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## ***Deliverable D1.5 – Gender Equality Plan***

### ***METHODOLOGY***

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## DOCUMENT ABSTRACT

This deliverable corresponds to the Gender Equality Plan dedicated to the EPIC-CROWN-2 project. It combines all the information on gender for each beneficiary of the consortium in order to have a global vision on gender aspects and their evolution in the project.

This first version of the deliverable presents the methodology chosen to obtain a high-quality gender equality assessment.

It will be regularly updated during project's life. The following versions will describe the implemented activities and their outcomes, aiming to raise awareness on the gender issue within the consortium, to improve practices, policy and inclusion among partners, and monitor progress by the end of the project.

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## LIST OF ACRONYMS / GLOSSARY

GEP: Gender Equality Plan

GEAR: Gender Equality in Academia and Research

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## I. Introduction: Why a Project Gender Equality Plan?

### What is gender?

According to the WHO, gender refers to the characteristics of women, men, girls and boys that are socially constructed. This includes norms, behaviours and roles associated with being a woman, man, girl or boy, as well as relationships with each other. As a social construct, gender varies from society to society and can change over time<sup>1</sup>.

### Why promoting gender equality?

Gender is hierarchical and produces inequalities that intersect with other social and economic inequalities. Gender-based discrimination intersects with other factors of discrimination, such as ethnicity, socioeconomic status, disability, age, geographic location, gender identity and sexual orientation, among others. This is referred to as intersectionality<sup>2</sup>.

Despite progress achieved on gender equality in research and innovation under the Horizon 2020 research and innovation programme, we still need better implementation of EU gender equality objectives by research and innovation organisations across the EU, notably<sup>3</sup>:

- More women participating in research and innovation programmes
- Better integration of the gender dimension in the content of research and innovation projects
- More participation of EU widening countries in actions dedicated to gender equality in research and innovation organisations
- Broadening gender equality policies in research and innovation to intersections with other potential grounds for discrimination such as ethnicity, disability and sexual orientation.

### Gender and project management

Since 2022, the Gender Equality Plan is a selection criterion for Horizon Europe projects that are funded by the European Commission. Therefore, the consortium of the EPIC CROWN 2 project has decided to:

- include a set of deliverables serving as a Gender Equality Plan at the project level,
- carry out an assessment of the status of the consortium on the gender and inclusiveness issues,
- support each partner in their related activities and help them to build or consolidate their Gender Equality Plan,
- identify possible actions to improve the gender aspects of the project,
- allow these actions to be monitored.

The work on the Gender Equality Plan is part of WP1 Project Management. Three versions of the deliverables will be submitted by the coordinator:

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<sup>1</sup> World Health Organisation, Gender and health (2022), available [here](#).

<sup>2</sup> *Ibid.*

<sup>3</sup> European Union, Gender equality: a strengthened commitment in Horizon Europe (2021), available [here](#).

- M2 Gender Equality Plan Methodology - the actual version, presenting the methodology that will be used by the Consortium to work on gender issues.
- M12 Gender Equality Plan Intermediate – presenting a first assessment of the project gender dimension, and potential actions to do to improve it.
- M24 Gender Equality Plan Final version – presenting a conclusion on gender dimension in the project, and measuring the progress made through gender actions monitoring.

The Gender Equality Plan is a set of commitments and actions that aim to promote gender equality in each organisation through institutional and cultural change. When developing a GEP, there are some essential elements – ‘building blocks’ – which must be included, according to European Commission guidelines. It has therefore been decided in this methodology to use the same basis as for the Horizon Europe GEP eligibility criterion, and to assess the project through the four mandatory process-related requirements and the five recommended content-related (thematic) areas, as presented in the table below.

Mandatory/ Recommended	Requirements/Areas	Item number
Mandatory	<b>Public document:</b> The GEP must be a formal document published on the institution’s website, signed by the top management and actively communicated within the institution. It should demonstrate a commitment to gender equality, set clear goals and detailed actions and measures to achieve them.	1
	<b>Dedicated resources:</b> a GEP must have dedicated resources and expertise in gender equality to implement the plan. Organisations should consider what type and volume of resources are required to support an ongoing process of sustainable organisational change.	2
	<b>Data collection and monitoring:</b> organisations must collect sex/ gender disaggregated data on personnel (and students, for the establishments concerned) with annual reporting based on indicators. Organisations should consider how to select the most relevant indicators, how to collect and analyse the data, including resources to do so, and should ensure that data is published and monitored on an annual basis. This data should inform the GEP’s objectives and targets, indicators, and ongoing evaluation of progress	3
	<b>Training:</b> The GEP must also include awareness-raising and training actions on gender equality. These activities should engage the whole organisation and be an evidence-based, ongoing and long-term process. Activities should cover unconscious gender biases training aimed at staff and decision-makers and can also include communication activities and gender equality training that focuses on specific topics or addresses specific groups.	4
	<b>Work-life balance and organisational culture:</b> GEPs aim to promote gender equality through the sustainable transformation of organisational culture. Organisations should implement necessary policies to ensure an open and inclusive working environment, the	5

Recommended	visibility of women in the organisation and externally, and that the contribution of women is properly valued. Inclusive work-life balance policies and practices can also be considered in a GEP, including parental leave policies, flexible working time arrangements and support for caring responsibilities.	
	<b>Gender balance in leadership and decision-making:</b> Increasing the number and share of women in leadership and decision-making positions touches upon all aspects in the GEP. Measures to ensure that women can take on and stay in leadership positions can include providing decision-makers with targeted gender training, adapting processes for selection and appointment of staff on committees, ensuring gender balance through gender quotas, and making committee membership more transparent.	6
	<b>Gender equality in recruitment and career progression:</b> Critically reviewing selection procedures and remedying any biases can ensure that women and men get equal chances to develop and advance their careers. Establishing recruitment codes of conduct, involving gender equality officers in recruitment and promotion committees, proactively identifying women in underrepresented fields and considering organisation-wide workload planning models can be important measures to consider in a GEP.	7
	<b>Integration of the gender dimension into research and teaching content:</b> The GEP should consider how sex and gender analysis will be included in the research or educational outputs of an organisation. It can set out the organisation's commitment to incorporating sex and gender in its research priorities, the processes for ensuring that the gender dimension is considered in research and teaching, and the support and capacity provided for researchers to develop methodologies that incorporate sex and gender analysis. Research funding and research performing organisations both have a role to play in ensuring this.	8
	<b>Measures against gender-based violence, including sexual harassment:</b> Organisations establishing a GEP should consider taking steps to ensure they have clear institutional policies on sexual harassment and other forms of gender-based violence. Policies should establish and codify the expected behaviour of employees, outline how members of the organisation can report instances of gender-based violence and how any such instances will be investigated and sanctions applied. They should also consider how information and support is provided to victims or witnesses and how the whole organisation can be mobilised to establish a culture of zero tolerance toward sexual harassment and violence.	9

TABLE 1: MANDATORY AND RECOMMENDED BUILDING BLOCKS OF GENDER EQUALITY PLAN ACCORDING TO THE EUROPEAN COMMISSION

## II. Methodology

The EPIC CROWN 2 consortium has decided to follow the guidelines of the European Commission, and particularly of the Gender Equality in Academia and Research (GEAR) tool, which is the methodology to be followed for an effective GEP.

According to this document, an effective GEP should support an ongoing process for improving gender equality. It should encourage self-reflection by the staff and leadership and an ongoing review of processes and practices. To develop a GEP, organisations typically go through a standard planning process. Typical steps in the lifecycle of a GEP include:

- **An audit phase:** Elements of this phase should include the collection of sex-disaggregated and/or gender-disaggregated data and a review of practices to identify gender inequalities and their causes. The audit stage should also include review of relevant national and regional laws, regulations, or funding requirements.
- **A planning phase:** During this phase, an organisation will set the objectives and targets for the GEP alongside a roadmap of actions and measures. This phase also includes allocating resources and responsibilities for the delivery of the GEP and agreeing timelines for implementation.
- **An implementation phase,** in which the roadmap of activities is implemented, including, for example, setting up working groups to develop and implement new policies and procedures. This phase should include awareness raising and training efforts to achieve buy-in and build capacity and support for the GEP across the organisation, as well as give visibility internally and externally to the GEP.
- **A monitoring and evaluation phase,** in which the delivery of the plan and progress against its aims and objectives are regularly assessed. Ongoing review of findings and progress will also provide space for learning and feedback to enable adjustments and improvements to interventions.

For each partner, a gender officer will be the main contact for collecting gender data and implementing actions identified following the Gender Equality Plan audit.

The main contacts in the project are detailed in the table below:

Partner	Person in charge	Role in the organization	Email adress
FAB	Anaïs Belledant	Coordinator	<a href="mailto:anais.belledant@fabentech.com">anais.belledant@fabentech.com</a>
IRD	Laurence Lombard	Administrative officer	<a href="mailto:laurence.lombard@ird.fr">laurence.lombard@ird.fr</a>
BNI	Natalie Bergholz	Administrative officer	<a href="mailto:bergholz@bnitm.de">bergholz@bnitm.de</a>
FIB	Rafael Delgado Vazques	Projet Manager	<a href="mailto:rafael.delgado@salud.madrid.org">rafael.delgado@salud.madrid.org</a>
HISS	Manos Sofianopoulos	Project Manager / Consultant	<a href="mailto:manos.sofianopoulos@gmail.com">manos.sofianopoulos@gmail.com</a>

### **III. First step: Audit phase**

As recommended by the European Commission, the audit phase includes a collection of data and a review of practices to identify gender inequalities and a review of regional laws, regulations, and funding requirements for the EPIC CROWN 2 project.

#### **1. Gender self-assessment**

The methodology therefore begins with an audit phase performed through a questionnaire. This questionnaire is built on the 4 mandatory actions and the 5 recommended actions. The objective is to firstly assess the gender dimension in each partner's entity, secondly the gender dimension in the project as a whole, by collecting selected information.

The questionnaire that will be transmitted to all the gender officers at the beginning of the project is available in annexes (annex 1).

#### **2. Review of regional laws, regulations, funding requirements**

##### **2.1 Regional laws and regulations**

As the EPIC CROWN 2 project is a collaborative one, the consortium needs to be aware of all the regulations from the countries of each partner. In this deliverable, the information has been collected using the GEAR tool to find details for each concerned country. The collected information is detailed below.





## **FRANCE: FAB, IRD**

### **Legal framework**

The main gender equality laws that apply to higher education institutions (HEIs) and research organisations are either the general laws that apply to everyone or to civil servants specifically, since there are few private universities in France.

*Sauvadet Law No. 2012-347 of 12 March 2012* introduced new regulations for public servants. It contains provisions regarding the equal access of women to senior positions within the internal structure of respective ministries, including research. It also introduced a 40 % gender quota for the composition of juries for acceding to academic positions. *Law No. 2012-954 of 6 August 2012*, on sexual harassment, is the basis for gender-based violence policies. *Law No. 2014-873 of 4 August 2014*, on the effective equality between women and men, sets the new general framework for achieving parity in all policy areas.

More recent civil service laws have also impacted academia. *Law No. 2016-483 of 20 April 2016* reinforced the *Le Pors law of 1983* on the rights and obligations of civil servants in respect of sexual harassment. The 9 March 2018 circular on combating sexual and sexist violence in the civil service mandated the setting up of help units.

*Law No. 2019-828 of 6 August 2019*, on transforming the civil service, obliges all public employers (thus all public universities, research organisations, funding organisations and the Research Ministry)

to set up a multiannual action plan for professional equality. It also reconfirmed the outcome of the *Sauvadet Law of 2012* in relation to gender-balanced composition of committees.

In the specific area of research and innovation (R&I), *Law 2013-660 of 22 July 2013*, on higher education and research, imposed gender parity for elections to all governing bodies of research organisations. Parity is similarly required for new research governance and evaluation bodies introduced by the Act. The Law also included the nomination of Gender Officers in all universities and research organisations.

*Law No. 2020-1674 of 24 December 2020*, outlining research for 2021-2030, does not cover gender equality.

### **Policy framework**

In September 2012, following the first Inter-Ministerial Committee on Gender Equality held by the newly elected socialist government, the Ministry of Research and Innovation was the first to adopt a comprehensive gender action plan in late 2012. This plan contained eight main measures, detailed in 40 actions. The main measures included: 1) coordinating gender equality policies in research and higher education (involving universities, the National Centre for Scientific Research (CNRS), and other research bodies); 2) implementing the *Sauvadet Act of 2012*; 3) better integrating gender equality in research career management; 4) achieving gender equality in representative bodies, in particular at the National University Centre (CNU), which oversees the governance of academic careers at universities; 5) fighting gender-based violence and harassment in research and HEIs; 6) supporting and disseminating research on gender across all disciplines; 7) coordinating gender equality policies with actions taken at the EU level and participating in EU forums on gender and science. The Ministry of Higher Education and Research also adopted a gender equality training plan, targeting all categories of staff in research organisations.

In 2013, a Charter for Gender Equality in Higher Education was signed by the Ministry of Higher Education and Research, the Ministry of Women's Rights (then a stand-alone Ministry), the Board of University Deans, and the organisations representing "Grandes Écoles" and engineering schools. The Charter encouraged universities and other research institutions to adopt gender equality measures in respect of the general policy of the institution, students and academic staff, teaching and research, and women's recruitment. It also encouraged the appointment of Gender Equality Officers, which was then made compulsory by Article 46 of the Act on Higher Education and Research in July 2013. The Charter was signed by major French universities and became the main basis for developing targeted measures in research organisations. Finally, the National Research Funding Agency (ANR) programme for 2013-2017 gave priority to developing gender research.

The French Ministry of Education, Higher Education and Research published a roadmap for effective equality between women and men generally. In October 2020, it provided universities and research organisations with a template for setting up mandatory equality action plans (deadline 31 December 2021). It has also produced its own Equality Action Plan (including other types of discrimination) for 2021-2023.

In 2015, the French Ministry of Education, Higher Education and Research published a circular on preventing and addressing sexual harassment in higher education and research institutions. The issue of gender-based violence has since received a lot of attention, in compliance with the Law of 20 April

2016. The Ministry issued recommendations on setting up a help unit in 2016, followed by a guide in 2018.

## **SPAIN: FIB**

### **Legal framework**

Spain's legal framework on gender equality in higher education, science and research is precise and comprehensive.

The Organic Law for Effective Equality between Women and Men (3/2007) introduced gender equality as a basic principle for public action, applicable to universities and research centres. The Law made it compulsory for institutions and companies with more than 50 employees to adopt and implement gender equality plans.

In light of the urgent need to adopt measures to guarantee equal opportunities between women and men, the government approved decree RD 6/2019 in March 2019. Two subsequent decrees (RD 901/2020 and RD 902/2020) were approved in October 2019. These three decrees together develop and detail aspects of the Organic Law for Effective Equality (3/2007). RD 6/2019 extends the obligation to approve equality plans to all companies and institutions with more than 50 employees (previously >250 employees). It reinforces the rights of equal salary for equal work and work-life balance and establishes equal (non-transferable) childbirth leave for both parents.

RD 901/2020, on the regulation and registration of Gender Equality Plans (GEPs), details the minimum content of a GEP, including a detailed gender diagnosis as a baseline. It establishes the deadlines for companies and institutions with at least 50 employees to approve and implement their GEPs. It also describes the procedure for negotiation, approval and public registration of GEPs, including participation of employees' and unions' legal representation.

RD 902/2020, on equal pay for women and men, establishes mechanisms to identify and correct discrimination in remuneration. It obliges all companies to have a salary register for all staff, including management and senior staff. Companies with a GEP must include a salary audit in their gender diagnosis. That audit should analyse whether the company's remuneration system, in a transversal and complete way, complies with the principle of equality between women and men.

The Basic Statute of Public Employees (Law 7/2007) established the need to adopt equality plans in public administrations. Law 4/2007 on Universities (LOMLU) made these mandates more explicit for universities, stating that "within their organisational structures, universities will feature equality units specifically for the promotion and implementation of tasks related to the principle of equality between women and men". The Science, Technology and Innovation Law (LCTI 14/2011) extended the mandate to adopt GEPs from universities to public research organisations.

The Organic Law for Effective Equality between Women and Men (3/2007) required all ministries to have a gender unit, dependent on their governing bodies. That unit is responsible for developing relevant functions related to the principle of equality between women and men.

In addition to equality units and plans, both LOMLU and LCTI establish gender equality as an overall goal of the Spanish System of Science, Technology and Innovation, setting out several requirements in respect of recruitment, promotion and decision-making. They foresee gender parity (40/60 %) in nominations to panels, advisory boards and committees. They set out the revision of selection and

evaluation procedures for recruitment and accreditation, as well as for awarding financial grants, in order to eliminate gender bias, barriers and gaps. Provisions also seek to achieve greater participation of women in research groups and to integrate gender issues in research. They establish the units and tasks involved in monitoring gender equality practices within universities. Chief among these are the development of sex-disaggregated statistics (LOMLU, LCTI) and the involvement of key actors, such as the General Conference of University Policy (LOMLU).

### **Policy framework**

The main research, development & innovation policy instruments in Spain are the “Spanish Science, Technology and Innovation Strategy (EECTI) 2021-2027” and the “State Scientific, Technical and Innovation Research Plan (PEICTI) 2021-2023”.

The EECTI is the multiannual reference framework for promoting scientific, technical and innovation research, which establishes the objectives shared by all public administrations. It is developed within the scope of the national government through the multiannual PEICTI, which establishes its scientific-technical and social priorities.

A gender perspective is one of the four basic principles the EECTI 2021-2027 will use to guide the definition, planning and implementation of public research, development and innovation policy. Gender equality is also included in the key areas of strategy, on the attraction, retention and development of talent (no. 7) and on science for society (no. 14). The PEICTI 2021-2023 also includes the gender perspective as a basic principle and the complete plan has been reviewed by the Women and Science Unit (UMyC) to mainstream the gender approach.

Within this strategy framework, gender equality policies in the science, technology and innovation system focus on two main areas: (1) visibility and dissemination (collection and dissemination of figures and statistical data, visibility of female researchers to promote science, technology, engineering and mathematics (STEM) vocations among girls); and (2) transformation and promotion (measures and resources to eradicate gender inequalities, boost progress towards real and effective gender equality, and integrate the gender dimension into science and innovation).

All public research bodies dependent on the Ministry of Science and Innovation have an equality unit or working group responsible for gender equality, and most have GEPS in place.

The Strategic Plan for Equal Opportunities 2014-2016 is the Spanish government’s overall policy framework for gender equality. It includes 13 measures addressing research performing organisations and research policy. These aim to ensure compliance with the legal and policy provisions on gender as a transversal concern in research, not only in guaranteeing equal participation of women in the science system, but also the promotion of gender-specific and gender-sensitive research (an update is pending, according to the Women Institute website).

The III Public Administration Equality Plan was approved in December 2020. It aims to comprehensively address gender equality within the General State Administration and to eradicate any form of discrimination. The key action areas are collecting data to: (1) improve and promote cultural change; (2) advance gender mainstreaming; (3) prevent and manage sexual and sexist harassment; (4) prevent gender and multiple discrimination; (5) support gender-based violence victims. The III Plan has six axes, with 68 transversal measures across all ministerial departments, and is thus applicable to the Ministry of Science and Innovation and its dependent public bodies.

## **GERMANY: BNITM**

### **Legal framework**

In addition to general legal provisions on gender equality at federal and state level, there are specific legal provisions on gender equality in public research.

§ 3 of the 2007 Framework Act for Higher Education (Hochschulrahmengesetz, HRG) obliges universities to promote gender equality and strive to eliminate existing inequalities. Compliance with this provision is a criterion for granting public funding to universities (HRG, § 5). HRG § 6 mandates evaluation of universities' compliance with their gender equality-related obligations at regular intervals. HRG, § 37 (2) also states that universities must strive towards an "appropriate" representation of women and men in university bodies.

The primary authority for higher education rests with the federal states. Although regulation of gender equality varies, recent years have seen a trend towards strengthening the legal framework for equality in universities. All higher education acts at State level include provisions on Equal Opportunities Commissioners or women's representatives, whose duties, rights, election/selection procedure, term in office and infrastructure differ by State. Some broader concrete measures can also be highlighted:

- Cascade model: university management works to ensure that the proportion of women when filling academic qualification positions and professorships is at least the same as at the next-lowest qualification level. This model has been adopted by several States, with North Rhine-Westphalia making it mandatory;
- Gender equality plans: universities create and adopt framework plans that work towards the implementation of equal opportunities for women and men in all status and employment groups, and reduce structural disadvantages;
- Gender-sensitive job advertisements: some States, such as Baden-Wuerttemberg and Bremen, oblige universities to advertise jobs so as to appeal to women and men, regardless of origin, religion or sexual orientation.

The Federal Equality Law (Bundesgleichstellungsgesetz) provides a set of rules on Equal Opportunities Commissioners in federal agencies that applies to non-university public research institutions (§ 19-36). § 11 of the Law obliges non-university public research institutions to issue a gender equality plan.

### **Policy framework**

In a so-called Implementation Agreement, within the framework of the Joint Science Conference (Gemeinsame Wissenschaftskonferenz, GWK) the federal and State governments have legally committed to supporting gender equality in their jointly funded research institutions and initiatives (Ausführungsvereinbarung zum GWK-Abkommen über die Gleichstellung von Frauen und Männern bei der gemeinsamen Forschungsförderung, AV-Glei, § 1). The Agreement also commits them to working towards the elimination of gender-based discrimination. It contains specific provisions on recruitment procedures, career promotion and Gender Equality Officers. It stipulates that in cases where candidates are equally qualified, the candidate of the underrepresented sex will be preferred in recruitment and promotion procedures (with some exceptions) (AV-Glei, Anlage, § 4).

The Pact for Research and Innovation (PFI) is a research-funding initiative of the German federal and State governments. It is designed to give publicly funded non-university research institutions security



through continuous budget increases. The PFI also establishes targets to advance gender equality in these institutions. In PFI 2011-2015, the institutions committed to following the cascade model, significantly increasing numbers of women researchers (especially in leadership positions), and considering the use of further incentives and sanctions. In May 2019, PFI 2021-2030 was agreed. The science organisations report on the achievement of the agreed research policy goals in regular monitoring reports published by the Joint Science Conference.

One of the most prominent government initiatives to promote gender equality in higher education and research is the Federal Programme for Women Professors (Professorinnenprogramm). Established in 2007, it is a joint programme of the federal government and the States' governments. A twofold approach encourages the design and implementation of comprehensive gender equality strategies at German higher education institutes (HEIs) and increases the number and share of women professors. Within the framework of this programme, HEIs submit gender equality concepts (strategies with specific measures) for consideration. If a concept is positively assessed, the institution is granted funding for up to three professorships held by women for the course of five years.

## **GREECE: HISS**

### **Legal framework**

Law 2839/2000 requires one-third gender representation in all decision-making public body committees, including those of universities and research institutions. More specifically, one-third representation of the minority sex is needed for all decision-making public body committees, provided that potential members have the same level of qualifications.

Law 3549/2007, on reform of the institutional framework of the structure and functioning of higher education institutions (HEIs) in Greece, sets out contributing to gender equality as one of the main missions of the country's HEIs.

Law 3653/2008, on institutional framework of gender and technology, requires the establishment of gender-balanced procedures and decision-making processes in the research sector. This is particularly relevant in recruitment and selection of personnel in national bodies and research and technology committees, provided candidates have the same qualification levels.

Article 25 of Law 4386/2016 provides that numbers of candidates for the National Committee of Research and Innovation, the Sectoral Research Councils, the Regional Councils of Research and Innovation, and the Scientific Committees of Research Institutes will be determined on the basis of scientific excellence. At least one-third representation of the minority sex will be guaranteed, provided that candidates have the same qualification levels.

Article 17 of Law 4604/2019, on promoting substantive equality between the sexes and combating gender-based violence, encourages universities and research centres to integrate gender in their teaching and research activities. For private and commercial companies, including those in the research sector, Article 21 of the Law provides the creation of a Gender Equality Badge (GEB) to reward initiatives promoting equal opportunities and the adoption of Gender Equality Plans (GEPs). The GEB has yet to be implemented.

Article 33 of Law 4589/2019 provides the establishment of Gender Equality Committees (GECs) at all Greek universities. The GECs act as consultative bodies to the university senate, schools and

departments. They are composed of unpaid members who participate voluntarily in different activities, including the development of Gender Equality Action Plans (GAPs). The GAPs aim to: promote gender equality and combat sexism; enhance awareness and training on gender and gender equality in research communities; promote gender studies and research at Greek universities and research institutions; mediate cases of gender-based violence, discrimination and harassment; and support victims who report gender discrimination and gender-based violation. Most Greek universities and some research centres have established GECs, taking up an active role in 2021 in initiatives against gender-based violence, discrimination and harassment in research institutions.

### **Policy framework**

In November 2014, the General Secretariat of Gender Equality (GSGE) published a guide on non-sexist language in administrative documents. The guide applies to all public institutions, including public universities and research centres. It describes the widespread usage of sexist language in public sector institutional documents in detail and prescribes measures to prevent sexism in administrative language. For example, it points to the use of the masculine form in public job advertisements, which makes women candidates invisible and discourages women from making their voices heard.

The General Secretariat for Research and Technology (GSRT) implemented “Diversity, Inequalities and Social Inclusion”. The programme was funded by the European Economic Area (EEA) Financial Mechanism 2009-2014. Its objective was to enhance research-based knowledge development in Greece, addressing gender mainstreaming and the promotion of researchers’ work-life balance. The programme was fully aligned with national and European research and development (R&D) priorities.

The GSRT set gender equality as one of the main priorities in the National Strategy for Research 2015-2020 (Priority 4). This was in accordance with Horizon 2020 and signalled an important departure from previous roadmaps. The roadmap stressed the need to challenge gender inequalities in research teams, as well as gender hierarchies in research institutions. It also highlighted the potential benefits to the Greek research sector of more women researchers and gender-focused research. It was directly influenced by the documents on gender equality in research and innovation in the European Research Area (ERA) and reflected the development of gender priorities in EU funding mechanisms. The relevant measures on gender equality in research and innovation in the National Strategy included:

- Incorporating gender mainstreaming in the national institutional framework for the Greek research and innovation system for the first time;
- Specifying a minimum representation (one-third) of each gender in advisory bodies, provided that the candidates are appropriately qualified;
- Increasing women’s participation at national level, mainly within the scope of research and innovation (R&I) actions of the smart specialisation strategy (RIS3);
- Promoting immediate funding by the State Scholarships Foundation of a programme to incorporate the gender dimension in all fields of doctoral research (at least two doctorates);
- Encouraging public research bodies to draw up action plans to promote gender equality and to incorporate relevant provisions in their internal regulations and/or strategic plans;
- Promoting wide dissemination of the rules governing Horizon 2020 and the Gendered Innovations Approach, particularly in research organisations active in science, in order to raise awareness of gender issues;

- Encouraging universities to promote teaching and research of these issues, with the introduction of relevant doctoral programmes;
- Supporting research on gender issues by prioritising it as a research area in respect of funding and incentives (e.g. funding auxiliary research staff);
- Promoting a study on the gender of reviewers (percentage) in all programmes of MERRA/GSRT 2007-2014, with continuous monitoring throughout 2014-2020.

There is ongoing consultation on the National Strategy 2021-2027, but no initiatives specifically target gender equality in research and innovation.

## 2.2 Funding requirements

### **Eligibility criterion**

Since 2022, all Horizon Europe includes GEP as an eligibility criterion for all public bodies, higher education institutions and research organizations from EU Member States and associated countries wishing to participate. At the proposal stage, several steps need to be followed:

1. Self-declaration by Horizon Europe applicants through GEP eligibility criterion questionnaire
2. The GEP must be in place for the signature of the Grant Agreement (from calls with deadlines from 2022 onwards)
3. Equivalent strategic documents may meet the GEP eligibility criterion, if they address the 4 mandatory requirements identified in this document
4. Grant Agreement commits beneficiaries to taking measures to promote gender equality in implementation of action and, where applicable, in line with their GEP
5. Random eligibility compliance checks on beneficiaries during Horizon Europe

### **Gender equality in the implementation of the project**

All implementation aspects of the project are concerned about gender dimension. Moreover, as mentioned in the Grant Agreement of EPIC CROWN 2, the Consortium is committed to:

- When contracting additional staff, special emphasis will be given to attract qualified female applications.
- Carrying out an initial planning and diagnosis of women participation at the beginning of the project;
- Including women as much as possible in the technical performance of the different WPs and tasks;
- Positive actions for women scientists re-entering professional life;
- Promote visibility in publication and citation of articles and activities.

The project will have to include a gender dimension in its Research content. Also, the project communications activities will be a part of a gender dimension awareness campaign, that will promote the contribution of all women to the development of the project, share the data and/or innovation related to gender integration, and expand audiences and channels.

The EPIC CROWN 2 consortium will collect data related to specific sex and gender aspects, analyze this data, and ensure a non-stereotypical division of roles and inclusive working conditions for all team members.



The mid-term reporting and final reporting to the European Commission for the project (M12 and M24) includes mandatory data to provide about gender balance in the project (i.e. number of females and males researchers involved in the project.). As this deliverable will be updated at MXX and MXX, data will be collected in due time, by the Project Coordinator, FABENTECH.

#### IV. Second step: diagnostic of the project

Questionnaire is sent at M1 by the coordinator to all gender officers. They benefit from a period of two weeks to complete it and ask questions if needed.

Then, the coordinator determines, using the grid, a score for each mandatory actions area and recommended actions area for each partner.

##### 1. Score grid

Each question of the audit questionnaire will have a score assigned. Each of them is evaluated over 10. There are four areas.

The answers will be assessed following this table:

Action associated	Question	Score	Result
M1 – Public document	5	2.5	Comment about the answer. <i>Example: Partner 01 has no document about gender data or policies.</i>
	6	2.5	
	7	2.5	
	8	2.5	
	9	0	
M2 – Dedicated resources	10	4	
	11	3	
	12	3	
M3 – Data collection and monitoring	13	2.5	
	14	2.5	
	15	0	
	16	2.5	
	17	2.5	
M4 – Training	18	5	
	19	5	
R1 – Work-life balance and organisational culture	20	3	
	21	3	
	22	4	
R2 – Gender-balance in leadership and decision-making	23	5	
	24	5	
R3 – Gender equality in recruitment and career progression	25	10	
	26	4	

R4 – Integration of the gender dimension into research and teaching content	27	3	
	28	3	
R5 – Measures against gender-based violence, including sexual harassment	29	2.5	
	30	2.5	
	31	2.5	
	32	2.5	

## 2. Gender radars

2 radar graphics by partner will be built:

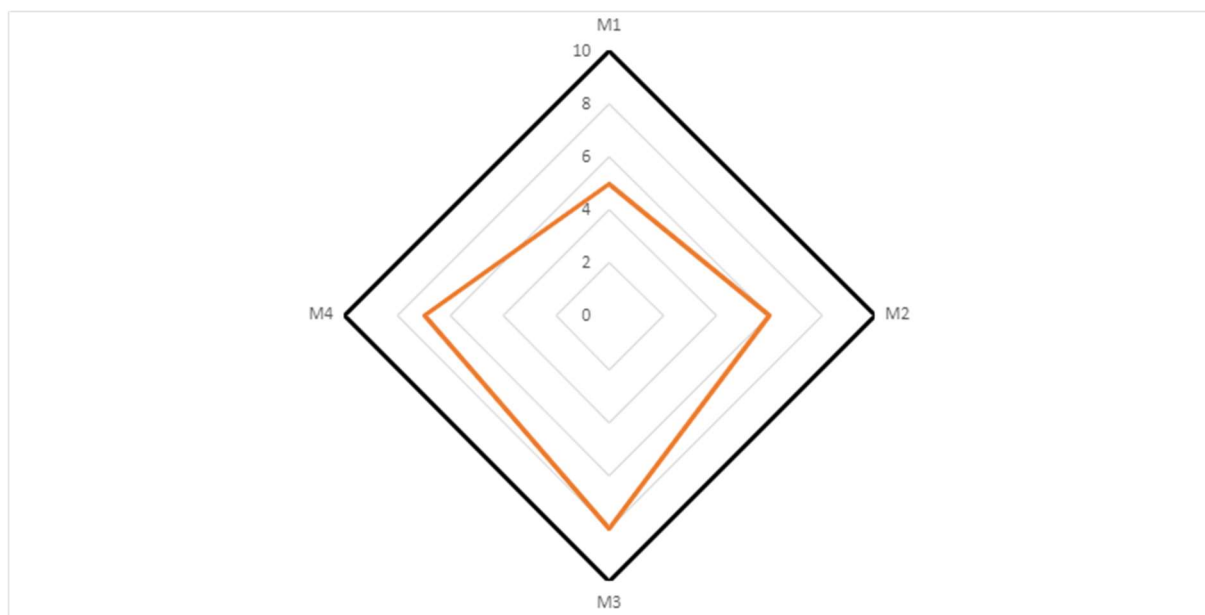
- one for mandatory actions,
- one for requested actions.

The first part of the questionnaire, which is a gender assessment at partner's level, allows the consortium to build one radar per partner.

The second part of the questionnaire, which is a gender assessment at a project's level, allows the consortium to combine the results from all partners and to build one radar for the project.

Radars are a graphic tool used to assess the gender dimension of an organisation at the beginning of the project. By using radars, we are able to visually share results and to compare partners with each other, without sharing sensible information on their organisation. In order to provide additional details, we can extract some verbatims from the partners' answers.

### Examples



EXAMPLE OF MANDATORY GENDER ACTIONS RADAR

In this example, the partner has a score of 5 for the item M1 Public document, 6 in M2 Dedicated resources, 9 in M3 Data collection and monitoring, and 7 in M4 Training. Globally,

this partner assessment is above the average for each point of mandatory actions. We will provide also the detailed answers, if the partner agrees (as GEP is a public document for the project).



EXAMPLE OF RECOMMENDED GENDER ACTIONS RADAR

In this second radar example, the partner has a score of 5 in R1 Work-life balance and organisational culture, 8 in R2 Gender-balance in leadership and decision-making, 9 in R3 Gender equality in recruitment and career progression, 4 in R4 Integration of the gender dimension into research and teaching content and 6 in R5 Measures against gender-based violence, including sexual harassment. Here, this radar shows that the partner has some weak points (equal or below the average).

The results of the diagnostic will allow the consortium to identify weaknesses and strengths of their gender dimension. This will be the basis to design and implement actions, in their entity, or in the project, to improve gender equality.

## V. Third step: Implementation phase

Based on the diagnostic made in step 2, objectives are defined for the project in cooperation with the coordinator and the consortium. The aim is to address the gender gaps between men and women.

### Identification of points to improve (SMART objectives)

A list of points that can be improved to address gender issues will be built in order to respond to each action area of the questionnaire. This list will have to be limited in order to be realistic and will be formulated through SMART objectives.

## Definition of activities to reach the objectives

Activities will be defined in order to reach the previous points for improvements. A timeline and responsibilities will be precisely detailed and communicated to the consortium partners.

Based on the capacities of the consortium, the aim will be here to use the strengths of the project to work on its gaps.

## Definition of KPIs to monitor gender progress

Recommendations for each partner may be provided, but the main point of this deliverable will be recommendations for the project. These results and recommendations will allow to identify a list of Key Performance Indicators (KPI) to monitor for gender dimension.

Action area	Objectives	Activities	KPI
M1	<i>Ex: Get a public document</i>	<i>Ex: Produce a GEP in a workshop... at M6</i>	<i>Ex: 1 GEP published on sygma...</i>
M2			
M3			
M4			
R1			
R2			
R3			
R4			
R5			

## VI. Fourth step: Monitoring phase

The last phase is a monitoring phase aiming to track gender actions of the project to be able to give a final status of the project gender dimension progress at the end.

### 1. Framework

The coordinator will oversee the following table summarizing all project gender KPIs, to give a status at M12 and M24. This table will be continuously updated during the project.

Action area	Activities	KPI	Responsible	Status M12	Comments
M1	<i>Ex: Produce a GEP in a workshop... at M6</i>	<i>Ex: 1 GEP published on SyGma...</i>	<i>Ex: P01-FAB</i>	<i>Ex: 55%</i>	<i>Ex: Delayed – lack of data</i>
M2	<i>Ex: Have a recruitment process</i>				
M3					
M4					
R1					
R2					

R3					
R4					
R5					

At M24, at the end of the project, we will have the final table, and add final gender radars for the project, allowing the consortium and the European Commission to have a concrete idea of the gender evolution of the project.

## 2. Outcomes synthesis

### A) Quantitative and qualitative data sets

This deliverable will gather all quantitative and qualitative data collected by the coordinator from the gender officers of the consortium. The aim will be to associate qualitative and quantitative data to be able to have a precise and complete analysis. The data will have to be organised, cleaned, and well presented.

### B) Analysis and interpretation

The analysis and the interpretation of the data aims to identify the main characteristics of the project in its gender dimension. When possible, links between the data and identified causes or parameters will be highlighted. Indeed, the goal here is to go beyond the data and its description and to better understand the situation in the project, so that it is possible to improve it in the future, when needed.

### C) Conclusion and comparison to the previous analysis if any

The analysis from the previous phase will be compared and associated with the analysis of the anterior report, if there is any, in order to have a global view of the project.

## VII. Conclusion

This deliverable will be updated through the project. By defining and monitoring activities to promote a gender positive environment, the consortium will be more aware of the gender aspect at work, will be able to share it with their audience and communicate about its actions, and build strong activities and policy that will empower women in Europe.

An important attention will be kept during the project to prevent any gender gap and to improve the global gender dimension of the project.

## Annexes

# Gender self-assessment questionnaire

*This questionnaire is our main support for building our Gender Equality Plan project deliverable. It was built based on the recommendations of the European Commission and many other European references (EIGE, genderaction.eu...). You will assess the gender issue within your company through a questionnaire repeated twice: the first will require you to evaluate your company, the second that you evaluate the project in which you participate. The questions are structured around 9 areas: 4 mandatory areas for the European Commission, then 5 recommended areas.*

*Your answers will be included as an appendix to our deliverable if you authorize us to do so. They will be used to propose a gender radar for each company, and then at the project level in a weighted way with the responses from all the partners. They will be the working basis for identifying weak points to be mitigated, or addressed, through the actions carried out within the project.*

*We will be able, at the end of the project, to propose an updated version of your radar to show the contributions of the project to the question of gender within the consortium.*

## Part 1: Introduction

What is your company?

Do you accept to include your answers in appendix to our deliverable?

- ☐ Yes  
☐ No

## Part 2: Gender assessment of your company

### GEP Mandatory actions

#### M1 - Public document

Does your company have a document about gender data or policies (not necessarily public)?

- ☐ Yes  
☐ No

Does your company have a

public Gender Equality Plan/inclusion strategy/ diversity strategy (formal document) on its website?

- ☐ Yes  
☐ No

Does this document include clear goals, detailed actions, and monitoring?

- ☐ Yes  
☐ No

Does your company actively communicate about this document?

- ☐ Yes  
☐ No

Please upload the document: (or send it to [c.pawlak@absiskey.com](mailto:c.pawlak@absiskey.com))

[ Link to upload ]

#### M2 - Dedicated resources

Is there dedicated resources to this GEP/inclusion strategy/ diversity strategy to implement the action?

- ☐ Yes  
☐ No

What volume?

Enter number of people

What type?

Position...

### M3 - Data collection and monitoring

Do you collect, with annual reporting, sex/gender data?

- ☐ Yes  
☐ No

Do you have specific indicators to measure this collected data?

- ☐ Yes  
☐ No

Precise which indicators and how the data is collected and analyzed:

Is this data published?

- ☐ Yes  
☐ No

Is this data related to your GEP/inclusion strategy/ diversity strategy (if one)?

- ☐ Yes  
☐ No

### M4 - Training

Does your organisation participate or initiate training actions on gender equality?  
(Communication activities, gender equality training, internal/external...)

- ☐ Yes  
☐ No

If yes, specify. If not, why?

## GEP Recommended actions

### R1 - Work-life balance and organisational culture

Does your organisation implement policies to ensure an inclusive working environment?

- ☐ Yes  
☐ No

Does your organisation implement policies to ensure the visibility of women internally and externally?

- ☐ Yes  
☐ No

Does your organisation have:

- ☐ Parental leave policy  
☐ Flexible working time arrangements  
☐ Support for caring responsibilities  
☐ Other: ...

### R2- Gender-balance in leadership and decision-making

Sex ratio in decision-making positions?

Is there any measure in place to ensure that women can take on and stay in leadership positions:

- ☐ Providing decision-makers with targeted gender training
- ☐ Adapting processes for selection
- ☐ Gender quotas
- ☐ Transparent committee membership
- ☐ Other: ...

### R3 - Gender equality in recruitment and career progression

Measure in place to ensure critically reviewing selection procedures and remedying any biases:

- ☐ Recruitment code of conduct
- ☐ Involving gender equality officers in recruitment
- ☐ Proactively identifying women in underrepresented fields
- ☐ Considering organisation-wide workload planning models
- ☐ Others : ...

### R4 - Integration of the gender dimension into research and teaching content

What your organisation does to incorporate sex and gender in its research priority?

What are the processes to ensure the gender dimension is considered in research and teaching?

Is there specific support for researchers to develop methodologies that incorporate sex and gender analysis?

### R5 - Measures against gender-based violence, including sexual harassment

Does your company have established and codified the expected behaviour of employees?

- ☐ Yes
- ☐ No

Is it facilitated to report instances of gender-based violence for members of the organization?

- ☐ Yes
- ☐ No

Is it clear how any such instances will be investigated, and sanctions applied?

- ☐ Yes
- ☐ No

Could you say there is a zero tolerance toward sexual harassment and violence in your company?

- ☐ Yes
- ☐ No

## Part 3: Gender assessment of the project

### GEP Mandatory actions

#### M2 - Dedicated resources

Are there dedicated resources for Gender Equality Plan of the project (writing, planning, monitoring of gender actions)?

- ☐ Yes
- ☐ No

What volume?

What type?



Position...

#### M4 - Training

Do the project members plan to participate or initiate training actions on gender equality?  
(Communication activities, gender equality training, internal/external...)

- ☐ Yes  
☐ No

If yes, specify. If not, why?

#### GEP Recommended actions

##### R2 - Gender-balance in leadership and decision-making

Sex ratio in decision-making positions in the project?

Global sex ratio of the project:

Is there any measure in place to ensure that women can take on and stay in leadership positions?

- ☐ Providing decision-makers with targeted gender training  
☐ Adapting processes for selection  
☐ Gender quotas  
☐ Transparent committee membership  
☐ Other: ...

##### R4 - Integration of the gender dimension into research and teaching content

What the project does to incorporate sex and gender in its research priority? Is it a part of the workplan, or the the proposal?

What are the processes to ensure the gender dimension is considered in the project (research, clinical study, user experience...)?

Is there specific support in  
the project for researchers to develop methodologies that incorporate sex and gender analysis?