the actions within it.

In the research activities carried out in the first phase of this ProGendering project (Work package n°2 - Developing a handbook to foster a gender equal culture at HEIs) through the qualitative analysis of GEPs and interviews, it became clear that M&E actions are heterogeneous even within individual national contexts, sometimes unclear within GEPs but above all not always fully implemented.

³ To understand the difference, consider the following definitions, used by the gender equality monitoring tool (Wroblewski and Eckste, 2018, pp. 3–8) of the EU project Taking a Reflexive Approach to Gender Equality for Institutional Transformation (TARGET).
https://www.gendertarget.eu/wp-content/uploads/2018/12/741672_TARGET_Monitoring_Tool_D4.pdf

GREECE	<p>The monitoring and evaluation process consists of two key aspects:</p> <ul style="list-style-type: none"> • Oversight of activity progress during implementation is entrusted to the entire academic community. • The Gender Equality Committee is responsible for compiling annual reports and submitting them to the Senate.
LITHUANIA	<p>At the highest level, oversight of the GEP falls under the purview of the Vice-Rector. Within the personnel management center, a dedicated position has been created for an advisor to the Vice-Rector on sustainable development, tasked with implementing equal opportunities and diversity policies. However, all stakeholders share the responsibility to foster, promote, and implement equal opportunities.</p>
POLAND	<p>All HEIs conduct periodic evaluations, typically annually or biennially, to monitor and assess progress. Findings from these evaluations inform the refinement of subsequent plan iterations, ensuring their continued relevance and alignment with evolving environments and conditions.</p>
GERMANY	<p>The plans undergo updates every six years, while quantitative data analysis is conducted annually.</p>
BELGIUM	<p>The plan undergoes annual monitoring and evaluation, with a subsequent report presented to stakeholders, including deans and the academic council. These findings inform the preparation of the GEP for the next period. Additionally, one university publishes a public report approximately every five years.</p>
ITALY	<p>Most GEPs incorporate a monitoring and evaluation framework, albeit not universally implemented. They gather both qualitative and quantitative data for comprehensive analysis, demonstrating effective organization and planning of monitoring activities. However, communication regarding the monitoring strategy within the university is lacking.</p>

The M&E activities result to be a weakness of the analysed GEPs as for example: the monitoring and evaluation process is not even mentioned or it is specified only for certain actions; there are no specific timelines and KPIs; responsible people for each action/sub-action are missing; only meetings of the GEP Team are indicated as monitoring actions.

1.2 A monitoring and evaluation plan (M&E plan)

While the M&E step comes only after planning and implementing your GEP, as laid out in the step-by-step guide (because that is when you start monitoring the effects of your measures), you need to know that **the monitoring and evaluation plan needs to be set out beforehand.**

The impact pathway of the measures implemented will help you to identify what you want to monitor and evaluate.

Consider the following steps in order to come up with a **monitoring strategy**:

- identify concrete output indicators;
- select appropriate data collection instruments;
- come up with a time frame;
- plan regular monitoring sessions.

As for creating your **evaluation strategy**, the general process will be similar, but some things need to be considered in more depth:

- think about the context;
- identify additional impact indicators;
- use additional (qualitative) data collection instruments;
- take your monitoring results into account.

It is important that the measures for institutional anchoring and enforcement be more precisely defined, providing clear responsibilities and structures to support the effective implementation of the proposed strategies.

1.3 Data collection and analysis: suggestions

1.3.1 SELECTION OF INDICATORS FOR DATA COLLECTION⁴

Based on the **targets** set out in your GEP, specific indicators need to be developed to establish a baseline and monitor progress. Such indicators help to build accountability for the success or failure of the measures implemented.

An **indicator** is a measurable variable used to represent an associated (but non-measured or non-measurable) factor or quantity. For example, the share of staff members who have passed gender competence training is used as one of several indicators of the gender competence of the institution. Indicators can be either **quantitative** (e.g. number, percentage, ratio) or **qualitative** (e.g. assessment in qualitative terms). Regardless of their type, indicators should always be SMART:⁵

⁴ Horizon Europe Guidance on Gender Equality Plans (GEPs) European Commission Directorate-General for Research and Innovation 2021
[Guidance_Gender_Equality_Plans_Horizon_Europe_j4gA5hYkHPVpAvdHrRDhOyb4i3k_82547.pdf](https://eige.europa.eu/sites/default/files/mh0716096enn.pdf) ; Gender Equality in Academia and Research <https://eige.europa.eu/sites/default/files/mh0716096enn.pdf>

⁵ Consider the following definitions, used by the gender equality monitoring tool (Wroblewski and Eckste, 2018, pp. 3–8) of the EU project Taking a Reflexive Approach to Gender Equality for Institutional Transformation (TARGET).
https://www.gendertarget.eu/wp-content/uploads/2018/12/741672_TARGET_Monitoring_Tool_D4.pdf

- S – Specific** (should be precise and focused; not a combination of multiple things)
- M – Measurable** (there should be a practical and undisputed means of measuring)
- A – Achievable** (should not refer to something that is beyond the means of achievement)
- R – Realistic** (should not be vague and hardly make sense)
- T – Time Bound** (should not consider the situation over an indefinite period).

While **quantitative** indicators can provide statistical evidence of what has changed and help to build accountability for the success or failure of the measures implemented; **qualitative** analyses allow assessment of the quality of change and aid in understanding why certain patterns have occurred (e.g. through climate surveys among staff and/or students to measure experiences and perceptions of gender equality in the organisation). Qualitative indicators have a huge learning potential. They support self-reflection and may provide useful indications for continuous enhancement of the measures implemented. The best way to capture the status of gender (in-) equality in the organisation and to assess progress is by **combining the use of quantitative indicators with qualitative ones**.

The data an organisation collects should enable scrutiny of the differences between men and women in different roles, directorates and at different levels of the organisation. The **scope of data** that is collected should also reflect the mission of the organisation and its activities, whilst also being proportionate to its size. It is essential to collect as **much relevant data as possible** to examine the relative situation of women and men within the organisation and its core activities.

In most countries and institutions across Europe, “**gender statistics**” are actually collected according to biological sex at birth, usually in a binary fashion (female, male) and, more rarely, introducing the intersex category. In an increasing number of countries and organisations, however, data is being collected according to gender identity, with usually at least three categories considered: woman, man, and non-binary (or gender-diverse).

As well as collecting data disaggregated by only sex and/or gender, organisations should consider breaking down the data further to explore differences between women and men based on other individual or group features (where data is available) such as people with a migrant or minority background, people with disabilities, people with low socio-economic status or at risk of poverty, members of the LGBTIQ community.

This data will allow exploring the intersectionality of gender with other characteristics and potential grounds for discrimination (also known as ‘gender plus’) which can highlight specific areas requiring attention. Strengthening the intersectional approach to encompass various dimensions of discrimination (such as ethnicity, age, and sexuality) could enhance the ability to address the complex realities of multiple disadvantages. Furthermore, the European debate on equality policies in higher education increasingly emphasizes an integrative approach that considers not only gender but other factors such as socioeconomic background, ethnicity, and sexual orientation.

EXAMPLES OF QUANTITATIVE INDICATORS⁶

Relevant data on gender equality for all organisations can include:

- Staff numbers by sex/gender at all levels, by disciplines, function (including administrative / support staff) and by contractual relation to the organisation;
- Average numbers of years needed for women and men to make career advancements (per grade and by discipline);
- Wage gaps by sex/gender and job;
- Numbers of women and men in academic and administrative decision-making positions (e.g. top management team, boards, committees, recruitment and promotion panels);
- Numbers of female and male candidates applying for distinct job positions;
- Numbers of women and men having left the organisation in past years, specifying the numbers of years spent in the organisation;
- Numbers of staff by sex/gender applying for/taking parental leave, for how long and how many returned after taking the leave;
- Number of absence days taken by women and men and according to absence motive;
- Number of training hours/credits attended by women and men.

EXAMPLE FROM PRO-GENDERING PROJECT

Recommended content-related (thematic) GEP building blocks

WORK-LIFE BALANCE AND ORGANISATIONAL CULTURE

WORK-LIFE BALANCE AND ORGANISATIONAL CULTURE

POLICY PRACTICE	Support for caring responsibilities, including childcare and care for other dependents (e.g. people with disabilities, elderly relatives) is provided.			
Actions	Indicator(s)	Timing of monitoring	Responsible	Target(s)
Creation of kids friendly spaces	N. of users: 10/day Satisfaction of users through a survey	2022: Creation of the space 2023: Improving the service 2024: Achieving the target	Joint Committee for Equal Opportunities, Welfare Office, Bursary Office	Direct: Professors, Researchers, Administrative staff, Ph.D. students, students Indirect: Society

⁶ Horizon Europe Guidance on Gender Equality Plans (GEPs) European Commission Directorate-General for Research and Innovation 2021
Guidance Gender Equality Plans Horizon Europe j4gA5hYkHPVpAvdHrRDhOyb4i3k 82547.pdf

EXAMPLES OF QUALITATIVE INDICATORS⁷

- **Mainstreaming of gender knowledge.** This can be measured, for instance, by the relevance given to knowledge creation on gender equality within the organisation, the institutionalization of gender equality (in the form of dedicated programmes or departments) and the dissemination of gender equality knowledge across disciplines.
- **Awareness among different categories of staff and external stakeholders** (reviewers, board/panel members and applicants). This can be measured by the attention given to gender equality by different categories of stakeholders through communication initiatives, codes of conduct and activities centred on gender-related aspects.
- **The uptake of gender equality objectives set out in your GEP.** This can be monitored by observing the participation in and acceptance of your implemented measures and the (human and financial) resources allocated to support these measures.
- **The actual transformation towards greater gender sensitivity.** This should focus on the effects on both formal and informal practices of the measures implemented. It may, for instance, be shown by increased attention being given to women's ideas and perspectives in decision-making mechanisms that are dominated by men. Consider different levels of hierarchy.
- **The diffusion of a gender equality culture.** This can be measured in terms of changing working conditions, but also verbal and non-verbal interactions and decision mechanisms (e.g. seating arrangements in panels). It could be reflected in changes regarding the management of work-life balance, the awareness of sexual harassment and other aspects of gender-based violence, non-sexist communication, etc.

The selection of relevant indicators for each organisation will depend on its specific profile, responsibilities, and activities.

EXAMPLE FROM PRO-GENDERING PROJECT

OUTLINE FOR THE INTERVIEW WITH KEY INFORMANTS

A. Strategic choices of governance in gep's development

1. How did your institution come to approve a GEP? Please tell something about the process and the ongoing decisions
2. How is the GEP part of your institution's more expansive, governance strategy?
3. Who were the main actors involved in creating and approving the GEP? How were they chosen?

⁷ Gender Equality in Academia and Research <https://eige.europa.eu/sites/default/files/mh0716096enn.pdf>

1.3.2 COLLECTION OF THE DATA

Once the indicators are defined, the organisation must ensure that appropriate data is collected. Some of the data will be available from **existing administrative sources** (e.g. human resources), while other data may need to be specifically collected and/or calculated. Gender-segregated data analysis is only a first step towards a gender analysis. A critical assessment of available data sources, if appropriate for gender analysis, must be conducted to avoid re-stereotyping, which could even be counterproductive. Gender-segregated data is only of limited value for gender analysis if the data collection process is biased.

Where data about potential issues or topics of concern is not held in existing administrative data collections or may be incomplete (e.g. in relation to sexual harassment) the GEP can include an action to collect the relevant data (and monitor it on an ongoing, systematic basis).

There are several tools that can be used for data collection, such as:

1. Surveys
2. Interviews
3. Focus Groups
4. Field Observation
5. Existing Data
6. Document analysis

The team(s) or individual(s) responsible for the collection of data for each indicator should be clearly identified.

1.3.3 ANALYSIS OF THE DATA

Once gathered, the data should be analysed to establish an understanding of the key differences and gaps between women and men within the organisation and its activities. This analysis will help to guide the key priorities for the GEP and to adjust these priorities as the situation evolves over time. The team(s) or individual(s) responsible for the analysis of collected data should be clearly established; where possible, the team analysing the data should include expertise on gender equality within the organisation.

As with the different methodologies and tools for collecting data, their analysis can also be conducted using different approaches and software (qualitative and quantitative).

The collection and analysis of relevant data can be used for various functions including:

- The establishment of a **baseline situation** in relation to gender equality in the organisation, against which progress can be monitored on a regular (at least annual) basis;

- Carrying out a **gender equality analysis to identify areas of relative strength and weakness**, which will allow better targeting of actions and priorities within the GEP and ensure that it is fully evidence-based;
- **Communicating** to the organisation’s staff, students (where relevant), other key stakeholders and the wider public about the organisation’s commitment to gender equality and the progress made.

1.4 Publishing data, reporting and communication

In order to be eligible for Horizon Europe, “it is mandatory that organisations collect and publish disaggregated data on the sex and/or gender of personnel (and students, where relevant) and carry out annual reporting based on indicators” (see Horizon Europe Guidance on Gender Equality Plans, 2021 pp. 23–27).

Data gathered on gender equality should be published on the organisation’s website, either as a standalone document or webpage, or within the GEP. Relevant data should be included in the GEP to justify the need to act both generally and in relation to specific areas of concern. Once you have collected and analysed the data, you will be able to see if there have been any (significant) changes since your initial status quo assessment (baseline). You should also assess whether the monitoring and evaluation targets have been met. Discuss the results with your team and draw conclusions on what they mean for your GEP.

When communicating the impact of your measures, know that there may be other positive side effects (or added value) of your implemented measures: the entire process may lead to a strengthened sense of community; more transparent recruitment, appraisal and evaluation procedures; stronger pluri-disciplinarity in research; and improved working conditions in general. All of this may be uncovered by your monitoring and evaluation process. In particular, your final evaluation will demonstrate the positive dynamics brought about by gender mainstreaming strategies and their inherent opportunities. Making these positive side effects visible can help strengthen your position and build the foundation for the next GEP cycle.

Organisations must carry out **monitoring and reporting of the data collected on an annual basis**. The annual reporting should feed into a review of progress against the aims and objectives of the GEP by leadership and its stakeholders. The review should enable the organisation to understand progress, identify where activities are having an impact, and where obstacles persist throughout the life of the GEP.

Once multiannual data is available, it can also be used to show the progress or lack of progress made. Published data should be clear, unambiguous, accessible and up-to-date.

1.5 Gender budgeting

Gender budgeting is about analysing and evaluating the allocation of financial resources within academic institutions in order to promote gender equality and address any inequalities that may exist between men and women in universities.

According to Stotsky (2016, p. 3), gender budgeting 'refers to the systematic examination of budget programs and policies for their impact on women'.⁸ This is to say that any document that analyses and evaluates the political choices and economic-financial commitments of an administration and pursues a specific mission (the promotion of an effective and real equality between women and men) from a women's/gender perspective necessarily integrates the budget with the analysis of the gender variable.⁹

At the core of gender budgeting, in fact, there is the consideration that there are differences between men and women regarding needs, conditions, paths, opportunities in life, work and participation in decision-making processes, meaning then that policies are not gender neutral but, on the contrary, determine a differentiated impact on men and women.

According to the EIGE Gender Budgeting Toolkit (EIGE, 2020)¹⁰, gender budgeting involves conducting 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. In short, gender budgeting is a strategy and a process with the long-term aim of achieving gender equality goals.

The purposes of gender budgeting are, then:¹¹

- to promote accountability and transparency in fiscal planning;
- to increase gender responsive participation in the budget process, for example, by undertaking steps to involve women and men equally in budget preparation;
- to advance gender equality and women's rights.

Gender budgeting allows some main actions, then:

- educates administrators and citizens on the gender issue and on the diversified impact of policies;
- reduces gender inequalities through a more equitable distribution of resources;
- improves the effectiveness, efficiency and transparency of administrative actions;

⁸ Stotsky, J. (2016) 'Gender budgeting: fiscal context and current outcomes', International Monetary Fund working paper, WP/16/149, Washington DC.

⁹ Elson, D. (2016) 'Gender budgeting and macroeconomic policy' in Campbell, J. and Gillespie, M. (eds), *Feminist economics and public policy: reflections on the work and impact of Ailsa McKay*, IAFFE advances in feminist economics, Abingdon: Routledge Taylor & Francis, pp 27-37.

¹⁰ EIGE (2020), *Gender Budgeting – Step-by-step toolkit. Guidance for mainstreaming gender into the EU funds*, Publications Office of the European Union, Luxembourg (https://eige.europa.eu/sites/default/files/documents/20220037_pdf_mh0419709enn_002.pdf).

¹¹ 2019 Lomazzi, V., Crespi, I., *Gender mainstreaming and gender equality in Europe. Policies, culture and public opinion* Bristol, Policy Press; pp. 1 - 198

- promotes a reading and analysis of the population and of the different needs present in the community and responding coherently to them;
- develops gender-sensitive data and statistics;
- strengthens the principle of transparency and participation with regard to the management of collective resources and public policies.

2. Inclusive teaching, inclusive and safe learning environment, and inclusive campuses with accessible working and learning environments where everyone is treated with respect

2.1 Introduction

Inclusive teaching, creating inclusive and safe learning environments, and developing accessible campuses are essential components for promoting equity and respect within higher education institutions (HEIs). As universities and colleges worldwide strive to foster environments where everyone, regardless of gender identity or background, can thrive, these practices have become crucial in dismantling systemic barriers and ensuring equal opportunities for all members of the academic community. The drive towards inclusivity in higher education is informed by a recognition of the persistent inequalities that pervade academic settings. These inequalities manifest in various forms, including gender disparities in leadership roles, underrepresentation of women in certain fields, and instances of gender-based violence and discrimination. Addressing these issues requires comprehensive and multifaceted strategies that not only acknowledge but actively work to eliminate the obstacles faced by marginalized groups.

Inclusive teaching involves adopting pedagogical practices that recognize and accommodate the diverse needs of everyone at university. This includes integrating gender perspectives into curricula, providing training for educators on unconscious biases and ensuring that teaching materials and methods are accessible to all students. By promoting a more inclusive approach to education, universities can create learning environments where everyone feels valued and supported. Creating inclusive and safe learning environments extends beyond the classroom. It involves implementing policies and practices that foster a culture of respect and equality throughout the institution. This includes developing comprehensive gender equality plans (GEPs) that outline specific actions to promote work-life balance, ensure equal career

progression opportunities, and prevent gender-based violence and harassment. Effective GEPs also emphasize the importance of monitoring and evaluation to track progress and identify areas for improvement.

Accessible campuses are another critical aspect of inclusivity in higher education. This involves ensuring that all physical and virtual spaces are designed to accommodate the diverse needs of students, faculty and staff. Measures such as providing childcare facilities, offering flexible working arrangements and ensuring that administrative procedures are inclusive of all gender identities are essential in creating an environment where everyone can participate fully and equally. The commitment to inclusivity in higher education is supported by international and national policies and frameworks. For instance, the European Union's Gender Equality Strategy 2020-2025 and various national initiatives provide a robust foundation for promoting gender equality and inclusivity in academic settings. These frameworks guide universities in developing and implementing effective strategies to ensure that their campuses are inclusive, safe, and accessible for all members of the academic community.

Implementing inclusive teaching, creating safe learning environments, and developing inclusive campuses at the European Union (EU) level involves a coordinated and multifaceted approach that integrates various legislative, educational, and community-based strategies. This comprehensive strategy is informed by the EU's commitment to gender equality, diversity, and respect within higher education institutions (HEIs) as outlined in key documents like the Gender Equality Strategy 2020-2025 and the Horizon Europe Framework. The Gender Equality Strategy 2020-2025 sets the foundation for promoting gender equality across all sectors, including higher education. It emphasizes the importance of dismantling gender disparities and fostering environments where all individuals, regardless of gender, can thrive. The strategy outlines specific goals such as reducing gender gaps in leadership roles, increasing the representation of women in STEM fields, and combating gender-based violence and discrimination. The Horizon Europe Framework further reinforces these goals by mandating that HEIs have Gender Equality Plans (GEPs) as an eligibility criterion for certain funding categories. These plans must address various aspects of gender equality, including the integration of gender dimensions into research and innovation content, ensuring gender balance in decision-making bodies, and fostering a work environment free from gender-based discrimination. At the EU level, the implementation of these strategies is supported by institutions such as the European Institute for Gender Equality (EIGE), which provides extensive resources and guidelines to aid universities in developing and executing their GEPs. These resources include best practices, toolkits, and training modules designed to help HEIs create more inclusive and equitable academic environments as this project aims to.

2.1.1 IMPLEMENTING INCLUSIVE TEACHING, CREATING SAFE LEARNING ENVIRONMENTS, AND DEVELOPING INCLUSIVE CAMPUSES AT THE EUROPEAN UNION (EU) LEVEL

Implementing inclusive teaching, creating safe learning environments, and developing inclusive campuses at the European Union (EU) level involves a coordinated and multifaceted approach that integrates various legislative, educational, and community-based strategies. This comprehensive strategy is informed by the EU's commitment to gender equality, diversity, and respect within higher education institutions (HEIs), as outlined in key documents like the Gender Equality Strategy 2020-2025 and the Horizon Europe Framework.

The Gender Equality Strategy 2020-2025 sets the foundation for promoting gender equality across all sectors, including higher education. It emphasizes the importance of dismantling gender disparities and fostering environments where all individuals, regardless of gender, can thrive. The strategy outlines specific goals such as reducing gender gaps in leadership roles, increasing the representation of women in STEM fields, and combating gender-based violence and discrimination.

The Horizon Europe Framework further reinforces these goals by mandating that HEIs have Gender Equality Plans (GEPs) as an eligibility criterion for certain funding categories. These plans must address various aspects of gender equality, including the integration of gender dimensions into research and innovation content, ensuring gender balance in decision-making bodies, and fostering a work environment free from gender-based discrimination.

At the EU level, the implementation of these strategies is supported by institutions such as the European Institute for Gender Equality (EIGE), which provides extensive resources and guidelines to aid universities in developing and executing their GEPs. These resources include best practices, toolkits, and training modules designed to help HEIs create more inclusive and equitable academic environments.

Overall, the EU's commitment to inclusive teaching, creating safe learning environments, and developing inclusive campuses is reflected in its comprehensive strategies and supportive frameworks. Each member country adapts these strategies to its national context, contributing to the overarching goal of achieving gender equality and inclusivity in higher education. Continuous evaluation, adaptation, and the provision of accessible physical and virtual spaces are crucial to ensuring that everyone is treated with respect and given equal opportunities to succeed in an academic setting.

2.2 The approach to fostering inclusive teaching, creating safe learning environments, and developing inclusive campuses

The approach to fostering inclusive teaching, creating safe learning environments, and developing inclusive campuses involves a combination of federal and state-level policies,

institutional initiatives, and continuous evaluation to ensure equity and accessibility for all members of the academic community. Inclusive teaching emphasizes the need for educational strategies that accommodate the diverse needs of students. This involves integrating gender perspectives into curricula, training educators on unconscious biases, and ensuring teaching materials and methods are accessible. Research indicates that lecturers in higher education institutions face challenges in addressing the needs of an increasingly diverse student population, including a lack of institutional support and resources to implement inclusive teaching practices effectively. To support inclusive teaching, various legislative measures have been implemented to combat gender discrimination and foster equality in academic settings. Additionally, organizations such as research foundations and rectors' conferences play significant roles in advocating for and implementing gender equality measures within universities.

Creating inclusive and safe learning environments involves both policy and practical measures. Institutions are required to establish non-discriminatory and inclusive work environments that foster the advancement of all community members. This includes the adoption of gender-appropriate language and policies promoting work-life balance, such as flexible working arrangements and parental leave support. Moreover, universities are encouraged to develop comprehensive Gender Equality Plans (GEPs) that address issues like gender balance in leadership, equal recruitment and career progression opportunities, and measures against gender-based violence. These plans are typically formulated based on foundational European frameworks, ensuring a standardized approach across institutions.

Inclusive campuses aim to ensure that all physical and virtual spaces are designed to accommodate the diverse needs of students, faculty and staff. Measures include providing childcare facilities, creating gender-neutral toilets and ensuring that administrative procedures are inclusive of all gender identities. Institutions also focus on creating safe spaces e.g. Queer Student Departments for LGBTIQ+ students for discussions on sensitive issues and offering psychological support and counseling services. In terms of implementation, universities employ a variety of strategies. For example, the establishment of gender equality offices or committees that oversee the development and execution of GEPs, as well as the regular monitoring and evaluation of these plans, are common practices. Despite these efforts, challenges remain, such as inadequate communication and coordination structures, hierarchical resistance, and the need for more robust data collection and analysis to inform policy adjustments.

Collaborative learning is emphasized in universities to promote social skills and mutual respect among students. Group projects and peer-to-peer interactions encourage students to learn from one another, appreciate diverse perspectives, and develop a sense of community. This collaborative approach not only enhances academic learning but also fosters a supportive and inclusive classroom environment. Creating a safe and respectful learning environment is a fundamental aspect of inclusive education. Universities have established comprehensive anti-

bullying and anti-discrimination policies to ensure that all students feel safe and supported. These policies include clear procedures for reporting and addressing incidents of bullying and discrimination, ensuring that students know where to turn if they encounter such issues. Universities also conduct regular workshops and seminars to raise awareness about these issues and promote a culture of empathy and respect.

Mental health support is another critical component of creating a safe learning environment. Access to mental health services is vital for helping students cope with stress, anxiety, and other mental health challenges. Many universities offer counseling and psychological support services, staffed by trained professionals who can provide guidance and assistance. Additionally, universities often provide workshops on stress management, mindfulness, and mental well-being to help students maintain their mental health and well-being. Safe spaces on campus provide a retreat for students who may feel overwhelmed or threatened. These spaces are designed to be calming environments where students can find comfort and support. Staffed by trained professionals, these safe spaces offer resources and guidance to help students navigate challenging situations.

Promoting the use of inclusive language is essential in creating a welcoming and respectful atmosphere. Universities encourage the use of gender-neutral and culturally sensitive language in all communications and interactions. This practice ensures that all students feel acknowledged and respected, contributing to a more inclusive campus culture. Inclusive campuses extend the principles of inclusivity beyond the classroom.

Physical accessibility is a priority, with campuses designed or retrofitted to meet accessibility standards. This includes providing ramps, elevators, accessible restrooms, and braille signage, ensuring that all students, including those with disabilities, can navigate the campus independently. Accessible learning materials are also crucial for ensuring that all students can access the content they need. Universities provide learning materials in multiple formats, such as digital, audio, and braille, to cater to students with different needs. For example, lecture notes and textbooks may be available in digital formats that can be accessed using screen readers or in audio formats for students with visual impairments.

Support services are an integral part of inclusive campuses. Universities need to offer a range of services to ensure that all students, including those with disabilities, have access to the resources they need to succeed. These services include academic advising, tutoring, and career counseling, tailored to meet individual needs. By providing these support services, universities help ensure that all students have the tools and assistance they need to achieve their academic and personal goals. Promoting diversity among faculty, staff, and administration is another important aspect of creating an inclusive campus. Efforts are made to recruit and retain a diverse workforce, providing role models for students from various backgrounds and fostering

an inclusive institutional culture. This diversity in representation helps create a more welcoming and supportive environment for all students.

Community engagement is also vital for creating an inclusive campus environment. Universities actively engage with local communities and organizations to build partnerships that support inclusivity. Collaborations with community groups, cultural organizations, and disability advocacy groups provide additional resources and support for students, helping to bridge gaps and create a more inclusive and supportive educational environment. Respect and dignity are at the core of inclusive education.

Professors, administrators, and staff are encouraged to model respectful behavior in all interactions with students and colleagues. This sets a positive example and reinforces the importance of treating everyone with respect and dignity. Encouraging open and honest dialogue about diversity, equity, and inclusion is also essential. Universities create opportunities for discussions through forums, seminars, and discussion groups, helping to address biases and foster a deeper understanding among students and staff. Taking swift and decisive action against any form of discrimination or bias is crucial for ensuring that all students feel valued and protected. Universities have clear policies and procedures for reporting and addressing discrimination incidents. These policies ensure that any issues are handled promptly and effectively, providing a safe and supportive environment for all students.

Celebrating diversity is an important aspect of creating an inclusive campus culture. Universities recognize and celebrate the diverse backgrounds and achievements of students and staff through events, cultural festivals, and recognition programs. These activities help build a sense of pride and community, highlighting the value of diversity and the contributions of all members of the academic community. Inclusive education is a comprehensive approach that involves implementing inclusive teaching practices, creating safe and respectful learning environments and fostering inclusive campuses. By adopting these principles, universities can ensure that every student can thrive. This commitment to inclusivity not only benefits individual students but also enriches the academic community, fostering a culture of mutual respect, understanding, and excellence. Implementing inclusive teaching, creating safe learning environments and developing inclusive campuses in higher education requires a comprehensive and coordinated effort across various levels of institutional governance. This involves integrating inclusive pedagogies, fostering an environment of respect and safety, and ensuring accessibility in both physical and digital spaces. Inclusive teaching begins with the integration of diverse perspectives and needs into the curriculum. This means including gender perspectives and ensuring that teaching materials represent a wide range of voices and experiences. Educator training is crucial in this regard. Teachers and professors need training to recognize and address unconscious biases that may influence their interactions with students and their evaluation of student work. This training should also cover inclusive pedagogies that promote active learning

and participation from all students, using techniques such as collaborative learning, peer instruction, and differentiated instruction.

Creating inclusive and safe learning environments involves developing and enforcing comprehensive policies that support gender equality and non-discrimination. Gender Equality Plans (GEPs) are central to these efforts, outlining specific actions to promote gender equality, such as addressing gender-based violence, supporting work-life balance, and ensuring gender balance in leadership roles. These plans should be based on foundational European frameworks, ensuring a standardized approach across institutions. In addition to policy development, community engagement is vital for fostering an inclusive environment. Awareness campaigns can educate the university community about the importance of inclusivity and respect, using workshops, seminars, and public lectures on gender equality and diversity to raise awareness. Support services such as counseling, mediation and conflict resolution are also essential. Universities should establish hotlines and reporting mechanisms to ensure that incidents of harassment and discrimination are handled promptly and effectively. Regular audits and evaluations of policies and practices are necessary to ensure they are effective and up to date. This involves using surveys and feedback from students and staff to identify areas for improvement and collecting and analyzing data on gender distribution, incidents of harassment, and other relevant metrics to monitor progress and make informed decisions.

Developing inclusive campuses involves ensuring that all physical and virtual spaces are designed to accommodate the diverse needs of students, faculty, and staff. Physical accessibility can be achieved through universal design principles, ensuring that all buildings, classrooms, and facilities are accessible to individuals with disabilities. This includes installing ramps, elevators, accessible restrooms, and clear signage. Additionally, universities should provide amenities such as childcare facilities, gender-neutral restrooms, and spaces for breastfeeding to support the diverse needs of the university community. Virtual accessibility is equally important. Online resources, including websites, learning management systems and digital course materials, should comply with accessibility standards. Providing assistive technologies and support for students and staff with disabilities ensures they can fully participate in academic and administrative activities. Creating a community and culture of inclusivity involves promoting diverse representation in decision-making bodies and organizing cultural events that celebrate different backgrounds and perspectives. This helps foster a campus culture that values diversity and inclusion. Promoting the use of inclusive language and practices across campus further helps create a respectful and welcoming environment for all. By adopting these strategies, universities can create an inclusive teaching environment, ensure safe and welcoming learning spaces, and develop campuses that are accessible to everyone. Continuous evaluation, policy development, community engagement, and the provision of accessible physical and virtual spaces are essential to achieving these goals. This comprehensive approach will help foster an academic community where everyone is treated with respect and given equal opportunities to succeed.

2.2.1 PRO-GENDERING – INSIGHT INTO THE PROJECT UNIVERSITIES

The project emphasizes the importance of integrating gender perspectives into teaching and research, highlighting initiatives such as training and awareness-raising programs in Italy and Germany, where staff and students are trained to integrate gender perspectives into their research and teaching activities. Curriculum development is also emphasized, with Greek, German and Italian universities incorporating gender-related courses and perspectives into their curricula to promote awareness and understanding. In addition, mentoring programs in Italy aim to combat gender stereotypes in scientific research through seminars in secondary schools.

To ensure that learning environments are safe and inclusive for all students, the document describes the establishment of Gender Equality Committees in Greek universities. These committees integrate gender perspectives into academic procedures and provide mediation services to address harassment and discrimination. Belgian and Greek universities implement codes of conduct and policies to combat harassment and promote gender equality. In addition, Polish and Lithuanian institutions have developed procedures for reporting and addressing gender-based violence and harassment, thereby enhancing the safety and inclusiveness of their campuses.

Efforts to create accessible and respectful working and learning environments are also detailed. Belgian universities offer childcare facilities and flexible working arrangements to support work-life balance, while Germany and Belgium emphasize gender balance in leadership and decision-making positions. Initiatives in Germany and Italy include flexible working conditions, parental leave policies and support for men's parental leave.

Lithuanian universities focus on providing accessible facilities and decision-making processes that respect the dignity and rights of all individuals. Universities in Belgium, Greece and Germany use inclusive language in their administrative procedures and communications to further enhance inclusivity.

The effective implementation of these strategies is supported by systematic data collection and monitoring. Greek and Lithuanian universities collect qualitative and quantitative data on gender distribution to inform their policies and practices. Regular monitoring and evaluation processes in Italy and Belgium ensure that equality plans are effective and up to date. Despite these efforts, the document recognizes continuing challenges such as gender inequalities in senior academic positions and the need for more inclusive approaches. Recommendations include adopting intersectional approaches to address the specific needs of marginalized gender identities; improving training initiatives for faculty, administrators and students; ensuring adequate funding and human resources for the implementation of gender equality plans (GEPs); and establishing robust communication and coordination structures for gender equality efforts.

In summary, this chapter outlines a comprehensive approach to promoting inclusive teaching, learning environments and campuses across Europe. It highlights the importance of legal frameworks, institutional policies, training and systematic data collection in promoting gender equality and creating safe, respectful and accessible academic environments. The continued

development, implementation and monitoring of GEPs are crucial to achieving these inclusive and equitable academic environments and reflect a strong commitment to gender equality and inclusion in higher education.

2.3 Creating an action plan for inclusive teaching, inclusive and safe learning environments and inclusive campuses where everyone is treated with respect for implementation in GEPs

Creating an action plan for inclusive teaching, inclusive and safe learning environments and inclusive campuses with accessible working and learning environments where everyone is treated with respect requires a multi-faceted and detailed approach. This comprehensive strategy addresses all aspects of university life, ensuring that policies, practices and physical spaces support the diverse needs of the academic community.

The first step in this action plan is to integrate inclusive teaching practices across all disciplines. This includes revising curricula to include diverse perspectives and ensuring that teaching materials reflect the contributions of different genders, ethnicities and cultural backgrounds. The lack of specific teacher training on the gender perspective was highlighted, which makes it difficult to apply it within the various courses of study. The lack of adequate training limits the ability of teaching staff to deal with gender issues in a structured and conscious manner. It would be useful to promote and share the good practices already in place in some universities in order to spread a more inclusive and gender-sensitive academic culture. In addition, the importance of spreading a culture of non-violence in universities, involving both the teaching staff and students, was emphasised. The promotion of such a culture should be an integral part of education in order to make universities safe and respectful spaces for all. Teachers will receive ongoing training on gender responsive pedagogy, unconscious bias and inclusive classroom management techniques. This training will be mandatory and embedded in professional development programmes to ensure that all faculty members are equipped to create an inclusive learning environment.

To support these inclusive teaching practices, universities will be required to develop comprehensive Gender Equality Plans (GEPs). These plans will outline specific actions to promote gender equality, such as setting targets for gender representation in senior positions, supporting women's career progression, and addressing gender-based violence and discrimination. The GEPs will be based on international frameworks, such as the EU Gender Equality Strategy 2020-2025, and will include measurable targets, timelines and accountability mechanisms. Regular audits and evaluations will ensure that these plans are effective and up to date, using data collected on gender distribution, incidents of harassment and other relevant metrics.

Creating a safe and respectful learning environment goes beyond the classroom. Institutions will implement strong anti-discrimination and anti-harassment policies, with clear procedures

for reporting and addressing incidents. Support services such as counselling, mediation and conflict resolution will be readily available to all students and staff. Safe spaces will be established across campus to provide areas where individuals can seek comfort and support when needed. These spaces will be staffed by trained professionals who can provide guidance and support.

Physical accessibility is a critical aspect of an inclusive campus. All University buildings, classrooms and facilities will be designed or retrofitted to meet universal design principles to ensure they are accessible to people with disabilities. This includes the installation of ramps, lifts, accessible toilets and clear signage. In addition, facilities such as childcare, gender-neutral bathrooms and lactation rooms are provided to support the diverse needs of the university community.

Community and cultural engagement is essential in promoting an inclusive environment. Universities will conduct awareness-raising campaigns to promote gender equality and challenge stereotypes through workshops, seminars and public lectures on gender issues. Celebrations of diversity, such as cultural events, awards and recognition programs, will highlight the contributions of all members of the community and build a sense of pride and inclusiveness.

Promoting diverse representation in decision-making bodies is essential. Efforts will be made to recruit and retain a diverse workforce, to provide role models for students from diverse backgrounds and to promote an inclusive institutional culture. This diversity of representation will help to create a more welcoming and supportive environment for all students.

Continuous evaluation and improvement are key components of this Action Plan. Universities will conduct regular surveys and feedback sessions to understand the experiences of students and staff and to identify areas for improvement. The data collected will be analyzed to monitor progress and make informed decisions. Universities will also establish gender equality offices or committees to oversee the implementation of the GEPs and ensure accountability.

In conclusion, implementing inclusive teaching, creating safe and respectful learning environments and developing inclusive campuses requires a comprehensive and coordinated effort. By integrating inclusive pedagogies, fostering an environment of respect and safety, and ensuring accessibility in both physical and virtual spaces, universities can create an academic community where everyone is treated with respect and given equal opportunities to succeed. This holistic approach will not only benefit individual members of the academic community but will also enhance the overall quality and inclusivity of higher education.

3. Deconstruction of key assumptions of gender neutrality and examination of potential ‘gender blindness’ when developing policy and evaluating policy outcomes

3.1 Key assumptions of gender neutrality

Gender-neutral policies are designed to be inclusive of all people, aiming to treat all genders equally. However, these policies frequently overlook the specific needs of women and men, resulting in one-size-fits-all solutions that can exacerbate gender inequalities (EIGE - European Institute for Gender Equality, n.d.). This approach may also lead to gender-blind policies, enhancing existing biases, stereotypes and inequalities (March, Smyth, & Mukhopadhyay, 1999).

1 Gender-neutral policies always support and promote gender equality

Although gender-neutral policies aim to promote gender equality and promote equal treatment, they might inadvertently have a gender-related negative impact. These policies are often developed based on gendered assumptions and can perpetuate existing inequalities by failing to effectively address the specific needs of different populations (Allwood, 2013) (European Commission, 1998). Such practices may, in this sense, contribute to the legitimisation of inequitable living conditions (Saguy, Williams, & Rees, 2020). In contrast, a more gendered approach, which takes the unique needs and realities of different populations, can better support equitable policymaking (Teghtsoonian, 2004).

2 For people to be treated equally, they need to be treated the same

While treating everyone the same may seem like a path to equality, it can actually amplify differences and challenges due to the varied 29xpériences people have. The UNDP defines horizontal equity as treating people with similar characteristics, 29xpériences and backgrounds the same way, whereas vertical equity involves treating people differently to account for their diverse backgrounds and 29xpériences, thereby reducing the impact of their differences. Distributional equity, on the other hand, refers to the fair distribution of goods and services within a society, though perceptions of fairness can vary and lead to disagreements (UNDP – United Nations Development Programme, 2012). Therefore, vertical and distributional equity are crucial for achieving equal fair and equal treatment.

3 The impact of policies is uniform

As evident from other common assumptions about gender-neutral policies, their effects may be neither equal nor uniform across all genders. Societal norms and gender gaps in areas like employment, financial status, and digital skills influence how individuals are affected by various policies. Gender mainstreaming is essential for developing holistic policies that promote equality and provide equal opportunities. For instance, conducting a Gender Impact Assessment and Gender Analysis can offer valuable insights into current challenges, disparities, and the needs of different genders. This analysis is crucial for developing strategies across all policy areas, from employment to health, to measure gender norms and difficulties related to knowledge, money, power, time, and other relevant domains (EIGE - European Institute for Gender Equality, 2020).

#4 The use of gender-neutral language in policy documents ensures inclusio

While gender-neutral language supports the inclusion of all people, regardless of sex and gender, and is often encouraged for official documents, it can sometimes obscure the specific needs of different genders. Recognising the impact of language on shaping people's perceptions, ideas and feelings, several guidelines and handbooks on non-sexist language have been developed by international bodies and institutions (European Parliament, 2018). Nonetheless, there can be cases where gender-neutral language may hinder the emergence of the specific needs of the different genders. However, in certain contexts, the use of gender-specific pronouns is essential to highlight individual needs and ensure a more inclusive approach. This is particularly important when preconceived notions, roles, and stereotypes might negatively impact the participation or presence of any gender (Council of Europe, 2024).

#5 Factual knowledge is adequate for the development of gender mainstreaming policies

Decision-makers and development practitioners often rely solely on factual knowledge, neglecting the examination of theoretical frameworks, such as gender relations theories,

believing them to be mere technocratic tools. Such practices may lead to gender frameworks being left out during this crucial phase of policy development, depriving the political dimension they can bring to policies (March, Smyth, & Mukhopadhyay, 1999). Integrating both factual knowledge and theoretical insights is essential for comprehensive and effective gender mainstreaming policies.

3.2 Avoiding gender-blindness in the development and evaluation of policies

3.2.1 GENDER ANALYSIS AND GENDER IMPACT ASSESSMENT (GIA)

Despite variations in the implementation of gender impact assessment across the EU, the various models deployed follow common principles. Many Member States follow respective procedures, and a respective guide has been developed by the European Commission (EIGE - European Institute for Gender Equality, 2017). The primary aim of a gender impact assessment is to assess any potential unintended negative impact on women and men generated by seemingly neutral policies. These policies can affect genders differently due to the distinct aspects of their daily lives (European Commission, 1998).

Before conducting a GIA, it is imperative to explore the potential gender impact of a policy. This exploration should be twofold, in terms of studying sex-disaggregated data and analysing the effects the said policy will have on the daily lives of part(s) of the population, considering the differences between women and men in terms of gender and social constructs like participation, values, and resources (European Commission, 1998). A comprehensive gender analysis also includes examining gender differences in social relations, gender roles and intersections of gender with age, ethnicity, race and economic status (UNDP - United Nations Development Programme, 2012).

A GIA should be implemented at an early stage of policy development and after the completion of the exploration of gender relevance. As per the European Commission guidelines, a *'gender impact assessment means to compare and assess, according to gender relevant criteria, the current situation and trend with the expected development resulting from the introduction of the proposed policy'* (European Commission, 1998). The European Commission has integrated GIA into its standardised policy development procedures, under the exploration of social consequences, providing accountability on gender mainstreaming (EIGE - European Institute for Gender Equality, 2017).

Conducting a GIA supports the appraisal of the inequalities women and men face in their daily lives, the recognition of the different challenges and the adoption of a tailor-made approach that leads to equal opportunities (EIGE - European Institute for Gender Equality, 2017).

Many of the Gender Equality Plans analysed during the initial phase of the ProGendering project highlight the importance of investing in a holistic gender analysis prior to the drafting

and update of the plans. While sex-segregated data is included in the plans, the authors stress the need to expand the collection of gender-segregated data to acquire both quantitative and qualitative insights that will paint a more comprehensive picture of the realities and difficulties men and women face. This data collection should also include perspectives and experiences of marginalised populations, such as LGBTQIA+ individuals and women with intersecting characteristics that may exacerbate unequal treatment. Key informants who participated in the research also mentioned the need for further investigation into part-time work and work-life balance in future plan reforms.

3.2.2 ENGAGEMENT, REPRESENTATION AND PARTICIPATION

Engaging different stakeholders with diverse backgrounds in policy development and evaluation can support the fairer and more realistic representation of the various groups the respective reform may benefit or impact. Including a wide range of perspectives and expertise helps to better understand the needs of different population groups, particularly marginalised groups or people with intersecting characteristics that may lead to increased discrimination. Civil society organisations and women's movements can provide critical insights into the potential gender impacts of a policy and shed light on the specific needs that must be addressed (UN Women, 2014).

Furthermore, specialised high-level mechanisms and thematic alliances with gender experts can further support gender mainstreaming in non-traditional sectors. By applying a gender lens, these experts can address issues that might otherwise be overlooked or seem unconnected, such as the gendered impacts of climate change (UN Women, 2014).

The majority of the key stakeholders who participated in the ProGendering research phase also attested to the importance of developing Gender Equality Plans following a co-creation procedure. Involving various stakeholders and interested parties in drafting these policy documents leads to the creation of realistic and tangible objectives that more effectively address the needs of all parties. Such broader representation also supports the integration of an intersectional approach, illustrating the needs of otherwise marginalised groups, such as the LGBTQIA+ community. Participants also emphasized that such broad representation should extend to the evaluation phase of these plans, ensuring all voices are heard and utilised for ameliorating the documents and objectives.

3.2.3 RESOURCE ALLOCATION

Resource allocation is pivotal for developing policies that ensure adequate financial and human resources for the implementation of the foreseen actions. According to the Council of Europe, *'Gender budgeting 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). Apart from contributing to gender

equality, gender budgeting can support the more effective implementation of policies' objectives, through the more concise planning and allocation of resources to better reach women and men, and the achievement of more quality outcomes. It ensures accountability and transparency, supporting a performance-oriented approach that links budgeting with policy objectives (EIGE - European Institute for Gender Equality, 2020).

Gender budgeting involves conducting a gender analysis, integrating gender equality into policy targets with specific objectives, defining budget allocations, and implementing, monitoring, and evaluating these allocations. The final step provides a better understanding of spendings and the ways budgeting is linked to and contributes to gender equality. Monitoring and evaluation procedures shed light on potential necessary future transformations for ensuring women's and men's participation in budgeting processes and that funds are exploited to meet real needs (EIGE - European Institute for Gender Equality, 2020).

Key informants from the ProGendering research elaborated on the need for adequate budgeting and human resources for implementing Gender Equality Plans effectively. Resource constraints often hinder the substantial implementation of goals, shifting the responsibility to the discretion of university faculty who are burdened with other administrative duties as well. Gender budgeting is an essential measure that should be integrated into the plans' structure, followed through and evaluated during the implementation of the set objectives.

3.3 Good practice of gender mainstreaming in policies – Greece: Municipal Gender Equality Committee

Municipal Gender Equality Committees were introduced in Greece with Art. 6 of Law 4604/2019, as an advisory body to the Municipal Board. According to this legal mandate, the Committees participate in and support the integration of gender equality into municipal policies and the development of local gender equality action plans. They are also responsible for proposing measures to promote substantive gender equality across social, economic, and political spheres to municipal authorities. Furthermore, the Committees cooperate with relevant bodies, such as the Regional Gender Equality Committee, relevant bodies of the municipality, the structures of the network of the General Secretariat for Equality and Human Rights for preventing and combating violence against women, and civil society organisations (Εφημερίδα της Κυβερνήσεως της Ελληνικής Δημοκρατίας, 2019).

The law's explanatory memorandum outlines that the Committees' responsibilities encompass, but are not limited to, the co-organisation of seminars and info days on matters related to violence and stereotypes prevention, health, women's employability and equal opportunities policies, and their participation in decision-making positions. Additionally, the Committees are foreseen to cooperate with primary and secondary education institutions and health facilities to provide information to students (Υπουργείο Εσωτερικών, 2019).

According to the 2022 Annual Report by the General Secretariat for Equality and Human Rights on the Implementation of Gender Equality Policies by Municipalities and Regional

Authorities, 183 municipalities out of the 203 that responded to the relevant questionnaire reported having a Municipal Gender Equality Committee. At the same time, the actual number of municipalities having established Committees rises to 326, out of the total 332 municipalities in the country, with the coverage rate exceeding 98.2% and increasing every year (Γκαύρου, και συν., 2023). Indicatively, 317 municipalities had established relevant Committees in 2020 (Πλατής, και συν., 2021), and the number remained the same for 2021 (Πλατής, και συν., 2022).

The General Secretariat for Demographic and Family Policy and Gender Equality has issued a list of indicative actions organised by Municipal Gender Equality Committees for the International Day for the Elimination of Violence Against Women 2023. The various actions implemented included information days, sensitisation sessions based on arts and theatre, a Cartoon Exhibition focusing on gender-based violence, educational and experiential events addressed to students, a self-defence seminar, and movie screenings (Γενική Γραμματεία Δημογραφικής και Οικογενειακής Πολιτικής και Ισότητας των Φύλων, 2023). Additionally, municipalities organise actions throughout the year, such as providing free healthcare checks for local women and promoting cultural activities like photography and art exhibitions, seminars, and student-targeted events to combat gender stereotypes and prevent gender-based violence (Γκαύρου, et al., 2023).

Although the integration of Gender Equality Committees at the local level is relatively recent, it has already promoted the adoption of more gender-sensitive actions. These Committees' consultations have facilitated the shift towards fairer and more holistic interventions, addressing local populations' needs. Their connection with regional Committees supports implementing a horizontal agenda on gender equality, aligned with national objectives set by the General Secretariat. While further steps are necessary to fully integrate a gender-sensitive approach into policy drafting and implementation, the development and coordination of this organised network can serve as a cornerstone for effective and comprehensive policymaking.

4. The gender-based violence and sexual harassment in academia

4.1 EU policy against gender-based violence and sexual harassment

The Ljubljana Declaration on Gender Equality in Research and Innovation (referred to as the Ljubljana Declaration) emphasizes that “gender-based violence in higher education and research, including sexual harassment, is a serious and under-recognized issue”¹². It has long-lasting negative impacts on professors, researchers, staff, and students, affecting their studies professional careers in research and higher education, and personal lives. Previous conducted research reveals that only gender-sensitive working arrangements are compatible with family commitments, and also confirms that incidents of sexual harassment, bullying, and gender-based violence occur frequently¹³.

Preventing gender-based violence and sexual harassment in academia depends on relevant policies, legislation/regulations, cohesive infrastructure, responsible authorities, gender-based violence/sexual harassment experts, gender-sensitive protocols, reporting procedures and up-to-date prevalence data. However, the European Research Area (ERA) Communication recognizes a lack of relevant measures for gender equality in the adoption of academic policies and strategies at both EU and national levels, as well as their implementation at the institutional, including measures against gender-based violence¹⁴.

The ERA Policy Agenda 2022-2024¹⁵ highlights the need to address this issue within gender equality policies, alongside promoting inclusiveness and anti-discrimination based on gender

¹² Ljubljana Declaration Gender Equality in Research and Innovation, 26 November 2021. Brussels, Belgium: Competitiveness Council (Research). <https://www.gov.si/assets/ministrstva/MIZS/Dokumenti/PSEU/Ljubljana-Declaration-on-Gender-Equality-in-Research-and-Innovation- endorsed final.pdf>

¹³ European Commission. (2021). She Figures 2021. Gender in Research and Innovation: Statistics and Indicators. Luxembourg: Publications Office of the European Union. <https://op.europa.eu/en/web/eu-law-and-publications/publication-detail/-/publication/67d5a207-4da1-11ec-91ac-01aa75ed71a1>

¹⁴ Ibid.

¹⁵ European Commission. (2022). European Research Area Policy Agenda – Overview of actions for the period 2022-2024. Luxembourg: Publications Office of the European Union. <https://op.europa.eu/en/publication-detail/-/publication/490ee6ca-aa58-11ec-83e1-01aa75ed71a1/language-en>

and other factors such as ethnicity, disability or sexual orientation. The Horizon Europe Guidance on Gender Equality Plans (GEPs) also lists measures against gender-based violence, including sexual harassment¹⁶, as eligibility criteria for GEPs, which are linked to career progression in academia.

The ERA Policy Agenda 2022-2024¹⁷ underscores the role of research and/or teaching staff and students in GEPs. They are expected to actively participate in initiatives organized within the framework, such as trainings on gender-based violence, unconscious gender bias, and activities addressing sexual harassment and gender-based violence. Higher education institutions are responsible for educating their students about gender equality, including raising awareness of gender-related issues across various disciplines, not just gender-based violence and sexual harassment. Moreover, external stakeholder such as ministries, ombudspersons, audit organizations, gender experts, consultants, advisory boards, gender research project partners, personal contacts in the academic community, non-governmental organizations, and (inter)national networks, may also be involved in the GEP processes.

One of the six priority areas of the Ljubljana Declaration to ensure equal participation in delivering high-quality research and innovation to “address and counteract gender-based violence”¹⁸. This strategy focuses on preventing gender-based violence, including sexual harassment within the European Research and Innovation (R&I) system. It aims to ensure gender-equal and inclusive working environments through institutional changes in research funding or performing organizations.

The following document first discusses the issues of gender-based violence and sexual harassment based on empirical findings from the countries involved in the project "PROmoting Gender mainstrEaming iN acaDemia through thE enhancement of gender equality and iNclusion in hiGher education – PRO-GENDERING": Italy, Greece, Poland, Belgium, Lithuania, and Germany. The chapter the presents measures against gender-based violence, showing good practices from the mentioned European countries. The text concludes with recommendations for universities and research institutions on addressing gender-based violence and sexual harassment.

4.2 Empirical evidence of the issue

Empirical research conducted in Belgium institutions of higher education in 2024 revealed overwhelmingly positive attitudes on measures applied in the GE and GEP to combat gender-

¹⁶ European Commission. (2021). Horizon Europe Guidance on Gender Equality Plans. Luxembourg: Publications Office of the European Union. <https://op.europa.eu/en/publication-detail/-/publication/ffcb06c3-200a-11ec-bd8e-01aa75ed71a1/language-en>

¹⁷ European Commission. (2022). European Research Area Policy Agenda – Overview of actions for the period 2022-2024. Luxembourg: Publications Office of the European Union. <https://op.europa.eu/en/publication-detail/-/publication/490ee6ca-aa58-11ec-83e1-01aa75ed71a1/language-en>

¹⁸ Ljubljana Declaration Gender Equality in Research and Innovation, 26 November 2021. Brussels, Belgium: Competitiveness Council (Research). <https://www.gov.si/assets/ministrstva/MIZS/Dokumenti/PSEU/Ljubljana-Declaration-on-Gender-Equality-in-Research-and-Innovation- endorsed final.pdf>

based violence and sexual harassment. Universities are actively addressing sexual harassment by providing hotlines, trainings, policies, codes of conduct, and procedures for perpetrators. From a subjective perspective, broader campaigns and awareness-raising activities are considered sufficiently developed to communicate issues related to gender-based violence to the wider university. The measures are clearly stated, expected behaviours for employees and students are established, inclusive language is actively encouraged, and that visibility of women in university activities is prioritized. Most respondents (professors, researchers, staff, students) assessed the measures to combat sexual harassment as useful or very useful. And the various GE measures, those aimed at addressing sexual harassment were rated the most useful. Respondents believe they are well-informed on how to report instances of sexual harassment, whether as victims or witnesses. However, it was noted that information the investigatory and decision-making processes for sexual harassment cases is not sufficiently visible or understandable. Consequently, some people remain unaware of the support or procedures available to victims or witnesses of gender-based violence.

According to research conducted in the same year in Greece higher education institutions, the vast majority agreed with the integration of gender-sensitive language policies, awareness-raising initiatives, and measures against sexual harassment. Strong support was also expressed for additional measures, including the implementation of gender-sensitive language policies, training on gender inequalities and stereotypes, and the adoption of further measures to combat sexual harassment. Half of the participants were aware of and positively evaluated the existence policies on sexual harassment. Around one third of respondents believe that counselling services for discrimination are adequately promoted, though nearly one-quarter were unsure. However, one-third of the respondents expressed a lack of knowledge about measures against gender-based violence and sexual harassment, as well as clarity on actions that constitute sexual harassment. Additionally, two-fifths were unsure about the existence of policies outlining how university members can report instances of sexual harassment, indicating uncertainty about the channels for reporting cases of sexual harassment and addressing barriers to reporting.

Research conducted in German higher education institutions revealed that the measures to combat sexual harassment were seen as very useful. Respondents positively assessed services such as university policies on sexual harassment, the use of inclusive language, and the visibility of women on expert panels and in public relations. However, less than half of the respondents approved of the advertising for counselling centers for discrimination, bullying, and sexual harassment.

In Italy, the majority of respondents were in favour of all measures against gender-based violence and sexual harassment. It was confirmed that the measures taken by universities to combat gender-based violence and sexual harassment are clearly stated, the expected behaviours of employees and students are established, and the actions considered as sexual

harassment are clearly defined. However, from a subjective viewpoint, the existence of counselling services for discrimination, mobbing, and sexual harassment does not seem to be adequately promoted.

In summary, research conducted at higher education institutions in selected European countries reveals a generally positive assessment of the measures applied in the GE and GEP to combat gender-based violence and sexual harassment. However, some shortcomings remain. A significant number of respondents expressed the opinion that such measures are not sufficiently visible or understandable, and the advertising of counselling centers for discrimination, bullying, and sexual harassment is inadequate. In some cases, people lack knowledge about the measures against gender-based violence and sexual harassment, the clarity of actions considered as sexual harassment, and how university members can report instances of sexual harassment. Additionally, some are unaware of the support or procedures available to victims or witnesses of gender-based violence.

4.3 Good practices from selected European countries

Measures applied against gender-based violence and sexual harassment often depend on the evaluation of previous plans, available resources, and top-down policy decisions. For example, in Italy, measures to combat sexual harassment are assessed as highly successful. In addition to other measures, the Council of Ministers ensures that public institutions, including universities, provide working environments free from discrimination and harassment of any kind, including sexual harassment. The Single Guarantee Committee monitors and promotes gender equality within academic institutions by providing support and advice to individuals experiencing gender discrimination or sexual harassment. The Committee also organizes events, workshops, and information campaigns to promote inclusive organizational cultures, ensures proper handling of gender discrimination or sexual harassment cases, and takes corrective measures when necessary.

In Belgium, universities implement various measures to combat gender-based violence and sexual harassment, including a hotline for reporting incidents, supported by a dedicated budget and staff, as well as an external hotline organized by the Flemish government. They also develop codes of conduct and policies, which include campaigns, bystander training, and a disciplinary procedure for staff and students. Broader campaigns and awareness-raising activities are well-developed to communicate issues related to gender-based violence across the university. In Germany, universities and research institutions have made successful efforts to provide counselling for victims or witnesses of sexual harassment.

Meanwhile, in Greece, a Code of Conduct and Good Practice has been specifically tailored to address instances of sexual harassment within the academic community. The GEP also includes the establishment of memoranda of understanding with local community entities,

hospitals, and other relevant institutions, reinforcing the university's commitment to fostering a safe and inclusive academic environment. Faculty members and staff are encouraged to avoid unwelcome jokes or insensitive remarks directed towards male and female academics, reflecting an almost shared vulnerability to such behaviour. Additionally, Municipal Gender Equality Committees, introduced in Greece, created a network that has added a new dynamic to the area of higher education. This network mobilizes institutions and individuals to prepare and implement Action Plans for Equality and Diversity, often acting with measurable objectives and considering the sensitivity of activities.

The Lithuanian Rectors' Conference has adopted a document on the prevention of sexual harassment in academia. In preparing the GEP, EU guidelines on gender equality and specific guidelines for higher education institutions were considered. Today, different universities and research institutions in Lithuania have their own strategies against gender-based violence and sexual harassment, focusing on the recognition and understanding of potential gender-based violence and creating a safe, inclusive, and sensitive environment. The university does not tolerate any direct or indirect gender-based discrimination, sexual harassment, psychological violence, or bullying. It promotes a healthy, safe, transparent, ethical, and inclusive environment to support diversity and inclusion, while protecting the dignity of each individual. Although the implementation phase of the GEP is not funded, the working group continues to complete activities related to the evaluation of sexual harassment and gender-based violence prevention.

In Poland, the Penal Code and Antidiscrimination Law regulate sexual harassment, a crucial consideration in gender equality. The first article of the document outlines the areas and methods for counteracting violations of equal treatment based on sex, race, ethnic origin, nationality, religion, beliefs, disability, age, or sexual orientation. The document prohibits discrimination on the grounds of gender in higher education. However, there are no regulations or measures promoting gender equality in areas such as the inclusion of gender in research and teaching or the prevention of sexual harassment and mobbing. The GEP, however, focuses on measures against gender-based violence, including sexual harassment. Measures to combat gender-based violence, actions that constitute sexual harassment, and policies outlining how university members can report incidents of sexual harassment—whether they are victims or witnesses—are clearly stated.

In summary, different countries implement a variety of measures against gender-based violence and sexual harassment. These measures can be grouped into several categories: adapting necessary documents at national and institutional levels, establishing clear and objective procedures, training community members and bystanders, and running campaigns and awareness-raising activities to communicate the issues. Special attention is given to recognizing the facts of gender-based violence and sexual harassment. Most actions are successful when there is a well-coordinated network of involved stakeholders, which functions in harmony. Additionally, it is crucial to create a healthy, safe, transparent, ethical, and

inclusive environment that promotes diversity and inclusion, supported by hotlines to report incidents.

4.4 Recommendations on the measures against gender-based violence and sexual harassment

Measures against gender-based violence and sexual harassment, among other mandatory requirements, should be included in the GEP. According to the Horizon Europe Guidance on Gender Equality Plans, a GEP must meet four mandatory process-related requirements¹⁹:

- **Public document:** It should be a formal document published on the institution's website, signed by top management, and actively communicated within the institution. It should demonstrate a commitment, among other, to combat gender-based violence, and sexual harassment, and set clear goals, actions and measures to achieve them.
- **Dedicated resources:** The GEP should be supported by resources and expertise on gender-based violence, and sexual harassment to implement the plan. The higher education institution should consider the types and amounts of resources necessary to support ongoing processes.
- **Data collection and monitoring:** Higher education institutions must collect data and produce an annual report on key indicators. The institution should apply a proper methodology to select the most relevant indicators corresponding to the GEP's objectives and targets, and it should collect, analyze, and publish this data annually.
- **Training:** The document must include awareness-raising and training actions (seminars, conferences, workshops etc.) on gender-based violence, and sexual harassment. The process should be evidence-based, ongoing and long-term, and involve the entire institution – professors, researchers, staff, and students.

When creating a GEP, higher education institutions have the right to decide what specific measures to include to combat gender-based violence, and sexual harassment. Depending on the needs of each institution, various areas may be combined in the document. The Horizon Europe Guidance on Gender Equality Plans²⁰, and the GEAR Tool step-by-step guide²¹ provide

¹⁹ European Commission. (2021). Horizon Europe Guidance on Gender Equality Plans. Luxembourg: Publications Office of the European Union. <https://op.europa.eu/en/publication-detail/-/publication/ffcb06c3-200a-11ec-bd8e-01aa75ed71a1/language-en>

²⁰ European Commission. (2021). Horizon Europe Guidance on Gender Equality Plans. Luxembourg: Publications Office of the European Union. <https://op.europa.eu/en/publication-detail/-/publication/ffcb06c3-200a-11ec-bd8e-01aa75ed71a1/language-en>

²¹ European Institute for Gender Equality – EIGE. (2022). Gender Equality in Academia and Research. GEAR tool step-by-step guide. Luxembourg: Publications Office of the European Union. https://eige.europa.eu/sites/default/files/documents/20220795_pdf_mh0922276enn_002.pdf
Gender Equality in Academia and Research – GEAR tool: <https://eige.europa.eu/gender-mainstreaming/toolkits/gear/measures-against-gender-based-violence-including-sexual-harassment>

recommendations for addressing the following dimensions of policies on gender-based violence, and sexual harassment:

- *Behaviours:* Establishing and codifying the expected behaviours of professors, researchers, staff, and students concerning gender-based violence, and sexual harassment. It should ensure that potential victims or witnesses of harassment are not afraid to report incidents. It should also clarify how the interpretation of these behaviours depends on power or authority within different relationships.
- *Reporting:* The policy should outline how institution members can report instances of gender-based violence, and sexual harassment, whether they are victim or witness. Counselling centers and/or safe zones should be visible, address barriers to reporting, and ensure reports are taken seriously. The policy should already explain the investigation process.
- *Investigation:* The policy should provide visible and easy-to-understand information for all: professors, researchers, staff, and students. It should outline the investigatory and decision-making process, including associated timescales. Investigations themselves should be independent, fair, clear and transparent.
- *Support for victims:* The policy should outline how advice and information are provided to victims or witnesses. Information on available support, counselling or other forms of assistance – whether within the institution or through external institutions – should be clearly communicated.
- *Disciplinary measures and prosecution:* The policy should cover procedures for dealing with perpetrators at the institution level. It should also include guidance and support for reporting to the police and any ensuring legal proceedings.

The GEP, should discuss how the entire higher education institution will be mobilized to establish a culture of zero tolerance toward gender-based violence and sexual harassment. For this purpose, communication activities and training programs are crucial. Finally, it is recommended that institutions focus on preventing gender-based violence and sexual harassment and ensure an inclusive and safe environment for all members of the university community.

5. Examples of Community building initiatives on gender equality with the participation of all relevant stakeholders

5.1 Introduction

One strategy that can be used to promote gender equality within institutions for higher education is the implementation of community building initiatives in this area. Through these initiatives, multiple stakeholders can be involved in the process of improving gender equality at the institutions, including leadership, students, faculty, administrative staff, and external stakeholders. This type of action recognizes that achieving gender equality requires more than just policy changes and emphasizes the importance of engaging a broad spectrum of stakeholders, especially those who are involved in the implementation of policies and those from whom the policies are meant, such as staff and students.

These examples show how collaboration can help to change the status of gender equality at institutions for higher education. Universities and colleges have used community efforts to reduce gender gaps, raise awareness on the topic of gender, and support underrepresented groups. From grassroots campaigns and mentorship programs to reforms and partnerships with external organizations, various strategies can be found that others can use too.

In this chapter, various examples of community building initiatives on gender equality will be discussed, and where possible an example from practice will be given. Before we look at the specific examples, we will discuss different relevant stakeholders, both internal and external, who can be involved in these activities. This will enable us to list the potential involved stakeholders for every example that is discussed in the remainder of this chapter.

5.2 Relevant stakeholders

Before exploring examples of community building initiatives on gender equality at institutions for higher education, we aim to map all relevant stakeholders of such institutions who can and should be involved in these initiatives and activities. For this, we will be using the toolkit of GEAR (Gender Equality in Academia and Research) from the European Institute for

Gender Equality.²² Firstly the internal stakeholders will be discussed, and secondly the external stakeholders.

INTERNAL STAKEHOLDERS

Typically, the actors involved in gender equality at an institution for higher education are senior management, middle management and leadership, research and teaching staff, administrative staff, and students. If the institution has a unit in charge of gender equality, they can either be located within one of these units, such as for example the HR department, or there can be a dedicated person or unit for gender equality, such as a GE officer, team or committee.

SENIOR MANAGEMENT

People in senior management have the authority to make decisions that impact the entire organization, making them key change agents for any initiative on gender equality within their institution. Their support of commitment building initiatives and commitment to working towards gender equality within the institution are essential for engaging stakeholders and overcoming resistance.

Their role in community building initiatives includes:

- Openly support community building initiatives on gender equality, demonstrating a commitment to fostering an inclusive environment.
- Endorse community building efforts and promote initiatives that bring together various stakeholders to address gender issues, ensuring these efforts are recognized and valued.
- Ideally, be involved in the planning and execution of community initiatives, offering insights, influence and a network.
- Provide adequate financial and human resources to ensure the success of community building initiatives focused on gender equality.
- Authorize relevant documentation, procedures, and activities that facilitate community-driven changes towards gender equality.
- Monitor progress by requesting regular updates on the implementation and outcomes of community building efforts to ensure continuous improvement and accountability.

MIDDLE MANAGEMENT AND LEADERSHIP

Middle management and leadership also play a key role in implementing gender equality initiatives on the ground, as these stakeholders manage daily operations within departments, research groups, or staff and student services. Their closer interaction with faculty, staff, students, and other stakeholders makes them valuable in promoting and executing gender equality efforts.

²² <https://eige.europa.eu/gender-mainstreaming/toolkits/gear/action-toolbox>

Their role in community building initiatives includes:

- Publicly endorse and actively participate in gender equality community building activities within their units and across other units of the institution.
- Engage in the planning and execution of community initiatives, helping to maintain any budgets there are for this, and offering insights and expertise from their specific areas.
- Facilitate and oversee the practical implementation of community building activities and programs as directed by senior management.
- Ensure that gender considerations are included in community discussions, workshops, and outreach efforts, even if these are not specifically designed to promote gender equality.
- Collect and provide necessary data and feedback to monitor the progress and impact of community building initiatives focused on gender equality.

RESEARCH AND TEACHING STAFF

These are closest to students and at the same time also beneficiaries of any activity on gender equality.

They have a role to play in community building initiatives, for example in the following ways:

- Participate in planning and engage in the development of community building initiatives by sharing their expertise and insights.
- Organize and/or lead workshops, seminars, and discussions that focus on gender equality and involve students, colleagues, and potentially also leadership and external stakeholders.
- Provide mentorship to underrepresented groups and support their participation in community initiatives.
- Enable cross-departmental collaboration and work with external organizations, other departments and community groups to broaden the impact of gender equality initiatives.

ADMINISTRATIVE STAFF

Involving administrative staff in community building initiatives on gender equality is important for several reasons. Their perspectives and expertise ensure that initiatives address the needs of the entire organization and are effectively implemented. Departments like HR can promote unbiased procedures and fair recruitment, fostering an inclusive culture. Communications departments can raise awareness and disseminate information, while legal and financial departments can ensure the feasibility of initiatives. Research support departments can integrate gender perspectives into teaching and research.

The role of the administrative staff can include:

- Endorse and promote gender equality community building activities within their departments.

- Participate in planning and implementing community initiatives, offering their experience, expertise and perspectives.
- Ensure practical execution of community building activities and programs.
- Incorporate gender considerations into administrative processes, policies, and communications.
- Collect and report data to track progress and impact of community building initiatives on gender equality.

STUDENTS

Involving students in community building initiatives on gender equality is crucial for fostering a more inclusive and aware academic environment. A key element for the success of the GEP is the active involvement of students. It has been suggested to collaborate with student associations, which can play a crucial role in raising awareness and promoting gender equality. Basic training courses on active listening could be initiated to create a discreet and supportive peer-to-peer listening space. Some associations and organizations have already shown particular attention to the issue, and could be involved in specific initiatives such as podcasts, workshops and other interactive activities that promote awareness and concrete action on gender issues. As beneficiaries, students gain awareness of gender-relevant issues across all disciplines, including career progression and combating gender-based violence, and they are encouraged to apply gender perspectives in their research. This prepares them to promote gender equality in their future careers as educators and researchers. Building a community around gender equality can also empower students in their academic trajectory.

The role of students can include:

- Active participation in community building activities such as workshops and training on unconscious bias and gender-based violence.
- Contribute opinions and insights in the development and implementation of community building initiatives.
- Take on leadership roles in gender equality efforts, such as serving on committees, mentoring peers or leading a community initiative.

EXTERNAL STAKEHOLDERS

Community building initiatives often involve stakeholders beyond the organization itself. External partners might include gender experts and consultants; researchers and academic contacts from other institutions; non-governmental organizations focused on issues like violence against women or gender bias; audit organizations; and various networks like university groups or funding bodies. Additionally, political figures or government ministries may also be helpful or important. These external stakeholders can provide expertise and knowledge, for example by leading a workshop, they can provide an outsider's perspective, and they can help to expand the network of institutions working towards the same cause,

building a community across multiple institutions for higher education, which can for example enable information sharing and communal initiatives.

5.3 Gender Equality Week

A first example of a community building initiative on gender equality that is discussed in this chapter is a so-called Gender Equality Week. A Gender Equality Week is an organized series of events and activities held over a week to raise awareness about gender equality issues. Typically, this is organized once every year. The goal is to educate and engage the entire community on topics such as gender bias, sexual harassment, and career advancement for women and underrepresented groups. It can also offer opportunities to network and to kick off mentorship programs. Stakeholders typically include students, academic faculty, administrative staff, and external partners such as non-governmental organizations and gender equality experts.

The activities organized during this week can include:

- Panel discussions: featuring experts, university board members, and student representatives discussing various aspects of gender equality.
- Workshops: interactive sessions on topics such as unconscious bias, gender-sensitive pedagogy, and leadership skills for women.
- Film screenings and debates: showing films related to gender issues, followed by open debates or discussions.
- Networking events: opportunities for students, faculty, and staff to connect and share experiences.

A similar activity can be found at the Vrije Universiteit Brussel (VUB) in Belgium, which organizes a yearly “Gender Week” in March, in the week of International Women’s Day (8 March). This week is organized by VUB leadership in collaboration with the VUB expertise center for gender, diversity and intersectionality, and covers a range of activities, including documentary screenings, themed lectures, and panel discussions and debates.

5.4 Mentorship programs

A second example of community building initiatives are mentorship programs. These programs pair experienced individuals with less experienced mentees to provide guidance and support, focusing on gender equality. The goal is to support the career development and personal growth of individuals from underrepresented groups, helping them navigate challenges and opportunities. Key stakeholders include mentors (often academic faculty),

mentees (students or early-career professionals), and program coordinators who can be from both within the organization and external organizations.

Mentorship programs can have various components, including:

- Regular meetings: structured interactions between mentors and mentees to discuss (student) career development and challenges.
- Workshops and seminars: training sessions on topics such as career planning, work-life balance, and navigating gender dynamics in the workplace.
- Networking opportunities: events that bring together mentors, mentees, and other stakeholders to build professional networks.

5.5 Gender Equality Task Force

A Gender Equality Task Force is a dedicated group within an organization that focuses on identifying and addressing gender inequality issues. The goal is to develop and implement strategies to promote a more equitable environment. Stakeholders in this initiative include members from various departments, including human resources, senior management, student representatives, and representatives from gender-focused external organizations or advisory boards.

The task force can:

- Conduct assessments: regularly evaluate the state of gender equality in various departments, both for students and for staff (academic or administrative).
- Develop policies: formulate and recommend policies to promote gender equality.
- Organize training: provide training for faculty and staff on gender sensitivity and inclusive practices.
- Monitor progress: track and report on the implementation of gender equality initiatives.

5.6 Gender Research Initiatives

Gender Research Initiatives involve projects and studies aimed at exploring and addressing gender-related issues within and beyond the organization. The goal is to generate new knowledge that can inform policies and practices for better gender equity. Stakeholders include researchers (who can be members of the faculty but could also be students), academic partners, gender experts, and often funding bodies or research institutions. This type of activity is about promoting and funding interdisciplinary research projects focused on gender issues.

Key activities might include:

- Research grants: providing funding for projects that explore gender disparities in various fields.
- Research seminars: regular seminars where researchers can present and discuss their findings with the university community and external stakeholders.
- Publication support: assisting researchers in publishing their work and disseminating findings to a broader audience.

5.7 Inclusive Curriculum Development

Inclusive Curriculum Development focuses on creating and revising academic programs to incorporate diverse perspectives and address gender biases. The goal is to ensure that all students receive an education that reflects a broad range of experiences and viewpoints. Stakeholders involved are academic faculty members, students, and sometimes external consultants or gender equality experts. This activity aims to integrate gender perspectives into the university curriculum across all disciplines.

This involves:

- Curriculum reviews: evaluating existing courses to identify and address gender biases.
- Faculty training: offering training for academic staff on how to incorporate gender perspectives into their teaching.
- Student involvement: engaging students in the process to ensure the curriculum reflects diverse viewpoints and experiences.

5.8 Annual Gender Equality Awards

Annual Gender Equality Awards recognize and celebrate achievements in promoting gender equality within the organization. The goal is to highlight successful initiatives, inspire others, and reward individuals or groups who have made significant contributions. Stakeholders include students, academic staff, administrative staff, middle or senior leadership as a member of nomination committees, and potentially members of the broader community who participate in or attend the awards ceremony.

Activities relating to this type of award (or awards) can include:

- Nomination and selection process: An inclusive process involving input from students, faculty, and staff.
- Award ceremony: a formal event to celebrate the achievements and highlight best practices.
- Dissemination: sharing the stories of award winners as case studies for inspiration and learning across the institution.

5.9 Gender Equality Resource Center

A last community building activity is the foundation of a Gender Equality Resource Center, a dedicated space that offers information, support, and resources related to gender equality. The goal is to provide a hub for educational materials, counseling, and advocacy to support gender equity efforts. Stakeholders include center staff, students, faculty and potentially external gender experts, and community organizations that collaborate with the center to offer services and workshops.

Services of this dedicated center within the university that serves as a hub for gender equality resources and support can include:

- Resource library: a collection of books, articles, and other materials on gender equality.
- Counseling services: support for students and staff dealing with gender-related issues.
- Training and workshops: regular sessions on topics such as gender sensitivity, leadership, and professional development.

6. Presenting sample training schedules, evaluation and experiences of workshop events

6.1 Sample training schedules

MODULE I – STEREOTYPES AND PREJUDICES

This module should address issues related to stereotypes existing in a given country - training participants must become aware of their own stereotypes and where these stereotypes may have come from. It is necessary to explain different sources of stereotypes in the context of:

- thinking patterns, cognitive patterns;
- socialization.

Participants must also learn:

- how prejudices are formed,
- what is the difference between stereotypes and prejudices,
- how stereotypes influence the appearance of prejudices.

MODULE II – THE PATH FROM STEREOTYPE TO DISCRIMINATION

In this module, participants should familiarize themselves (with examples) with the mechanism of discrimination:

- Discriminatory triad = (stereotypes – prejudices – discrimination);
- Gordon Allport's Pyramid of Hate.

MODULE III – DISCRIMINATION

In this module it is very important to talk about:

- Basic information about discrimination
- What is discrimination - definition
- How to recognize discrimination - manifestations and forms

- Legal and institutional protection
- What are the legally protected features?
- Discrimination in the Labor Code
- Forms of discrimination
- Direct discrimination
- Indirect discrimination
- Obligation to provide equal remuneration
- Prohibition of retaliation
- Exceptions to equal treatment

MODULE IV – HARASSMENT AND SEXUAL HARASSMENT

In this module, participants should become familiar with the concepts of:

- psychological harassment,
- sexual harassment (as a specific form of gender discrimination).

It is also important for participants to learn effective forms of responding to sexual harassment and to learn where and how to report such cases. The next issue for module IV is to present, discuss and practice the use of inclusive language.

COMMENTS

The time and topics covered during the training will depend on the instructor and the organization where the training takes place. It is important to pay special attention to the fact that it is worth preparing e-learning training modules covering the topics mentioned above. The e-learning form of training allows employees to draw attention to important issues more often.

6.2 Evaluation and experiences of workshop events

The process of evaluation should start with formulating the evaluation objectives, which will allow you to determine what will be the subject of the analysis, who should be included in the evaluation process, when this process should take place and how it should be carried out.

There are two approaches to evaluation:

1. treats evaluation as a study intended to provide objective data (using sociological and statistical research);
2. stresses the role of evaluation as a participatory process, providing space for different points of view. The search for objective truth is not the primary goal here, in contrast to the first approach.

In the case of equality workshops, the second approach seems more appropriate. This approach assumes the empowerment of people participating in the process and the inclusion

of representatives of various groups. Each participating group will show a different perspective of the workshop, which will allow you to obtain the fullest picture of the whole.

Evaluation is carried out to:

- modify the implementation of programs, e.g. to increase their effectiveness,
- learn the usefulness of the workshop for the recipients,
- summarize a specific stage of the workshop,
- determine the strengths and weaknesses of the education process,
- improve individual elements of the workshop,
- adjust the workshop program to the recipients' expectations,
- get to know the effects of the workshop,
- determine the further development path of the participants,
- pursue other goals.

Many factors determine the success of a workshop, such as:

- a) group dynamics,
- b) the extent to which learning is taken into account;
- c) conflicts in the group,
- d) method of discussing the topic, etc.

Each of the factors mentioned affects the final results of the workshop. Once the purpose of the evaluation has been determined, what its results will be used for, and who should be involved in the process of preparing, conducting, and discussing it, it is necessary to consider what will be evaluated. Will it be: a broad analysis covering the process of needs research, recruitment, program preparation, its implementation and effects, or perhaps taking into account only a selected fragment, e.g. the effects of the workshop after its completion?

The next step is to define the subject and scope of the evaluation.

EVALUATION MODELS

The analysis can be performed according to several different models. The table below shows four different study designs.

MODEL	EVALUATION LEVELS USED IN THE MODEL
<p>MODEL BY KIRKPATRICK</p>	<p>4 LEVELS</p> <ol style="list-style-type: none"> 1. Reaction – were the participants satisfied with the workshop? 2. Learning – what did the participants learn during the workshop? 3. Behavior – whether the participants changed their behavior after the workshop and what did they learn during the workshop? 4. Results – did changes in behavior have a positive impact on the organization/the institution/environment in which they live, work or operate?

CIPP MODEL	<p>4 LEVELS</p> <ol style="list-style-type: none"> 1. Context assessment – have the appropriate objectives been chosen for this workshop? 2. Input assessment – is the program well planned? Do you have adequate funds to organize this workshop? 3. Process evaluation – how did the workshop go? What was the opinion of the participants? 4. Assessment of effects (products) – have the goals been achieved?
MODEL BY BRINKERHOFF	<p>6 LEVELS</p> <ol style="list-style-type: none"> 1. Setting goals – what are the needs? Are these needs real? 2. Workshop structure – what does it take to meet these needs? Will this structure of workshop meet needs? 3. Program implementation – how do you evaluate the program in practice? 4. Immediate effects – did the participants learn anything? What? 5. Effects or use of effects at the intermediate stage - Do participants use what they learned during the workshop? 6. Impact (long-term effects) and value – whether the workshop resulted to significant or more lasting changes in participants' organizations and had a visible impact on their individual development?
SYSTEMIC APPROACH BY BUSHNELL	<p>4 LEVELS</p> <ol style="list-style-type: none"> 1. Input – what inputs does the workshop require? (the participants' qualifications, skills and abilities, material resources, etc.). 2. Process – what do the planning and concept preparation phases look like? and structure, detailed development and conduct of the workshop? 3. Results – what are the reactions of the participants, what knowledge and skills have they gained, What behaviors have they rethought and what attitudes have they changed? 4. Effects – how did the workshop affect the participants' organizations?

EVALUATION PROCESS

Workshop evaluation is a process planned and integrated with the workshop program. The evaluation process begins with preparations for the workshop and continues parallelly to its implementation.

The workshop can be evaluated at least at four **key moments**:

1. Initial evaluation (ex-ante) – takes place after identifying training needs and developing a workshop program. At this stage, it is worth verifying the assumptions and needs on which the program is based, as well as the program concept itself, and, if necessary, introduce major changes or minor corrections.

2. Continuous evaluation – this type of evaluation is conducted during the workshop. The program is reviewed daily to check whether it meets needs and meets established goals. An

element of this evaluation is collecting expectations at the beginning of classes and referring to them at the end of the workshop. It is important to provide participants with the opportunity to constantly comment and "control" their learning process. Therefore, what is rarely realized, Kolb's experiential learning model is based on a constant evaluation process, e.g. the reflection or reference phase of a given experience to reality (phase II and IV in the Kolb's cycle) allow both the trainers and the participants to observe the learning process, which is consistent with the participatory evaluation model.

The key methods of such evaluation are:

- "rounds"/discussion closing the day or
- comments by participants in writing, etc.

3. Final evaluation – this evaluation is carried out at the end of the workshop. This is primarily about the reactions of the participants, their opinion on the learning outcomes, assessment of the degree of achievement of general and specific goals. The tools most frequently used are surveys regarding the level of satisfaction, oral statements, presenting their opinions in a visual form, e.g. posters, reference to expectations, reflection by the team responsible for planning the training.

4. Ex-post evaluation – this type of analysis is also called "impact evaluation". It is carried out at least six months after the end of the workshop. It focuses on how - according to the participants - the workshop influenced their individual development and translated into the situation of the groups they work for or their institutions/organizations. Methods such as case analysis, surveys or interviews with people who cooperate with people participating in the workshop being evaluated, research of entire organizations, etc. are used here.

Once we know why we want to carry out the evaluation, what issue will be evaluated and when we should carry it out, we need to specify what we want to find out and how we will verify it.

At this stage of planning and conducting evaluation, important concepts are:

- Evaluation criteria, key questions and satisfaction indicators.
- Evaluation criteria, research questions and satisfaction indicators

Evaluation criteria are values for a given workshop, and key evaluation questions are the same as research questions (these are not questions that will later be included in research tools). They should refer to the purpose of the evaluation. Criteria and key questions are closely related.

RELEVANCE (ADEQUACY) – may refer, for example, to the appropriate selection of goals of participants or the educational methods used in relation to the educational goals and content. Examples of questions arising from this criterion are:

- To what extent do the workshop goals meet the diagnosed needs of a given group?

- Are there any alternative methods to those used in the workshop to achieve educational goals? If so, what? What made the leader decide on these methods? What were the consequences of this for the educational process?

EFFECTIVENESS – most often refers to the degree of achievement of the goals and results of the workshop and determines the impact of external factors on the final effects of the workshop. Sometimes, in order to test the effectiveness during the educational process, "homework" is used, the completion of which is verified acquired skills, as well as the implementation of a task after completing the entire educational cycle.

Examples of questions arising from this criterion are:

- To what extent were the assumed goals achieved? What did the participants learn, and to what extent does it correspond to the goals of the program?
- Which of the methods used are the most effective?
- What factors influenced the results of this workshop?

EFFICIENCY (EFFECTIVENESS) - examines the relationship between inputs, costs, resources (financial, human, administrative) and the achieved effects of a given workshop. Examples of questions arising from this criterion are:

- To what extent was it possible to achieve the assumed goals at a lower cost?
- To what extent was it possible to achieve better or the same results using fewer resources, e.g. in a shorter time?
- To what extent were the competences of the trainers sufficient to achieve the assumed educational goals?

USEFULNESS – determines the degree of use and application of the knowledge and skills acquired during the workshop in subsequent practice. This criterion is most often used in ex-post evaluation. They can be used in longer educational processes, as long as we have the opportunity to observe the application of the acquired knowledge.

Examples of questions arising from this criterion are:

- How have the activities carried out by the participants changed and to what extent is this change related to participation in the workshop?
- To what extent were the expected and unexpected effects of the project?

ACCURACY – includes questions about the continuity of effects (primarily positive) of a given intervention in the medium and long term. Examples of questions arising from this criterion are:

- To what extent were the positive effects of the workshops felt after their completion?
- To what extent will the positive effects be felt after the workshops end?

It is worth remembering that the above-mentioned criteria are not a closed list, but only examples. In relation to the anti-discrimination workshop, one of the evaluation criteria may

be the participatory nature of the education process, understood e.g. as including representatives of the groups to which the workshops will be addressed in the process of their preparation and evaluation, or the empowerment criterion, i.e. ensuring participation in workshops by representatives of groups that are usually marginalized.

One of the last stages of planning the workshop evaluation process is developing a method of collecting the necessary information. This includes the selection of methods, techniques and the so-called research sample, i.e. a decision on how many people and representing what groups information should be collected.

TRIANGULATION IN EVALUATION

An important concept in evaluation is triangulation, i.e. looking from three points of view.

There are four types of triangulation, related to different:

1. sources of information,
2. evaluation methods,
3. people carrying out workshop evaluation,
4. educational models.

The use of triangulation allows you to detect contradictions and inconsistencies and separate what is a single opinion from a certain regularity. It also allows you to learn about the specificity of a given group and take their opinion into account when creating another educational program. In the evaluation of workshops, both qualitative and quantitative methods of collecting information can be used, which complement each other, thanks to which it is possible to obtain a more complete picture of reality.

EVALUATION METHODS AND TECHNIQUES

Quantitative methodology assumes the existence of an objective world and the possibility of knowing it. Quantitative research focuses on measurement and identification of facts, answering the questions: WHAT, HOW MUCH, HOW OFTEN, IN WHAT PART, HOW STRONG... (quantitative description of reality), e.g. how many people decided that the workshop meets their needs. When using qualitative methods, we assume the subjective nature of knowledge and cognition. Qualitative research is an attempt to capture the "hidden meaning" that structures what we say and what we actually do. It is an attempt to explain the "true meaning" of what we see. Qualitative research leads to understanding facts and processes and answers to the questions: WHY, HOW IS IT POSSIBLE, HOW... (qualitative description of reality), e.g. how do people participating in the workshop define the word "need"? To what extent are verbalized needs (expectations) consistent with real needs?

The quantitative approach typically uses techniques such as:

Surveys - (all participants complete questionnaires simultaneously in the training room, most often right after the classes), e-mail and online surveys. When using this technique, remember that each survey must contain the so-called "metric", i.e. specifying the key characteristics of

the person who responds to it, variables, including: gender, degree of physical fitness, age, education, place of residence, place of employment. This will allow us to verify during the analysis of the material whether there are differences in the perception of a given workshop from the perspective of women and men, or e.g. able-bodied and disabled people, and other dimensions of identity, depending on the composition of the group.

Analysis of quantitative documents - e.g. the number of people identifying as women, men, non-binary people, or people who do not want to identify with any category at a workshop on counteracting gender discrimination, can tell us what the interest in a given topic and also focus our evaluation on looking at the recruitment process in terms of taking into account gender categories.

Mainly uses techniques with the **qualitative approach**:

- Individual in-depth interview.
- Focus group interview.
- Telephone interviews (scripted).
- Observation.
- Round - can take various forms, e.g. free statements of participants, unfinished sentences technique, "basket and suitcase" - I throw what I don't need from this workshop into the basket and put what I want to take with me into the suitcase , "drawer and pocket" - I put in the drawer what may be useful to me someday, but not right now, and in my pocket I take things that are necessary for quick application and use, metaphor - If you were to present the atmosphere in this workshop as weather , what the weather would be like.
- Visualization, e.g. a drawing of what was most important in the training.
- Learning journals – individually written reflections after each thematic module.
- Coaching meetings – summarizing meetings of the coaching team after each day of classes or after closing a certain stage of the education process.
- Case study - e.g. analyzing changes that have occurred in the environment of 2-3 people taking part in the workshop, in order to verify the factors conducive to the application of the acquired knowledge and skills and the factors hindering its application.
- Biographical analysis - e.g. the development of a person participating in a coaching course over some time, taking into account changes in external factors and life events (e.g. in the case of longer training cycles, drawing the life paths followed by people participating in the workshops from the first to the last session).

Questions to consider when choosing techniques of collecting information:

- what we want to know (what are our evaluation questions, do we need more numerical data or a better understanding of certain processes),
- where you can find the necessary data,
- how much time do we have for this and what resources do we have,
- what is the complexity of the collected data,

- how often they are collected,
- what are the cultural conditions of the groups that will participate in the study.

It is worth remembering that each technique has its advantages and disadvantages, e.g. surveys provide greater anonymity, but at the same time they can be discouraging. Interviews allow you to better understand opinions, but they are time-consuming. It is worth using different methods when evaluating a workshop. In the case of evaluating anti-discrimination workshops, it is also important that some methods may be inadequate to the specificity of the group, e.g. a long questionnaire with small print will be a difficult tool for visually impaired people.

After selecting the techniques, it's time to develop tools, e.g. surveys or interview questions, and collect information at previously planned times. Remember that time for evaluation should be included in the workshop program, because it is one of the key elements of the educational process. Without reflection there is no learning, then there is only unconscious accumulation of information and competences.

PRESENTATION OF EVALUATION RESULTS

They may take the form of a report or presentation of main conclusions and recommendations. What seems important from the point of view of evaluating anti-discrimination workshops is the dissemination of conclusions and recommendations. It is important that groups that were involved in the evaluation process have access to them. Two issues are worth paying attention to. Firstly, to determine at the beginning who will be acquainted with the evaluation results, in what form and to what extent. Not everyone has to see everything, although - in accordance with the standards of openness and transparency of activities - it is recommended to make reports public, e.g. websites or publications. Secondly, it should be remembered that the evaluation report should be consistent with the principle of equal opportunities - it should meet the criteria of accessibility for everyone, taking into account the specificity of a given medium. It is worth ensuring that:

- Diversify the channels for disseminating conclusions and recommendations from the evaluation, so that they can be read by various social groups (e.g. a report or presentation published for visually impaired people - if the conclusions from the evaluation are important for this group of people - published in Braille 'a, adapting fonts to people with low vision, dyslexia, increasing contrast).
- Reach out with information to groups that were involved in the evaluation process - ensuring, for example, organizing special meetings to discuss the evaluation results, taking into account the space and time enabling all interested people to participate in the meeting.
- Profile information materials presenting key conclusions and recommendations from the evaluation that are particularly important from the point of view of a given group.
- Use inclusive language – use gender-sensitive language in the report that does not discriminate or stigmatize any group.

Annex

QUESTIONNAIRE PRO-GENDERING

Part I – demography

1. Gender
- Female
 - Man
 - Non-binary person
 - Other

2. Age
- Indicate the correct number

3. Position
- Researcher
 - Teaching employee
 - Administrative employee

Part II

Please indicate to what extent you agree with the statements in the questionnaire.

Nr	Statement	I strongly agree	I agree	I have no opinion	I disagree	I strongly disagree
1.	Women are unambitious					
2.	Women have a non-confrontational way of communicating					
3.	Having children affects the quality of work					
4.	Women are good at labor-intensive tasks					
5.	Women are good in prestigious activities					
6.	Women have fewer opportunities to develop their professional careers than men					
7.	I am treated unequally by my superiors					
8.	I am treated unequally by my colleagues					

9.	Women are not unfitted for certain tasks					
10	Women are unfitted for administrative tasks in research projects					
11	Women are unfitted for substantive tasks in research projects					
12	Women are not very resistant to stress					
13	Women are indecisive					
14	Men are unambitious					
15	Men have a non-confrontational way of communicating					
16	Men are good at labor-intensive tasks					
17	Men are good in prestigious activities					
18	Men have fewer opportunities to develop their professional careers than women					
19	Men are not unfitted for certain tasks					
20	Men are unfitted for administrative tasks in research projects					
21	Men are unfitted for substantive tasks in research projects					
22	Men are not very resistant to stress					
23	Men are indecisive					

COMMENTS

The statements are only a set of propositions that may be expanded as needed. The most important thing is to keep the balance between statements relative to women and men.

QUESTIONNAIRE - PSYCHOSOCIAL RISKS AT WORK RELATED TO DISCRIMINATION AND SEXUAL HARASSMENT

Part I - demography

1. Gender
- Female
 - Man
 - Non-binary person
 - Other

2. Age
- Indicate the correct number

3. Position
- Researcher
 - Teaching employee
 - Administrative employee

Part II

Please indicate to what extent you agree with the statements in the questionnaire.

Nr	Statement	I strongly agree	I agree	I have no opinion	I disagree	I strongly disagree
1.	I know how to react in case of discrimination in the workplace					
2.	I know where to report discrimination in the workplace					
3.	I know how to react in case of sexual harassment in the workplace					
4.	I know where to report sexual harassment in the workplace					

5.	I know how to respond to exclusionary behavior					
6.	I know where to report exclusionary behavior					
7.	I am less treated at work because of my gender					
8.	I am less treated at work because of my sexual orientation					
9.	I am treated as an expert by my superiors					
10.	I am treated by my colleagues as an expert					
11.	I am encouraged to be a leader in research projects					
12.	I feel a lack of support from my superiors					
13.	I feel a lack of support from my co-workers					
14.	I'm stressed by work					
15.	I am tired because of work					
16.	I am concerned about my professional future					

17.	I have experienced unequal treatment					
18.	I rate well my well-being at work					

COMMENTS

These statements are only a set of propositions and may be modified and extended depending on the needs of the organization. Questionnaire verifying gender balance in workplaces

QUESTIONNAIRE VERIFYING GENDER BALANCE IN WORKPLACES

People working in research

Nr	Category	F - nr	M - nr	Other - nr
1.	People working in research			
2.	People with the title of associate professor			
3.	People with the title of full professor			
4.	People working as assistant professor			
5.	People working as assistant			
6.	People with Ph.D title			

People working in administration departments

Nr	Category	F - nr	M - nr	Other - nr
1.	People in research and technical positions			
	People in engineering and technical positions			
2.	People in the position of librarian			

3.	People in administrative positions and other employees			
4.	People in charge			
5.	People in the position of dean			
6.	People in the position of deputy dean			
7.	People in the position of director of the Institute			
8.	People in the position of Head of the Department			
9.	People in the position of Representative			
10.	People in the position of chairman of the Scientific Council			
11.	People receiving grants			
12.	People receiving academic scholarships			

COMMENTS

The Questionnaire should be regularly and recurrently used to verify the state of gender equality in the organization. Each organization should determine all positions in research and administration departments and complete the Questionnaire with appropriate positions.

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