

2026-
2028

Action Plan for Gender Equality and Anti-Discrimination

**GENDER EQUALITY
AND ANTI-DISCRIMINATION COMMITTEE (G.E.A.C.)**



Hellenic Mediterranean University (HMU)

January 2026

The Gender Equality and Anti-Discrimination Action Plan (G.E.A.P.) of the Hellenic Mediterranean University for the academic years 2026-2028 was developed under the auspices of the Gender Equality and Anti-Discrimination Committee (Act 95/24.07.2025).

The committee is composed of the following members:

- **Argyroula Kalaitzaki**, Professor, Department of Social Work, Chair of the G.E.A.C.
- **Irini Papadaki**, Associate Professor, Department of Business Administration and Tourism, Deputy Chair of the G.E.A.C.
- **Georgios Giannakakis**, Associate Professor, Department of Electronic Engineering, member of the G.E.A.C.
- **Styliani Kladou**, Assistant Professor, Department of Business Administration and Tourism, member of the G.E.A.C.
- **Maria Moudatsou**, Assistant Professor, Department of Social Work, member of the G.E.A.C.
- **Nikolaos Rikos**, Assistant Professor, Department of Nursing, member of the G.E.A.C.
- **Styliani Kyrmizaki**, Special Technical Laboratory Staff, Department of Social Work, member of the G.E.A.C.
- **Elias Meramveliotakis**, Student Representative, member of the G.E.A.C.
- **Aglaia Karali**, Psychologist, administrative employee, member of the G.E.A.C.

The G.E.A.C. would like to express its gratitude to the Rector, Mr. Nikolaos Katsarakis, for his unwavering support.

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Introduction

Significant gender disparities exist in higher education and scientific research in Greece, resulting in a low gender equality ranking compared to the European Union average. This inequality poses a substantial obstacle to both men and women, and is recognised as a human rights violation. Gender-based violence encompasses any discrimination or harmful behaviour directed against an individual based on their (real or perceived) gender or sexual orientation. While it affects both men and women, it disproportionately impacts women and girls, reflecting societal beliefs and cultural references regarding their inferior status in society. Social inequalities between the sexes facilitate the manifestation of gender-based violence and create an environment in which it is tolerated or even considered acceptable. Currently, the gender gap in employment, education and research persists, with women encountering more obstacles in their careers than men, primarily due to a lack of work-life balance and an increase in unpaid care work in most households. The primary objective in ensuring equal access to education for all, irrespective of gender, should be to eliminate all barriers in the future. Notably, sociocultural, psychological and pedagogical barriers that restrict the interests, preferences and choices of women and girls must be addressed, including gender stereotypes, sex discrimination and the interplay of biological and social factors. It is also imperative to facilitate access to education and qualifications, achieve a harmonious work-life balance, provide equal opportunities, and ensure healthy and secure working and learning environments. Finally, comprehensive information and awareness campaigns, as well as other programmes and initiatives, are necessary to mitigate barriers in academia.

The current Gender Equality Plan sets out the strategy for achieving gender equality at the Hellenic Mediterranean University (HMU). It was developed by the Gender Equality and Anti-Discrimination Committee in cooperation with the University Administration. The project aims to foster a gender-sensitive university environment by raising awareness of gender issues within the university community, promoting gender equality and sensitivity, and establishing new leadership practices that are essential for institutional reform. A key priority of the project is to improve knowledge and attitudes regarding gender equality among members of the teaching, research and administrative staff, as well as the student community. This will enhance the university's capacity to address cases of gender inequality. The project aims to integrate a gender-aware culture into HMU by shifting traditional perceptions, improving research quality, and promoting excellence, professional development, and more inclusive decision-making processes. Additionally, the project focuses on gender-based violence and discrimination. Particular emphasis is placed on designing a comprehensive protocol for monitoring, reporting and responding to incidents of verbal, emotional, physical and sexual abuse and harassment, as well as other forms of gender-based discrimination within the university community.

Regulatory framework

This plan has been meticulously crafted to align its action axes with European and national legislation. It aligns with national initiatives and actions prioritising gender equality, rights, the prohibition of discrimination, equal treatment, the prevention of workplace harassment, and the social responsibility of organisations. Specific articles, policies and guidelines are available for reference below.

European Union Law

Treaty on the Functioning of the European Union (TFEU)

Article 157 TFEU states:

1. Each Member State shall ensure that the principle of equal pay for male and female workers for equal work or work of equal value is applied.
2. For the purposes of this Article, 'pay' refers to the standard basic or minimum wage or salary, as well as any other benefits, whether in cash or in kind, that the worker receives directly or indirectly from their employer in relation to their employment. 'Equal pay without discrimination based on sex' means that:
 - pay for piece work shall be calculated on the basis of the same unit of measurement; and
 - pay for time work shall be the same for the same job.
3. In accordance with the ordinary legislative procedure and after consulting the Economic and Social Committee, the European Parliament and the Council shall adopt measures to ensure the application of the principle of equal opportunities and equal treatment of men and women in matters of employment and occupation, including the principle of equal pay for equal work or work of equal value.
4. To ensure full equality between men and women in working life, the principle of equal treatment shall not prevent any Member State from maintaining or adopting measures that provide specific advantages to make it easier for the underrepresented sex to pursue a vocational activity, or to prevent or compensate for disadvantages in professional careers.

Chapter of Fundamental Rights of the EU

- Article 21(1) states: 'Any discrimination based on grounds such as sex, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or other opinions, membership of a national minority, property, birth, disability, age or sexual orientation shall be prohibited'.

- Article 23 states: 'Equality between women and men must be ensured in all areas, including employment, work and pay. The principle of equality shall not prevent the maintenance or adoption of measures providing specific advantages for the under-represented sex'.

Directives

- Directive (EU) 2019/1158 of the European Parliament and of the Council of 20 June 2019 on work-life balance for parents and carers, and the repeal of Council Directive 2010/18/EU.
- Council Directive 2010/18/EU of 8 March 2010 implementing the revised Framework Agreement on parental leave concluded by BUSINESSEUROPE, UEAPME, CEEP and ETUC, and repealing Directive 96/34/EC (text with EEA relevance).
- Directive 2010/41/EU of the European Parliament and of the Council of 7 July 2010 on the application of the principle of equal treatment between men and women engaged in an activity in a self-employed capacity, and repealing Council Directive 86/613/EEC.
- Directive 2006/54/EC of the European Parliament and of the Council of 5 July 2006 on the implementation of the principle of equal opportunities and equal treatment of men and women in matters of employment and occupation (recast).
- Council Directive 2000/78/EC of 27 November 2000 establishes a general framework for equal treatment in employment and occupation.
- Council Directive 2000/43/EC of 29 June 2000 implementing the principle of equal treatment between persons, irrespective of racial or ethnic origin.
- Council Directive 96/34/EC of 3 June 1996 on the framework agreement on parental leave, concluded by UNICE, CEEP and the ETUC.
- Council Directive 92/85/EEC of 19 October 1992 on the introduction of measures to encourage improvements in the safety and health at work of pregnant workers and workers who have recently given birth or are breastfeeding (tenth individual Directive within the meaning of Article 16 (1) of Directive 89/391/EEC)
- Council Directive 79/7/EEC of 19 December 1978 on the progressive implementation of the principle of equal treatment for men and women in matters of social security
- Council Directive 76/207/EEC of 9 February 1976 on the implementation of the principle of equal treatment for men and women as regards access to employment, vocational training and promotion, and working conditions
- Council Directive 75/117/EEC of 10 February 1975 on the approximation of the laws of the Member States relating to the application of the principle of equal pay for men and women.

Greek Law

Constitution

- Article 4(2) provides: 'Greek men and women have equal rights and obligations'

- Article 22(1)(b) states: ‘All workers, irrespective of sex or other distinctions, have a right to equal pay for work of equal value’
- Article 116(2) states that: ‘Positive measures aiming at promoting equality between men and women do not constitute discrimination on grounds of sex. The State shall take measures to eliminate existing inequalities, in particular those that are detrimental to women.’

Laws

- Act 4808/2021, ‘On the protection of the work - Establishment of the Independent Authority “Labour Inspectorate”- Ratification of International Labor Organization Convention 190 on the Elimination of Violence and Harassment in the world of work - Ratification of International Labor Organization Convention 187 on the Framework for the Promotion of Safety and Health at Work- Implementation of Directive (EU) 2019/1158 of the European Parliament and of the Council of 20 June 2019 on the balance between work and private life, other provisions of the Ministry of Labor and Social Affairs and other urgent arrangements’, OJ A 101/19.6.2021
- Act 4604/2019, ‘On the promotion of substantive gender equality etc.’, OJ A 50/26.3.2019,
- Act 4443/2016, ‘1) Transposition of Directive 2000/43/EC on the implementation of the principle of equal treatment between persons irrespective of racial or ethnic origin, of Directive 2000/78/EC establishing a general framework for equal treatment in employment and occupation and of Directive 2014/54/EU on measures facilitating the exercise of rights conferred on workers in the context of freedom of movement for workers (...),’ OJ A 232/9.12.2016 [replacing Act 3304/2005 which had initially transposed Directives 2000/43/EC and 2000/78/EC], OJ A 16/27.1.2005].
- Act 4097/2012, ‘Implementation of the Principle of Equal Treatment of Men and Women Engaged in an Activity in a Self-Employed Capacity – Harmonization of the legislation with Directive 2010/41/EU of the European Parliament and the Council’, OJ A 235/3.12.2012 (Directive 86/613/EEC had not been transposed).
- Act 4075/2012, Articles 48-54, ‘Incorporation into Greek Law of Directive 2010/18/EU of the Council of the EU Implementing the Revised Framework Agreement on Parental Leave Concluded by BUSINESSEUROPE, UEAPME, CEEP and ETUC and Repealing Directive 96/34/EC’, OJ A 89/11.4.2012.
- Presidential Decree 80/2012, ‘Granting of Parental Leave and Leave of Absence to Workers under a Contract of Maritime Work on Vessels Bearing the Greek Flag, in accordance with Directive 2010/18/EU’, OJ 138/14.6.2012.
- Act 1756/1988, Code on the Status of Judges, OJ A 35/2.2.1988.
- Act 3896/2010, ‘Implementation of the Principle of Equal Treatment of Men and Women in Matters of Employment and Occupation. Harmonization of Existing Legislation with Directive 2006/54/EC of the European Parliament and the Council, OJ A 207/8.12.2010.

- Act 3769/2009, 'Implementation of the Principle of Equal Treatment of Men and Women Regarding Access to Goods and Services and Their Supply', transposing Directive 2004/113/EC, OJ A 105/1.7.2009, as amended by Article 162 of Act 4099/2012 implementing the CJEU Test-Achats judgment, OJ A 250/20.11.2012.
- Act 3488/2006, 'Implementation of the Principle of Equal Treatment of Men and Women Regarding Access to Employment, Professional Training and Evolution and Terms and Conditions of Work', transposing Directive 2002/73/EC, OJ A 191/11.2006.
- Presidential Decree 105/2003, 'Adaptation of Domestic Law to Directive 97/80/EC on the Burden of Proof in Cases of Sex Discrimination,' OJ A 96/23.4.2003; repealed by Article 30(5) of Act 3896/2010 transposing Directive 2006/54/EC.
- Presidential Decree 87/2002, 'Implementation of the Principle of Equal Treatment of Men and Women in Occupational Social Security Schemes in Compliance with Directives 96/97/EC and 86/378/EEC'; repealed by Article 30(5) of Act 3896/2010 transposing Directive 2006/54/EC.
- Presidential Decree 176/1997, 'Measures for the Improvement of the Safety and Health at Work of Pregnant Workers and Workers Who Have Recently Given Birth or are Breastfeeding in Compliance with Directive 92/85/EEC', OJ A 150/15.7.1997, as amended by Decree 41/2003, OJ A 44/21.2.2003.
- Act 1483/1984, 'Protection and Facilitation of Workers with Family Responsibilities', as amended by Article 25 of Act 2639/1998, OJ A 205/2.9.1998 implementing Directive 96/34/EC and by Article 46 of Act 4488/2017,7 and Article 54(1) of Act 4075/2012 transposing Directive 2010/18/EU.
- Act 1414/1984, 'Implementation of the Principle of Equal Treatment of the Sexes in Employment Relationships', transposing Directives 75/117/EEC and 76/207/EEC, OJ A 10/2.1984.
- Presidential Decree 1362/1981, 'Replacement of Paragraph 1 of Article 33 of Act 1846/1951 "on Social Security" in compliance with
- Directive 79/7/EEC", EEC 339/30.12.1981 National General Collective Agreements (NGCA)
- Law 4531/2018 (EU)

PART A: HMU

Gender Equality and Anti-Discrimination Committee (G.E.A.C.)

In light of existing gender disparities in academia and scientific research, Greece has implemented Article 33 of Law 4589/2019 (Official Gazette A' 13/29.01.2019), which mandates the formation of unpaid Gender Equality Committees (GECs) in all higher education institutions (HEIs)

nationwide. Each Committee comprises nine members: six faculty members, one member of the Academic or Research Council or the Academic Council, one administrative employee, and one student.

Formation: Responsibilities

In 2022, the Hellenic Mediterranean University established the Gender Equality Committee, an advisory body to the Senate and the administrations of the faculties and departments for a period of three years. The Committee's purpose was to promote equality at all levels of operation and in all academic procedures (Issue B' 2598/26.05.2022). Subsequently, in accordance with Law 4957/t.A'/21-7-2022 and specifically Article 218 (87156/28-9-2023), the Committee was renamed the Gender Equality and Anti-Discrimination Committee of the Hellenic Mediterranean University.

During a meeting of the Board of Directors on 24 July 2025, it was decided that the present Gender Equality and Anti-Discrimination Committee would be established. Act 95/24.07.2025, the decision was made to establish the present Gender Equality and Anti-Discrimination Committee.

The committee consists of the following members:

- **Argyroula Kalaitzaki**, Professor, Department of Social Work, Chair of the G.E.A.C.
- **Irini Papadaki**, Associate Professor, Department of Business Administration and Tourism, Deputy Chair of the G.E.A.C.
- **Georgios Giannakakis**, Associate Professor, Department of Electronic Engineering, member of the G.E.A.C.
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- **Elias Meramveliotakis**, Student Representative, member of the G.E.A.C.
- **Aglaia Karali**, Psychologist, administrative employee, member of the G.E.A.C.

Mission: The primary objective of the Gender Equality and Anti-Discrimination Committee (GEAC) of HMU is to promote gender equality and combat discrimination across all academic levels. Specifically, the committee strives to eliminate discrimination based on gender, racial or ethnic background, religion or belief, health or disability, age, or sexual orientation. The committee also

plays an active role in preventing and addressing sexism, sexual harassment and all other forms of harassing conduct within the institution.

Responsibilities: In accordance with the law, the Committee has the following responsibilities:

a) Developing action plans to promote and ensure substantive equality, and to combat discrimination in the institution's educational, research and administrative processes. It also prepares an annual report, which it submits to the Senate and the Board of Directors.

(b) It recommends measures to promote equality and combat discrimination to the relevant bodies, addressing sexual harassment and any other form of harassing behaviour.

c) Monitors and evaluates the implementation of the aforementioned measures and their outcomes, recommending any necessary amendments or revisions.

(d) It provides information and training to members of the academic community on issues related to gender equality, LGBTQI individuals and combatting all forms of discrimination, including sexual harassment and any other form of harassment.

(e) Promotes the development of curricula and the organisation of seminars and lectures focusing on the study of gender, LGBTQI+ individuals, combatting discrimination and addressing sexual harassment and all forms of harassment.

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

(g) Records reports and complaints about incidents of discriminatory treatment, sexual harassment or harassment based on gender, and forwards them to the relevant bodies.

(h) Provides support to victims of discrimination, sexual harassment and harassment when reporting such incidents.

University Structure

The Hellenic Mediterranean University was established in 2018 and evolved from the Technical University of Crete. The university's primary objective is to promote education, research and critical thinking, and it offers a wide range of undergraduate, postgraduate and doctoral programmes.

Currently, the university comprises five faculties and eleven academic departments:

1. School of Engineering: Department of Electronic Engineering, Department of Electrical and Computer Engineering, Department of Mechanical Engineering.
2. School of Agricultural Sciences: Department of Agriculture.

3. School of Management and Economics: Department of Management Science and Technology, Department of Business Administration and Tourism, Department of Accounting and Finance.
4. School of Health Sciences: Department of Nutrition and Dietetics, Department of Social Work, Department of Nursing.
5. School of Music and Audiovisual Technologies: Department of Music Technology and Acoustics.

The present state at HMU

Gender distribution in human resources

The Hellenic Mediterranean University employs a diverse workforce comprising members of the teaching and research staff (DEP), special educational staff (EEP), laboratory teaching staff (EDIP), special technical laboratory staff (ETEP), permanent administrative staff and the IDAX & IDOX staff. The university also welcomes students from the first, second and third levels of study.

Gender distribution among students

Gender representation across levels of study

According to the annual report “She Figures 2021”, published by the European Commission, the average percentage of women among undergraduate and postgraduate students is 54%. At HMU, this percentage is estimated at 41%. This could be explained by the fact that the subjects taught by HMU's departments are closer to the sciences and technology, which are considered 'male-dominated' fields according to gender stereotypes.

Figure 1: Gender Representation across the First, Second, and Third Levels of Study

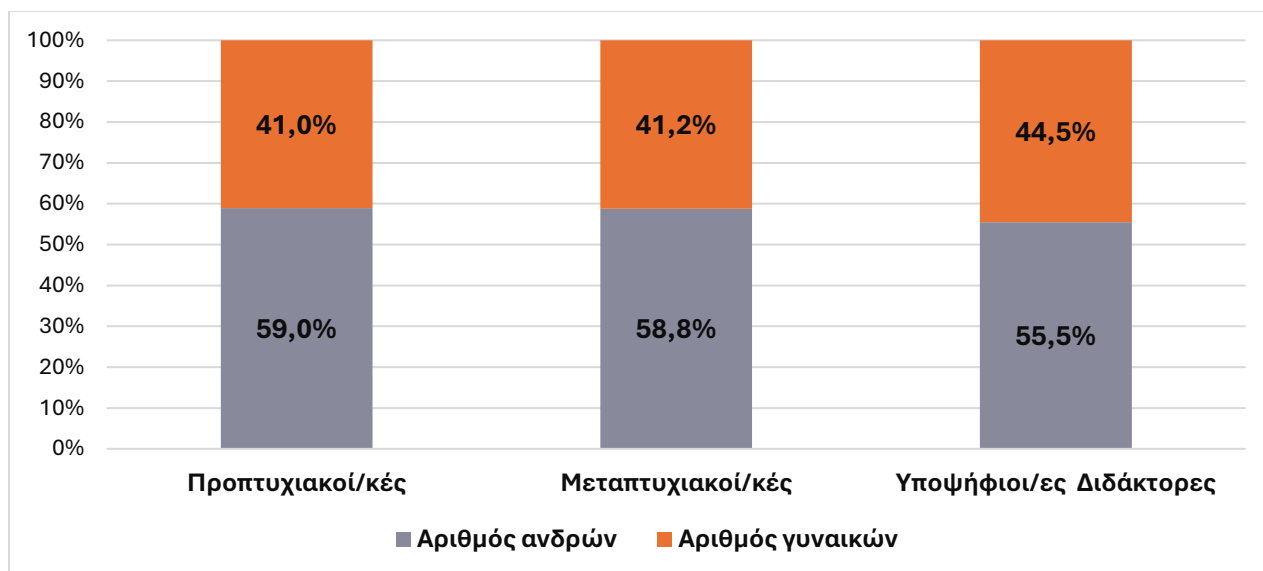


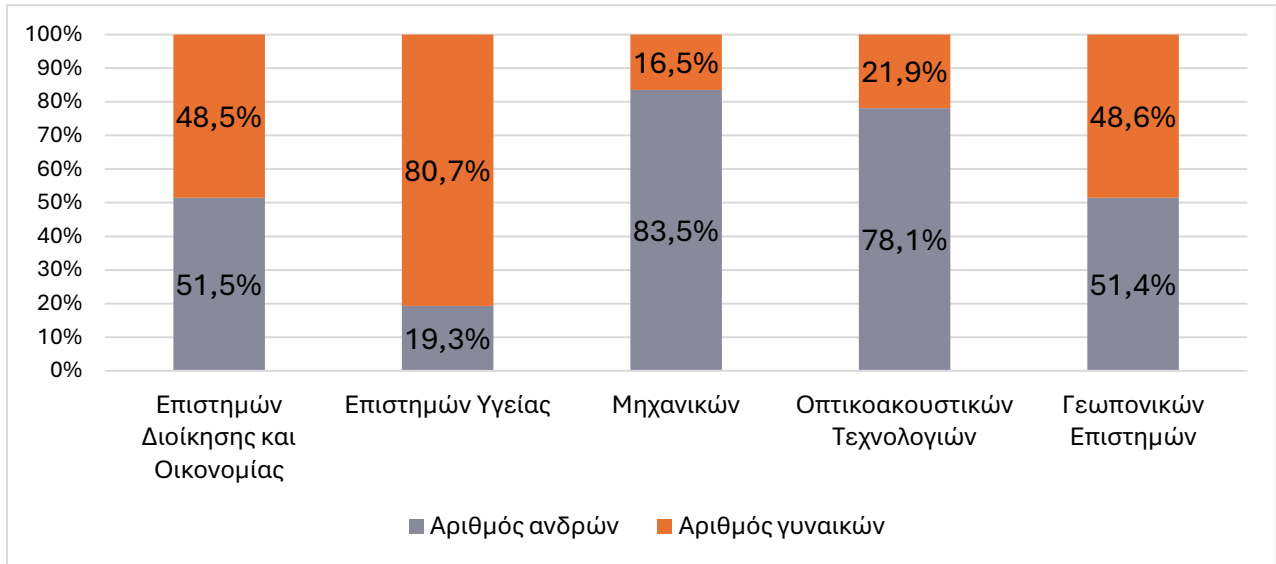
Table 1: Percentage of Women by School in the First, Second, and Third Cycles of Studies

School	Undergraduate students	Graduate students	Ph.D. candidates
Management and Economics Sciences	49	55	28
Health Sciences	81	82	83
Engineering	16	26	27
Music and Optoacoustic Technologies	22	11	33
Agricultural Sciences	49	52	67

Gender representation in undergraduate programmes by school

The majority of students in the School of Health Sciences are female (80.7%), while the percentage of women in the Schools of Engineering and Audiovisual Technologies is relatively low at 16.5% and 21.9%, respectively. The School of Agricultural Sciences and Management and Economics has a balanced gender representation of 48.5%.

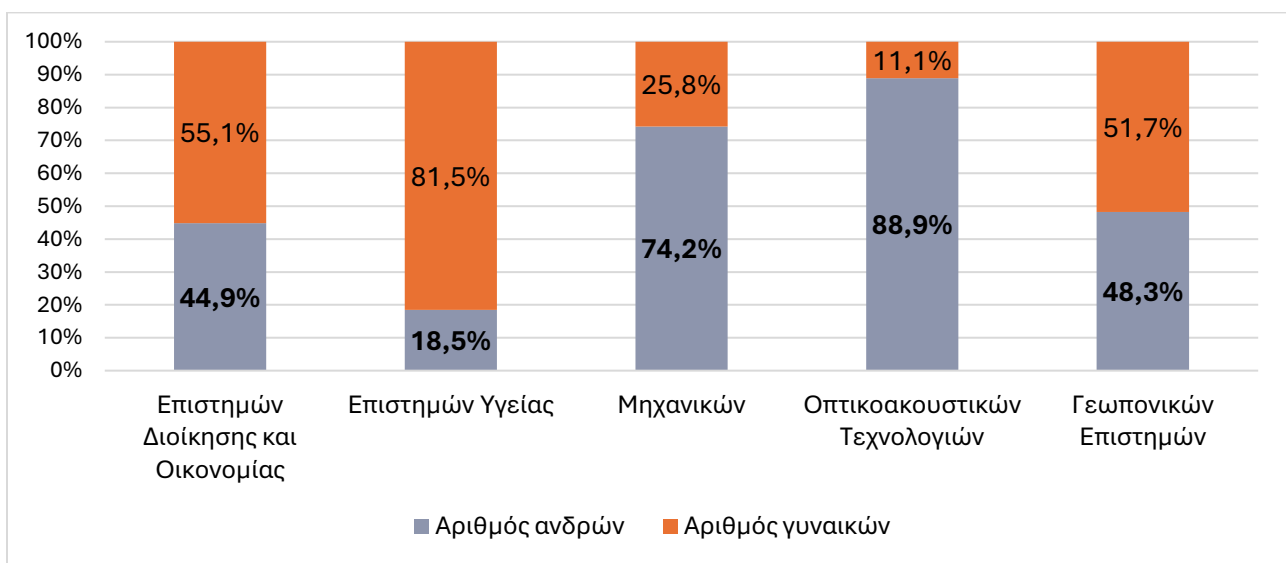
Figure 2: Percentage of Undergraduate Students by School



Gender Representation in Postgraduate Study Programs by School

Compared to their representation at undergraduate level, women are more highly represented in postgraduate study programmes across all schools. For example, in the School of Engineering, 16.5% of students are female at the undergraduate level, compared to 25.8% at the postgraduate level.

Figure 3: Percentage of Postgraduate Students by School



Gender Distribution among Faculty Members

At the Hellenic Mediterranean University (HMU), women make up just 23% of academic staff, which is below both the Greek average of 36.5% and the European average of 42.3%. Furthermore, women's participation at the various levels of the academic hierarchy is also below the Greek (22.3%) and European (26.2%) averages. Specifically, the percentage of women at HMU within the First Tier (9.8%) is significantly lower than the Greek and European averages.

Figure 4: Percentage of Faculty Members by Grade

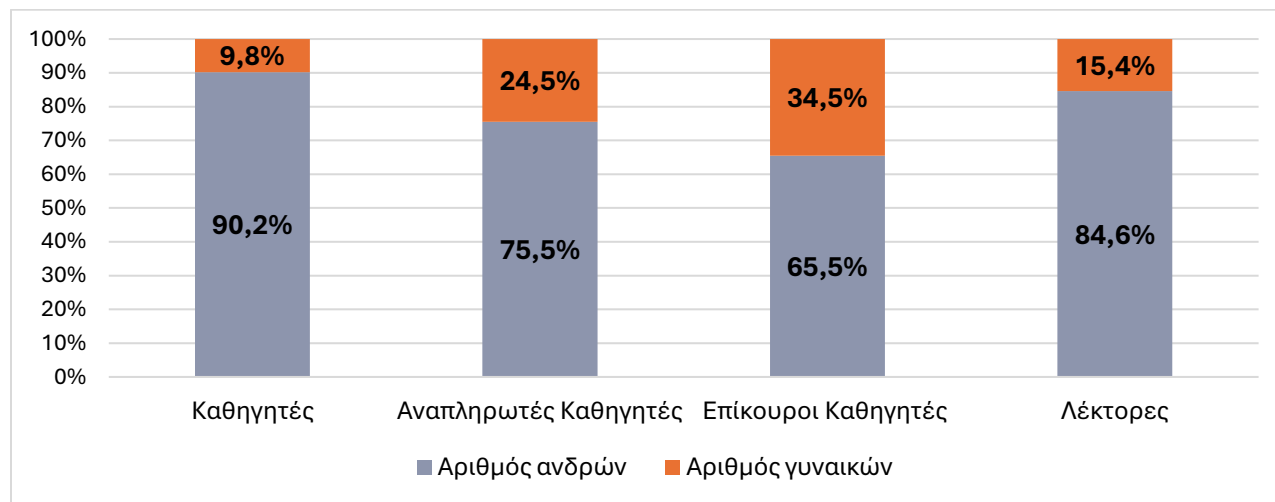


Figure 5: Percentage of Faculty Members by School

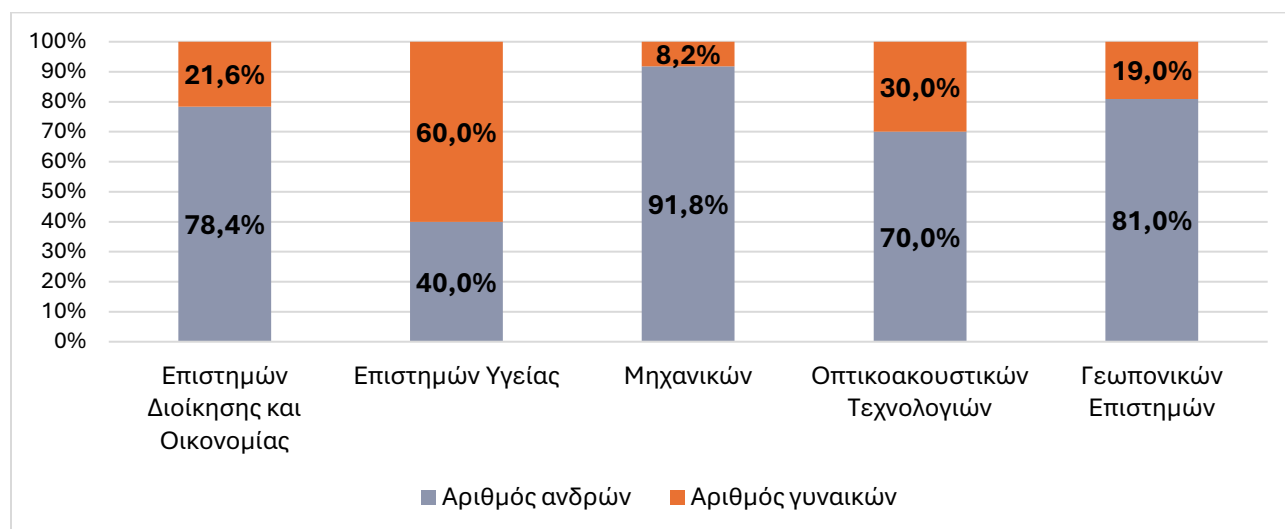
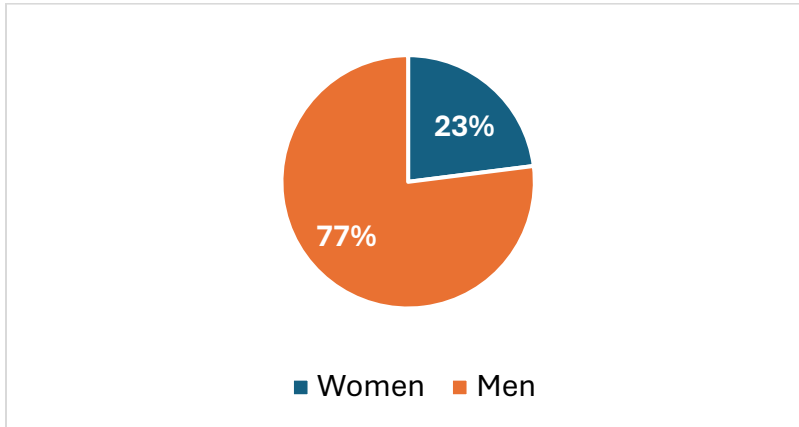


Figure 6: Percentage of Faculty Members by Gender



Gender distribution among administrative staff

Among administrative staff, women are represented at a rate of 68.6%, a figure which increases by one percentage point to 69.6% for Heads of Department. However, the opposite is true for Heads of Directorates, where men occupy 66.7% of positions.

Figure 7: Gender Distribution among Administrative Staff

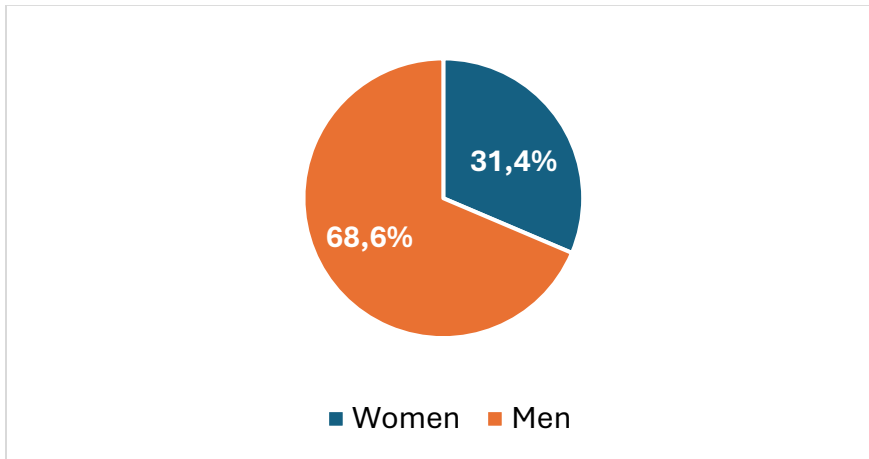
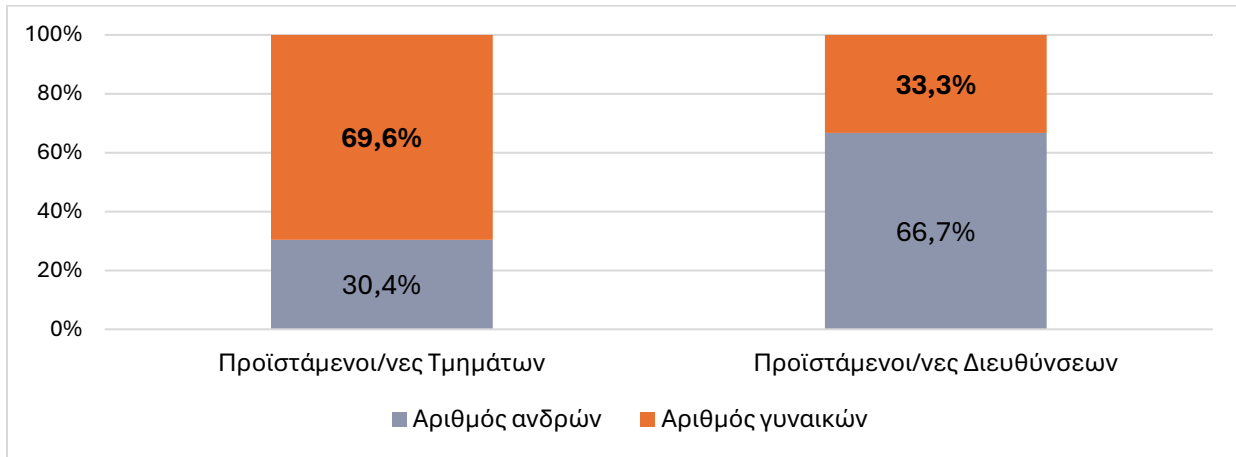


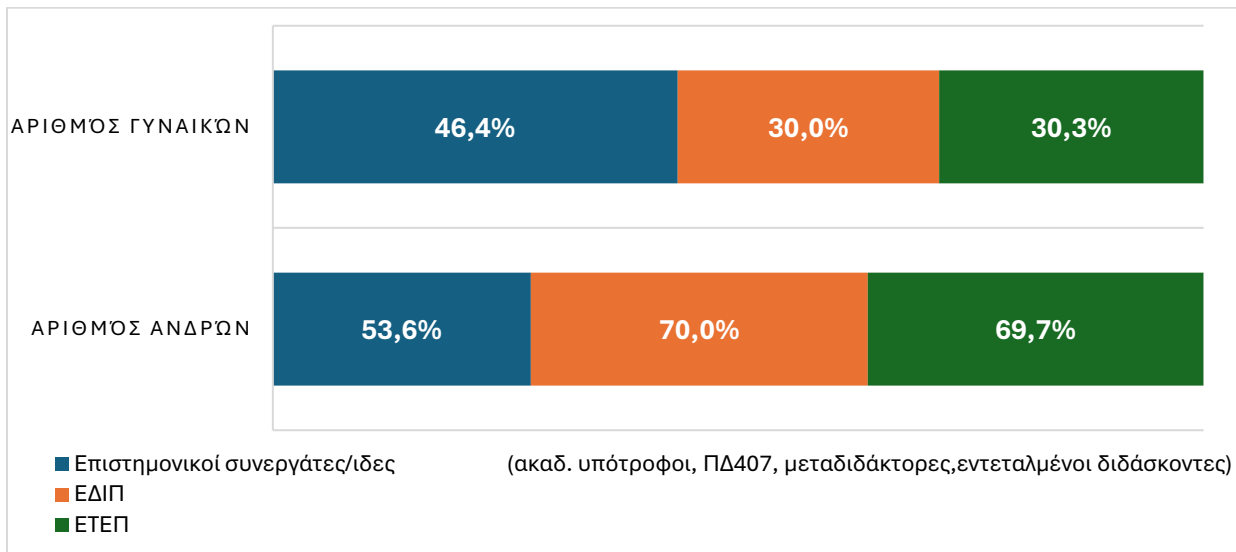
Figure 8: Percentage of Administrative Staff in Positions of Responsibility



Gender distribution among the Special Teaching Staff, Special Technical Laboratory Staff, and Scientific Associates

Women are underrepresented among the Special Teaching and Special Technical Laboratory Staff, accounting for only 30% of the workforce. By contrast, women account for 46.4% of scientific associates.

Figure 9: Gender Distribution Among Other Teaching Staff Categories



Gender Distribution in Research

Participation in Projects Managed by Special Account for Research Funds (SARF)

Overall, the participation of female faculty members in projects is notably low. Their participation is even lower in projects with a budget exceeding 200,000 (7.4%), and in European or international projects (8.9%). On average, female faculty members participate in funded projects at a rate of 14.2%. Consequently, there is a significant disparity in women's participation in funded projects. These percentages are closely associated with the already limited representation of female faculty members within HMU, which stands at 23%.

Figure 10: Participation of Faculty Members in Research Projects by Budget and Gender

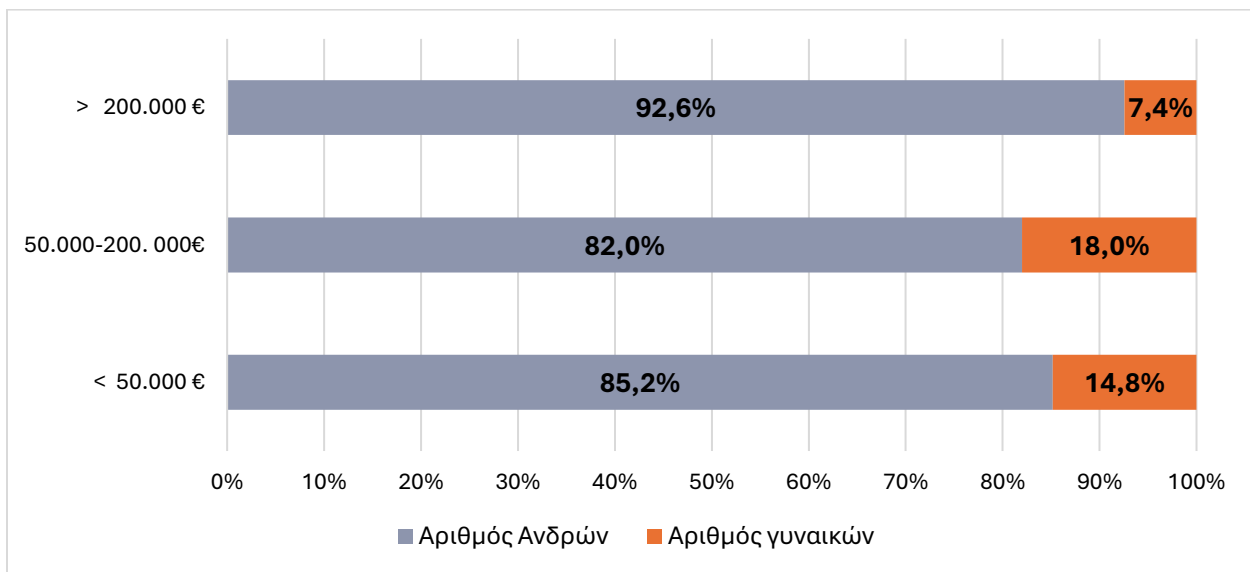
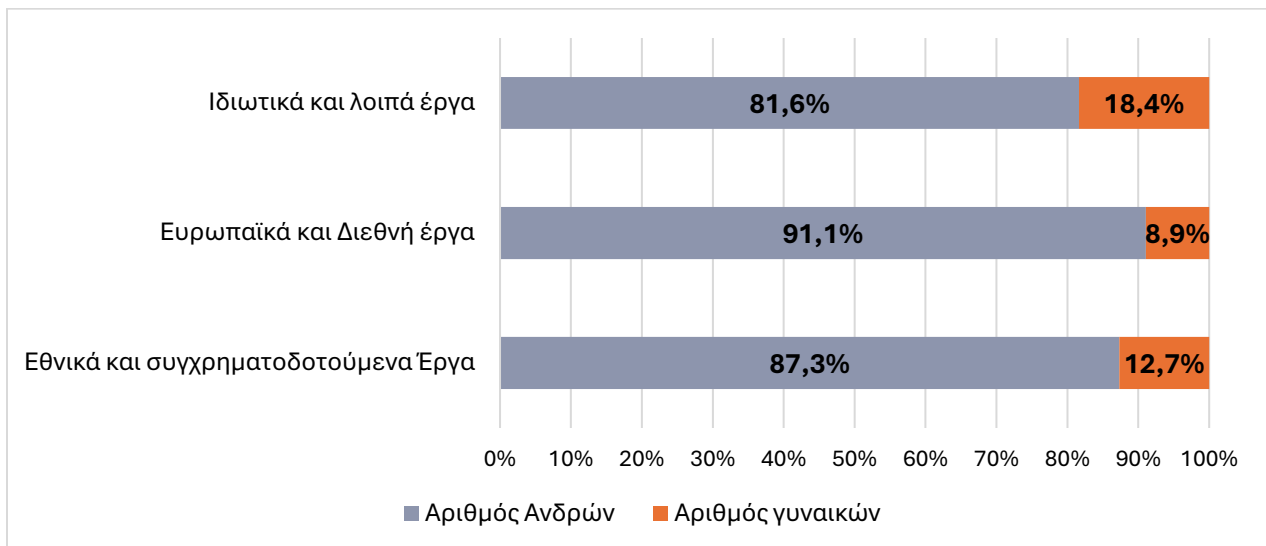


Figure 11: Participation of Faculty Members in Research Projects by Funding Body and Gender



Scientific Responsibility in Projects Managed by the Special Account for Research Funds (SARF)

Projects are categorised according to their budget and the body providing the funding. Women in leadership positions in science participate in a very small percentage of projects across all categories. They are notably underrepresented in projects with a budget exceeding €200,000 (6.7%) and in European and international projects (6%). Overall, only 11% of projects have a female executive director.

Figure 12: Scientific Responsibility of Research Projects by Budget and Gender

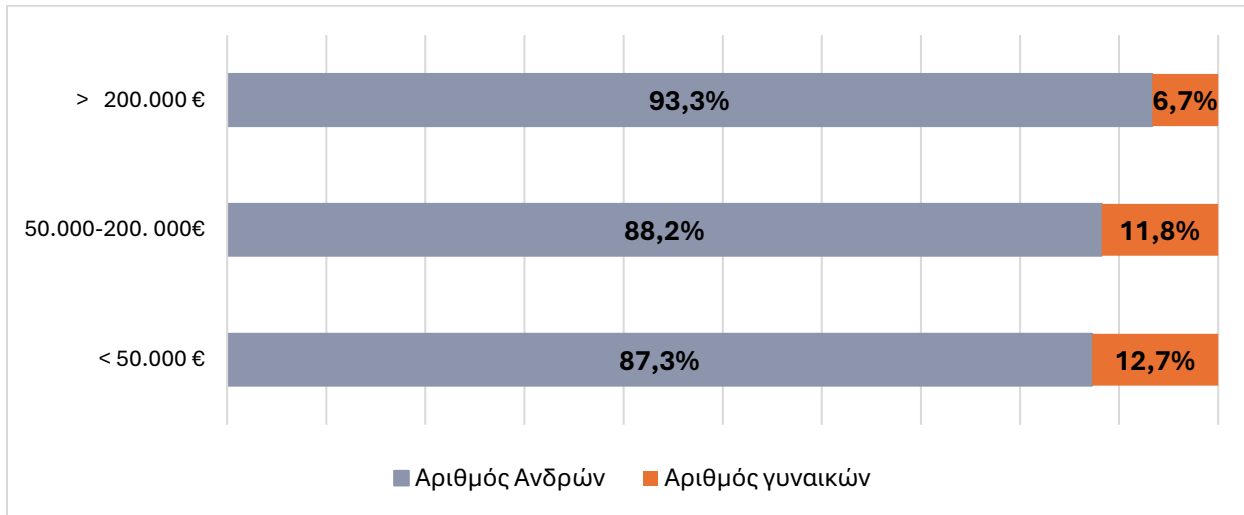
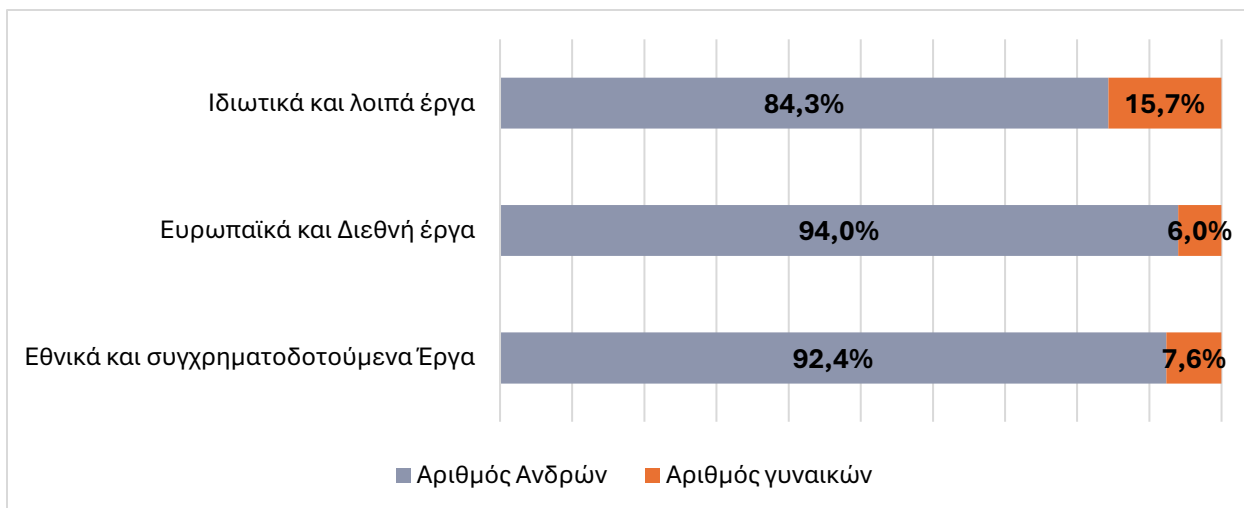


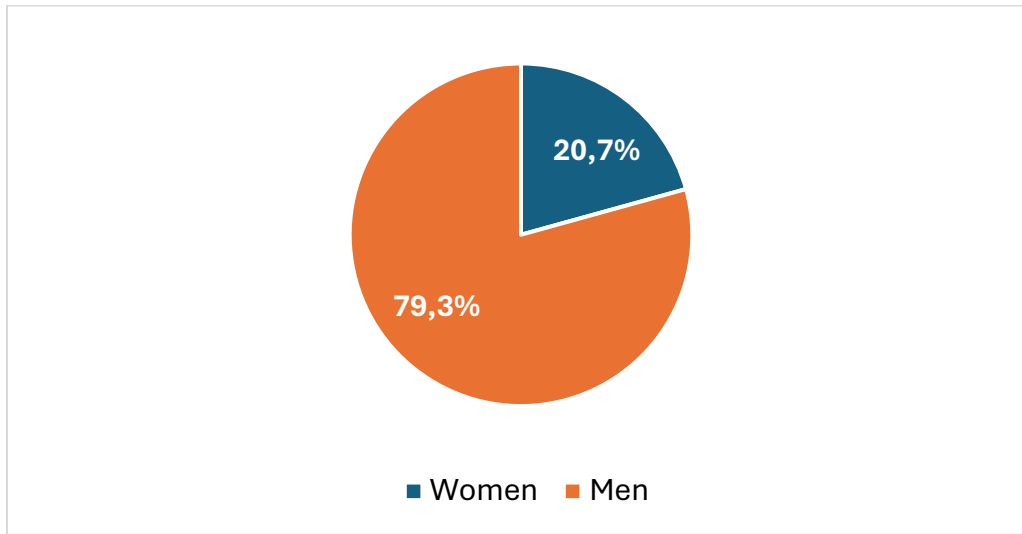
Figure 13: Scientific Responsibility of Research Projects by Funding Body and Gender



Gender distribution in decision-making bodies

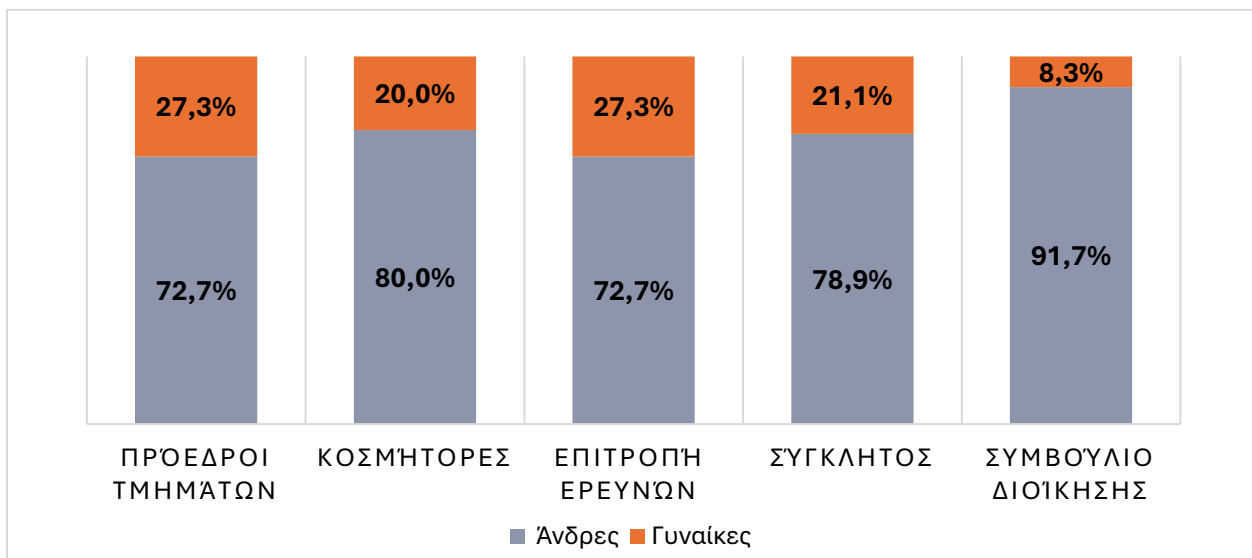
Women's participation in HMU's decision-making bodies (20.7%) is lower than their representation among HMU's female faculty members (23%). Similarly, women make up 19.64% of administrative bodies in higher education and research in Greece, and 11.43% of heads of institutions. Both of these figures are below the EU average (31.1% and 24.5%, respectively).

Figure 14: Overall Gender Representation in Decision-Making Bodies*



*Decision-making bodies: E.E., Senate, and Board of Directors

Figure 15: Gender Distribution by Category of Decision-Making Body



Mobility through the Erasmus+ programme by school during the period 2019/20 to 2021/2022

Our data indicates that the mobility of HMU students and faculty members was significantly low during the aforementioned period. It is important to note that this analysis includes the period of travel restrictions due to the pandemic.

Regarding gender distribution in student mobility, the percentage of female students increased in the Schools of Management Sciences (by 12 percentage points) and Health Sciences (by 5 percentage points). Conversely, the proportion of female students decreased in the other schools relative to the proportion of female students enrolled in the first cycle of studies per school.

Figure 16: Erasmus Student Mobility by School

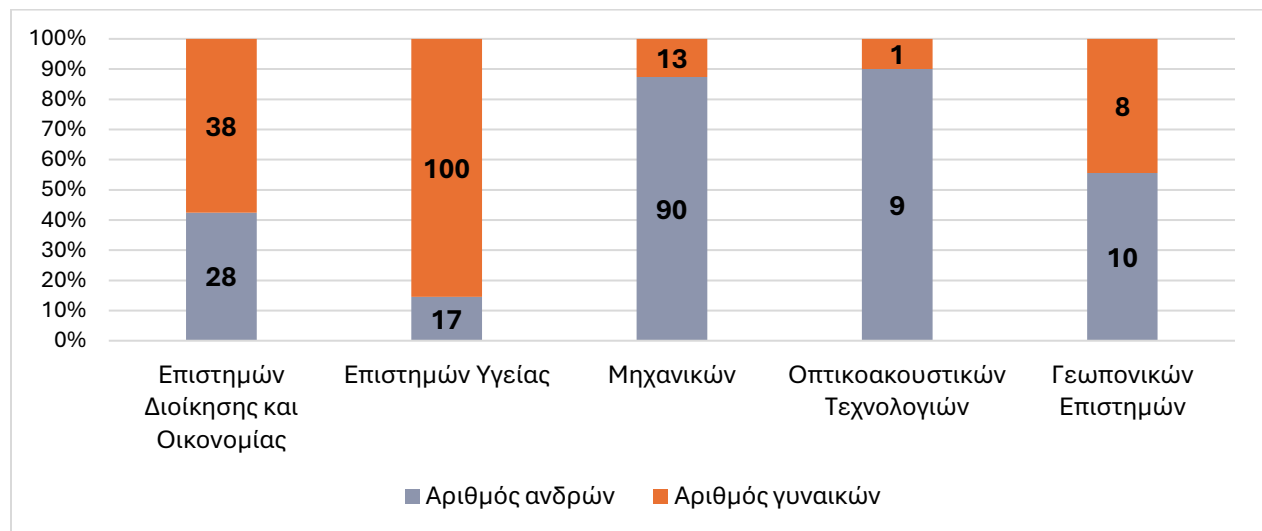
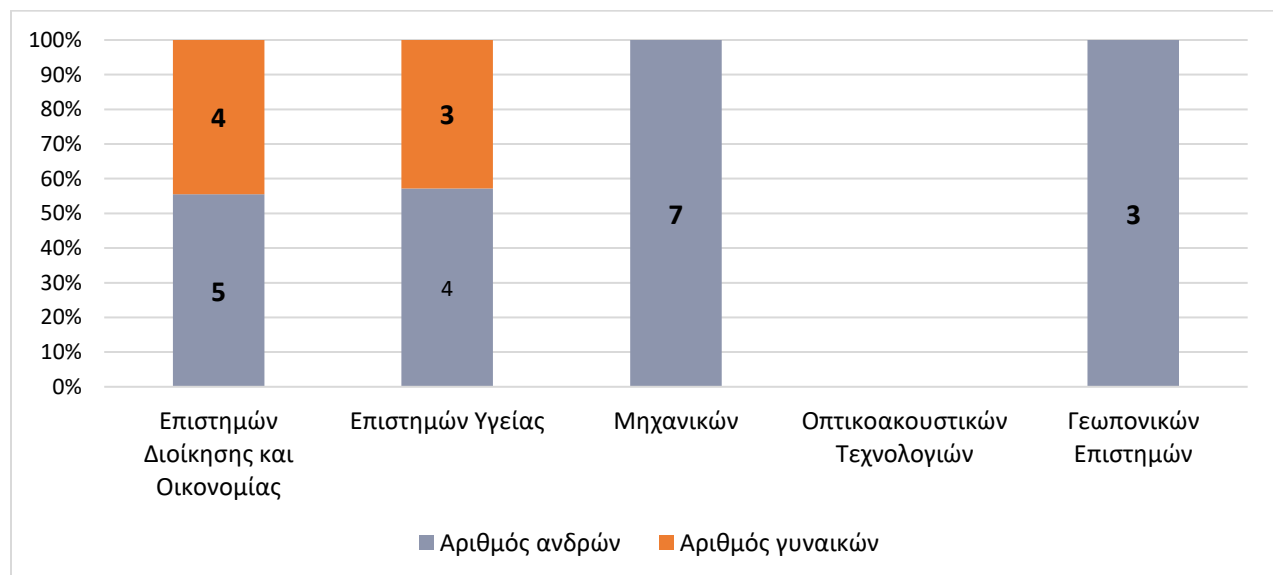


Figure 17: Erasmus Mobility of Faculty Members by School



The HMU's Framework for Gender Equality

The protection and promotion of gender equality and the fight against gender discrimination are now among the fundamental objectives that define the identity and mission of the Hellenic Mediterranean University (HMU). HMU is currently in the process of finalising its Internal Regulations. It has, however, already approved a Code of Ethics and Good Practice (Government Gazette 3535/issue B/26/08/2020), which is also being revised. Notably, the Code mandates that members of the university community adhere to the following rules of academic ethics:

- University instructors must treat all students impartially, objectively, and respectfully, and refrain from any form of direct or indirect discrimination. They should not utilise students for work unrelated to teaching or the course objectives, particularly for personal gain.
- **Basic ethical principles:** All members of the Hellenic Mediterranean University, whether permanent or collaborating, are committed to adhering to the following principles of ethics, good practice, and morality in all educational, research, administrative, or other activities. Specifically, they ensure and commit to:
 - o the equal treatment of all individuals, without any form of direct or indirect discrimination based on gender, racial or ethnic origin, religious or other beliefs, health or physical condition, economic and/or social status, age, sexual orientation or any other reason;
 - o Promoting equal employment opportunities grounded in transparency and impartiality.
 - o Impartial treatment and respectful behaviour towards all individuals with whom they collaborate and interact, both within and outside the university, in accordance with the law, the principles of justice and meritocracy. This includes refraining from actions that constitute or imply favouritism, prejudice, or negative predisposition towards any individual.
- The Code of Ethics and Good Practice further stipulate that “phenomena of bullying (verbal, physical, electronic, etc.), violence (unprovoked, psychological, physical, sexual, etc.), personal attacks, and harassment (moral, sexual, or any other form) are not tolerated.”

PART B: THE GENDER EQUALITY ACTION PLAN (2026-2028)

The Gender Equality Action Plan (G.E.A.P) comprises five axes of action to promote gender equality within the university:

Axis 1: Cultivating an inclusive and gender-sensitive organizational culture

Axis 2: Promoting gender equality in recruitment, leadership positions, and professional development.

Axis 3: Information and awareness-raising.

Axis 4: Incorporating the gender dimension into the content of research and teaching.

Axis 5: Implementing actions to combat gender-based violence, including sexual harassment.

The following provides a comprehensive description of the Action Plan, outlining the axes of intervention, objectives, and targeted actions for each axis. Notably, the targeted actions specifically aim to integrate the gender dimension and the unwavering commitment of the entire university community to upholding and ensuring the principle of gender equality in all aspects of university life.

Axis 1: Cultivating an inclusive and gender-sensitive organizational culture

Detailed Description

The primary objective is to establish an organizational framework that integrates the principles of gender equality and inclusion into all the Foundation's measures and policies.

Axis 1 encompasses the following components:

(1) The establishment of the Office for Equality and Anti-Discrimination (or a name of the Foundation's choosing) to provide support to the G.E.A.C. and implement the Committee's Action Plan, as well as all "Horizontal Actions" that aim to:

(2) Create and promote an inclusive organizational culture within the academy. An environment that: (a) is gender-sensitive, considers the gender perspective, and promotes gender equality, respect, and diversity; and (b) Shapes policies and structures, develops and implements methods of organizing work, and establishes administrative procedures that facilitate work-life balance.

The following actions are included:

Action 1.1: Establishment, staffing, and operation of the Equality and Anti-Discrimination Office.

Action 1.2: Collection of gender-related data and creation of the gender map of the University.

Action 1.3: Use of inclusive language and non-sexist language in texts and public discourse.

Implementation Methodology

Action 1.1: Establishment, Staffing, and Operation of the Equality and Anti-Discrimination Office

In collaboration with the G.E.A.C. and primarily with the institution's Rectorate, the Equality and Anti-Discrimination Office will be established. This office will (1) support the Gender Equality and Anti-Discrimination Committee of the institution (which will oversee and coordinate the office's work) and implement actions to foster a culture of equality and inclusion, and (2) serve as the competent office for gender issues (e.g., management of reports, communication, and coordination of actions with the G.E.A.C. and the university services, planning and implementation of information and awareness-raising actions, etc.).

Action 1.2: Collection of Gender-Related Data and Creation of the University's Gender Map

To be implemented in collaboration with the G.E.A.C., the Rectorate, the Special Account for Research Funds (SARF), and other competent services (e.g., Information Systems Management Department):

- Configuration of information systems to enhance the collection of gender-related data, enabling progress monitoring and evaluation. Creation of monitoring indicators.
- Systematic recording of the current situation to document, compare, and evaluate gender representation in academic and administrative staff, research and education, and the childcare and childcare needs of employees and students of the institution (work-life balance). To record research activity and courses, a questionnaire will be provided to faculty members.

Action 1.3: Use of Inclusive Language in Texts and Public Discourse

- Creation and distribution of a concise and practical guide for the use of gender-inclusive language in all University documents, both printed and digital, and across all media (website and social networks).
- Recommendation for the implementation of the guide and the adoption/use of inclusive language, including the potential renaming of services and institutions.
- Training seminars on the implementation of the guide and the use of inclusive language for all staff members and students.

Expected outcomes

- Readiness of information systems for data recording and collection
- Mapping the gender distribution of the academic community (university gender map) and identifying areas requiring interventions
- Creation of a database facilitating analysis, evaluation, and comparison
- Eliminating linguistic sexism in written and spoken communication and the adoption of inclusive language
- Promotion of gender equality within the academic environment and the establishment of a culture of inclusion
- Development of an environment and culture that fosters gender equality, promotes inclusivity, and provides support, thereby enhancing employee satisfaction and loyalty

Axis 2: Promoting gender equality in recruitment, leadership positions, and professional development.

Detailed Description

Axis 2 encompasses actions aimed at creating an environment that ensures gender equality for all members of the academic community, both in positions of responsibility, leadership and decision-making bodies, and in recruitment and development. Rather than seeking short-term solutions, such as quotas for positions of responsibility, it invests in achieving substantive gender equality in the long term through raising awareness and providing education to eliminate the explicit and implicit stereotypes that lead to discrimination in recruitment, evaluations and development.

Action 1: Actions for Empowering Women in Pursuing Positions of Responsibility

Action 2: Actions for Promoting Equality in Access, Recruitment, and Development Processes

Implementation Methodology

Action 2.1: Actions to Empower Women in Pursuing Positions of Responsibility

- Conduct experiential mentoring workshops for members of the academic community and administrative staff to support women in pursuing leadership and positions of responsibility.
- Highlight female role models by recognizing women in the university community with significant scientific and administrative work and/or in positions of responsibility. A student

competition may be organized to create digital material for distinguished women in positions of responsibility.

Action 2.2: Actions to Promote Equality in Access, Recruitment, and Development Procedures

- Recommend to the Special Account for Research Funds and the Rectorate for balanced gender participation in the evaluation and selection committees of all categories of personnel.
- Training and raising awareness among those in positions of responsibility and decision-making regarding: (a) Job announcements, so that they are formulated in a way that takes the gender dimension into account, providing equal opportunities regardless of gender; (b) Ensuring transparency in evaluation, selection, recruitment, and development processes.

Expected outcomes

Action 2.1:

- Strengthening equality and creating a more just and inclusive environment, where all individuals have equal opportunities for growth and development.
- Balanced gender representation can lead to a greater diversity of views and approaches, enhancing creativity and innovation, and ensuring that decisions are more comprehensive and representative of the needs of all members of the university community.
- The emergence of women in leadership positions will encourage others to pursue high goals by acting as role models.
- Improvement of the university's reputation as an institution that promotes gender equality, thereby attracting more students and staff who value gender equality.

Action 2.2:

- Mitigating the “glass ceiling” phenomenon and eliminating the obstacles faced by female faculty members in their professional advancement.
- Promoting equal opportunities, ensuring that all candidates, irrespective of gender, have equal chances for recruitment and professional development.
- Implementing policies that promote gender equality contributes to reducing discrimination and prejudice in the workplace.
- Improving the work culture by fostering an environment that promotes gender equality, is more inclusive and supportive, and enhances employee satisfaction and loyalty.

Axis 3: Information and awareness-raising.

Detailed Description

In Axis 3, information and awareness-raising will be multi-level and multi-faceted. It will address the following:

(a) The entire academic community on issues of equality, inclusion, and combating discrimination. The aim is to develop a safe and supportive working and learning environment for all members of the university community, including LGBTI+ people.

(b) The wider community. The aim is to publicise the actions of the Office and the EIFCD, as well as networking with other relevant services and scientific initiatives (e.g. conferences).

Action 3.1: Raising awareness for the inclusion of LGBTQI+ individuals.

Action 3.2: Raising awareness for gender equality.

Action 3.3: Raising awareness of all forms of gender-based violence and harassment (e.g. in personal relationships and at work).

Action 3.4: Outreach and networking.

Implementation Methodology

In collaboration with the G.E.A.C. and relevant bodies, the actions will be implemented as follows:

Action 3.1: Awareness Raising for the Inclusion of LGBTQI+ people (indicatively):

- An annual three- to five-hour online workshop on gender equality and LGBTQI+ inclusion.
- At least one awareness-raising event per year for LGBTQI+ people and others experiencing discrimination, such as speeches, workshops, painting and photography exhibitions, musical and theatrical events, graffiti art, relevant film screenings and discussions, and theatrical performances.
- Information on support services for people experiencing discrimination and exclusion, with a focus on gender identity, gender expression and sexual orientation.

Action 3.2: Gender Equality Awareness (indicatively):

- Organize at least one awareness-raising event on gender issues per year (e.g., speeches, workshops, painting/photography exhibitions, musical and theatrical events/performances, graffiti, screenings of relevant films, and discussions etc).
- Develop a toolbox with digital awareness-raising material.

- Create asynchronous training seminar material on gender equality, available to all teaching staff.
- Regularly updating the G.E.A.C. website.
- Inform the entire academic community about the legislation on work-life balance by distributing information material and information.

Action 3.3: Information and Awareness-Raising on Gender-Based Violence and Harassment

- Organize information activities and events (speeches, workshops, “information week - Orange the University,” painting/photography exhibitions, musical and theatrical events, etc.) for the prevention and recognition of gender-based violence, with the participation of state bodies of local government and civil society bodies (national and international).
- Conduct experiential workshops aimed at empowering women on issues related to gender-based violence and/or organize seminars for the entire academic community (e.g., on consent and respect, the trauma associated with gender-based violence).
- Develop digital material on issues of gender equality and violence and disseminate it (e.g., digital banners, digital message walls).
- Create a guide on how to address gender-based and sexual violence and harassment, followed by an open presentation event of the guide.

Action 3.4. Outreach and Networking (indicatively):

- Establish protocols of cooperation and exchange of best practices (e.g., with Municipal Equality Committees, Regional Equality Committee, Equality Committees of the Universities of Crete, Civil Society Organizations, and Research Centre for Gender Equality).
- Participate in conferences, publications, editions, and other relevant activities.

Expected Outcomes

The establishment of an academic environment that fosters gender equality and inclusion while eliminating gender-based violence. Specifically, the following objectives are to be achieved:

(a) Academic Community

- Increasing awareness and understanding of issues of equality and inclusion within the entire academic community, as well as the wider community, through the website.
- Reducing incidents of gender-based violence and sexual harassment to enhance the safety and well-being of the university community.
- Creating a more welcoming, safe, and supportive environment for all, regardless of gender or sexual orientation.
- Reducing discrimination and prejudice against LGBTQI+ people.

- Informing and empowering people to balance work and personal life.
- Understanding issues of gender-based violence and changing the attitudes and behaviours that perpetuate it.

(b) Wider Community

- Dissemination and publishing information.
- Increasing public awareness of these issues.
- Developing potential collaborations with relevant bodies and community services to implement the objectives more widely.

Furthermore, extroversion and networking will also contribute to the creation of strategic collaborations with other organisations, companies, bodies and educational institutions, which will enable the Office to better implement its mission.

Axis 4: Incorporating the gender dimension into the content of research and teaching.

Detailed Description

The objective of Axis 4 is to create a fairer and more equitable academic community where research and teaching reflect the needs and perspectives of everyone, regardless of gender.

The following actions are encompassed within this initiative:

Action 4.1: Gender mainstreaming in research..

Action 4.2: Gender mainstreaming in academic curricula.

Implementation Methodology

Action 4.1: Gender Mainstreaming in Research

- Recommendation for the integration of gender considerations into all research activities and protocols approved by the Research Ethics Committee.
- Recommendation for establishing a minimum percentage of gender representation in the composition of Evaluation Committees and independent reviewers.

Action 4.2: Gender Mainstreaming in Curricula

- Organising meetings to raise awareness among those responsible for curriculum development (e.g. Internal Evaluation Committee, Study Committees and directors of postgraduate programmes) of the importance of integrating the gender dimension as a horizontal objective in curricula and educational activities (gender mainstreaming).
- Encouraging the creation of modules on gender-based violence and equality in courses, educational programmes, and summer schools at the HMU's Center for Lifelong Learning.
- Encouraging the preparation of theses (e.g. bachelor's and master's) and doctoral dissertations concerning gender issues, or at least including the gender dimension.
- Developing educational material and creating 1–3-hour material units (e.g. PowerPoint presentations, videos, bibliographies) on gender and gender equality, to be integrated into the teaching of any course and made available to all academic staff.
- Creation of a database containing various information and additional material for use by all academic staff, such as a list of invited speakers, video/audio recordings, guides, decisions, etc.

Expected Outcomes

Action 4.1: Gender mainstreaming in research can:

- Lead to more integrated and innovative research approaches, enhancing excellence and creativity in research.
- Provide a deeper understanding of the different needs, behaviors, and attitudes of each gender to improve the social relevance of the knowledge produced.
- Contribute to the production of more relevant and useful knowledge for society, resulting in products and services that better meet the needs of different groups.

Action 4.2: Gender mainstreaming in teaching can:

- Offer the students a deeper understanding of gender-related social issues, enhancing their social sensitivity and their ability to address multidimensional problems.
- Contribute to challenging and deconstructing existing stereotypes and prejudices, promoting a more equal and just academic community.
- Strengthen the prevention of victimization, abuse, and discrimination in the University environment.

Axis 5: Implementing actions to combat gender-based violence, including sexual harassment.

Detailed Description

Axis 5 aims to prevent and eliminate gender-based violence while providing support and protection to victims through various initiatives. These initiatives encompass the formulation and adaptation of the Foundation's regulatory texts for the prevention and treatment of all forms of harassment and gender-based violence. Additionally, Axis 5 involves the creation of a reporting and incident management protocol and the implementation of relevant training activities.

The following actions are encompassed within Axis 5:

Action 5.1: Implementation of research and data collection within the academic community.

Action 5.2: Review and strengthening of policies against sexual violence and harassment.

Action 5.3: Development of a process for reporting and managing complaints (roadmap).

Implementation Methodology

Action 5.1: Implementation of research and data collection within the academic community. Data will be collected and analysed from the academic community (students, administrative staff, researchers and faculty members) regarding sexual and sexist harassment, gender-based violence and discrimination based on sexual orientation, gender, gender expression and gender identity, as well as the perceived effectiveness of the corresponding measures taken. The precise focus of the research will be decided in collaboration with the National Institute for the Promotion of Gender Equality and Sexuality.

Action 5.2: Review and strengthen policies against sexual violence and harassment.

In collaboration with relevant services (e.g., the Strategic Planning Committee, and the Research Ethics Committee) and all Departments within the institution, update the policies to ensure a safe and supportive environment for all academic and administrative staff and students. Specifically, update the following:

- Formation/adaptation of the regulatory texts of the Institution's regulatory texts (e.g., Internal Regulations, Code of Conduct, Code of Conduct in Research, etc.) to prevent discrimination and any form of harassment or gender-based violence. Disciplinary measures for perpetrators will also be formed.

- A zero-tolerance policy for violence and harassment will be formed. Statements regarding zero tolerance for violence will be introduced in the HMU Policy and in the departments (formulation of forms and/or posting on the website).

Action 5.3: Development of a process for reporting and managing complaints (roadmap).

Establish transparent and accessible procedures and protocols for reporting and complaining about incidents of gender-based violence and sexual harassment. These should include procedures for investigating incidents, supporting victims, applying disciplinary measures and informing victims of their rights and of the legal remedies available to them. They should also include procedures for reporting incidents to the police and for referring victims to the Structures of the Network of the General Secretariat for Equality and Combating Discrimination (Counselling Centres and Shelters) or to the criminal justice system. Disclose this information to the academic community.

Expected Outcomes

- Understanding and recording the phenomenon of gender-based violence, and its social, psychological, academic and economic implications, in order to develop prevention strategies and an effective response.
- Creating an inclusive, safe, and supportive environment for all staff and students by implementing appropriate policies and actions.
- Clear procedures and support for victims strengthen trust in the university among the students and staff, encouraging the reporting of incidents and seeking of help.
- Supporting victims and creating a safe environment improves the mental health and well-being of members of the university community.

Tables of Detailed Design Per Axis

Axis 1: Cultivating an inclusive and gender-sensitive organizational culture.

GOALS	ACTIONS	TARGET GROUPS	TIMELINE	RESPONSIBILITY	INDICATORS
The establishment of an organizational framework to integrate the principles of gender equality and inclusion into all measures and policies of the Foundation.	Action 1.1: Establishment, staffing, and operation of the Equality and Anti-Discrimination Office/ Office of Equality and Inclusion.	The entire academic community*	2026 -	Coordination: Rectorate Support: G.E.A.C. ¹	<ul style="list-style-type: none"> • Act of Establishment • Annual reports detailing office activities
	Action 1.2: Collection of gender-related data and creation of the gender map of the University.	The entire academic community*	2026 - 2028	Coordination: Office of Equality and Inclusion and G.E.A.C. Support: Quality Assurance Unit, Directorate of Administrative and Academic Personnel, SARF ² , Department of Computer Science, Department Chairs, Deans	<ul style="list-style-type: none"> ▪ A gender map of the university.
	Action 1.3: Use of inclusive language and non-sexist language in texts and public discourse.	The entire academic community*	2026 - 2028	Coordination: Office of Equality and Inclusion and G.E.A.C. Support: Legal department, all HMU's administrative bodies, SARF	<ul style="list-style-type: none"> ▪ A Guide to Using Inclusive Language.

* Faculty members, other teaching, laboratory, and administrative staff, and students across all levels of study

¹ G.E.A.C.: Gender Equality and Anti-Discrimination Committee

² SARF: Special Account for Research Funds

Axis 2: Promoting gender equality in recruitment, leadership positions, and professional development.

GOALS	ACTIONS	TARGET GROUPS	TIMELINE	RESPONSIBILITY	INDICATORS
The creation of an environment that ensures gender equality for all members of the academic community, both in positions of responsibility, leadership and decision-making bodies, and in recruitment and development. Substantive gender equality will be achieved through raising awareness and providing training to eliminate discrimination in recruitment, evaluation and development.	Action 2.1: Actions to Empower Women in Pursuing Positions of Responsibility.	Faculty members, Administrative staff	2026 - 2028	Coordination: Office of Equality and Inclusion and G.E.A.C. ³ Support: Institution administrative bodies (e.g. Rectorate), Units and Directorates, Academic departments, deans, SARF ⁴	▪ A collection of materials that highlight female role models.
	Action 2.2: Actions to Promote Equality in Access, Recruitment, and Development Procedures.	Governing bodies of the institution, SARF	2026 - 2028	Coordination: Office of Equality and Inclusion and G.E.A.C. Support: Legal department, Institutional administration bodies (e.g. Rectorate), Units and Directorates, SARF	▪ Annual progress reports, including workshops and training sessions.

³ G.E.A.C.: Gender Equality and Anti-Discrimination Committee

⁴ SARF: Special Account for Research Funds

Axis 3: Information and awareness-raising

GOALS	ACTIONS	TARGET GROUPS	TIMELINE	RESPONSIBILITY	INDICATORS
The information and awareness-raising will be multi-level and multifaceted. It will address (a) the entire academic community on issues of equality, inclusion, and combating discrimination, with the aim of developing a safe and supportive working and learning environment for all members of the university community, including the LGBTQI+ community, and (b) the wider community, with the aim of disseminating and publicising information.	Action 3.1: Raising awareness for the inclusion of LGBTQI+ individuals.	Entire academic community * and broader community	2026 - 2028	Coordination: Office of Equality and Inclusion and G.E.A.C. ⁵ Support: Administrative bodies (e.g., Rectorate), Units and Directorates, particularly C.P.C.S. ⁶ and the Equal Access Unit, Student Associations, Faculty members, and administrative staff.	<ul style="list-style-type: none"> Annual progress reports, including workshops and training sessions.
	Action 3.2: Raising awareness for gender equality.	Entire academic community * and broader community	2026 - 2028	Coordination: Office of Equality and Inclusion and G.E.A.C. Support: Administrative bodies (e.g., Rectorate), Units and Directorates, particularly C.P.C.S. and the Equal Access Unit, Student Associations, Faculty members, and administrative staff.	<ul style="list-style-type: none"> A toolkit with digital resources aimed at raising awareness about gender equality. Seminar materials for all staff members. A specialized website.
	Action 3.3: Raising awareness of all forms of gender-based violence and harassment.	Entire academic community * and broader community	2026 - 2028	Coordination: Office of Equality and Inclusion and G.E.A.C. Support: Administrative bodies (e.g., Rectorate), Units and Directorates, particularly C.P.C.S. and the Equal Access Unit, Student Associations, Faculty members, and administrative staff.	<ul style="list-style-type: none"> Digital content designed to raise awareness about gender-based violence.
	Action 3.4. Outreach and Networking.	Entire academic community * and broader community	2026 - 2028	Coordination: Office of Equality and Inclusion and G.E.A.C. Support: Municipal Equality Committees, Regional Equality Committee, local	<ul style="list-style-type: none"> A Guide to Addressing Gender-Based and Sexual Violence.

⁵ G.E.A.C.: Gender Equality and Anti-Discrimination Committee

⁶ C.P.C.S.: Center for Psychological and Counseling Support

				Equality Committees, Civil Society Organizations, R.C.G.E. ⁷ , etc.	
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* Faculty members, other teaching, laboratory, and administrative staff, and students of all levels

Axis 4: Incorporating the gender dimension into the content of research and teaching.

GOALS	ACTIONS	TARGET GROUPS	TIMELINE	RESPONSIBILITY	INDICATORS
The creation of a fairer and more equitable academic community where research and teaching reflect and serve the needs and perspectives of everyone, regardless of gender.	Action 4.1: Gender Mainstreaming in Research.	Faculty members Researchers, students of all levels	2026 - 2028	Coordination: Office of Equality and Inclusion and G.E.A.C. ⁸ Support: SARF, administrative bodies of the institution (e.g. rectorial authorities), R.E.C. ⁹	<ul style="list-style-type: none"> ▪ Annual Progress Reports.
	Action 4.2: Gender Mainstreaming in Curricula.	Faculty members, other teaching staff, students of all levels	2026 - 2028	Coordination: Office of Equality and Inclusion and G.E.A.C. Support: Department Chairs and Deans, Postgraduate Program Directors, Deans, Curriculum Committee, C.T.L.S. ¹⁰ , Quality Assurance Unit, C.L.L. ¹¹ , and administrative bodies of the institution (e.g., Rectorate).	<ul style="list-style-type: none"> ▪ Educational material/module of 1-3 hours ▪ Database containing diverse information and supplementary teaching resources.

⁷ Research Centre for Gender Equality

⁸ G.E.A.C.: Gender Equality and Anti-Discrimination Committee

⁹ R.E.C.: Research Ethics Committee

¹⁰ C.T.L.S.: Center for Teaching and Learning Support

¹¹ C.L.L.: Center for Lifelong Learning

Axis 5: Implementing actions to combat gender-based violence, including sexual harassment.

GOALS	ACTIONS	TARGET GROUPS	TIMELINE	RESPONSIBILITY	INDICATORS
The prevention and elimination of gender-based violence, as well as the protection and support of victims through actions related to the formulation and adaptation of the Foundation's regulatory texts to prevent all forms of harassment and gender-based violence, the establishment of a reporting and incident management protocol, and the implementation of relevant training activities.	Action 5.1: Implementation of research and data collection within the academic community.	The entire academic community*	2026 - 2028	Coordination: Office of Equality and Inclusion and G.E.A.C. ¹² Support: Institutional administrative bodies (e.g., rector's authorities), Departments, Postgraduate Programs, Deanships.	<ul style="list-style-type: none"> An infographic presenting the findings of the research.
	Action 5.2: Review and strengthening of policies against sexual violence and harassment.	The entire academic community*	2026 - 2028	Coordination: Office of Equality and Inclusion and G.E.A.C. Support: Institutional governing bodies (e.g., rector's offices), Strategic Planning Committee, R.E.C. ¹³ , Departments, Postgraduate Programs, Deanships	<ul style="list-style-type: none"> Updated regulatory texts and/or websites.
	Action 5.3: Development of a process for reporting and managing complaints (roadmap).	The entire academic community*	2026 - 2028	Coordination: Office of Equality and Inclusion and G.E.A.C. Support: Legal department, Ethics Committee, C.P.C.S. ¹⁴ , and administrative bodies of the institution (e.g. rectorate)	<ul style="list-style-type: none"> A protocol and roadmap for reporting and addressing complaints.

* Faculty members, other teaching, laboratory, and administrative staff, and students of all levels

¹² G.E.A.C.: Gender Equality and Anti-Discrimination Committee

¹³ HMU's Research Ethics Committee

¹⁴ HMU's Center for Psychological and Counseling Support