

# GENDER EQUALITY PLAN FOR MATHEARENA GMBH

Main priorities and key planned actions

| Thematic area: Core roles and responsibilities |  |          |                |                      |                    |                    |
|--|--|----------|----------------|----------------------|--------------------|--------------------|
| <b>Main Issue(s)(Problem(s))</b>               | Roles of core persons, corresponding rights and responsibilities as regards the overall process have to be defined |          |                |                      |                    |                    |
| <b>Goals / Priorities</b>                      | Awareness of Founders (1 female, 1 male) for the topic   |          |                |                      |                    |                    |
| <b>Planned actions</b>                         | Responsibilities   | Timeline | Targets        | Indicators           | Resources required | Status             |
| Regular exchanges                              | Founders   | All over |                | Acceptance + PR work | Autom.             | In const. progress |
| Following current research                     | Researchers  | All over | Gender studies | Regular discussions  |                    | In const. progress |
| Awareness in whole team                        | Team leaders   | All over | Language       | Acceptance           |                    | Const.             |

| Thematic area: Analysis of gender equality |  |          |  |   |                    |             |
|--|--|----------|--|---|--------------------|-------------|
| <b>Main Issue(s)(Problem(s))</b>           | Strengths and weaknesses of the actual situation regarding gender equality of the organisation. This might take the form of a SWOT-analysis describing strengths, weaknesses, opportunities, and threats |          |  |   |                    |             |
| <b>Goals / Priorities</b>                  | Create and foster awareness internally and externally  |          |  |   |                    |             |
| <b>Planned actions</b>                     | Responsibilities   | Timeline | Targets  | Indicators                                | Resources required | Status      |
| Strengths                                  | Diverse (Sub)Teams, Awareness  |          |  | Remote work                               |                    | Done        |
| Weaknesses                                 | Some Sub teams need further diversification  |          | Influencing decisions about future recruiting        | Flexibility supporting parenting members  |                    | Done        |
| Opportunities                              | Diverse lead, young team with fresh minds  |          | Transparent communication with special focus on div. | Reactions to diverse language/discussions |                    | Const. Obs. |
| Threats                                    | Conventional manners   |          | Steadfastness regarding our way of perception        | reactions from outside                    |                    |             |

| Thematic area: Analysis of GE objectives |  |
|--|--|
| <b>Main Issue(s)(Problem(s))</b>         | Analysis of the current situation and analysis of deficits regarding equality with respect to the three main GE objectives focusing on: <ul style="list-style-type: none"> <li>• decision making processes and bodies</li> </ul> |

|   |  |          |  |   |                              |                                      |
|---|--|----------|--|---|------------------------------|--------------------------------------|
|   | <ul style="list-style-type: none"> <li>recruitment, career development of female researchers and female staff member and</li> <li>the gender dimension in research and teaching</li> </ul> |          |  |   |                              |                                      |
| <b>Goals / Priorities</b>   | Appreciation for diverse perspectives and their added value  |          |  |   |                              |                                      |
| <b>Planned actions</b>  | Responsibilities   | Timeline | Targets  | Indicators  | Resources required           | Status                               |
| decision making processes and bodies  | At least one male and female responsible   |          | Flat hierarchy, decision-making only after team consultation | Scope of decisions + feedback (esp. girls in STEM)  | At least 2 people discussing | Currently fulfilled (exc. Marketing) |
| recruitment, career development of female researchers and female staff member | Founders   |          | Female founder doing PhD; team lead on basis of competency   | Time available for research/PhD; mothers/parenting persons as team lead                   | Flexibility, child care      |                                      |
| the gender dimension in research and teaching                                 | Whole team   |          | Reading and intensive listening to female users              | UI (aesthetics), UX, Content on target group students with special focus on girls in STEM |                              |                                      |

| Thematic area: Organisational profile |  |          |   |   |                    |        |
|---------------------------------------|--|----------|---|---|--------------------|--------|
| <b>Main Issue(s)(Problem(s))</b>      | Presentation of the GEP's structural ties in the context of the organisation's profile and mission statement (gender equality objectives and their value/contribution relating to the organisation's profile, target population/beneficiaries, organisation's key activities, relation to overall mission statement) |          |   |   |                    |        |
| <b>Goals / Priorities</b>             |  |          |   |   |                    |        |
| <b>Planned actions</b>                | Responsibilities   | Timeline | Targets   | Indicators                                | Resources required | Status |
| Profile                               | Founders   |          | Fostering mathematical understanding with focus on female users | collected opinions, Colours, Interactions |                    |        |
| Target population                     | Dev + Marketing  |          | Female users of all age   | Feedback of girls and women (+ div.)      |                    |        |
| Key activities                        | Founders   |          | research grants with focus on STEM for girls                    | Granted fundings, reached milestones      |                    |        |
| Mission statement                     | Founders   |          | Attitude: Philosophical/psychological tolerance                 | Language, recruitment, written statements |                    |        |

| Thematic area: Objectives        |  |          |                                      |                                       |                    |        |
|----------------------------------|--|----------|--------------------------------------|---------------------------------------|--------------------|--------|
| <b>Main Issue(s)(Problem(s))</b> | Definition/elaboration of objectives (main and subordinate objectives for thematic fields) |          |                                      |                                       |                    |        |
| <b>Goals / Priorities</b>        | Facilitate motivating access to mathematics  |          |                                      |                                       |                    |        |
| <b>Planned actions</b>           | Responsibilities   | Timeline | Targets                              | Indicators                            | Resources required | Status |
| Development                      | Gerald   |          | UI/UX                                | Aesthetics, Colours                   |                    |        |
| Content                          | Gerald + Eva-Maria   |          | approaches                           | Conscious choice of wording and tasks |                    |        |
| Marketing                        | Eva-Maria  |          | Addressing typical problems diversly | Language, emotions, colours, pictures |                    |        |

| Thematic area: Activities        |   |                  |  |                       |  |        |
|----------------------------------|---|------------------|--|-----------------------|--|--------|
| <b>Main Issue(s)(Problem(s))</b> | Presentation of activities as a whole; motivation for selecting specific measures and their relation to needs identified, complementarity of measures, references to used resources (gender programs, change tools, equality research), character of activities in terms of commitment. |                  |  |                       |  |        |
| <b>Goals / Priorities</b>        |   |                  |  |                       |  |        |
| <b>Planned actions</b>           | Responsibilities  | Timeline         | Targets  | Indicators            | Resources required                                       | Status |
| TeamBuilding Events              | Founders  | ~ every 2 months | Knowing the team, strengths, fostering collaboration, renew the company orientation/vision | Openness, soft skills | Apt room for Team Meetings, Food&Drinks, open atmosphere |        |
| Retros                           | Doris Kayser  | ~ every 2 months | Reflection on positive/negative aspects, place for   |                       |  |        |
| Transparency                     | Founders  | continuous       | Aligning the focus of projects and working groups  |                       |  |        |

| Thematic area: Resources         |  |          |         |            |                    |        |
|----------------------------------|--|----------|---------|------------|--------------------|--------|
| <b>Main Issue(s)(Problem(s))</b> | Personnel and financial resources required for implementation of measures in respect of size, financial ability, capacity (expert knowledge and infrastructure support to reach objectives), specifics of scientific culture concerned (locally, nationally), and complexity of the unit/institution |          |         |            |                    |        |
| <b>Goals / Priorities</b>        |  |          |         |            |                    |        |
| <b>Planned actions</b>           | Responsibilities   | Timeline | Targets | Indicators | Resources required | Status |
| No further actions needed,       | since considered in all areas since the beginning of the project and seen as valued gain.  |          |         |            |                    |        |

| Thematic area: Schedule          |  |          |  |            |                    |        |
|----------------------------------|--|----------|--|------------|--------------------|--------|
| <b>Main Issue(s)(Problem(s))</b> | Envisaged schedule of activities and process milestones/achievements, envisaged contribution to reach objectives |          |  |            |                    |        |
| <b>Goals / Priorities</b>        |  |          |  |            |                    |        |
| <b>Planned actions</b>           | Responsibilities   | Timeline | Targets  | Indicators | Resources required | Status |
| Ongoing monitoring               | Whole team involved  |          | Transparency<br>Communication<br>Collaboration | Retros     | none               |        |

| Thematic area: Control management |  |          |         |            |                    |        |
|-----------------------------------|--|----------|---------|------------|--------------------|--------|
| <b>Main Issue(s)(Problem(s))</b>  | Quality control management (strategies for unmet objectives, documentation of activities, internal and external information and PR, success indicators, monitoring, capacity building, etc.) |          |         |            |                    |        |
| <b>Goals / Priorities</b>         |  |          |         |            |                    |        |
| <b>Planned actions</b>            | Responsibilities   | Timeline | Targets | Indicators | Resources required | Status |
|                                   | See above (Retrospectives, diverse Team with low hierarchy and right/duty/place of participation)  |          |         |            |                    |        |

| Thematic area: Sustainability    |   |          |   |   |                    |        |
|----------------------------------|---|----------|---|---|--------------------|--------|
| <b>Main Issue(s)(Problem(s))</b> | Strategies with respect to sustainability |          |   |   |                    |        |
| <b>Goals / Priorities</b>        |   |          |   |   |                    |        |
| <b>Planned actions</b>           | Responsibilities                          | Timeline | Targets   | Indicators  | Resources required | Status |
| Idealism                         | Everybody                                 |          | Investigating the motivational aspects during recruitment process   | Change of perspectives<br>Empathy<br>Generosity                       |                    |        |
| Meta-Vision of the Project       | Founders                                  |          | Naming and regular repetition/redefinition  | Talks about it<br><br>Alignment of work products / Outcomes           |                    |        |
| New Work                         | Founders                                  |          | Creating transparency about the needs of all parties involved<br><br>Flexible approach to forms of employment/ working methods and consideration of all needs | Satisfaction in the team<br><br>Ways of Communication / Collaboration |                    |        |