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GENDER EQUALITY IN ENGINEERING THROUGH COMMUNICATION AND COMMITMENT (GEECCO)

WORK PACKAGE 8: Support, Training and Facilitation

FINAL REPORT ON SUPPORTING ACTIVITIES

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GEECCO – Gender Equality in Engineering through Communication and Commitment. In a Nutshell

Scientific and technological innovations are increasingly important in our knowledge-based economies. Today STEM (Science, Technology, Engineering, and Mathematics) is literally everywhere; it shapes our everyday experiences. With technologies we choose e.g. structures that influence over a very long time how people are going to work, communicate, travel, consume, and so forth. It is thus both a question of competitiveness and justice, to achieve gender equity within science and technology institutions, including policy and decision-making bodies.
GEECCO with its project lifetime from May 2017 to April 2021 aimed to establish tailor-made Gender Equality Plans (GEPs) in 4 European RPOs and to implement the gender dimension in 2 RFOs (funding schemes, programmes and review processes). All participating RPOs were located in the STEM (Science, Technology, Engineering, and Mathematics) field, where gender equality is still a serious problem and whose innovations are increasingly important in the knowledge-based economies.
GEECCO pursued the following objectives in order to enhance systemic institutional change towards gender equality in the STEM-field:

(i) Setting up change framework and a tailor-made GEP for each participating RPO;
(ii) Implementing gender criteria in the activities of RFOs;
(iii) Setting up a self-reflective learning environment in and between all RPOs und RFOs to participate from existing experiences and match them with their specific needs and circumstances.
(iv) Evaluate GEP implementation within the participating RPOs and RFOs with a quantitative evaluation using monitoring indicators and a qualitative monitoring to enhance and fine-tune implemented actions over the course of the project.

http://www.geecco-project.eu/

https://www.tuwien.at/tu-wien/organisation/zentrale-bereiche/genderkompetenz/gender-in-der-forschung/geecco-resultate

Further resources developed by the GEECCO-project consortium

All public deliverables, resources and additional material can be downloaded on this website:
https://www.tuwien.at/tu-wien/organisation/zentrale-bereiche/genderkompetenz/gender-in-der-forschung/geecco-resultate

Public deliverables (in order of the related work packages)

- Postorino, Maria Nadia; Marino, Concettina; Suraci, Federica; Enzenhofer, Bettina; Lusa, Amaia; Costa, Carme Martínez; Pulawska-Obiedowska, Sabina (2018): Gender Analysis of Decision-Making Processes and Bodies. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
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- Ratzer, Brigitte; Burtscher, Sabrina; Lehmann, Tobias; Mort, Harrie; Pillinger, Anna (2020): Enhanced Gender Knowledge and New Content. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
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- Kraus, Marcel; Dvořáčková, Jana; Lasinger, Donia (2021): List of Principles of Communication of Gender Criteria. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
- Mergaert, Lut; Allori, Agostina; Ratzer, Brigitte; Enzenhofer, Bettina; Lusa García, Amaia; Marino, Concettina; Zakowska, Lidia; Bryniarska, Zofia (2020): Tailor-made Gender Equality Plans (GEP version 3.0). GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
- Knoll, Bente (2021): Dos and Don'ts while Degendering the STEM Field. Learning Experiences of Four European Universities and Two European Research Funding Organisations. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
- Mergaert, Lut; Knoll, Bente; Renkin, Agnes (2021): Final Report on Supporting Activities. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
- Jorge, Irene (2021): Implementation of Dissemination Activities. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
- Jorge, Irene (2021): Engagement Activities. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
- Lipinsky, Anke; Schredl, Claudia: Final Evaluation Report. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).

Additional resources and literature reviews

- Knoll, Bente; Renkin, Agnes; Mergaert, Lut (2020): Additional resources (living document). GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
- Burtscher, Sabrina (2019): Literature Review: Gender Research in Human Computer Interaction. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
- Pillinger, Anna (2019): Literature Review: Gender and Robotics. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
- Mort, Harrie (2019): A Review of Energy and Gender Research in the Global North. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).
- Lehmann, Tobias (2020): Literature Review: Gender and Mobility. GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project).

Explanatory videos (available on Youtube)

- Ratzer, Brigitte; Enzenhofer, Bettina (2019): Humans & Computers. Video produced under GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project). Available online at https://www.youtube.com/watch?v=vrWx91RdmGo, checked on 4/30/2021.
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- Ratzer, Brigitte; Enzenhofer, Bettina (2020): Energy for all. Video produced under GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project). Available online at https://www.youtube.com/watch?v=tIwrgsNVfW8, checked on 4/30/2021.
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- Ratzer, Brigitte; Enzenhofer, Bettina (2021): Inclusive design – why intersectionality matters. Video produced under GEECCO. Gender Equality in Engineering through Communication and Commitment (a H2020 project). Available online at https://www.youtube.com/watch?v=U4eRb1NM21A, checked on 4/30/2021.

Evaluation and monitoring tutorials

Anke Lipinski and Claudia Schredl, both from GESIS, developed five online evaluation and monitoring tutorials.

1. GEECCO Data Monitoring Tool
2. GEECCO Infographic: Gender Equality Approaches and Their Impact on GEP Implementation
3. GEECCO Infographic: SMART Gender Equality Objectives
4. GEECCO Explainer Video: Gender Equality Plans in Technical Universities and the Use of Logic Models
5. GEECCO Log Journal

These tutorials can be downloaded on this website:
https://www.tuwien.at/tu-wien/organisation/zentrale-bereiche/genderkompetenz/gender-in-der-forschung/geecco-resultate

Document versions

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0.0	21.01.2021	First draft	Lut Mergaert
0.1	11.02.2021	Comments from B-NK	Bente Knoll, Agnes Renkin
0.2	08.03.2021	Contributions by B-NK	Bente Knoll, Agnes Renkin
1.0	16.03.2021	Final Version	Lut Mergaert

Responsible partner:

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LIST OF ABBREVIATIONS USED

B-NK	Büro für nachhaltige Kompetenz
GE	Gender Equality
GEECCO	Gender Equality in Engineering through Communication and Commitment
GEP	Gender Equality Plan
M	Month
PK	Polytechnic University of Krakow
RFO	Research Funding Organisation
RPO	Research Performing Organisation
STEM	Science, Technology, Engineering & Mathematics
TA-CR	Technology Agency of the Czech Republic
TUW	Technical University of Vienna
UNIRC	University of Reggio Calabria
UPC	Polytechnic University of Catalonia
WP	Work Package
WWTF	Vienna Science and Technology Fund
YW	Yellow Window

1. INTRODUCTION

1.1 About the GEECCO project

GEECCO aimed at establishing and implementing tailor-made Gender Equality Plans (GEPs) in 4 European RPOs and to implement the gender dimension in 2 RFOs (funding schemes, programmes and review processes). GEECCO has been running from May 2017 till April 2021 (included). All participating RPOs are active in the STEM (Science, Technology, Engineering, and Mathematics) field, where gender equality is still a serious problem and whose innovations are increasingly important in the knowledge-based economies. It is thus a question of excellence, competitiveness and justice to achieve gender equity within STEM-institutions, including policy and decision-making bodies. Concerning the gender dimension in research programmes, RFOs are a key to substantial changes and thus a crucial part of the aspired transformation. GEECCO has pursued the following objectives in order to enhance systemic institutional change towards gender equality in the STEM-field:

(i) Setting up a change framework and a tailor-made GEP for each participating RPO
(ii) Implementing gender criteria in the activities of RFOs
(iii) Setting up a self-reflective learning environment in and between all RPOs und RFOs to proceed from existing experiences and match them with their specific needs and circumstances. Facilitators will build up appropriate communication structures and processes within the RPOs and RFOs. They will enable the RPOs and RFOs to help themselves in the longer term dealing with internal resistances against gender equality.
(iv) Evaluate GEP implementation within the participating RPOs and RFOs with a quantitative evaluation using monitoring indicators and a qualitative monitoring to enhance and fine-tune implemented actions over the course of the project.

1.2 Work Package 8 – Support, training, facilitation

The GEECCO Grant Agreement presents the aim and objectives of WP8 as follows.

This WP aims at supporting and supervising the implementation of the GEPs in each participating RPO. Its objectives are:

- To set up a supporting structure
- To develop support tools according to the needs of the RPOs involved
- To set up and deliver training workshops to the RPOs
- To supervise the implementation of the GEPs

Work Package 8 consists of 5 tasks:

- Task 8.1 Development of guidelines and support tools
- Task 8.2 Setting up and facilitating a 'helpdesk'
- Task 8.3 Development, set up and delivery of training workshops
- Task 8.4 Coaching, supporting and supervision
- Task 8.5 Development of a "GEECCO Experience: Do's and Don'ts while Degendering the STEM Field"

1.3 About this document

The present document constitutes Deliverable 8.6 'Final report on supporting activities', and presents the work undertaken under WP8 of the GEECCO project.

As this is a public deliverable, no sensitive information about specific partner organisations has been included.

The structure of this document follows the tasks of WP8, as mentioned above.

2. SUPPORT WORK UNDERTAKEN IN THE COURSE OF THE PROJECT

The support services delivered under the respective tasks of WP8, over the four years that GEECCO has been funded by Horizon 2020, are described below.

2.1 Task 8.1 – Development of guidelines and support tools (M6-M12)

Three **'short guides' to support the work of the GEP-implementing partners** have been drafted. These documents were sent to all the partners and have also been made available for consultation and download from the internal project platform BSCW.

- a short guide on setting up gender training
- a short guide on setting up a Gender Equality Plan
- a short guide on developing gender training, to support the partners' work under WP5 'Implementing GEPs: Focussing on recruitment, career development of female researchers and female staff members', task 5.2 Organising training and awareness-raising actions

Other tools have been developed as well, notably to support the 'learning loops' reflections and capacity development for self-reflection by the partners:

- one MS Excel file, in which partners could report their actions, the status of implementation and progress of these, results obtained and other relevant information for taking informed decisions on the way forward;
- later in the project, the earlier developed MS excel sheet template was expanded, and instructions for its use included, to cover items relating to sustainability planning.

Relevant and useful resources have continuously been identified, briefly annotated and inventoried, to serve as aid and inspiration for the GEECCO partners. A document with relevant resources as well as a repository of a selection of those sources has been put at the partners' disposal on the internal GEECCO BSCW platform. The internal document **"additional resources"** has thus been updated on an on-going basis and has ultimately also served as input for D 8.5 (see below). The references to useful resources, instruments, videos, books, book articles and scientific articles are accompanied by a very brief annotation, directly cited abstracts or excerpts for more detailed information. The structure of the document follows the one of the GEECCO project: decision-making and organisational change: processes and bodies (= WP4); recruitment, career development of female researchers and female staff members (= WP5); gender dimension in research and teaching (= WP6) and gender equality plans, evaluation and monitoring (= WP10). The document "GEECCO. Additional resources (living document)" is also available on the GEECCO website (updated until M48 of the project).

While the foreseen end month of this task was M12, the facilitating partners have continued work under this task beyond this date, to optimise the support for GEP-implementation.

2.2 Task 8.2 – Setting up and facilitating a 'helpdesk' (M6-M12)

On an on-going basis, the WP8 team has provided **input and responses to ad hoc requests** received from individual GEP implementing partners. A bilateral helpdesk service has allowed to provide one-to-one advice and assistance where needed, either through online meetings or by e-mail exchange. One theme that has been recurrent is the resistance that is encountered and how such resistance can be by-passed or overcome.

In addition, monthly dates were set to provide **'helpdesk' support** to the partners, but uptake of this service was not as expected: partners hardly signalled any 'problems' or specific 'needs' they wanted to discuss during such (joint) helpdesk sessions. Therefore, the WP8 team decided, as from September 2018, to be more pro-active and to offer helpdesk sessions to partners on specific topics / issues of concern. This approach proved more successful. The monthly dates for helpdesk sessions have been maintained.

The overview of dates and topics addressed in the different helpdesk sessions is presented in the table below.

2018	
17/09/2018	Status of GEP definition and actions + (internal) process overview at partners' institutions
15/10/2018	WP5 gender trainings
12/11/2018	Actions in the GEPs to promote gender in research
10/12/2018	Status and actions regarding the Community of Practitioners
2019	
14/01/2019	Learning loops
20/02/2019	Status, planning, experience with the WP5 trainings to be delivered by partners
18/03/2019	Next version of GEPs and inventory/review of GE actions undertaken per theme
08/04/2019	Learning loops: what works well and what is not going as expected?
08/05/2019	Institutionalization of GE measures
02/07/2019	Follow-up of WP5/ Task 5.2 trainings: experience with the trainings + plans for replication of other partners' concepts including discussion on Task 5.3 and Task 5.4
04/09/2019	Outreach of the GEP & GEECCO work within the institution: coverage of all hierarchical levels (a.o. middle management); all organizational branches / fields / departments / schools → exchange of experiences - PART 1
02/10/2019	Functioning of the internal structures set up / mobilized for the GEECCO GEP: what works and what doesn't work as planned?

06/11/2019	Application of learning loops reflections in the partner organisations: exchange of experiences
04/12/2019	Preparing sustainability plans
2020	
08/01/2020	Outreach of the GEP & GEECCO work within the institution: coverage of all hierarchical levels (a.o. middle management); all organizational branches / fields / departments / schools: exchange of experiences - PART 2
05/02/2020	Intersectionality
17/03/2020	How to formulate strategic and specific objectives and SMART targets
21/04/2020	Work on the documentation of actions (= learning loop)
20/05/2020	How to develop a communication plan to reach internal stakeholders and external audience?
08/06/2020	Intersectionality within the GEPs

Whereas the task officially ended in month 12 of the project, the helpdesk sessions have continued until month 38 (included).

2.3 Task 8.3 – Development, set-up and delivery of training workshops (M6-M36)

The WP partners YW and B-NK have developed training concepts, scripts and materials (slides, hand-outs, exit questionnaires) for the four topics on which each GEP-implementing partner has received a training:

1) introductory session on implementing structural change through GEPs
2) gender dimension in STEM research content (relating to WP5 focus)
3) gender and selection, recruitment, and promotion (WP6 focus)
4) awareness-raising workshop on gender and decision-making (WP4 focus)

The three first formats were one-day in-person training sessions for up to 20 participants, whereas the fourth concept was much shorter (1-2 hours) and conceived as a session that could be inserted in a 'regular' meeting of a decision-making body of the institution.

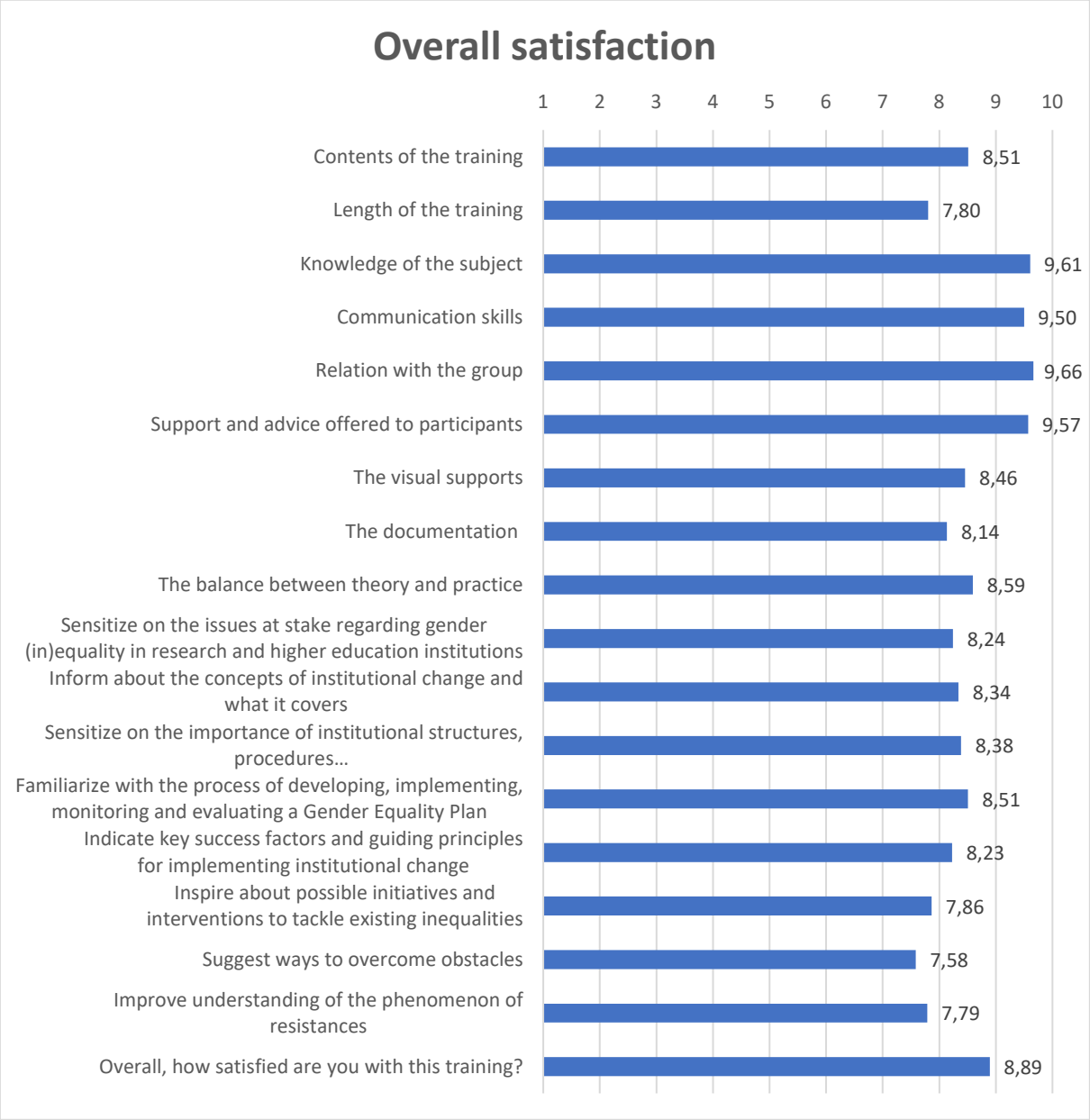
In addition, a training concept and script for RFOs has been developed, as well as training concepts for the customised sessions (one per RPO) on a topic of choice by the RPOs.

The scripts and materials have been compiled in D8.2 'Scripts and materials for the trainings', delivered in M15.

While it was originally not foreseen to provide training sessions in the national language of the partners, they nevertheless emphasised their strong preference for having trainings in their institutions in their own language. The reason for this preference is the lower barrier for participation and the possibility to engage bigger groups in the trainings (by eliminating the requirement for participants to have at least a passive knowledge of the English language). B-NK has consequently provided training in German (TUW and WWTF), while YW provided training in Spanish (UPC), Italian (UniRC) and Czech (TA-CR). Only for PK, the WP8 team had no Polish-speaking trainer at its disposal, and thus trainings have been delivered in English.

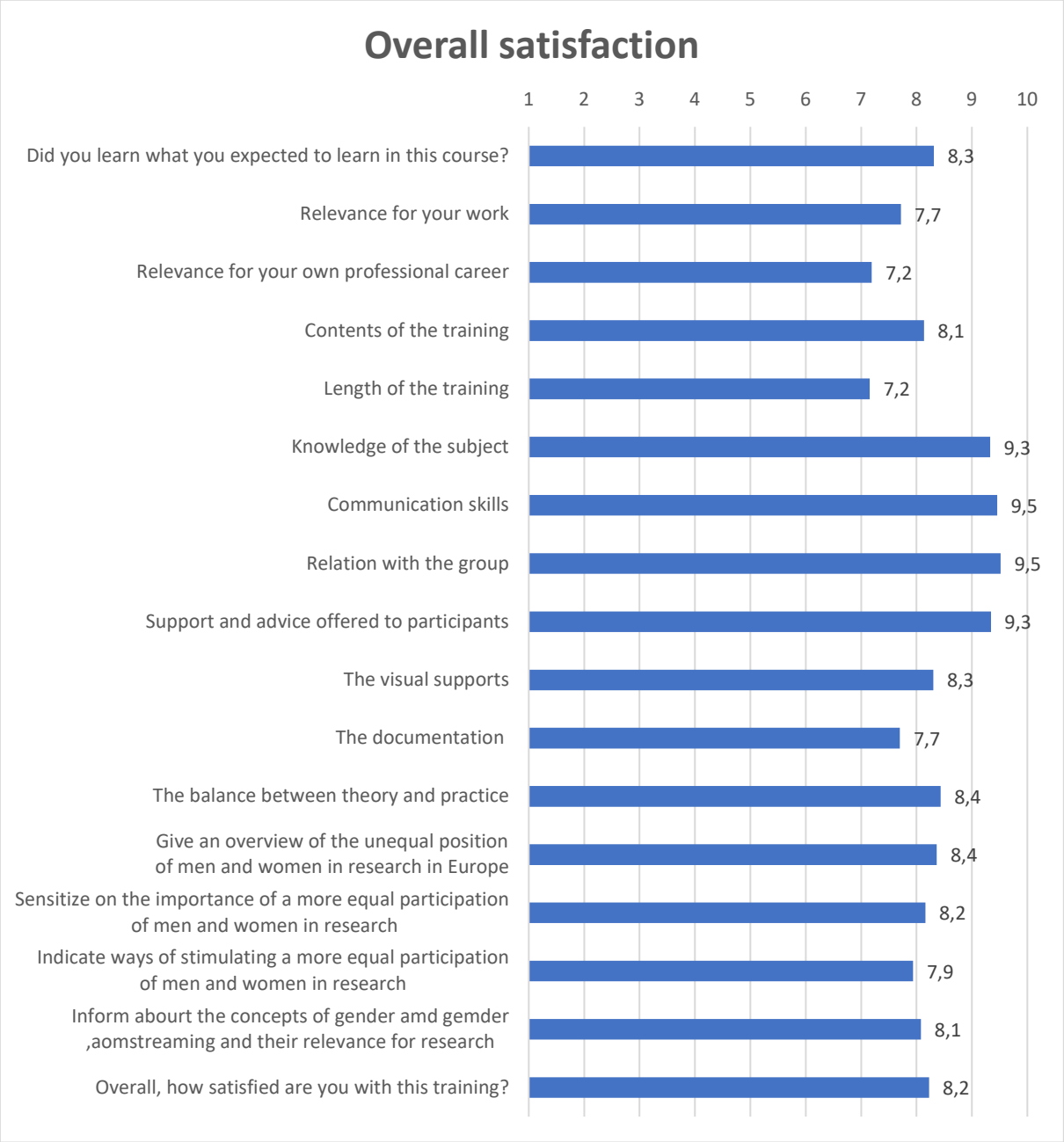
To monitor the participants' satisfaction with the trainings received, exit questionnaires were developed and have been used for each training session delivered on the first three topics mentioned above. No exit questionnaire was used for the sessions with decision-makers as these were not communicated as training or formative events. This approach was opted for, after discussion in the consortium, to enhance the chances of attendance by this target group. The exit questionnaires of the trainings held have been analysed and the results collected in an MS Excel database. This database contains all scores obtained for each of the questionnaire items. Overall, training participants expressed their satisfaction with the training sessions. Indeed, the questionnaire results are (very) positive, as reflected by the mean scores across all items, shown in the tables below.

Training on Implementing Structural Change through GEPs - Overall satisfaction



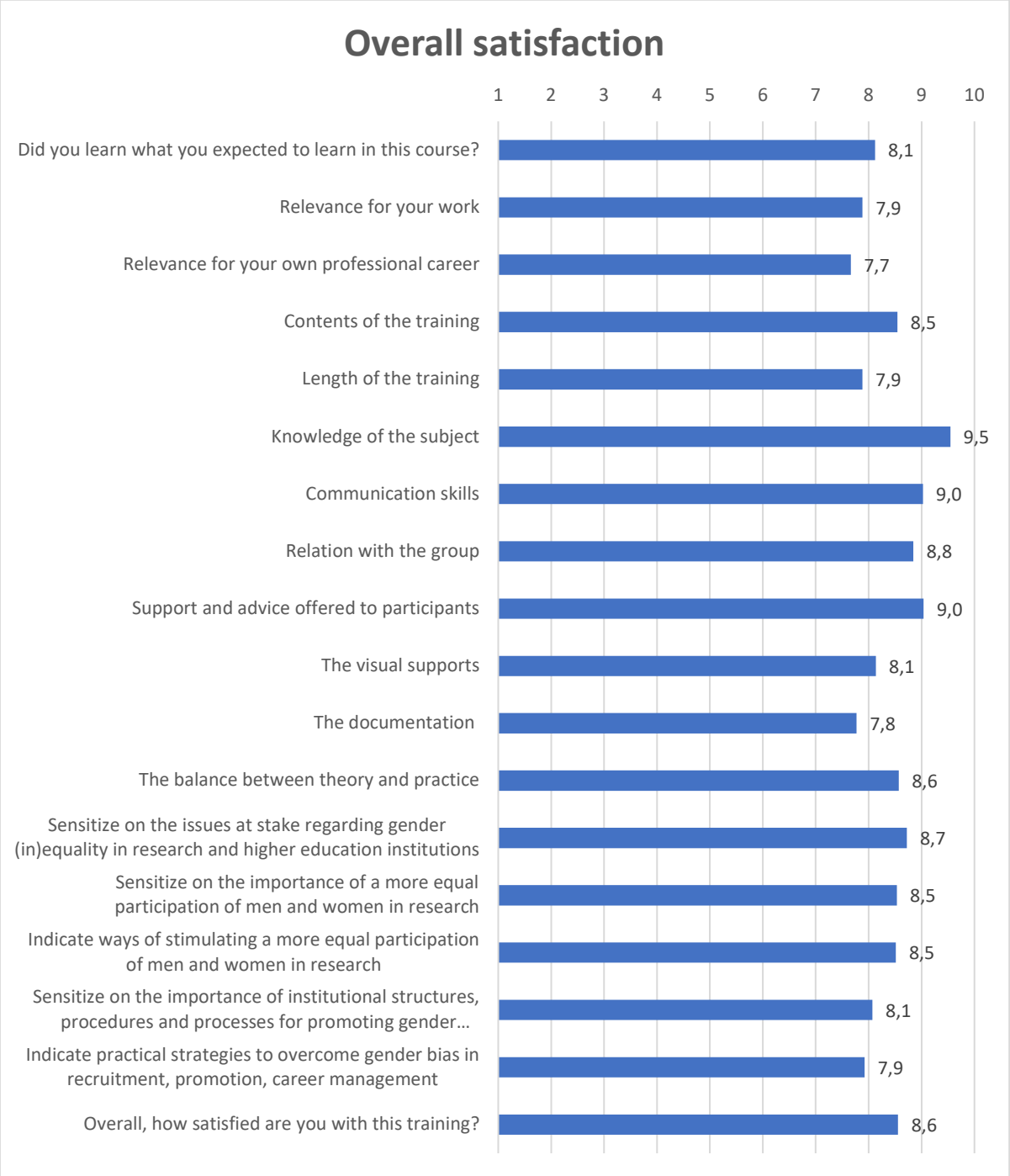
(mean values; 1= disagree; 10 = agree)

Gender Training on Gender in Research - Overall satisfaction



(mean values; 1= disagree; 10 = agree)

Gender Training on selection, recruitment, promotion - Overall satisfaction



(mean values; 1= disagree; 10 = agree)

An overview of the training sessions that have been delivered is included in the table below.

	Initial Training	Training WP4	Training WP5	Training WP6	customized Training	
	date	date	date	date	date	theme
TUW	14/09/2018	1/04/2019	21/02/2019	25/09/2018	13/02/19	G in teaching
PK	25/04/2018	10/06/2019	30/10/2018	29/10/2018	11/06/2019	Resistances
UPC	23/11/2017	cancelled	24/05/2018	15/02/2018	18/01/2019	G in teaching
UNIRC	26/10/2018	5/06/2019	28/05/2019	29/05/2019	12/09/2019	Awareness / teaching
RFOs	5/10/2018 (TA-CR)	/	/	/	21/05/2019 (TA-CR)	Sensitising evaluators
	13/01/2019 (WWTF)					

2.4 Task 8.4 – Coaching, supporting and supervision (M6-M48)

Already on 26 September 2017 (M5), an **on-site support visit** has taken place at PK (implemented by YW). This visit took place upon the explicit request of the partner and aimed at helping PK to gain internal high-level support within the institution, to give visibility to the GEECCO project as from its launch and to provide an introductory awareness-raising session to interested individuals within PK.

The WP8 team (B-NK) has been responsible for the facilitation and documentation of **GEECCO steering group's kick-off meeting at TUW** (November 13, 2017, M7) (in German).

Support and guidance have been offered to the partners for their work for task 5.2 (developing and organizing training and awareness-raising actions for different target groups, on different topics): apart from the 'short guide' mentioned above (under task 8.1), feedback was given to the partners' drafts of training scripts (in multiple rounds) and advice given for the organisation of the pilot sessions of the respective formats.

WP8 has aimed at structurally supporting the on-going GEP work by **building capacity for self-reflection** among the partners. Liaison with the WP10 leader (the monitoring an evaluation partner of GEECCO) allowed for clarification about the interpretation of the contents of D10.3 'Baseline data report' (delivered in M18), notably as regards the 'logic models' reflecting partners' GEPs and the coherence of these logic models with the respective GEPs. The logic models visually reflect the theory of change underlying the GEP design and selection of actions by the partners. Subsequently, one-to-one online meetings took place with the GEP implementing partners TUW, PK and UNIRC about the logic models and the coherence of these models and the respective GEPs. Building on a tool (MS excel sheet) developed by GESIS (WP10), a reporting instrument (a comprehensive MS Excel sheet) was elaborated for the partners to reflect the status and progress made with GEP activities (see under task 8.1). This instrument includes items that aim to foster self-reflection, and to support the implementation of the 'learning loops', as foreseen in the Grant Agreement. Partners' updated versions of GEPs, logic models and the learning loop reporting instrument were analysed and checked for coherence and feedback was provided to each partner. For some, multiple rounds of revisions took place. All RPO-partners have published their GEPs; the supporting documents (logic models, learning loop Excel) are rated as 'confidential' and for internal use only.

As a follow-up, in M26, the WP8 partners YW and B-NK prepared and facilitated a **workshop** for all partners on **'learning loop implementation'** which took place during the consortium meeting in Scilla (3-4 June 2019). The following steps were undertaken in the workshop:

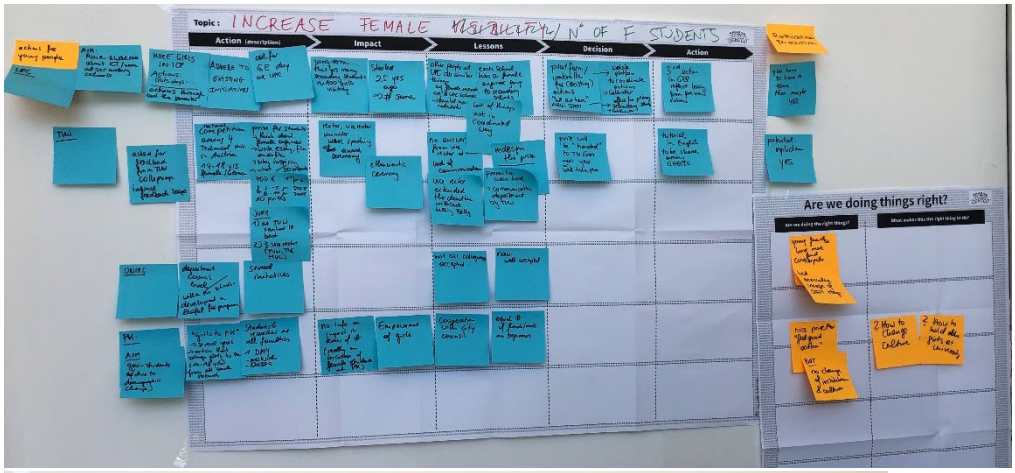
Step 1:

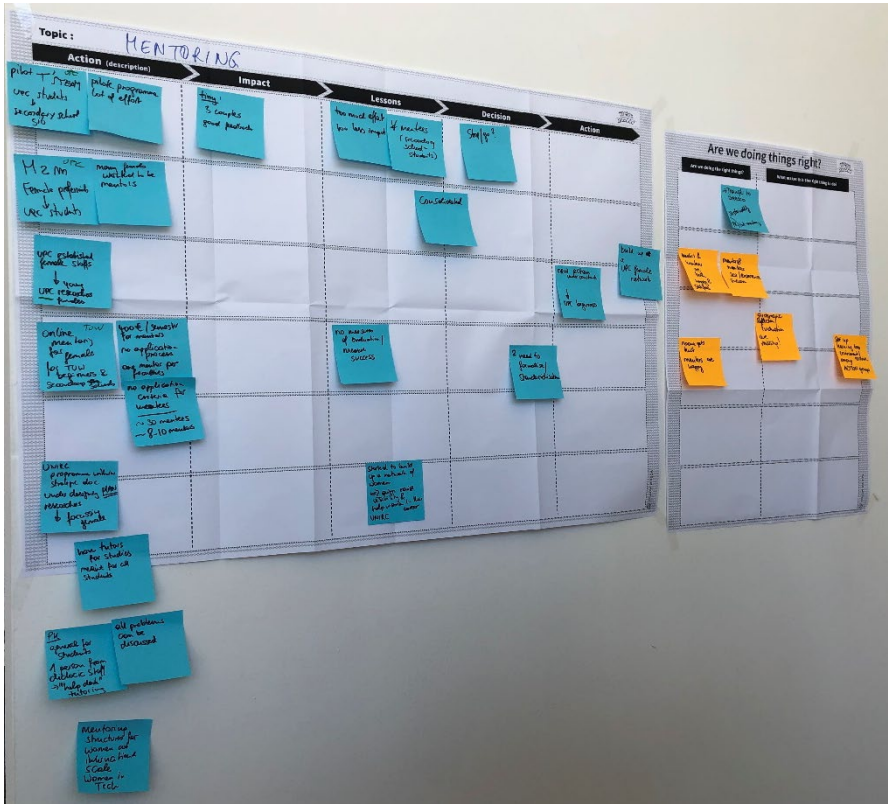
- Establishing the lessons learnt by reflecting on: Action > Impact > Lessons > Decision > (new) Action
- Sharing the learning loop results by action

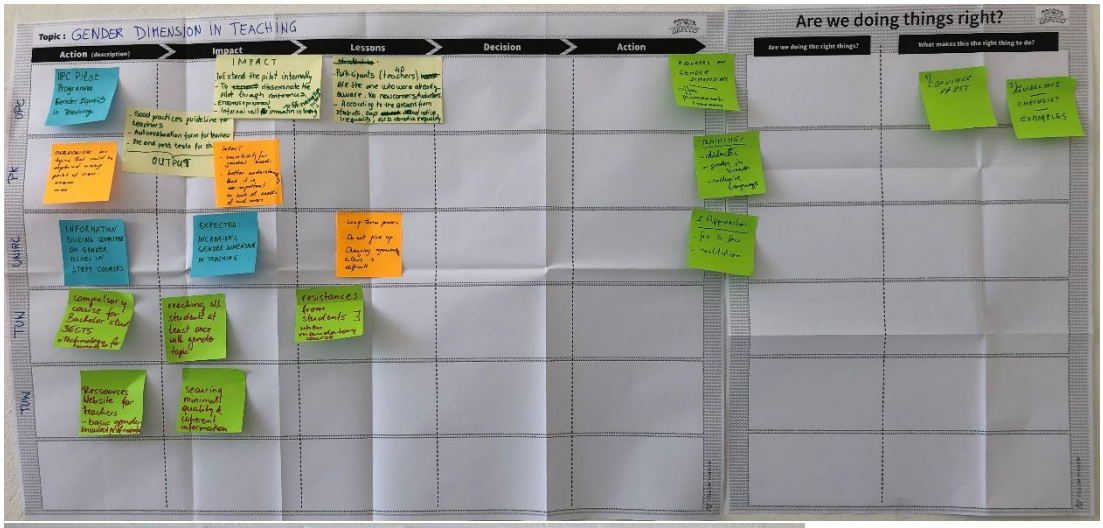
Step 2:

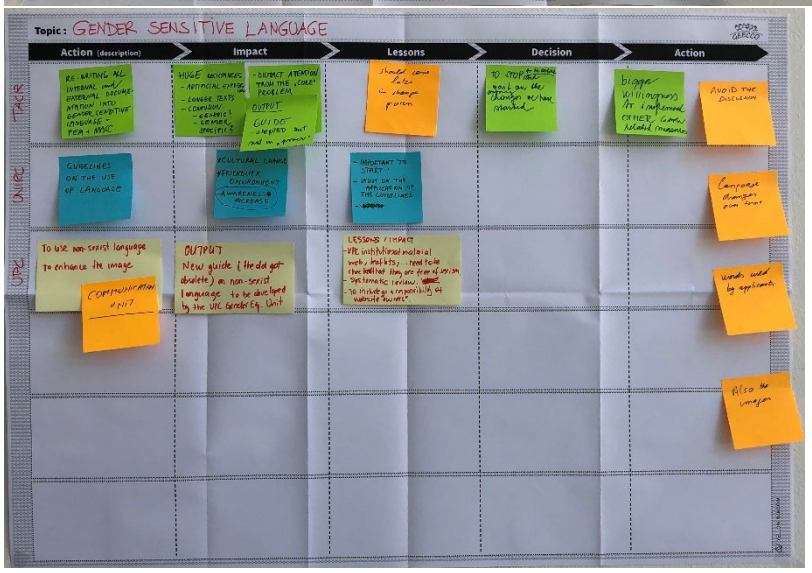
Reflection and exchange on results and comparison, answering three questions:

- Are we doing things right?
- Are we doing the right things?
- What makes this the right thing to do?









Upon delivery of the Interim Evaluation Report by the M&E partner GESIS in M31, the evaluation findings per partner were discussed by the evaluation team and the facilitators YW and B-NK. The facilitating partners have met with the WP10 team in Cologne (15/10/2019; M31) to discuss the findings of the partners' interim evaluation, in preparation of the on-site visits to partners.

Site visits to the RPO partner institutions have taken place, in cooperation with WP10, to discuss the findings of the mid-term evaluation (WP10) and the way forward for each individual RPO, whereby advice was provided by the WP8 facilitators. Visits took place on 17/01/2020 at TUW, on 30/01/2020 at PK, on 04/02/2020 at UPC. The planned site visit to UniRC (on 26/02/2020) had to be cancelled (due to Alitalia cancelling flights) and was replaced by an online meeting that took place on the same date.

Following the review meeting in January 2020 (M33**)**, the **WP8 partners intensified their support offer to PK and UniRC** in particular, helping the UniRC team to set up a mitigation plan, providing online support and feedback on the mitigation and action plan of UniRC. Bilateral coaching sessions have been offered to the partners and have taken place with UniRC in June

and July 2020, with TUW on 8 July, 12, 18 and 25 August 2020 and with PK on 17 July, on 31 August, 1 September and on 29 October 2020.

For the online consortium meeting in September 2020 (M41), the WP8 leaders prepared and facilitated a **participatory workshop** in which partners reflected on what has worked and what has not worked as planned for their GEP implementation (continuing the 'learning loop' reflections), as well as a session to **brief and prepare the partners for the update of their GEPs** (towards GEP 3.0). The programme of the workshop on September 8th, 2020 is outlined below.

TASKS/ACTION
Presentation: Key elements of the processes at the RPOs
Discussion: Is this correct? Has something been forgotten?
Interactive; break-out sessions (4 groups; RPO participants mixed) 2 worst cases and 2 success stories at each RPO *(Google Docs and Zoom breakout sessions)*
Short presentation of group work & reaction
Presentation: First drafted structure and concept for D8.5: GEECCO Experience: Dos and Don'ts while Degendering the STEM Field & Feedback
Outlook on GEP 3.0

Partners' **updated versions of GEPs, logic models and the learning loop reporting instrument were analysed, checked for coherence and feedback was provided to each partner**. For some, multiple rounds of revisions took place. The future oriented GEP versions 3.0, evidencing the partner institutions' continued commitment and efforts towards gender equality beyond the lifetime of GEECCO, have been compiled in the public deliverable D8.4 Tailor-made GEPs (version 3.0), submitted in M44.

2.5 Task 8.5 – Development of a 'GEECCO Experience: Do's and Don'ts while Degendering the STEM Field' (M29-M48)

Based on the lessons learnt and GEECCO's experiences from implementing the GEPs in the RPOs and the implementation of gender equality in RFOs, the "Dos and Don'ts while degendering the STEM field" (Deliverable 8.5) have been compiled, focussing on the specificities of setting up and implementing GEPs in the STEM (science, technology, engineering and mathematics) field, for both RPOs and RFOs. The guideline is built on the results of the four-year project and the insights gained from integrating gender equality dimensions and from developing tailor-made Gender Equality Plans (GEPs) for the four universities.

The lessons learnt from the 'learning loops' of WP4-5-6-7 as well as deliverables and reports, in (internal) project resources such as minutes of project meetings and advisory board meetings, in documentations of help desk sessions (RPOs with supporting facilitating partners) have fed into the guidelines (experiences within the GEECCO project), as well as resources from the body of literature, reports and publications by other H2020 funded structural change sister projects and good practice examples. The aim is to pick out learning effects from the experiences at the four research performing organisations (universities) and the two research funding organisations involved and make them transferable and applicable to other organisations, especially from the STEM field.

In general, this guideline aims to summarise tips and recommendations when implementing gender equality actions and measures in the STEM field and shall provide practical guidance to other RPOs and RFOs who aim to integrate gender equality in their institutions. The document addresses both employers and employees at various hierarchal levels and with different responsibilities – but all with one joint mission: to foster (more) gender equality and to integrate the gender dimension in their organisations.

The guideline "Dos and Don'ts while degendering the STEM field" is published as a public deliverable.