

## Preambul

În martie 2020, Comisia Europeană a lansat Strategia Uniunii Europene (UE) privind egalitatea de gen (2020-2025), cu obiectivul de a realiza o Uniune a Egalității. Strategia prezintă obiective politice și acțiuni pentru a face progrese semnificative până în 2025 către o Europă egală între femei și bărbați, în care femeile și bărbații, fetele și băieții, în toată diversitatea lor, să fie liberi să urmeze drumul ales în viață, să aibă șanse egale de a prospera și să poată participa în mod egal și să conducă societatea europeană<sup>1</sup>.

Principalele obiective ale Strategiei UE privind egalitatea de gen sunt sfârșitul violenței bazate pe diferențe de gen; eliminarea stereotipurilor de gen; reducerea decalajelor de gen pe piața muncii; realizarea unei participări egale în diferite sectoare ale economiei; diminuarea decalajelor de remunerare și de pensii de gen; reducerea decalajului și atingerea echilibrului de gen în procesul decizional și în politică<sup>1</sup>.

Programul cadru al UE pentru cercetare și inovare, Orizont Europa (2021-2027), urmărește îndeaproape obiectivele Strategiei UE privind egalitatea de gen prin următoarele cerințe<sup>2</sup>:

- Dimensiunea de gen trebuie luată în considerare și integrată în conținutul propriu-zis de cercetare și inovare al propunerii de proiect, fiind evaluată de către experții evaluatori în criteriul "Excelență".
- Începând cu 2022, pentru toate propunerile care sunt depuse în Orizont Europa planul de egalitate de gen (GEP – Gender Equality Plan) este o condiție de eligibilitate pentru următoarele tipuri de organizații:
  - Organisme publice, cum ar fi organismele de finanțare a cercetării, ministerele naționale sau alte autorități publice, inclusiv organizațiile publice cu scop lucrativ
  - Instituții de învățământ superior, publice și private
  - Organizații de cercetare, publice și private

Începând din anul 2022, organizațiile/entitățile individuale care aplică la oricare din competițiile din cadrul programului Orizont Europa și aparține categoriilor de entități juridice stabilite în statele membre ale UE sau în țările asociate menționate mai sus (Organisme publice, Instituții de învățământ superior publice și private, Organizații de cercetare publice și private) trebuie să dețină un Plan de Egalitate de Gen propriu, asumat de conducerea organizației și publicat pe site-ul acesteia.

Programul cadru Orizont Europa recomandă un anumit proces pentru elaborarea acestui plan de egalitate de gen instituțional și anumite arii de intervenție care ar trebui avute în vedere în planul de gen. Aceste recomandări ale programului Orizont Europa sunt prezentate în Anexa 1.

Planul de egalitate de gen prezentat mai jos este creat pe baza recomandărilor programului Orizont Europa, pentru a fi utilizat în procesul de aplicare de propuneri de proiecte de cercetare-inovare. A se consulta platforma EIGE (European Institute for Gender Equality) (<https://eige.europa.eu/>).

<sup>1</sup> [https://ec.europa.eu/info/research-and-innovation/strategy/strategy-2020-2024/democracy-and-rights/gender-equality-research-and-innovation\\_en](https://ec.europa.eu/info/research-and-innovation/strategy/strategy-2020-2024/democracy-and-rights/gender-equality-research-and-innovation_en)

<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)



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

for the NATIONAL INSTITUTE FOR RESEARCH AND DEVELOPMENT OF ISOTOPIC AND  
MOLECULAR TECHNOLOGIES - ITIM

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## Abbreviations and definitions

GE	Gender equality
GEP	Gender equality plan
HoD	Head of Department
HR	Human Resources
GD	General Director
SD	Scientific Director
CD	Steering Committee (Comitet de direcție)
CA	Board of Directors (Consiliul de administrație)
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 the research institute ITIM on the basis of input from the entire research institute and takes into account everyone who works at our research institute. The GE strategy was built on the provisions of the European Charter for researchers and of the Code of Conduct in the process of the recruitment of researchers<sup>3</sup>, 2015-2019, the European Gender Equality Strategy 2020-2025<sup>4</sup> and the Horizon Europe guidance on gender equality plans<sup>5</sup>.

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

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

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

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

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

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

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<sup>3</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>4</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>5</sup> <https://op.europa.eu/en/publication-detail/-/publication/ffc06c3-200a-11ec-bd8e-01aa75ed71a1>

## II. Diagnosis (data collection and analysis)

### II.1. Data collection

*(A comprehensive list of indicators to be used for data collection is presented in Annex 2).*

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

- Staff numbers by sex/gender at all levels, by domains, function (including administrative / support staff)
- Numbers of women and men in research and administrative decision-making positions (e.g., top management team, boards, committees, recruitment and promotion panels);
- Numbers of staff by sex/gender applying for/taking parental leave, for how long and how many returned after taking the leave.

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

**Table 1. Research institute management**

	Woman	Man
President of the Board of Directors	0	1
General Director	0	1
Scientific Director	0	1
President of the Scientific Committee	0	1
Economic Director	1	0
Head of Department 1 (Dr. Alina Măgdaş)	1	0
Head of Department 2 (Dr. Ovidiu Pană)	0	1
Head of Department 3 (Dr. Ioan Turcu)	0	1
Head of Department 4 (Dr. Szucs-Balazs Zsolt)	0	1
Head of CETATEA Dr. Ing. Emanoil Surducu	0	1
Head of LIME Dr. Lucian Barbu	0	1
<b>TOTAL</b>	<b>2</b>	<b>9</b>

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

	<b>Woman</b>	<b>Man</b>
Unit 1 (Administrative)	1	1
Unit 2 (Workshop)	0	1
Unit 3 (MEI)	0	1
Unit 4 (Data Center)	0	1
<b>TOTAL</b>	<b>1</b>	<b>4</b>

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

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

	<b>Experienced researchers (CS I, CS II, CS III)</b>	<b>Early -stage researchers (CS and ACS)</b>	<b>Total women</b>	<b>Total men</b>
Research department 1 (DSMCSFA)	Total Number Women/22	Total Number Women/4	26	
	Total Number Men/4	Total Number Men/3		7
Research department 2 (DFSN)	Total Number Women/16	Total Number Women/1	17	
	Total Number Men/9	Total Number Men/2		11
Research department 3 (DFMB)	Total Number Women/18	Total Number Women/9	27	
	Total Number Men/16	Total Number Men/5		21
Research department 4 (DFTI)	Total Number Women/3	Total Number Women/1	4	
	Total Number Men/4	Total Number Men/0		4
Research department 5 (CETATEA + LIME)	Total Number Women/9	Total Number Women/2	11	
	Total Number Men/21	3		24
<b>Total women</b>	<b>68</b>	<b>17</b>	<b>85</b>	
<b>Total men</b>	<b>54</b>	<b>13</b>		<b>67</b>

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

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

	<b>Women</b>	<b>Men</b>
Office administration support (secretaries)	1	0
IT support services DC	0	5
Librarians	0	1
Building administration + MEI	19	15
Other (Workshop + Technicians)	8	21
<b>TOTAL</b>	<b>28</b>	<b>37</b>

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

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

## II. 2. Data analysis

We conducted internal analyses of the data collected, and reviews of existing policies addressing gender equality and inclusiveness. The analyses took place in workshops, meetings and working seminars at all levels, with the gender equality function assigned for developing the GEP of ITIM and including the research institute management, research staff and representatives of research institute administrative and support services. Each and all working groups included even numbers of men and women.

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

With mandate from the Board of Directors, the General Director committed to the development and implementation of the GEP for the research institute ITIM, for 2022-2025.

## **1. Quantitative analysis of data**

The analysis of numerical data illustrated that:

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

## **2. Qualitative analysis of data**

The qualitative research showed that:

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

- The strategies of the departments are rather unclear – cases are handled covertly; departments do not communicate that they act on gender equality in any way;
- There is a noticeable lack of procedures and knowledge about the gender equality, inclusiveness and non-discrimination;
- Respondents to surveys indicated that they had experienced comments or jokes referring to stereotypical beliefs about gender (1%), inappropriate informal attitudes (0,2%), derisive comments about dress and appearance (2%), questioning the ability to combine professional work with caring for children (1%);
- Respondents to surveys indicated that they had experienced situations related to, for example, someone has taken credit for another's achievements (1%) or the existence of conflicts between one's professional and private life (1%);
- A small number of respondents to surveys indicated inappropriate violations of personal space (3%), persistent attempts at initiating contact about private matters (1%), sexual advances (0%).
- However, none of these situations may be taken lightly.

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

The important conclusions of the internal analysis at the research institute ITIM are:

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

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

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

The research institute ITIM 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 *from a relevant organization*.

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

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

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

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

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

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

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

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

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

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

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

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

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

Action/Measure	Target	Timeline				Indicator(s)	Responsible
		2022	2023	2024	2025		
1. Carrying out gender awareness initiatives, briefings and creating guidelines for gender-	Research institute	X	X	X	X	Gender awareness	GD, HR, HoDs, GE

sensitive recruitment, career and appointments					management					initiatives and guidelines	officer
2. Courses and training on gender equality					Researchers, technical and administrative staff	X	X	X	X	Courses and training for recruitment	GD, HR, HoDs, GE officer, GE delegates
										Courses and training for career progression	
										Courses and training for leadership	
3. Disseminate and communicate career good practices - role models for women (scientists, researchers and academics)					Researchers, technical and administrative staff		X	X	X	Initiatives for raising awareness on female role models	GE officer, GE delegates, HoDs
										Initiatives for raising awareness on gender diversity in research teams	

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

##### Objectives:

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

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

institute of those projects that have taken the gender dimension into account. (e.g., prizes)	scientific community						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	GE officer, GE delegates, HoDs
						Initiatives for raising awareness on gender diversity in research teams	
5. Workshops on the integration of gender equality and diversity issues in research activity, as support for research staff	Researchers		X	X	X	Training seminars or guidelines on integrating sex/gender in research activity	SD, HR, HoDs, GE officer
6. Courses and training tools in all departments and at all levels (experienced or early researchers) on sex and gender variables	Researchers		X	X	X	Courses on specific gender dimensions, per research activity (department)	SD, HR, HoDs, GE officer

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

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

Action/Measure	Target	Timeline				Indicator(s)	Responsible
		2022	2023	2024	2025		
1. Training on discrimination phenomena (including discriminatory language), violence (including that based on prejudice or gender), harassment, and sexual harassment	Researchers, technical and administrative staff		X	X	X	Participation in training, per categories	GD, HR, HoDs, GE officer
						Skills acquired in relation to identifying and responding to discrimination and violence phenomena	
2. Develop internal (institute e-mail) 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	GD, HoDs, HR, IT services, GE officer
3. Reinforce de Code of Ethics of the institute with provisions against gender-based violence, including sexual harassment	Researchers, technical and administrative	X	X	X	X	Initiatives for raising awareness on	GD, HoDs, HR, GE officer

	staff					female role models	
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	Initiatives for raising awareness on gender diversity in research teams  Awareness campaign	GE officer

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

The implementation of the GEP at the research institute ITIM, 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.

**General Director,**

**Ph.D. eng. Romulus-Valeriu-Flaviu Turcu**



The stamp is circular with the text "INSTITUTUL NAȚIONAL DE RECHERȚE ȘI ÎNDOUZĂRI" around the top edge and "INCDTIM Cluj-Napoca" in the center. Below the center, it says "M.C.I.". The signature is written in blue ink and is quite stylized, crossing over the stamp.

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

Începând cu 2022, pentru toate propunerile care sunt depuse în programul Orizont Europa planul de egalitate de gen (GEP – Gender Equality Plan) este o condiție de eligibilitate (!) pentru următoarele tipuri de organizații<sup>6</sup>:

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

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

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

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

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

**Organismele publice**, cum ar fi ministerele, vor avea un rol principal în crearea politicilor naționale și/sau a cadrelor juridice și a sprijinului necesar pentru o implementare eficientă a

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<sup>6</sup> Abordarea este legată de Strategia europeană pentru egalitatea de gen 2020-2025 a Comisiei Europene, care a anunțat ambiția pentru o cerință GEP pentru organizațiile participante. Consiliul Uniunii Europene, în concluziile sale privind Noul Spațiu European de Cercetare (SER) din decembrie 2020, a cerut, de asemenea, Comisiei și statelor membre să acorde o atenție reînnoită asupra egalității de gen și a integrării acestei perspective, inclusiv prin GEP-uri și integrarea dimensiunii de gen. în R&I (Sursa: [https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy\\_en](https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy_en))

planurilor de egalitate de gen, în special în ceea ce privește colectarea anuală coordonată de date dezagregate pe sexe și/sau gen despre personal și studenți.

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

## I. Elemente cheie

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

Planul de egalitate de gen va fi publicat în limba engleză și/sau română, folosind un limbaj clar, fără ambiguitate și accesibil.

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

- Planul de egalitate de gen (GEP) **este semnat de conducătorul organizației**. GEP este un document strategic asumat de conducerea organizației. Acesta trebuie semnat de Directorul General al organizației.

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

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

- Planul de egalitate de gen (GEP) trebuie **să fie însoțit de rapoarte regulate de progres**. După publicarea GEP pe website-ul public al organizației, organizația ar trebui, de asemenea, să publice rapoarte anuale de progres. Rapoartele anuale de progres pot include informații calitative alături de date cantitative, cum ar fi actualizări ale datelor despre resursele

umane dezagregate pe sex sau date de monitorizare pentru a urmări implementarea acțiunilor cheie.

GEP ar trebui să precizeze clar:

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

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

## **II. Metodologia de înființare a unui GEP în organizația de cercetare**

### **1. Resurse dedicate<sup>7</sup>**

Organizația de cercetare ar trebui să ia în considerare alocarea de resurse (umane și financiare) relevante pentru dimensiunea și volumul activităților sale.

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

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

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

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

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<sup>7</sup> Volumul și structura resurselor dedicate pentru dezvoltarea și implementarea GEP ar trebui să fie adecvate dimensiunii și nevoilor organizației și GEP-ului acesteia. Vor fi necesare resurse pe parcursul întregului GEP, inclusiv audit, planificare, implementare, monitorizare și revizuire.

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

## 2. Implicarea întregii organizații

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

Ar trebui implicate următoarele structuri:

- Managementul superior și echipa de conducere
  - Organe de conducere
  - Servicii administrative, inclusiv departamente de Resurse Umane (HR) și juridice
  - Departamente, centre și grupuri de cercetare
  - Comitete de evaluare a cercetării
  - Consultanți în domeniul egalității de gen în organizațiile de cercetare
  - Manageri de cercetare
- Personalul și salariații cercetători, inclusiv sindicatele sau organismele reprezentative

## 3. Procese cuprinse în crearea GEP

Următoarele procese sunt obligatorii în cadrul Orizont Europa:

### 1. Analiză (audit)

#### 1.1. Colectare de date

- Definirea indicatorilor pentru colectarea datelor (vezi Anexa 2)
- Colectarea datelor dezagregate pe sexe și/sau pe gen

## **1.2. Analiza datelor**

- Identificarea inegalităților de gen și cauzelor acestora
- Efectuarea unei revizii interne a planurilor sau acțiunilor existente pentru a asigura că cerințele obligatorii GEP și domeniile recomandate sunt abordate
- Abordarea oricărei lacune care poate fi identificată în planurile și politicile existente

## **2. Planificare**

- Definirea zonelor de intervenție în planul de egalitate de gen (Caseta 1)
- Stabilirea obiectivelor și ȳintelor pentru GEP
- Stabilirea unui plan de acȳiuni și măsuri
- Alocarea resurselor și responsabilităȳilor pentru implementarea GEP
- Definirea termenelor de implementare

## **3. Implementare**

- Crearea de grupuri de lucru pentru a dezvolta și implementa noi politici și proceduri
- Implementarea planului de acȳiune GEP

## **4. Monitorizare și evaluare**

- Definirea indicatori pentru a măsura progresul implementării GEP
- Revizuirea continuă a progresului
- Ajustări și îmbunătăȳiri

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

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

**Echilibrul dintre viața profesională și viața privată și cultura organizațională**

**Echilibrul de gen în conducere și luarea deciziilor**

**Egalitatea de gen în recrutare și progres în carieră**

**Integrarea dimensiunii de gen în conținutul de cercetare**

**Măsuri împotriva violenței bazate pe gen, inclusiv hărțuirea sexuală**

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

Atenție! Vezi Disclaimer 2

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

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

Relevant data on gender equality for all organisations can include:

- Staff numbers by sex/gender at all levels, by 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);
- 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 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 and contract status;
- Share of women and men in recruitment or promotion boards, heads of recruitment or promotion boards and share of decision-making bodies, including by scientific field.

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

(in alphabetic order)

Council of Europe Gender Equality Commission,

<https://www.coe.int/en/web/genderequality/gender-equality-commission>

EU FESTA - Gender Issues in Recruitment, Appointment and Promotion Processes –  
Recommendations for a Gender Sensitive Application of Excellence Criteria,

[https://eige.europa.eu/sites/default/files/festa\\_gender\\_issues\\_recruitment\\_appointment\\_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-](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)

[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/-](https://op.europa.eu/en/publication-detail/-/publication/ffcb06c3-200a-11ec-bd8e-01aa75ed71a1)

[/publication/ffcb06c3-200a-11ec-bd8e-01aa75ed71a1](https://op.europa.eu/en/publication-detail/-/publication/ffcb06c3-200a-11ec-bd8e-01aa75ed71a1)

LERU - Equality, diversity and inclusion at universities: the power of a systemic approach,

<https://www.leru.org/publications/equality-diversity-and-inclusion-at-universities>

Science Europe - Practical Guide TO Improving Gender Equality in Research Organisations,

[https://eige.europa.eu/sites/default/files/se\\_gender\\_practical-guide.pdf](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)