

GENERA TOOLBOX

FOR TAILORED GENDER EQUALITY PLANS

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Contents

Acknowledgements.....	1
Contents.....	2
Abbreviations	3
Introduction	4
Part I: Purpose and framework of the GENERA Toolbox	6
Preliminary considerations.....	6
Purpose of the GENERA Toolbox.....	7
Field of Physics.....	9
Target groups	11
Fields of Action	17
1. Structural Integration of Gender Equality.....	17
2. Engaging Leadership	18
3. Flexibility, Time and Work Life.....	19
4. Presence and Visibility	20
5. Gender-inclusive/Gender-sensitive Organisational Culture.....	21
6. Gender Dimension in Research and Education.....	22
Part II: GENERA Toolbox for tailored Gender Equality Plans	23
Measures from A to Z	26
Part III: Conclusion and further references	103
Conclusion.....	103
Glossary	105
Measures according to Field of Action	108
Measures according to Target Groups	113
Related projects and resources	121
Literature references.....	122

Abbreviations

EC	European Commission
ERA	European Research Area
GE	Gender Equality
GENERA	Gender Equality Network in the European Research Area
GEP	Gender Equality Plan
HEI	Higher Education Institution
RFOs	Research Funding Organisations
RPOs	Research Performing Organisations
STEM	Science Technology Engineering Mathematics

Introduction

The **GENERA** Project (Gender Equality Network in the European Research Area) is funded under the call GRI.4.2014 “Support to research organisation to implement gender equality plans” within the Horizon 2020 Science with and for Society work programme. The European Commission (EC) defines gender equality as one of the priorities for the European Research Area (ERA), a consortium has been formed aiming to enhancing gender equality in the field of physics research with potential applicability to other sciences. GENERA is comprised of 13 beneficiary partners - (research performing and research funding organisations (RPO and RFO) and higher education institutes (HEI) from 9 European countries and a number of associate partners and observers.

(More information about the GENERA project can be found at www.genera-project.com)



(GENERA kick-off meeting on September 17th 2015 in Brussels)

The project aims at improving gender equality in physics research by fostering systematic institutional and cultural change through the development of tailored and evidence-based gender equality plans (GEP). Accordingly, part of GENERA was to generate a range of tools, (measures and activities) to enabling partners to develop and implement GEPs adjusted to their organisation’s specific needs. This report presents the toolbox resulting from this effort. The tools, measures, activities contained therein are aimed at different target groups and present different objectives in different scientific organisations.

The report is divided into three parts:

Part 1: Purpose and framework of the GENERA Toolbox

The first part of the GENERA Toolbox specifies the purpose of the toolbox and provides a framework describing the preliminary conditions. More specifically, this includes a description of the individual target groups and the fields of action. At the beginning some questions will be answered:

- ✓ *What is the GENERA Toolbox?*
- ✓ *Who is the GENERA Toolbox for?*
- ✓ *How should the GENERA Toolbox be used?*

Part 2: The GENERA Toolbox for tailored Gender Equality Plans

The second part lists the measures and actions which were identified by different scientific organisations as successful and effective regarding the aim of increasing gender equality and promoting equal opportunities for women and men in the ERA. They are structured in alphabetical order by their title.

- ✓ Effective measures from A to Z

Part 3: Conclusion and further references

Finally, the last part of the report ends in a brief conclusion and related projects and resources.

Part I: Purpose and framework of the GENERA Toolbox

Preliminary considerations

Within the scope of GENERA this toolbox has been compiled to help organisations in working towards the ERA aim of raising gender awareness and providing equal opportunities to all genders. The toolbox is intended to help organisations without GEPs developing and customizing their GEPs and support those with GEPs in improving their measures.

All of these collected measures and instruments can directly be implemented into GEPs to build a bridge from the current state of gender equality to a better state. As essential parts of a GEP they should serve as tools which also can be adopted to individual needs for action in every research organisation worldwide.

To increase usability, the GENERA Toolbox describes a number of proven measures and instruments in tabular form, in a simple and comprehensive way. The tables contain the measures' title, objectives, target-groups, and field(s) of action, as well as a short description.

The chosen classification has derived from the need to change working conditions, especially for women in higher qualification levels. The earlier the support and counselling begins, the easier it is for women and men to recognize and utilize opportunities regarding gender equality. This approach has been confirmed by diverse studies, reports, literature and additionally by the GENERA "Gender-in-Physics" events. It is quite important to categorize into target groups, fields of action and objectives because every organisation has a different approach to gender equality. Organisations differ in given strategic and structural conditions. Taking this toolbox into account can simplify the work and the implementation of GEPs.

Objectives of the GENERA Toolbox

- ✓ These good practices are based on the principle "quality over quantity". They can be customised easily (as required for various organisations).
- ✓ With the collection of various effective measures and instruments from participating organisations and the most frequently named recommendations out in the published literature or articles in journals, the GENERA Toolbox offers a broad set of possibilities to improve existing GEPs and equal opportunity actions.
- ✓ Accordingly, measures can be used in order to enable systematically institutional change in the RPOs and RFOs as well as HEI.
- ✓ In general, they support women at all qualification levels and to raise public awareness of gender equality.

Purpose of the GENERA Toolbox

What is the GENERA Toolbox?

The GENERA Toolbox provides an overview about proven measures and instruments that already exist in RFOs, RPOs and HEIs and that have contributed to an increase in gender equality in recent years throughout Europe. It is a structured collection of good practices - measures, instruments and activities - that aim to address gender inequality. Information was collected on social, cultural, mobility and political aspects of work environments in different organisations within Europe and was bundled in the following catalogue of measures.

This toolbox does not present full details on the measures, nor does it provide an exhaustive picture of the gender equality measures implemented in the ERA. Instead it represents only a small selection of practical Examples and structures in scientific organisation within Europe, which were seen as successful. It is not a statistic publication, but rather an ongoing process, which will be expanded by adding additional effective measures and instruments.

It is based on surveys carried out in the GENERA project and results from the "Gender-in-Physics-Days" events, an extensive literature research supplemented our own collection of measures and instruments customised for the field of physics.

The GENERA Toolbox aims at assisting implementing partner organisation in tailoring their GEPs to their needs. For this purpose, it offers a range of measures that can serve as models for other organisations.

Who is this GENERA Toolbox for?

While the GENERA Toolbox focuses preliminary on RFOs, RPOs and HEIs, it can also be used by other organisations, which have the intention to promote gender equality and raise gender awareness at all qualification levels. To support the implementation of measures, it is most interesting for all managers and leaders who have to take the first steps.

On the other hand, the GENERA Toolbox can be used by the scientific community (in physics) - based on the principle of "give and take".

In essence, however, it was developed for any individual who is a stakeholder in gender equality - ranging from those with no knowledge of gender equality to those who already get in touch with gender issues.

How should the GENERA Toolbox be used?

The toolbox describes a variety of actions that can be adopted to meet the needs of RFOs, RPOs and HEIs with regard to gender equality. As it is not possible to please every organisation or institute with this toolbox, it should be seen as a reference. It is meant to be an easy-use-manual to increase gender awareness and to raise the proportion of female scientists of all qualification levels all over the ERA.

Individual contexts are of greatest importance and should be taken into account in every single step of the process of implementation. Measures or instruments that are considered to be successful in one organisation, don't have to be just as well in other organisations. The entire process of implementation should be mindful of the national situation and the overall framework conditions in the organisation e.g. the organisation's values, structures or employees.

First, the organisations have to determine what they want to achieve and what can realistically be done. All measures of the GENERA Toolbox can only succeed if certain requirements are met:

- ✓ *the political will of the organisation: the question of wanting to do so*
- ✓ *analyses of the organisation and of its current state of GE*
- ✓ *setting of overriding goals*
- ✓ *provision of resources*
- ✓ *pointing out the benefits for the organisation and its employees*
- ✓ *willingness and gender awareness and know-how of all concerned*
- ✓ *knowledge about the value of GE*
- ✓ *monitoring and evaluating the goal attainment*
- ✓ *visualization of progress in gender-topics*

Each tool is briefly described and structured in a tabular form. Most tools are illustrated with a good practice example drawn from partner and further research organisations or HEIs. These brief descriptions do not provide an exhaustive picture of each measure but rather show how this measure has been successfully implemented in practice. Others are to be considered as recommendations that you can modify to your own needs and can then, be implemented.

All together these measures follow the interest of ensuring gender equality on all qualification levels. As an integral part in a GEP they should serve as a bridge between the current state of gender equality and the target state. They do not have to be used all at once, but rather according to the individual needs of an organisation. The implementation of measures depends on individual aims, expenditure of time as well as financial and human resources and organisation makes available.

Field of Physics

The field of physics was chosen as the benchmark field because of multiple reasons:

Physics is a science discipline with one of the worst gender balances and also an environment where women are particularly underrepresented on all qualification levels in academia and research careers in many countries.

On closer inspection we can see that:

- Physics appears to be one of the most male-dominated of the STEM disciplines instanced the number of bachelor's degrees in 2006¹ and the qualification levels upon it. The following figure shows the percentage distribution of women in astronomy in Europe. There is no country where it is higher than 35 percent.

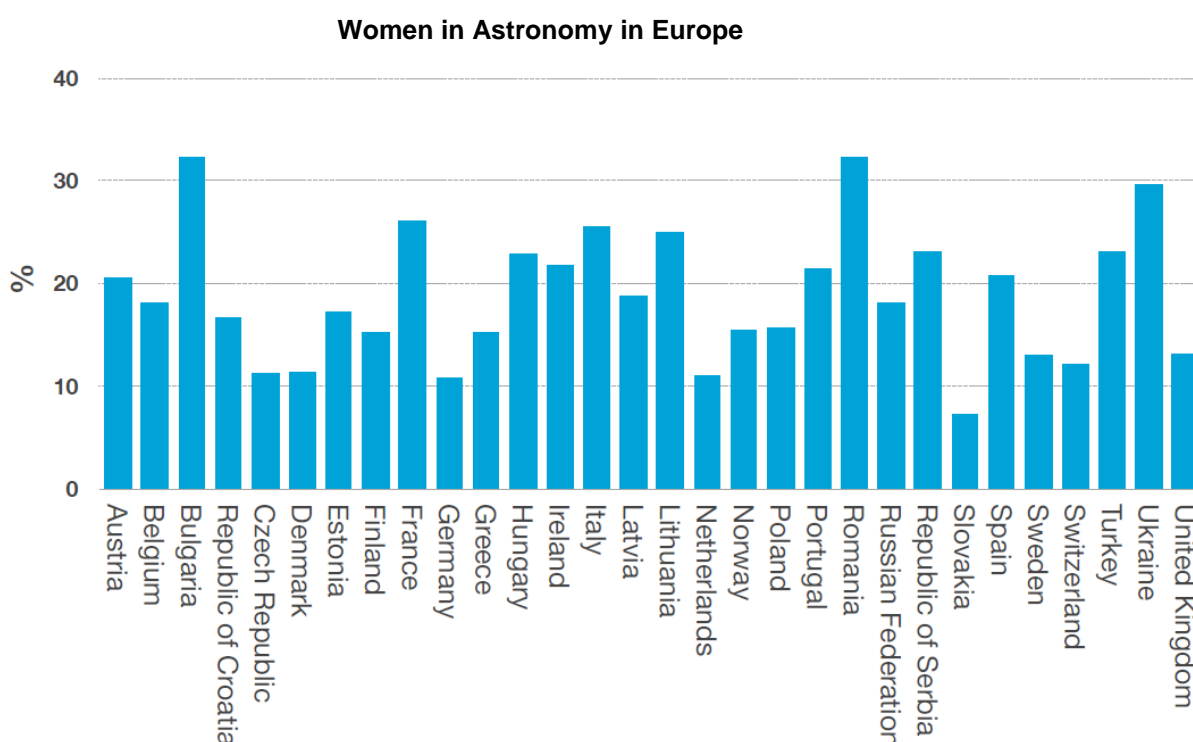


Figure 1: Women in Astronomy in Europe (2010)²

It should be noted that astronomy is one of the most popular areas of physics for women compared to atomic physics, nuclear physics or photonics. Therefore, the figures here are more encouraging than they are in other areas in physics.

- Regarding different career levels (see figure 2), it is evident that from postgraduate level onwards women seem to disappear with their promotion decreasing - especially in the higher career paths. This phenomenon is known as the “leaky pipeline”.³

¹ cf. Hill, C. et al., 2010

² cf. Lago, 2015, slide 12

³ cf. Leeming, 2016

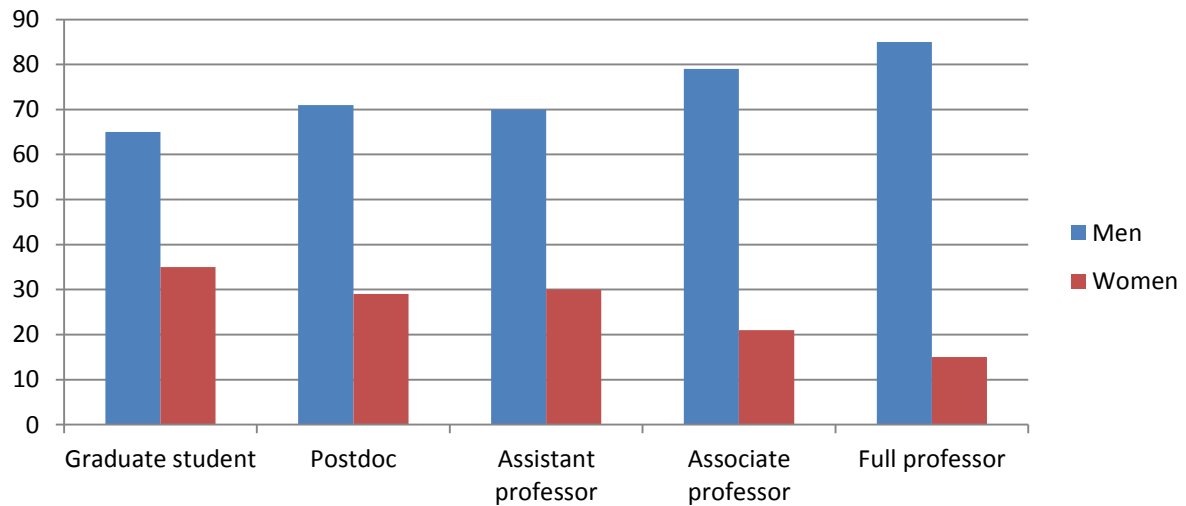


Figure 2: Snapshot of the gender balance in US astronomy in 2013⁴

- Physics branches into many emerging interdisciplinary subfields which are mostly connected to applied science. The interdisciplinary cooperation and networking throughout Europe seems to be innovative and -promising as well.
- As physics research is international by nature, all European countries are involved and therefore can participate in the implementation of new features and customised GEPs.
- Physics covers a lot of diverse structures and conditions; additionally it contains different action fields and target groups in academia and research.

In summary, two reasons are overarching: the field of physics is highly international and therefore requires extremely high mobility of the researchers and – unfortunately and maybe related – physics has still a highly unbalanced gender representation.

⁴ cf. Urry, 2015

Target groups

Regarding the current situation of women in the STEM-fields (Science, Technology, Engineering, Mathematics) it is striking that women are way more underrepresented as men in many countries. Assessing the individual target groups it can be seen that women are continuously underrepresented at all qualification levels. Particularly in the field of physics women's representation lags behind most other STEM disciplines.

The following chapter focuses on the presence of women in different grades of academic careers - in particular at the higher levels of the academic path and in decision-making positions.

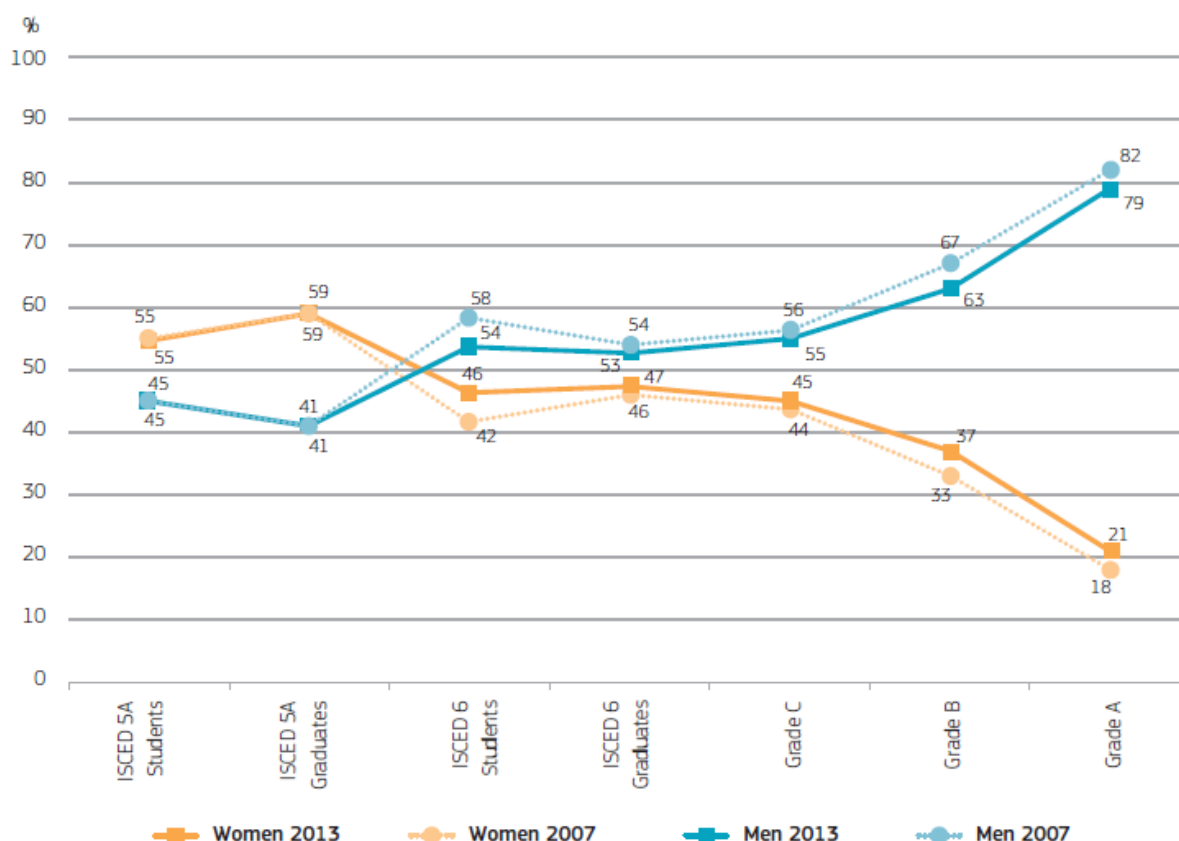


Figure 3: Proportion of women and men in a typical academic career, students and academic staff⁵

⁵ cf. She Figures 2015, p. 127

[side note: within these GENERA Toolbox comparatively:

ISCED 5A Students = students (undergraduate)

ISCED 5A Graduates = students (graduates)

ISCED 6 Students = PhD students, PhD candidates and research assistants

ISCED 6 Graduates = Postdocs

Grade C = Assistant Professors

Grade B = Associate Professors

Grade A = Full Professors]

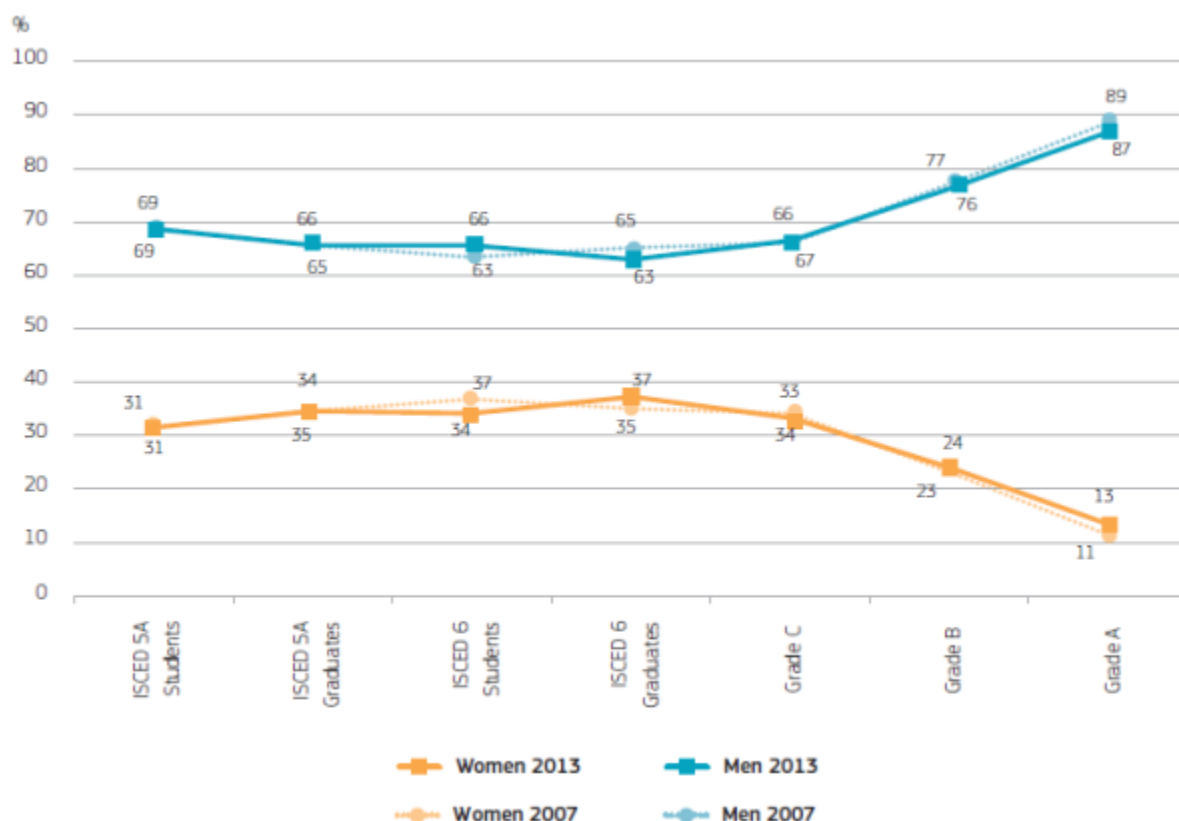


Figure 4: Proportions of women and men in a typical academic career in science and engineering, students and academic staff⁶

All these figures exemplarily illustrate the precarious situation that is still present in the STEM fields. The overall objective is to get a change of attitudes towards gender equality in RPOs, RFOs and HEIs to inspire them to be more gender-aware and focussed on gender equality. On the other hand, it is important to encourage more women to choose scientific careers and to support them through to high level research. According to the commitments of “For Women in Science Manifesto”⁷ it is the concern to

- encourage girls to explore scientific career paths
- break down the barriers that prevent women in science from pursuing long term careers in research
- prioritise women’s access to senior positions and leadership positions in science
- celebrate with the general public the contribution that women scientists make to scientific progress and to society
- ensure gender equality through participation and leadership in symposiums and scientific commissions such as conferences, committees and board meetings
- promote mentoring and networking for young scientists to enable them to plan and develop careers that meet their expectations.

⁶ cf. She Figures 2015, p. 127

⁷ L’Oréal-UNESCO, 2015

In order to do this, we take a look at the situation target group specifically:

Pupils

The target group “pupils” includes **school students** attending an educational institution (all grades of secondary education). In this target group all school grades (classes) are considered: **Elementary school** (ages 6-12), **middle school** (ages 12- 14), and **high school** (ages 14-18).

From early childhood on, pupils can get informed about different scientific fields, interesting researches and experiments. The natural science is represented in a great number of research areas. The children (especially girls) can be involved in the world of science from their early years on. At the first stage of elementary school it can be presented in a playful form, interactive games and activities. This way kids can explore interesting natural phenomena and take the first steps to studying natural sciences. It makes it possible to excite pupils with interesting experiments and practical experience; it helps to develop their interest for STEM fields and to motivate them to study it at school.

The additional measures and activities support students at studying natural sciences and overcoming the difficulties. Different labs and scientific clubs at school or other educational establishments for pupils enable them to learn more about various scientific fields. Children can experience themselves in the role of researchers and develop their practical skills. Furthermore the students at secondary and high school can be informed about the possibilities of further education and career development in STEM fields. After the graduating from school, pupils have to decide about their further study. Activities at school (especially for girls) can encourage them to choose their career path in scientific areas and avoid gender prejudice about female researchers.

Students (undergraduate and graduate)

The target group of “undergraduate students” includes persons who are enrolled in a HEI and are studying for a (first) degree. Furthermore it refers to students who have not yet obtained a bachelor’s degree or similar. “Graduate students” are persons who already possess a bachelor’s degree and continue their studies after graduation.

The goal within this target group is, to increase positive perceptions of science and to attract students to STEM studies particularly in physics.

Most of the students only have a vague understanding and unclear expectations of these science fields - especially of the field of physics. This is shown by the following figure:

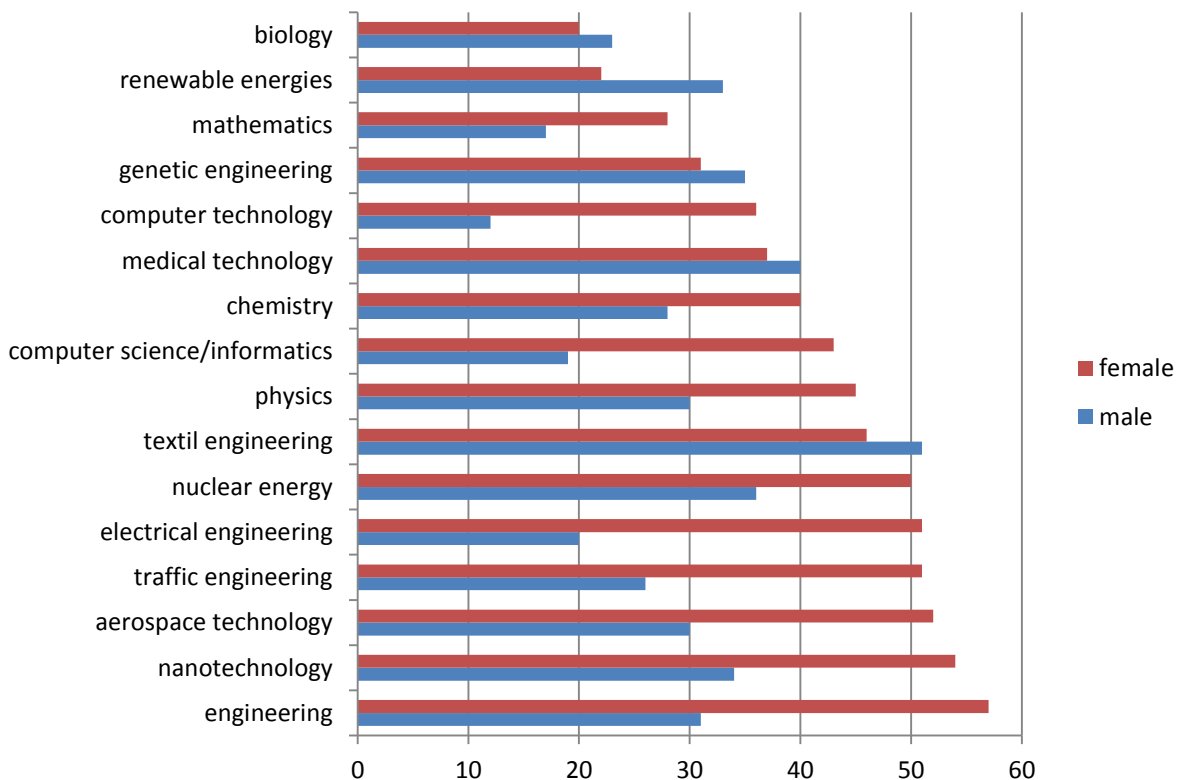


Figure 5: unclear expectations from technologies and science (in %)⁸

That is why it is so important, to recruit young people - especially women for science and physics at an early stage. As a reference point, higher education and experience in school are deemed as an important factor in favour of, or against making a career in physics. Vague information and false expectation of technologies and science require all teachers to better educate this target group from an early stage.

PhD students, PhD candidates and research assistants

“While the proportion of women at the first two levels of tertiary education is higher than that of men, the proportion of women at PhD level is lower.”⁹

PhD students and candidates are educated to degree level and employed - often on a temporary contract - by universities or research institutions. Usually they are enrolled in a PhD programme and simultaneously active in teaching. On completion of most of their required coursework/comprehensive exams - with the exception of their dissertation - the students become known as PhD candidates¹⁰ until they obtain their doctorate. All of them are assigned a supervisor or principal investigator (PI).

⁸ MINT Nachwuchsbarometer 2014, p. 29

⁹ European Commission, 2012, p.35 in She figures 2015, p.20

¹⁰ <http://academia.stackexchange.com/questions/10972/phd-candidate-vs-phd-student>

Research assistants are like PhDs employed by universities or research institutions, for the purpose of assisting in academia research. It is important to mention that research assistants are not responsible for the outcome of the experiments or publications¹¹.

“Between 2002 and 2012 the number of women graduates in the sub-fields of science and engineering generally grew at a faster rate than the number of men. However, the fields in which women’s presence grew most quickly between 2002 and 2012 (computing; engineering and engineering trades) were also those where women started from the lowest base.”¹²

For this target group, but also partially for other target groups, the following aspects¹³ are relevant:

- clarity about career models and pathways
- ways of balancing career aspirations and family responsibilities
- childcare issues and costs
- mobility, both across borders and sectors
- dual career couples
- returning after career breaks.

Postdocs and mid-career scientific personnel

Postdocs are researchers after finishing their doctorate. They are (often temporarily) employed at a university or research organisation and do work relating to advanced academic or professional work. With their conscious decision to stay in science they are aiming for a professorship. The date of transition to a mid-career scientist is not clearly defined and the specific time period in which they enter and exit mid-career varies significantly. It is estimated that this period can last in-between 10 and 25 years¹⁴.

Professors

This target group can be divided into groups of

- full professors - teachers at a college or university with the highest academic rank, usually the most senior in a particular field or department,
- associate professor - a teacher lower in rank than a full professor but higher than an assistant professor, and
- assistant professors - teachers of lower academic rank than an associate professor.

¹¹ <https://www.quora.com/What-is-the-difference-between-a-research-associate-research-assistant-and-postdoc>

¹² She figures 2015, p. 20

¹³ Pollitzer, 2012

¹⁴ Pollitzer, 2012

A person begins as an assistant professor, goes on to become an associate professor, before moving on to a full professorship.

“As in politics and business, academia is characterised by a strong gender imbalance at the highest levels. On average in the EU, only 15.5% of institutions in the higher education sector are headed by women and 10% of universities have a female rector. Moreover, on average, 36% of members of scientific and management boards are women. Also the highest career level for research, that is, the full professor position, the situation is characterized by a strong imbalance: the gender ratio is 80:20 male to female.”¹⁵

Management and leadership

“Management is the process of setting and achieving organisational goals through its functions: forecasting, organisation, coordination, training and monitoring-evaluation. Management focuses primarily on the administrative aspects of a business. Leadership is a process of influence between leader and team members, aiming at achieving common goals.” Leadership is “the ability to influence some persons and groups, directing their efforts in completing organisational objectives”.¹⁶

For all managers and leaders in every organisation it is therefore necessary to know what gender equality means and that there are lots of measures to raise it and to build gender awareness at any hierarchical level within the organisation.

Scientific personnel

This target group includes academic employees or civil servants at an university or RPO/RFO, which carry out scientific activities within their work area. Research personnel vary in different countries and research institutions. These employees are usually not assigned to a scientist position (PhD students, postdocs, professor), but they have a possibility of promotion to these scientific degrees. This target group also includes science-teaching staff at all school-levels.

Administrative personnel

Administrative personnel are the managers or employees who are involved technically in the process of designing and controlling functions or internal structures of the organization. It includes the planning, organization, implementation and control of service and creation processes (for example, technical implementation of workshops, mentorship programs etc.).

¹⁵ EMBO, 2015, p. 7

¹⁶ Popovici, 2012, p. 126

Fields of Action

The GENERA fields of action provide a framework for understanding gender equality within research organisations and can be used to guide the development and planning of gender equality activities in RPOs, RFOs and HEIs. They constitute a key organising principle for the measures collected in this toolbox. In order for gender equality efforts to be successful, all fields of action be addressed by the GEP.

1. Structural Integration of Gender Equality

Effective cultural and Organisational change towards gender equality warrants well-thought out policies and the structural integration of gender equality within an Organisation. In order for policies to be effective, they need to be targeted, evidence-based and sustainable, while the aim to reach gender equality has to be woven into all aspects of the Organisation, including the composition of decision-making bodies. This refers not only to sex-equal membership, but also to the integration of gender-aware actors in such bodies.

Sub-fields:

Policies

...refers to all policies aiming at achieving transformative change towards gender equality directly and indirectly. Policies include all strategies, courses or principles of action and objectives relating to gender equality adopted by an Organisation.

Monitoring

...refers to the presence of effective monitoring systems implemented in an Organisation to assess where actions are still needed and whether the adopted policies have been successful.

Sustainability

...refers to all measures taken to ensure that gender equality efforts are sustainable, e.g. gender equality being integrated in the Organisation's long-term planning. In order to yield the desired outcomes, gender equality efforts need to be a long-term commitment, rather than a one-off engagement.

Composition & Integration

...refer to the sex-equal composition of all relevant boards, bodies and committees and the gender-awareness and ability of their members to address their own biases and make informed decisions. It further includes transparent and fair selection procedures, as well as

ensuring that gender equality related boards and committees are equipped with enough power to effect change.

2. Engaging Leadership

To ensure that a gender equality plan is successful it needs to be supported by all actors within an Organisation. It is especially crucial that leaders endorse gender equality as an important goal, signalling that gender equality is a vital aspect of the Organisation's policy and approach. Furthermore, gender equality concerns all internal actors (e.g. employees) and external actors (e.g. policy makers). These stakeholders' support is as crucial for the success of any gender equality strategy, as well as their willingness to embrace the aim of reaching gender equality determines its success.

Subfields:

Leadership Accountability

...refers to leadership's accountability for the successes (or failures) of gender equality policies and subsequently whether the aims and targets set were reached. In order for gender equality efforts to be successful, leadership does not only need to be engaged, but also needs to be responsible.

Stakeholder Engagement

...refers to the involvement of all stakeholders – internal and external – in the Organisation's gender equality efforts. As gender inequality is an aspect of society, addressing inequalities requires the involvement of all employees (internal stakeholders). External support is also necessary (e.g. policy makers).

3. Flexibility, Time and Work Life

Long working hours, high pressure and work-life imbalances are common practice in academic professions. This can negatively affect productivity and worker satisfaction (Kindman & Jones, 2008). Effective work-life balance policies provide a way to address this. Combined with carefully developed policies addressing the needs of employees with caring responsibilities, work-life balance policies would increase productivity, satisfaction and – with the move away from viewing women as traditionally responsible for care – would help move away from rigid sex-roles. It is crucial, however, that measures are formulated in a way inclusive of all genders to not reinforce persistent stereotypes.

Subfields:

Work-Life Balance (WLB)

...refers to time allocated to work and private life falling into a healthy balance. Effective work-life balance policies benefit both employees and employers, as productivity increases and stress-related illnesses are much less likely. Furthermore, they increase overall job satisfaction and can positively influence the lives of employees with caring responsibilities.

Care & Family Life

...refers to the reconciliation of work and family-life and the support of parents and carers. Work-life balance issues prevalent in academia have an even worse effect on carers, making it crucial to address this dimension. While women are statistically more likely to be involved with care work, increasing the support for all parents might help resolve gender stereotypes.

4. Presence and Visibility

There is a disproportional underrepresentation of women among research and scientific staff (leaky pipeline). Moving up the career ladder, women decrease dramatically and progressively. Addressing the underlying factors contributing to this – such as gender stereotypes – is crucial. In order to increase gender equality within science, it is important to foster a work environment in which all employees can excel. This involves not only the critical assessment of recruitment practices, but also strategies for retention and an analysis of women's attrition. Furthermore, increasing women's visibility and paying attention to equal representation is crucial. Measures in all these categories need to be defined carefully to not victimize female scientists or reinforce gender stereotypes.

Sub-fields:

Recruitment

...refers to recruitment practices and procedures and the necessity to design these in a transparent and gender sensitive way. This starts with the formulation of job advertisements and ranges to gender awareness and implicit bias training for recruitment panels.

Retention & Attrition

...refer to the attrition – or gradual decrease along the career line – and retention of women in scientific careers. Assessing the reasons for the attrition and retention of women from all levels of scientific careers is of high importance.

Advancement

...refers to measures and steps taken to advance and promote those belonging to structurally disadvantaged groups.

Visibility

...refers to the visibility of women within research and an overall more diverse representation of the field. This can involve gender-sensitive language use within the Organisation, as well as the visibility of women on the outside of the Organisation; for instance on the website.

5. Gender-inclusive/Gender-sensitive Organisational Culture

Increasing gender awareness among all members of an Organisation is necessary in order for effective and lasting change to be possible. Often we are not aware of the gender stereotypes and biases we unconsciously hold and how they influence our interactions with others. Measures to increase gender awareness include the provision of gender/diversity seminars and the introduction of sexual harassment policies. Effectively raising gender awareness and upholding non-discrimination as an important mission within an Organisation will benefit the working environment, as well as gender equality in the Organisation overall.

Sub-fields:

Gender Awareness and Bias

...refers to addressing (implicit) gender biases, which are held by all of us and significantly influence our day to day interactions (even if we are not aware of them). Addressing these and raising awareness is essential in working towards gender equality.

Non-discrimination

...refers to fostering a work and physics culture free from discrimination. As gender is only one ground for discrimination, supporting a non-discriminatory work culture is essential, to ensure the success of gender equality efforts.

Deconstructing Excellence

...refers to the way in which our understanding of excellence is gendered. As science is a part of gendered power relations and has long been dominated by men, excellence within science is inherently gendered, for instance through the assumption that time spend on the job is equal to ones dedication to science (Rees, 2011).

6. Gender Dimension in Research and Education

Gender is often not considered as an important aspect of research and education. Even in physics, where gender is not part of the content of the respective research, it still influences research practices. Enhancing knowledge about gender among researchers, as well as including aspects of gender analysis within research practices (where applicable) is vital in ensuring effective cultural change. Another aspect of the gender dimension in research and education is research funding. Addressing biases eminent in research funding practices is another aspect of effective change.

Sub-fields:

Knowledge

...refers to the dimension of gender knowledge in all areas, spanning the awareness of stakeholders and leaders, as well as the inclusion of gender studies in all university curricular to enhance awareness and sensitivity.

Research

...refers to the inclusion of gender as a dimension of research contents. It involves the inclusion of methods drawn from gender studies, as well as a critical engagement with the way in which gender influences research.

Funding

...refers to gender being an important dimension within research funding. Whether a scientist receives funding (for instance via requirements for funding) can be influenced by gender stereotypes or societal expectations.

Part II: GENERA Toolbox for tailored Gender Equality Plans

The GENERA Toolbox provides a collection of different measures and instruments for inspiring (structural) changes in research organisations. These are referred to as “good practices” from diverse research organisations. As has been mentioned above - all these “good practices” may be used as components in GEPs to increase gender equality in RPOs, RFOs and HEIs in order work towards sustainable gender equality efforts. But what does “good practices” mean in this context?

To attain our objectives pursued and in comparison with various sources and definitions¹⁷ we have decided to define “good practices” as approaches that are:

✓ *successful*

Success depends primarily on the support and effort of all individuals involved. If the measure has been proven to work well and achieve good results, it can be recommended as a good example. Ideally, the organisation’s aspiration to raise gender awareness and to increase the proportion of women can be demonstrated by facts and figures in annual reports or similar. Another possibility is to measure the success of the individual instruments by the users’ subjective perception and their effect on their work environment.

✓ *systematically embedded in the organisational culture*

The probability for success is closely linked to a *systematic approach*. Measures and instruments should be embedded in a wider organisational strategy on gender mainstreaming, diversity management or human resource development - this could guarantee a structured approach and would simplify the implementation. It also helps to reduce the resistances of gender equality. Furthermore it is possible to rely on or attract financing the measures or instruments.

✓ *sustainable*

In order to prevent a onetime effect of a “good practice”-measure or instrument, it has to endure longer than its original timeframe and lead to changes in the organisation. For this it is necessary to ensure that its implementation is really sustainable and positively affects the enhancement of gender equality or reduction of gender inequalities over a longer time period.

✓ *transferable to other disciplines/replicable approach*

“Good practice” measures or instruments have to be transferable between at least in one of the following: national, societal, economic and cultural contexts. Within GENERA, the

¹⁷ cf. FAO, 2015

national context is the most important one because of the international design of our project. In fact, the simpler the better, so that a greater number of people can adapt the measures and instruments.

✓ *and ideally with an innovative character*

In this context, "innovative" refers to current issues and needs for action in the field of physics and is related to all target groups. This status can change over time. Measures may no longer be considered to be innovative, but still as possibly successful.

Moreover, besides these criteria it is important to note that these measures and instruments are derived from practical experience - and are intended for practical implementation. Therefore, they are described exactly as they were implemented. They provide an input for action based on individual achievements and strategies and are meant to support organisations in developing their own measures, tailored to their individual organisation's context.

Table 1: Matrix of measures according to *Field of Action* and *Target Groups*

Field of Action Target Groups	Structural Integration of Gender Equality	Engaging Leadership	Flexibility, Time and Work Life	Presence and Visibility	Gender-inclusive/ gender-sensitive Organisational Culture	Gender Dimension in Research and Education
Management and leadership	11	5	4	8	12	5
Administrative personnel	4	-	4	4	5	3
Scientific personnel	5	-	7	9	9	7
Professors	4	1	5	14	8	6
Postdocs and mid-career scientific personnel	5	-	9	24	10	4
PhD students/candidates and research assistants	5	-	8	23	10	4
Students (undergraduate and graduate)	3	-	4	22	9	5
Pupils	-	-	-	11	1	3

Measures from A to Z

A

Title: Anonymized Application Procedures

Field of Action:	<ul style="list-style-type: none"> Gender-inclusive/Gender-sensitive Organisational Culture
Objective:	<ul style="list-style-type: none"> Prevent the gender biases from impacting hiring decisions
Target group:	Management and leadership
Description:	<p>A research group leader at the Max Planck Institute for European Legal History only accepts anonymous application for PhD position.</p> <p>Anonymous applications can help reduce the influence of implicit gender biases and gender stereotypes on hiring decisions. The implicit biases and gender stereotypes held in given society can negatively influence the assessment of female candidates especially. Commonly, women`s achievements are valued less and they are deemed to be less competent. Anonymous applications disguise sex of a person and thus enable a more objective assessment of candidates for a specific position.</p> <p>Additionally, anonymized applications can help prevent discrimination based on other grounds – such as ethnic background.</p>
More information:	Max Planck Institute for European Legal History (Germany)

C

Title: **Café con astrónomas**

(Coffee with -female- astronomers)

Field of Action:	<ul style="list-style-type: none"> ▪ Gender-inclusive/Gender-sensitive Organisational Culture ▪ Presence and Visibility
Objective:	<ul style="list-style-type: none"> ▪ Create a safe space for women to meet each other ▪ Connect and develop a women's network ▪ Obtain first-hand knowledge of the GE situation of women in physics
Target group:	<p>PhD students, PhD candidates and research assistants</p> <p>Postdocs and mid-career scientific personnel</p> <p>Professors</p> <p>Scientific personnel</p> <p>Women researchers at the Instituto de Astrofísica de Canarias (IAC)</p>
Description:	<p>The coffee with women astronomers is an activity organised by and with female astronomers of the institute. This initiative was first implemented in 2010 when the IAC started their gender equality policy. During the "coffee hour" women are free to discuss their scientific issues and topics they relate to. There are open debates, women astronomers are the main actors and they decide the topics to be discussed and whether the "café" is more or less structured. Men are also invited to take part in these meetings, to learn more about gender equality.</p> <p>The café's success (with regard to sustainability) in connecting and supporting women in science depends on the participants. So far the participants appreciate the exchange and it gives them the opportunity to link personal experience with the social phenomenon of gender inequalities. The café is kept in a private and small set up to enable the women to speak freely about their concerns.</p>
More information:	<p>Instituto de Astrofísica de Canarias (Spain)</p> <p>Contact: Monique Gómez</p> <p>mog@iac.es</p>

Title: Childcare

during school vacations at the Karlsruhe Institute of Technology

Field of Action:	<ul style="list-style-type: none"> ▪ Flexibility, Time and Work Life
Objective:	<ul style="list-style-type: none"> ▪ Provision of (holiday) day care for employees children
Target group:	<p>All target groups (except pupils)</p> <p>KIT-employees and students who have school aged children</p>
Description:	<p>The organisation is in charge of taking care of school kids on vacation, while their parents work at the Karlsruhe Institute of Technology. Children can take part in various activities and are supervised during regular working hours.</p> <p>Children of KIT- employees are guaranteed a place in this programme. This measure allows parents to go to work during school-vacations without having to worry about childcare.</p>
More information:	<p>KiBU e.V./Karlsruhe Institute of Technology (Germany)</p> <p>Contact: Ralph Pawlowski</p> <p>Ralph.Pawlowski@kit.edu</p> <p>Website: http://www.ferienbetreuung.kit.edu/400.php</p>

Title: Creating Futures in Science - workshop

Field of Action:	<ul style="list-style-type: none"> ▪ Presence and Visibility
Objectives:	<ul style="list-style-type: none"> ▪ Information about science careers in a new methodical way ▪ Support for young female scientists ▪ Career development ▪ Network between researchers ▪ Personal career planning and self-reflection
Target group(s):	<p>PhD students, PhD candidates and research assistants</p> <p>Postdocs and mid-career scientific</p> <p>Female researchers on the early career stage</p>
Description:	<p>The workshop “Creating Futures in science” was designed to help young women scientists successfully transition from a post-doc to a high level scientific career. The scenario women design for themselves encourages their self-confidence in career terms. A scenario-building workshop to answer the following questions was developed:</p> <ol style="list-style-type: none"> 1. Which events and decisions influence scientific careers? 2. How do you get transparency in (German) research? 3. How can you spot factors that are relevant for careers with specific scenarios? <p>The workshop takes 1,5 days and following activities are recommended:</p> <ol style="list-style-type: none"> 1. Research evidence 2. Discussion with role models 3. Activities involving question and answer sessions with experts 4. Participants working in pairs on each other’s CV and formulating one’s own CV, presenting the CV afterwards 5. Session to reflect what was learnt and achieved
More information:	<p>IKMM/ Fraunhofer Fachgebiet Gender und Diversity in Organisationen (Germany)</p> <p>Website: http://www.gender-diversity.tu-berlin.de/gdo/projekte/creating_futures_in_science/</p>

D

Title: “Do STEM” - exhibition

Field of Action:	<ul style="list-style-type: none"> ▪ Gender-inclusive/Gender-sensitive Organisational Culture ▪ Presence and Visibility
Objectives:	<ul style="list-style-type: none"> ▪ Recruitment ▪ Presence and visibility ▪ Inspiration for women in STEM fields
Target group(s):	<p>Pupils</p> <p>Students (undergraduate and graduate)</p> <p>PhD students, PhD candidates and research assistants</p> <p>Postdocs and mid-career scientific personnel</p> <p>Scientific personnel</p> <p>Women in STEM fields, female high school and college/university students</p>
Description:	<p>The travelling exhibition portrays 11 women and their successful careers paths in STEM fields. The project illustrates that the work and study in STEM fields can be very interesting and exciting. The female scientists report on their career path and everyday work experience. Furthermore it engages and encourages girls and young women with science and inspires them to think about a career in STEM fields.</p> <p>The exhibition can be booked for various locations and is designed for all people interested in a career in STEM fields.</p>
More information:	<p>Koordinierungsstelle für Frauen- und Geschlechterforschung Sachsen-Anhalt (Germany)</p> <p>Contact: Michaela Frohberg Michaela.Frohberg@ovgu.de</p> <p>Website: http://www.kffg-sachsen-anhalt.ovgu.de/home/MACHT+MINT%21/MACHT+MINT%21+_+Ausstellung_+Informationen+und+Hintergr%C3%BCnde-p-586.html</p>

E

Title: Employee Survey

Field of Action:	<ul style="list-style-type: none"> ▪ Structural Integration of Gender Equality
Objectives:	<ul style="list-style-type: none"> ▪ Evaluate the structural integration policy ▪ Gain information on gender-inclusive/gender-sensitive issues ▪ Explore the organisational culture of the company ▪ Get an insight on the reconciliation of private and work life
Target group(s):	<p>Management and leadership</p> <p>Employees at the organisation</p>
Description:	<p>Each employee is surveyed about their current situation and individual needs. The results of this survey can be used to generate a more gender sensitive organisation as well as to develop measures on gender equality. The survey is especially aimed at exploring the needs of women and family.</p>
More information:	<p>Fraunhofer-Institute (Germany)</p> <p>Contact: Ingrid Löh</p> <p>ingrid.loeh@umsicht.fraunhofer.de</p>

Title: Equality on the intranet

Field of Action:	<ul style="list-style-type: none"> ▪ Gender-inclusive/Gender-sensitive Organisational Culture ▪ Presence and Visibility ▪ Structural Integration of Gender Equality
Objectives:	<p>Information about:</p> <ul style="list-style-type: none"> ▪ Equal chances for women and men ▪ Career development ▪ Work and life balance/compatibility ▪ Gender-sensitive organisational culture
Target group(s):	<p>Management and Leadership</p> <p>Employees at the organisation</p>
Description:	<p>The Fraunhofer Institute created an intern platform on gender equality. This intranet platform provides all information on:</p> <ul style="list-style-type: none"> ▪ representatives of gender equality (Contact details, etc.) ▪ activities with the topic “gender equality and diversity”, e.g. conferences, work meetings, etc. ▪ activities for the whole family, e.g. child-care in the holidays, girls’ & boys’ days, etc. ▪ work and life balance/compatibility ▪ mentoring and promotion ▪ gender-sensitive language ▪ etc. <p>The institute has not collected data on the use of the intranet platform yet. However, it reports that the attention gender issues receive has increased.</p> <p>To develop this measure for other organisations, personnel with technical skills, about to take care of the intranet and of the dissemination of information would be needed.</p>
More information:	<p>Fraunhofer-Institute (Germany)</p> <p>Contact: Jasmin Link jasmin.link@iao.fraunhofer.de</p>

Title: Exploring Gender and Culture - workshop

Field of Action:	<ul style="list-style-type: none"> Gender-inclusive/Gender-sensitive Organisational Culture
Objectives:	<ul style="list-style-type: none"> Examine the difference between sex and gender Explore and challenge socially constructed gender roles
Target group(s):	<p>All target groups (except Pupils)</p> <p>Group of 10-25 people (similar numbers of men and women), who want to get more informed about gender issues</p>
Description:	<p>The workshop wants so sensitise men and women to the topics “gender & sex” by discussing stereotypes. It is split into 3 parts which take 2/2,5 hours.</p> <p>Part A: Create a list of words from both genders when they hear the word “men” and “women”. Write down the words in two columns on a flipchart.</p> <p>When the list is completed, ask questions to discuss if any roles can be reversed, e.g. can any of the ‘men’ words also describe women? Can any of the ‘women’ words also describe men? What are the things that women or men can do exclusively? Can a woman be a police officer? A husband? A parent? Powerful? Free? Strong? Humorous? Generous? Bread-winner? Noble? Unfaithful? Etc.</p> <p>Lists illustrate difference between sex (refers to the biological characteristics that define humans as female or male) and gender (refers to the economic, social and cultural attributes and opportunities associated with being male or female at a particular point in time).</p> <p>Part B: Single sex groups of 4-5 people have to describe and present the “ideal” man/woman.</p> <p>The participants have to discuss following questions: What did you learn about being a boy or girl when you were growing up? How did you learn? From whom? How are images of the ideal man and woman created? Where do they come from? Who affirms them? Would you like to change the images you describe? Etc.</p> <p>Part C: At the end of the workshop the participants congratulate each other with their contributions at this project. They can also write down short summarise about their understanding of the gender issues and</p>

	<p>about further actions or changes that can be worked out as a result of participating in this activities.</p>
<p>More information:</p>	<p>The CGIAR Research Programme on Climate Change Agriculture and Food Security (CCAFS) CARE International; World Agroforestry Centre (ICRAF)</p> <p>Contact: sccafs@cgiar.org</p>

F

Title: Family portal

Field of Action:	<ul style="list-style-type: none"> Flexibility, Time and Work Life
Objectives:	<ul style="list-style-type: none"> Work and life balance Easy accessible information on family related work issues
Target group(s):	<p>All target groups (except Pupils)</p> <p>KIT employees and students with Children</p>
Description:	<p>The family portal was created to bundle and disseminate all relevant information on family related work issues. The homepage includes links to childcare projects at the KIT as well as information on student-loans especially for young students which have Children. The portal also gives information on contact people to issues that may occur. At KIT, administration supports the reconciliation of family, the website is designed to ensure that employees and students can benefit from that easily.</p> <p>A similar portal can be used by other organisations. The portal gives easy access to information and measures.</p>
More information:	<p>Karlsruhe Institute of Technology (Germany)</p> <p>Contact: Petra Kraft petra.kraft@kit.edu</p> <p>Website: http://www.familienportal.kit.edu/</p>

Title: “Female scientists at the top” – TU-cofund qualification programme
(„Wissenschaftlerinnen an die Spitze” – Qualifizierungsprogramm)

Field of Action:	<ul style="list-style-type: none"> ▪ Presence and Visibility
Objective:	<ul style="list-style-type: none"> ▪ Career promotion
Target group(s):	<p>PhD students, PhD candidates and research assistants</p> <p>Postdocs and mid-career scientific personnel</p> <p>Professors (assistant/associate professors)</p> <p>Female postdoctoral researchers, female assistant/associate professors, women in leadership positions</p>
Description:	<p>A new qualification programme „Female scientists at the top” has been developed and introduced at Technical University of Berlin (TU Berlin). It was implemented after the introduction of a new employee category, the junior professorship. The programme was worked out in three programme lines (TU-innovative, TU-international and TU-cofund) to develop the heterogeneity of professional cultures and the diversification of career paths.</p> <p>The qualification programme "TU-cofund" line supports the participation of TU Berlin in state and federal programmes. This programme provides the co-financing in projects to promote women. A current example Information: is the Berlin Programme to Promote Equal Opportunity for Women in Research and Teaching 2012 - 2015 (BCP), which result was the implementation of temporary "W"- positions. Since 2016 until the end of the TU-cofund project line, TU Berlin is going to provide financial support for the female professors which participate in Berlin BC-programme (Berlin Equal Opportunity Programme).</p> <p>BCP and TU-cofound foster the integration of female researchers in large research collaborations. This strategic positioning in leadership roles within research groups is intended to enable women to be integrated in innovative research contexts and career-promoting networks. In this way TU Berlin supports the research areas that promote female postdoctoral scientists and help women to gain W3 professorships.</p>

**More
information:**

University of Berlin (Germany)

Contact: zen.frau@tu-berlin.de

Website:

http://www.tuberlin.de/zentrale_frauenbeauftragte/menue/karrierefoerderung/wissenschaftlerinnen_an_die_spitze/

Title: Femtec. Promoting Talents

Field of Action:	<ul style="list-style-type: none"> ▪ Presence and Visibility
Objectives:	<ul style="list-style-type: none"> ▪ Offering careers to women ▪ Offering network of women in companies and industry of STEM fields ▪ Recruitment ▪ Personal and career development
Target group(s):	<p>All target groups (except Pupils and school students)</p> <p>Women in STEM</p>
Description:	<p>Femtec is a platform/company and network of women in STEM fields and offers soft-skill workshops, application training and mentoring programmes for people interested in gender equality.</p> <p>The company/platform cooperates with global industrial partners and enables women to get in contact with those to plan and continue careers in STEM fields. Femtec organises work-experience in companies in STEM fields.</p> <p>Any company or research institute can get in contact with femtec to be engaged in their programmes.</p>
More information:	<p>Femtec.GmbH (Germany)</p> <p>Contact: info@femtec.org</p> <p>Website: https://www.femtec.org/de/femtec-promoting-talents-0</p>

Title: fiMINT- Women in Maths, Computer Science, Science and Technology

Field of Action:	<ul style="list-style-type: none"> ▪ Presence and Visibility
Objective:	<ul style="list-style-type: none"> ▪ Networking ▪ Presence and Visibility ▪ Recruitment ▪ Career development
Target group(s):	<p>Students (undergraduate and graduate)</p> <p>PhD students, PhD candidates and research assistants</p> <p>Postdocs and mid-career scientific personnel</p> <p>Women in STEM fields</p>
Description:	<p>The fiMINT-project offers soft-skill-workshops, individual career consultations, workshops and meetings in cooperation with companies to create networks. The project is run by two universities trying to encourage young women in STEM-fields.</p> <p>An example is a 2-day Workshop for female school graduates, postgraduates and post-doctoral students. The aim of this session is to help female graduates to develop the self-reflection skills according to their career plan, structure their goals and plans, learn the high school application process and types of applications. During this workshop they can discuss what they want to study after school graduation, or how to plan their further education. They can receive answers for these questions:</p> <ul style="list-style-type: none"> ▪ which possibilities do they have for further studying in STEM fields? ▪ how can they apply to the university? ▪ how to <i>plan their career path</i>? <p>There is also an opportunity to learn about the stages of the application process and to develop communication skills and a strategy for the personal interview.</p> <p>The universities of Hannover and Braunschweig successfully use this programme to recruit young female scientists.</p>

**More
information:**

University of Braunschweig (Germany)

Contact: Carolin Wegner

carolin.wegner@tu-braunschweig.de

Website: [https://www.tu-](https://www.tu-braunschweig.de/gleichstellung/angebote/karrierementoring/fimint)

[braunschweig.de/gleichstellung/angebote/karrierementoring/fimint](https://www.tu-braunschweig.de/gleichstellung/angebote/karrierementoring/fimint)

Title: FOM/f Grants

Field of Action:	<ul style="list-style-type: none"> ▪ Presence and Visibility
Objective:	Provide grants to women who transition from post-doctoral/doctoral to professor
Target group(s):	<p>Postdocs and mid-career scientific personnel</p> <p>Female Postdocs who want to become professors</p>
Description:	<p>The FOM/f is a grant/scholarship for women, which guarantees them a (work) position for a maximum of five years. With the grant, postdocs are able to develop a solid position for their future in science.</p> <p>Applicants have to research in FOM projects and are also responsible for planning a one year transition from FOM into further scientific careers. To get the grant, applicants also have to plan their research at FOM and at another, comparable international research institute.</p> <p>With the FOM/f grant and other projects, FOM has successfully recruited many women and has significantly raised the proportion of female scientists in the organisation.</p>
More information:	<p>Foundation for Fundamental Research on Matter (FOM) (Netherlands)</p> <p>Contact: Anouk de Hoogh</p> <p>Website:</p> <p>http://www.fom.nl/live/english/research/research_grants/other_fomgrants/artikel.pag?objectnumber=142857&referpagina=139675</p>

G

Title: Gender Equality Grant

Field of Action:	<ul style="list-style-type: none"> ▪ Presence and Visibility
Objective:	<ul style="list-style-type: none"> ▪ Individual and flexible support for young women scientists
Target group(s):	<p>PhD students, PhD candidates and research assistants</p> <p>Postdocs and mid-career scientific personnel</p> <p>Scientific personnel</p> <p>Young women researchers funded by the SNSF</p>
Description:	<p>The SNSF aims to foster equal opportunities between men and women in research funding. In this context, the gender equality grant can be used to finance flexible and individualised measures aimed at facilitating the career development of young women researchers working in SNSF funding schemes. The support grant is very much appreciated by the young women researchers. It helps fostering skills needed for a career. An eligible person receives CHF 1000 per 12 months' approved project running time. The grant may be used to finance career support measures but does not cover family support measures.</p> <p>The gender equality grant belongs to the category of eligible costs for applications approved since mid-April 2014 (date of the ruling). When submitting the proposal via mySNF, it is not necessary to apply for the gender equality grant as it is covered by a deficit guarantee. Only projects whose eligibility is indicated in the ruling may benefit from a gender equality grant.</p> <p>If project funds are still available, they may be used to finance the gender equality grant. If the necessary amount is not covered via existing project funds, a compensatory payment may be initiated in the final financial report, provided that reference is made to the corresponding receipts. Special rules apply to fellowship holders.</p>
More information:	<p>Swiss National Science Foundation SNSF (Switzerland)</p> <p>Contact: Alexandra Achermann</p> <p>Website:</p> <p>http://www.snf.ch/SiteCollectionDocuments/gleichstellungsbeitrag_leitfaden_e.pdf</p>

Title: Gender in Physics - Workshop

Field of Action:	<ul style="list-style-type: none"> Gender-inclusive/Gender-sensitive Organisational Culture
Objective:	<ul style="list-style-type: none"> provide different perspectives from all qualification levels and make an essential contribution across the theme GE in physics
Target group:	<p>Students (undergraduate and graduate)</p> <p>PhD students, PhD candidates and research assistants</p> <p>Postdocs and mid-career scientific personnel</p> <p>Professors</p> <p>Scientific personnel</p> <p>Management and leadership</p>
Description:	<p>This workshop gives different target groups the opportunity to talk to each other about gender equality and inequality within their work environment. The themes include specific aspects of:</p> <ul style="list-style-type: none"> “What is gender equality?” “What measures to promote equal opportunities for men and women are there?” “What are actual needs of female and male scientists?” <p>It is a possibility to present current and past activities, initiatives and policies towards gender equality and – if exists – the organisation’s Gender Equality Plan. All gender relevant decision makers (including HR management) shall participate as well as active leading women scientists.</p> <p>The debate concerning gender equality raises awareness at all qualification levels and gives impulses to take the first steps towards gender equality in the own organisation.</p>
More information:	<p>Karlsruhe Institute of Technology (Germany)</p> <p>Contact: Irene Baraban</p> <p>Irene.baraban@kit.edu</p>

Title: Gender in science genSET - online platform

Field of Action:	<ul style="list-style-type: none"> Gender Dimension in Research and Education
Objectives:	<ul style="list-style-type: none"> Improve science through inclusion of the gender dimension Encourage dialogue between science and gender experts
Target group(s):	<p>Scientific personnel</p> <p>Companies, research Institutes, scientists and innovators in science and technology</p>
Description:	<p>The online platform was created to support and advance the effectiveness of research and innovation in science through gender inclusion.</p> <p>Various researchers and scientists connect via genSet. This online platform offers material for workshops on gender related topics as well as examples of measures taken to include gender in science and research.</p>
More information:	<p>Portia genSET Coordinator (Great Britain)</p> <p>Contact: info@genderinscience.org</p> <p>Website: http://www.genderinscience.org/</p>

Title: GENIS LAB - The Gender in Science and Technology LAB

Field of Action:	<ul style="list-style-type: none"> ▪ Structural Integration of Gender Equality ▪ Gender-inclusive/Gender-sensitive Organisational Culture ▪ Gender Dimension in Research and Education
Objectives:	<ul style="list-style-type: none"> ▪ Promote gender mainstreaming in science ▪ Develop a gender equality plan ▪ Improve women researchers working conditions and career opportunities ▪ Raising awareness on gender inequalities
Target group(s):	<p>Management and leadership</p> <p>Scientific personnel</p> <p>Administrative personnel</p> <p>Human resources managers, researchers, administrative staff in six European scientific organisations</p>
Description:	<p>GENIS LAB consortium is a convention focusing on organisational dynamics, whose aim is to improve the work conditions of women and men in research organisations. The systematic approach consists of three levels:</p> <ol style="list-style-type: none"> 1. the organisational level (definition and identification of specific management tools implementing the structural changes); 2. social/environmental level (training for HR managers aimed at fighting against gender stereotypes); 3. transnational European level (developing of the individual gender equality plan based on the outcomes of the organisational level, support and promotion of structural changes). <p>The GENIS LAB project is based on a strong commitment of people in key positions with human resources management responsibilities. The participative methodology based on the tools has been already tested on various companies. The implementation of these tools such as gender participatory audit, gender budgeting, virtual labs, training for human resources managers, changing evaluation criteria can ensure the successful and reveal results can change the existing recruitment, promotion and retention policies and improve working conditions and</p>

More information:	<p>carriers opportunities.</p> <p>There is an option in participating in this project to benefit from different actions and help developing the tools.</p>
	<p>The Gender in Science and Technology LAB (GENIS LAB)</p> <p>Website: http://www.genislab-fp7.eu/index.php/about-us/the-consortium</p>

Title: German female physicists conference (GFPC)

Field of Action:	<ul style="list-style-type: none"> ▪ Presence and visibility ▪ Gender Dimension in Research and Education
Objectives:	<ul style="list-style-type: none"> ▪ Presence and visibility of women in physics ▪ Networking ▪ Personal and professional Exchange
Target group(s):	<p>All target groups (except pupils)</p> <p>Female physicists</p>
Description:	<p>The conference, which is held once a year, welcomes physicists of all physical disciplines. The German Physical Society organises a programme that includes panel discussions, workshops and lectures on physics. Participants can contribute by offering lectures or suggesting topics. During the four day conference women are encouraged to discuss their various experiences and connect with others. The German Physical Society also offers participants with Children a childcare programme free of charge.</p> <p>As part of the GFPC, the physicists offer a one day programme for female middle and high school students. The programme includes laboratory work and an insight into the world of physics to recruit a new generation of female physicists.</p>
More information:	<p>German Physical Society (Germany)</p> <p>Contact: info@physikerinnentagung.de</p> <p>Website: http://www.physikerinnentagung.de/index.html</p>

Title: Girl's Day- Girl's Future Day

Field of Action:	<ul style="list-style-type: none"> ▪ Presence and Visibility ▪ Gender Dimension in Research and Education
Objectives:	<ul style="list-style-type: none"> ▪ Recruitment ▪ Encourage young girls to consider jobs in science and technology ▪ Discover young talents and support those
Target group(s):	<p>Pupils</p> <p>Girls (ages 9-17)</p>
Description:	<p>Companies in technology and science as well as universities/colleges offer projects, workshops and guided tours especially designed for girls to inspire interest in science and technology.</p> <p>Fields of science or jobs qualify to be part of a Girl's Day event if the current rate of women is below 40% (in Germany). Girl's Day events are coordinated and advertised by a national body. Organisations can get in contact with this body if they are interested in offering Girl's Day activities.</p> <p>Girl's Days are held each year since 2001. Many girls have chosen a career in STEM fields after taking part in Girl's Day activities.</p>
More information:	<p>Bundesweite Koordinierungsstelle Girl's Day- Mädchen Zukunftstag (Germany)</p> <p>Contact: Elisabeth Schöppner schoeppner@girls-day.de</p> <p>Website: http://www.girls-day.de/</p>

H

Title: “House of little researchers”

(„Haus der kleinen Forscher“)

Field of Action:	<ul style="list-style-type: none"> ▪ Presence and Visibility
Objectives:	<ul style="list-style-type: none"> ▪ Recruitment ▪ Support teachers in planning of education and study staff
Target group(s):	<p>Pupils</p> <p>Scientific personnel</p> <p>University employees/teaching staff at scientific organisations</p>
Description:	<p>The “House of little researchers” is a programme that generates teaching materials for Elementary School teachers. The material is developed by university teaching staff and students. Offered programmes break down research and science topics make them accessible for children.</p> <p>The “House of little researchers” offers training to elementary school teachers on how to hold specific lessons on STEM topics. Participants interact with materials, recreate experiments and go through the lessons themselves.</p> <p>Although the trainings are aimed at teachers, they can also have an impact on children. They start to engage with the study of STEM from early childhood on. It can, thus help inspire interest in the natural sciences and encourage them to choose STEM fields in their further education.</p>
More information:	<p>Karlsruhe Institute of Technology - KIT (Germany)</p> <p>Contact: Julia Ehlermann ehlermann@kit.edu</p> <p>Website: https://www.fortbildung.kit.edu/hausderkleinenforscher.php</p>

Title: Ideas Competition for the Promotion of Women

Field of Action:	<ul style="list-style-type: none"> ▪ Presence and Visibility ▪ Gender-inclusive/Gender-sensitive Organisational Culture ▪ Gender Dimension in Research and Education
Objectives:	<ul style="list-style-type: none"> ▪ Work/study culture ▪ Awareness ▪ Visibility ▪ Gender mainstreaming
Target group(s):	<p>Students (undergraduate and graduate)</p> <p>PhD students, PhD candidates and research assistants</p> <p>Postdocs and mid-career scientific personnel</p> <p>Professors</p> <p>Scientific personnel</p> <p>Women: Graduates/doctoral researchers, postdoctoral researchers, (Junior) professors</p>
Description:	<p>The Giessen University holds an annual internal competition, managed by the Women's Officer, for ideas to promote women at the university. A five-year fund has been set up for an "ideas competition for the promotion of women", with an annual sum of €75,000 available to support equal opportunity projects at the university. The content and organisation of projects should contribute to anchoring equality, the promotion of women and issues in women's and gender studies within the individual faculties and central institutions of the university. Funding is available for the development or implementation of innovative measures that meet the following criteria:</p> <p>Elimination of structural barriers for women in the qualification process; diminishing the under-representation of female researchers at all qualification levels; and the integration of research in women's and gender studies in research and teaching. Proposals must also be submitted by employees of the faculties and central institutions of the</p>

**More
information:**

university. Funding is not available for research projects carried out by individuals.

Both direct project costs and staff funding may be applied for. The maximum available sum is €15,000 per year and the maximum project duration is two years. The Executive Committee of the Giessen University decides whether funding should be awarded at the suggestion of the Equal Opportunity Commission.

Gießen University (Germany)

Contact: Nadyne Stritzke

Nadyne.Stritzke@admin.uni-giessen.de

Website:

<https://www.unigiessen.de/org/beauftragte/frb/ordnerarchiv/gleichstellungskonzept/ideenwettbewerb>

Title: Individually drafted contract agreements

Field of Action:	<ul style="list-style-type: none"> ▪ Structural integration of Gender equality ▪ Flexibility, Time and Work Life
Objective:	Create contracts that follow individual time and work load possibilities
Target group(s):	<p>All target groups (except pupils and students)</p> <p>All employees</p>
Description:	<p>The Fraunhofer-Institute offers its employees individual work contracts.</p> <p>Each contract is created to suit the employee's work-time capacity and personal needs. This measure allows employees (male and female) to balance their work life with private needs. Flexibility and working hours that accommodate personal needs attracts especially women, as it allows them to connect career and family plans.</p>
More information:	<p>Fraunhofer Institute (Germany)</p> <p>Contact: Anette Rebohle-Mandel rebohle@isc.fraunhofer.de</p> <p>Website: http://stages-online.info/index.php/de/tools/kultur-und-verhaltensweisen/82-individuelle-vertragsgestaltung</p>

Title: International Geneva Gender Champion Initiative

Field of Action:	<ul style="list-style-type: none"> ▪ Structural Integration of Gender Equality ▪ Engaging Leadership
Objective:	This initiative is a leadership network that brings together decision makers who commit to promote gender equality.
Target group(s):	Management and Leadership
Description:	<p>The International Geneva Gender Champion Initiative is a leadership network that brings together decision makers who commit to promote gender equality. It is an initiative, not of CERN, but of the United Nations Office in Geneva Director and the US Ambassador to the UN in Geneva. It was launched in October 2015. Fabiola Gianotti, CERN Director-General, signed together with 41 diplomatic missions and 21 intergovernmental organizations based in Geneva to be International Geneva Gender Champions.</p> <p>All Champions sign a panel parity pledge, committing to strive for gender balance when inviting experts for panel discussions. Each champion has committed to two additional measures, which are concrete actions to advance gender equality in their organisation and throughout their work.</p> <p>CERN committed to undertake the following two additional measures: actions to encourage school girls to take science and technology subjects.</p> <p>The VIP Visit Service will ensure to reach out to competent women as potential CERN representatives each time a VIP visit is organised. The Gender Champion Network is being updated on the progress of the commitments and meets twice a year to exchange experiences and strategies to help achieve GE and break down gender barriers.</p>
More information:	<p>CERN (Switzerland)</p> <p>Contact: Genevieve Guinot genevieve.guinot@cern.ch</p> <p>Website: http://genevagenderchampions.com/fabiola-gianotti/</p>

Title: International High School Teacher Programme - Gender Inclusive Teaching Workgroup

Field of Action:	<ul style="list-style-type: none"> Gender Dimension in Research and Education
Objective:	A workshop for high school physics teachers to fight gender bias and make the classroom more gender inclusive
Target group(s):	<p>Scientific personnel, Pupils</p> <p>High School Teachers / Students</p>
Description:	<p>The International High School Teachers Program takes place every summer at CERN, lasts three weeks and involves teachers from all around the world. The teachers can choose from different work groups of which one is Gender Inclusive Teaching, which is facilitated by the CERN Diversity Office. The Diversity Office collaborates with a researcher from the University of Geneva who is a specialist in gender in STEM education. The activities of the workgroup include:</p> <ul style="list-style-type: none"> interviewing female engineers and scientists at CERN and learning more about their career and experiences. discussions in small groups on specific topics linked to recent research on gender inclusive teaching and bias in the classroom at the end of the session the target was to present what they learnt to their colleagues and to produce information material which they can take home to their fellow-teachers in their home countries <p>The agenda of the workshop is under constant improvement but we aim to make it sustainable so teachers could benefit from it every year. The outcome of the work group was positive; some of them admittedly discovered some of their own unconscious behaviours and took home interesting lessons and experiences.</p>
More information:	<p>CERN (Switzerland)</p> <p>Contact: Genevieve Guinot / Jeff Wiener genevieve.guinot@cern.ch / jeff.wiener@cern.ch</p> <p>Website: http://diversity.web.cern.ch/2016/08/gender-inclusive-teaching-2016-high-school-teacher-programme</p>

Title: "I Will Be a Professor!" Girls' Introduction to an Academic Career Path

Field of Action:	<ul style="list-style-type: none"> ▪ Presence and Visibility
Objectives:	<ul style="list-style-type: none"> ▪ Degree/career choice ▪ Recruitment
Target group(s):	<p>Pupils</p> <p>Students (undergraduate and graduate)</p> <p>High School students (female prospective students)</p>
Description:	<p>The project "I Will Be a Professor!" Girls' Introduction to An Academic Career Path" at Bergische Universität Wuppertal offers two-week practical placements at the university for exceptionally talented, high-performing and motivated girls in the senior years of secondary school. This measure is designed to provide career orientation, raise awareness about the job of university professors as an attractive career option and present this choice as an attainable career goal.</p> <p>The university offers girls a first encounter with the career choice. They gain insight into research and teaching in different fields, and have the chance to sit in on e.g. lectures, seminars, practical exercises, experiments, excursions. Girls get in direct contact with professors (both women and men), talk to university staff and students, and get qualified advice on courses of study and career paths, important information about a job profile and goal-oriented future planning.</p> <p>Practical experience places are directly attached to the chairs of professors in various departments, with a focus on science and engineering subjects. Participants are required to display a strong interest in the academic profession and, preferably, an interest in natural sciences and engineering. Placements are only available during class hours and last for one to three weeks.</p> <p>The selected participants are given an orientation guide and form for their school to help them prepare for their stay. On the first day of the placement they are welcomed by the project team and introduced to the topic. They receive a folder containing relevant information about the university, studying and academic careers. In the last week of the</p>

More information:	<p>placement there is a final get-together where participants can discuss their experiences. For quality assurance purposes, a short written feedback survey is carried out.</p> <p>Applications must apply to the Equal Opportunity Officer at least six weeks before the preferred start of the placement.</p> <p>University of Wuppertal (Germany)</p> <p>Contact: gleichstellung@uni-wuppertal.de</p> <p>Website: http://www.gleichstellung.uni-wuppertal.de/projekte/nachwuchsgewinnung/ich-werde-professorin.html</p>
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K

Title: **Kid's University**
(“KIT-Kinder-Uni”)

Field of Action:	<ul style="list-style-type: none"> ▪ Presence and Visibility ▪ Gender Dimension in Research and Education
Objective:	Create interest for STEM fields
Target group(s):	<p>Pupils</p> <p>School students (ages 7-14)</p>
Description:	<p>The Kid's University is a programme of lectures and workshops especially for children. Professors and other scientific staff recreate student's life for kids: each participating child is assigned their own student identity and after the finishing of diploma. The lectures feature different topics from STEM fields and other fields that are studied at Karlsruhe Institute of Technology.</p> <p>The Kid's university inspires children to be excited about and choose a career as researchers or scientists in STEM fields.</p>
More information:	<p>Karlsruhe Institute of Technology - KIT (Germany)</p> <p>Contact: Ralph Pawlowski ralph.pawlowski@kit.edu</p> <p>Website: http://www.kinder-uni.kit.edu/index.php</p>

Title: **KLeVer - A Project within the Gender Mainstreaming Process**
 (“Karriere und Lebensplanung Verbinden”)

Field of Action:	<ul style="list-style-type: none"> ▪ Gender-inclusive/Gender-sensitive Organisational Culture ▪ Flexibility, Time and Work Life ▪ Presence and Visibility
Objectives:	<ul style="list-style-type: none"> ▪ Career promotion ▪ Work and life balance
Target group(s):	<p>Students (graduates)</p> <p>PhD students, PhD candidates and research assistants</p> <p>Postdocs and mid-career scientific personnel</p> <p>(Female) graduates, doctoral researchers, postdoctoral researchers</p>
Description:	<p>The project "KLeVer" at the University of Augsburg is a career and life planning project within the gender mainstreaming process. It is a workshop programme aimed particularly at young female researchers. Its goal is to provide career support. In 2007, most of the programme was also opened up to male early career researchers. Balancing family and career and conflicts between the demands of different roles form an important part of the programme.</p> <p>Longer-term measures, such as career modules for the various phases of an academic career and longer-term supervision in 'success teams', for example in female doctoral networks, are open to participants. Participants acquire specific skills such as speaker training, career coaching, and speed reading. Each participant can put together their own qualification programme in line with their personal career objectives and preferences. One-to-one and group coaching is also available.</p> <p>Events are held outside class hours in cooperation with the Centre for Continuing Education and Knowledge Transfer.</p>
More information:	<p>University of Augsburg; University Bavaria (Germany)</p> <p>Contact: Dr. Marion Magg-Schwarzbäcker chancengleichheit@zbe.uni-augsburg.de</p> <p>Website:</p>

<http://www.uniaugsburg.de/de/projekte/gendermainstreaming/klever/>

L

Title: Leadership Accountability

Field of Action:	<ul style="list-style-type: none"> ▪ Structural Integration of Gender Equality ▪ Engaging Leadership
Objective:	Embed senior leadership team (SLT) accountability for gender equality into existing regular business meeting practices
Target group(s):	<p>Management and leadership</p> <p>Leadership, all employees</p>
Description:	<p>This measure mandates that gender equality progress a regular topic within leadership meetings.</p> <p>For a successful measure the management has to support and has to have the ability to influence/challenge the SLT. Also they have to be robust reporting mechanisms to drive quarterly reviews. The transparency of business unit gender data within the SLT is necessary too.</p> <p>Benefits are:</p> <ul style="list-style-type: none"> ▪ The focus on gender equality becomes normalized as a business imperative ▪ An ongoing focus on gender equality and transparency drives action and accelerates progress ▪ SLT members transport accountability down through their own structures.
More information:	<p>Australian Government: Gender Equality Strategy Toolkit (New Zealand)</p> <p>Contact: wgea@wgea.gov.au</p> <p>Website: www.wgea.gov.au</p>

M

Title: **Management Programme for Female Professors and Managers**

Field of Action:	<ul style="list-style-type: none"> ▪ Gender-inclusive/Gender-sensitive Organisational Culture ▪ Engaging Leadership
Objectives:	<ul style="list-style-type: none"> ▪ Coaching ▪ Career promotion
Target group(s):	<p>Management and leadership, professors</p> <p>Female (assistant/associate) professors, leadership positions</p>
Description:	<p>The "Management Programme for Female Professors and Managers" at the University of Cologne was first run by the Equal Opportunity Officer in 2010 and has taken place three times since then. The programme is intended to provide an important component of staff development at management level. Over a 12-day training period, women in (academic) management roles at the university can improve their knowledge of essential aspects of day-to-day management. This includes topics like leadership, time management, delegation, professional presentation, communication, and conflict management. Appropriate consideration is given to gender equality in all topics.</p> <p>The most important elements of the programme are professional guidance from experienced female trainers, intensive group work, feedback interviews and the opportunity for discussion with peers. In addition to group work in the seminars, participants can also book a two-hour personal coaching session with a trainer for a small additional contribution</p>
More information:	<p>University of Cologne (Germany)</p> <p>Contact: Anne Schiffmann (+49 221 470-8889, a.schiffmann@verw.uni-koeln.de)</p> <p>Website:</p> <p>http://verwaltung.unikoeln.de/abteilung43/content/fuehrung_amp_management/programm_fuer_frauen/index_ger.html</p>

Title: "Meine Heine-Frau" - project and brochure

Field of Action:	<ul style="list-style-type: none"> ▪ Presence and Visibility ▪ Gender Dimension in Research and Education
Objectives:	<ul style="list-style-type: none"> ▪ Create role models ▪ Create gender awareness
Target group(s):	<p>Students (undergraduate and graduate)</p> <p>PhD students, PhD candidates and research assistants</p> <p>Postdocs and mid-career scientific personnel</p> <p>Professors</p> <p>Management and leadership</p>
Description:	<p>Since 2008, the Equal Opportunity Officer at the University of Düsseldorf has been publishing a brochure entitled "Meine Heine-Frau". It contains profiles of female researchers, students, or colleagues who have made an outstanding contribution in terms of their work or social engagement. As well as honouring individuals, the profiles of female professors, doctors, staff members, and students represent many women in the various professional groups. Therefore, the portrayed women serve as role models for other women at the university. The Equal Opportunity Officer invites nominations from staff and students at HHU every two years.</p>
More information:	<p>University of Düsseldorf (Germany)</p> <p>Contact: GSB@hhu.de</p> <p>Website:</p> <p>http://www.uniduesseldorf.de/home/universitaet/strukturen/beauftragte/gleichstellungsbeauftragte/meine-heine-frau.html</p>

Title: MeMPhys – Mentoring in Mathematics and Physics

Field of Action:	<ul style="list-style-type: none"> ▪ Presence and Visibility
Objectives:	<ul style="list-style-type: none"> ▪ Provide career-information ▪ Create networks
Target group(s):	<p>Students (undergraduate and graduate)</p> <p>Female students</p>
Description:	<p>The project "MeMPhys" – Mentoring in Mathematics and Physics (MeMPhys) at the University of Freiburg was originally established by female students for female students in mathematics, in 2005. In collaboration with the Equal Opportunity Officer in the Faculty of Mathematics and Physics, the programme has been expanded in recent semesters to include physics.</p> <p>The core of the mentoring programme is the mentor/mentee pairing. Each participant at the first stage of studies is assigned a mentor who is a student at an advanced stage. During regular meetings mentees have the chance to ask questions about their studies and all related issues. They also receive advice from their mentors, who pass on their experience. Mentors have the opportunity to improve their soft skills and gain a certificate documenting their participation in the programme. After completing the Bachelor, mentees ideally become mentors themselves for new students. To optimize the matching process, all participants are interviewed at the start of each winter semester.</p> <p>One-to-one mentoring is complemented by opportunities to acquire additional skills that go beyond the course content and will be valuable in the students' later career. Participation is voluntary. The idea is to enable participants to acquire skills outside the main curriculum. For example, through MeMPhys, participants can attend seminars and soft-skill workshops as well as more specialized courses, such as an introduction to relevant software programmes and programming languages.</p> <p>To help students integrate into the new environment and get to know people, especially during the difficult first phase, the MeMPhys programme also includes leisure activities.</p>

**More
information:**

University of Freiburg (Germany)

Contact: memphys-freiburg@gmx.de

Website: <http://www.memphys.uni-freiburg.de/index.html>

Title: Mentoring programme X-Ment

Field of Action:	<ul style="list-style-type: none"> ▪ Presence and Visibility
Objectives:	<ul style="list-style-type: none"> ▪ Support of men and in particular of women in career development and career progress [KIT is endeavouring to promote both sexes equally] ▪ Gender sensitivity and gender aspects in the entire programme
Target group(s):	<p>PhD students, PhD candidates and research assistants</p> <p>Postdocs and mid-career scientific personnel</p> <p>Professors</p>
Description:	<p>The mentoring programme is designed to support researchers, especially graduates/doctoral researchers and postdoctoral researchers working in the organisation. Researchers are supported by a mentor to enlarge their scientific network and to develop their own personality. As a good preparation for their professional career process, this mentoring programme is helping them to move towards a professorship or a position in a private sector. The programme includes the following:</p> <ul style="list-style-type: none"> ▪ One-to-one mentoring: Participants receive personal support over the course of a year from an experienced person (female or male) from a higher qualification level at a university or a non-university research institution or corporate organisations. ▪ Training and workshop programmes: Training sessions and workshops allow mentees to expand their skills and prepare for a career in research or private corporation. In addition there are collegial coaching sessions for exchange and mutual learning from each other. ▪ Networking events: exchange and network formation, new impulses from other participants
More information:	<p>Karlsruhe Institute of Technology (Germany)</p> <p>Contact: Simone Belgardt simone.belgardt@kit.edu</p> <p>Website: http://www.peba.kit.edu/1009.php</p>

Title: MinTU- Girls at the Technical University Dortmund

Field of Action:	<ul style="list-style-type: none"> ▪ Presence and Visibility
Objectives:	<ul style="list-style-type: none"> ▪ Create mentoring relationship between university-students and high school students ▪ Motivate and mentor girls who are interested in pursuing a degree in a STEM field ▪ Develop and explore personal talents
Target group(s):	<p>Pupils</p> <p>Girls ages 12- 14</p>
Description:	<p>Female STEM- students of the TU Dortmund volunteer to be mentors for young female high school students. Mentors and mentees meet regularly. The students accompany their mentors during one year of studying at the TU. Mentees gain a personal and close look at student-life and “work”, workshops and meetings with mentors also connect the young girls.</p> <p>Supported by various technical and scientific workshops, mentees can learn how to start a career in the STEM-fields. Mentees also are supported further if they choose to study at TU Dortmund. This mentoring programme creates knowledge on scientific careers in an early stage of career orientation to embed the scientific careers into young girls’ vision of possibilities.</p>
More information:	<p>Technical University Dortmund (Germany)</p> <p>Contact: Jill Timmreck jill.timmreck@tu-dortmund.de</p> <p>Website: http://www.tu-dortmund.de/uni/mintu/de/MinTU/Was-ist-MinTU_/index.html</p>

Title: Mission Strategy FOM

Field of Action:	<ul style="list-style-type: none"> ▪ Gender-inclusive/Gender-sensitive Organisational Culture ▪ Engaging Leadership ▪ Structural Integration of Gender Equality
Objective:	Embedding gender inclusion and equality in the organisation's mission and strategy
Target group(s):	<p>Management and leadership</p> <p>Leadership, all employees</p>
Description:	<p>FOM embedded its diversity policy as well as their goal to invest in young talents in their organisation's mission and strategy. This guarantees that diversity (gender) issues are a regular topic in leadership meetings.</p> <p>Measures and plans are actively encouraged and pulled through at FOM because of their mission.</p> <p>By embedding gender equality in an organisation's strategy measures can be taken up more easily and a basis to reach gender equality is set.</p>
More information:	<p>Foundation for fundamental Research on Matter - FOM (Netherlands)</p> <p>Website:</p> <p>http://www.fom.nl/live/english/about/mission_strategy/mission.pag</p>

Title: MINVERVA FEMMNET Mentoring

Field of Action:	<ul style="list-style-type: none"> ▪ Presence and Visibility
Objective:	Support young female scientists in their career development through mentoring relationships with highly qualified female scientists
Target group(s):	<p>PhD students, PhD candidates and research assistants</p> <p>Postdocs and mid-career scientific personnel</p> <p>Professors</p> <p>Mentees: female researchers (Master's/PhD to junior professors) from all MPIs</p> <p>Mentors: experienced female researchers (PhD to MPI directors) from the MPIs or alumnae</p>
Description:	<p>Minerva-FemmeNet is a network for female scientists at the Max Planck Society, which was set up at the Max Planck Institute for Biophysics in Frankfurt in early 2001. The network is open to female scientists from the MPI and its alumnae. The programme is open to all (no selection process) and applications can be submitted throughout the year. Via the application form, the best fitting mentor/mentee pair is determined. Mentors are usually one to two career steps ahead of their mentees and do not work at the same Institute. Furthermore, mentors are drawn both from academia and the industry and are assigned based on the mentees' needs. Afterwards, the mentor and the mentee discuss the form their relationship will take, their individual needs and set specific goals and aims for the duration of the relationship. Should the needs or aims change, another mentor can be added. The network is based on 1:1 mentoring, but peer and group mentoring are available upon request. Members of the network can be mentor and mentee at the same time. The Network counted about 400 mentees and 300 mentors from Germany and abroad in 2014.</p> <p>In addition to the mentoring relationship, the network offers workshops and trainings focussing predominantly on soft and leadership skills. Furthermore, members are able to attend and benefit from the workshops and trainings organized by the network's cooperation</p>

**More
information:**

partners and networks. Lastly, *Stammtische* (regulars' tables, meetings) are organized in some German cities. The first *Stammtisch* was held in 2005 in the Rhein-Main area and continuously takes place every three weeks, for instance.

The network provides young female scientists with role models and enables them to make informed career decisions, guided by the experiences of their mentors.

Max Planck Society, Germany

Contact: Anke Hübenthal

huebenthal@rg.mpg.de

Website: <http://www.minerva-femmenet.mpg.de/>

Title: MINERVA (W2) Programme/Max Planck Research Group Leaders

Field of Action:	<ul style="list-style-type: none"> ▪ Presence and Visibility
Objective:	Enhance career progression of talented (female) scientists, increase their chances of obtaining permanent leadership positions upon completion and increase the number of women in scientific leadership positions
Target group(s):	<p>PhD students, PhD candidates and research assistants</p> <p>Postdocs and mid-career scientific personnel</p> <p>Early career (female) scientists/female scientists (post PhD, beginning of the Postdoc phase)</p>
Description:	<p>In 1996, the Senate of the Max Planck Society decided on the instatement of “Minerva-W2-groups”. The Minvera-W2 programme financed 33 positions with a fixed-term of 5 years, which entailed the provision of resources and staff. Female scientists could not apply themselves, but potential candidates needed to be put forward by the Max Planck Institutes.</p> <p>In 2014, the programme was harmonized with the Max Planck Research Group Leader programme, an internationally renowned programme allowing early career scientists to establish themselves as scientific leaders by conducting independent research with limited, but guaranteed resources. Since this adjustment, the Minerva group leaders are selected within the application procedure for the Max Planck Group Leader programme, meaning that female scientists can apply for the programme by themselves. Furthermore, it is possible to extend the programme twice by two years. Additionally, the number of positions was increased to up to 44.</p> <p>The streamlining of the two programmes, furthermore, entails that Minerva-W2 groups are externally referred to as “open-topic research groups”, while still maintaining the distinction internally to ensure that the resources available for the Minerva-W2 positions are received by women.</p> <p>The programme has been a success. Out of the 94 Minerva-W2 group leaders, 62 have accepted consecutive posts in 2014; both in scientific</p>

	<p>leadership positions within and outside of the MPG. A total of four of these researchers have since become directors at a Max Planck Institute.</p>
More information:	<p>Max Planck Society (Germany)</p> <p>Contact: Sabine Neitzel und Ilona Kruse (Minerva-W2)</p> <p>neitzel@gv.mpg.de</p> <p>kruse@gv.mpg.de</p> <p>Website: https://www.mpg.de/minerva-programme</p> <p>https://www.mpg.de/7986685/frauen_wissenschaft</p>

Title: **Mobile emergency-supporting child care tool**

Field of Action:	<ul style="list-style-type: none"> ▪ Gender-inclusive/Gender-sensitive Organisational Culture ▪ Flexibility, Time and Work Life
Objectives:	<ul style="list-style-type: none"> ▪ Return to work following parental leave etc. ▪ Compatibility of private and work life
Target group(s):	<p>Scientific personnel</p> <p>Employees with small Children without childcare (due to exceptional cases such as illness etc.)</p>
Description:	<p>The institute provides small cabinets with materials for child care and toys for children (up to 10 years e.g.) to its employees. With this tool employees can bring their kids to the work place/desk for a short period of time if they are in a situation that leaves them with no other option.</p> <p>The cabinets are placed in special rooms (offices) so that the children do not interrupt other employees.</p>
More information:	<p>Fraunhofer-Institute (Germany)</p> <p>Contact: Jasmin Link jasmin.link@iao.fraunhofer.de</p> <p>Website: https://www.imw.fraunhofer.de/de/karriere/Miki-Bro.html</p>

N

Title: Nawil-Lola- Learning in Laboratories for girls

Field of Action:	<ul style="list-style-type: none"> ▪ Presence and Visibility
Objectives:	<ul style="list-style-type: none"> ▪ Promoting STEM fields to girls ▪ Promoting careers in STEM fields ▪ Personal Development and exploration of talents
Target group(s):	<p>Pupils</p> <p>Students</p> <p>Girls (ages 10-18)</p>
Description:	<p>The Students-Research Laboratory in Wiesbaden offers scientific workshops created especially for young women to explore working in a lab. Participants can choose different workshop topics out of the various STEM fields. Young women get to experience a scientific work life and learn whether similar kind of work can be a career goal to them.</p> <p>The project also qualifies older students to become mentors for the younger generation. Mentors support workshop participants and help motivate other young girls and women to find interest in STEM related studies and careers.</p>
More information:	<p>Johann-Amos-Comenius-Schule (Germany)</p> <p>Contact: Sabine Stuhlmann sabine.stuhlmann@mnu.de</p> <p>Website: http://www.sabine-sauerwein.de/</p>

O

Title: **Organisation of Gender Mainstreaming workshops and seminars**

Field of Action:	<ul style="list-style-type: none"> ▪ Structural Integration ▪ Gender-inclusive/Gender-sensitive Organisational Culture ▪ Gender Dimension in Research and Education
Objectives:	<ul style="list-style-type: none"> ▪ Sensitization for gender topics ▪ Raising gender awareness ▪ Working with gender diversity
Target group(s):	<p>Management and leadership</p> <p>All employees; workshop for both genders but also separated</p>
Description:	<p>The Fraunhofer Institute has implemented workshops and seminars in the context of gender equality/gender mainstreaming/gender awareness held by external instructors or trained staff. The goal was to develop a personal and differential position on gender diversity. The institute wants to achieve an open-minded environment. Many organisations offer workshops like this and enable companies/universities to take the first steps to gender equality.</p>
More information:	<p>Fraunhofer-Gesellschaft zur Förderung der angewandten Forschung (Germany)</p> <p>Contact: Jürgen Wilke juergen.wilke@iao.fraunhofer.de</p>

P

Title: Parental leave with occupational activity - work time models

Field of Action:	<ul style="list-style-type: none"> ▪ Structural Integration of Gender Equality ▪ Gender-inclusive / Gender-sensitive Organisational Culture ▪ Flexibility, Time and Work Life
Objective:	Return to work after parental leave
Target group(s):	<p>All target groups (except Pupils)</p> <p>All employees with children</p>
Description:	<p>This measure enables employees to have individual work time models adapted to their individual needs. It provides parental leave in combination with telework and part-time placements.</p> <p>This is a way of participating in the work and research progress, although they cannot do their work fulltime.</p> <p>After the announcement of the pregnancy there will be an individual counselling.</p>
More information:	<p>Fraunhofer-Gesellschaft zur Förderung der angewandten Forschung (Germany)</p> <p>Contact person: Petra Scori petra.scori@iwu.fraunhofer.de</p>

Title: Performance-Based Funding

Field of Action:	<ul style="list-style-type: none"> Gender Dimension in Research and Education
Objective:	<ul style="list-style-type: none"> Career promotion
Target group(s):	<p>Professor, scientific personnel</p> <p>Female (junior) professors, committees, research staff</p>
Description:	<p>Performance-based funding was introduced at the University of Berlin (FU Berlin) in 2006 to create positive incentives for promoting female early career researchers. In the model employed at FU Berlin, previous achievements by a faculty or institute are rewarded with additional funds. These funds must be used in coordination with the non-central Women's Officers to promote women. Emphasis is given to the number of new appointments and the filling of professorial posts, the filling of qualifying posts (especially junior professorships) and the number of doctorates in individual departments/central institutes. This way, faculties are rewarded for successful efforts to promote women. A total of 30% of funding for staff and direct costs is allocated to performance. Performance is measured by indicators covering research, teaching and equal opportunity; these areas attract 47.5%, 47.5% and 5% respectively of the allocated funding.</p> <p>This model was developed and adapted to the specific situation at FU Berlin by the central Women's Officer. The calculation model is explained in detail on the website. A similar model can be created for other universities and organisations.</p>
More information:	<p>Freie Universität Berlin (Germany)</p> <p>Contact: frauenbeauftragte@fu-berlin.de</p> <p>Website: http://www.fu-berlin.de/sites/frauenbeauftragte/gestalten/leistungsorientierte/index.html</p>

Title: Ph.D. programme for female scientists

Field of Action:	<ul style="list-style-type: none"> ▪ Structural Integration of Gender Equality ▪ Presence and Visibility
Objectives:	<ul style="list-style-type: none"> ▪ Career promotion for women ▪ Recruitment of (young) female managers
Target group(s):	<p>Students (undergraduate and graduate)</p> <p>PhD students, PhD candidates and research assistants</p> <p>Postdocs and mid-career scientific personnel</p> <p>Female graduates/doctoral researchers, junior staff</p>
Description:	<p>The institutional management will cover half of the personnel costs of a position for female doctoral researcher. This candidate can be substantially financed up to three years by Fraunhofer ISE.</p> <p>Candidates for the programme are identified through the normal selection process at Fraunhofer ISE, the approval of the position is accomplished in the staff planning meetings.</p> <p>The only precondition is a qualification for promotion.</p>
More information:	<p>Fraunhofer-Institute (Germany)</p> <p>Contact: Dr. Holger Schroeter holger.schroeter@ise.fraunhofer.de</p> <p>Website: http://stages-online.info/index.php/de/tools/3-karrierefoerderung-von-frauen/93-ise-doktorandinnen-programmem</p>

Title: **PhySch- Physics and School Teach-Learn-Laboratory at the University of Rostock**

Field of Action:	<ul style="list-style-type: none"> ▪ Presence and Visibility
Objectives:	<ul style="list-style-type: none"> ▪ Improve and collect teaching methods for physics ▪ Encourage contact to physics
Target group(s):	<p>Students</p> <p>PhD students, PhD candidates and research assistants</p> <p>Postdocs and mid-career scientific personnel</p> <p>Professors</p> <p>Scientific personnel (teachers and teachers-to-be for physics)</p>
Description:	<p>Students of the University of Rostock help physics teachers to create exceptional lessons on current physics research. These lessons enable teachers to stay up to date with physics and allow their students to grow interest in current and future researches.</p> <p>PsySch also offers laboratory workshops about different physical phenomena. High school students gain experience experimenting and research in physics.</p> <p>The project supports teacher's and student's understanding of physics to encourage them in planning or continuing careers in the field of physics or STEM.</p>
More information:	<p>University of Rostock</p> <p>Contact: Dr. Viola v. Oeynhausen viola.von-oeynhausen@uni-rostock.de</p> <p>Website: http://web.physik.uni-rostock.de/physch/</p>

Title: Physics Project Days - A Girls-Only Workshop

Field of Action:	<ul style="list-style-type: none"> ▪ Presence and Visibility
Objective:	Networking: enable participants to get to know each other and the supervisors
Target group(s):	<p>Students (undergraduate and graduate)</p> <p>Female prospective students</p>
Description:	<p>The Physics Project Days are a workshop offered by the University of Kiel. The core aspects of the Physics Project Days are that only girls are invited, the participants take part in small groups. Girls can take part whether they have a good grade in physics or not. To participate only interest in physics is needed. The workshop is free of charge. Experiments conducted by the participants themselves are supervised by researchers. Joint meals and excursions encourage the girls to bond and network outside of their schools.</p> <p>Physics Project Days are offered as a four-day workshop. The workshop is divided into different time slots:</p> <p>Project blocks: During this period the participants tackle the physics project of their choice in small groups.</p> <p>Framework programme: The aim of the framework programme is to enable participants to get to know each other and the supervisors and use this network as a source of information.</p> <p>Free time: Outside the workshop, participants are given sufficient time to talk and get to know each other and discuss their impressions.</p>
More information:	<p>University of Kiel (Germany)</p> <p>Contact: phimale@physik.uni-kiel.de</p> <p>Website: http://physik-projekt-tage.de/</p>

Title: PiA- Physics in advent

Field of Action:	<ul style="list-style-type: none"> ▪ Presence and Visibility
Objectives:	<ul style="list-style-type: none"> ▪ Create interest in physics ▪ Activate young students to do physics
Target group(s):	<p>Pupils</p> <p>Students</p> <p>School students (ages 10-16)</p>
Description:	<p>Scientists of the University of Göttingen created 24 physical experiments for each day during advent. The experiments can be viewed on a YouTube channel.</p> <p>Students, whole classes, and schools can recreate the experiment at home or at school and solve different tasks about it. If the tasks and questions are solved successfully, participants can win different prices each week of advent.</p> <p>All videos are created especially for the young target group, to make physics fun and easy to understand.</p> <p>The PiA advent calendar is available every year and is popular not only for young students. Teachers and parents as well as other interested people can take part and learn about physics.</p>
More information:	<p>Georg-August-Universität Göttingen (Germany)</p> <p>Contact: mail@physik-im-advent.de</p> <p>Website: http://www.physik-im-advent.de/</p> <p>YouTube channel:</p> <p>https://www.youtube.com/watch?v=mnKowtW4Bk4&list=PLjr7Q7aXcJtjaJp4gYXFuVTqxH5n8wPNZ</p>

Title: Post Career Break Fellowship

Field of Action:	<ul style="list-style-type: none"> ▪ Structural Integration of Gender Equality ▪ Flexibility, Time and Work Life
Objective:	Providing an opportunity for scientists/engineers to return to work after a career break for family reasons/caring responsibilities (e.g. parental leave, sick relatives)
Target group(s):	<p>PhD students, PhD candidates and research assistants</p> <p>Postdocs and mid-career scientific personnel</p> <p>Scientific Personnel</p> <p>Graduates, doctoral and postdoctoral researchers after a career break of two years or more</p>
Description:	<p>This programme offered by CERN provides graduated scientists and engineers with an opportunity to restart their career. After a break of two years or more, due to family or other caring responsibilities, the participants are enable to resume their career with a 3 year full-time or part-time fellowship.</p> <p>The fellowship allows the scientists and engineers to update their knowledge and skills at the forefront of research.</p> <p>If participants are interested they can further qualify an additional funding in the scope of their fellowship to spend a further 12 months in different institutes that are related to their CERN-fellowship project.</p> <p>The programme has been extended and is successfully aiming at moving participants back to the regular job market.</p>
More information:	<p>CERN (Switzerland)</p> <p>Contact: Genevieve Guinot genevieve.guinot@cern.ch</p> <p>Website: http://jobs.web.cern.ch/job/12005</p>

Title: "PraktikumsInfoBörse" - Internship Placements-Information service

Field of Action:	<ul style="list-style-type: none"> ▪ Presence and Visibility
Objectives:	<ul style="list-style-type: none"> ▪ Create a network for women ▪ Get information about work possibilities ▪ Personal and career development
Target group(s):	Students (undergraduate and graduate)
Description:	<p>The "PraktikumsInfoBörse" at the University of Stuttgart is an information service for internships. It is aimed at female students, graduates, and early career researchers; especially in STEM fields, and companies in the Stuttgart region.</p> <p>Companies offering internships can get in touch with highly qualified female candidates. Organisations become acquainted with them and recruit them as excellent employees.</p> <p>It provides an opportunity for internship students and early career researchers to experience real-life work and research applications. They also gain access to career possibilities which do not link up directly with their academic subject.</p> <p>The "PraktikumsInfoBörse" offers both obligatory and voluntary internship placements, project and dissertation placements and the opportunity to write a graduate thesis within a company. The participants negotiate with the companies directly, to discuss the details and duration of a placement.</p>
More information:	<p>University of Stuttgart (Germany)</p> <p>Contact: gleichstellungsreferat@uni-stuttgart.de</p> <p>Website: http://www.uni-stuttgart.de/praktikumsinfoboerse/index.html</p>

Title: **PROfessorin**
(female professor)

Field of Action:	<ul style="list-style-type: none"> ▪ Structural Integration of Gender Equality ▪ Gender Dimension in Research and Education
Objective:	Compensate female professors for increased workload related to gender equality based on the laws on gender equal participation
Target group(s):	<p>Professors</p> <p>Female professors at the technical University of Braunschweig</p>
Description:	<p>Based on university-laws in Germany, women have to participate in official bodies of the university. This increases the work load of female professors, especially in STEM fields, as there aren't as many women available to participate in those bodies. The University of Braunschweig offers compensation "payments" for those activities to female professors who have to participate in more bodies than their male counterparts. These payments are made available in the form of extra budgeting to the professors' institutes or faculties.</p> <p>In general, this measure compensates women in leading positions for their extra work-loads caused laws or other organisational structures that impact only female employees.</p>
More information:	<p>Technische Universität Braunschweig (Germany)</p> <p>Contact: gleichstellungsbuero@tu-braunschweig.de</p> <p>Website: https://www.tubraunschweig.de/gleichstellung/angebote/karrierementoring/coaching</p>

Title: ProMotion

Field of Action:	<ul style="list-style-type: none"> ▪ Presence and Visibility
Objectives:	<ul style="list-style-type: none"> ▪ Career promotion ▪ Create a Network
Target group(s):	<p>PhD students, PhD candidates and research assistants</p> <p>Postdocs and mid-career scientific personnel</p> <p>Female postgraduates</p>
Description:	<p>The programme supports female postgraduates to follow and achieve their goals. There are four options which can be chosen individually:</p> <ol style="list-style-type: none"> 1. Interdisciplinary further education: This is an advanced training based on four modules which women have to complete in one year. They receive a certificate after they have completed the training successfully. Women have the possibility to build a network and to continue working in their teams. 2. Interdisciplinary exchange: In regular meetings women can listen to/hold presentations, discuss current issues, or introduce their own projects for the promotion. 3. Interdisciplinary network: There is a mailing-list informing members about current events or can contact other postgraduates. 4. Individual counselling: This is a personal and confidential conversation to talk about individual conditions and to reflect on them, e.g. how do I work towards a promotion?
More information:	<p>Technische Universität Berlin (Germany)</p> <p>Contact: Dr. Nicole Bornheim-Gallmeister</p> <p>Website: http://www.doktorandinnenkolleg.tu-berlin.de/menue/promotion_startseite/</p>

R

Title: Regulars' table at KIT

Field of Action:	<ul style="list-style-type: none"> ▪ Presence and Visibility ▪ Gender Dimension in Research and Education
Objectives:	<ul style="list-style-type: none"> ▪ Promotion of technical and natural scientific studies and careers ▪ Recruitment of female scientists ▪ Creating interest in science
Target group(s):	<p>PhD students, PhD candidates and research assistants</p> <p>Postdocs and mid-career scientific personnel</p> <p>Professors</p>
Description:	<p>One of the results of the Gender-in-Physics Day at the KIT was a "Stammtisch" (regulars' table), which has been already implemented by KIT. For this purpose, some female scientists have joined forces and collected contact information of female scientists of their institutions and invited them to a "Stammtisch". It offers a place for women in physics for discussions prior to the scientific career, exchange about problems and solutions and the possibility of networking.</p>
More information:	<p>Karlsruhe Institute of Technology - KIT (Germany)</p> <p>Contact: Irene Baraban Irene.baraban@kit.edu</p>

Title: ROBERTA – Learning with robots

Field of Action:	<ul style="list-style-type: none"> ▪ Presence and Visibility ▪ Gender Dimension in Research and Education
Objectives:	<ul style="list-style-type: none"> ▪ Promotion of technical and natural scientific studies and careers ▪ Recruitment of female scientists ▪ Creating interest in science
Target group(s):	<p>Pupils (Secondary and High school students)</p> <p>Students (undergraduate and graduate)</p> <p>Girls and young women; especially for school girls</p>
Description:	<p>The project ROBERTA makes technical education accessible for girls and young women in a playful way. It is made for 8-12 participants. The girls learn how to build their own, individual robot with an individual software.</p> <p>Different methods and durations for the implementation are possible: in class, a special day/week, in the afternoon etc. Trips to the technical university in Berlin are inclusive.</p> <p>A project like this can be run not only on robots, but also by doing physical experiments. There is also a possibility to handcraft models of physical phenomena.</p>
More information:	<p>Technische Universität Berlin (Germany)</p> <p>Contact: Verena Ehrenberg, Sven Lehmann</p> <p>Website: http://www.gender-diversity.tu-berlin.de/gdo/projekte/roberta/</p>

S

Title: **Springboard** - personal and professional development programme

Field of Action:	<ul style="list-style-type: none"> Flexibility, Time and Work Life
Objectives:	<ul style="list-style-type: none"> Professional and personal development Create a network
Target group(s):	<p>Scientific personnel</p> <p>Female researchers and academic staff</p>
Description:	<p>Springboard is an award-winning personal and professional development programme, designed and developed by women for women. It has been created to enable women to achieve their full potential at work and in their personal lives and to gain greater influence.</p> <p>Through a series of workshops and other activities, the Springboard programme helps to increase confidence and add on to existing strength. It also helps to set and achieve goals, be more assertive and to connect and share experiences with a group of women who are in a similar situation. The programme consists of five key ingredients:</p> <ol style="list-style-type: none"> 1. Four 1-day workshops spread over three months. 2. A thought-provoking, lively and practical personal workbook. 3. The opportunity to establish a strong network with other women at Trinity College. 4. Talks and interaction with inspiring and relevant female role models. 5. A follow-up day later in the year and a continuing support system within College.
More information:	<p>Trinity College Dublin (Ireland)</p> <p>Contact: wiser@tcd.ie</p> <p>Website: https://www.tcd.ie/wiser/development/springboard/</p>

Title: Stakeholder Engagement

Field of Action:	<ul style="list-style-type: none"> ▪ Structural Integration of Gender Equality ▪ Engaging Leadership ▪ Gender-inclusive/Gender-sensitive Organisational Culture
Objective:	Build engagement around gender equality amongst managers
Target group(s):	Management and leadership
Description:	<p>The strategy wants to develop a ‘roadshow’ for managers (for use in team meetings or stand-alone) which presents the specific business case for gender equality (in the organisation/business unit/team) and provides a ‘safe space’ for feedback and discussion.</p> <p>The roadshow based on two-way interaction: explain and listen.</p> <p>If visible commitment to gender equality from executive and senior leadership is the strategy is successful. It is also an achievement when a business case for gender equality (specific to the organisation) is articulated and endorsed.</p> <p>Current, reliable and compelling data (quantitative and qualitative) can consolidate to the business case. Benefits of the strategy are:</p> <ul style="list-style-type: none"> ▪ “Middle managers feel recognised and listened to. ▪ Consultation is a first step in a support-building process. ▪ Rich data is gathered on issues and resistance points which can be factored into implementation and communications planning”. <p>You can measure the impact with feedback/evaluation at the end of the roadshow or test engagement/support levels through a short e-mail survey to the participants.</p>
More information:	<p>Australian Workplace Gender Equality Agency (WGEA)</p> <p>Gender Equality Strategy Toolkit (New Zealand)</p> <p>Contact: wgea@wgea.gov.au</p> <p>Website: www.wgea.gov.au</p>

T

Title: TeamUp - programme

Field of Action:	<ul style="list-style-type: none"> ▪ Presence and Visibility ▪ Gender Dimension in Research and Education
Objectives:	<ul style="list-style-type: none"> ▪ Support of female STEM-students ▪ Create a network
Target group(s):	<p>Students (undergraduate and graduate)</p> <p>Female STEM-students</p>
Description:	<p>TeamUp is a programme created by female STEM-students to support other female STEM-students.</p> <p>Participants organize regular meetings to discuss current issues of their studies or career planning. Students of higher semesters assist and encourage younger students.</p> <p>TeamUp also organises career-conventions to connect young women with companies and research institutes. It cooperates with teaching staff at the university of applied sciences Karlsruhe.</p>
More information:	<p>Karlsruhe University of Applied Sciences (Germany)</p> <p>Contact: Anja Roscher roan1024@hs-karlsruhe.de</p> <p>Website: http://www.hskarlsruhe.de/hochschule/einrichtungen/gleichstellung/projekte/projekt-teamup.html</p>

Title: Technology Needs Diversity – Technology Needs You!

Field of Action:	<ul style="list-style-type: none"> ▪ Presence and Visibility
Objectives:	<ul style="list-style-type: none"> ▪ Inform young girls about studying of STEM fields and about STEM-students everyday life ▪ Encourage young girls to study STEM
Target group(s):	<p>Pupils</p> <p>Girls (ages 15-18), prospective students</p>
Description:	<p>The project is aimed at girls in grade 9-13 who are interested in studying technology, computer science, natural sciences, and engineering sciences. Participants can take part in the four-month group mentoring programme that also includes a practical workshop. They can be informed about different fields of study, various career paths, and faculties and gain an insight into students' everyday life.</p> <p>There is also a parents' information event for parents and girls. Female students contribute to this event by talking about their choice of course and their studies.</p>
More information:	<p>University of Darmstadt (Germany)</p> <p>Contact: Dr. Uta Zybell frauenbeauftragte@pvw.tu-darmstadt.de</p> <p>Website: http://www.intern.tu-darmstadt.de/frauenbeauftragte/schuelerinnen_1/technik_braucht_vielfalt/technik_braucht_vielfalt_weitere_informationen.de.jsp</p>

Title: **The International Post-Doc Initiative - IPODI**

Field of Action:	<ul style="list-style-type: none"> ▪ Presence and Visibility ▪ Flexibility, Time and Work Life
Objective:	<ul style="list-style-type: none"> ▪ Career promotion
Target group(s):	<p>PhD students, PhD candidates and research assistants</p> <p>Postdocs and mid-career scientific personnel</p> <p>Professors</p> <p>Female graduates/doctoral researchers, postdoctoral researchers, (junior) professors</p>
Description:	<p>Between 2013 and 2018, 21 fellowships lasting two years are to be awarded to selected female researchers at Technische Universität Berlin as part of the International Post-Doc Initiative (IPODI). Irrespective of age and nationality, the university specifically approaches women who have either spent a long period working abroad or in the private sector or have taken a break from their academic careers for personal reasons (e.g. parental leave or caring for a family member) and wish to work at (or return to) the university. Seven fellowships are awarded in each of three application rounds, which are also open to female researchers abroad. Applicants must have acquired between two and ten years of research experience after successfully gaining a doctorate. The proposal must fit thematically into a research field in one of the faculties and must be supported by a collaborating professor.</p> <p>Successful applicants receive funding for two years and are actively integrated in the departments' research activities and networks. During this period they receive the support of a mentor and also benefit from additional training in career development and research management. The International Post-Doc Initiative is financed in part by the Marie Curie Programme of the European Union.</p>
More information:	<p>Technische Universität Berlin (Germany)</p> <p>Contact: zen.frau@tu-berlin.de</p> <p>Website: http://www.ipodi.tu-berlin.de/ipodi/ipodi/parameter/de/</p>

Title: Transitional Funding for Female Doctoral and Postdoctoral Researchers

Field of Action:	<ul style="list-style-type: none"> ▪ Presence and Visibility
Objective:	<ul style="list-style-type: none"> ▪ Career promotion
Target group(s):	<p>Students (undergraduate and graduate)</p> <p>PhD students, PhD candidates and research assistants</p> <p>Postdocs and mid-career scientific personnel</p>
Description:	<p>The University of Siegen makes transitional funding available to female doctoral and postdoctoral researchers. This funding is offered to enable recipients to complete a doctoral or postdoctoral project if they can demonstrate that all other funding options have been exhausted and if the project can be realistically completed within the specified time. Funds may be made available to finance preliminary work, e.g. to obtain a doctoral or postdoctoral fellowship, or for bridging purposes, if it can be demonstrated that no other funding options are available. Transitional funding is awarded once a year on the basis of a proposal. The rector's office decides whether proposals should be approved at the suggestion of the Equal Opportunity Commission.</p>
More information:	<p>University of Siegen (Germany)</p> <p>Contact: gleichstellungsbeauftragte@uni-siegen.de</p>

U

Title: UniMento - cross-faculty mentoring programme

Field of Action:	<ul style="list-style-type: none"> ▪ Presence and Visibility ▪ Gender-inclusive/Gender-sensitive Organisational Culture
Objectives:	<ul style="list-style-type: none"> ▪ Career promotion ▪ Building a network
Target group(s):	<p>Students (undergraduate and graduate)</p> <p>PhD students, PhD candidates and research assistants</p> <p>Postdocs and mid-career scientific personnel</p>
Description:	<p>The UniMento project, introduced in June 2008, is the first cross-faculty mentoring programme at the University of Augsburg. It is a project of the university's gender mainstreaming programme. It combines specific support measures with practical and accompanying research.</p> <p>The mentoring concept includes mentoring modules – both one-to-one mentoring and peer mentoring – for students and female researchers. There is also a supporting programme of workshops, training, specialist presentations, tours of companies and informal networking events tailored to the specific target group. The mentoring programme is divided into two parts:</p> <ol style="list-style-type: none"> 1. Mentoring for students: To help eliminate gender-based career stereotypes female and male students in subjects where their sex is under-represented, receive individual career planning support. On the basis of current university statistics (at Augsburg), male students in linguistics and social sciences and female students in mathematics, science, engineering and economics were identified as target groups. For one year a group of 20 students are given the opportunity to reflect on their future ambitions and plan their entry into professional life with the help of an experienced mentor in their own subject area. Specialists and managers from companies were recruited as mentors. The mentoring relationship is complemented by a supporting programme. Participants are prepared for their role as mentees, receive training in gender communication and job applications, and

**More
information:**

make useful contacts for their future careers. This support is designed to effectively assist students to get a foot on the career ladder and plan a career outside stereotypical expectations.

2. Mentoring programmes for early career researchers: The target group are female students who are interested in a scientific career and seeking concrete advice on career planning. It is also open to female doctoral researchers who are looking for support, career advice and peer-networking in the doctoral phase and are interested in forming a support network. The programme also supports female postdoctoral researchers (including those preparing for habilitation) who want to take advantage of peer networking and coaching to enhance their personal development and progress to the next step in their academic careers. Peer groups are formed from up to four mentees in the same discipline at the same qualification level. Through discussion and reciprocal advice, mentees receive specialist and personal support from the group. During this shared development process the group is supervised by an experienced mentor. In addition to group meetings, which take place approximately every four to six weeks, one-to-one meetings with mentors are also possible.

University of Augsburg (Germany)

Contact: unimento@zbe.uni-augsburg.de

Website:

http://www.uniaugsburg.de/de/projekte/gendermainstreaming/UniMento/uniber_unimento/

W

Title: **WiN Portal** (Female scientists in the network)
("Wissenschaftlerinnen im Netz-WiN")

Field of Action:	<ul style="list-style-type: none"> ▪ Presence and Visibility
Objectives:	<ul style="list-style-type: none"> ▪ Dialogue/network between students and scientists ▪ Establishing partnerships for work
Target group(s):	<p>Students (undergraduate and graduate)</p> <p>PhD students, PhD candidates and research assistants,</p> <p>Postdocs and mid-career scientific personnel,</p> <p>Professors</p> <p>Management and leadership</p> <p>Female students, graduates/doctoral researchers, postdoctoral researchers, (junior) professors, leadership positions</p>
Description:	<p>The "Wissenschaftlerinnen im Netz" (WiN) network at the University of Münster was set up in May 2009 to provide a web-based communication platform for all women involved in research at the university, whether students or early career researchers.</p> <p>This platform allows their members to share knowledge that is not publicly available as well as their own personal experiences of research. In addition to the information service, the WiN portal is designed to allow female researchers to communicate and establish partnerships for work on research issues. There is a setup of five communities: psychology, pedagogy, German language and literature, sociology and physics. Each community is supervised by researchers in the relevant field. The WiN network was established with funding from the Frauenförderpreis 2007.</p>
More information:	<p>University of Münster (Germany)</p> <p>Contact: Dr. Katrin Späte spaete@uni-muenster.de</p> <p>Website: https://www.uni-muenster.de/Gleichstellung/win.html</p>

Title: Wolke 7 (“Cloud 9”) - Physics Club for Girls

Field of Action:	<ul style="list-style-type: none"> ▪ Presence and Visibility
Objectives:	<ul style="list-style-type: none"> ▪ Specific information about physics ▪ Creating interest in physics ▪ Encourage dialog between girls who are interested in physics
Target group(s):	<p>Pupils</p> <p>Girls (ages 13-14); prospective female students</p>
Description:	<p>The Equal Opportunity Office of the University of Heidelberg has set up a physics club for girls called Wolke7 (“Cloud 9”). At the weekly events, prepared and led by a female doctoral researcher, girls can explore questions in physics and be inspired to consider physics as a field of study and a potential career opportunity. Participants are also assigned female mentors who can answer their questions about the content of natural science courses. Participants can carry out experiments in various areas such as acoustics, magnetism, electricity, heat and cold.</p> <p>The girls have the possibility to visit laboratories at the university and to get informed about current research results.</p>
More information:	<p>Heidelberg University; University Baden-Württemberg</p> <p>Contact: Lina Girdziute l.girdziute@uni-heidelberg.de</p> <p>Website: http://www.uniheidelberg.de/gleichstellungsbeauftragte/serviceleistungen/wolke7/</p>

Title: Women's promotion needs sustainability

("Frauenförderung braucht Nachhaltigkeit")

Field of Action:	<ul style="list-style-type: none"> ▪ Structural Integration of Gender Equality ▪ Presence and Visibility ▪ Gender-inclusive/Gender-sensitive Organisational Culture
Objectives:	<ul style="list-style-type: none"> ▪ Foster positive measures for women's advancement and junior acquisition ▪ Mainstreaming of the issue also in small and medium-sized companies with few personnel resources; ▪ Long-term improvement of the organisational culture.
Target group(s):	<p>All target groups (except Pupils)</p> <p>Managing directors, personal department, marketing department, all employees, apprenticeship persons</p>
Description:	<p>The STEM companies and enterprises work out the long-term programmes to enhance a number of female employees and ensure their retention. To achieve a sufficient impact these approaches has sustainably accompany the organisational culture.</p> <p>The first step is a building of interdisciplinary teams within an enterprise consisting of employees who are interested in exploring gender issues and supporting of the female employees and junior acquisition.</p> <p>The important factor by the teambuilding is the various age categories of the participants. It can provide a wide ideas and initiatives exchange between young team members and elder generations.</p> <p>The regular meetings facilitate the implementation of ideas and new approaches. The participants are involved in small projects which are expected to be feasible and successful in short term period. It supposes to avoid failure and demotivation. The visible positive results encourage the participants.</p> <p>The other employees can be informed about the outcomes of diversity projects in a local company newspaper or in the pin board.</p> <p>A long-term collaboration ensures reveal project outputs and achievement of the targets.</p>

**More
information:**

LizzyNet GmbH (Germany)

Contact: Ulrike Schmidt

ulrike.Schmidt@mds.de

Title: Workshop Gender Sensitisation

Field of Action:	<ul style="list-style-type: none"> ▪ Presence and Visibility ▪ Gender-inclusive/Gender-sensitive Organisational Culture
Objectives:	<ul style="list-style-type: none"> ▪ Presence and Visibility of women ▪ Personal development ▪ Raising of gender awareness
Target group(s):	All target groups (except Pupils and students)
Description:	<p>The workshop encourages participants to discuss gender stereotypes. Facts and Data on gender diversity in science are presented. Strategies as well as measures to achieve gender equality are also shown.</p> <p>At the end of the workshop participants develop (their own) strategies for gender equality.</p> <p>The workshop promotes gender competence and offers possibilities to embed gender issues into every-day work.</p> <p>Workshops like this can be used to engage leadership on the issue of gender inequality.</p>
More information:	<p>Diversity Management of the Karlsruhe Institute of Technology - KIT (Germany)</p> <p>Contact: Katrin Klink Katrin.Klink@kit.edu</p> <p>Website: https://www.peba.kit.edu/2107.php</p>

Z

Title: **Zdi-Campus – Girls try out STEM-fields**

(Zdi=Zukunft durch Innovation - future through innovation)

Field of Action:	<ul style="list-style-type: none"> ▪ Presence and Visibility
Objectives:	<ul style="list-style-type: none"> ▪ Personal development ▪ Promotion of STEM ▪ Work-experience and orientation for young women
Target group(s):	<p>Pupils (High school graduates)</p> <p>Young women with High School diplomas</p>
Description:	<p>Young women try out studying and working in a STEM field.</p> <p>Universities and colleges offer 1st semester classes to high school graduates.</p> <p>During a six month period young women can attend the connected courses in STEM and learn more about daily student life. The participants also have an opportunity to gain practical experience in partner companies.</p> <p>After the course the participants get a Zdi-Campus-certificate that they can add to their curriculum vitae.</p> <p>The project led many young women who have attended these classes, to select one of the STEM fields for their further study.</p>
More information:	<p>Competence Center Technology-Diversity-Equal Chances (Germany)</p> <p>Contact: Sabine Mellies mellies@kompetenzz.de</p> <p>Website: http://www.zdi-portal.de/was-ist-der-zdi-campus/</p>

Title: 120% support Grant

Field of Action:	<ul style="list-style-type: none"> Flexibility, Time and Work Life
Objectives:	<p>The 120% support grant is aimed at postdoctoral researchers who need to look after Children during an important stage in their career and who therefore need more flexibility. The grant helps researchers to find the right balance between their academic career and family commitments by enabling part-time employment. The grant allows researchers to reduce their work-time percentage and hire a support person for the same period.</p>
Target group(s):	<p>Postdocs and mid-career scientific personnel</p> <p>Postdocs in SNSF research grants</p>
Description:	<p>The 120% support grant is awarded to postdocs who are pursuing an academic career and fulfil family care duties at the same time. The grants are only paid until the end of the SNSF project in which the postdocs are employed. In administrative terms, the 120% support grants are treated as supplementary grants for ongoing research projects and may be applied for as such under "Supplementary grants" on the mySNF web platform. The applications are evaluated by the Administrative Offices within two months. A limited budget is available each year and is distributed according to the first come – first served principle. In order to ensure a consistent evaluation of applicants, the examination is limited to checking whether the formal requirements and the criteria are met.</p> <p>It is planned to open it for doctoral student in research grants, too. Transferability: possible for other target groups and other institutions, i.e. universities.</p>
More information:	<p>Swiss National Science Foundation SNSF (Switzerland)</p> <p>Contact: Cornelia Sommer</p> <p>www.snf.ch</p> <p>Website:</p> <p>http://www.snf.ch/SiteCollectionDocuments/allg_leitfaden_entlastungsbeitrag_e.pdf</p>

Title: 5-yearly Review of Employment Conditions at CERN

Field of Action:	<ul style="list-style-type: none"> ▪ Presence and Visibility
Objectives:	<ul style="list-style-type: none"> ▪ Promote work-life balance and support dual career couples
Target group(s):	<p>Management and Leadership / All Target Groups</p> <p>All employees</p> <p>CERN Personnel</p>
Description:	<p>Every 5 year, the working conditions at CERN are reviewed and changes are proposed to modernise policies and social benefits, improve social benefit equality between different types of legal unions, take families' expectations into account and enhance professional/personal life balance.</p> <p>The following changes were introduced at the last review and were implemented from 1st Jan 2016:</p> <ul style="list-style-type: none"> ▪ Full recognition of registered partnership ▪ Parental/Paternity and Maternity Leave Review ▪ Increased Flexibility to new Parents ▪ Leave Donation ▪ Teleworking ▪ Dual Career Support
More information:	<p>CERN (Switzerland)</p> <p>Contact: Genevieve Guinot genevieve.guinot@cern.ch</p> <p>Website: http://diversity.web.cern.ch/5-yearly-review-diversity-measures-overview-changes</p> <p>http://hr-dep.web.cern.ch/content/5-yearly-review-diversity</p>

Part III: Conclusion and further references

Conclusion

The GENERA Toolbox should be seen as a practical guide book which provides information and inspiration on a practical and applicable level, by giving “good examples” and practical information on how to implement GE measures in RPOs, RFOs and HEIs as well as in other organisations and companies.

It is not possible to please every organisation or institute with this toolbox. Individual contexts are of greatest importance and should be taken into account in every single step in the process of implementation.

Before you start, you need to be clear about what do you want to achieve within the realms of possibility. To ensure maximum success of the measures, the following conditions should be met:

- ✓ the political will of the organisation: the question of wanting to do so and having the right organisational structures
- ✓ analyses of the organisation and of its current state of GE
- ✓ setting of overriding goals
- ✓ pointing out the benefits for the organisation and its employees
- ✓ provision of resources
- ✓ willingness and building awareness and know-how of all concerned
- ✓ knowledge about the value of GE
- ✓ monitoring and evaluating the goal attainment
- ✓ visualization of progress in gender-topics

Future of the GENERA toolbox

With the support of Henrietta Dale from PORTIA (United Kingdom) it is planned to create an online tool, resembling this toolbox. In addition to increase gender awareness this online toolbox will:

- increase the visibility of this toolbox as well as the number of its users, because it is easy to use.
- allow the toolbox to become flexible, because the online tool can progress steadily. Measures that are new can be added and others, which might become outdated, will be removed.
- ensure the continuity of this toolbox, even after the end of the GENERA project.

After working with this toolbox, we hope that our intentions have become clear. This toolbox is aimed at helping and encouraging a progress towards gender equality. Although not every measure may prove itself successful in your organisation, we support every effort towards gender equality and gender awareness. If your organisation contributed to this toolbox, we appreciate it very much. If you have not contributed, but you want to, we accept feedback and additions. With this, this toolbox itself can lead on an interactive process towards gender equality.

Glossary

A

Anonymized Application Procedures	26
-----------------------------------	----

C

Café con astrónomas	27
Childcare	28
Creating Futures in Science-workshop	29

D

“Do STEM”-exhibition	30
----------------------	----

E

Employee Survey	31
Equality on the intranet	32
Exploring Gender and Culture-workshop	33

F

Family portal	35
“Female scientists at the top” – TU-Cofund qualification programme	36
Femtec-Promoting Talents	38
fiMINT- Women in Maths, Computer Science, Science and Technology	39
FOM/f Grants	41

G

Gender Equality Grant	42
Gender in Physics - Workshop	43
Gender in science genSET – online platform	44
GENIS LAB - The Gender in Science and Technology LAB	45
German female physicists conference (GFPC)	47
Girl’s Day- Girl’s Future Day	48

H

“House of little researchers”	49
-------------------------------	----

I

Ideas Competition for the Promotion of Women	50
Individually drafted contract agreements	52
International Geneva Gender Champion Initiative	53
International High School Teacher Programme-Gender Inclusive Teaching Workgroup	54

"I Will Be a Professor!" Girls' Introduction to an Academic Career Path	55
K	
Kid's University	57
KLeVer - A Project within the Gender Mainstreaming Process	58
L	
Leadership Accountability	60
M	
Management programme for Female Professors and Managers	61
"Meine Heine-Frau" project and brochure	62
MeMPhys – Mentoring in Mathematics and Physics	63
Mentoring programme X-Ment	65
MinTU- Girls at the Technical University Dortmund	66
Mission Strategy FOM	67
MINVERVA FEMMNET Mentoring	68
MINERVA (W2) Programme / Max Planck Research Group Leaders	70
Mobile emergency-supporting child care tool	72
N	
Nawi-Lola- Learning in Laboratories for girls	73
O	
Organisation of Gender Mainstreaming workshops and seminars	74
P	
Parental leave with occupational activity – work times models	75
Performance-Based Funding	76
Ph.D. program for female scientists	77
PhySch- Physics and School Teach-Learn-Laboratory at the University Rostock	78
Physics Project Days - A Girls-Only Workshop	79
PiA- Physics in advent	80
Post Career Break Fellowship	81
"PraktikumsInfoBörse" Internship Placements – Information service	82
PROfessorin (female professor)	83
ProMotion	84

R

Regulars' table at KIT	85
ROBERTA – Learning with robots	86

S

Springboard – personal and professional development programme	87
Stakeholder Engagement	88

T

TeamUp - programme	89
Technology Needs Diversity – Technology Needs You!	90
The International Post-Doc Initiative - IPODI	91
Transitional Funding for Female Doctoral and Postdoctoral Researchers	92

U

UniMento – cross-faculty mentoring programme	93
--	----

W

WiN Portal (Female scientists in the network)	95
Wolke 7 ("Cloud 9") - Physics Club for Girls	96
Women's promotion needs sustainability	97
Workshop Gender Sensitisation	99

Z

Zdi-Campus – Girls try out STEM-fields	100
120% Support Grant	101
5-yearly Review of Employment Conditions at CERN	102

Measures according to Field of Action

Structural Integration of Gender Equality

Employee Survey

Equality on the intranet

GENIS LAB - The Gender in Science and Technology LAB

Individually drafted contract agreements

International Geneva Gender Champion Initiative

Leadership Accountability

Mission Strategy FOM

Organisation of Gender Mainstreaming workshops and seminars

Parental leave with occupational activity - work time models

Ph.D. programme for female scientists

Post Career Break Fellowship

PROfessorin

Stakeholder Engagement

Women's promotion needs sustainability

Engaging Leadership

International Geneva Gender Champion Initiative

Leadership Accountability

Management Programme for Female Professors and Managers

Mission Strategy FOM

Stakeholder Engagement

UniMento - cross-faculty mentoring programme

Flexibility, Time and Work Life

Childcare
 Family portal
 Individually drafted contract agreements
 KLeVer - A Project within the Gender Mainstreaming Process
 Mobile emergency-supporting child care tool
 Parental leave with occupational activity - work time models
 Post Career Break Fellowship
 Springboard - personal and professional development programme
 The International Post-Doc Initiative - IPODI
 120% Support Grant

Presence and Visibility

Café con astrónomas
 Creating Futures in Science – workshop
 “Do STEM” – exhibition
 Equality on the intranet
 “Female scientists at the top” – TU-cofund qualification programme
 Femtec. Promoting Talents
 fiMINT- Women in Maths, Computer Science, Science and Technology
 FOm/f Grants
 Gender Equality Grant
 German female physicists conference (GFPC)
 Girl’s Day- Girl’s Future Day
 “House of little researchers”
 Ideas Competition for the Promotion of Women
 "I Will Be a Professor!" Girls' Introduction to an Academic Career Path

Kid's University

KLeVer - A Project within the Gender Mainstreaming Process

"Meine Heine-Frau" - project and brochure

MeMPhys – Mentoring in Mathematics and Physics

Mentoring programme X-Ment

MinTU- Girls at the Technical University Dortmund

MINVERVA FEMMNET Mentoring

MINERVA (W2) Programme/Max Planck Research Group Leaders

Nawi-Lola- Learning in Laboratories for girls

Ph.D. programme for female scientists

PhySch- Physics and School Teach-Learn-Laboratory at the University of Rostock

Physics Project Days - A Girls-Only Workshop

PiA- Physics in advent

Post Career Break Fellowship

"PraktikumsInfoBörse" - Internship Placements-Information service

ProMotion

Regulars' table at KIT

ROBERTA – Learning with robots

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Technology Needs Diversity – Technology Needs You!

Transitional Funding for Female Doctoral and Postdoctoral Researchers

The International Post-Doc Initiative - IPODI

UniMento - cross-faculty mentoring programme

WiN Portal (Female scientists in the network)

Wolke 7 ("Cloud 9") - Physics Club for Girls

Women's promotion needs sustainability

Workshop Gender Sensitisation

Zdi-Campus – Girls try out STEM-fields

5-yearly Review of Employment Conditions at CERN

Gender-inclusive/Gender-sensitive Organisational Culture

Anonymized Application Procedures

Café con astrónomas

“Do STEM” – exhibition

Equality on the intranet

Exploring Gender and Culture – workshopFamily portal

Gender in Physics - Workshop

GENIS LAB - The Gender in Science and Technology LAB

Ideas Competition for the Promotion of Women

KLeVer - A Project within the Gender Mainstreaming Process

Management Programme for Female Professors and Managers

Mission Strategy FOM

Mobile emergency-supporting child care tool

Organisation of Gender Mainstreaming workshops and seminars

Parental leave with occupational activity - work time models

Stakeholder Engagement

UniMento - cross-faculty mentoring programme

Women's promotion needs sustainability

Workshop Gender Sensitisation

Gender Dimension in Research and Education

Gender in science genSET - online platform

GENIS LAB - The Gender in Science and Technology LAB

German female physicists conference (GFPC)

Girl's Day- Girl's Future Day

Ideas Competition for the Promotion of Women

International High School Teacher Programme- Gender Inclusive Teaching Workgroup

Kid's University

"Meine Heine-Frau" - project and brochure

Organisation of Gender Mainstreaming workshops and seminars

Performance-Based Funding

PROfessorin

Regulars' table at KIT

ROBERTA – Learning with robots

TeamUp – programme

Measures according to Target Groups

Management and leadership

Anonymized Application Procedures
 Childcare
 Employee Survey
 Equality on the intranet
 Exploring Gender and Culture - workshop
 Family portal
 Femtec. Promoting Talents
 Gender in Physics - Workshop
 GENIS LAB - The Gender in Science and Technology LAB
 German female physicists conference (GFPC)
 Individually drafted contract agreements
 International Geneva Gender Champion Initiative
 Leadership Accountability
 Management Programme for Female Professors and Managers
 "Meine Heine-Frau" - project and brochure
 Mission Strategy FOM
 Organisation of Gender Mainstreaming workshops and seminars
 Parental leave with occupational activity - work time models
 Stakeholder Engagement
 WiN Portal (Female scientists in the network)
 Women's promotion needs sustainability
 Workshop Gender Sensitisation
 5-yearly Review of Employment Conditions at CERN

Administrative personnel

Childcare
 Exploring Gender and Culture - workshop
 Family portal
 Femtec. Promoting Talents
 GENIS LAB - The Gender in Science and Technology LAB
 German female physicists conference (GFPC)
 Individually drafted contract agreements
 Parental leave with occupational activity - work time models
 Workshop Gender Sensitisation
 Women's promotion needs sustainability

Scientific personnel

Café con astrónomas
 Childcare
 “Do STEM” - exhibition
 Exploring Gender and Culture – workshop
 Family portal
 Femtec. Promoting Talents
 Gender Equality Grant
 Gender in Physics - Workshop
 Gender in science genSET - online platform
 GENIS LAB - The Gender in Science and Technology LAB
 German female physicists conference (GFPC)
 “House of little researchers”
 Ideas Competition for the Promotion of Women
 Individually drafted contract agreements

International High School Teacher Programme - Gender Inclusive Teaching Workgroup

Mobile emergency-supporting child care tool

Parental leave with occupational activity - work time models

Performance-Based Funding

PhySch- Physics and School Teach-Learn-Laboratory at the University of Rostock

Post Career Break Fellowship

Springboard - personal and professional development programme

Workshop Gender Sensitisation

Women's promotion needs sustainability

Professors

Café con astrónomas

Childcare

Exploring Gender and Culture - workshop

Family portal

"Female scientists at the top" – TU-cofund qualification programme

Femtec. Promoting Talents

Gender in Physics - Workshop

German female physicists conference (GFPC)

Ideas Competition for the Promotion of Women

Individually drafted contract agreements

Management Programme for Female Professors and Managers

"Meine Heine-Frau" - project and brochure

Mentoring programme X-Ment

MINVERVA FEMMNET Mentoring

Parental leave with occupational activity - work time models

Performance-Based Funding

PROfessorin

Regulars' table at KIT

The International Post-Doc Initiative – IPODI

Workshop Gender Sensitisation

WiN Portal (Female scientists in the network)

Women's promotion needs sustainability

Postdocs and mid-career scientific personnel

Café con astrónomas

Childcare

Creating Futures in Science - workshop

“Do STEM” - exhibition

Exploring Gender and Culture – workshop

Family portal

“Female scientists at the top” – TU-cofund qualification programme

Femtec. Promoting Talents

fiMINT- Women in Maths, Computer Science, Science and Technology

FOM/f Grants

Gender Equality Grant

Gender in Physics - Workshop

German female physicists conference (GFPC)

Ideas Competition for the Promotion of Women

Individually drafted contract agreements

KLeVer - A Project within the Gender Mainstreaming Process

"Meine Heine-Frau" - project and brochure

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MINVERVA FEMMNET Mentoring

MINERVA (W2) Programme/Max Planck Research Group Leaders

Parental leave with occupational activity - work time models

Ph.D. programme for female scientists

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ProMotion

Regulars' table at KIT

The International Post-Doc Initiative – IPODI

Transitional Funding for Female Doctoral and Postdoctoral Researchers

UniMento - cross-faculty mentoring programme

Post Career Break Fellowship

Workshop Gender Sensitisation

Women's promotion needs sustainability

WiN Portal (Female scientists in the network)

120% support Grant

PhD students, PhD candidates and research assistants

Café con astrónomas

Childcare

Creating Futures in Science – workshop

“Do STEM” – exhibition

Exploring Gender and Culture – workshop

Family portal

“Female scientists at the top” – TU-cofund qualification programme

Femtec. Promoting Talents

fiMINT- Women in Maths, Computer Science, Science and Technology

Gender Equality Grant

Gender in Physics - Workshop
 German female physicists conference (GFPC)
 Ideas Competition for the Promotion of Women
 Individually drafted contract agreements
 KLeVer - A Project within the Gender Mainstreaming Process
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 Ph.D. programme for female scientists
 PhySch- Physics and School Teach-Learn-Laboratory at the University of Rostock
 Post Career Break Fellowship
 ProMotion
 Regulars' table at KIT
 Transitional Funding for Female Doctoral and Postdoctoral Researchers
 UniMento - cross-faculty mentoring programme
 The International Post-Doc Initiative – IPODI
 Workshop Gender Sensitisation
 Women's promotion needs sustainability
 WiN Portal (Female scientists in the network)

Students (undergraduate and graduate)

"Do STEM" - exhibition
 Exploring Gender and Culture - workshop
 Family portal
 fiMINT- Women in Maths, Computer Science, Science and Technology
 Gender in Physics - Workshop
 German female physicists conference (GFPC)
 Ideas Competition for the Promotion of Women
 "I Will Be a Professor!" Girls' Introduction to an Academic Career Path
 KLeVer - A Project within the Gender Mainstreaming Process
 "Meine Heine-Frau" - project and brochure
 MeMPhys – Mentoring in Mathematics and Physics
 Nawi-Lola- Learning in Laboratories for girls
 Ph.D. programme for female scientists
 PhySch- Physics and School Teach-Learn-Laboratory at the University of Rostock
 Physics Project Days - A Girls-Only Workshop
 PiA- Physics in advent
 "PraktikumsInfoBörse" - Internship Placements-Information service
 ROBERTA – Learning with robots
 TeamUp - programme
 Transitional Funding for Female Doctoral and Postdoctoral Researchers
 UniMento - cross-faculty mentoring programme
 Workshop Gender Sensitisation
 Women's promotion needs sustainability
 WiN Portal (Female scientists in the network)

Pupils

“Do STEM” – exhibition

Girl’s Day- Girl’s Future Day

“House of little researchers”

International High School Teacher Programme - Gender Inclusive Teaching Workgroup

"I Will Be a Professor!" Girls' Introduction to an Academic Career Path

Kid’s University

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Nawi-Lola- Learning in Laboratories for girls

PiA- Physics in advent

ROBERTA – Learning with robots

Technology Needs Diversity – Technology Needs You!

Wolke 7 (“Cloud 9”) - Physics Club for Girls

Zdi-Campus – Girls try out STEM-fields

Related projects and resources

EU-funded institutional change and related projects

EGERA www.egera.eu	Effective gender equality in research and the academia (2014-2017)
FESTA www.festa-europa.eu	Female empowerment in science and technology academia (2012-2017)
GARCIA www.garciaproject.eu	Gendering the academy and research: combating career instability and asymmetries (2014-2017)
GENDER-NET www.gender-net.eu	Promoting gender equality in research institutions and the integration of the gender dimension in research contents (2013-2016)
GENDER TIME www.gendertime.org	Gender - Transferring Implementing Monitoring Equality (2013-2016)
GENIS LAB www.genislab-fp7.eu	Gender in science and technology lab (2011-2014)
GENOVATE www.genovate.eu	Transforming organisational culture for gender equality in research and innovation (2013-2016)
INTEGER http://www.in-teger-tools-for-action.eu/en	Institutional transformation for effecting gender equality in research (2011-2015)
LIBRA http://www.eu-libra.eu/	Leading innovative measures to reach gender balance in research activities (2015-2019)
STAGES http://www.projectstages.it/index.php/en/	Structural Change Toward Gender Equality in Science (2012-2015)
TRIGGER www.triggerproject.eu	Transforming institutions by gendering contents and gaining equality in research (2014-2017)

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