

## Second Mutual Learning Workshop Minutes

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Contributing WP	WP3
Responsible partner	BMBWF
Contributors	Angela Wroblewski Christina Meyer Martina Fucimanová Marcela Linkova Roberta Schaller-Steidl Hana Tenglerová
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Disclaimer: The views and opinions expressed in this document are solely those of the project, not those of the European Commission.	

## Executive Summary

On 7 and 8 March 2019, the Second Mutual Learning Workshop of GENDERACTION took place in the premises of the Austrian Federal Ministry of Education, Science and Research in Vienna with 36 participants from 14 countries. GENDERACTION is an innovative policy community which aims to address gender imbalances in R&I and advance the implementation of the gender priority in the European Research Area. GENDERACTION brings together representatives appointed by national authorities in Member States and Associated Countries to foster policy coordination, best practice exchange and mutual learning.

The aim of the workshop is for participants to become familiar with the concept of monitoring and its relevance for policy development and implementation (improvement of policies, efficient use of resources). After opening words by Iris Rauskala from the Austrian Federal Ministry of Education, Science and Research and an overview on the current state of GENDERACTION by project coordinator Marcela Linková, ERAC co-chair Christian Naczinsky outlined future perspectives for gender equality policies in ERA. Angela Wroblewski gave an introduction to monitoring which focused on the purpose and general principles of monitoring as well as different approaches to monitoring for NAP implementation. Three examples of national monitoring systems complemented this general introduction. Heidi Holt Zachariassen and Lise Christensen presented the Norwegian experiences with monitoring NAP implementation regarding the gender dimension in research content. Capitolina Díaz Martínez described the status quo of monitoring gender equality in R&I in Spain. Finally, Bernhard Koch and Peter Koller introduced the Austrian ERA Progress Report which focuses on the implementation of policies mentioned in the Austrian NAP.

During the workshop different approaches to monitoring of NAP implementation were presented. The general discussion was complemented by examples of national monitoring systems (Norway, Spain and Austria). For each of the approaches concrete indicators were presented and the pros and cons for each approach were discussed. Furthermore, participants discussed possibilities for using indicators as steering instruments as well as possibilities for linking the different levels of monitoring, in order to strengthen national gender equality policies.

A specific characteristic of the workshop was that it was organised back to back with a GENDERACTION training on evaluation by Anke Lipinsky.<sup>1</sup> The introduction to evaluation provided by the training shaped the discussion and collaboration in the workshop as participants shared a common background knowledge.

The results of the workshop – especially the assessment of the proposed set of indicators for monitoring NAP implementation – will feed into the second report of WP3 within GENDERACTION which will assess NAP implementation. The report will be available in Autumn 2019.

Project Homepage: <http://genderaction.eu/>

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<sup>1</sup> For more information see: <http://genderaction.eu/monitoring-and-evaluation-training/>

# Table of contents

- 1 Background information..... 4
  - 1.1 Venue..... 4
  - 1.2 Agenda..... 4
  - 1.3 Participants ..... 6
- 2 Welcome and Opening ..... 7
- 3 Current State of GENDERACTION ..... 8
- 4 Introduction to Monitoring .....11
  - 4.1 The future of ERA .....11
  - 4.2 Introduction to monitoring .....14
- 5 Presentation of National Monitoring Systems .....20
  - 5.1 Experiences From Norway .....20
  - 5.2 Experiences from Spain .....26
  - 5.3 Experiences from Austria .....34
- 6 Moderated Working Groups .....43
  - 6.1 Questions to be discussed .....43
  - 6.2 WG 1: Increasing female participation .....43
  - 6.3 WG 2: Structural change and decision making .....43
  - 6.4 WG 3: Gender in research content .....44
  - 6.5 Concluding discussion.....45
- 7 Further steps .....47
- 8 Annex: Handouts.....48

# 1 Background information

## 1.1 Venue

Federal Ministry of Education, Science and Research

Freyung 3, 1010 Vienna

Local organiser: Bernhard Koch

## 1.2 Agenda

Day 1 – Thursday, 07 March 2019

Moderation: **Helga POSSET** (BMBWF)

- 14:00 – 14:30     **Welcome and Opening**  
Marcela LINKOVÁ, Project Coordinator; Institute of Sociology, Academy of Sciences CZ  
Iris RAUSKALA, Director General BMBWF; HR, Budget & Central Services, Science & Research Portfolio; Digitization; Gender Equality & Diversity Management
- 14:30 – 15:30     **Introduction to Monitoring**  
Christian NACZINSKY, BMBWF; Co-Chair of ERAC, Head of Department for EU and OECD Research Policy  
Angela WROBLEWSKI, Institute for Advanced Studies, Vienna
- 15:30 – 15:45     **--- Coffee break ---**
- 15:45 – 16:45     **Presentation of National Monitoring Systems**  
**Experiences from Norway**  
Heidi Holt ZACHARIASSEN, Committee for Gender Balance and Diversity in Research, Kif  
Lise CHRISTENSEN, The Research Council of Norway  
**Experiences from Spain**  
Capitolina DÍAZ MARTINÉZ, Universitat de València  
**Experiences from Austria**  
Bernhard KOCH, BMBWF, Gender Equality and Diversity Management, EU and OECD Research Policy  
Peter KOLLER, BMBWF, Gender Equality and Diversity Management, Evidence based Higher Education Development)
- 16:45 – 17:00     **Ad hoc questions and discussion**
- 17:00 – 17:30     **Summary of the results and preview of the next day**
- 19:30             **Working dinner**  
Location: Habibi & Hawara, Wipplingerstraße 29, 1010 Vienna

Day 2 – Friday, 09 March 2019

Moderation: **Helga POSSET**

- 9:00 – 9:30        **Summary and aim of the second day**  
**Introduction of Working Groups**
- 9:30 – 11:30      **Moderated Working Groups**  
Working Group 1: Increasing female participation  
Moderation: Kirstin ECKSTEIN, Institute for Advanced Studies  
Working Group 2: Structural change and decision making  
Moderation: Anke LIPINSKY, Center of Excellence Women and Science  
Working Group 3: Gender in research content  
Moderation: Angela WROBLEWSKI, Institute for Advanced Studies
- 11:30 – 12:30    **Discussion in plenary**
- 12:30              **Definition of further steps**  
**End of Mutual Learning Workshop (Lunch)**  
Networking / snacks and beverages

## 1.3 Participants

Christensen	Lise	The Research Council of Norway, Norway
Cutajar	JosAnn	University of Malta, Malta
Degand	Martin	Ministre de la Fédération Wallonie-Bruxelles, Belgium
Díaz Matinínez	Capitolina	Facultad de Ciencias Sociales, Universidad de Valencia, Spain
Drljača	Dalibor	Europrojekt Centar, Bosnia and Herzegovina
Eckstein	Kirstin	Institute for Advanced Studies, Austria
Fajmonová	Veronika	Ministry of Education, Czech Republic
Fucimanová	Martina	Institute of Sociology AS CR, Czech Republic
Gonenli	Sonay	TUBITAK, Turkey
Haberl-Trampusch	Gudrun	Federal Ministry of Education, Science and Research, Austria
Hertgen	Sabine	Federal Ministry of Education, Science and Research, Austria
Janssens	Hilde	Institute of Science and Technology, Austria
Koch	Bernhard	Federal Ministry of Education, Science and Research, Austria
Koller	Peter	Federal Ministry of Education, Science and Research, Austria
Linková	Marcela	Institute of Sociology of the Czech Academy of Sciences, Czech Republic
Lipinsky	Anke	Center of Excellence Women and Science, Germany
Mangion	Irene	Malta Council for Science and Technology, Malta
Meyer	Christina	Institute for Advanced Studies, Austria
Naczinsky	Christian	Federal Ministry of Education, Science and Research, Austria; Co-Chair of ERAC, Head of Department for EU and OECD Research Policy
Neumann	Silvia	Federal Ministry of Transport, Innovation and Technology, Austria
Novelskaite	Aurelija	Vilnius University, Lithuanian Social Research Centre, Lithuania
Posset	Helga	Federal Ministry of Education, Science and Research, Austria
Rammel	Stephanie	Austria Research Promotion Agency, Austria
Rauskala	Iris	Federal Ministry of Education, Science and Research, Austria
Schaller-Steidl	Roberta	Federal Ministry of Education, Science and Research, Austria
Schneider	Christine	Federal Ministry of Education, Science and Research, Austria
Schwarzenberger	Astrid	Project Management Agency (PT) at the German Aerospace Centre, Germany
Sepou	Kalypso	Research Promotion Foundation, Cyprus
Sequeira	Maria João	FCT - Foundation for Science and Technology, Portugal
Stundze	Lijana	Gender Studies Centre of Faculty of Communication, Vilnius University, Lithuania
Tenglerová	Hana	Institute of Sociology of the Czech Academy of Sciences, Czech Republic
van Dam	Tonie	University of Luxembourg, Luxembourg
Widmer	Maya	GEMO Widmer, Switzerland
Wroblewski	Angela	Institute for Advanced Studies, Austria
Zachariassen	Heidi Holt	Committee for Gender Balance and Diversity in Research (Kif), Norway

## 2 Welcome and Opening

After a warm welcome from **Marcela Linková**, the coordinator of GENDERACTION project, **Iris Rauskala**, General Director for HR, Budget and Central Services, Science & Research Portfolio, Digitization, Gender Equality and Diversity Management opened the workshop. In her opening address she stressed the importance of knowledge exchange about progress and challenges within the implementation of the national ERA roadmaps (Priority 4) to support further developments of existing policies. She referred especially to the **criteria for good practice** NAPs and policies which are used in the Austrian context to support a reflection of existing policies. This reflection currently takes place within the ministry which aims at initiating institutional reflection by communicating the criteria to higher education and research institutions. She sees it as a positive aspect of these criteria that they could be applied in other contexts too.

Iris Rauskala also referred to the **ERA gender equality targets** which are leading for Austrian gender equality policies. The BMBWF established the three equality goals as the core of its gender equality policy (fix the numbers, fix the institutions, fix the knowledge). These goals are research-led by well-known experts, and the implementation shows so far that more progress towards gender equality is achieved, if a diverse policy mix based on all three equality goals is applied. The implementation of ERA Priority 4 is a top priority in the Austrian Federal Ministry. The implementation is part of the budget plan, and the three goals should be addressed by measures to achieve progress. The ministry pays particular attention to the impact of measures and the binding implementation of these measures by higher education and research institutions. During the last years the focus shifted from policies aiming at increasing female participation to policies anchoring gender equality in structures and processes. There are also efforts to integrate gender aspects into research content and teaching.

However, despite these efforts the **ERA Progress Report 2018** shows that Austria's performance in priority 4 is below the EU average. This gap between policy implementation and lacking results led at national level to a discussion of indicators. Depending on the level in focus and the indicators used to measure progress, the results will be different. In order to support a policy discourse it is necessary to agree on a meaningful set of indicators measuring the development at aggregate level (e.g. women in Grade A) as well as indicators measuring the implementation of policies.

### 3 Current State of GENDERACTION

**Marcela Linková** gave an overview on the GENDERACTION project and the achievements of the project so far. As an introduction she referred to the GENDERACTION video which is available online: <http://genderaction.eu/check-our-new-genderaction-video/>

2 / 9

**WHY WE NEED GENDERACTION**



**GENDER  
ACTION**

GENDER EQUALITY IN THE ERA COMMUNITY  
TO INNOVATE POLICY IMPLEMENTATION

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3 / 9

**GENDERACTION**

**GENDERACTION is an innovative policy community**

- bringing together representatives appointed by **national authorities** in Member States and Associated Countries (HG/SWG GRI members)
- set to advance gender equality in R&I and the implementation of **the gender priority in the European Research Area** at national, European and international levels until 2020 and beyond
- and **foster policy coordination, best practice exchange and mutual learning**

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## POLICY BACKGROUND

4 / 9

- Gender in European Research Area + Horizon 2020
  - ERA Roadmap Priority 4 Gender equality and gender mainstreaming
    - Legislative and institutional environment
    - Foster cooperation with RPOs and RFOs
    - Three areas of intervention
      - Gender balance in research careers
      - Gender balance in decision making
      - Gender dimension in research content
  - European Commission – **Member States** – RFOs + RPOs

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## GENDERACTION AT A GLANCE

5 / 9

### GENDER equality in the ERA Community To Innovate policy implementation

Horizon 2020 project funded in the SwafS-19-2016 call

Project duration: 48 months, 01 / 04 / 2017 – 31 / 03 / 2021

Budget of 1,949,400 EUR

#### Project activities:

- Map and analyse Members States' progress towards implementation of gender equality in R&I through national ERA action plans and strategies
- Deliver training events to build consistent and professional capacity in gender equality in R&I among responsible national representatives and Horizon 2020 National Contact Points
- Provide mutual learning opportunities to maximize existing experience among policy makers and other relevant stakeholders
- Prepare policy briefs on advancing gender equality in the ERA
- Build new collaborations to advance gender equality in international cooperation in science, technology and innovation

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## PROJECT PARTNERS

6 / 9

### 13 project partners

- CZ: Institute of Sociology of the Czech Academy of Sciences
- AT: Austrian Federal Ministry of Education, Science and Research
- CY: Research Promotion Foundation
- DE: DLR Project Management Agency, EU-Bureau of the BMBF "Contact Point Women into EU Research"
- EL: The National Documentation Centre, National Hellenic Research Foundation
- ES: Ministry of Science, Innovation and Universities
- LU: University of Luxembourg
- MT: Office of the Prime Minister
- SI: Ministry of Education, Science and Sport
- SK: Matej Bel University in Banská Bystrica
- BA: Europrojekt Centar
- TR: The Scientific and Technological Research Council of Turkey
- MT: University of Malta

### 5 associate partners

- BE
  - o EWI – The Department of Economy, Science and of the Flemish Authorities
  - o FWB - Directorate General for Non-Compulsory Education and Scientific Research
- IS: Ministry of Education, Science and Culture
- PL: National Information Processing Institute
- RO: The National Authority for Scientific Research
- SE: Swedish Secretariat for Gender Research

#### 2 advisory boards

- Advisory Board on ERA Priority 4 Implementation (5 members – BA, DK, CH, NO)
- Advisory Board on gender in international cooperation in STI (5 members)
  - o Gloria Bonder, Martina Hartl, Elisabeth Pollitzer, Gulsun Saglam, Ines Sanchez de Madariaga

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## WORK PACKAGE 3 OBJECTIVES

7 / 9

- Map and benchmark ERA roadmap priority 4 strategies and actions
- Develop a methodology to assess and measure progress in ERA roadmap priority 4 implementation
- Analyse and assess progress in ERA priority 4 implementation and coordination

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## IMPACT WE WANT TO MAKE IN WORK PACKAGE 3

8 / 9

- Developing a methodology to measure progress in the implementation of priority 4 gender equality and gender mainstreaming
- Consistent and professional capacity to implement ERA roadmap priority 4 among responsible national representative
- Consistency between national gender equality strategies in research and innovation and Horizon
- Shift in the imbalance between the proactive and relatively inactive countries in Europe

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## MAIN ACHIEVEMENTS

9 / 9

- Analysis of the NAPs and a survey on NAPs implementation
- First mutual learning workshop in February 2018 to discuss criteria for best practice of policy implementation
- A policy brief on good practices for NAPs Priority 4 implementation.
- A panel “What are we talking about when we talk about gender equality in European research policy: Challenges to a common concept” at the 10<sup>th</sup> European Conference on Gender Equality in Higher Education in Dublin in 2018.

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## 4 Introduction to Monitoring

### 4.1 The future of ERA

The starting point of **Christian Naczinsky's** presentation was the ERA Progress Report 2018 which, for Austria, showed a disappointing result. While Austria is referred to as a good practice country regarding the implementation of gender equality policies in higher education, the improvement of the situation at aggregate level (e.g. women in Grade A) remains slow. He suggests taking a different perspective for future development of gender equality policies. He argues that gender equality has to be linked to general developments which he describes as fight over democracy, fight over digital age and fight over Europe. As a consequence, gender equality policies have to address the clashes between liberalism and collectivism, between data protection and digital surveillance as well as between ERA policies and the Renaissance of Europe. He argued that gender equality is a potential driver for change and that it is necessary to find new ways to exploit this potential.

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## The future is closer than the past

### How to shape the next policy framework of the ERA

Christian NACZINSKY  
EU and OECD Research Policy  
ERAC co-Chair  
Vienna, 7 March 2019

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and Research bmbwf.gv.at


### My take-home messages on the status of ERA Priority 4

- **2018 ERA Progress Report of the European Commission (February 2019):**
  - "Gender inequality still exists in research and academia"
  - "A glass ceiling persists in most ERA countries"
  - "Progress is slow and uneven across the ERA"
- **Analysis of the Austrian ERA Performance – Priority 4:**
  - ERA indicators put Austria in cluster 3 (below average) and cluster 4 (far below average) in comparison with other ERA countries
  - Nonetheless, the Austrian ERA Roadmap is considered "good practice", e.g. the gender equality plans of Austrian universities

2

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**A new era of collectivism?**



3

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**A new era of digital surveillance?**



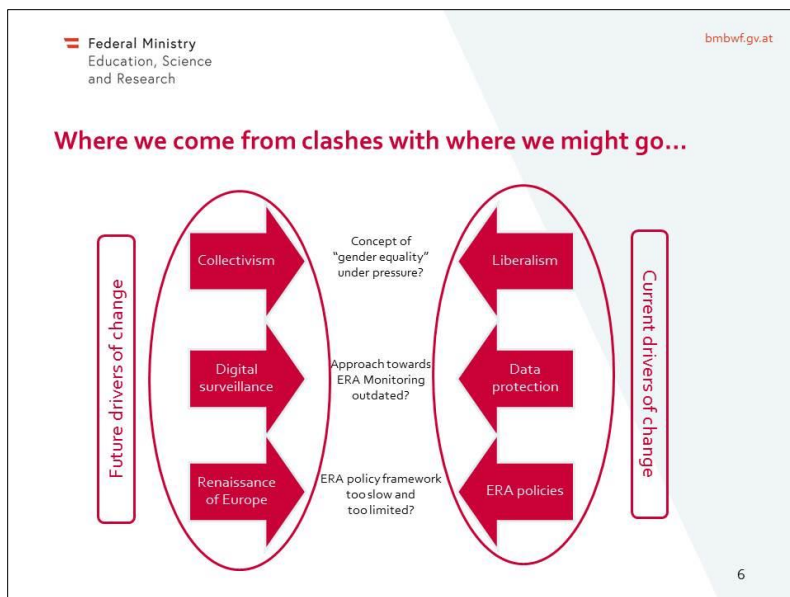
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**A new Renaissance of Europe?**



5



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### Addressing the future drivers of change for the ERA

• Re-balance **gender equality in R&I** in the context of...

- human rights
- freedom & security
- SDG
- productivity

**Fight over democracy**

• Re-design the **ERA Monitoring Mechanism** in the context of...

- global data giants
- AI, deep learning
- cyber-threats
- respect of privacy

**Fight over digital age**

• Re-create a convincing **narrative for the ERA** in the context of...

- 20 years of ERA
- European Semester
- Horizon Europe
- unifying all EU-28(27)

**Fight over Europe**

7

- Federal Ministry Education, Science and Research bmbwf.gv.at
- ### Conclusions and outlook
- While monitoring the current status of ERA priority 4, we must not forget to **prepare for the future**. The future will look quite different from the past.
  - The future will start with a **new narrative of the ERA**, followed by a **revised set of ERA priorities**.
  - **Gender equality in R&I** should be embedded as a **driver of change** at all levels: democracy, digital age, future of Europe.
  - **Next steps:**
    - Sibiu summit of European Council on the future of Europe, 9 May 2019
    - European elections, end of May 2019
    - ERAC Opinion on the future of the ERA, December 2019
    - Possible new ERA Communication by the Commission, by mid-2020
    - ERA ministerial conference, autumn 2020
    - ERA Council Conclusions with revised ERA priorities, end of 2020
    - Next review of the ERA advisory structure, in 2021
- 8

## 4.2 Introduction to Monitoring


**Angela Wroblewski** started her presentation by referring to the training on evaluation provided by Anke Lipinsky. First, she differentiated between monitoring and evaluation and located monitoring within a complete policy cycle. She discussed the purpose of monitoring and addressed the different levels of monitoring in the ERA context. Based on the assumption that monitoring should provide a basis for policy steering as well as policy learning she formulated guiding principles of monitoring. Finally, she presented results for different levels of monitoring using the ERA Progress Report 2018 and the GENDERACTION report 2018. Indicators for the different levels lead to different results in terms of leading countries. She argued for a precise definition and contextualisation of indicators as well as for a combined approach which links the monitoring of developments at aggregate level with a more in-depth analysis of policy implementation.

Angela Wroblewski – IHS  
Austria

GENDER  
ACTION

## Monitoring of NAP implementation

2<sup>nd</sup> Mutual Learning Workshop, Vienna March 7, 2019



## Agenda 1 / 12

- Key definition
- What is monitoring?
  - Purpose of monitoring
  - Level of monitoring
  - Principles of monitoring
- Monitoring of NAP implementation
- Points for discussion

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## Key definitions

2 / 12

### Monitoring

the planned, continuous and systematic collection and analysis of program information able to provide management and key stakeholders with an indication of the extent of progress in implementation, and in relation to program performance against stated objectives and expectations.

### Evaluation

the planned, periodic and systematic determination of the quality and value of a program, with summative judgement as to the achievement of a program's goals and objectives.

Markiewicz &amp; Patrick 2016: 12

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## Monitoring & Policy Cycle

3 / 12

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## Purpose of Monitoring

4 / 12

- Give an **overview of current context developments** on a regular basis
- Provide **information on policy implementation**
  - Accountability
  - Potential for improvement of policies
- Provide a **basis for policy steering**
  - Are we doing the right things?
  - Are we doing things right?
- Allow for **early adaptation** of policies or their implementation if necessary
- ➔ Support **efficient use of resources**

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## Levels of Monitoring

5 / 12

### Aggregate Level

Focus of context analysis

- participation of women (e.g. women grade A)
- structural change (e.g. RPOs with GEPs)
- gender in content (e.g. publications with gender focus)

Source: SHE Figures

### Implementation Level

Implementation of policies / programmes mentioned in NAP

Specific indicators to be developed

- resources
- participants/target groups
- projects/publications
- ...

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## Principles of Monitoring

6 / 12

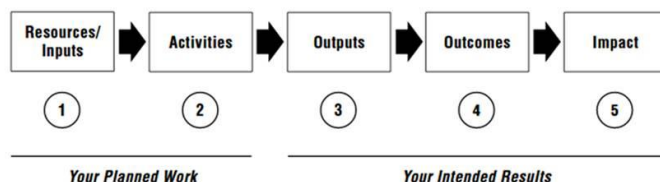
- Empirical foundation
  - Qualitative indicators
  - Quantitative indicators
- Agreed set of indicators – involvement of stakeholders
- Indicators are available on a regular basis
- Indicators at aggregate level represent formulated objectives/targets
- Indicators at implementation level represent programme theory / logic model
- Presentation and interpretation of monitoring results on a regular basis (e.g. ERA progress report)
  - Contribute to gender equality discourse
  - Basis for policy learning

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## Logic model

7 / 12



Source: W.K. Kellogg Foundation 2004: 1.

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## Policy learning 8 / 12

- Review the overall political strategy and concrete policy design
- Assessment of progress towards planned outcomes
- Review of policy implementation
- Analysis of deviations and their causes
- Identification of lessons learned (success stories, failures) and necessary adjustments
- Definitions of objectives and activities for the next period
- Further development of monitoring systems



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## NAP Monitoring & Monitoring of NAP Implementation 9 / 12

**Context analysis – SHE Figures** Lead group: BG, HR, LV, MT, RO

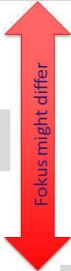
- Agreed set of indicators
- Representing all 3 objectives

**Aggregate level – ERA progress report**

- Agreed set of indicators
  - Women Grade A Lead group (grade A): MK, RO, LV, HR, LT
  - Share of female PhDs
  - Gender in content
- Available on a regular basis

**Implementation level – GENDERACTION report**

- Qualitative indicators referring to NAP documents Lead group (compr. NAPs): AT, DK, ES, FI, GR, SI
- Indicators referring to policy implementation




Fokus might differ

2<sup>nd</sup> Mutual Learning Workshop, Vienna

## Qualitative indicators referring to NAP documents 10 / 12

- Context analysis available (yes/no)
- Dimensions addressed by context analysis
- Objectives formulated (yes/no)
- Dimensions addressed by objectives
- Policies / measures formulated (yes/no)
- Linkages to other priorities (each: yes/no)

Data source: NAP documents




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## Indicators referring to policy implementation 11 / 12


- Policies implemented (on time, with delay, terminated)
- Policies which meet criteria for good practice
- Specific indicators for each policy:
  - Input (resources, participants etc.)
  - Output (graduates, publications, funded projects etc.)
- Communication of monitoring results / policy discourse

Data source: GENDERACTION survey (WP3)

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## Comparison of approaches 12 / 12

Approach	Pros	Cons
Policies implemented (yes/no)	<ul style="list-style-type: none"> <li>• Easy data collection</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of informative content</li> </ul>
Good practice policies	<ul style="list-style-type: none"> <li>• Supports reflection and further development</li> <li>• Exchange of experiences</li> <li>• PR Effect</li> </ul>	<ul style="list-style-type: none"> <li>• Additional data collection required</li> </ul>
Specific indicators for each policy	<ul style="list-style-type: none"> <li>• Weighting of policies</li> <li>• Possible steering effects</li> </ul>	<ul style="list-style-type: none"> <li>• Additional data collection required</li> <li>• Transparency</li> </ul>

2<sup>nd</sup> Mutual Learning Workshop, Vienna 

## REFERENCES

GENDERACTION Horizon 2020 Project 7414 (2018). Report on national roadmaps and mechanisms in ERA priority 4, available online: [www.genderaction.eu](http://www.genderaction.eu).

Markiewicz, Anne; Patrick, Ian (2016), Developing Monitoring and Evaluation Frameworks, L.A. et al.: SAGE.

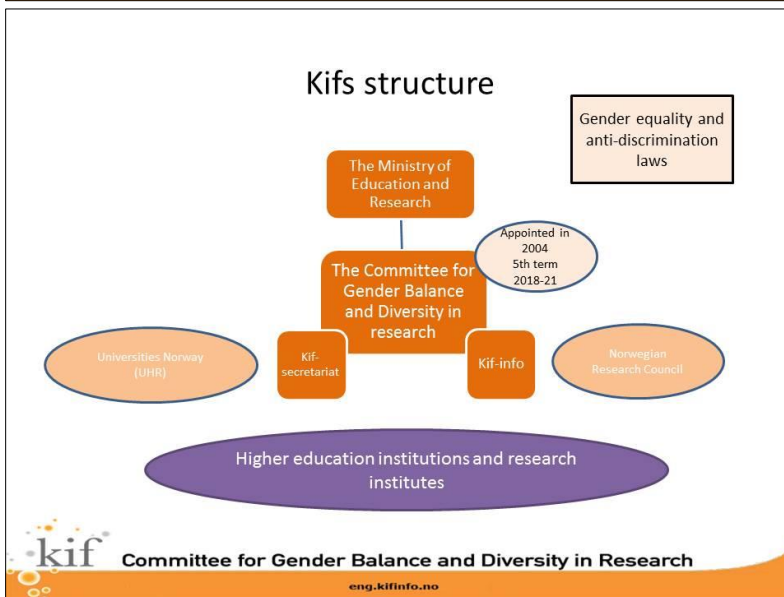
W.K. Kellogg Foundation (2004), Logic Model Development Guide. Using Logic Models to Bring Together Planning, Evaluation, and Action, Battle Creek/Michigan, available online: <https://www.bttop.org/sites/default/files/public/W.K.%20Kellogg%20LogicModel.pdf>

The discussion focused on both presentations in this session. Questions regarding the presentation on the future of ERA focused on the relevance of technical (e.g. blockchain technology) and economic developments (e.g. bitcoins). It was argued that gender should be integrated as a priority also in future ERA processes. The discussion of the second presentation regarding monitoring approaches focused on the gap between developments at aggregate level (ERA Progress Report 2018) and the comprehensive and ambitious policy mix in the Austrian context. Several aspects were mentioned which are relevant for the interpretation of the mentioned gap. One aspect mentioned is the time lag between policies and outcomes at aggregate level (e.g. policies to increase the share of female professors can only cause moderate change as only new appointments are effected by policies). Another aspect is the different focus of indicators at aggregate level and implementation level as the headline indicators used in the ERA Progress Report do not necessarily represent adequate outcome indicators for concrete policies (e.g. when policies focus on awareness raising).

## 5 Presentation of National Monitoring Systems

### 5.1 Experiences from Norway

The presentation of the Norwegian experience with monitoring was split into two parts: First **Heidi Holt Zachariassen** presented the Committee for Gender Balance and Diversity in Research (Kif), its structure, mandate and tasks. She also presented the Norwegian NAP priority 4 which focuses on gender in content and the establishment of a respective monitoring. She also described the Kif's approach to supporting the integration of the gender dimension in research content and the main challenges in that context. **Lise Christensen** described the set of indicators available to monitor priority 4 at the Research Council of Norway.



## Our mandate

Gender balance in top positions

Ethnic diversity

Integrating gender/diversity perspectives in research



Committee for Gender Balance and Diversity in Research

eng.kifinfo.no

## How we work

[www.kifinfo.no/eng](http://www.kifinfo.no/eng)

Conferences/  
Seminars

Site visits

Input to Ministry,  
Research Council

Advice



Committee for Gender Balance and Diversity in Research

eng.kifinfo.no

## Norwegian ERA Roadmap (NAP)

### Action

Support the integration of sex and gender perspectives in research through:

- Interaction with researchers and managers, users of research and research funders.
- Building competence (knowledge and awareness) in staff and boards, among evaluators and researchers.
- Research funding; learning from experience and good practice in other countries.
- Monitoring state-of-play and progress of the mainstreaming of gender in research contents in funding instruments.

Responsibility: RCN, Kif.



Committee for Gender Balance and Diversity in Research

eng.kifinfo.no

## How do we do this together?

- The Engendering Excellence Conference
- Input to the Norwegian position to Horizon Europe
- Yearly common conference presenting the recent research on a gender issue (2018: sexual harassment)

## What does Kif do?

- A main focus in our mandate and in our strategy
- A focus on every institutional visit with the Kif-Committee and yearly meeting with the Norwegian Research Council
- Several workshops on this issue for Norwegian HEIs (examples adjusted to fit the discipline)

## What does Kif do?

- Kifinfo.no, our website, frequently publishes articles on gender dimension for the HEI sector in Norway. An example:
  - <http://kifinfo.no/en/2017/02/puts-gender-equality-map-0>
- Kif went through all Norwegian journals in humanities and social sciences with public support to map if they had a gender dimension requirement for articles that they publish
  - Out of 42 journals 3 had some kind of requirement

## Challenges ahead

- Getting the support needed from the Ministry to put pressure on universities and research institutions. No monitoring from the ministerial level. Could be a requirement in the yearly letter of award to the HEIs.
- The general understanding of the importance of having a gender dimension in research by the HEIs themselves - and how to apply a gender dimension. Confusion regarding gender balance vs. gender dimension.

## A window of opportunity?

The increased focus on innovation and open innovation in Norwegian and European research policy:

- Kif sent a document of input to the Norwegian Research Council's new policy on open science. A section of the input was dedicated to why a gender dimension in innovation is pertinent.

Forskingsrådet 1

## GENDERACTION – Wien

07.03.19

Workshop on monitoring  
Lise Christensen

12.03.2019



12.03.2019 Kolumnebild 2

### The Research Council of Norway (RCN)

- Serves as the **chief advisory body** for the Government and government ministries on research policy issues
- Distributes roughly **NOK nine billion** to research and innovation activities each year

12.03.2019 Kolumnebild 3

### National ERA Roadmap NORWAY

**ACTION**

**Support the integration of sex and gender perspectives in research through:**

- Interaction with researchers and managers, users of research and research funders
- Building competence (knowledge and awareness) in staff and boards, among evaluators and researchers
- Research funding; learning from experience and good practice in other countries
- **Monitoring state-of-play and progress of the mainstreaming of gender in research contents in funding instruments**

Responsibility: RCN, Kif

**Question: HOW and WHAT to monitor? WHAT to use as a proxy?**

12.03.2019 Kolumnebild 4

### New Gender policy – Gender Balance and Gender Perspectives in R&I

- Adopted by the Board in December 2018 – based on previous policy
- Annual reporting to board(s) on status and progress
- Two priorities are **Gender Perspectives in R&I** and **Internal capacity building**
  - Relevant action points:
    - Field evaluation of gender research in Norway
    - Identify research areas with particular needs for strengthening the gender dimension in the content of research and innovation
    - Internal training of panelists and staff



12.03.2019  
Kolummetall 5




### Science and Technology Indicators for Norway

- The Norwegian Research and Innovation system – facts and statistics
- Annual publication since 1997
- HR, R&D, Technology and Innovation
- Norway in an international landscape

Includes gender distribution, but no parameters on gender in the content of research

[https://www.forskningsradet.no/prognost-indikatorrapporten/Home\\_page/1224698172612](https://www.forskningsradet.no/prognost-indikatorrapporten/Home_page/1224698172612)

12.03.2019  
Kolummetall 6



### RCN labeling system

- Complex system to label all funded projects according to objectives set in the white paper /Governmental plan on Research and Higher education + RCN strategy
- «Gender perspectives» is one out of many labels
- The labels are not mutually exclusive
- Each label is followed by a definition/description
- Labeling done by administrative staff based on best discretion
- Data that provide *indications* not «facts»
- **Ca 4% «gender perspectives»**

Upcoming: New, more simple, system bases on labeling by applicants – more accurate?

12.03.2019  
Kolummetall 7




### “Gender perspectives” in the research Assessment criteria\*

The Research Council views it as essential that gender perspectives are given adequate consideration in research projects where this is relevant. Good research must take into account biological and social differences between women and men, and the gender dimension should be one of the main pillars of the development of new knowledge. In research projects this dimension may be manifested through the research questions addressed, the theoretical approaches chosen, the methodology applied, and in the efforts to assess whether the research results will have different implications for women and men.

Does the project give adequate consideration to gender perspectives?  
A Positive B Neutral C Negative

**\*"Add on" together with ethical perspectives, environmental impact, recruitment of women and gender balance**


12.03.2019  
Kolummetall 8



### New assessment criteria from 2019 (RP)

- **Excellence**
- **Impact**
- **Management**

- «Gender perspectives» (one of many) sub criteria under excellence (when relevant)



**Challenges ahead – identified by Kif and RCN**

- Getting the support needed from the Ministry to put pressure on universities and research institutions. No monitoring from the ministerial level. Could be a requirement in the yearly letter of award to the HEIs.
- The general understanding of the importance of having a gender dimension in research by the HEIs themselves - and how to apply a gender dimension.



**A window of opportunity?**

The increased focus on innovation and open innovation in Norwegian and European research policy:

- Kif sent a document of input to the Norwegian Research Council's new policy on open science. A section of the input was dedicated to why a gender dimension in innovation is pertinent.

One question raised focused on workshops offered to raise awareness. It was asked if there are specific offers regarding teacher training. → Trainings are offered on demand of RPOs and RFOs. Till now teacher training has not been a topic.

Another question addressed the reasons for the low number of journals with a gender policy (3 out of 42) – has there been resistance or has this been interpreted as a threat to independence of research? → There has not been an intensive discussion yet as the topic was not pushed.

It was also asked why the gender dimension is currently only one subtopic under “excellence” as it would be relevant for the other two topics too (impact, management). The presenters agreed.

A more intensive discussion focused on the understanding of diversity in the Norwegian context. Diversity has a clear focus on ethnic diversity which is partly due to the national context (Norway has 5 ethnical minorities) and partly a pragmatic decision (not to deal with too many aspects at the same time in the beginning). The mandate of the Kif does not cover disability in the context of diversity. At the moment a discussion is ongoing how to operationalise ethnic diversity in Kif/RCN.

## 5.2 Experiences from Spain

**Capitolina Díaz Martínez** presented the Spanish approach to monitoring the development of gender equality. One of the main goals of the Spanish NAP is the further development of indicators for gender equality in R&I. She referred to the contribution to international databases (e.g. SHE Figures) as a starting point for the further development of indicators as

well as the relevant legal framework (e.g. legal obligations for RFOs/RPOs to develop gender equality plans). Results of the monitoring are published in Spanish on a regular basis. An additional push for the topic is caused by the establishment of the Observatory Women Science & Innovation for Gender Equality in January 2019.

**ANA PUY & CAPITOLINA DIAZ**  
Women & Science Unit (UMyC),  
Ministry of Science, Innovation and Universities (MICIU), Spain  
University of Valencia (Spain)

**GENDER  
ACTION**

**IMPROVING THE MONITORING  
AND EVALUATION OF PRIORITY 4  
IN SPAIN**

**2nd Mutual Learning Workshop**      **07 / 03 / 2019**



## Spanish Monitoring & Evaluation System

- **She scientists in Figures** (2007.....2017)
- Women's and Science Unit (2006 on)
- Observatory Women Science & Innovation for Gender Equality (January, 11, 2019)
- PEIOs (National Equality Plan, includes RDI)
- RPOs and RFO (including universities) Equality Plans
- Harmonization (EU& Frascati manual) indicators
- Since 2009, exists a specific RDI Project line in Gender Studies (FEM Programme),
- Since 2013 all proposals for research projects must indicate the impact of gender on the expected results

## Since the ETAN Report, Spain contributes to the EU monitoring of gender equality in RTD...

2000



### The ETAN Report (2000) recommends

- *(inter alia)*: The improvement and harmonisation of the gender dimension of databases held by the EU (in particular at Eurostat) and Member States
- Member States and institutions within them, the importance of monitoring and review, and of using financial incentives to ensure progress on the equality agenda



2019



2nd Mutual Learning Workshop

Follow-up of the actions of all the actors of the Spanish system of science, technology and innovation in matters of gender equality including gender violence



07 / 03 / 2019

## ... and also at national level: from Académicas en Cifras 2007 to Científicas en Cifras 2017



UMyC link to Científicas en Cifras report series



Public presentation of the *Women & Science Unit* (March 2006)



Public presentation of *Científicas en Cifras 2015* (7 February 2017)



11-F event and public presentation of *Científicas en Cifras 2017* (11 February 2019)

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## ES NAP – Priority 4

**Main objective 2/2:** Developing guidelines, promoting best practices and training...

to improve the implementation of gender equality policies, in public research centers and RDI funding agencies, as well as the monitoring and evaluation of such policies.

**Measure 7/7 within it:** To improve the monitoring, measurement and indicators, and accountability systems for activities and results on gender equality (for research centers, funding agencies, and other stakeholders).

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## ES NAP – Priority 4

4 indicators:

SNAPSHOT INDICATOR (EUROPEAN ROADMAP)	Percentage of women in A grade in academic positions		
NATIONAL INDICATORS	Share of women participating in R&D evaluation panels (target: at least 40%)	Share of universities and Public Research Organizations which have adopted Gender Equality Plans	Percentage of funds in R&I projects that include gender dimension as a cross cutting issue

(\*): 40-60% of (wo)men

### Implementation of measure 2.7 so far:

The last edition of *Científicas en Cifras* (2017) has been improved to incorporate new national indicators for priority 4.



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- two inter-ministerial groups have been created in the framework of the “Strategic Plan of Equal Opportunities 2014-2016” dedicated to (a) the integration of gender analysis in research; and (b) the promotion of gender equality policies in universities.
- work-life balance with co-responsibility is included in the Equality Plans of universities and PROs,
- State Administration Equality Plans and the “Equal Opportunities Strategic Plan 2014-2016
- Since 2009, there exists a specific RDI Project line in Gender Studies (FEM Programme),
- Since 2013 all proposals for research projects must indicate the impact of gender on the expected results
- The Women and Science Unit at the State Secretariat of Research
- Observatory

## ES NAP – Priority 4 – Implementation of measure 2.7

**Objective:** Improving national level statistics used to monitor and evaluate the situation of women in science as well as gender equality policies in RPOs (including universities) and the State Research Agency.

**Target group:** Mainly...

- public universities
- national level public RPOs
- the new State Research Agency (RFO)



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## ES NAP – Priority 4 – Implementation of measure 2.7 – Approach

- **New indicators have been included such as...**
  - share of universities and other PROs which have adopted *Gender Equality Plans*,
  - success rates of *project proposals that include gender dimension* as a cross-cutting issue,
  - gender balance in (*top*) *decision making bodies*
- **Some former indicators have been harmonized to meet EU and international standards**  
(e.g. fields of R&D according to EU *She Figures 2012/2015*, as well as *Frascati Manual 2015*)

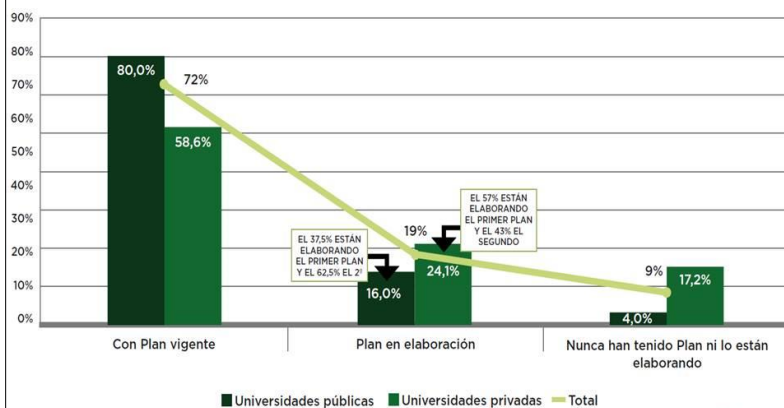


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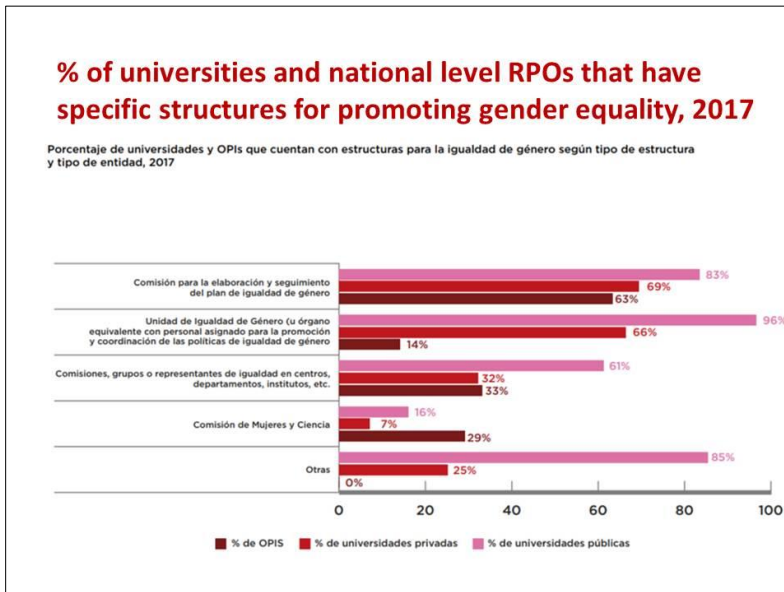
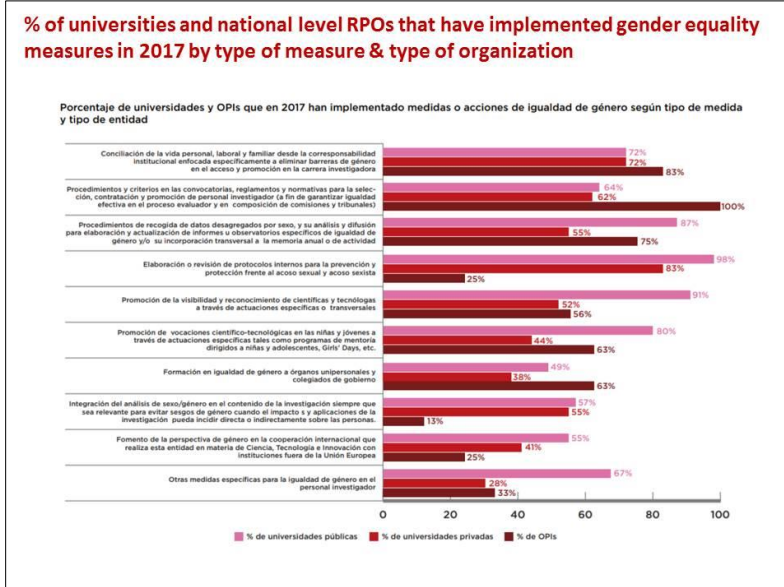
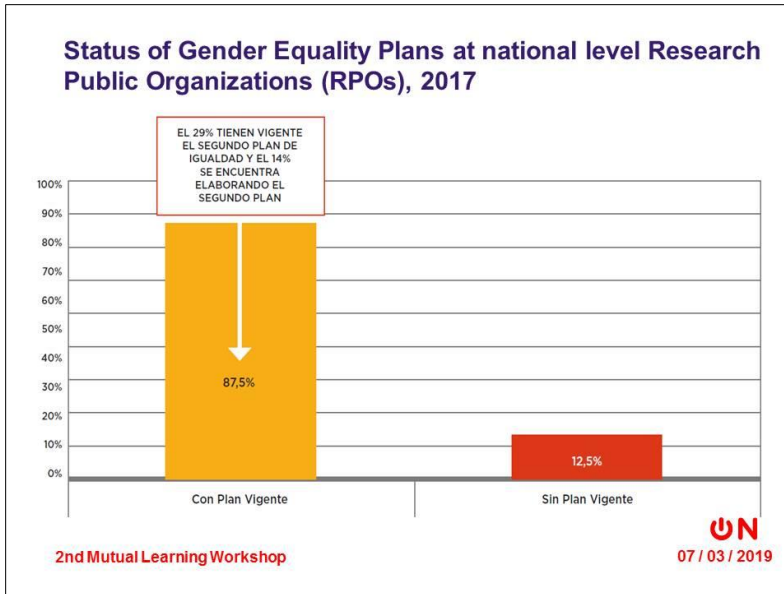


Status of Gender Equality Plans at Spanish universities, 2017

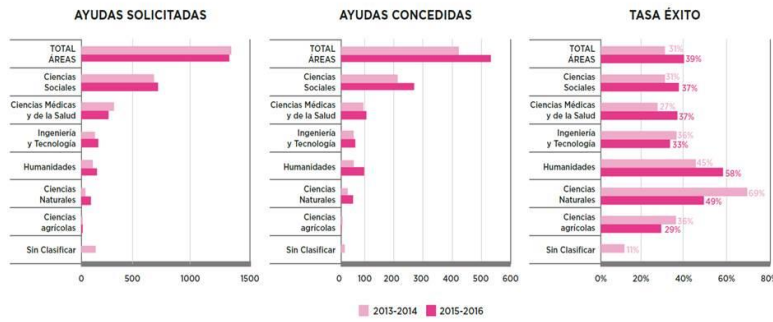


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**Number, share and success rate of submitted/successful Gender Impact Aware (GIA)\* proposals. Calls for project proposals, 2013-2016**



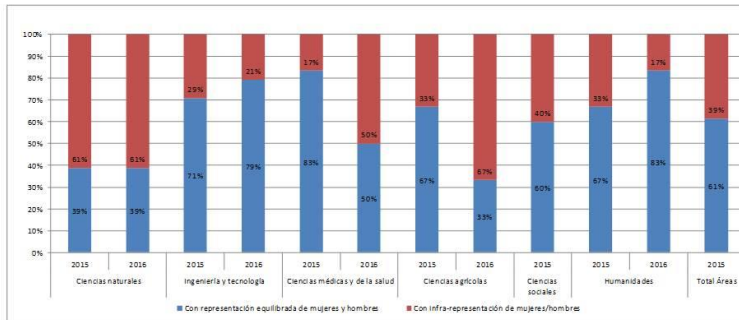
(\*) There is a Gender Impact cross-cutting question in the online application forms since the 2013 calls for proposals: *If your project investigates human beings, do you think the gender (men/women) of the subjects analyzed can impact the research results? YES/NO.* The question is going to be improved in the upcoming calls for proposals. "Gender Impact Aware (GIA) proposals" means the proposals responding YES to the Gender Impact cross-cutting question.

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**Share of gender balanced committees\* among technical evaluation committees in calls for RDI human resources funding programmes, 2015-2016.**

Distribución del equilibrio de género y la infra-representación de mujeres/hombres en la composición de las comisiones técnicas de evaluación de programas de ayudas recursos humanos de I+D+i según área científico-tecnológica. Convocatorias 2015 y 2016



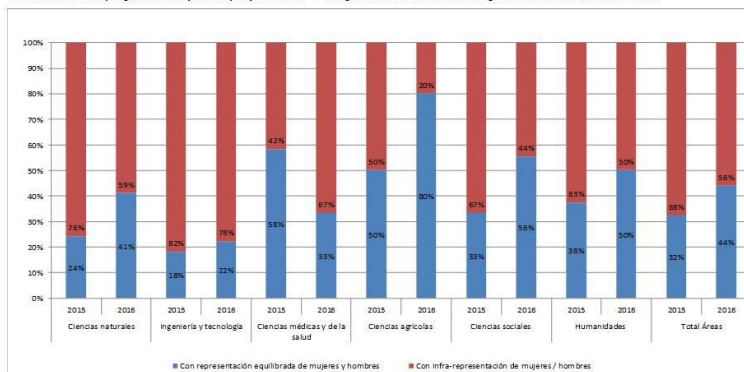
Fuente: Elaboración propia a partir de datos de la Agencia Estatal de Investigación

Notas:

- (1) Incluye las comisiones técnicas de evaluación de los (sub)programas Ramón y Cajal, Juan de la Cierva Formación y Juan de la Cierva Incorporación.
- (2) Las áreas ANEP de las comisiones técnicas de evaluación se han agrupado a las áreas científico-tecnológicas según la tabla 2 del Anexo.
- (3) El criterio de equilibrio de género se cumple cuando son mujeres entre el 40-60% de las personas que integran la comisión técnica de evaluación. En los demás casos se considera que hay infra-representación de mujeres (si ellas son menos del 40%) o de hombres (si ellos son más del 60%).

**Share of gender balanced committees\* among technical evaluation committees in calls for RDI projects, 2015-2016**

Distribución del equilibrio de género y la infra-representación de mujeres/hombres en la composición de las comisiones técnicas de evaluación de los programas de ayudas a proyectos de I+D+i según área científico-tecnológica. Convocatorias 2015 Y 2016



Fuente: Elaboración propia a partir de datos de la Agencia Estatal de Investigación

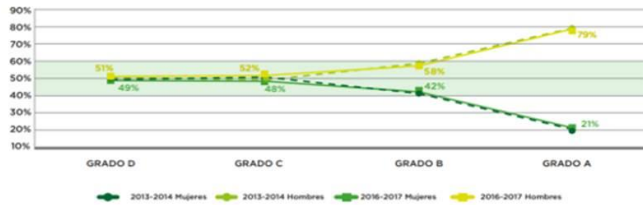
Notas:

- (1) Incluye las comisiones técnicas de evaluación de Proyectos de I+D+D+ Excelencia, Proyectos de I+D+i de Retos de la Sociedad y Proyectos Jóvenes sin vinculación o con vinculación temporal para el año 2015 y Proyectos de I+D+ Excelencia y Proyectos de I+D+i de Retos de la Sociedad, para 2016.
- (2) Las áreas ANEP de las comisiones técnicas de evaluación se han agrupado a las áreas científico-tecnológicas según la Tabla 2 del Anexo.
- (3) El criterio de equilibrio de género se cumple cuando son mujeres entre el 40-60% de las personas que integran la comisión técnica de evaluación. En los demás casos se considera que hay infra-representación de mujeres (si ellas son menos del 40%) o de hombres (si ellos son más del 60%).



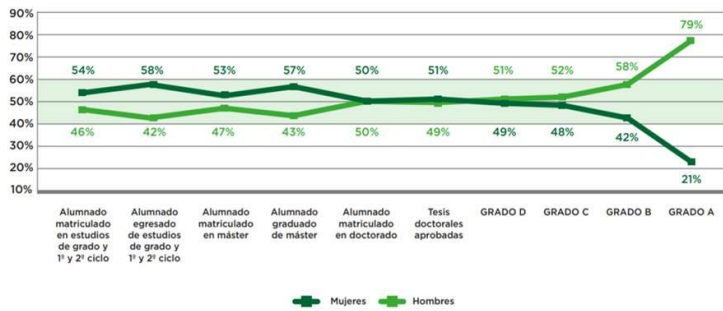
### Proportion of women and men researchers in public universities by grade (2013-2016)

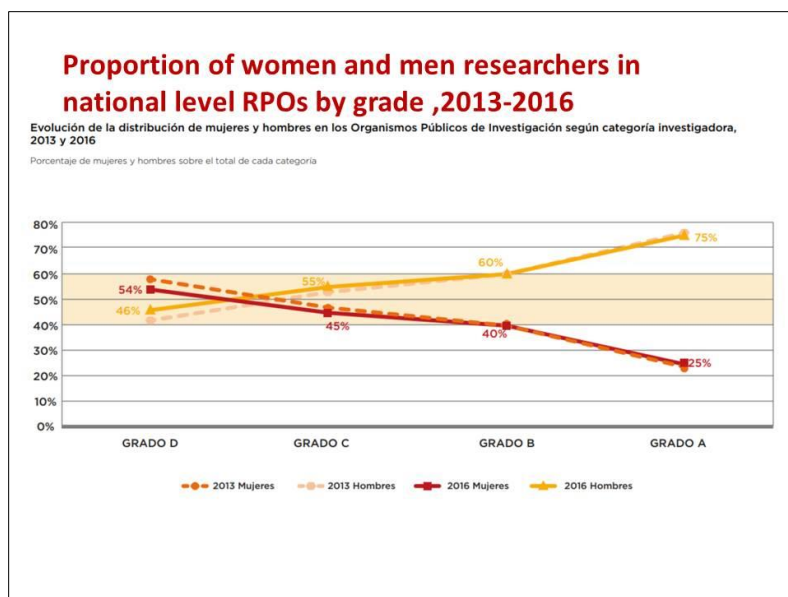
Gráfico 3.1  
Evolución de la distribución de mujeres y hombres en el personal investigador de las universidades públicas según categoría investigadora. Cursos 2013-14 y 2016-17  
Porcentaje de mujeres y hombres sobre el total de cada categoría



### Proportion of women and men across the research career in public universities, academic year 2016-2017

Distribución de mujeres y hombres a lo largo de la carrera investigadora en universidades públicas. Curso 2016-17  
Porcentaje de mujeres y hombres sobre el total de cada categoría





**Thank you very much for your attention!**

For further information:  
<http://www.idi.mineco.gob.es/portal/site/MICINN/UMyC>  
 Observatorio Mujeres, Ciencia e Innovación  
[umyc@ciencia.gob.es](mailto:umyc@ciencia.gob.es)

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It was asked whether the indicators or the publications mentioned are available in English too. → Not yet.

Furthermore, it was asked what the consequences are if institutions do not follow the law and implement gender equality plans. At the moment, there are no effective sanctions in place.

### 5.3 Experiences from Austria

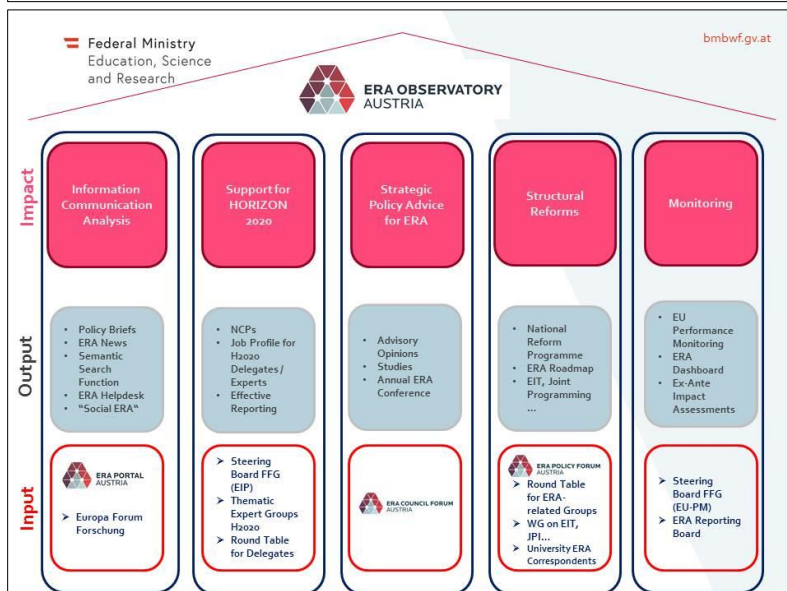
**Bernhard Koch** and **Peter Koller** presented the Austrian approach to ERA Monitoring. The presentation was split into two parts: First, Bernhard Koch presented the first Austrian ERA Progress Report (2017) which describes the implementation of measures formulated in the Austrian ERA Roadmap. For each priority indicators focusing on the aggregate level as well as specific implementation indicators are presented. Hence, for the Austrian ERA Progress Report qualitative and quantitative indicators are combined. In the second part of the presentation, Peter Koller described how the Austrian ERA Progress Report is linked to the national monitoring system for the higher education sector.

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# National Monitoring Systems Experiences from Austria

## AT ERA Roadmap | AT ERA Progress Report

**Bernhard KOCH**  
Department for Gender Equality and Diversity Management  
Department for EU and OECD Research Policy



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## ERA Reporting Board

- established in 2015
- as part of the preparation of the Austrian ERA Roadmap
- working group of experts from Research and Technology Organisations\* and relevant stakeholders
- target: development of an optimal 'cockpit control' in the ERA Observatory Austria
- this cockpit control should include a set of about 12-20 indicators
- aim: research of potentially suitable indicators and relevant key figures in order to position Austria well in the European Research Area
- discussion and selection processes

\* Joanneum Research, Austrian Institute of Economic Research, Institute for Advanced Studies, Austrian Institute of Technology, Statistics Austria

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### ERA Reporting Board - Priority 4

- High Level Indicator
 

Proportion of women A grade in Higher Education Sector; SHE Figures
- Subindicator 1
 

Share of women researchers


Definition of indicator: proportion of women researchers to the total number of researchers in all sectors of the economy; Eurostat
- Subindicator 2
 

Glass Ceiling Index

relative index comparing the proportion of women in academia (grades A, B, and C) with the proportion of women in top academic positions (grade A positions; equivalent to full professors in most countries) in a given year; SHE Figures

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### Austrian ERA Roadmap




Vienna, April 2016

- 26 April 2016: Adoption by the Austrian Council of Ministers
- was coordinated with all relevant stakeholders and the other federal ministries
- 50 measures
- financial needs 2016 – 2020: 30-40 Mio. €; Gender: 11,6 Mio. €
- <https://era.gv.at/object/document/2581>

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### Austrian ERA Roadmap



Vienna, April 2016

- reform projects are grouped by priorities
- a number of additional indicators which are of special significance for Austria
- structure of each Priority:
  - Current situation
  - Objectives for Austria
  - Measures and instruments for implementation
  - Milestones
  - Resources and responsibilities
  - Indicators

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### Austrian ERA Roadmap – Priority 4

**Measures and instruments for implementation**

Objective	Measure(s)	Instrument(s)
(a) Increasing the shares of women in all areas and at all hierarchy levels where they are under-represented	<ul style="list-style-type: none"> <li>Support measures in order to reach a 50% quota of women for universities (amongst others, increase in tenure track positions and professorships, as well as measures in connection with Priority 3 – Measure d)</li> <li>Support of a country-wide networking initiative of the universities of applied sciences in the fields of gender equality and diversity management in Austria</li> <li>Further developing equality monitoring in the higher education and research areas: Focus on universities of applied sciences and private universities; continuing the equality survey in non-university research;</li> <li>awareness-raising and sensitisation of funding recipients in the field of RTI</li> <li>Strengthening researchers and experts in the field of RTI, and differentiated assessment of projects in order to include women in research and to include the gender dimension in research content</li> </ul>	<ul style="list-style-type: none"> <li>Performance agreements of the universities</li> <li>Performance agreement of the Austrian Academy of Sciences (2015-2017)</li> <li>Universities Act 2002</li> <li>Equal Opportunities Act (B-GlBG)</li> <li>Career advancement plan for women at universities</li> <li>Career advancement plan for women at the Austrian Academy of Sciences</li> <li>Equality standards at the Austrian Science Fund (FWF) and the Austrian Research Promotion Agency (FFG)</li> <li>Performance agreement of the Institute of Science and Technology Austria (IST Austria) 2015-2017 (personal development plan and career promotion plan)</li> <li>Unidata</li> <li>ERA Dashboard indicators</li> <li>FEMach</li> <li>Equality Survey</li> <li>Follow-up study on</li> </ul>
(b)	Implementation of selected	

#### Objectives for Austria

- Increasing the share of women in all areas
- Cultural change in science and research organisations
- Embedding the gender dimension in research content and teaching
- determination of **11 individual measures, 9 Milestones, 3 indicators**
- alignment with other ministries (Transport, Innovation and Technology; Digital and Economic Affairs)

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### Austrian ERA Progress Report 2017

- Presentation of the **1<sup>st</sup> ERA Progress Report** in June 2017
- Values and description of **8 High Level Indicators** and **13 Sub-indicators**
- in collaboration with experts from the ERA Reporting Board, especially with the Austrian Research Promotion Agency (FFG)
- <https://era.gv.at/object/document/3358>

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### Austrian ERA Progress Report 2017 - Indicators Screenshot AT Progress Report

	Tendency	Current Value	Last Value
<p><b>Share of women researchers</b></p> <p><b>Definition of indicator</b> This indicator is the proportion of women researchers to the total number of researchers in all sectors of the economy. Some of the text below has been taken directly from the She Figures Handbook 2015 (DG Research and Innovation, 2016a).</p> <p><b>Source of data</b> Eurostat – Statistics on research and development (online data code rd_p_persocc). The computation of this indicator is as specified in the She Figures Handbook 2015 (DG Research and Innovation, 2016a).</p>	●	<b>23,0%</b>	22,8%
<p><b>Assessment</b> The BMBWF can influence the share of female researchers in the university sector, which at 39.7% in 2013 was still well above – namely over 10 percentage points – the same figure for all sectors, which was at 29.6%. If headcounts (and not FTE) are used for the calculations of the researcher's share, Austria achieves significantly better values, especially since women are often employed part-time. The aim is to involve women more fully into the research, either full-time or with a higher number of hours per week. An important step in this direction was achieved with the University Act amendment, Federal Law Gazette I No. 21/2015 of 2015, which added the ability to reconcile studying or work with care responsibilities as a leading principle for public universities and standardised the obligatory anchoring of equality plans – which also regulate the area of compatibility – for the universities.</p>			

- **narrative assessment of the indicators** by experts responsible for ERA in Austria
- Possibility to evaluate the progress and to give **background information** for certain issues
  - e.g. FTE vs. headcounts (mostly women are employed part-time in research)
  - limited influence of the ministry

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### Austrian ERA Progress Report 2017 - Measures

Screenshot AT Progress Report

Measures AT ERA Roadmap	Success in 2016-2017	Implementation status
<b>Increase the representation of women</b>		
Supporting measures for achieving the 50% quota of women for universities (including increasing the career posts and professorships as well as measures in connection with Priority 3 – measure d)	Agreement of binding targets and projects for increasing the quota of women for the performance agreement period 2016-18 with universities, OAW and IST Austria	75%
Support of an Austria-wide networking initiative for universities of applied sciences in the areas of Gender Quality and Diversity Management	Overall process for developing a package of measures and implementation for strengthening equality and diversity policies at the universities of applied sciences	50%
Further development of equality monitoring in universities and the research sector	Implementation of the equality survey towards the end of 2016, final results will be available by mid-2017	80%

- subjective assessment of the status of measures and progress in 2016-2017 by experts responsible for ERA in Austria
- too early to see progress in all measures
- highlighting a few measures and already visible progress (not to evaluate each action individually)

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### Austrian ERA Progress Report 2017

Screenshots AT Progress Report

**Share of women researchers**

23.0%    22.0%

**Definition of indicator**  
The indicator is the proportion of women researchers in the total number of researchers in all sectors of the economy. Some of the text below has been taken directly from the 2016 Figure Handbook 2015 (OE Research and Innovation, 2016a).

**Source of data**  
Statistik – Statistics on research and development (online data table 02\_2\_gender). The composition of the indicator is specified in the 2016 Figure Handbook 2015 (OE Research and Innovation, 2016a).

**Assessment**  
The BIPoF can influence the share of female researchers in the university sector, which at 26.7% in 2012 was still well above – namely over 10 percentage points – the same figure for all sectors, which was at 23.4%. If researchers (and not PFI) are used for the calculation of the researcher's share, a more precise picture of the situation is obtained. The aim is to ensure that women move fully into the research sector full-time or with a higher number of hours per week. An important step in this direction was achieved with the University Act amendment, Federal Law Gazette No. 20/2015 of 2015, which established the obligation of universities to develop and implement equality plans – which also regulate the area of connectivity – for the universities.

Measures AT ERA Roadmap	Success in 2016-2017	Implementation status
<b>Increase the representation of women</b>		
Supporting measures for achieving the 50% quota of women for universities (including increasing the career posts and professorships as well as measures in connection with Priority 3 – measure d)	Agreement of binding targets and projects for increasing the quota of women for the performance agreement period 2016-18 with universities, OAW and IST Austria	75%
Support of an Austria-wide networking initiative for universities of applied sciences in the areas of Gender Quality and Diversity Management	Overall process for developing a package of measures and implementation for strengthening equality and diversity policies at the universities of applied sciences	50%
Further development of equality monitoring in universities and the research sector	Implementation of the equality survey towards the end of 2016, final results will be available by mid-2017	80%

- no correlation between indicators and measures
- Goal: give first impressions of what happened
- no consistent data collection periods and methods

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### Accompanying Measures – Exchange at ERA Roundtable



- experts responsible for ERA in Austria, representatives of Funding and Research Organizations
- working group – meets on a regular basis (3-4 times per year)
- ERA-related groups report on progress in ERA Priorities
- news from the delegates of the committees

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### Accompanying Measures – ERA Dashboard

**Priority 4**  
Gender equality and gender mainstreaming in research

<b>Share of women in grade A positions in Higher Education Sector (HES)</b>	▼	21,5%	20,3%	↔	↔
<b>Share of women researchers</b>	▼	23,0%	22,8%	↔	↔
<b>Glass Ceiling Index (SHE)</b>	▼	1,8	2,0	↔	↔

Assessment: The SHEFFI also influences the share of female researchers in the university sector, which at 28,7% in 2013 was still above - namely over 10 percentage points - the same figure for all sectors, which was at 20,9%. If the corresponding and FFG can lead for the calculation of the assessment plans, Austria achieves significantly better values, especially since women are often employed part-time. The aim is to involve women more fully into the research, either full-time or with a higher number of hours per week. An important step in this direction was achieved with the University Act amendment, Federal Law Gazette I No. 150/2016 of 2016, which added the duty to research planning or work with own responsibility as a leading principle for public universities and standards and the obligatory anchoring of equality plans - which also regulate the area of compatibility - for the universities.

- <https://eupm.ffg.at/ui/login/>
- data collection of indicators and assessments
- in collaboration with the Austrian Research Promotion Agency (FFG)
- implemented in the Monitoring of Horizon 2020 (Commissioning of the FFG with the monitoring of the Austrian RTI activities in H2020)

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### Accompanying Measures – ERA Dashboard

Country	Percentage
Bulgaria	50,2%
Latvia	49,5%
Croatia	48,9%
Lithuania	48,4%
Romania	45,2%
Portugal	44,7%
Estonia	42,5%
Slovakia	41,9%
Greece	39,3%
Spain	38,9%
Cyprus	38,3%
Italy	36,2%
Poland	36,2%
Slovenia	34,7%
Denmark	32,6%
Ireland	29,3%
Malta	28,5%
Sweden	27,0%
Luxembourg	27,3%
Hungary	27,2%
France	26,1%
Netherlands	25,5%
Czech Republic	24,6%
Austria	23,0%
Germany	22,7%

Data: 2013

- country rankings for each Priority

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### Outlook: next Austrian ERA Progress Report

- base: ERA Progress Report 2018 from the European Commission (Feb. 2019)
- Planning and preparatory work has begun
- will be published in the second half of 2019 or 2020
- discussion with experts responsible for ERA in Austria regarding the structure and the content will start in next weeks

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## Austrian HE-Monitoring System

### Practice and further development of the monitoring

Peter KOLLER, BMBWF, Gender Equality and Diversity Management, Evidence based Higher Education Development

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### Data collection and publication

<b>BidokVUni (Public Universities)</b> → most detailed data Responsibility: BMBWF	University Data Network, Ministry	Data	Data
<b>BidokVFH (Universities of Applied sciences)</b> Responsibility: BMBWF	AQ Austria, Ministry		
<b>BidokVPH (Private Universities)</b> Responsibility: BMBWF	Statistik Austria		
<b>WBV (Intellectual capital report regulation)</b> Responsibility: BMBWF	Ministry		
<b>R&amp;D Statistics Regulation</b> → detailed data Responsibility: BMBWF, BMVIT	Statistik Austria		
<b>Data Collection</b> → <b>Data quality check</b>			
			<b>Uni:data (interactive)</b>  <b>Shefigures ERA progress report</b> <b>Data Publication</b>

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### Snapshot: uni:data / Gender Monitoring

**Public Universities staff**

- Women in leading positions
- Presence of women among scientific/artistic staff
- Glass ceiling index
- Leaky pipeline
- Women in the appointment procedure for full professors
- Women's quota in university bodies
- Gender pay gap
- Function statistics

Focus on representation!



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### Snapshot: uni:data /Gender Monitoring

Public Universities  
students/studies

- Entry rate: percentage of freshmen among students
- New students and freshmen
- Ordinary studies
- Ordinary studies in STEM fields
- Doctoral degree students
- Doctoral degree students in STEM fields
- PhD-Doctoral degree students

Focus on representation!

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### Performance agreement with public universities

Federal Ministry

+

University

Negotiation

→

Performance agreement goals and plans

Fix the numbers  
Fix the institution  
Fix the content

University

The ministry defines the desired priorities that should be addressed in the field of gender equality (cross-section matter!): **Monitoring?**

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### Monitoring: Intellectual capital report

Intellectual capital report:

- Report of the intangible value of a university / annually
- Part of this report: **narrative performance report** on important service areas like...
  - gender equality and diversity management
  - Further social objectives like social dimension, third mission, responsible science

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**Monitoring: Intellectual capital report**

Gender Equality in narrative performance report:

- Chapter on Gender Equality
- 3 sub-chapters within this chapter:
  - Representation of the sexes
  - Integration of equality and diversity aspects in structures, processes and policies
  - Integration of dimension / gender in research and teaching content

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**Monitoring: Intellectual capital report**

Project digitalization of the Intellectual capital report brings full digital creation and delivery the Performance Report (elastic search, filtering possible!):

**Universities have to report effective measures, successes and effects both on chapters and on sub-chapters (based on a regulation!)**

Questions in the discussion focused on the use of information available for policy steering. E.g. how the qualitative information from the intellectual capital reports of the universities are used by the Federal Ministry. Till now this information has been partly used in the yearly side negotiations of performance contracts (“Begleitgespräche”) but not systematically. In 2019 a new tool will be implemented which allows for an export of this qualitative information from the documents available (digitalisation project). It is expected that this information will be used more intensively.

A more technical discussion focused on the availability and use of headcounts and full time equivalents. Both are available in the Data Warehouse and are used depending on the context (e.g. in the context of outcome oriented budgeting headcounts are used).

## 6 Moderated Working Groups

### 6.1 Questions to be discussed

Angela Wroblewski summarised the main points of the first day and recapitulated briefly the different levels and approaches to monitoring. She also introduced the aim of the working groups as well as the questions to be discussed.

The aim of the working groups was to compare the different approaches to monitoring for the three ERA gender equality objectives and to discuss associated pros and cons.

A handout with indicators for the different approaches was prepared for the three gender equality objectives (see annex). The moderators of the working groups started the discussion with a short introduction to the set of indicators.

The following questions were discussed in the working groups:

- What are the pros/cons of the approaches presented?
- Which approach is meaningful? Why?
- Which approach is most useful to supporting your work? Why?
- Which information is needed to assess NAP implementation?

Results of the discussions in the working groups were presented in the plenum. The plenum discussion focused on the following questions:

- Which benefits do you associate with a combined approach of monitoring at aggregate level and implementation level?
- What are relevant preconditions for a combined approach?

### 6.2 WG 1: Increasing female participation

The discussion centred on the **ERA progress report**. While some aspects, such as the longevity and reliability of the data were perceived positively, the **clustering of the data was criticised**. It was agreed that the concept of clustering brings advantages, especially for small countries with hardly any national competition for universities, but it does not give any additional information. The question was raised, if Cluster 1 countries should be seen as best practice example. The participants agreed that no answer is possible without additional data such as details about a country's funding system, gender-pay-gap or family friendliness. Proposed approaches for adding this information were creating extra columns for each table with context scores and defining more than one criterion for one indicator. Only after these steps, the data should be put into appropriate clusters.

The discussion often came back to the example of Makedonia, which has a share of female PhD graduates at 56% and is in Cluster 2 but a share of women in Grade A positions in Higher Education Sector at 67% and is therefore leading Cluster 1. In the discussion it became clear that this data does not explain anything about the actual conditions for women in Higher Education in Makedonia, nor does it necessarily mean that Makedonia should be praised for these numbers.

Concerning the third approach, it was first argued that the implementation is more important than the formulated objectives. However, some participants pointed out that the first step of every implementation is formulating objectives and it is as necessary to every monitoring

process as the implementation. It was agreed that this approach only makes sense in combination with the first and second to **add more context to the numbers**.

The progress bar of the Austrians ERA progress report was criticised for its subjectivity. The main problem mentioned is that it is possible to reach 100% without fixing the numbers just by implementing the program. It was also discussed if these indicators make sense for other countries.

In the end, it was agreed that a **combined approach** is necessary with additional context indicators, in order to be able to compare countries as well as to understand the numbers and put them in the right context.

### 6.3 WG 2: Structural change and decision making

The first approach to monitoring based on She Figures was discussed critically. The following aspects were identified as problematic: time gap between years of data collection and reporting, problems to compare countries and reliability of data collection. Participants mentioned different **purposes of the indicators**: (1) to **legitimise the need for gender equality policies**, (2) to **position one's country towards the EU average** or leading countries and (3) to **analyse development at national or EU level over time**. Participants suggested to aim for a harmonisation of data collection, indicators etc. which was summarised as **"fixing statistics"**.

Participants also discussed the advantages and disadvantages of a comprehensive set of indicators on structural change. It was argued that a comprehensive set of goals and respective indicators provide institutions with the chance to perform well in at least one dimension. On the contrary, a broad set of indicators might also reduce the likelihood of innovative approaches or goals. If goals and indicators address similar dimensions, indicators carry a potential to support gender equality policies. Participants formulated as a precondition for a successful steering instrument that member states are committed to the goals formulated in NAPs as well as to data collection.

In the discussion it became clear that different indicators are interpreted as a proxy to structural barriers. Austria uses the Glass Ceiling Index as a process indicator for structural barriers to women's careers. Switzerland refers to success rates in project funding as a structural barrier. For both examples it is problematized that they don't directly measure impact of policies. Indicators at aggregate level are detached from ongoing activities. Furthermore, it was problematized that most indicators focus on a quantitative dimension of the goal and ignore the qualitative one. E.g. the share of women in boards does not say anything about gender sensitivity or gender competence in decision making.

Participants argued for a combination of qualitative and quantitative indicators addressing the aggregate level as well as the implementation level. They also called for explicit explanations if countries did not address specific objectives or why they saw an additional dimension as relevant for their gender equality policies in R&I. Furthermore, there was support that comparable data should be available for a baseline analysis. For this, data collection has to follow an agreed methodology and defined time points.

The monitoring of NAP implementation should consider the different contexts and substantial differences between NAPs (number of objectives, qualitative and quantitative objectives, punctual or comprehensive programmes or measures etc.). For future NAPs participants called for more comparability and a set of monitoring indicators which provide SWG GRI with

the relevant information for policy steering. The set of indicators should be useful for all countries even if policies are different.

#### 6.4 WG 3: Gender in research content

First, the participants agreed that the objective 3 remains vague. It is not clear if the goal is to increase the share of publications which consider the gender dimension in content to 100% or to 100% of those projects for which the gender dimension is relevant. Second, it is not clear if the objective addresses research projects and/or publications. Third, it is not clear if the gender dimension in teaching should be considered too.

The ERA indicator (number of publications which consider the gender dimension in content) is assessed critically because of its intransparent mode of calculation, its bias regarding disciplines, forms of publication (e.g. journal articles versus monographs) and form of research (basic versus applied research), as well as its language bias and its bias regarding countries covered. The indicator is seen as “superficial” and not very meaningful. It could be a starting point for a discussion but should not be treated as the result. It was discussed whether it would be better not to consider such a problematic indicator for a ranking of countries. Participants would prefer an indicator based on open access data.

Regarding the indicators used in GENDERACTION to represent the objectives and measures formulated in NAPs the differentiation between research content and teaching was intensively discussed. Finally, participants agreed that the gender dimension in teaching was extremely relevant to change researchers’ recognition of the gender dimension in content as well as stereotypes which lead to gender segregated research fields. Participants stressed the necessity of having clear guidelines for the development of NAPs. They should clearly explicate what is expected from countries and how objectives should be operationalised.

Participants agree that the Austrian example represents a good starting point to reflect on the implementation of actions and measures mentioned in the NAP. However, to assess the implementation more information would be needed. On the one hand, additional information is needed to interpret the value of %-implementation. On the other hand participants called for more information about the context, content and the potential impact of the measures. This would allow us to identify significant measures regarding gender equality. The potential impact could be addressed by a description of measures taken to strengthen impact (e.g. monitoring or evaluation).

In the concluding discussion, participants identified the **missing definition of objective 3** as a problem. They also agreed that there should be an **explicit decision at national level about the purpose of the monitoring** and the potential use at national level (e.g. steering function). Users of the monitoring should be aware about the underlying concepts of indicators (what they represent) and which level they address (aggregate level or implementation level).

#### 6.5 Concluding discussion

The following aspects have been identified as overriding issues which will be considered in the upcoming work within WP3.

**Context matters:** Participants agreed that indicators alone are not meaningful when information about NAP priorities, national HE or R&I systems is missing (e.g. to interpret the share of women in Grade A, it is necessary to have information about payment of

professors). As a consequence, caution is needed when indicators at aggregate level are used to compare countries. Furthermore, participants refused to interpret indicators at aggregate level (such as women in Grade A, PhD graduates) as success indicators. On the contrary, it was argued that these indicators should be used as a starting point for the development of policies, to legitimise the need for policies.

**Increase the comparability of NAPs:** It was problematized that NAPs differ regarding commitment, objectives addressed or measures implemented. Participants saw a need for more guiding information for countries when formulating a NAP (e.g. how an ideal process looks like, how objectives are operationalised, how to develop good practice policies). It was suggested to refer to the criteria for good practice NAPs and policies developed within GENDERACTION.

**Combined approach:** Participants agree that information about NAP priorities, measures implemented and expected impact of measures should complement indicators at aggregate level. Indicators focusing on NAP design, implementation and monitoring are needed to show the differences between NAPs.

**Operationalisation of gender equality objectives:** In all working groups the problem arose that NAPs interpret gender equality differently. Furthermore, the three main objectives are not clearly defined, e.g. it was not clear for participants if the third objective (integrating the gender dimension in research content) also addresses teaching.

**Fix the statistics:** Participants argue for a reflection and further development of existing indicators in order to increase reliability and validity. This includes standards for data collection and harmonisation of data.

**Combined indicators:** It was suggested to use/develop combined indicators instead of single (quantitative) indicators. This was seen as more adequate to reflect on the complexity of gender equality goals and to avoid misinterpretation of indicators due to a lack of context information as well as a reduction of gender equality to just one dimension (e.g. female participation).

**Definition of the purpose of monitoring:** Participants suggested that the purpose of monitoring at national level should be explicated in order to use the potential of monitoring for policy development and policy steering. Participants agreed that monitoring should be used as a starting point for reflection of the status quo regarding gender equality at national level (legitimising the need for gender equality policies). Furthermore, monitoring should be used as a steering instrument for NAP implementation at national level.

**Complementation by evaluation:** Participants argue that monitoring should be complemented by evaluation focusing on the impact of specific policies.

## 7 Further steps

**Angela Wroblewski** described the current state of work and planned next steps: Currently the information about the state of NAP implementation (survey 2017) is being updated. The data collected will be validated with members of the SWG GRI. This discussion will take place at the 4<sup>th</sup> meeting of the SWG GRI on 10 April 2019 in Brussels. To complement data collection interviews with selected members of the SWG GRI will be conducted in April/May 2019. All information available will feed in the second report on NAP implementation (September 2019).

The results of the second Mutual Learning Workshop will also feed in the second report on NAP implementation. A set of indicators will be proposed for future ERA roadmaps.

**Marcela Linková** added that results of WP3 would inform the report of SWG GRI to ERAC in June 2019. She also pointed out to the GENDERACTION Policy Briefs and the upcoming GENDERACTION events – the next Mutual Learning Workshop focusing on structural change will take place on 25 and 26 March 2019 in Berlin. The midterm event of GENDERACTION will take place on 9 April 2019 in Brussels. Finally, she thanked the participants for their engagement in the workshop and Roberta Schaller-Steidl and her team for hosting and organising the workshop.

## 8 Annex: Handouts

### OBJECTIVE 1: Increasing female participation



#### Context Analysis: She Figures

Indicator	Definition	Source
Proportion of women researchers, 2012	This indicator represents the proportion of women researchers, broken down by country, out of the researcher population in all sectors of the economy.	Eurostat – Statistics on research and development (online data code: rd_p_femres); She Figures 2015, Figure 4.1.
Proportion of women Grade A staff by main field of science, 2013	The indicator represents the proportion of women in Grade A positions across six different fields, namely natural sciences, engineering and technology, medical sciences, agricultural sciences, social sciences and humanities.	Women in Science database, DG Research and Innovation; She Figures 2015, Table 6.2.

#### Aggregate Level: ERA progress report

Indicator	Definition	Source
Share of women in Grade A positions in the Higher Education Sector (2014–2016)	This indicator enables tracking the progress made with regard to women's presence at the highest level of academia by analysing its trend through time.	Women in Science database, DG Research and Innovation, ERA progress report 2016
Share of female PhD graduates (2013–2016)	This indicator pertains to priority 4 (and relates to gender balance in career progression) through measuring the rate of graduation of women from the highest level of tertiary education. This indicator aims to characterise the rate and progress of women's graduation from doctoral programmes.	Eurostat data; UNESCO data for AL, BA, AM, GE, IL, MD and UA

#### Indicators of NAP implementation

Indicator	Definition	Source
Objectives formulated in NAPs regarding increase of women in R&I	List of possible objectives formulated in NAPs regarding increase of women in R&I proposed to survey respondents	GENDERACTION Report Figure 4 (based on GENDERACTION survey)

#### Austrian Indicators for implementation of policies / measures

Indicator	Definition	Source
Implementation status	For each measure proposed in the NAP the state of implementation is described verbally and assessed in % (from 0% implementation didn't start yet to 100% completed)	1 <sup>st</sup> Austrian ERA Progress report (2017)



#### P4. Share of women in Grade A positions in the Higher Education Sector (2014–2016)

Country	Weight in GDP	Score (2016)	CAGR (2014-16)	Lead/Gap to EU-28 CAGR
<b>EU-28</b>		<b>24%</b>	<b>1.0%</b>	<b>N/A</b>
			<b>w/o LU &amp; UK</b>	
Cluster 1	1,7%	48%	10,1%	9,1
Cluster 2	8,5%	30%	3,9%	2,9
Cluster 3	88,6%	22%	1,5%	0,4
Cluster 4	1,2%	14%	-1,2%	-2,3
<b>Cluster 1</b>				
MK	0,1%	67%	:	:
RO	1,0%	54%	22,3%	21,2
LV	0,1%	41%	6,3%	5,3
HR	0,3%	41%	2,3%	1,2
LT	0,2%	39%	9,7%	8,7
<b>Cluster 2</b>				
BG	0,3%	37%	2,2%	1,2
FI	1,3%	29%	2,6%	1,6
SI	0,2%	29%	7,6%	6,6
NO	2,0%	28%	3,1%	2,0
TR	4,7%	28%	:	:
<b>Cluster 3</b>				
UK	14,4%	26%	:	:
PT	1,1%	26%	1,3%	0,2
IS	0,1%	26%	:	:
SE	2,8%	25%	4,2%	3,1
SK	0,5%	25%	0,1%	-0,9
EE	0,1%	24%	3,3%	2,3
PL	2,6%	24%	3,0%	2,0
CH	3,6%	23%	6,6%	5,5
AT	2,1%	23%	5,7%	4,7
IT	10,1%	22%	2,0%	0,9
FR	13,4%	22%	-4,6%	-5,6
EL	1,0%	22%	2,9%	1,9
ES	6,7%	21%	0,7%	-0,3
DK	1,7%	21%	6,9%	5,9
MT	0,1%	21%	-22,6%	-23,6
IE	1,7%	21%	-10,0%	-11,1
HU	0,7%	20%	12,4%	11,3
DE	18,9%	19%	4,1%	3,1
NL	4,2%	19%	5,0%	4,0
BE	2,5%	18%	5,5%	4,4
LU	0,3%	17%	:	:
<b>Cluster 4</b>				
CZ	1,1%	15%	2,2%	1,2
IL	:	14%	:	:
CY	0,1%	13%	-4,7%	-5,7

Definition differs (reference population = Academic staff): 2014, 2016 (BG, DE, EL, IT, LV, MT, NL, SI, SK, SE, IS); 2014 (ES, RO); 2016 (EE, IE, LT); Exception to reference year: 2017 (BG, HR, MT); 2015 (AT, CY, CZ, EE, FR, HU, IE, SE); LU (2013); 2012 (MK, IS); TR (2007)

Exception to reference period: 2013–2016 (RO, LV, CH, BE); 2014–2017 (HR, BG, MT); PT (2012–2016); 2014–2015 (SE, AT, FR, HU, EE, CZ, CY); IE (2012–2015); Change in reference population in the CAGR computation: researchers to academic staff (IE, EE, LT); Academic staff to researchers (ES, RO); EU-28 performance score includes all MS but the growth excludes LU and UK due to missing data. Data unavailable: AL, AM, BA, FO, GE, MD, ME, RS, TN, UA; Data prone to yearly fluctuations due to small denominator: MK (6/9 = 66.7%). (:) = missing data

Source: Women in Science database, DG Research and Innovation. Additional data covering years 2014 and 2015 were provided by the Helsinki Group in the context of the ERA progress report 2016.

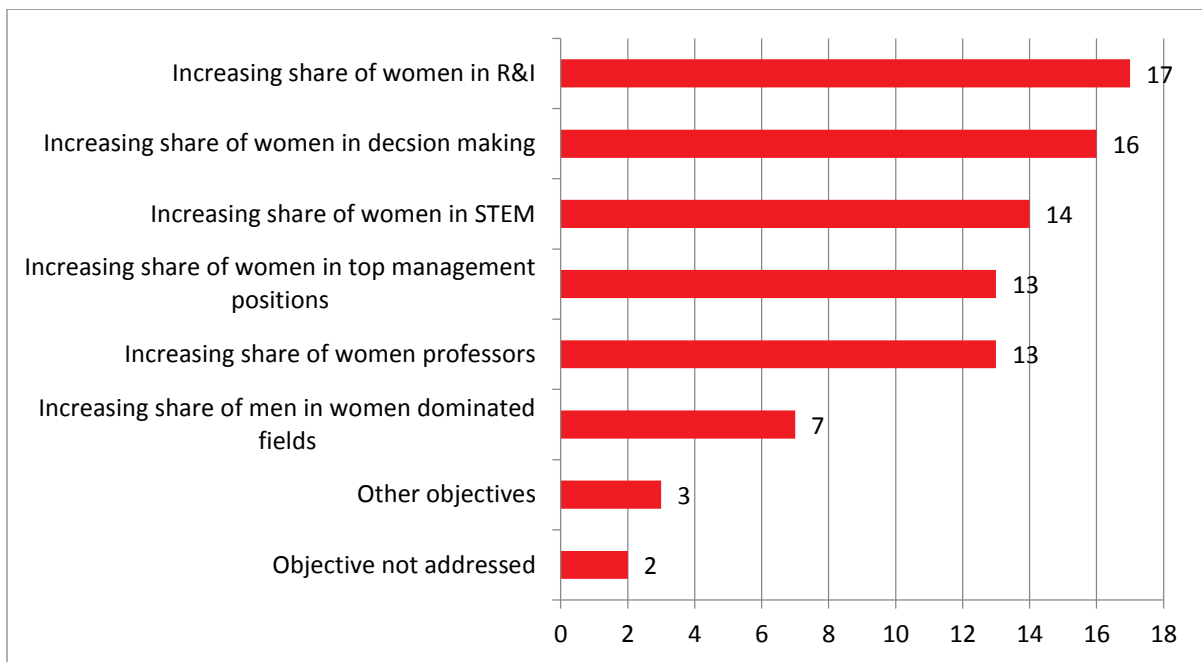
**P4. Share of female PhD graduates (2013–2016)**

Country	Weight in GDP	Score (2016)	CAGR (2013-16)	Lead/Gap to EU-28 CAGR	Trendline
<b>EU-28</b>		<b>48%</b>	<b>0,4%</b>	<b>N/A</b>	
Cluster 1					
Cluster 1					
ME	0,0%	68%	:	:	
IS	0,1%	64%	3,0%	2,6	
SI	0,2%	61%	4,5%	4,1	
CY	0,1%	60%	6,3%	5,8	
LV	0,1%	58%	0,2%	-0,2	
LT	0,2%	58%	-0,7%	-1,1	
Cluster 2					
Cluster 2					
MD	:	57%	-1,9%	-2,3	
GE	:	57%	2,0%	1,5	
UA	:	57%	0,0%	-0,5	
MK	0,1%	56%	1,2%	0,8	
AL	0,1%	56%	0,6%	0,2	
PT	1,1%	55%	0,0%	-0,4	
HR	0,3%	55%	0,2%	-0,3	
RS	0,2%	55%	6,9%	6,4	
RO	1,0%	55%	1,6%	1,1	
EE	0,1%	54%	-3,0%	-3,5	
PL	2,5%	54%	-0,7%	-1,2	
BG	0,3%	53%	1,0%	0,6	
SK	0,5%	52%	0,6%	0,2	
IT	10,0%	52%	-0,1%	-0,6	
FI	1,3%	52%	0,6%	0,2	
Cluster 3					
Cluster 3					
ES	6,7%	51%	0,6%	0,2	
NO	2,0%	50%	1,6%	1,1	
IL	:	50%	-2,4%	-2,8	
EL	1,0%	49%	2,8%	2,4	
NL	4,2%	49%	3,1%	2,6	
DK	1,7%	48%	2,4%	2,0	
TN	:	48%	-3,9%	-4,4	
IE	1,6%	48%	-0,7%	-1,1	
HU	0,7%	47%	0,4%	0,0	
BE	2,5%	47%	3,1%	2,6	
TR	4,7%	46%	-1,5%	-1,9	
UK	14,4%	46%	-0,2%	-0,6	
SE	2,8%	45%	-0,6%	-1,1	
DE	18,8%	45%	0,7%	0,3	
BA	0,1%	45%	2,3%	1,9	
FR	13,3%	45%	0,5%	0,1	
Cluster 4					
Cluster 4					
CH	3,6%	44%	0,4%	0,0	
CZ	1,1%	43%	-0,1%	-0,5	
AT	2,1%	42%	-1,1%	-1,5	
MT	0,1%	41%	-6,8%	-7,2	
LU	0,3%	40%	1,0%	0,5	
AM	:	37%	9,7%	9,2	

Definition differs: EU28 (2015, 2016); Exception to reference year: NL (2015); IL (2015); Exception to reference period: 2013-2015 (NL, IL); 2014-2016 (IS, RS, TR); Data unavailable: FO; (:) = missing data








Source: Computed by Science-Metrix using Eurostat data (online data codes: educ\_uae\_grad02) and UNESCO data (Tertiary graduates by level of education) for AL, BA, AM, GE, IL, MD and UA

**Figure 4** Objectives formulated in NAPs regarding the increase of women in R&I



n = 23 questionnaires.

Source: Task 3 survey

Measures AT ERA Roadmap	Success in 2016–2017	Implementation status
<b>Increase the representation of women</b>		
Supporting measures for achieving the 50% quota of women for universities (including increasing the career posts and professorships as well as measures in connection with Priority 3 – measure d)	<p>Agreement of binding targets and projects for increasing the quota of women for the performance agreement period 2016-18 with universities, ÖAW and IST Austria</p> <p>Knowledge balance indicator "Representation of women in the appointment process" has been transferred to the canon of knowledge balance indicators</p>	 <p><b>75%</b></p>
Support of an Austria-wide networking initiative for universities of applied sciences in the areas of Gender Quality and Diversity Management	Overall process for developing a package of measures and implementation for strengthening equality and diversity policies at the universities of applied sciences	 <p><b>50%</b></p>
Further development of equality monitoring in universities and the research sector	Implementation of the equality survey towards to the end of 2016, final results will be available by mid-2017	 <p><b>80%</b></p>
Awareness-raising and sensitisation of funding recipients in the area of RTI	Increase in the quota of female project leaders in the funded projects in the FFG	 <p><b>100%</b></p>
Strengthening of female researchers and experts in the area of RTI and differentiated assessment of projects for the inclusion of women in research and of the gender dimension in the research contents	Award "FEMtech Experts of the Month"	 <p><b>100%</b></p>
	Increase in the quota of women on the evaluation committees (jury) by raising the quota of women collaborating on the evaluation of RTI projects in the FFG	 <p><b>80%</b></p>
	Increase in the share of women in leading positions on the programmes of 2009 processed by the FFG on behalf of the BMWFW (without LBC centres) 2016: total 13,4%	 <p><b>100%</b></p>

## OBJECTIVE 2: Structural change and decision making

### Context Analysis: She Figures

Indicator	Definition	Source
Proportion of women heads of institutions in the higher education sector, 2014	This indicator represents the number of women heads of institutions in the higher education sector (HES) for a given year.	Women in Science database, DG Research and Innovation; She Figures 2015, Figure 6.8.
Glass Ceiling Index, 2010-2013	The Glass Ceiling Index (GCI) is a relative index comparing the proportion of women in academia (grades A, B and C) with the proportion of women in top academic positions (grade A positions; equivalent to full professors in most countries) in a given year. The GCI can range from 0 to infinity. A GCI of 1 indicates that there is no difference between women and men in terms of their chances of being promoted. A score of less than 1 means that women are more represented at the grade A level than in academia generally (grades A, B and C) and a GCI score of more than 1 indicates the presence of a glass ceiling effect, meaning that women are less represented in grade A positions than in academia generally (grades A, B and C). In other words, the interpretation of the GCI is that the higher the value, the stronger the glass ceiling effect and the more difficult it is for women to move into a higher position.	Women in Science database, DG Research and Innovation; She Figures 2015, Figure 6.6.
Proportion of RPOs that adopted gender equality plans, 2013	Using ERA survey data, this indicator presents the proportion of respondent RPOs which indicated that they had adopted a gender equality plan in a given year.	ERA Survey 2014 (PCountry, P17, P36); She Figures 2015, Figure 5.7.
Proportion of women on boards, members and leaders, 2014	This indicator represents to what extent women are involved in top decision-making committees that have a crucial impact on the orientation of research in a given year.	Women in Science database, DG Research and Innovation; She Figures 2015, Figure 6.9.
Funding success rate differences between women and men, 2010-2013	This indicator represents research funding success-rate differences between women and men. A positive difference means that men have a higher success rate whereas a negative difference means that women have a higher success rate.	Women in Science database/DG Research and Innovation; She Figures 2015, Figure 7.5.

### Aggregate Level: ERA progress report

Indicator	Definition	Source
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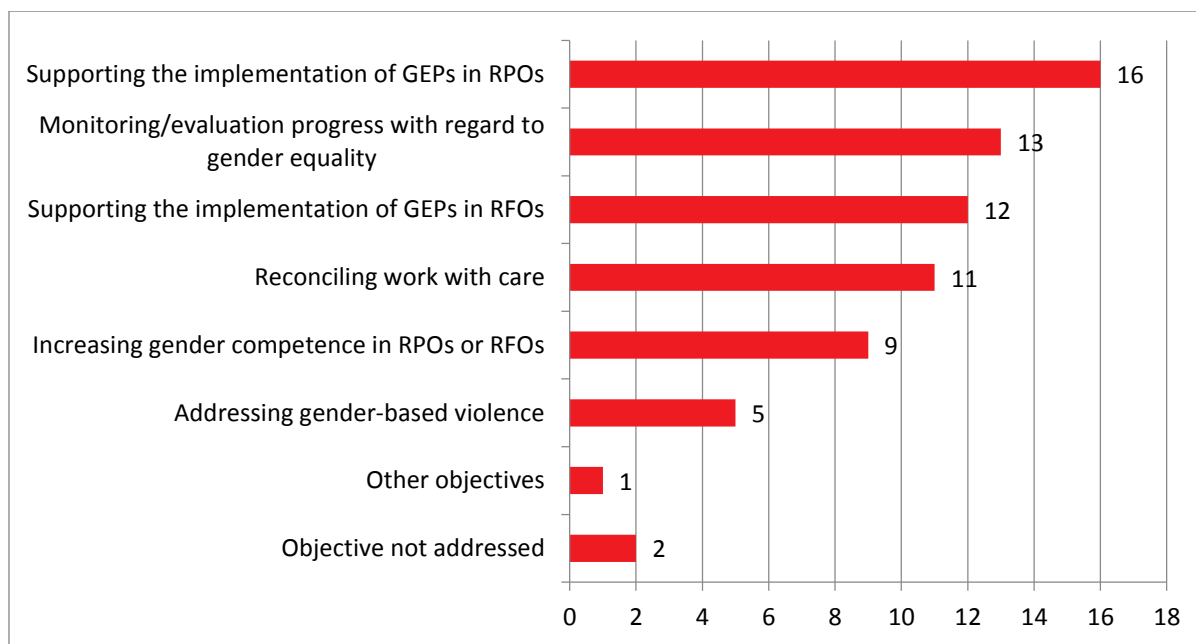
### Indicators of NAP implementation

Indicator	Definition	Source
Objectives formulated in NAPs regarding structural change	List of possible objectives formulated in NAPs regarding structural change proposed to survey respondents	GENDERACTION Report Figure 5 (based on GENDERACTION survey)

### Austrian Indicators for implementation of policies / measures

Indicator	Definition	Source
Implementation status	For each measure proposed in the NAP the state of implementation is described verbally and assessed in % (from 0% implementation didn't start yet to 100% completed)	1 <sup>st</sup> Austrian ERA Progress report (2017)

**Figure 5 Objectives formulated in NAPs regarding structural change**



n = 23 questionnaires.

Source: Task 3 survey

Measures AT ERA Roadmap	Success in 2016–2017	Implementation status
<b>Integrating the gender dimension into structures and policies in science and research</b>		
Development of a general framework containing objectives for the medium and long-term implementation of gender equality for all science and research institutions	EU-wide call for tenders, commissioning and implementation of an investment process and elaboration of an action plan	70%
Presentation of examples of good practice	Overall process of the diversity management prize Diversitas	100%
Awareness-raising and sensitisation of the organisations in the area of RTI (gender competence)	Strengthening of the mobilisation measures in the FFG, in order to further publicise the funding formats FEMtech Career-Check for SMEs and FEMtech Careers in Organisations in the RTI area	30%
Awareness-raising, networking and training courses for women in RTI and management staff in cooperative research	20 events held/594 interested participants (e.g. career training courses, workshop for top female researchers, management staff, ...)	100%

## OBJECTIVE 3: Gender in research content

### Context Analysis: She Figures

Indicator	Definition	Source
Proportion of a country's scientific publications including a gender dimension in their research content, by field of science, 2002–2005 and 2010–2013	This indicator consists of a country's number of peer-reviewed scientific papers (those with at least one author from the said country) in which a gender dimension has been identified in the research content, divided by the total number of peer-reviewed scientific papers from the corresponding country. The countries of all authors of a publication are considered (the analysis is not restricted to the corresponding author for this indicator). Papers are counted using full counting: that is, each publication is counted only once for a given country, even if more than one author from the said country are listed as authors in the publication.	Computed by Science-Metrix using WoS™ data (Thomson Reuters); She Figures 2015, Figure 7.10.

### Aggregate Level: ERA progress report

Indicator	Definition	Source
Gender dimension in research content (2007–2014)	This indicator relates to the proportion of a given country's scientific production (measured by the number of peer-reviewed scientific publications by full counting) in which a gender dimension has been identified in the research content relative to the same proportion at world level. The resulting indicator is a specialisation index (SI), whereby a score above 1 means that a country is specialised — i.e. it puts more emphasis on the gender dimension in its research output — relative to the world, while a score below 1 means that it is not specialized relative to the world.	Computed by Science-Metrix using WoS data (Clarivate Analytics)

### Indicators of NAP implementation

Indicator	Definition	Source
Objectives formulated in NAPs regarding gender dimension in research content	List of possible objectives formulated in NAPs regarding gender dimension in research content proposed to survey respondents	GENDERACTION Report Figure 6 (based on GENDERACTION survey)
Objectives formulated in NAPs regarding gender dimension in teaching	List of possible objectives formulated in NAPs regarding gender dimension in teaching proposed to survey respondents	GENDERACTION Report Figure 7 (based on GENDERACTION survey)



### **Austrian Indicators for implementation of policies / measures**

<b>Indicator</b>	<b>Definition</b>	<b>Source</b>
Implementation status	For each measure proposed in the NAP the state of implementation is described verbally and assessed in % (from 0% implementation didn't start yet to 100% completed)	1 <sup>st</sup> Austrian ERA Progress report (2017)

## P4. Gender dimension in research content (2007–2014)

Country	Weight in GDP	Score (2014-17)	CAGR			
			Short-term (2011-14 to 2014-17)	Lead/Gap to EU-28 CAGR	long-term (2007-10 to 2014-17)	Trendline (2007-10 to 2014-17)
<b>EU-28</b>		<b>1,05</b>	<b>2,5%</b>	<b>N/A</b>	<b>0,3%</b>	■■■■■■■■■■
Cluster 1	6,5%	2,12	14,5%	12,0	4,1%	
Cluster 2	17,6%	1,22	5,9%	3,4	0,6%	
Cluster 3	75,8%	0,88	-0,6%	-1,8	3,9%	
Cluster 4	0,1%	0,26	-15,9%	-25,0	3,6%	
<b>Cluster 1</b>						
RO	1,0%	2,72	36,9%	34,4	-0,6%	■■■■■■■■■■
SI	0,2%	2,21	18,1%	15,6	20,5%	■■■■■■■■■■
TR	4,7%	2,11	3,7%	1,2	1,0%	■■■■■■■■■■
BA	0,1%	1,91	31,2%	28,7	-5,7%	■■■■■■■■■■
SK	0,5%	1,65	-17,3%	-19,8	5,4%	■■■■■■■■■■
<b>Cluster 2</b>						
HU	0,7%	1,51	-0,1%	-2,6	-11,4%	■■■■■■■■■■
PT	1,1%	1,50	-7,4%	-9,9	11,7%	■■■■■■■■■■
IS	0,1%	1,45	4,8%	2,3	1,8%	■■■■■■■■■■
EE	0,1%	1,27	23,3%	20,8	2,7%	■■■■■■■■■■
LT	0,2%	1,26	-21,8%	-24,3	-9,1%	■■■■■■■■■■
SE	2,8%	1,25	-2,0%	-4,5	-7,4%	■■■■■■■■■■
HR	0,3%	1,24	9,3%	6,8	-1,1%	■■■■■■■■■■
NO	2,0%	1,17	0,7%	-1,8	-3,2%	■■■■■■■■■■
FI	1,3%	1,16	-4,1%	-6,6	-1,0%	■■■■■■■■■■
DK	1,7%	1,10	0,7%	-1,8	-0,7%	■■■■■■■■■■
IL	:	1,10	-6,4%	-8,9	1,0%	■■■■■■■■■■
LU	0,3%	1,10	32,5%	30,0	13,0%	■■■■■■■■■■
ES	6,7%	1,08	8,4%	5,9	1,9%	■■■■■■■■■■
MT	0,1%	1,08	2,0%	-0,5	6,4%	■■■■■■■■■■
BG	0,3%	1,07	48,3%	45,8	5,3%	■■■■■■■■■■
<b>Cluster 3</b>						
NL	4,2%	1,05	-1,3%	-3,8	-0,4%	■■■■■■■■■■
CH	3,6%	1,04	-0,2%	-2,7	3,8%	■■■■■■■■■■
IT	10,0%	1,04	10,2%	7,7	3,8%	■■■■■■■■■■
UK	14,4%	1,03	-2,8%	-5,3	-1,0%	■■■■■■■■■■
AT	2,1%	1,02	1,3%	-1,2	-1,7%	■■■■■■■■■■
PL	2,5%	1,01	-9,3%	-11,8	1,3%	■■■■■■■■■■
LV	0,1%	0,98	14,7%	12,2	8,3%	■■■■■■■■■■
BE	2,5%	0,95	-6,5%	-9,0	-4,7%	■■■■■■■■■■
EL	1,0%	0,92	-17,8%	-20,3	-0,5%	■■■■■■■■■■
CZ	1,1%	0,91	1,7%	-0,8	7,4%	■■■■■■■■■■
DE	18,8%	0,89	6,7%	4,2	1,2%	■■■■■■■■■■
CY	0,1%	0,88	10,4%	7,9	3,7%	■■■■■■■■■■
RS	0,2%	0,81	-17,0%	-19,5	1,5%	■■■■■■■■■■
TN	:	0,75	-22,7%	-25,2	-8,9%	■■■■■■■■■■
FR	13,3%	0,73	2,8%	0,3	1,2%	■■■■■■■■■■
ME	0,0%	0,70	22,1%	19,6	57,8%	■■■■■■■■■■
IE	1,6%	0,62	-8,6%	-11,0	-0,2%	■■■■■■■■■■
MK	0,1%	0,56	6,1%	3,6	-2,0%	■■■■■■■■■■
<b>Cluster 4</b>						
GE	:	0,39	22,5%	20,0	9,3%	■■■■■■■■■■
AL	0,1%	0,37	-17,6%	-20,1	-12,3%	■■■■■■■■■■
UA	:	0,35	1,5%	-1,0	34,6%	■■■■■■■■■■
FO	:	0,34	:	:	:	■■■■■■■■■■
AM	:	0,09	-34,4%	-36,9	12,7%	■■■■■■■■■■
MD	:	0,01	-51,4%	-53,9	-26,1%	■■■■■■■■■■

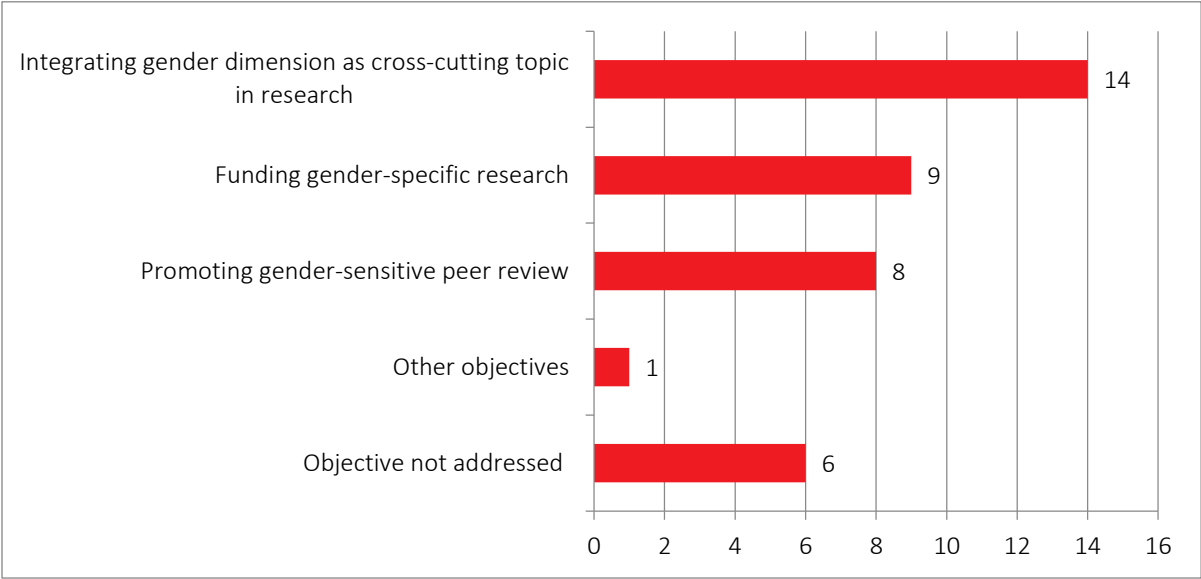
Note: A four-year rolling window was applied in order to maximise the number of countries covered as well as to minimise the impact of the strong yearly fluctuations of this indicator on the analysis of growth. Due to very large fluctuations, the following data was not included in the computation of this indicator: AL(2011), FO(2014-2015), LV(2015), MK(2013) and MT(2011). Therefore, the windows associated to the combination of these countries and years are less than four years.

For more details on the methodology, please see the companion Handbook. (:) = missing data

2<sup>nd</sup> Mutual Learning Workshop, 7 – 8 March 2019

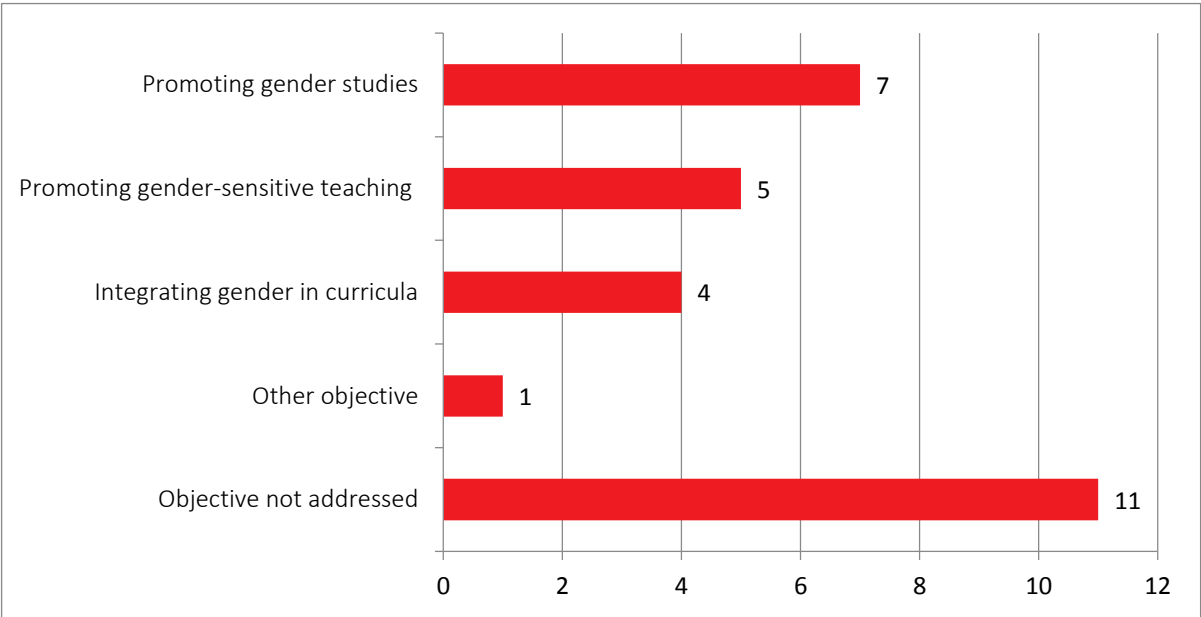
Source: Computed by Science-Metrix using WoS data (Clarivate Analytics)

**Figure 6: Objectives formulated in NAPs regarding the integration of the gender dimension in research content**



n = 23 questionnaires.  
Source: Task 3 survey

**Figure 7: Objectives formulated in NAPs regarding the integration of the gender dimension in teaching**



n = 23 questionnaires.  
Source: Task 3 survey

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## Considering the gender dimension in research content and teaching

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Establishment of a networking platform between researchers and practitioners on the exchange of current gender-specific research results and their possible application	Event <a href="mailto:genderequality@europa.eu">genderequality@europa.eu</a>	 <b>80%</b>
Awards in the area of gender research	Overall process of the Gabriele Possanner Prizes	 <b>70%</b>
Integration of gender contents into the projects in area of RTI	Call of the FEMtech research projects and informational event in September 2017	 <b>70%</b>