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***TOOLBOX***  
***User Manual***

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Work package 6  
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## **Executive Summary**

The current document is aimed at introducing the user to the [GenderTime Toolbox](#) for implementing and monitoring future Gender Equality Action Plans in scientific and education institutions. The toolbox is composed of tools and methods for implementing structural change in context, as well as good practices that give examples of implementation achievements and implementation activities that GenderTime partners have carried out at their institutions in the scope of the project.

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## Instructional icons



Links to available options for searching **Tools and methods** elaborated in the GenderTime framework by members of the consortium.



This icon appears on a page that describes an individual tool.



Links to available options for searching Case Studies, identified as **Good practices** during the project that describe and give examples of actions implemented in the GenderTime framework.



This icon appears on a page that describes an unique Case Study / Good practice.



Search for **Tools and methods** based on a process-based approach elaborated in the GenderTime framework by members of the consortium.

## 1 Introduction

**GenderTime Toolbox** is one of the results of the [GenderTime project](#) and is based on the experience gathered in the project framework. The aim of the GenderTime project is to identify and implement the best systemic approach to increase the participation and career advancement of women researchers in selected institutions where self-tailored action plans are implemented. The **Toolbox** provides a set of tools for implementing and monitoring future Gender Equality Action Plans (GEP) in institutions interested in similar approaches. Institutions involved in GenderTime are intentionally very different in terms of size, discipline, history, etc. in order to experiment in various situations and to create a synergy among scientific partners.

The GenderTime Consortium consists of ten partners, listed in the table below.

<u>MEMBER / TEAM</u>	<u>ROLE</u>	<u>COUNTRY</u>
<a href="#">Egalité des Chances dans les Etudes et la Profession d'ingénieur en Europe</a>	Coordinator	France
<a href="#">Inter-University Research Centre for Technology, Work and Culture</a>	Action Plan	Austria
<a href="#">The University of Padua</a>	Action Plan	Italy
<a href="#">University of Gothenburg</a>	Assistance	Sweden
<a href="#">University Paris Est Créteil</a>	Action Plan	France
<a href="#">Mihailo Pupin Institute</a>	Action Plan Technical Assistance	Serbia
<a href="#">Bergische Universität Wuppertal</a>	Action Plan	Germany
<a href="#">Loughborough University</a>	Action Plan	United Kingdom
<a href="#">Tecnalia Research &amp; Innovation</a>	Action Plan	Spain
<a href="#">Donau-Universität Krems</a>	Evaluation	Austria

## 1.1 About the GenderTime Gender Equality plans

Gender Equality plans conducted in the GenderTime framework involved activities as recruitment, retention and promotion policies, supporting work-life balance measures, updated management and research standards, supporting policies for dual careers-couple, etc. To guarantee the real implementation of structural change in each Institution a central role has been assumed by the transfer agents.

The collaborative work can be summarized into these four steps:

### 1. Define and design measures to be implemented in each organisation

In order to achieve this aim it was necessary to establish the existing 'policy landscape' and adapt the action plans in response to the current situation in each institution. A **first step** in the updating and implementation of action plans across the GenderTime consortium was to systematically describe the existing gender equality measures in place, in terms of detailed information about the history, aims, implementation, limitations, actors involved, target group, and costs. The state of the art of existing measures began by devising a **template for partners** to work towards, to enable comparisons of information generated in each institution. The template asked partners to provide information on the national and institutional context; fill in a table of existing measures which asked for information on the origin, implementation, limitations, actor, target group, finance, and evaluation.

### 2. Update the action plan

In the **second step**, within the first six months, each partner institution whilst also investigating existing measures was asked to update their action plans in light of the information gathered – for example, if any particular gaps were identified these should be remedied in the action plans themselves if possible.

### 3. Implementation of action plans

In the **third step**, each partner had responsibility to implement actions in their own institutional context.

### 4. Facilitate and consult on the implementation process

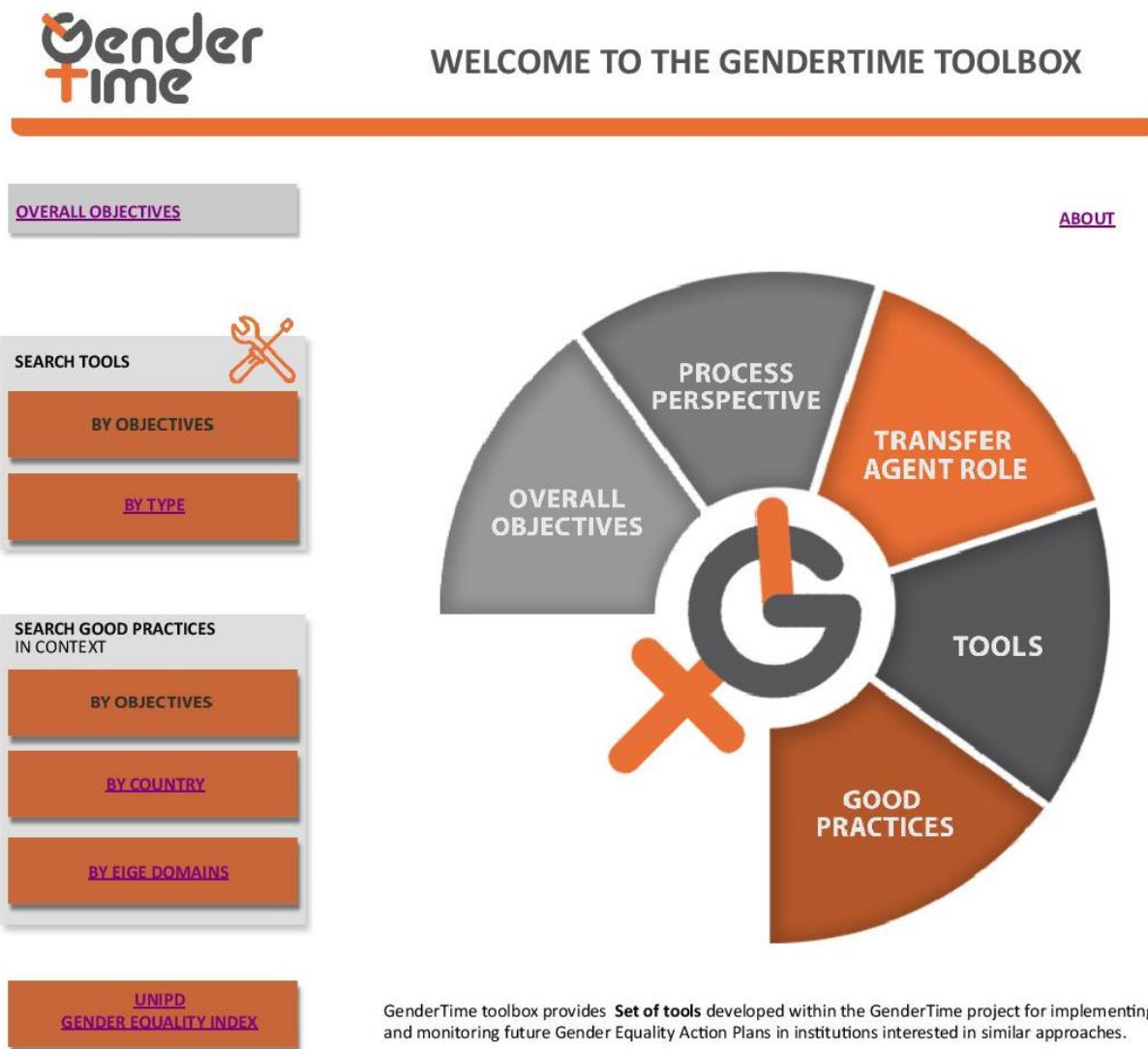
The focus of the **fourth step** was to ensure the proper implementation of action plans through the development of facilitative tools. The main idea was to allow partners to work together on action plan implementation through a discussion of successes and challenges, obtaining guidance on self-defined aspects of the implementation process.



## 1.2 About this document

This document guides the user step-by-step through the basic functionalities of the [GenderTime Toolbox](#) (see Figure 1) with the help of screenshots. The Toolbox has multiple functionalities allowing the user to perform a number of operations, for example:

- Navigate through the content of the Toolbox by using buttons (please, see the left side of the screen);
- Navigate through the content of the Toolbox and Retrieve content of interest by using categories e.g. retrieve tools by process perspective, retrieve tools and/or good practices by objectives, etc.;
- Download of tools as separate documents in PDF or Excel format;
- Etc.



GenderTime toolbox provides **Set of tools** developed within the GenderTime project for implementing and monitoring future Gender Equality Action Plans in institutions interested in similar approaches.

Figure 1. GenderTime – first page

## 2 Objectives



### OVERALL OBJECTIVES

**OVERALL OBJECTIVES**



Each Gender Equality Action Plan (GEP) is composed of actions which specify in detail what will be achieved in the GEP implementation timeframe.

One or more actions contribute to Objectives that can be linked to the implementation phases (see [GenderTime process perspective](#)) or to action application areas (see [EIGE domains of application](#) or the [PDF document](#)).

OVERALL OBJECTIVES



[Home](#)

Figure 2. Objectives

Each Gender Equality Action Plan (GEP) is composed of actions which specify in detail what will be achieved in the GEP implementation timeframe.

One or more actions contribute to Objectives that can be linked to the implementation phases (see [GenderTime process perspective](#)) or to action application areas (see [EIGE domains of application](#) or the [PDF document](#)).

For the Toolbox the following categories of objectives have been adopted:

<p><a href="#"><u>Knowledge exchange</u></a></p>	<p>Promote networking opportunities it is another valuable thing from the awareness rising point of view. It's hugely valuable for younger women to be able to network with those in more senior roles in the same workplace, helping to boost profile and gain exposure to different career and working choices. In this dissection it seems worthy to organize a series of small events aimed at connecting women within the same department or structured around a particular career grade (for example, a lunch led by a director aimed at those hoping for promotion to this level) or type of role, or alternatively, if there were enough demand, beginning a network focused around career development and opportunities.</p>
<p><a href="#"><u>Collecting and analysing data</u></a></p>	<p>Data gathering is one of the main pillar in order to make our working environment gender sensitive. We need to know where women are at any stage of their career or where they are not due to glass ceiling factor for example, in order to put into action really effective tools and policies.</p>
<p><a href="#"><u>Awareness raising, education, training and knowledge management</u></a></p>	<p>We cannot transform employers and staff, overnight, from traditional to one that embraces a contemporary, inclusive working culture. But it is possible to make a positive difference to those who work around and with us. Giving correct Information – for example- on parental leave, return to work and flexible working policies contribute a lot to develop a gender sensitive working environment. All this leading to the necessity to rise the knowledge on gender related issue among the employees and as well as among managers. That's why seminars, conferences, summer schools, training laboratories, e-learning for employees, constant dissemination of a gender culture and knowledge at any level of staff and students can give a consistent help. Focus groups with staff to discuss and share their experiences can be a very powerful instrument to raise awareness from one side but also for a better organization of work.</p>
<p><a href="#"><u>Staff development and retention, career opportunities and advice services</u></a></p>	<p>Gathering data on drop out and analyze the processes and practices linked to this phenomenon at all level; review of the recruitment and mentoring schemes: things that can be helpful in understanding the reason of the leaky-pipe phenomenon.</p> <p>The objective is also to establish Career Advice services. Mentoring, for example, can sound formal, but it doesn't have to be. Listen, guide and support someone following in our footsteps, engage proactively with younger researchers can be helpful for the whole working environment, women and men can receive valuable insight into their career development options.</p>
<p><a href="#"><u>Improving working conditions and work environment, monitoring of salaries</u></a></p>	<p>This objective concentrates on equal access to employment and appropriate working conditions; review policies for pay rise to ensure equal pay for equal job; implementing policies like teleworking (especially during parenthood) in order to encounter the needs of work-life balance of the employees. These are just some basic actions that can be taken in order to improve transparency and balance in workload</p>

	models, avoiding gender discrimination.
<a href="#"><u>Management and policy-making</u></a>	Increasing the inclusiveness of policy making as well as the capacity of institutions to incorporate gender considerations into budgets, policies and programs – e.g. looking at how different policy choices affect both men and women – can be seen as utopia at the moment, but this is the direction we have to take answering to questions like: What does it take to develop more inclusive policy-making and budgeting processes? What are the main barriers to and opportunities for engaging a wide range of stakeholders in policy discussions? What tools do institutions have? What data and evidence are needed?
<a href="#"><u>Evaluation and data monitoring</u></a>	Set up appropriate tools to monitor progression of careers at any stage and to evaluate progressions and to discover inequalities: this is a crucial phase in a gender oriented institution.



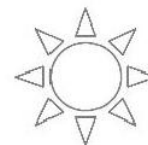
## SEARCH BY OBJECTIVE...

### KNOWLEDGE EXCHANGE

Promote networking opportunities it is another valuable thing from the awareness rising point of view: It's hugely valuable for younger women to be able to network with those in more senior roles in the same workplace, helping to boost profile and gain exposure to different career and working choices. In this dissection it seems worthy to organize a series of small events aimed at connecting women within the same department or structured around a particular career grade (for example, a lunch led by a director aimed at those hoping for promotion to this level) or type of role, or alternatively, if there were enough demand, beginning a network focused around career development and opportunities.



[SEARCH TOOLS](#)



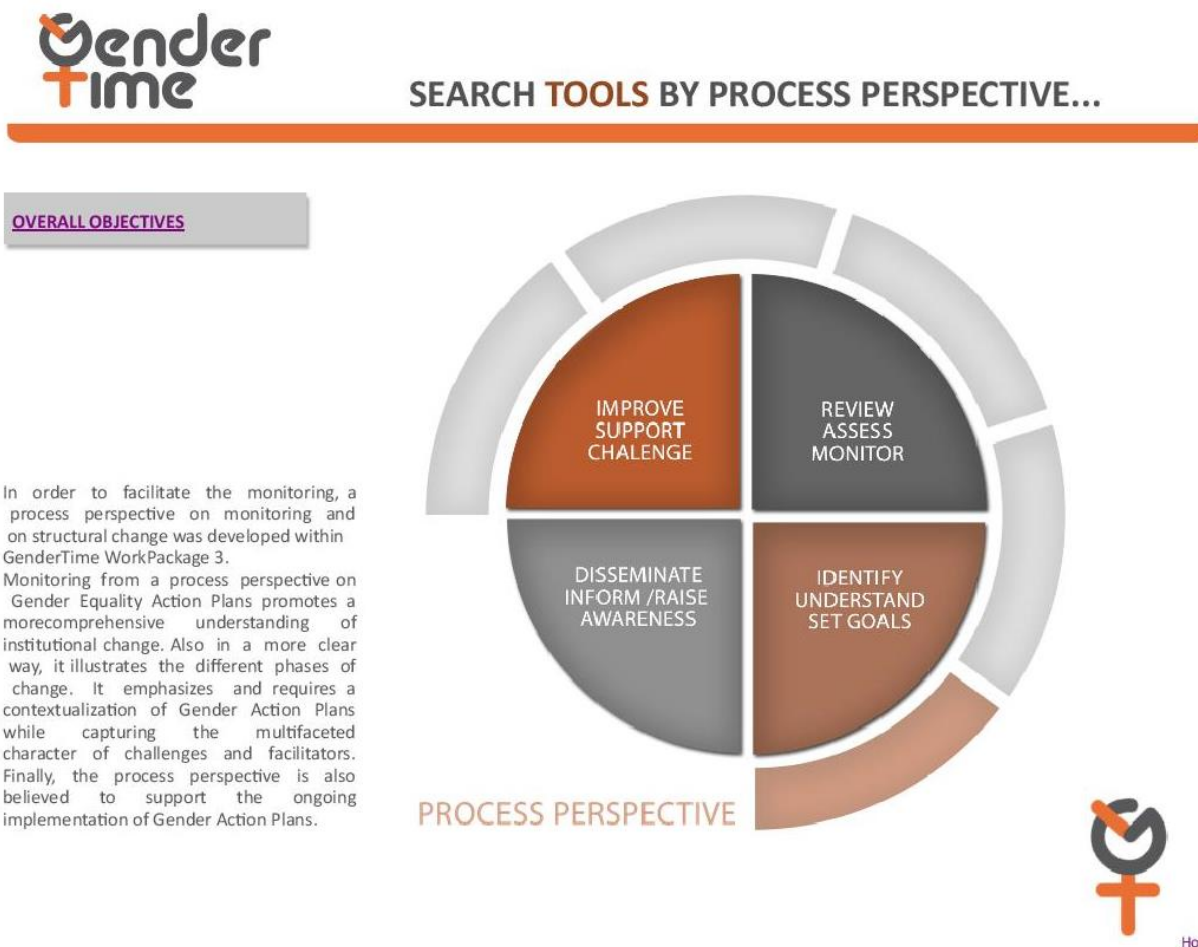
[SEARCH GOOD PRACTICES](#)



[Home](#)

Figure 3. Search by Objective – Knowledge exchange

### 3 Process perspective



In order to facilitate the monitoring, a process perspective on monitoring and on structural change was developed within GenderTime WorkPackage 3. Monitoring from a process perspective on Gender Equality Action Plans promotes a more comprehensive understanding of institutional change. Also in a more clear way, it illustrates the different phases of change. It emphasizes and requires a contextualization of Gender Action Plans while capturing the multifaceted character of challenges and facilitators. Finally, the process perspective is also believed to support the ongoing implementation of Gender Action Plans.

*Figure 4. Process perspective*

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## 4 Tools and Methods

What is the GenderTime toolbox content? A work was carried out in the GenderTime framework to identify all tools and methods for structural change developed or adopted for use by GenderTime partners. The toolbox currently contains 24 (twenty four) tools of different types:

[exchange workshop](#) (6), [questionnaire / survey](#) (6), [interview / qualitative interview procedure](#) (5), [web site / forum](#), [data collection template / report](#) (5), [index / set of indicators](#) (2).

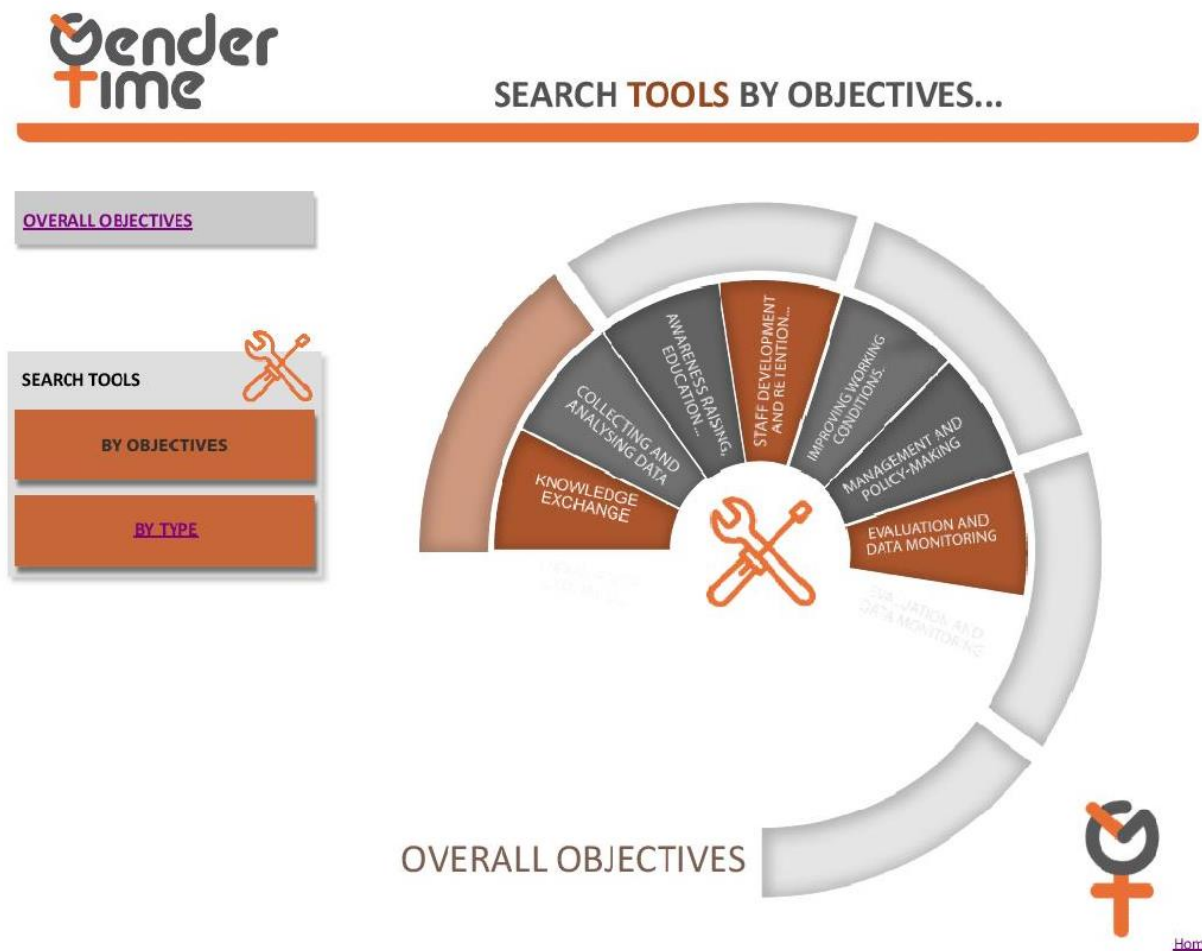

























Figure 5. GenderTime - Tools and methods

Name	Attachments
<a href="#"><u>Transfer Agent Questionnaire</u></a>	 <a href="#"><u>Tool Transfer Agent Questionnaire.pdf</u></a>
<a href="#"><u>Transfer Agent Interview</u></a>	 <a href="#"><u>Tool Transfer Agent Interview.pdf</u></a>
<a href="#"><u>The third knowledge transfer workshop: exchanging knowledge with experts</u></a>	 <a href="#"><u>The third knowledge transfer workshop.pdf</u></a>
<a href="#"><u>The second knowledge transfer workshop: learning across organisations</u></a>	 <a href="#"><u>The second knowledge transfer workshop.pdf</u></a>
<a href="#"><u>The most significant change technique</u></a>	 <a href="#"><u>The most significant change technique.pdf</u></a>
<a href="#"><u>The Glass Ceiling Index (GCI)</u></a>	 <a href="#"><u>Tool Glass Ceiling index.pdf</u></a>
<a href="#"><u>The first knowledge transfer workshop: learning within organisations</u></a>	 <a href="#"><u>The first knowledge transfer workshop.pdf</u></a>
<a href="#"><u>The final knowledge transfer workshop: exchanging knowledge with stakeholders</u></a>	 <a href="#"><u>The fourth knowledge transfer workshop.pdf</u></a>
<a href="#"><u>Self-Assessment of Change Agent Role</u></a>	 <a href="#"><u>Self-Assessment of Change Agent Role.pdf</u></a>
<a href="#"><u>Prerequisites check list</u></a>	 <a href="#"><u>GenderTime External Evaluation.xlsx</u></a>
<a href="#"><u>Peer Consultation Reflection Session</u></a>	 <a href="#"><u>Peer Consultation Reflection Session.pdf</u></a>
<a href="#"><u>Operational Process Monitoring tool (First feedback report)</u></a>	 <a href="#"><u>Tool Operational Process Monitoring.pdf</u></a>
<a href="#"><u>National report of the Cultural Staff Survey</u></a>	 <a href="#"><u>National Report Staff Survey.pdf</u></a>
<a href="#"><u>Interim Feedback Report</u></a>	 <a href="#"><u>Interim Feedback Report.pdf</u></a>
<a href="#"><u>Incremental Transformation Process Monitoring Tool</u></a>	 <a href="#"><u>Incremental Transformation Process Monitoring Tool.pdf</u></a>
<a href="#"><u>Gender equality (GE) questionnaire (in academia and research centers -ARC)</u></a>	 <a href="#"><u>Tool-GE-ARC-Questionnaire.pdf</u></a>
<a href="#"><u>Focus groups</u></a>	
<a href="#"><u>Final Feedback Report</u></a>	 <a href="#"><u>Final Feedback Report.pdf</u></a>
<a href="#"><u>Expert Interviews (Interview guidelines of experts on GE)</u></a>	 <a href="#"><u>Expert Interviews.pdf</u></a>
<a href="#"><u>Exchange Workshop</u></a>	 <a href="#"><u>Exchange Workshop.pdf</u></a>
<a href="#"><u>Cultural staff survey</u></a>	 <a href="#"><u>GenderTime Staff Survey.pdf</u></a>
<a href="#"><u>Critical Incident Technique tool</u></a>	 <a href="#"><u>Critical Incident Technique.pdf</u></a>
<a href="#"><u>Composite Indicator on Gender Equality</u></a>	 <a href="#"><u>UNIPD-GEI-Questionnaire.pdf</u></a>
<a href="#"><u>Collection of Knowledge Transfer Activities</u></a>	 <a href="#"><u>Tool Collection of Knowledge Transfer Activities.pdf</u></a>

*Table 1. GenderTime Tools and methods*

## 5 Good practices

This part of the Toolbox contains stories on how the implementation of GEP was conducted in GenderTime partner institutions.



**GenderTime**

**SEARCH GOOD PRACTICES BY OBJECTIVES ...**

OVERALL OBJECTIVES

SEARCH GOOD PRACTICES IN CONTEXT

- BY OBJECTIVES
- BY COUNTRY
- BY EIGE DOMAINS

KNOWLEDGE EXCHANGE

COLLECTING AND ANALYSING DATA

AWARENES-RAISING AND EDUCATION...

STAFF DEVELOPMENT AND RETENTION...

IMPROVING WORKING CONDITIONS...

MANAGEMENT AND POLICY-MAKING

EVALUATION AND DATA MONITORING

OVERALL OBJECTIVES

The aim of the GenderTime project was to identify and implement the best systemic approach to increase the participation and career advancement of women researchers in selected institutions where self-tailored action plans will be implemented.

[How GenderTime project helped GenderTime partner organizations to implement GEP ?](#)

The compilation of success stories in GenderTime partner institutions highlights in a qualitative way the main achievements in the GenderTime project.

 [Home](#)

Figure 6. GenderTime partners - Good practices



Title ▲	University / Research organization
<a href="#"><u>Analyse the processes and practices linked to the drop-out of all researchers</u></a>	<a href="#"><u>Inter-University Research Centre for Technology, Work and Culture</u></a>
<a href="#"><u>Changing the institutional culture and raising awareness of staff members</u></a>	<a href="#"><u>Inter-University Research Centre for Technology, Work and Culture</u></a>
<a href="#"><u>Developing an inclusive working environment</u></a>	<a href="#"><u>Loughborough University</u></a>
<a href="#"><u>Creation of a committee looking at environment, personal development and social related activities</u></a>	<a href="#"><u>Loughborough University</u></a>
<a href="#"><u>Develop Careers advice within the school</u></a>	<a href="#"><u>Loughborough University</u></a>
<a href="#"><u>Gender Equality Monitoring</u></a>	<a href="#"><u>Mihailo Pupin Institute</u></a>
<a href="#"><u>Implementation of the National strategy for improving and promoting gender equality</u></a>	<a href="#"><u>Mihailo Pupin Institute</u></a>
<a href="#"><u>Support the cultural and organisational integration Committee towards gender Equality</u></a>	<a href="#"><u>Tecnalía Research &amp; Innovation</u></a>
<a href="#"><u>New Gender Equality Plan</u></a>	<a href="#"><u>Tecnalía Research &amp; Innovation</u></a>
<a href="#"><u>Review and monitoring of scientific staff members' salaries</u></a>	<a href="#"><u>Bergische Universität Wuppertal</u></a>
<a href="#"><u>Brown bag meeting</u></a>	<a href="#"><u>Bergische Universität Wuppertal</u></a>
<a href="#"><u>Teleworking as a result of work-life balance measures</u></a>	<a href="#"><u>The University of Padua</u></a>
<a href="#"><u>Tool for analysing quantitative data</u></a>	<a href="#"><u>University Paris Est Créteil</u></a>
<a href="#"><u>Tool for providing a good overview of the current situation</u></a>	<a href="#"><u>University Paris Est Créteil</u></a>
<a href="#"><u>Increasing the participation of other departments in gender issues</u></a>	<a href="#"><u>University Paris Est Créteil</u></a>
<a href="#"><u>Networking around Gender Equality</u></a>	<a href="#"><u>University Paris Est Créteil</u></a>
<a href="#"><u>Changing the organisational culture and raising awareness</u></a>	<a href="#"><u>University Paris Est Créteil</u></a>

*Table 2. GenderTime Good practices*

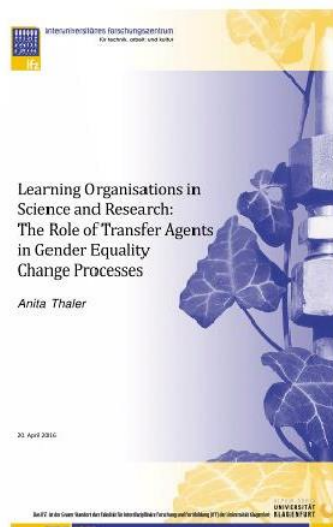
## 6 Transfer Agent

The **Transfer Agent** link from the first page of the Toolbox leads to a report about the knowledge transfer concept applied in the project GenderTime.



### TRANSFER AGENT ROLE

#### LEARNING ORGANISATIONS IN SCIENCE AND RESEARCH



#### Report by Anita Thaler, 2016

In this report the knowledge transfer concept of the project GenderTime has been explained and its instruments shared (annexe).

In the first part of this report the framework of projects with a focus on knowledge transfer on the background of the theory of learning organisations has been explained. Further on, the idea of knowledge transfer and the crucial role of transfer agents is presented. In the following, concepts and material for knowledge transfer workshops as well as knowledge transfer collections has been explained and actual instruments shared.

Finally some ideas of a potential impact of such a knowledge transfer-focused approach have been discussed.

For more info , please follow the [link](#).



[Home](#)

Figure 7. GenderTime concept – Transfer Agent Role

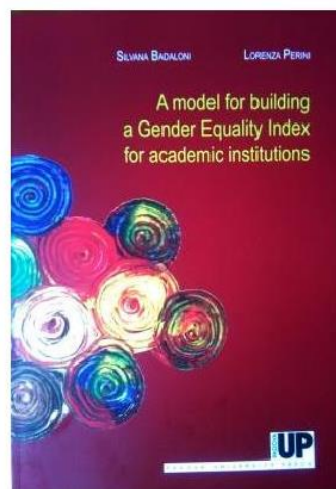
## 7 UNIPD-Gender Equality index (UNIPD-GEI)

The **UNIPD- Gender Equality index** button from the first page of the Toolbox leads to a book that addresses the problem of measuring gender equality in Academia with the aim to define an index of gender equality in Academic Institutions. The methodological approach and the statistical model at the basis of the Gender Equality Index were developed at the University of Padua.



### UNIPD—GENDER EQUALITY INDEX

#### A MODEL FOR BUILDING A GENDER EQUALITY INDEX FOR ACADEMIC INSTITUTIONS



Book by Silvana Badaloni and Lorenza Perini, Padova University Press, 2016

In this book the authors address the problem of measuring gender equality in Academia with the aim to define an index of gender equality in Academic Institutions. The methodological approach and the statistical model at the basis of the Gender Equality Index were developed at the University of Padua.

The book describes the methodological approach and the results of testing the approach at the University of Padua during 2015. The approach envisions collecting information on many different aspects of permanent and temporary teaching staff such as on the quality of their work, on their access to funds for research, scientific issues and patents, on their space for research, on their involvement in decision-making, on their quality of work-life balance and on several other issues that can be sensitive from a gender point of view in academia.

For more info, please follow the [link](#).



[Home](#)

Figure 8. UNIPD-GEI