



**ΠΟΛΥΤΕΧΝΕΙΟ ΚΡΗΤΗΣ**  
TECHNICAL UNIVERSITY  
OF CRETE



GENDER EQUALITY COMMITTEE  
TECHNICAL UNIVERSITY OF CRETE

## **GENDER EQUALITY ACTION PLAN**

### **GEPHYRA**

**TUC Gender Equality Plan: being Human, Yearning for Rightful Action**

**OF THE TECHNICAL UNIVERSITY OF CRETE**

Gender Equality Committee of the Technical University of Crete  
July 2022

The **Gender Equality Action Plan** of the **Technical University of Crete** for 2022-2025 was developed by the **Gender Equality Committee of the Technical University of Crete**, established pursuant Resolution Nr. 588/24.03.2022 of the Senate, as stipulated in Law 4589/2019 and it consists of following members:

1. **Geropanta Vasiliki**, Assistant Professor, School of Architecture, [vgeropanta@tuc.gr](mailto:vgeropanta@tuc.gr)  
(President of the Gender Equality Committee)
2. **Stefanakis Alexandros**, Assistant Professor, School of Chemical and Environmental Engineering, [astefanakis@tuc.gr](mailto:astefanakis@tuc.gr) (Vice President of the Gender Equality Committee)
3. **Ioannidis Sotirios**, Associate Professor, School of Electrical and Computer Engineering, [sioannidis@tuc.gr](mailto:sioannidis@tuc.gr)
4. **Lagoudakis Michail**, Professor, School of Electrical and Computer Engineering, [lagoudakis@tuc.gr](mailto:lagoudakis@tuc.gr)
5. **Kolokotsa Dionysia**, Professor, School of Chemical and Environmental Engineering, [dkolokotsa@tuc.gr](mailto:dkolokotsa@tuc.gr)
6. **Ouggrinis Konstantinos-Alketas**, Professor, School of Architecture, [kouggrinis@tuc.gr](mailto:kouggrinis@tuc.gr)
7. **Bakatsaki Maria**, Laboratory Teaching Staff member, School of Production Engineering and Management, [mbakatsaki@tuc.gr](mailto:mbakatsaki@tuc.gr)
8. **Karagianni Eleftheria**, administrative staff, [ekaragianni@tuc.gr](mailto:ekaragianni@tuc.gr)
9. **Stavridou Irini**, undergraduate student, School of Production Engineering and Management, [estavridou@tuc.gr](mailto:estavridou@tuc.gr)

with the contribution of :

**Peraki Christina**, Legal Advisor, Special Account for Research Grants (ELKE) of the Technical University of Crete in preparing the document

**Student Group for Gender Equality of the Technical University of Crete** in creating the Gender Equality Committee (GEC) logo

**Gender Equality Committee (GEC) online:**

**Web Site:** <https://genderequality.tuc.gr/>  
**Email:** [genderequality@tuc.gr](mailto:genderequality@tuc.gr)  
**FB page:** [Επιτροπή Ισότητας Φύλων ΠΚ](#)  
**Linkedin:** [Επιτροπή Ισότητας Φύλων Πολυτεχνείου Κρήτης](#)  
**Twitter:** [@gephyraTUC](#)

# Contents

## **Introduction**

### **Gender Equality. An ongoing objective: Definitions – Challenges – Plans, measures and policies**

1.1 Short historical overview

1.2. An attempt to conceptually clarify and lay down a declaratory framework for gender inequalities

1.3. Affirmative actions and initiatives to address gender inequality-related challenges.

### **Gender Equality Committee (GEC) of the Technical University of Crete**

2.1 Establishment - Competences

2.2 Methodological Context and GEC's Pillars of Action

### **Gender Map of the Technical University of Crete**

3.1 Gender division of the staff of the Technical University of Crete

3.1.1 Members of Teaching Scientific Staff (TSS)

3.1.2 Other teaching staff (LTS-Laboratory Teaching Staff, SES-Special Educational Staff, STLS Special Technical Laboratory Staff)

3.1.3 Administrative staff

3.2 Gender division of the student population of the Technical University of Crete

3.2.1 Undergraduate students

3.2.2 Postgraduate students

3.2.3 Doctoral Candidates

3.3 Conclusions

3.3.1 Workload of the academic staff

### **Gender Equality Plan of the Technical University of Crete**

## **Bibliography**

## **Introduction**

The current Gender Equality Action Plan (GEAP) of the Technical University of Crete, which was developed in accordance with Horizon Europe standards and in the context of the new Framework for Research and Innovation (2021-2027) of the Council of Europe, makes safeguarding gender equality a requirement for the Institution's entire community. The existence of the Gender Equality Action Plan is from now on a prerequisite for the mainstreaming of gender into teaching, research and innovation, administrative processes, management bodies and student community, as it sets gender equality as a prior commitment and aims to promote gender balance and protection among all the above mentioned bodies. In this context, the development and implementation of the GEAP of the Technical University of Crete, attempts to reduce discrimination and forms of behaviour that mitigate against gender equality at the institution and at the same time, seeks to cultivate a gender-based culture of integration, empowerment and participation among the entire academic community.

# **1. Gender Equality. An ongoing objective : Definitions – Challenges – Plans, measures and policies**

## **1.1 Short historical overview:**

The unequal treatment of women and the demand for equal social and political rights were issues addressed as early as 1791 in the *Declaration of the Rights of Woman and of the Female Citizen*, drafted by the French woman Olympe de Gouges [1]. The following year the book by Mary Wollstonecraft, *A Vindication of the Rights of Woman*, was published in England. In the book, she denounces the strict limitation of women to family and house-related duties and supported their unrestricted access to education, labour and public discourse. [2]. Another very important essay that supported equal rights for men and women and at the same time condemned the demeaning way that women were treated, even within the family, was written in the year 1869 by the English philosopher and politician John Stuart Mill, under the name *The Subjection of Women* [3], whereas some years later in the year 1884, the German Friedrich Engels passionately defended women's rights and at the same time condemned the woeful exploitation of women in the book *The Origin of the Family, Private Property and the State* [4]. In the year 1929 Virginia Woolf in her book *A Room of One's Own* [5], claimed that every woman and especially women creators must have unlimited access to education, financial independence, freedom and the right to their own space and privacy.

The need to abolish the social and educational prejudices against women, as well as the demands for greater autonomy, elimination of stereotypes, access to education, to political life and labour, manifested in a more structured and systematic way during the second half of the 19<sup>th</sup> century, through the founding of unions, associations and organisations, mainly in Europe (Germany, France, Denmark and England). A major milestone in the women's movement was year 1848, when the first treaty in history relating to Women's Rights in America, was signed known as the Seneca Falls Convention, after the initiative and major efforts and tenacity of two vigorous women, Elisabeth Candy Stanton and Lucretia Mott [6].

During the same period, the Suffragette movement in Europe was established and expanded, their main demand being the right to vote. The principal representative of the suffragettes was Emmeline Pankhurst, who in 1903 founded the *Women's Social and Political Union*. Suffragette activists were very often arrested, tortured and locked up like common criminals and after they were set free they would be stigmatized and kept under surveillance. At this point, it is worth mentioning that New Zealand was the first country that introduced the political right of women to participate and vote in elections in 1893, whereas at the same time in African countries, as well as in the American South, women were still struggling to break free of their bonds and to obtain their freedom by seeking to abolish slavery.

Despite the hardships that women faced and the obstacles that they encountered, especially in male dominated professions, particular tribute should be paid to women scientists, who proved that there is no such thing, as "gender-specific knowledge". Typical examples of this are the mathematician Ada Lovelace, who cooperated with Charles Babbage on Analytical Mechanics and the well-known, two times Nobelist, Marie Sklodowska-Curie[7].

Unfortunately, until the beginning of the 20<sup>th</sup> century the majority of women were in disadvantageous positions, engaged in low-paid and low-prestige professions, financially dependent on men, without any education worth mentioning and with very poor prospects of becoming fully autonomous or having a better future.

In Greece the pioneer of the feminist movement was Kallirhoe Parren Siganou,[8] who came from Rethymno Crete. In addition to her interventions and her vigorous action for the expansion and the enforcement of women's rights, she was also responsible for the publication of the very famous newspaper, the *Ladies Journal*, that circulated from 1887 to 1907. Another important document depicting woman's position in Greece at the end of the 19<sup>th</sup> century can be found in the *Autobiography*[9] (1881) of the Zakynthian Elisabeth Martinegou, in which she expresses her feelings and her experience from the dreams and ambitions of women being frustrated, constrained as they were within the structures of married life and duresses of their social position.[10] The right to vote in municipal elections was only granted in 1930 and was available solely to literate women over the age of 30. [11]

In 1949 Simone de Beauvoir's book, *Second Sex* was published and became the cornerstone of the feminist movement. The famous phrase, "One is not born a woman, but becomes one",[12] prompted much study of the distinction between **biological sex** (the anatomical characteristics of a human, one's gender identity) and **social gender** (a social construction that is taught and internalised, the social and cultural distinction of individuals into men and women) [13]. In international parlance, the term **sex** refers to **biological sex**, whereas the term **gender** refers to **social gender** [14]. From that point onwards, especially after 1960,[15] research and the formulation of theories around gender began to develop in the fields of literature, psychoanalysis, politics and the social sciences.

## **1.2 An attempt to conceptually clarify and lay down a declaratory framework for gender inequalities.**

Despite the efforts and the battles waged since the 18<sup>th</sup> century for the equal treatment of men and women and for the recognition and the protection of human rights and despite the fact that gender is nowadays a topic of study from a theoretical, research, scientific and academic perspective, unfortunately there has been very little progress when it comes to actual changes. High-grade and high paid positions, political leadership, research, study, technology have been mapped as male-dominated environments that only a few women manage to enter. At the same time, while the level of social and economic prosperity has improved significantly compared to the past, we still witness on an almost daily basis the uncontrolled and harsh violence against women, that even results in death. For this reason, cross-cutting and horizontal public policies, measures and programmes at international, European and national level for **gender mainstreaming** are being designed, implemented and are constantly being re-evaluated, in order to abolish the current discrimination and all type of violence against women. Before we move forward and set out some of the most significant initiatives and actions, we consider it appropriate to conceptually clarify some terms that we might repeatedly have heard, but may still not fully comprehend or may have doubts about their usage.

Most of the theories, research and recorded life experiences agree that gender inequalities are indefinitely perpetuated due to the patterns that society projects in a direct way (on the

grounds of direct and clear categorisation “this is women’s”-“this is men’s” or in an indirect and symbolic way (through the social construct that are reproduced by the media, terminology, children's games, etc.). Every person conceives of themselves as a man, woman or other, forming in that way their **gender identity**. In other words, gender identity is formed according to the perception that a person has of themselves. Biological sex and gender identity do not necessarily coincide. Society and civilization set the framework for **gender roles**, the behaviour that a person adopts, according to the gender that a person belongs to: the way one walks, dresses, talks, entertains oneself, practises sport, reacts, etc.

*Gender roles are defined by society and have an incredibly important impact in the lives of men and women. They are the social status that influence crucially human relationships and contacts [...]. The roles that are associated to the gender, place men and women in social structure and define their social roles in their placement in social hierarchy. In other words, gender roles define the framework, within which men and women obtain their identity, shape their goals and obtain their education and learning. Gender roles are one of the main sources of social inequality.[16]*

There are also other factors that perpetuate unequal treatment and discrimination between the two genders (**gender discrimination**) on the basis of biological sex, such as:

I) **Gender stereotypes**. This concerns fixed ideas or established perceptions according to which a person is assigned “masculine” or “feminine” characteristics, rules, frames and roles that are defined by and restricted to their biological sex.[17] For example, “humanistic studies are for women, engineering studies are for men”. “Women are sentimental, men are rational”. “Women take care of the house and men of the finances”. Stereotypes affect our freedom of choices, self-determination, and our independence, whereas at the same time they amplify the **gap between the two genders (gender gap)**.

II) **Patriarchy**. The social system that imposes male dominance over women, to which they ought to submit themselves, is called the patriarchy. [18] Within this social system, men have power, strength, privileges, access to resources and it is they who take decisions pertaining to the family. [19] Patriarchy is closely linked to **hegemonic masculinity**, [20] that is to say a specific gender practise that legitimates and expands the dominant position of men. And on top of that, hegemonic masculinity is enhanced and supported by a cultural ideal and an institutional power more collective, than individual.[21] In order to abolish patriarchal perceptions and social prejudices, it is essential to transform social and institutional structures. “When conditions for the defence of patriarchy change, the fundamentals for the dominance of a certain masculinity are eroded”.[22]

**Sexism** is the result of a patriarchal structure of a society or a community and “refers to the total of cultural and social models that legitimize and reproduce the disadvantageous position of women”[23]. At an individual level this is associated with a belief in the superiority of one sex over others, whereas at an institutional level, it is associated with policies and actions that reproduce gender discriminations and inequalities.[24] According to

the Recommendation of the Council of Europe, sexism is defined as:

*any act, gesture, visual representation, spoken or written words, practise or behaviour based upon the idea that a person or a group of persons is inferior because of their sex, which occurs in the public or private sphere, whether online or offline, with the purpose or effect of:*

- i. violating the inherent dignity or rights of a person or a group of people or*
- ii. resulting in physical, sexual, psychological or socio-economic harm or suffering to a person or a group of persons; or*
- iii. creating an intimidating, hostile, degrading, humiliating or offensive environment; or*
- iv. constituting a barrier to the autonomy and full realisation of human rights by a person or a group of persons; or*
- v. maintaining and reinforcing gender stereotypes.*[25]

Nevertheless, sexism should not be confused with discrimination on grounds of gender identity (**gender bias**), in decision-making that results in one sex benefitting more than the other. Such an example is the phenomenon of the so-called **glass-ceiling**, i.e. intangible and indistinguishable obstacles that hinder one's professional advancement and one's ascent through the administrative hierarchy, because of one's sex.

Two extremely serious problems that unfortunately occur very often at a global scale are those of **sexual harassment and gendered-based violence**. In Greek Law **harassment** occurs "when an unwanted conduct related to the sex of a person occurs with the purpose or effect of violating the dignity of this person and of creating an intimidating, hostile, degrading, humiliating or offensive environment" and **sexual harassment** "*when any form of unwanted verbal, non-verbal or physical conduct of a sexual nature occurs with purpose or effect of violating the dignity of this person, in particular when creating an intimidating, hostile, degrading, humiliating or offensive environment*".[26] In Greek Law rape, as well as sexual harassment are regarded as criminal offences. [27].

The International Labour organisation provides the following definitions:

- (a) the definition of «violence and harassment» in the world of work refers to a range of unacceptable behaviours and practises, or threats thereof, whether a single occurrence or repeated, that aim at, result in or are likely to result in physical, psychological, sexual or economic harm, and includes gender-based violence and harassment;
- (b) the term «gender-based violence and harassment» means violence and harassment directed at persons because of their sex or gender, or affecting persons of a particular sex or gender disproportionately, and includes sexual harassment [28].

According to the Research Centre for Gender Equality sexual harassment is defined as:



*a behaviour that can be expressed by unwanted touching, insulting or/and sexual comments, coercion, exercise of power/authority, [...] that can have serious consequences on persons that endure it, as: firing or resignation of their employment, reduced work outcome, severe problems with their professional careers and with the relationships with their colleagues, low self-esteem and severe health damage (e.g. stress, depression, worry, intense stress). Therefore, it is about consequences that are not limited to an individual level, since they influence significantly their personal/family and professional life, as well as the interpersonal/social relationships of the victims of social harassment [29].*

**Gender violence** is violence against a person based on their gender,[30] and it can be manifested as physical, sexual, verbal, psychological, emotional violence or even through Email and the internet (**cyber violence**). Some of the most frequent incidents of gender violence are related to **domestic violence** or violence that is exercised by current or ex husbands/partners (**intimate partner violence**). **Femicide** is also part of gender violence, i.e. the murder of women in order to impose power and demonstrate strength, as a result of the social systems in place that favour the patriarchy or within the context of armed conflicts, or because of sexual orientation and gender identity, or **human trafficking**, or even death resulting from **female genital mutilation**, etc.[31] The Action against violence against women and domestic violence of the Council of Europe (**Istanbul Convention**) that was signed in 2011,[32] was the milestone that led to the taking of immediate and drastic measures at national level by many countries that adopted policies and practises for the prevention and remedy of gender violence and femicides.

### **1.3. Affirmative actions and initiatives to address gender inequality-related challenges.**

In order to deal with gender discrimination and to have all the visible and above all **invisible barriers** that create gender inequalities overturned, measures are constantly being taken at institutional level, that is at the level of the state, the law, policy, the economy, education, research, and even within the family itself. This holistic approach is achieved by expanding and consolidating human rights, social cohesion, social justice, economic prosperity and the mainstreaming principle. Barriers, discrimination, inequalities, under-representation in institutional and collective bodies, harassing behaviour or even the violence faced by individuals due to their gender identity and gender self-determination is expected to be offset by policies of positive actions and procedures which all countries are called upon to implement both at macro-social, and at individual level. **The gender empowerment measures taken** at international level are emancipative in character and aim mainly at increasing the personal, political, social and economic independence of people and to encourage them, so they have equal access, equal opportunities to exercise their rights, to acquire control over their lives, to build their self-esteem and to be aware of all their possible options. The International Conventions, Guidelines, Recommendations, Agreements, and Treaties, the development of strategies and the drafting of legislation taken together have one aim: awareness building and the bottom-up adoption of practises and perceptions that will gradually lead to the structural and institutional transformation of relationships and the

handling of genders for the main purpose of respecting the personality of the individual and guaranteeing equal chances and full equality in all sectors. The most important milestones are mentioned below:

**At international level [33]:**

1948. [Universal Declaration of Human Rights](#)

1979. Convention on the Elimination of All Forms of Discrimination Against Women ([CEDAW](#)) of UNO.

1995. [Beijing Declaration and Platform for Action](#)

2000. [Millenium Declaration](#).

2010. Creation of [UN WOMEN](#) by the United Nations organisation.

2012. United Nations, [Vienna Declaration on Femicide](#).

2013. [Priority Gender Equality Action Plan: 2014-2021, 2019 revision](#) of Unesco.

2015. [Agenda 2030](#) of United Nations organisation and especially [Goal 5](#).

2019. [From access to empowerment: UNESCO strategy for gender equality in and through education 2019-2025](#)

2020. [EU-UN Women hand-in-hand for Gender Equality and Women's Empowerment](#)

**At European level:**

[Politics Contracts-Directives-Relevant articles of the European Union regarding gender equality](#)

1957. European Economic Treaty, now European Union – Article 119 establishes the principle of equal pay for equal work

1975. Council of the European Communities – principle of equal pay between men and women

1997. Amsterdam Treaty, promotion of gender equality

2000. [Charter of Fundamental Rights of the European Union](#) – Article 21 prohibits the discrimination between others, on grounds of sex and Article 23 explicitly establishes the

equality between both sexes in employment, work and pay and the adoption of affirmative actions to tackle the under-representation of women

2002. [Directive 2002/73/EC](#) of the European Council and of Council of 23<sup>rd</sup> September 2002 for the amendment of Directive 76/207/EC of the Council on the implementation of the principle of equal treatment for men and women in access to employment, vocational training and in promotion and working conditions.

2004. [Council Directive 2004/113/EC](#) of 13<sup>th</sup> December 2004 on the implementation of the principle of equal treatment between men and women in the access to and supply of goods and services

2006. [Directive 2006/54/EC](#) of the European Parliament and of the Council on the implementation of the principle of equal opportunities and equal treatment between men and women in matters of employment and occupation.

2006. Establishment of the [European Institute for Gender Equality](#)

2007. Treaty of Lisboa, the principle of gender equality as one of the fundamental values of the European Union.

2010. [Directive 2010/41/EU](#) of the European Parliament and the Council of 7 July of the implementation of the principle of equal treatment of self-employed men and women

2011. Action against violence against women and domestic violence ([Istanbul Convention](#))

2011. [European Pact for Gender Equality](#)

2014. [European Parliament Resolution of February 25<sup>th</sup> 2014](#) with recommendations to the European Committee on combatting Violence Against Women

2018-2023. [Council of Europe Gender Equality Strategy 2018-2023](#)

2019. [Directive 2019/1158](#) of the European Parliament and of the Council of work-life balance for parents and carers

2020. [Common Announcement to the European Parliament and the Council. EU Gender Action Plan \(GAP\) III](#) – An ambitious agenda for gender equality and women’s empowerment of EU External Action

2020-2025. Communication from the Committee to the European Parliament, the Council and the European Economical and Social Committee and the Committee of the Regions – [Gender Equality Strategy 2020-2025](#)

#### **At national level:**

The [Constitution of Greece](#) and specifically **Article 4 para. 2** refers to equal rights and obligations between Greek men and women, **Article 22 para. 1** establishes equal pay for work of equal value for all workers, irrespective of sex or other distinctions, whereas **Article 116 para. 2** stipulates that the adoption of positive measures for promoting equality between

men and women does not constitute discrimination on grounds of sex. The State itself shall take measures for the elimination of inequalities to the detriment of women.

Greece supports, ratifies and applies the European and international directives, recommendations and conventions. On the webpage of the [General Secretariat for Demography and Family Policy and Gender Equality](#) of the Ministry of Labour and Social Affairs, anyone interested can review the [Gender Equality National Action Plan 2021-2025](#) and at the same time can review the codified and updated [national](#) legislation on gender equality matters under the following categories: Employment – Work and Family balance; Violence Against Women; Human Trafficking; Social Insurance; Family Law; Women participation in decision-making; Family, Welfare and Protection of the Family; Equal access to goods and services.

At this point it is worth mentioning the following Laws:

[Law 3769/2009 Government Gazette 105/A/01-07-2009](#) on the Implementation of the principle of equal treatment between men and women in regards to the access to goods and services and their provision.

[Law 3896/2010 Government Gazette 207/A/08-12-2010](#) on the Implementation of the principle of equal chances and equal opportunities between men and women in matters of employment and occupation – Harmonization of the applicable legislation with the Directive 2006/54/EC of the European Parliament and the Council of July 05<sup>th</sup> 2006 and other similar provisions.

[Law 4351/2018 Government Gazette 62/A/05-04-2018](#) Ratification of the Convention of the Council of Europe on preventing and combating violence against women and domestic violence and adaptation of the greek legislation, II) Harmonization of 2005/214/DEY (Council of Justice and Internal Affairs) Framework Decision, as this was amended by 2009/299/DEY (Council of Justice and Internal Affairs) Framework Decision in regards to the implementation of the principle of mutual recognition on pecuniary penalties and III) Other provisions under the competence of the Ministry of Justice, Transparency and Human Rights and rest provisions.

Law 4604/2019 Government Gazette 50/A/26-03-19, Articles 1-30 on the promotion of essential gender equality, prevention and combating of gender-based violence

[Law 4808/2021 Government Gazette 101/A/19-06-2021](#) on the Protection of Labour-Recommendation of the Independent Authority “Inspection of Labour” - Ratification of Convention 190 of the International Labour organisation for the elimination of violence and harassment in the world of work – Ratification of Convention 187 of International Labour organisation in the context of Promotion of Occupational Health and Safety – Harmonization of Directive (EU) 2019/1158 of the European Parliament and Council of June 20<sup>th</sup> 2019 on work and life balance, other provisions of the Ministry of Labour and Social Affairs and rest urgent regulations.

The [Research Centre for Gender Equality](#) plays a very important role in conducting studies, releasing publications, implementing actions and submitting proposals that are related to assessment of the current situation and in presenting improvement proposals for policy-making on gender equality and on combatting gender-based violence.

At the same time, there are [counseling centres that work together with the RCGE](#) (Research Centre for Gender Equality), as well as counselling centres that work together with the [General Secretariat for Demography and Family Policy and Gender Equality](#) that operate everywhere in Greece and offer hotlines for emergencies, which are staffed by specialised personnel and which, any woman can turn to at any time in case of violence, harassment, etc. Furthermore there are NGOs in Greece that have done remarkable work in offering counselling services and have played an important role in the prevention and treatment of violent behaviours or exploitation and discrimination against women.

Regarding Research, Technology and Education, Article 57 of Law [3653/2008, Government Gazette 49/A/21-03-2008](#) is worth mentioning, as it regulates the percentage of participation of Scientists in the staffing of National Research and Technology Bodies and Committees. More specifically: the number of Scientists for the National Council of Research and Technology (NCRT), the Sectoral Scientific Councils (SSC), juries evaluating research proposals and assessing research programmes, the Scientific Councils (SC) of Research Centres, the committees of experts carrying out evaluations for research and technology bodies and any other scientific committees that may be constituted in order to give effect to this law, must be marked by scientific excellence and in accordance with a **quota at least 1/3** of their members must be from each gender pursuant to Article 116 of the Constitution, provided that the candidates have the necessary qualifications for the position in question.

In 2018 a report was drafted recording the progress that had been made up to then in the sectors of research, innovation and technology in the context of the European Research Area. Regarding the prevalent situation in matters of gender mainstreaming and integration of the gender dimension, the specific report with the title *ERA Progress Report 2018* concludes that:

*the majority of countries have made progress in setting up more comprehensive strategies for gender equality in research and innovation, although progress is slow and uneven across the ERA. Efforts to increase the enrolment and retention of women in science, implement work-life balance policies, reduce the gender pay gap and remove obstacles to women's career progression as well as better integrate the gender dimension in research and innovation content are still needed in order to achieve gender equality and gender mainstreaming in the ERA.[34]*

The EU 's new programme **Horizon Europe 2021-2027** is the key programme for the application of gender equality principles in research and innovation. According to the eligibility criteria, each interested body (whether a public body, research centre or higher education institution) that wishes to apply to participate in the programmes that are funded by Horizon, must have first drafted an enforceable Gender Equality Plan (GEP).

Horizon Europe sets the following requirements for the GEP:

a) it must be signed by the top management of the institution, it must be actively communicated within the organisation and it must commit to gender equality, must set clear goals and must mention in detail the measures and actions that will be taken in order to achieve this;

- b) it must ensure sufficient resources for the planning and the implementation and monitoring of the GEP, including financing for specific job positions and guarantee the dedicated working time required from the Institution's staff;
- c) it must include processes for the collection and monitoring of data: it must be based on proof and on sex- disaggregated data of all categories of staff; and
- d) it must include training as well as skills-building activities for all members of the Institution.

## **Gender Equality Committee (GEC) of the Technical University of Crete**

### **2.1 Establishment – Competences**

The imperative need to implement the gender dimension in all policies, especially those that concern education, research and innovation, led to the introduction of [Law 4589/19, Government Gazette 13/A/29-01-2019](#). Article 33 of this Law stipulates the establishment of Gender Equality Committees (GEC) in all Higher Education Institutions nationwide. Each GEC is established by a resolution of the Senate, as a consultative body for the Senate and the administration offices of Schools and Faculties, in order to promote gender equality at all levels and in all processes of academic life. GECs are vested with following competences:

- a) to plan actions to promote and assure genuine equality in educational, research and administrative processes of the Institution and publish an annual report that is submitted to the Senate;
- b) to recommend measures to promote equality and combat sexism;
- c) to inform and to educate the member of the academic community on matters of gender and equality related matters;
- d) to provide mediation services, when someone reports discrimination or harassment;
- e) to promote the creation of PGS (Programmes of Graduates Studies) and the organisation of seminars and lectures with a focus on gender;
- f) to promote the conduct of studies and research on matters related to its remit;
- g) to provide help to victims of discrimination, when discriminatory treatment is reported. Issues related to the support of victims of discriminatory treatment by the Committee are specifically regulated in the Rules of Procedure of the Higher Education Institution;
- h) to contribute to the development of a more beneficial context for the harmonization of the work – life balance for men and women at the Institution;
- i) to contribute to the mitigation of the “glass ceiling” phenomenon and to lifting the barriers

that hinder women members of the Academic Scientific Staff in their career advancement.

The Gender Equality Committee (hereafter GEC) of the Technical University of Crete was established pursuant to Resolution Nr. 588/24.03.2022 of the Senate in accordance with Law 4589/19 and it has as its main purpose the design of a policy of equality and mutual respect, in order to prevent gender and stereotype discrimination, gender division and sexist or harassing behaviours within the Institution.

The GEC consists of following members who will serve on the Committee for three years:

1. Ioannidis Sotirios, TSS member, ECE School [sioannidis@tuc.gr](mailto:sioannidis@tuc.gr)
2. Stefanakis Alexandros, TSS member, CHENVENG School [astefanakis@tuc.gr](mailto:astefanakis@tuc.gr) (Vice President)
3. Geropanta Vasiliki, TSS member, ARCH School [vgeropanta@tuc.gr](mailto:vgeropanta@tuc.gr) (President)
4. Lagoudakis Michael, TSS member, PEM School [lagoudakis@tuc.gr](mailto:lagoudakis@tuc.gr)
5. Kolokotsa Dionysia, TSS member, CHENVENG School [dkolokotsa@tuc.gr](mailto:dkolokotsa@tuc.gr)
6. Ougrinis Konstantinos-Alketas, TSS member, ARCH School [kouggrinis@tuc.gr](mailto:kouggrinis@tuc.gr)
7. Bakatsaki Maria, LTS member, PEM School [mbakatsaki@tuc.gr](mailto:mbakatsaki@tuc.gr)
8. Karagianni Eleftheria, administrative staff [ekaragianni@tuc.gr](mailto:ekaragianni@tuc.gr)
9. Stavridou Irene, undergraduate student, PEM School [estavridou@tuc.gr](mailto:estavridou@tuc.gr)

## 2.2 Methodological Context

The recommended actions of the GEC of the Technical University of Crete will focus in taking **affirmative measures and positive actions**, as described below in detail in the **Gender Equality Plan (GEP) for men-women and non-binary individuals**, while taking into account the specific needs and challenges arising from the **gender map** of the Institution, which is presented below. The process adopted by the Gender Equality Committee of the Technical University of Crete for the annual policy-making process for the **GEAP** (Gender Equality Action Plan) reflects the rationale of circular evaluation, as recommended by [Horizon Europe Guidance on Gender Equality Plans](#)

- A. Annual preparation of the gender map and tracking of the requirements emerging within the Institution.
- B. Remediating of the challenges and strategic planning and setting of special goals (planning).
- C. Implementing actions at horizontal and vertical level, setting thresholds, allocating competences, appointing responsible persons (implementation).
- D. Monitoring of action plans and providing feedback (monitoring).
- E. Evaluating results and report drafting (evaluation)

F. Reviewing, re-design and decision-making (review).

### **3. GENDER MAP OF THE TECHNICAL UNIVERSITY OF CRETE**

#### **3.1 Gender division of the staff of the Technical University of Crete**

A total of 451 people work at the Technical University of Crete divided into a)115 members of the Teaching Scientific Staff, b) 94 members in other staff positions (Laboratory Teaching Staff, Special Educational Staff and Special Technical Laboratory Staff) c)72 freelance associates with teaching duties, d)171 members of administrative staff, of whom 41 are officers, 57 are employed on private law open-ended contracts and are seconded to the University from other bodies, 66 are employed on a fixed-term work contract and 6 on other types of contracts (data from July 2022 relating to the academic year 2021-2022). There are no data on the gender of the staff who are employed on fixed term work contracts or those that are employed on other contracts (72 people), whereas the researchers at the Institution who are employed on various research programmes have not been recorded at all. This will be the topic of one of the planned actions of the GEC (Action 3.1.e), since contractors generally account for an important part of the institution’s personnel 30.6%, with contracted teaching assistants accounting for 16% and administrative staff on work contracts accounting for 14.6%, even without taking into account the researchers who are employed on research programmes of the University and its associated Institutes (See Image 1).

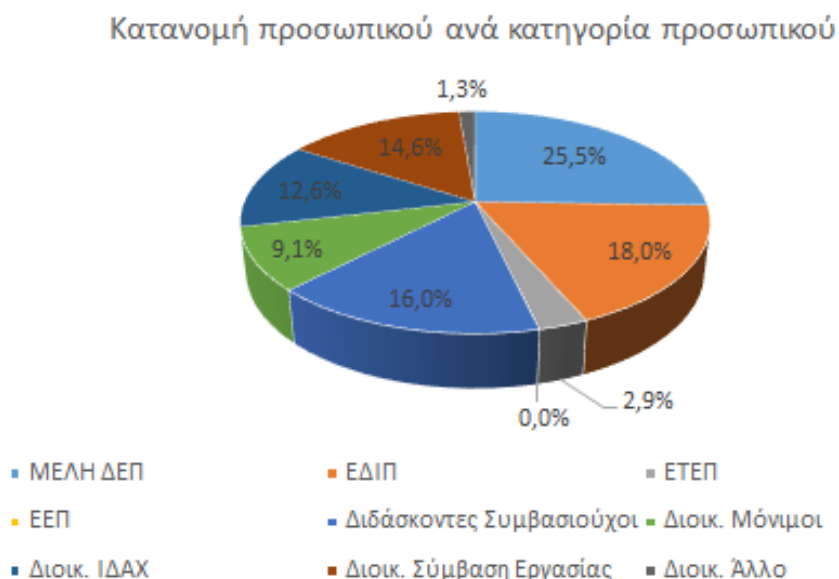


Image 1. Gender division of staff of the Technical University of Crete per staff category

At the Technical University of Crete the percentage of administrative to academic staff is 37% to 62.3% (Image 2). Academic staff includes the members of Teaching Scientific Staff, Special Educational Staff, Laboratory Teaching Staff, Special Technical Laboratory Staff and contracted



teaching assistants.

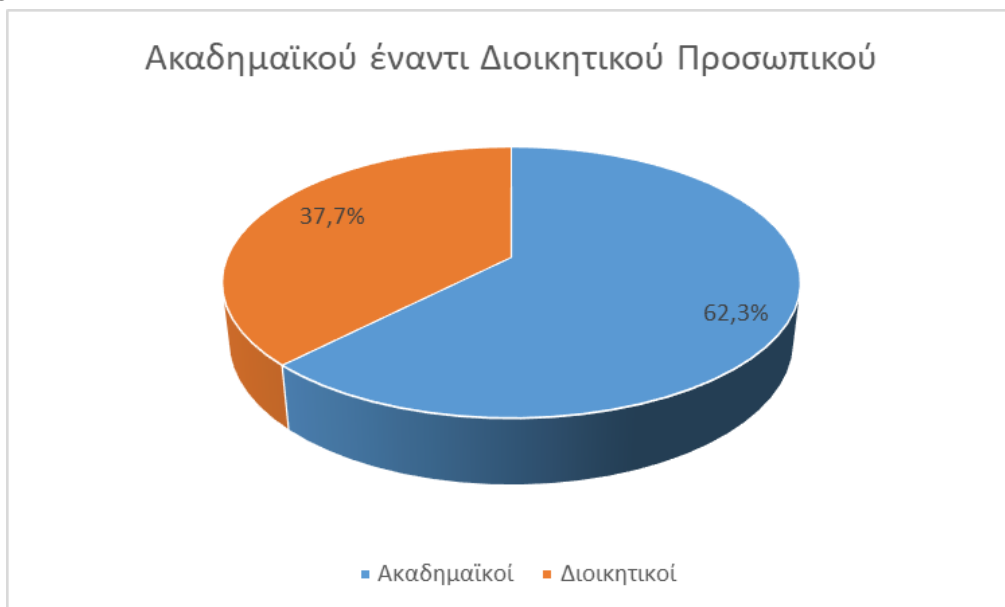


Image 2. Percentage of academic staff to administrative staff

The gender division of staff is presented below in a separate section for each staff category.

### 3.1.1 Members of Teaching Scientific Staff (TSS)

Regarding the members of TSS at the Technical University of Crete at institutional level, the percentage of men holding academic positions is 83.5% compared to 16.5% women. At the level of schools, the School of Architecture (ARC) is the most “balanced” when it comes to the gender division of TSS members, as women hold 40% of the positions compared to 60% held by men. The picture at the School of Production Engineering and Management (PEM), the oldest of the institution (dating from 1984), is negative, where there is no woman among the TSS.

Table 1. Gender division of TSS members per School per tier.

Title	ARCHENG	ECE	MRED	PEM	CHEMENGENV	Total
Professors (Men)	5	14	10	17	10	56
Professors (Women)	1	0	2	0	2	5
Associate Professors (Men)	5	9	2	8	5	29
Associate Professors (Women)	5	1	0	0	3	9

<b>Assistant Professors (Men)</b>	2	1	2	3	3	11
<b>Assistant Professors (Women)</b>	2	1	1	0	1	5
<b>Lecturers / Assistants Applications (Men)</b>	0	0	0	0	0	0
<b>Lecturers / Professors Applications (Women)</b>	0	0	0	0	0	0
<b>Men</b>	12	24	14	28	18	96
<b>Women</b>	8	2	3	0	6	19
<b>TOTAL</b>	20	26	17	28	24	115
<b>% Men</b>	60,0%	92,3%	82,4%	100,0%	75,0%	83,5%
<b>% Women</b>	40,0%	7,7%	17,6%	0,0%	25,0%	16,5%

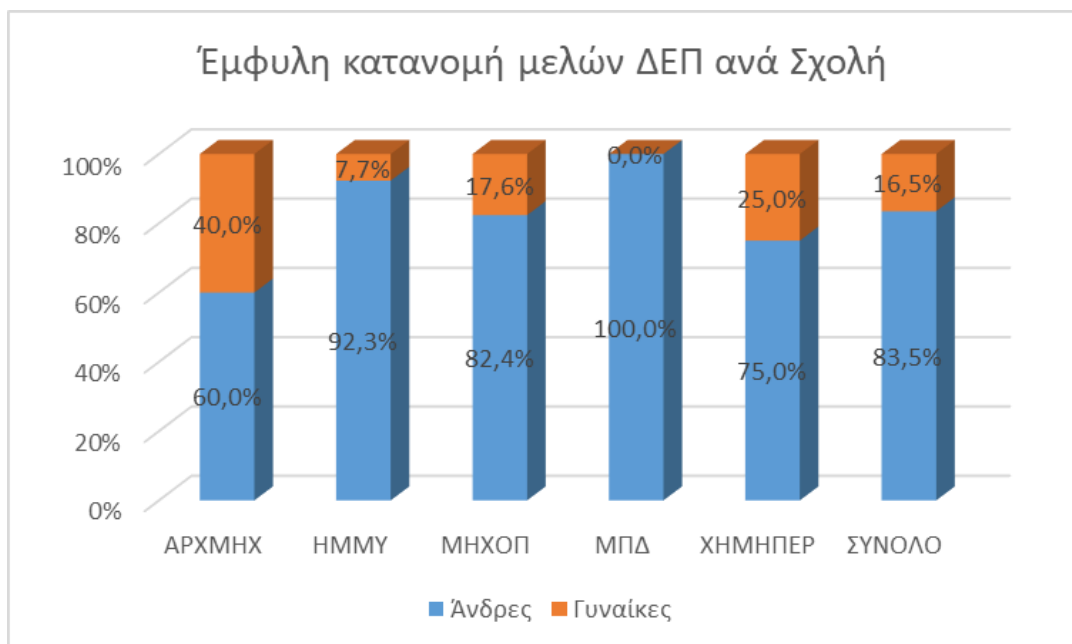


Image 3. Gender division of TSS members per School

In the next image, where the gender division of the TSS members is presented per tier, this percentage increases as the level of the career path advances from assistant professor to the tier of professor.

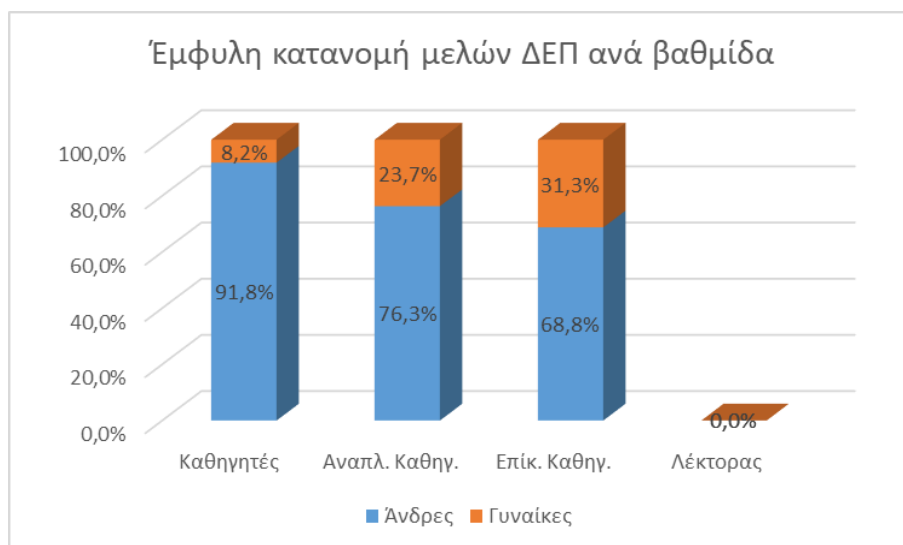


Image 4. Gender division of members of TSS per tier

The GEC of the Technical University of Crete must contribute to the adoption of measures to mitigate the “glass ceiling” phenomenon and to tackle the obstacles that women TSS members encounter in their career advancement (GENERAL OBJECTIVE 5).

### 3.1.2 Other Teaching staff (LTS, SES, STLS)

The gender division among other academic staff (LTS, SES, STLS) appears to be much better than that of the rest of the TSS members, with a total 38.3% being women and 61.7% men. The highest percentage of women can be found in the School of Chemical and Environmental Engineering, where women account for the majority with a percentage of 61.1% compared to 38.9% men, whereas at the School of Electrical and Computer Engineering, the percentage of men is much higher, as they account for the majority with 80% of such positions held by men compared to 20% held by women.

Table 2. Gender division for other academic staff per School

TITLE	ARCH	ECE	MRED	PEM	CHENVENG	TOTAL
LTS (Men)	1	18	12	13	6	50
LTS (Women)	1	5	9	6	10	31
STLS (Men)	2	2	2	1	1	8
STLS (Women)	1	0	2	1	1	5
SES (Men)	0	0	0	0	0	0
SES (Women)	0	0	0	0	0	0
TOTAL	5	25	25	21	18	94
Men	3	20	14	14	7	58
Women	2	5	11	7	11	36

% Men	60,0%	80,0%	56,0%	66,7%	38,9%	61,7%
% Women	40,0%	20,0%	44,0%	33,3%	61,1%	38,3%

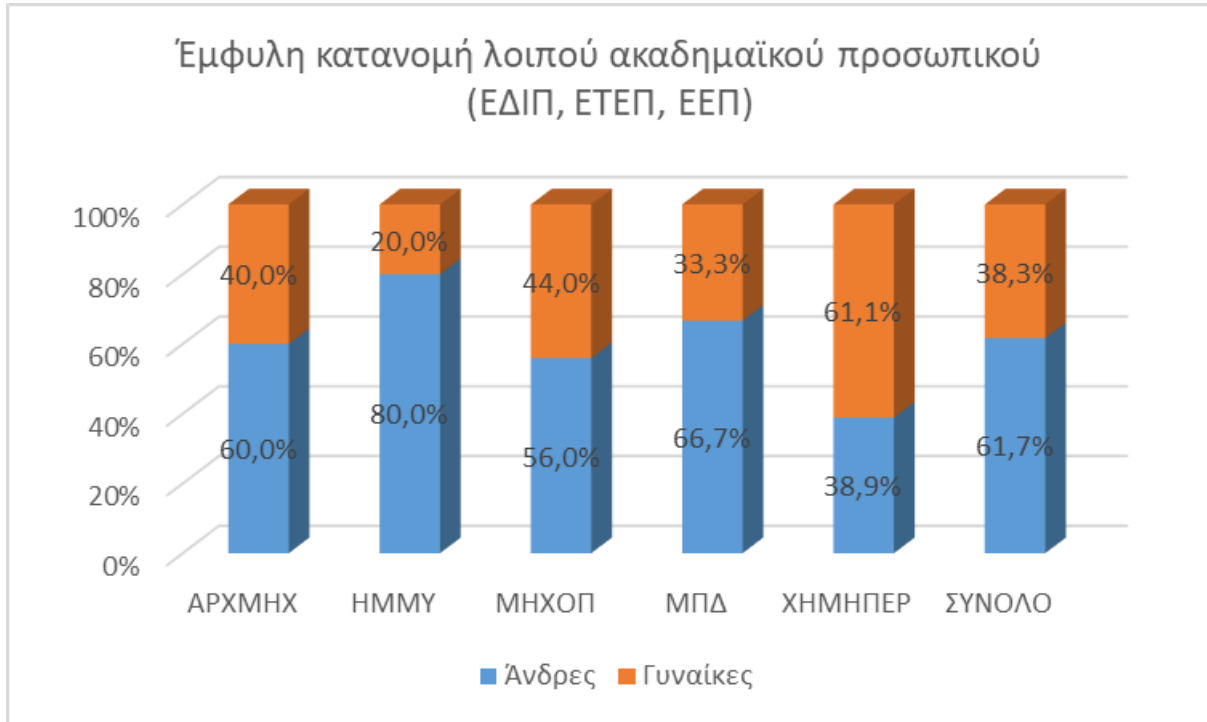


Image 5. Gender division for other academic staff

### 3.1.3 Administrative staff

The administrative operation of the Technical University of Crete is mainly done by women, with 66.1% of such roles being held by women compared to 33.9% for men. Taking a closer look at Table 3, we notice that just within the technical office, the majority of staff are men (72.7%) compared to just 27.3% women, as expected. Even within the IT Network office, the percentage of men to women is much higher (54.2%) (yet the percentage is much lower in comparison to that of the technical offices).

Table 3. Gender division of administrative staff per office at the institution

OFFICE	GENDER	OFFICIALS	OPEN-ENDED WORK CONTRACT	CONTRACTORS	STLS Special Technical Laboratory Staff	OTHER	TOTAL
ELKE Special Account for Research Grants	MEN	0	1	6	0	0	7
	WOMEN	1	5	16	0	0	22

<b>FINANCE OFFICE</b>	<b>MEN</b>	2	2	1	0	1	6
	<b>WOMEN</b>	1	9	1	0	0	11
<b>TECHNICAL OFFICE</b>	<b>MEN</b>	2	9	12	0	1	24
	<b>WOMEN</b>	5	0	4	0	0	9
<b>IT – NETWORK OFFICE</b>	<b>MEN</b>	2	7	4	0	0	13
	<b>WOMEN</b>	2	6	3	0	0	11
<b>ADMINISTRATIVE DIVISION</b>	<b>MEN</b>	2	1	4	0	0	7
	<b>WOMEN</b>	24	16	15	1	0	56
<b>OCCUPATIONAL PHYSICIAN</b>	<b>MEN</b>	0	0	1	0	0	1
<b>PSYCHOLOGIST</b>	<b>WOMEN</b>	0	1	0	0	0	1
<b>LEGAL DEPARTMENT</b>	<b>WOMEN</b>	0	0	3	0	0	3
<b>TOTAL PER GENDER</b>	<b>MEN</b>	8	20	28	0	2	58
	<b>WOMEN</b>	33	37	42	1	0	113
<b>TOTAL</b>		41	57	70	1	2	171

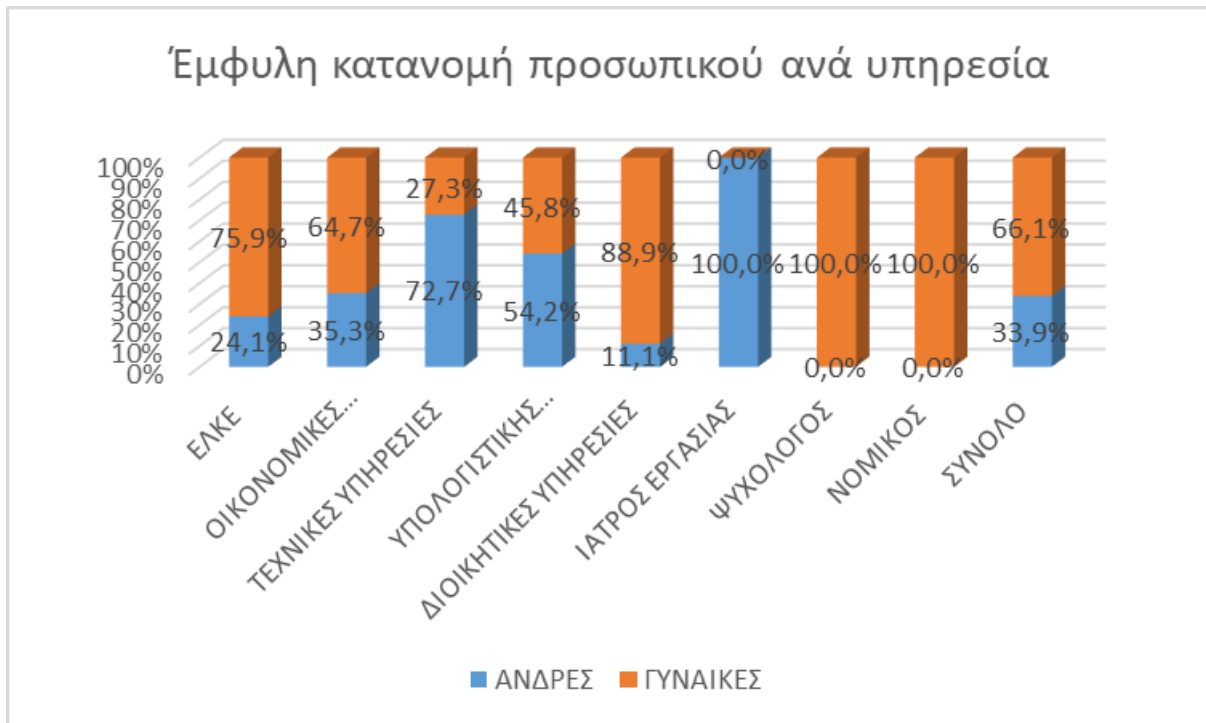


Image 6. Gender division of staff per office (July 2022)

### 3.2 Gender division of the student population of the Technical University of Crete

#### 3.2.1 Undergraduate students

Every year 6,290 students study at the Technical University of Crete (Table 5 with data for the Academic Year 2020-2021), of whom 67.8% are male students and 32.2% are female students. Newly enrolled students, as well as students registered in all semesters and in all schools of the Technical University of Crete are considered registered students.



Image 7. Gender division of enrolled undergraduate students at the Technical University of Crete (Academic Year 2020-2021)

Newly enrolled female students represent 38.33% of the total student population compared to male students for whom the figure is 66.67%.

Table 4. Enrolled students per School (Academic Year 2020-2021)

	ARCH	ECE	MRED	PEM	CHENVENG	TOTAL
Men	40	138	82	131	83	474
Women	83	26	33	45	50	237
TOTAL	123	164	115	176	133	711

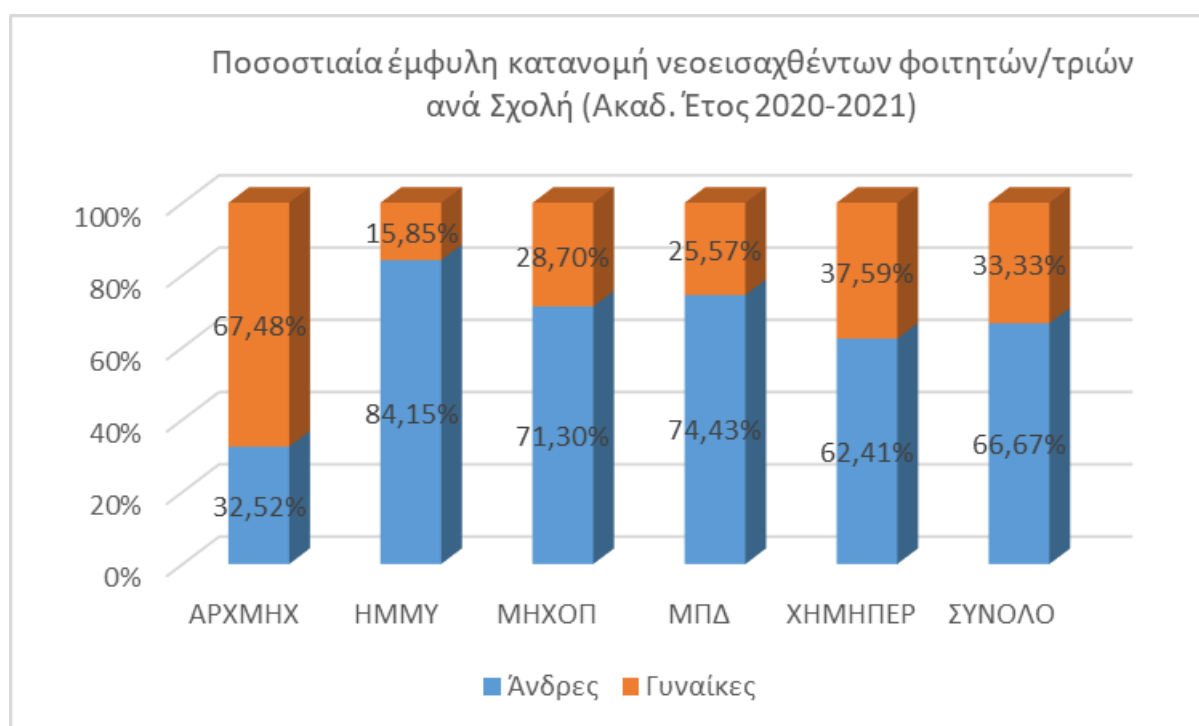


Image 8. Gender division percentages for newly enrolled students per School (Academic Year 2020-2021)

As we see in the table below, when it comes to the division of enrolled students out of the total number of students, if we compare the duration of their studies, we can conclude that female students are relatively more diligent in completing their studies, since the percentage of the enrolled female students reduces, as the number of academic years beyond the designated duration of study increases, which is to say the percentage of enrolled female students after the designated duration of study, falls from 34.8% to 26.6% (for the periods beyond n+3 years of study). Contrariwise, the figure for male students increases from 65.2% (enrolled male students within designated duration of study n) to 73.4% (enrolled male students who study over designated duration of study n +3 ).

Table 5. Gender division among enrolled students per school and per duration of study (Academic Year 2020-2021)

Duration of study	Gender	ARCH	ECE	MRED	PEM	CHENVENG	TOTAL
n	Men	189	617	316	633	321	2076
n	Women	414	114	156	180	245	1109
n+1	Men	32	127	51	104	54	368
n+1	Women	78	27	24	31	32	192
n+2	Men	24	133	51	115	58	381
n+2	Women	62	19	23	30	37	171
n+3	Men	19	91	48	74	38	270
n+3	Women	51	14	20	19	22	126
>n+3	Men	49	395	251	344	133	1172
>n+3	Women	100	46	97	117	65	425
<b>Men Total</b>		313	1363	717	1270	604	4267
<b>Women Total</b>		705	220	320	377	401	2023
<b>TOTAL per School</b>		1018	1583	1037	1647	1005	6290

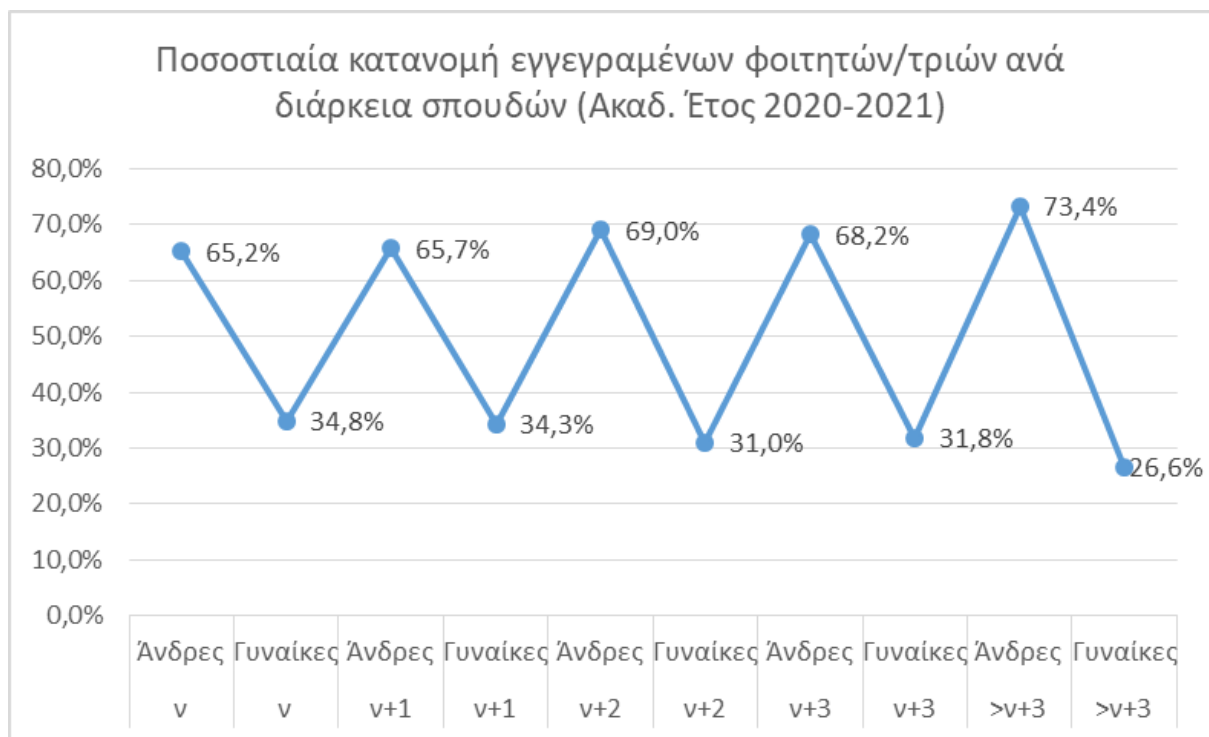


Image 9. Gender division percentages for enrolled students per duration of study (Academic Year 2020-2021)



### 3.2.2 Postgraduate Students

In all programmes of graduate studies, the gender gap reduces with women accounting for 46.5% of places compared to 53.8% for men. Specifically, the MBA course is attended mainly by women (58.8% enrolled women compared to 41.2% enrolled men).

Table 6. Gender division among postgraduate students per programme of graduate studies (PGP)

<b>PGP</b>	<b>MEN</b>	<b>WOMEN</b>	<b>TOTAL</b>	<b>% MEN</b>	<b>% WOMEN</b>
Production and Management Systems	10	17	27	37,0%	63,0%
Business Administration	40	57	97	41,2%	58,8%
Technology and Innovation Management	14	14	28	50,0%	50,0%
Product Design and Manufacturing	11	5	16	68,8%	31,3%
PGP of Research in ECE	54	13	67	80,6%	19,4%
Applied Mathematics	3	2	5	60,0%	40,0%
Petroleum Engineering	9	6	15	60,0%	40,0%
Environmental Geotechnology	28	21	49	57,1%	42,9%
Environmental Engineering	28	24	52	53,8%	46,2%
Advanced Minerals Science	0	0	0	0,0%	0,0%
Space, Design and Sustainable Environment	15	25	40	37,5%	62,5%
<b>TOTAL</b>	<b>212</b>	<b>184</b>	<b>396</b>	<b>53,5%</b>	<b>46,5%</b>



Image 10. Gender division among enrolled postgraduate students

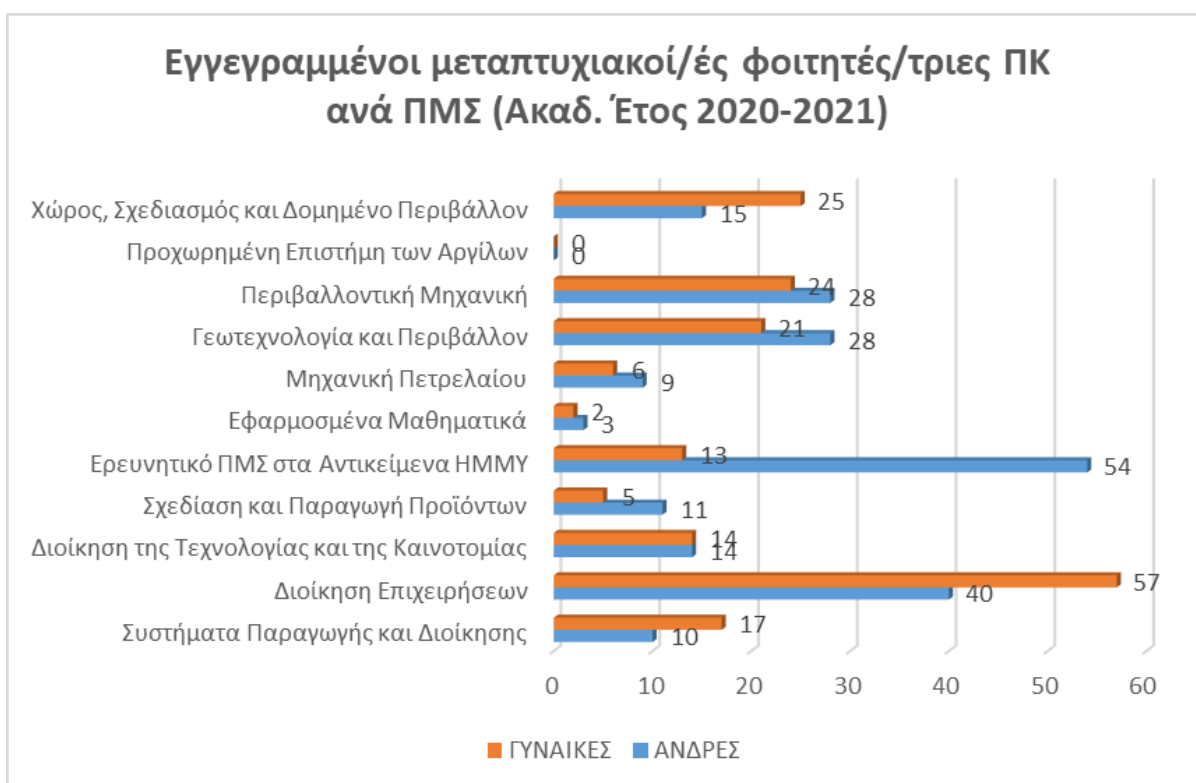


Image 11. Gender division among enrolled postgraduate students per programme of graduate studies (Academic Year 2020-2021)

### 3.2.3 Doctoral Candidates

Women account for 39% of doctoral candidates at the University compared to 61% for men, as women hesitate to advance to doctoral studies, as they most likely choose to work or have a family or have fewer ambitions to follow an academic career. Nevertheless, at the Schools of Chemical and Environmental Engineering and Architecture, women account for the majority of doctoral candidates.

Table 7. Gender division of doctoral candidates per School

SCHOOLS	PEM	MRED	ECE	CHENVENG	ARCH	TOTAL	%
<b>Men</b>	63	19	27	30	13	152	61,0%
<b>Women</b>	23	13	3	42	16	97	39,0%
<b>Total</b>	86	32	30	72	29	249	100%
<b>% Men</b>	73,3%	59,4%	90,0%	41,7%	44,8%	61,0%	
<b>% Women</b>	26,7%	40,6%	10,0%	58,3%	55,2%	39,0%	



Image 12. Gender division among enrolled doctoral candidates

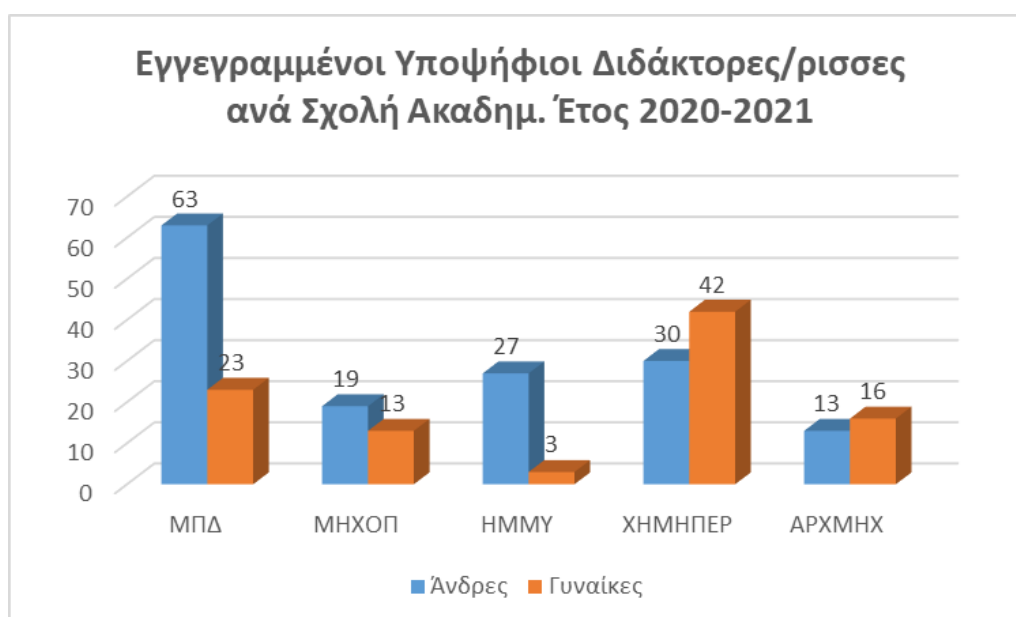


Image 13. Enrolled doctoral candidates per School

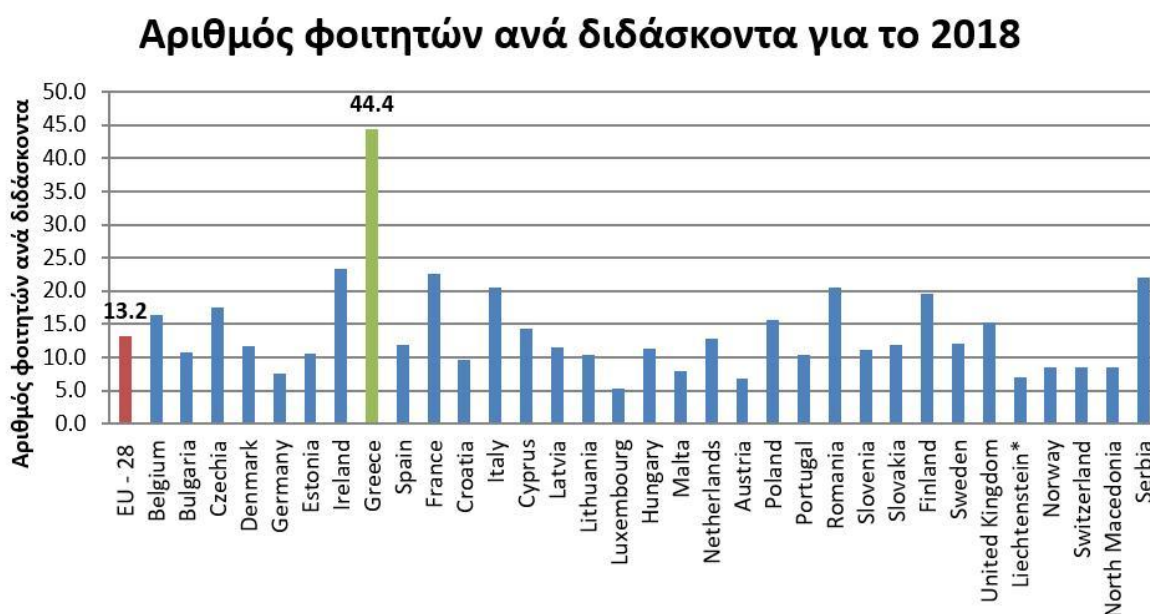
### 3.3 CONCLUSIONS

We can see from this data that gender divisions vary among the different categories of staff. Academic staff mainly consists of men, as among TSS members men hold 83.5% of the posts compared to 16.5% held by women and among other academic staff the percentage is 61.7% for men and 38.3% for women, whereas the majority of the administrative staff are women (66.1% are women compared to 33.9% who are men). Unfortunately, at the Technical University of Crete the stereotype that women are made for administration and men for teaching, technical positions and research, prevails. Therefore it is important for the GEC of the Technical University of Crete to set as goals the taking of actions that combat gender biases and stereotypes. Students have already undertaken a very positive initiative in this regard, by founding the Gender Equality Group of the Technical University of Crete.

The recommended plan of the Technical University of Crete does not include data regarding decision-making positions, so one of the future actions of the GEC will be to collect data on decision-making positions. Nevertheless, measures/actions for the promotion of gender equality are recommended for all administrative leadership and decision-making bodies at the Technical University of Crete.

### 3.4.1 Workload of the academic staff

It is a commonly held view that the ratio of students that fall under a single teaching professor in Greece is high. Image 14 demonstrates that in Greece there is a major deviation from the European (EU28) average in terms of the number of students falling under one teaching professor; in 2018 the figure was 44.4 students to each teaching professor, compared to an EU28 average of 13.2, which is to say at least 3.5 times higher than the EU28 average. This becomes obvious when we analyse the relevant E.U data (from Eurostat), that confirm the data of Hellenic Statistical Authority (ELSTAT). (Source: <https://netedu.gr/akadhmaiko-proswpiko-ellada-eurwph/>)



Number of Students per member of teaching staff in 2018

Image 14: Total number of students to teaching professors in 2018. Higher Education levels 5-8. In most countries the rates are identical with levels 6-8 or reveal slight differences. In Greece the rates relate to level 6-8

as there are no data for level 5. Source: Eurostat

6,290 undergraduate students enrolled at the Technical University of Crete (newcomers and registered in all years of study at all schools of the Technical University of Crete) during the academic year 2020-2021 (Table 5). 396 students are enrolled on programmes of graduate studies and 249 students are doctoral candidates. The total student community consists of 6,935 students. There are 115 TSS members (Table 1) hence the ratio of students to teaching professors for the Academic Year 2020-2021 at the Technical University of Crete is 60 students to each teaching professor.

A part of the heavy workload of teaching, thesis supervision and research falls on the members of the Teaching Scientific Staff, Laboratory Teaching Staff and Special Technical Staff, consisting of 94 persons in total, which reduces the ratio to 33 students to each teaching professor. The Technical University of Crete had to hire 72 teaching professors on contracts, in order to respond to the enhanced needs of teaching staff and thus to bring the ratio down to approximately 25 students per teaching professor; still the highest ratio in Europe and almost double compared to the EU28 average. The Technical University of Crete is size-wise one of the smallest Universities in Greece, with a high level of research activity, since the Special Account for Research Grants manages 140 active research/development programmes with a total budget of approximately 15 million Euros. Besides teaching activities, if one takes into account thesis supervision, research activities, publications in journals, the conducting of conferences, workshops and seminars, participation in committees and electoral bodies, it makes sense that academic staff in Greece have an immense workload and that they operate under extremely stressful conditions, as most actions are associated with deadlines.

Administrative staff (171 officers, personnel under open-ended private law contracts and contractors) are also called upon to take up a correspondingly immense workload, since this staff covers the financial, technical and administrative operations of the entire academic community (280 members of teaching staff and 6,935 students).

The immense workload in connection with one's family commitments are the cause of excess stress among the working staff that results in the adoption of a violent behaviour, depression and burdens on health.

According to the detailed manual of the European Union entitled the [Horizon Europe Guidance on Gender Equality Plans](#) (2021) the key to changing the organisational culture in order to promote gender equality, is work-life balance. This balance concerns both sexes and it aims to ensure that all staff are properly supported in order to promote a balance between one's career and one's personal needs and even support the care that the working staff might be obliged to provide outside of the work environment. Each organisation must develop actions to improve their own organisational culture, that could entail measures to ensure that all staff are welcomed and made to feel important, as well as policy making in regards to harassment and dignity, creating in this way expectations about the behaviour of employees and managers.

After the drawing up of the gender map and according to the findings that derive from it, the

GEC recommends the following strategic objectives with the corresponding actions shown in detail in the table below.

#### **4. GENDER EQUALITY PLAN (GEP) OF THE TECHNICAL UNIVERSITY OF CRETE**

##### **Action planning**

Action planning for the GEP (Gender Equality Plan) must be checked every year by a working group consisting of specialists or in the future by the Gender Equality Office, with regards to the relevant monitoring indicators. Furthermore reports and complaints that might be made and that reach the GEC will be submitted to the Senate with the request to have those reviewed by the legal department of the institution that is acquainted with the relevant legislation and will collaborate with someone from the Committee.

**1. GENERAL OBJECTIVE:  
TUC COLLABORATIVE WORK, RESOURCES INVOLVEMENT AND ENGAGEMENT**

<b>OBJECTIVE</b>	<b>RECOMMENDED ACTIONS (Actions)</b>	<b>TIMELINE (Start - End dates)</b>	<b>ASSIGNMENTS / RESPONSIBLE BODIES/ ACTIONS (Roles / Assignments)</b>	<b>INDICATORS</b>
1.1 Release of official announcement by the Institution regarding the establishment, operation and competences of the GEC and the GEAP.	1.1.a Publication by the administration on the main website of the Institution.	September 2022	Administrative division of the Institution	Number of Announcements
	1.1.b Message to all the members of the community of the Technical University with an introductory greeting and	October - November 2022	President of GEC, members of GEC	Number of Messages

	<p>presentation of the GEC and information about the competences of the GEC and of GEP.</p> <p><b>1.1.c.</b> Launch of GEC website</p> <p><b>1.1.d.</b> Launch of Facebook and Instagram pages</p>	<p>September 2022</p> <p>September 2022</p>	<p>-Network service of the Institution</p> <p>Students' representative at GEC</p>	<p>Number of webpages and subpages</p> <p>Number of accounts of social media</p>
<p><b>1.2</b> Collaboration of GEC with other offices of the Institution</p>	<p><b>1.2.a</b> Collaboration with all competent authorities for data collection</p> <p><b>1.2.b</b> Collaboration with the legal advisors of the</p>	<p>April -June annually</p> <p>Continuous</p>	<p>-Members of GEC</p> <p>-Strategic Policy Body</p> <p>- Heads of Departments of the Technical University of Crete</p> <p>-Special Account for Research Grants</p> <p>-Quality Assurance Unit</p> <p>-Teaching and Learning Support Office</p> <p>-ERASMUS</p> <p>-Institute for Telecommunications</p> <p>Legal Department</p>	<p>Number of Members</p> <p>Number of Bodies</p> <p>Number of cases</p>

	<p>Institution to handle reports and other legal matters</p> <p><b>1.2.c</b> Collaboration with the Mental Health Counsellor of the Institution</p> <p><b>1.2.d.</b> Collaboration between the Office for Support of Teaching and Learning and GEC in partnerships and joint actions</p>	<p>collaboration</p> <p>Collaboration when required</p> <p>Collaboration when required</p>	<p>of the Institution</p> <p>Helpdesk for Counsel &amp; Mental Health Support</p> <p>Teaching and Learning Support Office</p>	<p>and incidents referred</p> <p>Number of cases and incidents referred by the GEC</p> <p>Number of persons that have sessions and meetings for mental health support</p> <p>Number of Collaborations</p>
<p><b>1.3</b> Collaboration and joint actions with groups and associations of the Institution</p>	<p><b>1.3.a</b> Student community Award for the creation of a GEC logo</p> <p><b>1.3.b</b> Talks, lectures, presentations on gender equality.</p>	<p>September 2022</p> <p>Spring 2023</p>	<p>-Tender for the set-up of GEC</p> <p>GEC, Associations and Groups of Students, staff and teaching staff of Technical University of Crete</p>	<p>Number of participating students of Technical University of Crete</p> <p>Number of participants</p> <p>Number of events</p> <p>Display on the main website of Technical University of Crete and on the website of GEC</p>
<b>2. GENERAL OBJECTIVE: NETWORKING</b>				
<p><b>2.1</b> Collaboration and networking between GEC Technical</p>	<p><b>2.1.a</b> Networking and collaborations with public bodies, NGOs, designated offices and centres that are specialised</p>	<p>Continuous contacts</p>	<p>-GEC</p> <p>-External bodies and persons</p>	<p>Number of contacts and collaborations and MOU's</p>



University of Crete and external bodies/persons	in Gender Equality matters and others Greek and foreign higher education Institutions GECs			
<b>2.2</b> Organisation of joint actions	<b>2.2.b</b> Registration in groups, participation in actions, lectures, meetings, conferences, networks, representation of GEC of Technical University of Crete	Continuous Participation	-GEC of Higher Educational Institutions in and out of Greece	Number of actions/meetings/contacts/participations

### **3. GENERAL OBJECTIVE: ANNUAL GENDER MAPPING**

<b>3.1</b> Gender mapping of the entire community of the Technical University	<b>3.1.a</b> Data Collection <b>3.1.b</b> Statistical Analysis <b>3.1.c</b> Representation with graphics per people geography and per category (Students per school: undergraduates, postgraduates, doctoral candidates/ TSS/ LTS/ STLS/ SES / Postdoctoral students / Young doctoral students/ Presidential decree 407 staff/ Researchers / <b>3.1.d</b> Gender division of decision making positions	End of academic year	-Quality Assurance Unit – data collection on students and teaching staff -Management of administration for administrative/technical staff -Special Account for Research Grants for Staff on fixed term private law contract	Population Percentage
---	---	----------------------	---	--------------------------

	<b>3.1.e</b> Gender division of teaching and administrative staff contractors			
<b>3.2</b> Representatio n of incoming professors, students, Erasmus researchers programmes or researchers from other international and European programmes	<b>3.2.a</b> Data Collection  <b>3.2.b</b> Statistical analysis  <b>3.2.c</b> Graphical representations	End of academic year	-Erasmus Office  -International Relations Office	Population  Percentage
<b>3.3</b> Representatio n of the outgoing professors, students, Erasmus researchers or researchers from other national and European programmes.	<b>3.3.a.</b> Data collection  <b>3.3.b.</b> Statistical Analysis <b>3.3.c</b> Graphic Representations	End of academic year	- Erasmus Office  -Department of international studies-Special Account for Research Grants	Population  Percentage
<b>3.4</b> Representatio n of decision- making positions in decision-maki ng administrative positions (TSS/administ rative staff) per gender in regards to qualifications	<b>3.4.a</b> Data collection  <b>3.4.b.</b> Statistical Analysis  <b>3.4.c</b> Graphic representations (visible to the teaching and administrative staff)	End of academic year	Administrative division for teaching/administ rative/technical staff	Population  Percentage
<b>3.5</b>	<b>3.5.a</b> Data	End of	-Secretaries	Population

Representation on the collective bodies of the Institution per category of staff and gender	<p>collection</p> <p><b>3.5.b</b> Statistical Analysis</p> <p><b>3.5.c</b> Graphic representation (visible to teaching and administrative staff )</p>	academic year	<p>-Secretary of Senate/Senate</p> <p>-Administrative division</p> <p>-Association of TSS</p> <p>-Association of administrative staff</p>	Percentage
<b>3.6</b> Representation of decision-making positions in decision-making research positions (academic staff) per gender per qualification.	<p><b>3.6.a</b> Data collection</p> <p><b>3.6.b.</b> Statistical analysis</p> <p><b>3.6.c</b> Graphic representations</p>	End of academic year	-Special Account for Research Grants	<p>Population</p> <p>Percentage</p>
<b>4.GENERAL OBJECTIVE : WORK-LIFE BALANCE</b>				
<b>4.1</b> Continuous monitoring and collection of all current legislation on single parent rights (vacations, flexible working hours, benefits etc.) and publication of the above on GEC website	<b>4.1.a</b> Research, collection of legislation and publication of the above on the website	<p>by End of 2022</p> <p>Continuous update</p>	-Administrative division	Population
<b>4.2</b> Creation of structure and service for childcare	<b>4.2a</b> Creation of space for childcare at the premises of the Technical	2023	<p>-Technical office</p> <p>-Finance office</p>	Deliverable-equipped and safe space

	University of Crete.		-Parents who are members of the community of the Technical University	Hire of an experienced early childhood educator
<b>4.3</b> Flexible forms of employment	<p><b>4.3.a</b> Harmonisation of working time with family needs if the current legislation allows it</p> <p><b>4.3.b</b> Remote work/ Remote education for the administrative and teaching staff in cases of emergency and when their physical presence is hindered (in accordance with the current provisions of the applicable legislation).</p>	<p>Start of academic year 2022-2023</p> <p>Start of academic year 2022-2023</p>	<p>staff of the Technical University</p> <p>Schools</p> <p>Administrative division</p> <p>Senate</p>	<p>Number of applications-approvals</p> <p>Decisions of competent offices and bodies</p>
<b>4.4</b> Consultancy and guidance on matters of reconciliation of work and personal life, career progression, treatment of work stress.	<b>4.4a</b> Inviting specialised professionals, organisation of talks, seminars.	Start of academic year 2022-2023	GEC Administrative division of Technical University of Crete	<p>Number of invited persons</p> <p>Number of talks and seminars</p> <p>Number of participants</p>
<b>4.5</b> Facilitation of and benefits to students-parents	<p><b>4.5.1</b> Extension of the use of the structure and childcare service for that student - parents to use.</p> <p><b>4.5.2.</b> Flexible forms of education (remote education) for students-parents</p>	Start of academic year 2023-2024	Administrative division of Technical University of Crete	

	when their presence at the Technical University is not possible in the context of the existing provisions of legislation.			
<b>4.6</b> Monitoring of problems, of dysfunctions, of offences and recording of complaints.	<b>4.6.a</b> Filling in of anonymous questionnaires per staff category  <b>4.6.b</b> Collecting any complaints and grievances filed online	End of academic year  Continuous	All members of the institution	Number of questionnaires

**5. GENERAL OBJECTIVE: GENDER BALANCE IN LEADERSHIP AND DECISION-MAKING BODIES**

<b>5.1</b> Information - awareness: showcasing the work of elected women	<b>5.1.a</b> Campaign to encourage women to stand as candidates, campaign for the promotion of women to decision-making positions of the institution, use of website <a href="http://nosexism.gr">nosexism.gr</a> for the promotion of informational material for women candidates	Whenever necessary	GEC	Number of posts and press release
<b>5.2</b> Representation of decision-making positions in administrative decision-making positions (TSS/administrative staff) per gender	<b>5.2.a</b> Data collection  <b>5.2.b.</b> Statistical analysis  <b>5.2.c</b> Graphic representations (visible to the teaching and administrative staff)	End of academic year	-Administrative division for /teaching/administrative/technical staff	Population  Percentage

with regards to qualifications				
<b>5.3</b> Representation in collective bodies of the Institution per category of staff and sex	<b>5.3.a</b> Data collection  <b>5.3.b</b> Statistical analysis  <b>5.3.c</b> Graphic representations (visible to the teaching and administrative staff)	End of academic year	-Secretaries  - Dean's/Senate's Secretariat  - Administrative division  - TSS Association  -Administrative Staff Association	Population  Percentage

**6. GENERAL OBJECTIVE: GENDER EQUALITY IN RECRUITMENT AND CAREER ADVANCEMENT**

<b>6.1</b> Targeted mentoring according to the needs that are identified each time at the Institution	<b>6.1.a</b> Guidance for female members of the Institution (students, staff, teaching researchers), regarding skills development, opportunities for professional growth and development	Academic Year 2022-2023	Female population of the institution  GEC  Career advisors  Specialised staff appointed by the Institution	Number of meetings, seminars or trainings or online courses
---	--	-------------------------	--	---

**7. GENERAL OBJECTIVE: INTEGRATION OF THE GENDER DIMENSION INTO ADMINISTRATION, RESEARCH, TEACHING CONTENT, AND TECHNICAL UNIVERSITY OF CRETE ACTIONS**

<b>7.1</b> Elimination of sexist speech in public documents	<b>7.1.a</b> Implementation of guidance as described in the <a href="#">Guidelines for Non-Sexist use of language in administrative documents</a> of the Ministry of Internal Affairs, General	Start of academic year 2022-2023	GEC  Administrative division of the Institution  School	Number of documents in circulation
--	---	----------------------------------	---	------------------------------------

	Secretariat of Gender Equality		secretaries	
7.2 Introduction of gender dimension in courses	7.2.a Teaching of gender course for all students of all schools of the Institution.	Academic year 2022-2023	Administrative division (plans for hiring of teaching staff )	Number of Teachers
	Promoting and supporting Education Programmes, Teaching of Seminars on social gender, equality, educational seminars and social targeting for the understanding of gender and equality		Finance Office /Special Account for Research Grants (dedicated sums), Schools (mainstreaming into teaching programme)	Number of courses offered
	7.2.b Creation of a comprehensive programme of horizontal integration of gender studies at departments that either do not offer these programmes or the ones offered are considered inadequate	Spring term 2022-2023	Institution's Teaching staff	Number of students registered
	7.2.c Support of Departments in the process of setting up Programmes of graduate studies and doctoral & post-doctoral research in gender studies by providing sector specific expertise	Continuous	Teaching and Learning Support Office	Number of seminars organised
			Teaching staff	Number of trainers
			Invited Trainers	Number of participants

	knowledge (ECTS)			
<b>7.3</b> Training of professors, of staff and of students, regarding gender	<b>7.3.a</b> Inviting specialised trainers and organisation of seminars, summer schools, conferences. Symposiums.  <b>7.3.b</b> Hosting of summer schools in gender studies. Integration of gender studies into research and actions, funded by the Institution.	Depending on trainers's availability	Teaching staff staff  Students   Institute of Education - National Administration for Public Administration and Local Government	Number of Actions  Number of participants
<b>7.4</b> Actions of autonomy initiative and self-help activities	<b>7.4.a</b> Creation of special section at the Library of the Institution for gender related books	September 2022 and continuously	Entire community of the Technical University (students, researchers, staff, visitors).	Number of books  Number of users

**8. GENERAL OBJECTIVE: MEASURES AGAINST GENDER-BASED VIOLENCE INCLUDING SEXUAL AND MORAL HARASSMENT**

<b>8.1</b> Information-Prevention of harassing, sexist, moral and violent behaviours on the grounds of gender	<b>8.1.a</b> Collection of guidance-guidelines, documents and reports of competent international, European and national organisations, bodies and institutions regarding the definition, appointment and acknowledgement of gender harassing behaviours and of gender-based violence	Continuous renewal and update	GEC   International, European and national bodies and organisations   Legal Advisor	Manuals, guidelines, reports etc.   Publication on GEC website
<b>8.2</b>	<b>8.2.a</b> Issuing,	by End of	GEC	Number of



Monitoring of incidents of gender-based violence and of sexual harassment	<p>distribution and processing of anonymous questionnaires</p> <p><b>8.2.b</b> Drawing conclusions and reporting</p> <p><b>8.2.c</b> Publication of report</p> <p><b>8.2.d</b> Feedback and redefinition of policy and actions</p>	academic year	<p>Networks</p> <p>Students</p> <p>All institution staff (administrative,teaching etc.)</p> <p>Legal Advisor</p>	<p>questionnaires</p> <p>Number of reports</p> <p>Number of announcements</p> <p>Number of changes</p>
<b>8.3</b> Treatment of incidents of gender-based violence of moral and of sexual harassment	<p><b>8.3.a</b> Appointment of officers, responsible for the handling of such incidents</p> <p><b>8.3.b.</b> Informing the Technical University community via the GEC website and the website of Technical University of Crete about the officers that gender-related incidents can be reported to</p> <p><b>8.3.c.</b> Update on the implementation</p>	<p>Winter term 2022-2023</p> <p>Winter term 2022-2023</p>	<p>GEC</p> <p>Administrative division</p> <p>Legal Advisor</p> <p>Mental Health Counsellor of the Technical University of Crete</p> <p>Collective bodies</p> <p>Websites administrators</p>	<p>Number of reports</p> <p>Uploading of information</p>
<b>8.4</b> Education regarding the acknowledgment and treatment of gender-related incidents of harassment and violence	<b>8.4.a</b> Organisation of a series of informative talks by competent bodies and specialised persons in order to provide information, consultancy and guidance on how to	Spring term 2022-2023	<p>CDE</p> <p>NGO</p> <p>National bodies and authorities</p> <p>Technical University Community</p>	<p>Number of speeches</p> <p>Number of participants</p>

	tackle such incidents (what can they do, what they should avoid, how to report it, how to defend themselves in cases of emergency, SOS hotlines etc)			
--	--	--	--	--

## 5. BIBLIOGRAPHY

- [1] de Gouges, Olympe. (1791). [\*Déclaration des Droits de la Femme et dela Citoyenne.\*](#)
- [2] Wollstonecraft Mary. [1792 (2018)]. *A Vindication of the Rights of Woman*. Athens: Oxy.
- [3] Mill, John-Steward. [1869 (2013)]. *The Subjection of Women*. Athens: Noisi.
- [4] Engels, Friedrich. [1884 (2013)]. *The Origin of the Family, Private Property and the State*. Athens: Sighroni Epohi.
- [5] Woolf, Virginia. [1929 (2021)]. *A room of one's own*. Athens: Erato.
- [6] McMillen, Sally, G. (2008). *Seneca Falls and the Origins of the Women's Rights Movement*. Oxford: Oxford University Press.
- [7] Roberts Boggs, Rebecca. (2019). *Women: Our Story*. New York: DK Publishing, p. 166.
- [8] Xiradaki Koula (2020). *The feminism movement in Greece 1830-1936: Greek Women Pioneers*. Athens: Koukkida .
- [9] Martinegou-Moutzan, Elisabeth. [1881 (2021)]. *Authobiography*. Athens:Metaihmio.
- [10] Varika, Eleni. (2011). *The Uprising of Women: the birth of the feminist conscience in Greece 1833-1907*. Athens Papazisis.
- [11] Pantelidou - Malouta, Maro. (1989). 'Greek Women and the Vote. The sex of the vote and the vote of the female sex'. *Journal of Social Sciences*, 73, p. 3-38.
- [12] 'One is not born, but rather becomes woman.' De Beauvoir, Simon. [1949 (1956)]. Book Two: 'Woman's Life Today', in *The Second Sex*. London: Johnathan Cape. p. 273.
- [13] Hughes, Michael and Kroehler, Carolyn. [2007 (2014)]. *Sociology: The Core*. Athens: Kritiki, p.380.
- [14] Oakley, Anne. (1972). *Sex, Gender, and Society*. San Francisco: Harper and Row
- [15] According to gender studies, the feminist movement is divided into three "waves". The "first wave" took place in the 19<sup>th</sup> century and lasted until the beginning of the 20<sup>th</sup> century and demanded,

as described above, social, political and educational changes in favour of women; the right to education and the right to participate in public life. The “second wave” commenced in 1960 and lasted to 1980 and is interrelated with various social movements which focused on issues of identity, acceptance of diversity, female empowerment, elimination of all forms of discrimination (racial, ethnic, social, class, etc.), as well as with the right to abortion. The “third wave” extends from 1980 to the present day and is interrelated with the implementation of transversal politics in gender issues. (Kogridou, Dimitra and Politis Fotis. [2002 (2006)]. ‘Foreword.’ In R.G. Connel *The Social Sex*. Athens: Epikentro, p.1-29. Kroløkke, Charlotte and Scott Sørensen, Anne. [2006 (2012)] ‘Three Waves of Feminism: From Suffragettes to Girls.’ In *Gender Communication Theories & Analyses: From Silence to Performance*, p. 1-24).

[16] Hughes, Michael and Kroehler, Carolyn, *ibid*, p. 359.

[17] European Union Law. Document 52020DC0152. [Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions. A Union of Equality Strategy 2020-2025](#), p. 6, [Gender Equality Committee, Council of Europe](#) p. 10.

[18] Pilcher, Jane and Whelehan, Imelda (2004). *Fifty Key Concepts in Gender Studies*. London, Thousand Oaks.

[19] [Gender Equality Committee, Council of Europe. Gender Equality Glossary](#) [Gender Equality Glossary of Terms and Concepts](#), word ‘Patriarchy’, p. 7.

[20] This term was used in 1995 by Australian Sociologist Rawyn Connel in her book *Masculinities*, Berkeley: University of California Press.

[21] Connell, *ibid* p. 77.

[22] *Ibid*.

[23] Hughes, Michael and Kroehler, Carolyn, *ibid.*, p. 360.

[24] *Ibid*.

[25] [Recommendation of the Committee of the Council of Europe of 27 March 2019](#) ‘Preventing and Combatting Sexism’ p. 7.

[26] Law 3769/2009, Article 2 para. c’ and d’ and Law 3896/2010 Article 2 para. d’ (see national legislation below). The same definitions are used again in Law 3896/2010 on the Implementation of the principle of equal opportunity and equal treatment of men and women in work and employment – Harmonization of the existing legislation with Directive 2006/54/EC of the European Parliament and the Council of 5 July 2006 and other relevant provisions.

[27] Articles 336 and 337 [Law.4619/2019, Government Gazette A’ 95/11-6-2019](#)

[28] International Labor organisation (ILO) [C190 – Violence and Harassment Convention, 2019 \(No 190\)](#), Article 1 para. a’ and b’.

[29] [KEOI](#) 20/05/2020. Sexual Harassment at work.

[30] European Institute for Gender Equality (EIGE). [What is gender-based violence?](#)

[31] United Nations 2012. Vienna Declaration on Femicide (s. below).

[32] [Istanbul Convention. Action against violence against women and domestic violence.](#)

[33] On the website of [UNESCO](#), one can find the actions, initiatives, reports, statistics, publications and the policy making of the United Nation's Educational Scientific and Cultural Organisation on an annual and long-term basis.

[34] [The European Research Area: Advancing together the Europe of Research and Innovation](#), Progress Report 2018. European Commission. Advancing together the Europe of Research and Innovation, p. 10.