PROMOTING SUSTAINABLE CHANGE

A Toolkit For Integrating Gender Equality and Diversity in Research and Innovation Systems

Genovate **Toolkit**

EDITED BY
YLVA **FÄLTHOLM**
PAULA **WENNBERG**
ÅSA **WIKBERG NILSSON**

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- A Toolkit For Integrating Gender Equality and Diversity in Research and Innovation Systems

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Contributions from the project partners:
Ankara University, Turkey
Complutense University of Madrid, Spain
Luleå University of Technology, Sweden
Trnava University, Slovakia
University College of Cork, Ireland
University of Bradford, UK
University of Naples Federico II, Italy

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Cover: Åsa Wikberg Nilsson
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Preface

What are gender equality and diversity issues and how can you approach such matters? How can your understanding of gender and diversity contribute to research and innovation systems systems?

"Promoting sustainable change" provides answers to those and similar questions and encourages people to learn more about gender equality and diversity in research and innovation systems. This is a toolkit for experienced and new innovators as well as for people who want to learn more about how understanding gender and diversity can lead to more innovation in their everyday lives.

The Promoting Sustainable Change toolkit can be used in different ways depending on your group's needs and which target group you are associated with. The aim is that the toolkit is generic enough for different areas or interests. However, it is also very flexible and can thus complement or supplement various other approaches. This means that if you are familiar with another approach, you can incorporate some of the tools and methods provided here. So be innovative in choosing and mixing your methods and your collaborators, who knows, some of the most innovative outcomes might be a result of some of

the most unexpected combinations of competences, methods, and approaches.

This toolkit collects and organizes the tools that have been further developed and tested by seven universities in the Genovate consortium. The process and methods described in this toolkit illustrate how academic institutions, social innovators, funding agencies, knowledge transfer partnerships, and intermediaries can use gender equality and diversity tools. They also illustrate how it can promote sustainable change.

The Genovate project seeks to ensure equal opportunities for women and men by encouraging a more gender-aware management in research and innovation systems. One of the key objectives of Genovate is to promote the benefits of a gender equality and diversity perspective in enhancing excellence in research and innovation systems.

This toolkit encourages the development of collaborative gender equality and diversity awareness. It includes a number of methods and tools for developing understanding and knowledge of diversity and gender constructions by providing a means for collaboration through sharing and reflecting on experiences.

By including women's and men's experiences, attitudes, and values, we believe the toolkit will promote innovative thinking and results.

April 21st, 2016

THE GENOVATE TEAM

Are you...

...a facilitator skilled in gender equality and diversity issues?
...a process leader who wants an easy-to-use process, tools, and methods to involve people in such matters?

For you, this toolkit provides a process of how to involve people in gender equality and diversity matters. The toolkit's methods, however, are easy to use, so they can be implemented by all people who want to increase their own and participants' gender equality and diversity understanding.

The toolkit provides a means for collaborative and reflective strategies that promote gender and diversity awareness, a process that can contribute to new understanding and knowledge within your practice. The Promoting Sustainable Change Toolkit will help you better understand the needs of a diversity of people in new ways and simultaneously contribute to innovative solutions that meet those needs or are developed by a research or innovation team that is constituted by a diversity of competences and experiences.

...A UNIVERSITY STAFF MEMBER WHO:

- is interested in gender equality and diversity issues as drivers for innovation?
- values a non-hierarchical leadership process and is comfortable with collaborative strategies?

...PART OF AN INNOVATION SYSTEM THAT:

- is looking to promote your innovative capabilities by including gender equality and diversity issues?
- wants to better understand people's needs, experiences, and preferences?
- wants to find new methods for organizational development with regards to gender equality and diversity?

...AN EDUCATOR WHO:

- wants to include gender equality and diversity issues in your everyday practice and education?
- wants to learn more about collaborative methods for learning?

..SOMEONE WHO:

- is interested in the concept or practice of leadership?
- is promoting leadership development programs?
- is experimenting with a reflective, collaborative effort to address an issue?
- is contributing with new perspectives to our understanding of innovation?
- is mobilizing others on behalf of social change and innovation?

Promoting sustainable change can help you enhance both people and outcomes. Engaging in promoting sustainable change can help your organization or project better connect with a diversity of stakeholders, both internal and external, and transform their experiences, attitudes, ideas, and thoughts into actionable ideas. It can help you see new opportunities in places or for people you have not thought of before. That is, this toolkit can assist you in promoting sustainable change.

Definitions and concepts

DIVERSITY means accepting that each individual is unique and these differences should be respected. These differences include race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. Understanding diversity allows for the exploration of these differences in a safe, positive, and fostering environment. Diversity is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual and among individuals.[1]

DOING GENDER refers to the understanding of gender as a routine, methodical, and a recurring accomplishment undertaken by women and men, involving complex perceptual, interactional, and micro political activities that cast particular pursuits as expressions of masculine and feminine natures. Gender is seen as an achieved property of a situated conduct, so gender is seen as an emergent feature of a social situation and as means of legitimating one of the most fundamental divisions of society.[2]

GENDER refers to the social attitudes between women and men that together shape and sanction "feminine" and "masculine" behaviours, products, technology, environments, and knowledge. Such attitudes are changeable, and have wide variations both within and among cultures.[3]

GENDER-AWARE INNOVATION refers to the creative power of gender analysis to discover new things. Without such awareness, gender bias leads to missed market opportunities.[4]

GENDER EQUALITY refers to that all human beings are free to develop their personal abilities and make choices without the limitations set by strict gender roles. Gender equality means that the different behaviours, aspirations, and needs of women and men are considered, valued, and favoured equally.[5]

GENDER PERSPECTIVE refers to the consideration and attention to the differences between women and men in any given policy area/activity.[6]

INNOVATION refers to the driving force of economic growth and competiveness[7], which provides real benefits for citizens, consumers, and workers. Innovation speeds up and improves the way we conceive, develop, produce, and access new products, industrial processes, and services. It is the key not only to creating more jobs, building a greener society, and improving our quality of life, but also to maintaining our competitiveness in the global market.[8]

INNOVATION SYSTEMS involves the idea that innovation in global markets sets new demands for policies and strategies. Innovation processes are increasingly embedded in normal social and economic activities. The source of innovation is the innovation system – different actor-networks comprising users, producers, and related development organizations. It is crucial to promote innovation in a multi-actor environment. However, innovation networks are often formed from a heterogeneous group of various actors including representatives of firms, universities, technology centres, and development organizations. The ability to interact in these networks becomes a decisive success factor in promoting innovative capability.[9]

INTERACTIVE RESEARCH refers to a joint learning process between participants and researchers during the whole process. The participants have an important role in the analytic work. The ambition is to carry out research "with" rather than "on" the participants.[10]

1 Patrick, H. A. & Kumar, V. R. (2012) .
2 West & Zimmerman (1987)
3 European Commission (2011)
4 ibid.
5 ibid..
6 ibid.
7 Schumpeter, J. A. (1934/1983)
8 European Commission, Innovation Union
9 Pekkarinen, S. & Harmaakorpi, V. (2011)
10 Svensson et al. 2002

INTERSECTIONALITY refers to the way in which gender interacts with other inequalities, generating new and diverse forms of inequality. This can be structural. That is, the people who experience concrete discrimination or suffer economic, political, and social disadvantages are located at the intersection of concrete inequalities. It can also be political in the sense of the effects of inequalities as the result of political strategies of institutions, organizations, and social movements. Thus, interventions that lead to one concrete inequality may affect other inequalities. For example, promoting gender equality may in turn discriminate against minority women, migrants, elderly persons, or homosexuals.[11]

NORMCRITICAL INNOVATION refers to challenging normative thinking in terms of gender and diversity. Therefore, the idea is that a greater openness to gender equality and diversity fosters innovation capabilities.[12]

QUADRUPLE HELIX refers to government, industry, academia, and civil participants working together to create the future and drive structural changes far beyond the scope of what any one organization or person could do alone.[13]

REFLECTION refers to one of the cornerstones of reflective practice and gender-equality integration. In today's information and knowledge society, people need to reflect on the conditions that make social interaction and knowledge development possible and learn how to improve practices.[14]

SOCIAL INNOVATION concerns new ideas that address pressing unmet needs. We simply describe social innovations as innovations that are both social in their ends and in their means. Social innovations are new ideas (products, services, and models) that simultaneously meet social needs (more effectively than alternatives) and create new social relationships or collaborations.[15]

STAKEHOLDERS are any groups or individuals who can affect or are affected by the achievement of the organization's objective.[16]

STAKEHOLDER INVOLVEMENT refers to participants and stakeholders of innovation systems who are equal partners. Innovation includes the embedded gender equality and diversity dimension in research and decision-making bodies. The reason for stakeholder involvement is that innovations are created in mutual, close and frequent relationships between different kinds of institutions and companies. The number of participants does not affect results, but how they interact and how they form relationships, a condition that gives participants access to each other's network.[17]

SUSTAINABLE CHANGE refers to collaboration on equal terms with stakeholders in order to achieve sustainable change and thereby socially robust knowledge. The research process, where the participants and researchers work on more equal terms, is a method and approach that provides greater opportunity to achieve sustainable development and change.[18]

TRIPLE HELIX refers to the way academia, industry, and government cooperate to encourage innovation and economic development. This tripartite relationship generates new institutional and social formats for the production, transfer, and application of knowledge, especially with respect to innovation and economic development.[19]

11 Bustelo, M., Espinosa, J., Faúndez, A. & Weinstein, M. (2015)
12 Alves, Ehrnberger, Jahnke & Wikberg Nilsson, 2016
13 European Commission, Digital Agenda for Europe, Open Innovation
14 Johannisson, Gunnarsson & Stjernberg 2008
15 Open book on social innovation (2010)
16 Freeman (1984)
17 Svensson et al. (2002) Mowery & Rosenberg (1999)
18 Berge &Ve (2000) Abrahamsson & Gunnarsson 2002
19 Stanford University, Triple Helix Research Group

Introduction

1

Introduction

"Promoting sustainable change" involves a toolkit: processes, methods, and tools for implementing gender equality work in research and innovation systems: collaborations between academia, industry and government in so called Triple Helix partnerships. By examining a set of phenomena in depth, relational aspects can be identified; they can be critically reflected upon in interaction with the participants, using inclusive participatory methods and tools.

Promoting innovation

This toolkit aims to be an easy-to-use set of methods that encourages a broad group of people to implement gender equality and diversity work. However, accomplishing this aim calls for motivated and committed people to promote the benefits of gender equality and diversity perspectives.

In current society, innovation is generally said to be the heart of businesses and organisational success, as well as the very core of development and growth in research, academia, regions, and society as a whole. Despite this, fewer women than men participate in, or contribute to, traditional innovation systems. The reason for this is often explained in terms of women being less interested in innovation than men. In contrast, the starting point of this toolkit builds on the notion that there are no fundamental differences between women's and men's attitudes or interest in innovation. Rather, attitudes and interests depend on invitation and participation as well as, on identifying needs, perspectives, and preferences among a diversity of stakeholders in the innovation process.

Norms and values generally serve as a ground to support social interaction and uphold a civil society. However, sometimes such norms and values contribute to discriminating people. This toolkit deals with such discrimination by creating awareness of how we behave towards one another. Discrimination often becomes observable in social interactions, but it can also involve how we work, organize, design, and invent the innovation process, and what kind of products, services, systems, solutions, and built environments we design as a result. To deal with these issues, this toolkit supports the inclusion of gender equality and diversity awareness in research and innovation systems.

Although this toolkit's main focus is on gender equality, it can be applied to all types of discrimination – e.g., discrimination based on ethnicity, religion, disability, gender identity, sexual orientation, and age. This involves how gender interacts with other inequalities, which can be understood in terms of intersectionality. Innovation is in itself not gendered or discriminating; people create norms and values that make us think of certain characteristics in a certain way. Normcritical innovation usually requires reflecting on our values and attitudes and how they might contribute to discrimination. The fundamental idea of this toolkit is that such reflection contributes to an innovation capability: innovative solutions usually come from inspiration by interacting with new people, doing new things, and creating ideas based on reflecting on those new insights and perspectives.

Promoting innovation refers to identifying gender bias (i.e., understanding how gender bias operates within research and innovation systems). It involves methods for collaborative analysis and identifications, and collaborative methods for planning and performing sustainable change. Integrating such methods in research and innovation systems will better secure excellence in innovation.[1]

Interactive approach

This toolkit is based on interactive and participatory methods and processes to promote a sustainable gender equality and diversity through a reflective practice. Early stage research needs to identity issues, challenges, needs, and aspirations held among the people within a particular context. Identifying and spreading the awareness of attitudes and values is the basis to create sustainable change.

An interactive approach will not determine average behaviours or attitudes, but it will most likely help you in identifying deeply held needs, desires, experiences, attitudes, and challenges held by stakeholders within a research and/or innovation system. Because such issues impair innovative capabilities, they are important aspects to address.

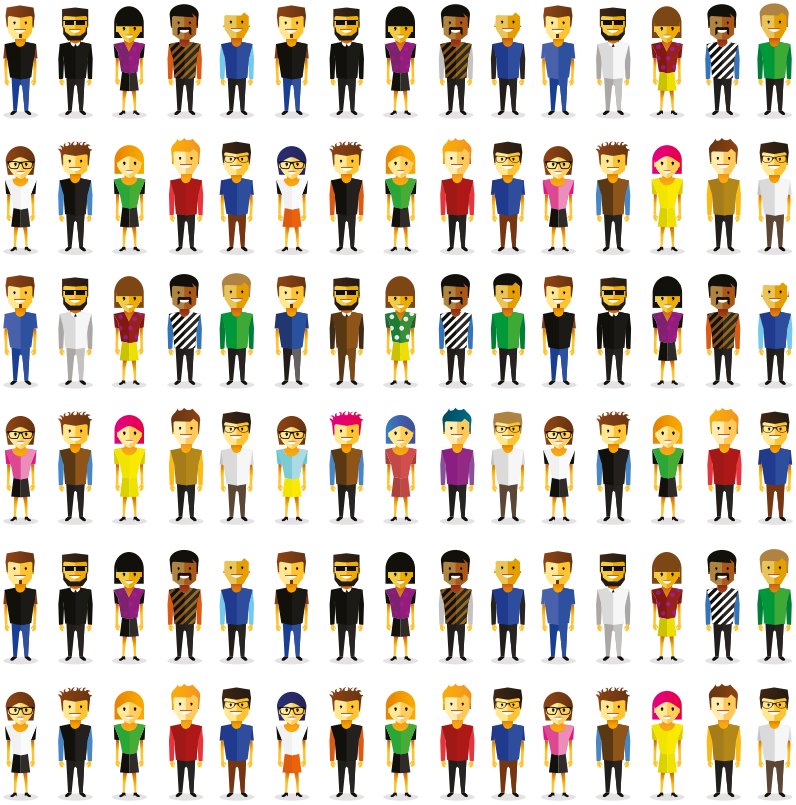
1 Schiebinger, L. & Schraudner, M. (2011)

Process

2

The Promoting Sustainable Change Process

The process of building a gender and diversity aware innovation system starts with context specific identification tools, proceeds with creating shared understandings, and ends in creating a roadmap of actions for change. Various methods and tools can be used throughout the process, and in this toolkit some are outlined.



Process

Process is a concept generally described as a series of actions that produce something or that is intended to lead to a certain result. There are numerous process models for different kinds of projects, but no one model ensures success.

In today's world, people are beginning to recognize that gender equality and diversity in innovation systems contribute to creativity and subsequently to innovation. Understanding and knowledge can contribute to more relevant and sustainable results through the in-depth explorations of a diversity of people's values, needs, and preferences. In addition, organisations that understand the importance of diversity and gender equality reframe norms and values, which often leads to innovations.

The Promoting Sustainable Change Toolkit offers tools and tips to guide a participatory process of implementing gender equality and diversity awareness methods and tools. The process should ideally involve all people of concern, all of the internal and external stakeholders in innovation systems. Stakeholders are the experts of their own behaviours, values, and experiences. They are also experts on how to change if they acknowledge gender equality and diversity as issues within the innovation systems. This toolkit does not offer solutions and it does not ensure success. Instead, it offers techniques, methods, tools, tips, and examples that can guide you through the process. The methods can be chosen based on what works best for your context and your innovation system. The process guides the way; people make the changes.

Participants

The challenges you face if you are approaching gender equality and diversity within any organization or innovation system are very likely to be complex. In addition, similar situations or phenomena are very likely to have been experienced by other people. As preparation, you can read the stories presented in this toolkit and look for other similar stories so you can learn from similar challenges. This approach can give you an advantage in the process.

Also, you will have a higher likelihood of success solving the complex and challenging issues of gender, diversity, and innovation by gathering the right team of people in the process and by securing legitimacy from top and middle management. The team should ideally be a core team of 3-8 individuals. By applying a quadruple helix approach, and deliberately mixing genders, cultures, and disciplinary and educational backgrounds, you will have a better chance of coming up with unexpected innovative solutions.

In addition to the core team, you should involve others in seminars, exercises, and sessions in order to identify values and attitudes and to share knowledge and understanding regarding gender equality and diversity within the innovation system. A diversity of participants in the process better ensures "genovations", gender equality and diversity that promote innovation. A "genovation" can be seen as a social innovation.

Reflection-for-action

Reflection is recommended before, during, and after each of the phases as active and deliberate reflection can motivate continued actions and counteract un-reflected discriminating acts. Reflection involves an active questioning of knowledge, ideas, thoughts, attitudes, norms, values, assumptions, consequences, and alternatives. In the following outline of the process phases, you will find some questions that encourage reflection.

Phases

PHASE 1 IDENTIFY

The first phase consists of implementing methods to identify discriminating acts that hinder people's innovative thinking and possibilities. These identifications can be a struggle, as they often challenge people's current behaviour and understandings. For this reason, it is highly recommended to use a facilitator who has experience with gender equality and diversity issues. Also, the joint learning process should ensure people feel they can share their ideas without fear of judgement.

Reflect before action

- What do we have to learn to implement the gender diversity toolkit? How can we learn that?
- How can we learn about stakeholders' needs, problems, challenges, and issues?

Action methods

- "Gender app: gender mainstreaming checklist" on page 27
- "Gender observations" on page 29
- "Gender system analysis" on page 31

Reflect on action

- What have we learned about gender equality and diversity within our innovation system? What do we now understand? What do we need to learn more?
- Do we understand a diversity of stakeholder's needs, problems, and/or issues? Have we forgotten any stakeholder group?

PHASE 2 SHARE

The second phase consists of sharing your learning among a larger group within the innovation system in order to spread knowledge. The sharing should ideally not be a one-way communication of your learning, but instead it should be a joint learning process of identifying and analysing particular issues among all stakeholders.

Reflect before action

- What did we learn in the previous phase that is important to share with others?
- How can we share this knowledge as a joint learning process?

Action methods

- "Value exercises" on page 33
- "World café" on page 35
- "Critical Incident Technique" on page 37
- "Personas" on page 39
- "Gender app: gender mainstreaming checklist" on page 27 - to measure progress

Reflect on action

- What did the sharing contribute to our knowledge of gender equality and diversity?
- Were all stakeholders involved in the sharing process?

PHASE 3 GENOVATE

The third phase consists of taking steps and actions to "genovate" – i.e., developing gender equality and diversity aware actions that contribute to changed cultures, structures, behaviours, processes, projects, involvements, products, services, etc. Ideally, all stakeholders are involved in the phase. As a result, you have a large number of people who already are changing their approaches within the innovation system.

Reflect before action

- What aspects that we learned from the previous phases do we need to address?
- How can we develop an action plan for change?

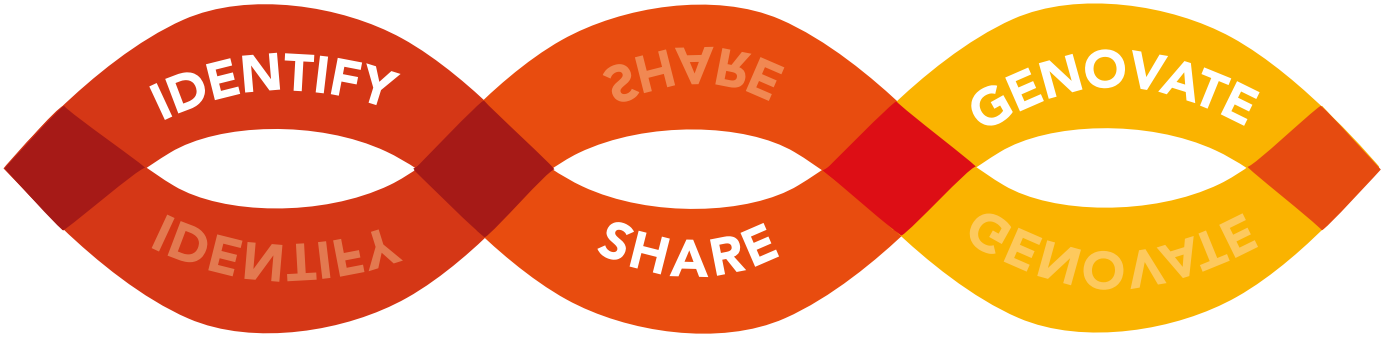
Action methods

- "Action plan for change" on page 41
- "Gender app: gender mainstreaming checklist" on page 27 - to follow-up progress and outcomes.
- For further inspiration: Implementation methods and tools: Gender & Diversity[1]

Reflect on action

- What do we now know about gender equality and diversity within our innovation system? What do we now understand?
- How can this knowledge contribute to success within our innovation system?

1 www.gdtoolbox



IDENTIFY

To learn of, and to better understand, structures, interactions, symbols, norms, values, cultures, and identitites within the innovation system. Work with a group of participants to identity issues to reframe.

SHARE

Share learnings and spread knowledge of gender equality and diversity among a larger group of stakeholders within the innovation system. Ensure a joint learning process through identifying and analysing issues together.

GENOVATE

Take steps and actions for change of practice through activities that contributes to changed behaviours, processes, involvements etc. within the innovation system. Ideally all stakeholders are involved in a reframing of practice to become a gender equality and diversity aware innovation system.

Methods and Tools

3

Methods and tools: the Toolkit

People, organizations, and projects have different needs, so a pre-determined process will not be very effective. Therefore, the first step is to determine the best strategy for your particular circumstances. Each project is unique and each situation is special. This means that you need to customize both process and methods for each gender equality and diversity process you take on.

Methods and tools

A method is generally described as a systematic approach to achieve certain outcomes. The participatory approach described in this Promoting Sustainable Change toolkit involves people who are directly or indirectly affected by a work culture, project, design, results, products, projects, processes, services, or a system as a whole.

The focus of the participatory approach proposed in this toolkit is to involve people, because it is people who have to make the changes to solve gender equality and diversity issues. This also involves emphasizing human diversity as individuals have unique backgrounds and needs – different ages, sizes, strengths, cognitive abilities, experiences, expectations, and goals.

Generic process -specific methods

Each project is based on its own specific conditions – different people with different needs and conditions and with different expectations. The process proposed in this toolkit contains some generic basic steps and phases and some specific gender equality and diversity methods. These tested and proven methods address gender equality and diversity issues. Faced with a new project, you can use the basic generic process and consider which of the methods and tools best suit your particular project and participants. Sometimes all the methods and the whole process are required; sometimes only one method is needed, even in a larger project.

The toolkit describes a number of methods and tools. The descriptions give you an idea of how they have been used, but you can change and test new variations and structuring of the methods. Picasso supposedly once said this: "Learn the rules so you know when you break them". That is, the first time you use the toolkit it might be good to use the method similar to the description to really understand the intent of the method before beginning to test other applications.

Participatory methods - for sustainable change

A method is a description of a procedure. It is not a recipe in the sense that if you follow the description to the letter, you get certain guaranteed results.

The methods and tools described here include people and complex situations with different conditions, relationships, and driving forces. It is important to involve people, different people with different needs, in order to achieve sustainable change. In our experience, when a person empathizes with another person's experiences and perspectives, something happens, and change is suddenly achievable.

Remember that the process is there to guide your way, the methods to facilitate the project, and the participants to make the changes.

Photo: Anders Berglund & Åsa Wikberg Nilsson

Gender app: gender mainstreaming checklist

TIME	x h
PEOPLE	xx persons
DIFFICULTY	♥♡♡
PREPARE	Download gender app
PHASES	IDENTIFY-SHARE-GENOVATE

WHAT

This is a tool for gender mainstreaming collaboratively created by two universities and some industry stakeholders. The tool is designed to facilitate the integration of a gender and diversity perspective in projects and other activities. The app contains a checklist of practical gender mainstreaming in projects or other activities. .

WHY

It is useful to test how a project meets different quality requirements for gender equality and diversity. Using the gender app checklist[1] becomes a tool for facilitators and participants to measure gender equality and diversity mainstreaming progress.

HOW

Use the checklist to assess how gender and diversity is implemented within the innovation system. Use it before, during, and after a certain process to measure how knowledge, actions, and understandings change. The gender app can be applied in different contexts and languages.

- **Perspectives:** include gender equality and diversity perspectives in the project from start to finish
- **Budget**: a realistic budget is a fundamental requirement
- **Legitimacy**: involve the project sponsor and the project leader in the work
- **Competence**: engage both women and men with diverse skills in the project team
- **Gender balance**: establish gender balance in working groups and the steering group
- **Responsibility**: appoint a person responsible for the gender equality and diversity work
- **Team**: establish gender equality and diversity team
- **Agenda**: set up gender equality and diversity on the meeting agenda of the steering group and working groups
- **Anchor**: the gender equality and diversity perspectives should permeate the entire project
- **Reflection**: use reflection as a working model
- **Communication**: communicate to include rather than to exclude people
- **Consequences**: before decisions are taken, consider the effect on both women and men
- **Question:** ingrained gender roles, ways of thinking and ways of working
- **Challenge**: stereotypes about men and women
- **Quality control:** enhance quality through on-going evaluation
- **Follow-up**: the process

REFLECT

- What did we learn?
- What did participants learn?

1 Gender app: http://www.gdtoolbox.eu/toolbox/tools-and-methods/gender-app/

Gender observations

TIME	2 h
PEOPLE	1-3 persons
DIFFICULTY	♥♡♡
PREPARE	Pen, paper
PHASES	IDENTIFY

WHAT

Gender observations is a tool to explore and bring to life differences in how women and men act and react in everyday interactions.

WHY

Most people in general agree on gender and diversity as important aspects, but in everyday interactions differences in how we act and react towards women and men often can become quite obvious. By observing those differences, the intention is to become more aware of how gender is done and how it can be challenged and transformed in such interactions. After we have become gender aware, we can discuss how to change behaviours.

HOW

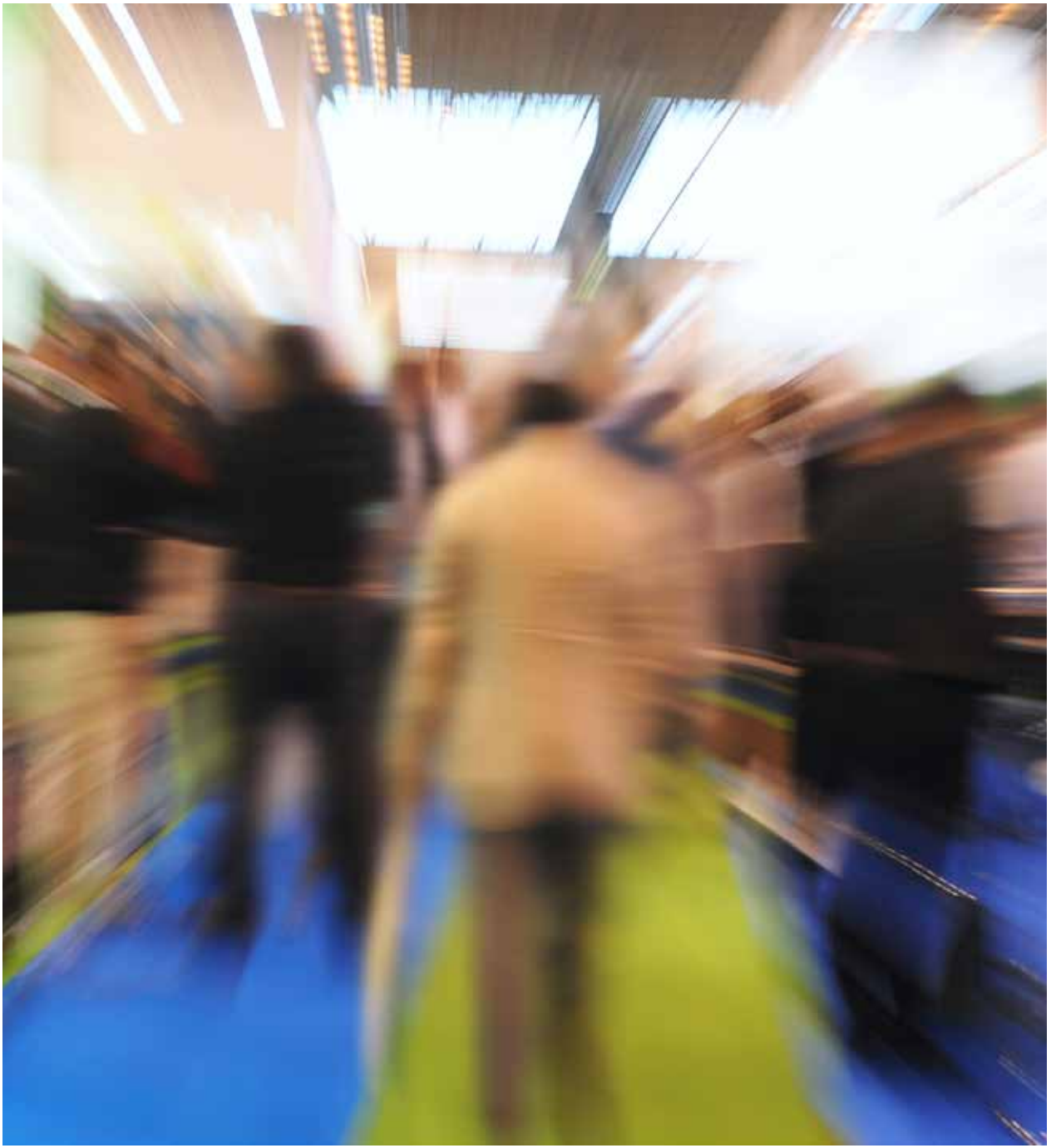
Make an observation within the innovation system that you are researching. This could, for example, involve attending meetings, specific organisational activities, or just listening and observing how people act and react in the canteen. Write down the following questions/aspects and make notes during the event. Important aspects to observe:

- What is the gender and diversity distribution in the observed group? (i.e., how many...)
- What is the power balance in the observed group? (i.e., how is power distributed)
- Who is represented in the board, in teams and amongst stakeholders? What is the gender and diversity balance?
- Who is allowed to represent the company?
- Who is represented in photos and images?
- Who and what is seen in images used in promotion material?
- Who decides what the discussion should be about and who oppose?
- Who is acknowledged and who is not?
- Who supports whose thoughts and ideas and who does not?
- What is not said, but visible in body language?
- What is explicitly outspoken, and what is taken for granted?

REFLECT

After the event, reflect on your observations. Summarize your thoughts after the event with the aim of identifying if there is a pattern of women's and men's actions and reactions

- What did we learn?
- Is there a pattern of women's and men's actions and reactions?
- How can we and our collegues contribute to a positive change of behaviours?



Gender system analysis

TIME	2-40 h
PEOPLE	1-5 persons
DIFFICULTY	♥♥♥
PREPARE	Pens, paper, organizational material, annual reports etc.
PHASES	IDENTIFY

WHAT

Despite a growing awareness of gender inequality there are still obsolete structures and practices within e.g. innovation systems. Acker[1] for this reason proposed analysing gender systems in relation to structures, interactions, symbols, and identities.

WHY

The purpose of analysing gender systems is to identify aspects that contribute to the doing of gender, and make an activity plan for change.

HOW

Analyse and map structures:

- What is the numerical representation of women and men?
- What is the gender balance in terms of work roles?
- What is the gender balance in terms of hierarchy and power?
- What is the gender balance in physical location? Who is where?
- What is the gender balance in terms of promotions?
- How do the structures affect symbols, interactions, and individual identities?

Analyse and map interactions:

- What interactions do women and men, women and women, and men and men have during a work day? A work week?
- What is the gender distribution in the interaction? (i.e., how many women and men)
- What is the power balance in the interactions? (i.e., how is power distributed among women and men)
- Who decides? Who is acknowledged? Who supports whom?
- How do the interactions affect structures, symbols, and individual identities?

Analyse and map symbols:

- What symbols and images represent the organisation?
- What do they state in terms of gender equality?
- What are the visible and invisible norms that people conform to?
- What is the work place culture, and what does it symbolise in terms of gender equality?
- How does the symbols affect structures, interactions, and individual identities?

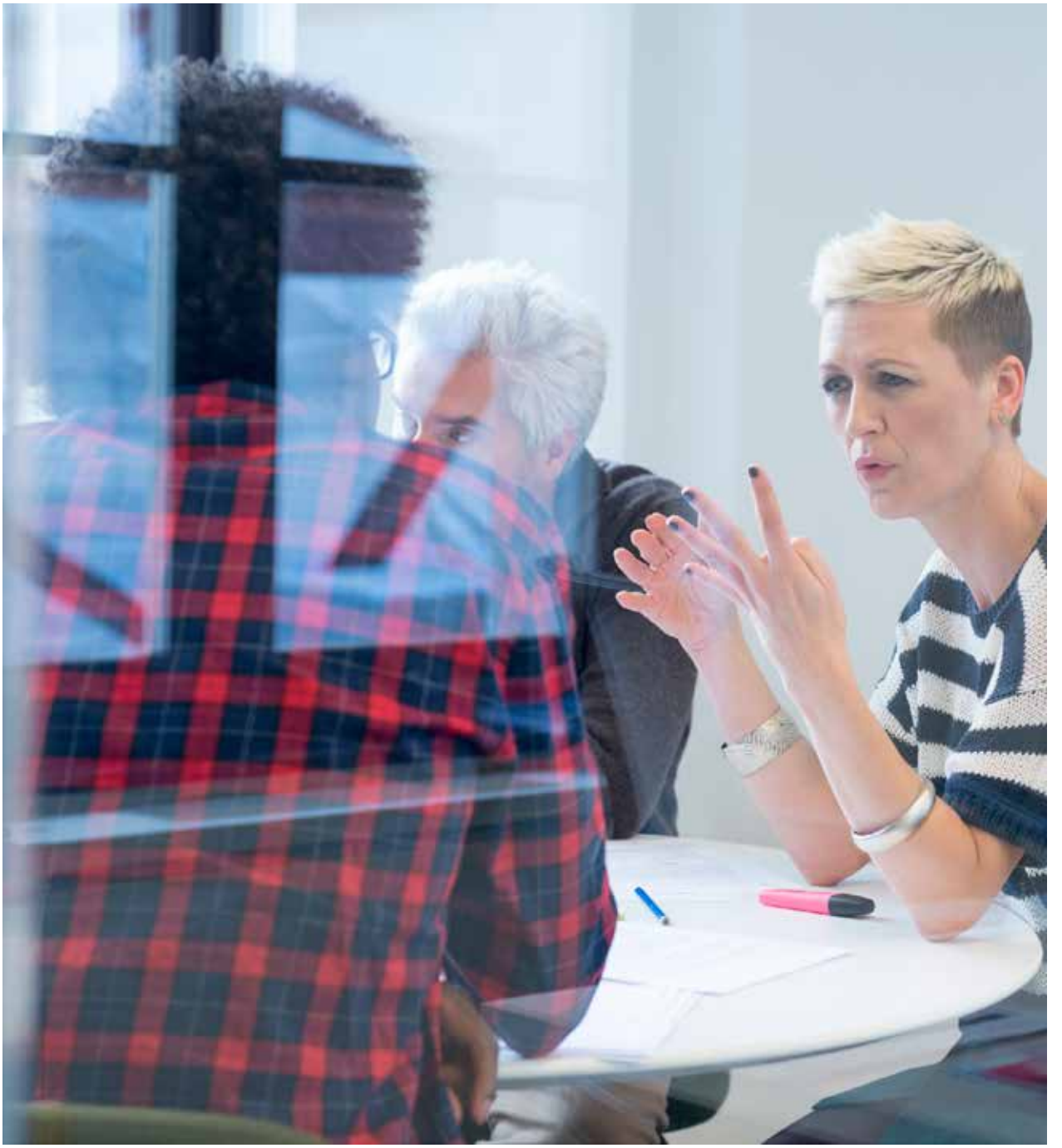
Analyse and map individual identities:

- What symbols and images represent the organization?
- What do they state in terms of gender equality?
- What are the visible and invisible norms that people conform to?
- What is the work place culture, and what does it symbolize in terms of gender equality?
- How do the symbols affect structures, interactions, and individual identities?

REFLECT

- What did we learn?
- How does the established corporate identity correspond with the analysis of the gender system?
- What actions can be taken to change?
- Who should be inolved and who should take responsibility for activities?

1 Acker, J. (1999) Gender and Organisations. In J. Saltzman Chafetz' (ed) Handbook of the Sociology of Gender. New York: Klüwer Academic



Value exercises

TIME	3-4 h
PEOPLE	5-20 persons
DIFFICULTY	♥♥♡
PREPARE	Statements, and alternatives
PHASES	IDENTIFY-SHARE

WHAT

Value exercise is a tool that encourages a discussion about your values, your team's values, your organization's values, and society's values. The exercises can be a good way to begin a seminar or session, as an "ice breaker", and as a way to stimulate new thinking. It can be varied in a number of ways, depending on issues, what statements are important to explore, and what prior knowledge and understanding participants have.

WHY

Value exercises expose our norms and values, while at the same time provide an open space that encourages people to examine as well as change their behaviours and attitudes.

HOW

Start by telling all participants that this exercise is an open space in which they can share thoughts and values without being judged. The idea is to expose values and change attitudes and behaviours. Prepare a large room in which it is possible to move around.

Start by having all participants in the middle of the room and tell them that the room's corners are represented by different alternatives for each statement.

1. The facilitator presents a statement and describes the alternatives and which corner represents which alternative.
2. The participants go to the corner they feel they can best relate to.
3. The facilitator asks the participants to explain what motivated them to choose that particular corner:

- "What made you choose that corner?"
- "How does this alternative relate to your work/your life?"
- "What consequences do this alternative lead to in a bigger perspective?"
- Ask the questions several times to make the participants really explore their values and their consequences.

4. If participants want to change corners after listening to other people explain their reasons for choosing a corner, they can do this.

Examples of statements and alternatives:

We are gender equal...

- Corner 1...in working life
- Corner 2...at home and in personal relations between women and men.
- Corner 3...within politics.
- Corner 4...open corner. Participants who do no agree with any of the alternatives (but they still need to declare their standpoint).

Gender differences should be sustained, because...

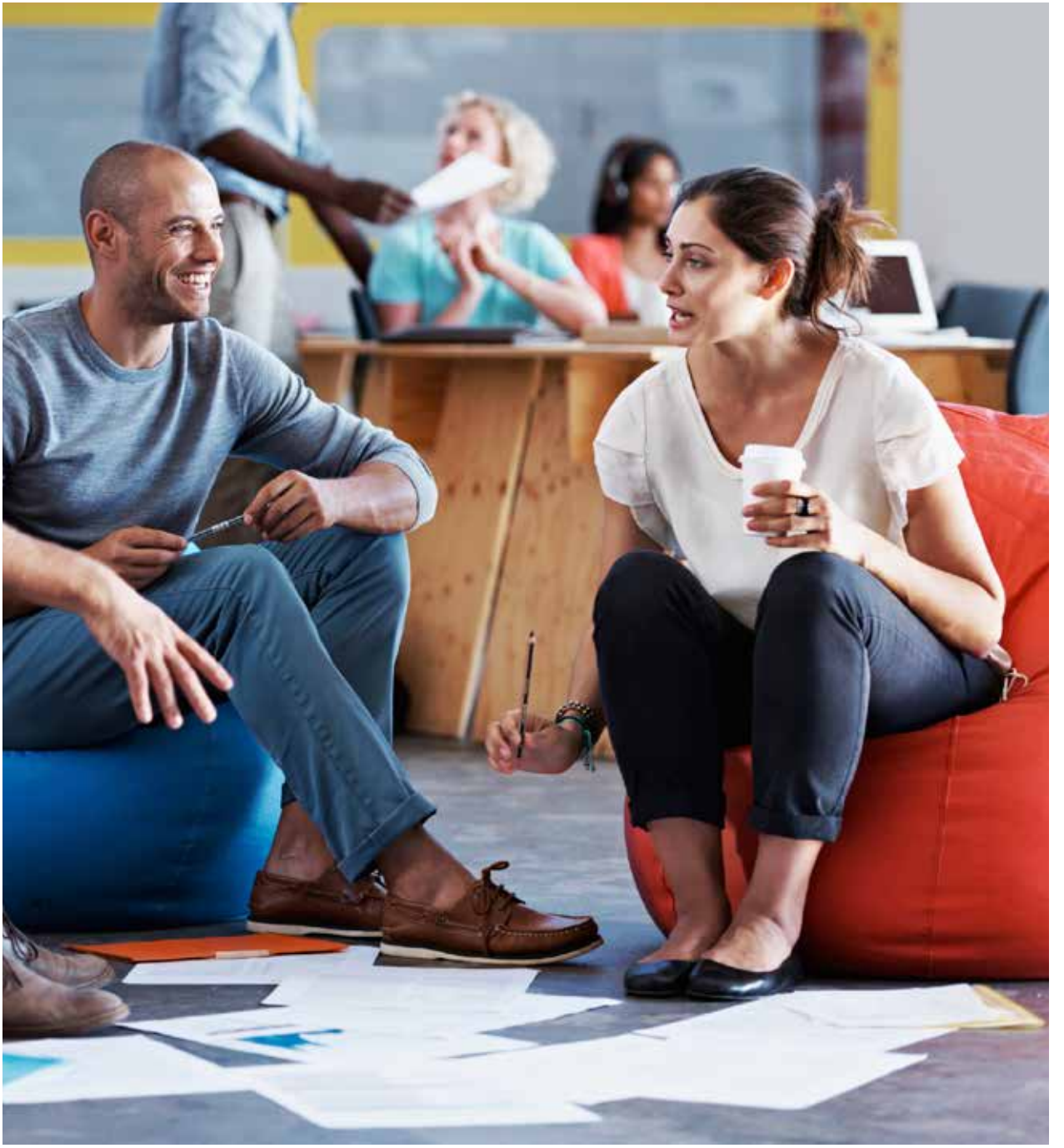
- Corner 1...life gets more exciting if women and men are not equal.
- Corner 2...men can help with technical issues and women can help with emotional issues.
- Corner 3...men and women are essentially different.
- Corner 4...open corner.

Women do not participate as much in research and innovation systems than men, because...

- Corner 1...they are not interested in technology.
- Corner 2...they are interested in other kinds of innovations, not technical ones.
- Corner 3...they don't want to work twice as hard to prove worthy.
- Corner 4...open corner.

REFLECT

- What did we learn?
- How can we and our collegues contribute to a positive change of attitudes and behaviours based on this?



World café

TIME	3-4 h
PEOPLE	6-xx persons
DIFFICULTY	♥♥♡
PREPARE	Pens, papers, questions to explore, tables, recording devices
PHASES	IDENTIFY-SHARE

WHAT

World café is a tool that invites stakeholders and other interested parties to explore questions and issues.

WHY

The tool is based on several principles of creativity, design and innovation[1]:

- **Contextual understanding**: When you truly understand the diversity of people and situations you are developing for and their particular issues, needs, values, and preferences, you are more likely to achieve results that are innovative.
- **Creative environment**: World café is an informal meeting place that should be a creative, free, and safe zone. When people feel free to speak without being judged or ridiculed, they can contribute to new innovations.
- **Explorations of questions**: Knowledge develops through dialogues, e.g. through talking, listening, and questioning with respect to other people's knowledge, understanding, and experiences. Find a set of questions or issues that are important for your particular context. Good questions support participants' commitments and willingness to discuss.
- **Co-design:** A process in which people feel they have participated (e.g., have been listened to and took an active part) is more likely to achieve a successful result.

HOW

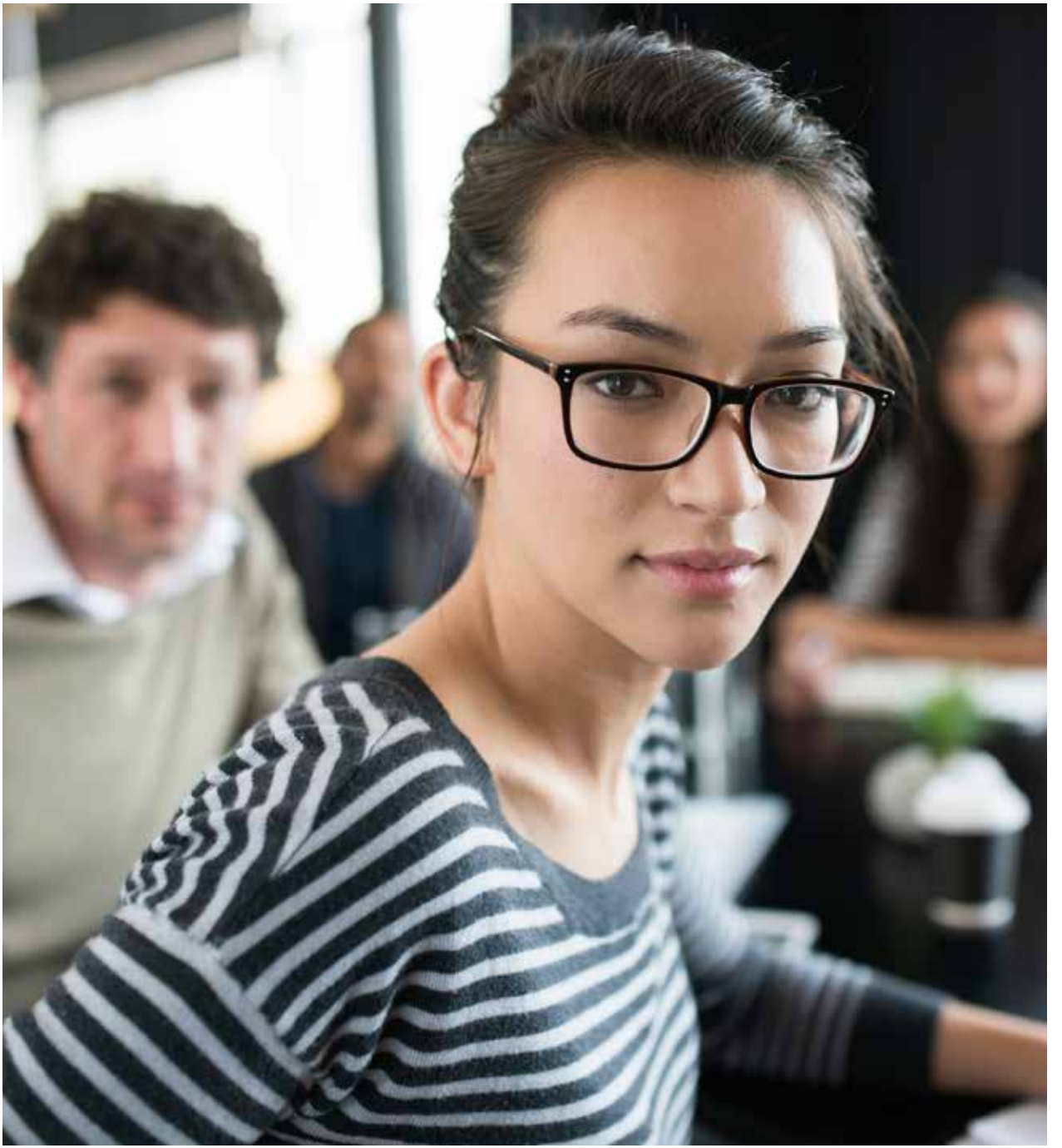
World café involves going between different tables and discussing questions and issues that give the opportunity to explore various perspectives. It provides both participants and facilitators with greater understanding. The success of a world café session lies in listening for important insights, themes, and patterns that participants express.

1. Prepare the session by developing a number of questions to explore, one for each table. This can be a gender equality and diversity issue that has been identified in previous analysis or questions that concern innovations in relation to the particular stakeholder group. Each table should have a theme, a description of the theme, and a question that the participant should explore:
   - What would be innovative from a gender and diversity perspective in our context?
   - What is gender and diversity equality in our context?
2. The session starts when the facilitator describes the setting. Participants are divided into groups of 3-8 persons, and each group should go to the tables in a particular order.
3. The participants go to their first table where a facilitator introduces the theme and the question to explore, and at the same time takes notes or records the conversation.
4. After 15 minutes, the table facilitator summarizes the conversation and sends the group to the next table.
5. When all the groups have been to all the tables, the table facilitator summarizes all conversations in an attempt to share all perspectives on the questions. Summaries are written down on a whiteboard or large papers.

REFLECT

- What did we learn?
- How can we act on our new understanding?

1 Wikberg Nilsson, Å., Ericson, Å. & Törlind, P. (2015) Design: process och metod. Lund: Studentlitteratur



Critical Incident Technique

TIME	2-4 h
PEOPLE	1-7 persons
DIFFICULTY	♥♥♥
PREPARE	Pens, paper
PHASES	IDENTIFY-SHARE

WHAT

Developed by Flanagan in 1954[1], the Critical Incident Technique (CIT) is originally a technique for collecting observations on human behaviour to identify a particular event that somehow has been critical, either positively or negatively. The technique can be used in interviews, in focus groups, or in workshop settings within a work group.

WHY

The CIT method identifies human behaviour that is either gender neutral or gender stereotypical in order to make people more aware of how different behaviours can influence other people, and what role they play in a specific setting, either by actively contributing or by not acting at all.

HOW

1. Ask the participants to think about incidents, without regard to the perceived importance, that were critical either in a negative or a positive way in regards to gender equality. The important thing is that the incidents were in some way critical in regards to their experiences.
2. Ask them to first write down their recollection of the incident, based on the questions, and then share their stories with each other. If it is difficult for the group members to share their stories, the facilitator can collect what they wrote and read them without identifying the author.

- Describe a critical incident you have been part of that in a positive way concerns gender equality.
- How did this make you feel?
- Describe a critical incident that in a negative way concerns gender equality.
- How did this make you feel?
- Who was part of those incidents?
- What did they do? How did they act or react?
- How would you have liked each person involved in the incident to act?
- What would you like them to do more of, less of, and differently in future situations?

3. Discuss the different experiences that have been related and how the positive incidents can occur more frequently and how the negative incidents can be avoided or handled differently by everybody involved

REFLECT

- What did we learn?
- How can we develop our behaviour based on the described incidents?
- How can we contribute to a positive change in behaviour?

1 Flanagan, J. C. (1954) The Critical Incident Technique. Psychological Bulletin, July 1954, pp. 327-358

Personas

TIME	2 -40 h
PEOPLE	2-7 persons
DIFFICULTY	♥♥♥
PREPARE	Pens, paper
PHASES	IDENTIFY-SHARE

WHAT

Personas are fictional descriptions of a person whose goals, feelings, perceptions, experiences, etc. are relevant to the work group it is designed for. It is a commonly implemented design method to make the design team emphasize user experiences.[1]

WHY

The Persona method can be used in order to focus participants on gender experiences, for example, in order to not expose a particular person within a work group or to expose the participants to implicit equality issues.[2]

HOW

The following description is the deep-dive into the Persona tool, which consists of gathering material through several sources to develop personas. An alternative approach is for a facilitator to gather the material beforehand to be used in a two- to three-hour workshop within a work group.

1. **Map the context** in order to learn of different experiences and perceptions among a particular work group through interviews, observations, and gender system analysis.
2. **Contextualize the material.** Working with the Persona method means focusing on a particular group of people in a certain context. What do people do that is specific for this context, in particular situations, etc.? Explore meaning and symbolism. Explore actions and interactions. Watch, listen, and ask in order to learn the situated language, the work place culture, the gender constructions, the norms, and perspectives that are in use.
3. **Seek patterns.** Describe particular situations, positive and negative incidents, similarities, and issues in the material as characterizations. Verify your analysis; make sure others are able to follow the argumentation for each character.
4. **Create personas.** Add personal details to each character; give them a name, work experiences, and an attitude and values for the particular context. Give a hint of background, experiences, and so forth.
5. **Create scenarios.** Make the personas memorable by creating an engaging scenario. A scenario is a story in a certain place or activity in which the persona acts. Present specific issues as quotations from the research material.
6. **Switch gender of the personas,** without changing anything else in the persona description. Switch cultural background, ethnicity, age, religious belief, sexual orientation, and disability and reflect on what implicit norms come to life.
7. **Present the personas** within the work team and discuss how the gender and diversity aspects affect the understanding of the persona and what that says of the work place culture, norms, etc.

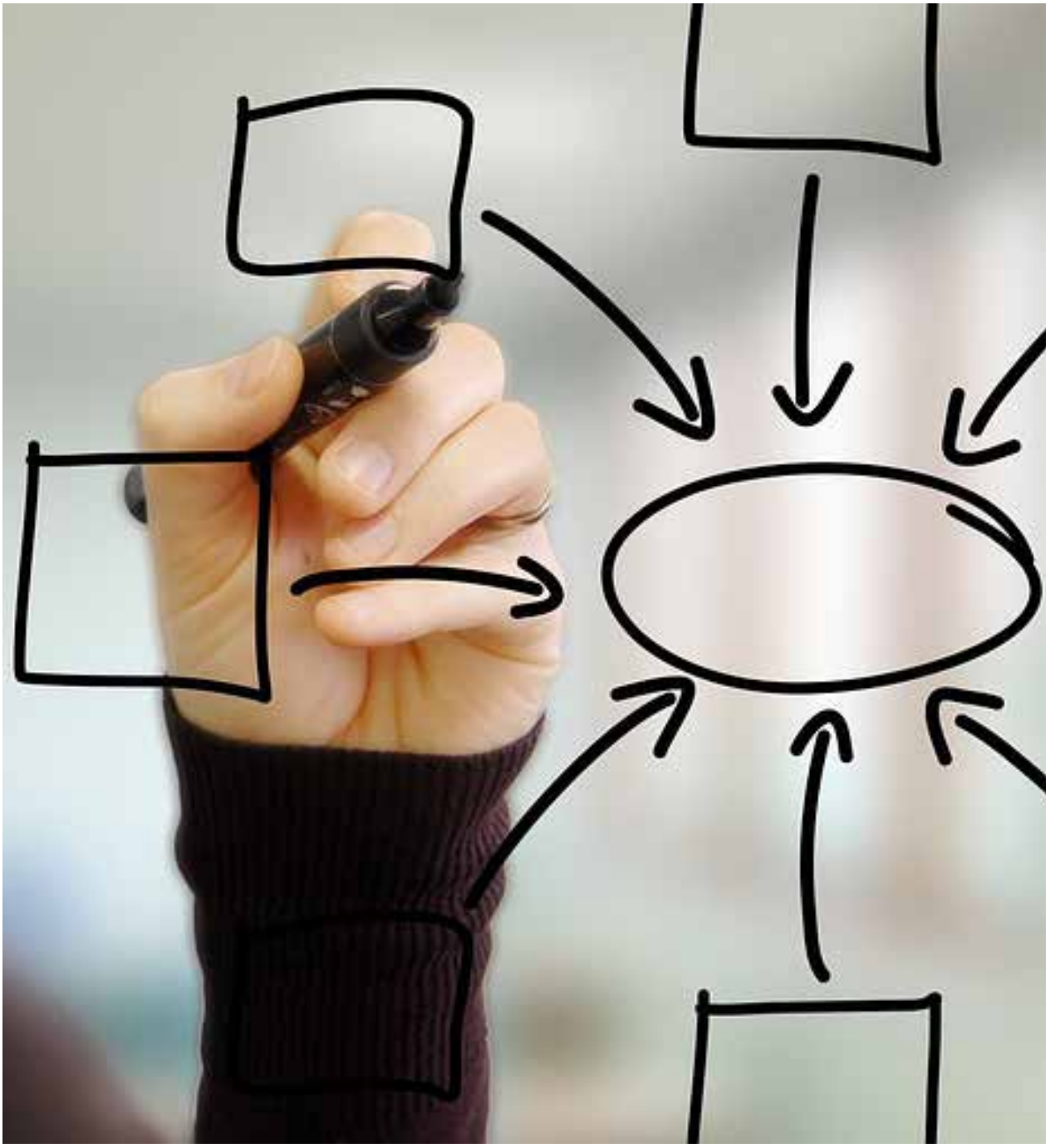
REFLECT

Personas is a collaborative practical tool for discussions and reflections. It is not meant to be a poster on a wall, as that might contradict the purpose of using the Persona method and instead contribute to gender and diversity stereotypes. Present the persona and all the data behind the description to all stakeholders and use the following questions to encourage discussion:

- What did we learn?
- What gender and diversity stereotyping can be acknowledged through switching the persona's subject?
- How can we act on our new understanding?

1 Cooper, A. (1999) The Inmates are Running the Asylum: Why High-Tech Products Drive Us Crazy, and How to Restore the Sanity. Indianapolis: SAMS

2 Wikberg Nilsson, Å. (2012) Re-thinking designing. Collaborative Probing of Work and Workplace Change. Luleå: Luleå University of Technology



Action plan for change

TIME	X h
PEOPLE	X persons
DIFFICULTY	♥♥♡
PREPARE	-
PHASES	GENOVATE

WHAT

An action plan helps us go from visions to reality. It describes the way your team will use its knowledge, strategies, and competences to meet the objective of a gender equality and diversity aware innovation system. An action plan consists of a number of short- and long-term actions.

WHY

An action plan shows all stakeholders that you are ready to move from talk to actions. It ensures that no details or stakeholders are overlooked and helps you realize what is possible and what is not without extra resources. It also increases the chances that people do what needs to be done.

HOW

1. **Invite people** of the innovation system to the action-planning group. This could, for example, be influential people, stakeholders who are directly involved in the problems, influential people from outside the innovation system, people who are interested in the problems, and newcomers within the innovation system. Make sure your action-planning group is as diverse and inclusive as possible. Your group should mostly consist of the people most affected by the actions and the ones most influential to take action with respect to the problems or issues**.**
2. **Present your findings** and understandings from working with the Promoting Sustainable Change Toolkit. Use, for example, the Persona method to ensure that no individual's issues are identifiable.
3. **Discuss actions** needed to change identified problems or issues in a 1-, 5-, and 10-year perspective. Have the participants write down three actions (1-, 5-, and 10-year perspective) on sticky notes and present their proposed actions. Simultaneously, write down all proposed actions on a whiteboard or large piece of paper.
4. **Discuss consequences:** What will these actions contribute to? Are they enough to contribute to a re-framing of norms and values?
5. **Discuss responsibility:** Who will carry them out? Who should be informed to ensure importance?
6. **Vote:** Which proposals should we act on? Make sure that no stakeholder problem or issue is forgotten.
7. **Discuss time**: When will each action take place and for how long should each action continue. What should you be able to see as a result?
8. **Discuss resources:** What are the means to carry out the change to ensure successful actions, including experts who can be invited as project leaders or facilitators.
9. **Discuss communication**: Who should know what and when?

Afterwards:

- **Review** the completed action plan to chech for stakeholder problems or issues that are not included. Make sure that this actions plan will complete your mission of gender equality and diversity.
- **Follow through and follow up**. Keep everybody informed of status of each action.
- **Celebrate** each accomplishment. Celebration keeps everyone excited and interested in the work they are doing.

REFLECT

- How are we doing? Are we doing what we said we would do?
- Is what we do advancing our mission?

Stories

4

Stories: promoting sustainable change

This section includes stories of how to approach promotion of sustainable change, with support of the gender equality and diversity toolkit.

Change

Most literature and consulting practice on change involve first analysing a system and then recommending what actions to take. However, it is also often proposed that one cannot understand a situation without trying to change it. This involves the analysis of a situation as a learning situation, which can provide both knowledge and understanding. It is, however, important to remember that there is no best or fail-proof approach for addressing complex situations.

Promoting sustainable change means being involved in reflections on things formerly done as matter of course. For this reason, you should encourage people to reflect on previous unreflective actions. Such actions involve a reconstruction of experiences as norms, prejudice, and stereotypes will be revealed through serious reflection. This is relevant as most people perceive the way they go about their everyday lives, including their everyday interactions, as rational, and not as prejudicial or stereotyping. Most of the time people are unaware of an over-arching framework of norms or the prevailing norms and values that govern their actions. For this reason, there is a need to start by reflecting on values and the situated context. Standing outside and studying people for this reason cannot provide sufficient knowledge compared

to being in the middle of a situation and trying to change it with the people from within.

Sustainable change

Relevant in terms of change is the notion of diffraction (Haraway, 1997). In reflection, people tend to see a mirrored reflection of their own understandings. Therefore, it is necessary to activate alternative understandings of a situation to create sustainable change. The metaphor of diffraction, as rays of light hitting a rough surface and spreading in various directions, can therefore be valuable for achieving sustainable change.

Converted to processes of thinking innovatively, this could indicate that the greater the diversity in the group, and hence the greater probable spectrum of diffractions, the more alternative solutions there can be. In theory, if people in a change intervention are confronted with other perspectives and have to seriously re-consider their own understandings, alternative solutions and ways of doing things might appear.

Maintaining an imbalanced system, from a gender equality and diversity perspective, involves continuous re-establishment of what are considered to be "facts", "truth", and "reality". This means that there is an opportunity to renegotiate and reconstruct understandings of gender and diversity.

Change for innovation

Change and innovation are rather difficult concepts to grasp. There is a discrepancy between the way people in general accept the idea of change and innovation and the way they actually go about it. The guiding logic seems to involve un-scrutinized norms and non-reflected habits and practices.

This is one reason why serious innovation is a rare phenomenon; people in general do not radically challenge traditional ways of thinking and doing. Every human's life space is formed by upbringing, experiences, education, social interactions, and so on, which all shape viewpoints in various respects. To promote sustainable change and new ways of thinking, prevailing logics need to be challenged. Change and innovation often is viewed with respect to very small steps that do not involve fundamental consideration of what guides strategies and practices. However, there is occasionally a need for thinking in radically new ways – in ways that tear down old structures and create imbalance in the system in order for change and innovation to actually occur.

Innovation can be described as a set of activities carried out by individuals and groups in processes that are stimulated, facilitated, and enhanced (or the opposite) by structural and social factors. Our argument is that radical innovating occurs in processes in which people are reformulating, restructuring, and challenging conditions, traditions, strategies, norms, and practices. In short, promoting sustainable change requires a rethinking of basic objectives. Some ways of how to approach this is further described in upcoming sections.

Story 1:
Creating Value to Generate Gender-Awareness

This story illustrates one way of implementing a promoting sustainable change approach with support of some of the toolkit's methods.

Creating Value to Generate Gender-Awareness

CHALLENGE

Integrating gender equality and diversity dimensions in a research and development project in the area of district heating and cooling.

INVOLVED ACTORS

A male-dominated project consortium with partners from diverse academic disciplines and companies in Germany, Greece, India, Spain, and Sweden.

METHODS/TOOLS

Gender app, Gender observations, Value exercises, Personas

STORY

The project contributed to next generation of district heating and cooling systems and aspires to create business benefit for the industry. The aim is to ensure optimal end-consumer satisfaction with a user-centred design process.

Initiated by the coordinator, the project consortium decided to strengthen the project and create competitive advantage through a gender equality and diversity perspective. When writing the funding application, the following areas are suitable for gender mainstreaming: decision-making, communication, user participation, consumer interaction, and dissemination in order to achieve more sustainable results.

The project is approved funding from the Horizon 2020 programme of the European Commission. Gender is included as an agenda item in the project management meetings from the very start of the project. The consortium not only strives for inclusive communication and gender-balance in user participation, but also starts to integrate the gender and diversity perspective in the content of research and innovation. By the first milestone, the project has embedded this perspective in most of the project deliverables submitted to the European Commission. At the time of this writing, the project has passed the first milestone and the next step is to ensure the quality of the gender-mainstreaming process by developing a follow-up system together with project partners. The aim is also to promote joint learning and ownership of the process with the intent to create a sustainable change process.

ENABLERS OF JOINT LEARNING

1. Gender process facilitator included in the project management team
2. Gender facilitator building relationships with involved actors to better understand their needs and drivers
3. Gender training with support from gender researchers and experts
4. Added value through embedding the gender and diversity perspective in core project activities

OUTCOMES

- A more competitive project funding application
- Gender and diversity dimension as a driver of creativeness and innovation
- Enhanced understanding of the benefits of the gender-balanced project consortium, inclusive communication, and inclusive user participation
- Enhanced gender-awareness of project consortium members
- Enhanced demand of tailored gender tasks and activities among colleagues of the project members
- Outreach to a wider audience through inclusive communication
- External attention from universities and companies in local, national, and European level that strengthens the change process

Story 2: Implementing a Gender-Aware Recruitment and Promotion Process

This story is about a project that involved enhancing the sustainability aspect of gender-aware recruitment and promotion processes in academia.

Implementing a Gender-Aware Recruitment and Promotion Process

CHALLENGE

Enhancing sustainability of gender-aware recruitment and promotion processes in academia

INVOLVED ACTORS

Human Resources (HR), university management, academic staff, and gender researchers

METHODS/TOOLS

Gender observations, Value exercises, Seminars e.g. world-cafés, Personas

STORY

This case has two phases. Gender researchers through the research project "Gender-aware and Sustainable Recruitment" initiated the first phase. The project adopted an interactive approach in which the current recruitment process was viewed as an innovation system with participants from HR, university management, academic staff, employment, and recruitment committees. The key actors from HR provided additional information, highlighted problems, and gave input to possible measures. The need for additional support to change gender-biased structures and thought patterns was discussed and analysed together with HR.

One of the project outcomes is a checklist illustrated as "waypoints". The waypoint metaphor refers to points where we stop and draw attention to critical steps in the recruitment process requiring reflection and which we need to discuss, develop, and improve to create a more gender-aware process.

The second phase is an implementation phase. HR now implements a gender-aware and sustainable recruitment process using the "waypoint" concept. There are two types of gender gaps at this university: the vertical segregation of gender (few women hold professorships) and a horizontal segregation between fields of research and education (there are very few women in ICT and some areas of engineering).

By now, HR has improved recruitment and promotion guidelines and support documents with a perspective of equality, diversity, and cooperation as an outset. HR has also established a quality assurance and follow-up system with the current university's employment and recruitment committees to promote structural and sustainable change.

A significant result is that the university in question has moved beyond seeing women both as problem and a solution to the low number of women professors as the university has designed interventions to include both women and men and a gender equality perspective.

OUTCOMES

- Joint learning process between key actors and gender researchers
- "Waypoints" concept
- Recruitment guidelines and support documents revised by HR from a gender equality and diversity perspective
- A follow-up system with scheduled quality assurance meetings
- External attention from local, national, and European organisations that strengthens the change process

Story 3: Designing sustainable change through participation of underrepresented groups

This story is about a project that challenges the imbalance between women and men in certain work sectors and why so few young people are attracted by certain work. In short, there was a need to re-think underlying causes and origins and a need to develop actions for change.

Foto: iStock

Designing sustainable change through participation of underrepresented groups

CHALLENGE

Imbalance between women and men in certain work sectors. Few young people attracted by certain areas of work. A need for re-thinking underlying causes and origins of inequality and imbalance.

INVOLVED ACTORS

Management representatives, employees, young people, trade unions

METHODS/TOOLS

Gender system analysis, Critical incident technique, Personas, Action plan for change

STORY

The idea behind the project was to solve inequality and imbalance by approaching it differently. The aim of the project was to develop a future vision of how it ought to be: how work can be structured differently, how the ideal work teams can be composed differently, and how people would interact with each other within the work system differently compared to the present situation.

The approach is different because the idea involves diverse stakeholders in the design process. These stakeholders included people from the particular context as well as people who were not – in particular, people who were underrepresented, such as women and young people.

The approach was framed as design labs: small-scaled, explorative design interventions that involve everyday people in future imaginations and innovatively thinking of alternative solutions for a positive change (cf. Wikberg Nilsson, 2012). The project was undertaken in three partly parallel steps of inspiration and preparation, and two collaborative design space exploration steps. The collaborative steps involved various interest groups and a group exclusively comprised of women in order to address the imbalance in this particular context.

The first step included context mapping through various tools, such as interviews, observations, gender system analysis, and critical incident technique. The group of employees used the critical incident technique and explored critical situations within the context of their work. The group of young people developed Future Scenarios, which were applied in activities with other project actors, to challenge or even provoke prevailing logic. This preparation and inspirational phase resulted in the development of Personas, fictional characters who were used in the subsequent collaborative project activities.

The second step involved Future Workshops with a number of actors who in one way or another were seen as having an interest or a stake in the future of this particular innovation system. The method involved critically analysing the present situation with using possible scenarios, developed by young people, and then provided a means for challenging prevailing logic and norms by engaging in other people's perspectives through the Persona method. In the last phase of the project, a group of women managers, employee representatives, architects, designers, and students developed a future vision and action plans for change.

OUTCOMES

- Gender equality and diversity, not as added dimensions, but as drivers of creative collaboration and promoting sustainable change
- Enhanced understanding of the benefits of gender-balanced work teams, inclusive communication and inclusive stakeholder participation
- Outreach to wider audience through the participatory design approach

Learnings

Regarding gender, diversity and innovation within academia, the Genovate evaluation team has identified some enabling factors. These could be taken into account when boosting gender and diversity awareness development process.

These enabling factors were identified in sessions, implementation work, and in the different on-site visits to partners.

Reflections

The Genovate project has been an opportunity to think about how to promote sustainable change from a gender equality and diversity perspective. Structural change is an ambitious and complex goal that requires a holistic approach. Also, structural change requires an understanding that gender equality can be controversial in some contexts.

The use of a gender system analysis provides a framework for evaluating projects, and in this project it contributed to identification of different areas where change needed to be promoted. For this reason, Acker (1999) proposes not only to analyse change at a structural level but also to analyse it at a social, symbolic, and personal identity level. In this regard, the matrix included specific attention to advances and challenges, as described in following paragraphs.

STRUCTURES

- Specific unit for gender equality, person in charge, and other staff for gender equality issues, concrete budget for this issue

INTERACTIONS

- Gender-balanced representation at key decision making positions, gender-sensitive leadership, gender-sensitive management climate, gender-sensitive working conditions, gender-sensitive workplace climate

SYMBOLS

- Gender responsive political discourse in academia, gender equality as a strategic objective of the university, non-patriarchal culture

IDENTITIES

- Positive attitudes and resistances to promote gender equality, understandings of gender equality issues

Success factors

The evaluation of the GENOVATE project has been an opportunity to think about how to assess structural change from a gender perspective. In this regard, the evaluation team has worked with different contributions from the evaluation field and the gender studies[1]. All of them highlight that structural change is an ambitious and complex goal that requires a holistic approach. Therefore, the evaluation has to be aware of this complexity and analyze the different areas where change occurs.

Regarding gender, diversity and innovation, the evaluation identified some enabling factors based on Tichy's framework (Navarro, 2007 and Mukhopadhyay et al., 2006). This framework distinguishes three areas when analyzing and promoting structural change inside organizations: ideas, structures, people. Ideas relate to policies and actions, policy influence, and organizational culture in a University. Structures relate to tasks and responsibilities, decision-making procedures and cooperation, and learning mechanisms. Finally, the area of people relates to the gender equality and diversity expertise, incentives, as well as the attitudes related to gender equality and diversity.

Below, main enabling factors are presented as "success factors" and key actions to promote. These enabling factors were identified in a project partner meeting, and in different on-site visits to partners. All of these factors could be taken into account when developing gender and diversity awareness.

IDEAS

- Positive political discourse in Academia.
- Gender equality and diversity as a strategic objective of the University.
- Endorsement support of senior teams and top managers.
- Shared understanding of gender equality and diversity issues of academics and top managers.
- Non-masculine culture and non-patriarchal knowledge.
- Background on gender or women's studies: Center of Women's Studies and/o tradition on gender research.
- Gender and diversity dissemination actions in and outside the University.
- External gender networks.

STRUCTURES

- Existing structural focal point/unit/officer: gender equality centre or diversity unit.
- Autonomy of gender equality centre or diversity unit to implement gender and diversity change and experience in this regard.
- Engagement of middle managers and administrative staff.
- Management and research groups based on interaction and through collaborative approach.
- Monitoring and on-going formative evaluation of gender and diversity issues.
- Building evidence-based regarding gender and diversity issues.
- Gender equality as a promotion criterion.

PEOPLE

- Continuous gender equality and diversity training to staff and to students.
- Attitude to work together and to analytically approach problems.

1 Derbyshire, 2013; Wennberg et al., 2013; Patton, 2010; Navarro Oliván, 2007; Mukhopadhyay et al., 2006; Rao and Kelleher, 2005

Further Reading

5

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This section contains the references from the toolkit, and also some inspiration for those interested in further reading.

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