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# D3.3 Reports on learning activities for GEPI Committees – v1

**Project Acronym:** ATHENA

**Title:** Implementing gender equality plans to unlock research potential of RPOs and RFOs in Europe

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## Table of Contents

List of Tables.....	4
List of Figures.....	4
Acronyms and Abbreviations.....	5
<b>1. Introduction.....</b>	<b>6</b>
1.2 Purpose and scope .....	6
1.3 Document structure.....	6
<b>2. The ATHENA capacity building for the GEPI Committees.....</b>	<b>6</b>
<b>3. The tailored trainings specific to each ATHENA partner institution .....</b>	<b>7</b>
<b>3.1 Objective of the tailored trainings .....</b>	<b>7</b>
<b>3.2 Schedule of the tailored trainings.....</b>	<b>7</b>
<b>3.3 Tailored training at Jozef Stefan Institute (JSI).....</b>	<b>9</b>
3.3.1. Training outline .....	9
3.3.2. Event report.....	11
<b>3.4 Tailored training at Jan Kochanowski University (UJK).....</b>	<b>14</b>
3.4.1. Training outline .....	14
3.4.2. Event report.....	20
<b>3.5 Tailored training at University of Bucharest (UB).....</b>	<b>23</b>
3.5.1. Training outline .....	23
3.5.2. Event report.....	26
<b>3.6 Tailored training at University of Las Palmas de Gran Canaria (ULPGC) ....</b>	<b>28</b>
3.6.1. Training outline .....	28
3.6.2. Event report.....	31
<b>3.7 Tailored training at UVSK SAV.....</b>	<b>33</b>
3.7.1. Training outline .....	33
3.7.2. Event report.....	34
<b>3.8 Tailored training at URAK.....</b>	<b>37</b>
3.8.1. Training outline .....	37
3.8.2. Event report.....	38
<b>3.9 Tailored training at Canary islands Agency for Research, Innovation and Information society (ACIISI) – Canary islands government (GOBCAN).....</b>	<b>40</b>
3.9.1. Training outline .....	40
3.9.2. Event report.....	42
<b>3.10 Tailored training at FRCT .....</b>	<b>44</b>
3.10.1 Training outline .....	44
3.10.2 Event report.....	46
<b>4. ATHENA 1<sup>st</sup> Mutual Learning Workshop (MLW) .....</b>	<b>48</b>
4.1 Objectives of the Mutual Learning Workshop.....	48
4.2 ‘Shared experiences on the process of developing the ATHENA GEPs’: The event .....	49
4.3 Event figures.....	50
4.4 Event conclusions and evaluation.....	51
<b>Annex – Agenda of the 1<sup>st</sup> Mutual Learning Workshop .....</b>	<b>52</b>



## List of Tables

Table 1. Main characteristics of the tailored training for each ATHENA RPO/RFO .....	8
Table 2. Specific tailored trainings for each ATHENA institution - Event schedule .....	8
Table 3. JSI training - Agenda .....	11
Table 4. JSI training - Overall event reporting description .....	11
Table 5. UJK training agenda 1/2 .....	19
Table 6. UJK training agenda 2/2 .....	20
Table 7. UJK training - Overall event reporting description 1/2 .....	20
Table 8. UJK training - Overall event reporting description 2/2 .....	20
Table 9. UB training agenda 1/2 .....	25
Table 10. UB training agenda 2/2 .....	26
Table 11. UB training - Overall event reporting description .....	26
Table 12. ULPGC training agenda 1/2 .....	30
Table 13. ULPGC training agenda 2/2 .....	31
Table 14. ULPGC training - Overall event reporting description .....	31
Table 15. UVSK SAV training agenda. ....	34
Table 16. UVSK SAV training - Overall event report description .....	34
Table 17. URAK training agenda 1/2 .....	38
Table 18. URAK training agenda 2/2 .....	38
Table 19. URAK training session - Overall event report description .....	38
Table 20. ACIISI training agenda 1/2 .....	41
Table 21. ACIISI training agenda 2/2 .....	41
Table 22. ACIISI training - Overall event report description .....	42
Table 23. FRCT training agenda 1/2 .....	46
Table 24. FRCT training agenda 2/2 .....	46
Table 25. FRCT training - Overall event report description .....	46

## List of Figures

Figure 1. Screenshots of JSI training session .....	12
Figure 2. Screenshot of UJK training session 30 November 2021 .....	21
Figure 3. Screenshots of UJK training session 14 January 2022 .....	21
Figure 4. Screenshots of UB training sessions .....	27
Figure 5. Screenshots of ULPGC training session 20 January 2022 .....	32
Figure 6. Screenshots of ULPGC training session 21 January 2022 .....	32
Figure 7. Screenshot of UVSK SAV training .....	35
Figure 8. Screenshots of URAK training .....	39
Figure 9. Screenshot of ACIISI training .....	42
Figure 10. Picture of the FRCT training .....	47
Figure 11. Screenshot of the FRCT training .....	47
Figure 12. Screenshot of the joint discussion during the ATHENA MLW .....	49
Figure 13. Gender balance of participants to the Mutual Learning workshop .....	50
Figure 14. Composition of participants by ATHENA institution at the Mutual Learning Workshop .....	50
Figure 15. Composition of the participation to the Mutual Learning workshop by ATHENA target groups .....	51



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## Acronyms and Abbreviations

<b>ACIISI-GOBCAN</b>	Agency for research, innovation and information society of the regional government of Canary islands
<b>CE</b>	Consulta Europa Projects and Innovation S.L.
<b>D</b>	Deliverable
<b>EC</b>	European Commission
<b>FRCT</b>	Fundo Regional da Ciência e Tecnologia (FRCT)
<b>GE</b>	Gender equality
<b>GEP</b>	Gender Equality Plan
<b>GEPI Committees</b>	Gender Equality Plans Implementation Committees
<b>GA</b>	Grant Agreement
<b>HR</b>	Human resources
<b>MLW</b>	Mutual learning workshop
<b>JSI</b>	Jozef Stefan Institute
<b>RFO</b>	Research funding organization
<b>RPO</b>	Research performing organization
<b>T</b>	Task
<b>UB</b>	University of Bucharest
<b>UJK</b>	Jan Kochanowski University in Kielce
<b>ULPGC</b>	University of Las Palmas de Gran Canaria
<b>URAK</b>	University of Ruse Angel Kanchev
<b>UVSK SAV</b>	Ustav Vyskumu Socialnej Komunikacie Slovenskej
<b>WP</b>	Work package



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## 1. Introduction

### 1.1 Purpose and scope

The present deliverable, entitled ‘Reports on the learning activities for the GEPI Committees’ presents the specific tailored learning activities that have been carried out by each ATHENA institution under the project work package (WP)3 ‘Capacity building for systemic institutional change’. A training programme was designed and implemented to empower the project Gender Equality Plans Implementation (GEPI) Committees towards institutional change in terms of gender aspects.

Additionally, the present document reports on the 1<sup>st</sup> project Mutual Learning Workshop (MLW) that was carried out on 6 July 2022. This MLW was aimed at sharing and commonly learn from the experiences of each ATHENA partner in the process of developing their tailored Gender Equality Plans (GEPs) and discuss on the key aspects to be considered for the next phases of GEPs implementation and monitoring.

### 1.2 Document structure

This deliverable describes:

- The ATHENA capacity building program for the project GEPI Committees developed under the ATHENA framework (**section 2**).
- The specific tailored trainings carried out by each ATHENA institution, including the trainings outline and events report (**section 3**).
- The 1<sup>st</sup> Mutual Learning Workshop and its results (**Section 4**).

## 2. The ATHENA capacity building for the GEPI Committees

As detailed within the project deliverable ‘D3.1 – Programme and material of the training for GEPI Committees’, one of the tasks performed under work package (WP) 3 was the development and deployment of capacity building activities for the project GEPI Committees. The capacity building consisted of the development and deployment of a training programme, entitled ‘Institutional change and gender equality plans to unlock research potential of RPOs and RFOs in Europe’, aimed at making the ATHENA GEPI Committee members more aware of the relevance of gender in their work and at the same time help them identify and leverage the appropriate tools and resources to implement the gender strategies within their institutions. Thus, the



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training programme provided the GEPI Committee members with knowledge, values and skills to promote the institutional systemic change.

The ATHENA capacity building for the GEPI Committees consisted of three main activities:

1. Delivery of a first common online training devoted to all the ATHENA GEPI Committee members. The topic of this first training was 'Gender equality: Introductory concepts and institutional change management'.
2. Delivery of a second common online training devoted to all the ATHENA GEPI Committee members: 'ATHENA approach for gender equality and Gender Equality Plans (GEPs)'.
3. Delivery of a third specific training tailored to each ATHENA institution.

The project deliverable D3.1 reports detailed information on the two common online trainings, i.e. trainings objectives, structure, material, satisfaction assessment, how the training courses are publicly available to be taken by any interested person, etc.

The next section of the present document provides detailed information on the specific tailored trainings delivered by each ATHENA partner institution that will implement their GEPs.

## **3. The tailored trainings specific to each ATHENA partner institution**

### **3.1 Objective of the tailored trainings**

The tailored trainings were aimed at addressing specific needs in terms of gender aspects that were previously identified by each project partner under the activities carried out in the framework of the work package (WP) 2. Thanks to the results of the baseline audit and assessment activities, project partners determined specific topics to base their training sessions on. The next section reports on the main characteristics and schedule of these specific trainings.

### **3.2 Schedule of the tailored trainings**

Table 1 shows the main characteristics of the specific tailored trainings implemented by each ATHENA institution implementing a GEP. As it can be observed and as it was mentioned above, each partner identified the objectives and the topic of the training based on the results of the WP2 activities.

These trainings were intended to be carried out primarily following a face-to-face modality. However, the covid limitations pushed up most of the partners to organize



their trainings online. Despite this, partners have reported that the trainings were successful and that its objectives have been met satisfactorily. The trainings were delivered by external gender experts and project partners were advised that the total duration of the activity should have a duration of 8 hours. These 8 hours were broken down into 2 hours of lessons for each ATHENA target group (i.e., High and middle managers; HR professionals; professor and researchers; and administrative staff). Finally, the lessons were given in the national languages of each partner.

*Table 1. Main characteristics of the tailored training for each ATHENA RPO/RFO*

Topic	<b>Determined by each ATHENA RPO/RFO based on WP2 results</b>
Objectives	Identified by each ATHENA RPO/RFO based on the selected topic.
Modality	Primarily face-to-face. Partners who were not able to carry out a face-to-face event organized a virtual one.
Format	Classroom lesson
Developed and delivered by	Gender experts at each ATHENA RPO/RFO
Duration	8 hours (2 teaching hours for each ATHENA target group (High and middle managers; HR professionals; professor and researchers; and administrative staff)).
Language	ATHENA national languages

Table 2 reports the topics each partner selected for its specific training, as well as its delivery date and modality. As it can be seen, the [trainings were delivered from November 2021 to January 2022](#). Most of the partners delivered them online, except UJK who opted for a physical modality and FRCT who delivered their trainings following a combined format (physically and online).

*Table 2. Specific tailored trainings for each ATHENA institution - Event schedule*

ATHENA institution	Topic of tailored training	Date(s) of delivery of the training	Modality
JSI	How to resist gender bias in an academic field	14 January 2022	Online
UJK	<ol style="list-style-type: none"> <li>Design, Implementation, Monitoring and Evaluation of Gender Equality Plans (GEPs) in Higher Education Institutions (HEIs) and Research Performing Organizations (RPOs)</li> <li>Unconscious bias</li> <li>Tools for an inclusive communication</li> </ol>	<ol style="list-style-type: none"> <li>30 November and 1 December 2021</li> <li>14 January 2022</li> <li>14 January 2022</li> </ol>	Physically





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UB	Transformative leadership for Gender Equality in the University	17 and 18 January 2022	Online
ULPGC	Tackling work-life balance and gender-based and sexual harassment and violence in the university context	20 and 21 January 2022	Online
UVSK SAV	Gender equality in everyday life of the institution	16 December 2021	Online
URAK	Local gender equality legislation and anti-discrimination practices	3 and 10 December 2021	Online
GOBCAN	Introduction to gender equality mainstreaming and gender equality plans	1 and 2 December 2021	Online
FRCT	Tools for an inclusive Portuguese language	19 and 21 January 2022	Online and physically

## 3.3 Tailored training at Jozef Stefan Institute (JSI)

### 3.3.1. Training outline

#### 3.3.1.1. Training topic

How to resist gender bias in an academic field.

#### 3.3.1.2. Training rationale

Jožef Stefan Institute (JSI) with about 1000 employees, is a small institution when compared to universities. JSI does not have the HR unit, instead Administration and support units are one entity. But JSI has got an important fraction of PhD students therefore they have been included in GEPI committee.

The GEPI committee thus consists of representatives of the following groups of both genders:

1. High and middle managers
2. Professors and researchers –the group includes researchers of all generations, research positions, and both genders
3. HR+BA
4. PhD students (Early-stage researchers)

Due to the COVID situation the training will be performed online. We propose to deliver training 3 in such a way that we start with a lecture of the external expert Prof. Milica Antić Gaber for the whole GEPI committee. The second part of the training consists of interactive discussions prepared for specific target groups. But as the number of persons in a given group is small (e.g., 2 persons from management, 3 persons from HR&BA), we propose to include all participants in this discussion. Representatives of different groups thus learn and interact with each other. It is very important to have discussions between groups – after all we need to understand the



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position of other groups - this should contribute to less noise in our communication and would presumably contribute to a deeper insight into the unconscious bias in our institution as a whole.

### **3.3.1.3. Training objectives**

#### Overall objective

Basic concepts on gender equality, diversity and gender bias in the field of education will be introduced and explained.

#### Specific objectives

1. To learn how to recognise practices of biased treatment of women and men in academic field.
2. To learn how to identify gender biases (conscious and unconscious) in specific context of academic institutions.
3. To develop understanding how unconscious bias can affect our judgement and decision-making in specific situations.

### **3.3.1.4. Structure and duration of the training**

Total duration: *3,5 hours*

Days on which it took place: 1

Day 1: *14/01/2022* Number of hours day 1: 3

### **3.3.1.5. Content**

Explanation of the basic concepts connected to gender bias: gender equality, gender discrimination, diversity, sexism, (un)equal treatment.

Exploring the specific context of the academic field and explain it through the concepts of gender regime in academic institutions, concepts of power; glass ceiling/glass architecture; masculine domination, homosocial networks, etc.

Work in groups on specific cases of biases (examples of biased behaviour, practice will be collected from the previous activities - interviews, focus groups or internal documents).

*Steps:*

1. Presenting concrete examples of gender biases in a specific context (leadership and decision-making, recruiting processes; career progression; gender pay gap; etc).
2. Presentation of the reactions of the actors in the concrete situation.
3. Reactions of the participants in the group.
4. Presenting possibilities of transformative practices.



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### 3.3.1.6. Material

PPT presentation

### 3.3.1.7. Tools and techniques used

- Lecture
- Work in groups in breakout rooms
- Co-creation technique
- Mutual learning process
- Awareness raising and brainstorming
- Discussion and argumentation

### 3.3.1.8. Agenda

3<sup>rd</sup> Training of the GEPI Committee: How to resist gender bias in an academic field

*Table 3. JSI training - Agenda*

9.30 – 9.45	Welcome and introduction by Chair of the GEPI Committee Barbara Malič Presentation of participants
9.45 - 10.45	Lecture given by Prof. Dr. Milica Antić Gaber, questions of the audience
10.45 – 11.00	Break
11.00 - 12.00	Interactive work in groups (2 breakout rooms)
12.00 – 13.00	Discussion of both groups lead by Prof. Antić Concluding remarks of Prof. Antić Gaber Participants' feedback

## 3.3.2. Event report

### 3.3.2.1. General information

*Table 4. JSI training - Overall event reporting description*

<b>Venue</b>	Ljubljana
<b>Date</b>	January 14, 2022
<b>Full name of the expert delivering the training</b>	Prof. Dr. Milica Antić Gaber
<b>Name of the organization to which the expert belongs</b>	University of Ljubljana, Faculty of Arts
<b>Total number of participants</b>	12
<b>Number of high and middle managers participants</b>	2
<b>Number of HR professionals participants*</b>	0
<b>Number of professors and researchers participants</b>	5
<b>Number of administrative professionals participants</b>	2
<b>Number of students participants**</b>	3
<b>Duration of the training (hours)</b>	4
<b>Format (classroom lesson, etc.)</b>	Online (zoom)

\*: JSI does not have an HR professional nor a dedicated HR unit.

\*\* : This group includes PhD students employed at JSI and funded in the frame of the Slovenian Research Agency programme. They represent almost 20% of the employees.



### 3.3.2.2. Event pictures

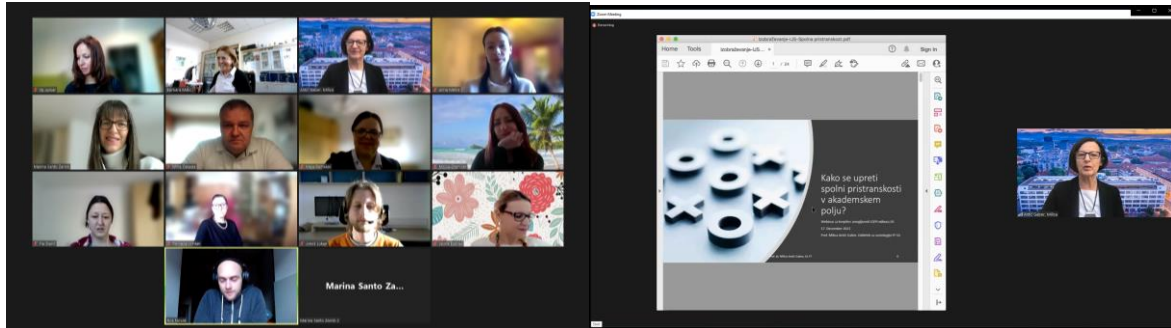


Figure 1. Screenshots of JSI training session

### 3.3.2.3. Methodology, content and techniques

The training *How to resist unconscious bias in academic field?* consisted of the lecture of the external expert Prof. Milica Antić Gaber and of the interactive part. This latter part included discussions on selected cases, the participants were assigned to two work-groups and after discussion, both groups reported their observations which were further discussed by the gender expert. In the end, the gender expert made the final remarks.

In the lecture, the basic concepts on gender bias in the field of academic education were introduced. Topics such as gender equality, equity, diversity, gender discrimination, sexism, (un)equal treatment were explained and supported by examples. She explored the specific context of the academic field and explained it through the concepts of gender regime in academic institutions, concepts of power; glass ceiling/glass architecture; masculine domination, homosocial networks, etc.

The lecturer explained how to recognize practices of biased treatment of women and men in the academic field and provided examples of such practices. She pointed how to identify conscious and unconscious gender biases in the specific context of academic institutions. She explained how to recognize unconscious bias and how it can affect our judgment and decision-making in specific situations.

In the interactive part, the participants split into two groups of 6 participants of different genders, ages, and target groups. The groups discussed two versions of documents and tried to pinpoint evidence of biased writing. The expert moved from one breakout room to another one.

The *Letter of support* written for an M / F candidate was the first case. The participants tried to identify differences between the two versions. This case was selected so that the differences were rather obvious: the versions differed in the length of the support letter, the style, the more personal relationship of the author to the candidate was expressed in one case, and so on. The female candidate was mentioned by the first name while the male candidate was by surname.



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In the second case, the *Application for a position* written by an M / F candidate the differences between the letters were subtler. The letter written by the M candidate expressed more self-confidence. The M candidate mentioned that his supervisor was a male, while the supervisor of the F candidate was a female.

In the final discussion led by the expert, the reports of the two groups were presented and discussed. For the specific cases of letters of support and applications for a position, she proposed what measures could be taken on the level of the institution to avoid unconscious bias. This includes preparing general templates for such documents. Furthermore, the committees should be educated on how to avoid unconscious bias upon evaluation of applications and they should consist of both M and F members.

The training was concluded with the comments of the participants.

### **3.3.2.4. Participants' feedback**

#### **General comments**

The participants found the concept of the training well selected. The organisation and the timing of the training were suitable.

The lecture covered the theoretical background and was more focused on concepts than on the statistics which was good. The examples were well selected so that the participants could understand the differences between gender equality versus (legal) equality or how to recognise stereotypes and so on.

The interactive part was long enough so that the discussion could develop. The distribution of participants into small groups allowed everyone to explain his/her views on the topic. It was interesting to note how the participants observed certain details in the case studies.

#### **Some specific comments**

A: The workshop was useful because it provided theoretical explanation for some matters that I thought about or surmised but could not rationally explain.

B: The problems related to sexism should not be overlooked if we want to reduce gender inequality.

C: I was surprised by the observation that administrative staff supports M colleagues more than F colleagues.

D: The workshop pushed us to think outside the frame.

E: Probably we could find that similar principles as in the case of unconscious gender bias apply to other (unconscious) biases: age, race, nationality, level of education. Addressing only the gender bias should not be overemphasized at the expense of other biases.



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### **3.3.2.5. Main success and difficulties**

#### Successes

- Selection of the external expert.
- The topic was well selected.
- The format of the training was suitable: a focussed topic explained in a lecture, followed by interactive work on case studies.
- The case studies offered a good illustration of gender bias and provided example material for discussion.
- The training confirmed that there is an obvious need to continue with discussions related to gender issues.
- Distribution of participants in two groups on one hand enabled that everyone could express his/her opinion, and on the other hand the two groups could exchange views in the common concluding part.

#### Difficulties / challenges

- The activity of the GEPI committee is voluntary thus it was quite challenging to find a time slot suitable for the majority of the members.
- Our institution is dedicated to the STEM research, meaning that we are amateurs in the field of gender research. Probably we will need support of the external expert in future trainings as well.
- We should identify interesting topics for future trainings. Some should cover topics that are interesting for all target groups and some should be selected for each of the target groups.

### **3.3.2.6. Event assessment**

The partner reports that overall the event was very successful.

## **3.4 Tailored training at Jan Kochanowski University (UJK)**

### **3.4.1. Training outline**

#### **3.4.1.1. Training topic**

1. Design, Implementation, Monitoring and Evaluation of Gender Equality Plans (GEPs) in Higher Education Institutions (HEIs) and Research Performing Organizations (RPOs).
2. Unconscious bias.
3. Tools for an inclusive communication.



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### 3.4.1.2. Training rationale

1. Design, Implementation, Monitoring and Evaluation of Gender Equality Plans (GEPs) in Higher Education Institutions (HEIs) and Research Performing Organizations (RPOs): members of GEPI Committee declared the need to familiarize themselves with the process of GEP design and implementation in order to be able to prepare this document for their institution.
2. Unconscious bias: Members of GEPI Committee declared the need to familiarize themselves with knowledge on unconscious bias in order to develop measures included in a GEP prepared for their institution.
3. Tools for an inclusive communication: Members of GEPI Committee declared the need to familiarize themselves with an inclusive communication to develop inclusive GEP for their institution.

### 3.4.1.3. Training objectives

1. Design, Implementation, Monitoring and Evaluation of Gender Equality Plans (GEPs) in Higher Education Institutions (HEIs) and Research Performing Organizations (RPOs).

#### Overall objective

Provide GEPI Committee members with knowledge, practical tools, good practices and advice on institutional change through GEP.

#### Specific objectives

Provide GEPI Committee members with knowledge, practical tools, good practices and advice on: 1. What is a GEP and why is it an important tool of change in HEIs and RPOs; 2. How to design a GEP; 3. How to implement a GEP; 4. How to monitor and evaluate a GEP; 5. What are concrete actions and measures that can be implemented within a GEP.

#### 2. Unconscious bias

#### Overall objective

Provide GEPI Committee members with knowledge and advice on unconscious bias.

#### Specific objectives

Provide GEPI Committee members with knowledge and advice on: 1. What is social identity; 2. What is stereotype, bias and discrimination and what are their consequences?; 3. Examples of stereotypes, bias and discrimination; 4. Raising awareness on power of stereotyping and bias in the mechanism of discrimination; 5.



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Evidence of effects of bias in RPOs and HEIs; 6. Solutions to mitigate the effects of bias.

### 3. Tools for an inclusive communication

#### Overall objective

Provide GEPI Committee members with knowledge and practical examples on inclusive communication.

#### Specific objectives

Provide GEPI Committee members with knowledge and practical examples on: 1. What is inclusive communication and why to use it?; 2. Examples of biased and discriminatory communication; 3. Examples of inclusive communication.

#### **3.4.1.4. Structure and duration of the training**

##### 1. Design, Implementation, Monitoring and Evaluation of Gender Equality Plans (GEPs) in Higher Education Institutions (HEIs) and Research Performing Organizations (RPOs).

Total duration: 6 teaching hours

Days on which it will take place:

Day 1: 30/11/2021                      Number of hours day 1: 4,5h

Day 2: 1/12/2021                      Number of hours day 2: 1,5h

##### 2. Unconscious bias

Total duration: 2 teaching hours (90 min)

Days on which it will take place:

Day 1: 16/12/2021    Number of hours day 1: 2h

##### 3. Tools for an inclusive communication

Total duration: 1 teaching hours

Days on which it will take place:

Day 1: 16/12/2021    Number of hours day 1: 2h

#### **3.4.1.5. Content**

##### 1. Design, Implementation, Monitoring and Evaluation of Gender Equality Plans (GEPs) in Higher Education Institutions (HEIs) and Research Performing Organizations (RPOs).

Part 1: What is GEP design and implementation?

1. What is a GEP?





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2. EU objectives for gender equality in HEIs and RPOs
3. Rationale for GEPs – GEP as a tool for structural change in HEIs and RPOs
4. GEP design and implementation process
5. What are SMART objectives and measures?
6. What data and resources can be used as a basis for GEP measures?
7. GEP Monitoring and Evaluation Process
8. What comes after GEP?

## Part 2: Designing a GEP

1. Exercising the development of GEP

## 2.Unconscious bias

### Part 1: What bias is and how to mitigate its effects?

1. What is social identity, stereotype, bias and discrimination?
2. What are the consequences of stereotypes, bias and discrimination?
3. Practical examples of stereotypes, bias and discrimination
4. Stereotypes and bias in the mechanism of discrimination
5. Evidence of effects of bias in RPOs and HEIs
6. Designing solutions to mitigate the effects of bias

### Part 2: Resources for self-study.

1. Dominika Cieřlikowska, Maja Branka, „Edukacja antydyskryminacyjna. Podręcznik trenerski”, Willa Decjusza, Kraków 2010, część III: [https://www.nigdywiecej.org/docstation/com\\_docstation/62/antydyskryminacja.pdf](https://www.nigdywiecej.org/docstation/com_docstation/62/antydyskryminacja.pdf)
2. *What is Privilege?* <https://www.youtube.com/watch?app=desktop&v=hD5f8GuNuGQ>
3. TED Talk – How to recognize your white privilege – and use it to fight inequality, Peggy McIntosh: [https://www.ted.com/talks/peggy\\_mcintosh\\_how\\_to\\_recognize\\_your\\_white\\_privilege\\_and\\_use\\_it\\_to\\_fight\\_inequality/transcript](https://www.ted.com/talks/peggy_mcintosh_how_to_recognize_your_white_privilege_and_use_it_to_fight_inequality/transcript)
4. #DontCallMeMurzyn part 1: <https://www.youtube.com/watch?v=xwlfFRmJM0c> part 2: <https://www.youtube.com/watch?v=JgGqZFJ7TsA>
5. Unconscious Bias @ Work: <https://rework.withgoogle.com/guides/unbiasing-raise-awareness/steps/watch-unconscious-bias-at-work/>
6. Vinkenburg, C. J. (2017). Engaging Gatekeepers, Optimizing Decision Making, and Mitigating Bias: Design Specifications for Systemic Diversity Interventions. *The Journal of Applied Behavioral Science*, 53(2) 212–234. <http://journals.sagepub.com/doi/full/10.1177/0021886317703292> (open access)
7. NWO training and video: <https://www.nwo.nl/en/inclusive-assessment>
8. Bias interrupters: <http://biasinterrupters.org/> (UoC Hastings CWLL)
9. Recommendation letters gender bias calculator: <https://slowe.github.io/genderbias/>
10. Managing resistance VicHealth: <https://www.vichealth.vic.gov.au/search/13-steps-to-tackle-gender-discrimination> ACTonBias Onepager:



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[https://www.genderportal.eu/sites/default/files/resource\\_pool/cop\\_facilitator\\_training\\_series\\_actonbias.pdf](https://www.genderportal.eu/sites/default/files/resource_pool/cop_facilitator_training_series_actonbias.pdf)

### 3. Tools for an inclusive communication

Part 1: What is inclusive communication and why to use it?

1. What is biased, discriminatory and inclusive communication?
2. Why use inclusive communication?
3. What are the challenges when using inclusive communication?
4. Practical tools for inclusive communication

Part 2: Resources for self-study

1. Gender-sensitive communication Toolkit (EIGE, 2019): [https://eige.europa.eu/sites/default/files/20193925\\_mh0119609enn\\_pdf.pdf](https://eige.europa.eu/sites/default/files/20193925_mh0119609enn_pdf.pdf)
2. Rekomendacje dot. języka niedyskryminującego na Uniwersytecie Warszawskim (UW, 2020): <https://www.uw.edu.pl/wp-content/uploads/2021/02/rekomendacje-dotyczace-jezyka-niedyskryminujacego-na-universytecie-warszawskim.pdf>
3. Etyka języka i odpowiedzialna komunikacja: <https://etykajezyka.pl/wp-content/uploads/2021/03/ETYKA-JEZYKA-Poradnik-FH-WYDANIE-1.pdf>
4. Język Równościowy (AI, 2016): <https://amnesty.org.pl/wp-content/uploads/2016/04/J%C4%99zyk-rownosciowy.pdf>

#### **3.4.1.6. Material**

5. [Design, Implementation, Monitoring and Evaluation of Gender Equality Plans \(GEPs\) in Higher Education Institutions \(HEIs\) and Research Performing Organizations \(RPOs\).](#)

PPT presentation, templates for individual and group activities, samples of GEPs, worksheets, workshop evaluation sheet.

#### 2. Unconscious bias

PPT presentation

#### 3. Tools for an inclusive communication

PPT presentation

#### **3.4.1.7. Tools and techniques used**

1. [Design, Implementation, Monitoring and Evaluation of Gender Equality Plans \(GEPs\) in Higher Education Institutions \(HEIs\) and Research Performing Organizations \(RPOs\).](#)



- Tools: GEAR Toolbox, GENERA Roadmap for GEPs, Samples of GEPs, GENERA Toolbox for tailored GEPs, ACT Co-creation Toolkit, SAGE Wheel Model.
- Techniques: Lecture, icebreaking games, individual and group activities, Smart criteria/goals method, Plan of Change method, Hand Evaluation method.

## 2. Unconscious bias

Techniques: lecture, self-study

## 3. Tools for an inclusive communication

- Tools: EIGE Gender-sensitive communication Toolkit; Rekomendacje dot. języka niedyskryminującego na Uniwersytecie Warszawskim; Etyka języka i odpowiedzialna komunikacja
- Techniques: lecture, self-study

### 3.4.1.8. Agenda

Topic 1 was delivered on 30 November 2021 and topics 2 and 3 were delivered on 14 January 2022.

Table 5. UJK training agenda 1/2

Topic 1. Design, implementation, monitoring and evaluation of Gender Equality Plans (GEPs) in Higher Education Institutions (HEIs) and Research Performing Organisations (RPOs).

9.00– 10.15	What is GEP design and implementation? <ul style="list-style-type: none"> <li>• Icebreaking game: One Word Exercise (10 min)</li> <li>• Presentation (65 min):             <ul style="list-style-type: none"> <li>- What is Gender Equality Plan (10 min)</li> <li>- EU objectives for gender equality in HEIs and RPOs (10 min)</li> <li>- Rationale for GEPs – GEP as a tool for structural change in HEIs and RPOs (10 min)</li> <li>- GEP design and implementation process (20 min)</li> <li>- What are SMART objectives and measures (15 min)</li> </ul> </li> </ul>
10.15 - 10.30	15 min Coffee Break
10.30 – 11.30	10.30 Monitoring and Evaluation of Gender Equality Plans <ul style="list-style-type: none"> <li>• Individual exercise: Smart Criteria/Goals (15 min)</li> <li>• GEP measures: Presentation (45 min)             <ul style="list-style-type: none"> <li>- What data and resources can be used as a basis for GEP measures? (15 min)</li> <li>- GEP Monitoring and Evaluation Process (20 min)</li> <li>- What comes after GEP? (10 min)</li> </ul> </li> <li>• Group exercise: Analysis of GEP samples (30 min)</li> </ul>
11.30-12.30	Lunch break
12.30 - 14.00	Designing a GEP <ul style="list-style-type: none"> <li>• Icebreaking game: Four Quadrants (10 min)</li> </ul>



Table 6. UJK training agenda 2/2

Topics 2 and 3: Unconscious bias and tools for an inclusive communication

9.00– 10.30	Part I: What bias is and how to mitigate its effects? - Lecture (45 min) - discussion (45 min)
10.30 – 10.45	15 min Coffee Break
10.45 – 12.30	Part II: What is inclusive communication and why to use it? - Lecture (45 min) - discussion (45 min) - evaluation/feedback/conclusions (10 min)

## 3.4.2. Event report

### 3.4.2.1. General information

Topic 1. Design, implementation, monitoring and evaluation of Gender Equality Plans (GEPs) in Higher Education Institutions (HEIs) and Research Performing Organisations (RPOs):

Table 7. UJK training - Overall event reporting description 1/2

<b>Venue</b>	Żeromskiego str. 5, 25-369 Kielce
<b>Date</b>	30.11.2021
<b>Full name of the expert delivering the training</b>	Ewelina Ciaputa, PhD – 1st part; Paulina Sekuła, PhD – 2nd part
<b>Name of the organization to which the expert belongs</b>	Jagiellonian University, GEinCEE Community of Practice <a href="https://geincee.act-on-gender.eu">https://geincee.act-on-gender.eu</a>
<b>Total number of participants</b>	13
<b>Number of high and middle managers participants</b>	4
<b>Number of HR professionals participants</b>	1
<b>Number of professors and researchers participants</b>	4
<b>Number of administrative professionals participants</b>	4
<b>Number of students participants</b>	0
<b>Duration of the training (hours)</b>	6 teaching hours
<b>Format (classroom lesson, etc.)</b>	Workshop, focus groups

Topics 2 and 3: Unconscious bias and tools for an inclusive communication:

Table 8. UJK training - Overall event reporting description 2/2

<b>Venue</b>	Żeromskiego str. 5, 25-369 Kielce
<b>Date</b>	14.01.2022
<b>Full name of the expert delivering the training</b>	Paulina Sekuła, PhD
<b>Name of the organization to which the expert belongs</b>	Jagiellonian University, GEinCEE Community of Practice <a href="https://geincee.act-on-gender.eu">https://geincee.act-on-gender.eu</a>



<b>Total number of participants</b>	12
<b>Number of high and middle managers participants</b>	8
<b>Number of HR professionals participants</b>	1
<b>Number of professors and researchers participants</b>	7 (high and middle managers are also researchers)
<b>Number of administrative professionals participants</b>	5
<b>Number of students participants</b>	0
<b>Total duration of the module (hours)</b>	4 teaching hours
<b>Format (classroom lesson, webinar, etc.)</b>	Classroom lesson

### 3.4.2.2. Event pictures



Figure 2. Screenshot of UJK training session 30 November 2021



Figure 3. Screenshots of UJK training session 14 January 2022

### 3.4.2.3. Methodology, content and techniques

Topic 1. Design, implementation, monitoring and evaluation of Gender Equality Plans (GEPs) in Higher Education Institutions (HEIs) and Research Performing Organisations (RPOs):

Participants worked in 3 target groups: management, researchers, administration (1 participant representing personal affairs department was included to the administration group as University has no HR department strictly dedicated for



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recruitment processes. The high and middle management is responsible for recruitment at UJK).

During the workshops each working group should develop solutions related to its area of occupation.

Tools used:

- PPT presentation, templates for individual and group activities, samples of GEPs, worksheets, workshop evaluation sheet.
- Tools: GEAR Toolbox, GENERA Roadmap for GEPs, Samples of GEPs, GENERA Toolbox for tailored GEPs, ACT Co-creation Toolkit, SAGE Wheel Model.

Techniques used: Lecture, icebreaking games, individual and group activities, Smart criteria/goals method, Plan of Change method, Hand Evaluation method.

Topics 2 and 3: **Unconscious bias and tools for an inclusive communication:**

Techniques: lecture, self-study

Participants got the instructions and resources for self-study, e.g. *Gender-sensitive communication Toolkit (EIGE, 2019)*:  
[https://eige.europa.eu/sites/default/files/20193925\\_mh0119609enn\\_pdf.pdf](https://eige.europa.eu/sites/default/files/20193925_mh0119609enn_pdf.pdf)

#### **3.4.2.4. Participants' feedback**

Topic 1. Design, implementation, monitoring and evaluation of Gender Equality Plans (GEPs) in Higher Education Institutions (HEIs) and Research Performing Organisations (RPOs):

The participants liked the nature of the training, because it was conducted in the form of workshop, not theoretical lecture. The workshop was accompanied by a discussion, brainstorming and work on concrete and real solutions for GEP at UJK. Furthermore, it was a solution work based on the preliminary results of the diagnosis.

The participants highly appreciated the skills of the trainers.

Specific comments made by participants: Too few hours to learn broadly about gender equality and GEP's.

Topics 2 and 3: **Unconscious bias and tools for an inclusive communication:**

Participants assessed the trainings and the knowledge presented as very useful and important. They realised how often they are in error and how carelessly they use certain formulations. It was a very important lesson. The participants showed interest in repeating such training in a wider group with more time dedicated to the topic of unconscious bias and inclusive communication.



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#### **3.4.2.5. Main success and difficulties**

The success of the trainings was undoubtedly the commitment of the participants. Specific solutions were developed during the training, many issues could be clarified with the help of an expert. The foundations for further discussions and work in working groups on the Gender Equality Plan at UJK have been prepared.

The difficulty in organizing the training was to gather all the groups in one place and at one time due to the different duties of the participants from each target groups. Moreover, on 29<sup>th</sup> November extraordinary Rector's Regulation on additional restrictions regarding the conduct of group classes at the UJK due to the Covid-19 pandemic was published. Provisions of the Regulation, which entered into force on 1<sup>st</sup> of December 2021 would make it impossible to conduct the second day of training, as it was planned. Therefore, in a fairly short time, it was necessary to make changes regarding the time, timetable of each participant, the room and other duties, so that the planned training in the number of 6 hours would take place on one day. Additionally, some of the members were absent due to the Covid-19 or other duties.

However, the work was very fruitful.

#### **3.4.2.6. Event assessment**

Concerning the session on 30 November 2021, the partner reported that overall the event was very successful. Regarding the session on 14 January 2022, it was stated to be fairly successful.

## **3.5 Tailored training at University of Bucharest (UB)**

### **3.5.1. Training outline**

#### **3.5.1.1. Training topic**

Transformative leadership for gender equality in the University.

#### **3.5.1.2. Training rationale**

This training was developed based on the preliminary data findings from gender equality audit in progress at the University of Bucharest which found that resistances to gender equality to be a strong deterrent from engaging with gender equality policies.

Moreover, significant input into the GEPI internal training proposal was gathered during the first GEPI meeting when participants highlighted their need to learn more about a) the specifics of gender inequalities in the higher education institutions and b) resistances to gender equality and concrete strategies to tackling them.



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The training aims to improve skills and strengthen the motivation of top decision makers in the University so as to ensure that the gender equality action plan will have a transformational impact and will go beyond a mere technical approach (window dressing approach).

### **3.5.1.3. Training objectives**

#### Overall objective

- Train GEPI committee members to understand, recognize and tackle gender biases and resistances to gender equality within university
- Empower GEPI committee members to take action and promote a more gender equal and inclusive university environment.

#### Specific objectives

- Understand gender bias and the gender inequality dynamics in the university eco-system.
- Learn about gender inequalities within the University of Bucharest.
- Examine the role of leadership in correcting gender inequalities and biases.
- Understand resistances to gender equality in a university eco-system.
- Explore strategies for tackling bias and resistance.
- Discuss the role of GEPI and GEPs for creating a more diverse university environments.

### **3.5.1.4. Structure and duration of the training**

Total duration: 8 hours

Days on which it will take place:

Day 1: 17/01/2022                      Number of hours day 1: 4 hours

Day 2: 18/01/2022                      Number of hours day 2: 4 hours

### **3.5.1.5. Content**

Module 1: University of Bucharest: A Gendered Organization beyond Numbers

- Gender Equality in the University Eco-system (Horizon Europe approach of gender+).
- Facts and Figures on Gender Equality in the University of Bucharest (information from WP2).
  - Recruitment - teaching staff and students
  - Promotion and Career Progression
  - Access to Research Resources - Honeypot
  - Work/Life Balance
  - Harassment and Discrimination
  - Men in the University





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- Experiences of Gender Inequality in the University

- The University: A Gendered Organization - a useful framework for advancing change.
- Building the Case for Gender Equality and Inclusion in the University (4 useful framings).

## Module 2: Bias and Resistance to Gender Equality in the University

- Bias and Resistance: how does it work, what does it do, how does it feel (definitions, types, examples).
- Countering Resistances to Gender Equality: Train, Frame, Lead.
- Using GEPI and GEPs as Tools to Counter Resistance and Build a Gender Equal and Inclusive University.

### 3.5.1.6. Material

- General PPT Presentation.
- Infographics based on WP.2 findings; Facts and Figures on Gender Equality in the University of Bucharest.
- Handout 1 - Building the Case for Gender Equality and Inclusion in the University - 4 discursive frames .
- Handout 2 - Gender Equality Resistance in the Academia (Forms of Resistance) - From FESTA Handbook on Gender Equality Resistance in the Academia
- Handout 3 - SheFigures 2021.
- Handout4 - Infographic on gender equality in the University of Bucharest.
- Case studies built on WP.2 Findings.
- Interactive Activities.

### 3.5.1.7. Tools and techniques used

The general approach of this training is informed by feminist and participatory methodologies. It aims to improve skills related to the promotion of gender equality among top management in the University of Bucharest. The training uses a participatory, case-based approach to the skill development required.

Tools to be used: presentation, discussions, small group exercises, case study/role play activities.

### 3.5.1.8. Agenda

*Table 9. UB training agenda ½*

Day 1: University of Bucharest: a Gendered Organization beyond Numbers  
Pre-training reading. Estimated time: 1 hour of individual work



Reading content: WP2 Output: *Gender Equality Audit at the University of Bucharest (Draft)*. This reading will be circulated via email prior to the day of the training.

14.00 – 14.20	Introduction and Expectations
14.20 -15.00	Gender Equality in University of Bucharest: Facts, Figures, and Experiences
15.00 -15.30	The University: A Gendered Organization – theory, definition, key concepts
15.30 -16.00	Group Activity: The Iceberg of Inequality/Buy A Privilege
16.00 – 16.45	Gender Equality and Inclusion in the University – 4 Discursive Frames
16.45 – 17.00	Conclusions

Table 10. UB training agenda 2/2

Day 2: Bias and Resistance to Gender Equality in the University  
Pre-training reading. Estimated time: 1 hour of individual work

Reading content: WP.4 Output: *Compendium of GEP Best Practices across Europe (Draft)*. This reading will be circulated via email prior to the day of the training.

14.00 – 14.30	Bias and Resistance: how does it work, what does it do, how does it feel
14.30 -15.00	Meritocracy and Gender Equality: friends or foes?
15.00 -15.30	Role -play: Debunking one example of gender equality resistance (based on WP2)
15.30 -16.00	Countering Resistances to Gender Equality: Train, Frame, Lead
16.00 – 16.30	Practical Exercise - A vision board of a Gender+ University
16.30 – 17.00	Wrap up and Conclusion

## 3.5.2. Event report

### 3.5.2.1. General information

Table 11. UB training - Overall event reporting description

<b>Venue</b>	Online, ZOOM Platform
<b>Date</b>	17 <sup>th</sup> and 18 <sup>th</sup> of January 2022
<b>Full name of the expert delivering the training</b>	Irina Costache
<b>Name of the organization to which the expert belongs</b>	Sircobo Advice SRL
<b>Total number of participants</b>	9
<b>Number of high and middle managers participants</b>	4
<b>Number of HR professionals participants</b>	1
<b>Number of professors and researchers participants</b>	5
<b>Number of administrative professionals participants</b>	3
<b>Number of students participants</b>	1
<b>Duration of the training (hours)</b>	6 hours of training and 2 hours of pre training readings



### 3.5.2.2. Event pictures

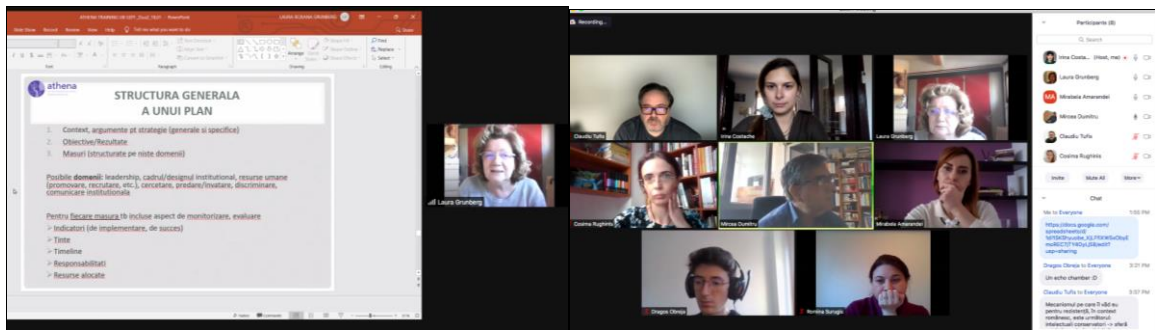


Figure 4. Screenshots of UB training sessions

### 3.5.2.3. Methodology, content and techniques

This training was developed based on the preliminary data findings from gender equality audit in progress at the University of Bucharest which found that resistances to gender equality to be a strong deterrent from engaging with gender equality policies.

Moreover, significant input into the GEPI internal training proposal was gathered during the first GEPI meeting when participants highlighted their need to learn more about a) the specifics of gender inequalities in the higher education institutions and b) resistances to gender equality and concrete strategies to tackling them.

The training aimed to improve skills and strengthen the motivation of top decision makers in the University so as to ensure that the gender equality action plan will have a transformational impact and will go beyond a mere technical approach (window dressing approach).

Feminist and participatory methodologies informed the general approach of this training. It aimed to improve skills related to the promotion of gender equality among top management in the University of Bucharest. The training used a feminist, participatory, case-based approach to the skill development required. Tools used: presentation, discussions, small group exercises, case study/role play activities.

### 3.5.2.4. Participants' feedback

Participants were asked to fill in a feedback form at the end of the training. The main results show the following:

- 100% of participants rated the training as excellent;



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- 80% of participants said that their expectations have been met, while 20% of participants said that the training exceeded their expectations;
- 100% of participants said that the presentations given by Irina Costache (gender equality expert and by Laura Grunberg, Athena project manager for UB) were useful and to the point;
- All participants said that after this two- day training their understanding of the objectives, the added value and the institutional process implied by gender equality plan has improved. Participants also said that they have a better understanding of their roles as GEPI Committee Members in pushing for the institutional processes needed in order to support measures proposed in a gender equality plan.
- Participants said that they find useful a GEP but expressed concern over the sustainability of a GEP in the long run, after the ATHENA project ended.

### **3.5.2.5. Main success and difficulties**

The main success of the trainings were the following:

- A clearer perspective on the advantages of a GEP in a HEI.
- A more nuanced understanding of the resistances to the implementation of a GEP might be.
- Shared understanding of the institutional transformations required for a successful .implementation of a GEP.
- Shared understanding of gender, gender analysis and gendered disadvantages in HEIs .
- Group cohesion and motivation for a more gender equal institution.

### **3.5.2.6. Event assessment**

The project partner reported that overall the event was very successful.

## **3.6 Tailored training at University of Las Palmas de Gran Canaria (ULPGC)**

### **3.6.1. Training outline**

#### **3.6.1.1. Training topic**

Tackling work-life balance and gender-based and sexual harassment and violence in the university context.



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### **3.6.1.2. Training rationale**

The results of the survey carried out within the framework of the Athena project justify the need for the third training to be devoted to two issues of special consideration within the framework of the development of the Equality Plan of the University of Las Palmas de Gran Canaria: work-life balance; and sexual and sex-based harassment, as well as other forms of violence that can be manifested within the university community.

The aim is to train the members of the Negotiating Commission on the essential elements to take into account when analyzing and negotiating the diagnosis and, based on the results obtained, specify the measures that must be included in the Equality Plan of this organization.

### **3.6.1.3. Training objectives**

#### Overall objective

- Work-life balance and organizational culture
- How to combat gender-based violence and sexual harassment

#### Specific objectives

- Understand the relations between gender equality, organizational culture in research and academic environments and work-life balance.
- Learn and discuss about inspiring practices for possible interventions and policies.
- Examine the arguments that support the value of gender equality and diversity in RPOs/RFOs.
- Learn about the factors and agents involved in facilitating work-life balance.
- Understand the relations between gender equality, organizational culture in research and academic environments and work-life balance.
- Learn and discuss about inspiring practices for possible interventions and policies.

### **3.6.1.4. Structure and duration of the training**

Total duration: 8 hours (6 hours online + 2 hours of remote study – readings and debate forum)

Days on which it will take place:

Day 1: 20/01/2022                      Number of hours day 1: 3 hours + (1 hour debate forum)

Day 2: 21/01/2022                      Number of hours day 2: 3 hours + (1 hour debate forum)

### **3.6.1.5. Content**

#### Module 1: Work-life balance and organizational culture

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- 1.) Work-life balance at the University of Las Palmas de Gran Canaria: situation analysis and needs assessment
- 2.) Flexible working time formulas and digital disconnection in the university context.
- 3.) Good practices for possible interventions and policies.

## Module 2: How to combat gender-based and sexual harassment and violence gender-based and sexual harassment and violence

- 1.) Gender-based and sexual harassment and violence in the university context.
- 2.) Protocol for preventing and tackling sexual harassment and gender-based violence
- 3.) Other forms of violence and their approach from the university level.

### 3.6.1.6. Material

- PPT presentations
- Recommended Reading
- Links of interest

### 3.6.1.7. Tools and techniques used

- Online platform for the distribution of materials.
- Online course.
- Live streaming sessions. The speakers in each session will use a power point presentations and different materials (regulations, institutional documents, etc.) that will be made available to the members of the negotiating committee of the Equality Plan in the online platform.
- Online forums as a complementary activity to each module.

### 3.6.1.8. Agenda

Table 12. ULPGC training agenda 1/2

#### Module 1: Work-life balance and organizational culture

09.30-11.00	Work-life balance at the University of Las Palmas de Gran Canaria: situation analysis and needs assessment
11.00-11.30	Break
11.30-13.00	Flexible working time formulas and digital disconnection in the university context.
Discussion - Colloquium (1 hour of discussion): Discussion - colloquium on proposals for work-life balance action lines and measures in the future Equality Plan of the University of Las Palmas de Gran Canaria.	



Table 13. ULPGC training agenda 2/2

## Module 2: How to combat gender-based violence and sexual harassment

09.30-10.30	Gender-based and sexual harassment in the university community.
10.30-11.30	Protocol for preventing and tackling sexual harassment and gender-based violence.
11.30-12.00	Break
11.30-12.00	Other forms of violence and their approach from the university level.
Discussion - Colloquium(1 hour of discussion): Discussion - colloquium on proposals for action lines and measures to prevent violence and sexual harassment and gender-based violence in the future Equality Plan of the University of Las Palmas de Gran Canaria.	

### 3.6.2. Event report

#### 3.6.2.1. General information

Table 14. ULPGC training - Overall event reporting description

<b>Venue</b>	University of Las Palmas de Gran Canaria
<b>Date</b>	20 <sup>th</sup> and 21 <sup>st</sup> of January of 2022
<b>Full name of the expert delivering the training</b>	Saray Rodríguez González y Laura Aguilera Ávila
<b>Name of the organization to which the expert belongs</b>	University of La Laguna
<b>Total number of participants</b>	16
<b>Number of high and middle managers participants</b>	10
<b>Number of HR professionals participants</b>	1
<b>Number of professors and researchers participants</b>	4
<b>Number of administrative professionals participants</b>	1
<b>Number of students participants</b>	0
<b>Duration of the training (hours)</b>	8 hours
<b>Format (classroom lesson, etc.)</b>	Online training

#### 3.6.2.2. Event pictures



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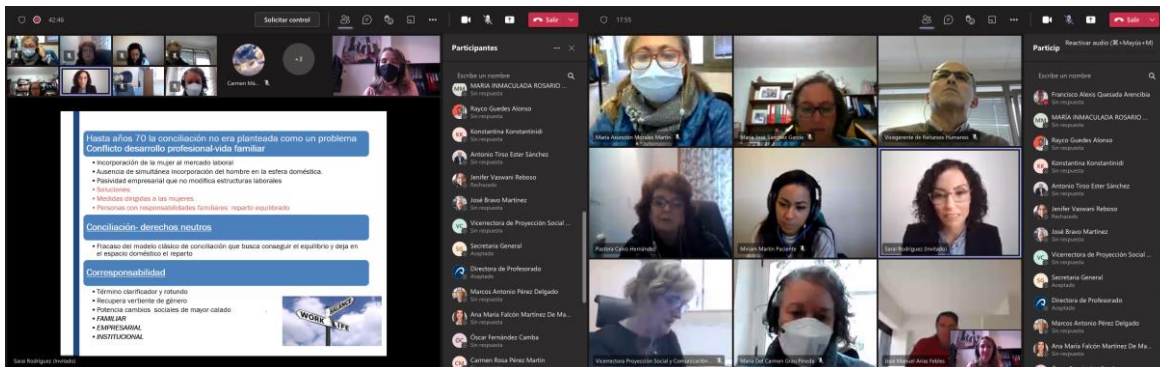


Figure 5. Screenshots of ULPGC training session 20 January 2022



Figure 6. Screenshots of ULPGC training session 21 January 2022

### 3.6.2.3. Methodology, content and techniques

- Online platform for the distribution of materials.
- Online course.
- Live streaming sessions. The speakers in each session will use a power point presentations and different materials (regulations, institutional documents, etc.) that will be made available to the members of the negotiating committee of the Equality Plan in the online platform.
- Discussion and colloquium as a complementary activity to each module.

### 3.6.2.4. Participants' feedback

On the one hand, the topics covered and the points of interest developed in the training sessions stand out. In general, the lectures receive good feedback from the attendees, exceeding their expectations.





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On the other hand, it is suggested by some attendees to repeat and carry out new training sessions in this area, accompanied by the negotiation of the equality plan of the University of Las Palmas de Gran Canaria.

#### **3.6.2.5. Main success and difficulties**

In general terms, the training sessions were a success and did not present any difficulties.

#### **3.6.2.6. Event assessment**

The project partner reports that overall the training was very successful.

## **3.7 Tailored training at UVSK SAV**

### **3.7.1. Training outline**

#### **3.7.1.1. Training topic**

Gender equality in everyday life of the institution.

#### **3.7.1.2. Training rationale**

The content of the training builds on previously arranged two expert trainings on gender equality and discussions already concluded in the GEPI committee.

Since theoretical background has been provided, this training will focus on specific needs and concerns within the organization.

#### **3.7.1.3. Training objectives**

##### **Overall objective**

Provide specific best practice from other institutions and organisations in implementing measures aimed at ensuring gender equality, and further discuss specific possibilities and relevant options for the Slovak Academy of Sciences.

##### **Specific objectives**

Provide a space for discussion in order to come up with concrete solutions for concerns regarding the achievement of gender equality, provide a feedback on the draft Action Plan, and discuss specific possible measures.

#### **3.7.1.4. Structure and duration of the training**

Total duration: 8 hours



Days on which it will take place:

Day 1: 16/12/2021

Number of hours day: 4 + 4 hours for remote learning

### 3.7.1.5. Content

Module 1. Best Practice.

Module 2. Discussion focused on the draft Action Plan and preliminary results from focus groups and gender audit.

Module 3. Remote learning: Studying best practices, reflection of existing measures and its critical evaluation.

### 3.7.1.6. Material

- General PPT Presentation.
- Infographics.

### 3.7.1.7. Tools and techniques used

Presentation of best practice from other organization will be provided. A moderated discussion will be characterized as a safe space for participants so they may express their opinions freely. A Socratic method will be used during the discussion.

### 3.7.1.8. Agenda

*Table 15. UVSK SAV training agenda.*

Opening discussion	Expectations regarding gender equality in the institution, reflection of the project activities and future plans.
Presentation	<b>30 minutes.</b>
Module 1: Best Practices	Discussion: what are the benefits of gender equality for a workplace?
Module 2: Moderated discussion	Measures to be implemented, vision of the organization, needs of the organization regarding the current action plan, and “quick wins”. <b>2h 30min.</b>
Module 3: Remote learning	Studying best practices, reflection of existing measures and its critical evolution. <b>4 hours.</b>

## 3.7.2. Event report

### 3.7.2.1. General information

*Table 16. UVSK SAV training - Overall event report description*

<b>Venue</b>	Slovakia (Slovak Academy of Sciences – Zoom meeting due to COVID restrictions)
--------------	--

<b>Date</b>	16 <sup>th</sup> of December 2021
<b>Full name of the expert delivering the training</b>	Ľubica Rozborová
<b>Name of the organization to which the expert belongs</b>	RISOTO
<b>Total number of participants</b>	11
<b>Number of high and middle managers participants</b>	5 participants from the presidency of SAS
<b>Number of HR professionals participants</b>	There is no HR department at SAS.
<b>Number of professors and researchers participants</b>	10
<b>Number of administrative professionals participants</b>	1
<b>Number of students participants</b>	1 representative of Young Scientists and Students at SAS.
<b>Duration of the training (hours)</b>	8 hours (online lecture, discussion and follow-up)
<b>Format (classroom lesson, etc.)</b>	Online lessons and follow-up studying and planning.

### 3.7.2.2. Event pictures

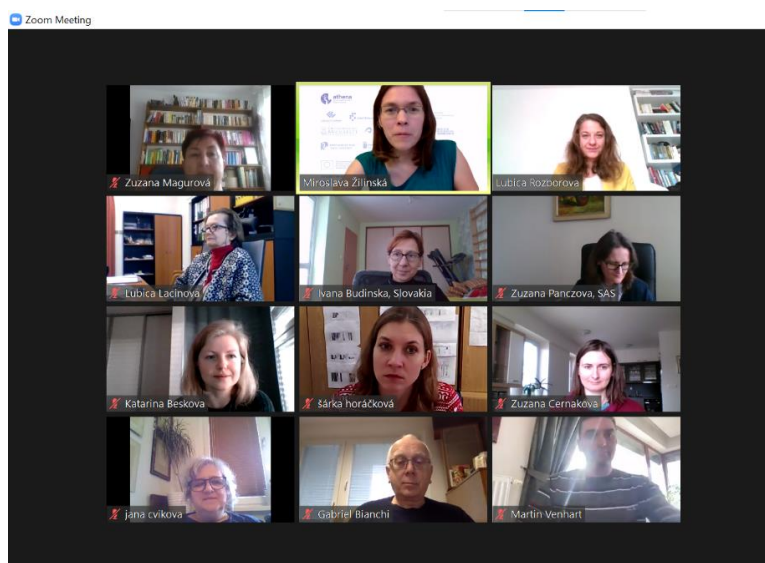


Figure 7. Screenshot of UVSK SAV training

### 3.7.2.3. Methodology, content and techniques

As they had feedback from our GEPI members that first two trainings provided a solid theoretical background, most of them asked for more cooperative learning format. Therefore, the training was structured as follows:

- Opening session: provocation and reflection of created GEP (reflection and discussion)
- Critical thinking: vision for a GEP and gender equality at the SAS (discussion)



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- Lecture: Best practices which may be inspiring for the SAS (presentation by gender expert)
- Setting priorities (discussion) and next steps in organizational change

All the discussions were commented with theoretical information from the GE field and summarized by gender expert, creating a good cooperative learning atmosphere (Socratic method).

The main covered topics of the training were expectations regarding gender equality in your institution; reflection of the project activities and future plans; reflection of the current GEP; best practices and measures for GE; vision and measures for the SAS; “quick wins!” and next steps and opportunities for organizational change.

The tools used were: presentation, discussions and study materials on best practice.

#### **3.7.2.4. Participants’ feedback**

Participants highlighted the possibility for facilitating discussion supported by the comments from gender expert.

Thanks to the open discussion the group have identified several priorities, challenges for the process of a GEP implementation, actors for the change as well as a possible new member for the GEPI committee (by the time of submitting this report, this identified person agreed with the nomination for the GEPI committee and his membership will be proceeded in the next days).

The most emerging issue discussed was the issue of GEP coordination (question of responsibility and coordination of measures as well as monitoring) and coordinated information of the whole institution (how we communicate inside and outside the institution the gender equality issue).

Another identified priorities were: gender in research, sexual harassment interventions and policies and work-life balance measures.

#### **3.7.2.5. Main success and difficulties**

There were several challenges found regarding the trainings.

First of all, by the end of the year, many members are busy with other agenda (closing the financial year, project activities, personal issues and vacations). Regardless of this challenge, all of the members of Slovak GEPI except one attended the training.

Secondly, regarding timing, the SAS is currently under institutional transformation, which brings an additional load to the management.

Last, but not least, due to the COVID pandemic restriction, we had to choose online format of the training. We understood that the learning process and discussions are



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different online, nevertheless we believe we have succeeded in developing a cooperative learning atmosphere.

#### **3.7.2.6. Event assessment**

The project partner reported that overall the event was very successful.

## **3.8 Tailored training at URAK**

### **3.8.1. Training outline**

#### **3.8.1.1. Training topic**

Local gender equality legislation and anti-discrimination practices.

#### **3.8.1.2. Training rationale**

The development of Gender equity plans (GEP) depends on the adequate analyses of the legislation of Bulgaria and careful review of the internal regulations of the University of Ruse “Angel Kanchev”. There must be a clear understanding from all GEPI members of Ruse of Ruse how such document to be designed from legal point of view and guarantee sustainability of the achieved tolerance between females and males for decades ahead.

#### **3.8.1.3. Training objectives**

##### Overall objective

Analysis of the Bulgarian gender equity legislation and anti-discrimination practices.

##### Specific objectives

- To know the main acts of the Bulgarian legislation about gender equity.
- To learn how to avoid actions of discrimination by inclusive language from legal point of view.
- To understand what kind of documents to be prepared at Ruse University to create and keep the GEP.

#### **3.8.1.4. Structure and duration of the training**

Total duration: 8 hours

Days on which it will take place:

Day 1: 03/12/2021

Number of hours day 1: 6 hours

Day 2: 10/12/2021

Number of hours day 2: 2 hours

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### 3.8.1.5. Content

Module 1: Main acts of the Bulgarian legislation about gender equity.

- Basic of the EU regulations.
- Main Bulgarian legislation acts.

Module 2: Avoid actions of discrimination by inclusive language from legal point of view.

- Basic Bulgarian regulations.
- Administrative punishment.

Module 3: Understand what kind of documents to be prepared at Ruse University to create and keep the GEP.

- Main Bulgarian legislation acts for regulation of the universities.
- Structure of a Gender equity plan.

### 3.8.1.6. Material

PowerPoint Slides.

### 3.8.1.7. Tools and techniques used

Online room.

### 3.8.1.8. Agenda

*Table 17. URAK training agenda 1/2*

10.00 – 10.10	Official opening. Who is who.
10.10 -- 12.30	Main acts of the Bulgarian legislation about gender equity

*Table 18. URAK training agenda 2/2*

10.00 – 12.30	Avoid actions of discrimination by inclusive language from legal point of view.
13.00 – 17.00	Understand what kind of documents to be prepared at Ruse University to create and keep the GEP.
17.00 – 17.10	Summary and official closure.

## 3.8.2. Event report

### 3.8.2.1. General information

*Table 19. URAK training session - Overall event report descript*

<b>Venue</b>	Ruse University "Angel Kanchev", Bulgaria
<b>Date</b>	3 <sup>rd</sup> and 10 <sup>th</sup> December 2021
<b>Full name of the expert delivering the training</b>	Prof. Dr. Sasho Penov



<b>Name of the organization to which the expert belongs</b>	Sofia University, Bulgaria
<b>Total number of participants</b>	13
<b>Number of high and middle managers participants</b>	8
<b>Number of HR professionals participants</b>	1
<b>Number of professors and researchers participants</b>	2
<b>Number of administrative professionals participants</b>	2
<b>Number of students participants</b>	0
<b>Duration of the training (hours)</b>	8
<b>Format (classroom lesson, etc.)</b>	Virtual room

### 3.8.2.2. Event pictures

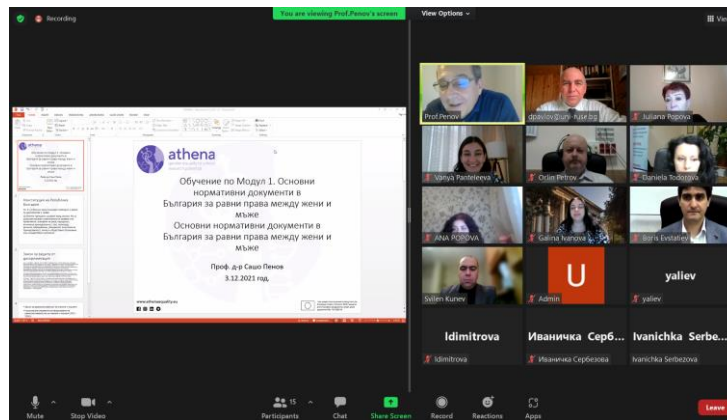


Figure 8. Screenshots of URAK training

### 3.8.2.3. Methodology, content and techniques

The methodology consisted on the lecturing of the milestones of the topic followed by the discussion on how to adapt it to the legal system of Ruse University.

The main tools that were used in the training were lectures, virtual room, video recordings and PPT slides.

### 3.8.2.4. Participants' feedback

Participants shared that they were very happy with the expert lecture and that they had the opportunity to get high quality answers of their specific questions.

### 3.8.2.5. Main success and difficulties

There were no difficulties related to this specific training.

The biggest success was that URAK managed to attract a professor in law with high practical competences in the discussed topic. He answered every question asked.



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#### **3.8.2.6. Event assessment**

The project partner reported that overall, the event was very successful.

### **3.9 Tailored training at Canary islands Agency for Research, Innovation and Information society (ACIISI) – Canary islands government (GOBCAN)**

#### **3.9.1. Training outline**

##### **3.9.1.1. Training topic**

Introduction to gender equality mainstreaming and gender equality plans.

##### **3.9.1.2. Training rationale**

Most people in the ACIISI do not have any training or experience on gender equality and do not know the project ATHENA. To sensitize the staff on gender equality and to start the participative reflection upon the key issues to include in the ACIISI Equality Plan it is important to introduce the main objectives of ATHENA, understand gender equality mainstreaming concepts and to establish a dialogue among the staff. This training will allow the ACIISI to analyze the day-to day institutional needs on gender equality issues and to share proposals for improvement.

##### **3.9.1.3. Training objectives**

###### Overall objective

Introduce participants to the ATHENA project and gender mainstreaming concepts: commitment to including gender equality issues at the culture of their institution and at research in Europe.

###### Specific objectives

- Understand the relations between gender equality, organisational culture in research and academic environments and the importance of unconscious bias and how it may affect our judgement and decision making.
- Become familiar with the main concepts and concerns regarding gender equality in leadership positions including recognising the existing gender imbalances in career progression and recruitment and positive practices to overcome inequalities.
- Acquire tools to apply inclusive language and to identify misogynistic strategies to interfere in women's power of speech: maninterrupting, bropropriating, and mansplaining.





- Provide with skills to improve the processes for planning technical and budgetary strategies and evaluating their design, implementation, results, and impact on identifying and reducing gender inequalities.

### **3.9.1.4. Structure and duration of the training**

Total duration: 4 hours

Days on which it will take place:

Day 1: 01/12/2021                      Number of hours day 1: 2 hours

Day 2: 02/12/2021                      Number of hours day 2: 2 hours

### **3.9.1.5. Content**

1. Introduction to Athena project
2. International, National and Regional Context on gender equality laws and policies.
3. Main concepts: gender equality, gender equity, mainstreaming.
4. Organisational Culture and Gender issues: Direct and Indirect Gaps and discrimination.
5. Gender Diagnosis and Institutionalization: Planning, Programming, Monitoring and Evaluation.

### **3.9.1.6. Material**

PPT presentation and additional relevant documents.

### **3.9.1.7. Tools and techniques used**

Experiential and Participative training.

### **3.9.1.8. Agenda**

*Table 20. ACIISI training agenda 1/2*

1<sup>st</sup> December

09.00 – 09.45	Introduction of the training, facilitator and participants.
09.45 – 10.00	Athena’s Project.
10.00 – 10.15	International, national and regional context on gender equality.
10.15 – 11.30	Main concepts: gender equality, gender equity, mainstreaming...

*Table 21. ACIISI training agenda 2/2*

2<sup>nd</sup> December

09.30 – 10.30	Organizational Culture and Gender Issues: direct and indirect gaps discrimination.
10.30 – 11.30	Gender diagnosis and institutionalization: planning, programming, monitoring and evaluation.



### 3.9.2. Event report

#### 3.9.2.1. General information

Table 22. ACIISI training - Overall event report description

<b>Venue</b>	Online
<b>Date</b>	1st and 2 <sup>nd</sup> December 2021
<b>Full name of the expert delivering the training</b>	Ana Lidia Fernández Layos Fernández
<b>Name of the organization to which the expert belongs</b>	Opciónate: Mejora tu vida, Mejora el mundo.
<b>Total number of participants</b>	1st day: 16 participants 2nd day: 12 participants
<b>Number of high and middle managers participants</b>	In the case of the ACIISI they have an internal structure that includes only technicians and decision-making staff, they do not have researchers.
<b>Number of HR professionals participants</b>	
<b>Number of professors and researchers participants</b>	
<b>Number of administrative professionals participants</b>	
<b>Number of students participants</b>	
<b>Duration of the training (hours)</b>	4 hours in total (2 hours per session).
<b>Format (classroom lesson, etc.)</b>	Online Classroom lesson with participative option

#### 3.9.2.2. Event pictures



Figure 9. Screenshot of ACIISI training



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### **3.9.2.3. Methodology, content and techniques**

Through a theoretical PowerPoint, ACIISI went through the main issues allowing the participation of all people that attended and adding practical examples.

The contents were the following:

- Introduction to Athena project.
- International, National and Regional Context on gender equality laws and policies.
- Main concepts: gender equality, gender equity, mainstreaming.
- Organisational Culture and Gender issues: Direct and Indirect Gaps and discrimination.
- Gender Diagnosis and Institutionalisation: Planning, Programming, Monitoring and Evaluation.

The main tools used were PPT presentation and experiential and participative training. Also, other relevant documents were presented and given to the participants.

### **3.9.2.4. Participants' feedback**

The main comments of the participants regarding these trainings were:

- It is important that the ACIISI decided to be part of this project.
- All the actions towards gender equality have to be mainstreamed from basic education onwards in order to advance.
- There is no a real institutional obstacle to gender equality at the ACIISI.
- All staff have to be convinced that they can do it.
- Girls sometimes do not consider the option of working in the tech and science sector.
- Sex disaggregated data can be incorporated as an additional task in all documents.
- Post-doctoral programs are named after a female researcher which is a good practice.
- Colleague provides that in IPI 2021 data there are 17 women employed out of 29 technologists.
- Work with funded companies: audit that they comply with the legality in terms of mandatory documentation regarding gender equality for those with more than 50 employees and incentives for those with less than 50 employees.
- Specific training courses for girls are necessary to motivate them to go into the science sector.
- The urge to consider gender mainstreaming in the call for applications for subsidies.



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### **3.9.2.5. Main success and difficulties**

Participants were very interested and participative and gave good examples on how they are actually working in the promotion of gender equality and what they can improve in a near future. They showed a high level of involvement and motivation.

As an online training it worked very well, It will be interesting to have a face to face meeting and training and that all people in the ACIISI or a higher number of the staff could participate in a training on gender equality from theory to practice to increase their knowledge, consciousness and involvement and also to motivate them towards developing and implementing an equality plan in the institution.

Also this face to face training with more staff involved could allow getting more information and ideas towards identifying gender mainstreaming practices already in place and future proposals.

### **3.9.2.6. Event assessment**

The project partner reported that overall the event was fairly successful.

## **3.10 Tailored training at FRCT**

### **3.10.1 Training outline**

#### **3.10.1.1. Training topic**

3rd training for the FRCT Gender Equality Plan Implementation Committee (GEPI) (T3.2) - Tools for an inclusive Portuguese language.

#### **3.10.1.2. Training rationale**

Considering that FRCT is an entity that funds Research Grants and fellowships, promotes the participation of other SCTA entities in international programs and projects, provides support to the SCTA in the preparation of project proposals, and participates in R&D+I projects under external financing programmes, the communication is essential in its work. Therefore, a consensus was reached on the importance of the organisation adopting an inclusive language.

#### **3.10.1.3. Training objectives**

#### **Overall objective**

- To understand the correlation between human rights and inclusive language - challenges and achievements.
- To analyse language as an institution with the power to construct symbolic representations about the social world.



- "To adapt linguistic practices to the Portuguese historical and cultural situation of the present day and to the norms that currently govern the promotion of equality between men and women, and to perfect our way of using language, with the grammar we have, but also using it as a strategy for equality" (CITE, 2003, p. 252).

### Specific objectives

- To know the key international and national legal and policy instruments on gender equality.
- To use inclusive language, either in a gender-neutral way or by referring to both genders.
- To acquire tools to apply inclusive language.
- To reflect upon the misogynist strategies of machismo elaborated to interfere with women's power of speech, focusing on the concepts of maninterrupting, bropropriating and mansplaining.
- To practise and to reflect on exercises for applying inclusive language.

#### **3.10.1.4. Structure and duration of the training**

Total duration: 4 hours

Days on which it will take place:

Day 1: 19/01/2022                      Number of hours day 1: 2 hours

Day 2: 21/01/2022                      Number of hours day 2: 2 hours

#### **3.10.1.5. Content**

Module 1: Language and Power

1. Language, symbolic representations and power
2. Maninterrupting, bropropriating and mansplaining.

Module 2: Human Rights and Inclusive Language

1. National and international legal-political instruments on gender equality.

Module 3: Linguistic Practices and Gender Equality

1. Uses of inclusive language
2. Tools for the application of inclusive language

#### **3.10.1.6. Material**

PPT presentations, digital internet resources and practical exercises.

#### **3.10.1.7. Tools and techniques used**



The training will be organized in two registers: theoretical, exposure of content, concepts, arguments and theories; theoretical and practical, questioning, analysis, exploration of texts and their nuclear content, as well as practical exercises to consolidate learning.

The methodology will be interactive, centered on the trainees, favoring the development of skills in consulting relevant documentation, production of reasoned argumentation, debate of ideas in small and large groups, favoring the construction of explanatory schemes of the issues addressed.

### 3.10.1.8. Agenda

*Table 23. FRCT training agenda 1/2*

Day 1: 19/01/2022

Module 1	Language and power.
Module 2	Human rights and inclusive language.

*Table 24. FRCT training agenda 2/2*

Day 2: 21/01/2022

Module 3	Linguistic practices and gender equality: tools for the application of inclusive language.
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## 3.10.2 Event report

### 3.10.2.1. General information

*Table 25. FRCT training - Overall event report descript.*

<b>Venue</b>	Ponta Delgada
<b>Date</b>	19 <sup>th</sup> and 21 <sup>st</sup> of January 2022
<b>Full name of the expert delivering the training</b>	Anna Cristina and Paulo Vitorino Fontes
<b>Name of the organization to which the expert belongs</b>	Center of Humanistic Studies of the University of the Azores.
<b>Total number of participants</b>	7
<b>Number of high and middle managers participants</b>	3
<b>Number of HR professionals participants</b>	0
<b>Number of professors and researchers participants</b>	0
<b>Number of administrative professionals participants</b>	3
<b>Number of students participants</b>	0
<b>Duration of the training (hours)</b>	4 hours
<b>Format (classroom lesson, etc.)</b>	Classroom and online lesson.



### 3.10.2.2. Event pictures



Figure 10. Picture of the FRCT training.



Figure 11. Screenshot of the FRCT training.

### 3.10.2.3. Methodology, content and techniques

The methodology was interactive and reflexive, centered on the trainees, favoring the development of skills in consulting relevant documentation, production of reasoned argumentation, debate of ideas in small and large groups, favoring the construction of explanatory schemes of the issues addressed. To analyze language as an institution that has the power to build symbolic representations about the social world and about the power relations of the male order.

Analyze the historical background of the cultural imposition of silence as a norm of “good conduct” for women. To introduce ways of Interpreting Identification Narratives or how to think about the relationship between language and gender identity.

The training was organized in two registers: theoretical, exposure of content, concepts, arguments and theories; theoretical and practical, questioning, analysis,



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exploration of texts and their nuclear content, as well as practical exercises to consolidate learning.

### 3.10.2.4. Participants' feedback

Participants appreciated the training, and valued aspects that they do not always value in their daily lives, as they themselves verbalized. One person felt that the inclusive language had some exaggerations, but was sensitive to inequality. Everyone was pleased and reflective about the issues raised.

### 3.10.2.5. Main success and difficulties

There were no significant difficulties in the training. This training model can be applied in future trainings on this theme.

### 3.10.2.6. Event assessment

The project partner reported that overall, the event was fairly successful.

## 4. ATHENA 1<sup>st</sup> Mutual Learning Workshop (MLW)

### 4.1 Objectives of the Mutual Learning Workshop

The 1<sup>st</sup> Mutual Learning Workshop (MLW), whose topic was '*Shared experiences on the process of developing the ATHENA GEPs*', was intended to GEPI Committee members and project partners and pursued the objective of *sharing and commonly learning from the experiences of each ATHENA institution in the process of developing their tailored Gender Equality Plans (GEPs)*. From this common exercise, the following outcomes were expected:

- Learning from main challenges and ways of overcoming them.
- Key aspects to consider for the next phase of GEPs implementation, monitoring and assessment.

The ATHENA institutions that developed their GEPs were invited to make a 15-min. presentation commenting on how gender equality (GE) was integrated in the institution; how the GEP was negotiated, developed and, in case, adopted; which were the involved members in the development of the GEPs; main measures adopted and how they were selected; main barriers/challenges; main milestones to be highlighted; how the monitoring and evaluation of the GEP will be undertaken; and how the GEP will be disseminated within the institution and externally.





## 4.2 ‘Shared experiences on the process of developing the ATHENA GEPs’: The event

The 1<sup>st</sup> project MLW was carried out online on 6 July 2022. The event was mainly organized by Consulta Europa, partner responsible for this task. The organisation and planning of the MLW included the following elements: strategic planning, agenda development, invitation management and registrations as well as monitoring and evaluation. Project partners and GEPI Committee members were invited to attend the webinar by filling in a registration form. A total of 45 participants registered for the event. Finally, 44 participants attended it.

The event agenda may be consulted in the Annex. Michelle Perello, the project coordinator, opened the event and presented the project progress. Then, each project institution that has developed its GEP intervened in a 15-min presentation sharing how its institutional process of GEP development was undertaken.

Figure 12 shows a screenshot taken during the workshop slot at the end of the event, in which participants went in-depth into what they have heard and learned, drawing out learning for themselves. Michelle Perello facilitated the discussion. Main conclusions of this session can be consulted in section 4.4.

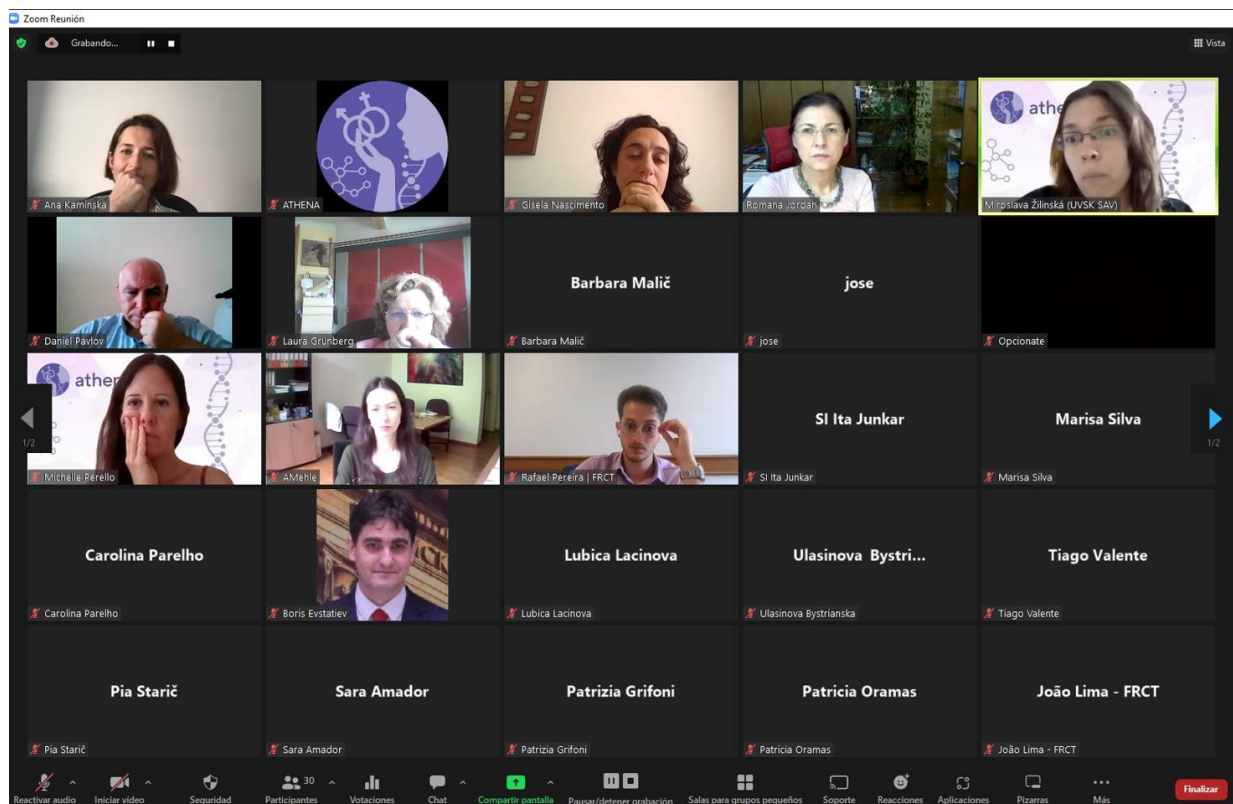


Figure 12. Screenshot of the joint discussion during the ATHENA MLW



The event recording is publicly available at the project YouTube channel [here](#).

### 4.3 Event figures

As abovementioned, 45 participants registered to the event. As it can be seen in Figure 13, most of the participants to the MLW were females (72%), with an attendance of 28% of males. The low percentage of men allyship is an issue that has been also identified in other project events. Future project events should direct efforts at engaging more men in support of gender equality, diversity and inclusion.

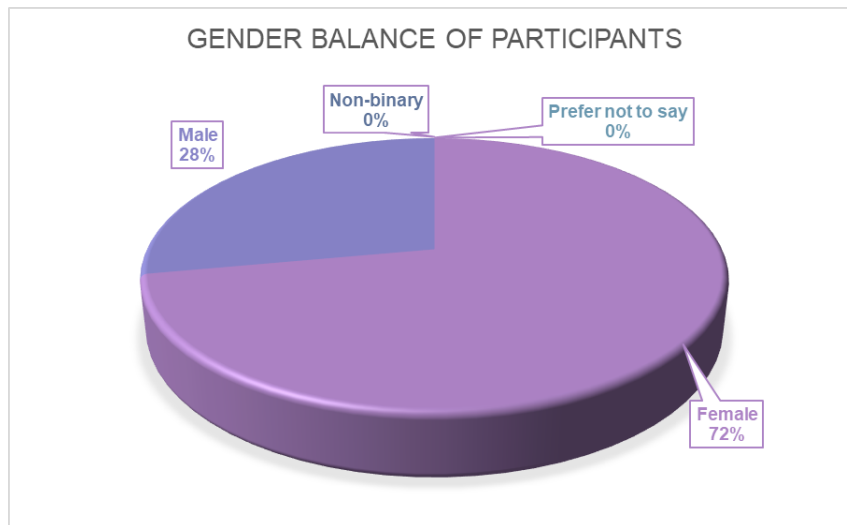


Figure 13. Gender balance of participants to the Mutual Learning workshop

Figure 14 displays the composition of participants by project organization. As it can be seen, the whole consortium was represented in the event.

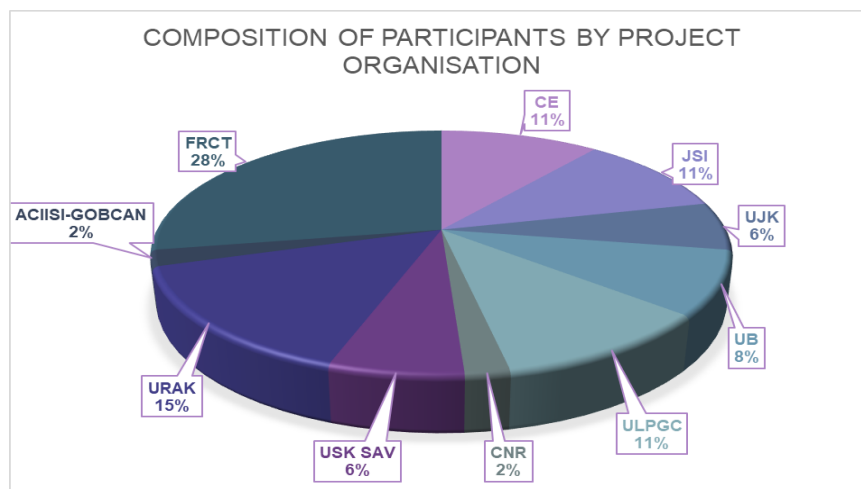


Figure 14. Composition of participants by ATHENA institution at the Mutual Learning Workshop



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Concerning the composition of participants by the ATHENA target groups, the most represented group was high and middle managers (29%), followed by administrative staff (26%) and researchers and professors (19%). There are many project institutions that do not have a human resources (HR) figure, as the administrative staff use to undertake those tasks related to HR. This fact explains the low percentage of attendance of human resources professionals.

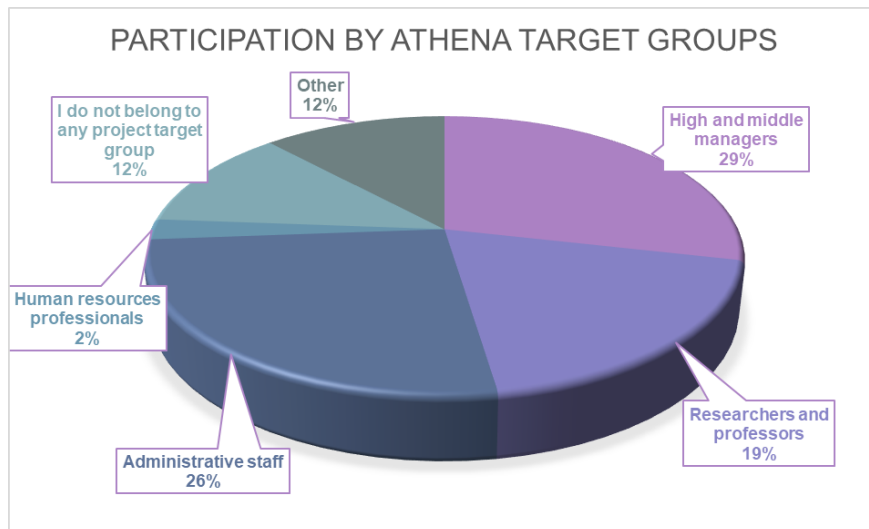


Figure 15. Composition of the participation to the Mutual Learning workshop by ATHENA target groups

## 4.4 Event conclusions and evaluation

The MLW was an opportunity for mutual sharing and learning about the process undertaken by each ATHENA RPO/RFO to develop the tailored GEPs. The consortium considered the event very satisfactory. The joint discussion held during the workshop was very enriching, from which the following most relevant conclusions emerged:


- It was stressed the importance of achieving sustainability of the GEPs. This importance is even greater in times of crisis (war in Ukraine, covid-19, price inflation...).
- The relevance of counting with a GE office at institutional level, which includes the allocation of both human and economic resources.
- It is priority to annually collected sex/gender-disaggregated data and indicators to inform the GEPs evaluation and progress.
- The whole organizational staff should be involved towards GE. Most of the staff at ATHENA RPOs/RFOs are researchers and professors. It is key to also involve administrative staff.



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## Annex – Agenda of the 1<sup>st</sup> Mutual Learning Workshop





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### 1st Mutual Learning Workshop (MLW)

**Shared experiences on the process of developing the ATHENA Gender Equality Plans (GEPs)**





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#### AGENDA

 **6 July 2022 [10.00h CEST time]**  
 Online via Zoom: [Link to connect](#)

9.50h – 10.00h	Connect online
10.00h – 10.10h	Opening words from the ATHENA coordinator
10.10h – 10.25h	ATHENA progress Michelle Perello – ATHENA coordinator
10.25h – 12.30h	Shared experiences on the development of the ATHENA GEPs JSI UJK UB ULPGC 15 minutes each
	<b>5 minutes break</b> SAS URAK ACIISI - GOBCAN FRCT
12.30h – 13.00h	Break
13.00h – 13.50h	Workshop: Main lessons learnt and recommendations for GEPs impact monitoring and evaluation Facilitator: Michelle Perello Facilitating points: <ul style="list-style-type: none"><li>• Main challenges experienced by the ATHENA institutions in implementing the GEPs building blocks and ways of overcoming them.</li><li>• Key aspects to be considered at GEPs monitoring and evaluation phase.</li></ul>
13.50h – 14.00h	Conclusions and event closure

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