Gender Equality Plan 2022-2024
The Gender Equality Plan (GEP) of the National Centre for Scientific Research “Demokritos” for the years 2022-2024 was formulated under the responsibility of the Centre's Gender Equality Committee-GEC (established in accordance with the decision of the Board of Directors, ref. no 100/2021-2389/7-9-2021), with the following members:

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Introduction

The National Centre for Scientific Research "Demokritos" (NCSR “D”) is the largest multidisciplinary Research Centre of Greece, with approximately 190 Researchers and Functional Scientific Staff, as well as over 500 research personnel working in projects funded by grants from state funds, the European Union, International Organizations and private industries. The Centre consists of five (5) independent Institutes, which carry out basic and applied research and coordinate important scientific, technological and educational activities in the fields of Health, Biology & Biotechnology, New Materials, Nanoscience & Nanotechnology, Nuclear Technology, Environment - Energy & Sustainable Development, Informatics & Telecommunications, Nuclear & Particle Physics. The research activity is supported centrally by the Division of Administration, the Division of Technical Works and Research Support and the Independent Departments of Special Account and e-Governance.

The mission of NCSR “D” is to conduct high quality basic and applied research, to develop competitive expertise aiming at promoting the social and economic development of the country, to provide specialized high-tech services to public and private entities in view of serving citizens, to train young scientists in new research areas and advanced technologies, to utilise and disseminate innovation in the country, and to cooperate with Greek and international Universities and Research Centres in view of exchanging know-how and developing research partnerships. At the same time, NCSR “D” carries out a wide range of educational activities and postgraduate programmes in collaboration with Universities, as well as actions for the promotion and dissemination of research at all levels of education and to the general public.

NCSR “D” is a research, work and educational environment that respects the constitutionally enshrined principle of gender equality and seeks to promote and ensure substantive equality at all levels of its operation and in all areas of its activity. In line with the European Research Area (ERA) policy, the conditions set by the Horizon Europe programme, as well as the national and international institutional framework on gender equality, the 1st Gender Equality Plan (GEP) of NCSR “D” for the period 2022-2024 has been structured around five axes, which incorporate the institution’s priorities for promoting gender equality and aim to address the challenges detected during the internal audit on gender discrimination and inequalities. For each axis, strategic objectives and actions have been developed, a timetable has been set, responsible personnel has been designated, and indicators have been formulated to monitor the progress in the implementation of the GEP.

The GEP of NCSR “D” is considered as an opportunity to self-assess and improve gender mainstreaming in the institution, and is expected to contribute towards unleashing the creative potential of the research, education and innovation ecosystem.
Methodology for the formulation, implementation & monitoring of the GEP

The development of NCSR “D”’s GEP includes the following phases:

**Phase I: Internal audit.** This phase involves the collection of gender-specific quantitative and qualitative data at the following operational levels of the research organisation: Human Resources, Decision-making Bodies & Processes, Communication, and Gender considerations in Research & Postgraduate Programmes in which the Centre participates. Detailed results-conclusions from the quantitative and qualitative data are described in the Centre’s Internal Audit document.

**Phase II: Elaboration of the action plan.** This phase consists of planning and suggesting actions, the relevant timetable, the institution’s personnel that will be in charge of overseeing the implementation of actions and the progress monitoring indicators. The GEP shall be approved by the Board of Directors, after consultation in the Centre.

**Phase III: Implementation of the action plan.** The actions proposed in the GEP will be implemented with the help of working groups which will be set up in the Divisions and Institutes of NCSR “D”. Implementation of the GEP introduces the adoption of new procedures. This phase will include awareness-raising among personnel, as well as information and training on gender equality matters, in order to achieve a wide acceptance of the GEP in the Centre. An important role in the implementation of GEP actions will be played by the synergies developed in the framework of the GEC Network of Research Centres and Independent Research Institutes, in which NCSR “D” is participating.

**Phase IV: Monitoring and evaluation of the action plan.** Acceptance of the GEP and the progress made will be evaluated by the GEC of the Center on an annual basis. Specifically, the GEP quantitative and qualitative performance indicators will be monitored, aiming to meet the quantitative targets and assess the qualitative ones (scored 0-100%). The resulting findings will provide insights for further improvement of the Plan and the broader focus of the organisation with regard to the promotion of gender equality.
Summary of the current situation at NCSR "Demokritos"

The internal audit of NCSR “D” on gender equality matters (Phase I) was carried out between November 2021 and February 2022 and was based mainly on quantitative data, collected for the three-year period 2019-2021. The following units of the Centre contributed to the data collection:

1. Division of Administration
2. Finance & Administration Support Unit, Special Account Department
3. Education Office
4. Institutes’ Secretariats

Those data highlighted the challenges described below, which are the priority axes on which the GEP is based.

The quantitative data concerning the current gender representation at the top management levels of NCSR “D” are presented in Figure 1. As shown in the Figure, the percentage of gender balance at the top management levels of the institution is relatively low, with an overall representation of women at 36%, and only 5% at the management/senior management of the research institutes. In terms of gender balance in the collegiate bodies (Board of Directors, Scientific Committees of Institutes, etc.), the percentages are also low, with an average representation of women at 33% (Figure 2).

![Figure 1](image)

Figure 1. Gender representation at the top management levels of NCSR “D”
Figure 2. Gender representation in the collegiate bodies of NCSRD

Given that NCSR “D” recognizes the importance of balanced participation, diversity and inclusiveness in the composition of decision-making bodies and in leadership positions of the institution, in view of effectively addressing gender bias, it sets as a priority the strengthening of balanced representation and gender equality in the Centre’s decision-making bodies and processes.

NCSR “D”’s strategy regarding the recruitment and professional development of personnel is fully aligned with the national legislation governing the recruitment process, professional advancement and remuneration, as applied to all Greek research centres of the public sector.

Figure 3 Breakdown of candidates & recruitments by gender for permanent & non-permanent personnel of the Centre

However, the quantitative data on the candidacies and respective recruitments made in 2021 (Figure 3) indicate a small decrease (by about 2%) in the percentage of women hired versus the corresponding percentage of candidates, for the announcement of both permanent and temporary personnel posts. Recording such data is important in the coming years, in order to explore the
causes of any regularly observed decline in the percentage of women hired in relation to the percentage of job applications. In any case, on the basis of the fundamental principles of equality and meritocracy in matters of access, employment, career development and training, NCSR “D” aims to eliminate gender-related barriers and prejudice in all areas related to the Centre’s human resources.

The quantitative data concerning **gender balance among the permanent research staff and posts of principal investigators (PI)** in the five (5) Institutes of the Centre for the years 2018-2021 are presented in Figure 4. According to this Figure, the participation of women as Principal Investigators for projects carried out in the Institutes follows the participation of women in the permanent research staff of the Institutes, but with a lag (up to 12%) in most of the Institutes.

![Figure 4](image)

**Figure 4** Breakdown of Research Staff and Principal Investigators for research projects by gender in the 5 Research Institutes of the Centre

In order to address gender stereotypes in the production and transmission of knowledge, NCSR “D” seeks to **strengthen the gender dimension in the content of research, in innovation and in all the educational programmes** and actions it implements. This is both required and facilitated to a large extent thanks to the remarkable rate of average women’s participation (62%) in the postgraduate programmes, in which the Centre participates as a founding member (Figure 5) in collaboration with Universities. However, their under-representation seems to persist in certain areas of science, technology, engineering and mathematics (STEM) studies, and measures to reduce inequalities in these disciplines seem necessary.

NCSR GEP 2022-2024, p. 8
Priorities & Actions for Gender Equality

The assessment of the current situation at NCSR “D” regarding gender equality has guided the design of targeted actions in the context of elaborating the GEP. Thus, according to the results of the internal audit, priority is given to interventions aimed at (a) balanced gender representation in leadership positions of the institution and in the composition of decision-making bodies, (b) gender equality in recruitment, employment and career development, and (c) integration of gender dimension in the research and teaching content.

The GEP also focuses on two other key areas: work-life balance and tackling gender-based violence and harassment. In particular, in the context of achieving equality in terms of opportunities and treatment at work, NCSR “D” seeks to provide multi-faceted support to the personnel to improve work-life balance, as well as to establish an inclusive and gender-neutral organisational culture. In addition, NCSR “D” demonstrates zero tolerance to gender-based violence in any form (physical, psychological, sexual, economic) and aims to take a set of measures to prevent and combat incidents of moral and sexual harassment, as well as any other form of violence. In particular, a mechanism for recording such incidents is proposed and developed, and a committee will be set up to deal Institutional with confirmed incidents.

In summary, the five **Priority Axes of the GEP** of NCSR “D” are the following:
1. Gender Equality in Organisational Culture, Leadership & Decision Making Positions
2. Gender Equality in Recruitment, Retention & Career Development
3. Gender Dimension in Research, Innovation & Education
4. Work-Life Balance
5. Preventing and Addressing Discrimination, Gender-Based Violence & Harassment

Detailed tables of the proposed actions per priority axis follow below, including the timeline, the responsible personnel of the institution that will oversee the implementation of the actions and the progress monitoring indicators following the implementation of the planned actions.
## Priority axis 1
### Gender Equality in Organisational Culture, Leadership & Decision-Making Positions

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Measures/Actions</th>
<th>Responsible personnel</th>
<th>Timeline</th>
<th>Key Performance Indicators</th>
</tr>
</thead>
</table>
| 1.1 To promote gender equality in the culture of the Organization | 1.1.1 Publish the GEP on NCSR “D” website & brief the NCSR “D” personnel  
1.1.2. Establish an IT system for systematic monitoring of gender equality in the Organisation  
1.1.3 Organise open awareness-raising & educational events on gender, prejudice & diversity matters  
1.1.4. Systematically review the Organisation’s internal operation documents & communication material in the light of gender equality  
1.1.5. Strengthen the Organisation’s extroversion on gender equality matters (collaborations with GECs of other research institutions, etc.) | GEC  
e-Governance Office, GEC | *  
* | 1.1.a. Annual revisions of the GEP on NCSR “D” personnel  
1.1.b. IT system for monitoring gender equality  
1.1.c. Number of awareness-raising & educational events on gender, prejudice & diversity matters (at least 3)  
1.1.d. Gender-neutral language in the Organisation’s internal operation documents & communication material  
1.1.e. Synergies with other bodies on equality matters |
| 1.2 To enhance the participation of women in high-level scientific & managerial positions in the Organisation | 1.2.1 Encourage & support women to apply for positions in the management bodies of the Organisation  
1.2.2 Encourage & support women to participate in the Organisation’s councils & committees  
1.2.3. Monitor gender balance in positions of responsibility & decision-making positions  
1.2.4. Implement mentoring actions for the participation of women in high-rank positions of the Organisation | Directors, BoD  
Directors, BoD  
GEC, BoD  
GEC, Public Relations Department | *  
*  
*  
* | 1.2.a. Gender quota on candidates & members of committees, councils, management bodies, etc.  
1.2.b. Number of mentoring actions (at least 3) |
## Priority axis 2
**Gender equality in recruitment, retention & career development**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Measures/Actions</th>
<th>Responsible personnel</th>
<th>Timeline</th>
<th>Key Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 To support gender balance in job applications for the Organisation</td>
<td>2.1.1 Incorporate a description/statement of the Organisation's gender equality policy in the texts of personnel recruitment advertisements</td>
<td>BoD, GEC, DA/HR Department, SAD/Contracts Department</td>
<td>*</td>
<td>2.1.a. Gender distribution in job applications</td>
</tr>
<tr>
<td></td>
<td>2.1.2. Use gender-neutral language in the texts of personnel recruitment advertisements</td>
<td>PIs, DA/HR, SAD/Contracts Department</td>
<td>*</td>
<td>2.1.b. Gender-neutral language in the texts of personnel recruitment advertisements</td>
</tr>
<tr>
<td></td>
<td>2.1.3. Monitor the gender balance in job applications &amp; recruitment</td>
<td>PIs, Secretariats, GEC</td>
<td>*</td>
<td>2.1.c. Gender distribution in the personnel evaluation committees</td>
</tr>
<tr>
<td></td>
<td>2.1.4. Enhance the participation of female members in the evaluation committees for personnel positions by applying a quota, where feasible.</td>
<td>DA/HR, SAD/Contracts Department, SCI</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>2.2 To support gender equality in job retention &amp; career development</td>
<td>2.2.1 Monitor gender balance in all categories of personnel, pay gaps, retention rate &amp; career development</td>
<td>DA/HR, SAD/Contracts Department, GEC, SCI</td>
<td>*</td>
<td>2.2.a. Annual Reports of Institutes with personnel gender-disaggregated data</td>
</tr>
<tr>
<td></td>
<td>2.2.2 Consider the elaboration of a career development plan for all categories of personnel</td>
<td>DA/HR, SAD/Contracts Department</td>
<td>*</td>
<td>2.2.b. Gender distribution across all categories of personnel</td>
</tr>
<tr>
<td></td>
<td>2.2.3. Support female researchers in their professional network building at national and international level</td>
<td>PIs, Institutes, Innovation Department/Programme Office</td>
<td>*</td>
<td>2.2.c. Pay gaps for all categories of personnel</td>
</tr>
<tr>
<td></td>
<td>2.2.4. Evaluate personnel performance regardless of gender</td>
<td>Divisions, SAD, Institutes, PIs</td>
<td>*</td>
<td>2.2.d. Gender distribution in personnel retention &amp; career development</td>
</tr>
<tr>
<td></td>
<td>2.2.5 Explore gender-related factors affecting job retention &amp; career development and design support measures</td>
<td>Divisions, SAD, GEC, PIs</td>
<td>*</td>
<td>2.2.e. Evaluation of any reports of discriminatory role assignments or obstruction of career progression</td>
</tr>
<tr>
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<td></td>
<td>2.2.f. Reports on a) development of a career development plan, b) factors affecting retention &amp; career development</td>
</tr>
</tbody>
</table>
### Priority axis 3
**Gender Dimension in Research, Innovation & Education**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Measures/Actions</th>
<th>Responsible personnel</th>
<th>Timeline</th>
<th>Key Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.1 To promote gender balance in research, innovation &amp; entrepreneurship</strong></td>
<td>3.1.1 Encourage gender balance in the submission of funding proposals and in the implementation of research projects (composition of research teams, consortia, etc.)</td>
<td>Research personnel</td>
<td>*</td>
<td>3.1.a. Average size of funding for female/male Principal Investigators</td>
</tr>
<tr>
<td></td>
<td>3.1.1.1 Encourage gender balance in the submission of funding proposals and in the implementation of research projects (composition of research teams, consortia, etc.)</td>
<td></td>
<td>*</td>
<td>3.1.b. Gender distribution in project leadership</td>
</tr>
<tr>
<td></td>
<td>3.1.2. Carry out information &amp; awareness-raising events on the importance of gender balance in research, innovation &amp; entrepreneurship</td>
<td>GEC, BoD, Innovation Office</td>
<td>*</td>
<td>3.1.c. Number of information &amp; awareness-raising events (at least 2)</td>
</tr>
<tr>
<td></td>
<td>3.1.3 Explore the factors affecting the productivity of research staff &amp; design support measures</td>
<td>GEC, BoD, Research staff</td>
<td>*</td>
<td>3.1.d. Gender distribution in scientific publications (corresponding authors)</td>
</tr>
<tr>
<td></td>
<td>3.1.4. Encourage &amp; support women in entrepreneurship (founders of spin-offs etc.)</td>
<td>Innovation Office, Research staff</td>
<td>*</td>
<td>3.1.e. Gender distribution in conference attendance</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>3.1.f. Gender distribution among founders of spin-offs</td>
</tr>
<tr>
<td><strong>3.2 To intergrate the gender dimension in the research content</strong></td>
<td>3.2.1. Organise workshops/seminars on the integration of the gender dimension in the methods &amp; content of research</td>
<td>GEC, REC, BoD</td>
<td>*</td>
<td>3.2.a. Gender distribution in the supervision of postgraduate and PhD students</td>
</tr>
<tr>
<td></td>
<td>3.2.1.1 Organise workshops/seminars on the integration of the gender dimension in the methods &amp; content of research</td>
<td></td>
<td>*</td>
<td>3.2.b. Number of workshops/seminars on the integration of the gender dimension</td>
</tr>
<tr>
<td><strong>3.3 To integrate the gender dimension in the educational content</strong></td>
<td>3.3.1. Develop programmes/actions for schools and Universities on topics related to gender and science</td>
<td>Education Office, Education Council, GEC</td>
<td>*</td>
<td>3.3.a. Number of programmes/actions for schools and Universities</td>
</tr>
<tr>
<td></td>
<td>3.3.1.1 Develop programmes/actions for schools and Universities on topics related to gender and science</td>
<td></td>
<td>*</td>
<td>3.3.b. Number of gender-related courses/subjects in Master’s Degree Programmes</td>
</tr>
<tr>
<td></td>
<td>3.3.2 Encourage persons in charge of Master’s Degree Programmes to enrich the curricula with gender-related courses/topics</td>
<td>Education Office, Education Council</td>
<td>*</td>
<td>3.3.c. Gender-neutral language in the courses/assignments of Master’s Degree Programmes</td>
</tr>
<tr>
<td></td>
<td>3.3.2.1 Encourage persons in charge of Master’s Degree Programmes to enrich the curricula with gender-related courses/topics</td>
<td></td>
<td>*</td>
<td>3.3.d. Gender-neutral language in the courses/assignments of Master’s Degree Programmes</td>
</tr>
<tr>
<td></td>
<td>3.3.3. Consider integrating assignments on gender-related topics within existing courses of the Master’s Degree Programmes</td>
<td>Education Office, Education Council</td>
<td>*</td>
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</tr>
<tr>
<td></td>
<td>3.3.3.1 Consider integrating assignments on gender-related topics within existing courses of the Master’s Degree Programmes</td>
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<td></td>
<td>3.3.4. Encourage educators and students to use gender-neutral language</td>
<td>Education Office, Education Council</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.3.4.1 Encourage educators and students to use gender-neutral language</td>
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</tbody>
</table>
## Priority Axis 4
### Work-life balance

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Measures/Actions</th>
<th>Responsible Personnel</th>
<th>Timeline</th>
<th>Key Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 To enhance work-life balance for personnel with care responsibilities</td>
<td>4.1.1 Inform the personnel about parental leave, family protection leave &amp; flexible working schemes in accordance with the legislation</td>
<td>DA/HR Department, SAD/Contracts Department</td>
<td>* * *</td>
<td>4.1.a. Number &amp; type of personnel leaves</td>
</tr>
<tr>
<td></td>
<td>4.1.2 Encourage male personnel to take parental leave</td>
<td>Divisions, SAD, Institutes, PIs</td>
<td>* * *</td>
<td>4.1.b. Gender balance in the number of parental leaves &amp; other related benefits</td>
</tr>
<tr>
<td></td>
<td>4.1.3 Consider providing flexible working arrangements for young parents (e.g. remote working)</td>
<td>Divisions, SAD, Institutes, PIs</td>
<td>* * *</td>
<td>4.1.c. Number of information and awareness-raising events on work-life balance issues (at least 2)</td>
</tr>
<tr>
<td></td>
<td>4.1.4 Upgrade digital tools for remote working</td>
<td>e-Governance Office</td>
<td>* * *</td>
<td>4.1.d. Feasibility study for the development/implementation of new care services/benefits</td>
</tr>
<tr>
<td></td>
<td>4.1.5 Conduct a feasibility study for the development/implementation of new services/care benefits (e.g. children's activity areas during conference hours, organisation of summer camps for children)</td>
<td>BoD, GEC</td>
<td>* *</td>
<td></td>
</tr>
</tbody>
</table>

4.2 To restore productivity after a long absence from work

<table>
<thead>
<tr>
<th>Measures/Actions</th>
<th>Responsible Personnel</th>
<th>Timeline</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2.1 Support personnel during the adjustment period after a long absence due to parental or other leaves</td>
<td>Divisions, SAD, Institutes, PIs</td>
<td>* * *</td>
<td></td>
</tr>
</tbody>
</table>
## Priority Axis 5
Preventing and addressing discrimination, gender-based violence and harassment

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Measures/Actions</th>
<th>Responsible personnel</th>
<th>Timeline</th>
<th>Key Performance Indicators</th>
</tr>
</thead>
</table>
| 5.1 To prevent & eliminate incidents of discrimination, gender-based violence and harassment | 5.1.1 Cooperate with experts on discrimination, gender-based violence and harassment at work  
  5.1.2. Develop a protocol of actions - procedures a) for the filing and internal investigation of reports of discrimination, gender violence and/or harassment and b) for the management of confirmed incidents of discrimination, gender violence & harassment | GEC, BoD, REC (advisory role), Occupational Physician, Legal Support Office, Data Protection Officer | 2022: * 2023: * 2024: * |
|            | 5.1.3. Assess risk factors for discrimination, violence & harassment in the Organisation  
  5.1.4. Implement information and awareness-raising actions for personnel on matters of discrimination, gender-based violence and harassment in the workplace, as well as on the Organisation’s policy and procedures against incidents of discrimination, gender-based violence and harassment | GEC                                                                 | 2022: * 2023: * 2024: * |
| 5.1.5 Protect employment & support personnel - victims of domestic violence | Divisions, SAD, Institutes, PI, GEC                                                                 | 2022: * 2023: * 2024: * |

5.1.a. Procedure for recording and investigating incidents of discrimination, gender-based violence and/or harassment  
5.1.b. Establishment of a competent Committee to record and investigate incidents of discrimination, gender-based violence and/or harassment  
5.1.c. Number of reports of discrimination, gender-based violence and/or harassment  
5.1.d. Number of cases of management of incidents of discrimination, gender-based violence and/or harassment  
5.1.e. Number of information & awareness-raising actions (at least 2)

Table abbreviations
BoD: Board of Directors
DA: Division of Administration
DTW: Division of Technical Works and Research Support
GEC: Gender Equality Committee
REC: Research Ethics Committee
SAD: Special Account Department
SCI: Scientific Councils of Institutes
PI: Principal Investigator(s)