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including Research and Teaching — ‘Gender-SMART’
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D2.2

Supporting guidelines and checklist for GEP design, endorsement and first stage implementation

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Version History

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V1.0	Draft	17/04/2019	Maxime Forest (YW) Lut Mergaert (YW)	Submission for review
V2.0	Final	29/04/2019	Maxime Forest (YW) Lut Mergaert (YW)	Ready for submission
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V4.0	Revised	23/12/2020	Maxime Forest (YW) Lut Mergaert (YW)	Ready for resubmission

Acknowledgements:

For the sake of cumulateness, this document elaborates on several outputs from other EU-funded initiatives, namely the **SUPERA checklist for GEP evaluation** and the **SUPERA Step-by-step guide to set up and facilitate the innovative GEP design and implementation structures**.

The *SUPERA checklist for GEP evaluation* provides an extensive review of the different guidelines and checklists designed to date for the purpose of GEP design, implementation, monitoring and evaluation (notably under projects such as INTEGER, TRIGGER or GENOVATE). The *SUPERA Step-by-step guide to set up and facilitate the innovative GEP design and implementation structures*, formalizes the design process of a Gender Equality Plan, and provides additional valuable insights through a GEP short guide and template, annexed to the document. Hence, with the authorization of the SUPERA community and its impartial evaluating partner, both documents have served as a basis for part of the present deliverable. Our project thus acknowledges that the framework for the analysis contained in the present report has gained fruitful insights from SUPERA.

The D2.2 “Supporting guidelines and checklist” are nevertheless **specific to Gender-SMART as they aim not only to support implementing partners in setting up a GEP, but also provide guidance to ensure the availability of resources and the participation of stakeholders, to secure GEP official endorsement and to achieve sustainability**. According to the GEP phases defined in the GEAR tool, the present guidelines primarily addresses the GEP design phase, and more specifically the aspects that are crucial to its

further implementation: resources, stakeholders' participation, leadership support and sustainability. They draw upon the baseline assessment of partners' needs in terms of capacity-building for change (D2.1) and upon the contribution of social design to harnessing creativity and developing solutions to problems. For these reasons, both the content and structure of this deliverable differ to a significant extent from the two aforementioned documents.

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List of Acronyms

ANR	Agence Nationale pour la Recherche (FR)
CICYTEX	Centro de Investigaciones Científicas y Tecnológicas de Extremadura (ES)
CIHEAM	Centro Internazionale de Altistudi Agronomici Mediterranei (IT)
CIRAD	Centre de coopération International en Recherche Agronomique pour le Développement (FR)
CUT	Cyprus University of Technology (CY)
GAD	Gender and Development
GE	Gender Equality
GEP	Gender Equality Plan
ISAS	Institute of Sociology of the Academy of Sciences of the Czech Republic (CR)
M&E	Monitoring and Evaluation
NGO	Non-governmental Organisation
RFO	Research Funding Organisation
RPO	Research Performing Organisation
Teagasc	Agriculture and food development authority (IE)
WP	Work Package
WUR	Wageningen University (NL)
YW	Yellow Window (BE)

About Gender-SMART

Gender-SMART is a community of seven European Research Performing Organizations (RPOs) and Research Funding Organizations (RFOs), operating in the broadly framed field of research in food, agricultural and life sciences, supported by two technical partners. This community has committed to the three following operational objectives:

- 1) Seven gender Equality Plans (GEPs) are actively implemented, tackling the following areas of actions: a) building a Gender Equality Culture; b) Developing equal career support measures; c) Reshaping decision-making and governance; d) Integrating gender in funding, research and teaching
- 2) Change is steered beyond the project timeline, as GEPs are co-designed with relevant stakeholders, made visible and accessible to targeted audiences and the broader community, continuously supported by the top management, fully integrated and institutionalized, and adopted by target groups into their daily practices
- 3) Lessons are learnt and good practices are disseminated within and beyond the academia, through engaging stakeholders beyond Europe and designing tools “open to the world”

Gender-SMART adopts a holistic approach combined with a field-specific dimension, the articulation of a sound theoretical framework with more practical knowledge, addressing gender equality as a matter of scientific excellence, as well as a strong commitment to sustainability and openness.



Introduction

The primary aim of the Gender-SMART project is to implement 7 fully-fledged Gender Equality Plans – or GEPs - articulating a structural understanding of gender inequalities, stereotypes and biases in research. Those are to be tackled in their complex, multi-layered dimensions through a holistic set of measures, adapted to the missions, structure and functioning of five Research Performing Organizations (RPOs), namely CIRAD, CUT, Wageningen, CIHEAM and CICYTEX), one Research Funding Organization (RFO), the ANR, and two institutions combining both roles: CIHEAM and Teagasc. As the ultimate objective of these GEPs is to bring about sustainable changes aimed at increasing gender equality and to integrate the gender dimension in research and the academia, their design, endorsement and early implementation phase require to be carefully devised and planned.

Purpose

In response to this need, these *Supporting guidelines and checklist for GEP design, endorsement and first stage implementation (D2.2)*, developed by the WP leader Yellow Window, intend to provide implementing partners of Gender-SMART with practical, experience-driven recommendations and guidance regarding:

- How to **design** their respective GEPs, drawing upon the internal audit carried out during the launch phase of the project and the identification of key priorities
- How to ensure that their respective GEPs are **officially endorsed** at the highest possible institutional level so as to provide grounds for further institutionalization
- How to **initiate and monitor the implementation** of their GEPs so as to support self-reflexivity, continuous enhancement and adaptation

Further elaborating on the knowledge accumulated through WP leader practice, as well as the resources directories built up under “sister projects” and the GEAR tool updated by EIGE¹, these guidelines and checklist highlight key lessons learnt and bring additional knowledge on particular issue such as resources or stakeholders’ engagement.

Practical guidance is summarized in a checklist encompassing major questions and steps to be addressed/followed for the successful implementation of a GEP. Based on the extensive review of policy instruments developed to trigger structural changes in research and the academia carried out for EIGE, this checklist has been conceived:

- a) Cumulatively to those already existing in order to avoid duplication, as most of existing checklists or guidelines focus either on the design and setting-up phases of GEPs, thus already providing a valid framework

¹ See : updated version, to be made publicly available in October 2020.

- b) As a flexible document, to be further enriched along the project based on partners' experiences and input from the evaluating partner²
- c) As a tool complementary to other instruments for capacity-building designed for the Gender-SMART projects, such as *Baseline assessment of needs in terms of capacity-building for change* (D2.1).

This deliverable has been developed under task 2.1, “Tailor-made guidelines and support tools for GEP design and implementation”, running from M1 (January 2019) to M24 (December 2021). This task builds on:

- the **inventory the resources available** internally to each partner in terms of expertise, skills and capacities required for the enhancement and implementation of their Gender Equality Plans, and
- the **baseline assessment of partners' needs and specificities** – especially with respect to the status and/or missions of RFOs & RPOs, and to their different degrees of advancement at the level of GEP design.

This task is expected to deliver methodological instruments aimed to support the design and implementation of a GEP (including Gender Training activities), to ensure stakeholders' mobilization and to strengthen accountability towards adopted objectives.

Coverage

In terms of issue coverage, this checklist addresses in particular the following aspects:

- 1) The availability of resources, in terms of staff, knowledge and time
- 2) The channels for stakeholders' involvement in the implementation of GEPs
- 3) The process to ensure top-leadership support to the GEPs and the mechanisms adopted to ensure accountability towards set objectives
- 4) The prerequisites to deliver sustainable structural change through impacting organizational culture, key framework documents as well as daily routines

Drawing upon the GEAR tool developed for EIGE, this document firstly provides brief, generic guidelines including a **definition of a Gender Equality Plan**, a presentation of its **design process** and of the step-by-step **guide for its design, implementation and evaluation**, also summarizing key insights gained from a design thinking approach. A second section consists of a **review of existing guidelines and checklists for designing and monitoring GEPs**. Elaborating on the one developed for the SUPERA project, it aims at highlighting shared criteria about GEPs' design and

² To that aim, based on the input from the interim review process carried out in 2020, the checklist included to the present deliverable has been expanded, and a further updated version will be circulated in April 2021, encapsulating lessons learnt from the early stage GEP implementation and providing additional guidance to achieve GEPs' sustainability.

implementation and to provide a background justification for the **specific checklist developed for Gender-SMART**, in terms of added value. Third, the checklist itself is distributed into four thematic areas: a) Resources; b) Participation and inclusion; c) Leadership support and public endorsement and d) Sustainability. For each, a justification (why it is important), a few practical guidelines (how to proceed) and proposed indicators for monitoring, are provided. A proposed template for developing a comprehensive GEP under Gender-SMART is annexed to the deliverable.

These guidelines and checklist do not specifically address the disciplinary coverage which is specific to Gender-SMART, a community where 6 out of 7 involved RPOs and RFOs are active in the fields of agricultural research and (regional or international) development. Gender dimensions have received a considerable amount of attention in the realm of the Gender and Development (GAD) approach implemented by international donors and transnational NGOs since the mid 1990s (Coles, Gray and Momsen, 2015). This attention, primarily brought to the integration of gender in development projects carried out in the global South, also highlights the importance of addressing intercultural settings when implementing a gender strategy. Additionally, the fact for research performing organizations to operate internationally, as CIRAD, CIHEAM or WUR, may have generated specific challenges in terms of work-life balance, career patterns and access to international mobility. Such aspects are likely to be tackled by the GEPs, drawing upon the findings of the gender audits to be carried out under WP4, 5 and 6, which are expected to unravel area-related specificities in relation to a) recruitment, career management and work-life balance; b) decision-making and governance and c) the integration of gender in funding, research and teaching.

As those potential specificities have not yet been fully documented at the time of submission of this deliverable, the recommendations it contains are meant to help partners framing the design, endorsement and early implementation stage of their respective GEPs, as well as to consider their own specifics in terms of policy context, organizational culture, paths of institutionalization and disciplinary areas. This capacity will be further assessed and enhanced through WP2 helpdesk activities, and tailored comments and recommendations will be provided at the stage of GEP drafting, as partners will submit their respective draft GEP for external review to the WP leader. It is also foreseen that drawing upon D2.1 (Baseline assessment in terms of capacity-building for change), coaching sessions will be provided on GEP drafting to those partners requiring further assistance in identifying priorities, securing stakeholders' engagement or defining appropriate indicators.



1. Setting the stage: defining and designing a GEP

1.1 Definition of a GEP

In the specific context of research organizations and higher education institutions, the European Commission considers a Gender Equality Plan as a set of actions aiming at:

- Conducting assessments / audits of procedures and practices to identify gender bias;
- Identifying and implementing innovative strategies to correct any bias;
- Setting targets and monitoring progress via indicators.

This set of actions, which can have different degrees of complexity, is meant to articulate a *strategic* view aimed at achieving gender equality. Initiatives such as adhering to a Charter or adopting general gender equality objectives, do not constitute *per se* a gender equality strategy/plan, as these commitments have to materialize into a concrete set of steps and actions to be undertaken and properly monitored.

For the same reason, a broader diversity or anti-discrimination strategy and/or plan addressing gender among other issues, should not automatically equal to having a gender equality plan. Indeed, if such a strategy does not rely upon sufficient data on gender, and only addresses gender through a limited number of measures and indicators, it is unlikely that gender equality will actually be achieved.

The scope of a gender equality plan may strongly vary, depending on the type of organization, the institutional context in which it is implemented, the disciplines to be covered or the type of gender biases and inequalities identified as part of the *ex-ante* diagnosis/audit. The way gender biases and inequalities themselves are being addressed can also vary, along with the chosen approach and the availability of internal or external gender expertise. Recently, gender bias and inequalities have been increasingly addressed taking into account their intersection with other inequality grounds such as disability, age, sexual orientation, religion or ethnicity.

Addressing other inequalities intersecting with gender may offer efficient leverages for change and can also inspire comprehensive actions and strategies. Yet, it should also be taken into account that it also requires more analytical resources, data and a broader range of expertise than tackling gender separately from other inequality grounds.

Needless to say, Gender Equality Plans are elaborated and implemented in very different legal and policy contexts. If only referring to the area of research and the academia, EU member states offer contrasted background situations. Only in a few countries, such as Sweden or Spain, policy planning has long been used as part of gender mainstreaming to tackle gender

inequalities in a variety of domains, thus providing a rich experience in designing and implementing GEPs. Similarly, only a minority (about a third) of EU member states do provide some sort of legal framework for enforcing GEPs in research performing organizations and/or universities, although at least half of them have included gender equality provisions in their domestic legislations regulating research, innovation and/or higher education. Apart from these (national or sub-national) paths of institutionalization of GEPs in research and the academia, RPOs and RFOs committed to adopting and implementing such a plan are also depending on their own historical record in implementing gender equality strategies or measures.

Nevertheless, despite such diversity, Gender Equality Plans are increasingly understood to follow a certain number of generic steps from their design to their evaluation, as well as basic criteria with respect to their common features. The definition of those steps derives from a variety of experiences: first, Gender Equality Planning can be framed as a policy planning process applied to one specific organization. Indeed, Gender Equality Planning has initially developed as a consequence of gender mainstreaming implementation. It has been notably the case at the sub-national level, more specifically in those regions extensively benefiting from EU structural and regional funds (Alonso and Forest, 2012). Therefore, the stages in planning a Gender Equality strategy or plan do logically resemble well-identified policy stages (audit, design, implementation, monitoring and evaluation). Second, the cumulative experience gained by research organizations in designing comprehensive strategies to tackle gender bias and to integrate the gender perspective, as encapsulated in the GEAR tool, has helped identifying key steps and establishing a common framework, to be further tailored to context and institution-specific needs. The present guidelines and checklist, as a public deliverable, are an additional piece in this collective endeavour. As such, they do not pretend showing one best way for GEP design, but to equip Gender-SMART implementing partners (and others) with updated knowledge and know-how in relation to stages which will largely condition the effectiveness and sustainability of a GEP in driving desired changes. Two aspects for which appropriate levels of resources, stakeholders' participation and inclusion, and leadership support, are crucial.

1.2 Design process of a GEP

The GEP process is a traditional step-by-step process. The best reference to understand the process, its context, typical obstacles, key requirements, and to access good practices and experiences is through the [GEAR tool](#), available on the web site of the European Institute for Gender Equality (EIGE). This tool is complemented by one of the most comprehensive checklists developed so far in relation to GEP planning, design, implementation and evaluation in research and the academia. Based on an extensive review of initiatives, programs and policies led across the EU to transform research performing organizations and universities towards greater gender equality and gender sensitivity (EIGE, 2016a, 2016b), GEAR addresses structural

change through the means of transformative Gender Equality Plans as a process following six steps.

- ➔ **Step 1: Getting started**
- ➔ **Step 2: Assessing the state of the play in the institution**
- ➔ **Step 3: Setting-up a GEP**
- ➔ **Step 4: Implementing a GEP**
- ➔ **Step 5: Monitoring progress and evaluating a GEP**
- ➔ **Step 6: What comes after a GEP?**

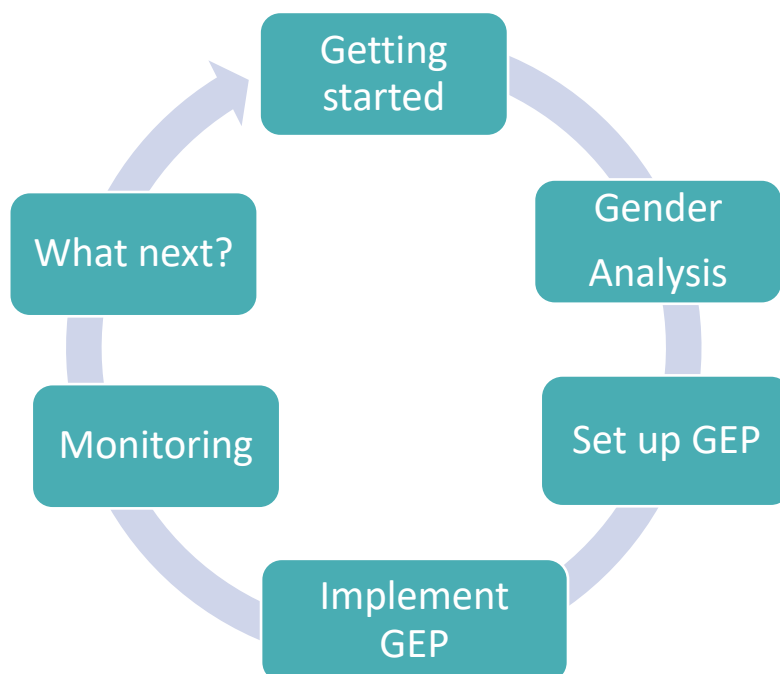


Figure 1. The 6 steps in a GEP process

For each step, a series of pre-requisites is defined, covering all stages of the life cycle of a plan, from planning (step 1 & 2) and design (step 3), implementation (step 4), to evaluation (step 5), while step 6 addresses the issue of sustainability of implemented measures. Whereas the full description of each step is available on pages 17 to 29 of the GEAR toolbox, pre-requisites are summarized hereafter in the form of a checklist.

→ Step 1: Getting started

- ✓ **Understand the context** with regards to aspects such as size, structure, governance, history (also in terms of implementing GE policies), organizational culture...
- ✓ **Find support** through a mapping of available (gender) expertise, potential allies, funding opportunities and alliances to be built beyond the institution
- ✓ **Understand the Gender mainstreaming cycle**, also gathering knowledge about the methods attached to each stage of the cycle³.

→ Step 2: Assessing the state of the play in the institution

- ✓ **Review relevant legislation and policies national level** (and sub-national, where appropriate), as those can offer support to designing and implementing a GEP.
- ✓ **Gather and analyze sex-disaggregated data about staff and students**
- ✓ **Identifying existing measures to promote gender equality** at the level of the organization itself.

→ Step 3: Setting-up a GEP

- ✓ **Promote the participation of actors** of all levels when defining GEP measures/actions
- ✓ **Draw inspiration** from measures implemented in other organizations or contexts
- ✓ **Define SMART objectives and measures for the GEP**, that is measures which are Specific, Measurable, Attainable, Realistic, Time-related
- ✓ **Identify and use existing resources**

→ Step 4: Implementing a GEP

- ✓ **Be accountable and create accountability to the plan**, planning regular information and dissemination activities with relevant stakeholders to inform them about implemented actions, enhance motivation and maximizing impact of actions
- ✓ **Give visibility to the GEP** by tailoring communication messages for all categories of stakeholders and users, reporting about actions and progresses and communicating beyond the institution.
- ✓ **Be aware that further adjustments will be needed** to adapt to reality and to unplanned needs or problems

³ For a description of the gender mainstreaming cycle, check GEAR toolbox, p.18

➔ **Step 5: Monitoring progress and evaluating a GEP**

- ✓ **Consider monitoring and evaluation an integral part of the change process**
- ✓ **Use the baseline assessment⁴ as a tool for ex-ante evaluation** in order to accurately measure the impact of implemented measures
- ✓ **Monitor implementation** to provide assistance where necessary and ensure that lessons are learnt and can further improve GEP implementation
- ✓ **Consider monitoring and evaluation as key instruments for sustainability**

➔ **Step 6: What comes after a GEP?**

- ✓ **Take into consideration the lessons from previous experience(s)**
- ✓ **Benchmark what other organizations have done or are currently doing**
- ✓ **Continue to engage (new) stakeholders**
- ✓ **Think about how to make your measures sustainable**

The checklist attached to each of the six steps is complemented by “**impact drivers**” defined at the organizational level and at the process level. Those also contribute to set the stage for effective structural change through GEP design and implementation, by defining basic requirements for success.

At organizational level:

- ➔ **Explicit and clearly communicated support from senior management level, for greater legitimacy of implemented actions**
- ➔ **A Gender equality body located at the appropriate level, responsible for the gender mainstreaming strategy and equipped with sufficient resources and expertise**
- ➔ **Sex-disaggregated data availability, for evidence-based GEP design and follow-up**
- ➔ **Fostering cooperation between different categories of stakeholders**
- ➔ **Embedding into existing structures and management procedures, to ensure the sustainability of pursued changes**

⁴ In the case of Gender-SMART, the self-assessment was carried out under WP2, and the audits under WP4, WP5 and WP6.

At process level:

- ➔ **Stakeholders' participation in planning and implementation, to ensure that a diversity of experiences is taken on board, and to create ownership**
- ➔ **Setting clear targets and objectives for each area of action and planned measures, in order to assess failures and successes, with clearly ascribed responsibilities for their attainment**
- ➔ **Flexibility and resilience, to adapt to experience and tackle potential resistances**
- ➔ **Competence development, so as to transfer and enhance knowledge for the greatest possible number of stakeholders**
- ➔ **Monitoring and evaluation instruments available**

1.3 Since we are talking about design...

The very notion of *designing* a GEP is relevant to that endeavor: Design - or “design thinking” - is a nonlinear process to harness creativity and develop solutions to problems. This has been applied since nearly one century to product development, for twenty years also to the development of services and more recently to the development of policies.

The Design Council in the UK has introduced the concept of the double diamond to describe how the design process works. It presents the design process as four consecutive phases whereby divergence and convergence are alternated. During the first phase “discovery” the focus is on divergence with exploration of a maximum of routes and ideas. During the second phase “define”, the focus is on convergence. These two phases constitute the first “diamond”, which is followed again by a diverging stage (“design”) followed by a convergent stage (“develop”) corresponding to the second diamond.

The diamond as metaphor expresses also the three dimensional or holistic approach of design. Another characteristic of design being the involvement of users and stakeholders, those are expected to be involved at all stages, including in the creative phase.

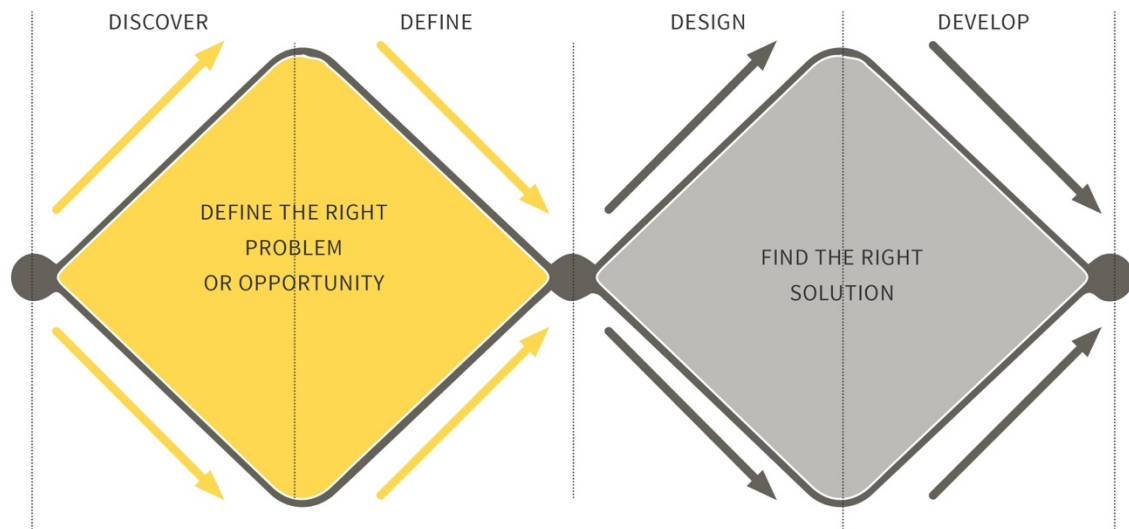


Figure 2. The design double diamond

Strictly speaking, this double diamond applies to the three first of the above-mentioned steps of the GEP process, as design stops when there is an approved and validated prototype ready to be launched – such as an officially endorsed GEP. Yet, a design approach can also be mobilized during the implementation of the GEP, as a key learning from other RPOs and RFOs’ experiences is that GEPs per definition should be approached with the necessary flexibility, whereby adaption and re-design along the way are regarded as inherent to the process. This entails that GEP teams should be prepared to alter their approaches in order to make full use of any ‘window of opportunity’ that may arise in their organization. New problems will need to be tackled during implementation, which means that these problems will need to be analyzed and that insights will have to be collected before developing and proposing solutions. For all these steps, design thinking and therefore participative methods can play a key role in developing solutions.

This is especially true as a structural change process is complex and implies buy-in, stakeholders’ involvement, leadership support and ultimately, a change of mentalities. Participative techniques are thus a solution, but participation is not enough. Embedding participation in a holistic design process helps to create the conditions necessary to achieve the intended change.

Another valuable input from Design thinking, is the use of quick prototyping, which means that there should be a relatively short sequence from collectively framing a problem and devising a solution, to delivering the prototype of action encapsulating this diagnosis and prognosis. A widely documented risk for teams in charge of GEP implementation is to keep on analyzing

without moving swiftly to action. While there are often some good reasons for gaining more data or insights, design thinking tells us instead to try to move fast to results and fail if needed. In such a process, a prototype is quickly made to check if a planned solution works. If not, lessons can be drawn from the experience and improvements or changes to be applied.

2. Developing a checklist for GEP design and implementation

2.1 A brief state of the art

Guidelines and checklists have become a popular tool to support the implementation of plans or strategies in a number of domains. Confronted with the challenge of auditing and transforming large organizations such as universities, research institutions and funding agencies, involved stakeholders are often much in demands of ready-made instructions or manuals to undertake this endeavor. This is particularly the case when those challenges are to be faced with limited resources or gender expertise, and largely explains why guidelines, toolkits and checklists are being developed in practically all EU-funded initiatives in this realm, and why such tools constitute a significant portion of the good practices collected in resource instruments such as the GEAR tool developed by EIGE⁵.

In these projects, the overarching objective of these tools is similar, although their purpose is of different range: providing practical support to RPOs and RFOs undertaking a process of change towards greater gender equality and inclusiveness. To achieve this objective, guidelines usually provide step-by-step, process-related recommendations as well as examples of actions that can be implemented to address a number of issues related to structural change. Checklists are then either annexed, as a merely practical instrument referring to the broader information contained in the guidelines, or subsumed in the latter, as for instance in the [Contextualised Guidelines for Universities and Research Organisations](#) developed under GENOVATE, where the overall content of the document refers to a limited number of items to be taken into account for GEP implementation, thus to be assimilated to a checklist. Toolkits, instead, typically combine step-by-step guidelines covering the life cycle of a GEP, from its design and planning to its ex-post evaluation, with additional, issue specific resources offering inspiration to design actions addressing particular aspects of structural change, as well as to tackle individual and organizational resistances. Such toolkits have been developed for instance under [INTEGER](#) and [EGERA](#) projects and might also include references to [good practices databases](#).

The INTEGER project⁶ listed the main recommended basic features a Gender Equality Plan should include in the context of a research or higher education institution. This list gathers

⁵ <https://eige.europa.eu/gender-mainstreaming/toolkits/gear>

⁶ <http://www.integer-tools-for-action.eu/en>

components rather than presenting a strict structure of GEPs. However, the more elements demonstrated in detail, the more comprehensive and operational the GEP should be:

- ➔ **Roles of core actors, corresponding rights and responsibilities as regards the overall process have to be defined**
- ➔ **Description of the state of play:** Strengths and weaknesses of the actual situation regarding gender equality within the organization. This might take the form of a SWOT⁷-analysis.
- ➔ **Analysis of the current situation and analysis of deficits regarding equality with respect to the three main GE objectives focusing on:**
 - Decision making processes and bodies
 - Recruitment, career development of female researchers and staff members
 - The gender dimension in research and teaching
- ➔ **Relation of the GEP to the organization's profile and mission statement** (gender equality objectives and their value/contribution relating to the organization's profile, target population/beneficiaries, organization's key activities, relation to overall mission statement)
- ➔ **Definition/elaboration of objectives** (main/subordinate objectives for each area)
- ➔ **Presentation of activities. This can include specific developments regarding:**
 - The motivation for selected specific measures and relation to identified needs
 - The complementarity of measures with each other
 - References to used resources (gender programs, change tools, equality research)
 - Requested degree of commitment for each activity
- ➔ **Resources required for the implementation of measures in terms of:**
 - Size
 - Financial ability
 - Capacity (expert knowledge and infrastructure support to reach objectives)
 - Specifics of scientific culture concerned (locally, nationally)
 - Complexity of the unit/institution
- ➔ **Planned schedule of activities and process milestones/achievements, envisaged contributions to reach objectives**

⁷ Standing for Strengths, Weaknesses, Opportunities and Threats

➔ **Quality control management:**

- Strategies for unmet objectives
- Documentation of activities
- Internal and external information and PR
- Success indicators, monitoring
- Capacity building

➔ **Strategies with respect to sustainability**

Guidelines and checklists developed under EU-funded projects typically embrace only part of the process of change or pursue narrower objectives than the one of informing the design and implementation of fully-fledged strategies, either focusing on self-assessment (INTEGER), a particular issue such as recruitment, promotion and career progression (GENOVATE) or integrating the gender dimension in research projects (Toolkit for Integrating Gender in EU-funded research).

For instance, [INTEGER Guidelines for the Self-Assessment of Transformational Gender Action Plans set up in Higher Education and Research Institutions](#) provide, among other recommendations, a checklist to ensure the sustainability of GEPs adopted under the project, which highlight the need for the following elements.

- ➔ Basing GEPs' design upon evidences
- ➔ Setting out measurable success indicators
- ➔ Assigning responsibility for individual actions to key actors
- ➔ Securing endorsement from high management level and governance bodies
- ➔ Planning resources beyond project's, and/or GEP's timeline

Under GENOVATE, the core guidelines developed for the teams in charge of GEP's coordination, include the following checklist, which is both thematic (issue coverage) and process-related.

- ➔ Work with senior management/leadership.
- ➔ Take a participatory and inclusive approach.
- ➔ Support female academics and researchers directly through career progression or development programs such as training and mentoring.
- ➔ Improve recruitment and promotion procedures for more gender-equal outcomes.

- ➔ Set gender targets for senior positions.
- ➔ Develop measures to increase proportions of women in very male-dominated disciplines.
- ➔ Seek to influence national policy on academic recruitment/promotion processes.
- ➔ Take advantage of opportunities for synergies with national-level or EU-level developments
- ➔ Ensure accountability of all actions through ongoing monitoring.

The toolkit for integrating gender in EU-funded research (EC, 2011, 2015), of which two versions have been developed to cover FP7 and H2020, includes a useful checklist which intends to provide guidance to those – researchers or not – involved in designing and implementing a research project, for ensuring a balanced participation of men and women and integrating a gender perspective in research content. To the difference of those meant to support more holistic strategies, this checklist reflects the different stages of a project's life cycle and focuses on questions such as whom the outputs of this project will benefit, does it involve people for experiments, is sex a relevant variable for analysis, are there any sources in the literature pointing out gender specificities of the subject or can its hypotheses, data collection methods or results be influenced by gender, etc., so as to ensure that adequate gender expertise is mobilized to tackle the subject. Although of a more restricted application, this checklist can be valuably mobilized or adapted for monitoring part of the activities contemplated in a GEP.

2.2 Why a checklist?

Before moving to developing our own checklist within the context of Gender-SMART, we should be aware of a misconception about their usage: for the crew of an aircraft, a checklist is *not* meant to replace the necessary knowledge about avionics, mechanics and safety procedures, but to offer practical guidance and a support for mobilizing such knowledge at key moments such as prior to take off. Similarly, for a team in charge of driving changes in a complex organization, no checklist can possibly substitute the knowledge about this organization gathered by the team members – for instance through a baseline assessment or gender audit, nor can it replace careful planning, self-reflexivity and learning collectively from experience along the journey.

Taking this into account, the purpose of the checklist presented in this deliverable is limited to the following aspects:

- To offer a brief digest of the most widely shared criteria for the setting up and implementation of a GEP in research and the academia

- To provide guidance with regards to the fundamental resources to be mobilized for a successful GEP implementation
- To offer practical recommendations with respect to key aspects such as securing top-leadership support and endorsement, involving stakeholders and building indicators for the monitoring of planned measures
- To highlight the necessity to plan and implement actions in a sustainable way, with view to impact organizations as they actually work, through daily routines, ways of doing things and existing procedures or schemes.

Hence, the following is neither a step-by-step guide for GEP design and implementation (as it is acknowledged that institutional and organizational contexts matter and that setting up and carrying out a GEP should always be framed according to local existing regulations, needs, practices, available resources and, most importantly, windows of opportunity for change), nor a *vademecum* of actions to be potentially implemented. Once the area-specific gender audits planned under Gender-SMART are completed and the actual GEP design process launched at each partner institution, it will thus be of utmost importance to complement the recommendations held in the following checklist on the basis of the institution-specific diagnoses formulated. Attention shall also be paid to common challenges possibly shared by partner institutions involved in the field of agriculture for development, such as mobility constraints for staff or the fact of operating in intercultural settings, both relevant from a gender perspective. By raising attention for fundamental aspects of GEP planning and early implementation, the proposed checklist intends to pave the way for a more tailored approach, to be further supported through WP2 helpdesk activities, notably by providing tailored recommendations on draft GEPs at a later stage.

3. Checklist for GEP design, endorsement and first stage implementation

3.1 Resources to be committed

Why it matters

Setting-up and implementing a GEP requires both qualitatively and quantitatively sufficient resources to be mobilized. Those include dedicated staff, (gender) expertise, time, knowledge about organizational practices and arrangements, facilitation, training, self-assessment as well as negotiation skills. A wise management of these resources is also required. Experience tells that staff mobilized on GEP implementation can experience difficulties when dealing with resistances, obstacles or isolation and that their contribution to put the organization in motion, is not always fully acknowledged.

As made possible by the tool designed under WP2, an ex-ante self-assessment of the availability, scarcity or absence of requested capacities, allows for identifying gaps and defining needs in terms of resources (in the case of the Gender-SMART partnership, see: D2.1: *Baseline assessment of partners' needs in terms of capacity-building for change*). Lacking some of the resources to be put into GEP design and implementation should of course not prevent from action but lead to develop and use them carefully. While WP2 will assist implementing partners in developing resources, the self-assessment tool developed at an early stage of the project shall support them to wisely use and mobilize already available resources and capabilities.

Gender knowledge is important to support GEP design with an appropriate analysis of the state of play at the organization, to inspire planned actions with relevant good practices and to detect, analyse and address specific resistances related to institutional change towards gender equality. Yet, as revealed by the baseline assessment (D2.1), gender knowledge is not evenly available to each implementing organization. This can be partly explained by the disciplinary scope of several Gender-SMART partners, focusing on life science, agriculture and development. It is thus important to ensure that: a) the gender knowledge – notably in those fields – available from the most endowed partners and from the supporting partners is widely circulated throughout the consortium and b) additional sources for enhancing gender knowledge about organizational change and potential field specificities are identified outside the consortium, for instance at the level of regional or national gender policy networks, professional associations, individual field experts or capacity building programmes such as Gender Equality Academy.

Way to proceed

- ✓ **Knowledge and skills:** use the capability framework and the self-assessment tool designed under WP2 as a monitoring instrument, annually assessing the availability of knowledge and skills and performing also a screening in terms of attitudes.
- ✓ **Knowledge and skills:** make the most of knowledge sharing opportunities both internally and externally to the consortium, identifying those opportunities at organizational, regional, national and EU levels.
- ✓ **Money:** Foresee monitoring mechanisms to check whether the financial resources made available by the project are wisely and consistently used to support the implementation of GEP's objectives and timelines. EU funding should be a facilitating factor to trigger actions.
- ✓ **People:** Human resources are key. Ensure that responsibilities for GEP implementation and monitoring are well distributed, clearly attributed and can be sustainably exerted over the course of the project and beyond.

- ✓ **People:** Ensure that the contribution of all those involved in GEP implementation is duly acknowledged, not only within the GEP team, but also towards the whole organization, and that their experience in driving structural change can be valued professionally.
- ✓ **People:** Consider people involved in the broader group of change agents as key assets, and provide them with sufficient incentives to ensure their contribution in the long term, establishing formal networks with their own communication channels, social routines and learning opportunities, and ensure that their commitment and contribution are acknowledged.
- ✓ **People:** Foresee regular opportunities for staff to exert self-reflexivity and creativity, and to share about encountered difficulties, and ensure that their experience is taken into account to support GEP implementation.
- ✓ **Time:** Along with HR, time is also key: ensure that for each GEP related task, time is made available, especially for permanent staff involved but exerting other responsibilities.

Indicators to be considered

Knowledge/skills

- The regular monitoring of available resources indicates that those are growing steadily and that a broader spectrum of knowledge and skills is covered after 24, 36 and 48 months
- Gender & field specific knowledge is made available to cover the disciplinary scope of Gender-SMART, wherever relevant to the process of institutional change itself
- Internal/consortium/external opportunities for capacity building are actively pursued
- Activities carried out internally to disseminate knowledge relevant to GEP implementation

Money

- Funding resources are spent consistently with the intensiveness of GEP related activities
- Funding resources are distributed accordingly to the priority agenda set in the GEP
- Significant deviations with respect to planned use are reported to project management
- Opportunities for sustainable (internal or external) funding of the GEP are actively pursued

People

- Tasks and responsibilities are clearly ascribed and well distributed among team members
- GEP implementation does not exclusively fall upon staff contracted on project's payroll
- Senior, permanent staff is involved in the daily implementation of the GEP
- Fora are regularly held to share about GEP implementation and exert self-reflexivity
- The contribution of each team member is explicitly valued within and outside the team

3.2. Stakeholders' participation and inclusion

Why it matters

The participation and full involvement of all relevant categories of stakeholders in GEP design and implementation is to be secured (depending on context: senior and middle management; supporting, administrative and research staff, research evaluators; students, etc.).

This is deemed important as involving stakeholders in an inclusive way, can help lowering resistances to adopted measures, increase participation to planned activities and enhance ownership and accountability.

At the design phase, it is key to reflect the widest possible experience of gender imbalances, biases or discrimination but also different degrees of knowledge and understanding of how the organization actually works on a daily basis. Once the GEP is designed, its process of endorsement can reveal institutional inertia and unravel difference sources of resistances to change. During this phase, that can expand over a significant period of time, further stakeholders' engagement and participation is required, to detect bottlenecks, identify true allies and windows of opportunities for securing the official endorsement of the GEP through appropriate channels.

During implementation, it is crucial for activities to reach their targeted audiences, for measures to deliver their full impact and for data and information to be collected in order to monitor the GEP and inform potential changes in GEP design and content.

At every step, it is important to proceed in an inclusive manner, engaging with different categories of stakeholders reflecting the specificities of the organization, both in institutional terms (different staff categories and types of contracts, representatives from statutory bodies and social partners, students where relevant) and from a group- and disciplinary- specific perspective (including people from usually under-represented categories and from different scientific/teaching areas of the organization, so as to reflect potential fields specificities). As revealed during the audit phase and/or on the occasion of onsite coaching or training sessions delivered under WP2, ensuring geographical diversity can also be relevant, this being linked to field specificity. This is the case for instance at organizations with geographically spread facilities which can ultimately work in relative isolation from each other and develop (area) work subcultures, or in organizations involved in field research projects in the Global South and the Mediterranean. For the latter, shorter- and longer- term geographical mobility is inherent to the research career paths. At CIRAD, an extensive survey carried out in 2016 documented the gendered implications of geographical mobility, thus calling for ensuring that stakeholders with a variety of experiences in this respect are engaged throughout the change process.

As insights gained from social design show, participation is yet not only about representation, but also about co-creation: bringing together people with different views and experiences can help designing better solutions, identify neglected issues and anticipate on potential deviations. It also leads to increase creativity and contributes to build and expand a true community of practices around the common goal of achieving structural change.

Way to proceed

- ✓ Ensure that stakeholders with a rich knowledge of the organization and how it actually works are engaged in the process. This should not only cover core services, but also different departments, units and facility locations, including people working in field projects abroad, where international mobility is inherent to the work culture of the organization. Those can help identifying hidden mechanisms and saving time. They can also assist in adequately framing solutions.
- ✓ Identify the appropriate communication channel for each stakeholders' category you wish to engage as there is probably no one fit for all. Usually, the most appropriate are those actually being used by a specific category for its daily practice or communication, such as newsletter, mailing lists or social media account.
- ✓ Deliver tailor-made messages which are both consistent with the overall project's objectives and adapted to their target. Some problems to be highlighted in the gender audits carried out under WP4, 5 and 6, are more likely to draw their attention than other. Once involved, a broader picture can be delivered.
- ✓ Use participatory techniques to the greatest possible extent, mobilizing those identified internally or those for which capacities are being built under WP2. Co-design techniques are adequate to enhance participation, lowering (and dealing with) resistances and create ownership.
- ✓ Make the most of what exists: stakeholders should not only be mobilized on an ad-hoc or thematic basis, but also engaged through existing platforms, such as on-the-job training schemes or programs, regular executive meetings or with the support of social partners. Identifying those platforms is deemed important as it is one of the best way to ensure that targeted groups are reached, and that appropriate inputs are received.
- ✓ Creating new platforms, such as a formal extended group of change agents or a network of gender focal persons, can also be relevant for both GEP implementation and sustainability. Such platforms can be rather flexible, and supported by dedicated communication channels, such as a gender equality newsletter or dedicated social media account.

- ✓ Inclusiveness does not only mean to engage with constituted groups such as those determined by their functions. It also refers to addressing all relevant categories of users of the organizations, including those on temporary/external contracts, currently working abroad or on different locations or belonging to less visible groups. Adopting an intersectional focus or agenda is thus important to prevent other biases to arise in the adopted measures.

Indicators to be considered

Ensuring that knowledge about the organization is on board

- Stakeholders representing core departments or units are regularly involved through Gender Equality Hubs or other GEP-implementing structures, including HRM, central executive services, study supervision (schooling dept., for instance)
- Stakeholders representing diverse disciplinary areas relevant to the organization, as well as different career paths (for instance in terms of international mobility and/or work with industrial sectors relevant to the field specificities of the organization) are consulted and involved at different stages of the process
- Targeted groups are reached via tailor made communication, and engaged via the appropriate platforms, as evidenced by response or participation rates

Participation

- Stakeholders are engaged both through ad-hoc, issue-specific fora and more institutionalized ones (departmental meetings/on-the-job training schemes...)
- Participation techniques are used, so that stakeholders' experience is valued and that they learn through experience
- The circle of involved stakeholders significantly broadens already between the design phase and the first-stage implementation of the GEP, as evidenced by participation records and qualitative assessment of the participation

Inclusiveness

- It is ensured that all voices are heard, including those from less institutionalized (or more fluid) groups such as staff working on temporary contracts, external and international students or researchers currently on expatriation or working on different locations
- Communication about the GEP and related activities is inclusive in terms of written and visual languages, targeted audiences and delivered messages
- An intersectional approach is adopted, from data collection to drafting measures and monitoring their impact



3.3. Leadership support and endorsement

Why it matters

Support and endorsement from the top management constitute a powerful impact driver, as it can leverage greater support from the mid-management level, and place gender equality high on the strategic agenda of the organization. Three characteristics at least are to be met for this support to deliver its promises: it shall be explicit, official and long-lasting. Explicit support entails that it is made publicly, and through channels that are those usually used for communicating strategic decisions or commitments. Official means that it should translate into the endorsement of the GEP as a full-right official document of the organization. Long-lasting entails that it is reiterated and translated into support to adopted measures.

Whereas projects as Gender-SMART are bound to collect evidence of top management commitment to the objectives of the project, this does not necessarily discard the risk of lip service, nor prevent such support to fade away over time or to be withdrawn. Hence, defining a milestone for GEP's official endorsement at the end of the design phase, and making the most of it during the early stage of GEP's implementation, are two important strategic goals.

Additionally, publicly communicating about a GEP and the process that leads to its adoption, is crucial not only for building a shared awareness about the challenges of the organization with regards to gender equality and integrating the gender perspective in research, but also to make it a valid reference for all categories of staff and stakeholders. Public commitments can serve as a support for greater accountability, increase the knowledge of the community about the GEP, encourage certain categories of stakeholders to articulate new claims and broaden the scope of structural changes being carried out.

Publicly communicating about the GEP also enhances transparency about the diagnosis and the process that leads to adopting certain solutions, thus lowering potential resistances. Hence, the visibility of the GEP shall be ensured early enough in the process of its adoption and endorsement, and throughout its implementation.

To ensure that leadership support and endorsement lead to placing gender equality high on the agenda of the organization, connecting gender equality challenges with other crucial challenges of the institution and/or of the disciplinary fields that most matter to it, is to be encouraged. To that aim, Gender-SMART should ensure that gender issues are not perceived through the sole lens of recruitment, career management and support, but also in relation to broader challenges such as ensuring diversity and well-being at work and integrating gender in research contents and outputs so as to better address global societal challenges. As most Gender-SMART implementing partners are primarily active in the fields of life science, agriculture and development, high-level communication about how tackling gender issues can lead to better

research and better addressing regional and global challenges in these realms will contribute to enhancing the profile of gender associated challenges at institutional level.

Way to proceed

- ✓ Regularly report to the top management about the GEP, from its design to its implementation, so that core orientations and measures are known and explicitly endorsed.
- ✓ Involve top management in some activities as part of GEP design and implementation, so as to increase the participation of mid-management and enhance ownership among all categories of participants. Showcasing that a GEP is about innovation and an institution in motion, can be a powerful argument to ensure top-management support.
- ✓ Generate accountability, by making the GEP itself publicly endorsed, thus making its objectives the ones of the whole community. Incorporate regular communication on the GEP status in the communication agenda of the top management.
- ✓ A careful analysis of the core challenges endorsed by the top management as those defining the future of the RFO or RPO, can be useful to craft a message on gender equality and the gender perspective in science as (similarly) strategic goals.
- ✓ More specifically, for those partners primarily active in the fields of life sciences, agriculture and development, efforts should be carried out to logically link gender as a category of analysis and/or the objective of gender equality, with crucial challenges tackled in those fields (from nutrition through water management or farming to climate change). Key messages should be crafted to encapsulate this logical connection towards top leadership.
- ✓ As soon as endorsement is made official, make sure that the GEP is posted online in a reader-friendly version on the official website of the organization, so that it can be referred to at any moment by any interested staff member or student. Location on the website is important, as it evidences the official character of the document and its ranking in terms of priority and should therefore be carefully devised. Multiple access (for instance from the Intranet) is recommended.

Indicators to be considered

Accountability

- Regular briefs about GEP design and implementation are held, and the broader community is informed about this reporting activity
- The GEP is officially endorsed by the top management and this endorsement is made public

- Communication about the GEP is part of the communication agenda of the top management

Windows of opportunity

- Key messages are crafted around GEP objectives and core measures, so that they can serve the strategic communication of the organization, both internally and externally, also in relation to its specific disciplinary fields, where applicable.
- Changes in leadership are anticipated, so that they can be converted into opportunities, or that risks for GEP implementation can be mitigated.
- Windows of opportunity are used, to ensure that core measures of the GEP are integrated into framework documents such as mission statements or statutes.

Visibility

- GEP available from the website of the organization and also accessible via the intranet
- GEP referred to in other official documents issued by the organization, such as annual reports, mission statements, pluriannual strategies, etc.

3.4. Ensuring GEP sustainability

Why it matters (from the beginning)

Sustainability largely derives from above-addressed aspects. Appropriately used resources, stakeholders' engagement, top-management support and visibility do largely contribute, altogether, to the sustainability of a GEP and of the commitments that underpin it.

However, already from the design and early implementation phases, other steps can be taken to ensure that the efforts put into the design and implementation of a GEP will be long lasting, just as the impact of the adopted measures. Although there is no one best way to sustainability - as context and opportunity structures matter, paying attention from the start to incorporating core actions to a) existing regulation, decision making or training frameworks and b) to daily routines and practices, can enhance the resilience of the actions contained in the GEP.

Sustainability can be pursued through institutionalization (of a gender equality office, of part of the mechanisms and solutions adopted under the GEP, of its funding...). It can also be achieved by incorporating gender equality and the gender perspective in research to the mission statement of the organization or to the core messages it delivers about itself.

It can also be pursued through establishing long-lasting mechanisms for data collection, stakeholders' consultation on gender issues or research projects and programs evaluation. This requires making gender expertise more readily available throughout the organization. It is thus crucial to think in terms of sustainability from scratch, so that the GEP can deliver its full potential for structural change, beyond the timeline of the project.

While thinking in sustainability terms, key organizational features should be considered, based on the data collected either through ex-ante gender audits, or throughout the GEP lifetime, as part of monitoring. Field and disciplinary scope, the different faculties and units and their respective paths of institutionalization should be considered. Typically, aspects such as the geographical location(s) of the components of the organization, their relation between each other, the forms of social dialogue internally to the institution, the different type of contracts coexisting within the organization (and the background rationale for such coexistence), should be paid attention to. The sustainability of the efforts to deliver change for gender equality will result from the adequation of those efforts to the own institutional and potential field specificities. Reflecting the diversity within Gender-SMART, this applies whether the institutions are relatively recent with a national or regional coverage, deeply rooted into national/regional history, reflect the broader evolution of a research and innovation system, have a strong international projection or have been established as an international organization.

Way to proceed

- ✓ For each contemplated measure, consider which framework document could possibly accommodate the proposed solution, and what would be the process to incorporate it.
- ✓ Although one-shot actions might be occasionally necessary, foresee planned measures as to be integrated to regular procedures or routines, with appropriate capacity building activities for those agents in charge of implementing them.
- ✓ Embed proposed actions in the daily functioning and routines of the organization, paying attention to key institutional features.
- ✓ History matters: while delivering change, explore and challenge where appropriate long-established practices and traditions, especially where the rationale behind their very existence can be questioned or is no longer valid.
- ✓ Make the most of opportunity structures: carefully monitor review processes meant to lead to the update or drafting of relevant documents (such as statutes, mission statements, internal regulations or processes...) and offer to involve gender expertise in the process.
- ✓ Ensure that one-shot actions are reported about so that they can be inspiring and possibly duplicated or institutionalized.
- ✓ Consider other funding opportunities than Gender-SMART project for GEP activities.
- ✓ Ensure that in-house gender expertise and knowledge is being built and will be transferred.

Indicators to be considered

- Gender training to be incorporated to on-the-job training scheme of the organization
- The mandate, staff and resources of gender equality mechanisms to be reinforced
- Gender mainstreaming instruments – such as data collection or gender auditing systems, also for research funding schemes and programs, and/or a network of focal person or dedicated communication channel, to be foreseen
- Gender knowledge disseminates within the organization, for instance through resources centres, on-the-job training modules, new courses or curricula
- Organizational values, daily routines and practices are audited from a gender perspective and updated values and practices are articulated as a new standard
- Once adopted and endorsed, the GEP is annexed to the statutes, mission statement or any other regulatory or planning document of the organization



ANNEX: Proposed template for GEP

The following template can be considered as minimum standard for a GEP. It is by no means a mandatory format, and neither does it aim at fully aligning the design of each GEP under Gender-SMART. It elaborates on available know-how regarding gender equality planning, suggesting structuring the GEP according to the main strategic objectives, as put forward by the European Commission. In addition, a separate section can include actions of a cross-cutting nature.

For every strategic objective, the key problems are identified that are to be addressed, as arising from the different gender audits carried out as part of Gender-SMART. The goals and priorities for action to tackle those problems are further detailed. Next, the actions that will be undertaken are listed, with the specification of 1) who is responsible, 2) when the action will take place, 3) which are the targets and indicators that allow verification of achievement, and 4) which are the required resources. This information is crucial to an appropriate implementation and monitoring of planned actions and will support the incorporation of the GEP actions into the daily functioning of the organization.

The distinction should furthermore be made between such a working version of the GEP that can serve for the purposes of its design, monitoring and evaluation (note that while this document is made in MS Word, it may be practical to set up the actual GEP in MS Excel), and a reader-friendly version to be elaborated for the purposes of its endorsement and dissemination. The ultimate function of the GEP is not only to be thorough and easy to monitor, but also to be publicly available, largely communicated and widely referred to by the research and academic community.

The specifications below refer to specific items in the template:

- (*) Indicate here who will be responsible for preparing / running the action, as well as who should approve the action.
- (**) Specify, quantitatively where possible, the results you want to achieve.
- (***) Identify on the basis of which verifiable data your progress and results can be checked.
- (****) Make the distinction between financial and other resources: time from xyz, and (if relevant) financial resources, (and if relevant also other resources, like e.g. external speakers / experts).

**GENDER EQUALITY PLAN FOR (RPO/RFO-NAME):
MAIN PRIORITIES AND KEY PLANNED ACTIONS (TIMEFRAME)**

Gender in decision-making processes and bodies						
Main issue(s) / Problem(s)		<i>(Describe here the problems and weaknesses of the organization in relation to decision-making, as identified in the preceding analysis/assessment phase.)</i>				
Goals / Priorities		<i>(Set out which are the main goals and the priorities to be addressed through actions for the concerned period.)</i>				
Planned actions	Responsibilities (*)	Timeline	Targets (**)	Indicators (***)	Resources required (****)	Status

Recruitment, career development of female researchers and female staff members						
Main issue(s) / Problem(s)						
Goals / Priorities						
Planned actions	Responsibilities (*)	Timeline	Targets (**)	Indicators (***)	Resources required (****)	Status

The gender dimension in research (evaluation/funding and teaching where applicable)						
Main issue(s) / Problem(s)						
Goals / Priorities						
Planned actions	Responsibilities (*)	Timeline	Targets (**)	Indicators (***)	Resources required (****)	Status

Cross-cutting issues (e.g. gender equality structures, stakeholder buy-in, gender-sensitive communication inside and outside of the university, fighting sexism and gender-based violence, ...)						
Main issue(s) / Problem(s)						
Goals / Priorities						
Planned actions	Responsibilities (*)	Timeline	Targets (**)	Indicators (***)	Resources required (****)	Status



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