

Linking Research & Innovation for Gender Equality

Monitoring & Evaluation Plan

UEFISCDI, Romania

Version n.2

Date November 2021

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# Introduction

This document describes the monitoring and evaluation plan of implementation of Gender Equality Plan of Executive Agency for Higher Education, Research, Development and Innovation Funding (UEFISCDI)) for the period 2021 – 2023.

The adapted methodology was elaborated by the experts of Smart Venice (SV) and Foundation Open University of Catalonia (FUOC).

This document presents detailed steps of formative evaluation for assessment and monitoring the progress of the implementation of the Gender Equality Plan of UEFISCDI. The implementation period is divided in two one year cycles. Periodic monitoring will be performed in each 4 months. At the end of the two year implementation period, a summative evaluation in collaboration with external experts will be carried out.

Methods used for monitoring and evaluations are desk research, document analisys, statictical analisys, interviews, focus groups and questionnaires. Monitoring plan has been developped for each activity separately in accordance with specific circomsatnces of the activity taking into account the short term and long term otputs, outcomes and indicators developped in the Gender Equality Plan of UEFISCDI.

# Periodic monitoring activities

## Human resources

### Recruitment and selection

* Development of the informative kit: dec 2021
* Short-term indicators expected from May 2022 onwards
* Medium-term indicators expected by the end of 2022

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| **Measure** | **Activity** | **Output** | **Outcome Indicator** | | **Methods** |
| **Short-term** | **medium-term** |
| **Developing an informative kit with specific instructions regarding gender discrimination and stereotypes identification in the recruiting process** | Internal research for best practices regarding recruitment gender sensitive protocols | Published principal case studies on institutional gender-sensitive recruitment procedures |  |  | Output: documents analysis |
| Developing a first draft of the informative kit | One draft of informative kit |  | Increased knowledge on gender-sensitive recruitment procedures for the developing team | Output/outcome: documents analysis  questionnaire |
| Gathering feedback from stakeholders regarding the informative kit | Number of meetings  Number of stakeholders involved | Increased awareness regarding recruitment gender sensitive protocol  Adjusted information |  | Outcome: questionnaires, interviews |
| Finalizing the informative kit | Regulation document |  | established gender-sensitive recruitment procedures | Output: documents analysis |
| Organizing a training with all the recruitment experts and HR department and presenting the document | Number of trainings organized  Number of the HR staff trained | Increased knowledge on gender-sensitive recruitment procedures; | Improved recruitment procedures | Output: training  Outcome:  questionnaire |
|  | Informing all UEFISCDI staff about the updates on the recruitment protocols | Number of participants | Increased knowledge on gender-sensitive recruitment procedures; |  | Output: meetings  Outcome:  questionnaire |
|  | Evaluate the level of knowledge acquisition of the recruitment experts on a yearly basis | Number of questionnaires answered |  |  | Outcome:  questionnaire |

### Working conditions and work-life balance

#### Back-to-work training

* Development of the training program – sept -dec 2022
* Training the staff: jan-may 2023
* Short-term indicators expected from Jun 2023 onwards
* Medium-term indicators expected by the end of 2023

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| **Measure** | **Activity** | **Output** | **Outcome Indicator** | | **Methods** |
| **Short-term** | **medium-term** |
| **Back-to-work training** | Training the middle managers on how to implement this measure and support the returning employee | Number of trainings | Increased awareness about the benefits, opportunities and challenges regarding program. |  | Output: training analysis  Outcome: questionnaires |
| Raising awareness among other colleagues about the importance of the transition period and encourage them to be supportive | Number of participants | Increased awareness about the benefits, opportunities and challenges regarding program. |  | Output/outcome: questionnaires |
| Developing a specific training for each department | Number of training seminars held; number of participants (gender) | Awareness of regarding how employees returning from parental leave could have a smoother experience when returning |  | Output: training analysis  Outcome: questionnaires, |

#### Soft skills training

* Development of the training program – may - sept 2022
* Training the staff: sept-dec 2022
* Short-term indicators expected from Jan 2023 onwards
* Medium-term indicators expected by the end of 2023

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| **Measure** | **Activity** | **Output** | **Outcome Indicator** | | **Methods** |
| **Short-term** | **medium-term** |
| **Soft skills training** | Research for best practices and similar trainings regarding soft skills and time management for the employees returning to work | Published training materials and didactic units for mentors and mentees | Increased awareness about the benefits, opportunities and challenges regarding mentoring program. |  | Output: documents analysis  Outcome: questionnaires |
| Developing and organizing a training and an informative kit on the topic | One informative kit | Raising awareness about the importance of developing soft skills |  | Output: documents analysis  Outcome: questionnaires |
| Evaluate the result of the training | Number of training seminars held; number of participants (gender) |  | Increased knowledge and understanding of career advancement, increased confidence and job satisfaction | Output: documents analysis  Outcome: questionnaires, interviews |

### Career progression

#### Mentoring for leadership positions

* Development of the training program – jan- may 2023
* Training the staff: may-jul 2023
* Short-term indicators expected from Sept 2023 onwards
* Medium-term indicators expected by the end of 2024

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| **Measure** | **Activity** | **Output** | **Outcome Indicator** | | **Methods** |
| **Short-term** | **medium-term** |
| **Mentoring for leadership positions** | evaluation of leadership qualities and competences | Number of employees evaluated | Increased awareness about the benefits, opportunities and challenges regarding mentoring program. |  | Output/Outcome: questionnaires |
| developing a “shadowing” program (each participant is partnered with top management representative and shadows his/her routine for a specific period of time) | Number of mentors recruited; number of mentees seeking support. | Matched mentor – mentee pairs. |  | Output/outcome: documents analysis |
| selection of relevant candidates | Number of candidates selected |  |  | Output/ Outcome: questionnaires, interviews |
| development of personalized coaching & mentoring program for the selected participants |  | Increased confidence, well-being, job satisfaction; improved understanding of career advancement requisites, etc. |  | Output: documents analysis  Outcome: questionnaires, interviews |

#### Internal educational program

* Development of the training program –may-sept 2023
* Training the staff: sept-dec 2023
* Short-term indicators expected from Dec 2023 onwards
* Medium-term indicators expected by the end of 2024

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| **Measure** | **Activity** | **Output** | **Outcome Indicator** | | **Methods** |
| **Short-term** | **medium-term** |
| **Internal educational program** | evaluation of the skills and competences, both by the employees and the middle management | Number of employees evaluated | Increased awareness about the benefits, opportunities and challenges regarding mentoring program. |  | Output: documents analysis  Outcome: questionnaires |
| developing a career plan for participants in the program (a collaborative action between employee and manager) | Number of career plans developed | Increasing the awareness of the importance of allocating tasks according to the existing skills among managers | Improving working conditions for empoyees | Output: documents analysis  Outcome: questionnaires, interviews |
| evaluation of the program | Number of participants evaluated | Monitoring the progress of participants | Developing an improve future program | Output: documents analysis  Outcome: questionnaires, interviews |

## Sexual and moral harrasment

### Informative kit regarding sexual and moral harrasment

* Development of the informative kit: mar 2022
* Short-term indicators expected from May 2022 onwards
* Medium-term indicators expected by the end of 2022

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| **Measure** | **Activity** | **Output** | **Outcome Indicator** | | **Methods** |
| **Short-term** | **medium-term** |
| **Informative kit regarding sexual and moral harassment** | Internal research for best practices and case studies regarding sexual or moral harassment informative kits | Published case studies regarding sexual and moral harassment in the repository | Increased awareness about the how to better recognize cases o sexual and moral harassment |  | Output: documents analysis  Outcome: questionnaires |
| Developing the informative kit | Institutional document against sexism and sexual and moral harassment |  |  | Output/outcome: organizational documentation |
| Organizing a training on the content of the informative kit | Number of training seminars held; number of participants (gender) |  | Decrease of cases of sexual harassment at organization level | Output: training analysis  Outcome: questionnaires, interviews |
| Evaluate the knowledge gained by employees following the training session | Number of employees evaluated | Evaluate the efficiency of the informative kit | Increased confidence, well-being, job satisfaction; | Output: documents analysis  Outcome: questionnaires, interviews |

*The plan should also indicate which methods will be used in order to track the identified indicators: documents analysis, interviews, polls, questionnaires, etc. The different methods should be tailored to the specific intervention, therefore partners will need to elaborate the different tools, while Smart Venice can support in the process. Examples of templates for interviews, focus groups and questionnaires are provided in the next section of the document. It is important to recall that the present Monitoring & Evaluation plan needs to be elaborated by the* ***end of August 2021****, included the data collection tool mentioned above.*

## Institutional Governance

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### Establishing a Gender Equality Body (GEB)

* Establishing a GEB - may 2022
* Short-term indicators expected from Sept 2022 onwards
* Medium-term indicators expected by the end of 2023

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| **Measure** | **Activity** | **Output** | **Outcome Indicator** | | **Methods** |
| **Short-term** | **medium-term** |
| **Establishing a Gender Equality Body (GEB)** | Conducting discussions with top management in order to identify the most appropriate internal and external candidates | A list of possible candidates |  |  | Output: list analysis |
| The actual selection of candidates | Number of interviews conducted |  | Establishing a GEB | Output/outcome: process analysis |
| Developing mechanisms to ensure the operationalization of the body and its investment with institutional authority | Document uploaded on repository | Awareness of responsibilities and duties; | Assuring an operational GEB after the GEP is implementated | Output: documents analysis  Outcome: questionnaires, interviews |
| Developing protocols for the supervision of the GEP’s implementation | Document uploaded on repository |  | Succesfully implementin the GEP | Output: successful measures implemented  Outcome: questionnaires, interviews |

*The plan should also indicate which methods will be used in order to track the identified indicators: documents analysis, interviews, polls, questionnaires, etc. The different methods should be tailored to the specific intervention, therefore partners will need to elaborate the different tools, while Smart Venice can support in the process. Examples of templates for interviews, focus groups and questionnaires are provided in the next section of the document. It is important to recall that the present Monitoring & Evaluation plan needs to be elaborated by the* ***end of August 2021****, included the data collection tool mentioned above.*

## Institutional Communication

### Developing ann Informative gender sensitive communication kit

* Development of the informative kit: may 2021
* Short-term indicators expected from June 2022 onwards
* Medium-term indicators expected by the end of 2022

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| **Measure** | **Activity** | **Output** | **Outcome Indicator** | | **Methods** |
| **Short-term** | **medium-term** |
| **Developing an informative gender sensitive communication kit** | Research on gender sensitive communication kits and best practice examples | Published case studies on repository | Increased awareness about the importance of using gender sensitive language. |  | Output: documents analysis  Outcome: questionnaires |
| Developing the informative kit | Institutional document |  | Improving internal and external gender sensitive communication | Output/outcome: documents analysis |
| Adopting protocols for internal and external communication | Internal protocol developed and uploaded on repository |  |  | Output: documents analysis  Outcome: questionnaires, interviews |
| Organizing a training session | Number of trainings,  Number of participants | Awareness of recognizing stereotypes and avoiding them | A better adaptation of new regulations | Output: training analysis  Outcome: questionnaires, interviews |
|  | Evaluation of the knowledge gained by participants in the training session | Number of employees evaluated | Improving the document and the protocol | Assuring gender sensitive communication is used by default in all communication efforts | Outcome: questionnaires, interviews |

*The plan should also indicate which methods will be used in order to track the identified indicators: documents analysis, interviews, polls, questionnaires, etc. The different methods should be tailored to the specific intervention, therefore partners will need to elaborate the different tools, while Smart Venice can support in the process. Examples of templates for interviews, focus groups and questionnaires are provided in the next section of the document. It is important to recall that the present Monitoring & Evaluation plan needs to be elaborated by the* ***end of August 2021****, included the data collection tool mentioned above.*

## Research Funding

UEFISCDI manages 20% of the national funds for research. The texts of the calls are approved by the executive public administration bodies (ministries) and they are standard texts. Sometimes, upon request, UEFISCDI can make recommendations on specific subjects.

When employing evaluators, UEFISCDI cannot make gender a mandatory criterion. Moreover, it is not possible to introduce gender quotas and targets in evaluation procedures because in Romania, the number of female evaluators is smaller than the number of male evaluators. The process of becoming an evaluator is conducted by a special structure in the executive public administration bodies (e.g. special department in the Research and Innovation ministry). UEFISCDI has a large database of evaluators (Romanian and foreign) which is used when implementing various projects. The database (BrainMap.ro) contains all the evaluators that took part in UEFISCDI’s projects and is divided in various categories, depending on age, gender, expertise, field of actions, etc.

In the next period, however, gender balance will play a more important role in development, implementation and evaluation of the projects (according to European Commission Gender Equality Strategy for 2020-2025 and ERA priorities).

In order to improve the gender dimension in research funding two measures are proposed: to carry out an analysis in order to understand the reasons why women participate in smaller numbers in research programs and how the content of research is affected by this small participation; also to identify ways in which women researchers can be encouraged to join research areas dominated mainly by men; to identify ways in which project evaluators can be taught to respect the gender dimension. While evaluating the relevance of the content of the scientific research (Training for project evaluators on the gender dimension - stereotypes, prejudices, etc.)

### Analysis of women participation in research projects

* Analysis of women participation in research programs: sept 2022
* Short-term indicators expected from Dec 2022 onwards
* Medium-term indicators expected by the end of 2023

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| **Measure** | **Activity** | **Output** | **Outcome Indicator** | | **Methods** |
| **Short-term** | **medium-term** |
| **Analysis of women participation in research projects** | Identify the pool of projects to be analyzed | Number of financed projects to be analyzed |  |  | Output: documents analysis |
| Conduct the analysis | An analysis uploaded on repository | Raising awareness about GE in research |  | Output/outcome: documents analysis |
| Draw conclusions following the analysis | Number of projects analyzed | Devloping a policy recommendation |  | Output: documents analysis  Outcome: questionnaires, interviews |
| Promoting the results and recommendations | A policy recommendation uploaded on repository | Increased awareness about how research domain can better integrate the gender dimension | Improving financing calls by including the gender dimension | Output: documents analysis  Outcome: questionnaires, interviews |

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### Training on gender equality addressed to research projects evaluators

* Training on gender equality addressed to research projects evaluators: jan - jun 2023
* Short-term indicators expected from Sept 2023 onwards
* Medium-term indicators expected by the end of 2024

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| --- | --- | --- | --- | --- | --- |
| **Measure** | **Activity** | **Output** | **Outcome Indicator** | | **Methods** |
| **Short-term** | **medium-term** |
| **Training on gender equality addressed to research projects evaluators** | research on examples and best practices on gender-sensitive project evaluation | Published training materials and didactic on repository | Increased awareness about the importance of unbiased evaluation. |  | Output: documents analysis  Outcome: questionnaires |
| drafting of informative kits regarding gender equality and how gender equality should be approached when evaluating research projects | Instutional document | Raising awareness about existing issues regarding the gender dimension in the evalution process | Improving the evaluation process | Output/outcome: documents analysis |
| organizing training sessions / online video trainings | Number of training seminars held; number of participants (gender) | Awareness of how can the evaluators can assure they respect the gender dimension when evaluating | Unbiased evaluators | Output/ Outcome: questionnaires, interviews |

*The plan should also indicate which methods will be used in order to track the identified indicators: documents analysis, interviews, polls, questionnaires, etc. The different methods should be tailored to the specific intervention, therefore partners will need to elaborate the different tools, while Smart Venice can support in the process. Examples of templates for interviews, focus groups and questionnaires are provided in the next section of the document. It is important to recall that the present Monitoring & Evaluation plan needs to be elaborated by the* ***end of August 2021****, included the data collection tool mentioned above.*

## Innovation Ecosystem

### Implementing quotas/targets when inviting speakers at the events

* Implementation of quotas: jan - mar 2022
* Short-term indicators expected from May 2022 onwards
* Medium-term indicators expected by the end of 2022

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| --- | --- | --- | --- | --- | --- |
| **Measure** | **Activity** | **Output** | **Outcome Indicator** | | **Methods** |
| **Short-term** | **medium-term** |
| **Implementing quotas/targets in speaker panels at the events** | Elaborate guidelines on the topic | Guidelines published on repository | Increased awareness about the importance of implementing quotas. |  | Output: documents analysis  Outcome: questionnaires |
| Establish quotas for each event (depending on subject) | Institutional Document |  |  | Output/outcome: documents analysis |
| Promote the implementation of quotas at events | Number of training seminars held; number of participants (gender) | Awareness of the importance of GE in the innovation ecosystem |  | Outcome: questionnaires, interviews |
| Propose a list of topics related to gender equality to be addressed in the Innovation Café events | Number of events | Increde women participantion | Increase number of topics related to GE | Outcome: questionnaires, interviews |

# Evaluation activities

*As indicated in chapter 4 of the methodology, the evaluation activities will be aimed at evaluating:*

* *Each action implemented (and will take place once an action is finalized);*
* *The whole implementation process (and it will happen at the end of the first implementation iteration, M30).*

*The plan will include a set of evaluation activities. It is important to underline, that while the plan itself needs to be elaborated by the* ***end of August 2021****, the specific content and templates for the different methods (e.g. interviews, focus groups, etc.) used within the evaluation activities can be defined at a later stage with the support of Smart Venice if needed.*

## Evaluating the actions

### Human resources

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| --- | --- | --- | --- | --- |
| **N.** | **Name of the action** | **Method** | **Target** | **When** |
| *1* | *Developing an informative kit with specific instructions regarding gender discrimination and stereotypes identification in the recruiting process* | *Document analysis*  *questionnaires* | *HR department*  *Internal stakeholders involved in the recruitment processes* | *M31* |
| *2* | *Back-to-work training* | *Focus group*  *interviews* | *Employees returning from parental leave* | *M44* |
| *3* | *Soft skills training* | *Focus group*  *questionnaires* | *Employees taking part in the program*  *Middle managers* | *M44* |
| *4* | *Mentoring for leadership positions* | *Questionnaires*  *interviews* | *Employees taking part in the program*  *Middle managers*  *HR department* | *M44* |
| *5* | *Internal educational program* | *Interviews*  *questionnaires* | *Employees taking part in the program*  *Middle managers* | *M44* |

1. *Does the implementation of the intervention correspond to the objectives?*
2. *Have activities been carried out as foreseen?*
3. *Was the timing of the activity realistic?*
4. *Which are the main short-term and medium-term outcome indicators?*
5. *To what extent has implementation changed over time? What has changed?*
6. *Which were the main decision making bodies/internal stakeholders involved within the implementation of the action?*
7. *Have any institutional bodies or mechanisms been established to implement the action/intervention?*
8. *Has the action impacted on the structure of the institution? or can it be integrated in the structure as a permanent action?*
9. *What factors inhibited or promoted the implementation of the intervention in line with its objectives?*
10. *What barriers were encountered during the implementation? Was it possible to overcome these barriers and how?*
11. *Did the implementation of the action encountered any resistances? If yes, were they coming from internal or external stakeholders or both? Were they implicit or explicit? How were they handled?*
12. *(For collaborative actions) Which external actors stakeholders were involved? How was the collaboration with the external stakeholders?*

*It is important to address the level of impact of the measure/action on the organizational structure and if and how the action will be integrated in the structure of the organization.*

### Sexual and moral harrasment

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| --- | --- | --- | --- | --- |
| **N.** | **Name of the action** | **Method** | **Target** | **When** |
| *1* | *Informative kit regarding sexual and moral harassment* | *Document analysis*  *Interviews*  *Questionnaires* | *Documents*  *employees* | *M31* |

### Institutional Governance

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| **N.** | **Name of the action** | **Method** | **Target** | **Target** | **When** |
| *1* | *Establishing a Gender Equality Body (GEB)* | *Document analysis*  *Interviews*  *Questionnaires* | *Repository*  *Members of GEB* | *Documents*  *employees* | *M35* |

### Communication

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| --- | --- | --- | --- | --- |
| **N.** | **Name of the action** | **Method** | **Target** | **When** |
| *1* | *Developing an informative gender sensitive communication kit* | *Document analysis*  *Interviews*  *Questionnaires* | *Institutional documentation*  *Communication Department*  *Employees*  *stakeholders* | *M35* |

### Research funding

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **N.** | **Name of the action** | **Method** | **Target** | **When** |
| *1* | *Analysis of women participation in research projects* | *Interviews*  *Focus group*  *Questionnaire* | *Female researchers* | *M39* |
| *2* | *Training for research evaluators regarding the gender dimension* | *Interviews*  *Questionnaire* | *Evaluators*  *Beneficiaries* | *M39* |

### Innovation Ecosystem

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| **N.** | **Name of the action** | **Method** | **Target** | **When** |
| *1* | *Implementing quotas/targets when inviting speakers at the events* | *Interviews*  *Questionnaires* | *Participants*  *Organizers* | *M31* |

## Evaluating the whole implementation process

*In order to evaluate the whole implementation process, a number from 5 to 10 semi-structured interviews and 1 overall focus group should be organized. In the table below a plan of the mentioned activities should be elaborated.*

|  |  |  |  |
| --- | --- | --- | --- |
| **N.** | **Evaluation activity** | **Target** | **When** |
| *1* | *Focus group* | *General Director, Deputy General Director, Hr Department, Legal Department, Communication Deparment, RPO representatives*  *.* | *M30* |
| *2* | *Interview* | *Interview with General Director* | *M30* |
| *3* | *Interview* | *Interview with Head of Communication* | *M30* |
| *4* | *Interview* | *Interview with Head of Innovation* | *M30* |
| *5* | *Interview* | *Interview with representative from University of Bucharest (gender studies)* | *M30* |
| *6* | *Interview* | *Interview Head of Human Resources* | *M30* |

*As far as the content of both the focus group and the semi-structured interviews, questions that can be addressed are the followings:*

1. *Does the implementation of the GEP correspond to the objectives?*
2. *To what extent has implementation changed over time? What has changed?*
3. *How were the responsibilities for the implementation of the GEP distributed?*
4. *How was the overall implementation process organized? Was there a fixed working group whose members meet on a regular basis? Were organizational decision-making bodies involved?*
5. *Have any institutional bodies or mechanism been established to implement the GEP?*
6. *How many actions/measures can be considered as structural meaning they impact the organizational structure or will be integrated in the structure of the organization as permanent actions?*
7. *Was/is the timing of the activities realistic? To the degree that tasks were interdependent and involve broader organizational processes? did the execution of tasks provided for enough leeway in order to compensate for delays? Did the timing of the tasks allow for the internal duration of administrative processes?*
8. *What factors inhibited or promoted the implementation of the GEP in line with its objectives?*
9. *What barriers were encountered during the implementation? Was it possible to overcome these barriers and how?*
10. *Did the implementation of the GEP encountered any resistances? If yes, were they coming more from internal or external stakeholders or both? Were they implicit or explicit? How were they handled?*
11. *Implementation can be boosted by tapping into parallel or complementary activities within the organization. Are there similar interventions (past and present) which condition the implementation? If so, how?*
12. *Which external actors/influencing stakeholders have been involved?*

*Depending on the interviewee, the interviews could focus either on the whole process or on any of the actions. It is important to address the level of impact of the measures/actions on the organizational structure and if and how the actions will be integrated in the structure of the organization.*

*The specific content of the focus group and the interviews can be defined at a later stage, with the support of Smart Venice.*

# Timeline/Gantt chart

*A picture containing chart

Description automatically generated*