EQUALS EU

EQUALS-EU – Europe's Regional Partnership for Gender Equality in the Digital Age

D4.3 EVALUATION OF SUMMER SCHOOL

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EXECUTIVE SUMMARY

This report contains the results of the impact evaluation of the three-week EQUALS-EU Summer School co-hosted by the GSMA, Kharkiv National University of Internal Affairs (KhNUIA), The Institute of Economics at the Latvian Academy of Sciences (IE LAS), The Graduate Institute Geneva (IHEID) and University of Valencia (UV) and supported by the EQUALS-EU project lead by Oslo Metropolitan University.

The summer school focused on the professional development of 56 future leaders and champions in gender equity and digital inclusion, promoting knowledge exchange and technology transfer within European countries and between European and non-European countries. The three joint courses which formed the foundation of the summer school focused on personal growth and professional development in women's digital rights, transformational leadership, and STEM skills. Each course was the equivalent of one bachelor's level module of five credits under the European Credit Transfer and Accumulation System (ECTS).

The results presented in this report have been derived through a variety of evaluation tools such as facilitator and participants reflections, class observations, and individual assessment tasks.

Key highlights from the summer school included the emergence of a strong peer network not least due to the diversity of the groups alongside an improved general understanding of gender definitions, gender roles and gender equality. Participants appreciated the strong emphasis on practical skills such as charismatic speaking and leadership styles, as well as the emphasis on concrete solutions for changing the embedded gender-based bias in the workplace and in the ICT sector.

The report also highlights the importance of reviewing each subset of evaluation results against the relevant context in which both the summer school and the evaluation had taken part.

In support of long-term impact and as per the requirements under the EQUALS-EU grant agreement, the EQUALS-EU courses have since been converted into a permanent repository of digital learning materials which is available on the EQUALS-EU website.

LIST OF ABBREVIATIONS

DoA   Description of Action

EU   European Union

KhNUIA   Kharkiv National University of Internal Affairs

IE LAS   The Institute of Economics at the Latvian Academy of Sciences

IHEID   The Graduate Institute, Geneva

UVEG   University of Valencia

1. INTRODUCTION

This report completes the reporting on the activities of D4.3, under the DoA, which describes the deliverable as follows:

D4.3 relates to Task 4.3 Host international summer school and leadership boot camps (Led by P1/OsloMet with support from P9/IE LAS, P8/IHEID, and P10/UVEG). T4.3 will focus on hosting an international summer school and professional development boot camp in M31 to elevate 24 future leaders and role models in gender equity and digital inclusion. The summer school will support their on-going professional development and will be offered on the campuses of P9/IE LAS in Riga, Latvia; P8/ IHEID in Geneva, Switzerland; and P10/UVEG in Valencia, Spain. The summer school will consist of three, one-week, professional development boot camps based on the courses developed in T4.2. While each boot camp will build off each other, they will also be discreet, self-contained units that will capitalize on the region's specific competencies, community partnerships, and resources. Each boot camp will be available for open enrolment so local students will have the opportunity to participate. Enrolment in the boot camps will be promoted as part of the broader EQUALS-EU communication and dissemination plan (T5.1). This will enable local students in Riga, Geneva, and Valencia to enrol in one of the boot camps without necessarily having to attend all three. The summer school will begin in Riga at P9/IE LAS, it will continue in Geneva at P8/IHEID, and conclude in Valencia at P10/UVEG. The summer school will culminate with a pitch-off (T3.1) in Valencia coordinated by The Forge, where the 24 scholarship recipients will present their start-ups for the GEIG. The exchange of students will help facilitate knowledge exchange and technology transfer among the 24 countries covered by WP2 and 3. Graduates of the three-week summer school and professional development boot camps will receive a certificate signed by leaders from P1/OsloMet, P5/GSMA, P9/IE LAS, P8/ IHEID, and P10/UVEG. They will additionally be encouraged to participate in their national competitions for EUCYS as well as in international competitions such as the prestigious Hult Prize. **At the end of each bootcamp, P5/GSMA will conduct an evaluation of the educational quality and learning outcomes of the summer school and provide recommendations to the GHRG for using the courses (T4.2) to build capacity in non- European countries in the Global North and South.**

The summer school programme focused on the professional development of 56 future leaders and champions in gender equity and digital inclusion and promotes knowledge exchange and technology transfer within European countries and between European and non-European countries. The three joint courses (bootcamps) focused on the personal growth and professional development in women's digital rights, transformational leadership, and STEM skills. Each course was the equivalent of one bachelor's level module of five credits under the European Credit Transfer and Accumulation System (ECTS).

At the concluding Pitch-Off event in Valencia coordinated by The Forge, the EQUALS-EU Summer School participants presented their start-ups before members of the EQUALS-EU Gender Equitable Investment Group (GEIG).

2. METHODOLOGY

This report comprises several evaluations of different learning and assessment activities across all three weeks of the summer school. The report does not repeat the teaching content, which can be found in the deliverable: *D4.2 Repository of course materials* on the Equals-EU website. It is recommended to read the deliverable reports D4.2 and 4.3 together.

To guide the evaluation of each summer school, a detailed evaluation framework was developed, comprising the following tools:

1) Facilitator self-reflective evaluation (survey)
2) Class observation (survey)
3) Participant evaluation
    a. Course feedback (survey)
    b. Facilitated focus group discussion (report)
4) Evaluation of assessment tasks (report)
5) Evaluation of the participation of local students (report)

Each week of the summer school was developed and hosted at a different partner university. Therefore, teaching, learning, assessment and evaluation methods differ across the three weeks that comprise the EQUALS-EU summer school. Each host employed the evaluation methods best suited to their circumstances.

The aim was to:

1) evaluate the educational quality and learning outcomes.
2) provide recommendations to the GHRG for using the courses to build capacity in non-European countries in the Global North and South (T4.2).
3) provide feedback for revision of the course materials ahead of the public dissemination of all course materials online, as per the project description.

The results of the evaluations have been compiled by the work package leader to inform this report. In addition to a comprehensive assessment of the learning experience of the bootcamps, the report includes several examples of the outcomes of the activities undertaken.

3. SUMMER SCHOOL WEEK 1: RIGA, LATVIA (12-16 JUNE)

The first week of the summer school was evaluated through a facilitated participant focus group and a survey. An evaluation of the assessment tasks was also undertaken.

3.1 EVALUATION BASED ON FACILITATED GROUP DISCUSSION

The focus group discussion took place on June 16, 2023, at the Latvian Academy of Sciences (IE LAS) and was facilitated by the lead coordinator for the EQUALS-EU Summer School in Riga, on behalf of the Institute of Economics at IE LAS: Mr. Renars Raubiskis. All 11 participants were present during the discussion.

The participants were first encouraged to briefly define their experiences during the week. The overall rating of the agenda and various activities planned during the first week of the summer school was positive. The participants most appreciated the choice of diverse facilitators from Latvia, the United Kingdom, Israel, Australia, Singapore, and Ukraine. It was concluded that it was beneficial to observe and analyse different points of views when it comes to gender definition, gender stereotypes, and views on gender roles derived depending on the socio-economic and geographical context. This catalysed fruitful discussions between the participants and facilitators.

The success of the first week was measured by calculating the average of each participant's results based on the anonymous on-the spot survey regarding the level of learning objectives met in each workshop (the results have been compiled in Figure 1 below).
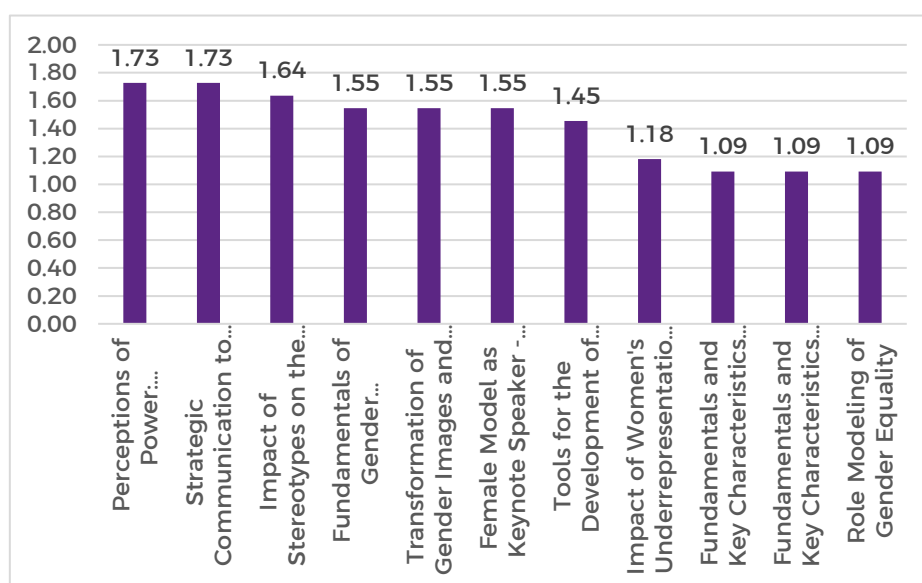
Figure 1: Outcomes of the focus group discussions showing an average rating of workshops according to the set course outcomes (ascending, scale from 0-2). n = 11.

3.2 FINDINGS OF THE FOCUS GROUP DISCUSSIONS AND PARTICIPANTS' SURVEY

3.2.1 KEY OUTCOMES

Overall, the participants of the first week expressed satisfaction with the activities which took place in Riga. According to the survey conducted by the FGD facilitator, the first week of the summer school was rated an average of 70/100 points. The course success rate was calculated by calculating the arithmetic average of each participant's subjective assessment of the corresponding weekly achievement result (1,405 out of 2000).

3.2.2 KEY CHALLENGES

Constructive feedback was given on the below points, to improve the future repeat delivery of the course.

FRAMING OF CONTENT:

It is essential to address the expected work dynamics from the outset, either before the event or during the introductory session. Several participants expressed concerns during the first week, stating that they found the workshops to be too rudimentary, lacking in depth and additional insights on gender equality topics. Thus, it was crucial to underscore that the first week of the summer school served as a comprehensive review of fundamental concepts, which set the groundwork for further exploration in the subsequent sessions (in Geneva and Valencia). All of this, while seeming self-explanatory to participants who have undergone in-depth gender studies, benefited participants with little knowledge about gender equality/equity.

A different approach to setting the expectations of participants ahead of the week of classes may have supported the cohort to better manage the difference in opinions between participants who have completed undergraduate studies related to gender aspects and the ones who have specialised in other areas. This at times caused misunderstandings between the participants due to differences in personal views.

CONTEXTUALIZATION OF GENDER ROLES:

It was acknowledged that in some of the workshops traditional gender roles, e.g., "the woman as a stay-at-home individual" and "the man as the breadwinner" were reinforced during the week. However, it is important to note that gender is not a binary concept. For example, it was mentioned that it is crucial to give the opportunity to everyone to let their colleagues know their pronouns at the beginning of the summer school – which was not done on the first day. This is a crucial aspect which must be considered in the future, especially if the emphasis of the summer school is to be placed on gender. A number of participants mentioned that it is important to not express a disparaging attitude towards men if disputing empowering women. It is very important to find a common, mutually engaging, and respectful dialogue regardless of gender identity.

ORGANISATION OF ASSESSMENT:

In an intensive course, it is especially important to provide complete information about the final task of the week on the first day, including assessment criteria and guidelines on

choosing the topic of the essay, such that participants have time to gather and analyse the necessary information.

3.3 EVALUATION OF ASSESSMENT TASKS

Examiners from IE LAS graded each essay, evaluating on 6 criteria as shown below.

For each of the criteria, the assessor awarded **0, 1 or 2 points**.

The pass threshold for the essay was at least **7 points out of the total 12 points (60%)**.

A total of 11 essays were submitted (100% of the participants of week 1) and were passed when assessed on the below criteria.

3.3.1 ASSESSMENT CRITERIA

C1 Demonstrates an understanding of the gender dimensions of transformational leadership
C2 Addresses topics mentioned in the learning outcomes of W1
C3 Presents logical arguments supported by evidence and examples mentioned in workshops, prerequisite reading materials or co-requisite movies
C4 Exhibits critical thinking and evaluation of aspects mentioned in workshops, prerequisite reading materials or co-requisite movies
C5 Meets the approximate word count requirement (450-600 words)
C6 Presents a well-structured essay

3.3.2 SUMMARY OF RESULTS

In Figure 2, the average mark of each criterion is displayed.
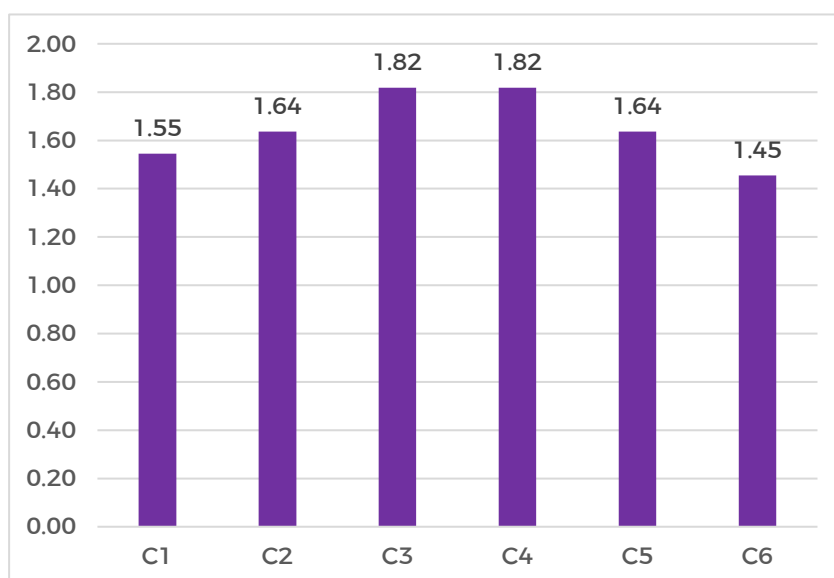
Figure 2: Average mark for the participants according to the criteria.

As shown, the highest rated is the presentation of logical arguments supported by evidence and examples mentioned in workshops, prerequisite reading materials or co-requisite movies, as well as the exhibition of critical thinking and evaluation of aspects mentioned in workshops, prerequisite reading materials or co-requisite movies.

4. SUMMER SCHOOL WEEK 2: GENEVA, SWITZERLAND (19-23 JUNE 2023)

Figure 3: Participants and facilitators pose outside the United Nations Headquarters in Geneva following a visit to the Opening Reception of the "Slavery: Ten True Stories of Dutch Colonial Slavery" Exhibition and short tour of the United Nations buildings and grounds.

This section includes the results of two evaluations: a participant survey and facilitators' self-reflective evaluations. An evaluation of the assessment tasks was also undertaken.

4.1 EVALUATION BASED ON PARTICIPANTS' SURVEY RESULTS

Listed in this section are the main outcomes and challenges of the bootcamp as described by the participants themselves. Altogether, these insights provide guidance for refining the curriculum ahead of repeated delivery.

4.1.1 KEY OUTCOMES:

1. Participants were able to develop a critical perspective in terms of feminism and women's digital human rights.

2. Activities which were particularly enjoyed were the "Gender, Power and Media" class by Norita Mdege class due to its critical thinking approach; the gender walk led by Carolina Earle and Dr. Caroline Wamala-Larsson in the context of Dr. Caroline Wamala-Larsson's

workshop on space place negotiation; and the workshop led by the Yojoa team – Emmanuelle Werner-Gilloz, Natalia Luque, and Fadya Wahab - investigating inclusion of migrant women in the society. The UN visits and the audience with the ITU SG were also highly rated due to the introduction to relevant female role models.

3. The ability to network and build social capital was noted as being particularly useful.

4. Meeting and hearing stories of many inspiring women, including women entrepreneurs, leaders, refugees, and professors was appreciated.

5. Learning to consider the different modalities of technologies that exist to reach various people was another highlight of the Summer School.

6. Participants noted that cooperation among individuals is crucial for substantial change and progress and every life experience and learning is valuable and could potentially help in the future.

4.1.2 KEY CHALLENGES:

1. Limited time to absorb all the knowledge disseminated and the overall intensity of the week-long agenda.

2. The duration of the workshop and HQ tour at FONGIT could have been extended due to the diverse interests of the participants and the limited time.

3. Some participants didn't find the main theme of the week adequately addressed through the lectures and workshops.

4.2 EVALUATION BASED ON FACILITATORS' SELF-REFLECTIVE FEEDBACK

Each of the workshops were evaluated by the facilitator. This evaluation provides insights into the most successful aspects of the learning activities while also providing advice on how to improve to workshop for repeat delivery in the future.

4.2.1 TRANSLATING ACADEMIC CONCEPTS INTO INTERNATIONAL POLICY ON CONNECTIVITY FOR GOOD

The workshop was led by Tamara Dancheva from GSMA.

Overall, the participants were highly engaged in the activity but more time could have been allocated in order to look more closely into other issues such as public-private partnerships and international policy making processes.

Incorporating a follow up workshop activity could have improved the activity by allowing students to reflect on the steps needed to be implemented to avoid risks and leverage opportunities stemming from international policy making.

4.2.2 FIVE LESSONS FROM A DECADE OF INNOVATION SUSTAINABILITY AND LEADERSHIP

The workshop was led by FONGIT. The teaching approach might have demonstrated how to further simplify the innovation process with a tangible example from one of the projects in the room but the time was not sufficient.

The most successful outcomes were centring the workshop around the participants and their needs, ensuring that the workshop was tailored for what the participants felt was most relevant and sharing practical ways to lead and innovate, develop their projects comprehensively, and pitch.

More time and space for the participants to interact with each other, and further test the suggested approaches could have been allocated.

4.2.3 REASSEMBLING SOCIETY THROUGH TECHNOLOGY AND INNOVATION: RECLAIMING (Y)OUR AGENCY

Reassembling Society Through Technology and Innovation Lecture and Workshop and Gender Walk was led by Dr. Caroline Wamala-Larsson with the Geneva Gender Walk led by Carolina Earle.

The Post Walk Workshop could have benefited from more time, so this would be something to keep in mind for future sessions, where the reflection time should be adequately planned for.

Working with theoretical concepts in practice was seen as particularly successful.

4.2.4 GLOBAL PERSPECTIVES

The class was taught online by Maria Tazi from Missions Publiques.

In terms of content, the session went well but the duration was not sufficient. The well-prepared questions by students and speakers, and the highly inspiring speeches by fellows were particularly appreciated by all.

4.2.5 ITC ECOMCONNECT WORKSHOP

The workshop was taught by Natalia Kozlenkova from the International Trade Centre. The format could have been different as to allow groups of participants to debate one question and share conclusions afterwards.

The overall engagement was high, and participants asked lots of questions.

4.2.6 GENDER, POWER AND MEDIA

The workshop was taught by Dr. Norita Mdege.

More time for participants to give each other feedback on the practical exercises was needed because the feedback process proved to be a good way for participants to reflect on the practical application of the concepts discussed.

4.2.7 MULTIDIMENSIONAL DIGITAL DIVIDE: GENDER, AGEING, AND TECHNOLOGY

The lecture was taught by Ern Chern Khor from the Korean Advanced Institute of Science and Technology (KAIST) Graduate School of Science and Technology Policy / Aging and Technology Policy Lab.

The lecture might be improved if given in person and for a shorter duration: one hour and a half instead of two hours.

4.3 EVALUATION OF ASSESSMENT TASKS

Participants were assessed based on a written policy brief (500 words) advocating for a particular intervention geared to eliminating exclusion and advancing women's digital rights.

NUMBER OF PASS/FAIL RESPONSES:

Submissions were graded on a Pass/Fail basis. Counting locally recruited students, the IHEID hosted thirty-two students throughout Week 2 of the Summer School. Sixteen (16) of these students were EQUALS-EU-funded participants. Despite multiple reminders, four (4) EQUALS-EU-funded participants did not submit their assignments. Each of the twelve (12) EQUALS-EU-funded participants who successfully submitted their work, passed.

OVERVIEW OF TOPICS/ PROBLEMS/ CASES/ PRESENTED BY THE PARTICIPANTS IN RESPONSES TO THE TASK

The title of each policy brief and feedback given to the EQUALS-EU-funded participants who successfully submitted their work is as follows (here anonymised):

EQUALS-EU Participant	Title of Policy Brief/Submission and Evaluation
1	"Eliminating exclusion and advancing women's digital rights"
	Evaluation:
2	"A woman who did not take no for an answer"
	Evaluation:

	Assignment Feedback
	Pass / Fail — Pass. Well done!
	Rose — Strong storytelling, use of Summer School experience, and your call to persons in power to be driven in their policy-making by exceptional examples like Nadia.
	Bud / Question — What are the pros and cons of using a private provider such as SpaceX to provide such an important service?
3	"Women's digital rights"
	Evaluation:
	Assignment Feedback
	Pass / Fail — Pass. Well done!
	Rose — Interesting focus on the historical nature of exclusion and oppression, and understanding of the varied structures and dimensions by which exclusion takes place and inclusion might be embedded, too.
	Bud / Question — Of the mechanisms for inclusion that you have mentioned, in a chosen limited resource environment, which would you deem a priority, how and why?
4	"A policy brief of no more than 500 words that advocates for a particular intervention geared to eliminating exclusion and advancing women's digital rights"
	Evaluation:
	Assignment Feedback
	Pass / Fail — Pass. Well done!
	Rose — Well-written and researched piece with an important focus on the need to advance social policies, funding streams, and skills-building initiatives to assist women's entry into the workforce.
	Bud / Question — If at all, what role should the government play in improving gender equity in the private sector?
5	"Enhancing Women's Digital Literacy in Colombia"
	Evaluation:

<table>
<tr><td colspan="2">Assignment Feedback</td></tr>
<tr><td>Pass / Fail</td><td>Pass. Well done!</td></tr>
<tr><td>Rose</td><td>Incredibly well-written and structured, with a powerful focus on Colombian women, and attention to diverse vulnerable communities and context-specific challenges and solutions.</td></tr>
<tr><td>Bud / Question</td><td>If any, what role might the international community play in assisting the implementation of some of your policy recommendations, especially noting that some of the issues you have identified are transnational in nature?</td></tr>
</table>

6	"Tech women in Croatia"

Evaluation:

<table>
<tr><td colspan="2">Assignment Feedback</td></tr>
<tr><td>Pass / Fail</td><td>Pass. Well done!</td></tr>
<tr><td>Rose</td><td>Well-written, researched, and structured with a clear link built between your data and the need to challenge stereotypes and implement positive role models for women.</td></tr>
<tr><td>Bud / Question</td><td>When challenging stereotypes, how might it be possible to construct multiple ideas or visions of success for women?</td></tr>
</table>

7	"Gender Equality in Digitalisation"

<table>
<tr><td colspan="2">Assignment Feedback</td></tr>
<tr><td>Pass / Fail</td><td>Pass. Well done!</td></tr>
<tr><td>Rose</td><td>Well-written and structured, with several important suggestions for advancing the leadership role of diverse women in ICT sectors and economies. Particularly important integration of focus on the environment, too.</td></tr>
<tr><td>Bud / Question</td><td>Should local, regional, and/or international organizations be responsible for coordinating the multifaceted human and environmental impacts of ICT highlighted in your brief? Why?</td></tr>
</table>

8	"Closing the Gender Gap in the Digital Age: Gender Bias in Artificial Intelligence (AI) - From Big Data to Machine Learning and Predictive Algorithm"
	Evaluation:

	Assignment Feedback **Pass / Fail** — Pass. Well done! **Rose** — Well-researched, structured, and presented. Great focus beyond the gender binary and intersectionality. Comprehensive and holistic, and strong recommendations on how to restructure IOs and global governance to tackle AI bias. **Bud / Question** — In the absence of a legal framework, how might private companies be encouraged/incentivised to implement the ethical standards suggested?
9	"Advancing Women's Digital Rights: Promoting Inclusive Policies for Digital Literacy"
	Evaluation: **Assignment Feedback** **Pass / Fail** — Pass. Well done! **Rose** — Well-written and structured, with many important suggestions presented to advance equity and inclusion. **Bud / Question** — Should governments, civil society, and tech companies all be held accountable for promoting equity to an equal extent?
10	"Women in the digital era"
	Evaluation: **Assignment Feedback** **Pass / Fail** — Pass. Well done! **Rose** — Powerful focus on preventative measures, as well as on integrating emotional/lived experiences in policy solutions, too. **Bud / Question** — Are there any gendered implications of the use of social media for marketing purposes?
11	"A policy brief geared toward eliminating exclusion and advancing women's digital rights"

	Assignment Feedback
		Pass / Fail	Pass. Well done!	
		Rose	Well-written and structured, with key stakeholders identified as well as three well argued suggestions presented to advance digital equity and inclusion.	
		Bud / Question	Can you identify the key reasons for which different governments might not wish to or are unable to implement some of your suggested policies? How might these barriers be overcome?	
12	"Advancing Women's Digital Rights by providing a Universal Access throughout the world"
	Assignment Feedback
		Pass / Fail	Pass. Well done!	
		Rose	Well-written and structured, with many important suggestions presented to advance equity and inclusion.	
		Bud / Question	Should any one of the institutions take particular charge of promoting the digital literacy programs mentioned over others? If yes, which one and why?	

Table 1: Assignment topics and feedback provided in Week 2.

4.3.1 SUMMARY OF RESULTS

The wide range of topics and geographical areas covered demonstrates how students successfully selected and investigated focal areas that were pertinent to their areas of interest. It was clear by way of their policy briefs, that as hoped, students had drawn many learnings from the different sessions of the week, with many of the themes investigated during the week seeming into play into their work. At the same time, there was much creative freedom, as students suggested different policy interventions. It is notable, as aforementioned, that the quality sometimes differed, suggesting that such a technical assignment would have benefitted from a dedicated policy brief writing session. However, the quality differences are likely to have been because participants either by choice or by way of their concurrent commitments will have chosen to dedicate more or less time to the assignment. This brings up a conceptual question as to how to create inclusive practices and allowances and space for individuality and creativity while also necessitating that a certain threshold of independent learning and time be dedicated to different tasks. To this end, some participants needed many reminders, and it was clear that others used tools such as ChatGPT to produce (at least parts of) their assignments. As such, also in needing to make sure that facilitators also feel respected in the time and effort they dedicate to the learning experience, rethinking how best to assess and create inclusive assessments in a changing online environment - which has seen a remarkable increase in the use of AI-assisted learning, for example - might need to be (re)assessed.

5. SUMMER SCHOOL WEEK 3: VALENCIA, SPAIN (26-30 JUNE 2023)

The final week of the summer school was comprehensively evaluated through class observation, facilitator self-reflection, a focus group and a participant survey. An evaluation of the assessment tasks was also undertaken.

5.1 EVALUATION BASED ON THE PARTICIPATION OF LOCAL STUDENTS IN THE SUMMER SCHOOL

The EQUALS-EU Valencia team invited local students from the University of Valencia, mainly master's and PhD students, but also undergraduate students, to participate in the summer school. Regarding the profiles of the participants, a total of 11 local students signed up, 10 female and 1 male, from a broad range of disciplines: 2 students came from geography and environment degrees, 1 from a master's degree in law and political science, 1 from a doctoral degree in cooperation, communication and interculturality, linguistics, etc. and 1 student from the master's degree in development cooperation. All the students had a high level of English for the purpose of understanding the seminars and being interactive in the classroom.

The students were recruited through a campaign carried out by the EQUALS-EU Valencia team, which publicized the summer school and included the timetable and an enrolment questionnaire. This campaign was carried out both in paper format, disseminated throughout all the faculties of the University of Valencia and virtually through the RRSS and corporate websites.

The commitment of the registered students was high, all seminars and outings were attended by local students. In addition, their involvement in each of the seminars was high and with great participation level and feedback within the group. The students participated in the different tasks and discussion groups within each seminar.

The participation of students from the University of Valencia in the summer school has been an opportunity for local students to have access to specific topics with a gender perspective. Moreover, being a school designed with a territorial and interdisciplinary perspective, it has allowed for several students from different undergraduate and postgraduate degrees. During the different seminars, the students have been able to learn about new concepts such as the doughnut economy, social capital and digitalization, as well as the use of data.

This has been a great opportunity for the local students, and this is reflected in the survey carried out by the Valencia team. In the survey, 6 local students answered, whereby the average score for the materials prepared and provided, the teaching staff and the organisation was 10, 10 and 9.6 respectively. Finally, regarding the degree of satisfaction and learning obtained during the Valencia summer school, the average score was 9.7 out of 10.

5.2 KEY FINDINGS FROM THE FOCUS GROUP AND PARTICIPANTS' FEEDBACK SURVEY

In their feedback on the final week of the summer school, participants reflected on the overall experience of the three-week program, as well as the Valencia week. The main points expressed are presented below and discussed further in the conclusion (Section 6).

5.2.1 KEY OUTCOMES:

1. The biggest take away has been the ability to build a strong social capital and network, especially considering the different backgrounds of the participants

2. The ability to share best practices, learn from the other participants

3. The ability to be creative without being judged was identified as particularly valuable

4. The charismatic speaking workshop was particularly helpful and rated very highly by all participants alongside the GSMA led sessions and the Strategic Investment Sessions led by GEIG Member Gita Swamy

5. Participants identified the third week as a valuable creative learning lab, allowing a focus on the actual learning process and not grades

6. All the information throughout the third week was identified as useful, even if not directly applicable to the concept being developed by the participants

7. The diverse backgrounds of the participants allowed for diverse perspectives and the adoption of a different mindset and ways of communicating which benefited the learning process

5.2.2 KEY CHALLENGES:

1. The Valencia week and preceding weeks were too intense given the number of activities, readings, assessments and other assignments which participants were expected to participate in

2. The biggest challenge was the narrow topic of the lectures which did not allow for many participants to identify with the material being taught

3. Participants reported enjoying the format of the classes, but lees-so the specific content.

4. It would have been helpful to have a glossary for the various terms used throughout the summer school

5. There was a lack of cohesion between the three summer school weeks in terms of connection and relevance of the topics taught; at times there was no continuity between some of the sessions not least in terms of how those related to the overall aims of the summer school concept and general theme

6. More opportunities to learn from one another could have been implemented

7. There was lack of time to build on the ideas from each summer school week and bring the learning from the summer schools to their ideas

8. At the beginning of the summer school everyone was able to share their ideas but no opportunity was given to do so subsequently

9. It would have been helpful to receive guidance from a professional mentor and obtain learnings through smaller groups

10. Participants were expecting to receive more feedback with their pitch off preparations and be allowed more time to develop their ideas

11. There is a need to better align the hackathon, incubation program and subsequent summer school

12. The Pitch Off session was not organized very well

5.3 CLASS OBSERVATION EVALUATIONS

In this section, evaluations on each of the activities are given, obtained through class observation by independent observers.

5.3.1 THE POWER NETWORKS AND GENDER LEADERSHIP WORKSHOP

The "Power Networks and Gender Leadership" workshop taught by Dr. Javier Serrano and Dr. Félix Fajardo was attended by the majority of the EQUALS-EU summer school participants and some local students.

Overall, the students were highly engaged and enthusiastic and believed that social networking was very important, and the EQUALS-EU project had allowed them to meet a wide range of people, not only the students and teachers. At the beginning of the session, they believed that the most important thing for their project was finding ways to make money, but at the end they believed that the social part was just as relevant as the economic part, highlighting the role of relationships.

In terms of improvement there needs to be more time dedicated to the methodology of social network analysis.

5.3.2 RUSSAFA CITY CENTRE TRIP

The trip was led by Dr. Juan Miguel Albertos and Dr. Maria Dolores Pitarch and was attended by the majority of EQUALS-EU summer school participants and some local students.

Participants were enthusiastic and highly engaged. The most successful part was the tour itself, taking a walk through the city centre was a good idea to see how different processes affect the city itself.

5.3.3 CITIES AND WOMEN: ARCHITECTURE AND MOBILITY WITH GENDER PERSPECTIVE

The seminar was taught by Natalia García, Olga Lanzas, Pau Ginés and Dr. Carmen Zornoza and was attended by the majority of the EQUALS-EU summer school participants and some local students.

More time to discuss the activity would have been beneficial to the participants. However, the participants seemed to enjoy the task.

5.3.4 USING COLLECTIVE INTELLIGENCE METHODS TO ENGAGE MORE EFFECTIVELY WITH AN INVESTOR

The workshop was taught by Gita Swamy and was only attended by EQUALS-EU summer school participants.

The most successful aspect of the activity was the explanation of collective intelligence and most participants seemed interested and engaged.

5.3.5 CREATIVE ECONOMY IN THE CITY OF VALENCIA

The excursion was facilitated by Juan Miguel Alberto and attended by the majority of EQUALS-EU summer school participants and some local students.

Participants indicated that the most successful part of the activity was the ability to observe and understand first-hand the processes of gentrification, touristification and new economic developments in the Russafa neighbourhood.

5.3.6 ENTREPRENEURSHIP AND SUSTAINABILITY

The seminar was taught by Dr. Lola Garzón and Pau Sendra and attended by the majority of the EQUALS-EU summer school participants and some local students.

The professors made the seminar entertaining, easy to understand and follow. Therefore, many participants asked questions related to their projects or to broader issues.

5.3.7. BRIDGING THE GENDER GAP THROUGH CULTURAL HERITAGE AND CREATIVE UVEG DESIGN

The workshop at Museo Nacional de la Cerámica y las Artes Santuarias "González Martí" was led by Mar Gaitán and was only attended by EQUALS-EU summer school participants.

Allowing students the freedom to choose a work-of-art to discuss during the workshop and to be able to enjoy the museum space for the development of the activity, was seen as a particularly successful part of the activity.

5.3.8 SOCIAL INNOVATION IN RURAL AREAS: THE ROLE OF WOMEN

The seminar was taught by Lola Garzón and Pau Sendra and was attended by the majority of the EQUALS-EU summer school participants and some local students.

The observation of real cases of women who have been able to develop their projects from scratch and allowing the students to see that their projects can be achieved was seen as particularly beneficial.

5.3.9 CHARISMATIC SPEAKING WORKSHOP

The workshop was led by The Forge and attended only by EQUALS-EU summer school participants.

The most successful aspect of the activity were the strategies students learned to pitch their ideas successfully.

5.3.10 IDENTIFYING THE GENDER GAP THROUGH DATA VISUALIZATION

The seminar was taught by Dr. Cristina Portalés and Laya Targa and attended by the majority of EQUALS-EU summer school participants and some local students.

Participants were especially interested to see the different examples that were provided to them.

5.3.11 ALBUFERA TRIP -SOCIAL TRANSFORMATION

The trip was facilitated by Dr. Carles Sanchis (UV) at Parc Nacional de l'Albufera and attended by the majority of the EQUALS-EU summer school participants and some local students.

This activity was an opportunity to connect with nature and take a break from the classroom. The most attractive activity was the boat ride, and everyone seemed to be interested in the explanations and the natural environment.

5.3.12 DRIVING SOCIAL INNOVATION VIA MOBILE

The seminar was taught by Tamara Dancheva (GSMA) and was only attended by EQUALS-EU summer school participants.

It included an overview of how GSMA and the mobile industry is driving social innovation as well as an overview of the GSMA Innovation Fund, giving the participants additional insights on where to apply for future funding.

Overall participants found the session informative, but some indicated that due to the specific geographical and thematic limitations of the 2024 GSMA Innovation Fund applications' requirements they might not be able to apply. Recommendations were made on expanding such sessions in the future so that those are structured in a way which would be relevant for a broader audience group.

It is important to note that the overall objective of the session was to expand the participants view when it came to the valuable role private sector (and in this case the mobile industry) plays in supporting women (tech) entrepreneurs and social innovation as participants were embarking on finalizing their business plans.

5.4 FACILITATORS SELF-REFLECTIVE EVALUATION

The facilitators' self-reflective evaluation covered three activities: "Power Networks and Gender Leadership" workshop taught by Dr. Javier Serrano and Dr. Felix Fajardo; the "Wetland Conservation: Albufera de Valencia" excursion led by Dr. Carles Sanchis-Ibor and "Russafa: From Marginalization to Gentrification" field work led by Dr. Juan M. Albertos. Overall, the activities went as planned, with participants being engaged and completing the required preparation for the classes. Areas of improvement included introducing more diverse class resources although the duration and content was adapted to the audience. The most successful aspect was the creation of a social network among the participants and their overall level of engagement.

5.5 EVALUATION OF ASSESSMENT TASKS

The major assessment task of the final bootcamp in Valencia was the "Pitch-off" event. However, to ensure the effectiveness of the learning activities, participation in the week's seminars and workshops was additionally assessed. The details of these activities are described below, providing valuable insights into the learning undertaken.

5.5.1 EVALUATION OF THE SEMINAR: "CITIES AND WOMEN: ARCHITECTURE AND MOBILITY WITH GENDER PERSPECTIVE"

DESCRIPTION OF THE ASSESSMENT TASK:

Participants were organized in groups and were provided with topics related to gender urban challenges. This topic was analysed by the participants through five equity criteria to create a diagnosis. Finally, participants were able to propose initiatives to create more inclusive, fair and sustainable scenarios. Apart from the general aspects, they were asked to focus on proposals, strategies, lines of action or modifications from their own field of expertise.

Once this was done, the results were orally presented to other groups and discussed between them. Participants were in general very engaged in the activity.

NUMBER OF PASS/FAIL RESPONSES:

17 participants submitted the assignment, all passed.

OVERVIEW OF TOPICS/ PROBLEMS/ CASES/ PRESENTED BY THE PARTICIPANTS IN RESPONSES TO THE TASK

The images in the table below a range of participant outcomes from this activity (Table 2).

Table 2: Participants' Outcomes from the Seminar: "Cities and Women: Architecture and Mobility with Gender Perspective"

DISCUSSION OF SUBMITTED ASSIGNMENTS

The scope of the topics was related to gender-based urban challenges. There were 3 main parts: mobility, space and ecology. The proposal was thought to be useful as a reflection on the issues discussed, more so than to create a very specialized results on the topic. The methods of inquiry were the creation of a diagnosis, the proposals and the oral exposition and the participatory process. The expectations of the responses were aligned with the results obtained.

5.5.2 EVALUATION OF SEMINAR: "SOCIAL INNOVATION IN RURAL AREAS: THE ROLE OF WOMEN"

DESCRIPTION OF THE ASSESSMENT TASK:

Once all the concepts had been explained and discussed and the seminar was over, the students had to fill out a short survey on what they had learned during the seminar, which was carried out at the end of the seminar. See Figure 4.

NUMBER OF PASS/FAIL RESPONSES:

17 participants submitted the assignment, all passed.

OVERVIEW OF TOPICS/ PROBLEMS/ CASES/ PRESENTED BY THE PARTICIPANTS IN RESPONSE TO THE TASK

N/A

DISCUSSION OF SUBMITTED ASSIGNMENTS

The students showed a high degree of involvement and interest throughout the seminar. In the homework presented, they were attentive to the explanations given by the teachers and the results obtained by them were very positive.

EMPOWERING WOMEN IN PLACE - Valencia Summer School 2023

QUESTIONNAIRE - SOCIAL INNOVATION IN RURAL AREAS: THE ROLE OF WOMEN

Dolores Garzón & Pau Sendra - June 26th, 2023

Tell us three keywords out of the session.	Are there any outputs from the session that can improve your project?	Which have been the main takeaways of the session?
donut economy, mindset, practical	It has been lovely, keep up the good work!	Donut economy
Interesting new use ful	Yes many	We need to think the impact level of our business idea so it can have a balance between many aspects.
Inspiring!		
Great open conversation!		The importance of keeping your integrity and values through out the start-up process!
Educational!		
Empowerment, sustainability, doughnut economic	Implementing the doughnut economy,	Same as the above
	Focus on sustainability	
Sustainability, humanism, values	Interdisciplinary within team members - not being afraid of getting together	It's high time we rethought the approaches towards launching business - the more sustainability goals oriented we are - the better. And this applies to the multilayered meaning of the phrase itself. Amazing and inspiring session! Thank you ♥
Valuism, human dignity, sustainability	Yes, the frameworks	
Development of sustainable business.	Doughnut economic chart	The importance of values
		Examples of other businesses startups
humanism, social foundation and homo economics	In my opinion the session was really well done and entertaining, and there is nothing to improve.	How entrepreneurship can be led with a humanistic vision, considering all aspects of social, economic and cultural norms.
Sustainable, economic ethical	Research	SDG's, reflect on how your project is meeting the goals link projects to human connections
success stories, new technique (doughnut economics)	not really, but it was very interesting	very useful and applicable concept
Valuism, donut economics, sustainable investment	Work more on the sustainable financing	How Business ideas affect the whole of society
Doughnut-economics, humanistic, valuism	More discussions	Inspiration !
Doughnut economics: valuism; humanism	A very interesting approach and very well conducted. I learnt a lot	Rethinking value and how a companies value is being rethought, taking in to consideration human dignity and sustainability (not only in the ecological sense).
Humanity, economy, equality	You are such a good team, I enjoyed on your lectures. You both great, thank you	Doughnut and validity
Valuism, sustainbility and entrerneneur	No	The doughnut economics
Sustainability, Values and humanity	How to make it sustainable	Check global impact on how to improve the organisation.
		Check tools
doughnut economy, social impact, sustainability	Including doughnut economy in the consideration	The way we consider not only the issue we are working on, but all other relevant issues in our society and what impact we have on them
Prosperity, respectful, environment	The economics of human beings, the donut	What we really need are economies that bring us prosperity

EQUALS EU

Figure 4: Questionnaire following the Empowering Women in Place seminar

5.5.3 EVALUATION OF SEMINAR: "ALBUFERA TRIP"

DESCRIPTION OF THE ASSESSMENT TASK:

The assessment was related with the participation in the activity. There were many verbal questions that participants answered, and further, participants proposed a lot of questions related with the protected area.

NUMBER OF PASS/FAIL RESPONSES:

17 participants submitted the assignment, all passed.

OVERVIEW OF TOPICS/ PROBLEMS/ CASES/ PRESENTED BY THE PARTICIPANTS IN RESPONSES TO THE TASK

The ecological values of the Albufera were one of the most discussed and evaluated with the teacher. Also, participants were very interested in the role of the women in the agricultural space of the area.

DISCUSSION OF SUBMITTED ASSIGNMENTS

The scope of the topics proposed was expected for the group of people who attended to the summer school.

5.5.4. EVALUATION OF SEMINAR: "BRIDGING THE GENDER GAP THROUGH CULTURAL HERITAGE AND CREATIVE DESIGN"

DESCRIPTION OF THE ASSESSMENT TASK:

The activity consisted in a "re-reading" task with a gender perspective of the art collections in the González Martí National Museum of Ceramics and Sumptuary Arts. Participants completed different tests to evaluate their previous knowledge and the way their ideas developed at the end.

NUMBER OF PASS/FAIL RESPONSES:

17 participants submitted the assignment, all passed.

OVERVIEW OF TOPICS/PROBLEMS/CASES/ PRESENTED BY THE PARTICIPANTS IN RESPONSES TO THE TASK

Participants analysed different pieces as paintings and ceramic pieces in order to understand the importance of the objects and how those can be re-read/evaluated using a gender perspective.

DISCUSSION OF SUBMITTED ASSIGNMENTS

The originality of the outcomes was very wide. During discussions about a piece of ceramic some participants were curious about the identity of the women and the role they played in the society when they were using this object. About a vase, some others said: "It reminds us of the world, with a very specific pattern, which gives us a sense of interconnectivity and union in the world." About a piece called "La Dama de Barro", participants said: "We saw emphasis on the facial expressions, that is, on emotions and thought. We perceive it as a way to promote diversity and lesser emphasis on body".

5.5.5 EVALUATION OF SEMINAR: "CITY CENTRE TRIP - RUSSAFA NEIGHBORHOOD IN VALÈNCIA"

DESCRIPTION OF THE ASSESSMENT TASK:

The objective of the field trip was to observe first-hand the urban reality of the Russafa neighbourhood in Valencia, so the task was to get to know the neighbourhood directly and therefore only attendance to the field trip was counted.

NUMBER OF PASS/FAIL RESPONSES:

17 participants submitted the assignment, 11 passed and 6 failed.

OVERVIEW OF TOPICS/ PROBLEMS/ CASES PRESENTED BY THE PARTICIPANTS IN RESPONSES TO THE TASK

Assessment was based on attendance and participation only.

DISCUSSION OF SUBMITTED ASSIGNMENTS

During the excursion throughout Russafa, the students were really interested in the urban and social transformation of the neighborhood, where they could see the change from a process of marginalization to the current process of gentrification. The students asked numerous questions to the teacher and it allowed a really enriching debate for everyone.

5.5.6 EVALUATION OF SEMINAR: "IDENTIFYING THE GENDER GAP THROUGH DATA VISUALIZATION"

DESCRIPTION OF THE ASSESSMENT TASK:

Participants created a collaborative map which can be can accessed by following the link below: https://www.uv.es/dinateam/mapNobel.html

Assessment was based on attendance and participation in the activity.

NUMBER OF PASS/FAIL RESPONSES:

16 participants submitted the assignment, 8 passed and 8 failed.

OVERVIEW OF TOPICS / PROBLEMS / CASES PRESENTED BY THE PARTICIPANTS IN RESPONSES TO THE TASK

   a) Scope of topics investigated/reported

   b) Methods of inquiry

   c) Originality of outcomes

   d) Task outcomes in the context of facilitators' expectations of responses to the task

   e) Any other relevant points.

Participants were very active in the creation of the collaborative map. Everyone selected different women rewarded with novel prices and analyses or spatial distribution. It was very interesting to observe the displacement of some of the most famous women.

5.5.7 EVALUATION OF SEMINAR: "POWER NETWORKS AND GENDER LEADERSHIP"

DESCRIPTION OF THE ASSESSMENT TASK

Assessment was based on attendance and participation in the activity.

NUMBER OF PASS/FAIL RESPONSES:

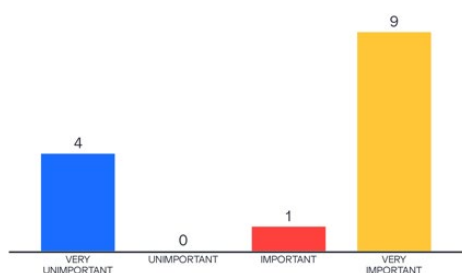17 participants submitted the assignment, 16 passed and 1 failed.

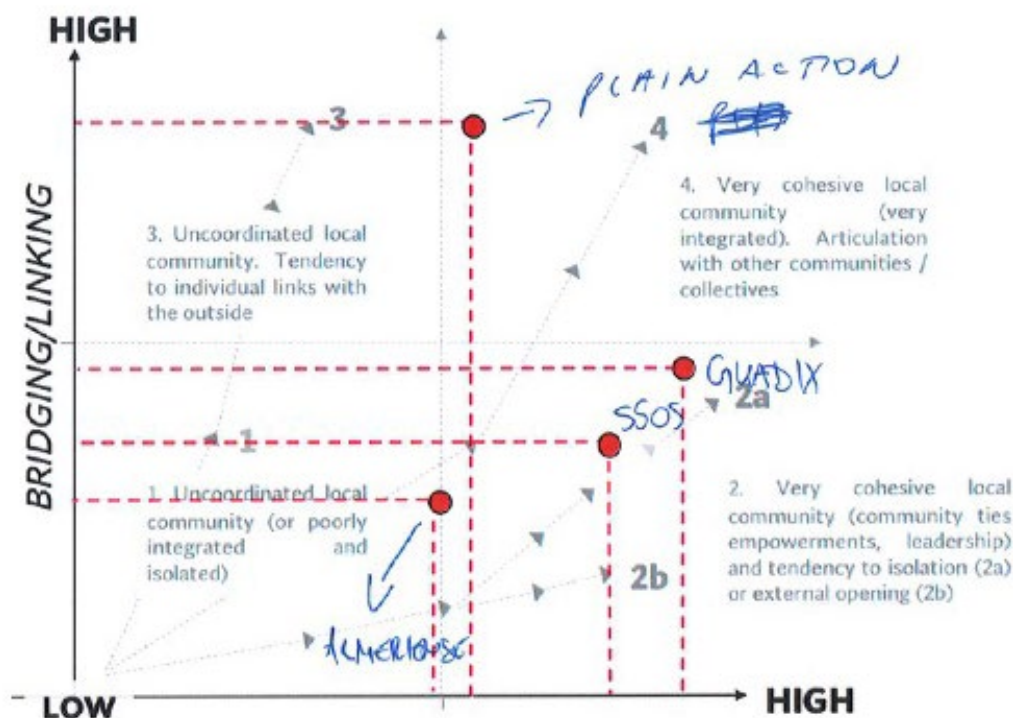**OVERVIEW OF TOPICS/PROBLEMS/CASES/ PRESENTED BY THE PARTICIPANTS IN RESPONSES TO THE TASK**

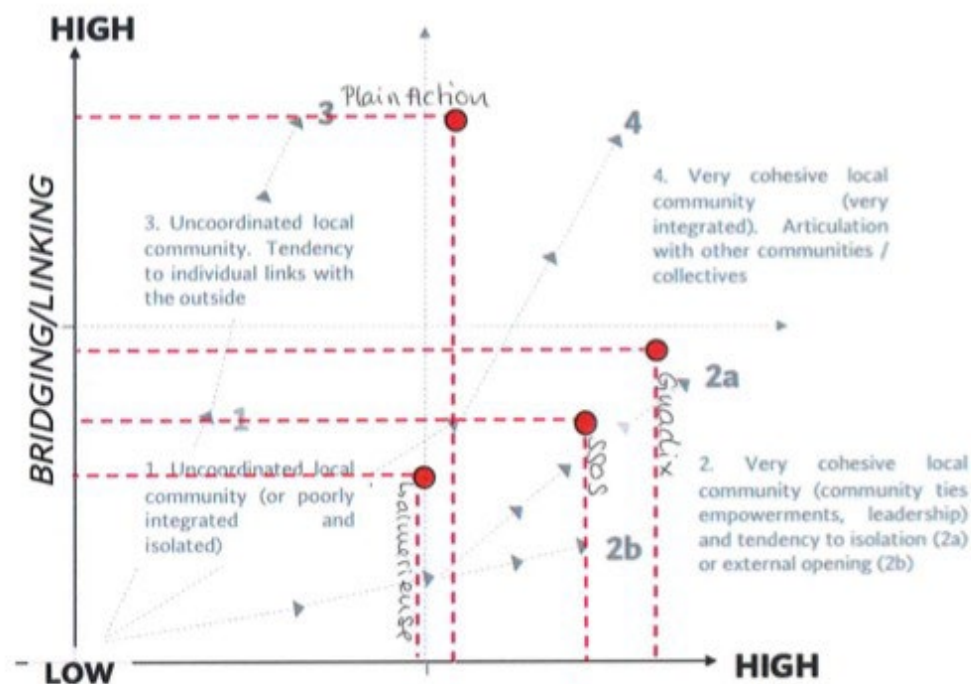The images in the table below a range of participant outcomes from this activity (Table 3).

Table 3: Outcomes from the seminar "POWER NETWORKS AND GENDER LEADERSHIP"

DISCUSSION OF SUBMITTED ASSIGNMENTS

The evaluation task for this seminar was divided into two parts. In part 1, the students answered some questions and also completed a short survey, in order to find out what their knowledge and ideas about the topic of social media and the importance of social media were. In part 2, once it had been explained how to analyse certain ideas through certain indicators, a group task was carried out to identify four study areas in a graph using social network analysis indicators.

6. CONCLUSION

The EQUALS-EU Summer School was able to achieve its main goals in terms of forging a strong peer network and a dynamic, enriching and diverse learning experience. Particular highlights included the improved general understanding of gender definitions, gender roles and gender equality and the strong emphasis on practical skills such as charismatic speaking and leadership styles. The summer school was also able to identify concrete solutions in terms of changing the embedded gender-based bias in the workplace and in the ICT sector which was particularly appreciated by the participants.

In terms of challenges many participants indicated that some topics were too narrow to identify with and that the overall summer school schedule could have been less intense with more time dedicated to the pitch-off sessions and learning in small groups. Some also felt that traditional gender roles were reinforced during some of the activities and most agreed that the three weeks of courses and activities could have been better integrated as to create a continuous learning experience.

However, it is important to emphasize that the summer school was not organized as a stand-alone learning program. It was developed to follow on from an intense (online) 6-month professional development incubation programme (hosted by Work Package 3 partners). The incubator program supported the summer school participants to advance their business development ideas and obtain much needed professional mentorship and guidance before the summer school commenced. Regretfully, and despite a range of flexible facilitation measures undertaken by the EQUALS-EU partners involved, the incubation programme did not receive the necessary level of engagement needed from participants to adequately support them through the intensive summer school program. As a result, many of the summer school participants found themselves engaging in a brainstorming session around their pitch and business ideas for the first time at the summer school.

For this reason, some participants felt that the summer school should have allocated more time to smaller break out group discussions and one-on-one mentoring experiences particularly as it concerned the time allocated for the pitch off preparation and presentation session in Valencia. The EQUALS-EU project partners who hosted the summer school, agree that had the participants attended the incubation programme they would have not found the pace of the pitch-off preparation session so challenging.

While it is important to acknowledge that the summer school has met the expectations outlined in the grant agreement, the EQUALS-EU partners acknowledge that some improvements to the summer school program are needed for more effective delivery and an improved learning experience. The intensive delivery of the summer school across three consecutive weeks in 3 different locations, hosted by 3 different institutions, has been the most problematic element. Future programmes of this kind might consider nominating one organisation to closely coordinate all the teaching materials to ensure a consistent learning experience as well as redesigning a summer school over a longer period of time with more supporting activities as to engage the participants fully with the underlying concepts.

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