



Redesigning
Equality and
Scientific
Excellence
Together

Factsheet #1

RESET impact and lessons learnt in the area of gender-inclusive language and design of Gender Equality Plans

Brief Project Description

RESET is a CSA project funded by the European Union under Horizon2020. It involves seven universities from all over Europe (University of Bordeaux, Aristotle University of Thessaloniki, University of Łódź, University of Porto, Ruhr-University Bochum, University of Oulu, Sciences Po Paris) and addresses the challenge of Gender Equality in Research Institutions in a diversity perspective. RESET objectives are to enable a structural change through the co-design and implementation of **context-based Gender Equality Plans (GEPs)**, and foster a user-centered, impact-driven, inclusive vision of scientific excellence.

RESET has developed multiple **tools** throughout the project lifespan. These tools enable an effective gender mainstreaming into the processes and structures of research organisations, paving the way for an organisational change from a gender perspective. They further enable a gender-responsive conceptualisation of scientific excellence.

All RESET tools are illustrated through a series of factsheets (specific tools *per factsheet*). Each factsheet provides information on the tools' content and main features. **The contribution of the tools to core ERA agendas and EC strategies**, and their **wide outreach** are outlined through a set of **KPIs**. In addition, relevant **lessons learnt** by the RESET partners are provided (e.g. related to the employment of the tools and the enhancement of gender change through them), accompanied by **corresponding recommendations**.

Core strategies and policies RESET contributes to:

Gender Equality Strategy 2020-2025

This EC strategy presents policy objectives and actions to make significant progress by 2025 towards a gender-equal Europe. **The goal is a Union where women and men, girls and boys, in all their diversity, are free to pursue their chosen path in life, have equal opportunities to thrive, and can equally participate and lead our European society.** Key objectives indicatively refer to: ending gender-based violence; challenging gender stereotypes; closing gender gaps in the labour market; addressing gender pay gaps. Gender mainstreaming and intersectionality are also core principles.

ERA Policy Agenda 2022-2024

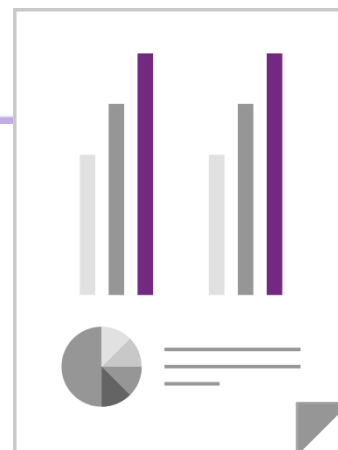
The Agenda sets out voluntary ERA actions for 2022-2024 to contribute to the priority areas defined in the Council Recommendation on a Pact for Research and Innovation in Europe. Among four priority areas, Area 1 - DEEPENING A TRULY FUNCTIONING INTERNAL MARKET FOR KNOWLEDGE sets a sub-priority: **Promote gender equality and foster inclusiveness, taking note of the Ljubljana declaration.** Four core outcomes are defined: developing a policy coordination mechanism to support gender equality through inclusive Gender Equality Plans; strategy to counteract gender-based violence; gender mainstreaming and intersectionality; developing principles for the integration and evaluation of gender in R&I.

Factsheet #1 illustrates the following tools:

1. RESET Toolbox for gender-neutral, diversity-oriented institutional communication.
2. Gender Equality survey for effective GEP development.

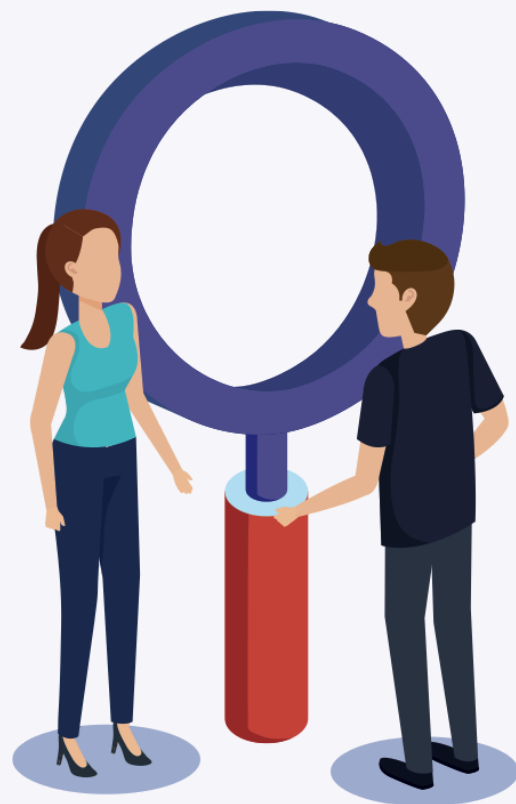
Did you know?

Factsheets are concise and informative documents. They present key data, key facts, and an overview of the target topic.



Tool #1:

RESET Toolbox for gender-neutral,
diversity-oriented institutional
communication



RESET Toolbox for gender-neutral, diversity-oriented institutional communication

This Toolbox for gender-neutral, diversity-oriented institutional communication (GIL toolbox) enriches the focus on gender-sensitive communication under an intersectional and diversity perspective. It includes a conceptual framework, providing valuable information around the necessity of gender-neutral, gender-sensitive as well as diversity-oriented forms of communication. It includes a set of tools, which are aligned with the conceptual framework, with the institutional queries, interviews, and discussions with the RESET consortium (e.g. checklists on inclusive visual communication, conversation guidelines for exploring the state of gender-inclusive communication at academic institutions). This tool can be exploited for developing GEP measures on inclusive communication, and organising relevant initiatives in various contexts e.g. awareness-raising sessions and training (the toolbox is available [here](#)).

311



views of the GIL toolbox in the RESET website

9



events in which the GIL toolbox was presented

Gender Equality Strategy 2020-2025

Goal 1 - Being free from violence and stereotypes

- 5 GIL tools for fostering organisational communication free of stereotypes.
- 17 GIL examples on ensuring an inclusive oral communication that challenges stereotypical expectations based on fixed norms for women and men and people from diverse backgrounds.
- 6 GIL examples for ensuring inclusive visual communication and representation.
- 7 GIL recommendations for the inclusion of diverse voices in visual institutional communication.
- 4 GIL guiding principles for avoiding instances of tokenism in inclusive institutional communication that aims to challenge stereotypes.

ERA Policy Agenda 2022-2024

Outcome 1 - Develop a policy coordination mechanism to support all aspects of gender equality through inclusive Gender Equality Plans and policies, and a dedicated EU network on their implementation

- 5 comprehensive GIL tools that provide support to the development of Gender Equality Plans and the specification of measures in the area of gender-inclusive language.

Outcome 3 - A policy approach to inclusive gender equality, that addresses gender mainstreaming and opening to intersectionality with other diversity dimensions to advance the new ERA

- 16 suggestions are provided in the GIL on ensuring effective gender mainstreaming and integration of diversity & inclusion principles across institutional communication channels.

Lessons learnt - RESET recommendations

*In creating the toolbox for gender-inclusive language, we have learned how important it is to **gather and listen to the perspectives of those affected by different forms of discrimination**. It is extremely important to integrate these perspectives into the development of measures and recommendations.*

*Considering the adaptation of the GIL toolbox to Portuguese, we had the opportunity to reflect on **different oppression categories present in our language**. We tried to keep **an intersectional approach** considering inclusion beyond gender integration and we faced different challenges, e.g. a traditional binary language such as Portuguese raises several concerns. We discussed and finalised this tool considering both these challenges and the diversity we know. We saw this toolbox as **an open-ended instrument** we can always revise and include more strategies to improve its quality.*

For the development of strategies in visual language, it is crucial to bring various interests and stakeholder groups on campus on board, above all the communication departments. In addition, other experts should be involved in these processes. These could be linguists with gender expertise, or representatives of minority groups, such as representatives of people with disabilities.

Fostering gender-inclusive language in native languages that are gender-marked can be challenging. It takes systematic efforts to address deeply-rooted habits and explain why a change in such habits is beneficial.

Recommendation 1 - Develop and refine gender interventions based on diverse input

When developing gender interventions and strategies, it is important to consider the perspective and needs of multiple stakeholder groups. Individuals and groups affected by inequality and fixed norms, experts on the topic, as well as stakeholders that have a say or an interest in gender issues and interventions need to be considered. This increases the chances of developing a realistic gender intervention that addresses diverse needs.

Recommendation 2 - Consider context-based and national peculiarities

Apart from organisational dynamics, cultural and national context is similarly a factor that affects institutional changes from a gender perspective. Traditional and well-established norms are difficult to be challenged, thus both contingency plans and best practice scenarios need to take these elements into account for bringing the target change.

Tool #2:

Gender Equality survey for effective GEP development



Gender Equality survey for effective GEP development

The Gender Equality (GE) survey comprised an exhaustive methodology of data collection and analyses, including secondary data, focus group and survey analyses, so that the four consortium partners (University of Bordeaux, Aristotle University of Thessaloniki, University of Łódź, University of Porto) would assess the state of GE issues in their organisation. The survey adopted an intersectional approach and combined quantitative and qualitative methodologies, thus building on objective indicators on gender representations across the institutions, employee perceptions, and experiences of inequalities. The outcome was survey reports per partner, enabling a better understanding of the context in which the GEPs would unfold. Both the GE survey and the GEPs of RESET partners can be used as an example (a 'guiding tool') for other organisations pursuing the development of their context-based GEPs (the survey is available [here](#)).

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views of partners' GEP documents in the RESET website

22



events in which the GEPs, their survey/development methodology were presented

Gender Equality Strategy 2020-2025

Goal 1 - Being free from violence and stereotypes

- 3 survey questions that assess organisational contexts in terms of gender-based violence (GBV) and harassment.
- 5 survey questions that assess organisational contexts in terms of gender-related stereotypes.
- 31 GEP measures addressing GBV, including sexual harassment.
- 10 GEP measures addressing stereotypes in academic and research settings.

Goal 2 - Thriving in a gender-equal economy

- 2 survey questions that monitor the provision of upskilling & training opportunities in academic contexts.
- 13 survey questions that monitor work-life balance issues, including employees' care work responsibilities.
- 8 survey questions that assess the overall work conditions and segregation in the research labour market.
- 38 GEP measures contributing to closing gender gaps in the research labour market.
- 25 GEP measures fostering work-life balance.

Goal 3 - Leading equally throughout society

- 12 GEP measures fostering equal progress in the research labour market, focusing on enhancing female representation in leadership & decision-making positions.

ERA Policy Agenda 2022-2024

Outcome 2 - Strategy to assure gender-equal and inclusive working environments through institutional change in any research funding or performing organisation

- 6 survey questions providing input on inclusion principles and gender dimension integration into academic working environments.
- 3 survey questions providing input explicitly on sexual harassment challenges in academic working environments.
- 76 GEP actions fostering inclusion and inclusive environments (e.g. drawing from the principles of diversity and intersectionality).

Outcome 3 - A policy approach to inclusive gender equality, that addresses gender mainstreaming and opening to intersectionality with other diversity dimensions to advance the new ERA

- 3 survey questions that provide insights on gender mainstreaming efforts in academic contexts.
- 25 GEP measures that encourage gender mainstreaming in research processes and teaching.

Outcome 4 - Develop principles for the integration and evaluation of the gender dimension in R&I content

- 9 GEP measures encouraging the application of principles on gender dimension integration in R&I content (e.g. in funding proposals).

Lessons learnt - RESET recommendations

It is quite difficult to engage people in participating in surveys, especially in those thematic areas. It is thus difficult to have a representative overview of the university community's feedback. However, participants who took the time to fill it in gave very interesting feedback, especially through qualitative answers.

Although the GE survey was designed to be self-explanatory and directed to all the employees at the university, there was a low response rate when disseminated through general e-mail at the university. It was essential to have more direct contact with potential respondents via stakeholder dissemination, namely GEB (Gender Equality Board) members and faculties directors.

Recommendation 1 - Develop tailored dissemination strategies for GE surveys

Resistances and lack of engagement in surveys that aim to examine the gender-related status-quo of the organisation are almost inevitable. It is thus necessary to detect the appropriate recipient groups, while concurrently maintaining diversity across the organisational and participant sample.

Recommendation 2 - Combine bottom-up and top-down approaches for tracking progress over time and holding the organisation accountable for achieving gender equality goals

Bottom-up commitment is necessary for exploring diverse voices and perspectives, potentially helping to discover new deficits and challenges. Leadership commitment is similarly necessary and complementary; leaders can advocate for these initiatives and further cascade a culture of engagement and commitment to improvement and equality.



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