

ACASIAS

Gender Equity Policy

Deliverable 7.2

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VF



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GLOSSARY

Acronym	Signification
EC	European Commission
EU	European Union
FP	Framework Programme
GA	General Assembly
GAP	Gender Action Plan
RIA	Research and Innovation Action
WP	Work Package

1. Introduction

Ever since the Treaty of Rome came into force, the European Union has consistently advocated gender equality as one of its core policies. The original interpretation of the concept of equal opportunities was limited to the principle of equal remuneration. Since the United Nations' World Conference on Women held in Beijing in 1995 - the launch of gender mainstreaming (i.e. integrating gender neutrality into all major European policy areas) has formed a strategic approach to the question of equal opportunities between women and men for the European Commission.

This principle now has to be implemented in all institutions, policies, programmes and practices of the European Union. The approach towards gender mainstreaming was first set out in the Commission Communication (1996) "Incorporating equal opportunities for women and men into all Community policies and activities", which aims at a far more efficient action on equal opportunities, together with simultaneously improving the quality and efficiency of European policies. Since then, further progress has been made but some shortcomings still remain, such as lack of awareness of gender issues at decision-making levels, lack of human and budgetary resources allocated and lack of gender expertise.

The European policy of equal opportunities between women and men is enshrined as one of the European Union's objectives in the Treaty of Amsterdam, signed in 1997, and stating the Community commitment to gender mainstreaming. It establishes equality between women and men as a specific task of the Community, as well as a transversal objective affecting all Community programmes. The Treaty seeks not only to eliminate inequalities, but also to promote equality. Furthermore, the Treaty reinforces principles of positive discrimination or affirmative action requiring special measures to redress the disadvantages experienced by an underrepresented sex.

Today, the European Commission (EC) undertakes to promote equal opportunities and achieve well-balanced gender distribution within the European-funded research and innovation projects. Since the 6th Framework Programme (FP6), all projects have been required to incorporate a Gender Action Plan (GAP), the aim of which is to promote participation by women in research. Furthermore, by integrating the concept of gender mainstreaming into EU projects, the Commission aims to ensure that gender aspects are taken into consideration during the whole research and innovation project, from its inception until delivery, and to ensure that the scientific research addresses women's needs, as much as men's needs, in order to eliminate gender discrimination.

To monitor the career progress and participation of female scientists in Framework Programmes, the European Commission collects statistics on gender distribution, showing whether or not the situation has improved, and how it differs across scientific disciplines and countries.

Further information with respect to the EC activities and policies to promote gender equality in science is available at

<http://ec.europa.eu/programmes/horizon2020/en/h2020-section/promoting-gender-equality-research-and-innovation>

2. Scope of the report

This report presents the gender analysis carried out by the ACASIAS consortium to get a statistical overview of the gender balance within the project organisation at the beginning of the project.

Gender analysis helps gain an understanding of the different patterns of participation, involvement, behaviour and activities that women and men in their diversity have in economic, social and legal structures and the implications of these differences.

Gender analysis provides the answer to how the gender perspective should be addressed throughout the project, particularly in terms of setting relevant gender equality objectives, planning concrete actions to reach the objectives. An evaluation has been conducted among the project partners and the actions taken within the project duration to promote gender equity will be re-assessed at the end of the project.

3. Deviation from the original schedule

The preparation of the content of the Gender Equity Policy started in June 2017. The questionnaire was sent to all partners the 15th of June. The return of the questionnaire was made until the 7th of July and the report content was written during the month of July. Due to the holidays period, the correction and validation step occurred during the month of August resulting in the deliverable completion on the 28th of August.

4. ACASIAS Organisation

ACASIAS is a H2020 RIA project and with a Consortium of 11 participants from 6 EU members states and comprising of 7 WPs.

The overall management structure of ACASIAS is to clearly define roles, responsibilities and information flow and to ensure all project goals successfully within the contractual period.

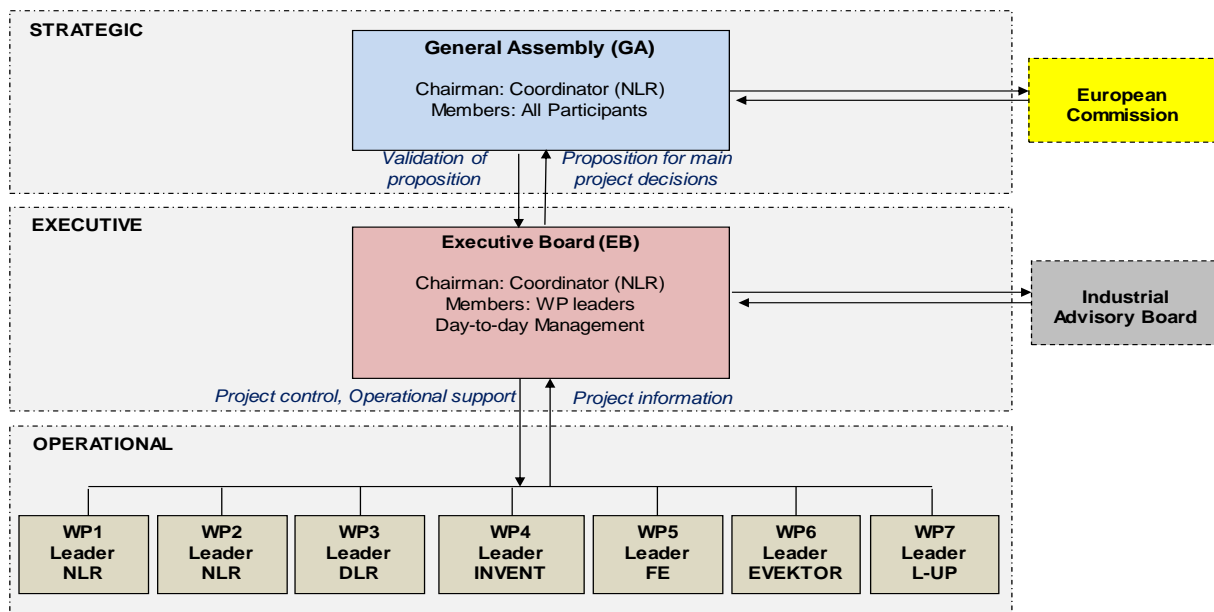


Figure 1 : ACASIAS management process and decision-making bodies

As indicated in the Figure 1, the organisational structure of the ACASIAS project includes 3 management levels.

1. Strategic Level: the General Assembly (GA) is the ultimate decision-making body of the consortium. It comprises one representative from each beneficiary (consortium member) empowered to make decisions on behalf of their organisation regarding its participation to the project. Its duties include overall project strategy and management, solving major problems (e.g. expelling or admitting members) and managing exploitation issues.
2. Executive Level: the Executive Board (EB) is the supervisory body for the execution of the project which shall report to and be accountable to the GA. It is composed of the coordinator and the WPLs. The task of the EB is to manage the implementation of the project orientations given by the GA and validated by the European Commission, in all the aspects of the project (such as legal, financial and scientific). It also monitors the project including the performance of the beneficiaries and solving conflicts arising at WP level. EB also plays a major role in providing inputs to the quarterly and periodic reports, suggesting topics, content and budgets. An Industrial Advisory Board (IAB) will support ACASIAS team to ensure the project remains in line with the latest research developments, and copes with the exploitation needs and qualification aspects related to two different domains (aero-structures and antennas).
3. Operational level: the Work-package leaders (WPL) have a crucial role and are responsible for guiding, monitoring and reporting activities performed within their WP (internal progress reports including technical progress, achievement of results and guarantee compliance with the work programme). Once nominated by the General Assembly (GA) WPL will ensure the timely delivery of technical deliverables as well as controlling achievement of milestones. Particular attention is given to the risk management, directly related to the milestones and reported on monthly basis. WPL are in charge of organising technical meetings and WP or task level on request. In view of the independent innovation activities the WP leaders will play an essential role to ensure performance and cost are in track in complement to the activities performed by the PC and Project Secretariat..

For further details please refer to the D7.1 Project Quality Plan, the DoA (Annex I of the Grant Agreement) and the Consortium Agreement (CA) (section 6).

5. Gender Action Plan – Promotion of Equal Opportunities

One of the main objective of Task 7.1 (Project monitoring and control) is to ensure the monitoring the project’s objectives and promoting equal opportunity in accordance with partners’ internal policies and EC objectives. The results of the study will be used to give recommendations to all project beneficiaries for achieving a balanced situation within the project.

5.1. Measuring Gender Balance

L-UP prepared an Excel questionnaire model that was distributed to all ACASIAS project beneficiaries. Each member of the consortium was individually contacted by e-mail providing clear instructions to fulfil the survey requirements. Each GA member collected information from all participants in their company and produced L-UP their batch of responses.

Some simple questions were asked to get an overview of the gender balance in the ACASIAS project: name, age, sex, education, country, role(s), assignment(s), WP involved and etc. Please refer to Figure 2 for the screenshots of the questionnaire in the next pages.

ACASIAS - GENDER EQUITY QUESTIONNAIRE



Dear ACASIAS partners,

In order to produce the Gender Equity Plan, the deliverable 7.2 due at M2, we need your answers on this short questionnaire (15 questions) from every person involved in the project. The objective of this survey is to collect a statistical overview of the gender balance and policy within the ACASIAS consortium.

Your answers will be analysed by L-UP and the results will be published anonymously in the deliverable 7.2, under the task 7.2 of the WP7.

Please note that all questions must be answered by clicking the box, choose from the dropdown list or entering the text.

What is your age?

What is your gender?

What is your highest education level?

What is the name of your company or institution?

Partners 1-11

In which Country are you employed?

What is your main/primary role in the ACASIAS organisation?

If any, what is your secondary role in the ACASIAS organisation?

What is your primary assignment in the ACASIAS project?

If any, what is your secondary assignment in the ACASIAS project?

Which WP(s) are you involved in?

WP1 WP2 WP3 WP4 WP5 WP6 WP7

Are there measures available in your Company/Institution for the compatibility of professional and private work (work-life balance)?

- Offer of childcare facilities by the institution.
- Offer of part-time and provision for working from home.
- Availability of further infrastructure for the compatibility of family and job.
- There are no special measures related to work-life balance.
- I don't know.

Is there a person who supervises and attends the consideration of gender aspects at your Company/Institution?

If you are in a position to answer, do you plan to bring more women? If so, how many? Please detail below.

If applicable, do you have links with women scientist, engineers or students organisation? Please detail below.
Is there any other elements relating gender equality? Please detail below.

Figure 2: Screenshot of the questionnaire

5.2. Survey Results

The results of the ACASIAS gender balance will be exposed in this chapter. Please note 29 project participants replied to the questionnaire. This represents near 80% of participants involved of the ACASIAS project. The results exposed here forth are based on these inputs and replies receive up until the 6th July 2017.

5.2.1. Gender Balance per Age Group

Out of the respondents 62% are 40-44 years old or below and 38% are above. Out of these respondents 57% of the male population are 40-44 years or above and 43% below. 83% of the female population are 40-44 years old or below and 17% above. The predominant age group for male are 40-44 and 45-49 (26% each one), and for female are 30-34 and 40-44 (33% each one).

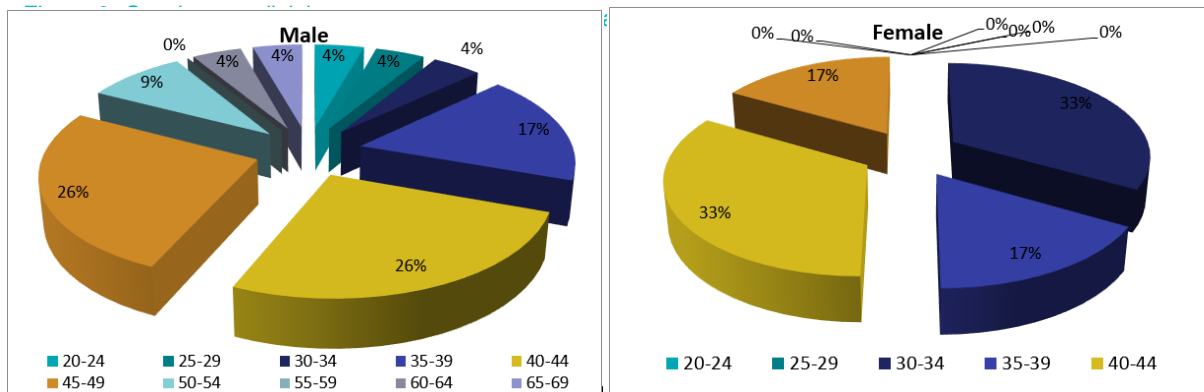
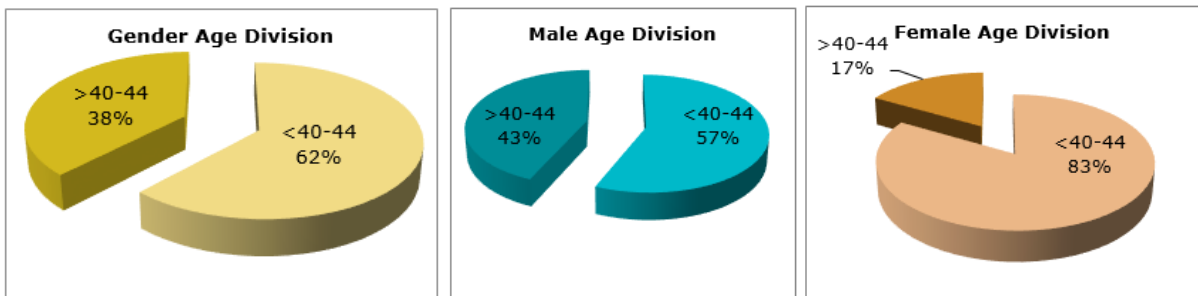


Figure 6: Male age group repartition

Figure 7: Femal age group repartition

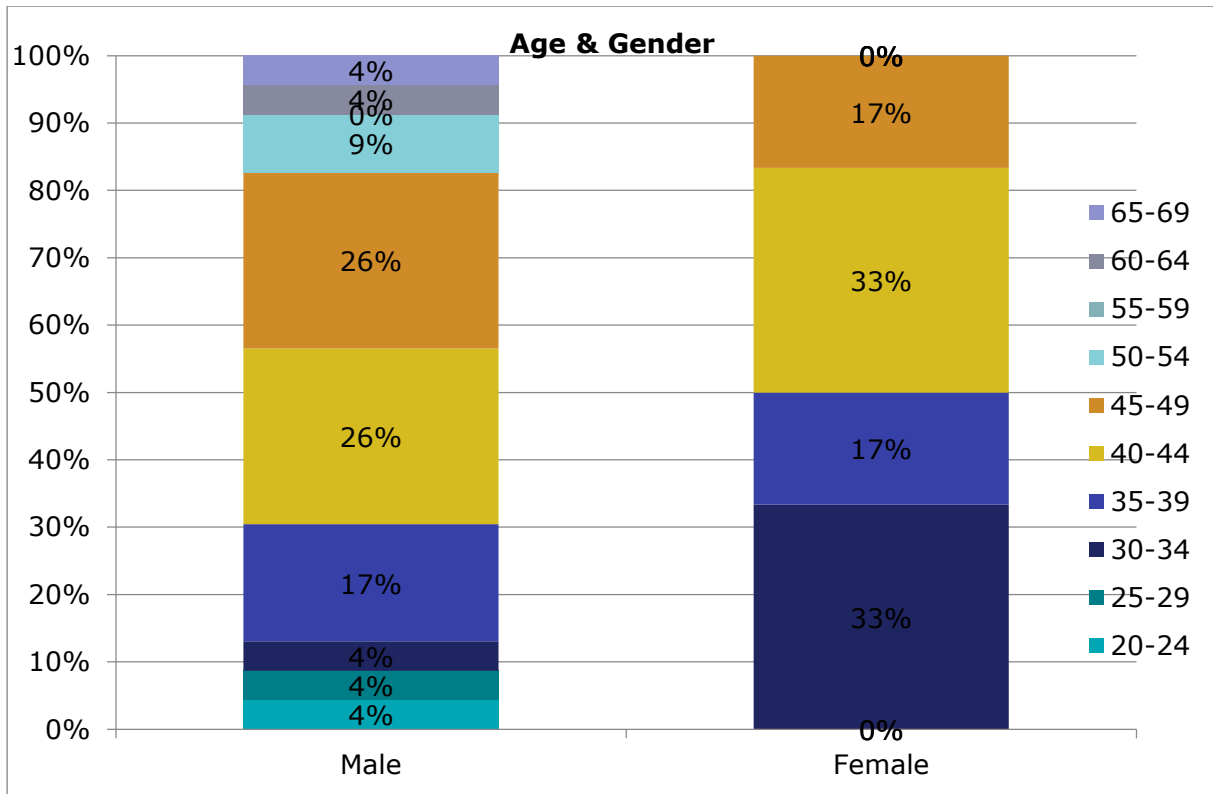


Figure 8: Respondents age group repartition

As it can be seen from Figure 8, the male the largest age group is between 40-49 years old, whereas, the females are between 30-34 and 45-49 years old. The age group above 50 years old is empty on the women side and the age group repartition is more important in the youngest groups, with a predominant 30-34 years old group, against only 4% of the males in that group. In addition to confirm the male domination in the engineering domain, this graph also reveals that the young generation of women is growing in this field.

5.2.2. Overall Gender Balance

21% of all respondents were female, which demonstrates the need to promote and encourage female audience the interest of the aeronautics community, as shown in the Figure 9.

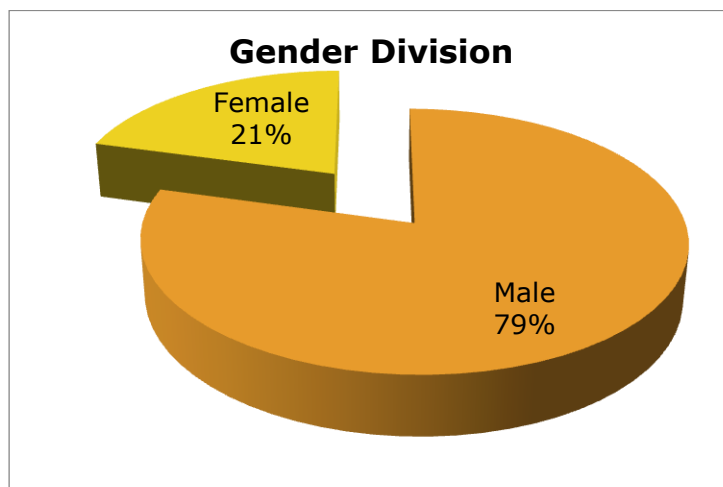


Figure 9: Gender division in ACASIAS project

This figure could be explained by the fact that many female audiences in this project are in non-technical departments and didn't answered to the survey, but it is mostly revealing the persistent disparity between gender in the aeronautics and engineering field.

5.2.3. Gender Balance per Education Groups

The respondents of the survey show different levels of education. The questionnaire offered the following 5 options as an answer:

- ▲ High school;
- ▲ Vocational school;
- ▲ College degree;
- ▲ Post graduate master's degree;
- ▲ Post graduate PhD degree.

As show from Figure 10 though and Figure 11, majority of the respondents have a Master's Degree and a PhD in the ACASIAS project (38% respectively). 4% graduated from High School and none from vocational school. This trend is true for both female and male. Almost 1/3 of the respondents have a PhD or Master's degree for both female and male.

There are no major gender difference female and male participants who hold a PhD or Master's degree. 33% of the female participants hold a PhD or a Master's degree compared to 39% male participants. Nevertheless, even if for the same gender the education level is sensitively the same, there is a significant difference between the man and women degree repartition with 82% of the PhD and Master degrees for the male against 18% of the women.

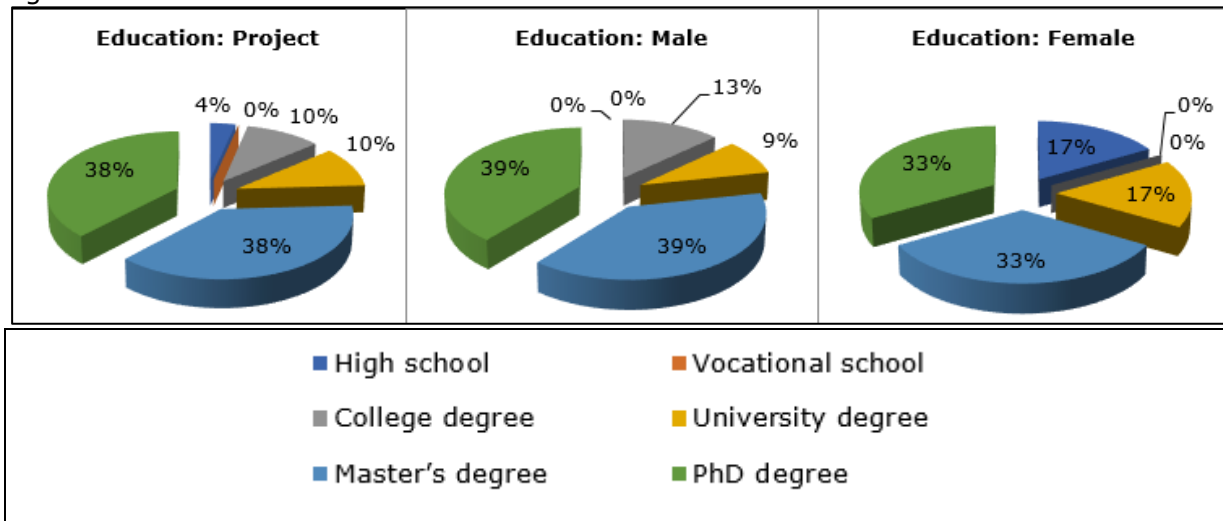


Figure 10: Education groups for the project and per gender

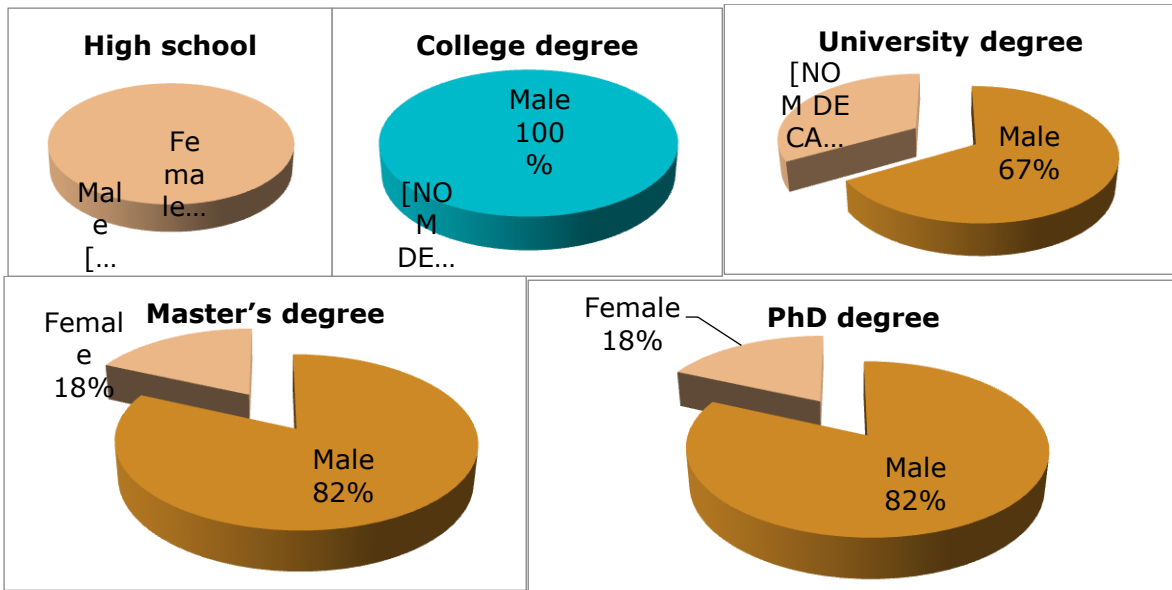


Figure 11: Gender division per education level

5.2.4. Gender Balance per Country

The gender balance per country is shown on Figures 12 and Figure 13. Female involvements are apparent in most European countries. Efforts may be required to promote female participation in some countries.

Given this also demonstrates the level of feminine participation of a beneficiary in the ACASIAS project is more important, like in Spain or in France. Nevertheless, there is still room for improvements in terms of female participation in contrast to the male participation.

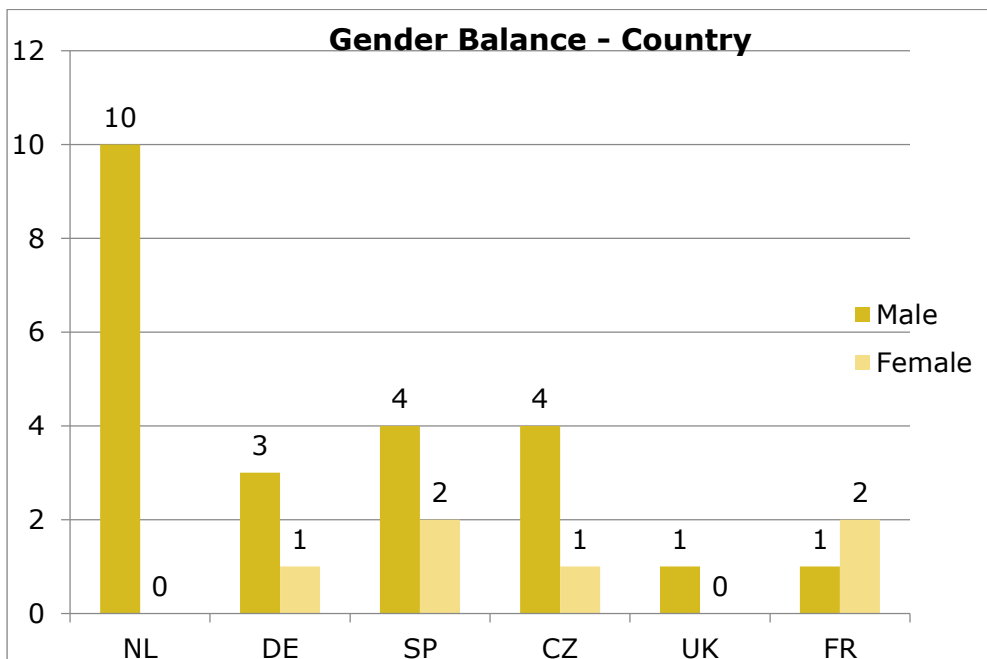


Figure 12: Gender balance per country

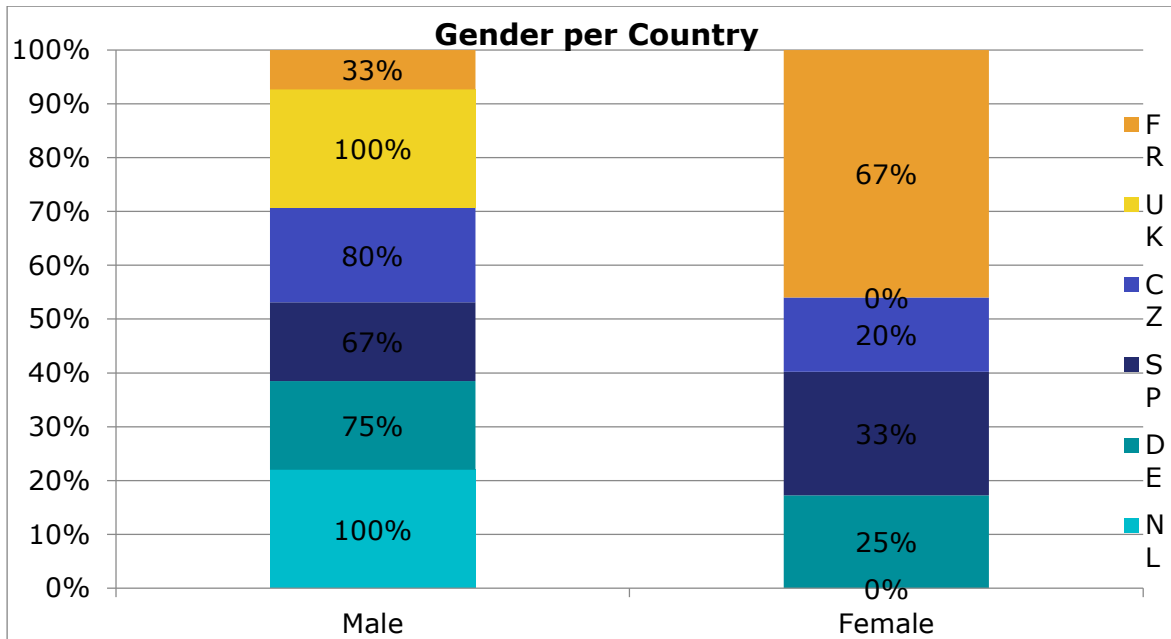


Figure 13: Gender percent per country

5.2.5. Gender Balance per Role Groups

Given the size and nature of the ACASIAS project, participants can have different or multiple roles. The questionnaire was orientated to allow choosing between:

- ▲ Coordinator;
- ▲ General Assembly (GA);
- ▲ Executive Board (EB);
- ▲ WP leader;
- ▲ Task leader;
- ▲ Co-Worker.

This was possible for the primary and (if relevant) secondary role (Figure 14 and 15).

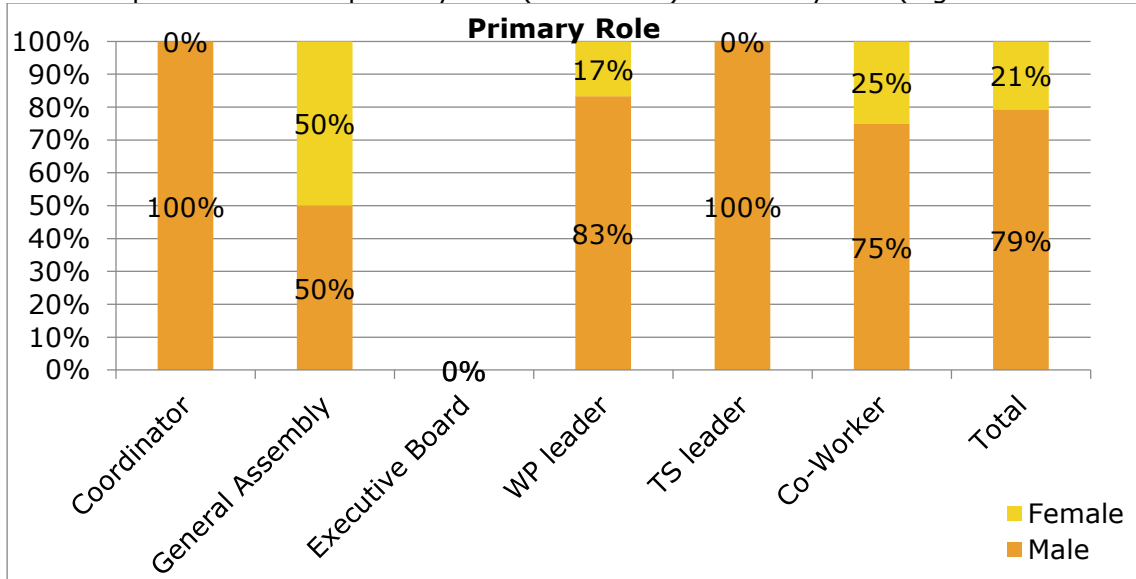


Figure 14: Primary role repartition

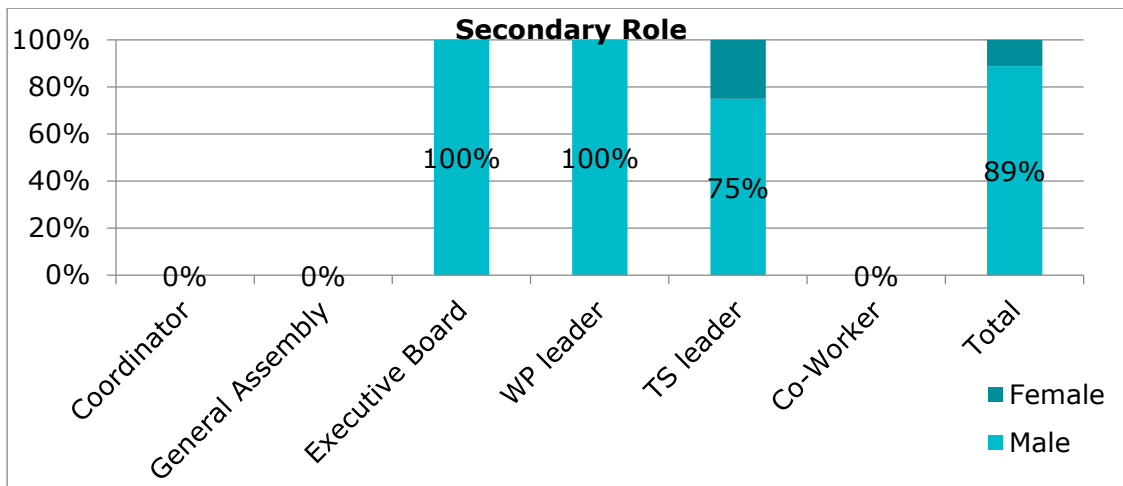


Figure 15: Secondary role repartition

The number of respondents for the first 5 categories was low compared to the “co-worker” category, so these roles are summarised as “management roles”. Figure 16 to Figure 18 show distributions of primary roles of the ACASIAS beneficiaries: in total 45% of all respondents considered their role as “managing” (11 persons), 55% selected “co-worker” as the best matching role description (12 persons). When considering only female in the project, 33% (2 persons) have a management role. The corresponding figure among the male in the project is 67% (4 persons).

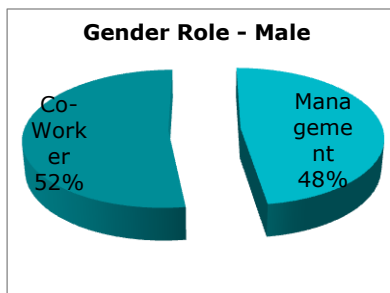


Figure 16: Male role division

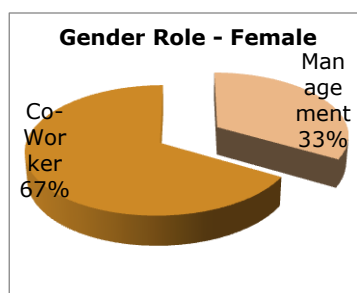


Figure 17: Female role division

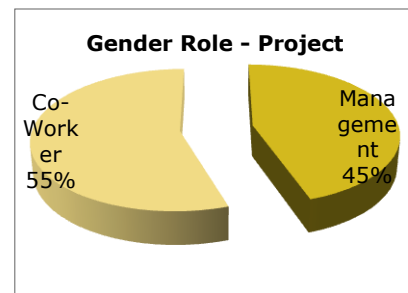


Figure 18: Gender role division

Now, if we consider the same figures from another perspective, Figure 19 and Figure 20 show that the participants in management roles only 15% are female, 85% are male and that 25% of co-workers are female against 75% of male. There is a highest proportion of male in management role.

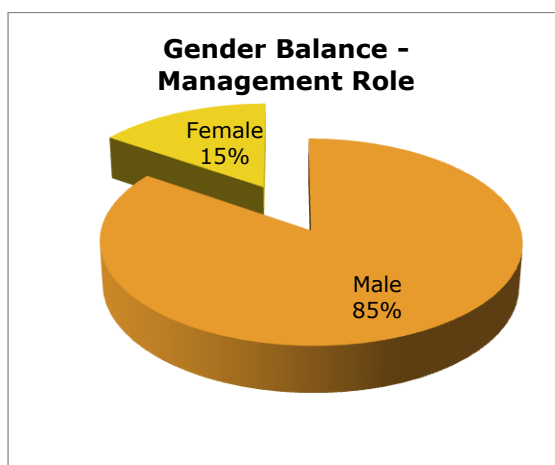


Figure 19: Gender balance in Management role

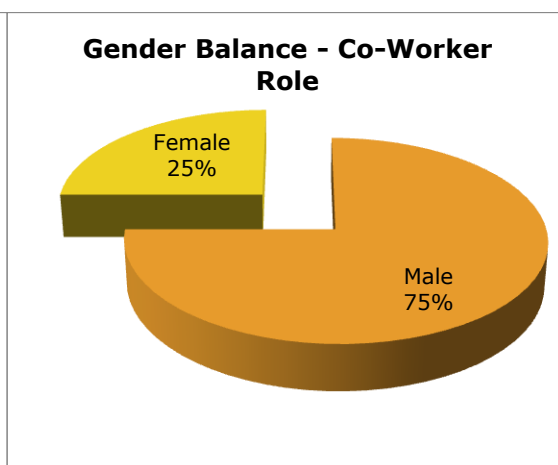


Figure 20: Gender balance in Co-worker role

5.2.6. Gender Balance per Assignment Groups

As in most companies, it is possible to have one or several assignments in the project. For this questionnaire, all assignments were divided into the following groups:

- ▲ Administrator: general administration of the project (mainly technical project leaders).
- ▲ Contractual: management and amendment issue of the project.
- ▲ Financial: project financial management and cost claims.
- ▲ Engineer: technical person or expert in the development phases, testing and evaluation aspects.
- ▲ Researcher: concerned with user needs, design, modelling and evaluation aspects.

Figure 21 to Figure 24 show the results for the reported primary assignments: The majority of all respondents are both Researchers (52%). The repartition is different among gender with an equal proportion of administrative and research assignment since 50 % of the women are researcher or engineer (17%+33%) and 50% have administrator or financial positions (17%+33%). On the other hand, the men are 56% in research position, 22% as engineer and only 22% administrative and financial position (9+13%).

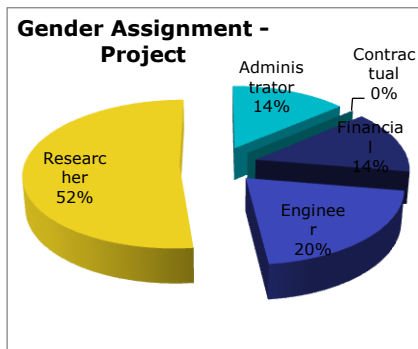


Figure 21: Gender assignment rate

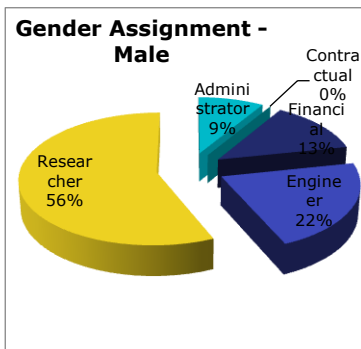


Figure 22: Male assignment rate

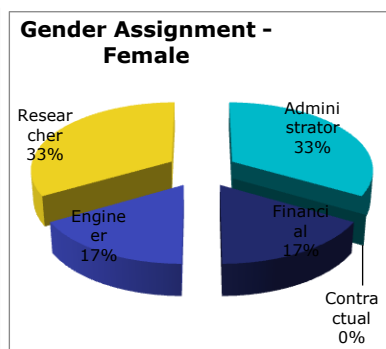


Figure 23: Female assignment rate

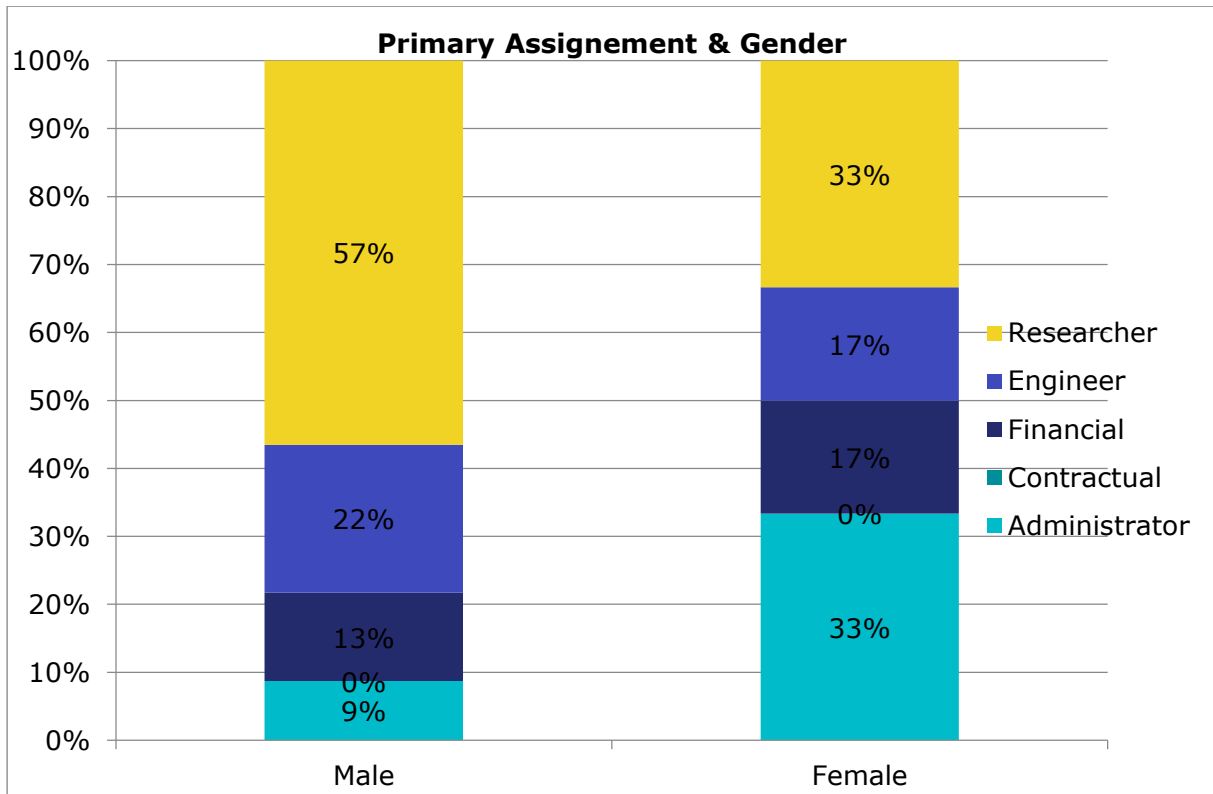


Figure 24: Primary assignment and gender

5.2.7. Gender Balance per WP

Given the number of participants per sex groups the repartition female/male per WP is consistent with the previous results: each work package has around 20% of women participant when the total percent of women in the project is 21%, which is a good balance.

Only the WP7 displays higher percent of women which is also consistent with the previous results since the WP7 is the WP Management, dissemination and communication.

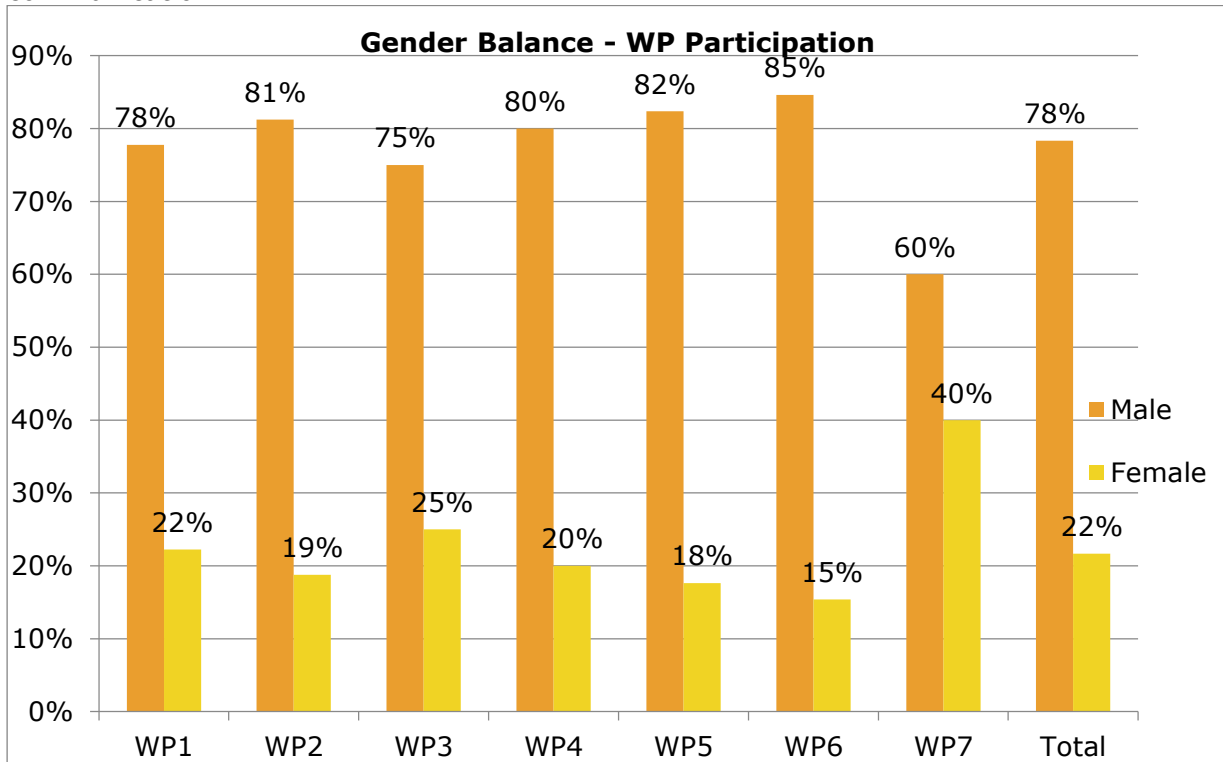


Figure 25: Gender percent per WP

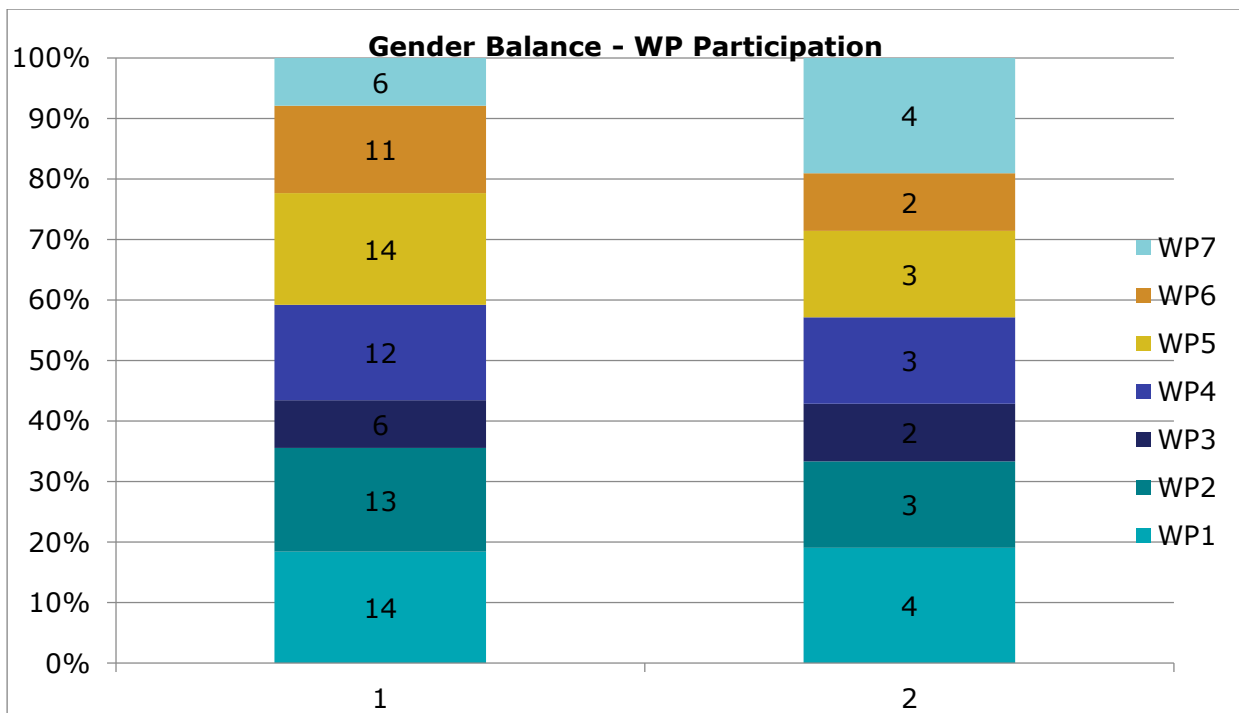


Figure 26: Gender balance per WP

5.2.8. Gender Balance per Beneficiaries

Figure 27 shows the female/male repartition per beneficiaries.

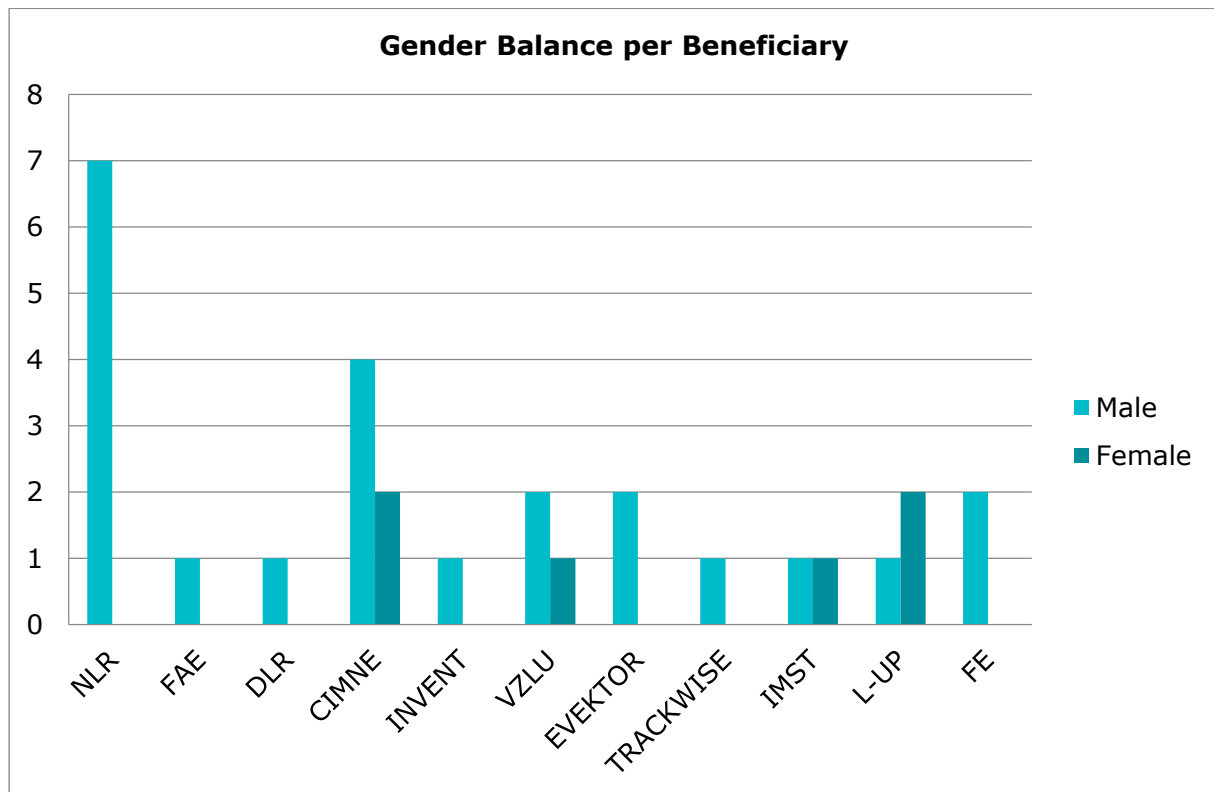


Figure 27: Female and male repartition per Beneficiary

5.2.9. Available Infrastructure to Increase Gender Equality and Existence of Gender Representative

All project partners were asked whether there are services or facilities at their companies/institutes to enhance and encourage work-life-balance. The Excel questionnaire provided 5 answering options comprising the two most common services:

- ▲ Childcare facilities;
- ▲ Part-time work / Home-Office;
- ▲ Other infrastructure;
- ▲ No measures;
- ▲ I don't know.

40% reported there are no special measures related to work-life balance, when 72% have the possibility of working part-time or at home. 45% reported to have a person in their organisation in charge to supervise and attend the consideration of gender aspect. Only 7% reported other measures that facilitate the compatibility of professional and private life and 3% the availability of childcare facilities at their company or institution.

Only 17% of all respondents plan to bring more female (7 persons), mostly because in ACASIAS area of expertise (electromagnetic analyses, electromagnetic compatibility, engineering), women profiles are rarer than men.

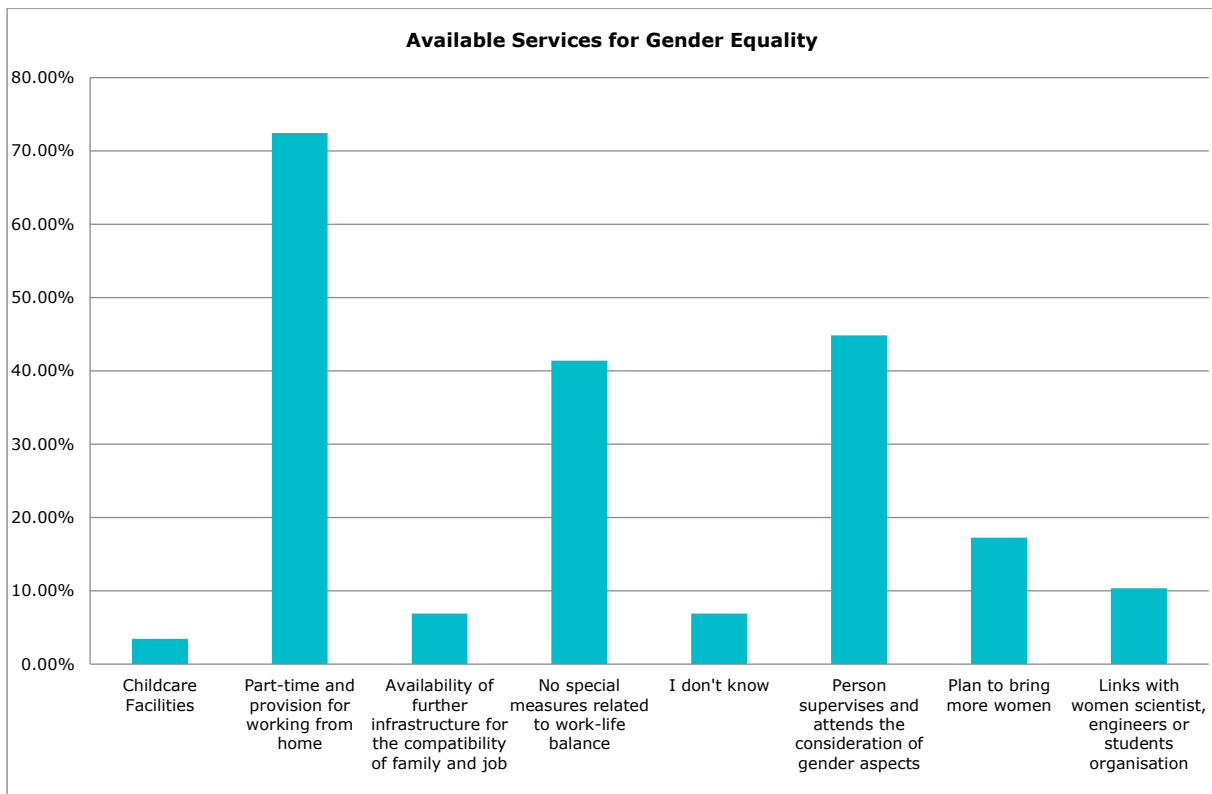


Figure 28: Available services for gender equity in ACASIAS project

5.3. Gender equity in ACASIAS

Some actions are already in place among ACASIAS partners:

- ▲ In NLR, women are well represented in senior management positions. In scientist and engineering positions the ratio of men to women seems to follow the general ratio in technical science and engineering (education). NLR offers a flexible working environment to promote gender equity in the company with the possibility of part-time jobs, flexible hours, provision of hard- and software to work from any location within the country, and the possibility of paid and unpaid parent leave up till the 8th birthday of a child.
- ▲ CIMNE has implemented -since 2016- a Gender Equality Policy entitled "Pla d'igualtat d'oportunitats de gènere". It details, among others, its commitment to equal opportunities in gender issues and the Commission set up for its monitoring and control. The above policy is available at the following Link hosted in the Institutional Web (Transparency Portal):
<http://www.cimne.com/cvdata/cntr2/dtos/img/mdia/About/transparency/Pla-Igualtat-CIMNE.pdf>
- ▲ DLR links with various women scientists, engineers and student organisations. They have close contacts with local IEEE Students organisation and are participating to their events.
- ▲ Despite the fact FE has no dedicated person to supervise and attend gender aspects, the company maintains equal opportunities for any person of any gender within, new to the organisation or wishing to be part of the organisation.
- ▲ IMST has currently 25% of female employees but support actions to increase that number. IMST is also member of the IEEE Women in Engineering Society (WIE); responsible of the Working Group "Societal Aspects" (including gender aspects) in

the European Association on Antennas & Propagation. IMST has been invited as a speaker at the WIE Lunch of the APS-Society symposium 2017.

- ▲ Magali Mares, from L-UP is WP7 leader. She has a Master II in Journalism and Scientific Communication and a Master I in Cell Biology at the University of Toulouse III. Magali worked in several consulting agencies in innovation financing in European and national project setting-up and management, as well as in tax credit missions. Magali joined L-up in 2016 and she principally works on project setting-up and management. L-UP has 8 employees and 6 of them are women.

5.4. Gender equity actions

This "Gender Equity Policy" outlines the plan of the ACASIAS consortium to promote and encourage gender equality throughout the lifetime of the project and beyond. Indeed, the plan has been conceived as a "chart" proposing several awareness actions and good practices. The partners will get acquainted with the document whereas the General Assembly members will be asked to explicitly show their adherence to the "Gender Equity Policy" upon a specific request made during the M06 General Assembly Meeting.

The ACASIAS consortium will attempt to address the gender-bias through several specific actions developed around the three main objectives:

<p>Objective n°1: Ensure that a women-friendly environment exists within ACASIAS</p>	<p>Specific actions:</p> <p>Change culture and behaviour by discouraging any use of inappropriate language or discussion with an implied stereotyping or gender-bias.</p> <p>Promote work-life balance by encouraging, where appropriate and compatible with delivery of S&T outputs within the time constraints of the Grant Agreement, to offer the opportunity for flexible working hours, home-working, job-sharing and other family-friendly employment practices to all staff.</p> <p>Support early-stage career development by involving early-stage female researchers in the practice and management of research tasks.</p>
<p>Objective n°2: Contribute to the development gender-sensitive science</p>	<p>Specific actions:</p> <p>Overcome gender stereotypes by avoiding that female- or male-gendered representations guide decisions about the attribution of tasks.</p> <p>Acknowledge women's visions and expectations by fully taking into account women's points of view, suggestions.</p>
<p>Objective n°3: Promote women's leadership positions in science and technology</p>	<p>Specific actions:</p> <p>Support women to attain key positions in the practice of research and in key managerial positions by regular diffusion of information on high-profile women researchers and on available opportunities.</p> <p>Strengthen women's visibility and their role in communication by promoting female researchers presence in the flow of scientific communication</p>

(participation in conferences, publications in peer-reviewed journals...).

The ACASIAS "Gender Equity Policy" will have a strong role in ensuring that fairness and equality of opportunities exist within the project and are promoted by the partners. This plan incorporates actions designed around three main objectives:

- ▲ Ensure that a women-friendly environment exists within ACASIAS;
- ▲ Contribute to the development of gender-sensitive science;
- ▲ Promote women's leadership positions in science and technology.

The topics addressed and the work performed in the ACASIAS project are completely gender neutral; they can be carried out equally well by women or men. Similarly, the results of the project will be of benefit for both genders.

6. Conclusion

The overall purpose of the survey was to find out the current balance of the male and female participants and their characteristics in the ACASIAS project. Before drawing any conclusion, it is essential to point out that although the total group of participants appear to be quite reduced (29 persons), it represents 80% of the person involved in the project, at the inquiry date (between the 20th of June 2017 until the 6th of July 2017). Therefore, even if the ACASIAS respondent panel is little, it stays representative of the project.

The results show that 21% of all beneficiaries involved in the ACASIAS project are female.

The share of female technical profiles is proportional to the men with 66% of the women having a PhD or an Engineer degree for 69% of the man, but only 15% of the management position are held per women. The tasks share is also unbalanced, since 50% of the women have administrator or financial positions.

Regarding the countries division, even if level of feminine participation is more important in some countries, there is still room for improvements in terms of female participation.

Looking at the age distribution, the results reveal that the young generation of women is growing in the engineering domain for the ACASIAS project which is an encouraging data for the future in aeronautic engineering.

In general, the gender balance in the ACASIAS project is considered satisfactory, meaning that there are females in all, WPs, roles and assignments although the percentage is often considerably lower than for the male colleagues. Gender Mainstreaming is considered to be on a good way in Europe.

Some good practices have also been noted from the survey, since 72% of the participants have the possibility of working part-time or at home and 45% reported to have a person in their organisation in charge to supervise and attend the consideration of gender aspect.

ACASIAS consortium will continue to promote and encourage gender equality throughout the lifetime of the project and beyond, thanks to specific actions ensuring that fairness and equality of opportunities exist within the project and are promoted by the partners.