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REPORT

From:	General Secretariat of the Council
To:	ERAC Standing Working Group on Gender in Research and Innovation
Subject:	Report on the Implementation of Targets: Follow-Up on the 2018 Guidance Recommendations

Delegations will find attached the Report on the Implementation of Targets: Follow-Up on the 2018 Guidance Recommendations, of the ERAC Standing Working Group on Gender in Research and Innovation.

Report on the Implementation of Targets: Follow-Up on the 2018 *Guidance* Recommendations

Standing Working Group on Gender in Research and Innovation

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ERAC is a strategic policy advisory committee whose principal mission is to provide timely strategic input to the Council, the Commission and Member States on the ongoing implementation of the ERA in Member States and Associated Countries and on other strategic research and innovation policy issues.

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<p>Executive summary</p> <p>This document reports on the implementation of actions and measures to support gender balance in decision-making and in Grade A positions, as one of the objectives of the European Research Area Priority 4 gender equality and gender mainstreaming. The report was prepared by the Standing Working Group on Gender in Research and Innovation and was adopted on 18 August 2020.</p> <p>In the 2018 <i>Guidance</i> to facilitate the implementation of targets to promote gender equality in research and innovation, the European Commission and the Helsinki Group on Gender in Research and Innovation (now Standing Working Group on Gender in Research and Innovation, SWG GRI), in consultation with the European Research Area stakeholders' platform, delivered seven recommendations. The <i>Guidance</i> was prepared in response to the Council Conclusions on Advancing Gender Equality in the European Research Area, adopted on 1 December 2015, where the Council of the European Union 'invite[d] Member States and institutions to strive for guiding targets for a more even gender balance for professors' and 'invite[d] relevant authorities to set up guiding targets, for example quantitative objectives, for better gender balance in decision-making bodies including leading scientific and administrative boards, recruitment and promotion committees as well as evaluation panels and encourage[d] research funding and performing organisations to reach these targets by 2020'.</p> <p>In 2020, the ERAC SWG GRI carried out a follow-up mapping of the status of the implementation</p>	

of these seven recommendations. Twenty-five countries provided a *Guidance* follow-up overview, including 19 Member States (MS) and 6 Associated Countries (AC). To complement the information provided by the SWG GRI members, desk research was performed. Additional analyses were made using the latest edition of *She Figures 2018* (European Commission 2019).

This report highlights that many MS and AC have made progress and are developing their national as well as institutional policy frameworks to advance gender balance in decision-making. As the examples of good and emerging practices show, these take various forms from a comprehensive policy where addressing gender balance in decision-making is one part of a set of actions, to stand-alone initiatives.

Despite the policies and actions taken, it remains a fact that in many countries women continue to be excluded from decision-making processes, including in research areas that affect primarily women's well-being and health. The report highlights the continued differences in the degree of implementation of the recommendations. On a positive note, statistical sex-disaggregated data collection (recommendation n°1) has improved over the years, and statistics on decision-making positions and for Grade A positions are now generally available. Indeed, 23 out of 25 countries reviewed have this recommendation in place. Also, efforts have been made to promote gender balance in decision-making positions and professorship with adequate awareness-raising and training, implemented in 20 countries (Recommendation 2). There appears to be a continued gap between the EU-15 and EU-13 when it comes to the other recommendations. A significant proportion of countries that responded to the survey are implementing (Recommendation 5) and regularly evaluating (Recommendation 6) targets and/or quotas through legislation with 14 countries each. Almost half of the countries are introducing incentives or sanctions to stimulate gender balance in decision-making (Recommendation 7). In contrast, gender balance among Grade A positions is rarely used as an evaluation criterion of institutional assessment of higher education institutions in Member States and Associated Countries with only 4 countries implementing it (Recommendation 4). In addition, although half of the countries are implementing mandatory gender equality plans (or equivalent) for universities and research organisations, only one country is institutionalising GEPs as an assessment tool in the accreditation of universities (Recommendation 3).

To complement the analysis of the implementation of the seven recommendations, additional analyses were performed looking at the proportion of women in Grade A positions, among heads of HEIs, and on boards. These show that the proportion of women in Grade A / full professors is, on its own, not sufficient to compare countries on the degree of gender equality in research and innovation. Importantly, all the countries in Cluster 1 that have adopted the largest number of the seven recommendations (5 to 6) also have comprehensive or focused NAPS. In contrast, there are countries that do not have any actions to support gender equality in their ERA National Action Plan and Strategy (NAPS), nor have they implemented any of the seven *Guidance* recommendations for decision-making positions and leadership.

An analysis of the NAPS implementation at national level shows that of the total 185 actions in Priority 4 gender equality and gender mainstreaming that are finished or that are ongoing and have reached more than 50% completion, 27 actions (14.6%) explicitly address gender balance in research leadership positions (senior/Grade A positions) and in decision-making. In terms of the types of actions taken, developing quotas or targets for leadership positions and decision-making has eight actions, and awards and funding/mentoring/support programmes for women professors count six actions. Developing a GEP, other strategies, or pacts is the third most common type with four actions, followed by training, guidelines, charters, or any material about gender equality or gender bias in R&I and in HR with three actions.

The future European Research Area must continue action in this area, particularly in the countries where progress has been slow and where the recommendations show poor rates of uptake.

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List of abbreviations

AC	Associated Countries
EC	European Commission
GEP	Gender Equality Plan
HEA	Higher Education Authority, Ireland
HEI	Higher Education Institution
HG	Helsinki Group on Gender in Research and Innovation
MS	Member States
RFO	Research Funding Organisation
RPO	Research Performing Organisations
SWG GRI	Standing Working Group on Gender in Research and Innovation

BACKGROUND

Gender balance in decision-making is one of the objectives of ERA Priority 4 gender equality and gender mainstreaming. In the 2018 *Guidance to Facilitate the Implementation of Targets to Promote Gender Equality in Research and Innovation*,¹ the European Commission and the Helsinki Group on Gender in Research and Innovation (now the Standing Working Group on Gender in Research and Innovation, SWG GRI), in consultation with the European Research Area stakeholders' platform, delivered the following seven recommendations:

1. Collect and publish sex-disaggregated data on the composition of professorship and management/leadership positions.
2. Promote gender balance in decision-making positions and professorships with adequate awareness-raising and training.
3. Institutionalise gender-equality plans as an assessment tool in the accreditation of universities and make them mandatory for universities and research organisations.
4. Institutionalise the proportion of women in Grade A/professor positions as an assessment criterion in institutional evaluations (higher education accreditation, performance contracts with universities).
5. Set and implement guiding targets and/or quotas through legislation.
6. Evaluate regularly the implementation of quotas and/or targets.
7. Introduce incentives for institutions adopting pro-active measures and/or sanctions for non-compliance, as necessary.

These recommendations have been designed to move 'from easier actions to more ambitious and challenging ones, to be defined according to the national policy environments'.²

The *Guidance* was prepared in response to the Council Conclusions on Advancing Gender Equality in the European Research Area,³ adopted on 1 December 2015, where the Council of the European Union 'invite[d] Member States and institutions to strive for guiding targets for a more even gender balance for professors' and 'invite[d] relevant authorities to set up guiding targets, for example quantitative objectives, for better gender balance in decision-making bodies including leading scientific and administrative boards, recruitment and promotion committees as well as evaluation panels and encourage[d] research funding and performing organisations to reach these targets by 2020'. The Council also 'call[ed] on the Commission, in close cooperation with the Helsinki Group, to provide support for Member States to address policy challenges related to gender balance, including developing guidance to facilitate the implementation of guiding targets'.

INTRODUCTION

In 2020, the ERAC SWG GRI carried out a follow-up mapping of the status of the implementation of these seven recommendations. SWG GRI members were asked whether the recommendations were or were not in place, or if a recommendation was not applicable (N/A) to their country. To complement the information provided by the SWG GRI members, desk research was performed.

Twenty-five countries provided a guidance follow-up overview, including 19 Member States (MS) and 6 Associated Countries (AC):

¹ Hereinafter referred to as 'the *Guidance*'. European Commission (2018) *Guidance to Facilitate the Implementation of Targets to Promote Gender Equality in Research and Innovation*. Luxembourg: Publications Office of the European Union. Available at: <https://op.europa.eu/en/publication-detail/-/publication/2aa2585b-1d03-11e8-ac73-01aa75ed71a1>

² European Commission 2018: 4.

³ The Council Conclusions are available at <https://data.consilium.europa.eu/doc/document/ST-14846-2015-INIT/en/pdf>.

Member States	Associated Countries
Austria (AT), Belgium FFW (BE-FWB), the Czech Republic (CZ), Germany (DE), Denmark (DK), Estonia (EE), Greece (EL), Spain (ES), Finland (FI), France (FR), Ireland (IE), Lithuania (LT), Luxembourg (LU), Malta (MT), the Netherlands (NL), Poland (OL), Portugal (PT), Slovenia (SI) and Sweden (SE).	Bosnia and Herzegovina (BA), Switzerland (CH), Israel (IL), Iceland (IS), Norway (NO) and Turkey (TR).

The following countries that are members of the SWG GRI did not respond to the survey:

Member States	Associated Countries
Cyprus (CY), Italy (IT), Slovakia (SK).	

This report presents:

- the percentage of implementation for each recommendation,
- the number of recommendations in place per country surveyed,
- a detailed description showcasing how each recommendation is implemented (partially or completely) or not implemented and the presentation of good practices,
- conclusions, and
- further steps and recommendations.

The recommendations contained in the *Guidance* were directed at the Member State level. Thus, the results presented in this follow-up report might not reflect the situation in some of the countries that adopted soft approaches or that are targeting the institutional level. The SWG GRI is aware that legislative quotas and/or national guiding targets are not the only solutions for promoting a gender balance in higher education institutions and in research and innovation. For this reason, in this report, the SWG GRI also wishes to highlight other approaches to addressing the gender imbalance in decision-making and among professors.

For the analysis, a clustering of countries was developed that is based on the number of recommendations implemented. This was accompanied by clusters developed for the proportion of women in Grade A positions, the proportion of women who are heads of HEIs, and the proportion of women who sit on boards. These were supplemented by a clustering of countries according to the type of ERA National Action Plan developed by Wroblewski (2019).

WOMEN IN DECISION-MAKING: STATISTICAL OVERVIEW

Progress regarding the proportion of women in Grade A academic positions or who are heads of higher education institutions or sit on boards, is slow. *She Figures* reports⁴ provide a statistical overview for these three indicators over a decade (data from 2007 and the latest from 2016). The overall change in the proportion of women in Grade A academic positions is limited, with an average growth rate of 8.8 percentage points between 2007 and 2016. The average increase in the proportion

⁴ European Commission (2009) *She Figures 2009*. Luxembourg: Publications Office of the European Union. Available at: https://ec.europa.eu/research/science-society/document_library/pdf_06/she_figures_2009_en.pdf. European Commission (2019) *She Figures 2018*. Luxembourg: Publications Office of the European Union. Available at: <https://op.europa.eu/en/publication-detail/-/publication/9540ffa1-4478-11e9-a8ed-01aa75ed71a1>

of women on boards is 6.8 percentage points and 9.1 percentage points for heads of HEIs. All of these indicators show an average of less than 1% of growth per year.⁵

In 2016, there were seven countries in which 30% of Grade A positions were occupied by women.⁶ These countries include Turkey (30.8%),⁷ Bulgaria (36.6%), Lithuania (39.3%), Malta (40%), Croatia (40.6%), Latvia (41.4%), and Romania (54.3%). Regarding the amount of change that has occurred over the decade, in half of the countries growth was below 7.4 percentage points, while three countries have achieved significant changes of more than 20 percentage points of growth, with a maximum of 38% (progressively: Romania, Lithuania, and Malta)⁸.

In 2017, there were nine countries in which more than 40% of board members were women (members and leaders included).⁹ These countries include Slovenia (42%), Ireland (44%), Finland (45%), Bulgaria (46%), Iceland (46%), Romania (50%), Sweden (52%), Luxembourg (53%), and Norway (54%). If we look at the progress rate,¹⁰ the only substantially change is in Luxembourg with an increase of 49 percentage points, while two of these nine countries (Slovenia and Ireland) have shown a considerable progress rate over the decade studied (14% and 22%, respectively). The other nine countries have a more limited progress rate (between 0% and 10%). It should be noted that the other countries that in 2016 did not yet figure among the countries with the highest proportion of women on boards have shown a considerable progress rate (progressively: Latvia, Iceland, Lithuania, the Netherlands, and Poland). Also, five countries recorded a decline over the years of between 2% and 26% (progressively: Belgium, Denmark, Italy, Estonia, and Hungary).

In 2017, there were nine countries in which more than 30% of heads of Higher Education Institutions were women.¹¹ These countries include Iceland and Switzerland (30%), Estonia (30.4%), Croatia (30.8%), Norway (31.3%), Slovenia (32.4%), Lithuania (32.6%), Latvia (37%), and Sweden (41.7%). If we look at the rate of progress,¹² Latvia and Lithuania show an important change in percentages (an increase, respectively, of 23.6 and 25 percentage points) while five countries show a moderate rate of progress with increases of between 10 and 17.8 percentage points (progressively: Estonia, Iceland, Sweden, Switzerland, and Hungary). Norway had a slight decline of 0.7 percentage points and the other countries did not answer in 2009. We should also note other countries that were not among those with the highest proportion of women heads of HEIs but that did have an important progress rate (Austria with 20.3% and Denmark with 21.8%). In contrast, Cyprus and Finland have seen the proportion of women heads of HEIs decline over the years (respectively: -3.6 and -12.8 percentage points).

An important change in the proportion of women HEI heads may be an effect of the small size of the samples. This is true for three countries that had less than 200 Grade A academic staff in 2016: Cyprus, Luxembourg, and Malta. But it is especially evident for women heads of HEIs in the following countries that in 2016 had fewer than 30 women heads of HEIs: Estonia, Iceland, Ireland,

⁵ See Table 1, pp. 8-9, for the numbers and clusters used in this analysis.

⁶ See the Annexes, Figure 8 - Proportion of women in Grade A academic positions, 2007/2016, p. 34.

⁷ In *She Figures 2018*, data were unavailable for Turkey. The necessary information was found on the website of the Turkish Statistical Institute. Under 'Statistics by Theme', there is the 'Social Structure and Gender Statistics' theme, which provides data on 'Selected Occupation', including an Excel sheet with the 'Number of Teaching Staff in Higher Education by Academic Title'. Available at: http://www.turkstat.gov.tr/PreTablo.do?alt_id=1068.

⁸ See the Annexes, Figure 9 - Progress rate of the proportion of women in Grade A academic positions from 2007 to 2016, p. 35.

⁹ See the Annexes, Figure 10 - Proportion of women on boards, 2007/2017, p. 36.

¹⁰ See the Annexes, Figure 11 - Progress rate (%) of the proportion of women on boards from 2007 to 2017, p. 37.

¹¹ See the Annexes, Figure 12 - Proportion of women heads of HEIs, 2007/201, p. 38.

¹² See the Annexes, Figure 13 - Progress rate of women heads of HEIs from 2007 to 2017, p. 39.

Luxembourg, Malta, and the Netherlands. It is also true for women on boards in the following countries (<30 in 2016): Lithuania, Malta, the Netherlands, and Portugal¹³.

Looking at the proportion of women in Grade A positions, among the heads of HEIs, and on boards and at the percentage change in the proportion of women in Grade A positions and in how many of the seven recommendations were implemented, we can see that the proportion of women in Grade A positions is not sufficient to compare countries on the degree of gender equality attained in research and innovation (see also Wroblewski 2018; 2019). Importantly, all the countries that have adopted the largest number of the seven recommendations and thus fall in Cluster 1 also have more comprehensive or focused NAPS: AT, DE, DK, ES, FI, FR, IE, LU, SE, SI. Among the Associated Countries that fall into Cluster 1 countries according to the number of recommendations implemented are IS and NO. Yet, many of these countries are in Cluster 3 in terms of the proportion of women in Grade A positions (AT, DE, DK, ES, FR, IE, LU, SE, and, among AC, CH and IS), except for FI, SI, and NO, which are in Cluster 2.

In contrast, there are countries (RO, BG) that do not have any actions in support of gender equality in their ERA National Action Plan and Strategy (NAPS) and have not implemented any of the seven *Guidance* recommendations for decision-making positions and leadership, yet they have a very high proportion of women in Grade A positions and big increases in this proportion over the period 2007-2016.

Among the countries that fare relatively the best on most of the indicators (Clusters 1 or 2) are LV, LT, and SI. Among the countries that fare the worst on all indicators (Clusters 4 or a combination of Clusters 3 and 4) are CY and CZ.

¹³ See *She Figures* 2018, p. 132 for the number of Grade A academic staff, p. 128 for heads of HEIs, and p. 131 for members of boards.

Table 1 – Proportions and Clusters										
	% Grade A (2016)	ERA headline indicator cluster (Grade A)	Percentage change (2007-2016) in ERA headline indicator	Percentage change clusters	% Women heads of HEIs (2016)	Women heads of HEIs clusters (2016)	% Women on boards (2016)	Women on boards clusters (2016)	% of recommendations adopted (2020)	Recommendations adopted clusters (2020)
EU28 ¹⁴	26.3		9.5		21.4		31.5		59	
EU15	22.2		7.2		21		12.8		71	
EU13	31		12.3		21.7		28.3		31	
AC	35.9		4.1		24.4		37.8		50	
AT	22.7	3	8.7	3	26.3	2	38	3	86	1
BE	18.3	3	7.3	4	21.3	2	19	4	43	2
BG	36.6	2	12.6	2	14.8	3	46	1	NA	NA
CY	13	4	3	4	10.4	3	13	4	NA	NA
CZ	14.6	4	1.6	4	14.5	3	17	4	14	3
DE	19.4	3	7.4	4	18.4	3	23	3	86	1
DK	20.7	3	8.7	3	26.8	2	33	2	71	1
EE	24.3	3	7.3	4	30.4	1	15	4	29	3
EL	21.6	3	10.6	2	11.1	3	17	4	43	2
ES	21.3	3	3.3	4	8	4	39	2	86	1
FI	29.4	2	6.4	4	12.2	3	45	1	71	1
FR	21.9	3	2.9	4	12.1	3	36	2	71	1
HR	40.6	1	14.6	2	30.8	1	12	4	NA	NA
HU	20.1	3	1.1	4	17.2	3	25	3	NA	NA
IE	20.6	3	10.6	2	16.7	3	44	1	86	1
IT	22.2	3	3.2	4	24.4	2	20	4	NA	NA
LT	39.3	1	25.3	1	32.6	1	31	2	29	3
LU	17.7	3	8.7	3	0	4	53	1	86	1

¹⁴ 'EU28' is used instead of the now used 'EU27' because some of the data used are from 2007-2016 when the UK was still part of the EU.

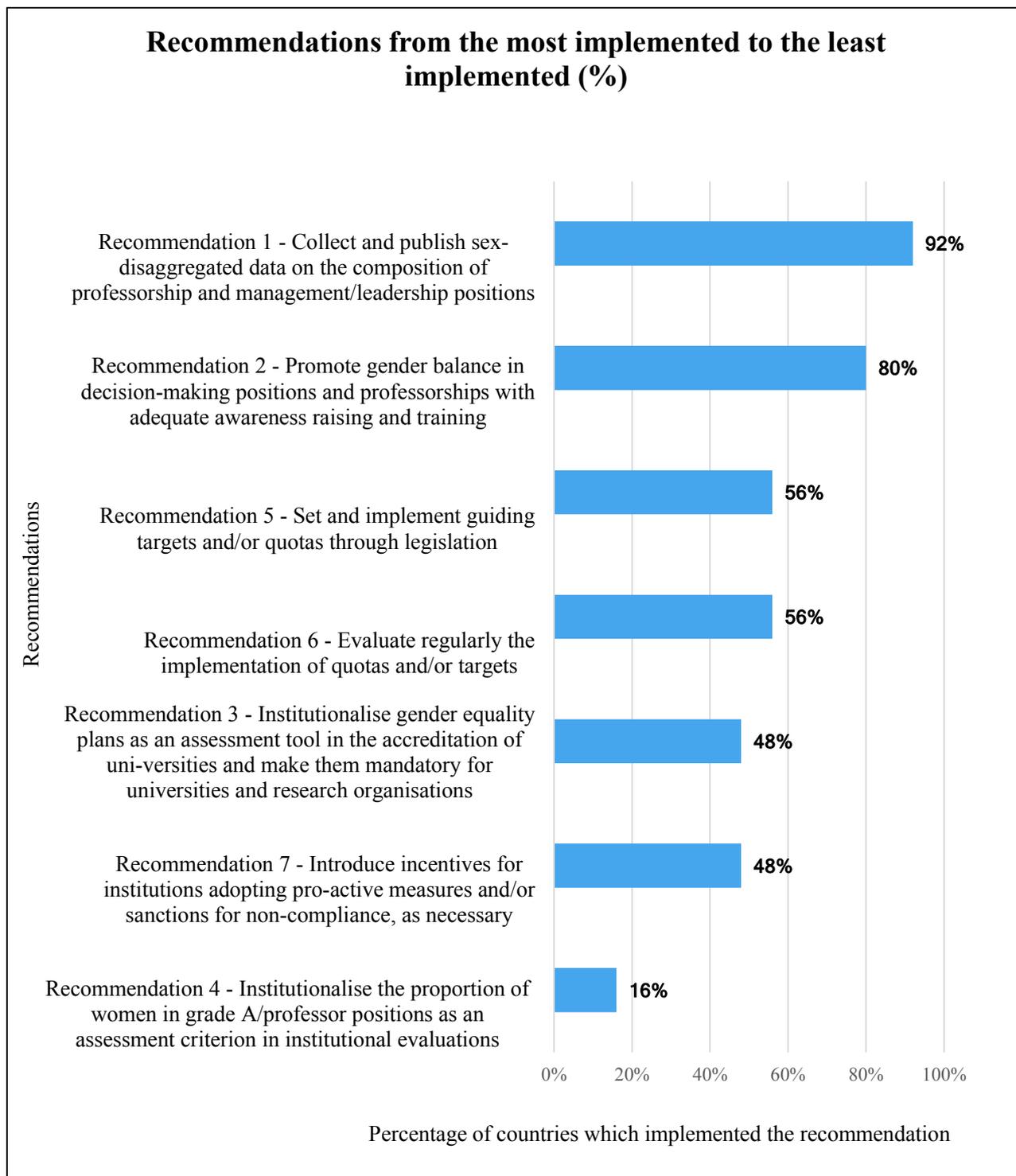
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LV	41.4	1	12.4	2	37	1	32	2	NA	NA
MT	40	3	38	1	20	3	38	2	29	3
NL	18.7	3	7.7	3	18.2	3	33	2	57	2
PL	24.1	3	4.1	4	18.2	3	24	3	14	3
PT	26.3	3	5.3	4	28.9	2	30	3	57	2
RO	54.3	1	22.3	1	15.5	3	50	1	NA	NA
SE	25.4	3	7.4	4	41.7	1	52	1	86	1
SI	28.9	2	11.9	2	32.4	1	42	1	71	1
SK	25.3	3	5.3	4	17.1	3	23	3	NA	NA
UK	26.4	3	9.4	3	24.2	2	25	3	NA	NA
BA	45.1	1	NA	NA	NA	NA	NA	NA	29	3
CH	23.3	3	1.3	4	30	2	27	3	57	2
IL	14.3	4	1.3	4	22.2	2	24	3	14	3
IS	NA	3	NA	NA	30	2	46	1	71	1
NO	27.9	2	9.9	3	31.3	2	54	1	86	1
TR	30.8	2	2.8	4	8.5	4	NA	NA	43	2
Average			8.8		21.3		32.1		56.6	
Median			7.4		20		31.5		57	

Clusters description	For the percentage of women in Grade A: C1: >37% C2: 27% to 37% C3: 16% to 27% C4: 12% to 16%	Percentage points of progress for Grade A: C1: important change >20% C2: considerable change 10% to 20% C3: moderate change 7.4% to 10% C4: limited change 0% to 7.4%	For the percentage of women as heads of HEIs: C1: >30% C2: 20% to 30% C3: 10% to 20% C4: 0% to 10%	For the percentage of women on boards: C1: >40% C2: 30% to 40% C3: 20% to 30% C4: 10% to 20%	For the number of recommendations in place: C1: 5-6 (71% to 86%) C2: 3-4 (43% to 57%) C3: 1-2 (14% to 29%)
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GENERAL STATISTICS ON THE IMPLEMENTATION OF THE RECOMMENDATIONS

The chart below shows that Recommendation 1 — implemented in 23 of the 25 countries that completed the survey — is the most widely adopted recommendation, followed by Recommendation 2, implemented in 20 of the 25 countries. This is followed by Recommendations 5 and 6, each of which has been implemented in 14 countries. Recommendations 3 and 7 are in place in just under half of the countries that completed the survey (12 of the 25). Finally, recommendation 4 is the least implemented one, having been implemented in 16% of the countries (4 of the 25).





Among the countries that completed the follow-up survey, nine EU-15 MS (AT, DE, DK, ES, FI, FR, IE, LU, and SE) have implemented between 5 and 6 of the 7 recommendations and four EU-15 MS (BE-FWB, EL, NL, and PT) have implemented between 3 and 4 of them. No EU-15 MS has just 1 or 2 recommendations in place, and one country (IT) did not complete the survey. One EU-13 MS has 5 recommendations in place (SI) while five other EU-13 MS (CZ, EE, LT, MT, and PL) have 1 or 2 recommendations in place. No EU-13 MS has 3 or 4 recommendations in place and two EU-13 MS did not complete the survey (CY and SK).

Half of the AC that completed the survey (CH, IS, and NO) have between 4 and 6 recommendations in place while the other half has between 1 and 3 (BA, IL, and TR).

This map does not reflect initiatives taken by universities or other institutions to promote a gender balance in HEIs and R&I. The next section describes the implementation status of each recommendation at the national level and highlights countries' future actions and initiatives that have been taken on another level than that of Member States.

IMPLEMENTATION STATUS OF EACH RECOMMENDATION

Recommendation 1 - Collect and publish sex-disaggregated data on the composition of professorships and management / leadership positions

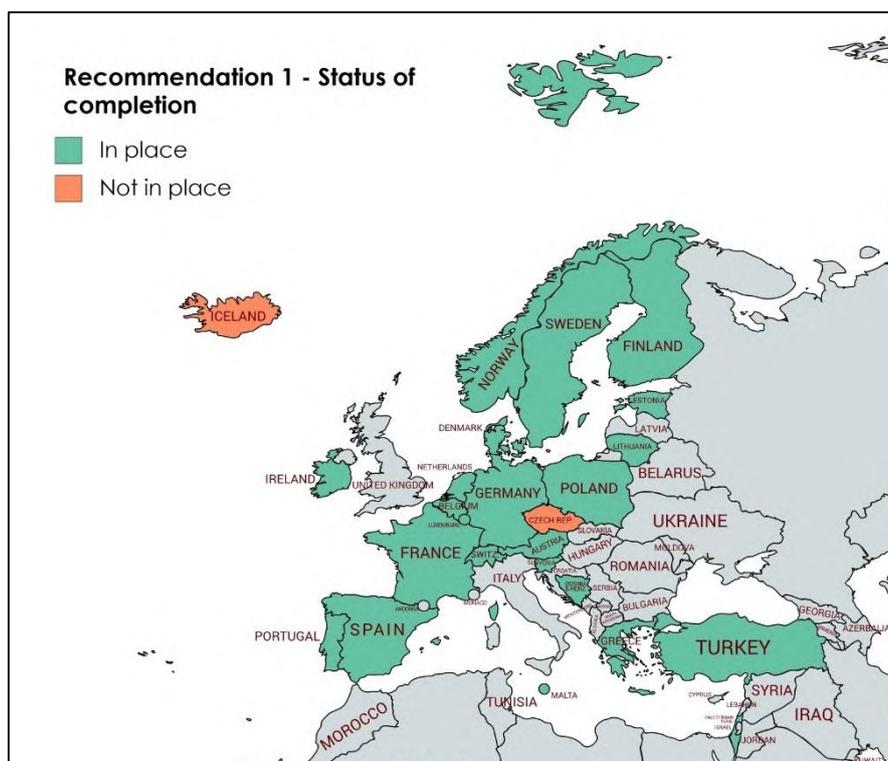
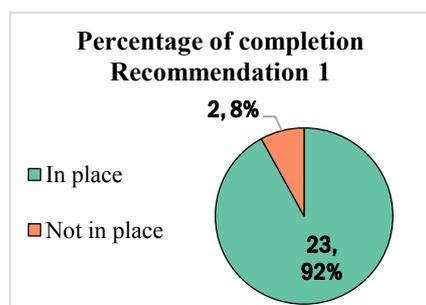


Figure 1 - Status of completion of Recommendation 1 'Collect and publish sex-disaggregated data on the composition of professorship and management / leadership positions'

Twenty-three countries (92%) have implemented Recommendation 1 partially or completely. Six countries (BA, CH, LU, MT, PT, and SI) stated that they collected and published sex-disaggregated data on the composition of professorships and studentships but not on the composition of management and leadership positions. This is either under way for next year (CH and LU), with some universities collecting data on leadership positions (CH), or is being considered (BA and PT).



The other 17 countries are collecting and disseminating sex-disaggregated statistics on both professorship and management / leadership positions. There are two main ways in which this is done. Some countries appoint a responsible institution or body to ensure reporting to a national database (AT, DE, EE, EL, ES, FI, FR, IE, IL, LT, NL¹⁵, PL, SE, and TR). Other countries require that their HEIs/RPOs collect and report on the institutional level (BE, DK, and NO).¹⁶ This is usually coupled with the publication of national reports on different time

¹⁵ See the latest report from the Dutch Network of Women Professors: https://www.lnvh.nl/uploads/moxiemanager/LNVH_monitor2019_EN.pdf

¹⁶ In some countries, the two approaches are combined and data collection is done both through a national database and through reporting from HEIs.

scales by the national authorities (biannual, annual, biennial, etc.). Dissemination is implemented through events, newsletters, articles, and other types of publications.

Two countries have not implemented Recommendation 1 on the national level, but they all provide input for the triannual EU statistical report *She Figures*¹⁷ (CZ and IS). The Czech Republic has an organisation that publishes statistical reports but is independent from the national authorities.¹⁸ Iceland is considering implementing this recommendation at the national level.



Baby Steps: Bosnia and Herzegovina did not collect or disseminate any sex-disaggregated data in *She Figures 2015* but is now doing so for professor positions. Similarly, Malta collected sex-disaggregated data for professor positions but not for leadership positions for the 2015 edition and now collects data for both (see *She Figures 2018*).



Good Practice: Since 2018 and following the *Guidance*, the Council for the Advancement of Women of the Israeli Ministry of Science and Technology set up a new set of goals and modes of action. They initiated a yearly collection of data on the status of women in academia, industry, and education. Data collection on academia was launched in 2018 by the Israeli Council for Higher Education. Data collection on the status of women in industry and education is currently under way.

¹⁷ Available at: <https://data.europa.eu/euodp/en/data/dataset/she-figures-2018-gender-in-research-and-innovation>.

¹⁸ See the latest report from the Czech Centre for Gender & Science at the Institute of Sociology of the Czech Academy of Sciences (in Czech with an Executive Summary in English): <https://genderaveda.cz/wp-content/uploads/2019/06/Postaveni-zen-v-ceske-vede-2017.pdf>. The Czech Statistics Office does collect sex-disaggregated data on R&I staff but not on decision-making and professorships. These statistics are collected annually by the Centre for Gender and Science for its Monitoring Reports based on publicly available resources.

Recommendation 2 - Promote gender balance in decision-making positions and professorships with adequate awareness-raising and training

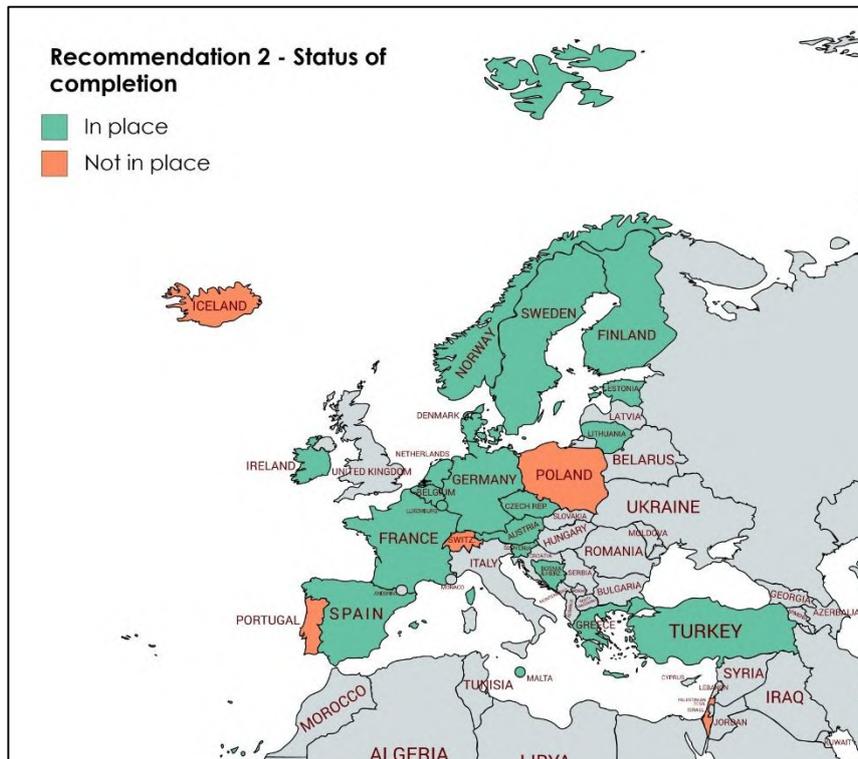
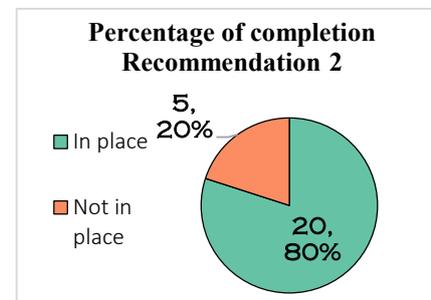


Figure 2 - Status of completion of Recommendation 2 ‘Promote gender balance in decision-making positions and professorships with adequate awareness-raising and training’

Twenty countries (80%), including seventeen MS and three AC, implemented Recommendation 2, partially or completely.

Countries promote gender balance in decision-making positions and professorships in different ways. Some countries have quotas and use the related reports to promote this measure (AT, DE, DK, FR, IE, LU, NO, and SE). Some of these countries couple this with trainings at the national level (AT, FR, and IE). Six countries have developed recommendations to strive for gender balance in decision-making positions in their strategic documents (BA, CZ, EE, FI, LT, MT, and SI). Awareness-raising actions to promote gender balance in decision-making and professor positions are carried out by different bodies appointed by national authorities (BE, EL, and NL). Some countries promote this topic through media, events, publications, and awards (AT, ES, EL, NL, SI, and TR). Other countries have, in addition, institutional-level initiatives (DK, NL, and NO).

Five countries are not implementing this recommendation at the national level (CH, IL, IS, PL, and PT), but this does not mean that no action is being taken. Indeed, many initiatives are undertaken at the institutional level in most of these countries (see the good practice described below). This recommendation was adopted as a goal and actions towards achieving it initiated in Israel and it will be implemented in 2020-2021. It is also being considered at the national level by two other countries (IS and PT).





Baby Steps: Since 2009 the Czech Minister of Education, Youth and Sports has been handing out the Milada Paulova Award¹⁹ to women researchers for their lifetime achievement in research. The nominees and award laureates are presented online and in booklets and posters in an effort to increase the awareness of women in what are often pioneering professorship roles.



Good Practice

At the national level:

AT: Austria created a database on females on supervisory boards. This database contains information on female executives who want to assume the function of a supervisory board member. The women registered in this database already have experience in supervisory boards and have also undergone preparatory training. The database is supported by the Federal Ministry for Digital and Economic Affairs, the Federation of Austrian Industries, and the Austrian Economic Chamber.

BE-FWB: Since 2016 the position of Gender Contact Person (‘personne contact genre’) has been funded in the six French-speaking Belgian universities and in the RFO with three main objectives: providing information, awareness-raising, and networking. Through these objectives, they contribute to the implementation and development of gender policies within their respective institutions.

EE: Estonia has developed recommendations to strive for gender balance in decision-making positions in its strategic documents and on the legislative level for the Evaluation Committee of the Estonian Research Council (RFO), which evaluates applications for research funding submitted to the Estonian Research Council. It is recommended on the legislative level that, when possible, gender balance shall be taken into account in forming the committee, with preference being given to candidates of the unrepresented gender in the committee. Also, it is recommended that researchers of different academic age are represented in the committee.

MT: The OPM Circular No. 15/2012 requires all ministries, departments, and entities to submit a yearly report to the National Commission for the Promotion of Equality (NCPE) outlining the work they have done towards implementing the gender-mainstreaming strategy in government policies and practices. The NCPE then compiles a single internal evaluation report for the attention of the Permanent Secretary responsible for equality. They also publish a yearly report on their website on the advancements of gender mainstreaming, including in education: https://ncpe.gov.mt/en/Documents/Our_Publications_and_Resources/Annual_Reports/NCPE_Annual_Report_2019.pdf.

TR: The President of TUBITAK has taken the initiative to start an improvement process and create awareness on all decision-making levels of TUBITAK. TUBITAK has prepared the first ‘Policy Paper on Gender Equality’ in its history. Based on the Policy Paper, there has been an increase in the number of women in all the executive boards of TUBITAK’s scientific programmes.

¹⁹ For more information see <https://genderaveda.cz/en/milada-paulova-award/>.

Institutional-level initiatives:

CH: Some higher education institutions in Switzerland offer leadership training. There is one course for – upcoming – women professors on leadership in academia under the direction of the University of Zürich.

https://www.gleichstellung.uzh.ch/de/politik/kooperationsprojekte/hit_project.html).

Furthermore, the gender equality delegates at Swiss Universities (IDEAS, former KOFRAH) were given the mandate to draw up a paper on professorial recruitment procedures and best practices to be addressed to the Swiss Rectors Conference. It aims to foster critical reflection on professorial hiring among its member institutions and recommends setting up targets concerning performance, definition, and structural planning in higher education institutions.

Other measures:

- PRIMA²⁰: a women-only funding scheme of the Swiss National Science Foundation aimed at excellent women researchers who show a high potential for obtaining a professorship.
- The Swiss National Science Foundation plans to introduce a gender quota for all its evaluation bodies.

MT: The University of Malta is taking the lead on this issue and has appointed five Pro Rectors of whom two are women and the first female Registrar. The university, with its strategic commitment to implement in 2020, has pledged to lead the discussion on specific gender-related challenges on campus when it comes to promotions and to address the gender gap in professions such as engineering, education, and health care. Awareness-raising events are organised on campus and gender audits are planned in the university.²¹

²⁰ For more information see: <http://www.snf.ch/en/funding/careers/prima/Pages/default.aspx>.

²¹ For more information see: <https://www.um.edu.mt/about/strategy/strategicgoals3societalfactorsandimpact#rights>

see:

yet implemented GEPs at all (BA, IL, LU, and MT). Two countries (IL, LU) have not taken or considered taking any action.



Baby Steps: Malta is implementing this recommendation. Some of Bosnia and Herzegovina's universities are taking part in the [HSR4R](#). Also, making GEPs mandatory is being considered by two countries (NL and PT). Estonia is not considering such a step at the national level. HEIs and RPOs in Estonia are autonomous and are encouraged to develop GEPs. In addition, the Estonian Research Council (RFO) is participating in the Horizon 2020-funded project GEARING-Roles to launch a GEP and set an inspiring example for other institutions. Lithuania and Slovenia have gender equality measures in their Labour Code and recommendations regarding the development of GEPs in strategic documents with objectives adopted by the Ministry of Education, but they are not mandatory.



Good Practice

ES: According to the Spanish legal framework adopted in 2007 and 2011, Gender Equality Plans (GEPS) are mandatory in Spain for national-level RPOs and public universities, as well as for those private organisations (including universities) that have more than 250 workers. Particularly, the *Organic Act for Effective Equality between Women and Men (3/2007)* made it compulsory for institutions and companies with more than 250 workers to adopt and implement gender equality plans. *The Basic Statute of Public Employees (Law 7/2007)* established the need to adopt equality plans in public administration, as well. *The Science, Technology and Innovation Act (14/2011)* extended the adoption of gender equality plans beyond universities to also include national-level RPOs. Since the 2015 reference year edition, *Cientificas en Cifras* includes indicators on the status of Gender Equality Plans at Spanish universities and national-level RPOs. Moreover, the last edition also includes indicators on the proportion of universities and national-level RPOs that: 1) have implemented gender equality measures in 2017 (data disaggregated by type of measure and type of organisation); 2) have specific structures for promoting gender equality (that is, gender equality officers, units, committees, etc.), disaggregated by type of structure and type of organisation; and 3) have specific resources for developing gender studies (data disaggregated by type of resource and type of organisation). Of particular relevance for the *Guidance* recommendations, some of the first group of new indicators refer to the percentage of universities and national-level RPOs that have adopted measures on a) ensuring effective gender equality in recruitment and promotion procedures through the evaluation process and in the composition of evaluation committees; and b) the management and dissemination of sex-disaggregated data. GEPs have not yet been institutionalised at the national level as an assessment tool in the accreditation of Spanish universities. However, the Support and Accreditation programmes 'Severo Ochoa Centres of Excellence' and 'María de Maeztu Units of Excellence' managed today by the State Research Agency seek to promote excellence in scientific research in Spain. The aim is to recognise existing centres and units that perform cutting-edge research and are among the world's best in their respective areas. The selected centres receive accreditation for a period of four years and substantial financial aid. As a part of the assessment process, a strategic plan for the centre needs to be submitted. Since the 2013 call, this plan must include actions aimed at correcting gender inequalities within the centre or unit, specifically in terms of facilitating the recruitment and promotion of female researchers. Moreover, in January 2019, a new inter-ministerial

structure has been in place in the Cabinet of the Minister: the Observatory Women, Science and Innovation (OMCI), chaired by the Minister of Science and Innovation, which counts on the participation of other top policy-makers and senior officers in the Ministry of Science and Innovation and the Ministry of Universities, as well as in the other eight ministries.

Additionally, the two main RFOs at the state level are members of the OMCI – the State Research Agency (AEI) and the Centre for Industrial Technological Development (CDTI) – along with the main research performing organisation in the country, the National Council of Scientific Research (CSIC).

The OMCI mandate includes monitoring, evaluation, and proposal functions.

Two of the OMCI working groups are aimed at: 1) Gender in Research Performing Organisations including universities; and 2) Gender in the upcoming *Universities Act*. Therefore, these working groups are expected to consider integrating in their respective areas the pertinent recommendations and measures in the Guidelines that have not yet been implemented in Spain.

NO: Although Norway does not use GEPs as an assessment tool for accreditation, it has another policy in place:

Legislation: Four acts on equality and anti-discrimination were merged into the *Equality and Anti-Discrimination Act* of 2018. As of 2020, this Act makes it the duty of employers (all public enterprises, regardless of size, and private enterprises that ordinarily employ more than 50 persons) to promote equality and issue a statement of their activity (report). The statement of activity must be based on an expanded duty to analyse the risk factors of discrimination and barriers to equality. These are the requirements laid out in the *Equality and Anti-Discrimination Act*:

- a) investigate whether there is a risk of discrimination or other barriers to equality,
- b) analyse the causes of the identified risks,
- c) implement measures conducive to counteracting discrimination and promote greater equality and diversity in the enterprise, and
- d) evaluate the results of efforts made pursuant to a) and c).

The reporting must describe the current state of affairs and measures implemented or planned for the purpose of promoting equality. Furthermore, the *Norwegian University and University College Act* stipulates that universities and university colleges should make active, targeted, and systematic efforts to ensure gender equality in all categories of employment at the institution.

Monitoring: All HEIs and research institutions must report annually on certain indicators to the Ministry of Research and Higher Education. In addition, the Committee for Gender Balance and Diversity in Research (KIF), which is appointed by the ministry, annually collects information from all HEIs on their action plans for gender equality. These plans are posted on the KIF website Kifinfo.no. When the KIF visits HEIs to learn about their work on gender equality and diversity, the HEIs are required to report on how they are implementing their action plans. The KIF also reports the number of HEIs that have drawn up an action plan to the Minister of Research and Higher Education in their annual meeting.

Effect: In 2019, out of 33 HEIs (universities, university colleges and research institutions), 18 institutions had gender equality plans and 15 did not. All the universities in Norway (10) except one had plans for gender equality. The legislation also has an effect in terms of promoting an awareness of the importance of gender equality and diversity in Norwegian

academia. This is something that cannot be measured. However, many parameters on gender equality in academia have improved over the years. For example, the proportion of female professors in Norway today is 32% (Status Report on Higher Education 2020) and this percentage has increased by 1 percentage point every year over the past 10 years.

Recommendation 4 - Institutionalise the proportion of women in Grade A/professor positions as an assessment criterion in institutional evaluations (higher education accreditation, performance contracts with universities)

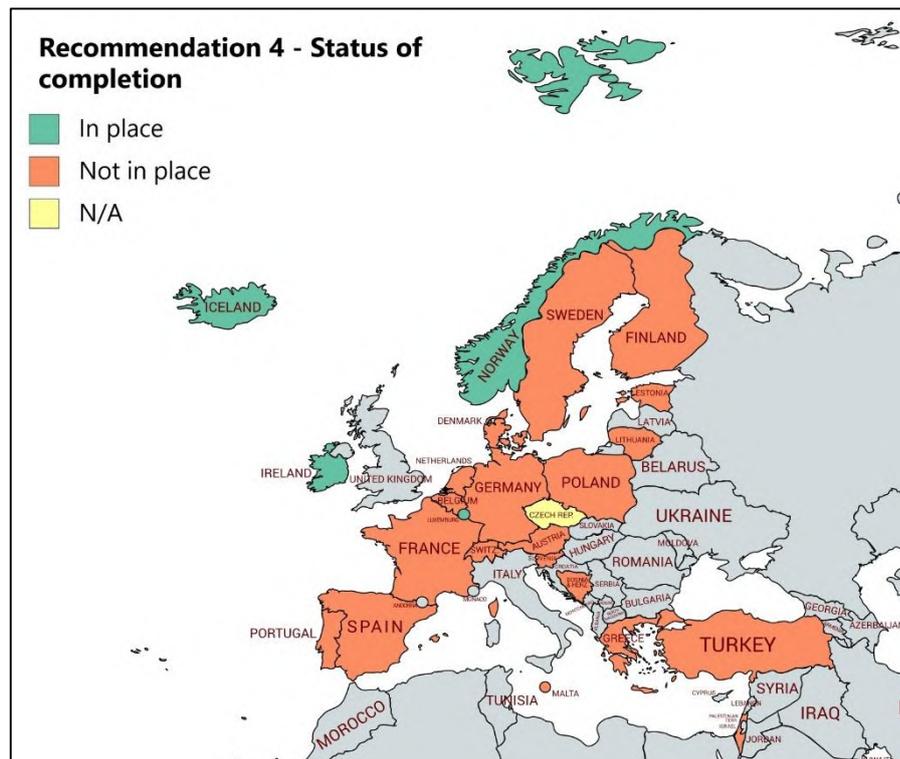
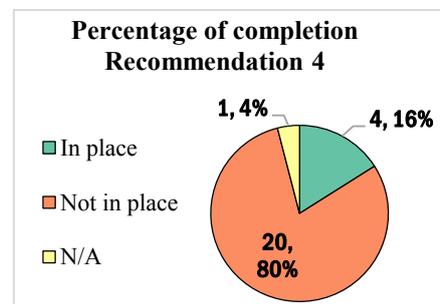


Figure 4 - Status of completion of Recommendation 4 ‘Institutionalise the proportion of women in Grade A/professor positions as an assessment criterion in institutional evaluations’

Recommendation 4 on the institutionalisation of the proportion of women in Grade A/professor positions as an assessment criterion in institutional evaluations is the recommendation that has been implemented least, with just four countries out of twenty-five (16%) in the process of implementing it, including two MS (IE and LU) and two AC (IS and NO). This indicator is considered by three countries (IE, LU, and NO) to be a ‘key metric performance indicator’ in performance contracts with universities.



Twenty countries (80%) including sixteen MS and four AC did not implement this recommendation although three are considering it for the future (BE-FWB, NL, and PT). Two countries believe that it is not politically feasible to implement this recommendation at the present time (EL and MT). Six countries monitor the proportion of women in Grade A /

professor positions, but do not use it as an assessment criterion in institutional evaluations (AT, DE, DK, FI, FR, and SI). It is interesting to note that Turkey did not implement it because the country feels ‘confident in itself’ that it already has good proportions and hence there is no need for additional support actions. In several countries this recommendation is not in place (BA, CH, ES, IL, LT, and SE).

 **Good Practice**

IE: The proportion of women in Grade A / professor positions is a key metric for the Higher Education Authority’s assessment of progress as part of their Strategic Dialogue Process (performance contracts) with HEIs annually. All HEIs are required to have an institutional Gender Equality Action Plan including specific targets for recruitment and goals for structural change.

LU: The 2018-2022 performance contract with the University of Luxembourg foresees ‘an increase of 30% (compared to the situation as of 31.12.2017) of female Grade A/professors of the total number of Grade A/professors’. As of March 2020, 88% of this target had been achieved by the university, where 18.06% of full professors today are female (the percentage was 14.3% in December 2017).

Recommendation 5 - Set and implement guiding targets and/or quotas through legislation

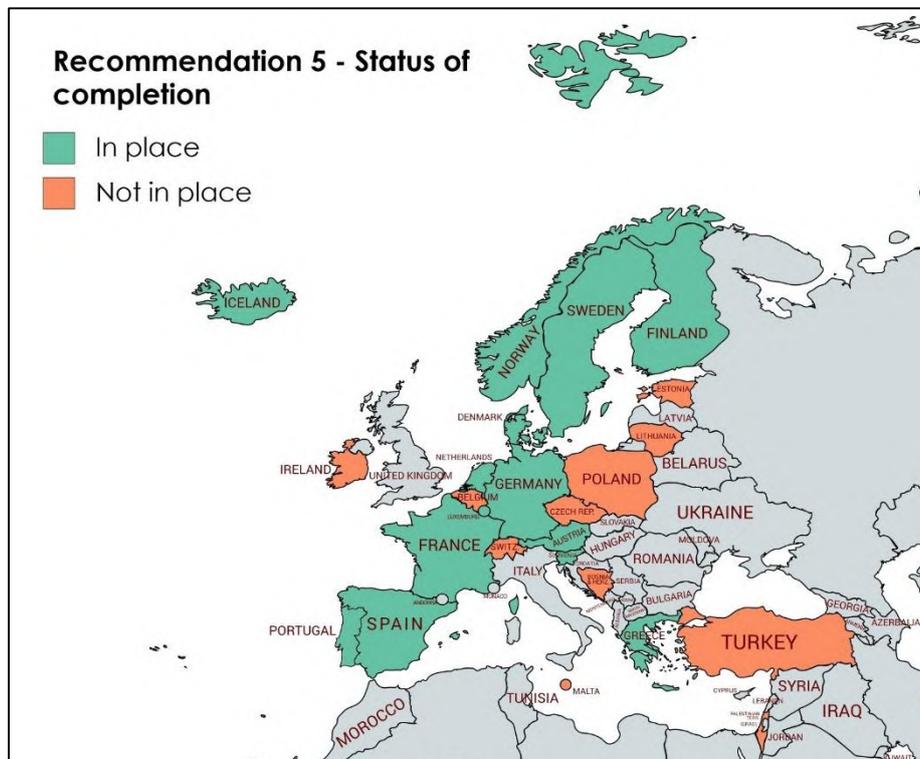
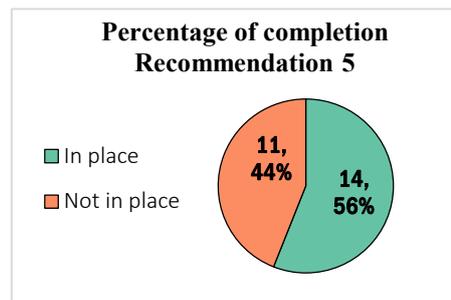


Figure 5 - Status of completion of Recommendation 5 ‘Set and implement guiding targets and/or quotas through legislation’

A little more than one-half of the countries (14 out of 25), including twelve MS and two AC, have quotas and/or targets in place through their legislation for university bodies, such as rectorates, senates, boards, councils, etc. They go from 30% quotas in Greece to 40% to 60% quotas/targets in the other countries (AT, DE, DK, ES, FI, FR, IS, LU, NL, NO, PT, SE, and SI). Only two countries stated that they have targets in place also for top positions (NO and SE).



Eleven countries (44%) including seven MS and four AC have not implemented targets and/or quotas at the national level. Nevertheless, two of these report that universities or RPOs in their country are implementing them (CH, and TR).

The Netherlands is considering adopting this recommendation in the near future. Four countries have recommended guiding targets and/or quotas in strategic documents or internal regulations (BA, EE, IE, and PL). Implementing this recommendation is not politically feasible in two countries (LT and MT). It is interesting to note that Israel tried to promote legislation to implement quotas, but *‘[u]nfortunately, it received push-back from a number of sources, and for a number of reasons (academic freedom, hesitance to legislate stemming from a neoliberal ideology)’*.



Good Practice

PT: The government adopted Act No. 26/2019, of 28 March 2019, to increase the quotas for women in public administration – including HEIs – from 33% to 40%, and establishes that the proportion of people from each sex cannot be less than 40% on lists of candidates to be elected as members of the collegial bodies of the government and among the management of HEIs and respective organic units. These limits must be observed in the composition of the board of trustees of an HEI that are chartered as a public institution (article 6). The government adopted a Council of Ministers Resolution – CMR No. 19/2012 – that seeks to effectively achieve gender equality in opportunities, eliminate discrimination, and enhance people’s ability to balance their personal, familiar and professional life, to which end each enterprise is required to: draw up a diagnosis of the balance of women and men based on the appropriate indicators; draft a gender equality plan adapted to the enterprise’s context; deploy and follow up on the plan; evaluate the ex-post impact of measures that are implemented; report on the results each semester to the relevant member in the appropriate government authority. It also mandates that men and women both be represented in appointments for management and supervisory positions in the public business sector. The state, as a shareholder, must promote the adoption of gender balance policies. Finally, it recommends that the private business sector, quoted on the stock market, adopt gender equality plans and measures of self-regulation and assessment that lead to the presence of women and men in management and on supervisory boards in the business sector.

The government adopted Act No. 60/2018 of 21 August 2018, which is aimed at achieving equal pay for women and men doing the same work or work of equal value. The employer entity must ensure the existence of a transparent remuneration policy that is based on an assessment of the functional components of a job and on objective criteria that apply to both women and

men, in accordance with the Labour Code. Sanctions include, among other things, depriving an enterprise of the right to participate in the public procurement process for a two-year period. This general legislation is not specifically aimed at R&I but has an impact on its system.

Soft push in BE-FWB: In the Wallonia-Brussels Federation (FWB), a soft approach has been adopted that seeks to maintain a dialogue with institutions instead of using a rigid top-down approach. Universities and the F.R.S.-FNRS (Fonds National de la Recherche Scientifique) set up their own measures via their Gender Contact Persons (see Recommendation 3) and the FWB supports the exchange of best practices among institutions, notably through meetings of the Comité femmes et sciences, where joint projects are developed.

Recommendation 6 - Evaluate regularly the implementation of quotas and/or targets

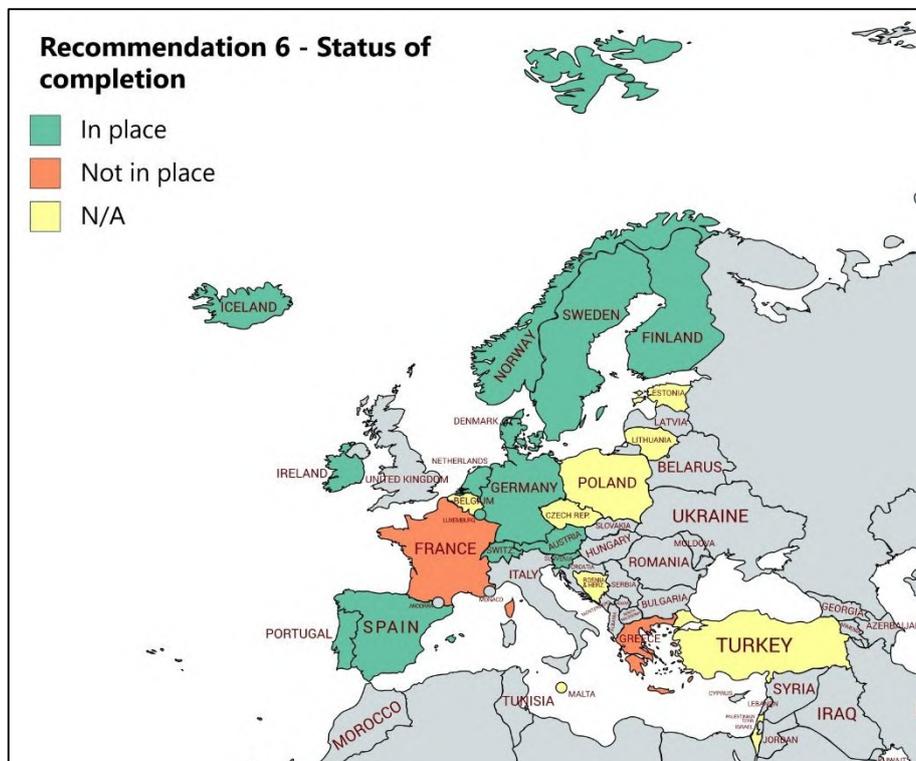
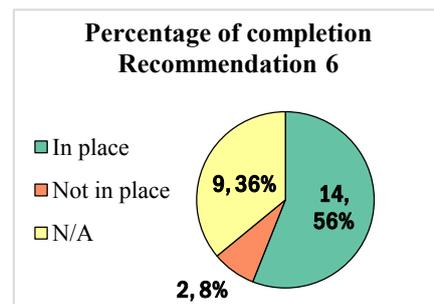


Figure 6 - Status of completion of Recommendation 6 ‘Evaluate regularly the implementation of quotas and/or targets’

Recommendation 6 has been introduced, either at the national, regional or institutional level, in fourteen countries (56%), including eleven MS (AT, DE, DK, ES, FI, IE, LU, NL, PT, SI, and SE) and three AC (CH, IS, and NO). These countries already monitor, evaluate, and produce reports to measure the impact of this recommendation or will soon do so (PT).



There are two countries that have quotas or targets (Recommendation 5) but do not evaluate their implementation (EL and FR).

The remaining countries are ones to which this recommendation does not apply because they do not have quotas and/or targets in place (BA, CZ, EE, IL, LT, MT, PL, and TR). Additionally, since Belgium uses a different approach, this recommendation is not applicable there either (see Recommendation 5).

 **Good Practice**

LU: The results of the 2018-2022 performance contract with the university and efforts to achieve the target of increasing the ratio of female Grade A/professors by 30% will be evaluated before the next performance contract is signed. In addition, the University of Luxembourg will run a Gender Audit every three years. The first Gender Audit ran from January to April 2020. The university’s Gender Equality Committee is now working on drafting a gender equality policy for the university as an answer to the diagnosis made by the gender audit. A gender equality policy will be approved in autumn 2020 and all its measures will be monitored periodically.

Recommendation 7 - Introduce incentives for institutions adopting pro-active measures, and/or sanctions for non-compliance, as necessary

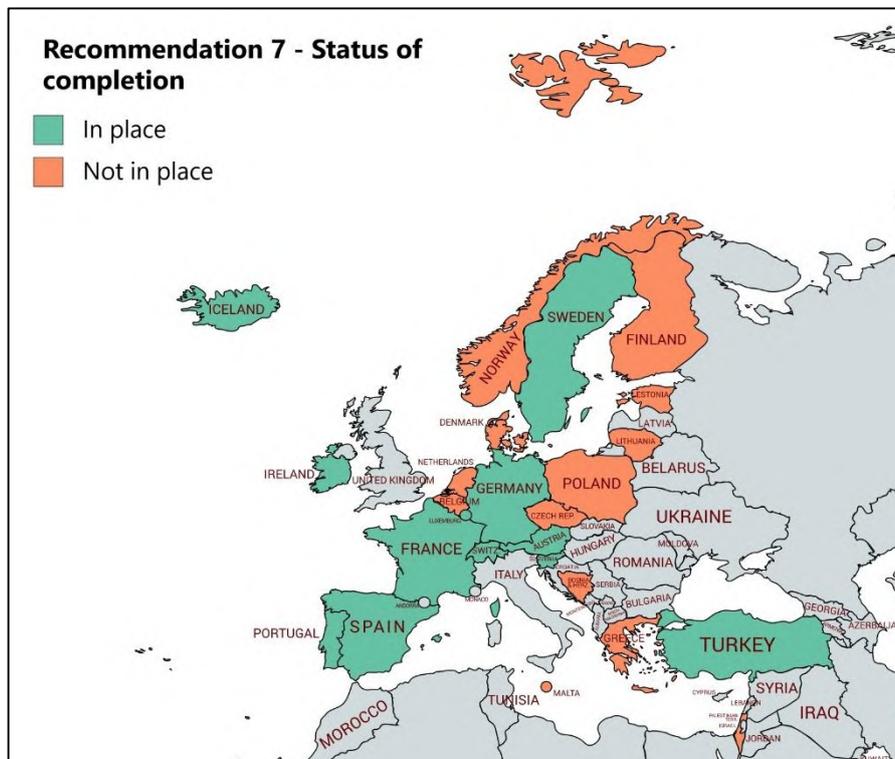
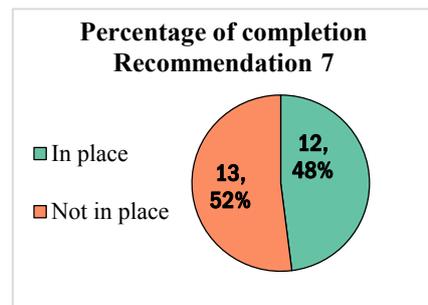


Figure 7 - Status of completion of Recommendation 7 ‘Introduce incentives for institutions adopting pro-active measures, and/or sanctions for non-compliance, as necessary’

Twelve countries (48%), including ten MS and two AC, introduced incentives and/or sanctions for institutions adopting pro-active measures or for non-compliance. Four countries have an exclusive sanctions-oriented approach (AT, FR, IS and PT), with financial sanctions or legal nullity, whereas six countries have an exclusive incentives-oriented approach (CH, DE, LU, SE, and TR) with the participation in programmes that offer labels, awards, prizes, and/or federal/state money. Two countries combine both approaches (ES and IE). These incentives and sanctions are not always part of the legislation, as is the case in France or Spain, but rather on a voluntary basis (see the LU good practice below). Sanctions are yet to be considered in Slovenia.



Thirteen countries have not introduced Recommendation 7, including ten MS (BE-FWB, CZ, DK, EE, EL, FI, LT, MT, NL, and PL) and three AC (BA, IL, and NO).

Norway does not have incentives or sanctions at the national level, but it has the *Equality and Anti-Discrimination Act* of 2018, which regulates the duty of HEIs to work actively for equality and report on the results of their measures annually. The Norwegian Research Council has the BALANSE programme where institutions can apply for funding for projects that aim to support women for top positions in academia.

The Netherlands is considering this recommendation in the context of its first National Action Plan.

Israel adopted the goal of the Council for the Advancement of Women of the Israeli Ministry of Science and Technology newly established guiding goals and modes of action. Its application is planned for 2020-2021.



Good Practice

IE: The three largest research funding agencies in Ireland have linked eligibility to apply for research grants to having Athena SWAN certification. The Senior Academic Leadership Initiative will award new and additional professor posts to HEIs that have demonstrated progress in advancing gender equality. The Performance Funding element of the core grant to HEIs could be withheld by the HEA if HEIs are not showing action and progress on advancing gender equality.

LU: The Ministry of Equality between Women and Men has a scheme of incentives for private and public enterprises called the Positive Actions programme. Organisations can participate on a voluntary basis.²³ They go through the programme and get a label and awards.

PT: Article 8 on “Non-compliance” of the Portuguese Law No. 26/2019 of 28 March that entered into force on 8 February 2019, states that “1 — The non-compliance with the minimum threshold of the balanced representation in the appointment act of the board collegial body of public institutes of a special regime to which refers the paragraph 4 of article 5 shall entail the respective nullity.

²³ For more information see <https://mega.public.lu/fr/travail/programme-actions-positives.html>.

2 — The electoral rules of each public higher education institution and public association foresee a time limit for the applicants’ list regularization, in case of this one shall not comply with the minimum threshold of balanced representation, under penalty of the refusal of the whole list.

3 — The inobservance of the minimum threshold of balanced representation in the appointment of non-elected bodies of public higher education institutions and of public associations to which applies the present law shall entail the respective nullity.”

Although this sanction might not be implemented yet, having it in the law is the first step towards concrete results for gender balance in decision-making in Higher Education.

TR: Developments in Turkey in terms of gender equality in 2019:

Under the Horizon 2020 Project GENDERACTION²⁴ the Turkish team proposed to the President of TUBITAK that a Working Group for Gender Equality be established at TUBITAK.

The Scientific and Technological Research Council (TUBITAK) established a working group to evaluate itself and its actions in terms of gender equality by the beginning of 2019. Its members are leading gender equality experts from different universities and also TUBITAK members. After collecting gender disaggregated data, the working group evaluated the existing problem areas and prepared recommendations for improvements. These recommendations focus on processes related to the distribution of scientific awards, research funding, mobility programmes, etc., and focus on all the evaluation teams to create awareness about a possible unconscious bias towards women researchers.

The TUBITAK Gender Equality Working Group is going to hold a meeting on 25 February to prepare proposals for action plans for further development. The first outcome of this initiative was the recent handing out of Scientific Awards to outstanding scientists/researchers who have made remarkable contributions to the field in which they specialise. RPOs are encouraged to pay attention to addressing unconscious bias when they are nominating candidates for these TUBITAK awards.

The Evaluation Team was also informed about developments in the EC’s evaluation processes in terms of gender equality. As a result of these actions, the TUBITAK 2019 Scientific Awards were given to 16 scientists, with women making up 50% of the award recipients.

The GENDERACTION team also communicated with the Council of Higher Education (CoHE) to encourage them to collect reliable data for the 2019 *She Figures* report. CoHE has established a Gender Unit with a Chairperson who is one of the former women rectors in Turkey. This unit has been working to improve the representation of women academics at the top decision-making level in universities, such as the deanship level (one of the three candidates for the deanship position has to be a female professor in the case of all new appointments of deans at all universities where they are appointed by the president of the country).

²⁴ For more information see <https://genderaction.eu/>.

IRELAND: GENDER BALANCE IN DECISION-MAKING AS PART OF A COMPREHENSIVE NATIONAL GENDER EQUALITY POLICY IN HIGHER EDUCATION

Ross Woods, Higher Education Authority, Ireland

In Ireland, higher education legislation requires institutions to promote a gender balance among students and staff, and for the Higher Education Authority (HEA) to promote the attainment of equality of opportunity. In this context, the [HEA National Review of Gender Equality in Irish Higher Education Institutions \(2016\)](#) was an important first step in highlighting the gender inequality that existed at senior academic levels in Irish Higher Education Institutions (HEIs). In 2017, the Minister for Higher Education established a Gender Equality Taskforce to identify significant measures, drawing on the work of the HEA Expert Group, that could accelerate progress in achieving gender equality in Irish HEIs. The Gender Equality Taskforce published an [Action Plan](#)²⁵ in November 2018, which encompasses a suite of initiatives to bring about sustainable organisational change and to empower a culture of gender equality in HEIs for all staff, academic and professional, as well as management and support staff at all levels. In particular, the Taskforce recommended the establishment of a Centre of Excellence for Gender Equality in the HEA.

Ireland has taken an integrated national approach to addressing gender inequality in its higher education institutions, and this national framework is overseen by the HEA Centre of Excellence for Gender Equality. Prior to the publication of the *Guidance*, Ireland had already begun to implement policies in line with a number of the recommendations. Somewhat uniquely in a European context, monitoring of progress on the recommendations is the responsibility of a single state agency, the Higher Education Authority (HEA). This allows for Ireland to have a consistent and integrated approach to the advancement of gender equality in research and innovation, with the HEA working closely with stakeholders to ensure implementation of the recommendations through a centralised reporting structure.

Examples of how the *Guidance* recommendations are being addressed in Ireland are set out below. Importantly, reporting on their implementation is submitted to the HEA, which allows for centralised monitoring.

Recommendation 1. Collect and publish sex-disaggregated data on the composition of professorship and management/ leadership positions: All HEIs are required to submit sex-disaggregated data on the composition of all staff (academic and professional, management and support staff) on an annual basis; this is published on the HEA [website](#).

Recommendation 2. Promote gender balance in decision-making positions and professorships with adequate awareness-raising and training: All HEIs are required to have a minimum 40% of each gender on all key decision-making bodies including: governing authorities/academic councils/executive management teams; recruitment and promotion panels; all members of recruitment and promotion panels are required to take unconscious bias training; in the appointment process for all leadership positions (including head of department), a requirement of appointment is demonstrable experience of leadership in advancing gender equality.

Recommendation 3. Institutionalise gender equality plans as an assessment tool in the accreditation of universities and make gender equality plans mandatory for universities

²⁵ Available at: <https://assets.gov.ie/24481/8ab03e5efb59451696cafdbebe6fddc.pdf>

and research organisations: All HEIs are required to have an institutional Gender Equality Action Plan including specific targets for recruitment and goals for structural change; updates on the progress of the targets/goals are monitored by the HEA annually.

Recommendation 4. Institutionalise the proportion of women in Grade A/professor positions as an assessment criterion in institutional evaluations (higher education accreditation, performance contracts with universities): the proportion of women in Professor A positions is a key metric for assessing progress by the HEA as part of their Strategic Dialogue Process (performance contracts) with HEIs annually.

Recommendation 5. Set and implement guiding targets and/or quotas through legislation: Ireland does not implement legislative quotas but has guiding targets adopted in strategic documents that are policy frameworks for the government. Indeed, the [National Women's Strategy](#)²⁶ states that all boards must contain a minimum of 40% women and the National Gender Equality Action Plan 2018-2020 requires HEIs to implement the flexible cascade model in the appointment of women to academic posts.

Recommendation 6. Evaluate regularly the implementation of quotas and/or targets: the evaluation is done as part of the annual monitoring of GEPs.

Recommendation 7. Introduce incentives for institutions adopting pro-active measures, and/or sanctions for non-compliance, as necessary: The three largest research funding agencies in Ireland have linked eligibility to apply for research grants to having Athena SWAN certification (4 HEIs ineligible as of January 2020); the [Senior Academic Leadership Initiative](#) has begun to award new and additional professor posts to HEIs that have demonstrated progress in advancing gender equality; part of the performance funding element of the core state grant to HEIs could be with-held by the HEA if HEIs are not showing action and progress on advancing gender equality.

The HEA compiles an annual summary report on progress updates, the first iteration of which is currently being prepared. This highlights areas where progress has been made, underlines those in which more work needs to be done, and, ultimately, will inform future policy decisions in relation to advancing gender equality in Irish HEIs. Already, the implementation of recommendations has led to a number of tangible impacts across the HE sector. These include:

- all Irish HEIs have gender equality action plans in place;
- clear targets for the proportion of staff by sex are now in place across all HEIs;
- all HEIs have initiatives in place to address gender stereotyping.

The introduction of the Athena SWAN Charter into Ireland has also been important and this is now a key driver of gender equality in Irish HEIs. Currently, 44 awards are held by Irish HEIs, with 13 institutions and 31 departments holding Bronze awards. Crucially, Ireland's main research funding bodies (Irish Research Council, Science Foundation Ireland and Health Research Board) now link an HEI's eligibility to apply for research funding to Athena SWAN award status. The main requirement to remain eligible for research funding in the short term is to apply for an institutional Bronze award, while, ultimately, eligibility is linked to the eventual attainment of an institutional Silver award.

²⁶ Available at: http://justice.ie/en/JELR/National_Strategy_for_Women_and_Girls_2017_-_2020.pdf/Files/National_Strategy_for_Women_and_Girls_2017_-_2020.pdf.

CONCLUSIONS AND THE NEXT COURSE OF ACTION

Gender balance in decision-making is one of the objectives of ERA Priority 4 gender equality and gender mainstreaming.

This report highlights that many MS and AC have made progress and are developing their national as well as institutional policy frameworks to advance gender balance in decision-making. As the examples of good and emerging practices show, these take various forms from a comprehensive policy where addressing gender balance in decision-making is one part of a set of actions, to stand-alone initiatives.

Despite the policies and actions taken, it remains a fact that in many countries women continue to be excluded from decision-making processes, including in research areas that affect primarily women's well-being and health.

The report highlights the continued differences in the degree of implementation. On a positive note, statistical data collection has improved over the years, and nowadays statistics on decision-making positions and on Grade A positions are generally available. There appears to be a continued gap between the EU-15 and the EU-13. None of the EU-13 countries has institutionalised GEPs as an assessment criterion, and with the exception of Slovenia none has introduced quotas and targets at the national level. In contrast, nine out of thirteen EU-15 MS have institutionalised GEP; of these, two (BE and IE) have not introduced quotas and targets.

It also appears that a significant proportion of countries that responded to the survey are introducing incentives or sanctions to stimulate gender balance in decision-making. In contrast, gender balance among Grade A positions is rarely used as an evaluation criterion in the institutional assessment of higher education institutions in Member States and Associated Countries. Only Ireland, Iceland, and Norway consider this to be a key metric in the evaluation of universities. In Luxemburg, this is a new evaluation criterion for the performance contract with the University of Luxemburg, which by 2022 wants to have 30% of Grade A positions occupied by women.

Of the seven *Guidance* recommendations, Recommendation 1—implemented in 23 of the 25 countries that completed the survey—is the most widely adopted recommendation, followed by Recommendation 2, implemented in 20 of the 25 countries. Recommendations 5 and 6 follow, as each of these is implemented in 14 countries. Recommendations 3 and 7 are in place just under one-half of the countries that completed the survey (12 of 25). Finally, recommendation 4 is the least implemented one, having been implemented in only 16% of the countries (4 of 25).

To complement the analysis of the implementation of the seven recommendations, additional analyses were performed that looked at the proportion of women in Grade A positions, among heads of HEIs, and on boards. These show that the proportion of women in Grade A positions is not sufficient to compare countries on the degree of gender equality in research and innovation (see Wroblewski 2018; 2019). Importantly, all the countries in Cluster 1 that have adopted the largest number of the seven recommendations also have comprehensive or focused NAPS: AT, DE, DK, ES, FI, FR, IE, LU, SE, SI. Among Associated Countries, Cluster 1 countries in terms of the recommendations implemented are IS and NO. Yet, many of these countries are Cluster 3 in terms of the proportion of women in Grade A positions (among MS these countries are AT, DE, DK, ES, FR, IE, LU, SE, and among AC it is CH and IS), except for FI, SI and NO, which are Cluster 2.

In contrast, there are countries (RO and BG) that do not have any actions to support gender equality in their ERA National Action Plan and Strategy (NAPS), nor have they implemented any of the seven *Guidance* recommendations for decision-making positions and leadership, yet their proportion of women in Grade A positions is very high and this indicator further increased during the period 2007-2016.

Among the countries that fare relatively the best on most of the indicators (Cluster 1 or 2) are LV, LT, and SI. Among the countries that fare the worst on all indicators (Clusters 4 or a combination of Clusters 3 and 4) are CY and CZ.

An analysis of the NAPS implementation at the national level shows that of the 185 actions in Priority 4 gender equality and gender mainstreaming that have been completed or are ongoing and have reached more than 50% completion, 27 actions (14.6%) explicitly address gender balance in research leadership positions (senior/Grade A positions) and in decision-making.²⁷ These 27 actions comprise 25 actions (13.5%) taken by Member States and 2 actions (1%) taken by Associated Countries. In terms of the types of actions taken, developing quotas or targets for leadership positions and decision-making has eight actions, and awards and funding/mentoring/support programmes for women professors count six actions. Developing a GEP or other strategies or pacts is the third most common type with four actions, followed by training, guidelines, charters, or any material about gender equality or gender bias in R&I and in HR with three actions.²⁸

The recent GENDERACTION policy brief no. 15²⁹ advocates the need for disruptive measures in order to achieve substantive gender equality, including temporary special measures such as quotas for women's participation or preferential treatment of women. The policy brief also provides concrete examples of such measures at national policy as well as institutional level.

The future European Research Area must continue action in this area, particularly in the countries where the progress has been slow and where the recommendations show poor rates of uptake.

²⁷ The other actions are either general actions for structural change that can benefit all, actions specifically addressed at early-career researchers or students, actions addressing the gender dimension in research content and teaching, or other actions.

²⁸ Please find in the Annexes, Table 2, p. 40, with the list of these 27 actions and their associated type of action.

²⁹ See https://genderaction.eu/wp-content/uploads/2020/05/GENDERACTION_PolicyBriefs_14_disruptive-measures.pdf.

ANNEXES

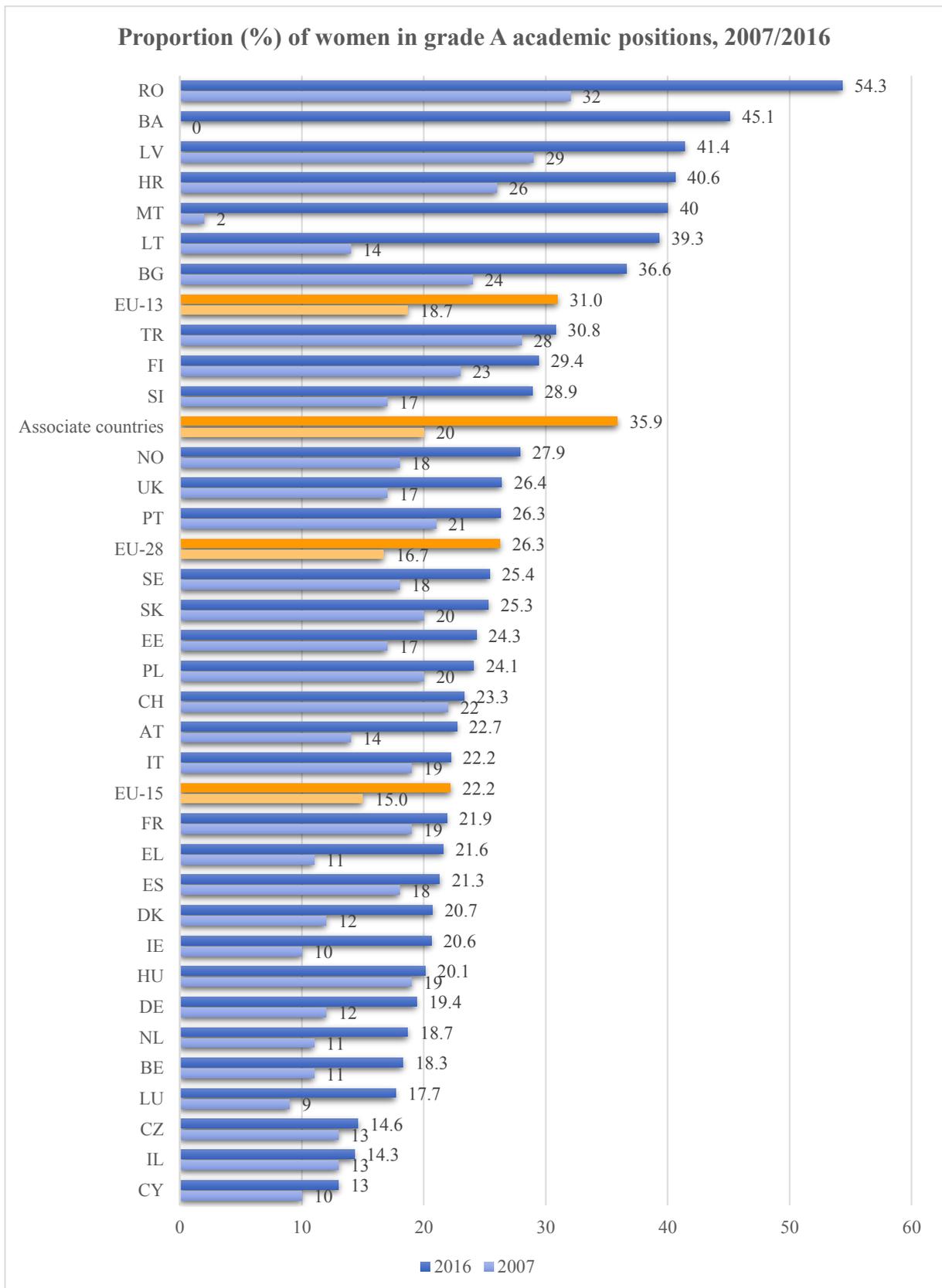


Figure 8 - Proportion of women in Grade A academic positions, 2007/2016

Note: The data were taken from *She Figures 2009*, Figure 3.3 ‘Proportion of women in Grade A academic positions, 2002/2007’ (p. 76) and from *She Figures 2018*, Figure 6.3 ‘Evolution of the

proportion (%) of women in Grade A positions, 2013 vs 2016’ (p. 119). In *She Figures 2018*, data was unavailable for Turkey. We found the necessary data on the website of the Turkish Statistical Institute.³⁰

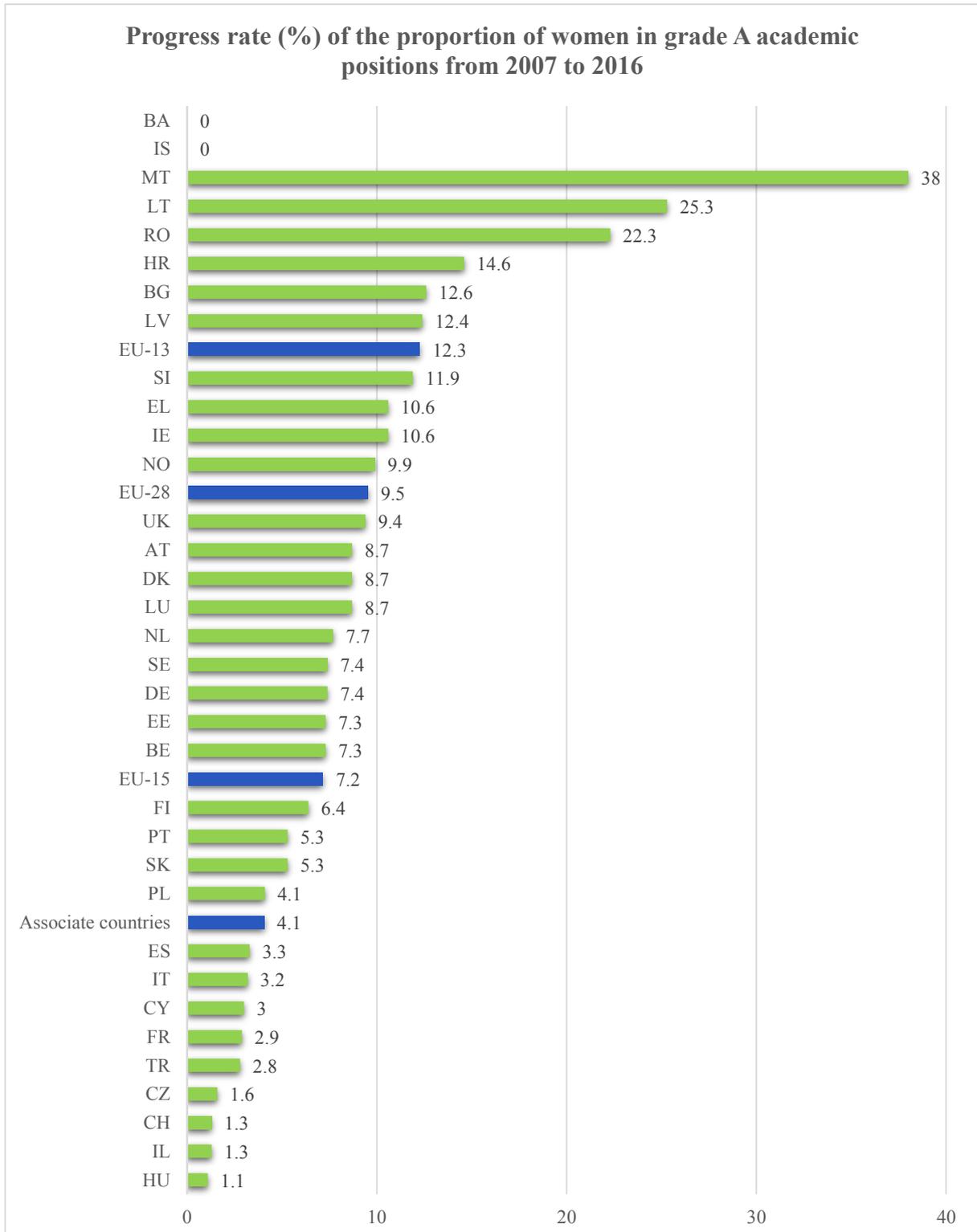


Figure 9 - Progress rate of the proportion of women in Grade A academic positions from 2007 to 2016

³⁰ Under the Statistics by Theme, there is the ‘Social Structure and Gender Statistics’ theme where you can look for data on ‘Selected Occupation’ where there is an Excel sheet with the ‘Number of Teaching Staff in Higher Education by Academic Title’. Available at: http://www.turkstat.gov.tr/PreTablo.do?alt_id=1068

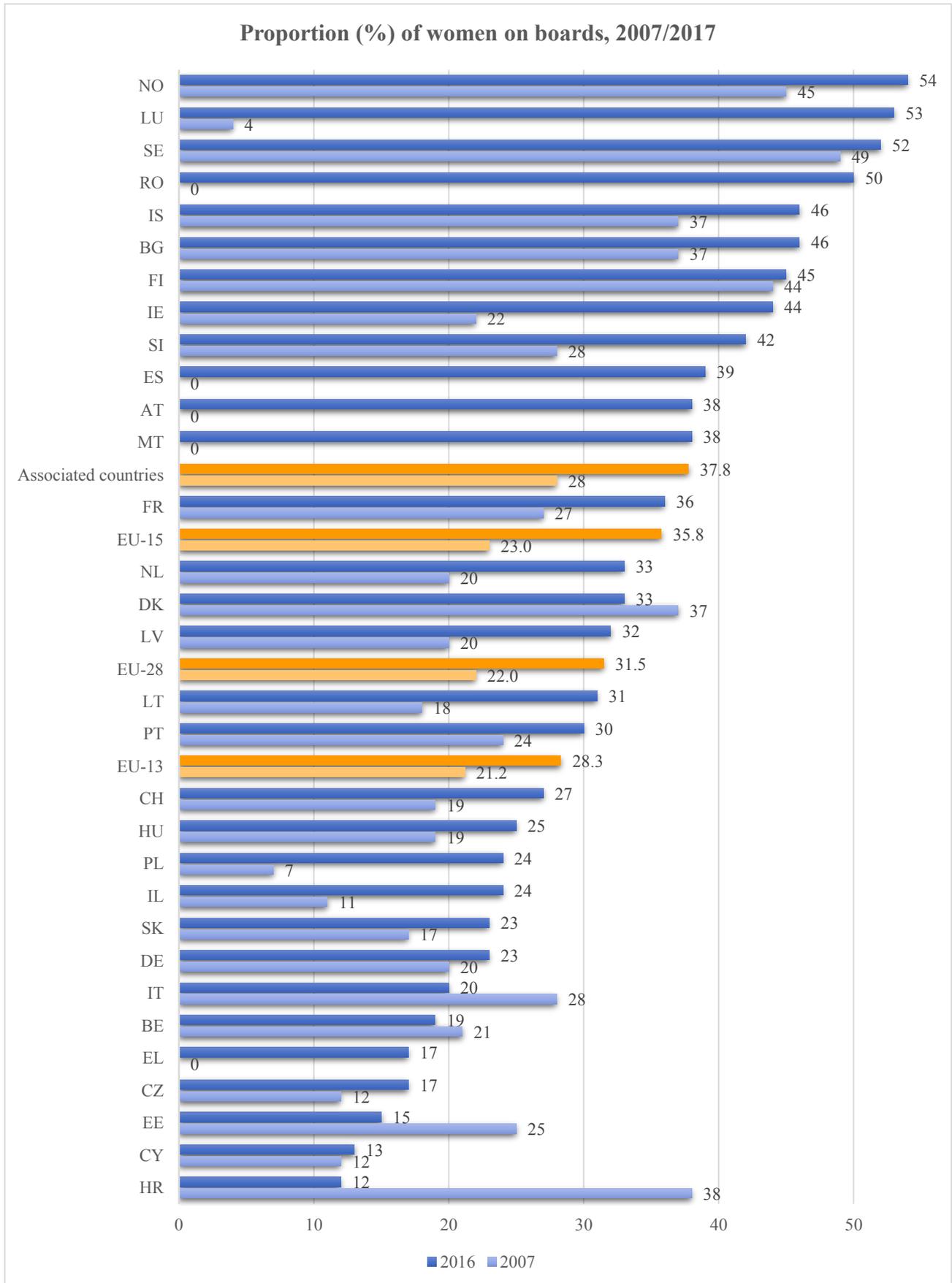


Figure 10 - Proportion of women on boards, 2007/2017

Note: The data were recovered from *She Figures 2009*, Figure 4.2 ‘Proportion of women on boards,

2007’ (p. 99) and from *She Figures 2018*, Figure 6.9 “Proportion (%) of women on boards, members and leaders 2017’.

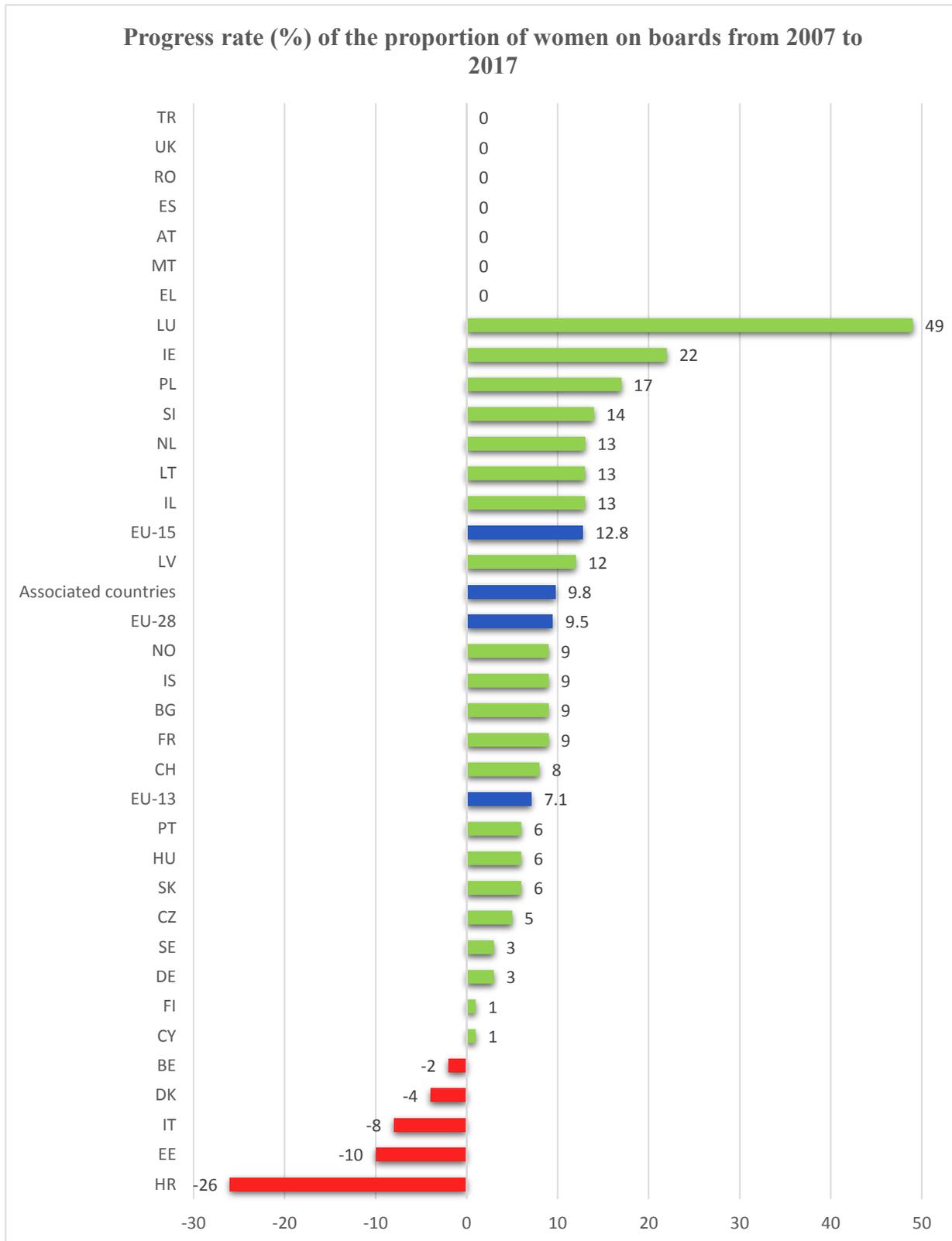


Figure 11 - Progress rate (%) of the proportion of women on boards from 2007 to 2017

Note: Data were not available for all countries in both *She Figures* reports.

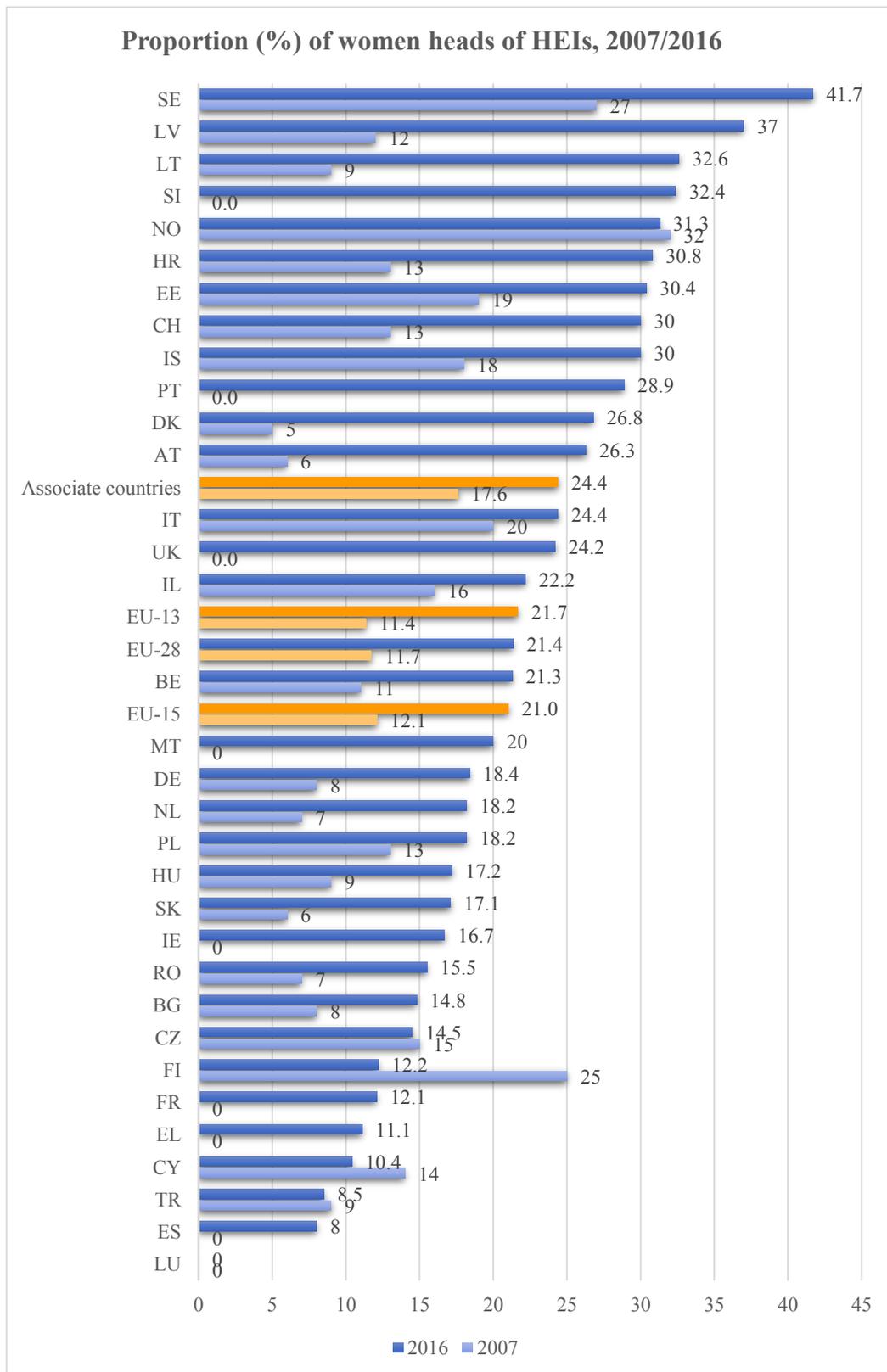


Figure 12 - Proportion of women heads of HEIs, 2007/2017

Note: Data were recovered from *She Figures 2009*, Figure 4.1 ‘Proportion of female heads of institutions in the Higher Education Sector (HES), 2007’, p. 97 and from *She Figures 2018*, Figure 6.8 ‘Proportion (%) of women among heads of institutions in the Higher Education Sector (HES), 2017’. Not all data were available for all countries.

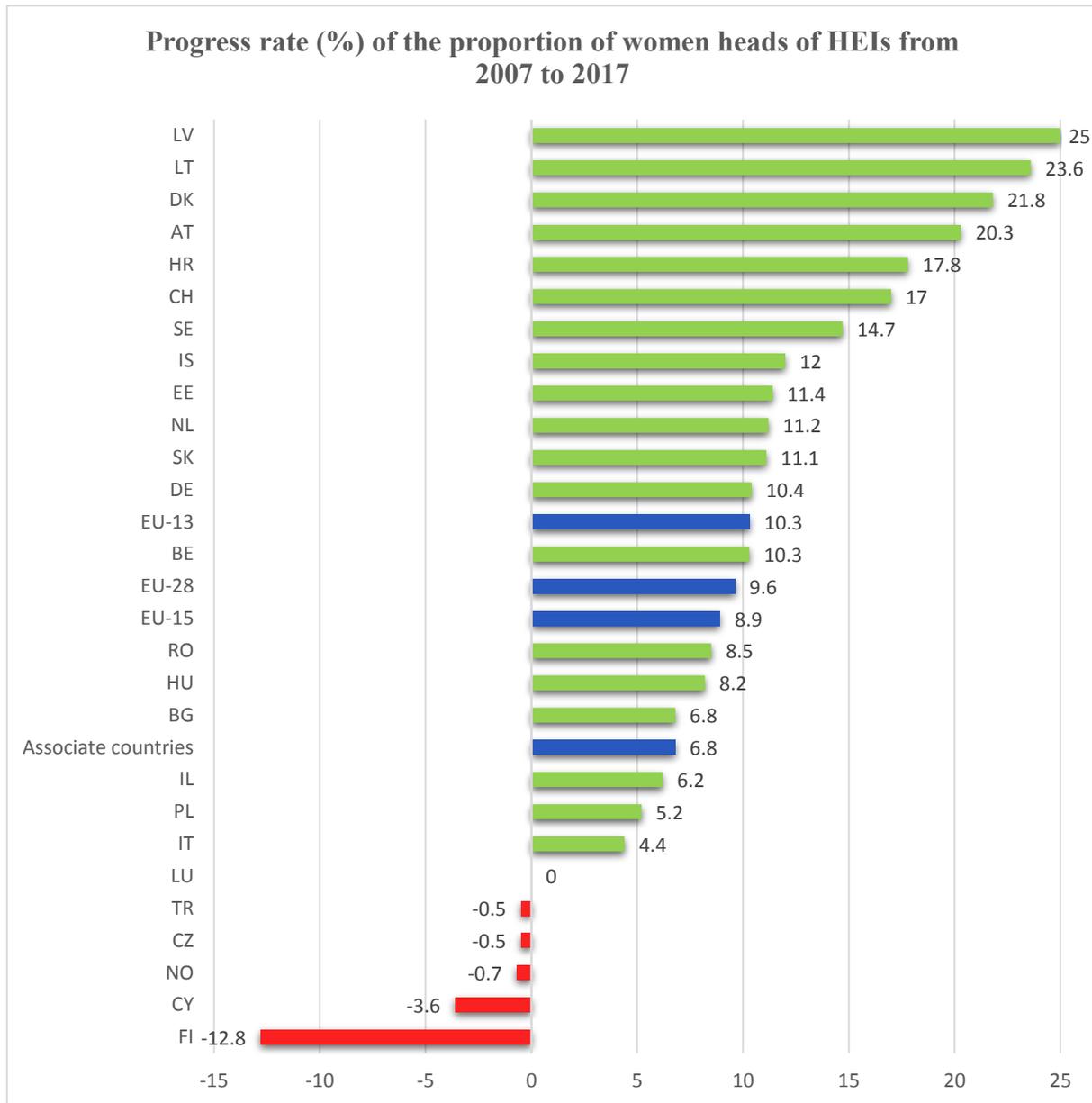


Figure 13 - Progress rate of women heads of HEIs from 2007 to 2017

Table 2 – Actions towards gender balance in leadership positions in R&I and in decision-making (finished or on-going with at least 50% completion)

Legend

Colour code:

- Gender balance in leadership positions (Grade A/senior researcher)
- Gender balance in decision-making
- Both

Categories of action:

- 1 - Trainings / Guidelines / Charters / Material, etc.
- 2 - Development of GEP, GEAP, NAP, or other strategies / pacts
- 3 - Monitoring and reporting
- 4 - Quotas / targets
- 5 - Awards & Funding / Mentoring / Support Programmes
- 6 - Creation or continuation of support of a GE body
- 9 – Awareness-raising / Events
- 11 – Other

Category	Country	Actions towards gender balance in leadership positions in research & decision-making (finished or at least 50%)
1	BE	Provide training on the gender dimension in research for R&D managers and for researchers of the federal scientific institutions
1	ES	To improve criteria and requirements for the composition of the RDI evaluation committee with the objective of avoiding gender bias and promoting the IGAR assessment, through information materials aimed at evaluation committee members, coordinators, and managers of the evaluation process.
1	CY	Preparation of GE guidelines on the composition of evaluation panels.
2	CY	Development of a gender equality plan for Research Promotion Organisations. This plan should be monitored on a regular basis so that corrective actions are taken in order to ensure its effectiveness.
2	DE	The assurance of equality of opportunity will remain a key focus area in the planned further development of the Pact for Research and Innovation. Important measures include equal opportunity in the processes and procedures for selecting candidates for job vacancies and committees, career development schemes to support equal opportunity career management, and the promotion of family-friendly organisational structures. The overall aim is to increase the proportion of women at all career stages and in leadership positions and on executive boards of science organisations in particular, based on ambitious target quotas following the cascade model.
2	DK	Until 2020 universities will continue to develop and implement equality action plans and to launch concrete actions tailored to the individual institution. Once a year, the universities must report the gender distribution of their boards and management to the Ministry of Higher Education and Science.
2	NL	The Netherlands will align its policy and action with European initiatives. We shall act in accordance with the Commission's intentions as drafted in the Horizon 2020 programme and, together with the institutions, will adopt an active policy intended to ensure that the male-female balance is at or above the European average by 2025 (in 2010, that average was 20%).
3	LU	Monitoring sex representation at applicant and candidate level for key decision-making positions such as full professors and heads of departments/faculties.
3	NO	Encourage and monitor the performance of universities and university colleges regarding share of women in Grade A position.

4	AT	Support measures in order to reach a 50% quota of women for universities (among others, increase the number of women in tenure track positions and professorships, and implement measures in connection with Priority 3 – Measure d)
4	BE	Implementation of the Act on Gender Mainstreaming - incorporation of gender targets into the BELSPO management agreement and its FRI - to plan the extension to other federal departments that offer loans for R&D projects.
4	DE	Organisational self-commitment to increase the representation of female scientists in leading scientific positions: In November 2016, the Max Planck Society has for the third time agreed by a Senate resolution to a renewed self-commitment to increase the proportion of women in top management positions by 2020. The new self-commitment of 2017 builds on the successes of the past but puts a stronger focus on current recruiting development by introducing appointment quotas. Appointment quotas make it possible to focus on the actual female scientist acquisition processes within the recruiting process by establishing internal quotas to increase the proportion of women in hiring processes at all career levels. As of 31 December 2019, the proportion of women at the W3 level in the Max Planck Society was 16.4%. As of 31 December 2019, the proportion of women at the W2 level in the Max Planck Society was 36.0%. The W2 appointment quota equalled 48.2%. As of 31 December 2019, the proportion of women in group leader positions in the Max Planck Society was 21%.
4	DK	Some universities have set concrete goals for increasing the share of women in academic positions (SDU) or the share of female applicants for professor positions (CBS) in their three-year development contracts with the Ministry of Higher Education and Science.
4	FR	Gender balance in selection panels has been compulsory since 2015. <i>The Act on the Transformation of Public Services</i> plans for more gender balance in decision-making processes.
4	NL	An equal male-female balance will also form part of the new framework agreement with the VSNU in 2016. If progress does not take a realistic tempo or speed, firm targets will be included in the <i>Higher Education and Scientific Research Act</i> .
4	SI	Consistent consideration of a balanced structure in all bodies appointed by the competent ministry in the field of science.
4	TR	Increasing equal opportunities for leadership in academia would be one of the objectives to be considered by national- and institutional-level gender equality plans. In order to increase the number of women in decision-making bodies, specific actions could be considered.
5	CZ	Public authorities will keep on conferring the Milada Paulová Award to acknowledge women's lifetime achievement in science and to make research careers more attractive for young women.
5	DE	The 'Equal Opportunities' funding line of the Leibniz Association for early appointments of highly qualified female researchers to Leibniz institutes.
5	DE	The Fraunhofer's TALENTA programme for the recruitment and career development of female scientists.
5	DE	'Leibniz Mentoring' at the Leibniz Association.

5	DE	<p>The BOOST!-Programme: The BOOST! programme for the further qualification of highly talented female scientists in the E15 pay group of the TVöD was launched in the summer of 2019. It provides central subsidies, which are available for a limited time period, for the appointment of 52 highly qualified women in E15 pay grade positions, according to the TVöD. The funding is provided for a period of up to six years. The aim of the programme is to increase the proportion of female scientists in E15 pay grade positions, and thus to proactively support the career development of female talents at this career stage and to reduce any gender pay gap.</p> <p>Thanks to the BOOST! Programme, the proportion of women at E15 pay grade level, according to the TVöD, increased from 14.4% (31 December 2018) to 18.6% by 31 December 2019. This is an outstanding increase of 4.2 percentage points over 2019. Of the female scientists for whom funds were provided, 37% (19 candidates) are now permanently employed. Due to the large number of high-quality applications, the originally anticipated funding volume of 50 posts has been increased to 52. Until 2020, the Max Planck Society will continue to increase the proportion of women in the pay groups E13 to E15Ü TVöD to 35.6%.</p>
5	IE	The Aurora women-only Leadership Development Programme in which a number of HEIs are sponsoring female participation.
6	NL	A taskforce formed by OCW, LNVH and NWO/VSNU (with VH if appropriate). In the future, the taskforce will focus on exchanging best practices and monitoring progress in the context of political decision-making.
6	NL	The Minister of Education, Culture and Science will consult with the VSNU and executive board chairs before the summer to discuss the universities' ambitions for the number of women professors.
9	NL	We will host the European Gender Summit in the Netherlands in October 2019. At this two-day event, international policy-makers, administrators, academics and experts will exchange knowledge about all aspects of gender diversity in academia. Based on the results, we will draw up an action plan before 2020, together with the parties in the field, which will consider a follow-up to the current target figures on female professors from the universities. All parties from the original task force (as stated in the NAP) are involved.
11	BE	Decree relating to 'Gender Mainstreaming', adopted 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 and regulation adopted by its governing bodies.