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Nota di contenuto	Introduction / Angela Wroblewski and Rachel Palmen Theoretical and Conceptual Framework -- Chapter 1. A reflexive approach to structural change / Angela Wroblewski and Rachel Palmen -- Chapter 2. Relevance of monitoring for a reflexive gender equality policy / Angela Wroblewski and Andrea Leitner -- Chapter 3. Relevance of a cop for a reflexive gender equality policy: A structural change approach / Rachel Palmen and Maria Caprile Substantive Issues of a Reflexive Gender Equality Policy -- Chapter 4. EU policy and gender mainstreaming in research and higher education: How well does it travel from north to south? / Dia Anagnostou -- Chapter 5. Community of practice for

gender equality in the network of mediterranean engineering schools / Anastasia Zabaniotou, Aigli Tsirogianni, Monica Cardarilli, and Massimo Guarascio -- Chapter 6. Institutional mechanisms for combatting sexual harassment in higher education institutions: The case of the university of belgrade / Milica Mirazic and Dasa Duhacek -- Chapter 7. Promoting gender studies in Romania - working in a difficult context / Alina Tariceanu -- Chapter 8. Incorporating the gender perspective in engineering curricula: The case of Ecole centrale marseille / Olivier Boiron, Carole Deumie, Lena Raviol, and Margalith Benech-Kopelianskis Experiences With Implementation of The Target Approach In Rpos And Rfos -- Chapter 9. Structural change towards gender equality: Learning from bottom-up and top-down experiences of gep implementation in universities / Maria Caprile, Mina Bettachy, Dasa Duhacek, Milica Mirazic, Rachel Palmen, and Angelina Kussy -- Chapter 10. Promoting structural change in small organisations: Strengths, resistance and the quest for excellence / Barbara de Micheli and Giovanna Vingelli Conclusion / Rachel Palmen and Angela Wroblewski.

Sommario/riassunto

The ebook edition of this title is Open Access and freely available to read online. The under-representation of women in research and innovation has been documented as a global phenomenon and is particularly heightened on decision-making boards and in leadership positions. Presenting a reflexive approach to gender equality for research organisations developed within the TARGET project, funded by the European Commission, the authors describe the experiences of the project's implementation in seven Gender Equality Innovating Institutions in the Mediterranean basin - including research performing organisations, research funding organisations and a network of universities. The TARGET approach goes beyond the formal adoption of a gender equality policy by emphasising an iterative and reflexive process towards equality at the institutional level as well as the establishment of a community of practice for gender equality within the institution. The approach is based on the assumption that actual change is the result of increased institutional willingness and capacity to identify, reflect on and address gender bias in a sustained way. Starting point and anchor of the process is a tailored gender equality plan for each institution. A specific characteristic of TARGET is the fact that implementing institutions are located in countries which have been characterised as relatively 'inactive' in developing gender equality policies in science and research. Therefore, internal and external communication about the relevance of gender equality in science and research forms an important element of a reflexive gender equality policy in contexts which are characterised by resistances, anti-genderism and traditional gender roles. This book will therefore be essential reading for higher education leaders and managers, and staff at all levels committed to achieving gender equity in higher education. This project has received funding from the European Union's Horizon 2020 research and innovation programme.