CALIPER
Gender Equality in STEM Research

Linking Research & Innovation for Gender Equality

ECE-NTUA Gender Equality Plan (1st Refinement)

Version n. 2

21/10/2022

Contents

1 Introduction

The School of Electrical and Computer Engineering of the National Technical University of Athens (ECE-NTUA) is the first School within NTUA to design and implement a Gender Equality Plan (GEP). The GEP design process was based on the CALIPER methodology which consisted of the following steps:

1. Internal assessment of the ECE – NTUA: The internal assessment consisted of the implementation of 1 focus group, 17 semi structured interviews, 1 online survey which resulted in 112 participants, an extensive desk research and the collection of quantitative data.

2. External assessment of the ECE – NTUA: The external assessment consisted of the implementation of desk research and the collection of qualitative and quantitative data.

3. Presentation of the results of the internal and external assessment to the CALIPER ECE-NTUA Working Group.

4. Design and implementation of three scenarios on the possible resistances that the GEP activities might face and how to overcome them (Minimal resistances scenario, intermediate resistances scenario, maximal resistances scenario).

5. Presentation and discussion on the three scenarios with the CALIPER ECE-NTUA Working Group.

6. Implementation of two Stakeholder Dialogues, discussion upon the scenarios resistances and strategies to face them, as well as ground on possible collaborative actions.

7. Identification of actions that will further enhance gender equality in the ECE-NTUA and implementation of meetings with the top level management, the middle level management and the CALIPER ECE-NTUA Working Group. These meetings resulted in the identification of the overall priorities and strategy, the identification and enhancement of the feasible solutions/actions per each area and the identification of persons to involve in each action.

8. Implementation of two Stakeholder Dialogues which led to the discussions on possible collaborative actions, that have been included in the present version of the GEP.

The meeting with the top level management included the ECE NTUA School's members of the Deanery, namely 8 members (male Professors) out of 12 total members (male Professors) participated in the meeting and shared their thoughts and ideas.

The meeting with the middle level management and the CALIPER Working Group included 8 members of the School representing various personnel categories. In particular, 2 Professors (1 male and 1 female), 1 administrative employee (male), 1 Head of a Department (female), 1 permanent researcher (female), 3 non-permanent researchers (2 female and 1 male) took part in the discussion, further contributing to the finalisation of the feasible solutions and actions.

Finally, the Stakeholder Meetings consisted of 8 stakeholders from private organisations, Academia, scientific associations, and non-governmental organisations.

The ECE NTUA GEP has been elaborated within the framework of the CALIPER – Linking Research and Innovation for Gender Equality Project (Horizon 2020), while the present document represents the first version of the ECE-NTUA GEP. Two implementation phases and a re-design/adjustment step between the two are also expected in the upcoming future, as planned so far, according to the CALIPER methodology.

2 Gender Equality Strategy and Key Priority Areas

The ECE NTUA School, as mentioned previously, is the first School within NTUA to design and implement a Gender Equality Plan (GEP). As no previously established measures on gender equality existed, all parties involved in the design of the present version (Top level management, Middle level management, Working Group as well as stakeholders from the R&I Hub) highlighted the importance to set appropriate and solid basis for the enhancement of Gender Equality in all the aspects of its operation areas – CALIPER key priority areas: Human Resources, Institutional Governance, Institutional Communication, Research, Teaching and Student Services, Transfer to Market and Sexual Harassment & Gender Violence.
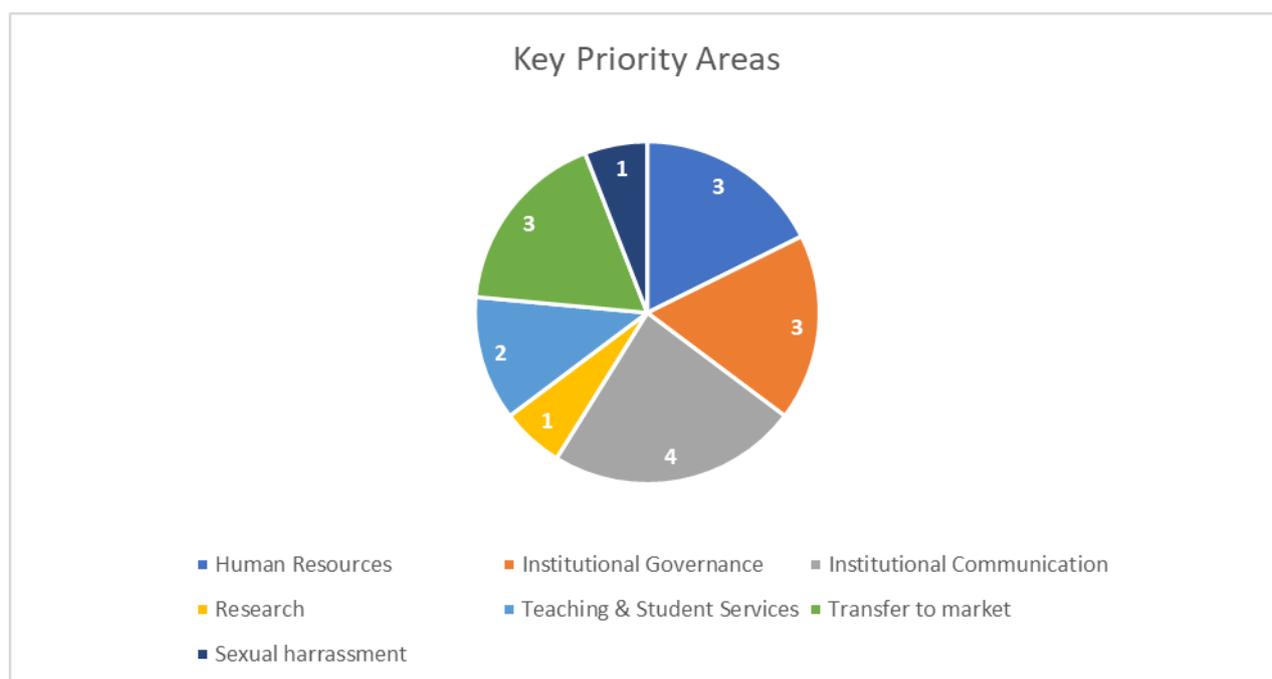
Figure 1: Number of activities per key priority areas

Figure 1 presents the activities planning to be implemented at the ECE-NTUA School per key priority area. In particular, within the ECE NTUA Gender Equality strategy seventeen (17) main activities are foreseen in the key priority areas of operation.

In addition to the GEP activities, it was decided to schedule an **Annual Survey, to be held in June (near the end of the academic year).** The purpose of this survey will be to collect information on gender issues from all members of the ECE community (including students, staff and faculty). The survey will include topics such as workplace satisfaction, teaching practices, awareness of gender issues, etc. The purpose of the Survey is to provide information for the design and implementation of the GEP, and the design of future policies. In particular, the first survey (scheduled for June 2022) will provide baseline values for several indicators related, e.g., to awareness of gender issues, the quality of teaching, incidents of gender violence, etc. Using this baseline information it will be possible to establish quantitative indicator targets for the following iterations of the GEP. The survey will take place alongside the regular collection of gender-related information from various administrative and academic source.

As regards the **Human Resources** area main goals of the adopted Gender Equality strategy refer to:

- Gradual increase of the number of women at all levels of the School (undergraduate, postgraduate, PhD candidates, researchers) in order to consequently increase the growth potential for future tenured researchers and academics.

- Creation of an inclusive environment and improvement of the working conditions through the elimination of insecurities and discouragement of potential sexist behaviour.

Regarding the **Governance** area the targets of the present Gender Equality Plan include:

- Increase of the number of women participating in leadership and decision making positions. To achieve this, it is important to increase the number of women at all levels of the School (see Human Resources goals).

- Initiation of mentoring activities and awareness raising activities.

- Collection of gender disaggregated data, beyond the standard types of information, including data on intersectionality (e.g., Gender, religion, nationality etc.).

In the **Communication** area, importance has been laid upon the following aspects:

- Promotion and protection of gender sensitive internal and external communication.

- Elaboration of training and awareness raising activities to promote unbiased communication and to offer the adequate tools and knowledge for its implementation.

- Creation of pertinent communication channels for the dissemination and communication of the gender dimension, through the implementation of suitable trainings, events, open days etc.

Referring to **Research** the Gender Equality strategy aims to the:

- Integration of the gender dimension into the ECE-NTUA research (research projects, scientific publications, number of female Principal Investigators)

- Implementation of awareness raising through the implementation of trainings and events.

In the **Teaching Student** area, the strategy focuses on the:

- Integration of the gender dimension into teaching through the implementation of lectures

In the **Student Services** area, the adopted Gender Equality Strategy focuses on the

- Implementation of trainings to members of the student body on gender

As regards the **Transfer to Market** area, main goals of the adopted Gender Equality strategy refer to:

- Implementation of activities that will further support and enhance the gender dimension within the transfer to market processes, networking etc.

- Elaboration of events that will bring forward female innovations and gender sensitive products.

Regarding the **Sexual Harassment and Gender Violence** area the targets of the present Gender Equality Plan include:

- Elaboration of awareness raising and training activities.

- Establishment of appropriate mechanisms to frame, prevent and handle gender violence/sexual harassment issues.

Action Number	Title	Area of intervention	Other relevant Area	Intersectional (YES/PARTLY)	Collaborative (YES/PARTLY)	Structural /soft	Redesigned/refined/new/cancelled
1	Setting internal targets (gender indicators) for the desired percentage of female representation	Human Resources	-	-	-	Structural	Refined
2	Establishment of formal procedures to handle incidents of bias and sexist behaviour in the working environment	Human Resources	Sexual Harassment	-	-	Structural	Refined
3	Implementation of a framework for working conditions of researchers in the ECE-NTUA School.	Human Resources	-	-	-	Structural	-
4	Gender Equality Office	Institutional Governance	-	-	-	Structural	Refined
5	Collection of gender disaggregated data	Institutional Governance	-	-	-	Structural	-
6	Collection of gender equality data on intersectionality	Institutional Governance	-	YES	-	Structural	-

Action Number	Title	Area of intervention	Other relevant Area	Intersectional (YES/PARTLY)	Collaborative (YES/PARTLY)	Structural /soft	Redesigned/refined/new/cancelled
7	Support the application of the "Guide of using non-sexist language in administrative documents"	Institutional Communication	-	-	-	Soft	-
8	Engagement of Role models and dissemination activities	Institutional Communication	-	-	YES	Soft	-
9	ECE-NTUA Open days	Institutional Communication	-	-	YES	Soft	Refined
10	Information Days and Training Workshops on gender issues in STEM	Institutional Communication	Student services	-	YES	Soft	Refined
11	Setting indicators and targets for the integration of the gender dimension in research.	Research	-	-	-	Structural	Refined

Action Number	Title	Area of intervention	Other relevant Area	Intersectional (YES/PARTLY)	Collaborative (YES/PARTLY)	Structural /soft	Redesigned/refined/new/cancelled
12	Integration of gender-related topics in selected courses and lectures	Teaching	-	-	-	Soft	-
13	Seminar on gender topics for students	Students Services	-	-	-	Soft	-
14	Creation of an Alumni Network	Transfer to market	-	-	-	Soft	-
15	Creation of a "Women in STEM" Network	Transfer to market	-	-	YES	Soft	-
16	Women in Innovation - WIn event	Transfer to market	-	-	YES	Soft	-
17	Formal mechanism dealing with cases of sexual harassment and gender violence	Sexual harassment & Gender Violence	-	-	-	Structural	Refined

3 Human resources

3.1 Recruitment and selection

The main problem that has been identified in the ECE-NTUA School, regarding the Human Resources area, is the fact that women are underrepresented in the academic sector (as Faculty members), (Figure 2).
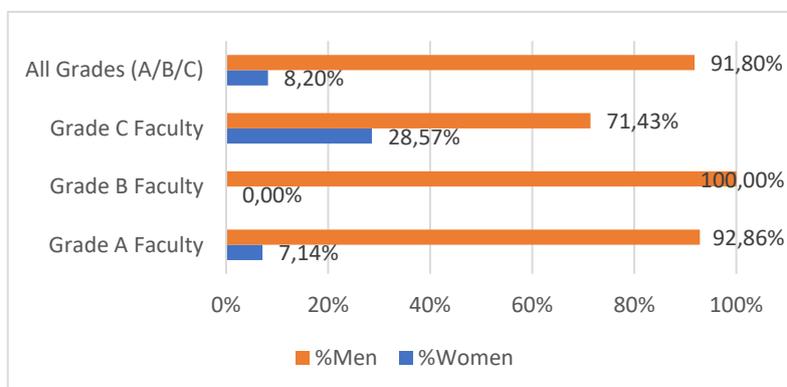
Figure 2. Proportion of women grade A/B/C staff

Additionally, as the recruiting and hiring procedures of permanent employees are designated by the Ministry Of Education, Lifelong Learning and Religious Affairs and cannot be changed, effort must be invested in increasing the growth potential of future Faculty members. Therefore, the percentage of female undergraduate, postgraduate students and non-tenured researchers, is essential to be increased. It has to be noted that currently these percentages are quite low; the rolling average of the newly admitted students in the ECE-NTUA for the last 5 years is exhibited in Figure 3, the percentage of enrolled female students is 16%, the percentage of female PhD candidates is 22%, while the percentage of female non tenured researchers is 35%.
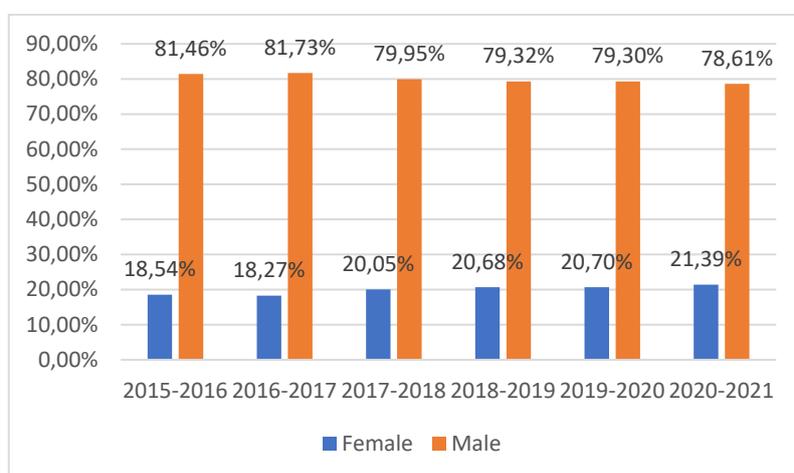
Figure 3. Rolling average of newly admitted students

According to the above, the adopted Gender Equality strategy has as main goal to increase the number of female students, female researchers and post-doc researchers in the School, in order to increase the growth potential of tenured researchers and academics.

N.	Measures/actions	Objective	Timeframe of implementation
01	Setting indicators and targets for the desired percentage of female representation	Assist decision making and set internal goals to have a clear vision of desired improvements.	Sep 2021 – May 2023 (Establishment of internal targets)

3.1.1 Setting internal targets for the desired percentage of female representation

*01.* **Setting indicators and targets for the desired percentage of female representation**

Sources:

Workplace Gender Equality Agency, 2013. How to set gender diversity targets

https://www.wgea.gov.au/sites/default/files/documents/SETTING-GENDER-TARGETS-Online-accessible_0.pdf

Target audience:

- *Students*

- *Researchers (PhD Candidates and Post Docs)*

- *Academics*

* This activity refers to all the above members of the School, while also, it particularly refers to the female future students, female students, female researchers and female academics.

Timeframe:

Sep 2021 – May 2023 (Establishment of internal targets)

Goals & Objectives

The output of this measure is the establishment and publication of indicators and targets regarding the desired percentage of female representation. In the short term, its short-term outcome is the increased awareness on the ECE-NTUA gender equality targets by the staff, students and all other members (Annual survey to establish baseline and target - Jun 2022).

The action is expected to have several long term impacts: improved school policies, increased growth potential of tenured researchers and academics, more equal distribution among male & female students that will lead to a more equal distribution among male & female researchers and academics, and decreased horizontal segregation.

Activities and Available Resources

Activities:

✓ Establishment of internal targets regarding (Sep 2021 - May 2023):

  o The desired female representation in students, researchers, academics.

     o Monitor indicators annually and update targets

Available Resources:

- ✓ ECE NTUA CALIPER Team in cooperation with the ECE NTUA Secretariat for the provision of data on the existing %.
- ✓ ECE NTUA High level management
- ✓ ECE NTUA Middle level management.
- ✓ ECE NTUA Communication Office that is responsible for the implementation of reports for the School's evaluation

Targets & Indicators

Outputs

- ✓ Established and published Indicators and targets

Outcomes – Short

- ✓ Increased awareness on the ECE-NTUA gender equality targets by the staff, students and all other members (Annual survey to establish baseline and target).

Outcomes – Medium

- ✓ -

Impact - Long:

- ✓ Increase the number of female enrolled students
- ✓ Increase the number of female non-permanent researchers
- ✓ Increase the number of female academic personnel

Facilitating & Hindering Contextual Factors

The ECE-NTUA School generally encourages women to participate in decision making positions. Women try to take part in most committees and scientific boards. However, the small number of women in academic positions does not allow their increased participation in electing committees. The proposed activity along with the School's positive vision will further assist in the more balanced representation of women in electing committees.

3.2   Working conditions and work-life balance

According to the implemented internal analysis, feelings of insecurity have been noticed, especially among non-tenured researchers, as they face a lack of stable working environment.

Therefore, the adopted Gender Equality strategy has as main goal to create an inclusive environment and improve the working conditions. This will result in a more stable working environment, the elimination of insecurities and discourage of possible sexist behaviours. All the above will further contribute to the increase

(or at least to stabilise) of the percentage of non-tenured researchers, while also increasing the growth potential for permanent female researchers and female faculty members.

N.	Measures/actions	Objective	Timeframe of implementation
02	Establishment of a formal, procedures to handle incidents of bias and sexist behaviour in the working environment.	Encourage appropriate conduct, while raising awareness and offer adequate training of how to handle incidents.	Nov 2021 – July 2023 (Formal procedure established)
03	Implementation of a framework for working conditions of researchers in the ECE-NTUA School.	Eliminate insecurities and establish a more stable working environment.	Dec 2021 – Aug 2023 / Apr 2022 (Post-Doc Research Guide) / May 2022 (Start of the dissemination) / Jun 2022 & Jun 2023 (Survey)

3.2.1 Establishment of formal procedures to handle incidents of bias and sexist behaviour in the working environment.

02. Establishment of formal procedure to handle incidents of bias and sexist behaviour in the working environment.	*Sources*: *EIGE, 2020* *https://eige.europa.eu/publications/sexism-work-how-can-we-stop-it-handbook-eu-institutions-and-agencies*
Target audience: • *Students* • *Researchers (PhD Candidates and Post Docs)* • *Academics* • *All personnel*	*Timeframe:* *Nov 2021 – July 2023 (Formal procedure established)*

Goals & Objectives

The outputs of this measure are the implementation of a proposal for a mechanism dealing with incidents of bias and sexist behaviour, and the adoption of this mechanism by the School.

In the short term, the expected outcome will be awareness of the existence of the procedure. In the medium term, the expected outcome will be the handling of the incidents through the established procedure.

The long-term impact on the school will involve increases in the number of female researchers, increased retention of female researchers, and increased workplace satisfaction.

Activities and Available Resources

Activities:

- ✓ Preparation of the draft proposal, including the definition of the mandate, organisation, roles, and supporting organisational resources of the mechanism and collaboration with internal stakeholders.
- ✓ Advocacy to ensure the adoption of the proposed procedure
- ✓ Communication activities regarding the mechanism

Available Resources:

- ✓ ECE-NTUA CALIPER Team.
- ✓ ECE NTUA Higher management to set the pace for the implementation of such a mechanism.
- ✓ ECE-NTUA middle level management.
- ✓ ECE-NTUA Secretariat.

Targets & Indicators

Outputs

- ✓ Draft Proposal submitted to the School's management
- ✓ Proposal adopted by the School's management
- ✓ Communication activities regarding the mechanism

Outcomes – Short

- ✓ Increased awareness of the existence of the procedure

Outcomes – Medium

- ✓ Handling incidents through the procedure

Impact - Long:

- ✓ Reduction of gender bias and sexism behaviour at the School (Annual Survey to all members of the School).
- ✓ Increase the number of female PhD Candidates
- ✓ Increase the number of female non-permanent researchers.

Facilitating & Hindering Contextual Factors

No facilitating or hindering contextual factors have been observed.

3.2.2 Implementation of a framework for working conditions of researchers in the ECE-NTUA School.

03. Implementation of a framework for working conditions of researchers in the ECE-NTUA School	***Sources***: *Democritus University of Thrace* *https://www.he.duth.gr/el/page/kanonismos-metadidaktorikis-ereynas* *University of Thessaly, School of Technology* *https://ds.uth.gr/wp-content/uploads/2020/03/%CE%9A%CE%91%CE%9D%CE%9F%CE%9D%CE%99%CE%A3%CE%9C%CE%9F%CE%A3-%CE%9C%CE%95%CE%A4%CE%91%CE%94%CE%99%CE%94%CE%91%CE%9A%CE%A4%CE%9F%CE%A4%CE%A1%CE%99%CE%9A%CE%97%CE%A3-%CE%95%CE%A1%CE%95%CE%A5%CE%9D%CE%91%CE%A3.pdf* *University of Macedonia, Department of International and European Studies* *https://www.uom.gr/ies/kanonismos-ekponhshs-metadidaktorikhs-ereynas* *NTUA, School of Rural and Surveying Engineering* *http://www.survey.ntua.gr/files/files/postdoc-kanonismos_Metadidaktorikis_Erevnas.pdf* *University of Southern Denmark (SDU)* *https://eige.europa.eu/sites/default/files/rektors-afrapportering-om-ligestilling-sdu-2009-14.pdf*
Target audience: • *Students* • *Researchers (PhD Candidates and Post Docs)* • *Academics*	***Timeframe:*** *Dec 2021 – Aug 2023 / Apr 2022 (Post-Doc Research Guide) / May 2022 (Start of the dissemination) / Jun 2022 & Jun 2023 (Survey)*

Goals & Objectives

The outputs of this measure will be the implementation of a Post-Doc Research Guide, an increased number of School members that are aware of the Guide as well as an increased number of answers - feedback received through the annua survey. As such, the short-term outcome is expected to be the awareness raising regarding the Guide. In the medium term, the main result will be the managerial staff's awareness regarding the areas for improvement for the 2nd iteration. Finally, the long-term impact will include increased retention of female researchers, more equal distribution between male and female researchers, reduction of insecurity related to the working environment, and increased work satisfaction among the researchers.

Activities and Available Resources

Activities:

✓ Drafting and deliberation of the framework (Dec 2021 - Apr 2022)

   o Establishment of the (Post-Doc) Research Guide including, among others, work-life measures for non-tenured researchers, researchers' rights and responsibilities, etc.

✓ Dissemination of the (Post-Doc) Research Guide. (May 2022 – Aug 2023)

✓ Collection of data on possible improvement and update. (May 2022 – Aug 2023, Survey Jun 2022 & Jun 2023)

Available Resources:

✓ ECE NTUA Committee for Postgraduate Studies.

✓ ECE NTUA Post graduate secretariat.

✓ ECE NTUA high level management.

✓ ECE-NTUA middle level management.

✓ CALIPER Team.

Targets & Indicators

Outputs

✓ Implementation of a Post-Doc Research Guide

✓ Number of members of the School aware of the Guide

✓ Number of answers - feedback received through the annua survey

Outcomes – Short

✓ Increased awareness of the Guide

Outcomes – Medium

✓ Management aware of areas for improvement for the 2nd iteration.

Impact - Long:

✓ Creation of a more secure, stable working environment (Indicator: One annual work satisfaction questionnaire to researchers collecting feedback on the Guide's application and efficiency – targets to be determined after baseline annual survey - Jun 2022)

✓ Increase the number of female non-permanent researchers (Indicatively: 32% of female non-permanent researchers until July December 2025 – Current ICCS-NTUA: 28% / Data not available for ECE-NTUA).

Facilitating & Hindering Contextual Factors

The ECE NTUA School already has a Guide on PhD studies (https://www.ece.ntua.gr/media/607/KANONISMOS_DIDAKTORIKWN_2019_2020.pdf), which contains information on the admission, the research progress, courses attendance, final examination, as well as the

curricula of post graduate courses. This document is a very good start, while its enhancement with the mentioned parameters will lead to a more integrated tool.

3.3   Appraisal systems for career evolution

The particular subsection of the Human Resources area will be addressed in the following version of the ECE-NTUA GEP, as priority was given to recruitment and selection, as well as work life balance and working conditions.

4 Institutional Governance

4.1 Enhancing women leadership and access to top positions

The main issue recognised in the Institutional Governance refers to the underrepresentation of women in decision making positions – Committees (Figure 4), which is a direct result of the low representation of women in the ECE-NTUA School in general (section Human Resources).
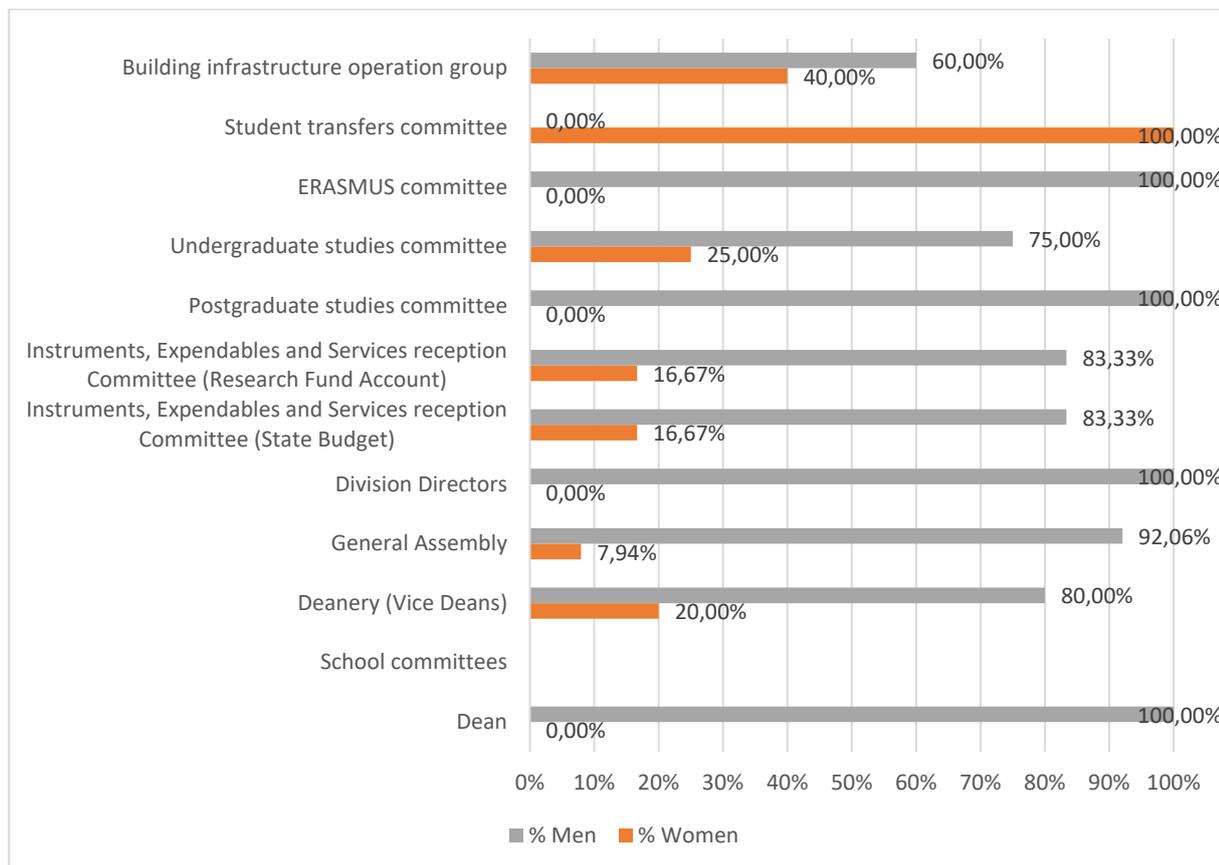
Figure 4. Gender composition in Committees (2019-2020)

Another consequence of the low representation of women is also the lack of training and mentoring activities that would further strengthen the female presence in leadership / decision making positions.

Therefore, the plan has the goal of increasing the number of women participating in leadership and decision-making positions, while initiating the organisation of activities to further enhance women's leadership.

However, all three (3) actions implemented for the particular section refer to collaborative measures. Therefore, their analysis is included in Section 11 "Collaborative Actions".

4.2 Gender equality bodies and disaggregated data collection at the institutional level

Even though the ECE-NTUA School collects statistical data through its students' registry, no gender related data is collected, while the CALIPER internal assessment was the first time that such data was collected.

To this end, goal is to further enhance the gender equality bodies, while start collecting gender disaggregated data beyond the standard types of information (gender, religion, nationality), in order to be able and design and support specific gender equality measures and actions.

N.	Measures/actions	Objective	Timeframe of implementation
04	Gender Equality Office	Support, lead, coordinate and embed gender equality and diversity actions at School level, while cooperating with the established NTUA Gender Equality Committee.	Oct 2021 – Feb 2023
05	Collection of gender disaggregated data	Collection of gender disaggregated data for the provision of information and design of suitable actions.	Apr 2022 – Aug 2023/ May 2022 (Establishment of data collection framework) / Jun 2022 & Jun 2023 (Survey) / Oct 2022 (Annual gender equality report)
06	Collection of Gender Equality data on Intersectionality	Provision of better understanding of how members of the School perceive gender equality and implement respective actions, when necessary.	Apr 2022 – Aug 2023 (Questionnaire Jun 2022 & Jun 2023, Feedback collection Oct 2022)

4.2.1   Gender Equality Office

04. Gender Equality Office

Sources[1]:

PLOTINA EU

https://www.plotina.eu/creation-gender-equality-office-action-ozu/

https://www.plotina.eu/appointing-delegates-monitor-practices-gender-neutral/

https://www.plotina.eu/creation-gender-equality-coordinator-warwick/

Target audience:

All members of the ECE-NTUA School

Timeframe:

Oct 2021 – Feb 2023

1 Here you should report what you have included in the log-frame in the section "theoretical assumptions and available evidence".

Goals & Objectives

The output of this measure is the establishment of a gender equality office, having as a short term outcome the operation of the office, the provision of support regarding the implementation of gender-related reports and documents and the cooperation with the NTUA Gender Equality Committee on various issues of gender equality.

The expected medium-term outcome will be the support in the organisation of events regarding gender equality as well as the effective implementation of the GEP.

The long-term impact will include improved gender equality outcomes, increased female representation in the ECE-NTUA School, the creation of a more inclusive and gender-sensitive working and teaching environment, and increased assurance for the continued adoption and sustainability of gender equality policies and practices.

Activities and Available Resources

Activities:

✓ Establishment of a gender equality office (Oct 2021 – Feb 2023)

Available Resources

✓ CALIPER Team for organisation of the details.

✓ ECE-NTUA top level and middle level management.

✓ The NTUA Liaison and Student Services Office.

Targets & Indicators

Outputs

✓ Existence of a gender equality office.

Outcomes – Short

✓ Operation of the GE Office

✓ Provision of support regarding the implementation of gender-related reports and documents.

✓ Cooperation with the NTUA Gender Equality Committee on various issues of gender equality.

Outcomes – Medium

✓ Support in the organisation of events on gender equality.

✓ Effective implementation of the GEP.

Impact - Long:

o Increased female participation rates in the ECE-NTUA School

o Increase the number of female enrolled students.

o Increase the number of female non-permanent researchers.

o Increase the number of female academic personnel.

The NTUA's Gender Equality Committee has initiated its operation, since January 2021, according to Law 4589/2019. Therefore, cooperation between the two Bodies could be easily established, in order to achieve even more beneficial results.

Moreover, the ECE-NTUA Gender Equality Office will establish Collaboration with stakeholders, in order to exchange knowledge, expertise and best practices, such as:

✓ The Greek Association of University Women.

✓ IEEE Women in Engineering Greece Section AG.

✓ NTUA Liaison and Student Services Office.

✓ Women on Top organisation.

✓ Greek Women's Engineering Association.

4.2.2   Collection of gender disaggregated data

05. Collection of gender disaggregated data	*Sources:* *Literature:* *Graduate Women International, 2010* *http://www.graduatewomen.org/wp-content/uploads/2016/12/2016-12-GWI-PolicyUpdate-Gender-data.pdf* *Sara Duerto Valero,2019* *https://www.unescap.org/sites/default/files/Why%20are%20gender%20statistics%20important.pdf* *Good Practices:* *PLOTINA* *https://www.plotina.eu/integration-questions-gender-issues-internal-questionnaires/* *https://www.plotina.eu/gather-gender-data-monitor-state-of-art/*
Target audience:	*Timeframe:*
All members of the ECE-NTUA School (Students, Researchers - permanent and non-permanent, Academics, Administrative personnel, Technical personnel)	*Apr 2022 – Aug 2023/ May 2022 (Establishment of data collection framework) / Jun 2022 & Jun 2023 (Survey) / Oct 2022 (Annual gender equality report)*

The discussions and meeting to be implemented under this measure, the gender data collection as well as an improved data collection procedure, are considered to be the outputs. In the short-term, the outcomes of the measure include the increased knowledge on the existence of data collection procedures on GE.

In the medium-term, the measure will result in increased knowledge on the status quo of GE in the School.

The resulting long-term impact is expected to be a more gender sensitive working and studying environment, equal development opportunities for both men and women, and improved female representation.

Activities and Available Resources

Activities

✓ Establishment of data collection framework for gender equality with quantitative and qualitative aspects. (Apr 2022 – May 2022)

✓ Implementation of data collection procedures (Surveys, administrative data, questionnaires, interviews, as necessary). (Jun 2022 – Aug 2023/ Survey Jun 2022 & Jun 2023)

   o Ensure participation of school stakeholders in the data collection process (survey respondents, student associations, staff and organisational units with access to data etc.)

   o Cooperation with the NTUA Gender Equality Committee and the NTUA Quality Assurance Unit.

   o Analysis of data and assessment of the situation in the School.

✓ Improvement and ongoing annual updates of the survey. (Jun 2022 – Aug 2023, Annual gender equality report Oct 2022)

Available Resources:

   o CALIPER Team.

   o IT Expert for the collection of data and liaison with the gender equality team

Targets & Indicators

Outputs

✓ Number of discussions and meetings implemented.

✓ Number of data collected (Within the Annual survey)

✓ Improved data collection procedure

Outcomes – Short

✓ Increased knowledge on the existence of data collection procedures on GE

Outcomes – Medium

✓ Increased knowledge on the status quo of GE in the School.

Impact - Long:

✓ Information derived from the gender disaggregated data used in decision making

Among the facilitating factors is Law 4604/2019 (Official Government Gazette, 2019) which foresees that Public sector organisations, such as local authorities and other administration bodies, social entities etc. and legal entities of public law (N.P.D.D.), such as ECE-NTUA, pertaining to the General Government, compulsorily collect and keep sex disaggregated statistical data in relation to their fields of competence. These data are sent on an annual basis and at least once a year to the General Secretariat for Demography and Family Policy and Gender Equality (GSGE) Documentation, Research and Digital Support Department (Observatory). The latter keeps a relevant record which is used for the functioning of the Gender Observatory.

Furthermore, the School of ECE – NTUA collects data that is sent to the Ministry Of Education, Lifelong Learning and Religious Affairs and other public organisations upon request. This data concerns the student's gender ratio and other characteristics such as religion, nationality, health issues and possible disabilities. The particular information is retrieved from the students' registry where each student's file is digitally kept. No other procedure or tool embed a gender dimension in data collection processes in ECE-NTUA.

4.2.3 Collection of Gender Equality data on Intersectionality

	Sources:
	Literature:
	Turan JM, et al, 2019. Challenges and opportunities in examining and addressing intersectional stigma and health.
	UNSDG Agenda 2030 and SDG Indicator "Leaving no one behind" (LNOB).
06. Collection of Gender Equality data on Intersectionality	*European Parliament legislative resolution of 2 April 2009 on the proposal for a Council directive on implementing the principle of equal treatment between persons irrespective of religion or belief, disability, age or sexual orientation*
	Good Practices:
	PLOTINA
	https://www.plotina.eu/gather-gender-data-monitor-state-of-art/
• *Target audience:*	*Timeframe:*
• *Students*	*Apr 2022 – Aug 2023 (Questionnaire Jun 2022 & Jun 2023, Feedback collection Oct 2022)*
• *Academics*	
• *Researchers (PhD Candidates and Post Docs)*	
• *Administrative Staff*	

The output of the measure is an annual, anonymous questionnaire to collect data on gender equality and intersectionality, in combination with the questionnaire on disaggregated data collection (Annual Survey – Jun 2022), followed by the received feedback. In the short term, the outcome will be the improved insight on the School's members perception of gender equality and intersectionality. In the medium term, this will lead to improved collection methods. In the long term, this will lead to better understanding regarding intersectionality by all members of the School, and the development of appropriate, evidence-based responses and policies.

Activities and Available Resources

Activities:

✓ Development of intersectionality questionnaire, the survey design and its dissemination method. Launch the annual questionnaire. (Apr 2022 – Aug 2023, Launch Jun 2022 & Jun 2023)

  o Dissemination of the questionnaire. (Including informing students associations about the questionnaire to ensure maximum participation)

✓ Collection of feedback for further improvement. (Oct 2022)

Available Resources:

✓ CALIPER Team.

✓ IT Expert for the collection of data and liaison with the gender equality team.

Targets & Indicators

Outputs

✓ Annual, anonymous questionnaire to collect data on gender equality and intersectionality (Annual gender equality report) in combination with the questionnaire on disaggregated data collection (Annual Survey)

✓ Feedback received

Outcomes – Short

✓ Improved insight on the School's members perception of gender equality and intersectionality

Outcomes – Medium

✓ Improved collection methods

Impact - Long:

✓ Increased awareness of the intersectionality situation of the School (Indicator: Number of clicks of the Annual gender equality report).

Facilitating & Hindering Contextual Factors

Among the facilitating factors is Law 3896/ 2010 (Official Government Gazette, 2010) which includes a specific article dedicated to the principle of equal treatment and the prohibition of discrimination which can be the basis for all the possible activities and solutions.

At an institutional level the Liaison-Student Services Office supports, organises and disseminates various activities for minorities and different marginalized social groups. Regarding other inequalities, currently and through its support, two workstations are being built in the institutions library that will assist students with sight and mobility issues. Furthermore, there exist scholarship programs for students with psychological disorders, health issues, as well as based on various social criteria.

Other than the above, there are limited measures where gender is taken into account in conjunction with other discriminations/structural inequalities.

5 Institutional Communication

5.1 Gender sensitive institutional communication

In 2015, the General Secretariat of Gender Equality (GSGE) elaborated the first version of the "Guide of using non-sexist language in administrative documents", which was further updated to its final version in 2018 (GSGE, 2018). The Guide contains comments, instructions, recommendations, advice and specific suggestions for the use of non-sexist language, in order to promote and apply gender equality in administrative documents. Furthermore, its secondary goal is to inform and raise awareness on gender issues.

However, by further studying the communication documents (official and/or unofficial), the communication tools and communication language used, it appears that the guide has not been applied. (Note that this does not apply only to the School of ECE, but various other public sector organisations.)

For this iteration of the GEP, the school has selected to begin by applying the guide to official documents and communication materials and outcome.

N.	Measures/actions	Objective	Timeframe of implementation
07	Support the application of the "Guide of using non-sexist language in administrative documents"	Ensure that official communications use gender-balanced and use gender sensitive language	Nov 2021 –Jan 2022 (1st training)
08	Engagement of Role models and dissemination activities	Communicate positive female role models and disseminate relevant gender dimension activities	Sep 2021 – Aug 2023 (Identification and engagement of role models: Feb 2022, Survey: Jun 2022 & Jun 2023)
09	ECE-NTUA Open days	Implementation and participation in ECE NTUA Open Days in order to increase the awareness on opportunities, barriers and how to overcome them	Sep 2022 – Aug 2023
10	Information Days and Training Workshops on gender issues in STEM	Increase the awareness and knowledge on the gender issues covered	Oct 2022 – Aug 2023

5.1.1 Support the application of the "Guide of using non-sexist language in administrative documents"

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07. Application of the "Guide of using non-sexist language in administrative documents

Sources:

Guide of using non-sexist language in administrative documents (https://www.isotita.gr/wp-

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content/uploads/2018/01/%CE%9F%CE%b4%CE%b7%CE%b3%CF%8C%CF%8 2-%CE%BC%CE%b7- %CF%83%CE%b5%CE%BE%CE%b9%CF%83%CF%84%CE%b9%CE%BA%CE%AE %CF%82-%CE%B3%CE%BB%CF%8E%CF%83%CF%83%CE%B1%CF%82.pdf)

GEAR action toolbox, European Institute for Gender Equality, https://eige.europa.eu/gendermainstreaming/toolkits/gear/action-toolbox

EIGE (2016) Gender Equality in Academia and Research: GEAR Tool, Publications Office of the

European Union, Luxembourg.

UNESCO's guidelines on gender neutral language, available online:

https://www.un.org/en/gender-inclusive-language/guidelines.shtml.

Aristotle University of Thessaloniki - AUTH (https://www.auth.gr/sites/default/files/epitropifilou_organismos_13.12.18.p df)

Cyprus Gender Equality Observatory (https://www.ucy.ac.cy/genderstudies/documents/%CE%9F%CE%94%CE%97 %CE%93%CE%9F%CE%A32.pdf)

Target audience:	*Timeframe:*
Academics	*Nov 2021 – Jan 2022 (1ˢᵗ training)*
Researchers (PhD Candidates and Post Docs)	
Administrative Staff	

Goals & Objectives

The output of this measure is the training of personnel regarding the Guide. The short-term outcome of the measure will be the increased familiarity of the use of gender aware language. In the medium-term, this will result in the application of the Guide This will result, (in the long-term) in the increased use of a non-sexist language in the administrative and internal communication, and increased gender awareness of internal and external audiences.

Activities and Available Resources

Activities

✓ Personnel and academics training for the correct use of the Guide. (Nov 2021- Jan 2022: 1ˢᵗ training)

   o Communication of the commitment towards the goal.

Available resources (e.g., budget human resource)

✓ ECE NTUA Top level management

✓ ECE NTUA Middle level management.

✓ ECE NTUA Secretariat for the preparation of the respective documents.

Outputs

✓ Number of trained personnel

Outcomes – Short

✓ Increased familiarity of the use of gender aware language

Outcomes – Medium

✓ Application of the Guide

Impact - Long:

✓ Reduced gender bias in the communication language.

Facilitating & Hindering Contextual Factors

The guide is an official document produced by the GSGE, and indicates that the policy climate is favourable. Also, according to the National Strategy Plan on Gender Equality (GSGE, 2017) various educational and training activities on the practical implementation of the particular guide have already taken place, while the National Strategy further urges for the organisation of more similar activities. As these activities are being organized and implemented by E.K.D.A.A., anyone working in the Public Administration or Local Government can attend them.

A hindering factor is the fact that the guide has not yet been applied, at least by the School. This may mean that efforts will be required to familiarise the School staff and provide some assistance with the first communications outcomes using the guide.

5.1.2 Engagement of Role models and dissemination activities

	Sources:
	Kalpazidou Schmidt & Cacace, 2018
	https://resbios.eu/pdf_documents/scy059.pdf
08. Engagement of Role models and dissemination activities	*McKinsey & Company, 2018*
	https://innovationsfonden.dk/sites/default/files/2018-10/gender-diversity-in-denmark.pdf

Target audience:	*Timeframe:*
• *Potential students*	*Sep 2021 – Aug 2023 (Identification and engagement of role models: Feb 2022, Survey: Jun 2022 & Jun 2023)*
• *Students*	
• *Researchers (PhD Candidates and Post Docs)*	

• *Academics*

* This activity refers to all the above members and potential members of the School, while also, it particularly refers to the female future students, female students, female researchers and female academics.

Goals & Objectives

The output of this measure is the number of role models to be identified, the videos of role models to be disseminated, the implementation of online live "coffee-talks" in cooperation with professional and research communities and last but not least the feedback to be received. In the short term, the measures will produce a number of dissemination activities presenting positive role models. In the long term, the measure will result in a more equal distribution among male & female students, female students being more interested in continuing a career in STEM (in research and industry) and an increase in the number of female founders and entrepreneurs.

Activities and Available Resources

Activities:

✓ Identify role models and engage them. (Sep 2021 – Feb 2022)

✓ Collect feedback and analyse it to obtain new ideas and improvement. (Mar 2022 – Aug 2023, Survey Jun 2022 & Jun 2023)

Available Resources:

✓ ECE – NTUA CALIPER Team

✓ ECE-NTUA Communication Office

✓ Cooperation with IEEE Women in Engineering Greece Section AG and with the Greek Women's Engineering Association

Targets & Indicators

Outputs

✓ Number of role models identified

✓ Videos of role models disseminated

✓ Implementation of online live "coffee-talks" in cooperation with professional and research communities

✓ Feedback received (through annual survey)

Outcomes – Short

✓ Increased dissemination of role models to potential students

Outcomes – Medium

✓ -

Impact - Long:

✓ Increased pursuit of careers in STEM for graduates

✓ Contribution to the increase of female participation in the ECE-NTUA.

   o Increase the number of newly admitted students

   o Increase the number of enrolled female undergraduate students.

   o Increase the number of female PhD Candidates

   o Increase the number of female non-permanent researchers

   o Increase the number of female academic personnel

Facilitating & Hindering Contextual Factors

A facilitating factor is the already established collaboration with the IEEE Women in Engineering Greece Section AG and with the Greek Women's Engineering Association in order to co-organize the live "coffee-talks".

5.1.3   ECE-NTUA Open Days

09. ECE-NTUA Open Days	*Sources:* *-*
Target audience: • *Secondary education students.*	*Timeframe:* *Sep 2022 – Aug 2023 (Expected on May 2022, Jan 2023, May 2023)*

Goals & Objectives

The output of this action is the number of Open Days to be implemented. The main short-term outcomes of the action will be the increased awareness on opportunities, barriers and how to overcome them. In the long-term, this will help inspire female students to pursue STEM studies and careers.

Activities and Available Resources

Activities

✓ Implementation of "Open Days" for students in secondary education.

   o   Select the visiting Laboratories.

   o   Chose female representatives and role models to participate.

   o   Chose a theme for the open days.

   o   Dissemination of the event's material through the School's website and social media.

Available Resources

- ✓ CALIPER Team for organization of the details.
- ✓ Role models from the School.
- ✓ Stakeholders with an expertise on the field.
- ✓ The NTUA Liaison and Student Services Office.
- ✓ Budget: The School will provide for the space and necessary equipment and material

Targets & Indicators

Outputs

- ✓ Number of Open Days implemented

Outcomes – Short

- ✓ Increase the awareness on the opportunities, barriers and how to overcome them

Outcomes – Medium

- ✓ -

Impact - Long:

- ✓ Contribution to the increase of female participation in the ECE-NTUA.
  - o Increase the number of female enrolled students

Facilitating & Hindering Contextual Factors

Collaboration with stakeholders is essential:

- ✓ NTUA Liaison and Student Services Office
- ✓ Primary and Secondary education
- ✓ ECE-NTUA laboratories and research groups

5.1.4 Information Days and Training Workshops on gender issues in STEM

10. Implementation of Information Days and Training Workshops on gender issues	*Sources:* *PLOTINA* *https://www.plotina.eu/seminar-favour-introduction-sex-gender-variable-research/#1571055341720-dfa9392f-7645;%20https://www.plotina.eu/incentives-integration-gender-dimension-in-research/#1571055341720-dfa9392f-764*

YELLOW WINDOW

https://www.yellowwindow.com/genderinresearch/index_downloads.html

GARCIA Project

http://garciaproject.eu/wp-content/uploads/2016/12/GARCIA_D4.5-Selection-of-measures-for-integrating-gender-into-research-and-curricula.pdf

IGAR Tool

http://igar-tool.gender-net.eu/en/framework/welcome-to-the-gender-net-igar-tool

PLOTINA

https://www.plotina.eu/guides-integration-equality-diversity-in-curriculum/#1571055341720-dfa9392f-7645

Gender Equality in Codes of Conduct Guidance. Funded by the Dutch Ministry of Foreign Affairs. www.bsr.org

Turan JM, et al 2019.

UNSDG Agenda 2030 and SDG Indicator "leaving no one behind" (LNOB).

European Parliament legislative resolution of 2 April 2009 on the proposal for a Council directive on implementing the principle of equal treatment between persons irrespective of religion or belief, disability, age or sexual orientation.

Target audience:	*Timeframe:*
• *Researchers (permanent and non permanent)*	*Oct 2022 – Aug 2023*
• *Academics*	
• *STEM Professionals*	
• *ECE NTUA Students*	

Goals & Objectives

The output of this action are the numbers of training material and trainings to be implemented. The short-term outcome will be Increased awareness on topics covered. The topics will include (indicatively) issues such as: the application of gender sensitive language in communication, the integration of the gender dimension in research, gender sensitive teaching, gender violence and sexual harassment and gender and intersectionality.

In the long-term the measure will result in outcomes relevant to the subjects of the training activities: Increased knowledge and awareness on how to use gender-sensitive language, increased integration of gender in research outcome, gender-aware teaching environment and curriculum, improved satisfaction regarding the teaching working environment for School members, improved curriculum, and enabling the members of the School (faculty, students, staff) to be able to manage potential incidents of sexism and gender bias.

Activities

✓ Implementation of the trainings(indicatively) (Oct 2022 – Aug 2023, Expected on Nov 2022, Jan 2023, Apr 2023):

  o Application of gender sensitive language in communication,

  o Integration of the gender dimension in research,

  o Gender sensitive teaching,

  o Gender violence and sexual harassment and

  o Gender and intersectionality.

Available Resources

✓ CALIPER Team for the organization and dissemination of the event.

✓ ECE-NTUA Communication office.

✓ ECE-NTUA Secretariat for post graduate studies.

✓ Budget: The School will provide for the space and necessary equipment and material.

✓ External speakers (professionals, academics, civil society organisation members etc.) from the ECE-NTUA network

Targets & Indicators

Outputs

✓ Number of training material implemented

✓ Number of trainings implemented

Outcomes – Short

✓ Increased awareness on the topics covered

Outcomes – Medium

✓ -

Impact - Long:

✓ Increased gender dimension integration into research.

✓ Increased % of scientific publications integrating a gender dimension in their subject matter until 2025.

✓ Increased number of Undergraduate and PhD theses integrating the gender dimension in their subject until 2025.

✓ Increased number of female PIs until 2025.

✓ Improved satisfaction with the teaching environment and content of the curriculum.

✓ Reduction of Gender Violence and Sexual Harassment incidents.

Facilitating & Hindering Contextual Factors

The Greek Strategy for Gender Equality was laid out to promote gender equality in general, with a research aspect embedded to it. Within ECE-NTUA, several research projects take place. These research projects, depending on the topic consider the gender dimension, although mostly secondary to the main research topic. On the other hand, with Horizon Europe, the European Commission reaffirms its commitment to gender equality in research and innovation. The legal base sets gender equality as a crosscutting priority and introduces strengthened provisions. Particularly, integrating the gender dimension into research and innovation content becomes a requirement by default. All the above comprise facilitating factors towards the elaboration of the particular activity.

The strategy also calls for the integration of gender courses in academic, research institutions, such as ECE-NTUA, as well as in higher education military institutions and relevant institutions that organise trainings, seminars and other similar activities. The main goal is to promote gender equality, removing gender stereotypes, ensuring equal access and participation in decision making centers, and equal opportunities for hierarchy advancement (GSGE, 2017). Additionally, Law 4604/19 (Official Government Gazette, 2019) in article 17 "Promoting gender equality through education and learning" refers that higher education institutions, such as ECE NTUA, ensure the promotion of gender equality at all levels and processes of academic life in accordance with Law 4589/2019, which establishes Gender Equality Committees (Official Government Gazette, 2019a

6 Research

6.1 Research contents and methods

There is low integration of the gender dimension in research in publications, PhD and Master's theses. For instance, the only project where the School is participating and has a gender focus is CALIPER. According to the data available for 2017-2020, 0,38% of Institute of Communications and Computer Systems (ICCS) projects had a gender dimension, and only 5,5% for the ECE School projects managed through the NTUA Research Fund. The same situation applies to master's theses (1,8%), PhD Theses (3,94%). In the case of publications with authors with the ECE-NTUA affiliation as indexed by Scopus and Google Scholar, the percentages are 0,63% and 0,33% respectively.

Including a gender dimension is not always easy with engineering topics. Most research topics are strictly technical, and gender issues are irrelevant to them. However, even human- or socially – oriented topics did not consider questions relevant to gender (e.g., biomedical engineering, energy policy and poverty), and, in any case, the gender dimension of research has not yet been considered in the management of the School's research policy.

For this reason, it has been decided to start by establishing a way to measure the performance of the School in this area, and set initial targets. This is expected to prepare the ground and foster further discussion on how to improve the School's performance, with a view to include specific measures in the next iteration of the GEP.

N.	Measures/actions	Objective	Timeframe of implementation2
11	Setting indicators and targets for the integration of the gender dimension in research	Create a framework for measuring the inclusion of gender in research content, and initiate discussions on how to improve performance.	Sep 2022 – May 2022

6.1.1 Setting indicators and targets for the integration of the gender dimension in research

11. Setting indicators and targets for the integration of the gender dimension in research	*Sources:* *GARCIA Project – IMR Action Plan (http://garciaproject.eu/wp-content/uploads/2016/12/GARCIA_D4.5-Selection-of-measures-for-integrating-gender-into-research-and-curricula.pdf)*
Target audience: •*Students (under and postgraduate)* •*Researchers (permanent and non-permanent)*	*Timeframe:* *Sep 2022 – May 2023*

•*Faculty*

Goals & Objectives

The output of this measure will be the establishment of indicators and targets regarding the gender dimension in research. The short-term outcome will be the increased awareness on the ECE-NTUA gender equality targets. It is expected that in the medium term, this will lead to implementation of data collection procedures and monitoring and use in decision making. In the long term, the measure will facilitate increased gender-related content in research outputs, and more successful grant applications.

Activities and Available Resources

Activities

✓ Establishment of indicators and internal targets per category in collaboration with the School administration

Resources

✓ ECE NTUA CALIPER Team in cooperation with the ECE NTUA Secretariat for the provision of data on the existing %.

✓ ECE NTUA High level management

✓ ECE NTUA Middle level management

✓ ECE NTUA Communication Office that is responsible for the implementation of reports for the School's evaluation.

Targets & Indicators

Outputs

✓ Established internal targets.

Outcomes – Short

✓ Increased awareness on the ECE-NTUA gender equality targets.

Outcomes – Medium

✓ Implementation of data collection procedures and monitoring and use in decision making.

Impact - Long:

✓ Increased gender dimension integration into research until 2025.

✓ Increased number of Undergraduate and PhD theses integrating the gender dimension in their subject until 2025.

Facilitating & Hindering Contextual Factors

Regarding the policy context, The Greek Strategy for Gender Equality was laid out to promote gender equality in general, with a research aspect embedded to it. Also, with Horizon Europe, the European Commission reaffirms its commitment to gender equality in research and innovation. The legal base sets gender equality as

a crosscutting priority and introduces strengthened provisions. Particularly, integrating the gender dimension into research and innovation content becomes a requirement by default.

7 Teaching & Student services

7.1 Teaching

There are no gender sensitive teaching guidelines, although some lecturers reported using gender-sensitive language. During the internal assessment, most of the interviewees estimated that there is little to no gender bias in teaching activities. However, some interviewees recognized that students interact with male and female faculty members in a different manner. Some mentioned that there could be difficulties, especially for female professors/lecturers, regarding acceptance and keeping order in a large -mostly male- audience. Regarding examinations, one interviewee mentioned that the best way to avoid gender bias is to remove the possibility of personal examination. Even in cases of oral exams, students should be largely grouped, while more than one faculty members should also participate.

Also, the courses offered have no gender-related content. Most courses focus on purely technical topics, but there are some exceptions where the dimension of gender could potentially be included (e.g., introduction to business administration).

For this reason, as an initial measure, it was decided to include some gender-related content in the School's Undergraduate and/or Postgraduate syllabus.

N.	Measures/actions	Objective	Timeframe of implementation
12	Integration of gender-related topics in selected courses and lectures	Directly include gender-related topics in courses/lectures where it is appropriate to do so	Oct 2021 (Courses selection) – Aug 2023 (Jun 2022 & Jun 2023: Annual survey)

7.1.1 Integration of gender-related topics in selected courses and lectures

12. Integration of gender-related topics in selected courses and lectures	*Sources:*
	UNESCO
	(https://unesdoc.unesco.org/ark:/48223/pf0000231646)
	EGERA https://www.egera.eu/fileadmin/user_upload/Deliverables/D44 _Collected_Good_Practices_in_Introducing_Gender_in_Curricula_ 78106.pdf
	PLOTINA
	https://www.plotina.eu/developing-postgraduate-level-online-module-on-gender-and-research-warwick/
	PLOTINA

	https://www.plotina.eu/courses-available-for-students-on-gender-equality/)
Target audience:	*Timeframe:*
•Faculty	*Oct 2021(Courses selection) – Aug 2023 (Jun 2022 & Jun 2023 :Annual survey)*
•Undergraduate students	
•Postgraduate students	
•PhD candidates	

Goals & Objectives

The output of this measure is the undergraduate and postgraduate courses selected and adapted, as well as the answers - feedback received through the annual survey. In the short-term, the main outcome of this measure will be the introduction of equality and gender topics in selected modules / lectures. This will lead, in the medium term, to students gaining increased awareness on the gender topics, and the faculty gaining increased awareness of the relevance and meaning of a gender approach in teaching and subsequently in research.

The long-term impact will include increased gender equality awareness, a more gender-sensitive curriculum in general, the encouragement of research (postgraduate, undergraduate and PhD theses) that contains the gender dimension, while students and researchers are expected to become more aware on how to include sex and gender variables in their work.

Activities and Available Resources

Activities

✓ Selection of the undergraduate and postgraduate courses to integrate the respective lecture, design of the lecture and collaboration with faculty and teaching assistants responsible for the selected courses (Oct 2021).

✓ Collect feedback from the students. (Mar 2022 – Aug 2023: Annual survey Jun 2022 & Jun 2023).

Resources

✓ CALIPER Team to provide support.

✓ Academics & researchers for the development and implementation of the lectures.

Targets & Indicators

Outputs

✓ Number of undergraduate and postgraduate courses selected and adapted.

✓ Number of answers - feedback received through the annual survey.

Outcomes – Short

✓ Implementation of at least 3 lectures in a course annually regarding gender issues – 1 at an undergraduate level and 2 at a postgraduate level.

Outcomes – Medium

✓ Increased awareness of gender topics among students and faculty.

Impact - Long:

✓ Contribution towards the achievement of the internal targets set regarding the number of theses and PhD's with a gender dimension in their content until 2025.

✓ Contribution towards the achievement of the internal targets set regarding the % of scientific publications integrating a gender dimension in their subject matter until 2025.

Facilitating & Hindering Contextual Factors

The Greek Strategy for Gender Equality calls for the integration of gender courses in academic, research institutions, such as ECE-NTUA, as well as in higher education military institutions and relevant institutions that organise trainings, seminars and other similar activities. The main goal is to promote gender equality, removing gender stereotypes, ensuring equal access and participation in decision making centers, and equal opportunities for hierarchy advancement (GSGE, 2017). Additionally, Law 4604/19 (Official Government Gazette, 2019) in article 17 "Promoting gender equality through education and learning" refers that higher education institutions, such as ECE NTUA, ensure the promotion of gender equality at all levels and processes of academic life in accordance with Law 4589/2019, which establishes Gender Equality Committees (Official Government Gazette, 2019a).

7.2   Student services

At this moment, there are no specific measures to raise awareness on gender issues and appropriate conduct in the educational and research settings of the School, for students at all levels (undergraduate to PhD).

For this reason, it was decided to establish, develop, and implement a set of student-oriented seminars outlining basic gender issues, including stereotyping, sexism, appropriate conduct, etc.

Please include a brief introduction with a summary of the main challenges emerged regarding the sub-area and the rationale behind the choice of the specific measures to address them.

N.	Measures/actions	Objective	Timeframe of implementation
13	Seminar on gender topics for students	Improve awareness of gender topics and appropriate behaviour among students	Jul 2022 – Aug 2023 (Finalisation of material, start of dissemination and implementation of 1st seminar: Oct 2022)

7.2.1 Seminar on gender topics for students

	Sources:
13. Seminar on gender topics for students	*Council of Europe Convention https://www.coe.int/en/web/istanbul-convention/home*
	PLOTINA
	https://www.plotina.eu/guides-integration-equality-diversity-in-curriculum/#1571055341720-dfa9392f-7645
Target audience:	*Timeframe:*
Undergraduate students	*Jul 2022 – Aug 2023 (Finalisation of material, start of dissemination and implementation of 1st seminar: Oct 2022)*
Postgraduate students	
PhD candidates	

Goals & Objectives

The outputs of this measure will be the developed and disseminated material and presentations, as well as the training seminars held and their participants. The short-term outcome of the action will be the increased awareness on gender topics and on the gender stereotypes and sexism.

Activities and Available Resources

Activities

✓ Development and dissemination of seminar materials and presentation through the School's website and social media. (Jul 2022 - Aug 2023, Finalisation of material and start of dissemination: Oct 2022)

✓ Implementation of yearly seminars at the beginning of each semester (two seminars per year). (Oct 2022)

Available resources (e.g. budget human resource

✓ ECE NTUA CALIPER Team.

✓ ECE NTUA Secretariat.

✓ ECE NTUA Communication Office.

✓ Appropriate trainer to elaborate the seminars.

✓ Available resources (venues, relevant teaching material) will be provided by the School.

Targets & Indicators

Outputs

✓ Number of developed and disseminated material and presentations.

✓ Number of training seminars held, number of participants.

Outcomes – Short

✓ Increased awareness on gender topics.

✓ Increased awareness on the gender stereotypes and sexism.

Outcomes – Medium

-

Impact - Long:

✓ Improvement in the outcomes relevant to gender violence and appropriate conduct.

✓ Contribution towards the achievement of the internal targets set regarding the number of theses and PhD's with a gender dimension in their content until 2025.

✓ Contribution towards the achievement of the internal targets set regarding the % of scientific publications integrating a gender dimension in their subject matter until 2025.

Facilitating & Hindering Contextual Factors

Regarding the policy context, Law 3896/2010 (Official Government Gazette, 2010) indicates the principle of equal treatment of men and women in terms of access to employment, vocational training and development, working conditions and other relevant provisions. This also applies to integrating the gender dimension in all aspects of academia and into the curricula of universities.

Moreover, the Greek Strategy for Gender Equality calls for the integration of gender courses in academic, research institutions, such as ECE-NTUA, as well as in higher education military institutions and relevant institutions that organise trainings, seminars and other similar activities. The main goal is to promote gender equality, removing gender stereotypes, ensuring equal access and participation in decision making centers, and equal opportunities for hierarchy advancement (GSGE, 2017). Additionally, Law 4604/19 (Official Government Gazette, 2019) in article 17 "Promoting gender equality through education and learning" refers that higher education institutions, such as ECE NTUA, ensure the promotion of gender equality at all levels and processes of academic life in accordance with Law 4589/2019, which establishes Gender Equality Committees (Official Government Gazette, 2019a).

8 Transfer to Market

The issues that came up in the transfer to market area, are similar to the issues in the Human Resources and the Institutional Governance areas, and strongly relate to the female underrepresentation in the School. Particularly, as depicted in the following figures the % of female speakers in STEM conferences is quite low (for both Academics and PhD students).
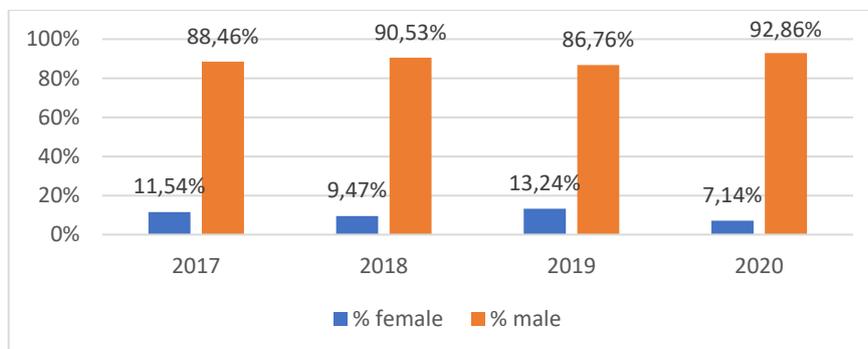
% female speakers in conferences on STEM (Professors) (2017-2020)
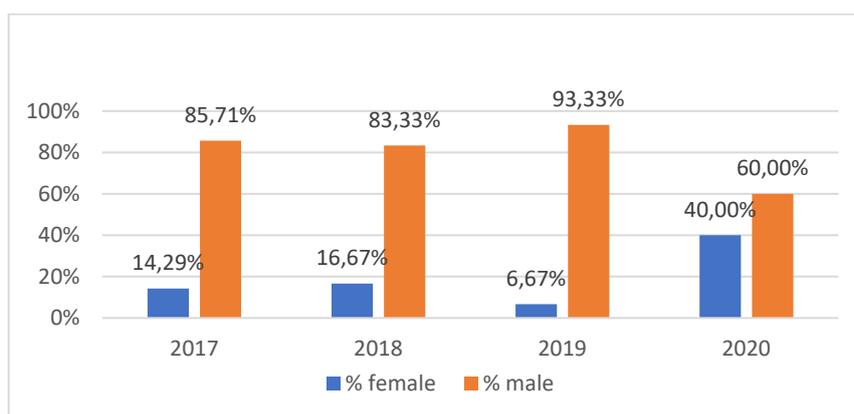
% female speakers in conferences on STEM (PhD Candidates) (2017-2020)

Furthermore, no specific actions to promote employment or entrepreneurship for female graduates are implemented by the School (e.g. networking, mentoring).

To this end main priority of the Gender Equality strategy is to implement actions that will further enhance the communication between the market and the School. Moreover, collaborative mentoring activities and other dissemination events will also be organized (Section 11).

N.	Measures/actions	Objective	Timeframe of implementation
14	Creation of an Alumni Network	The creation of an alumni network, which will include a focus on gender and working in combination with the collaborative networking activities will enhance the communication between the market and the School	Jul 2022 – Aug 2023 (Alumni network creation: Jan 2023, Survey: Jun 2023)

		support towards new graduates in order to establish more adequate transfer to the market.	
15	Creation of a "Women in STEM" network	The network will result in the improvement of networking for female students, professionals, and academics in STEM as well as in the improvement of mentoring opportunities	Oct 2022 – Aug 2023
16	Women in Innovation – WIN Event	Implementation of the event in order to increase the awareness on the topics covered, highlight women-led innovations, and develop strong links with the innovation and business environment	Oct 2021 – Jan 2022

8.1.1   Creation of an Alumni Network

14. Creation of an Alumni Network	*Sources:* *-*
Target audience: • *Academics* • *Researchers* • *PhD Students* • *Post graduate students*	*Timeframe:* *Jul 2022 – Aug 2023 (Alumni network creation: Jan 2023, Survey Jun 2023)*

Goals & Objectives

The outputs of this measure are to obtain members (for the Network), the publication of training material for mentors, mentees and network members as well as the feedback to be received after the data collection. The short-term outcome of this measure will be the increased cooperation with the private sector

The medium-term result will be the improvement of transfer to market networking for students, professionals, and academics in STEM. The impact will be the establishment of a long-term cooperation with the market and provision of feedback regarding gender equality and transfer to market.

Activities and Available Resources

Activities

✓ Development of an alumni network, that will assist in networking activities, as well as experiences transfer. (Jul 2022 – Jan 2023).

✓ Organisation of annual meetings and mentoring activities. (Feb 2023 – Aug 2023)..

✓ Collection of data on gender equality and transfer to market through annual questionnaires. (Feb 2023 – Aug 2023, Survey Jun 2023).

Available Resources

✓ ECE-NTUA Communication Office.

✓ ECE-NTUA Secretariat.

Targets & Indicators

Outputs

✓ Number of members in the network.

✓ Published training material for mentors, mentees and network members.

✓ Feedback received.

Outcomes – Short

✓ Increased cooperation with the private sector.

Outcomes – Medium

✓ Improvement of transfer to market networking for students, professionals, and academics in STEM.

Impact - Long:

✓ Alumni network, that will assist in networking activities, as well as experiences transfer (indicator: co-fund PhD students on projects, start-ups collaboration, private funding).

Facilitating & Hindering Contextual Factors

The ECE-NTUA School is already at its early steps of implementing its alumni network (https://www.ece.ntua.gr/gr/alumni), while this fact is a really important facilitating factor.

8.1.2   Creation of a "Women in STEM" network

15. Creation of a women's Forum - Network	*Sources:* *https://www.meetup.com/topics/womens-networking/* *https://wearethecity.com/womens-networks/* *https://driven-woman.com/blog/archive/the-20-best-womens-networks-to-help-you-achieve-your-goals/* *Hackworth et al. 2018*

https://www.jpeds.com/article/S0022-3476%2818%2930654-1/fulltext

Levine et al. 2015

https://www.liebertpub.com/doi/abs/10.1089/jwh.2014.5092

PLOTINA

https://www.plotina.eu/mentoring-empowerment-courses-underrepresented-gender-iseg/

Galbraith M. 2003

https://eric.ed.gov/?id=EJ654962

Herta Nöbauer and Evi Genetti, 2018. http://www.eument-net.eu/wp-content/uploads/2018/06/Establishing-Mentoring-in-Europe.pdf

https://www.mentoring.org/virtual-mentoring-portals/

http://www.ent-mentor.eu/index.php?lang=en

Target audience:	*Timeframe:*
• *Female Academics* • *Female Researchers (PhD Candidates and Post Docs)* • *Female Students* • *Female Administrative Staff* • *Female professionals in STEM*	*Oct 2022 – Aug 2023 (Network infrastructure: Jan 2023, Invitations sent by May 2023, 1st Network activity on Jan 2023)*

Goals & Objectives

The output of this measure is the creation of a Women's network, the obtainment of network members and the operation of the Network through Network meetings, implementation of webinars and/or in-person events on leadership and career options and management.

In the medium term, this will result in the improvement of networking for female students, professionals, and academics in STEM as well as in the improvement of mentoring opportunities.

The long-term impact will be an increase the female representation in the School (students, academics, researchers), the further integration of gender dimension into research, and better career and transfer-to-market opportunities for female graduates and professionals.

Activities and Available Resources

Activities

✓ Implementation of online group infrastructure (Oct 2022 – Jan 2023).

✓ Invitations to potential group members (incl. professionals, academics, students, graduates) (Jan 2023 – May 2023).

✓ Network activities. (Jan 2023 – Aug 2023: approximately on Jan 2023, Feb 2023, Apr 2023, May 2023, Jul 2023).

Available Resources

✓ ECE – NTUA CALIPER Team.

✓ ECE-NTUA Communication Office.

✓ The NTUA Liaison and Student Services Office.

✓ Organisations and Stakeholders with an expertise on STEM fields.

Targets & Indicators

Outputs

✓ Creation of a Women's network.

✓ Number of members of the network.

✓ Operation of the Network, Network meetings, Implementation of webinars and/or in-person events on:

    o Leadership (Annual).

    o Career options and career management (Annual).

    o Etc.

Outcomes – Short

✓ -

Outcomes – Medium

✓ Improvement of networking for female students, professionals, and academics in STEM..

✓ Improvement of mentoring opportunities.

Impact - Long:

✓ Contribution to the increase of female participation in the ECE-NTUA.

    o Increase the number of newly admitted students (Indicatively: 25% of newly admitted female students until Dec 2025 – Current 21%).

    o Increase the number of enrolled female undergraduate students (Indicatively: 20% of enrolled female students until Dec 2025 – Current: 16%).

    o Increase the number of female PhD Candidates (Indicatively: 26% female PhD candidates until Dec 2025 – Current: 22%).

    o Increase the number of female non-permanent researchers (Indicatively: 32% of female non-permanent researchers until July Dec 2025 – Current ICCS-NTUA: 28% / Data not available for ECE-NTUA).

    o Increase the female participation in recruiting boards / panels. (Indicatively: At least 1 women in each electing committee until Dec 2025).

    o Increase the number of female academic personnel (Indicatively: 12% until Dec 2025– Current: 8,2%).

✓ Contribution to the increase of gender dimension integration into research.

    o Increased gender dimension integration into research until 2025 (Indicatively: Average of 5% of research projects that take into consideration gender issues in relation to all projects until 2025 – Current %: 2,94%).

    o Increased % of scientific publications integrating a gender dimension in their subject matter until 2025 (Indicatively: 4% - Current %: 0,48%).

Facilitating & Hindering Contextual Factors

For the implementation of this activity, collaboration needs to be further established with women from other Universities, women entrepreneurs, NGO's as well as scientific organizations and professional bodies. For example:

✓ The Greek Association of University Women

✓ IEEE Women in Engineering Greece Section AG

✓ NTUA Liaison and Student Services Office

✓ Women on Top organization

✓ Greek Women's Engineering Association

✓ OTE Group

✓ Schneider Electric

In the case of leadership seminars, two similar events have been disseminated through the NTUA Liaison and Student Services Office is a facilitating factor. Particularly:

✓ The event "Next Generation Women Leaders" by the McKinsey & Company, which gave the opportunity to women students and women professionals (but with less than 8 years of experience) to take the next step in their leadership journey.

✓ The "Leave a Legacy" event organized by Mastercard and the non profit organization "Women on top" for the promotion, integration, cooperation and empowerment of women in the work environment. The event also offered the opportunity to two female candidates to have a powerful professional start with a paid internship in Mastercard.

Regarding mentoring activities, there is an Innovation and Entrepreneurship Unit already operating in NTUA, which further facilitates the implementation of similar activities.

8.1.3   Women in Innovation - WIn event

16. Women in Innovation - WIn event	*Sources[3]:*
	-

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[3] Here you should report what you have included in the log-frame in the section "theoretical assumptions and available evidence".

Target audience:	Timeframe:
All members of ECE NTUA School	*Oct 2021 – Jan 2022*

Goals & Objectives

The output of this action is the implementation of the Event.The short-term outcome is to increase the awareness on the topics covered. On the medium term, the event will help highlight women-led innovations, and develop strong links with the innovation and business environment and increase the impact on technology relevance for female consumers. In the long term, the measure will attract more women in STEM, increase the representation of female researchers, increase the gender dimension integration into research, and enhance technology's relevance for women consumers.

Activities and Available Resources

Activities

✓ Preparation of the WIn event (Oct 2021 – Jan 2022)

  o Development of the events content.
  o Chose female representatives and role models to participate.

Available Resources

✓ CALIPER Team for the organization and dissemination of the event.

✓ ECE-NTUA Communication office.

✓ Top-level and middle-level management.

Targets & Indicators

Outputs

✓ Implementation of the Event

Outcomes – Short

✓ Increased awareness on the topics covered (nr of participants)

Outcomes – Medium

✓ Strong links with the innovation & business environment (Nr of connections in the R&I Hub)

✓ Increase the impact on technology relevance for female consumers (Survey within the framework of "Women in STEM" Network).

Impact - Long:

✓ Contribution in the increase of female representation in the School (%)

  o Increase the number of newly admitted students (Indicatively: 25% of newly admitted female students until Dec 2025 – Current 21%).

- o Increase the number of enrolled female undergraduate students (Indicatively: 20% of enrolled female students until Dec 2025 – Current: 16%).

- o Increase the number of female PhD Candidates (Indicatively: 26% female PhD candidates until Dec 2025 – Current: 22%).

- o Increase the number of female non-permanent researchers (Indicatively:32% of female non-permanent researchers until July Dec 2025 – Current ICCS-NTUA: 28% / Data not available for ECE-NTUA).

✓ Increase the number of female academic personnel (Indicatively:12% until Dec 2025– Current: 8,2%).

Facilitating & Hindering Contextual Factors

For the implementation of this activity, collaboration needs to be further established with women from other Universities, women entrepreneurs, NGO's as well as scientific organizations and professional bodies. For example:

✓ The Greek Association of University Women

✓ IEEE Women in Engineering Greece Section AG

✓ NTUA Liaison and Student Services Office

✓ Women on Top organization

✓ Greek Women's Engineering Association

✓ OTE Group

✓ Schneider Electric

9 Sexual Harassment & Gender Violence

Within the ECE -NTUA School there are currently no formal policies or mechanisms dealing with sexual harassment or gender violence issues. Complaints are usually communicated to the Dean's office, where they are handled with directly. Additionally, there are no guidelines or awareness raising activities on appropriate conduct for faculty, staff, and students.

Moreover, the internal assessment exhibited that there is a non-trivial number of School's members that have either experienced gender violence / sexual harassment, or they have witnessed such an incident. Many victims and witnesses avoided to report the incident due to fear of stigmatisation, the lack of official mechanisms, or low confidence in the possibility of an appropriate resolution.

To this end, the particular Gender Equality strategy has as a main goal to establish a formal mechanism, that will work in parallel with the Gender Equality Office, as well as to give emphasis in training and information days (Section 11).

N.	Measures/actions	Objective	Timeframe of implementation
17	Formal mechanism dealing with cases of sexual harassment and gender violence	Improve the reporting and resolution of harassment incidents, raise awareness regarding appropriate conduct	Nov 2021 – July 2023

9.1.1   Formal mechanism dealing with cases of sexual harassment and gender violence

17. Formal mechanism dealing with cases of sexual harassment and gender violence	*Sources:* *Gender Equality in Codes of Conduct Guidance. Funded by the Dutch Ministry of Foreign Affairs. www.bsr.org. REPORT* ***PLOTINA*** ***https://www.plotina.eu/sexual-harassment-prevention-support-structures-ozu/***
Target audience: • *Students* • *Academics* • *Researchers (PhD Candidates and Post Docs)* • *Administrative Staff*	*Timeframe:* *Nov 2021 – July 2023*

Goals & Objectives

The output of this measure is the establishment and operation of the procedure for handling sexual harassment incidents, as well as the dissemination of information material. The short-term outcome of this measure will be the increased awareness of the mechanism. The medium-term results will be the use of the mechanism. In the long-term, the measure will result in better working conditions, fewer incidents of sexual harassment and sexist behaviour, increased awareness on sexual harassment and sexist behaviour, decreased fear of stigma and the fear of reporting an incident.

Activities and Available Resources

Activities

- ✓ Preparation of the draft proposal, including the definition of the mandate, organization, roles, and supporting organizational resources of the mechanism and collaboration with internal stakeholders.
- ✓ Advocacy to ensure the adoption of the proposed procedure.
- ✓ Communication activities regarding the mechanism.

Available Resources

- ✓ ECE-NTUA CALIPER Team
- ✓ ECE NTUA Higher management to set the pace for the implementation of such a mechanism.
- ✓ ECE-NTUA middle level management.
- ✓ ECE-NTUA Secretariat.
- ✓ ECE Gender Equality Committee.
- ✓ Other Universities that hold such mechanisms.

Targets & Indicators

Outputs

- ✓ Draft Proposal submitted to the School's management.
- ✓ Proposal adopted by the School's management.
- ✓ Communication activities regarding the mechanism.

Outcomes – Short

- ✓ Increased awareness of the mechanism.

Outcomes – Medium

- ✓ Use of the mechanism by victims.

Impact - Long:

- ✓ A cultural change that reduces or eradicates sexism and gender-based violence in all areas of the School.

Facilitating & Hindering Contextual Factors

A facilitating factor is Law 3896/2010 (Official Government Gazette, 2010) that addresses the issue of sexual/gender harassment in the workplace. Particularly, the law refers to providing equal opportunities and treating equally both women and men regarding matters of work and employment.

Simultaneously, the law allows for an independent authority and particularly the Greek Ombudsman to monitor whether the law applies (2020). The Ombudsman examines all the cases, after the first court hearing. The law allows the employee that was harassed to claim monetary compensation and demand both administrative and criminal charges in violation of the principle of equal treatment. Within the university there is not currently an initiative addressing the issue of sexual harassment.

Moreover, the Greek Strategy for Gender Equality 2016-2020 further promotes activities regarding the information and sensitisation of the academic and research society on issues like gender inequalities, violence, harassment, sexism and stereotypes. Additionally, activities refer to the establishment of an office, within the structure of the Ministry Of Education, Lifelong Learning and Religious Affairs and of higher education institutions, for the monitoring of the application and promotion of gender equality. This Office will also have the responsibility of filing complaints in cases of gender discriminatory treatment, as well as the care for the effective dealing of sexual harassment (GSGE, 2017).

Another facilitating factor is the possibility for cooperation with the NTUA Gender Equality Committee, which has mediation authority for respective incidents, as well as with other Universities that operate similar mechanisms, such as the Aristotle University of Thessaloniki.

10 Gantt Chart

The Gantt chart is displayed on the following two pages.

ECE NTUA GEP 1st Refinement

Select a period to highlight at right. A legend describing the charting follows.

Period Highlight: 1 — Plan Duration — Actual Start — % Complete — Actual (beyond plan)

ACTIVITY		PLAN START	PLAN END	PLAN DURATION	ACTUAL START	ACTUAL END	ACTUAL DURATION	PERCENT COMPLETE
1.	Internal targets on the representation of women	4	26	23	4	26	23	100%
1.1	Establishment of framework	4	23	20	4	23	20	100%
1.2	Monitor indicators and update targets	21	26	6	21	26	6	100%
2.	Establishment of formal procedures to handle incidents of bias and sexist behaviour in the working environment.	5	26	22	5	26	22	100%
2.1	Draft proposal on the mandate, organisation, roles, and supporting organisational resources of the mechanism.	5	25	21	5	25	21	100%
2.2	Advocacy on the establishment of the proposed procedure	24	25	2	24	25	2	100%
2.3	Operation of the mechanism	25	26	2	25	26	2	100%
3.	Implementation of a framework for working conditions of researchers in the ECE-NTUA School	6	26	21	6	26	21	100%
3.1	Drafting and deliberation of the framework	6	10	5	6	10	5	100%
3.2	Dissemination of the guide	11	26	16	11	26	16	100%
3.3	Collection of data and framework updates	11	26	16	11	26	16	100%
4.	Gender Equality Office	4	26	23	4	26	23	100%
4.1	Establishment of a gender equality office	4	20	17	4	20	17	100%
4.2	Operation of the GE Office	21	26	6	21	26	6	100%
5.	Collection of gender disaggregated data	10	26	17	10	26	17	100%
5.1	Establishment of data collection framework for gender equality with quantitative and qualitative aspects	10	26	17	10	26	17	100%
5.2	Implementation of data collection procedures	12	26	15	12	26	15	100%
5.3	Improvement and ongoing annual updates of the survey	12	26	15	12	26	15	100%
6	Collection of Gender Equality data on Intersectionality	10	26	17	10	26	17	100%
6.1	Development of intersectionality questionnaire the survey design	10	11	2	10	11	2	100%
6.2	Launch the annual questionnaire	12	26	15	12	26	15	100%
7	Support the application of the "Guide of using non-sexist language in administrative documents"	5	26	22	5	26	22	100%
7.1	Personnel and academics training for the correct use of the Guide	5	7	3	5	7	3	100%
7.2	Collect feedback on the use of the Guide	8	26	19	8	26	19	100%
8	Engagement of Role models and dissemination activities	3	26	24	3	26	24	100%
8.1	Identify role models and engage them	3	26	24	3	26	24	100%
8.2	Videos of female role models disseminated through the website and social media of the School	7	26	20	7	26	20	100%
8.3	Implementation of online live "coffee-talks" in cooperation with professional and research communities	7	26	20	7	26	20	100%
8.4	Collect feedback	8	26	19	8	26	19	100%
9	ECE-NTUA Open Days	15	26	12	15	26	12	100%
9.1	Implementation of "Open Days" per academic year	15	26	12	15	26	12	100%

PERIODS: July-21 August-21 September-21 October-21 November-21 December-21 January-22 February-22 March-22 April-22 May-22 June-22 July-22 August-22 September-22 October-22 November-22 December-22 January-23 February-23 March-23 April-23 May-23 June-23 July-23 August-23

ECE NTUA GEP 1st Refinement

Select a period to highlight at right. A legend describing the charting follows.

Period Highlight 1   ▨ Plan Duration   ▨ Actual Start   ▇ % Complete   ▨ Actual (beyond plan)

#	ACTIVITY	PLAN START	PLAN END	PLAN DURATION	ACTUAL START	ACTUAL END	ACTUAL DURATION	PERCENT COMPLETE
10	**Information Days and Training Workshops on gender issues in STEM**	16	26	11	16	26	11	100%
10.1	Preparation of the training material.	16	26	11	16	26	11	100%
10.2	Implementation of the trainings	16	26	11	16	26	11	100%
11	**Setting indicators and targets for the integration of the gender dimension in research**	15	26	15	15	26	12	100%
11.1	Agree on the indicator wording, outcome categories measured and measuring methodology with the School administration. Setting internal targets	15	23	9	15	23	9	100%
11.2	Collection of data and monitoring	23	26	4	23	26	4	100%
11.3	Communication and dissemination of the importance of setting internal targets on the desired gender integration into	23	26	4	23	26	4	100%
12	**Integration of gender-related topics in selected courses and lectures**	4	26	23	4	26	23	100%
12.1	Literature review and selection of the undergraduate and postgraduate courses	4	26	23	4	26	23	100%
12.2	Collaborate with faculty and teaching assistants responsible for the selected courses on introducing gender topics to the	4	26	23	4	26	23	100%
12.3	Collect feedback from the students	9	26	18	9	26	18	100%
13	**Seminar on gender topics for students**	13	26	14	13	26	14	100%
13.1	Development of seminar materials and presentation	13	26	14	13	26	14	100%
13.2	Implementation of yearly seminars at the beginning of each semester (two seminars per year) - Undergraduate	16	16	1	16	16	1	100%
13.3	Implementation of yearly seminars at the beginning of each semester (two seminars per year) - Postgraduate	16	16	1	16	16	1	100%
13.4	Dissemination of the seminars' material through the School's website and social media	17	26	10	17	26	10	100%
14	**Creation of an Alumni Network**	13	26	14	13	26	14	100%
14.1	Development of an alumni network	13	19	7	13	19	7	100%
14.2	Organisation of annual meetings and mentoring activities	21	26	6	21	26	6	100%
14.3	Implementation of annual questionnaires for the collection of data on gender equality and transfer to market	24	26	3	24	26	3	100%
15	**Creation of a "Women in STEM" network**	16	26	11	16	26	11	100%
15.1	Implementation of online group infrastructure	16	19	4	16	19	4	100%
15.2	Invitations to potential group members	19	26	8	19	26	8	100%
15.3	Network activities	19	26	8	19	26	8	100%
16	**Women in Innovation Event - Win Event**	3	6	4	3	6	4	100%
16.1	Preparation of the Win Event	3	5	3	3	5	3	100%
16.2	Implementation of Win Event	5	6	2	5	6	2	100%
17	**Formal mechanism dealing with cases of sexual harassment and gender violence**	5	25	21	5	25	21	100%
17.1	Proposal on the mechanism	5	24	20	5	24	20	**100%**
17.2	Advocacy for the adoption of the proposed mechanism	24	25	2	24	25	2	100%
17.3	Operation of the mechanism	25	26	2	25	26	2	100%

Periods: 1 July-21, 2 August-21, 3 September-21, 4 October-21, 5 November-21, 6 December-21, 7 January-22, 8 February-22, 9 March-22, 10 April-22, 11 May-22, 12 June-22, 13 July-22, 14 August-22, 15 September-22, 16 October-22, 17 November-22, 18 December-22, 19 January-23, 20 February-23, 21 March-23, 22 April-23, 23 May-23, 24 June-23, 25 July-23, 26 August-23