



GEAR TOOL

Gender Equality in Academia and Research through Gender Equality Plans

Gender Summit - Brussels – 09-11-2016

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Outline

- *EIGE – the European Institute for Gender Equality*
 - **Its approach to gender mainstreaming**
- *DG RTD - Gender Equality in research institutions*
 - **European Research Area and Framework Programs**
- *Online tool - Gender Equality Plans in research organisations*
 - **RTD and EIGE joining knowledge and experience**
 - **Lessons learned from EU FP7 projects on Gender Equality Plans and national good practices**

Gender Equality in EU Research & Innovation policy

Three objectives :

- *Equality / equal opportunities in careers*
- *Gender balance in decision-making*
- *Integration of the gender dimension in research and innovation content*

*Pursued in **Horizon 2020** and in **the European Research Area** with the Member States and Universities and Research Organisations*

GENDER EQUALITY PLAN

- **Conducting impact assessment/audits of procedures and practices to identify gender bias.**
- **Implementing innovative strategies to correct any bias.**
- **Setting targets and monitoring progress.**



Gender Equality in Academia and Research - GEAR tool

Making a Gender Equality Plan

<p>What is a Gender Equality Plan?</p> 	<p>Why change must be structural</p> 	<p>What the EU has to say</p> 
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Are you ready to develop a Gender Equality Plan? The GEAR step-by-step guide →

GEAR action toolbox	Obstacles and solutions
In need of arguments?	Who is the GEAR guide for?
Analytical paper on gender mainstreaming in academia	Opinion paper on gender mainstreaming in academia
<p>Download the complete GEAR tool (853.68 KB)</p>	

Learn more:

- > [Relevant Insights](#)
- > [Examples of actions](#)
- > [Key resources](#)
- > [Watch the GEAR tool video teaser](#)
- > [Sitemap](#)
- > [EIGE's Tool for Institutional Transformation](#)
- > [More on EIGE's work on gender in research for policy-makers](#)
- > [Legislative and policy backgrounds](#)
- > [Watch the GEAR tool video tutorial](#)



European
Commission



ROADMAP TO GENDER EQUALITY PLANS in research and higher education institutions

a short guide

According to the European Commission Communication on 'A Reinforced European Research Area Partnership for Excellence and Growth' (COM(2012) 392 final),

A Gender Equality Plan is defined as a set of actions aiming at:

- conducting impact assessment / audits of procedures and practices to identify gender bias.
- implementing innovative strategies to correct any bias.
- setting targets and monitoring progress via indicators.

A Gender Equality Plan is more than a commitment to gender equality. It includes an analysis and bases its actions upon the findings of an assessment of gender (in)equality and gender bias within an organisation. Similarly, a Gender Equality Plan does not only consist of a series of objectives and targets, but also comprises of a set of practical measures, whose implementation should be monitored and evaluated. This set of actions, which can have different targets and degrees of complexity, is meant to address the contextual features of the organisations and to articulate a strategic view aimed at achieving gender equality.



This short guide presents the six main steps to develop a Gender Equality Plan:

1.

Step 1: Getting started!

Are you ready for setting up a Gender Equality Plan in your organisation?

- **Remember that context matters:** rather than simply copying successful actions or approaches that others did, ask which actions would work best in your own institution, considering its objectives and relevant regional/national contexts.

a short guide

http://eige.europa.eu/sites/default/files/gear_roadmap_01_shortguide_0.pdf



ROADMAP TO GENDER EQUALITY PLANS in research and higher education institutions

Success factors and common obstacles

Success factors for promoting gender equality through institutional change

In the past number of years, key elements that appear to support gender equality work in research and higher education institutions have been identified. When these elements are present in research and higher education institutions, efforts towards gender equality are more likely to succeed and to contribute to effective change. The following success factors can help promote gender equality through institutional change in research and higher education settings.

These success factors can also be understood as 'basic requirements' to ensure that gender equality actions are more resilient and impactful. Furthermore, the presence of these basic requirements may help avoid and/or overcome common obstacles that are encountered when carrying out gender equality work in research and higher education institutions.

1. Leadership and senior management support:

- Endorse initiatives promoting gender equality.
- Counter opposition/resistance to initiatives promoting gender equality.
- Facilitate the mobilisation and availability of human and financial resources within the institution.
- Ensure the sustainability of actions.

2. A well-equipped and well-located 'gender equality body' (e.g. a dedicated unit, working group, team, or office):

- Coordinates and monitors gender equality efforts.
- Ensures the implementation of gender equality actions

4. Embedding into existing structures and management procedures:

- Ensures institutional change towards gender equality and strengthens the sustainability of planned measures.
- Guarantees that gender-sensitive and gender-specific actions are incorporated into standard management procedures (e.g. gender training, gender-sensitive recruitment and career management procedures, collection of sex-disaggregated data).

5. Availability of sex-disaggregated data:

- Allows a gender diagnosis of the institution for each category and level of staff and students.
- Helps design evidence-based and effective measures to address any identified problems.
- Allows monitoring of achievements and progress.

6. Setting clear targets and practical objectives:

- Proves commitment to implement the planned gender equality actions.
- Allows the assessment of progress and makes the Gender Equality Plan more concrete and tangible.
- Allows for definition of responsibilities within the institution.

7. Developing competences:

- Enhances knowledge and its transfer among different staff

Success factors and common obstacles

http://eige.europa.eu/sites/default/files/gear_roadmap_02_successfactors_obstacles_1.pdf

Questions?

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