



EQUAL4EUROPE

GENDER EQUALITY PLANS

Training and Toolkit to Improve Gender Equality Related to Decision-Making

D4.2

Tjaša Cankar
Rok Ramšak
Marina Schmitz



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PARTNER	APPROVER
ESADE	Victoria Cochrane, Anna Ginès
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ABBREVIATIONS AND ACRONYMS

WP	Work Package
GE	Gender Equality
EU	European Union
GEP	Gender Equality Plan
RPI	Research Performing Institution
E4E	Equal4Europe

EXECUTIVE SUMMARY

This Deliverable represents a Training and Toolkit publication on gender equality in higher education and research, with a particular focus on decision-making bodies and processes. It provides an overview of different tools and connects them to a training program designed for leadership staff of higher education and research performing institutions. The training itself is designed based on a broad overview of different training approaches and designs.

The core Deliverable structure follows the logic of the proposed stages of a training cycle:

1. Analysis and Planning
2. Design
3. Facilitation

The “Analysis and Planning” chapter addresses the assessment of learning requirements and feasibility of a planned training. Drawing from the UN Women’s Manual on Gender Training, it emphasises the need for a full assessment of learning requirements prior to the actual design and implementation of a specific course. Recognizing that every training takes place in a specific environment and context, it provides a series of practical questions for a facilitator or training designer to ask in order to design contextually relevant and impactful training.

The “Design” chapter is the most extensive chapter and is meant to support the training development phase. This phase discusses the design of the key training elements, such as the learning outcomes, identification of a target audience, and selection of a delivery format, training content, and materials. The recruitment of training facilitators and organisational logistics are also mentioned. The chapter presents the reader with a series of info- and tool-boxes. The “Course Content” subchapter also provides structure and content for the proposed six key elements or modules of any training program on gender equality in decision-making. It provides a core rationale for the proposed topics and provides a series of discussion questions for the facilitators.

The “Facilitation” chapter discusses the training delivery. To be practical, it follows the structure of the six training modules that are presented in detail in the “Design” chapter. These are:

- Module 1: Mapping & assessing the situation
- Module 2: Targeted work for gender balance: strategy and action plan
- Module 3: Creating readiness to change
- Module 4: Analysing barriers to women’s progression
- Module 5: Analysing gendered organizational culture, practices and processes
- Module 6: Gender and leadership styles

The “Facilitation” chapter also addresses the potential challenges and resistances a facilitator may face during the training, and provides some suggestions on how to handle the resistances.

Additionally, the deliverable also provides a practical example of a workshop on gender equality, based on a design of an actual workshop designed and delivered for the Equal4Europe consortium members, as well as reading recommendations and other toolkit and sources that have been identified as particularly useful for training designers and facilitators.

1. INTRODUCTION

CONTEXT: GENDER EQUALITY IN DECISION-MAKING

The primary research question in current academic research in leadership and leadership styles is not anymore ‘Can women lead?’, but ‘Are there differences in leadership styles and effectiveness between men and women?’ (Hoyt, 2012: 349-350). The latter question is often connected to the well-researched fact that women are underrepresented in leadership and decision-making roles, and such is also the case in academic context. According to [She Figures 2021](#)¹, just 14% of rectors in 46 countries that are members of the European University Association were women in 2019.

Women represent less than 25% of heads of institutions in the higher education sector in 2019, and just over 3 in 10 board members were women (31.1%) and under one-quarter of board leaders (24.5%) were women at European level.² The EQUAL4EUROPE project that involves six European RPIs similarly found out that among all six participating institutions,³ 82% of all chairpersons were men.

AIM OF THE TRAINING & TOOLKIT

Observing gender unequal pictures in decision-making in higher education institutions, we developed this Training & Toolkit to improve gender equality related to decision-making. It is based on the idea that gender equality and inclusion are most effective when they are integrated into an institution’s daily operations, where sharing experiences and learning from others is a valuable resource for producing high-quality and long-lasting results. We feel it is critical to provide platforms for such exchange, and training and the use of toolkits can be considered one of such platforms to enhance transformation.

This Training & Toolkit relates to the EQUAL4EUROPE’s project objective **O.3, Develop 6 tailored GEPs**, and its second focus, to **address gender imbalances and decision-making processes**. The European Union addresses the gender-related barriers through the main funding instrument Horizon 2020 and Horizon Europe, and within the European Research Area in collaboration with member states and research organisations. Gender equality in research and innovation is a priority of the European Research Area (ERA). Under the ERA Communication 2012 framework, the European Commission has set 3 objectives to work with EU countries and foster an institutional change: gender equality in scientific careers, gender balance in decision making, and integration of the gender dimension into the content of research and innovation. Also, from 2022 onwards, Gender Equality Plans have become an eligibility criterion for public bodies, research organisations (both public and private) and higher education organizations (both public and private) that want to apply for funding in Horizon Europe framework. At the level of Horizon Europe there are four mandatory processes related GEP requirements (building blocks) as well as the five recommended thematic areas.^{4, 5}

¹ <https://op.europa.eu/en/web/eu-law-and-publications/publication-detail/-/publication/67d5a207-4da1-11ec-91ac-01aa75ed71a1>

² She Figures, 2021, <https://ec.europa.eu/assets/rtd/shefigures2021/index.html#chapter6>.

³ These six institutions are: ESADE, Erasmus Universiteit Rotterdam, Univerzita Komenskeho v Bratislave, IEDC-Bled School of Management, ESMT European School of Management and Technology, INSEAD Institut Europeen d’Administration des Affaires

⁴ https://ec.europa.eu/info/sites/default/files/research_and_innovation/strategy_on_research_and_innovation/documents/ec_rtd_gep-faqs.pdf

⁵ <https://op.europa.eu/en/web/eu-law-and-publications/publication-detail/-/publication/51704c8d-ca5f-11eb-84ce-01aa75ed71a1>

The Training & Toolkit relates to the recommended area no.2, **Gender equality in leadership in decision-making**. To comply with the EU standards for Gender Equality Plans, it is highly recommended to include this thematic area. The approach and the measures described here draw directly from research and focus on gender equality and gender inclusion at universities. The report has benefitted from the UN Women Training Centre's Manual on Training for Gender Equality (UN Manual),⁶ NTNU's Tool box for improving faculty gender balance: Handbook with measures for departments seeking to improve their gender balance,⁷ and MANUAL FOR TRAINERS: Gender Equality and Gender Mainstreaming developed by Slovenian NGO, Ekvilib Institute.⁸

As it was meticulously developed and revised, as well as tested on numerous occasions, the UN Manual developed by the UN Women Training Centre has proved particularly usefully in providing a very solid foundation on which this Training & Toolkit has been developed. Even though it draws on existing resources, this Training & Toolkit has been developed primarily in terms of course content. As such, it includes six possible modules for gender-equality training, and it has been specifically adapted to gender equality in decision-making that target the relevant levels of management - who are of great importance as they need to implement the changes in order to achieve sustainable change towards gender equality.

The Training & Toolkit provides references to the practical tools, templates, checklists, and resources, which have already been compiled and proven across international institutions. Before applying these to your own institutions, please consider contextual differences and cross-cultural issues. To better understand and design aspects dedicated to gender equality, we first need to understand the selected patterns of inequalities, which have an impact on the progress of gender equality being made (in Annex 1, we provide a table of patterns of inequalities with an explanation). Improving gender equality provides us with huge potential but also exposes us to several challenges in case we do not understand and address gender equality from a systems perspective.

The objectives are to develop training actions in order to:

- improve gender parity in decision-making bodies,
- transform the culture, perceptions and behaviours in academic organizations from the bottom-up and top-down, creating gender-sensitive leadership.

As institutional decision-making plays a vital role in the implementation of activities that have a direct impact on gender balance and equality, we make emphasis on decision-making, decision-makers, and leaders, as well as their needs and scope of action. Higher education institutions should adopt gender-balance and gender-equality strategies, guaranteeing that someone is in charge of putting these strategies and measures in place; typically, the leaders and other key management levels, which must become gender-sensitive.

The quest to comprehend the issue never ends. It's a work-in-progress. However, this problem statement should serve as a starting point for developing a strategy:

⁶ <https://portal.trainingcentre.unwomen.org/resource-centre/entry/161823/>.

⁷ https://www.ntnu.edu/documents/1267482954/1278817547/Tool+box+for+gender+balance_.pdf/7446b4f7-acb9-a58b-6d6d-945f7515d6ef?t=1599550733663.

⁸ http://www.ekvilib.org/wp-content/uploads/2017/06/00_Introduction_to_the_Manual.pdf.

- **Any interventions (training or toolkit) should be research-based.** On a local level, gender balance varies greatly. Despite the belief that gender imbalance is the same everywhere, there are significant disparities across academic departments, larger and smaller units, research groups, and so on. There is no such thing as a "one-size-fits-all" solution when it comes to gender balance. That is why, before deciding on solutions and activities, we must first determine what the problem with gender balance is. An important aspect of 'performing' gender-sensitive leadership is conducting such an analysis.
- **Top-down and bottom-up leadership must be coupled** since top leaders are frequently not in a position to understand the nuances of local conditions. NTNU's Toolbox for improving faculty's gender balance⁹ states that local leaders are in a better position to examine the gender balance issues at hand, which is critical for developing focused and efficient gender balance initiatives. As a result, top leadership must be accompanied by gender-sensitive bottom-up leadership.

INFOBOX	
What is gender-sensitive leadership?	Leadership that engages 'in issues that may strongly impact the situation of minorities and their careers' (NTNU's Toolbox for improving faculty gender balance, page 16). As such, they can lead the institution to overcome challenges in the various areas, such as gender bias, selection, recruitment and retention of staff, career planning and support, allocation of tasks, organizational culture & communication practices, and work-life balance.
Why is gender-sensitive leadership important?	Gender-sensitive leadership may enhance greater gender balance, which leads to: <ul style="list-style-type: none"> - greater group dynamics & cooperation, - stimulation of creativity, - enhancing institutional reputation.

⁹ https://www.ntnu.edu/documents/1267482954/1278817547/Tool+box+for+gender+balance_.pdf/7446b4f7-acb9-a58b-6d6d-945f7515d6ef?t=1599550733663.

2. TRAINING & TOOLKIT ON GENDER EQUALITY IN DECISION-MAKING

Recent research from practitioners and scholars illustrates how training may help gender-transformative change at the institutional level, particularly in higher education institutions.

The goal of this Training & Toolkit is to give facilitators and training organizers a step-by-step guide and instructions on how to design and present complex topics related to gender equality in decision-making in an understandable, easy-to-follow, and participatory manner. It is intended to assist them in better understanding, designing, organizing, and conducting gender equality training.

2.1 STRUCTURE OF THE TRAINING & TOOLKIT

The manual is divided into three sections that correspond to the following three stages of the training cycle:

- 1. Analysis and planning:** Assessing learning requirements and feasibility of planned training.
- 2. Design:** Developing the training idea, which includes the learning outcomes, target audience, methodology, training content, and materials that are tailored to the individual learning needs of the participants.
- 3. Facilitation:** Training delivery.

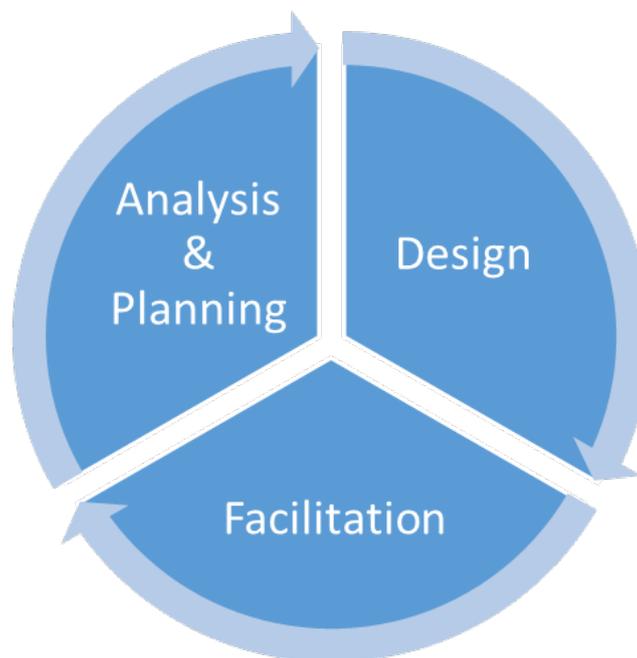


FIGURE 1: TRAINING CYCLE STAGES

For each phase of the training cycle, we provide the information on objectives and aims, time needed, infoboxes, and facilitator's notes and tips.

3. ANALYSIS

Analysis is the initial phase in the training cycle. The analysis goal is to guarantee that new training is evaluated for feasibility using key criteria and that it meets the unique learning needs of organizations, target audiences, and participants in order to take appropriate gender equality activities to support transformation of the institution. The main part of the analysis phase is, as the UN Women’s Manual on Gender Training puts it, conducting a **complete learning requirements assessment** before creating and implementing a course (page 12). This decreases the risk of duplication, failure to meet learning goals, and having little to no impact, or even having a negative impact. A learning needs assessment will also assist in determining if training is the best option or whether additional interventions are required.

The training materials and techniques are usually designed for a broad target audience, but they must be tailored to the individual learning needs of the course participants. It is therefore critical to use tools in analyzing and adapting to unique learning requirements, such as registration forms that include a pre-training questionnaire or in-class discussion about expectations (an example of the pre-training questionnaire can be found in Annex 2). The example of a partial internal analysis presented in the Introductory chapter may also serve as useful reference for conducting a preliminary analysis of the current situation at the institution. This can be further improved if pairing with focus groups of in-depth interviews with relevant stakeholders.

FACILITATOR’S TIP

The training is created as a broad reference and may need to be tailored to individual circumstances. When creating your own training, keep the following questions in mind:

- Who is the training for? Who are the target audiences?
- Is it possible for employees or other participants to attend the training? Do they have the resources to do so?
- Is the environment favourable to training? Is now the appropriate time?
- What topics will be covered in the training? What kind of methodology and pedagogical techniques will be used in the training?
- What is the training's learning outcome? What do you hope to accomplish? What will happen after the training?
- Are there enough resources available?
- Are participants familiar with the basic principles of the training? What is the level of knowledge regarding gender equality among the participants? Do I have to adapt the training according to their basic/advanced knowledge?

TIME REQUIRED: The feasibility assessment can take anywhere from two weeks to a month, depending on the depth of the analysis, tools used, and time available. The learning needs assessment can take anywhere from two to three months, depending on the depth of the analysis, tools used, and time available.

4. DESIGN

Source: UN Women's Manual on Training for Gender Equality

The second step of the training cycle is the design phase. Once the feasibility assessment and comprehensive learning needs assessment have been completed, it is time for the facilitator to design the key elements of the course. In this phase, the facilitator should agree upon, develop and document the key elements of the training in a project outline, including defining:

- *recruitment of training facilitators,*
- *organising logistics,*
- *target audience/participants and their recruitment,*
- *learning outcomes,*
- *course methodology,*
- *course content.*

This phase should also contain an assessment of potential resistances and training obstacles, which is more clearly addressed in the Training Facilitation phase.

TIME REQUIRED: The preparation process should begin at least four to six months before the training date.

INFOBOX: Recruitment of Facilitators

Subject matter knowledge, training expertise, target audience expertise, and diversity of the training facilitators are the selection criteria for training facilitators.

The logistics of any training are crucial to its success. The facilitator, with the help of administrations, must plan all of the logistics in advance of delivering face-to-face or online training sessions.

Facilitators must take care of the following logistics:

- Training venue, training rooms and study rooms for group work,
- coffee breaks, meals, catering, venues for dinner and transportation,
- visas, transportation, and accommodation,
- In case of online sessions: access link to the online webinar.

TIME REQUIRED: To ensure that logistics work successfully, preparation should begin at least three months prior to the training date.

4.1 LEARNING OUTCOMES

The most crucial stage of the design phase is selecting accurate, realistic, and quantifiable learning outcomes, as the rest of the training development process is dependent on it. Despite this, many trainers either do not create learning outcomes or do so after developing the training material and technique. This increases the likelihood that the training will not have the desired impact and will fall short of its aim of equipping participants with the necessary information, skills, and attitudes. This is a crucial lesson because defining learning outcomes at the start of the training development process allows the facilitator to utilize these results to drive and inform the rest of the process.

A learning outcome specifies precisely what the learner should know or be able to perform at the conclusion of the training. SMART criteria are a valuable technique for developing effective learning outcomes.

A good learning outcome also needs to be SMART,¹⁰ as several manuals and handbooks point out. Among them the Toolkit for adopting Gender Equality Plans in AHMSSBL research institutions, developed within project EQUAL4EUROPE by ESADE, page 19,¹¹ Roadmap for the implementation of customized Gender Equality Plans, developed within project Genera, page 24,¹² and UN Women's Manual on Training For Gender Equality, page 31-32.¹³ SMART learning outcomes are:

- **Specific:** clear, brief and to the point, not broad or vague.
- **Measurable:** able to assess whether or not it has been accomplished.
- **Attainable:** realistic and able to accomplish, but not too easy.
- **Relevant:** directly responding to the identified learning needs and root causes of the problem.
- **Time-bound:** accomplishable within a certain frame of time, for instance at the end of the training or in a month.

4.2 TARGET AUDIENCE

A complete learning needs assessment will identify the target audience as individuals who need to gain information, skills, or attitudes to address the underlying causes of the identified problem. It is beneficial to be as clear as possible about the target audience in order to accomplish realistic learning goals.

It is critical to spread information about the training in order to enrol participants for the course. The number of people who register for and attend the course is a key indicator of the training's success. A defined target audience and number of participants, learning goals, training method, and course length should have been determined during the training design process.

¹⁰ <https://www.clearreview.com/resources/guides/which-smart-objectives-definition-should-i-use/>

¹¹ <https://equal4europe.eu/wp-content/uploads/2021/12/Toolkit-for-adopting-GEPs-in-AHMSSBL-research-institutions.pdf>

¹² https://genera-project.com/portia_web/D4.2_Roadmap_for_the_implementation_of_customized_Gender_Equality_Plans_rev1.pdf

¹³ <https://www.google.com/url?q=https://portal.trainingcentre.unwomen.org/resource-centre/entry/161823/&sa=D&source=docs&ust=1655282700989357&usg=AOvVaw0D7CoDyH4zz2zzT16bdleB>

INFOBOX: CALL FOR PARTICIPANTS

Calls for participants can be open, in which anybody can apply, or closed, in which certain persons in specified positions with specific expertise and power are targeted. It is beneficial to construct a registration form and include assessment questions in it in order to establish the participants' learning requirements (example included in Annex 2). It's also crucial to inquire about any dietary restrictions or other special needs that participants may have.

Useful questions to help determine the target audience include:

- Which groups of people need to have the knowledge, skills or attitudes in order to address the root causes of the problem?
- Which more specific groups of people, by position, area of work, gender, ethnicity, age group, geographical location, etc., have the greatest learning needs?
- Which more specific groups of people have the most power or are in the right position in order to effectively utilize the knowledge, skills or attitudes to create positive change (to address the root causes of the problem)?

TOOLBOX: ENGAGING LEADERSHIP

Why is it important to engage leaders?	<ul style="list-style-type: none"> - to identify levels of resistances, - to set organizational objectives, - to raise awareness, - to redefine leadership, - to foster cultural change, - to minimize unconscious bias.
How to promote gender equality to leaders?	<p>Gender equality actions need to be promoted at various levels:</p> <ul style="list-style-type: none"> - at the level of individual dispositions, - at the group level, where people interact with each other, - at the level of organizational structure (in order to change culture and the broader dynamics of the organization). <p>As such, we produce change within the people who are making decisions in the organization and we enhance their thinking about their own bias, and their own way of leading.</p>
By attending a training on gender equality in decision-making, it is more likely, leaders will:	<p>Set gender equality as an organisational priority;</p> <p>Instruct the relevant people to go on with these actions and instruct units to provide information and data to monitor implementation;</p> <p>Ensure common understanding of gender equality priorities.</p>

INFOBOX: Facilitators

In order to work successfully on issues such as how men and women reproduce inequalities it is useful to have two facilitators – one female, one male (UN Women’s Manual, page 38).

4.3 COURSE METHODOLOGY

Which of the three learning modes will be used should be specified already in the course outline:

- Because the facilitators and participants are in the same physical place, **face-to-face learning** provides for a flexible, individualized, transforming, and highly interactive learning experience. It is good for sophisticated training and transformational learning, such as changing attitudes and behaviours. However, the prices are substantially greater, and it potentially reaches a smaller number of people.
- **Moderated online learning** takes place in an online context. These courses contain reading materials, participant communication, and the option for participants to obtain help from trainers through interactive webinars, real-time chatting, and other digital tools. This form of training is beneficial for obtaining basic information and skills with greater engagement and reaching out to a medium-sized target audience. The disadvantages of this strategy are that participants may face time limits and other urgent responsibilities, as well as inconsistent internet connection. Online workgroup spaces also allow for more interactive and intimate discussions in smaller groups where participants tend to talk more.
- **Hybrid learning** combines online and face-to-face learning. The course needs to be designed with utmost attention to details in order to take the best from each, and highlight the benefits of face-to-face and online formats, and not fall into the trap of taking the “worst of both worlds.”

TOOLBOX: Different learning modalities have different pros and cons related to target audience, learning outcomes, and training methodology.

Face-to-face training	Allows for an opportunity to pay attention to individuals' emotional reactions to themes of gender, power, and justice. The 'open space methodology' is also mentioned by the Un Women Training Centre (Manual for Gender Equality Training, page 37), where participants spent one afternoon identifying topics they wanted to discuss and arranging into their own groups, which was very good for people who had specific interests that were not already included in the training – as it gave them a space to work on them rather than feeling frustrated. It is thus desirable to collaboratively construct knowledge utilizing a bottom-up strategy, rather than providing concepts first and then having people connect to them. That bottom-up approach is advantageous for advanced target groups who are already acquainted with the training topic.
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Online training	Online chat rooms and webinar formats enable online training to be as participative and dynamic as feasible. It is also feasible to utilize the online platform to disseminate the essential resources to prepare for the training so that participants have the relevant background information, expertise, and abilities. Participants can also utilize the online format to contribute background information about their locations, organizations, and professional activities in order to keep other participants up to speed on their training requirements (UN Women’s Manual, page 35).
Hybrid training	If experienced in both face-to-face and online formats, the trainer can draw from experience to design and facilitate a rich and very dynamic learning environment for both the remote as well as online participants. Special attention should be given to: <ul style="list-style-type: none"> - Aim to create a sense of community for everyone, - Provide for easy access to all course materials and learning activities, - Engage all of the participants, making special care not to forget those online, - Know your classroom and its setup ahead of time.

FACILITATOR’S TIPS

It is critical to consider the context and objective of the training while developing it. If the training is intended to distribute information or methods, or if it is intended for a beginner audience, it is preferable to give such training via an online platform since it is easily accessible and inexpensive. Face-to-face or interactive methodologies incorporated in online training may be more suited if the program's goal is to increase awareness and capability. Finally, consider online training to be the initial step in a wider transformation process.

4.4 COURSE CONTENT

The facilitator should develop the course outline to meet the identified learning needs and target audience in line with the course outline.

INFOBOX: Tips for a Transformative Course Content

- challenge privileges and status quo of the participants
- adopt a critical attitude towards knowledge and challenge participants to think about who produces knowledge, who is the knowledge for, and who benefits from it
- acknowledge that a transformation is not just about learning new behaviours but also letting go of the old patterns
- help participants understand that gender stereotypes/norms influence individuals' behaviours – that is, how they choose to behave and act towards others. These behaviours, replicated over and over at multiple levels of society, create systems or structures that perpetuate gender inequality.

Below is a review of possible topics to address in the training on gender equality in decision-making.

4.4.1 MODULE NO. 1: MAPPING THE SITUATION

Source: NTNU's Tool box for improving faculty gender balance: Handbook with measures for departments seeking to improve their gender balance

Mapping the situation with regard to gender balance in decision-making. Reflect on the institution's current situation by focusing on maintaining an already fairly gender-balanced composition or continue with measures aimed to support positive developments towards these goals. The challenge might also be to address the imbalanced status quo. When mapping the situation, many institutions may find that there is a gender imbalance in decision-making in different sections and/or positions. Aim to have figures and statistics ready before the workshop – these could be used to challenge pre-existing notions and misconceptions.

Potential questions for discussion:

- How is the gender balance in the different job categories? Are there any differences between units? How is it with students?
- Have there been any changes in the imbalance in the last five or ten years? If so, how has it changed?
- Do you observe any gender patterns (for example leaky pipeline, glass ceiling, glass walls)? Where do you observe them?
- Is there a general lack of women to recruit? Is it already observable on the student level?
- Is gender equality mainstreamed in policies and programmes?
- Are women and men fairly represented in decision-making processes?

INFOBOX: Additional task

You could look into the last five hiring processes and investigate how was the proportion of men and women applicants? Compare it to the gender of those who were appointed and eventually employed.

The next step is *ASSESSING THE SITUATION* in more depth.

Potential questions for discussion with participants:

- How do your employees or colleagues experience the gender balance and the situation in their units? Is gender balance considered to be a problem?
- If so, by whom? And, why?
- Do they consider gender to be relevant in relation to:
 - o career development,
 - o workload and division of tasks,
 - o organizational culture,
 - o communication, talking and being heard at the meetings,
 - o access to the decision-making positions,
 - o access to the decision-making process?

- Do students consider academia as a potential workplace in the future?
- Do they aspire to become future leaders?

INFOBOX

Gender inequality can be difficult to discuss since it is linked to the power imbalance that exists in the working environments, as well as systemic sexism and discrimination that express in numerous forms, often not recognized as gender unequal practices. Gender stereotypes, prejudice, sexism, perceptions of how suitable men or women are for a particular position, lack of awareness of the importance of gender equality among employees and leaders, gender-unequal informal networking, gender-unequal communication with subordinates, gendered hidden power structures, glass ceiling, and diminished career opportunities due to motherhood are examples of these. Furthermore, it can be difficult to discuss intangible forms of sexual harassment that are not always recognized as such, such as certain types of humour, inappropriate jokes, offensive language, discussing sexual stories/relationships/fantasies, unwanted sexual advances, unwanted sexually explicit photos, emails, or text messages. These issues may be more easily addressed in smaller groups, such as focus groups, interviews, or surveys. Surveys, especially those that ensure anonymity, might be valuable for exploring more delicate themes. Facilitators should also look for outside expertise in these areas.

This mapping should lead to the understanding of what the gender balance problem is, which could be, for example:

- Is there anywhere, where gender balance problems are particularly striking on a particular level? For example, in the transition between MA level and PhD level? Or in the transition between associate professor and professorship?
- Are there sections/units that stand out as positive or negative?
- What kind of improvements are needed in the academic and/or social environment?

TOOLBOX

Tips on how to communicate the MAPPING/ASSESSMENT of the situation in the local institutions/environment:

- Highlight the most important problems in line with the priorities of the institution.
- Include recommendations to show a proactive attitude.
- The shorter the time, the more graphic the presentation.
- Structure of the different institutions involved in the facilitators' presentation.

Additional questions and infographics can be found in Annex 3.

4.4.2 MODULE NO. 2: TARGETED WORK FOR GENDER BALANCE: STRATEGY AND ACTION PLAN

There is no magic formula for improving the gender balance. The main message should be that measures for gender equality must be designed according to local conditions at each faculty. It is possible to present the tools/best practices other have established, such as moderate gender quotas, measures that aim to include the underrepresented gender, mobility schemes for young women academics, award-schemes, such as qualifying stipends, etc.

Potential questions for discussion:

- What would you consider being the most important elements of a gender equality policy for your school?
- In order to approve gender equality in leadership and decision-making positions, what do you think some useful recommendations would be for your institution?
- Would you follow the example of countries that have a dedicated national funding programme or financial incentives on gender equality?
- Would you support targeted programmes linking gender equality to open recruitment?
- What would the most important steps be for your institution in order to improve gender equality? What would you prioritize?
- What are the advantages and disadvantages of the school in terms of gender equality?

Additional questions and infographics can be found in Annex 3.

4.4.3 MODULE NO. 3: CREATING READINESS TO CHANGE

Source: Bernerth, J. (2004). Expanding Our Understanding of the Change Message. Human Resource Development Review, 3(1), 36-52.

When assessing the institutional readiness to change, it is vital to consider the following areas: institutional capacity, skills and knowledge, principal support, discrepancy, appropriateness and personal valence. Below we present potential questions to discuss these areas.

Potential questions for discussion:

1. Institutional capacity, skills, and knowledge: Belief in the ability of individuals and groups to effect change.

- Can we pull it off?
- Is this going to work?
- Do I (or we) have (or can obtain) the necessary knowledge, skills, and capacities to effect change?
- What are our strengths and where are our weaknesses?

2. Principal support by key organizational leaders.

- Is management walking the talk?
- Do organizational leaders believe in this transformation?

- Do I (if I am in a position of leadership) believe this?
- Will the leaders provide diverse forms of support for change?

3. Discrepancy: A difference between the existing and ideal states.

- Why should things change?
- Do I think there's a gap that exists?
- Do I feel that change is required?
- Am I unsatisfied with the way things are now?

4. Appropriateness: The appropriate response to close the gap highlighted by discrepancy.

- Why is there a change?
- Will this specific adjustment be sufficient?
- Is it up to the task?

5. Personal valence: Clarifies the inner and external advantages of the change.

- Is the effort necessary to make this change worthwhile to me?

The questions below have been adapted from Ann Norris et al. "Change. Gender Equality Toolkit." and have been adapted to fit the academic context.

Innovator:

1. Are we collecting gender disaggregated and/or sex-disaggregated data when measuring the impact of university policies and programs?
2. Has university leadership made it clear that gender equity is a priority?
3. Are university communications inclusive and gender-neutral?

Employer:

4. Are we making every effort to achieve gender equity among staff?
5. What more can we do to ensure that a diverse range of voices are included in policy-making and management positions?
6. Is there a safe, accountable, and transparent system for reporting discrimination and harassment?

Provider:

7. Are we applying a gender lens to every university policy, program and initiative, recognizing the intersectionality between gender equity and other critical challenges?
8. Are we continually seeking input – both formally and informally – from women, girls, and other marginalized genders?

Connector:

9. Are we capitalizing on new/ongoing political or social movements to build support for advancing gender equity?
10. What more can we do to make our universities inclusive, safe, and welcoming for all genders?

4.4.4 MODULE NO. 4: ANALYZING BARRIERS TO WOMEN'S PROGRESSION

Source: Diehl, A., & Dzunbinski, L. (2017). *An Overview of Gender-Based Leadership Barriers*. In S. R. Madsen, *Handbook of Research on Gender and Leadership* (pp. 171-186). Elgar Edward Publishing.

Women encounter many challenges and gender-based discrimination in the workplace in every country throughout the world. Due to cultural beliefs and prejudices, women confront occupational segregation and many impediments in both the private and public realms, such as a lack of access to land, capital, financial resources, and technology, as well as gender-based violence. These barriers make it more difficult for women to achieve parity with males in the workplace.

The term "gender-based barriers"¹⁴ refers to the more or less evident impediments to women's rise to leadership roles. Because prospective female faculty leaders encounter fewer opportunities for leadership roles than male faculty leaders, one of the most significant impediments to women obtaining official leadership positions in higher education institutions may be gender discrimination (Anthony, Wahid, Storey, 2017). Despite several gender-based reform attempts in higher education to provide women with equal progression possibilities as their male counterparts, studies continue to show a shortage of women in positions of leadership.

In this topic, we propose to explore such barriers in the context of higher education with the help of a gender-based barriers model.

FACILITATOR'S TIP

- Depending on the structure and opening ceremony, modify the opening introduction.
- Comment on the room's level of experience, promoting mutual learning and sharing.
- Note that men and women are equally constrained in their behaviours, obligations, and life choices due to culturally prescribed roles and responsibilities.

¹⁴ Anthony, A., Wahid, P., A.; Storey, V. (2017). *Gender-Based Leadership Barriers: Advancement of Female Faculty to Leadership Positions in Higher Education*. In: *Encyclopedia of Strategic Leadership and Management* (3 Volumes) (pp. 244-258). IGI Global.

GENDER-BASED BARRIERS MODEL

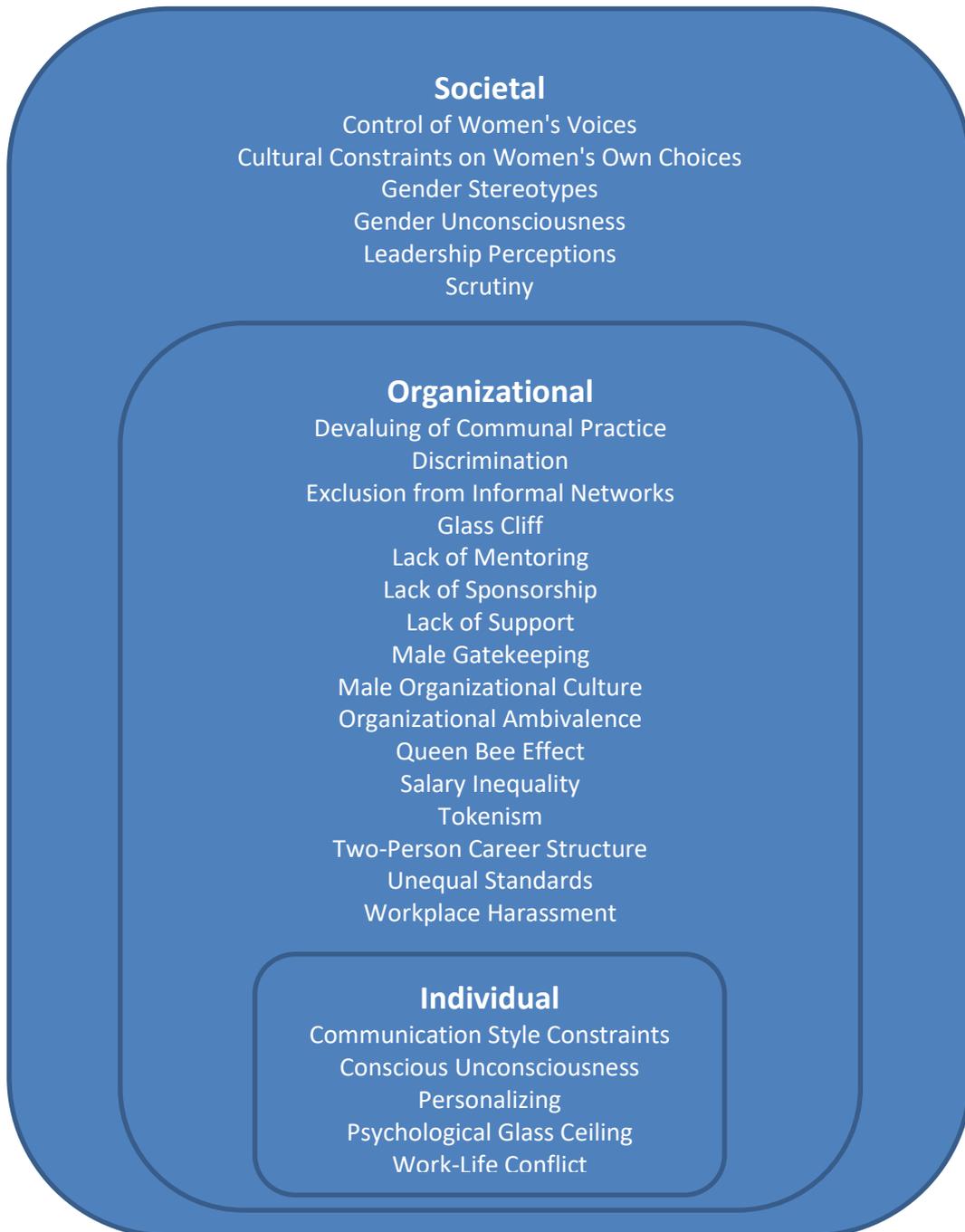


FIGURE 2: GENDER-BASED BARRIERS MODEL

Source: Diehl, A., & Dzunbinski, L. (2017). *An Overview of Gender-Based Leadership Barriers*. In S. R. Madsen, *Handbook of Research on Gender and Leadership* (pp. 171-186). Elgar Edward Publishing.

4.4.5 MODULE NO. 5 ANALYZING GENDERED ORGANIZATIONAL CULTURE, PRACTICES AND PROCESSES

Source: Madsen, S. *Analyzing Gendered Practices Questions for Organizational Leaders*. Unpublished manuscript. <https://susanmadsen.com/>.

Employees in every organization must feel supported, valued, and at ease in the workplace for a business to reach its full potential. To achieve these objectives, employees should work together with leadership to determine the core values that will guide daily decisions and interactions with co-workers and other stakeholders. Taylor, Eileen, Van Aken and Smith-Jackson (2007) argue that in many circumstances, an organization's actual values are hidden and evolve into the collective organizational culture.¹⁵

When evaluating an organization's culture, it is necessary to look at the following aspects: its culture, practices, and processes, as well as the values, beliefs, and actions of its leaders and employees. While certain aspects of the organizational culture may be obvious, others may be more difficult to pinpoint.

Potential questions for discussion:

Organizational Culture

- Does your organization's mission, vision, and/or values (also expressed in rules, regulations, and codes) reflect inclusive organizational norms?
- Do supervisors, managers, and leaders understand why having women in positions of power is critical?
- Is there at least 30% female representation in committees, teams, task forces, and other forms of groups (other than tokenism)?
- Do you use measurements to identify problems and improve interventions? Do you allow for trial and error to determine what works and what doesn't?
- Do you have processes in place to encourage individuals to work toward greater gender equality and to combat gender inequity?
- Do you manage risk when gender disparities in risk-taking ability might skew results?
- Do you attempt to eliminate preconceptions that may impact an individual employee's identity and/or performance (consciously or unconsciously)?
- Do you work in a workplace that employs a range of risk management strategies?
- Does your institution have a Gender Equality Plan (GEP) or is in the process of adopting it? Or, has your institution adopted any gender equality measures or incentives?
- Does your institution have an institutional department or reference point for issues regarding gender equality, work-life balance and worker's rights?
- Does your institution have in mechanisms in place that prevent gender inequalities, gender-based discrimination and sexual harassment and mistreatment?
- Does your institution have an Ethical code of conduct?

¹⁵ Taylor, G. Don, Eileen M. Van Aken and Tonya L. Smith-Jackson. (2007). IMPROVING ORGANIZATIONAL CULTURE USING CORE VALUES. Grado Department of Industrial and Systems Engineering, Virginia Tech, 250 Durham Hall (0118), Blacksburg, Virginia, USA.

- Does your institution have a work-life balance support scheme? Are the rules set for flexible working hours and remote work?
- Does your institution offer coaching or career support for young female academics?

Organizational Processes

- Is there diversity in your senior management and leadership? Do you know how many women work at all levels of your organization?
- Does your institution gather, track, and analyse sex-disaggregated data to gain a better understanding of gender and diversity patterns and trends? Is it utilized to create projections and plans?
- Are there any constraining organizational practices in place? For example, do your managers and leaders have the freedom to revise their own judgments as needed?
- Are gender-neutral designs being used?
- Is gender diversity information readily available, transparent, and comparable?

4.4.6 MODULE NO. 6 GENDER AND (EFFECTIVE) LEADERSHIP STYLES

Source: Hoyt, C. L. (2012). *Women and Leadership*. In: *Leadership. Theory and Practices* (pp. 349-375). SAGE Publications, Inc.

In examining differences in style and effectiveness between men and women, researchers discuss gender differences in leadership and link them to various explanations. While many argue that gender has little or no relationship to leadership styles and their effectiveness (Dobbins & Platz, 1986; van Engen, Leeden & Willemsen, 2001; Powell, 1990 in Hoyt, 2012), some empirical research does show certain support towards this argument (Hoyt, 2012: 352), with women tending to lead in more democratic, participative ways than men (Hoyt, 2012: 351). Crystal L. Hoyt, in the chapter on "Women and Leadership," also argues that men and women were equally effective leaders overall, but there were some observable gender differences – for instance that women and men were more effective in leadership roles that were traditionally associated with their gender (Eagly, Karau & Makhijani, 1995 in Hoyt, 212: 351). Women also tended to be less effective when the leadership role was masculinized, or when they were responsible for supervision of a high proportion of male subordinates, or when a greater proportion of male evaluators assessed their performance – the latter two should be viewed as very much intertwined (ibid.).

Hoyt introduces the term "glass ceiling" (2012: 353), although she points out that this term has certain limitations because it assumes that women (and other minorities) face obstacles only when they climb the career ladder, rather than earlier. Therefore, she introduces the term "**leadership labyrinth**" which provides an understanding that the challenges are not only found at the top, but all along the way (Hoyt, 2012: 353). Hoyt lists three sets of explanations for why women are underrepresented in leadership:

- Investment in human capital,
- Gender differences between women and men,
- Prejudice and discrimination against women leaders.

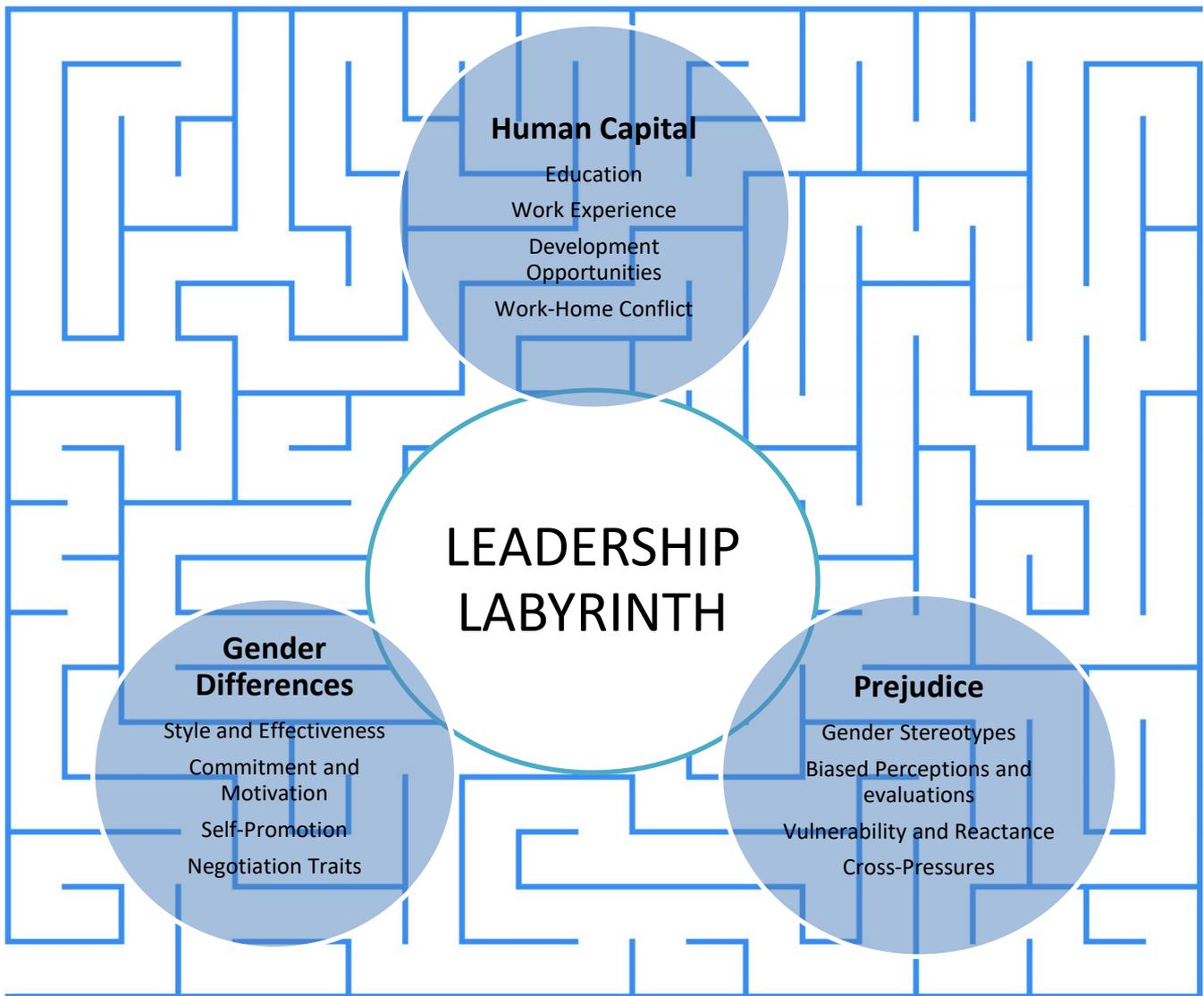


FIGURE 3: LEADERSHIP LABYRINTH¹⁶

Potential questions for discussion:

Human capital:

- Do men and women invest equally in education, training, and work experience?
- Do men and women have equal responsibilities outside of work?
- Do women feel more burdened than men in balancing work and life?
- Does your institution provide support for work-life balance?
- Are women more likely to give up their jobs? And why?
- Are women more likely to have part-time jobs? And why?
- Are women encouraged to take on leadership positions in the same way as men?
- Are women equally represented in all positions?
- Does your institution have a mentoring program for women?
- Does your institution have a 'leaky pipeline' problem? (For definition, see glossary in Annex 4)

¹⁶ Northouse, P. (2012) Leadership: Theory and Practice, 6th Edition. Sage.

To help participants answer this question, show them Figure 4 below, which describes the leaky pipeline phenomenon for women in STEM, and ask them to think about whether there are similarities at their respective institutions.

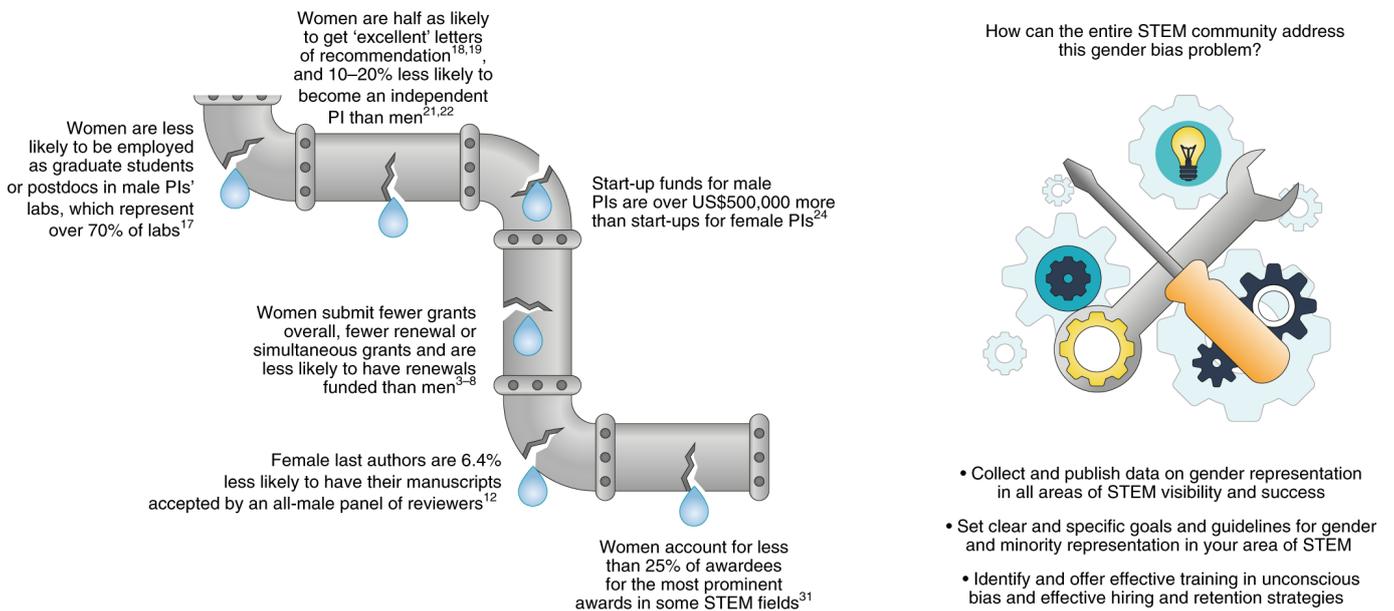


FIGURE 4: LEAKY PIPELINE IN STEM

Source: Grogan, K. E. (2019). How the entire scientific community can confront gender bias in the workplace. *Nat Ecol Evol* 3, 3–6; <https://doi.org/10.1038/s41559-018-0747-4>.

FACILITATOR'S TIP:

Try to identify similar data and statistics as in the Leaky Pipeline graphic for your own professional field or sector. You may use it to open up discussion with training participants.

Gender differences:

- Do men and women have different leadership styles and effectiveness?
- Do you think there are gender differences in job engagement and motivation to lead? And why?
- Are women less likely to take on leadership positions than men? And why?
- Do women face greater social costs or setbacks when taking on leadership positions?
- Are men more likely than women to possess traits necessary for effective leadership?
- Are negotiations for higher positions and higher salaries transparent?
- Are promotions and career advancement transparent procedures?

FACILITATOR'S TIP: UNEQUAL LEADERSHIP OPPORTUNITIES

If participants agree with the notion that women are less committed to their work than men and therefore less likely to hold leadership positions, present them with research evidence to the contrary, e.g. that women identify with and are committed to their paid work to the same degree as men, and that both women and men view their roles as workers as secondary to their roles as parents and partners (Bielby & Bielby, 1988; Thoits, 1992 in Hoyt, 2012: 356-357), or that women face significant gender bias and social disincentives when they promote themselves (Hoyt, 2012: 357).

Ensure that participants understand that it is not the fault of women that they do not choose to pursue leadership positions, but that there are systemic barriers to their career advancement. For example, as Hoyt puts it, "the negotiations needed to ascend the leadership hierarchy are often unstructured, unambiguous, and rife with gender triggers- exactly the type of situation that particularly disadvantages women. Moreover, women face greater social costs for initiating negotiation than men do, so their lower levels of negotiation may represent an adaptive response to social disincentives" (Hoyt, 2012: 357).

Prejudice:

- Do women face greater barriers to career advancement due to stereotypes, sexism, and gender bias?
- Is leadership still a male domain?
- Do subordinates perceive their leader differently if it is a woman or a man? To what extent?
- Are women perceived as less effective in their leadership role than their male counterparts?

FACILITATOR'S TIP: GENDER BIASES AMONG PARTICIPANTS

Address participants' own biases and stereotypical perceptions and have responses ready based on research. For example, make them aware of the negative effects of stereotypes in decision-making processes, where "the generally unconstructed nature of decisions allows for biases without accountability" (Hoyt, 2012: 359). Moreover, as Moss-Kanter argues (1977 in Hoyt, 2012), decision makers are influenced by stereotypes that disadvantage women in leadership roles, and they may also succumb to "homosocial reproduction, the tendency of a group to reproduce itself in its own image," which clearly disadvantages women when male leaders seek replacements.

4.5 COURSE MATERIALS

The facilitator must create the final course materials when the course outline and content have been completed. This may contain a facilitator guide and/or a bundle of training resources such as PowerPoint presentations, speaking notes, exercise handouts, reading materials, surveys, video clips, and so on for face-to-face training. The final training package should include all of the resources required to run the training course from beginning to end. All training resources, including text and activities, must be prepared for online courses, but they must be tailored to the unique structure of online training.

This Training & Toolkit provides some useful materials and other resources that you may use as part of your course. These may be found in individual chapters tied to specific topics, but some additional resources are also available in chapter 5, Reading recommendations and other resources.

TIME REQUIRED: All materials must be produced, edited, and shared with participants at least two weeks before the course begins. This necessitates that the team prepares course materials well in advance to allow for translation, copyediting, design/layout, and distribution.

4.6 GENDER-SENSITIVE MEDIA, INFOGRAPHICS AND COMMUNICATION

Source: The Council of Europe (2018, pages 21-23).

Social media, websites, speeches, posters, flyers, publications, images, and videos are all examples of communication. Gender should be considered in all parts of communication policies. Communication that does not make a conscious attempt to include a gender equality perspective is more likely to reinforce gender stereotypes or just make gender equality concerns or women invisible. The following recommendations are proposed:

1. Use gender-sensitive language

When the gender of the individual in question is unknown, avoid using gender-specific pronouns. The following are some suggestions for alternatives.

- Use a plural form; this is frequently the most straightforward solution: Instead of "The child and his rights," use "Children and their Rights."
- Replace "On arriving at the Council, staff members must..." with "On arrival at the Council, staff members must..."
- Substitute "the," "a," or "an" for the pronoun: Instead of "When submitting his application, a candidate should...", use "When submitting an application, a candidate should..."
- Avoid the use of "man" words (chairperson instead of chairman, chairwoman; humankind instead of mankind; workforce instead of manpower).
- Attempt to avoid stereotyping (doctor and nurse instead of male nurse, female doctor).

2. Avoid gender stereotypes

- Unless the informality is consistently applied to all, always present women and men with their complete name and function (frequently women are only presented by their given name).
- Rather of representing or quoting women just in relation to social/family issues, aim to challenge gender stereotypes by quoting women in relation to topics that are typically addressed by men (e.g. criminal matters, defense, technology) and men in relation to social issues.
- Avoid asking women questions about their personal lives in interviews (e.g., about family planning etc.), or only do so if the subjects are relevant to women.

3. Be gender-sensitive when using images

- To avoid reinforcing gender stereotypes, ensure a diverse representation of women and men.
- Attempt to depict women and men of all ages, ethnicities, and backgrounds.
- Avoid pink/blue for both women and men, and dark colors for males and light colors for women.
- Avoid stereotyping women in caring roles or situations and males in decision-making roles or science/technical roles.
- Attire: avoid depicting men in practical apparel and women in sexy clothing or clothing that isn't appropriate for the issue being discussed.
- Avoid putting women in passive or subservient situations in regard to men and in the way they act (standing/sitting, position, etc.) by systematically placing them in passive or submissive positions.
- Make sure that men aren't constantly in the foreground and women aren't always in the background.

4. Ensure gender balance:

- In terms of the number of people that speak at events and the amount of time they spend speaking (avoid men or women only line ups).
- Among speakers at events and in terms of speaking time in general (avoid men or women only lines ups).
- Use the databases of women experts that exist in various member states or contact women's organizations that could be sources of information to discover women experts in various areas/roles if necessary.
- Attempt to give non-traditional positions to women and men.

5. FACILITATION

Source: UN Women's Manual on Training on Gender Equality

Before the course, the facilitators should review the key training elements and the whole module.

Consider the following:

- Participants should be sent **pre-training surveys** as much in advance as possible.
- Take care of **logistical issues** such as transportation, coffee/breaks, and on-time meals.
- **Check technicalities**, for example that the projector and presentations function, and that the participants have a password for accessing the internet.
- Make **backup supplies** (flipcharts, handouts, pens, tape, etc.).
- Create a **pleasant environment** for learning and sharing. Allocate some time for getting to know each other. Present the objectives of the training and agree on **training ground rules**.
- Plan **engaging tasks** with plenty of time, physical space, and clear directions.
- Make certain that the information and examples are **culturally and institutionally appropriate**, that they are presented in a comprehensible language, and that they do not contain sexist, racist, homophobic, or other discriminating connotations.

5.1 DELIVERY

Delivery structure can be as follows (modules have been more thoroughly described above):

DAY 1	
Introductory session	Facilitator's introduction Participants' introduction Understanding expectations Setting ground rules Icebreaker activity: Gender positioning*
GENDER, GENDER CONCEPTS AND DEFINITIONS	Understanding key gender terms (Annex 4), using infographics such as The GenderBread Person (Annex 4) Gender gap and patterns of gender inequality (Annex 1) Legal and political frameworks for gender equality
BREAK	
MODULE 1: MAPPING & ASSESSING THE SITUATION	
LONGER BREAK	
MODULE 2: TARGETED WORK FOR GENDER BALANCE: STRATEGY AND ACTION PLAN	

BREAK
MODULE 3: CREATING READINESS TO CHANGE
Feedback Session (gather their viewpoints) & Wrap-up

Day 2
MODULE 4: ANALYZING BARRIERS TO WOMEN'S PROGRESSION
BREAK
MODULE 5: ANALYZING GENDERED ORGANIZATIONAL CULTURE, PRACTICES AND PROCESSES
LONGER BREAK
MODULE 6: GENDER AND LEADERSHIP STYLES
Feedback Session (gather their viewpoints) & Wrap-up

*Manual for Trainers: Gender Equality and Gender Mainstreaming offers one option of an icebreaking activity called Gender positioning.

ICEBREAKER ACTIVITY: GENDER POSITIONING

STEP BY STEP GUIDE

Step 1: Prepare in two signs in advance with the words “agree, “disagree” and place them on two opposite walls in the room.

Step 2: Ask participants to stand up.

Step 3: Stand at the centre of the room and read aloud the statements (below).

Step 4: Ask participants to move across the room depending on their opinion of the statement introduced. E.g. the more they agree or disagree with a certain statement, the closer to the wall with that sign they should move.

Step 5: If all the participants agree on a statement, try to spice up the exercise by walking over to the opposite side of the room and asking, “Why would anyone be standing on this side of the room?”

FACILITATOR'S TIP

Try to actively engage all the training participants to move towards a preferred sign and make a stance. However, in the potential case of some of them not feeling comfortable with expressing their opinion or do not have an opinion on a certain subject, allow them to stand in the middle of the room as part of an “undecided” group.

EXAMPLES OF STATEMENTS:

1. “Women are created to perform different roles e.g. looking after the children, doing housework, etc. Nothing can be done to change this fact.”
2. “In general terms, laws and their administration are gender neutral.”
3. “Women leaders are more warm and sensitive while men are more assertive and goal oriented.”
4. “Once a matter is before the courts or another law enforcement agency, the sex of the parties involved is irrelevant.”
5. “It is impossible to combine a successful career and parenting.”
6. “The introduction of sexual and reproductive health rights might lead to an increase of domestic violence.”
7. “Men contribute to the development of our society more than women.”
8. “Women leaders have more masculine behavioural traits.”
9. “Meritocratic work environments significantly reduce gender inequality/bias.”
10. “There are less women leaders because they do not have suitable career ambitions.”

5.2 CHALLENGES AND RESISTANCES

Power imbalances in the group. It is unavoidable for one or more persons to dominate discussions and working groups. These power disparities are frequently gendered, with men having more say than women. In order to provide a place for everyone to engage, the facilitator must be cognizant of who speaks out and who does not.

Many resistances to the topic of gender equality and women’s empowerment can arise while planning and also conducting training activities.

- **Equality mirage** is an argument that argues that gender equality is achieved or will be achieved in a natural sense without any further action. Similar is an argument that discrimination is a thing of the past, that it is not such a problem and that we as a society do not need to address this further.
- **Gender equality affects academic freedom of academic institutions and personnel.** To the reported low levels of gender components in some department curricula, study process and academic practices, some argue that gender equality measures restrict academic freedom and objectivity. Such arguments see academia as a neutral tool for transfer of knowledge, where gender equality is seen as politics, which is trying to infiltrate the otherwise non-political academic territory.
- **Blaming the national labour market for the gender pay gap**, which is, according to this argument, not something the academia should concern itself with.
- Gender imbalance impedes **meritocracy** that is in itself a tool that overcomes any types of inequalities.
- Resistance to affirmative measures, in particular, to quotas, they are seen as targeting meritocracy,

- Notion that **gender quotas/parity systems are undemocratic since they limit the electorate's options**, and women will be picked solely on the basis of their gender, which is something that no woman would want.
- Argument that **inequality is not a matter of discrimination**; women simply do not wish to participate in politics, projects, or the media.
- A perception that this is our culture, and we should not go against our cultural norms and beliefs. Additionally, that **gender equality is a concept pushed forward by international organisations and foreign benefactors**.

Below are some recommendations on how the facilitators can handle the resistances.

- Prepare and rehearse sharp arguments to address resistances. Anticipate resistances.
- Get familiar and knowledgeable about the sector you are dealing with. The training itself needs to focus on the core business of the institution commissioning the training.
- Choose the battles, don't overwhelm people, select priorities, on which the community has consensus about, or you already have some recommendations about.
- Avoid pointing fingers and strong criticism. For example, measures on how to tackle the gender pay gap can be harshly received. Try to soften the tone and not put blame on any of the units since this only creates more backlash.
- Make many comparisons: compare to European standards and other academic institutions and universities that are doing better or worse than they are.
- Provide inspiration with best practices.
- Create a document to bring in all the arguments that are comprehensive, concise and sharp.
- Show possible solutions and a proactive attitude.
- When faced with arguments such as institutional or process-related elements like lack of resources, you can invite participants to find a solution together in group discussions.
- Create knowledge exchange and experience sharing among leaders.
- Promote the benefits of gender-sensitive decision-making and leadership.
- Training initiatives must be linked to a broader process for transformation.
- Emphasize not only moral or political grounds for gender equality, but also emphasize the scientific excellence that thrives on diversity.
- Use criticism as a learning opportunity. Having the personal beliefs and attitudes of participants challenged during training can be an effective way of promoting deep-rooted and transformational learning.

Gender equality handbook by Swedish Civil Contingencies Agencies (MSB) (2009) additionally elaborates on the following strategies (pages 97-99):

- *“When you are made to feel invisible.....make yourself visible!*
- *When you are made to look ridiculous.....question!*
- *When you are not informed.....demand a straight answer!*
- *When whatever you do is wrong.....decide on a strategy!*
- *When you are made to feel guilty.....reflect!”*

6. PRACTICAL CASE STUDY/EXAMPLE OF A WORKSHOP ON GENDER EQUALITY IN DECISION-MAKING

We present a real-life example of a session that was developed in cooperation with one of the world’s leading experts on the studies of women in leadership. At the time of publication, the training had not yet been implemented, as it was in the initial phase of the preparation, therefore the facilitation and evaluation had not yet taken place.

While the example presented below is taken from an academic context, it is transferable to most other organisations and institutions in science, such as:

- RPO/RFOs,
- Research organisations,
- Higher Education institutions.

6.1 PRELIMINARY TRAINING NEEDS ASSESSMENT

The workshop was designed based on a needs assessment conducted with the Equal4Europe consortium members, conducted by ESMT as part of the WP2 (see Comparative Report, Deliverable 2.2). In the four tables below, we present an overview and comparison of all schools participating in the project. A colour coding system was developed by ESMT to visualise the degree of (in)equality, as explained in the table 1 below.¹⁷ However, note that only a very basic preliminary analysis is presented here. Before the actual development of the training, much more extensive and detailed quantitative and qualitative research was also conducted as part of the Equal4Europe project and the training developers and facilitators thus had a very broad body of information available to them when designing the training.

TABLE 1: COLOUR CODE SYSTEM TO VISUALIZE THE DEGREE OF (IN)EQUALITY

Level of gender inequality	Differences in the proportion of men and women	Example	Colour Case
High inequality favouring men	Equal or above 30.1%	Men: 70%, Women: 30%	Red
Medium inequality favouring men	15.1-30%	Men: 62%, Women: 38%	Light red
Gender equality or low inequality	0-15%	Men: 55%, Women: 45%	Green
Medium inequality favouring women	15.1-30%	Men: 38%, Women: 62%	Light blue
High inequality favouring women	Equal or above 30.1%	Men: 30%, Women: 70%	Dark blue

Source: ESMT, Addressing Gender equality issues: Comparative report, February 28, 2021 (E4E Deliverable Confidential).

¹⁷ ESMT, Addressing Gender equality issues: Comparative report, February 28, 2021.

In the table 2 below, we see that **among deans and heads of departments, there was a large disparity in favour of men** in all schools, except for one institution among deans, which strongly favours women (in the 2017, 2018, and 2019 observation years, the position of dean was held by a woman). At two institutions, there was equality or low inequality among the heads of departments.

TABLE 2: GENDER RATIO OF DEANS AND HEADS OF DEPARTMENTS

	Deans		Heads of Department*	
	Women (%)	Men (%)	Women (%)	Men (%)
Institution 1				
Institution 2				
Institution 3				
Institution 4			**	**
Institution 5				
Institution 6***				

*Academic Directors at Institution 5.

** Does not have heads of departments.

*** The numbers represent only two Faculties within the University.

Source: ESMT, Addressing Gender equality issues: Comparative report, February 28, 2021.

In the table 3 below, we see that there is a **high level of inequality in favour of men at the top management level, in the executive management and in the scientific bodies** of the schools, apart from one institution, which has achieved gender equality at the top management level. At Institution 5, there is a medium level of inequality in favour of women at the executive management level and at Institution 6, there is a high level of inequality in favour of women at this level.

TABLE 3: GENDER RATIO OF DECISION-MAKING BODIES

	Highest management		Executive Management		Supervisory Board	
	Women (%)	Men (%)	Women (%)	Men (%)	Women (%)	Men (%)
Institution 1*						
Institution 2*						
Institution 3						
Institution 4						
Institution 5						
Institution 6**						
Average						

*Have an Advisory Board not a Supervisory Board. Numbers for Executive management also include middle management.

** The numbers in this row correspond to the whole university, not only the two Faculties. In case of Supervisory Board information refers to "General Board of the University"

Source: ESMT, Addressing Gender equality issues: Comparative report, February 28, 2021 (Confidential).

In general, the assessment of gender balance in decision-making position and bodies shows there is high inequality favouring men. 82% of all chairpersons in all participating institutions are male.¹⁸

TABLE 4: THE ASSESSMENT OF GENDER BALANCE IN DECISION-MAKING POSITION AND BODIES

Area/School	I1	I2	I3	I4	I5	I6
Highest Management	Red	Red	Red	Green	Red	Red
Executive Management	Red	Red	Red	Red	Blue	Blue
Supervisory board	Red	White	Red	Red	Red	Red
Deans	Red	Red	Red	Blue	Red	Red
Heads of departments	Red	Red	Green	White	Red	Green
Decision-making bodies led by women	Red	Red	Red	Green	Red	Red

Source: ESMT, Addressing Gender equality issues: Comparative report, February 28, 2021.

6.2 TRAINING STRUCTURE

2-day workshop: Equality and Diversity Beyond Numbers: Structural, Organizational, and Cultural Changes in Higher Academic Institutions

DAY 1: WORKSHOP ON INSTITUTIONAL, STRUCTURAL AND CULTURAL CHANGE

6 hours.

Learning outcomes:

- Learning about gender differences in the higher education and workplace, and about different barriers women face in career progression,
- Familiarizing with gender-related concepts such as glass-ceiling, leadership labyrinth, gender stereotypes, gender equity and sexual harassment prevention,
- Engaging and sensitizing all relevant stakeholders for gender equality post-GEP (engaging and sensitizing partners and showing them how to engage and sensitize others),
- Enhancing gender-sensitive leadership and familiarizing with different leadership styles,

¹⁸ ESMT, Addressing Gender equality issues: Comparative report, February 28, 2021.

- Understanding required structural and cultural changes, and what is necessary to begin the process of change implementation.
- Understanding that greater gender diversity in all ranks is linked to organizational success.

Aim of the workshop:

- Providing recommendations, tools and skills required to enhance/nurture gender equality post-GEP,
- Peer-to-peer sharing of good practices developed in the participating institutions and other organizations at European level, and to foster long-term relationships between the partners and other key EU actors,
- Mobilizing leadership and other staff to demonstrate lasting commitment and ownership, and adopt change and good practice in a sustainable way.

Setup: Participants were placed at tables of 4-6 people. Teams that came from the same institutions sat together. For group work, participants who attended on-site were paired with participants who attended online if they were from the same facility and seated in separate seminar rooms. Individuals who were the only ones from their institution worked in groups with others who also came alone (as online).

DAY 1	
Attendees: consortium members, leaders, relevant management, GE&DOs of GEP implementing institutions	
9:00-10:30	1. session: Workshop on institutional change: ' Gender Equality Plans: Opportunities to Propel the Work Forward ' (setting the stage, visioning exercise, individual and organizational mindsets, assessment frameworks, and institutional challenges)
10:30-11:00	Coffee break
11:00-12:30	2. session: Workshop on institutional change: ' Changing Organizational Cultures: Sexism, Stakeholders, and Systems ' (gender challenges; women and leadership; behavioural designs; dedicated resource strategies; data collection, monitoring, and ongoing evaluation)
12:30-13:30	Lunch
13:30-15:00	3. session: Workshop on institutional change: ' Seeking Deeper Impact: Beyond the Checklist ' (designing training and capacity building initiatives that work; work on how to involve various stakeholders in the GE cause) Wrap up
15:00-15:15	Coffee break
15:15-16:45	Individual follow-up sessions with the facilitator Attendees: leaders, GE&DOs

Workshop materials:

- Sticky notes (1/2 stack for each person)
- One marker for each person (for sticky notes)
- Flip chart(s)
- Flip chart markers for each working group
- Computer, projector, laptop
- Handouts
- Facilitator notes
- Slides

DAY 2: PANEL FOR LEADERS WITH EXTERNAL EXPERTS

3 hours.

The panel discussion with external experts is aimed at leaders to share best practices and outcomes. The target groups were deans and vice deans of the six GEP-implementing participating institutions in the Equal4Europe H2020 project consortium.

The goal of the panel was to get leaders excited about the goals of gender equality and why it is important, especially in management education and the business/management sector. Members of AB make excellent external consultants to convince them why and how we need to achieve GE in this area (through GEP implementation).

The planned learning outcomes of the panel discussion were then twofold:

- Leaders will know exactly why they need to support the Gender equality measures and the implementation of the Gender Equality Plan,
- Core institutional teams would not encounter resistance (passive or active) later in implementing the specific actions; and leaders themselves may even be excited to become ambassadors or agents of change for GE.

Session with experts consisted of:

- Two shorter introductory lectures from experts. The first addressed the European Research Area and EU framework and gender equality strategies, while particularly emphasising the importance of GEP implementation as being one of the eligibility requirements for Horizon Europe funding opportunities (section 3.4.1. in Horizon Europe, 2021).¹⁹ The second presented his own experience as a Dean with implementing Gender Equality Plan and other gender equality measures.
- Four break-out rooms were organized, each addressing the particular area covered by institutional GEPs. Each discussion was followed by a recap and exchange. There were 12 participants, one leader and one

¹⁹ <https://op.europa.eu/en/web/eu-law-and-publications/publication-detail/-/publication/51704c8d-ca5f-11eb-84ce-01aa75ed71a1>

researcher from each institution. There were three groups of four participants, while people from the same institutions worked together.

- Included were also short 1-minute breaks and one 5-minute break.
- The session ended with open Q&A between leaders and external consultants.

DAY 2	
9.00-11.00	SESSIONS FOR LEADERS WITH EXTERNAL EXPERTS (for example, Advisory Board members): Best Practices/Positive Examples of the GEP Implementation Process and Outcomes Attendees: leaders of GEP implementing institutions
9.00-9.05	Introduction by facilitators
9.05-9.15	Introduction to Gender Equality Plans strategy, EU framework, methodology, institutional change and leadership's involvement
Pause: 1'	
9.16-9.26	Deans' first-hand experience with gender equality measures implementation
9.26-9.36	Breakout #1: First reflections (institutional GEPs)
9.36-9.41	Recap #1
Pause: 1'	
9.42-9.52	Breakout #2: Work-life balance and organizational culture (responses to COVID and gender equality)
9.52-9.57	Recap & Exchanges #2
Pause: 5'	
10.02-10.12	Breakout #3: Gender Equality in recruitment and career progression
10.12-10.17	Recap & Exchanges #3
Pause: 1'	
10.18-10.28	Breakout #4: Measures against gender-based violence and sexual harassment
10.28-10.33	Recap & Exchanges #4
Pause: 1'	
10.34-10.54	Open exchange & questions

6.3 TRAINING EVALUATION

Evaluation of the training after it is completed is very important. It provides feedback on the successful implementation and delivery of the training and provides opportunity for further improvement – thus following the three stages of the Training Cycle and closing the loop of continuous improvement. In the following section we give an Evaluation Form Template which is used to measure the training participants immediate reaction to the training. It gathers overall opinions on the training, particularly on the content, format, materials, trainers and facilitators, etc.

However, when the aim of the training is set beyond simply informing and sensitizing participants on a particular topic, and the long-term focus is on transforming the organizational culture, other forms of evaluation need to be utilized as well. Thus, it is particularly important to try and evaluate the:

1. **Success of the learning process** in order to understand if the training participants have indeed gained new knowledge, experience, attitudes, tools, skills, etc. This can be most easily be evaluated through tests that can be conducted after the training was completed and some brief time has passed – i.e. after two weeks.
2. **Long term impact on the behaviours** of the participants. This is particularly important to understand whether the skills, tools, etc. acquired at the training are actually being utilized in daily operations and behaviours. However, in order to make this kind of assessment, a baseline assessment is needed which serves as a reference point for the situation or status before and after the training. This kind of assessment is particularly difficult and needs meticulous planning, or even external support.
3. **Long term impact on the organizational culture** which of course helps understand how successful we were in achieving the long-term goals of the training or even more so, a longer training programme or initiative. It is even a more complex process as evaluating the impact on individual behaviours and requires baseline assessment. Organizational gender relevant statistics and data collected before the development of the training may also be very useful for measuring the impact – i.e. percentage of women in leadership positions, pay gap, etc.

Evaluation Form Template

1.The facilitator conducted class sessions in an organized manner.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1	2	3	4	5

2.The facilitator encouraged participants to actively participate.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1	2	3	4	5

3.The facilitator provided adequate opportunities for questions and discussion during class time.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1	2	3	4	5

4.The facilitator was helpful to participants seeking advice.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1	2	3	4	5

5.The facilitator related to participants in ways that promoted mutual respect.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1	2	3	4	5

6.The course materials (e.g. pre-readings, presentations, cases, etc.) positively contributed to the learning experience.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1	2	3	4	5

7. Considering your experience with the training, how likely would it be for you to recommend it to your colleagues?

Detractor	Passive	Promoter
1	2	3

7.1. Please briefly explain the main reasons for your score above:

--

8. Considering your experience with the training until now, how likely would it be for you to continue your training on gender equality?

Unlikely	Passive	Very Likely
1	2	3

8. 1. Please briefly explain the main reasons for your score above:

9. Of all of the content, what did you find most valuable?

10. Of all of the content, what did you find redundant or unnecessary?

11. What could we do to improve the training next time? (content, organization, format, other...)

12. Comments and suggestions:

7. CONCLUSION

As the literature indicates, while observable progress has been made in gender equality in the last decades, well-researched facts also clearly show that women are still underrepresented in leadership and decision-making positions, which is also true for the academic context. While one could make a “business case” for gender equality (in leadership) and would certainly be right, we would like to emphasise the “human-rights” side of the argument, which in contemporary society should be considered a sufficient argument for gender equality in academic, research, or any other organization.

However, looking at the intersection of a business case and human rights case, the academic debate on the role of gender in leadership and how it relates particularly to styles of leadership, may be of interest. Studies show that while small, some data suggests that women tend to utilize more democratic and participatory styles of leadership, are more likely to engage in transformational leadership, and also emphasizing values related to the well-being of other people, which in turn may affect leadership behaviour and style. These approaches tend to be closer to idealized conceptions of contemporary leadership styles (Northouse, 2012). Similarly, we could further deduce that these types of leadership styles could be closely linked to the idea of transformation and leading organizations that are better equipped to address the pressing societal and environmental challenges we increasingly face.

Beyond the general debate, the deliverable makes the case for gender-sensitive leadership, an approach addresses issues that have a significant influence on the position of different minority groups, such as women and their careers, as this can contribute significantly to reducing institutional challenges such as gender bias, selection, recruitment and retention of staff, career planning and support, allocation of tasks, organizational culture & communication practices, and work-life balance. This in turn leads to better organizational dynamics, creativity, and can improve the reputation of the institution.

To promote gender-sensitive leadership, and, of course, to help reduce gender inequalities and inequities within organizations – particularly research and higher education institutions - it is important to develop and conduct suitable training programs that are well integrated in the overall organizational change strategy and other broader initiatives, actions, and regulations aimed at the same goal. This Training and Toolkit provides guidelines, tools, and important tips for conducting training, stressing the importance of customization into specific context.

Every training should begin with an analysis phase, as this will ensure that each new training is assessed for feasibility against key criteria and that it satisfies the specific learning requirements of organisation, target audiences, and participants in order to deliver the right gender equality interventions to support institution-wide transformation.

The design phase is the second stage of the training cycle. Having completed the feasibility evaluation and thorough learning needs assessment, the facilitator must now to develop the main course components. In this step, the facilitator should decide on, create, and record the essential components of the training in a project plan or outline. Besides organizational details, it is very important to always define the target audience and intended learning

outcomes, followed by a more detailed definition of a course methodology, and course content. The selection of precise, realistic, and quantifiable learning outcomes is the most important step in the design phase, since it determines the remainder of the training creation process. We strongly suggest to always aim to designing SMART learning outcomes.

To help with the delivery of the training, we emphasize the importance of creating a comfortable space for learning and sharing, taking time to get to know each other, discussing the training's intended goals, and establishing the ground rules at the beginning of the training. Good planning and preparing beforehand will allow for the design and delivery of engaging tasks with sufficient time, space, and clear directions for participants. Using examples may help deliver the intended message, but it is important to make sure they are culturally and institutionally appropriate, that they are presented in a comprehensible language, and that they do not contain sexist, racist, homophobic, or other discriminating connotations.

Despite sufficient preparation there will always be a probability of encountering certain power imbalances within the participant group and even certain resistances. The facilitator must thus be aware of who speaks out and who does not and respond accordingly. The facilitators should be aware in advance of the types of resistances they might encounter and prepare how to successfully address them.

8. READING RECOMMENDATIONS AND OTHER RESOURCES

Books:

- Bohnet, Iris (2016). What works. Gender Equality by Design. THE BELKNAP PRESS OF HARVARD UNIVERSITY PRESS.
- Criado-Perez, Caroline (2019). Invisible Women. Exposing Data Bias in a world designed for men. Vintage Books.
- Criado-Perez, Caroline (2015). Do it like a woman...and change the world. Granta Books.
- Eagly, Alice and Carli, Linda (2007). Through the Labyrinth. The Truth About How Women Become Leaders.
- Scott, Linda (2020). The Double X Economy. The Epic Potential of Empowering Women. Faber and Faber Ltd.
- Sandberg, Sheryl (2013). Lean in: Women, Work and the Will to Lead.

Tools and manuals:

- Gender equality in academia and research (GEAR) [tool](#):
 - o two separate step-by-step guides – one for [research organisations](#) (including universities, research-performing organisations and public bodies) and one for [research funding bodies](#)
 - o GEAR action toolbox in which you can find concrete examples of measures to be designed and implemented within a GEP. You can also find information on [success factors](#) and on how to handle [challenges and resistance](#).
- Gender Smart (2022). JEDI Investing Toolkit: <https://jediinvesting.com/>
- UN Global Compact (online tool). Women's Empowerment Principles Gender Gap Analysis Tool: <https://www.unglobalcompact.org/library/5411>
- Gender mainstreaming platform of the European institute for Gender Equality (EIGE): <https://eige.europa.eu/gender-mainstreaming>
- EIGE Gender Equality Training Guide: <https://eige.europa.eu/gender-mainstreaming/toolkits/gender-equality-training>
- EIGE Gender Impact Assessment Toolkit: https://eige.europa.eu/sites/default/files/eige_gender_impact_assessment_gender_mainstreaming_toolkit.pdf
- Bill & Melinda Gates Foundation's Gender Equality Toolbox: <https://www.gatesgenderequalitytoolbox.org/>
- Council of Europe Gender Equality Glossary: <https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016805e55eb>
- More tools on **intersectionality** can be found [here](#).
- Find an overview of great resources here: <https://www.diverseeducators.co.uk/gender-equality-toolkit/>.

Further useful exercises and guides:

- EIGE (2016). Gender Equality Training. Gender Mainstreaming Toolkit. Available at: <https://eige.europa.eu/gender-mainstreaming/toolkits/gender-equality-training>

- Ramšak, A. (2017). Manual for Trainers. Gender Equality and Gender Mainstreaming. Introduction to the Manual. Ekvilib Institute. Available at:
http://www.ekvilib.org/wp-content/uploads/2017/06/00_Introduction_to_the_Manual.pdf
- European Institute for Gender Equality (EIGE) (2016). Gender Equality Training. Gender Mainstreaming Toolkit. Available at: <https://eige.europa.eu/sites/default/files/genderequalitytrainingtoolkit.pdf>
- UN Women (2022). Handbook on Gender Mainstreaming for Gender Equality Results. Available at: <https://www.unwomen.org/en/digital-library/publications/2022/02/handbook-on-gender-mainstreaming-for-gender-equality-results>

Further readings and useful classroom materials per topics:

Stereotypes, unconscious bias and sexism

- Always “#LikeAGirl” Campaign: <https://www.youtube.com/watch?v=XjQBJWYDTs>
- Axe” Is it ok for guys” Campaign: <https://www.youtube.com/watch?v=0WYsfa7x5q0>
- Video on subtle sexism (Huffington Post): http://www.huffingtonpost.com/entry/48-subtly-sexist-things-women-hear-in-a-lifetime_us_566595d2e4b08e945feff668
- Video “Women, not objects!”: <https://www.youtube.com/watch?v=5J31AT7viqo>
- Video on the underrepresentation of women in decision-making (ELLE UK): <https://www.youtube.com/watch?v=GEKo22ryWxM>
- Upcoming toolkit on sexism at work: <https://www.ikem.de/en/projekt/eqt/>

Leaky pipeline

- Project GARCIA’ s Academic Careers and Gender Inequality: Leaky Pipeline and Interrelated Phenomena in Seven European Countries. Available at:
http://garciaproject.eu/wp-content/uploads/2015/12/GARCIA_working_paper_5.pdf

Preventing sexual harassment in the workplace

- **Infographics on UN gender data** (issues covered: population & families, health, education, work, power and decision-making, violence against women, environment and poverty): <http://unstats.un.org/unsd/gender/Infographics.html>
- **UN Women infographics** (issues covered: women’s human rights, women and the media, violence against women, women and armed conflicts, ageing, gender equality): http://www.unwomen.org/en/digital-library/multimedia?resource_type=d8ef5611f21741188024baa46076e93f
- **Video on violence against women** (Care Norway): <https://www.youtube.com/watch?v=dP7OXDWof30>
- Further reflection exercises on gender-based violence are available here: Council of Europe (2019). Gender matters. A manual on addressing gender-based violence affecting young people. Available at: <https://www.coe.int/en/web/gender-matters>.

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- CAMCO & REPP (2022). Gender Equality Toolkit. How to strengthen gender integration in renewable energy projects. Available at: <https://repp.energy/wp-content/uploads/2020/08/Gender-Mainstreaming-Toolkit.pdf>
- City Hub, Network for Gender Equality, and the Mayor's Office of Los Angeles (2021). Welcome to the change gender equality toolkit. Available at: <https://citieschange.org/toolkit/>
- Council of Europe (2019). Gender matters. A manual on addressing gender-based violence affecting young people. Available at: <https://www.coe.int/en/web/gender-matters>
- Council of Europe (2018). Handbook for Gender Equality Rapporteurs. Gender Equality and Gender Mainstreaming in Practice. Available at: <https://rm.coe.int/council-of-europe-gers-handbook-oct-2018-2-/16808ee74b>
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Ramšak, A. (2017). Manual for Trainers. Gender Equality and Gender Mainstreaming. Module 1. Gender, Gender Concepts, and Definitions. Ekvilib Institut. http://www.ekvilib.org/wp-content/uploads/2017/06/01_Gender_Concepts.pdf

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Tool box for improving faculty gender balance: Handbook with measures for departments seeking to improve their gender balance, NTNU. Available at: https://www.ntnu.edu/documents/1267482954/1278817547/Tool+box+for+gender+balance_.pdf/7446b4f7-acb9-a58b-6d6d-945f7515d6ef?t=1599550733663.

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UN Women (2018). Turning promises into action: Gender equality in the 2030 Agenda for Sustainable Development. Available at: <https://www.unwomen.org/en/digital-library/publications/2018/2/gender-equality-in-the-2030-agenda-for-sustainable-development-2018#view>

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ANNEX 1: PATTERNS OF INEQUALITIES

Source: Ramšak, A. (2017). *Manual for Trainers. Gender Equality and Gender Mainstreaming. Module 1. Gender, Gender Concepts, and Definitions.* Ekvilib Institut. http://www.ekvilib.org/wp-content/uploads/2017/06/01_Gender_Concepts.pdf

Patterns of inequalities	Explanation
Political power and representation	Women are frequently underrepresented in formal decision-making organisations and structures such as governments, community councils, and policy-making agencies.
Economic participation and opportunities	Women and men tend to be unequally represented differentially across industries and sectors. Women are paid less for comparable work, are more likely to be in low-wage occupations, precarious employment relations, and have less access to productive assets such as education, skills, property, credit.
Education	Access to education as well as literacy rates disparities still persist across many nations.
Sexual and domestic violence	Women are more frequently victims of domestic abuse by their intimate partners, sexual exploitation through trafficking and sex trade, in conflict situations by enemy armies - even as a weaponized attempt of 'ethnic cleansing.
Differences in legal status and entitlements	There still exist many situations where women are denied equal rights to personal status, security, land, inheritance, and career prospects by law or practice as men.

ANNEX 2: PRE-TRAINING QUESTIONNAIRE

Source: Ramšak, A. (2017). *Manual for Trainers. Gender Equality and Gender Mainstreaming. Module 1. Gender, Gender Concepts, and Definitions*. Ekvilib Institut. http://www.ekvilib.org/wp-content/uploads/2017/06/01_Gender_Concepts.pdf.

PRE-TRAINING QUESTIONNAIRE

Please complete the questionnaire below. Your feedback will assist us in planning and designing the training to meet the goals and needs of you or your/our organization.

1. Name: (optional)
2. Your position: (optional)
3. Have you previously attended training on gender issues?
Yes
No
If yes, give details of what and where: _____
4. What do you understand by the term 'gender equality'?
5. Please try and assess your current level of knowledge on the following topics (1 – I am not familiar with the topic 5 – I know the topic very well):
____ Gender analysis and gender concepts in general
____ Institutional gender assessment
____ Integrating gender into teaching & research
____ Ensuring the removal of barriers for women in career progression
____ Ensuring gender balance in decision-making
____ Gender mainstreaming
____ ...
6. Does your organization or department have a Gender Equality Plan (GEP) or is in the process of adopting it? Or, has your institution adopted any gender equality measures or incentives?
7. Have you experienced any resistances with adopting gender equality measures or GEPs?
8. What are for your the three most important objectives that you would like to achieve by attending the training?
9. Are there any additional concerns or subjects you would like the training to address?

Thank you for taking your time to fill in the questionnaire. Please send the questionnaire to /fill in the email address/ by /fill in deadline date/. If you have any questions, please turn to /fill in the email address/.

ANNEX 3: MAPPING & ASSESSING THE SITUATION

Below is a list of potential questions to include in the session. Adapt them to your own context and identify the ones you find useful for your own training goal.

<p>Policy frameworks</p>	<ul style="list-style-type: none"> • Does your organization have leadership commitment and support for gender equality and women’s empowerment? • Does your organization have a non-discrimination and equal opportunity policy, either stand-alone or clearly included in a broader corporate policy? • Does your organization consider supply and procurement policies that could contribute towards supporting underrepresented businesses/institutions (both local and national)?
<p>Identify existing gender capacity</p>	<ul style="list-style-type: none"> • Has a gender representative been appointed within your organization? • Have training or capacity building needs of staff and other stakeholders been considered or sufficiently met? • Does your organization have suitable policy and procedures in place to guarantee accountability for respecting the rights of women and girls in the areas where it operates? • Is your organization proactive with procurement initiatives to strengthen ties with women-owned companies along the value chain and when contracting vendors? • Does your organization demand from your suppliers and contractors to improve their gender equality performance? • Does your organization have an approach to assess differential impacts on women and men when developing products and/or services?

<p>Gender-conscious workplace</p>	<ul style="list-style-type: none"> • Does your organization have an approach to ensure non-discrimination and equal opportunity in recruitment processes? • Does your organization have an approach to ensure non-discrimination and equal opportunity in professional development and promotion processes? • Does your organization provide, support and promote paid maternity leaves? • Does your organization provide, support and promote paid paternity leaves? Is the extent of a paternity leave the same as for the maternity leave? • Does your organization have an approach to support employees as parents and caregivers? • Does your organization have an approach to accommodate the work/life balance of all employees? • Does your organization have an approach to ensure an environment free of violence, harassment and sexual exploitation? • Is your organization taking necessary steps to meet the unique health, safety, and hygiene concerns of women at work and when commuting? • Have you considered any missed gender-related market opportunities for productive use? • Have you built a more inclusive culture by offering training on anti-bias and anti-racism as well as how to address everyday microaggressions? • Is your organization promoting access to quality health care that suit the particular health requirements of female employees as well as employees with various gender identities?
<p>Gender balance of staff</p>	<ul style="list-style-type: none"> • Does your organization have gender balance at management level? If not, do you have a strategy to achieve that? • Does your organization have gender balance across the rest of the company? If not, what are the barriers to encouraging women into male-dominated roles? • Are there opportunities in collaborating with other organisations or associations to encourage and facilitate the recruitment of women? • How could the use of language and imagery be better tailored to being more supportive of women in job advertisements and marketed organization profiles?

Payment gap	<ul style="list-style-type: none"> • Does your institution have an approach to ensure women and men are compensated equally? • Do aspects of pay, such as salaries and bonuses, differ by gender?
Education and continuing professional development	<ul style="list-style-type: none"> • How can your institution increase girls' and women's exposure to the education sector (e.g., on-site internship and career days)? • What opportunities exist for women in terms of mentoring and connection to role-models? • Does your institution have standardised job performance reviews and skills assessments? • Do you offer effective career progression training to women?

Source: Adapted from CAMCO & REPP (2022), pages 13-15.

As an alternative to the extensive checklist above, a shorter version on gender mainstreaming integration can be obtained from UNDP (2007), page 28. After reflecting on the questions above, you might want to dig deeper into specific elements by reflecting on the following tasks:

- Have a look at your institutional documentation and summarise your institution's strategy to drafting a gender policy, highlighting any concerns, gaps, or problems.
- Have a look at your institutional documentation and summarise your institution's current gender capacity, highlighting any concerns, gaps, or problems.
- Have a look at your institutional documentation and summarise how gender-conscious the workplace is at your institution, highlighting any challenges, gaps, or problems.
- Have a look at your institutional documentation and summarise the gender balance of your institution's staff, highlighting any challenges, gaps, or problems.
- Have a look at your institutional documentation and summarise the payment gap situation at your institution, highlighting any challenges or problems.
- Have a look at your institutional documentation and summarise the education and ongoing professional development situation at your institution, highlighting any concerns or problems.

As an alternative, UNDP (2007) provides an interesting approach to conduct a gender analysis as well. To dive deeper into the analysis, you may want to explore pages 17-22 of the following source: UNDP (2007). Gender Training Manual and Resource Guide. Available at:

https://www1.undp.org/content/dam/namibia/docs/womenempowerment/undp_na_wmenempwrmnt_Gender_Trainer_Manual_2007.pdf.

You might also want to look at UN Women (2022). Handbook on Gender Mainstreaming for Gender Equality Results. Available at: <https://www.unwomen.org/en/digital-library/publications/2022/02/handbook-on-gender-mainstreaming-for-gender-equality-results> (Chapter 3). Additionally, the Swedish Civil Contingencies Agencies (MSB) (2009) elaborates on their respective ideas of gender analysis strategies as well (pages 13-15).

The Harvard Analytical Framework is beneficial because it distinguishes between women's and men's duties in terms of access to and control over resources and benefits. When you know the group in question, it's a useful framework to employ.

Exercise 1: Ask participants “What do women do in the university? What do men do? List administrative, teaching, and research related roles of men and women. You can extend this exercise by allocating the amount spent on each activity, i.e. an “Activity clock”.

Exercise 2: List all of the respective assets (human, natural, social, and financial), then state who has (a) access to or (b) control over them. This exercise evaluates university members' relative authority.

Exercise 3: Next, make a list of the factors that affect activity, access, and control. These can be social, cultural, or financial in nature (e.g., social acceptance that women organize meetings etc).

Exercise 4: Create an intervention as the next step. Make sure that the project objectives are related to the needs of women as identified in the study and by them.

Review all of the above exercises and try to understand how the different expectations, resources and circumstances affect men and women differently and how this can be changed.

A **Problem Analysis Chart** can assist participants in analysing the various components of a gender-related problem, which is useful in determining acceptable solutions. Please see the table below to help you conduct this exercise. Participants should break into small groups and find a problem that affects women in their universities/educational systems, then analyse it using the chart. There could be several causes for the issue.

Each recognised cause should be followed by a related action. If the situation cannot be resolved immediately, there may be a course of action that may be taken to mitigate the problem's impact in the meantime. Women's coping skills may also be aided by actions. Participants should present their findings to the entire group, which should offer suggestions and comments.

PROBLEM	CAUSES	EFFECTS	COPING STRATEGIES	RECOMMENDED ACTIONS

Source: Adapted from UNDP (2007, page 20).

ANNEX 4: GLOSSARY & INFOGRAPHICS

Sources:

- Ekvilib (2017). *Module 1. Gender, Gender Concepts and Definitions*. Available at: http://www.ekvilib.org/wp-content/uploads/2017/06/01_Gender_Concepts.pdf (page 15).
- EIGE's Glossary and Thesaurus. Available at: <https://eige.europa.eu/thesaurus>.

Gender Awareness	Recognition that women and men have distinct life experiences, expectations, and needs, and that these differences often result in inequity and are receptive to change.
Disaggregated Data	Data disaggregation is necessary to uncover trends that may be obscured by bigger, aggregate data. Women and men have distinct needs, goals, and interests, as well as varying access to and control over resources, services, and activities, thus we break down the data by gender or other characteristics to represent these differences.
Gender Blindness	Ignoring or neglecting to consider and address the gender factors and dimensions.
Gender Analysis	The study of inequalities between women and men in their assigned gender roles in terms of circumstances, needs, participation rates, access to resources and development, asset control, decision-making abilities, and so on. It's also a look at the state of gender equality within a specific country, a specific industry, a firm, a project, etc. It indicates potentially relevant gender challenges and development impact opportunities at the project level, most often in the form of a gender baseline.
Gender Balance	Equal representation, involvement, and participation of women and men at all levels of an organisation or within a specific situation - i.e. event or a project.
Gender Focal Point	A person or department inside the company or an organisation who is designated as a source of information on gender issues.

Gender Roles	Sets of behaviours, duties, and obligations assigned to men and women by society, which are reinforced at many levels of society through its political and educational institutions and systems, job patterns, norms, values, and the family.
Gender Mainstreaming	Inclusion of the gender lens in the development, planning, implementation, monitoring, and assessment of policies, regulatory measures, and expenditure programs with the aim of promoting gender equality and eliminating discrimination. A rejection of the notion that gender is a distinct problem to be put on as an afterthought.
Feminism	Political and ideological conviction of social, economic, individual and political equality that is not distinguished or made different by any sex or gender.
Gender	A social construct or culturally produced notions of what it means to be male, female or of any other gender within a certain culture. These roles are acquired and learned and can shift over time, and are impacted by culture, education, class, economic and political settings, the media, etc.
Gender gap	All existing societies have a relative discrepancy between persons of various genders in a range of fields. Men and women have different social, political, intellectual, cultural, scientific, and economic achievements and attitudes.
Gender bias	Preferring one gender over the other is frequently founded on preconceptions and misconceptions. Gender bias may be conscious and something that someone is aware of or unconscious, meaning that a person is unaware of it. This is referred to as unconscious bias.
Gender lens	It enables us to recognize how gendered power relations pervade systems and organisations. Applying a gender lens is required to unravel the gender biases that drive social, political, and economic practices.
Gender equality	Equal rights, responsibilities, and opportunities for all women, men and persons of other genders, no matter their age or culture. It should be seen both as a human right and a prerequisite and one of the drivers of sustainable development.

Gender equity	The process of treating men and women equally. To maintain fairness, strategies and measures that compensate for women's historical and societal disadvantages that hinder women and men from functioning on a level playing field must be always accessible. Equality stems from equity.
Gender assessment	Assessment based on results of a gender analysis, describing the issues, gaps and challenges that should be addressed through a gender-responsive action plan.
Tokenism	The practise of making merely symbolic efforts to be inclusive of members of minority groups, particularly by hiring persons from underrepresented groups to provide the illusion of racial or gender equality in a business or educational settings. Organizations that are most likely to have tokenism present in the workplace tend to be most resistant to change.
Glass-ceiling	Artificial impediments and invisible barriers that militate against women's access to top decision-making and managerial positions in an organisation, whether public or private and in whatever domain.
Gender stereotypes	Preconceived ideas whereby females and males are arbitrarily assigned characteristics and roles determined and limited by their gender. They are easily and automatically activated, and they often lead to biased judgement since they describe stereotypical beliefs about the attributes of men and women and prescribe how men and women ought to be.
Leaky pipeline	A phenomenon describing the declining representation of women in higher positions due to reduced funding opportunities, underrepresentation in publishing, biased recommendations and hiring and reduced recognition and visibility.
Intersectionality	The term "intersectionality" was coined by Kimberlé Crenshaw, a law scholar and civil-rights activist, to characterise the interaction of many forms of oppression. In 1989, a paper titled "Demarginalizing the Intersection of Race and Sex" was published in the University of Chicago Legal Forum. The term also made it to the Merriam-Webster's which defines it as: "the complex, cumulative way in which the effects of multiple forms of discrimination (such as racism, sexism, and classism) combine, overlap, or intersect especially in the experiences of marginalized individuals or groups."

Gender identity, sex, gender expression

We find that to better explain the differences between gender identity, sex, and gender expression, it is possible to use infographics, such as the Genderbread Person figure below. More information and materials on the Genderbread Person are available [here](#).

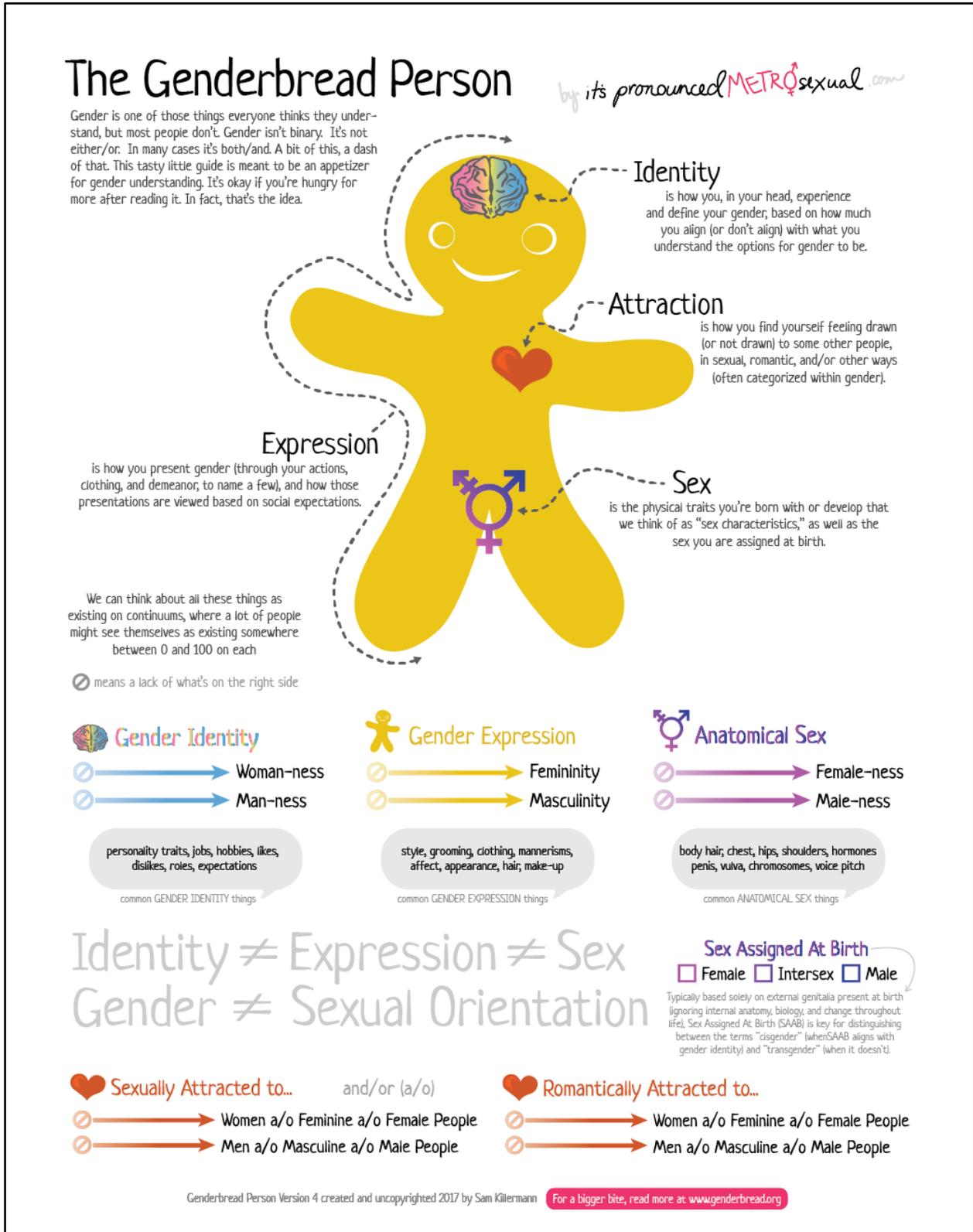


FIGURE 5: THE GENDERBREAD PERSON