

University of West Attica

Gender Equality Action Plan 2022-2024



January 2022



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1. INTRODUCTION

Sexual violence is a global phenomenon that occurs in all age, religious, ethnic groups, while its victims come from all walks of life and all levels of education. It is a serious obstacle to equality between men and women, and is recognized as a violation of human rights. The term gender-based violence is a general term that encompasses any discrimination or harmful behavior directed at a person because of his or her (actual or perceived) social gender or sexual orientation. It affects both women and men, but disproportionately affects women and girls, reflecting social beliefs and cultural references to their inferior position in society. Gender inequalities not only make it possible for gender-based violence to occur, but also create an environment where it is tolerated or even accepted.

The main causes of its appearance are the social inequalities between the two sexes, as they continue to be reproduced through the remnants of the patriarchal model of organization of societies, when it is mixed in post-industrial societies with capitalism and globalization. Therefore, the search for its causes must be done in the context of the study and analysis of social stereotypes about the two sexes and the social roles they have in common, in a system of unequal distribution of power and authority between men and women.

For Greece, as for the other EU member states, gender-based violence is a serious and multidimensional problem. According to the latest EU statistics, one in four Greek women over the age of 15 has experienced physical or sexual violence at least once in their lifetime, while the cost of gender-based violence for the country (loss of economic production, use of services and personal costs, etc.) amounts to EUR 5 billion per year

(European Institute for Gender Equality, 2017).¹

¹ <https://eige.europa.eu/publications>



1.1. The Integration of the Gender Dimension in the Actions of the Universities

Women have struggled for centuries to gain access to higher education, both as students and as scientists. The 19th century is a time of intense mobilization of women, who are organized in the name of equality, articulating for the first time feminist discourse. The feminist movement is emerging, pushing for both the recognition of women's political rights and reforms in the education system. Thus, the social consciousness of women begins to awaken.

However, nowadays the gender gap in work, education and research still exists and women face disproportionately more obstacles in their careers than men, due to the imbalance between work and personal life and its growing unpaid care in most households. It is noted that the COVID-19 pandemic has further aggravated the situation of women, who have been forced to balance overtime teleworking with childcare and the provision of unpaid care work. Given the pandemic crisis, the failure to adopt family-friendly policies to support and empower women, who tend to retain most of the responsibility within households.

It is important that appropriate measures are put in place to ensure zero-tolerance policies in all forms of discrimination and harassment including sexual harassment of women, better maternity leave, significantly more and longer paternity leave, and paid and non-transferable parental leave, which will allow women and men to be absent to care for their children and to fight the rule that among parents are women who interrupt their careers in order to overcome a significant obstacle to the advancement of women's careers, and to ensure flexible working hours, for work-life balance.

In the years to come, the main goal in ensuring women's access to education should be to remove all barriers, especially socio-cultural, psychological and pedagogical barriers that limit the interests, preferences and choices of women and girls, including gender stereotypes, gender discrimination and a combination of biological and social



factors, especially that of motherhood, with the most decisive periods in women's careers, without jeopardizing women's freedom to make decisions.

It is important to encourage the participation of women in education and careers in relevant national or regional action plans or gender equality strategies, and to provide adequate incentives to eliminate gender stereotypes, facilitate access to education and qualifications, a better work-life balance, equal opportunities in ensuring a healthy and safe working and educational environment for women, banning discrimination in the labor market, raising awareness of gender bias and stereotypes, enforcing mandatory wage transparency policies, implementing zero-tolerance approaches to sexual harassment, and increasing the visibility of female role models.

Finally, actions are needed to implement a multilevel information and awareness campaign for academics and the general public, as well as other programs and initiatives to reduce barriers in academia. Gender equality measures, such as eliminating gender stereotypes in education, raising awareness, and vocational guidance that would encourage girls to consider studying in male-dominated fields, would increase the number of women graduates in various professions and in those that are considered male-dominated.

2. Gender Equality Committee (GEC) of the University of West Attica

Gender equality is a fundamental right and a fundamental value for social justice and social change, enshrined in international and European Treaties and national law.

Despite the significant progress of recent years, gender inequalities² and discrimination, especially against women, which govern all aspects of academic life remain strong in our country, and in general, greater than in other European countries.

Thus, taking into account the existing gender inequality in academia and scientific research, Greece proceeded with article 33 of law 4589/2019 in the mandatory establishment of unpaid Gender Equality Committees (GEC) in all Higher Educational

² https://www.eliamep.gr/wp-content/uploads/2021/01/TARGET_DIGITAL_WEBSITE_USE.pdf



Institutes of the country. These Committees consist of nine members and in more detail, they consist of six (6) faculty members, one (1) member from Laboratory and Technical Personnel, two (2) administrative officers and one (1) student.

2.1. *Composition-Responsibilities*

In 2021 at the University of West Attica the Gender Equality Committee was established with a three-year term, as an advisory body of the Senate and the Administrations of the Schools and Departments for the promotion of equality in all levels of operation and in all procedures of academic life (77936 / 30.09 .2021).³

The Gender Equality Committee (GEC) of UNIWA has, according to the law, the following responsibilities:

- a)** Prepares action plans for the promotion and assurance of substantial equality in the educational, research and administrative procedures of the Foundation and prepares an annual report, which it submits to the Senate.
- b)** Recommends measures for the promotion of equality and the fight against sexism to the competent bodies.
- c)** Provides information and training to members of the academic community on issues related to gender and equality.
- d)** Provides mediation services in cases of complaints of discrimination or harassment.
- e)** Promotes the preparation of P.M.S. and conducting seminars and lectures focusing on the study of gender.

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<https://www.uniwa.gr/wpcontent/uploads/2021/10/%CE%91%CE%A0%CE%9F%CE%A6%CE%91%CE%A3%CE%97-%CE%A3%CE%A5%CE%93%CE%9A%CE%A1%CE%9F%CE%A4%CE%97%CE%A3%CE%97%CE%A3-%CE%95%CE%A0%CE%99%CE%A4%CE%A1%CE%9F%CE%A0%CE%97%CE%A3-%CE%99%CE%A3%CE%9F%CE%A4%CE%97%CE%A4%CE%91%CE%A3-95%CE%99146%CE%9C9%CE%9E%CE%97-%CE%A4%CE%A3%CE%94-1.pdf>



f) Promotes the elaboration of studies and research on issues related to the field of its competence.

g) Provides assistance to victims of discrimination when they report discrimination. With the internal Regulations of the A.E.I. issues of support for victims of discrimination by the Commission are regulated in particular.

The Gender Equality Committee consists of the following members:

- Konstantina Sklavou, Assistant Professor, Chair
- Eleni Papouli, Assistant Professor, Vice – Chair
- Konstantina Skanavi, Professor, Member
- Leligkou Nely-Alkaterini, Associate Professor, Member
- Sofia Assonitou, Associate Professor, Member
- Evangelia Katsaiti, Lecturer Member
- Vasiliki Sarakatsianou, L.T.P, Member
- Konstantina Boulouta, Administrative Officer, Member
- Zoe Leontakianakou, Postgraduate Student at UNIWA, Member
- Antigoni Bartzoki, Administrative Officer, Committee Secretary



3. GENDER EQUALITY ACTION PLAN (GEAP)

3.1. *The Institutional Framework of GEAP in Universities*

According to the UN Agenda 2030, gender equality is not only a fundamental human right but also a necessary foundation for a peaceful, sustainable and prosperous world (Objective 5). With its Gender Equality Strategy 2020-2025, the European Commission is firmly establishing gender equality as a central and major issue and the UN Sustainable Development Goals as a top agenda. In particular, the new EU Program for Research & Innovation, 2021-2027 (HORIZON EUROPE⁴) sets out the guidelines for the creation of the Gender Equality Plan (GEP), with the aim of supporting training bodies corresponding plans. It is noted that, although the Greek legislation provides for the elaboration of GEP for the universities and research centers of the country, however, there is no specific institutional framework and guidance for its implementation and content.

The existence of a Gender Equality Plan is an eligibility criterion for the proposals to be submitted to Horizon Europe, from 2022 onwards, and concerns public bodies, research institutes and universities, from the Member States and the EU Associated Countries.

In summary, the Action Plan for Gender Equality (Gender Equality) in academia and research is the planning of actions aimed at creating and / or improving the quality of the work, research and learning environment, ensuring the promotion and observance of its principle. gender equality at all levels of academic life. In particular, the Action Plan follows the specifications on minimum requirements and the recommendations-directions formulated by the EU, such as:

- **Publication:** An official document published on the institution's website and signed by the top management.
- **Commitment of Resources:** Commitment of financial, human resources and gender expertise for the implementation of the provisions of the Plan.
- **Data Collection and Monitoring:** Collection of detailed gender data concerning the staff (and students of the relevant institutions) and annual report based on indicators.

⁴ <https://horizoneurope.gr/>



- Education: Gender Awareness / Education and Involuntary Gender-Related Prejudices for staff and decision makers



4. GENDER EQUALITY ACTION PLAN (GEAP) OF THE UNIVERSITY OF WEST ATTICA

Based on the above, the Gender Equality Committee of the University of West Attica takes care of the design, implementation, and monitoring of programs and actions aimed at the full integration of the gender dimension in academia and the elimination of gender inequalities and discrimination, as defined in existing legislation and international and European policies. In this light, as mentioned above, it is responsible for drawing up an Action Plan for Gender Equality with the aim of promoting substantial equality at the university.

The Action Plan for Gender Equality (hereinafter referred to as the "**Action Plan**") is a roadmap aimed at implementing specific actions to integrate the gender dimension in their structures, practices, and internal functioning, in human resource management, in the study programs, but also in the participation in the administrative bodies (ELIAMEP, 2021)⁵. Basic⁶ conditions for the success of GEAP are:

1. The cooperation and undivided support from the administrative bodies of the University at the level of institution, faculty, department and sector as well as the administrative service units.
2. A well-staffed body for gender equality.
3. Cooperation between different categories of stakeholders.
4. Integration into existing management structures and procedures.

With the Action Plan that follows, the University of West Attica (UNIWA) creates for the first time a documented model of actions for achieving substantial gender equality within the academic space to fully harmonize university life with national, European, and international requirements. To achieve the objectives of the Action Plan and the realization of the vision for equality, an open and inclusive university, without violence, harassment, and exclusion at all levels, the Commission works with a wide network of actors and social partners through the conclusion of cooperation protocols and developing synergies between the public and private sectors. Examples include:

⁵ https://www.eliamep.gr/wp-content/uploads/2021/01/TARGET_DIGITAL_WEBSITE_USE.pdf

⁶ file:///C:/Users/user/Downloads/ti_pubpdf_mh0417155eln_pdfweb_20170905232004.pdf

- Universities, Research Centers and Institutions (Gender Studies Laboratory of Panteion University, National Center for Social Research, ELIAMEP, DIOTIMA center for gender rights and equality, European Institute for Gender Equality, etc.)
- Local Development Bodies (Municipalities, Regions, Chambers)
- Scientific Bodies, Greek and International Networks (GEC Network)
- Professional Associations, Crafts Chambers, Associations
- Public Benefit Organizations and Social Partners

The Action Plan has a duration of three years (2022-2024) and can be reviewed and updated annually following a decision of the GEC with additions or any improvements in accordance with the requirements of current legislation. The final approval is given by the Senate of UNIWA.

4.1. The methodological framework of the GEAP

The methodological framework of GEAP aims at the effective planning and successful implementation of the planned actions. It contains four successive stages-phases as follows: design / definition of objectives and actions (design), implementation (implementation), monitoring (monitoring) and evaluation (evaluation), reflection. The following flow chart shows the cyclical sequence followed by the GEAP methodology in UNIWA.



The following is a detailed description of the Action Plan with the axes of intervention, the objectives and the targeted actions per axis. The targeted actions, in particular, seek to integrate the gender dimension and the commitment of the entire university community to promote and ensure the principle of gender equality in daily practice.

4.2 Intervention Axes

The Action Plan for Gender Equality is developed **in four (4) main axes**, which follow the guidelines of **the HORIZON EUROPE 2021-2027** program and is based on the five basic principles⁷ that govern the integration of the gender dimension in all public policies (gender mainstreaming). It is noted that the active participation of all members of the university community (teaching and research staff, administrative staff, students, and collective bodies) in the process of implementation of the Action Plan is absolutely necessary as it will strengthen the sense of responsibility for the fulfillment of catalyzing the creation of a culture of equality. Then the axes of intervention are presented in detail with the specific priorities and targeted actions.



⁷ <https://www.wien.gv.at/english/administration/gendermainstreaming/principles/five-principles.html>



AXE I:

“ INFORMATION AND AWARENESS FOR THE CREATION OF A CULTURE OF EQUALITY ”

A. DESCRIPTION

Continuous information and training of all stakeholders (teaching and research staff, administrative staff, student population) on gender issues is particularly important, as it is a basic condition for creating and establishing a culture and climate of gender equality, within the campus with respect for diversity and inclusion.

B. ACTIONS

Activities include events, conferences, workshops, information and training seminars and workshops on issues of gender discrimination, violence, harassment, sexism, stereotypes as well as the elimination of language sexism in all media (print and electronic). The University undertakes to take all necessary measures to update the existing operating regulations and all kinds of official documents and to add the gender dimension and the use of gender-neutral language. The same applies to all external communication channels of the university (Website, WebTV, social media, etc.).

B.1. INFORMATION AND AWARENESS

- ✚ Actions to promote and spread the message "**Zero Tolerance to Gender-Based Violence and Harassment**" on campus (poster, leaflets, open speeches / presentations, regular message spots on the university web channel, display on its internal screens, Media and social media, information campaigns).
- ✚ **Creation of GEC Website** with the aim of promoting its work and the direct information and communication with all members of the university community and beyond.
- ✚ **Creating a mark of recognition and promotion** of "gender equality and the fight against gender-based violence" and its permanent appearance on the university's main website, social media and in all administrative documents.
- ✚ **Production of a guide to counseling services** and operation of support structures - Manual of sexual harassment.



- ✚ **Establishment of an information and awareness week** centered on November 25: World Day for the Elimination of Violence against Women (e.g. "Eleni Topaloudi" events⁸).
 - Creation and operation of a "**Festival of Equality, Diversity and Inclusion**" within the week of information and awareness.
 - Artistic events with equality themes (theatrical performances, photo exhibitions, graffiti, various events), throughout the year.
- ✚ Creation of an "**Equality & Gender Shelf**" with a collection of books on women and gender issues in the university libraries in collaboration with library executives and the Equality Research Center.
- ✚ In the conferences / workshops (co) organized by the University, to monitor indicators related to the participation of the sexes and to encourage by any means deemed appropriate, the balanced representation of the sexes between the speakers and the participants in the panels.

B.2 TRAINING-EDUCATION

- ✚ Targeted awareness and training seminars for teaching and research staff and administrative staff:
 - on issues of gender and skills development for equal relationships with particular emphasis on vulnerable social groups (people with disabilities, Roma, LGBT people + people, etc.) and the principle of accessibility, as well as migrant and refugee students.
 - for overcoming language sexism and gender mainstreaming in administrative documents and textbooks (Guide⁹ to Using Non-Sexist Language in Administrative Documents).
- ✚ **Training of volunteer students** with the participation of all Departments / Schools of the university in matters of gender equality (Certified Ambassadors and Ambassadors of Equality at the University), in collaboration with special organizations and civil society organizations for:

⁸ <https://isotita.gr/wpcontent/uploads/2021/12/%CE%95%CE%A3%CE%94%CE%99%CE%A6-2021-2025.pdf>

⁹ <https://isotita.gr/wp-content/uploads/2018/01/%CE%9F%CE%B4%CE%B7%CE%B3%CF%8C%CF%82-%CE%BC%CE%B7-%CF%83%CE%B5%CE%BE%CE%B9%CF%83%CF%84%CE%B9%CE%BA%CE%AE%CF%82-%CE%B3%CE%BB%CF%8E%CF%83%CF%83%CE%B1%CF%82.pdf>



- Dissemination of the principle of gender equality, respect for diversity and acceptance of inclusion in all areas of the university (welcoming and informing freshmen and students in the Department, participation in targeted actions and seminars, workshops, etc.).
 - supporting the actions of the Gender Equality Committee and facilitating cooperation to support joint action programs.
 - the creation and operation of a voluntary student group with the aim of promoting and ensuring the principle of gender equality in the university.
- ✚ Operation of a **Summer School** with international participation, aiming at the awareness of the importance of gender issues and equality in education, the encouragement of dialogue, the development of innovative ideas, methods and actions and the exchange of best practices (research activities, interdisciplinary seminars, workshops, , etc.) between the parties involved.

PARTICIPANTS

- Members of the university community (teaching and research staff, administrative staff, students)
- Wide audience
- Local actors and agencies

AXE II:

“GENDER MAINSTREAMING IN FUNDING, RESEARCH AND TEACHING”

A. DESCRIPTION

International research ¹⁰ shows that the integration of the gender dimension in funding, research, and teaching in higher education institutions and research organizations, contributes greatly to the elimination of gender discrimination and inequalities in the production of research and scientific quality, ensures excellence and innovation in research and teaching

B.ACTIONS

¹⁰ file:///C:/Users/user/Downloads/ti_pubpdf_mh0417156eln_pdfweb_20170913125429.pdf



To achieve the objectives of Axis II, two groups of activities have been designed, each of which targets a specific thematic pillar.

B.1 INCLUSION OF GENDER ISSUES IN RESEARCH ACTIVITIES FUNDED BY THE UNIVERSITY

- ✚ **Encourage more women** to apply for research activities by introducing a statement of inclusion in all calls for expressions of interest in participating in research projects.
- ✚ **Ensuring balanced gender representation in research teams.**

B.2 SUPPORT OF THE DEPARTMENTS IN THE IMPLEMENTATION PROCESS OF POST GRADUATE AND DOCTORAL STUDIES & POSTGRADUATE RESEARCH ON GENDER ISSUES WITH THE PROVISION OF EXPERTISE

- ✚ **Encourage men and women**, postgraduate students, doctoral and doctoral candidates, and postdoctoral researchers to integrate a gender perspective into diploma theses and research proposals.
- ✚ **Establishment of an award with a cash prize** (every two years), for research work on issues of gender equality and inclusion.
- ✚ **Encourage the integration of the gender dimension** in postgraduate courses in collaboration with the postgraduate program committees.
- ✚ **Horizontal integration of gender courses in the Departments** where they are absent or deemed insufficient, in order to promote through education, the principles of gender equality and respect for diversity.

Collaboration with networks of experts to provide know-how on issues of gender equality in curriculum design and research proposal development.

PARTICIPANTS

- Postgraduate program committees
- Members of the university community
- Researchers at the university and research centers
- Representatives and members of the Equality Committee
- Researchers involved in European funded research and innovation projects



AXIS III.

“EQUAL SUPPORT FOR PROFESSIONAL CAREER”

A. DESCRIPTION

Although women have now mastered the so-called "male occupations", society and the employer mentality continue to maintain the division of occupations into "female" and "male", leading fatally to gender-based occupational segregation. Similarly, although there has been a steady increase in women's¹¹ participation in all levels of academic education, women are still a minority, especially in the higher ranks of employment and representation in academia and research. Therefore, it is considered necessary to promote measures for the reconciliation of personal, family, and professional life with the aim of equal support for professional careers and the elimination of the "glass ceiling phenomenon". The University is committed to family-friendly political and university structures to balance professional life, studies and academic qualifications with family responsibilities. It should be noted that the term family here refers both to people who raise children (parents, guardians) and to caregivers, i.e., people who care for their family members.

B. ACTIONS

The need for actions that facilitate and encourage the combination of family, personal life and work / professional life is recognized. Here, having social care is essential to help reconcile the parental role with the professional role. Actions include:

- ✚ Promoting the principle of gender balance in decision-making positions and institutions management, recruitment as well as the composition of research teams to enhance the diversity of views, without exclusions and the balance of professional / personal life.

¹¹ «Αυξημένη συμμετοχή κάτω από τη γυάλινη οροφή» (Εθνικό Κέντρο Τεκμηρίωσης & Ηλεκτρονικού Περιεχομένου). <https://www.ekt.gr/el/news/23774>



- ✚ Initiatives by the rector's authorities for a regulatory framework regarding gender balance and guided by the principle of accessibility at all levels and decision-making positions.
- ✚ Establishment of Creative Employment Centers for Children for the staff (teaching and research staff, administrative staff) and the students in the role of parent.
- ✚ Establishment of childcare / custody infrastructure (preschool age), until the end of the daily lessons by scheduled appointment.
- ✚ Teleworking, flexible working hours or part-time work to save time and labor costs.
- ✚ Facilitate the use of the special purpose permit and financial support of families in need with children of preschool and school age.

PARTICIPANTS

- Working parents, students
- Members of the university community in the role of caregiver
- Members of the university community

AXIS IV:

"MEASURES AGAINST GENDER-BASED VIOLENCE AND HARASSMENT"

A. DESCRIPTION

Gender-based violence is rooted in gender¹² stereotypes, heteropatriarchal structures, power asymmetries, and institutional inequalities. Gender-based violence affects all sectors of society, including academia and research.

According to a recent study¹³, women who work or study in male-dominated academic disciplines regularly experience petty aggression and sexism due to gender. The University recognizes gender equality as a universal principle and not as a "women's issue" and pursues a policy of zero tolerance for sexual violence, all forms of discrimination and harassment including sexual harassment within the university, but also the wider environment.

¹² https://www.europarl.europa.eu/doceo/document/TA-9-2021-0388_EL.html

¹³ Haynes-Baratz, M. C., Bond, M. A., Allen, C. T., Li, Y. L., & Metinyurt, T. (2021). Challenging gendered microaggressions in the academy: A social–ecological analysis of bystander action among faculty. *Journal of Diversity in Higher Education*. Advance online publication. <https://doi.org/10.1037/dhe0000315>



B. ACTIONS

The actions of this axis aim at the prevention and confrontation of any form of gender-based violence and harassment on campus and the provision of comprehensive support services and management of cases of gender-based violence, harassment or discriminatory behavior.

- ✚ Promoting counseling structures for the student population on issues of equal opportunities, gender-based violence, gender-based discrimination and sexual harassment, as well as on issues related to gender rights, respect for sexual orientation and gender identity in collaboration with the university's academic units and with other specialized bodies (eg KETHI, DIOTIMA).
- ✚ Providing mediation services in cases of complaints of discrimination or harassment. Collaborate with the academic units, the Student Advocate and the Legal Service of the institution, in order to have timely mediation in cases of discriminatory or sexual harassment behaviors within the academic space, and in general any of his sexual orientation or gender identity.
- ✚ Gender Equality Observatory. The prevention of gender-based violence and harassment presupposes, among other things, the recording, conducting independent research and studies, but also addressing the phenomena at an early stage, as well as raising awareness and mobilizing the entire university community with coordinated actions and tools. The Observatory targets scientific, research activities in the field of gender identity, equal opportunities and the elimination of any form of discrimination due to gender and sexual orientation at the University.
- ✚ Development of cooperation protocols on gender issues, prevention and response to gender-based violence and harassment with Regional and Municipal Equality Committees with the aim of jointly developing actions and conducting research and studies on issues related to the prevention and response to gender-based violence and harassment, either locally or nationally.



- ✚ Assistance to victims of discrimination when they complain of discrimination in cooperation with the academic units, the Student's Advocate, the Legal Service of the institution and any other competent body (e.g. Prosecution Authorities), in order to be sanctioned in cases of systematic recording of discriminatory behaviors, sexual harassment or degrading behavior, due to gender identity and / or sexual orientation.

PARTICIPANTS

- Members of the university community
- Gender Equality Committee
- Other Bodies and Organizations

5. MONITORING AND EVALUATION

The monitoring and evaluation of the effectiveness of the objectives and the individual actions is done by using both quantitative indicators (e.g. questionnaires) and qualitative indicators (e.g. focus groups, interviews). The publication of annual reports also helps to better understand gender discrimination, stereotypes, and inequalities within the university community. Furthermore, the creation of a Gender Charter UNIWA contributes to the collection of reliable statistical data and indicators (gender indicators), by measuring the participation rates of women and men in all administrative positions, academic levels (faculty members, EDIP and EIB members, Administrative Officers, and SPD members) and the governing bodies, as well as the percentage of attendance and graduation based on gender, at all levels of study, per Department / School. Finally, the measurement of the percentage of diploma theses / research proposals that incorporate the gender dimension in their subject, helps in the work of the Gender Charter for the conclusion and consequent recommendations on issues of gender equality.

6.COMMITMENT



The University of West Attica is committed to adopting and implementing a policy of zero tolerance towards all forms of gender discrimination, violence and harassment, including sexual harassment in the workplace and the services provided. It is also committed to approving a sufficient amount of money to cover the implementation needs of the Action Plan (**Indicative Sources of Funding**: University Budget, etc.).

7. USEFULL SOURCES

- ✚ European Institute for Gender Equality
- ✚ <https://eige.europa.eu/publications>
- ✚ Gender Equality Action Plans in Universities and Research Organizations (ELIAMEP)
- ✚ https://www.eliamep.gr/wpcontent/uploads/2021/01/TARGET_DIGITAL_WEBSITE_USE.pdf
- ✚ HORIZON EUROPE 2021-2027
- ✚ <https://horizoneurope.gr/>
- ✚ IMPLEMENTING THE GENDER EQUALITY PLAN IN UNIVERSITY AND RESEARCH INSTITUTIONS-ANALYTICAL GUIDE (European Gender Equality Action Plan for Gender Equality 2022-2024)
- ✚ THE FIVE PRINCIPLES OF GENDER MAINSTREAMING
- ✚ <https://www.wien.gv.at/english/administration/gendermainstreaming/principles/five-principles.html>
- ✚ NATIONAL ACTION PLAN FOR GENDER EQUALITY 2021-2025 (Ministry of Labor and Social Affairs)
- ✚ Guide to Using Non-Sexist Language in Administrative Documents (Ministry of Interior-General Secretariat for Gender Equality)
- ✚ CORRECTIVE CHANGES IN THE FIELD OF RESEARCH (European Institute for Gender Equality)