

## RAISING AWARENESS

Raising awareness is about increasing the understanding and sensitivity about gender (in-) equality issues, and thus strengthening people's knowledge and skills to engage them in reducing and eliminating gender biases.

Below is a list of successful practices relating to raising awareness, according to R&I peers research.

### PRACTICE 1: Compulsory awareness-raising session

#### General information

Title	Compulsory awareness-raising session for BA students
Organisation	University Paris 7 Diderot
Type of organisation	University
Country	France

#### Specific information

Aim of practice	<ul style="list-style-type: none"><li>• To expose students to gender equality issues and to raise their awareness through a compulsory 3.5 hour session on gender equality at the commencement of student college education.</li><li>• Bringing insights from research on gender to fight against gender bias and stereotypes at an early stage of the curriculum of future researchers.</li></ul>
Time Frame	2010-present
Beneficiaries	First-year undergraduate students. This programme has been expanded to second-year medical students
Tools used	<ul style="list-style-type: none"><li>• Questionnaires</li><li>• Slideshows</li><li>• Screenings of a conference by neurobiologist, Catherine Vidal: "Does our brain have a sex?"</li></ul>
Steps and procedures followed to implement tools	The programme has three parts: <ol style="list-style-type: none"><li>1. Distribution of questionnaire on gender equality</li><li>2. General introduction to gender and sexual identities</li><li>3. The broadcast of the Catherine Vidal conference</li></ol>
Description / benefits / comments	It appears that the presentation is more theoretical than interactive, but it is presented early in student college careers, alerting them about the issues of gender bias. It appears that it is very positive, and it is clear that it has grown to include training of second year medical students (2016)

	and first-year Paris master Diderot students, as well as training for doctoral students. These programmes teach how to react to the banality of sexist behaviour and sexual harassment; how to identify discrimination and sexual harassment; how to combat harassers and stalkers; and how to position oneself as a witness to sexual harassment and build solidarity.
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### **Evaluation**

Works well	This programme does work well. Approximately 2000 students at the undergraduate level who have participated, and numerous other doctorate and master students have also become involved.
Transferability	Very transferable, as they have been used not only with first-year students, but also with more advanced students. This programme can and should be spread through other universities throughout the EU.
Learning potential	High learning potential based upon it being compulsory, which demonstrates its importance to the University and based upon the interest with which it is presented.
Gender perspective	Both genders are clearly exposed to gender inequality and harassment issues and both have an opportunity to learn how to combat these problems, not only individually but in solidarity with fellow students.
Sustainability	Highly sustainable and may be expanded as it concisely and efficiently expresses gender inequality issues and antisocial behaviour and teaches students how to combat these problems.

## **PRACTICE 2: Gender Bias Workshop**

### **General information**

Title	Workshop: Bias-sensitizing- Quality assurance for personnel selection
Organisation	University of Graz
Type of organisation	University
Country	Austria

### **Specific information**

Aim of practice	Showing how gender bias in the personnel selection process harms the quality of teaching and research. This results from stereotypes and maintaining a male network, as well as on gender stereotypes and masculine imagery of the ideal academic.
Time Frame	2010-present
Beneficiaries	Universities which eliminate gender bias from their personnel selection process. Clearly, being sensitive to bias will be positive for females as well as gays, etc.

Tools used	Holding two half-day sessions of five hours each, which includes participation in a simulated personnel selection procedure as well as discussions on academic curricula vitae, to trigger reflection about the participants' own selection criteria, prejudice and biases.
Steps and procedures followed to implement tools	<ul style="list-style-type: none"> <li>• Organising regular events</li> <li>• Identifying personal biases of participants</li> <li>• Giving input about diversity issues and bias effects and promoting reflection and discussion</li> <li>• Focusing on formation of scientific reputation and the process of evaluating academic curricula vitae by holding group exercises including mock selection procedures</li> </ul>
Description / benefits / comments	This is an outstanding programme, as it identifies biases of the personnel in selection process, but it further triggers reflection, so people can identify their own personal biases.

### **Evaluation**

Works well	Works well and has attained a high reputation for quality of training, particularly because of the group exercise which includes the mock evaluation procedure and the reflected discussion.
Transferability	This module is easily transferable.
Learning potential	High learning potential because of the reflected nature of the discussion group and the participation of simulated personnel selection scenarios.
Gender perspective	From the standpoint of females, this will sensitise employers and making them aware of a possible inbred bias which reinforces the superiority of males in the research world.
Sustainability	Highly sustainable and attractive programme not only because of its qualities, but also because participants are granted advantages by law by participation in this programme.

### **PRACTICE 3: Gender awareness in Academia**

#### **General information**

Title	Gender awareness in Academia – from principles to practice, training for leadership
Organisation	University of Geneva and University of Lausanne
Type of organisation	University
Country	Switzerland

#### **Specific information**

Aim of practice	Three days of workshop, seminar, and a conference with two
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	internationally renowned gender equality experts.
Time Frame	2013-2018
Beneficiaries	Rectorate, deans, gender equality commissions, professors, senior researchers.
Tools used	Training session, public conference, best practice seminar
Steps and procedures followed to implement tools	<p>The practice includes:</p> <ol style="list-style-type: none"> <li>1. Training session which is a unique transdisciplinary course that enables participants to critically engage with human rights from a gender and a decolonial perspective. Covered topics include: violence against females, human rights and decolonial approaches to justice, freedom and emancipation, the new international division of labour and migration, global reproductive rights, and sexual orientation and gender identity rights. These will be addressed using diverse theoretical perspectives including feminist legal theories, gender and post-and decolonial theories, and theoretical approaches to antidiscrimination law.</li> <li>2. "Why So Slow?" public conference moderated by the rector and vice-rector of the University of Lausanne. The conference shows how invisible factors hamper female's career progress and how females adhere to implicit gender norms, which lead to differences in behaviour, perception, and expectations in all individuals.</li> <li>3. Best practice seminar for the specialists working in the field of equality measures from all over Switzerland. The purpose here is to exchange ideas, good practices and teaching materials, so as to multiply the resources available in the Swiss context for providing this expertise in the future.</li> </ol>
Description / benefits / comments	The training course combines also visits to international organisations in Geneva, namely the Office of the United Nations High Commissioner for Human Rights (OHCHR), attending sessions of the Committee on the Elimination of Discrimination against Women (CEDAW), and presentations by internationally renowned experts working in the area of human rights with an introduction to the academic field of human rights, gender and alterity.

### Evaluation

Works well	The course on Human Rights, Gender and Alterity is especially beneficial in terms of delivered information and quality of classes with inspiring and motivating lectures led by outstanding personalities. Several students after the course decided to dig further into gender related issues and learn more about approaches for female empowerment.
Transferability	The transferability of this programme is high but is contingent upon being able to engage persons knowledgeable about the subject area. This

	programme appears to have a very high level of leadership which helps to guide the interactive workshops and the presentations as they relate to gender bias. Additionally, the model presented also involves people with first-hand experience. If leadership can be engaged, then this would be highly transferable and highly valuable.
Learning potential	This unique transdisciplinary course is aimed at engaging students and practitioners from all academic backgrounds and participants critically in the subject of human rights from a gender and a decolonial perspective.
Gender perspective	The programme is dedicated to fight against gender stereotypes and promoting an egalitarian gender culture in European universities.
Sustainability	Highly sustainable as it engages professionals, both at the learning and teaching ends of the equation. The interactive portions will continue to bring in fresh perspectives which makes this programme extremely feasible in the future.

#### **PRACTICE 4: Direct participation of employees to define and adopt flexible organization and solutions**

##### **General information**

Title	Direct participation of employees to define and adopt flexible organization and solutions
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##### **Specific information**

Aim of practice	The aim is to introduce measures proposing direct participation of employees.
Beneficiaries	Management staff, employees
Tools used	Focus groups, reading reviews
Description / benefits / comments	Involve employees to define and create solutions which are sustainable and can improve a particular situation, for instance with regard to the time-schemes of the organization. Direct participation of employees through focus groups or reading reviews is also advised. This could produce strategies that can promote changes within the organization concerning gender issues.

#### **PRCTICE 5: Training employees on why gender equality policies are necessary**

##### **General information**

Title	Train employees and convince them why gender equality policies are
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**Specific information**

Aim of practice	To produce a firm basis in order to effectively implement Gender Equality Plans. The practice emphasizes the need to educate both men and women that promoting gender equality is not meritocratic, which favours only a part of the working population. As a starting point, this practice suggested introducing educational activities from elementary schools to high schools about gender equality issues.
Beneficiaries	Students, professors, employees, management staff.
Tools used	Educational activities