



ACADEMIA ROMANA  
INSTITUTUL DE CHIMIE MACROMOLECULA "Petru Poni"  
Aleea Grigore Ghica Voda 41A, 700487 IASI, ROMANIA  
Tel. +40.332.880220; Fax: +40.232.211299

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

for the Research institute  
**"Petru Poni" Institute of Macromolecular Chemistry /  
Institutul de Chimie Macromoleculară "Petru Poni" (ICMPP)**

15<sup>th</sup> of July 2022

Document elaborated after the model issued by the Horizon Europe NCP Unit within the Executive Unit for Financing Higher Education, Research, Development and Innovation - UEFISCDI from January 2022, having as authors: Laura Chirilă, Daniela Dragomir, Sabina Olaru, Dragoș Sandu, Adina Stănculea and Coordinator: Antoaneta Victoria Folea.

# Contents

Abbreviations and definitions .....	3
Introduction .....	4
I. Review of requirements, policies and case studies.....	4
II. Diagnosis (data collection and analysis) .....	4
II.1. Data collection .....	4
II. 2. Data analysis .....	14
III. GE strategy and GEP .....	15
III.1. GE Strategy 2022-2025.....	15
III.2. GE Plan 2022-2025 .....	15
IV. Monitoring and evaluation of the GEP .....	21
Annex 1. Horizon Europe recommended methodology and areas of intervention for the gender equality plan.....	22
Annex 2. Horizon Europe recommended indicators for data collection and analysis .....	24
Annex 3. List of sources used for the literature review.....	25

## Abbreviations and definitions

GE	Gender equality
GEP	Gender equality plan
HoD	Head of Department
HR	Human Resources
D	Director
DD	Deputy Director
SD	Scientific Director
SC	Scientific Council
ICMPP	Institutul de Chimie Macromoleculară Petru Poni / Petru Poni Institute of Macromolecular Chemistry
Sex	Either of the two major forms of individuals that occur in many species and that are distinguished respectively as female or male especially on the basis of their reproductive organs and structures ( <a href="https://www.merriam-webster.com/dictionary/">https://www.merriam-webster.com/dictionary/</a> )
Gender	The behavioural, cultural, or psychological traits typically associated with one sex ( <a href="https://www.merriam-webster.com/dictionary/">https://www.merriam-webster.com/dictionary/</a> )
Sex vs Gender	A clear delineation between sex and gender is typically prescribed, with sex as the preferred term for biological forms, and gender limited to its meanings involving behavioural, cultural, and psychological traits. In this dichotomy, the terms male and female relate only to biological forms (sex), while the terms masculine/masculinity, feminine/femininity, woman/girl, and man/boy relate only to psychological and sociocultural traits (gender) ( <a href="https://www.merriam-webster.com/dictionary/">https://www.merriam-webster.com/dictionary/</a> )

# Introduction

The Gender Equality (GE) strategy for 2022-2025 was developed by ICMPP on the basis of the input from the entire institute, taking into account everyone who works herein. The GE strategy was built on the provisions of the European Charter for researchers and of the Code of Conduct in the process of the recruitment of researchers 2015-2019,<sup>1</sup> the European Gender Equality Strategy 2020-2025,<sup>2</sup> and the Horizon Europe guidance on gender equality plans.<sup>3</sup>

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

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

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

## I. Review of requirements, policies and case studies

Prior to developing the GE strategy and the GEP, the management team of ICMPP appointed a working group composed of the representatives of each research department and one representative for administrative/support units to conduct a literature review of the existing requirements, policies, recommendations, examples and case studies pertinent to discrimination, inclusiveness and gender equality, with a special focus on research performing organisations (RPOs).

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

The data collection was also preceded by the organization of events meant to increase the awareness on GE issues at the level of top management board (ICMPP Scientific Council) and staff as well as of the executive research, administrative and support staff. Thus, on 4<sup>th</sup> of February 2022, the colleagues of ICMPP, also members of the team of the EC project, acronym BioNanoTech presented in an enlarged session of the ICMPP Scientific Council the following documents *European Gender Equality Strategy 2020-2025* and *Horizon Europe guidance on gender equality plans*. The minimal conditions for the establishment and implementation of ICMPP *Gender Equality Strategy (GES) and the Gender Equality Plan (GEP) 2022-2025* were also presented.

During March and May 2022, these issues were discussed at the level of executive staff in each research and administrative/support department and finally a questionnaire was sent to the whole staff of the institute.

## II. Diagnosis (data collection and analysis)

### II.1. Data collection

The following indicators were selected at ICMPP as relevant for the discussion on gender equality issues:

- Numbers of women and men in research and administrative decision-making positions (e.g., top management team, boards, committees, recruitment and promotion panels) (Tables 1 and 2)

---

<sup>1</sup> [https://cdn2.euraxess.org/sites/default/files/policy\\_library/ttf\\_goal\\_2\\_results\\_v1.0.pdf](https://cdn2.euraxess.org/sites/default/files/policy_library/ttf_goal_2_results_v1.0.pdf)

<sup>2</sup> [https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy\\_en](https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy_en)

<sup>3</sup> <https://op.europa.eu/en/publication-detail/-/publication/ffc06c3-200a-11ec-bd8e-01aa75ed71a1>

- Staff numbers by sex/gender at all levels, by domain (research, administration / support staff ) and functions (Tables 3 and 4)
- Numbers of women and men candidates applying for distinct job positions in the last 5 years (Table 5).
- Numbers of staff by sex/gender applying for/taking parental leave, for how long and how many returned after taking the leave (Table 6).
- Answers to the questionnaire.

### Collected data

#### 1. Women and men in leadership positions

**Table 1. Research institute management**

	Women	Men
<b>FIRST LEVEL DECISION STAFF</b>		
Scientific Council*	<b>12</b>	<b>9</b>
Director (D) / President of the Scientific Council	1	
Deputy Director (DD)		1
Scientific Director (SD)	1	
Chief Accountant	1	
<b>TOTAL first level decision staff</b>	<b>13</b>	<b>9</b>
<b>SECOND LEVEL DECISION STAFF</b>		
<b>Department 1. Centre of Advanced Research in Bionanoconjugates and Biopolymers</b> Head of Department 1: Senior researcher degree I/Dr	1	
<b>Department 2. Polyaddition and Photochemistry</b> Head of Department 2: Senior researcher degree I/Dr		1
<b>Department 3. Polycondensation and Thermostable Polymers</b> Head of Department 3: Senior researcher degree I/Dr	1	
<b>Department 4. Functional Polymers</b> Head of Department 4: Senior researcher degree II/Dr	1	
<b>Department 5. Natural Polymers, Bioactive and Biocompatible Materials</b> Head of Department 5: Senior researcher degree I/Dr		1
<b>Department 6. Inorganic Polymers, Hybrid and Complex Systems</b> Head of Department 6: Senior researcher degree I/Dr	1	
<b>Department 7. Electroactive Polymers and Plasmochemistry</b> Head of Department 7: Senior researcher degree I/Dr	1	
<b>Department 8. Physical Chemistry of Polymers</b> Head of Department 8: Senior researcher degree I/Dr		1
<b>Department 9. Physics of Polymers and Polymeric Materials</b> Head of Department 9: Senior researcher degree I/Dr		1
<b>Department 10. Applied Research and Technology Transfer</b> Head of Department 10: Engineer		1
<b>Department 11. Human resources</b> Head of Department 11: Dr. Economist, specialist in human resources		1

<b>Department 12. Administration</b> Head of Department 12: Economist		<b>1</b>
<b>Department 13. Financial Accounting</b> Head of Department 13: Economist	<b>1</b>	
<b>Department 14. Mechanical and Maintenance</b> Head of Department 14: Dr. Engineer		<b>1</b>
<b>TOTAL second level decision staff</b>	<b>6</b>	<b>8</b>
<b>GENERAL TOTAL</b>	<b>14</b>	<b>13</b>

\* Scientific Council is composed of (D, DD, SD and Heads of research departments, one member of the Romanian Academy and one elected position from each research department; their numbers are not summarized in the total first level decision staff

**Table 2. Other Heads of research institute structures / units**

	<b>Women</b>	<b>Men</b>
Internal Public Audit Unit	1	
Human Resource Office Payroll		1
Public Procurement Unit		1
Occupational Medicine Office	1	
Legal Office	1	
Library	1	
<b>TOTAL</b>	<b>4</b>	<b>2</b>

## **2. Women and men – research staff**

**Table 3. Total number of research staff per department**

Research departments	Experienced researchers*	Early-stage researchers**	Technical staff***	Total staff	Women	Men
	Total / Women	Total / Women	Total / Women			
	Total / Men	Total / Men	Total / Men			
ADVANCED RESEARCH CENTER FOR BIONANOCOJUGATES AND BIOPOLYMERS	11 / 7	17 / 10	5 / 4	33	21	12
	11 / 4	17 / 7	5 / 1			
POLYADDITION AND PHOTOCHEMISTRY LABORATORY	8 / 5	11 / 11	1 / 1	20	17	3
	8 / 3	11 / 0	1 / 0			
POLYCONDENSATION AND THERMOSTABLE POLYMERS LABORATORY	8 / 5	17 / 13	3 / 2	28	20	8
	8 / 3	17 / 4	3 / 1			
FUNCTIONAL POLYMERS LABORATORY	4 / 3	11 / 7	2 / 2	17	12	5
	4 / 1	11 / 4	2 / 0			
NATURAL POLYMERS AND BIOACTIVE MATERIALS LABORATORY	14 / 11	12 / 11	3 / 2	27	24	3
	14 / 1	12 / 1	3 / 1			
INORGANIC POLYMERS LABORATORY	14 / 8	16 / 7	3 / 2	33	17	16
	14 / 6	16 / 9	3 / 1			
ELECTROACTIVE POLYMERS AND PLASMOCHEMISTRY LABORATORY	6 / 3	9 / 6	3 / 3	18	12	6
	6 / 3	9 / 3	3 / 0			

POLYMER PHYSICAL CHEMISTRY LABORATORY	13 / 10	16 / 11	3 / 2	31	23	8
	13 / 3	16 / 4	3 / 1			
PHYSICS OF POLYMERS AND POLYMERIC MATERIALS LABORATORY	5 / 4	8 / 5	6 / 3	19	12	7
	5 / 1	8 / 3	6 / 3			
			<b>TOTAL</b>	<b>229</b>	<b>159</b>	<b>70</b>

\* Experienced researchers of degree I (CSI), II (CSII), III (CSII); \*\* Early-stage researchers: research assistants (ACS), young researchers (CS); \*\*\* Technical staff: technicians, engineers

### 3. Women and men – administrative and support services

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

	Total number	Women	Men
Department of human resources	5	2	3
<i>Medical office</i>	1	1	
<i>SSM office</i>	1	1	
<i>Ethics office</i> <sup>1</sup>	1		1
<i>Doctoral Office</i> <sup>1</sup>	1	1	
Accounting department	6	4	2
Office for public auctions	3	2	1
Administration department	11	4	7
Applied and Technology Transfer Dept.	5		5
Mechanical and Maintenance Dept.	9		9
Legal office	3	1	2
Librarians and persons in charge with ICMPP archive	2	2	0
Internal auditor	1	1	0
IT support services*	2	0	2
<b>TOTAL</b>	<b>49</b>	<b>18</b>	<b>31</b>

<sup>1</sup> Cumulation of functions; \* External service

**Table 5. Number of women and men candidates applying for distinct job positions in the last 5 years.**

Year	Candidates for positions in:	Total	Women	Men
2017	research	25	18	7
	administrative	5	1	4
2018	research	55	40	15
	administrative	21	9	12
2019	research	55	42	13
	administrative	16	4	12
2020	research	49	36	13
	administrative	35	19	16
2021	research	44	34	10
	administrative	5	3	2
	<b>Total</b>	<b>310</b>	<b>206</b>	<b>104</b>

**Table 6. Numbers of staff by sex/gender applying for/taking parental leave, for how long and how many returned after taking the leave**

Year	Total	Women	Men
2017	2	2	0
2018	6	6	0
2019	5	5	0
2020	2	2	0
2021	3	3	0
<b>Total</b>	<b>18</b>	<b>18</b>	<b>0</b>

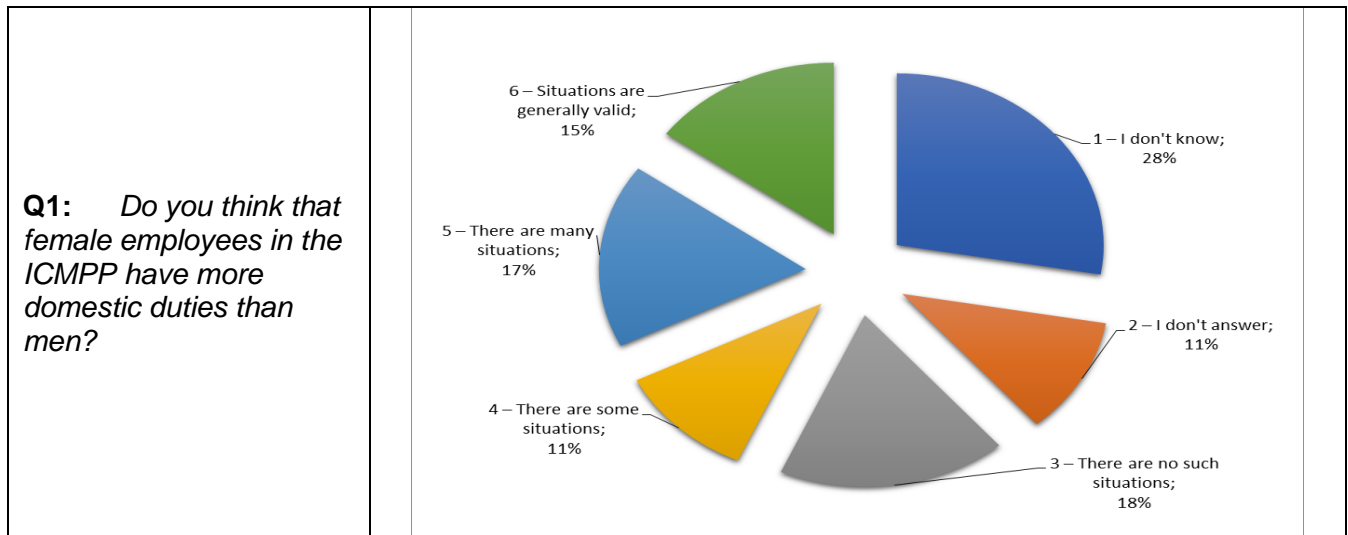
**Questions/Answers to the questionnaire**

From a number of 283 persons (ICMPP personnel number), 2 persons were in medical leave and 5 persons were in research missions abroad. From the 276 persons present at the institute, only 173 filled questionnaires have been received (about 63%). The quite low interest of ICMPP staff in GE issues is probably due to the bad and more impacting general situation generated by pandemic and the war close to our frontier.

For anonymous answers received to the ICMPP Questionnaire in June 2022, see the questions (Qi) and the corresponding answers (Ai) detailed in the figures below, where (i) is the number of the question, respectively of the corresponding answers' statistics; The numbers 1 - I don't know the answer; 2 - I don't like to answer; 3 - such situations do not exist; 4 - such situations exist in some extend; 5 - there are many such situations; 6 - situations are generally valid).

- **Opinions on the work-life balance in the research institute, especially related to women condition:**

Quite scattered answers were obtained as concerns the work-life balance, especially for women condition.





<p><b>Q2:</b> Do you consider that the duties related to the birth and upbringing of children are a handicap in the development of women's professional careers within the ICMPP?</p>	<table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1 - I don't know;</td> <td>23%</td> </tr> <tr> <td>2 - I don't answer;</td> <td>10%</td> </tr> <tr> <td>3 - There are no such situations;</td> <td>27%</td> </tr> <tr> <td>4 - There are some situations;</td> <td>18%</td> </tr> <tr> <td>5 - There are many situations;</td> <td>15%</td> </tr> <tr> <td>6 - Situations are generally valid;</td> <td>7%</td> </tr> </tbody> </table>	Response	Percentage	1 - I don't know;	23%	2 - I don't answer;	10%	3 - There are no such situations;	27%	4 - There are some situations;	18%	5 - There are many situations;	15%	6 - Situations are generally valid;	7%
Response	Percentage														
1 - I don't know;	23%														
2 - I don't answer;	10%														
3 - There are no such situations;	27%														
4 - There are some situations;	18%														
5 - There are many situations;	15%														
6 - Situations are generally valid;	7%														
<p><b>Q3:</b> Do you think that women are less willing than men to take on administrative and/or managerial/ coordinating institutional responsibilities in the institute?</p>	<table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1 - I don't know;</td> <td>27%</td> </tr> <tr> <td>2 - I don't answer;</td> <td>13%</td> </tr> <tr> <td>3 - There are no such situations;</td> <td>53%</td> </tr> <tr> <td>4 - There are some situations;</td> <td>5%</td> </tr> <tr> <td>5 - There are many situations;</td> <td>1%</td> </tr> <tr> <td>6 - Situations are generally valid;</td> <td>1%</td> </tr> </tbody> </table>	Response	Percentage	1 - I don't know;	27%	2 - I don't answer;	13%	3 - There are no such situations;	53%	4 - There are some situations;	5%	5 - There are many situations;	1%	6 - Situations are generally valid;	1%
Response	Percentage														
1 - I don't know;	27%														
2 - I don't answer;	13%														
3 - There are no such situations;	53%														
4 - There are some situations;	5%														
5 - There are many situations;	1%														
6 - Situations are generally valid;	1%														

**Opinions on the integration of the gender dimension into research content:**

<p><b>Q4:</b> Do you consider that there is sex/gender discrimination in the ICMPP? Mention in which type of activities:</p>															
<p><b>a)</b> Establishment of competition commissions for vacancies</p>	<table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1 - I don't know;</td> <td>20%</td> </tr> <tr> <td>2 - I don't answer;</td> <td>6%</td> </tr> <tr> <td>3 - There are no such situations;</td> <td>71%</td> </tr> <tr> <td>4 - There are some situations;</td> <td>2%</td> </tr> <tr> <td>5 - There are many situations;</td> <td>1%</td> </tr> <tr> <td>6 - Situations are generally valid;</td> <td>0%</td> </tr> </tbody> </table>	Response	Percentage	1 - I don't know;	20%	2 - I don't answer;	6%	3 - There are no such situations;	71%	4 - There are some situations;	2%	5 - There are many situations;	1%	6 - Situations are generally valid;	0%
Response	Percentage														
1 - I don't know;	20%														
2 - I don't answer;	6%														
3 - There are no such situations;	71%														
4 - There are some situations;	2%														
5 - There are many situations;	1%														
6 - Situations are generally valid;	0%														

<p><b>b) Establishment of examination boards for promotion to a higher position</b></p>	<table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1 - There are no such situations;</td> <td>69%</td> </tr> <tr> <td>0(a) - I don't know;</td> <td>21%</td> </tr> <tr> <td>0(b) - I don't answer;</td> <td>7%</td> </tr> <tr> <td>4 - Situations are generally valid;</td> <td>1%</td> </tr> <tr> <td>3 - There are many situations;</td> <td>1%</td> </tr> <tr> <td>2 - There are some situations;</td> <td>1%</td> </tr> </tbody> </table>	Response	Percentage	1 - There are no such situations;	69%	0(a) - I don't know;	21%	0(b) - I don't answer;	7%	4 - Situations are generally valid;	1%	3 - There are many situations;	1%	2 - There are some situations;	1%
Response	Percentage														
1 - There are no such situations;	69%														
0(a) - I don't know;	21%														
0(b) - I don't answer;	7%														
4 - Situations are generally valid;	1%														
3 - There are many situations;	1%														
2 - There are some situations;	1%														
<p><b>c) Establishment of individual evaluation committees</b></p>	<table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>3 - There are no such situations;</td> <td>75%</td> </tr> <tr> <td>1 - I don't know;</td> <td>15%</td> </tr> <tr> <td>2 - I don't answer;</td> <td>8%</td> </tr> <tr> <td>6 - Situations are generally valid;</td> <td>0%</td> </tr> <tr> <td>4 - There are some situations;</td> <td>1%</td> </tr> <tr> <td>5 - There are many situations;</td> <td>1%</td> </tr> </tbody> </table>	Response	Percentage	3 - There are no such situations;	75%	1 - I don't know;	15%	2 - I don't answer;	8%	6 - Situations are generally valid;	0%	4 - There are some situations;	1%	5 - There are many situations;	1%
Response	Percentage														
3 - There are no such situations;	75%														
1 - I don't know;	15%														
2 - I don't answer;	8%														
6 - Situations are generally valid;	0%														
4 - There are some situations;	1%														
5 - There are many situations;	1%														
<p><b>d) Selection of candidates for filling vacant seats</b></p>	<table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>3 - There are no such situations;</td> <td>70%</td> </tr> <tr> <td>1 - I don't know;</td> <td>17%</td> </tr> <tr> <td>2 - I don't answer;</td> <td>7%</td> </tr> <tr> <td>6 - Situations are generally valid;</td> <td>1%</td> </tr> <tr> <td>4 - There are some situations;</td> <td>3%</td> </tr> <tr> <td>5 - There are many situations;</td> <td>2%</td> </tr> </tbody> </table>	Response	Percentage	3 - There are no such situations;	70%	1 - I don't know;	17%	2 - I don't answer;	7%	6 - Situations are generally valid;	1%	4 - There are some situations;	3%	5 - There are many situations;	2%
Response	Percentage														
3 - There are no such situations;	70%														
1 - I don't know;	17%														
2 - I don't answer;	7%														
6 - Situations are generally valid;	1%														
4 - There are some situations;	3%														
5 - There are many situations;	2%														

<p><b>e) Selection of candidates for filling the positions of decision/coordination of research</b></p>	<table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>3 - There are no such situations;</td> <td>65%</td> </tr> <tr> <td>1 - I don't know;</td> <td>21%</td> </tr> <tr> <td>2 - I don't answer;</td> <td>9%</td> </tr> <tr> <td>6 - Situations are generally valid;</td> <td>1%</td> </tr> <tr> <td>4 - There are some situations;</td> <td>2%</td> </tr> <tr> <td>5 - There are many situations;</td> <td>2%</td> </tr> </tbody> </table>	Category	Percentage	3 - There are no such situations;	65%	1 - I don't know;	21%	2 - I don't answer;	9%	6 - Situations are generally valid;	1%	4 - There are some situations;	2%	5 - There are many situations;	2%
Category	Percentage														
3 - There are no such situations;	65%														
1 - I don't know;	21%														
2 - I don't answer;	9%														
6 - Situations are generally valid;	1%														
4 - There are some situations;	2%														
5 - There are many situations;	2%														
<p><b>f) Individual evaluation of employees</b></p>	<table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>3 - There are no such situations;</td> <td>72%</td> </tr> <tr> <td>1 - I don't know;</td> <td>16%</td> </tr> <tr> <td>2 - I don't answer;</td> <td>8%</td> </tr> <tr> <td>6 - Situations are generally valid;</td> <td>1%</td> </tr> <tr> <td>4 - There are some situations;</td> <td>3%</td> </tr> <tr> <td>5 - There are many situations;</td> <td>0%</td> </tr> </tbody> </table>	Category	Percentage	3 - There are no such situations;	72%	1 - I don't know;	16%	2 - I don't answer;	8%	6 - Situations are generally valid;	1%	4 - There are some situations;	3%	5 - There are many situations;	0%
Category	Percentage														
3 - There are no such situations;	72%														
1 - I don't know;	16%														
2 - I don't answer;	8%														
6 - Situations are generally valid;	1%														
4 - There are some situations;	3%														
5 - There are many situations;	0%														
<p><b>g) Other activities</b></p>	<table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1 - I don't know;</td> <td>30%</td> </tr> <tr> <td>2 - I don't answer;</td> <td>20%</td> </tr> <tr> <td>3 - There are no such situations;</td> <td>46%</td> </tr> <tr> <td>6 - Situations are generally valid;</td> <td>3%</td> </tr> <tr> <td>4 - There are some situations;</td> <td>0%</td> </tr> <tr> <td>5 - There are many situations;</td> <td>1%</td> </tr> </tbody> </table>	Category	Percentage	1 - I don't know;	30%	2 - I don't answer;	20%	3 - There are no such situations;	46%	6 - Situations are generally valid;	3%	4 - There are some situations;	0%	5 - There are many situations;	1%
Category	Percentage														
1 - I don't know;	30%														
2 - I don't answer;	20%														
3 - There are no such situations;	46%														
6 - Situations are generally valid;	3%														
4 - There are some situations;	0%														
5 - There are many situations;	1%														

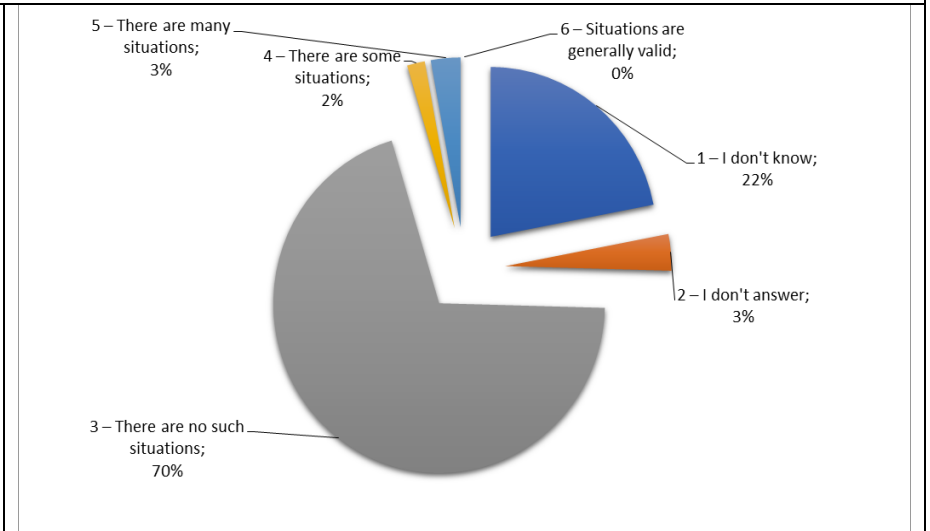
- **Perception of gender-based violence, including sexual harassment in the research institute**

Q: Consider that in the ICMPP there are situations of harassment of any kind based on sex/gender?															
<p><b>a) From colleagues</b></p>	<table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>3 – There are no such situations;</td> <td>71%</td> </tr> <tr> <td>1 – I don't know;</td> <td>21%</td> </tr> <tr> <td>2 – I don't answer;</td> <td>3%</td> </tr> <tr> <td>5 – There are many situations;</td> <td>3%</td> </tr> <tr> <td>4 – There are some situations;</td> <td>2%</td> </tr> <tr> <td>6 – Situations are generally valid;</td> <td>0%</td> </tr> </tbody> </table>	Response	Percentage	3 – There are no such situations;	71%	1 – I don't know;	21%	2 – I don't answer;	3%	5 – There are many situations;	3%	4 – There are some situations;	2%	6 – Situations are generally valid;	0%
Response	Percentage														
3 – There are no such situations;	71%														
1 – I don't know;	21%														
2 – I don't answer;	3%														
5 – There are many situations;	3%														
4 – There are some situations;	2%														
6 – Situations are generally valid;	0%														
<p><b>b) From the management/ coordination staff</b></p>	<table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>3 – There are no such situations;</td> <td>70%</td> </tr> <tr> <td>1 – I don't know;</td> <td>20%</td> </tr> <tr> <td>2 – I don't answer;</td> <td>4%</td> </tr> <tr> <td>4 – There are some situations;</td> <td>4%</td> </tr> <tr> <td>5 – There are many situations;</td> <td>2%</td> </tr> <tr> <td>6 – Situations are generally valid;</td> <td>0%</td> </tr> </tbody> </table>	Response	Percentage	3 – There are no such situations;	70%	1 – I don't know;	20%	2 – I don't answer;	4%	4 – There are some situations;	4%	5 – There are many situations;	2%	6 – Situations are generally valid;	0%
Response	Percentage														
3 – There are no such situations;	70%														
1 – I don't know;	20%														
2 – I don't answer;	4%														
4 – There are some situations;	4%														
5 – There are many situations;	2%														
6 – Situations are generally valid;	0%														
<p><b>c) Other situations</b></p>	<table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>3 – There are no such situations;</td> <td>46%</td> </tr> <tr> <td>1 – I don't know;</td> <td>32%</td> </tr> <tr> <td>2 – I don't answer;</td> <td>21%</td> </tr> <tr> <td>5 – There are many situations;</td> <td>1%</td> </tr> <tr> <td>4 – There are some situations;</td> <td>0%</td> </tr> <tr> <td>6 – Situations are generally valid;</td> <td>0%</td> </tr> </tbody> </table>	Response	Percentage	3 – There are no such situations;	46%	1 – I don't know;	32%	2 – I don't answer;	21%	5 – There are many situations;	1%	4 – There are some situations;	0%	6 – Situations are generally valid;	0%
Response	Percentage														
3 – There are no such situations;	46%														
1 – I don't know;	32%														
2 – I don't answer;	21%														
5 – There are many situations;	1%														
4 – There are some situations;	0%														
6 – Situations are generally valid;	0%														

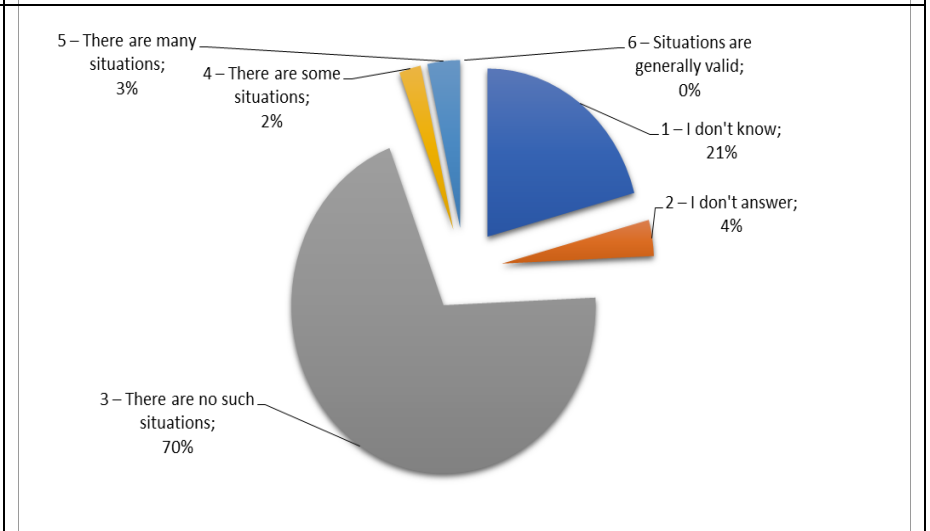
- **Perception (opinion) regarding inclusiveness and discrimination at the research institute**

*Do you consider that in the ICMPP there are situations of interference in private life based on sex/gender?*

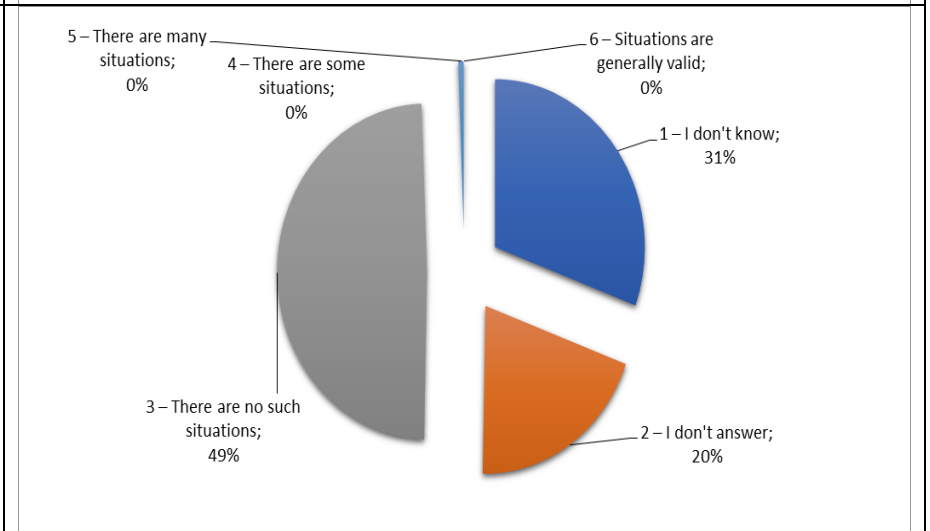
**a) From colleagues**



**b) From the management/ coordination staff**



**c) Other situations**



## **II. 2. Data analysis**

In ICMPP were conducted internal analyses of the data collected, and reviews the existing policies addressing gender equality and inclusiveness. The analysis took place in meetings and working seminars at all levels during May-June 2022 with the gender equality function assigned for developing the GEP (*GEP Working Group*) and including the research institute management, research staff and representatives of research institute administrative and support services.

The conclusions of the internal audit were then analysed and approved in the Scientific Council, and then communicated to the entire research institute staff.

With the mandate from the Scientific Council, the institute Director committed to the development and implementation of the GEP for the ICMPP research institute for 2022-2025.

### **II.2.1. Quantitative analysis of data**

The analysis of numerical data illustrated that:

- There are more women than men in departmental leadership positions; women are more willing to take on additional administrative responsibilities and attach special importance to work-life balance (see Tables 1, and 2).
- On average, the number of women in research positions, experienced researcher and early-stage researcher, is higher, reflecting the specific general situation of gender sharing in Romania, i.e. for chemistry studies (including chemical engineering), the women were and still are more interested than men. Thus, more numerous graduates in chemistry are women (See Table 3). However, the women proportion is balanced by the higher number of men in administrative functions.

### **II.2.2. Qualitative analysis of data**

The qualitative research showed that:

- When it comes to combining work and family life - women seems that are equally responsible for most professional duties.
- Expectations of international mobility are more difficult for women with childcare, but for those who are not married, mobility is not a problem.
- Maternal responsibilities generally do not delay research work and do not discourage women from holding administrative positions.
- Women publish quite a lot, get quite involved in the social life of the department and decide to hold administrative or management positions
- The gender dimension is still well integrated into research, and the Research Institute is perceived as a safe place without gender violence.
- The research institute is generally perceived as including a second home for most employees.
- Women publish more, get more involved in the social life of the department and decide to advance in their career.
- The gender dimension is still well integrated into research.
- The research institute is perceived as a safe place without gender-based violence.
- The research institute is generally perceived as inclusive.
- Stereotypes and prejudices translate into behaviours such as condescending treatment, refusal to recognize the substantial training of women because of their self-presentation style, it is very confrontational.
- There are procedures and knowledge on gender equality, inclusion and non-discrimination.
- Survey respondents did not indicate that they had experienced situations, for example, that someone took credit for another's accomplishments (%) or that there were conflicts between work and private life (%).

**In order to summarize the results of the studies, it can be seen that all the situations mentioned by the respondents and the situations analysed at the institute are, to a certain extent, factors of non-discrimination or manifestations based on gender criteria.**

The important **conclusions of the internal analysis** at ICMPP are:

- We need to revisit the existing policies and procedures, to make gender relevant, and develop new ones covering all identified areas of intervention;
- We need to train and educate our staff on gender-equality;
- We need to communicate gender relevant actions and measures actively and efficiently;
- We need to develop a gender strategy and a GEP for 2022-2025, with clear actions and targets, and responsible persons.

### **III. GE strategy and GEP**

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

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

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

The institute management mandated the GE functions (officer and delegates) at the institute and a dedicated working group to develop the GE strategy and the GEP 2022-2025. The GE working group included men and women representatives of research institute leadership and researchers, representatives of research institute administration and support services, and one external advisor.

#### **III.1. GE Strategy 2022-2025**

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

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

#### **III.2. GE Plan 2022-2025**

The GE Plan at the research institute I comprises areas of intervention, objectives, key measures, target audience, timeline, responsible persons, and indicators to measure progress.

## Area 1. Work-life balance and organisational culture

### Objective: Promoting integration of work with family and personal life

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



## Area 2. Gender balance in leadership and decision-making

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

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

### Area 3. Gender equality in recruitment and career progression

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

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

#### Area 4. Integration of the gender dimension into research content

##### Objectives:

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

Action/Measure	Target	Timeline				Indicator(s)	Responsible
		2022	2023	2024	2025		
1. Internal training seminars on the use of sex and gender perspective in research, to foster the acknowledgment of its economic, social and innovation value	Researchers, scientific community	X	X	X	X	Participation in training seminars on integrating sex/gender analysis methods, by gender and field of research	SD, Researchers, GE officer
2. Development, communication and implementation of standards for the incorporation of the sex and gender variables into research	Researchers		X	X	X	Participation in training seminars on integrating sex/gender analysis methods Perception of the gender/sex variables in research contents	SD, Researchers, GE officer
3. Institutional recognition within the research institute of those projects that have taken the gender dimension into account. (e.g., prizes)	Researchers, scientific community		X	X	X	Awarded projects	D, HoDs, Researchers
4. Disseminate and communicate career good practices - role models for women (scientists, researchers and academics)	Researchers, technical and administrative staff		X	X	X	Initiatives for raising awareness on female role models Initiatives for raising awareness on gender diversity in research teams	GE officer, GE delegates, HoDs
5. Workshops on the integration of gender equality and diversity issues in research activity, as support for research staff	Researchers		X	X	X	Training seminars on integrating sex/gender in research activity	SD, HR, HoDs, GE officer
6. Courses and training tools in all departments and at all levels (experienced or early researchers) on sex and gender variables	Researchers		X	X	X	Courses on specific gender dimensions, per research activity	SD, HR, HoDs, GE officer

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

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

Action/Measure	Target	Timeline				Indicator(s)	Responsible
		2022	2023	2024	2025		
1. Training on discrimination phenomena (including discriminatory language), violence (including that based on prejudice or gender), harassment, and sexual harassment	Researchers, technical and administrative staff		X	X	X	Participation in training, per categories Skills acquired in relation to identifying and responding to discrimination and violence phenomena	D, HR, HoDs, GE officer
2. Develop internal (institute) electronic tool (website/platform) supporting information and education, as well as allowing the reporting of sexual harassment and discrimination	Researchers, technical and administrative staff	X	X	X	X	Dedicated research institute website/platform, number of visits, number of real-case situations reported and solved	D, HoDs, HR, IT services, GE officer
3. Reinforce the Code of Ethics of the institute with provisions against gender-based violence, including sexual harassment	Researchers, technical and administrative staff		X	X	X	Initiatives for raising awareness on female role models Initiatives for raising awareness on gender diversity in research teams	D, HoDs, HR, GE officer
4. Awareness campaign highlighting diversity and inclusiveness in the scientific community and encouraging prevention of discrimination in various areas	Researchers, technical and administrative staff	X	X	X	X	Awareness campaign	GE officer

#### **IV. Monitoring and evaluation of the GEP**

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

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

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

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

**Institutul de Chimie Macromoleculara/  
Petru Poni Institute of Macromolecular Chemistry**

**Director,**

.....

**Dr. Valeria Harabagiu**

**This GEP was approved in the Scientific Council Meeting on 15.07.2022 and has been made available on the ICMPP website, thus being communicated to all of the ICMPP employees and to everyone interested.**

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

Gender equality is a fundamental value of the European Union. Gender equality benefits research and innovation (R&I) by improving the quality and relevance of R&I, attracting and retaining more talent, and ensuring that everyone can maximise their potential.

There has been demonstrable progress towards gender equality in the European Research Area (ERA), but data shows there is still significant work to be done. Gender equality goals can only be achieved through a structural approach to change across the whole European R&I system, entailing the joint commitment of R&I organisations, their funders and national authorities, and the European Commission.

The introduction of the Gender Equality Plan (GEP) eligibility criterion aims to support these efforts, reflecting the Horizon Europe legal basis which strengthens gender equality as a cross-cutting priority.

Individual organisations applying to any part of Horizon Europe, and belonging to the following categories of legal entities established in EU Member States or Associated countries, are all required to have a GEP as of calls for proposals with deadlines in 2022 onwards:

- Public bodies, such as research funding bodies, national ministries or other public authorities, including public-for-profit organisations;
- Higher education establishments, public and private;
- Research organisations, public and private.

The Horizon Europe Guidance on Gender Equality Plans is designed to support these organisations in meeting the GEP eligibility criterion.

A GEP is a set of commitments and actions that aim to promote gender equality in an organisation through institutional and cultural change. When developing a GEP there are some essential elements – ‘building blocks’ – which must be included.

To comply with the Horizon Europe GEP eligibility criterion, a GEP must meet four mandatory process-related requirements:

1. **Public document:** The GEP must be a formal document published on the institution’s website, signed by the top management and actively communicated within the institution. It should demonstrate a commitment to gender equality, set clear goals and detailed actions and measures to achieve them.
2. **Dedicated resources:** a GEP must have dedicated resources and expertise in gender equality to implement the plan. Organisations should consider what type and volume of resources are required to support an ongoing process of sustainable organisational change.
3. **Data collection and monitoring:** organisations must collect sex/ gender disaggregated data on personnel (and students, for the establishments concerned) with annual reporting based on indicators. Organisations should consider how to select the most relevant indicators, how to collect and analyse the data, including resources to do so, and should ensure that data is published and monitored on an 1 REGULATION (EU) 2021/695 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 28 April 2021 establishing Horizon Europe – the Framework Programme for Research and Innovation, laying down its rules for participation and dissemination, and repealing Regulations (EU) No 1290/2013 and (EU) No 1291/2013 and COUNCIL DECISION (EU) 2021/764 of 10 May 2021 establishing the Specific Programme implementing Horizon Europe – the Framework Programme for Research and Innovation, and repealing Decision 2013/743/EU 6 annual basis.

This data should inform the GEP’s objectives and targets, indicators, and ongoing evaluation of progress.

4. **Training:** The GEP must also include awareness-raising and training actions on gender equality. These activities should engage the whole organisation and be an evidence-based, ongoing and long-term process. Activities should cover unconscious gender biases training aimed at staff and decision-makers and can also include communication activities and gender equality training that focuses on specific topics or addresses specific groups.

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

1. Work-life balance and organisational culture: GEPs aim to promote gender equality through the sustainable transformation of organisational culture. Organisations should implement necessary policies to ensure an open and inclusive working environment, the visibility of women in the organisation and externally, and that the contribution of women is properly valued. Inclusive work-life balance policies and practices can also be considered in a GEP, including parental leave policies, flexible working time arrangements and support for caring responsibilities.

2. Gender balance in leadership and decision-making: Increasing the number and share of women in leadership and decision-making positions touches upon all aspects in the GEP. Measures to ensure that women can take on and stay in leadership positions can include providing decision-makers with targeted gender training, adapting processes for selection and appointment of staff on committees, ensuring gender balance through gender quotas, and making committee membership more transparent.

3. Gender equality in recruitment and career progression: Critically reviewing selection procedures and remedying any biases can ensure that women and men get equal chances to develop and advance their careers. Establishing recruitment codes of conduct, involving gender equality officers in recruitment and promotion committees, proactively identifying women in underrepresented fields and considering organisation-wide workload planning models can be important measures to consider in a GEP.

4. Integration of the gender dimension into research and teaching content: The GEP should consider how sex and gender analysis will be included in the research or educational outputs of an organisation. It can set out the organisation's commitment to incorporating sex and gender in its research priorities, the processes for ensuring that the gender dimension is considered in research and teaching, and the support and capacity provided for researchers to develop methodologies that incorporate sex and gender analysis. Research funding and research performing organisations both have a role to play in ensuring this.

5. Measures against gender-based violence, including sexual harassment: Organisations establishing a GEP should consider taking steps to ensure they have clear institutional policies on sexual harassment and other forms of gender-based violence. Policies should establish and codify the expected behaviour of employees, outline how members of the organisation can report instances of gender-based violence and how any such instances will be investigated and sanctions applied. They should also consider how information and support is provided to victims or witnesses and how the whole organisation can be mobilised to establish a culture of zero tolerance toward sexual harassment and violence.

An effective GEP should be founded on a model of change that identifies the problems it seeks to address, their causes and desired outcomes, including targets, it should detail the set of activities that are required to achieve the aims, and indicators to monitor progress. A GEP should engage the whole organisation, from senior leaders to staff, students (in the case of a teaching organisation) and stakeholders, and it should form ongoing process that encourages self-reflection and review of processes and practices.

All organisations applying for Horizon Europe funding must submit a self-declaration at the proposal stage, through a specific questionnaire confirming they have a GEP in place. This declaration will later be included in the entity validation process. If the four mandatory requirements are met through another strategic document, such as an inclusion or diversity strategy, it will be considered as a GEP equivalent.

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

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

Relevant data on gender equality for all organisations can include:

- Staff numbers by sex/gender at all levels, by disciplines, function (including administrative / support staff) and by contractual relation to the organisation;
- Average numbers of years needed for women and men to make career advancements (per grade and by discipline);
- Wage gaps by sex/gender and job;
- Numbers of women and men in academic and administrative decision-making positions (e.g. top management team, boards, committees, recruitment and promotion panels);
- Numbers of female and male candidates applying for distinct job positions;
- Numbers of women and men having left the organisation in past years, specifying the numbers of years spent in the organisation;
- Numbers of staff by sex/gender applying for/taking parental leave, for how long and how many returned after taking the leave;
- Number of absence days taken by women and men and according to absence motive;
- Number of training hours/credits attended by women and men;

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

- Number of female and male students at all levels and for all disciplines, and academic and employment outcomes;
- Share of women and men among employed researchers;
- Share of women and men among applicants to research positions, among persons recruited and success rate, including by scientific field, academic position, and contract status;
- Share of women and men in recruitment or promotion boards, heads of recruitment or promotion boards and share of decision-making bodies, including by scientific field.



## Annex 3. List of sources used for the literature review

(in alphabetic order)

### European sources

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

EU FESTA - Gender Issues in Recruitment, Appointment and Promotion Processes – Recommendations for a Gender Sensitive Application of Excellence Criteria, [https://eige.europa.eu/sites/default/files/festa\\_gender\\_issues\\_recruitment\\_appointment\\_promotion.pdf](https://eige.europa.eu/sites/default/files/festa_gender_issues_recruitment_appointment_promotion.pdf)

EU Strategy for Gender Equality 2020-2025, [https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy\\_en](https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy_en)

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

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

European charter & code of conduct for the recruitment of researchers, [https://cdn2.euraxess.org/sites/default/files/policy\\_library/ttf\\_goal\\_2\\_results\\_v1.0.pdf](https://cdn2.euraxess.org/sites/default/files/policy_library/ttf_goal_2_results_v1.0.pdf)

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

GARCIA – Mapping organizational work-life policies and practices, [https://eige.europa.eu/sites/default/files/garcia\\_report\\_mapping\\_org\\_work-life\\_policies\\_practices.pdf](https://eige.europa.eu/sites/default/files/garcia_report_mapping_org_work-life_policies_practices.pdf)

Guidelines for using gender-sensitive language in communication, research and administration, [https://eige.europa.eu/sites/default/files/reutlingen\\_university\\_guidelines\\_for\\_using\\_gender-sensitive\\_language.pdf](https://eige.europa.eu/sites/default/files/reutlingen_university_guidelines_for_using_gender-sensitive_language.pdf)

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

Horizon Europe guidance on gender equality plans, <https://op.europa.eu/en/publication-detail/-/publication/ffc06c3-200a-11ec-bd8e-01aa75ed71a1>

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

Science Europe - Practical Guide TO Improving Gender Equality in Research Organisations, [https://eige.europa.eu/sites/default/files/se\\_gender\\_practical-guide.pdf](https://eige.europa.eu/sites/default/files/se_gender_practical-guide.pdf)

Student evaluations of teaching (mostly) do not measure teaching effectiveness, [https://eige.europa.eu/sites/default/files/science\\_open\\_research\\_student\\_eval\\_teaching\\_effectiveness.pdf](https://eige.europa.eu/sites/default/files/science_open_research_student_eval_teaching_effectiveness.pdf)

### National legislation

Law no. 202/19.04.2002 on equal opportunities and treatment between women and men – republished in 2020;

Government Decision no. 262/24.04.2019 approving the Methodological Norms for the application of the provisions of Law no. 202/2002 on equal opportunities and treatment between women and men;

Government Emergency Ordinance no. 137/31.08.2000 on the prevention and sanctioning of all forms of discrimination- modified in 2020.

### ICMPP internal rules

Internal Regulation of ICMPP – 2021;

Ethics Code of ICMPP – 2021.