

a. state-of-the-art on gender equality

The aim is understanding, on one hand, the situation of women in the organisation and, on the other hand, policies and measures adopted in the organisation to promote gender equality. The analysis should also include norms and structures which are established by law.

a.1. **DATA ON GENDER EQUALITY.** Are there data available about the presence of women within the organisation? Main data to consider can be: presence of women at the different career levels (e.g., students, PhD students, Postdocs, staff scientists, Assistance professors, Full professors, etc.) and different career paths (e.g., researchers, administrative staff, technical staff, etc.); evolution of the presence of women in the last years; presence of women at top leadership positions (including, e.g., the composition of the different committees, board of directors, etc.).

a.2. **INTERNAL DEBATE ON GENDER EQUALITY.** Has gender equality been or is an issue dealt with in the organisation? We can refer to, e.g., internal debates, single events, research projects, conferences, publications, agreements, etc. If so, do you think that these initiatives have had some impacts? And how do you think GRACE could leverage on them?

a.3. **GOVERNANCE STRUCTURES ON GENDER EQUALITY.** Are there general structures (e.g., officers, offices, general norms, etc.) dealing with gender equality issues as a whole? If so, which is your opinion and feeling about their impacts and effectiveness? Please include also the structures established by law or national policies.

a.4. **RECRUITMENT AND PROMOTION.** Are there specific gender-sensitive measures, policies, projects or procedures pertaining to recruitment and promotion (including, e.g., the organisation of interview, the proactive search of candidates, the contents and language used in advertising job vacancies, the training of committee, members)?

a.5. **CAREER DEVELOPMENT AND TRAINING.** Are there specific gender-sensitive measures, policies, projects or procedures pertaining to career development and training (including, for example, mentoring programmes, career development initiatives, women networks, specific training for improving the crosscutting skills, etc.)?



a.6. **WORK-LIFE BALANCE.** Are there specific gender-sensitive measures, policies, projects or procedures pertaining to work-life balance (including, for example, support to parents and women, organisation of time and space compatible with family life, special measures for parents returning after parental leaves, in-house kindergartens or lactation rooms or facilitated access to external kindergartens, etc.)?

a.7. **WORKING ENVIRONMENT.** Are there specific gender-sensitive measures, policies, projects or procedures pertaining to the working environment (including, for example, fight against sexual harassment, fight against gender bias, gender-sensitive communication and language, gender pay gap, activities aimed at increasing the visibility of women in research, etc.)?

a.8. **GENDER DIMENSION IN RESEARCH CONTENTS.** Are there specific measures, policies, projects or procedures pertaining to the gender dimension in research contents (including, for example, training, conferences and workshops, guidelines on how incorporate gender and sex as variables in research, etc.)?

a.9. **INTERNAL SKILLS ON GENDER EQUALITY.** Are there staff members, within the organisation, which have experiences or competences pertaining to gender equality? Are there units focused on gender studies? Please, analyse who are they, their experiences and competences and if and how they can be involved with the design and implementation of the GAs.

a.10. **EXTERNAL RELATIONS ON GENDER EQUALITY.** Is the organisation in contact with external entities at local, national, or European level (other research organisations, funding organisations, governmental organisations, networks and associations), with the aim of promoting gender equality?

Please, consider any further issue you think as relevant.

The analysis of the above issues should allow to reflect on the **critical issues** requiring specific actions, to sketch, as far as possible, a **diagnosis** of the situation and to start envisaging **policy orientations** concerning gender equality, also collecting opinions from stakeholders or key actors.

