


## D 3.1 Report on national roadmaps and mechanisms in ERA priority 4

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#### Explanation of deviation from planned delivery date:

The deliverable report is delivered on 28 March 2018, with two month delay. This is due to the fact that we were forced to extend the deadline for submission of the questionnaire survey from 30 September 2017 until 31 October 2017 as the respondents were taking more time to complete the survey than expected. This deadline extension pushed the entire work foreseen. Furthermore, additional time period was required as the factsheets for individual programmes continued to be delivered by respondents past the deadline, and clarifications and verifications were required in several instances.

## Executive Summary

European Research Area (ERA) priority 4 focuses on gender equality and gender mainstreaming in research and innovation. The objective is to foster scientific excellence and a breadth of research approaches by fully utilising gender diversity and equality and avoiding an indefensible waste of talent. Within their national action plans (NAPs) countries are asked to develop policies which address gender imbalances particularly at senior levels as well as in decision making and which strengthen the gender dimension in research. Member States and Associated Countries should initiate gender equality policies in research performing organisations (RPOs) and research funding organisations (RFO). They should also regularly monitor the effectiveness of such policies and adjust measures as necessary.

The aim of Work Package 3 (WP3) within the GENDERACTION project is to benchmark the implementation of priority 4 in national action plans (NAPs). The work package focuses on identifying best practices in national legal and policy environments which support progress towards achieving priority 4. The results of WP3 will inform and feed the work of WP4 Mutual Learning and Capacity-Building Activities and WP5 Policy Advice.

This Deliverable Report on national roadmaps and mechanisms in ERA priority 4 is based on two main sources: (1) the national ERA roadmaps or national action plans and (2) a survey of members of the Standing Working Group on Gender in Research and Innovation (SWG GRI). It therefore represents a baseline analysis for measuring progress in implementation of priority 4.

The analysis of NAP documents reveals that different countries take different approaches to NAPs and that the level of implementation of gender equality policies also differs from country to country. While some countries describe the whole gender equality policy mix in their NAPs, others describe the current focus of their gender equality policy or a process for how the existing policy mix will be further developed. At the other end of the spectrum are countries which only formulate a general commitment to gender equality or do not address gender equality in their NAPs.

The survey results confirm the different level of implementation of priority 4 within NAPs. The NAPs differ regarding the concept of gender equality used. While some countries address all three main ERA gender equality objectives (increasing the share of women in all fields and hierarchical levels of R&I; structural change to abolish barriers for female carriers; integration of the gender dimension in research content and teaching), others focus on one or two objectives. All but one of the NAPs contain gender equality objectives, whereas only two thirds of NAPs also contain concrete targets or measures. Respondents were asked to fill in an extra fact sheet for each ongoing or planned policy. In total, 65 such policies are described – of which 46 were identified as a good practice by the respondents. However, their assessment of whether a measure constitutes a good practice is based on different criteria. This illustrates the need for a discussion of criteria for good practices. The first Mutual Learning Workshop therefore focused on this particular topic.

Furthermore, the documents and the survey show that priority 4 is conceptualised in most cases as an independent topic in the NAPs. Only seven NAPs interlink priority 4 with at least one of the other priorities. Hence, gender is not integrated as a cross-cutting topic in the NAPs.

The survey reveals differences between EU15 countries and newer Member States (which joined the EU from 2004 onwards) in several respects, including: For 57% of newer member states, the NAP is the first policy document on gender equality in R&I, a fact that only holds for 25% of EU15 countries. Priority 4 is more likely to be interlinked with other priorities in EU15 countries (39% versus 14%). Newer Member States refer more frequently to difficulties regarding the development of priority 4.

The GENDERACTION project will take up the main results of the first analysis in capacity-building activities (WP4) and policy advice (WP5). WP3 will continue the analysis of priority 4 implementation by applying the criteria for good practice to NAPs and measures to identify good practice NAPs and measures. Furthermore, a set of indicators which complement the existing indicators on the status quo of gender equality used in ERA progress reports will be developed for monitoring NAP implementation.

## Abbreviations

AFDESRI:	Association pour les Femmes Dirigeantes de l'Enseignement Supérieur, de la Recherche et de l'Innovation
AFFCU:	Association Française des Femmes Diplômées de l'Université
ANEF:	Association nationale des études féministes
BMWWF:	Federal Ministry for Science, Research and Economy (Austria)
BOF	Bijzonder Onderzoeksfonds (Special Research Fund, Flanders)
DM:	Diversity Management
ECTS:	European Credit Transfer and Accumulation System
EFiGiES:	Association de Jeunes Chercheuses et Chercheurs en Études Féministes, Genre et Sexualités
ERA:	European Research Area
EU:	European Union
EU15:	Member states which joined the EU by 1995 at the latest (Austria, Belgium, Denmark, Finland, France, Greece, Germany, Ireland, Italy, Luxembourg, Netherlands, Portugal, Spain, Sweden, United Kingdom)
FWO	Fonds voor Wetenschappelijk (main Flemish RFO)
GCI:	Glass Ceiling Index
GAP:	Gender Action Plan
GEP:	Gender Equality Plan
H2020:	Horizon 2020, EU funding scheme
HEA:	Higher Education Authority (Ireland)
HEIs:	Higher Education Institutions
HG:	Helsinki Group (predecessor of SWG GRI)
HR:	Human Resources
HRS4R:	Human Resource Strategy for Researchers
HRM:	Human Resource Management
IGAR:	Integrating Gender Analysis into Research
IST Austria:	Institute of Science and Technology Austria
NAP:	National Action Plan
PI:	Principle investigator
RCUK:	Research Councils UK
RDI:	Research, Development and Innovation
RFO:	Research Funding Organisation
R&I:	Research and Innovation
RPO:	Research Performing Organisation
SNSF:	Swiss National Science Foundation
STEM:	Science, Technology, Engineering and Mathematics
STI:	Science, Technology and Innovation
SWG GRI:	Standing Working Group on Gender in Research and Innovation)
VLIR:	Flemish Interuniversity Council
VSNU:	Dutch Association of Universities
WLB:	Work Life Balance
WP:	Work package

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# 1 Introduction

European Research Area (ERA) priority 4 focuses on gender equality and gender mainstreaming in research and innovation. The objective is to foster scientific excellence and a breadth of research approaches by fully utilising gender diversity and equality and avoiding an indefensible waste of talent. Within their national action plans (NAPs) countries are asked to develop policies which address gender imbalances particularly at senior levels as well as in decision making and which strengthen the gender dimension in research. Member States and Associated Countries should initiate gender equality policies in research performing organisations (RPOs) and research funding organisations (RFO). They should also regularly monitor the effectiveness of such policies and adjust measures as necessary.

The aim of Work Package 3 (WP3) within the GENDERACTION project is to benchmark the implementation of priority 4 in national ERA roadmaps or national action plans (NAPs)<sup>1</sup>. The work package focuses on identifying best practices in national legal and policy environments which support progress towards achieving priority 4. The results of WP3 will inform and feed the work of WP4 Mutual Learning and Capacity-Building Activities and WP5 Policy Advice.

This Deliverable Report on national roadmaps and mechanisms in ERA priority 4 is based on two main sources: (1) the national ERA roadmaps or national action plans and (2) a survey of members of the Standing Working Group on Gender in Research and Innovation (SWG GRI). It therefore represents a baseline analysis for measuring progress in implementation of priority 4.

In spring 2017, an initial analysis of priority 4 within NAPs was conducted. The aim of this analysis was to obtain an overview of the status of gender equality within NAPs. This information also served as a starting point for the development of a questionnaire, which was subsequently used in the survey in autumn 2017. A total of 27 countries participated in this survey. This represents a return rate of 82%. For more details on the survey, see the annex (Chapter 6.1).

The report describes the main results of both the desk research as well as the survey. An upcoming analysis will complement this work in year 2, and a follow-up report will be presented in 2019, which will link the policy documents (NAPs) and the survey results in a more comprehensive and in-depth analysis.

This first report focuses on the development of NAPs from the point of view of members of the SWG GRI as well as on the implementation of NAPs in 2017. Relevant information on concrete policies and measures implemented was collected for this purpose. The report thus contains a description of several gender equality policies and measures implemented at national level. The results of the survey were fed into the first Mutual Learning Workshop in Vienna (7-8 February 2018). This workshop focused on the development of criteria for good practice at the NAP level as well as for concrete policies and measures.

The report is structured as follows: Chapter 2 summarises the main results from the initial analysis of priority 4 within NAP documents. Countries are assigned to five clusters depending on the focus of priority 4 within their respective NAPs. In Chapter 3, the results of

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<sup>1</sup> In order to facilitate readability, we will refer to these in the remainder of the text simply as National Action Plans (NAPs), which is used as a synonym for national ERA roadmaps.

the survey of members of the SWG GRI on the state of implementation of priority 4 are presented. Chapter 4 summarises the results of all analytical steps and formulates recommendations to the European Commission regarding the further development of NAPs as well as the next framework programme. Criteria for good practice NAPs and measures are likewise presented. Finally, the next steps of the analysis are outlined.



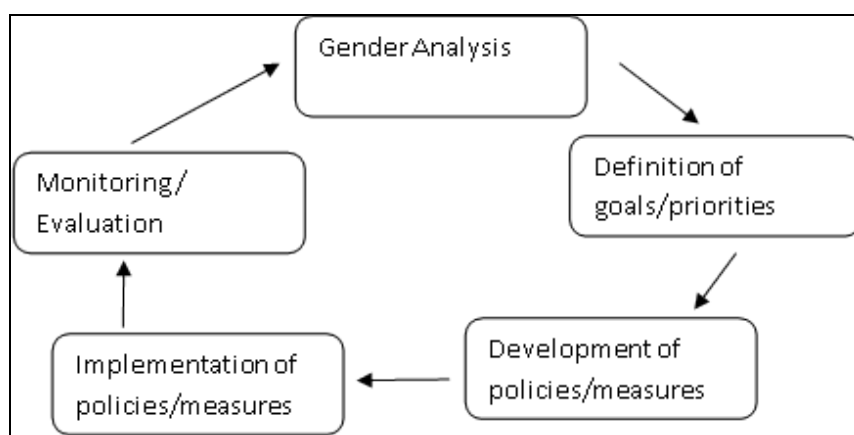
## 2 Initial analysis of National Action Plans

This chapter describes the analytical framework for the analysis of NAP documents (especially priority 4) and gives an overview of the initial results.<sup>2</sup>

### 2.1 Approach to the analysis of priority 4 within NAPs

The background for the analysis is a comprehensive policy cycle model. It is assumed that development of an effective gender equality policy is based on a gender analysis (baseline, status quo with regard to gender equality). The gender analysis allows the definition of the problem which should be addressed by policies/measures. The implementation of policies is monitored and adequate indicators for measuring progress are defined. An evaluation of policies/measures or an analysis of monitoring information leads to a re-assessment of the problem (new gender analysis) and an adaptation of policies.

**Figure 1 Policy cycle**



Source: May, Wildavsky 1978

An analytical framework for the initial analysis of priority 4 within NAPs was developed in line with the afore-mentioned policy cycle model. This framework focuses on the elements of a complete policy cycle. Concrete questions for the analysis were:

- Does the ERA roadmap include a description of the context and a baseline analysis for priority 4?
- Are goals and objectives for priority 4 deduced from the baseline analysis?
- Are concrete measures formulated for priority 4?
- Are adequate indicators defined for monitoring and measuring progress?
- Are all three dimensions of gender equality addressed in this process (representation of women, structural/cultural change, gender in research content)?

<sup>2</sup> The initial analysis was conducted in spring 2017 based on all NAPs available in English in January 2017. These results were presented at the ERA workshop in March 2017 in Malta by Marcela Linkova. The analysis was updated in January 2018. A total of 28 documents were considered. These are all available on the ERA portal Austria (<https://era.gv.at/object/document/2763>).

## 2.2 Results

It is important to consider that countries pursue different goals with the formulation of priority 4. Some countries aim at describing their current policy mix as well as its innovative aspects. Others focus on recent changes and current challenges. Others still describe the development strategy for their existing policy mix. Hence, the roadmaps vary in terms of their focus, degree of comprehensiveness and concreteness. They mirror the different starting positions of countries with regard to gender equality in research. Consequently, they represent the different positions of countries in a complete policy cycle.

We identified five different approaches to gender equality within the current ERA roadmaps,<sup>3</sup> which can be summarised as follows:

- A. Countries with a comprehensive gender equality strategy (Austria, Belgium, Germany, Switzerland)
- B. Countries which formulate a process to complement or further develop existing gender equality policies (Czech Republic, Denmark, Ireland, Montenegro, Norway, Slovenia, Spain)
- C. Countries which focus on current gender equality priorities (Cyprus, Finland, Greece, Italy, Latvia, Luxembourg, Netherlands, UK)
- D. Countries which formulate a principle memorandum of understanding for gender equality (Bosnia Herzegovina, Estonia, Malta, Portugal)
- E. Countries which do not consider the gender dimension in the context of the ERA roadmap (Bulgaria, Lithuania, Romania, Serbia)

This grouping should not be seen as a ranking of countries –groups A, B and C in particular have to be interpreted as different representations of the current state.

### 2.2.1 Group A – description of comprehensive strategy

The countries assigned to group A all show the following characteristics, although they differ from country to country in terms of comprehensiveness and degree of concreteness.

- Baseline analysis included as well as context
- Relevant existing policies mentioned
- Formulation of goals deduced from a baseline analysis
- All three dimensions are addressed
- Concrete measures proposed (including innovative measures and “good practices”)
- Most countries suggest additional indicators for monitoring.

In this group, the Belgian ERA roadmap must be viewed as a special case because it is comprised of four different roadmaps focusing on different fields.

Germany does not explicitly mention additional indicators.

Switzerland also represents a special case because its ERA roadmap mainly describes the existing policy mix (2016) and only contains a rough outlook for the coming years.

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<sup>3</sup> For the sake of completeness, it should be noted that Lithuania did not submit a comprehensive ERA roadmap but a document linking the National Programme for the Development of Studies, Research and Experimental (social and cultural) Development for 2013-2010 to ERA priorities.

### 2.2.2 Group B – focus on the process

The countries assigned to group B focus in their ERA roadmap on the process of further development of an existing policy mix with regard to gender equality in research. The actions formulated describe concrete steps on how to proceed (including timelines). In contrast to group A the roadmap does not contain a comprehensive description of the existing policy mix. The roadmaps include:

- Baseline analysis
- Relevant existing policies mentioned
- Goals focus on policy strategies/strategic documents which will be developed and then implemented
- Timeline for the policy development process included
- All three dimensions are addressed.

Czech Republic: A large-scale study will be commissioned to understand the barriers for women in science and research at cultural, institutional and individual level (starting point for the development of concrete measures).

Denmark: A comprehensive policy mix is described as well as concrete fields of action to start a further development of the existing policy mix. However, the description of the process is vague compared to other ERA roadmaps in group B.

Ireland: The review of gender equality in Irish HEIs initiated by the Higher Education Authority (HEA) serves as a starting point for the further development of policies. A current and future focus lies on the Athena SWAN<sup>4</sup> initiative.

Montenegro: The goal is to maintain the current positive framework conditions, follow good EU practices and develop monitoring for gender issues in R&D. Although the ERA roadmap does also mention current policies, the country is assigned to group B and not to group A because of its focus on development aspects.

Norway: The action plan does not contain concrete actions but fields of action for which concrete measures will be developed and implemented. Responsible stakeholders as well as a timeline for the process are identified for each field of action. Furthermore, a monitoring tool for gender in research content in funding instruments will be developed.

Slovenia: The existing policy mix is described. However, the inclusion of several developmental aspects means Slovenia is assigned to group B and not to group A. These include: Design action plans to improve career opportunities for all researchers and to enforce gender equality at public research institutions, establishment of an appropriate analytical system on a national level to follow gender equality in research, implementation of gender equality in public funding organisations, etc.

Spain: The focus of the NAP is twofold: (1) reviewing and adapting procedures and criteria in public calls and (2) developing guidelines for the integration of gender in research content as well as the promotion of best practices and training.

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<sup>4</sup> The Athena SWAN charter was established to encourage and recognise commitment to advancing the careers of women in higher education and research in STEM. Members who sign up to the charter are expected to apply for an Athena SWAN award, at Bronze, Silver or Gold level. Each award is valid for three years. The charter is established and managed by the British Equality Challenge Unit.

### 2.2.3 Group C – focus on current priorities

A common characteristic of the ERA roadmaps of countries assigned to group C is that they do not describe the existing policy mix in a comprehensive way but instead focus on specific aspects which serve as the core elements for the further development of the existing policy mix.

- Focus on additional/innovative aspects of gender equality
- Concrete measures to address these aspects
- Additional indicators formulated.

Cyprus: The focus lies on structural change and gender dimension in research content (funding of research).

Finland: The NAP focuses on newly addressed topics (horizontal segregation, pay differences).

Greece: The focus lies on increasing female participation in proposal review committees and strengthening the gender dimension in research content and teaching (doctoral programmes).

Italy: The NAP focuses on incentives for RPOs which provide employment and career advancement opportunities to the underrepresented gender, WLB policies (0.1% of institutional state funding assigned to public research organisations).

Latvia: The situation in Latvia is characterised by a lack of gender equality policies in R&I but a high female representation. The aim of the policies to be developed is to encourage research institutions to integrate the gender equality aspect in decision making, study programmes and research projects.

Luxembourg: The focus lies on the implementation of gender equality in performance contracts between the University of Luxembourg and the main funding organisation.

Netherlands: The main topics addressed by the NAP are women in professional and board positions, equal pay, gendered innovations.

UK: The NAP focuses on STEM and the setup of a diversity steering group to develop a Research Councils UK (RCUK) Action plan on Equality, Diversity and Inclusion (this would also allow the UK to be assigned to group B).

### 2.2.4 Group D – memorandum for gender equality

Countries assigned to group D do not have an R&I gender equality strategy at present. In the ERA roadmap, they formulate a general commitment to develop a strategy which will address all three dimensions of gender equality. Common aspects are:

- Goal formulation remains vague
- Roadmap does not contain concrete measures but defines fields of action
- Lack of official data.

Bosnia Herzegovina: The NAP formulates a commitment to develop a gender equality policy addressing research institutions.

Estonia: The NAP states that no data on women in grade A in higher education is available.

Malta: The NAP mentions several existing measures to promote gender equality. However, these are not linked to a comprehensive policy mix, and no concrete processes for the further development of this policy mix are described. The proposed measures remain vague.

Portugal: The NAP contains a baseline analysis. The measures to be developed remain vague.

### 2.2.5 Group E – strategies without gender equality measures

Four countries submitted an ERA Roadmap or a policy document on a national R&I strategy which does not consider specific measures to advance gender equality.

Bulgaria: The Bulgarian strategy “Better Science for a Better Bulgaria” mentions gender in the context of human resources (pillar 4). It states that “the Ministry of Education and Science is committed to work with the public research institutions (...) on improving the gender balance in research, especially in terms of senior researchers.” No specific measures or fields of action are mentioned.

Lithuania: The draft NAP simply states that “research and higher education institutions should be encouraged to utilise their innovative potential by protecting and managing their intellectual property rights, and to promote structural change to ensure equal opportunities for women and men.” No specific measures or fields of action are mentioned.

Romania: The ERA roadmap contains an analysis of female participation in science and research and concludes that Romania is already in a top position and that there is a need to monitor the development but no need for specific action. It is noted that the share of women in decision making positions is low but no need for action is formulated. Gender in research content or teaching is not mentioned.

Serbia: Gender is not explicitly addressed in the strategy on “scientific and technological development”. In Chapter 4 “Ensuring excellence and availability of human resources for science and economy and social activities” gender is mentioned in the following paragraph: “Gender and minority equality will be improved at all levels of decision-making and gender budgeting will be implemented in accordance with the Gender Budgeting Guidelines at the national level in the Republic of Serbia.” The gender dimension in research content or teaching is not mentioned.

### Next steps

The results described represent a starting point for a further and in-depth analysis of ERA roadmaps, their development and implementation. The assignment of countries to the five groups represents a working hypothesis. The analysis must be complemented and confirmed by additional information to be collected by a survey of national representatives in the SWG GRI (see Chapter 3).

The focus of the complementary data collection lies on the following questions:

- How is priority 4 embedded in an existing policy mix? Do priority 4 objectives and activities contribute to a further development of existing policies? If so, how?
- Which relevant stakeholder groups are involved in the development and implementation of priority 4?
- Which topics/problems are addressed by priority 4?

- Which target groups are addressed by priority 4 policies/measures?
- How is gender defined in the context of priority 4?
- Which innovative policies (good practices) are planned and implemented in the context of priority 4?

### 3 Survey on implementation of priority 4 within NAPs

#### 3.1 Respondents

As already mentioned, 28 questionnaires from 27 countries were returned in our survey, which corresponds to a country response rate of 82%. The following countries are represented in the survey: Austria, Belgium<sup>5</sup>, Bosnia and Herzegovina, Cyprus, Czech Republic, Denmark, Finland, France, Germany, Greece, Iceland, Israel, Italy, Lithuania, Luxemburg, Malta, the Netherlands, Norway, Poland, Portugal, Romania, Slovenia, Slovakia, Spain, Sweden, Switzerland and the United Kingdom. 22 of the participating countries had already submitted a NAP at the time of the survey, while the remaining five planned to do so.<sup>6</sup>

The following countries did not participate in the survey: Bulgaria, Croatia, Estonia, Hungary, Ireland and Latvia. Of these, Estonia, Ireland and Latvia have submitted a national ERA roadmap or a NAP. Bulgaria issued a policy document “Better Science for a Better Bulgaria 2025”, which does not address all topics addressed by NAPs.

All but one of the EU15 countries have submitted a NAP, and the NAP submission is underway in the remaining EU15 country. 75% of those countries which joined the EU from 2004 onwards and 80% of associated countries have submitted a NAP. All but two countries which have submitted a NAP made it publicly available (published online). The five countries participating in the survey which have not yet submitted a NAP yet plan to do so in 2018. One country has already started the submission process, while the NAP is under preparation in the other four countries.

In countries with a NAP submitted or under submission, this NAP takes the legal form of a resolution by a government minister (44%) or a resolution by the cabinet of ministers or the government (39%). In four cases (17%), the NAP has another legal status, e.g. policy paper based on a national bill on education, research and innovation (Switzerland), resolution by the National Committee for EU Affairs (Finland) or document approved by a national Committee for the European Union at working level (Czech Republic). In one case, the NAP is part of the overall national science strategy (Bosnia and Herzegovina). In two countries with a NAP under submission, the legal status will be a resolution by a government minister, while in one country it will be a resolution by the cabinet of ministers. In one case, the legal status of the NAP to be submitted in 2018 has not yet been decided.

In most countries, a broad range of stakeholders was involved overall in the development of the NAP as well as in priority 4. The NAP was developed solely by state government experts only in France (several departments at the Ministry of National Education, Higher Education and Research) and Lithuania (departments at the Ministry of Education and Science). In most countries, researchers, research institutions, women’s associations, gender experts (e.g. the Dutch Network of Women Professors, delegates to the Helsinki Group), other R&I expert organisations (e.g. the Italian Agency for the Evaluation of Research, the Czech Rectors’ Conference) or research funding organisations supported national authorities in developing the NAP. In Greece, an open public consultation also took place.

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<sup>5</sup> Two questionnaires were returned for Belgium (Flanders, Wallonia-Brussels Federation).

<sup>6</sup> Spain has in the meantime submitted a NAP.

### 3.2 Priority 4 within NAP

All submitted NAPs contain a section on gender equality. All but one of the NAPs which will be submitted in 2018 will likewise include a section on gender equality.

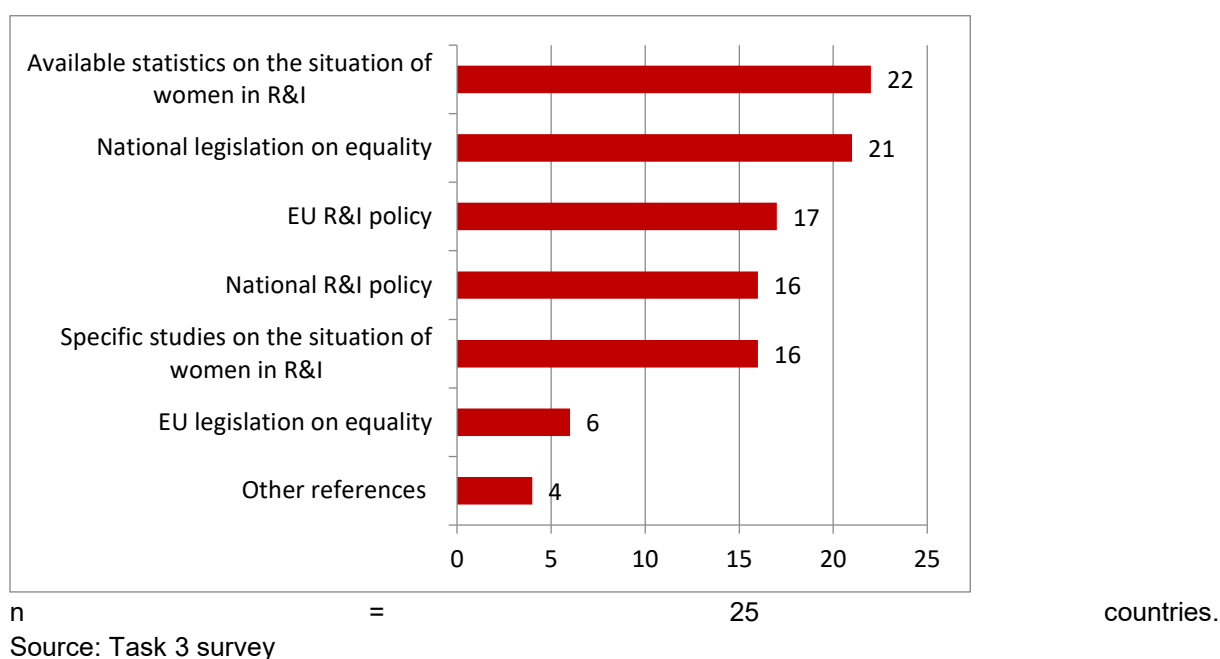
In 38% of cases, the NAP is the first document which formulates a policy on gender equality in R&I. In one case, a gender equality strategy was formulated in 2015 (the year before the submission of the NAP). In 58% of cases, a gender equality strategy was available before 2015. In one third of cases, a gender equality strategy had already been formulated prior to 2012. For 57% of new EU Member States (which joined from 2004 onwards), the NAP was the first time that a gender equality strategy had been formulated (versus 25% of EU15 countries).<sup>7</sup>

One in two countries which submitted a NAP also has a general mission or policy statement regarding gender equality in R&I.

Respondents were asked which reference sources were used for the development of priority 4. All countries used at least one of the indicated reference sources. Almost all NAPs with a section on gender equality (priority 4) refer to available statistics on the situation of women in R&I as well as to national legislation on equality. About two thirds of NAPs with a section on gender equality refer to specific studies on the situation of women as well as on EU or national R&I policies. EU legislation on equality is used less frequently as a source of reference.

Other references mentioned include examples of good practice in R&I on a national level, national initiatives on gender equality, GENDERNET ERA-Net results and UNESCO data 2015.

**Figure 2 Resources used for development of priority 4**



<sup>7</sup> The report indicates significant differences between EU15 countries and newer EU Member States. A comparison of the EU15 countries and newer EU Member States was conducted for all questions in the survey.

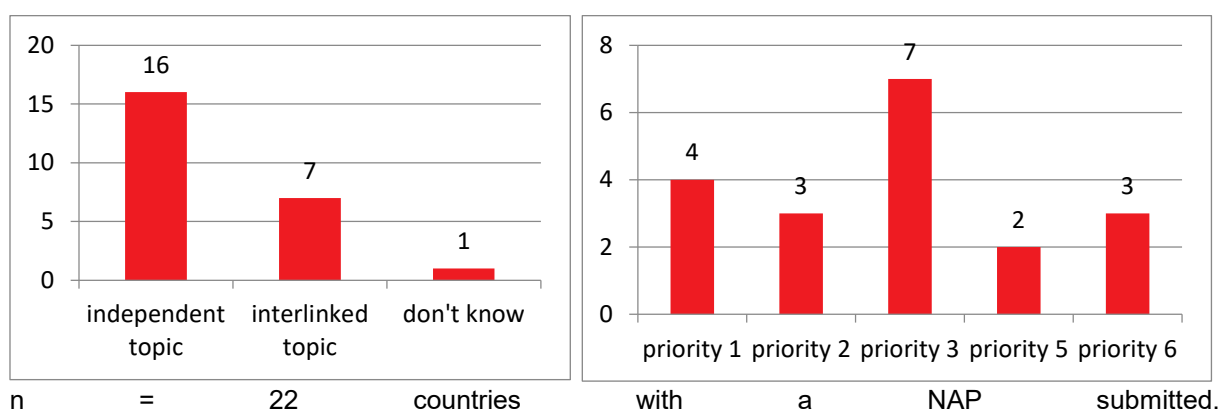


In 57% of countries with a submitted NAP, the implementation of NAP priority 4 is considered in national or regional (Belgium) budget planning. One in three countries does not consider the implementation of NAP priority 4 in budget planning.

### 3.3 Interlinkages of priority 4 with other priorities

In most countries (67%), priority 4 is a stand-alone topic within the NAP with no interlinkages to any of the other priorities. Only in seven cases is priority 4 interlinked with at least one other priority. NAPs from EU15 countries interlink priority 4 more frequently than countries which joined the EU from 2004 onwards (39% versus 14%). This means that for 86% of the newer EU Member States priority 4 is a stand-alone topic.

**Figure 3 Interlinkages of Priority 4 within NAP**



Source: Task 3 survey

When priority 4 is interlinked with other priorities, these interlinkages refer mainly to priority 3 “open labour market for researchers” (7 cases). Four NAPs interlink priority 4 with priority 1 “effective national research systems”, three do so with priority 2 “jointly addressing grand challenges and making optimal use of research infrastructure” and priority 6 “international cooperation”, while two interlink with priority 5 “optimal circulation and transfer of knowledge”.

In four cases, priority 4 is **interlinked with priority 1** (effective national research systems) – all with regard to a reform or further development of funding systems. In one case, this interlinkage refers to the goals of increasing female participation and integrating the gender dimension in research content which are considered in specific funding programmes. In another, the common goal is to establish gender un-biased, open, transparent and merit-based funding procedures. Another country describes the interlinkage in a similar vein by referring to the reform of the evaluation and public funding of R&I. The fourth such country formulates the common goal of better distribution of resources and increasing the effectiveness of the research system.

In one case, formalised structures for exchange between priority 1 and priority 4 are established; in three cases such exchange is organised ad hoc.

Three NAPs contain **interlinkages** between priority 4 and priority 2 (jointly addressing grand challenges & making optimal use of research infrastructure). These interlinkages focus on the goal of building up national resources for cross-border or international cooperation which requires an increasing participation of women as well as specific training for researchers.

Formalised structures for exchange are only implemented in one case; in two cases exchange is organised ad hoc as formalised structures are under development.

Seven NAPs contain **interlinkages with priority 3** (open labour markets for researchers). The focus here lies on the professionalization of human resources development and support for RPOs and RFOs in developing such strategies. In one country, this also includes the development of attractive working conditions in R&I (for men and women). In another, it takes in the implementation of the Charter for Researchers and the Code of Conduct for Recruitment of Researchers.<sup>8</sup> In a third case, priority 3 focuses on measures to reach a share of 50% women at universities. Two countries have established formalised structures regarding the interlinkage with priority 3.

Two NAPs **interlink with priority 5** (optimal circulation and transfer of knowledge), which focuses on the promotion of entrepreneurship and knowledge transfer at the RPO, RFO, company and interface organisation levels as well as on increasing female participation in R&I. No specific structures for exchange have yet been established in this context.

Three NAPs have an **interlinkage with priority 6** (international cooperation). The focus here lies on measures to promote participation of national researchers in European programmes and international or transatlantic networks. In all cases, the actual form of this exchange is not yet specified.

### 3.4 Objectives & measures

All but one NAP with a section on gender equality (priority 4) formulate at least one of the three main ERA gender equality objectives, namely (1) increasing the share of women in academia in all fields and hierarchical positions, (2) the abolishment of barriers for the advancement of female careers, and (3) the integration of the gender dimension in research content as well as teaching. 21 NAPs contain objectives regarding an increase of women in R&I as well as the structural or institutional change required to do away with barriers for the underrepresentation of women in R&I. In 17 NAPs, the objective to integrate gender dimension in research content is addressed, while 12 NAPs formulate an objective regarding the gender dimension in teaching.

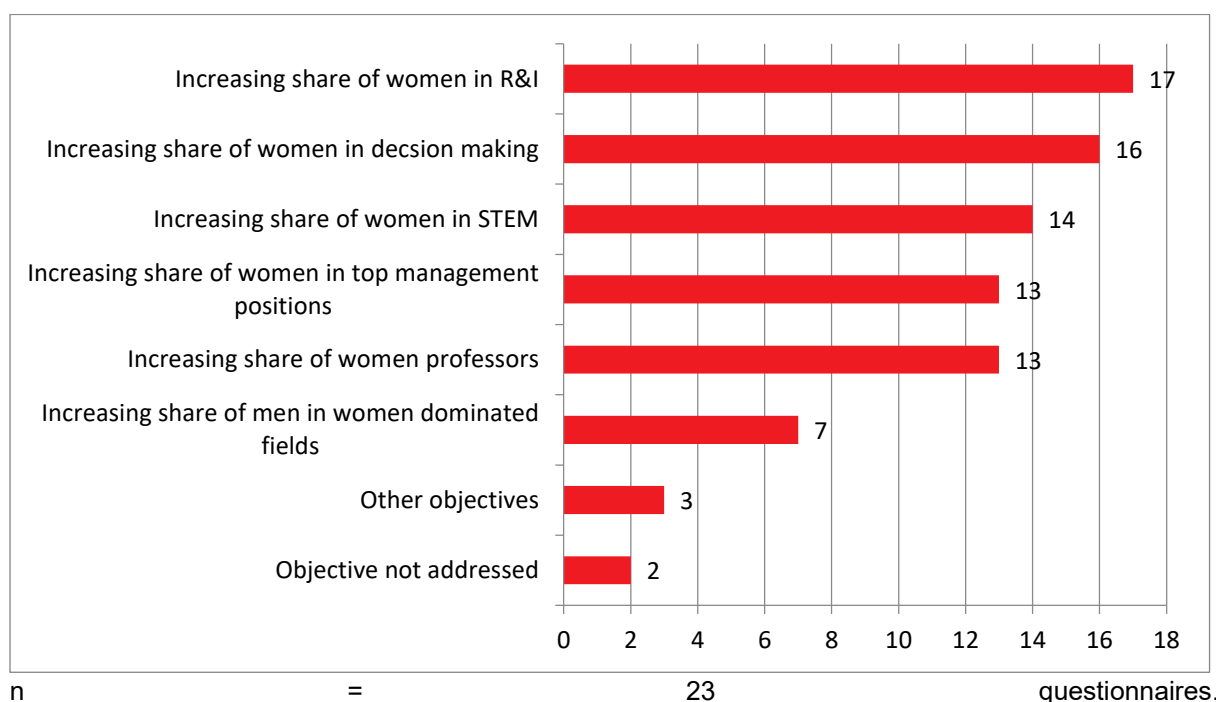
#### 3.4.1 Objectives addressed by priority 4

With regard to ERA gender equality objective 1, most NAPs focus on increasing the share of women in R&I as well as on increasing the share of women in decision making (boards, university bodies, evaluation panels). The most frequently mentioned objectives are: increasing the share of women in STEM (14 NAPs), increasing the share of women in top management positions (13 NAPs) and the share of female professors (13 NAPs). Only one in three of the NAPs that address objective 1 formulates a goal to increase the share of men in female-dominated fields. Other objectives mentioned include increasing the share of women among principle investigators (PIs) or applying for H2020 grants.

It is striking that none of new EU Member States formulate the goal to increase the share of female professors.

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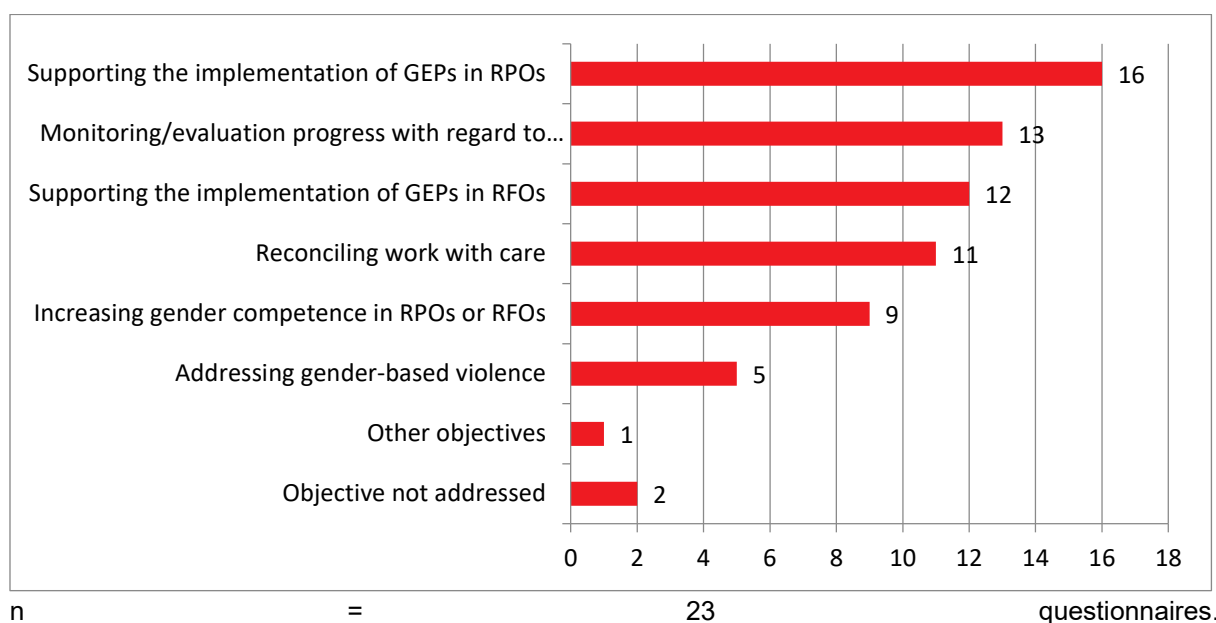
<sup>8</sup> <https://euraxess.ec.europa.eu/jobs/charter>

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

Source: Task 3 survey

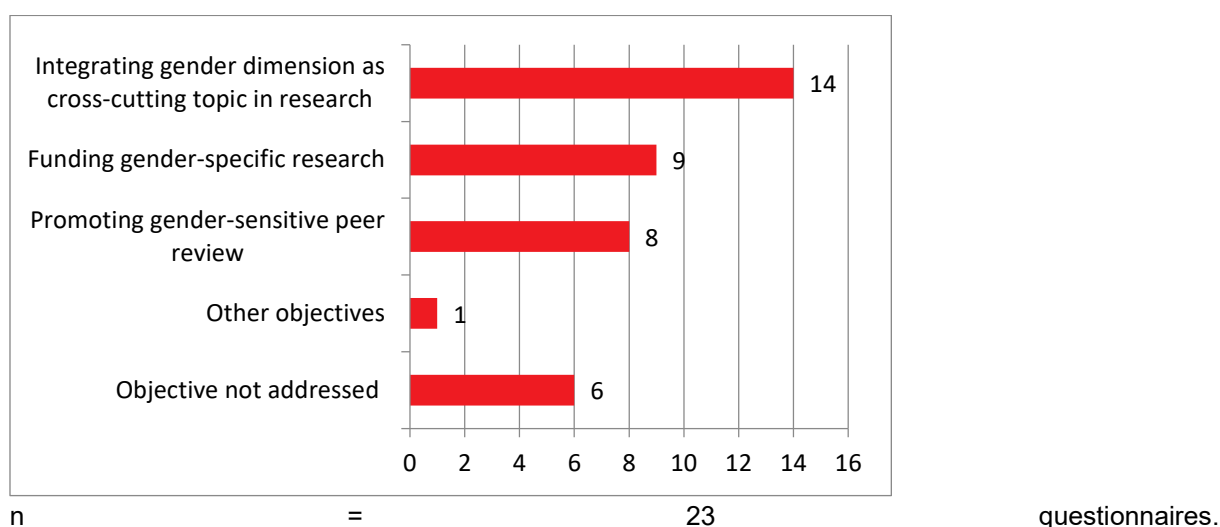
Regarding objective 2 – structural and institutional change in RPOs and RFOs – the most frequently mentioned objective is supporting the implementation of gender equality plans (GEPs) in RPOs (16 NAPs). Supporting the implementation of GEPs in RFOs is mentioned less frequently in comparison (12 NAPs). Eleven NAPs formulate goals to reconcile work with care commitments, while nine aim at increasing gender competence in RPOs and RFOs. Only one in five NAPs addresses gender-based violence.

The structural change objective is present mainly in the NAPs of the EU15 countries. Only the goal of supporting RPOs in the implementation of GEPs is mentioned by both country groups. One NAP formulates the following objective: “soft regulations referring to abiding the institutions by the Charter & Code for Researchers implementing bottom-up initiatives in the area of Human Resources Management including transparent recruitment practices”.

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

Source: Task 3 survey

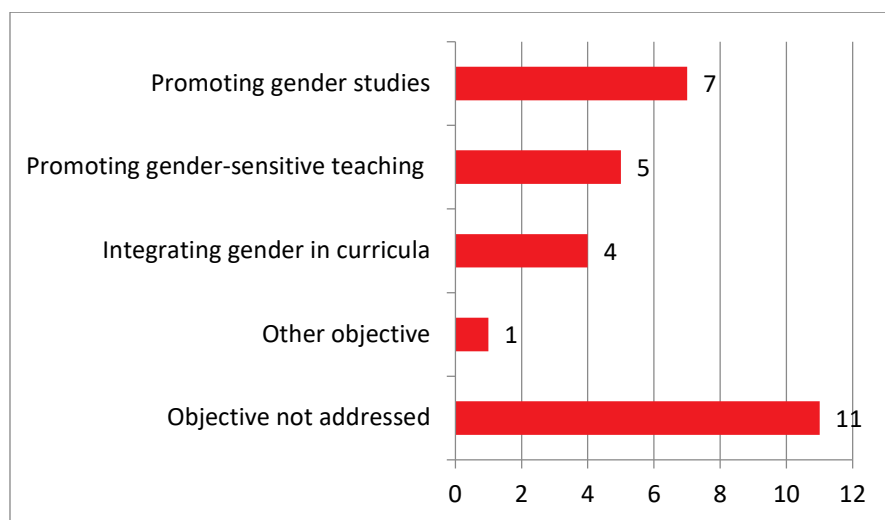
74% of NAPs with a section on gender equality aim at integrating the gender dimension as a cross-cutting topic in research content. The promotion of gender-specific research and gender-sensitive peer review are mentioned less frequently in comparison. One NAP formulates another objective, namely “learning from experience and good practices in other countries.” Six NAPs do not address this objective at all.

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

Source: Task 3 survey

In about 50% of NAPs with a section on gender equality, the objective to integrate the gender dimension in teaching is not addressed. Seven NAPs aim at promoting gender studies, five formulate an objective to promote gender-sensitive teaching and four to integrate gender in curricula. One NAP formulates the goal of balancing the share of women and men in higher education teaching.

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



n = 23 questionnaires.

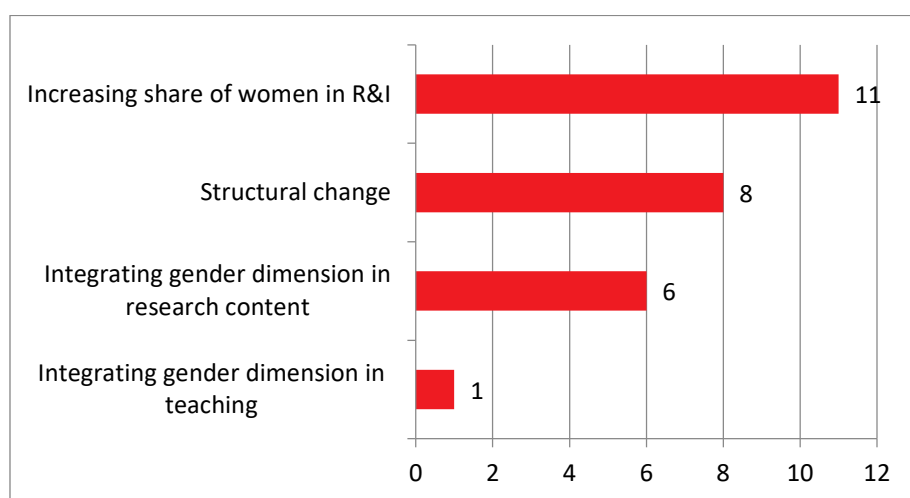
Source: Task 3 survey

### 3.4.2 Concrete targets

14 NAPs contain concrete targets regarding priority 4. In most cases, these concrete targets address objective 1 (increasing female participation in R&I). Eight NAPs formulate concrete targets regarding objective 2 (structural change) and six NAPs contain concrete targets regarding objective 3 (integration of the gender dimension in research content and/or teaching), whereby the latter, i.e. the integration in teaching, is only addressed in one of these NAPs.

EU15 countries are more likely to formulate concrete targets in their NAPs than the newer EU Member States (53% versus 25%). Three out of five associated countries mention concrete targets in their NAPs.

**Figure 8 Concrete targets in NAPs**



n = 23 questionnaires.

Source: Task 3 survey

In most cases, these concrete targets refer to objective 1, e.g.:

- “50% quota of women in universities – increasing share of women in professorships and tenure track positions”
- “25% women professors at universities, 40% women among assistant professors”
- “30% women”
- “30% of female full professors”

Concrete targets regarding objective 2 – structural change – are formulated as:

- “gender action plans for all universities aiming at institutional implementation of gender equality”
- “increasing the share of women in decision-making positions” (rectors, deans, director of institutes; concrete percentage targets are formulated for each)
- “30% women in scientific executive committees”
- “40% women in decision-making positions in public higher education and research sector”
- “reform of a concrete policy to reconcile work and care”
- “gender balance in evaluation and selection committees”
- “reduce gender bias in public calls for RDI”

Only one NAP contains a concrete target regarding the gender dimension in research content:

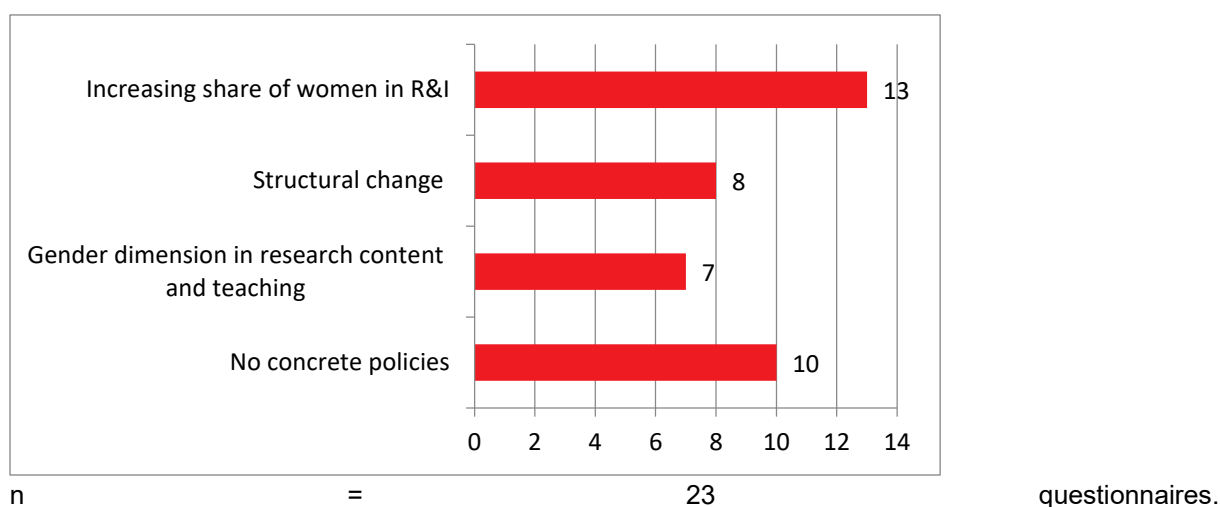
- “implementation of the H2020 gender dimension criteria in at least one national funding scheme”

### 3.4.3 Concrete policies and good practices

Of the countries which submitted a NAP, around 60% of EU15 countries and 33% of countries which joined the EU from 2004 onwards formulated concrete policies in their NAPs.

When concrete policies are implemented, they focus mainly on objective 1 – increasing the share of women in R&I. Eight NAPs contain concrete policies to initiate structural change and seven mention policies to integrate the gender dimension in research content and teaching.

**Figure 9 NAPs mentioning concrete policies address the following objectives**



Source: Task 3 survey

Respondents were asked to fill in an extra fact sheet for each ongoing or planned policy. Two countries mentioned in the survey that concrete policies are in place but did not provide the actual fact sheets (Italy, Portugal). In the Portuguese case, this is due to the fact that the NAP has not yet been approved and only contains general guidelines and objectives. Concrete measures will be implemented after approval. According to the respondent, planned initiatives include dedicated awards, monitoring of the distribution of funding, promotion of gender-balanced decision-making bodies.

In total, 65 policies and measures from 12 countries are described (see Annex, Chapter 6.2). Each of the countries provided between one and 17 fact sheets.<sup>9</sup>

The policies and measures described can either be assigned to the three main ERA gender equality objectives or refer to the policy development and/or monitoring process.<sup>10</sup>

In total, 26 of the measures described focus on gender equality objective 1 (increasing female participation in science and research). The majority of measures in this group describe support for individual women, which can be provided either directly (women are recipients of funding or services) or indirectly (institutions are recipients of funding). Several mentoring initiatives are also described as are measures that address girls or awards aim at raising the visibility of successful women. Two cases focus on support for institutions which pursue the goal of increasing female participation in science and research through different actions or services.

17 of the measures described address gender equality objective 2 (structural change). Measures and policies in this group include performance contracts between regional/national authorities and RPOs as well as policies supporting the implementation of gender equality plans or gender action plans in RPOs. Three measures are aimed at abolishing the gender bias in specific aspects of funding.

Only a few of the measures described in the fact sheets address gender equality objective 3 (integration of the gender dimension in research content and teaching). These measures are based on different approaches such as the establishment of guidelines or networking possibilities, specific funding for projects or support for institutions. Only one example addresses the gender dimension in teaching (inter-university Master's degree in Gender Studies, Belgium).

Nine measures from five countries (Austria, Belgium, Germany, Spain and Israel) focus on indicators and statistics describing the situation of women in science and research. This empirical evidence is used as a starting point for policy development and as a tool for monitoring developments.

Six fact sheets describe innovative approaches to the development of gender equality policies. These initiatives are initiated by regional or national authorities and address a broad range of stakeholders in order to increase to commitment for the respective policy and to build up competences.

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<sup>9</sup> One fact sheet from Norway is not considered for further analysis because of inconsistencies and lack of traceability. Before any fact sheets were excluded, the respondents were contacted several times and asked to supply additional information.

<sup>10</sup> The description of policies is provided in the Annex (see table number in brackets).

## **Objective 1 – increasing female participation**

### Individual approaches

- FEMtech – women in research and technology, Austria (Table 11)
- Increase in the quota of women on evaluation committees, Austria (Table 12)
- Fraunhofer Talenta Career Programme for Female Scientists, Germany (Table 34)
- Fraunhofer Wissenschaftscampus (Fraunhofer Science Campus), Germany (Table 35)
- Recruiting Initiative, Germany (Table 37)
- Christiane Nüsslein-Volhard Foundation (CNV Foundation), Germany (Table 38)
- Minerva Fast-Track Programme, Germany (Table 40)
- Programme for Women Professors of the German Federal Government and the Länder, Germany (Table 44)
- Implementing Talent Policies / Gender Policies, the Netherlands (Table 49)
- Gender Equality Grant, Switzerland (Table 54)
- PRIMA, Switzerland (Table 55)
- Alon Scholarship, Israel (Table 62)
- Scholarships for Women in Science and Technology in Honour of Shulamit Aloni, Israel (Table 63)
- Scholarship for Women in Engineering Master's Programmes, Israel (Table 64)
- Academia-Industry Scholarship for the Advancement of Women in Science and Technology, Israel (Table 65)

### Mentoring

- “Taking the lead” (“In Führung gehen”) Mentoring Programme, Germany (Table 36)
- Elisabeth-Schiemann-Kolleg, Germany (Table 39)
- Minerva-FemmeNet Mentoring Programme, Germany (Table 41)
- Sign Up! Career Building, Germany (Table 42)

### Measures addressing girls

- Girls Day, Boys Day, Wallonia-Brussels Federation, Belgium (Table 19)
- National Pact for Women in STEM Careers (Table 43)
- Future [female] Scientists, Israel (Table 61)

### Making role models visible

- Gabriele Possanner Awards, Austria (Table 7)
- Milada Paulova Award, Czech Republic (Table 28)

### Support for institutions aiming at increasing female participation in science and research

- Financial support to several organisations, France (Table 31)
- The Council for the Advancement of Women in Science and Technology, Israel (Table 58)



## **Objective 2 – structural change**

### Performance contracts

- Gender Equality – Performance Agreement 2016-2018, 2019-2021, Austria (Table 6)
- Gender Equality – Performance Agreement of the Austrian Academy of Science (OeAW), Austria (Table 8)
- Gender Equality within the Performance Agreement, Institute of Science and Technology Austria, Austria (Table 9)
- Apply gender mainstreaming in public research programmes, Luxembourg (Table 47)

### Gender Action Plans

- Continuous implementation of the GEP developed by EIGE, Flanders – Belgium (Table 22)
- Qualitative self-assessment within RPOs and RFOs, Flanders – Belgium (Table 24)
- Gender Equality Committee with Rectors Council Decision, Cyprus (Table 26)
- Development of Research and Development Capacities, Czech Republic (Table 27)
- Integration of gender dimension in performance contract of the University of Luxembourg, Luxembourg (Table 48)
- Programme P-4 Equal Opportunities at Universities/Gender Studies, Switzerland (Table 56)
- Council for Higher Education (CHE) Budget for University Gender Advisors, Israel (Table 59)

### Reforms in funding organisation

- Increase in the quota of female project leaders, Austria (Table 17)
- Improving grant management practices, Spain (Table 51)
- 120% support grant, Switzerland (Table 53)

### Other measures aiming at structural change

- Diversitas – BMWFM Diversity Management Award for Higher Education and Research Institutions, Austria (Table 4)
- w-fORTE and Laura Bassi Centres of Expertise, Austria (Table 13)
- Gender Mainstreaming Decree, Wallonia-Brussels Federation – Belgium (Table 21)

## **Objective 3 – integration of gender dimension in research content and teaching**

- Establishment of a Network Platform, Austria (Table 10)
- FEMtech Research Projects, Austria (Table 14)
- Inter-university Master's in Gender studies, Wallonia-Brussels Federation, Belgium (Table 20)
- UNESCO Chair in Gender Equality and Women's Empowerment, Cyprus (Table 25)
- Support for institutions which integrate the gender dimension in research content and teaching, France (Table 32)
- Funding for Networking and Transfer (Network Activities), Germany (Table 45)
- Information note on how to evaluate the integration of sex/gender analysis into research, Spain (Table 50)

### **Monitoring/evidence-based policy-making**

- Development of Gender Equality Monitoring in Higher Education and Research, Austria (Table 2)
- Gender Equality Goal within Output-Oriented Budgeting, Austria (Table 5)
- Equality Survey, Austria (Table 18)
- Equal Opportunities Report, Flanders, Belgium (Table 23)
- Research-Oriented Standards on Gender Equality with Toolbox, Germany (Table 33)
- Improving the monitoring and evaluation of priority 4 at national level, Spain (Table 52)
- Government Investigations into the Status of Women in Academia (Carmi Report and Amon Report), Israel (Table 57)
- Gender Research Centre, Israel (Table 60)
- Research Grants for Studies on the Development of Policies for the Advancement of Women, Israel (Table 66)

### **Process to develop gender equality policies**

- Working Group on Gender Competency in Higher Education Institutions, Austria (Table 3)
- Strengthening of gender equality and diversity policies at the 21 Universities of Applied Sciences (Fachhochschulen), Austria (Table 15)
- Studies on cultural change in science and research in favour of gender equality, Austria (Table 16)
- Background study – “Analysis of barriers and strategy to promote equal opportunities in R&D”, Czech Republic (Table 29)
- Action Plan for Human Resources Development and Gender Equality in R&D, Czech Republic (Table 30)
- Promote structural changes to ensure equal opportunities for women and men, Lithuania (Table 46)

Respondents were asked to assess whether the policy described in the fact sheet (1) contains innovative aspects and (2) serves as a good practice example for other countries. According to the respondents, 17 of the policies contain innovative elements. Furthermore, 46 policies were nominated as good practice examples for other countries. However, the respondents' assessment of whether a measure or policy is innovative or constitutes a good practice is based on different criteria. In some cases, recently introduced policies are defined as innovative because it is the first time that the topic is addressed by a policy or measure. In other cases, newly introduced measures with an innovative approach are not defined as good practice because no evaluation of the results is yet available. Hence, the survey results illustrate a need for a discussion of criteria for good practices. This topic was taken up in the first Mutual Learning Workshop.

### **3.5 Monitoring of priority 4**

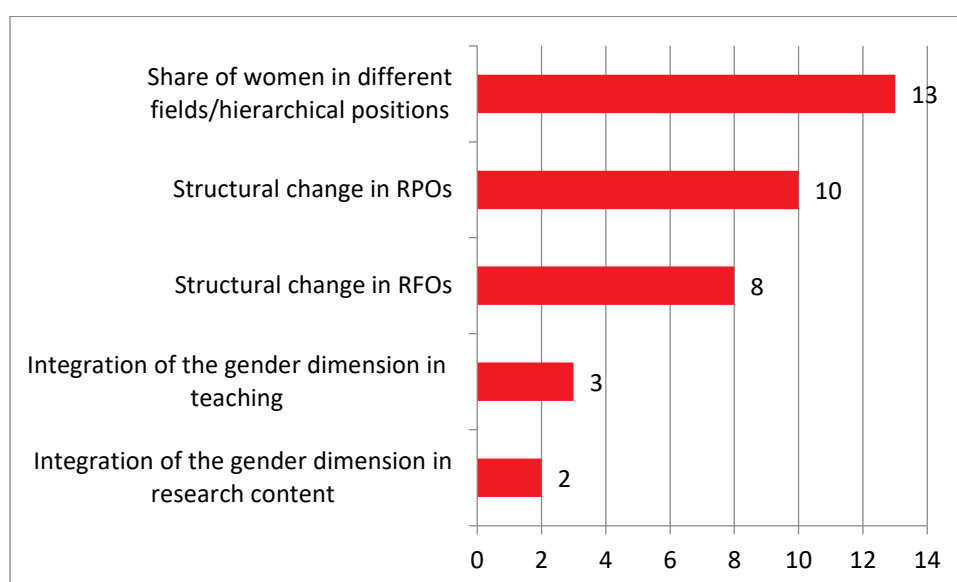
Seven countries which implemented a NAP have a national committee that coordinates the monitoring of NAP implementation. 14 countries do not have such a committee, while three respondents did not know if such a committee exists. Noteworthy here is that none of the newer EU Member States has such a coordinating committee.

Of the 26 countries which submitted a NAP with priority 4 or plan to do so, 13 (52%) have a national monitoring system for gender quality in R&I which considers other indicators than the main indicator for ERA monitoring of priority 4 (women in grade A positions in the higher education sector). Four countries plan to develop a monitoring system, while nine have no such monitoring in place.

Countries which have already implemented concrete policies are slightly more likely to have a national monitoring system or plan to implement one than countries with no concrete policies (71% versus 62%). EU15 countries are more likely to have monitoring systems with additional indicators than countries which joined the EU from 2004 onwards: 64% of EU15 countries already have a monitoring system and 14% plan to implement one, while only one in three of the newer EU Member States has or plans to implement monitoring.

All 13 countries which have monitoring in place integrate indicators that focus on the share of women in different fields or hierarchical positions. In ten countries, the monitoring addresses structural change in RPOs, while in eight the indicators focus on structural change in RFOs. Only two countries have indicators in place which focus on the gender dimension in teaching and research content.

**Figure 10 Dimensions covered by national monitoring on gender equality in R&I**



n = 14 questionnaires. Belgium is represented twice because the situation in Flanders and in the French-speaking community differs.

Source: Task 3 survey.

Only in one case does the monitoring cover all five dimensions included in the survey. 60% of EU15 countries have a national monitoring system with additional indicators. Seven of the nine EU15 countries with monitoring address at least two dimensions. Only one country that joined the EU from 2004 onwards has monitoring in place (addressing one dimension only).

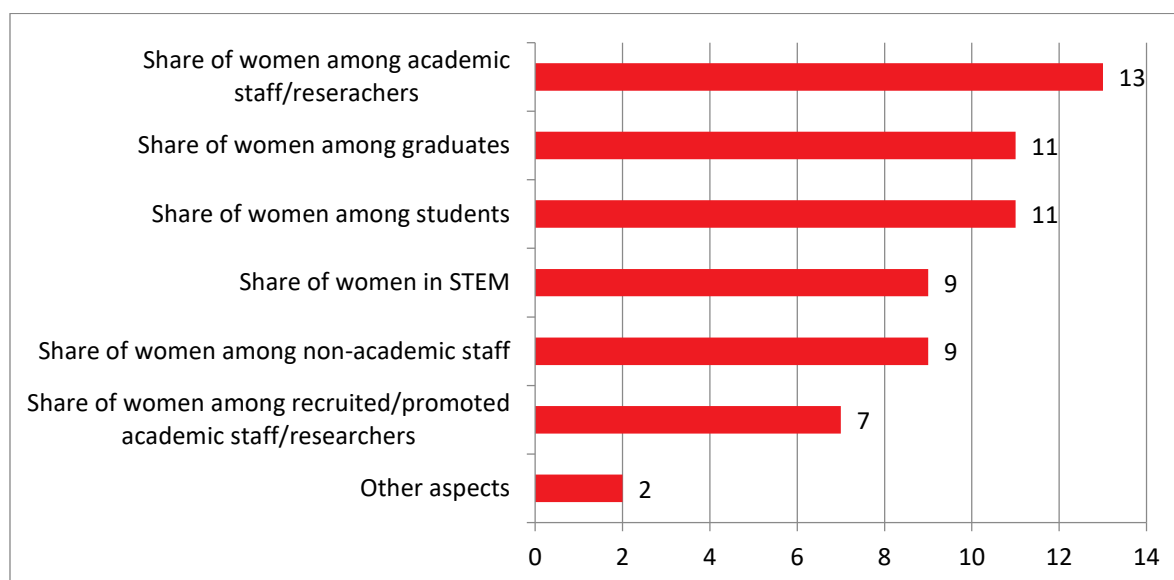
### 3.5.1 Indicators for the objective “increasing female participation”

In all cases, the monitoring contains indicators that focus on the share of women among academic staff and researchers. In almost all cases, the share of women among students and graduates is also covered. In nine cases, the share of women in STEM and the share of women among academic staff are reported. The share of women among recruited or promoted staff is addressed by specific indicators in only about half of the cases.

Other aspects mentioned by respondents refer to differentiations in indicators (e.g. by age, nationality).

Only half of the monitoring systems in place distinguish between sectors (higher education sector, business sector and other state funded research).

**Figure 11 Indicators focusing on the share of women in different fields or hierarchical positions**



n = 14 questionnaires. Belgium is represented twice because the situation in Flanders and in the French-speaking community differs.

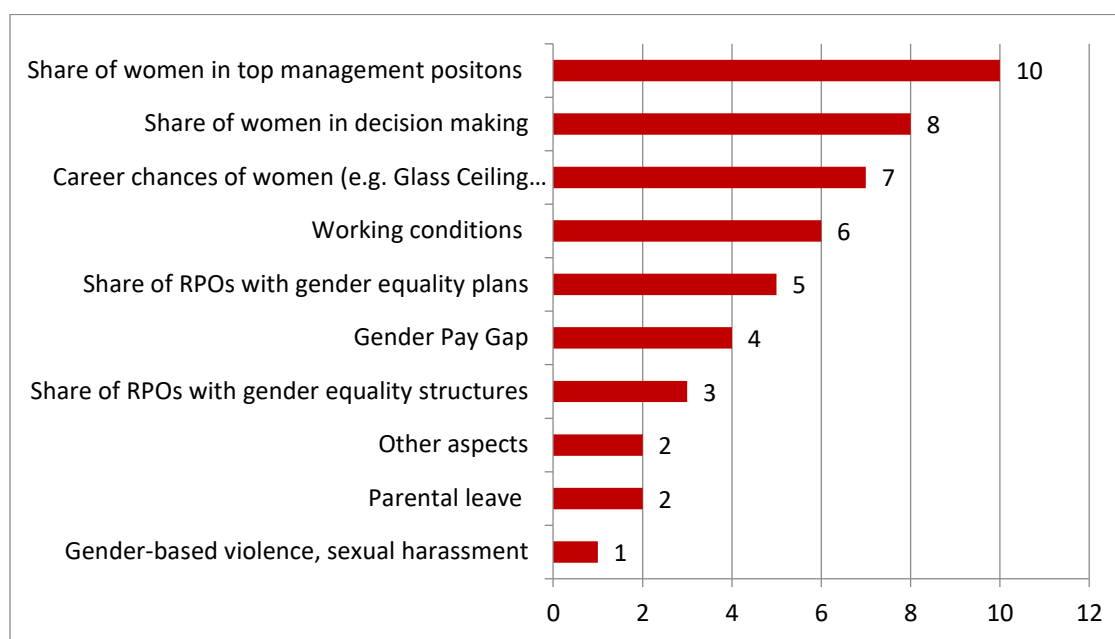
Source: Task 3 survey.

### 3.5.2 Indicators for the objective “structural change”

In the structural change context, the indicators focus in most cases on female participation in decision making – such as the share of women in top management positions (e.g. heads of RPOs), the share of women in decision making (e.g. board members, recruitment panels, heads of committees) and career opportunities of women (Glass Ceiling Index which represents the ratio of women in leading positions to female staff in general). The work situation of women and men (e.g. full-time/part-time, form of contract) is a topic in six of ten monitoring systems. In comparison to such indicators focussing on aggregate information regarding the situation of women, indicators addressing the organisational level are mentioned less frequently. The latter comprise the share of RPOs with gender equality plans and the share of RPOs with structures for gender equality (e.g. gender mainstreaming office, gender equality office, diversity management unit). Information on the gender pay gap is available in four monitoring systems. Only one monitoring system contains indicators on gender-based violence or sexual harassment.

The following topics are mentioned as “other aspects”: share of gender-balanced governing bodies, share of women with a sabbatical leave, time credit or parental leave, doctor honoris causa.

Seven out of ten monitoring systems differentiate between sectors at least in some indicators (four in all indicators, three in some).

**Figure 12 Indicators focusing on structural change in RPOs**

n = 14 questionnaires. Belgium is represented twice because the situation in Flanders and in the French-speaking community differs.

Source: Task 3 survey.

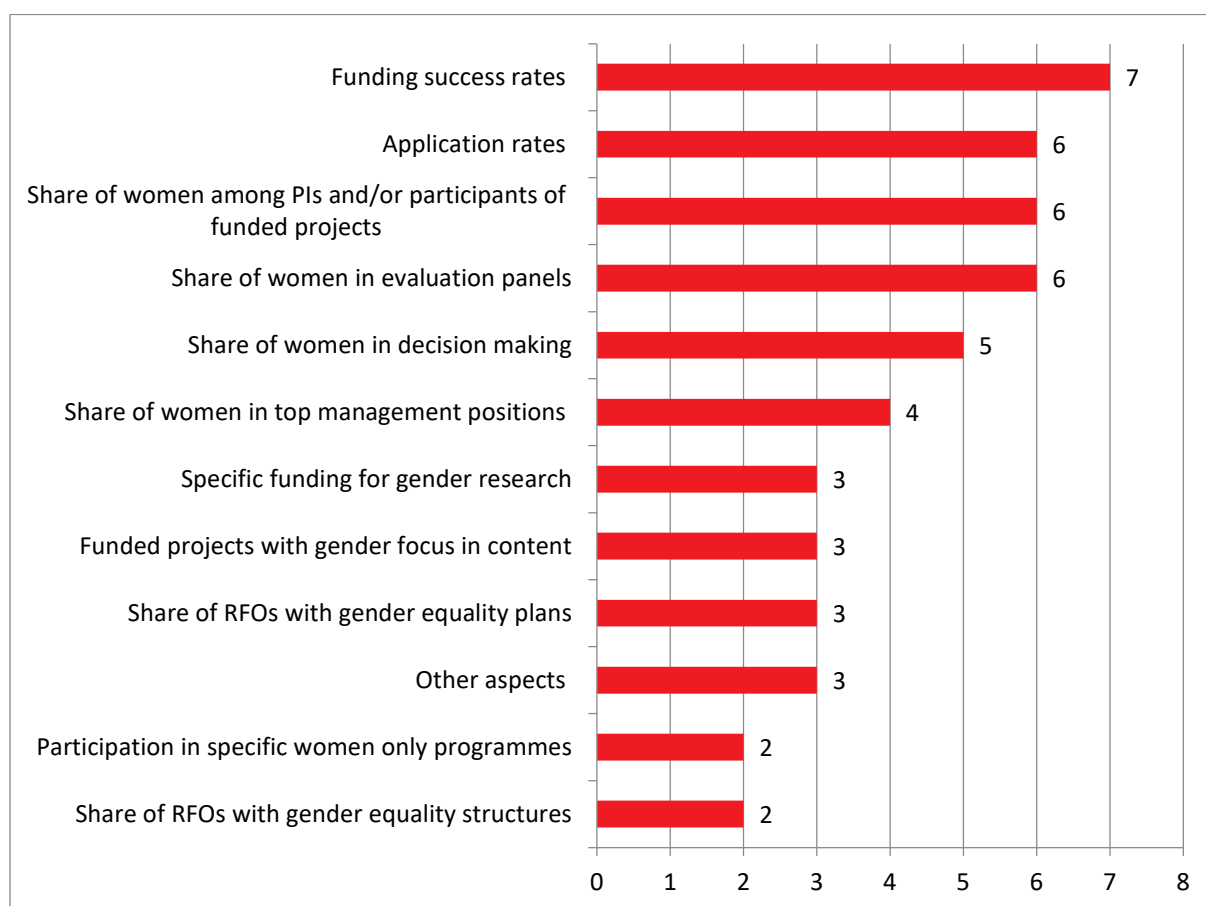
Monitoring that focusses on indicators for structural change in RFOs is less frequent than for structural change in RPOs. However, if such monitoring is carried out, it is fairly comprehensive (on average, such monitoring covers 5.8 dimensions). Almost all monitoring systems for structural change in RFOs look at funding success rates by sex, application rates by sex, share of women among PIs and/or research teams as well as share of women in evaluation panels. Five out of eight monitoring systems focus on the share of women in decision making (e.g. scientific or administrative board members, head of committees), while four contain indicators on the share of women in top management positions. Only three monitoring systems contain indicators on the share of projects with a focus on gender in research content.

The low number of responses to the indicators addressing the organisational level (share of RFOs with gender equality plans, share of RFOs with gender equality structures) is difficult to interpret as in some countries there is only one funding organisation.

Specific funding for gender research or women-only programmes are also mentioned in some cases. However, this cannot be interpreted in a straightforward manner since such funding is not available in all countries.

Some respondents note that indicators are broken down by R&D field and/or main funding programme; others state that indicators are compared for gender-specific proposals versus all submitted proposals.

In two cases, the monitoring systems contain other indicators than the list proposed in the questionnaire. More specifically, the indicator monitored is the budget granted to female and male PIs.

**Figure 13 Indicators focusing on structural change in RFOs**

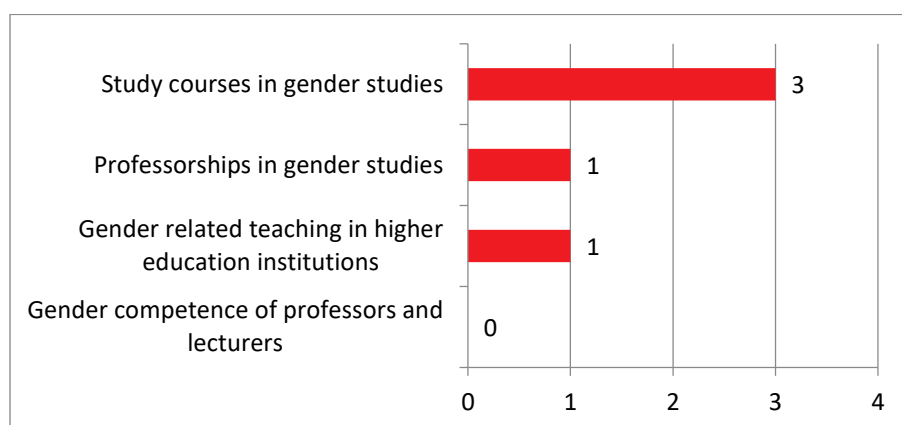
n = 14 questionnaires. Belgium is represented twice because the situation in Flanders and in the French-speaking community differs.

Source: Task 3 survey.

### 3.5.3 Indicators for the objective “integration of gender dimension in research and teaching”

The third objective of EU policies on gender equality in R&I – the integration of the gender dimension in research content and teaching – is only addressed by existing monitoring systems in exceptional cases. In three countries, information on study courses in gender studies is available. In one country, information on professorships in gender studies is available as well as information on gender-related teaching in higher education institutions. When available, such indicators differentiate between disciplines.

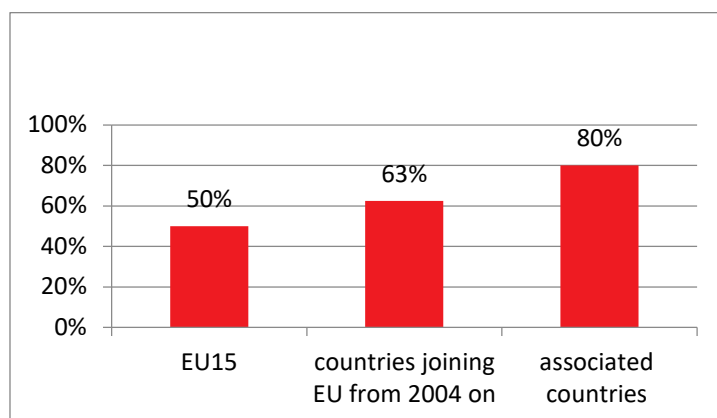
No monitoring covers the following dimensions: scientific authorships of women and men, share of research output (e.g. scientific publications) integrating the gender dimension in research content, patents of women and men.

**Figure 14 Indicators focusing on gender dimension in teaching**

n = 13 countries or 14 questionnaires. Belgium is represented twice because the situation in Flanders and in the French-speaking community differs.  
Source: Task 3 survey.

### 3.6 Challenges regarding priority 4

Respondents from associated countries or countries which joined the EU from 2004 onwards more frequently report challenges regarding the development and/or implementation of priority 4. Representatives of countries which have already implemented concrete policies report challenges more often than those of countries without concrete policies (75% versus 45%).

**Figure 15 Challenges regarding the development or implementation of priority 4**

n = 28 questionnaires.  
Source: Task 3 survey

The most frequently encountered challenges mentioned by the respondents with regard to the development and/or implementation of priority 4 are a lack of priority/political will/ambition (mentioned seven times) followed by a lack of gender awareness/gender competence by relevant stakeholders (mentioned five times). Also mentioned are lack of budget (three times), lack of competence at federal level (two times) and lack of data (one time).

The following quotes illustrate these challenges:

*“Priority 4 is not always considered as a real priority and its development or implementation depends on the good will and motivation of some people and institutions.” (No. 22).*

*“Cultural changes are being implemented slowly because of the still existing conservative mind-set of elder researchers. Institutions lack political will, human and financial resources for implementing structural changes.” (No. 17)*

*“Not only for priority 4, but for the ERA roadmap in general, no additional funding was provided for its implementation.” (No. 9)*

One respondent illustrated why no challenges occurred by the following quote:

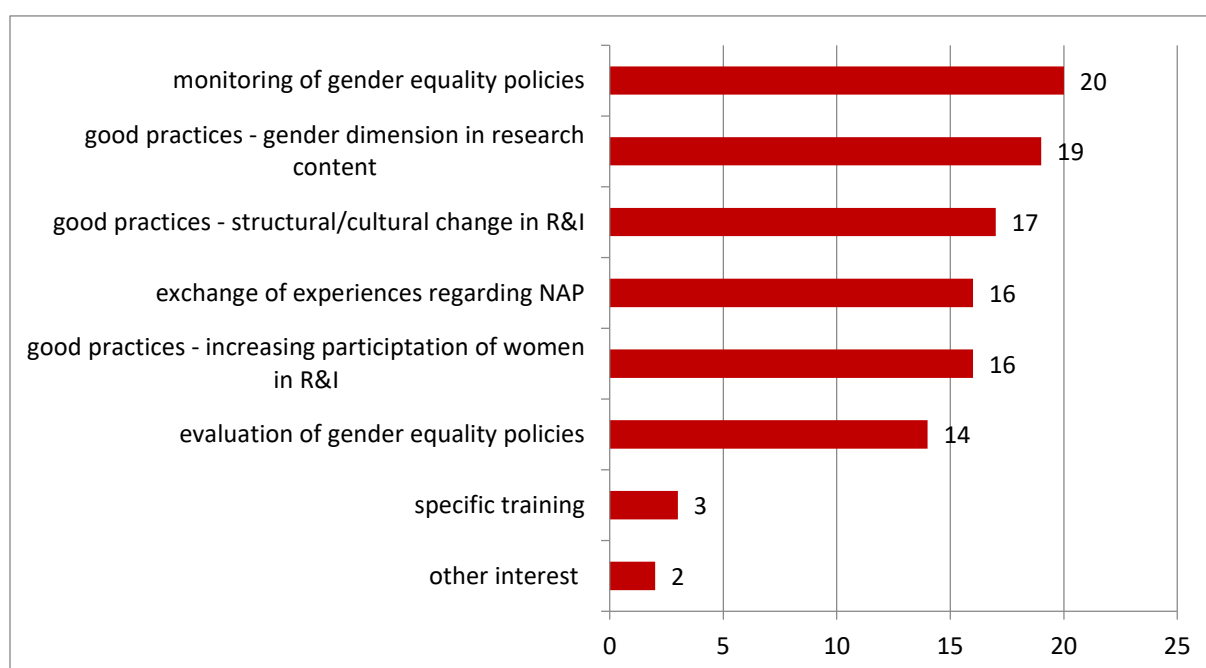
*“Priority 4 is considered no challenge, accordingly to the provided content of this section in the official document. There are no proposed objectives, no action plan/measures and subsequently no monitoring procedure and bodies.” (No. 28)*

### 3.7 Interest in capacity-building activities

The respondents were asked whether they were interested in capacity-building activities in a development or implementation of priority 4 context. 25 respondents mentioned at least one aspect that could be addressed in capacity-building activities. The highest number of aspects mentioned by one respondent is seven. On average, respondents from the EU15 countries mention 3.7 topics, respondents from countries with joined the EU from 2004 onwards name 4.5 topics and respondents from associated countries mention 3.2 topics.

Monitoring of gender equality policies is the most frequently mentioned topic, followed by good practices to integrate the gender dimension in research and teaching and good practices to initiate structural change in R&I. More than half of the respondents are interested in exchanges on experiences regarding the development and implementation of NAPs and good practices to increase female participation in R&I. Half of the respondents are interested in the evaluation of gender equality policies. Three respondents formulated an interest in specific training, while two mentioned other interests.

**Figure 16 Topics for capacity-building activities**



n = 28 questionnaires.  
Source: Task 3 survey



Countries which joined the EU from 2004 onwards show an above-average interest in monitoring gender equality policies (100%), good practices to initiate structural change (75%) and the evaluation of gender equality policies (63%).

Countries which have already implemented concrete policies are slightly more interested in the evaluation of gender equality policies than those without concrete policies (57% versus 43%). Countries with concrete policies are likewise more interested in good practices relating to structural or cultural change (71% versus 50%).

Some respondents mention concrete and innovative fields regarding good practice policies such as budgeting for gender equality policies, avoiding gender bias in researcher mobility, combatting gender-based violence in RPOs or mainstreaming gender in STI cooperation with third countries.

Respondents who requested specific training explicitly mention gender competence as a training topic. Gender competence training should address higher education managers, HR managers and members of decision-making bodies in particular.

The “other interests” mentioned are economic loss of neglecting half of the research potential and intersectional approaches (going beyond gender, including other characteristics).

## 4 Conclusions

### 4.1 Summary of main results

The first report on the implementation of priority 4 within NAPs is based on two main sources: the analysis of NAP documents and a survey of members of the Standing Working Group on Gender in Research and Innovation (SGW GRI), which was conducted in autumn 2017. A total of 27 countries participated in the survey, which represents a response rate of 82%.

The analysis of NAP documents reveals a different approach to NAPs in different countries as well as a different level of implementation of gender equality policies. While some countries describe the whole gender equality policy mix in their NAPs, others describe the current focus of gender equality policy or the process by which the existing policy mix will be further developed. At the other end of the spectrum are countries which only formulate a general commitment to gender equality or do not address gender equality in their NAPs. The NAPs also differ regarding the concept of gender equality used. While some countries address all three main ERA gender equality objectives (increasing the share of women in all fields and hierarchical levels of R&I; structural change to abolish barriers for female carriers; integration of the gender dimension in research content and teaching), others focus on only one or two objectives.

The survey results confirm the different level of implementation of priority 4 within NAPs. All countries participating in the survey had either already submitted a NAP or planned to do so. All but one of these NAPs contain gender equality objectives, yet only two thirds of them also contain concrete targets or measures, while half are linked to a specific national monitoring system. This gap between objectives and measures appears for all three dimensions. While 19 NAPs address the objective to increase the share of women in R&I, only 13 contain corresponding measures or policies. The situation is very similar with regard to the objective of structural change (19 NAPs mention the objective; eight contain measures). The gap becomes even more pronounced in the case of the third objective: 15 NAPs address the objective to strengthen the gender dimension in research content but only three contain measures. Ten NAPs mention the objective to integrate the gender dimension in teaching but only one contains measures.

Furthermore, both the documents as well as the survey show that priority 4 is in most cases conceptualised as an independent topic within NAPs. Only seven NAPs (29% of NAPs) interlink priority 4 with at least one of the other priorities. Hence, gender is not integrated as a cross-cutting topic in the NAPs.

The survey reveals differences between EU15 countries and newer EU Member States (which joined the EU from 2004 onwards) in several respects: For 57% of newer Member States, the NAP is the first policy document on gender equality in R&I; the same holds for only 25% of EU15 countries. Priority 4 is more often interlinked with other priorities in EU15 countries (39% versus 14%). Moreover, newer Member States refer more often to difficulties regarding the development of priority 4. The survey results also show that the structural change goal of abolishing barriers for women's careers is more present in EU15 countries.

Of those countries which had already submitted a NAP, about 60% of EU15 countries and 33% of countries which joined the EU from 2004 onwards mention concrete policies or

measures in their NAPs. Respondents were asked to fill in an extra fact sheet for each ongoing or planned policy. In total, 65 policies and measures from 12 countries were received. According to the respondents, 46 of these policies and measures constitute good practices. However, the respondents' assessments of whether a measure or policy constitutes a good practice is based on different criteria (e.g. recently introduced policies, policies that address a topic for the first time, measures with an innovative approach). Hence, the survey results illustrate a need for a discussion of the criteria for good practices. The first Mutual Learning Workshop therefore also focused on this topic.

Of those countries which have submitted a NAP or plan to do so, 13 (52%) have a national monitoring system for gender quality in R&I which considers further indicators in addition to the main indicator for ERA monitoring of priority 4 (women in grade A positions in the higher education sector). If a national monitoring system does exist, its indicators focus in most cases on the share of women in different fields or hierarchical positions (13 cases). In ten countries, the monitoring addresses structural change in RPOs, while in eight countries indicators focus on structural change in RFOs. Only two countries have indicators in place which focus on the gender dimension in teaching and research content.

## 4.2 Relevant findings for WP4 and WP5

Based on the initial analysis of NAP documents and the survey results, conclusions have been drawn for the further implementation of the GENDERACTION project and recommendations formulated for the further development of NAPs.

### 4.2.1 Relevant findings for WP4 (Capacity Building)

Based on the initial analysis of NAP documents and the survey results, several topics arise which should be addressed by capacity-building activities within the GENDERACTION project. The different foci in NAPs could be interpreted as different positions taken by countries in the gender equality policy development process or seen as the result of a different conceptualisation of gender equality. Both aspects should be addressed by capacity-building activities:

- Capacity-building activities should focus on the gender concept that forms the basis for the NAPs and the deviances from the ERA concept of gender equality. Furthermore, it is important to problematize the main focus of gender equality policies on women only and focus more on gender differences or the underrepresented sex.
- Capacity-building activities should provide support for the further development of NAPs, priority 4 within NAPs or concrete policies to achieve the good practice status. This includes the development of evaluation competences and self-reflexive competences on the part of stakeholders to enable them to assess measures and policies, make empirically-based decisions, coordinate the implementation of NAPs and involve relevant stakeholders.
- Capacity-building activities should also provide support for stakeholders responsible for priority 4 in mainstreaming gender into the other priorities. In the Mutual Learning Workshop, participants suggested identifying relevant topics or interlinkages and providing representatives of priority 4 with a list of topics or guidelines.

### 4.2.2 Relevant findings for WP5 (Policy Advice)

The different priority 4 foci within NAPs (description of a comprehensive policy mix or current priorities, focus on the further development of policies or general memorandum regarding

gender equality) indicate a need for more coherent guidelines for the development of priority 4 within NAPs. The participants in the Mutual Learning Workshop suggested developing a template which predefines the steps to be taken in the development of the NAP or priority 4 for future NAPs.

The different interpretation of gender equality is another topic that should be addressed in the further development of NAPs. Most countries focus on one or two of the three gender equality objectives. The dominant goal is to increase the share of women in R&I. It would be important to stress the three-dimensional construct of gender quality in future policy discourse. Furthermore, it would be important to shift the focus from women as the main target group to the underrepresented sex. For instance, men in female-dominated fields are only addressed by NAPs in a few cases.

It would likewise seem to be important to provide feedback regarding gender equality to those countries whose NAPs focus on priority 4 as well as on the integration of gender aspects in other priorities (gender mainstreaming). A specific feedback format could be linked to the national ERA progress reports.

The fact that priority 4 is conceptualised in the majority of NAPs as an independent topic without interlinkages to other priorities means that gender equality is not considered in other priorities. Hence, gender is not mainstreamed, and there is a risk that interventions of other priorities could strengthen existing gender inequalities or imbalances. Therefore, a strong position of priority 4 is needed as well as a strategy that allows stakeholders responsible for priority 4 to address other priorities. Furthermore, it would be highly advisable to ask for an explicit approach in NAPs regarding how gender will be mainstreamed in other priorities. The development of such a strategy requires gender expertise, which should be provided by stakeholders responsible for the development and implementation of priority 4.

Lastly, it becomes evident that a stronger focus on gender in research content and teaching within NAPs is required. There are only few examples of policies or measures that focus on this objective at the moment. Gender in research and innovation content in the next European framework programme (FP 9) needs to be emphasised using a twofold approach: (1) to strengthen the gender dimension in research projects in order to develop good practices on a project level and (2) to develop good practices for transferring the available gender knowledge into targeted, effective policies and measures.

### 4.3 Criteria for good practice NAPs and measures

The first Mutual Learning Workshop focused on criteria for good practice NAPs, policies or measures. The project team formulated a set of assumptions on how good practices might be defined as an input for discussion. The workshop participants discussed the proposed criteria and formulated complementary ones (see workshop report, Wroblewski et al. 2018).

The final definition of good practice NAPs is as follows:

#### **Good practice 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), thus interlinking priority 4 with other priorities,
- include concrete budgets and resources,
- define responsibility for the implementation of NAPs or specific actions (the responsibility for concrete measures should be assigned to specific stakeholders),
- include a responsibility for the coordination of the six priorities as well as of concrete measures within one priority
- use consultation in writing NAPs (stakeholder involvement)
- include concrete deadlines for measures and actions, and
- include a description of monitoring and/or planned evaluation activities.

Although these criteria are considered convincing by the workshop participants, they are difficult to implement due to a lack of data, human resources, commitment and consistency in data bases. The participants also formulated a need for incentives for other priorities to consider the gender dimension. It was also stressed that priority 4 should support other priorities in considering the gender dimension, e.g. by providing a list of relevant topics for interlinkages. Accordingly, the gender dimension needs to be conceptualised as a stand-alone priority.

The final definition of good practice measures or policies is as follows:

#### **Good practice measures/policies**

- are based on an empirical baseline assessment,
- explicitly aim to contribute 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),
- involve relevant stakeholders in the development of the policy/measure,
- are provided with sufficient and sustainable funding,
- produce results which are sustainable and significant (in terms of coverage, resources, timeframes, etc.)
- develop a dissemination/communication strategy (what has been done, what has been achieved, what worked, what didn't work), and
- are monitored or evaluated on a regular basis with regard to their implementation status and impact.

The workshop participants stressed the importance of a self-reflexive approach by the implementing institution in addition to external evaluation and the need for sanctions if measures/policies are not implemented as agreed. Furthermore, they argued for provisions to safeguard good practice measures against institutional or political change.

#### **4.4 Next steps**

This report presents the first results regarding the implementation of NAPs and the identification of good practices in NAPs and policies/measures. The analysis will continue based on these first results. The next steps in data collection are:

- collection of additional information regarding national monitoring systems for gender equality in R&I and concrete indicators, and
- collection of information regarding progress in NAP implementation.

The next report will:

- provide a comprehensive description of the status of priority 4 implementation on a country level based on an integrated analysis of documents and survey results,
- provide an assessment of NAPs and measures according to the criteria developed for good practice,
- identify good practice NAPs and good practice measures,
- identify supporting factors for the development of good practices, and
- provide a set of indicators for monitoring NAP implementation which complement the existing indicators on the status quo of gender equality used in ERA progress reports.

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## 6 Annex

### 6.1 Background information on the survey

The survey conducted within WP 3 delivers information on the state of implementation of priority 4 in national action plans (NAPs) or national ERA roadmaps. It also identifies good practices in national legal and policy environments which support progress towards achieving priority 4.

The first draft of the questionnaire and the accompanying fact sheet<sup>11</sup> was pretested among the project partners in July 2017 and revised in line with their feedback. DG Research subsequently commented on the questionnaire in August 2017. After a second revision, the final version of the questionnaire was sent out to the national representatives in the Standing Working Group on Gender in R&I (SWG on Gender in R&I; formerly the Helsinki Group) on 29 August 2017 by the project coordinator (ISAS).<sup>12</sup> Respondents were asked to return the questionnaire by 25 September 2017. A reminder was sent out on 3 October 2017, and all responses which had been received by 31 October 2017 were included in the report.

A total of 36 questionnaires for 33 countries were sent out. All EU Member States and five Associated Countries (Bosnia and Herzegovina, Iceland, Norway, Switzerland, Israel) were included in the survey population. Four questionnaires were sent out to Belgium to accommodate the design of the country's NAP.<sup>13</sup> Where necessary, the report differentiates between countries and questionnaires. If no explicit note is made, the results refer to questionnaires.

In the end, 28 questionnaires for 27 countries were returned to ISAS. This represents a return rate of 78% (questionnaires) or 82% (countries). The analysis was conducted by the Austrian partner (Federal Ministry for Science, Research and Economy supported by IHS).

In total, 27 countries participated in the survey. Four countries which did not participate in the survey did not nominate a national representative for the SWG on Gender in R&I. The participation rate is highest among associated countries (100%), followed by the EU15 countries (93%).

Most questionnaires were filled in by one expert. In five cases, the answers to the questionnaire were provided by two experts. Experts participating in the survey signed an informed consent sheet.

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<sup>11</sup> The questionnaire was complemented by a fact sheet for concrete policies or measures which form part of priority 4 activities.

<sup>12</sup> In the event that a country had not nominated a representative for the SWG on Gender in R&I, the former Helsinki Group member was contacted.

<sup>13</sup> The Belgian NAP consists of four independent ERA roadmaps: the Federal ERA roadmap, the Flemish ERA roadmap, the common ERA roadmap for the Wallonia-Brussels Federation and Walloon Region and the ERA roadmap for the Brussels Capital Region.

**Table 1      Overview of surveys sent out and survey responses**

	Country	No of questionnaires sent out	No of questionnaires returned	No of factsheets
MS	Austria	1	1	17
	Belgium	4	2	6
	Bulgaria	1	0	0
	Croatia	1	0	0
	Cyprus	1	1	2
	Czech Republic	1	1	4
	Denmark	1	1	0
	Estonia	1	0	0
	Finland	1	1	0
	France	1	1	2
	Germany	1	1	13
	Greece	1	1	0
	Hungary	1	0	0
	Ireland	1	0	0
	Italy	1	1	0
	Latvia	1	0	0
	Lithuania	1	1	1
	Luxembourg	1	1	2
	Malta	1	1	0
	Netherlands	1	1	1
	Poland	1	1	0
	Portugal	1	1	0
	Romania	1	1	0
	Slovakia	1	1	0
	Slovenia	1	1	0
	Spain	1	1	3
	Sweden	1	1	0
	United Kingdom	1	1	0
AC	Bosnia and Herzegovina	1	1	0
	Iceland	1	1	0
	Israel	1	1	10
	Norway	1	1	0
	Switzerland	1	1	4
Total		36	28	65

## 6.2 Descriptions of policies and measures

**Table 2 Development of Gender Equality Monitoring in Higher Education and Research, Austria**

<b>Description of the measure</b>	The BMWFW has set up a data warehouse that provides gender monitoring data based on higher education statistics since 2009. While gender monitoring captures public universities very well with control-related indicators, there is a need for improvement regarding the universities of applied sciences. The data used for the universities of applied sciences are currently not accessible for the public and are not suitable for gender monitoring; therefore it is not possible to measure progress. Gender monitoring for the universities of applied sciences will be advanced as follows: Designing a set of indicators and graphic preparation; 2017: Implementation of gender monitoring for universities of applied sciences, and developing equal opportunity monitoring overall; time frame: 2016-2020.
<b>Objective</b>	The development of horizontal indicators in the field of gender equality – these developed horizontal indicators will apply to the entire area of higher education that is managed by the BMWFW and will be made available on uni:data.
<b>Target group</b>	universities of applied sciences (21)
<b>Approach</b>	<p>The further development of the gender monitoring is based on the following principles:</p> <ol style="list-style-type: none"> <li>1. Comparability of the higher education sector</li> <li>2. Increasing the validity of the data collected</li> <li>3. Improving the data reported from Austria for "She Figures"</li> <li>4. Improving the monitoring of legal provisions</li> <li>5. Consideration of the indicators of the universities of applied sciences for the effect-oriented equality objective</li> </ol>
<b>Results</b>	work in progress
<b>Resources</b>	Unknown
<b>Evaluation</b>	No
<b>Good practice</b>	The measure is not defined as good practice by respondent.
<b>Further information</b>	<a href="http://www.bmbwf.gv.at/unidata">www.bmbwf.gv.at/unidata</a> (in German)

Source: task 3 survey

**Table 3      Working group on gender competency in higher education institutions, Austria**

<b>Description of the measure</b>	On the basis of a decision of 29 March 2016, Convention of Higher Education Institutions commissioned the BMWFW to form a working group on the "development and broadening of gender competency in higher education processes". These recommendations will be passed back to the higher education institutions so that they can start implementing them, presumably in 2018.
<b>Objective</b>	The recommendations developed by the working group aim at increasing gender competency at public and private universities, universities of applied sciences and university colleges for education. The recommendations are oriented towards the following goals: <ul style="list-style-type: none"> <li>- practical application of the recommendations (must be viable)</li> <li>- creating and strengthening awareness of gender diversity</li> <li>- strengthening the management of gender equality in higher education</li> </ul>
<b>Target group</b>	Higher education institutions in Austria and all of their members (students, scientific and administrative staff, management boards, ...)
<b>Approach</b>	In eight meetings, the group developed recommendations for members of higher education institutions to improve gender competency, and to raise awareness of gender diversity. In addition, the recommendations are intended to provide guidance to the individuals and bodies involved in higher education institutions. Furthermore, the recommendations should illustrate examples of good practice. The recommendations cover the areas of personnel selection, organisational structures, infrastructure, teaching and research, and study situations.
<b>Results</b>	The recommendations are still being developed.
<b>Resources</b>	Unknown
<b>Evaluation</b>	No
<b>Good practice</b>	The measure is defined as good practice by respondent because the inclusion of all Austrian higher education sectors provides a comprehensive understanding of all challenges the different sectors have to face concerning gender equality and diversity.

Source: task 3 survey

**Table 4      Diversitas – Diversity Management Award of BMWFW for higher education and research institutions, Austria**

<b>Description of the measure</b>	<p>The Diversity Management Award as a measure for the promotion and implementation of DM at higher education and research institutions. The prize is awarded to Austrian's higher education and research institutions for outstanding and innovative achievements in the field of diversity management. Prizes will be awarded to efforts that have recently led to a major diversity-specific stimulation or will initiate such in the near future in their own institution.</p> <p>The DM price is awarded in a two-year cycle and was awarded in 2016 for the first time.</p>
<b>Objective</b>	<p>By offering the Diversity Management Award, the sensitization and the raising of social awareness about diversity-oriented and anti-discriminatory culture should be encouraged in the organizational structures of Austrian's higher education and research institutions. Already set and specifically developed measures for the implementation of diversity management gain thus more attention. The Diversity Management Award gives participating institutions the opportunity to appreciate persons or departments that implement diversity measures.</p>
<b>Target group</b>	<p>The invitation to participate is addressed to the public and private universities, the universities of applied sciences, the Institute of Science and Technology Austria, the Austrian Academy of Sciences (Österreichische Akademie der Wissenschaften) and the Ludwig Boltzmann-Gesellschaft. This measure addresses 55 Austrian institutions (22 public universities, 12 private universities and 21 universities of applied sciences) and 3 research institutions.</p>
<b>Approach</b>	<p>The determination of praiseworthy higher education and research institutions is carried out by a top-class panel of experts consisting of domestic and foreign experts. The jury reviews and evaluates the submissions on the basis of the award criteria - price guidelines and application form (questionnaire). The evaluation is carried out on the basis of defined priorities (such as structural consolidation, multidimensionality and intersectionality, contextual connection) and quality criteria (such as inclusion, resource orientation, participation and networking, sustainability, innovation / creativity / internal and external impact, transfer of measures).</p> <p>The award is a measure for "Promotion of cultural change within the scientific and research institutions". The measure makes a publicly effective contribution to the "ERA - Gender Equality Objectives" (cultural and institutional change) and to the output orientated objectives of BMWFW - WF (1 and 4). Going public with the submitted measures creates a role model effect and is an incentive for other higher education and research institutes to implement diversity management, contributing to sensitization and self-reflection in the field of diversity.</p>

<b>Results</b>	By awarding the Federal Ministry gains insight into the status of implementation of diversity management at higher education and research institutes. So the existing objectives and projects in the performance agreements of public universities and two research institutions can be accelerated with the Federal Ministry. The award as a benefit from the Federal Ministry for the implementation of DM creates the basis for networking activities between the institutions and as a consequence it strengthens the related competence development and the exchange of experience at higher education and research institutions in terms of a cultural change.
<b>Resources</b>	The prize money amounts to € 150.000 in total - in form of cash and non-cash prizes for every two years.
<b>Evaluation</b>	No
<b>Good practice</b>	The measure is defined as good practice by respondent because it makes a publicly effective contribution to the "ERA - Gender Equality Objectives" (cultural and institutional change).
<b>Further information</b>	<a href="https://wissenschaft.bmwf.gv.at/bmwf/wissenschaft-hochschulen/gender-und-diversitaet/diversitas-ausschreibung-bis-31-mai-2016/">https://wissenschaft.bmwf.gv.at/bmwf/wissenschaft-hochschulen/gender-und-diversitaet/diversitas-ausschreibung-bis-31-mai-2016/</a> (in German)

Source: task 3 survey



**Table 5 Gender Equality Goal within Output-oriented Budgeting, Austria**

<b>Description of the measure</b>	<p>According to § 2(1) Federal Budgeting act the outcome orientation in particular under consideration of the objective of effective equality between women and men is an integral part of the budgetary management in Austria since 2013. All managing bodies of the financial management have to take that into account. The principle of the outcome orientation has to be respected in the medium term and annuary budgeting, the performance management and the (regulatory) impact assessment for law plans.</p> <p>The gender related outcome objective within the outcome orientation is a multi-year-orientated departmental goal and has its main targets in increasing the proportion of women in scientific /artistic university personnel as well as in top university institutions (Rectorate, Senate and University Council).</p> <p>Its main focus is on public universities, as they have a particularly well-defined personnel structure and therefore appropriate indicators are available.</p>
<b>Objective</b>	<p>The gender related outcome objective of the BMWFW focusses on increasing the proportion of women in scientific /artistic university personnel as well as in top university institutions (Rectorate, Senate and University Council), as for public universities a particularly well-defined personnel structure and therefore appropriate indicators are available.</p>
<b>Target group</b>	<p>Federal Ministry of Science, Research and Economy, public and private universities, universities of applied sciences, research institutions (e.g. Austrian Academy of Sciences, Institute of Science and Technology Austria).</p>
<b>Approach</b>	<p>The outcome objectives describe an aspired, future state in the competency field of a department. The outcome objectives show the desired societal results of the policy that should be reached in the future. They form a starting point for the annual work programme in ministries and departments. Since 2014, the actual results achieved are reported to the National Council every year.</p> <p>The aims of the outcome objectives are to provide citizens a better picture of the use of their tax allowances. In the future, citizens can also demand observance of those targets by ministers. A federal performance management office in the Federal Chancellery coordinates and supports the ministries during the performance management cycle. The development of key outcome objectives, on which public universities are required to contribute to within their performance agreements with the BMWFW, are subject to constant monitoring and are regularly discussed in the performance agreement trace-talks.</p> <p>Through a continuous increase of the proportion of women in sustainable careers (TenureTrack), a medium term increase in the proportion of women</p>

	in professorships is ensured. As a consequence, high-qualified scientific / artistic young women are already being employed to a higher proportion.
<b>Results</b>	<p>The gender related outcome objective in the frame of the outcome orientation has put the field of gender equality on the science and research policy agenda. Gender equality is thus incorporated into the line work of the BMWWF and is also anchored in all relevant strategy and controlling instruments of the BMWWF.</p> <p>Austria has caught up in the European Comparison over the past few years. For example, the glass ceiling on the university research staff could be reduced significantly from 2010 to 2013: while the average glass ceiling of the EU-28 during this period was barely reduced (from 1.8 to 1.75), in Austria it sank from 2.04 to 1.76. A glass ceiling index of "1" signalises equal opportunities for women as well as for men to achieve grade A-level leadership positions. The higher the figure goes beyond 1, the "thicker" is the glass ceiling, and the more unlikely it is for women to enter these leadership positions.</p> <p>In terms of women in leadership positions in (basic) research, Austria has now approached to the EU-28 average of 20.9% and currently stands at 20.3% (2013).</p> <p>In the representation of women in decision-making committees in research (research and development committees, board members, committees, assemblies and councils), Austria is above the European average: the proportion of women among the members of such decision-making committees is 38% (27% in EU-28: 28% in members and 22% in management functions).</p>
<b>Resources</b>	Unknown
<b>Evaluation</b>	<p>Yes, report is available for download (in German)</p> <p><a href="https://www.oeffentlicherdienst.gv.at/wirkungsorientierte_verwaltung/dokumente/Bericht_zur_Wirkungsorientierung_2015.pdf?5te1dr">https://www.oeffentlicherdienst.gv.at/wirkungsorientierte_verwaltung/dokumente/Bericht_zur_Wirkungsorientierung_2015.pdf?5te1dr</a></p>
<b>Good practice</b>	The measure is defined as good practice by respondent because the instrument is expected to improve the impact of gender equality measures.

Source: task 3 survey

**Table 6      Gender Equality – Performance Agreement 2016-2018 | 2019-2021, Austria**

<b>Description of the measure</b>	<p>The performance agreement is the 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. In this context, the universities develop specific goals and measures which are to be implemented within three years. The current performance agreements refer to the period 2016-2018.</p> <p>The ministerial requirements for the 2019-2021 performance agreements are based on the gender equality goal for the ERA processes: women's representation, equality-oriented structures and processes, as well as anchoring the gender dimension in research content and teaching. In the new period, emphasis is placed on measures in the area of equality-oriented structures / processes in the sense of cultural change, such as e.g. gender-balanced selection procedures, compatibility measures, or community building to broaden gender competency in higher education institutions.</p>
<b>Objective</b>	<p><u>Objectives for the period 2016-2018:</u></p> <ul style="list-style-type: none"> <li>• Increasing the representation of the underrepresented sex</li> <li>• anchoring the gender dimension in structures / processes</li> <li>• anchoring the gender dimension in research content and teaching</li> </ul> <p><u>Objectives for the period 2019-2021:</u></p> <ul style="list-style-type: none"> <li>• Integration of the gender perspective in structures, processes and policies to remove barriers for women in science and research (cultural/structural change)             <ul style="list-style-type: none"> <li>- Anchoring gender equality as a quality criterion for further development of universities</li> <li>- Building gender analysis and gender competency among university members, in order to meet the university's goals and to fulfil its tasks</li> <li>- Application of gender mainstreaming to gender pay gap</li> <li>- Supporting the compatibility of studies or work with care obligations for children and dependent relatives</li> </ul> </li> <li>• Integration of gender research into research content and research-based teaching             <ul style="list-style-type: none"> <li>- Promoting the establishment of gender in research and scientific disciplines in the sense of interdisciplinary access</li> <li>- Visibility of research in this field</li> <li>- Anchoring gender research in the curricula (curricula)</li> </ul> </li> <li>• Gender balance in all positions and functions             <ul style="list-style-type: none"> <li>- Reduction of vertical (leadership positions, junior scientists and collegial bodies) and horizontal segregation (eg of women in MINT and integration of men into women-dominated areas)</li> </ul> </li> </ul>

<b>Target group</b>	Head and members of public universities rectorate
<b>Approach</b>	<p>2016-2018:</p> <p>The majority of the universities' goals are aimed at increasing the representation of women in scientific / artistic leadership positions (professorships and careers). Some universities also address targets concerning the reduction of horizontal segregation in study fields.</p> <p>Gender-oriented structures and processes become predominant by compatibility measures (studies / combining with care obligations for children and relatives) and the development of gender competency and gender expertise among university members.</p> <p>The application of gender mainstreaming (to budgetary) processes is also mentioned.</p> <p>The inclusion of the gender dimension in research content and teaching is rarely addressed.</p> <p>2019-2021:</p> <p>The equality objective of the Federal Ministry is similar to the ERA equality goal and includes requirements for universities.</p> <p>In this context, universities are invited to develop and implement specific goals, and to develop measures for implementation to reach these goals.</p>
<b>Results</b>	<p>The implementation of measures and their impact is reported annually in the capital report, and is discussed in regular meetings with members of the Federal Ministry and the university.</p> <p>Final implementation results will be available in the first semester of 2019.</p>
<b>Resources</b>	Part of the global budget within the performance agreement.
<b>Evaluation</b>	<p>Yes, report is available for download (in German)</p> <p><a href="http://www.wissenschaftsrat.ac.at/news/Endversion_Leistungsvereinbarung_en%202016_2018.pdf">http://www.wissenschaftsrat.ac.at/news/Endversion_Leistungsvereinbarung_en%202016_2018.pdf</a></p>
<b>Good practice</b>	The measure is not defined as good practice by respondent.

Source: task 3 survey

**Table 7 Gabriele Possanner Awards, Austria**

<b>Description of the measure</b>	On the occasion of the 20th anniversary of the Gabriele Possanner Awards for scientific achievements in the field of gender studies, essential innovations were introduced in 2017: In addition to the state award (€ 10.000), an honorary prize for a lifetime achievement in the field of gender studies is also being launched for the first time. The two promotional prizes were increased to € 12.000 each. The content and scientific quality criteria became stricter. The following criteria must therefore be met: the contribution of gender studies to the development / solution of social and economic challenges must be illustrated, and this clarification contributes to the establishment of gender studies in scientific disciplines in the sense of an interdisciplinary approach. Along with this further development, it became an objective of ERA for the "gender dimension" to be incorporated in research content.
<b>Objective</b>	<ul style="list-style-type: none"> <li>- Appreciation of scientists in the field of gender studies</li> <li>- Promotion of scientists at the beginning of their careers</li> <li>- Promotion of gender studies</li> </ul>
<b>Target group</b>	Scientists and young academics
<b>Approach</b>	Since 1997 every two years, the Federal Minister of Science, Research and Economy awards the Gabriele Possanner Award - Austrian State Prize for considerable scientific achievements that are beneficial to gender studies in Austria, to an individual in the field of teaching and research. At the same time, the Gabriele Possanner honorary prize is awarded to an individual for their scientific lifetime achievement in the field of gender studies. The Gabriele Possanner Award has been set up to support researchers of all disciplines who are at the beginning of a possible scientific career, in their scientific career aspirations, and to honour outstanding scientific achievements.
<b>Results</b>	33 award winners
<b>Resources</b>	39.000€ (2017)
<b>Evaluation</b>	No
<b>Good practice</b>	The measure is not defined as good practice by respondent.
<b>Further information</b>	<a href="https://bmbwf.gv.at/das-ministerium/staatspreise-und-auszeichnungen/gabriele-possanner-staats-foerderpreis/">https://bmbwf.gv.at/das-ministerium/staatspreise-und-auszeichnungen/gabriele-possanner-staats-foerderpreis/</a> (in German)

Source: task 3 survey

**Table 8      Gender Equality – Performance Agreement of the Austrian Academy of Science OeAW, Austria**

<b>Description of the measure</b>	<p>The performance agreement defines the objectives and measures to which the OeAW is committed for at three-year period which also includes gender equality issues (gender mainstreaming) and the promotion of women. In 2012, the performance agreement between the Austrian Academy of Sciences and the BMFWF was concluded for the first time. Currently the second period is ongoing.</p> <p>Regarding gender equality issues the performance agreement stipulates a Women's Promotion Plan (Frauenförderungsplan).</p>
<b>Objective</b>	<p>The Women's Promotion Plan addresses the following objectives:</p> <ul style="list-style-type: none"> <li>• increase of the share of scientific staff at all levels , in which they are underrepresented (post-docs in the research facilities of the STEM class and in management functions),</li> <li>• provision of personnel development measures: mentoring programme for scientific staff and specific further training measures</li> <li>• increase the proportion of women within bodies of the OeAW</li> <li>• raise awareness of gender inequality within the OeAW</li> </ul>
<b>Target group</b>	Employees of the Academy as well as members of the "Gelehrten-gesellschaft"
<b>Approach</b>	<p>2012-2014: Implementation of Gender Mainstreaming (including Equal Opportunities and Promoting Women). Data collection and analysis (gender impact assessment) as a basis for the development of an evidence-based policy at the Austrian Academy of Science. Based on this, the development of a Women's Promotion Plan was launched.</p> <p>In 2015 the Austrian Academy of Science adopted their first Women's Promotion Plan. In the following period (2015-2017) the implementation of the WPP was agreed.</p> <p>For the next period (2018-2020), the Federal Ministry's requirements are: further development of Gender Equality (between women and men), increase the proportion of women among the members of the Academy and the implementation of the Gender Equality targets based on the WPP within the implementation of the "Career Plan".</p>
<b>Results</b>	Since 2015 the OeAW has implemented the measures of the women's promotion plan. In 2017, these measures are evaluated and appropriate measures will be developed on the basis of the results, which are to be agreed in the coming period (2019-2021).
<b>Resources</b>	Unknown
<b>Evaluation</b>	An evaluation is planned.

<b>Good practice</b>	The measure is not defined as good practice by respondent.
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Source: task 3 survey

**Table 9      Gender Equality within the Performance Agreement | Institute of Science and Technology Austria, Austria**

<b>Description of the measure</b>	<p>The Performance Agreement defines objectives and measures to which the IST Austria is committed for a three-year period (2015-2017) including Gender Equality.</p> <p>The performance agreement also serves to prepare the implementation of the second financing period from 2017 and regulates the criteria on which the performance-oriented part of the federal funding of this second financing period from 2017 will be based. One out of several criteria addresses measures to promote careers, including gender mainstreaming (10% share of the performance-related funding).</p>
<b>Objective</b>	Development and implementation of a comprehensive personnel development and career promotion plan which also includes the issues of women's representation, compatibility and measures to improve the situation for members of IST Austria in terms of Gender Equality.
<b>Target group</b>	Scientists, scientific support staff and administrative staff at IST Austria.
<b>Approach</b>	<p>IST Austria considers diversity key to reach its goal of being an internationally recognized research institute. This diversity is reflected in the different fields of research, the different nationalities mainly among the scientists and the efforts to support minorities in science, in particular women in science.</p> <p>Because the language of communication on campus is English, IST Austria requires all of its employees to be able to communicate in the Institute language (with the level of English depending on the position). As a consequence the Institute attracts people with different nationalities not only among scientists, but also in its administration and SSU teams.</p> <p>As an instrument for controlling career and staff development related measures, up to 2015 IST Austria only monitored gender and nationality diversity.</p> <p>In order to support a future-oriented long-term process from which all employees shall profit continuously, the Institute committed to develop a personnel and career development plan. This plan needs to take all relevant diversity dimensions of employees into account and break down the general framework into individual measures which take the specific needs of employees or groups of employees into account.</p>
<b>Results</b>	<p>Measures of the personnel and career development plan that have been implemented:</p> <ul style="list-style-type: none"> <li>• A working group was established to determine indicators for the diversity monitoring process.</li> <li>• As a result of the working group, the indicators have now been precisely defined, with the main categories being gender, nationality, age, equal</li> </ul>



	<p>pay, last institution of employment of professors, academic degree of incoming PhD students and disability on campus.</p> <ul style="list-style-type: none"> <li>• Currently, the working group is deciding on an IT solution to facilitate the data collection.</li> <li>• Since 2016 the institute has performed a gender bias analysis for the recruiting process.</li> <li>• Since 2016 the Institute has installed search committees in priority areas for faculty recruiting. The most important task of these committees is to identify and attract outstanding female candidates for faculty positions.</li> </ul> <p>In addition, the institute has implemented the following measure to support women on campus:</p> <ul style="list-style-type: none"> <li>• IST Austria committed to a re-audit of the "berufundfamilie" (2017-2020). It is to be expected that as a result of the evaluation that took place in September 2017 the Institute will receive the Berufundfamilie Certificate (communication to be expected in October 2017).</li> <li>• Since September 2017, the IST Austria day-care centre accepts children as young as three months.</li> </ul>
<b>Resources</b>	10% of the performance related funding
<b>Evaluation</b>	No
<b>Good practice</b>	The measure is defined as good practice by respondent because IST Austria considers monitoring to be crucial to define effective measures. The workandfamily audit has been very effective in implementing measures regarding family services.

Source: task 3 survey

**Table 10 Establishment of a Networking Platform, Austria**

<b>Description of the measure</b>	In 2017 a networking platform between researchers and practitioners on the exchange of current gender-specific research results and their possible application has been established.
<b>Objective</b>	Implementing a networking platform between researchers and practitioners in order to exchange up-to-date gender-specific research findings and possibilities of their application.  Increase awareness for different aspects of gender equality in R&I among stakeholder.
<b>Target group</b>	researcher, representatives of higher education and research institutions, policy maker
<b>Approach</b>	A first networking event took place in June 2017. Within this event, five selected H2020 research projects with Austrian participation were presented and discussed. The supported initiatives are policy projects which are relevant to the further development of Austrian equality policies in science and research.  In order to promote a broad discourse, the questions and past experiences of several projects (funded in Horizon 2020) have been presented in more detail and made accessible to a wider audience.  The focus was on research-led questions in the context of gender equality policies. This networking meeting served the communication and further development of current and future projects and developments. A regular exchange will be organized for this purpose.
<b>Results</b>	With the first event a list of potential participants has been established. Further events will be organised on a regular basis.
<b>Resources</b>	approx. € 3.000
<b>Evaluation</b>	No
<b>Good practice</b>	The measure is defined as good practice by respondent because the platforms allows for intensive exchange, promote cooperation and the visibility of measures for the achievement of gender goals.

Source: task 3 survey

**Table 11 FEMtech – women in research and technology, Austria**

<b>Description of the measure</b>	Since 2004 the initiative FEMtech supports women in research and technology and promotes equal opportunities in industrial and non-university-research. FEMtech supports activities designed to raise awareness and enhance the visibility of women in research and technology.
<b>Objective</b>	By increasing the share of women and by improving their professional position in these facilities, FEMtech strives to render a contribution towards the increased realization of female innovative potential and more equal opportunities for women and men in society.
<b>Target group</b>	FEMtech supports the advancement of women in the fields of natural sciences and technology.
<b>Approach</b>	<p>FEMtech Female Expert Database: The database is a service for all persons, who wish to find qualified female experts in natural science and technology quickly and easily. More than 1900 female experts from over 100 specialisms are registered on the FEMtech expert database. Registration and search requests are free of charge and can be carried out online on the FEMtech website.</p> <p>FEMtech Female Expert of the Month: Since 2005, the achievements and expertise of successful women working in research and technology have been effectively communicated to the public on a monthly basis. The "FEMtech Female Expert of the Month" is selected from amongst the experts registered in the database by an independent selection panel comprising representatives from science and industry, personnel consultants and the media. The profiles of the selected female experts and a video interview about the expert, their area of work and career progression within this working environment are published each month on <a href="http://www.femtech.at">www.femtech.at</a> and on YouTube.com.</p> <p>FEMtech Networking Meeting: The regular networking meetings allow participants to get acquainted with each other and exchange relevant information on the topic "women in research and technology". FEMtech provides information on news from the programme and highlights current topics.</p> <p>FEMtech Knowledge: FEMtech delivers relevant data and information, presents studies and publications as well as thematic summaries on national and international research in the subject area.</p>
<b>Results</b>	All FEMtech activities are published on: <a href="http://www.femtech.at">www.femtech.at</a>
<b>Resources</b>	approximately € 50.000,00 per year
<b>Evaluation</b>	Yes, report is available for download (in German) <a href="https://www.bmvit.gv.at/innovation/humanpotenzial/downloads/femtech_eva">https://www.bmvit.gv.at/innovation/humanpotenzial/downloads/femtech_eva</a>

	<a href="#">luierung_endbericht.pdf</a>
<b>Good practice</b>	The measure is defined as good practice by respondent because FEMtech activities create attention and presents female role models.

Source: task 3 survey

**Table 12      Increase in the quota of women on the evaluation committees, Austria**

<b>Description of the measure</b>	Since 2010 the Austrian Research Promotion Agency tries to increase in the share of women on the evaluation committees (jury) of all programmes by raising the target quota.
<b>Objective</b>	The goal is to have more than 30% of women on evaluation committees by 2020.
<b>Target group</b>	Programme manager of the Austrian Research Promotion Agency and of the Austrian Federal Ministries; all interested persons
<b>Approach</b>	Collect and analyse the data of the evaluation committees (jury) of all programmes and put measures to increase the proportion of women in order to strengthen the female researchers in the RTI area.
<b>Results</b>	2010: 23 % women on evaluation committees 2016: 25 %
<b>Resources</b>	Staff costs of the Austrian Research Promotion Agency
<b>Evaluation</b>	No
<b>Good practice</b>	The measure is defined as good practice by respondent because results provide current data and create attention.

Source: task 3 survey

**Table 13 w-fFORTE and Laura Bassi Centres of Expertise, Austria**

<b>Description of the measure</b>	w-fFORTE stands for "economic impulses by women in research and technology", it includes the Laura Bassi Centres of Expertise, where excellent female researchers work at the interface between science and technology. Purpose: nurture equality of opportunity in research and career development.
<b>Objective</b>	w-fFORTE contributes to establishing equal opportunities in scientific and technological worlds of work.
<b>Target group</b>	Female researchers in STEM, and women working in the field of technology, both at the interface between science and economy.
<b>Approach</b>	<p>w-fFORTE</p> <ul style="list-style-type: none"> <li>• Promotes women in scientific research and technology</li> <li>• Encourages discussions about competent and diversity-conscious management</li> <li>• Events for researchers, experts and executives focusing on career development, management skills and team competences</li> <li>• Impetus programme Laura Bassi Centres of Expertise (2009-2018): research centres for applied basic research headed by excellent female scientists; They are close to industry and practice a new research culture, with a focus on team orientation, targeted personnel development and an efficient management culture.</li> </ul>
<b>Results</b>	<p>The first Laura Bassi Centres finished their work very successfully in 2016 and 2017.</p> <p>More than 2.200 participants profited by taking part in career workshops of w-fFORTE.</p>
<b>Resources</b>	Laura Bassi Centres: 320.000 €/year/centre
<b>Evaluation</b>	Yes, the report is available for download (in German): <a href="http://www.w-fforte.at/fileadmin/Redaktion/Daten/Downloadbereich/Endbericht_Zwischen_evaluierung_LBC.pdf">http://www.w-fforte.at/fileadmin/Redaktion/Daten/Downloadbereich/Endbericht_Zwischen_evaluierung_LBC.pdf</a>
<b>Good practice</b>	The measure is defined as good practice by respondent because of the new research culture established at the Laura Bassi Centres (see above) and the future potential analysis as criterion in the selection process of funded projects.
<b>Further information</b>	<a href="http://www.w-fforte.at">http://www.w-fforte.at</a> and <a href="http://www.w-fforte.at/at/laura-bassi-centres/laura-bassi-centres.html">http://www.w-fforte.at/at/laura-bassi-centres/laura-bassi-centres.html</a>

Source: task 3 survey

**Table 14 FEMtech research projects, Austria**

<b>Description of the measure</b>	FEMtech research projects initiate and support projects in research, technology and innovation which integrate gender contents into the projects.
<b>Objective</b>	FEMtech research projects aim at integrating the gender dimension in research content. By considering the relevance of gender within the project, innovations are supported and new market potential is generated.
<b>Target group</b>	Applicants for the call of the FEMtech research projects
<b>Approach</b>	It is expected that successful projects lead to an increasing interest among scientists in the "gender" issue when developing and carrying out research projects, to improve the quality and capability of solutions, products and technologies.
<b>Results</b>	Presentation of subsidized projects from 2008 to 2014: <a href="http://www.femtech.at/projekte">http://www.femtech.at/projekte</a>
<b>Resources</b>	€ 2.400.000 for grants per year (2008-2014)
<b>Evaluation</b>	Yes, report is available for download (in German) <a href="http://www.femtech.at/sites/default/files/FEMtech_Bericht_final_v2.pdf">http://www.femtech.at/sites/default/files/FEMtech_Bericht_final_v2.pdf</a> An English summary of the evaluation is available: <a href="https://gender-summit.com/attachments/article/1346/Wroblewski_paper_GS9Eu.pdf">https://gender-summit.com/attachments/article/1346/Wroblewski_paper_GS9Eu.pdf</a>
<b>Good practice</b>	The measure is defined as good practice by respondent because the evaluation has shown that there is no comparable programme at European level.

Source: task 3 survey

**Table 15      Strengthening of gender-equality- and diversity-politics at the 21 universities of applied sciences (Fachhochschulen), Austria**

<b>Description of the measure</b>	<p>The legal regulations for the universities of applied sciences concerning gender equality and diversity are not bound by such strict rules like the ones for universities. Therefore the BMWFW wants to strengthen gender-equality- and diversity-politics at the 21 universities of applied sciences by developing and providing a set of measures that supports the sustainable implementation of gender equality and diversity into the structures and processes.</p> <p>With a set of measures – developed in 2017 by external consultants – the Federal Ministry of Science, Research and Economy (BMWFW) supports the universities of applied sciences in their efforts to develop, establish and spread gender equality- and diversity-politics.</p>
<b>Objective</b>	<p>The process aims at</p> <ul style="list-style-type: none"> <li>• sustainable implementation of gender equality and diversity into the structures and processes of the universities of applied sciences</li> <li>• establishing sustainable "institutional knowledge" about gender quality and diversity</li> <li>• cross-linking of the 21 universities of applied sciences in terms of gender equality and diversity</li> </ul>
<b>Target group</b>	gender mainstreaming representatives, management, scientific and administrative staff and students at the universities of applied sciences
<b>Approach</b>	<p>The main focus of the measures is the support of the already existing "working group for gender mainstreaming &amp; diversity management". The improvement of its status within the 21 universities of applied sciences is the starting point for further measures.</p> <p>The measures are developed by external consultants in close coordination with the members of the above-mentioned working group and the BMWFW.</p> <p>The cross-linking of the 21 universities of applied sciences provides especially smaller institutions the opportunity to establish gender equality and diversity policies. Without the support, they couldn't establish these politics due to lack of resources.</p>
<b>Results</b>	In April 2017 the BMWFW made a call for the development of measures that strengthen gender-equality- and diversity-politics at the universities of applied sciences. These measures are currently still in development. The final report will be available in October 2017 and the implementation of the measures starts in late 2017.
<b>Resources</b>	2017-2021: each year € 150.000.-
<b>Evaluation</b>	An evaluation is planned.



<b>Good practice</b>	The measure is defined as good practice by respondent because the cross-linking within one high educational sector – in this case universities of applied sciences – supports smaller institutions in their catch-up process.
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Source: task 3 survey

**Table 16 Studies on cultural change in science and research in favour of gender equality, Austria**

<b>Description of the measure</b>	<p>The Austrian federal Ministry of Science, Research and Economy (BMWFW) has taken up the cultural change in science and research in favour of gender equality launched by the European Commission (ERA Road Map). In 2014, the BMWFW commissioned a study on the topic of "Cultural change for a gender-sensitive science and research landscape 2025 in Austria". The aim of this study was to show visions of a conscious cultural change towards gender equality in Austria's scientific and research landscape. That includes the question of how existing measures, structures and instruments could be improved in their impact in order to achieve (inter-)national and European equality goals.</p> <p>As one of the results of the first study, the BMWFW launched in 2016 a follow-up study to establish cornerstones for a "cross-sectoral mission statement for a gender and diversity-based science and research landscape in Austria".</p>
<b>Objective</b>	<p>Goal of the first study 2014 was the development of short, medium and long-term recommendations for action in favour of a cultural change.</p> <p>Goal of the second study 2016/17 was the development of cornerstones for a "cross-sectoral mission statement for a gender and diversity-based science and research landscape in Austria.</p>
<b>Target group</b>	Members of management of RPOs and RFOs as well as gender experts of RPOs and RFOs
<b>Approach</b>	<p>The aim of the first study (2014) was to develop a scenario that could represent a scientific culture in which the dominance of the male-connoted scientific ideals is reduced and equal participation and participation of all groups of is realized. The goal was to identify ways in which existing measures can be "enhanced", so that the implicitly expected cultural change can be intensified. The process included two think tanks and four vision workshops. In "Think-Workshop 1" the design was tested and criteria for the selection of the persons to be invited were established. In the four vision workshops, which took place in Vienna, Graz and Salzburg in April and May 2014, the participants' visions of a gender-oriented science and research landscape were captured by means of a multi-stage, creative method. In "Think-Workshop 2", the fields of action derived from the visions and the resulting recommendations for action were discussed.</p> <p>The second study (2016/17) focuses on a multi-stage participation process - primarily with the participation of the management boards of the higher education and research institutions. In workshops requirements for the guiding principle of a cross-sectoral mission statement for a gender and diversity-based science and research landscape in Austria were developed.</p>
<b>Results</b>	Study 2014:

	<p>In workshops and think-tanks, visions were developed on how a gender-oriented science and research landscape in Austria could look in 2025. Based on that recommendations for action for the BMWFW were developed.</p> <p>Further information:  <a href="https://era.gv.at/object/document/1784/attach/0_Study_on_Cultural_Change_2014.pdf">https://era.gv.at/object/document/1784/attach/0_Study_on_Cultural_Change_2014.pdf</a></p> <p>One recommendation was taken up by the BMWFW which launched a call in 2016 for a cultural change follow-up study to establish the cornerstones for a "cross-sectoral mission statement for a gender and diversity-based science and research landscape in Austria". In a multi-stage participation process requirements for the guiding principle were developed:</p> <ul style="list-style-type: none"> <li>• Enhancing gender competency and gender-based procedures</li> <li>• Mission statement as a political statement by the ministry</li> <li>• Mission statement recognizes the diversity of concepts and contexts</li> <li>• Compatibility remains central themes in the research sector</li> <li>• "Mission statement" as a common framework for mutual learning</li> </ul>
<b>Resources</b>	<p>2014: € 39.320</p> <p>2016/2017: € 47.970</p>
<b>Evaluation</b>	No
<b>Good practice</b>	<p>The measure is defined as good practice by respondent because of the inclusion a broad range of stakeholders the results of the studies have high levels of reliability. Furthermore the innovative approach is mentioned (creative methods - drawing the ideal scientific landscape 2025...).</p>

Source: task 3 survey

**Table 17 Target quota of female project leaders, Austria**

<b>Description of the measure</b>	In 2011 the Austrian Research Promotion Agency introduced a target quota for female project leaders in funded projects which is adapted regularly on the basis of the recent developments (monitoring).
<b>Objective</b>	To support the increase in the share of female project leaders in the funded projects and to raise awareness among the RTI (research, technology and innovation) sector.
<b>Target group</b>	applicant for funding; all interested persons
<b>Approach</b>	Collect and analyse the data of the project management in the funded projects of all programmes in the Austrian Research Promotion Agency and develop measures to increase the proportion of women.
<b>Results</b>	2011: 18 % 2016: 25 % 2020: > 25%
<b>Resources</b>	Staff costs of the Austrian Research Promotion Agency
<b>Evaluation</b>	No
<b>Good practice</b>	The measure is defined as good practice by respondent because the monitoring provides current data and creates attention.

Source: task 3 survey

**Table 18      Equality survey, Austria**

<b>Description of the measure</b>	From 2004 to 2008, the gender equality survey focusing on the field of non-university scientific research was carried out annually. Since 2013 the survey has been carried out at a two-year pace.
<b>Objective</b>	The aim of the equality survey is to provide recent data on the topic of equality in non-university scientific research and to contribute to continuous attention on equality.
<b>Target group</b>	non-university research institutes, all interested persons
<b>Approach</b>	The gender equality survey collects and analyses organizational data on gender relations in non-university scientific research and continues the data of previous surveys. On the basis of these results conclusions are drawn regarding the challenges and fields of action of equality in Austria.
<b>Results</b>	The results will be published on the FEMtech website. <a href="http://www.femtech.at/daten">http://www.femtech.at/daten</a>
<b>Resources</b>	€ 39.000,00 (survey 2017)
<b>Evaluation</b>	No
<b>Good practice</b>	The measure is defined as good practice by respondent because results of the survey provide current data and create attention.

Source: task 3 survey

**Table 19 Girls day, Boys Day, Wallonia-Brussels Federation, Belgium**

<b>Description of the measure</b>	<p>Since 2012 the Girls day, Boys day invites girls and boys to discover the world of work by presenting them professions with "female" connotations but practised by men and with professions with "male" connotations but practised by women. The project also aims to sensitize them to gender stereotypes, and to make their educational and vocational choices according to their personal interests and skills.</p> <p>In light of this, the equal opportunity and compulsory education services of the Wallonia-Brussels Federation are working together on the optimum dissemination of the project.</p>
<b>Objective</b>	The "Girls day Boys Day" project aims to fight against gender stereotypes in educational and vocational guidance and therefore counter the under-representation of women in certain fields (technical, scientific, etc.) Indeed, promoting science and gender equality should begin as from compulsory education.
<b>Target group</b>	Girls day, Boys day is aimed at first- and / or second-level pupils, when they are confronted with professional choices. Indirectly, the project also targets the teachers who attend the animations on the stereotypes and are thus also sensitized.
<b>Approach</b>	<p>Girls day, Boys day takes place in two stages:</p> <ul style="list-style-type: none"> <li>• Classroom animation during the second semester to deconstruct stereotypes.</li> <li>• Meetings with professionals to discover atypical professions for girls and boys.</li> </ul>
<b>Results</b>	In 2016, the project took place in 59 schools, 212 classes in the five French-speaking provinces and also in Brussels Region. The project involved 4046 students, 226 teachers and 122 "witnesses" working in an "atypical" profession for men or women.
<b>Resources</b>	The project is organized in five provinces of the French speaking community of Belgium and also in the Brussels Region and the budget spent per province for implementation is 9.500 € and 12.000 € in Brussels (more students); in total an annual amount of 59.500 € is awarded by the FWB for the costs of organizing the project (no consideration of salaries in this budget).
<b>Evaluation</b>	Since 2013, the project has been subject to a quantitative and qualitative annual assessment. These evaluations are available on the project website: <a href="http://www.gdbd.be">www.gdbd.be</a> (evaluation section)
<b>Good practice</b>	The measure is defined as good practice by respondent because its approach allows reaching a large number of students with low costs (volunteer witnesses) and the association between the animation and the

	witness meetings allow young people to internalize the concepts of gender stereotypes.
<b>Further information</b>	<a href="http://www.gdbd.be/">http://www.gdbd.be/</a>

Source: task 3 survey

**Table 20 Inter-university Master in Gender studies, Wallonia-Brussels Federation, Belgium**

<b>Description of the measure</b>	<p>The 'master de spécialisation en études de genre' (Specialised Master in Gender Studies) is a 60 ECTS (one-year) inter-university master's degree regrouping all six French-speaking universities of Belgium (Free University of Brussels, University of Liège, Catholic University of Louvain, Catholic university of Mons, University of Namur, Saint-Louis University Brussels).</p> <p>This is the first French-speaking postgraduate degree in gender studies in the Wallonia-Brussels Federation of Belgium (aka the French-speaking part of Belgium). It is the first postgraduate degree to group all six universities of the WBF and is both multidisciplinary and interdisciplinary.</p>
<b>Objective</b>	<p>This master has been the perfect occasion to gather courses that found themselves scattered and isolated until now. It also paves the way to offering and creating new specific modules on gender, thanks to the many researchers' expertise and the blooming research centres already existing in the field. Finally, this master's degree offers a practical answer to the growing demand of experts on gender (and sexuality) issues and equality, in the private and public sector.</p>
<b>Target group</b>	<p>Students who already hold a postgraduate degree (Master's degree) and wish to hone their skills further as well as professionals who can justify at least 5 years of experience in a field related to gender/sexuality issues who wish to take their career further.</p>
<b>Approach</b>	<p>This master's degree consists of:</p> <ul style="list-style-type: none"> <li>• Six compulsory core modules (30 ECTS): each university has created a core module especially for the degree. These modules are the solid theoretical and methodological base of the programme.</li> <li>• A research-based dissertation OR a traineeship-based dissertation (dissertation coupled with a 64-hour traineeship in a professional environment) (15 ECTS)</li> <li>• Optional modules: free choice between modules from all six universities (15 ECTS)</li> </ul> <p>The master is both multidisciplinary and interdisciplinary. The current fields of research include among others: Psychology, Arts and Humanities, Social sciences, Law, Business, Architecture.</p>
<b>Results</b>	<p>Not yet available as the programme will launch for the very first time in September 2017 (academic year 2017/18).</p>
<b>Resources</b>	<p>Unknown.</p>
<b>Evaluation</b>	<p>An evaluation is planned.</p>
<b>Good</b>	<p>The measure is defined as good practice because it allows addressing</p>



<b>practice</b>	gender issues on top of the growing demand for experts on gender issues, legitimising gender studies in the academic sphere.
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Source: task 3 survey

**Table 21 Gender Mainstreaming Decree, Wallonia-Brussels Federation – Belgium**

<b>Description of the measure</b>	<p>Decree relating to “gender mainstreaming”, adopted on the 7<sup>th</sup> of January 2016 by the Parliament of the Wallonia-Brussels Federation, to move towards real equality by systematically adopting a gender perspective in the review of each decision, budget or regulation adopted by its governing bodies or by the Government itself. Therefore, in the research sector, like in other competences of Wallonia-Brussels Federation, the gender dimension be explicitly considered in the implementation of public policies.</p> <p>Regarding other gender mainstreaming policies, the Wallonia-Brussels Federation decree contains some innovative elements:</p> <ul style="list-style-type: none"> <li>- The gender test is a required formality for all the projects that are listed in the implementing orders (art2 – IO 10/05/2017). Because of that, all the competences of the Wallonia-Brussels Federation are concerned and reviewed, and not just one or two of them.</li> <li>- The gender test required not only a gender analysis of the project, but also concrete and practical propositions of changes to make the project more respectful of the equality between men and women.</li> <li>- All the members of ministerial offices and administrations who are in charge of the two procedures are planned to be trained.</li> </ul>
<b>Objective</b>	<p>By an integration of the gender dimension in the policies and budgets of the Wallonia-Brussels Federation, gender mainstreaming aims to:</p> <ul style="list-style-type: none"> <li>- Highlight the differences and inequalities between women and men in the framework of its competences</li> <li>- Invite the administration or government members to ask about the impact of their decisions, policies or budgets on these inequalities</li> <li>- Take political decisions to change the policies, decisions and budgets that have a negative impact on equality between women and men, or that strengthen an existing inequality</li> <li>- Finally, to achieve real equality between women and men in the Belgian French speaking community (not only an equality of rights).</li> </ul>
<b>Target group</b>	<p>All members of administration and government of Wallonia-Brussels Federation</p>
<b>Approach</b>	<p>The 7<sup>th</sup> of January Decree and its implementing order (25/05/2016 – 10/05/2017) regulate the system and the procedures for the integration of the gender dimension in the policies and budgets of the Wallonia-Brussels Federation.</p> <p>This system is composed of:</p> <ul style="list-style-type: none"> <li>- A Coordination group, composed by members of ministerial offices and administrations, in charge of implanting the goals of the decree;</li> <li>- A support group in gender (Cellule d’appui en genre), integrated in the Department of equal opportunity, in charge of coordinating the implementation of the decree, and of providing administrative and</li> </ul>

	<p>scientific support to ministerial offices and administrations;</p> <ul style="list-style-type: none"> <li>- Two procedures which are binding and applicable since 1<sup>st</sup> of January 2017: <ul style="list-style-type: none"> <li>o Gender test: before adoption by the Parliament, review of each project of policy by measuring its impact on the equality between men and women.</li> <li>o Gender budgeting procedure: integration of the gender perspective in the budget and identification of: <ul style="list-style-type: none"> <li>▪ Credits specially dedicated to equality between women and men</li> <li>▪ Credits that may have an impact on the equality between women and men</li> </ul> </li> </ul> </li> <li>- Training courses for members of ministerial offices and administrations who are in charge of these two procedures.</li> </ul>
<b>Results</b>	<p>Gender mainstreaming decree is a “young” measure. Accordingly, the first results concern the implementation of the system: coordination group composition, creation of the gender test form and of the gender budgeting procedure, creation of the training courses.</p> <p>Nevertheless, some other results are available:</p> <ul style="list-style-type: none"> <li>- Budget 2017: 106 credits have been coded through the gender budgeting procedure.</li> <li>- Since May 2017: each policy project concerned has to pass a gender test</li> <li>- Hundred members of ministerial offices and administrations have been trained.</li> </ul>
<b>Resources</b>	<p>The support group in gender is composed of two members, full time dedicated to coordinating the implementation of the decree.</p>
<b>Evaluation</b>	<p>An evaluation is planned.</p>
<b>Good practice</b>	<p>The measure is defined good practice by respondent because gender mainstreaming and gender budgeting are indispensable tools to move to a real equality between women and men. Specific actions to promote equality are not sufficient, our society and our government need to question all these systems, procedures, decisions and actions. Gender mainstreaming and gender budgeting are the way to do it.</p>

Source: task 3 survey

**Table 22      Continuous implementation of GEP developed by EIGE, Flanders – Belgium**

<b>Description of the measure</b>	The measure is not based on a law or an government regulation. The Flemish Inter University Council (VLIR) decided bottom up that universities will implement, in so far as not already done, the European Commission's gender equality plan (GEP) developed by EIGE (European Institute for Gender Equality). They will continue to comply with the HR Excellence in Research Award and additionally organise various actions and programmes for cultural and increase training and awareness (varying per RPO). Some examples include the appointment of a full professor on Gender Studies, the appointment (and training) of a "gender vanguard" or "gender watchdog", or, alternatively, the establishment of a steering committee with representation from all faculties serving the same purpose. Introduced in (Year): ongoing, first report in 2005.
<b>Objective</b>	Gender action plan implementation on institutional level
<b>Target group</b>	RPO's
<b>Approach</b>	The universities have to prove efforts on gender equality to the government – e.g. for the funding distribution key (BOF – Special Research Fund) and for extra funding for gender and diversity training for Doctoral Schools). Although other ways of proving implementation could be imagined defacto the GEPs are used in demonstrating towards the government the efforts done. University also refer in self-regulatory monitoring reports to the GEP. .
<b>Results</b>	Missing information (as implementation started in 2005!)
<b>Resources</b>	Unknown
<b>Evaluation</b>	Yes. BOF-funding and doctoral schools funding will be evaluated in globo in 2018 (including the gender elements within).
<b>Good practice</b>	Measure is defined as good practice by respondent but no justification given.

Source: task 3 survey

**Table 23      Equal Opportunities Report, Flanders – Belgium**

<b>Description of the measure</b>	The VLIR taskforce “Equal Opportunities” will publish the “Gelijke Kansen Rapport” (Equal Opportunities Report) with input from the RPO’s and a methodology that allows for historical benchmarking. Preparations for the next report start in 2017. The report has been published in 2002, 2005, 2010 and 2015.
<b>Objective</b>	Monitoring the development of gender equality in R&I
<b>Target group</b>	RPO's
<b>Approach</b>	The report is used by institutions to demonstrate the implementation of gender equality measures towards the government and society.
<b>Results</b>	Reports are published on web-site (see below, available only in Dutch).
<b>Resources</b>	Unknown
<b>Evaluation</b>	Yes
<b>Good practice</b>	The measure is defined as good practice by respondent because it allows for benchmarking over the years and it is a driver for gender equality discourse.
<b>Further information</b>	<a href="http://www.vlir.be/gelijkekansenrapporten">http://www.vlir.be/gelijkekansenrapporten</a>

Source: task 3 survey

**Table 24**      **Qualitative assessment within the RPOs and RFOs by themselves, Flanders – Belgium**

<b>Description of the measure</b>	The research funding and research performing organisations (RFOs and RPOs) carry out qualitative assessments on the effectiveness and impact of their internal gender action plans and measures related to gender issues and adapt/adjust them as needed. This is based on an agreement reached by the VLIR (Flemish Inter University Council) to implement the GEP and to cooperate with the Gilijke Kansen Rapport.
<b>Objective</b>	Aim of the assessment is to raising effectiveness of the gender action plans.
<b>Target group</b>	RPOs, RFOs
<b>Approach</b>	<p>The main RFO (FWO – Fonds Wetenschappelijk Onderzoek) has regulations in place e.g. pregnancy leave, 2/3<sup>rd</sup> gender balance in committees and advisory university boards (max. 3 out of 5 members of same gender). As long as this is not reached, priority is given to underrepresented gender. This prioritization is not “automatic” since excellence of the candidate needs to be taken into account. The Research council and the underling selection and advisory commissions implicated in validating the BOF-funding, e.g. BOF-tenure track funding or the Methusalem programme, also have maximum 2/3 of the same gender. Constant self-monitoring by the RFO will give way to adjusting measures in the future.</p> <p>The main Flemish RFO, the FWO, is permanently monitoring influx and success ratio of male and female applicants. The figures show that also in Flanders a relatively large percentage of female PhD's don't candidate themselves for further academic careers (scissor graph). This is why the FWO specifically focuses on gender measures on that problem. Examples are the raising maximal anciennity with one year for each pregnancy or partental leave, attentiaon for family related career breaks and flexible mesasurements for researcher mobility.</p> <p>Within the evaluation of bursary applications the panel members have the explicit responsibility to take into account the fact that differences in research careers could be the result of family matters. In the application form there is an explicit form field to clarify this.</p>
<b>Results</b>	<p>In the past years the FWO, as a result of abovementioned measures, has seen influx rise from 34% in 2004 to 43% in 2015. Now 45% of all postdoctoral researchers are female compared to 35% in 2005 (figures provided by FWO, applicable to FWO measures).</p> <p>Although there are come “hard” regulations (laws) in action most of gender quality effort comes through bottom-up initiatives, self-regulation and inter-univeristy agreements on implementation of gender action plans and other measures. The constant monitoring on qualitative level and the equal opportunities report by VLIR are important drivers in this.</p>

<b>Resources</b>	Unknown
<b>Evaluation</b>	Yes. The FWO will be evaluated in 2018 (including the gender measures).
<b>Good practice</b>	The measure is defined as good practice by respondent because internal effectiveness study of Gender action plans on an institutional level raises awareness.

Source: task 3 survey

**Table 25 UNESCO chair in Gender Equality and Women's Empowerment, Cyprus**

<b>Description on the measure</b>	<p>Since its establishment in 2009 the UNESCO chair in Gender Equality and Women's Empowerment of the University of Cyprus has been aiming at promoting equality, respect to human rights and democracy through an integrated system of research, documentation, education, training and interventions in the society that prevent gender inequality.</p> <p>Therefore, an interdisciplinary postgraduate programme on Gender Studies was developed under the coordination of the Department of Education of the University of Cyprus and the UNESCO Chair.</p> <p>The activities include research, reports, seminars, lectures, and networking as well as collaboration on national, European and international level.</p>
<b>Objective</b>	<p>The long-term objective is to promote an integrated system of research, training, information and documentation activities in the field of women and gender studies in all the partner countries. Furthermore this measure aims to sensitize policy makers, the public, the mass media, the government and the private employees and employers concerning the issues of gender mainstreaming and the quality in equality.</p> <p>The follow-up objectives are to:</p> <ul style="list-style-type: none"> <li>- Set up research-product guidelines</li> <li>- Standards for all the indicators of gender mainstreaming</li> <li>- Insert the gender dimension in all the training and educational centres and institutions of higher, secondary and primary education (in Cyprus and in the participating countries)</li> <li>- Create and disseminate "good practices" for effective qualitative interventions that promote gender mainstreaming and equality</li> <li>- Based on the analysis of sex and gender and the investigation of the roots of inequality to combat and prevent gender based violence and intersectionality of inequality in terms of age, educational and socioeconomic level</li> </ul>
<b>Target group</b>	Boys and girls, men and women in all the network countries (Cyprus, Greece, Italy, Spain, France, Finland, Romania, Lithuania, Portugal, Slovenia, Ukraine, Latvia, Lebanon and Egypt) and the Global Network of UNESCO's chairs in Gender Equality
<b>Approach</b>	<p>Concerning the different activities of this measure there are several approaches to be quoted:</p> <ol style="list-style-type: none"> <li>1. Research (selected): <ul style="list-style-type: none"> <li>- Daphne III European programme: "An indirect harmful effect of violence: Victimizing the child and Re-victimizing the woman-mother through her child's exposure to violence against herself" (2009-2011).</li> <li>- "The profile of the woman politician in Cypriot Television. A gendered analysis" funded by the University of Cyprus (2010-2012).</li> <li>- "CODE-IWP, Commitment to Democracy through Increasing Women's</li> </ul> </li> </ol>



	<p>Participation" funded by the European Commission, JUST (2016-2017).</p> <ol style="list-style-type: none"> <li>2. Coordination of the Gender Studies post graduate programme.</li> <li>3. Organisation of key conferences and workshops hosted by the Chair.</li> <li>4. Interuniversity exchanges/partnerships (principal exchanges/partnerships between the Chair and other institutions including UNESCO Chairs/UNITWIN networks)</li> <li>5. Publications/multimedia materials and other.</li> </ol>
<b>Results</b>	<p>The results depend on the fulfilment of the objectives:</p> <ul style="list-style-type: none"> <li>- Research indicating gender inequality and intervention to policy makers and the academic community through reports, organisation and participation in conferences, publications, and seminars.</li> <li>- Enhancement of networking on national, European and international level.</li> <li>- Successful running of the Gender Studies programme through which the University of Cyprus educates the youth and the stakeholders for a community of equality.</li> <li>- Cooperation with UNESCO Headquarters and Field Offices.</li> </ul>
<b>Resources</b>	<p>There are both human and material resources:</p> <ul style="list-style-type: none"> <li>- Human resources: chair holder, 2 postgraduate students, administrative team of the Department of Education of University of Cyprus, researchers paid by the funding agent.</li> <li>- Material resources: offices, electronic equipment, library and annual budget.</li> </ul>
<b>Evaluation</b>	<p>The evaluation is conducted by the UNESCO central office in Paris and it is repeated every year through the annual reports and every 4 years for the renewal of the agreement and chairing.</p>
<b>Good practice</b>	<p>The measure is defined as good practice by respondent as ERA countries can enrich their research by the gender dimension and also contribute to changing the inequality which is hidden behind declarations and conventions without any implementation in praxis.</p> <p>The development and coordination of the postgraduate programme along with seminars and training of specific groups in the society, youth, parents, students, boys and girls, as well as the strong national and international network of the Chair are considered to be the innovative elements of this measure. Additionally, great importance has been placed on research and documentation which promote awareness and research based information on gender issues.</p>
<b>Further information</b>	<p><a href="http://www.ucy.ac.cy/unesco/en">http://www.ucy.ac.cy/unesco/en</a></p>

Source: task 3 survey

**Table 26 Gender Equality Committee with Rectors Council decision, Cyprus**

<b>Description on the measure</b>	The University of Cyprus proceeded with the creation of an Internal Committee for Gender Equality with representatives from academic and administrative staff and students in 2013. This was in the context of undertaken efforts from the Ministry of Education and Culture of Cyprus to promote gender equality in education. The Ministry was collaborating with all stakeholders for the development of the NAP aiming to develop action plans to promote gender equality and eliminate stereotypes and gender discrimination in education.
<b>Objective</b>	<p>The Gender Equality Committee has several objectives:</p> <ol style="list-style-type: none"> <li>1. Internal assessment of the gender map of the university.</li> <li>2. Identification and recording of existing policies and actions promoting gender equality.</li> <li>3. Suggestion of specific actions to promote gender equality and eliminate stereotypes and discrimination.</li> <li>4. Initiating the community discussion on gender equality issues in order to promote the need for the development and implementation of a gender equality plan.</li> </ol> <p>(The committee submitted all requested work at the University Senate for further discussion and approval.)</p>
<b>Target group</b>	Suggestions of the committee are targeted to the university community as a whole (academic and administrative staff members and students).
<b>Approach</b>	<p>The committee prepared and submitted to the University Senate the following suggestions/measures to be undertaken related to gender issues (part of which have already been implemented):</p> <ul style="list-style-type: none"> <li>- Creation of internal gender equality machineries (Statute; position in the administrative architecture of the institution with dedicated staff members)</li> <li>- Seminars, trainings, workshops of informative nature (implemented)</li> <li>- Staff and student training to develop expertise in the field of equality (provided in the Code for harassment and discrimination but not yet implemented)</li> <li>- Guidance on the development of skills and personal development of women</li> <li>- Quotas in hierarchical positions, committees and key positions</li> <li>- Flexible work schedule, nursery, work from home to promote a balanced family and working life (partly implemented) <ul style="list-style-type: none"> <li>o Flexible hours for administrative and academic staff members (implemented)</li> <li>o Technology supported work environment to work from home (remote access to all University facilities) (implemented)</li> <li>o Provisions for child sick leave and educational leave policy (implemented)</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Equal access to training opportunities for administrative staff members (implementation of training policy) (implemented)</li> <li>○ Summer school for university staff members children (implemented)</li> <li>○ New parent skills training (for permanent academic and administrative staff) (implemented)</li> <li>○ Medical coverage scheme (for permanent academic and administrative staff) (implemented)</li> <li>- Gender in recruitment (implemented). In recruitment vacancies of all academic and research staff, it is stated that: (a) “the University adopts an equal opportunity policy at recruitment and the subsequent career stages and encourages both genders to submit an application for all levels of Academic and Administrative Staff and (b) the University does not discriminate in any way on the basis of gender, religion or belief, ethnic, national or social origin, age, physical ability, marital status and sexual orientation.”</li> <li>- Establishment of University policy (code) for harassment and discrimination (implemented)</li> <li>- Use of gender neutral language</li> <li>- Collection and analysis of data by gender (implemented/ annual internal assessment)</li> <li>- Monitoring Evaluation and control of action</li> </ul>
<b>Results</b>	<p>The results of the committee are evident in terms of surfacing the issues of gender. At the same time, the committee directly and indirectly, achieved the introduction of new practices and policies to ensure gender equality and deal with gender imbalances.</p> <p>The discussion on gender issues has provided the ground for the HR department to participate as a partner in a consortium of research funding and implementing organisations that aim to develop implement Gender Equality Plans, as part of an EU funded project.</p>
<b>Resources</b>	No dedicated staff members are dealing with gender issues, however invested resources can be calculated for staff hours, budget for trainings/events etc.
<b>Evaluation</b>	No
<b>Good practice</b>	The measure is defined as good practice by respondent as the creation of internal machineries e.g. a gender committee in our case, is particularly helpful for organizations that aim to initiate internal gender discussions that will eventually and gradually lead to the development and implementation of a Gender Equality Plan.
<b>Source</b>	<a href="http://eige.europa.eu/gender-mainstreaming/toolkits/gear/legislative-policy-backgrounds/cyprus">http://eige.europa.eu/gender-mainstreaming/toolkits/gear/legislative-policy-backgrounds/cyprus</a>

Source: task 3 survey

**Table 27      Development of Capacities for research and development, Czech Republic**

<b>Description of the measure</b>	<p>Since 2016 the Ministry of Education, Youth and Sports provides funding for the Czech research institutions to implement the Human Resource Strategy for Researchers (HRS4R)<sup>14</sup> and to obtain the HR Award from the European Commission.</p> <p>The Action Plan for Human Resources Development and Gender Equality in R&amp;D is completely new and constitutes the innovative element of this measure.</p>
<b>Objective</b>	The improvement of gender equality in research institutions will be intensified by facilitating institutional change with the framework of the Operational Programme Research, Development and Education and with the usage of the European Structural and Investment Funds.
<b>Target group</b>	Universities, research institutions, researchers and students
<b>Approach</b>	<p>Funding is provided within the implementation of the framework of the Operational Programme Research, Development and Education of the European Structural and Investment Funds.</p> <p>It is expected that the proposed call and the implementation of HRS4R will strongly support cultural change at least within the interested research institutions and universities.</p>
<b>Results</b>	Results are not available yet.
<b>Resources</b>	The approximate allocation for the call is accounted for 25.300.000€.
<b>Evaluation</b>	This measure has not been evaluated.
<b>Good practice</b>	Missing assessment if the measure is a good practice.

Source: task 3 survey

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<sup>14</sup> <https://euraxess.ec.europa.eu/jobs/hrs4r>

**Table 28 Milada Paulova Award, Czech Republic**

<b>Description of the measure</b>	<p>The Award is named after the first Czech woman to lecture at a university (1925) and to receive a professorship (1939), historian Milada Paulova. In 2009 the Ministry of Education, Youth and Sports introduced the Milada Paulova Award, for lifelong achievement in science for women researchers. The Milada Paulova Award aims to publicly and financially appreciate research achievements of prominent Czech women researchers, provides role models and inspires women researchers and students at the beginning of their research careers. The Milada Paulova Award is conferred for making a major contribution in a particular discipline, including pedagogical work, supervision, cooperation with civil society or the industrial sector. Women researchers who can be nominated are active in the academic, civil society or private research sectors. The Award is conferred in a specific discipline each year.</p>
<b>Objective</b>	<p>Preservation of the Milada Paulova Award within the portfolio of awards conferred in the Czech Republic for R&amp;D and innovation.</p> <p>To acknowledge the women's lifelong achievement in science and to increase attractiveness of research careers and STEM programmes among young women</p>
<b>Target group</b>	<p>Providers of support from the public funds of the Czech Republic, Universities, Research institutions, researchers, professional and lay public.</p>
<b>Approach*</b>	<p>Scientific (sub)disciplines alternate in an effort to achieve a balance among humanities &amp; social, natural, technical and agricultural sciences and they're mostly bind to EU/OSN international years or important anniversaries.</p> <p>The nomination process is democratic: anybody, incl. students, can nominate it's candidate(s) by filling the form. However, the coordinator always asks for agreement of nominees to be nominated, asks nominee to send her CV with publication record and fill in the form (it asks among others for other activities in civil society, about what result of their work is for them subjectively the most important, who are their most distinguished students, if they want to add anything, that should jury know or consider during the evaluation: e.g. info about limited chance to travel under communist regime and other career obstacles).</p> <p>The jury is compound from scientists and academics</p> <ul style="list-style-type: none"> <li>- from public universities and research organisations and when it's possible as well from NGO &amp; private sector and by representative of Ministry of Education, Youth and Sports</li> <li>- it is taken in account: <ul style="list-style-type: none"> <li>o thematic focus of chosen discipline and of each jury member</li> <li>o seniority of evaluators (young people recruits from awardees of several Czech/international awards for young researchers, e.g.)</li> <li>o gender (there are mostly junior and middle aged career women</li> </ul> </li> </ul>

	<p>researchers asked to be in jury, to avoid contradiction for senior scientists of being nominated and being in jury in the same time, and men scientists of diverse level of seniority)</p> <ul style="list-style-type: none"> <li>o representation of evaluators from different regions of the Czech Republic.</li> </ul> <p>- Each member of jury has to sign a document of impartiality and in cases of relation to some of the nominees s/he doesn't evaluate this person.</p> <p>The evaluation is done electronically. The jury gets CV, forms, nomination letters and evaluation form with chosen criteria (such as publication, pedagogic work and leading of students/junior researchers, contribution to the development of the field, administrative/academic work – e.g. committees, boards, conference coordination and so on). It evaluates nominees by points. In the second step jury is asked to evaluate nominees on the basis of their personal subjective criteria, name three best candidates for the award and briefly justify their choice. Mostly both evaluation comes with the same result, if it's not the case, jury in second round chooses among two best candidates. In case there is again no conformity, the chair of the jury decides (the chair is voted by members of jury).</p> <p>Ministry of Education, Youth and Sports shields the award, helps with dissemination of call for nomination and nomination letter for jury members, awards the prize and organizes the ceremony. Centre for Gender &amp; Research (Institute of Sociology Academy of Sciences) is responsible for proposing the field of science, proposing people to the jury, dissemination of call for nomination, communicate with nominees and jury and is responsible administratively for tasks needed to realization of the award.</p>
<b>Results</b>	9 award winners
<b>Resources</b>	The Milada Paulová Award amounts to 150.000 CZK. Additionally the Ministry of Education, Youth and Sports cover all expenses regarding the ceremony of the Award.
<b>Evaluation</b>	No.
<b>Good practice</b>	Defined as good practice by respondent because the award provides role models and inspires women researchers and students at the beginning of their research careers.
<b>Further information</b>	<p>Publicity/popularisation: video (<a href="https://www.youtube.com/watch?v=jEPTw-6Jfgk&amp;feature=c4-overview&amp;list=UUXqsWKEBKjFTrtlbW5S4V2Q">https://www.youtube.com/watch?v=jEPTw-6Jfgk&amp;feature=c4-overview&amp;list=UUXqsWKEBKjFTrtlbW5S4V2Q</a>)</p> <p><a href="http://genderaveda.cz/en/milada-paulova-award/">http://genderaveda.cz/en/milada-paulova-award/</a>, <a href="http://genderaveda.cz/wp-content/uploads/2018/02/cenaMiladyPaulove2016.ebook_.pdf">http://genderaveda.cz/wp-content/uploads/2018/02/cenaMiladyPaulove2016.ebook_.pdf</a>; interviews with all nominees,, reports of the ceremony awards in newsletter and media and so on.</p>

\* Additional information provided by ISAS.

Source: task 3 survey

**Table 29      Background study – “Analysis of barriers and strategy to promote equal opportunities in R&D”, Czech Republic**

<b>Description of the measure</b>	A large-scale study is prepared in 2017 to enable an in-depth understanding of gender barriers and challenges at cultural, institutional and individual levels.
<b>Objective</b>	The study aims at supporting an evidence-based policy making processes in the area of gender equality and gender mainstreaming in R&D founded on comprehensive scientific findings and gender monitoring mechanisms.
<b>Target group</b>	Ministry of Education, Youth and Sports and other providers of support from the public funds of the Czech Republic, universities and research institutions.
<b>Approach</b>	<p>The National Contact Centre for Gender and Science realises, Institute of Sociology of the Academy of Sciences of the Czech Republic implements with the support of the Ministry of Education, Youth and Sports via Operational Programme – Employment a project “Analysis of barriers and strategy to promote equal opportunities in R&amp;D”.</p> <p>The study has the potential to add substantial value to the ongoing dialogue within R&amp;D system on national level to address gender imbalances in research institutions and decision-making bodies and especially integrating the gender dimension better into R&amp;D policies and programmes.</p> <p>The project is designed from the study to the development of complex strategy, which will contains concrete recommendations and measures to promote equal opportunities in R&amp;D. These outcomes shall be used by the Ministry of Education, Youth and Sports of the Czech Republic in preparation of further policies in the course of the period 2020+.</p>
<b>Results</b>	Not yet.
<b>Resources</b>	No special resources dedicated in the National ERA Roadmap. The study is funded via Operational Programme – Employment administrated by the Ministry of Labour and Social Affairs of the Czech Republic.
<b>Evaluation</b>	No
<b>Good practice</b>	The measure is defined as good practice by respondent without justification.

Source: task 3 survey

**Table 30      Action Plan for Human Resources Development and Gender Equality in R&D, Czech Republic**

<b>Description of the measure</b>	In 2016 a process started to prepare, adopt and implement an Action Plan for Human Resources Development and Gender Equality in R&D.
<b>Objective</b>	The process aims at developing a comprehensive strategy approach to human resources development and gender equality in R&D as well as providing research organisations with methodology instruments to develop their internal strategies.
<b>Target group</b>	Public funds of the Czech Republic, universities, research institutions and researchers.
<b>Approach</b>	Missing information
<b>Results</b>	Not yet.
<b>Resources</b>	No special resources dedicated.
<b>Evaluation</b>	No
<b>Good practice</b>	The Action Plan for Human Resources Development and Gender Equality in R&D is defined as innovative and good practice because it is a completely new type of strategy which has been introduced in the Czech Republic. Furthermore the action plan contents several crucial measures and recommendations which could significantly help to change and improve internal environment of the research organizations in the context of gender issue.

Source: task 3 survey



**Table 31 Financial support to several organisations, France**

<b>Description of the measure</b>	Since 2011 the French ministry of higher education and research has financially supported many organisations such as: Femmes et sciences; femmes et mathématiques; femmes ingénieurs; AFDESRI (Association pour les Femmes Dirigeantes de l'Enseignement Supérieur, de la Recherche et de l'Innovation); AFFDU (Association Française des Femmes Diplômées de l'Université).
<b>Objective</b>	The purpose of this measure is to increase the share of women in STEM fields and in the decision-making process.
<b>Target group</b>	Different target groups are concerned, depending on the organisation and their actions: undergraduate students, PhD students, PhD holders, female academics and researchers, etc.
<b>Approach</b>	It depends a lot on the actions: informing, training, coaching, mentoring, enlarging a pipeline or creating a new one, recommending additional measures etc.
<b>Results</b>	No information available.
<b>Resources</b>	About 25.000€ per year.
<b>Evaluation</b>	No
<b>Good practice</b>	The measure is not defined as good practice by respondent.

Source: task 3 survey

**Table 32 Support for institutions which integrate the gender dimension in research content and teaching, France**

<b>Description of the measure</b>	Financial support to some organisations (for e.g. EFiGiES, Mnémosyne, ANEF) for promoting gender studies to map the gender dimension in teaching.
<b>Objective</b>	The financial support aims at informing and supporting institutional gender equality policy. An additional aim is stocktaking of the gender dimension in teaching.
<b>Target group</b>	Academic staff in general, sometimes a category in particular (for e.g., Mnémosyne awards the best MA dissertation on a gender-related topic).
<b>Approach</b>	Tools and best practices are provided to support institutional policies – e.g. different research seminars are organised, research and teaching that take into account the gender dimension is mapped.
<b>Results</b>	Not available.
<b>Resources</b>	About 25.000€ per year to support the organisations mentioned above.
<b>Evaluation</b>	No
<b>Good practice</b>	Missing assessment if the measure is a good practice.

Source: task 3 survey

**Table 33 Research-Oriented Standards on Gender Equality with Toolbox, Germany**

<b>Description of the measure</b>	<p>The member organisations of the German Research Foundation (DFG) adopted the Research-Oriented Standards on Gender Equality (<a href="http://www.dfg.de/gender_equality_standards">www.dfg.de/gender_equality_standards</a>) in 2008 and renewed their commitment 2017. By entering into this voluntary commitment, they defined structural and personnel-related standards for a sustainable equality policy in the scientific and university landscape. Part of the initial concept to implement the Standards was the toolbox. Since its development in 2009 it has been revised and modernised several times. The toolbox presents examples illustrating the possible breadth of gender equality measures in research and teaching in keeping with the DFG's Research-Oriented Standards on Gender Equality (<a href="https://instrumentenkasten.dfg.de/index_en.html">https://instrumentenkasten.dfg.de/index_en.html</a>). The toolbox is a freely accessible online information system that presents examples illustrating the possible breadth of gender equality measures in research and teaching in keeping with the DFG's Research-Oriented Standards on Gender Equality.</p>
<b>Objective</b>	<p>There are several objectives of this measure:</p> <ul style="list-style-type: none"> <li>- To help establish sustainable gender equality policies in the scientific and university landscape.</li> <li>- To set structural and personnel-related standards for the particular equality policies.</li> <li>- To significantly increase the proportion of women at all academic career levels according to the so-called cascade model (It defines targets for the proportion of women at each career level based on the proportion of women at the next lower level).</li> <li>- To present real-life examples of Gender Equality measures in German higher education institutions.</li> <li>- To promote the implementation of similar practices elsewhere by keeping the Research-Oriented Standards on Gender Equality</li> </ul>
<b>Target group</b>	<p>This measure is aimed at the DFG member organisations (German research universities, non-university research institutions, scientific associations and the Academies of Science and the Humanities) and their staff as well as the applicants for DFG-funding and equal opportunities experts.</p>
<b>Approach</b>	<p>The DFG's member organisations have been submitting reports in changing forms (2009-2013 three reports on their gender equality strategies, 2014-2016 annual monitoring of their proportion of female scientists and since 2017 qualitative reports on varying gender equality topics every three years) on the implementation of the Research-Oriented Standards on Gender Equality in their organisations to the DFG.</p> <p>The currently 275 real-life examples in the toolbox are selected in a quality-assured process to ensure that they are of high quality and thematically</p>

	varied. The toolbox gives users ideas and inspiration for their own work as well as the option of submitting measures of their own for inclusion in the database.
<b>Results</b>	<p>An evaluation in 2017 analysed the implementation and impact of the Equality Standards, documenting the positive effects on the German scientific and academic landscape. The submitted reports of the member institutions illustrate the positive momentum set in motion by the Standards, which can be seen at almost all institutional levels. Gender equality is now seen as a strategic management task and as a sign of quality. The DFG's Gender Equality Standards have brought about organisational and cultural changes and conditions characterised by increased equal opportunities in the member institutions. The Toolbox has been identified as a helpful tool within this progress.</p> <p>On the basis of this evaluation, recommendations have been formulated on the future of the Research-Oriented Standards on Gender Equality, which were approved by the General Assembly of the DFG and the DFG member organisations in July 2017. According to the recommendations the member organisations renewed their voluntary commitment on the Standards in order to anchor Gender Equality measures within the institutions in the long term. It is planned that every 3 years qualitative reports are going to be prepared with changing key topics. Therefore it will be possible to examine both successful and unsuccessful case studies with a view to initiate peer learning. The first submission is planned in 2019.</p> <p>The Toolbox will be opened and applicable for non-university research institutions. For its long-term maintenance the responsibility should be transferred.</p>
<b>Resources</b>	Unknown because they depend on the member organisations' resources. The Toolbox resources are defined to approx. € 50,000.
<b>Evaluation</b>	The evaluation is available under <a href="http://www.dfg.de/en/dfg_profile/facts_figures/evaluation_studies_monitoring/studies/study_research_standards/index.html">http://www.dfg.de/en/dfg_profile/facts_figures/evaluation_studies_monitoring/studies/study_research_standards/index.html</a> .
<b>Good practice</b>	The measure is defined as good practice because both the Research-Oriented Standards on Gender Equality and the Toolbox with its measures are innovative as such. Due to their different approach from previous models they can address current problems or offer new and innovative solutions. Furthermore it is claimed that its support of advancements in Gender Equality is evident (positive effects of the Standards on the German scientific and academic landscape were documented in the evaluation).
<b>Further information</b>	<a href="http://www.dfg.de/gender_equality_standards">www.dfg.de/gender_equality_standards</a> <a href="https://instrumentenkasten.dfg.de/index_en.html">https://instrumentenkasten.dfg.de/index_en.html</a>

Source: task 3 survey

**Table 34      Fraunhofer Talenta Career Programme for Female Scientists, Germany**

<b>Description of the measure</b>	In 2013 the Fraunhofer TALENTA career programme for female scientists has been established which is founded on two pillars: financial support for the respective organizational unit in order to attract female scientists and managers to foster their careers over the long term. Furthermore there is the focus on the individual career ladder of female scientists where the programmes steps in at various career stages and offers both women in entry-level positions and experienced female scientists the same individual development programme that is offered female managers.
<b>Objective</b>	Getting more women to take up applied research is a major goal for the Fraunhofer-Gesellschaft. Fraunhofer TALENTA is a structural program designed to help institutes increase the proportion of female scientists across all career levels. Until 2017, there were 400 places available in the program. The program is founded on two pillars: financial support for the respective organizational unit in order to attract female scientists and managers and nurture their careers over the long term; and a focus on the individual careers of female scientists at Fraunhofer. TALENTA kicks in at various career stages and offers both women in entry-level positions and experienced female scientists the same individual development program that it offers female managers.
<b>Target group</b>	<p>TALENTA contains three development strands:</p> <ol style="list-style-type: none"> <li>1. “TALENTA start” is aimed at female university graduates and gives them guidance and advice as they embark on their careers in applied research.</li> <li>2. “TALENTA speed up” is designed for female scientists both within Fraunhofer and beyond, who already have professional experience. It supports each candidate’s development at her respective career stage and offers professional training that matches her individual career path.</li> <li>3. “TALENTA excellence” is aimed at women who aspire to or already hold a high management position at Fraunhofer – such as head of a department or business unit – and offers an individual development program.</li> </ol> <p>Depending on the career level, TALENTA is open to both internal and external applicants.</p>
<b>Approach</b>	<p>The programme consists of three parts:</p> <ul style="list-style-type: none"> <li>- Financial support: The programme’s financial support to the institutes consists in the additional financing for a position to the amount of 2000 euros monthly. This sum is to be invested in a position: that is, the candidate receives an employment contract at Fraunhofer for at least the term of the two-year programme support.</li> <li>- Career time: A core aspect of the programme is “career time”, which gives the scientists at the start and speed up levels the time and space for their own professional further development. TALENTA excellence candidates receive additional HR resource funding for their</li> </ul>

	<p>organizational unit. Each candidate can use these resources to increase the personnel capacity in her unit with the goal of giving her greater scope to enhance her scientific profile. Under the terms of the financial support, the candidate must be freed from her work duties as required to further her own career goals – for example, to work on her doctorate.</p> <ul style="list-style-type: none"> <li>- Qualification for the next career stage: During TALENTA, the scientists receive a qualification budget to put together their own individual support programme. For the career development and qualification offer, a budget that is funded 50 percent by headquarters is created for every candidate.</li> </ul>
<b>Results</b>	The results will be published in 2018.
<b>Resources</b>	Unknown
<b>Evaluation</b>	The Evaluation will be published in 2018.
<b>Good practice</b>	The programme defined as good practice by respondent because it offers possibilities for marketing and target women, for nurturing scientist's careers and their career development. The programme is founded on two innovative elements: financial support for the respective organizational unit in order to attract female scientists and managers and nurture their careers over the long term with structural and individual measures.
<b>Further information</b>	<a href="https://www.iis.fraunhofer.de/en/jobs/talenta.html">https://www.iis.fraunhofer.de/en/jobs/talenta.html</a>

Source: task 3 survey

**Table 35      Fraunhofer Wissenschaftscampus - Fraunhofer Science Campus, Germany**

<b>Description of the measure</b>	Since 2013 the Fraunhofer Science Campus organizes several events each year in different cities with Fraunhofer institutes (each lasting several days) giving insights into the research work of the institutes as well as offering personal and professional skills improvement of the female participants.
<b>Objective</b>	The main objective is to attract young female researcher to leadership positions.
<b>Target group</b>	Students (at least 4 semesters completed) and graduates in science and engineering courses (who aspire a leadership position).
<b>Approach</b>	The various events are set up in different ways: seminars, workshops, guided tours of institutes, speeches, panel discussions, networking, coaching, career fair etc.
<b>Results</b>	Several researches could be won for the Fraunhofer Gesellschaft out of the group of participants.
<b>Resources</b>	Unknown.
<b>Evaluation</b>	Yes (but no further information about the publishing date).
<b>Good practice</b>	Missing assessment if the measure is a good practice.
<b>Further information</b>	<a href="https://www.sit.fraunhofer.de/de/science-campus/">https://www.sit.fraunhofer.de/de/science-campus/</a>

Source: task 3 survey

**Table 36 "In Führung gehen" ("Taking the lead") Mentoring Programme, Germany**

<b>Description of the measure</b>	Since 2009 the mentoring programme offers female early career researchers (postdocs) and women working in administration and management at the beginning of their careers a workshop programme (eight days over the course of a year), a mentoring tandem, optional coaching and networking opportunities (including a 1,5 day networking event).
<b>Objective</b>	At an organizational level, the mentoring programme aims to raise the number of women in executive-level positions. Individually, it provides women with an opportunity to reflect their career ambitions and to improve their competencies as well as build a network.
<b>Target group</b>	Female early career researchers between 2 and 6 years after their PhD as well as women working in administration and management at the beginning of their careers. For the duration of the programme the women need to be employed by a Helmholtz Research Centre.
<b>Approach</b>	<p>The mentoring programme runs an annual call for applications, whereby the centralized selection procedure is based on written applications. This process is accessible for 30 participants per year. The actual approach is realised as a cross-mentoring, this means that mentor and mentee work at different research centres.</p> <p>A kick-off event enables the new mentees to meet previous mentees. Eight days of workshop are spread out over the course of a year (i.e four workshops). The workshops focus on leadership and communication and their contents may vary depending on the needs of the mentees. Additionally, there are several meetings with the mentor during the programme.</p> <p>Also 1,5 days of network meeting will take place, which are split into one day with a skills workshop and the other half day as a discussion programme. Furthermore the mentees may use six hours of individual coaching which are optional.</p>
<b>Results</b>	<p>The participants evaluate their participation positively and report positive effects regarding factors such as communicative skills or extending their professional network.</p> <p>An analysis regarding the effects several years after participation is not available. However, a consistently high number of alumnae participates in the annual networking event, showing their commitment to the programme.</p>
<b>Resources</b>	Approx. € 160.000 per year.
<b>Evaluation</b>	The whole measure has not been evaluated, but its workshops and each cohort are internally evaluated.



<b>Good practice</b>	The measure is defined as good practice by respondent as mentoring programmes are a standard measure regarding equal opportunities and they are adapted by the Helmholtz Association itself. Furthermore the measure is defined innovative as the content of the workshops is adapted to the needs of the participants.
<b>Further information</b>	<a href="https://www.helmholtz.de/en/jobs_talent/funding_programs/helmholtz_mentoring_programme/">https://www.helmholtz.de/en/jobs_talent/funding_programs/helmholtz_mentoring_programme/</a>

Source: task 3 survey

**Table 37 Recruiting Initiative, Germany**

<b>Description of the measure</b>	Every research institution's profile is shaped by the people who are responsible for its scientific leadership. As scientific leadership positions involve joint professorial appointments with universities, they serve as an important bridge between the Helmholtz Association, a non-university research organisation, and its university partners. In the past few years, the Helmholtz Association has been able to attract many excellent young scientists through successful instruments of the Initiative and Networking Fund such as the Helmholtz Young Investigators Groups and the W2/W3 positions for outstanding female professors. Therefore, in this measure the efforts made for recruiting excellent national or international scientists, in particular female scientists for key positions at Helmholtz Centres, shall be continued.
<b>Objective</b>	Continuing the successful recruitment of excellent young scientists and strengthening these efforts by means of its recruiting initiative, particularly through: <ol style="list-style-type: none"> <li>1. joint professorial appointments with universities.</li> <li>2. early filling of senior management positions that become vacant.</li> </ol>
<b>Target group</b>	The target groups have to fulfil the criterias below, prioritised as follows: <ol style="list-style-type: none"> <li>1. Internationally recognised expertise (as determined by factors such as the researchers' publications and citation frequency, current appraisals and curriculum vitae)</li> <li>2. Excellent female researchers (overall, at least a 50 percent quota for female researchers should be met)</li> <li>3. An international background (recruitment abroad)</li> <li>4. Recruiting researchers from industry is expressly encouraged.</li> </ol>
<b>Approach</b>	There are three internal calls for the 18 Helmholtz Centres.
<b>Results</b>	Altogether 48 recruitments can be realized, thereof 30 for women. In 2018 a new instrument (international recruiting initiative for top female scientists) will start.
<b>Resources</b>	32 Million Euros
<b>Evaluation</b>	No
<b>Good practice</b>	The innovative element of this measure is the permanent funding.
<b>Further information</b>	<a href="https://www.helmholtz.de/fileadmin/user_upload/publikationen/2013/Helmholtz_Brosch%C3%BCre_Nachwuchs2012_WEB.pdf">https://www.helmholtz.de/fileadmin/user_upload/publikationen/2013/Helmholtz_Brosch%C3%BCre_Nachwuchs2012_WEB.pdf</a>

Source: task 3 survey

**Table 38**      **Christiane-Nüsslein-Volhard-Stiftung (CNV-Stiftung), Germany**

<b>Description of the measure</b>	The foundation for the promotion of science and research was established in 2004 and supports talented young female scientists with children, so as to give them the freedom and mobility required for a scientific career. The foundation addresses doctoral students and post-docs in the experimental sciences and medicine.
<b>Objective</b>	The foundation supports young female scientists with children in household tasks
<b>Target group</b>	The CNV foundation supports doctoral students and post-docs of all nationalities, who do research at German universities and research institutes, as well as post-docs who have completed their PhD at a German university and continue their research abroad.
<b>Approach</b>	The CNV foundation provides means to allow for a relief concerning household tasks and child care. The supported female scientists receive 400 Euros per month for one year. The money can be used individually: for employing household helps, buying appliances like dish-washers or washing machines or for additional child minding (e.g. babysitter in the evening or during travels to conferences). The regular costs of living must be procured either by employment or stipend. Another prerequisite is that full-time child care in a day-care centre or by a child care professional is ensured and funded.
<b>Results</b>	No information available.
<b>Resources</b>	Unknown.
<b>Evaluation</b>	Not yet, but an evaluation is planned.
<b>Good practice</b>	The measure is defined as good practice by respondent without justification.
<b>Further information</b>	<a href="http://www.cnv-stiftung.de/en/goals/">http://www.cnv-stiftung.de/en/goals/</a>

Source: task 3 survey

**Table 39 Elisabeth-Schiemann-Kolleg, Germany**

<b>Description of the measure</b>	<p>Within the Elisabeth-Schiemann-Kolleg, scientific members of the Max-Planck-Gesellschaft support excellent young female researchers after their postdoc phase on their way to a lifetime professorship or director's post in research organisations.</p> <p>The measure has been introduced in 2013.</p>
<b>Objective</b>	Preparation and support of experienced female scientists in the areas chemistry, physics, maths, computer sciences or technical discipline, who are on their way to a lifetime professorship or a director's post at non-university research organisations.
<b>Target group</b>	Experience female post-docs who are at the end of their postdoc phase or at the beginning of their career as group leader, junior professor or habilitation candidates and who autonomously supervise doctoral candidates. Place and type of the current employment is irrelevant, but researchers who already have an unlimited contract are excluded.
<b>Approach</b>	<p>The Elisabeth-Schiemann-Kolleg offers an interdisciplinary forum for scientific exchange across subjects. The support is of intellectual nature and does not include any financial support.</p> <p>The main elements of the programme are mentoring, network-building and regular plenary meetings. Within this framework, the young scholars can influence the concrete design themselves.</p>
<b>Results</b>	No information available.
<b>Resources</b>	Unknown.
<b>Evaluation</b>	Yes.
<b>Good practice</b>	The measure is defined as good practice by respondent without justification.
<b>Source</b>	<a href="https://www.mpg.de/career/career_programs/schiemann_kolleg">https://www.mpg.de/career/career_programs/schiemann_kolleg</a>

Source: task 3 survey

**Table 40 Minerva-Fast-Track-Programme, Germany**

<b>Description of the measure</b>	The Minvera-Fast-Track-Programme offers a long-term projectable career path at the highest level to outstanding young female scientists (chemistry, physics and technical subjects). They can qualify for leading a research group within three years.
<b>Objective</b>	The specific posts are to motivate for further advancement and to give particularly suited female candidates the possibility to skip the preliminary round in the recruitment process for thematically open research groups and to qualify directly for the selection symposium.
<b>Target group</b>	Female scientists (chemistry, physics and technical subjects) who have completed their PhD no more than two years ago.
<b>Approach</b>	<p>Female scientists from specific areas (chemistry, physics and technical subjects) can be suggested by scientific members of the Max-Planck-Gesellschaft, if they are prepared to accompany them as a mentor for the duration of the programme.</p> <p>There are two phases:</p> <p>Phase I: Minerva Fast Track Fellow</p> <p>Each year, two young female scientists obtain a post (TVöD E13/14) as well as material and personnel expenses for up to three years. During this time, they are to qualify themselves for leading a research group.</p> <p>Phase II: Max-Planck-Research group</p> <p>In case of a positive evaluation, the scientists can apply for a thematically open research group. They skip the preliminary round and are qualified for the selection symposium.</p>
<b>Results</b>	No information available.
<b>Resources</b>	Unknown.
<b>Evaluation</b>	Not yet, but an evaluation is planned.
<b>Good practice</b>	The measure is defined as good practice by respondent without justification.

Source: task 3 survey

**Table 41      Mentoringprogramm Minerva-FemmeNet, Germany**

<b>Description of the measure</b>	Minerva-FemmeNet combines mentoring for junior scientists and networking for senior scientists of the Max Planck Society.
<b>Objective</b>	The program aims at passing on experiences of senior scientists (including former institute members) to junior scientists via mentoring relationships.
<b>Target group</b>	Students and junior researchers from all disciplines of the Max Planck Society.
<b>Approach</b>	<p>Within the program relationships between a mentee and a senior scientist are established. The senior scientist should be two career steps ahead of the mentee. Both – mentee and mentor – have a relationship to the Max Planck Society but mentoring relationships are not established between individuals working at the same institute.</p> <p>In addition to the mentoring relationship internal workshops are organised. Furthermore participation in training courses (soft skills, career development) offered by cooperation partners is possible. Cooperation partners are the Hessian network of mentors for women in science and engineering or MuT (Mentoring and Training, a mentoring program in Baden-Württemberg).</p>
<b>Results</b>	No information available.
<b>Resources</b>	30.000€ per year.
<b>Evaluation</b>	Not yet, but an evaluation is planned.
<b>Good practice</b>	The measure is defined as good practice by respondent without justification.
<b>Further information</b>	<a href="http://www.minerva-femmenet.mpg.de/">http://www.minerva-femmenet.mpg.de/</a>

Description provided in German, translated by author.

Source: task 3 survey

**Table 42      Sign Up! Careerbuilding, Germany**

<b>Description of the measure</b>	<p>The programme supports women with leadership potential in their career planning and prepares them for leading positions in research. Up to 18 post-docs from the Max-Planck-Gesellschaft can participate in the career-building programme. The participants are suggested by an institute's director and selected by a commission.</p> <p>The programme has been introduced in 2009.</p>
<b>Objective</b>	Supporting female scientists in their career planning and preparing them for a leading position in research.
<b>Target group</b>	Female scientists on postdoc level from all disciplines present within the Max-Planck-Gesellschaft who dispose of high professional potential and proven scientific achievement, are ambitious and are highly interested in performing a leadership function in research in the future.
<b>Approach</b>	The programme comprises three seminar modules of 3-4 days each, during which the participants receive training in their personal skills and information on planning a career in research. Participants have the opportunity to hear and discuss about leading MPG scientists' (both sexes) professional development and the chances/challenges they faced.
<b>Results</b>	No information available.
<b>Resources</b>	Unknown.
<b>Evaluation</b>	Yes
<b>Good practice</b>	The measure is defined as good practice by respondent without justification.

Source: task 3 survey

**Table 43      National Pact for Women in STEM Careers, Germany**

<b>Description of the measure</b>	Since 2008 the pact has been a joint initiative of the German Federal Ministry of Education and Research and partners from industry and science; the aim is to attract considerably more young women to professions in STEM areas.
<b>Objective</b>	The aim of the national pact is to use the potential of women in STEM professions, given the emerging skills shortage. This requires conveying a realistic picture of STEM professions and pointing out the opportunities for women in these fields, stimulating their interest in STEM-related courses of study and attracting female university graduates to a career in technical companies and research organisations.
<b>Target group</b>	Young women at the transition between school and higher education as well as between higher education and careers (note: higher education includes universities of applied sciences).
<b>Approach</b>	The national pact for women in STEM professions is the only nationwide networking initiative which attracts girls and women to courses of study, occupations and careers in STEM. It links together more than 250 partners from government, industry, science and the media and translates the dialogue on women and STEM into innovative measures.
<b>Results</b>	<p>The measure produced several results:</p> <ul style="list-style-type: none"> <li>• Creation of a huge network of partners from government, industry, science and media.</li> <li>• Establishment of an agency as contact partner and service provider.</li> <li>• Online platform <a href="http://www.komm-mach-mint.de">www.komm-mach-mint.de</a>, including a project map with more than 1000 projects nationwide.</li> <li>• Yearly network conference for information exchange and conducting thematic workshops.</li> <li>• Podcast series and interviews with role models.</li> <li>• 4 brochures (one on each STEM area) providing career orientation for girls as well as accompanying information material for teachers.</li> <li>• Image data bank with gender-sensitive pictures.</li> </ul>
<b>Resources</b>	3-4 million € per year (funding of agency and projects).
<b>Evaluation</b>	Yes
<b>Good practice</b>	The measure is defined as good practice by respondent as it creates synergies through bundling existing measures and increased exchange of experience and information. Furthermore it is mentioned that the measure includes innovative formats for the target group of girls and young women (e.g. Meet.Me; Women-STEM-Slam) and that the network consists of representatives from companies, researchers and further multipliers.



<b>Further information</b>	<a href="http://www.komm-mach-mint.de/">http://www.komm-mach-mint.de/</a> (in German)
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Source: task 3 survey

**Table 44      Programme for Women Professors of the German Federal Government and the Länder, Germany**

<b>Description of the measure</b>	The Programme for Women Professors was introduced by the Federal Government and the Länder in 2008 as a measure towards fixing the 'leaky pipeline' in research and academia (Phase III is currently underway from 2018 to 2022). The programme works on two levels: It increases the proportion of female professors at German universities and strengthens equal opportunities structures at universities.
<b>Objective</b>	The aim of the Programme for Women Professors is to promote the equality of men and women at universities, increase the representation of women at all levels of qualification in the research system on a long-term basis, and boost the number of female scientists and scholars in leading positions in academia. The Federal Government and the Länder therefore want to support the efforts of universities in the area of equal opportunities. Increasing the number of women professors is also intended to encourage young women to enter higher education and pursue careers in research.
<b>Target group</b>	Universities (including universities of applied sciences and colleges of music and art).
<b>Approach</b>	<p>Universities qualify for participation in the programme by submitting equal opportunities plans. These conceptual plans must include an analysis of strengths and weaknesses concerning equal opportunities efforts to date, statements on the specific equal opportunities targets of the university concerned and their projected implementation, especially as regards:</p> <ul style="list-style-type: none"> <li>- Increasing the number of women in leading positions in science and academia,</li> <li>- Developing career and employment opportunities for young female researchers and academics and</li> <li>- Attracting female students to subjects in which women are underrepresented.</li> </ul> <p>The submitted plans are evaluated externally by an independent expert committee.</p> <p>Each university that provides a convincing equal opportunities plan can receive start-up funding for up to three first-time women professorship appointments over a period of up to five years.</p> <p>The following conditions must be met:</p> <ul style="list-style-type: none"> <li>- The professorships must be permanent positions / civil servant positions / life-time posts</li> <li>- The start-up funding is provided only for fully tenured professorships (grades W2 and W3) and not for so-called "Juniorprofessuren" (W1)</li> <li>- The best candidate is selected following a normal appointment procedure</li> </ul>

	open to both men and women (with no "women only" job advertisements); funding can only be applied for where a post is filled by a woman
<b>Results</b>	<p>528 professorships supported so far (January 2018).</p> <p>Contribution to the increase in the share of female professors at German universities.</p> <p>Nationwide strengthening of equal opportunities structures at universities.</p> <p>Implementation of numerous university-specific equal opportunities measures for the programme's target groups: female students (in subjects in which women are underrepresented), female junior scientists and academics and women professors; a large proportion of measures are continued beyond the end of their respective funding periods.</p> <p>Change in culture: re-evaluation and strengthening of the importance of equal opportunities within universities, increased importance attached to persons with responsibilities for equal opportunities, conceptual advancement of equal opportunities policy at universities.</p> <p>Positive evaluations in 2012 and 2017 (each leading to the programme's prolongation for 5 more years).</p>
<b>Resources</b>	Overall funding (until 2022): EUR 500 million (Phase I: EUR 150m, Phase II: EUR 150m, Phase III: EUR 200m, shared 50% between the Federal Government and the Länder)
<b>Evaluation</b>	<p>Yes</p> <p>Phase I: <a href="http://www.hof.uni-halle.de/dateien/ab_6_2012.pdf">http://www.hof.uni-halle.de/dateien/ab_6_2012.pdf</a> and <a href="http://www.hof.uni-halle.de/dateien/ab_6_2012_anhang.pdf">http://www.hof.uni-halle.de/dateien/ab_6_2012_anhang.pdf</a>; Phase II: <a href="http://nbn-resolving.de/urn:nbn:de:0168-ss0ar-54112-9">http://nbn-resolving.de/urn:nbn:de:0168-ss0ar-54112-9</a></p>
<b>Good practice</b>	<p>The measure is defined as good practice by respondent as the evaluations show that the combination of two elements (increasing the share of women professors and achieving structural changes concerning equal opportunities) has a proven effect. In addition, the mere development of equal opportunities strategies is already initiating a cultural change within universities.</p> <p>The programme is also defined as innovative by respondent because it aims both to increase the share of women professors and to firmly establish equal opportunities measures within university structures. This is achieved, for example, through funding for professorships that are already included in university budgets (so-called "Regelprofessuren", i.e. regular professorships). In such cases, the funds in a university's budget which are freed up in this way must be used for additional equal opportunities measures.</p>
<b>Further information</b>	<a href="https://www.bmbf.de/de/das-professorinnenprogramm-236.html">https://www.bmbf.de/de/das-professorinnenprogramm-236.html</a> (in German)

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Source: task 3 survey

**Table 45 Funding for Networking and Transfer (Network Activities), Germany**

<b>Descripti on of the measure</b>	<p>Funding is provided for measures to strengthen transfer and networking activities in the field of “Strategies to realize equal opportunities for women in education and research”. The aim is to forge and expand innovative research collaborations, promote the national and international exchange of experience to safeguard specialist excellence, and support networking activities with regard to the transfer and consolidation of the relevant results.</p> <p>The program runs from 2012 to 2020.</p>
<b>Objective</b>	<ul style="list-style-type: none"> <li>• Advancement of women in education and research, at work and in society as well as the implementation of gender equality.</li> <li>• Exploitation of the innovative potential of gender research to stimulate science and encourage societal change.</li> <li>• Provision of national and international exchange of experience to guarantee academic excellence.</li> <li>• Support of networking activities to transfer and consolidate results (especially results from the funding line "More women at the top" which ended in 2015)</li> </ul>
<b>Target group</b>	<p>Target group of the measure are (excellent) female scientists especially from medical research, economics, life sciences, physical sciences and gender studies as well as practitioners in gender equality and representatives from research institutions.</p>
<b>Approach</b>	<p>Funded projects address the integration of gender aspects, particularly in the field of medicine, economics, engineering and the natural sciences, or previously neglected topics of gender research. They support the development of equal opportunities recommendations and strategies in education, research and science and promote the dialogue between science and practice. The project teams present their innovative approaches and new findings to a wider public nationwide to promote the transfer and consolidation of results.</p>
<b>Results</b>	<p>The call for proposals has been closed. Funding is being provided for the successful implementation of 42 projects between 2012 and 2020. Of the 42 applications approved, 24 were individual projects and 8 collaborative projects.</p> <p>The funded projects have triggered a large number of events and publications of different formats and aimed at various target groups. Exchanges of experience and networking activities have strengthened the translation of research findings to enhance equal opportunities in science and practice.</p> <p>To name but a few examples: Successful implementation of the “International Congress of Gender Medicine - Junior meets Senior” in Berlin (22/23 September 2016) and of the Gender2020 Conference on Guiding a Change of Culture in Science in Bielefeld (27/27 January 2017); finalization of the database for “Family-friendly science” <a href="http://www.familienfreundliche-wissenschaft.org">www.familienfreundliche-wissenschaft.org</a>; publication of a brochure on “Women in tomorrow's digital world of work” with a preface by the Minister and publication of a</p>

	brochure"Recommendations for the Hospital of the Future: How to succeed with gender equality and family friendliness in the daily hospital routine".
<b>Resources</b>	Approx. 6.8 million euros for the projects currently approved.
<b>Evaluation</b>	No.
<b>Good practice</b>	The measure is defined as good practice by respondent for several reasons: In general, female scientists do worse in networking than their male colleagues. The described measure (Networking Activities) has led to a stronger networking and networking activities among the participating scientists. It also has a positive effect on the dissemination of results of gender studies in science and public. The measure brings together scientists from various academic disciplines with gender studies experts. Furthermore it supports the science-practice dialogue in order to benefit from the potential that the gender studies have on other disciplines and on the societal discourse.
<b>Further information</b>	The measure is based on regulations governing the funding of measures to strengthen innovative research collaborations and promote networking activities to develop "Strategies to realize equal opportunities for women in education and research" of 29 August 2012. <a href="https://www.jurion.de/gesetze/chancgerfraubffrl/?from=1%3A5165878%2C1%2C20120918">https://www.jurion.de/gesetze/chancgerfraubffrl/?from=1%3A5165878%2C1%2C20120918</a> (in German)

Source: task 3 survey

**Table 46 Promote structural changes to ensure equal opportunities for women and men, Lithuania**

<b>Description of the measure</b>	<p>The Guidance on Ensuring Equal Opportunities in Lithuanian Research and Higher Education institutions was adopted by the order of the Minister of Education and Science of the Republic of Lithuania in 23 December, 2014. The NAP measure “Promote structural changes to ensure equal opportunities for women and men” is committed to promote implementation of this guidance. Implementation started in 2016.</p> <p>The assessment of the progress of NAP measure will be based on situation of gender balance in academic position, in decision making position and in STEM.</p> <p>Another measure, which is not in NAP, but legally contributes very much to promotion of structural changes in research and HE institutions is the statement in article 26 of new Labour Code, according which “An employer whose average number of employees is more than fifty must adopt and, using ways usual in the place of employment, announce measures for the implementation of the principles for the supervision of the implementation and enforcement of the equal opportunity policies”. The State Labour Inspectorate is responsible for monitoring of implementation of this article. The new Labour Code comes in to force in 1 July 2017.</p>
<b>Objective</b>	The aim of the Guidance on ensuring equal opportunities in Lithuanian research and higher education institutions is to lay down guidelines for Lithuanian research and higher education institutions designed to promote equal opportunities for both men and women, eliminate gender inequalities in the areas of research and higher education.
<b>Target group</b>	Research and higher education institutions.
<b>Approach</b>	Tasks of the Guidance are: to make proposals to institutions on possible measures aimed at systemic gender mainstreaming in all policy and activity areas of Institutions; to improve gender balance in various research areas and increase the share of women in senior research and decision making positions.
<b>Results</b>	Not available.
<b>Resources</b>	Unknown.
<b>Evaluation</b>	No
<b>Good practice</b>	Missing assessment if the measure is a good practice.

Source: task 3 survey

**Table 47      Apply gender mainstreaming in public research programmes, Luxembourg**

<b>Description of the measure</b>	The gender aspect will be integrated in the performance contract 2018-2021 of the Funding Agency FNR. For the first time gender mainstreaming is applied in public research programmes. The H2020 gender guidelines will be considered in order to apply the gender dimension to the composition of research teams, evaluation bodies and research content.
<b>Objective</b>	<p>The aim of this objective is to foster scientific excellence and research relevance by means of gender mainstreaming. Thereby the indicator of this measure is the implementation of the H2020 gender dimension in at least one FNR programme.</p> <p>Taking the gender aspect into account will raise the awareness among the research institutions on the impact of diversity on excellence and quality of research.</p>
<b>Target group</b>	The Funding Agency FNR will develop the programme and the University of Luxembourg and public research centres will develop concrete research projects.
<b>Approach</b>	The gender aspect shall be taken into account in the performance contract 2018-2021 with the FNR and therefore influence the composition of research teams, evaluation bodies and research content. Thereby the provision of annual sex disaggregated statistics in research is considered to be the following item on the agenda.
<b>Results</b>	Not yet available.
<b>Resources</b>	No dedicated funding, resources are included in the base funding.
<b>Evaluation</b>	An evaluation is planned.
<b>Good practice</b>	Missing assessment if the measure is a good practice.

Source: task 3 survey



**Table 48      Integration of gender dimension in performance contract of University of Luxembourg, Luxembourg**

<b>Description of the measure</b>	<p>All public research organisations have to develop Gender Actions Plans which are validated by the Ministry of Higher Education and Research. These action plans encourage structural change within the research institutions including awareness raising initiatives and implementing gender sensitive recruitment and evaluation procedures.</p> <p>The measures is accompanied by a monitoring focusing on sex representation at applicant and candidate level for key decision making positions such as full professors and heads of departments/faculties as well as the potential impact of an improved gender balance in decision making on the research output indicators in the performance contracts.</p>
<b>Objective</b>	<p>The policy aims at increasing the share of women full professors and heads of departments/faculties.</p> <p>Indicator: Increase by 30% the share of female full professors at the University of Luxembourg.</p>
<b>Target group</b>	University of Luxembourg
<b>Approach</b>	Include gender equality goals in the performance contract 2018-2021 with the University of Luxembourg.
<b>Results</b>	Not yet available.
<b>Resources</b>	Included in the base funding, no dedicated funding.
<b>Evaluation</b>	Not yet, but an evaluation is planned.
<b>Good practice</b>	The measure is not defined as a good practice by respondent.

Source: task 3 survey

**Table 49**      **Implementing Talent Policies / Gender Policies, Netherlands**

<b>Description of the measure</b>	<p>The Ministry of Education, Culture and Science informed Parliament about a new initiative for gender policy as part of the policy on the field of scientific talent in a letter in January 2017.</p> <p>The research council NWO has developed a special call, the Westerdijk Talentimpuls in which 5 million euros are made available over the next 5 years to attract suitable female candidates. If the universities give heed to this policy, by the end of the year each faculty will get an average of one extra female professor.</p> <p>Universities can prepare their proposals for the NWO-call to nominate women professors until the deadline of 10 February 2018. The VSNU, the Dutch Association of Universities, will monitor if universities will appoint indeed 100 more professors than the target of 200 more in 2020 agreed on previously.</p>
<b>Objective</b>	The 10 <sup>th</sup> February 2017 it was exactly 100 years ago that the first woman, Johanna Westerdijk, was appointed as a professor at Utrecht University in The Netherlands. To celebrate this momentum, Dutch universities are asked to employ 100 more female full professors than they do now by the end of this year. This is on top of previous agreements with the universities on appointing 200 female professors by 2020.
<b>Target group</b>	Women associate and assistant professors; universities.
<b>Approach</b>	Universities get a financial incentive to compensate the extra salaries resulting from the promotion of an assistant professor to a full professor.
<b>Results</b>	Not yet available. Deadline for submissions is 10 <sup>th</sup> February 2018 (one year after the opening of the Westerdijk Year).
<b>Resources</b>	5.000.000€ for 5 years
<b>Evaluation</b>	An evaluation is planned.
<b>Good practice</b>	Missing assessment if the measure is a good practice.

Source: task 3 survey

**Table 50**      **Information note on how to evaluate the Integration of sex/Gender Analysis into Research, Spain**

<b>Description of the measure</b>	<p>An information note (consisting of two pages) on how to evaluate the Integration of sex/Gender Analysis into Research (IGAR) has been elaborated by the Women &amp; Science Unit (UMyC) in 2016 (revised in 2017).</p> <p>The information note includes a rationale for IGAR, a check-list for peer reviewers/evaluators and useful references.</p>
<b>Objective</b>	<p>The objective of this informative note is to present an orientation list and other resources that facilitate the assessment of the appropriate IAGI when evaluating proposals of the State Plan.</p> <p>Furthermore the IGAR evaluation capacities of peer reviewers and evaluators shall be improved during this procedure.</p>
<b>Target group</b>	Peer reviewers and evaluators.
<b>Approach</b>	<p>The note has been and will be disseminated to members of the evaluation panels for the calls of proposals of funding programmes for RDI projects concerning the state plan for scientific and technical research and innovation.</p> <p>This approach follows the GENDER-NET Manuals with guidelines on the integration of sex and gender analysis into research contents, recommendations for curricula development and indicators.</p>
<b>Results</b>	----
<b>Resources</b>	----
<b>Evaluation</b>	This measure has not been evaluated.
<b>Good practice</b>	Missing assessment if the measure is a good practice.
<b>Further information</b>	<a href="http://www.idi.mineco.gob.es/stfls/MICINN/Ministerio/FICHEROS/UMYC/Nota_info_IAGI_evaluacion_propuestas_IDI_2017.pdf">http://www.idi.mineco.gob.es/stfls/MICINN/Ministerio/FICHEROS/UMYC/Nota_info_IAGI_evaluacion_propuestas_IDI_2017.pdf</a>

Source: task 3 survey

**Table 51** Improving grant management practices, Spain

<b>Description of the measure</b>	The upcoming calls for pre- and postdoctoral grants under the State Plan for scientific and technical research and innovation, have improved the conditions for extending the contract when sick-leaves are related to pregnancy, as well as clarified the corresponding extended period when statutory maternity/paternity leaves are legally taken on a part-time basis.
<b>Objective</b>	The aim of the reform is to avoid indirect gender biases in the management of grants for human resources in R&I.
<b>Target group</b>	Pre- and postdoctoral grantees under funding programmes for recruitment/training human resources in RDI, the RPOs hosting those grantees, and the State Research Agency officers that manage those funding programmes.
<b>Approach</b>	Former conditions for extending pre- and postdoctoral grants under the State Plan for scientific and technical research and innovation used to consider, among other conditions, sick-leaves equal to or longer than 3 consecutive months, as well as statutory maternity/paternity leave. But these conditions have recently shown to produce some misunderstandings when applied to some real cases about shorter sick-leaves due to pregnancy or about statutory maternity leave periods legally taken on a part-time basis. To avoid gender biases in the management of such grants, the conditions for extending such grants have been improved in order to include any sick-leave related to pregnancy, and to clarify that statutory maternity leave periods legally taken on a part-time basis can also be considered to extend the contract for the corresponding period calculated on full-time basis.
<b>Results</b>	Not yet available (applicable to calls from 2017 on).
<b>Resources</b>	Unknown
<b>Evaluation</b>	No
<b>Good practice</b>	Missing assessment if the measure is a good practice.

Source: task 3 survey

**Table 52 Improving the monitoring and evaluation of priority 4 at national level, Spain**

<b>Description of the measure</b>	The Women & Science Unit at the State Secretariat for RDI coordinates Científicas en Cifras (the national series on She Figures for RDI), published every two years by the Ministry of Economy, Industry and Competitiveness. The last edition has been improved to incorporate new national indicators for priority 4.
<b>Objective</b>	The introduction of new indicators aims at improving national level statistics used to monitor and evaluate the situation of women in science as well as gender equality policies in RPOs (including universities) and the State Research Agency.
<b>Target group</b>	R&I sectors (mainly public universities, national level public RPOs and the State Research Agency).
<b>Approach</b>	<p>New indicators have been included such as the share of universities and Public Research Organizations which have adopted Gender Equality Plans, success rates of projects that include gender dimension as a cross-cutting issue, gender balance in top decision making bodies at universities and national level Public Organizations, as well as on evaluation committees of RDI calls under the Spanish State Plan for Scientific and Technical Research and Innovation, etc.</p> <p>Also some former indicators have been harmonized to meet EU and international standards (e.g. fields of R&amp;D according to EU She Figures 2012/2015, as well as Frascati Manual 2015)</p>
<b>Results</b>	<a href="http://www.idi.mineco.gob.es/stfls/MICINN/Ministerio/FICHEROS/Informe_Cientificas_en_Cifras_2015_con_Anexo.pdf">http://www.idi.mineco.gob.es/stfls/MICINN/Ministerio/FICHEROS/Informe_Cientificas_en_Cifras_2015_con_Anexo.pdf</a>
<b>Resources</b>	Unknown
<b>Evaluation</b>	No
<b>Good practice</b>	Missing assessment if the measure is a good practice.

Source: task 3 survey

**Table 53**      **120% support grant, Switzerland**

<b>Description of the measure</b>	<p>The 120% support grant of the Swiss National Science Foundation (introduced in 2014) focuses on postdoctoral researchers who need to look after children during an important stage in their career and who therefore need more flexibility. The grant helps researchers to find the right balance between their academic career and family commitments by enabling part-time employment. The grant allows researchers to reduce their work-time percentage and hire a support person for the same period. Alternatively the grant can be used for child-care costs.</p> <p>The special resources for researchers with care-duties are considered to be the innovative element of the measure.</p>
<b>Objective</b>	The grant aims at supporting researchers to cope with the balancing act of their parental duties and their research work by enabling to reduce the work-time percentage on the one hand and hiring a support person or using the money for child-care costs on the other hand.
<b>Target group</b>	Postdoctoral researchers, who bear the main share of care duties for their children.
<b>Approach</b>	Researchers (both mothers and fathers) working in a research project funded by the SNSF with at least 80% of their working time get additional funding to balance their academic career and their care duties. This additional funding can be used to reduce working hours and employ a support person or to cover child-care costs.
<b>Results</b>	There has been a very small demand since the grant was introduced. That is why from 2018 some changes will be introduced. The grant will be extended to doctoral students and to parents with children up to 12 years (currently only children up to 4 years are taken into account). The grant will also be more generous and the administration has been simplified. These changes are meant to improve the existing measure and should reveal substantial problems.
<b>Resources</b>	2.500.000 CHF per year (not fully exploited)
<b>Evaluation</b>	The measure has been evaluated, but only within the SNSF. A broader evaluation is planned (consulting researchers and their home-institutions).
<b>Good practice</b>	Missing assessment if the measure is a good practice.

Source: task 3 survey

**Table 54 Gender Equality Grant, Switzerland**

<b>Description of the measure</b>	<p>The gender equality grant introduced in 2014 addresses young women researchers funded by the Swiss National Science Foundation. It offers additional individualised and flexible support for their career development.</p> <p>An eligible person receives 1.000 CHF per 12 months' approved project running time. The grant may be used to finance career support measures.</p>
<b>Objective</b>	The objective of this measure is the individual and flexible support of young women scientists concerning their career development.
<b>Target group</b>	Young women researchers (PhD, postdoc) who are employed in SNSF-funded projects and career funding schemes with a work-time of at least 60%.
<b>Approach</b>	<p>In order to promote equal opportunities, the gender equality grant can be used to cover the costs of measures in favour of the career development and networking of young women researchers. The gender equality grant is not meant to be used to cover family support measures (e.g. childcare costs). The following list gives examples of what is funded:</p> <ul style="list-style-type: none"> <li>• Mentoring: participation costs, travel expenses if the mentor is based abroad, attendance of events within the scope of the programme.</li> <li>• Coaching: (individual and in groups) for CV check, research proposals, appointment to a chair, career planning, enhancement of scientific profile, etc.</li> <li>• Courses and workshops: training concerning appointment to a chair, problem-solving and conflict management, presentation skills, acquiring third-party funds, publishing, communication training, etc.</li> <li>• Networking events: travel expenses for events in Switzerland and abroad (also for conferences), travel expenses for specific networking events, organisation of one's own networking events.</li> </ul> <p>The unique element of the measure is the easy and flexible handling of the grant, because the eligible person does not have to ask for the money. Instead, the SNSF will cover the costs with a deficit guarantee.</p>
<b>Results</b>	There are no results and data available yet. The internal reporting will be changed in order to obtain data about the demand and use of gender equality grants.
<b>Resources</b>	In general the resources are not limited, despite a female researcher may receive 1000 CHF of the SNSF per 12 months' approved project running time.
<b>Evaluation</b>	An evaluation is planned.
<b>Good</b>	Missing assessment if the measure is a good practice.

<b>practice</b>	
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Source: task 3 survey

**Table 55 PRIMA, Switzerland**

<b>Description of the measure</b>	PRIMA is a grant from the Swiss National Foundation only for women which has been introduced in 2017. PRIMA grants focus on excellent female researchers from Switzerland and abroad who aspire to a professorship in Switzerland. PRIMA grantees lead their own research project at a Swiss higher education institution. They work independently and have a team of their own. A PRIMA grant comprises the grantee's salary and project funds for a duration of up to 5 years, the possibility to plan a stay at another host institution and the offer of a mentoring network. With this generously endowed grant, the promoted researchers should be able to enhance their academic profile. The SNSF intends to award up to 12 grants each year to excellent women researchers. PRIMA substitutes the until 2017 existing Marie-Heim-Vögtlin-Programme.
<b>Objective</b>	The scheme aims at increasing the number of female professors in Switzerland.
<b>Target group</b>	Excellent female researchers from Switzerland and abroad with a minimum two years of research experience after doctorate.  Compared to existing Swiss programmes PRIMA's focus is more on excellence. The new scheme tries to combine excellence with more flexibility to integrate women with non-linear career-paths. Hence, formal requirements to get a PRIMA grant are less strict than in other SNSF-career-schemes. The eligibility window is much larger (8 years) and there is no mobility required for application.
<b>Approach</b>	Excellent, outstanding female researchers are provided with the PRIMA grant for up to 5 years to enhance their academic profile which enables them to apply for a professorship.
<b>Results</b>	First call in August 2017.
<b>Resources</b>	15.000.000 CHF per year.
<b>Evaluation</b>	Evaluation in progress.
<b>Good practice</b>	Missing assessment if the measure is a good practice.

Source: task 3 survey



**Table 56**      **Programme P-4 Equal opportunities at universities/Gender Studies, Switzerland**

<b>Description of the measure</b>	<p>Within the programme the implementation of action plans as well as cooperative projects are funded.</p> <p>The action plans finance university activities that engage with general frameworks and decision-making processes at the levels of organisational management and culture, and which thereby facilitate institutional change and learning processes. The goal is to better integrate equal opportunity into the universities' central processes and development.</p> <p>Furthermore the programme fosters collaborations between different types of higher education institutions. Proposals likely to be highly visible and generate significant synergy effects will receive preferential treatment. This will facilitate and strengthen innovative forms of networking and knowledge transfer between higher education institutions underneath the umbrella of swissuniversities.</p> <p>The federal programme started in 2000. The current programme period is 2017-2020.</p>
<b>Objective</b>	<p>The "Equal opportunity and university development" programme aims to ensure an even number of men and women in higher education and is also concerned with other aspects of inequality and diversity at universities. The programme helps to secure equal opportunity by means of action plans (a proven tool) and facilitates collaborative beacon projects across universities and other higher education institutions.</p>
<b>Target group</b>	Universities
<b>Approach</b>	<p>The 10 cantonal universities have established gender equality action plans (GEP) tailored to their needs in line with their own strategies and priorities, the programme (TPC) steering committee was elected by the rectors' conference, where the programme is coordinated. The requirements for the GEPs have been established by the steering committee. In parallel, the steering committee of the Gender Studies programme (TPG) has advanced the structural implementation of Gender Studies at the Swiss universities.</p> <p>See webpage swissuniversities and report Gender-Net D2.5, national initiatives, <a href="http://www.gender-net.eu">www.gender-net.eu</a></p>
<b>Results</b>	<p>Final evaluation report due in January 2018, individual gender equality action plans or Gender Studies offers and respective documents listed on the websites of the 10 cantonal universities</p>
<b>Resources</b>	13.740.000 CHF, 3.435.000 CHF/year on average
<b>Evaluation</b>	<p>Ongoing. The report will be published in January 2018 on the swissuniversities website.</p>

<b>Good practice</b>	The measure is defined as good practice by respondent because the measure has been opened for ERA countries in the context of the FP7 ERA-NET Gender-Net project.
<b>Further information</b>	<a href="https://www.swissuniversities.ch/en/organisation/projects-and-programmes/p-7/">https://www.swissuniversities.ch/en/organisation/projects-and-programmes/p-7/</a>

Source: task 3 survey

**Table 57 Government Investigations into the Status of Women in Academia (Carmi Report and Amon Report), Israel**

<b>Description of the measure</b>	Two committees were formed by the Council for Higher Education (CHE). The first was the Carmi committee (2011), which reported on the status of women in higher education, and the general state of inequality in academia. Based on this report, the CHE then convened the Arnon Committee (2015), to generate recommendations to how to combat inequality.
<b>Objective</b>	Generate state-funded reports on the status of women in academia, and recommendations to improve the status of women in academia.
<b>Target group</b>	Academic institutions, the CHE, policy makers, government bodies.
<b>Approach</b>	The committees extensively explored the state of gender inequality in Israeli academia, and based on the findings, provided concrete recommendations for future policy.
<b>Results</b>	No information available.
<b>Resources</b>	None. Committee participation was voluntary.
<b>Evaluation</b>	No
<b>Good practice</b>	The measure is defined as good practice by respondent without justification.

Source: task 3 survey

**Table 58      The Council for the Advancement of Women in Science and Technology, Israel**

<b>Description of the measure</b>	<p>The Council for the Advancement of Women in Science and Technology was established in 2000 in order to improve national productivity and quality of life by increasing women's participation in science and technology. The Council strives to increase the participation of women in science and technology and to improve their status.</p> <p>The council includes three subcommittees: Academia, Industry and Education. Each committee is made up of volunteers who are leaders in their respective field.</p>
<b>Objective</b>	The Council coordinates public, private and public bodies for the advancement of women in science and technology. The Council plans and conducts activities that promote the advancement of women in science and technology, coordinates Israeli activities with the EU and promotes public awareness of problems related to this field. In addition, the Council supports projects and activities to promote women in education, academia and industry.
<b>Target group</b>	Academia, STEM industries, STEM related education.
<b>Approach</b>	The Council has a variety activities which include; yearly conference: Women in STEM, research projects tracking women's status in academia, education and industry in Israel, scholarships for women in academia, participation in European Commission and Horizon 2020 projects for the advancement of women in research (SWG GRI and GenderNet).
<b>Results</b>	No information available.
<b>Resources</b>	2018 budget- ~3.15 million NIS
<b>Evaluation</b>	No.
<b>Good practice</b>	The measure is defined as good practice by respondent as the Council coordinates public, private and public bodies for the advancement of women in science and technology in order to improve national productivity and quality of life by increasing women's participation in science and technology. It formulates recommendations to policy makers and organizations on ways to improve gender equality.

Source: task 3 survey

**Table 59 Council for Higher Education (CHE) Budget for University Gender Advisors, Israel**

<b>Description of the measure</b>	Since 2016 the CHE offers budgeting for a limited number of universities for gender equality plans and projects. Universities submit proposals and the CHE then selects which projects will win sponsorship.
<b>Objective</b>	The goal is to encourage universities to build gender equality plans and to jump-start university activity regarding gender equality projects.
<b>Target group</b>	Universities.
<b>Approach</b>	Proposals are submitted by the university advisors for the advancement of women, for university-wide programs and action plans.  For certain projects, the scholarships offered range from 30,000-60,000 NIS, and are offered as a matching program for the university budget. For other projects, up to 120,000 NIS is given, without any matching necessary.
<b>Results</b>	The program started in 2017. No results are available at this time.
<b>Resources</b>	600,000 NIS per year
<b>Evaluation</b>	No.
<b>Good practice</b>	The measure is defined as good practice by respondent as it encourages the universities to take responsibility for their own gender equality plans. It encourages them to make gender equality action plans.

Source: task 3 survey

**Table 60      Gender Research Centre, Israel**

<b>Description of the measure</b>	In 2016 a government tender was held by the Ministry of Science and Technology to sponsor the establishment of a research center for research on gender and women's issues.
<b>Objective</b>	<p>The research centre was created for:</p> <ul style="list-style-type: none"> <li>• The establishment of an electronic database that will include statistical data and the development of guiding indicators for examining gender mainstreaming in order to implement it in various areas of society, academia, industry and government. The data will be updated periodically.</li> <li>• The creation of a database / library of research (also available on the Internet) which addresses policy and gender, and serves as the knowledge base in Israel and the world. This should be done in an accessible and organized manner. It should address topics such as (but not limited to) women's employment, women's education in different fields, work-life balance, violence against women, women's health and women's participation in technology and innovation industries.</li> <li>• To provide tools for critical thinking in order to implement programs and policies on a variety of social issues.</li> </ul>
<b>Target group</b>	Researchers, policy makers, or anyone interested in data and trends regarding gender equality.
<b>Approach</b>	<p>The centre will provide service to researchers in academia and industry, and will enable the use of research tools at the centre.</p> <p>The centre will deal, inter alia, with the development of innovative tools that will facilitate the advancement of research in the field of women and gender.</p> <p>The centre will provide the entire research community in Israel with the knowledge, equipment and manpower required to obtain information on the field of gender research</p> <p>The centre will maintain a website to distribute information and data</p> <p>Once a year, the centre will hold an open seminar for the scientific community</p> <p>The Ministry of Science and Technology will provide funding and support for 3 years, after which the centre is to operate as a closed economy with independent accounting. The centre's activities will have its own central equipment and associated personnel.</p>
<b>Results</b>	The centre started in 2016. No results available yet.
<b>Resources</b>	2 million NIS (one time payment)
<b>Evaluation</b>	No.

<b>Good practice</b>	The measure is defined as good practice by respondent without justification.
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Source: task 3 survey

**Table 61      Future [female] Scientists, Israel**

<b>Description of the measure</b>	An enrichment program for high-school girls, which offers lectures, workshops, trips and enrichment classes in the fields of sciences, technology and engineering. Girls meet with women in these fields, receive mentoring and enrichment programs through them, and are exposed to the various possibilities in these fields.  The measure has been introduced in 2012.
<b>Objective</b>	The goal of the program is to encourage girls who excel in maths and sciences to engage more with these fields, and to provide activities that will encourage girls to pursue these fields.
<b>Target group</b>	Girls in 9th-12th grade. 500 girls per year.
<b>Approach</b>	There is a weekly three hour meeting for participants.  There are tours of academic and industry facilities.  Workshops, lectures and activities for participants.
<b>Results</b>	There is a 70% retention rate. There as yet has not been any evaluation, as the participants have yet to reach university age.
<b>Resources</b>	Approximately 4 million NIS.
<b>Evaluation</b>	No.
<b>Good practice</b>	The measure is defined as good practice by respondent without justification.

Source: task 3 survey

**Table 62      Alon Scholarship, Israel**

<b>Description of the measure</b>	The Alon Scholarship grants 3 years of salary to promising researchers on tenure tracks. Universities submit candidates to the Alon scholarship, and lists must be gender balanced. The measure has been introduced in 2010.
<b>Objective</b>	The aim of the scholarship is to allow universities to admit promising researchers to their tenure tracks, even if they don't have sufficient budget. The scholarship is provided by the Israeli Council for Higher Education (CHE) for 3 years, after which the universities are expected to offer salaried positions to relevant candidates.
<b>Target group</b>	Researchers who have completed a post-doc.
<b>Approach</b>	Universities must submit gender balanced candidate lists. Universities that fail to produce gender-balanced lists must justify their list, or it is disqualified.
<b>Results</b>	No information available.
<b>Resources</b>	Approximately 2.5 million NIS per year
<b>Evaluation</b>	No
<b>Good practice</b>	The measure is identified as good practice because it requires that universities give consideration to fulfilling a minimum gender quota when considering tenure track candidates. Those who don't risk losing a source of budget.

Source: task 3 survey

**Table 63 Scholarships for Women in Science and Technology in honour of Shulamit Aloni, Israel**

<b>Description of the measure</b>	Since 2007 this scholarship is offered to female PhD and post-doc students in a recognized Israeli university, who study in the field of Exact Sciences or Engineering. It is given to about 10 new candidates a year. PhD students get 250,000 NIS over 3 years, and post-doc students get 200,000 NIS over two years.
<b>Objective</b>	The goal is to encourage and facilitate female PhD and post-doc students, and to allow them to focus on, and excel in their research.
<b>Target group</b>	Female PhD and post-doc students.
<b>Approach</b>	The goal is to provide financial assistance. Scholarship recipients are obligated to complete 100 hours of community service, preferably working as tutors and/or informal educators in the sciences.
<b>Results</b>	No information available.
<b>Resources</b>	Approximately 2.5 - 3 million NIS per year.
<b>Evaluation</b>	No.
<b>Good practice</b>	The measure is defined as good practice by respondent because it encourages the student to choose STEM field and it gives the student a peaceful mind to deal with research.

Source: task 3 survey



**Table 64      Scholarship for Women in Engineering Masters Programmes, Israel**

<b>Description of the measure</b>	A 50,000 NIS scholarship given to female students who have recently completed an undergraduate degree in engineering or exact sciences and are continuing onto a Masters in engineering or exact sciences.  The measure has been introduced in 2017.
<b>Objective</b>	To increase the number of female students who pursue graduate degrees in engineering and exact sciences, so as to expand the pool for female candidates for PhDs, and eventually for tenure-track positions.
<b>Target group</b>	Female students about to complete the final year of an undergraduate degree in engineering, physics, mathematics or computer sciences.
<b>Approach</b>	2 year scholarship of 50,000 NIS  Students can be from the various fields of engineering, as well as mathematics, physics and computer sciences.
<b>Results</b>	No information available.
<b>Resources</b>	1.5 million NIS.
<b>Evaluation</b>	No.
<b>Good practice</b>	The measure is defined as good practice by respondent without justification.

Source: task 3 survey

**Table 65      Academia-Industry Scholarship for the Advancement of Women in Science and Technology, Israel**

<b>Description of the measure</b>	In 2016 a scholarship was introduced to encourage women to join the STEM private sector and reach high level management positions in industry. By encouraging young researchers to engage in joint research with industry, they will be able to build the networks, connections and experience that will give them a better chance of success in their careers. As part of the program, the researchers are required to conduct integrated research in academia and in the business sector in any fields of science. The program is based on the assumption that through exposure to industry and the business world, finding suitable professional work after graduation will be simpler and easier.
<b>Objective</b>	To remove the barrier that comes from a lack of connections and from absence from the workforce during early stages of careers (conflict with the process of starting a family) , and to encourage and help women to enter the labour force and to advance to senior management positions.
<b>Target group</b>	Graduate students (MA, PhD and post-doc).
<b>Approach</b>	One year scholarship, ~ 10 candidates Masters- 50,000 NIS PhD- 80,000 NIS Post-doc- 100,000 NIS  Research must be directly related to a STEM industry challenge.  Researchers must dedicate most of their time to research, and do 50 hours of community service during the year that they receive the scholarship.
<b>Results</b>	The programs started on 2016. ~10 candidates each year
<b>Resources</b>	1.5 million NIS per year.
<b>Evaluation</b>	No.
<b>Good practice</b>	The measure is defined as good practice by respondent as it provides a tool that help to remove the barrier that comes from a lack of connections and from absence from the workforce during early stages of careers (conflict with the process of starting a family), and to encourage and help women to enter the labour force and to advance to senior management positions.

Source: task 3 survey

**Table 66      Research Grants for Studies on the Development of Policies for the Advancement of Women, Israel**

<b>Description of the measure</b>	Funded call for research on public policies for the advancement of women in Israel in 2014.
<b>Objective</b>	To provide funding and encourage research that explores public policies for the advancement of women in Israel.
<b>Target group</b>	Researchers and research groups who research public policy on the advancement of women.
<b>Approach</b>	Research grants for up to 350,000 NIS for up to 3 years, for researchers and research groups studying public policy for the advancement of women, and specifically research on the advancement of women in Israel.
<b>Results</b>	The results of the 1st round (2014) are supposed to be presented in a yearly conference of the council for advancement of woman in science and technology and in the website of the knowledge centre for advancement of woman in science and technology.
<b>Resources</b>	2/3 million NIS per year.
<b>Evaluation</b>	No.
<b>Good practice</b>	The measure is defined as good practice by respondent as funding research in this field encourages research that explores public policies, models and strategies for the advancement of women in Israel. The results may be used as a basis for science based policy.

Source: task 3 survey

## 6.3 Questionnaire

## Survey on Development and Implementation of National ERA Roadmaps/National Action Plans (NAPs) Priority 4

Goal of the GENDERACTION project is to create an innovative policy community for the implementation of the gender priority in the European Research Area. Therefore GENDERACTION is launching a survey among members of the Standing Working Group on Gender in Research and Innovation (formerly the Helsinki Group members) to acquire additional information on the development and implementation of the national ERA Roadmaps or national Action Plans (NAPs). A specific focus lies on the identification of national good practices addressing research performing organisations including universities (RPOs) and research funding organisations (RFOs).

The survey aims at providing input for the work of the SWG on Gender in R&I – especially regarding the implementation of gender equality objectives in the next framework programme – as well as for the ERA progress report 2018. Survey results will also provide a unique opportunity to learn from each other. Hence, results will be presented at a meeting of the SWG on Gender in R&I and will feed into a mutual learning workshop focusing on good practices and exchange of experiences with regard to NAPs to which you will be invited in early 2018.

To achieve this goal we ask for your cooperation and input! **Please return the completed questionnaire by 25 September 2017.** In case you need input from other national stakeholders involved in the development and implementation of the NAPs please arrange for common answers.

Please return the questionnaire to Marcela Linkova ([marcela.linkova@soc.cas.cz](mailto:marcela.linkova@soc.cas.cz)) who will be also available for your questions regarding the survey. Together with the survey, you are receiving an informed consent sheet. Please read the document carefully and return it scanned with your signature together with the questionnaire.

Thank you for your cooperation!

Best regards,  
Marcela Linkova  
GENDERACTION coordinator



## General Information on the National Roadmaps/NAPs

Name of Country/Region




Name of Respondent

Contact e-mail

**Q 1 Has your country submitted a national ERA roadmap and/or a national action plan (NAP)?**



- ☐ Yes.....  *Go to Q 1.1*
- ☐ No.....  *Go to Q 1.2*

**Q 1.1 If Q 1 yes: Has the roadmap/NAP been published?**

- ☐ Yes .....  *Go to Q 1.1.a*
- ☐ No .....  *Go to Q 2*
- ☐ Don't know .....  *Go to Q 2*

**Q 1.1.a If Q 1.1 yes: If it has been published online, please provide the link**

**Q 1.2 If Q 1 no: Are there plans to submit a roadmap/NAP by the end of 2018?**

- ☐ Yes .....  *Go to Q 1.2.a*
- ☐ No .....  *Go to Q 15*

**Q 1.2.a If Q 1.2 yes: What is the current state of development of the roadmap/NAP?**

- ☐ It is under preparation
- ☐ A first draft is available
- ☐ It is under submission
- ☐ Other, please specify:

**Q 1.2.b If Q 1.2 yes: Which stakeholders or stakeholder groups (e.g. institutions, experts, other ERA groups, equality body) are involved in the development of the roadmap/NAP? If possible, please provide names and function/position.**



***If your country hasn't formulated a roadmap/NAP and there are no plans to formulate one in the near future, please go to Q 15.***



## General Information on the National Roadmaps/NAPs

### Q 2 What is the legal status of the roadmap/NAP?

- ☐ Resolution of the minister
- ☐ Resolution of the cabinet of ministers
- ☐ Other, please specify:
- ☐ Don't know

## Roadmaps/NAPs & Priority 4

### Q 3 Does the roadmap/NAP contain a section on gender equality (*Priority 4*)?

- ☐ Yes.....  Go to Q 4
- ☐ No.....  Go to Q 15

### Q 4 Is this the first time that your country formulated a policy document on gender equality in R&I?

- ☐ Yes
- ☐ No, the first policy document on gender equality in R&I has been adopted recently (since 2015)
- ☐ No, a policy document on gender equality in R&I was available between 2012 and 2014
- ☐ No, a policy document on gender equality in R&I was available before 2012

### Q 5 In addition to the roadmap/NAP: Has your country approved a general mission or policy statement with regard to gender equality in R&I (e.g. a specific chapter in a general gender equality strategy or a specific chapter in an R&I/HE strategy)?

- ☐ Yes
- ☐ No

#### Q 5.1 If yes: If it has been published online, please provide the link:

### Q 6 When developing *Priority 4*, has there been an explicit reference to any of the following? Please select all that apply.

- ☐ Available statistics on the situation of women in R&I
- ☐ Specific studies on the situation of women in R&I
- ☐ National legislation on equality
- ☐ EU legislation on equality
- ☐ National R&I policy
- ☐ EU R&I policy
- ☐ Other, please specify:
- ☐ None of those sources

## Roadmaps/NAPs & Priority 4

### Q 7 Which of the following statements matches the section on *Priority 4*?

*Please select all that apply.*

- ☐ Current gender equality priorities are described
- ☐ A process to complement or further develop existing policies is described
- ☐ All current policies with regard to gender equality in R&I are described
- ☐ A commitment to develop a gender equality strategy is formulated
- ☐ None of those statements

### Q 8 Which stakeholders or stakeholder groups (e.g. institutions, experts, other ERA groups) have been involved in the development of the roadmap/NAP?

*If possible, please provide names and functions/position.*

### Q 9 Is *Priority 4* within the roadmap/NAP an independent or an interlinked topic?

- ☐ *Priority 4* is an independent topic.....  *Go to Q 10*
- ☐ *Priority 4* is interlinked with other priorities .....  *Go to Q 9.1*
- ☐ Don't know .....  *Go to Q 10*

#### Q 9.1 **If interlinked: Priority 4 is interlinked with ...**

*Please select all that apply.*

- ☐ *Priority 1*                      Effective national research systems
- ☐ *Priority 2 (a+b)*            Jointly addressing Grand Challenges & Making optimal use of  
research infrastructure
- ☐ *Priority 3*                      Open labour market for researchers
- ☐ *Priority 5*                      Optimal circulation and transfer of knowledge
- ☐ *Priority 6*                      International cooperation



***If Priority 4 is interlinked with any of the priorities listed above, please go to the corresponding Q 9.1.a to Q 9.1.j.***



Roadmaps/NAPs & Priority 4

***If Priority 4 is interlinked with Priority 1:***

**Q 9.1.a** What are relevant topics for the interlinkage with *Priority 1*?

**Q 9.1.b** How are the interlinkages with *Priority 1* priorities organised?

- ☐ Formalised structures for exchange on a regular basis are established
- ☐ Ad-hoc exchange when necessary
- ☐ Other, please specify:

***If Priority 4 is interlinked with Priority 2:***

**Q 9.1.c** What are relevant topics for the interlinkage with *Priority 2 (a+b)*?

**Q 9.1.d** How are the interlinkages with *Priority 2 (a+b)* priorities organised?

- ☐ Formalised structures for exchange on a regular basis are established
- ☐ Ad-hoc exchange when necessary
- ☐ Other, please specify:

***If Priority 4 is interlinked with Priority 3:***

**Q 9.1.e** What are relevant topics for the interlinkage with *Priority 3*?

**Q 9.1.f** How are the interlinkages with *Priority 3* priorities organised?

- ☐ Formalised structures for exchange on a regular basis are established
- ☐ Ad-hoc exchange when necessary
- ☐ Other, please specify:

## Roadmaps/NAPs & Priority 4

**If Priority 4 is interlinked with Priority 5:**

**Q 9.1.g What are relevant topics for the interlinkage with *Priority 5*?**

**Q 9.1.h How are the interlinkages with *Priority 5* priorities organised?**

- ☐ Formalised structures for exchange on a regular basis are established
- ☐ Ad-hoc exchange when necessary
- ☐ Other, please specify:

**If Priority 4 is interlinked with Priority 6:**

**Q 9.1.i What are relevant topics for the interlinkage with *Priority 6*?**

**Q 9.1.j How are the interlinkages with *Priority 6* priorities organised?**

- ☐ Formalised structures for exchange on a regular basis are established
- ☐ Ad-hoc exchange when necessary
- ☐ Other, please specify:

## Objectives & Measures

**Q 10 Is the implementation of proposed actions in *Priority 4* considered in national/federal or regional budget planning?**

- ☐ Yes, in national/federal budget planning
- ☐ Yes, in regional budget planning
- ☐ No
- ☐ Don't know

## Objectives & Measures

### Q 11 Does the roadmap/NAP address the objective of ...

#### a)... increasing the share of women in R&I?

*Please select all that apply.*

- ☐ Yes, increasing the share of women in R&I
- ☐ Yes, increasing the share of women in STEM fields
- ☐ Yes, increasing the share of men in women dominated fields
- ☐ Yes, increasing the share of women in decision making (e.g. boards, university bodies, evaluation panels)
- ☐ Yes, increasing the share of women professors
- ☐ Yes, increasing the share of women in top management positions (e.g. heads of RPOs)
- ☐ Other objectives, please specify:
- ☐ No, it does not address the objective of increasing the share of women in R&I

#### b)... structural/institutional change to abolish barriers for the underrepresented sex in R&I?

*Please select all that apply.*

- ☐ Yes, increasing gender competences in RPOs or RFOs (e.g. gender training, anti-bias training)
- ☐ Yes, supporting the implementation of gender equality plans in RPOs
- ☐ Yes, supporting the implementation of gender equality plans in RFOs
- ☐ Yes, reconciling work with care
- ☐ Yes, addressing gender-based violence
- ☐ Yes, monitoring and/or evaluation of progress with regard to gender equality
- ☐ Other objectives, please specify:
- ☐ No, it does not address the objective of structural/institutional change in R&I

#### c) ... integrating the gender dimension in research content?

*Please select all that apply.*

- ☐ Yes, integrating the gender dimension as a cross-cutting topic in research projects
- ☐ Yes, funding gender-specific research
- ☐ Yes, promoting gender-sensitive peer review of publicly funded research projects
- ☐ Other objectives, please specify:
- ☐ No, it does not address the objective of integrating the gender dimension in research content.

#### d) ... integrating the gender dimension in teaching?

*Please select all that apply.*

- ☐ Yes, integrating gender in curricula
- ☐ Yes, promoting gender studies
- ☐ Yes, promoting gender-sensitive teaching
- ☐ Other objectives, please specify:
- ☐ No, it does not address the objective of integrating the gender dimension in teaching.

## Objectives & Measures

**Q 12 Does the roadmap/NAP contain concrete targets regarding...**

*Please select all that apply.*

- ☐ increasing the share of women in R&I
- ☐ structural/institutional change to abolish barriers for the underrepresented sex in R&I
- ☐ integrating the gender dimension in research content
- ☐ integrating the gender dimension in teaching

**Q 12.1 If yes, please mention the concrete targets:**

**Q 13 Does the roadmap/NAP contain concrete policies/measures to achieve the goals of ...**

*Please select all that apply.*

- ☐ increasing the share of women in R&I
- ☐ structural/institutional change to abolish barriers for the underrepresented sex in R&I
- ☐ integrating the gender dimension in research content and teaching



***If yes, please provide additional information by filling in the factsheet provided for each ongoing or planned policy/measure.***

## Monitoring & Indicators

**Q 14 Is there a national committee coordinating the monitoring of your ERA roadmap/NAP implementation?**

- ☐ Yes
- ☐ No
- ☐ Don't know

## Monitoring & Indicators

**Q 15 Does a national monitoring for gender equality in R&I exist which considers additional indicators to the main indicator for the ERA monitoring of *Priority 4* “women in grade A positions in the higher education sector”?**

- ☐ Yes..... [Go to Q 15.1](#)
- ☐ No..... [Go to Q 16](#)
- ☐ Not yet, but there is a plan to develop specific monitoring..... [Go to Q 16](#)

**Q 15.1 *If Q 15 yes:* Does the monitoring include indicators focusing on the following aspects?**

*Please select all that apply.*

- ☐ Share of women in different fields and/or hierarchical positions
- ☐ Structural/institutional change policies in RPOs
- ☐ Structural/institutional change policies in RFOs
- ☐ Integration of the gender dimension in research content
- ☐ Integration of the gender dimension in teaching

***If the monitoring includes indicators focusing on the share of women in different fields or hierarchical positions:***

**Q 15.1.a Does the monitoring cover any of the following aspects?**

*Please select all that apply.*

- ☐ Share of women among students
- ☐ Share of women among graduates
- ☐ Share of women among academic staff/researchers
- ☐ Share of women among recruited / promoted academic staff/researchers
- ☐ Share of women among non-academic staff
- ☐ Share of women in STEM
- ☐ Other important aspects:

**Q 15.1.b Does the monitoring differentiate between higher education sector, business sector and state funded research outside higher education sector?**

- ☐ Yes, in all indicators
- ☐ Yes, in some indicators
- ☐ No

## Monitoring & Indicators

*If the monitoring includes indicators focusing on structural/institutional change policies in RPOs:*

**Q 15.1.c Does the monitoring of RPO cover any of the following aspects?**

*Please select all that apply.*

- ☐ Share of RPOs with gender equality plans
- ☐ Share of RPOs with gender equality, gender mainstreaming or diversity management structures
- ☐ Share of women in decision making (e.g. board members, recruitment panels/committees, leaders of boards/committees)
- ☐ Share of women in top management positions (e.g. heads of RPOs)
- ☐ Career chances of women (e.g. Glass Ceiling Index)
- ☐ Gender Pay Gap
- ☐ Working conditions of researchers by sex (e.g. full-/part-time, contractual form)
- ☐ Parental leave by sex
- ☐ Gender-based violence and sexual harassment
- ☐ Other important aspects:

**Q 15.1.d Does the monitoring differentiate between higher education sector, business sector and state funded research outside higher education sector?**

- ☐ Yes, in all indicators
- ☐ Yes, in some indicators
- ☐ No

## Monitoring & Indicators

*If the monitoring includes indicators focusing on structural/institutional change policies in RFOs:*

**Q 15.1.e Does the monitoring of RFO cover any of the following aspects?**

*Please select all that apply.*

- ☐ Share of RFOs with gender equality plans
- ☐ Share of RFOs with gender equality, gender mainstreaming or diversity management structures
- ☐ Share of women in decision making (e.g. scientific or administrative board members, leaders of boards/committees)
- ☐ Share of women in evaluation committees/panels
- ☐ Share of women among PIs and/or participants of funded projects
- ☐ Share of women in top management positions (e.g. heads of RFOs)
- ☐ Funding success rates by sex
- ☐ Application rates by sex
- ☐ Funded projects addressing the gender dimension in research content
- ☐ Specific funding for gender research
- ☐ Participation in specific women only programmes
- ☐ Other important aspects:

*If the monitoring includes indicators focusing on integration of the gender dimension in research content:*

**Q 15.1.f Does the monitoring cover any of the following aspects?**

*Please select all that apply.*

- ☐ Scientific authorship of women and men
- ☐ Share of research output (e.g. scientific publications) integrating the gender dimension in research content
- ☐ Patents/Inventions of women and men
- ☐ Other important aspects:

## Monitoring & Indicators

*If the monitoring includes indicators focusing on integration of the gender dimension in teaching:*

**Q 15.1.g Does the monitoring cover any of the following aspects?**

*Please select all that apply.*

- ☐ Gender related teaching in higher education institutions
- ☐ Study courses in gender studies
- ☐ Professorships in gender studies
- ☐ Gender competence of professors and lecturers (e.g. share of professors or lecturers with specific gender training)
- ☐ Other important aspects:

**Q 15.1.h Does the monitoring differentiate by discipline?**

- ☐ Yes, in all indicators
- ☐ Yes, in some indicators
- ☐ No



## Final Remarks

**Q 16 Did/Do you face specific challenges regarding the development or implementation of Priority 4?**

☐ Yes, please specify:

☐ No

**Q 17 Would you be interested in capacity building activities focusing on any of the following?**  
*Please select all that apply.*

- ☐ Good practice policies to increase participation of women in R&I
- ☐ Good practice policies to initiate structural/cultural change in R&I
- ☐ Good practice policies to integrate the gender dimension in research content and teaching
- ☐ Exchange of experiences regarding the development and implementation of the roadmap/NAP
- ☐ Monitoring of gender equality policies
- ☐ Evaluation of gender equality policies
- ☐ Specific training on, please specify:
- ☐ Other, please specify:

**Q 18 Is there an important aspect concerning the development or implementation of Priority 4 that you feel was not addressed in the questionnaire? *If yes, please let us know.***



**Please save and send the document to:**

**Marcela Linkova** [e-mail: [marcela.linkova@soc.cas.cz](mailto:marcela.linkova@soc.cas.cz)]

**Thank you for your cooperation!**

## 6.4 Factsheet

**FACTSHEET - Roadmap/NAP Ongoing Measures****Please fill out a separate factsheet for each ongoing or planned policy/measure.****Name of Country/ Region****Name of Respondent****Name of Measure****Introduced in (Year)****Description of the measure****Objective****Target group****Approach/content**

**FACTSHEET - Roadmap/NAP Ongoing Measures****Results (if already available)****Resources (per year)****Which innovative elements does the measure contain?**☐ None**Has the measure been evaluated?**

- ☐ Yes
- ☐ No
- ☐ Not yet, but an evaluation is planned

**In case an evaluation is available and published, please provide a link/reference.****Would you recommend the measure as a good practice example for other ERA countries?**

- ☐ Yes, please explain why:

- ☐ No

**Contact for further information (name, e-mail)****Please save and send the document to:****Marcela Linkova** [e-mail: [marcela.linkova@soc.cas.cz](mailto:marcela.linkova@soc.cas.cz)]

## 6.5 Informed consent form

## INFORMED CONSENT FORM

Project acronym	GENDERACTION
Project name	GENDER equality in the ERA Community To Innovate policy implementation
Grant Agreement no.	741466
Project type	Coordination and Support Action
Start date of the project	01 / 04 / 2017
End date of the project	31 / 03 / 2020
This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 74166.	
Disclaimer: The views and opinions expressed in this document are solely those of the project, not those of the European Commission.	

### Introduction

Before making a decision on whether you wish to participate or not, please read this document carefully. Please feel free to ask any questions to ensure that you fully understand the purpose and proceedings of this study, including risks and benefits. As the study is carried out in a language that is not your mother tongue, this informed consent document may include words that you do not understand. If this is the case, please ask the responsible researcher to fully explain the meaning of the word or piece of information you do not fully understand.

### Compliance with legal and ethical regulations

We assure full compliance with relevant legislation on data protection and ethical standards.

### Purpose of the study

**You have been invited in your professional capacity to take part in a study of the implementation of ERA National Action Plans in the objective 4 Gender mainstreaming and gender equality carried out within the framework of the H2020 project GENDERACTION funded by the European Commission.**

The objective of the project is to create an innovative policy community for the implementation of the gender priority in the European Research Area by setting up a network of national representatives from EU Member States (MS) and Associated Countries (AC). GENDERACTION supports MS and AC by providing networking opportunities for relevant national authorities who have the task of pushing for implementation of ERA priority 4.

## **Involvement**

If you agree to participate in the study, you are invited to participate in a survey carried out as part of Work Package 3 of on the preparation, adoption, and implementation of actions in Priority 4 contained in your ERA National Action Plan.

## **Benefits**

Your participation in this study will contribute to the analysis of the implementation of ERA National Action Plans in Priority 4 Gender mainstreaming and gender equality, to sharing experience and mutual learning among Member States in the EU. You will benefit from the study by being able to learn about examples of practices and procedures in other countries that may serve as an example; the analysis will also serve as a basis for discussions in mutual learning workshops to which you will be invited. The survey and its results may also contribute to your work as a member of the Standing Working Group on Gender in Research and Innovation. Lastly, you will be able to use the responses to this questionnaire as a basis for the 2018 ERA Progress Report input.

## **Risks**

There are no risks associated with this study because the data is collected from you in your professional capacity, and is not to reflect your personal opinions. No personal information will be requested. The opinions expressed should reflect the position of your national authority and you may consult your superior as relevant. Please take care that if an official approval of your superior is required to provide answers, you are responsible to ensure such an approval.

## **Privacy and confidentiality**

The results of this study will be published but this publication will not refer to you by your name. The results may be reported by country. In this sense, you may be identified as the respondent, given the remit of your position and your membership in the Standing Working Group in Research and Innovation. You may then be identifiable to persons who are knowledgeable of the responsible staff within your national authority.

## **Voluntary nature of the study**

Participation in this study is completely voluntary. Even if you decide to participate now, you may change your mind and stop at any time.

## **Contact person**

If you wish to learn more about the project or this study please contact the project coordinator, Dr Marcela Linkova, Institute of Sociology of the Czech Academy of Sciences, e-mail: [marcela.linkova@soc.cas.cz](mailto:marcela.linkova@soc.cas.cz), telephone: 00 420 210 310 322.

## Study result

Your participation in the study will feed the analysis of the implementation of objective 4 of ERA National Action Plans. A report will be drafted, which will be supplied to you.

## Consent

By signing this document, you are agreeing to take part in the study. You shall retain one copy of this document for your records and one copy will be kept by the project coordinator with the study records. Be sure that questions you have about the study have been answered and that you understand what you are being asked to do. You may contact the responsible researcher if you think of a question later.

## I agree to participate in the study.

This consent form is made pursuant to the relevant national, European and international data protection laws and regulations and personal data treatment obligations. Specifically this consent document complies with the EC Data Protection Directive 95/46/EC of the European Parliament and of the Council of 24 October 1995 on the protection of individuals with regard to the processing of personal data and on the free movement of such data.

.....

Name and surname of participant

.....

Place, date and signature of participant

**Statement of investigator's responsibility:** I have explained the nature and purpose of this research study, the procedures to be undertaken and any risks that may be involved. I have offered to answer any questions and fully answered such questions. I believe that the participant understands my explanation and has freely given informed consent.

.....

Name and surname of the researcher



.....  
Place, date and signature of the researcher