GENOVATE

Transforming Organisational Culture for
Gender Equality in Research and Innovation

Gender Equality
Guide for Policy Making in
Higher Education Institutions

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Gender Equality in Research and Innovation

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The **Gender Equality Guide for Policy Making in Higher Education Institutions** was produced as part of the GENOVATE project.

GENOVATE[1] is a European Commission FP7-funded action research project, which operates across seven[2] European partner institutions with different institutional and national contexts for gender equality. GENOVATE sought to promote gender equality in research and innovation through the implementation in each partner institution of a context-specific Gender Equality Action Plans (GEAP).

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1   See also http://www.genovate.eu/
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Throughout this document reference is made to the binary genders of men and women whilst acknowledging other forms of gender identities and expressions.

Preface

Higher Education [HE] policy makers play a major role in the application of international standards on gender equality. Depending on the particular characteristics of each Higher Education organisation, this responsibility is borne and/or shared by specific actors that may be located in Human Resources departments, and/or could be strategically placed throughout the organisational structure. It also rests on the actions and commitment of senior leaders and managers, who are visual and powerful champions for structural change. Either way, policy actors are particularly involved in monitoring and evaluation processes, and policy implementation, as well as legitimation of gender equality standards. Therefore, it is fundamental to work with a clear roadmap to integrate gender equality into organisational change, which would sustain context-specific, legally compliant and responsive policies that meet international and national standards of gender equality and non-discrimination. Accordingly, this resource offer a hands-on and transparent approach to gender mainstreaming in Higher Education institutions, constituting a support tool for policy makers and actors involved in policy development and implementation, which is key for regulating and legitimating organisational transformation along gender sensitive, gender competent, gender balanced and gender equal principles.

The GENOVATE project has coordinated efforts and worked closely with respective consortium policy stakeholders to ensure the performance of positive and transformative actions that advance and guarantee gender equality standards in each organisation, and to enact effective, long-term and sustainable organisational changes that support women and men throughout their career cycles. By offering constant and specialised support and advice on gender equality issues, gender discrimination, monitoring and implementation, and collaborative evaluation processes, the GENOVATE project assists and supports policy makers throughout the usually daunting process of making "gender" a central organisational, relational and foundational element in their institution and policy framework.

The Guide presents a number of gender mainstreaming tools, practices, and measures that have been developed and tested by the GENOVATE consortium, offering detailed explanations of their function throughout relevant policy development and implementation phases. The tools are flexible and versatile enough to accommodate the diverse needs, rhythms and agendas that need to be considered for achieving significant, progressive and long-term structural change. By following the step-by-step actions provided in this Guide, we believe policy makers can better understand how to approach structural gender equality; assess their organisational gender climate; and reflect on the need to revise and devise gender equality policy frameworks in line with national and international standards. Likewise, it supports those institution that want to be more gender competent, and build on efficient working environments that support women and men in their full realisation of their professional and personal potentials.

We are grateful to the GENOVATE International Advisory Board members, strategic collaborators, colleagues and our institutional leaders and managers for their support and contributions to the project.

The GENOVATE Coordinator
On behalf of the GENOVATE Consortium

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About this Guide

> The Gender Equality Guide provides a useful set of guidelines for Human Resources (HR) managers and policy-making professionals, institutional units, and departments in Higher Education (HE) to embed, and effectively mainstream gender equality into institutional policy frameworks.

Accordingly, the Guide represents a valuable, action-based "roadmap" that offers support on gender competent policy-making, implementation, monitoring and deep organisational change in line with international, regional and domestic legislation; and institutional and context-specific gender equality and diversity backgrounds.

> The Guide stems from the GENOVATE project, and translates the mainstays of the GENOVATE Model, a framework for developing and embedding gender equality principles, values, and legislation in higher education organisations, into the more action-oriented, result-driven, and hands-on dynamics of the human resources field in the context of promoting gender competent research and innovation.

The GENOVATE Model offers guidance, tools and support in the implementation of Gender Equality Action Plans; and gender mainstreaming mechanisms within research institutions including Higher Education.

The GENOVATE Model acknowledges the changing and ever evolving character of higher education institutions through people's everyday actions and interactions. As highly complex social systems, higher education organisations reflect broader society, and therefore are exposed to, and regulated by local ideological, legal, and political structures and reference frameworks. Considering the existing legislation, and subsequent national and international obligations to comply with gender equality standards, the GENOVATE Model aims to:

- Facilitate this process of legal compliance with the final aim of realising social and gender justice goals in the workplace, and developing a social model of gender equality that is local and context-specific.

- Make a key contribution to a holistic understanding of the gendered character of higher education institutions;

- Identify and critically assess the existence and impact of gender inequality in HE organisations.

- Map out the foundations, steps and developments of a gender sensitive policy implementation strategy that effectively addresses both the potential barriers, and innovative responses, that may arise in this process.

- Implement strategies for the transformation of organisational structures towards more gender competent management.

- Support institutions to make significant change: changing the way that organisations work and people's mind-sets, especially those higher in management.

The GENOVATE Model rests on and constitutes a step-by-step process that tackles different phases in the process of gender equality mainstreaming and organisational change in higher education; as well as offering an accurate analysis of how to develop them efficiently.

The GENOVATE Model encompasses five inter-related, mutually influential and overlapping phases, which aim to facilitate and develop a gender sensitive and gender competent approach to human resources policy-making.

Who is the Guide for?

The Gender Equality Guide is mostly addressed to stakeholders with clear responsibilities in organisational policy making, and who can effect change in terms of advancing gender equality standards in higher education organisations.

In this respect, we acknowledge that gender equality is a social and organisational project in which multiple stakeholders collaborate, take responsibility, and to which they commit themselves. Engaging senior management and leadership together with members of staff at all organisational levels is seminal to bringing organisational change into reality.

Therefore, depending on the nature and dynamics of each HE institution which respond to geopolitical, cultural, and context-specific particularities, HE organisational policy-making processes might be centralised in HR departments, or they might be diffused among multiple stakeholders that play specific roles in policy development and implementation. Although no single policy stakeholder bears the sole responsibility of developing and implementing a gender sensitive organisational transformation, as gender equality is a transversal issue; they do have a key role in being a centralised and centralising force in driving it forward.

The GENOVATE Gender Equality Guide targets:

- Human Resources Departments
- Research and Knowledge Transfer Managers
- Equality and Diversity Units
- Senior Managers (where applicable, and depending on the organisational nature of each institution)
- Institutional Legal Teams

These groups of professionals are key players and important actors with responsibilities in the realm of gender equality policy-making; with a key role in:

- Supporting institutions and their staff to realise their full potential through compliance with equality, diversity and human rights legislation.
- Contributing to broader economic, political and legislative social projects in which gender equality is a reality and not an ideal.
- Directing, facilitating, and advancing gender equality by changing organisational cultures and institutional structures.

The implementation of this Guide will have a positive impact on existing and potential staff who engage with the institution at different stages of the employment cycle.

1. For existing members of staff who will:
- Feel supported by their organisation.
- Grow and realise their potential and expertise within the organisation through fair, equal and respectful career cycles at attraction, recruitment, probation/progression, promotion.
- Perform better and more efficiently in their employment.
- Establish a stronger loyalty bond with the organisation, which influences their retention strategy.

2. For potential staff who will feel more attracted to apply for work in:
- An institution with solid foundations on de-facto gender equality and diversity values and policies.
- A truly and effectively equal and diverse institution in which they will be represented and supported.

Why is the Guide Important?

This Guide for delivering gender equality in HE institutions will contribute to engage and support gender equality policy-making stakeholders in:

- Meeting and fully realising gender equality national and international standards; effective gender sensitive and diversity management; and gender equality organisational benchmarks.
- Developing an efficient strategy for ensuring sustainable gender equality practices and culture in HE organisations.
- Identifying vulnerable areas for action and those that are sensitive to "house" discriminatory practices, and unconscious bias.
- Addressing the gendered character of organisations and employment cycles.
- Mainstreaming gender in institutional policy.

The Process of Gender Competent Policy Making

1. Identifying Vulnerable Areas for Action and Those that Might Shelter Discriminatory Practices
2. Addressing the Gendered Character of Organisations and Action Planning
3. Supporting Staff Career Progression, Safety, and Overall Wellbeing
4. Providing Institutional Support and Structural Changes
5. Supporting Institutions to Make Significant Change: Monitoring, Evaluation and Sharing

1. Identifying Vulnerable Areas for Action and Those that Might Shelter Discriminatory Practices

Some traditional areas in which gender discrimination has taken place, and still does, in HE organisations are:

- Recruitment/promotion
- Women's career progression
- Work/life balance
- Maternity, paternity and parental leave
- Men's health
- Gender pay gap
- Institutional resource allocation according to gender and academic positions.
- Women's (under)representation and visibility in decision-making processes and leadership roles.
- Women's access to and presence in male-dominated disciplines.

In order to change the gender character and practices of HE organisations, there is a need to understand that those organisations are already "gendered" in the first place, and that they are so inequitable, unbalanced, unrepresentative, exclusive, and hierarchical in their structure, constitution and activities[1]. Therefore, it is important to first and foremost:

- Understand "gender" as a basic and essential component of organisations, not as an extra element in policy-making that is factored into already existing policies (Connell 1995, 2005, 2011). Therefore gender issues and a gender sensitive approach should inform HEI organisational policies, practices, and the discipline throughout.

- Recognise "gender" as an organising principle of society and people's lives and identities, which defines and shapes their social, professional, and personal spheres and roles as citizens, workers, fathers, mothers, friends, daughters, brothers, etc.

- Appreciate the inclusivity and complexity of "gender" both as a concept and as a practice, which should never be understood as referring to "women only". Framing gender issues within the realms of women's rights exclusively would curtail from the start the transformative potential and progressive power of gender equality policies.

- "Gender" issues are relationally defined: they emerge and are constructed through, and in relation to the interactions of men, women, and people who embrace other forms of gender identities and expressions; together with other identity-shaping elements such as race, class, ethnicity, sexual

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1 "Organizational structure is not gender neutral; on the contrary, assumptions about gender underlie the documents and contracts used to construct organizations and to provide the common sense ground for theorizing about them. Their gendered nature is partly masked through obscuring the embodied nature of work. Abstract jobs and hierarchies, common concepts in organizational thinking assume a disembodied and universal worker. This worker is actually a man; men's bodies, sexuality, and relationships to procreation and aid work are subsumed in the image of the worker. Images of men's bodies and masculinity pervade organizational processes, marginalizing women and contributing to the maintenance of gender segregation in organizations." (Acker 1990: 139)

orientation, religion, age, etc. Therefore, organisational measures and policies must be sensitive and responsive to this gender diversity.

Bearing the above in mind, **policy revision should usually take place as soon as HE institutions become aware that:**

- Their current organisation does not comply with gender equality legislation;
- There are disciplines, areas, and existing policies that reproduce and therefore perpetuate unconscious bias and discriminatory practices; and
- There is a **felt need for change** by individuals (staff members) and institutions that requires an institutional debate and response to that overall changing perception of gender issues.

These opportunities for advancing gender equality principles and values are important "openings" for policy intervention, which channels changes in organisational gender cultures and practices. In so doing, once these openings emerge and are identified, the following mechanisms can be used to carrying out a context-specific, timely and transparent examination of the gender and equality realities of a particular HE institution:

Gender Climate Assessment (GCAs)

Gender climate assessments help determine the degree of institutional gender equality compliance, as well as the organisational sensitivity towards gender equality issues. Therefore, GCAs will allow HE policy makers to:

- Assess their own institutional gender sensitive culture; examine how policy making stakeholders within the organisation approach "gender issues"; and to establish whether these are perceived as a core element at the heart of their activities or an "extra" that needs to be factored in to respond to individual cases.
- Identify:
  - Gaps, needs and areas for action and support.
  - Key organizational issues and individual factors.
  - Organisational gender (under) representation (i.e. map the gender distribution of staff at different academic and management and key decision making positions).
  - Gender specific needs (i.e. needs arising from women's and men's reproductive social roles, their impact on time management and time distribution; and work/life balance issues).
- Tackle strategic areas which are significantly gender unbalanced and which are seminal in eradicating institutional gender gaps: i.e. access to institutional resources and decision-making spaces and positions.
- Develop a critical evaluation of the working environment through gender disaggregated evidence based data.
- Review existing institutional policies, regulations, and practices to assess the level of gender awareness, and existing level of bias.
- Render visible and disseminate taken actions and/or steps to develop gender equality policies.

Equality Impact Assessment [EIA]

This is a fundamental instrument to determine the impact on relevant equalities groups of policies, practice, functions, procedures, criteria, service delivery and policy decisions. It is also an assessment to see if that impact is adverse or not. For example, in the specific case of Human Resources, EIA could be used to assess processes and policies related to applications for jobs or promotions.

Equality Monitoring

A process used to collect, store and analyse data about personal details (for example race, age, disability, gender, sexual orientation, religion and belief) that can be used to:

- Highlight possible inequalities;
- Identify any barriers to achievements or progress faced by different individuals;
- Investigate the underlying causes of those inequalities;
- Seek to redress any unfairness or disadvantage; and
- Promote equality of opportunity.

GENOVATE Cafés

These informal stakeholder meetings offer opportunities and safe open spaces for group discussion and engagement in a more casual and relaxed atmosphere on gender equality related issues. Considering the multifaceted and adaptable dynamics of GENOVATE Cafés, they are highly versatile "tools" that can be used at different stages in policy making processes, including the revision, development, delivery, and assessment of organisational gender equality mainstreaming strategy. Therefore, GENOVATE Cafés can be used to:

- Assess existing organisational gender climates
- Deliver targeted policy interventions,
- Offer a space for collective reflection and evaluation,
- Monitor the impact and effectiveness of those revised policies,
- Open discussion for new and existing debates.

In this initial phase, the goals of GENOVATE Cafés are:

- Promoting reflections on gender equality issues.
- Experience/knowledge sharing in a relaxed atmosphere.
- Providing gender sensitive information and data to transform university gender cultures
- Develop gender-sensitive and diversity competent leadership.

2. Addressing the Gendered Character of Organisations and Action Planning

After organisational gender climate and equality impact assessments have been carried out; and sensitive areas for action have been identified, policy-making teams can then move onto discussing and agreeing on possible solutions, from which a plan(s) of action emerges prior to implementation.

Gender Equality Action Plans (GEAPs)

These action plans are fundamental instruments to organise policies, and intervention strategies, which constitutes the backbone of the strategy itself. Accordingly, GEAPs are flexible and adaptable strategic plans for long-term change through short, medium and long-term actions including specific targets; with a collective focus rather than on single unrelated interventions.

In the light of the above, and complying with international, regional and national contexts and policies, Gender Equality Action Plans should be:

- Efficient and actively responsive to changes (i.e. timelines, circumstances, openings for intervention); and to institutional realities and needs.

- Reflective of institutional demands regarding organisational approaches to gender equality.

- Sensitive to local and national contexts, that would influence the implementation of gender equality actions, and their feasibility.

- Flexible towards in-depth, sustainable and long-term transformations of gender realities, institutional practices and mind-sets.

- Savvy towards how, when and where different types of interventions can have most meaningful impact.

- Solid, comprehensive, feasible and transparent in content and form.

- Efficient in mainstreaming gender equality in

  - Attraction/Recruitment/Progression

  - Working environment and culture change.

  - Knowledge exchange and dissemination.

As part of GEAPS, and in addition to those, the following programmes and measures could be developed by organisations, in particular policy units; within existing available resources and considering the particularities of their context. In order to advance gender equality in organisations, and mainstreaming throughout the whole institutional structures, the measures below will

- Support members of staff throughout their careers.

- Develop organisational culture to nurture and enable that active support.

- Develop a hands-on approach to tackle gender discrimination at both systemic and individual practices and stereotyping that are arresting changes and legal compliance with gender equality obligations.

In so doing, the following actions address specific needs throughout the employment cycle, with a focus on both staff and other institutional functions.

3. Supporting Staff Career Progression, Safety, and Overall Wellbeing

Mentoring Programmes

- Fundamental measure to promote gender equality in organisational cultures by specifically supporting and promoting women in academia.

- Tool that may contribute to create some of the conditions for transforming specific aspects of HE institutions.

- Significantly enhance women's career access and their competence in career building/development.

- Support women's integration in male-centred networks.

- Provide women researchers with role models.

- Develop women staff identity and autonomy as professionals in their field.

- Mixed or same gender programmes/one-to-one and/or group mentoring.

Career Development Programme (CDP)

Career development programmes can be used to support academics, early career researchers, and members of staff in accessing opportunities for advancement in their careers. CDP can encompass onboarding, individual and organization career development strategies.

Work/Life Balance, Health and Overall Wellbeing

Having a gender sensitive work/life policy and institutional approach will have a positive impact on men's and women's lives, personal development and professional achievements. Although many of the existing work/life balance policies exclusively look at protecting and ensuring implementation of maternity and paternity leave, little attention is given to examining and developing further existing parental leave schemes, as well as granting institutional support to men who would like to parent actively, and fulfil their roles as nurturers. Gender sensitive and gender equal organisations should therefore invest (money, time, resources, and energy) in neutralising gender stereotyping and stigma towards men who want to engage regularly and actively in the "caring economy". This would have a positive impact on

- Neutralising gender stereotyping and discriminatory organisational behaviours/restrictions/measures towards women based on their biological and social role as mothers.

- Enhancing job stability and progression for women, who will be less likely to lose their jobs and see their career development curtailed by the choice of motherhood.

- Men's and women's overall wellbeing: Reducing stress levels; contributing to men's better health (e.g. lower risk of heart disease); supporting women and men equally throughout their career progression; and overall, have a more self-fulfilled and content work force.

Sexual Harassment and Gender-Based Violence against Women

According to ACAS (2010: 2), harassment is an "unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual". Harassment in the workplace on the grounds of gender/sexuality violates existing international legislation on the right to dignity, the right to life, the right to live a life free from violence, the right to work, and the principle of non-discrimination, among others. Therefore, it is fundamental to have specific effective zero tolerance policies on sexual harassment and gender-based violence that ensure respect, protection and fulfilment of those fundamental rights; guarantee and provide a safe, healthy and fair working environment; and promote an organisational culture of respect for men and women alike.

4. Providing Institutional Support and Structural Changes

Gender budgeting

Gender-sensitive budgeting keeps gender equality at the heart of budget planning; and deals with the conception, planning, approval, execution, monitoring, analysis and audit of budgets in a gender-sensitive manner.

Structural Change Initiatives

These initiatives address institutional gender-responsiveness, and gender and diversity management in order to tackle gender inequality, and eradicate it. These measures involve:

- Strategic management (i.e. vision and strong commitment from top leadership).
- A strategic GEAP with a clear set of targets; corresponding measures; and actions tailored to the challenges of the respective institution (i.e. adequate human and financial resources for its implementation).
- Proper monitoring and accountability mechanisms for achieving these objectives.

Learning Partnerships

These are collaborative cross-sector, cross-institutional stakeholders' collaborations at individual and organisational levels that will ensure that gender mainstreaming processes are as widespread, local, participatory, inclusive and representative as possible. Learning partnerships enable:

- Collaboration among different stakeholders working for advancing gender equality
- Specialised support to HR teams throughout their process of gender mainstreaming.
- Elaboration of more efficient and inclusive policies as they reflect a wide pool of staff members, their interests and needs.
- Participatory policy-making processes, and therefore, more democratic and staff-centred policies.

Gender Equality Change Academy Teams (GeCATs)

These are staff and students teams facilitating change towards gender equality goals and objectives over a given time period. The role of GeCAT is therefore

- To support and facilitate change.
- To define timeframes collectively to work on those changes.
- To localise and prompt action towards the goals and objectives of gender mainstreaming.
- To provide feedback on barriers, opportunities and progress identified.
- To contribute to implementation of GEAP at local/disciplinary level.
- To action and acknowledge support across the university and its departments.

5. Supporting Institutions to Make Significant Change: Monitoring, Evaluation and Sharing

In addition to the appropriate assessments (e.g. GCAs, EIAs, EM), it is of value to develop a solid, robust, and target-oriented strategy (GEAPs), keeping a questioning and critical attitude towards previous processes, plan of action and measures taken. Along with planning and implementation, monitoring and evaluation processes and mechanisms are key in ensuring good practice, responsive policies, and actively engaging measures that reflect, engage, and incorporate organisations' changing needs, realities and demands.

Therefore, analysing and interpreting the actions' success and challenges (Ongoing Collaborative Evaluation) through the production and analysis of gender disaggregated data on the results of those interventions; together with a close examination of the whole gender mainstreaming process, are fundamental activities for an effective and healthy policy framework. Finally, sharing lessons learned from implementation actions with other partners, and creating supportive networks (Learning Circles, Guided Reflections) are productive aspects of the whole gender mainstreaming process, as well as powerful instruments to fully maximise its results.

Collaborative Evaluation

Evaluation of existing organisational gender mainstreaming strategies and processes, and the level of competence and effectiveness of institutional GEAPs is fundamental for:

- Ensuring long-term compliance with gender equality national and international policy frameworks and legislation.
- Perfecting the response-ability of the strategy to offer solutions and support to a range of gender equality-related issues.
- Keeping up-to-date with the changing nature of gender equality organisational climate and staff needs/demands.
- Having a reflective and responsive strategy to promote the institutional and mind-set changes experienced by the institution and broader society.

Learning Circles

Learning Circles (LCs) are learning communities that facilitate good practice sharing, collective problem-solving and general informal discussion of a given topic in a less formal environment. The LCs are important arenas and opportunities to:

- Strengthen interinstitutional connections with e.g. further education institutions, local government and private sector to standardise gender mainstreaming processes, maximise policy impact, and achieve a broader social and institutional change.
- Deepen policy-making stakeholders' technical knowledge and expertise on gender equality.
- Develop strategies for stimulating active engagement to transform existing commitments to gender equality into results within the organisations.

Guided Reflections

Guided reflections are a powerful and effective process of self-enquiry, development, and learning through collective reflection that encourages organisational learning and change. Guided reflections stimulate collaboration, interaction, and self-reflection on organisational change and GEAP implementation, through a two-way dialogue that involves both, reflective practitioners or change agents; and guides or change facilitators. Guided reflections, in verbal and written formats:

- Document participants' and organisational experiences of change.
- Enable and facilitate the collection of narratives and stories on the experience of gender transformation.
- Facilitate and mediate understanding within institutions where cultural differences (national, organisational, gender mainstreaming, and scientific background) are relevant.

Useful Tools and Resources

Contextualised Guidelines

Policy oriented manual that tackles gender mainstreaming and gender equality issues in research and innovation throughout different career progression stages and transition.

E-Learning Package

Interactive tool to create gender equality awareness in a cross-cultural context, encouraging current and prospective leaders to make reflections on possible solutions to strengthen gender competent management aligned to their institutional needs.

Gender and Diversity Toolkit

Dynamic toolkit to enhance integration of gender equality and diversity into different knowledge and innovation systems.

Report on Institutional Cases

Synthesis of gender mainstreaming experiences in a number of European universities covering:

- Good practices
- Challenges encountered
- Lessons learned
- Actions taken
- Sustainability issues

Guiding Principles for Excellence in Research Standards

A support tool to achieve meaningful and sustainable impact in transforming university-locus cultures and values into more gender-aware and gender competent environments; as well as increasing women's participation in agenda-setting and decision-making within the research enterprise as a whole.

Recommendations for Implementation

In a nutshell, transforming gender(ed) organisational cultures towards more gender equal and gender sensitive organisations requires:

- A preliminary assessment of existing institutional policy frameworks and performance with regards to gender equality, gender discrimination, and gender organisational practices.

- Identification of the gaps/needs/areas for support.

- Development of an action plan/strategy for ensuring and mainstreaming gender equality principles at institutional level, ensuring gender sensitive, and gender balanced employment cycle. In so doing:

  - Develop specific gender-sensitive training across HE policy-making units, teams and departments to ensure the widest number of staff can work on short-notice (i.e. interview panels) and meet gender equality standards throughout the employment cycle.

  - Carry out Equal Pay Audits to eradicate the gender pay-gap, ensuring compliance with international and country standards on equal remuneration for work of equal value.

  - Use gender disaggregated data; and equality impact assessment to monitor gender-sensitive policy developments, implementation and evaluation.

  - Make gender sensitive monitoring/communication channels as transparent, accessible, and collective as possible.

  - Ensure confidentiality of the information, and respect the right to privacy.

  - Show involvement and commitment of senior management and leadership, and work closely with GECATs to ensure dissemination, bottom-up participation, compliance, and support throughout the institutional tissue.

  - Request the existence of gender equality expert teams in the organisation, and whenever needed in HR departments, to support processes of gender mainstreaming.

- Implementation of GEAP and effective/efficient gender mainstreaming across human resources policies and action plans will ensure tangible and significant advances in developing and strengthening more gender competent, gender balanced and gender equal institutional frameworks, policies and practices.

- Have a thorough , comprehensive and effective policy framework on sexual harassment and gender-based violence in the workplace that

  - Is gender competent.

  - Avoids re-traumatising and further victimising those exposed to these unlawful and harmful practices.

  - Offers support to the victims.

  - Has disciplinary mechanisms in place to ensure your institution is and remains a sexual harassment and Gender Based Violence free organisation.

And Remember...

- Gender is not an add-on on your policies; it is an organising principle of society, men's and women's identities; and human and organisational relations. Make it a structuring principle of your analysis.
- Gender equality is an inclusive and a collective project that benefits both, men and women. Therefore, highlight the social justice and legally responsive character of your policies; make your policies wide-ranging and work to
  - Involve men in this collective project;
  - Raise awareness and address men's needs and issues resulting from systemic gender inequalities (i.e. paternity leave; work/life balance; poor health and health risk-related problems); and
  - Change in discourse and practice existing male oriented and normalised understandings of excellence, good, management, success, commitment, leadership etc.
- Work on establishing minimum requirements to meet your organisational obligation to ensure gender equality in the workplace.
- Be context-specific, acknowledge the limitations and potential of your institution to envisage and perform change.
- Work collectively to establish your aspirational goals and your immediate goals, with the view of making your work sustainable, efficient, and responsive to changes in terms of gender equality.
- Work within your existing available resources to start small but always with the intention of enhancing those resources.

Conclusion

GENOVATE Gender Equality Guide for organisational policy-making managers, units, departments and professionals offers support; and a step-by-step methodology to mainstreaming gender competent approach into organisations and their policies. Targeted at a diverse group of stakeholders with clear competences and active responsibilities in policy-making at institutional levels, the GENOVATE Gender Equality Guide will assist in effecting a transformation of gendered organisational cultures that do not abide by existing gender equality international standards.

Not only will the GENOVATE Guide deliver tools and advice on implementing change at organisational level but they will also offer an institutional framework to rethink policy-making practices and working ethos.

As a result, organisational policy makers will better

- Respond to the context-specific features, needs, demands, and realities of policy-making departments and policies in each institution.
- Develop a realistic, adaptable, and feasible gender delivery action plan that considers the particular structures, systems and cultures that shape each pertinent department.
- Is sensitive to the internal functioning and organisation of each department, including staff numbers, responsibilities, expectations, and budgetary limitations/possibilities.
- Encourage, establish and strengthen interdisciplinary collaboration among multiple stakeholders.
- Embrace connections and collaborations between top-down and bottom-up stakeholders, actions and approaches.
- Create supportive interdepartmental environments for conversation, discussion, updating and learning on gender equality.
- Advise on strategy development to advance and perform effective organisational and sustainable gender equality practices.

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