


## First Mutual Learning Workshop Minutes

Project acronym	GENDERACTION
Project name	GENDER equality in the ERA Community To Innovate policy implementatiON
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Project type	Coordination and Support Action
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End date of the project	31 / 03 / 2020
Contributing WP	WP3
Responsible partner	BMBWF
Contributors	Angela Wroblewski Victoria Englmaier Bart Dumolyn Martina Fucimanová Janet Mifsud Benjamin Monnoye Roberta Schaller-Steidl Hana Tenglerová Brian Warrington
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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 February <sup>2018</sup>, the First Mutual Learning Workshop of GENDERACTION took place in the premises of the Austrian Federal Ministry of Education, Science and Research in Vienna with participants from 17 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 workshop aimed at (1) gathering feedback on an initial analysis of priority 4 implementation within national action plans (NAPs), (2) developing criteria for good practices, both at the level of NAPs and at the level of concrete policies and measures, and (3) initiating an exchange between countries with different approaches to gender equality.

After opening words by Iris Rauskala from the Austrian Federal Ministry of Education, Science and Research and an overview on GENDERACTION by project coordinator Marcela Linková, ERAC co-chair Christian Naczinsky gave an introduction on the ERA priorities and described the links between ERA priorities and other key elements of EU research policy, showcasing the Austrian situation. Angela Wroblewski followed with a presentation of the main results of the survey on ERA priority 4 implementation within NAPs. After these presentations, the participants were invited to work on a set of criteria for good practices for NAPs and measures at first. Six subgroups were organized on the following topics: Increasing the number of female professors, Performance Contracts, Gender in Research Content, Gender Equality Plans, Monitoring, and Evidence-based policy development. As a starting point for discussion, each subgroup started with introductory presentations on specific measures/policies by the participants. In total thirteen good practice examples from Belgium, Czech Republic, Germany, Luxembourg, Netherlands, Switzerland and Austria were presented.

The results of the workshop, especially the set of criteria for good practices for NAPs and measures, will be taken up in the first report on priority 4 implementation within NAPs. A second mutual learning workshop is planned for early 2019, which will focus on indicators and monitoring.

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

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# 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 – Wednesday, 07 February 2018

Moderation: **Iris RAUSKALA & Helga POSSET** (BMBWF)

- 13:00 – 13:30      **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; Gender & Diversity Management; Science Communication; Student Services
- 13:30 – 13:50      **Introduction of participants**
- 13:50 – 14:00      **GENDERACTION: Project Overview**  
**Marcela LINKOVÁ**
- 14:00 – 14:30      **Coordination of ERA in Austria and Europe**  
**Christian NACZINSKY**, BMBWF; Co-Chair of ERAC, Head of Department for EU and OECD Research Policy
- 14:30 – 15:00      **Ad hoc questions and discussion**
- 15:00 – 15:30      **--- Coffee break ---**
- 15:30 – 16:00      **Presentation of the results of the survey (National ERA Roadmaps)**  
**Angela WROBLEWSKI**, Institute for Advanced Studies, Vienna
- 16:00 – 16:15      **Ad hoc questions and discussion**
- 16:15 – 17:30      **Work in subgroups on criteria for good practice with regard to NAPS and measures**
- 17:30 – 18:00      **Summary of the results and preview of the next day**
- 19:30                **Working dinner**  
Location: Salonplafond im MAK

Day 2 – Thursday, 08 February 2018

Moderation: **Helga POSSET**

- 9:00 – 9:30            **Summary and application of the criteria**
- 9:30 – 10:30        **Subgroups (thematic clusters #1)**  
**Subgroup 1: Increasing number of female professors**  
Implementing Talent Policies, *Yvonne Schaap (NL)*  
PRIMA, *Julia Cahenzli-Jenkins (CH)*  
Professorinnenprogramm, *Christina Hadulla-Kuhlmann (DE)*  
Moderated by *Bart Dumolyn (BE)*
- Subgroup 2: Performance Contracts**  
Performance Agreement, *Roberta Schaller-Steidl (AT)*  
Performance contract with Funding Agency FNR, *Josiane Entringer (LU)*  
Moderated by *Janet Mifsud (MT)*
- Subgroup 3: Monitoring**  
Gender Monitoring, *Peter Koller (AT)*  
Equal Opportunities Report, *Jo Breda (BE)*  
Moderated by *Benjamin Monnoye (BE)*
- 10:30 – 10:50        **Discussion in plenary**
- 10:50 – 11:30        **--- Coffee break ---**
- 11:30 – 12:30        **Subgroups (thematic clusters #2)**  
**Subgroup 4: Gender in research content**  
Förderung von Netzwerken und Transfer, *Christina Hadulla-Kuhlmann (DE)*  
Femtech Projects, *Martina Hörhan (AT)*  
Moderated by *Janet Mifsud (MA)*
- Subgroup 5: Gender Equality Plans**  
Implementation of GEP developed by EIGE, *Jo Breda (BE)*  
GEP in public RPOs, *Josiane Entringer (LU)*  
Moderated by *Angela Wroblewski (AT)*
- Subgroup 6: Evidence based policy development**  
Background study, *Jiřina Fryčová (CZ)*  
Cultural change in Science and Research, *Roberta Schaller-Steidl (AT)*  
Moderated by *Brian Warrington (MT)*
- 12:30 – 13:00        **Discussion in plenary**
- 13:00 – 14:00        **Further steps**  
**Networking / snacks and beverages**

## 1.3 Participants

Bitusikova	Alexandra	Matej Bel University in Banska Bystrica, Slovakia
Breda	Jo	Educational Policy - Flemish Interuniversity Council, Belgium
Cahenzli Jenkins	Julia	Swiss National Science Foundation, Switzerland
Chrobak-Tatara	Magdalena	Ministry of Science and Higher Education, Poland
Drew	Eileen	Trinity Centre for Gender Equality and Leadership, Ireland
Drljaca	Dalibor	Europrojekt centar Banja Luka, Bosnia and Herzegovina
Dumolyn	Bart	Department of Economy, Science and Innovation Flemish Government, Belgium
Englmaier	Victoria	Institute for Advanced Studies, Austria
Entringer	Josiane	Ministère de l'Enseignement supérieur et de la Recherche, Luxembourg
Fajmonová	Veronika	Ministry of Education, Czech Republic
Fryčová	Jiřina	Ministry of Education, Youth and Sports, Czech Republic
Fucimanová	Martina	Institute of Sociology AS CR, Czech Republic
Gribauskienė	Aušra	Ministry of Education and Science, Lithuania
Hadulla-Kuhlmann	Christina	Ministry of Education and Research, Germany
Hörhan	Martina	FFG, Austria
Knapińska	Anna	National Information Processing Institute, Poland
Jankovic	Patrizia	Federal Ministry of Education, Science and Research, 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
Mifsud	Janet	University of Malta, Malta
Monnoye	Benjamin	Wallonia-Brussels Federation (French speaking community), Belgium
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 for Transport, Innovation and Technology, Austria
Pálsdóttir	Jóna	Ministry of Education, Science and Culture, Iceland
Pépin	Anne	European Commission - DG RTD.B7 - Gender Sector, Belgium
Pohoryles-Drexel	Sabine	Federal Ministry for Digital and Economic Affairs, Austria
Posset	Helga	Federal Ministry of Education, Science and Research, Austria
Puy	Ana	Ministry of Economy Industry and Competitiveness - Women & Science Unit, Spain
Rammel	Stephanie	FFG, Austria
Ratzon	Navah	Ministry of Science and Technology, Israel
Rauskala	Iris	Federal Ministry of Education, Science and Research, Austria
Rehmann	Irene	State Secretariat for Education, Research and Innovation, Switzerland
Schaap	Yvonne	Ministry of Education, Culture and Science, Netherlands
Schaller-Steidl	Roberta	Federal Ministry of Education, Science and Research, Austria
Schwarzenberger	Astrid	Project Management Agency (PT) at the German Aerospace Centre, Germany
Sequeira	Maria João	FCT - Foundation for Science and Technology, Portugal

## GENDERACTION - 741466

Tenglerová	Hana	Institute of Sociology AS CR, Czech Republic
Thillmann	Mareike	DLR Project Management Agency, Germany
Toader	Alina	Ministry of higher education, France
Tschelaut	Julia	Federal Ministry of Education, Science and Research, Austria
Warrington	Brian	University of Malta, Malta
Weselka	Daniel	Federal Ministry of Education, Science and Research, Austria
Wroblewski	Angela	Institute for Advanced Studies, Austria

## 2 Welcome and Opening

After a warm welcome from **Marcela Linková**, the coordinator of GENDERACTION project, **Iris Rauskala**, Director General of the Austrian Federal Ministry for Education, Science and Research, opened the workshop. In her opening address she stressed the importance of the topic of the workshop – gender equality in a European context. It is evident that for Gender Equality, UN declarations and European requirements such as the Treaty of Amsterdam have been a major influence on national legislative initiatives and follow-up actions. She stressed that the Austrian gender equality policy benefited from European requirements such as the ERA roadmap and related reporting requirements, including the ERA progress report which supports further development of effective measures.

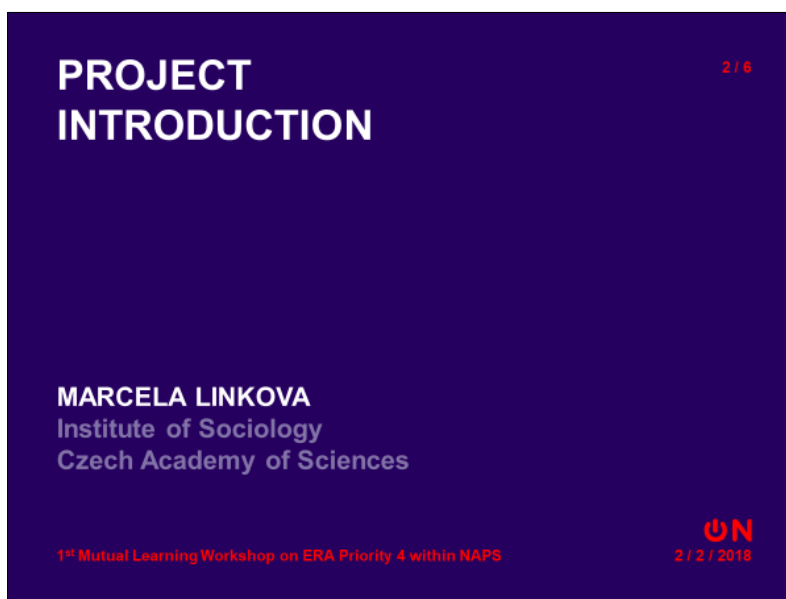
Iris Rauskala also referred to the **ERA gender equality targets** which comprise three aspects: a) gender balance, b) gender-sensitive structures and processes in higher education and research organizations (keyword: cultural change), and c) takes into account the gender dimension in research content and in research-led teaching. These objectives are addressed in priority 4 of National Action Plans (NAPs). She stressed the importance of intersections of priority 4 with other priorities, such as human resources or international cooperation, which are closely connected to gender mainstreaming. The gendering of all priorities is the key for developing effective measures. Therefore she appreciates that the GENDERACTION project as well as the workshop focus on criteria which constitute **good practice**, both at the level of NAPs and at the level of measures. The workshop created a platform for exchanging ideas on cross-border equality in science and research, with regard to the respective policies, but also at the level of measures. From the experience and knowledge gathered, **criteria for the assessment and advancement** of gender equality policies will be developed. In doing so, we will practice dealing with differences while at the same time agreeing on common goals of gender-fair research landscape.

Before she gave the floor to Marcela Linková for an overview of the GENDERACTION project Iris Rauskala introduced the participants. An invitation to the workshop was sent to all GENDERACTION project partners (12 partners, 6 associated partners), members of the Standing Working Group on Gender in Research and Innovation (SWG GRI) as well as to national stakeholders such as the members of the Austrian ERA Round Table and the members of the Austria Consultation Panel for Gender Equality in Science and Research.



### 3 GENDERACTION: Project Overview

**Marcela Linková** gave an overview on the GENDERACTION project and outlined the objectives of the first Mutual Learning Workshop.



## GENDERACTION

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GENDERACTION is an innovative policy community

- aimed 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
- and to foster policy coordination, best practice exchange and mutual learning
- brings together representatives appointed by national authorities in Member States and Associated Countries

1<sup>st</sup> Mutual Learning Workshop on ERA Priority 4 within NAPS



7 / 2 / 2018

## GENDERACTION AT A GLANCE

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GENDER equality in the ERA Community To Innovate policy implementation  
Horizon 2020 project funded in the Swafs-19-2016 call  
Project duration: 1 / 4 / 2017 – 31 / 3 / 2021  
13 project partners (CZ, AT, CY, DE, EL, ES, LU, MT, SI, SK, BA, TR) and 5 Associate Partners (BE, IS, PO, RO, SE)

### 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

1<sup>st</sup> Mutual Learning Workshop on ERA Priority 4 within NAPS



7 / 2 / 2018

## IMPACT WE WANT TO MAKE IN WORK PACKAGE 3

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- **Developing a methodology to measure progress in the implementation of priority 4 gender equality and gender mainstreaming**
  - mapping, benchmarking and identification of best practices
  - methods and indicators to measure progress in priority 4
  - Assessment of priority 4 implementation
- **Consistent and professional capacity to implement ERA roadmap priority 4 among responsible national representative**
  - Assessment of ERA roadmap national action plans
  - At least two mutual learning workshops on national ERA roadmap implementation
- **Consistency between national gender equality strategies in research and innovation and Horizon 2020**
  - Interactive trainings and mutual learning workshops
- **Shift in the imbalance between the proactive and relatively inactive countries in Europe**
  - Creating conditions for less experienced countries to align their initiatives for gender equality in research and innovation with the more experienced countries.

1<sup>st</sup> Mutual Learning Workshop on ERA Priority 4 within NAPS



7 / 2 / 2018

## STAKEHOLDERS AND TYPES OF ENGAGEMENT

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- **National action plans and strategies (NAPS)**
  - Standing Working Group for Gender in Research and Innovation
- **Relevant Work Packages**
  - WP 3 Benchmarking ERA Priority 4
  - WP 4 Mutual learning and trainings
  - WP 5 Strategic policy advice
- **Types of Engagement**
  - Questionnaire on NAPS implementation and factsheets
  - 2 mutual learning workshops
  - Reporting to SWG GRI from GENDERACTION
  - membership in Advisory Group on Priority 4 implementation for SWG GRI members who are not involved in GENDERACTION

1<sup>st</sup> Mutual Learning Workshop on ERA Priority 4 within NAPS



7 / 2 / 2018

## WORKSHOP OBJECTIVES

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- present and discuss the results of a questionnaire survey on the implementation of NAPS carried out last year
- discuss in detail ways to identify best practices in policy making and implementation
- discuss good practices in six priority areas resulting from the analysis of the questionnaire survey:
  - Increasing the number of female professors
  - Performance contracts
  - Monitoring
  - Gender in research content
  - Gender equality plans
  - Evidence based policy development

1<sup>st</sup> Mutual Learning Workshop on ERA Priority 4 within NAPS

  
7 / 2 / 2018

## 4 Coordination of ERA in Austria and Europe

**Christian Naczinsky**, the head of the EU Coordination department of the Austrian Federal Ministry and ERAC co-chair, gave a brief introduction to the ERA priorities and described the links between structural reforms at national level (ERA priorities), strategic networking and Agenda setting (Partnerships) and STI funding (H2020) as key elements of EU research policy with the goal of building an “internal market for knowledge”. Based on that “big picture” he described how the Austrian ERA roadmap was developed and how ERA governance in Austria is structured and formulated the question how gender can be integrated.

[www.bmbwf.gv.at](http://www.bmbwf.gv.at)

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# Coordination of ERA in Austria and Europe

**Christian NACZINSKY**

Co-chair of ERAC  
Head of Department for EU and OECD Research Policy

7 February 2018

[www.bmbwf.gv.at](http://www.bmbwf.gv.at)

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AND RESEARCH

## Content

- 1. ERA Priorities**
2. Links between ERA Priorities and other key elements of EU research policy?
3. Austrian ERA Roadmap
4. ERA governance in Austria
5. 2018 Review of ERA Advisory Structure

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**Original 2012 ERA Priorities** BMBWF  
 www.bmbwf.gv.at FEDERAL MINISTRY OF EDUCATION, SCIENCE AND RESEARCH

1. More effective national **research systems**
2. Optimal **transnational co-operation and competition**
3. An **open labour market** for researchers
4. **Gender** equality and **gender** mainstreaming in research
5. Optimal Circulation and Transfer of **Knowledge** including via Digital ERA

*International cooperation as cross-cutting theme*

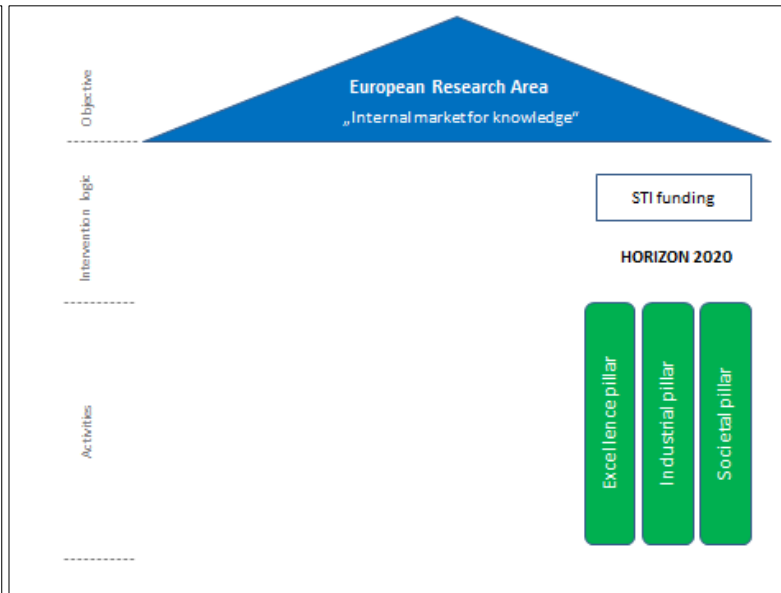
**2015 ERA Priorities and Groups** BMBWF  
 www.bmbwf.gv.at FEDERAL MINISTRY OF EDUCATION, SCIENCE AND RESEARCH

2015 ERA Priorities	ERA-related Groups
Priority 1: Effective National Research Systems	ERAC (European Research and Innovation Committee)
Priority 2a: Jointly Addressing Grand Challenges	GPC (High Level Group for Joint Programming)
Priority 2b: Make Optimal Use of Public Investments in Research Infrastructures	ESFRI (European Strategy Forum on Research Infrastructures)
Priority 3: An Open Labour Market for Researchers	Standing Working Group on Human Resources and Mobility
Priority 4: Gender Equality and Gender Mainstreaming in Research	Standing Working Group on Gender in Research and Innovation
Priority 5: Optimal Circulation and Transfer of Scientific Knowledge	Standing Working Group on Open Science and Innovation
Priority 6: International Cooperation	SFIC (Strategic Forum for International Scientific and Technological Cooperation)

**Content** BMBWF  
 www.bmbwf.gv.at FEDERAL MINISTRY OF EDUCATION, SCIENCE AND RESEARCH

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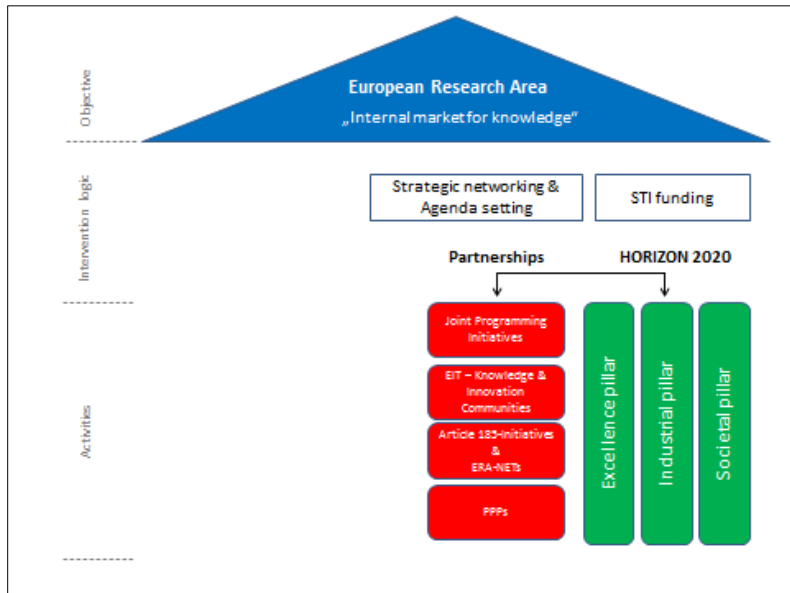


**HORIZON 2020 Regulation** BMBWF  
www.bmbwf.gv.at FEDERAL MINISTRY OF EDUCATION, SCIENCE AND RESEARCH

(1) It is the Union's objective to strengthen its scientific and technological bases by achieving a European Research Area ("ERA") in which researchers, scientific knowledge and technology circulate freely, and by encouraging the Union to advance towards a knowledge society and to become a more competitive and sustainable economy in respect of its industry. To pursue that objective the Union should carry out activities to implement research, technological development, demonstration and innovation, promote international cooperation, disseminate and optimise results and stimulate training and mobility.

**Links between ERA and H2020** BMBWF  
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2015 ERA Priorities	HORIZON 2020 (examples)
Priority 1: Effective National Research Systems	Policy Support Facility
Priority 2a: Jointly Addressing Grand Challenges	ERA-Net Co-funds
Priority 2b: Make Optimal Use of Public Investments in Research Infrastructures	Support for Research Infrastructures
Priority 3: An Open Labour Market for Researchers	Marie Skłodowska Curie Programme
Priority 4: Gender Equality and Gender Mainstreaming in Research	Article 16 of H2020 regulation on gender equality
Priority 5: Optimal Circulation and Transfer of Scientific Knowledge	Open Access policy; innovation activities
Priority 6: International Cooperation	Association agreements with third countries



**Links between H2020 and Partnerships** BMBWF  
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Roughly 25% of H2020 budget is dedicated to partnerships:

- 66 ERA-NETs
- 04 European Joint Programme Co-fund Actions
- 06 Article 185 Initiatives
- 10 Joint Programming Initiatives
- 10 Contractual PPPs
- 06 Joint Technology Initiatives
- 06 Knowledge and Innovation Communities (EIT)
- 02 Flagship Initiatives

**Links between H2020 and Partnerships**

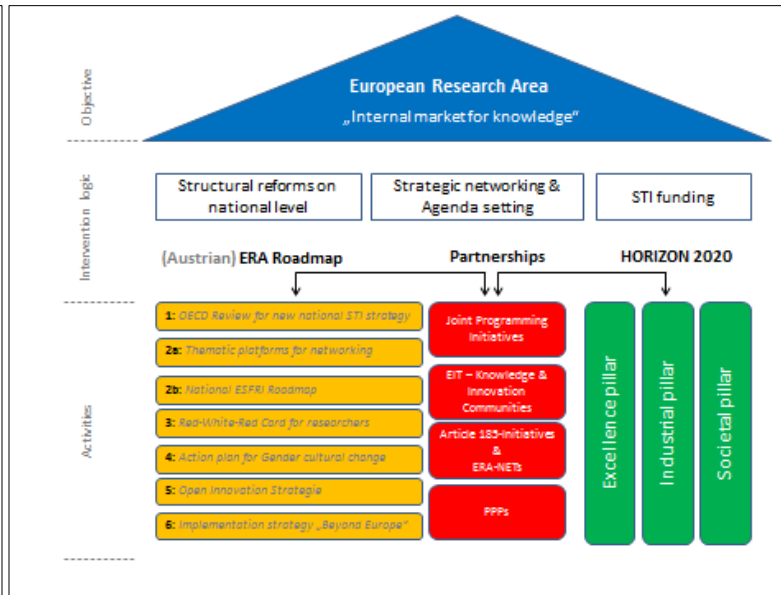
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Roughly 25% of H2020 budget is dedicated to partnerships:

- 66 ERA-NETs
- 04 European Joint Undertakings
- 06 Article 187 Initiatives
- 10 Joint Undertakings
- 15 Innovation Communities (EIC)

**Success in partnerships depends on your national innovation system**



**Content**

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1. ERA Priorities
2. Links between ERA Priorities and other key elements of EU research policy?
3. **Austrian ERA Roadmap**
4. ERA governance in Austria
5. 2018 Review of ERA Advisory Structure

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**Austrian ERA Roadmap**

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26 April 2016: Adoption by the Austrian Council of Ministers

**Austrian ERA Roadmap** **BMBWF**  
www.bmbwf.gv.at FEDERAL MINISTRY OF EDUCATION, SCIENCE AND RESEARCH

- 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

**Austrian ERA Roadmap – Key Facts** **BMBWF**  
www.bmbwf.gv.at FEDERAL MINISTRY OF EDUCATION, SCIENCE AND RESEARCH

ERA Priority	Measures	Financial needs 2016 - 2020
1: Effective national R&I-Systems	9	2,7 Mio. €
2a: Grand Challenges	3	2,3 Mio. €
2b: Research infrastructures	2	18,0 Mio. €
3: Labour Market	11	0,1 Mio. €
4: Gender	11	11,6 Mio. €
5: Open Science / Innovation	10	Not defined
6: International cooperation	4	Not defined
<b>Total</b>	<b>50 measures</b>	<b>30 – 40 Mio. €</b>


**AT ERA Roadmap -PRIORITY 4** **BMBWF**  
www.bmbwf.gv.at FEDERAL MINISTRY OF EDUCATION, SCIENCE AND RESEARCH

**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

11 individual measures, 9 Milestones, 3 indicators

**AT ERA Progress Report 2017** **BMBWF**  
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- Presentation of the 1st ERA Progress Report in June 2017
- Published every 2 years
- Values and description of 8 High Level Indicators and 13 Sub-indicators
- Assessments of the indicators by experts responsible for ERA in Austria
- Implementation status of measures and progress in 2016-2017



## AT ERA Progress Report: Gender

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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, ÖAW and IST Austria	<b>75%</b>
Support of an Austria-wide networking initiative for universities of applied sciences in the areas of Gender Quality and Diversity Management	Knowledge balance indicator "Representation of women in the appointment process" has been transferred to the canon of knowledge balance indicators	<b>50%</b>
Further development of equality monitoring in universities and the research sector	Overall process for developing a package of measures and implementation for strengthening equality and diversity policies at the universities of applied sciences	<b>80%</b>
	Implementation of the equality survey towards the end of 2016, final results will be available by mid-2017	<b>80%</b>

## Content

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1. ERA Priorities
2. Links between ERA Priorities and other key elements of EU research policy?
3. Austrian ERA Roadmap
- 4. ERA governance in Austria**
5. 2018 Review of ERA Advisory Structure

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## ERA governance in Austria - Challenges

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**Austria is not a role model for ERA governance because...**

- Each national innovation systems requires tailor-made governance solutions;
- Even good governance does not lead to immediate success in EU rankings;

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## PRIORITY 4

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Screenshot ERA Dashboard, FFG

### Share of women researchers

COUNTRY RANKING

Country	Share of women researchers (%)
Belgium	52.0%
Latvia	50.0%
Croatia	49.0%
Lithuania	48.0%
Romania	46.2%
Portugal	44.7%
Estonia	42.0%
Slovenia	41.0%
Greece	40.2%
Spain	38.8%
Cyprus	38.2%
Italy	36.2%
Poland	36.2%
Slovenia	34.7%
Denmark	32.0%
Ireland	29.2%
Malta	28.0%
Sweden	28.0%
Luxembourg	27.3%
Hungary	27.0%
France	26.0%
Netherlands	25.0%
Czech Republic	24.0%
Austria	23.0%
Germany	22.7%

Data: 2013

**ERA governance in Austria - Challenges**

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**Austria is not a role model for ERA governance because...**

- Each national innovation systems requires tailor-made governance solutions;
- Even good governance does not lead to immediate success in EU rankings;
- ERA reforms need more budget than available;

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**Austrian ERA Roadmap – Key Facts**

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ERA Priority	Measures	Financial needs 2016 - 2020
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<b>3: Labour Market</b>	<b>11</b>	<b>0,1 Mio. €</b>
4: Gender	11	11,6 Mio. €
<b>5: Open Science / Innovation</b>	<b>10</b>	<b>Not defined</b>
<b>6: International cooperation</b>	<b>4</b>	<b>Not defined</b>
<b>Total</b>	<b>50 measures</b>	<b>30 – 40 Mio. €</b>

**ERA governance in Austria - Challenges**

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**Austria is not a role model for ERA governance because...**

- Each national innovation systems requires tailor-made governance solutions;
- Even good governance does not lead to immediate success in EU rankings;
- ERA reforms need more budget than available;
- It is difficult to strike a balance between ambition and restraint;

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**AT ERA Roadmap – Priority 2b**

www.bmbwf.gv.at

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Measures AT ERA Roadmap	Success in 2016–2017	Implementation status
Implementation of participations in ES-FRI infrastructures, in accordance with the National Action Plan and the budget available	Successful membership in the ESFRI Project CTA	<b>100%</b>
	Successful membership in the Interim Board of the ESFRI Project Euro-BioImaging	<b>100%</b>
Harmonised procurement and expansion of cooperations of research infrastructure projects	Access to the BMBWF Database for Research Infrastructures extended for industry.	<b>100%</b>
	Realisation of the Structural Funds for the Higher Education Area (HSRH) Call by the BMBWF	<b>100%</b>
	Realisation of the FFG Call for Research Infrastructure	<b>100%</b>

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**ERA governance in Austria - Challenges**

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**Austria is not a role model for ERA governance because...**

- Each national innovation systems requires tailor-made governance solutions;
- Even good governance does not lead to immediate success in EU rankings;
- ERA reforms need more budget than available;
- It is difficult to strike a balance between ambition and restraint;
- ERA started in 2000, Austria only regulated ERA in 2014

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**ERA governance in Austria - Success factors**

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- **Excellent** Austrian **representatives** in all ERA-related groups
- Regular meetings of a coordination body called **"ERA Roundtable"** (ERA-related groups & ERA stakeholder organisations)

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**ERA governance in Austria - Success factors**

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**BMBWF**  
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- Regular meetings of a coordination body called **"ERA Roundtable"** (ERA-related groups & ERA stakeholder organisations)
  - Meets 4 times per year
  - Usually in preparation of ERAC plenary meetings
  - Participation limited to AT ERA delegates and AT representatives of stakeholder organisations
  - Prepares AT input to ERAC
  - Helps with coordination among ERA-related groups
  - Brings in views from stakeholders
  - Responsible for the AT ERA Roadmap's preparation, monitoring and reporting

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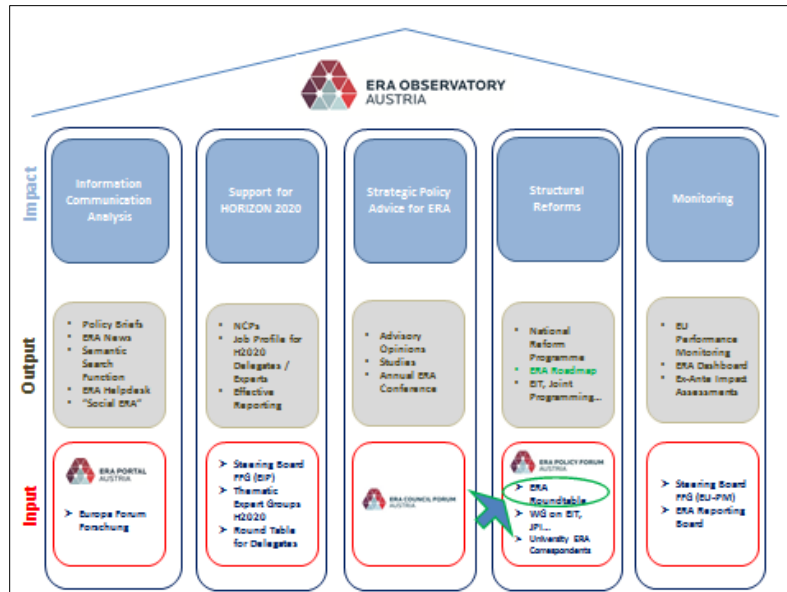
**ERA governance in Austria - Success factors**

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**BMBWF**  
FEDERAL MINISTRY OF EDUCATION, SCIENCE AND RESEARCH

- **Excellent** Austrian **representatives** in all ERA-related groups
- Regular meetings of a coordination body called **"ERA Roundtable"** (ERA-related groups & ERA stakeholder organisations)
- Provision of data and **strategic intelligence** through FFG or dedicated studies
- **Amplifying national agenda** through ERA activities
- Wherever possible, building on existing national mechanisms as **agents of change**
- Political support by **Council of Ministers**
- Creating a coherent policy framework ("**ERA Observatory Austria**")

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### Summary on ERA governance

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#### ERA implementation requires:

- Deep understanding of **inter-relation** between ERA / Partnerships / Framework Programme
- Honest assessment of **bottle-necks** within the national innovation system
- Identification of **reliable partners** & actors of change
- Establishment of a light but effective national **governance structure** with clear **responsibilities**
- Seeking **political tailwind**
- Fostering reforms that **increases the autonomy** of STI actors
- **Patience** because ERA is never to be a finished project

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### Content

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1. ERA Priorities
2. Links between ERA Priorities and other key elements of EU research policy?
3. Austrian ERA Roadmap
4. ERA governance in Austria
5. **2018 Review of ERA Advisory Structure**

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### 2018 Review of ERA Advisory Structure

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#### Scope of the review

- (1) Assessment of the outputs and results of the different ERA-related groups in the light of the objectives of the ERA priorities;
- (2) Review of the mandates of all ERA-related groups within the remit expressed by Director Generals at ERAC ;
- (3) Assessment of in how far the suite of formal ERA-related groups as a whole covers the required research and innovation ground in an appropriate manner; in this context, it is crucial to identify what still needs to be done in order to achieve the objectives of the ERA priorities;
- (4) Appraisal of the current number and structure of the ERA-related groups;

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<p><b>2018 Review of ERA Advisory Structure</b></p> <p><small>www.bmbwf.gv.at</small></p>	<p><b>BMBWF</b></p> <p><small>FEDERAL MINISTRY OF EDUCATION, SCIENCE AND RESEARCH</small></p>
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(5) Recommendations on how to improve the efficiency and effectiveness of the implementation of the ERA priorities by adjusted governance tools, including at the interface to the implementation of the national ERA roadmaps;

(6) Suggestions for further improving the ERA monitoring and reporting system;

(7) Proposals on optimising the management of ERA governance in terms of the interaction within, between and beyond the ERAC Steering Board, the ERAC plenary, the other ERA-related groups, other advisory bodies outside ERA but inside the knowledge triangle, the informal "Research Policy Group", the Commission services, the ERA partnership organisations, the Council, the Council Presidencies, and the national level;

(8) Recommendations on how to increase the impact of the work of the ERA-related groups beyond 2020.

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In the discussion that followed, important upcoming issues were mentioned: an evaluation of ERA governance structures, the future role of **Standing Working Group on Gender in Research and Innovation** (SWG GRI), and gender equality measures in FP9. The participants expressed their hope that gender would remain a self-standing topic in FP9. Furthermore, the need for more cooperation and exchange between priorities was stressed. In this respect it was mentioned that partnerships were male dominated and that there was a need to investigate and strengthen the role of women in partnerships. The SWG GRI should focus on the gender dimension in topics like these and support other priorities in understanding what gender/diversity means in their context (e.g. by providing guidelines or a list of gender relevant topics). It was also stressed that even if gender is not explicitly mentioned in ERA's main goal to create an open knowledge market, it is obvious that this contains a gender dimension.

In the discussion the question was raised how ERA roadmaps or Austria deal **with sexual harassment and sexual assault** in science. Following the #MeToo-debate the new government in Iceland plans to develop measures and policies in near future. Sexual harassment and sexual assault in international mobility is part of the SWG GRI work programme 2019 (analysis of actions and measures taken at national and institutional level). In the discussion it became clear that most countries have general legislation on the topic but not specific policies in the context of science and research.

It also became clear that it is not possible to copy one country's approach to gender equality or ERA governance. Even **successful approaches** have to be **adapted to national contexts**. It may be helpful, however, to refer to experiences of other countries or EU policies in order to avoid a self-reference system.

Asked how Austria managed to get universities interested in **international partnerships** Christian Naczinsky discussed performance contracts between the Federal Ministry for Science and Research and universities. As a first step the topic was introduced in the existing framework. It took some time for a common understanding of why that was important to develop. To have a clear and homogenous institutional responsibility for the topic at the university level, ERA correspondents who are members of the top management (rectorate) were established.

## 5 Presentation of the results of the survey (National ERA Roadmaps)

**Angela Wroblewski** (Institute of Advanced Studies, Vienna) presented the main results of the survey on ERA priority 4 implementation within NAPs. The survey is the main task in work package 3 of the GENDERACTION project. The survey is based on an initial analysis of NAPs. This analysis revealed that NAPs follow different logics: some NAPs describe the a comprehensive policy mix for gender equality in research, others focus on current developments or describe a process how existing policies should be further developed. The survey made clear that additional information is needed to pursue the goals of the GENDERACTION project.

The initial analysis of NAPs was a starting point for the development of a questionnaire, which was distributed among members of the SWG GRI and in some cases former Helsinki Group members.


Roberta Schaller Steidl – BMWFW  
Angela Wroblewski – IHS  
Austria

GENDER  
ACTION

## Survey Results on NAP development and implementation

1<sup>st</sup> Mutual Learning Workshop, Vienna

February 2017



## Agenda

1 / 15

- Background information on the survey
- Current state of NAPs
- Interlinkages of priority 4 within NAPs
- NAP implementation
  - Objectives and targets
  - Measures
  - Monitoring
- Points for discussion

1<sup>st</sup> Mutual Learning Workshop, Vienna

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## Survey 2 / 15

**Time line**  
 09/2017 distribution of questionnaire  
 10/2017 responses  
 12/2017 draft report  
 03/2018 final report

**Response rate**  
 82% (27 countries)

**Participating countries**  
 AT, BE(2), BH, CH, CY, CZ, DE, DK, ES, FI, FR, GR, IL, IS, IT, LT, LU, MT, NL, NO, PL, PT, RO, SE, SI, SK, UK

**Non-response**  
 Belgium (2), Bulgaria, Croatia, Estonia, Hungary, Ireland and Latvia.

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## Current state of NAPs 3 / 15

**All participating countries formulated a NAP**  
**22 countries submitted a NAP**  
**5 countries plan to do so**  
**All NAPs contain a section on gender equality**  
**38% first policy document on gender equality in R&I**  
**Especially new member states (57%)**  
**NAPs based on available statistics and nat. gender equality legislation**

Category	Count
Available statistics on the situation of...	22
National legislation on equality	21
EU R&I policy	17
National R&I policy	16
Specific studies on the situation of women in...	16
EU legislation on equality	6
Other references	4

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1<sup>st</sup> Mutual Learning Workshop, Vienna

## Interlinkages of priority 4 4 / 15

**Priority 4 in most cases an independent topic**  
**If interlinkages exist they refer to priority 3 (open labour market for researchers)**  
**→ Gender not mainstreamed!**

Category	Count
independent topic	16
interlinked topic	7
don't know	1

Priority	Count
priority 1	4
priority 2	3
priority 3	7
priority 5	2
priority 6	3

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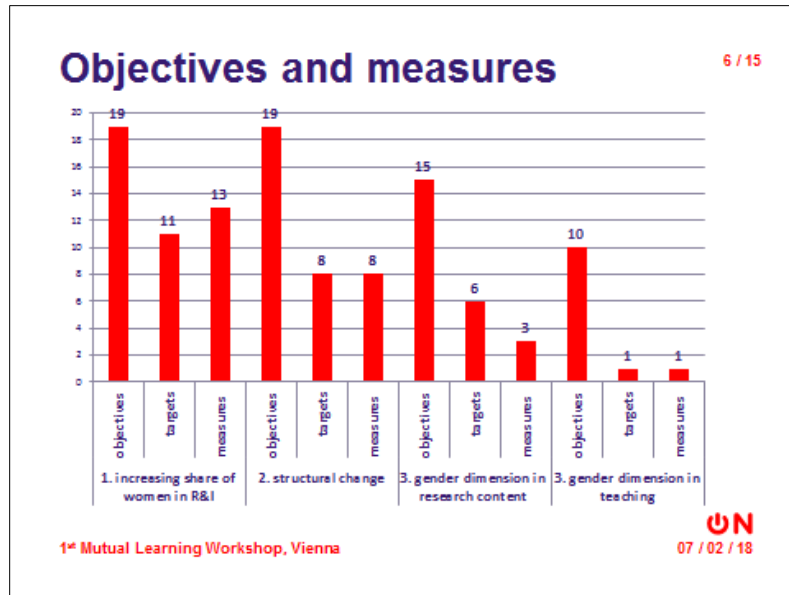
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## Stages of NAP implementation 5 / 15

Stage	Count
NAP submitted	22
Objectives	21
Targets	14
Measures	14
Monitoring	13

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### Differences between EU15 and new member states 7 / 15

**Different states of implementation**  
 Priority 4 first document on gender equality for 57% of new member states and 25% of EU15 countries.  
 Priority 4 is more often interlinked with other priorities in EU15 countries (39% vs 14%).  
 EU15 NAPs more often contain concrete targets (53% vs 25%)

**Different interpretation of gender equality**  
 Objective of structural change more present in EU15 countries.

**Challenges regarding NAP development**  
 50% of EU15 countries and 63% of new member states faced difficulties regarding the development of priority 4.

1<sup>st</sup> Mutual Learning Workshop, Vienna UN 07 / 02 / 18

### Concrete measures in NAPs 8 / 15

**13 countries provided information on concrete policies**  
**68 measures described – 53 nominated as good practice by respondents**

**Clusters of measures – focus on**

- Objective 1 – increasing female participation
  - Individual approaches (14)
  - Mentoring (4)
  - Measures addressing girls (3)
  - Awards (2)
  - Support for institutions pursuing objective 1 (2)

1<sup>st</sup> Mutual Learning Workshop, Vienna UN 07 / 02 / 18

### Concrete measures in NAPs 9 / 15

- Objective 2 – structural change
  - Performance contracts (4)
  - Gender Equality Plans in RPOs (6)
  - Reforms in RFOs (4)
  - Other (5)
- Objective 3 – gender in research content and teaching (6)
- Monitoring / evidence based policy making (10)
- Innovative approaches to policy development (6)

1<sup>st</sup> Mutual Learning Workshop, Vienna UN 07 / 02 / 18




## Different assessment criteria 10 / 15

**Innovative: new versus innovative elements**  
Measures which address a problem for the first time.  
Measures which are based on an innovative concept  
(address new target groups, follow new approaches).

**Impact I: Broad outreach versus sustainable change**  
Measures which reach a wide community.  
Measures which aim at sustainable change.

**Impact II: evidence based assessment versus expectation**  
Assessments which are based on evaluation or  
monitoring.  
Assessment based on expected outcomes.

1<sup>st</sup> Mutual Learning Workshop, Vienna  07 / 02 / 18

The discussion first focused on **differences between EU15 and newer member states** and how to overcome them. It was discussed whether these differences are a sign of different implementation status (insofar as structural change or gender in research content/teaching are topics for countries that are more advanced) or a different understanding of gender equality. The GENDERACTION project is based on gender as a three dimensional construct (female participation in all fields and hierarchical levels, elimination of barriers to career advancement of women and the integration of gender dimension in research content and teaching) and will follow this understanding in all its further actions and recommendations.

The second aspect raised in the discussion was the benefit of a discussion of **good practice criteria**. GENDERACTION assumes that a set of agreed good practice criteria will help countries interested in further development of practices as the criteria will serve as a starting point for reflection.

## 6 Work in subgroups on criteria for good practice

Based on the analysis of the survey responses, sets of hypotheses were developed which represent a good practice NAP (priority 4) and good practice measures or policies. **Angela Wroblewski** presented these two sets of assumptions.

### Good practice for NAPs

- are based on an empirical baseline assessment,
- contain objectives and targets which are derived from the baseline assessment,
- formulate objectives, targets and concrete measures consistently,
- consider gender in all priorities (gender mainstreaming) which means that priority 4 is interlinked with other priorities and
- their implementation is monitored or evaluated.

### Good practice for measures/policies

- are based on an empirical baseline assessment,
- explicitly aim at contributing to at least one of the three main gender equality objectives,
- formulate concrete targets and target groups,
- are based on a theory of change / programme theory (a formulated set of assumptions why and how the policy should reach its targets and target groups),
- produce results which are sustainable and significant (regarding coverage, resources, time frames etc.) and
- their implementation and impact is monitored or evaluated.

Participants discussed in three groups these sets of assumptions referring to the following **questions**:

- Are these criteria convincing and exhaustive? Which criteria are missing?
- Are the criteria applicable in your country? To which extent are these criteria already met in your country? Please provide concrete examples!
- What would be necessary for progress?
- How could priority 4 support the mainstreaming of gender in NAPs?

### 6.1 Criteria for good practice NAPs

Two subgroups discussed good practice criteria for NAPs. Roberta Schaller-Steidl, Maria Sequeira and Benjamin Monnoye acted as rapporteurs of the groups.

Both groups supported the formulated set of criteria. They also formulated additional criteria and reported points of discussion.

#### Additional criteria:

- A good practice NAP should include concrete budgets and resources.
- A good practice NAP should define responsibility for the implementation of NAPs or specific actions. The responsibility for concrete measures should be assigned to specific stakeholders.
- A good practice NAP should include a responsibility for the coordination of the six priorities as well as of concrete measures within one priority.

- There should be an inclusive consultation in writing NAPs (stakeholder involvement).
- The NAP should include a description of the evaluation mechanism and concrete deadlines of measures and actions.

**Additional remarks:**

- Although the criteria were considered to be convincing they are difficult to implement due to
  - lack of data
  - lack of human resources
  - lack of commitment
  - lack of consistency in data bases
- It is important for gender to remain a self-standing priority which should be interlinked with other priorities. To be able to support gender in other priorities the GENDERACTION project should provide a list of topics that could be relevant for interlinkages.
- To support the consideration of the gender dimension in other priorities incentives will be necessary.
- It would be helpful for the future to have a common template/checklist for NAPs. It is suggested that the SWG GRI or the GENDERACTION project develop such a template and propose it.
- It is important to find a balance between objectives and concrete measures (realistic NAP).

Specific point of discussion – **differences between countries** regarding NAP development and implementation:

- Belgium: NAPs are not very detailed. Gender equality policies are developed by institutions themselves. It is only to some extent possible to impose criteria by the government (e.g. in funding, but limited amount of money).
- Bosnia and Herzegovina: it is impossible to have just one NAP for the whole country. Gender criteria are considered in the evaluation of grants in case of equal number of points.
- Spain: NAP is very vague. It is not possible to formulate specific targets.
- Poland: NAP is not very detailed, remains on a general level.
- Portugal/Israel: There is no culture of interfering with universities – “freedom of science and education”.
- Lithuania: difficult to formulate concrete targets because share of women among researchers is 49%. It is difficult to pose other topics (decision making, pay ...).

## 6.2 Criteria for good practice measures

Bart Dumolyn was the speaker of the subgroup discussing criteria for good practice measures. The group also formulated additional criteria and reported points of discussion.

**Additional criteria:**

- Measures should contain a self-reflexive component (at RFO/RPO level).
- There should be incentives and penalties (carrot and stick approach).
- There should be a consultation phase in the development of a policy (stakeholder involvement).

- There has to be commitment on all levels.
- There should be a dissemination/communication strategy (what has been done, what has been achieved, what worked, what didn't work).
- Measures should be periodically evaluated/monitored not just once (part of a policy cycle).
- Measures should have sustainable funding (long-term perspective).

**Additional remarks:**

- The group pointed out to the fact that measures can be on different levels: EU, governmental, institutional etc. but can also be cooperation between institutions. Criteria are likely to differ according to level.
- It is important to safeguard measures against institutional or political change/reforms.
- The group drew attention to gender fatigue. It may be a promising strategy to frame gender as part of diversity.
- The group anticipated the risk of "loosing" a good practice status if the list of criteria is too long.
- Finally, the question was formulated whether the member states interpret criteria differently.

## 7 Subgroups (thematic clusters)

### 7.1 Subgroup 1: Increasing the number of female professors

This session moderated by Bart Dumolyn consisted of three presentations of measures aiming at increasing the number of women professors: Yvonne Schaap presented the Dutch case “Talent Policies”, Julia Cahenzli Jenkins presented the Swiss programme PRIMA and Christina Hadulla-Kuhlmann presented the German programme for Women Professors of the Federal Government and the *Länder*.

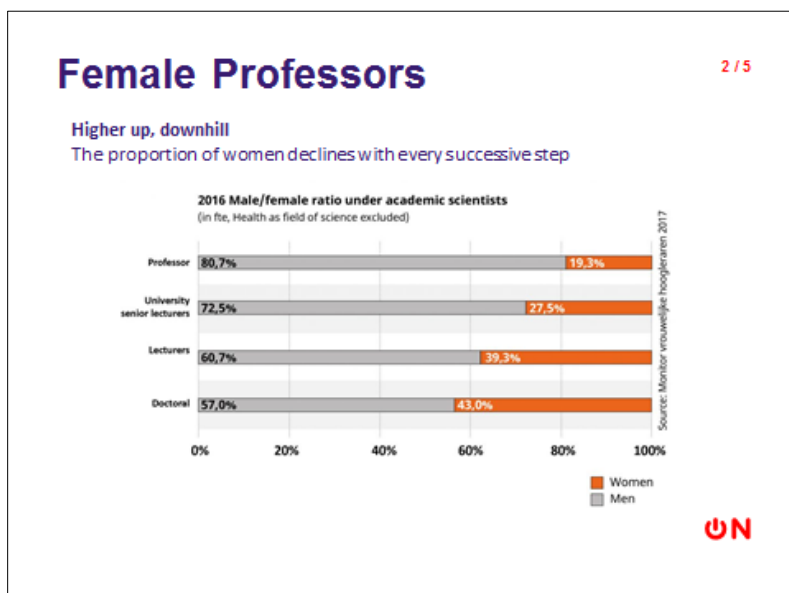
#### Implementing a talent policy scheme for women at Dutch universities (Yvonne Schaap)

Yvonne Schaap  
Ministry of Education, Culture and Science, The Netherlands

**GENDER ACTION**

**Implementing a talent policy scheme for women at Dutch universities**

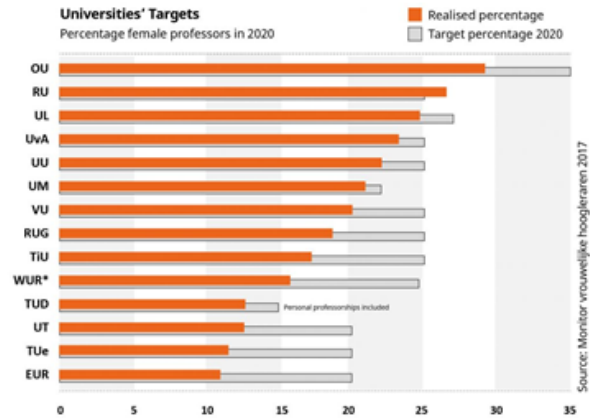
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## Target figures universities

3 / 5

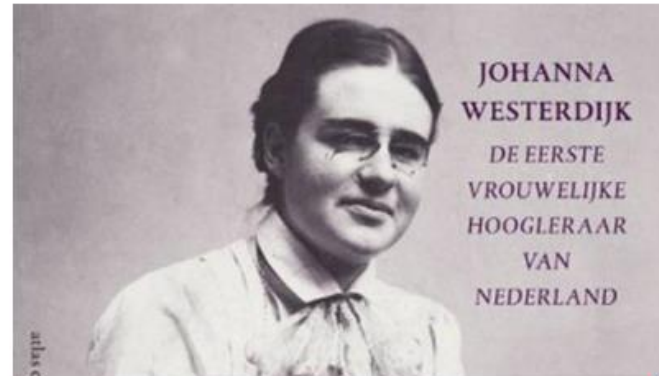
### Higher gear



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## Westerdijk Talent scheme

4 / 5



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## Westerdijk Talent Scheme

5 / 5

- an extra boost of a one-off sum of 5 million euros
- available for the appointment of 100 women professors
- extra investment in the 'Westerdijk year' (10 February 2017-10 February 2018), to encourage universities to make greater efforts to increase the number of women professors

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## Westerdijk Talent Scheme

6 / 5

The appointments should satisfy the following conditions:

- It concerns professors with a standard appointment.
- The appointment has a minimum duration of five years with the prospect of a tenured position as a professor.
- The appointments have been made after 10 February 2017.
- The size of the appointment is at least 0.4 fte.
- It concerns an extra appointment in addition to the target figures already agreed upon with the universities. This is apparent from the increase in the number of women professors in 2020 over and above the target figures.
- The universities ensure a balanced distribution of the appointments across the faculties.

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The Dutch policy is a “call” for universities to raise their women associate or assistant professors to full professorship. The policy is based on the assumption (empirical evidence) that there is enough potential (excellent women). It was discussed if the measure is in line with EU legislation. The measure is legal as long as women are underrepresented. The promotion of women is not seen as a result of a quota but because of their excellence and qualifications.

**PRIMA program (Julia Cahenzli Jenkins)**

**Julia Cahenzli Jenkins**  
Swiss National Science Foundation

**GENDER ACTION**


**PRIMA**



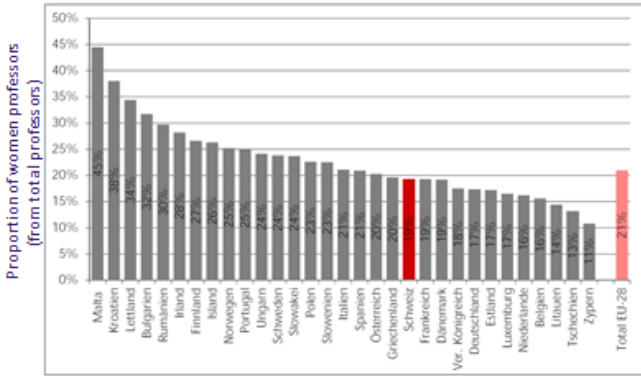
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**FN-NF**  
FONDS NATIONAL SUISSE  
SCHWEIZERISCHER NATIONALFONDS  
FONDO NAZIONALE SVIZZERO  
SWISS NATIONAL SCIENCE FOUNDATION



**Proportion of woman professors** 1 / 6



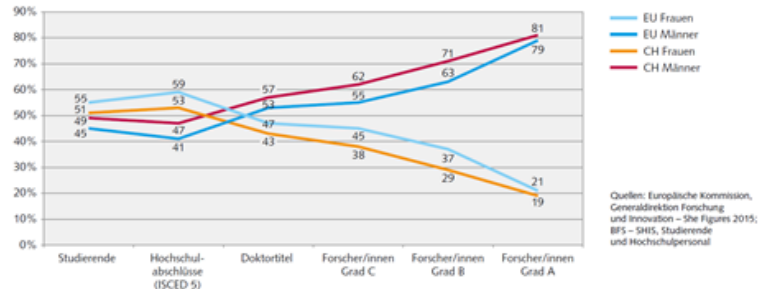
Country	Proportion (%)
Malta	45%
Kroatien	38%
Lettland	34%
Bulgarien	32%
Rumänien	30%
Irland	29%
Finnland	27%
Island	26%
Norwegen	25%
Portugal	25%
Ungarn	24%
Schweden	24%
Slowakei	23%
Polen	23%
Italien	21%
Spanien	21%
Österreich	21%
Griechenland	20%
Schweiz	20%
Frankreich	19%
Dänemark	19%
Ver. Königreich	18%
Deutschland	17%
Estland	17%
Luxemburg	17%
Niederlande	16%
Belgien	16%
Litauen	14%
Tschechien	13%
Zypern	11%
<b>Total EU-28</b>	<b>21%</b>

She Figures 2015, data from 2013

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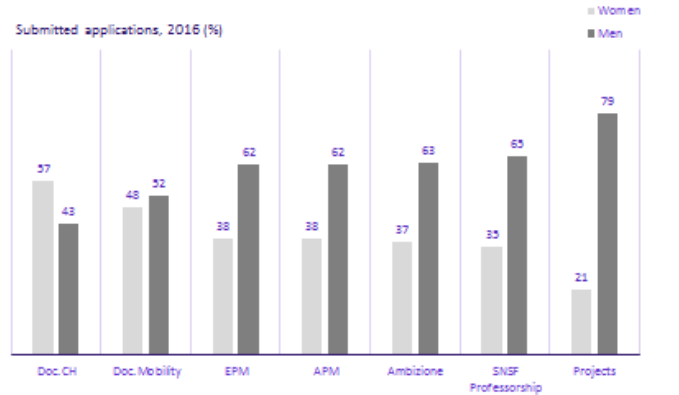
## Leaky Pipeline in Switzerland 2 / 6



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## Leaky Pipeline at the SNSF 3 / 6



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## Since 2017: PRIMA 4 / 6

### Requirements:

- **Doctorate (PhD or MD-PhD) or an equivalent qualification\***  
\* 3 years of research after the higher education degree or medical exam
- **2 years of postdoctoral research experience**  
No mobility requirements
- **2-10 years after the doctorate or equivalent qualification**  
Maximum extension one year

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## PRIMA targets excellence 5 / 6

- **Selective: 10 – 12 grants per year across all disciplines**  
Ambizione 85; Eccellenza 45
- **Duration: 5 years**
- **Eligible funds**
  - Grantee's salary (according to research institution salary scale)
  - Project funds (CHF 750,000)

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**The stepping stone to your professorship!** 6 / 6

**Mobility during the grant**

- Encouraged (max. 24 months)
- Required when no change of institution after the PhD (min. 12 months)

**Art. 1 par. 4**  
*"If a PRIMA grantee is appointed to a professorship at a higher education institution in Switzerland before the grant expires, she may take all remaining PRIMA funds with her. PRIMA grantees are thus attractive candidates for the higher education institutions."*

1<sup>st</sup> Mutual Learning Workshop **UN**  
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The target group of PRIMA are women with 2 to 10 years of post-doc experience. The grantee goes to a research institution and brings her own funding. The programme is a "stepping stone to professorship". The programme theory is also based on the leaky pipeline and excellence. PRIMA is not the first programme but represents a "prestigious grant". Regarding dissemination/communication an extensive campaign was launched to present the programme (just a website would not have been sufficient). In the communication it was important to differentiate this new scheme from the other two existing schemes for postdoctoral researcher.

**Programme for Women Professors of the Federal Government and the *Länder* (Christina Hadulla-Kuhlmann)**

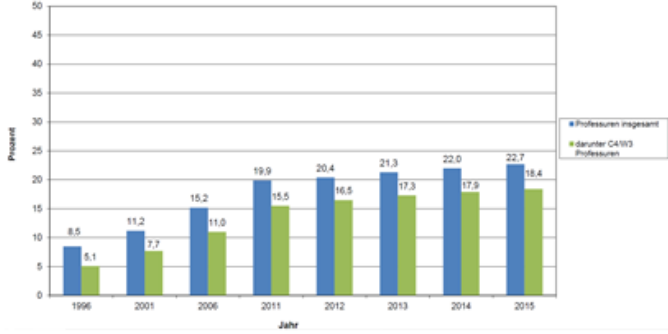
Bundesministerium  
für Bildung  
und Forschung

**Programme for Women Professors  
of the Federal Government and the  
*Länder***

www.bmbf.de

 Bundesministerium für Bildung und Forschung


### Percentage of women professors before and following the launch of the Programme for Women Professors



Jahr	Professuren insgesamt (%)	darunter CAW3-Professuren (%)
1996	8.5	5.1
2001	11.2	7.7
2006	15.2	11.0
2011	19.9	15.5
2012	20.4	16.5
2013	21.3	17.3
2014	22.0	17.9
2015	22.7	18.4

Source: Chancengleichheit in Wissenschaft und Forschung, GWK, Heft 55

Wien, 07.-08. Februar 2018 2

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### Objectives of the Programme for Women Professors

- Strengthen equal opportunities structures at universities
- Increase the percentage of women at all qualification levels in academia
- Increase the number of women professors in Germany

### Programme phases I + II + III

- PP I → 2008-2012 → 150 million euros
- PP II → 2013-2017 → 150 million euros
- PP III → 2018-2022 → 200 million euros

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 Bundesministerium für Bildung und Forschung

### Object of funding

- Start-up funding for up to three women professors per university
- Funding period of up to five years per professorship
- Maximum annual funding per professorship: 150,000 euros
- Appointment options: early appointment or regular appointment


### Additional measures to promote equal opportunities

Universities commit themselves to using financial means available as a result of funding as well as additional funds to support equal opportunities measures.

Target groups

- Women professors
- Young women researchers
- Female students in STEM subjects where they are underrepresented

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### Programme for Women Professors III

What remains unchanged:

- Funding period: up to five years
- Funding possible for up to three professorships per university

What is new:

- Total volume 200 million euros → Maximum funding per professorship 165,000 euros →
- For third-time participants Submission of an equal opportunities strategy
- In each application round, 10 universities are given the additional opportunity of a fourth first-time appointment. These universities are rated as providing "excellent equal opportunities".

Wien, 07.-08. Februar 2018 5

**Success of equal opportunities measures to date**

- Funding provided for a total of 538 professorships
- 77 early (31%) and 173 regular appointments (69%)
- An average 1.7 women professors per university were funded in PP II.
- Markedly less size-related differences between universities in PP II -> no structural discrimination of smaller universities
- High level of acceptance by universities: Participation in programme is seen as a quality seal of innovative equal opportunities policies
- The programme helps to establish equal opportunities as a high-level task.
- 80% of the equal opportunities strategies submitted in PP II were evaluated positively.

Wien, 07.-08. Februar 2018 6

The German programme is based on a political consent and the aim to improve in international rankings (share of female professors). Therefore the programme has a budget of EUR 150-200 Mio. for each 4-year period. The programme theory is based on excellence and an institutional approach (universities have to develop gender equality policies which contribute to structural change). The more excellent a university is, the more money it receives. The final goal of the programme is to achieve gender parity in professorships. In the discussion, the goal of 50% was questioned (turning point of 30% was mentioned) and differences between disciplines were raised.

### Concluding discussion

- Proposed criteria are usable to discuss these concrete measures.
- All criteria were positively assessed by the group on all three cases.
- Additional criterion on dissemination and communication is very useful.
- Sustainability also refers to “budgetary sustainability”.
- All three programmes had their origin in a political decision based on facts (were evidence based). In all cases an international comparison was relevant (Why aren’t we in the top group of Europe?)
- The programme theory was based on leaky pipeline and research on structural problems around gender in academia.
- A evaluation / monitoring / policy adjustment cycle is foreseen in all three programmes.
- In Germany, contrary to the Netherlands, the “anti-quota” sentiment was not as strong.
- It is important to discuss these kinds of programmes not only regarding female participation. It is important to focus on the structural barriers that block “free choice of career”.
- The German “full scale global strategy” with its large funding and global approach will prove to be a very interesting “lab case” for these kinds of programmes, since the broad approach and large target group (400 universities) will provide interesting

information about statistics, micro information etc. which allow for fine tuning the strategies.

- The difference between the Swiss and the Dutch examples are very interesting: while the Dutch programme aims at the “final career step” of the leaky pipeline to actually increase the number of nominations, the PRIMA programme aims at increasing chances just before that step, which is an interesting concept.

## 7.2 Subgroup 2: Performance Contracts

In this session moderated by Janet Mifsud two cases of performance contracts were presented: Roberta Schaller-Steidl presented the Austrian performance Agreement with universities and Josiane Entringer presented the Luxembourg case of performance contracts with funding agency FNR and university.

### Gender Equality – Performance Agreement 2016-2018|2019-2021 (Roberta Schaller-Steidl)

Roberta SCHALLER-STEIDL  
Federal Ministry of Education, Science and Research

**GENDER ACTION**

**Gender Equality –  
Performance Agreement  
2016-2018 | 2019-2021**

1<sup>st</sup> Mutual Learning Workshop 08 / 02 / 18

BMBWF  
FEDERAL MINISTRY OF EDUCATION, SCIENCE AND RESEARCH  
www.bmbwf.gv.at

INSTITUT FÜR HÖHERE STUDIEN  
INSTITUTE FOR ADVANCED STUDIES  
Vienna

### Policy development

- **Performance agreements: a public service contract that is concluded between the individual universities and the federal government within the framework of the laws for three years**
- **main steering instrument for essential medium and longer-term policy objectives pursued together with the universities**
- **equality is included in the ministry's objectives as a task for the universities**
- **Universities develop specific goals and measures which are to be implemented within three years**
- **measure is linked to the budget**
- **strong link to gender equality goal within output-orientated budgeting**
  - **increase of the proportion of women in scientific/artistic university personnel**
  - **closing the gender-pay-gap**

**the universities contribute to these goals within their performance agreements – constant monitoring and steering (intellectual capital report – "Wissensbilanz")**

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## Change of Objectives

### Objectives for the period 2016-2018:

1. fix the numbers – increasing the representation of the underrepresented sex
2. fix the institution – anchoring the gender dimension in structures / processes
3. fix the knowledge – anchoring the gender dimension in research content and teaching

### Objectives for the period 2019-2021:

New order of priorities with stronger emphasis on cultural change

1. fix the institution – integration of the gender perspective in structures, processes and policies to remove barriers for women in science and research
2. fix the knowledge – integration of gender research into research content and research-based teaching
3. fix the numbers – genderbalance in all positions and functions

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## Evaluation of the process

- The implementation of measures and their impact is reported annually in the intellectual capital report, and is discussed in regular meetings with members of the Federal Ministry and the university.
- "Traffic lights"

Nr.	Vorhaben (Zweckbeschreibung)	Realisierbarkeit des Vorhabens	Umfang der Umsetzung bis zum Stichtag	Ampelstatus für die Zielerreichung
AA 2.11	Monitoring des Anteils Professorinnen oder Laufbahnstellen am wissenschaftlichen Personal (Lehrkräfte) (vgl. EP, Abschnitte 4.8.1 und 5.2)	Die Universität Wien wird Regelmäßig in dieser Beziehung. Anteil der Professorinnen und Laufbahnstellen am wissenschaftlichen Personal (Lehrkräfte) Summe der Verordnungen 11, 12 und 13, 12 und 13 sowie der gestellten, für die eine Qualifikationsvereinbarung in Betracht kommt, als Anteil an allen Verordnungen des wissenschaftlichen Personals, ausgenommen Verordnungen 17, 18, 24, 25 und 30, gemäß Z 2.4. über Anlage 1. Maßnahme (off. BGBl. II Nr. 71/2010 in Fassung vom 1. Dezember 2014) (486,5/1026,5). Die Universität Wien ist beschränkt, dass dieser Anteil nicht in einem anderen Bereich sinkt.	jährlich: Erhebung der aktuellen Indikatoren zum Stichtag 31. Dezember im Gespräch zur Begleitung der Leistungsvereinbarung.	
<b>Erklärung zum Ampelstatus</b>				
Was wurde (bisher) durchgeführt? Inwieweit ist das Vorhaben inhaltlich und zeitlich primär erfüllt umgesetzt?				
Die Indikatoren zum Stichtag 31. Dezember 2018 wurden im Leistungsvereinbarung-Begleitgespräch im November 2018 zwischen Universität Wien und BAWWF erörtert.				
Der Indikator ist gegenüber dem Stichtag 31. Dezember 2014 (24,6%) zum Stichtag 31. Dezember 2018 (26,8%) (also nach vier dem Beginn der Leistungsvereinbarung) marginal angestiegen auf 26,8% in 482,2/1026,5 gestiegen. Zum Stichtag 31. Dezember 2018 ist der Indikator auf 27,0% gestiegen (2.499,2/1042,5). 2018 wurde wieder eine größere Zahl Laufbahnstellen und Professuren ausgeschrieben.				


- Final implementation results will be available in the first semester of 2019.

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The Austrian case was established in 2007. In the last performance contract and the one currently under negotiation, ERA is taken into account (2016-2018, 2019-2021). All three gender equality objectives are addressed (female presentation, cultural change, gender in research content and teaching) as well as diversity. At the moment the focus of monitoring lies on female representation in all fields and hierarchical levels (fix the numbers). Development is planned to address the other two objectives in more detail in monitoring.

### Performance contract with funding agency FNR and university (Josiane Entringer)


**LU**  **EMBOURG**  
LET'S MAKE IT HAPPEN

**MUTUAL LEARNING WORKSHOP ON  
ERA PRIORITY 4 WITHIN NAPS**

**PERFORMANCE CONTRACTS  
LUXEMBOURG: P. C. WITH FUNDING AGENCY FNR AND UNIVERSITY**

8th February 2018

Josiane Entringer

 LE GOUVERNEMENT  
DU GRAND-DUCHÉ DE LUXEMBOURG  
Ministère de l'Enseignement supérieur  
et de la Recherche

**APPLY GENDER  
MAINSTREAMING IN PUBLIC  
RESEARCH PROGRAMMES**

**FNR**



**APPLY GENDER MAINSTREAMING IN PUBLIC RESEARCH PROGRAMMES**

**National Funding Agency FNR**

- Background of policy development (e.g. origin of the initiative, evidence used in policy development, relevant political context?)
- Which assumptions are underlying the policy (why is the policy expected to reach its objectives)?
- How do you assess the sustainability of the policy?
- Is the implementation of the policy monitored or evaluated?



**APPLY GENDER MAINSTREAMING IN PUBLIC RESEARCH PROGRAMMES**

**Background of policy development**

- Performance contracts with University of Luxembourg, RPO and FNR since 2008 following OECD Evaluation of Luxembourg's Research and Innovation Policy (2006)
- Content: Contractual Agreement - Strategic Institutional Plan - Indicators: financial, non-financial, structural
- PC 2018-2021 : H2020 and Gender Guidelines: implement European expertise into national context:
  - Within Contractual Agreement: « to develop, together with the RPOs, a Action Plan to promote professional equality between women and men in research »
  - Within non financial Indicators: « monitoring of gender balance : within selection committees, external experts and project coordinators »



**APPLY GENDER MAINSTREAMING IN PUBLIC RESEARCH PROGRAMMES**


**Background of policy development**

- Gender mainstreaming as such is NOT included in the PC 2018-2021 FNR BUT with in our national ERA Roadmap approved by the Government in November 2017:
 

<ul style="list-style-type: none"> <li>Increase the percentage of the underrepresented sex in leadership and decision-making positions</li> <li>Apply gender mainstreaming in public research programmes</li> </ul>	<ul style="list-style-type: none"> <li>Increase by 30% the share of female full professors at the University of Luxembourg;</li> <li>Implementation of the H2020 gender dimension criteria in at least one FNR programme.</li> </ul>
---	--

**Which assumptions are underlying the policy?**

- Develop a joint procedure with all actors where gender mainstreaming in research programmes will be one element
- FNR together with research actors to develop a Gender Action Plan: educate and empower vs. impose and confuse; in particular: notion of gender in content to be promoted first




**APPLY GENDER MAINSTREAMING IN PUBLIC RESEARCH PROGRAMMES**

**How do you assess the sustainability of the policy?**

- Good set of guidelines: Gender Action Plans; PC; National ERA Roadmap
- Gender Action Plans = JOINT initiative of all actors lead by the Funding Agency = less risk of failure
- « Monitoring of gender balance within selection committees, external experts and project coordinators » → evidence for potential future indicators in PC

**Is the implementation of the policy monitored or evaluated?**

- Mid-term evaluation of PC: end 2019
- PC 2021-2024: measurable indicators ( based on implementation results)



**APPLY GENDER MAINSTREAMING IN PUBLIC RESEARCH PROGRAMMES**

**Uni.lu**



**APPLY GENDER MAINSTREAMING IN PUBLIC RESEARCH PROGRAMMES**

**Background of policy development**

- Background idem to FNR
- National ERA Roadmap approved by the Government in November 2017:
 

<ul style="list-style-type: none"> <li>Increase the percentage of the underrepresented sex in leadership and decision-making positions</li> <li>Apply gender mainstreaming in public research programmes</li> </ul>	<ul style="list-style-type: none"> <li>Increase by 30% the share of female full professors at the University of Luxembourg;</li> <li>Implementation of the H2020 gender dimension criteria in at least one FNR programme.</li> </ul>
---	--

**Performance contract 2018-2021 with University of Luxembourg:**

- Within Contractual Agreement: « ensures a fair balance in the representation of gender, in particular within the academic staff »
- Within non financial Indicators: « **Increase by 30% the share of female full professors at the University of Luxembourg** »!



**APPLY GENDER MAINSTREAMING IN PUBLIC RESEARCH PROGRAMMES**

**Which assumptions are underlying the policy?**

- SHE-Figures2015: Grade A female professors: LU 16,5% ( EU : 20,9%)
- Evidence to introduce indicator: "Increase by 30% [by 2021] the share of female full professors at the University of Luxembourg"

**How do you assess the sustainability of the policy?**


- Indicator plus Joint Gender Action Plans with other RPOs and FNR = strong framework

**Is the implementation of the policy monitored or evaluated?**

- Mid-term evaluation of PC: end 2019
- External Evaluation of University in 2020: focus on teaching : indicator on Grade A Professors to be evaluated

**Comparison FNR and uni.lu**

- FNR : gender in content = new concept → educating first
- Uni.lu: She figures: action needed → measurable indicator



In Luxembourg performance contracts with the funding agency, university and the three public research institutions were introduced in 2008 after an OECD evaluation. Performance contracts are very short and are based on precise, clear and measurable indicators. Indicators and developments are discussed with all the stakeholders involved (which is possible due to the low number of institutions). Such discussions are organised by the FNR.

### Concluding discussion

- Both countries have about 10 years of experience with performance contracts. In both cases the contracts contain tailor made goals and instruments. It is important that they are linked to indicators (financial and non-financial indicators).
- In both countries monitoring has been established. The traffic light approach is seen as a useful instrument for self-evaluation reports. This is completed by an external evaluation in Luxembourg.
- A topic in the discussion was the differences between countries – e.g. in other countries measures are not linked with funding (e.g. Slovakia, Czech Republic). It was discussed whether the autonomy of universities might be the reason for that. While this argument may be used, this is not the case since Austrian universities are autonomous, too.
- It was stated that the ERA strategy supports gender equality policies at national level as the strategy is binding for countries. She Figures provide a set of indicators.
- Funding is the carrot for gender equality policies at university level. It is assumed that competition between universities for funding could make a difference. In both countries competition is not a topic (Luxembourg has only one university, in Austria competition regarding gender equality is not a topic).
- It was raised as a problem that men are the majority of people involved in negotiations of performance contracts. It is important to build up gender competence among them.
- Furthermore young female scientists have to be sensitised to gender related barriers. Mentoring is important in that context (especially for students in social science and humanities).



### 7.3 Subgroup 3: Monitoring

Two cases of monitoring were presented in this session moderated by Benjamin Monnoye: Peter Koller presented the Austrian Gender Equality Monitoring and Jo Breda the Equal opportunities report in Flanders which allows monitoring diversity.

#### Development of Gender Equality Monitoring in Higher Education and Research (Peter Koller)

**PETER KOLLER**  
Austrian Federal Ministry of Education,  
Science and Research

**GENDER ACTION**

**Development of Gender Equality Monitoring in Higher Education and Research, Austria.**

GENDERACTION ML workshop Vienna 08 / 02 / 18

BMBWF

**STRUCTURE** 1 / 11

**Legal basis for data collection**  
Regulations for Universities, Universities of Applied Sciences, Private Universities

**Data publication**  
uni:data: Gender Monitoring  
Evaluations and indicators:  
Example: New process indicator „Representation of women in the appointment procedure for full professors“

**Use of data**  
E.g. Performance agreements  
impact-oriented budgeting  
AT ERA Roadmap

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## LEGAL BASIS FOR DATA COLLECTION 2 / 11

**Education documentation law (BidokG) and more detailed...**

**...Education documentation regulatives (BidokV) for public Universities, Universities of Applied Sciences and Private Universities oblige to provide specific data about**

- Personnel in science and research
- Administration/management staff
- Students

on a statutory basis

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08/ 02/ 18

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## LEGAL BASIS FOR DATA COLLECTION 3 / 11

**Education documentation regulative for Public Universities – very detailed data**

**Personnel categories:** Third party funded staff, scientific and artistic staff, tenure track, full professors ...

**Management statistics:** Rector, head of senate,...

**Education documentation regulative for Universities of Applied sciences – highly aggregated data**

**Broad personnel categories:** Academic staff, teaching and research assistants

**Education documentation regulative for Private Universities – highly aggregated data**

**Broad personnel categories:** Academic staff, teaching and research assistants

**Management statistics:** head of institution, head of supreme collegial body

## LEGAL BASIS FOR DATA COLLECTION 4 / 11

**Intellectual capital report regulation – Public Universities**  
Very detailed data; Responsibility: BMBWF

Gender specific indicators for Public Universities:

- Women’s quota in university bodies (50%)
- Gender Pay Gap
- Women in the appointment procedure for full professors

Collection of data by universities

Calculation of indicators by universities

Submission to BMBWF – quality check

Publication of indicators (Intellectual capital report of universities)

**R&D Statistics Regulation – estimation of R&D personnel only for public universities**  
Detailed data, but only estimation  
Responsibility: two Ministries (BMBWF, BMVIT)

e.g. Estimation of R&D personnel at public universities

## LEGAL BASIS FOR DATA COLLECTION 5 / 11

BidokVUni (Public Universities) → most detailed data Responsibility: BMBWF	University Data Network, Ministry
BidokVFH (Universities of Applied sciences) Responsibility: BMBWF	AQ Austria, Ministry
BidokVFH (Private Universities) Responsibility: BMBWF	Statistik Austria
WBV (Intellectual capital report regulation) Responsibility: BMBWF	Ministry
R&D Statistics Regulation → detailed data Responsibility: BMBWF, BMVIT	Statistik Austria

**Data**

Uni:data (interactive)

She figures

Data Collection

Data quality check

Data Publication

### Data publication uni:data 6 / 11

Public Universities

- Women in leading positions
- Glass ceiling index
- Presence of women among scientific/artistic staff
- Leaky pipeline
- Women's quota in universities boards
- Gender pay gap

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### Gender Monitoring: uni:data 7 / 11

Universities of Applied Sciences

Currently no specific Gender Monitoring available, the following indicators should be provided:

- Women in UAS-board and among Providers
- Women among heads of organizational units

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### EXAMPLE | PROCESS INDICATOR 8 / 11

„Women in the appointment procedure“ for full professors in intellectual capital report for Public Universities

**Reporting:** annually

**What are the results?**

- Probability of women to be in the hearing
- Propability of women to be in the „proposal of three“
- Probability of women to be appointed as full professor

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### EXAMPLE | PROCESS INDICATOR 9 / 11

Process indicator „Women in the appointment procedure for full professors“ in intellectual capital report for Public Universities

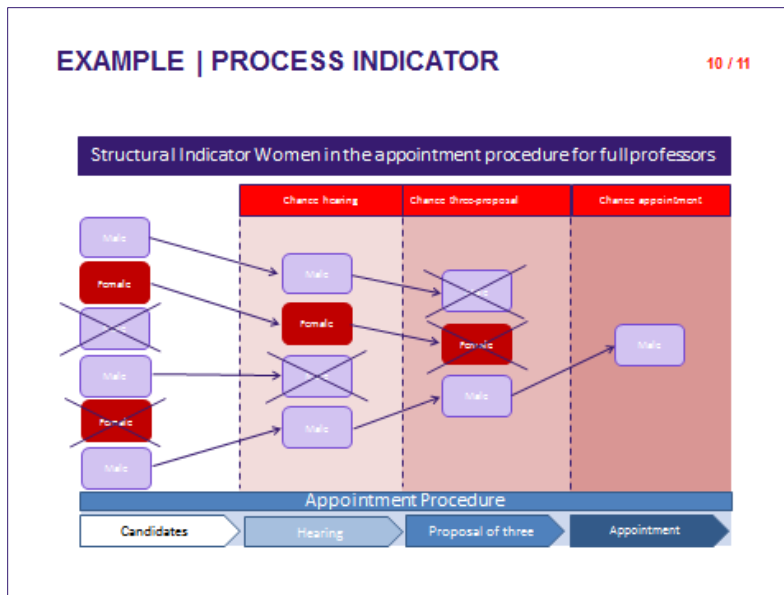
**Interpretation:**

Value < 1: underrepresentation of women compared to their proportion among candidates

Value > 1: overrepresentation of women towards their share among candidates / inside

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In the discussion, differences within the Austrian higher education system were discussed. While the monitoring in public universities is well developed and based on a solid legal basis, the situation is different in universities for applied sciences and private universities and only very few information is available on the non-university research sector (survey every 5 years). Participants were especially interested in how information regarding gender in research content and teaching is collected. Another topic in the discussion was the Austrian quota regulation.

Participants asked for a quote of the regulation and the sheet for the collection of data on gender in research content and teaching.

The Austrian Universities Act 2002 is available in English: [https://www.ris.bka.gv.at/Dokumente/ErV/ERV\\_2002\\_1\\_120/ERV\\_2002\\_1\\_120.pdf](https://www.ris.bka.gv.at/Dokumente/ErV/ERV_2002_1_120/ERV_2002_1_120.pdf)

§20a regulates gender-balanced composition of collegial bodies

“§20a. (1) §20a shall apply to all collegial bodies established hereunder as well as under the organisation plan and the statute of the university, unless otherwise provided hereunder. Examination boards shall be excluded from this provision.

(2) All collegial bodies under para.1 shall consist of at least 50% women. For collegial bodies with an unequal number of members, this proportion shall be calculated by reducing the total number of members by one and calculating the required proportion of women from this number.

(3) Both the senate and the Federal Government shall give regard to para.2 when electing or appointing members of the university council.

(4) The list of candidates included in the election proposals for the representatives to be elected for the senate shall be prepared in a way that at least 50% women are in electable positions.

Erhebungsformular: Geschlechterforschung / Data collection on gender in teaching and research content

23.02.2018

	Organisationseinheit gemäß § 19 Abs. 2 Z 7 UG name of organisational unit responsible for the co-ordination of activities relating to equal opportunities, the advancement of women and gender research	Institut für Geschlechterforschung / Zentrum Name of institute / centre for gender studies	Lehre					Professur / professorships			Auszeichnung / awards	
			Studium Name of gender studies, field of studies (ISCED 1-level)	Verpflichtend zu absolvierende Teile eines Studiums curricula with compulsory gender modules/courses (field of study, ECTS)	Freiwillig absolvierbare Teile eines Studiums Curricula with optional gender studies modules/courses (field of study, ECTS)	Lehrveranstaltungen / courses	Universitätshergang / other university courses besides (BA, MA, PhD) (name)	§ 99 full professorships Fully or partly denominated to gender studies (field of study)	§ 99 Professorship (fixed-term contracts up to 6 years) Fully or partly denominated to gender studies (field of study)	Gastprofessur/guest professor Field of study, duration (terms)	Preise / awards (name, objective, budget, number of applicants, number of awards (m/f))	Stipendien / stipends (name, objective, budget, number of applicants, number of awards (m/f))


Data collection for Spring Term 2017  
 Template developed by Federal Ministry for Education, Science and Research, answers provided by heads of coordination units responsible for the co-ordination of activities relating to equal opportunities, the advancement of women and gender research.

**Monitoring diversity with the Equal opportunities report in Flanders (Jo Breda)**




Monitoring diversity  
with the Equal opportunities report  
in Flanders

1<sup>st</sup> Mutual Learning Workshop 08 / 02 / 18  
Jo Breda



Main actors:

- [1. Universities](#)
- [2. VLIR – Flemish Rectors Council](#)
- [3. Government](#)




Universities

- MAIN actors
  - Gender policy
  - Action plans with:
    - Human resources (eg work – life balance),
    - Quota's in selection panels,
    - Quota's in management and advisory boards,
    - Raising awareness, changing culture
    - ...

[Back](#)





## Government

- Diversity is one of the criteria in financing of HEI
  - For the working budget: number of new female professors
  - For the special research fund (BOF): number of female researchers
- Priority for women when hiring with BOF funding
- Quotas for management boards

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## VLIR on gender:

- Standing working group Equal opportunities
- High level Task Force Gender

- [Equal opportunities report](#)
- [Gender equality plan](#)

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In Flanders targets and monitoring are set up bottom up (by universities themselves) in a proactive approach (to avoid government regulations). The monitoring consists of hard facts collected by universities (share of women in all fields and hierarchical positions) and a questionnaire which delivers qualitative information (e.g. on gender in research content and teaching). Universities agree on the methodology of data collection which makes change difficult (a new agreement has to be found).

### Concluding discussion

- In both cases the monitoring is linked to performance contracts. However the approaches differ: while in Austria the main actor is the Federal Ministry, in Luxembourg monitoring was developed bottom up from the rectors' conference of the Flemish community.
- The group pointed out to the fact that gender in research content is difficult to measure. It is necessary to combine qualitative and quantitative methods of data collection.
- Monitoring or a common set of indicators within EU/ERA countries could support a cross sectional gender equality discourse despite the very different situation among countries.

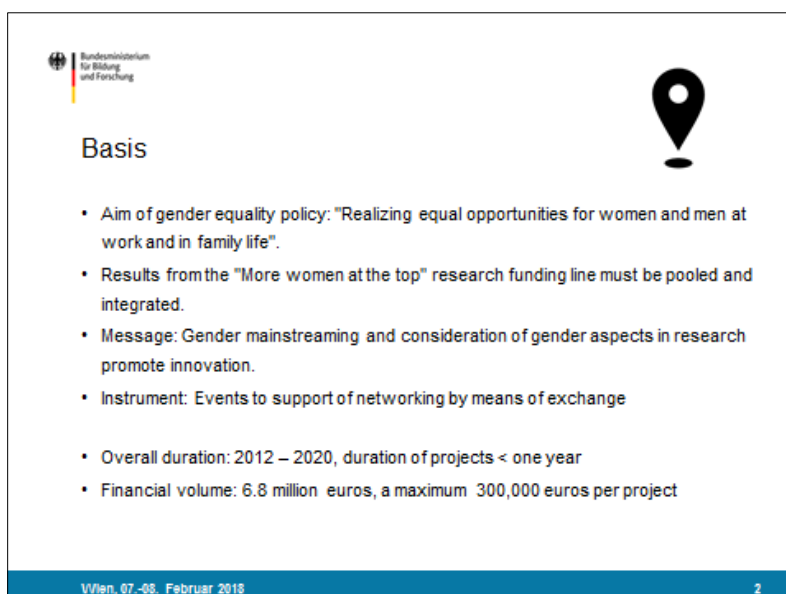
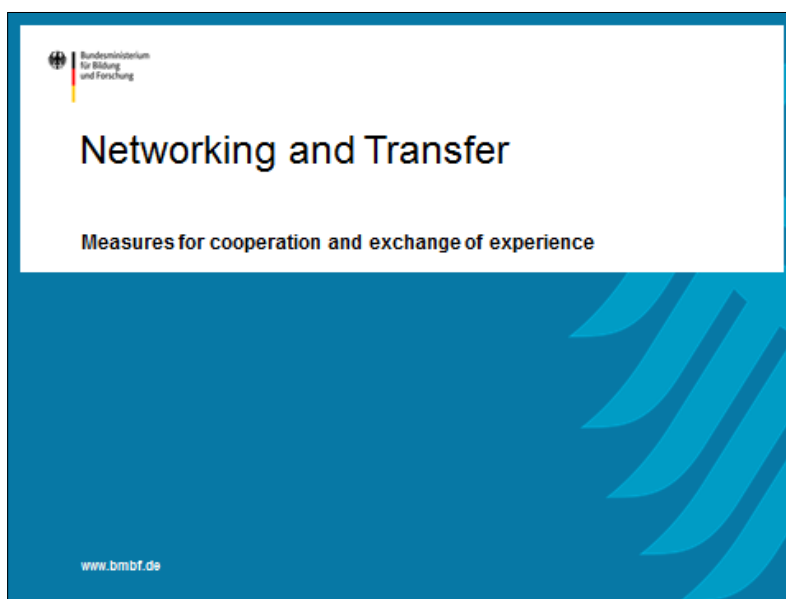


- It was intensively discussed whether legal regulations like quota regulations conflict with academic freedom (constitution). Regulations like the quota regulation do not conflict with academic freedom as they aim at preventing discrimination.

#### 7.4 Subgroup 4: Gender in research content

The session moderated by Janet Mifsud delivered two presentations: Christina Hadulla-Kuhlmann presented a German programme aiming at supporting cooperation and exchange regarding gender in research content. Martina Hörhan presented the Austrian FEMtech research projects which focus on gender in content.

### Networking and Transfer – Measures for cooperation and exchange of experience (Christina Hadulla-Kuhlmann)



 **Goals** 

- Promote national and international exchange of experience to secure relevant expertise
- Facilitate new research collaborations
- Strengthen networking with regard to transfer and consolidation of innovative approaches
- Secure a dialogue between practitioners, researchers and the general public

→ Advancement of women in education and research, at work and in society; implementation of gender equality

→ Exploitation of the potential of gender research for innovation in science and society

Wien, 07.-08. Februar 2018 3

 **Object of funding** 

Project funding was provided to:

- Establish/expand innovative research collaborations
- Strengthen national/international exchange of experience and networking
- Exploit the potential of gender research for innovation
- Develop equal opportunities recommendations/strategies
- Promote a dialogue between science and practice

Topics:

- Integration of gender aspects (medicine, economics, MINT)
- Neglected topics of gender research (e.g. green economy, biomedical research and practice regarding environment and health)

Wien, 07.-08. Februar 2018 4

 **Results/sustainability**

- Support for 42 projects including 22 conferences
- Variety of disciplines (e.g. medicine, computer science, green economy)
- Establishment and expansion of innovative research collaborations
- Strengthening of networking activities in the "Equality of Opportunity" funding area
- Events and publications for various target groups (universities, research institutions, companies, etc.), including the following:

 **Internationaler Kongress für Geschlechterforschung in der Medizin – GIM, Berlin**

Wien, 07.-08. Februar 2018 5

The idea behind the programme was to make research that takes gender into account known and distribute concrete examples.

### Gender in research content – FEMtech Research Projects (Martina Hörhan)



bmwvtt GENDER ACTION FFG

**Gender in research content  
FEMtech Research Projects**

8 February 2018  
Martina Hörhan, FFG  
martina.hoerhan@ffg.at



OBJECTIVE AND APPROACH FFG


**FEMtech Research Projects**

- initiates and supports projects in research, technology and innovation that **deal with the different needs and requirements of women and men.**
- supports innovation and **generates new market potential by considering the relevance of gender** within the project.
- increases **interest among scientists** in the “gender” issue when developing and carrying out research projects
- **improves the quality and capability of solutions, products and technologies** to meet the needs of all customers.

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1

### TARGET GROUP AND RESOURCES



Enterprises

Universities

Universities of Applied Science

Competence centres

Research facilities


Start-ups

- Max. EUR 300,000 / project
- 2008–2015: 55 projects funded; EUR 12.09m
- 2017: EUR 2.4m budget


[www.ffg.at/talente](http://www.ffg.at/talente)




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### RESULTS/FUNDED PROJECTS



Overview of funded projects from 2008 to 2014 : [www.FEMtech.at/projekte](http://www.FEMtech.at/projekte)



#### MUEGEN DRIVING

<ul style="list-style-type: none"> <li>▶ ENERGIUMWELT</li> <li>▶ IKI</li> <li>▶ LIFE SCIENCE</li> <li>▶ MOBILITÄT</li> <li>▶ PRODUKTION</li> <li>▶ SCENELE</li> </ul>	<p><b>Muegen Driving</b> Geschlechts- und altersspezifisches Fahrverhalten in kritischen Situationen bei verschiedenen Stausverhältnissen</p> <p><b>Beteiligte Organisationen</b> Technische Universität Graz - Institut für Fahrzeugtechnik (Projektkoordination), Fraunhofer Austria Research GmbH, AVL List GmbH, SBW Technology LTD</p> <p><b>Projektleiter</b> Univ.-Doz. Dipl.-Ing. Dr. Arno Eichenberger <a href="mailto:arno.eichenberger@tugraz.at">arno.eichenberger@tugraz.at</a></p> <p><b>Laufzeit</b> Mai 2013 - Dezember 2013</p> <p><b>Homepage</b> -</p> <p><b>Ziel des Projekts</b> Ziel der geplanten Untersuchung ist der systematische Analyse geschlecht-, alters- und situationsbezogener Unterschiede im Führungsverhalten von Fahrerinnen und Fahrern in der Lagebeurteilung von Fahrzeugen sowohl in Normalabschnitten als auch in kritischen Fahrabschnitten, wie zum Beispiel in einer bevorstehenden Kollision mit anderen</p>
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[www.femtech.at/node/993](http://www.femtech.at/node/993)

### EVALUATION




**Gender in research content: Experiences from an Austrian programme**  
Institute for Advanced Studies, 2016  
[gender-summit.com/attachments/article/1346/Wroblewski\\_paper\\_GS9Eu.pdf](http://gender-summit.com/attachments/article/1346/Wroblewski_paper_GS9Eu.pdf)

**Interim Evaluation of the Programme Talents**  
Austrian Institute for SME Research, 2014  
[www.bmvit.gv.at/innovation/publikationen/evaluierungen/downloads/zwischenevaluierung\\_talente.pdf](http://www.bmvit.gv.at/innovation/publikationen/evaluierungen/downloads/zwischenevaluierung_talente.pdf)

**FEMtech Programme Evaluation**  
ARGE "3C" convelop gmbh , Com.X, GESIS/C EWS, 2011  
[www.bmvit.gv.at/innovation/humanpotenzial/downloads/femtech\\_evaluation\\_summary.pdf](http://www.bmvit.gv.at/innovation/humanpotenzial/downloads/femtech_evaluation_summary.pdf)

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### IMPACT



**RELEVANCE OF GENDER**

- National & international best practice for integrating the gender dimension in research content
- Quality improvement in research, development and innovation
- Raised awareness for the gender topic in the participating organisations

**WOMEN'S CAREERS IN APPLIED RESEARCH**

- 2/3 female project heads – 1/3 in conventional programmes
- Support of women's careers in research and enhancement of women's visibility in the organisation

[www.femtech.at/sites/default/files/FEMtech\\_Bericht\\_final\\_v2.pdf](http://www.femtech.at/sites/default/files/FEMtech_Bericht_final_v2.pdf) [www.femtech.at/sites/default/files/FEMtech\\_Bericht\\_final\\_v2.pdf](http://www.femtech.at/sites/default/files/FEMtech_Bericht_final_v2.pdf)

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Within the programmes, applied projects which integrated the gender dimension as a cross-cutting topic are funded. The last call is still online (<https://www.ffg.at/femtech-forschungsprojekte/5-ausschreibung>, in German only).

### **Concluding discussion**

- To consider gender dimension in research content is seen as a driver for innovation and access to new market potential. However, how gender is considered in research projects varies across disciplines.
- To support sustainability of the programme it is important to include gender experts already in the development of the research questions and design of projects.
- Participants stressed the importance of making projects visible which successfully addressed the gender dimension in content. These successful cases might also be helpful for the development of ways to evaluate gender in research programmes.
- It is also important to make gender experts visible (e.g. list of gender experts, professors or gender departments).
- Evaluators must be trained regarding the gender dimension. At the moment there are only a few gender competent evaluators in STEM available.
- Participants agree that a top down approach is a precondition for the development of such programmes. FP7 requirement to include gender brought an important push.
- In order to increase awareness in all disciplines for the relevance of gender in research content it is suggested that in cases where gender is not part of the research proposal, applicants must justify why not.

### **7.5 Subgroup 5: Gender Equality Plans**

This session moderated by Angela Wroblewski consisted of two inputs. Jo Breda talked about Gender Equality Plans at Flemish universities and Josiane Entringer described how gender mainstreaming was applied in public research programmes in Luxembourg.

#### **Gender Equality plans at Flemish universities (Jo Breda)**



# Gender equality plans at Flemish universities

1<sup>st</sup> Mutual Learning Workshop 08 / 02 / 18  
Jo Breda



Actors:

- [1. Universities](#)
- [2. VLIR – Flemish Rectors Council](#)
- [3. Government](#)



## Universities

- MAIN actors
  - Gender policy
  - Action plans with:
    - Human resources (eg work – life balance),
    - Quota's in selection panels,
    - Quota's in management and advisory boards,
    - Raising awareness, changing culture
    - ....

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**VLIR** Vlaamse  
Interuniversitaire Raad

## Government

- Diversity is one of the criteria in financing of HEI
  - For the working budget: number of new female professors
  - For the special research fund (BOF): number of female researchers
- Priority for women when hiring with BOF-funding
- Quotas for some management boards

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**VLIR** Vlaamse  
Interuniversitaire Raad

## VLIR on gender:

- Standing working group Equal opportunities
- High level Task Force Gender

- [Equal opportunities report](#)
- [Gender equality plan](#)

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**VLIR** Vlaamse  
Interuniversitaire Raad

## Gender Equality Plan



- VLIR Gender Equality plan since 2012
- Asked for by minister
- Alternative for omnipresent quota






## Gender Equality Plan: content

- Portfolio of policy options
- Each university is responsible for own policy choices, setting of priorities and implementation of actions
- Focus on change of culture **and** concrete actions
- Collective engagement of all Flemish universities in VLIR-Charter (2013)
- [Collective VLIR-monitoring](#)
- Interuniversity master programme Gender studies



## Collective VLIR-monitoring

- **Monitoring of**
  - Number of female researchers (all levels)
  - Number of women in management and advisory boards
  - New: number of women in administrative and technical staff
- **Measurements every two years**



Universities formulate gender equality plans and measures on their own. Hence the plans differ from each other but all of them include some sort of a target quota for boards and all of them aim at cultural change (e.g. awareness raising regarding gender roles, gendered structures and criteria in decision making). The interuniversity master programme in Gender Studies also supported awareness for the importance of gender equality.

### **Apply Gender Mainstreaming in Public Research Programmes (Josiane Entringer)**



**LU<sup>EMBOURG</sup>**  
LET'S MAKE IT HAPPEN


**MUTUAL LEARNING WORKSHOP ON  
ERA PRIORITY 4 WITHIN NAPS**

**GENDER EQUALITY PLANS  
LUXEMBOURG: APPLY GENDER MAINSTREAMING IN PUBLIC RESEARCH PROGRAMMES**

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8th February 2018

Josiane Entringer



LE GOUVERNEMENT  
DU GRAND-DUCHÉ DE LUXEMBOURG  
Ministère de l'Enseignement supérieur  
et de la Recherche

**APPLY GENDER  
MAINSTREAMING IN PUBLIC  
RESEARCH PROGRAMMES**

**FNR**




**APPLY GENDER MAINSTREAMING IN PUBLIC RESEARCH PROGRAMMES**

National Funding Agency - FNR

- Background of policy development (e.g. origin of the initiative, evidence used in policy development, relevant political context?)
- Which assumptions are underlying the policy (why is the policy expected to reach its objectives)?
- How do you assess the sustainability of the policy?
- Is the implementation of the policy monitored or evaluated?

3



**APPLY GENDER MAINSTREAMING IN PUBLIC RESEARCH PROGRAMMES**

Background of policy development

- Performance contracts with University of Luxembourg, RPO and FNR since 2008 following OECD Evaluation of Luxembourg's Research and Innovation Policy (2006)
- Content: Contractual Agreement-Strategic Institutional Plan- Indicators: financial, non-financial, structural
- PC 2018-2021 : H2020 and Gender Guidelines: implement European expertise into national context:
  - Within Contractual Agreement: « to develop, together with university and RPOs, an Action Plan to promote professional equality between women and men in research»
  - Within non-financial Indicators: « monitoring of gender balance within selection committees, external experts and project coordinators »
  - Gender mainstreaming as such is NOT included in the PC 2018-2021 FNR BUT within our national ERA Roadmap approved by the Government in November 2017:
 

<ul style="list-style-type: none"> <li>• Increase the percentage of the underrepresented sex in leadership and decision-making positions</li> <li>• Apply gender mainstreaming in public research programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Increase by 30% the share of female full professors at the University of Luxembourg;</li> <li>• Implementation of the H2020 gender dimension criteria in at least one FNR programme.</li> </ul>
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4




APPLY GENDER MAINSTREAMING IN PUBLIC RESEARCH PROGRAMMES

Which assumptions are underlying the policy?

- Develop a joint procedure with all actors where gender mainstreaming in research programmes will be one element
- FNR together with research actors to develop a Gender Action Plan: educate and empower vs. impose and confuse; in particular: notion of *gender in content* to be promoted first

How do you assess the sustainability of the policy?


- Good set of guidelines: Gender Action Plans; PC; National ERA Roadmap
- Gender Action Plans = JOINT initiative of all actors lead by the Funding Agency = less risk of failure
- « Monitoring of gender balance with in selection committees, external experts and project coordinators » → evidence for potential future indicators in PC

5 

APPLY GENDER MAINSTREAMING IN PUBLIC RESEARCH PROGRAMMES

Is the implementation of the policy monitored or evaluated?

- Mid-term evaluation of PC: end 2019
- PC 2021-2024: measurable indicators (based on implementation results)??

6 

The performance contract is a relatively new instrument. The first one is currently implemented and will be evaluated externally in 2020. In the discussion a question about resistances came up. Currently there is no open resistance. The problem lies in a lack of gender awareness and gender competence of relevant stakeholders. E.g. main reaction to the goal of having 40% female members on boards was “where do we find women?” The Ministry contacted qualified women and offered them board positions. Now there are 40% female members on boards and the regulation is not discussed anymore.



### **Concluding discussion**

- The examples follow different approaches: while in Flanders a bottom-up approach dominates, Luxembourg follows a top-down approach with decentralised implementation of policies. These differences are traced back to historic and cultural reasons (at least in Flanders) where universities prefer to set goals themselves and to avoid governmental interventions. In Luxembourg the initiative for gender mainstreaming is taken up by the government. Performance contracts and budgets are used as levers for gender equality priorities.
- In both countries there is a link to funding (e.g. in Belgium funding for doctoral programmes considers gender equality criteria).
- Both approaches aim at supporting institutions to develop and implement gender equality policies at institutional level (RPO, RFO). It is assumed that policies which are tailored to the needs of institutions and their specific contexts are more efficient.
- In the discussion the relevance of a gender sensitive language was stressed. It became clear that different approaches are present – while in some contexts both sexes should be mentioned to increase awareness, in others the goal is to use gender neutral language and avoid gendered perceptions. Participants agreed that gender studies courses should also address and use gender sensitive language.
- Participants suggest that in all doctoral courses gender relevance of doctoral research should be discussed (and be an obligatory part of curricula).

### **7.6 Subgroup 6: Evidence based policy development**

Two initiatives were presented in this session moderated by Brian Warrington: Jiřina Fryčová presented a background study which should inform gender equality policy development and Roberta Schaller-Steidl described a process based on two studies to support the development of policies aiming at cultural change in academia.

#### **Background Study-Analysis (Jiřina Fryčová)**

<p>JIŘINA FRYČOVÁ MINISTRY OF EDUCATION, YOUTH AND SPORTS OF THE CZECH REPUBLIC</p> <p><b>GENDER ACTION</b></p> <p><b>BACKGROUND STUDY- ANALYSIS</b></p> <p>1<sup>st</sup> Mutual Learning Workshop</p> <p>08 / 02 / 18</p>  	<p><b>NATIONAL BACKGROUND</b> <span style="float: right;">1 / 5</span></p> <p>Key partner for the Ministry of Education, Youth and Sports (MEYS):</p> <ul style="list-style-type: none"> <li>In 2001 the <b>National Contact Centre for Gender and Science</b> (formerly Women and Science) was established as an advisory body to the Ministry of Education, Youth and Sports on issues of gender equality in R&amp;D and innovation at national and European levels. The Centre itself is a research and advocacy body and ensures several activities.</li> </ul> <p>1<sup>st</sup> Mutual Learning Workshop <span style="float: right;"><b>UN</b> 08 / 02 / 18</span></p>
<p><b>NATIONAL BACKGROUND</b> <span style="float: right;">2 / 5</span></p> <p>Documents and strategies dealing with gender equality in R&amp;D:</p> <ul style="list-style-type: none"> <li>State of Gender Equality and Proposal for Mid-Term Strategic Plan in Gender Equality within Remit of the Ministry of Education, Youth and Sports (2013)</li> <li>Governmental Strategy for Equality of Women and Men in the Czech Republic for the years 2014-2020 (2014)</li> <li>National ERA Roadmap of the Czech Republic for the years 2016-2020 (2016)</li> <li>Action Plan for Development of Human Resources for Research, Development and Innovation and Gender Equality in Research, Development and Innovation in the Czech Republic for the years 2018-2020 (2018)</li> </ul> <p>1<sup>st</sup> Mutual Learning Workshop <span style="float: right;"><b>UN</b> 08 / 02 / 18</span></p>	<p><b>FINANCIAL SOURCES</b> <span style="float: right;">3 / 5</span></p> <p>EU FUNDS:</p> <p>Ministry of Labour and Social Affairs of the Czech Republic:</p> <ul style="list-style-type: none"> <li><b>Operational Programme Employment</b></li> <li>Project MEYS:             <ul style="list-style-type: none"> <li>„Optimizing the Institutional Responsibility of Gender Equality at the MEYS“</li> </ul> </li> <li>Project National Contact Centre for Gender and Science in cooperation with the MEYS:             <ul style="list-style-type: none"> <li>„Analysis of barriers and strategy to promote equal opportunities in R&amp;D“</li> </ul> </li> </ul> <p>1<sup>st</sup> Mutual Learning Workshop <span style="float: right;"><b>UN</b> 08 / 02 / 18</span></p>

## ANALYSIS

4 / 5

„Analysis of barriers and strategy to promote equal opportunities in R&D“

- National Contact Centre for Gender and Science in cooperation with the MEYS;
- a first and unique large-scale study;
- to enable an in-depth understanding of gender barriers and challenges at cultural, institutional and individual levels;
- preparation of complex strategy to promote equal opportunities in R&D;

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## EXPECTATIONS

5 / 5

„Analysis of barriers and strategy to promote equal opportunities in R&D“

- The project is designed from the study to the development of complex strategy, which will contain concrete recommendations and measures to promote equal opportunities in R&D.
- These outcomes will be used by MEYS in preparation of further policies in the course of the period 2020+.

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It was not possible for a long time to carry out such a study because of inconsistent governmental support and a lack of financial resources. Now the study is being carried out with the help of EU funding. Results should support the development of measures from 2020 on.

## Cultural Change in Science and Research (Roberta Schaller-Steidl)

Roberta SCHALLER-STEIDL  
Federal Ministry of Education, Science and Research

**GENDER  
ACTION**

**Cultural change in  
Science and Research**

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INSTITUTE FOR ADVANCED STUDIES  
VIENNA



## Initiative

- **Objective in the Austrian ERA Roadmap priority 4:**  
*"Integration of the gender dimension into structures and policies in science and research (cultural change in science and research organisations)"*
- **BMBWF commissioned two studies:**
  - **2014:** *"Cultural change for a gender-sensitive science and research landscape 2025 in Austria".*
  - **Follow up study 2016:** *"Development of cornerstones for a "cross-sectoral mission statement for a gender and diversity-based science and research landscape in Austria."*

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## Goals of the process

### First study

- **development of short, medium and long-term recommendations for action in favour of a cultural change**

### Second study

- **development of cornerstones for a "cross-sectoral mission statement for a gender and diversity-based science and research landscape in Austria**

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## Design of the process

### First study – 2014:

- **participatory process started with a look into the future**
- **development of visions in workshops**  
development of a scenario on how to present a science culture in which the dominance of the male connotated scientific ideal is reduced and equal participation and participation of all groups of women and men is realized
- **creative methods (vision workshops, think tanks)** with representatives from all sectors of the Austrian research and science landscape
- **topics:** fair distribution of funds, develop new models as an alternative to the traditional academic career path, new forms of working time, spreading of gender and diversity competence, equality-oriented and socially relevant science,...

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## Design of the process

### Second study – 2016/17:

- **multi-stage participation process** - primarily with the participation of the management boards of the higher education and research institutions
- **Five guiding principles of a cross-sectoral mission statement for a gender and diversity-based science and research landscape in Austria were developed:**
  - Enhancing gender competency and gender-based procedures
  - Mission statement as a political statement by the ministry
  - Mission statement recognizes the diversity of concepts and contexts
  - Compatibility remains central theme in the research sector
  - Mission statement as a common framework for mutual learning

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## Outcomes of the process

- **identification of the main issues**
- **acceleration of the cultural change in science and research**
- **pool of ideas for further measures/activities**
- **studies deliver good arguments for the integration of gender equality into the management instruments**
- **benefit of cross sectional mission statement is questioned**

1<sup>st</sup> Mutual Learning Workshop



The aim of the process is to further develop the existing policy mix with a focus on institutional/cultural change. Two studies have been conducted in order to identify fields of action and to develop recommendations and starting points for concrete policies e.g. to create alternative career paths, support a gender neutral working culture in academia and to build up gender and diversity competence. An important aspect of the process was the involvement of stakeholders (first study: gender competent representatives of HE and research institutions; second study: high level delegates who are gender aware but in most cases not gender competent).

### **Concluding discussion**

- The examples given are characterised by very different contexts but some similarities have been identified. In both cases Ministries commissioned the studies. The aim of both is to establish cultural change in education, HE and research institutions in a mid- or long-term perspective.
- Both examples show the importance of top level support including financing. In the Czech Republic it took almost 10 years to start the process with a background study. In Austria a participatory approach was chosen for further development of existing policies with a focus on cultural change and identified fields of action in order to avoid resistance later in implementation of reforms.
- Another important factor is that the Ministry itself should be an example of good practice in terms of gender equality to convince HE and research institutions.
- In both cases EU/ERA objectives supported the national initiatives. In the Czech Republic recent policy documents (R&I policy) address gender priorities. In Austria the goal to initiate cultural change is formulated as a specific goal in the ERA roadmap.
- Cultural Change toward gender equality is not a stand-alone issue but an issue to be mainstreamed in structural and awareness-raising processes. Selected fields of actions should integrate the gender dimension in structures and processes of HE and research institutions.



## 8 Further steps

**Angela Wroblewski** described the finalisation of the report and the key elements of the following analysis. The results of the discussion on criteria for good practice NAPs and measures will be integrated in the **first report** on the analysis of ERA priority 4 implementation. Based on this first report an in-depth analysis of implementation of priority 4 within NAPs will be conducted which will also refer to the criteria for good practice. In that context national experts and stakeholders will be contacted for further information, e.g. on specific topics such as indicators and monitoring. In early 2019 another mutual learning workshop will be organised focusing on **indicators and monitoring**.

Regarding the report participants suggested **including the names of countries** in the presentation of results (not only X% of countries have Y but explicitly mention their names). This will be implemented where possible but it will be avoided to mention countries in a naming and shaming way. This might be the case because the first report is mainly based on the survey results and only a rough analysis of documents (NAPs). The follow up report will explicitly link the documents and the implementation which will allow a more comprehensive assessment.

Participants also proposed to **include recommendations** to the European Commission in the first report.

Participants **welcomed the exchange** of good practice measures and related experiences. Some participants will think of transferring good practices to their countries and will initiate respective feasibility analysis.

**Marcela Linková** added that the report will be presented to the SWG GRI in spring 2018. Furthermore, the GENDERACTION project will give recommendation for the next framework programme. Gender needs to remain a topic in framework projects. Finally, she thanked the participants for their engagement in the workshop and Roberta Schaller-Steidl and her team for hosting and organising the workshop.