



Ministero dell'Istruzione, dell'Università e della Ricerca

*Ufficio Scolastico Regionale per la Campania*

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## **Institutional Gender Equality Plan**

The Gender Equality Plan (GEP) is organised in the following chapters:

1. Dedicated working group
2. Baseline Assessment and Analysis
3. Action Planning and Target Setting
4. Implementation
5. Monitoring and Evaluation

In order to develop it, our School securing the commitment and support of senior teachers, and established a self-assessment team.

1. Dedicated working group

The school director stimulated and supported the establishment of the GEP, involving senior professors, who are:

**Prof. Daniela Palma, director**

**Prof. Nicoletta Carfagna**

**Prof. Licia Criscuolo**

**Prof. Roberto Silla**

The director ensured the necessary resources, especially human resources, committed to define the plan and implement it.

Further support was sought outside the school, involving associations / organizations / institutions with which the school collaborates, that provided letters of support:

- Battipaglia City;
- HAPPY Coaching and Counseling Roma;
- Salerno University;
- A.S.L. districts 64-65;
- local schools;
- Salerno District;
- Campania Region
- CNA

This working group is responsible for communication towards students and families of the GEP Plan, ensuring information and engagement.

The group also ensures the inclusion of gender equality as a key performance indicator for senior managers, including members of staff in management positions.

## 2. Baseline assessment and analysis

In order to understand the context where our school functions we collected information on the internal and external context to ensure the appropriateness of proposed actions.

The context is influenced by a range of factors all of which impact on the development of the GEP. Some of the factors to be considered are: regional and national legislation; history and culture of the country and the institution; the range and influence of stakeholders; and the governance structure, location and size of the institution. There will be additional factors pertaining to individual institutions which also need to be considered.

The dedicated group also established the Key Performance Indicators to monitor the most relevant of such factors, and assigned specific persons to monitoring and reporting.

KPI:

1. Number of outreach activities.
2. Number of regulations adopting gender language.
3. Number of modules revised.
4. Materials produced and inserted in the portal and communicated through social media.
5. Annual organization of the Day on Gender Equality;
6. Inclusion of the measures in the Institute Regulations.
7. Activation of the envisaged measures.
8. Percentage of staff participating in surveys.
9. Percentages of women and men in the events organized by the Institute.

10. Number of students participating.
11. Diffuse material.
12. Number of training initiatives.

Appointed persons to SAGE institutional self assessment team (SISAT) for the GEP group for monitoring and reporting: they will be identified later

SAGE GEP, the core team

Our SISAT will comprise a broad range of staff including:

representatives from each of the main areas of the institution; representation from senior levels of management; and a mixture of staff from different grades and roles, and students representatives, to provide perspectives from different career stages. The SISAT needs to include both men and women and members of staff with experience of balancing career and family.

Members of staff with specific expertise, for example, equality and diversity, human resources and data analysis have been deemed essential elements of our SISAT.

The SISAT should collectively have the knowledge, skills, experience and expertise to:

analyse the data; carry out gender impact assessments of policies, practices and procedures; and to devise appropriate actions to address identified issues.

The SISAT will need to agree: roles and responsibilities of individual team members; how the work and progress of the SISAT will be reported to senior leadership; and how it will be communicated across the institution.

#### Baseline Assessment and Analysis

The baseline assessment will give a thorough understanding of the current state of play in the institution with regards to gender equality and will identify any existing gender bias at institutional level.

The baseline assessment stage begins with the collection of quantitative staff and student data, an audit of policies, practices and procedures and the collection of qualitative data from staff and student consultation exercises.

The analysis of the information will: identify best practice at institutional level; identify critical gaps, challenges and opportunities; assess the level of resources allocated to gender activities; establish the baseline for possible improvements and innovations; and inform the development of the GEP.

#### Collection and analysis of gender-disaggregated data from secondary sources

A series of SAGE data templates have been developed for the collection and analysis of baseline gender disaggregated data from secondary sources within the participating institutions. The templates make provision for the collection of data in relation to:

- Governing Bodies and Senior Management Committees
- Student Body and National Benchmark Data
- Academic and Research Staff and National Benchmark Data
- Academic and Research Staff, Contract Type (Permanent / Open-ended, Fixed Term,

Zero Hours / Hourly contracts)

- Academic and Research Staff, Contract Status (Full-time, Part-time)
- Recruitment
- Promotions
- Leavers
- Gender Pay Audit
- Uptake of Work-life Balance provision
- Maternity / Adoption Leave
- External Research Funding Application and Success Rates

The templates are designed for adaptation to best suit the needs of the individual partner institutions.

The data templates are accompanied by a series of prompts and questions for use by institutions in the analysis of the data. The prompts and questions are designed to enable the SISAT to clearly identify differences in gender representation, to explore contributory factors and to begin to develop actions to address the inequalities identified through the analysis.

Some of the data templates require the inclusion of benchmarking data. The benchmarking data allows the institution to compare its data to that of comparable institutions or to national data, as appropriate, and will provide a basis for establishing some measures of success.

While the focus of the analysis is at institutional level, it is important that analysis is also carried out below institutional level e.g. faculty, school, department, discipline, to identify any underlying inequalities or contributory factors. To take account of the different contexts, structures and challenges that exist, each participating institution will decide on the most appropriate breakdown of the data to support the development of its GEP.

Where gaps in the availability of quantitative data have been identified, actions need to be planned to address the gaps.

Audit and impact assessment of policies, practices and procedures

A SAGE best practice checklist has been developed to assist participating institutions in carrying out an audit of internal policies, practices and procedures .

The best practice checklist is structured to address all four quadrants of the SAGE wheel through an audit of

- Policies relating to equality and diversity, combating bullying and harassment, maternity, adoption and work life balance
- Accessibility of policies
- Institutional commitment to gender equality
- The allocation of resources for the promotion of gender equality
- Maternity, adoption and work life balance provision
- Training for staff in relation to equality awareness, unconscious bias, combatting gender discrimination and sexism, and recruitment and selection

- Leadership training and mentoring opportunities to promote career progression
- Activities, initiatives and events designed to raise awareness and promote gender equality and career advancement
- Availability of courses on gender at undergraduate and postgraduate level
- Integration of a gender dimension in carrying out research

The audit will enable participating institutions to highlight best practice across the institution and to identify potential deficiencies in the provision of policies, training and activities to support gender equality, career development, career progression and work life balance provision.

The audit will also provide the institution with a clear indication of the availability of gender courses at undergraduate and postgraduate level and the extent to which gender considerations are integrated into research.

A gender impact assessment needs to be carried out on the policies, practices and procedures identified in the audit, which have not previously been gender proofed.

The gender impact assessment involves systematic consideration of the following:

- What is the aim of the policy?
- Who are the beneficiaries of the policy?
- What quantitative and / or qualitative data is available to assess the impact of the policy?
- Based on the analysis of the data, does the policy have a negative or disproportionate impact on women or men?
- What changes could be made to the policy to remove or lessen the impact on women or men?

☐ Is there an opportunity to promote gender equality through amendments to the policy?

Arrangements should be put in place to ensure that gender considerations are integrated into the development of new policies and procedures and the review of existing policies and procedures.

Each participating institution also needs to carry out a review of the content of the curricula across disciplines to assess the extent to which a gender dimension is integrated into courses. In addition to identifying areas of good practice, the review will highlight any areas where a gender dimension is limited or absent. The SISAT should consider what appropriate actions are required to address the issue e.g. the development of institutional guidelines for the integration of a gender dimension in course content.

Staff and student consultation and the analysis of the outcomes

It is important that participating institutions consult with staff and students to capture their views, perceptions and concerns on a wide range of issues pertaining to gender equality.

The consultation can be conducted using a variety of methods including surveys, focus groups and interviews.

The SAGE primary collection data tool [See Deliverable 2.1] has been developed to assist participating institutions in designing and conducting staff and student consultation exercises. It comprises a set of guidelines on the conduct of surveys, focus groups and interviews and includes a sample interview protocol and gender survey.

The SISAT needs to consider the design of consultation exercises to ensure that the feedback captured on institutional processes and culture addresses the four quadrants of the SAGE wheel.

The responses from the consultation exercises will highlight good practice across the institution, identify key areas for improvement and inform the development of actions to address the areas of concern.

### 3. Action Planning and Target setting

The baseline assessment and analysis will have identified issues in relation to: the recruitment, retention and career progression of female researchers; gender imbalances in decision-making processes; and the incorporation of a gender dimension in research programmes.

It will also have highlighted examples of best practice and the SISAT should consider how best such practices can be shared and embedded across the institution.

In deciding upon the appropriate actions to be put in place to address each of the issues identified, the SISAT should consider the following:

- What evidence is available to support the proposed action(s)?
- What is the action designed to achieve?
- Who will benefit from the action?
- What barriers / challenges may be faced in implementing the action?
- Who will be responsible for the implementation of the action?
- When will the action start and when will it be completed?
- What will success look like?
- How will success be measured?
- What resources are needed?

Actions and success criteria should be aspirational but at the same time realistic. They need to be specific, measurable, achievable, relevant and time-bound (SMART).

The SISAT should give careful consideration as to how key indicators and measures of success are defined as they will establish the basis for the evaluation of actions at a later stage.

Key indicators could include:

- Gender ratios at undergraduate and postgraduate level
- Gender ratios at postdoctoral research level
- Gender ratios at academic grades
- Representation of men and women on key decision making committees

- Gendered experiences in the workplace (via employee surveys): harassment, discrimination, workplace culture and management styles
- Childcare provision and work life balance supports

Both quantitative and qualitative measures of success should be used as appropriate.

#### 4. Implementation

Quantitative measures of success provide an indication of the size of any change e.g. increase in the number of women in senior management positions. Qualitative measures of success provide an indication of level of change in satisfaction, attitudes and perceptions e.g. an increase in the percentage of women expressing satisfaction with childcare arrangements.

It is not possible to address all areas of concern at the same time, therefore the SISAT will need to prioritise actions consistent with the institutional strategic objectives and available resources.

The proposed actions and success measures identified by the SISAT should be incorporated into a draft Gender Equality Action Plan (GEAP) addressing each of the four quadrants of the SAGE Wheel - Institutional Governance, Career Progression, Work Life Balance and Engendering Knowledge (See Figure 1). A SAGE GEAP template has been developed for use by participating institutions.

#### 5. Monitoring and Evaluation

The SISAT will need to consult with senior leadership and top management on the proposed actions and measures of success in the draft SAGE institutional GEAP to secure approval and support, and to ensure that adequate resources will be available to sustain the implementation of the GEAP.

Arrangements need to be put in place to ensure the collection of relevant data to enable the evaluation of progress at defined points during the SAGE project.

The GEAP will evolve on a continuous basis to reflect changes in the strategic objectives of the institution, changes in the structures, staff and priorities within the institution and to reflect progress, success and barriers in the implementation of the GEAP.