RESET

Redesigning Equality and Scientific Excellence Together

Project Information

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RESET aims to address the challenge of Gender Equality in Research Institutions in a diversity perspective, with the objective to design and implement a user-centered, impact-driven and inclusive vision of scientific excellence.

Consortium partners

Internal training sessions: lessons learnt

Document Information

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Main Authors	
Name	**Organization**
Maryna Radchuk, Marion Paoletti, Ninon Junca	University of Bordeaux
Maxime Forest	Fondation nationale des sciences politiques, Paris

Quality Reviewers	
Name	**Organization**
Paulina Szymańska, Agata Rudnicka-Reichel, Aleksandra Różalska	University of Lodz
Viktoria Niebel	Ruhr University Bochum

Abbreviations

AUTh	Aristotle University of Thessaloniki
CoPs	Communities of Practice
EC	European Commission
ERA	European Research Area
EUA	European University Alliance
GBV	Gender Based Violence
GE	Gender Equality
GEP	Gender Equality Plan
GIA	Gender Impact Assessment
H2020	Horizon 2020 framework programme
HEI	Higher Education Institution
M&E	Monitoring and Evaluation
RRI	Responsible Research and Innovation
RUB	Ruhr University Bochum
SE	Scientific Excellence
ScPo	Fondation Nationale des Sciences Politiques, Paris
TTT	Train the Trainers
UBx	University of Bordeaux
UL	University of Łódź
UOULU	University of Oulu
UPorto	University of Porto
VP	Vice-President
VR	Vice-Rector
WP	Work Package

Executive Summary

This deliverable represents a collection of information on internal training and capacity building sessions that were organized within the RESET consortium from the beginning of the project in 2021 till summer 2023 (2,5 years of the project duration). It reviews these activities, provides a critical perspective on their organisation and execution, summarizes "lessons learnt" and lays out guidance for future events, actions within the RESET and recommendations for other similar (RRI, SwafS) projects. This report provides an insight into interactions and experience pooled from other RRI projects.

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Introduction

"RESET" stands for Redesigning Equality and Scientific Excellence Together and represents a project funded within the framework of Horizon 2020. It reunites together 7 partner universities striving for an efficient implementation of gender equality policy (including, with the help of Gender Equality Plans) within respective national political and legal frameworks.

Besides promoting gender equality and diversity in the intersectional perspective, this project aims to provide an innovative co-designed definition of the scientific excellence, which will foster inclusive, reflexive, impact-driven and societally relevant research and innovation. The project consists of a set of work packages (WP), one of which – WP9 is dedicated to the RESET management and coordination: it aims to ensure the quality of implementation, optimized coordination between partners and compliance with Horizon 2020 requirements for project reporting and ethical supervision.

Within this WP, there is a task – T9.2 dedicated to the implementation of internal mentoring and training activities to ensure good practice exchange among partners and self-appropriation of innovative, inclusive bottom-up approaches, such as co-design. This task goes all along the duration of the project and is led by the *University of Bordeaux* (UBx) with the support of the *Fondation Nationale des Sciences Politiques* (ScPo) in Paris and the rest of partners. This task aims to ensure partners' capacity building in terms of knowledge and skills in order to steer institutional transformation. The conception and organisation of capacity building and training activities includes the topics of unconscious bias, acknowledgment and appropriation of the co-design methodologies, identifying and addressing resistances and acquiring relevant skills for self-monitoring and assessment. The main contributors of this task are the *University of Bordeaux* (UBx) as coordinator and a task leader, the *Fondation Nationale des Sciences Politiques of Paris* as monitoring and evaluating partner, *Ruhr University Bochum* (RUB) and *University of Oulu* (UOULU) as mentoring partners. Both UOULU and RUB are mentors of the project due to their long experience in the implementation of the policy for gender equality and diversity, though the scope of their activities is much broader, including expertise on gender inclusive communication, setting of networks, mobilization of research structures, co-design, establishment of communities of practice (CoPs) and mainstreaming of the gender impact assessment (GIA).

According to this approach, the task leader – UBx – is in charge of supervising activities, identifying the needs, assessing the gaps and providing resources necessary to meet the needs. Due to the cumulative experience of structural change projects, ScPo is in charge of delivering thematic monitoring and evaluation (M&E) workshops providing a generic introduction to the issues that project partners may encounter on the way to the institutional change. Mentoring partners are encouraged to share their relevant experience on institutional and cultural transformation and expertise on co-design, implementation of policies and measures. Besides that, the needs covered in this task correlate with the capacity building needs evidenced in the assessment carried out under the WP4 and WP1[1]– resulting in the development of tailor-made

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[1] WP4 - Train communities towards equality and settle new standards, and WP1 - Design, implement and mainstream GEPs as a regular, intersectional and co-designed, institutional practice

training. Along with WP4 – under the lead of the *University of Lodz* (UL), the task T9.2 is set to fulfil the train-the-trainers approach sought for the consortium and project activities.

As consequence, this deliverable is prepared in a form of a report and has an objective to collect, combine and present a variety of experiences and information on internal training sessions organized within the consortium, including interactions with other projects or experiences pooled from other RRI projects by the RESET partners. It provides a critical overview of the training and capacity building activities held during two and a half years of the project and those that are foreseen for the future. In this way, RESET reports on the "lessons learnt" in different national and institutional settings.

In this context, the present document is structured as follows:

- *Chapter 2 – RESET approach for internal training*

- *Chapter 3 – Overview of RESET internal training and capacity building sessions*

- *Chapter 4 - Interactions with other RRI projects*

- *Chapter 5 – Outlook for future actions and activities*

- *Conclusion*

- *Annex 1– List of interactions and experiences pooled from other RRI projects*

- *Annex 2 - Example of a post-event evaluation survey*

2. RESET approach for internal training

The methodology for the implementation of this task is, first of all, driven both by the project frame (description of the objectives and potential impact) and contextual development (response to occasional needs). It implies that all internal training sessions were designed under RESET to meet particular or common needs of its partners. In relation with the GEP co-design and implementation, RESET foresees operation of training and capacity building activities at the individual, operational and institutional level for the structural change.

Among training actions initially foreseen in the project we can identify:

- GEBs (Gender Equality Board) training on co-design and intersectional approaches to gender equality implementation with the help of WP4.
- Top and middle management training and capacity building using the RESET resources and other projects' tools to raise awareness, foster organisations' involvement and fully unlock the GEP 1.0 implementation potential (WP1, WP5, WP6).
- Training activities for all RESET partners and particular target groups in each institution (Master students, PhD candidates, Early Stage Researchers, Researchers, HR, administrative staff, middle and top management) by considering the specific needs of all partners resulting from different national, institutional, and sociocultural contexts (WP4).

- RESET partners' training (online workshop and toolkit) to ensure the effective implementation of Gender Impact Assessment (GIA) of new research project proposals in the RESET universities (WP7).
- Internal (core and extended team) mentoring and training activities for partners to ensure good practice exchange and self-appropriation of innovative, inclusive, bottom-up approaches, such as co-design. This task is fulfilling the train-the-trainers approach we seek for the RESET consortium and our project activities.

Thus, the initial purpose of this deliverable is to reflect on lessons learnt during the implementation of internal training and capacity building activities – as stated in two final point of the list. However, after two and a half years of implementation, the project has already acquired some significant experience in different types of training, awareness raising and capacity building activities targeting project teams and institutional stakeholders: namely, GEB members, top and middle management, teachers, researchers and students.

As a demonstration phase for training activities in WP4 and WP7 is foreseen for the last year of RESET implementation, this report will concentrate on an overview of already delivered training and capacity building sessions designed for the core and extended project teams, GEB members, top and middle-management and a wide institutional audience. Moreover, this report integrates a description of a strategy for the implementation and a first feedback on the launch of the Train-the-Trainers (TTT) process. Altogether, the deliverable shall contribute to a more efficient and tailor-made adaptation of the pilot training sessions foreseen under WP4 and WP7, but also to the operationalization of GIA and co-design tools, self-monitoring in GEP implementation and dealing with resistances or fostering institutionalization of gender equality and diversity policy. Training is also a pillar for achieving the cultural change targeted within WP5, particularly in terms of the fight against gender-based violence. This summary will be completed by the analysis of partners' interaction and experiences pooled from other Responsible Research and Innovation (RRI) projects by the RESET consortium partners.

An overview of training and capacity building activities is built solely on RESET partners' experience and will be presented in the chronological order, executing a self-monitoring exercise, explaining a necessity to introduce some additional or unforeseen subjects and adapting the project's initial calendar to the reality of actions and realms. Despite the fact that most of suggestions for the topics of training and capacity building sessions were provided by UBx as Task Leader and ScPo in support, all partners were invited to express their needs in terms of potential new subjects and competencies.

In order to simplify the analysis of each activity, each summary will be outlined in the format of a "table", providing a direct possibility to identify "lessons learnt". The lessons and observations included in the description of an activity will be based on the direct or indirect feedback from participants and members of the project (e.g., during the event, through the evaluation questionnaires after the activity, relying on the feedback received from the M&E partner). The deliverable is also based on the RESET Interim Monitoring Report (2023) provided by ScPo.

This report cumulates the experience for RESET as a Horizon 2020 project, and it is set to disseminate the project's experience to the wider audience of other institutions. Although the

experience of each project is particular, the needs, challenges, lessons and good practices identified within this deliverable can appear and be adapted within the scope of other projects. By providing examples of training and capacity building activities, this report demonstrates how they can become components of the institutional transformation in practice.

Thus, we aim not only to summarize the RESET experience and improve our own practices, but also to provide valuable information that can be exploited and replicated by other projects or actions.

2.1 Key concepts and insights from other projects

The need for training and capacity building activities is described in multiple, if not all manuals and guidelines for mainstreaming of gender equality, diversity and inclusion.

According to EIGE (2016), gender equality training can be

> *any educational tool or process that aims to make policymakers and other actors in the EU and Member States more aware of gender equality issues, build their gender competence and enable them to promote gender equality goals in their work at all levels. Whereas, "capacity building is building and/or enhancing the knowledge, skills and ability of individuals, institutions, groups and organisations to perform functions, solve problems, and set and achieve gender equality objectives in a sustainable and transformative manner.*

According to the mAKE project (2023) "Guidelines for Capacity Building Tools for Social Innovation":

> *capacity building (or capacity development) is the process by which individuals and organisations obtain, improve, and retain the skills, knowledge, tools, equipment and other resources needed to do their jobs competently or to a greater capacity (larger scale, larger audience, larger impact). It is the process by which people, organisations and society systematically stimulate and develop their capability over time to achieve societal and economic goals, including through improvement of knowledge, skills, systems, and institutions – within a wider social and cultural enabling environment.*

Thus, training sessions designed for mainstreaming of gender equality and diversity can be considered as instruments for institutional or organisational capacity building (or be conceived directly as capacity building training activities).

A need for institutional capacity building training scheme is evidenced in the toolkits of EIGE[2]: "gender equality training should be incorporated into a continuous and long-term process", but also in the results and outputs of other European (sister) projects: TARGETED MPI, 2021; GE ACADEMY; GENDER VOICES, UniSAFE, LeTSGEPs, ACT ON GENDER a.o. Training and capacity building activities also allow a wider promotion and outreach of the project's activities to different groups of stakeholders, which, in its turn, increases its impact.

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[2] Gender Equality Training (n. d.) eige.europa.eu/gender-mainstreaming/toolkits/gender-equality-training?language_content_entity=en

Thus, while developing the system for internal training and capacity building activities, we put our efforts on following a cummulative approach and build on recommendations and best practices provided in the EIGE Gender Mainstreaming Toolkit (2016), namely:

- considering needs of each specific audience
- adapting format to the type of target audience (project team, top or middle management, researchers)
- concentrating on the ultimate goal - awareness raising or competence development
- providing an opportunity for impact monitoring.

According to these recommendations, RESET partners had to be cautious with setting and delivering training and capacity buidling activities: namely, adapting the format and type of activity depending on target audience (RESET core or extended teams, top-management, middle-management, teachers and/or researchers, students, doctoral candidates) and some external factors (project level activities are mostly held online; consequences of the COVID19 related lockdown; frequency of other project's meetings; phase of the project). In accordance with that, we adapted the duration of training and capacity building events to the length that is the most easily and effectively "absorbed" by the potential target audience (on average 2 h).

Among other concepts that have to be stressed within the RESET is the co-design and intersectionality. **Co-design** refers to "collective creativity as it is applied across the whole span of a design process" (Sanders and Stappers, 2008). It was used by WP4 not only for selecting and elaborating training modules, but also applied as an actual tool and methodology for suggested training, awareness raising and capacity building activities. While at the beginning of the project, co-design was less present within the internal capacity building and training activities, it acquired progressively more and more space during the second and third year (section 2.3).

Intersectionality is a concept that is mainstreamed through all RESET training and capacity building activities. It manifests itself at the junctures between demographic and structural markers on the one hand, and personal experience and people's social identities on the other (Mirza, 2018). According to the RESET Toolbox for gender-neutral, diversity-oriented institutional communication (2023), it is important to think about and acknowledge this double position in order to recognize the multi-layered character of intersectionality, by which multiple in-groups, forms of belongings but also segregations and discriminatory practices emerge. The intersectional approach aims to analyze how intersecting power relations influence both social relations in heterogeneous societies as well as individual experiences in people's daily lives (Collins & Bilge, 2020).

RESET follows an idea of an "ethical view of higher education's purpose as serving the formation of equitable societies and this requiring that inequities be actively challenged" (Nichols & Stahl, 2019, p.2). Thus, RESET aims to reveal the overlapping of inequality, especially in HEIs, and counteract it with measures, acknowledging intersectionality as "the intellectual core of diversity work" (Dill, 2009, p. 229).

2.2 Introduction to the Train-the-Trainers approach in RESET

Adoption of the Train-the-Trainers approach of the Task 9.2 of WP9 *(Implementing internal mentoring and training activities to ensure good practice exchange among partners and self-appropriation of innovative, inclusive, bottom-up approach, such as co-design* (M1-M48) goes in line with the *T4.3 - Creating teaching material and provide examples of different methods of training suitable for gender mainstreaming and equality courses* (M25-36) and *T4.4 - Demonstration of the training programme (M37-48)* of the WP4.

As part of the RESET project, the Task 4.3 is coordinated by the *University of Lodz* (Poland) and consists in the development of training modules on equality and anti-discrimination that have to be delivered to the university community of each of the GEP implementing partners.

According to the original project plan, these trainings had to be conducted by the RESET team from the University of Lodz. However, taking into account the experience of other European projects and the opinion of the project's evaluator (Interim Monitoring Report, 2023), it was agreed within the consortium that this solution was not sustainable and did not allow for the efficient use of the project resources and tools. It was, therefore, decided to launch a pilot action, in which the Lodz University team could "train the trainers" from each university - who would then be responsible for training the staff, students and doctoral candidates of their university communities. This action will also contribute to the establishment of an international network and CoP of trainers on equality and diversity.

The aim is to train at least two permanent staffs of each university in 2023, so that they can run their training sessions at their universities (in their respective national languages) in 2024, with the ultimate aim of delivering a tailor-made capacity building programme and installing this practice in a more sustainable way after the end of the project. This approach also corresponds to the recommendation provided in the "Guidelines for promoting capacity-building on GE in research" by GE ACADEMY (2019). Being originally designed mainly for academic and administrative staff, the TTT will enable RESET to reach out to students in 2024 (particularly at the Master level).

According to the RESET Interim Monitoring Report (2023), TTT requires a broad set of knowledge and skills, as trainers have to get familiarized with different types of bias and resistances to changes, and trained to address them appropriately.

To conceive the Comprehensive gender equality/mainstreaming training toolbox useful for different trainee groups or national contexts (D4.2, RESET, 2022) all GEP-implementing partners provided additional data to refine the assessment of capacity-building needs, whereas the evaluating partner and the mentors gave their recommendations and shared experience. UL also carried out a more in-depth analysis of EU projects developing equality and diversity training formats and contents. The UL partner relied specifically upon outputs from the GE-Academy, Gender-Net, Gender-Net Plus, ACT and SUPERA and included their results for the elaboration of the RESET capacity-building programme. The training modules offered by the RESET project (WP) are presented in the Table 1.

Table 1 Training modules in WP4, RESET

	Title	Target group	Recommended number of hours	Recommended form of training	Basic number of hours	Basic form of training
1	Psychosocial risks at work – aggression, mobbing and sexual harassment	Top and middle management	8	synchronous face-to-face or online training	2	online webinar
		Teachers				
		Researchers				
		Administrative staff				
		PhD students				
		Students				
2	Reacting to harassment and inappropriate behaviours	Top and middle management	14	synchronous face-to-face or online training	7	synchronous online training
		Teachers				
		Researchers				
		Administrative staff				
		PhD students				
		Students				
3	Diversity and inclusivity – foundations. Part 1	Top and middle management	7	synchronous face-to-face training	3	synchronous online training
		Administrative staff				
4	Diversity and inclusivity culture in organisation. Part 2	Top and middle management	14	synchronous face-to-face training	7	synchronous face-to-face or online training
		Academic staff				
		Administrative staff				
5	Enhancing diversity and inclusivity culture	Top and middle management	36	synchronous face-to-face training	36	synchronous online training

6	Preventing discrimination and unconscious bias – orientation on knowledge and skills competencies improvement	Top and middle management	7	synchronous face-to-face training	0,5	short webinars
		Administrative staff				
		Academic staff				
		PhD students				
7	Building positive relationships and enhancing positive attitudes toward diversity at work. Part 1 – Conflict resolution	Top and middle management	14	synchronous face-to-face or online training	4	webinar or synchronous online training
		Teachers				
		Researchers				
		Administrative staff				
		PhD students				
		Students				
8	Building positive relationships and enhancing positive attitudes toward diversity at work. Part 2 – Ego states and units of recognition.	Top and middle management	14	synchronous face-to-face or online training	4	webinar or synchronous online training
		Teachers				
		Researchers				
		Administrative staff				
		PhD students				
		Students				
9	Building positive relationships and enhancing positive attitudes toward diversity	Top and middle management	14	synchronous face-to-face or online training	4	webinar or synchronous online training
		Teachers				
		Researchers				
		Administrative staff				

	at work. Part 3 – TA games	PhD students				
		Students				
10	Work-life balance. Part 1	Top and middle management	8	synchronous face-to-face or online training	2	online webinar
		Teachers				
		Researchers				
		Administrative staff				
		PhD students				
		Students				
11	Work-life balance. Part 2 - orientation of skills, competencies improvement	Top and middle management	8	synchronous face-to-face or online training	4	synchronous online training
		Teachers				
		Researchers				
		Administrative staff				
		PhD students				
		Students				
12	GEP Implementation. Part 1	Top and middle management	7	synchronous face-to-face training	4	synchronous online training
		Administrative staff				
		Academic staff				
13	GEP Implementation. Part 2	Top and middle management	7	synchronous face-to-face training	4	synchronous online training
		Administrative staff				
14	Gender and diversity dimensions in research and teaching	Top and middle management	12	synchronous online training	6	synchronous online training
		Administrative staff				
		Academic staff				
		PhD students				

15	Gender and diversity dimensions in research and teaching	Top and middle management	7	synchronous online training	7	synchronous online training
		Administrative staff				
		Academic staff				
		PhD students				

The adopted methodology suggested by the RESET does not only allow the creation of tools and content to train communities, but also ensures the sustainability of the approach, relying on the strength of the resources available at the university. This methodology allows the university to rely on its pool of teachers and researchers, and this has three advantages:

- The trainers have a high level of knowledge of equality and education issues, but also of the academic world - and particularly of the institution - and can adapt the content of the training courses to the audience and expectations.
- This avoids a need to call on external training services, which, in addition to having little knowledge of the specificities of the institution, are often costly solutions.
- Local trainers will be able to customize and adapt the content of the deliverables of WP4 to better fit the needs of each particular environment.

The timeline for the TTT is presented in Figure 1. It integrates a phase of collection of context-fit resources, two in presence sessions (in Bordeaux, France and Bochum, Germany –according to the calendar of the RESET Consortium meetings in 2023). In-between these in-person sessions, the training will be delivered with the help of online tools and consultations. GEP partners are set to start the pilot TTT sessions with selected target groups (teachers-researchers, top and/or middle management, students, administrative staff) in 2024 under the supervision and with assistance of UL.
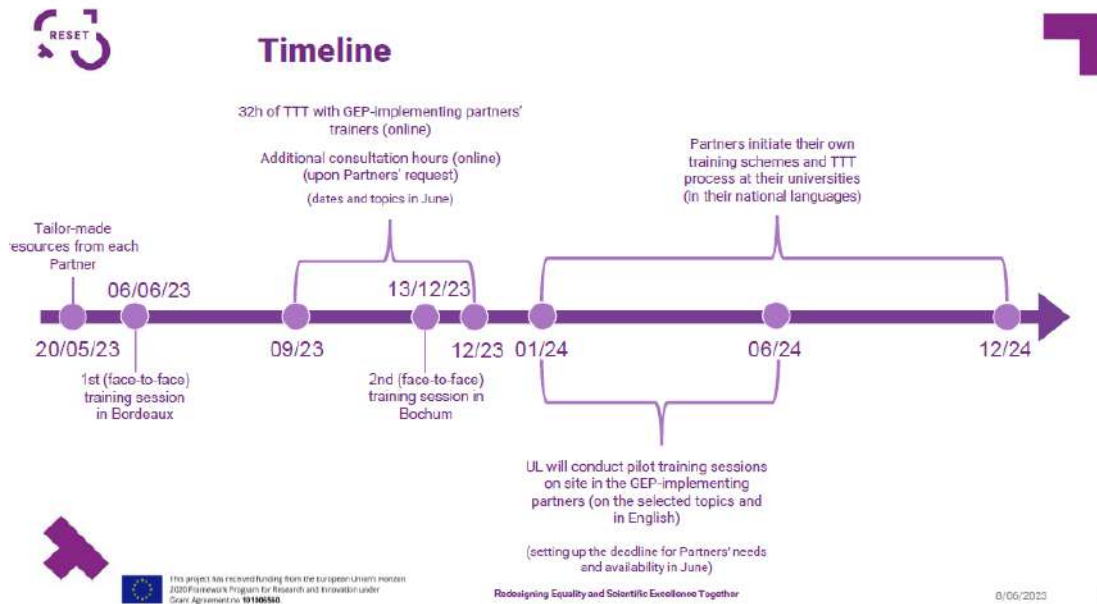
Figure 1 Timeline for the RESET TTT process for 2023-2024

2.3 Introduction to the RESET co-design approach

Besides being a part of the key methodologies applied in the RESET WP1 (design and implementation of the GEPs) and WP6 (acting upon governance and upgrading existing policy towards greater inclusiveness), co-design is applied for the design and execution of the internal training and capacity building sessions under the guidance from UOULU partner. This deliverable draws on the first "lessons learnt" from the co-design teaching (by UOULU) and application of co-design as a method for training and capacity building.

Within this approach, the UOULU partner began with introductory bilateral sessions with all partners, where they were able to share their experience and ideas for the further application of the co-design. Then UOULU trained representatives of RUB and UBx for the preparation and implementation of the co-design sessions within WP6 during the first year of the project (2021). The deliverable D9.2 Co-design starter kit (2021) sums up this process.

In 2022, in the framework of the RESET Consortium meeting in Oulu, the UOULU partners prepared and organized first physical co-design session aiming at better definition and scaling of the role of mentors. The data generated in this session enabled to identify various roles for the mentors in RESET: the listener; monitor; influencer; protector; inspirer; therapist; collaborator; police. Their collaborative analysis ended up in highlighting three significant needs for mentoring in RESET:

1) Consultation for venting, peer support, "therapy", harmony building, emotional interaction, safe space, identity development and reflection.
2) Collaborative consultation and experience sharing on practical topics (e.g. GEP2.0 development; roles in implementing gender equality in organizations; engaging communities in actions; sustainability of GEPs; co-design methodologies).

3) Mentoring hotline: availability, closeness, affinity.

Taking into consideration these results, mentor partners - UOULU and RUB decided to offer particular actions for each. For 1 and 2, they suggest online sessions and face-to-face sessions during the consortium meetings. Those will be organized twice a year. For 3, they suggest usage of the RESET Forum.

This approach is based on the understanding of the value and importance of sharing different experiences and perspectives in terms of consultation. Mentors will provide information and share their experiences with certain issues. The meetings however should be set around the exchange of ideas out of the group, creating a shared space for developing strategies to deal with difficulties, and providing group/peer mentoring and consultation.

Mentoring sessions online: topic for each of the online sessions is based on a discussion thread that is started in the Forum. The suggested time and duration are 90 minutes session on Thursdays' afternoon.

Using the RESET Forum (a space that is restricted to the RESET-team members) offers a possibility to share reflections and experiences on different topics. All users can utilise this space to provide consultation and express difficulties. The space can also serve to share links to all kinds of information that is related to the mentoring and consultation aspects. Mentors will also share their experiences and ideas and moderate the discussions, if necessary.

Mentoring sessions during consortium meetings: In each of the biannual consortium meetings, 90 minutes onsite mentoring sessions would be arranged. During the 2023 Consortium meeting, the co-design session was arranged in the form of "discussion tables" (15 min each) on the topic of the "Mobilisation of CoPs around the GIA tools" with the help of the "Wheel of power" tool.

The general methodology for running of the mentoring sessions is the following:

- **Orientation:** in the beginning, 15 minutes is reserved for orientation to the theme - person or team who initiated the topic will describe the problem and/or challenge that will be then jointly elaborated.
- **Consultation**: 60 minutes for consultative rounds - each participant will share one's own experiences on the theme or knowledge related to it.
- **Closing**: at the end of the joint session, 15 minutes is reserved for discussing and deciding the theme for the next time (all participants involved).

This methodology was applied and described in the section 3.14. The purpose of the suggested approach is to reinforce collaboration, enlarge competence and contribute to the confidence building of the core and extended teams.

3. Overview of RESET internal training and capacity building sessions

In order to provide the information on the RESET internal training sessions and capacity building actions, we present below a concise information on each activity, as well as its "critical review" in the form of "further exploitation" and "lessons learnt".

3.1 Ethics & GDPR – awareness raising session

The first RESET internal training session took place in May 2021 (5 months after the beginning of the project). The session was initiated by the WP9 leader responding to the need of a quick and efficient awareness raising on the content of 3 data- and ethics-related deliverables.

NAME	*ETHICS & GDPR IN RESET – AWARENESS RAISING SESSION*
DATE	May 21, 2021
FORMAT	Online session
DURATION	2 h
PARTNER IN CHARGE	University of Bordeaux, FRANCE
RELATED WP, TASK	WP9, T9.5, T9.6, T9.2
TARGET AUDIENCE	RESET project core team (13 participants)
OBJECTIVE	Inform partners and raise awareness on protection of personal data and potential ethical issues.
TOOLS AND/OR METHODOLOGY	• Oral presentation with a visual support • Padlet online tool – collection of inputs • Discussion • Notes by WP9 leader
SHORT DESCRIPTION	The programme of this capacity building and awareness raising session consisted in a presentation of the content of the deliverables – D9.5 (Data Management Plan) and two ethics deliverables (D10.1, D10.2); and presentation of a scheme for the data collection flow for GEPs in RESET. It was followed by a discussion of partners' concerns: anonymization, storage of data, implementation of the NextCloud Storage space, development of the RESET Gender Equality Awareness platform and a policy for incidental findings. In the end, partners were briefed on preparation of the Data Protection Amendment to the RESET Consortium Agreement and a Data Protection Impact Assessment for RESET data collections (for GEP 1.0, 2.0).
RELATED PROJECT'S RESULTS	1. D9.5 Requirements for the protection of personal data – Data Management Plan (2022) 2. D10.1 POPD – Requirement No.1 (2021) 3. D10.2 H – Requirement No.2 (2021)

FURTHER EXPLOITATION	This session was both a milestone in the speed-up preparation for data collection (in conformity with data protection and ethics regulations) and an unlocking element for all other tasks and actions of the project involving collection of personal data, namely, organisation of events, capacity building activities, conduction of interviews, co-design sessions etc.
LESSONS LEARNT	Organisation of a capacity building or awareness raising activity related to the management of data or ethical implication of the research/data collection is an imperative for any institution launching the design of the Gender Equality Plan. It aims to inform, empower and equip stakeholders with theoretical and practical knowledge on approaching the subjects of General Data Protection regulation (GDPR), data management and procedure for an informed consent (Fig. 2).

Figure 2 RESET guidelines for an informed consent (Ethics & GDPR in RESET – awareness raising session, 2021)

3.2 Building capacities for sustainable change and self-monitoring

Another theme that was the subject of training early in the project concerns the conditions for sustainable change within organisations. It responds to the need to equip partners with a common background with regard to the delivery of sustainable changes for gender equality and integrating the gender dimension, and to building up internal monitoring capacities for GEP follow up. Elaborating upon the vast experience of the monitoring and evaluation partner - ScPo Paris in conducting, supporting and evaluating such change processes, a full-day capacity-building session was delivered online in June 2021, drawing key lessons from available experience and

knowledge for strategically shaping pathways to changes (defining the right timing and actions; co-designing partners' impact pathway; identifying the steps on how to deliver change). This thematic workshop aimed at enhancing GEP teams' and GEB members' capacity to effectively deliver structural change towards gender sensitive and inclusive research organizations.

During this session, working definitions of key concepts were introduced and a broader picture of gender inequalities and bias in the academia was discussed, also highlighting the step-by-step approach to GEP set up in the GEAR tool. Additionally, various instruments inspired from co-design methodologies applied in Gender Equality projects in the academia were briefly presented, and participatory methods were mobilised.

NAME	*BUILDING CAPACITIES FOR SUSTAINABLE CHANGE AND SELF-MONITORING*
DATE	15 June 2021
FORMAT	Online
DURATION	6 h
PARTNER IN CHARGE	ScPo Paris, FRANCE
RELATED WP, TASK	T9.2, T2.1, T2.2
TARGET AUDIENCE	RESET extended teams and GEB members (17 participants)
OBJECTIVES	1. Outline the broader picture of gender inequalities and bias in the academia 2. Equip GEP teams and GEB members with background knowledge on structural change 3. Introduce GEP design and implementation as a step-by-step process (Fig 3: tools for STEP: Gender analysis) 4. Highlight key success drivers and the role of (self-) monitoring and evaluation through designing impact pathways.
TOOLS AND/OR METHODOLOGY	• Lecture part + interactive sessions • Buzz sessions: "Cause diagram", "Journey map", Design your own impact pathway! (Fig. 4) inspired from design methods and organisational change literature • Feedback session • Evaluation questionnaire
SHORT DESCRIPTION	The workshop provided a generic introduction to the subject of institutional change towards gender equality and diversity. It was comprised of a lecture part covering key aspects of structural change in research and the academia, and of two hands-on sessions devoted to problems diagnosis and stakeholders' mobilization

	(1) and to designing impact pathways at each partner (2), based on WP2 Theory of Change approach.
RELATED PROJECT'S RESULTS	1. Monitoring and Evaluation Plan (2021) 2. Checklist for GEP monitoring and evaluation (2021)
FURTHER EXPLOITATION	The workshop enabled an efficient onboarding of GEB members at the project level (first online encounter) and common reflection on the local institutional challenges and designing of an impact pathway. It allowed an adjustment of the first version of D2.1 (Monitoring and Evaluation Plan).
LESSONS LEARNT	This workshop took place 6 months after the beginning of the project, where members of the local project (extended) teams and GEBs were able to grasp main ideas pushing for institutional change in the EU's HEIs. Although all local teams made an attempt to design their first versions of the impact pathway, the event took place during the data collection phase of the project. It will be useful to repeat this exercise (under the supervision of WP2 leader) for GEP 2.0 and provide partners space for sharing their feedbacks.

Figure 3 Step 2 of the GEP process: tools for gender analysis
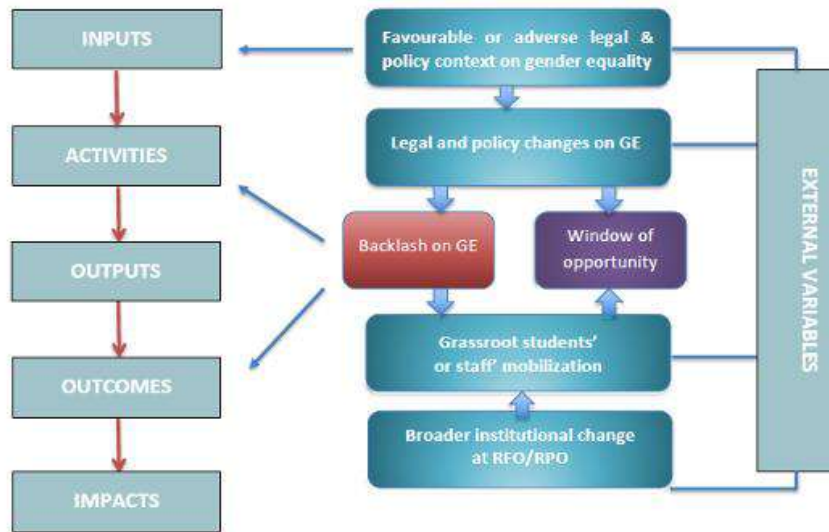
Figure 4 Design your own impact pathway!

3.3 Workshop - introduction to GIA

One of the main training tools, specifically concerning research, is the GIA, to which a workshop has been dedicated. Initially foreseen in the month 5 of the project in the format of an online training for partners, this workshop was delayed for July (month 7) in order to provide sufficient time to all partners to consult GIA guidelines toolkit.

NAME	*INTRODUCTION TO GENDER IMPACT ASSESSMENT (GIA)*
DATE	08 July 2021
FORMAT	Online workshop
DURATION	1,5 h
PARTNER IN CHARGE	University of Oulu, FINLAND
RELATED WP, TASK	WP7
TARGET AUDIENCE	RESET extended teams (including CoPs)
OBJECTIVE	1. Acknowledge partners with a subject of Gender Impact Assessment, its application in the context of HEIs and GE policy making 2. Discuss content and objectives of GIA guidelines
TOOLS AND/OR METHODOLOGY	• Lecture

- Feedback session

SHORT DESCRIPTION	This workshop began with an information on the background of GIA (history of application in Europe) and introduction to the strengthened provisions for GE in Horizon Europe (gender dimension in the research content and GEP as an eligibility criterion). Then it continued with an accent on terms ("sex", "gender", "intersectionality") and pathway for institutionalization of GIA (Fig.5). It was followed by a discussion on the operationalization of GIA tools, namely concerning the diversity in teams, gender integration to the scientific disciplines and content of the research and institutional policies and structures (as GIA CoPs – Fig. 5) mainstreaming gender equality.
RELATED PROJECT'S RESULTS	1. Gender Impact Assessment (GIA) Guidelines (2021) 2. GIA checklist and protocol in all project languages (2021)
FURTHER EXPLOITATION	Outputs of the discussion contributed to the co-design of the GIA checklist (September 2021). However, its major outcome was the identification of a need to further provide training and capacity building activities dedicated for mainstreaming of GIA and tackling of resistances.
LESSONS LEARNT	Local GIA CoPs differ in structure and size and further mobilization is required (including application of the co-design for GIA tools: a protocol and checklist).

Figure 5 Pathway for institutionalization of GIA and GIA CoPs (RESET Introduction to GIA, 2021)

3.3 Workshop - RESET contextualization: a better understanding for all partners

The need to gain a better understanding of the local contexts has quickly became apparent for the coordinator. The idea of a dedicated online workshop was launched by the WP9 leader – after analysis of the RESET setup and tasks adaptation: namely, we noticed that some partners struggle

with the identification of the common approach, as contexts and local settings are often different. This activity provided an insight for the common framework to assess needs and capacity gaps.

NAME	*RESET CONTEXTUALIZATION: A BETTER UNDERSTANDING FOR ALL PARTNERS*
DATE	20 July 2021
FORMAT	Online session
DURATION	2 h
PARTNER IN CHARGE	University of Bordeaux, France
RELATED WP, TASK	T9.1, T9.2, T9.4, T8.7
TARGET AUDIENCE	Members of the RESET core team (10 participants)
OBJECTIVES	1. Highlight political, institutional and cultural context, in which RESET is being implemented at each university. 2. Understand obstacles or levers for the local project's implementation. 3. Provide a better understanding of differences & similarities among the partners' countries and local settings, which may affect the development of RESET.
TOOLS AND/OR METHODOLOGY	• Oral presentation with a visual support • WooClap online tool – collection of inputs • Padlet online tool - collection of inputs • Notes • EIGE and SheFigures sources (2019)
SHORT DESCRIPTION	This workshop started with a presentation of countries' (EIGE, SheFigures) and universities (RESET data) local contexts (Fig.6). The presentation with a comparison of countries and universities was completed by the collection of inputs from partners - with the help of online tools and moderation of discussion. In the end, partners were able to share their strategies for reaching out and mobilizing the local top management (especially for the endorsement of the RESET Joint Statement for equality, diversity and excellence in research – D6.5).
RELATED PROJECT'S RESULTS	1. D8.5 RESET policy brief (2022) 2. D9.4 Project implementation logbook (2022)

FURTHER EXPLOITATION	This session was useful to better understand the stakes and challenges of each partner, which in its turn, provides better coordination and tailoring of actions and tasks. The outcomes of this workshop were included in the elaboration of the D9.4 Project implementation logbook (2022) and D8.5 RESET policy brief (2022).
LESSONS LEARNT	In order to run such workshop, the team in charge has to be attentive to establish the atmosphere of general benevolence and trust (inform on the confidentiality measures). Another point of attention is the right timing: as the session took time in the summer period, some partners were absent (UBx interviewed them bilaterally).

Figure 6 Portugal - local context (RESET, 2021)

In general, all partners have to be careful with the evaluation of the local context: while some elements (social movements, resistances, backlash or indirect opposition) may be absent in the local setting, they may be present at the national scale or appear due to/after political/institutional elections. The external factors (economic, war crisis or pandemic) can be used to deny the relevance of GE measures.

3.4 Capacity building sessions – Scientific excellence

Figure 7 RESET Banner for the capacity building session on Scientific Excellence (2021)

The notion of scientific excellence is central to RESET and has been the subject of two separate training sessions. This capacity building activity on scientific excellence (Fig. 7) was one of the steps in the process of redefinition of the scientific excellence within the RESET (Task in WP6 under the lead of UBx). It was preceded by a series of interviews with UBx local stakeholders (Vice-President for Strategy, responsible persons for the implementation of excellence initiatives a.o.) and integrated two separate sessions (first – awareness raising and discussion-oriented; second – decision making and preparation of the deliverable D6.5).

NAME	*CAPACITY BUILDING – SCIENTIFIC EXCELLENCE*
DATE	19 November 2021, 18 January 2022
FORMAT	Online session
DURATION	2h 30; 2 h
PARTNER IN CHARGE	University of Bordeaux, FRANCE
RELATED WP, TASK	T6.5, T6.6, T9.2
TARGET AUDIENCE	RESET extended teams; GEB members, members of the RESET Advisory Board (23 participants – session in November, 8 participants – session in January)
OBJECTIVES	1. Present RESET results on the task dedicated to the redefinition of scientific excellence (making evaluation systems more inclusive) 2. Discuss issues of meritocracy, gender and (un)conscious bias 3. Define RESET strategy for redefinition of scientific excellence and initiate drafting of the RESET Joint Statement on equality, diversity and excellence in research

TOOLS AND/OR METHODOLOGY	• Oral presentations with a visual support • WooClap online tool – collection of inputs
SHORT DESCRIPTION	The session held on Nov 19, 2021 included an introduction on the notion of excellence from a gender perspective by M&E partner – ScPo. It was followed by a presentation by Pat O'Connor (member of the RESET Advisory Board) on "Problematizing Excellence as a Legitimating Discourse" and completed by the review and discussion of the results of the RESET (WP6 and Focus Groups in WP1 – Fig. 8). The second part of this capacity building strategy (8 participants) was organized as a workshop. It took place in January 2022 and continued the initiated discussions within the core team of the project.
RELATED PROJECT'S RESULTS	1. RESET Joint statement on our engagement for equality, diversity and excellence in research (2021)
FURTHER EXPLOITATION	Due to this two-session approach, partners were able to agree that RESET should target not only criteria and indicators for the evaluation of the scientific excellence at the individual level (recruitment, career progression, prizes etc.), but also consider the assessment of academic or collective excellence, which influences the distribution of funding and provision of resources (Fig.9). The main impact of this capacity building session is the production of a draft (then a final version) of the RESET Joint statement on our engagement for equality, diversity and excellence in research
LESSONS LEARNT	Instead of running one long capacity building activity (half a day), the action was divided into parts, which allowed integration of variety of inputs (institutional stakeholders, members of the GEBs, RESET Advisory Board) without overwhelming the audience with information. This approach also allowed a progressive preparation of sessions and a high quality of discussions (according to the direct feedback from multiple participants after the events).

Figure 8 RESET Focus Groups in WP1 - Main perception of scientific excellence

Figure 9 RESET pathway to definition of excellence (2022)

3.5 Webinar - Crossed views on gender-based violence

Figure 10 RESET Banner for the webinar on GBV (2021)

Reaching out to the PhD community and raising awareness and combating Gender-Based Violence (GBV) are two key tasks for the RESET. As part of an internal reinforcement benefiting from ongoing research, these tasks have taken the form of a webinar (Fig. 10) providing a cross-section of views on GBV. An organization of this webinar was initiated with an aim to combine multiple tasks of the RESET project:

- Draw attention to the International Day for the Elimination of Violence against Women

- Provide an occasion for PhD students to present their research about gender-based violence (to draw a comparison, observe the subject from the perspective of different scientific fields, and value the work and contribution of PhD students) and launch an approach for the creation of a network for early career researchers.

- Invite some external experts (via ENLIGHT EU Alliance, RUB network and a sister project – UniSAFE).

NAME	*CROSSED VIEWS ON GENDER-BASED VIOLENCE*
DATE	25 November 2021
FORMAT	Webinar
DURATION	2h 30

PARTNER IN CHARGE	University Of Bordeaux, FRANCE with the support of Aristotle University of Thessaloniki, GREECE
RELATED WP, TASK	T5.2, T6.3, T8.2, T8.4, T8.5, T9.2
TARGET AUDIENCE	Open to the large audience (60 participants): PhD Students, researchers, project members, administrative staff.
OBJECTIVES	1. Unite different experts in the field of the gender-based violence and share knowledge in a multidisciplinary and international perspective 2. Engage in a synergy with another GE project – UniSAFE (joint communication campaign) 3. Launch process of the institutional capacity building by discussing the subject of GBV
TOOLS AND/OR METHODOLOGY	• Lectures • Q&A sessions
DESCRIPTION	The event was divided into two sessions; speakers dedicated the first one to the presentation of PhD thesis, and the second to the European project and Higher Education Institutions that act against Sex and Gender-Based Violence.
RELATED PROJECT'S RESULTS	D5.2 Report on the RESET network's structural engagement against sexual harassment through the work of new or enhanced units (2023)
FURTHER EXPLOITATION	• Potential action for a GEP: creating an online course on sexual harassment (presentation from the University of Basque Country). • Insights to the main tendencies, institutional support practices and local issues related to the subjects of individual or a virtual consent and GBV at the institutions (presentations of PhD students). • All speakers shared their experience on common difficulties that were already observed at the RESET institutions: lack of policy support, difficulty to address sexual harassment and draw awareness; question of anonymity, lack of knowledge of facilities, definitions, laws. • Importance of creating (inter)national and multidisciplinary networks with stakeholders from different fields (law, medical, social etc.) to share experience and support each other. • Importance of institutional support and communication on gender-based violence - need to run a dedicated event on the annual basis • Importance of analysing gender-based violence through the lenses of both qualitative and quantitative data.

LESSONS LEARNT

Participation in this webinar required a registration and provision of certain personal data: name, surname and preferably – professional or institutional email, as well resources in terms of organization of the registration and preparation of the consent forms.

Two meetings were set between UBx and AUTh for the communication strategy (Fig. 11). AUTh created visual support to share on social media, universities' and project's websites. Communication campaigns began 3 weeks in advance. According to the results of the survey, the best dissemination channel is an email.

There were huge disparities in terms of registration and actual participation (1/3 of the registration).

Despite an important loss of number of attendees compared to the registration statistics, the event went well. The duration was also seen as appropriate. Nonetheless, the content might be seen as rather specific: namely, the PhD researchers used a very technical vocabulary, and the topic might not have reached a large number of attendees outside of the academic world.

The diversity of the speakers' professional profiles was highly appreciated. The webinar integrated a wide vision of issues related to the GBV. In general, the mix of different stakeholders and the fact of drawing links between them goes in line with the goals of RESET.

In terms of moderation, we applied some techniques to keep the public's attention, such as short polls (prepared in advance by the speakers).

Figure 11 Part of the presentation of the RESET Webinar "Crossed views on GBV" (2021)

3.6 GEPs of mentors

The experience of the mentors is valuable to increase partners' confidence in their own abilities. A capacity building session was suggested by the UBx after the results of the Consortium meeting in December 2021 (discussion of GE Survey Data Reports (D1.2). It was evaluated that a long-term mentor experience in GEP drafting and implementation can have a positive and reassuring effect on RESET GEP implementing partners.

NAME	*GEPS OF MENTORS*
DATE	19 January 2022
FORMAT	Online session
DURATION	2 h
PARTNER IN CHARGE	University of Bordeaux, FRANCE; University of OULU; FINLAND; Ruhr University Bochum, GERMANY
RELATED WP, TASK	T9.2, T1.4, T2.2
TARGET AUDIENCE	RESET GEP implementing partners – core teams (16 participants)
OBJECTIVE	To review RESET GEP drafting process from the perspective of mentors and relying on EIGE sources
TOOLS AND/OR METHODOLOGY	• Presentations • Feedback & discussion
SHORT DESCRIPTION	The structure of the event included an introduction from the coordinator with a review of EIGE suggestions for potential GEP measures and alliances with local stakeholders. Then RESET mentor partners explained their approaches and best practices (Fig.12) for local GEP co-design. It was ended by a discussion with all partners.
RELATED PROJECT'S RESULTS	1. GEPs 1.0 (2022) 2. Project implementation logbook: mid-term edition (2022)
FURTHER EXPLOITATION	Recommendations for GEPs: • Partners have to make sure that their GEPs are as visible as possible. GEPs do not have to be too rigid and detailed. • The GEP of RUB contains 5 fields of actions: Governance; Students; Scientists; Campus Culture; Science Support (Fig. 13). The length is approx. 40 pages with annexes for data. Due to the recent evaluation results, RUB's GEP requires inclusion of some qualitative measures. At RUB, GEP's re-drafting process includes heads of administrative departments: they are "confronted with" the

	data linked to the corresponding structures. It is important to clarify the division of responsibilities, set up the monitoring plan and evaluation periods, as well as to define the goals and their timing clearly. • GEP of UOULU: a study report was issued by the Ministry of Education and Culture: a researcher went through all national GEPs. According to the new proposal, GEPs in Finland have to be updated every 2 years. The GE measures should be "active" and designed in collaboration with staff and students. University is a HEI (not just a workplace), so there should be a knowledge on equality and non-discrimination. This session opened a deeper discussion on inclusion of students to more personnel-oriented scope of the RESET GEPs.
LESSONS LEARNT	All GEP implementing partners later acknowledged an importance of this mentor-mentee exchange for the GEP design (bilateral interviews with the coordinator within the preparation of the D9.4 Project implementation logbook: mid-term edition (2022). The exchange was also beneficial for mentor partners: they highlighted RESET attention to the collection of data in the GEP process and attention to the intersectional perspective.

Figure 12 GEP of OULU - best practices (GEPs of mentors, 2022)
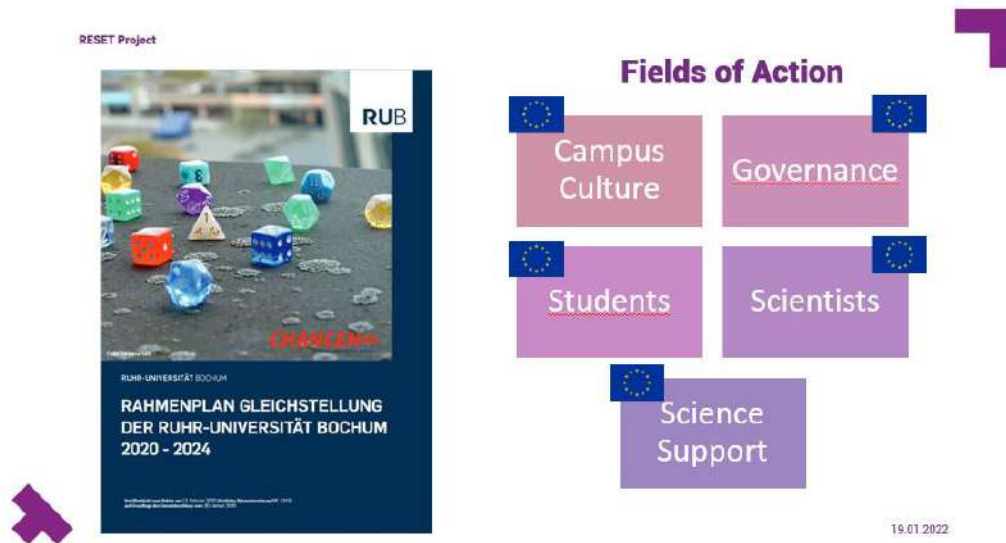
Figure 13 GEP of RUB and its areas (GEPs of mentors, 2022)

3.7 Capacity building "Gender-based violence in academia" for GEBs

The issue of how higher education institutions deal with sexual and gender-based violence is both central and complex, and must necessarily be addressed by the central players or those concerned with the policy of equality within each university. The mobilisation of the GEBs on this issue appears decisive. The members of GEBs and, more broadly, the agents of change occupying a strategic position within the institutions have to take up the issue of sexual and gender-based violence as a crucial subject for training.

According to the RESET M&E partner, it is key for the project's core teams to engage GEB members with the fundamental building blocks of the project, including co-design methodologies, and to ensure that GEB members actively contribute to the implementation of Gender Equality Plans (1.0), bringing additional organizational knowledge in, and strengthening the accountability of their members. This process can be achieved through training and capacity building activities delivered at consortium level locally, but also through networking GEBs among each other, as a Community of Practice of gender equality practitioners. The co-design and capacity-building session organised at the University of Bordeaux on 12 October 2022 was one of the building blocks contributing to the establishment of the GEB network, particularly on this theme.

NAME	*GENDER-BASED VIOLENCE IN ACADEMIA*
DATE	12 October 2022
FORMAT	Co-design and capacity building session (in presence)
DURATION	2h-2h30

PARTNER IN CHARGE	University of Bordeaux, FRANCE
RELATED WP, TASK	T5.2, T9.2, T1.5
TARGET AUDIENCE	Members of the local Gender Equality Boards (24 participants at UBx)
OBJECTIVES	1. Inform GEB members on the situation about GBV and discrimination in the EU, in the country and at the RESET universities. 2. Mobilize GEB members and make them reflect on their practices. 3. Train GEB members on definitions of GBV and discrimination. 4. Demonstrate that GBV and discrimination are topics that concern everyone at university. 5. Proceed with a definition and adoption of a common RESET standard and shared good practices.
TOOLS AND/OR METHODOLOGY	• Presentations • SWOT analysis on how the university tackles GBV • Sharing of a communication tool "alertometre" • Game targeting to assess comprehension of discrimination • Feedback and discussion
SHORT DESCRIPTION	The design of this session was developed by the University of Bordeaux (in charge of the task T5.2) and the pilot session was successfully run with the members of the local GEB. Afterwards, the format and preparation materials were shared with all partners in the form of a specific toolkit. The content of the session included presentations from the legal service, Gender Equality Officer, persons responsible for the units tackling GBV and discrimination, RESET teams. They were completed by two interactive workshops and discussions.
RELATED PROJECT'S RESULTS	D5.2 Report on the RESET network's structural engagement against sexual harassment through the work of new or enhanced units (2023)
FURTHER EXPLOITATION	U.PORTO and UL were able to adapt the methodology and reproduce this capacity building session with their GEBs. The inputs from this session were integrated to the content of the RESET deliverable D5.2 Report on the RESET network's structural engagement against sexual harassment through the work of new or enhanced units, 2023.
LESSONS LEARNT	The members of the GEB at UBx appreciated the combination of presentations and more interactive formats (the workshop on SWOT analysis and the game).

Working together in small groups (SWOT matrix and a game format) makes participation and collaboration more engaging for stakeholders: people who are not used to work together can share their experiences and reflect together on best practices.

3.8 Webinar #RESET your research project with gender – November 2022

Figure 14 Promotion of the RESET webinar at the University of Lodz, Poland, 2022

At the RESET Consortium meeting in Thessaloniki (Greece, 2022), all partners discussed a need to continue project's capacity building and training activities concerning a subject of gender integration into research. This dimension is at the heart of WP7 and also of the redefinition of the notion of scientific excellence, as its implementation implies addressing a public of researchers as well as research support services. An event open to large audience (Fig.14) would enhance RESET local and international visibility, contribute to GEPs' implementation (a compulsory area with measures) and implementation of the task T7.3.

NAME	*WEBINAR #RESET YOUR PROJECT WITH GENDER*
DATE	15 November 2022
FORMAT	Webinar
DURATION	2h30
PARTNER IN CHARGE	University of Bordeaux, FRANCE, University of Oulu, FINLAND
RELATED WP, TASK	T9.2, T7.3
TARGET AUDIENCE	Open to large audience (7 speakers, 70 participants; 219 registrations)
OBJECTIVES	1. Equip researchers with tools and methodology on how to integrate gender into their research (particularly, to acknowledge some practical aspects) 2. Explain requirements of Horizon Europe (gender integration into research)

	3. Provide support for the use of the RESET GIA checklist.
TOOLS AND/OR METHODOLOGY	• Presentations of case studies • Q&A session • Evaluation questionnaire • Recording of the session
SHORT DESCRIPTION	The webinar included presentations from representatives of the European Commission and researchers who succeeded in the submission of gender-sensitive project proposals for European funding calls (Fig. 15). The members of the RESET team presented tools developed in the project, such as a checklist and guidelines for Gender Impact Assessment (Fig.16) Members of the audience were able to have an insight into gender integration in different fields of study and phases of a project, as well as ask their questions and receive some tips during the Q&A session.
RELATED PROJECT'S RESULTS	1. D7.3 RESET GIA Implementation report (2023) 2. D2.3 Interim Monitoring report (2023) 3. D8.6 RESET Policy brief #2 (2023)
FURTHER EXPLOITATION	This event represents a starting point in a series of further capacity building events (namely by ScPo Paris) dedicated to GIA and gender integration into particular disciplines. The webinar's video is available on YouTube (https://youtu.be/NUyVDkZ3F5E) and has 264 views (consulted on June 16, 2023). UL RESET team was reached out to by other research departments of the UL (biology departments) and various partners and living labs from the FEAST project about the application of GIA checklist. After analysis of all cases presented at the webinar, all RESET partners agreed that the produced knowledge has to be sex and gender-sensitive, but also intersectional. The UOULU teams set co-design sessions with all partners to co-design the GIA checklist adapted to different fields and produce a shorter version (a GIA quiz). One of the indirect outcomes of this webinar is that AUTh, U.Porto and UBx succeeded in the institutionalization of the GIA tools at their universities (endorsement by relevant authorities).
LESSONS LEARNT	For the dissemination purpose, AUTh suggested to send invitations to all labs and relevant university services; share the invitation with sister projects/other projects and inform the funding agency. WP7 leader has to carry out on-site capacity building activities on GIA and co-design methodologies to foster their appropriation, whereas CoPs should be actively involved in tailoring GIA instruments to institution. According to the results of the registration, most of people learnt about it through their colleagues, peers.

Results of the event survey reveal that a question "Are you interested to participate in the similar type of events organized by RESET (e.g. on gender in STEM field/ gender and medicine)?" had 32 positive answers and 11 probably (there were no "no" answers).

Results of the post-event survey (7 participants; among which 1 – very satisfied, 5 – satisfied and 1 – dissatisfied with the event) also reveal that all participants appreciated the variety of case studies and disciplines. Their recommendations include:
- Provide more time for discussion.
- Make the video available on the YouTube video at the earliest opportunity

Other "lessons learnt" include:
- consent forms and reminders on recording before and during the session
- reminder on the webinar for participants 1-2 days before the event
- design of post-webinar communication/evaluation in advance
- promotion through European media (press releases and requests)
- Q&A after each presentation.

Figure 15 Examples of cases studies by RRI projects - FEAST and CASA (Webinar #RESET your research project with gender, 2022)

Figure 16 Excerpt from the GIA checklist (Webinar #RESET your research project with gender, 2022)

3.9 Gender dimension in research – workshop by ScPo

Given the importance of the "gender in research" dimension in RESET and to equip project teams, GEB members and other change agents with capacities in this realm sufficiently early in the project (e.g., prior to the pilot testing of dedicated modules foreseen under WP4), capacity building sessions were delivered both at consortium and partners' level, both online and in person/on-site.

At consortium level:

The activity took place within the programme of the RESET Consortium meeting at the University of Oulu (28 November 2022), showcasing the relevance of case studies for increasing researchers' capacity to integrate the gender dimension from research design, and complementarily to the use of the GIA checklist.

NAME	*GENDER DIMENSION IN RESEARCH*
DATE	28 November 2022
FORMAT	Workshop (in presence)
DURATION	1h 30
PARTNER IN CHARGE	ScPo Paris, FRANCE
RELATED WP, TASK	T9.2, T7.1, T2.6
TARGET AUDIENCE	RESET core team (15 participants)
OBJECTIVES	1. Enable RESET members to get acknowledged and analyse case studies from various disciplines in order to contribute to the further co-design of the context-specific GIA tools 2. Mobilize experience and knowledge sharing from the WP7 leader – UOULU
TOOLS AND/OR METHODOLOGY	• Case studies • Discussion in groups • Q&A and feedback
SHORT DESCRIPTION	The short hands-on workshop session held in Oulu was devoted to integrating the gender dimension in research through the use of case studies selected from different RESET partners' projects.
RELATED PROJECT'S RESULTS	1. D7.3 RESET GIA Implementation report (2023) 2. D2.3 Interim Monitoring report (2023)

FURTHER EXPLOITATION	The results of this session contributed to the further co-design of GIA tools – namely, their adaptation to different contexts and disciplines. The case studies approach was also implemented during the longer capacity-building sessions held at partner universities during the M&E partner onsite visits in October 2022 (UL) and spring 2023 (UL, AUTh and U.PORTO).
LESSONS LEARNT	The dynamic of the "in person" workshop was positively evaluated by all participants (Fig.17). Partners are eager to appropriate the methodology and the toolkit (case studies and GIA tools) to multiply this workshop locally.

Figure 17 RESET GIA workshop (Oulu, 2022)

At partners' level:

Seizing the opportunity of on-site visits planned as part of WP2, ScPo offered RESET partners to deliver gender in research-focused capacity-building sessions for their core teams, GEB members, and research communities. A pilot session was first delivered for the Science Center of UL in October 2022, and 3 longer (four hours) sessions delivered at UL (March 2023), AUTh (03.2023) and UPorto (05.2023). A fourth session set in Bordeaux was postponed due to the national strike disrupting transport until April 2023.

NAME	***GENDER DIMENSION IN RESEARCH***
DATE	11 Oct. 2022 (UL), 16 March 2023 (UL), 3 1 March (Auth), 30 May 2023 (UPorto)
FORMAT	Workshop (in presence)
DURATION	1h30 (2022) / 4h (2023)
PARTNER IN CHARGE	ScPo Paris, FRANCE

RELATED WP, TASK	T9.2, T7.1, T2.6
TARGET AUDIENCE	RESET teams, GEB members, Research offices managers, Researchers, PhD students (14-36)
OBJECTIVES	1. Provide an introduction to gender bias in research organizations and knowledge production 2. Highlight current trends in gendering research projects and programs in the European Research Area 3. Enhancing capacities for including the sex and gender dimensions throughout research projects, from design to dissemination
TOOLS AND/OR METHODOLOGY	• Lecture style introduction to gender inequalities in research, followed by Q&A • Case studies • Discussion in groups and plenary • Q&A and feedback
SHORT DESCRIPTION	Tested under similar projects, and further tailored to RESET partners in terms of examples and case studies and of the use of the GIA checklist, these sessions are based on the updated version of the toolkit for gender integration in EU-funded research, highlighting the new paradigm set by the Horizon Europe eligibility criterion. Participants are presented various working definitions about gender and diversity, as well as recent data supporting the diagnosis of the status quo. The more hands-on and interactive part of the workshop is based on case studies similar to the ones presented in the shorter activity conducted at consortium level, which participants work out in sub-groups and discuss in plenary.
RELATED PROJECT'S RESULTS	D7.3 RESET GIA Implementation report (2023)
FURTHER EXPLOITATION	These sessions are part of the broader contribution of ScPo to transferring capabilities for sustainable change during the earlier GEP implementation phases, in anticipation for the more comprehensive capacity-building program under WP4. They were also conceived both as a complement to GIA implementation and an opportunity for stakeholders' engagement beyond GEP teams.
LESSONS LEARNT	These sessions prove to be efficient for services and individual researchers involved in research projects design, to increase their ability to integrate the gender dimension and to cope with newly established selection criteria. Tailored selections of case studies from recently submitted EU-funded and nationally funded projects provide an opportunity for real life exercises. Levels of participation also reveal the capacity of RESET teams to mobilise stakeholders locally. From this

point of view, the participation of nearly 40 researchers and research support staff from various faculties at UPorto, was an opportunity to reach out the whole organisation.

RESET Project

Invisibilising women in research and the academia

MATHILDA EFFECT

Coined by Margaret Rossiter, refers to the systematic invisibilisation of women's contributions to science.

Figure 18 Caption of capacity-building session on gender in research

RESET

INTEGRATING GENDER IN RESEARCH - CASE STUDIES EXERCISE

FRONTSH1P

A FRONTrunner approach to Systemic circular, Holistic & Inclusive solutions for a new Paradigm of territorial circular economy.

FRONTSH1P is a European circular economy project that started on 1 November 2021. It is funded by the European Union under the Horizon 2020 programme.

The project is centred in the Polish region of Łódzkie. A region that on the one hand, traditionally heavily relies on coal extraction, and on the other hand, has pioneered circular (bio)economy since the early 2000s. The region has always been in the forefront of innovation and has become one of the leading regions in the field of circular economy. In the next 4 years, FRONTSH1P will contribute to further the green and just transition of the Łódzkie region away from its current linear economic foundation, towards the region's decarbonisation and territorial regeneration. It will do so by demonstrating four Circular Systemic Solutions. Each circular systemic solution targets an economic sector that is aiming towards decarbonisation: Wood Packaging, Food & Feed, Water & Nutrients, and Plastic & Rubber Waste. Each developed circular systemic solution will furthermore be highly replicable.

A feat that will be proven during the project by their implementation in four other European regions: Campania (Italy), Sterea Ellada (Greece), Norte(Portugal), and Friesland (the Netherlands). Through the development of the circular systemic solutions, FRONTSH1P will create Circular Regional Clusters that involve a wide range of local, regional, and national stakeholders, both from the public and private spheres, guaranteeing that no one will be left behind. We are a team of 34 partners from 9 European countries. We are comprising public regional authorities, both large and small and medium enterprises, research institutions and technology centres, NGOs, and European associations. Therefore, we are ourselves a well-balanced consortium already representing key stakeholders within the value chain of circular economy and the identified fields targeted by the circular systemic solutions

Figure 19 Example of case study used

3.10 Institutional systems dealing with GBV

As already mentioned, the commitment of partners in the fight against gender-based violence is at the heart of the cultural change targeted by RESET, justifying an increase in training activities on this theme. This capacity building session corresponds both to the task of WP5 – *Upscaling and coordinating RESET institutional systems tackling sexual harassment, sexual violence homophobia and other discriminations* and WP9 – *Implement internal mentoring and training activities to ensure good practice exchange among partners*, as it combines the need to apply more co-design solutions to achieve common results and learn experience of experts or similar projects. The session organised in February 23 was prompted by the importance of this issue.

NAME	*INSTITUTIONAL SYSTEMS DEALING WITH GENDER-BASED VIOLENCE: DATA AND ETHICS RELATED ASPECTS*
DATE	02 February 2023
FORMAT	Capacity building & co-design session (online)
DURATION	2 h
PARTNER IN CHARGE	University of Bordeaux, FRANCE
RELATED WP, TASK	T5.2, T9.2
TARGET AUDIENCE	RESET extended teams and 2 external speakers (28 participants)
OBJECTIVES	1. To discuss issues related with personal data, anonymity, ethics and management of institutional units tackling GBV and discrimination 2. To contribute to the development of the RESET common "standard" for tackling GBV and discrimination
TOOLS AND/OR METHODOLOGY	• Presentations • Q&A session • "Speed boat" co-design session
SHORT DESCRIPTION	The session started from the presentation of definitions and objectives. The first inputs were provided by a member of the (sister) project - UniSAFE on the integration of the ethical consideration in their project. It was followed by the presentations by RESET partners: "Anti-discrimination procedure" at the University of Lodz (Fig. 20), adaptation of the institutional report unit to the update in the French law at the University of Bordeaux (Fig. 21) and insight on the technical aspects of creating an online portal for the report of discrimination and GBV at the University of Porto. This part was completed by the inputs from the RESET Ethics Advisor, who shared her expertise and experience

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	concerning the issues of Ethics and anonymity in institutional systems tackling GBV and discrimination. The second part of the capacity building session was dedicated to the co-design of the RESET process for a common standard for these units (see Fig.21 – "Speed boat").
RELATED PROJECT'S RESULTS	1. D5.2 Report on the RESET network's structural engagement against sexual harassment through the work of new or enhanced units (2023) 2. Final report on ethics in the context of RESET and guidance for upcoming similar projects (2024)
FURTHER EXPLOITATION	Partners were able to assess and discuss their difficulties, opportunities, threats, goals and reflect on their roles (both as RESET teams and "institutions"). The results of this session contributed to the conception of the deliverable D5.2 Report on the RESET network's structural engagement against sexual harassment through the work of new or enhanced units (2023). The "Speed boat" co-design method was re-applied for another co-design session (under WP6). This session also contributed to the creation of inter-institutional contacts and provision of support on the matter of technical implementation of the reporting portal (transfer of knowledge).
LESSONS LEARNT OR OBSERVATIONS	The system of division of the session into two parts: lecture-type and co-design session was highly appreciated in the feedback of participants.
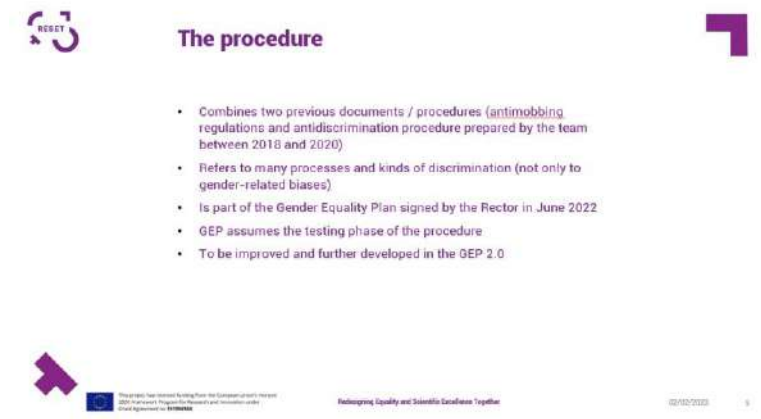
Figure 20 Excerpt from the presentation of the Anti-discrimination and anti-mobbing procedure by UL (RESET, 2023)
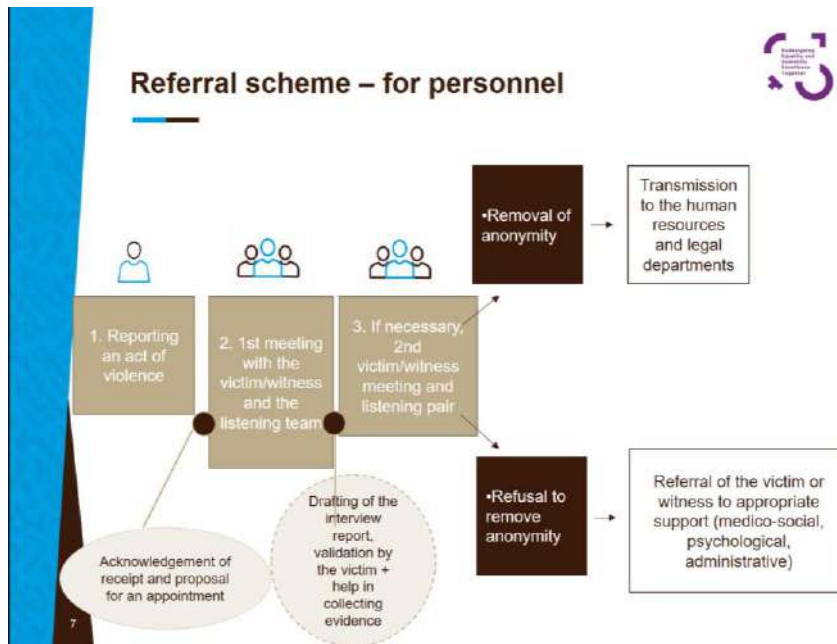
Figure 21 Excerpt from the presentation on the adaptation of the institutional report unit to the update in the French law at the University of Bordeaux (RESET, 2023)
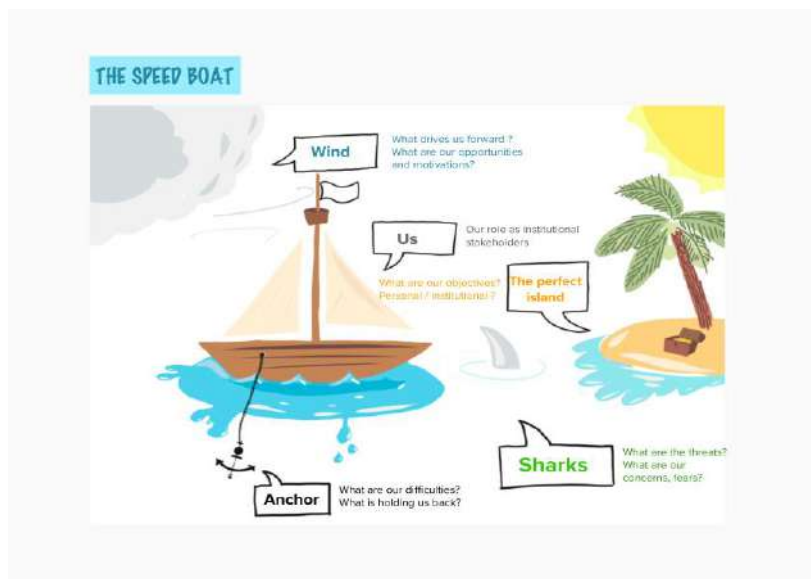
Figure 22 "Speed boat" co-design method

3.11 Development of more inclusive indicators for scientific excellence

RESET partners universities developed and endorsed a Joint statement on their engagement for equality, diversity and excellence in research (2022). In view of the consolidated version of this joint commitment, a dedicated session proved to be necessary. The goal of this capacity building session (Fig. 23) was to elaborate inclusive indicators that will complete this statement and provide a framework for the objectives of RESET.

This session is a logical follow-up of the project's capacity building series of event dedicated to the redefinition of the notion of scientific excellence (SE) ran in the end of 2021 and at the beginning of 2022 (section 3.4 Capacity building – Scientific Excellence).

Figure 23 RESET banner for the capacity building "More inclusive criteria for scientific excellence' (2023)

NAME	*MORE INCLUSIVE CRITERIA FOR SCIENTIFIC EXCELLENCE*
DATE	27 February 2023
FORMAT	Online session
DURATION	2 h
PARTNER IN CHARGE	University of Bordeaux, FRANCE
RELATED TASK	T6.5, T6.6, T9.2
TARGET AUDIENCE	RESET core and enlarged teams' members, RESET Advisory Board members; representatives of the GE and HR offices, structures responsible or related to the strategy of excellence, members of GEBs (20 participants)
OBJECTIVES	1. Determine a set of indicators that correspond to the RESET vision of more inclusive scientific excellence 2. Raise awareness on the current debates around the notion of scientific excellence 3. Discuss potential framework for the institutionalization of these criteria

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TOOLS AND/OR METHODOLOGY	• Presentations • Q&A session • WooClap online tool – collection of inputs
SHORT DESCRIPTION	The session started by an introduction on the definition of SE and the RESET Joint Statement. It was followed by a presentation from the RESET GEB member and the Vice-President for Transitions (UBx) on "How to combine environmental and social impact indicators in research activities? The example of the Transition Charter of the Laboratories of the University of Bordeaux". Then the German project EXENKO delivered a presentation on the subject of "HEI communication on excellence and visibility of women". It was completed by the presentation from the member of the project GENDER VOICES and Fraunhofer Center for Responsible Research and Innovation (CeRRI) in Germany on "Ideas for a program for structurally anchored gendered innovating". The second part of the event was more interactive and consisted in discussion and online voting for criteria and indicators that can be integrated to the areas of the updated RESET Joint statement on SE.
RELATED PROJECT'S RESULTS	1. D6.5 RESET Joint statement on our engagement for equality, diversity and excellence in research (2021) 2. D5.1 RESET academic core charters revised, including engagement for scientific excellence, gender equality and diversity (2023)
FURTHER EXPLOITATION	Gender and environmental issues are interrelated and can be regarded separately. They both should be integrated as dimensions of scientific excellence (this idea is also promoted in the D5.1 RESET academic core charters revised, including engagement for scientific excellence, gender equality and diversity (2023). Many people do excellent research, but are invisible. Traditional metrics of scientific excellence marginalizes women and people of colour – this idea I tackled through an update of the D5.4 RESET toolbox for gender-neutral, diversity oriented institutional communication (2021; 2023). Commitment of Top management to gender issues must be visible in everyday life at institution (further work on the update of the Joint statement).
LESSONS LEARNT	The satisfaction survey ran during the session revealed that there is an equal number of people who are either "satisfied" or "very satisfied" of the event and found the content useful.

3.12 Creating impact through gender equality and diversity policies: the role of change agents

Joint online session at consortium level

Governance by impact is gaining in visibility, particularly on the issue of equality between men and women, and it presupposes the mobilisation of the agents of change. The need for a training session to mobilise the whole consortium was identified and discussed at the RESET Consortium meeting in Thessaloniki (2022), where partners reflected on possibilities for GEBs' networking and cooperation at the RESET level and delivering a common training. Moreover, WP4 of RESET develops a separate module for GEBs' training. Thus, partners decided that GEB members should receive a joint capacity-building session specifically devoted to the role of change agents, and to the effective conditions for their mobilisation.

NAME	*CREATING IMPACT THROUGH GENDER EQUALITY AND DIVERSITY POLICIES: THE ROLE OF CHANGE AGENTS*
DATE	23 May 2023
FORMAT	Online capacity building session
DURATION	2h 30
PARTNER IN CHARGE	ScPo Paris, FRANCE
RELATED TASK	T9.2, T2.4, T1.6
TARGET AUDIENCE	RESET core teams and local GEB members
OBJECTIVE	1. Provide an overview of gender bias and inequalities in research organizations and the academia 2. Highlight the main specificities and timelines of the European Commission's approach to Gender Equality Plans 3. Specify the role of top and middle management in gender mainstreaming structure in research and the academia
TOOLS AND/OR METHODOLOGY	• Lecture • Feedback, Q&A session
SHORT DESCRIPTION	The session started with a brief agenda presentation and collection of expectations from participants. Then the trainer introduced definitions of some basic concepts and provided an insight on the status quo within institutions (Fig.24). This was followed by a presentation of the Horizon Europe requirements and universities' response to this challenge. After the short break, the lecture continued with a subject of meritocracy and inclusive scientific excellence. It ended with an "instruction on the role of change agents" (Fig. 25) and the general discussion among participants.

RELATED PROJECT'S RESULTS	1. D1.4 Fine-tuned GEPs 2.0 (2024) 2. D2.5 Final Evaluation Report (2024)
FURTHER EXPLOITATION	The knowledge "delivered" at this event will be used while designing GEP 2.0 and proceeding to the further institutionalization of the GE structures (GE offices and GEBs). This information is also relevant for any institutional member involved in the policy making.
LESSONS LEARNT	The organization of the GEB "networking" or training event took a considerable time to happen within RESET. The main obstacle in this process is that GEBs are tailor-made and context-specific structures, what implies that they will gather representatives of different hierarchy levels areas of action (science, administration, experts in the fields). Thus, RESET teams were struggling with a definition of a specific common time and subject that will be potentially interesting for local GEBs. The main lesson learnt in this case is that the concept of networking or training/capacity building should be rather adapted to the "mutual learning" format – providing them more space and time for discussions.

Figure 24 Gender equality and HEIs

Figure 25 Excerpt from the lecture on the role of the change agents (RESET, 2023)

On-site capacity-building sessions for change agents

Complementing the core capacities transferred through the session delivered online at consortium level, 3 on-site capacity-building sessions for change agents were also delivered in person by ScPo at partners' level, namely at UL (03.2023), AUTh (03.2023) and UPorto (05.2023).

These short sessions primarily targeted GEB members. At AUTh, with the legally binding Gender Equality Committee temporarily dissolved, participants included members of the GEB established at Faculty level on a voluntary basis, and former members of the GEC. The objective of those sessions was to share experience about GEB's functioning and the requisites for successfully acting as change agents in RESET.

NAME	*BUILDING CAPACITIES FOR SUSTAINABLE CHANGE AND SELF-MONITORING*
DATE	12 March 2023 (UL) 31 March 2023 (AUth), 30 May 2023 (UPorto)
FORMAT	In person
DURATION	6 h
PARTNER IN CHARGE	ScPo Paris, FRANCE
RELATED WP, TASK	T9.2, T2.1, T2.2
TARGET AUDIENCE	RESET GEB members (12-18 participants)

OBJECTIVES	1. Outline the challenge of diversity and inclusion for European universities (common challenges) 2. Introducing the principles and enabling conditions of structural change, including stakeholders' participation 3. Fostering the ability to take up one's role as change agent
TOOLS AND/OR METHODOLOGY	• Brief introduction lecture followed up by focus group style exchanges
SHORT DESCRIPTION	Each session aimed at specifically addressing local contexts and challenges, and to foster mutual trust and mutual learning, for which the evaluator introduced key aspects about the conditions for rising to the challenge of diversity, equality and inclusion as communities, and for individual stakeholders to act and empower themselves as change agents.
RELATED PROJECT'S RESULTS	Interim Monitoring Report (D2.3)
FURTHER EXPLOITATION	These sessions, to be repeated at UBx and throughout the third and last cycle of WP2 on-site visits, are deemed important to harness the full potential of the extended groups of change agents mobilised through the GEBs and address potential internal resistances. They will notably be used to feed the GEP implementation follow-up process and the final evaluation report.
LESSONS LEARNT	These sessions have evidenced different degrees of stakeholders' mobilisation and empowerment to conduct the change process, with AUTh in the most precarious position due to the university failing to re-instate the GEC in a pre-electoral context, and growing frustration among stakeholders mobilised to support the GEP, while a commandable level of transparency and self-reflexivity was demonstrated among GEB members at UL.

Figure 26 Caption of the session delivered at AUTh

3.13 Launch of the Train the Trainers approach

An approach of RESET to launch the TTT is described in the section 2.2 of this document. The following description provides an overview of the first training session implemented within the framework of bi-annual RESET Consortium event (6-7-8 June 2023).

NAME	*PART OF 2.8 MODULE – BUILDING POSITIVE RELATIONSHIPS AND ENHANCING POSITIVE ATTITUDES TOWARD DIVERSITY AT WORK PART 2 – EGO STATES AND UNITS OF RECOGNITION*
DATE	06 June 2023
FORMAT	In-person workshop
DURATION	6 h
PARTNER IN CHARGE	University of Lodz, POLAND
RELATED TASK	T9.2, T4.3
TARGET AUDIENCE	Trainers selected by the RESET teams, 16 participants, including 2 leading trainers
OBJECTIVES	1. Make trainers prepared to conduct workshops at their own universities. 2. Acknowledge participants on the topic of the "Transactional Analysis", its assumptions and practical application. 3. Raise awareness on psychological phenomena that are related to gender and diversity issues. 4. Acknowledge participants on the concept of "strokes" for building and supporting satisfactory relationships in the academic environment. 5. Make trainers familiarised with the way of conducting training
TOOLS AND/OR METHODOLOGY	• Lecture and presentation • Case studies and exercises • Handouts • Discussion • Feedback • Homework assignment
SHORT DESCRIPTION	All participants were sitting in a circle – Fig. 27 (no hierarchal position). The training session started from the introductory round by participants. Then they co-designed a contract for the session and the whole TTT

	process. Everyone shared their ideas that were later included in the contract (after group's approval). The contract can be enriched / adapted / modified all along the TTT process (changes are discussed collectively and all trainers agree to them). Its initial version included: respect and dignity, absence of judgement, attentive listening, understanding, confidentiality, trustworthiness, focus on goals, co-responsibility, "here & now" rule, taking pictures with the consent of participants, respect of time.
	The content of the training included a definition of a "stroke", explanation of main principles of the transactional analysis, "hungers", types of strokes and their combinations. The trainers gave an assignment for the participants to fill in in groups (3 persons in a group), identifying examples of 8 combinations of strokes, based on their experience at work. This was followed by a time to share the examples with other participants.
	After the break participants had to answer questions in group (different from last time), based on their experiences of strokes at work (e.g., What are the most common strokes in your team / university / faculty? Are they related to the organisational culture, country or gender of the sender/receiver? Do you and/or others produce enough strokes?). Participants gave their feedback to the group.
	Another exercise was to make a self-reflection on one's stroke economy and possible consequences for other people or relationships both in personal and professional life. This led to exchanges and sharing of experience and feelings.
	Trainers gave trainees "homework" with small exercises to reflect on their own strokes.
	In the end, people had to form groups (different composition again) and answer to questions about the training (content, format, results). There was a short discussion about usefulness of strokes concept in terms of (conducting) training in the area of gender equality and diversity. The training session finished by a round table discussion, where participants had to describe in one sentence their feelings about the training.
RELATED PROJECT'S RESULTS	1. D4.2 Comprehensive gender equality/mainstreaming training toolbox useful for different trainee groups or national contexts (2022) 2. D4.3 Database of teaching material and methods of teaching (2023)
FURTHER EXPLOITATION	The content and the format of the session will be further exploited in the pilot training actions foreseen under WP4 and local GEPs. These training will be potentially "institutionalized" with the help of local trainers (permanent personnel of universities). This and other subjects of WP4 modules (D4.2) may become part of the institutional training plans – both for students and personnel.

	The content and format of the training was evaluated through post-event evaluation survey (prepared by WP2 and WP4). The results of this evaluation survey will serve for the adaptation of the TTT process.
LESSONS LEARNT	Space and organization of work have an impact on the pattern of strokes exchange. Building relationships takes time. According to the results of the post-event survey, overall, all participants were either "very" or "quite" satisfied with the content session and its content. There was a minority of those who were not satisfied with the length and interactions with the trainers. The major comments were: how to adapt the content of this session to the training for different target groups and to the subjects of GE and diversity; add practical application of the knowledge and more examples.

Figure 27 RESET TTT session #1 (Bordeaux, June 2023)

3.14 Mobilization of stakeholders

Organisational change requires the constant mobilisation of all the players involved, which justifies a need in the dedicated co-design and capacity building session from mentors. This

training session covered two current needs of the project: further appropriation of co-design tools and methods by partners and mobilization of stakeholders (GEPs, but also for gender equality and diversity, in general). Thus, the coordinator of the project reached out to the Oulu University to ask setting of particular session, where UOULU could share its mentoring and co-design expertise.

NAME	*MOBILIZATION OF STAKEHOLDERS*
DATE	13 June 2023
FORMAT	Online co-design session
DURATION	2 h
PARTNER IN CHARGE	University of Oulu, FINLAND
RELATED WP, TASK	T9.2, T1.5, T1.6
TARGET AUDIENCE	RESET core team members (13 participants)
OBJECTIVES	1. Share and analyze best practices and challenges 2. Brainstorm with metaphors and slogans 3. Try "Storyboarding" method: "making participation a meaningful experience for stakeholders" 4. Draft RESET guidance on stakeholder mobilization 5. Share experiences of the University of Oulu
TOOLS AND/OR METHODOLOGY	• Presentation • Breakout room sessions • Drafting sketches • Taking notes
SHORT DESCRIPTION	This session started by an introduction to the RESET co-design principles (Fig. 28). The next part included breakout sessions, where partners had to discuss their experience in mobilization of local stakeholders in small groups and take notes. Within the scope of these same groups, partners had to formulate the metaphors and slogans relevant for the subject and discuss them. It resulted in a creative design or "storyboarding" (Fig. 29), where one member of group tried to make sketches of the process. This part ended by common presentation and discussion of results. Then another member of the Oulu team presented their strategy for reaching out and liaising with stakeholders through local associations and networks (broadened vision of stakeholders).

RELATED PROJECT'S RESULTS	1. D1.4 Fine-tuned GEPs 2.0 (2024) 2. D2.5 Final evaluation report (2024) 3. D6.2 Diversity in gatekeeping positions : lessons learned and guidelines (2023) 4. D6.3 Toolbox: using our international networks of researchers to boost and mentor the young generations (2023) 5. D6.5 Joint statement of top-management on their engagement on equality, diversity and excellence in research (2022) 6. D7.3 RESET GIA implementation report (2023) 7. D9.2 Co-design starter kit (2021)
FURTHER EXPLOITATION	Each participant identified the most important insights or lesson learnt on stakeholder mobilization. Participants devised a considerable number of metaphors and slogans that can potentially be used for the other project events and activities.
LESSONS LEARNT	The overall feedback on this session was very positive and all partners are willing to continue to develop other project's actions in this manner. The coordinator of the project and the leader of the WP9 will consider it for the further adaptation of project's activities.
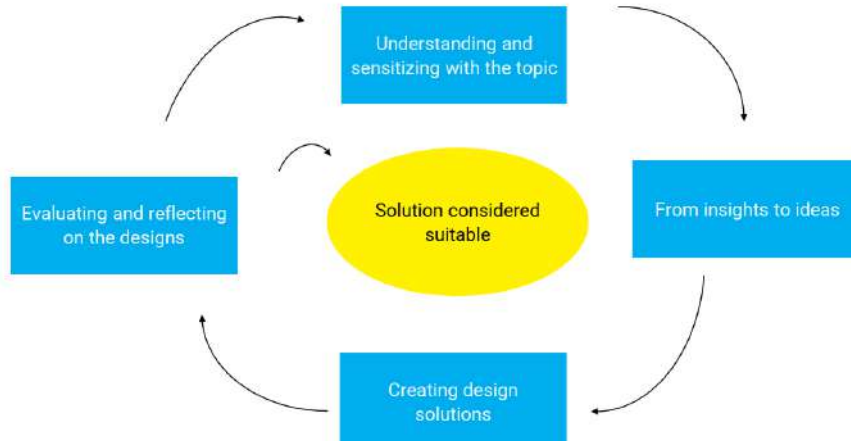
Figure 28 RESET co-design principles (2023)
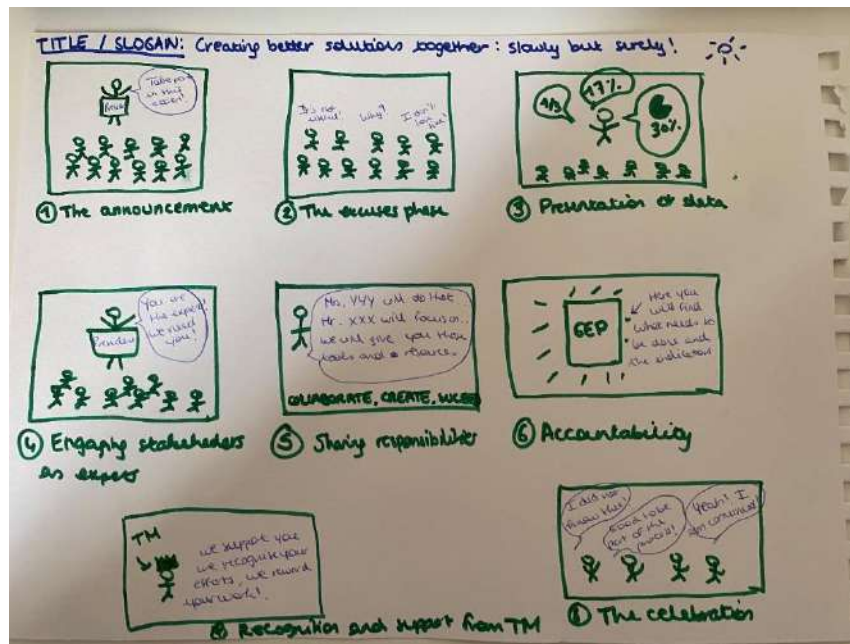
Figure 29 Example of storyboarding within the RESET co-design session - "Mobilization of stakeholders" (2023)

4. Interactions with other Responsible Research and Innovation projects

RESET has also taken some "lessons" from the experience of other projects, with which it has directly or indirectly interacted since the beginning. At first, all partners tried to reach out to some well-known GE projects to learn on their experience of making change, then they progressively started collaborating and engaging into actions with European University Alliances. Overall, the most of interactions with other projects are held by UBx and U.PORTO (both in terms of the related WPs: WP1, WP5, WP6, WP9), but also to enable a mutual learning and sharing of experience. RUB, AUTH and UOULU have been actively engaged in participation in different networks and conferences. The complete list of interactions with other RRI projects and environments is provided in the Annex 1 (includes participation in conferences and scientific events).

Thus, the main RRI collaborations of the RESET involved:

- UniSAFE: RESET webinar on gender-based violence and sexual harassment; joint awareness raising campaign on gender-based violence in research and academia[3], and the capacity building session on ethics and data. RESET also contributed to the UniSAFE panel at the European Conference on Politics and Gender in Ljubljana with the presentation and discussion of the article of Marion Paoletti "The impact of #Metoo on the institutionalization of the cause of academic sexual violence. Comparative study of 4 universities involved in the European RESET project (H2020)".

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[3] https://wereset.eu/newsroom/news/joint-awareness-raising-campaign-on-gender-based-violence-in-research-and-academia/

- ACT: interviewing and sharing of experience on shaping of CoPs on gender equality in Higher Education and Research Performing Organizations, participation to the 2nd ACT on Gender synergy conference (2021) by UOULU and a presentation of GEP of the University of Lodz to the CoP Act on Gender network (2022).
- CHANGE: RESET (U.PORTO) participation with a poster to the final stakeholders' meeting of the project in April 2022.
- Collaboration with ATHENA-Project (RUB) in the organization of the Event "Women in science - intersectional and international perspectives" (2023).
- Integration of the gender dimension into research of the Electrical and Computer Engineer (AUTh) within the framework of the CALIPER project –in cooperation with the IEEE Greece Section Women in Engineering Affinity Group (2022).
- Presentation on the RESET at the event of bridGEs - Alto Minho Companies for Gender Equality project by U.PORTO (2022).

Besides synergies and interactions with sister projects, RESET also established connections and disseminated RESET tools with other RRI projects, notably:

- Within the framework of WP3, RESET and AMNESIA[4] project co-organized a workshop on data anonymization. The workshop aimed at familiarizing RESET partners with data anonymization and an AMNESIA tool (2021).
- Presentation of RESET GIA tools to the FEAST project[5] by UL (2023).
- RESET co-design and capacity building session (section 3.11) involved representatives of other European projects - GENDER VOICES Cost Action, and EXENKO (University Duisburg-Essen) in order to discuss and find common criteria and indicators for more inclusive scientific excellence.

Moreover, AUTh as a WP8 leader, targeted some specific efforts to increase engagement with sister projects through:

- Joint online campaign on the occasion of the international days of Women and Girls in Science and Women's Rights – "Dream it, be it!"[6] (2022).
- Joint online panel of sister projects at the annual GEC conference in Thessaloniki (2022)[7].
- Joint initiative #IWD2022[8] dedicated to the International Day of Women on Twitter to highlight sister projects' strong commitment to working together for gender equality in European research (2022).

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[4] https://amnesia.openaire.eu/
[5] https://feast2030.eu/
[6] https://wereset.eu/newsroom/news/eu-sister-project-campaign-2022/
[7] https://wereset.eu/newsroom/news/eu-sister-projects-presented-their-impact-on-gender-equality-in-stem-during-reset-workshop-act-together/
[8] https://wereset.eu/newsroom/news/iwd2022-a-joint-initiative-on-twitter-by-eu-sister-projects/

- Joint sister projects' campaign #SafeAcademia[9] to raise awareness about the importance of creating safe, respectful, and inclusive environments in academia for all (2023).

According to the outputs of the RESET Interim Monitoring Report (2023), RESET has to further exploit ties and connect with the networks of the European University Alliances (EUAs). Despite the fact that EUAs have a different purpose than GE or RRI-centred projects, namely they intend to contribute to the integration of the European Research Areas through intensifying joint research and pedagogical initiatives and increase students' and scholars' mobility, they also stand beacons for diversity, equality and inclusion. Firstly, they endorse a specific responsibility in achieving ERA's objectives with regard to gender equality and fulfilling EU's principles in the realm of gender equality and non-discrimination. Second, as implementing a GEP has become an eligibility criterion under Horizon Europe, there is no increased research intensiveness and joint competitiveness to be expected without rising to the GEP challenge. Third, by shaping scenarios for shared values and practices, European University Alliances provide a natural environment for institutions to share about their challenges and commitments towards equality.

Consequently, within the scope of EUAs, the UBx team has been involved in the core group on equity set up by ENLIGHT, identifying opportunities for joint participation in seminars, webinars, mutual learning activities and joint communication efforts. With the help of ENLIGHT, UBx also reached to a representative on GE issues the UPV/EHU for the webinar "Crossed views on GBV". Since, these opportunities have been actively pursued, and ENLIGHT partners reached by a RESET webinar led under WP5 in May 2022, and devoted to inequalities in academic careers from Master degree to tenure. In February 2022, the RESET team of UPORTO joined the Diversity and Inclusion online conference held by EUGLOH to present about the project and in June 2023 – EUGLOH Annual Summit 2023 with a presentation of the RESET approach for GEP making. In May, ScPo contributed to an equality and inclusion conference held at CEU Vienna by the CIVICA Alliance, whereas ULOULU, UL and RUB established contacts with the UNIC alliance: namely, RUB contributed to the event 'UNIC Virtual City Lab on Gender" (2023).

5. Outlook for future actions and activities

Before proceeding to the creation of new formats for training and replication of those that had been successfully applied, RESET partners should consider issues of gender- and diversity-related fatigue, which may result in direct or indirect opposition or gender backlash. Thus, further tailoring and adaptation of formats and content is required. The most appropriate and "safe" solution can be the co-design, where all local stakeholders can be actively involved and listened to. Taking example from the REFLOW experience (Capacity building toolkit, 2022), RESET encourages knowledge exchange, bottom-up strategy and co-creation through the project's Forum[10]: we also aim to fuel multi-stakeholder collaboration and innovation for more efficient GE policy making.

According to the REFLOW project Capacity Building Framework (2022), capacity building actions should be

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[9] https://wereset.eu/newsroom/news/safe-academia/
[10] https://forum.wereset.eu/login

- Systemic (multi-level perspective)
- Participative, inclusive and sustainable (resulting in structures that have built up expertise and become sources of knowledge, advice and training)
- Issued-based (approach has to be demand-driven and tailor-made)
- Accountable (Targets and success indicators must be clearly defined in order to help monitor results, evaluate progress and propose corrective measures if needed).

Thus, a continuous monitoring and assessment of needs will be applied by the RESET partners both internally (project team) and locally (local stakeholders and communities) to guarantee the best possible delivery and adaptation of training and capacity building activities. Moreover, a preparation and delivery of training and capacity building activities is both time- and resource-consuming exercise, which includes different phases:

1) Identification of needs and target audience.
2) Technical preparation (adaptation of the format, time, duration, registration, dissemination etc.)
3) Preparation of the content (sources, exercise, ice-breaking activities, surveys).
4) Pre- and post-event communication.
5) Note taking (during the session) and preparation of a summary.

Taking into consideration the analysis of exploitation results and lessons learnt in the section 3, RESET foresees a development of the following axes and learning objectives for 2023 and 2024:

- TTT approach (under WP4 & WP9)
- Capacity building activities for further application of co-design and participative tools and methodologies (T9.2)
- GIA tools: related training and dissemination activities (T7.3)
- "Re-building of impact pathway" – an exercise/workshop for GEP 2.0 (T1.6)
- Reinforcement of intersectional dimension for GEP 2.0 (T1.6, T2.2)
- Capitalize on contacts and engage into mutual learning and sharing of experience with GEBs, other RRI projects and alliances of the European universities (T8.4, T8.5)
- Broadening and strengthening of the GIA CoP, trainers' CoP (T7.1, T7.3, T4.3; T4.4)
- Co-design capacity building session targeting issues of diversity in gatekeeping positions (T6.2); role of networks and mentoring for scientific careers (T6.3); work-life integration (T6.4)
- Mobilization of stakeholders through RESET forum (T8.3, T3.3, T1.6).
- Pilot training and regular training sessions in GEP-implementing partners (T4.4).

Among potential target groups and synergies, we can identify further collaboration with sister projects, broader opening to other RRI projects, mutual involvement between RESET and EUAs and sharing of experience among GEB members. Besides that, internally each partner will concentrate on the further development of CoPs for GIA tools co-design, dissemination and TTT adaptation and effective implementation: by planning actions that are efficient for COPs (events that make GIA and TTT knowledgeable, videos, podcasts). Furthermore, it is also important to

think on the institutionalization of CoPs and training modules delivered within WP4 after the project, their support and identify best practices.

Conclusions

In the context of a project as ambitious as RESET, which touches a wide range of themes (scientific excellence, cultural change, GEP, work-life balance, taking gender and diversity into account in research, managing change in organisations, GBV and discriminations etc.), there is necessarily a great deal of internal training, repeated at a sustained pace over time. The aim of these training sessions is not only to strengthen the consistency of the project and its management in very different local contexts, but also to build the capacity of institutional stakeholders, who are the main drivers of change, and thus their confidence and legitimacy.

Some of the internal training sessions have been open to the public, such as the webinar on sexual violence, a public event that greatly strengthened the partners' knowledge of sexual violence in higher education through the presentation of doctoral students' works on this subject from various universities.

These internal training courses never lose sight of the end recipients of the training and awareness-raising activities that the local members have to disseminate subsequently. This is particularly the case for the GIA (as part of WP7), the internal training on which is designed to be adapted to the different disciplinary contexts and target audiences (researchers from the different disciplines, PhD students, but also research support services).

The themes and variety of content of these training courses are dictated by the transversal nature of the project, though they also arise from the needs gradually identified by the project partners, with a high level of responsiveness in order to implement them rapidly and effectively.

To this end, RESET benefits from the experience and input of mentors, members of the Advisory Board and other European projects and alliances. These internal training courses provide opportunities to create or strengthen links.

While RESET's local teams see themselves as the driving force behind change in their universities, particularly for universities implementing a GEP, they are particularly aware that the effectiveness and sustainability of the targeted change depends on the sustained mobilisation of the central equality players in each university, brought together in a GEB. This is why internal training for GEBs, using participative techniques, has been a particular focus for the project (especially on long-time invisible issues as gender-based violence). Connecting the GEBs through joint training and mutual learning activities remains a target by the end of the project.

Regardless of who is involved in the internal training courses, the consortium members have admitted the importance of application of the co-design methods that put participants in an active position, with concrete exercises to complete. This is also true for sessions that are purely held online.

Finally, again with the aim of achieving a long-lasting change, after the project's duration, the training of trainers and then the dissemination of training to different audiences (top management, administrative executives, students, doctoral students, researchers, teachers) is a major priority.

Given the crucial nature of this external training, internal training sessions are of course organised as part of WP4 under the responsibility of the University of Lodz. These training sessions, whose themes are transversal as in RESET (implementation of GEP, taking gender and diversity into account in research, fighting sexual violence and discrimination, inclusive management, building positive relationships, etc.) are at the heart of the cultural change strategy targeted by RESET. They are also a way of reaching out to students in 2024, particularly at Masters' level, whereas RESET is initially focused on staff.

Training is, therefore, at the heart of RESET's strategy for producing sustainable change, with internal training being a prerequisite for wider dissemination and reaching all the target audiences.

Annex 1 – Interactions with other projects or experiences pooled from other RRI projects by partners

Partner	Action name	Year	Type of activity	Outreach	Description of synergy/collaboration/participation in another RRI project
University of Bordeaux	*Crossed views on sex and gender-based violence*	2021	Organisation of a webinar/online event	60	An online event aiming at sharing ideas and discussions on sex and gender-based violence in higher education: presentations of PhD thesis on GBV, presentation by UniSAFE, and two protocols from other universities.
	European Responsible Research and Innovation Event	2022	Participation to other type of event	50	Presentation of RESET and its checklist for integration of gender into research for the project of network of PhD students (ERRIE, university of Rennes, FRANCE). The participation in this event included a 35 min presentation and 20 min discussion on the following subjects.
	ENLIGHT lecture on equity: Inequalities in academic careers from Master degree to tenure: getting aware to prevent better	2022	Organisation of a workshop	30	In line with WP6 and WP8 about dissemination of RESET and creation of European Alliances, promotion of the RESET project and of career advancement of young (female) researchers with a short lecture to inform on gender inequalities in research careers, prevent gender-based violence and give support & information on career advancement for researchers.
	European Conference on Politics and Gender in Ljubljana	2022	Participation to conference of another RRI project	15	Presentation and discussion of the article of M. Paoletti "The impact of #Metoo on the institutionalization of the cause of academic sexual violence. Comparative study of 4 universities

					involved in the European RESET project (H2020)" within the panel of the UniSAFE project.
	Gender Summit (Parallel: New understanding of diversity and discrimination in research institution)	2022	Participation to conference	21	Panel presentation (online) and discussion on: "From awareness to action: embedding social justice values in the quest for Scientific Excellence".
	Diversifying the criteria for scientific excellence, integrating issues of inequality and merit: the experience of the RESET project.	2022	Participation to conference	50	Participation in the conference organized by the University of Liège (Belgium) - *Gouverner, évaluer, mesurer les universités à l'aide des indicateurs*. Presentation of the RESET joint statement for equality, diversity and excellence in research; debate on the subject of inclusive scientific excellence.
	Institutional Systems Dealing with Gender-Based Violence: Data and Ethics related aspects	2023	Organisation of a webinar/online event	25	This event gathered RESET institutional stakeholders and a representative of the UniSAFE project to reflect together on the strengths and difficulties linked with data & ethics in institutional systems dealing with GBV. Ultimate objective – to improve the system of collection of complaints while ensuring data protection.
	More inclusive criteria for scientific excellence	2023	Organisation of a webinar/online event	20	This co-design and capacity building session reunited RESET institutional stakeholders and a representative of other European projects (GENDER VOICES - Cost Action, and EXENKO - German project) in order to discuss and find common criteria and

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					indicators for more inclusive scientific excellence (objective of the joint statement).
	EARMA annual conference - Poster "Institutional change and gender: RESET experience"	2023	Participation to conference	1400	RESET participation in the annual conference of the research project managers in Prague with a poster on conduction of the institutional change.
University of Porto	Hands-on: Gender Equality as a worldwide fight at the European Federation of Psychology Students Associations Conference 2021	2021	Organisation of a workshop	12	Workshop facilitator and RESET presentation: Hands on how to think GE measures and develop a GEP. Presentation of RESET as model for social intervention and change.
	Work-life conflict among Higher Education Institution workers: A demands-resources approach	2022	Participation to conference	20	Presentation of a study conducted under the RESET project about work-life balance among personnel of our institution, adopting a demands and resources approach. This study assessed gender differences within each working group (teachers/researchers and staff members).
	Final CHANGE Stakeholder International Workshop	2022	Participation to conference of another RRI project	150	Presentation of a poster on RESET focus groups outputs at the U.Porto - displaying the outcomes of the FG sessions undertaken at the U.Porto diagnosis phase.
	How to integrate gender-dimension into research and teaching contents	2022	Organisation of a workshop	20	Training of teachers, researchers and staff of the participating European partner organisations on issues of gender equality, diversity and inclusion in higher education institutions.

	Title of the event: An Inclusive University in a Diverse World				The workshop aimed to help the participants to integrate the gender dimension in research and teaching contents.
	XI National Symposium on research in psychology	2022	Participation to conference	150	Presentation of a poster on RESET FG outputs at the U.Porto - displaying the outcomes of the FG sessions undertaken at the U.Porto diagnosis phase.
	Participation to the project bridGEs	2022	Participation to other type of event	24	This is an initiative of project bridGEs - Alto Minho Companies for Gender Equality, promoted by the Faculty of Psychology and Sciences of Education of the University of Porto, with the collaboration of RESET. The invited speaker was Karin Hovde, from KUN Center for Equality and Diversity in Norway. Brief discussion about gender roles & RESET presentation. 12 min presentation to 3 groups of students with discussion about gender roles and importance of the existence of projects such as RESET.
	Workshop: Sexual Harassment in Higher Education Institutions	2022	Organisation of a workshop	10	Workshop on how to Prevent Harassment and Discrimination in HEIs (a collaboration between two EU funded projects, BridGEs and RESET). The discussion focused on conceptual boundaries and the difficulty of defining and acting in grey areas, meaning complex situations where harassment and discrimination attitudes might be unclear and hard to understand. Hypothetical cases of sexual harassment in a HEI context were discussed.
	ESFR Congress - University of Roskilde, Denmark	2023	Participation to conference	40	Presentation of the Gender Equality Plan and data from RESET: tools to act upon work-life balance in Higher Education Institutions.

	EUGLOH Annual Summit 2023	2023	Participation to conference	60	Presenting data and approach of the RESET project.
University of Lodz	*Presentation of the GEP to the CoP Act on Gender network*	2022	Presentation of UL's GEP	20	Presentation of the GEP during the presentation on social responsibility of the university.
	Consultation of FEAST surveys using RESET WP1 and GIA	2023	Consultation & online meetings	20	Consultation of surveys prepared by FEAST members and living labs with regards to the gender/sex and sexual identities dimensions, using the experiences from WP1 survey and the GIA checklist.
	Presentation of GIA to the FEAST Consortium	2023	Presentation to FEAST WP4	20	Presentation of the GIA checklist and steps for the FEAST Consortium (Food systems that support transitions to healthy and sustainable diets - Horizon Europe Project 101060536).
Aristotle University of Thessaloniki	*GEP Training Greece*	2021	Participation to other type of event	35	Presentation of the RESET methodology towards GEP development and exchange with other Greek projects and universities.
	IEEE Greece Section Women in Engineering Week 2022	2022	Participation to other type of event	40	Presentation of the RESET project, GEP related activities and the GIA.
	Integration of the gender dimension into the research of the Electrical and Computer Engineer	2022	Participation to activities organized jointly with another project	20	The event was organized by the Decision Support Systems Laboratory – School ECE – NTUA, within the framework of the CALIPER project – CALIPER – Linking Research & Innovation for Gender Equality" in cooperation with the IEEE Greece Section Women in Engineering Affinity Group.

	Greek Chapter of the ACM-W (ACM's Council on Women in Computing) conference	2022	Participation to conference	200	Participation of RESET with the panel of the sister projects - all providing their inputs on the subject of GE in the field of STEM.
	5th Summit on Gender Equality in Computing	2023	Participation to conference	200	Presentation of the RESET dashboard and forum developed by the Data and Web Science Lab (Datalab) that allows institutions to make more informed decisions, optimize processes, drive continuous improvement and ensure a context- and evidence-based change to enhance gender equality and inclusion.
University of Oulu	*Gender, Work and Organisations conference in Kent, UK*	2021	Participation to conference	600	Academic presentation on starting points for developing a multidisciplinary approach to valorise relations in gendered excellence within an intelligender academic organisation.
	2nd ACT on Gender synergy conference, Krakow, Poland	2021	Participation to conference of another RRI project	150+	H2020 funded ACT on Gender facilitates networking in aim to create synergies and communities of practitioners, CoPs for gender equality promotion in HEIs. Connections to the ACT project.
	Exchange with the ACT project	2021	Consultation & interview meeting with another RRI project	7	Description of the CoP and co-design approaches. Interview of ACT on their experiences and promising practices.
	ENRIO2021, Helsinki, Finland - European Network of Research Integrity Offices	2021	Participation to conference	200	Academic presentation on intersectional gender equality and research integrity including GIA, RESET WP7: poster presentation on intersectional gender equality as a research integrity consideration.

Ruhr University of Bochum	*Network for gender-focused EU Projects in Germany*	2021	Participation to other type of event	17	Network building with other participants in EU projects related to gender.
	Presentation of RESET to a local network of women in Computer Sciences and Mathematics at RUB	2021	Participation to other type of event	15	
	Panel discussion "Women in Science" - the Gender Variable	2022	Participation to other type of event	40	Sharing of experiences between three speakers coming from different professional and cultural backgrounds and promotion of best practices from the field as triggers for real-life changes.
	Collaboration with ATHENA-Project in the organisation of the Event "Women in science - intersectional and international Perspectives"	2023	Short presentation and discussion of ATHENA-resultS	70	
	Contribution to the UNIC Virtual City Lab on Gender	2023	Video/Film	50	Presentation of the RESET approach to institutional change and gender equality within the network of the UNIC EUA.
Sciences Po Paris	*Equality and inclusion conference held at CEU Vienna by the CIVICA Alliance*	2022	Organisation of a workshop		Three-days workshop for members of CIVICA on inclusion, with panel participants from across the CIVICA alliance.

Annex 2 – Example of a post-event evaluation survey

1) What did you like in this event? *(open-ended question)*

2) What is your level of satisfaction? *(single choice question)*

   - Not satisfied/not at all

   - Quite satisfied

   - Rather satisfied

   - Absolutely/very satisfied

3) Are you going to participate in the future similar events organized by the RESET project? *(single choice question)*

   - Yes

   - No

   - Probably

4) Would you recommend this event and others? *(open-ended question)*

5) Do you have any other feedback and/or recommendations?

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