



reschool

Creation, growing and management
of energy communities

Gender Action Plan

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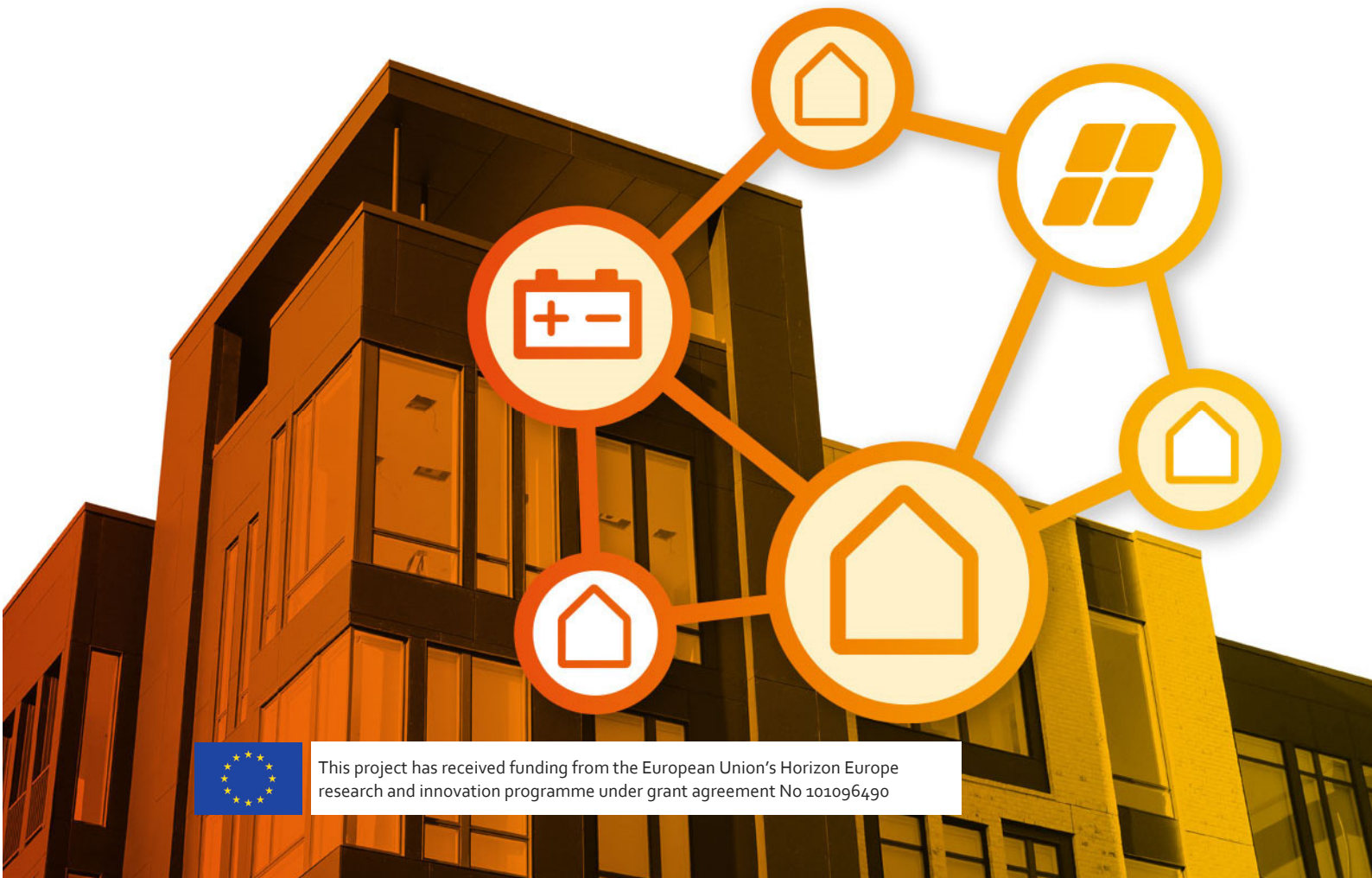
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Document history

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Executive Summary

The RESCHOOL project promotes gender equality and diversity and ensures ethics and integrity within the consortium. This deliverable describes the measures that the RESCHOOL project takes into consideration to promote and monitor equal opportunities among the participants in the action. The document contains references to the individual Gender Action or Equality Plans for the institutions that already are implementing them (UdG, UiS, UU, RISE, ESCI, KMO, DdG, AMS, COEN, CERTH), and the strategy on gender and/or diversity plans (beyond gender, also addressing socio-economic and socio-cultural aspects) for the majority of beneficiaries, mainly small companies, who do not have an explicit gender action plan (OR, EREF, ELEC, RESF) but who are equally committed to fostering gender equality and inclusivity within RESCHOOL project.

RESCHOOL encourages to increase the representation of women in the energy and STEM related areas and partners aim to contribute in that purpose acting as exemplars and taking care of promoting an equilibrated participation in activities that involve external participation (e.g. co-creation workshops and surveys). This is specially important in the energy domain that has been traditionally male dominated.

At M10 (October 2023), the gender distribution of the RESCHOOL workforce is 41% of females and 59% of males. Females are taking the leadership in relevant responsibilities in the project activities (e.g. task leader, pilot coordination). The document reports specific actions where gender dimension is being considered in RESCHOOL activities, in the context of work packages, tasks and preparation of pilots. Explicit mention to activities in the WP2, associated to task the T2.1 Intergenerational social driver for community engagement and capacity building, is included.

The RESCHOOL project also includes gender balance as one of the criteria when identifying experts of SIPAG (Social Innovation and Policy Advisory Group), which at this moment counts with 43% of female candidates at M10 (October 2013) of the project. The target is to have a balanced composition of males and females at the end of the project.

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1 Introduction

1.1 Objectives

This deliverable presents the measures that the RESCHOOL project takes into consideration to promote and monitor equal opportunities among the participants (women, men, non-binary) in the implementation of the action, namely RESCHOOL Gender Action Plan (GAP). In addition, this GAP also reflects how RESCHOOL will apply gender dimension in the project activities and pilots.

The document has been contributed by all the participants (Table 1).

Table 1 Contribution of partners to this deliverable

Partner	Contribution
UdG	Owner and editor of the deliverable.
All	Contribution on particular actions in RESCHOOL activities according to their institutional Gender Equality Plans

1.2 Report Structure

Core sections in D7.4 are organized as follows:

- Chapter 2 describes the individual Gender Plans implemented in RESCHOOL by every partner according to their institutional policies. It includes the current policy context, specific actions in RESCHOOL and the procedures about monitoring gender balance participation in the project.
- Chapter 3 describes how RESCHOOL has applied the gender dimension in specific activities of the action.
- Chapter 4 summarises the RESCHOOL gender figures (up to M10).

2 RESCHOOL consortium commitment on Gender Equality

2.1 Individual Gender Actions Plans

This section reports the individual gender plans and actions of the beneficiaries in the context of the project RESCHOOL. The same structure has been followed by all the partners, including a description of institutional policies or internal plans, followed by a short analysis of its impact within the project and further monitoring actions.

2.1.1 Universitat de Girona (UdG)

2.1.1.1 Policies and context

The University of Girona has a Gender Equality Plan (GEP) since 2009 that follows the directives of the Spanish organic law 3/2007 for the effective equality of women and men. The [Second UdG Gender Equality Plan](#), also based in Law 14/2011, of 1 June, on science, technology and innovation, was approved at the UdG's Governing council during session 03/2021 April 29th. This second GEP follows the principles on normative provisions of the Catalan legal system (Law 6/2006, of 19 July and Law 17/2015, of 21 July, on the effective equality of women and men), and it is aligned with crosscutting priority in Horizon Europe programme (Article 7(6) and Recital 53 of Framework Regulation & Articles 2(2)(e) and 6(3)(e) of the Specific Programme) and political priority for the European Commission(communication on ['A Union of Equality: Gender Equality Strategy 2020-2025](#) and



communication on [renewed ERA policy priority](#)). The GEP defines the UdG gender policies during 2021 and 2025 and it expressly states *the institution's unwaivable commitment to the value of equality*, a commitment that will be reflected, on the basis of consensus, in all the skill areas and projects, including RESCHOOL. It materialises fifty actions structured around six big strategic pillars.

Since the first gender plan was applied at UdG in 2009, the number of female students/junior researchers have maintained up to 57% of the total academic collective, whilst the female Research and Teaching staff has increased from 38% (2008-09) to 47% (2022-2023) within the second GEP execution. Regarding Administrative and Services hires, female contracts have maintained predominant (69% in 2008-9 and 65% in the course 2022-23).

In the past, professional skills required in RESCHOOL and other technical areas related to energy attracted more men and women. An indicative indicator is that still, for example, the number of students at the Engineering Polytechnical School (EPS) at UdG is mostly coursed by male students (74% of the total with 681 female students vs 1938 male students). On the contrary, Economics Faculty brings around 57% of female students (781 versus 587 male).

2.1.1.2 Progress and actions in RESCHOOL

Regarding RESCHOOL, the project is conducted by individuals and groups from the two cited faculties, promoting crosscutting gender balanced activities. The research groups, eXiT- Control Engineering and Intelligent systems group and the Sociology Unit, which are the research group participating in RESCHOOL, are therefore aligned with the institution GEP, promoting and contributing to both gender balance and adequate technical competences in the RESCHOOL project personnel (*Axis 3 Research with a gender perspective* and *Axis 4 Equal opportunities in access, promotion and working conditions of the GEP*).

UdG has published (up to the submission of this deliverable in M10) 2 new public contracts, ensuring that internal procedures related to recruitment and curriculum vitae evaluation criteria do not contain elements of indirect discrimination (action 29 of axis 4 of the GEP) and promoting equal representation of women and men in the section committees of teaching and research staff (action 30 of axis 4 of GEP). The two contracts were finally won by female applicants. Sara Murlà and Anaïs Varo were contracted as responsible of communication and dissemination activities of the project and leader of T2.1 respectively. Additionally, 1 scholarship (won by Nathalya Salgado) for a PHD position has been co-funded by the group aligned with RESCHOOL activities and will start in January 2024. Considering total personnel participating in RESCHOOL, female presence in the project at M10 of the project execution has reached up to 28%.

2.1.1.3 Gender Monitoring

UdG will continue monitoring gender composition at all UdG collectives (students, Research and Teaching staff and Administration and Services Personnel), contributing to the progress towards gender equality in general. In particular, the eXiT and Sociology Unit will perform these monitoring activities at RESCHOOL level.

2.1.2 University of Stavanger – Universitetet i Stavanger (UiS)

2.1.2.1 Policies and context

The University of Stavanger has an in-force [Equality and Diversity Action Plan for Students and Employees for 2022–2025](#) (in Norwegian). The plan follows the Norwegian law on equality and prohibition of discrimination (LOV-2017-06-16-51) of 2017. The plan is also designed to align with the Gender Equality Plan (GEP) in Horizon Europe. The UiS plan also follows the requirements set up by The Research Council of Norway. The plan has three core foci: that respect for diversity is the starting point for social and subject matter participation; to strive for removing both gender imbalances and diversity balances where they exist at the university (which is the case for faculty but not for permanently employed at UiS in general); and zero tolerance for bullying, harassment, and sexual harassment. The plan applies to all activities at UiS, including RESCHOOL. The plan is operationalised through 43 actions structured around 5 thematic areas.

Gender equality work at UiS has been focussed on identified problem and risk areas. Of the around 2000 permanently employed at UiS, 55% are female. Regarding the share of professors being female, an 8 million NOK project was run at UiS for increasing this ratio in 2015–2018. The result was an increase from 20.9% to 31.7%. The result is above the project goal of 27.5%.



2.1.2.2 Progress and actions in RESCHOOL

In RESCHOOL, UiS is represented through a sustainability transition studies group at the Department of Media and Social Sciences. The group consists of 4 researchers, whereof 50% are female. In RESCHOOL the group is represented through 2 males: around 10% of a professor position for the work package leader appointed in the project application and 100% for a postdoctoral researcher with core competence in integrating social science and engineering research in sustainability transition studies.

2.1.2.3 Gender Monitoring

The main RESCHOOL representative for UiS will continue monitoring gender composition in the UiS team in the project.

2.1.3 Utrecht University (UU)

2.1.3.1 Policies and context

Utrecht University¹ emphasizes the significance of diversity and views it as a societal responsibility to ensure equal opportunities for everyone. Diversity and inclusion are pivotal themes in the Utrecht University Strategic Plan. The university recognizes that a diverse student and employee population doesn't automatically lead to an inclusive organization. Thus, there's a need to be more diversity-sensitive.

EDI Strategy Plan 2021-2025: The programme "Equality, Diversity & Inclusion (EDI)" is tasked with developing and executing the EDI strategy. This strategy is broader than just gender diversity. In 2021, Utrecht University also formulated a separate action plan addressing the social safety of its members.

Inclusive Strategy: The university's policies and initiatives are rooted in an inclusive strategy that encompasses all, including underrepresented and majority groups. The goal is to achieve gender equality, balance, and inclusion in every initiative.

2.1.3.2 Progress and actions in RESCHOOL

Gender Equality in Recruitment and Career Progression: Nationally, there are instruments to support and promote women and other underrepresented groups in higher education. Utrecht University has its own policies and programs. For instance, the national sector plans aim to hire at least 35% women for new positions at Utrecht University, especially in fields like Computer Science, Science, Chemistry, and Mathematics.

Aspasia Programme: This is a national initiative from the Dutch Research Council (NWO) that offers grants to promote more female scientists to associate and full professorships.

UU has two female project members in Esther Haak, E, who is our RSO Officer and who supports us with tenders (provides support with tenders, etc.) and Chequita Markus who is working in the financial control department.

Future Actions: Utrecht University is committed to various forms of diversity. They are exploring activities related to cultural diversity and are working on the development of inclusive education. Researchers are creating a curriculum scan and a toolkit to aid teachers in making their teaching more inclusive.

The university is also working on making buildings more accessible and is considering non-binary ways to address diversity policy in the future.

2.1.3.3 Gender Monitoring

Gender Targets, Data Collection, and Monitoring: Utrecht University has set targets for female scientists and other academic staff. There's also monitoring of student gender and other data collection and monitoring mechanisms in place.

¹ Source: https://www.uu.nl/sites/default/files/UU_Gender_Equality_Plan_Dec2021.pdf

2.1.4 RISE, Research Institutes of Sweden (RISE)

2.1.4.1 Policies and context

RISE's mission is to contribute to increased ecological, social and economic sustainability in the industry and society. Within this context, RISE Gender Equality Plan include the mechanisms targeting gender equality in areas such as leadership and decision-making, recruitment and career progression, integration of the gender dimension into research and teaching content and measures against gender based violence, including sexual harassment. Complete plan can be accessed [here](#).

2.1.4.2 Progress and actions in RESCHOOL

RISE RESCHOOL team involves 9 (core team) to 18 staff members and this is constantly evolving based on needs and availability. The group constantly strives to keep an even balance in the project team – which the group so far has managed to adhere to. Similarly, when it comes to the leading positions, RISE tries to balance these, and the group had first assigned a male and female to share WP4 lead and T1.3 lead together as co-leads, but ultimately decided it would be more effective if it is one person and so this is now a female. Lead of T3.1 is done by a male. The overall coordination of all RISE work in RESCHOOL is done by a male.

2.1.4.3 Gender Monitoring

RISE constantly strives to keep an even balance in the project team, balancing this also against needs and resource availability. And RISE will continue to monitor gender balance, both on project level as well as institutional level, and thereby contributing to the progress towards gender equality in general.

2.1.5 European Renewable Energies Federation (EREF)

2.1.5.1 Gender strategy at EREF

The European Renewable Energies Federation (EREF) has been promoting, since its foundation in 1991, gender equality in the composition of the Federation's Board of Directors, its Working Groups and in particular in selecting speakers and attendees in its Brussels-based activities. Found and ever since led by Director Dr. Dörte Fouquet, who was one of the first women in leading a renewable industry association, EREF has a long-standing tradition in contributing to EU level activities that can address the gender dimension and remove barriers that prevent further equality. This includes the establishment of "Women in Small Hydropower, which is a network founded by EREF with the objective to establish more female presence in the small hydropower sector (running at EREF under the Small Hydropower Chapter), as well as the active participation (and hosting of meetings) of the Women in Energy Club, which is an informal network of women working in the energy sector. Founded in the late 90s, it gathers expert women who are based in Brussels and are involved European energy and climate action. Currently, EREF is also partner in the Horizon initiative SKILL BILL, which among others seeks to bridge the gender gap in the skills development for the RES sector.

In today's EREF team, 3 out of 6 permanent staff are women: the Director, the Legal Advisor and the Administrative Officer.

2.1.5.2 Progress and actions in RESCHOOL

With regard to RESCHOOL, EREF's Legal Advisor will be contributing to the project implementation, in particular on the regulatory work streams under WP5 on frameworks that allow or disallow energy communities to generate revenues and be economically sustainable. Under the supervision of EREF's Director, the entire project administration on EREF's side is undertaken by the Administrative Officer.

Application of Gender Dimension in EREF's RESCHOOL Activities

1. **Meetings and events:** in the design and organisation of events held under RESCHOOL, EREF will pay particular attention to gender-balanced audiences and line-ups of speakers. This includes the round-table debates (foreseen under WP5) and the high-level EU conference to be scheduled towards the end of RESCHOOL (under WP6). This further includes the composition of the SIPAG

(Social Innovation and Policy Advisory Group), to which EREF has invited a majority of female representatives.

2. **Communication and training activities:** EREF uses gender-neutral languages and thoroughly respects gender-neutral and balanced visual communication elements.
3. **Dissemination and stakeholder engagement:** In all activities related to stakeholder engagement and networking, EREF will apply a gender-balanced approach and reach out to female representatives that are among the target groups for project dissemination. This includes the coalition-building and cooperation with related EU initiatives and relevant platforms (for community energy), as well as in EREF's regular work with policy-makers and renewable industry organisations.

2.1.6 European Science Communication Institute (ESCI)

2.1.6.1 Policies and context

It is of key importance to the European Science Communication Institute (ESCI) to ensure equal opportunities for all staff. Equality at ESCI is considered broadly, not only in terms of gender but also in terms of age, ethnicity, religion, sexual orientation, and handicap. This document is therefore called "General Equality Plan" instead of "Gender Equality Plan" as prescribed by the EC.

Specifically, regarding gender, ESCI wants to move beyond considering gender equality based on the normative binary system. This system focusses on woman/man or female/male and excludes gender minorities that do not identify with masculine or feminine status. The term "non-binary" is often used to define genders outside the woman and man binary but also this term might not always be comprehensive.

ESCI wants to be inclusive and treat equal all people in pursuing the institute's mission of *empowering scientists and helping them to connect with the public to bridge the gap between science and society*. ESCI is thus committed to support all people and to increase the visibility of their contribution to science and technology, with a specific focus on creating attractive content about non-white-cis-male² people in EU projects when the opportunity arises.

2.1.6.2 Gender Monitoring

Based on the analysis of the situation at ESCI and the survey among the team, the following goals have been formulated in the tables below. Table 2 lists the long-term goals whereas short-term have been compiled in Table 3. Some of these goals have already been achieved.

Table 2 general long-term goals

General long-term goals	
1	ESCI will adopt a view on gender beyond the binary system and implement this in all its relevant work processes, for example in content creation, on its website, and in setting-up surveys. This includes the adoption of appropriate gender terminology.
2	Maintain the possibility to combine work with parenthood & maintain possibility to flexibly schedule working hours and home office to ensure good work-life balance
3	Maintain a work environment free from sexual harassment
4	When obtaining new office space, this should ideally be accessible for people in wheelchairs and people with mobility problems

² non-cis: *transgender, nonbinary, genderfluid*. The definition of "cis-gender" is: a person whose gender identity corresponds to their sex assigned at birth

5	Produce videos focusing on young scientists' participation in EU projects targeted at younger audiences to encourage them to take an interest in STEM
6	Create attractive content about non-cis-male people in EU projects (e.g. transgender, nonbinary, genderfluid, etc.) when the opportunity arises
7	Implementing a system to anonymously evaluate CVs and ensuring that contracting of staff does not contain indirect discriminatory elements.

Table 3 Short-term actions

Short-term actions	
1	Inform ESCI team about the General Equality Plan to collect employees' views on challenges and possible improvements.
2	Make the language on the ESCI website more inclusive (e.g. in German using "gender stars", like: Student*in).
3	Add pronouns to the team page on the ESCI website
4	Implement <i>Alternative Texts</i> for all images and graphics on the ESCI website
5	Organising a training / workshop on unconscious gender biases for staff and follow-up by actively sharing good articles about it among the team
6	Point out the possibilities for training and skill development to all employees in yearly talks.
7	Check if job advertisements are formulated in a non-discriminatory way that does speak to all.

2.1.7 KMO Energy SL (KMO)

2.1.7.1 Policies and context

As a B Corp awarded company, KMO defined an intern normative that includes: social statutes, collective agreement, **internal equality, diversity, fairness, inclusion and non-discrimination policy**, social and environmental responsibility policy, human resources policy, communication policy or continuous improvement, KMO energy survival kit.

The Gender Action Plan, firstly, defines the terms of gender inequality, gender equity, gender, homophobia, LGTBphobia, gender-sex system, sex, to clarify the main terms to be treated in the document.

Secondly, it defines the principles of the company, as:

- Promote the equality of opportunities, professional growth and development among all the members.
- In the selection of new personnel, there are clear guidelines in the selection process to guarantee a fair treatment.
- The importance of defining a work environment of respect and equity, promoting clear communication in case of any disturbance.
- Balance between work and private life, giving flexibility to reconcile them.

Finally, the plan reflects the existence of communication channels to express the feelings, the expectations, the necessities and any disturbance suffered in the company and also the continuous supervision of the accomplishment of the described principles.

2.1.7.2 Progress and actions in RESCHOOL

The workforce of RESCHOOL was (during M1-M7) composed equally balanced, 3 males and 3 females. After At M10, after Giulia Torri's leave, the team is composed by 4 males and 2 females.

The policy in KMO is to involve our members equally in the project, assigning the tasks to carry out among all the members, arranging meetings with all the members and trying to distribute the responsibility in RESCHOOL equally.

As Girona's pilot coordinator, we have obtained the following participation in the pilots:

- Amer: 1 female, 11 males.
- Cellera: 6 females, 13 males.
- Ruprà: 13 females, 11 males.

As a result of these numbers, KMO will try to achieve the gender balance in the communities in the next participation process lead by municipalities once the PV installations finish.

2.1.7.3 Gender Monitoring

KMO will follow the mentioned progress and actions, in order to detect any non-compliance with these guidelines.

2.1.8 Resourcefully (RESF)

2.1.8.1 Gender context

Resourcefully does not have specific Gender Equality Plan (GEP) since it is a small company, existing out of 6 persons. However, its CEO is greatly committed with gender issues, and this is being considered in the recruitment processes (i.e. selection and incorporation of students/junior researchers).

Resourcefully strives for an open and safe working environment. We want to promote equal rights, opportunities and responsibilities for men and women indifferently their ethnical, religious background and maintain an open end inclusive work environment. It is important that the working environment is trusted and open, free from any sexual harassment and support the possibility for all members of society. It is also relevant for colleagues to combine work with parenthood and maintain possibility to flexibly schedule working hours and home office to ensure good work-life balance.

An important objective of our gender equality policy is to strengthen the economic independence of all citizens and especially those most vulnerable in society (women, persons with a background suffering discrimination and any member of the society). Resourcefully strives to increase the percentage those vulnerable groups in work.

This means that we want to contribute to the goal that more should find work and that we divide work and care responsibilities more fairly. We strive for a diverse workforce and believe this leads to varied views and perspectives, which are necessary in an ever-evolving work environment. A culture of equality and inclusivity is an important powerful tool to drive growth and innovation. We are working on this in all aspects of the RESCHOOL project. Inside the Amsterdam Flex-City pilot we focus on a representative distribution of the neighbourhood. For the SIPAG (Social Innovation and Policy Advisory Group) Resourcefully invited female participants.

2.1.9 Electricity (ELEC)

2.1.9.1 Gender Plan

ElectriCITY is an SME that considers, within its internal goals, to develop an action plan before the end of 2023. The purpose of the plan is to get a concrete course of action and communicate how we conduct active and goal-oriented work addressing gender, equality and diversity at ElectriCITY. The UN's global goals for sustainable development, Agenda 2030, marks the overall direction for ElectriCITY's internal and external work.

As an employer, ElectriCITY has a responsibility to drive the development of an equitable society where everyone is seen and has equal opportunities and conditions. For ElectriCITY, diversity and inclusion are important matters, and the organization will establish goals and action plans in these areas. We strive to be an open, inclusive, and responsible organization that harnesses people's unique abilities, experiences, and innovative potential. It is our belief that people's differences, experiences, and perspectives make a creative, dynamic, and innovative environment where both employees and the organization can thrive. Therefore, we have no tolerance for discrimination, harassment, and offensive treatment. Our aim is for diversity and inclusion efforts to be integrated and a natural part of all our activities.

In 2023, we are 50/50 women and men employed at ElectriCITY with an age range of 27-75 years. In all our projects, we strive to have an even gender distribution.

2.1.9.2 Progress and actions in RESCHOOL

ElectriCITY representatives in RESCHOOL consist of both men and women with different backgrounds, promoting and contributing to both gender balance and adequate competences. The involved staff in the Swedish pilot consists of 57% women and 43% men.

2.1.9.3 Gender Monitoring

ElectriCITY's ambition is to monitor gender composition in the RESCHOOL project to contribute to the progress towards gender equality of the project as a whole.

2.1.10 Collective Energy (COEN)

2.1.10.1 Policies and context

Collective Energy Community (COEN) is committed to fostering gender equality and inclusivity within its organizational framework. In pursuit of this commitment, COEN draws inspiration from the Greek legal framework and international best practices. Our Gender Equality strategy aims to create a workplace that respects and promotes gender equality, ensuring that all members of our community have equal opportunities to thrive and contribute. The strategy has not yet been drafted as an official gender action plan, yet it is a past and ongoing practice.

COEN is promoting Gender Equality in the workplace, based on Greek Law 4604/2019 with the objective to eliminate gender-based discrimination and promote equal treatment in all aspects of employment within COEN. To this end, COEN anti-discrimination policies explicitly prohibit gender-based discrimination in recruitment, promotion, and all workplace practices. Equal pay for equal work also ensures that compensation structures are transparent, equitable, and based on equal pay for equal work, irrespective of gender. In terms of hiring procedures, COEN encourages diverse hiring practices, including gender-balanced candidate shortlists and targeted outreach to underrepresented groups.

To increase the representation of women in STEM-related areas within COEN and address gender disparities in these fields COEN fosters an inclusive workplace culture that encourages women to thrive in traditionally male-dominated technical areas.

To align COEN's initiatives with the goals and priorities outlined in Greek National Action Plans for Gender Equality COEN is reviewing and adapting COEN's gender equality policies and initiatives with the objectives of the Greek National Action Plans. COEN also, collaborates with agencies and bodies that work towards gender equality to leverage expertise and resources.

To create a work environment that supports employees in achieving a healthy work-life balance and ensures that policies are gender-inclusive COEN is implementing measures such as flexible work arrangements like telecommuting and flexible hours, to accommodate the diverse needs of all employees.

COEN plans to draft a gender action plan based on the aforementioned practices and principles that have been respected and followed since the foundation of the cooperative.

2.1.10.2 Progress and actions in RESCHOOL

In pursuit of these objectives, RESCHOOL's initiatives are driven by dedicated individuals, both employees and COEN members, who uphold a commitment to fostering gender balance within our teams. Currently, COEN's



RESCHOOL team comprise one female and one male researcher, reflecting the cooperative's dedication to inclusivity. The selection criteria for team members are primarily based on their expertise and technical prowess, while simultaneously prioritizing the promotion of gender balance and the inclusion of underrepresented social groups.

Furthermore, during the community's initial expansion and the welcoming of new members, COEN has diligently strived to maintain gender equilibrium among its incoming members, all the while actively advocating for diversity. Founded under the cooperative principles, participation in the energy community should remain voluntary and accessible to all. Additionally, COEN proactively extends invitations to underrepresented social groups, including women, to join the community, ensuring that inclusivity is at the forefront of COEN's mission.

2.1.10.3 Gender Monitoring

COEN will maintain a balanced team carrying out the work in RESCHOOL activities. The management board will perform the monitoring during the course of the project.

2.1.11 Centre for Research and Technology (CERTH)

2.1.11.1 Policies and context

The Center for Research and Technology Hellas (CERTH) has a [Gender Equality Plan \(GEP\)](#) since 2021 that was adopted following the current demands drawn up both at national level (Action for Gender Equality 2021-2025) and at European level (Gender Equality Strategy for 2020-2025 and Gender equality in the European Research Area).

The aims of the GEP are:

- The recording of the current situation as formed by the procedures and practices applied in CERTH, in order to identify possible gaps or weaknesses in the equal treatment of genders;
- The identification and application of corrective practices;
- The setting of targets and their monitoring through specific indicators;

It is devised according to national and European Union laws and aligns with national initiatives and actions focusing on equality of women and men rights, discrimination banning, equal treatment, harassment in the workplace, social responsibility of organizations.

CERTH's GEP has eight tangible objectives, towards:

1. Embedding a gender-aware culture in the Centre by shifting traditional perceptions;
2. Improving the research quality of the Centre by having heterogeneous research groups;
3. Practicing excellence through female personnel (researchers, technical or administrative personnel) career development and training;
4. Making decision-making more inclusive by including more women in the process thus ensuring diversification of views;
5. Strengthening links with industry by encouraging women to translate their research into tangible products;
6. Becoming an attractive Research Centre for female experts and talents in science and engineering from Greece and abroad;
7. Contributing to the national and European needs for female STEM experts;
8. Assisting in reversing brain – drain by attracting highly-skilled females from abroad.

To achieve these objectives CERTH focuses on six key areas, following the guidelines of the European Institute for Gender Equality (EIGE) aiming to “identify and implement innovative strategies to promote cultural change and equal opportunities in Universities and Research Centres” (EIGE, <http://eige.europa.eu>). These areas are:

- Key Area 1: Governance and decision making.
- Key Area 2: Recruitment, Selection procedures, and Career Progression.
- Key Area 3: Flexible and Agile Working.
- Key Area 4: Gender Strategy in Research.
- Key Area 5: Gender in events and research activities visibility.
- Key Area 6: Gender in Organisation Culture.

Data collected on women / men ratio for the Researchers for the period 2015 – 2021 reveal that there is an overall increase in the number of Researchers, while the number of women researchers remains almost the same over the reference period, with the ratio w/m in 2021 being 20/80. Another indicative ratio is observed concerning w/m distribution, the 91/9 in administration personnel.

2.1.11.2 Progress and actions in RESCHOOL

CERTH is actively engaged in the RESCHOOL initiative, with its personnel drawn from two dedicated research groups: the Media Analysis, Verification, and Retrieval Group and the Brain, Health and Virtual Reality group (BHV). In order to select the personnel for RESCHOOL, the standard recruitment process was undertaken and 3 people were recruited with a gender ratio of 1 woman to 3 men. Consequently, the final composition of the RESCHOOL team achieved a gender ratio of 1 woman to 5 men.

2.1.11.3 Gender Monitoring

CERTH will continue monitoring the gender composition among both RESCHOOL staff and project participants, in accordance with the guidelines outlined in CERTH’s GEP.

2.1.12 Open Remote (OR)

2.1.12.1 Diversity Plan at OpenRemote

OpenRemote does not currently have an explicit diversity plan. Due to the nature of most software companies a majority of staff consists of male.

In its collaboration with universities, we actively promote participation of all genders in student projects, or internships. We do this by active promotion of OpenRemote at several Universities in the form of lecturers and student coaching, tailoring assignments which fit best to individual learning objectives, preferences or skills. Socio-economic or socio-cultural differences are addressed if we realistically can. Assignments can differ widely from the scope, e.g., from deep technical research versus applications, to front-end UX versus back-end algorithms, but also in the way they are supported by (different) staff or different languages.

OpenRemote strives for more diversity by hiring people from different socio-economic, socio-cultural, and gender background. Current staff consists of 15 males and 2 females.

2.1.12.2 Diversity Monitoring and progress and actions in RESCHOOL

OR will continue monitoring gender, socio-economic, and socio-cultural diversity for activities at RESCHOOL level and has a role in the following topics:

1. **The Community Energy Management System (T3.2)** is in its core a software platform solution which can be used by any community regardless of gender, socio-cultural or socio-economic background. The OpenRemote open source community, continuously testing, using and contributing to the software base consists of a socio-economical and socio-cultural diverse user group, continuously giving feedback.

- In the **City pilots** (T4.2), during introduction, testing and support phase, communities will consist of community representatives, safeguarding a representative diversity balance. Their feedback will be evaluated, considering any differentiation on e.g., gender, or language.

2.1.13 City of Amsterdam (AMS)

2.1.13.1 Policies and context

Amsterdam is the epitome of a very diverse society and only with an inclusive and diverse organization can the municipality of Amsterdam better perform its work for the city and be a better employer for all employees. The more diversity in the organization, the better the contact with the city's residents, the more trust there is in the government and the sharper the eye for what is needed. The council is working on this cultural change with the Inclusion and Diversity Administrative Order (2020). In concrete terms, this means increasing the inclusive work culture and increasing the diversity of the employee base.

2.1.13.2 Progress and actions in RESCHOOL

Various managements from the Municipality of Amsterdam are involved in the RESCHOOL project and the Amsterdam Flex-City pilot. The core is formed by the Housing Directorate. This management will employ two women and two men at the start, and several employees will join over the course of the project. When selecting these employees, conscious attention will be paid to a balanced composition (male-female) ratio in the project group.

2.1.13.3 Gender Monitoring

The Municipality of Amsterdam will continue to monitor the gender composition of the staff working on the RESCHOOL project, in accordance with the guidelines set out in the Amsterdam policy.

2.1.14 Diputació de Girona (DdG)

2.1.14.1 Policies and context

According to the order 901/2020 that regulates the gender plans, Diputació de Girona approved its Gender Equality Plan on January 2022. The main objectives of the plan are:

- To achieve a balanced representation of men and women in different professional groups, of occupations and in the management structure of the organization.
- Promote and improve women's access to positions of responsibility. Guarantee equal access for men and women to the organization's training activities, with the aim of promoting its development professional career and its adaptability to the requirements of jobs, and improve its internal promotion. Specifically inform women about training courses for positions that traditionally have been occupied by men.
- Carry out training and awareness-raising actions on equal treatment and opportunities.
- To increase and improve the reconciliation of the personal, family and work life of men and women through awareness campaigns, and the dissemination of permits and legal and contractual leaves of absence existing and the improvements established in the Equality Plan.
- Integrate the gender perspective in all spheres of the organization.
- Promote processes to correct possible salary differences between men and women.
- Update the Prevention and Action Protocol on moral and sexual harassment.

This plan departs of the results obtained in a previous diagnosis of the situation and consists of 19 actions distributed in the following 7 axes:

- Axis 1. Promotion of the culture of gender equality in the institution (includes 8 measures).
- Axis 2. Fight against female underrepresentation (includes 2 measures).



- Axis 3. Promotion of equality in working conditions (includes 2 measures).
- Axis 4. Promotion of the right to reconcile work and family life (includes 2 measures).
- Axis 5. Promotion of occupational health and safety (includes 1 measure).
- Axis 6. Prevention of sexual and gender-based harassment (includes 2 measures).
- Axis 7. Support for female workers who are victims of gender violence (includes 2 measures).

2.1.14.2 Progress and actions in RESCHOOL

The lead person at DdG in the RESCHOOL project is a female, who also coordinates the development of the Spanish pilot and maintains the contact with the municipalities. The onside coordination meetings planned in the RESCHOOL project can be followed online. This is an excellent option that allows the balance between the family and the management of the project.

2.1.14.3 Gender Monitoring

DdG will continue to monitor gender composition of the people participating in the dissemination and communication activities.

3 Application of Gender Dimension in RESCHOOL activities

Table 4 summarises the specific actions where gender dimension is being considered in RESCHOOL activities, in the context of work packages, tasks and/or pilots.

Table 4 Gender Dimension in the RESCHOOL activities

Partner	Action	Task/WP/pilot
UdG	<p>Use of neutral language in all materials derived from Task 2.1, including: the teaching unit and other educational resources to be disseminated in participating schools; surveys and interview guides; presentations, deliverables and other dissemination products.</p> <p>Inclusion of gender and other intersectional factors (such as ethnicity, socio-economic or cultural factors) in the data analysis process. All data collected through surveys and qualitative interviews will be disaggregated. Inclusion of the gender dimension (i.e. sex and/or gender analysis) is taken into account throughout the research, which will allow us to examine data and outcomes in a gender sensitive way.</p> <p>In the results dissemination phase, the analyses will present statistics, tables and figures indicating the relevant gender differences to address intersectional, cultural and systemic barriers to equality, diversity and inclusion for the project's research and innovation content. In the same vein, it is expected that gender-related results will be highlighted in reports and academic publications.</p> <p>The abovementioned steps are expected to constitute evidence of integration of the gender dimension into two important strands, namely inclusive research and inclusive research leadership training for early career researchers who are part of the project.</p> <p>Finally, extensive wellbeing support for staff members of the project is given, including flexible and hybrid working, in order to promote work-life balance and an organizational culture of gender equality.</p>	T2.1

CERTH	<p>The co-design process will include the collection of gender data for all participants in the surveys, interviews and workshops. Throughout the workshops gender-inclusive practices will be applied to promote safe and equal participation.</p> <p>The gamification product will be designed with a gender-sensitive language and guidelines aimed at establishing an inclusive approach throughout gameplay in workshops, outreach campaigns, and similar activities.</p>	T2.3
UIS	T4.2 starts in M18 and focusses on analyzing interactions between the digital platform and target users. To account for potential differences across genders, the analysis requires gender-disaggregated data and gender-aware analysis methods and practice.	T4.2
EREF	EREF will take a gender-balanced approach in the organisation of meetings and events, with regard to equal representation in the line-up of speakers. This applies to all meetings and events organised (or supported) by EREF, and in particular to the stakeholder roundtables that will be held under Task 5.4, as well as to the policy workshop organised under Task 6.4.	T5.4 & T6.4
ESCI	<p>ESCI will adopt a view on gender beyond the binary system and implement this in all its relevant work processes, for example in content creation, on its website, and in setting-up surveys. This includes the adoption of appropriate gender terminology.</p> <p>ESCI will maintain a work environment free from sexual harassment and support the possibility to combine work with parenthood & maintain possibility to flexibly schedule working hours and home office to ensure good work-life balance.</p>	WP6
KMO	Engage the gender balance in the communities in the next participation process lead by municipalities once the PV installations are finished.	Girona Pilot
COEN	<p>Introduction of new members in the community is being done considering gender balance.</p> <p>Participation of community members in the pilot activities of RESCHOOL, including the gamification activities, will be voluntary and open, while promoting the equal representation of all genders.</p>	Athens Pilot
ELEC	When conducting workshops and other co-creation activities to evaluate and improve community platforms and activities, gender balance will be strived for	Stockholm Pilot
ELEC	When communicating about RESCHOOL on our own platforms, such as social media and website, the material will be gender neutral or show both men and women	Stockholm Pilot
ELEC	Analyze data gathered from the pilot in order to understand certain patterns concerning gender, social and cultural factors	Stockholm Pilot
ELEC	Promote gender balance when involving experts, citizens and other actors related to the project	Stockholm Pilot
All	Use of neutral language in deliverables.	T1.1, T6.1, WP7

	<ul style="list-style-type: none"> Submitted deliverables until M10 (D1.1, D1.2, D6.1, D7.1, D7.2, D7.3, D7.5, D7.4) did not require special consideration in terms of gender language. Special attention will be put in WP2 deliverables related with Prosumers, consumers & Stakeholder engagement w.r.t to the use of neutral language. Deliverable reviewers will be expected to check it. 	
All	Gender balanced participation in the SIPAG (Social Innovation and Policy Advisory Group) has been considered. At this stage, 41% of the SIPAG members are women. The target will be to have equal participation on it.	T7-3

4 RESCHOOL gender figures

4.1 RESCHOOL workforce and responsibilities

It is a reality that the energy sector has traditionally been a male dominated area. RESCHOOL encourages to increase the representation of women in the energy and STEM related areas. The project also fosters a gender-balanced leadership and will monitor the involvement of females and males in the team and the activities in order to reduce this disparity in terms of gender balance in the project.

Figure below depicts the gender distribution in RESCHOOL workforce during the period M1-M10 (January - October 2023). In order to compensate the lower participation of women (41% vs 59%) in the project, females are in charge of relevant leadership responsibilities in the project activities. Table 5 highlights this participation and roles.

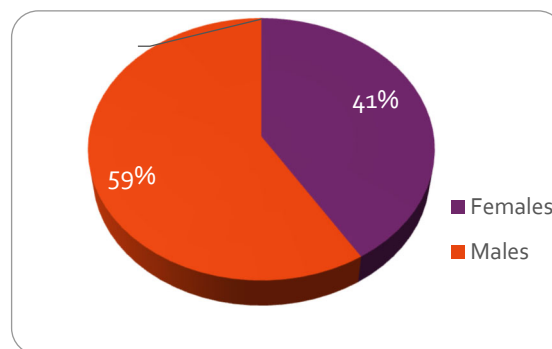


Figure 1 Gender distribution in RESCHOOL

Table 5 Female roles in Reschool

Partner	Relevant female roles in RESCHOOL (M1-M10)
UDG	Sara Murlà has been responsible during M1-M5 of the communication and dissemination activities including community manager at UdG level. Anaïs Varo is the T2.1 leader and Montse Estopa, Adriana Grossu, Begonya Fernandez and Mercè Perez , responsible at EU Office at UdG in the financial and administrative management of RESCHOOL in central services at UdG.
UU	Esther Haak, E. as RSO Officer , provides support with tenders, etc to RESCHOOL team, and Chequita, Markus, C.A. (financial control).

UiS	Torunn Aasland and Iren Lobekk are the economic officers for RESCHOOL.
BBEN	Cristina Corchero, PhD: Bamboo's CTO and Project Management.
RISE	Maria-Angeliki Evliati , Senior Project Manager, Task leader for T1.3 and WP4 leader, Sachiko Muto , Researcher Digital Innovation, Expert on interoperability Zohreh Ranjbar , Senior Researcher Systems Engineering, Expert on data modelling Yelena Vardanyan , Researcher and expert on optimisation Susanne Johansson , Project Controller.
EREF	Dr. Dörte Fouquet , EREF Director and responsible for supervision and overall management, Yola Traum , EREF Legal Advisor and in charge of providing input to regulatory work streams (WP5), Franziska Hörig , Administrative Officer.
ESCI	Former Employee: project manager (M1-M2), Kristine Jung : Caretaker project manager (M3-M4), Veronika Collovati : Social media manager, Anna Muller : Graphics designer, Miriam Vivas : Administrative duties.
KMO	Giulia Torri : Responsible and project manager during months 1-7. Patricia Piqué : Expert in flexibility and energy data. Nuria Gené : Coordination and project manager.
ELEC	Josefin Danielsson : Responsible for project management / coordination Annie Albåge : Responsible for project management / coordination Carina Näslund : Responsible for communication Lena Nielsen : Responsible for administration.
COEN	Maria Margosi : COEN's only full time employee. Responsible for project administration, SSH activities. Responsible for COEN's social media and dissemination activities.
CERTH	Ioanna-Mirto Chatzigeorgiou is leading T2.3, a series of co-creation and co-design activities aiming to develop, test and apply gamification as a tool for increasing wider public engagement and participation in energy communities.
DdG	Anna Camp is the responsible for project management and coordination at DdG level. She leads the Spanish pilot, together with KMo, and is the main contact with involved municipalities.
AMS	Mimi Slauerhoff and Conny Kieboom are involved in the pilot Flex-City OHG. Responsible for process of selection housing associations, organising meetings and the communication with these associations.
LCLF	Ng Chu Lin, Joleen : Responsible for development of the digital platform [IT] Josefin Rosman : Responsible for development of the digital platform [Design] Katarina Bäckström : Responsible for communications

4.2 SIPAG

RESCHOOL project also includes gender balance as one of the criteria when identifying experts and representatives of the various initiatives that will be engaged in the project, to count with a representative expert support of women's perspective and needs. In that sense, the SIPAG (Social Innovation and Policy

Advisory Group has at M10 (October 2023) a 43% of females. This is a live board and the target is to have a balanced composition of males and females at the end of RESCHOOL.

5 Conclusions

The promotion of gender balance and the monitoring of the involvement of women and men has been considered in RESCHOOL since the early stage of the proposal preparation. This deliverable has been elaborated as a Gender Action Plan to be used during the project implementation to foster balanced leadership an equal opportunities to the team participating in the project, also including this balanced participation in the SIPAG. Due to the nature of the project, also the application of gender dimension to RESCHOOL activities at WP or pilot level have been included in the document.

6 Acronyms and abbreviations

Table 6 Deliverable Acronyms

CEO	Chief Executive Officer
CTO	Chief Technology Officer
GAP	Gender Action Plan
GEP	Gender Equality Plan
SIPAG	Social Innovation and Policy Advisory Group
STEM	Science, technology, Engineering and Mathematics
WP	Work Package