GENERAL DIRECTOR,

PhD. Doru Costin DARABONT

The Gender Equality Strategy and the Gender Equality Plan 2022-2025

for the National Institute of Research and Development for Occupational Safety – INCDPM "Alexandru Darabont" - Bucharest

February 2022

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Contents

Abbreviations and definitions

GE	Gender equality
GEP	Gender equality plan
HoD	Head of Department
HR	Human Resources
GD	General Director
SD	Scientific Director
CD	Steering Committee (Comitet de direcţie)
CA	Board of Directors (Consiliul de administraţie)
Sex	Either of the two major forms of individuals that occur in many species and that are distinguished respectively as female or male especially on the basis of their reproductive organs and structures (https://www.merriam-webster.com/dictionary/)
Gender	The behavioural, cultural, or psychological traits typically associated with one sex (https://www.merriam-webster.com/dictionary/)
Sex vs Gender	A clear delineation between sex and gender is typically prescribed, with sex as the preferred term for biological forms, and gender limited to its meanings involving behavioural, cultural, and psychological traits. In this dichotomy, the terms male and female relate only to biological forms (sex), while the terms masculine/masculinity, feminine/femininity, woman/girl, and man/boy relate only to psychological and sociocultural traits (gender) (https://www.merriam-webster.com/dictionary/)

Introduction

The Gender Equality (GE) strategy for 2022-2025 was developed by the National Institute of Research and Development for Occupational Safety – INCDPM "Alexandru Darabont" – Bucharest on the basis of input from the entire research institute and takes into account everyone who works at our research institute. The GE strategy was built on the provisions of the European Charter for researchers and of the Code of Conduct in the process of the recruitment of researchers[1], 2015-2019, the European Gender Equality Strategy 2020-2025[2] and the Horizon Europe guidance on gender equality plans[3].

The motivation for developing the GE strategy is to ensure that our research institute is a safe place for everyone, and all activities and processes that take place respect the principles of equality, diversity, inclusiveness and non-discrimination.

Based on the GE strategy, the research institute developed the GE Plan (GEP) for 2022-2025, with concrete actions and measures, as well as indicators for measuring progress of its implementation and revisions.

Enforcing its mission and values, the GE strategy and the GEP of the INCDPM "Alexandru Darabont" ensure and promote equality and diversity to knowledge and the acquisition of skills to all. The objectives of the GE strategy are implemented through specific actions that aim at safeguarding an equal and inclusive organizational culture and promoting gender-equality at all levels. As such, the GE strategy and the GEP will pro-actively enable, gender equality awareness raising, skills and competences; gender balance in decision-making structures and processes, including recruitment; gender equality in research; and integrating the gender dimension in the entire research process.

I. Review of requirements, policies and case studies

Prior to developing the GE strategy and the GEP, the management of the INCDPM "Alexandru Darabont" appointed a working group to conduct a literature review of the existing requirements, policies, recommendations, examples and case studies pertinent to discrimination, inclusiveness and gender equality, with a special focus on research performing organisations (RPOs).

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[1] https://cdn2.euraxess.org/sites/default/files/policy_library/ttf_goal_2_results_v1.0.pdf
[2] https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy_en
[3] https://op.europa.eu/en/publication-detail/-/publication/ffcb06c3-200a-11ec-bd8e-01aa75ed71a1

The resources used in this literature review study are presented in Annex 3.

II. Diagnosis (data collection and analysis)

II.1. Data collection

The following indicators were selected at the INCDPM "Alexandru Darabont" as relevant for the discussion on gender equality issues:

- Staff numbers by sex/gender at all levels, by domains, function (including administrative / support staff)
- Numbers of women and men in research and administrative decision-making positions (e.g., top management team, boards, committees, recruitment and promotion panels);
- Average numbers of years needed for women and men to make career advancements (per grade and by discipline);
- Numbers of female and male candidates applying for distinct job positions;
- Numbers of staff by sex/gender applying for/taking parental leave, for how long and how many returned after taking the leave.

- Number of absence days taken by women and men and according to absence motive;

- Number of training hours/credits attended by women and men;

Specific data on gender equality relevant to our research performing organisations include:

- Share of women and men among employed researchers;

- Share of women and men among applicants to research positions, among persons recruited and success rate, including by scientific field, academic position, and contract status;

- Share of women and men in recruitment or promotion boards, heads of recruitment or promotion boards and share of decision-making bodies, including by scientific field.

1. Women and men in leadership positions

Table 1. Research institute management

	Woman	Man
General Director		1
President of the Scientific Committee	1	
Economic Director		1
Risk Assessment and Occupational Safety Management Laboratory		1
Ergonomics Laboratory	1	
Chemical and Biological Hazard Laboratory	1	
Electrical and Mechanical Hazard Laboratory	1	
Personal Protective Equipment Laboratory		1
Certification Body	2	
TOTAL	**6**	**4**

Table 2. Other Heads of research institute structures / units (independent units, other than research):

	Woman	Man
Financial – Accounting Compartment		1
Training Centre	1	
TOTAL	**1**	**1**

2. Women and men – research staff

Table 3. Total number of research staff, per department

	Experienced researchers (CS I, CS II, CS III)	Early -stage researchers (CS and ACS)	Total women	Total men
	1	/Total Number Women/	1	

Risk Assessment and Occupational Safety Management Laboratory	2	/Total Number Men/		2
Ergonomics Laboratory	1	/Total Number Women/	1	
	/Total Number Men/	1		1
Chemical and Biological Hazard Laboratory	4	/Total Number Women/	4	
	/Total Number Men/	/Total Number Men/		
Noise and Vibrations Laboratory	Total Number Women/	1	1	
	/Total Number Men/	/Total Number Men/		
Electrical and Mechanical Hazard Laboratory	2	/Total Number Women/	2	
	2	/Total Number Men/		2
Personal Protective Equipment Laboratory	1	/Total Number Women/	1	
	1	/Total Number Men/		1
Certification Body	2	2	4	
	/Total Number Men/	/Total Number Men/		
Total women			14	
Total men				6

3. Women and men – administrative and support services

Table 4. Total number of women and men in administrative and support services

	Women	Men
Doctor	1	
Technician	2	3
Financial – Accounting Compartment	4	1
Legal department and human resources	2	/Total number/
Internal public audit department	/Total number/	1

International Relation and Marketing Department	2	
Administrative	1	3
Other	/Total number/	/Total number/
Etc.	/Total number/	/Total number/
TOTAL	**12**	**8**

As part of data collection and diagnosis, we conducted institute-wide surveys with the following indicators:

- Number of years needed for women and men to make career advancements
- Numbers of women and men candidates applying for distinct job positions
- Numbers of staff by sex/gender applying for/taking parental leave, for how long and how many returned after taking the leave
- Opinions on the work-life balance in the research institute
- Integration of the gender dimension into research content
- Perception of gender-based violence, including sexual harassment in the research institute
- Perception (opinion) regarding inclusiveness and discrimination at the research institute

II. 2. Data analysis

We conducted internal analyses of the data collected, and reviews of existing policies addressing gender equality and inclusiveness. The analyses took place in workshops, meetings and working seminars at all levels, with the gender equality function assigned for developing the „*The Gender Equality Strategy and the Gender Equality Plan 2022-2025 for the National Institute of Research and Development for Occupational Safety – INCDPM "Alexandru Darabont" – Bucharest*" and including the research institute management, research staff and representatives of research institute administrative and support services. Each and all working groups included even numbers of men and women.

The conclusions of the internal audit were then analysed in the Steering Committee, approved in the Board of Directors, and then communicated to the entire research institute staff.

With mandate from the Board of Directors, the General Director committed to the development and implementation of the GEP for the INCDPM "Alexandru Darabont", for 2022-2025.

1. Quantitative analysis of data

The analysis of numerical data illustrated that:

- On average, the number of women and men in research positions, i.e., experienced researcher and early-stage researcher, is even, reflecting good existing recruitment practices in the research institute
- There are more women than men in leadership positions at department level; women are more reluctant in taking up additional administrative responsibilities because of work-life balance

2. Qualitative analysis of data

The qualitative research showed that:

- The research institute is perceived as a safe place, without gender-violence
- The research institute is overall perceived as inclusive
- Combining work and family life – women more often declare that they are responsible for most of family duties
- The expectation of international mobility is more difficult for women to reconcile with taking care of children and other dependents
- Women do more housework; maternal responsibilities delay research work and discourage women from taking up administrative positions
- Women with children do not take longer trips abroad, they publish less, become less involved in the social life of the department, and less frequently decide to take up administrative positions
- Stereotypes and unspoken biases regarding gender does not exist in the institute, such as beliefs that women are less ambitious, less talented, or that they are less often considered experts, while men are more determined and resistant to stress)
- In the institute does not exist stereotypes and prejudices translate into behaviours, such as condescending treatment, refusal to recognise the substantive training of women due to their style of self-presentation, which is less confrontational, for instance
- There is a noticeable lack of procedures and knowledge about the gender equality, inclusiveness and non-discrimination

To summarize the results of the studies, it can be noted that all the situations mentioned by the respondents and situations analysed at the institute are, to some extent, factors of discrimination or manifestations based on gender.

The important conclusions of the internal analysis at the research institute INCDPM "Alexandru Darabont" are:

- We need to revisit the existing policies and procedures, to make gender relevant, and develop new ones covering all identified areas of intervention

- We need to train and educate our staff on gender-equality

- We need to communicate gender relevant actions and measures actively and efficiently

- We need to develop a gender strategy and a GEP for 2022-2025, with clear actions and targets, and responsible persons

III. GE strategy and GEP

Based on the internal review and the national and European policies and requirements, the Board of Directors and the General Director committed to developing the institute strategy for gender equality for 2022-2025, and the corresponding GEP.

The INCDPM "Alexandru Darabont" decided on creating the function of GE officer at the institute plus one GE delegate in each department. The GE officer has a proactive role, and the GE delegates have a consultant role in implementing and monitoring the GE strategy.

Specifically, the GE officer and GE delegates contribute to setting up, implement, monitor and evaluate the GEP; provide practical support and tools to the actors involved in the GEP implementation; cooperate with and engage stakeholders at all levels in order to ensure the implementation of the GEP's actions; raise awareness about the benefits of gender equality in the research institute; assess the progress towards gender equality in the institute.

The institute management mandated the GE functions (officer and delegates) at the institute and a dedicated working group to develop the GE strategy and the GEP 2022-2025. The GE working group included men and women representatives of research institute leadership and researchers, representatives of research institute administration and support services, and one external advisor (*for example, from UEFISCDI, as the author of the first GEP for a public organization in Romania, or other relevant organization*).

III.1. GE Strategy 2022-2025

The GE Strategy comprises the following areas of intervention and objectives for 2022-2025:

Area of intervention	Objective(s)
1. Work-life balance and organisational culture	Promoting integration of work with family and personal life
2. Gender balance in leadership and decision-making	Promoting gender equality in the institutional culture, processes and practice
3. Gender equality in recruitment and career progression	Promoting processes to favour and support gender-sensitive recruitment, career and appointments
4. Integration of the gender dimension into research content	Promoting a gender and sex perspective in research process Promoting the integration of a sex and gender perspective in research activity
5. Measures against gender-based violence, including sexual harassment	Raising awareness about the importance of equality issues and strengthening positive attitudes towards diversity

III.2. GE Plan 2022-2025

The GE Plan at the INCDPM "Alexandru Darabont" comprises areas of intervention, objectives, key measures, target audience, timeline, responsible persons, and indicators to measure progress.

Area 1. Work-life balance and organisational culture

Objective: Promoting integration of work with family and personal life

Action/Measure	Target	Timeline				Indicator(s)	Responsible
		2022	2023	2024	2025		
1. Availability of policies, procedures and structures at the research institute for promoting integration of work with family and personal life	Researchers, technical and administrative staff		X	X	X	Policies, procedures and services for work and personal life integration	GD, HR, HoDs, GE officer
2. Feasibility plans for the creation of new welfare services, e.g., contract arrangements made by the research institute with service suppliers from family care duties and house chores to child-care (elderly-care) in case of conference or congress, or international mobility	Researchers, technical and administrative staff		X	X	X	Policies, procedures, and services for work and personal life integration	GD, HR, HoDs, GE officer
3. Implementation of ICT-based systems for enhancing flexibility and improving a better planning of working meetings accordingly to work life balance needs (e.g., management and communications of the meeting schedule/timing)	Researchers, technical and administrative staff	X	X	X	X	Standard procedure for ICT-based systems promoting work and personal life integration	GD, HR, HoDs, GE officer, IT services
4. Availability of flexible working times arrangements, from part-time to remote working	Researchers, technical and administrative staff	X	X	X	X	Policies, procedures and services for work and personal life integration	GD, HR, HoDs, GE officer

Area 2. Gender balance in leadership and decision-making

Objective: Promoting gender equality in the institutional culture, processes and practice

Action/Measure	Target	Timeline				Indicator(s)	Responsible
		2022	2023	2024	2025		
1. Appointing delegates in departments/centres, with a proactive and/or consultant role to be responsible for monitoring and ensuring that workplace procedures and practices respect gender equality	Researchers, technical and administrative staff	X	X			Gender equality policy and structures	GD, HR, HoDs, GE officer, GE delegates
2. Routine revision of any text, communication, images, from a gender equality and diversity standing point	Researchers, technical and administrative staff	X	X	X	X	Policies, procedures and services for work and personal life integration	GE officer, GE delegates
3. Promotion of initiatives to facilitate a widespread gender competence at all levels of the organization with provision of training to staff and researchers	Researchers, technical and administrative staff	X	X	X	X	Awareness training on gender equality issues	GE officer, GE delegates

Area 3. Gender equality in recruitment and career progression

Objective: Promoting processes to facilitate and support gender-sensitive recruitment, career and appointments

Action/Measure	Target	Timeline				Indicator(s)	Responsible
		2022	2023	2024	2025		
1. Carrying out gender awareness initiatives, briefings and creating guidelines for gender-sensitive recruitment, career and appointments	Research institute management	X	X	X	X	Gender awareness initiatives and guidelines	GD, HR, HoDs, GE officer
2. Courses and training on gender equality	Researchers, technical and administrative staff	X	X	X	X	Courses and training for recruitment Courses and training for career progression Courses and training for leadership	GD, HR, HoDs, GE officer, GE delegates
3. Disseminate and communicate career good practices - role models for women (scientists, researchers and academics)	Researchers, technical and administrative staff		X	X	X	Initiatives for raising awareness on female role models	GE officer, GE delegates, HoDs

| | | | | | | Initiatives for raising awareness on gender diversity in research teams | |

Area 4. Integration of the gender dimension into research content

Objectives:

- Promoting a gender and sex perspective in research process

- Promoting the integration of a sex and gender perspective in research activity

Action/Measure	Target	Timeline				Indicator(s)	Responsible
		2022	2023	2024	2025		
1. Internal training seminars on the use of sex and gender perspective in research, to foster the acknowledgment of its economic, social and innovation value	Researchers, scientific community	X	X	X	X	Participation in training seminars on integrating sex/gender analysis methods, by gender and field of research	SD, Researchers, GE officer
2. Development, communication and implementation of standards for the incorporation of the sex and gender variables into research	Researchers		X	X	X	Participation in training seminars on integrating sex/gender analysis methods,	SD, Researchers, GE officer

						by gender and field of research Perception of the gender/sex variables in research contents	
3. Institutional recognition within the research institute of those projects that have taken the gender dimension into account. (e.g., prizes)	Researchers, scientific community		X	X	X	Awarded projects	GD, HoDs, Researchers
4. Disseminate and communicate career good practices - role models for women (scientists, researchers and academics)	Researchers, technical and administrative staff		X	X	X	Initiatives for raising awareness on female role models Initiatives for raising awareness on gender diversity in research teams	GE officer, GE delegates, HoDs
5. Workshops on the integration of gender equality and diversity issues in research activity, as support for research staff	Researchers		X	X	X	Training seminars or guidelines on integrating sex/gender in research activity	SD, HR, HoDs, GE officer

Action/Measure	Target		X	X	X	Indicator(s)	Responsible
6. Courses and training tools in all departments and at all levels (experienced or early researchers) on sex and gender variables	Researchers		X	X	X	Courses on specific gender dimensions, per research activity (department)	SD, HR, HoDs, GE officer

Area 5. Measures against gender-based violence, including sexual harassment

Objective: Raising awareness about the importance of equality issues and strengthening positive attitudes towards diversity

Action/Measure	Target	Timeline				Indicator(s)	Responsible
		2022	2023	2024	2025		
1. Training on discrimination phenomena (including discriminatory language), violence (including that based on prejudice or gender), harassment, and sexual harassment	Researchers, technical and administrative staff		X	X	X	Participation in training, per categories Skills acquired in relation to identifying and responding to discrimination and violence phenomena	GD, HR, HoDs, GE officer
2. Develop internal (institute) electronic tool (website/platform) supporting information and	Researchers, technical and	X	X	X	X	Dedicated research institute	GD, HoDs, HR, IT

education, as well as allowing the reporting of sexual harassment and discrimination	administrative staff					website/platform, number of visits, number of real-case situations reported and solved	services, GE officer
3. Reinforce de Code of Ethics of the institute with provisions against gender-based violence, including sexual harassment	Researchers, technical and administrative staff	X	X	X	X	Initiatives for raising awareness on female role models Initiatives for raising awareness on gender diversity in research teams	GD, HoDs, HR, GE officer
4. Awareness campaign highlighting diversity and inclusiveness in the scientific community and encouraging prevention of discrimination in various areas	Researchers, technical and administrative staff	X	X	X	X	Awareness campaign	GE officer

IV. Monitoring and evaluation of the GEP

The implementation of the GEP at the INCDPM "Alexandru Darabont", the progress against the GE strategy aims and objectives are regularly assessed, through periodic meetings. The implementation of the GEP will be permanently monitored by the GE functions (officer and delegates) at the institute. The GE officer together with the GE delegates within each department are responsible with collecting data and input. They will perform a first analysis of the progress of the GEP (against the indicators), gather knowledge and feedback.

The GE functions at the institute will conclude findings reports (once a year), which are then presented to the research institute management (GD, HoDs) and discussed. These meetings will provide valuable conclusions on the implementation of the GEP. These meetings will also provide comments and recommendations that will enable adjustments and improvements to interventions on the GEP for the following year.

The periodic reports allow the continuous review of the impact of the GEP as well as keeping the wider community informed and engaged in the progress towards gender equality. The review of progress reports includes qualitative information as well as quantitative data, such as updates on human resource data disaggregated by sex, monitoring data to keep track of the implementation of key actions.

After their conclusion and adoption by the research institute management (Board of Directors, GD, HoDs), the periodic (annual) GE progress report is published on the research institute website and communicated to the entire scientific community.

Annex 1. Horizon Europe recommended methodology and areas of intervention for the gender equality plan

Începând cu 2022, pentru toate propunerile care sunt depuse în Orizont Europa planul de egalitate de gen (GEP – Gender Equality Plan) este o condiție de eligibilitate (!) pentru următoarele tipuri de organizații[4]:

- Organisme publice, cum ar fi organismele de finanțare a cercetării, ministerele naționale sau alte autorități publice, inclusiv organizațiile publice cu scop lucrativ
- Instituții de învățământ superior, publice si private
- Organizații de cercetare, publice și private

Organizațiile individuale care aplică în orice parte a Orizont Europa și aparținând categoriilor de entități juridice stabilite în statele membre ale UE sau în țările asociate menționate mai sus, trebuie să aibă un GEP.

Acest criteriu de eligibilitate nu se aplică altor categorii de entități juridice, cum ar fi organizațiile private cu scop lucrativ, inclusiv IMM-urile, organizațiile neguvernamentale sau organizațiile societății civile.

Organizațiile de învățământ superior vor trebui să ia în considerare întreaga comunitate academică (profesori, cercetători și studenți), alături de asigurarea internă a calității și aranjamentele de management pentru predare și cercetare.

Organizațiile de finanțare a cercetării vor trebui să-și examineze procedurile de evaluare a propunerilor de proiect și să ia în considerare procese mai ample de programare și de luare a deciziilor în ceea ce privește rezultatele și impactul deciziilor de finanțare și cadrele de politică asociate care au impact asupra egalității de gen în cercetare și inovare.

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[4] Abordarea este legată de Strategia europeană pentru egalitatea de gen 2020-2025 a Comisiei Europene, care a anunțat ambiția pentru o cerință GEP pentru organizațiile participante. Consiliul Uniunii Europene, în concluziile sale privind Noul Spațiu European de Cercetare (SER) din decembrie 2020, a cerut, de asemenea, Comisiei și statelor membre să acorde o atenție reînnoită asupra egalității de gen și a integrării acestei perspective, inclusiv prin GEP-uri și integrarea dimensiunii de gen. în R&I (Sursa: https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy_en)

Organismele publice, cum ar fi ministerele, vor avea un rol principal în crearea politicilor naționale și/sau a cadrelor juridice și a sprijinului necesar pentru o implementare eficientă a planurilor de egalitate de gen, în special în ceea ce privește colectarea anuală coordonată de date dezagregate pe sexe și/sau gen despre personal și studenți.

Criteriul de eligibilitate Orizont Europa impune ca GEP să fie un document oficial publicat pe website-ul instituției și semnat de conducerea organizației.

I. Elemente cheie

➢ Planul de egalitate de gen (GEP) trebuie să fie **publicat pe website-ul public al organizației.** Publicarea planului de egalitate de gen pe website-ul unei organizații semnalează public angajamentul acesteia față de egalitatea de gen și permite responsabilitatea adecvată față de scopurile și obiectivele planului de către personalul organizației, partenerii, părțile interesate și comunitatea mai largă.

Planul de egalitate de gen poate fi publicat în limba de lucru a organizației, folosind un limbaj clar, fără ambiguitate și accesibil.

Informațiile de bază și angajamentele prezentate în planul de egalitate de gen care sunt publicate ar trebui să fie conforme cu regulamentul general privind protecția datelor (GDPR).

➢ Planul de egalitate de gen (GEP) trebuie **să fie semnat de conducerea superioară a organizației.** GEP ar trebui să fie un document strategic asumat de conducerea superioară a organizației. Acesta ar trebui să fie semnat de șeful executiv al organizației, cu un lider desemnat în mod clar din echipa de conducere pentru a duce planul mai departe (Rector, Senat, Consiliu, Director General etc.).

Conducerea superioară a organizației are întreaga responsabilitate pentru implementarea angajamentelor stabilite în GEP. Aceasta va fi responsabilă pentru succesul GEP în cadrul organizației.

➢ Planul de egalitate de gen (GEP) trebuie **să fie comunicat activ în cadrul instituției.** Pe lângă publicarea GEP în domeniul public, acesta ar trebui, de asemenea, diseminat și comunicat în mod activ în întreaga organizație pentru a semnala sprijinul conducerii pentru acest plan. Este foarte important să se ia în considerare mesajele cheie care trebuie comunicate și modul în care acestea ar trebui adaptate diferitelor grupuri țintă.

➤ Planul de egalitate de gen (GEP) trebuie **să fie însoțit de rapoarte regulate de progres.** După publicarea GEP pe website-ul public al organizației, organizația ar trebui, de asemenea, să publice rapoarte regulate de progres. Rapoartele de progres pot include informații calitative alături de date cantitative, cum ar fi actualizări ale datelor despre resursele umane dezagregate pe sex sau date de monitorizare pentru a urmări implementarea acțiunilor cheie.

GEP ar trebui să precizeze clar:

- Angajamentul organizației față de egalitatea de gen
- Obiectivele și rezultatele dorite ale GEP
- Date de referință și ținte relevante
- Detalii despre acțiunile care sunt sau vor fi întreprinse de organizație, inclusiv alocarea de resurse dedicate

Pentru a îndeplini criteriul de eligibilitate Orizont Europa, este esențial ca GEP să includă angajamente specifice, obiective, acțiuni și resurse dedicate îmbunătățirii egalității de gen în cadrul organizației și activităților acesteia.

II. Metodologia de înființare a unui GEP în universitate/organizație de cercetare

1. Resurse dedicate[5]
Universitatea/organizația de cercetare ar trebui să ia în considerare alocarea de resurse (umane și financiare) relevante pentru dimensiunea și volumul activităților sale.

De exemplu, organizația poate avea un ofițer GE (ca funcție distinct[) în fiecare departament plus delegați GE (de exemplu, un astfel de delegat per departament) cu un rol proactiv sau de consultant, care să fie responsabil de monitorizarea și asigurarea faptului că procedurile și practicile la locul de muncă respectă egalitatea de gen.

Exemple de resurse umane care pot fi dedicate activităților de gen sunt:

- Crearea unui Birou/Unitate pentru Egalitatea de Gen
- Ofițer pentru egalitatea de gen (pentru întreaga organizație)
- Responsabil pentru egalitatea de gen în cadrul fiecărui departament (persoană focală), cu responsabilități pentru activitățile de egalitate de gen

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[5] Volumul și structura resurselor dedicate pentru dezvoltarea și implementarea GEP ar trebui să fie adecvate dimensiunii și nevoilor organizației și GEP-ului acesteia. Vor fi necesare resurse pe parcursul întregului GEP, inclusiv audit, planificare, implementare, monitorizare și revizuire.

- Altele

Rolul funcției/structurii de egalitate de gen include următoarele procese:

- înființarea, implementarea, monitorizarea și evaluarea GEP
- să ofere sprijin practic și instrumente actorilor implicați în implementarea GEP
- să coopereze și să implice părțile interesate la toate nivelurile pentru a asigura implementarea măsurilor GEP
- creșterea gradului de conștientizare cu privire la beneficiile egalității de gen în organizațiile de cercetare
- să evalueze progresul către egalitatea de gen în organizație

2. Implicarea întregii organizații

Un GEP eficient este un document strategic care **implică întreaga organizație**. Planurile de egalitate de gen necesită sprijinul și angajamentul oficial al conducerii superioare, și funcționează cel mai bine atunci când sunt dezvoltate cu implicarea activă a întregii organizații, inclusiv personalul, studenții și părțile interesate – și implicând atât femei, cât și bărbați.

Ar trebui implicate următoarele structuri:

- Managementul superior și echipa de conducere
  - o Organe de conducere
  - o Servicii administrative, inclusiv departamente de Resurse Umane (HR) și juridice
  - o Departamente academice, școli, centre de cercetare sau direcții științifice și departamente de politici de cercetare
  - o Comitete de evaluare a cercetării
  - o Savanți și experți în domeniul egalității de gen în organizațiile de cercetare
  - o Manageri de cercetare
  - o Manageri de facilități
- Personalul și cadrele universitare, inclusiv sindicatele sau organismele reprezentative
  - o Studenți și sindicate studențești (sau alte organisme reprezentative)

3. Procese cuprinse în crearea GEP

Următoarele procese sunt obligatorii în cadrul Orizont Europa:

1. Analiză (audit)

1.1. Colectare de date

- Definirea indicatorilor pentru colectarea datelor (vezi Anexa 2)

- Colectarea datelor dezagregate pe sexe și/sau pe gen

1.2. Analiza datelor

- Identificarea inegalităților de gen și cauzelor acestora

- Efectuarea unei revizii interne a planurilor sau acțiunilor existente pentru a asigura că cerințele obligatorii GEP și domeniile recomandate sunt abordate

- Abordarea oricărei lacune care poate fi identificată în planurile și politicile existente

2. Planificare

- Definirea zonelor de intervenție în planul de egalitate de gen (Caseta 1)

- Stabilirea obiectivelor și țintelor pentru GEP

- Stabilirea unui plan de acțiuni și măsuri

- Alocarea resurselor și responsabilităților pentru implementarea GEP

- Definirea termenelor de implementare

3. Implementare

- Crearea de grupuri de lucru pentru a dezvolta și implementa noi politici și proceduri

- Implementarea planului de acțiune GEP

4. Monitorizare și evaluare

- Definirea indicatori pentru a măsura progresul implementării GEP

- Revizuirea continuă a progresului

- Ajustări și îmbunătățiri

Caseta 1. Zone de intervenție recomandate de programul Orizont Europa pentru planul de egalitate de gen

Următoarele domenii de egalitate de gen sunt recomandate („obligatorii") în cadrul Orizont Europa:

Echilibrul dintre viața profesională și viața privată și cultura organizațională

Echilibrul de gen în conducere și luarea deciziilor

Egalitatea de gen în recrutare și progres în carieră

Integrarea dimensiunii de gen în conținutul de cercetare și predare

Măsuri împotriva violenței bazate pe gen, inclusiv hărțuirea sexuală

(Sursa: Horizon Europe guidance on gender equality plans, https://op.europa.eu/en/publication-detail/-/publication/ffcb06c3-200a-11ec-bd8e-01aa75ed71a1)

Atenție! Vezi Disclaimer 2

Annex 2. Horizon Europe recommended indicators for data collection and analysis

(Source: Horizon Europe guidance on gender equality plans, https://op.europa.eu/en/publication-detail/-/publication/ffcb06c3-200a-11ec-bd8e-01aa75ed71a1)

Relevant data on gender equality for all organisations can include:

• Staff numbers by sex/gender at all levels, by disciplines, function (including administrative / support staff) and by contractual relation to the organisation;

• Average numbers of years needed for women and men to make career advancements (per grade and by discipline);

• Wage gaps by sex/gender and job;

• Numbers of women and men in academic and administrative decision-making positions (e.g. top management team, boards, committees, recruitment and promotion panels);

• Numbers of female and male candidates applying for distinct job positions;

• Numbers of women and men having left the organisation in past years, specifying the numbers of years spent in the organisation;

• Numbers of staff by sex/gender applying for/taking parental leave, for how long and how many returned after taking the leave;

• Number of absence days taken by women and men and according to absence motive;

• Number of training hours/credits attended by women and men;

Specific data on gender equality relevant to research performing organisations (RPOs) may include:

• Number of female and male students at all levels and for all disciplines, and academic and employment outcomes;

• Share of women and men among employed researchers;

• Share of women and men among applicants to research positions, among persons recruited and success rate, including by scientific field, academic position, and contract status;

• Share of women and men in recruitment or promotion boards, heads of recruitment or promotion boards and share of decision-making bodies, including by scientific field.

Annex 3. List of sources used for the literature review

(in alphabetic order)

Council of Europe Gender Equality Commission,
https://www.coe.int/en/web/genderequality/gender-equality-commission

EU FESTA - Gender Issues in Recruitment, Appointment and Promotion Processes –
Recommendations for a Gender Sensitive Application of Excellence Criteria,
https://eige.europa.eu/sites/default/files/festa_gender_issues_recruitment_appointment_promoti
on.pdf

EU Strategy for Gender Equality 2020-2025, https://ec.europa.eu/info/policies/justice-and-
fundamental-rights/gender-equality/gender-equality-strategy_en

EUA - Universities' Strategies and Approaches towards Diversity, Equity and Inclusion,
https://eua.eu/downloads/publications/universities-39-strategies-and-approaches-towards-
diversity-equity-and-inclusion.pdf

EUCEN - Diversity, Equity and Inclusion in European Higher Education Institutions,
https://eua.eu/downloads/publications/web_diversity%20equity%20and%20inclusion%20in%20
european%20higher%20education%20institutions.pdf

European charter & code of conduct for the recruitment of researchers,
https://cdn2.euraxess.org/sites/default/files/policy_library/ttf_goal_2_results_v1.0.pdf

European Institute for Gender Equality, https://eige.europa.eu

GARCIA – Mapping organizational work-life policies and practices,
https://eige.europa.eu/sites/default/files/garcia_report_mapping_org_work-
life_policies_practices.pdf

Guidelines for using gender-sensitive language in communication, research and administration,
https://eige.europa.eu/sites/default/files/reutlingen_university_guidelines_for_using_gender-
sensitive_language.pdf

Horizon Europe General Annexes, https://ec.europa.eu/info/funding-
tenders/opportunities/docs/2021-2027/horizon/wp-call/2021-2022/wp-13-general-
annexes_horizon-2021-2022_en.pdf

Horizon Europe guidance on gender equality plans, https://op.europa.eu/en/publication-detail/-
/publication/ffcb06c3-200a-11ec-bd8e-01aa75ed71a1

LERU - Equality, diversity and inclusion at universities: the power of a systemic approach,
https://www.leru.org/publications/equality-diversity-and-inclusion-at-universities

Science Europe - Practical Guide TO Improving Gender Equality in Research Organisations,
https://eige.europa.eu/sites/default/files/se_gender_practical-guide.pdf

Student evaluations of teaching (mostly) do not measure teaching effectiveness,
https://eige.europa.eu/sites/default/files/science_open_research_student_eval_teaching_effectiv
eness.pdf