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TARGET } Taking a Reflexive approach
to Gender Equality for
institutional Transformation

Project acronym	TARGET
Project name	TARGET - Taking a Reflexive approach to Gender Equality for institutional Transformation
Project type	Coordination and Support Action
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End date of the project	30 / 04 / 2021
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Réseaux Méditerranéens des Ecoles des Ingénieurs et du Management (RMEI)

<http://www.rmei.info/index.php/en/>

The project and its objectives

TARGET is an EU HORIZON2020 project. The objective of TARGET is to contribute to the advancement of gender equality in research and innovation (R&I) by supporting a reflexive gender equality policy in seven Gender Equality Innovating Institutions (GEIIs) in the Mediterranean basin - including research performing organisations (RPOs), research funding organisations (RFOs) and a network of universities (**RMEI**).

The TARGET countries have been characterized as relatively 'inactive' in developing gender equality policies in R&I. The widening gap between 'proactive' countries and 'inactive' countries is a worrying development – as some countries are being 'left behind' – which if nothing is done may have negative implications on the quality and excellence of R&I throughout Europe.

The project's approach

The TARGET approach goes beyond the formal adoption of a gender equality policy by emphasizing 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: **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** or **Strategy** (GEP/GES) in each GEII, which will be designed, implemented, monitored, self-assessed and evaluated in the course of TARGET. Within TARGET, change for achieving gender equality in R&I, is defined as a three-dimensional construct:

- a) addressing gender bias in human resource management (recruitment, retention and career progression of female researchers);
- b) addressing gender imbalances in decision-making processes and
- c) strengthening the gender dimension in R&I content and Higher Education (HE) curricula.

The RMEI on TARGET

The RMEI GES will focus on the following priorities:

- (1) establish a sustainable structure for dealing with gender issues on a network level (gender equality working group),
- (2) develop a strong gender equality mission statement which is connected to the environment, technology and sustainability to be approved by the RMEI general assembly and
- (3) build up competence to support network members in establishing a gender equality policy or structure.

The SURVEY

The RMEI Gender Equality Survey is part of the activities started on the 1st of May 2017, aiming the development of a GES and a mission statement. The survey was the first one on gender equality carried out among RMEI member institutions.

The goal of the survey is to get an overview about the state of play of gender equality and its management at RMEI member Universities.

In November 2017, the questionnaire distributed to RMEI member institutions and, by January 23, the responses received.

The survey will be launched again this on December 2018, to collect more replies.

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The RMEI Working Group on Gender Equality

The starting point for the establishment of a gender equality-working group within RMEI is a group of representatives of universities. All representatives are senior researchers at their own organization, bring along gender competence and are committed to participate actively in TARGET.

The composition of the group is as follows:

1. Anastasia ZABANIOTOU, Aristotle University Thessaloniki, Greece
2. Olivier BOIRON, Ecole Centrale de Marseille
3. Fatma ASHOUR, University of Cairo, Egypt
4. Ibtissam MEDARHRI, Ecole Nationale Supérieure des Mines de Rabat Maroc
5. Khalid NAJIB, Ecole Nationale Supérieure des Mines de Rabat, Maroc
6. Massimo GUARASCIO, Sapienza University, Rome, Italy
7. Mara LOBARDI, Sapienza University, Rome, Italy
8. Najwa ABENAMARA, Ecoles Nationale d' Ingenieurs de Sousse, Tunisia
9. Moncef GHISS, Ecoles Nationale d' Ingenieurs de Sousse, Tunisia
10. Juan Jesus PEREZ, Technical University of Catalonia, Spain
11. Irene JORGE, Technical University of Catalonia, Spain