



# R&I PEERS

## Pilot experiences for improving gender equality in research organisations

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### D6.6 - Report on first SDD workshops

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## LIST OF ACRONYMS, SYMBOLS AND ABBREVIATIONS

Symbol, acronym, abbreviation	Definition
&	And
#	Idea number
§	Section
A	Action
C	Cluster
CNR	Consiglio Nazionale delle Ricerche
CNTI	Cyprus Neuroscience & Technology Institute
EIGE	European Institute for Gender Equality
EU	European Union
GE	Gender Equality
GEP	Gender Equality Plan
L	Level
MLW	Mutual Learning Workshop
P	Practice
R&I	Research and Innovation
RFO	Research Funding Organisation
RPO	Research Performing Organisation
SDD	Structured Democratic Dialogue
STEM	Science, Technology, Engineering, Mathematics
TQ	Triggering Question
V	Votes
ZRC SAZU	Znanstvenoraziskovalni Center Slovenske Akademije Znanosti in Umetnosti

## 1 EXECUTIVE SUMMARY

The main objective of D6.6 is to present the results of the two Mutual Learning Workshops organised between 2018 and 2019 in the context of the R&I PEERS project. The general scope of the workshops was to (a) strengthen the knowledge base around Gender Equality Plans (GEPs) actions as developed by the project consortium and (b) provide the opportunity to the consortium to share its experiences with stakeholders, practitioners and experts in the field of Gender Equality (GE) and thus ensuring on the one hand the long term adaptation of the customised GEPs and evaluating on the other hand the feasibility of the proposed actions to respond to different societal and cultural settings.

The first workshop, entitled “Towards the identification of best practices in the Gender Equality Arena within an organisation”, was held in Rome, Italy on 7 November 2018 and was jointly organised by the Consiglio Nazionale delle Ricerche (CNR), the Cyprus Neuroscience & Technology Institute (CNTI) and CIC nanoGUNE. The workshop which brought together 15 stakeholders focused on the identification of existing practices for the development and implementation of GEPs in academic and research institutions. The second workshop was organised in Ljubljana, Slovenia on October 16, 2019 by the Znanstvenoraziskovalni Center Slovenske Akademije Znanosti in Umetnosti (ZRC SAZU) and the Cyprus Neuroscience & Technology Institute (CNTI) under the title “Towards the identification of measures and actions for successful Gender Equality Plans implementation within Research Performing Organisations (RPO)”. The 11 participants who joined the workshop exchanged actions and measures from research and administrative staff point of view which could optimise the implementation of GEPs in Research Performing Organisations (RPO).

The workshops, which constitute the first two of a series of four workshops, were implemented using the participatory method of the Structured Democratic Dialogue (SDD), a methodology that enables a group of stakeholders to listen to each other on issues of common concern and transcend their boundaries of knowledge and culture to reach a common vision and an actionable road plan.

## 2 INTRODUCTION

### 2.1 A brief overview of the situation related to gender equality in research and higher education

Gender inequality is encountered in different contexts and all areas of social life, including labour market where a disproportional women representation is present, especially in research STEM field. The 2018 report on equality between women and men in the EU<sup>1</sup> clearly shows that women, who make up half of the population, are under-represented in decision-making positions, in politics and in business. Furthermore, female scientists, in comparison to their male peers, rarely reach higher-level position and often leave the academic research environment. This is particularly true in the case of Europe, where “women do not move up through the echelons of scientific careers in the same way as their male peers and the gender imbalance exists, in varying degrees” (Hasse, C., Trentemøller, S., 2008)<sup>2</sup>.

Several international agreements like the United Nations Convention on the Elimination of All Forms of Discrimination against Women (CEDAW, 1979); the Beijing Declaration and Platform for Action adopted at the Fourth World Conference about Women in 1995; the 2030 Global Agenda for Sustainable Development, as well as several national frameworks, were settled in order to enhance Gender Equality (GE). However, the effective implementation of equality objectives in Research Funding Organisations (RFOs) and Research Performing Organisations (RPOs) is still underdeveloped.

The causes of the gender inequality in science are several and they include but are not limited to:

gender stereotypes and implicit biases, male-dominated traditional culture, cultural perceptions of femininity and masculinity, unfavourable academic climate for female scientists (‘chilly climate’, see Britton, 2016<sup>3</sup>), horizontal and vertical sex segregation of occupations, social norms of burdening women with excessive family responsibility for childcare, elderly care and household management, demands of full work-devotion within academia and STEM in particular, covert discrimination in the form of old boys’ networks, biased hiring practices, gender and sexual harassment ,etc. (GENERA Project – D2.2, 2016<sup>4</sup>).

As a result of the above, women are considered skilled for theoretical thought and family-care responsibilities, while men are considered talented for the rational and scientific thought. Consequently, women often believe they are not talented enough for scientific positions (Imposter Syndrome). The reality is that there is a gap between how they perceive themselves and the real skills they have which are usually underestimated (Blickenstaff, 2005<sup>5</sup>, Di Tullio, 2018<sup>6</sup>).

<sup>1</sup> European Commission (2018) Report on equality between women and men in the EU.

<sup>2</sup> Hasse, C., Trentemøller, S., (2008) Break the Pattern! A critical enquiry into three scientific workplace cultures: Hercules, Caretakers and Worker Bees. Tartu: Tartu University Press.

<sup>3</sup> Britton D. (2016) Beyond the chilly climate: The salience of gender in women’s academic careers. *Gender and society*, vol. 31 no.1 p. 5-27. Rutgers University, USA.

<sup>4</sup> GENERA Project: Jagiellonian University (UJ) Lead beneficiary; IRPPS - CNR Deputy (2016) D2.2: Report on how to improve the research cultural environment. - Grant Agreement N° 665637. European Commission.

<sup>5</sup> Blickenstaff J.C. (2005) Women and science careers: leaky pipeline or gender filter? *Gender and Education*.

<sup>6</sup> Di Tullio I. (2018) Donne scienziate in STEM. Uno studio di caso sulle ricercatrici del CNR. CINECA IRIS Institutional Research Information System.

To implement appropriate policies and design effective support actions that foster gender equality, it is necessary to start having a gender sensitive and reliable dataset able to capture the different dimensions of gender imbalance. To address this issue, the first step is to exploit the already collected administrative data with the aim to map institutional capability of the organisations in measuring different gender equality dimensions (Avveduto et al., 2018<sup>7</sup>).

Gender Equality should not be treated as an issue concerning only women but also men. For this reason, it is important to explore causes and consequences producing gender gap in science. The European Commission through the Research Framework Programmes and the European Institute for Gender Equality (EIGE) identified Gender Equality Plans (GEPs) as the major tool to tackle gender inequality in research organisations. A definition of GEPs was established in the Research Framework during 2012 and was then reflected in the formulation of the funding calls of the Horizon 2020, which offered support to research organisations to implement GEPs. Since then, a good number of EU projects and large research Consortia devoted time and analysis to how best structure such document and how to use data and indicators to design and monitor the implementation of gender equality measures. Planning and monitoring methods and tools implemented through the GEPs can represent a starting point for a deeper analysis based on the specific needs of the organisations (for further information, consult the D3.3 – List of GEPs monitoring indicators<sup>8</sup>).

## 2.2 The role and objectives of the R&I PEERS project

Starting from the described scenario, the R&I PEERS project aims to create and validate pilot experiences that disrupt gender-based approaches and unconscious rules which limit the participation of women in many research and innovation careers, but also the participation of men in certain areas.

More specifically, the project promotes equality and opportunity:

- Equality – by increasing the number of women in decision-making positions in the Research and Innovation ecosystem and therefore making better use of all European talent;
- Opportunity – by promoting Research and Innovation entrepreneurship that engages female human capital, driving competitiveness and strengthening scientific endeavour.

The project activities will:

- implement and improve GEPs in seven research and innovation-focused organisations forming part of the Consortium;
- smooth the gender gap in decision-making and research-performing activities within the seven piloting organisations;

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<sup>7</sup> S. Avveduto, D. Luzi, I. Di Tullio, L. Pisacane, L. Cerbara, M.C. Brandi, M.G. Caruso (2018) GENERA Project: Research, organizations and gender. IRPPS – CNR Working Papers. ISSN 2240-7332.

<sup>8</sup> Avveduto S., Di Tullio I., Pisacane L., (2018) List of GEPs monitoring indicators. RI-PEERS Project – Grant Agreement N° 788171. European Commission.



- maximise the impact of gender content in research programmes;
- train our piloting organisations in gender equality approaches for GEP implementation;
- transfer and share generated knowledge and experiences in the multi-sectorial conferences the project will organise;
- organise and execute participatory process in the form of Mutual Learning Workshops (MLW) contributing at reaching the goals of the project to (i) consolidate a common knowledge on the strategies for facing with the gender equality issue, and (ii) understand how to improve the GEPs and their content.

In particular, the MLW will be organised during the four years of duration of the project activities in different Mediterranean countries bringing together a multi-stakeholder group of experts (e.g. researchers, policy makers, representatives of EU funded projects or other initiatives) involved in the Gender Equality Arena at national and European level for the development, implementation and sustainability of Gender Equality Plans.

### **2.3 Structure of the Deliverable**

Six sections constitute the structure of this deliverable. The Introduction section presents a brief overview of the current situation in the area of gender equality in the field of STEM while additionally emphasizes the objectives of the R&I PEERS project. Sections 3 and 4 shift the attention into the working methodology of the Mutual Learning Workshops, namely, the participatory methodology of the Structured Democratic Dialogue in which the philosophy and science behind the methodology are described, followed by a concise demonstration of its phases. Section 5, being the core section of this deliverable, is divided into two independent sub-sections, each describing the results of the workshops implemented in Rome and Ljubljana respectively. The results of the evaluation survey answered by the participants of the workshops are illustrated in Section 6 followed by the concluding remarks. Finally, the list of Actions produced during the workshops along with their clarifications are provided in Annex 1, while Annex 2 hosts the list of stakeholders who joined the workshops.

### **3 WORKSHOP METHODOLOGY: STRUCTURED DEMOCRATIC DIALOGUE (SDD)**

#### **3.1 SDD Philosophy**

The Mutual Learning Workshops (MLWs) were executed and facilitated based on the method of the Structured Democratic Dialogue<sup>9</sup> (SDD). SDD is a methodology that supports democratic and structured dialogue among a group of stakeholders in an efficient way to achieve consensus in a limited time frame. It is especially effective in harnessing collective intelligence and collective wisdom to solve complex problems. SDD enables the authentic engagement of individuals with diverse views, backgrounds and perspectives in developing a common framework of thinking based on consensus and shared understanding of the current and of a future ideal state of affairs.

#### **3.2 Avoiding negative dialogic phenomena: “Group Think” and “Erroneous Priorities Effect”**

In meetings where no measures are taken to protect the authenticity of all opinions, there is risk that some participants will support views that represent the majority of the group because they do not want to “go against the group”. This results in participants reaching an apparent agreement, which only represents the “most powerful opinion”. This phenomenon is known as “Group Think”. The SDD method prevents this phenomenon by using the Nominal Group Technique, which requires equal time and equal importance to each idea/opinion protecting the authenticity of every idea, thus ensuring that the phenomenon “Group Think” does not appear.

By definition, a complex problem cannot be solved by solving all individual sub-problems, but it requires exploration and detection of relations between the sub-problems. It is proven that if different stakeholders discuss and propose actions to solve a complex problem, but then choose those actions that the majority sees as important, they are likely to decide to invest in solving sub-problems, which at first seem important (in the eyes of the majority) but they might not be in reality. However, if the same stakeholders were prompted to explore the influence of an action to solve a sub-problem over another action, they would choose different actions. This phenomenon is known as “Erroneous Priorities Effect”.

#### **3.3 SDD added value**

The SDD<sup>10</sup> method utilises a so-called Interpretive Structural Modelling (which is incorporated in the Cogniscope™ system) to ensure that the prioritisation of ideas based on the influence they

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<sup>9</sup> SDD was developed in the 1970s with the initiators Alekos Christakis (Christakis, 1973), John Warfield (Warfield, 1982) and Hasan Özbekhan.

<sup>10</sup> SDD is based scientifically on 7 laws of science of complex systems (complex systems) and government (cybernetics) and it has been scientifically documented worldwide in hundreds of cases over the last 30 years. More information on the methodology of the Structured Democratic Dialogue exist in books (Christakis & Bausch, 2006; Flanagan & Christakis, 2009), websites (Wiki, 2010), simple introduction to the theory (Laouris, 2012), or earlier

have on each other, to avoid the “Erroneous Priority Effect” with the use of mathematical algorithms to aid the process and save time.

The Structured Democratic Dialogue method is considered particularly effective in resolving multiple conflicts, interests and values and to bring the participants closer to agree on a common understanding and strategy for resolving the issue. The implementation of SDD is performed in well-defined consecutive phases and ten steps, where a deeper understanding of the topic is gradually achieved and solutions in the form of actions can be identified and agreed. SDD facilitates the creation of a common understanding of the different dimensions of the topic. Importantly, priority is given to some ideas over others depending on their influence over each other.

In summary, the SDD method allows a complex topic to be reorganised and rewritten, so that it is possible to intervene and change the situation. Figure 1 below illustrates this by showing how each of the six consecutive phases the workshop is divided into work. Each phase is also briefly described in section § 4 below.

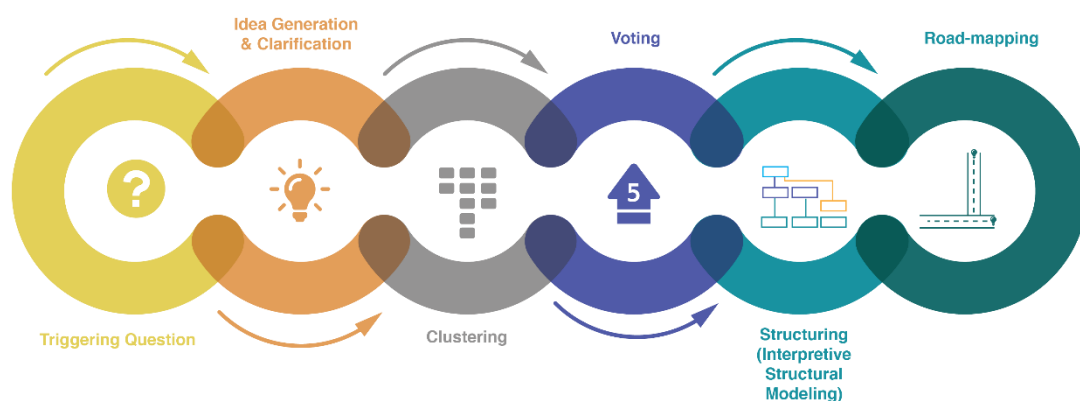


Figure 1 SDD phases

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related applications (Laouris, Dye, Michaelides & Christakis, 2014; Laouris, Michaelides & Sapio, 2007; Laouris & Christakis, 2007).

## **4 STRUCTURE (PHASES) OF THE SDD WORKSHOP**

### **4.1 Before the workshop**

#### **4.1.1 Preparing the discussion (Phase 1) with steps 1 and 2**

The complex problem/topic is described and framed and a Triggering Question (TQ) is defined.

### **4.2 During the workshop**

#### **4.2.1 Creation and clarification of ideas based on TQ (Phase 2) with steps 3 and 4**

All participants are asked to provide possible ideas to the Triggering Question. One by one, the participants state their ideas and are simultaneously recorded in Cogniscope™ software. Once all ideas are defined, printed and displayed on the screen and on the boards in the room, the workshop passes to the Clarification phase where one by one, the participants proceed with the explanation of their ideas. The explanations must be specific and understandable to all and are audiotaped. The rest of participants may seek clarification, but they are prohibited from criticising the idea. The premise of the clarification step is to allow participants to gain the same understanding and interpretation of the ideas based on the meaning attributed to the idea by its own author.

#### **4.2.2 Clustering of ideas (Phase 3) with steps 5 and 6**

All ideas are grouped into categories or clusters based on similarities and common characteristics. The method requires that the clustering takes place while the participants are asked whether two random ideas have enough common features to justify placing them in the same cluster (without this cluster yet existing!). This bottom-up process results in evolutionary clusters and participants benefit from an in-depth discussion around the meaning and importance of each idea, enabling the creation of wider consensus regarding the hot topic discussed. Through this process, participants develop a common vocabulary and a common understanding about the various aspects of the topic under discussion (defined by the triggering question). Broad consensus is achieved through discussion of possible different perceptions in relation to the meaning and importance of each idea. The clustering is registered with the Cogniscope™ software tool. The clusters and their ideas are printed and displayed on the wall, so that all participants can see them.

#### **4.2.3 Prioritisation of ideas (Phase 4) with step 7**

All participants have five votes and are asked to choose the ideas they believe can help to solve the TQ and are the most important for them. Only ideas that receive at least two votes move to the next and most important phase.

#### **4.2.4 Mapping of ideas (Phase 5) with steps 8 and 9**

This phase collects the ideas that have received at least two votes and the participants collectively are asked to investigate how one idea can affect significantly another idea. The question asked is “If we implement action A, will it help us significantly to implement action B?” If the answer is ‘yes’ with a 75% majority, the impact is recorded and added to the roadmap of ideas. When the facilitator asks the participants to vote and the vote is about 50% Yes and 50% No, then the significance is discussed in-depth and the participants are asked to revote. As the exercise progresses a Roadmap is built, shown and discussed. The ideas at the bottom of the Roadmap indicate the basic actions that must be implemented at the first place in order to enable the rest of the actions to be executed also. Therefore, the roadmap to be generated encourages participants to prioritise influential factors.

#### **4.2.5 Analysis of the roadmap (Phase 6) with step 10**

In this phase the roadmap which is a result of the previous phase is discussed in detail. It is important to note that only by executing the lowest levels, it can be ensured that the ideas of the higher levels will be consequently executed. Following the described steps, the roadmap becomes executable.

## 5 WORKSHOP RESULTS

In this section, the results of the two Mutual Learning Workshops will be presented independently in accordance with the phases of the Structured Democratic Dialogue methodology.

### 5.1 Towards the identification of best practices in the Gender Equality Arena within an organisation

The Mutual Learning Workshop “Towards the identification of best practices in the Gender Equality Arena within an organisation” was organised by the R&I PEERS partners Consiglio Nazionale delle Ricerche (CNR), Cyprus Neuroscience & Technology Institute (CNTI) and CIC nanoGUNE. The workshop was held on 7<sup>th</sup> November 2018 at the Consiglio Nazionale delle Ricerche (CNR) in Rome, Italy.

#### 5.1.1 Generation and Clarification of ideas based on TQ (Phase 2)

The workshop brought together 15 stakeholders from different educational and professional backgrounds, all knowledgeable about the current status of the gender equality field in Europe. In particular, the workshop was composed by 11 female and four male participants, seven of which are directly involved in the activities of the project R&I PEERS while the rest represented associations, universities and bodies from Italy with extensive expertise on gender equality issues.

During the first phase of the workshop, 29 practices were generated by the participants in the form of concise statements through the “idea generation phase” to respond to the TQ proposed “*What existing practices can be identified to facilitate the development and implementation of GEPs in academia and research organisations?*”

#### 5.1.2 Clustering the ideas (Phase 3)

The third main phase of the workshop was to categorise the proposed ideas in clusters according to similarities and common characteristics. To achieve this clustering, the participants discussed and compared the ideas in pairs to identify whether they share enough characteristics to be clustered into the same category. The participants mutually and collaboratively identified four clusters: Cluster 1: Data Collection; Cluster 2: GE Policy; Cluster 3: Networking & Communication; Cluster 4: Education & Motivation. A graphic with the clusters and the ideas forming part of each is provided below (Figure 2). These clusters represent the different angles the problem should be tackled from to ensure gender equality in R&I related organisations, from the view point of the participants.

Overall, “GE Policy” was the most populated cluster with 11 ideas, followed closely by “Networking & Communication” with 10 ideas. An equal number of ideas were categorised under the last two clusters. “Data Collection” and “Education & Motivation” received four ideas each.

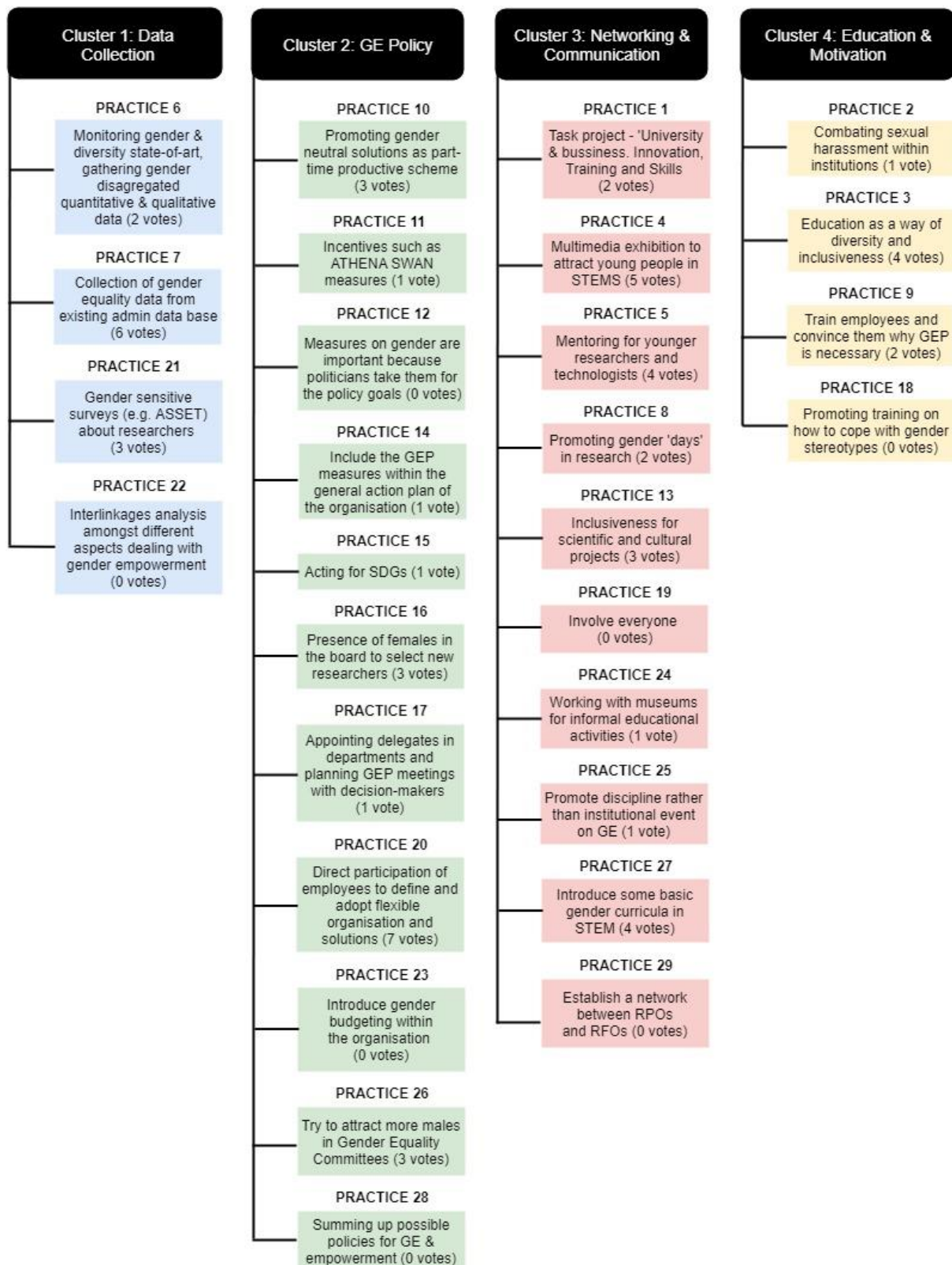


Figure 2 Clusters of Practices

### 5.1.3 Voting of ideas (Phase 4)

In the fourth phase and after the clustering, the participants were asked to read all the practices and vote. Each participant had only 5 votes that they could distribute the way they thought beneficial to answer the TQ. It should be observed that participants voted not necessarily on their own actions, but instead on actions that would help to resolve the TQ in the best way possible.

In total 22 practices (71%) received one or more votes and 15 practices (52%) received more than 2 votes. The degree of dispersion of the views of the participants' ideas is above the normal range which could possibly be explained by the relatively small number of ideas generated during the first phase of the workshop.

Only the practices that received at least two votes continued to the next phase which concerns the development of the Map of Influences or the roadmap. The voting results are listed in descending order based on the votes that each practice received (see Table 1 below):

#	Votes	Practice
20	7	Direct participation of employees to define and adopt flexible organisation and solutions
7	6	Collection of gender equality data from existing admin database
4	5	Multimedia exhibition to attract young people in STEMS
3	4	Education as a way of diversity and inclusiveness
5	4	Mentoring for younger researchers and technologists
27	4	Introduce some basic gender curricula in STEM
10	3	Promoting gender neutral solutions as part-time productive scheme
13	3	Inclusiveness for scientific and cultural projects
16	3	Presence of females in the board to select new researchers
21	3	Gender sensitive surveys (e.g. ASSET) about researchers
26	3	Try to attract more males in Gender Equality Committees
1	2	Task project - 'University & business. Innovation, Training and Skills
6	2	Monitoring gender & diversity state-of-art, gathering gender disaggregated quantitative & qualitative data
8	2	Promoting gender 'days' in research
9	2	Train employees and convince them why GEP is necessary
2	1	Combating sexual harassment within institutions



#	Votes	Practice
11	1	Incentives such as ATHENA SWAN measures
14	1	Include the GEP measures within the general action plan of the organisation
15	1	Acting for SDGs
17	1	Appointing delegates in departments and planning GEP meetings with decision-makers
24	1	Working with museums for informal educational activities
25	1	Promote discipline rather than institutional event on GE

Table 1 Voting Phase

#### 5.1.4 Synthetic Analysis of the Clusters based on total votes received

##### 5.1.4.1 *Networking and Communication are considered pivotal*

Cluster 3 entitled “Networking and Communication” is considered the most important in terms of the number of votes received. 22 votes were distributed across the practices categorised under this cluster with an average of 2.2 votes/practice. Four out of 22 actions from the Networking and Communication Cluster have been included in the Influence Action-Map. The practices emphasised steps to be taken to engage and promote gender equality, mainly through networks and events.

Practice 4 “Multimedia exhibition to attract young people in STEMS” received five votes, the highest number of votes in this cluster. This idea stresses the importance of engaging young people to effect real gender equality within the science fields. Practice 5: Mentoring for younger researchers and technologists and Practice 27: Introduce some basic gender curricula in STEM both received four points and again, mainly focused on the need to educate the youth about the importance of gender equality in science. Practices 13 and 8 received three and two votes respectively, while Practices 24 and 25 each received one vote.

##### 5.1.4.2 *Gender Equality policies are critical*

Cluster 2 “Gender Equality Policy” received a total of 20 votes positioning itself as the second most important cluster of the workshop with 1.8 vote/practice. Specific, measurable and realistic practices were generated which aimed to advocate for practical and tangible steps towards Gender Equality. Interestingly, the Practice with the highest number of votes of the whole workshop falls into this cluster, namely, Practice 20: Direct participation of employees to define and adopt flexible organisation and solutions which received seven votes. As aptly clarified during the workshop, involving employees to define solutions related to their work conditions is important

in the sense that the developed solutions succeed in becoming sustainable and improving the current situation of the organisation, as for example, in terms of changing the time-schemes of the organisation. Therefore, employees should also be invited by the management in sincere discussions to discuss the current situation at work and propose solutions which will allow them to optimally balance working time and family time. Practice 10: Promoting gender neutral solutions as part-time productive scheme, Practice 16: Presence of females in the board to select new researchers and Practice 26: Try to attract more males in Gender Equality Committees received three votes each. Practices 11, 14, 15 and 17 received one vote each and all promoted the implementation of measurable actions to implement gender equality.

#### *5.1.4.3 Data collection is needed*

Cluster 1 related to “Collecting Data” received 11 votes, which were distributed across its four practices, that is, an average of 2.75 vote/practice. This cluster expresses the importance of scientific as well as administrative data collection and analysis to better understand underlying issues. For example, Practice 7: Collection of gender equality data from existing admin database received six votes, the most votes in this clusters and the second highest in the whole workshop. Practice 21: Gender sensitive surveys (e.g. ASSET) about researchers (three votes) highlights the need for gender sensitive surveys which could show in a more quality the often-invisible differences between positions in which male and female researchers find themselves. The other two ideas in this cluster are Practice 6: Monitoring gender & diversity state-of-art, gathering gender disaggregated quantitative & qualitative data (two votes) and Practice 22: Interlinkages analysis amongst different aspects of dealing with gender empowerment (0 votes).

#### *5.1.4.4 Increasing Education and Motivation*

Finally, Cluster 4: Education and Motivation was the least popular cluster, with a total of seven votes for an average of 1.75 vote/practice. This cluster focuses on the need for training on tolerance and acceptance. The idea with the most votes in this cluster exemplifies this, Practice 3: Education as a way of diversity and inclusiveness (four votes). Practice 9: Train employees and convince them why gender equality policies is necessary and Practice 2: Combating sexual harassment within institutions received two and one votes respectively. These ideas reinforce the need for education on the topic of gender equality.

### 5.1.5 Tree of Influences

As presented in Figure 3, the Influence Map incorporates six different levels. The most influential practices are considered the root practices, which are the *drivers*, and similarly those, which must be implemented first to stimulate and facilitate the implementation of the subsequent practices considering that the latter rely on the former. These root practices are located at the lower levels of the roadmap and in particular at the Levels V and VI as they have the greatest influence among all other practices. Similarly, the practices identified on the upper levels of the Map are the least influential.

The influence of one practice over the other is completely irrelevant to the importance of the two practices emerging from the voting phase that preceded. In this vein, any practice which has received more than two votes during the voting phase and thus it has moved to the Mapping phase can be considered a root practice regardless of the number of votes it received. Therefore, a practice with low popularity can be a root practice while a practice with high popularity can appear at the upper levels of the map. For instance, consider Practice 6: Monitoring gender & diversity state-of-art, gathering gender disaggregated quantitative & qualitative data and Practice 20: Direct participation of employees to define and adopt flexible organisation and solutions. Even though the former was voted only twice by the participants, it turned to be one of the most influential practices in contrast to the latter, which, despite being the most voted practice of the workshop, its relationship of influence towards other practices is limited and for this reason it has been located at Level II. This example designates the significance of the Mapping phase in the implementation of the practices, which, as explained in detail, purely focuses on relationships of influence between the practices rather than their degree of importance. To this respect, if the implementation of the Map had taken as a starting point the Practice 20, which was the most popular one, the likelihood that the Map would successfully and adequately be executed is considerably low as this specific practice can only influence one out of the thirteen practices of the Map.

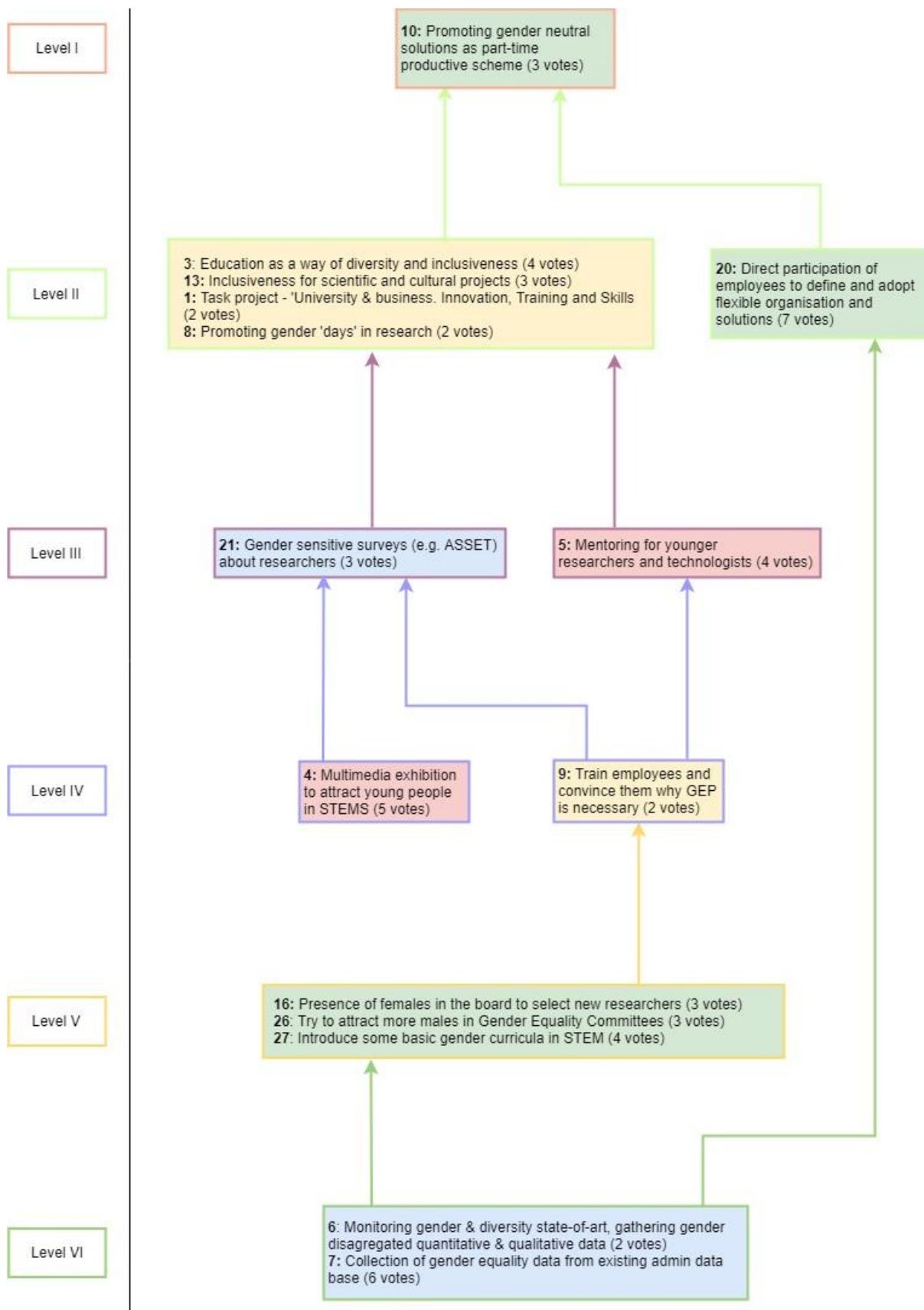


Figure 3 Tree of Influence

Drawing from the above given analysis, the implementation of Practice 6: Monitoring gender & diversity state-of-art, gathering gender disaggregated quantitative & qualitative data (two votes) and Practice 7: Collection of gender equality data from existing admin data base (six votes), which are located at the base of the map, would significantly influence or ease the implementation of Practice 16: Presence of females in the board to select new researchers (three votes), for instance, which is identified on Level V and so on. Therefore, in order to facilitate the development and implementation of Gender Equality Plans (GEPs) in academia and research organisations, it is paramount that the following practices derived exclusively from the root levels V and VI and shown as [Practice (P), Votes (V), Cluster (C), Level (L)] are implemented firstly:

- Level VI: Monitoring gender & diversity state-of-art, gathering gender disaggregated quantitative & qualitative data (P6, V2, C1, L6)
- Level VI: Collection of gender equality data from existing admin database (P7, V6, C1, L6)
- Level V: Presence of females in the board to select new researchers (P16, V3, C2, L5)
- Level V: Try to attract more males in Gender Equality Committees (P26, V3, C2, L5)
- Level V: Introduce some basic gender curricula in STEM (P27, V4, C3, L5)

It is important to observe that Practice 6: Monitoring gender & diversity state-of-art, gathering gender disaggregated quantitative & qualitative data (P6, V2, C1, L6) shares the same box with Practice 7: Collection of gender equality data from existing admin database (P7, V6, C1, L6), both found on Level VI, unlike Practice 20: Direct participation of employees to define and adopt flexible organisation and solutions (P20, V7, C2, L2) which has a box on its own. This means that the practices 6 and 7 are equally influencing each other and that these practices are also influencing the actions positioned at the higher levels of the roadmap. In particular, the participants agreed that the implementation of Practice 6 could significantly influence the implementation of Practice 7 and that the implementation of Practice 7 could significantly influence the implementation of Practice 6. However, the participants answered that the implementation of Practice 20 could not significantly influence the implementation of Practice 6 and that explains why Practice 20 is not together with Practices 6 and 7. A similar case is evident on Level V where all practices located there, namely, Practice 16: Presence of females in the board to select new researchers (P16, V3, C2, L5); Practice 26: Try to attract more males in Gender Equality Committees (P26, V3, C2, L5) and Practice 27: Introduce some basic gender curricula in STEM (P27, V4, C3, L5) share the same box.

Level IV comprises of two practices, which are, Practice 9: Train employees and convince them why GEP is necessary (P9, V2, C4, L4) and Practice 4: Multimedia exhibition for young people in STEMS (P4, V5, C3, L4). As demonstrated by analysing the Map, the implementation of Practice 9 lies on the implementation of Level V while no one of the mapped practices can significantly influence the implementation of Practice 4. Practices 9 and 4 influence Practice 21: Gender sensitive surveys (e.g. ASSET) about researchers (P21, V3, C1, L3) and Practice 9 significantly contributes to the realization of Practice 5: Mentoring for younger researchers and technologists (P5, V4, C3, L3), both located on Level III of the Map. Level II is the most populated level of the Map with five practices identified there, four of which can mutually influence each other possibly as a result that 75% of them have been categorized under the same cluster, that is, Cluster 3: Networking & Communication. These are Practice 3: Education as a way of diversity

and inclusiveness (P3, V4, C4, L2); Practice 13: Inclusiveness for scientific and cultural projects (P13, V3, C3, L2); Practice 1: Task project - ‘University & business. Innovation, Training & Skills (P1, V2, C3, L2) and Practice 8: Promoting gender ‘days’ in research (P8, V2, C3, L2) the implementation of which significantly depends on the implementation of the two practices positioned on Level III. Practice 20: Direct participation of employees to define and adopt flexible organisation and solutions (P20, V7, C2, L2) is additionally located on the level. Finally, Level 1 is comprised by only one practice, that is, Practice 10: Promoting gender neutral solutions as part-time productive scheme (P10, V3, C2, L1) which is influenced by the five practices on Level II.

## **5.2 Towards the identification of measures and actions for successful Gender Equality Plans implementation within Research Performing Organisations (RPO)**

The Mutual Learning workshop “Towards the identification of measures and actions for successful Gender Equality Plan implementation within Research Performing Organisations (RPO)” was jointly organised by the Znanstvenoraziskovalni Center Slovenske Akademije Znanosti in Umetnosti (ZRC SAZU) and the Cyprus Neuroscience & Technology Institute (CNTI), in Ljubljana, Slovenia on 14 October 2019.

### **5.2.1 Generation and Clarification of ideas based on TQ (Phase 2)**

The workshop brought together 11 stakeholders divided into two major categories, namely (a) researchers and scientists in gender equality and (b) administrative staff. In particular, the team was composed by nine female and two male participants, eight of which fell under the category of researcher and scientist and three under the category of administrative staff.

During the first phase of the workshop, 54 actions were generated by the participants in the form of concise statements through the “idea generation phase” to respond to the TQ *“What measures/actions (administrative, organizational culture-related, financial, legal...) should be taken to make Gender Equality Plan implementation beneficial for all employees in research organizations?”*

### **5.2.2 Clustering the ideas (Phase 3)**

The third main phase of the workshop was to categorize the proposed ideas in clusters according to similarities and common characteristics. To achieve this clustering, the participants discussed and compared the ideas in pairs to identify whether they share enough characteristics to be clustered into the same category. The participants identified seven clusters: Cluster 1: Gender-sensitive content; Cluster 2: Awareness raising; Cluster 3: Data gathering; Cluster 4: General administrative measures; Cluster 5: Human resources management; Cluster 6: “Soft” skills and Cluster 7: Structural changes. A graphic with the clusters and the ideas forming part of each is provided below (Figure 4-5).

Overall, “Structural changes” was the most populated cluster with 13 actions, followed closely by “General administrative measures” with 11 actions. Nine actions were clustered under “Human resources management” while six actions were categorised under ““Soft’ skills”. Finally, two

Clusters, “Awareness raising” and “Data gathering” received the same number of actions – five actions each – and four actions were distributed under “Gender-sensitive content,” making it the least populated cluster of the workshop.

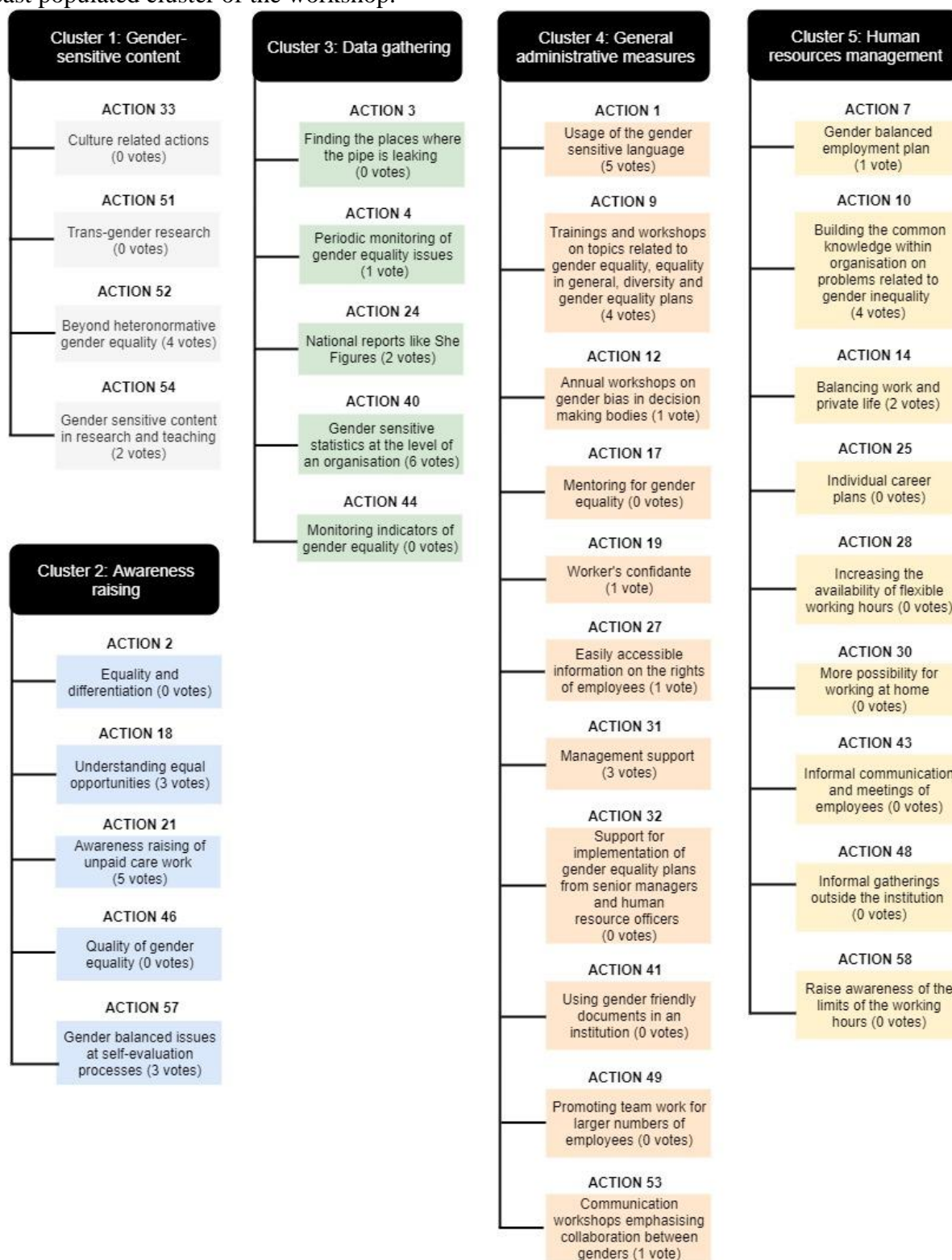


Figure 4 Clusters of Actions

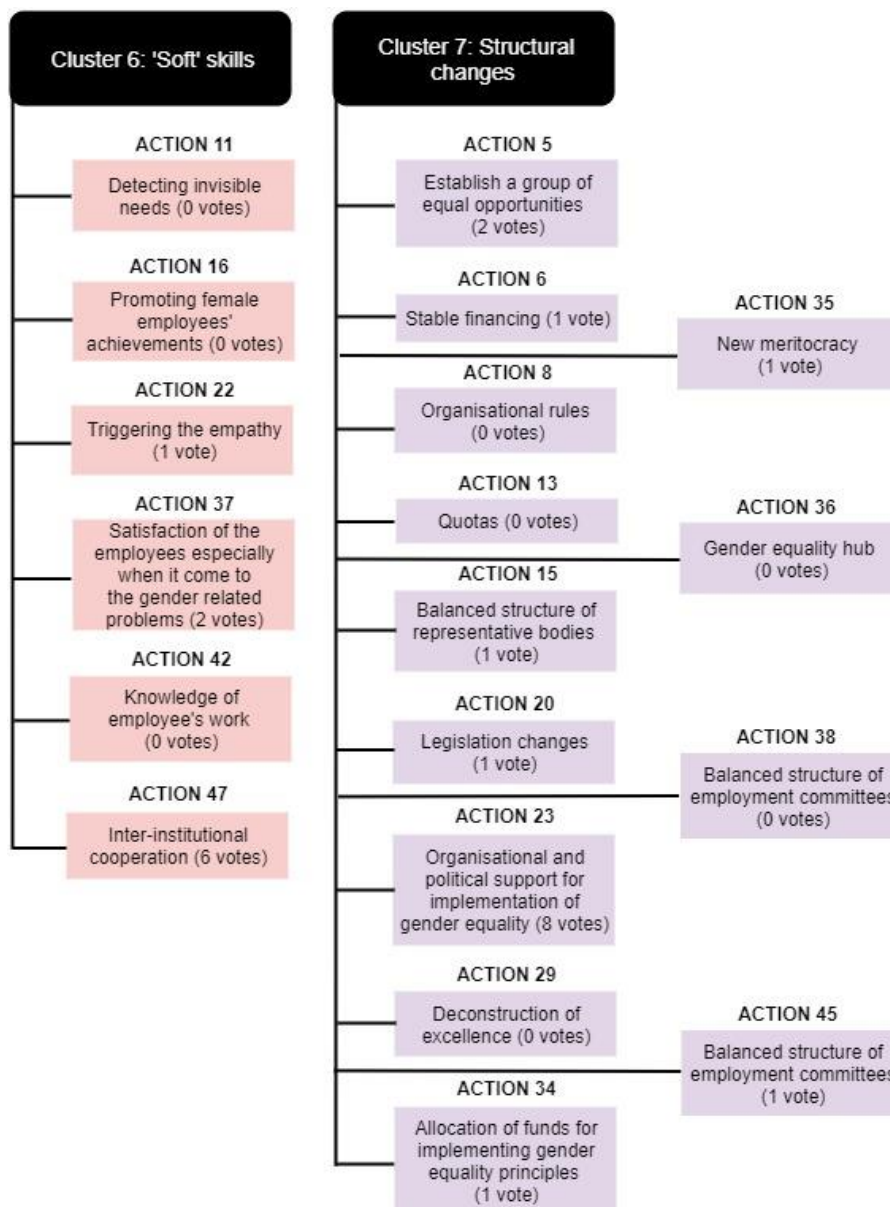


Figure 5 Clusters of Actions

### 5.2.3 Voting of ideas (Phase 4)

In the fourth phase and after the clustering, the participants received instructions to individually vote for their five most important ideas which could better address the needs of the TQ. As already shown in the analysis of the results from the workshop implemented in Rome, the participants did not necessarily vote on their own actions, but instead on actions that would help to resolve the TQ in the best way possible.

In total 28 actions (52%) received one or more votes and 15 actions (28%) received more than two votes. As indicated in the table given below, Action 23: Organisational and political support for implementation of gender equality was the most important idea of the workshop receiving a total of eight votes followed with six votes by Action 40: Gender sensitive statistics at the level



of an organisation and Action 47: Inter-institutional cooperation. The degree of dispersion of the views of the participants' ideas is at a normal range which signifies the convergence of their views during the lengthy discussions that took place in the workshop.

Only the practices that received at least two votes continued to the next phase which concerns the development of the Map of Influences or the roadmap. The voting results are listed in descending order based on the votes that each practice received (see Table 3 below):

#	Votes	Practice
23	8	Organisational and political support for implementation of gender equality
40	6	Gender sensitive statistics at the level of an organisation
47	6	Inter-institutional cooperation
1	5	Usage of the gender sensitive language
21	5	Awareness raising
9	4	Trainings and workshops on topics related to gender equality, equality in general, diversity and gender equality plans
10	4	Building the common knowledge within organisation when it comes to problems related to gender inequality
52	4	Beyond heteronormative gender equality
18	3	Understanding equal opportunities
31	3	Management support
57	3	Gender balanced issues at self-evaluation processes
14	2	Balancing work and private life
24	2	National reports like She Figures
37	2	Satisfaction of the employees especially on the gender related problems
54	2	Gender sensitive content in research and teaching
4	1	Periodic monitoring of gender equality issues
6	1	Stable financing
7	1	Gender balanced employment plan
12	1	Annual workshops on gender bias in decision making bodies

#	Votes	Practice
15	1	Balanced structure of representative bodies
19	1	Worker's confidante
20	1	Legislation changes
22	1	Triggering the empathy
27	1	Easily accessible information on the rights of employees
34	1	Allocation of funds for implementing gender equality principles
35	1	New meritocracy
45	1	Regular education at the university level
53	1	Communication workshops emphasising collaboration between genders

Table 2 Voting Phase

## 5.2.4 Synthetic Analysis of the Clusters based on total votes received

### 5.2.4.1 General administrative measures & Structural changes

Cluster 4 entitled “General administrative measures” and Cluster 7 on “Structural changes” are considered the most important clusters in terms of the number of votes each received. In particular, each cluster received a total of 16 votes with an average of 1.45 and 1.23 votes/practice for Cluster 4 and 7 respectively. Three of the actions categorized under Cluster 4 and two under Cluster 7 were additionally included in the Influence Map.

On the one hand, the actions being put together under Cluster 4 relate to measures which could be initiated from an administrative angle in order to make GEP implementation more beneficial for all employees, both administrative staff and researchers. Action 1: Usage of the gender sensitive language was the most important idea in this cluster with five votes. This idea focuses on the necessity of using gender-sensitive language in oral and written texts considering that the masculine form is used as the predominant gender form in Slovenian language. The second most important idea of this cluster with four votes is Action 9: Trainings and workshops on topics related to gender equality, equality in general, diversity and gender equality plans; the author of the idea claims that by raising awareness among employees about gender equality in general, more employees will support the implementation of the GEP and this will evidently result to the success of the actions proposed. Finally, Action 31: Management support received three votes positioning itself at the third place of the most important ideas of this cluster. As clarified by its author, the successful implementation of gender equality actions can be facilitated if there is support at a higher management level.

On the other hand, specific ideas related to changes which should be initiated at different structural levels to facilitate the smooth implementation of GEPs were categorised under Cluster 7. Action 23: Organisational and political support for implementation of gender equality, which was the most voted idea of the whole workshop with a total of eight votes, stresses the importance of the field of policy in introducing top-down obligatory action plans. The second most important idea of this cluster with two votes was Action 5: Establish a group of equal opportunities which will be responsible for screening the contracts and policies of the institution in terms of the use of gender-sensitive language and proposing modifications for the misuse of language.

#### 5.2.4.2 *Awareness raising*

Despite being one of the least populated clusters with only five actions distributed under it, Cluster 2 on “Awareness raising” received a total of 11 votes and thus becoming the third most important cluster in terms of votes received. The ideas categorised under this cluster relate to actions to be taken in order to raise awareness among employees regarding different and various aspects of gender equality, from having an understanding among themselves on how administrative and research staff perform on their daily tasks to unpaid care work. In particular, Action 21: Awareness raising of unpaid care work, which scored five votes, emphasizes on raising awareness of unpaid care work within academia and institutions while two ideas, namely Action 18: Understanding equal opportunities and Action 57: Gender balanced issues at self-evaluation processes, both receiving three votes each, illustrate the importance of creating equal opportunities for personal development for both scientific and administrative staff and introducing gender balanced issues at self-evaluation processes for all employees respectively.

#### 5.2.4.3 *Data gathering & “Soft” skills*

Cluster 3 on “Data gathering” and Cluster 6 on “Soft” skills received an equal number of votes, a total of nine votes each. In particular, Cluster 3 brings together ideas concerning the collection and exploitation of gender related data at a national as well as organizational level. To this respect, Action 40: Gender sensitive statistics at the level of an organisation, which was the second most voted idea of the workshop with six votes, reveals the lack of data regarding the gender of people working for short time at organisations. On the same page, Action 24: National reports like She Figures, the second most voted idea of this cluster, emphasises the necessity of developing and publishing national and institutional statistical reports with exclusive focus on gender aspects.

Specific, measurable and realistic actions that aim at facilitating the acquisition of soft skills among the employees in order to better implement GEP actions have been put under Cluster 6. In this vein, Action 47 entitled “Inter-institutional cooperation”, which shares the second place of the most voted idea of the workshop with six votes, highlights the importance of establishing networks of gender equality experts as a mechanism for the research community to exploit and further use the knowledge already generated in the context of projects and initiatives. Action 37: Satisfaction of the employees especially when it comes to the gender related problems, receiving two votes, proposes the introduction of a satisfaction survey within the institution which will aim at grasping the views of the employees with regards to the implementation of gender equality-related policies; as elaborated by its author, the execution of this action can be facilitated by the establishment of gender balance in groups and decision-making bodies.

#### 5.2.4.4 *Human resources management & Gender-sensitive content*

Cluster 5 on “Human resources management” and Cluster 1 on “Gender-sensitive content” are the least voted clusters with seven and six votes respectively. Cluster 5 is characterised by actions which address gender equality issues from a human resources management, as for example Action 10 and Action 14. As explained by its author, Action 10: Building the common knowledge within organisation on problems related to gender inequality urges the necessity for an institution of acknowledging, understanding and raising awareness about the problems around gender inequality before attempting to draft any strategies to tackle the problems. Finally, Action 14: Balancing work and private life describes a practice established by one institution regarding the development of an internal website which informs the employees about their rights on private life allowing them to make full use of their rights while exercising their professional career tasks.

#### 5.2.5 **Tree of Influences**

As presented in Figure 6, the Influence Map incorporates five different levels. The most influential actions are considered the root actions, which are the *drivers*, and at the same time those, which must be executed at the first place in order to ease the implementation of the subsequent actions considering that the latter rely on the former. The root actions are found at the lower levels of the tree of influence and in particular at the Levels IV and V as they have the greatest influence among all other actions. Similarly, the actions identified on the upper levels of the Map are the least influential.

The influence of one action over the other is not relevant to the importance of the two actions as identified by the number of votes each action received during the voting phase. To this respect, any action which has received more than two votes can be considered a root action irrespective to the total votes it received. In other words, an action with low popularity can be a root action while an action with high popularity can be less influential. For instance, consider Action 1 on “Usage of the gender sensitive language” and Action 31 on “Management support”. Even though Action 1 has received five votes and was one of the most voted ideas of the workshop, it appears on level I of the map as demonstrated below. On the contrary, Action 31, receiving only three votes, has turned out to be one of the most influential ideas of the workshop being located at the lowest level on the map. This example designates the significance of the Mapping phase in the implementation of the actions, which, as explained in detail, purely focuses on relationships of influence between the actions rather than their degree of importance. However, it is not unlikely that the most voted idea can simultaneously become the most influential idea as is the case of Action 23: Organisational and political support for implementation of gender equality as demonstrated on Figure 6.

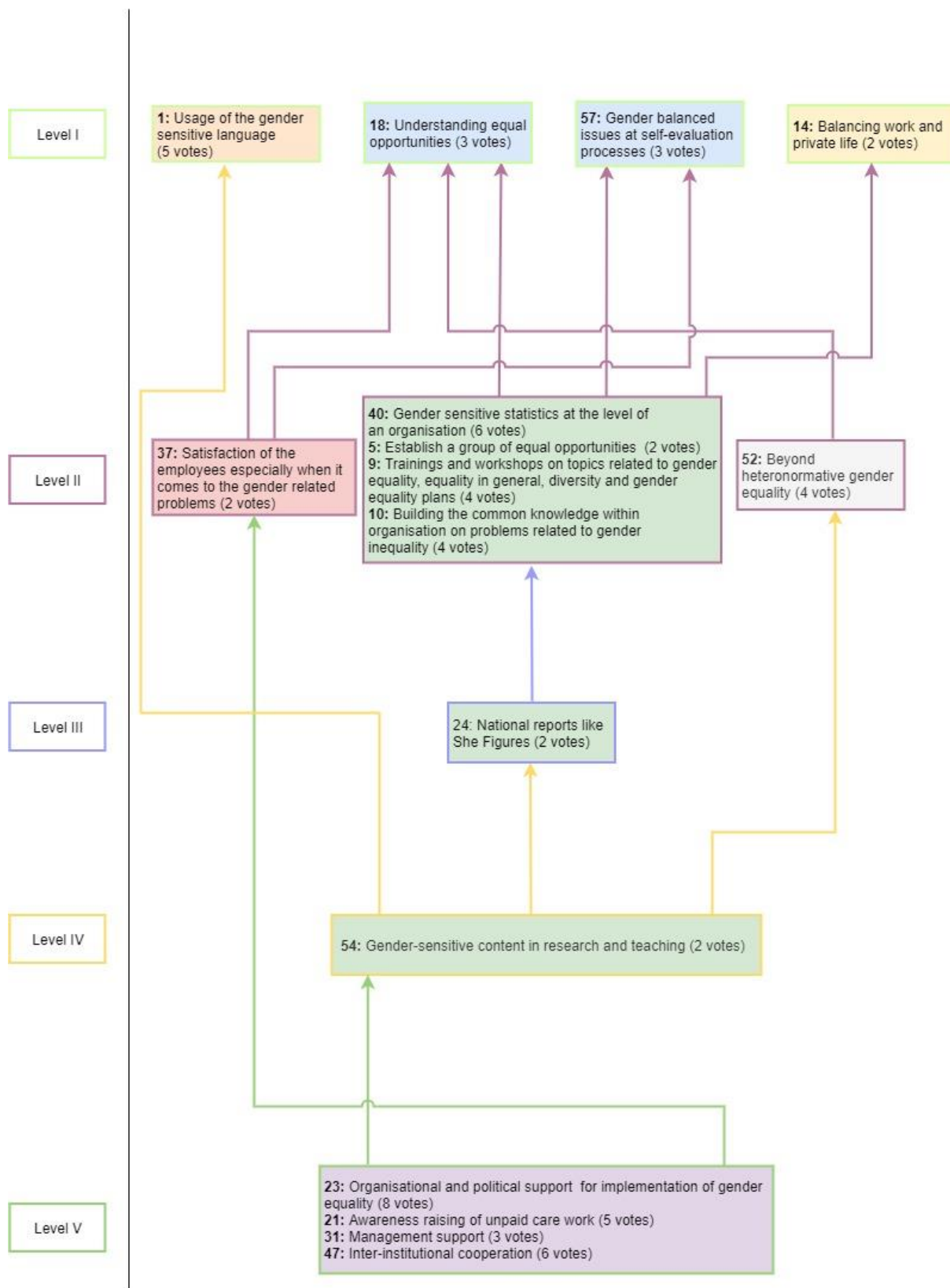


Figure 6 Tree of Influence

Drawing from the above given analysis, in order to facilitate the implementation of Gender Equality Plans (GEPs) in Research Performing Organisations (RPOs), the participants of the workshop have collectively generated and agreed that the following actions derived from the root levels IV and V and presented as [Action (A), Votes (V), Cluster (C), Level (L)] are executed first easing and facilitating the implementation of the subsequent actions on Levels III, II and I.

- Level V: Organisational and political support for implementation of gender equality (A23, V8, C7, L5)
- Level V: Awareness raising (A21, V5, C2, L5)
- Level V: Management support (A31, V3, C4, L5)
- Level V: Inter-institutional cooperation (A47, V6, C6, L5)
- Level IV: Gender sensitive content in research and teaching (A54, V2, C1, L4)

It is important to observe that the actions of Level V are all sharing the same box (i.e. Action 23, Action 21, Action 31, Action 47) unlike Action 54: Gender sensitive content in research and teaching (A54, V2, C1, L4) which stands on its own. The reason behind some actions sharing the same box is due to the fact that these actions are equally influencing each other and at the same time they are equally influencing the actions positioned at the higher levels of the map. As discussed during the Mapping phase of the workshop, the vast majority of the participants agreed that the implementation of Action 31: Management support (A31, V3, C4, L5) will facilitate significantly the implementation of Action 47: Gender sensitive content in research and teaching (A47, V6, C6, L5) and similarly, that the implementation of Action 47 will help significantly the implementation of Action 31. These ideas will also facilitate the implementation of Action 54: Gender sensitive content in research and teaching (A54, V2, C1, L4) which is positioned just one level higher. However, when the participants were posed the question whether the implementation of Action 54 will help significantly the implementation of Action 31, the participants gave a negative answer explaining why Action 54 is not sharing the box with the actions of Level V.

Level III comprises of only one action, namely, Action 24: National reports on She Figures (A24, V2, C3, L3). As illustrated on the map, the implementation of this particular action lies on the execution of Action 54: Gender sensitive content in research and teaching (A54, V2, C1, L4) which in turn lies on the implementation of the actions located at Level V of the map. Therefore, in order to make significant and successful steps in the implementation of Action 24, it is mandatory that the implementers make some significant progress in the implementation of the Actions of Levels V and IV. Level II is the most populated level of the map with six actions located there. As demonstrated, four of the actions of this level are influencing each other and in particular: Action 40: Gender sensitive statistics at the level of an organisation (A40, V6, C3, L2); Action 5: Establish a group of equal opportunities (A5, V2, C7, L2); Action 9: Trainings and workshops on topics related to gender equality, equality in general, diversity and gender equality plans (A9, V4, C4, L2); Action 10: Building the common knowledge within organisation on problems related to gender inequality (A10, V4, C5, L2).

Finally, Level I is comprised of a total of four actions all of which are not influencing each other. As indicated on the Map of Influences, the implementation of three of those actions, namely, Action 18: Understanding equal opportunities (A18, V3, C2, L1); Action 57: Gender balanced issues at self-evaluation processes (A57, V3, C2, L1); Action 14: Balancing work and private life

(A14, V2, C5, L1) relies significantly on the implementation of actions located on Level II. As a final remark, it is worth noticing that the implementation of Action 18 can be facilitated by the execution of all the ideas of Level II. Apparently, this remark signifies the importance of developing a Map of Influences which basically links the ideas in terms of their influence towards each other; in other words, if progress is made in the execution of all ideas of Level II, the implementation of the Action 18 is significantly secured. However, if the implementation of Action 18 had started without taking into consideration at first the implementation of the ideas on Level II, the likelihood of successfully, timely, cost efficiently and effectively implementing that idea would be low.

## 6 WORKSHOP ASSESSMENT BY PARTICIPANTS

In order to effectively assess the success of the first two Mutual Learning Workshops and improve and optimise the organisation and implementation of the workshops scheduled between 2020 and 2022, a Participant Questionnaire was developed and shared either electronically or on paper with the participants of the workshops. The questionnaire was divided into the following sections:

- (a) **Who are you:** the participants responded to a set of checkbox multiple choice questions about their professional orientation;
- (b) **The Workshop:** the aim was to evaluate the satisfaction of the participants with the overall organization and implementation of the workshop;
- (c) **Conclusions:** the participants were requested to reflect on their follow up actions drawing from the results of the workshop.

The questionnaire was shared with all the 26 participants and was returned by 16, which is 62% of the total number of stakeholders joining the two workshops in Rome and Ljubljana. The results of the questionnaire outcomes are presented in **Error! Reference source not found.-12**.

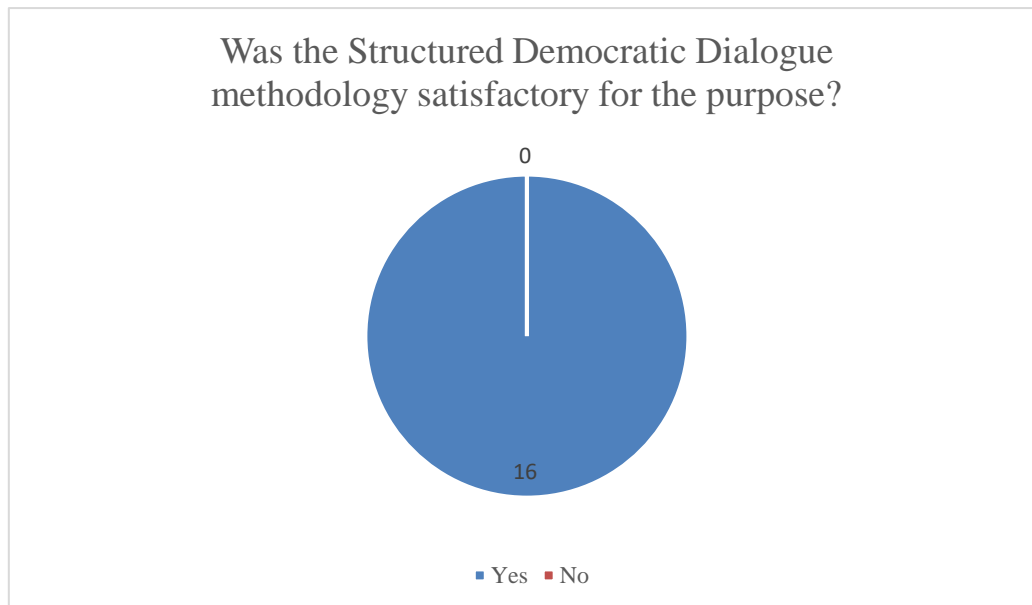


**Figure 7 Was sufficient information provided to you before the workshop?**

Drawing from the analysis of Figure 7, all the participants reported that they had been provided with sufficient information before the workshop. In this respect, the organisers of each workshop held responsibility for identifying potential stakeholders and invite them through sharing a brief and concise invitation document which was presenting the R&I PEERS project as well as explaining the goals and the methodology of the workshop and what they should do to be prepared before the workshop.



As already explained in this report, the workshops were facilitated using the participatory methodology of the Structured Democratic Dialogue (SDD). Considering that the vast majority of the participants had no prior experience with the methodology, it was deemed important to grasp their opinion regarding the implementation of the methodology and the clarity of the Triggering Question. As demonstrated in Figure 8 and 9 respectively, the participants all agreed that the methodology was satisfactory for the purpose of the workshop as well as that the Triggering Question was clear.



**Figure 8** Was the Structured Democratic Dialogue methodology satisfactory for the purpose?



**Figure 9** Was the Triggering Question clear?

Figure 10 below presents the answers to the question “Was the workshop successful in strengthening the link between you and other participants?” according to which 91% of the participants responded positively. This could possibly be explained by the fact that the workshops were structured in a way that multiple breaks were offered in between the main phases allowing the participants to interact and network exchanging views beyond the scope of the topics under discussion.

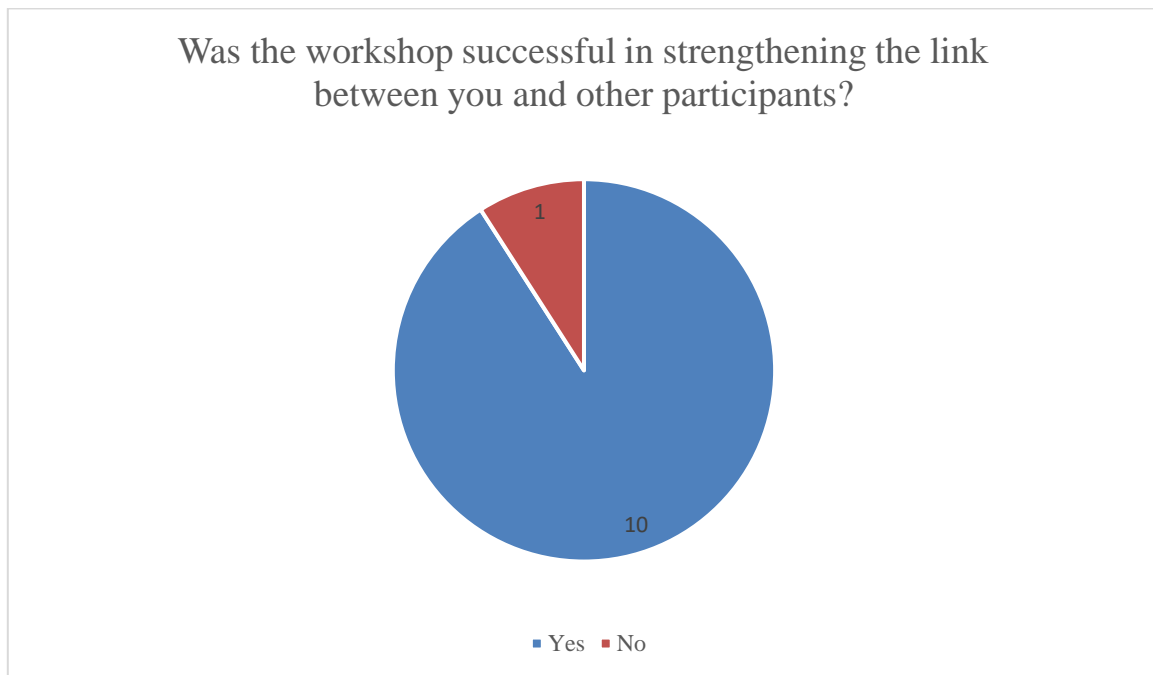


Figure 10 Was the workshop successful in strengthening the link between you and other participants?

In response to the question “How will you use the knowledge gained from the participation?”, some extracts of the answers provided by the participants are demonstrated below. As evident, their answers address at least the following aspects: (a) Applicability of the Structure Democratic Dialogue methodology; (b) Usability of actions for the preparation and refinement of GEP actions and policies at institutional level; (c) Organisation of workshops in gender equality.

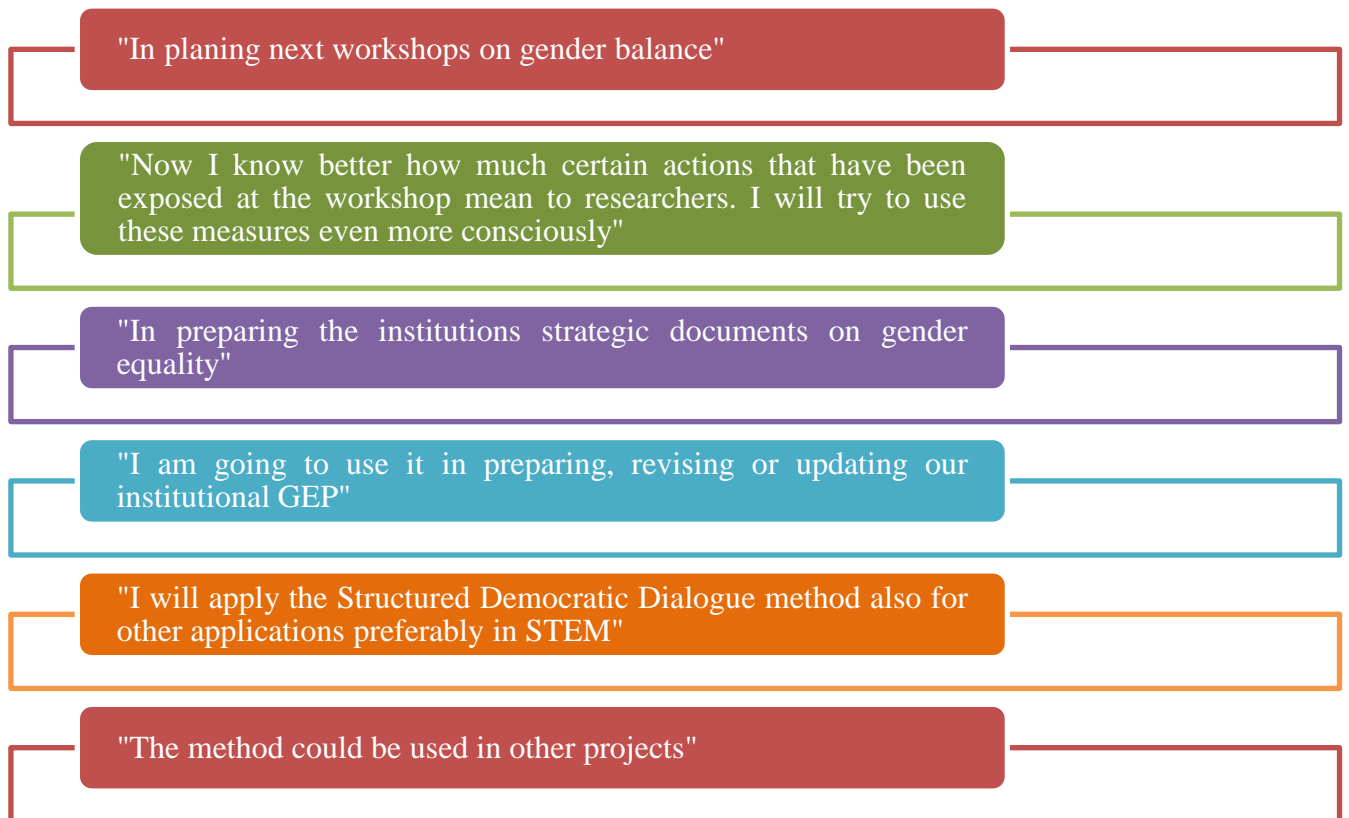


Figure 11 How will you use the knowledge gained from the participation?

Finally, the stakeholders were requested to reflect on whether they are interested to continue working on the discussed ideas and topics. As presented in Figure 12, 86% of the participants expressed their willingness to further work on the topics and actions generated and addressed during the workshops. This outcome comes with no surprise given the fact that the organizers had put considerable effort in identifying and selecting appropriate participants with personal and professional interest in the general field of gender equality and of Gender Equality Plans in particular.

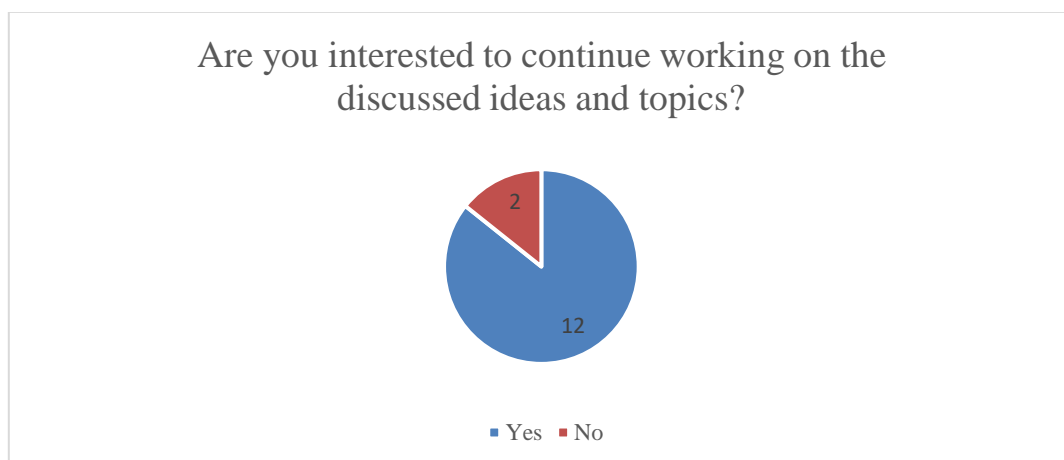


Figure 12 Are you interested to continue working on the discussed ideas and topics?

## CONCLUSIONS

The two Mutual Learning Workshops implemented between 2018 (Rome) and 2019 (Ljubljana) in the context of the R&I PEERS project under the broad topic of the development and implementation of Gender Equality Plans (GEPs) engaged a diverse group of stakeholders, including researchers, scientists, administrative employees, NGO and business representatives who collaboratively shared their experience on best practices, actions and measures which could be taken to facilitate the development and successful execution of GEPs across institutions.

As emerged from the analysis of the workshops' results, the successful development and implementation of GEPs predominantly calls for the following actions:

- Collection, update and use of administrative data facilitating the monitoring of the GEP implementation
- Introduction of basic gender curricula in STEM in academic institutions;
- Treating Gender Equality as an issue which concerns both women and men; this can be achieved by raising awareness among employees about the importance of the GEP and involving the top management in the whole cycle of the GEP development and implementation
- Political support on implementation of gender equality policies:
- Inter-institutional cooperation among stakeholders involved in GEPs

The results of the two workshops will become the benchmark for the refinement and update of the seven customised GEPs developed by the R&I PEERS piloting partners and will be further taken into account for defining the topics to be addressed in the two forthcoming Mutual Learning Workshops in 2020 and 2021.

## Annex 1 List of Actions / clarifications and votes

**Workshop:** Towards the identification of best practices in the Gender Equality Arena within an organisation

#	Practice	Votes
1	<b>Task project - 'University &amp; business. Innovation, Training and Skills</b> The aim of this project is to increase the level of innovation process through strengthening personal and professional skills in order to improve the competences and skills of both women and men.	2
2	<b>Combating sexual harassment within institutions</b> Sexual harassment is an existing problem. It depends on hierarchy and there is a lot of hierarchy within big institutions and research centers. To my opinion, it is a prerequisite to ensure a safe environment for women and men, mostly women because it has a gender aspect since men have the higher positions. I don't think that sexual harassment is of equal importance with other GEP measures, there I think we could have specific actions or structure to tackle this problem. This will help to create the appropriate environment for the implementation of the GEPs.	1
3	<b>Education as a way of diversity and inclusiveness</b> In order to change something in a different environment, either in private or public, you should somehow change the approach and the mentality. First of all, for us, gender is not only male or female and we should start from this point and then inclusiveness is a way to include everyone, as a diversity in its way which could be diversity in gender in this case. So, we start the process practically in the education entering the schools with a university professor and thus making this match between university and high schools and secondary schools because like I said, for us it is a way to enter the society.	4
4	<b>Multimedia exhibition to attract young people in STEMS</b> The practice is about a new multimedia exhibition promoting women in the research field. The goal is to attract young generation to show the benefits of the research field, to give them the opportunity to make a partnership with the academia, space agencies. The multimedia workshop came from the fact that this exhibition uses multimedia tools, like an app and a tablet, where you can interact with the photo, answer some space quizzes and other educational quizzes and thus it can be used by the schools to promote the research field.	5
5	<b>Mentoring for younger researchers and technologists</b> I will start with some numbers. On The National Institute for Nuclear Physics (INFN) which is an Institute dedicated to physics, the percentage of women between researchers and technologists is 20% which is a lower percentage from the graduated students at universities. For this reason, we started on May 2018 a mentoring project which aims at helping new fixed-term researchers to grow up with the help of more experienced researchers and find critical points which prevent them to grow up in their career in physics. Especially, we noticed that within the ages of 30 and 39, young female physicists' researchers at INFN are 14% which is a lower percentage than the average percentage of women researchers at INFN. The idea to have experienced female researchers and technologists to work with young researchers is for us tentative because it is our first attempt with this project but the goal is to raise awareness and to create the possibility to grow their career at INFN. There are 12 young researchers and the duration of the project is 1 year which starts with a general meeting following by face to face meetings. The mentor is more than a teacher. As you remember, Odyssey left	4

his son to Mentor to grow him up when he left for the Troy war. The mentor is a person who is more important than a simple teacher or an assistant and we try to create this awareness between young and senior researchers to increase the percentage of young female researchers at INFN.

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**6 Monitoring gender & diversity state-of-art, gathering gender disaggregated quantitative & qualitative data 2**

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The main aim of this best practice is the analysis of the data on the composition of teaching staff, administrative staff and students by gender at the Alma Mater Studiorum Università di Bologna (UNIBO) as a whole, as well as broken down by Departments and Schools. The Gender Report is the official document, published by UNIBO, that gathers all the data, indicating the situation of vertical and horizontal segregation and the ceiling glass effect. The data collection for the Gender Report allowed UNIBO assessing the institutional situation in terms of gender distribution, and monitoring whether and how it was urgent to develop specific measures. Thanks to the Gender Report the University's knowledge on the state-of-the-art on gender equality at all levels of the organization increased.

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**7 Collection of gender equality data from existing admin data base 6**

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Gender Equality Plans are based on evidence from the organizations and if you don't have data derived from surveys and interviews, you rely on administrative databases from where you can get lots of information about your employees: their entry level, responsibilities, outputs etc. But it's not easy to produce good quality of data out of these databases as it is often evident that these databases are fragmented in different departments (e.g. Human Resources, Publications' Resources) and thus the integration of these databases is very complicated. We tried at CNR to have a collaboration with a statistical office and we developed a framework but it is crucial to have a management, a clear indication on this because it needs to come from the high level. So, every framework, with the statistical office, produce every year a set of data out of this fragmentation of information inside the institution. The good thing about the administrative database is that you have the data but you need some knowledge to make some good data out of these databases. In this sense, the statistical officer is crucial but the office should receive a clear mission from the management along the lines "I want some relevant data every year for my GEP because I want to ground the measures I am proposing on some evidence". I am happy to do something about gender equality in my institution but when it comes to evidence you need some data and administrative databases are a powerful source of information. But then I believe we need some statistical competencies which are not evident in all institutions. As a good practice, I would suggest that European projects on gender equality stress these competencies and also that there should be some upgrades out of these databases every year because as you know, once the project is completed no one collects data. So you should establish some updates from these databases to have some evidence to ground the measures you are proposing.

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**8 Promoting gender 'days' in research 2**

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This is an initiative that came out from the H2020 project GENERA - Gender Equality Network in European Research Area which aimed at improving the presence of female researchers in physics. CNR as a partner of the project in strict collaboration with INFN proposed two editions of "Gender and Physics days" which helped us to raise awareness among different stakeholders starting from the young people as we involved schools, people from the higher level of management and also policy makers. Those days can be considered as a best practice because they produced such outcomes which could be taken into account as for example the need to have a clear understanding of different gender issues which arose during the parallel workshops of the days. In addition, the

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outcomes of those days include: strong reflection on concept related gender equality issues, a strong connection with policy makers.

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**9 Train employees and convince them why GEP is necessary 2**

As a man working in General Secretariat for Gender Equality, I believe we should create some fertile ground in order to have the implementation of a GEP which sounds very technical, sounds as if it is another project. I think we have to prepare people just to be ready why we need another project implemented in our organization. Firstly, we need to educate men and women on gender issues, we have to convince both men and women that promoting gender equality is not meritocratic which favors only a part of the working population, women for instance. We have to convince both men and women that equality still exists. It is a necessary start in order to have some outcomes. We don't have a project to accommodate this goal but rather we have educational activities from elementary schools to high schools about gender equality issues which can be used as a starting point.

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**10 Promoting gender neutral solutions as part-time productive scheme 3**

Practices adopted in Italian SMEs (10-250 employees), in manufacturing or service sector, will be presented. They can be easily transferred to other organizational contexts. The practices have the following distinctive traits:

- Solutions that integrate the needs of people (in terms of reconciling family and private life with professional life) with the company's production needs (workflows, delivery times, etc.)
- Designed by direct participation of workers in the organization
- Characterized by a dual nature, work flexible scheme and benefits arrangements
- “Gender neutral” practices, they tend to favour above all the participation of women at work, but they are not addressed to women
- Provide a range of different solutions that can meet different needs and at the same time are suitable for organizational functioning and efficiency
- Ratified in a trade union agreement. They can be applied to the whole workforce (they are not solutions for specific cases) and allow access to fiscal benefits provided by Italian law (*legge di stabilità* 2016; 2017 and at the moment confirmed in the 2018 national budget law)

These and other practices can be accessed at the online service [www.equipeonline.it](http://www.equipeonline.it)

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**11 Incentives such as ATHENA SWAN measures 1**

ATHENA SWAN is a measurement used in the United Kingdom. It is a way of evaluating academic institutions with certain criteria which are basically connected with implementing some gender equality plans or measures. There is a Gold, Silver and Bronze stamp and if one institution wants to get this stamp, they will have to do for instance a certain amount of trainings, change their courses, proceed with administrative changes and everything we include in GEPs. So, if you do a small amount of these changes you get a Bronze stamp but if you do more, you receive the Gold stamp. But this stamp is not just a symbolic confirmation of your success in implementing changes but it is also something which is connected with funding. So, if you have a Gold ATHENA SWAN stamp, you have higher chances of getting research money or money for sustaining your organization. So, this stamp gives a higher evaluation to the research groups coming from these institutions. The university management has strong incentives to implement Gender Equality Plans because it will give them more money for the institution and better positions at the calls. But it also gives motivation for administrative staff for the same reasons. It is usually harder to motivate administrators who don't benefit from Gender Equality measures necessarily to engage in additional data gathering disaggregating data by gender, going for training

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that they don't see how they can profit. It is also an incentive to the researchers to start including gender dimension in their research. This is also a problem with many STEM fields who don't understand why to "bother" to include gender issues in their research and they can't see any scientific value from this inclusion. So, in order to have some institutional change there should be some push and pull factors.

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<b>12</b>	<b>Measures on gender are important because politicians take them for the policy goals</b>	<b>0</b>
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Taking into consideration precisely the statistical frameworks we have, because we have many statistical frameworks in place, then why don't we use them before launching a new collection. It is expensive to do a new collection, so why don't we try to make profit by using what we already have not only in Italy but in other regions also. What we have done as a network of researchers dealing with sustainable wellbeing and development was to publish an Italian book about wellbeing and sustainable development for Italy in 2016, where we put whole statistical data that we had in place for that time. Now we are publishing in English another work putting together these statistical issues. As you know, in SDGs there is the Goal 5 dealing with Gender but as you may know, Gender is not only one goal because you can analyze gender issues all over the 17 Goals of the SDGs. All Goals have some aspects dealing with Gender. Then, in this book but also in other activities, we share the Italian project sustainable wellbeing and development in which these data in 2010 firstly anticipated the SDGs issues producing a report documenting the situation of Italy about wellbeing. Also in this project, the gender issues are in place. There is no one dimension on gender but gender statistics are produced in every domain of wellbeing. Each country has its own dimensions of wellbeing. We follow a democratic process discussing with our social partners in Italy, with the CNEL (National Council for Economics and Labour), and then ISTAT and CNEL decide the main domain for the Italian society. This is very important because if you look at the gender issues, you have to take in mind that you are looking into the life of people. Then if you look at the different dimension, you can say how the gender is organized. So, this is a framework we have to follow because if we are dealing with gender, we are dealing with the life of people, female and male of course.

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<b>13</b>	<b>Inclusiveness for scientific and cultural projects</b>	<b>3</b>
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For scientific and cultural projects, it is important that the enterprise world communicates better with the scientific world. It is important for the researchers, women and men, to understand the innovation needs of the enterprises and interpret them into new innovation plans. If the researchers insist on this direction and there is a collaboration between universities and enterprises, the women researchers can improve their career.

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<b>14</b>	<b>Include the GEP measures within the general action plan of the organization</b>	<b>1</b>
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Every institution should have their own plans, targets and objectives and therefore, some measures of Gender Equality should be included into these general action plans of the organization.

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<b>15</b>	<b>Acting for SDGs</b>	<b>1</b>
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As stated by the United Nations, we should achieve some of the SDGs by 2020. Of course, Gender Equality and also education in physics and STEM, innovation and technology are some of them. So, it is important to work together even globally to put Gender Equality is one SDG that impacts the others.

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<b>16</b>	<b>Presence of females in the board to select new researchers</b>	<b>3</b>
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The Italian law states that at least 1/3 of the evaluation committees in recruitment procedures have to be female. So, this is just an admission that men are more than women in these committees. Of course, we respect this reality but even because after the president approves the composition of these committees, it should be transmitted to our Ministry of Labour where the composition is stamped and approved or will be requested to rewrite the composition. So, what we made since last year was to give to the members of the committees a document of the unconscious barriers. It is important because since the majority of the members of these committees are men, they don't have much time to evaluate the CVs and the career of the candidates. There is an aspect which is important in physics. The evaluation of the careers is not well considered by the members of the committees. This is a barrier that the members of the committee must be aware of. There is also a suggestion in this document that the members should consider the way a CV is written because there is a difference between a CV written by a male and a female candidate. So, the awareness of unconscious barriers is important and they should spend more time for evaluating the candidates. Another element is the letters of recommendation in which the committee can be biased if the letter is written by top male scientists than female scientists.

**17 Appointing delegates in departments and planning GEP meetings with decision-makers 1**

The creation of a network of delegates in Departments/Schools/Faculties is crucial to strengthen the ownership of the GEP among researchers, professors and technical and administrative staff. In UNIBO out of 33 Departments 30 have answered positively and have nominated 2 delegates. The network so established has met several times to discuss the GEP development and its implementation. To develop a GEP is also needed a top-down approach. For this reason, the UNIBO PLOTINA Team decided to plan several meetings with key-actors and decision makers to collect their opinions and suggestions on the GEP's developments.

**18 Promoting training on how to cope with gender stereotypes 0**

It is very important to stay between two levels, the bottom up level and the top down level and thus it is crucial to set up seminars, trainings on how to solve gender stereotypes, unconscious bias, sexual harassment at work, gender equality issues. Even though it can be considered as a basic practice, it is important for the employees to be trained on these issues and to be able to recognize these phenomena.

**19 Involve everyone 0**

I think it is very important to have everyone supporting the plan because regardless of the size of the organization you will always find people who will either undermine or not support you, so you should have a bottom up and top down approach. You have to convince the boss, the director, the superior, the protocol employee who will do some administrative work and the person who will keep the data why we need to have this GEP. We need to have a facilitator or a motivator.

**20 Direct participation of employees to define and adopt flexible organisation and solutions 7**

We follow the high performance organization, a set of measures to propose direct participation of employees and it was investigated in different studies. Involving employees to define solutions is important in order to create solutions which are sustainable and can improve the situation of the organization as for example, in terms of changing the time-schemes of the organization. What we found in our experience is that people ask for time, people ask for a better degree of autonomy in management of working time and family time, people ask more time than more salary. It could be strategic to propose a direct participation of employees with focus groups, reading

	reviews, which is of course time consuming but it could contribute to have solutions that can promote changes within the organization also in gender issues.	
<b>21</b>	<b>Gender sensitive surveys (e.g. ASSET) about researchers</b>	<b>3</b>
	I refer to gender sensitive surveys which will could show in a more quality the often invisible differences between positions in which male and female researchers may find themselves. Not only the number of women in higher positions but also who and to what extent uses social care, health care services, possibilities to live and so on and to see how gender plays a role. Because sometimes maternity leave is something you want and you need, but sometimes in some cases it is a way of excluding competition or putting women on their place. I am giving the example of the ASSET survey because I recently had the opportunity to review it and check how it could be used in the Slovenian case. ASSET survey was created by an agency in the United Kingdom as an idea to have only one survey for all STEM institutions in the UK and the good thing about the surveys that are templated is that you can then compare different institutions across the country, as for example the University of York and the University of London and then you can compare them over the time. The bad thing is that not all survey fit perfectly to all institutions.	
<b>22</b>	<b>Interlinkages analysis amongst different aspects dealing with gender empowerment</b>	<b>0</b>
	I want to underline that when we deal with equity and sustainability of wellbeing and development or whatever we want, one key issue is to look at the relations between different dimensions. If we are looking into the life of people, we cannot take education for example without looking to work, to the social relations. In this way, the approach of analysis should be interlinked and we, as a network of researchers, have a specialization on this because we proposed inside the United Nations just to think in terms of what kind of measures can pick up this kind of interlinkages. Because this is the key issue of sustainability; the cross effect of the action or a different aspect.	
<b>23</b>	<b>Introduce gender budgeting within the organization</b>	<b>0</b>
	I don't suggest that the budget should be drafted from the beginning through a gender perspective but organizations that consider which budgeted actions have impact on gender equality. Gender budgeting refers not only to actions concerning gender but to all actions but also to different dimensions of men and women.	
<b>24</b>	<b>Working with museums for informal educational activities</b>	<b>1</b>
	No clarification	
<b>25</b>	<b>Promote discipline rather than institutional event on GE</b>	<b>1</b>
	From our experience, I realized that discipline than institutional events are better as having researchers and people from the same discipline discussing about gender equality is much more effective than having institutional discussion only because sometimes there are some dynamics of gender equality which are really correlated to the discipline as it is the case of physics.	
<b>26</b>	<b>Try to attract more males in Gender Equality Committees</b>	<b>3</b>
	We should start thinking how we could involve more males in Gender Equality Committees as Gender Equality is not an issue concerning only women but also men.	
<b>27</b>	<b>Introduce some basic gender curricula in STEM</b>	<b>4</b>
	The idea is to introduce some basic knowledge on gender studies/issues in all Science, Technology, Engineering and Mathematics Faculties. This could be in the form of a short-term seminar or workshop or ideally a semester course.	
<b>28</b>	<b>Summing up possible policies for GE &amp; empowerment</b>	<b>0</b>
	In particular, when dealing with research projects, one of the key issues is to propose to politicians actions for this. I mean, not only to politicians of course, we can suggest	

these actions to businesses how they can implement them. But if you just ask politicians to give incentive, for example, about gender equality, we have to precisely tell the politicians which direction they have to follow. And that is why, in most of the cases gender policy fails.

**29 Establish a network between RPOs and RFOs 0**

This is an activity created by the GENERA project according to which the members of the consortium signed a Memorandum of Understanding and some other articles about how to set a process even after the completion of the project. So I think it is very important to create a liaison of partners to continue sharing knowledge and bring also external experts into this initiative who are willing to support the activities of Gender Equality.

**Workshop: Towards the identification of measures and actions for successful Gender Equality Plans implementation within Research Performing Organisations (RPO)**

#	Action	Votes
<b>1</b>	<b>Usage of the gender sensitive language</b>	<b>5</b>
	I would like to see that we in Slovenia would start to use gender-sensitive language because we have these [linguistic] options. I can see that some documents are in male form although there is a female form [for the same word] also. This is taking place because some experts for the Slovenian language still believe that male form is neutral, but it's not. So for once, I would like to be called professor in the female form, and head of the committee as a female and so on. Reports are also written in male form, which is in my opinion not okay. Our faculty is a majority of female students, and our Dean who is male still addresses them as male students. So I would like to see this change.	
<b>2</b>	<b>Equality and differentiation</b>	<b>0</b>
	This was inspired by what was said in the introduction because this understanding of different positions of women and men in relations to their profession and tasks they are performing in an institution, the period of the life they are in, for example, if they have young children or are older and have different needs. So it would be beneficial to understand one another, take everything into account; interracial or interreligious axis [should be] incorporated, but these are left out. There was this really interesting project we heard about in our project activities and our partner institutions, Oxford University challenges this understanding of administrative staff vs academic staff, and they made interviews and followed academic staff around so the administrative staff was able to see how academic life really looks like and the other way around. Making some sort of differences for certain groups and individuals in order to achieve basic equality for everyone.	
<b>3</b>	<b>Finding the places where the pipe is leaking</b>	<b>0</b>
	I think that this is one of the most important problems. At the beginning of our gender [equality] project we made a very precise and detailed analysis of what is happening to the women, because it is very straight forward to say, "at the top of the leading [positions] we do not have enough women." But why? Where is the pipe leaking? And why is the pipe leaking? So, the first very important work is analysis, and we found that we have among young researchers more women than men or their number is equal. And after that, the number of women diminishes very quickly because the men get jobs over the girls. Then the boys go more frequently to international conferences than the girls,	

which is [problematic], there should be no difference. Moreover, the boys are more frequently included in EU projects that are more paid and more prestigious. The girls are working on more common projects like national and not so prestigious. There is also quickly appearing differences in the authorship of the publications. So we have identified that these are the reasons, and now we know that here we have to work. Some of the facts may be made unconsciously, so our goal is to raise awareness of these problems.

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**4** **Periodic monitoring of gender equality issues** **1**

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The idea comes from an institution like our own, which is quite big and diverse, so it is important to have some sort of objective data on the current state for gender equality issues. An example is how many men and women are going on working exchanges abroad and how much news on scientific achievements is published for women and men scientists. It is important to have some indicators that we can follow institutionally and to amend and to check the plan accordingly. There is another way to do this, with surveys for the employees, where we can get more qualitative results.

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**5** **Establish a group of equal opportunities** **2**

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In my opinion, a group should work on screening the [regulations of the] institution adopts, such as contracts and policies, in order to verify [whether they utilise] gender-sensitive language and propose modifications of them, in accordance with the guidelines. They can hold training courses or workshops on gender equality and gender-sensitive language to decision making bodies and organizations. There should also be an established channel to anonymously report disrespectful behavior and sexual harassment.

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**6** **Stable financing** **1**

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This is the issue for someone coming from public research institutions. We are mostly researcher oriented organization and an academic institution. We have just Graduate school and live from projects. We are financed by obtaining projects like European or national projects. It is very important for us how gender intersects with others. We always look at gender equality and the intersection with other important categories. In this case, employees at the research center considered having a precarious position regardless if they are a young or senior researchers. So basically, you are never sure if you will keep your salary until the end of your academic career. This is something that is general for the whole center, and is [one of the findings] of the project GARCIA we had in the past 6 years (it finished 3 years ago). It was important for us to see how our data reflected young female academics are in a more precarious position than their male colleagues. This is not just because of the glass ceiling, because even though this institution is very feminized in the sense of female academics and administrative staff, the men are more concentrated in the high positions.

Young female academics are particularly endangered and in precarious positions. This is not just in Slovenia, but also in Europe. This is why it is important to address this issue more generally, not just in Slovenia, because we can track how many short term employment and precarious contracts are more usual for female academics, especially in the early career. So basically the idea is to see and to research and check this intersection between gender equality and stable financing and fight for more structural ability on the whole research sector in Slovenia.

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**7** **Gender balanced employment plan** **1**

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People should have equal opportunities, this means employment. At research institutions, we would like to employ the best using objective criteria, but we must not forget the gender balance. In order to achieve gender balance, we should make good plans and prepare some objectives for what we would like to achieve. In humanities, there are more women than men and maybe in chemistry, this is vice versa. We should

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	think more about this issue and make more mixed working teams because they would be more successful.	
<b>8</b>	<b>Organizational rules</b>	<b>0</b>
	You need to have some basic documents where you can include some statistics and progress to expose the problems of gender equality and make people aware of the issues.	
<b>9</b>	<b>Trainings and workshops on topics related to gender equality, equality in general, diversity and gender equality plans</b>	<b>4</b>
	People should be introduced to these topics and employees should understand what gender equality is in general. A lot of time when I say I work on a gender equality plan, some people are acting like it doesn't really exist. They don't understand that this inequality has many sides, not just about equality but also about age and people should understand this. The more people who understand, the more support we will have, the more successful our actions will be.	
<b>10</b>	<b>Building the common knowledge within organisation on problems related to gender inequality</b>	<b>4</b>
	It is important that the results of the research are that there is no awareness of the problems that are related. I am referring particularly to Serbia where we don't have gender action plans, we are still developing some kind of action. The main result of our research is that nothing can be implemented without previous awareness of what the problems are. For example, we have formally equal criteria of promotions, but when you talk to the people in organizations you realize [what's] the issue. So formally there are norms that are sensitive to gender equality but in the end, the practices within the organization are different. In that sense, it is important to have actions that will aim to build common knowledge within the organizations and change the culture. This can be done through training and workshops. On the other hand, we are missing to take into consideration the private sphere and their patriarchal structures and how this transfers to the organizations. All the things that need to be done from the side of the research, and the jobs are not contributing to high wages or career promotion are usually done by women. These are the invisible jobs within the organizations that women do. Our research showed that there is a correlation between the private sphere and transfer top the organizational levels.	
<b>11</b>	<b>Detecting invisible needs</b>	<b>0</b>
	My experience is in art, visual arts so the need to concrete actions is hard when you live in the clouds. But there is a connection between Irena and Ernesta's ideas because when I said invisible needs [I mean] a continuous mapping of employees' needs. As far as I understand, when you map the needs there is a proactive attitude from one person towards what they are missing in the organization, they have a need. On the other hand, you have a group of people that are totally insensitive to the kinds of discrimination going on in the organization. That is the issue we need to work towards, to make people sense when there is discrimination or inequality or imbalance in employment or salary, etc.	
<b>12</b>	<b>Annual workshops on gender bias in decision making bodies</b>	<b>1</b>
	This action is strategic, how to assure the sustainability of gender balance decision making. It is also how to address the main issues that are here because the structure of decision making bodies is very important: women vs men. We have gender biases, conscious or unconscious, and these decision making bodies must emphasize gender sensitivity in order to foster competence. It is important to focus on unconscious gender biases that are normally not dealt with within these bodies, because they are mainly [composed of] men.	
<b>13</b>	<b>Quotas</b>	<b>0</b>

When you are putting together a team of researchers you have to include 50% male and 50% female researchers. We can talk about specific numbers and how to also include transgender people. But the basic idea is to have equal number of men and women. We have experienced that kind of strategy when we were invited by the researchers in the Netherlands, they were using this criterion, not really in Slovenia, or not at our institution.

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**14 Balancing work and private life 2**

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Connecting work and private life becomes more and more important especially in research. We have the culture in which 8-hour working day is not enough, we work 24 hours. Because of this, we must be aware of our right on private life. Because the people frequently don't ask these questions but make these problems themselves. So we have prepared the internet page with all this information. For example, my child is at the first grade so according to this year's rule, you should get 1 day off paid. Other examples are, we will move, my baby is sick and needs my care, I am pregnant, I have a kid and want to work part-time, I adopted a baby, I came back to work but still breastfeeding, a family member died, I moved from one state to another. So this collects the basic rights of the employees that are written to someone but people don't know and don't ask what to do. It is really important and the webpage is visited a lot especially by young people and those are the people that do not ask. This is an internal webpage that is made [for] our employees.

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**15 Balanced structure of representative bodies 1**

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So the idea comes from the fact that at an institution like a university, the majority of all the strategic decisions is made by various representation bodies, including gender equality action plan. The aim is to have those representative bodies balanced in gender. How? In representation bodies where you have people appointed, it is easier, but the more difficult part is where the members are elected. So you need both male and female options to select from to show a general picture of how the environment is friendly towards both. I don't have an answer, only a question of how to do this. At institutions, we are always faced with accreditations and self-evaluations so I think one topic of self-evaluation process can be whether we are [sensitive] of gender balance.

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**16 Promoting female employees' achievements 0**

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I think this measure directly contributes to better visibility of research and achievements done by women. We did the research this year, and we checked our webpage and Facebook pages and we found out that the majority of posts were from or about male researchers and heads of institutes and those who are in higher positions. So those who are in charge to make a promotion of an institution should be more sensitive [regarding] this gender balance policy.

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**17 Mentoring for gender equality 0**

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This is one of the [most] important questions related to the "leaking pipeline". Why, especially [among] post-doc and PhDs, are so many females who are simply leaving academia? It could be because they can't enter into this rat race easily, or because there is a lack of female role models, the structure of academia, or possibly because of informal/invisible networks that are more used by men so they are more easily connected. In all these projects, we realized that good mentoring is really important; I am not talking about research and scientific mentoring, but more about career mentoring. This way they have a more clear structure about how their career path can go and who they can ask if they have some problems. This does not mean that mentors have to be older and senior researchers, it could be peer mentoring. So there are many ways we can do this. In Slovenia, we don't have anything like this mentoring program, we were doing a project to see what the possibilities are to establish something like this. Up to now what we have with regard to career mentoring is at the university and it is

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more at the level of undergrads, but once you enter into academia or the field of research you don't have this guidance anymore, everything is done through more informal ways and especially female academics are left on their own.

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<b>18</b>	<b>Understanding equal opportunities</b>	<b>3</b>
	I think that we should all have the same opportunities for personal development, and when we see a researcher, regardless of [their gender], they should have the same opportunities. The administrators should also have the same opportunities. When we compare researchers and administrators, they should both have opportunities for personal development. In order to understand each other, they should know more about each other's work, daily routines, and obligations. This will create respect between the researchers and administrators because sometimes there are problems at a technical level. So if we understand and respect each other more, it would be much easier. I think this is a place where there is a lot of work to be done.	
<b>19</b>	<b>Worker's confidante</b>	<b>1</b>
	I think it would be good for organizations to have a person available for the employees [who is] responsible for an anonymous email or [some channel through which] employees [would] feel free to [communicate and] describe an event that happened. There should be someone who can detect that something is happening, or that someone is not feeling good about the way things are written/done.	
<b>20</b>	<b>Legislation changes</b>	<b>1</b>
	This tool might help introduce a lot of different changes in the institutions. For example, if we are talking about gender equality plans, as I know in Slovenia it is not obligatory for public institutions to have this kind of plan. The legislation might change so that gender equality plans are obligatory for all public and research institutions. Once the law is changed, all institutions will be forced to have this kind of document. For now, if they can chose to have or not to have, most of the institutions are choosing not to have, otherwise some external force is forcing them to have, like project requirements. There should also be obligatory monitoring of the implementation of gender equality plans, because if it is obligated to have this plan, but not obligated to monitor it, what can we do? We would make the plan and then just put it in the closet. It needs to be obligatory to monitor it. And as institution, after a while, we will see that it helps, and will show the problems that the institutions had and maybe will help to prevent other problems that might arise in the future.	
<b>21</b>	<b>Awareness raising of unpaid care work</b>	<b>5</b>
	Many of my ideas have been said in previous interventions. So I will talk more specifically about raising awareness of unpaid care work within academia and institutions.	
<b>22</b>	<b>Triggering the empathy</b>	<b>1</b>
	When you say inequality and discrimination, there needs to be empathy, you need to feel what kind of inequality someone is threatened by. That plan is connected to thinking of different kinds of tools and actions, which are different from workshops and trainings, to trigger empathy within the group of people who are insensitive to the situation.	
<b>23</b>	<b>Organizational and political support for the implementation of gender equality</b>	<b>8</b>
	This should be obligatory. Women's gender representation principle should be applied when appointing work bodies and when preparing legal acts and other strategic documents, when discussing gender equality and asserting the role of women and gender. So we need more obligatory action plans, it should be policy from top to bottom. From the bottom, you cannot make any changes.	
<b>24</b>	<b>National reports like She Figures</b>	<b>2</b>

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We have a lot of strategies, and legal procedures already. We are also already gathering a lot of information and data on women in academia and higher education. But sometimes I think that this data is hidden, or just part of the huge reports and the gender is there but does not get enough attention. So I would like a proper national report for Slovenia where only gender is discussed. This could be done in a period of two years, or maybe 3. But with She Figures each 3 years, you can get the full paper only on gender equality in research and innovation. When you look at the report of the other universities about the enrolment of students, there is only half a page considering the gender issue, and this is not enough.

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**25 Individual career plans 0**

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We have something similar in our system, but it is not implemented properly because there should be something in line with mentoring because there are different paths in career progression in the academic institutions, one applying for the academic staff the other for the support services and human resources. The legislation is different for the different [categories of employees], so it seems like no one takes care of the academic part of the career, it's individualized and no one is taking care of progression opportunities for administrative staff. This could be one of the solutions where people could feel more appreciated and that the institution is taking care of their professional needs. Maybe it would be beneficial for a person to say, "this year I will not do additional work on this and that, but I will concentrate on my family or anything else in this time." This will let people know not to come to you with additional propositions. This is an idea still in the making.

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**26 Gender-sensitive research 0**

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Gender-sensitive research is a simple thing in social sciences and humanities but it is not the same in STEM. When we started our project, one task was to make gender-sensitive research and the one who was writing our part wrote that we would research about gender and climate change and how they are connected. When I started to do this research I thought, "come on, we are all equal, the consequences would be equally distributed among genders." So we started the research and we found that there has already been an enormous amount of research on this subject in the underdeveloped countries where the women suffer from climate change because they care about the family, food, and water. Then we found that there is no research on this subject in the western world. So we surveyed and found out that there is quite a difference between what is expected to be the result of the climate change between the genders. Then we asked, what else is gender-sensitive research? Did you know that biologists make experiments on male animals because female are too complicated because of hormones and such? This meant the results were worthless for the general population. So at our institution, we started to do systematic research on both sexes. This is just one aspect, but how can we do a gender-sensitive research in material science? Can you imagine the people at our institute working on materials for batteries, how to implement it here? But the last idea was that there was a lot of work in STEM for biodegradable materials and how to change all the packaging to sustainable ones. So we have the idea that because women are more frequently buying things, they could decide better about the acceptance of the packaging of the future. So this is one example of gender-sensitive research. In STEM, we will need the support of social sciences and humanities because we are not very sensitive to these little influences, but they are really important.

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**27 Easily accessible information on the rights of employees 1**

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This is a very simple action, we have just one access point for all information. This is linked to the Action 14 (Connecting work and private life). We just need to gather all the information. In Slovenia, the legislation goes into the direction of gender equality, for example, paternal leave. But I know from my own experience when my baby was

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	born, I didn't have any information on my rights. Within the action plan should be information even about human resources. We just need one access point where we can read all of our rights.	
<b>28</b>	<b>Increasing the availability of flexible working hours</b>	<b>0</b>
	I think this measure will improve working conditions for all employees, especially for those with small children. This would also establish a more friendly and supportive institutional culture of the organization. My institution is divided into 18 institutes and some of them have flexible hours and the possibility to work from home, and some of them don't have this opportunity. The decision is made by the head of the institutes. Flexible workings hours and working from home increases productivity. So I think all researchers and administrative staff should have these options.	
<b>29</b>	<b>Deconstruction of excellence</b>	<b>0</b>
	This idea is about how meritocracy is constructed and how we have to deconstruct what it means to be an excellent researcher or an excellent academic because it's usually conceptualized using male patriarchal patterns. So we should deconstruct what it means in particular content, like national or institutional, because it might not mean the same. It is also important to consider what is already mentioned like the commodification of academic [labor]. Like when you are under pressure to get more money as you are not just a researcher, you are a manager because you have to apply for projects to keep your salary stable. In the case of the universities, you have to teach so much and bring in more students.	
<b>30</b>	<b>More possibilities to work from home</b>	<b>0</b>
	A lot of this has already been said. This right should be accessible to everyone when possible.	
<b>31</b>	<b>Management support</b>	<b>3</b>
	Superiors have to think of gender equality on a daily basis. If the superiors are careful about gender equality and set a good example, then we can expect from all in the organization to support these new ideas. It is easier to implement gender equality in the whole organization if there is support at a higher level.	
<b>32</b>	<b>Support for implementation of gender equality plans from senior managers and human resource officers</b>	<b>0</b>
	If human resource office supports gender equality, equality in general and diversity and gender equality plans, then it will be easier for the whole institution to implement this kind of plans. For example, if the manager team leader during the internal meetings always says "this gender equality plan is nonsense" then the team members will think it probably isn't a good idea to implement this plan. The support from the top is really important.	
<b>33</b>	<b>Deleted</b>	
	n/a	
<b>34</b>	<b>Allocation of funds for implementing gender equality principles</b>	<b>1</b>
	Allocating public funding should consider equality principles in relation to the content of projects and programs. The equality principles in the structure of expert bodies are responsible for project evaluation. The emphasis should be on the principles of equality that should be embedded in the programs.	
<b>35</b>	<b>New meritocracy</b>	<b>1</b>
	This is close to another idea about meritocracy in academia with emphasis on individual merit and results. But we know in academia, we work together as a group of researchers. It is not enough to only value individual efforts and merits. We should also consider in these new criteria [being a good] mentor [which is not valued enough].	
<b>36</b>	<b>Gender equality hub</b>	<b>0</b>

	This should be not a center or institution, but a network of people dealing with gender issues, meeting on a regular basis and doing some kind of research so the gender issues are kept alive. This is like extracurricular activities for interested parties.	
<b>37</b>	<b>Satisfaction of the employees especially when it comes the gender related problems</b>	<b>2</b>
	So in an organization, they may introduce many changes, but if they are not aware then they can't. So, for this reason, we make a document which contains the satisfaction [with gender equality-related policies]. There should also be opinions solicited about gender discrimination in the workplace because we cannot know if it is present or not if people are not talking about it. So gender balance in groups and decision-making bodies is very important so the employees will feel that it is very important. At the institution, we have enough sympathy for the creation of gender balance groups and decision-makers, and we pay particular attention to making the results useful for both men and women. The employer does not do enough to protect the employees against harassment in the workplace. If the employee is aware of who is responsible, they must have a rule for handling this situation.	
<b>38</b>	<b>Balanced structure of employment committees</b>	<b>0</b>
	As a way of supporting gender balance as human resource management, the committees should be structured in a way that both genders are equally represented to ensure equal evaluation of all the candidates that apply for a certain job.	
<b>39</b>	<b>Deleted</b>	
	n/a	
<b>40</b>	<b>Gender sensitive statistics at the level of an organization</b>	<b>6</b>
	So, this is related to national She Figures but also on an organizational level. There is no data about contracts, especially of people who are coming for short periods of time and leaving. So I think gender-specific statistics are very important. So we should develop some tools.	
<b>41</b>	<b>Using gender friendly documents in an institution</b>	<b>0</b>
	In the Slovenian language, all the documentation could be prepared in male or female form and in the past, all the documents were made in male form. So in our institution, we have decided that in the future we will have documents [that are gender sensitive], for example, contracts of employment and all other documents will be personalized on the base of the sex. I think with this, we will show the employees more personalized approach.	
<b>42</b>	<b>Knowledge of employee's work</b>	<b>0</b>
	I am in administration and I don't know what kind of work some researchers are doing, only when they need something or there is a problem I get to know about it. So, if administrators can see more of the work by the researchers maybe there will be more respect and fewer problems.	
<b>43</b>	<b>Informal communication and meetings of employees</b>	<b>0</b>
	I suggest informal meetings, where people are out of the office, communicating and getting to know each other better. We, as an institution, strongly believe that knowing someone personally improves professional relations. We had this kind of meeting before, and it was really successful.	
<b>44</b>	<b>Monitoring indicators of gender equality</b>	<b>0</b>
	Indicators and data on gender equality should be investigated in She figures and there should also be monitoring and evaluation of the data. Indicators of gender equality should be gathered in a centralized way.	
<b>45</b>	<b>Regular education at the university level</b>	<b>1</b>

	I've noticed that we have a lot of seminars for the faculty, but the title of the lectures was about innovation and quality, but I could not find one lecture on gender topics. So I think we can do better and prepare a few seminars, lectures or workshops for academia on gender equality.	
<b>46</b>	<b>Quality of gender equality</b>	<b>0</b>
	n/a	
<b>47</b>	<b>Inter-institutional cooperation</b>	<b>6</b>
	Right now we have a more active project, which is more directed towards making networks of different institutions and individuals who are involved in the idea of improving gender equality. We find it very strong [asset] and very important to make a network at the national level to bring together people doing similar projects because what happens a lot of the time is there is a great project and when the project ends the people still have all this great knowledge but they don't know how to put it together. So now we try with this project to put all these best practices and people together and collect knowledge. Very soon we will have a website called gender in academia, trying to make resources for these people and anyone interested. So it is very important to make solidarity and allies.	
<b>48</b>	<b>Informal gatherings outside the institution</b>	<b>0</b>
	We think that all the informal gatherings can improve cooperation between the researchers and administrative staff. The national law requires the employer to promote health at work, so at our institution, we prepare programs for sports activities every year. We can offer our colleagues some activities like pilates, guided workouts at the gym, badminton, swimming indoor and indoor climbing. We also organize gatherings twice a year, one in the winter and the other in the summer. We see from these activities that not everyone is going to these activities, but at least 1/3 of the staff are very happy to have these opportunities. There are both men and women, and each year there are more of them. It really improves the cooperation and this bridges the gap between the researchers and the administration and even [between people from] different [research] fields.	
<b>49</b>	<b>Promoting team work for larger numbers of employees</b>	<b>0</b>
	If you know your coworkers better, maybe there will be less dissatisfaction when someone leaves for sick leave. This is because there is a little part of personal life that is understood, so when he tells you he has medical problems, it is easier to understand why they don't work as much or work more from home compared to others or yourself.	
<b>50</b>	<b>Deleted</b>	
	n/a	
<b>51</b>	<b>Trans-gender research</b>	<b>0</b>
	I am just trying to remind people, that while we are gender-sensitive, we sometimes forget that genders are many, not only two and we are consistently talking about only men and women but we know that there are some people that don't fit into these categories. So we need to consider these when we are talking about gender equality.	
<b>52</b>	<b>Beyond heteronormative gender equality</b>	<b>4</b>
	n/a	
<b>53</b>	<b>Communication workshops emphasising collaboration between genders</b>	<b>1</b>
	I think that communication is very important at all levels. At our institution in the last year, we have organized a few successful workshops and we were surprised at how well they were accepted between the researchers and all other employees. So in the future, we [may] organize some workshops regarding this collaboration between genders.	
<b>54</b>	<b>Gender sensitive content in research and teaching</b>	<b>2</b>

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	This idea is more specific to teaching. We don't have enough courses dedicated to this issue. We don't have enough lectures, we don't have a department of gender studies.	
<b>55</b>	<b>Deleted</b>	
	n/a	
<b>56</b>	<b>Deleted</b>	
	n/a	
<b>57</b>	<b>Gender balanced issues at self-evaluation processes</b>	<b>3</b>
	n/a	
<b>58</b>	<b>Raise awareness of the limits of the working hours</b>	<b>0</b>
	n/a	

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## Annex 2 Participants

### Workshop: Towards the identification of best practices in the Gender Equality Arena within an organisation

Surname	Name	Organisation
Balzano	Angela	University of Bologna (UNIBO)
Contronei	Vittorio	Agenzia Spaziale Italiana (ASI)
Mastropietro	Emanuela	Ministero del Lavoro, Italy
Di Tullio	Ilaria	Consiglio Nazionale delle Ricerche (CNR)
Fiorella	Coliolo	Agenzia Spaziale Italiana (ASI)
Liberati	Gabriella	Comitato Unico di Garanzia (Cug Cnr)
Loukidou	Katerina	General Secretariat for Gender Equality Greece (GSGE)
Mihajlović Trbovc	Jovana	Znanstvenoraziskovalni center Slovenske akademije znanosti in umetnosti (ZRC SAZU)
Pedone	Alessandra	Associazione Industriali Della Provincia di Salerno (AISAI)
Petrović	Tanja	Znanstvenoraziskovalni center Slovenske akademije znanosti in umetnosti (ZRC SAZU)
Pisacane	Lucio	Istituto di Ricerche sulla Popolazione e le Politiche Sociali (IRPPS-CNR)
Platis	Dimitris	General Secretariat for Gender Equality Greece (GSGE)
Riccardini	Fabiola	Italian National Institute for Statistics (ISTAT)
Riccardini	Giovanni	Istituto Nazionale di Fisica Nucleare (INFN)
Rinaldi	Stefania	Associazione Industriali Della Provincia di Salerno (AISAI)

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**Workshop: Towards the identification of measures and actions for successful Gender Equality Plans implementation within Research Performing Organisations (RPO)**

<b>Surname</b>	<b>Name</b>	<b>Organisation</b>
Baloh	Vanda	Znanstvenoraziskovalni center Slovenske akademije znanosti in umetnosti (ZRC SAZU)
Berčič	Tjaša	Ministry of Education, Science and Sport, Directorate for Science (Slovenia)
Fiket	Irena	Institute for Philosophy and Social Theory, University of Belgrade
Grigalionyte-Bembič	Ernesta	National Institute of Biology (Slovenia)
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