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

for the National Institute of Research – Development for Machines and Installations
Designed for Agriculture and Food Industry – INMA

February 2022

Preamble

In compliance with the national and European regulations, the National Institute of Research – Development for Machines and Installations Designed for Agriculture and Food Industry – INMA is committed to promoting and improving gender equality at all career levels within the institute.

Gender equality aims to prevent discrimination in part by balancing the proportion of the different genders at the workplace, and also maintaining a respectful work relationship to each other without conscious or unconscious gender bias It is also important to achieve a fair balance between career and personal life outside the workplace by recognizing the diverse life situations, possibilities and needs for all individuals without stereotypical presumptions.

The following plan has been prepared after conducting an analysis of the statistical figures and the results of a survey at institute level on the topic of gender equality. This plan is effective for the years 2022-2025 and it defines the framework and the measures that will be followed at our institute. A successful implementation of this plan can only be achieved if all employees commit to it.

Bucharest, 14 February 2022

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Abbreviations and definitions

GE	Gender equality
GEP	Gender equality plan
HoD	Head of Department
HR	Human Resources
GD	General Director
SD	Scientific Director
CD	Steering Committee (Comitet de direcție)
Sex	Either of the two major forms of individuals that occur in many species and that are distinguished respectively as female or male especially on the basis of their reproductive organs and structures (https://www.merriam-webster.com/dictionary/)
Gender	The behavioural, cultural, or psychological traits typically associated with one sex (https://www.merriam-webster.com/dictionary/)
Sex vs Gender	A clear delineation between sex and gender is typically prescribed, with sex as the preferred term for biological forms, and gender limited to its meanings involving behavioural, cultural, and psychological traits. In this dichotomy, the terms male and female relate only to biological forms (sex), while the terms masculine/masculinity, feminine/femininity, woman/girl, and man/boy relate only to psychological and sociocultural traits (gender) (https://www.merriam-webster.com/dictionary/)

Introduction

The Gender Equality (GE) strategy for 2022-2025 was developed by the National Institute of Research – Development for Machines and Installations Designed for Agriculture and Food Industry – INMA on the basis of input from the entire research institute and takes into account all the personnel that works at our research institute. The GE strategy was built on the provisions of the European Charter for researchers and of the Code of Conduct in the process of the recruitment of researchers[1], 2015-2019, the European Gender Equality Strategy 2020-2025[2] and the Horizon Europe guidance on gender equality plans[3].

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

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

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

I. Review of requirements, policies and case studies

Prior to developing the GE strategy and the GEP, the management of the National Institute of Research – Development for Machines and Installations Designed for Agriculture and Food Industry – INMA appointed a working group to conduct a literature review of the existing requirements, policies, recommendations, examples and case studies pertinent to

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[1] https://cdn2.euraxess.org/sites/default/files/policy_library/ttf_goal_2_results_v1.0.pdf
[2] https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy_en
[3] https://op.europa.eu/en/publication-detail/-/publication/ffcb06c3-200a-11ec-bd8e-01aa75ed71a1

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discrimination, inclusiveness and gender equality, with a special focus on research performing organisations (RPOs).

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

II. Diagnosis (data collection and analysis)

II.1. Data collection

The following indicators were selected at the National Institute of Research – Development for Machines and Installations Designed for Agriculture and Food Industry – INMA as relevant for the discussion on gender equality issues:

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

1. Women and men in leadership positions

Table 1. Research institute management

	Woman	Man
President of the Board of Directors		X
General Director		X
Scientific Director		X
President of the Scientific Committee		X
Economic Director		X
HoD 1 (Research-Development-Innovation)	X	
HoD 2 (Testing Department)		X
HoD 3 (Execution and Technical Equipment)		X
HoD 4 (Technological and Business Incubator)	X	
HoD 5 (International Projects and Relations)	X	
HoD 6 (Informatics and Engineering)		X
TOTAL	**3**	**8**

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

	Woman	Man
Unit 1 (Administrative, Personnnel, Organization Service)		X
Unit 2 Litigation – Legislative	X	
Unit 3 Audit and Financial Control	x	
Unit 4 SMC Standardization	X	
Unit 5 Human resources	X	
Unit 6 Plan and Contract Monitoring Office	X	
Unit 7 Public procurement expert	X	
TOTAL	**6**	**1**

2. Women and men – research staff

Table 3. Total number of research staff, per department

	Experienced researchers (CS I, CS II, CS III)	Early -stage researchers (CS and ACS)	Total
Research department 1 (Research-Development-Innovation)	5 women	7 women	12
	8 men	7 men	15
Research department 2 (Testing Department)	2 women	10 women	12
	5 men	14 men	19
Research department 3	0 women	0 women	0

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	Experienced researchers (CS I, CS II, CS III)	Early -stage researchers (CS and ACS)	Total
(Execution and Technical Equipment)	0 men	0 men	0
Research department 4 (Technological and Business Incubator)	1 women	1 women	2
	1 men	0 men	1
Research department 5 (International Projects and Relations)	1 women	2 women	3
	0 men	1 men	1
Research department 6 (Informatics and Engineering)	0 women	2 women	2
	2 men	0 men	2
Total women	9	22	31
Total men	16	22	38

3. Women and men – administrative and support services

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

	Women	Men
Office administration support (secretaries)	1	0
IT support services	1	0
Librarians	1	0
Building administration	3	21
Other	11	14
TOTAL	17	35

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

- Number of years needed for women and men to make career advancements

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

II. 2. Data analysis

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

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

With mandate from the Steering Committee, the General Director committed to the development and implementation of the GEP for the National Institute of Research – Development for Machines and Installations Designed for Agriculture and Food Industry – INMA, for 2022-2025.

1. Quantitative analysis of data

The analysis of numerical data illustrated that:

- There are more men than women in leadership positions at department level; women being more reluctant in taking up additional administrative responsibilities because of work-life balance);
- There are more women than men that are head of structures other than research ones in the institute;
- On average, the number of men in research positions, i.e., experienced researcher and early-stage researcher, is slightly larger, mainly due to some specific field of

activity in the institute, that includes the development, building and testing of agricultural machinery, reflecting good existing recruitment practices in the research institute);

- There are more men than women in the structure for administrative and support services, this being justified by the specificity of these activities that are not as attractive for women as they are for men;

- The number of years needed for women to make career advances is similar to the one for man;

- For research positions, the number candidates applying for distinct job positions is similar for women and men, but for support activities the number is larger for men;

- In the last 10 years, the high majority of staff applying for/taking parental leave is represented by women, taking the leave for two years, all returning after taking the leave. All men took the 3 days for the birth of a child or 10 days following the completion of a childcare course.

2. Qualitative analysis of data

The qualitative research showed that:

- Considering the need to combine work and family life – women more often declare that they are responsible for most of family duties
- The expectation of international mobility is more difficult for women to reconcile with taking care of children and other dependents
- Women are responsible for the majority of housework and maternal responsibilities often delay research work and discourage women from taking up administrative positions
- Women with children are more reluctant to take longer trips abroad, they publish less in the periods when children require the most care, become less involved in the social life of the department, and less frequently decide to take up administrative positions
- The gender dimension is not yet well integrated in research
- The institute is perceived as a safe work place, without gender-violence
- The institute is overall perceived as inclusive
- Stereotypes and unspoken biases regarding gender still exist in the institute, such as beliefs that women are less ambitious, less talented, or that they are less often considered experts, while men are more determined and resistant to stress
- The strategies of the departments are rather unclear – cases are handled covertly; departments do not communicate that they act on gender equality in any way

- There is a noticeable lack of procedures and knowledge about the gender equality, inclusiveness and non-discrimination
- Respondents to surveys indicated that they had experienced comments or jokes referring to stereotypical beliefs about gender (17%), inappropriate informal attitudes (12%), derisive comments about dress and appearance (5%), questioning the ability to combine professional work with caring for children (17%)
- A small number of respondents to surveys indicated that they had experienced situations related to, for example, someone has taken credit for another's achievements (6%) or the existence of conflicts between one's professional and private life (12%)
- A small number of respondents to surveys indicated inappropriate violations of personal space (4%), persistent attempts at initiating contact about private matters (6%), sexual advances (0%). However, none of these situations may be taken lightly.

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

The important conclusions of the internal analysis at the National Institute of Research – Development for Machines and Installations Designed for Agriculture and Food Industry – INMA are:

- We need to revisit the existing policies and procedures, to make gender relevant, and develop new ones covering all identified areas of intervention;

- We need to train and educate our staff on gender-equality;

- We need to communicate gender relevant actions and measures actively and efficiently;

- We need to develop a gender strategy and a GEP for 2022-2025, with clear actions and targets, and responsible persons.

III. GE strategy and GEP

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

The National Institute of Research – Development for Machines and Installations Designed for Agriculture and Food Industry – INMA decided on creating the function of GE officer at the institute plus one GE delegate in each department. The GE officer has a proactive role, and the GE delegates have a consultant role in implementing and monitoring the GE strategy.

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

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

III.1. GE Strategy 2022-2025

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

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

III.2. GE Plan 2022-2025

The GE Plan at the National Institute of Research – Development for Machines and Installations Designed for Agriculture and Food Industry – INMA comprises areas of intervention, objectives, key measures, target audience, timeline, responsible persons, and indicators to measure progress.

Area 1. Work-life balance and organisational culture

Objective: Promoting integration of work with family and personal life

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

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Area 2. Gender balance in leadership and decision-making

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

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

Area 3. Gender equality in recruitment and career progression

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

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

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	awareness on gender diversity in research teams

Area 4. Integration of the gender dimension into research content

Objectives:

- Promoting a gender and sex perspective in research process

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

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

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Action	Target group				Indicator	Responsible
					Perception of the gender/sex variables in research contents	GD, HoDs, Researchers
3. Institutional recognition within the research institute of those projects that have taken the gender dimension into account. (e.g., prizes)	Researchers, scientific community	X	X	X	Awarded projects	GD, HoDs, Researchers
4. Disseminate and communicate career good practices - role models for women (scientists, researchers and academics)	Researchers, technical and administrative staff	X	X	X	Initiatives for raising awareness on female role models / Initiatives for raising awareness on gender diversity in research teams	GE officer, GE delegates, HoDs
5. Workshops on the integration of gender equality and diversity issues in research activity, as support for research staff	Researchers	X	X	X	Training seminars or guidelines on integrating sex/gender in research activity	SD, HR, HoDs, GE officer

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Action/Measure	Target	2022	2023	2024	2025	Indicator(s)	Responsible
6. Courses and training tools in all departments and at all levels (experienced or early researchers) on sex and gender variables	Researchers		X	X	X	Courses on specific gender dimensions, per research activity (department)	SD, HR, HoDs, GE officer

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

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

Action/Measure	Target	Timeline				Indicator(s)	Responsible
		2022	2023	2024	2025		
1. Training on discrimination phenomena (including discriminatory language), violence (including that based on prejudice or gender), harassment, and sexual harassment	Researchers, technical and administrative staff		X	X	X	Participation in training, per categories Skills acquired in relation to identifying and responding to discrimination and violence phenomena	GD, HR, HoDs, GE officer
2. Develop internal (institute) electronic tool (website/platform) supporting information and	Researchers, technical and	X	X	X	X	Dedicated research institute	GD, HoDs, HR, IT

Action	Target group					Indicator	Responsible
education, as well as allowing the reporting of sexual harassment and discrimination	administrative staff					website/platform, number of visits, number of real-case situations reported and solved	services, GE officer
3. Reinforce de Code of Ethics of the institute with provisions against gender-based violence, including sexual harassment	Researchers, technical and administrative staff	X	X	X	X	Initiatives for raising awareness on female role models Initiatives for raising awareness on gender diversity in research teams	GD, HoDs, HR, GE officer
4. Awareness campaign highlighting diversity and inclusiveness in the scientific community and encouraging prevention of discrimination in various areas	Researchers, technical and administrative staff	X	X	X	X	Awareness campaign	GE officer

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IV. Monitoring and evaluation of the GEP

The implementation of the GEP at the National Institute of Research – Development for Machines and Installations Designed for Agriculture and Food Industry – INMA, the progress against the GE strategy aims and objectives are regularly assessed, through periodic meetings. The implementation of the GEP will be permanently monitored by the GE functions (officer and delegates) at the institute. The GE officer together with the GE delegates within each department are responsible with collecting data and input. They will perform a first analysis of the progress of the GEP (against the indicators), gather knowledge and feedback.

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

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

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

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Annex 1. List of sources used for the literature review

(in alphabetic order)

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

EU FESTA - Gender Issues in Recruitment, Appointment and Promotion Processes –
Recommendations for a Gender Sensitive Application of Excellence Criteria,
https://eige.europa.eu/sites/default/files/festa_gender_issues_recruitment_appointment_pro
motion.pdf

EU Strategy for Gender Equality 2020-2025, https://ec.europa.eu/info/policies/justice-and-
fundamental-rights/gender-equality/gender-equality-strategy_en

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

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

European charter & code of conduct for the recruitment of researchers,
https://cdn2.euraxess.org/sites/default/files/policy_library/ttf_goal_2_results_v1.0.pdf

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

GARCIA – Mapping organizational work-life policies and practices,
https://eige.europa.eu/sites/default/files/garcia_report_mapping_org_work-
life_policies_practices.pdf

Guidelines for using gender-sensitive language in communication, research and
administration,
https://eige.europa.eu/sites/default/files/reutlingen_university_guidelines_for_using_gender-
sensitive_language.pdf

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

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

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

Science Europe - Practical Guide TO Improving Gender Equality in Research Organisations,
https://eige.europa.eu/sites/default/files/se_gender_practical-guide.pdf

Student evaluations of teaching (mostly) do not measure teaching effectiveness,
https://eige.europa.eu/sites/default/files/science_open_research_student_eval_teaching_eff
ectiveness.pdf