

## **GENDER EQUALITY PLAN (GEP)**

(Version 1)

2021, Thessaloniki



**CERTH**  
CENTRE FOR  
RESEARCH & TECHNOLOGY  
HELLAS



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## Introduction

Equality of opportunity is core to CERTH's mission and gender balance is a critical component for the Centre to ensure fair access and equality for its research, technical, administrative and support personnel. Since its establishment, CERTH incorporates these principles in its priorities and everyday operations. However, responding to the current demands and following acts drawn up both at national level (Action for Gender Equality 2021-2025) and at European level (Gender Equality Strategy for 2020-2025, Gender equality in the European Research Area), CERTH commits to systematizing its practices through the delivery of an effective Gender Equality Plan (GEP). The aims of the GEP are:

- The recording of the current situation as formed by the procedures and practices applied in CERTH, in order to identify possible gaps or weaknesses in the equal treatment of genders;
- The identification and application of corrective practices;
- The setting of targets and their monitoring through specific indicators.

## The Regulatory Framework

This GEP legitimates and protects every strategy aiming to achieve gender equality at CERTH. It is devised according to national and European laws and aligns with national initiatives and actions focusing on equality of women and men rights, discrimination banning, equal treatment, harassment in the workplace, social responsibility of organisations. Specific articles, policies and directives can be found below:

### European Union Law

#### TFEU

- **Article 157 TFEU** states:
  1. Each Member State shall ensure that the principle of equal pay for male and female workers for equal work or work of equal value is applied.
  2. For the purpose of this Article, "pay" means the ordinary basic or minimum wage or salary and any other consideration, whether in cash or in kind, which the worker receives directly or indirectly, in respect of his employment, from his employer. Equal pay without discrimination based on sex means:
    - a. that pay for the same work at piece rates shall be calculated on the basis of the same unit of measurement;
    - b. that pay for work at time rates shall be the same for the same job.
  3. The European Parliament and the Council, acting in accordance with the ordinary legislative procedure, and after consulting the Economic and Social Committee, shall adopt measures to ensure the application of the principle of equal opportunities and

equal treatment of men and women in matters of employment and occupation, including the principle of equal pay for equal work or work of equal value.

4. With a view to ensuring full equality in practice between men and women in working life, the principle of equal treatment shall not prevent any Member State from maintaining or adopting measures providing for specific advantages in order to make it easier for the underrepresented sex to pursue a vocational activity or to prevent or compensate for disadvantages in professional careers.”

### **Chapter of Fundamental Rights of the EU**

- **Article 21(1)** states: “Any discrimination based on any ground such as sex, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation shall be prohibited”.
- **Article 23** states: “Equality between women and men must be ensured in all areas, including employment, work and pay. The principle of equality shall not prevent the maintenance or adoption of measures providing for specific advantages in favour of the under-represented sex”.

### **Directives**

- **Directive (EU) 2019/1158** of the European Parliament and of the Council of 20 June 2019 on work-life balance for parents and carers and repealing Council Directive 2010/18/EU
- **Council Directive 2010/18/EU** of 8 March 2010 implementing the revised Framework Agreement on parental leave concluded by BUSINESSEUROPE, UEAPME, CEEP and ETUC and repealing Directive 96/34/EC (Text with EEA relevance)
- **Directive 2010/41/EU** of the European Parliament and of the Council of 7 July 2010 on the application of the principle of equal treatment between men and women engaged in an activity in a self-employed capacity and repealing Council Directive 86/613/EEC
- **Directive 2006/54/EC** of the European Parliament and of the Council of 5 July 2006 on the implementation of the principle of equal opportunities and equal treatment of men and women in matters of employment and occupation (recast)
- **Council Directive 2000/78/EC** of 27 November 2000 establishing a general framework for equal treatment in employment and occupation
- **Council Directive 2000/43/EC** of 29 June 2000 implementing the principle of equal treatment between persons irrespective of racial or ethnic origin
- **Council Directive 96/34/EC** of 3 June 1996 on the framework agreement on parental leave concluded by UNICE, CEEP and the ETUC
- **Council Directive 92/85/EEC** of 19 October 1992 on the introduction of measures to encourage improvements in the safety and health at work of pregnant workers and workers who have recently given birth or are breastfeeding (tenth individual Directive within the meaning of Article 16 (1) of Directive 89/391/EEC)

- **Council Directive 79/7/EEC** of 19 December 1978 on the progressive implementation of the principle of equal treatment for men and women in matters of social security
- **Council Directive 76/207/EEC** of 9 February 1976 on the implementation of the principle of equal treatment for men and women as regards access to employment, vocational training and promotion, and working conditions
- **Council Directive 75/117/EEC** of 10 February 1975 on the approximation of the laws of the Member States relating to the application of the principle of equal pay for men and women Greek Law

## **Greek Law**

### **Constitution**

- **Article 4(2)** provides: “Greek men and women have equal rights and obligations”
- **Article 22(1)(b)** states: “All workers, irrespective of sex or other distinctions, have a right to equal pay for work of equal value”
- **Article 116(2)** states that: “Positive measures aiming at promoting equality between men and women do not constitute discrimination on grounds of sex. The State shall take measures to eliminate inequalities existing in practice, in particular those detrimental to women”

### **Laws**

- **Act 4604/2019**, “On the promotion of substantive gender equality etc.”, OJ A 50/26.3.2019
- **Act 4443/2016**, “1) Transposition of Directive 2000/43/EC on the implementation of the principle of equal treatment between persons irrespective of racial or ethnic origin, of Directive 2000/78/EC establishing a general framework for equal treatment in employment and occupation and of Directive 2014/54/EU on measures facilitating the exercise of rights conferred on workers in the context of freedom of movement for workers (...)”, OJ A 232/9.12.2016 [replacing Act 3304/2005 which had initially transposed Directives 2000/43/EC and 2000/78/EC], OJ A 16/27.1.2005]
- **Act 4097/2012**, “Implementation of the Principle of Equal Treatment of Men and Women Engaged in an Activity in a Self-Employed Capacity – Harmonisation of the legislation with Directive 2010/41/EU of the European Parliament and the Council”, OJ A 235/3.12.2012 (Directive 86/613/EEC had not been transposed)
- **Act 4075/2012**, Articles 48-54, “Incorporation into Greek Law of Directive 2010/18/EU of the Council of the EU Implementing the Revised Framework Agreement on Parental Leave Concluded by BUSINESSEUROPE, UEAPME, CEEP and ETUC and Repealing Directive 96/34/EC”, OJ A 89/11.4.2012
- **Presidential Decree 80/2012**, “Granting of Parental Leave and Leave of Absence to Workers under a Contract of Maritime Work on Vessels Bearing the Greek Flag, in accordance with Directive 2010/18/EU”, OJ 138/14.6.2012
- **Act 1756/1988**, Code on the Status of Judges, OJ A 35/2.2.1988

- **Act 3896/2010**, “Implementation of the Principle of Equal Treatment of Men and Women in Matters of Employment and Occupation. Harmonisation of Existing Legislation with Directive 2006/54/EC of the European Parliament and the Council”, OJ A 207/8.12.2010.
- **Act 3769/2009**, “Implementation of the Principle of Equal Treatment of Men and Women Regarding Access to Goods and Services and Their Supply”, transposing Directive 2004/113/EC, OJ A 105/1.7.2009, as amended by Article 162 of Act 4099/2012 implementing the CJEU Test-Achats judgment, OJ A 250/20.11.2012
- **Act 3488/2006**, “Implementation of the Principle of Equal Treatment of Men and Women Regarding Access to Employment, Professional Training and Evolution and Terms and Conditions of Work”, transposing Directive 2002/73/EC, OJ A 191/11.2006
- **Presidential Decree 105/2003**, “Adaptation of Domestic Law to Directive 97/80/EC on the Burden of Proof in Cases of Sex Discrimination,” OJ A 96/23.4.2003; repealed by Article 30(5) of Act 3896/2010 transposing Directive 2006/54/EC
- **Presidential Decree 87/2002**, “Implementation of the Principle of Equal Treatment of Men and Women in Occupational Social Security Schemes in Compliance with Directives 96/97/EC and 86/378/EEC”; repealed by Article 30(5) of Act 3896/2010 transposing Directive 2006/54/EC
- **Presidential Decree 176/1997**, “Measures for the Improvement of the Safety and Health at Work of Pregnant Workers and Workers Who Have Recently Given Birth or are Breastfeeding in Compliance with Directive 92/85/EEC”, OJ A 150/15.7.1997, as amended by Decree 41/2003, OJ A 44/21.2.2003
- **Act 1483/1984**, “Protection and Facilitation of Workers with Family Responsibilities”, as amended by Article 25 of Act 2639/1998, OJ A 205/2.9.1998 implementing Directive 96/34/EC and by Article 46 of Act 4488/2017,7 and Article 54(1) of Act 4075/2012 transposing Directive 2010/18/EU
- **Act 1414/1984**, “Implementation of the Principle of Equal Treatment of the Sexes in Employment Relationships”, transposing Directives 75/117/EEC and 76/207/EEC, OJ A 10/2.1984
- **Presidential Decree 1362/1981**, “Replacement of Paragraph 1 of Article 33 of Act 1846/1951 “on Social Security” in compliance with Directive 79/7/EEC”, OJ A 339/30.12.1981
- **National General Collective Agreements (NGCAs).**

**Relevant national legislation:**

- **Act 4531/2018** (OJ A 62/5.4.2018) ratifying the Istanbul Convention on preventing and combating violence against women and domestic violence of the Council of Europe (IC), signed by Greece on May 2011.
- **Act 4491/2017**, “Legal recognition of gender identity... etc”, OJ A 152/13.10.2017.
- **Act 927/1979**, OJ A 139/28.6.1979, implementing the CERD, as amended by Act 4285/2014, OJ A 191/10.9.2014 and Act 4491/2017, OJ A 152/13.10.2017.

## The Operational Regime

This GEP is approved by the Board of Directors of CERTH (459<sup>th</sup> Board Meeting, 6/9/2021), by which it is embedded within the work of the Centre and its Institutes in accordance with the Internal Regulation and Organisation currently in force.

The development of CERTH's GEP was undertaken by the Extroversion Department with the support of the Administration Department, representatives of CERTH's 5 institutes, and representatives of the Association of CERTH's Employees (research – technical – administrative personnel) and the Association of CERTH's Researchers, as approved by the Board of Directors of CERTH (440<sup>th</sup> Board Meeting, 29/4/2021)

During its operational phase CERTH's GEP is monitored by the Gender Equality Board (GEB) with the support of: a) the Administration Department (AD), b) the Extroversion Department (ED), c) the Scientific Councils (SC), d) the Directors of the Institutes (Directors) and e) the BoD.

## The Objectives of GEP

CERTH's GEP has eight tangible objectives, towards:

1. Embedding a **gender-aware culture** in the Centre by shifting traditional perceptions;
2. Improving the **research quality** of the Centre by having heterogeneous research groups;
3. Practising **excellence** through female personnel (researchers, technical or administrative personnel) career development and training;
4. Making **decision-making more inclusive** by including more women in the process thus ensuring diversification of views;
5. Strengthening **links with industry** by encouraging women to translate their research into tangible products;
6. Becoming an attractive Research Centre for female experts and talents in science and engineering from Greece and abroad;
7. Contributing to the national and European needs for female STEM experts;
8. Assisting in **reversing brain – drain** by attracting highly-skilled females from abroad.

To achieve these objectives CERTH focuses on six key areas, following the guidelines of the European Institute for Gender Equality (EIGE) aiming to “identify and implement innovative strategies to promote cultural change and equal opportunities in Universities and Research Centres” (EIGE, <http://eige.europa.eu>). These areas are:

**Key Area 1: Governance and decision making**

**Key Area 2: Recruitment, Selection procedures, and Career Progression**

**Key Area 3: Flexible and Agile Working**



#### **Key Area 4: Gender Strategy in Research**

#### **Key Area 5: Gender in events and research activities visibility**

#### **Key Area 6: Gender in Organisation Culture**

The selected Key Areas comprise sets of objectives, measures, targets and KPIs, where the gender dimension will be studied and monitored, the respective timeline, the personnel responsible for each action, as well as the relevance of the Key Areas to SDGs (Sustainable Development Goals) and especially SDG 5.

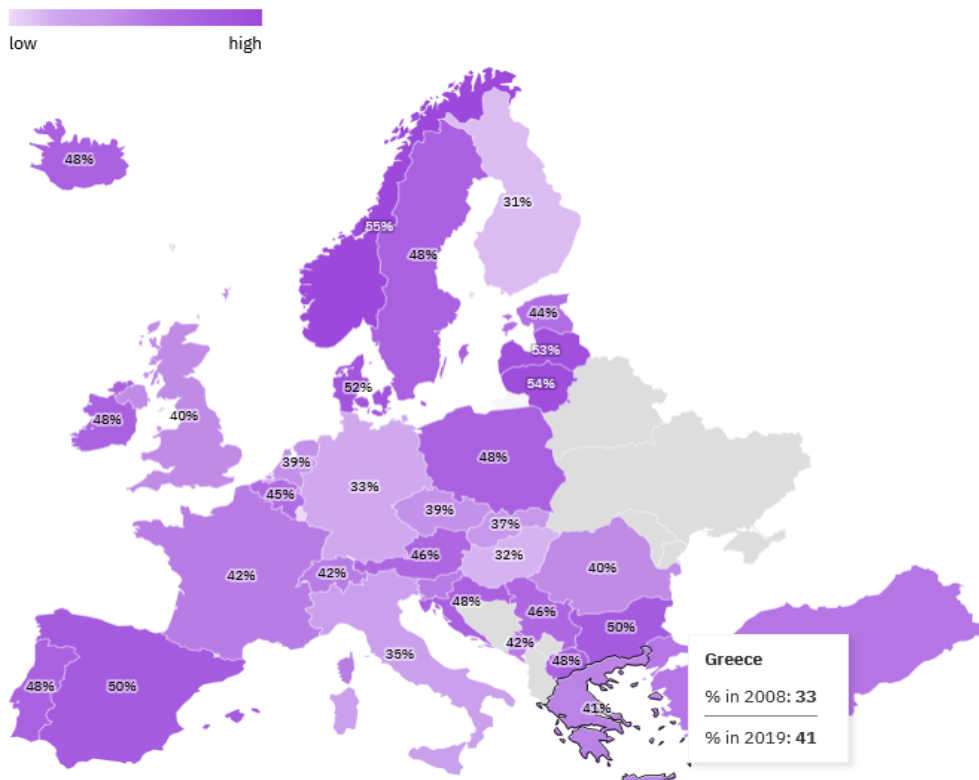
## **The Gender Gap in Science, Technology, Engineering and Mathematics (STEM)**

The gender gap persists among scientists and engineers in Europe despite steady progress in the last decade. Official figures from Eurostat show that although women make up 52% of the total EU population, concerning the segment of scientists and engineers between the ages of 25 and 64, women make up 41%, (or 6.3 million). In 2008, the earliest date figures are available, this percentage was 32%. This 2/5 proportion of women over men scientists and engineers also applies in Greece.

Failing in tackling gender diversity within organizations which employ scientists and engineers and harboring levelling behaviour patterns have negative impact first of all on women scientists and engineers and secondly on the organizations they work for. Apart from deprivation of the full enjoyment of the human rights, women working in STEM fields are still concerned about the inequalities in achieving personal goals, the feeling of underestimation and the lack of satisfaction from their work. In addition, the insufficient use of human capital due to gender bias, reduces the quality of work in the fields of research and innovation as a great number of talented future scientist and their fresh perspective are being excluded. Moreover, the lack of gender perspective in research leads to gender-biased technologies which can have harmful consequences for women's well-being and safety. On the opposite direction, closing the gender gap would also benefit scientific progress since more and unique solutions would arise from diverse perspectives leading to the overall economic development. According to the European Institute for Gender Equality 2018 briefing paper "How gender equality in STEM education leads to economic growth", closing the gender gap in STEM careers would contribute to an increase in EU GDP per capita by 2.2 to 3.0 % in 2050, having at the same time positive impact in reducing the gender pay gap and the gender pension gap.

## Women scientists and engineers are on the rise across Europe... But there's still work to do

% of female scientists and engineers in 2019 (hover over for 2008)



Picture 1: Women scientists and engineers map (Tech Monitor Source: Eurostat)

As CERTH is an organization dedicated to science and engineering, it is privileged to recruit researchers with a genuine interest in STEM. It is part of its mission to train, retain and provide all necessary means to assist its researchers in becoming experts in cutting edge fields such as Energy, Environment, Industry, Information & Communication, Transportation & Sustainable Mobility, Health, Agro-biotechnology, Smart farming, Safety & Security, meeting the high standards set nationally and on European level.

With the gender-oriented measures and interventions it proposes, CERTH contributes to closing the STEM gender gap. It empowers female researchers in science and engineering and provides them with the necessary resources to advance their careers.

Specifically, CERTH will:

- Provide women with career advancement pipelines, continuous professional development and leadership training;
- Offer welcoming work environments, including pay equity, flexibility, parental policies and inclusion;
- Develop schemes for mentoring of female researchers;

- Make women more active in decision making by including them into boards and processes, thus, changing power dynamics;
- Assist researchers affected by career breaks and leaves in regaining research momentum as quickly as possible on return;
- Protect its personnel through anti-discrimination and anti-harassment policies.

## The Methodology

Following the methodological steps of:

*Understanding → Planning → Implementing → Monitoring [EIGE]*

CERTH undertook initial work to understand and analyse the current status with the aim to address imbalances in all six areas if possible.

The analysis of the current status – identification of strengths and weaknesses in relation to gender equality issues – was based on the collection and analysis of statistical data. Part of them were collected from the Administration Department. Another significant amount of data was collected through a properly elaborated questionnaire (Annex 1) which recorded the perceptions and experiences of CERTH’s personnel.

The planning of activities was based on the systematization of existing good practices and/or the adoption of new ones. Knowhow exchange with counterpart organizations and GEP experts supported the scheduling/prioritizing of the desired interventions.

The implementation of any intervention requires an inclusive approach from the commitment of the upper management to the active involvement of all staff members. The mindset behind the success is *“responsibility of the individual and collaboration with the team”*. Pilot activities will be implemented, if necessary, to feedback on the effectiveness of the proposed activities and/or assist in the fine-tuning of their parameters.

As a final step, control and self–assessment based on proper indicators ensure that the GEP is a dynamic document and that the interventions proposed have real impact. The typology of the indicators, the time frame and the target values which they compare with, are selected on a consensus basis. Thus, the GEP is an open, adaptable manual evolving together with the evolution of the genders’ equality<sup>1</sup>.

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<sup>1</sup> **NOTE:** CERTH recognises that its community may include people who do not identify with the binary construct of being either male or female, and who may be gender diverse, including those who affirm their gender as being different to the sex assigned at birth; who were born intersex or whose sex is indeterminate; or who identify as transgender or no gender.

Since the dialogue on equal treatment has matured mostly for the two main gender categories (women/men), the initial survey was accordingly adapted. In updated versions, CERTH may address the gender issues embedding an even more inclusive approach.

## The Current Status

To identify the current status (2021) of the gender equality practices in CERTH within the areas previously identified, the following practices were used:

1. Aggregation of the woman / man personnel data for the year 2021;
2. Aggregation of the composition of the governing bodies of CERTH over the period 2010-2021;
3. Aggregation of the data of Researchers Grade A, B and C and Special Function Scientists over the period 2015-2021;
4. Conduction of an online survey addressed to CERTH's personnel. 28% of CERTH's personnel participated in the survey (320 over 1141), 48% of which identified themselves as a woman, 51,7% as a man and 0,3% as non-binary/genderqueer.

### Key Area 1: Governance and decision making

Governance and decision making are the responsibility of CERTH's Board of Directors (BoD) which consists of the:

- Director of Central Directorate, holding the position of the Chairman;
- Directors of CERTH's Research Institutes;
- Representative of the Supervising Authority - GSRI with no voting right;
- Representative of the Researchers (Grade A, B, C and Special Function Scientists, 2016 onwards);
- Representative of the scientific, technical and administrative personnel (2016 onwards).

Concerning research policy, the BoD is supported by the Directors and the Scientific Councils of the Institutes, which consist of 5-7 Researchers depending on their size.

The following tables present the composition of the BoD, the Directors of the Institutes and the composition of the Scientific Councils for the period 2010-2021.

Table 1: Members of the Board of Directors

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
<b>Total</b>	7	6	6	7	7	7	9	9	9	9	9	9
Men	6	4	4	6	6	6	6	7	8	8	8	8
Women	1	2	2	1	1	1	3	2	1	1	1	1

Table 2: Directors of Institutes (including Central Directorate)

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
<b>TOTAL</b>	6	5	5	6	6	6	6	6	6	6	6	6
Men	5	4	4	6	6	6	6	6	6	6	6	6
Women	1	1	1	0	0	0	0	0	0	0	0	0

Table 3: Members of the Scientific Councils

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
<b>TOTAL</b>	<b>30</b>	<b>30</b>	<b>29</b>	<b>30</b>	<b>29</b>	<b>29</b>	<b>27</b>	<b>29</b>	<b>29</b>	<b>29</b>	<b>29</b>	<b>29</b>
Men	20	20	19	19	19	19	17	19	20	20	20	20
Women	10	10	10	11	10	10	10	10	9	9	9	9

It is worth noting that:

- Women representation is extremely low in governance and decision-making bodies;
- Over the period 2010 – 2020, only one woman held the position of a Director of Institute<sup>2</sup>;
- Over the period 2016 – 2020 at least one of the Representatives of the Researchers and the scientific, technical and administrative personnel is a woman.

In addition, the survey carried out revealed the following:

- 58% of the personnel believe that the offered opportunities in leadership skills training programmes are the same for both genders;
- 68% believe that the necessary objectivity to effectively assess situations and resolve conflicts does not depend on gender.

## **Key Area 2: Recruitment, Selection procedures, and Career Progression**

The following tables depict the gender distribution of CERTH’s personnel on 31/12/2020, in relation to several parameters like expertise, level of education, type of employment and age.

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<sup>2</sup> Since the establishment of CERTH in 2000 only one woman has held the position of the Director of Institute.

Table 4: CERTH's personnel vs. expertise

	PHYSICAL SCIENCES	%	AGRICULTURAL AND VETERINARY SCIENCES	%	ENGINEERING	%	MEDICINE AND LIFE SCIENCES	%	SOCIAL SCIENCES, HUMANITIES AND ART	%	TOTAL	%
<b>RESEARCHERS</b>	<b>22</b>		<b>23</b>		<b>187</b>		<b>24</b>		<b>5</b>		<b>261</b>	
MEN	16	<b>73%</b>	20	<b>87%</b>	151	<b>81%</b>	13	<b>54%</b>	3	<b>60%</b>	203	<b>78%</b>
WOMEN	6	<b>27%</b>	3	<b>13%</b>	36	<b>24%</b>	11	<b>46%</b>	2	<b>40%</b>	58	<b>22%</b>
<b>TECHNICAL PERSONNEL</b>	<b>63</b>		<b>31</b>		<b>618</b>		<b>17</b>		<b>43</b>		<b>772</b>	
MEN	35	<b>56%</b>	16	<b>52%</b>	446	<b>72%</b>	5	<b>29%</b>	16	<b>37%</b>	518	<b>67%</b>
WOMEN	28	<b>44%</b>	15	<b>48%</b>	172	<b>28%</b>	12	<b>71%</b>	27	<b>63%</b>	254	<b>33%</b>
<b>SCHOLARS</b>	<b>5</b>		<b>4</b>		<b>23</b>		<b>11</b>		<b>0</b>		<b>43</b>	
MEN	3	<b>60%</b>	0	<b>0%</b>	14	<b>61%</b>	1	<b>9%</b>	0		18	<b>42%</b>
WOMEN	2	<b>40%</b>	4	<b>100%</b>	9	<b>39%</b>	10	<b>91%</b>	0		25	<b>58%</b>
<b>ADMINISTRATIVE PERSONNEL</b>	<b>3</b>		<b>0</b>		<b>6</b>		<b>0</b>		<b>56</b>		<b>65</b>	
MEN	0	<b>0%</b>	0		1	<b>17%</b>	0		5	<b>9%</b>	6	<b>9%</b>
WOMEN	3	<b>100%</b>	0		5	<b>83%</b>	0		51	<b>91%</b>	59	<b>91%</b>
<b>TOTAL</b>	<b>93</b>		<b>58</b>		<b>834</b>		<b>52</b>		<b>104</b>		<b>1141</b>	
MEN	54	<b>58%</b>	36	<b>62%</b>	612	<b>73%</b>	19	<b>37%</b>	24	<b>23%</b>	745	<b>65%</b>
WOMEN	39	<b>42%</b>	22	<b>38%</b>	222	<b>27%</b>	33	<b>63%</b>	80	<b>77%</b>	396	<b>35%</b>

Table 5: CERTH's personnel vs. level of education

	SECONDARY EDUCATION	%	TECHNICAL EDUCATION	%	UNIVERSITY GRADUATES	%	PHD	%	TOTAL	%
<b>RESEARCHERS</b>	<b>0</b>		<b>0</b>		<b>0</b>		<b>261</b>		<b>261</b>	
MEN							203	<b>78%</b>	203	<b>78%</b>
WOMEN							58	<b>22%</b>	58	<b>22%</b>
<b>TECHNICAL PERSONNEL</b>	<b>10</b>		<b>45</b>		<b>714</b>		<b>3</b>		<b>772</b>	
MEN	9	<b>90%</b>	31	<b>69%</b>	476	<b>67%</b>	2	<b>67%</b>	518	<b>67%</b>
WOMEN	1	<b>10%</b>	14	<b>31%</b>	238	<b>33%</b>	1	<b>33%</b>	254	<b>33%</b>
<b>SCHOLARS</b>	<b>3</b>		<b>4</b>		<b>34</b>		<b>2</b>		<b>43</b>	
MEN	1	<b>33%</b>	2	<b>50%</b>	14	<b>41%</b>	1	<b>50%</b>	18	<b>42%</b>
WOMEN	2	<b>67%</b>	2	<b>50%</b>	20	<b>59%</b>	1	<b>50%</b>	25	<b>58%</b>
<b>ADMINISTRATIVE PERSONNEL</b>	<b>17</b>		<b>9</b>		<b>36</b>		<b>3</b>		<b>65</b>	
MEN	1	<b>6%</b>	2	<b>22%</b>	3	<b>8%</b>	0	<b>0%</b>	6	<b>9%</b>
WOMEN	16	<b>94%</b>	7	<b>78%</b>	33	<b>92%</b>	3	<b>100%</b>	59	<b>91%</b>
<b>TOTAL</b>	<b>30</b>		<b>58</b>		<b>784</b>		<b>269</b>		<b>1141</b>	
MEN	11	<b>37%</b>	35	<b>60%</b>	493	<b>63%</b>	206	<b>77%</b>	745	<b>65%</b>
WOMEN	19	<b>63%</b>	23	<b>40%</b>	291	<b>37%</b>	63	<b>23%</b>	396	<b>35%</b>

Table 6: CERTH's personnel vs. type of employment

	PERMANENT PERSONNEL	%	EMPLOYMENT CONTRACT PERSONNEL	%	EMPLOYMENT AGREEMENT WITH COLLABORATING UNIV. PROF.	%	WORKING CONTRACT PERSONNEL	%	SCHOLARSHIPS	%	TOTAL	%
<b>RESEARCHERS</b>	<b>55</b>		<b>26</b>		<b>47</b>		<b>133</b>				<b>261</b>	
MEN	43	<b>78%</b>	15	<b>58%</b>	42	<b>89%</b>	103	<b>77%</b>			78	<b>78%</b>
WOMEN	12	<b>22%</b>	11	<b>42%</b>	5	<b>11%</b>	30	<b>23%</b>			58	<b>22%</b>
<b>TECHNICAL PERSONNEL</b>	<b>33</b>		<b>73</b>				<b>666</b>				<b>772</b>	
MEN	19	<b>58%</b>	33	<b>45%</b>			466	<b>70%</b>			518	<b>67%</b>
WOMEN	14	<b>42%</b>	40	<b>55%</b>			200	<b>30%</b>			254	<b>33%</b>
<b>SCHOLARS</b>									<b>43</b>		<b>43</b>	
MEN									18	<b>42%</b>	18	<b>42%</b>
WOMEN									25	<b>58%</b>	25	<b>58%</b>
<b>ADMINISTRATIVE PERSONNEL</b>	<b>18</b>		<b>39</b>				<b>8</b>				<b>65</b>	
MEN	2	<b>11%</b>	4	<b>10%</b>			0	<b>0%</b>			6	<b>9%</b>
WOMEN	16	<b>89%</b>	35	<b>90%</b>			8	<b>100%</b>			59	<b>91%</b>
<b>TOTAL</b>	<b>106</b>		<b>138</b>		<b>47</b>		<b>807</b>		<b>43</b>		<b>1141</b>	
MEN	64	<b>60%</b>	52	<b>38%</b>	42	<b>89%</b>	569	<b>71%</b>	18	<b>42%</b>	745	<b>65%</b>
WOMEN	42	<b>40%</b>	86	<b>62%</b>	5	<b>11%</b>	238	<b>29%</b>	25	<b>58%</b>	396	<b>35%</b>



Table 7: CERTH's personnel vs. age and gender

	<25	%	25 - 34	%	35 - 44	%	45 - 54	%	55 - 64	%	>65	%	TOTAL	%
<b>RESEARCHERS</b>	<b>0</b>		<b>36</b>		<b>128</b>		<b>68</b>		<b>27</b>		<b>2</b>		<b>261</b>	
MEN	0		21	58%	104	81%	55	81%	21	78%	2	100%	203	78%
WOME	0		15	42%	24	23%	13	19%	6	22%	0	0%	58	22%
<b>TECHNICAL PERSONNEL</b>	<b>22</b>		<b>475</b>		<b>188</b>		<b>69</b>		<b>16</b>		<b>2</b>		<b>772</b>	
MEN	14	64%	331	70%	115	61%	43	62%	13	81%	2	100%	518	67%
WOMEN	8	36%	144	30%	73	39%	26	38%	3	19%	0	0%	254	33%
<b>SCHOLARS</b>	<b>5</b>		<b>33</b>		<b>4</b>		<b>1</b>		<b>0</b>		<b>0</b>		<b>43</b>	
MEN	3	60%	14	42%	3	75%	0	0%	0		0		20	47%
WOMEN	2	40%	19	58%	1	25%	1	100%	0		0		23	53%
<b>ADMINISTRATIVE PERSONNEL</b>	<b>1</b>		<b>8</b>		<b>34</b>		<b>15</b>		<b>7</b>		<b>0</b>		<b>65</b>	
MEN	0	0%	1	13%	2	6%	1	7%	2	29%	0		6	9%
WOMEN	1	100%	7	88%	32	94%	14	93%	5	71%	0		59	91%
<b>ΣΥΝΟΛΟ</b>	<b>28</b>		<b>552</b>		<b>354</b>		<b>153</b>		<b>50</b>		<b>4</b>		<b>1141</b>	
MEN	17	61%	367	66%	224	63%	99	65%	36	72%	4	100%	747	65%
WOMEN	11	39%	185	34%	130	37%	54	35%	14	28%	0	0%	394	35%

The gender distribution ratio (women/men, w/m) is overall 35/65. Nevertheless, significant deviations are observed in individual categories. The following w/m ratios are noted:

- 91/9 in administration personnel;
- 22/78 in researchers (research personnel holding a PhD), with the average on the subcategories of physical, agricultural & veterinary sciences and engineering being 20/80;
- 28/72 in the technical personnel in the subcategory of engineering.

In addition, concerning the type of employment, the overall ratio w/m working under employment contracts (permanent or temporary) is 52/48, similar to the ratio 51/49 observed in the subcategory of technical personnel. Nevertheless, the following ratios are noted:

- 91/9 of the administration personnel working under employment contracts; (permanent or temporary);
- 28/72 of researchers (research personnel holding a PhD) working under employment contracts (permanent or temporary);
- 23/77 of researchers (research personnel holding PhD) working under work contracts.

At this point, it should be mentioned that there is no systematic monitoring/registering of the work applications received by the Centre. The low woman representation dictates this necessity in order to proceed with corrective actions.

### **Key Area 3: Flexible and Agile Working**

The undertaken study revealed the following perceptions of the Centre's personnel with regards to the flexible and agile working:

- 69% of the personnel believe that the workplace environment is not an obstacle to starting a family, while 68% of those who believe it is an obstacle attribute it to their sex. Overall, the following main issues have been identified: a. the particularities of the profession of a researcher: long working hours during multiple deadlines periods, frequent travels, etc., b. the employment status: there is no legislative framework for maternity leave for people employed under working contracts, c. the general belief that women more than men adjust their careers for family life;
- 67% believe that family is not an obstacle to their professional development, while 63% of those who believe it is an obstacle attribute it to their sex. Their main argument is that the time needed for family care, especially by women, reduces the time devoted to career advancement. Moreover, women identified that while on maternity leave their professional development stops;
- 86% of the female personnel believe that they would be more efficient if they had a more flexible working schedule (e.g. working hours, days of physical presence) while in pregnancy;

- 89% of the personnel believe that they would be more efficient if they had a more flexible working schedule (e.g. working hours, days of physical presence) while being a new parent;
- 87% believe that a pregnant colleague would perform better or they would have better cooperation with her if she had a more flexible schedule (e.g. working hours, days of physical presence);
- 88% believe that a new parent colleague would perform better or they would have better cooperation with her/him if she/he had a more flexible schedule (e.g. working hours, days of physical presence);
- 62% of the females believe that it would be better for them to be able to get time off work during the first 2-3 days of menstruation, while 52% of the personnel believe that it would be better for their colleague to be able to get time off work during the first 2-3 days of menstruation.

A frequently recorded concern is that an unbalanced working and family life is harmful to the physical and mental health as well as the emotional status, leading to unhappy and thus less productive employees.

#### Key Area 4: Gender Strategy in Research

As mentioned before two extremely opposite ratios are observed concerning w/m distribution, the 91/9 in administration personnel and the 28/72 in researchers.

Researchers (Grade A, B and C and Special Function Scientists) are the main research personnel of the Centre, responsible for the high quality, cutting edge research design and implementation.

Table 8 shows the women / mendata for the Researchers for the period 2015 – 2021.

Table 8: Researchers (Grade A, B, C and Special Function Scientists)

	2015	2016	2017	2018	2019	2020	2021
<b>TOTAL</b>	<b>49</b>	<b>55</b>	<b>54</b>	<b>55</b>	<b>62</b>	<b>70</b>	<b>65</b>
Men	36	41	41	41	48	55	52
Women	13	14	13	14	14	15	13
Men	73%	75%	76%	75%	77%	79%	80%
Women	27%	25%	24%	25%	23%	21%	20%

As depicted by the data, there is an overall increase in the number of Researchers, while the number of women researchers remains almost the same over the reference period, with the ratio w/m in 2021 being 20/80.

There is no systematic monitoring/registering of the applications received for the Researchers positions. The above-mentioned ratio dictates this necessity to proceed with necessary corrective actions.

Moreover, to the extent that research is a challenging task entailing increased responsibility, lifelong learning and constant pursuit of development, the survey revealed the following perceptions:

- 90% believe that challenging tasks are important for all genders;
- 87% believe that tasks requiring responsibility are desired equally by women and men;
- 25% believe that opportunities in scientific-related skills training programs are more for men;
- 36% believe that they do not have equal opportunities for development with people of the opposite sex, 11,8% of which consider that they have been discouraged from participating in skill development courses due to their gender;
- 68% would cover their own expenses to take part in skill development courses with 96% of them providing annually up to 10% of their monthly salary.

Again, it should be mentioned that there is no systematic gender monitoring in capacity building and lifelong training activities. The survey dictates the necessity of the systematic monitoring of these elements in order to identify any discrimination due to gender and proceed with the necessary corrective actions.

#### **Key Area 5: Gender in events and research visibility activities**

Currently, there is no systematic monitoring of gender participation in events and research visibility activities. The need to increase the visibility of women researchers and their achievements in cutting edge research areas is recognised as an issue to be addressed.

#### **Key Area 6: Gender in Organisation Culture**

The undertaken survey included a set of questions addressing the gender in the organisation culture, as an effort to record CERTH's personnel perceptions and experiences. The main findings are:

- 98% reported that they would prefer their workplace to consist of both sexes;
- 94% reported that they would hire easily both men and women;
- 92% reported that they have no preference in the gender of the colleagues they work with;
- 19% reported that professional skills depend on gender;
- 28% reported that they have been harassed (non-sexually) in the workplace, 44% of which reported that the harassment originated from colleagues of the opposite sex, 33% reported that the harassment came from both sexes and 23% reported that it came from colleagues of the same sex;
- 65% of the harassed persons did not feel safe or protected at the work environment, neither had they felt that they could turn to someone for protection;



- 7% reported that they have been sexually harassed in the workplace, 86% of which reported that the sexual harassment originated from colleagues of the opposite sex, 9% from colleagues of both sexes and 5% from colleagues of the same sex;
- 55% of the sexually harassed persons did not feel safe or protected at the work environment, neither had they felt that they could turn to someone for protection.


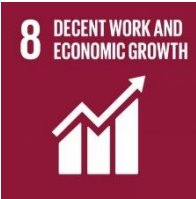
Frequently appeared concerns of the survey participants are the following:


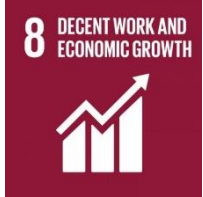
- Equal opportunities and development of the working – human, exploiting diversities and complementarities should be in place;
- Transparency in personnel evaluation methods and metrics would incubate trust, encourage consciousness in one's qualities and willingness for professional development by setting clear goals both for the employee and the organization;
- The issue of gender discrimination in the working environment is deep and requires everyday work and close monitoring of behaviours;
- The effort to eliminate gender discrimination should not focus on the fulfilment of numerical indexes leaving aside the actual qualifications of personnel regardless of sex;
- A well-structured and evidence-based information diffusion and argumentation in favour of pluralism in the working environment is lacking.

## The Key Areas of Intervention



The following tables present the objectives, measures and KPIs set for each Key area.


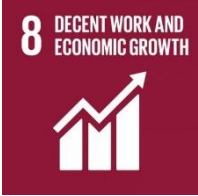
<b>Key area 1: Governance and Decision Making</b>					
<b>Objectives</b>	<b>Measures</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
I. Gender balance in all key decision-making bodies (Board of Directors, etc.) II. Creation of structures to support gender equality III. Oversight of organizational processes in relation to gender	1. Seek gender-balanced expertise for managerial bodies	✓	✓	✓	✓
	2. Chairs of key decision-making bodies to consist of balanced numbers W/M		✓	✓	✓
	3. Establishment of Gender Equality Board	✓			
	4. Monitor the implementation of the Gender Equality Plan		✓	✓	✓
	5. Equality, diversity and inclusion principles embedded into governance and strategic planning		✓	✓	✓
<b>Who:</b> 1. BoD and GEB 2. BoD and GEB 3. BoD 4. GEB 5. BoD and GEB	<b>KPIs and Targets:</b> 1. To the maximum extent possible 2. To the maximum extent possible 3. Completed by the end of 2021 4. Annual revision of GEP 5. To the maximum extent possible	 			



<b>Key area 2: Recruitment, Selection procedures and Career Progression</b>					
<b>Objectives</b>	<b>Measures</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
I. Career advancement interventions for women professional support II. To gender proof recruitment selection III. Monitor pay gaps IV. Attract female applicants in senior posts	1. Analysis of applications vs. admissions data to assess gender balance ratio		✓	✓	✓
	2. Sharing career good practices and training female role models, raising awareness to personnel and directors		✓	✓	✓
	3. Monitoring retention rate (RR) of female personnel, substitution practices and career progression		✓	✓	✓
	4. Review of pay gaps		✓	✓	✓
<b>Who:</b> 1. AD 2. GEB and ED and RC 3. AD 4. GEB and AD and ED and BoD	<b>KPIs and Targets:</b> 1. Analysis of the research personnel applications, annually 2. 1 event per year 3. Average RR/Substituting a W by a W/Career progression W vs M (and years to get there) for research personnel 4. Annual review	 			

<b>Key area 3: Flexible and Agile Working</b>					
<b>Objectives</b>	<b>Measures</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
I. Structures for supporting personnel members with caring responsibilities II. Promote integration of work with family and personal life	1. Flexible working models (part-time/remote working etc.)		✓	✓	✓
	2. Guidelines for work-life balance		✓	✓	✓
	3. Coordination and clear assignment of responsibilities			✓	✓
	4. ICT based systems for improving personnel member connectivity when on remote working	✓	✓	✓	✓
<b>Who:</b> 1. BoD and GEB 2. GEB 3. RC and Directors and AD 4. GEB and AD	<b>KPIs and Targets:</b> 1. Formation of the regulatory framework 2. 1 <sup>st</sup> draft in 2022 3. Detailed job descriptions 4. In place since 2020	 			



<b>Key area 4: Gender Strategy in Research</b>						
<b>Objectives</b>	<b>Measures</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	
I. Gender monitoring in research processes II. Women hired in research positions III. Women career development IV. Encourage women to exploit their research results	1. Monitoring applications' gender balance received in research positions		✓	✓	✓	
	2. Gender monitoring in capacity building and lifelong training programmes		✓	✓	✓	
	3. Applying for funding in national/European calls targeting RRI actions	✓	✓	✓	✓	
	4. Promoting women in open posts for research / research projects (internal career advancement)		✓	✓	✓	
	5. Linking more women researchers with industry/market & promoting innovative entrepreneurship within women researchers			✓	✓	✓
	6. Supporting women returning from maternity leave			✓	✓	✓
<b>Who:</b> 1. GEB and AD 2. GEB and AD and ED 3. ED 4. RC and Directors 5. ED 6. RC and Directors	<b>KPIs and Targets:</b> 1. Analysis of the research personnel applications, annually 2. With the aim to reach 40/60 3. To the maximum extent possible 4. To the maximum extent possible 5. One event per year 6. Provide access to additional needed resources	 				

<b>Key area 5: Gender in events and research activities visibility</b>					
<b>Objectives</b>	<b>Measures</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
I. Participation of a balanced number of women/men in events/hackathons/business days etc. II. Visibility of women in the activities of the organisation III. Exposure of women in media and social media	1. Monitoring participation W/M in the Centre's events/campaigns/info days		✓	✓	✓
	2. Appoint women in leading positions of research and communication activities		✓	✓	✓
	3. Assign women mentors/supervisors to undergraduate/postgraduates carrying out internships		✓	✓	✓
	4. Make visible women and their contribution to the results and success of the organization in the website/social media		✓	✓	✓
	5. Participation of women in events targeting female access to R&I		✓	✓	✓
<b>Who:</b> 1. GEB and AD and ED 2. ED and SC and Directors 3. SC and Directors 4. ED 5. ED and SC	<b>KPIs and Targets:</b> 1. Aim for 40/60 2. 1 woman at least in every event organisation team 3. To the maximum extent possible 4. Annual newsletter flagging the contribution of outstanding research of women in the Centre 5. To the maximum extent possible	 			

Key area 6: Gender in Organisation Culture					
Objectives	Measures	2021	2022	2023	2024
I. Diffusing /publishing current plan II. Create event on sensitive topics III. Encourage personnel to report incidents IV. Designated area for women and child care	1. Publication of current plan and future versions on website	✓	✓	✓	✓
	2. Organisation of events on diversity and gender for raising awareness		✓	✓	✓
	3. Offering a support service for the prevention, detection and report of discrimination and behaviours of harassment or violence based on gender		✓	✓	✓
	4. Areas for women and child care		✓	✓	✓
<b>Who:</b> 1. GEB and ED 2. GEB and ED 3. GEB and AD 4. Directors and BoD	<b>KPIs and Targets:</b> 1. 1 update per year 2. 1 per year 3. Board of 3-5 members (Gender Equality Board) 4. 1 area for women and child care in each building	 			

## Definitions

**Binary construct** (relating to gender) is a social construct that identifies an individual as either male/man or female/woman, and does not take account of other sex or gender identities or presentations.

**Gender** is part of a person's social and personal identity. It is typically used with reference to social and cultural differences rather than biological, referring to the characteristics that a culture delineates as masculine/male or feminine/female (see definition for "gender diverse").

**Gender diverse** is a term used to recognise people who do not fall within the gender binary construct of male and female.

**Intersex** refers to people who have genetic, hormonal or physical characteristics that are not exclusively "male" or "female". A person who is intersex may identify as male, female, intersex or as being of indeterminate sex.

**Pay equity** means individuals receiving equal pay for work of equal or comparable value and there is no gender bias at any point in the remuneration process (for example at commencement, base salary, out-of-cycle pay reviews, discretionary loadings and bonuses, and movement within the total remuneration range).

**Sex** means the characteristics associated with biological sex, generally assigned at birth usually described as being male or female. A person's sex and gender identity or presentation may not necessarily be the same.

**Transgender** is a general term for a person whose gender identity is different from their sex assigned at birth. A transgender person may take steps to live permanently in their nominated sex, with or without medical treatment.

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## ANNEX 1: Survey Questionnaire

### Objective: Equality among genders better performance at work

1. What is your gender?
2. What is your age?
3. How many years are you employed at CERTH?
4. What is your role in the organisation?
  - Research personnel
    - Project team member
    - Scientific responsible of a project
    - Lab director
    - Institute director
  - Research support personnel (technical personnel)
    - Project team member/department
    - Head of unit
    - Head of department
  - Research support personnel (administrative personnel)
    - Unit member
    - Head of unit
    - Head of department
5. Which of the following traits and to what extent do you consider affecting someone's success in the research environment:
  - ambition
  - competitiveness
  - teamwork
  - determination
  - toughness
  - knowledge
  - adaptability
  - sensitivity
  - empathy
  - justice
  - negotiation skills
  - orderliness
  - flexibility
  - persistence
  - responsibility
  - resilience
6. Which of the following traits and to what extent do successful women exhibit in the organization?
  - ambition
  - competitiveness
  - teamwork
  - determination
  - toughness

- knowledge
- adaptability
- sensitivity
- empathy
- justice
- negotiation skills
- orderliness
- flexibility
- persistence
- responsibility
- resilience

7. Which of the following traits and to what extent do successful men exhibit in the organization?

- ambition
- competitiveness
- teamwork
- determination
- toughness
- knowledge
- adaptability
- sensitivity
- empathy
- justice
- negotiation skills
- orderliness
- flexibility
- persistence
- responsibility
- resilience

8. Do you consider that tasks that require responsibility are mainly desired by:  
men / women / both

9. Do you consider that a challenging task is more important to:  
men / women / both

10. Do you consider that opportunities in leadership skills training programs are:  
more for men / more for women / same for both

11. Do you consider that opportunities in scientific/research-related skills training programs:  
more for men / more for women / same for both

12. Which gender has the necessary objectivity to effectively assess situations and resolve conflicts?  
men / women / both

13. Have you been discouraged from participating in skill development courses due to your gender?  
Yes/No

14. Would you cover your own expenses to take part in skill development courses?

Yes/No

15. If yes, at what price?

*survey scale*

16. Is the workplace environment an obstacle to starting a family?

Yes/No

17. If Yes, is it affected by gender?

Yes/No

*In case of "Yes" in question 15, please justify*

18. Is the family an obstacle to professional development?

Yes/No

19. If Yes, is it affected by gender?

Yes/No

*In case of "Yes" in question 17, please justify*

20. Do you think that as a pregnant woman you would perform better if you had a more flexible schedule (eg working hours, days of physical presence)? If yes, in what way?

Yes/No

21. Do you think that as a new parent you would perform better if you had a more flexible schedule (eg working hours, days of physical presence)?

Yes/No

If yes, in what way? Please comment

22. Do you think that a pregnant colleague would perform better or you would have better cooperation with her if she had a more flexible schedule (eg working hours, days of physical presence)?

Yes/No

23. Do you think that a new parent-colleague would perform better or you would have better cooperation with him/her if he/she had a more flexible schedule (eg working hours, physical presence days)?

Yes/No

24. Do you think that it would be better to be able to get time off from work during the first 2-3 days of menstruation?

Yes/No

25. Do you think it would be better for your colleague to get time off from work during the first 2-3 days of menstruation?

Yes/No

26. If this is done, would it be fair for a man to have the flexibility to get time off from work 1 day a quarter if he does not feel well?

Yes/No



27. Have you been harassed in the workplace in any way (non-sexual harassment)?  
Yes/No
28. If “Yes”, by colleagues of the same sex / of the opposite sex
29. If the answer to question 27 is yes, did you feel safe or protected at the work environment?  
Yes/No
30. If the answer to question 27 is yes, did you feel that you could turn to someone for protection?  
Yes/No
31. Have you been sexually harassed in the workplace in any way?  
Yes/No
32. If “Yes”, by colleagues of the same sex / of the opposite sex
33. If the answer to question 31 is yes, did you feel safe or protected at the work environment?  
Yes/No
34. If the answer to question 31 is yes, did you feel that you could turn to someone for protection?  
Yes/No
35. Do you think you have equal opportunities for development with people of the opposite sex?  
Yes/No
36. Do you prefer to work with  
women / men / both?
37. Do you prefer to work with colleagues of  
the same sex / the opposite sex / It makes no difference
38. Do you think that professional skills are affected if the employee is a woman?  
Yes/No
39. Do you think that professional skills are affected if the employee is a man?  
Yes/No
40. Do you think that women should be excluded from heavy manual labour?  
Yes/No
41. Would you hire more easily  
men / women / both sexes
42. Would you prefer your workplace to consist of  
only men / only women / both sexes
43. Please indicate your level of agreement with the following phrase “woman is made to stay at home”?

*survey scale*

44. Please indicate your level of agreement with the following phrase "men are emotionally burdened by the work environment"?

*survey scale*

45. Please indicate your level of agreement with the following phrase "women are emotionally burdened by the work environment"?

*survey scale*

46. How much do you agree with the phrase "women lose their femininity to succeed as professionals"?

*survey scale*