



**TARGET** } Taking a Reflexive approach to Gender Equality for institutional Transformation



**Réseaux Méditerranéens des Ecoles des Ingénieurs et du Management (RMEI)**

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# TARGET

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# TARGET } Taking a Reflexive approach to Gender Equality for institutional Transformation

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## **Acknowledgements**

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# PART I.

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## ABOUT RMEI

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*The aim of RMEI is to take into account the unique potential of Mediterranean youth for the shared dream of a better world in the Mediterranean and beyond to become a reality.*

# 1. RMEI

## 1.1 Genesis of RMEI

The Mediterranean Network of Engineering Schools was created in June 1997 at the initiative of the Ecole Supérieure d'Ingénieurs Group of Marseille (ESIM), establishment of the CCI Marseille-Provence.

After its first general assembly in 1997 in Marseille, the RMEI held its annual meeting successively in Barcelona (1998), Tunis (1999), Istanbul (2000), Rabat (2001), Madrid (2002), Patras (2003), Genoa (2004), Algiers (2005), Izmir (2006), Marseille (2007), Hammamet (2008), Rome (2009), Thessaloniki (2010), Rabat (2011) and Venice-Padua (2012).

Since 2001, the RMEI has become the component bringing together engineering schools and technological universities of the Community of Mediterranean Universities (CUM), the official organ of UNESCO.

In 2007, the RMEI has a legal structure (association of French law type 1901) which strengthens its autonomy and its possibilities of collaboration within partnerships between its active members as well as with the associate members, the communities local and the business world.

The RMEI is run by a 7-member board and is administered by a 10-member board of directors.

At its meeting in May 2013, the bureau admitted the principle of hosting a new college within RMME corresponding to the RMEM, Mediterranean Network of Management Schools. At the beginning of 2014, the RMEI consists of 98 members from 16 Mediterranean countries, 22 associate members, some outside the Mediterranean area (Brazil, Black Sea, Russia) and the GAME "**Giovani**

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**Ambasciatori Mediterranei**" which is managed entirely by the students and has correspondents in the majority of the countries concerned by the RMEI.

Since its creation, RMEI has been supported by the CCIMP (Chamber of Commerce and Industry Marseille-Provence), the City of Marseille, the General Council of Bouches du Rhône and the Regional Council of Provence-Alpes-Côte d'Azur. It also receives support from UNESCO (Chair 651 Innovation and Sustainable Development). Since 2010, the RMEI has received significant support from the Municipality of Civitavecchia where GAME's headquarters are located.

## 1.2 A common political will

Since its creation, the RMEI aims to highlight the specific strengths of the Mediterranean based on increased synergies, through the networking of the Grandes Ecoles and Universities and other partners around the Mediterranean, which has the following unique characteristics:

- a historic Mediterranean identity, multicultural, around a sea vector of exchanges and economic activities, cradle of great civilizations and great changes (renaissance...);
- a current crossroads of cultures and exchanges, source of creativity;
- a unique position of interface between Europe, Africa and the East.

The members of RMEI have a common political will to share the ambition to give back to the Mediterranean basin a social and economic place of choice in a new Peace and respect for the future by an exemplary practice of the rules of sustainable development.

While politicians debate the future of collaboration and unions between the Mediterranean countries and European countries, the RMEI wants to be a player for the Sustainable Development and Innovation in the Mediterranean basin.

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## 1.3 RMEI objectives

The Mediterranean countries as the whole planet faces many challenges and environmental problems. Among them the scarcity of water resources, energy, the fight against pollution of the Mediterranean, the maritime highways of the Mediterranean, urban development in connection with climate change, the management of mineral resources, the management of waste, are at the heart of concerns.

RMEI considers training, research, innovation and economic development in a context of mobility of people and for the sustainable development of the Mediterranean as main pillars of its activities:

The objectives are:

- to identify, thanks to the expertise of the scientists-members of the institutions of the RMEI, the research themes that appear to be priorities for the promotion of sustainable development in the Mediterranean through innovation; Energy, water, transport, security, health, urbanism and habitat, waste, electronics. These are concrete issues that the competence of the trainings will help to better define and for which the RMEI will contribute to promote solutions by innovation and in partnership with humanities and social scientists;
- to develop partnerships with the economic world engaged in the Mediterranean: to know each other, to understand each other, to work together to create activities and to facilitate links between students (personal project, internship and recruitment), research and business concerns.
- to provide training and research to the students in the Mediterranean countries which is an important asset for the Mediterranean in the globalization of the economy. It places its action in the context of innovation

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and territoriality. RMEI aims to train the students to become the future engineers / managers / architect-citizens aware of the on the major issues of our societies and planet.

- to enable "student-engineers / managers / architects" to be citizens who are aware of societal, economic and environmental issues in order to situate their daily activities, as men and women, living in a Region and their future managerial activity (industry or service) in the context of sustainable development and territoriality mobility and partnership.
- to disseminate the results of its action to major international organizations (United Nations Decade, UNESCO, UfM,).
- To organize conference, symposiums and workshops related to sustainable development objectives.
- to communicate its actions locally to the suburbs, schools and any local committee concerned with societal approaches to sustainable development.

## 1.4 RMEI mission

The network's mission is the promotion of Sustainable Development of the Mediterranean basin by bridging the Mediterranean countries and its people through the common history, cultural heritage, natural resources, the environment, energy, technology, innovation, new entrepreneurship, mobility and engineering education and gender equity.

The Technical Universities and the Grande Ecoles of the RMEI support their students to be the future leaders and decision-makers in the area.

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- RMEI has as mission to boost the education of Mediterranean students with technical, societal and cultural skills necessary for the development of the Mediterranean.
  - To offer the local communities a pool of researchers of high academic level who can be involved in the identification, monitoring and evaluation of research and innovation policies in the Mediterranean basin.
  - To facilitate meetings between researchers, making it possible to respond as quickly as possible and efficiently to international tenders.
  - To act as an interface between the corporate world and the Grandes Ecoles and engineering schools and in order to facilitate and intensify the relationship Universities-Grandes Ecoles-Research Laboratories-Mediterranean companies at the service of innovation.
  - To boost the recruitment of competent engineers and scientists by major industrial groups but also by SMEs of the Region.
  - To open horizons of young engineers to other regions of Europe and the world by its close links with many laboratories located in European, in Chinese, Japanese, Russian, Brazilian, American, European universities.

## 1.5 RMEI vision

Mediterranean countries face many economic and social upheavals and instability that increase the brain-drain of the young Mediterranean engineers to the Northern countries of Europe, and USA.

RMEI envision to keep the unique potential of Mediterranean youth and boost the shared dream of a better world in the Mediterranean and beyond.

RMEI envisions:

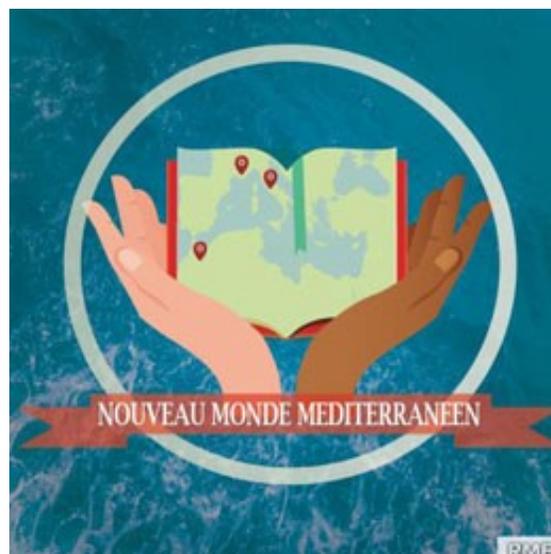
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- To reduce the brain-drain of young engineers towards Northern European countries and keep the talents in the region.
- To boost the cultural identity and Mediterranean heritage of students and young engineers.
- To encourage the development of engineers, managers, architects, citizens mastering moreover science and technology, the desire to undertake, to innovate, to dialogue, to listen.
- To contribute to the development of cultural and religion tolerance by being a network of conviviality.
- To work for the peace in Mediterranean countries though education.

Altogether, entrepreneurs, teachers, researchers, citizens, policy makers, we must collaborate whatever the scientific, societal or economic themes that we represent.

The youth must now be convinced of the challenge of sustainable development and we must all together study, identify and propose pathways based on training, research and innovation in relation to the entrepreneurial world. responses to the challenges of the Mediterranean.



## 1.6 RMEI activities

The RMEI network has been especially active in the field of young people. GAME, "Giovani Ambasciatori Mediterranei" is the group of young students in the RMEI network, established in 2012. With this network, RMEI tries to build bridges between its young engineers. In addition, the HOMERe (High Opportunity for Mediterranean Executive Recruitment) programme was launched by the RMEI (Mediterranean Network of Engineering and Business Schools) and the French Foreign Trade Advisors in 2015. Its aim is to enhance youth employability in the Mediterranean basin (see **ANNEX 4** for details).

# PART 2

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## GENDER EQUALITY SURVEY

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## 2. TARGET PROJECT and RMEI

The objective of TARGET is to contribute to the advancement of gender equality in research and innovation (R&I) by supporting a reflexive gender equality policy in seven Gender Equality Innovating Institutions (GEIIs) in the Mediterranean basin - including research performing organisations (RPOs), research funding organisations (RFOs) and a network of universities (**RMEI**).

The TARGET countries have been characterized as relatively 'inactive' in developing gender equality policies in R&I. The widening gap between 'proactive' countries and 'inactive' countries is a worrying development – as some countries are being 'left behind' – which if nothing is done may have negative implications on the quality and excellence of R&I throughout Europe.

The TARGET approach goes beyond the formal adoption of a gender equality policy by emphasising an iterative and reflexive process towards equality at the institutional level as well as the establishment of a community of practice for gender equality within the institution: actual change is the result of increased institutional willingness and capacity to identify, reflect on and address gender bias in a sustained way.

Starting point and anchor of the process is a tailored **Gender Equality Plan** or **Strategy** (GEP/GES) in each GEII which will be designed, implemented, monitored, self-assessed and evaluated in the course of TARGET.

Within TARGET, change for achieving gender equality in R&I is defined as a three-dimensional construct:

- 1) addressing gender bias in human resource management (recruitment, retention and career progression of female researchers);
- 2) addressing gender imbalances in decision-making processes and
- 3) strengthening the gender dimension in R&I content and Higher Education (HE) curricula.

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TARGETs' GEIs have been selected for their potential to initiate change in the national discourse on gender equality in R&I in countries with limited gender equality policies in R&I.

TARGET adopts a comprehensive approach to institutional change (fixing the numbers of women; fixing organisations; fixing knowledge) and aims to address gender bias in three substantive areas: human resource management, decision-making processes, R&I content and higher education curricula.

**RMEI network of universities plays a key multiplier and change-enabling role for its member universities.**

## **2.1 Towards an RMEI Gender Equality Strategy (GES)**

RMEI is a network of about 100 universities in 16 countries with a Mediterranean culture.

Despite an extensive gender awareness within its central structure and many of its active representatives in the universities, to-date RMEI has no explicit gender policy in place. A first attempt to establish a gender working group a few years ago was in the end not successful due to no clear leadership as well as lack of time and resources for networking activities aimed at assessing gender issues.

RMEI has no quantitative data on sex composition of students and staff of all members available, nor a comprehensive understanding of the most relevant problems to be addressed.

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Huge cultural, socioeconomic and political disparities across the Mediterranean basin are of high relevance for developing an effective line of action to support actual change.

The RMEI GES will focus on the following priorities:

- (1) to establish a sustainable structure for dealing with gender issues on a network level (gender equality working group),
- (2) to develop a strong gender equality mission statement which is connected to the environment, technology and sustainability to be approved by the RMEI general assembly and
- (3) to build up competence to support network members in establishing a gender equality policy or structure.

The starting point for the establishment of a gender equality working group within RMEI is a group of representatives of universities. All representatives are senior researchers at their own organisation, bring along gender competence and are committed to participate actively in TARGET.

The RMEI working group is also open on representatives from all RMEI members. In concrete the composition of the group is as follows:

- Prof. Anastasia Zabaniotou, TARGET RMEI Co-ordinator, RMEI board member and professor at [Aristotle University, Greece](#).
- Prof. Olivier Boiron, General Delegate of RMEI, professor at [Ecole Centrale Marseille](#), France.
- Prof. Massimo Guarascio, professor at [Sapienza University of Rome](#), GAME/RMEI, Italy.
- Dr. Mara Lombardi, [Sapienza University of Rome](#), President of CAD Engineering of Security, DICMA.
- Prof. Fatma Ashour, RMEI board member, professor faculty of engineering, [University of Cairo](#), Egypt.

- Prof. Ibtissam Medarhi, professor at [Ecole Nationale Supérieure des Mines de Rabat](#) (ENSMR), Gender equality at ENSMR, Morocco.
- Prof. Khalid Najib, professor at [Ecole Nationale Supérieure des Mines de Rabat](#) (ENSMR).
- Prof. Amaia Lusa, professor at [Universitat Politècnica de Catalunya](#), Barcelona, Spain.
- Irene Jorge, European Projects Office, [Universitat Politècnica de Catalunya](#), Barcelona, Spain.
- Prof. Juan Jesús Perez, professor at [Universitat Politècnica de Catalunya](#), Barcelona, Spain.

Members of the RMEI TARGET team committed themselves to:

- conduct a gender analysis and develop a gender equality strategy for RMEI as an implementing institution within TARGET;
- develop an GES for RMEI and support its approval by the General Assembly of RMEI;
- examine the tools developed within TARGET if/to which extend they are applicable in their home institution;
- present TARGET results to RMEI member institutions and provide feedback to TARGET;
- actively participate in dissemination activities of GEIIs.

The focus lies on the development of a GES which includes the development of a mission statement.

The first task in the project will be collecting quantitative and qualitative data on gender issues (sex segregated data on students, staff, management of RMEI universities, gender studies, gender policies) in the universities represented in the RMEI TARGET team. Based on that, relevant gender gaps are identified, and a first discussion of gender equality priorities takes place. The discussion will be continued with the goal to formally establish a gender equality working group and **Réseaux Méditerranéens des Ecoles des Ingénieurs et du Management (RMEI)**

to have a draft mission statement in terms of consolidating a sustainable line of action to support institutional change in RMEI universities.

## 2.2 Development of a questionnaire

The RMEI Gender Equality Survey is part of the activities started on the 1<sup>st</sup> of May 2017, aiming at the development of a GES and a mission statement. The survey was the first one on gender equality carried out among RMEI member institutions. It is presented in **ANNEX 1**. A list of RMEI member institutions is provided in **ANNEX 2**.

The survey was based in a previous published survey made by the CESAER network. CESAER is the Conference of European Schools for Advanced Engineering Education and Research. It is a not-profit international association of leading European universities of technology and engineering schools/faculties at comprehensive universities and university colleges.

The goal of the survey is to get an overview about the state of play of gender equality and its management at RMEI member Universities.

In a first step, the contact persons for gender related activities at the RMEI member institutions were identified in order to start forming a community of gender equality practitioners within the association.

The questionnaire was prepared in an iterative way based on a draft prepared by the working team that was suggested, commented on and amended by the members of NOTUS.

The structure of the questionnaire was as follows:

- 1) Three questions for identification of the respondent person and institution
- 2) One question on how gender equality is embedded in the university
- 3) Two questions on the presence/ absence of a Gender Equality Plan and whether the organization assesses its implementation

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- 4) Initiatives and measures supporting Gender Equality,
- 5) Barriers
- 6) Statistics: top management, academic staff, students,
- 7) Examples of best practices at RMEI members-Universities
- 8) Future steps

In November 2017, the questionnaire was distributed to the gender equality contact persons at RMEI member institutions and, by January 23, the responses were received.

The survey and a draft report were discussed in the Institutional TARGET workshop organized by RMEI at Ecole Centrale Marseille, on the 23 of January 2018 (See **ANNEX 3**). In this workshop, the author asked the working team members to contribute by providing some data about the gender equality strategies and plans of their Universities, that were presented and discussed by the members of the working team.

Results of the discussion in the context of this workshop were considered in the final report and were integrated in the summary, conclusions and recommendations of the present report.

This report presents a first attempt to gather information on gender equality for the RMEI member universities and provides a basis for developing a strategy in RMEI.

All parts of the report provide a picture of the present state of gender equality at the targeted Mediterranean Engineering Schools.

## 2.3 Survey's data elaboration

RMEI member institutions are universities of Engineering, Architecture, Management. Therefore, the results of the present survey divert from surveys and studies that are strictly focussing on STEM fields.

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In most Mediterranean Countries, apart from France where Grande Ecoles are concerned, the Engineering Schools are part of the University which comprises sciences, social sciences, economics and humanities, education, law, or even medicine. Due to the fact that RMEI is an Engineering Schools network, an effort was made to collect data only for the engineering schools. This, however, doesn't not give us the bigger picture of the strategy and plans that the University has taken on gender equity. Usually, Schools on social science, philosophy, psychology and education are more active in organising related events, participating in the University related committees or even create a plan and strategy. As a consequence, the results of the present survey divert from surveys and studies that are based at the University level.

It would, of course, be interesting to analyse in detail the gender distribution and plans in the different RMEI members' institutions because there are certainly big cultural, religion and structural differences between the different Universities belonging to the North, South and East Mediterranean.

This would certainly be an interesting task for future analyses. In this report an effort was made to present the results of the questionnaire by considering the responses from Engineering Schools that belongs to North Mediterranean and which include European countries that belong to the EU and the South Mediterranean area Engineering Schools that are located in the North African Mediterranean Part, not belonging to the EU and having different traditions and religions.

The questions related to statistical data addressed university leadership, academic staff, and RMEI board members. The data characterises the situation for autumn of the 2017/18 academic year.

For data analysis, several steps were followed:

- Filter the data.
- Twelve responses that did not carry information were deleted.
- Some variables that will not be useful in our study were removed.

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- The name of the university has been replaced by the location of the university on the Mediterranean (south of the Mediterranean, North of the Mediterranean), in order to compare gender equality between the two sides of the Mediterranean.
- The Southern Mediterranean is presented by the countries: Morocco, Tunisia, Egypt, Lebanon, and the Northern Mediterranean by France, Greece, Spain, Italy.
- Some variables have been merged.
- Missing values were declared.
- When there is no value, the entered value is 9999.

## 2.4 Results and interpretation

In the present survey, four levels were defined for the academic staff based on steps in the academic career and related “academic seniority”:

- Full professors or equivalent as the highest post
- Associated professors or equivalent
- Assistant professors or equivalent and
- Other scientific staff.

The segregation of the academic staff in four levels seems justified by the fact that in the vast majority of Member States four levels of academic staff are defined, even when different titles are used. In some countries, though, there is a wider spectrum of academic positions. Twenty-three institutions responded in accordance with their staff structures so that the resulting data provide a valid presentation of the situation at RMEI member institutions.

The survey did not collect data for the undergraduate students, Masters and doctoral levels. It was considered that GAME the Network within RMEI for the young students, could work on collecting data and analyse the gender perception among students, in order to shape a strategy on gender equity at RMEI.

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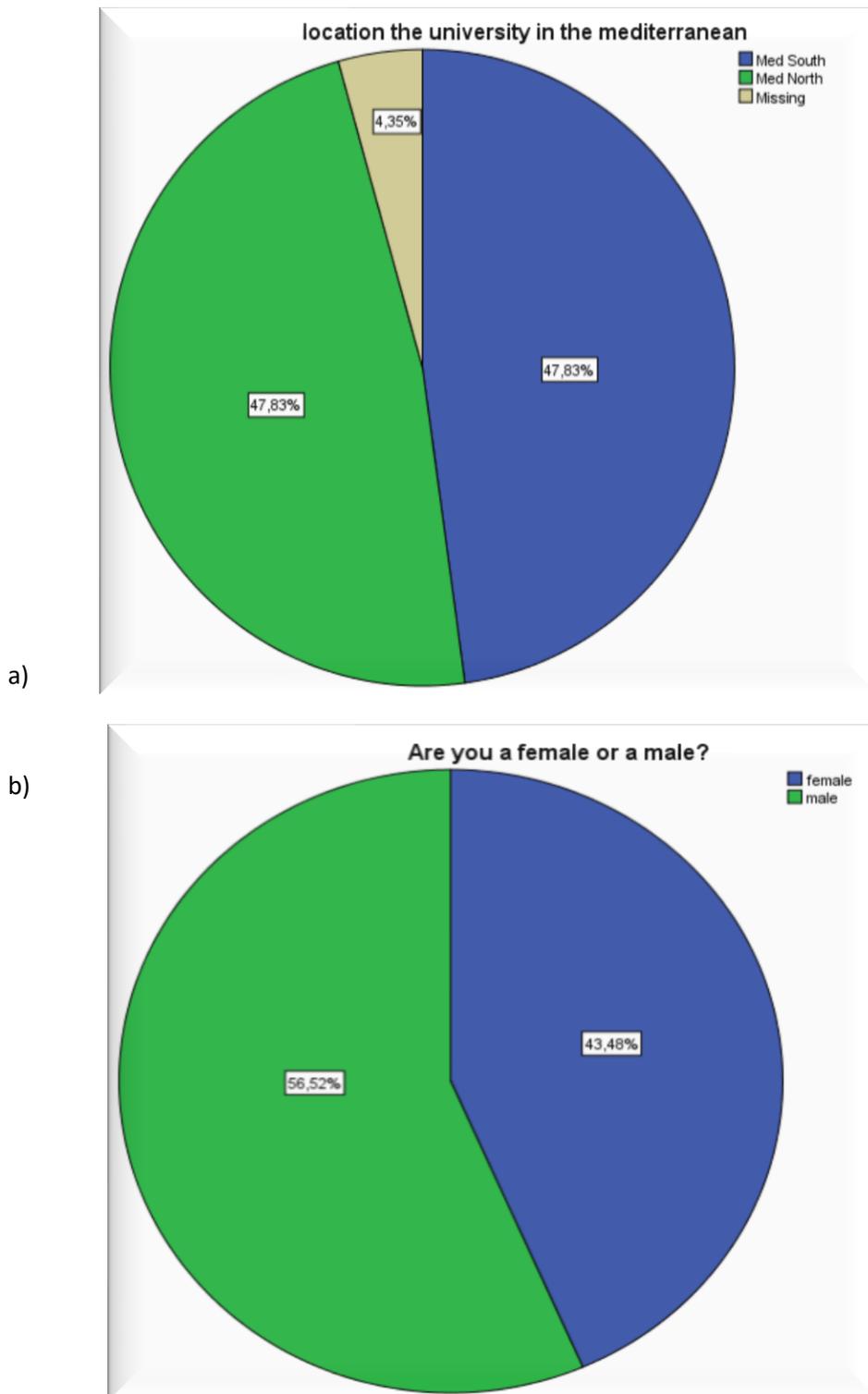
Summing up, in all categories some RMEI member institutions (that is below the 50%) provided statistical information so that it was possible to draw representative if still indicative conclusions.

For future surveys, it will be possible to draw lessons from the present experiences leading to even better and more complete results possibly covering all RMEI member institutions.

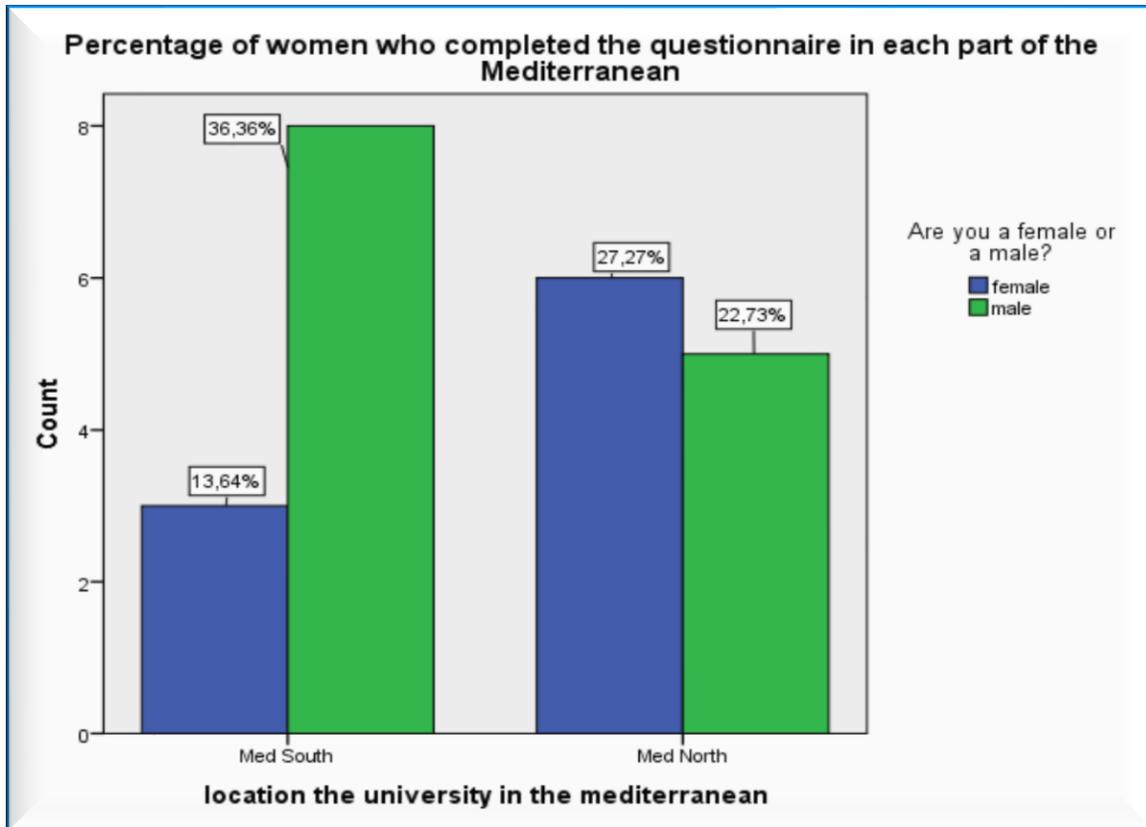
### **2.4.1 Who responded to the questionnaire**

23 Universities from Northern and Southern Mediterranean located countries Engineering Schools responded to the survey. The universities from the Northern and Southern Mediterranean that responded, represent a 47.83% response rate (**Fig. 1**).

Concerning the percentage of men and women that replied, 43.48% of respondents were women and 56.52% were men (**Fig. 1**). The percentage of women from the Northern Mediterranean countries belonging to the EU and from the Southern Mediterranean countries belonging to Africa are depicted in **Fig.2**



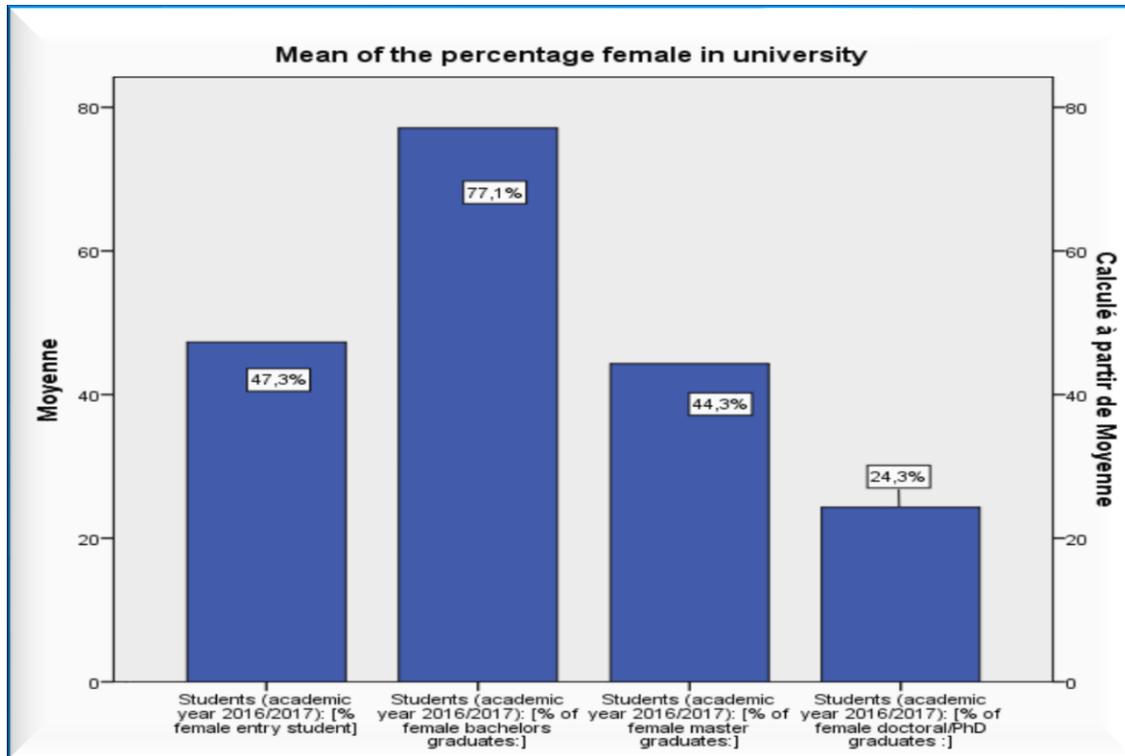
**Figure 1.** Distribution of responders



**Figure 2.** Distribution of female respondents in the Northern and Southern Mediterranean

## 2.4.2 Gender statistics from RMEI Universities

From the survey it was revealed that **77.1%** of RMEI Universities bachelor graduates are females while only **24,3% of** doctorate / PhD graduates are women (Fig. 3).

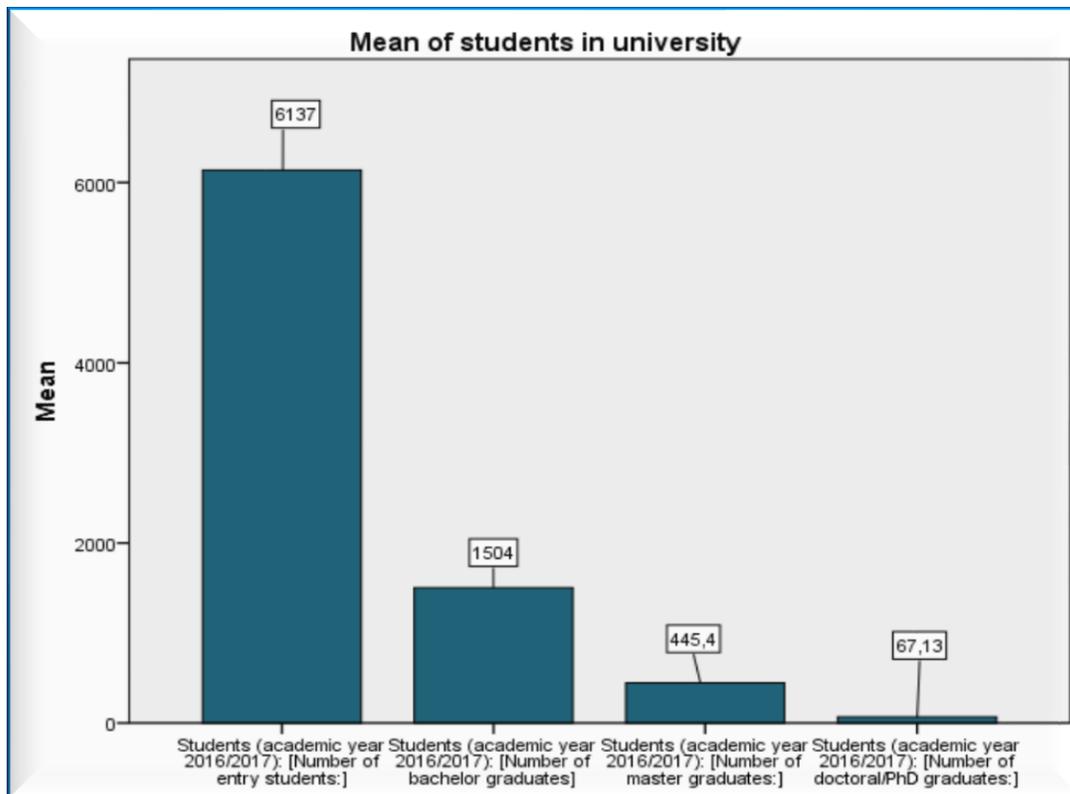


**Fig. 3.** Female undergraduates and PhD students in RMEI Universities

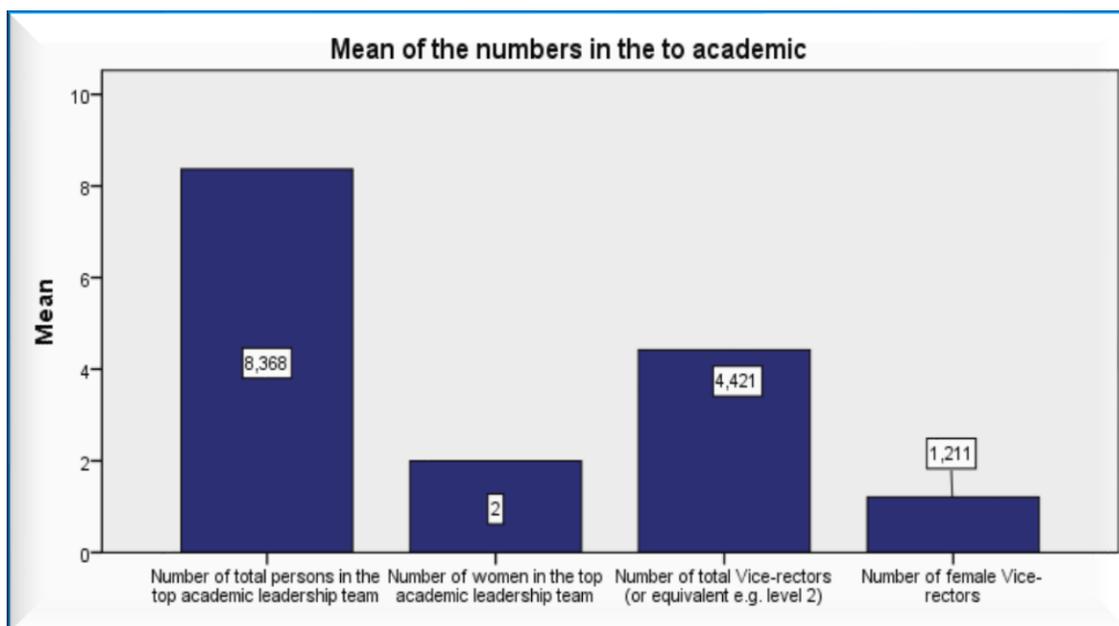
The above percentage were derived from the average numbers of students enrolled in the Universities. **Figure 4** presents the average numbers of students enrolled in all levels for the academic year 2016-2017.

**Figure 5** presents the average number of persons in the top academic leadership (level 1). Among the 8,36%, 4,42% are women which is almost 50% in the top academic leadership (rector ship).

**Fig. 6** presents the percentage of female leadership at level 2 (vice-rectors) at Universities located in the European of African Mediterranean.

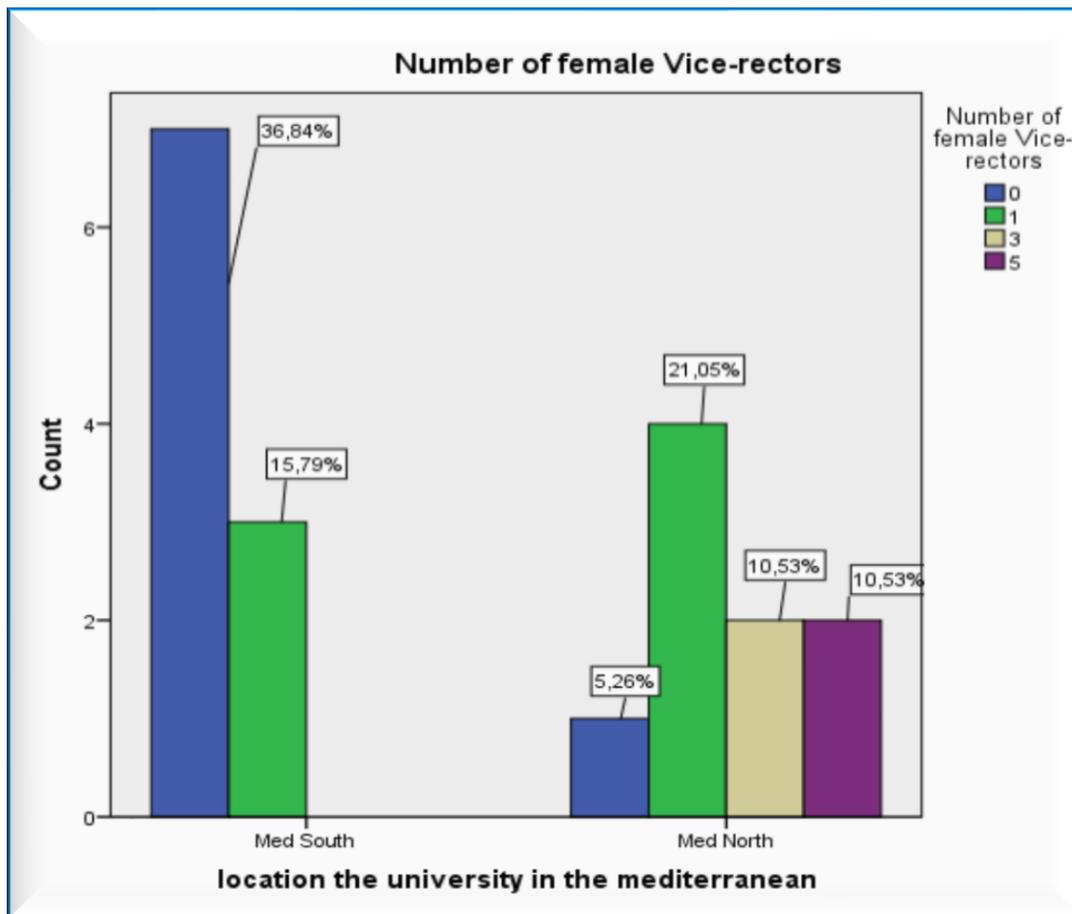


**Fig. 4.** Average number of students of any level enrolled in 2016-2017 at RMEI Universities



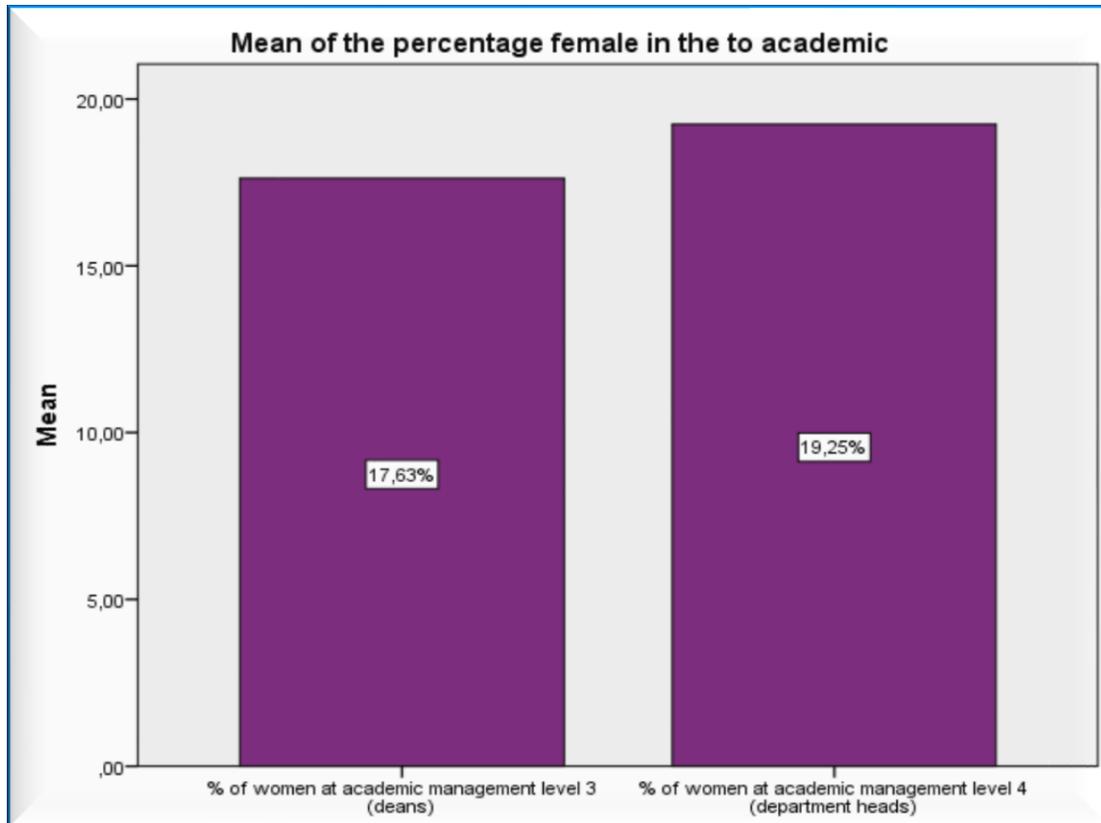
**Fig. 5.** Average number of women in the top (level 1) RMEI Universities leadership (Rectors) in 2016-2017

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**Fig. 6.** Female leadership at level 2 (vice-rectors) at Universities located in the North and South part of Mediterranean.

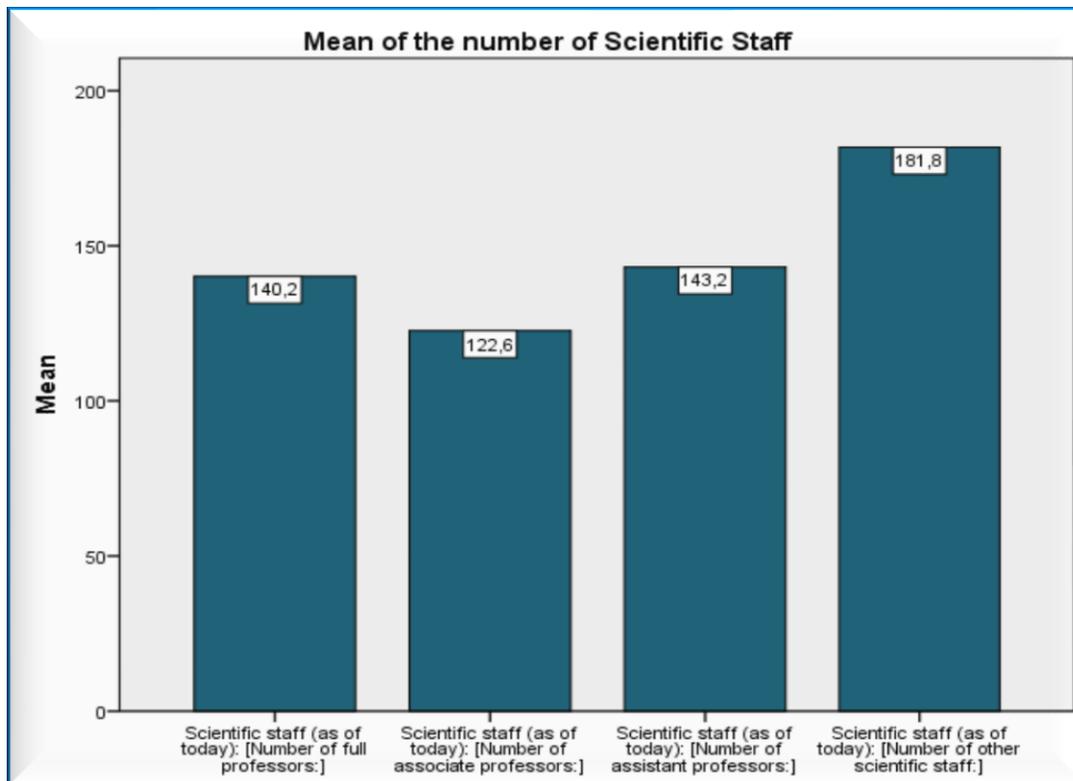
In the level 3 of academic management which includes Dean of Schools, there is a presence of 17,63% of women. In the level 4 of the academic management (head of Departments) 19,25% of is represented by women (**Fig. 7**).



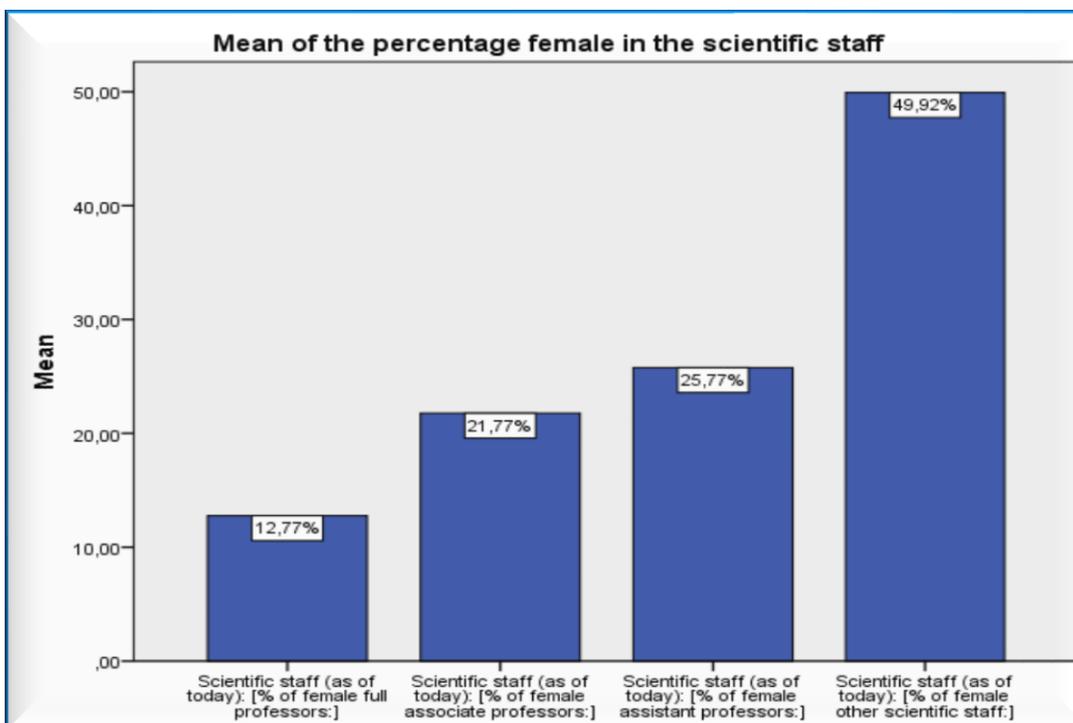
**Fig. 7.** Average number of women in the level 3 of management (deans) of RMEI Universities in 2016-2017

**Fig. 8** presents the average number of academic staff that includes professors, associate professors, assistant professors, and other scientific staff, and the **Fig. 9** presents the average of percentage of women.

As notice in **Fig. 9.**, The percentage of the female full professors is low, only **12,27%**, compared to percentage of female assistant professors which is almost the double, **25,77%**.



**Fig. 8.** Average number of all level of professors



**Fig. 9.** Average number women at all level of professor

### **2.4.3 Gender Plan/Strategy (GPS) in RMEI Institutions**

Institutional change is a strategy aimed at removing the obstacles to gender equality that are inherent in the research system itself, and at adapting institutional practices. Within an institutional change approach, the focus is on the organisation.

Research organisations and higher education institutions are invited to implement institutional change relating to human resources management, funding, decision-making and research programmes.

The main objectives of institutional change are to enhance women's representation and retention at all levels of their scientific careers and to promote the integration of the gender dimension in research and innovation content.

Both women and men are working in research organisations and higher education institutions, and they take up distinct roles, such as conducting research, teaching, managing staff and structures, or implementing procedures. To address the structural production of inequalities in research and higher education institutions, it is crucial to identify and act upon the mechanisms that need to be changed. Institutional change is needed because it will be beneficial to the organisation as a whole, and to society more generally.

Answers were provided by the responding universities for the implementation of a GPS at their University level and not only at Engineering Schools level, since Engineering Schools in most Mediterranean Countries belong to the University administrative structure and managed by the rector or president of the University.

The Gender Equality Plan is considered as a tool for structural change. This set of questions, with different degrees of complexity, is meant to articulate a strategic view aimed at achieving gender equality plan in RMEI and its members institutions.

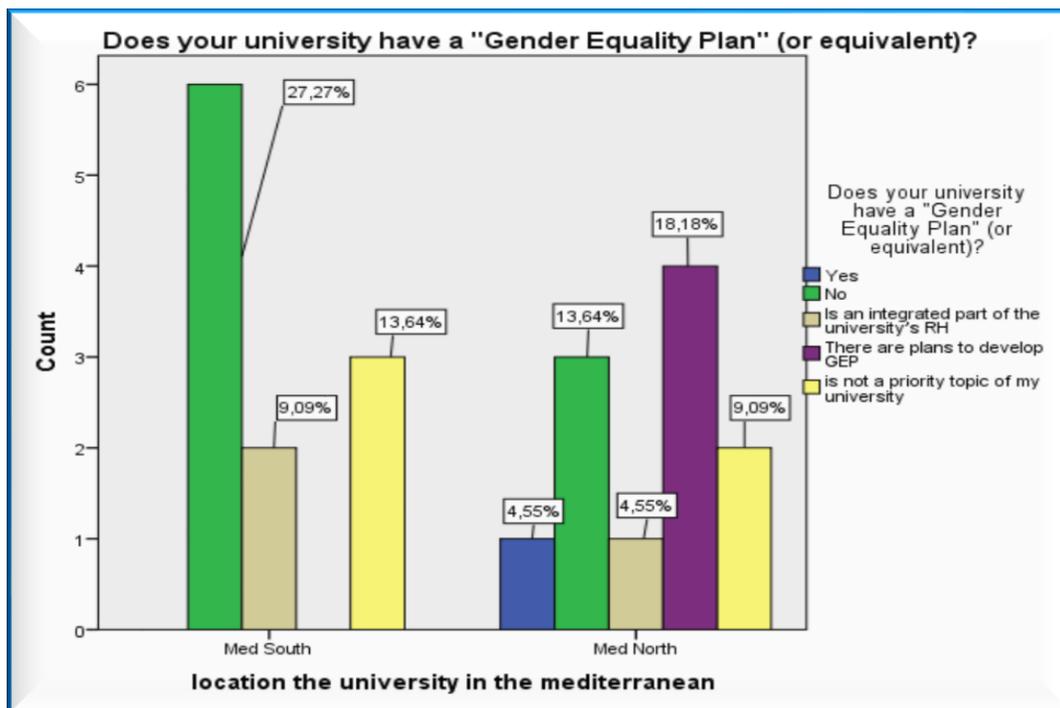
A gender equality plan needs to be strongly supported by a dedicated structure. Structures to support gender equality work are dedicated organisational arrangements which are mandated to support structural change towards gender equality through their work. Such a structure may already exist in the research organisation or higher education institution. Examples include: gender equality offices/units, services or gender equality networks.

The objective of RMEI is to ensure the implementation and monitor the GEPs.

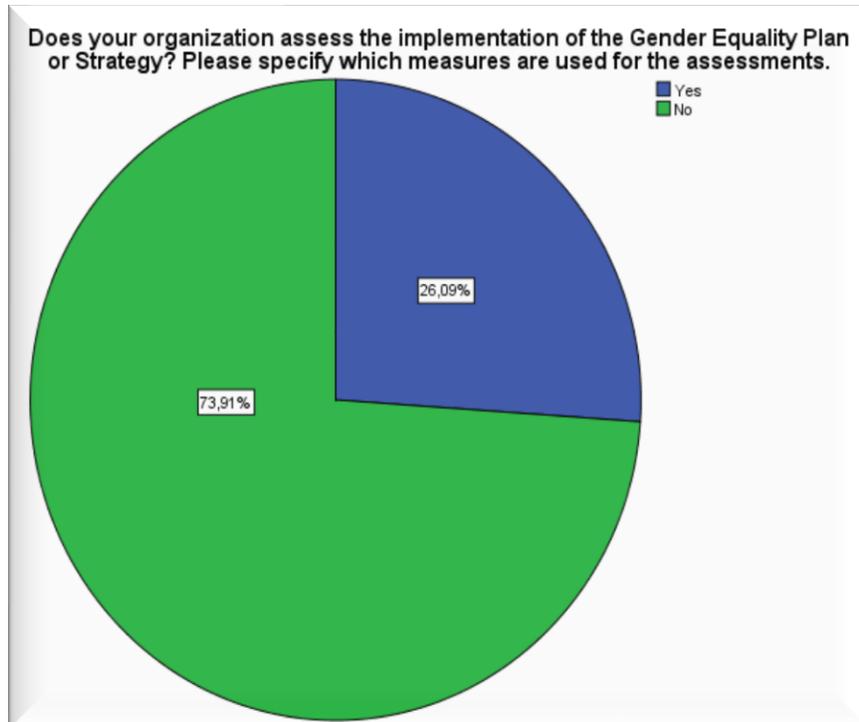
For the question « Does your university have a Gender Equality Plan? » 39.01% don't have any plan and 21,74% have plans to develop one. And of the others, this plan is not among the priorities of the school. The results of the survey show that only a very small number of Universities have a GEP. Only Universities belonging to Northern Mediterranean countries have a GEP while the Southern Mediterranean Universities replied that they don't have one (**Fig. 10**).

Only 26.09 % of the RMEI responded member Engineering Schools have assessed the implementation of a GEP, and also have measures in place for gender equality, as shown in **Fig. 11**.

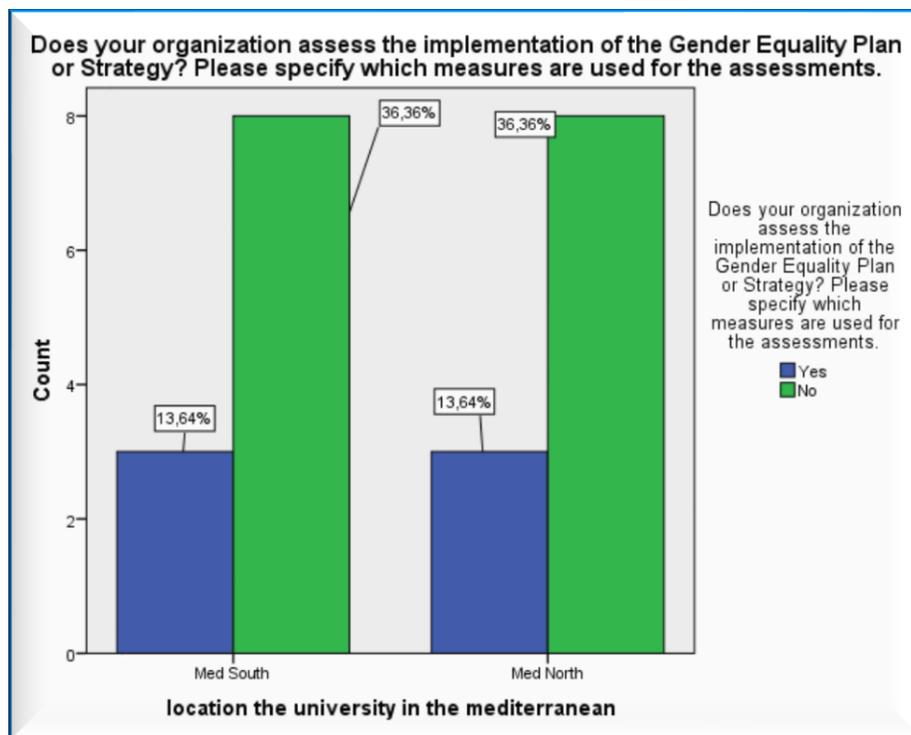
In **Fig. 12** similar results are presented in relation to the location of the University in the Northern or Southern part of the Mediterranean.



**Fig. 10.** Universities having a GEP



**Fig. 11.** Assessment of the implementation of the Gender Equality Plan



**Fig. 12.** Assessment of the GEP by North and South Mediterranean Universities

**Réseaux Méditerranéens des Ecoles des Ingénieurs et du Management (RMEI)**

<http://www.rmei.info/index.php/en/>

## 2.4.4 GPS recruitment measures at RMEI institutions for the academic year 2016-2017

Research organisations and universities are also work environments in which all staff should be able to freely develop their skills and fulfil their expectations. Since these work environments are made up of women and men, adopting a gender-sensitive perspective in this regard makes sense.

A broader diversity or anti-discrimination strategy and/or plan addressing gender among other issues, is not the same as having a Gender Equality Plan. A strategy should rely upon sufficient data on gender and need to address gender through a limited number of measures and indicators.

Quotas are only one among many measures for increasing women's representation. Gender quotas have led to remarkably rapid increases in women's representation in some cases but also created controversial discussions in other cases.

The question '*Which of the following GE activities were implemented at your university in 2016 and 2017?*' was based on several variables, mainly concerning recruitment and promotion;

- Specific recruitment and promotion policies for female academics/researchers
- Measures, including quotas, to ensure a balanced composition of females and males in University's committees

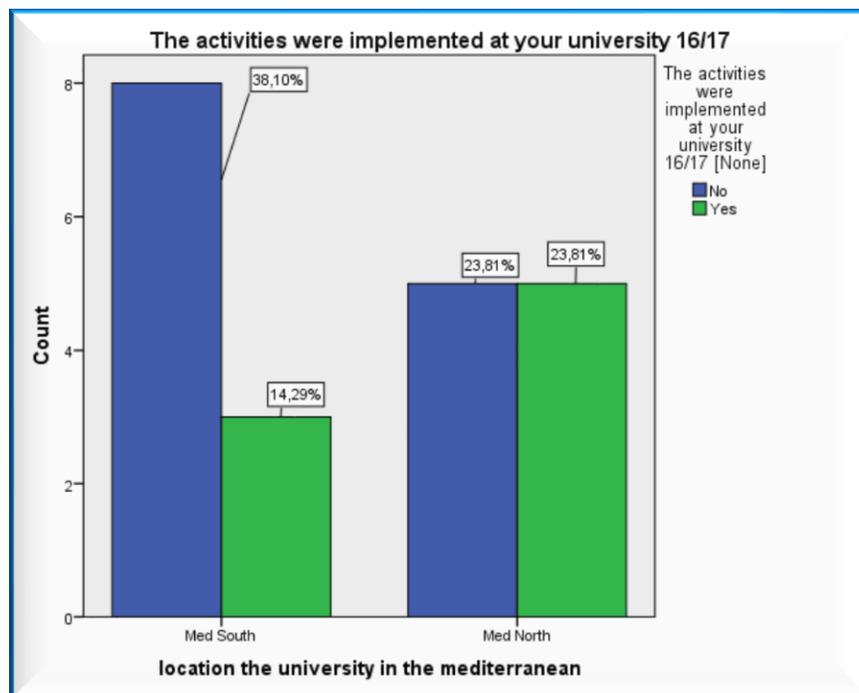
Regarding the question of the presence of activities concerning Gender equality at your University, 38,10% replied negatively from the Southern Mediterranean Universities and 23,81 from the Northern Mediterranean part. The survey showed that activities on GE were implemented at 23,81% of Northern Mediterranean Universities, while this number is much lower (14,29%) for the Southern part of the Mediterranean (**Fig.13**).

73.91% of the RMEI member Engineering Schools respondents don't have specific measures for attracting female students and the location of the University in the North of South side of Mediterranean does not affect the results (**Fig. 14**).

Only 4,76% have taken measures to recruit more females. This percentage is very low and does not vary according to which side of the Mediterranean Universities are based, as depicted in **Fig.15**.

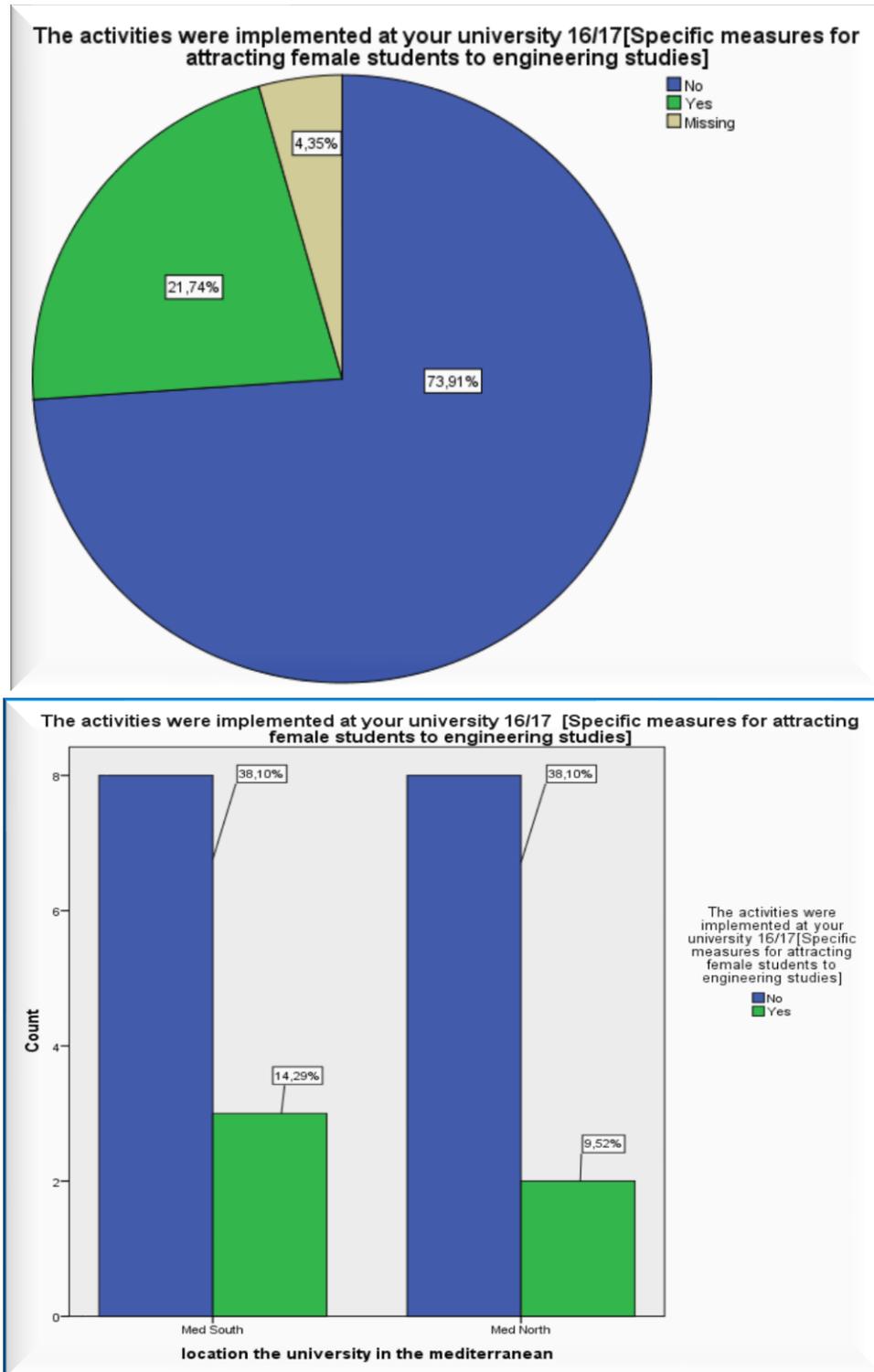
For the question if there are measures to enhance the participation of women in Universities' communities, the percentage of positive reply was very low (4,2%) and again does not vary for Universities on both sides of the Mediterranean (**Fig. 16**).

Concerning the question of whether there is a requirement for female participation in committees, only 10% from the Northern Mediterranean Universities replied positively. This can be explained by the fact that North Mediterranean countries Universities belong to EU countries and follow EU regulations and directives in GE application at the Universities (**Fig 17**).

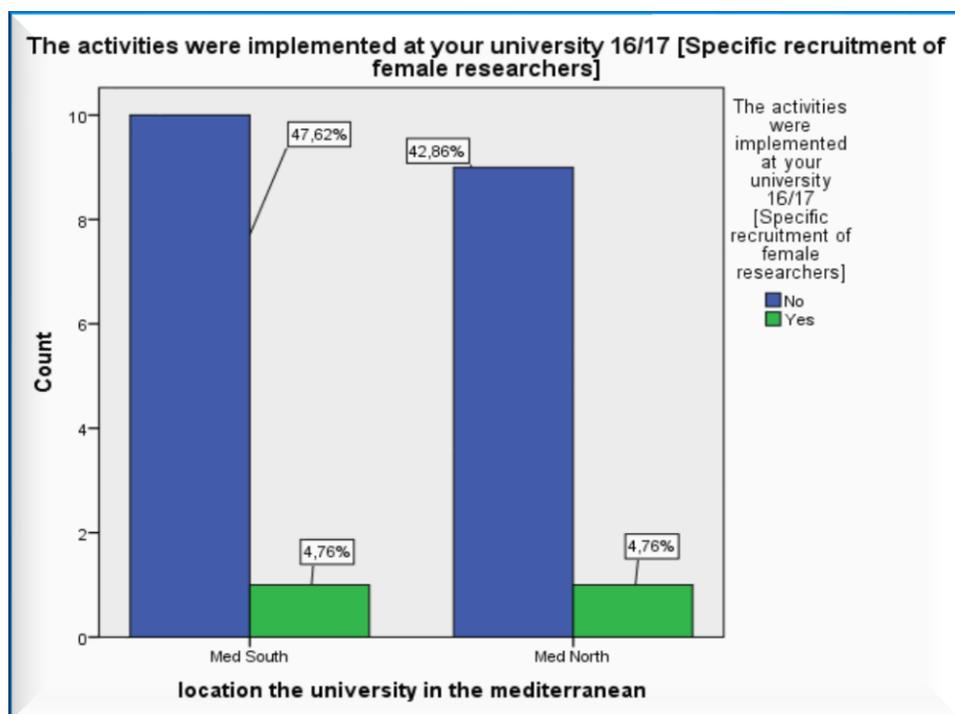
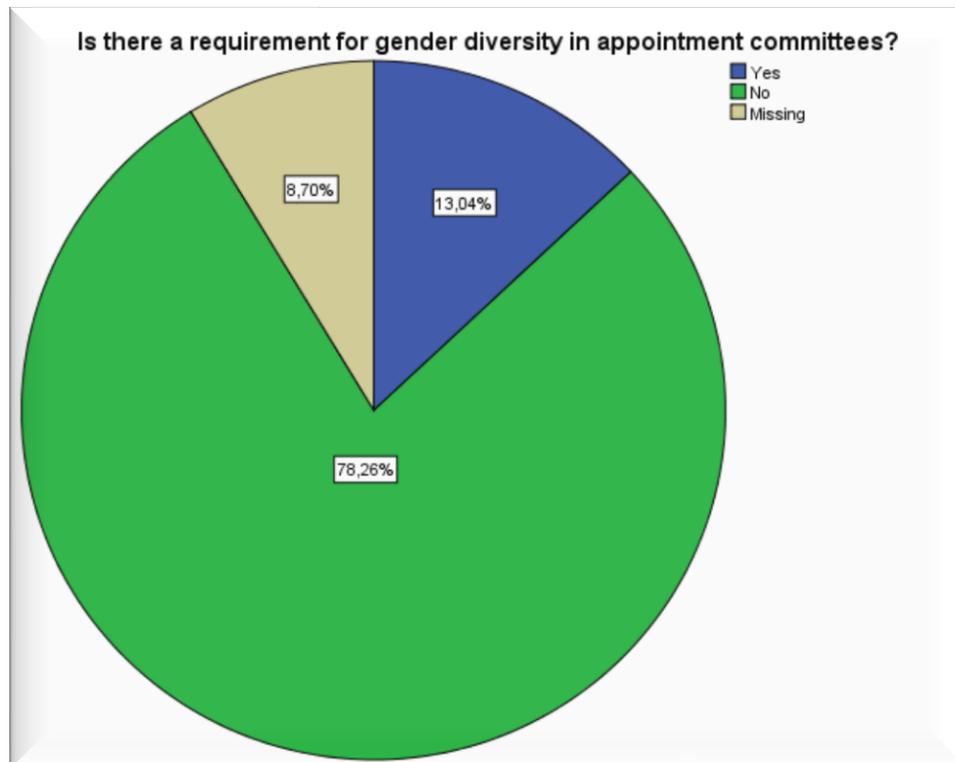


**Fig.13.** Activities implemented on GE

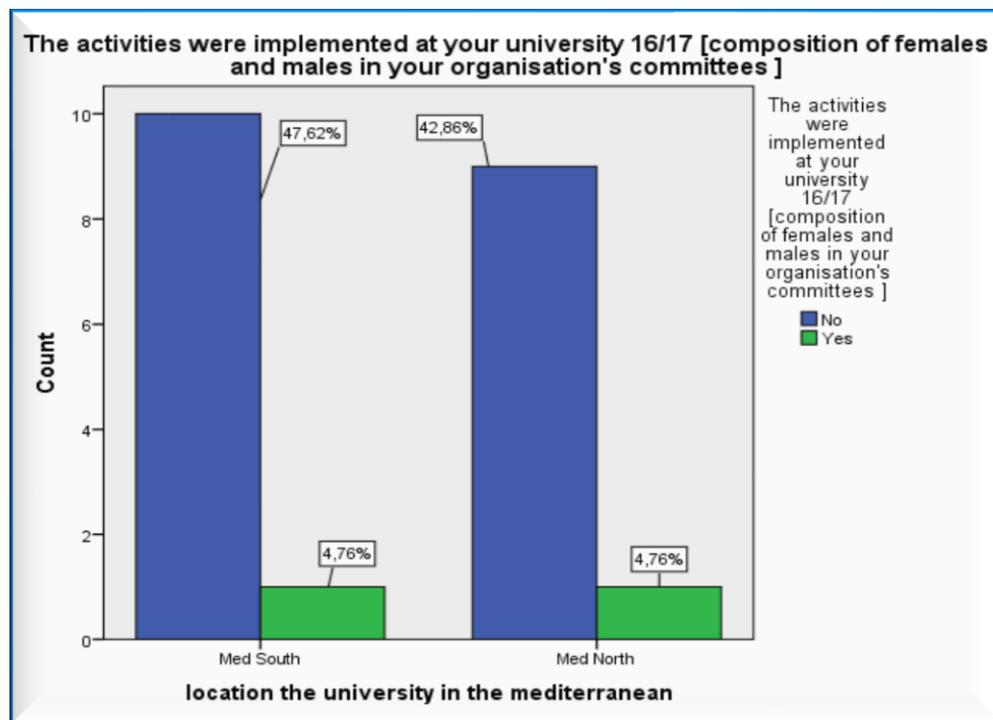
**Réseaux Méditerranéens des Ecoles des Ingénieurs et du Management (RMEI)**



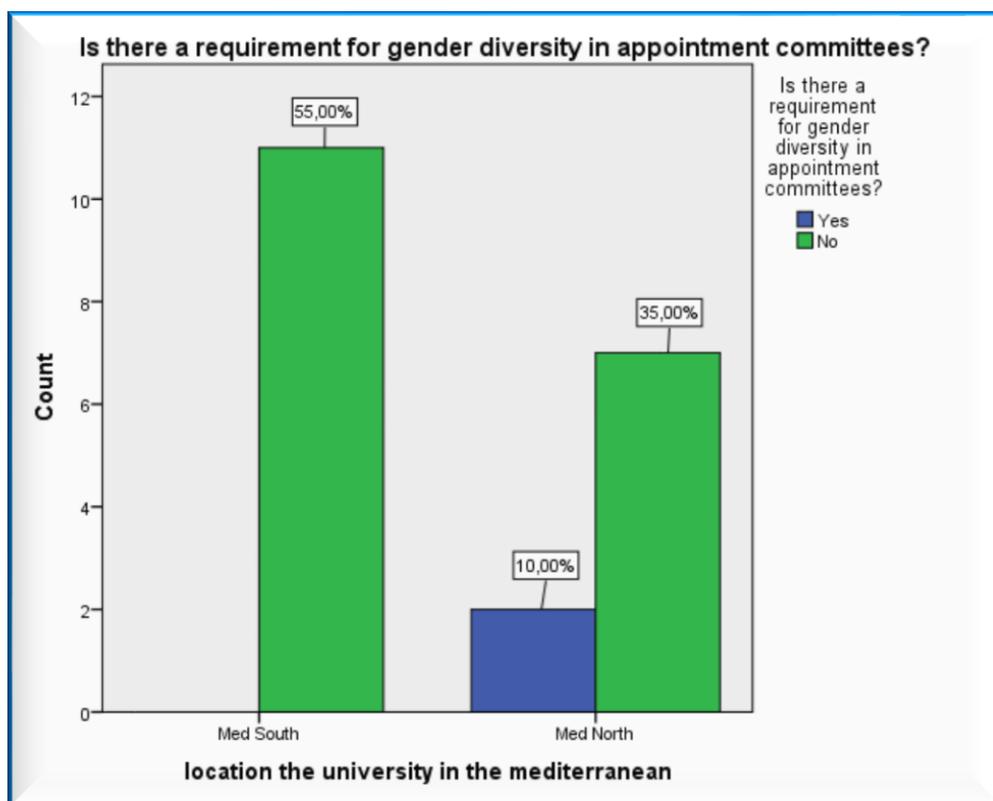
**Fig.14.** Measures for attracting female students



**Fig. 15.** Specific measures for recruiting female researchers



**Fig. 16.** Specific measures for enhancing female participation in committees



**Fig. 17.** Requirement for enhancing female participation in committees

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## 2.4.5 GPS measures at RMEI Institutions

Enabling work-life balance in academia brings benefits for both sexes. These benefits are relevant both to the individuals, in terms of well-being and motivation, and to the organisation, in terms of effectiveness. Additionally, better work environments contribute to retaining and attracting talent. They are part of a more sustainable management of human resources

For the same question on GPS implementation, other variables were analysed concerning the development of the career trajectory of a female academic/researcher, which are the following:

- Flexible career trajectory measures
- Breaks, gender aware mobility conditions measures
- Work-life-balance measures (e.g. parental leave, flexible working arrangements for researchers)
- Development of gender competence at your university (e.g. specific leadership training, gender/diversity training for top or middle management, mentoring for female researchers)
- Networking opportunities for the development of gender competence for female researchers?

The purpose of those questions was to explore the employment trajectories, aspirations, work-life balance and career mobility of women working in academia/research in the Mediterranean countries.

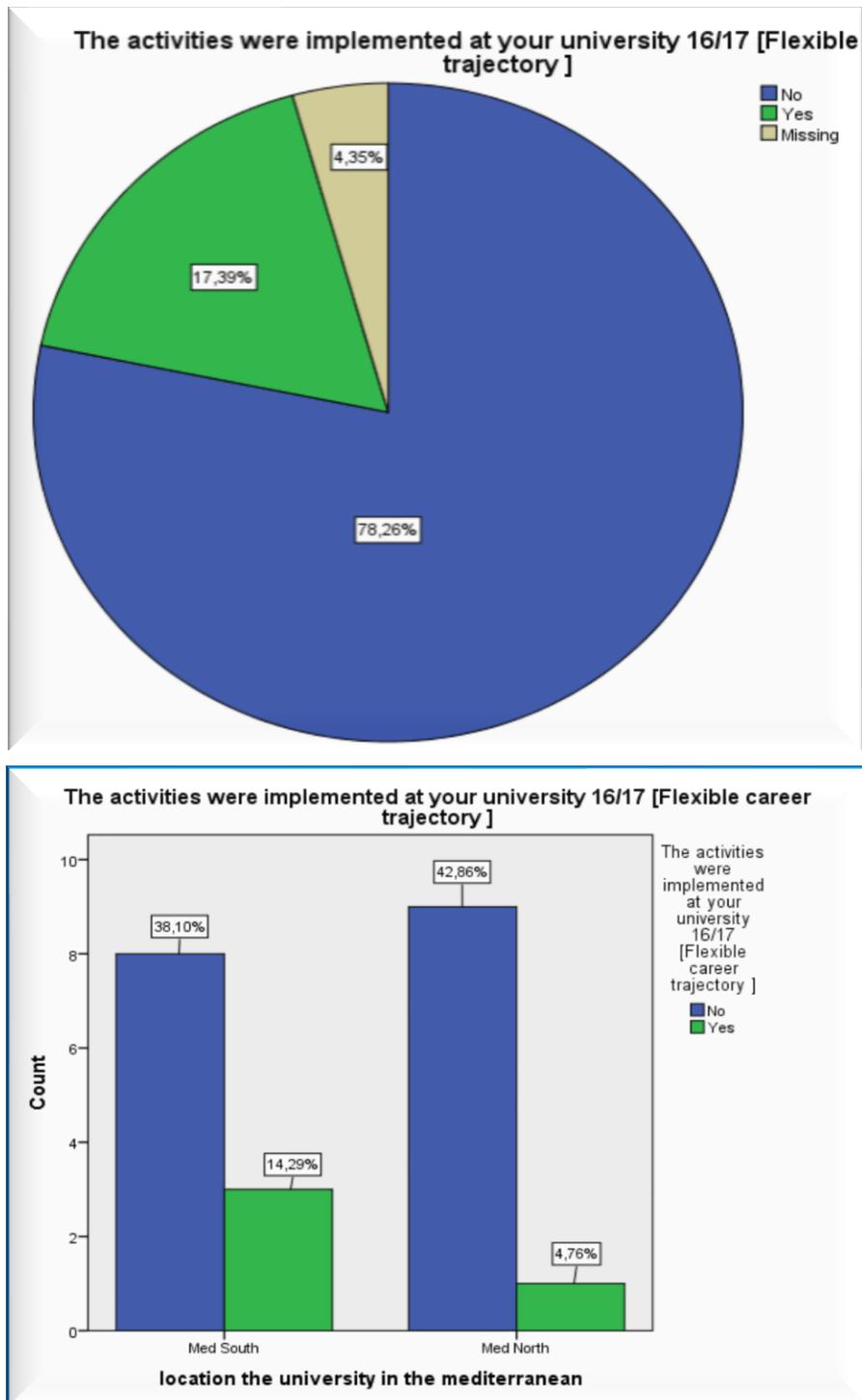
Gendered inequality in academic organisations affects female academic staff experience everyday academic work, shapes their career opportunities and advances in their careers. These processes exist alongside equality interventions and other processes that reshape higher education institutions (HEIs) and the working conditions of academics. In this context, the **Réseaux Méditerranéens des Ecoles des Ingénieurs et du Management (RMEI)**

increasing attention paid by EU to the international mobility of PhD holders in HEIs is of key interest.

A loss of research time due to pregnancy leave, parental leave and/or part-time employment is insufficiently compensated when calculating output scores. Men academics who work more than full-time contractual hours and who do not have to deal with caring tasks, determine the standards within the University.

Criteria for promotion are the number of publications and attracting external funding. Institutionalization of geographic mobility in academic career paths through research funding institutions and universities creates gendering and stratifying effects. As mobility has become an indispensable element in the career trajectory especially of early career researchers a variety of activities and attempts are needed to establish better conditions for geographic mobility. Complex formations related to gender, partnership, children and dual career constellations, as well as academic integration may result in inequalities in the accumulation of international cultural and social capital.

The responses indicated there is a lack of flexible career trajectory for the majority of women (78,26%) of the RMEI members' institutions. It seems that the Southern Mediterranean countries respond better to the above (14.20%) than the Northern Mediterranean countries (4,6%), as depicted in Fig. 18.



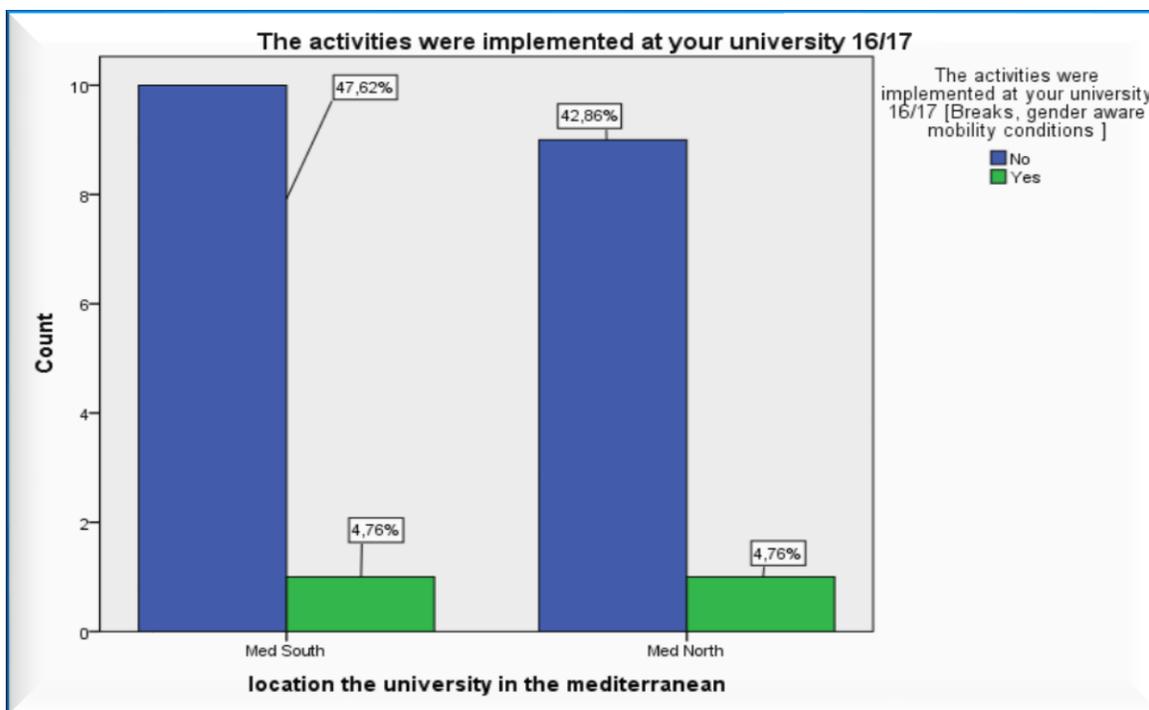
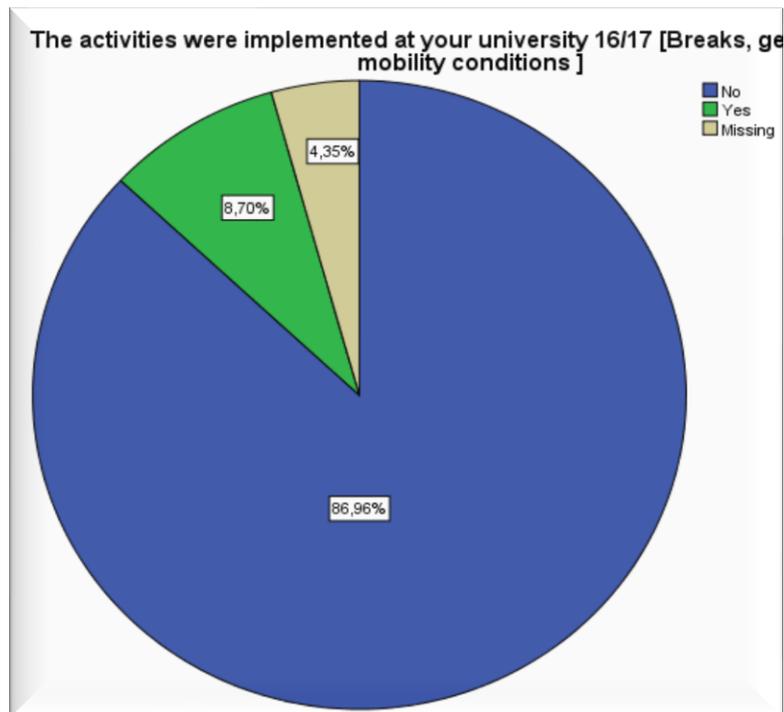
**Fig. 18.** Flexible career trajectory measures

86% stated the absence of measures for breaks, gender aware mobility

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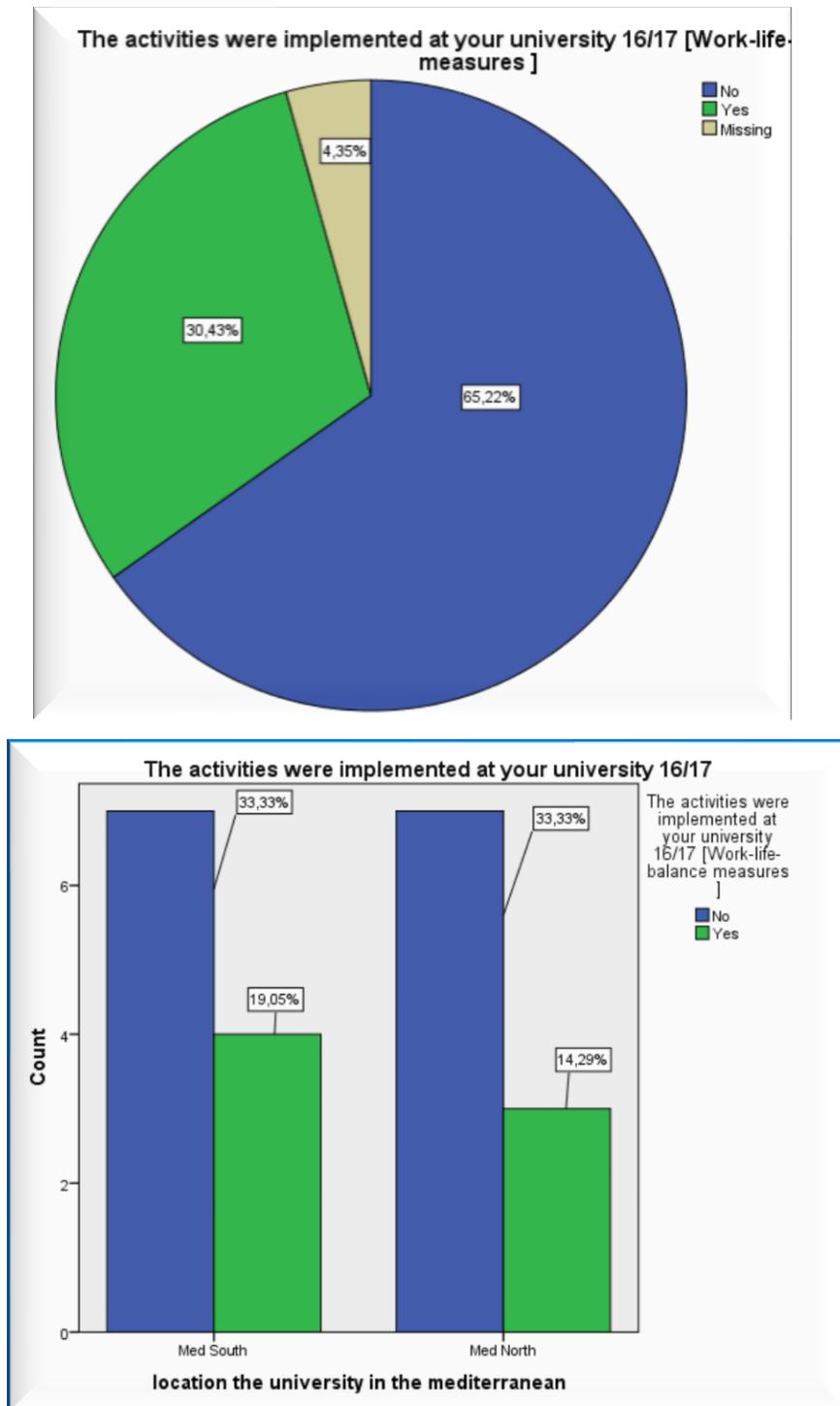
<http://www.rmei.info/index.php/en/>

conditions, etc as **Fig. 19** depicts.



**Fig. 19.** Mobility and breaks measures

30.43% of the responses indicated that Work-life-balance measures were being implemented in their university (**Fig. 20**)



**Fig. 20.** Work-life-balance measures

A lack of competence development via networking was found for 47,62% of the Northern Mediterranean Universities and 38,10% for the Southern Mediterranean Universities, as depicted **Fig. 21**.

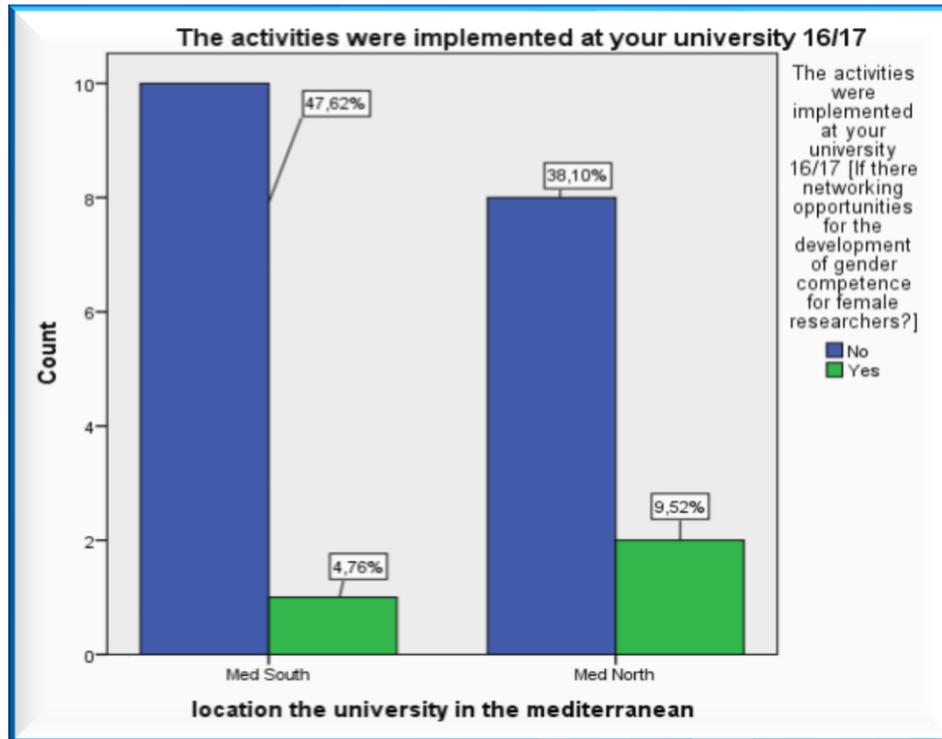
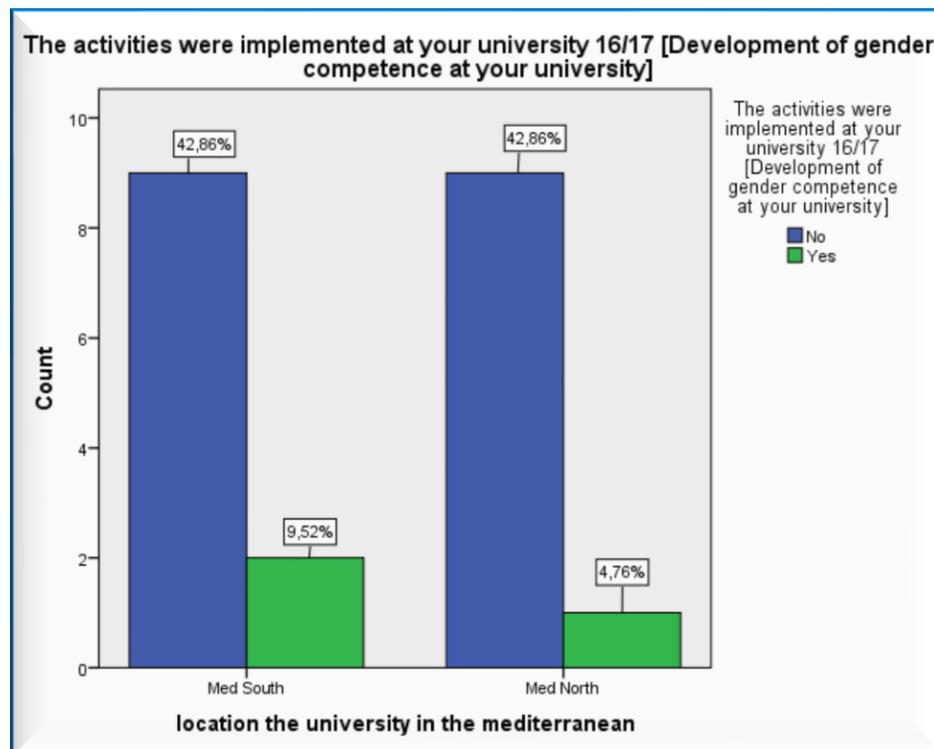
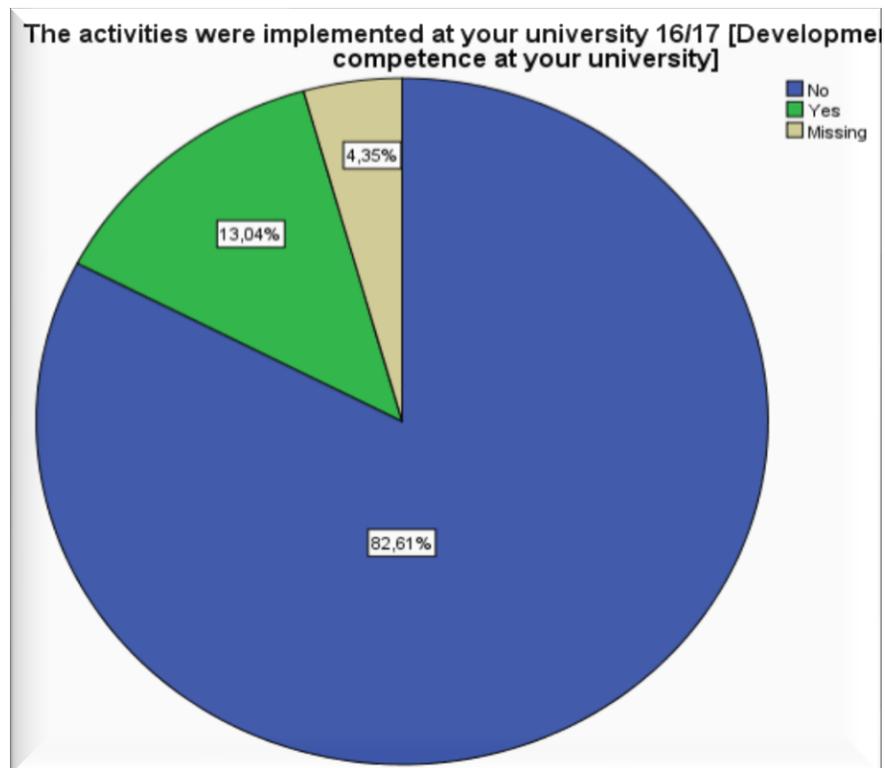


Fig 21. Networking opportunities

Development of gender competence measures are absent in 82,61% of the respondent universities and this seems to be higher at the Northern Mediterranean Universities than in the Southern Mediterranean Universities (**Fig 22**).



**Fig. 22.** Development competence measures

## 2.4.6 GPS anti-harassment measures and activities at RMEI Institutions

Academia's sexual harassment problem is not unusual. Sexual assaults, and harassment occur with frightening regularity for women in academia, in spite of an increasing awareness of these problems.

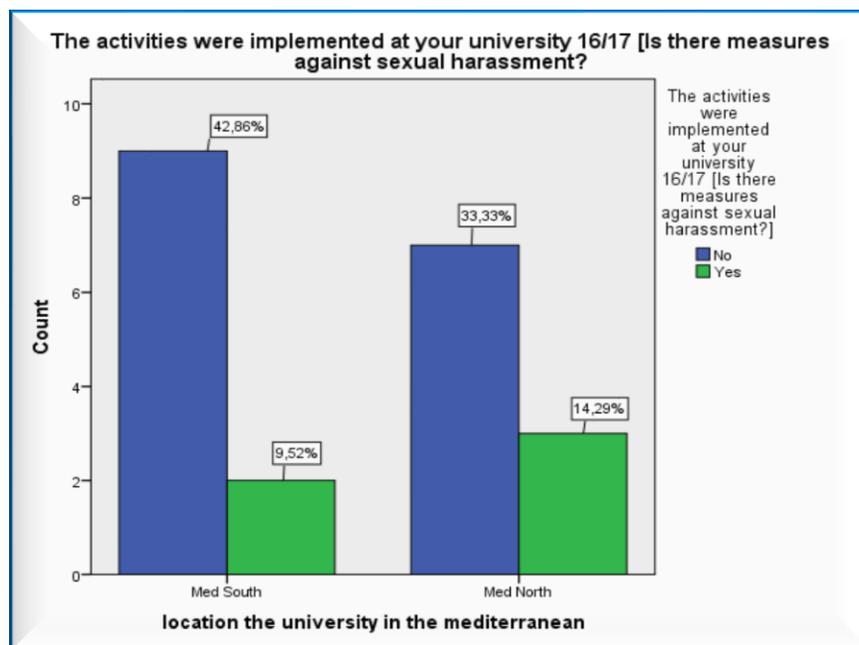
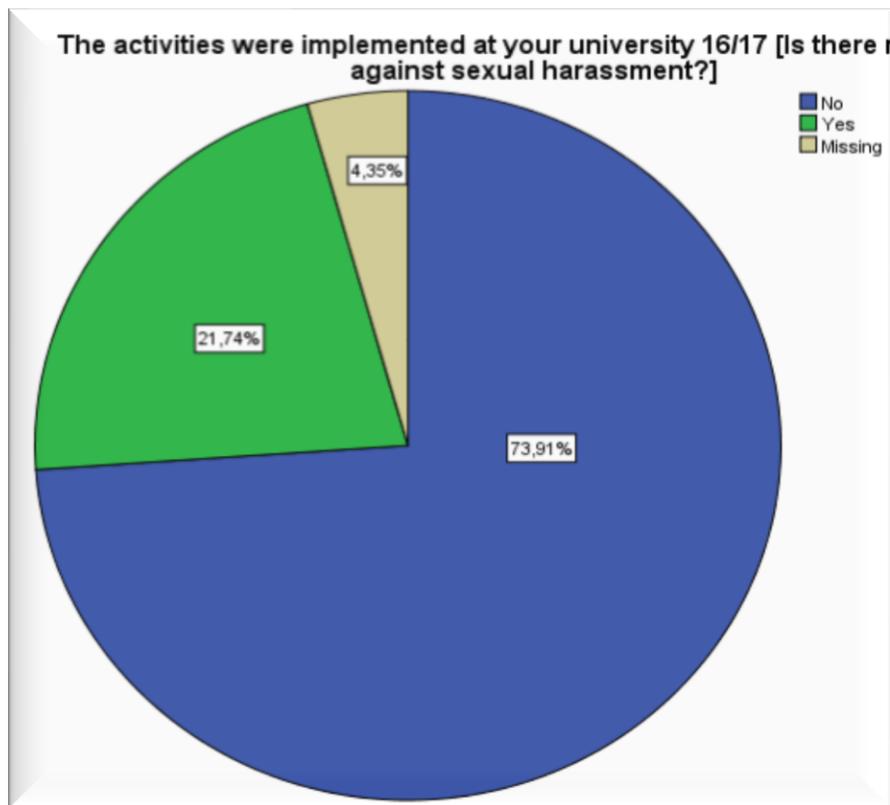
Anti-Harassment Policy outlines specific definitions and procedures related to sexual harassment, sexual misconduct, assault, stalking and relationship violence.

Within European jurisdictions, there is a degree of uniformity in laws concerning sexual harassment on account of European Union legislation. The current EU definition of sexual harassment set out in the 2006 Equal Treatment Directive (2006/54/EC): "where any form of unwanted verbal, non-verbal or physical conduct of a sexual nature occurs, with the purpose or effect of violating the dignity of a person, in particular when creating an intimidating, hostile, degrading, humiliating or offensive environment".

While EU regulation has led to some measure of consistency in member states' laws dealing with sexual harassment, there are significant differences of emphasis and approaches in Mediterranean countries. A Policy of Encountering Harassment and Violence Against Women at Egyptian Universities, was presented and sponsored by Cairo University President Gaber Nassar in the framework of Cairo University celebration of International Day for the Elimination of Violence against Women.

The survey showed the lack of plans against harassment in Mediterranean Universities. Only 21,74% of the responders confirmed that there were anti-sexual harassment measures at their university during the academic year 2016-2017 (**Fig. 23**)

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**Fig. 23.** Anti- harassment measures implementation

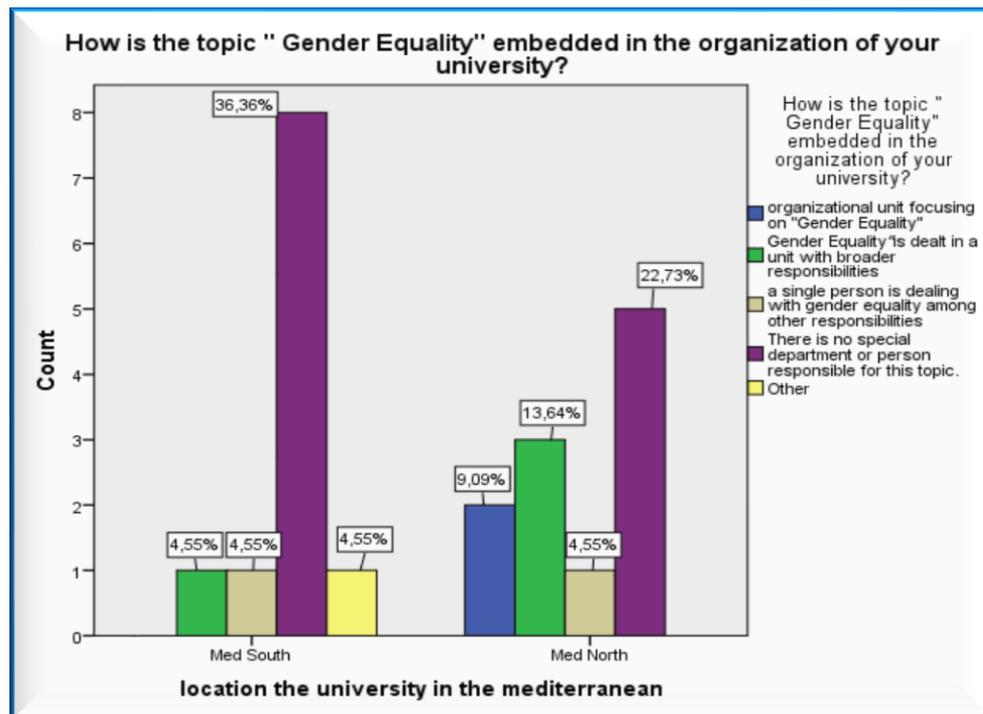
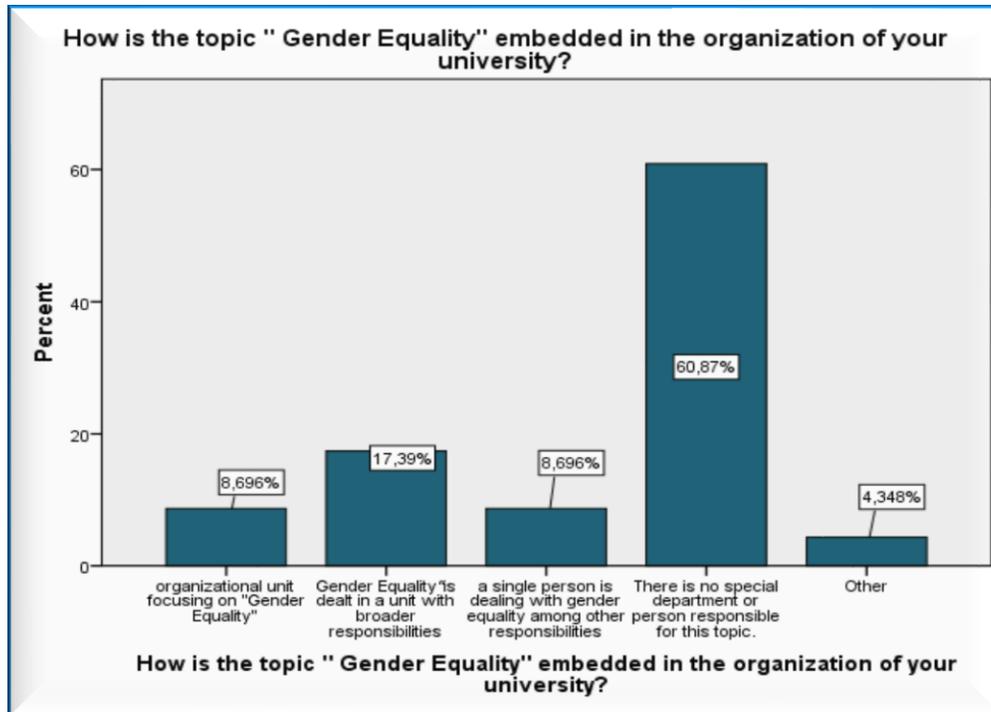
## 2.4.7 Gender Equality concepts and embeddedness in RMEI Universities

Men and women perceive several key workplace factors differently, including issues like management opportunities for women, female representation in top leadership, access to equal opportunities, parental leave policies, family growth support and mentorship opportunities.

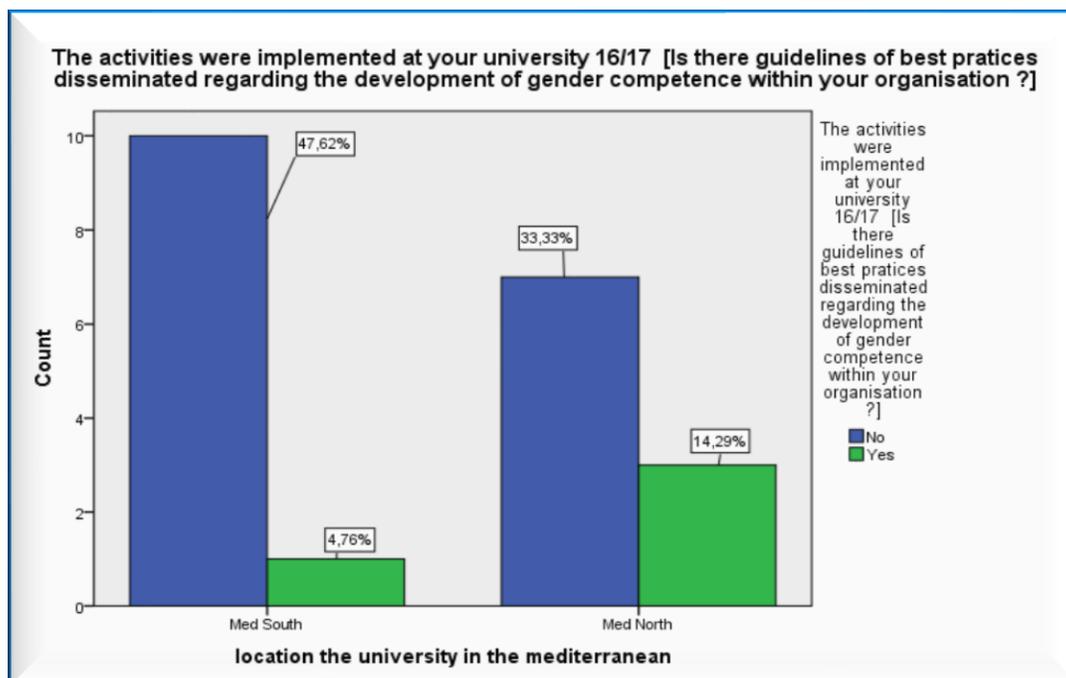
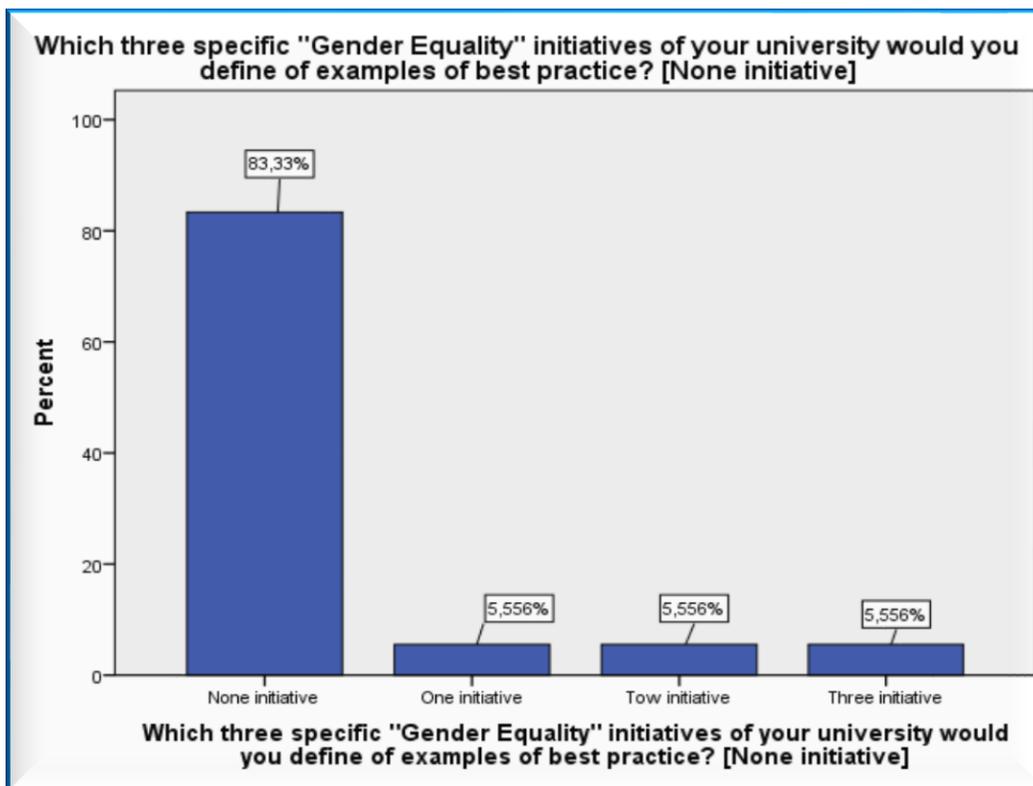
Gender equality training is fundamental to helping improve and embed policies and practices that build gender equality across organisations and benefit the progression of women.

According to the figure below, 60,87% they declared that “there is no special department or person responsible for this topic” for the question “how is the topic “Gender Equality” embedded in the organization of your university?”. **Fig. 24.** depicts embedded gender equity in Northern and Southern Universities of the Mediterranean area.

In response to the question regarding specific initiatives that could be considered as best practices on "Gender Equality" at your university, 83.33% of responses were negative (absence of initiatives) and almost 5.5% of universities opted for one initiative, two and three initiatives (**Fig. 25**).



**Fig. 24.** Embedded Gender equality



**Fig 25.** Initiatives as best practices at RMEI Institutions for gender equality  
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## 2.4.8 Gender Equality Barriers at RMEI Universities

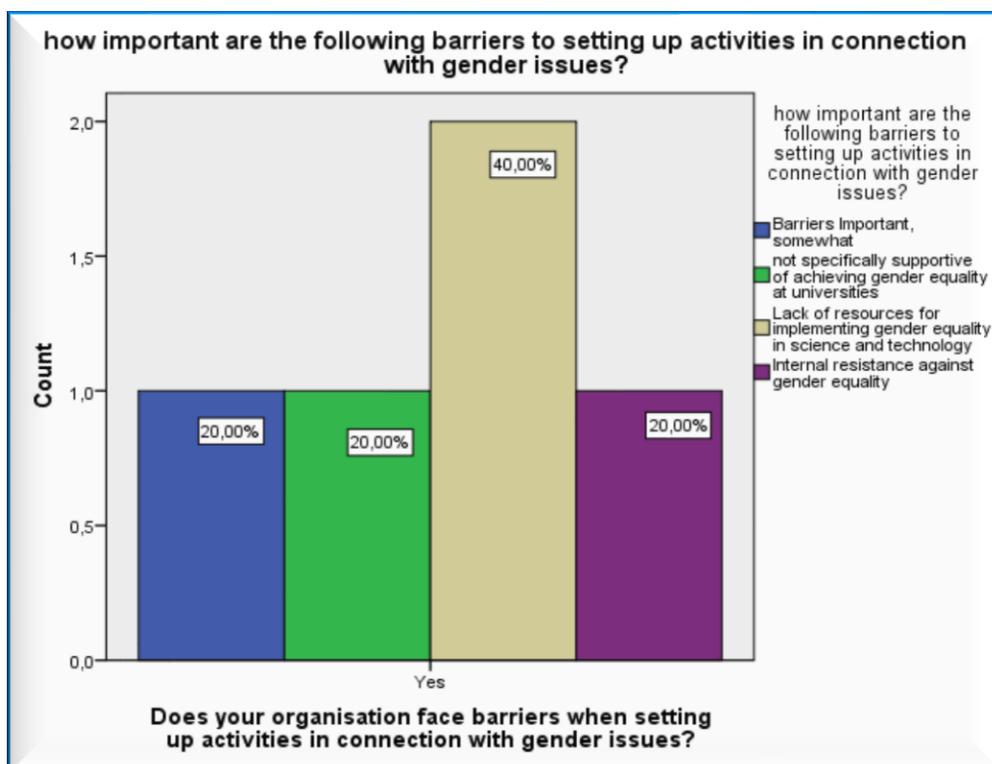
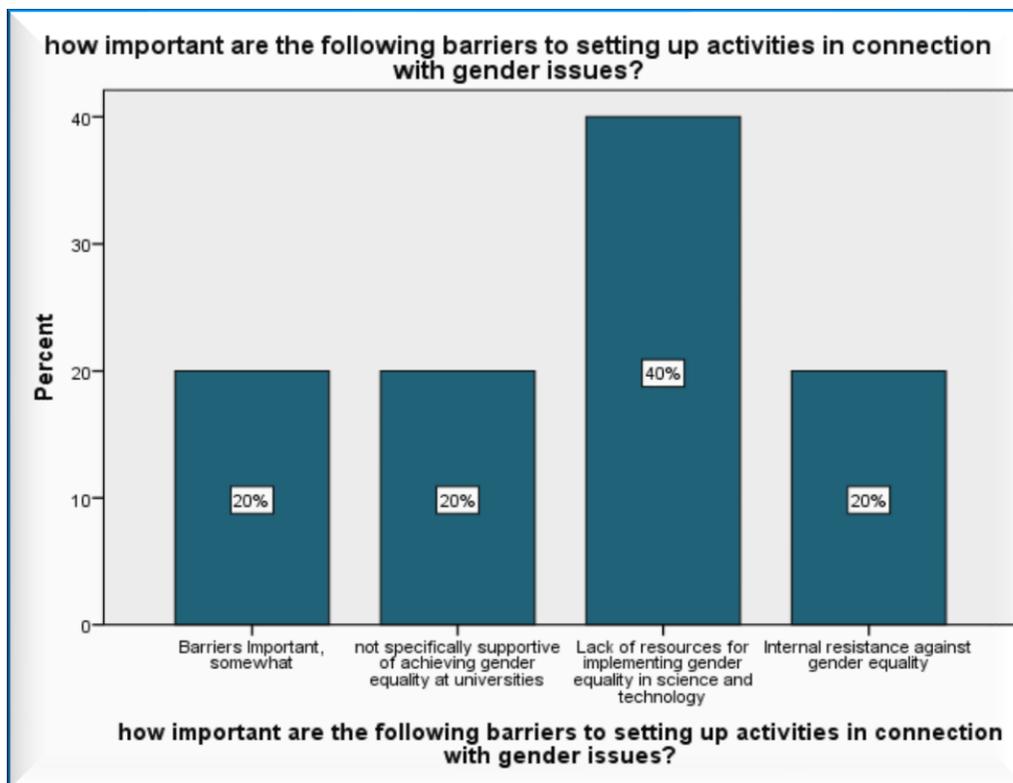
Changes to gender equality in academia reflect wider societal changes, but are also directly affected by a range of influences including government legislation, regulatory frameworks, cross institutional action plans, university strategies, and committed individuals.

The impact of these influences on gender equality in academia has included increased awareness across the sector, implementation of gender equity strategies at the institutional level, and slow but steady progress.

Many higher education and research organisations have adopted different strategies to overcome barriers to career progression for women and men. Since every institution is different, interventions will vary from organisation to organisation. In each organisation there may be a different set of drivers to support their work in promoting gender responsive leadership and in reducing gender stereotyping, be they business or social benefits or legal requirements.

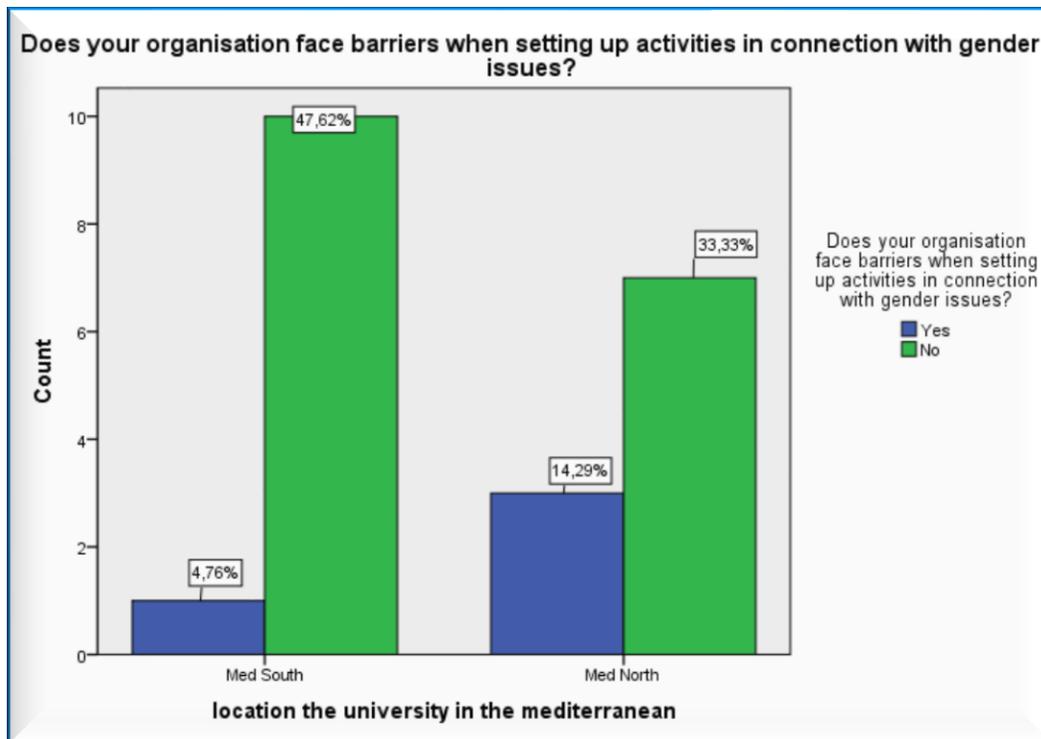
In this survey, among the many barriers for gender equity mentioned, 40% of RMEI universities stated that they have a lack of resources for gender equality in science and technology, 20% feel that there is an internal resistance to change and 20% believe that their Universities are not supportive to gender equity (as shown in the following (**Fig.26**)).

**Figure 27** depicts barriers for the gender plan for the Universities of the Northern and Southern Mediterranean.



**Fig. 26.** Barriers to gender equity

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**Figure 27.** Barriers to gender equality initiatives for the Universities of north and South Mediterranean parts

# PART 3

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## ACTIVITIES OF RMEI AND NETWORK'S UNIVERSITIES-MEMBERS

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# 3 Best practices on Gender activities among RMEI Universities

## 3.1 The Universitat Politècnica de Catalunya (UPC), Spain-Third UPC Gender Equality Plan 2016-2020



UNIVERSITAT POLITÈCNICA  
DE CATALUNYA  
BARCELONATECH

The Universitat Politècnica de Catalunya (UPC), is committed to the people of its community and to society in general. This commitment resulted in the first and second equal opportunity plans, approved by the University's Governing Council (Decision no. 133/2007, of 23 July 2007, approving the First Equal Opportunities Plan; Decision no. 52/2010, extending the term of the UPC's Master Plan for Equal Opportunities; Decision no. 212/2012 of the Governing Council, approving the Second UPC Equal Opportunities Plan), which covered the periods 2007-2011 and 2013-2015, respectively.

Over the years, actions have been carried out under the plans and under the regulations in force. During the period of the plans, the gender ratio in the UPC community has shown no major changes, and gender bias continues in the institution. Several socio-cultural and structural factors influence the academic

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careers of young women and their vocation for technology when they choose their degree and their future profession.

Stereotypes associated with technology and the roles of women and men are deep-rooted in universities, businesses, families and schools, regardless of women's academic results. The lack of interest in technological subjects among young women later leads to a shortage of women professors and researchers in technical universities, and specifically at the UPC.

The aim of this plan is to continue to promote gender equality, focusing on 10 strategic lines drawn up following the recommendations of the Conference of European Schools for Advanced Engineering Education and Research (CESAER), 1 of which the UPC is a member.

The strategic lines of the Third UPC Gender Equality Plan will carry through the period 2016-2020. However, to achieve greater effectiveness and precision, its objectives and lines of work are subject to review and reformulation in the annual monitoring, at the proposal of the Equality Unit and with the approval of the Equality Committee. The specific lines of work included in this plan are for the period 2016-2018, so after this time they can be evaluated and re-oriented, if necessary, for the period 2019-2020.

(Link: <http://eige.europa.eu/gender-mainstreaming/toolkits/gear/legislative-policy-backgrounds/spain>)

## 3.2 Engineering Faculty of Sapienza University of Rome Studies, projects and events on the Gender equality issue

FACOLTÀ DI INGEGNERIA DELL'INFORMAZIONE  
INFORMATICA E STATISTICA



The Engineering Faculty, within the scope of the FIGI Project (Engineering-Large Enterprises Faculty) has given rise to numerous interesting initiatives, in order to increase female enrollment in the Engineering Study Courses and promote continuation of studies and the promotion of girls in engineering studies starting from.

The editions of the "WOMEN IN ENGINEERING" (March 2010, March 2012, April 2015) with which scholarships are awarded to students with the best results in the access tests and that enroll in courses with low female presence.



In collaboration with the Department of Mathematics, the Engineering Faculty has organized the event "WOMEN IN MATHEMATICS" on March, 2016, participating in the organization from 7th December 2016 to the exhibition "WOMEN OF MATHEMATICS THROUGHOUT EUROPE" which were joined by three days of reflection on the relationship between women and mathematics.



Among the events dedicated to supporting girls in the choice of the Faculty, it has organized in 2016 the event "BECOMING AN ENGINEER: A GIRLS' GAME", dedicated to high school students.

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<http://www.rmei.info/index.php/en/>



In collaboration with the Faculty of Mathematical, Physical and Natural Sciences, Engineering Faculty has participated in organizing the day of May 2015 "WOMEN AND MEN IN UNIVERSITIES, THE WISDOM OF RELATIONSHIPS"

The Engineering Faculty hosted the 2014 edition of the project "THE PINK CLOUD" which has realized many free courses for high school girls on the importance of scientific skills for their future job and on stereotypes that do not allow a full professional realization, organizing the Round Table "ROLE MODEL ROUND TABLE: WOMEN, SCIENCE AND RESEARCH".

In 2014 the project was presented: "The talents of women, the girls' faculties, the overcoming of gender stereotypes for the dissemination of scientific culture", for the participation in the announcement concerning the granting of the foreseen contributions.

In 2013 the "ADA'S DAY ALLA SAPIENZA" event was held in the Tribute to ADA Lovelace Byron. At the Round Table "The promotion of women's presence in science and technology"

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<http://www.rmei.info/index.php/en/>



### ***Role Model Round Table: Women, Science and Research.***

*Academic world and scientific  
research, does gender disparity still  
exist? Listen to the testimonies of well-  
known professionals and the advice  
they have for you.*

The principal conclusions of this introduction highlight widespread gender inequality due to:

- Begins in the early childhood as learned/acquired behavior in families
- Has an impact on local communities

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<http://www.rmei.info/index.php/en/>

- Hardly changeable phenomena even in progressive societies all over the world
- These gender role stereotypes involve the lack of girls in the technical-scientific faculties as a high cost: it is a barrier to cultural, social and economic growth.

### 3.3 Aristotle University, Thessaloniki Greece- Center of Space, Technology and Gender



ARISTOTLE  
UNIVERSITY OF  
THESSALONIKI



#### The center

The gender perspective in the studies of space, technology and environment in a challenging globalized society has been included during recent decades at every European Academic or Research Institute as a new research field.

Growing concern has been expressed on the lack of women not only among career scientists but also among those who shape scientific policy. In recent years, activities at the Faculty of Engineering at the Aristotle University of Thessaloniki have included the establishment of the Center of Space, Technology and Gender, <http://newton.ee.auth.gr/genderIssues/>

The Center is an initiative of the women professors at the Faculty, and aims to examine and support the equal participation of Faculty members in educational and research activities, with a focus on issues related to the management of public space and the use of new technologies, which are issues that generally cover the range of scientific subjects involving the Faculty.

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<http://www.rmei.info/index.php/en/>

The existence of the Center is not exclusive to Greece. A simple search on the Internet proves that the most renowned educational institutes are now including similar Centers in their structure, and are also introducing subject areas to their study programs linked to gender-related issues in research and technology:

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**Νιόβη Παυλίδου**, καθηγήτρια,  
Τμήμα ΗΜΜΥ,  
niovi@auth.gr

**Ρία Καλφακάκου**, καθηγήτρια,  
Τμήμα Πολιτικών Μηχανικών,  
riak@civil.auth.gr

**Σόνια Ζαμπανιότου**, αν.σπλ. καθηγήτρια  
Τμήμα Χημικών Μηχανικών,  
sonia@cheng.auth.gr

#### Scientific committee

**Sasa Lada**, professor  
School of Architecture.

**Niomi Pavlidou**, professor,  
Dep. Of Electrical and Computer Engineering.

**Ria Kalfakakou**, professor,  
Civil Engineering Dept.

**Sonia Zabaniotou**, assoc. professor,  
Chemical Engineering Dept.

Το Κέντρο δημιουργήθηκε με την υποστήριξη της Κοσμητείας του ΑΠΘ.  
The Center was established with the Financial support of the Dean's Council of AUTH.

**Επικοινωνία/ contact:**  
Tel./ Fax: 2310 994163  
<http://newton.ee.auth.gr/genderIssues>



**ΚΕΝΤΡΟ Χώρου, Τεχνολογίας και Φύλου**  
**Πολυτεχνική Σχολή, ΑΠΘ**

**CENTER for Space, Technology and Gender**  
**School of Engineering, AUTH**

#### Εισαγωγικά Introduction

Η μελέτη της οπτικής του φύλου σε μια σύγχρονη αντλητή του χώρου, της τεχνολογίας και του περιβάλλοντος εντάσσεται σήμερα στα νεότερα γνωστικά αντικείμενα των διδακτικών και ερευνητικών δραστηριοτήτων των Ευρωπαϊκών Ακαδημαϊκών Ιδρυμάτων.

Η Πολυτεχνική Σχολή με την ποικιλία των γνωστικών και ερευνητικών αντικειμένων που καλύπτει σε θέματα αρχιτεκτονικού και πολεοδομικού σχεδιασμού, δόμησης του περιβάλλοντος, μηχανικής, προηγμένων τεχνολογιών και διαχείρισης φυσικών πόρων αποτελεί το καταλληλότερο πλαίσιο για τη δημιουργία Κέντρου σε θέματα φύλου και ισότητας.

Στο Αριστοτέλειο Πανεπιστήμιο λειτουργεί από το 2003 «Διαπληθιακό Προπτυχιακό Πρόγραμμα σε Θέματα Φύλου και Ισότητας» στο Τμήμα Αρχιτεκτονικών.

Το 2008 δημιουργείται το Κέντρο Χώρου, Τεχνολογίας και Φύλου.

The gender perspective in studying an up-to-date concept of space, technology and environment has been embodied at every European academic or Research Institute as a new research field.

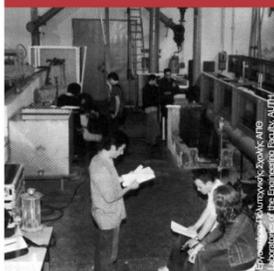
The Engineering Faculty covers a variety of cognitive and research fields, such as architectural and urban design, structural and environmental engineering, high technology and management of natural resources. Thus, it consists the most appropriate frame for the establishment of a center that will deal with gender issues and equality.

In 2003, Aristotle University of Thessaloniki started to offer an Interdisciplinary Undergraduate Program in Issues of Gender and Equality hosted by the School of Architecture.

In the year 2008 the Center of Space, Technology and Gender is being established.

#### Θεματικοί άξονες του Κέντρου

1. Αρχιτεκτονικός και πολεοδομικός σχεδιασμός, ισότητα στις πόλεις, αντιμετώπιση αποκλεισμών.
2. Φύλο, Περιβάλλον και Ενέργεια
3. Σύγχρονες φιλικές τεχνολογίες, διαδραστικό περιβάλλον.
4. Συμβουλευτική στήριξη νέων μηχανικών για την ισότητα ένταξή τους στο επάγγελμα.



#### Thematic units of the Center

1. Architectural and urban design, inclusion by design: equality and diversity in the city
2. Gender, Environment and Energy
3. New eco-friendly technologies
4. Counselling services for new engineers to fight for equal (integration in their future) careers

#### Δραστηριότητες

Για την επίτευξη των σκοπών του το Κέντρο Χώρου, Τεχνολογίας και Φύλου οργανώνει ποικίλες δραστηριότητες όπως:

- Μαθήματα, Σεμινάρια,
- Προετοιμασία διδακτικού υλικού
- Εκδόσεις
- Ημερίδες
- Μελέτες Έρευνας
- Υποστηρικτικές δράσεις σε προπτυχιακές/ούς και μεταπτυχιακές/ούς φοιτητές/ές, για σπουδές αλλά και για καριέρα
- Διασύνδεση με αντίστοιχα Ευρωπαϊκά Δίκτυα

#### Activities

In order to accomplish its aims, the Center will organize a variety of activities, such as:

- Courses, Seminars
- Preparation of teaching material
- Publications
- Workshops
- Studies, Research
- Supportive actions for under-graduate and post-graduate students, for studies and carrier
- Networking with relevant European platforms and groups



Furthermore, the European Union supports the equal participation of women scientists in society, education and the workplace through specific funding schemes. Since 1998, DG Research at the European Commission had created a **Réseaux Méditerranéens des Ecoles des Ingénieurs et du Management (RMEI)**

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special committee of experts for women and science, before the relevant Directorate was established. For many years, funding was provided to information and support networks for women scientists; today, the HORIZON 2020 includes a number of programmes that focus on gender participation in research and technology.

Finally, in Greece, the General Secretariat for Research and Technology recently created a network of Greek women scientists to work on educational, research and employment issues. At Aristotle University, the “Interdepartmental Undergraduate Program on Gender and Equality Issues was created in 2003, and is housed at the Faculty of Engineering, School of Architecture.

Is there still a need then, in the mature democracies of the 21st century, for such actions? The answer is ‘Yes’, since it is not yet clear whether the personal and professional life of our students lives up to their expectations, and whether gender is still a decisive factor in this development. And while the legal framework in European democracies successfully deals with the consolidation of equality issues, the long-standing formulation of social stereotypes still helps to maintain a “glass ceiling”, that prevents the professional advancement of young women researchers, even in “model” societies such as those of Scandinavia.

The Center’s actions mainly focus on the following areas:

- A comparative study of the educational and professional environment and the development of women engineers in Greece in relation to other countries and, the connection between the Faculty of Engineering and similar actions abroad. Specific actions are mentioned in the website, such as a study of the progress achieved at the Schools of Electrical and Mechanical Engineering, which proves that we have some of the highest percentages of female students and researchers attending the said courses internationally.
- The implementation of actions for professional inclusion (mentoring). Specific actions are applied, focusing on a sound entrepreneurial environment (in cooperation with the AUTH Liaison Office which the country urgently requires.

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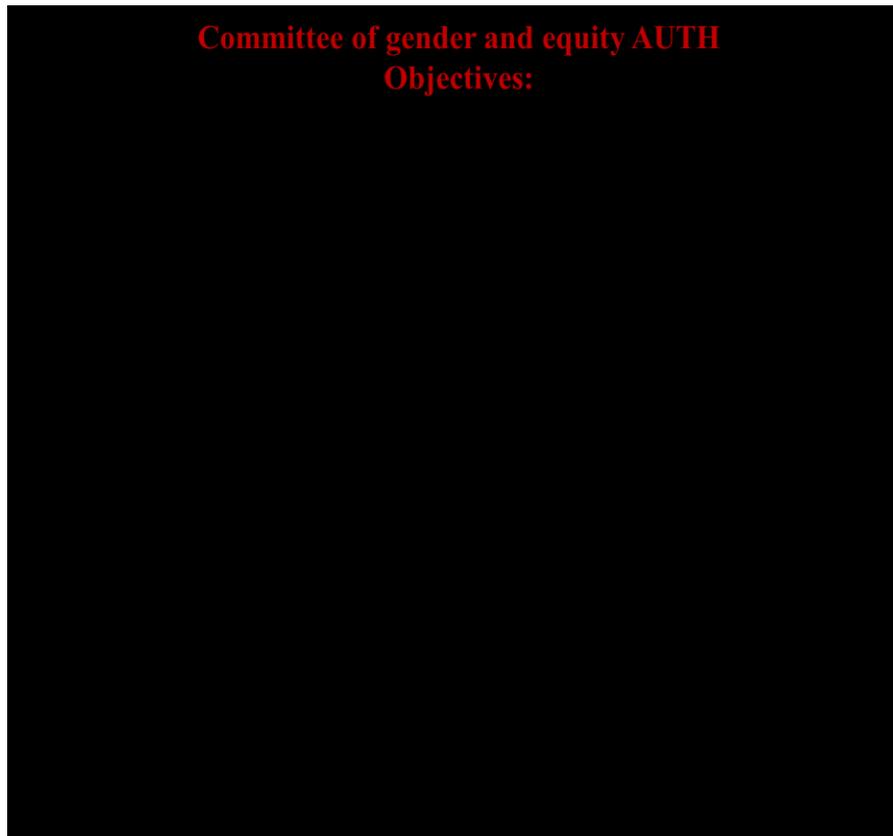
<http://www.rmei.info/index.php/en/>

- A study of the perceptions of our women researchers on the possibilities of attaining a balance between their personal and professional lives and on the creation of a motivating atmosphere for the pursuit and implementation of their personal choices and aspirations. The Center already cooperates with various bodies and organisations that are active in these fields.

The Center is open to all members of the Faculty of Engineering and will function for as long as the Faculty members continue to respond to and enrich its activities.

## The Committee

In addition at the Aristotle University a **Committee on Gender Equity** has established by the Rector level on gender equity with the following objectives



## Courses

Courses on gender at AUTH

Inter departmental courses: Introduction to the gender studies

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## Conferences/workshops

An anti-harassment strategy has developed and many activities are taking place. The following figures are posters of the events that took and taking place at Aristotle University with titles;

- Sexual diversity-Under threat?
- Stop the language's sexism
- Zero tolerance to the sexual harassment
- Trans people: the framework for a life with dignity and equity



**Ημερίδα**

## Σεξουαλική διαφορετικότητα. Υπό διωγμό;

Τρίτη 26 Μαΐου 2015, ώρα 9:30  
Πύργος της Παιδαγωγικής, ΑΠΘ  
10<sup>ος</sup> όροφος, Αίθουσα Λόγου και Τέχνης

- ✓ Ομοφοβικός και τρανσφοβικός εκφοβισμός στην εκπαίδευση
- ✓ Διεμφυλικότητα και θέματα υγείας

Διοργάνωση: **Επιτροπή Φύλου και Ισότητας του Α.Π.Θ.**  
σε συνεργασία με την Επιτροπή Φύλου και Ισότητας  
της Παιδαγωγικής Σχολής στο Α.Π.Θ.

Χορηγός: Επιτροπή Ερευνών Α.Π.Θ.



Sexual diversity-Under threat?

Η Μ Ε Ρ Ι Δ Α

**Η ΥΠΕΡΒΑΣΗ ΤΟΥ ΓΛΩΣΣΙΚΟΥ ΣΕΞΙΣΜΟΥ  
ΣΤΗ ΔΗΜΟΣΙΑ ΔΙΟΙΚΗΣΗ.**  
Θα αποτελέσει το ΑΠΘ ένα παράδειγμα καλής πρακτικής;

ΟΧΙ  
ΣΤΟ  
ΣΕΞΙΣΜΟ  
ΣΤΗ ΓΛΩΣΣΑ

ΔΕΥΤΕΡΑ 29 ΦΕΒΡΟΥΑΡΙΟΥ 2016, ΩΡΑ 9:30  
ΠΥΡΓΟΣ ΤΗΣ ΠΑΙΔΑΓΩΓΙΚΗΣ, ΑΠΘ  
10<sup>ος</sup> ΟΡΟΦΟΣ, ΑΙΘΟΥΣΑ ΛΟΓΟΥ ΚΑΙ ΤΕΧΝΗΣ

Διοργάνωση:  
Επιτροπή Φύλου και Ισότητας στο ΑΠΘ

Είσοδος ελεύθερη  
Θα δοθούν βιβλιονίστοι συμμεταχών





ΕΠΙΤΡΟΠΗ ΦΥΛΟΥ  
& ΙΣΟΤΗΤΑΣ Α.Π.Θ.

AUTH Thessaloniki, 2018

Stop the language's sexism

**Réseaux Méditerranéens des Ecoles des Ingénieurs et du Management (RMEI)**

<http://www.rmei.info/index.php/en/>

**ΜΗΔΕΝΙΚΗ ΑΝΟΧΗ**  
**ΣΤΗ ΣΞΞΟΥΑΛΙΚΗ**  
**ΠΑΡΕΝΟΧΛΗΣΗ**

Η αναγκαιότητα δημιουργίας χώρων εργασίας  
 με ισότητα και πλήρη σεβασμό  
 της αξιοπρέπειας όλων

Επιμορφωτικό σεμινάριο  
 για το προσωπικό του ΑΠΘ

**ΤΕΤΑΡΤΗ**  
**14 | 2 | 2018**  
**9:00 π.μ.**

10ος όροφος  
 του Πύργου  
 της Παιδαγωγικής  
 ΑΠΘ

Θα δοθούν βεβαιώσεις συμμετοχής

Εισαγωγική  
 Οργανική Ψύξη σε θέματα ΑΠΘ

ΜΗΔΕΝΙΚΗ  
 ΑΝΟΧΗ

Επιτροπή Φύλαξης  
 & Ισότητας Α.Π.Θ.

AUTH Thessaloniki, 2018

Zero tolerance to the sexual harassment

**Τrans άνθρωποι**  
**Το πλαίσιο για μια ζωή**  
**με αξιοπρέπεια και ιστιμία**

**ημερίδα**

**Τετάρτη 17 Γενάρη 2018 17:00**

10ος όροφος του Πύργου της Παιδαγωγικής, ΑΠΘ

Εισαδος ελεύθερη Θα δοθούν βεβαιώσεις συμμετοχής

Επιτροπή Φύλαξης  
 & Ισότητας Α.Π.Θ.

AUTH Thessaloniki, 2018

Trans people: the framework for a life with dignity and equity

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<http://www.rmei.info/index.php/en/>

### 3.4 Ecole Centrale Marseille, France-based on ministerial decrees



Ecole Centrale Marseille has a large number of women, students and professors. For a public institution the regulation applied for the recruitment of administrative and academic staff comes from ministerial decrees. These decrees define precisely the composition of the local recruitment commission, gender balance is thus mandatory. The recruitment process involves first a large nationwide published advert for academic position, dissemination of the job profile. After a first selection, a few candidates are invited to present their candidacy during an interview with the local commission. The overall process is considered fair.

The composition of all the internal committees and councils are also defined by the decrees that define the ratio of each staff category, the balance between inner and outer examiners. The gender balance is also required (when possible).

### 3.5 Cairo University, Egypt - Sexual antiharassment policy



**Cairo University**

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Cairo University didn't have a gender policy statement nor a gender strategy or action plan but has developed some activities:

- 1- Gender Equality in Higher Education project in 2012 sponsored by cooperation between Freie Universitat Berlin, the Universities of Cairo, Alexandria, Sohag and South Valley, and the strategic Planning Unit of the Egyptian Ministry of Higher Education. It is funded by the German Academic Exchange Service (DAAD) within the program "Transformation Partnerships with Universities in Egypt and Tunisia".
- 2- On 30 March 2015, under the Spring Forward for Women programme, UN Women Country Director a.i., Mr. Ziad Sheikh, signed a Memorandum of Understanding with the President of Cairo University, Professor Dr. Gaber Nassar, and the Dean of the Faculty of Economics and Political Science (FEPS), Professor Dr. Hala Elsaid. The MOU provides a framework for the establishment and launch of a post-graduate multi-disciplinary degree (either an M.A. or Professional Diploma) in Gender and Development that is tailored to the specific needs of the university and builds on its existing expertise and knowledge base.
- 3- Egypt's Cairo University in 2014 became the first public university in the region's most populous state to adopt a sexual harassment policy, a move hailed as a first milestone by professors and activists who led the effort and as first step in spreading the policy to other Egyptian universities.
- 4- Cairo University has set up an anti-harassment unit in 2015.

# PART 4.

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## CONCLUSIONS AND GES SHAPING

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## 4. Conclusions

The present study is a contribution to the debate on gender in engineering education and especially of the Mediterranean Engineering Schools, prepared in the framework of the TARGET project, where RMEI is a partner.

The initial idea was to examine to what extent and in what ways gender inequality in engineering educational attainment was an issue of concern in Mediterranean countries, taking a reflexive approach of the location of the Universities in the Mediterranean Basin: North Part-Europe, South Part-Africa. Responses from Universities from the East Mediterranean countries were not received, although many Universities from that area are members of RMEI.

It is the first time that RMEI has conducted a gender equality survey amongst its member institutions. 23% of the institutional members of RMEI returned the questionnaire.

The analysis of the survey results focused on the state of art about gender equality at RMEI member institutions, which are located in the Northern part (Europe) of the Mediterranean basin and in the Southern part (Africa).

RMEI is a network of Engineering Schools and for the statistical analysis, in most cases the full university and not just the engineering faculty or school was considered, especially concerning the GEP, activities and top leadership.

For assessing the gender equality at the universities, the main starting point was the data at the different levels of university management as well regarding students and academic staff.

The analysis of the survey results provided important insights regarding plans, structures as well as measures promoting gender equality at RMEI member institutions.

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Although the situation has changed in the last decades regarding participation rates in education, gender differences persist.

The study also attempted to provide a mapping of the strategies and activities in place across Mediterranean Universities to tackle gender inequalities in education systems today.

Most Mediterranean countries are concerned about gender inequalities in education. However, the comprehensiveness of legislative and policy frameworks differs widely. On the one hand, they differ concerning the degree to which gender equality concepts are embedded in various legislative acts.

Most universities have no gender activities implemented for 16/17, however there is a significant presence for activities against sexual harassment and work-life-balance measures.

Northern Mediterranean Universities belong to the EU (Spain, France, Italy, Greece), are more advanced in taking actions, developing activities (Sapienza-Italy, Aristotle University-Greece), or even implementing the 3<sup>rd</sup> GEP (Technical University of Catalonia-Spain), whereas from the Southern Mediterranean countries, Cairo university has developed and established an anti-harassment strategy.

The proportion of female students and other scientists up to the level of Assistant Professor (or equivalent) is in the range around 50%, in most Mediterranean Universities especially those belonging to countries of the Southern Mediterranean (Egypt, Morocco, Tunisia) and from the Northern Mediterranean, Greece. In France this number is impressively lower (25%).

Beyond those levels, there is a significant decline of percentages of women in the academic hierarchy on the path towards the level of full professor positions.

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What is interesting is the fact that the participation of women at the top level leadership of the Mediterranean Universities is almost 50%, especially at Cairo University, Aristotle University, Sapienza and UPC.

87% of the RMEI responded University members did not implement specific recruitment and promotions policies during the academic year 2016-2017, nor do they take measures to ensure a balanced composition of females and males on University's committees.

The progress of women academics through the universities ranks is slow. A common explanation is that men and women academics make different individual choice concerning their careers. It is often assumed that women's slower progress through the university's ranks is a result of their investing fewer hours at work than men. The combination of work and family life is a second explanation that is usually given. The European Commission's focus on institutional change however recognises the need for a more structural approach to tackling institutional processes and procedures that are gender biased.

The composition and procedures of committees – especially appointment committees – plays an important role for developing gender equality. The study showed that there are no measures to enhance the balanced composition and procedures of the committees.

Few universities are supporting networking activities for female researchers and are taking active measures to develop gender competence at their Institutions and apply specific recruitment and promotion policies for female researchers.

It became clear that lack of resources represents an important barrier hindering gender equality measures. This is more evident due to the economic and social crisis that most of Mediterranean Countries are facing, North and South.

**Réseaux Méditerranéens des Ecoles des Ingénieurs et du Management (RMEI)**

The above findings indicate that allocating resources for addressing gender equality is a starting-point.

The statistical data provide critical evidence about the under representation of women at all levels of academic life at RMEI member institutions and especially in the Southern Mediterranean part. These results show that there is a need for plans and actions to improve the situation towards an adequate participation of women in the academic life of RMEI member institutions.

It also indicated the cultural, social, political and religious issues, that have to be studied to explain the differences in women's presence and equity at the various RMEI Universities, European and non-European.

Even between the European Mediterranean Engineering Schools, a difference was noticed especially between Grande Ecoles in France and other European countries' Engineering Schools (Greece, Spain, Italy). This is maybe due to the fact that Grandes Ecoles are Engineering Schools only whereas Sapienza, UPC and Aristotle are Universities include Engineering Faculties. The group of Ecoles Centrales in France is among the most prestigious of France's Grandes Ecoles d'Ingénieurs and offer an M.Sc. level degree in science, engineering and management (Diplôme d'Ingénieur).

## 5. Towards shaping an RMEI GES

The Mediterranean basin has been the cradle of important civilizations, it is an exceptional eco-region, has unique natural and cultural heritage, and its inhabitants share a feeling of belonging to 'the same sea'.

At the crossroads of three continents the Mediterranean brings together countries and peoples of different levels of economic and social development, different religions, languages and cultures, that share, however, a common heritage.

The Mediterranean however nowadays faces great challenges, from climate change to social upheavals. These challenges are environmental, economic and social including a major recent sociopolitical restructuring in its southern and eastern shores, a deep economic crisis in the north, in addition to the existing problem of poverty.

The Mediterranean vision is of a region at the interface of North and South, East and West, that embraces common values of equality among countries and generations, mutual respect between people, solidarity, and peace.

Sustainable development, including economic vitality, based on green economy, social cohesion, gender equity, environmental protection and the sustainable management of natural resources, so as to meet the needs of the present generation without compromising the ability of future generations to meet their needs is the mission to which RMEI aims to contribute.

The RMEI network's mission is the promotion of Sustainable Development of the Mediterranean basin by bridging the Mediterranean countries and its

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<http://www.rmei.info/index.php/en/>

people through the common history, cultural heritage, natural resources, the environment, energy, technology, innovation, new entrepreneurship, mobility and engineering education and gender equity.

RMEI for the Mediterranean Strategy for Sustainable Development (MSSD) recognizes that education in the Mediterranean needs strengthening by introducing sustainable development universities.

The GES of RMEI complies with its vision for a sustainable development where engineers will play a major role. Genders must work together towards a sustainable development resolving the challenges that Mediterranean is facing. Women engineers need to be considered equal with men at all levels of their activities and life.

The Strategy will call for action to pursue sustainable development goals with a view to strengthening peace, stability and prosperity, taking into account the threats and weaknesses in the region as well as its strengths and opportunities, and the need to reduce the gap between developed and developing countries in the region, men and women.

## **Strategic lines and goals of the Plan for RMEI**

1. Establishment of a working group on Gender equity within RMEI
2. Developing GAME gender equity activities and mentality
3. Boost Institutional leadership change
4. Inclusion of the gender perspective in the management of human resources and teams
5. To ensure that the people in positions of responsibility incorporate the gender perspective in their area of activity
6. Facilitating women academic careers
7. Increase Mobility considering gender balanced selection procedures

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8. Contextualization of the barriers to the academic careers of women
9. Networking and mentoring female students
10. Fostering work-life balance for the members
11. Setting up safeguards to prevent sexual harassment; harassment on grounds of sex, sexual orientation, gender identity and expression; and discrimination
12. Fostering the inclusion of the gender perspective in research projects
13. Promote of the participation in research projects related to gender equality
14. Incorporation of cross-cutting values of integration and social responsibility in the communication
15. Enhancing collaboration and cooperation on Gender and Climate Change, Resource Efficiency, Environment, Technological Innovation and ethics at local, national, regional and international levels
16. Developing Synergies of sustainable development efforts with gender equity

**TARGET** } Taking a Reflexive approach  
to Gender Equality for  
institutional Transformation



## ANNEX 1.

### Survey

**Réseaux Méditerranéens des Ecoles des Ingénieurs et du Management (RMEI)**

<http://www.rmei.info/index.php/en/>

The survey's questions are the following:

## SURVEY

1. *Name of your university:*

2. *Your name and position in the university:*

Name:

Position:

Email address:

Telephone number:

3. *Please quote if you are female or male: female male*

4. *How is the topic "Gender Equality" embedded in the organization of your university?*

- There is a special organizational unit focusing on "Gender Equality"
- "Gender Equality" is dealt with among other issues in a unit with broader responsibilities
- There is no special organizational unit established in my university, but a single person is
  - dealing with gender equality only,
  - dealing with gender equality among other responsibilities
- There is no special department or person responsible for this topic.
- Other form of organization:
- If other, please specify:

5. *Does your university have a "Gender Equality Plan" (or equivalent)?*

- Yes, there is a separate Gender Equality Plan  
*Please provide us with the web link to your plan (or equivalent):*
- No, there is no separate Gender Equality Plan
- Gender is an integrated part of the university's Human Resource Strategy
- There are plans to develop an institutional Gender Equality Plan/Strategy
- At the moment Gender Equality is not a priority topic of my university

6. *Does your organisation assess the implementation of the Gender Equality Plan or Strategy?*

Yes No

- Yes, your university assesses the implementation of the Gender equality Plan or Strategy.

*Please specify which measures are used for assessments:*

7. Which of the following activities were implemented at your university in 2016 and 2017?

(Multiple answers possible)

- Specific measures and/or programmes for attracting female students to engineering studies
- Specific recruitment and promotion policies for female researchers
- Measures, including quotas, to ensure a balanced composition of females and males in your organisation's committees (e.g. involved in recruitment, appointment, career progression, or - if applicable - in evaluation of research programmes or projects)
- Flexible career trajectory (e.g. provisions to allow interruptions of career, returning schemes after career)
- Breaks, gender aware mobility conditions
- Work-life-balance measures (e.g. parental leave, flexible working arrangements for researchers)
- Development of gender competence at your university (e.g. specific leadership training, gender/diversity training for top or middle management, mentoring for female researchers)

*If there are activities for the development of gender competence, please specify:*

- Networking opportunities for female researchers
- Guidelines of best practices disseminated within your organisation
- Other, If other, please specify:

8. Does your organisation face barriers when setting up activities in connection with gender issues?

Yes No

9. If your organisation is facing barriers how important are the following barriers to setting up activities in connection with gender issues?

Please rate accordingly

- Important; Somewhat Important; Not important
- Regulations or policies at national or regional level are not specifically supportive of achieving gender equality at universities
- Employment and/or labour law or policy at national or regional level do not allow to take action
- Lack of resources for implementing gender equality in science and technology
- Internal resistance against implementing measures supporting gender equality
- Other barriers

10. *If possible please provide some statistics regarding percentages of females at different levels and for different categories of human resources at your university:*

10.1 Top academic management of the university:

10.1.1 President, Rector, CEO or equivalent leader of the institution female male

10.1.2 *If there are more equally responsible persons in the top university leadership team:*

Number of the persons in the leadership team: .....

Number of women in the leadership team:

10.1.3 Academic management level 2: Vice-Rectors (or equivalent)

Number of Vice-rectors (or equivalent):

Number of female Vice-rectors:

10.1.4 *Academic management level 3 ( e.g. deans, please define in accordance with the structure of your university)*

% of women at academic management level 3 .....%

10.1.5 *Academic management level 4 ( e.g. department heads, please define in accordance with the structure of your university)*

% of women at academic management level 4 .....%

10.2. Top administrative management of the university

10.2.1 Administrative director (or equivalent) female male

10.2.2 *Administrative management level 2 (please define in accordance with the structure of your university)*

% of women at administrative management level 2 .....%

10.3. Women in appointment committees

10.3.1 *Is there a requirement for gender diversity in appointment committees?*

Yes No

10.3.2 *If yes, is there a rule for a minimum number or a rate of female members*

Minimum number .....

Minimum rate (%) .....%

10.3.3 *Is there personnel available for advising appointment committees on gender equality issues*

Yes No

10.4 *Scientific staff (as of today)*

Number of full professors.....  
% of female full professors.....%

Number of associate professors.....  
% of female associate professors.....%

Number of assistant professors.....  
% of female assistant professors.....%

Number of other scientific staff.....  
% of female other scientific staff .....%

10.5. Students (academic year 2016/2017):

Number of entry students:.....  
% of female entry students.....%

Number of bachelor graduates:.....  
% of female bachelors graduates:.....%

Number of master graduates:.....  
% of female master graduates:.....%

Number of doctoral/PhD graduates: .....  
% of female doctoral/PhD graduates : .....%

10.6. Coordinators of R&I projects at your university the last 5 years:

Number of coordinators: .....  
% of female coordinators:.....%

11. *Which three specific "Gender Equality" initiatives of your university would you define of examples of best practice?*

- 1.
- 2.
- 3.

12. *If your university has a Gender Equality Strategy: Please mention some positive changes since your university focuses on "Gender Equality"?*

13. *What are the next steps about "Gender Equality" in your university?*

14 *Any other comments*

## **ANNEX 2**

### **List of RMEI members**

**Réseaux Méditerranéens des Ecoles des Ingénieurs et du Management (RMEI)**

<http://www.rmei.info/index.php/en/>

**France**

ECLi École Centrale de Lille [www.ec-lille.fr](http://www.ec-lille.fr)

ECL École Centrale de Lyon [www.ec-lyon.fr](http://www.ec-lyon.fr)

ECM École Centrale Marseille [www.ec-marseille.fr](http://www.ec-marseille.fr)

ECN École Centrale de Nantes [www.ec-nantes.fr](http://www.ec-nantes.fr)

EMSE École Nationale Supérieure des Mines de Saint Etienne [www.emse.fr](http://www.emse.fr)

ENISE École Nationale d'Ingénieurs de Saint Etienne [www.enise.fr](http://www.enise.fr)

ADE Ambassade de l'Eau [www.ambassade-eau.com](http://www.ambassade-eau.com)

CCIMP Chambre de Commerce et d'Industrie Marseille-Provence [www.ccimp.com](http://www.ccimp.com)

DEFISMED Défismed [www.defismed.com](http://www.defismed.com)

ENQHEEI European Network for Quality of Higher Engineering Education for Industry  
[www.uia.org](http://www.uia.org)

Les Ateliers de la terre [www.planetworkshops.org](http://www.planetworkshops.org)

ESCP - EAPEuropean School of Management Paris [www.escpeurope.eu](http://www.escpeurope.eu)

Marseille Innovation [www.marseille-innov.org](http://www.marseille-innov.org)

**Italy**

IUAVinstituto Universitario di Architettura di Venezia [www.iuav.it](http://www.iuav.it)

UNIROMAUniversità degli Studi di ROMA, SAPIENZA [www.uniroma1.it](http://www.uniroma1.it)

CUM Community of Mediterranean Universities [www.cmungo.eu](http://www.cmungo.eu)

UNIVAQ L'Aquila University [www.univaq.it](http://www.univaq.it)

**Tunisia**

ENISo Ecole Nationale d'Ingénieurs de Sousse [www.eniso.rnu.tn](http://www.eniso.rnu.tn)

ENIG Ecole Nationale d'Ingénieurs de Gabès [www.enig.rnu.tn](http://www.enig.rnu.tn)

ENIM Ecole Nationale d'Ingénieurs de Monastir [www.enim.rnu.tn](http://www.enim.rnu.tn)

ENIT Ecole Nationale d'Ingénieurs de Tunis [www.enit.rnu.tn](http://www.enit.rnu.tn)

ENIS Ecole Nationale des Ingénieurs de Sfax [www.enis.rnu.tn](http://www.enis.rnu.tn)

ENSI Ecole Nationale des Sciences de l'Informatique [www.ensi.rnu.tn](http://www.ensi.rnu.tn)

ENSIT Ecole Nationale Supérieure des Ingénieurs de Tunis [www.ensit.tn](http://www.ensit.tn)

EPT Ecole Polytechnique de Tunis [www.ept.rnu.tn](http://www.ept.rnu.tn)

**Réseaux Méditerranéens des Ecoles des Ingénieurs et du Management (RMEI)**

<http://www.rmei.info/index.php/en/>

Sup-ComEcole Supérieure des Communications de Tunis [www.supcom.mincom.tn](http://www.supcom.mincom.tn)

INSAT Institut National des Sciences Appliquées et de Technologie [www.insat.rnu.tn](http://www.insat.rnu.tn)

ISTLS Institut Supérieur du Transport et de la Logistique de Sousse [www.istls.rnu.tn](http://www.istls.rnu.tn)

ISSATSO Institut Supérieur des Sciences Appliquées et de Technologie de Sousse  
[www.issatso.rnu.tn](http://www.issatso.rnu.tn)

ATM Association Tunisienne de Mécanique ATM [www.tunimec.tn](http://www.tunimec.tn)

FSEGN Faculté des Sciences Economiques et de Gestion de Nabeul [www.fsegn.rnu.tn](http://www.fsegn.rnu.tn)

FSEGT Faculté des Sciences Economiques et de Gestion de Tunis [www.fsegt.rnu.tn](http://www.fsegt.rnu.tn)

FSEGS Faculté des Sciences Economiques et Gestion Sfax [www.fsegs.rnu.tn](http://www.fsegs.rnu.tn)

ENSTA École Nationale Supérieure des Techniques Avancées de Borj Cédria [www.ucar.rnu.tn](http://www.ucar.rnu.tn)

ECPP École Centrale Polytechnique Privée [www.polytechcentrale.tn](http://www.polytechcentrale.tn)

ENIC École Nationale d'Ingénieurs de Carthage [www.enicarthage.rnu.tn](http://www.enicarthage.rnu.tn)

ESPRIT École Sup Privée d'Ingénierie et de Technologies [www.esprit.tn](http://www.esprit.tn)

#### **Morocco**

AIAC Academie Internationale Mohammed VI de L'Aviation Civile [www.aiac.ma](http://www.aiac.ma)

ENIM Ecole Nationale Supérieure des Mines de Rabat [www.enim.ac.ma](http://www.enim.ac.ma)

GECEMGECE Marrakech – Ecole de Management [www.gecemarrakech.com](http://www.gecemarrakech.com)

ESITH Ecole Supérieure des Industries du Textile et de l'Habillement [www.esith.ac.ma](http://www.esith.ac.ma)

#### **Greece**

UTH University of THESSALY [www.uth.gr](http://www.uth.gr)

EKBMM European Center of Byzantine and Post-Byzantine Monuments [www.ekbmm.gr](http://www.ekbmm.gr)

AUTH Aristotle University of Thessaloniki [www.auth.gr](http://www.auth.gr)

TUC Technical University of Crete [www.tuc.gr](http://www.tuc.gr)

#### **Libya**

UOB Université de Benghazi [www.benghazi.edu.ly](http://www.benghazi.edu.ly)

UOT Université de Tripoli [www.afu.edu.ly](http://www.afu.edu.ly)

#### **Spain**

ETSEIB Escola Tecnica Superior d'Enginyers Industrials de Barcelona [www.etseib.upc.edu](http://www.etseib.upc.edu)

#### **Egypt**

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<http://www.rmei.info/index.php/en/>

CUFE Cairo University Faculty of Engineering [www.eng.cu.edu.eg](http://www.eng.cu.edu.eg)

AIFE Association des Ingénieurs Francophones d’Egypte [www.facebook.com](http://www.facebook.com)

The-marketer [www.the-marketer.net](http://www.the-marketer.net)

ALEXU Alexandria University [www.alexu.edu.eg](http://www.alexu.edu.eg)

### **Albania**

PUT Université Polytechnique de Tirana [www.put.al](http://www.put.al)

### **Cyprus**

CUT Cyprus University of Technology [www.cut.ac.cy](http://www.cut.ac.cy)

EMRBI EuroMed Research Business Institute [www.emrbi.com](http://www.emrbi.com)

### **Liban**

NDU Notre Dame University [www.ndu.edu.lb](http://www.ndu.edu.lb)

USEK Université Saint Esprit de Kaslik [www.usek.edu.lb](http://www.usek.edu.lb)

### **Palestine**

An-Najah National University An-Najah [www.najah.edu](http://www.najah.edu)

IUG Islamic University of Gaza [www.iugaza.edu.ps](http://www.iugaza.edu.ps)

### **Slovenia**

EMUNI Euro-Mediterranean University [www.emuni.si](http://www.emuni.si)

### **Romania**

BSUN Black Sea University Network [www.bsun.org](http://www.bsun.org)

### **Russia**

TVET Chaire-réseau UNESCO Education Technique et Professionnelle et Formation  
[www.unesco.org](http://www.unesco.org)

ICES Centre International des Systèmes d’Education Network on Water Resources at Irkutsk State University [www.unesco.org](http://www.unesco.org)

### **Mauritania**

ESP Ecole Nationale Polytechnique de Mauritanie [www.esp.mr](http://www.esp.mr)

### **Algeria**

O.E.B Université El Arbi Ben M'hidi Oum El Bouaghi [www.univ-ueb.dz](http://www.univ-ueb.dz)

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## **ANNEX 3**

### **Institutional workshop**



## TARGET workshop and working group

### Taking a Reflexive approach to Gender Equality for RMEI Transformation

Marseille, 23 January 2018, Ecole Centrale de Marseille

#### Program

9.00-9.30

#### WELCOME

**Frederic Fotiadu**, director of Ecole Centrale de Marseille

Welcome to the ECM

**Olivier Boiron**, General Delegate of RMEI, prof at Ecole Centrale Marseille

Welcome to RMEI

**Anastasia Zabaniotou**, Target RMEI coordinator and board member, prof at Aristotle University, Greece

Welcome to the TARGET Workshop

**Rachel Palmen**, Target partner, Notus Applied Social Research, Barcelona,

The TARGET PROJECT

**Maria Caprile**, Target partner, Notus Applied Social Research, Barcelona, Spain

Supporting RMEI towards developing the gender equity strategy

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|                   |  |
|-------------------|--|
| <b>SESSION I</b>  | <b>Chair: Anastasia Zabaniotou, RMEI board member, prof at Aristotle University, Greece</b>  |
| 9.30- 9.45        | <b>Abdelmajid BenAmara</b> , RMEI president, Director of R&I Agency, and professor at ENIM, Tunisia<br>Gender equality Plan in Academia and Research in Tunisia  |
| 9.45- 10.00       | <b>Fatma Ashour</b> , RMEI board member, Director of the Center for Environmental Hazard mitigation, Research and Environmental Studies, Coordinator of the Green Process Engineering Masters Programme GPE, Prof Faculty of Engineering, University of Cairo, Egypt<br>Egyptian Women contribution in Cairo University  |
| 10.00-10.15       | <b>Amaia Lusa</b> , UNIVERSITAT POLITÈNICA DE CATALUNYA, Barcelona, Spain<br>III gender equality plan at the UPC   |
| 10.15-10.30       | <b>Irene Jorge</b> , UNIVERSITAT POLITÈNICA DE CATALUNYA, Barcelona, Spain<br>GEECCO H2020 project   |
| 10.30-10.45       | <b>Ibtissam Medarhri</b> , prof Ecole Nationale Supérieure des Mines de Rabat (ENSMR),<br>Gender equality at ENSMR /Maroc  |
| 10.45-11.00       | <b>Olivier Boiron</b> , Ecole Centrale Marseille, France<br>Gender equality plan at the ECM  |
| 11.00-11.15       | <b>Anastasia Zabaniotou</b> , Aristotle University Thessaloniki, Greece<br>Center of Space, Technology and Gender at the Aristotle University, Greece  |
| 11.15-11.30       | <b>Sapienza University</b> , Rome, Italy<br>Gender equality at Sapienza/Italy  |
| 11.30-11.45       | <b>Massimo Guarascio</b> , Sapienza University of Rome, Italy-GAME/RMEI<br>Gender in Ancient Greek Myth and related activities in GAME   |
| 11.45-12.00       | <b>COFFEE BREAK</b>  |
| 12.00-13.15       | <b>Keynote Speaker</b><br><b>Don Huisingh</b> , Saipem International Professor<br>Department of Engineering Management,<br>POLITECNICO DI MILANO, ITALY<br>Editor-in-Chief, Emeritus Journal of Cleaner Production<br>Why and How can we Creatively Change Gender Competition to Collaborative Synergies to Engage, Empower and Co-Work to Accelerate the Transition to Equitable, Sustainable, Livable, Post-Fossil Carbon Societies? |
| 13.15-14.30       | <b>LUNCH</b>   |
| <b>SESSION II</b> | <b>Chair: Maria Caprile and Rachel Palmen</b>  |

- 14.30-16.30 **Round table and discussion- All participant**  
**Role of RMEI in the TARGET project**  
**Key multiplier and change-enabling role**
- **Main objectives:**
    - 1) establish sustainable structures (gender equality working group) for gender equality and the building up of competences and tools
    - 2) to develop a tailor-made GES and institutional change
  - **Main Objective of IW 1:**
  - Share Gender Audit – Survey + Presentations of Gender Equality in Member Universities
  - Where are we now?
    - Survey
      - CESAER
      - RMEI TARGET Survey (Recap of Olivier's presentation)
    - Community of practice (this first institutional workshop)
    - Further steps
  - **Objective 1:** establish sustainable structures (gender equality working group) for gender equality and the building up of competences and tools
    - How to do this? (group work)
    - Key responsibilities (distribution – group work)
    - Next steps (group work)
      - Timings
  - **Objective 2:** to develop a tailor-made GES and institutional change
    - What is a gender equality strategy for a network of universities?
    - What should be included in the strategy?
      - HRM
      - Leadership/ decision-making
      - Gender research contents/ curricular
    - How to do this? (group work)
    - Key responsibilities (distribution- group work)
    - Next steps (group work)
      - Timings
- 16.30-17.30 **Closing Recommendations**  
**Summary of discussion and group work**

## **RMEI (Réseau Méditerranéen des Ecoles d'Ingénieurs et de Management)**

### **Network's first TARGET Institutional Workshop**

#### **Working for SD goals of Global Challenges, Environment and Gender Equity**

[RMEI](#) is a network of about 100 universities in 16 countries with a Mediterranean culture and is a partner in the TARGET project. The first institutional workshop for the TARGET Project was held at the Ecole Central in Marseille on the 23<sup>rd</sup> of January, 2018 and the goals of the meeting were to (1) present the activities of RMEI partner universities (2) to create a working group within RMEI (3) to reflect on the connection of global challenges and sustainability with gender equality (4) to begin to think about a RMEI gender equality strategy and get feedback from the members of RMEI according to their experiences with gender equality policies in research.

This first institutional workshop formed part of the audit process and representatives were present from Egypt, France, Greece, Italy, Morocco and Spain. The audit consists of collecting quantitative and qualitative data on gender issues (sex disaggregated data on students, staff, management of RMEI universities, gender studies, gender policies) within the RMEI universities. To do this we adapted the [CESAER gender equality survey](#) specifically for the RMEI network and distributed it to member universities. Based on the CESAER survey our survey covered the following themes:

- The organisational structure for GE
- Gender Equality Plans, implementation and monitoring
- Initiatives and measures supporting Gender Equality
- Barriers
- Statistics on top management, academic staff, students, projects
- Examples of best practice, institutional change and next steps

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During the meeting some preliminary results were discussed. Participants also presented the situation of gender equality in their universities and different gender equality initiatives that their universities are developing. For example, Fatma Ashour from the [University of Cairo](#) highlighted an award winning anti-harassment initiative that her university has developed. It has formed a unit to combat violence against women, providing its activists with psychological and legal training regarding dealing with harassment complaints.

Anastasia Zabaniotou mentioned that the [Aristotle University in Greece](#), is very active in organising workshops on anti-harassment and also inter-departmental courses with introductions to gender studies. Anastasia Zabaniotou also spoke about the interrelations of environment, technology and gender, especially in Engineering Schools and she mentioned the Center for space, environment and technology and gender, that was created in the Engineering School of Aristotle University of Thessaloniki (she was founder member) and stressed the importance of creating a vision of RMEI towards Sustainable Development Goals achievement related to Global Challenges, Environment and Gender equity.

Amaia Lusa presented the UPC's [third gender equality plan \(2016-2020\)](#), including its mission, strategic lines and objectives and its workplan and her colleague Irene Jorge at the UPC presented TARGET's sister project [GEECCO](#) in which the UPC is a partner.

RMEI members highlighted the importance of starting a dialogue and creating activities by the Mediterranean young students of the GAME network which is the network of young ambassadors for the Mediterranean, belonging to RMEI. Massimo Guarascio presented the survey on gender issues created by GAME.

The institutional workshop also acted as a forum to set up the RMEI gender equality working group. The **working group** will be formed by:

- Prof. Anastasia Zabaniotou, TARGET RMEI Co-ordinator, RMEI board member and professor at [Aristotle University, Greece](#).

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- Prof. Olivier Boiron, General Delegate of RMEI, professor at [Ecole Centrale Marseille](#), France.
- Prof. Massimo Guarascio, professor at [Sapienza University of Rome](#), GAME/RMEI, Italy.
- Dr. Mara Lombardi, [Sapienza University of Rome](#), President of CAD Engineering of Security, DICMA.
- Prof. Fatma Ashour, RMEI board member, professor faculty of engineering, [University of Cairo](#), Egypt.
- Prof. Ibtissam Medarhi, professor at [Ecole Nationale Supérieure des Mines de Rabat](#) (ENSMR), Gender equality at ENSMR, Marocco.
- Prof. Khalid Najib, professor at [Ecole Nationale Supérieure des Mines de Rabat](#) (ENSMR).
- Prof. Amaia Lusa, professor at [Universitat Politècnica de Catalunya](#), Barcelona, Spain.
- Irene Jorge, European Projects Office, [Universitat Politècnica de Catalunya](#), Barcelona, Spain.
- Prof. Juan Jesús Perez, professor at [Universitat Politècnica de Catalunya](#), Barcelona, Spain.

It is open to other members and is supported by Maria Caprile and Rachel Palmén, [Notus](#), Barcelona, Spain.

During the meeting Professor Don Huisingh, who was the invited keynote speaker, then facilitated a reflection on the connection of global challenges and sustainability with gender equality, i.e. why and how can we creatively change gender competition to foster collaborative synergies for a more sustainable future. Particularly pertinent to the TARGET project was the question: what makes an effective change agent? This part of the workshop provided an initial space for the RMEI gender equality working group to think about sustainability and gender and may feed into the gender equality mission statement of RMEI.

**Réseaux Méditerranéens des Ecoles des Ingénieurs et du Management (RMEI)**

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Participants also reflected on the challenges that the project faces like the complexity of establishing and maintaining an active working group, the different cultural and political contexts as well as involving top-management. The following challenges were particularly highlighted: those arising from the differences of RMEI members to transfer gender equality plans and the importance of considering the diverse cultural and political contexts of member universities.

## **ANNEX 4.**

### **RMEI activities**

**Réseaux Méditerranéens des Ecoles des Ingénieurs et du Management (RMEI)**

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## 4.1 HOMERe program – Enhancing youth employability in the Mediterranean

In partnership with



In the Mediterranean region, the skills gap remains a major stumbling block for those entering the labour market. According to the World Bank, this would explain why 42% of companies in the MENA region do not employ 15-24 year-olds. A lack of knowledge of the professional environment and its standards is another obstacle in finding a first job.

Already handicapped by the economic crisis and today's flat growth figures, youngsters are faced with extremely high unemployment rates – 23.7% in North Africa according to the International Labour Organisation. In Greece and Spain more than one in two young persons is on the dole. And the outlook remains bleak. Youth unemployment in North Africa is set to hover around 24% until 2018, reaching 30% in the Middle East. On the southern shore of the Mediterranean, graduate unemployment rates are among the highest in the world.

The HOMERe (High Opportunity for Mediterranean Executive Recruitment) programme was launched by the RMEI (Mediterranean Network of Engineering and Business Schools) and the French Foreign Trade Advisors in 2015.

Through HOMERe, young persons have access to long-term international placements designed to encourage their assimilation into the business world. Once selected, the RMEI prepares the student for international mobility and provides both assistance with obtaining the required visa and any additional training he or she may need.

For developing companies located on both sides of the Mediterranean there are real advantages: time savings, a free and transparent process and the constitution of a pool of young and operational talent.

**Réseaux Méditerranéens des Ecoles des Ingénieurs et du Management (RMEI)**

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In its pilot phase, HOMERe is being implemented by four northern countries (France, Spain, Greece, Italy) and five on the southern shore (Morocco, Algeria, Tunisia, Egypt and Lebanon). The programme is due to be extended to the entire Mediterranean later.

“Today, international companies recruit locally. But the distances involved mean that teams do not know each other. This can cause problems with communication and trust. Employers need young people who understand the company’s corporate culture,” points out Philippe Saliou, university lecturer at the Université de Bretagne Occidentale and member of the RMEI.

In Morocco, the digital technologies group CGI is using HOMERe for its pre-employment internships. Working in partnership with the Brest-based university, CGI Morocco each year selects around forty graduates from Morocco’s state-run universities. “The graduates who go to CGI France get a head start in their careers, both in terms of acquiring technical skills and in other fields such as communication, writing skills and teamwork. The key advantages are the mobility, the immersion in a master’s degree in a foreign country and an operational internship dealing with real clients,” says Mohamed Lakhlifi, managing director of CGI Morocco. HOMERe project promotes internship mobility between Mediterranean countries, and is predominantly aimed at high-profile students in their last year of study before graduation.

The objective is to ease their transition from the academic environment to qualified entry-level roles in their own country – in a region where youth unemployment often increases with the level of education.

High Opportunity for Mediterranean Executive Recruitment (HOMERe) improves the cross-cutting skills and increases the employability of Mediterranean high-profile students currently in their last year of study before graduation.

The project aims to tackle youth unemployment and underemployment and help those taking part in the project to secure a graduate position that is relevant to their qualifications and is in their own country.

**Réseaux Méditerranéens des Ecoles des Ingénieurs et du Management (RMEI)**

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HOMERe uses internship mobility as a tool to combat the skills gap that has been identified as one of the region's main obstacles when it comes to hiring young people.

Despite their solid academic backgrounds, graduates often do not have the soft skills that potential employers are looking for, such as teamwork, problem-solving, leadership, etc. According to World Bank data, 40 per cent of employers in the formal private sector in the Middle East and North Africa point out the skills gap as a major hindrance to business operations and stable growth.

HOMERe internships last, on average, for six months and are intended to be structured with pre-determined tasks and responsibilities.

Through its extended network of high-level academic institutions on both sides of the Mediterranean (engineering and management schools as well as universities), HOMERe aims to attract transnational private companies that operate in the Mediterranean region and are searching for brilliant colleagues.

The programme provides help in the identification, preparation and mentoring of appropriately qualified students, while the host companies commit to allocating a tutor to their interns and to pay them a nominal monthly allowance.

But by far the most innovative aspect of the project is that participating companies must consider employment opportunities in the intern's country of origin after the successful completion of the internship (local branch, subsidiary, provider, etc.).

Nine Euro-Mediterranean countries are currently involved in the project: Algeria, Egypt, France, Greece, Italy, Lebanon, Spain, Morocco and Tunisia.

The project consortium includes a mix of academic and economic organisations.

HOMERe is promoted by the Mediterranean Network of Engineering and Management Schools (Réseau Méditerranéen des Ecoles d'Ingénieurs, RMEI), a network of 95 universities delivering master's degrees in 16 Mediterranean countries. It aims to enhance the quality of higher education in engineering and management in the Mediterranean area as well as to mobilise the competencies

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and resources of its members with the aim of working together towards sustainable development.

HOMERe is actively supported by: Association of the Mediterranean Chambers of Commerce and Industry (ASCAME), Association Marocaine des Exportateurs (ASMEX), Association des Ingénieurs Francophones en Egypte (AIFE), Algerian Talents and Leaders Association (ATLAS), Union of Mediterranean Confederations of Enterprises (BUSINESSMED), Campus France, Réseau des Conseillers du Commerce Extérieur Français (CCEF), Club des entrepreneurs et industriels de la Mitidja (CEIMI), Consiglio Nazionale degli Ingegneri (CNI), Office of Economic Cooperation for the Mediterranean and the East (OCEMO), Ordre des Ingénieurs Tunisiens (OIT), Région Provence-Alpes-Côte d'Azur (PACA), Unione delle Università del Mediterraneo (UNIMED), Union Tunisienne de l'Industrie, du Commerce et de l'Artisanat (UTICA).



RESEAUX MEDITERRANEEENS DES ECOLES DES INGENIEURS ET DU MANAGEMENT (RMEI)

<http://www.rmei.info/index.php/en/>

## 4.2. GAMe



The RMEI network is also trying to build bridges between its young engineers. GAMe , "Giovani Ambasciatori Mediterranei", the group of young students in the RMEI network.



## Genesis of GAME

GAME is the acronym for Young Mediterranean Ambassadors, in Italian language. It is the student section of the RMEI (Réseau Méditerranéen des Ecoles d'Ingénieurs) universities and was established during the 2nd edition of the Michelangelo Workshops (April 14th, 2012).

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It has received significant support from the Municipality of Civitavecchia in Italy, where GAME's headquarters are located.

GAME is an international association of Mediterranean students. It is apolitical, laical and non-profitable network belonging to engineering and managements, Schools whose members join on an exclusively voluntary basis

The GAME Committee is composed by a representative per Mediterranean Country. The Board's decisions and actions are in line with GAME's identity and vision, taking always into account the diversity and equality of our ancient Mediterranean land and the global will of GAME members.

GAME acts for development of students' personal fulfillment and professional skills.

Since launching in 2011 with a board elected by students to maintain the ambitious student activity (created and maintained by students), GAME has been molding itself and its goals into what is corresponding with the world.

In 2017, the theme that has received our attention was mobility and transportation.

This theme could be taken as many ways: engineering and cultural are from the main.

The theme addressed big questions that are not usually asked; for example, how can we connect the Mediterranean? How can we connect the Mediterranean spirit? How can we eradicate cultural red lines among countries so all would blur in together?

In the coming years, GAME will tackle different themes that are usually ignored. However, for GAME, the thriving student force connecting the Mediterranean countries through its growing work force and its developing individuals who will be able to make a difference, the topics that are usually left untouched are what are in dire need for questioning and analysis.

### **GAME means Youngs network**

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Since I was young my passion has been all concerning better human life, a few words which express many meanings. This is what concerns my activity and purpose in GAME as representative of Italy and Safety Engineer in such a young international network.

My commitment is to make people more aware of traditions, history, culture, philosophy of life of each Mediterranean inhabitant in order to transform, in a close future, this bag of knowledge and mutual confrontation into a great enrichment for all the Mediterranean communities, they may so benefit from this important value: the knowledge of Human.

GAME is established on the idea that students - and especially engineers - will have to invest themselves in the world's main issues such as Energy, Food, Urbanism, Environment and Security. We think, students should not wait until getting in their professional life to face these challenges. GAME provides them the structure to start dealing with those subjects.

GAME aims to have students from around the Mediterranean working and communicating together in preparation of an international career. GAME wants to answer this point by giving students the opportunity to meet each other and to work together. The goal is to make them more familiar with other cultures and other way of thinking. Students having a key role to play in society, GAME guides its members towards being aware of it and prepared for it. Therefore, GAME will give its members the opportunity to express themselves during meetings or workshops. Then, students will be able to train at speaking to an assembly and to pass ideas clearly.

Finally, GAME gives students the opportunity to travel around the Mediterranean Sea, discover other cultures and enrich their own through the experience they gain.

## **Young student's opinion about GAME**

*An engineer, never works alone. In every workplace, a group of engineers must cooperate in order to make critical decisions.*

Thereby, the development of togetherness and cooperation ability is for me an essential aspect to make progress in the future.

*A pre-possession of every youngster is the expansion of its field of knowledge and culture as well.*

Through participation in GAME, I am given the chance to further occupy myself with my scope, outside the boundaries of my University, and also to come in contact with other people, cultures, ideas, situations and problems. By that, I stay agile and refuse to stay stagnant and apathetic.

*Our country, like the entire Mediterranean countries, is going through a most rough financial, but especially, in my opinion, social crisis.*

This affects especially young people. I do not need to mention the unemployment and migration rates. I consider it to be of great significance to encourage youngsters to express their opinions, fears and prepossessions to light, through writing and publishing articles, recording and publishing videos. That is because a youngsters' lack of interest in important public issues. What's worse, young people's approach is often made in problematic ways, leading to the rise of perilous far-right movements in Europe.

*As Chemical Engineers, we are obliged to provide for environmental issues, which wreak havoc in the Mediterranean area.*

Our position gives us the opportunity to organize visits to industrial units, so as to observe and record flaws and contraventions that may pose problems to the nearby ecosystem. This ought to be the first step to fight against the pollution problems our region is facing.

As far as energy is concerned, as undergraduate students we may attend and organise events and conferences to inform ourselves about new

**Réseaux Méditerranéens des Ecoles des Ingénieurs et du Management (RMEI)**

<http://www.rmei.info/index.php/en/>

discoveries on the energy field, such as renewable sources and green technology.

### **The Gender Issues Strategy**

The first steps of this concept include collecting quantitative and qualitative data on gender issues, based on students, staff and management of the RMEI and GAME network universities. Based on the information collected, relevant gaps will be detected and a first discussion of gender equality priorities will take place. The strategy aims to the establishment of a group working on Gender Equality in the framework of the RMEI and GAME network.

Furthermore, since the 4th of July 2017 students of the Mediterranean had had access to a questionnaire form regarding “Gender Equality within the Academic Environment”.

I am particularly excited about the following steps of the “Gender Issues” campaign, since Gender Equality is a matter of utmost social importance and the fruitful cooperation among RMEI and GAME members can lead to substantial results to this direction.

## **Workshop Michelangelo/ GAME**

**The 2009 RMEI** General Assembly was held in Rome on April 21st and in Civitavecchia April 22nd. A shared vision concerning the Mediterranean Youth and the appreciation for the RMEI mission induced the Mayor of Civitavecchia to offer a space (182 mq) at Forte Michelangelo to become the Embassy of the Mediterranean RMEI students.

**Réseaux Méditerranéens des Ecoles des Ingénieurs et du Management (RMEI)**

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**In 2011 the dream** conceived in April 2009 was realized: an event for Mediterranean students to meet and discuss. A workshop managed by the students themselves in a space of their own, Forte Michelangelo.

**The first Michelangelo Workshop** was held in Civitavecchia on September 12-13, 2011. Around 80 students attended, more than 40 coming from the Southern shore of the Mediterranean and two classes of students from Civitavecchia Highschool Institute,

*During the Workshop a contest was offered to the participants on the vision of the Mediterranean topic, and two Michelangelo Awards were granted.*

**The second Michelangelo Workshop** was held in Civitavecchia on April 13-14, 2012, and saw the participation of more than a hundred students including two classes of the Civitavecchia Highschool Institute. More than 20 students from 10 countries presented their projects related to The major challenges of the Mediterranean Area and the *Second Michelangelo Prize for Mediterranean Culture* was awarded.

**The third Michelangelo Workshop** on *The Mediterranean is Facing Major Challenges Through its Youth For a Smart Mediterranean* was organized by the Sapienza University of Rome and GAME Group during two and a half days, from 9 to 11 April 2015, in three different venues.

**The 4th and 5th Michelangelo** Workshop on Mediterranean Bridging and Changing: the Role of Students, Schools and Professionals took place in Rome in October 13-15, 2016, at the Sapienza Engineering Faculty and main Campus.

The day ended with an intense cultural program at the Museum of Ancient Statues with a theatrical performance by the GAME Group of Shakespeare's Antony and Cleopatra, with headphones provided for the public.

**The 6th Michelangelo Workshop**, held in Marrakech on May 7-9, 2017, a new way of sharing views between students of different languages was devised through the use of painting, to give the students the opportunity to know each other better without words, but by the expression of ideas through shapes and colors. Painting

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helps students of different languages to express ideas through shapes and colors.  
Award ceremony of painting competition followed.



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