RESET

Redesigning Equality and Scientific Excellence Together

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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

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ARISTOTLE UNIVERSITY OF THESSALONIKI
UNIVERSITY OF LODZ
U.PORTO
RUHR UNIVERSITÄT BOCHUM RUB
UNIVERSITY OF OULU
SciencesPo

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Demonstrations of the training programme in different partner universities

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Abbreviations

AUTh	Aristotle University of Thessaloniki
BA	Bachelor of Arts
CoPs	Communities of Practice
DEI	Diversity, Equity and Inclusion
D&I	Diversity and Inclusivity
EU	European Union
GE	Gender Equality
GEP	Gender Equality Plan
GIA	Gender Impact Assessment
GVB	Gender-Based Violence
HEI(s)	Higher Education Institution(s)
HR	Human Resources
LGBTQ+	Lesbian, Gay, Bisexual, Transgender and Queer
M	Mean
MA	Master of Arts
NGO(s)	Non-Governmental Organization(s)
PhD	Doctor of Philosophy
RUB	Ruhr University Bochum
STEM	Science, Technology, Engineering, Mathematics
TR	Teaching-related roles
TTT	Train-the-trainers
Ubx	University of Bordeaux
UL	University of Lodz
U.Porto	University of Porto
WLB	Work-Life Balance
WP	Work Package

Executive Summary

The final deliverable D4.4 “Demonstrations of the training programme in different partner universities” summarises the development of the toolbox, the testing phase of RESET training toolbox during train-the-trainers (TTT) process and pilot training in GEP-implementing partners as well as the implementation of training programmes locally, in GEP-implementing partners, including the statistics and feedback from trainees and trainers.

As envisioned in the initial description of this deliverable, pilot training was offered to various groups of stakeholders in GEP-implementing universities (AUTh, U.Porto, UBx), in particular Gender Equality Boards’ members, top and middle management, teachers and researchers, administrative staff, PhD candidates, early-stage researchers and students. Pilot training used substantial parts of the toolbox developed in D4.2 and D4.3, and aimed to raise awareness of GE and diversity issues, to provide knowledge about discrimination, gender mainstreaming, intersectionality, etc., but also to develop certain practical skills in order to react to harassment and inappropriate behaviours as well as to explain the importance of work-life balance in the academic workplace. Importantly, it paid special attention to increasing the competencies of various stakeholders to recognise, acknowledge and prevent discrimination and bias in the university environment, in this way supporting institutional change and encouraging various academic groups to engage in designing and implementing GEP 2.0 (developed within WP1). Finally, the pilot training also focused on addressing overlapping axes of discrimination, such as gender-based prejudice, racial bias, ageism, homophobia, transphobia, etc. and explaining more subtle instances of unequal treatment such as symbolic violence, unconscious bias and microaggressions.

Furthermore, D4.4 offers thorough evaluation of 1) train-the-trainers process, 2) pilot training in GEP implementing partner universities, 2) local training strategies implemented in U.Porto, AUTh, UBx and UL in 2024. It also sets some goals for the future (after the end of the REST project), hoping to make the training programmes sustainable (for example, through GEPs) and institutionalised. In the final part of this deliverable we share some challenges that may occur during the implementation of training as well as some tips and recommendations for improving and developing further training activities.

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1. Introduction: towards a more inclusive training programme

1.1 Short summary of WP4 processes and activities

This deliverable is the fourth and final step to achieve all objectives of WP4 "Train communities towards equality and settle new standards", the aim of which is to provide tailor-made training for GEP-implementing RESET partners and various academic target groups in order to raise awareness of the existence of gender-based discriminatory practices at the university and to promote tools to counteract the bias and exclusion occurring at institutional and individual levels. Importantly, training prepared within WP4 implements gender and diversity dimensions in research and teaching across disciplines, thus preparing a favourable ground for introducing anti-discrimination mechanisms and GEPs to prevent unequal treatment of women and men and other disadvantaged groups in academia. Based on inclusive and co-design approaches, the training engages the whole university community in creating an academic culture of equality, beyond the affected groups. In 2021 D4.1 provided an overview of the specific training needs of each RESET partner university and presented the existing training programmes, courses, workshops, etc. It also outlined the training schemes included in other EU-funded projects. In 2022, D4.2 offered a comprehensive training toolbox that focused on GE, gender mainstreaming and Diversity & Inclusion as well as on developing certain skills and competencies to react to inappropriate behaviours and prevent discrimination and bias in academia. It was a tailor-made endeavour, designed for different trainee groups and national/institutional contexts. In 2023, D4.3 provided a complex and multidimensional database of teaching materials and methods, consisting of ready-made sources to be used by various trainers both in the RESET project and outside the consortium. The final deliverable D4.4 "Demonstrations of the training programme in different partner universities" summarises the development of the toolbox (1.2), the testing of RESET training toolbox during TTT process (see 1.3) and pilot training in GEP-implementing partners (see 2.1, 2.2, 2.3) as well as the implementation of the training programme locally, in GEP-implementing partners, including the statistics and feedback from trainees and trainers (see 3.1, 3.2, 3.3, 3.4).

1.2 The process of designing the toolbox

The results achieved in 2024 are a consequence of the co-design process adopted at the beginning of the project, taking into account the needs and expectations of different stakeholder groups and data from quantitative and qualitative research. In 2021, research was carried out at all GEP-implementing partner universities to determine the current situation with regard to gender equality and diversity. The results of the study provided a basis for the design of modules and topics that strengthen different

dimensions of more inclusive management, research and education. Moreover, the EU documents and other EU-funded projects with training components were analysed to reflect upon their vision of training and lessons learnt and, consequently, to design a more comprehensive and effective toolbox for the RESET consortium. The national and local contexts of each RESET university were carefully examined to identify the specificities, similarities and differences in scope, needs and institutional expectations of each partner.

All previous deliverables were co-designed with all RESET partners, in particular the desired forms, methods and timeframe of training, for example online/on-site, knowledge-/skill-based, short (4h)/long (1-2-day)sessions. The topics of the required training were also consulted with all consortium members, which led the WP4 team to decide about the eight main themes that were divided into 15 modules. Each theme/module left room for national/local contexts in order to make the training offer tailor-made and adjusted to the specific needs of particular universities. Importantly, throughout the entire design phase, the expertise of mentoring universities (Oulu University and RUB) was used. The following graph illustrates the subsequent stages of this process:

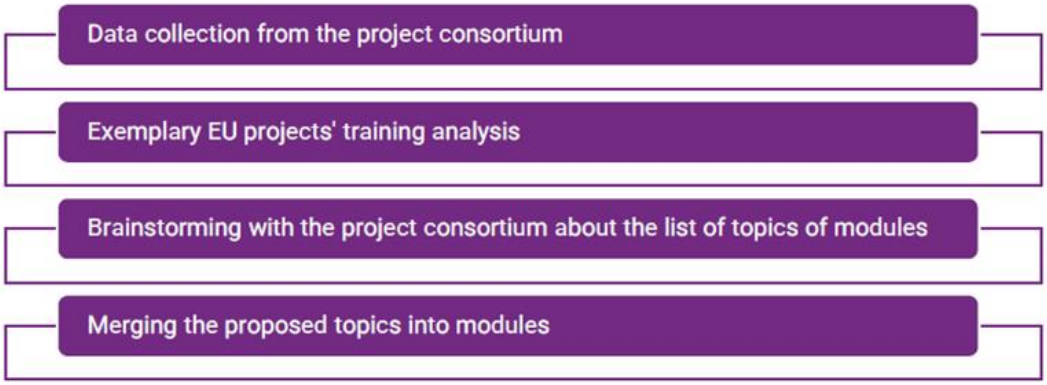

Figure 1: The stages of the toolbox designing process

Source: Comprehensive gender equality and gender mainstreaming training toolbox useful for different trainee groups or national contexts, p. 11.

The training toolbox results from the above-mentioned consultations, brainstorming and analyses and – thanks to its co-designed nature – it consists of material adaptable to various national, institutional and socio-cultural contexts, including the diversified needs of RESET partners and all academic stakeholders. Consequently, such an approach makes enhancing the university culture of equality possible with the engagement of the

whole academic community. Below are the thematic areas of the modules agreed upon by RESET partners:

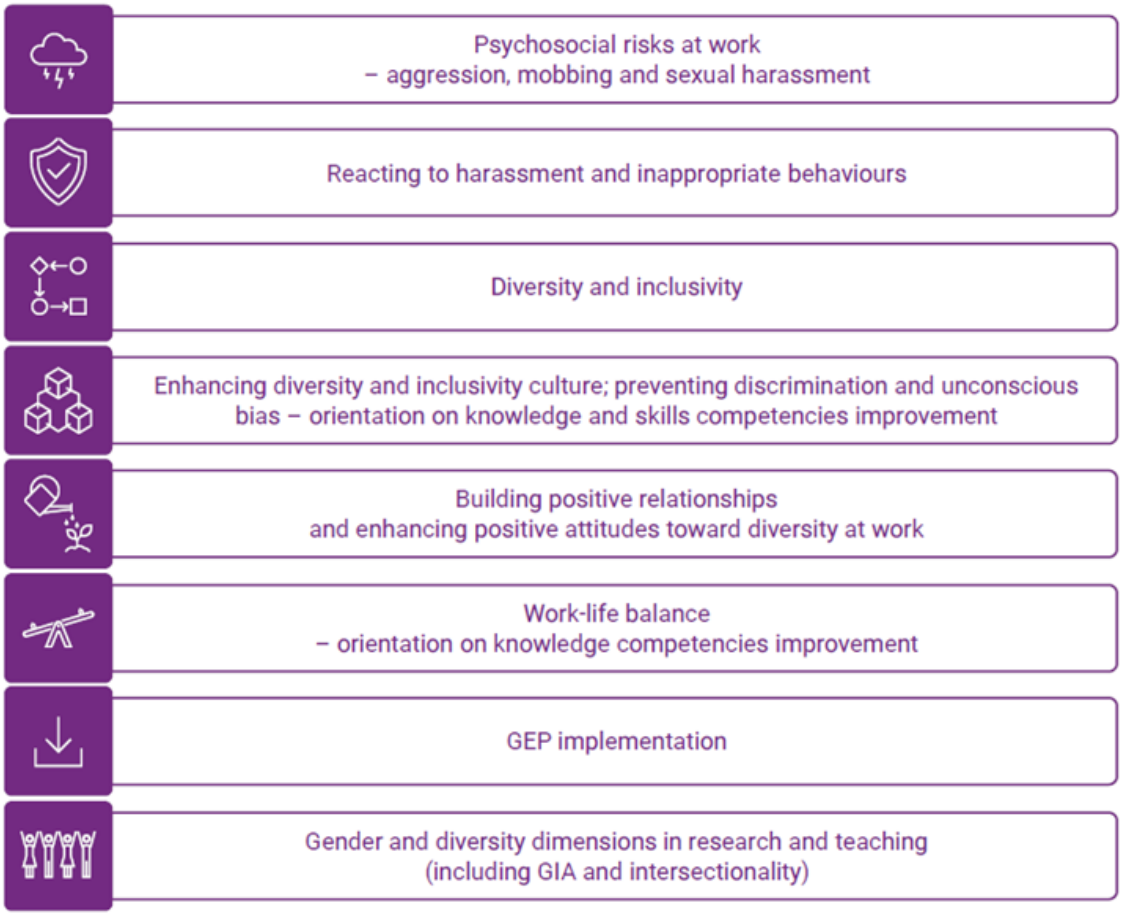

Figure 2: Thematic modules developed under D.4.3.

Source: Comprehensive gender equality and gender mainstreaming training toolbox useful for different trainee groups or national contexts, p. 11.

Summing up, the graph below presents the logic adapted in WP4 to make educational goals – including raising awareness, learning new skills and expanding knowledge on GE and diversity – achievable.

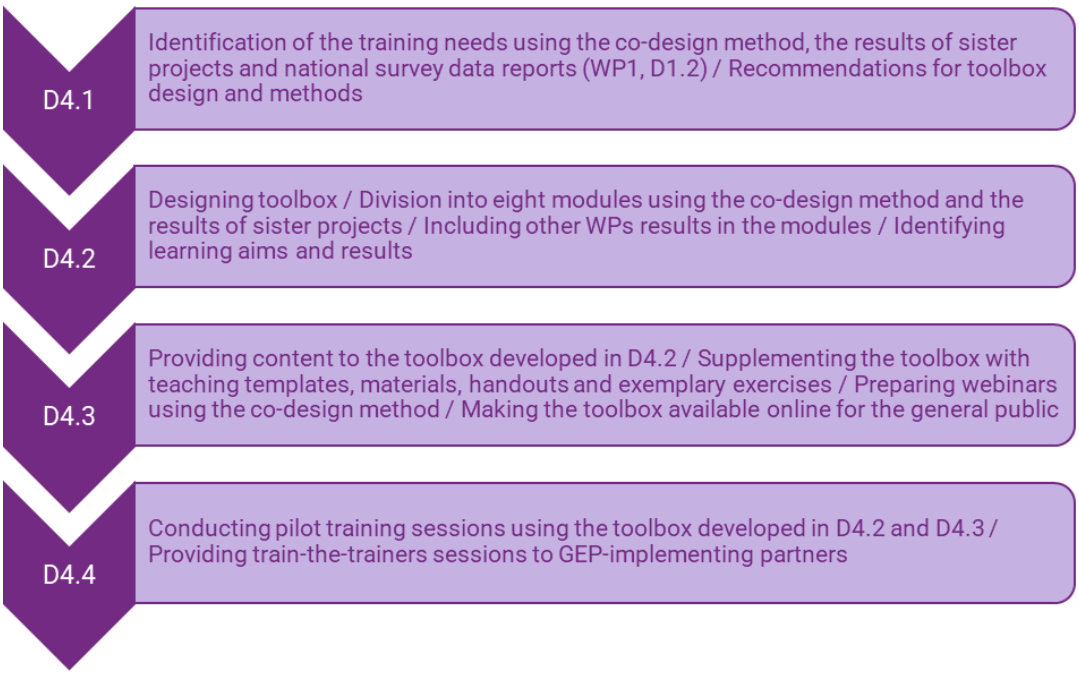

Figure 3: The logic of WP4 deliverables

Source: Comprehensive gender equality and gender mainstreaming training toolbox useful for different trainee groups or national contexts, p. 10.

1.3 The train-the-trainers process as an added value of the RESET project

We decided to incorporate the train-the-trainers (TTT) programme into the RESET project for our partners across the consortium in order to facilitate the local training processes and make it a long-lasting activity, beyond the RESET project. In addition, at UL we have organised a separate TTT scheme specifically for students to make it sustainable and accessible for those studying at UL.

Each university-selected trainer (at least two persons from each partner organisation), was provided with comprehensive materials (toolbox), including scenarios, supplementary readings and notes, case studies, handouts, and presentations. It was of crucial importance to create a space where trainers could understand WP4's approach to conducting successful training sessions, exchange insights, share impressions and discuss their own ideas on how to adapt materials and methods to the needs and specificity of each organisation.

The TTT process included the following phases:

- Selecting trainers in partner organisations.
- Familiarising them with comprehensive materials and selecting training modules.
- Establishing the agenda of the TTT process.
- Conducting training sessions for trainers.
- Gathering feedback from trainers in partners organisations (insights, suggestions).
- Applying received suggestions to scenarios and materials.
- Pilot sessions for partners led by four trainers from UL.
- Training sessions conducted by TTT-trained trainers in partner organisations.

The TTT program ran from June 2023 until December 2023 and consisted of 32 hours of online training, 16 hours of on-site training, and 32 hours of consultations. On average, nine participants (13% male, 87% female) attended these sessions, with presence varying depending on the topic.

The TTT approach for students was established as a form of "passing the baton" to them and included the following phases:

- Internal training by a trainer/mentor.
- Selecting topics and analysing scenarios.
- Knowledge-building on the selected topics.
- Four TTT sessions on group processes, contracting, handling difficult situations and defining the role and responsibility of a trainer.
- Training samples and etudes conducted by students under the supervision of a trainer.
- Feedback from the trainer/mentor and the team.
- Invitation for a training session sent to other students at UL.
- Conducting training sessions for other students, led by two student trainers and lasting three hours.

The TTT programme for students started in June 2024 and is ongoing, involving ten participants from the Student Career Office PROFIL (30% male, 70% female).

2. Experiences from pilot training

2.1 University of Bordeaux (UBx)

The pilot training took place on September 26 and 27, 2024. Based on prior information from the University of Bordeaux and identified demand, training sessions on work-life balance were planned for various target groups, primarily research and teaching staff and students. Three training sessions were conducted: one for employees and PhD students of Neurocampus (16 participants) and two for student groups: 30 Master's degree students in Law and 30 Master's degree students in Political Science.

The workshops aimed to deepen participants' knowledge and raise awareness of work-life balance (WLB) and related concepts that integrate various spheres of life. They encouraged participants to reflect on their individual life roles and methods of coping with overload of duties. Participants analysed challenges and resources within their professional environment as well as their own competencies supporting WLB, with particular emphasis on flexibility and boundary-setting skills. The sessions provided practical tips for building satisfying relationships between professional and personal life.

In the Neurocampus group, greater emphasis was put on navigating the academic environment, balancing scientific and teaching responsibilities, and aligning these with organisational activities. For students, attention was paid to managing multiple tasks, high engagement across different spheres of life and the efforts to meet emerging social expectations.

An evaluation form was sent to all participants. Despite repeated invitations, responses were only received from the Neurocampus group (N=6). Based on the results, it can be concluded that the training met participants' expectations (M=4.33; scale 1-5), and that they found the outcomes rather helpful for both their professional and student roles (M=3.83; scale 1-5) and building satisfactory social relations (M=3.83; scale 1-5). Participants particularly appreciated the opportunity to explore various theoretical approaches to WLB and reflect on their personal sense of WLB and relationships with superiors. From a practical standpoint, they indicated a willingness to apply the recommended methods for assertive boundary-setting. In addition, participants suggested that future training could benefit from a detailed analysis of everyday situations that disrupt work-life balance.

2.2 Aristotle University of Thessaloniki (AUTh)

At AUTh, WP4 team offered four training sessions. The first two pilot workshops on the topic of "Reacting to harassment and inappropriate behaviours" took place on April 16, 2024. Based on prior information from AUTh and identified needs, training sessions were organised for two target groups: administrative staff as well as for members of student associations focused on gender issues, representatives from the AUTh Center for Counseling and Psychological Support, and members of the RESET team. They were attended by 17 participants (15F, 2M). Their primary objective was to create a safe and supportive environment in order to:

- Learn about effective tools and methods of responding to inappropriate behaviours.
- Exchange ideas on the most effective ways to address inappropriate behaviours.
- Become familiar with the concept of the "I-message".
- Increase awareness of potential communication pitfalls that may arise when responding to inappropriate behaviours.
- Practice and refine established tools and methods for addressing inappropriate behaviours and harassment, using real-life, challenging scenarios from participants' experiences.

All of the objectives mentioned above were achieved. However, it is worth noting that participants faced challenges when practising the "I-message" technique due to a lack of openness, fear of making mistakes, and limited time.

In addition, five participants took part in individual consultations on April 18, 2024. During these sessions, participants discussed specific challenges related to conducting workshops and training sessions.

An evaluation form was sent to all participants. Despite repeated invitations, responses were received from only six participants (all female). Based on the results, it can be concluded that the training met participants' expectations (M=3.67; scale 1-5) and that they found the content fairly helpful for both their professional and student roles (M=4.17; scale 1-5) and in building satisfactory social relationships (M=3.67; scale 1-5). Participants particularly valued the discussions and getting familiar with the technique of the "I-message."

The second pilot training "GEP implementation" took place on April 17, 2024 and was attended by 7 participants (only women). The main objectives of the workshops were:

- Familiarising with the concept of gender equality at the EU level.
- Recognising GEP as a strategic document for HEIs.
- Setting main goals of GEP in relation to the needs of institutional change.

- Learning about the stages of GEP design.
- Elaborating on institutional risks, challenges and potential resistance from various bodies/stakeholders throughout the process of designing and implementation of GEP.
- Becoming aware of the measures and indicators useful in GEP design.
- Learning about formal and informal consequences of GEP implementation.

During the session, participants received both some basic knowledge about the GEP implementation and practical tips and recommendations, especially about evaluation and monitoring of GEP's results and indicators. It was accompanied by two short exercises undertaken in pairs. It seems that participants especially valued the discussion about GEPs in Greece and Poland (comparative perspective) and the possibility of sharing some of the challenges of, and resistances to, GEP implementation.

An evaluation form was sent to all participants and we received four responses. Based on the results, it can be concluded that the training met participants' expectations (*M*=4.75; scale 1-5), they found the content fairly helpful for both their professional and student roles (*M*=4.75; scale 1-5) and in building satisfactory social relationships (*M*=4.75; scale 1-5). Participants particularly appreciated "the feeling of belonging, sharing experiences with like-minded colleagues" as well as exchanging experiences and learning about how to advocate for GEP in HEIs.

The third pilot training "Gender and diversity dimensions in research and teaching (intersectionality and GIA)" took place on April 18, 2024 and was attended by 5 participants (all women). The main objectives of the workshops were:

- Obtaining knowledge about gender mainstreaming in science and research.
- Learning about gender equality in research (e.g., in building teams, preparing project proposals, networking, cooperation with various stakeholders, etc.).
- Understanding the idea of gender- and diversity-sensitive research and education.
- Learning about intersectionality methodologies as applied in research and academia.
- Reflection upon the ways of implementing GIA in research proposals (all fields of studies, including STEM).

Figure 4: Photos from the pilot training sessions at the Aristotle University of Thessaloniki

During the session participants received both some basic knowledge about gender mainstreaming, intersectionality, gender-sensitive research and gender impact assessment and some practical tools (developed within RESET and other projects) useful in everyday work as teachers and researchers and helpful in designing projects, study programmes, university policies, etc.

An evaluation form was sent to all participants; however, only two responses were shared, indicating that the training met participants' expectations (*M*=4.50; scale 1-5), they found the content fairly helpful for both their professional and student roles (*M*=4.50; scale 1-5) and in building satisfactory social relationships (*M*=4.50; scale 1-5). Participants particularly appreciated the interactive way of instruction, a possibility

to meet "other people with similar interests" and practical tools for gender-sensitive research and gender-inclusive language.

It is worth underlining that participants of both sessions on GEP and GIA were very disappointed about the low attendance. One trainee said that "considering the quality of the training there were way too few participants and I do not know the reason for this", while another admitted that "I would have liked to see more colleagues from my university".

2.3 University of Porto (U.Porto)

At U.Porto, a member of the WP4 team offered three training sessions: "Preventing discrimination and unconscious Bias", "GEP Implementation" (May 7, 2024) and "Gender integration into teaching" (May 8, 2024). They were attended by 14 participants (9F, 5M), 7 participants (6F, 1M) and 11 participants (8F, 3M), respectively.

The objectives of the first session included:

- Explaining the triangle; stereotype – prejudice – discrimination.
- Introducing the concept of unconscious bias in everyday professional situations.
- Learning about types of discriminatory processes and improper behaviours.
- Discussing the causes of discrimination and examples when it occurs.
- Elaborating on specificities of gender discrimination at HEIs.
- Getting acquainted with possible ways of minimising the risk of, and preventing, discrimination and unconscious bias.

The content of the workshop provoked a vivid discussion during which participants shared their experiences both from their professional activity (e.g., contacts with international students) and personal life. Unfortunately, only two persons (both women) filled in the evaluation form. The training met their expectations (M=5.00; scale 1-5); they found the content fairly helpful for both their professional and student roles (M=4.50; scale 1-5) and in building satisfactory social relationships (M=5.00; scale 1-5). They appreciated the possibility of sharing experiences and interacting with others, as well as the knowledge gained about the connection between stereotype and prejudice and awareness of unconscious bias that leads to discriminatory actions.

The objectives of the second session on GEP were as follows:

- Familiarising with the concept of gender equality at the EU level.
- Recognising GEP as a strategic document for HEIs.

- Setting main goals of GEP in relation to the needs of institutional change.
- Learning about the stages of GEP design.
- Elaborating on institutional risks, challenges and potential resistance from various bodies/stakeholders throughout the process of designing and implementation of GEP.
- Becoming aware of the measures and indicators useful in GEP design.
- Learning about formal and informal consequences of GEP implementation.

The session was assessed by participants as very helpful and productive as the discussion focused mainly on the extent to which GEP was implemented in U.Porto and on some challenges accompanying this process. A comparative perspective was possible as the instructor also shared some experiences about the GEP-related problems at UL.

Figure 5: Photos from the pilot training sessions at the University of Bordeaux

The evaluation form included four responses (3 from female and 1 from male participants). In general, the training met participants' expectations (*M*=4.67; scale 1-5); they found the content fairly helpful for both their professional and student roles (*M*=4.67; scale 1-5) and in building more secure and open relationships at the university (*M*=4.33; scale 1-5). The participants valued open discussion and brainstorming about possible solutions and "external perspective on internal difficulties." They also underlined that the workshop gave some insights regarding the preparation of the new GEP and engaging various stakeholders in this process.

The trainees of the first and second workshop indicated that the sessions should be longer to cover even more examples and good practices.

The objectives of the third training on gender dimension in teaching encompassed:

- Obtaining knowledge about gender mainstreaming in science and research.
- Learning about gender equality in research (e.g., in building teams, preparing project proposals, networking, cooperation with various stakeholders, etc.).

- Understanding the idea of gender- and diversity-sensitive research and education.
- Learning about intersectionality methodologies as applied in research, teaching and academia in general.
- Understanding the need to apply the gender/diversity dimensions in course syllabi and curriculum of programmes at various levels (BA, MA, PhD), including STEM).

Although none of the participants filled in the evaluation form after the workshop, they shared some of their reflections during the training. Firstly, they offered many examples from their own fields (e.g., medicine, veterinary studies, mathematics, etc.) about gender blindness in research and teaching, and gender-based discrimination. Secondly, they appreciated the tools (checklists, guidelines) presented during the workshop that facilitate the application of the gender and diversity dimensions in teaching, such as courses, syllabi, programmes, literature review but also in the classroom. Finally, participants were eager to discuss the Wheel of Power and Privilege in relation to their own academic position, progression, and situatedness within the academic system.

3. Feedback from GEP-implementing partners about their training processes

3.1 University of Bordeaux (UBx)

3.1.1 Training statistics

Table 1: Training statistics (UBx)

	Number of participants	Expected %	Attained %
Overall	7265 (since 2022)		
Students	5855 (since 2022)	10%	11%
PhD students	200 (since 2022)	20%	10%
Researchers and middle management	560 (since 2022)	30%	15%
Administrative staff	350	20%	12%
HR departments and top university management	300	100%	60%

3.1.2 Implementation of training

Four teacher-researchers and one member of administrative staff (RESET project manager) of the UBx took part in the TTT process. The teacher-researchers comprised the Gender Equality Officer, one TR of Educational Science, a Professor of Political Sciences, and a TR in Sociology and American Studies.

At the University of Bordeaux, the student community has been prioritised for the implementation of sessions in 2024. Most of the trainees were Master's students from STEM, Medical Sciences, Sociology and Psychology.

It was more difficult to mobilise personnel of the university to register for the training sessions. A contract has been signed with an external training company, on the topics related to the values of the Republic of France (equality, diversity, secularism and fight against discrimination). Between 2023 and 2024, 8 sessions were proposed by this company to the university's personnel, with only 74 participants in total. Due to work overload, it is usually not the priority of the academic staff to take part in such training activities. There were also sessions dedicated to staff of the reporting unit and facilitated by national bodies, such as the French Ministry for Higher Education.

Figure 6: Photos from the training sessions at the University of Bordeaux

An additional action was designing of the online training tool for teachers and TR. This 3-hour asynchronous session, entitled "Raising awareness of gender and diversity in teaching practices," is aimed at teachers, PhD students and anyone in a teaching role, and seeks to encourage inclusive teaching practices. Its objectives are: 1) To gain an understanding of the diversity of the student population and the feelings of discrimination experienced in the classroom, 2) To understand and apply the principles of inclusive teaching.

3.1.3 Feedback from trainees

Overall, trainees appreciated the sessions. The majority of them were satisfied with the usefulness of the acquired knowledge and skills, the clarity of explanations, the quality of materials or tools and the trainers' responsiveness. The large majority of trainees deem it necessary to integrate training sessions about equality and diversity in academia.

The use of small case studies, games and exercises was appreciated by trainees, but

they expressed the need to add more time for group/participative work, which is not always possible with the limited time dedicated to training sessions. In fact, it is difficult to conduct sessions that last longer than 2h. Moreover, the participants underlined that training should be adapted to particular scientific fields.

The sessions that trainees found most interesting and useful were those devoted to discrimination and gender-based violence (GBV). They appreciated working in small groups, for instance, using such tools as Alertometre[1]) and they expect concrete tips, solutions and examples of how to tackle discrimination in everyday life. The third topic that was attractive to trainees at UBx (students and staff) concerns gender-inclusive language as they appreciated the workshop-style, which offered an opportunity to gain new skills through practical assignments and exercises.

3.1.4 Feedback from trainers

Trainers found the toolbox both practical and adaptable, meeting diverse institutional needs with real flexibility. The wide range of themes encompassed by the toolbox means that we can cover all requests/needs, and that equality can be applied across the university (themes, audiences, tasks, etc.). According to the teachers who joined the TTT process, modules offer a well-rounded approach, covering essential themes such as managing unconscious bias, fostering inclusive work culture and addressing psychosocial risks, such as harassment. The training materials are thoughtfully designed to engage participants from different academic groups, which proved essential in ensuring relevance and impact across all institutional levels. The sessions, particularly those on diversity in research, provided actionable insights and tools that teachers could immediately apply in their own training sessions. This comprehensive toolbox effectively supports the RESET institutions in advancing gender equality in a way that feels grounded, adaptable and sensitive to varied socio-cultural contexts.

Taking part in RESET's train-the-trainer sessions on equality and inclusion has been of great help for instructors in developing awareness-raising training courses for students at the University of Bordeaux in cooperation with RESET colleagues. They have enabled trainers to assimilate and disseminate major concepts related to equality, and thanks to some key recommendations provided during the sessions, they have managed

[1] The Alertometre is a tool that has been recently created at UBx (with the help of a local network of other HEIs and associations that work with issues of GBV). It intends to help students and employees to identify situations of GBV (as witnesses or victims) and to disseminate the contact of the unit on GBV and discrimination (e-mail & QR code). It is presented in a format of a small document that can be folded as a bookmark, as well as in the form of posters. The presentation of situations goes from the green colour (describes normal and healthy relationships at university) till red - identifies problematic or dangerous situations. A game was elaborated from the alertometre in which participants are invited to make an order of the presented situations (what seems normal and what seems dangerous to them). It is a way to raise awareness on the issue. The Alertometre has been largely disseminated at the UBx and continues to be an important tool.

to develop safe environments to encourage students to express themselves on sensitive issues, such as sexism and racism.

In terms of dissemination, the interest shown by students was obvious, but it was more complicated to mobilise administrative and academic staff. However, the use of the toolbox to help teachers deliver teaching that is sensitive to gender and discrimination met with great interest, particularly when we used it with secondary school teachers.

3.1.5 Future of training (RESET after RESET)

In the frame of the RESET project, four teachers have been trained to implement sessions at the UBx. Among those four persons, the RESET scientific coordinator will have the opportunity to provide training on scientific excellence, discrimination and gender-based violence. One teacher-researcher will ensure the sustainability of RESET outputs by creating a course on diversity and equality for Master's students. This subject will be offered to MA students from all scientific fields and will be part of "opening courses", which students choose from outside their academic fields. UBx trainers are also working with the Institute for Transitions and various teachers and researchers to integrate topics of gender equality, diversity and discrimination in a series of mandatory training sessions[2] on environmental transitions and sustainable development for all bachelor students of the University of Bordeaux. Furthermore, the UBx team designed a 3h-online workshop for teachers and researchers, which addresses ways to offer a more inclusive pedagogy, which started in November 2024.

To ensure sustainability, the RESET team will also train a new administrative staff member in charge of the gender equality policy and human resources-related issues and a person responsible for gender equality in the student community. Hopefully, they will be able to maintain the training sessions for students on a large scale.

In parallel to the training sessions, a board game, entitled "Catch me if you can", was developed by the UBx team, inviting players to reflect on career inequalities in HEIs. It is accessible to staff, members of laboratories, students and support services. It gives insight on various obstacles that people face during their administrative or academic careers at university and shows how these issues are strongly linked to specific variables such as gender, origin or disability. It is an innovative training tool that gives participants tips to react to gender-based violence and discrimination, and informs about career inequalities through comprehensive data and situations. The context of the game was inspired by all activities in RESET, especially the WP training tool and it was distributed across the consortium, other HEIs and university alliances in Europe.

[2] This initiative follows the recommendations of a task force from the Ministry of Higher Education and Research published in February 2022 by Jean Jouzel: "Raising awareness and providing training in the challenges of the ecological transition and sustainable development in higher education".

Apart from training sessions, multiple posters have been developed during the project, which can be used again in different kinds of settings. Those posters deal with GBV, a presentation of a game developed by the UBx' team, GIA and institutional change and gender. They will be continuously used as awareness-raising tools.

Last but not least, some modules of the D4.3 (RESET Training Toolbox) will be translated into French in order to disseminate them on a local scale and familiarise non-English speaking audiences with its content, particularly the section on work-life balance.

3.2 University of Lodz (UL)

3.2.1 Training statistics

Table 2: Training statistics (UL)

	Number of participants	Expected %	Attained %
Overall	2499		
Students	1612	10%	7%
PhD students	6	20%	1%
Researchers and middle management	398	30%	14%
Administrative staff	449	20%	31%
HR departments and top university management	34	100%	46%

3.2.2 Implementation of training

The training process was conducted by 9 trainers, all of whom had appropriate skills and relevant professional experience. A total of 208 sessions were held, with over 2,000 participants. To implement the process at the University of Lodz, marketing materials were first developed, including promotional descriptions of the process. A dedicated website, created specifically for this purpose, provided detailed information on each session, such as the subject matter, duration, objectives, and scope of the topics covered.

To reach the widest possible audience, information about the training was distributed through multiple channels: social media, the University of Lodz website, the internal employee portal, and newsletters.

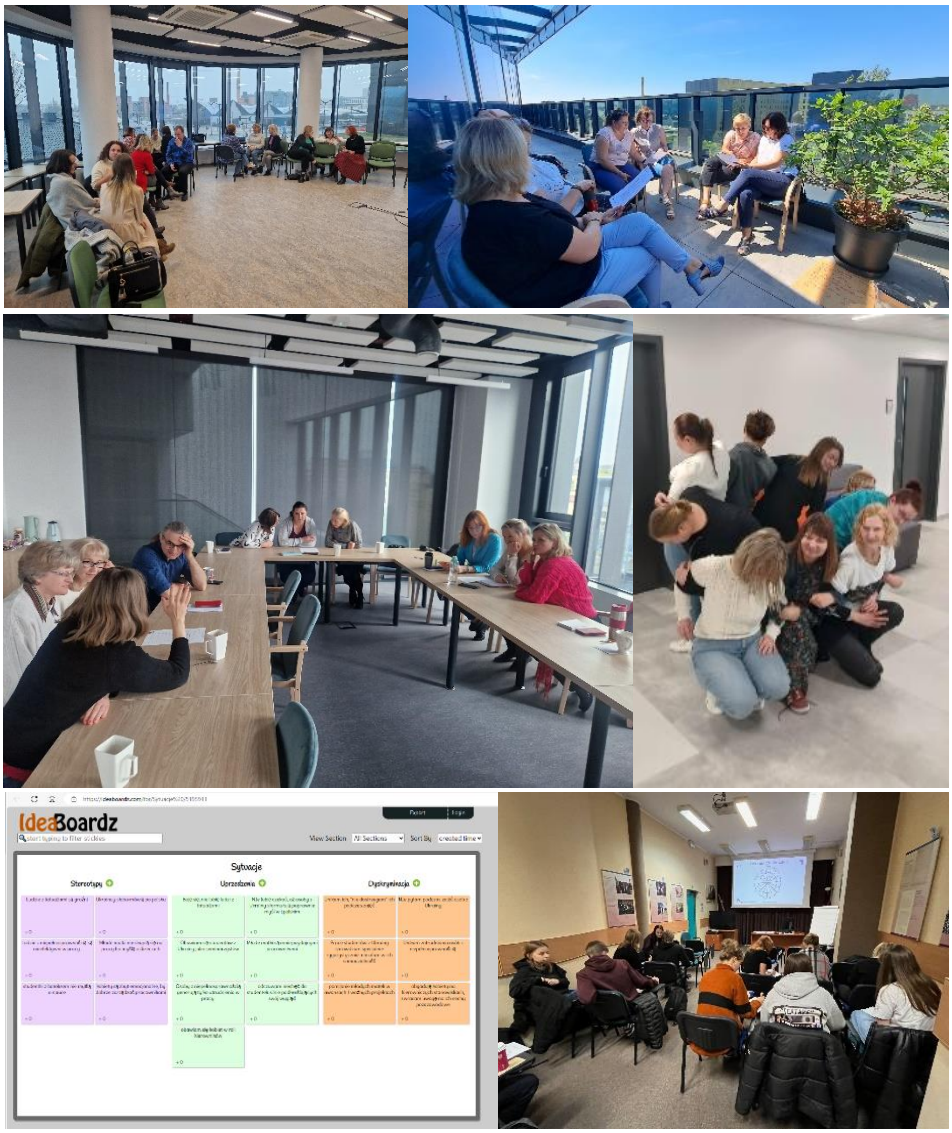

Figure 7: Photos from the training sessions at the University of Lodz

The trainings were conducted in two main areas: theoretical (e.g., modules on “Aggression, mobbing, and sexual harassment”; “Preventing discrimination and unconscious bias”; “Diversity and inclusivity”; “GEP implementation”) and psychological (e.g., modules on “Reacting to harassment and inappropriate behaviors”; “Building positive relationships”; “Work-Life Balance”). The audience was predominantly female, though student groups were more diverse. Training was conducted both in person and online. Most employees attend various training sessions regularly, express a desire to participate in future workshops, and often recommend the sessions to their colleagues.

3.2.3 Feedback from trainees

In general, participants expressed a high level of satisfaction, but also formulated a wish for further opportunities to engage with the proposed topics in more detail. The feedback from various training sessions consistently highlights the training's success in enhancing the integration of the academic community, the development of skills and competencies, and a more in-depth awareness of crucial issues such as discrimination, unconscious bias and effective communication techniques. Many participants appreciated an opportunity for networking and cross-departmental exchange, allowing them to get to know other viewpoints and perspectives. The structure and organisation of training, including the supportive, open atmosphere facilitated by the trainer, were praised as essential in making participants feel comfortable to share and reflect upon their own biases and experiences.

Participants especially valued the diversity of training methods, which included checklists, case analyses and interactive exercises, as well as problem-solving tasks, and discussions that stimulated reflection on stereotypes and unconscious bias. They found it important to obtain skills related to giving and receiving feedback, understanding diversity and enhancing inclusive communication, and they were willing to use the proposed techniques to improve their workplace relationships. The trainers' professional abilities were also assessed positively, with emphasis on aspects such as clarity in explanation, active listening skills, creating an atmosphere of openness and respect and bringing positive energy. Trainees liked the materials shared after the sessions, as they allowed for further exploration and application of concepts such as gender mainstreaming and intersectionality. The discussions during training enabled participants to identify inequalities within their own workplaces, such as team composition, and led them to view their environment through a more intersectional lens.

While the sessions were well-received, participants often suggested extending their length, including more practical exercises and opportunities for in-depth practice of the concepts introduced. Some recommended omitting or shortening introductory activities to maximise time for main content. Some participants also had difficulty engaging fully due to conflicting responsibilities or a preference for passive learning.

Overall, the training sessions appear to have met and often exceeded participants' expectations, encouraging them to pay attention to inclusive communication and develop practical strategies to enhance diversity and equality.

3.2.4 Feedback from trainers

Trainers underline that training sessions provided unique opportunities for building relationships and networking, as well as for viewing difficulties, challenges, and everyday

situations from different perspectives. This approach fosters mutual understanding, giving participants an opportunity for self-discovery and conscious personal development.

Trainers observed varied approaches to the training within the academic community. Many participants completed the full training cycle, while others chose to explore topics individually to further their personal growth. There was a significant interest in topics related to psychosocial competencies supporting inclusiveness, work-life balance, gender mainstreaming, diversity and inclusion (D&I) approaches, GIA tools, and intersectionality. Participants particularly emphasised the need to discuss the situation of non-binary and LGBTQ+ communities, highlighting a low level of recognition of these groups and their needs within academia.

The voluntary nature of training fostered high motivation and openness among participants, with visible commitment from both students and employees. A key element of training was the opportunity to exchange experiences, especially in light of unethical behaviours encountered within academia.

On the other hand, trainers pointed to some problems connected with the organisational aspects and scheduling that sometimes contributed to participants' frustration. Training duration has become a concern as trainers believe that UL employees would benefit more from cyclical, longer sessions to help structure and consolidate acquired knowledge. For students, scheduling is an organisational challenge as training sessions often conflict with their class schedules. In addition, there is a discrepancy between registered participants and those who actually attend sessions. Some trainees did not show up for workshops, which complicates the work of trainers and sometimes results in the cancellation of a session.

Importantly, trainers also praised the benefits of the training process with regard to their own professional qualifications, noting that they learnt a lot, became more self-aware and committed to DEI issues, and invested in their own personal growth.

3.2.5 Future of training (RESET after RESET)

The RESET project has created a long-lasting impact at UL and its authorities are actively pursuing funding opportunities to make the training programme sustainable. Additionally, the train-the-trainer model empowers students to carry forward the project's objectives, further embedding its values into the university culture. Its influence extends RESET as its themes are now integrated into routine educational activities and courses with students. There is also hope that the international partnerships developed through the project will endure, fostering continued collaboration with some of the inter-university networks established.

Training sessions have become very popular and there is strong interest in making them a permanent part of development activities at the University of Lodz. Although funding remains a big challenge, the institution's ongoing efforts to secure resources demonstrate a dedication to the prolongation of post-project activities. Being aware of this, UL took action to obtain additional funding for this purpose (three applications for grants to local government and US Embassy were already submitted). The RESET UL team is also trying to share training know-how with external partners, e.g. The Institute of Horticulture – National Research Institute, other EU-funded projects (e.g., FEAST), D&I network in Lodz and other HEIs in Lodz. Several training activities are also included in the Gender Equality Plan (2025-27).

Summing up, it is of crucial importance to continue the training programme and to constantly improve its content and scope. Firstly, there is a need to introduce new, more advanced topics, going beyond the initial offer and targeting participants who have already completed the basic training. Secondly, some training should be made mandatory for certain employees (top and middle management, for students during enrolment process, for new employees, etc.) The process could be further supported by introducing ethical or diversity officers in faculties and administrative units to make some structural change towards a more inclusive work environment.

3.3 University of Porto (U.Porto)

3.3.1 Training statistics

Table 3: Training statistics (U.Porto)

	Number of participants	Expected %	Attained %
Overall	1979		
Students	760	10%	8%
PhD students	129	20%	3%
Researchers and middle management	778	30%	21%
Administrative staff	208	20%	12%
HR departments and top university management	104	100%	103%

3.3.2 Implementation of training

Throughout the implementation of U.Porto's GEP, the training of its employees has been a priority. The RESET team coordinated this process with university departments and units responsible for training and certification. These include the Human Resources service, the Research and Projects service and the Educational Innovation unit. This was a first step in order to formally include sessions focusing on GE and diversity in the annual training plan. At the same time, this procedure allowed us to reach specific target groups:

1. Human Resources service
    - middle and top management,
    - administrative staff,
    - student support services,
    - workers in general (transversal training),
2. Research and Projects service
    - researchers – faculties,
    - researchers – research centres and laboratories.
3. Educational Innovation unit
    - teachers.

It is important to mention that students were not a priority target group in the current GEP. The RESET team has also taken part (both as organiser and guest) in various webinars, classes, workshops and scientific events over the two years of GEP implementation, which has made it possible to train more diverse audiences.

All training was conducted by U.Porto RESET team members. This allowed for proper guidance on the actions and more direct articulation with the GEP measures. In addition, two of the members also took part in the train-the-trainers process.

In terms of obstacles, constraints on resources limited the number of sessions that could be carried out. For the most part, the participants in the sessions already had some awareness of the topic. It was possible to validate and empower these employees with more skills for working with gender equality and diversity; however, people who were less sensitive to the topic did not take part in the sessions. As expected, the number of female trainees was much higher than male (approximately 80%), indicating that the topic appears to be more relevant to women.

In 2022, the training topics were introductory, approaching GE in general. In the following years, the training became more specific and toolbox-based. Sessions were held for all the modules except 5, as U.Porto already had a similar training offer. Within these, there

was a greater emphasis on harassment, working with diversity, and integrating GIA into research.

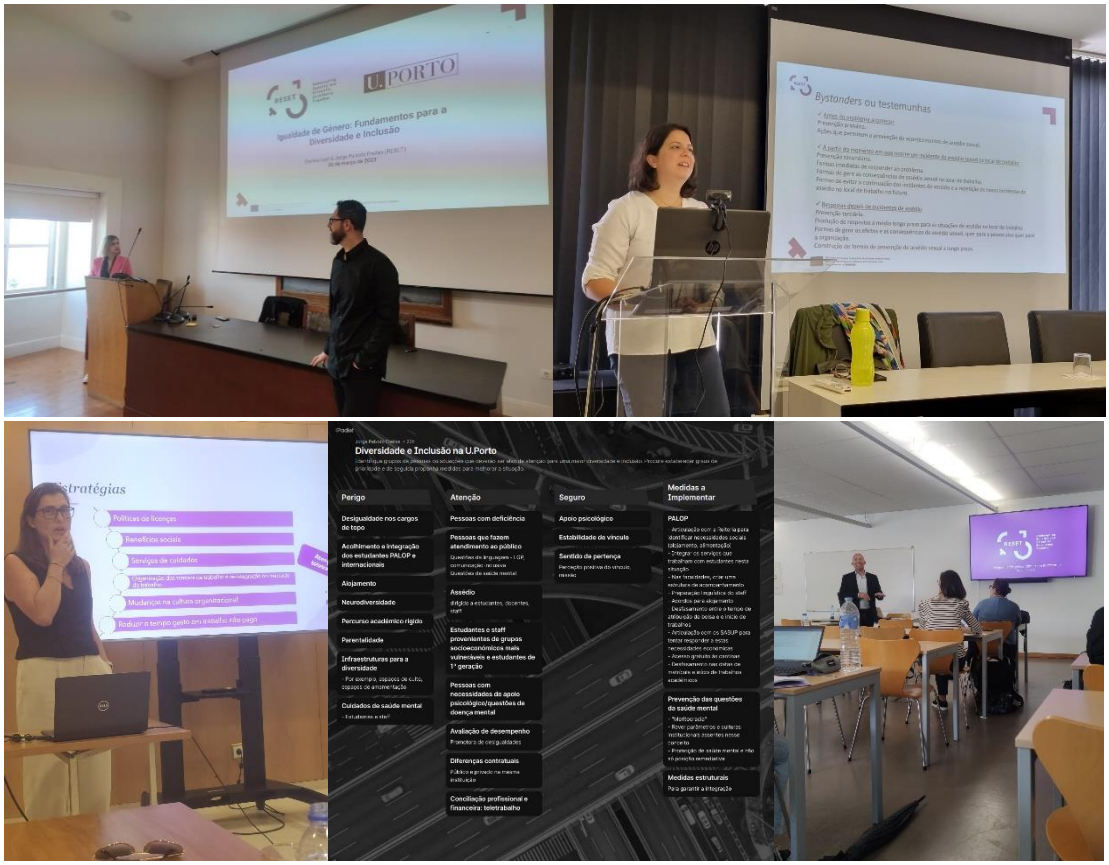

Figure 8: Photos from the training sessions at the University of Porto

3.3.3 Feedback from trainees

In general, training sessions were well-received by participants. The majority of trainees reported satisfaction with the relevance of the acquired knowledge and skills, the clarity of explanations, the quality of materials and tools, and the responsiveness of trainers. A strong majority also indicated the necessity of incorporating training sessions on equality and diversity into academic settings.

From the comments shared by the trainees on the diverse actions we present a wordcloud to better illustrate the general topics of concern:

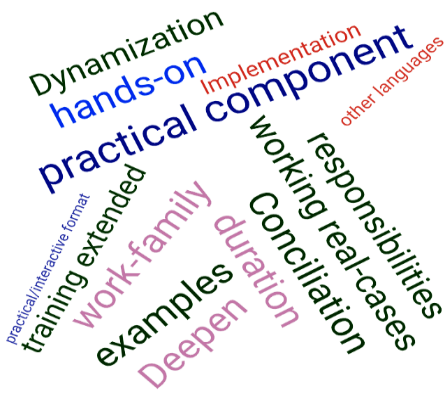

Figure 9: Word cloud illustration on the feedback from trainees

From this illustration we can highlight, on the one hand, the focus on being practical, dynamic and hands-on, and, on the other, the need for more in-depth and extended formats. As far as preferred topics are concerned, it is agreed that the issues of responsibilities, work-family relations and conciliation are the most important.

3.3.4 Feedback from trainers

Overall, the trainers' impressions were excellent. Participation in the training sessions was positively surprising. The number of registrations and the demand show that this is a very relevant topic for the majority of U.Porto employees.

Positive feedback includes participants' sensitivity to the topic. More than personal concern, they showed a need for institutional change and a desire to acquire skills to deal with students with different gender identities.

However, some resistance was also evident. There were participants who underestimated gender inequalities as contextual and that the differences were biologically based, so it is not the university's responsibility to intervene.

3.3.5 Future of training (RESET after RESET)

The University of Porto has been steadfast in its commitment to GEP implementation, prioritising training sessions and (in)formal workshops since the project's outset. Consequently, this area will continue to be a strong cornerstone for GE implementation at U.Porto. GEP 2.0 (2025-2028) prioritises training and capacity-building through workshops and sessions on gender-inclusive language and communication, integrating

a gender perspective into scientific excellence and addressing discrimination and harassment.

Three measures will specifically address this concern:

- **Area C** – Conciliation and Organisational Culture: C2.2 – To organise workshops and training sessions on the use of gender-inclusive language and communication.
- **Area D** – Gender Dimension in Research and Knowledge Transfer: D1.1 – To organise workshops and training sessions on integrating a gender perspective and diversity principles as a pillar of scientific excellence (including postgraduate students).
- **Area E** – Gender Violence and Harassment: E1.2 – To train lecturers, researchers and workers with the skills to identify and deal with situations of discrimination and harassment.

While there are already some training sessions for teachers scheduled for 2025 in the official HR training plan, additional workshops are planned for 2025-2028 to ensure comprehensive coverage of these critical areas.

3.4 Aristotle University of Thessaloniki (AUTh)

3.4.1 Training statistics

Table 4: Training statistics (AUTh)

	Number of participants	Expected %	Attained %
Overall	approx. 260		
Students	approx. 20-30	5%	0,04%
PhD students	approx. 50	20%	1,1%
Researchers and middle management	approx. 160	30%	5,5%
Administrative staff	approx. 20	20%	4%
HR departments and top university management	Approx. 3	30%	3%

Implementation of training

Throughout the RESET lifespan, various training sessions have been conducted by the AUTh RESET team. In addition, a few training sessions were conducted by the team of the University of Lodz when they visited AUTh in April 2024 (four sessions, see section 2.2).

Additional training sessions have been conducted by the AUTh RESET team, both prior and after the delivery of the RESET training toolbox (4 sessions before, 3 sessions after). These trainings have prioritised the topic of GIA and gender dimension integration into research and teaching, and thus have mostly addressed research groups. Collaboration with research laboratories of AUTh took place, in order to deliver the training to their members. Moreover, on several occasions, GIA training was embedded into broader activities and events (such as summer schools or public events conducted, targeting the AUTh community), so as to maximise participant reach. One additional training session took place in November 2024, on the occasion of the International Day for the Elimination of Violence against Women, drawing input from the Toolbox Modules 1 and 2. The training was delivered by the AUTh RESET team and members of the School of Psychology at AUTh. The following stakeholder groups were invited to participate: researchers and teachers, as well as administrative staff. Ten individuals (all female) attended the training, including members of the AUTh Gender Equality Committee and the Vice-Rector of Administrative Affairs and Student Care.

In terms of obstacles encountered, it is crucial to mention gender backlash that exists among people not involved in gender issues – either as part of their research or as part of their personal interests. This often created a lack of willingness to participate in training sessions. Simultaneously, the expiration of the mandate of the AUTh Gender Equality Committee complicated the training implementation; there was no official body to coordinate this procedure or to mobilise the local academic community (either to attend or participate in the delivery of training).

FSS Program

— All Workshops

Monday 28/08	Tuesday 29/08	Wednesday 30/08	Thursday 31/08	Friday 01/09
Introductory Workshop 10:00 – 11:00	Intro to the day 10:00 – 10:15	Intro to the day 10:00 – 10:15	Intro to the day 10:00 – 10:15	Intro to the day 10:00 – 10:15
	Renewable Energy Sources: state of the art and life cycle analysis 10:15 – 11:00 Georgios Andreou [AUTH]	Team-building Session 10:15 – 11:00	Gender mainstreaming in research 10:15 – 11:00 Eleni Karachaliou [AUTH]	Towards gender justice in energy cooperatives 10:15 – 11:00 Antonia Proka [REScoop.eu]

Figure 10: Exemplary schedule of the GIA training session at the Aristotle University of Thessaloniki Summer School

3.4.2 Feedback from trainees

AUTh members attending the training sessions acknowledged the value of these initiatives, believing that they met their expectations. Some of them expressed interest in being updated about the future training sessions. Trainees especially valued training on inappropriate behaviours. They argued that they encompass various forms of conflict in the workplace, exceeding harassment issues. Researchers (mostly from the Social Sciences) also highly valued the usefulness of GIA training, suggesting that it provided them with novel insights.

3.4.3 Feedback from trainers

In general, the training results have been satisfying, in the sense that they responded to trainers' needs and were positively evaluated by them. Regarding the training resources / training toolbox available for the training, it is perceived as very useful and as covering many areas. It also leaves room for contextual adaptation to the target institutions. Difficulties encountered refer to the fact that the "usual suspects" are the ones most often participating in such initiatives. Difficulties in engaging male participants and top management are also prominent.

3.4.4 Future of training (RESET after RESET)

Beyond the project's duration, in AUTh the training toolbox is expected to be used to support the implementation of capacity-building actions outlined in the university's gender equality plan, ensuring that all members of the university community have the necessary skills and knowledge to contribute to a more equitable and inclusive campus. This has been integrated in the core text of AUTh's GEP. To elaborate in more detail, every GEP thematic area consists of various objectives and corresponding measures/actions, including awareness-raising actions and educational seminars (training sessions). A set of resources are suggested to be used for implementing the foreseen actions, and the various training modules are listed among them (e.g., Module 6: "Work-life Balance" - orientation on knowledge competencies improvement for measures, with respect to relevant actions under the objective "Raise awareness and overcome challenges in the attainment of work-life balance by AUTh employees"). Similarly, the training module on GIA and the GIA checklist itself are indicatively suggested as a resource to be used to meet the relevant actions under the GEP objective "Promote gender dimension integration and an interdisciplinary approach to gender in research content and in the formation of gender-balanced and inclusive research teams". No specific enforcement mechanisms are foreseen, but some of the new Gender

Equality Committees members (who are either coordinating or supporting the awareness-raising/training actions) are already familiar with the RESET output and training material and thus motivated to employ them.

Apart from support to GEP implementation and the capacity-building of the organisation's personnel and members, the RESET training tools can be strategically employed to foster a more equitable and inclusive campus environment through capacity-building. The training toolbox can be integrated into the institution's mandatory orientation programs for new students and faculty, ensuring that all newcomers are equipped with the knowledge and tools to recognise and address gender-based discrimination and harassment. The training modules can be tailored to specific audiences, such as undergraduate students, graduate students, and staff, in order to address their unique experiences and challenges. Moreover, by incorporating the training modules of the toolbox into regular staff development programs, the university can enhance employees' understanding of gender equality issues and their ability/skills to create a respectful workplace. In addition, future training can be used to support student organisations and initiatives focused on promoting gender equality and combating harassment. By providing these groups with access to the resources of the toolbox and consequent training initiatives, the university can empower students to take an active role in creating a more inclusive campus culture.

4. Conclusions: towards a sustainable future

4.1 Good practices and lessons learnt

The activities carried out in the RESET project aimed both to develop tools for enhancing organisational knowledge and to support processes of management, research and education through training and workshops. The main idea of training with a strong emphasis on interdisciplinarity was a source of added value. The use of psychological, managerial and humanistic approaches allowed for the development of a comprehensive approach to diversity and inclusivity at HEIs.

The broad availability and diversity of training forms and tools provided an opportunity to address the educational needs of different groups of participants. It was also a good practice to dedicate some of the training to specific stakeholders with particular expectations, such as administrative staff or managers. This resulted in participants becoming “ambassadors” for gender equality and D&I within their professional groups and units, thereby supporting the process of gender and diversity mainstreaming as well as embedding them in everyday academic activities. In addition, training sessions for mixed groups of stakeholders offered a welcoming and comfortable space for the exchange of experiences from various standpoints and perspectives (as reflected in ex-post evaluations).

The Train the Trainers (TTT) programme can be regarded as a good practice and an important lesson learned. The role of trainers in promoting gender equality and awareness-raising is of crucial significance, and their preparation demands special attention. The TTT programme equips trainers in competencies to conduct specialised training and to create a safe space for trainees, facilitating self-reflection and the exchange of personal and professional experiences. Moreover, such an approach made it possible for the WP4 team – along with trainers from partner organisations – to implement modifications that enhanced the training process and added more value to the toolbox. It is recommended to HEIs that decide to build a D&I institutional framework and establish a series of workshops devoted to GE and diversity to create the TTT possibilities, which foster development and support for trainers.

The TTT process and other activities carried out within the RESET project allowed for the informal formulation of the Community of Practice (CoP). Access to the resources and skills of other trainers, and the presence of such people in academia, supports the sustainability of the solutions developed with regard to GE and diversity, providing an opportunity for ongoing consultation and further development. In this context, the CoP, the aim of which was to jointly support and enhance new competencies and retaining knowledge in the organisation, should be considered an asset in strengthening inclusive organisational culture. Therefore, it is of utmost importance to look for new sources

of funding that will ensure the sustainability of training and the possibility of reaching out to people who did not have the opportunity to participate in training carried out until the end of the project.

One of the ways to build transinstitutional and transdisciplinary CoPs and networks is sharing the training know-how by making it publicly available to be used by different educators, scholars, activists, mentors and coaches in various HEI environments. The training programme (8 themes, 15 modules) worked out within WP4 is easily accessible online[3], making it possible for instructors to download various materials: detailed scenarios (for both trainers and trainees), supplementary reading and literature recommendations, ready-to-be-use presentations, handouts, assignments, and so on. In this way, not only are RESET's results disseminated and mainstreamed but they also provide inspiration and an example to follow for those interested in promoting GE and diversity in their local environments.

Finally, one of the most important lessons learned while preparing the training process within WP4 is that our expertise is also needed outside of academia, in various local, national and international contexts and environments. In 2024 at UL we have been invited to provide training to other EU-funded projects, for example, FEAST: *Food systems that support transitions to healthy and sustainable diets* (Horizon Europe, 2022-27), where UL offered a cycle of 2h webinars on gender mainstreaming, intersectionality and gender impact assessment. We have also been invited to participate in a local D&I initiative (Łódź Diversity Equity Inclusion Network), which brings together various organisations and stakeholders from our region to share our experiences on the RESET project, GEB, GEP, antidiscrimination policies and training toolbox. Moreover, we have offered two training activities for the Lodz Design Festival in May 2024: "Gender bias in design and innovation: press RESET" (conducted by WP2 team leader) and "RESET urban activity on diversity and inclusivity in public space using the design thinking method" (conducted by WP4 team leader). These were attended by both the consortium members and the festival's participants. In June the RESET team member had a short workshop on promotion of diversity and inclusivity as a part of DYWERS Photo Exhibition[4]. Another important contribution were two training sessions on building satisfactory relationships and diversity offered for participants of the 6th Congress of the Polish Association of Organisational Psychology, which took place in September 2024. In total, approximately 30 people participated in these initiatives. Furthermore, University of Lodz – as a member of UNIC: The European University of Cities in Post Industrial Transition – was invited to have a short workshop as a part of *Diversity Sensitivity in the Workplace and Unconscious Bias* event for more than 100 people who represented different groups of stakeholders from UNIC's universities. Last but not least, the WP4 team has established a collaboration with the Institute of Horticulture – National Research

[3] https://toolkit.wereset.eu/#/training-toolbox/overview.

[4] https://www.uni.lodz.pl/dywers.

Institute in Skierniewice, which is currently implementing its first Gender Equality Plan and transforming the existing institutional practices into more inclusive and diverse. The institute asked for the WP4 team's support in this process, which will be provided by organising a series of training sessions, sharing knowledge on GEP and GIA as well as preparing internal trainers to facilitate this transformation and development of their own training scheme.

4.2 Challenges for the training processes

Individual and institutional resistance

The fact that gender equality is still perceived as a sensitive issue by some groups in HEIs may raise various challenges and problems related both to the attitudes of the academic community and the sustainability of acquired skills and competencies. In particular, universities have to deal with employees' and students' resistance to participating in training. This is the case of people in managerial positions, who may demonstrate inappropriate behaviours due to their role and responsibility for supervising human resources. The lack of involvement in the training process may also apply to people who do not see the need to improve their own skills or who do not perceive gender equality, diversity and inclusivity as an important matter. Consequently, they do not participate in training activities and do not plan to engage in them in the future. This may lead to a deepening polarisation between people who have obtained knowledge and want to consciously enhance diversity in the workplace and those who have not received such training and do not wish to consider GE and inclusivity as important. Therefore, it is crucial to consider different forms of mandatory training, accessible to different groups, showing that creating an inclusive organisational culture is essential from managerial, HR and ethical perspectives.

Dedicated resources

Since knowledge should be expanded and awareness should be raised through training, new resources (both human and financial) must be found to organise capacity building as well as developmental and educational activities so that they are accessible to all interested parties. Due to the fact that HEIs in some countries are underfunded, additional funding needs to be provided through other (international, national, local) projects and grants as well as through cooperation with non-academic stakeholders.

Sustainability of skills and acquired knowledge

Another challenge is to maintain and to develop further the current level of knowledge and to translate it into activities related to research and learning processes. This also applies to the strengthening of mechanisms to counteract various improper behaviours.

GE valorisation at the institutional level

To make this possible, systemic solutions should be considered, adapted at the level of the whole institution, such as an institutional gender equality board, with strong support from responsible persons such as the Rector. At the same time, it is necessary to take into account the challenge related to the lack of openness of individuals in charge, such as in faculties, to adopt a common framework of desired norms and attitudes, as defined at the EU level, with member states having obligations to follow them, including the consent to develop competencies and the acceptance and support to react to abusive behaviours. The common knowledge and awareness that a certain situation should not be accepted will require concrete action from Deans and Ethical Officers. On the other hand, the academic community must be informed about the rules and be conscious of the consequences.

Mainstreaming and reaching to different recipients of training

Reaching the whole academic community, especially students, with information and knowledge about equality, inclusion and diversity can also be a challenge. Students and PhD candidates might find it difficult to engage in activities beyond obligatory courses included in study programmes. Therefore, the inclusion of a gender dimension in the study content of each degree programme should be addressed as an action in the following institutional Gender Equality Plan (GEP). In the context of students, the forms and content of training should be carefully considered and redesigned; however, one should remain vigilant about keeping the quality and complexity of workshops, while offering more attractive methods of training, adjusted to the expectations of this academic group.

4.3 Tips/recommendations for further training activities

- Introducing mandatory and cyclical gender equality training for all employees and students, e.g., delivered on an accessible online platform.
- Increasing the number of training hours to allow for a deeper understanding of the topics covered.

- Decreasing the number of training hours at the same time to provide possibilities for continuous learning and micro-credits.
- Placing particular emphasis on the training of top and middle management across various units and disciplines of the university hierarchy.
- Supplementing training with opportunities for individual consultations and, in some cases, psychologial support.
- Preparing students and student organisations for conducting training to their peers (train-the-trainers programme).
- Conducting research with regard to the particular needs and expectations of various academic groups, which is helpful to select suitable topics and scope of training and to raise awareness on GE and diversity issues.
- Including training activities in other academic events, such as conferences, workshops, seminars, summer schools, Faculty Council's meetings, etc.
- Advertising and promoting the RESET training toolbox not only within but also outside of academia (NGOs, municipalities, business sectors, CoPs, D&I networks, etc.).
- Establishing collaboration with other HEIs (locally, nationally and on the European level) in order to exchange experiences, share expertise and jointly plan development initiatives.
- Introducing mandatory onboarding training for students that includes content from the RESET toolbox.
- Introducing mandatory training for the newly employed and as part of regular safety training (every four years).
- Integration of mandatory courses (1st year) on gender equality and diversity into the curricula of all study programmes.