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Supporting the Promotion of Equality  
in Research and Academia

[Agreement n° 787829]

# Gender Equality Plan template



"This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 787829". This document reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein".

## GEP Short guide and template

### What is a Gender Equality Plan?<sup>1</sup>

In the specific context of research organisations and higher education institutions, the European Commission considers a Gender Equality Plan as a set of actions aiming at:

- Conducting impact assessment / audits of procedures and practices to identify gender bias;
- Identifying and implementing innovative strategies to correct any bias;
- Setting targets and monitoring progress via indicators.

This set of actions, which can have different degrees of complexity, is meant to articulate a strategic view aimed at achieving gender equality. Initiatives such as adhering to a Charter or adopting general gender equality objectives do not constitute per se a gender equality strategy/plan, as these commitments have to materialise into a concrete set of steps and actions to be undertaken.

For the same reason, a broader diversity or anti-discrimination strategy and/or plan addressing gender among other issues, should not automatically equal to having a gender equality plan. Indeed, if such a strategy does not rely upon sufficient data on gender, and only addresses gender through a limited number of measures and indicators, it is unlikely that gender equality will actually be achieved.

The scope of a gender equality plan may strongly vary, depending on the type of organisation, the institutional context in which it is implemented, the disciplines addressed, or the type of gender biases and inequalities identified as part of the diagnosis.

The way gender biases and inequalities themselves are being addressed can also vary, along with the chosen approach and the availability of internal or external gender expertise. Recently, gender bias and inequalities have been increasingly addressed taking into account their intersection with other inequality grounds such as disability, age, sexual orientation, religion or ethnicity.

Addressing other inequalities intersecting with gender may offer efficient leverages for change and can also inspire comprehensive actions and strategies. Yet, it should also be taken into account that it also requires more analytical resources, data and a broader range of expertise than tackling gender separately from other inequality grounds.

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<sup>1</sup>Source: Mergaert, L.; Arnaut, C.; Forest, M. e.a. (2016): Gender Equality in Academia and Research. GEAR tool. Edited by European Institute for Gender Equality. Available online at <http://eige.europa.eu/sites/default/files/documents/mh0716096enn.pdf>

## **Recommended Basic Features of Gender Equality Plans <sup>2</sup>**

This section aggregates some basic features of successful gender equality plans in various higher education institutions. This list gathers components rather than presenting a strict structure of GEPs. However, the more elements demonstrated in detail, the more comprehensive and operational the Gender Equality Plan may appear.

**I.** Roles of core actors, corresponding rights and responsibilities as regards the overall process have to be defined

**II.** Description of the state of play: Strengths and weaknesses of the actual situation regarding gender equality of the institution or school/ institute should be presented. This might take the form of a SWOT-analysis describing strengths, weaknesses, opportunities and threats

**III.** Analysis of the current situation and analysis of deficits regarding equality with respect to the three main GE objectives focusing on:

- decision making processes and bodies
- recruitment, career development of female researchers and female staff member and
- the gender dimension in research and teaching

**VI.** Presentation of the GEP's structural ties in the context of the organisation's profile and mission statement (gender equality objectives and their value/contribution relating to the organisation's profile, target population/beneficiaries, organisation's key activities, relation to overall mission statement)

**V.** Definition/elaboration of objectives (main and subordinate objectives for thematic fields)

**VI.** Presentation of activities as a whole; motivation for selecting specific measures and their relation to needs identified, complementarity of measures, references to used resources (gender programs, change tools, equality research), character of activities in terms of commitment

**VII.** Personnel and financial resources required for implementation of measures in respect of size, financial ability, capacity (expert knowledge and infrastructure support to reach objectives), specifics of scientific culture concerned (locally, nationally), and complexity of the unit/institution

**VIII.** Envisaged schedule of activities and process milestones/achievements, envisaged contribution to

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<sup>2</sup> Based on work done under the EU-funded project INTEGER (<http://www.integer-tools-for-action.eu/en>)

reach objectives

**IX.** Quality control management (strategies for unmet objectives, documentation of activities, internal and external information and PR, success indicators, monitoring, capacity building, etc.)

**X.** Strategies with respect to sustainability

### **Proposed template**

This template can be considered as minimum standard for a GEP. It is suggested to structure the Gender Equality Plan (GEP) according to the main strategic objectives, as put forward by the European Commission. In addition, a separate section can include actions of a cross-cutting nature.

For every strategic objective, the GEP identifies the key problems to be addressed, the goals and priorities for action which follow from these. Next, the actions that will be undertaken are listed, with the specification of 1) who is responsible, 2) when the action will take place, 3) which are the targets and indicators that allow verification of achievement, and 4) which are the required resources. As many lines as required can be added to list actions.

Note that while this document is made in MS Word, it may be practical to set up the actual GEP in MS Excel.

The specifications below refer to specific items in the template:

- (\*) Indicate here who will be responsible for preparing / running the action, as well as who should approve the action.
- (\*\*) Specify, quantitatively where possible, the results you want to achieve.
- (\*\*\*) Identify on the basis of which verifiable data your progress and results can be checked.
- (\*\*\*\*) Make the distinction between financial and other resources: time from xyz, and (if relevant) financial resources, (and if relevant also other resources, like e.g. external speakers / experts).

## GENDER EQUALITY PLAN FOR (RPO-NAME): MAIN PRIORITIES AND KEY PLANNED ACTIONS (TIMEFRAME)

<b>Thematic area: e.g. Gender in decision-making processes and bodies</b>						
<b>Main issue(s) / Problem(s)</b>		<i>(Describe here the problems and weaknesses of the organisation in relation to decision-making, as identified in the preceding analysis/assessment phase.)</i>				
<b>Goals / Priorities</b>		<i>(Set out which are the main goals and the priorities to be addressed through actions for the concerned period.)</i>				
<b>Planned actions</b>	<b>Responsibilities (*)</b>	<b>Timeline</b>	<b>Targets (**)</b>	<b>Indicators (***)</b>	<b>Resources required (****)</b>	<b>Status</b>