
DELIVERABLE 3.2

Formative Evaluation Mid-term Results

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1. Introduction

1.1 NEXUS: project description, aims and objectives

The NEXUS project aims to bridge inclusivity gaps in nine research organisations and their respective ecosystems by designing, implementing, monitoring, and evaluating targeted actions. These efforts focus on fostering institutional change through inclusive Gender Equality Plans (GEPs), leveraging both intersectional and intersectoral approaches. Intersectionality addresses overlapping inequalities such as race, gender, age, and socio-economic status, while intersectorality emphasises partnerships across sectors, including universities, NGOs, and private organisations, to enhance impact.

The project employs a context-sensitive strategy for action piloting in various regions across Member States and Associating Countries, promoting geographical inclusiveness. By establishing structures in less experienced institutions, NEXUS enables them to exceed Horizon Europe's minimum GEP requirements through a participatory, multi-stakeholder process supported by a Twinning scheme of three "Twin Trios." Tailored capacity-building and training programs ensure comprehensive support.

Structured in three phases (Figure 1)—inclusiveness assessment, solution co-creation, and implementation with GEP refinement—NEXUS actions aim to enhance research excellence and drive institutional and cultural change that is realistic, sustainable, and impactful. This deliverable centers on the third phase of the project, specifically activities within Work Package (WP) 3, which encompass pilot action implementation, evaluation, and GEP refinement through monitoring and redesign processes. In particular, it focuses on the mid-term results of the formative evaluation.

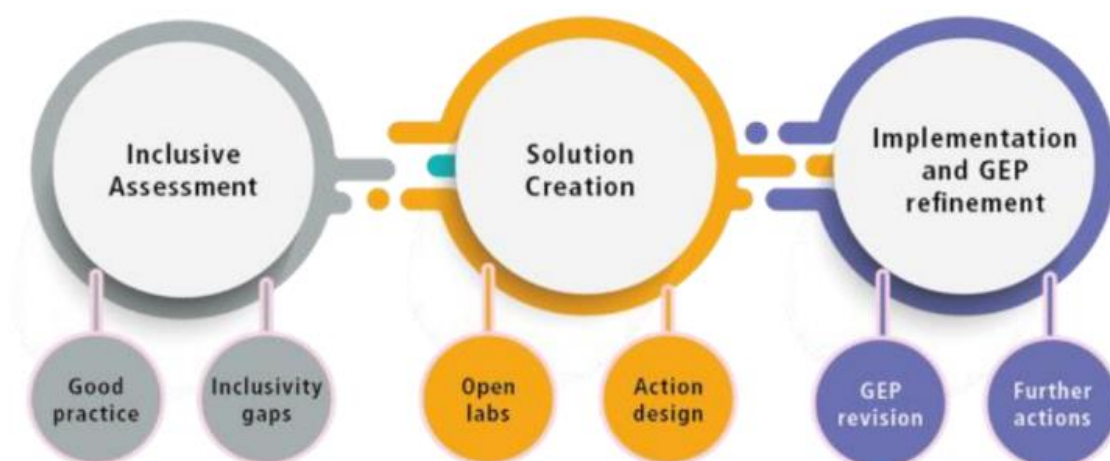


Figure 1: NEXUS Phases

1.2 Purpose and scope of the deliverable

WP3 focuses on implementing the solutions co-created in WP2, with each implementing partner responsible for executing at least five inclusive actions. Over 13 months (M9-21), a total of 45 pilot actions are being implemented and monitored through a combined process of periodic task tracking and formative and summative evaluations.

The formative evaluation, the central focus of this deliverable, assesses implementation progress, senior decision-makers' commitment, and inclusivity outcomes of the actions. It includes a dynamic and reflexive redesign process integrated throughout the implementation phase. Quarterly evaluation and redesign workshops are conducted within each implementing partner's GEP working group (for individually designed actions) and Twin Trio groups (for collaboratively designed actions), ensuring iterative refinement. FredU, as the lead organisation for this deliverable, oversees the advancement of implementation through bilateral and group online meetings, using dedicated tools to identify delays and challenges in coordination within Task 3.2 on monitoring and evaluation.

Deliverable (D)3.2 reports on the mid-term results of the formative evaluation activities conducted during the implementation of NEXUS actions. These activities, which include surveys, interviews, focus groups, workshops, and meetings are essential for assessing progress, identifying challenges, and guiding adjustments to meet the project objectives. The findings provide critical insights into the status of actions, helping partners align their efforts with the overarching goals of inclusivity and supporting the refinement of Gender Equality Plans (GEPs). This deliverable also lays the groundwork for identifying further actions to be piloted after the project's conclusion, ensuring the sustainability of the implemented initiatives.

1.3 Relation to other tasks and work packages

D3.2 is closely aligned with the objectives and methodologies outlined in D3.1 and is part of a broader framework within WP3. While D3.1 provided the foundational monitoring and evaluation methodology for the project, D3.2 builds upon this by focusing specifically on the mid-term results of formative evaluation activities. These evaluations play a critical role in assessing the implementation progress of actions, addressing challenges, and informing ongoing refinements.

- Alignment with WP3 Objectives

WP3 is dedicated to implementing the solutions co-created in WP2, monitoring their progress, and evaluating their outcomes. The formative evaluation activities reported in D3.2 are integral to this process, as they assess the extent to which the implemented actions align with the inclusivity dimensions of the NEXUS project. These evaluations also include reflexive redesign workshops, which foster continuous improvement and adaptability in the implementation phase. By providing insights into the mid-term status of actions, D3.2 supports the refinement of Gender Equality Plans (GEPs) and contributes to the long-term sustainability of the implemented initiatives.

- **Connection to WP2**

D3.2 builds directly on the work carried out in WP2, which provided a comprehensive analysis of inequalities, good practices, and existing GEPs. WP2 identified key inclusivity gaps and principles for ethical and intersectional data collection, which informed the design of actions now evaluated in D3.2. This deliverable assesses the implementation of those actions, focusing on their effectiveness in addressing identified challenges and integrating intersectionality and intersectorality. It also evaluates stakeholder engagement outcomes and uses formative evaluation findings to create a feedback cycle for refining actions. Together, WP2 and D3.2 ensure that the project's actions are evidence-based, inclusive, and aligned with institutional change goals.

- **Links to WP4**

Deliverable D3.2 is closely linked to WP4, *Capacity-Building, Mutual Learning, and Knowledge Sharing*. WP4 aims to enhance institutional capacity and promote the exchange of knowledge and best practices, which are integral to the effective implementation and evaluation of actions reported in D3.2.

One key connection lies in Task (T)4.1, *Ongoing Support and Capacity Building*. A training session targeting the GEP working groups of implementing partners was provided on the 3rd of July by Smart Venice (SV), focusing on integrating monitoring and evaluation as foundational components of GEPs. This aligns directly with the methodology and formative evaluation results outlined in D3.2, which assesses the advancement of actions and identify internal and external knowledge and skill requirements necessary for successful implementation.

The evaluation findings presented in D3.2 contribute to the capacity-building process by highlighting specific formative needs, enabling tailored support for institutions. Additionally, the insights gained from the monitoring and evaluation activities inform mutual learning and knowledge-sharing initiatives, ensuring that the implementing institutions are well-equipped to refine and sustain their GEP actions.

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Furthermore, part of the monitoring and evaluation process occurs within the framework of the Twin Trio collaborations under T4.2, *Twinning Programme*. These collaborations facilitate peer learning and shared problem-solving, reinforcing the iterative and collaborative approach central to the formative evaluation process described in D3.2.

2. Methodological background

2.1 Overview of the programme theory and methodology for the monitoring of the actions

The methodology presented in D3.2 builds on the comprehensive framework established in D3.1, regarding the programme theory and the methodology for the monitoring and evaluation of the actions, which provides detailed guidance on the logic model, indicators, and data collection tools (Funnell & Rogers, 2011; Knowlton & Philips, 2012; OECD, 2023).

The methodology followed in NEXUS relies on the logic model to structure actions by outlining resources, activities, outputs, outcomes, and impact (Figure 2). This model facilitates systematic planning, implementation, and evaluation of actions, as it identifies causal relationships between key elements (Savaya & Waysman, 2005; Wholey, 1987). Monitoring is a continuous process that collects data on specified indicators to track progress, transparency, and accountability (OECD, 2023). Indicators are designed to be specific, measurable, achievable, relevant, and timed (SMART) (Bjerke & Renger, 2017; Obgeiwi, 2017; Figure 3), ensuring that performance can be effectively assessed.

The evaluation process complements monitoring by providing in-depth, systematic, and objective assessments of implementation and outcomes (OECD, 2023). Formative evaluations focus on refining actions during implementation to improve delivery and ensure alignment with objectives (UN Women, 2015). Summative evaluations, in contrast, occur after completion to assess the degree to which objectives have been achieved (OECD, 2023).

The guiding principles outlined in D3.1 draw on best practices that emphasise the integration of monitoring into action planning, combining qualitative and quantitative tools, tailoring monitoring to local contexts, and ensuring collaboration and adequate resource allocation (Dahmen-Adkins & Peterson, 2019). These principles guide the collection and analysis of diverse data from multiple sources, offering a comprehensive view of implementation progress and outcomes (Table 1). For a full explanation of the programme theory and methodology, please refer to D3.1.

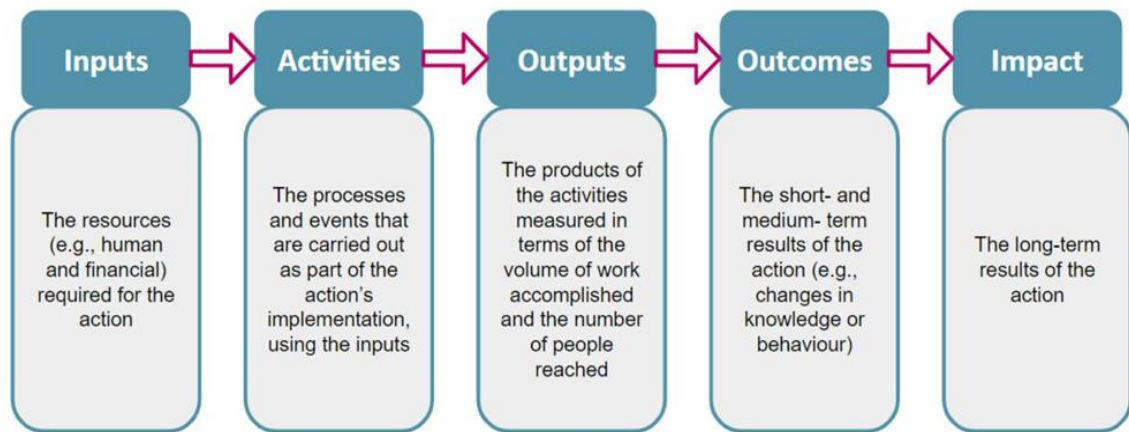


Figure 2: Structure of the logic model (Knowlton & Philips, 2012; Sangiuliano & Schredl, 2021; Savaya & Waysman, 2005; UN WOMEN, 2015)

S	Specific	<ul style="list-style-type: none"> What needs to be done, and what will be the outcome? Why is it important? Which actors will be involved? Which requirements or constraints are involved?
M	Measurable	<ul style="list-style-type: none"> How can this objective be quantified, for instance using a number or percentage? If it is not numerically quantifiable, in what way will organisers and evaluators know that the objective has been achieved?
A	Achievable	<ul style="list-style-type: none"> Is this objective within the control of the actors involved? Is it feasible in the proposed time frame? What are the risks, limitations and constraints? Are the available resources sufficient to achieve this objective?
R	Relevant	<ul style="list-style-type: none"> How is this objective relevant to the organisation? How is this objective relevant to actors involved in its achievement? Is this objective coherent with other objectives?
T	Timed	<ul style="list-style-type: none"> By when will this objective be achieved? In what increments or milestones will the objective be achieved? With what schedule?

Figure 3: Guiding questions to support the development of SMART objectives (Sangiuliano et al., 2021)

Indicator type	Description	Tools and testing options	Sources
Output indicators (direct services, products or events produced by the action)	Output indicators provide a simple and numerical measurement or tracking of the direct material result of the action. For example, they could report the number and type of training activities carried out and the number of participants. The documentation of output indicators does not require specific data collection tools.	Documentation, such as: <ul style="list-style-type: none"> • Participant lists. • Action implementation records. • Any guidelines produced for the action. 	Intervention organisers
Short-term outcome indicators	Short-term outcome indicators (based on previously established SMART objectives) capture the immediate short-term effects of an action (<1 year). This may require data collection tools to measure, for example, a change in skills, knowledge or awareness resulting from a training activity.	Polls, questionnaires, organisational statistics and indicators. Testing options include: <ul style="list-style-type: none"> • Post-test: Data are collected after participation. Participants take part (e.g., in a training activity) and are tested afterwards. • Pre-test/post-test: Participants receive a pretest, take part in the action (e.g., training activity) and receive a post-test afterwards. The results of the pretest and post-test are compared. The difference assesses how much change the action achieved. • Retrospective pre-test/post-test: A variation of the pre-test/post-test design. Participants take both a pre-test and a post-test. Participants report their prior ideas retrospectively (pre-test) and their current ideas (post-test). For example, participants may be asked how they felt about their skills before taking part, and how they feel about their skills now. 	Beneficiaries, participants
Medium-term outcome indicators	Medium-term outcome indicators (based on previously established SMART objectives) track changes over longer periods of time (1-2 years). This may be more complex, as different factors may play a role in influencing outcomes.	Polls, questionnaires, interviews, organisational statistics and indicators. Testing options include: <ul style="list-style-type: none"> • Time series: Another variation of the pre-test/post-test design. Data are collected at regular time intervals. Participants are tested before, during and after the action. The test results are compared to assess change over time. 	Beneficiaries, participants

Table 1: Types of monitoring indicators (Sangiuliano et al., 2021)

2.2 Monitoring and Evaluation Plan

As outlined in D3.1, each partner developed a monitoring and evaluation plan tailored to the five actions to be implemented as part of the NEXUS project. The plan outlines the monitoring and evaluation processes aligned with the project timeline, defining indicators and tools for monitoring progress and detailing the evaluation activities and their timing. Partners update monitoring data quarterly using a dedicated spreadsheet (Please refer to Annex 1 for the completed Monitoring and Evaluation Plan documents submitted by the partners to the project's SharePoint).

All the actions implemented follow an intersectional approach, with at least two per partner featuring a strong intersectoral component and one focusing on inclusive data collection at the institutional level. Implementation takes place in a single cycle from M9 to M25, adhering to the project's updated timeline.

The formative evaluation and redesign process consists of two interconnected components: Evaluation and Redesign workshops and Formative Evaluation Activities. Evaluation and Redesign workshops provide regular opportunities for partners to evaluate the implementation of actions within Twin Trios and institutional GEP working groups. These workshops focus on cross-cutting topics, enabling partners to make necessary adjustments to ensure alignment with project objectives.

Formative Evaluation Activities (focus groups, interviews, workshops, etc.) offer more detailed insights into the progress and effectiveness of the actions. These activities are conducted in two rounds, the first providing feedback during the initial stages of implementation and the second offering insights during the later stages. By capturing real-time feedback, these activities allow for the refinement of actions and ensure that they address inclusivity gaps effectively.

2.3 Formative Evaluation and Redesign Process

The formative evaluation assesses the commitment of senior decision-makers in each institution, the design of actions, and the progress made in their implementation. It also embeds an ongoing and reflexive redesign process throughout the whole implementation process. Each institution's GEP working group meets every three months, in the framework of redesign workshops, and uses the mid-term results of the formative evaluation (M16, December 2024) to reflect on the implemented actions and to adjust them. The actions developed by the NEXUS Twin Trios are also evaluated collectively in the frame of ad-hoc evaluation and redesign workshops which take place every three months. Formative evaluation mid-term results are being reported in the present Deliverable (D3.2 - *Formative evaluation mid-term results*).

- **Evaluation and Redesign Workshops**

Regular monitoring sessions are useful for considering monitoring data and steering the process effectively (EIGE, 2023). Quarterly Evaluation and Redesign workshops take place both within each partner's GEP working group (for actions designed individually) and each NEXUS Twin Trio (for actions designed jointly). The monitoring and evaluation process ensures that a continuous adjustment and re-design of the actions reflexively accompanies implementation integrating the results from the formative evaluation. Each Twin Trio and partner institution is invited to adjust and calibrate actions based on the implementation process.

- **Formative Evaluation Activities**

Formative evaluation activities are carried out to evaluate each action. These activities take place in two rounds: the first (M14/15, October/November 2024) provided insights into the first half of the implementation process, while the second (M21, May 2025) will provide insights into the second half of the implementation process.

The formative evaluation activities should seek to provide answers to the following questions (Sangiuliano et al., 2021):

- Does the implementation of the action correspond to the objectives?
- Is the implementation of the action meeting its intersectional objectives?
- Have activities been carried out as foreseen?
- To what extent has implementation changed over time? What has changed?
- How are responsibilities for the implementation of the action distributed?
- What are the knowledge and skills required for the implementation of the action? Are these skills present among the organisers? If not, what are the learning needs?
- What are the main decision-making bodies involved with the implementation of the action? Is there a commitment from top management?
- Have any institutional bodies or mechanisms been established to implement the action?
- What factors inhibit or promote the implementation of the action in line with its objectives?
- What barriers were encountered during implementation? Was it possible to overcome these barriers and how?
- Is the implementation of the action encountering any resistances? Where are they coming from? Are they implicit or explicit, and how are they being handled?
- Which external actors have been involved?

In each round, at least one evaluation activity per action is carried out. The activity could be a focus group, organised with key actors involved including

beneficiaries/participants (which may be organised online), an evaluation questionnaire, or a set of interviews carried out with key actors. The choice of activity depends on the action and its characteristics. For example, a questionnaire may be more suited for actions such as trainings or events (for an overview of questionnaire types, see Table 1). The selected formative evaluation activity for each action is set in the monitoring and evaluation plan (see Section 2.2). The results of formative evaluation activities are summarised and analysed by each partner into an overall formative evaluation report (D3.1, Annex 4).

The second round of formative evaluation activities will provide more insights into the extent to which the anticipated outcomes were produced by an action. Given the timeline of the NEXUS project, this round of formative evaluation will focus on short-term outcomes of the actions. The focus of the second round will be on demonstrating the contribution of the action, while also understanding the configuration of activities, actors, and contextual factors that are likely to have had an influence. Structural change is complex and there can be considerable lag between actions and their impact. This is why it is important to continue collecting data in the long term. The second round of the formative evaluation will place special emphasis on the following questions:

- Which outputs, outcomes (intended and unintended) in terms of gender equality were the result of the action?
- Which intersectional and/or intersectoral outcomes (intended and unintended) were the result of the action?
- To what extent were the expected outcomes of the action achieved?
- Which facilitating and hindering contextual factors affected the outcomes of the action?

3. Formative Evaluation Methodology

This chapter outlines the formative evaluation methodology applied in this deliverable. This methodology builds on the foundational framework provided in D3.1, which established the logic model and monitoring strategy for the project. While D3.1 focused on defining theoretical and practical evaluation guidelines, this deliverable operationalises these concepts, emphasising their application and results.

It integrates systematic monitoring and iterative evaluations to ensure that actions align with the objectives of bridging inclusivity gaps and refining GEPs. This methodology combines qualitative and quantitative approaches, drawing on tools such as pre- and post-intervention surveys, focus groups, stakeholder consultations, and document analysis.

3.1 Objectives of the Evaluation

The primary objectives of the formative evaluation are to assess the extent to which actions are being implemented as planned, measure progress against defined indicators, identify areas that require adjustments or redesigns, ensure alignment with the inclusiveness dimensions of intersectionality and intersectorality, and support institutional change by providing actionable insights for refinement.

3.2 Key Components of the Methodology

The evaluation process is structured around three core components:

- 1. Monitoring Indicators:** Indicators based on SMART objectives (Specific, Measurable, Achievable, Relevant, and Timely) are used to measure the effectiveness and impact of implemented actions. These include metrics such as participation rates, survey results, and qualitative feedback.
- 2. Formative Evaluation Activities:** Activities, such as interviews, focus groups, evaluation workshops, etc, provide feedback on implementation progress. These activities also highlight challenges, inform redesign processes, and ensure actions remain aligned with intersectional and intersectoral goals.
- 3. Collaborative Twin Trio Workshops:** Quarterly workshops within NEXUS Twin Trios foster a collaborative environment for sharing insights, addressing challenges, and refining actions.

3.3 Sources and Process of Analysis

The analysis presented in this deliverable draws on several key sources. These include formative evaluation reports submitted by partners, which provide data on activities, outputs, and outcomes; monitoring spreadsheets containing detailed records of actions and their associated indicators for each partner; and helpdesk call notes summarising discussions during two rounds of online calls/meetings, offering insights into collaboration dynamics and progress. The first round was held in July 2024 and involved Smart Venice (SV), as the co-leading organisation for the composition of D3.2 and the leading organisation for D3.1 (which served as the foundation for D3.2), FredU as the leading organisation for D3.2, and at least one representative from each partner individually. The second round was held in November 2024 and included SV, FredU, and at least one representative from each of the Twin Trios.

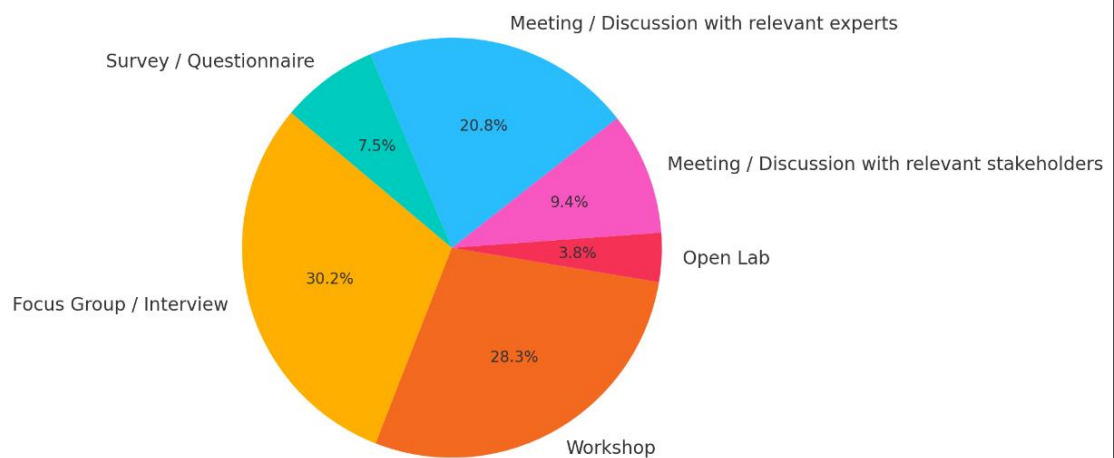
The documentation used in this deliverable, uploaded to the project SharePoint by each partner, includes:

- The monitoring and evaluation template with up-to-date indicators collected for each action (D3.1, Annex 1);
- An up-to-date reporting template on activities carried out during the Evaluation and Redesign workshops (D3.1, Annex 3);
- The formative evaluation report (with information from the first round of formative evaluation activities completed) (D3.1, Annex 4).

4. Formative Evaluation Activities and Mid-Term Results Overview

The formative evaluation activities for the NEXUS project were designed by the nine implementing partners to systematically assess the progress and effectiveness of their respective NEXUS actions, ensuring alignment with the project's goals and objectives. A variety of methods, including focus groups, interviews, surveys, meetings, and workshops, were employed to gather feedback and inform mid-term refinements (Pie Chart 1). These activities were conducted during key implementation phases, mainly from June to November 2024, enabling iterative improvements to the actions.

Proportion and Actual Numbers of the Formative Evaluation Activities Used for the 45 Actions



Formative Evaluation Activity	Actual Number of Actions Evaluated
Focus Group / Interview	16
Workshop	15
Open Lab	2
Meeting / Discussion with relevant stakeholders	5
Meeting / Discussion with relevant experts	11
Survey / Questionnaire	4

Note: For each one of the 45 actions at least one formative evaluation activity was used. Some actions were evaluated with two formative activities.

Pie Chart 1: Proportion of the Formative Evaluation Activities used for the 45 Actions

Focus groups played a critical role in gathering qualitative insights and fostering dialogue among stakeholders. For instance, focus groups conducted at IIT facilitated discussions on specific actions, providing valuable insights that helped shape their implementation strategies. Similarly, TU Dublin hosted focus groups that brought together stakeholders to assess progress and share feedback.

Interviews were another key formative evaluation tool, providing in-depth perspectives from targeted participants. At TU Dublin, for example, interviews focused on understanding institutional needs, particularly for actions like Inclusive Mentoring for Career Progression. These interviews offered valuable insights into how intersectional goals could be better integrated into the project.

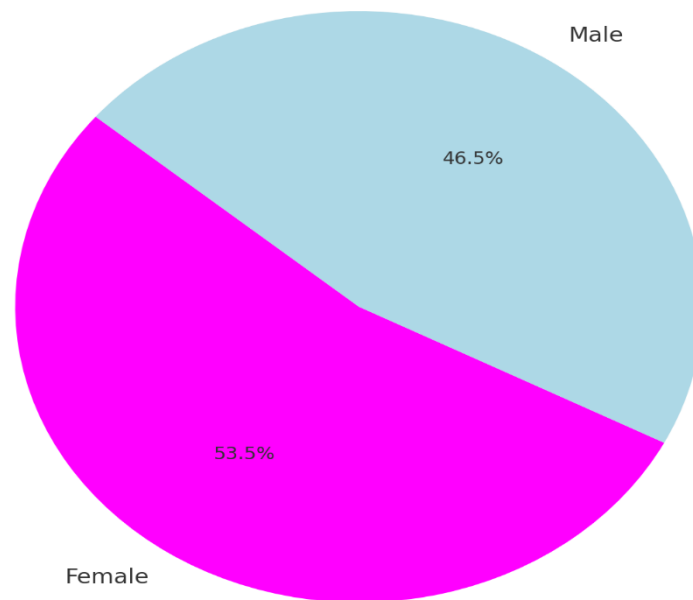
Workshops and regular meetings served as platforms for collaborative evaluation. Trio-level workshops facilitated knowledge-sharing among partners, while institutional meetings ensured consistent monitoring of action progress.

Mid-term results from these formative evaluation activities highlight steady progress. Actions such as mentoring programs, inclusive language guidelines, and training modules have benefited from iterative refinements informed by stakeholder feedback. Moreover, the evaluations identified key challenges, such as resource limitations and the need for stronger intersectoral collaboration, which have been addressed through revised timelines and resource allocation.

Furthermore, since gender considerations constitute a central aspect of the NEXUS project, they were integral to the realisation of the formative evaluation activities for the various actions. The gender composition of participants directly impacts the inclusivity and relevance of the findings. A pie chart (Pie Chart 2) has been created based on data from the partners' reports, illustrating the gender ratio of participants in these formative evaluation activities.

Notably, women appear to be the majority of participants, and in many activities, such as focus groups, they are the sole participants. This highlights the strong engagement of women in the project's evaluation processes, while also pointing to the need for increased efforts to involve individuals of all gender identities in these critical discussions. Such findings highlight the importance of the NEXUS project, which actively strives to foster broader gender diversity and promote inclusivity and equality in all aspects of its implementation and evaluation.

Gender Ratio and Actual Numbers of Participants
in the Formative Evaluation Activities Used for the 45 Actions



Actual Numbers:
Female: 893
Male: 776

Pie Chart 2: Gender Ratio and Actual Numbers of Participants in the Formative Evaluation Activities

Overall, the formative evaluation activities ensure that the project remains responsive and adaptable, aligning actions with institutional needs and fostering meaningful progress toward gender equality and inclusivity goals. These mid-term results provide a solid foundation for the next phases of the project, guiding efforts to maximise impact and sustainability.

The following chapter presents a comprehensive report and analysis of the formative evaluation activities carried out by each NEXUS partner institution for each action, along with an overview of the mid-term results derived from these evaluations.

5. Actions' Outline, Formative Evaluation Activities and Mid-Term Results

This chapter provides the outline of the actions designed and implemented by the nine partners, a detailed analysis of the formative evaluation activities conducted for each action, and the formative evaluation mid-term results. Based on the formative evaluation reports submitted by each partner (for the template of the report please refer to D3.1, Annex 4), detailed insights are provided into the progress of the implemented actions. Each partner is assigned a dedicated section, with subsections summarising the status of their individual actions. The analysis incorporates details of the formative evaluation activities carried out and specifies the timeframe during which these activities took place. For more detailed information about the formative evaluation activities, please refer to the Formative Evaluation Report submitted by each partner to the project's SharePoint, as listed in Annex 1.

For each action, the chapter examines the extent of implementation progress, referencing indicators, outputs, and outcomes. It also evaluates broader aspects such as management commitment, assigned responsibilities, involvement of external actors, and any challenges, resistances, or delays encountered. This approach ensures a nuanced understanding of each partner's work, highlighting achievements and areas for improvement while providing actionable insights for future refinement.

5.1 Technological University of Dublin (TU Dublin)

Action 1 - GBV Training and Awareness Online Module:

Outline:

The action involves the development of a training module focused on Bystander Intervention in cases of Gender-Based Violence (GBV). The primary objectives of the action are to enhance understanding of the links between harmful social norms and sexual violence, raise awareness about the dangers of normalising such norms, and empower participants to recognise and intervene safely as active bystanders. Additionally, the module aims to educate students and staff on how to respond to instances of sexual assault and abuse, both on-campus and off-campus, while fostering a safer and more inclusive environment. The module is intended to provide knowledge and strategies for addressing and combating GBV, extending its impact beyond the partner institutions.

The development of the action commenced in June 2024 with the creation of a detailed project plan. By the end of July 2024, foundational instructional and training materials

were compiled. The content development phase spanned from August to November 2024, led by Catherine Bolger, Caitriona Delaney, and Sara Clavero (TU Dublin). During this period, the team held regular meetings to refine and revise the module content. Concurrently, monthly discussions were held with Trio partners to further define the action and align its components with the collective goals of the partnership.

On 20 November 2024, the drafted module contents were shared with the Trio partners for review. Feedback on these drafts was expected by 3 December 2024. Following this, the TU Dublin team convened on 4 December 2024 to discuss and incorporate the feedback into the module. The revised contents were then sent to the Trio partners on 5 December 2024.

As a Trio action, the design phase includes contributions from KU and UNISOFIA. KU will create an awareness video to be included in the module, with a completion deadline of 31 January 2025. UNISOFIA will be responsible for the graphic design, formatting the module content into a cohesive and visually engaging format. The module is scheduled for finalisation on 28 February 2025.

To ensure the module is comprehensive and contextually relevant, each Trio partner will host a session on 21 February 2025 with stakeholders, including NGOs and individuals responsible for GBV measures in their respective countries. Feedback from these sessions will inform the final refinement of the module, ensuring it meets the needs of diverse audiences and achieves its objectives effectively.

Formative Evaluation Activities:

The formative evaluation activities for this action were conducted as part of the Monitoring and Evaluation (M&E) workshop held during the Trio's study visit at TU Dublin on 26 November 2024. The workshop included members of the Gender Equality Plan (GEP) working group from each Trio institution, with a total of six participants, six females. The activities focused on evaluating the implementation progress, reviewing challenges, and identifying key areas for refinement. The M&E workshop was merged with the formative evaluation workshop at the institutional level to address actions 1, 2, and 3, ensuring alignment with institutional priorities and involving the relevant stakeholders.

Overview of the Formative Evaluation Mid-term Results:

The mid-term results of the formative evaluation indicate progress in several areas. In terms of timeframe, the original timeline for the action proved overly ambitious and hence some adjustments have been made. Implementation progress has been mixed, with some activities, such as the development of module materials and the establishment of professional networks for dissemination, fully achieved. However,

other activities, including stakeholder consultations and the launch of the module, remain ongoing.

Indicators related to short-term outcomes reveal both achievements and pending tasks. For example, while material for the online module has been successfully compiled and networks developed, challenges remain in holding stakeholder consultations and gathering feedback, as these activities have been rescheduled to early 2025. Outputs such as the creation of a visually designed module and the dissemination plan are under development, with contributions from the other Trio partners - KU and UNISOFIA - for graphic and video content.

Management commitment to the action has been strong, with the Director of Equality, Diversity, and Inclusion at TU Dublin actively supporting the initiative. Additionally, responsibilities for implementation have been clearly assigned. Catherine Bolger, TUD's Sexual Violence Prevention and Response Manager, oversees the development and delivery of workshops and training, while members of the NEXUS staff team at TU Dublin, Sara Clavero and Caitriona Delaney, have led the module's development.

External actors have not yet been involved, as their participation is scheduled for February 2025. The institutional framework for implementation is already well-established within TU Dublin, providing a solid foundation for the action.

Challenges encountered during implementation include limited financial and technical resources, which have necessitated creative solutions, such as reallocating budget from UNISOFIA to KU for video production. This decision ensures the professional quality of the module. Despite these barriers, the decision to focus on a training module rather than awareness-raising videos demonstrates a strategic approach to maximise impact.

No resistance to the action has been observed, and the overall commitment from stakeholders remains high. The expected outcomes of the action include increased awareness and understanding of Gender-Based Violence (GBV) and enhanced skills for upstander intervention. While some outcomes, such as participant engagement and awareness-raising, remain to be achieved, the groundwork has been laid for significant institutional impact through this professionally designed and disseminated module.

Actions 2 and 3 - Inclusive Mentoring for Career Progression - a Needs Analysis and Inclusive Mentoring for Career Progression and Success:

Outline:

The key objectives of Actions 2 and 3 are to identify baseline needs related to mentoring within the partner institutions and subsequently develop a mentoring programme or manual for mentors, with inclusivity as a central focus. These objectives are pursued sequentially, with Action 2 focusing on needs analysis and Action 3 utilizing the gathered data to inform the mentoring programme's design.

The development of these actions commenced in June 2024 with preparatory work for Action 2, and its implementation remains on schedule for completion by November 2024. Action 3, originally planned to begin in November 2024, was delayed slightly to mid-December 2024. Its completion timeline has been adjusted from March 2025 to an earlier date in February 2025. This revised schedule reflects efficient progress in implementing both actions.

Several activities have been successfully completed as part of Action 2. By mid-August 2024, a comprehensive literature review and good practice mapping were finalised. During the same period, an interview guide was drafted, and feedback and suggestions were collected from institutional stakeholders to refine the action. In September 2024, interview participants were recruited through targeted email invitations and reminders. Interviews were conducted in October 2024, and the data analysis phase began in November 2024, concluding in early December 2024.

Formative Evaluation Activities:

Actions 2 and 3 focus on enhancing inclusivity within the existing mentoring programme for early-career researchers (ECRs) at TU Dublin. Given their interconnected nature, these actions were evaluated together through formative evaluation activities conducted during the Monitoring and Evaluation (M&E) workshop held by the Trio on 26 November as part of the Study Visit at TU Dublin. The workshop included six female participants from the Gender Equality Plan (GEP) working groups of the Trio institutions. The evaluation explored the current state of the mentoring programme, its inclusiveness, and opportunities for improvement.

The formative evaluation activities included a shift from the initially planned survey to a qualitative approach using semi-structured interviews with mentors and mentees. This adjustment was informed by discussions at the workshop and aimed to yield deeper insights into the mentoring programme's effectiveness and inclusivity. Interview guides were developed based on a literature review and best practices, and feedback was collected from institutional stakeholders to refine the process. A minimum of seven interviews were conducted with current and past participants of the mentoring programme, ensuring that the data reflected the experiences of both mentors and mentees.

Overview of the Formative Evaluation Mid-term Results:

While there was a one-month delay in starting the action due to the summer vacation period, the timeline has largely been adhered to. Data analysis was completed ahead of schedule, and the findings were shared internally for feedback. A dedicated session with mentors and mentees to discuss the results and their integration into the

mentoring programme manual (Action 3) is scheduled for 5 February 2025. The updated mentoring programme is set for launch in February 2025.

Key short-term indicators for Action 2, such as the development of interview guides, the completion of interviews, and the analysis of results, have been achieved. Medium-term indicators, including the integration of findings into the mentoring manual and the dissemination of results to stakeholders, are progressing. Outputs include a comprehensive report on findings and a draft mentoring manual that incorporates inclusive practices. The anticipated outcomes of these actions are a baseline needs assessment for mentorship at TU Dublin and a revised mentoring training programme for ECRs that promotes inclusivity.

Management commitment to these actions has been strong, with the Researcher Career Development Manager, Gerolmina di Nardo, overseeing the mentoring programme and its enhancements. She is supported by NEXUS staff members, Sara Clavero and Caitriona Delaney, who have led the data collection and analysis processes. Together, they have ensured the alignment of the mentoring programme with institutional goals.

External actors have not been involved in these actions, as the activities are internally focused and build on the existing mentoring framework at TU Dublin.

The primary challenge encountered was a lower-than-anticipated response rate to interview invitations, which required repeated follow-ups and reminders to secure participation. Despite this, the required minimum number of interviews was achieved. No resistances to the actions were encountered; on the contrary, the initiative has been well-received by stakeholders.

The integration of these actions into the existing mentoring programme ensures their sustainability as long as the programme continues. The expected impact includes improved inclusivity in career progression for ECRs at TU Dublin, a mentoring manual with inclusive practices, and an enhanced ability of mentors and mentees to address diverse needs within the institution.

Actions 4 - EDI Info Hub:

Outline:

The primary objective of this action is to enhance awareness of Equality, Diversity, and Inclusion (EDI) initiatives, resources, and policies across the institution. The original timeframe for implementing this action was deemed unrealistic and has been extended from September 2024 to 31 January 2025. To date, materials and resources for inclusion in the Info Hub have been compiled, and a new section on the EDI website

designated for the Info Hub has been created. However, the materials have not yet been uploaded, as some revisions are still pending.

Formative Evaluation Activities:

The formative evaluation activities for the Equality, Diversity, and Inclusion (EDI) Information Hub action were conducted through regular meetings with institutional experts and EDI staff members. Caitriona Delaney and Sara Clavero engaged with the entire EDI Directorate team (7 participants, 6 females and 1 male) on multiple occasions to discuss the implementation of this action. Progress was also reviewed during monthly EDI meetings, providing a collaborative platform to align efforts and address challenges.

Overview of the Formative Evaluation Mid-term Results:

The action's timeline experienced some adjustments due to unforeseen complexities in coordinating tasks among the EDI team. With their existing work commitments and tight schedules, activities took longer to complete than initially planned. As a result, the implementation phase was extended to 31 January 2025, beyond the original target of September 2024. Despite these changes, the action remains aligned with its objectives and is progressing steadily.

In terms of implementation progress, several key indicators have been achieved. The development of documents and a database of material to populate the Info Hub has been completed. A new section of the Info Hub has been created on the EDI website, providing a centralised resource for equality, diversity, and inclusion materials. However, some medium-term outcomes, such as increased clarity about EDI at TU Dublin and a fully functional Info Hub, are still in progress. The ultimate goal of raising staff awareness of EDI initiatives, resources, and policies is expected to be achieved once the Info Hub is fully operational.

Management commitment has been integral to the action's success. The EDI Directorate, led by Rebecca Grogan with oversight responsibilities, has been actively involved in the action. Key responsibilities were distributed among team members: Catherine Bolger focused on the section related to Gender-Based Violence (GBV), Melody Chinenyanga contributed to the Race Equity section, and Lianne Rooney developed content for Athena Swan Action Plan and EDI Champions. Coordination tasks were handled by Caitriona Delaney and Sara Clavero, while Adam Byrne managed the technical development of the Info Hub on the EDI website.

No external actors were involved in the action, as it is internally focused. However, the collaboration among EDI staff members ensured that expertise across various

dimensions of equality, diversity, and inclusion was incorporated into the Info Hub's development.

The primary challenge encountered was the limited availability of EDI staff members to contribute to the Info Hub, given their ongoing responsibilities. This barrier was mitigated through careful planning and an extended timeline, allowing team members to contribute at a manageable pace. No resistance to the action was identified, and the initiative has been well-supported across the institution.

The anticipated outcomes of this action include a fully functional Info Hub that provides accessible and comprehensive EDI resources for staff throughout TU Dublin. By consolidating information and raising awareness of EDI initiatives, the action is expected to contribute to institutional change and foster a more inclusive culture. To ensure sustainability, the Info Hub's content will be regularly updated by the EDI team, embedding the action as a lasting resource within the institution.

Actions 5 - EDI Champions:

Outline:

The primary objective of this action is to establish an EDI Champions Network within TU Dublin. This network will comprise individuals who demonstrate an interest in and commitment to advancing equality, diversity, and inclusion (EDI) within their respective departments or units and, where appropriate, across the university. These Champions will be knowledgeable about accessing or obtaining advice on relevant policies, procedures, and legislation and will serve as visible and proactive advocates for EDI within their areas.

EDI Champions will play a crucial role in embedding EDI within their work by promoting and communicating information about key events, news, training opportunities, policy developments, and best practices. They will also contribute to broader cultural change by raising awareness of EDI issues, engaging with other staff networks, the EDI office, and relevant EDI structures. Additionally, the Champions Network will support the creation of resources to showcase and share good EDI practices across the university. The establishment of the EDI Champions Network is progressing as planned, with the network being officially launched on 6 December through a training session for all Champions who responded to the call for Expressions of Interest (EOI). Several preparatory activities have been completed to date: a handbook for Champions was developed and presented at an information session on 25 October; the call for EOIs was drafted, launched, and widely advertised throughout the university; 25 EOIs were received from individuals across various units of the university and reviewed; and a training session for the selected Champions was organised. This groundwork ensures the successful implementation of the EDI Champions Network, which will play a pivotal role in advancing EDI initiatives within TU Dublin.

Formative Evaluation Activities:

The formative evaluation activities for the action to establish a network of Equality, Diversity, and Inclusion (EDI) Champions at TU Dublin were conducted through regular bi-weekly meetings between the NEXUS staff members, Caitriona Delaney and Sara Clavero, and the EDI lead, Lianne Rooney. These meetings provided a platform to discuss progress, plan further steps, and ensure alignment with the action's objectives.

Overview of the Formative Evaluation Mid-term Results:

The timeline for the action has largely been adhered to, with only minor adjustments. An information session initially planned for September was held on 25 October 2024, generating significant interest with 25 Expressions of Interest (EoI) received. Based on this response, a training session was scheduled for 6 December 2024. Despite these minor timeline adjustments, no delays or disruptions have impacted the progress of the action.

Implementation progress has been strong, with several indicators already achieved or in progress. The EDI Handbook, a key resource for the Champions, has been launched and partially used in the information session, with plans for its inclusion in the upcoming training. The EDI Champion Network has been established, embedding Champions across the university to promote inclusivity. While initial activities, such as the info session, have been conducted, the planned training sessions will further enhance the role and understanding of the Champions. The expected outcomes, including increased awareness of EDI issues and broader cultural change within the university, are still being developed as the action progresses.

Management commitment has been critical to the success of this action. The EDI Directorate has provided strong leadership and support, ensuring alignment with institutional goals and strategies. The action also forms part of the Athena Swan Action Plan, which has full endorsement from TUD's top management. Regular progress reporting to the University Executive Team further ensures institutional backing and sustainability.

External actors have not been involved in this action, as it focuses internally on TU Dublin's structures and staff. This internal focus has allowed the EDI Directorate to develop a targeted and cohesive framework for the Champions' role.

The implementation has faced no significant barriers or resistance. On the contrary, the action has received an overwhelmingly positive response, particularly evident from the large number of EoI received. This enthusiasm from the university community is a key factor promoting the success of the action.

In terms of sustainability, the action is deeply embedded in institutional structures as part of the Athena Swan Action Plan. The ongoing reporting to the University Executive Team ensures that the EDI Champion Network will continue to grow and evolve, contributing to long-term cultural change. By equipping EDI Champions with the necessary skills and support through capacity-building activities such as info sessions and training, the initiative sets the groundwork for sustained impact in promoting equality, diversity, and inclusion across TU Dublin.

5.2 Koç University (KU), Turkey

Action 1 - GBV Training and Awareness Online Module:

Outline:

The primary objectives of this initiative are to enhance participants' understanding of the connections between harmful social norms and sexual violence and harassment, emphasising the dangers of normalising such behaviors and accepting abusive conduct. The initiative also aims to help participants identify acts of sexual violence and harassment while understanding their capacity to intervene as active bystanders. Furthermore, it seeks to empower students and staff to respond safely to witnessed incidents of sexual assault and abuse, raise awareness about the critical role of active bystanders in addressing sexual violence within the university community, and create a safer, more inclusive environment both on and off-campus. To achieve this, an online module will be developed, providing the necessary skills and knowledge to raise awareness about GBV and strategies to combat it effectively across partner institutions and beyond.

The project began in June 2024 with the preparation of a detailed project plan. Foundational instructional and training materials were compiled by the end of July 2024. Between August and November 2024, the module's content was collaboratively developed by Catherine Bolger, Caitriona Delaney, and Sara Clavero from TU Dublin. Regular meetings were held during this period to refine the content, complemented by monthly discussions with Trio partners to further define and align the project. The draft module content was shared with the Trio partners on 20 November 2024 for review, with feedback expected by 3 December 2024. TU Dublin incorporated this feedback during a review session on 4 December 2024, after which the revised module will be sent to the Trio partners on 5 December 2024.

KU is responsible for designing an awareness video to be included in the training module, with a deadline of 31 January 2025. UNISOFIA will oversee the graphic design

and layout of the module to ensure a cohesive and visually engaging final product. The complete module is scheduled for finalisation by 28 February 2025. Prior to finalisation, on 21 February 2025, each Trio partner will host a session with stakeholders, including NGOs and representatives responsible for GBV measures at other institutions, to gather additional feedback for the final refinement of the module.

Formative Evaluation Activities:

The formative evaluation activities for this action involved the Monitoring and Evaluation (M&E) workshop held on 26 November 2024, as part of the Study Visit of the Trio partners at TU Dublin. The activity focused on reviewing the progress of the module's development and assessing alignment with its objectives. Tools used during the evaluation included discussions and feedback sessions among the Gender Equality Plan (GEP) working group members from the participating Trio institutions.

The workshop involved six participants (6 females), all GEP working group members, including representatives from TU Dublin, KU, and UNISOFIA.

The focus of the formative evaluation activity was to refine the module's content, review the division of responsibilities, and ensure the inclusion of intersectional dimensions in the training materials. It was decided that the module's content would undergo further revision to explicitly address intersectional aspects such as gender identity, sexual orientation, disability, nationality, race, and ethnicity.

Overview of the Formative Evaluation Mid-term Results:

The Gender Equality Office of KU is leading the implementation of this action, supported by the NEXUS team and the design group at KU. Responsibilities have been distributed, with TU Dublin finalising the content, KU producing an awareness video, and UNISOFIA handling the graphic design for the module.

Key milestones include the completion of the module content by TU Dublin and its review by Trio partners. The creation of a dissemination network and the launch of the module are still in progress, with the launch date moved from 8 March 2025 to an earlier date of 28 February 2025. Stakeholder meetings with NGOs and institutional representatives will take place on 21 February 2025 to gather final feedback.

The evaluation highlighted that the initial timeline was overly ambitious due to the complexity of the module's development. Adjustments to the schedule have addressed this issue, ensuring realistic deadlines and maintaining the quality of deliverables.

The action is progressing well toward its objectives, with no significant resistances encountered. To overcome resource constraints, the budget was reallocated to KU for

producing a professional-quality awareness video, while UNISOFIA leveraged in-house graphic design expertise. The module is expected to contribute significantly to institutional change by increasing awareness of GBV and equipping participants with practical skills for intervention.

After the NEXUS project concludes, the module will be hosted on the SV e-learning platform to ensure sustainability. Dissemination efforts through networks like EURAXESS, Eut+, Transform 4 Europe, and UNIC will further extend the module's reach and impact.

Action 2 and 3 - Inclusive Mentoring for Career Progression - a Needs Analysis and Inclusive Mentoring for Career Progression and Success:

Outline:

The objectives of Actions 2 and 3 are to assess baseline mentoring needs within the partner institutions and to develop an inclusive mentoring program or manual based on data collected through the "Inclusive Mentoring for Career Progression – a Needs Analysis" action.

Action 2 began in June 2024 and is on schedule for completion in December 2024. Action 3 experienced a slight delay, starting in January 2025, but is now expected to finish earlier than planned, with completion set for February 2025.

Progress to date includes the successful construction of the survey. Administration of the survey, analysis of the results, and dissemination of findings are planned for the coming stages.

Formative Evaluation Activities:

The formative evaluation activities for this action involved the Monitoring and Evaluation (M&E) workshop held on 26 November 2024 as part of the Study Visit of the Trio at TU Dublin. The workshop included six female participants, consisting of Gender Equality Plan (GEP) working group members from each of the Trio institutions. The evaluation session focused on assessing the progress of the action and identifying adjustments needed to align with its objectives.

The evaluation reviewed the construction of the mentoring survey, which has been completed successfully. This survey, created collaboratively by the NEXUS doctoral scholarship holder Ayça Çavdar and the GEP Office, forms the foundation of the mentoring needs analysis. However, the subsequent steps—administering the survey, analysing results, and disseminating findings—are still pending. The delay in

administering the survey, initially planned for three months earlier, was discussed, but other activities are expected to proceed on schedule.

Overview of the Formative Evaluation Mid-term Results:

The development of the new mentoring programme has received confirmed commitment from top management, ensuring institutional support for its implementation. The responsibilities for constructing the survey have been effectively shared between the NEXUS doctoral scholarship holder, Ayça Çavdar, and the GEP Office. This collaboration has been instrumental in developing the survey and ensuring its alignment with the action's objectives. No external actors have been involved for this action. The construction of the survey has been successfully completed, marking progress toward achieving the short-term goals of the action. However, administering the survey, analysing the results, and disseminating findings are still pending and will be addressed in the upcoming phases. Although there was a three-month delay in administering the survey, the overall action continues to align with its objectives, and other planned activities are expected to proceed on schedule. The action is effectively addressing its intersectional objectives by including mentors from diverse backgrounds, with the potential involvement of external stakeholders further enhancing its inclusivity. To date, no significant barriers or resistance have been encountered, and the organisers possess the necessary knowledge and skills to implement the action successfully. The integration of the programme into the institution's framework ensures its sustainability, provided the programme continues to operate.

Action 4 - Skills Development Program:

Outline:

The program aims to enhance critical skills among early-career researchers, including doctoral students, postdoctoral researchers, and junior faculty members. Its primary focus is on developing transversal skills and boosting the self-confidence of women academics, particularly those considering a career transition to industry. The program will cover topics and skills essential for specific professional sectors, with trainers and guest speakers from the industry contributing their expertise.

Formative Evaluation Activities:

The formative evaluation activities for this action were conducted through regular meetings with institutional experts and individuals responsible for its implementation. These meetings involved seven participants (6 females and 1 male), including early career researchers such as doctoral students, postdocs, and junior faculty, as well as

the Gender Equality Coordinator, Behice Pehlivan, NEXUS doctoral scholarship holder Ayça Çavdar, and GEP specialist Aycan Uğur.

Overview of the Formative Evaluation Mid-term Results:

The main decision-making body for this action is the Gender Equality Office (GEO), which has confirmed its commitment to the initiative. Responsibilities for the action's implementation are distributed based on the time schedule of the team, with Ayça, Aycan, and Behice collaborating on the construction of the survey and Aycan taking the lead on analysing the results. No external actors have been involved yet, and no institutional mechanisms have been established for the action, as the existing framework has been sufficient.

The action is progressing as planned, with only minor delays. A short survey to understand the needs for skills development has been completed, and ten potential trainers have been identified. Network analysis for possible trainers and programming dates and venues for workshops is ongoing and nearing completion. The final consultation and approval from the university's vice president are pending, and the process is expected to be finalised by the beginning of February 2025. A workshop on self-presentation skills is also planned as part of a larger program currently being developed based on survey results. Specific logistical arrangements, including role assignments and date confirmations, are still in progress. The exact date for this workshop, along with other training sessions, is expected to be finalised by the beginning of February 2025.

The timeline for the action remains realistic, and the goal of holding one workshop per semester during the 2024–2025 academic year is expected to be achieved. The action aligns with its objectives and is meeting its intersectoral goals, as external stakeholders, including successful KU graduates from various sectors, will contribute to the workshops. There have been no deviations from planned activities, with the only adjustments being minor changes to the timeframe.

The implementation has not faced significant barriers or resistance, and the required skills are present among the organisers. The only challenge identified has been the lack of time, which has been managed effectively. The action contributes to institutional change by increasing understanding of skills development needs among early career researchers, with a focus on enhancing their career progression and self-confidence. The program is expected to continue as long as researchers pursue their careers at KU, ensuring its sustainability and lasting impact. No unexpected outcomes have been observed, and the program is on track to meet its goals.

Action 5 - Seminar Series on Anti-Feminist Algorithms and AI Bias:

Outline:

This action is closely linked to the information and communication technologies sector. The seminar series will feature experts as speakers, with active involvement from the professional sector, which will also be invited to participate as part of the audience.

Formative Evaluation Activities:

The formative evaluation activities for this action involved weekly meetings with institutional experts and those responsible for the action's implementation. These meetings involved seven participants (6 females and 1 male), including staff and students from KU, with active contributions from Behice Pehlivan, Ayça Çavdar, and Aycaan Uğur. The discussions focused on refining the action's objectives, identifying panelists, specifying panel topics, and organising logistics for the events.

Overview of the Formative Evaluation Mid-term Results:

The first panel was held on December 6th, 2024, instead of the originally planned date of November 25th, due to the Trio meeting in November. The panel featured four experts, including Dr. Fırat Duruşan, and panelists Dr. Barış Akyüz, Dr. Ergin Bulut, and PhD candidate Büşra Sağlam. The discussion centered on how social media content, particularly that shaped by artificial intelligence technologies, reproduces sexist and discriminatory discourse. This event successfully increased awareness of the issue among participants and aligned with the action's objectives.

The second panel is scheduled for March 8th, 2025, and preparations are underway to ensure its success. Topics, participants, and dates for the second panel have already been clarified, and the aim is to continue raising awareness about the intersection of AI technologies, social media, and gender equality.

The implementation of this action has aligned closely with its objectives. There have been no significant barriers or resistance encountered during the process, aside from minor time constraints. The required skills for organising and executing the action are present among the team members, who have also benefited from the expertise of the panelists. The action contributes to institutional change by fostering a deeper understanding of how social media platforms perpetuate discriminatory practices and highlighting actionable strategies to address these issues.

To ensure the sustainability of the action, the panels will be regularly updated and continued by the staff team at the Gender Equality Office, extending the impact of the initiative beyond the project's duration.

5.3 Sofia University (UNISOFIA), Bulgaria

Action 1 - GBV Training and Awareness Online Module:

Outline:

The action focuses on the development of a training module on Bystander Intervention in cases of Gender-Based Violence (GBV). The primary objectives of the module are to provide a skill and knowledge-based e-course designed to educate participants on strategies for adopting an active role in bystander situations, to raise awareness of various manifestations of GBV, and to offer strategies for addressing and combating GBV within partner institutions and beyond.

The development of the action began in June 2024 with the creation of a detailed project plan. By the end of July 2024, the foundational training materials were compiled. From August to November 2024, work progressed on assembling the module content, led by TU Dublin. Concurrently, online meetings and discussions were held within the Trio to refine the module's content and focus, ensuring alignment with the objectives and the needs of the partner institutions.

The Trio agreed on task distribution for the module's finalisation. KU is responsible for creating an awareness video to be included in the module, while UNISOFIA will design the interactive elements and undertake the graphic design, presenting the module content in a cohesive visual format. The training module is scheduled for completion on 28 February 2025, ensuring a comprehensive and impactful resource to address GBV.

Formative Evaluation Activities:

The formative evaluation activities for the GBV Training and Awareness Online Module action were conducted through a workshop during the Trio Study Visit at TU Dublin on November 26, 2024. This workshop involved members of the NEXUS team, including key institutional representatives from UNISOFIA, TU Dublin, and KU (6 participants, all females). These sessions facilitated discussions on the action's design, content, and implementation progress. The evaluation activities ensured that diverse insights from the participating institutions were incorporated into the development of the module.

Overview of the Formative Evaluation Mid-term Results:

The action's timeline was adjusted due to unforeseen complexities in content development and inter-institutional coordination. These adjustments allowed for

refining the content and ensuring that all components of the module were of high quality.

In terms of implementation progress, several short-term indicators have been achieved. Training materials were compiled, and a professional network for dissemination was established. However, medium-term outcomes, such as user sign-ups and increased awareness of GBV, are pending the module's launch. The action remains aligned with its objectives, focusing on educating participants on bystander intervention strategies and raising awareness of GBV.

Management commitment has been strong, with UNISOFIA's NEXUS team actively leading the action. Responsibilities were distributed among the Trio partners: TU Dublin developed the content, KU produced an awareness video, and UNISOFIA handled the module's graphic design. This collaborative approach ensured balanced contributions across institutions.

External actors were not involved in this phase of the action. However, inter-institutional collaboration provided a robust framework for integrating expertise from all partners.

The primary challenge was the lack of technical skills among organisers, which was mitigated by reallocating budget to KU for professional video production. Additionally, UNISOFIA utilised in-house graphic design expertise. No resistance to the action was encountered, and the initiative has received widespread institutional support.

The anticipated outcomes include a completed online module hosted on the NEXUS website and YouTube, contributing to institutional change by equipping students and staff with practical skills to combat GBV. The module will also serve as a sustainable resource, with its impact extended beyond the project's completion.

Action 2 and 3 - Inclusive Mentoring for Career Progression - a Needs Analysis and Inclusive Mentoring for Career Progression and Success:

Outline:

The key objectives of Actions 2 and 3 are to identify baseline needs related to mentoring within the partner institutions and to subsequently develop or enhance a mentoring program for PhD students and young researchers, utilizing the data gathered from the action "Inclusive Mentoring for Career Progression - a Needs Analysis."

The development of these interconnected actions commenced in June 2024, with preparations for Action 2. The implementation of Action 2 was scheduled for completion in November 2024, in line with the original timeline. Action 3, initially

planned for completion in March 2025, has been rescheduled for an earlier date in February 2025, reflecting the progress made so far.

The activities completed to date include the construction of questionnaires in two versions, available in Bulgarian and English, tailored for dissemination among PhD students and young researchers. These questionnaires were distributed via email, with invitations and reminders sent to maximise participation. The data collected from the responses has been analysed to inform the subsequent development and enhancement of the mentoring program. These efforts aim to ensure that the program addresses the specific needs and challenges faced by the target audience, fostering inclusivity and career progression.

Formative Evaluation Activities:

The formative evaluation activities for the Inclusive Mentoring for Career Progression actions were conducted through surveys and discussions during the M&E workshop between the Trio at TU Dublin on November 26, 2024. These activities engaged NEXUS team members and institutional experts (6 participants, all females) to assess mentoring needs and inform the design of a tailored mentoring program for PhD students and young researchers.

Overview of the Formative Evaluation Mid-term Results:

The timeline for Action 2 was clarified to align with the academic year, with survey construction completed by September 2024 and dissemination finalised in November 2024. Data analysis is ongoing, and results will inform Action 3, which was rescheduled for completion in February 2025. These adjustments reflect the need to integrate findings from Action 2 effectively into the mentoring program.

Key indicators for Action 2, such as survey construction and dissemination, were achieved. Action 3 indicators, including program enhancements based on survey results, are in progress. Both actions remain aligned with their objectives of improving career progression and fostering inclusivity.

Management commitment has been pivotal, with responsibilities distributed among the NEXUS team and the HR department. The HR department facilitated survey dissemination, while the NEXUS team led data analysis and program development.

External actors were not involved in Action 2, but Action 3 anticipates engaging mentors from industry, NGOs, and business sectors to enrich the program.

No significant challenges or resistances were encountered during implementation. Careful planning and collaboration ensured smooth progress.

The anticipated outcomes include an enhanced mentoring program that addresses identified needs and integrates intersectional considerations. By embedding these actions into the institution's existing mentoring framework, sustainability is ensured.

Action 4 - Data collection and percentage monitoring on students, PhDs, academic and administrative staff in Sofia University:

Outline:

Collection of data and monitoring of the percentage distribution of students, PhD candidates, academic staff, and administrative personnel at UNISOFIA.

Formative Evaluation Activities:

The formative evaluation activities for action 4 were conducted through collaboration between the HR department and the NEXUS team. Data on demographic and professional metrics were collected and analysed to identify gaps in gender equality and inclusivity. This effort involved institutional experts and NEXUS project members.

Overview of the Formative Evaluation Mid-term Results:

The action's timeline has progressed as planned, with data collection completed and analysis underway. Annual reporting has been integrated into the Rector's report, ensuring institutional alignment and transparency.

Key indicators, such as comprehensive data collection, have been achieved. Medium-term indicators, including actionable policy recommendations, are in progress. The action aligns closely with its objective of advancing workplace equity.

Management commitment has been strong, with the HR department providing data and the NEXUS team leading analysis and policy development. No external actors were involved, as the action focuses on internal processes.

No challenges or resistance were encountered, and the action has received broad support.

The anticipated outcomes include regular annual reporting and actionable policies (to be included in University's GEP) to promote inclusivity, contributing to long-term institutional change.

Action 5 - Expansion of the University's Center for Psychological Counseling and Research. Inclusion of additional counseling topics related to combating gender-based violence:

Outline:

The action focuses on expanding the scope of the University's Center for Psychological Counseling and Research. It includes the addition of counseling topics specifically aimed at addressing and combating gender-based violence. To ensure effective outreach and impact, activities in this area will be actively promoted within the university community and beyond.

Formative Evaluation Activities:

The formative evaluation activities for action 5 were conducted through focus groups with institutional experts and Counseling Center representatives. These sessions evaluated the addition of gender-based violence (GBV) counseling services and awareness training.

Overview of the Formative Evaluation Mid-term Results:

The action's timeline is progressing as planned, with initial services launching in December 2024. The Center for Psychological Counseling and Research initiated the provision of several free counseling sessions, supported by PhD students and professors from the Department of General, Experimental, Developmental, and Health Psychology, as well as the Department of Social, Organisational, Clinical, and Pedagogical Psychology.

Short-term activities, including planning and training, remain on track, while medium-term outcomes, such as increased community awareness and help-seeking, are expected as the action progresses. Key indicators, such as the introduction of GBV counseling services, have been achieved.

Management commitment has been integral, with the university administration and Counseling Center collaborating to ensure funding, resources, and promotion. External GBV experts are expected to provide training and support for the initiative.

No challenges or resistance have been encountered, and the action has received widespread institutional backing.

The anticipated outcomes include a safer campus environment and improved support for GBV victims. By integrating these services into the Counseling Center's regular offerings, sustainability is ensured.

5.4 Fondazione Istituto Italiano di Tecnologia (IIT)

Action 1 - Influences of biases in Decision-Making:

HORIZON-WIDERA-2022ERA-01-81

Outline:

The action focuses on a training course designed to address the role of biases in decision-making, with a particular emphasis on recruitment and career evaluation within scientific organisations such as IIT. The course aims to raise awareness of the impact of biases on decision-making, particularly in academic and scientific contexts, and to equip participants with the tools to effectively manage and mitigate these biases.

To develop the course, a questionnaire was created to assess participants' initial knowledge on the topic and to identify their interests and define the participant pool for the training. In collaboration with Eva Campi and Raffaella Tonini, the course content was designed, addressing key aspects of bias in decision-making. Concurrently, logistical arrangements, including the date, location, participant list, slide template, and event poster, were finalised to ensure smooth execution of the workshop.

The training session was held on November 27th, from 9:00 AM to 1:00 PM, at the Leonardo Room in Genoa, with accessibility via Microsoft Teams for remote participants. A total of 27 individuals attended the workshop, comprising 25 participants from D&I teams, speakers, and internal staff members, as well as 2 external participants from the University of Nis and Comenius University in Bratislava. The session provided an interactive platform for discussing the impacts of biases and exploring strategies to manage them.

At the conclusion of the workshop, a feedback questionnaire was distributed to participants. The responses were overwhelmingly positive, reflecting a high level of satisfaction with the course. Key outcomes included an enhanced understanding of biases in recruitment and career evaluation processes and improved practical skills for identifying, addressing, and mitigating bias in decision-making. This feedback highlights the success of the training in meeting its objectives and equipping participants with actionable insights to foster equitable decision-making practices.

Formative Evaluation Activities:

The formative evaluation activities for the Influences of Biases in Decision-Making action were conducted through a workshop titled "Bias in Recruitment and Career Progression: Insights from Organisational Culture," held on November 27, 2024, in Genoa. This hybrid event, accessible both in-person and via Microsoft Teams, brought together 27 participants (17 women and 3 men), including staff members from IIT's D&I, Human Capital and Organisational Directorate, and Research Organisation Directorate. The workshop featured presentations by internal experts, such as IIT neuroscientist Raffaella Tonini, and external facilitator Eva Campi, an executive coach

from Newton SpA. These sessions explored the theoretical underpinnings of cognitive biases, their neurocognitive foundations, and their practical implications in recruitment and career progression processes. A key component was a hands-on workshop where participants engaged in exercises to identify and mitigate biases in decision-making. Feedback on the workshop was collected through a tailored questionnaire.

Overview of the Formative Evaluation Mid-term Results:

The action's timeline was strictly adhered to, with all planned activities completed on schedule. This effective time management allowed for a seamless flow from planning and content development to workshop delivery. The short-term outcomes, such as heightened awareness of cognitive biases and improved understanding of their impact on professional environments, were clearly demonstrated. Participants rated their satisfaction with the event highly, with most describing themselves as "very satisfied" and confident about applying the learned strategies. Medium-term outcomes, such as incorporating these insights into recruitment and evaluation practices, are anticipated as the action's effects ripple through institutional processes.

Leadership engagement was integral to the success of this action. The D&I Office spearheaded the initiative, supported by Raffaella Tonini, who also serves on the Board of Directors. The leadership's commitment to this action underscored its alignment with broader institutional goals for fostering inclusivity. The D&I team, including Lina Donnarumma and Martina Cicaloni, took charge of content preparation, logistics, participant engagement, and post-workshop analysis, ensuring a comprehensive approach to the action's implementation.

External collaboration was limited to the workshop facilitator, Eva Campi, whose expertise enriched the program by providing practical tools and strategies to manage biases. The rest of the action relied on internal stakeholders, reflecting a strong capacity within IIT to lead and implement initiatives promoting diversity and inclusion. Challenges during implementation were minimal, but the action required meticulous coordination to integrate multiple perspectives and ensure accessibility for both in-person and online participants. The feedback revealed high levels of satisfaction, with participants emphasising the importance of the topic and expressing a desire for similar initiatives in the future. The action has already contributed to institutional change by equipping key decision-makers with tools to mitigate biases, ultimately promoting equity in recruitment and career progression.

Action 2 - D&I Committee for Parents:

Outline:

The primary objective of this action was to establish IIT's inaugural Diversity and Inclusion (D&I) Parent Committee, marking a significant step toward fostering a more inclusive environment for parents across the organisation. This goal was achieved through a structured process involving the careful selection of committee members and their formal engagement, starting with a dedicated kick-off event to set the foundation for future initiatives.

The implementation began with the identification of potential participants. The D&I team selected 10 candidates based on their parental roles and representation of key dimensions of diversity. These dimensions included gender, workplace location (periphery/headquarters), job role (administrative/scientific), children's age group, parent's age group, caregiving responsibilities, personal or familial disabilities, and origin (Italian citizen/non-Italian citizen). Individual meetings were subsequently held with these colleagues to propose the initiative and invite their engagement with the committee.

On November 22, 2024, the D&I team convened with the selected colleagues to introduce the initiative. During this meeting, a Statement of Purpose was presented, detailing the mission, objectives, structure, and initial action plan of the committee. Seven participants confirmed their commitment to joining the committee and expressed enthusiasm for extending discussions to broader diversity-related topics, including Trio initiatives.

The official kick-off meeting of the D&I Parent Committee took place online on 16 December 2024. This meeting formally established the committee and initiated its work, setting the stage for the implementation of meaningful initiatives aimed at supporting parents and advancing inclusivity within the organisation.

Formative Evaluation Activities:

The formative evaluation activities for the D&I Committee for Parents action were carried out through individual meetings and a focus group held on November 22, 2024. These sessions engaged eight participants (five women and three men), who were selected because they are parents and represent diverse perspectives within IIT. The participants came from various departments, including administrative, technical, and research positions. Discussions centered on the committee's purpose, mission, structure, and the creation of an initial action plan to address challenges faced by parents in balancing professional and personal responsibilities.

Overview of the Formative Evaluation Mid-term Results:

The action's timeline encountered some initial setbacks due to resistance from senior management, which required a redesign of its objectives and implementation approach in September 2024. The revised plan was aligned more closely with the

organisation's operational priorities while maintaining its core focus on inclusivity. The committee's kick-off meeting took place on 16 December 2024, marking a significant milestone. Despite the early delays, the action is progressing toward its intended outcomes, with medium-term objectives focused on fostering initiatives that support parents and promote work-life balance.

The D&I Unit played a central role in leading the action, with team members Lina Donnarumma and Martina Cicaloni managing recruitment, planning, and engagement activities. Although top management was informed of the initiative, their initial resistance highlighted the challenge of organisational inertia. This was addressed through adaptive planning and persistent efforts by the D&I team to align the committee's goals with broader institutional priorities.

No external actors were involved in this action, as it was designed to address internal needs within IIT. The participants were carefully chosen to reflect intersectionality, considering factors such as gender, job roles, workplace location, caregiving responsibilities, and cultural backgrounds. This ensured that the committee would represent diverse experiences and perspectives.

The primary challenge was overcoming resistance from senior management, which initially viewed the action as misaligned with institutional goals. This resistance was addressed through a collaborative redesign process, which clarified the committee's mission and highlighted its potential to contribute to IIT's inclusivity agenda. The enthusiastic response from participants underscored the importance of this initiative. The committee is expected to drive meaningful change by providing a platform for parents to voice their needs and influence institutional policies, fostering a supportive environment for work-life balance.

Action 3 - Designing Ways to Collect Gender Identity Data:

Outline:

The action focuses on designing a comprehensive workflow for gender data collection within IIT, addressing technical, legal, organisational, and human dimensions. The process involves several key activities, ensuring a robust and inclusive framework for the collection and management of gender data.

The first step was the identification of needs and available technical resources. Nearly 15 individuals from various IIT Units and Departments, including Legal, Tenure Track, ERP, ICT, Communication, and the Human Capital and Organisational Directorate, were engaged in this phase. Between June and July, four meticulously planned online meetings were conducted. These meetings featured shared agendas and clearly defined task assignments to facilitate effective collaboration.

The second phase involved the analysis of non-binary gender data collection and its integration into IIT's practices. The Diversity and Inclusion (D&I) group developed two foundational documents: an AS-IS analysis and an Action Plan. These documents were informed by internal reports and were presented during monthly technical table meetings. These meetings allowed for the gathering of feedback, addressing of questions, and refinement of the approach.

The next step was the construction of a cross-functional workflow. The technical group outlined a comprehensive workflow document, drawing inspiration from other pilot projects. The workflow incorporated elements such as data collection tools, privacy disclaimers, communication strategies, and data management processes, ensuring its applicability to both new hires and the active workforce.

Implementation of data protection measures was another critical component of the action. Supported by the Legal Office, an initial privacy compliance analysis was conducted, with further review by the IIT Data Protection Officer (DPO). External examples, including those from TU Dublin and the NEXUS project, demonstrated the feasibility of non-binary data collection in similar organisational contexts.

The final phase involved the completion of the non-binary gender data collection workflow. The Legal Office finalised the privacy disclaimer to ensure compliance with IIT's framework, and the workflow document was completed by December 2024.

Formative Evaluation Activities:

The formative evaluation activities for the Data Collection action involved a series of four online meetings held between June and July 2024, along with a focus group conducted on 2 December 2024. These sessions included 15 participants (seven women and eight men) from various IIT departments, such as Legal, ICT, Human Capital, and Communication. During the focus group, a tailored questionnaire was administered through Microsoft Forms to evaluate participants' contributions, experiences, and the perceived value of their involvement. The questionnaire contained three open-ended questions designed to elicit feedback on participants' knowledge, skills, added value gained, and overall appreciation of the action.

The meetings and focus group focused on designing a comprehensive workflow for collecting non-binary gender data, addressing privacy compliance, and incorporating technical and organisational considerations. Participants contributed expertise in areas such as GDPR regulations, data management, and communication strategies. The responses to the questionnaire highlighted participants' interdisciplinary collaboration and the added value of working across departments, which fostered innovative approaches to the action.

Overview of the Formative Evaluation Mid-term Results:

The action's timeline remained mostly on track, with a one-month extension granted to allow the Legal department to finalise the privacy disclaimer and ensure GDPR compliance. Activities, including the AS-IS analysis, workflow drafting, and privacy impact assessments, were completed as planned. The final workflow document was completed by December 2024. Short-term indicators, such as the establishment of a technical working group and the completion of preliminary documents, were achieved. Medium-term objectives include the implementation of the data collection process and its integration into IIT's organisational practices.

The D&I Office played a central role in coordinating the action, ensuring alignment between technical, legal, and organisational requirements. The Legal department ensured that privacy concerns were addressed, while the ICT team facilitated platform integration. The Human Capital and Organisational Directorate oversaw the operational management of the data flow. No external actors were involved, as the initiative was internally focused.

The questionnaire revealed that participants gained valuable insights into the complexities of non-binary data collection and appreciated the interdisciplinary teamwork involved. Their feedback highlighted the importance of collaborative discussions and the opportunity to deepen their knowledge of gender inclusivity and data management.

The action met its intersectional objectives by explicitly including non-binary gender data in IIT's data collection practices, thus fostering representation and inclusivity. Challenges during implementation included selecting a suitable data collection tool and ensuring compliance with privacy regulations. These were addressed through collaborative problem-solving and detailed discussions within the working group. The Data Protection Officer provided critical guidance, ensuring the proposed framework adhered to GDPR regulations.

This action has the potential to drive significant institutional change by incorporating non-binary data into IIT's Gender Equality Plan. This initiative will improve data accuracy, support informed decision-making, and promote a culture of inclusivity and equity. Sustainability is ensured through measures such as incorporating non-binary data options in registration forms for new hires and launching a communication campaign to encourage voluntary data collection among current staff. By expanding inclusivity in data practices, the action will contribute to a more equitable organisational culture in the long term.

Action 4 - How to Handle Harassment in the Workplace:

Outline:

This action involves the development of a training course specifically designed for middle management at the IIT Foundation. The course will focus on two primary areas: (a) providing a comprehensive understanding of relevant definitions and frameworks, and (b) equipping participants with the skills needed to identify and effectively address these issues in the workplace.

Formative Evaluation Activities:

No formative evaluation activities were conducted for action 4 during the first round of formative evaluation. The nature of this action does not currently allow for the first round of formative evaluation. Changes to the timeline of the action have postponed the opportunity for assessment. Formative evaluation activities are planned for 2025, during the second round of formative evaluation.

Actions 5 – Gender and Intersectional Dimension Guidelines:

Outline:

Guidelines will be created to assist researchers in incorporating the gender and intersectional dimension into European funding opportunities and adopting a more international perspective in their research. The document will cover a range of disciplines, with a specific focus on STEAM fields.

Formative Evaluation Activities:

The first round of formative evaluation for the Gender and Intersectional Dimension Guidelines was limited due to the early stage of the action. However, a focus group conducted on November 4, 2024, with six NEXUS Trio members served to assign responsibilities and set a timeline for finalising the Gender and Intersectional Dimension Guidelines. The discussions clarified the distribution of tasks and pinpointed essential resources, including five pre-existing toolkits and guidelines, for adaptation into the project.

5.5 University of Le Mans (UM)

Action 1 - Influences of Biases in Decision-Making:

Outline:

This action aims to address biases in recruitment processes. As part of the initiative, a survey was collaboratively designed by the Trio and distributed to university staff to gain insights into their biases. Based on the survey results, it was decided to conduct two distinct training sessions.

The first training, led by Angelina Etienne, was a general session open to all staff members. It took place in November and received positive feedback from participants. The second training, specifically tailored for individuals involved in recruitment, is scheduled for February and will be delivered by an external stakeholder. These targeted sessions aim to equip staff with the knowledge and tools needed to recognize and mitigate biases in recruitment practices.

Formative Evaluation Activities:

The formative evaluation activities for the Influence of Biases in Decision-Making action were conducted using a post-training questionnaire distributed after the first training session led by Angéline Etienne on November 26, 2024. The questionnaire gathered feedback from 32 participants (8 men, 24 women), including administrative staff, teachers, and teacher-researchers. The session aimed to assess participants' understanding of cognitive biases, focusing on their application in recruitment and career progression decisions. The feedback collected helped evaluate the training's relevance, content delivery, and alignment with institutional goals.

Overview of the Formative Evaluation Mid-term Results:

The action's implementation is progressing as planned, though adjustments were made to the timeline for the second training session originally scheduled for December 2024. Due to scheduling conflicts with the HR department, the session was postponed to February 2025. Despite this delay, the action remains aligned with its objectives and short-term indicators, such as achieving a participation rate of over 30 individuals, have been met. Additionally, the survey distributed received 160 responses, surpassing the expected range of 100–200.

Management commitment was demonstrated through the participation of a senior manager in the training session. Responsibilities were clearly distributed, with Angéline Etienne leading training content development and delivery, Coline Clément managing the online questionnaire and results, and Elise Jaunay overseeing participant registration and logistical arrangements. External actor involvement was minimal in this phase but included the selection of the training company EQUILIBRES to deliver the second, specialised training.

Challenges in participant demographics emerged, with a low representation of male participants, despite efforts to encourage their involvement. Feedback from participants indicated the training was highly effective, with requests for similar sessions in the future. The action is contributing to institutional change by fostering awareness and addressing cognitive biases in professional decision-making processes.

Action 2 - Gender+ Dimension in Research:

Outline:

This action seeks to promote a Gender+ approach within the research field. The initiative involves the collaborative development of guidelines on Gender+ in research, created by the Trio in partnership with researchers. Initially, interviews were conducted with researchers from various disciplines to assess their knowledge and motivation on the subject. Currently, the Trio is in the process of designing the guidelines, with the first review scheduled to be completed by the end of the year.

Formative Evaluation Activities:

The formative evaluation for the Gender+ Dimension in Research action was minimal during the first round, as the action was still in its initial stages. However, a focus group within the Trio held on 4 November 2024, with six Trio members was used to allocate responsibilities and establish a timeline for the completion of the Gender+ research guidelines. Discussions during the meeting provided clarity on workload distribution and identified relevant resources, including five existing toolkits and guidelines for adaptation.

Overview of the Formative Evaluation Mid-term Results:

Progress has been steady, with eight interviews conducted with researchers across disciplines to assess their understanding and motivation regarding the integration of Gender+ perspectives into research. The action is on track to achieve its medium-term indicators, including drafting comprehensive guidelines by May 2025. The estimated timeline remains realistic, with no delays reported so far.

The NEXUS Trio team has demonstrated strong engagement, dividing tasks to ensure all aspects of the action are covered. No external actors have been involved at this stage, as the focus remains on leveraging internal expertise. While no institutional bodies have been formally established, the collaborative structure of the Trio team has facilitated effective progress.

The formative evaluation highlighted the need for continued communication and consultation with researchers to sustain their interest and engagement. The action is

expected to foster institutional change by providing resources that promote the incorporation of intersectional and gender-sensitive approaches in research projects and proposals.

Action 3 - Parenting Resource Group:

Outline:

The aim of this action is to enhance work-life balance within the institution by fostering a supportive culture for parenting and caregiving. An event on work-life balance will be organised to provide information on the topic and to recruit volunteers to serve as work-life balance referents. These referents will be responsible for organising regular discussion and support groups focused on specific aspects of work-life balance, with a particular emphasis on parenting and caregiving.

Formative Evaluation Activities:

Formative evaluation activities for the Parenting Resource Group action included a focus group conducted on November 21, 2024, with three female participants representing administrative staff and a teacher-researcher. The focus group was held at the end of a regular meeting to review progress, reassess priorities, and refine the action's scope and timeline. This evaluation session provided a critical platform for discussing the changes that have emerged in the course of implementation.

Overview of the Formative Evaluation Mid-term Results:

Initially, the action was focused exclusively on parenting support, with the primary objective of establishing a resource group for parents within the university. The group was envisioned as a peer support network that would provide a safe space for sharing experiences and advice. However, during discussions in the focus group, it became evident that there were broader challenges related to work-life balance, including caregiving responsibilities for the elderly and individuals with disabilities, as well as issues related to transitioning back to work after extended leaves of absence (e.g., maternity or medical leave). As a result, the thematic scope of the action was expanded to address work-life balance more broadly, while retaining a focus on parenting.

One significant change was the decision to organise a large informational event on 12 December 2024, rather than limiting activities to smaller group discussions. It was an open event featuring stands in a room where participants could enter, gather the information they needed, and leave at their convenience. Internal services showcased resources for work-life balance, while external associations were invited to promote their activities and distribute informational materials. The event aimed not only to support a healthy work-life balance but also to encourage community builders to step

forward as work-life balance referents who could lead discussions and initiatives within their departments. These referents would facilitate regular small-group sessions, such as lunchtime discussions, on specific themes related to parenting and caregiving. This approach is designed to provide a structured yet flexible support system tailored to the needs of both staff and students. However, the search for these referents is still ongoing.

Another notable addition to the action is the creation of milk-pumping rooms on campus. Feedback from staff during preliminary discussions highlighted the lack of adequate facilities for nursing parents as a barrier to work-life balance. Plans are now underway to equip and expand these facilities, making them accessible to a wider group of users.

To accommodate these changes, the timeline for some activities was adjusted. For example, the informational event was initially scheduled for October 2024 but was rescheduled to December to allow more time for preparation and outreach. The team also redefined the role of work-life balance referents, drawing inspiration from similar initiatives at other institutions. These referents will now not only lead discussions but also gather feedback and advocate for additional policies or resources as needed.

Management commitment has been limited to verbal support, but collaboration with units like Sustainable Development and Corporate Social Responsibility, the Quality of Life and Working Conditions Mission, and external caregiving associations has been instrumental in expanding the action's reach and addressing intersectional needs.

Challenges encountered include difficulty in coordinating schedules for the event and communicating effectively with a diverse university population. These were addressed through targeted outreach and adjustments to the event format. The expanded thematic scope and incorporation of new initiatives, such as milk-pumping rooms, demonstrate a proactive approach to addressing evolving needs.

By broadening its focus to encompass work-life balance as a whole, the Parenting Resource Group action is better positioned to create lasting institutional change. Its intersectional approach ensures that diverse caregiving responsibilities and life stages are acknowledged and supported. The next phase of implementation will focus on evaluating the impact of these changes and sustaining momentum through regular follow-up activities and referent-led initiatives.

Action 4 – Fostering Empowerment for Women at Work:

Outline:

This action aims to provide women at Le Mans University with greater opportunities to advance their careers or prepare for future professional paths. A training-workshop program will be established, focusing on empowerment and negotiation skills for university staff and students. The first feminist self-defense workshop took place on 10 December 2024, featuring an external stakeholder and covering both physical and verbal techniques. Two sessions were initially planned: one for female staff and another for female students. The session for female staff was highly successful and fully booked, fostering empowerment for women in all contexts, including the workplace, by providing practical advice and hands-on training. Due to its success, another session is scheduled for 20 March 2025. However, the session for female students saw lower attendance, with many registrants not showing up.

Formative Evaluation Activities:

Formative evaluation activities for action 4 included a focus group held on November 5, 2024, with Coline Clément and Angéline Etienne, who were involved in the organisation of the action. The session reviewed the action's progress and implementation, focusing on the adjustments made to align the action more closely with participant needs and feedback received during preliminary discussions.

Overview of the Formative Evaluation Mid-term Results:

Initially, the action was designed to include a mentoring program for female students, alongside a series of workshops aimed at empowering women in the workplace. However, during the planning phase, it became evident that combining these two distinct elements under a single action was overly ambitious and risked diluting the impact of both components. Based on this feedback, the mentoring element was removed, and the action was streamlined to focus exclusively on skill-building workshops. This change allowed the team to channel their resources into organising more impactful, targeted sessions.

The first workshop, a feminist verbal and physical self-defense session, took place on 10 December 2024. To maximise its relevance, the team expanded its target audience to include female students in addition to staff members. Although the session for female students had lower attendance, this adjustment acknowledged the importance of equipping students with tools to navigate challenges in both academic and professional settings, including setting boundaries, responding to harassment, and addressing workplace discrimination.

Furthermore, the scope of the workshop was broadened to address intersectional forms of discrimination, including those based on ethnicity, disability, and age. This expansion aligned the action more closely with its overarching goal of promoting

inclusivity and preparing women for diverse challenges in their professional environments.

Another significant change was the decision to add a second workshop, focusing on negotiation skills, in the second semester of the academic year. This "negotraining" workshop will complement the self-defense training by equipping participants with practical skills to advocate for themselves in professional contexts, such as salary negotiations and career advancement discussions. This adjustment was informed by feedback from potential participants, who emphasised the need for concrete, transferable skills to navigate workplace power dynamics.

The timeline for the action remains realistic, with no delays reported thus far. The first workshop for female staff received strong interest, with registrations exceeding capacity. To address this demand, a waiting list was established, and a second workshop has been scheduled for 20 March 2025.

Management engagement has been indirect but supportive, with the HR department assisting with registration logistics for staff participants. Communication efforts, led by the Gender Equality Mission, ensured broad outreach to both staff and students. External stakeholders, including professional trainers, were engaged to deliver the workshops, ensuring high-quality, specialised content.

Challenges included addressing concerns from individuals questioning why the workshops were exclusively for women. The team handled this resistance by clearly communicating the rationale behind the initiative, emphasising its focus on addressing specific gendered challenges faced by women in professional settings. Another challenge was logistical, as the popularity of the workshop required adjustments to accommodate more participants without compromising the quality of the sessions.

The changes implemented in the action reflect a thoughtful and adaptive approach to feedback and emerging needs. By focusing on targeted skill-building workshops, expanding the participant base, and incorporating intersectional considerations, the action is well-positioned to make a meaningful impact. It contributes to institutional change by fostering confidence and resilience among female staff and students, addressing barriers to equity, and preparing participants to navigate complex workplace dynamics effectively. The next steps will focus on evaluating the outcomes of the initial workshops and exploring opportunities for sustained programming, such as integrating these sessions into the university's regular training catalog.

Action 5 - Gender, Health, and Well-Being:

Outline:

The primary objective is to gain a deeper understanding of the physical and mental health issues affecting women and LGBTQIA+ individuals at the university. To achieve this, a dedicated working group has been established to address specific themes, including menstrual leave, trans identities, sexual orientation, and disabling conditions such as endometriosis. The group will also focus on disseminating best practices to both students and staff members.

Formative Evaluation Activities:

The formative evaluation for the Gender, Health, and Well-Being action involved a focus group during a working group meeting on September 13, 2024. The six participants, including administrative staff, teachers, and a psychologist, reviewed progress on the action's objectives, which include exploring menstrual leave policies, supporting LGBTQIA+ staff and students, and addressing disabling health conditions like endometriosis.

Overview of the Formative Evaluation Mid-term Results:

The timeline is realistic, with no delays reported. Activities such as conducting thematic discussions and inviting LGBTQIA+ associations to contribute have been carried out as planned. Medium-term outcomes, such as the development of good practice guidelines, are in progress.

Management commitment has been informal, with no formal mechanisms established to support the action. External actors, including LGBTQIA+ organisations and a speaker on autism and gender, have been involved to provide specialized knowledge and training.

The primary challenge has been coordinating schedules for working group meetings, which has been addressed by sharing detailed meeting summaries and announcing themes in advance. The action's intersectional approach has been reinforced by addressing overlapping issues of gender, disability, and mental health. Expected outcomes include the adoption of inclusive policies and increased awareness of health and well-being challenges among staff and students.

5.6 Actions of the University of Nis (UN)

Action 1 - Influence of Biases in Decision-Making in Recruitment:

Outline:

This action focuses on organising training sessions for individuals responsible for making employment decisions at the faculty. The primary objective is to educate decision-makers about unconscious biases, enabling them to recognize and mitigate these biases during the hiring process. The training was attended by 19 participants, including faculty management, department heads, professional services staff, and members of the NEXUS team.

The initial phase of the action involved developing and implementing a survey on unconscious biases. The survey results were used to design the workshop agenda, which addressed biases in general as well as those specific to employment decisions. The participant list was carefully curated to ensure it included all individuals involved in employment decisions within the faculty.

Formative Evaluation Activities:

Formative evaluation activities for action 1 included a pre-training questionnaire completed by 21 participants and a workshop conducted on November 29, 2024, with 16 participants (43% male, 57% female). Participants included faculty management, department heads, and members of the NEXUS team. The pre-training survey evaluated participants' baseline knowledge of cognitive biases, while the workshop addressed the recognition and mitigation of biases in recruitment decisions. The workshop was facilitated by an expert from the National Employment Agency.

Overview of the Formative Evaluation Mid-term Results:

The action's timeline remained realistic, with all activities progressing as planned. Short-term indicators, such as achieving attendance above the expected target (16 participants against the planned 10), were met. The workshop also aligned with its objectives, enhancing participants' awareness and skills to counter biases in decision-making.

Management commitment was demonstrated through active participation by senior leaders, including the vice dean and department heads. Responsibilities were distributed among the NEXUS team members, who coordinated surveys, arranged logistics, and designed content. External support was provided by the workshop trainer.

Challenges included a lack of in-house expertise in delivering training on cognitive biases, which was mitigated by engaging an external trainer. No resistance was encountered, and feedback from participants highlighted the workshop's effectiveness in improving understanding and providing actionable strategies.

The action contributed to institutional change by equipping key decision-makers with tools to identify and address biases, fostering equity in recruitment processes. The next

step involves conducting a post-training survey to assess long-term impact and knowledge retention.

Action 2 - Parenting Resource Group:

Outline:

This action was collaboratively co-designed by the Trio with the objective of enhancing the work-life balance by fostering a more supportive parenting culture within the organisation. A key component of this initiative involves establishing a parent information and experience exchange group. To achieve this, volunteers—referred to as community builders—are being identified and engaged to develop the parenting community and organise future events tailored to the interests and motivations of parents at the institution.

The first meeting, held on December 2, 2024, successfully initiated this process, resulting in the identification of two community builders who will take a leading role in driving the initiative forward.

Formative Evaluation Activities:

Formative evaluation activities for the Parenting Resource Group action involved a meeting on December 2, 2024, with 14 participants, including teaching, research, and administrative staff. The meeting aimed to identify community builders to lead the parenting group and facilitate future activities. Two community builders, Sasa Pavlovic and Dusan Petkovic, were selected to organise subsequent meetings and engage with parents.

Overview of the Formative Evaluation Mid-term Results:

The action's timeline remained on track, with the first meeting successfully conducted. Short-term indicators, such as initiating the group and selecting community builders, were achieved. Medium-term objectives include organising monthly meetings to address parenting challenges and build a supportive network.

Management commitment was limited, but the Union of Employees provided critical support by offering data on parents and assisting in organising the initial meeting. The responsibilities were distributed between the NEXUS team and the Union, with external collaboration from caregiving associations expected in later stages.

Challenges included motivating parents to participate and ensuring availability of data on parents. These were addressed through targeted outreach and collaboration with

the Union. Feedback from participants indicated enthusiasm for the group, and plans are underway to expand its scope to include broader work-life balance themes.

The action is expected to contribute to institutional change by fostering a supportive environment for parents and addressing work-life balance issues. Sustainability will be ensured through regular meetings and ongoing engagement by community builders.

Action 3 - Gender+ Dimension in Research:

Outline:

This action was collaboratively co-designed by the Trio with the goal of enhancing researchers' skills to ensure the integration of the Gender+ (GE+) dimension into research projects from the proposal preparation stage, thereby influencing the implementation and reporting phases. To support this objective, a practical toolkit for researchers will be developed, targeting teaching and research staff as the primary audience.

The first draft of the document has been completed and is on track for finalisation by the end of January 2025. Interviews with Principal Investigators (PIs) were conducted to inform the development of the Guidelines. The content of the Guidelines was defined as part of the Trio's collaborative efforts, with specific tasks distributed among the Trio partners to ensure efficient progress.

Formative Evaluation Activities:

Formative evaluation activities for the Gender+ Dimension in Research action included interviews with three principal investigators (PIs) to gather input on integrating gender and intersectionality into research projects. A focus group meeting with the Trio partners (IIT, UM, and UN) was also conducted to finalise the structure and content of the guidelines. These activities informed the development of a draft document, which is on track to be completed by the end of January 2025.

Overview of the Formative Evaluation Mid-term Results:

The action is progressing as planned, with all short-term indicators, such as the completion of initial interviews and state-of-the-art research, achieved. The draft guidelines will incorporate examples from various research fields to ensure broad applicability.

Management involvement has been minimal, as the action is led primarily by the NEXUS team. Responsibilities were clearly distributed, with each member contributing

to specific sections of the guidelines. External actors, such as subject-matter experts, will be involved in the later stages to refine the content.

The main challenge was a lack of expertise in Gender+ research among the organising team, which was addressed through desk research and literature reviews. Feedback from researchers indicated interest in the guidelines, and dissemination plans include publishing them on the university website and promoting them via email campaigns. The action aims to institutionalise Gender+ practices in research, fostering inclusivity and intersectionality. Long-term sustainability will be supported by embedding the guidelines in training programs and making them a resource for future research proposals.

Action 4 - Informing employees and students about the existence of the Regulation on Prevention and Protection from Sexual Harassment at FMEUNI (RonPPfromSH):

Outline:

This action aims to raise awareness about regulations and preventative measures against gender-based violence while fostering a safer work environment and improving the overall effectiveness of employees and students. These objectives are being pursued through regular circular notifications, which have already been distributed to all students and employees.

For the 210 new students, the notification was provided in written form during the distribution of their student IDs. Senior students and employees have been regularly reminded about the prohibition of sexual harassment and the existence of a dedicated policy addressing this issue. The availability of a designated contact person, along with clear communication methods, has been prominently announced and is easily accessible on the faculty's website.

To ensure transparency and effectiveness, the number of visits to the contact form and the active "Equality" submenu on the faculty's website is monitored using site analytics.

Formative Evaluation Activities:

Formative evaluation activities for action 4 included distributing printed and digital materials about the Regulation on Prevention and Protection from Sexual Harassment (RonPPfromSH) and updating the faculty website with a dedicated section on the policy. A total of 883 students and 155 employees received email notifications, and new students received printed copies during orientation.

Overview of the Formative Evaluation Mid-term Results:

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The action is on track, with short-term indicators, such as the creation of an accessible policy webpage and dissemination of materials, achieved. Medium-term indicators, such as increased awareness and use of the harassment reporting form, will be evaluated through analytics.

Management commitment was demonstrated through approval by the dean and support from the HR officer. Responsibilities were shared among the HR officer, website administrator, and NEXUS team members. External actors, including the public visitors of the faculty website, play a role in promoting transparency and accountability.

Challenges were minimal, but the action adapted by replacing a direct email address with a web form for harassment reporting, improving usability. The initiative aligns with its objectives of creating a safer environment and raising awareness about harassment prevention.

The action contributes to institutional change by increasing visibility of harassment policies and providing accessible reporting mechanisms. Sustainability will be ensured by continuously updating the website and monitoring its usage.

Action 5 - Better Environment for Roma Students at the Faculty:

Outline:

The primary objective of this action is to increase the enrollment of Roma students at the Faculty of Mechanical Engineering. The initiative involves maintaining regular communication with high school principals to gather data on the number of Roma students and organising meetings with high school graduates. Roma students are admitted to the faculty through affirmative measures, offering them an advantage in accessing higher education. Additionally, ongoing collaboration with Roma associations aims to encourage and support more Roma students to pursue education at the Faculty of Mechanical Engineering.

A significant achievement of this action was the publication of a document in the Romani language on the faculty's website, a process that actively involved Roma students in the translation efforts. Currently, nine Roma students are enrolled at the Faculty of Mechanical Engineering, reflecting the positive impact of these measures.

Formative Evaluation Activities:

Formative evaluation activities for this action included visits to high schools, meetings with principals and educators, and collaboration with Roma associations. A key

achievement was the creation of a webpage in the Romani language to provide information and resources for prospective students.

Overview of the Formative Evaluation Mid-term Results:

The action is progressing as planned, with all short-term activities, such as establishing partnerships with NGOs and publishing Romani-language materials, completed. Medium-term objectives include increasing enrollment of Roma students through affirmative measures.

Management commitment was strong, with active involvement from the dean's office and faculty heads. Responsibilities were distributed among NEXUS team members, who coordinated outreach and collaborated with external stakeholders, including NGOs and Roma associations.

Challenges included overcoming barriers related to accessibility and communication, addressed through the creation of Romani-language materials and direct outreach to high schools. Feedback from stakeholders highlighted the action's potential to improve inclusivity and access to education.

The action contributes to institutional change by fostering a more inclusive environment for Roma students. Sustainability will be achieved through ongoing collaboration with Roma associations and continuous updates to the dedicated webpage.

5.7 Actions of Frederick University (FredU)

Action 1 - E-Course on Gender Equality and Intersectionality:

Outline:

This action involves the development of an e-course on Gender Equality and Intersectionality. AGH University currently offers the e-course in Polish. The objectives of the action are to 1) translate the e-course into English, 2) adapt it to reflect the cultural contexts of each partner organisation, 3) incorporate an intersectional perspective, and 4) disseminate the course across the three partner organisations, encouraging researchers, faculty, and students to engage with the material.

Formative Evaluation Activities:

The first round of formative evaluation for the E-Course on Gender Equality and Intersectionality action involved discussions with stakeholders, including members of

the ENAF committee and university officers, to assess the usefulness and cultural adaptability of the e-course. These discussions were held in October 2024 and focused on the technical aspects of translation, cultural localisation, and the inclusion of intersectional elements in the course content. Aggregated feedback was collected from researchers and teaching staff, with FredU representatives from NEXUS coordinating the evaluation process.

Overview of the Formative Evaluation Mid-Term Results:

The timeline for this action is realistic, with no major delays. The English translation of the e-course is nearing completion, and an online meeting to finalise intersectional elements is planned. Initial recruitment efforts have engaged approximately 10 staff members interested in the course. Short-term indicators, such as completing the English translation and technical adaptations, are progressing smoothly. However, medium-term outcomes, including participant engagement and feedback, remain to be assessed in the second round of evaluation.

Management commitment is evident, as the university prioritizes the e-course to align with its Athena Swan accreditation objectives. The NEXUS representatives at FredU, Petroula Mavrikiou and Antria Karaoli, oversee implementation, collaborating with the NEXUS Trio partner AGH University. Challenges include potential resistance from teaching staff hesitant or unwilling to complete the course, which will be addressed through awareness campaigns emphasising its relevance and accessibility.

This action contributes to institutional change by providing an accessible, intersectionally informed resource for enhancing awareness of gender equality among staff and students. Sustainability will be ensured by hosting the e-course on institutional servers, making it a permanent resource.

Action 2 – Implementation of the Gender Equality Auditing and Monitoring Tool (GEAM):

Outline:

This action consists of the implementation of the Gender Equality Auditing and Monitoring Tool [<https://geam.act-on-gender.eu/>] in order to map the situation regarding GE in FredU, to create an updated database, and to be able to make comparisons in FredU and between the Trio, keep track of changes, improvements or pitfalls since Frederick has implemented the GEAM tool before. FredU has made the first contacts with GEAM owner so that all three partners get access to the survey tool. Also, a two-day training took place on 29 and 31 of May 2024 for the people who will administer the questionnaire. The questionnaire is ready to be sent to academics and

administrative staff of the organisation. It is expected that the questionnaire will be sent before 2025.

Formative Evaluation Activities:

The formative evaluation activities for this action included a review of the GEAM survey with University's top management and members of the ENAF committee. Conducted in October and November 2024, the review involved discussions on selecting questions, target groups (academics, administrative staff, and students), and strategies to ensure high response rates. The FredU team participated in training on the tool to enhance their skills in survey design and analysis.

Overview of the Formative Evaluation Mid-Term Results:

The timeline is realistic, and activities are proceeding as planned. The survey is set to be distributed before the end of 2024, and data collection will conclude by early 2025. Short-term indicators, such as setting up accounts and preparing the survey, are achieved. The response rate is a critical factor in determining the success of this action, with strategies in place to encourage participation.

Management commitment is strong, with the ENAF committee and top management actively supporting the action. The external support from GEAM's creators ensures technical reliability. No significant resistance or barriers have been encountered, although the workload associated with managing the survey is noted as a potential challenge.

The action aims to produce a detailed map of gender equality at FredU, providing a robust foundation for targeted interventions. Sustainability is supported by plans to conduct this survey every four years, enabling continuous monitoring and improvement.

Action 3 - Fostering Participation in Work-Related Trainings through Data Collection with a Gender+ Perspective:

Outline:

This action focuses on data collection and analysis to assess staff participation in professional training and identify short-term trends based on gender and other dimensions of inequality. A monitoring and evaluation process will accompany internal training programs over three academic years—2022-2023, 2023-2024, and 2024-2025—at each Trio partner institution, employing an intersectional perspective to map these trends.

At FredU, data for the 2022-2023 academic year has been collected and analysed. The analysis considers gender, type of training, rank, and position (academic or administrative personnel). A similar analysis was also conducted for the 2023-2024 academic year. For the 2024-2025 academic year, data will be gathered only for the first semester (Fall 2024).

After compiling data for the 2.5 academic years, a comparative analysis will be conducted in May 2025, and the findings will be presented to the top management. These results will inform further actions to address inequalities and improve training participation across the institution.

Formative Evaluation Activities:

Data collection and analysis of training participation by gender and role were central to the first round of evaluation for this action. The FredU team collaborated with the P2DF secretariat to access anonymised data from past training sessions. This evaluation, conducted in October 2024, provided insights into participation trends, focusing on variables such as training type, gender, and job rank.

Overview of the Formative Evaluation Mid-Term Results:

The action's timeline is on track, with four semesters of data already analysed. The results reveal gaps in participation by underrepresented groups, guiding future actions. Short-term outcomes include identifying participation trends, while medium-term objectives aim to develop tailored training initiatives to address disparities.

Management involvement is minimal, as this action is largely operational and analytical. Responsibilities are divided between the P2DF secretariat, which provides data, and FredU representatives, who analyse and report findings. No external actors are involved, and the action aligns with its objectives.

Challenges were limited to minor delays in data provision, which were resolved without affecting the timeline. The action contributes to institutional change by identifying barriers to participation and proposing inclusive training opportunities. Sustainability will be achieved by incorporating regular data analysis into the university's annual review processes.

Action 4 - Inclusive Communication Guidelines:

Outline:

This action aims to equip the community with practical guidance on inclusive language in internal and external communication, setting clear standards to promote inclusivity.

To achieve this, students and researchers at AGH University and FredU conducted desk research and carried out short interviews with staff and students.

The Trio discussed the progress and status of the action during the second study visit in Cyprus, where the three institutions collaboratively shared the responsibility of content development. FredU has already developed guidelines in Greek. Authorities at FredU will review the English guidelines and the final version will be disseminated

Formative Evaluation Activities:

The first round of evaluation involved reviewing draft guidelines with top management and ENAF committee members in October 2024. These discussions focused on ensuring the inclusion of intersectional perspectives and tailoring content to address diverse needs, including those of LGBTQI+, neurodiverse, and disabled individuals.

Overview of the Formative Evaluation Mid-Term Results:

The timeline for this action remains realistic, although the English version of the guidelines is still under development. Short-term indicators, such as drafting guidelines and integrating feedback, are achieved. Medium-term outcomes, including approval and dissemination, are anticipated by early 2025.

Top management demonstrates high commitment to this action, supporting the creation of a Greek-language version alongside the English guidelines. Responsibilities are distributed across the NEXUS team, with input from ENAF committee members. No significant barriers or resistance have been encountered.

This action will contribute to institutional change by promoting inclusive communication practices, fostering a culture of respect and equity. Sustainability will be ensured through periodic updates to the guidelines, incorporating feedback from users.

Action 5 - Annual Training from an External Speaker on GE and Intersectionality under the P2DF Committee:

Outline:

This action concerns annual trainings from an external speaker on GE and intersectionality under the P2DF Committee in order to increase awareness on the specific topic, to inform the faculty of the university about their rights, to improve the personal and professional development of the faculty, and to follow the trends in other European universities. An external stakeholder will be invited to the university to provide training on topics on gender equality and intersectionality, and fall under one

of the five thematic areas of the FredU GEP: work-life balance and organisational structure, gender balance in leadership and decision making, gender equality in recruitment and career progression, gender equality in recruitment and career progression, integrating the gender dimension into research and teaching content or measures against gender-based violence, including sexual harassment.

Formative Evaluation Activities:

The first round of formative evaluation activities for action 5 included preparatory meetings with the selected trainer, an experienced NGO-accredited specialist in gender and intersectionality. The agreed training sessions were conducted on December 9 and 12, 2024. These sessions were held across the two campuses of the University to maximise accessibility and participation. The trainer delivered focused sessions on topics such as menopause, ageism, and well-being. The training was designed to promote awareness of intersectional challenges faced by individuals in academic and professional environments. Participants included administrative staff, teaching staff, and researchers, reflecting a diverse range of roles and perspectives.

Overview of the Formative Evaluation Mid-Term Results:

The action was completed as scheduled, aligning fully with its timeline and objectives. The short-term indicators were successfully met, with strong attendance, active participation, and positive feedback from attendees. The University will distribute a post-training survey to participants in the coming days. The medium-term outcomes, such as improved understanding of intersectionality and enhanced workplace inclusivity, are expected to emerge as participants integrate their learnings into their daily practices.

Management demonstrated strong commitment to the action, supporting its integration into the P2DF Committee's annual training series. The FredU representatives at NEXUS played a key role in organising the sessions, coordinating logistics, and facilitating discussions. External collaboration with the trainer ensured that the content was both specialised and practical, addressing sensitive topics in an engaging manner.

No major barriers or resistances were encountered during the implementation of this action. The preparatory meetings with the trainer helped refine the content to meet the specific needs of FredU staff, ensuring relevance and sensitivity. Minor logistical challenges, such as accommodating participants across two campuses, were effectively managed through early planning and communication.

The training contributed significantly to institutional change by addressing previously underexplored topics such as menopause and age-related challenges. It fostered a

culture of openness and awareness, enabling staff to engage with sensitive issues in a constructive manner. Participants expressed a desire for follow-up sessions, indicating the action's success in initiating important conversations and its potential for long-term impact.

To ensure sustainability, the training was integrated as an annual event within the university's campaigns during the 16 Days of Activism Against Gender-Based Violence, - an international campaign aimed at challenging violence against women and girls, that runs annually from 25 November to 10 December - as part of the P2DF Committee's training series. Future iterations will build on the feedback collected, expanding to cover additional intersectional topics and involving a wider range of participants. The continued support from top management and positive participant feedback underscore the action's importance and potential to drive ongoing institutional transformation.

5.8 Actions of the Bay Zoltán Nonprofit Ltd. for Applied Research (BZN)

Action 1 - E-Course on Gender Equality and Intersectionality:

Outline:

This action involves the development of an e-course on Gender Equality and Intersectionality. AGH University currently offers the e-course in Polish. The objectives of the action are to 1) translate the e-course into English, 2) adapt it to reflect the cultural contexts of each partner organisation, 3) incorporate an intersectional perspective, and 4) disseminate the course across the three partner organisations, encouraging researchers, faculty, and students to engage with the material.

Formative Evaluation Activities:

The formative evaluation activities for the E-Course on Gender Equality and Intersectionality included a workshop conducted on November 15, 2024, attended by two female stakeholders: the project leader and the head of HR responsible for institutional surveys. This session focused on reviewing the e-course content to ensure the inclusion of intersectional perspectives on age, disability, sexual orientation, gender identity, and ethnicity. Discussions addressed cultural localisation, intersectoral collaboration, and the technical feasibility of translating the e-course into Hungarian.

Overview of the Formative Evaluation Mid-Term Results:

The action remains aligned with its timeline from September 2024 to December 2025.

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Short-term outcomes, such as integrating intersectoral aspects into the course content, have been partially achieved (25% progress). However, the e-course implementation and user registration are yet to commence. Management support is demonstrated through the involvement of the International Department and HR Department, which are responsible for overseeing implementation. External involvement is limited to the National Office for Research and Innovation Hungary, which will be engaged upon course completion to promote dissemination.

The action faces no major barriers or resistance. The implementation contributes to institutional change by preparing staff and students to apply gender and intersectional perspectives in research projects. Sustainability will be achieved by hosting the e-course on institutional servers as a long-term resource.

Action 2 - Gender Equality Auditing and Monitoring Tool (GEAM):

Outline:

The action aims to gather institution-specific data using the GEAM Survey every three years to map the status of gender equality within the institution. The objectives include creating an updated institutional database, enabling comparisons over time, tracking changes, identifying improvements or challenges, and informing the next update of the institutional Gender Equality Plan.

The implementation involves several key steps. First, representatives participated in a two-day training session on the GEAM Tool, on 29 and 31 May 2024. The survey questionnaire was then translated from English to Hungarian in collaboration with the GEAM partner, FUOC. Following the translation, it was customised, tested, and implemented as the institution's tailored version. Once launched, the survey was distributed across the institution. The final step involves retrieving and analysing the results to assess progress and guide further actions toward gender equality.

Formative Evaluation Activities:

Formative evaluation for the GEAM Tool action involved a training session on May 29-31, 2024, followed by a workshop on November 15, 2024, with two female participants: the project leader and the head of HR. The workshop aimed to finalise the Hungarian translation of the questionnaire and tailor it to institutional needs. Participants also discussed strategies for promoting high response rates and integrating intersectional elements into the survey.

Overview of the Formative Evaluation Mid-Term Results:

The timeline, from July 2024 to March 2025, is on track, with significant milestones achieved. Short-term goals, such as questionnaire customisation and translation, are

complete. Medium-term outcomes, such as data analysis and dissemination, are expected to follow. The International and HR departments, led by NEXUS project manager Adam Molnar, play key roles in implementation. While no external actors are currently involved, the GEAM creators provide technical support.

Challenges included potential low response rates, mitigated by targeted communication efforts. This action supports institutional change by identifying gaps in gender equality and informing future updates to the GEP. Sustainability is ensured by integrating the survey into a three-year cycle for continuous monitoring.

Action 3 - Fostering Participation in Work-Related Trainings through Data Collection with a Gender+ Perspective:

Outline:

The objective of this action is to collect and analyse data to map the current situation and identify short-term trends in staff participation in professional trainings, focusing on gender and other areas of inequality.

The implementation involves several steps. First, joint variables for data collection are established, followed by the addition of institution-specific variables to ensure relevance. Data is then be extracted from the database, covering the last three full years (2022, 2023, 2024). The analysis assesses the current status and identifies trends. Finally, follow-up actions are implemented to promote greater inclusivity, tailored to the specific needs of the institution.

Formative Evaluation Activities:

This action aims to address disparities in participation in professional training sessions through a gender+ perspective. Preparatory activities for formative evaluation included a workshop held on November 15, 2024, with the project leader and the head of HR. Discussions focused on defining variables for data collection and identifying trends in training participation from 2022 to 2024. Participants also reviewed the institutional training plan to align it with inclusivity objectives, identifying potential gaps due to reduced training sessions in 2024 resulting from budget constraints.

Overview of the Formative Evaluation Mid-Term Results:

The timeline, scheduled from February to May 2025, aligns with institutional cycles for training planning and implementation. However, the impact of budget cuts on training availability in 2024 has introduced challenges to the data collection process. Fewer training opportunities during this period mean that the dataset for analysis may not be as comprehensive as originally anticipated. This situation has required adjustments in

the approach, such as focusing on broader trends over multiple years (2022–2024) to ensure meaningful insights.

Short-term outcomes, such as compiling a summary document to increase awareness of diversity and inclusion in training, are currently in progress. This document will highlight areas where participation by underrepresented groups has been limited and propose strategies to address these disparities. Medium-term objectives include revising the institutional training plan to ensure greater inclusivity, with specific targets for underrepresented demographics.

Management has shown a strong commitment by incorporating this action into the institutional Gender Equality Plan (GEP). Responsibilities are distributed among the HR department, which oversees data analysis, and the International Department, which ensures alignment with NEXUS project objectives. Although no external actors are involved in the initial stages, future collaborations with external trainers or diversity consultants are being considered to enrich the program.

Challenges encountered include data gaps caused by the reduced number of training sessions in 2024, which may affect the accuracy of participation trends. To mitigate this issue, the team has expanded the dataset to include the three most recent full years (2022–2024). Additionally, concerns about staff availability to participate in training sessions have been raised, especially for those in managerial roles or working remotely. These concerns will be addressed through hybrid training formats and flexible scheduling.

This action is poised to contribute to institutional change by identifying barriers to participation and fostering more inclusive training opportunities. Insights from the analysis will inform targeted interventions to ensure equitable access to professional development resources. Sustainability is embedded in the plan, as findings will be incorporated into annual reviews and updates of the GEP, ensuring that the progress made through this action is maintained and expanded in future cycles.

Action 4 - Inclusive Communication Guidelines:

Outline:

The objective of this action is to design a guidelines document aimed at promoting fairer and more inclusive professional English communication within and beyond the institution. The action seeks to enhance competences such as knowledge, skills, and attitudes, provide practical guidance on communication patterns for inclusive language, set standards for internal and external communication, and share best practices and lessons learned to support mutual learning among the Trio.

The process includes several steps. First, a workshop for the Trio is conducted to share best practices in inclusive communication and establish the priorities and objectives of the guidelines. This is followed by a comparison of the inclusive document development processes at each institution, identifying commonalities and sharing lessons learned. Next, the guidelines are drafted and the layout designed. Afterward, the document undergoes a review and receives approval from BZN management. The final step consists in the online publication of the guidelines.

Formative Evaluation Activities:

The first round of evaluation for the Inclusive Communication Guidelines action included a workshop on November 15, 2024, with two female participants: the project leader and the head of HR. The session focused on drafting guidelines and incorporating feedback from Trio partners.

Overview of the Formative Evaluation Mid-Term Results:

The action's timeline, spanning September 2024 to February 2025, has encountered minor delays in drafting the guidelines, partly due to the need for comprehensive feedback from Trio partners. Despite these delays, the implementation remains aligned with its objectives. Short-term outcomes, such as increased awareness among Trio partners through the draft guidelines, are partially achieved (50%). The draft guidelines are being finalised and will be shared with BZN for internal review before publication. Medium-term goals, including the adoption and institutional use of the Inclusive Communication Guidelines, are scheduled for early 2025.

Management commitment is evident, as the HR Department and International Department (responsible for the NEXUS project) jointly lead the action. Responsibilities are clearly distributed, with the HR Department overseeing the integration of inclusive language into internal communications.

No external actors have been involved so far, as the action relies on internal expertise and collaboration among Trio partners. However, future external validation of the guidelines by inclusivity experts may be considered to enhance credibility and effectiveness.

The primary challenge has been the slight delay in completing the draft guidelines, which stems from the extensive review process involving Trio partners. The iterative nature of the feedback process has lengthened the timeline but has also improved the quality and relevance of the document. Another minor issue has been ensuring that the guidelines are accessible to a wide audience, particularly non-native English speakers within the institution. To address this, the team is incorporating simplified language and clear examples into the guidelines.

No significant resistance has been encountered during implementation, reflecting a strong institutional commitment to promoting inclusive communication practices. The Trio partners' active engagement has facilitated the alignment of guidelines with diverse institutional contexts.

This action is expected to contribute significantly to institutional change by fostering a culture of inclusive communication. The guidelines will serve as a practical tool for staff and students, promoting awareness of diversity and equity in internal and external interactions. By setting standards for inclusive language, the action will help reduce unconscious biases and ensure that communication practices are respectful and equitable.

To ensure sustainability, the guidelines will be incorporated into the institution's internal policies and made easily accessible to the staff.

Action 5 - Eliminating prejudices, improving corporate culture - everyone is important!:

Outline:

The objective of this action is to implement an attitude formation program through equal opportunity training as the lead activity, while linking it to an existing institutional initiative, the "Undercover" webinar series.

The process involves several steps. First, the training session is prepared, and collaborators with an intersectoral perspective are engaged. Participants are then recruited for the session. When organising the program, consideration is given to the needs of colleagues who commute or live further away. After conducting the training session, the initiative continues with "Undercover" information sessions, which aim to foster connections by exploring both professional and personal aspects of participants. Feedback is collected using an exit survey to evaluate the program's impact and gather insights for future improvements.

Formative Evaluation Activities:

The formative evaluation activities for action 5 involved a workshop held on 15 November 2024 with the participation of the project leader and the head of HR Department, who is responsible for institutional surveys. The action is in its preparatory stage and thus, no direct implementation of training or evaluation has occurred yet.

Overview of the Formative Evaluation Mid-Term Results:

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The timeline for this action remains on track, with training sessions scheduled to begin in 2025. At this point, none of the short-term or medium-term outcomes have been achieved, as activities such as training delivery, participant assessments, and feedback collection have not started.

The short-term outcomes identified for the action include increased empathy for differences in work situations, which will be assessed through an exit questionnaire completed by participants at the end of each session. Progress remains at 0% since the training has not started. Another short-term outcome is increased awareness of gender roles and fostering fairer, less biased perceptions of genders. This will also be evaluated through the exit questionnaire, and this outcome similarly has a 0% achievement rate as the training sessions are yet to take place. Additionally, the adjusted scope of the Undercover information sessions is planned to include insights into the personal backgrounds of presenters, complementing the professional topics already addressed. Progress on this outcome is also at 0%.

The medium-term outcomes for the action include increased awareness and improved workplace culture regarding diversity and equality, with a focus on understanding intersectional dimensions. This will be measured through tools such as the GEAM survey or the annual internal employment satisfaction survey. Current progress stands at 0%, as surveys and training implementation have not commenced. Another medium-term outcome is increased awareness of personality differences from a diversity perspective, which will also be evaluated after the implementation of the adjusted Undercover sessions. Progress remains at 0% for this indicator.

Another key indicator for both short- and medium-term outcomes is participant satisfaction. Training sessions aim to achieve overall satisfaction ratings of at least 60%, which will be measured at the end of each session. This tool has not been utilised yet, as the training has not begun. Similarly, the action aims to improve overall job satisfaction within the organisation by at least 5% over two years, as measured through the annual internal employment satisfaction survey. This medium-term objective is also at 0%, pending the action's implementation.

The plan includes involving two NGO collaborators and one partner RPO through established and well-defined collaboration frameworks. The NGOs will contribute trainer(s) with expertise in the relevant area, while the partner RPO will share institutional good practices based on their own experiences. Impact and sustainability will be assessed and planned at a later stage during the implementation.

5.9 Actions of the AGH University of Science and Technology (AGH)

Action 1 - E-Course on Gender Equality and Intersectionality:

Outline:

This action involves the development of an e-course on Gender Equality and Intersectionality. AGH University currently offers the e-course in Polish. The objectives of the action are to 1) translate the e-course into English, 2) adapt it to reflect the cultural contexts of each partner organisation, 3) incorporate an intersectional perspective, and 4) disseminate the course across the three partner organisations, encouraging researchers, faculty, and students to engage with the material.

Formative Evaluation Activities:

The formative evaluation activities for the E-Course on Gender Equality and Intersectionality involved a focus group conducted on September 24, 2024. The participants included eight females and one male, comprising three instructional designers from AGH and six NEXUS Trio partners involved in evaluating the intersectionality of the e-course. The session aimed to identify gaps in course content, assess its alignment with objectives, and enhance its intersectional dimension. Additionally, an evaluation survey for the pilot participants of the redesigned e-course is planned for January 2025.

Overview of the Formative Evaluation Mid-Term Results:

The timeline for this action (June 2024 – May 2025) is progressing as planned. The timeline for the action (June 2024 – May 2025) remains on track. Short-term indicators, such as identifying content gaps and preparing materials for translation, have been fully achieved. For example, the content for translation into English was made 100% available, and Trio partners gained access to the e-course through the e-learning platform. While medium-term outcomes, such as increased enrollment and enhanced participant understanding of intersectionality, are not yet measurable due to the ongoing nature of the action, preliminary feedback indicates the course is well-positioned to achieve these goals. Trio partners have started piloting the course, and their feedback will contribute to further refinements in the coming months. The integration of intersectional perspectives is currently estimated at 10%, reflecting progress in content development, but additional work is needed to meet the action's full objectives.

The action has received strong support from AGH's leadership, including the Learning and Development Unit and the Gender Equality Plan (GEP) team. These groups have

prioritised the development of the e-course as a key component of the institution's broader strategy for promoting gender equality and diversity.

The implementation of the changes on the action is led by the Centre for e-Learning and Innovative Education (CeLIE), while students and PhD students have been engaged in user testing and providing feedback.

No significant resistance or delays have been reported so far. However, incorporating comprehensive intersectional dimensions has proven to be a complex task, requiring additional resources and iterative reviews. The instructional design team has addressed these challenges by collaborating closely with Trio partners to integrate diverse perspectives and experiences into the course.

The sustainability of the action is ensured by the amended e-course remaining accessible to the partners indefinitely and as needed. This is supported by the CELIE statutory program, which guarantees the continued availability of online courses as part of its institutional responsibilities.

Action 2 - Gender Equality Auditing and Monitoring Tool (GEAM):

Outline:

This action consists of the implementation of the Gender Equality Auditing and Monitoring Tool [<https://geam.act-on-gender.eu/>] in order to map the situation regarding GE in AGH, FredU, and BZN, to create an updated database for each Institution, and to be able to make comparisons, keep track of changes, improvements or pitfalls.

Formative Evaluation Activities:

The first round of formative evaluation activities for action 2 involved an open lab conducted on November 22, 2024. Eight participants (five females and three males), including AGH staff and PhD students, collaborated to refine the intersectional question sets in five themes. This activity focused on aligning existing research tools with the new wave of research objectives and adapting the GEAM survey to AGH's context.

Overview of the Formative Evaluation Mid-Term Results:

Despite minor delays, such as a two-week postponement in sending out the survey, the action is progressing well. The timeline (October 2024 – January 2025) remains realistic, with the minor delays managed effectively.

The preparation of survey questions and question sets for the GEAM tool has been completed.

The translation of the GEAM questionnaire into the national language has also been successfully completed. This step involved adapting the content to ensure accessibility and relevance for national research purposes.

The pilot studies have been conducted, allowing for the identification of gaps in the questionnaire content. This evaluation phase was critical in refining the survey to address any limitations or areas for improvement. The findings from the pilot studies have been documented in a comprehensive report summarising the pilot study outcomes and subsequent discussions. This report provided actionable insights into the content and structure of the questionnaire.

Reports and recommendations are being prepared based on the survey outcomes. These reports, which are automatically generated by the GEAM program, will offer critical insights into gender equality metrics and will form the foundation for institutional recommendations.

Management commitment is evident through the involvement of the Dean of the Faculty of Humanities and the AGH Rector, who supported the survey's dissemination. Responsibilities are distributed across the GEP and NEXUS teams. Challenges include resistance from male students to inequality research, which requires targeted actions to address implicit biases.

Action 3 - Fostering Participation in Work-Related Trainings through Data Collection with a Gender+ Perspective:

Outline:

The aim of this action is to collect and analyse data on the demographic characteristics of individuals participating in work-related trainings. The process involves gathering information about participants and the types of trainings offered, with the goal of identifying participation patterns and uncovering any potential gaps.

Formative Evaluation Activities:

This action focuses on analysing data on participation in work-related training sessions to identify patterns and gaps. An exploratory data analysis conducted in November 2024, as a formative evaluation activity, highlighted challenges related to the fragmented nature of training records at AGH. The evaluation involved reviewing data from various units to determine participation trends and obstacles in obtaining comprehensive records.

Overview of the Formative Evaluation Mid-Term Results:

The action timeline (May 2024 – March 2025) is realistic. Short-term indicators, such as identifying units offering training and assessing participation trends, have been partially achieved. Medium-term outcomes, such as understanding organisational culture around training and identifying ethical challenges in data collection, are ongoing.

The absence of a central unit dedicated to data collection at AGH has necessitated the involvement of middle management. However, not all units maintain records of work-related trainings. The available data is fragmented, existing in various formats and differing in the type of information recorded about courses and participants.

Responsibilities for the implementation of the action are shared within the AGH NEXUS team.

The implementation partially aligns with its objectives, though drawing comprehensive conclusions from the incomplete and dispersed data remains problematic. The action is only partially meeting its intersectional objectives, as the data collected so far allows for examining participation by gender and managerial positions but does not capture other intersectional dimensions due to data limitations.

No deviations from planned activities have been reported. The major inhibiting factors include the lack of a common institutional strategy for data collection and the absence of a centralised unit, such as a professional HR department, responsible for maintaining records on work-related trainings. Privacy concerns and GDPR regulations also limit the ability to share detailed datasets with the NEXUS project, further constraining the analysis of intersectional dimensions, such as the combination of gender and disabilities or hierarchical positions. Additionally, tracking changes over time is difficult, as some training data is tied to external EU-funded programs, while non-funded programs lack consistent data tracking.

The required skills for implementing this action include exploratory data analysis, which are present among the organisers. The major barriers encountered, such as fragmented and incomplete data and privacy concerns, were anticipated. These issues are being managed by working with available datasets and focusing on aggregating and analysing accessible data.

The implementation has not faced resistance but remains limited by the pre-existing gaps in institutional data collection practices.

Despite the constraints, the action aims to contribute to institutional change by identifying which groups tend to participate in training and which do not, in terms of gender, department, and hierarchical position. These insights can provide valuable inputs, especially when triangulated with the results of the GEAM tool, to inform more inclusive and targeted policies for work-related training.

Although the sustainability of this action's impact has not been discussed in detail, triangulating the findings from this action with the GEAM tool results could contribute

to the development of policies under the HRS4R framework at AGH, ensuring long-term alignment with institutional objectives for inclusivity and gender equality.

Action 4 - Inclusive Communication Guidelines:

Outline:

The action focuses on the development and dissemination of a document outlining the principles of inclusive communication within the academic community.

The primary objective is to raise awareness within the academic community about the importance of using language that is inclusive of various socially marginalized groups. It also aims to familiarise university employees and students with the principles and forms of inclusive communication.

The process began with the recruitment of individuals conducting research on the topic, followed by the selection and development of research and analytical tools. An analysis of existing data was conducted, including the selection and content analysis of relevant sources. Participants were recruited for in-depth interviews (IDIs), and the insights gathered were used to develop guidelines for inclusive communication specific to AGH. Substantive and graphic editing of the guide is currently underway, along with plans to develop an English version. Once completed, the guide will be promoted and shared widely within the academic community.

The action has helped in understanding the needs and challenges faced by the university community regarding inclusive language. It is also contributing to ongoing institutional change to foster a more inclusive academic environment.

Formative Evaluation Activities:

A focus group conducted on November 29, 2024, involved seven participants (four females, three males) who carried out desk research and developed initial draft guidelines for inclusive communication. The activity emphasised understanding the academic community's needs and analysing existing recommendations for inclusive language.

Overview of the Formative Evaluation Mid-Term Results:

The timeline (June 2024 – May 2025) remains realistic, with no reported delays. Short-term outcomes, such as collecting data on inclusive communication practices and conducting interviews with staff and students, have been fully achieved. Medium-term outcomes, including publishing the guidelines and conducting a survey for recipients, are in progress.

Management engagement includes representatives from faculty authorities. The action is managed by two people. Specific thematic areas (gender, neurodiversity, disability, etc.) and tasks related to them (desk research, IDI's) are assigned to students (carrying out paid internships at AGH).

The implementation of the Inclusive Communication Guidelines action is meeting its intersectional objectives. Interviews were conducted at AGH University with individuals from marginalised groups to explore how inclusive communication can be fostered within academic settings. These interviews provided valuable qualitative insights into the communication challenges faced by diverse groups. Additionally, the "Inclusive Communication Guidelines" document will be developed, covering various areas and providing clear instructions on how to communicate appropriately with marginalised groups. This document will serve as a foundational tool for promoting inclusive practices across the institution.

There have been no deviations from the planned activities. The key element of this action—dissemination of the guidelines—will take place in the coming months as originally scheduled.

Several factors have influenced the implementation of this action. Resistance within the organisation to research focusing on exclusion in the dimension of language has inhibited progress. This resistance stems from a lack of understanding of how language shapes social processes and structures. Additionally, a lack of coherence in actions between different university bodies has posed challenges. On the other hand, familiarisation with inclusive communication guides developed by other institutions has promoted progress, providing a framework and best practices to inform the guidelines.

The implementation of this action required a diverse skill set, including expertise in conducting qualitative research and desk research, contextualising knowledge about inclusive communication, graphic design for educational materials, and networking with university authorities and communication and marketing departments. These skills were present among the organisers, enabling effective implementation of the action.

Resistance within the organisation to research on exclusion in language was a key barrier. This resistance was explicit and primarily expressed by university students, reflecting a lack of understanding of how language influences social structures. To overcome this barrier, the team identified allies within the organisation who were supportive of institutional change and provided psychological and mental support to individuals engaged in equality activities. These strategies helped mitigate the resistance and maintain momentum in the action's implementation.

The action has led to several improvements in terms of gender equality and inclusivity. Students involved in the desk research gained valuable knowledge of best practices in inclusive language and effective data search strategies. The research process also increased awareness of challenges related to inclusivity among both students and the GEP implementation team. Once all tasks are completed, including dissemination of the guidelines, the action is expected to contribute to long-term institutional change by embedding inclusive communication practices into the university culture. Plans to ensure the impact and sustainability of the action are currently under development.

Action 5 – Information Campaign:

Outline:

The goal of this action was to develop and execute an information campaign focused on gender, inequality, and intersectionality. The campaign included a variety of initiatives:

- Social media activities across platforms such as Facebook, Instagram, and reels.
- Displaying posters in physical spaces throughout the university.
- Organising the AGH + UJ Equality Day to promote inclusivity.
- Preparing a dedicated website, rownosc.agh.edu.pl, and establishing an active presence on social media at <https://www.facebook.com/rownoscwagh>.
- Hosting meetings on inequality and technology for the AGH community, detailed at <https://www.facebook.com/events/493901180184845>.

The primary aim of the campaign was to increase knowledge, awareness, and critical reflection on issues related to inequality, gender, and inclusivity within the university community.

Formative Evaluation Activities:

The formative evaluation activities for action 5 involved an open lab held on November 25, 2024. The session involved 14 participants, including members of the AGH academic community (students and employees), university alumni, external experts, and university recruiters. The activity focused on evaluating and summarising promotional efforts related to the campaign and assessing the recognition of its initiatives to date.

Overview of the Formative Evaluation Mid-Term Results:

The implementation of the action has strong support from AGH leadership, with the Rector serving as the patron of the Equality Day event. Faculty deans and principals from STEM departments, such as Physics, Civil Engineering, and Mechanical Engineering, were actively involved, showcasing institutional backing. Additionally, the

AGH and UJ team played a critical role in organising events and implementing campaign activities.

Responsibilities for implementation were distributed among team members. The organisation of the Equality Day was coordinated by Katarzyna Leszczyńska with involvement from students and staff, including Edyta Tobiasiewicz and Artur Lesner. Panel discussions were led by Edyta Tobiasiewicz and AGH student Bartosz Goch, while the social media campaign was managed by the team of Katarzyna Leszczyńska, Edyta Tobiasiewicz, and Katarzyna Cieślak. Flyers and posters were created by Gabriela Wielgus and AGH students, with input from the Communication and Marketing Center. External actors, such as UJ safety officers, collaborated as co-organisers of Equality Day.

The action is ongoing, and indicators of success include increased awareness of campaign themes, intersectionality, and gender balance in leadership. Identification of gaps and strengths in the campaign is also in progress. Increased student awareness of the intersectional determinants of inequality and equality issues is being actively promoted through targeted outreach and educational activities. These indicators align with the action's objectives and are contributing to the broader institutional change at AGH and UJ.

Despite the progress, challenges were encountered, including resistance from male STEM students who criticised the campaign on social media. This resistance was characterised as backlash from individuals within online communities opposing gender equality efforts. To address these challenges, educational initiatives and engagement strategies were employed, though more work is needed to mitigate resistance effectively. Excessive responsibilities among team members also posed difficulties, though these were managed by leveraging institutional support and collaboration. The implementation of the action is fully aligned with its objectives and remains on schedule. No deviations from the planned activities have been reported, and all tasks are being executed according to the monitoring and evaluation plan.

The action has strengthened the capacity of the GEP team and the Equality Ombudsperson at AGH by providing tools and insights for future activities. It has also enhanced knowledge about inclusive practices among the campaign organisers and participants. The dissemination of campaign messages has fostered increased awareness of equality and inclusivity issues across the AGH community. To ensure the sustainability of the action, the AGH and UJ team plans to hold another Equality Day in the coming year. Meetings with Safe UJ have been scheduled to explore additional collaborative opportunities.

6. Twin Trios Collaboration and Redesign Workshops

Collaboration within the Twin Trios is a cornerstone of the NEXUS Project, playing a vital role in the effective implementation of common Trio actions and the successful development and refinement of Gender Equality Plans (GEPs) across participating organisations. While the formative evaluation reporting was conducted at the individual organisational level to capture the specific nuances and progress of each institution, the Twin Trio structure has fostered a platform for deeper collaboration, exchange of ideas, and mutual support, especially in the implementation of the common actions.

This section provides an overview of the collaboration within the Twin Trios, drawing insights from the evaluation and redesign workshops, and helpdesk calls conducted between the Trios and Smart Venice (SV). These engagements offered an opportunity to share experiences, address challenges, and refine strategies collaboratively. The workshops were designed to strengthen the collective capacity of the Trios by focusing on redesigning specific actions, integrating feedback from formative evaluations, and leveraging the diverse expertise of Trio members. For more details about the evaluation and redesign workshops conducted between the Twin Trios, please refer to the documents submitted by each partner to the project's SharePoint, as listed in Annex 1.

6.1 Twin Trio – TU Dublin, KU, UNISOFIA

Common Actions:

- 1. Gender Based Violence Training and Awareness Online Module**
- 2. Inclusive Mentoring for Career Progression - a Needs Analysis**
- 3. Inclusive Mentoring for Career Progression and Success**

Study visit(s) (date and location):

1st study visit in Istanbul, Turkey, organised by KU: 18-19 April 2024

2nd study visit in Dublin, Ireland, organised by TU Dublin: 26-27 November 2024

3rd study visit will take place online, organised by UNISOFIA: 6-7 March 2025

Additional meetings/coordination of work:

Regular online meetings are being held, with additional updates shared via email. The discussions focus on the different stages of the activities, developments, any obstacles or changes, and knowledge sharing.

Dates of the additional meetings:

March 2024 (Online)

20 May 2024 (Online)

8 July 2024 (Online)

2 September 2024 (Online)

22 October 2024 (Online)

10 December 2024 (Online)

9 January 2025 (Online)

Progress of Collaboration:

The collaboration within the Trio is progressing effectively, characterised by productive exchanges and mutual support that drive the implementation and refinement of actions. Regular meetings, workshops, and helpdesk calls have facilitated knowledge sharing and strengthened partnerships among the institutions. Common challenges are addressed collaboratively, with Trio members leveraging their collective expertise to devise shared solutions. Despite differences in expertise levels, the Trio members are successfully working together to achieve common goals, ensuring steady progress across all planned activities.

Progress of Common Actions and Proposed Solutions to Challenges:**1. Gender Based Violence Training and Awareness Online Module**

To enhance the effectiveness and impact of the GBV Training and Awareness Online Module, several adjustments have been recommended during the helpdesk call conducted between the Trio and SV. The module should be reframed as an awareness-raising initiative rather than a formal "training" program to ensure it is more approachable and applicable across diverse contexts. Additionally, context-specific resources, such as a country-specific annex, should be incorporated to address concerns that the current content appears tailored primarily to the Irish context. Efforts should also focus on achieving high enrollment, participation, and usage rates, which are essential for demonstrating the module's reach and impact. Sustainability measures should be anticipated to ensure the module remains accessible and relevant beyond the project's duration. Lastly, an intersectoral review of the module by external stakeholders should be prioritized to strengthen its breadth and applicability, particularly as achieving intersectoral components has been identified as a challenge in other Trio actions.

2. Inclusive Mentoring for Career Progression - a Needs Analysis

3. Inclusive Mentoring for Career Progression and Success

For actions 2 and 3, attention must be directed toward ensuring the sustainability of the action, particularly given its reliance on a report, manual, or designed programme. Clear pathways for integrating the outcomes into existing mentoring programmes should be established to ensure continuity and long-term relevance. Alternatively, if the initiative involves creating a new programme, detailed plans for its implementation, even after the conclusion of NEXUS, should be outlined. This will demonstrate a commitment to the ongoing utility and impact of the mentoring programme, securing its role within the institutional framework.

Looking ahead, Trio collaboration should prioritise targeted exchanges to maximise impact. For instance, efforts could focus on refining communication and dissemination strategies for Action 1 once the module is finalised and uploaded. Similarly, sharing insights from Action 2 and its integration into Action 3 would provide valuable learning opportunities. These targeted approaches will ensure continued progress and the effective implementation of the Trio's objectives.

Evaluation and Redesign Workshops:

First Workshop (M13, September 25, 2024 – Nicosia, Cyprus):

This workshop emphasised revisiting the logic model and action designs for the three common actions: the GBV Training and Awareness Online Module, the Inclusive Mentoring for Career Progression Needs Analysis, and the development of Inclusive Mentoring Guidelines. Discussions centered on refining the scope and monitoring indicators for each action to enhance their impact and feasibility.

For the GBV Training and Awareness Online Module, the Trio partners streamlined the focus on bystander intervention and planned consultations with GBV experts. The module content was designed collaboratively, with contributions from all partners, leveraging each institution's strengths in content development and design.

Action 2 shifted in the case of TU Dublin, from a quantitative to a qualitative approach, with semi-structured interviews being conducted to gather nuanced insights.

Action 3 was aligned with insights from the needs analysis, with materials and monitoring plans adjusted accordingly.

Second Workshop (M15, November 26, 2024 – Dublin, Ireland):

The second workshop continued the evaluation and redesign process, focusing on the progress and feedback gathered from the first workshop. Adjustments to the design and implementation strategies for each action were further refined.

Action 1 underwent significant co-design efforts. TU Dublin led the content development, UNISOFIA took charge of the IT and structural design, and KU contributed to the visual design and awareness-raising videos. Partners addressed the incorporation of intersectional dimensions to ensure inclusivity and developed dissemination plans to maximise the module's reach and engagement.

For action 2, data collection efforts progressed with interviews conducted among mentors and mentees and surveys. These findings informed the subsequent development of Inclusive Mentoring Guidelines, set to launch after feedback from institutional stakeholders.

Adjustments to the timeline for the Inclusive Mentoring Guidelines (Action 3) ensured the alignment of deliverables with findings from the Action 2.

6.2 Twin Trio – IIT, UM, UN

Common Actions:

- 1. Influence of Biases in Decision-Making**
- 2. Gender+ Dimension in Research**
- 3. Parenting Resource Group**

Study visit(s) (date and location):

1st study visit in Genova, Italy, organised by IIT: 15-16 April 2024

2nd study visit in Larnaca, Cyprus, organised by UN: 23-24 September 2024

3rd study visit in Le Mans, France, organised by UM: 27-28 February 2025

Additional meetings/coordination of work:

Meetings are held online every few months, with updates shared via email in between. Discussions cover the steps of the actions, including surveys, interviews, survey results, and any obstacles or changes encountered.

Dates of the additional meetings:

15 May 2024 (Online)

11 June 2024 (Online)

12 July 2024 (Online)

3 October 2024 (Online)

4 November 2024 (Online)

17 December 2024 (Online)

Progress of Collaboration:

The collaboration within the second Trio is advancing smoothly, with dynamic exchanges and collective efforts driving the implementation and enhancement of common actions. Regular meetings, redesign workshops, and helpdesk calls have created opportunities for meaningful dialogue and the exchange of best practices among partner institutions. The Trio members have worked together to tackle common challenges, utilizing their combined expertise to find practical solutions tailored to the diverse contexts in which they operate. While variations in institutional experience and capacity exist, this diversity has been leveraged as a strength, fostering mutual learning and reinforcing shared commitments to achieving the Trio's objectives.

Progress of Common Actions and Proposed Solutions to Challenges:

1. Influence of Biases in Decision-Making

Significant progress has been made, including scheduled and successfully delivered trainings, reflecting excellent work on this action. To ensure sustainability, it is important to plan for the long-term integration of these trainings into the organisation's regular offerings. Reflecting on lessons learned during implementation and exploring ways to incorporate these trainings into future iterations of the Gender Equality Plan (GEP) will help embed this action as a permanent component of institutional development, ensuring sustained impact.

2. Gender+ Dimension in Research

The action focuses on developing a single set of guidelines in English, with plans for a French translation, by UM. To ensure the guidelines are effective across all three organisations, it is essential to address the unique needs and contexts of each partner by planning for localisation, tailoring, and necessary adjustments. Following the finalisation of the guidelines, formal adoption or support from each institution's management is strongly recommended. Such endorsement will demonstrate a concrete commitment to institutional change and further solidify the guidelines' impact.

3. Parenting Resource Group

Broadening the scope of the action from "parenting" to "caring" in general has proven effective for some partners and could serve as a model for encouraging broader

participation where necessary. A bottom-up approach to organising the group, such as involving the employee union as demonstrated by UN, is a promising strategy to address challenges related to securing management support. Leveraging the legitimacy and innovative, international nature of the project can further promote this action within institutions, strengthening its internal recognition and appeal.

The next study visit is scheduled to take place in February 2025 in Le Mans. It is recommended that the forthcoming steps of the Twin Trio activities, in addition to sharing implementation results, focus on strategic issues. Specifically, efforts should be directed toward securing formal institutional support and endorsement for the actions. This will help maximise their contribution to institutional change and enhance their sustainability.

Evaluation and Redesign Workshops:

First Workshop (M13, September 23, 2024 – Larnaca, Cyprus):

During the first workshop in September 2024 in Larnaca, the focus was on evaluating, refining and/or redesigning the Parenting Resource Group action. The discussions led UM to expanding the scope of the action to encompass caregiving more broadly, allowing for increased participation and relevance across diverse groups. To make the implementation timeline more realistic, the decision was made to shift from monthly to bi-monthly meetings. These adjustments aligned the action more closely with the needs and interests of the university community, ensuring broader inclusivity and long-term impact. In IIT the Parenting Resource Group was redesigned as a Diversity and Inclusion Committee for Parents. The redesign included individualized meetings with potential participants and emphasised intersectional recruitment strategies. Despite encountering some resistance from institutional management due to organisational inertia, the action progressed by prioritizing smaller, targeted groups for discussions. These refinements enhanced the relevance and feasibility of the action within IIT's organisational structure. For the Parenting Resource Group action, UN proposed establishing separate initiatives for different age groups to better meet the needs of parents and guardians. These changes aimed to enhance the inclusivity and impact of the actions within the university community.

Second Workshop (M15, November 4, 2024 – Online):

The second workshop focused on the Gender+ Dimension in Research action. The primary objective of the meeting was to discuss the ongoing development of the guidelines and allocate specific tasks among the Trio members to advance the work in the coming weeks.

At this stage, the Trio had not conducted any formative evaluation activities for the action, as the guidelines were still under development. This precluded the involvement

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of researchers and colleagues in the review process at this point. However, the Trio outlined plans to conduct a comprehensive review of the guidelines once the draft is completed. Feedback from this review will be integrated into the next round of formative evaluation, scheduled for May 2025, where significant comments and suggestions will be reported.

6.3 Twin Trio – FredU, BZN, AGH

Common Actions:

- 1. E-course on Gender Equality and Intersectionality**
- 2. Implementation of the Gender Equality and Auditing and Monitoring (GEAM) Tool**
- 3. Fostering participation in work-related training through data collection with a gender+ perspective**
- 4. Inclusive Communication Guidelines**

Study visit(s) (date and location):

1st study visit in Krakow Poland, organised by AGH: 3 June 2024

2nd study visit in Nicosia Cyprus, organised by FredU: 25-26 September 2024

3rd study visit in Budapest, Hungary, or online (will be decided), organised by BZN: 10 April 2025

Additional meetings/coordination of work:

Online meetings are held regularly, supplemented by additional updates shared through email. Discussions revolve around the different phases of the activities, progress made, challenges faced, adjustments implemented, and the exchange of knowledge and insights.

Dates of the additional meetings:

12 April 2024 (online)

14 May 2024 (online)

24 May 2024 (online)

25 November 2024 (online)

3 February 2025 (online)

Progress of Collaboration:

The collaboration within the third Trio is also progressing effectively, with active exchanges and joint efforts contributing to the development and refinement of the actions. Regular meetings, redesign workshops, and helpdesk calls have facilitated constructive discussions and the sharing of practices among the partner institutions. The Trio members have collaborated to address shared challenges, drawing on their diverse expertise to develop solutions that are adapted to their organisations. While differences in organisational capacity and experience are evident, these disparities have been turned into opportunities for learning and growth, strengthening the partnership and aligning efforts toward the Trio's collective objectives.

Progress of Common Actions and Proposed Solutions to Challenges:**1. E-course on Gender Equality and Intersectionality**

Regarding the number of participants for AGH, the primary aim of the action is to enhance internal awareness, though engaging external stakeholders could contribute to intersectoral inclusiveness. AGH identified opportunities to broaden the internal target groups for the course, such as including PhD students and Erasmus participants. It was also recommended to consider localization to national and institutional contexts during the development of the English version of the course, ensuring its relevance to diverse audiences.

2. Implementation of the Gender Equality and Auditing and Monitoring (GEAM) Tool

Following discussions, it was agreed that a publication focusing on the methodological aspects of utilizing the GEAM tool across different contexts would be beneficial. Such a publication could highlight how survey results can inform the design or redesign of inclusive gender equality policies and plans tailored to the specific needs of each organisation.

3. Fostering participation in work-related training through data collection with a gender+ perspective

In cases where available data proves insufficient for analysis, the action presents an opportunity to emphasise the importance of systematically collecting training participation data. This would not only strengthen the action's outcomes but also highlight the broader significance of data-driven decision-making for institutional planning.

4. Inclusive Communication Guidelines

Formal adoption of the guidelines by each institution's management would provide tangible evidence of progress toward institutional change while it would also strengthen the impact of the action. Additionally, incorporating localized chapters with language-sensitive information specific to each country could enhance the value of the guidelines, complementing the existing materials on the topic.

Evaluation and Redesign Workshops:

First Workshop (M13, September 25-26, 2024 – Nicosia, Cyprus):

The first workshop focused on evaluating and refining the four co-designed actions within the Trio: E-Course on Gender Equality and Intersectionality, Implementation of the Gender Equality Auditing and Monitoring Tool (GEAM), Fostering Participation in Work-Related Trainings through data collection with a gender+ perspective, and Inclusive Communication Guidelines.

For the E-Course on Gender Equality and Intersectionality, the discussion highlighted the need for improvements in intersectional content, translation, and overall accessibility. Specific points requiring attention were identified, and FredU shared feedback for further adjustments. For the Implementation of the GEAM Tool, partners agreed on the common and customized sections to suit each organisation's context. While AGH had completed the survey with substantial participation, other partners faced challenges related to the content and institutional approval processes.

The action on Fostering Participation in Work-Related Trainings focused on the variability of data collection practices among partners. FredU had made significant progress, while AGH and BZN identified difficulties in accessing and compiling relevant data. Finally, discussions on the Inclusive Communication Guidelines emphasised the inclusion of localized language sections and the alignment of the guidelines with institutional priorities. Although progress varied among partners, no major delays were anticipated.

Second Workshop:

The second redesign workshop for this Trio has not yet occurred, as the first workshop was extended to two days instead of one, allowing the Trio partners to thoroughly discuss all four common actions. Additionally, all actions are currently progressing smoothly without significant constraints or resistance. As a result, it was decided that the second workshop would be postponed to January 2025, by which time all partners are expected to have made more substantial progress on their respective actions. This timing ensures that the workshop can provide a valuable platform for comprehensive updates, focused discussions, and strategic adjustments informed by the advanced stages of implementation.

7. Overall Analysis of the Actions' Implementation Progress

The implementation of the NEXUS project actions across partner institutions is progressing well, with significant strides being made toward achieving the project's objectives. Each partner has been actively involved in their respective actions, ensuring alignment with the overarching goals of inclusivity and institutional change. Actions such as developing training modules, implementing mentoring programs, and creating inclusive communication guidelines have seen meaningful advancements, benefiting from iterative feedback and collaborative efforts among Trio partners.

The table below (Table 2) presents the 45 actions of the NEXUS project categorised by type of activity (training courses, awareness programs/campaigns, guidelines, and data collection/internal monitoring) and by topic/area of intervention. Organisation acronyms and action numbers (A1–A5) indicate which actions are being implemented by each organisation. The five topics/thematic areas—Work-Life Balance and Organisational Culture, Gender Balance in Leadership and Decision-Making, Gender Equality in Recruitment and Career Progression, Integration of the Gender Dimension into Research and Teaching Content, and Measures Against Gender-Based Violence Including Sexual Harassment—are official categories established by the European Commission and were utilised in the NEXUS project. This categorisation facilitates targeted reflections and recommendations by crossing activity types with areas of intervention, providing a structured overview of the project's initiatives.

The table highlights the diverse approaches taken within the NEXUS project to address gender equality through a variety of activities across the five key areas of intervention. Training courses were extensively used across almost all topics, including work-life balance, recruitment and career progression, gender dimension in research and teaching content, and gender-based violence, reflecting their effectiveness in skill-building and awareness-raising. Awareness programs and campaigns were prominently employed to address gender-based violence, highlighting the significance of broad outreach in shaping attitudes and behaviors. They were also utilised in other categories, demonstrating their versatility in promoting change across diverse areas. Guidelines and data collection/internal monitoring were applied across all intervention areas, underscoring their role in providing frameworks for sustainable change and tracking progress. The implementation of actions by the nine organisations demonstrates a collaborative effort to adapt these interventions to specific institutional contexts, fostering inclusivity and systemic change.

	Training Courses	Awareness Programmes / Campaigns	Guidelines	Data Collection / Internal Monitoring
1. Worklife Balance and Organisational Culture	FredU - A5	TU Dublin - A4 and A5 UNISOFIA - A5 IIT – A2 UM – A3 UN – A2 BZN - A5		UNISOFIA - A4
2. Gender Balance in Leadership and Decision-Making		AGH - A5		
3. Gender Equality in Recruitment and Career Progression	TU Dublin - A3 KU - A3 and A4 UNISOFIA - A3 IIT – A1 UM – A1 and A4 UN – A1	UN – A5		TU Dublin - A2 KU - A2 UNISOFIA - A2 FredU - A2 and A3 BZN - A2 and A3 AGH - A2 and A3
4. Integration of the Gender Dimension into Research and Teaching Content	FredU - A1 BZN - A1 AGH - A1		IIT – A5 UM – A2 UN – A3 FredU - A4 BZN - A4 AGH - A4	
5. Measures against gender-based violence including sexual harassment	TU Dublin - A1 KU - A1 and A5 UNISOFIA A1 IIT – A4	UM – A5 UN – A4		IIT – A3

Table 2: The 45 actions of the NEXUS project categorised by type of activity and by topic/area of intervention as defined by the European Commission.

- **Intersectional and Intersectoral Dimensions:**

The project has placed a strong emphasis on addressing intersectional and intersectoral dimensions, with most actions reflecting these principles in their design and implementation.

Intersectionality within the project is reflected in the deliberate design of actions that consider overlapping inequalities such as gender, age, socio-economic status, race, and disability. The design of GEPs across the partner organisations explicitly incorporates data on diverse demographic indicators, ensuring that the actions are inclusive of varied social and professional identities.

In operationalising these principles, actions such as the Inclusive Mentoring for Career Progression and Success have been designed to accommodate diverse career trajectories and personal circumstances. At TU Dublin, for example, this program involved structured needs assessments, while at KU, it involved the construction of a mentoring survey to identify and address barriers faced by underrepresented groups. These efforts ensured that mentoring frameworks were both inclusive and reflective of intersectional realities.

Similarly, the action Better Environment for Roma Students at the Faculty of Mechanical Engineering of UN focuses on increasing the enrollment of Roma students, a frequently overlooked minority. The initiative includes regular communication with high schools, affirmative measures for admission, and collaboration with Roma associations to encourage higher education enrollment. A key achievement was publishing a Romani-language document on the faculty's website, created with input from Roma students. Currently, nine Roma students are enrolled, reflecting the positive impact of these measures. This action highlights how targeted efforts can address educational barriers and foster inclusivity.

Additionally, the development of a GBV Awareness and Training Module at UNISOFIA incorporated content that recognised the compounded effects of social norms and intersectional identities on experiences of gender-based violence. Furthermore, IIT's Influences of Biases in Decision-Making action involved a training course that included neurocognitive insights into biases, ensuring a deeper understanding of how intersectional factors influence decision-making.

Since the concept of "intersectionality" and its practical application remains relatively new to many organisations, it presents both a challenge and an opportunity within the NEXUS project. Through its collaborative framework, NEXUS provides partner organisations with the chance to deepen their understanding of intersectionality, integrate its principles into their actions, and actively implement strategies that address overlapping systems of discrimination. This shared learning environment not

only fosters organisational growth but also enables partners to disseminate the knowledge and practices of intersectionality, promoting inclusive and equitable change both within their institutions and beyond.

The intersectoral dimension of NEXUS emphasises collaboration across sectors to enhance the reach and relevance of project outcomes. This approach is exemplified by the Skills Development Program at KU, where industry professionals, including successful alumni, were actively involved in mentoring and training sessions to bridge the gap between academia and industry. Similarly, UNISOFIA, for their Expansion of the University's Center for Psychological Counseling and Research action engaged external GBV experts who are expected to provide training and support for the initiative. Furthermore, FredU organised a training for the Annual Training from an External Speaker on GE and Intersectionality under the P2DF Committee action that drew on expertise from an experienced NGO-accredited specialist in gender and intersectionality, to equip academic staff with actionable strategies for inclusive organisational change.

Despite notable successes, challenges persist in fully achieving intersectoral inclusivity within the NEXUS project. Resource limitations and logistical hurdles remain significant barriers, particularly in collaborative actions. To address these issues, iterative redesign processes, such as evaluation workshops, have been adopted to refine strategies and strengthen partnerships with external stakeholders. Expanding partnerships with diverse stakeholders, including industry professionals, NGOs, government agencies, and community organisations, can provide fresh perspectives and enhance the relevance of project outcomes. Establishing platforms for regular dialogue and knowledge sharing, such as joint workshops and webinars, can foster the exchange of best practices and innovative solutions across sectors.

Integrating external expertise into project design and delivery, as demonstrated, for example, by KU, UNISOFIA, and FredU, ensures practical insights are incorporated into training and mentoring initiatives. Addressing resource limitations through pooled funding or external grants, alongside fostering co-creation of programs and materials with external partners, can help create more impactful and widely accepted outcomes. Building the capacity of academic and administrative staff to effectively engage with external stakeholders through training in stakeholder engagement and project management is another crucial step.

Iterative evaluation processes should be used to continuously assess the effectiveness of intersectoral collaborations, refine strategies, and address logistical hurdles. Cultivating a culture that values and prioritises intersectoral collaboration, supported by leadership and clear communication of its benefits, is essential to sustain these efforts. By adopting these approaches, NEXUS partners can overcome challenges and ensure the project's outcomes are inclusive, impactful, and sustainable.

- **Common Challenges and Solutions**

Several common challenges have emerged during implementation:

1. **Resource limitations:** Limited time and resources, particularly in actions requiring technical expertise or extensive collaboration, have posed challenges. To address this, partners have adjusted timelines, reallocated responsibilities, and leveraged external expertise where necessary.
2. **Data availability and privacy concerns:** Some actions involving data collection, such as analysing participation in training programs, have faced difficulties due to fragmented data and GDPR-related restrictions. Institutions have managed these challenges by working with aggregated data, engaging data protection officers, and focusing on what is feasible within institutional frameworks.
3. **Engagement and awareness:** Ensuring consistent engagement from participants and stakeholders has been an ongoing effort. This has been mitigated through targeted communication campaigns, interactive workshops, and personalized invitations to foster participation.
4. **Variability in institutional contexts:** Differences in institutional structures and levels of expertise among Trio partners have required tailored approaches. Twin Trio workshops and shared resources have been instrumental in ensuring mutual learning and harmonizing efforts across diverse contexts.

- **Delays in Implementation**

While most actions are progressing on schedule, a few delays have been noted. For example, the administration of surveys or the finalisation of some action components has been postponed in certain institutions due to logistical complexities or unforeseen constraints. These delays are being managed through revised timelines and interim measures to maintain momentum.

Overall, the NEXUS project is making steady progress across all partner institutions. The intersectional and intersectoral dimensions are being effectively integrated, fostering a comprehensive approach to inclusivity. Challenges have been met with proactive strategies, and delays have been managed constructively to minimise their impact on the project's trajectory. As actions advance into more developed phases, the project remains on track to deliver meaningful outcomes aligned with its objectives.

8. Future and Sustainability of the Actions

The future and sustainability of the actions implemented under the NEXUS project rely on embedding these initiatives within the institutional frameworks of each partner organisation. While many actions are still preparatory, their potential to contribute to structural changes depends on strategic integration into policies, procedures, and operational practices. All actions implemented under the NEXUS project require the official approval of the respective organisations, ensuring their alignment with institutional GEPs, practices, and policies, which serve as a foundation for sustainability.

For actions related to trainings, courses, and awareness programs, sustainability will be achieved through regular implementation. For instance, at FredU, the Annual Training from an External Speaker on Gender Equality and Intersectionality, part of the P2DF Committee action, has been institutionalised to take place yearly, with the University's formal approval. Similarly, courses are designed to be permanent offerings, while awareness campaigns and programs will occur on an annual basis.

Guidelines developed within the framework of the NEXUS project will be incorporated into the official policies of partner organisations. This integration ensures their long-term relevance and application. Actions involving data collection offer organisations the opportunity to refine and institutionalise their practices. For example, FredU, BZN, and AGH, through the implementation of the Gender Equality Auditing and Monitoring Tool (GEAM), are committed to conducting regular data collection using the GEAM tool, improving their capacity for informed decision-making.

While this interim evaluation shows promising signs of sustainability, the concrete outcomes and structural changes resulting from these actions will be further explored in the related sustainability task – Task (T)3.3 - *Innovating GEPs towards sustainability* (T3.3), and documented in Deliverable 3.4 – *GEPs refinement and next steps* (D3.4). These reports will unpack the mechanisms by which these initiatives contribute to long-term change and assess their effectiveness in fostering structural transformation.

To ensure sustainability, partners should focus on securing leadership commitment, fostering collaboration with external stakeholders, and maintaining alignment with broader institutional goals, such as capacity building and cultural change. Regular monitoring, evaluation, and iterative redesign processes remain essential for adapting actions to emerging challenges and maintaining their relevance. By embedding these strategies, the NEXUS project can maximise its potential for creating meaningful and lasting systemic transformation.

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Annexes

Annex 1. – Documentation Submitted by the Partners to the Project's SharePoint

Separate links from the project's SharePoint are provided for each partner, granting access to the **Monitoring and Evaluation Plan** document, the **Evaluation and Redesign Workshops Reporting** document, and the **Formative Evaluation Reporting** document.

Technological University of Dublin (TU Dublin), Ireland

Monitoring and Evaluation Plan: [NEXUS D3.1 TU Dublin Monitoring and Evaluation 120724.docx](#)

Evaluation and Redesign Workshops Reporting: [03 Evaluation & Redesign workshops reporting TUDublin.docx](#)

Formative Evaluation Reporting: [04 Formative evaluation reporting TUDublin.docx](#)

Koç University (KU), Turkey

Monitoring and Evaluation Plan: [KOÇ 01 Monitoring and evaluation plan template rev SV.docx](#)

Evaluation and Redesign Workshops Reporting: [03 Evaluation & Redesign workshops reporting template KU.docx](#)

Formative Evaluation Reporting: [04 Formative evaluation reporting template KU.docx](#)

Sofia University (UNISOFIA), Bulgaria

Monitoring and Evaluation Plan: [01 Monitoring and evaluation plan template \(1\).docx](#)

Evaluation and Redesign Workshops Reporting: [03 Evaluation & Redesign workshops reporting template Sofia University.docx](#)

Formative Evaluation Reporting: [04 Formative evaluation reporting Sofia University.docx](#)

Fondazione Istituto Italiano di Tecnologia (IIT), Italy

Monitoring and Evaluation Plan: [Annex 01 Monitoring IIT.docx](#)

Evaluation and Redesign Workshops Reporting: [Annex 3 IIT Evaluation & Redesign workshops reporting template.docx](#)

Formative Evaluation Reporting: [Annex 4 IIT Formative evaluation reporting template.docx](#)

University of Le Mans (UM), France

Monitoring and Evaluation Plan: [01 Monitoring and evaluation plan UM.docx](#)

Evaluation and Redesign Workshops Reporting: [03 Evaluation & Redesign workshops reporting template LMU.docx](#)
Formative Evaluation Reporting: [04 Formative evaluation reporting template.docx](#)

University of Nis (UN), Serbia

Monitoring and Evaluation Plan: [01 Monitoring and evaluation plan UN.docx](#)
Evaluation and Redesign Workshops Reporting: [03 Evaluation & Redesign workshops reporting UN.docx](#)
Formative Evaluation Reporting: [04 Formative evaluation reporting UN.docx](#)

Frederick University (FredU), Cyprus

Monitoring and Evaluation Plan: [01 Monitoring and evaluation plan FredU.docx](#)
Evaluation and Redesign Workshops Reporting: [03 Evaluation & Redesign workshops reporting template.docx](#)
Formative Evaluation Reporting: [04 Formative evaluation reporting FredU.docx](#)

Bay Zoltán Nonprofit Ltd. for Applied Research (BZN), Hungary

Monitoring and Evaluation Plan: [01 Monitoring and evaluation plan BZN.docx](#)
Evaluation and Redesign Workshops Reporting: [03 Evaluation & Redesign workshops reporting-BZN.docx](#)
Formative Evaluation Reporting: [04 Formative evaluation reporting template-BZN.docx](#)

AGH University of Science and Technology (AGH), Poland

Monitoring and Evaluation Plan: [01 Monitoring and evaluation plan agh.docx](#)
Evaluation and Redesign Workshops Reporting: [03 Evaluation & Redesign workshops reporting agh.docx](#)
Formative Evaluation Reporting: [04 Formative evaluation reporting agh.docx](#)