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### How to select measures for Gender Equality Plans

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**Abstract:** As recently announced by the European Commission, Gender Equality Plans (GEPs) will become an eligibility criterion in the future Horizon Europe programme (2021-2027) for every legal entity (public body, research center or higher education institution). The complex process of designing a GEP in a Research Performing Organization (RPO) involves different phases. In this paper, recalling the six steps process of the European Institute for Gender Equality (EIGE) GEAR tool for developing GEPs in research institutions, we focus on the third critical step of setting up a GEP. In particular, the EIGE recommendation for an effective GEP design is to get inspiration from measures implemented by other organisations and tailor them to the specific local institutional context. However, analysing other RPO's GEP measures is a time-consuming effort requiring at least some experience and preparation to understand and evaluate the measures replicability, impact, effectiveness and sustainability. This analysis may be a very complicated task for organisations that are not experienced with GEPs.

To address this issue, the paper presents a methodology that aims at supporting RPOs in the selection of measures to be included in the institutional GEP design. The proposed methodology has been defined in the context of the LeTSGEPs Horizon 2020 project and is based on a catalogue of GEPs measures that have been experimented by European RPOs so far.

The LeTSGEPs methodology and related catalogue offer a classified guide of the GEP measures' gender impact through several factors, such as: the gender issues to be addressed, the target groups, the stakeholders to be involved, the different dimensions of staff organisational well being, the output and outcome indicators, the possible sustainability strategies. The proposed catalogue may represent a tool able to facilitate RPOs evaluation and selection of measures among those already experimented by other research institutions, offering useful indication on their appropriateness to solve specific issues. At a more general level, the catalogue also provides essential information on the main measures that have been experimented so far in implementing GEPs in European RPOs, the most common areas of interest, and the capabilities involved.

**Keywords:** Gender Equality Plan, Structural Change, GEAR Tool, Capabilities Approach, Sustainability



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## Introduction

Gender Equality Plans (GEPs) have achieved in recent years a growing interest and attention by the European Union and the community of Research Performing Organizations (RPO) as a strategy to fight gender stereotypes in research and science. Gender discrimination, in fact, is still present today in the field of research and adversely affects its results, since it cannot adequately enhance all talents regardless of their gender.

Following the first experimentations since 2005, GEPs methodologies have progressively improved, also thanks to specific calls of the European Commission and the related European Commission funded projects supporting their adoption in RPOs. The European Union has increased its political commitment to GEPs to the point that, starting with the next Framework Programme for Research and Technological Development, Horizon Europe (2021-2027), the GEPs are mandatory for all public institutions as eligible criteria to be admitted to funding having been approved as a proposal.

Within this context, this paper aims to contribute to the development of GEPs methodologies by focusing on a specific phase of the GEP process, that is the selection of measures that an RPO has to decide to implement, once that the context analysis has outlined the areas that need improvements in terms of gender equality.

For RPOs early beginners in GEP development, the measures' selection process may represent a critical point, since it requires a certain knowledge of gender equality policies and of best practices already experimented in other RPOs, as well as the capability of taking inspiration from them in order to select and tailor the measures that better fit the RPO under examination.

In this paper we shortly describe the origin of GEPs and their role in the European context. Then, we present the European Horizon 2020 Project LeTSGEPs - Leading Towards Sustainable Gender Equality Plans in research performing organisations<sup>1</sup> and its approach to the GEPs design, that is coherent with the GEAR tool general framework. Finally, we introduce the main contribution of this paper, that is the proposal of an European catalogue for GEPs' measures. The proposed catalogue, which is being experimented in the context of the LeTSGEPs project, enhances a previous proposal on this topic, namely *SAGE (Systemic Action for Gender Equality) Wheel Model*<sup>2</sup>. The catalogue for GEPs' measures may represent a tool able to facilitate RPOs evaluation and selection of measures among those already experimented by other research institutions, offering useful indication on their appropriateness to solve specific issues.

## 1. The process of Gender Equality Plans

According to the European Institute for Gender Equality<sup>3</sup> (EIGE), Gender Equality Plans may be defined as: *"..as a set of actions aiming at: 1. Conducting impact assessment / audits of procedures and practices to identify gender bias; 2. Identifying and implementing innovative strategies to correct any bias; 3. Setting targets and monitoring progress via indicators.."* (EIGE, 2016)

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<sup>1</sup> LeTSGEPs (Leading Towards Sustainable Gender Equality Plans in research performing organisations) Grant Agreement No. 873072 <https://letsgeps.eu/>

<sup>2</sup> <https://www.sage-growingequality.eu/site/equality>

<sup>3</sup> <https://eige.europa.eu/>

Gender Equality Plans in the RPOs have been experimented in many European countries in the last 15 years, aiming at improving the RPOs gender equality strategies. The research and academic communities, in the scientific field first and later in all the other fields, have constantly raised a growing awareness on the impact of gender stereotypes and discriminations on RPOs activity, productivity, and loss of talents.

The more relevant project that first introduced this strategic tool for gender equality dates back to 2005, when the Athena Swan Project<sup>4</sup> in the UK was first experimented.

The European Union has then invested in projects promoting Gender Equality Plans since the 7th Framework Programme, from 2007 to 2013, with an increasing commitment in the Horizon 2020 Programme that is also expected to further increase in the new Horizon Europe programme (2021-2027).

Among the relevant projects on Gender Equality Plans funded within the Horizon 2020 Framework Programme in recent years we may mention: SAGE<sup>5</sup> (Systemic Action for Gender Equality), EQUAL-IST<sup>6</sup> (Gender Equality Plans for Information Sciences and Technology research institutions), PLOTINA<sup>7</sup> (Promoting Gender Balance and Inclusion in Research, Innovation and Training), GENERA<sup>8</sup> (Gender Equality Network in the European Research Area), SUPERA<sup>9</sup> (Supporting the promotion of Equality in Research and Academia), CALIPER<sup>10</sup> (Gender Equality in STEM research) .

The projects that have been carried out in recent years have achieved a high level of awareness and knowledge in the RPOs involved, but a complete structural change due for a transformative process in the EU Academic and Research Community as a whole needs to be accomplished. To reach this final result, an evaluation and assessment phase should provide for comparable Gender Equality Plans across the EU RPOs.

Unfortunately, Gender Equality plans have not been structured and standardized across the EU to reach these objectives so far. It has in fact been observed that:

*"...All GEP are similar in their aims, but their structure is different enough to hinder the possibility of evaluating and using their data at European and often even National level.."* (Bencivenga, 2020)

To overcome this problem, EIGE released in 2016 the GEAR (Gender Equality in Academia and Research) Tool, offering to RPOs the possibility of structuring their own GEPs with a standard methodology (EIGE, 2016).

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<sup>4</sup> ATHENA SWAN is a charter established since 2005 in the UK that rewards gender equality best practices in higher education and research institutions  
<https://www.advance-he.ac.uk/equality-charters/athena-swan-charter>

<sup>5</sup> SAGE (Systemic Action for Gender Equality) Grant agreement No 710534. <https://www.sage-growingequality.eu/>

<sup>6</sup> EQUAL-IST (Gender Equality Plans for Information Sciences and Technology research institutions), Grant agreement No. 710549 <https://equal-ist.eu/>

<sup>7</sup> PLOTINA (Promoting Gender Balance and Inclusion in Research, Innovation and Training), Grant agreement No 666008 <https://www.plotina.eu/>

<sup>8</sup> GENERA (Gender Equality Network in the European Research Area), Grant Agreement No. GERI-4-2014 <https://genera-project.com/>

<sup>9</sup> SUPERA, Grant agreement No. 787829. <https://www.superaproject.eu/key-action-areas/>

<sup>10</sup> CALIPER, Grant Agreement No 873134, <https://caliper-project.eu/>

The GEAR tool is the final result of a GEPs' best practices study across EU RPOs: it reflects therefore a common basis for GEPs structure that has been already experimented and also proposes many inspiring examples for more detailed and in-depth GEPs.

GEPs are supposed to provide measures that solve the many gender discriminations and inequalities that still persist within the Academia and in the Research field and that heavily influence the RPOs' research results, level of innovation, diversity, besides gender equality and respect for human rights.

The key point of the GEAR tool is the "structural change" that RPOs are expected to gain consequently to GEPs implementation. To reach this final goal, the GEAR tool provides for 6 main Methodology Steps:

- Step 1. Getting started
- Step 2. Analysing and assessing the state-of-play in the institution
- Step 3. Setting up a GEP
- Step 4. Implementing a Gender Equality Plan
- Step 5. Monitoring progress and evaluating a GEP
- Step 6. What comes after the GEP?

The GEAR tool represents a milestone in the process of GEPs' implementation within the EU RPOs, since it offers a common structure and framework for all the Accademia and Research Community GEPs experiences, while also offering many hints for further customization according to the RPOs peculiar characteristics.

Even if the GEAR tool framework is not mandatory as a basis for structuring RPOs GEPs, it is expected that it will be increasingly adopted in a spontaneous manner as a landmark for most RPOs willing to participate in the next Horizon Europe programme. It was recently announced, infact, that GEP will represent an eligibility criterion for the European Union main fundings for Research and Development.

If the RPOs Community, therefore, will be led to increasingly adopt GEPs, it is important to underline the need of having comparable GEPs according to some standard elements that should be widely adopted. The possibility of comparison is important not only to implement Gender Equality within the RPO, but also to provide students and researchers for a tool on comparative evaluation of the RPOs they are considering to choose.

To reach this purpose, it has been recently proposed to develop an European GEP System (EGEPS) (Bencivenga, 2020), starting from the consideration that in all countries the issue of gender imbalance is being addressed to some degree in the academic sector. However, what is lacking is the harmonisation of terminology, tools and measures that would allow the academic sector to benchmark, exchange experience and reflect collaboratively on the future challenges.

The EGEPS system could measure achievements toward gender equality, helping academics and students to make a more informed decision when deciding to move from one institution to another, at the national or international level. GEPs are public documents; therefore the possibility of comparing good practices and winning strategies (through an international database) could allow more rapid paths towards gender equality and respect for all diversities, including those at the intra-gender level. Standardisation of data and information would allow for rapid comparisons of aspects of specific interest, or the selection of only those universities that

excel in a sector, for example in career promotion, or the flexibility in work-life balance, or the availability of training on gender issues in scientific disciplines. All this could stimulate, as a virtuous circle, the path towards gender equality, attracting student excellences of all genders and not losing opportunities for collaboration with excellent researchers.

The proposal to develop a EGEPS represents a further step ahead with respect to the GEAR tool, with clear and certain advantages, requiring experimentations and studies before achieving the standard of EU institutionalization.

The GEPs methodology that is being experimented within the LeTSGEPs project is therefore a good occasion to outline and validate a standard template with guided and shared criteria to select the measures that a GEP should implement within an EU RPO.

## 2. LeTSGEPs' approach to Gender Equality Plans

The LeTSGEPs (Leading Towards Sustainable Gender Equality Plans in research institutions) project aims at connecting different Research Performing Organisations in the design and implementation of GEPs. During the four years of activities, it pursues the main objective of designing and implementing GEPs at the 6 RPOs of the consortium: Mathematical Institute of the Serbian Academy of Sciences and Arts (MISANU), Serbia, University of Messina (UNIME), Italy, University of Tirana (UT), Albania, Institut de Ciències del Mar (ICM)/Agencia Estatal Consejo Superior de Investigaciones Científicas (CSIC), Spain, Cergy Paris Université (CY), France, Max-Planck-Gesellschaft (MPG), Germany.<sup>11</sup>

The project, started in 2020, seeks to design actions and implement measures that will lead to systemic institutional change and address gender bias in RPOs at a very initial stage of gender equality measures implementation. At the same time, more experienced partners in GEPs implementation will guide the other partners through the various steps of the project, following the GEAR tool (EIGE, 2016) and with the scientific support of a highly qualified Scientific Advisory Board. As a powerful instrument of detecting factors that make gender inequality persistent within institutions, LeTSGEPs will also foster the use of Gender Budgeting (GB). A robust methodological approach integrating Gender Budgeting into Gender Equality Plans will be produced and shared with all partners also by means of training activities.

LeTSGEPs' methodology for GEPs basically relies on the GEAR Tool approach, but is further enhanced by:

### 1. *The gender budgeting perspective*

The GEAR Tool envisages a four Step Cycle for GEPs that includes: 1. Define (How to analyse and assess the state-of-play in the institution), 2. Plan (How to set up a GEP), 3. Act (How to implement a GEP). 4. Check (How to monitor progress and evaluate a GEP).

For each phase some methods and tools are recommended. Among them, Gender Budgeting is mentioned in the Planning phase, together with Gender Procurement and Gender Indicators. Gender Budgeting indeed is very useful to give evidence of the economic and monetary perspective within the GEPs process and to achieve true transformative change by enabling concrete actions and measures. Gender Budgeting can support GEPs in planning the resources needed to implement the planned actions and, in the auditing phase, GB will devote special

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<sup>11</sup> LeTSGEPs, coordinated by University of Modena and Reggio Emilia, received funding from the European Union's Horizon 2020 Research and Innovation program under Grant Agreement n° 873072, <https://letsgeps.eu/>

attention both in reclassifying the expenditures in a gender perspective and in the impact analysis of the actions to those programmes included in the GEP.

2. *The theoretical framework of the capabilities approach developed by the Leading Partner, the University of Modena and Reggio Emilia (Unimore)*

The capability approach applied to gender equality and wellbeing is based on Amartya Sen and Martha Nussbaum's Theories and has been adopted since 1990 by the UN as a framework of the Human Development Program. It was first applied to Gender Budgeting methodology by Unimore in 2002 and experimented at territorial level in Italy for many years (Municipality and Province of Modena, Municipality and Province of Bologna, Province of Rome, Lazio, Piedmont and Emilia Romagna Region), in other countries like Turkey and in Senegal (Addabbo et al., 2011; Addabbo, 2016; Addabbo et al. 2019) and recently adopted in the two-steps feasibility plan for the EU Gender Budget (European Parliament, 2015 and 2019 )

*"The use of Amartya Sen and Martha Nussbaum's capability approach extends the focus of gender budgeting to the impact of policies on wellbeing, with its multiple dimensions and complexity, departing from an evaluation based exclusively on income or commodities. Wellbeing is defined at the individual level, and this, also according to feminist economics, requires investigating what happens inside the family and recognising the possibility of conflicts amongst its members on the construction of wellbeing."* (Addabbo, 2016)

According to the GEAR Tool, before implementing a GEP report (Step 3, Setting a GEP), two main steps are due:

*Step 1. Getting started*, which includes actions like "Understand the context", "Find support", "Understand the gender mainstreaming cycle";

*Step 2. Analysing and assessing the state-of-play in the institution*, which mainly refers to a) reviewing relevant legislation and policies in RPOs country and b) analysing sex-disaggregated data about staff and students, identifying the existing measures promoting gender equality.

In the LeTSGEPs project, these two steps are accomplished by a dedicated task foreseeing a context and Gender Budgeting analysis phase in which each partner develops its own report, structured according to four main gender dimensions:

1. Analysis of indicators on gender equality in RPOs
2. Gender implicit bias research
3. Analysis of RPOs' gender policies and points of strengths and of weakness – Identification of Action Fields
4. Analysis of RPOs' Gender Budgets

Then, a subsequent LeTSGEPs phase is dedicated to the design of tailor-made Gender Equality Plans for the implementing RPOs, according to the third GEAR tool step "Setting up a GEP", that includes 4 methodological steps:

1. Promote the participation of actors at all levels when defining measures and actions of the GEP.
2. Get inspiration from measures implemented by other organisations analysed having a clear vision of the implementing RPO's context and specificities
3. Define SMART objectives and measures for the plan.
4. Detecting specific resources when planning the measures.

The LeTSGEPs methodology to design a GEP is set by the partner Max-Planck-Gesellschaft following the GEAR tool general framework, has been thoroughly discussed within the network and is structured in the following 4 phases:

a) Analysis and Definition of the Institute's Specific Focus

The previous context analysis of data shows where there is a need for action in the RPO. It provides evidence on the causes of inequalities and leads to the identification of the RPO-specific fields of action and to the topics and objectives on which the RPO focuses in the area of Gender Equality.

b) Identification of Action Fields

The data analysis identifies the fields of action in which Gender Equality problems exist in the RPO. For example: Balancing work and family life Reducing discrimination: increasing gender awareness Structural anchoring of Gender Equality Correcting under-representation of female scientists: Gender-equitable recruitment and development of personnel Fields of action are not objectives. They merely indicate in which area there is a need for improvement

c) Definition of Objectives

In contrast, the definition of objectives clearly defines what is to be achieved quantitatively and qualitatively. For an objective to be achieved and recognized as achieved, it has to be **SMART**:

- **S** = Specific Objectives are clearly defined
- **M** = Measurable Objectives are measurable (criteria)
- **A** = Accepted Objectives are appropriate, attractive and challenging
- **R** = Realistic Objectives are achievable
- **T** = Time-bound There is a deadline for (checking) the achievement of objectives

RPO-specificity is measured, among other things, by how ambitious the objectives are. In addition, the conceptual design of the measures must also be sufficiently ambitious. The planned measures should be new, newly developed or well established and successful measures. The latter can be proven by evaluation.

d) Measures to achieve Gender Equality objectives.

Measures can be designed in a variety of ways. Three types of measures can be distinguished:

- Personnel or individual measures that provide relief or support for individual persons or groups
- Culture-changing measures that affect collective awareness and work culture
- Structural measures that intervene in the organizational culture and change existing structures through institutional regulations.

While individual measures aim to make individuals fit for the existing system, cultural and structural measures have the potential to effect lasting change in the framework conditions and rules of a system.

### 3. The LeTSGEPs proposal for the GEPs catalogue of measures

While developing GEPs with the LeTSGEPs partners, most of which are beginners in the process of gender mainstreaming, the problem of measures' selection, according to the specific RPO's needs as evidenced from the local context analysis, emerged as a critical issue.

For RPOs that approach GEPs for the first time, the GEAR tool recommendation to get inspiration from measures implemented by other organisations is likely to represent a highly time-consuming effort due to the lack of experience and knowledge. Moreover, the selection of an already implemented measure does not guarantee the effectiveness of the action at a specific RPO, especially without the experience to judge the replicability of the measure and its feasibility for a local application.

The GEAR tool recommendation on this point, in fact, envisages to:

*"...2. Get inspiration from measures implemented by other organisations, but always consider your own institutional context. There is no need to reinvent the wheel. There are very good and successful examples of measures and actions implemented by other organisations. However, a direct replication of such measures can be ineffective in your institution. It is important to assess the context in which these were carried out. Make sure to adapt these measures considering the specificities of your own context.. .." (Eige, 2016)*

In order to help partners to select and take inspiration from already experimented measures that may be more appropriate to reach their objectives, LeTSGEPs project developed a Measures' catalogue, that aims to provide implementing partners with a guide to select measures according to their gender impact.

The catalogue and the related LeTSGEPs methodology may represent a tool facilitating RPOs' selection of measures already experimented, while offering useful indication on their appropriateness to solve specific issues. At a more general level, the catalogue also provides essential information on the main measures that have been experimented so far in implementing GEPs in EU RPOs, the most common areas of interest, and the capabilities involved.

The GEP's measures catalogue, besides, contributes to build up an important building block that can be integrated in the above mentioned European GEP System (EGEPS) (Bencivenga, 2020).

The basic structure of the Catalogue derives from the framework of the *SAGE Wheel Model*<sup>12</sup>. SAGE (Systemic Action for Gender Equality) is an European Horizon 2020 funded project designed to seek stronger actions on gender equality in higher education and research.

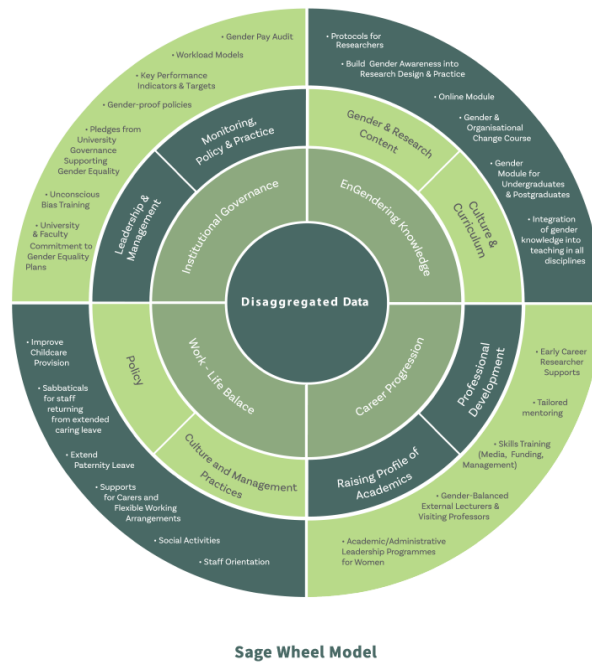
The Sage Wheel Model to support the Gender Equality Plans setting considers four main areas (Institutional Governance, Engendering Knowledge, Career Progression, Work-Life Balance) that have been further detailed in the SAGE Wheel shown in Fig. 1.

The categorization of the kind of measures that might achieve the objectives related to the four main areas represents a methodological starting point for the LeTSGEPs measures catalogue.

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<sup>12</sup> <https://www.sage-growingequality.eu/site/equality>

Figure 1: The SAGE Wheel



The proposal of the European GEP System (EGEPS) outlines an example of how the EGEPS might be structured, examining in detail the wheel quarter concerning work-life balance, as shown in Table 1.

Table 1: Translation of quadrant’s dimensions in a set of action (example from Bencivenga, 2020)

SAGE Quadrant	Dimension	Action planned	Measure of success
Work-Life Balance	Transforming the Culture and Management Practices	Develop policy to schedule meetings between 10:00 – 16:30 pm	Formalized policy for meetings scheduled between 10:00 – 16:30 pm
		Redistribute teaching hours sensitive to the needs of parents with young children	Implementation of the policy of distribution of teaching hours sensitive to the situation of parents with young children
	Improving Work-Life Balance Policy	Creation of breastfeeding/diaper change room	1 breastfeeding/diaper change room on campus
		Form a protocol with the university to have access to kindergarten facilities	Extended facilities for campus childcare

The LeTSGEPs Measures Catalogue proposes an improvement of the quadrants translation, by further detailing the number of variables to allow a more tailored and efficient selection of the GEP measures and by relating them to a set of dimensions of well-being (capabilities). In particular, it introduces other variables useful to associate measures to the context indicators and their related impact on the direct and indirect targets with reference to the capabilities they refer to.

Tables 2, 3 and 4 show some examples of the proposed LeTSGEPs Measures Catalogue, which represents an extended version of the Sage Wheel. The three main capabilities empowered by RPOs (Access to Research, Access to Career, Care for oneself and others), are first described with reference to the other capabilities indirectly involved, to their Main Objective and the main and indirect target groups they refer to. Then context indicators, Fields of Action and the Specific

Target groups allow then to select the best suited measures and related actions with a very guided and aware process.

**Table 2: Capability: Access to research, GEPs measures, target groups, objectives, context indicators**

Main Capability				
Access to research				
Indirect				
Access to knowledge, Access to career, Caring for oneself and others,				
Main Objective				
Engendering Knowledge				
Main Target				
Researchers				
Indirect Target				
Students, Professors, undergraduates and Postgraduates, Administrative Staff				
Context Indicators	Fields of Action	Specific Objective and Target Groups	Measures	Measures' detailed Actions Planned
<ul style="list-style-type: none"> <li>- Degree of gender equality awareness</li> <li>- Measures of gender stereotypes and unconscious bias</li> <li>- Gender Equality Index at Region and Country level</li> <li>- N° Women among doctoral graduates by field of education and also by (STEM);</li> <li>- N° Women among researchers by field of R&amp;D;</li> <li>- N° Women among publications authorship</li> <li>- N° Women among research funded teams in Staff</li> <li>- N° Women leaders among research funded teams</li> </ul>	Culture & curriculum Gender & Research Content	Gender balanced Research teams both in leadership and in staff within 4 years	Protocols for researcher	Research team composition is to be balanced and in case of no compliance, reasons have to be given
		Internal regulation on gender variables in research achieved within 2 years		Sex and gender variables are requested in calls and project planning
		Long term planning of training and seminars with the identification of human and financial resources to ensure the sustainability	Training to Build Gender Awareness in Research design and Practice	Training and specific seminars dedicated to the relevance of a gender approach in all research phases
		Having Researchers and Professors skilled on how to engender Research and knowledge	Training for Researchers and Professors	Course on line for all researchers and Professors on how to engender the research contents
		Having Students undergraduated and postgraduates skilled on how to engender Research and knowledge	Training for Undergraduates and Postgraduates	Gender Module for undergraduates & Postgraduates
		Achieve management and RPO organization aware of gender diversity and inclusion criteria	Training Researchers, Professors and Administrative Staff	Gender & Organizational Change Course
Developing gendered approach in all disciplines	Integration of gender Knowledge into teaching in all disciplines.	Introducing gender modules in the teaching of every course and in the adopted textbook. Funding Research for this purpose		

**Table 3: Capability: Access to career, GEPs measures, target groups, objectives, context indicators**

Main Capability				
Access to career				
Indirect				
Access to research, Access to leadership, Caring for oneself and others				
Main Objective				
Career Progression				
Main Target				
Researchers, Academic and non academic Staff				
Indirect Target				
Grade A Professors, Students				
Context Indicators	Fields of Action	Specific Objective and Target Groups	Measures	Measures' detailed Actions Planned
<ul style="list-style-type: none"> <li>- Glass-Ceiling Index</li> <li>- Glass-Door Index</li> <li>- Proportion (%) of men and women in a typical academic career, students and academic staff, (Complex index) and by STEM</li> <li>- Proportion (%) of women among academic and non academic staff, by grade and total,</li> <li>- Proportion (%) of grade A staff among all academic staff, by sex,</li> <li>- Proportion (%) of women among grade A staff, by main field of R&amp;D;</li> <li>- Proportion (%) of women among grade A staff, by age group.</li> </ul>	Professional Development	Early Career Support Researchers	Support for career planning and application for research funding are set up	A support group/unit/office for career planning and funding applications is formally set up
			Tailored Mentoring	Mentoring programmes for career planning and progression for the underrepresented gender
			Skills Training (Media, Funding, Management)	<ul style="list-style-type: none"> <li>- Guideliens for introducing gender approach in project design</li> <li>- Online course on gender stereotypes in Media</li> <li>- Course on project management with a gender mainstreaming perspective</li> </ul>
		Achieve a balanced gender diversity among the external lecturers & Visiting Professors	Gender-Balances External lecturers & Visiting Professors	Introducing gender criteria in the selection of External lecturers & Visiting Professors, Annual Report on this measure
		Improving the Leadership skills for women researchers	Academic/Administrative Leadership programmes for women	<ul style="list-style-type: none"> <li>- One training module on leadership skills for women every year</li> <li>- Funding a master for leadership for researchers with a specific gender approach</li> </ul>
		A set of binding procedures and criteria for recruitment and career advancement are defined and published	Transparency of recruitment and career advancement	Recruitment and career advancement criteria are defined and published
Principle formally adopted for the evaluation of research time periods	Fair research production evaluation	Long maternity, paternity and parental leaves are not taken into account in the research production		

Table 4: Capability: Caring for oneself and others, GEPs measures, target groups, objectives, context indicators

Caring for oneself and others				
Access to Research, Access to career				
Work-Life Balance				
Students and Academic and not academic staff				
Students and Academic and not academic staff				
Context indicators	Fields of Action	Specific Objective and Target Groups	Measures	Measures' detailed Actions Planned
- Students and staff with children percentage of children covered by childcare services in the area distribution of staff members by age according to care load - Data by questionnaire on time management and care needs	Policy Culture and Management Practices	Long term planning of periodic activities / campaigns with the identification of human and financial resources to ensure the sustainability	Staff Orientation	A culture of equal responsibilities sharing in the family for child and elderly care is promoted ex. specific seminars and campaigns
		Establishment of the parent network	Social Activities	A parent network is organized to support and favour problems and solutions sharing on work-life balance
		Strategic documents /policy recognizing the importance of work flexibility	Supports for careers and Flexible working Arrangements	Work flexibility policy is formally recognized as relevant for quality of research and work-life balance
		Transforming the Culture and Management Practices	Time management with gender approach	Develop policy to schedule meetings between 10:00 – 16:30 pm Redistribute teaching hours sensitive to the needs of parents with young children
		Increasing time parents may spend with their children of Academic and non Academic Staff with children	Extend Paternity Leave	Increase in the parental leave allowance
		Improve childcare Provision for Academic and non Academic Staff with children	Improve childcare Provision	- Creation of breastfeeding/diaper change room - Summer camps for children - Agreements to get childcare services at reduced fare - Students' accomodation that can host families with children
		Facilitate return to work after parental / care leaves	Policy establishing the possibility to take a sabbatical year after extended caring leave	Sabbaticals for Staff returning from extended caring leave
			Person officially encharged / Information system activated to update staff on long leaves	Staff on long leaves have the opportunity of being periodically informed on the organization activities ex. by a person charged with this task
	Establishment of a consulting service for people taking parental leaves	Each person taking parental leave is entitled to personal consulting to ease the transition back to work and find the best possible solutions: ex. internal tutoring, training, temporary part time, work flexibility, etc ...		

It is worth to note that the list of possible detailed actions is still in progress and is implemented by the suggestions of the LeTSGEPs transversal groups meetings that debate on the specific objectives to achieve in the partners' RPOs and the corresponding measures and actions to adopt.

Taking for instance the set of GEPs measures dedicated to the work-life balance objective (Table 4), the target groups include not only academic and non academic staff but also students who are often neglected by these measures, and, also those people who cared for by staff and students who can benefit from direct care time or the opportunity to be cared for in a dedicated service. The proposed taxonomy allows to detect not only the target groups but also the dimensions of their well-being that can be potentially affected by the implemented measures.

Considering the provision of dedicated child-care services or agreements with child care providers in the area, these measures are going to have a positive impact on the capability of caring for others, improve the personnel or students access to public services but, at the same time, can allow continuity both in studying and working by parents who can now rely upon those services therefore having a positive impact on access to career for personnel and access to knowledge for students.

Finally, we stress the importance of a very important element of the LeTSGEPs Measures Catalogue: the context indicators, that can be used to design effective gender policies. In the example of Table 4, the context indicators can be exploited to design measures with the objective of achieving a better work-life balance: they refer to the presence of students and personnel with care load or in an age group where care load is likely to occur and by the

presence in the context of child care services. Moreover, the context indicators will clarify how to monitor the impact of the actions.

#### 4. Conclusions and future work

The LeTSPGEPs project consortium decided to develop the catalogue of GEPs measures as a tool to support the project partners, which are early beginners and not experienced in GEPs design and implementation.

The proposed catalogue, that is being currently experimented within the LeTSGEPs project, will be available in its final version by the end of the project and will be at disposal of the scientific community in the hope it may be further enriched and implemented with other RPOs best practices and measures' implementation.

The perspective of achieving a GEPs measures' catalogue that might be adopted as a standard at european level makes it a powerful tool to improve RPOs competitiveness and innovation also from the gender equality point of view.

As a future direction, we claim the GEPs measures' catalogue should interact with Gender Budgeting, that within the LeTSGEPs project is included in the planning phase for GEPs and structural changes, but should be seen as a measure itself, deeply integrated in each RPO GEP.

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