EU-CONEXUS R&I Gender Equality Plan

2022

Table of contents

1.   Introduction

The European University for Smart Urban Coastal Sustainability (EU-CONEXUS) grows and trains human resources capable of responding to the sustainability challenges of the 21st century in order to contribute to human well-being and environmental security. EU-CONEXUS RESEARCH FOR SOCIETY (RFS) project aims at the strengthening, modernisation and the internationalisation of the research dimension of EU-CONEXUS and the corresponding institutional transformation. The RFS will contribute to a more comprehensive and socially responsible management system for researchers and other staff involved in the research activities of the Alliance.

However, tackling these challenges requires not only insights from a variety of experiences based on existing capabilities, but also additional stimulus and opportunities to generate new knowledge in the face of uncertainty. To this end, EU-CONEXUS RFS promotes gender equality and diversity and does not tolerate 'any discrimination based on any ground such as sex, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation' in accordance with EU Charter of Fundamental Rights. EU-CONEXUS RFS promotes a fair and secure environment for education, research and work, in which each individual and collective capability are to be demonstrated to benefit the regional community.

Gender equality (GE) is a fundamental value of the European Union and is one of the United Nation's Sustainable Development Goals (SDGs). SDG N5 Gender Equality aims at achieving gender equality and empower all women and girls. The use of the SDG N5 targets to create actions for gender equality as well as three European Research Area objectives for gender equality, i.e. a gender balance in research teams, a gender balance in decision making and the gender dimension in research, are included in the EU-CONEXUS R&I Gender Equality Plan (GEP). The gender dimension is considered in the whole EU-CONEXUS RFS project through an integrated approach resulting in the implementation of the GEP.

Gender bias is undermining our social fabric and devalues all of us. It is not just a human rights issue; it is a tremendous waste of the world's human potential. By denying women equal rights, we deny half the population a chance to live life at its fullest. Political, economic and social equality for women will benefit all the world's citizens. Together we can eradicate prejudice and work for equal rights and respect for all.

The Global Goals for Sustainable Development

Without the equal inclusion of half of the world's talent, we will not deliver on the promise of the fourth industrial revolution for all of society or achieve the UN's Sustainable Development Goals.
Klaus Schwab, Founder and Executive Chairman. World Economic Forum 2020

EU-CONEXUS R&I Gender Equality Plan is a deliverable of the Horizon 2020 EU-CONEXUS Research for Society project granted under the Horizon 2020 "Science with and for society" funding programme of the European Commission. The EU-CONEXUS Alliance is composed of 6 partners and 3 associated partners that represent the diversity of European universities as well as of European social and cultural environments. The experience of EU-CONEXUS Alliance

members in implementing Gender Equality Policy varies from advanced to beginner. While the partners La Rochelle Université, the University of Rostock, and the Waterford Institute of Technology have been implementing their GEPs for many years, Catolic Universidad de Valencia approved the first GEP in 2020; at Klaipeda University, the GEP has been currently implemented only by the Departments of Marine Science and Technology from 2018, but since the beginning of 2021, a new KU GEP is to be developed and approved; and the remaining EU-CONEXUS partners do not yet have their own GEPs.

A study performed by the company SIRIS Academic „Research of SDG-related Topics at EU-CONEXUS" includes the numbers and percentage of SDG-related publications per partner university and per SDG as well as the Specialisation Index of each university and each SDG during 2014-2020. The majority of 23 059 EU-CONEXUS publications in total are related to SDGs N7 Affordable and Clean Energy, N15 Life on Land, N14 Life Below Water, N11 Sustainable Cities and Communities, N2 Zero Hunger, and N6 Clean Water and Sanitation. A number of SDG N5 Gender equality related publications (75) is among the lowest along with SDG N10 Reduced Inequalities (89), N 16 Peace, Justice and Strong Institutions (209), and N1 No Poverty (47). The highest percentage of scientific publications related to SDG N5 has been published by Zadar University and UCV. The Gender Equality specialisation index at EU-CONEXUS is 0,3% or twice less than Europe percentage (0,6%).

The gender dimension is considered in the whole EU-CONEXUS RFS project through an integrated approach resulting in the implementation of a Gender Equality Plan. This plan can be used for the development of a methodology for incorporating gender analysis into research projects, especially through the definition of gender equality indicators and the integration gender/sex analysis in research and innovation content. The Gender Equality Plan of EU-CONEXUS RFS draws on results of the H2020 Baltic Gender project in which Klaipeda University participated in 2016-2020, and the experience of advanced in gender equality RFS partners. The outcomes of EU-CONEXUS RFS Gender Equality Plan are expected to be relevant for EU-CONEXUS researchers and wider academic community. More particularly, the gender dimension will be an essential feature of a joint EU-CONEXUS socially responsible human resources management system. Furthermore, the gender dimension is to be tackled when developing a knowledge transfer and innovation management system, areas where women are unfortunately under-represented. In fact, women will be a specific focus of an innovators mentorship programme where women innovators will be encouraged, and gendered innovations are to be promoted.

Vision: A sustainable community of gender equality and diversity in research, education, social contribution and university governance.
Objectives:
· To address gender gaps in EU-CONEXUS, create better working environments that enable good quality research and learning
· and help maximise the potential and talents of all staff and students.
· To increase participation of women in university decision-making.
· To support for reconciling research / education / employment / studies with family life.
· To create an environment free from gender discrimination.
· To establish a culture of zero tolerance toward sexual harassment and gender-based violence.
· To raise awareness of gender equality in education, public relations and educational activities.
· To work with local communities to achieve gender equality.
· To cooperate in the field of gender equality internationally.
· To improve the quality and impact of research and innovation by helping to ensure it is reflective of and relevant to the whole of society.
· To attract and retain talent by ensuring that all staff can be confident that their abilities will be valued and recognised fairly and appropriately.

EU-CONEXUS R&I GEP development

The development of the content of the EU-CONEXUS R&I GEP was carried out in accordance with the 'Horizon Europe Guidance on Gender Equality Plans' and other European Commission's sources, the outcomes of FP7 and Horizon 2020 projects on gender equality and diversity, by examining existing policies on gender equality within the Alliance and gathering feedback and inputs from staff, and the knowledge gained through participation in virtual trainings organized by GE Academy and other EU GE projects, national Horizon Europe contact points.

GEP is a crosscutting priority for organisations applying to any part of Horizon Europe in 2022 onwards. The GEP must be a formal document published on the institution's website, signed by the top management and actively communicated within the institution; a GEP must have dedicated resources and expertise in gender equality to implement the plan; organisations must collect sex/ gender disaggregated data on personnel and students with annual reporting based on indicators; a GEP must also include awareness-raising and training actions on gender equality.

In addition to these four mandatory requirements, there are also five recommended content-related (thematic) areas that organisations may wish to consider in their GEP:

- · *Work-life balance and organisational culture;*
- · *Gender balance in leadership and decision-making;*
- · *Gender equality in recruitment and career progression;*
- · *Integration of the gender dimension into research and teaching content;*
- · *Measures against gender-based violence, including sexual harassment.*

Source: [The Horizon Europe Guidance on Gender Equality Plans](#)

The overall structure of the holistic and integrated GEP has been elaborated by nine EU-CONEXUS partners and associated partners. Whereas the experience of the partners in the field of gender equality varies, the EU-CONEXUS GEP focuses specifically on an EU-CONEXUS's mission and context. The institutional GEP is a flexible tool, which is constructed taking into account the characteristics and needs of each single partner University from the most ambitious to the minimum requirements for GEPs of legal entities applying to Horizon Europe.

Since it is essential to collect as much relevant data as possible to examine the relative situation of women and men within the Alliance, EU-CONEXUS RFS GEP group members have selected the gender-sensitive indicators. The collection and dissemination of the data is to be carried out in accordance with the General Data Protection Regulation (GDPR) approved by EU-CONEXUS RFS.

The collected by partners data will be analysed to establish an understanding of the key differences and gaps between women and men within the Alliance and its activities. This analysis has served to guide the key priorities for the GEP and to adjust these priorities as the situation evolves over time.

EU-CONEXUS R&I GEP includes: reference to the national laws and regulations that apply to the partner university, size and organisational structure, existing activities, gender knowledge and expertise, policy and initiatives as well as the specific commitments, goals, actions and resources dedicated to improving gender equality within the Alliance for its institutional and cultural change.

The GEP also includes awareness-raising and training actions on gender equality and unconscious gender biases for staff and decision-makers aiming at increasing of people's sensitivity to gender equality. Awareness-raising and capacity-building training on gender equality are to be delivered in different ways and cover a range of topics. The additional attention is to be focused on the gender dimension into research design whereas the partners have the least experience in this regard.
The list of the recommended links is included in the document.

Publication of the GEP is to be accompanied by a public session for staff, senior management and leadership. GEP communication actions include organising internal workshops on specific sections of the GEP as well as promoting external events (e.g. conferences) or interesting information from beyond the organisation about integrating gender equality in EU-CONEXUS and partner universities.

Next steps for partners in adapting the EU-CONEXUS R&I GEP

Those EU-CONEXUS partners, which do not implement GEP formally yet, will adapt the GEP in their universities working and/or English languages.
During EU-CONEXUS R&I GEP adoption in the partner universities, the list of gender-sensitive indicators will be re-selected depending on partner's experience and specific profile.
During the periodic review or at the end of the partner's GEP, EU-CONEXUS partners may select the recommended measures and actions to become more relevant for an EU-CONEXUS's mission and context.

From EU-CONEXUS R&I Gender Equality Plan to Action

A full responsibility for the implementation of the institutional commitments set out on the basis of EU-CONEXUS R&I GEP Plan as a strategic document signed by the EU-CONEXUS Government Board lies on the senior leadership of the EU-CONEXUS partners' institutions.

After the publishing the GEP in the public domain of the EU-CONEXUS webpage, the GEP will have to be actively disseminated and communicated across the organisation to signal the leadership's support for the plan.

The monitoring of the data on an annual basis is to be carried out. The annual reporting and review of progress against the aims and objectives of the plan by leadership and its stakeholders are to be performed with the aim to enable the Alliance to understand progress, identify where activities have an impact, and where obstacles persist throughout the life of the GEP.

2.   State-of-Play

2.1.   Review of the National and Regional Laws and Regulations

According to the 'Report by the ERAC SWG on Gender in Research and Innovation on Gender Equality Plans as a catalyst for change' there are 6 countries that require the adoption of GEPs in all the sectors considered in the survey, i.e. public and private HEIs, RFOs, the public sector and private companies (DE, DK, FI, and SE among MS and IS, NO among AC) while 13 countries have a GEP requirement specifically for higher education institutions at the national or regional level (among the MS these countries are AT, DE, DK, ES, FI, FR, IE, PT, SE, and among the AC they are IL, IS, NO, CH).

Source: [Report by the ERAC SWG on Gender in Research and Innovation on Gender Equality Plans as a catalyst for change](#)

France

France has two laws that set the requirement for GEPs and appoint a gender referent at each HEI, RPO and RFO. The GEP needs to report on different aspects such as salary gaps, professional gender diversity and equal access to responsibilities, the balance between private and professional life, and the fight against gender-based violence and harassment in the workplace. The Ministry of Higher Education and Research provided specific guidelines and appointed three full-time employees to support public establishments about gender equality. If the institutions do not comply, a sanction in the form of a fine of 1% of the total of the salaries paid over a year will follow.

The major law at the basis of gender equality in the workplace in France is the Law 2019-828 on the transformation of the public service (passed on August 6, 2019), notably Article 80 which compels any public administration and local authority to provide a gender equality plan for a duration of 3 years plus the implementation of a reporting unit / hotline in case of sexist and gender-based violence for faculty and students.

The recent translation (October 2020) of the GEAR Tool (Gender Equality in Academia and Research) also underlines the will of French universities to promote gender equality in research. Other actions in favor of inclusion and diversity are being lead as shown by the publication in 2021 of the Guide to struggle against LGBTQI+ discrimination in research which also draws an acion plan.

Source:
Lutter contre la haine et les discriminations anti–LGBT+ dans l'enseignement supérieur et la recherche. Guide 2021.
Retrieved from https://cache.media.enseignementsup-recherche.gouv.fr/file/LGBT/70/0/LGBTI_A5_V2_1407700.pdf

Germany

The GEPs requirement for public research organisations is established at the federal level, by the Federal Gender Equality Law (Bundesgleichstellungsgesetz, §11). Additionally, RPOs and RFOs are bound by the Joint Science Conference Implementation Agreement on equal opportunities which sets the requirement to report on gender equality measures and to appoint equal opportunities officers. However, the requirement for GEPs for HEIs is established on the regional level by the Higher Education Acts of all Länders which oblige universities to issue gender equality plans. The denominations of these plans and their characteristics differ across Länder.

In 2020, The federal government has approved a new strategy for fighting gender inequality, the first of its kind in Germany. The 9-part plan aims to reduce the gender pay gap and require more women in leadership positions. Objectives include a reduction of the pay and pension gap between men and women and a goal of improving career opportunities for women to be on par with those of men. It has to be increased the number of women on executive boards by requiring the inclusion of at least woman on boards made up of at least four members. The strategy also aims to expand a law that requires women to make up 30% of supervisory boards.

Ireland

The principle of equality is enshrined in Irish, European and international law, including in: Art. 1 of the United Nations Universal Declaration of Human Rights which states that 'All human beings are born free and equal in dignity and rights', Art 40.1 of the Irish Constitution which states that 'All citizens shall as human persons, be held equal before the law'. More specifically, in Ireland, the key pieces of equality legislation include: The Employment Equality Acts - prohibit discrimination, harassment and victimisation in employment, including discrimination in relation to recruitment, promotion, pay and other conditions of employment. The Equal Status Acts– promote equality and prohibit discrimination in access to and provision of services, accommodation and educational establishments. These pieces of legislation prohibit discrimination and harassment on the following nine grounds: 1. Gender - If you are a woman, a man, or a transgender person. 2. Civil status-Whether or not you are single, married, separated, divorced, widowed or in a civil partnership. 3. Family status-If you are pregnant, the parent or person responsible for a child under 18, or if you are the main carer or parent of a person with a disability who needs ongoing care. 4. Sexual Orientation- Whether or not you are gay, lesbian, bisexual or heterosexual. 5. Religion-No matter what your religious beliefs are, or if you have no religious beliefs. 6. Age-Whatever your age, so long as you are over the legal school-leaving age (Employment Equality Acts) /over 18 (Equal Status Act). 7. Race/Ethnicity-No matter what race you belong to, or what colour your skin is, or your nationality or ethnic background. 8.Traveller Community- If you are a member of the Traveller community. 9. Disability-If you have a disability. For definitions of what is meant by the word disability, see here For more information on the Employment Equality Acts & Equal Status Act and to see specific exemptions, see http://www.ihrec.ie. Discrimination in Irish law is the treatment of a person in a less favourable way than another person is, has been or would be treated in a comparable situation on any of the nine equality

grounds. Discrimination can be direct, indirect, by association or imputation. Harassment is any form of unwanted conduct related to any of the nine discriminatory grounds that has the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading, humiliating or offensive environment for the person.

The Disability Act 2005 - places significant obligations on public bodies in terms of providing integrated access to services and information to people with disabilities, as well as promoting the employment of people with disabilities. The Irish Human Rights and Equality Commission Act 2014 & the Public Sector Duty – places a statutory obligation for public bodies in Section 42 of the Irish Human Rights and Equality Commission Act 2014. Section 42(1) requires public bodies, in the performance of their functions, to have regard to the need to eliminate discrimination, promote equality and protect human rights of staff and people availing of their services. Section 42(2) requires public bodies to assess, address and report on progress in relation to equality and human rights in their strategic plan and annual reports in a manner that is accessible to the public. Click here for more information.

More specifically a policy framework around GE & GEPs in Higher Education Institution's (HEI's) is implemented across HEI's, supported centrally by the Higher Education Authority (HEA) and framed by two national policies.12 This framework applies only to public HEIs, although some private HEIs have developed GEPs in the absence of a requirement. The Athena SWAN charter launched in the Republic of Ireland in early 2015. The extension of the charter to Ireland was made possible through funding from the Higher Education Authority (HEA), which covers applications to the charter from 26 higher education institutions. Engagement with the charter is a key pillar of Ireland's national strategy for gender equality with progress linked to institutional eligibility for funding from Ireland's major research agencies. All of Ireland's universities and institutes of technology and several colleges participate in Athena SWAN Ireland and there are currently 87 award holders (19 institutions, 68 departments). Athena SWAN funding includes dedicated resources and training to support HEIs to develop GEPs13. If HEIs do not comply with the requirement, they are ineligible for public research funding (by virtue of not holding an Athena SWAN award which necessitates a GEP) and are at risk of losing up to 10% of their core funding for failing to progress gender equality including having a GEP in place. Data on staff by gender is collected and published annually by the HEA. Funding is available for capacity building.14 There are specific areas of action identified in national policy documents including but not limited to: leadership, funding, recruitment and promotion procedures, governance and management.

National policy has focuses on other areas, specifically gender-based violence and sexual harassment, and race/ethnicity equality. The target audiences are all HEI staff (academic and professional/support staff) but there are initiatives that focus on specific cohorts. The National Framework on Consent in Higher Education Institutions aims to tackle sexual violence and harassment in Irish HEIs, the launch of the national #UnmuteConsent campaign, supported by all HEIs across the sector, aims to mobilise the student community to speak out, enhance their own knowledge about consent, and ultimately, to challenge and change behaviour (see www.unmuteconsent.ie). On Oct 19th 2021, Minister Simon Harris, Minister for FHERIS, officially launched The National Speak Out tool, an anonymous online reporting tool for incidents of sexual harassment and violence, bullying and cyberbullying, and other unacceptable behaviours in HEI's.

Spain

Spain is an atypical case given that 96% of public universities have a GEP in place (according to data from the last report Científicas en Cifras 2017) although the origin was not a specific legal requirement for universities. The Organic Law on Effective Equality between Women and Men (3/2007) provided a strong impetus for the development of GEPs at Spanish universities. This law together with the provisions included in 2007 in the Organic Law on Universities (4/2007) regulate the establishment of gender equality structures and policies at universities in Spain.

To further advance gender equality, the Council of Ministers approved in August 2021 a preliminary draft of the Organic Law of the University System (LOSU) with new features that will be monitorised through the creation of units that will coordinate policies in this area, positive action in the allocation of places, the promotion of parity in research projects, the fight against sexual harassment, and the criteria for drawing up the budgets of the institutions and for obtaining public funding by the campuses.

These are the main developments:

- Creation of gender equality units. Campuses must have a gender equality plan for university policy, a gender equality plan for human resources, a protocol against sexual and gender-based harassment, as well as a pay register for all contracted and civil servant staff in order to reduce the pay gap.

- All university collegiate bodies, as well as the commissions for the awarding of posts and the evaluation and selection of research projects, must have a "balanced composition".

- Promotion of scientific projects with a gender perspective, which means that this type of research will be favoured over others.

- Promotion of scientific projects with a gender perspective. Achieve parity in research teams, in collegiate bodies and in all selection and evaluation commissions, and the increase of women as principal researchers.

- Gender impact reports (as well as an environmental impact analysis).

- Family-work life balance. Analysis of the use of academic time in order to detect and correct possible gender inequalities. Promotion of co-responsibility in care. Ensure the effective exercise of the rights of their staff to reconcile work and family life.

Croatia

Croatia has been the EU member since 2013 but its path to establishing a gender equality agenda has been started from the beginning of the 90s until nowadays. This is the general picture with an emphasis on academia and research, and the status of female professors and researchers in Croatia. In the 90s, Croatia was going through a transition period from socialism to a market economy and democracy, so those changes had a negative impact on gender equality. The first attempt to reinforce the gender equality dialogue and overall agenda happened in 1996 when the Committee for Equality Affairs was established, mainly as a symbolic move in order to comply with international obligations. While EU negotiations entered their final stage, the gender equality agenda was pushed even further. According to EIGE, despite the fact that significant positive changes in gender equality have been made in Croatia in the last 15 years, these changes were primarily made in the field of adopting legislative changes and developing central key structures for gender equality. Until October 2015, no national laws promoting gender equality in research have been put in place.

However, Croatia has made significant progress on including gender equality both institutionally and legally in its policy agenda, introducing indicators such as equitable primary and secondary school enrolment for boys and girls. But certain gaps persist in the country which is translated to fewer opportunities and obstacles for women in the labour market. From 2005 to 2017, Croatia's scores increased in all domains by 5.3%. However, the progress remains slower in comparison with the progress of the other EU countries. Women in Croatia have a 20.4% chance of graduating from university, compared to 18.3% for men

and the number of female doctoral graduates has been increased in the past years, from 52% to 55% (2007 to 2016). Even though more women are enrolling in and graduating from institutions of higher education, they remain underrepresented in STEM jobs.

Traditional gender stereotypes continue having a huge impact on the educational choices made by Croatian girls and boys. Additionally, girls' achievements in maths are negatively associated with two factors, which are lower economic status and persistence of stereotypes within the family. It needs to be highlighted that girls from lower income families are in a greater need of stereotype-reduction programmes. In the research sector, the situation seems to be more balanced but there is room for further improvement. Percentage of women scientists and engineers in Croatia is almost 50%, higher than the average proportion in the EU (example is the Ruđer Bošković Institute which has a 58% portion of female researchers). Highlighting a good GE practice it could be stated that the University of Rijeka is particularly engaged in implementing GE plans at all stages of studies but also among its staff. Plans to sustain and develop GE policies also follow up Croatia's Ombudsperson report in 2018 with a general expectation to implement a new curriculum and framework for the introduction of human rights contained in the national educational system. In line with the European Gender Equality Strategy 2018-2023, within the strategic goal of "preventing and combating gender stereotypes and sexism", special attention should be paid to deracinate structural inequalities and ingrained gender stereotypes affecting women and men, girls and boys continue in all levels of the education system, extending to the labour market. In Croatia as well, it is necessary to continuously and consistently work to improve gender-related content in the field of education.

Cyprus

Until October 2015, no laws or regulations had been put in place in Cyprus that expressly provide for the promotion of gender equality in research (EIGE, 2015). The only policy document dealing with gender mainstreaming in education and research was the Strategic Planning for the Equality of Men and Women 2014-2017 in Education. This strategy was developed by the Pedagogical Institute and Education Institutions (including Universities and Research institutions) were only encouraged to create Gender Equality Plans.

In 2017, the national document "European Research Area (ERA) Roadmap for Cyprus 2016 – 2020, (Cyprus Government of the Republic of Cyprus, 2017) presented the situation in Cyprus in relation to gender equality and gender mainstreaming in research. The most important measures introduced by 2017 in the field of R&I were the following:

- The establishment of UNESCO Chair on Gender Equality and Empowerment by the University of Cyprus in 2009 aiming at promoting equality, respect to human rights and democracy through an integrated system of research, documentation, education, training and interventions in the society that prevent gender inequality.
- The development of a Gender Equality Plan for 2014-2020, by the Cyprus University of Technology developed under a Rector's Council's decision.
- The inclusion of the issue of gender equality in Research and Innovation in the Programmes Restart of the National RFO Research and Innovation Foundation for the years 2016-2020.

According to the European Research Area and Innovation Committee (2021), Cyprus was listed in the countries where a GEP requirement has not yet been instituted at the national level, and almost no GEPs exist in HEIs. However, in Cyprus, similar to some other MS, RFOs have a GEP because of their participation

in Horizon 2020 SWAF projects. An example is the National Research and Innovation Foundation, which since 2017 participates in the Project TARGET, which contributes to the advancement of gender equality in research and innovation by supporting a reflexive gender equality policy in seven Gender Equality Innovating Institutions in the Mediterranean basin.

Cyprus is among those MS countries that have shown an interest in GEP requirements and have suggested that GEPs be mandatory for Horizon Europe as well as for other EU instruments in an effort to push the gender equality agenda further at the national level.

Source:
Cyprus Government of the Republic of Cyprus (2017). National 'European Research Area' (ERA) Roadmap for Cyprus 2016 - 2020. Nicosia. Retrieved from https://era.gv.at/object/document/2763/attach/Cyprus_ERA_Roadmap_FINAL_Document_10_July_2017.pdf.
EIGE (2015). Cyprus-Promoting gender equality in research. Retrieved from https://eige.europa.eu/gender-mainstreaming/toolkits/gear/legislative-policy-backgrounds/cyprus.
European Research Area and Innovation Committee (2021). Gender Equality Plans as a catalyst for change. Retrieved from https://data.consilium.europa.eu/doc/document/ST-1202-2021-INIT/en/pdf.

Greece

Articles 4, 22, and 116 of the Greek Constitution enshrine the principle of gender equality, including positive measures in favour of women, where necessary. Article 4 states that 'Greek men and women have equal rights and obligations', while Article 22 notes that 'All employees, regardless of gender or other discrimination, are entitled to equal pay for work of equal value' and Article 116 proclaims that 'There is no discrimination on grounds of gender if positive measures are taken to promote equality between men and women. The State shall ensure that the inequalities which exist in practice, particularly against women, are removed'.

The first efforts to implement gender mainstreaming in Greece were in the 2000s, when the General Secretariat for Gender Equality (GSGE) actively participated in the planning process of the third Community Support Framework (CSF) 2000–2006, which is Greece's development programme financed by the European Union's (EU) European Structural Funds (ESF). The subsequent CSF 2007–2013 presented gender mainstreaming as an improvement factor for the quality of public policies in the National Strategic Reference Framework (NSRF). In 2010, a national integrated gender mainstreaming strategy was launched within the framework of the National Programme for Substantive Gender Equality 2010–2013. Building on that National Programme, the most recent principles and objectives to improve gender equality in Greece can be found in the National Action Plan (NAP) on Gender Equality 2016-2020 structured into six areas: Social inclusion of women facing multiple discrimination; Combating violence against women; Labour market, reconciliation of professional and family life; Education, training, stereotypes, media, culture, sports; Health; Equal participation in decision-making.

An intersectional approach to gender equality is possible within the scope of the NAP 2016-2020, as it includes a focus on women who suffer multiple discrimination (gender, disability, deprivation of personal freedom, experiences of imprisonment, drug addiction, etc.) and on the basis of risk due to specific situations (long-term unemployed women, Roma women, refugee women, single-parent families, etc.).

Law 4604 on promoting substantive gender equality, preventing and combating gender-based violence, adopted in March 2019, could contribute to the promotion of gender mainstreaming. The Law sets out a comprehensive set of measures, including: use of gender-neutral language in official documents of the public administration; provisions against gender stereotypes and discrimination in mass media and advertisements; a quota system (minimum 40 % women candidates) for each electoral district in parliamentary and European elections (the same regulation already exists for municipal and regional elections, Law 4555/2018); and the establishment of an Autonomous Equality Office in each of the 13 regions of the country (Article 7, while the Municipal and the Regional Equality Committees are upgraded in Article 8). The impact of the Law will depend on the implementation of these policies, with little information to date on how (and when) these policies will be put into practice.

The approach to gender equality in Greece is characterised by an emphasis on legal matters, with little attention paid to quantitative indicators. The production of sex-disaggregated data is quite limited, although the new Law 4604/2019 aims to enhance the dissemination of sex-disaggregated statistics by public services and legal entities. Gender equality - in respect of issues such as the gender pay gap (the most recent official estimate is from 2014), differences in retirement behaviour, and even harassment in the workplace - has yet to be placed at the core of political discussion. (based on EIGE. Gender Mainstreaming. Greece.)

Lithuania

The Constitution of the Republic of Lithuania (hereinafter -the Constitution) establishes the principles that the family is the basis of the society and the state protects and cares for the family, motherhood, fatherhood and childhood. On the other hand, Paragraph 1 of Article 48 of the Constitution also provides that everyone is free to choose a job and business and has the right to have appropriate, safe and healthy working conditions, receive fair remuneration for work and social security in case of unemployment. It is often difficult to reconcile and harmonize the principle of respect for the family as a value, and the right of a person to freely choose a job. The Law on Equal Opportunities for Women and Men (1998) and the Law on Equal Treatment (2005) provide for consistent and systematic implementation of programmes, measures and projects and are aimed at fostering de facto gender equality. In this context, these fundamental principles relating to the family are also implemented through the regulation of labour relations. The Labour Code of the Republic of Lithuania provides for the obligation of an employer to implement the principles of gender equality and non-discrimination on other grounds. One of the aspects of the implementation of these principles is the prohibition on the employer applying different criteria and conditions for recruitment, i.e.an employermust apply uniform selection criteria and conditions for men and women. During the employment relationship, the prohibition of discrimination on the basis of gender also persists and there is a general obligation of an employer to establish equal conditions of work for employees, equal opportunities for improvement of qualifications and pursuit of professional development, re-qualification and acquisition of practical work experience; andequal benefits. In addition, the Labour Code establishes an obligation to pay equal remuneration for men and women forequal value work. The Labour Code establishes the principle of workand family consistency, when an employer is obliged to respect family responsibilities of his employees and to take measures to help to fulfil them. The implementation of the principle of family consistency in a particular workplace and the measures takenby the employer in order to fulfil their duty to respect the family responsibilities of employees has an impact on employee's decisions related to the selection and realization of career choices. The Labour Code regulates in detail the leave for pregnant women, parenthood leave for those having children up to a certain age, and other social guarantees for people with family obligations.

Since 2012, Lithuania has compiled several key strategic documents: the National Programme on Equal Opportunities for Women and Men 2010–2014; the National Programme on Equal Opportunities for Women and Men 2015–2021; and the National Programme Implementation Plans for 2015-2017 and 2018-2021, which set out concrete actions, implementation deadlines, responsible institutions, state budget allocations needed for each step, and evaluation criteria. Gender equality activities are in the priority areas of employment, science and education, healthcare, environmental protection, national defence, decision-making, EU and international cooperation and the development of mechanisms and methods to implement equal opportunities for women and men.

On 8th October 2020, Klaipeda University Council by Resolution No. 9N-5 approved the Development Strategy of Klaipeda University for 2021-2030, which defines that: ,KU will strive to ensure equal opportunities and a favorable environment for all employees, regardless of gender, age, origin, disability and other personal characteristics. Pursuant to the Law on Equal Opportunities of the Republic of Lithuania, KU will seek to implement equal opportunities in all areas related to employment relations: hiring, paying salaries, creating conditions for professional development, determining working hours, adapting jobs for people with disabilities, etc; seek to ensure that workers do not suffer harassment and sexual harassment, and allow them to work flexible hours'. In implementing the Equal Opportunities and Diversity Policy, the University consistently follows the Government of the Republic of Lithuania September 9th 2020 by resolution No. 998 approved the National Progress Plan for 2021-2030, which aims to achieve changes in the development of society on the basis of three horizontal principles: 1) sustainable development, 2) innovation (creativity) and 3) equal opportunities for all. The importance of the horizontal principles is reflected in the statement that the implementation of any progress objective cannot have a negative impact on the horizontal principle'.

Romania

Romania ranks 25th in the EU on the Gender Equality Index. Gender inequalities are most pronounced in the domain of power (38.8 points), time (50.3 points) and knowledge (51.5). Romania's highest score is in the domain of health (71.1 points), but this is the lowest score in the whole EU. Since 2005, Romania's scores have improved the most in the domains of money (+ 8.8 points) and power (+ 8.1). Progress has regressed in the domain of work (− 0.9 points).

The employment rate (of people aged 20-64) is 61 % for women and 79 % for men. With the overall employment rate of 70 %, Romania has reached its national EU 2020 employment target of 70 %. Between 2005 and 2017, the full-time equivalent (FTE) employment rate remained stable for women (43 %) and increased for men (from 56 % to 60 %), widening the gender gap (from 13 percentage points (p.p.) to 17 p.p.). The FTE employment rates are much lower among single people.

On the international level, Romania has signed and ratified the Convention on the Elimination for of all Forms of Discrimination Against Women (CEDAW). As well, Romania signed the Council of Europe Convention on preventing and combating violence against women domestic violence. This Convention was ratified in Romania in May 2016. As a member of the European Union (EU) since 2007, the Romanian labour legislation meets all EU laws and labour standards. Romania's maternity leave is established in the Labour Code. The country has also ratified all International Labour Organisation (ILO) conventions referred to in Fair Wear Foundation's Code of Labour Practices except for Conventions 26 and 155.

The Constitution provides for protections for violence against women and girls. Additionally, Law No.211/2004 protects victims from sexual violence, Law No.217/2003 covers domestic violence and intimate partner violence. The Romanian law on the prevention and fight against domestic violence was revised

in 2012, expanding the definition of violence as well as the rights of victims. Sexual harassment at work is a form of discrimination (Law 324/2006 Anti-discrimination Law, Article 2(5)) and is also defined in the Criminal Code, punishable by prison from 3 months to 2 years or fine.

According to Government Ordinance 137/2000 republished in 2014 concerning preventing and sanctioning all discrimination forms, without any discrimination, each person who performs work must benefit from good working conditions, social protection, health and safety at work, with respect for their dignity and personal beliefs. Law 1/2011 of National Education stipulates – apart general provisions on the principle of equity in public education – that any Romanian or foreign citizen can participate in a competition for a teaching and research position, with no discrimination (Article 294 (2)). The national grant programme "For Women in Science", organised by the National Commission of Romania for UNESCO and L'Oréal Romania, was initiated in 2008. It is organised on a yearly basis. Until now, Romania has not put in place policies promoting gender equality in research.

In 2002, the parliament adopted Law 202/2002 on Equal Opportunities between Women and Men, which specifically focused on gender equality (Gender Equality Law). Among other measures, the law provides for positive action promoting gender equality as 'special actions that are adopted on a temporary basis in order to accelerate the realisation in practice of equal opportunities between women and men' (Article 4(e)), but those actions are only admitted where they are 'aimed at protecting certain categories of women or men, and not women as a group in comparison with men' (Article 6(5)(b)). The Gender Equality Law thus regulates not only equal access to occupation but also to services and goods. Its Article 4(k) was further amended and supplemented by a provision on gender budgeting, defined in Law 229/2015.

Recently, the 2018–2021 National Strategy for the Promotion of Equal Opportunity and Treatment between Women and Men was approved through a Government Decision. The Strategy has three general objectives (promoting universal access of girls and women to sexual and reproductive health; reconciliation of professional life with family and private life; encouraging women's participation to the decision making process) and five domains of intervention: education, health, the labour market, balanced participation in decision-making processes, and gender mainstreaming. Specific objectives and a set of directions for action are established for each intervention area.

2.2. EU-CONEXUS Partner's Organisational Structure and Experience in Gender Equality

The partners of the Erasmus+ funded EU-CONEXUS – „European University for Smart Urban Coastal Sustainability" and Horizon 2020 project EU-CONEXUS RESEARCH FOR SOCIETY are jointly committed to strengthen the research and innovation dimension of their common vision of a transnational European university. The Alliance is based on the complementary and specialisation of their educational and research skills on EU-CONEXUS topics. Together, they cover in a very holistic way the global issue of development of urbanised coastal areas facing challenges due to climate change. The variety of specialisation, research methodologies and inter- and cross-disciplinary approaches on the EU-CONEXUS topics within the Alliance allows each University to learn from the other in order to be able to tackle together interrelated aspects of this societal challenge. The six partner institutions have been selected on the basis of their geographical location, covering almost all European coasts (Atlantic Ocean/Western Europe, Mediterranean Sea/Southern Europe, Adriatic Coast/Eastern Europe, Black Sea/Eastern Europe, Ionian coastal area/Southern Europe, North/Eastern Sea and Baltic Sea/Northern Europe). This European coverage of EU-CONEXUS will certainly provide the most comprehensive approach in education, research and innovation on

challenges and opportunities for the sustainable development of (semi-) urban coastal areas. The EU-CONEXUS governance structure and the programme of implementation tasks is based on the share of workload based on the interests and knowledge of each partner university. EU-CONEXUS RESEARCH FOR SOCIETY includes the society into this project as well as public policy makers and also researchers in all actions in order to ensure that the exploitation of the outcomes of this project will be useful for further development of the European Universities and the solving of societal challenge on coastal urbanized areas.

La Rochelle University (LRUniv)

La Rochelle University is a young, dynamic and international higher education institution, founded in 1993. Located in the west of France, near the ocean, its coastal position opens up the possibility to be open-minded to international cooperation and to conduct research activities on environmental issues. In 2021-2020, it welcomed nearly 9000 students, 11.8% of whom were non-nationals, and 206 PhD students. LRUniv is a higher education institution but also an attractive research centre with 10 research laboratories, gathering 237 researchers doing research on four key societal challenges related to "Smart Urban Coastal Sustainability": environment, energy, digital transition and researches linked to social sciences. LRUniv develops nationally and internationally recognised research excellence on cross-cutting themes. It provides modern premises and equipment to accommodate researchers and students as best as possible. At the national level, the institution has found its place as a quality-oriented economic actor. It has formed partnerships with other actors of the socio-economic territory in order to extend the field of experimentation for researchers. The "CampusInnov" approach reinforces this willingness of collaboration, by stimulating an innovation dynamic with the development of socio-economic partnerships. At the international level, its small size does not prevent it from being recognised for the quality of its research for instance in mathematics, oceanography, earth sciences or ecology (see Shanghai Ranking). Furthermore, the university is a partner of many European and international universities. Since 2019, LRUniv has been the coordinator of European University project EU-CONEXUS (Erasmus + grant under the European University Initative), together with five other European universities (its five partners for this SwafS project), which is a symbol of its willingness to play a role in the international game of universities.

The Agricultural University of Athens (AUA)

The Agricultural University of Athens is the third oldest university in Greece. AUA provides education at both undergraduate and postgraduate levels covering all sectors of agricultural activity. The AUA programs aim at equipping its graduates (engineers, 5-years courses) for their role as competent agriculturalists/agronomists, who may provide instruction and support to the farmer, participate in the planning of the agricultural development of the country, and through their research contribute to the solution of problems within the agricultural sector and to the management of natural resources for the production of agricultural products. The AUA serves as a centre of basic and applied research, aiming at the development of agricultural science and the self-reliance of Greek agriculture for the benefit of the agricultural population.The Quality Assurance Unit (MO.DI.P.) of AUA is the body responsible for the continuous enhancement of the quality of the academic and research standards, the evaluation processes of the academic units, the certification of the Programmes of Studies and the internal quality assurance system of the Institution according to international practices, especially those of the European Higher Education Area, and the principles and directives of the Hellenic Quality Assurance and Accreditation Agency (HQA – A.DI.P.). AUA, in the Agricultural Science Division, has been ranked (2016) at the 25th place in European and at 76th in global ranking (according to the NTU system). Moreover, AUA has been ranked as 6th in the ranking of Higher Education Institutions through its participation and the absorption of financing and funds by the European Union for the programs that are implemented with a time frame of 2014-2020. Special Account for Research Funds of AUA has established and applies (valid until 26/09/2022) a Managerial Capability System (ISO 9001:2015, TB-030-02-100-00576) for planning, design, monitoring, management and

implementation of National, European and co-funded projects.Specifically, training in the Department of Biotechnology focuses on genetics and its applications in the modification and evolution of organisms, molecular biology, functional genomics and gene circuits in systems biology, creation and analysis of transgenic organisms (GMOs) as well as the management of the genetic material for primary production through recombinant DNA technology, Omic technologies, synthetic biology and cellular engineering, bioprocessing, biocatalysis and enzyme engineering, production of high value enzymes and proteins and their applications in life sciences, bioenergy using 'green organisms', pharmaceutical biotechnology for production of biologics from 'cell factories', biophysics and bioinformatics in understanding the structure and function of biomolecules and biosystems, nanotechnology, biosensors, microelectronic systems and molecular techniques as analytical and diagnostic tools.The Department of Animal Science aims to create well-trained scientists capable of applying the principles of biology, technology and economics to issues related to the production, management and conservation of productive animals and those suitable for mass production of aquatic organisms.

Technical University of Civil Engineering Bucharest (UTCB)

Technical University of Civil Engineering Bucharest (UTCB) is a Romanian university entirely devoted to education in civil engineering and related fields (such as building services, construction machines and equipment, environmental engineering, geodesy). UTCB enrols in the academic year 2019 – 2020 almost 5000 students, divided among the3 cycles, Bachelor, Master and PhD. The teaching staff counts over 330 members in 22 Academic Departments.UTCB is composed by 7 Faculties: Civil, Industrial and Agricultural Buildings Faculty, Building Services Engineering Faculty, Hydrotechnics Faculty, Geodesy Faculty, Railways, Roads and Bridges Faculty, Mechanical Equipment for Constructions Faculty, Engineering in Foreign Languages Faculty. Each Faculty manages its own Departments and Research Centers. There is a total of 18 Research Centers (including their laboratories) and 6 Accredited Laboratories.In UTCB the research work is carried out by the teaching staff and by a limited number of research employees, with the involvement of postgraduate and doctoral students. The main areas of relevant research performed in the University are as follows: seismic hazard, fragility and risk analysis; seismic protection of structures; retrofitting of buildings; devising new building materials; building services systems (HVAC & R, mechanical and electrical installations) and energy supply, energy efficiency of building services systems and related equipment, control systems and BMS, geotechnical problems in special soil conditions; ecology and environmental protection; hydraulics &hydraulic structures; water supply, water sewage and regeneration; bridges and transportation networks; geodesy, photogrammetry and remote sensing etc.The new method resulted in implementing a Quality Management System, based on the SR EN ISO 9001:2015 standard and on the SR EN ISO IWA 2:2009 agreement, certified by an autonomous certification organization, aimed at helping UTCB correlate the concepts in the ISO standards for the quality management system with the specificity of the education system, at the higher education level (both for teaching and research).

Klaipeda University (KU)

Klaipeda University was established in 1991 for the development of Lithuania as a maritime state and creating a modern research infrastructure for the general needs. KU develops basic and applied research in social, natural, health sciences and technologies with strong focus onmarine biotechnology, aquaculture, coastal sustainability, maritime engineering, port constructions, green transport, marine heritage, and blue growth. Since 2008, KU has been implementing Marine Valley project for science and business cooperation in knowledge transfer. KU has developed a modern research infrastructure which consists of open access laboratories, business incubator, and fleet. KU has highly qualified and motivated academic staff, and around 60% of them are with PhD. KU offers 28 Bachelor, 33 Master and 11 doctoral study programs in social, health, natural science, humanities and technologies. A half of them are

conducted in English. Over 60 scientific research laboratories, a research vessel- laboratory Mintis, a research and training sailboat Brabander, and a yacht Odyssey as integral part of the KU marine research infrastructure play an important role in the University research activities; the KU community have access to under half a million copies of documents in the library funds; the University has its own publishing house and a botanical garden. The infrastructure is sufficient for the successful development of international level cultural activities, fundamental and applied research, and research and development projects in the fields of the humanities, physical, biomedical, technological, and social sciences. KU mission is oriented to partnership between the academic, social, and business environments for the innovative science, public welfare, and education of creative personalities. KU develops long-term strategically cherished social and business partnerships with companies in Baltic Sea region. KU actively collaborates with the countries in Europe and the world (the USA, China, Israel, the Ukraine, etc.) in the implementation of 60-80 different projects every year (Horizon 2020, BONUS, COST, Erasmus+, INTERREG Baltic Sea Region; South Baltic Cross-Border Cooperation; Latvia – Lithuania Cross Border; Lithuania – Poland – Russia Cross Border Cooperation). KU is a member of different international organisations and networks: BUP – Baltic University Network, EMUNI University, EU²S² – European Union of Universities of Small States, Estuarine & Coastal Sciences Association, EUCC- The Coastal Union Baltic, IAELPS –International academy of ecology and life protection sciences, MARS Network -Network of Marine Research Institutes and Stations, World Wind Energy Association, Baltic Sea LNG cluster, Baltic Sea LNG competence centre and many others. The most relevant cooperation with national organisations: Maritime Digital Innovation Hub (Maritime DIH), Lithuanian LNG Cluster, Competence Centre and Platform, the Association of Lithuanian Engineering Industry. Among strategic directions is to develop an innovative education and science ecosystem that would meet the needs of tomorrow's economy. Recognizing the rapid and dramatic changes in society and higher education, a long-term strategy 'KU 2030' is renewed for strengthening the focus on EU-CONEXUS aims and objectives as well as on the third mission of University i.e. on the Implementation plan of the Klaipeda Economic Development Strategy 2030, mainstreaming entrepreneurial mind-set of researchers and up scaling cooperation among actors of local innovation ecosystems. Moreover, in the KU campus it has been developing STEAM Centre for city and region pupils. KU Marine science and technology divisions have already taken a step forward in the implementation of gender equality concepts and family-friendly measures. The Gender Equality Plan emphasizes the implementation of gender equality projects, the elimination of gender stereotypes in teaching materials aiming to attract more girls to study and work in STEAM (Science, Technology, Engineering, Art (Design), Mathematics) fields.

Catholic University of Valencia (UCV)

Universidad Catolica de Valencia is a private university founded in 2003, and today it has more than 11,000 students and 1,300 staff. The strategic vision of UCV is focused on achieving excellence in educating competitive in labour market graduates, reinforced with strong intercultural and linguistic skills, and to offer research and innovation-based solutions to business and social stakeholders in the region and beyond. UCV offers a wide range of interdisciplinary studies and research, which go from Experimental Sciences (Biotechnology and Marine Sciences), to Education, Social, Sport and Health Sciences: 25 Bachelor´s, 39 master´s and 3 PhD study programmes. Integrated education, applied at the University, involves personal, cultural personal development of each student, strong focus on employability and social responsibility. The number of international students makes 6.6 % of total student body, international exchange fo studies and internships is about 4%. UCV offers 2 international double degree programmes. Being a young university, the initial priority of the University was education, nevertheless research has always been an important part of the UCV´s activities. The research at the University is focussed around 3 big research institutes: IMEDMAR - Institute of Environment and Marine Sciences Research, CITSAM - Centre of Translational Research 'San Alberto Magno'

and IUCAFD - University Institute of Sciences of Physical Activity and Sport, and a number of smaller ones and research groups in anthropology, disability and social inclusion, law, etc. In the strategic plan 2019-2022 the research agenda was strengthened and focuses on the reinforcement of investigation activities and technology transfer with a special focus on the impact on the society via new research policies. Since 2019, UCV is part of the European University for Smart Urban Coastal Sustainability and together with 5 other European universities it aims to become a European hub of expertise in urban costal issues.

UCV presented its second Gender Equality Plan in April 2020. However due to COVID19 and also to new Spanish regulations, UCV was only able to implement some of the measures while the others remained on stand-by. Together with the new Gender Equality Committee -which is still to be appointed- the whole managerial staff, starting with Grand Chancellor and the rector, stress and support the need to have a GEP as well as to continue to make progress towards full equality, including the Research area. That is why, this consortium's GEP will help UCV implement measures in research.

So far, UCV has implemented the following measures (comprised in its GEP): protocol against harassment and gender-based harassment; salary register by gender and professional group; register of the selection processes; maternity and paternity guidelines (ongoing).

The rest of the policies included in the second GEP are:

- · Increase the candidates of the under-represented sex.
- · Not to convene training activities during school holidays outside school hours.
- · Online training to help work-balance.
- · Publication of the protocol against sexual harassment and gender-based harassment in the employee portal.
- · Train the members of the Equality Commission in: equality, violence against women.
- · Training for the persons involved in recruiting processes.
- · Suppliers' compliance clause to be included in the recruiting processes.
- · Instruct the health surveillance service to take into account the gender perspective in health surveillance.
- · Measure by sex the number of temporary contracts converted to permanent contracts.
- · Measure by sex the number of part-time contracts converted to full-time contracts.
- · Send an email to staff expecting a child referring them to the employee portal directory.
- · Introduction to the process of assessing interest in promotion.
- · Process to cover vacancies with information on the vacancy.
- · Creation of the career progression register.
- · Salary gap analysis per professional category.
- · Communication and dissemination actions / events to raise awareness on gender equality at UCV.

University of Zadar (UNIZD)

The University of Zadar cooperates with numerous Croatian and foreign institutions and academic associations, through membership in international organisations and communities, and through cooperative contracts with other universities. The University actively encourages the participation of its units in international competitive projects; incoming and outgoing mobility of students, academics and academic administration; joint studies with foreign universities;

contacts and encounters with domestic and foreign representatives of the academic, political and economic communities. Special attention is given to the cooperation with local and regional communities through preparation and execution of joint projects, participation in creation of strategic development planning documents, the encouragement of the civil society development, organising various activities with the aim to popularise science, encourage research and sustainable regard for cultural and natural heritage.The University of Zadar performs scientific, teaching and professional work, grows and progresses each day and contributes to general development.

Frederick University

Frederick University is an energetic and vibrant private university operating in the Republic of Cyprus, a member state of the European Union. Frederick University was established after a decision by the Council of Ministers of the Republic of Cyprus on 12th September 2007. Although the establishment of the University is relatively recent, the organisation has a long history of more than 50 years in higher education. Frederick University operates from two campuses, the main campus in Nicosia, the capital of Cyprus and the other campus in Limassol, the second largest city of the island. The University, enjoying respect and recognition both nationally and internationally, offers a broad range of academic programs of study in the areas of Science, Engineering, Business, Arts, Architecture, Media, Humanities, Health, and Education. The University has a strong focus on academic research, being one of the leading research organizations in the country.

Aiming at expanding its strategic international partnerships, as of December 2020, Frederick University has joined EU-CONEXUS, an alliance of European universities focused on smart urban coastal sustainability. Frederick University is an associated partner of the ambitious consortium of EU-CONEXUS which is consisted of European universities from France, Greece, Romania, Lithuania, Spain and Croatia. EU-CONEXUS has been selected by the European Commission as one of 17 European University Alliances among 54 proposals submitted in the framework of the European Universities' initiative.

Strongly believing that a University should manifest itself as a force for good not only for the present but also for the future, in 2019 Frederick University became an institutional member of the United Nations Sustainable Development Solutions Network (SDSN), which brings together universities, NGOs, research institutes, international organisations and governments to develop and promote solutions, policies and public education for sustainable development through the achievement of the17 Sustainable Development Goals (SDGs).

Along these lines Frederick has acknowledged the benefits academia and the society have as a whole, when more girls and women are involved in all aspects of the public sphere and in particular in research and education. Therefore, the university currently:

- Promotes girls in the Engineering School of the University by offering scholarships to all girls and women who would like to pursuit a degree in STEM https://www.frederick.ac.cy/women-in-STEM/el/;
- Creates funded research schemes to promote more women in research as Principal Investigators;
- Creates powerful women role-models to empower its students;
- Provides trainings on gender related issues to the faculty and administrative staff;

- Runs campaigns on gender-based violence;
- Monitors gender equality data and indicators through questionnaires and statistics.

University of Rostock (URostock)

Tradition and innovation are the trademarks of the 600-year history of the University of Rostock. In 2021, with about 14,000 students and 2,933 staff members, the University of Rostock offers fascinating perspectives into nearly all scientific fields. With the four profile lines Life, Light and Matter / Maritime Systems / Aging Science and Humanities / Knowledge – Culture – Transformation, the University of Rostock has at its disposal excellent interdisciplinary research fields in the areas of natural and technological sciences, medicine, life sciences, humanities and cultural studies. The standard set for all our actions: we want to impress with our performance.

The University of Rostock considers the fields of internationalization, gender equality, family friendliness, accessibility and lifelong learning as a unit and links them to an integrated diversity management. Therefore, the Equal Opportunities and Diversity Commission was established at the end of 2013. The Commission for Equal Opportunities and Diversity is committed to equal opportunity in the sense of an open "university for all". Its goals are: Improvement of equal opportunities and the creation of appropriate framework conditions; Integration of equal opportunities and diversity in research, teaching and administration; Promotion of internationalization at the University of Rostock; Prevention of discrimination. The Equal Opportunities and Diversity Commission acts as an advisory body to the university on gender, equal opportunities and diversity issues. It contributes to the strategy development as well as the conception, evaluation and review of equal opportunities and equality promotion measures and controls their implementation, i. a .:

- Gender equality measures: female professors program of the federal and state governments, research-oriented gender equality standards of the DFG and women's advancement plans of the faculties.
- Target agreements within the family-friendly university.
- Implementation of internationalization measures.
- in the area of accessibility.

In addition, it grants university-sponsored grants from the female professor program II of the federal and state governments and acts as a selection committee in the program Karriere Wege Mentoring.

Waterford Institute of Technology (WIT)

WIT is the largest Higher Education Institute in the South East of Ireland and the second largest Institute of Technology in Ireland. With 9,282 students and 980 staff, WIT provides teaching and research programmes from Higher Certificates to PhD. WIT was named *The Sunday Times Institute of Technology of the Year* in 2005; 2009 and most recently in 2020 in The Sunday Times Good University Guide 2021. The guide contains Ireland's only league table that measures the performance of all 19 multi-faculty third-level institutions. We have built distinct research capacity and scale in ICT, Pharmaceutical, Life Sciences,

Advanced Manufacturing and Business. In 2020, WIT secured more than €10million in competitive research funding. We are a leading Irish participant in European Framework Programmes ranking second nationally in attracting ICT funding under Horizon 2020. We have a strong research culture of partnership and collaboration and are committed to supporting the professional development, health and wellness of all our researchers. Through our involvement in HRS4R we continue to improve the career paths of our research community members in particular by supporting them both personally and professionally during their research journey with us at WIT. We strongly believe that diversity, equality, and inclusiveness enriches the calibre of our research. Multidisciplinary research is strongly supported at the Institute and we strive to create diverse teams to help ensure that our research incorporates many research disciples and perspectives. WIT Researchers hail from over 19 countries. Our research community members are diverse in terms of nationality, education, talent, political and ideological outlook, cultural and societal experiences, as well as race, gender, ethnicity, age, disability, religion, sexual orientation and the many other attributes that make us all truly unique. All of our individual Researchers are part of a collective research community and contribute to the fabric of life at WIT in so many invaluable ways. Through our involvement with EU-Conexus we demonstrate our further committments to the EDI agenda on an international scale through the active sharing of best practice.

3. The list of the selected gender sensitive indicators

This list of quantitative and qualitative indicators is based on Updated handbook of quantative and qualitative gender-sensitive indicators in the Horizon 2020 project Baltic Gender as well as quantative indicators for Gender dimention in research and research management developed by Gendered Innovations in Science, Health & Medicine, Engineering, and Environment (genderedinnovations.stanford.edu).

Indicator	Definition	Computation	Comments
Quantitative indicators			
Scissor diagram for academic staff and students	Visualizes the current situation of academic community regarding women and men.	For the plotting in a graph the proportion of women and men at every career step, the number of women and men at different academic positions is needed: · Grade A (equivalent to full professor level); · Grade B (equivalent to associate professor level); · Grade C (equivalent to assistant professor level); Postdoctoral positions; · PhD students; · Master students; · Bachelor students.	Collected data can be used to examine if there is a proportionally higher loss of women than men from student level to professor level. There are 2 key bottlenecks of restricting female participation in academia identified: 1) choice of undergraduate major; 2) application to faculty position. Recommendation: 1) to raise the awareness of school pupils on gender

		Two lines are plotted: · WposX/(W+M)posX; · MposX/(W+M)posX; where W = number of women, M = number of men.	stereotypes; 2) arrange professional development workshops to reduce the individual barriers, implicit bias and to review policy on institutional barriers.
Glass Ceiling Index	GCI indicator shows the possibilities of women and men to reach the highest ranks in academia. GCI is the proportion of women at Grades A+B+C/proportion of women at Grade A. The GCI can also be calculated to see if the stagnation is at Grade B to Grade A or at Grade C to Grade B.	GCI compares the proportion of women at all Grades (A+B+C) to the proportion of women at the highest Grade (A). The higher GCI value, the stronger the glass ceiling effect and the more difficult it is for women to move into a higher position. GCI = (WGrade A+B+C/(W+M)Grade A+B+C) / (WGrade A/(W+M)Grade A); GCI(B-A) = (WGrade A+B/(W+M)Grade A+B) / (WGrade A/(W+M)Grade A); GCI(C-B) = (WGrade B+C/(W+M)Grade B+C) / (WGrade B/(W+M)Grade B); where W = number of women, M = number of men.	If women and men are equally recruited and promoted to the next career step, compared to the pool in the previous career step, the index is 1. Some researchers may jump from Grade C to A or may not strive to move onto Grade A once they are at Grade B. This depends on how the Grades are defined at the institutional level.
Gender Pay Gap (GPG)	This indicator presents the average difference between the remuneration (incl. bonuses) for female and male employees for a given year based on mean hourly earnings.	Gender pay gap (GPG) = (Average gross hourly earnings of paid men employees – Average gross hourly earnings of paid women employees) / Average gross hourly earnings of paid men employees (expressed in %). GPG = ((EM,i / TM,i) – (EW,i / TW,i))/(EM,i / TM,i) (in %), where: (EW,i) - average gross monthly earnings of women employees (including bonuses); (EM,i)- average gross monthly earnings of men employees (including bonuses); (TW,i) - mean of monthly working hours of women employees (by contract); (TM,i) - mean of monthly working hours of male employees (by contract). To ensure anonymity and statistical validity it is recommended to only calculate the GPG within status groups with at least five cases in the group.	The causes of the gender pay gap lie in the undervaluation of women's skills and capacities, the underrepresentation of women in decision-making positions, the unequal division of caring responsibilities, gender stereotypes and discriminatory practices in the workplace (both direct and indirect), and gender segregation across sectors and occupations (EGGE 2009; DG Justice 2014, pp. 5–8). If the payment of women and men is not equal, the GPG shows a percentage below or above zero. A positive GPG of x% means that women earn x% less than men do on average per hour. A negative GPG of x% means

			that men earn x% less than women do on average per hour.
Part-time employment	This indicator compares the part-time employment rate amongst women and the part-time employment rate amongst men on a yearly basis for the staff per categories Grade A, B, C, postdoctoral positions, PhD students, technical staff, administrative staff.	Part-time employment of women expressed in %: · Proportion of part-time women employees = WP,i/Wi; · Proportion of part-time men employees = MP,i/Mi. Where: (Wi) -total number of women; (Mi) - total number of men; (Wp,i) - number of women who work part-time; (Mp, i) - number of men who work part-time. To ensure anonymity and statistical validity it is recommended to only calculate the GPG within status groups with at least five cases in the group.	Studies have shown that there are fewer part-time jobs available in higher-level occupations. The results can give an indication of the relative working conditions of women and men researchers, but does not explore the reasons behind differences. The investigation of reasons might be done via employee-surveys or qualitative analyses (interviews).
Gender of the chief researchers on scientific cruises	This indicator presents the proportion of women chief scientists on cruises in marine science and technology.	Proportion of women chief scientists: number of women chief scientists / number of women + number of men chief scientists (expressed in %). Proportion of men chief scientists: number of men chief scientists / number of women + number of men chief scientists (expressed in %).	This indicator can be analysed together with the scissor diagram and the glass ceiling index, since it affects the careers of women scientists. The indicator is strongly connected to the number of women who lead projects in which sea going work is necessary and also to success in applying for ship time. The duration of the cruises may vary between female and male leaders, as well. Female chief scientists with children may opt for cruises of shorter duration.
Women's representation in committees (boards university councils, senates, faculty boards)	This indicator presents the proportion of women and men in the three most important boards and committees of an institution (e.g. Senate, Council, top-level-management) in comparison of at least three years.	Committee Representation of women (expressed in %) = number of women in committee / number of men + number of women in committee	Institutions pre-defined these three boards/committees individually. National legislation, especially legal binding quota, can reduce a vertical segregation in science and academia. To make the positive changes, first the election procedure have to be taken into account.

Percentage of women within the recruitment process	The indicator shows the proportion of applications from women & men vs. the proportion of women and men invited for job interviews vs. the proportion of women & men hired for a position by status groups on a yearly basis.	The indicator is calculated as follows: Proportion of women applicants = $(AW,i /(AW,i + AM,i))$; Proportion of women interviewees = $(IW,i /(IW,i + IM,i))$; Proportion of women recruited = $(RW,i /(RW,i + RM,i))$. Where: (AW,i) - number of applications from women; (AM,i) - number of applications from men; (IW,i) - number of women interviewed; (IM,i) - number of men interviewed; (RW,i) - number of women recruited; (RM,i) - number of women recruited.	A total number of open/advertised positions should be collected if the number of open positions and the number of persons recruited vary widely over time. There might be several reasons for this (e.g., the position and/or the salary is not attractive enough, there are too few qualified scientists, people get job offers in one year but do not accept them before the next year). Filled without a competitive selection process positions should not be taken into account for this indicator.
Indicators for work and family			
Flexible working arrangements	This indicator portrays if flexible working arrangements are set in HEI. Flexible working arrangements include: · Flexibility in working time; · Flexibility in place of work.	This indicator is framed as following: · Does the institution have flexible time arrangements (flexible hours, part-time work, holiday and field works planning etc.) in three different categories of staff (academic, technical, administrative)? · Does the institution have flexible place of work (home office, telecommuting etc.) arrangements in three different categories of staff (academic, technical, administrative)?	Flexible working arrangements can be clearly regulated and improved on institution level
Child care service	This indicator portrays if the child care service availability to all members of staff is supported by institution.	This indicator is framed as following: · Does the institution support the childcare service availability to all members of staff?	This indicator presents the breakdown across staff categories. If regular child care is available at the municipality level and it totally satisfies the demand, the indicator should examine more specific needs such as organized childcare service availability during different activities, funding support for childcare during expeditions or conferences etc.

Qualitative indicators for gender in research content

Incorporation of gender analysis in research design and management	Gender analysis can help the planning and implementation of research projects so that the activities become more sensitised e.g. to 1) gendered differences relevant for the formulation of research aims and questions, choice of methodologies and methods, and organization of citizen participation; 2) the stereotypes and default identities on which the research setting rests.	This indicator is framed as following: Does the institution actively promote the incorporation of gender analysis in research design and management? If yes, since when?	Since the research can have gendered impacts, the ways how the researchers define critical topics and questions, identify actors and elements relevant for change, focuse analytic attention and interpret the data, and present the findings should be re-considered. A gender analysis can help projects to acknowledge their own potentials and to make more informed choices regarding progress.
Incorporation of GEPs in research project plans and implementation	The indicator shows whether or not the research projects coordinated by the institute include gender equality plans in the research project proposals and realized research projects they coordinate.	This indicator is framed as following: Does the institution actively promote the inclusion of gender equality plans in research project management? If yes, since when?	Project-specific GEPs can enforce good gender equality practises and help to identify the discriminating practises, to find new ways to involve everyone equally to the project work.
Recommendations on gender sensitive language Diversity sensitive language Inclusive language?	Gender sensitive language is the realization of gender equality in written and spoken language. It promotes the use of gender-neutral terms where applicable.	This indicator is framed as following: Does the institution promotes the use of gender-neutral terms where applicable and have any recommendations or guidelines on the use of gender sensitive language in teaching, official documents, and external communication?	The indicator only shows if there is an awareness for gender-sensitive language use in the institution at all by looking at recommendations or guidelines. It does not allow conclusions about the degree of acceptance among its members.
Recommendations on gender sensitive didactics	Didactics comprises teaching forms and methods presenting information to the students.	This indicator will be framed as following: Does the institution have any recommendations or guidelines on the use of gender sensitive didactics, e.g. recommendations, guidelines, it is a part of teacher	The aim of this indicator is to check whether institutions that offer teaching pay attention to gender bias in classroom interactions and course design.

	training, gender sensitive didactics is mentioned in the evaluation questionnaire of lectures. Questions to be answered: Does HEI promote diversity sensitive didactics? Number of courses referring on GE 100% or GE topics included (chapter..). GE is not mentioned in course programme but a teacher talks by case in what number of courses.

4. A GEP tailored to EU-CONEXUS

4.1. Work-life balance and organisational culture

The European Commission and European directives focus on parental facilities (parental leave, better task sharing between men and women).

A work life balance also encompasses all the measures to improve wellbeing at work and team building (managerial approach).

Area	Action	Description of action	Responsibility	Results / Indicators/Best practice
Awareness raising	Trainings on communication and conflict and change management	Invite keynote speakers or role models (men, women or transgender) on campus to make conferences on raise the awareness of unconscious bias and upfront discrimination, responsible use of digital tools.	Office of the Vice rector for Equality, Diversity & Inclusion	Festival in March for Women's International Day A day dedicated to Equality on campus with different participants.
	Training on stress management.	To offer training on stress management.	GE officer HR department	Number of trainings Number of participated staff

Making a healthier psychological and social environment	Ease the procedure to signal psychosocial risk factors	Collectively refer to work-related psychological and social influences on health (time pressure, monotonous work, social reciprocity, job control and autonomy, fairness, work demands and job security, as well as social contact with co-workers and supervisors). To dedicate more staff if the amount of work increased. Ensure the Employee Assistance Programmed for Staff offer adequate supports.	Gender officer in collaboration with psychological support center Human Resources	Annual reporting on work-related psychological and social organisational climate influences on health and measures taken to improve it. https://www.wit.ie/about_wit/for_staff/spectrum-and-employee-wellbeing
Work- life balance	Implementing family –friendly strategy by increasing awareness for work-life balance	Providing training on work-life balance awareness for leaders of HR department and senior scientific staff. Plan of family –friendly actions/activities. Organization of convivial events, afterworks, discounts on certain products with local partners.	Employee Wellbeing Committee in conjunction with HR or The Staff Association	Report on a family friendly strategic actions implemented annually. In WIT, Employee Wellbeing Committee co-ordinates events around family friendly working, work-life balance, employee wellness, International Women's Day, International Men's day, National Workplace Wellbeing Day, International Day against Homophobia, Transphobia and Biphobia, International Families Day, Resilience & Stress Management Training etc.
	Building grass-root networks of women scientists inside the institutions	Established grass-root networks should be inclusive and open to both men and women and serve to raise the awareness of gender equality at the entire institutions. The grass-root networks contribute to scientists' careers through organized seminars and potentially		Increase the retention of women in the organization. Number of grass-root networks Number of meetings WIT'S WOMEN IN RESEARCH NETWORK as a forum for research-active women providing female and female identifying staff the opportunity to connect and collaborate to help us build a more equitable and inclusive research culture, encourages women in

		trainings that also give possibilities for networking and mentoring.		research to come together to share experiences and opportunities, access resources and network with colleagues. Membership of WIRN is open to female and female-identifying academics and Researchers at all levels, and professional and technical staff working in research. WIRN host regular networking lunches, hold events on topical issues for women in research work life balance and WIT's research culture, advocating for women in research through various Institutional Commitees.
Work- life balance	Providing mentoring opportunities to early and mid-career women scientists	Development of the Mentorship initiative to meet the following objectives: · Share knowledge and expertise. · Increase cross-institutional networking and mentoring. · Support mentees in taking responsibility for their own skills and long term career development.	Individual Research Support Units /Human Resources	Number of mentors Number of mentees WIT Best Practice: The Mentoring Initiative aims to pair experienced Researchers (Mentors) with colleagues at an earlier career stage (Mentees), to provide guidance, specific skills and knowledge that will enhance the mentee's career and personal growth during their research journey.
	Identifying the reasons of leaving the institution	Preparing support questionnaires for supervisors conducting exit interviews	Heads of the departments, faculties, institutes together with HR	An overview of the reasons and actions taken if reasons are systemic.
	Flexible scheduling	To prepare the Recommendations for the administrative staff and use when it is appropriate	Top management HR & GE officer	Anual analysis of the efectiveness.
	Communication on parental leave	To prepare support questionnaires for administration connecting staff before, during and after parental leave.	HR together with Gender officer	Report on a number of cases and effectiveness of measures. WIT Best practice: The Shorter Working Year – Professional Support staff have the option of taking 13 weeks unpaid leave each year.

Work- life balance		To support staff for Continued Education, Professional Development, Study and Eaxmination leave etc.		Parental Leave – Staff can currently take up to 110 days parental leave per child. Worksharing/Jobsharing: Staff have the option of applying to work reduced hours. Career Break – Staff can take up to 5 years of a career break if desired Carers Leave – This leave is also available to staff who may need to care for a person. Compassionate Leave – Can be taken to give the staff member time to away from work in the event of a death in the family. Cycle to Work Scheme: Staff can avail of our cycle to work. We purchase their chosen bike & it is deducted from their wages each week/month. Promoting a healthier life style and reducing Carbon Emmissions. Maternity/Paternity & Parents Leave: Flexi Scheme: Support staff can avail of this scheme, any additional hours worked are added to their Flexi Time balance. This time can be used to take additional days off during the year. Staff can take an extra 18 days off each year providing they have the time worked up. These 18 days are in addition to their annual leave balance. Sick Leave Scheme: If required staff have access to 130 days paid sick leave (note: 130 days is the entitlement for a full time staff member & dual look back system applies). If the Illness falls under Critical Illness the staff member has access to 260 days paid sick leave. If the staff member exceeds their sick leave limits & goes on Nil pay they may then be entitled to another payment called TRR (Temporary Rehabilitation Remuneration). Marriage & Civil Partnership Leave: Staff are entitled to 5 days paid marriage leave with the option of taking an extra 5 days unpaid following this. Travel Scheme: Staff can avail of the travel scheme whereby their travel tickets are purchased by WIT & deducted through their wages. HR Monthly Updates: A HR Monthly update letter is circulated each month to all staff which contains very useful information such as the schemes identifed above.

			The WIT Sports Arena offer discounted rates to WIT staff members & their families for membership which can be deducted through their wages if requested. There are daily fitness and pilates classes available to staff. Staff can join health care scheme's & doctor schemes & avail of a discounted rate. This is available to their family members also.
	Promote and encourage remote work / work-from-home	Hybrid Remote Work policy including a Guide for Managers managing a Hybrid Team	Top management HR	Annual reporting on a number of various cases including the analysis of the efectiveness of measures.
Team-building initiatives	Regular bonding events and get-together for staff	To plan and implement annual bonding events such as Christmas, after works, bicycle tours, excursions…	HR	Annual reporting on numbers of events, participants and feedbacks. WIT best practice: wellbeing initiatives are based around: Being Connected, Being Active, Being Present , Being Engaged, and Being Kind. An active encouragement to take time out at regular wellbeing events including Researcher Wellbeing Walks on the local Waterford Greenway, Researcher Games Sports Days, Researcher Bake offs, Researcher Networking Coffee Mornings, Festive Get Togethers, as well as Spring and Summer Socials. https://www.wit.ie/research/our_research/researcher-wellbeing
	Encourage staff participation in decision-making	Multi staff focus groups, contests, questionnaires on wellbeing at work. The feedbacks help to address some of the items raised.	HR	Number of questionnaires sent to all staff on the larger topic of wellbeing at work. Number of feedbacks. Anual analysis. WIT practice: Contests to rename some of the academic website categories. Organization of focus groups based on the parts of the GEP (national level).

4.2. Measures against gender-based violence (GBV) including sexual harassment

According to European Commission, GBV is "violence directed against a person because of that person's gender or violence that affects persons of a particular gender disproportionately". The European Council defines sexual harassment as follows: "where any form of unwanted verbal, non-verbal or physical conduct of a sexual nature occurs, with the purpose or effect of violating the dignity of a person, in particular when creating an intimidating, hostile, degrading, humiliating or offensive environment."

Measures	Action	Description of action	Responsibility	Results / Indicators/Best practice
Create a system protecting against GBV	Create code of conduct	Foreseen the procedures of the reporting, investigation, and disciplinary actions for the perpetrators.	Gender equality /diversity officer Top management	Establishment, promoting, and reporting annually
	Promote the unit "University protects me"	To create an integrated listening and counselling unit for students victims of harassment. Composed of several staff members the unit takes care of all reported cases of gender-based violence, harassment or abuse. Facilitate the reporting procedure.	Support Unit	Establishment, promoting, and reporting annually. WIT adopted a National Framework on Consent in Higher Education Institutions, which aims to tackle sexual violence and harassment in Irish HEIs. Launch of the national #UnmuteConsent campaign, supported by all HEIs across the sector, which aims to mobilise the student community to speak out, enhance their own knowledge about consent, and ultimately, to challenge and change behaviour. Staff are asked to watch the following video, developed by Active* Consent for staff in Irish HEIs: Active* Consent Staff Awareness Raising Video - YouTube

Create a system protecting against GBV	"Equality week"	An "Equality Week" organized by students for all the community.	Student Union / Student Board	Number of people participated in the activity
	Raising awareness of students	Students' group projects from September to March with different missions (communication and presentations during the "Equality week").	Supervisors Consultants Division administration	Number of projects/people participated in the activity
	Promote a culture of (gender) equality on campus	Conferences and workshops in March (month of the International Women' Day).	GE officer Professional Committee	Number of activities, number of people participated in
Awareness raising	Trainings for managers and leaders	Training for academics and professionals to be able to support GBV survivors/ survivor empowerment.	Gender equality /diversity office GE officer	Number of trainings, number of participants
	Trainings on communication and conflict and change management	Crossmedia communication campaign on a regular basis on gender equality (topics: gender neutral writing, harassment…) for the community.	Gender equality /diversity office GE officer	Number of trainings, number of participants
	Conferences or sections on the topic of gender-based violence	Invited keynote speakers. Role models (men, women or transgender) to promote equal conducting among staff.	Gender equality /diversity office GE officer Professional Committee	Number of conferences, number of participants per activity
Victim support	Create a Support System	Encourage to report GBV survivors; listen to girls & apos; experiences of violence; make awareness trainings for the national organisations that support GBV survivors such as hot lines, NGOs, shelters etc; survivor empowerment.	Support Unit Gender officer	Number of cases, number of people reached for help

	Reporting channel	To establish a clear, visible, and robust reporting channel for victims	Top management	Establishment and promoting

4.3. Integration of the gender dimension into research and teaching content

„What is a gender-sensitive approach to conducting research? Gender-sensitive research takes into account the differences between men and women in all aspects of the research, from an initial idea, formulating research questions, objectives and methodologies to the outcomes and presentation of results. Apart from integrating gender into the content, gender-sensitive approach strives to provide equal participation of both women and men in scientific work. Gender-sensitive approach takes into account transgender and transsexual population as well."

„What is gender-sensitive teaching? Gender-sensitive teaching pays attention to gender differences both in creating syllabus and in class conduct. It means introducing students to gender dimension of the presented contents, including publications that take gender-sensitive approach into the courses readings, and giving homework assignments that demand from students to think about gender dimension of the subject. Gender-sensitive approach to teaching provides equal opportunity to both female and male teaching staff across disciplines, attracts students of different genders, and is inclusive for transgender individuals as well. Gender-sensitive teaching is thus more inclusive, while stimulating critical thinking."

Source:

https://eige.europa.eu/sites/default/files/garcia_working_paper_6_toolkit_integrating_gender_research_teaching.pdf p. 4.

Area	Action	Description of action	Responsibility	Results / Indicators
Creation of a system of support for gendered research	Development of administrative practice. Monitoring	Gender incorporation within the course of research via research elements common to the 4 areas: 1. Composition of the research group; 2. Research topic / object; 3. Research methodology; 4. Research result. Gender incorporation within the course of teaching. To introduce mandatory collection of the following data: a number of projects / men percentage with permanent contracts, men percentage with	Research and innovation managers in collaboration with officer of gender equality and HR department, head of faculties	Checklists and collected examples of the best practice for the academic staff. Number of consulting on gendered research Analysis of gendered research cases. Monitoring and reporting including the analysis on change.

		temporary contracts, percentage of projects led by female researcher including leading 10 the largest budget projects.		
	Inventory of gender-related courses and research projects	Annually updated a central database of gender related projects and courses carried out at the institution	Project managers, heads of faculties and officer of gender equality	Number of projects Number of courses
Awareness raising	Trainings for managers and leaders	Awareness raising. Gender-sensitive visual material (marketing etc). Support equal visibility of male and female experts in the media.	Heads of the faculties and research institutes in collaboration with an officer of gender equality	Decision on including gender aspects as a requirement for seminars and student projects (where it is appropriate). Gender-equal communication and publicity creation.
	Research staff training	Regular mandatory workshops for research staff/leaders of research groups: Diversity knowledge; Gender and diversity sensitive language application; Behaviour; Use of gender-sensitive methodology; Integrating the topic of intersectional approach of gender (ethnicity, race, class, age, citizenship status etc.), Identification and formulating gender-sensitive research questions; Producing of gender-sensitive outcomes; Gender-sensitive identification of users/beneficiaries etc.	Vice rector for Research and Gender officer Stakeholders Business and industry partners who commissioned a project or study	Number of workshops Number of participants Number of check-lists developed Analysis of feebacks
	Teaching staff training	Regular mandatory workshops for teaching staff specific workshops: Competences concerning Introspection / self reflection concerning application	Vice-rector for study affairs and Gender officer	Number of workshops Number of participants

			Primary School and High School representatives	Number of check-lists developed Analysis of feebacks
		of diversity sensitive teaching methods, own role & behaviour; Gender and diversity sensitive language application; Behaviour; Way of dealing with conflicts; Integrating the topic of power constellations in society into the learning content (heterosexism, racism, classism, ableism etc) etc.		
	Students/ learners training	To make students (and school pupils) more aware about gender stereotypes connected to the field of learning	Student Board and Gender officer Primary School and High School representatives	Number of workshops Number of participants Number of check-lists developed Analysis of feebacks
Monitoring	Data collection / Evaluation / Reporting	Integration of the aspects of gender sensitive teaching and research in regular evaluations	Research management, study management in collaboration with gender officer	Annual report on progress in gender-sensitive-research Annual report on progress in gender sensitive teaching

4.4. Gender balance in leadership and decision-making

OECD mentiones in [Gender Balance guide, pg 11,](#) that having more women in leadership positions could lead to higher living standards, developments in health, education, infrastructure, productivity and in the competitiveness of the labour market.

Area	Action	Description of action	Responsibility	Results / Indicators
Create a gender balance maintaining conditions	Re-examination of the decision making process	To examine decision-making processes to ensure decisions consider gender issues	Top management	Ensured decisions consider gender issue, equal roles for men and women.
	Defining a minimum percentage of women in (selected) committees and boards as well as Senate	At EU-CONEXUS level and in each university after mapping the most important decision-making bodies the management could agree to a minimum percentage of places/cota for women candidates (40% women : 60%)	EU-CONEXUS Top management	Percentage of women in (selected) committees, boards, and Senates
	Seek to maintain gender balance in election or appointment regulations	Support and encourage colleagues to candidate and encourage to promote themselves	GE officer All staff members of the university	Number of female candidates. Percentage of women in leadership position.
	Encouraging women to participate in important decision-making boards and committees.	Support and encourage women in general and also particular to apply for leadership roles by sending powerful feedback/ videos/ messages from rectors/ deans /other women that already are in leadership position/EU-CONEXUS management to convince them to apply to the leadership position	Management/ rectors/ dean/ women in leadership position	Number of female candidates. Percentage of women in leadership position.

	Career support	To implement career development plans for employee, which encourage to think about next career steps towards leadership in the future and more mentorship for women	Head of department of teachers/ researchers/ administrative staff	Number of female candidates Percentage of women in leadership position
Raising awareness and visibility	Leadership training	Train leadership and soft skills to women for every career stage	Human Resources department/ management responsible with training	Funds allocated to training and number of persons trained
	Acquaintance with senior and top management positions	Arrange specific sessions about what it means to be a dean, head of the department, vice-rector, lead researcher etc.	Management teams	Percentage of women in leadership position
	To publish information with women in leading positions and their results	University's newsletter at least 9 interviews per year, one from each university, with a different woman in leadership position about her work and results (ex in RFS newsletter, blog, general template of article/questions) More campaigns that make women in leadership visible and also their results (expositions, special week etc)	Marketing department Staff members	Number of articles Number of campaigns

4.5. Gender equality in recruitment and career progression

Recruitment, selection and career progression measures aim to ensure that women and men get equal chances to develop and advance their careers. Gender equality in recruitment and career progression is not an isolated topic and hence should be addressed in GEPs in synergy with other actions. In particular, actions to ensure gender balance in decision-making, as well as on Work-life balance and organisational culture, are likely to intersect with policy measures on recruitment and career progression.

Area	Action	Description of action	Responsibility	Results / Indicators
Awareness raising	Trainings for the academic staff on gender and leadership issues	Offering trainings in the institution to raise the awareness at all levels about gender issues	Gender officer	Number of staff who have already completed the training.
	Identify Continuing Professional Development Training Opportunities	Ensure that staff has Continuing Professional Development training opportunities relevant to their role	Human Resources Gender officer	1 focus group conducted with staff to identify barriers to training and what training would be beneficial. Run and expression of ideas to encourage staff to suggest training ideas.
	Providing career development and networking opportunities	Building grass-root networks of women scientists inside the institutions	Gender Officer	Number of grass–root networks. Number of meetings for sharing good practice.
	Unconscious bias training for all staff	Training people participating in recruitment processes in unconscious gender biases in order to enhance the proportion of women applying to open positions	Department of HR in collaboration with the Gender officer	Identified target groups
Recruitment	Register of recruiting processes	Creation of a register of the recruiting processes to collect data disaggregated by sex of the number of applications presented, the number of	HR department	Review the data obtained by the register

		applications that meet the profile, the number of interviews carried out, the number of final candidates meeting their future responsible and the sex of the selected candidate.		
Recruitment	Job advertisements specifications	Development of defined job descriptions and selection criteria that need to apply for the whole selection process (job description, person specification, advertisement).\n\nClearly state if flexible working opportunities apply to the role to avoid an impact on career progression.\n\nPromotion of flexible working on job advertisements will raise the profile and opportunity of flexible working practices.	HR department	Roll of updated design\n\nConduct spot check feedback with applications.\n\nIn the next survey increase the % of males and females who agreed that selection criteria are fair and consistent by X percentage
	Quotas	Implementing or maintaining a fixed gender quota in recruitment committees. If it is not possible, to merge recruitment committees into a larger ones to reduce gender bias at the one sex-dominated committees.	Rectorate, Senate and Board in collaboration with GE officer	Balance of both genders in recruitment committees
	Short listing by gender /gender blind shorlisting	Implement a data collection process to incorporate short listing by gender. Implementing gender blind shortlisting will remove unconscious gender bias in the shortlisting process	HR department	Short listing by gender for all applications. Roll out of gender blind shortlisting

Recruitment	Suppliers' compliance with GE clauses	If any recruiting process is contracted with a supplier, introduce a specific clause in the contract with the supplier to respect the university's principles on equality.	HR department	Review of the prepared clause. Review of selection contracts signed with external suppliers.
	Register of recruiting processes	Creation of a register of the recruiting processes to collect data disaggregated by sex of the number of applications presented, the number of applications that meet the profile, the number of interviews carried out, the number of final candidates meeting their future responsible and the sex of the selected candidate.	HR department	Review the data obtained by the register.
Career progression	Promoting equality in resources allocated to men and women	Monitoring Gender Pay Gap on yearly basis. Investigation of reasons.	HR department	Reduction of pay gap every year and reach same pay for men and women in each category.
		Monitoring part time employment in general and gap between men and women in particular.	HR department	
	Enabling equal chances	Review interview criteria to reflect career breaks, maternity and absence due to extended sick leave and part-time staff. Actively encouraging women to apply to open higher positions if there are too small numbers of applications from women.	Department of HR in collaboration with the Gender officer	Increase number of women applying to higher positions. Review on the equal consideration given to all female and male candidates.
	Mentoring	Providing mentoring opportunities to early and mid-career women scientists.	HR department	Increase number of mentorship opportunities. Events for sharing of the best practice.

Career progression	Feedback for staff post interview	Implement a procedure to assure feedback for staff who passed an interview when they applied for promotion/progression	HR department	Training for interview panels members to provide verbal feedback. 1 person from each panel nominated to provide that feedback. Increase percentage of staff that has received appropriate feedback post interview
	Expand accessibility to the leadership module via an online version	Offering the training in an on-line format will help staff undertake the training and not clashing with teaching	HR department	Organise collaborative engagement with other organisations to address a lack performance management and development reviews
	Temporary and permanent contracts	In the case of converting temporary contracts to permanent contracts, measure the number of contracts converted to avoid losing the balanced presence of men and women that currently exists	HR department	Review of sex-disaggregated data on these types of conversions
	Part-time contracts and full-time contracts	In the case of conversion of part-time contracts to full-time contracts, measure the number of contracts converted to avoid losing the balanced presence that currently exists.	HR department	Review of sex-disaggregated data on these types of conversions

5.   Further resources

EU-CONEXUS R&I GEP developing group members has analyzed the content of various sources, collaborative FP7 and Horizon 2020 projects on Gender equality and implementation of GEPs, and its compliance with EU-CONEXUS area. In addition, EU-CONEXUS R&I GEP group has selected a range of resources on key gender equality issues that could be relevant to EU-CONEXUS Alliance. Examples of these resources include EC recommended roadmaps, toolkits as well the outcomes of GEP projects, various training materials. This list will be kept up to date and partners will be informed about the new opportunities to deepen their knowledge or share their experiences.

Recommended resources

GENDER EQUALITY STRATEGY 2020-2025

ROADMAP TO GENDER EQUALITY PLANS
Step-by-Step Guide for establishing a Gender Equality Plan Video training included
GEAR - The complete step-by-step guide

BALTIC GENDER 01/09/2016–31/08/2020

GENERA 01/09/2015 – 31/08/2018

EFFORTI   01/06/2016–31/05/2019

EQUAL-IST   01/06/2016–31/05/2019

GEDII   01/10/2015–30/09/2018

Hypatia   01/08/2015–31/07/2018

LIBRA   01/10/2015–31/03/2019

PLOTINA   01/02/2016–31/01/2020

SAGE   01/09/2016–31/08/2019

GEARING ROLES (videos / podcasts / reports) 01/01/2019 – 31/12/2022

GENDER ACTION Key concepts of gender analysis / Gender and sex dimension of R&D /   How to integrate gender dimension

Gendering in research

Training options:

GE Academy Online trainings / open calls

Recruitment Bias in Research Institutes

Robots in our society

Report on the checklist for maintaining contact with individuals taking family breaks

Annexes

5.1. Work-life balance and organisational culture. Compendium.

Prior to the list of initiatives to be adopted by partners universities, it is necessary to agree on a common definition of worklife balance and organizational structure.

The European commission and European directives focus on parental facilities (parental leave, better task sharing between men and women): see
https://ec.europa.eu/social/main.jsp?catId=89&furtherNews=yes&newsId=9438&langId=en;
https://www.uehp.eu/the-european-parliament-adopts-the-directive-on-work-life-balance-for-parents-and-carers/

But worklife balance also encompasses all the measures to improve wellbeing at work and team building (managerial approach).
The following list takes into consideration both aspects.

- In terms of Human Resources policy:
  - Trainings for managers and leaders
  - Trainings on communication and conflict and change management (i.e. responsible use of digital tools)
  - Ease the procedure to signal psycho-social risk factors (and dedicate more staff) and offer training on stress management (in collaboration with university health centres)
  - Staff training to encourage self-development
- In terms of worklife balance:
  - Flexible scheduling (i.e. In LRUniv, the HaMac app enables us to implement this)
  - Communication on parental leave
  - Promote and encourage remote work / work-from-home (with the agreement of managers)
- Team-building initiatives :
  - Regular bonding events and get-together for staff (i.e. afterworks, Christmas, …)
  - Encourage staff participation in decision-making (i.e. focus groups, contests, questionnaires on wellbeing at work…)

5.2. Gender balance in leadership and decision-making. Compendium.

OECD mentiones in Gender Balance guide, pg 11, that having more women in leadership positions could lead to higher living standards, developments in health, education, infrastructure, productivity and in the competitiveness of the labour market.
Improving gender balance in leadership and decision-making is a key objective for GEPs. Aspects a GEP may consider include:

- How women are represented in decision-making at the top of the organisation, across academic schools and administrative functions;
- What types of barriers exist to ensuring women are represented in decision-making and leadership positions, including structural, institutional and individual barriers;
- What targets could be set to promote gender balance in leadership and decision-making roles across the organisation;
- Which steps can be taken, and by whom, to achieve these targets.

Increasing the number and share of women in leadership and decision-making positions is a process that touches upon all aspects in the GEP, from sex/gender-disaggregated data collection and analysis to identifying issues to gender sensitive training, organisational practices and the promotion of work-life balance. Achieving gender balance in decision-making requires more than just increased representation. Ensuring that an appropriate number of women are on committees should be accompanied by measures to examine decision-making processes to ensure decisions consider gender issues and women are empowered to take an equal role.

Recommendations to create structural change include https://eige.europa.eu/sites/default/files/festa_gendering_decision-making_communication.pdf :
- making the gender situation visible by publishing gender disaggregated data;
- establishing an independent equality committee with top level support;
- gender auditing the organisation;
- ensuring gender balance on key committees;
- having an independent (gender) observer at recruitment and promotion committees to eliminate potential bias in decision making.

Recommendations to create cultural change include:
- training decision makers in gender awareness;
- making committee membership more transparent;
- creating accountability measures for decision makers;
- circulating minutes of all decisions and meetings;
- regular meetings between management and staff for information exchange.

Those to support women to participate fully in organisational decision making include:
- Encouraging women's participation in management positions;
- Sharing good practices – female role models;
- Training for women in leadership and decision making.

5.3. Gender equality in recruitment and career progression. Compendium.

Recruitment, selection and career progression measures aim to ensure that women and men get equal chances to develop and advance their careers. The actions to ensure gender balance in decision-making, as well as on Work-life balance and organisational culture, are likely to intersect with policy measures on recruitment and career progression. A GEP may include review of the following areas:

Recruitment and promotion

- Establishing codes of conduct for recruitment and promotion. Clearly defined principles can increase transparency and help avoid unconscious biases.
- Involving gender equality expertise in recruitment and promotion committees. Gender equality officers and/or gender scholars can report on the equal consideration given to all female and male candidates, including, for example, the type, frequency, and quality of the questions asked of all candidates, or in the case of promotion processes, the remarks made about candidates for career progression, and any gender biases observed.
- Providing unconscious bias training for recruiters, reviewing language used in adverts and being aware of language biases in recommendation letters.
- Preferring open and publicly advertised recruitment and selection procedures over closed ones.
- Increasing the number of potential women candidates by broadening the disciplinary range of recruitment in fields where women are under-represented.
- Proactively identifying women in underrepresented fields, including active scouting of women through, e.g., field-specific internet sites.
- Using standardised CVs and undertaking blind assessment of CVs.
- Ensuring that search and appointment panels are gender-balanced, or if not possible, including a minimum number of women.
- Increasing accountability by requiring departments and committees to justify recruitment and promotion shortlists that do not include women.
- Agreeing on a policy of re-advertising if there are no women in the applicant pool.

Evaluation and appraisal criteria

- Accounting for the time frame/period for the achievements and the intensity of work carried out.
- Accounting for career breaks and discount leave periods when assessing research output, also placing a suitable value on non-traditional career paths, e.g. getting particular kinds of training, unusual undergraduate degrees and different job experiences.
- Assessing soft skills as well as research outcomes, such as being a project leader of a research project with a successful conclusion.
- If defining criteria in a new, unbiased way is not possible, it should be considered whether biased criteria can be given a smaller weight.
- Ensuring that administrative responsibilities, student supervision and marking workloads are transparent and valued alongside research outputs.

Considering organisation-wide workload planning models to promote transparency and fairness, by enabling an equitable and transparent spread of workload between academic staff that is consistent between departments.

5.4. Integration of the gender dimension into research and teaching content. Compendium.

Definitions

Gender-sensitive research takes into account the differences between men and women in all aspects of the research, from an initial idea, formulating research questions, objectives and methodologies to the outcomes and presentation of results. Apart from integrating gender into the content, gender-sensitive approach strives to provide equal participation of both women and men in scientific work. Gender-sensitive approach takes into account transgender and transsexual population as well."

Gender-sensitive teaching pays attention to gender differences both in creating syllabus and in class conduct. It means introducing students to gender dimension of the presented contents, including publications that take gender-sensitive approach into the courses readings, and giving homework assignments that demand from students to think about gender dimension of the subject. Gender-sensitive approach to teaching provides equal opportunity to both female and male teaching staff across disciplines, attracts students of different genders, and is inclusive for transgender individuals as well. Gender-sensitive teaching is thus more inclusive, while stimulating critical thinking.

Gender sensitive teaching is relevant in the following areas:

Content:

· Are age, disability, ethnicity / *race*, gender, social origin, Is religion / worldview and sexual orientation explicitly discussed?
· Are gender and other power relations an issue in the discussions?
· Are examples chosen that represent the diversity of people?
· Are texts read by authors who represent the diversity of people? …

Teachers:

· Competences concerning Introspection / self reflection concerning application of diversity sensitive teaching methods, own role & behaviour
· Diversity knowledge
· Gender and diversity sensitive language application
· Behaviour

- Way of dealing with conflicts
- Integrating the topic of power constellations in society into the learning content (heterosexism, racism, classism, ableism etc)

Learners

- How diverse is the learning group in terms of gender, social origin, disability, ethnicity / race, sexual orientation, religion / worldview and age?
- Who speaks in which order?
- Who gets how much speaking time? Do the learners use gender and diversity conscious language? Do the learners reflect on their role in relation to age, disability, ethnicity / race, gender, social origin, religion / belief and sexual orientation? …

Methodology

- Are participatory methods used?
- Do the methods encourage reflection?
- Is there room for self-organized learning?
- How accessible are the materials? For example, are they also accessible and usable for people with disabilities?
- How diverse is the material in terms of age, disability, ethnicity, gender, social origin, religion / worldview and sexual orientation (handouts, flyers, presentations, etc.)? …

Setting

- When does the event take place (childcare opening times, public transport connection)?
- Who is sitting / standing where?
- Who has how much space available or who takes up how much space?
- Can everyone see / hear and be seen / heard well?
- Is access to the event (including the toilets) barrier-free? Are the rooms designed in such a way that all learners feel comfortable?
- Who gets how much money (fee, salary, material resources)? …

Source: Ebenfeld, Melanie. 2017. Checkliste zur gender- und diversitätsbewussten Didaktik. In: Freie Universität Berlin. Toolbox Gender und Diversity in der Lehre. http://www.genderdiversitylehre.fuberlin.de/toolbox/_content/pdf/methodenblatt_checkliste.pdf [translation from German]

Further Checklist: https://www.diversity.uni-freiburg.de/Lehre/checklisten-diversity-sensible-lehre-web.pdf (in German)

The following checklists as an example can be used.

Checklist for applying gender-sensitive approach in RESEARCH:

- Are you considering increasing diversity of your project team?
- Are you deterring hierarchical gendered relations in your team?
- Are you discouraging gender segregation in your team?
- Are the working conditions within the project shaped in the way that accommodates men and women equally?
- Did you have both men and women in mind when you formulated the research question?
- Have you checked if men and women are differently related to the research problem you want to deal with?
- Have you looked for gender-sensitive studies while preparing literature review for your research?
- Have you checked if you are projecting stereotypical gender roles?
- Do you have male and female specimen in your research sample?
- Is your methodology tackling the issues relevant to both women and men?
- Is the language you are using gender-sensitive?
- Do you disaggregate data by sex?
- Do you have equal number of both sexes/genders in your sample?
- Do you report data in gender-sensitive way?
- Have you checked how will different genders use the project results in different ways?
- Will project results benefit lives of both women and men?
- Does your research relate to gender inequalities in the society?

Checklist for applying gender-sensitive approach in CURRICULUM:

- Are you inviting a balanced number of female and male academics for a visiting lecture at your course?
- Have you invited a visiting lecturer renown for his/her gender-sensitivity?
- Do you attract students of both genders to take your course?
- Are you stimulating students to work in gender-mixed groups?
- Do you prepare your students to be gender-sensitive professionals one day?
- Have you included in the course reader gender-sensitive publications?
- Have you devoted at least one class to gender dimension of the course topic?
- Do you make your students more aware about gender stereotypes connected to the field you teach?
- Do you make your students aware about gender inequalities they will face one day as professionals?
- Do you teach students gender-sensitive methodology?
- Do you use gender-sensitive language and visual materials while teaching and writing course materials?
- Does your Handbook contain gender dimension of the course topic?

5.5. Measures against gender-based violence, including sexual harassment. Compendium.

A GEP may consider what measures the organisation takes to combat gender-based violence and sexual harassment, including behaviour that violates any individual's dignity or that creates an intimidating, hostile, degrading, humiliating or offensive environment. Through a GEP, organisations may wish to consider examining the prevalence of sexual harassment and other forms of gender-based violence and take further steps to ensure that they have clear organisational policies and measures on sexual harassment that address the following dimensions:

Behaviours: Establishing and codifying the expected behaviours of employees, and students where relevant, including the actions that are considered sexual harassment. A code of conduct can clarify when relationships are and are not considered harassment, but it should also ensure that potential victims or witnesses of harassment are not deterred from reporting instances. It may clarify how interpretation of these behaviours depend on differences of power or authority within different relationships, such as between junior or senior staff, or thesis advisor and PhD candidate.

Reporting: A policy may outline how all members of the organisation can report instances of sexual harassment, including where they are the victim of harassment or witness harassment. This would include clear, visible, and robust reporting channels. These channels would address barriers to reporting, including concerns that reports may not be taken seriously, and make clear what can be done to investigate anonymous reports.

Investigation: A policy can set out visible and easy to understand information for all staff and students about the investigatory and decision-making process, including associated timescales. The policy can set out arrangements to ensure investigations are independent and fair and clarify the range of actions that may result from the investigation, as well as information about appeal processes and how this can be accessed.

Support for victims: The policy may consider how advice and information on their options are provided to victims or witnesses when a report has been made. This can also include what practical support is available, such as counselling or other forms of pastoral support, both within the organisation or through external organisations where appropriate and how staff or students are signposted towards it.

Disciplinary measures and prosecution: The policy should also cover disciplinary/grievance procedures for perpetrators at organisation-level and may also cover guidance and support for reporting to the police, and legal proceedings against those suspected abusers or harassers, including court cases.

Types of gender-based violence:

· physical violence.physical violence occurs when someone uses a part of their body or an object to control a person's actions;
· sexual violence, sexual harassment, including rape;
· psychological violence;
· stalking;
· emotional violence;
· spiritual violence;
· cultural violence;
· online violence;
· verbal abuse;
· financial abuse.

Measures against gender-based violence

Prevention:
· educate male students through trainings;
· create positive relationship and relations of respect between girls and boys on campus;
· build bonds and knowledge with male allies before any mobilization of men;
· mobilize men on Campus;
· make universities a safe-place.

Awareness:
· make campaigns for healthy relationships among students;
· make campaigns to be able to recognise the various types of GBV;
· empower women to stand up and report GBV;
· challenge and speak out about violence;
· listen to girls' experiences of violence.

Combat:
· engage men as allies;
· combat toxic masculinity;
· mobilizing men and promote healthy masculinity.

Report:

- establish gender equality units in universities or gender equality/diversity office;
- establish commissioner or vice rector for GE;
- train academics and professionals to be able to support GBV survivors;
- encourage to report GBV survivors;
- listen to girls' experiences of violence;
- make awareness trainings for the national organisations that support GBV survivors such as hot lines, NGOs, shelters etc.;
- survivor empowerment.

Support:
- engage resources from university;
- create code of conduct;
- disciplinary actions for the perpetrators.