INTERVENTION LOGIC Integrating the Gender Dimension in Tertiary Education

EFFICIENCY

CHALLENGES

OBJECTIVES

1. Integrate the gender dimension in research and teaching

INPUTS
INITIATIVES TO PROMOTE GE

- Fostering gender knowledge in all areas
- Measures to mainstream gender issues in higher education curricula
- Initiatives to foster specific specific gender programmes for researcher training

Activities
IMPLEMENTATION

- Introducing a gender-sensitive approach in tertiary education to foster education that is inclusive and stimulating critical thinking
- Provision of single gender modules open for a variety of study programmes
- Implementation of theory, methods and basic research results as basis of teaching and research
- Provision of programme specific gender modules
- Provision of specific gender study programmes at all levels of tertiary education

OUTPUTS, RESULTS & IMPACTS

Gender Equality (GE) EFFECTS

Outputs

- More courses that offer obligatory and optional gender modules throughout all education levels
- Gender study programmes, a resource bank, awards for integrating the gender dimension, revised textbooks, curricular and professorships

Outcomes

- Greater institutional awareness and competence in integrating the gender dimension in various disciplines

Impact

- Making the knowledge base of future researchers and societal leaders more gender sensitive

Research and Innovation (R&I) EFFECTS

Outcomes

- Greater interdisciplinarity in their research projects and those of students i.e. future researchers

Impact

- Making the knowledge base of future researchers and societal leaders more gender sensitive which can positively impact the development of innovative products in the private sector
- More sensitive policy approaches that are beneficial in effectively addressing societal challenges

FEEDBACK TO PROGRAMM DESIGN

POLICY CONTEXT

- Promotion of gender dimension in tertiary education as a core target of Europe-wide GE policy in R&I
- Existence of national initiatives to encourage greater sensitivity and the integration of sex and gender analysis in science knowledge and practice

ORGANISATIONAL CONTEXT

- Political will to integrate the gender dimension into tertiary education at top and faculty level required
- Hindering effect of a lack of resources or capacities to support and train teachers on this issue
- Organizational changes requires gender-sensitive modules that are mainstreamed

TEAM CONTEXT

- Wide differences in the extent of gender awareness and sensitivity across academic staff members

EFFECTIVENESS

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