



**Work Package 4 « Researcher's environment »**  
**Task 4.3 « The diversity challenge »**

# **Gender & Diversity Management Guide**

**Presentation of 56 tools relevant for  
the EURAXESS Network**

## **EURAXESS TOPIII**

Making European research careers more attractive by developing new services  
and enhancing the current services of the EURAXESS network

**Work Package 4 Researcher's environment**  
**Task 4.3 The diversity challenge**  
**D4.3 Gender & Diversity Management Guide**

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## Introduction

Gender equality has been one of the priorities of a “Reinforced European Research Area Partnership for Excellence and Growth” (ERA) since 2012. Document invites Member States to remove barriers to the recruitment, retention and career progression of female researchers, address gender balance in decision making and strengthen the gender dimension in research programmes.<sup>1</sup> Importance of this topic has been underlined also through the integration of gender equality as a horizontal principle that should be addressed by all research projects supported through the main EU research funding tool – Horizon 2020, the largest public research funding scheme globally. Three objectives underpin the strategy on gender equality in Horizon 2020:

- Fostering gender balance in research teams, to close the gaps in the participation of women.
- Ensuring gender balance in decision-making, to reach the target of 40% of the under-represented sex in panels and groups, and of 50% in advisory groups.
- Integrating the gender dimension in research and innovation (R&I) content helps improve the scientific quality and societal relevance of the produced knowledge, technology and/or innovation.<sup>2</sup>

EURAXESS network is one of the key ERA instruments towards an open labour market for researchers and plays an important role in the promotion of Horizon 2020 programme. The requirement that gender should be mainstreamed to all EURAXESS activities to support the ERA goals, therefore, does not come as a surprise.

EURAXESS TOP III project responded to this requirement through the introduction of a task aiming to develop a gender and diversity management framework for the EURAXESS network and beyond, led by the University in Liege, Belgium. The goal of this task is to develop tools which should help EURAXESS staff and researchers to better deal with the challenge of gender equality and diversity, to initiate changes within host institutions and contribute to the creation of improved institutional cultures, for the benefit of the excellence of research in Europe.

A number of activities were carried out in the framework of this task. Four focus groups on the issue of gender in research were organised with university staff and researchers (Liège, March 2016; Bratislava, May 2016; Targoviste, July 2016; Rome, January 2017). Their results are synthesised in the report available at the EURAXESS Extranet<sup>3</sup>. Task leader and beneficiaries also took part in several international meetings<sup>4</sup> where they could learn about the way the gender issue is addressed in

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<sup>1</sup> See <http://ec.europa.eu/research/swafs/index.cfm?pg=policy&lib=gender>

<sup>2</sup> See <http://ec.europa.eu/programmes/horizon2020/en/h2020-section/promoting-gender-equality-research-and-innovation>

<sup>3</sup> Deliverable 4.4

<sup>4</sup> Gender Summit, Berlin, November 2015, Stoa Working breakfast (European Parliament): The Gender dimension of Science, Brussels, 21 April 2016, GenPORT: portal for quality resources in gender and science launch event, Brussels, 21 April 2016, Expert meeting EIGE, Brussels, 9 September 2016, European Conference Gender Equality in Higher Education & Research, Paris, 12-14 September 2016, Gender Summit 9, Gender-based research, innovation and development for sustainable economies and societal wellbeing, Brussels, 8-9 November 2016, STEM Gender Equality Congress, Addressing gender equality in STEM through policy, practice and collaboration, 8 - 9 June 2017, Berlin

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research performing as well as research funding organisations. Desktop research was carried out to explore already existing tools, most of them developed thanks to other EU funded projects.

The outcomes of these activities are summarised in this Guide, the aim of which is to make the EURAXESS staff more aware of the fact that the gender issue will not be solved by time only, and that they can and should contribute to change the way the academic world is running now, for the benefit of the whole research community and the society at large.

The objective of the Guide is not to reinvent the wheel but to try to help EURAXESS staff in finding the tools they need, that are appropriate to the EURAXESS context, and that are available at the moment when they need them. In this guide, we chose to focus on tools which are easily accessible and do not require long reading hours or long preparation time to be used.

We chose to focus both on gender equality and diversity, because, even though gender is still one of the major forms of discrimination (women constitute the majority of the world's human population, they still ensure a major part of the tasks related to family and private life, they still suffer a consistent gender pay gap and a lack of presence in the leadership functions), we are convinced that the promotion of diversity requires similar tools as the promotion of gender equality, and that actions in favour of gender equality should be designed in such a way that they bring positive results for the whole community of researchers and for the society at large. Being gender-sensitive in our work will make us aware of all kinds of discrimination, whether derived from the ethnic origin, age, religion, handicap etc.

This Guide should not be read from page one to the end page. It is more a kind of the inventory that the EURAXESS Network staff, whatever their mission, can consult when necessary in particular situations and find short descriptions of tools and their use, with direct links to access them.

The guide does not have the ambition to be exhaustive. New tools are put online almost every week<sup>5</sup>, and authors could not investigate deeper into the mountains of information available on the web. The intention of the authors is, however – if the guide is positively assessed by its users<sup>6</sup> -, to continue the inventory with their help in the future, and to update the guide when necessary. In this regard, authors would be very interested and grateful to get feedback from their EURAXESS colleagues about their practical use of these tools, and maybe also about their comparative assessment of some of them (in some cases there are more than one reference for a topic). If the guide is positively assessed, the inventory could be further developed.

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<sup>5</sup>PLOTINA project includes a list of more than 100 actions about gender and research <http://www.plotina.eu/plotina-library-of-actions/>, 19 descriptions of good practices <http://www.plotina.eu/list-of-good-practices/>, as well as a lexicon <http://www.plotina.eu/plotina-lexicon/>

<sup>6</sup> We will be grateful for your feedback at [euraxess@uliege.be](mailto:euraxess@uliege.be), [euraxess@saia.sk](mailto:euraxess@saia.sk) or [mobility@fmi.uni-sofia.bg](mailto:mobility@fmi.uni-sofia.bg)

## How can EURAXESS contribute to gender equality in research?

"**EURAXESS - Researchers in Motion**" is an initiative of the European Research Area (ERA) strategy that addresses barriers to the mobility of researchers and seeks to enhance scientific collaboration between Europe and the world. The initiative strives to become the global support for European and international researchers, not only for their mobility and career development in Europe but also for their networking with researchers all over the world.

As a network providing access to a complete range of information and support services for European and non-European researchers wishing to pursue research careers in Europe, it is supported by 40 participating countries across Europe and beyond. EURAXESS Bridgehead organisations, coordinating EURAXESS networks at the national level, support European and local authorities in creating, improving and implementing local, regional and European policies for **facilitating mobility, supporting training and ensuring attractive research careers**. The comprehensive coverage of the EURAXESS network, a large number of its members, and their activities linking policy with practical work on research mobility make EURAXESS **the key ERA instrument towards an open labour market for researchers**.

"Reinforced European Research Area Partnership for Excellence and Growth" (ERA) adopted in 2012 introduces gender equality as one of the priorities that should be addressed in developing ERA and invites Member States to remove barriers to the recruitment, retention and career progression of female researchers, address gender balance in decision making and strengthen the gender dimension in research programmes.<sup>7</sup> EURAXESS can support these endeavours through different channels. Three aspects of the EURAXESS work are the most important in this regard: EURAXESS services for mobile researchers, EURAXESS career development services, and support EURAXESS provides with the implementation of the Charter & Code principles, via the setting up of a Human resources strategy for Researchers.

### 1.1 Mainstreaming gender into the EURAXESS services for mobile researchers

**EURAXESS** is a network of more than 500 centres and local contact points in 40 European countries providing relocation assistance to ensure a smooth transition of Europe-bound international or expatriate European researchers. This free and personalised service can help with issues such as accommodation, visa and work permits, language courses, schools for the researchers' children, social security, medical care etc. Several centres provide also career development guidance.

To strengthen the contribution of EURAXESS Centres to gender equality in research, this Guide presents the tools that should help them to transform into more gender-sensitive organisations. Presented tools help EURAXESS staff to reflect on how the services can be delivered in a gender-sensitive way and develop family-friendly competences. Services targeting dual careers couples are also a way to ensure more gender equality and diversity in researchers' recruitment.

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<sup>7</sup> See <http://ec.europa.eu/research/swafs/index.cfm?pg=policy&lib=gender>

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## **1.2 Supporting female researchers through career development services**

**Career Development** is a recently added mission for the EURAXESS network. Today's researchers should be able to adapt to new professional environments, not only geographically but also sectorally. A majority of researchers will have to leave universities to pursue their career in the business and industrial sectors. Research organisations face the challenge of how to guide researchers through this process and how to enable them to become creative, critical and autonomous intellectual risk-takers. EURAXESS Career Development Centres (CDCs) will contribute to design intelligent career development frameworks based on the direct involvement of researchers, their employers, human resources departments, EURAXESS Centres and other relevant actors, to provide training to all mobile and non-mobile researchers at any stage of their career.

The Guide offers the EURAXESS Career Development Centres information on how to provide training about gender equality and diversity for EURAXESS staff, women researchers and foreign researchers. It also provides examples of career development initiatives that can be useful to counter the leaky pipeline/scissors effect: support for leadership development, mentoring, flexible career trajectories (e.g. return schemes after career breaks).

## **1.3 Integrating gender in the HRS4R implementation process**

**The European Charter for Researchers**<sup>8</sup> addresses roles, responsibilities, and entitlements of researchers and their employers. It provides a framework for researchers' activities and career management and includes obligations for researchers, employers, and funders. **The Code of Conduct for the Recruitment of Researchers**<sup>9</sup> provides for transparency to the recruitment and selection process, ensuring equal treatment of all applicants. It includes obligations for employers and funders. They aim to give individual researchers the same rights, wherever they work in Europe – something which should encourage greater mobility. **Gender is addressed in 3 Charter & Code (C&C) principles: on gender balance, non-discrimination and working conditions (See infobox).** The implementation of the Charter & Code provisions about gender equality and diversity by research institutions will render them more attractive to researchers looking for a new employer or for a host for their research project. Funding organisations implementing the Charter & Code principles will contribute to the attractiveness of their national research systems and to the attractiveness of the European Research Area more generally.

EURAXESS members involved in the implementation of the European Charter for Researchers & the Code of Conduct for the Recruitment of Researchers (C&C) via the Human Resources Strategy for Researchers (HRS4R) can find information and tools that will help their institutions to better integrate gender equality and diversity principles in their action plans.

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<sup>8</sup> See <https://euraxess.ec.europa.eu/jobs/charter/european-charter>

<sup>9</sup> See <https://euraxess.ec.europa.eu/jobs/charter/code>

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**INFOBOX: Gender equality in C&C<sup>10</sup>**

**Gender is addressed in 3 C&C principles: on gender balance, non-discrimination and working conditions:**

**Principle of non-discrimination:**

Employers and/or funders of researchers will not discriminate against researchers in any way on the basis of gender, age, ethnic, national or social origin, religion or belief, sexual orientation, language, disability, political opinion, social or economic condition.

**Principle on working environment:**

Employers and/or funders should ensure that the working conditions for researchers, including for disabled researchers, provide where appropriate the flexibility deemed essential for successful research performance in accordance with existing national legislation and with national or sectoral collective-bargaining agreements. They should aim to provide working conditions which allow both women and men researchers to combine family and work, children and career. Particular attention should be paid, inter alia, to flexible working hours, part-time working, tele-working and sabbatical leave, as well as to the necessary financial and administrative provisions governing such arrangements.

**Principle on gender Balance:**

Employers and/or funders should aim for a representative gender balance at all levels of staff, including at supervisory and managerial level. This should be achieved on the basis of an equal opportunity policy at recruitment and at the subsequent career stages without, however, taking precedence over quality and competence criteria. To ensure equal treatment, selection and evaluation committees should have an adequate gender balance.

The H2020 Annotated Model Grant Agreement (May 2015) devotes its article 32 to 'Recruitment and Working Conditions for Researchers'. Grant Agreements are contracts signed between beneficiaries and the Commission, which detail beneficiaries' commitments. Grant holders must commit to taking necessary measures to implement the principles of the Charter & Code. These principles are related to work conditions, transparent and merit-based recruitment processes, and researchers' career development.

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<sup>10</sup> See <https://euraxess.ec.europa.eu/jobs/charter>

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#### **1.4 Few questions to start with**

To further explore how your EURAXESS Centre can contribute to improving the state of gender equality in research, take a few minutes to reflect on the questions that were raised by the EURAXESS staff during the training sessions and by researchers during focus groups organised in the framework of the EURAXESS TOP III project<sup>11</sup>.

- What is the **image of a typical researcher** you work with? What is their gender and family status? How does this perception impact the services we provide?
- What is the **profile of the actual researchers** you work with? What is their gender and family status?
- Do women and men use EURAXESS services differently? Do **EURAXESS statistics** provide sufficient data to explore this? If not, how could we improve them?
- Are there **gender-specific barriers to mobility**<sup>12</sup>? How does the parenthood affect mobility? What impact does it have on the careers of female researchers?
- Do parents need different information than single researchers?
- Does the EURAXESS Network take the **caring responsibilities** into account when planning the timing of events?
- Do both men and women explore **careers opportunities outside academia**?
- Does your institution offer **flexible and family-friendly working conditions and arrangements**, both for men and women? Do you promote them to researchers you work with?
- Is the **content of the EURAXESS Portal** created in a gender-sensitive manner?

Some of these issues will be addressed in this guide. Some will be considered in the framework of tasks devoted to the same topic in the EURAXESS TOP IV project, starting in September 2018. Others should inspire the future work of EURAXESS in the EURAXESS TOP V proposal. EURAXESS members using this Guide should not hesitate to contact TOP IV task beneficiaries if they have questions, comments or proposals.

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<sup>11</sup>See deliverable "Synthesis of the 4 focus groups" available in the Extranet Library

<sup>12</sup>See "She Figures", 2015, page 105: Women and Men researchers are as mobile in the early stage of their career, but the figures change dramatically when they reach middle or senior positions.

## **2 Glossary of basic terms related to gender in research<sup>13</sup>**

**Balanced participation of women and men:** the sharing of power and decision-making positions (40 to 60% repartition of either sex) between men and women in every sphere of life, which constitutes an important condition for equality between men and women.

**Care:** Care work may be very broadly defined as the work of looking after the physical, psychological, emotional and developmental needs of one or more other person(s). Care recipients are generally identified as infants, school-age children, people who are ill, persons with a disability, and elderly people. Care providers typically include public and private health services, state-regulated or public-sector social workers, public or private care-provider agencies, enterprises of employment, voluntary and community organisations, faith-based organisations or networks, and relatives and friends. Different settings and modalities of care work apply to each of these categories. (Original Source: International Labour Organisation – ILO (2007). ABC of Women Workers' Rights and Gender Equality. – Secondary Source: EIGE).

**Empowerment:** Describes both the process and the outcome of people – women and men – taking control over their lives: setting their own agendas, gaining skills (or having their own skills and knowledge recognized), increasing self-confidence, solving problems, and developing self-reliance. Empowerment implies an expansion in person's ability to make strategic life choices in a context where this ability was previously denied to them. In most cases, the empowerment of women requires a transformation of the division of labour and of society. (Source: Kabeer, Naila. "Reflections on the Measurement of Women's Empowerment", in *Discussing Women's Empowerment: Theory and Practice*. Stockholm: Sida Studies No. 3, 2001).

**Gender:** is a concept that refers to the social differences as opposed to the biological ones, between women and men that have been learned, are changeable over time and have wide variations, both within and between cultures.

**Gender-blind:** ignoring or failing to address the gender dimension (as opposed to gender-sensitive or gender-neutral).

**Gender budgeting:** gender-based assessment of budgets incorporating a gender perspective at all levels of the budgetary process and restructuring revenues and expenditures in order to promote gender equality.

**Gender mainstreaming:** is the (re)organisation, improvement, development and evaluation of policy processes so that a gender equality perspective is incorporated in all policies, at all levels and all stages by the actors normally involved in policy-making.

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<sup>13</sup> See :

EU glossary 1998 : <http://eige.europa.eu/rdc/library/resource/dedupmrg200286>

Council of Europe glossary December 2015 <https://rm.coe.int/16805a1cb6>

Plotina project lexicon 2015 : <http://www.plotina.eu/plotina-lexicon/>

UN glossary :

<https://trainingcentre.unwomen.org/mod/glossary/print.php?id=36&mode=&hook=ALL&sortkey=&sortorder=&offset=-10>

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**Glass ceiling:** the invisible barrier arising from a complex set of structures in male-dominated organisations which prevent women from obtaining senior positions.

**Intersectionality:** The view that women experience discrimination in varying configurations and in varying degrees of intensity. Cultural patterns of discrimination are not only interrelated but are bound together and influenced by the intersectional systems of society. Examples of this include race, gender, class, ability, and ethnicity. In other words, certain groups of women have multi-layered facets in life that they have to deal with.

**Horizontal and vertical job segregations:** concentration of women and men in different types and levels of activity and employment with women being confined to a narrower range of occupation than men (horizontal: the concentration of women and men into particular sectors and occupations) and to the lower grades of work (vertical).

**Leaky Pipeline:** is an image referring to the gradual exit of women as cohorts progress towards the top of the career ladder in academic and research institutions, with an overwhelmingly male-dominated environment at the highest levels as a result.

**Mentoring:** A sheltered relationship that allows learning and experimentation to take place and person's potential and new skills to flourish through a process in which one person, the mentor, supports the career and development of another, the mentee, outside the normal superior/subordinate relationship. Mentoring is increasingly used to support the personal/professional development of women.

**Positive action:** measure targeted at a particular group and intended to eliminate and prevent discrimination or to offset disadvantages arising from existing attitudes, behaviours and structures (sometimes referred to as positive discrimination).

**Sex-disaggregated data:** Sex-disaggregated data is data that is cross-classified by sex, presenting information separately for men and women, boys and girls. Sex-disaggregated data reflect roles, real situations, general conditions of women and men, girls and boys in every aspect of society. For instance, the literacy rate, education levels, business ownership, employment, wage differences, dependants, house and land ownership, loans and credit, debts, etc. When data is not disaggregated by sex, it is more difficult to identify real and potential inequalities. Sex-disaggregated data is necessary for effective gender analysis.

**Scissors effect:** illustrates the progressive split between male (going upwards) and female (going downwards) research careers.

**Stereotypes:** A stereotype is a widely held, simplified, and essentialist belief about a specific group. Groups are often stereotyped on the basis of sex, gender identity, race and ethnicity, nationality, age, socioeconomic status, language, and so forth. Stereotypes are deeply embedded within social institutions and wider culture. They are used to justify and maintain the historical relations of power. They are often evident even during the early stages of childhood, influencing and shaping how people interact with each other.

**Unconscious or implicit bias:** **Unconscious** perception, or perception without awareness, describes a situation where an observer's behaviour is influenced by a stimulus of which they have no phenomenal awareness.

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**Work-life balance/Work and Personal Life Integration:** Work is part of life, and therefore to see it in terms of a work/life interface is misleading. 'Personal life' captures the range of commitments and duties which an individual may have, and which can vary across the life course, while still allowing family to be a large part of personal life for most people. (ILO report – Fagan et al., 2012)

### **3 How to work with this guide**

This Guide does not need to be read from page one to the end page. It is more a kind of a dictionary that the EURAXESS Network staff, whatever their mission, can consult when necessary in particular situations and find short descriptions of tools and their use, with direct links to access them. This Guide contains mainly practical advice that should help coordinate and support field actors, i.e. the EURAXESS staff.

The Guide includes different **types of tools** organised in the following categories:

- Data and concepts
- Guidelines and toolkits
- Online tools
- Case studies
- Databases
- Others

The structure of the Guide reflects the conclusions of four focus groups which were held by the authors in the course of the EURAXESS TOP III project, a synthesis of which will also be available on the EURAXESS Extranet<sup>14</sup>. The Guide consists of:

- Actions focused on the researcher (career development);
- Actions focused on the institution (HRS4R);
- Actions focused on the social and cultural environment (services and general references).

To identify the tool relevant for your situation, check the **overview table** at the beginning of the tools section (p.14).

For those who are not familiar with the terminology used in the guide, a short **glossary** with the most frequently used terms when addressing gender issues is included. It draws on glossaries elaborated by the EU and the UN.

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<sup>14</sup> Search in the Euraxess portal's Extranet, in the library, with the topic: TOP 3  
<https://euraxess.ec.europa.eu/extranet/library>

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## **4 Tools descriptions**

1. SAGE short quizzes: to find out what you know about women in the EU research sector
2. Free online course: "Integrating gender into your scientific research"
3. FESTA strategic career manager: Supporting women's progression in academia
4. Implicit association tests: gender-science test and gender-career test
5. Understanding unconscious bias
6. Gender bias learning project: A zany brainy look at a serious subject
7. Gender-sensitive mentoring programme in academia: A design process
8. European Platform of Women Scientists
9. Toolkit for integrating gender-sensitive approach into research
10. FESTA career training programme: Strategic career planning for female junior scientists
11. AKKA leadership programme: Attracting more women into academic leadership positions
12. SAGE audit guidelines
13. Achieving gender balance at the top of scientific research: Guidelines and tools for institutional change
14. SAGE primary data collection tools
15. FESTA Toolkit "Towards raising organizational awareness" – Part 1
16. Structural transformation to achieve gender equality in science: Guidelines
17. Gender equality training: Gender mainstreaming toolkit
18. INTEGER checklist for gender equality training quality
19. Gender-sensitive mentoring programme in academia: A design process
20. Mentoring programs: A tool to develop gender equality, diversity,
21. Academic careers and gender inequality: Leaky pipeline and interrelated phenomena in seven European countries
22. Six steps to gender equality and more essays about how every university can get more women to the top and why they should<sup>32</sup>
23. Women, research and universities: excellence without gender bias
24. She figures 2015
25. Gender Equality Index
26. FESTA Toolkit "Towards raising organizational awareness" - Part 2
27. GEDII - Gender Diversity Index
28. Integer impact assessment guidelines and toolkit
29. INTEGER Case Studies on recruitment and promotion of researchers
30. EIGE case study: The new election procedure for the Board of Ghent University
31. Blog: Gender sensitive language widens the applicant pool
32. Exploring quotas in academia
33. FESTA HANDBOOK: Gender-sensitive design of criteria and recruitment, appointment and promotion processes in academia
34. EIGE case studies on gender sensitive recruitment
35. Practical guide to improving gender equality in research organisations
36. Toolkit to enhance gender sensitive PhD supervision for supervisors

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37. Mapping organisational work-life balance policies and practices
38. EIGE case study: Maternity cover fund and return to work policies
39. EIGE case study: Gender certification at Lund University
40. SAGE review of gender equality certifications
41. The gender perspective in research and teaching award
42. INTEGER online guide on how to set up a Transformational-Gender Action Plans (T-GAPs)
43. The GEAR (Gender Equality in Academia and Research) tool
44. SAGE Gender Equality Plans implementation guidelines
45. Guidelines for gender mainstreaming in academia
46. INTEGER: GEP process report template
47. EIGE case studies on gender action plan assessment
48. The role models for mobility of women scientists
49. SAGE institutional change online tool
50. Supporting early career researchers through gender action plans. A design and methodological toolkit
51. Gender Mainstreaming with intersectoral perspective
52. FESTA online handbook on resistance to gender equality in academia
53. The FESTA handbook of organizational change
54. GenPORT – Your gateway to gender and science resources
55. Find a gender trainer (Database)
56. Vademecum on gender equality in Horizon 2020

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**Overview of tools:**

The numbers indicated in the table correspond with the numbers of the tools in the list.

	Area of action/ Type of resource	Data and concepts	Guidelines and toolkits	Templates	Online tools	Case studies	Others
<b>Researcher</b>	1.1 Self-assessment				1, 3		
	1.2 Gender bias	5			4, 6		
	1.3 Mentoring		7				
	1.4 Networking						8
	1.5 Training		9, 10		2	11	
<b>Institution</b>	2.1 Gender audit		12, 13				
	2.2 Data collection		15, 16	14			
	2.3 Designing a training		17				18
	2.4 Setting up a mentoring programme		19			20	
	2.5 Leaky pipeline	21					
	2.6 Creating gender awareness	22, 23 24, 25	26				
	2.7 Impact assessment	27	28				
	2.8 Balance in decision-making structures					29, 30	
	2.9 Quotas in academia	32					
	2.10 Recruitment		33, 35			29, 34	31
	2.11 Promotion procedures		35			29	
	2.10 Working conditions		36				
	2.11 Work-life balance	37				38	
2.12 Gender equality plan		44,45	46	42, 43	47		
2.13 Audits and certifications					39, 41	40	
<b>Environment</b>	3.1 Gender and mobility						48
	3.2 Contextualization of strategy		50		49		
	3.3 Diversity and intersectionality	51					
	3.4 Change management		52, 53				
	3.4 Other resources		56				54, 55

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<b>1</b>	<b>SAGE short quizzes: to find out what you know about women in the EU research sector</b>
<b>Area of action:</b>	1.1 Self-assessment
<b>Type of tool:</b>	Online tool
<b>Tool developed by:</b>	SAGE
<b>Date of publication:</b>	2017
<b>Short description of the tool:</b>	<p>The four <b>SAGE short quizzes</b> are an easily accessible tool to test one’s knowledge about women in research. They offer an interactive overview of information about women in the EU research sector. At each step of the test, one gets the right answer and some information about it, except for the first test about women in the EU research sector, which is a pity. At the end of the test, one gets one’s score.</p> <p>The <b>SAGE Wheel of Data</b> provides the set of infographics with facts and figures about gender in the EU research sector, in a visual and synthetic way. The information is extracted from the She figures 2015 report. It is comprised of 4 sections:</p> <ul style="list-style-type: none"> <li>• Engendering knowledge</li> <li>• Career progression</li> <li>• Work-life balance</li> <li>• Institutional governance</li> </ul>
<b>Relevance for EURAXESS:</b>	<ul style="list-style-type: none"> <li>• The tools are mostly targeting those who are not familiar with the topic and therefore need a brief and fast introduction to it. These tools, through its easy access, are interesting to sensitize authorities and stakeholders and to provide information to the general public in an accessible and synthetic way.</li> <li>• Taking the tests takes only a few minutes and is self-explanatory.</li> <li>• Figures are presented in a visual way and take only a few minutes to read.</li> </ul>
<b>Primary target group(s):</b>	<ul style="list-style-type: none"> <li>• All professionals involved in research and its support</li> </ul>
<b>Link to the tool:</b>	<ul style="list-style-type: none"> <li>• The quizzes: <a href="http://sage-growingequality.eu/site/quiz">http://sage-growingequality.eu/site/quiz</a></li> <li>• Wheel of data: <a href="http://sage-growingequality.eu/site/explore">http://sage-growingequality.eu/site/explore</a></li> </ul>

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<b>2</b>	<b>Free online course: "Integrating gender into your scientific research"</b>
<b>Section:</b>	1.5 Training
<b>Type of tool:</b>	Online tools
<b>Tool developed by:</b>	SciDev.Net
<b>Date of publication:</b>	2015
<b>Short description of the tool:</b>	<p>The self-paced online course was designed to help researchers understand why gender is such an important component of research. Students will learn:</p> <ul style="list-style-type: none"> <li>• What is meant by integrating gender into research;</li> <li>• Why integrating gender into scientific research is so important;</li> <li>• What integrating gender means for different areas of science;</li> <li>• How to integrate gender for better research quality and impact;</li> <li>• Basic advocacy methods for ensuring your research informs wider global agendas such as the Sustainable Development Goals;</li> <li>• How to ensure the research has maximum impact and contributes to change.</li> </ul> <p>The course draws on a wide range of examples, and provides activities which enable the student to put into practice what they are learning. The course is aimed at researchers in life and natural sciences. However, especially the first part of the course can be useful for any researcher or research manager who wants to understand the role of gender in the research content.</p>
<b>Relevance for EURAXESS:</b>	<ul style="list-style-type: none"> <li>• EURAXESS staff can recommend the course to researchers.</li> <li>• EURAXESS staff can go through the course to learn about the basic concepts related to the topic. Knowledge of the topic can be useful e.g. in the process of grant proposals writing as most of the funding schemes require that gender aspect is addressed.</li> </ul>
<b>Primary target group(s):</b>	<ul style="list-style-type: none"> <li>• Researchers</li> <li>• EURAXESS members in general</li> </ul>
<b>Link to the tool:</b>	<ul style="list-style-type: none"> <li>• <a href="http://scidevnet.teachable.com/p/integrating-gender-scientific-research">http://scidevnet.teachable.com/p/integrating-gender-scientific-research</a></li> </ul>

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<b>3</b>	<b>FESTA strategic career manager: Supporting women's progression in academia</b>
<b>Section:</b>	1.1 Self-assessment
<b>Type of tool:</b>	Online tool
<b>Tool developed by:</b>	FESTA project consortium
<b>Date of publication:</b>	November 2016
<b>Short description of the tool:</b>	<p>FESTA Strategic Career Manager (SCM) is a <b>software application</b> to support junior to mid-level female researchers and academics in managing their careers in academia. Populated with data derived from interviews with 106 academics and researchers in Bulgaria, Denmark, Ireland and Turkey, the FESTA SCM is a user-friendly, web-based decision support system, which provides users with a personalised career profile and guides them to make strategic career decisions in order to progress their academic careers. FESTA-SCM will increase the awareness of academics and researchers regarding factors that influence their work and careers. These include institutional procedures and politics, social expectations, career requirements and work-life balance. The <b>user interface is a set of interview questions</b>, which captures the characteristics of users as completed in their personal profiles. They receive personalised recommendations that direct them to focus on particular actions presented in the ranked order of importance. FESTA-SCM is developed using already available software (aSPIRE), a system used for the global teaming model, a framework that specifies practices and recommendations for Global Software Development (Noll et al. 2014). This approach is based on the use of process patterns.</p> <ul style="list-style-type: none"> <li>• Patterns present solutions in a concise format that is familiar to practitioners.</li> <li>• Patterns are straightforward to create from existing research results.</li> </ul>
<b>Relevance for EURAXESS:</b>	<ul style="list-style-type: none"> <li>• Relevant for Career development: Can be recommended to young researchers (R1, R2) as a diagnostic tool. The tool targets researcher developers, HR staff, career advisors and trainers. EURAXESS Career Development Centres may use it for providing advice for female researchers.</li> </ul>
<b>Primary target group(s):</b>	<ul style="list-style-type: none"> <li>• Researchers</li> <li>• HR professionals</li> <li>• Career development professionals</li> </ul>
<b>Link to the tool:</b>	<ul style="list-style-type: none"> <li>• Tool description: <a href="http://www.engineersjournal.ie/2016/09/20/festa-strategic-career-manager-academia/">http://www.engineersjournal.ie/2016/09/20/festa-strategic-career-manager-academia/</a></li> <li>• Tool: <a href="http://proisis.lero.ie/festa/App/Consult">http://proisis.lero.ie/festa/App/Consult</a></li> <li>• The tool provides: <ul style="list-style-type: none"> <li>○ A user's guide: <a href="http://proisis.lero.ie/festa/Resource/UsersGuide">http://proisis.lero.ie/festa/Resource/UsersGuide</a></li> <li>○ Instructions how to make a demo: <a href="http://proisis.lero.ie/festa/HowToDemo">http://proisis.lero.ie/festa/HowToDemo</a></li> </ul> </li> </ul>

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<b>4</b>	<b>Implicit association tests: gender-science test and gender-career test</b>
<b>Section:</b>	1.2 Gender bias
<b>Type of tool:</b>	Online tool
<b>Tool developed by:</b>	Project Implicit
<b>Date of publication:</b>	2011
<b>Short description of the tool:</b>	<p>These Implicit association tests allow anyone willing to take them to assess their conscious and unconscious preferences for over 90 different topics, among which gender in science and gender and career. Implicit social cognition deals with thoughts and feelings outside of conscious awareness and control. Their aim is to explore the group-based preferences, stereotypes, and identities that may not be accessible to conscious awareness. It has been used widely to study preferences, beliefs, and identity, and found applications in domains of health, education, business, government, the law and law enforcement. <b>The gender and science test is a way to find out about one’s attitudes</b> – whether or not one associates a concept like ‘science’ with the evaluation ‘masculine’. People under pressure are more likely to reveal their unconscious attitudes, which is the basic idea behind the test. So one may have found the task easier and responded more quickly to words that are closely associated with his/her memory: if one unconsciously associates men with science and women with the humanities, he/she would be quicker sorting the words when the categories Male and Science are together and slower when Female and Science are together. Tests require 10-15 minutes to complete. At the end of the session, one will get some information about the study and a summary of one’s results. The experience is informative for everyone.</p>
<b>Relevance for EURAXESS:</b>	<ul style="list-style-type: none"> <li>• EURAXESS staff can use this tool in the framework of the Career Development Centre.</li> <li>• They can also do the test themselves, and suggest it to authorities and stakeholders in order to understand what an implicit bias is and to realize that everyone has implicit biases.</li> </ul>
<b>Primary target group(s):</b>	<ul style="list-style-type: none"> <li>• All professionals involved in research and ist support</li> </ul>
<b>Link to the tool:</b>	<ul style="list-style-type: none"> <li>• The original test is currently available at 39 country sites, in 25 languages: <a href="https://implicit.harvard.edu/implicit/takeatest.html">https://implicit.harvard.edu/implicit/takeatest.html</a></li> <li>• The EU funded TWIST project provides a link to the same test but in a gender framework only: <a href="http://www.the-twist-project.eu/en/">http://www.the-twist-project.eu/en/</a></li> </ul>

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<b>5</b>	<b>Understanding unconscious bias</b>
<b>Section:</b>	1.2 Gender bias
<b>Type of tool:</b>	Data and concepts (video)
<b>Tool developed by:</b>	Royal Society
<b>Date of publication:</b>	November 2015
<b>Short description of the tool:</b>	Animation and briefing adapted by Professor Uta Frith <b>introducing the key concepts and current academic research around unconscious bias.</b> Unconscious bias is making judgments or decisions based on our prior experience, our own personal deep-seated thought patterns, assumptions or interpretations, without being aware of doing it, explains Professor Uta Frith. Unconscious or implicit bias is critical and problematic when it is at play in the assessment and evaluation of people (for example for election to posts or positions, fellowships, awards, etc.) because it impedes an objective and fair judgement. The 2:59' video and the 4-pages written briefing are two different ways to explain the same issue: how unconscious bias can influence our decisions in a way that can be deterrent for women or ethnic minorities.
<b>Relevance for EURAXESS:</b>	<ul style="list-style-type: none"> <li>• EURAXESS staff can use this tool in the framework of the Career Development Centre. It targets people who have to select or promote researchers or research projects.</li> </ul>
<b>Primary target group(s):</b>	<ul style="list-style-type: none"> <li>• All professionals involved in research and ist support</li> </ul>
<b>Link to the tool:</b>	<ul style="list-style-type: none"> <li>• Tool: <a href="https://royalsociety.org/topics-policy/publications/2015/unconscious-bias/">https://royalsociety.org/topics-policy/publications/2015/unconscious-bias/</a></li> <li>• More materials on the unconscious bias: <ul style="list-style-type: none"> <li>○ CERCA video 'Recruitment bias in Research institutes' used by ERC: <a href="https://vimeo.com/191134397">https://vimeo.com/191134397</a></li> <li>○ GENOVATE report 'Tackling unconscious bias at the workplace' presenting case studies: <a href="http://www.genovate.eu/modules/gender-competent-leadership/genovate4.html">http://www.genovate.eu/modules/gender-competent-leadership/genovate4.html</a></li> <li>○ ECU training module available under subscription. The aim of the training is to help staff involved in recruitment and selection to identify and mitigate unconscious bias. The training pack includes a trainer's handbook, presentation slides, handouts and activity materials: <a href="https://www.ecu.ac.uk/publications/unconscious-bias-in-higher-education/">https://www.ecu.ac.uk/publications/unconscious-bias-in-higher-education/</a></li> <li>○ INTEGER case study: Addressing Unconscious Bias at Trinity College Dublin: <a href="http://www.integer-tools-for-action.eu/en/resource/case-studies">http://www.integer-tools-for-action.eu/en/resource/case-studies</a></li> </ul> </li> </ul>

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<b>6</b>	<b>Gender bias learning project: A zany brainy look at a serious subject</b>
<b>Area of action:</b>	1.2 Gender bias
<b>Type of tool:</b>	Online tools (online training)
<b>Tool developed by:</b>	The Centre for WorkLife Law UC Hastings College of the Law
<b>Date of publication:</b>	2018
<b>Short description of the tool:</b>	<p>Identifying and understanding the distinct patterns of gender bias is the first step towards ensuring that bias does not derail a researcher’s career. This on-line gender <b>bias training teaches the woman researcher to identify the four basic patterns of gender bias:</b></p> <ul style="list-style-type: none"> <li>• Prove it again!</li> <li>• The Double Bind</li> <li>• The Maternal Wall</li> <li>• Gender Wars</li> </ul> <p>This gender bias training website offers an amusing approach that allows her to learn what she needs to know in terms of gender bias, share her experiences, and have fun in the process. This training also provides survival strategies for handling each type of bias, as well as a series of animated video scenarios illustrating each pattern, video clips from interviews with gender bias experts, and a pop quiz to help test one’s knowledge.</p>
<b>Relevance for EURAXESS:</b>	EURAXESS staff can use this tool in the framework of the Career Development Centre. It targets women researchers. It is a way to understand what an implicit bias is and how it affects women researcher’s careers.
<b>Primary target group(s):</b>	All professionals involved in research and ist support
<b>Link to the tool:</b>	<a href="http://www.genderbiasbingo.com">www.genderbiasbingo.com</a>

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<b>7</b>	<b>Gender-sensitive mentoring programme in academia: A design process</b>
<b>Area of action:</b>	1.3 Mentoring
<b>Type of tool:</b>	Guidelines and toolkits
<b>Tool developed by:</b>	Hélène Adam, Caroline Vincke and Farah Dubois-Shaik, members of GARCIA Project consortium
<b>Date of publication:</b>	2016
<b>Short description of the tool:</b>	The aim of the 57-page-long toolkit is to provide guidelines on the development of a self-tailored (this means: contextualized according to the working culture of the organisation) mentoring programme for researchers. The first part of the guide introduces the concept of mentoring, distinguishes different types, functions, and practices of mentoring and points out to the gender aspects of <b>mentoring. Different benefits and difficulties (SWOT) of developing a mentoring programme are presented, and factors influencing the success of a mentoring relationship are explained.</b> The importance of the institutional provision of education for mentors is also highlighted. The second section is targeting institutions and focuses on how to build a mentoring programme. The Annexes include some examples of self-tailored MPs of the GARCIA Project partners.
<b>Relevance for EURAXESS:</b>	<ul style="list-style-type: none"> <li>• The Guide is highly informative for those who are unfamiliar with mentoring and accompanying practices.</li> <li>• EURAXESS staff can advise researchers to read this paper in the framework of their services provision or in the context of Career development.</li> </ul>
<b>Primary target group(s):</b>	<ul style="list-style-type: none"> <li>• Researchers</li> <li>• Career development professionals</li> </ul>
<b>Link to the tool:</b>	<a href="http://garciaproject.eu/wp-content/uploads/2016/10/GARCIA_working_papers_13.pdf">http://garciaproject.eu/wp-content/uploads/2016/10/GARCIA_working_papers_13.pdf</a>

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<b>8</b>	<b>European Platform of Women Scientists</b>
<b>Area of action:</b>	1.4 Networking
<b>Type of tool:</b>	Others (network)
<b>Tool developed by:</b>	-
<b>Date of publication:</b>	-
<b>Short description of the tool:</b>	The European Platform of Women Scientists is <b>an international non-profit organisation that represents the needs, concerns, interests, and aspirations of more than 12.000 women scientists in Europe and beyond</b> . Since its inception in 2005, more than 100 networks of women scientists and organisations promoting women in science from 40 countries have joined the Platform, working for the promotion of equal opportunities in the research fields of all scientific disciplines and aiming to give women scientists a voice in European research policy. The European Platform of Women Scientists builds a structural link between women scientists and European and national research policy-makers to achieve equal and full participation of women in science and in science policy in order to safeguard European excellence and innovation in research. EPWS updates the Network Guide (Directory of Networks of Women Scientists) and develops position papers about EU policies regarding Women and Research.
<b>Relevance for EURAXESS:</b>	EURAXESS staff and women researchers can contact EPWS to get references of their national women scientist organisation and might find useful information in EPWS position papers.
<b>Primary target group(s):</b>	<ul style="list-style-type: none"> <li>• Women researchers</li> <li>• Career development professionals</li> </ul>
<b>Link to the tool:</b>	Homepage of the network: <a href="https://epws.org">https://epws.org</a>

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<b>9</b>	<b>Toolkit for integrating gender-sensitive approach into research and teaching</b>
<b>Area of action:</b>	1.5 Training
<b>Type of tool:</b>	Guidelines and toolkits
<b>Tool developed by:</b>	Jovana Mihajlović Trbovc and Ana Hofman, members of the GARCIA Project consortium
<b>Publication date :</b>	2015
<b>Short description of the tool:</b>	The aim of the toolkit is to help researchers integrate the gender dimension in their ongoing research and teaching (of undergraduate, graduate and doctoral courses), and to apply while conceiving new projects and students' curricula. <b>This Toolkit should help research and teaching staff in thinking of the relevance of gender for their research and curriculum.</b> Gender-sensitive teaching pays attention to gender differences both in creating a syllabus and in class conduct. It means introducing students to gender dimension of the presented contents, including publications that take gender-sensitive approach into the course readings and giving homework assignments that demand from students to think about gender dimension of the subject.
<b>Relevance for EURAXESS:</b>	<ul style="list-style-type: none"> <li>• The toolkit can be recommended to researchers through the career development platform.</li> <li>• The topic can be integrated into the training sessions organised for young researchers.</li> </ul>
<b>Primary target group(s):</b>	<ul style="list-style-type: none"> <li>• Researchers</li> <li>• EURAXESS members in general</li> <li>• Research managers</li> </ul>
<b>Link to the tool:</b>	<a href="http://garciaproject.eu/wp-content/uploads/2015/12/GARCIA_working_paper_6.pdf">http://garciaproject.eu/wp-content/uploads/2015/12/GARCIA_working_paper_6.pdf</a>

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<b>10</b>	<b>FESTA career training programme: Strategic career planning for female junior scientists</b>
<b>Section:</b>	1.5 Training
<b>Type of tool:</b>	Guidelines and toolkits
<b>Date of publication:</b>	2017
<b>Tool developed by:</b>	FESTA Project consortium
<b>Short description of the tool:</b>	<p>The guide aims to offer <b>career guidance to young scientists within the STEM</b>. The explicit focus is on young female scientists, but this does not preclude men from benefitting from the exercises and reflections offered here. It provides information on skills and knowledge they need to accelerate their careers. The guide consists of nine modules:</p> <ul style="list-style-type: none"> <li>• Module A: Career Paths and Patterns</li> <li>• Module B: Career Planning Strategy</li> <li>• Module C: Publication Strategy</li> <li>• Module D: Academic Networking &amp; Visibility</li> <li>• Module E: Women and Negotiation</li> <li>• Module F: Power &amp; Politics - Playing the Game</li> <li>• Module G: Gender in Academia</li> <li>• Module H: Institutional and Individual Support and Your Career Advancement</li> <li>• Module I: Work-Life Balance</li> </ul> <p>Modules can be used as prepared or serve as an inspiration for an existing practice by adapting the material. Each module is designed as a three-hour workshop. The modules are not build on each other and can be used or presented independently of one another and as fits a specific need, group or institution. However, the total offers a comprehensive career training programme. The objectives of each module can be found on page 6 of the toolkit. The report includes three appendices: a PowerPoint presentation, a list of 7 competencies and definitions (to be read beforehand by every facilitator, see p. 144), as well as a description of the Spiral/Round technique, to make democratic, inclusive and sustainable decisions in a group (see p. 153).</p>
<b>Relevance for EURAXESS:</b>	<ul style="list-style-type: none"> <li>• Relevant for Career Development Centres and EURAXESS Staff</li> <li>• Relevant for career development actions - if the EURAXESS staff does not provide this service directly, they can use it as a reference to their colleagues from the organisational CDC.</li> <li>• Each module starts with a facilitator toolkit, which makes it easier for the trainer to prepare his/her session. The trainer will have to contextualize his/her session, and might wish to introduce more interactive sessions).</li> </ul>
<b>Primary target group(s):</b>	<ul style="list-style-type: none"> <li>• Researchers</li> <li>• Career development professionals</li> </ul>
<b>Link to the tool:</b>	<a href="http://www.festa-europa.eu/public/festa-career-training-programme">http://www.festa-europa.eu/public/festa-career-training-programme</a>

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<b>11</b>	<b>AKKA leadership programme: Attracting more women into academic leadership positions</b>
<b>Area of action:</b>	1.5 Training
<b>Type of tool:</b>	Case study
<b>Tool developed by:</b>	Lund University, Sweden
<b>Date of publication:</b>	2004
<b>Short description of the tool:</b>	In this gender-integrated leadership programme, leadership is understood as something that can be learnt and developed, and that focuses on the individual's competencies, and not on personal characteristics. From 2004 to 2014, five AKKA programmes have been offered to 150 senior scholars in Lund University, Sweden (of which 37 were men). The programmes ran for over a year with monthly meetings. Throughout the years, AKKA has increased the number of women in leading positions, contributed to an enhanced visibility of women as potential leaders, and increased the willingness of both women and men to assume leadership positions. They raised gender awareness among female and male academic leaders, promoted networking and collaboration within the university, raised knowledge about the university's politics and activities, developed tools to deal with resistance to gender issues and for change management, contributed to highlight discrimination, and developed concrete change projects.
<b>Relevance for EURAXESS:</b>	Example of activity that can be implemented within the EURAXESS career development centres or within the career-oriented services.
<b>Primary target group(s):</b>	<ul style="list-style-type: none"> <li>• HR professionals</li> <li>• Career development professionals</li> <li>• Top management and decision makers</li> </ul>
<b>Link to the tool:</b>	<a href="http://eige.europa.eu/gender-mainstreaming/good-practices/sweden/akka-leadership-programme">http://eige.europa.eu/gender-mainstreaming/good-practices/sweden/akka-leadership-programme</a>

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<b>12</b>	<b>SAGE audit guidelines</b>
<b>Area of action:</b>	2.1 Gender audit
<b>Type of tool:</b>	Guidelines and toolkits
<b>Tool developed by:</b>	SAGE Project consortium
<b>Date of publication:</b>	2017
<b>Short description of the tool:</b>	<p>SAGE Audit guidelines (<b>template for the assessment/audit of internal procedures and practices</b>) aims to identify best practices for promoting the gender equality at the organizational level. The analysis will include data on:</p> <ul style="list-style-type: none"> <li>• Institutional Governance (including policies and practices),</li> <li>• Career Progression,</li> <li>• Work-Life Balance,</li> <li>• EnGendering knowledge.</li> </ul> <p>This information will identify critical gaps and challenges, assess the level of resources allocated to gender activities, establish the baseline for possible improvements and innovations, and feed into the design of Gender Equality Plans.</p>
<b>Relevance for EURAXESS:</b>	The Guidelines provides a best practices checklist with 58 questions structured in 4 sections (see here above). It can be used as a starting point to include gender actions in the process of the HRS4R.
<b>Primary target group(s):</b>	<ul style="list-style-type: none"> <li>• HR professionals</li> <li>• Staff involved in the implementation of HRS4R</li> </ul>
<b>Link to the tool:</b>	<a href="http://sage-growingequality.eu/web/assets/media/tools/audit_guidelines.pdf">http://sage-growingequality.eu/web/assets/media/tools/audit_guidelines.pdf</a>

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<b>13</b>	<b>Achieving gender balance at the top of scientific research: Guidelines and tools for institutional change</b>
<b>Area of action:</b>	2.1 Gender audit
<b>Type of tool:</b>	Guidelines and toolkits
<b>Tool developed by:</b>	Genis Lab project consortium
<b>Date of publication:</b>	2014
<b>Short description of the tool:</b>	The 82 page-long guidelines introduce a set of tools that might be useful to <b>start up and implement institutional change processes in research performing organisations</b> , both with the aim of promoting gender equality and in view of fostering structural changes towards responsible research and innovation. These tools include i.e. Participatory Gender Audit (PGA) as a tool for organisational change towards gender equality. The PGA is an action-research methodology that helps to 'map' an organisation from a gender equality perspective. The guidelines explain what the PGA is, why is it a useful tool to promote women in science, and how was this already soundly tested methodology adapted and applied in the Genis Lab project. The document also describes how these tools were applied to define tailored gender action plans in Genis-lab partner institutions, with the aim of activating a process, which could involve different organisational areas (managers, researchers, and administrative staff) into discussing, identifying obstacles, and defining strategies to overcome them.
<b>Relevance for EURAXESS:</b>	The Guide provides practical examples of a strategic approach towards gender equality at the institution that can be used e.g. in the process of implementation of the HRS4R.
<b>Primary target group(s):</b>	<ul style="list-style-type: none"> <li>• HR professionals</li> <li>• Staff involved in the implementation of HRS4R</li> <li>• Top management and decision makers</li> </ul>
<b>Link to the tool:</b>	<a href="http://www.genislab-fp7.eu/images/guidelines-EN.pdf">www.genislab-fp7.eu/images/guidelines-EN.pdf</a>

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<b>14</b>	<b>SAGE primary data collection tools</b>
<b>Area of action:</b>	2.2 Data collection
<b>Type of tool:</b>	Template
<b>Tool developed by:</b>	SAGE Project consortium
<b>Date of publication:</b>	2017
<b>Short description of the tool:</b>	SAGE Primary Data Collection Tools sets out <b>some preliminary tools and templates (interviews, surveys, and focus groups)</b> which can be adapted for the data collection processes in the institutions, in order to determine the state of the art before embarking on a Gender Equality Plan.
<b>Relevance for EURAXESS:</b>	The document provides practical examples of a strategic approach towards gender equality at the institution and ready-to-use templates that can serve e.g. in the process of implementing the HRS4R.
<b>Primary target group(s):</b>	<ul style="list-style-type: none"> <li>• HR professionals</li> <li>• Staff involved in the implementation of HRS4R</li> <li>• Top management and decision makers</li> </ul>
<b>Link to the tool:</b>	<a href="http://sage-growingequality.eu/web/assets/media/tools/primary_data_collection_tools.pdf">http://sage-growingequality.eu/web/assets/media/tools/primary_data_collection_tools.pdf</a>

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<b>15</b>	<b>FESTA Toolkit “Towards raising organizational awareness” – Part 1: Collecting and understanding statistics</b>
<b>Area of action:</b>	2.2 Data collection
<b>Type of tool:</b>	Guidelines and toolkits
<b>Tool developed by:</b>	FESTA Project consortium
<b>Date of publication:</b>	2016
<b>Short description of the tool:</b>	<p>The aim of the tool “Towards raising organizational awareness of gender imbalance” is to provide information and inspiration to potential agents of change on a practical and applicable level. The palette presented in this tool is linked to very different contexts (both national, political, institutional, sector-specific and in terms of project situation and organization) and thus represents vast differences in approach, in concrete definitions of indicators, hypotheses and dimensions, data collection and analysis as well as who to interact with, when and how. The toolkit does not offer one-size-fits-all instructions on how to implement gender change. Rather, <b>gender monitoring and awareness raising must necessarily be adapted to the local conditions and objectives of the organization in question</b>. This first set of tools – Collecting and understanding statistics – consists of four sub tools:</p> <ul style="list-style-type: none"> <li>• Tool 1.1: Dimensions: This tool describes what it is we are trying to measure – dimensions are themselves not visible.</li> <li>• Tool 1.2: Hypotheses: This tool points to what we think or know that indicators will display and why.</li> <li>• Tool 1.3: Indicators: This tool measures and illustrates the dimensions along which our data have been defined. Indicators become measurable through variables. They confirm or dismiss hypotheses.</li> <li>• Tool 1.4: Log Books: This tool documents the decisions and actions undertaken along the way.</li> </ul>
<b>Relevance for EURAXESS:</b>	<ul style="list-style-type: none"> <li>• Gender and HR practitioners, who are in a situation where they know action has to be taken in order to effect change at different levels in the way organizations deal with gender inequality and imbalance, but find practices and examples hard to come by.</li> <li>• EURAXESS staff can use the described methodologies, the list of indicators (see p. 60) and the way of comparison and refer to these if and when they are part of a team working on Charter &amp; Code issues and other types of organisational change.</li> </ul>
<b>Primary target group(s):</b>	<ul style="list-style-type: none"> <li>• HR professionals</li> <li>• Staff involved in the implementation of HRS4R</li> <li>• Top management and decision makers</li> </ul>
<b>Link to the tool:</b>	<a href="http://www.festa-europa.eu/public/deliverable-321-toolkit-towards-raising-organizational-awareness">http://www.festa-europa.eu/public/deliverable-321-toolkit-towards-raising-organizational-awareness</a>

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<b>16</b>	<b>Structural transformation to achieve gender equality in science: Guidelines</b>
<b>Area of action:</b>	2.2 Data collection
<b>Type of tool:</b>	Guidelines and toolkits
<b>Tool developed by:</b>	STAGES project consortium
<b>Date of publication:</b>	2015
<b>Short description of the tool:</b>	<p>The 54-page-long STAGES Guidelines derive insights on <b>the process of gender equality-oriented projects in scientific institutions</b>. The document focuses on the expertise that was gained in the implementation of the Gender Action Plans at five institutions: University of Milan, Italy; Fraunhofer-Gesellschaft, Germany; Aarhus University, Denmark; Alexandru Ioan Cuza University, Romania; and Radboud University, The Netherlands. The first Part contains basic information about the five Action Plans and the institutions where they were implemented. In the Second Part, the recommendations are presented in six broad fields of action:</p> <ol style="list-style-type: none"> <li>(1) Collecting data and monitoring gender equality;</li> <li>(2) Engaging leadership;</li> <li>(3) Policy-making and institutionalisation;</li> <li>(4) Networking and empowering women to take action;</li> <li>(5) Integrating gender in education and research;</li> <li>(6) Communication and visibility.</li> </ol>
<b>Relevance for EURAXESS:</b>	<ul style="list-style-type: none"> <li>• The Guide provides practical examples of a strategic approach towards gender equality at the institution that can be used e.g. in the process of implementing the HRS4R.</li> <li>• The guide does not have the ambition of presenting a new original set of principles and recommendations on the components of a gender equality plan but focuses on the expertise that was gained in the implementation of the STAGES Action Plans. Therefore, the focus is on implementation strategies, through the presentation of the different solutions envisaged by the partners to achieve their objectives.</li> </ul>
<b>Primary target group(s):</b>	<ul style="list-style-type: none"> <li>• HR professionals</li> <li>• Staff involved in the implementation of HRS4R</li> <li>• Top management and decision makers</li> </ul>
<b>Link to the tool:</b>	<a href="http://www.stages.unimi.it/upload/documents/Guidelines_STAGES.pdf">www.stages.unimi.it/upload/documents/Guidelines_STAGES.pdf</a>

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<b>17</b>	<b>Gender equality training: Gender mainstreaming toolkit</b>
<b>Area of action:</b>	2.3 Designing a training
<b>Type of tool:</b>	Guidelines and toolkits
<b>Tool developed by:</b>	European Institute for Gender Equality (EIGE)
<b>Date of publication:</b>	2016
<b>Short description of the tool:</b>	This gender equality training tool is designed to <b>facilitate the process of creating effective gender equality training for civil servants</b> working for governmental, regional or local offices, departments or ministries tasked with the integration of a gender perspective into any policy, programme or project. Effective gender equality training should provide participants with the relevant knowledge, skills, and values that allow them to contribute to the effective implementation of the gender mainstreaming strategy in their field, organisation, institution or country. The guidelines (included in a 26-page-long downloadable Gender Equality Training Guide) introduce steps that need to be taken into account during the planning, implementation and evaluation phase of gender equality training. They consider the specific role and needs of commissioning authorities at different stages of the gender competence development process.
<b>Relevance for EURAXESS:</b>	<ul style="list-style-type: none"> <li>• The tool might be useful especially for BHOs considering the organisation of gender equality training for national EURAXESS networks staff.</li> <li>• It can also be used by any EURAXESS staff member involved in the organisation of such training at their institution.</li> <li>• EURAXESS members can also recommend the tool to HR departments or institutions management.</li> </ul>
<b>Primary target group(s):</b>	<ul style="list-style-type: none"> <li>• EURAXESS members in general</li> <li>• HR professionals</li> <li>• Top management and decision makers</li> </ul>
<b>Link to the tool:</b>	<a href="http://eige.europa.eu/gender-mainstreaming/toolkits/gender-equality-training/how-guiding-principles-commissioning-authorities">http://eige.europa.eu/gender-mainstreaming/toolkits/gender-equality-training/how-guiding-principles-commissioning-authorities</a>

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<b>18</b>	<b>INTEGER checklist for gender equality training quality.</b>
<b>Area of action:</b>	2.3 Designing a training
<b>Type of tool:</b>	Others (checklist)
<b>Tool developed by:</b>	INTEGER project consortium
<b>Date of publication:</b>	2011-2015
<b>Short description of the tool:</b>	Requirements checklist for gender equality training quality. <b>A one-page-long list of 21 brief recommendations on how to organise effective and comprehensive training on gender equality</b> in the research environment. These recommendations can serve as criteria to evaluate the quality of training for gender equality, or to set objectives for such training. The list includes recommendations on the concepts and methodologies to be used as well as topics to be covered. Practical recommendations on the training materials and facilitation are also included.
<b>Relevance for EURAXESS:</b>	<ul style="list-style-type: none"> <li>• This checklist is relevant for the design of training in gender equality or the selection of a trainer. It can be used by any EURAXESS staff member involved in the organisation of gender equality training at their institution.</li> <li>• It is relevant for Human Resources staff, in the framework of the HR management (e.g. HRS4R implementation).</li> <li>• Many of the tips offered in the list are also applicable for the training focusing on other dimensions of diversity.</li> </ul>
<b>Primary target group(s):</b>	<ul style="list-style-type: none"> <li>• EURAXESS members in general</li> <li>• HR professionals</li> <li>• Top management and decision makers</li> </ul>
<b>Link to the tool:</b>	<p>Checklist: <a href="http://www.integer-tools-for-action.eu/sites/www.integer-tools-for-action.eu/files/file_fields/2015/07/01/requirementschecklistforgenderequalitytrainingquality.pdf">http://www.integer-tools-for-action.eu/sites/www.integer-tools-for-action.eu/files/file_fields/2015/07/01/requirementschecklistforgenderequalitytrainingquality.pdf</a></p> <p>Examples of gender equality training organised in line with these principles (in French only): <a href="http://www.integer-tools-for-action.eu/en/resource/build-gender-competence">http://www.integer-tools-for-action.eu/en/resource/build-gender-competence</a></p>

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<b>19</b>	<b>Gender-sensitive mentoring programme in academia: A design process</b>
<b>Area of action:</b>	2.4 Setting up a mentoring programme
<b>Type of tool:</b>	Guidelines and toolkits
<b>Tool developed by:</b>	Hélène Adam, Caroline Vincke and Farah Dubois-Shaik, members of GARCIA Project consortium
<b>Date of publication:</b>	2016
<b>Short description of the tool:</b>	The aim of the 57-page-long toolkit is to provide guidelines <b>on the development of a self-tailored</b> (this means: contextualized according to the working culture of the organization) <b>mentoring programme for researchers</b> . The first part of the guide introduces the concept of mentoring, distinguishes different types, functions, and practices of mentoring and points out to the gender aspects of mentoring. Different benefits and difficulties (SWOT) of developing a mentoring programme are presented and factors influencing the success of a mentoring relationship are explained. The importance of the institutional provision of education for mentors is also highlighted. The second section is targeting institutions and focuses on how to build a mentoring programme. The Annexes include some examples of self-tailored MPs of the GARCIA Project partners.
<b>Relevance for EURAXESS:</b>	<ul style="list-style-type: none"> <li>• The Guide is highly informative for those who are unfamiliar with mentoring and accompanying practices.</li> <li>• Guidelines provided can be used for the creation of any mentoring scheme for researchers.</li> </ul>
<b>Primary target group(s):</b>	<ul style="list-style-type: none"> <li>• EURAXESS members in general</li> <li>• HR professionals</li> <li>• Career development professionals</li> </ul>
<b>Link to the tool:</b>	<a href="http://garciaproject.eu/wp-content/uploads/2016/10/GARCIA_working_papers_13.pdf">http://garciaproject.eu/wp-content/uploads/2016/10/GARCIA_working_papers_13.pdf</a>

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<b>20</b>	<b>Mentoring programs: A tool to develop gender equality, diversity, internationalism and interdisciplinarity in research and academia</b>
<b>Area of action:</b>	2.4 Setting up a mentoring programme
<b>Type of tool:</b>	Case studies
<b>Tool developed by:</b>	EUMENT-NET: European Network of Mentoring Programmes for the Advancement of Equal Opportunities and Cultural and Institutional Change in Academia and Research, a consortium of partners from various EU universities
<b>Date of publication:</b>	2007
<b>Short description of the tool:</b>	EUMENT-NET is a network of mentoring programs for the advancement of equal opportunities and cultural and institutional change in academia and research. Documents prepared by the network (Establishing Mentoring in Europe and Mentoring for Change) are no longer downloadable from the website but a recently published (November 2017) catalogue is available, briefly presenting <b>15 existing mentoring programmes</b> - for women in all disciplines, as well as programmes for both women and men.
<b>Relevance for EURAXESS:</b>	EURAXESS staff can use this website to find references and contacts to existing mentoring programmes, if they have to set up one in their institution, for instance in the framework of the HRS4R action plan.
<b>Primary target group(s):</b>	<ul style="list-style-type: none"> <li>• EURAXESS members in general</li> <li>• HR professionals</li> <li>• Career development professionals</li> </ul>
<b>Link to the tool:</b>	<a href="http://www.eument-net.eu/wp-content/uploads/2018/01/book_of_programs.pdf">www.eument-net.eu/wp-content/uploads/2018/01/book_of_programs.pdf</a>

<b>21</b>	<b>Academic careers and gender inequality: Leaky pipeline and interrelated phenomena in seven European countries</b>
<b>Area of action:</b>	2.5 Leaky pipeline
<b>Type of tool:</b>	Data and concepts (report)
<b>Tool developed by:</b>	Farah Dubois-Shaik and Bernard Fusulier, members of GARCIA Project consortium
<b>Date of publication:</b>	2015
<b>Short description of the tool:</b>	The 232-page-long report details a <b>quantitative analysis of the leaky pipeline phenomenon in 7 EU countries</b> . The executive summary contains a definition, a short analysis of the causes of the leaky pipeline and provides some recommendations for research institutions.
<b>Relevance for EURAXESS:</b>	EURAXESS network will find a definition of the leaky pipeline as well as some recommendations to counter this phenomenon in their institution
<b>Primary target group(s):</b>	All professionals involved in research and its support
<b>Link to the tool:</b>	<a href="http://garciaproject.eu/wp-content/uploads/2015/12/GARCIA_working_paper_5.pdf">http://garciaproject.eu/wp-content/uploads/2015/12/GARCIA_working_paper_5.pdf</a>

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<b>22</b>	<b>Six steps to gender equality and more essays about how every university can get more women to the top and why they should</b>
<b>Area of action:</b>	2.6 Creating gender awareness
<b>Type of tool:</b>	Brochure
<b>Tool developed by:</b>	Curt Rice
<b>Date of publication:</b>	-
<b>Short description of the tool:</b>	The publication is a good introduction to the topic of gender equality. It offers a summary of arguments for the importance of gender balance at universities and research institutions with the focus on the representation of women on the top of these institutions. The <b>first section illustrates the current situation</b> and explains why it is important to care about gender balance. It offers a brief look at how young people perceive academia, what the three main barriers for women can be, and why the predominance of women at the bachelor’s degree level is not enough to give unqualified hope for the future. The <b>second section of the book demonstrates why this situation is not changing</b> despite the increasing awareness about the topic, explaining the phenomenon such as motherhood penalty, fatherhood bonus or biased evaluation and promotion processes. The <b>third section offers a vision of the way forward</b> , including a presentation of a novel, innovative, and successful project run at the University of Tromsø.
<b>Relevance for EURAXESS:</b>	<ul style="list-style-type: none"> <li>• This 35-page-long publication enables EURAXESS members to learn in a clear and accessible language about the structural conditions causing the low representation of women in top positions in research.</li> <li>• Understanding of the issue can help EURAXESS members to sensitize their stakeholders and to identify measures addressing these barriers (and include them in the career development services or refer to them in the career development platform).</li> </ul>
<b>Primary target group(s):</b>	<ul style="list-style-type: none"> <li>• EURAXESS members in general</li> <li>• HR professionals</li> <li>• Career development professionals</li> <li>• Top management and decision makers</li> </ul>
<b>Link to the tool:</b>	<ul style="list-style-type: none"> <li>• Brochure: <a href="http://curt-rice.com/wp-content/uploads/2012/11/6-Steps-to-Gender-Equality1.pdf">http://curt-rice.com/wp-content/uploads/2012/11/6-Steps-to-Gender-Equality1.pdf</a></li> <li>• Curt Rice’s blog “Science in Balance”: <a href="http://curt-rice.com/category/gender-equality">http://curt-rice.com/category/gender-equality</a></li> </ul>

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<b>23</b>	<b>Women, research and universities: excellence without gender bias</b>
<b>Area of action:</b>	2.6 Creating gender awareness
<b>Type of tool:</b>	Data and concepts (policy paper)
<b>Tool developed by:</b>	League of European Research Universities (LERU)
<b>Date of publication:</b>	2012
<b>Short description of the tool:</b>	<p>The 27-page-long paper takes stock of <b>the most important and well-documented evidence of gender inequalities and bias</b> hindering women's research careers and of problems with the gender dimension in the research itself. It briefly describes the European research policy context on gender equality and turns attention to four areas in which LERU suggests that university actions are crucial to eliminate gender inequalities and to advance women's careers in academia. Pages 18 to 27 provide examples of good practice from LERU universities. They are divided into 10 sections:</p> <ol style="list-style-type: none"> <li>1. Leadership commitment, institutional policy/organisation and accountability</li> <li>2. Gender Strategies</li> <li>3. Gender Equality (Diversity) Offices – role, organisation, management issues</li> <li>4. Funding</li> <li>5. Career development measures</li> <li>6. Work-life balance measures</li> <li>7. Transparency</li> <li>8. Monitoring</li> <li>9. Gender in science</li> <li>10. Awareness raising, communication, networking and visibility</li> </ol> <p>Since the proposals put forward are not an exclusive domain of competence for universities, LERU also formulates recommendations for other stakeholders, including research funders and governments. At pages 4 and 17, one will find the synthesis of the recommendations.</p>
<b>Relevance for EURAXESS:</b>	<ul style="list-style-type: none"> <li>• The paper enables EURAXESS members to learn about the institutional approaches towards the promotion of gender equality in research.</li> <li>• Strategies introduced in the paper can be used as an inspiration for measures applied, e.g. within the implementation of HRS4R.</li> </ul>
<b>Primary target group(s):</b>	<ul style="list-style-type: none"> <li>• EURAXESS members in general</li> <li>• implementation of HRS4R</li> <li>• Top management and decision makers</li> </ul>
<b>Link to the tool:</b>	<a href="http://www.stages.unimi.it/upload/documents/LERU%20Paper_Women%20universities%20and%20research.pdf">http://www.stages.unimi.it/upload/documents/LERU%20Paper_Women%20universities%20and%20research.pdf</a>

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<b>24</b>	<b>She figures 2015</b>
<b>Area of action:</b>	2.6 Creating gender awareness
<b>Type of tool:</b>	Data and concepts
<b>Tool developed by:</b>	European Commission, Directorate-General for Research and Innovation
<b>Date of publication:</b>	2016
<b>Short description of the tool:</b>	Since 2003, She Figures report investigates the <b>level of progress made towards gender equality in research &amp; innovation (R&amp;I)</b> in Europe. It is the main source of pan-European, comparable statistics on the representation of women and men amongst PhD graduates, researchers and academic decision-makers. The data also shed light on differences in the experiences of women and men working in research – such as relative pay, working conditions, and success in obtaining research funds. In the 2015 edition (180 pages without appendices), it also presents, for the first time, the situation of women and men in scientific publication and inventorship, as well as the inclusion of the gender dimension in scientific articles.
<b>Relevance for EURAXESS:</b>	<ul style="list-style-type: none"> <li>• All EURAXESS staff members should be familiar with the basic demographic characteristic of researchers in Europe. She Figures report provides an extensive overview of these characteristic analysed from the gender point of view. In the 2015 edition, see the executive summary on pages 5-6.</li> <li>• Pages 105-108 are devoted to gender &amp; mobility of researchers.</li> <li>• Data provided in the report can be used for different purposes such as preparation of presentations or training content for career development workshop.</li> </ul>
<b>Primary target group(s):</b>	<ul style="list-style-type: none"> <li>• All professionals involved in research and ist support</li> </ul>
<b>Link to the tool:</b>	<a href="https://ec.europa.eu/research/swafs/pdf/pub_gender_equality/she_figures_2015-final.pdf">https://ec.europa.eu/research/swafs/pdf/pub_gender_equality/she_figures_2015-final.pdf</a>

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<b>25</b>	<b>Gender Equality Index</b>
<b>Area of action:</b>	2.6 Creating gender awareness
<b>Type of tool:</b>	Data and concepts
<b>Tool developed by:</b>	European Institute for Gender Equality (EIGE)
<b>Date of publication:</b>	2017
<b>Short description of the tool:</b>	Every five years since 2005, the Gender Equality Index measures gender gaps between women and men and provides the broader context for understanding gender inequalities in research. The Index consists of <b>eight domains</b> . Six of them ( <b>work, money, knowledge, time, power and health</b> ) are referred to as the core domains and are complemented by two additional, equally important, satellite domains (violence and intersecting inequalities). Each domain is further divided into sub-domains that cover key issues within the respective thematic areas. In this framework, <b>31 indicators</b> have been chosen to monitor developments in gender equality in every Member State as well as the EU-28 as a whole.
<b>Relevance for EURAXESS:</b>	<ul style="list-style-type: none"> <li>• To understand the position of women and men in research, it is necessary to see how it reflects the gender inequality as a broader societal phenomenon.</li> <li>• Exploring the specifics of the state of gender inequality in a particular country can be useful, e.g. when adapting the gender equality training for the local audience (but also in case of any other training addressing career development of researchers).</li> </ul>
<b>Primary target group(s):</b>	<ul style="list-style-type: none"> <li>• All professionals involved in research and its support</li> </ul>
<b>Link to the tool:</b>	<a href="http://eige.europa.eu/gender-equality-index">http://eige.europa.eu/gender-equality-index</a>

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<b>26</b>	<b>FESTA Toolkit “Towards raising organizational awareness” - Part 2: From figures to awareness</b>
<b>Section:</b>	2.6 Creating gender awareness
<b>Type of tool:</b>	Guidelines and toolkits
<b>Date of publication:</b>	2016
<b>Tool developed by:</b>	FESTA Project consortium
<b>Short description of the tool:</b>	<p>The aim of the tool is to provide <b>information and inspiration on a practical and applicable level</b>. It serves first and foremost as a framework for seeing possible ways to handle the task of raising awareness of gender imbalance in order to, ultimately, effect changes in actions and behaviour – on every level. The palette presented here thus represent vast differences in approach, in concrete definitions of indicators, hypotheses and dimensions, data collection and analysis as well as who to interact with, when and how. These differences are to a large extent due to the individual contexts, both national, political, institutional and sector-specific and in terms of project situation and organisation. The toolkit does not offer one-size-fits-all instructions on how to implement gender change. Rather, gender monitoring and awareness raising must necessarily be adapted to the local conditions and objectives of the organization in question.</p> <p>This second set of tools – <b>Turning figures into awareness</b> – consists of three sub tools:</p> <ul style="list-style-type: none"> <li>• Tool 2.1: Scripts for Leadership Seminars and Dialogues: This is a planning tool for the approach, framework and facilitation of various dialogues to be held in the process of raising organizational awareness.</li> <li>• Tool 2.2: Samples of Discussion Material: This tool consists of samples of the material input based on the statistical findings to be used as the basis for dialogues and awareness raising sessions.</li> <li>• Tool 2.3: Samples of Templates for Action Plans: This tool is meant as support in formulating action plans and tracking and evaluating ensuing action.</li> </ul>
<b>Relevance for EURAXESS:</b>	<ul style="list-style-type: none"> <li>• Gender and HR practitioners, who are in a situation where they know action has to be taken in order to effect change at different levels in the way organizations deal with gender inequality and imbalance, but find practices and examples hard to come by.</li> <li>• EURAXESS staff can use it and refer to it if and when they are part of a team working on Charter &amp; Code issues and other types of organisational change.</li> </ul>
<b>Primary target group(s):</b>	<ul style="list-style-type: none"> <li>• EURAXESS members in general</li> <li>• Staff involved in the implementation of HRS4R</li> <li>• Top management and decision makers</li> </ul>
<b>Link to the tool:</b>	<a href="http://www.festa-europa.eu/public/deliverable-321-toolkit-towards-raising-organizational-awareness">www.festa-europa.eu/public/deliverable-321-toolkit-towards-raising-organizational-awareness</a>

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<b>27</b>	<b>GEDII - Gender Diversity Index</b>
<b>Area of action:</b>	2.7 Impact assessment
<b>Type of tool:</b>	Data and concepts
<b>Tool developed by:</b>	Anne Laure Humbert and Elisabeth Anna Gunther, University of Cranfield
<b>Date of publication:</b>	To be published in September 2018
<b>Short description of the tool:</b>	<p>The impact of gender diversity on research productivity, quality and innovation is very unevenly evidenced. Incremental insights from gender studies, team science, and research evaluation exercises do not transcend these separate areas and are therefore of restricted analytical value. This can be seen, for example, in the understanding of 'gender' as simply concerned with the numerical representation of the two sexes in most quantitative analyses. This does not only factor out the gendered hierarchies and social processes that condition science in general and work group dynamics in particular, but severely hampers systematic comparisons of research performance impacts.</p> <p>Using innovative methods for the analysis of the diversity-research productivity relationship, GEDII will develop a reliable diversity measure that is sensitive to power, status and information sharing differentials within teams and across public &amp; private organizations. The Gender-Diversity-Index (GDI) will thus provide a much more nuanced and realistic measure of the impact of gender diversity on research productivity, quality and innovation across countries and sectors. GDI scores will be examined in relation to a flexible set of performance indicators, including patent and bibliometric measures, combined with new indicators of social impact. The Gender Diversity Index will be made available to the public through an <b>online self-assessment tool</b>. This tool will allow research teams to obtain a score which they can then use to monitor progress over time in regard to gender equality and benchmark themselves against other teams.</p> <p><i>This project is not yet finished; the final workshop will take place in June 2018 in Berlin.</i></p>
<b>Relevance for EURAXESS:</b>	The Gender-Diversity Index can be an interesting tool to measure the impact of a GEP or other initiatives in favour of gender equality and diversity.
<b>Primary target group(s):</b>	<ul style="list-style-type: none"> <li>• EURAXESS members in general</li> <li>• HR professionals</li> <li>• Staff involved in the implementation of HRS4R</li> <li>• Top management and decision makers</li> </ul>
<b>Link to the tool:</b>	<ul style="list-style-type: none"> <li>• Information on the index: <a href="https://www.gedii.eu/">https://www.gedii.eu/</a></li> <li>• Introduction to the topic: <a href="https://www.gedii.eu/just-counting-heads-some-considerations-on-how-to-measure-gender-diversity-in-research-teams-2/">https://www.gedii.eu/just-counting-heads-some-considerations-on-how-to-measure-gender-diversity-in-research-teams-2/</a></li> </ul>

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<b>28</b>	<b>Integer impact assessment guidelines and toolkit</b>
<b>Area of action:</b>	2.7 Impact assessment
<b>Type of tool:</b>	Guidelines and toolkits
<b>Tool developed by:</b>	Dr. Anke Lipinsky & Maria Schäfer, GESIS-Leibniz Institute for the Social Sciences
<b>Date of publication:</b>	NA
<b>Short description of the tool:</b>	<p>The self-assessment guidelines aim to supply higher education and research institutions with tools and guidance for the assessment of their Gender Action Plans. They suggest using evaluation methodology for quality assurance of gender action plans, to support legitimacy and in-house dialogue and to measure the institutional performance of the implementation of these plans to foster gender equality. The 29-page-long document is detailed in 4 chapters:</p> <ul style="list-style-type: none"> <li>• Preparation of the self-assessment</li> <li>• Implementation of the self-assessment</li> <li>• Feedback and follow up of the self-assessment</li> <li>• Quality assurance of the self-assessment</li> </ul> <p>In order to support the assessment of the GEPs, INTEGER includes a number of ready-to-use templates. They correspond to the different phases of the self-assessment process:</p> <ul style="list-style-type: none"> <li>• The <b>Checklist for the Preparation of Self-Assessments</b> gives an overview of relevant steps to take in the preparatory phase of the assessment of the GEP.</li> <li>• <b>The Data Monitoring Template</b> aims to facilitate the collection of sex-disaggregated data on the representation of women and men in different staff categories and decision-making bodies in the organization.</li> <li>• The toolkit offers three report templates for the analysis of qualitative and quantitative data, each focusing on one of the three suggested perspectives of the self-assessment: A <b>Context Report Template</b>, a <b>Process Report Template</b> and an <b>Impact Report Template</b>.</li> <li>• Finally, the <b>Self-Assessment (Final) Report Template</b> aims to support the writing of the final report, providing a structure and a list of suggested issues to address.</li> </ul>
<b>Relevance for EURAXESS:</b>	These guidelines will be useful to assess the GEP; it is interesting to read them already during the preparation phase. The GEP can be part of an HRS4R action plan.
<b>Primary target group(s):</b>	<ul style="list-style-type: none"> <li>• Staff involved in the implementation of HRS4R</li> </ul>
<b>Link to the tool:</b>	<p>Assess your Action Plan: <a href="http://www.integer-tools-for-action.eu/en/resource/assess-your-action-plan">http://www.integer-tools-for-action.eu/en/resource/assess-your-action-plan</a></p> <p>Assessment toolkit: <a href="http://www.integer-tools-for-action.eu/en/resource/assessment-toolkit">http://www.integer-tools-for-action.eu/en/resource/assessment-toolkit</a></p>

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<b>29</b>	<b>INTEGER Case Studies on recruitment and promotion of researchers</b>
<b>Area of action:</b>	2.8 Balance in decision-making structures 2.10 Recruitment 2.11 Promotion procedures
<b>Type of tool:</b>	Case study
<b>Tool developed by:</b>	INTEGER project consortium
<b>Date of publication:</b>	2015
<b>Short description of the tool:</b>	Two case studies give an example of institutional and local transformations with positive impact on the working conditions of women researchers and on the decision-making practices. Following cases studies are presented: <ul style="list-style-type: none"> <li>• The National Centre for Scientific Research in France created a <b>committee to review procedures and practices for the evaluation of researchers</b> to enable concrete measures favouring gender equality and gender balance in recruitment, promotion and scientific recognition of researchers.</li> <li>• Šiauliai University in Lithuania introduced successful <b>interventions in the University election-related activities</b>, which resulted in the increase in the number of female members at the top decision-making level.</li> </ul>
<b>Relevance for EURAXESS:</b>	<ul style="list-style-type: none"> <li>• The case studies provide examples of activities that can be introduced in the process of HRS4R implementation.</li> <li>• They are also relevant with regard to the promotion of the principles of open, transparent and merit-based recruitment.</li> </ul>
<b>Primary target group(s):</b>	<ul style="list-style-type: none"> <li>• Top management and decision makers</li> <li>• HR professionals</li> <li>• Staff involved in the implementation of HRS4R</li> </ul>
<b>Link to the tool:</b>	<a href="http://www.integer-tools-for-action.eu/en/resource/case-studies">http://www.integer-tools-for-action.eu/en/resource/case-studies</a>

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<b>30</b>	<b>EIGE case study: The new election procedure for the Board of Ghent University</b>
<b>Area of action:</b>	2.8 Balance in decision making structures
<b>Type of tool:</b>	Case study
<b>Tool developed by:</b>	Ghent University
<b>Date of publication:</b>	2014
<b>Short description of the tool:</b>	In order to ensure a gender-balanced representation in the Board of Governors, Ghent University changed its <b>procedures for the election of the members</b> of this Board in 2014. The current election procedures request a gender-balanced representation of its members (at least 40% percent representation of each gender). Faculties are required to have at least one male and one female candidate for the elections.
<b>Relevance for EURAXESS:</b>	EURAXESS staff can use it and refer to it if and when they are part of a team working on Charter & Code issues and other types of organisational change
<b>Primary target group(s):</b>	<ul style="list-style-type: none"> <li>• Top management and decision makers</li> <li>• HR professionals</li> <li>• Staff involved in the implementation of HRS4R</li> </ul>
<b>Link to the tool:</b>	<a href="http://eige.europa.eu/gender-mainstreaming/good-practices/belgium/new-election-procedure-board-ghent-university">http://eige.europa.eu/gender-mainstreaming/good-practices/belgium/new-election-procedure-board-ghent-university</a>

<b>31</b>	<b>Blog: Gender sensitive language widens the applicant pool</b>
<b>Area of action:</b>	2.10 Recruitment procedures
<b>Type of tool:</b>	Others (blog article)
<b>Tool developed by:</b>	The Equality Business
<b>Date of publication:</b>	2015
<b>Short description of the tool:</b>	An article (2 pages) on how the language of job descriptions and advertisements indicates that organisation is/is not attractive to candidates. The article also illustrates <b>how changing the language can widen the pool of applicants.</b>
<b>Relevance for EURAXESS:</b>	<ul style="list-style-type: none"> <li>• Advice provided in the article is mostly relevant for HR staff involved in the recruitment.</li> <li>• All EURAXESS member should be familiar with the topic with regard to the promotion of the principles of open, transparent and merit based recruitment. They can also refer to it when assisting employers advertising open positions at EURAXESS Jobs.</li> </ul>
<b>Primary target group(s):</b>	<ul style="list-style-type: none"> <li>• EURAXESS members in general</li> <li>• HR professionals</li> </ul>
<b>Link to the tool:</b>	<a href="https://www.researchgate.net/publication/283086364_Gender_sensitive_language_widens_the_applicant_pool">https://www.researchgate.net/publication/283086364_Gender_sensitive_language_widens_the_applicant_pool</a>

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<b>32</b>	<b>Exploring quotas in academia</b>
<b>Area of action:</b>	2.9 Quotas
<b>Type of tool:</b>	Data and concepts
<b>Tool developed by:</b>	Gerlind Wallon, Sandra Bendiscioli and Michele S. Garnkel, EMBO
<b>Date of publication:</b>	2015
<b>Short description of the tool:</b>	<p>The report looks at the potential benefits and challenges that could arise from the use of quotas as one way to achieve better gender balance in academia. The 44 pages long report describes options for introducing quotas and provides information for decision makers who might consider implementing them. Quotas as a policy tool may be controversial. Especially in academia, the use of quotas may be seen to be undermining a merit system. On the other hand, at least in some fields, the current merit system favours men and temporary use of quotas might help to achieve fairer conditions. <b>This report provides an overview of how quotas could be applied to the mitigation of gender imbalances in academia in three areas:</b></p> <ul style="list-style-type: none"> <li>• Hiring at the full professorship level and below</li> <li>• Composition of evaluation committees, including university oversight bodies</li> <li>• Distribution of research funding</li> </ul> <p>The report does not offer any specific recommendations about the use of quotas. Rather, it summarizes the positive and negative aspects of the implementation of different types of quotas and describes a range of conditions of implementation to assist decision-makers in formulating their choices. The conclusion is that quotas can produce an immediate increase of female representation in higher academic positions. Quotas, however, do not address two fundamental problems: significantly more men than women choose scientific and/or technology-based careers in the first place and, if women do choose this path, they tend to leave academia early.</p>
<b>Relevance for EURAXESS:</b>	<ul style="list-style-type: none"> <li>• This study can be an element of discussion about a possible introduction of quotas in the framework of a GEP or HRS4R.</li> <li>• Any EURAXESS member can read the report to learn about the topic.</li> </ul>
<b>Primary target group(s):</b>	<ul style="list-style-type: none"> <li>• EURAXESS members in general</li> <li>• HR professionals</li> <li>• Staff involved in the implementation of HRS4R</li> <li>• Top management and decision makers</li> </ul>
<b>Link to the tool:</b>	<a href="http://www.embo.org/documents/science_policy/exploring_quotas.pdf">www.embo.org/documents/science_policy/exploring_quotas.pdf</a>

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<b>33</b>	<b>FESTA HANDBOOK: Gender-sensitive design of criteria and recruitment, appointment and promotion processes in academia</b>
<b>Area of action:</b>	2.10 Recruitment procedures
<b>Type of tool:</b>	Guidelines and toolkits
<b>Date of publication:</b>	2016
<b>Tool developed by:</b>	FESTA Project consortium
<b>Short description of the tool:</b>	<p>The handbook is intended to <b>support practitioners who are involved in hiring processes and stakeholders who can influence regulations</b>. It will also support applicants in understanding the formal processes, and to create awareness of the biases that can influence appointment processes and criteria. The general aim is to ensure a fair (gender-sensitive) process with equal opportunities for female and male researchers. The hiring processes described in this handbook refer to the appointment of external applicants. In general, there are three main stages:</p> <ul style="list-style-type: none"> <li>• The initiating process of requesting or creating a post,</li> <li>• The recruiting process and</li> <li>• The selection processes.</li> </ul> <p>The focus of the analyses and recommendations are (1) the people who are involved in the process and their possible ways of influencing the appointment process; (2) the decision-making process itself (3) and the criteria that are applied.</p>
<b>Relevance for EURAXESS:</b>	<ul style="list-style-type: none"> <li>• These guidelines (all contained in 1 page, see page 38) and 5 case studies from the specific institutions can be used as a source of inspiration for the organizations to eliminate gender bias in selection processes.</li> <li>• The principles described in the handbook can also be reflected in the implementation of HRS4R.</li> </ul>
<b>Primary target group(s):</b>	<ul style="list-style-type: none"> <li>• Senior researchers</li> <li>• EURAXESS members in general</li> <li>• HR professionals</li> <li>• Staff involved in the implementation of HRS4R</li> <li>• Top management and decision makers</li> </ul>
<b>Link to the tool:</b>	<a href="http://www.festa-europa.eu/public/handbook-gender-sensitive-design-criteria-and-recruitment-appointment-and-promotion-processes">http://www.festa-europa.eu/public/handbook-gender-sensitive-design-criteria-and-recruitment-appointment-and-promotion-processes</a>

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<b>34</b>	<b>EIGE case studies on gender sensitive recruitment</b>
<b>Area of action:</b>	2.10 Recruitment procedures
<b>Type of tool:</b>	Case studies
<b>Tool developed by:</b>	European Institute for Gender Equality (EIGE)
<b>Date of publication:</b>	2010 and 2014
<b>Short description of the tool:</b>	<ul style="list-style-type: none"> <li>• <b>Bias-sensitising - Quality assurance for personnel selection at University of Graz, Austria:</b> The gender equality office at the University of Graz is organising since 2010 an annual bias sensitising workshop. It aims at creating reflexivity about gender and other discrimination-related biases in personnel selection procedures and at creating a general understanding that equality and quality are mutually reinforcing goals. In this workshop, participants gain knowledge about diversity issues, societal inequalities, and academic evaluation procedures. They also participate in a simulated personnel selection procedure, as well as discussions on academic curricula vitae, to trigger reflection about their own selection criteria, prejudice and biases.</li> <li>• <b>Equal representation in applications at University of Copenhagen, Denmark:</b> Different specific initiatives are implemented at the University of Copenhagen (UCPH) related to processes of announcement of vacant positions, recruitment and assessment of applications. UCPH is requesting at least one applicant of either sex before a vacant post can be filled and, similarly, there has to be at least one person of each sex in all appointment and review committees. UCPH also reassessed the way position vacancies are announced and introduced the use of search committees to look for promising candidates (inter)nationally, prior to the filling of research positions.</li> </ul>
<b>Relevance for EURAXESS:</b>	<ul style="list-style-type: none"> <li>• The case studies present the examples of activities that can be implemented within the HRS4R.</li> </ul>
<b>Primary target group(s):</b>	<ul style="list-style-type: none"> <li>• EURAXESS members in general</li> <li>• HR professionals</li> <li>• Staff involved in the implementation of HRS4R</li> <li>• Top management and decision makers</li> </ul>
<b>Link to the tool:</b>	<ul style="list-style-type: none"> <li>• University of Graz: <a href="http://eige.europa.eu/gender-mainstreaming/good-practices/austria/workshop-bias-sensitising-quality-assurance-personnel-selection">http://eige.europa.eu/gender-mainstreaming/good-practices/austria/workshop-bias-sensitising-quality-assurance-personnel-selection</a></li> <li>• University of Copenhagen: <a href="http://eige.europa.eu/gender-mainstreaming/good-practices/denmark/equal-representation-applications">http://eige.europa.eu/gender-mainstreaming/good-practices/denmark/equal-representation-applications</a></li> </ul>

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<b>35</b>	<b>Practical guide to improving gender equality in research organisations</b>
<b>Area of action:</b>	2.10 Recruitment 2.11 Promotion procedures
<b>Type of tool:</b>	Guidelines and toolkits
<b>Tool developed by:</b>	Science Europe
<b>Date of publication:</b>	2017
<b>Short description of the tool:</b>	The guide (pp 11-25) focuses on <b>how to avoid unconscious bias in peer review processes</b> . This section includes: <ul style="list-style-type: none"> <li>• General recommendations,</li> <li>• Six examples of good practices collected in Europe,</li> <li>• Overview of studies on peer reviews carried on by research organisations and studies on bias in CV assessment or letters of recommendation.</li> </ul>
<b>Relevance for EURAXESS:</b>	<ul style="list-style-type: none"> <li>• Information contained in the guide can be useful in the process of HRS4R implementation.</li> <li>• They can also be used in the context of career development counselling.</li> </ul>
<b>Primary target group(s):</b>	<ul style="list-style-type: none"> <li>• EURAXESS members in general</li> <li>• HR professionals</li> <li>• Staff involved in the implementation of HRS4R</li> <li>• Top management and decision makers</li> </ul>
<b>Link to the tool:</b>	<a href="http://www.genderportal.eu/resources/science-europe-practical-guide-improving-gender-equality-research-organisations">http://www.genderportal.eu/resources/science-europe-practical-guide-improving-gender-equality-research-organisations</a>

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<b>36</b>	<b>Toolkit to enhance gender sensitive PhD supervision for supervisors</b>
<b>Area of action:</b>	2.10 Working conditions
<b>Type of tool:</b>	Guidelines and toolkits
<b>Tool developed by:</b>	FESTA Project consortium
<b>Date of publication:</b>	NA
<b>Short description of the tool:</b>	The objective of the toolkit is to create <b>awareness of the way gender affects supervisory relationships</b> and to minimize the negative effect of gendered interactional patterns. This toolkit aims to enhance high quality in supervision by offering approaches and tools which create gender awareness, enhance learning and enable creation of supportive environment. The tool offers recommendations for good practice in different areas of PhD supervision process which can be influenced by the gender bias such as the research task design, enculturation to academia or independence and the supervisor/student relationship. The impact of introducing the proposed measures goes beyond gender equality. Addressing the gender bias contributes to a culture which challenges all kinds of bias and creates an inclusive learning culture for all. Many recommendations in the toolkit will benefit both women and men because they describe effective and high-quality supervision practices.
<b>Relevance for EURAXESS:</b>	<ul style="list-style-type: none"> <li>• Career development centres can use the toolkit to train PHD supervisors. Supervisors might want to read the toolkit themselves</li> <li>• All EURAXESS service centres can find useful information to address PHD students.</li> </ul>
<b>Primary target group(s):</b>	<ul style="list-style-type: none"> <li>• Researchers</li> <li>• EURAXESS members in general</li> <li>• Career development professionals</li> </ul>
<b>Link to the tool:</b>	<a href="http://www.festatool.eu">www.festatool.eu</a>

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<b>37</b>	<b>Mapping organisational work-life balance policies and practices</b>
<b>Area of action:</b>	2.11 Work-life balance
<b>Type of tool:</b>	Data and concepts
<b>Tool developed by:</b>	GARCIA project consortium
<b>Date of publication:</b>	2015
<b>Short description of the tool:</b>	<p>The 110 pages long report describes the <b>work-life balance policies</b> available at six institutions in six countries involved in the GARCIA project. The report focuses on programs, provisions and services for researchers, with particular attention on the <b>early stages of scientific career and on temporary positions</b>. At organisational level, the map of different existing work-life balance policies and programs focuses on:</p> <ul style="list-style-type: none"> <li>• Maternity/paternity/parental leave and management of career breaks;</li> <li>• Flexible forms of work (e.g. Part-time, working from home, flexi-time and compressed week);</li> <li>• Supports for care, childcare or elder care (e.g. the presence of services such as kindergarten or on-site childcare, financial support for childcare elsewhere, support for carers of adults);</li> <li>• Supports for personal health and wellbeing (e.g. counselling, courses on stress management, time management, etc.).</li> </ul> <p>The report also outlines the experience and needs related to work-life balance of <b>temporary researchers</b>.</p>
<b>Relevance for EURAXESS:</b>	<ul style="list-style-type: none"> <li>• The report provides useful insight in how the need to balance working and family life impacts career of (young) researchers.</li> <li>• EURAXESS members will be able to identify examples of measures that help researchers to reconcile working and private life and measures focusing on the career support of researchers with caring responsibilities or after a career break.</li> </ul>
<b>Primary target group(s):</b>	<ul style="list-style-type: none"> <li>• HR professionals</li> <li>• Staff involved in the implementation of HRS4R</li> <li>• Top management and decision makers</li> </ul>
<b>Link to the tool:</b>	<a href="http://garciaproject.eu/wp-content/uploads/2015/10/GARCIA_report_wp4.pdf">http://garciaproject.eu/wp-content/uploads/2015/10/GARCIA_report_wp4.pdf</a>

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<b>38</b>	<b>EIGE case study: Maternity cover fund and return to work policies</b>
<b>Area of action:</b>	2.11 Work-life balance
<b>Type of tool:</b>	Case study
<b>Tool developed by:</b>	Queens University in Belfast, United Kingdom
<b>Date of publication:</b>	2000
<b>Short description of the tool:</b>	The cases study introduces the policy implemented at Queens University Belfast (QUB). The <b>policies cover the maternity period and the immediate return to work period</b> . These policies aim to ensure that mothers-to-be can take their maternity leave without worrying about how their leave impacts others. Moreover, the policies ensure that mothers have time to readjust to work on their return and focus on research activities without teaching pressures. These policies also extend to female and male staff taking adoption leave.
<b>Relevance for EURAXESS:</b>	<ul style="list-style-type: none"> <li>• EURAXESS members and HR staff can refer to this good practice in the HRS4R action plan.</li> </ul>
<b>Primary target group(s):</b>	<ul style="list-style-type: none"> <li>• HR professionals</li> <li>• Staff involved in the implementation of HRS4R</li> <li>• Top management and decision makers</li> </ul>
<b>Link to the tool:</b>	<a href="http://eige.europa.eu/gender-mainstreaming/good-practices/united-kingdom/maternity-cover-fund">http://eige.europa.eu/gender-mainstreaming/good-practices/united-kingdom/maternity-cover-fund</a>

<b>39</b>	<b>EIGE case study: Gender certification at Lund University</b>
<b>Area of action:</b>	2.13 Awards and certifications
<b>Type of tool:</b>	Case study
<b>Tool developed by:</b>	Lund University, Sweden
<b>Date of publication:</b>	2010
<b>Short description of the tool:</b>	It is not enough to formulate policies, plans or lists of core values, and expect them to be implemented – they have to be accompanied by active support and information. With this aim <b>a gender certification pilot project</b> was initiated at Lund University in 2007. A project group was appointed to investigate the feasibility of using certification to accelerate a broad inclusion of relevant gender perspectives at Lund University. The group consisted of representatives from all faculties, along with representatives from the union, students and administrative personnel. The group prepared a final report and presented it in March 2008. This report thoroughly investigated the concept of gender certification and provided suggestions, in the form of questions, of criteria for certification.
<b>Relevance for EURAXESS:</b>	<ul style="list-style-type: none"> <li>• The approach described in the case study can be applied in the process of HRS4R implementation.</li> </ul>
<b>Primary target group(s):</b>	<ul style="list-style-type: none"> <li>• HR professionals</li> <li>• Staff involved in the implementation of HRS4R</li> <li>• Top management and decision makers</li> </ul>
<b>Link to the tool:</b>	<a href="http://eige.europa.eu/gender-mainstreaming/good-practices/sweden/gender-certification">http://eige.europa.eu/gender-mainstreaming/good-practices/sweden/gender-certification</a>

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<b>40</b>	<b>SAGE review of gender equality certifications</b>
<b>Area of action:</b>	2.13 Awards and certifications
<b>Type of tool:</b>	Others (overview report)
<b>Tool developed by:</b>	Sage project consortium
<b>Date of publication:</b>	2017
<b>Short description of the tool:</b>	The 17 pages long report summarises the results of GENDER-NET <b>review of award schemes</b> , detailing what certifications/awards relating to gender equality are available for higher education institutions at national and international level. 10 different awards are reviewed in the document. The report is structured with an intention that it will be usable and accessible also for readers who are less familiar with institutional actions promoting gender equality.
<b>Relevance for EURAXESS:</b>	<ul style="list-style-type: none"> <li>• The review can help institutions to candidate for an award or to set up their own award. It can be used e. g. in the process of the HRS4R</li> </ul>
<b>Primary target group(s):</b>	<ul style="list-style-type: none"> <li>• Staff involved in the implementation of HRS4R</li> <li>• Top management and decision makers</li> </ul>
<b>Link to the tool:</b>	<a href="http://www.sage-growingequality.eu/web/assets/media/review_of_gender_equality_certifications.pdf">http://www.sage-growingequality.eu/web/assets/media/review_of_gender_equality_certifications.pdf</a>

<b>41</b>	<b>The gender perspective in research and teaching award</b>
<b>Area of action:</b>	2.16 Awards and certifications
<b>Type of tool:</b>	Case study
<b>Tool developed by:</b>	University of Santiago de Compostela, Spain
<b>Date of publication:</b>	2006-2015
<b>Short description of the tool:</b>	The case study introduces an award organised on an annual basis by the University of Santiago de Compostela (USC) since 2010. The award aims to <b>recognise and make visible existing research projects and teaching practices that stand out for integrating a gender dimension</b> . Six prizes are awarded annually: three for teaching achievements (excluding gender-specific courses) and three for research projects in any field (which integrate a gender dimension in hypothesis formulation, research design, methodology, research processes or the dissemination and publication of results).
<b>Relevance for EURAXESS:</b>	EURAXESS members can look at this case study and use it as an example to introduce similar initiative at their institution, in the framework of a GEP and/or of the HRS4R.
<b>Primary target group(s):</b>	<ul style="list-style-type: none"> <li>• Staff involved in the implementation of HRS4R</li> <li>• Top management and decision makers</li> </ul>
<b>Link to the tool:</b>	<a href="http://eige.europa.eu/gender-mainstreaming/good-practices/spain/gender-perspective-research-and-teaching-award">http://eige.europa.eu/gender-mainstreaming/good-practices/spain/gender-perspective-research-and-teaching-award</a>

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<b>42</b>	<b>INTEGER online guide on how to set up a Transformational-Gender Action Plans (T-GAPs)</b>
<b>Area of action:</b>	2.18 Gender equality plan
<b>Type of tool:</b>	Online tool
<b>Tool developed by:</b>	INTEGER project consortium
<b>Date of publication:</b>	2011-2015
<b>Short description of the tool:</b>	<p>An online guide introduces a common framework and an overall methodology for constructing the Transformational-Gender Action Plans (T-GAPs). The guide offers steps, templates and how-to guides for the four stages of the T-GAP implementation:</p> <ul style="list-style-type: none"> <li>• First, it focuses on the <b>planning process</b>, including data collection and analysis and provides recommendations on how to adapt the T-GAP methodology to different local contexts.</li> <li>• The next step is to <b>execute the process</b>: the guide offers tips on how to train the teams, inform, disseminate and implement the actions. It provides examples how to support the T-GAP implementation through networking and organisational mentoring in order to maximise common actions, synergy and impact.</li> <li>• The third part concentrates on how to <b>monitor the progress</b> of the T-GAPs and evaluate it against the realistic and measurable indicators.</li> <li>• Finally, the guide offers the tools for annual review and suggests how Expert Group and Ambassadors can also help refine T-GAP action.</li> </ul>
<b>Relevance for EURAXESS:</b>	The Guide provides practical examples of strategic approach towards gender equality at the institutions that can be used e. g. in the process of the HRS4R.
<b>Primary target group(s):</b>	<ul style="list-style-type: none"> <li>• Staff involved in the implementation of HRS4R</li> <li>• Top management and decision makers</li> </ul>
<b>Link to the tool:</b>	<a href="http://www.integer-tools-for-action.eu/en/section/plan">http://www.integer-tools-for-action.eu/en/section/plan</a>

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<b>43</b>	<b>The GEAR (Gender Equality in Academia and Research) tool</b>
<b>Area of action:</b>	2.12 Gender equality plan
<b>Type of tool:</b>	Online platform
<b>Tool developed by:</b>	European Institute for Gender Equality (EIGE)
<b>Date of publication:</b>	2016
<b>Short description of the tool:</b>	<p>The EIGE online Platform introduces <b>gender mainstreaming</b> and provides insights on the relevance of gender in a variety of policy areas. Gender mainstreaming is a strategy focusing on the integration of a gender perspective into the preparation, design, implementation, monitoring and evaluation of policies, programmes, projects or other activities with a view to promoting equality between women and men, and combating discrimination. It addresses two dimensions – gender representation (are both women and men involved?) and gender responsive content (are needs of both men and women addressed?). The online platform helps to improve individual competences to mainstream gender throughout the different stages of the process of policy/programme/project development and implementation. It also suggests what different groups of professionals can practically do to take account of gender aspects in their daily tasks and responsibilities.</p> <p style="color: red;"><b>The GEAR tool has become the main EU reference in designing and implementing Gender Action Plans.</b></p>
<b>Relevance for EURAXESS:</b>	<ul style="list-style-type: none"> <li>• The tool can help EURAXESS members to understand how to integrate gender in their activities and projects. It helps them to reflect on gender aspect of EURAXESS activities and introduce measures more responsive to the needs of female researchers.</li> <li>• It is recommended to apply the gender mainstreaming approach in the preparation of projects or long-term activity plans and strategies.</li> </ul>
<b>Primary target group(s):</b>	<ul style="list-style-type: none"> <li>• EURAXESS members in general</li> <li>• HR professionals</li> <li>• Career development professionals</li> <li>• Research managers</li> <li>• Staff involved in the implementation of HRS4R</li> <li>• Top management and decision makers</li> </ul>
<b>Link to the tool:</b>	<ul style="list-style-type: none"> <li>• Gender mainstreaming definition and examples <a href="http://eige.europa.eu/gender-mainstreaming">http://eige.europa.eu/gender-mainstreaming</a></li> <li>• GEAR TOOL <a href="http://eige.europa.eu/gender-mainstreaming/toolkits/gear/what-gender-equality-plan-gep">http://eige.europa.eu/gender-mainstreaming/toolkits/gear/what-gender-equality-plan-gep</a></li> </ul>

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<b>44</b>	<b>SAGE Gender Equality Plans implementation guidelines</b>
<b>Area of action:</b>	2.12 Gender equality plan
<b>Type of tool:</b>	Guidelines and toolkits
<b>Tool developed by:</b>	Sage project consortium
<b>Date of publication:</b>	2017
<b>Short description of the tool:</b>	The guidelines include brief recommendations on implementation of GEP with focus on the overcoming the barriers, gaining the support and ensuring the sustainability of GEP. The guide introduces the <b>SAGE Wheel Model for Gender Equality Plans</b> - the concept and template from which specific and tailored GEPs can be produced, following the necessary and in-depth data collection and analysis. The SAGE Wheel is the starting point, which can be transformed by each university into a practical, detailed plan with measurable outcomes, specific timelines and responsible actors. GEP template based on the issues and measures addressed by the SAGE wheel is attached to the guide. Other supporting documents and templates include SAGE primary data collection tool (interview, survey and focus group) and SAGE audit guidelines (template for the assessment/audit of internal procedures and practices). The tools are described in the fiche n 14.
<b>Relevance for EURAXESS:</b>	The Guide provides practical examples of strategic approach towards gender equality at the institution and ready-to-use templates that can be used e. g. in the process of the HRS4R
<b>Primary target group(s):</b>	<ul style="list-style-type: none"> <li>• Staff involved in the implementation of HRS4R</li> <li>• Top management and decision makers</li> </ul>
<b>Link to the tool:</b>	<a href="http://www.sage-growingequality.eu/web/assets/media/tools/gep_implementation_guidelines.pdf">http://www.sage-growingequality.eu/web/assets/media/tools/gep_implementation_guidelines.pdf</a>

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<b>45</b>	<b>Guidelines for gender mainstreaming in academia</b>
<b>Area of action:</b>	2.12 Gender equality plan
<b>Type of tool:</b>	Guidelines and toolkits
<b>Tool developed by:</b>	Swedish Secretariat for Gender Research at the University of Gothenburg
<b>Date of publication:</b>	2016
<b>Short description of the tool:</b>	This 27-pages long document presents a general model for the assessment of gender inequalities in academia focussing on a set of operational processes. The <b>guiding questions</b> target different parts of the organisation and aim to point out ways to implement, or continue, the work of gender mainstreaming within the organisation. Several questions require statistical material and in-depth analysis in order to achieve relevant strategies for change.
<b>Relevance for EURAXESS:</b>	<ul style="list-style-type: none"> <li>• The guidelines are focussed on universities. The guiding questions may be used to set up a gender and diversity action plan (problem assessment, priorities and organisation). The concept of intersectionality is briefly explained and exemplified.</li> <li>• Relevant for HRS4R implementation</li> </ul>
<b>Primary target group(s):</b>	<ul style="list-style-type: none"> <li>• EURAXESS members in general</li> <li>• Staff involved in the implementation of HRS4R</li> <li>• Top management and decision makers</li> </ul>
<b>Link to the tool:</b>	<a href="http://www.genus.se/en/mediapost/guidelines-for-gender-mainstreaming-in-academia">www.genus.se/en/mediapost/guidelines-for-gender-mainstreaming-in-academia</a>

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<b>46</b>	<b>INTEGER: GEP process report template</b>
<b>Area of action:</b>	2.12 Gender equality plan
<b>Type of tool:</b>	Template
<b>Tool developed by:</b>	INTEGER project consortium
<b>Date of publication:</b>	2011-2015
<b>Short description of the tool:</b>	<p>This 2-pages long document presents a template for monitoring how the GEP is implemented. In order to assess the operationalization of a GEP, it is suggested to apply a process analysis. By looking at key actors involved in the implementation of the action plan as well as the institutional behaviour (actors not directly involved but potentially affected), strengths and weaknesses of the institution managing the change process can be revealed. In order to establish a comprehensive data base for the process analysis it has proven useful to issue a "<b>process report</b>". Such report should compile relevant data in a structured manner and can constitute a starting point for deeper investigation e.g. during interviews. The report should be written by persons actively involved in the implementation of the gender action plan – i.e. by the evaluator(s) themselves. The report can include the following topics:</p> <ul style="list-style-type: none"> <li>• Level of implementation of the gender action plan;</li> <li>• Implementation structures;</li> <li>• Communication processes;</li> <li>• Internal quality control;</li> <li>• Cooperation on gender equality within and beyond the institution;</li> <li>• Sustainability mechanisms.</li> </ul>
<b>Relevance for EURAXESS:</b>	The approach described in the case study can be applied in the process of HRS4R implementation and evaluation.
<b>Primary target group(s):</b>	<ul style="list-style-type: none"> <li>• Staff involved in the implementation of HRS4R</li> <li>• Top management and decision makers</li> </ul>
<b>Link to the tool:</b>	The template is available at <a href="http://www.integer-tools-for-action.eu/en/resource/assessment-toolkit">http://www.integer-tools-for-action.eu/en/resource/assessment-toolkit</a>

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<b>47</b>	<b>EIGE case studies on gender action plan assessment</b>
<b>Area of action:</b>	2.21 Gender equality plan
<b>Type of tool:</b>	Case studies
<b>Tool developed by:</b>	University of Beira Interior, Portugal and Goethe University in Frankfurt, Germany
<b>Date of publication:</b>	2012 and 2010
<b>Short description of the tool:</b>	<ul style="list-style-type: none"> <li>• <b>Monitoring progress towards gender equality in the University of Beira Interior, Portugal:</b> University of Beira Interior (UBI) was the first university in Portugal to set up a gender equality plan in 2011. A thorough initial assessment (2010-2011) of the gender equality state-of-play of the university preceded the development of the gender equality plan. Since 2012, Gender Equality Reports have been prepared on an annual basis to monitor the progress towards gender equality in the university. These reports are publicly accessible and build on the initial assessment. The analysis provided in the reports considers the gender balance in terms of disciplines taught and on decision-making and leadership positions, the gender pay gap, the use of measures to reconcile professional and personal life (like flexible working hours), a gender analysis of the recourse to leaves, and information about the number of students disaggregated by sex and faculty.</li> <li>• <b>Coordinating and monitoring for effective decentralized action at Goethe University Frankfurt, Germany:</b> Realising that the level of commitment to design and implement gender equality measures differed significantly between the 16 decentralized units and recognising the need for centralising information on gender equality initiatives in the faculties, Goethe University Frankfurt established the Gender &amp; Diversity Controlling in 2010. This structure aims at monitoring developments with respect to gender (in)equalities across the university, as well as at providing guidance and support, and monitoring gender equality-related efforts within the 16 faculties (Fachbereiche) of Goethe University Frankfurt.</li> </ul>
<b>Relevance for EURAXESS:</b>	These two examples can be used by the EURAXESS or HR staff in setting up similar initiatives in their institutions, in the framework of a GEP and/or the HRS4R action plan.
<b>Primary target group(s):</b>	<ul style="list-style-type: none"> <li>• Staff involved in the implementation of HRS4R</li> <li>• Top management and decision makers</li> </ul>
<b>Link to the tool:</b>	<ul style="list-style-type: none"> <li>• Beira Interior, Portugal: <a href="http://eige.europa.eu/gender-mainstreaming/good-practices/portugal/gender-equality-report">http://eige.europa.eu/gender-mainstreaming/good-practices/portugal/gender-equality-report</a></li> <li>• Goethe University in Frankfurt, Germany: <a href="http://eige.europa.eu/gender-mainstreaming/good-practices/germany/gender-diversity-controlling-goethe-university-frankfurt">http://eige.europa.eu/gender-mainstreaming/good-practices/germany/gender-diversity-controlling-goethe-university-frankfurt</a></li> </ul>

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<b>48</b>	<b>The role models for mobility of women scientists</b>
<b>Area of action:</b>	3.1 Gender and mobility
<b>Type of tool:</b>	Others (Booklet)
<b>Tool developed by:</b>	Marie Curie Fellows Association Women in Science working group (mWiSET)
<b>Date of publication:</b>	2011 (revised in 2015)
<b>Short description of the tool:</b>	An important factor in fostering a positive attitude towards scientific careers in young women researchers is providing them with <b>scientific role models</b> who are women. Such stories give them realistic information about career opportunities. This booklet was developed to provide young women scientists with a collection of role models who have benefited from mobility in their careers. It is hoped that reading about successful scientists who have achieved a healthy work-life balance while moving to new locations will be particularly helpful for those individuals considering mobility in their own career.
<b>Relevance for EURAXESS:</b>	<ul style="list-style-type: none"> <li>• The stories contained in the booklet will be useful to mentoring or advising program focusing on career, networking opportunities, discussion and grants opportunities in conjunction with mobility.</li> </ul>
<b>Primary target group(s):</b>	<ul style="list-style-type: none"> <li>• Researchers</li> <li>• EURAXESS members in general</li> <li>• Career development professionals</li> </ul>
<b>Link to the tool:</b>	<a href="https://mcfa.eu/site3/?q=women-science-working-group-mwiset">https://mcfa.eu/site3/?q=women-science-working-group-mwiset</a>

<b>49</b>	<b>SAGE institutional change online tool</b>
<b>Area of action:</b>	3.2 Contextualisation of strategy
<b>Type of tool:</b>	Online tool
<b>Tool developed by:</b>	SAGE project consortium
<b>Date of publication:</b>	To be published in September 2019
<b>Short description of the tool:</b>	A training package on “Producing a Gender-Sensitive Institution” and driving a widespread structural change will be developed for piloting within SAGE institutions and subsequently disseminated more widely via an online module (Massive Open Online Course; MOOC).
<b>Relevance for EURAXESS:</b>	MOOC will be available for any EURAXESS member interested in the topic.
<b>Primary target group(s):</b>	<ul style="list-style-type: none"> <li>• EURAXESS members in general</li> <li>• HR professionals</li> <li>• Career development professionals</li> <li>• Staff involved in the implementation of HRS4R</li> <li>• Top management and decision makers</li> </ul>
<b>Link to the tool:</b>	The tool will be available at <a href="http://sage-growingequality.eu/site/training">http://sage-growingequality.eu/site/training</a>

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<b>50</b>	<b>Supporting early career researchers through gender action plans. A design and methodological toolkit</b>
<b>Area of action:</b>	3.2 Contextualisation of strategy
<b>Type of tool:</b>	Guidelines and toolkits
<b>Tool developed by:</b>	Rossella Bozzon, Annalisa Murgia, Barbara Poggio, University of Trento
<b>Date of publication:</b>	2016
<b>Short description of the tool:</b>	<p>The 240 pages long toolkit provides guidelines for scientific and academic organisations interested in implementing a Gender Action Plan. GEPs aim to achieve structural changes reflecting the situation and context specific for the particular organisation. It is therefore important for a Gender Action Plan to be self-tailored to the specific organisational context. <b>The methodological manual</b> (pp 9-69) is organised into 5 sections, each of them providing references used to get the relevant information</p> <ul style="list-style-type: none"> <li>• National context of welfare and gender regimes</li> <li>• Gender equality in management and decision making</li> <li>• Gender practices and gender stereotypes</li> <li>• The leaky pipeline phenomenon</li> <li>• Recruitment procedures and use of the criteria of excellence</li> </ul> <p>The second part (pp 70-120) describes the <b>cases studies of GEP implementation in six different institutional and organizational contexts</b>. The third section (pp 123-180) contains 12 examples of actions integrated in the GEPs. The report also provides several checklists, guidelines and templates which can be used in the process of GEP contextualization. 5 appendices (pp 182-232) at the end of the report provide useful guides for interviews and data collection.</p>
<b>Relevance for EURAXESS:</b>	The report is relevant in the framework of the HRS4R. The templates and references are also useful for the staff whose mission is to collect data.
<b>Primary target group(s):</b>	<ul style="list-style-type: none"> <li>• Staff involved in the implementation of HRS4R</li> <li>• Top management and decision makers</li> </ul>
<b>Link to the tool:</b>	<a href="http://garciaproject.eu/?page_id=40">http://garciaproject.eu/?page_id=40</a>

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<b>51</b>	<b>Gender Mainstreaming with intersectoral perspective</b>
<b>Area of action:</b>	3.3 Diversity and intersectionality
<b>Type of tool:</b>	Data and concepts
<b>Tool developed by:</b>	Swedish Secretariat for Gender Research
<b>Date of publication:</b>	Not mentioned
<b>Short description of the tool:</b>	When an analysis is too one-dimensionally linked to the categories of women and men, simplified assumptions are often recreated instead of challenged. In order for gender mainstreaming to contribute to change, it is therefore necessary to expand the understanding of <b>how gender co-varies with other power dimensions</b> . The material explains the meaning of intersectionality and how gender equality work can be improved with an intersectional perspective.
<b>Relevance for EURAXESS:</b>	<ul style="list-style-type: none"> <li>• This material is for anybody who wants to improve gender mainstreaming efforts by incorporating an intersectional perspective.</li> <li>• Understanding the concept of intersectionality is important for all EURAXESS members as they work with researchers from different backgrounds and cultures.</li> </ul>
<b>Primary target group(s):</b>	<ul style="list-style-type: none"> <li>• EURAXESS members in general</li> <li>• HR professionals</li> <li>• Staff involved in the implementation of HRS4R</li> </ul>
<b>Link to the tool:</b>	<a href="http://www.includegender.org/wp-content/uploads/2015/06/Gender-Mainstreaming-with-an-Intersectional-Perspective-pdf.pdf">http://www.includegender.org/wp-content/uploads/2015/06/Gender-Mainstreaming-with-an-Intersectional-Perspective-pdf.pdf</a>

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<b>52</b>	<b>FESTA online handbook on resistance to gender equality in academia</b>
<b>Area of action:</b>	3.4 Change management
<b>Type of tool:</b>	Guidelines and toolkits
<b>Date of publication:</b>	2016
<b>Tool developed by:</b>	FESTA Project consortium
<b>Short description of the tool:</b>	Resistance is an inevitable part of the change process. Anyone who would like to create change in the environment needs to reduce the barriers as well as recognize the strategies to do this. The online handbook aims to present a deeper understanding of resistance to structural change to gender equality in academic institutions and the ways of dealing with it. It is concerned with forms, directions, and aspects of resistance coming from men and women as well as the organizations, and the ways resistance operates. The handbook provides <b>examples of resistance incidents</b> encountered by the partner institutions during the course of the FESTA project, supported by a summary of what has worked well and what barriers have been experienced along the process of change towards gender equality in these institutions. The practical experience is summarised in the list of recommendations for dealing with a variety of possible resistance incidents along the process of change. By illustrating some of the “grey areas” in the culture and the daily life of academic institutions the handbook also serves as a “gender-awareness raising tool”.
<b>Relevance for EURAXESS:</b>	<ul style="list-style-type: none"> <li>• This handbook is addressed to change agents and researchers engaged in gender equality projects both in academic and non-academic institutions. It also targets anyone engaged in a change process in any subject area since the handbook also covers some of the general types of resistance which are not directly related to gender issues. When a EURAXESS staff will be confronted with a resistance, then he/she can use this tool to identify the resistance, its causes and ways to go about it (strategies, arguments, examples).</li> </ul>
<b>Primary target group(s):</b>	<ul style="list-style-type: none"> <li>• EURAXESS members in general</li> <li>• Staff involved in the implementation of HRS4R</li> <li>• Top management and decision makers</li> </ul>
<b>Link to the tool:</b>	<a href="http://www.resge.eu">www.resge.eu</a>

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<b>53</b>	<b>The FESTA handbook of organizational change: Implementing gender equality in higher education and research institutions</b>
<b>Area of action:</b>	3.4 Change management
<b>Type of tool:</b>	Guidelines and toolkits
<b>Date of publication:</b>	2017
<b>Tool developed by:</b>	FESTA Project consortium
<b>Short description of the tool:</b>	<p>The handbook is written for everyone who believes that women and men are equally capable of producing good research and should have equal opportunities to do so. The handbook is divided into three parts, with somewhat different target groups.</p> <ul style="list-style-type: none"> <li>• The first part is a summary of FESTA experiences and recommendations at a fairly general level.</li> <li>• The second part is about using organizational statistics in raising gender awareness and monitoring progress, creating more transparent decision-making processes and improving organizational communication, creating gender-inclusive meeting cultures, implementing gender sensitive PhD supervision, supporting female researchers' career development, and creating gender neutral appointment and promotion processes.</li> <li>• The third part is a text in a more personal style aimed at new gender equality workers.</li> </ul>
<b>Relevance for EURAXESS:</b>	<ul style="list-style-type: none"> <li>• Practical cases and recommendations how to deal with the gender equality issues</li> <li>• A very good starting point for EURAXESS staff willing to act as an agent of change in gender issues, although the document is rather long.</li> </ul>
<b>Primary target group(s):</b>	<ul style="list-style-type: none"> <li>• Staff involved in the implementation of HRS4R</li> <li>• Top management and decision makers</li> </ul>
<b>Link to the tool:</b>	<a href="http://www.festa-europa.eu/public/handbook-organizational-change">www.festa-europa.eu/public/handbook-organizational-change</a>

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<b>54</b>	<b>GenPORT – Your gateway to gender and science resources</b>
<b>Area of action:</b>	3.5 Other resources
<b>Type of tool:</b>	Database
<b>Tool developed by:</b>	GenPORT project consortium
<b>Date of publication:</b>	2016
<b>Short description of the tool:</b>	<p>GenPORT is a <b>community sourced internet portal for sharing knowledge and inspiring collaborative action for gender equality</b> and excellence in science, technology and innovation. A developing online community of practitioners, policy-makers and researchers is served by the GenPORT portal and made up of organisations and individuals working across the globe for gender equality and excellence in science, technology and innovation. The GenPORT community and internet portal provide an arena for organisations and individuals to showcase and act as a gateway to a wealth of research resources, policy information, practical materials, and much more. Constantly evolving online information and services are shaped by the activities and contributions of community members. The portal aims to facilitate the exchange of experiences and to foster collaboration, and so to support continuing policy and practical interventions in pursuit of gender equality.</p> <p>GenPORT offers:</p> <ul style="list-style-type: none"> <li>• Searchable resources and online documents on the topics of gender, science, technology and innovation</li> <li>• Information and support in the development of gender-sensitive research design, and gender-equal research structures and processes</li> <li>• Links to relevant institutions, resource centres, large-scale databases, projects, and networks</li> <li>• Additional services to support diverse activities on gender and science – news and announcements, events calendars, reviews, discussion groups, and more.</li> </ul> <p>It includes more than <b>1000 resources including 85 policy and practical measures ranked in 22 types</b> (notably career development, skills trainings and workshops, HR management, work-life balance gender and diversity training). It includes also a database of about 100 gender projects</p>
<b>Relevance for EURAXESS:</b>	A good starting point for any EURAXESS member who would like to further explore the tools for supporting the gender equality in research.
<b>Primary target group(s):</b>	<ul style="list-style-type: none"> <li>• All professionals involved in research and ist support</li> </ul>
<b>Link to the tool:</b>	<a href="http://www.genderportal.eu">www.genderportal.eu</a>

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<b>55</b>	<b>Find a gender trainer (Database)</b>
<b>Area of action:</b>	3.5 Other resources
<b>Type of tool:</b>	Database
<b>Tool developed by:</b>	European Institute for Gender Equality (EIGE)
<b>Date of publication:</b>	NA
<b>Short description of the tool:</b>	EIGE's trainers' database <b>features profiles of gender trainers and organisations offering gender training across the EU</b> . This database aims to help users find gender trainers with specific thematic knowledge, skills and the expertise to design training courses tailored to different needs and policy areas. Currently over 200 trainers are registered in the database.
<b>Relevance for EURAXESS:</b>	Can be used to identify the qualified and experienced trainers for trainings organised for EURAXESS staff but also for researchers
<b>Primary target group(s):</b>	<ul style="list-style-type: none"> <li>• EURAXESS members in general</li> <li>• Career development professionals</li> </ul>
<b>Link to the tool:</b>	<a href="http://eige.europa.eu/gender-mainstreaming/toolkits/gender-equality-training/find-gender-trainer?c[]=BE">http://eige.europa.eu/gender-mainstreaming/toolkits/gender-equality-training/find-gender-trainer?c[]=BE</a>

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**Task 4.3 The diversity challenge**  
**D4.3 Gender & Diversity Management Guide**

<b>56</b>	<b>Vademecum on gender equality in Horizon 2020</b>
<b>Area of action:</b>	3.5 Other resources
<b>Type of tool:</b>	Guidelines and toolkits
<b>Tool developed by:</b>	European Commission
<b>Date of publication:</b>	2014
<b>Short description of the tool:</b>	<p>The purpose of Vademecum is to provide the potential applicants, NCPs, as well as experts' evaluators and other actors involved in the implementation of Horizon 2020 with practical guidance on the effective application of the new Gender Equality provisions. This means integrating gender equality issues at each stage of the research cycle: from programming through implementation, monitoring and programme evaluation. Three objectives underpin the Commission's activities on gender equality in Horizon 2020:</p> <ul style="list-style-type: none"> <li>• Fostering <b>gender balance in Horizon 2020 research teams</b>, in order to address the gaps in the participation of women in the Framework Programme's projects;</li> <li>• Ensuring <b>gender balance in decision-making</b>, in order to reach the Commission's target of 40% of the under-represented sex in panels and groups (50% for advisory Groups) and</li> <li>• <b>Integrating gender/sex analysis in research and innovation (R&amp;I)</b> content, helps improve the scientific quality and societal relevance of the produced knowledge, technology and/or innovation.</li> </ul> <p>These objectives are part of the Commission provisions for the implementation of Horizon 2020 and should be integrated at each stage of the Research and Innovation cycle.</p>
<b>Relevance for EURAXESS:</b>	<ul style="list-style-type: none"> <li>• Many of EURAXESS members assist researchers in the identification of funding opportunities and preparation of project proposals and should therefore be familiar with how gender should be addressed in these proposals.</li> <li>• Many EURAXESS member also participate as beneficiaries in projects funded by Horizon 2020 and should be able to apply gender sensitive approach in the activities they carry out in these projects.</li> </ul>
<b>Primary target group(s):</b>	<ul style="list-style-type: none"> <li>• Researchers</li> <li>• EURAXESS members in general</li> <li>• Research managers</li> </ul>
<b>Link to the tool:</b>	<a href="https://ec.europa.eu/research/swafs/pdf/pub_gender_equality/vademecum_gender_h2020.pdf">https://ec.europa.eu/research/swafs/pdf/pub_gender_equality/vademecum_gender_h2020.pdf</a>