



LeTSGEPs

### Deliverable 3.1

## LeTSGEPs Training Strategy

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## List of Abbreviations and Acronyms

Acronym	
GB	Gender Budgeting
GE	Gender Equality
GEP	Gender Equality Plan
GEP WG	Gender Equality Plan Working Group
RPO	Research Performing Organisation
WP	Work Package

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1 Introduction .....	4
2 Specific Challenges and Chances of LeTSGEPs Project.....	5
2.1 Meeting the Needs of Research Organizations with Various Different Initial Settings .....	5
2.2 Bringing Together Gender Equality Plans and Gender Budgeting – Two Originally Independent Approaches .....	6
2.3 Dealing with Travel Restrictions due to the Coronavirus-Crisis.....	6
3 LeTSGEPs’ Understanding of Gender Equality .....	7
4 Training Goals based on Expectations and Needs of Partner Organizations.....	11
5 Training Content.....	14
5.1 General Training Content .....	14
5.2 Gender Budgeting .....	14
5.3 Gender Equality Plans.....	17
5.4 Gender Budgeting and Gender Equality Plan Integration .....	21
6 Didactic Approach.....	22
6.1 Training Methods.....	22
6.2 Central Training and Local Dissemination of Knowledge .....	22
6.3 Criteria to Choose Attendants of Central Training.....	23
7 Training Structure and Time Plan .....	25

## 1 Introduction

LeTSGEPs training strategy is using the innovative approach of combining the strategy of Gender Budgeting with a framework of Gender Equality Plans for the goal of Gender Equality in a collaboration of eight European Research Performing Organizations.

It is designed as a strong basis for successful implementation of gender equality measures in the partner organizations by providing knowledge about Gender Equality Plans and Gender Budgeting as a complementing system, which ensures sustainability and structural change in a unique and effective combination of well-proven Gender Equality measures. This is accompanied by specific tools and methods for tailoring the measures to the individual needs of the partner organizations and ensuring their acceptance by the stakeholders.

This was made possible by the collaboration of three well-experienced partners: the research team of the University of Modena and Reggio Emilia, led by Tindara Addabbo, expert in Gender Auditing of public budgets and policies and in Well-being Gender Budgeting; research team of the University of Messina, led by Luisa Pulejo, expert in Social Accountability, Gender Mainstreaming and Gender Budget Analysis and the team of Max Planck Society, led by Ulla Weber, central gender equality officer at Max Planck Society, expert on training and implementation of Gender Equality Plans.

## 2 Specific Challenges and Chances of LeTSGEPs Project

### 2.1 Meeting the Needs of Research Organizations with Various Different Initial Settings

The six Research Performing Organizations (RPOs), which are implementing the LeTSGEPs system of Gender Equality Plans and Gender Budgeting, present a wide variety of initial situations and levels of experience regarding Gender Equality and Gender Equality measures. Additionally, differing organizational cultures and last but not least different mother tongues make it a special challenge of LeTSGEPs to provide suitable training, matching the various different needs and resources at hand. In order to meet these requirements, we employed a highly participatory way of collaboration in the development process of the training strategy.

#### **Learning about the individual starting points of RPOs in the baseline study**

First of all, we enforced a close collaboration with work package (WP) 5 – leader, RWTH Aachen, in the task of a baseline study in the implementing organizations. This way we learnt more about the RPOs' starting point regarding Gender Equality and Gender Equality measures. Additionally, we included questions specifically designed to gather information regarding the level of knowledge of expected training participants and their needs and expectations regarding the training. The questions were specifically designed to address the participants as experts in their fields and pay great attention to their experiences, in order to be able to make use of them for improving the strategy of the project.

#### **Gathering feedback from partners regarding training content**

Secondly, we made it possible for all partners to give feedback to the planned training contents during a project meeting, in which Tindara Addabbo and Ulla Weber presented an overview of the planned training. The results of the subsequent group work by all partners about applicability in their individual organizations have been used for an adaptation of the design of the training strategy. The results of the baseline study and the group work and their implications for the training strategy are referred to at the beginning of each chapter to use them as a basis of discussion.

#### **Multi-level train the trainer-concept and local mentor-system**

In order to achieve a way of dissemination of knowledge, that considers the differing starting points and specific needs of the organization and which really uses “the language” of the organization members – not only literally as

their mother tongue but also by meeting their expectations based on the local organization culture – we make use of a multi-level training and dissemination strategy employing a train the trainer-concept and a system of local mentors. The details of this approach can be found in chapter 6.2.

## **2.2 Bringing Together Gender Equality Plans and Gender Budgeting – Two Originally Independent Approaches**

Gender Budgeting (GB) and Gender Equality Plans (GEPs) are two comprehensive and independent concepts, both bringing together gender equality auditing, measures and their implementation and evaluation into one process. So far, to our knowledge, they are rarely combined in the application in one organization. In that sense, the special challenge and unique and innovative outcome of LeTSGEPs project approach is a combination of those two concepts into one LeTSGEPs methodology in which the two concepts enrich each other, not only regarding the sustainability of change-inducing measures, but also regarding their effectiveness and the depth of institutionalizing of Gender Equality policies. In order to do this successfully, LeTSGEPs will use the highly related basic goals and ideas of achieving sustainable and structural change in organizations of both concepts as well as the similar structure of phases in both processes. The LeTSGEPs consortium has therefore agreed on a close collaboration especially of the partners UNIMORE, UNIME and MPG in all steps of the project, making use of UNIMORE's expertise on Gender Budgeting, MPG's expertise on Gender Equality Plans and especially the state of the art analysis on Gender Budgeting experience by UNIME, which points out not only best practice examples of Gender Budgeting but also of its integration into a GEP.

## **2.3 Dealing with Travel Restrictions due to the Coronavirus-Crisis – from a Challenge to an Opportunity**

A special challenge of the year 2020 and the plans for the year 2021 for everyone is the Coronavirus-crisis. Many creative adaptations to the new situation have already been made: LeTSGEPs' project meetings have been elaborately transformed into diverse digital ways of collaboration with the help of experts in online communication and key partners have attended e-learning training in their organizations – especially about how to deliver inclusive lectures on a distance. We are making use of this experience and resources for switching to digital training whenever needed or advantageous. Making participation in training possible without having to ensure funding for travel and accommodation can be a positive effect of digital training, especially as there was a feedback from two partners that this is an issue for them in terms

of the composition of the team that could join the training session in presence.

### 3 LeTSGEPs' Understanding of Gender Equality

The very basis of this document and of our collaboration in LeTSGEPs project – our understanding of and our joint focus regarding Gender Equality – was determined in a participatory process between partners. After a first look into the very concept of gender equality at the initial meeting for the purpose of defining our visual identity, it was further elaborated during our project meeting in May 2020. Participatory techniques were used to make each partner able to share concepts and ideas. The result can be found in Figure 1 as a recap of all the partner's definitions of the same concepts. The resulting shared definition and goals are an essential premise of a successful collaboration in the whole LeTSGEPs training cycle and determine the training contents.

They are based on the following two definitions by the European Institute for Gender Equality, pointing out Gender Equality from two different points of views: first as an absence of barriers and second as equality in rights and opportunities as well as responsibilities.

#### **Negative definition:**

"Absence of barriers to economic, political and social participation on grounds of sex and gender."<sup>1</sup>

#### **Positive definition:**

"Equal rights, responsibilities and opportunities of women and men [and grown-ups of any other gender] and girls and boys [and children of any other gender]." (adaptation see point 1. Consideration of all genders below)<sup>2</sup>

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<sup>1</sup> Source: <https://eige.europa.eu/thesaurus/terms/1109?lang=en>

<sup>2</sup> Source: <https://eige.europa.eu/thesaurus/terms/1168>







The following adaptations and focuses were determined by the LeTSGEPs consortium (see collaboration results Figure 1):

## **Broadening the Horizon of Gender Equality**

### **1. Consideration of all genders**

LeTSGEPs considers the gender binary commonly followed in our European societies as merely a social construction that is not pre-existing of society or naturally given and excludes persons who don't consider themselves fitting into this binary classification, making them unrecognizable and their needs invisible to any organizational measures that do not explicitly focus on gender inclusiveness.

That is why LeTSGEPs project aims explicitly for focusing the needs of cis-gender as well as transgender women, cisgender as well as transgender men and persons of any other gender, such as gender queer and non-binary persons.

### **2. Intersectionality**

LeTSGEPs recognizes "the diversity of different groups of women and men" and persons of other genders and the necessity of considering which other power structures, such as class, race, sexual orientation, age and functional ability, co-vary with gender and lead to heterogeneity within gender groups. Only if we recognize this complexity in organizations' stakeholder groups we are able to recognize their situation and find measures that meet their needs and improve their chances for equal participation.

## **Ensuring Sustainability and Effectiveness**

One of the central goals of LeTSGEPs project is to facilitate sustainable structural and cultural change in the implementing RPOs. Combining the methodologies of Gender Budgeting and Gender Equality Plans provides a profound set of strategies to reach that goal - by choosing a well-tailored combination of individual, cultural and structural measures, ensuring the constant re-evaluation of the instruments, ensuring sustainable financing of the measures and institutionalizing the consideration of Gender Equality in the organizations' policies.

## Specific Focus of Gender Equality in RPOs

### **Equal opportunities and absence of barriers in scientific careers: Counter-acting gender imbalances on all qualification levels**

The main focus of LeTSGEPs' fight for gender equality is in equal opportunities and absence of barriers in scientific careers in the partner organizations, independent of gender, but also other categories like race and religion or disability. One central corresponding goal is to achieve gender balance in all hierarchy levels and occupational fields, especially in powerful positions and committees to ensure political participation regardless of gender.

### **Awareness rising for gender equality issues**

An accompanying goal and at the same time an important way of ensuring support for the intended gender equality measures is raising awareness about gender equality issues in the partner organizations, like (unconscious) gender bias and privileges in the everyday practice of science.

### **Supporting an equal share of private responsibilities by changing the working culture**

LeTSGEPs considers supporting people of all genders to share private responsibilities, especially care responsibilities in a more equal way as an essential part of Gender Equality. That means counteracting a working culture that only allows for success when available all day and not taking any leave as well as flexible work time and leave arrangements and awareness rising measures.

### **Gender Equality as a cornerstone of excellence in science**

LeTSGEPs project aims to stress the benefits of Gender Equality for scientific excellence, not only by allowing for an unbiased judgement in the recruitment of scientific talents but also by integration and consideration of the powerful societal factor of gender in a growing number of research fields.

## 4 Training Goals based on Expectations and Needs of Partner Organizations

The following chapter is based on the results of two ways of feedback by the partner organizations: first is the part 3 of the Baseline Study (Task 5.1) about personal experience and expectations regarding Gender Equality Plans and Gender Budgeting of LeTSGEPs working group members of each implementing RPO, second the feedback of LeTSGEPs partners to an introduction into the training content during the LeTSGEPs second project meeting.

Both ways of collecting data refers to the subjects as persons to be trained as well as experts of their cause – especially of the situation and needs of their organization but also partly as experts regarding implementing gender equality measures – for those who already have experience in implementing Gender Equality Plans or Gender Budgeting. This way we had the opportunity to learn a lot about what partners themselves regard as essential for the success of LeTSGEPs project. Thus, it was a logical consequence to derive LeTSGEPs training goals from this material.

### Wide Variety of Level of Experience and Initial Settings regarding Gender Equality

Several project partners are bringing up the issue of different starting levels regarding gender equality and call on us to take that into account by asking to begin “at a lower point”, to “respect different levels of RPOs” or ask very basic questions like “Where is the starting point in my institution?” or state the “lack of gender expertise” within their organization. Project partners also suggest what could help to meet their needs: clear steps being laid out for their actions, flexible yet clearly specified minimum standards, support by the organization’s mentor and exchange of experience with more experienced partners. At the same time, there are knowledge resources available at the individual organizations and its use should be promoted. In each of the Working Groups – except one – there are one or two persons who have experience in the design and implementation of Gender Equality Plans.

#### Training goals:

- Training design that meets the need of training participants with a broad variety of different levels of knowledge and experience
- Providing basic and very clearly defined standards for GEP and GB, but also making individual amendments and adaptations possible
- Providing detailed step-by-step guidance on how to put the basic standards into action
- Enhancing the ability to apply knowledge to the individual situation in

the individual RPO

- Fostering experience exchange between RPOs but also between individuals from one RPO
- Providing good practice examples in different action fields
- Ensuring support by well-experienced persons for each RPO

### **Support by Stakeholders of RPO as a Crucial Factor of Success**

One major result of our feedback activities is that the project partners regard the support by the other members/stakeholders of their organization as one of the biggest or even – considering the high number of mentions – the biggest success factor of LeTSGEPs project. This result is also very well based in experiences by project partner as it is mainly mentioned in the context of questions about what helped experienced partners to make GEP/GB successful or what were obstacles on their way.

Not only general “commitment” or “interest” by key stakeholders are addressed but there are also some key actors of the organizations mentioned explicitly whose involvement is central for the project’s success: colleagues, members from each status group, the communication department, gender equality boards and especially the leadership level. One related topic is also the identification of stakeholders to be involved and transparency in decision-making processes in the institution - having the knowledge to address the right persons whose support is crucial for the project. Helpful for ensuring the support by organization members and thus expected training contents are according to project partners: communication and dissemination methods regarding Gender Equality, allowing for participation by all organization’s stakeholders and gender awareness training. A dedicated part of the training will then be devoted on how to identify internal and external stakeholders and how to involve them into the process.

#### **Training goals:**

- Ability to identify internal and external stakeholders to be involved and how to involve them
- Promoting gender awareness among the training participants and providing them with methods to do the same in their own organization
- Ability to pass on the knowledge in local training
- Strengthening the participants’ positions and confidence

## **Knowledge in (Gender) Project and Process Management**

Especially experienced project partners mention experience with project management techniques as helpful for GEP and GB design, implementation and evaluation and they stress the importance of an analysis of the status quo as a basis for the definition of concrete, ambitious but realistic and detailed step-by-step objectives that are scheduled, assigned to specific persons and evaluated. In the field of collecting data for this analysis there seem to be many problems partners need assistance with: especially with identifying which data to collect, obtaining the needed disaggregated data and how to analyze them so that the outcome is meaningful and helpful for the project.

### **Training goals:**

- Training on Gender Equality Plans and Gender Budgeting as an ongoing and self-sustaining process
- Learning how to employ project management tools to structure implementation and ensure its success
- Special training content focus on data collection and analysis
- Starting data collection early in the project and even before central training to give partners time to solve access problems
- Providing partners with contact persons who are experts in data analysis

### **Other expectations and corresponding training goals:**

- Obtaining basic knowledge about public budgets
- Learning about the legal framework of Gender Budgeting and other Gender Equality measures
- Access to studies about gender equality issues and measures in specific scientific fields

## 5 Training Content

### 5.1 General Training Content

LeTSGEPs training will contain knowledge and abilities that are needed for both the Gender Budgeting and the Gender Equality Plan approach, which are also overall strategic aims of LeTSGEPs. The corresponding general training units and methods will be designed together by both training partners UNIMORE and MPG and integrated evenly into all training events.

These will be methods that strengthen the ability to analyze organizational structures and culture regarding gender equality issues, such as gender awareness rising methods – that can also be used by the local trainers for other RPO's staff. Another important part will be on the dissemination and communication in the local RPO's – especially on Gender Budgeting and Gender Equality as means of contributing to organizations' accountability as well as scientific excellence - and other ways of ensuring the support of the organization's stakeholders – starting with identification of stakeholders to involve.

### 5.2 Gender Budgeting

UNIMORE will lead this task working in close collaboration with UNIME, since they have internal expertise on Gender Budgeting, and MPG as the WP leader, with the contribution of each implementing partner for the successful realization of the training sessions.

Training in Gender Budgeting in the implementing RPOs will guide the trainees through the different phases of Gender Budgeting including the very concept of gender equality, context analysis, budget cycle, auditing and budgeting, classification of programs and expenditures in terms of gender equality and well-being and raising institutional awareness on the importance of Gender Budgeting.

Practical examples will be delivered in the form of hands-on training.

Participants acquire tools that will allow a thorough Gender Budgeting implementation enshrined in the respective institution in line with LeTSGEPs methodology to produce transformative and participatory Gender Budgeting.

#### **Context analysis**

A first set of indicators to base the implementing RPOs context analysis in terms of gender equality will be made available by the end of June by UNIMORE in collaboration with the MPG to guide the collection of data that will be used to inform the Gender Budgeting activities as well as the stock-taking for Gender Equality Plans accordingly as a base for regular monitoring and

evaluation thus making possible to analyze progress in gender equality. The base set of indicators will allow a first assessment of the gender equality status of the RPOs and will be used during participatory training activities in the first block of training on Gender Budgeting where an extended set of indicators will be proposed on the basis of the achieved better knowledge of the RPO situation in terms of gender equality being left to be presented in the second Training on Gender Budgeting.

A set of indicators amongst the following will be selected and proposed to the implementing RPOs:

- PWM: proportions of women and men in a typical career from student level to academic staff and its representation showing a scissor pattern
- PWMA: proportions of women and men in a typical career from student level to academic staff by area and its representation showing evidence of a scissor pattern
- DI: Dissimilarity index defined as

$$\frac{1}{2} \sum_i \left| \frac{w_i}{w} - \frac{m_i}{m} \right|$$

Where  $m_i$  and  $w_i$  are men and women in the  $i$ -th area

- GCI: “The Glass Ceiling Index (GCI) is a relative index comparing the proportion of women in academia (grades A, B, and C) with the proportion of women in top academic positions (grade A positions; equivalent to full professors in most countries) in a given year. The GCI can range from 0 to infinity. A GCI of 1 indicates that there is no difference between women and men in terms of their chances of being promoted. A score of less than 1 means that women are more represented at the grade A level than in academia generally (grades A, B, and C) and a GCI score of more than 1 indicates the presence of a glass ceiling effect, meaning that women are less represented in grade A positions than in academia generally (grades A, B, and C). In other words, the interpretation of the GCI is that the higher the value, the stronger the glass ceiling effect and the more difficult it is for women to move into a higher position.” European Commission (2019, p.125)
- GEI: Gender Equality Index
- GPG: Gender Pay Gap
- RII: Results and Impact Indicators



- SRI: Single Representation Index
- Fji/Tji Representation Index referred to the Institution
- Fjw/Tjw RI for the whole institution
- Fjcountry/Tjcountry RI for the Country of the Institution
- Fjnetwork/Tjnetwork RI for the Network of Institutions
- FjEU/TjEU RI average EU28
- CRII: Comparative RI indices
  - $(F_{ji}/T_{ji})/(F_{jw}/T_{jw})$  [provides a measure of the representation of women in that field of study with regards to the same level of study at the university the dept. belongs to level]
  - $(F_{ji}/T_{ji})/(F_{jcountry}/T_{jcountry})$  [provides a measure of the representation of women in that field of study with regards to the same area and level of study at the national level]
  - $(F_{ji}/T_{ji})/(F_{jnetwork}/T_{jnetwork})$  [provides a measure of the representation of women in that field of study with regards to the same area and level of study at the network of institutions in the project level]
  - $(F_{ji}/T_{ji})/(F_{jEU}/T_{jEU})$  [provides a measure of the representation of women in that field of study with regards to the same area and level of study at EU level]
  - Where: Fji=female students enrolled in j and i; w = whole institution/university the single department belong to; Fjw=female students enrolled in j in the whole university; i= area of degree (Engineering, Economics,...); j= ISCED (International Standard Classification of Education).

### **The budget process in RPOs**

One central aim and expectation of the LeTSGEPs partners mentioned in the baseline study is being able to understand the budgeting process of the organization, being able to analyze it and find appropriate measures to intervene in order to introduce gender equality measures. Accordingly, one building block of Gender Budgeting training will include lessons about the basic elements of public finance and the budget cycle.

### **Mapping of the actors involved in the budgeting process**

A training need expressed by the project partners, especially in the second project meeting, was, on the one hand, being able to identify the stakeholders to be engaged in the project activities, and, on the other hand, finding out who to turn to for getting certain data or finding any other kind of support in the organization.

Therefore, UNIMORE will provide RPOs with a guideline to identify and involve internal and external stakeholders involved in the Gender Budgeting process using the stakeholder matrix and pursuing the goal of increasing stakeholders' gender equality awareness.

### **LeTSGEPs Gender Budgeting methodologies and related tools**

LeTSGEPs Gender Budgeting Methodology, being developed till October 2020 as part of the WP 2 (Task 2.3), will refer to existing methodologies in order to implement Gender Budgeting and, more specifically, to the set of specific guidelines on how to perform an internal assessment based on a Gender Budgeting approach:

- Public Finance Management (from strategic planning to budgeting and implementation, monitoring and evaluation)
- Account Based Approach (reclassification of public expenditures in a gender perspective)
- Well-Being Gender Budgets (Matrix of capabilities, classification of expenditures in a gender & well-being perspective...)
- Participatory Budget
- Performance-based budgeting or results-based budgeting
- Integration between GBs and GEPs

## **5.3 Gender Equality Plans**

### **LeTSGEPs GEP standards**

LeTSGEPs standards for Gender Equality Plans (GEPs) are a direct answer to LeTSGEPs training goals and are based on experiences by Max Planck Society in introducing Gender Equality Plans in each of 86 Max Planck Institutes – with a broad range of starting points regarding gender equality and an equally vast variety of working cultures. That is what makes the experience especially useful for LeTSGEPs project – posing a similar challenge regarding the introduction of GEPs in the six implementing partner RPOs.

The aim of LeTSGEPs GEP standards is accordingly to give implementing

partners concrete guidance on what a Gender Equality Plan has to contain and which features are essential for its sustainable success by creating common standards for all GEPs in implementing organizations while at the same time providing enough flexibility so that the GEP can be tailored individually to each organization's needs.

Keeping all this in mind, the LeTSGEPs standards for Gender Equality Plans consist of the following three major objectives that will ensure a successful design, implementation and evaluation of the GEP process:

### **1. Completeness**

The standard "completeness" describes the essential elements a GEP has to contain to make it an effective tool of promoting gender equality in an organization. Based on a ✓**gender equality status report** the GEP provides an ✓**analysis/cause study** on the main sites of inequality of the organization, which results in the ✓**GEP's focus** and accordingly in its ✓**fields of action**. Subsequently, ✓**objectives and target groups** are defined in order to develop appropriate and effective ✓**measures** to counteract the inequalities found. Already set and described is also an ✓**evaluation procedure** for each of the measures as well as for the whole GEP regarding its effect on gender equality in the organization which is used for the ✓**re-design process** also already foreseen and prescribed in the original GEP.

### **2. Institutional fit**

A detailed status report and its analysis allow for objectives and measures of the GEP being specifically tailored to the situation and thus the fields of action of the individual RPO. This process ensures that the measures are suitable and effective for promoting gender equality in the institution.

The training material will also contain recommendations about which data should be collected mandatorily and which other data could be helpful in which situation.

#### **- Status report**

Quantitative elements of the status report contain the gender disaggregated collection of key institutional figures, such as numbers of women\*, men\* and persons of other genders on all career levels, salary levels, performance bonuses, promotion, employment length, composition of committees and boards, participation in scientific dissemination events etc..

Data regarding the cultural and structural anchoring of Gender Equality in the RPO are mainly collected qualitatively through discussions, interviews, employee surveys, collected complaints and feedback events and focus on already existing Gender equality strategies, objectives and actors and their

depth of implementation respectively participation in the organization.

- **Analysis and definition of specific focus**

The analysis of the collected data shows and provides evidence of where there are problems regarding Gender Equality in the individual RPO and allows to identify the specific fields of action and objectives to focus on.

- **Definition of objectives**

While the field of action merely indicates an area in which there is a need for improvement, objectives are supposed to be very concrete and define clearly what is to be achieved quantitatively and qualitatively. Such thoroughly defined objectives provide the base not only for the design of suitable measures but also for the evaluation of the whole Gender Equality Plan. Training regarding the definition of such helpful objectives will furthermore make us aware of well-tried principles of project management.

### **3. Sustainability**

#### **Combination of individual, culture-changing and structural measures**

In order to achieve a continuing high level of gender equality effects and ensure their sustainability a combination of three types of measures is necessary:

- Individual measures provide support or relief to single persons or specific groups.
- Culture-changing measures are targeted at an enhancement of gender and diversity awareness and working culture in the organization.
- Structural measures are interventions in the organizational culture and institutionalize change by implementing regulations in favor of gender equality.

While individual measures have a relatively quick and direct effect on gender equality for specific individuals, cultural and structural measures provide lasting change in the framework conditions which is potentially self-perpetuating and thus extraordinarily sustainable.

#### **Design of sustainable measures**

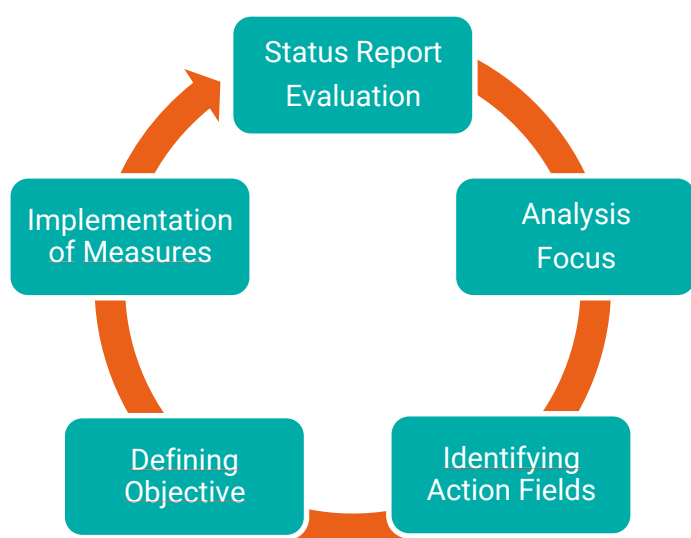
A proper design of measures contains all the information necessary to implement and perpetuate the measure through on-going cycles of monitoring and re-evaluation.

Therefore, it not only contains basic information like the field of action, target groups and detailed description of activities but also a concrete allocation

inside the organization and therefore the assignment of responsibility, information on how necessary resources are provided and sustainably ensured and a concrete time schedule with main and intermediate objectives, accompanied by a monitoring and re-evaluation plan.

### **Gender Equality Plan as a monitoring instrument and self-perpetuating process**

LeTSGEPs standards for Gender Equality Plans contain a fixed time plan for monitoring, evaluation and regular re-design of the whole plan. This makes the GEP a monitoring instrument for Gender Equality in the organization and a self-sustaining process which ensures that that Gender Equality objectives are pursued and measures implemented as planned even if personnel or responsibilities change. The process is an ongoing cycle of 1. Status Report/Evaluation 2. Analysis and Definition of Focus 3. Identifying Action Fields 3. Defining Objectives 4. Implementation of Measures 5. Evaluation/Status Report and so on.



*Picture 2: GEP as a process*

### **Ensuring support by key actors and dissemination**

First and most significant action to ensure support by key stakeholders of the organization is their signing the Gender Equality Plan, which makes it a binding agreement. To make dissemination of the Gender Equality Plan through tools conveyed in the general training content easier and more successful it should furthermore contain a preamble by the highest leadership level and an introduction that explains among other things the context and meaning of the GEP and its focus in the respective organization. Finally, it should be designed in an easily readable and attractive way.

#### **5.4 Gender Budgeting and Gender Equality Plan Integration**

Training sessions on Gender Budgeting and Gender Equality Plans will be planned as one coherent training program. This aim requires a good integration of Gender Budgeting methodology (Task 2.3) into the Gender Equality Plan process. It will be depicted in detail how the two approaches go together in each process phase.

The project partners UNIMORE, UNIME and MPG have already identified a good basis for a full integration of those originally independent approaches, especially a common understanding of what Gender Equality means and how sustainable change is achieved. To reach that aim UNIMORE, UNIME and MPG will continue their close collaboration in methodological questions. Next step will be a joint template for first data collection by partners that will be used in the first training sessions.

## 6 Didactic Approach

### 6.1 Training Methods

In order to encourage training participants to bring their individual concerns and situations into the training as working examples, the training methods will be explicitly participatory and activating to create a collaborative and open atmosphere. Another issue that has to be considered is the different levels of English language skills among participants. To help with understanding and being able to follow the presented content, the LeTSGEPs training will employ creative and engaging visualization techniques and in-depth training material. The individual training tools will be developed by a core training group formed by UNIMORE, UNIME and MPG, that will discuss the tools together with the methodologies to be implemented. In a preliminary stage the mentors of each implementing partner will also be involved in order to make sure the consideration of the needs of each of the implementing RPOs.

### 6.2 Central Training and Local Dissemination of Knowledge

In order to achieve a way of dissemination of knowledge, that considers the differing starting points and needs of the organizations and to really use “the language” of the organization members – not only literally as their mother tongue but also by meeting their expectations based on the local organization culture – we make use of a multi-level training and dissemination strategy employing a train the trainer-concept and a system of local mentors.

The different groups of participants are:

1. The members of LeTSGEPs project of each partner organization
2. 2-3 main stakeholders of the local implementation process plus the local mentor
3. The RPOs’ local Working Groups
4. All targeted RPOs’ staff

The corresponding level of LeTSGEPs training and dissemination activities are:

1. The first level – training of the partners’ members of LeTSGEPs project – is embedded in the project meetings and the collaboration process on the deliverables of the training strategy (WP 3.1) and the state of the art Gender Budgeting analysis (WP 2.1). These are inputs on the training content by partners MPG and UNIMORE during the project meetings and the gathering and classification



of Gender Budgeting examples by each partner as well as the sharing of the results of the state of the art analysis. The results will also be used for a webinar created by UNIME and UNIMORE for LeTSGEPs partners about the methodology of Gender Budgeting – additionally to the reports on the state of the art results during project meetings.

2. On the second level, the LeTSGEPs core training events will be held by MPG for Gender Equality Plans and by UNIMORE for Gender Budgeting. They will be visited by two or three main stakeholders of the local implementation process in each implementing RPO. Another important actor group to be trained are the local mentors of the implementing RPOs as they are the ones RPOs turn to primarily for guidance in their implementation processes. The participants of the core training will be chosen bearing in mind that they will be the ones to disseminate the training knowledge locally in their RPOs. As for local trainers, the selection criteria have been set accordingly and are distributed in order to help partners decide who to send to the core training events. (see chapter 6.3 below).
3. The next dissemination level will be the training events held locally by the participants of the core training and especially the local mentor. Their form can differ according to what local trainers consider the most appropriate and productive for the individual organization. Training materials and an e-learning tool designed by central trainers from MPG and UNIMORE will help to ensure the quality of the local training and will, therefore, contain not only the training content but also training methods to be used by the local trainers. These materials will be provided in the local working language, translated by professional translators.
4. The fourth dissemination level of training knowledge will be closely linked to the internal raising awareness events foreseen in the LeTSGEPs Communication and Dissemination Plan (WP6) and convey basic principles of GEP and GB knowledge to other members of the RPO.

### **6.3 Criteria to Choose Attendants of Central Training**

A central role of LeTSGEPs multi-level dissemination of training content is played by the local trainers, who attend the central training and disseminate their knowledge in the local organization. Thus, their selection is a crucial step and will be guided by MPG as training work package leader.

The following criteria will be applied:

- 2-4 people of each organization mainly contributing and responsible

for the implementation process.

- Willing and able to pass on knowledge by training other stakeholders in the organization regarding the implementation of GEP in local training events and by being active members of the working groups during the whole duration of the project
- Well-connected to the other stakeholders, being acknowledged among them
- Expected to be available for contribution in the implementation process till the end of the project, and in the best case also beyond the project duration for participation in gender equality work of the organization
- Fluent in English
- Having basic gender knowledge is an additional plus

These persons could be:

- The national LeTSGEPs manager
- The organization's mentor
- The members of the Working Group
- The gender equality officer (if institutionally appointed)
- One or more members of the main governing body of the organization
- The head of administration
- The department of statistics
- Other members of the organization with a coordinating role

## 7 Training Structure and Time Plan

The training will cover two periods:

The first training phase (M5-M11) is aimed at the application of Gender Budgeting within the audit phase (Task 2.3) and will start with a capacity building session followed by specific sessions held by trainers in each GEPs implementing partner together with motivation raising sessions with the active participation of the RPOs academic and administrative staff who took part to the capacity building session.

There are four events planned for this training phase:

1. Webinar on Gender Budgeting by UNIME using Best-Practice examples from the State of the Art Gender Budgeting analysis: 08/07/2020 for project partners only
2. GB training – LeTSGEPs Methodology: early-mid October 2020 either in Messina or online, for 2-3 persons from each implementing organization (local trainers) and each organization's mentor
3. Introduction to Gender Equality Plans: early-mid October 2020 either in Messina or online, for 2-3 persons from each implementing organization (local trainers) and each organization's mentor
4. Follow-up on Gender Equality Plans: based on first experiences in GEP design, January 2021, either in Barcelona or online, for 2-3 persons from each implementing organization (local trainers) and each organization's mentor

The second training phase (M29-M32) is aimed at facing the issues encountered in the application of Gender Budgeting in combination with Gender Equality Plans during the first iteration of implementation (Task 4.3). This training phase will take place mid of the year 2022 - detailed planning is still to be made also taking into account the experiences of training phase one and the implementation phase.