

3rd Mutual Learning Workshop on Monitoring ERA Priority 4 Minutes

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Responsible partner	BMBWF
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Disclaimer: The views and opinions expressed in this document are solely those of the project, not those of the European Commission.

Executive Summary

On 23 and 24 November 2020, the 3rd Mutual Learning Workshop on Monitoring ERA Priority 4 of GENDERACTION took place. Due to the COVID-19 pandemic and the associated restrictions, the workshop was held virtually via Zoom. A total of 43 people from 16 different countries took part.

The aim of the workshop was to discuss lessons learned from the implementation of ERA Roadmap's priority 4 from the perspective of the monitoring as well as from Member States' perspective. Results of this reflection may provide a basis for future gender equality policies in R&I and an input for the design of steering instruments for the new ERA.

However, as discussions about the governance and steering instruments for the next ERA period are still ongoing, the workshop aimed at supporting stakeholders involved in gender equality policies in preparing for the next ERA period. It has been already announced that Horizon Europe will put emphasis on Gender Equality Plans (GEPs) for Research Performing Organisations (RPOs) applying for funding. Hence, experiences of countries which have already implemented compulsory GEPs were presented and discussed. The discussion focused on the following questions: How may Member States support RPOs in developing GEPs? Which criteria for GEPs should be applied? How to develop related processes or structures at national level?

Participants agreed that GEPs will be a strong instrument to support gender equality. However, experiences from Ireland, Spain and Austria reveal that a structure to support RPOs in GEP development is needed as well as the definition of compulsory elements of GEPs (building blocks). Furthermore, a monitoring of GEP implementation – at institutional as well as national level – has been identified as crucial to exploit the full potential of GEPs for structural change. Hence, the development of meaningful indicators for GEP development and implementation should be included in the development of structures for the new ERA.

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

Table of contents

- 1 Background information..... 4
 - 1.1 Agenda..... 4
 - 1.2 Participants 6
- 2 Welcome and Opening..... 8
- 3 Setting the Scene: New ERA.....12
- 4 Lessons learned from implementation ERA Roadmap 2016-2020 (priority 4).....29
- 5 Group discussion “Lessons learned from the national perspective”35
 - 5.1 Discussion Group 135
 - 5.2 Discussion Group 2.....36
 - 5.3 Discussion Group 3.....37
- 6 Concluding remarks, 1st day38
- 7 What can national authorities do to support the implementation of GEPs?39
- 8 Experiences with compulsory GEPs.....43
 - 8.1 Experiences from Ireland.....43
 - 8.2 Experiences from Spain48
 - 8.3 Experiences from Austria52
- 9 Group discussion “Preconditions and support for compulsory GEPs at national level” ..57
 - 9.1 Discussion Group 158
 - 9.2 Discussion Group 2.....58
 - 9.3 Discussion Group 3.....59
- 10 Closing words59

1 Background information

The workshop was organised as a virtual meeting via Zoom by the Austrian Federal Ministry of Education, Science and Research (BMBWF).

Local organisation: Raffaella Ebersteiner, BMBWF

1.1 Agenda

Day 1 – Monday, 23 November 2020

Moderation: **Helga POSSET** (BMBWF)

- 09:00 – 09:20 **Welcome and Opening**
 Marcela LINKOVÁ, Project Coordinator, Institute of Sociology of the
 Czech Academy of Sciences
 Iris RAUSKALA, BMBWF; Director General of the Presidential Section
 Digitization, Gender Equality & Diversity Management
- 09:20 – 10:20 **Setting the Scene: New ERA**
 Mina STAREVA, Head of the Gender Sector in DG Research and
 Innovation, European Commission
 Martin SCHMID, BMBWF; ERAC-Delegation Leader, Head of Sector,
 Department for EU & OECD Research Policy
- 10:20 – 10:30 **--- Coffee break ---**
- 10:30 – 11:00 **Lessons learned from implementation ERA Roadmap 2016-2020**
 (priority 4)
 Angela WROBLEWSKI, Institute for Advanced Studies, Vienna
- 11:00 – 11:45 **Group discussions “Lessons learned from the national**
 perspective”
 Facilitators
 Michaela GINDL, Danube University Krems
 Brigitte RATZER, Technical University Vienna
 Angela WROBLEWSKI, Institute for Advanced Studies, Vienna
- 11:45 – 12:15 **Report by facilitators & plenary discussion**
- 12:15 – 12:30 **Summary of results**
- 12:30 **End of first day**

Day 2 – Thursday, 24 November 2020

Moderation: **Helga POSSET**

- 9:00 – 9:10 **Summary and aim of the second day**
- 9:10 – 9:30 **What can national authorities do to support the implementation of GEPs?**
Marcela LINKOVA, Institute of Sociology of the Czech Academy of Sciences
- 9:30 – 10:20 **Experiences with compulsory GEPs**
Experiences from Ireland (Ross Woods, Centre of Excellence for Gender Equality in Higher Education Authority)
Experiences from Spain (Zulema Altamirano Argudo, Women and Science Unit at the Spanish National Research Council, CSIC)
Experiences from Austria (Roberta Schaller-Steidl, BMBWF, Gender Equality and Diversity Management)
- 10:20 – 10:30 **--- Coffee break ---**
- 10:30 – 11:30 **Group discussions “Preconditions and support for compulsory GEPs at national level”**
Facilitators
Michaela GINDL, Danube University Krems
Brigitte RATZER, Technical University Vienna
Angela WROBLEWSKI, Institute for Advanced Studies, Vienna
- 11:30 – 12:30 **Report by facilitators, plenary discussion & formulation of recommendations**
- 12:30 **End of Mutual Learning Workshop**

1.2 Participants

Altamirano	Zulema	Senior Officer at the Cabinet of the Minister of Science & Innovation (Director Women & Science Unit), Spain
Bonder	Gloria	FLACSO Argentina
Bonnici	Josephine	The Malta Council for Science and Technology
Bumbaris	Alexia	FFG, Austria
Chrobak-Tatara	Magdalena	Ministry of Science and Higher Education, Poland
Cutajar	JosAnn	University of Malta
de Madariaga	Ines	Universidad Politécnica de Madrid, Spain
Degand	Martin	Ministry of the Wallonia-Brussels Federation, Belgium
Ebersteiner	Raffaela	Austrian Federal Ministry of Science, Research and Education
Englmaier	Victoria	Institute for Advanced Studies, Austria
Felder	Kay	FFG, Austria
Fucimanová	Martina	ISAS, Czech Republic
Gabriel	Eleana	Deputy Ministry of Research, Innovation and Digital Policy, Cyprus
Gaisch	Martina	University of Applied Sciences Upper Austria, Austria
Gindl	Michaela	Danube University Krems, Austria
Gonenli	Sonay	TUBITAK, Turkey
González	Lydia	Fundación Española para la Ciencia y la Tecnología, Spain
Heller-Genath	Nadine	German Aerospace Center, Germany
Janssens	Hilde	Institut of Science and Technology (IST Austria)
Klingel	Maike	Acoustics Research Institute, Austrian Academy of Sciences
Klingler	Nicola	Acoustics Research Institute, Austrian Academy of Sciences
Köbrunner	Marlene	Federal Ministry of Education, Science and Research, Austria
Linkova	Marcela	Institute of Sociology of the Czech Academy of Sciences, Czech Republic
Ólafsdóttir	Ingibjörg	Mennta- og menningarmálaráðuneyti, Iceland
Palazzo	Nicoletta	National Research Council of Italy-CNR
Pálsdóttir	Jóna	Mennta- og menningarmálaráðuneyti, Iceland

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Pollack	Katharina	Acoustics Research Institute, Austrian Academy of Sciences
Posset	Helga	Federal Ministry of Education, Science and Research, Austria
Ratzer	Brigitte	Technical Univeristy Vienna, Austria
Rauskala	Iris	Federal Ministry of Education, Science and Research, Austria
Saglamer	Gulsun	İstanbul teknical University, Turkey
Schaller-Steidl	Roberta	Federal Ministry of Education, Science and Research, Austria
Schembri	Tamara	Malta
Schmid	Martin	BMBWF; ERAC-Delegation Leader, Head of Sector, Department for EU & OECD Research Policy
Schwarzenberger	Astrid	DLR Project Management Agency, Germany
Sepou	Kalypso	Research and Innovation Foundation, Cyprus
Stareva	Mina	Head of the Gender Sector in DG Research and Innovation, European Commission
Tenglerová	Hana	Center for Gender & Science, Institute of Sociology of the Czech Academy of Sciences, Czech Republic
Vegeberg	Britta	Danish Agency for Science, Technology and Innovation, Denmark
Widmer	Maya	GEMO Widmer, Switzerland
Woods	Ross	Higher Education Authority, Irland
Wroblewski	Angela	Institute for Advanced Studies, Austria
Zachariassen	Heidi	Committee for gender balance and diversity in research, Norway

2 Welcome and Opening

The moderator of this workshop, Helga Posset, and the coordinator of GENDERACTION, Marcela Linková, welcomed everybody. After Helga Posset gave some technical advice, **Marcela Linková** introduced GENDERACTION and the focus of this 3rd Mutual Learning Workshop. The workshop aims at **identifying lessons learned** from ERA priority 4 implementation and discussing how to continue and strengthen the process. In the Cnew ERA strategic documents Gender Equality Plans (GEP) are mentioned as instruments for gender equality. Hence, the workshop also aims at providing exchange of experiences regarding compulsory GEPs. She also briefly presented what has been achieved in GENDERACTION with a particular focus on Work Package 3 so far and the key messages.



3rd Mutual Learning Workshop on Monitoring ERA Priority 4


Welcome by project coordinator
Marcela Linkova

3rd Mutual Learning Workshop 23 – 24 / 11 / 20

GENDERACTION

GENDERACTION is an innovative policy community

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

3rd Mutual Learning Workshop  23 – 24 / 11 / 20

GENDERACTION AT A GLANCE

GENDER equality in the ERA Community To Innovate policy implementation

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

Project duration: 48 months, 01 / 04 / 2017 – 31 / 03 / 2021 (planned extension by six months until 30 / 09 / 2021)

Budget of 1,949,400 EUR

Project activities:

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

3rd Mutual Learning Workshop



23 – 24 / 11 / 20

A NEW ERA

- Communication from the Commission on [A New ERA for Research and Innovation](#)

„Inclusive gender equality plans to promote EU gender equality in R&I in the context of Horizon Europe.“

- Competitiveness Council Conclusions on the new ERA are being finalised
- Horizon Europe – GEPs as an eligibility criterion

3rd Mutual Learning Workshop



23 – 24 / 11 / 20

GENDERACTION ON THE NEW ERA

- WP 3 Deliverable reports 3.1 and 3.2
- Mutual Learning Workshop in March 2019 in Berlin, in cooperation with 21 EU-funded sister projects
- Recommendations presented at the FI PRES conference in October 2019
- Policy briefs and position papers available at <https://genderaction.eu/policy-advice/gender-equality-in-era/>
 - 10 July 2018, Briefing paper n.5: [Gender in open science](#)
 - 7 September 2018, Briefing paper n.9: [Implementation of ERA Priority 4](#)
 - 8 March 2019, Briefing paper n.10: [The role of Funding Agencies in the promotion of GE in R&I](#)
 - 4 April 2019, Briefing paper n.11: [The future of Gender Equality in European R & I](#)
 - 9 September 2019, [Briefing paper n.12: Guidelines on Criteria of Good Practice](#)
 - 23 October 2019, [Briefing paper n.13: Taking Structural Change into the Future](#)
 - 14 May 2020, [Briefing paper n.14: Disruptive Measures for GE in R&I](#)
 - [Why we need gender in ERA](#)
 - [Gender equality and R&I performance go hand in hand](#)

3rd Mutual Learning Workshop



23 – 24 / 11 / 20

GENDERACTION KEY MESSAGES

- EC and MS to maintain and reinforce the **structural change approach as a policy framework** for promoting sustainable gender equality actions in the research ecosystem
 - by increasing and/or introducing **dedicated budget lines**, introducing **temporary special measures** as defined by the UN as well as new forms of **disruptive measures**
- Address **uneven implementation** across MS
- Develop **proper indicators** to measure progress (Grade A is inappropriate)
- **Intersectional** approach
- Involve the **Business Enterprise Sector** as a major R&I employer
- Use **funding for steering**
 - Dedicated funding line in Strengthening the ERA part of Horizon Europe
 - Earmark dedicated funding for gender-specific structural change projects within the "Sharing excellence" part of Horizon Europe
 - MS to make use of the Structural Funds 2021-2027

3rd Mutual Learning Workshop


23 – 24 / 11 / 20

STANDING WORKING GROUP ON GENDER IN R&I

- NAPS monitoring through the Progress Tool for the ERAC Final report on monitoring ERA priorities with ERA Roadmap national action plans
- Position Paper on gender in the future ERA (ERAC 1204/20)
- Task force on Gender Equality Plans
 - To map where MS stand with GEPs
 - To map what MS need in terms of supporting GEP implementation

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FOLLOW GENDERACTION

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Sign up for our newsletter at
<http://genderaction.eu/newsletter/>

3rd Mutual Learning Workshop


23 – 24 / 11 / 20

After the presentation of Marcela Linková, Helga Posset welcomed Iris Rauskala, Director General of the Presidential Section Digitization, Gender Equality & Diversity Management of the Federal Ministry of Education, Science and Research, Austria.

Iris Rauskala expressed with her welcoming words how Austria benefits from participating in the GENDERACTION project. She strongly advocated the project and thanked Roberta Schaller-Steidl and her team for their participation. GENDERACTION ensures that the implementation of Priority 4 is continuously evaluated and pinpoints opportunities for further developments that may be necessary (e.g. existing measures). She briefly outlined the achievements of ERA Priority 4 in Austria. European guidelines such as the ERA Roadmap have led to the implementation of a coordinated gender equality policy at a national level for the science and research sector (fix the numbers, institutions, knowledge). The fact that Austria has adopted a National Action Plan based on a Council of Minister's decision on the basis of the ERA Roadmap has ensured the binding implementation of the measures. In the Federal Ministry of Education, Science and Research, the implementation of Priority 4 in planning and budgeting has been placed on the agenda. The coordination of the ERA priorities, and thus of the relevant stakeholders, is ensured by the ERA Round Table, which is prudently and professionally led by Martin Schmid. This has resulted in a sustainable cooperation between the ministries involved in research and relevant stakeholders. Good collaboration was also important in the year 2020, because a number of national positions for European votes and negotiations were, and are, to be adopted (e.g. Horizon Europe, Future of the European Research Area).

She also stressed that the implementation of the Austrian National Action Plan and the progress made in this respect also showed that equality issues and equality work must be designed for the long term. Common (European) goals and good cooperation between the ministry and the higher education and research institutions are also important for achieving sustainable progress. The Federal Ministry of Education, Science and Research now aims at focusing on the impact of gender equality measures and also on measuring progress. Gender equality measures should be evaluated, further developed and integrated into existing quality assurance systems at reasonable but regular intervals.

Finally, she wished all participants all the best and thanked them for their important work.

3 Setting the Scene: New ERA

Helga Posset welcomed **Mina Stareva**, Head of the Gender Sector in DG Research and Innovation, European Commission.

Mina Stareva started her presentation with a reference to the policy context which is currently very supportive for gender equality. She described the current state of discussions regarding the New European Research Area (ERA) which requires more ambitious work of the member states (MS). Gender equality is crucial in the renewed political commitment of ERA. In her opinion, the collaboration with MS pays off and is the way forward. This approach builds on the **ownership and commitment of the MS** and this will lead to change. GEPs are a catalyst at national and institutional level but this is not enough. The recent publication of the She Figures report shows that gender inequalities persist in European Research & Innovation (R&I) systems. Furthermore, when looking at the Gender Equality Index, it would need another 60 years to achieve gender equality. We need to address **inclusiveness issues** as well as **intersectional social categories**, and there is a need for **inclusive GEPs**. The EC aims at embracing innovation and the private sector in the context of gender equality.

Having a GEP will become an **eligibility** criterion for **Horizon Europe** applicants. The topic is not new, the EC was funding projects since 2014. There are more than 180 institutions that have benefited from GEPs already. Each of these projects has generated a huge amount of knowledge and tools and experiences that were put together to have gender equality discussions for what a GEP should look like and where to start. There will be **building blocks** defined for GEPs and also mechanisms to prevent this requirement from becoming a box-ticking exercise. GEPs need to be a formal document with dedicated resources. It should address data collection, monitoring, training and capacity-building. These aspects will be mandatory. There are also recommended areas to be covered in a GEP like work-life balance, organisational culture, gender balance in leadership and decision-making, gender based violence and sexual harassment. This is a process that requires a lot of work for both the MSs and the EC. Mina Stareva asked all countries to adhere to these ambitions and be well equipped.

Another objective in Horizon Europe is strengthening sex and gender analysis in R&I. In 2020, 35% of the projects are marked as gender specific. According to Stareva, every submission to Horizon Europe needs gender-specific content and to involve gender experts. The implementation and the main responsibility lie in the hands of MSs and research institutions. They have created the political background and are therefore best able to implement a GEP that fits it. The conditions are in place for a change in gender equality in research and development.

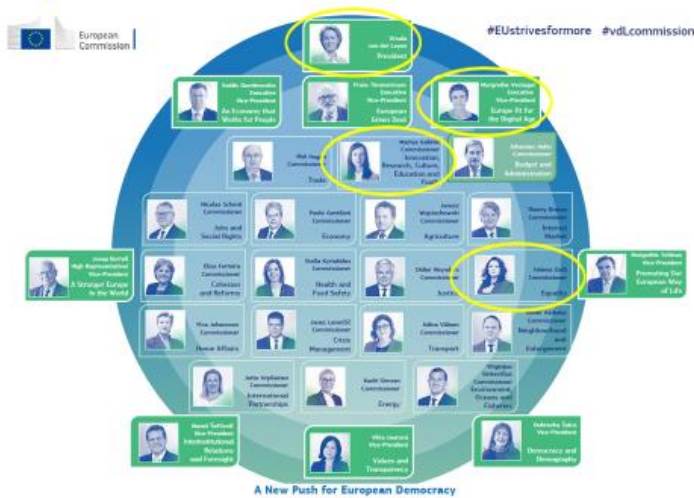


EU Policy on Gender Equality in Research and Innovation

GENDERACTION
23 November 2020

Mina Stareva
Head of sector – Gender equality
E5 – Democracy & European Values
DG Research & Innovation

Policy Context



- Gender equality high on the agenda of new Leadership
- Commissioner for Equality (Helena Dalli)
- Task Force on Equality
- Mariya Gabriel, Commissioner for Innovation, Research, Culture, Education and Youth



New Communication 30 September 2020



The new European Research Area

Learn more [here!](#)

#ResearchImpactEU #EUResearchArea

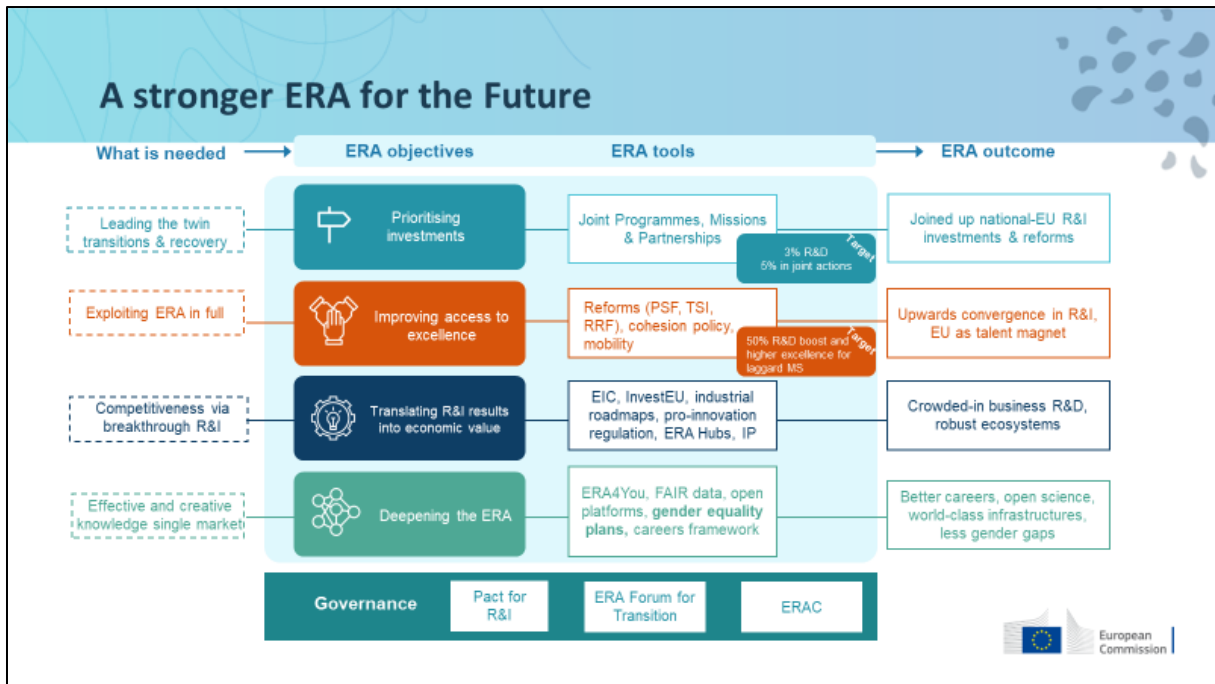
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Context and challenges

The cornerstone of ERA is the principle of **excellence**

- **2000:** ERA launched to reduce **fragmentation** of EU's R&I system.
- **2020:** Europe faces **societal, ecological and economic challenges**, aggravated by **#coronavirus**
→ it is high time **to retool ERA** so that it delivers on **Europe's recovery** to:
 - ✓ Accelerate the **twin transition** and the emergence of new solutions in areas such as the decarbonisation of industry or sustainable mobility.
 - ✓ Strengthen **resilience and preparedness** for future crises. Health, digital, socio-economic and climate R&I are essential.
 - ✓ Support Europe's **competitive edge** in the global race for knowledge and reinforce technological sovereignty in areas such as cybersecurity, space, AI, 5G and e-mobility.





Deepening the ERA

2012 ERA Framework Priority 4: Gender equality and gender mainstreaming in research

Three objectives

- Gender equality in scientific careers at all levels
- Gender balance in decision-making bodies and positions
- Integration of the gender dimension in research and innovation content (sex and gender analysis)

Three levels

- Member States and Associated Countries
- Stakeholders: Research Performing Organisations /Research Funding Organisations – RFOs
- European Commission

❖ She Figures 2018: significant heterogeneity remains across Europe

European Commission

State of play

- Persisting gender inequalities in European R&I systems hinder the ERA's potential:
 - under-representation of women in STEM,
 - only 24% in top academic positions,
 - under 10% among patent holders,
 - gender-based violence in academia, and
 - low level of integration of sex/gender analysis in R&I content
- Need to address inclusiveness issues, with intersecting social categories (e.g. ethnicity, sexual orientation, disability) and with entrepreneurship/innovation sector



Gender Equality to strengthen the European R&I potential

The Commission will:

12. Propose as of 2021, in line with the Horizon Europe programme objectives, the development of **inclusive gender equality plans** with Member States and stakeholders in order to promote EU gender equality in R&I

Gender Equality Plans (GEPs) will become an eligibility criterion for Horizon Europe applicants (public bodies, research organisations, and secondary and higher education institutions)

☞ Fully in line with the ambition of the new EC Gender Equality Strategy

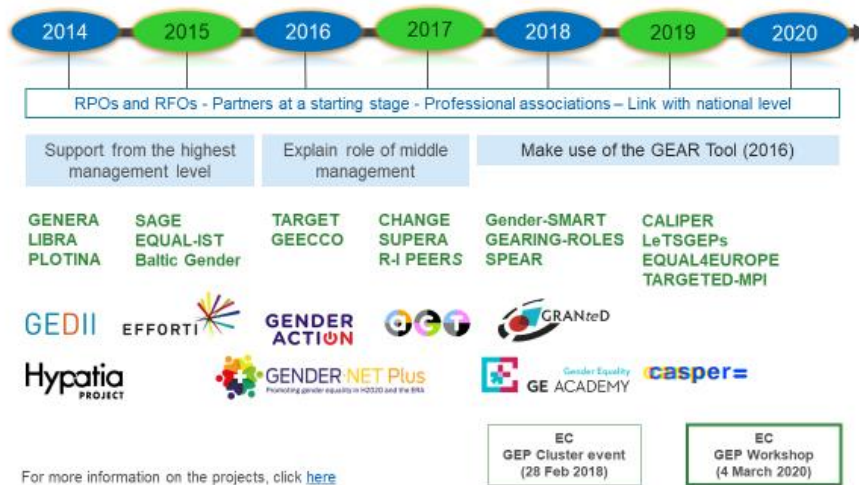


From Horizon 2020 to Horizon Europe

Support to Institutional Change through Gender Equality Plans (GEPs)



Horizon 2020-SwafS Gender Projects



The **GEAR tool** with step-by-step guidance on setting up and implementing GEPs is currently being updated!



GEPs : co-created building blocks

PUBLIC DOCUMENT

- formal document signed by the top management,
- published on the institution's website and disseminated widely within the institution.

DEDICATED RESOURCES

- Earmarked funding could be available for staff positions such as "Equality Officers" or "Gender Equality Teams".
- Organisations may reserve working hours of existing staff (academic, management, HR) for equality work.

DATA COLLECTION AND MONITORING

- sex/gender-disaggregated data collection across all staff categories.
- Annual reporting of gender imbalances across job categories & leadership positions.
- comprehensive evaluation approach.

TRAINING & CAPACITY BUILDING

- e.g. tackling unconscious gender bias among staff and decision-makers
- information and dissemination material, workshops,
- or working groups dedicated to specific topics.



Suggested areas to be covered by GEPs:

- ✓ **work-life balance and organisational culture**
Examples: Parental leave policies, flexible work-time arrangements.
- ✓ **gender balance in leadership and decision-making**
Examples: Introducing gender quotas for evaluation panels or decision making bodies.
- ✓ **gender equality in recruitment and career progression**
Examples: Unconscious bias training for HR managers, inclusive language for job vacancies, fair evaluation for employees.
- ✓ **integration of the gender dimension into research and teaching content**
Example: Get inspiration from the case studies and methods developed by the EC "Gendered innovations" Expert Group
- ✓ **measures against gender-based violence including sexual harassment**
Example: Having in place a code of conduct or an intervention protocol in case of complaints.



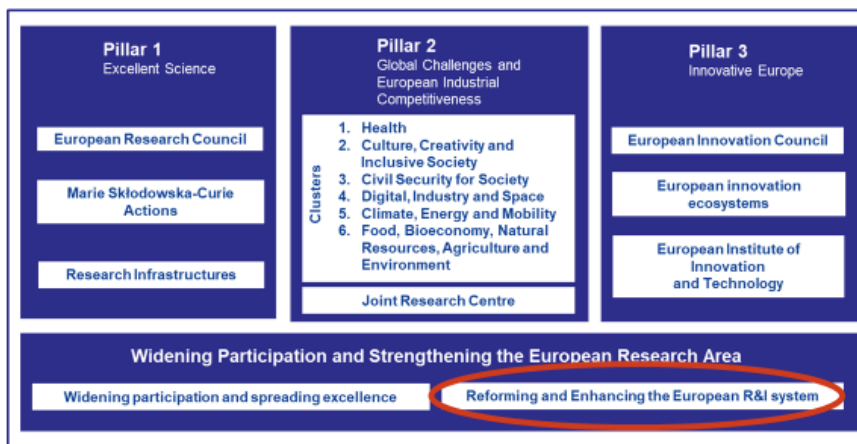
Co-design session:
Get ready: a new ERA for Equality is calling (22/09/2020)
Video Recording on [YouTube](#)



Horizon Europe

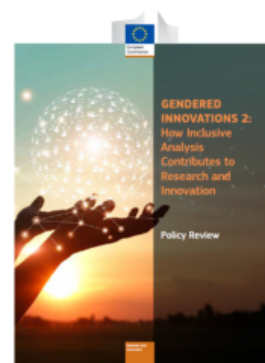


Horizon Europe: structure



Gendered Innovations Expert Group

- New **case studies** in different fields (health, AI & robotics, climate change, energy, transport, urban planning, agriculture, taxation, venture funding...) building on Horizon 2020 funded projects
- **Refined methodologies** on the integration of sex/gender based analysis, and intersectional analysis, in R&I content
- **Evidence-based policy recommendations** for Horizon Europe
- **Awareness raising** material including infographics, factsheets



- [Case study on the impact of sex & gender in the COVID-19 pandemic](#)
- [Factsheet on gender and intersectional bias in AI](#)
- **Full Policy Review Report and all material released end November 2020**



Useful Resources



Check regular updates on the SwafS - Gender Equality policy page

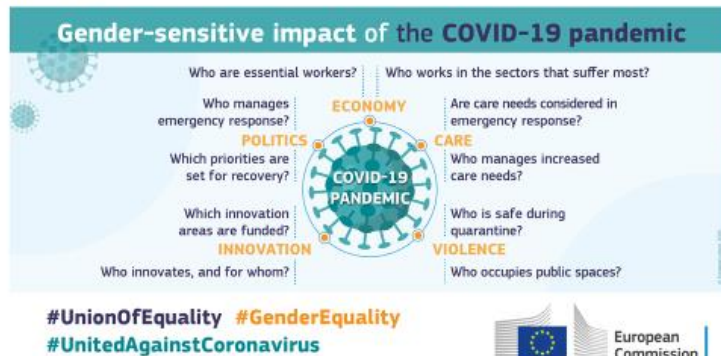


<http://ec.europa.eu/research/swafs/index.cfm?pg=policy&lib=gender>

COVID-19 Crisis

→ Coronavirus Research and Innovation

https://ec.europa.eu/info/research-and-innovation/research-area/health-research-and-innovation/coronavirus-research-and-innovation/gender-equality_en



→ COVID-19 and gender equality <https://eige.europa.eu/topics/health/covid-19-and-gender-equality>

She Figures 2018



- Leaflet with key figures
- Full publication
- Handbook

Download **She Figures 2018**

<https://publications.europa.eu/en/publication-detail/-/publication/9540ffa1-4478-11e9-a8ed-01aa75ed71a1/language-en>

Download the **She Figures handbook 2018**

<https://publications.europa.eu/en/publication-detail/-/publication/09d777dc-447c-11e9-a8ed-01aa75ed71a1/language-en>

She Figures 2021 currently under preparation



Thank you for your attention

For any questions and further information please contact:

RTD-GENDERINRESEARCH@EC.EUROPA.EU

20



After Mina Stareva's presentation Helga Posset handed over to **Martin Schmid**, the ERAC-Delegation Leader and Head of the Sector Department for EU & OECD Research Policy at the Austrian Federal Ministry of Education, Science and Research.

In his presentation, Martin Schmid described the history of ERA and why ERA needs a relaunch. In his opinion, this is because most progress was being made because of the push of the EC and there is need for a stronger partnership between MSs and the EC. Schmid also talked about the vision for the new ERA and about related objectives and potential actions. At the moment, the new ERA documents are under development. Negotiations in the Council should be finalised by the end of November 2020. He was quite sure that gender equality have an important impact on R&I. With the exception of Poland and Hungary, there **is broad**

support for gender equality and the MSs are strong supporters. The ERA policy agenda will be published in 2021. During the 2nd Semester 2021 it is planned to design and establish the **new ERA governance**. An important element in that context is the “Pact for R&I” which should represent commonly agreed values, principles and priorities. The effectiveness and efficiency of the actual governance are critically discussed. The ERA-related groups are to be involved in the discussion of the design of the new governance in ERAC.

Marcela Linková welcomes that **ERA-related groups** are to be **involved** in the discussion on the design for the new ERA governance in ERAC. The **Standing Working Group** has set up a task force to assess the implementation of GEPs at MS level. She expressed the hope that findings and results would be available in the first Semester of 2021. She looks forward to the changes based on the first ERAC conclusion and thinks that it will be very important to have a synergy with the EC.

Heidi Zachariassen supported Marcela Linková’s comment. She expressed great concern if the Standing Working Group would continue in the new ERA. Also, she stated that the rolling out of GEPs needs to be **monitored** and that the Standing Working Group is already working on that on the state level.

Mina Stareva thinks that it is a challenge to have all MSs fully on board. The Commissioner for Gender Equality is very ambitious and also working on the involvement of men. For the monitoring there will be a **scoreboard** being implemented. But she agreed with Heidi Zachariassen that this needs to be discussed, especially the national involvement in monitoring. She thinks that exchange of good practices is important, too. Those countries that are more advanced can help those who are less.


 **Bundesministerium**
Bildung, Wissenschaft
und Forschung bmbwf.gv.at

„A new ERA for Research and Innovation“

**new narrative, new objectives, new ambition(?)
for the European Research Area**

Gender Action Mutual Learning Workshop
Video conference, 23 November 2020

Martin Schmid
BMBWF, Abt. V/5

 **Bundesministerium**
Bildung, Wissenschaft
und Forschung bmbwf.gv.at

Overview

- A very brief history of ERA
- Why ERA needs a relaunch?
- Vision for the „new ERA“
- Objectives and possible concrete „ERA actions“
- Renewed focus on gender equality
- Governance?
- Next steps

2

 **Bundesministerium**
Bildung, Wissenschaft
und Forschung bmbwf.gv.at

ERA - The Beginning

- 2000** European Commission releases the Communication: „Towards a European Research Area“
- 2000** At the Lisbon European Council the Member States support the initiative and set the „3% target“
- 2002** Adoption of the 6th Framework Programme „...contributing to the creation of the European Research Area...“

3

Lisbon Treaty

2009 The Lisbon treaty enshrines ERA in the EU treaties and makes it's implementation a constitutional objective:

Article 179/1 TFEU:

*The Union shall have the objective of strengthening its scientific and technological bases by achieving a **European research area in which researchers, scientific knowledge and technology circulate freely**, and encouraging it to become more competitive, including in its industry, while promoting all the research activities deemed necessary by virtue of other Chapters of the Treaties.*

Furthermore, a new Article 182/5 TFEU opens up the possibility to adopt EU-legislation to implement ERA (recommendations, directives or regulations)

4

The current ERA priorities

1. More effective national research systems
2. Optimal transnational co-operation and competition
 - a. Transnational cooperation
 - b. Make optimal use of public investments in research infrastructures
3. An open labour market for researchers
4. Gender equality and gender mainstreaming in research
5. Optimal circulation, access to and transfer of scientific knowledge
 - a. Knowledge transfer
 - b. Open access
6. International cooperation

5

Why ERA needs a relaunch – Analyses of the Status Quo

- Many small and larger positive developments
- Most progress where the Commission pushes
- Decreasing dynamics
- Paralysed governance
- Little progress on the 3% objective
- Lack of concrete objectives and targets
- Weak ownership on political level
- Too bureaucratic, for the scientific community and society hardly visible

6

 **Bundesministerium**
Bildung, Wissenschaft
und Forschung bmbwf.gv.at

Why ERA needs a relaunch: New Challenges

- SDGs, "twin transitions"
- Covid-19 crisis; economic recovery; pandemic preparedness
- Resilience, "technological sovereignty"
- Global competition
- Imminent transformations of economy and society
- persisting innovation Divide in Europe, brain drain
- Efficiency of R&I systems
- ...

7

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A Vision for the „new ERA“

- More visibility and relevance
- More commitment and increase of investments
- Current priorities remain relevant but shall be pursued with more ambition and new methods
- Directionality with regard to the „twin transitions“ und other challenges/opportunities/transformations for/of society and economy
- Stronger synergies and interaction with industrial policy and education policy (EHEA)
- Reinforced role of the European Commission, strong partnership between MS and EC, effective governance


8

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Objectives and potential actions for the new ERA - I

- Prioritising investments and reforms
 - Reinforcing the 3 % EU-GDP R&I investment target
 - A new 1,25 % GDP „public effort target“
 - Directionality: prioritising R&I investment in „twin transitions“, resilience, technological sovereignty, SDGs
- Translating R&I results into the economy
 - Industrial technology roadmaps
 - Networking framework „ERA hubs“
 - Update and develop guiding principles for knowledge valorisation and a code of practice for the smart use of intellectual property

9


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Objectives and potential actions for the new ERA - II

➤ Deepening the ERA

- „Pact for R&I“: commonly agreed values, principles, priorities
- New toolbox in support of research career development: Researchers Competence Framework; „ERA4You for intersectoral mobility; ERA Talent Platform
- Open science: EOSC; platform of peer-reviewed OA publishing via HE; incentivise OA via an improved research assessment system
- Support ESFRI to enhance the research infrastructure ecosystem focussing on EU policy priorities, improving governance
- Roadmap of actions for creating synergies between higher education and research – dual role of universities
- Renewed focus on gender equality

10

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Renewed focus on gender equality – ERA Communication

Analyses from the ERA communication:
Despite the continuous policy attention to gender equality in R&I, progress has been slow and remains insufficient. While equality has nearly been reached in PhD graduates, only 24% of top positions in the higher education sector are occupied by women.
Despite evidence that balanced teams perform better, gender inequalities persist in Europe's R&I systems. Coordinated action with education policies and research funders will promote a gender-inclusive culture.

Proposed measures:

➤ In concert with the Skills Agenda, the EEA Communication and the new Digital Education Action Plan, the ERA will strengthen the focus on participation of women in STEM fields and foster entrepreneurship

➤ Development of inclusive gender equality plans with Member States and stakeholders in order to promote EU gender equality in R&I

11

 **Bundesministerium**
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und Forschung bmbwf.gv.at

Renewed focus on gender equality – Council Conclusions

The Council of the European Union...

➤ RECALLS with great concern that there continues to be a major gender imbalance preventing Europe from using the full potential of its R&I system aiming for excellence, and

➤ CALLS on the Commission and Member States for a renewed focus on gender equality and mainstreaming, including through the instrument of gender equality plans and the integration of the gender dimension into R&I content.

➤ INVITES Member States and research funding organisations to advance measures to ensure that allocation of research funding is not affected by gender bias.

12

Objectives and potential actions for the new ERA - III

- Improving access to excellence („Inclusiveness“)
 - Improving direct investments in R&I by low performing MS by 50% within 5 years
 - Reform R&I policies in low performing MS
 - „Dedicated work stream“ for access to excellence
- Visibility and relevance of R&I for Society
 - Citizen science campaigns
 - Improve science communication
- International cooperation
 - Strengthened partnership MS-EC for STI agreements and science diplomacy
 - EC+MS policy dialogues to enhance R&I cooperation with third countries and regions
 - Coordinated multi-level foresight, evaluation and monitoring of R&I INCO

13

(Next) Steps

- ERAC Opinion on the future of ERA in December 2019
- EC Communication „A new ERA for R&I“ on 30 September 2020
- Council Conclusions by end of November 2020
- Preparing the first Horizon Europe work programme for the part „strengthening the ERA“ (ongoing)
- Elaborating the first „ERA policy agenda“ in 2021
- EC/MS group to work on a „Pact for R&I“ in the 1. semester 2021?
- Designing and establishing a new ERA governance in the 2. semester 2021

14

4 Lessons learned from implementation ERA Roadmap 2016-2020 (priority 4)

After Martin Schmid's presentation on the new ERA, Helga Posset introduced **Angela Wroblewski**. She is Senior Researcher at the Institute for Advances Studies and present the perspective of the monitoring on the last four years of the implementation of the ERA Roadmap.

The aim of GENDERACTION Work Package 3 was to develop a meaningful monitoring for the Priority 4 implementation, to identify good practices and lessons learned regarding the ERA Roadmaps as steering instrument. She agreed with Marcela Linková that a lot has been achieved in the last years and there is still a lot to do. However, the successes regarding gender equality in R&I differ: Some countries have developed their first R&I gender equality policy, while other countries worked on consolidation or further development of existing policies.

After giving a brief background information about her approach to monitoring she highlighted that some indicators were more meaningful than others. The indicator of Women in Grade A positions is used as the headline indicator, but some countries with a high proportion are also countries with a low Gender Equality Index as published by EIGE. To make this clear, she correlated this Index to the Women in Grade A indicator and showed that there is a negative correlation coefficient which means that the indicator is not meaningful on its own without other contextual information. When correlating the share of research performing organisations (RPOs) with GEPs with the above-mentioned index, the correlation coefficient is 0.7, which shows a quite high positive correlation. She concluded that this showed that the **share of RPOs with GEPs is more meaningful than the proportion of women in Grade A positions**. There are also very high and positive correlations between the Gender Equality Index and **Innovation Indicators** used in the ERA progress report and between the Index and **Excellence indicators** showing that gender equality is relevant and important for R&I.

She stressed the fact that a **meaningful monitoring** needed to be embedded in a **gender equality discourse**. Concrete **guidelines** from the European Commission for MSs as well as from MSs for RPOs are necessary for the development of GEPs. Of course, the monitoring must be meaningful, and a continuous **feedback process** has to be defined. Ideally, there should be correspondence between gender equality perspectives and the monitoring process between the European and the national level.

There were two questions in the chat asking why Turkey and Norway did not appear on the map as they are Associated Countries and part of the ERA. Angela Wroblewski answered that the Associated Countries would be included in the final report. In the interim report presented here, only the MS were considered.

Angela Wroblewski – IHS

**GENDER
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GENDER EQUALITY IN ERA Lessons learned from implementation ERA Roadmap 2016-2020 (priority 4)

3rd Mutual Learning Workshop on Monitoring ERA Priority 4

23 November 2020



Agenda

1 / 11

- Gender Equality in ERA
- Why do we need Gender Equality Policies in R&I?
- What has been achieved?
- How to monitor implementation of gender equality policies?
- Lessons learned from the monitorings perspective



ERA – Priority 4

2 / 11

Member states are invited to

- create a legal and policy environment and promote incentives to
 - remove legal and other barriers to the recruitment, retention and career progression of female researchers
 - address gender imbalances in decision making processes
 - strengthen the gender dimension in research programmes
- Engage in partnerships with funding agencies, research organisations and universities to foster cultural and institutional change on gender.
- Ensure that at least 40% of the under-represented sex participate in committees involved in recruitment/career progression and in establishing research programmes.



GENDERACTION WP3

3 / 11

Aim of WP3

- to develop a meaningful monitoring for Priority 4 implementation
- to identify of good practices
- to identify lessons learned regarding the ERA Roadmap as steering instrument

Relevant Dimensions

- Consideration of 3 gender equality objectives
- Concept of Gender Equality
- Concrete objectives and measures
- Mainstreaming of gender in other NAP priorities

Data Source

- Documents (ERA roadmap, NAPs, ERA Progress Report)
- 2 Surveys among members of the SWG GRI



Successes in the context of NAP priority 4

4 / 11

Successes

- First time development of a gender equality policy in R&I
- Increasing engagement regarding gender equality during ERA Roadmap period
- Consolidation/further development of existing gender equality policies
- Establishment of new structures for gender equality in R&I

Supporting factors

- Mutual learning
- Monitoring



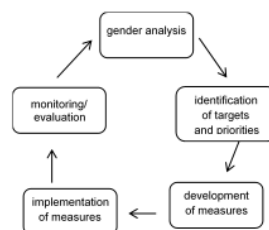
Approach to NAP development and monitoring

5 / 11

Principles of monitoring

- Evidence based NAP
- Context sensitive monitoring
- Comprehensive set of indicators available on a regular basis
- Combination of qualitative and quantitative indicators
- Regular reporting → part of a GE discourse → adaptation of policies
- „living tool“

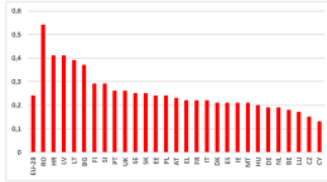
Complete Policy Cycle



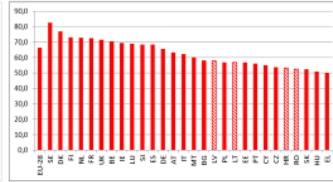
Meaningful indicators

6 / 11

Women in Grade A



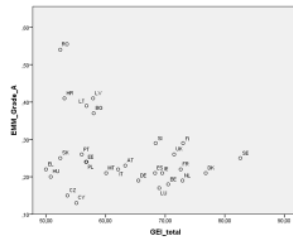
Gender Equality Index (EIGE)



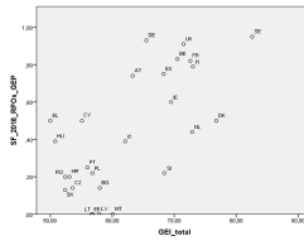
How to operationalize GE?

7 / 11

Gender Equality Index and Women in Grade A positions



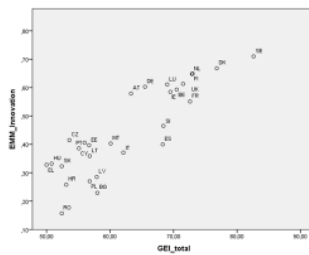
Gender Equality Index and share of RPOs with GEPs



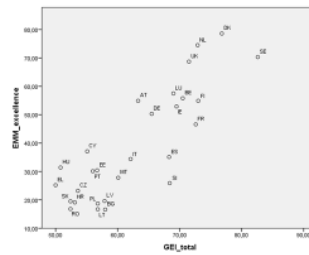
Why is GE relevant for R&I?

8 / 11

GE Index and European Innovation Scoreboard Summary Innovation Index



GE Index and Adjusted Research Excellence Indicator



Assessment criteria for NAPs

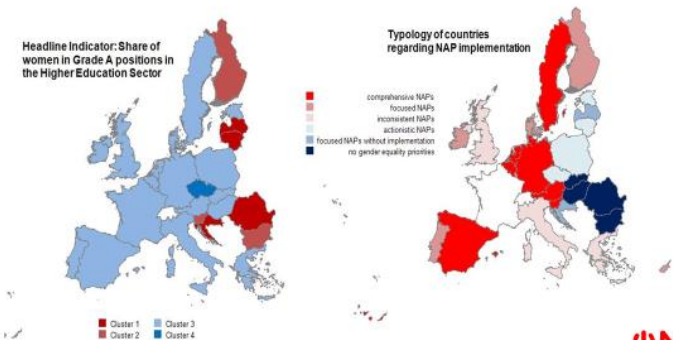
9 / 11

- Based on a **empirical baseline analysis**
- Address at least one of the **tree gender equality objectives** explicitly
- Formulate **concrete objectives** and **measures/policies**
- Consider gender/gender equality in all NAP priorities (**Gender Mainstreaming**)
- Define sufficient **resources, responsibilities** and **time frames**
- Involve relevant groups of **stakeholder** in NAP development and implementation
- Contain a **monitoring** of NAP implementation and/or an evaluation of concrete policies
- Are integrated in a **gender equality discourse**

UN

Meaningful monitoring

10 / 11



UN

Lessons Learned from the point of view of monitoring

11 / 11

- To use a steering instrument like the ERA Roadmap/NAPs efficiently requires
 - Embedding in a **gender equality discourse**
 - Concrete guidelines for NAP development (**procedural guidelines**)
 - Meaningful **monitoring** of implementation
 - Continuous **feedback**
- In an ideal case: correspondence between EU und national level regarding
 - Gender equality objectives
 - Monitoring

UN

REFERENCES – www.genderaction.at

GENDERACTION Policy Brief No 9, Implementation of ERA priority 4 “Gender Equality and Gender Mainstreaming in Research and Innovation”, September 2018
Wroblewski A. (2020), Report On Monitoring OF ERA Priority 4 Implementation, GENDERACTION D 3.2., available: www.genderaction.eu

5 Group discussion “Lessons learned from the national perspective”

Helga Posset introduced the facilitators of the group discussions: **Michaela Gindl** from Danube University Krems, **Brigitte Ratzler** from the Vienna University of Technology, and **Angela Wroblewski**, Institute for Advanced Studies, Vienna. Participants had been assigned to three groups in advance. The first group consisted of representatives from Austria and Switzerland and was moderated by Michaela Gindl. The second group consisted of representatives from Poland, Malta, Cyprus, Czech Republic, Turkey and Argentina and was moderated by Brigitte Ratzler. The third group, moderated by Angela Wroblewski, consisted of representatives from Belgium, Spain, Iceland, Czech Republic and Norway.

The groups discussed the following questions:

- When looking back, which relevant changes took place in R&I regarding gender equality in your country?
- Have new structures or policies been implemented?
- Which structures or results should be sustained?

5.1 Discussion Group 1

In **Austria**, the Federal Ministry of Education, Science and Research has taken on the **national coordination of NAP development**. All three relevant ministries have contributed to the NAP, since 2016, there has also been **cooperation** between these ministries in terms of objectives and measures, and there has also been a rudimentary **reflection** on the existing equality measures. The European equality policy (fix the numbers, fix the institution, fix the knowledge) is implemented at the research institutions. Internally it was possible to incorporate this into the central planning and control processes of the ministry. The cooperation with other ERA priorities, which did not exist at the beginning, improved significantly. The decisive factor was the so-called **ERA Round Table** and that over the years there was a regular exchange.

At the Austrian Institute of Science and Technology (IST), the focus was on the **monitoring** in specific research fields, not only at different levels. There are huge differences in the proportion of women in various disciplines and subjects. They changed some procedures in recruiting for getting more women in the fields where they are underrepresented. For IST, the monitoring helped to see where action is needed. However, there is a **lack of data** from different fields to compare with other institutions or countries. The **external pressure** from the ministry is seen as helpful and guidance.

In the Austrian Academy of Science (ÖAW), gender equality is also a visible issue. Especially mentoring is being discussed as well as how to motivate women to stay in science after completing their PhD. One success is that in employment contracts one can choose f/m/d as gender categories, which shows that something is happening.

In **Switzerland** there has been a programme for gender equality since 2000 which is financed by the federal government and co-financed by the universities. This has resulted in well-equipped equal opportunities offices and institutional anchoring at the universities. Since 2012, in order to get **access to these federal funds**, it is **necessary to submit a GEP**, which promoted the process. The connection between the ministry and the universities is working quite badly in Switzerland, as the ministry passes responsibility for gender equality on to the

institutions. The knowledge and the work are being done bottom-up. The non-existent cooperation between institutions is seen as a weakness.

Regarding the second question, the representative of the Federal Ministry of Education, Science and Research stated that it had become clear to her that **equality and gender mainstreaming** – if it is discussed and worked on in the context of other priorities – leads to greater understanding. In the future, she would like to see further cooperation and that gender will become even more of a mainstream topic.

With regard to the third question, it was also stated that cooperation should continue and the discourse that has just started should be continued. Therefore, it is necessary to have a **strong commitment of the ministry** and to collect more data to develop new measures. Existing networks should be sustained because an exchange at informal level is important, too. National initiatives working on inclusion and intersectionality should start thinking about how to implement these issues into GEPs. There is a need for stronger **institutional cooperation** beyond funded projects.

5.2 Discussion Group 2

In **Turkey**, there has been big **progress** because now they can collect **data for the She Figures** report. The proportion of money that goes to female researchers is increasing. A **gender-specific evaluation system** has been set up. In addition to the university system, there are also financial resources, for example for women entrepreneurs. A strategic plan to implement GEPs across the country is currently under development. The existing guidelines at national level for RFOs recommend a balance between men and women. In Turkey, the responsibility is not assigned to the ministry but to the Council of Higher Education and TUBITAK.

In **Poland** the political level is seen as a challenge. There is not much commitment to the label "gender equality", but there is a growing recognition that women and men are equal. This also applies to greater participation of women in higher education, which has been set as a strategic goal for Poland. If EU-funding relates to the implementation of a GEP it would be a strong support for gender equality. It would be helpful to define what gender equality means. Some of the successes that have been achieved so far are directly related to the GENDERACTION project and also to the Standing Working Group Gender in R&I. One of the Polish funding agencies decided to join the EU-funded H2020 GRANteD project and include **gender criteria** in its **funding process**. The representatives from Poland were inspired by Angela Wroblewski's presentation on the ERA NAP as a tool for shaping equality policy and by tools like the GEP and how to use of the ERA NAP to develop gender equality measures with a view to future ERA developments. In Poland, work for gender equality is mainly bottom-up.

Argentina is a member of the **ACT project**, a GENDERACTION sister project. ACT is working on a new methodology that will encourage interaction and sharing of knowledge and projects that are being developed in different countries and institutions. The representative from Argentina coordinates 14 Latin American universities. They share good practices with **different political backgrounds**. The observation is that this has created a momentum and other organisations would like to join as well. The challenge is how the GEPs can be **flexible** to suit different political and economic situations in each country.

In **Malta** there is currently no overarching structure, but many individual measures relating to sexual harassment, sensitive language, recruitments and monitoring. A government institution

monitors developments every month and top management has a balance between men and women.

What worked very well at the top political level in the **Czech Republic** was that the Centre for Gender and Science **focused on motherhood** and thought about what they needed to do in order to participate in science, without referring to it as "gender". A newly-appointed member of the government Research, Development and Innovation Council has been given the responsibility for policies to support mothers' contribution to science. Work is now also under way with funding agencies to find how gender-specific criteria could be incorporated into their processes, following the preparation of a methodology on gender issues for RFOs. They have succeeded in implementing both gender as a perspective in science and gender is now also included in the National Policy for Research, Development and Innovation.

5.3 Discussion Group 3

The situation in **Spain** improved a lot regarding gender equality policies in recent years. However, the Spanish participants are not sure to which extent this is caused by the NAP. Currently, gender equality is on the political agenda which is visible in the new positioning of the **Women & Science Unit in the Federal Ministry** (cabinet) and in the establishment of a new structure (**observatory**). The first GEPs were implemented in 2017. RPOs are taking ownership of the GEPs, demands are formulated bottom up. The increasing public awareness regarding gender equality (#MeToo) is also helpful. In recent years, the state funding agency also supported the integration of gender in research projects. Also, Spanish RPOs participated in several EU projects which means that there is a lot of knowledge available. The Spanish representatives also stressed the importance of the **exchange between the European and the national level**. Some policies have been transferred from Spain to EC, others from the EC to Spain.

In **Iceland**, the #MeToo also had an important impact on the public awareness. There is also a discussion about gendered effects of COVID-19. The prime minister (female) is very supportive too. However, the **focus** is on concrete **measures** and not on overarching structures. This might also be due to the small size of the country. Here again, the **importance of international cooperation** was stressed in terms of raising topics, exchanging good practices etc.

In the **Czech Republic** the NAP helped to keep the gender equality on ministry's mind. Currently, there are no ministerial structures implemented but an **external expert advisory structure**. Last year the research council appointed a person responsible for reconciliation. The responsible person in established an **informal group of organisations with WLB measures** to discuss implementation issues. This has not been framed as a gender equality topic, which made it possible to discuss the situation of women in science and research. It is also important that the current prime minister is open to discuss these issues. However, gender in research content is not a topic. Similarly, there hasn't been a debate about #MeToo or gendered effects of COVID-19.

In the discussion some common themes came up, such as the extent to which gender developments in recent years can be linked to the NAPs. It was concluded that a direct connection is not the most important thing, it is more important that it should **conform to the European definition**. The group recognised that established **structures** were also important in connection with changes of government, as was the case in Spain and Austria. A continuous process can only be continued with established structures. It seems important to have RFOs

and RPOs on board. They need structures and also time to create **ownership** for their gender equality policy. Furthermore, the relevance of a gender equality discourse was mentioned. Strong allies, such as committed individuals, can also start a discourse. In the discussion it became clear that some topics – like #MeToo – were discussed differently. This shows that the **different contexts** in which equality policies are implemented need to be considered and that these can change over the period of the ERA roadmap, demonstrating the need for **flexibility**.

6 Concluding remarks, 1st day

At the end of the first day, Angela Wroblewski summarised the discussions. The presentations and perspectives presented complement each other really well. Marcela Linková began with a retrospective that showed that much had been achieved at the MS level, but it was also clear that there was still much to be done. The clear goal of the ERAC and EC that gender equality continues as a priority and is even strengthened with a mandatory GEP is very encouraging. However, this also makes it clear that some MS will face challenges in the next year as to how these goals can be implemented. In her opinion, it was also important to be reminded that the ERA Roadmaps also have an impact in the Associated Countries. This should be considered in further developments. She believes that creative ways of dealing with different and sometimes ambivalent meanings and understandings have to be found for a common framework: What do we mean by gender equality? What are the goals? How can we deal with different national contexts? This discourse should go both ways, from the EC to the MS and vice versa. Last but not least, she emphasised that structures are important for gender equality policy, too.

Helga Posset closed the workshop. She thanked Roberta Schaller-Steidl and Raffaella Ebersteiner, all moderators of the breakout groups and the speakers.

7 What can national authorities do to support the implementation of GEPs?

After welcoming words and technical information, Helga Posset emphasised that it became clear during the previous day that the new ERA strategic documents were not yet ready. However, it is quite clear that GEPs will play a central role which the second day will focus on.

Marcela Linková focused in her presentation on what MSs can do to drive the implementation of GEPs. She shared experiences from the Czech Republic on how RPOs are supported in that regard. In her opinion, the Czech Republic can be considered a newcomer in this topic.

She sees significant differences between MSs in terms of policies, proportion of women, etc. The focus should be on **monitoring** and **evaluation**, as well as on **indicators**, as this will be important for the Commission, too. The methodology of **data collection** also needs to be addressed. She also sees a risk of backlash and resistance toward gender equality on a societal level in some MS. Regarding the role of the MS, she says that they have to ensure that the whole process is politically owned. On the positive side, the upcoming Presidencies support gender equality. This gives some room to move the agenda further.

Gender equality should be maintained both as an independent area and as part of other priorities (gender mainstreaming). In general, it is important that gender dimension remains on the agenda. There continues to be a risk that in some countries for the gender equality agenda being reduced to the HR aspect. It will be necessary to implement monitoring mechanisms and indicators for progress in the ERAC.

At the national level, **European funds** can be an important tool to foster gender equality in R&I. In 2021, Spanish colleagues will organise another Mutual Learning Workshop on this topic (gender equality in ERDF funds).

In the Czech Republic the Centre for Gender and Science, established in 2001, provides support to the state administration, RPOs and RFOs regarding gender equality in R&I. The Centre for Gender and Science provides training and mutual learning events for representatives of RPOs and RFOs and supports the policy process at the level of state administration (Ministry of Education, Office of the Government etc.).



**GENDER
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WHAT CAN NATIONAL AUTHORITIES DO TO SUPPORT THE IMPLEMENTATION OF GEPS?

Marcela Linkova
GENDERACTION coordinator
Chair of Standing Working Group on Gender in Research and Innovation

3rd Mutual Learning Workshop

23 – 24 / 11 / 20

UNION OF EQUALITY: GENDER EQUALITY STRATEGY 2020-2025

COMMUNICATION FROM THE COMMISSION TO THE EUROPEAN PARLIAMENT, THE COUNCIL, THE EUROPEAN ECONOMIC AND SOCIAL COMMITTEE AND THE COMMITTEE OF THE REGIONS (COM(2020) 152 final)

„In the field of research and innovation, the Commission will introduce new measures to strengthen gender equality in Horizon Europe, such as the possibility to require a gender equality plan from applicants and an initiative to increase the number of women-led technology start-ups. Funding for gender and intersectional research will also be made available.“

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A NEW ERA

- Communication from the Commission on [A New ERA for Research and Innovation](#)

„Inclusive gender equality plans to promote EU gender equality in R&I in the context of Horizon Europe.“

- Competitiveness Council Conclusions on the new ERA are being finalised
- Horizon Europe – GEPs as an eligibility criterion

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CONTINUED ISSUES

- Significant differences between countries persist
 - Existence of dedicated policies and strategies
 - Attention to individual thematic areas to be covered by the GEPs
 - Monitoring and evaluation of policies and strategies, development of monitoring indicators
 - Actions taken by the RPOs and RFOs at institutional level
 - Attitudes toward gender equality at societal level – risk of backlash and resistances

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ROLE OF MEMBER STATES

- Political ownership
 - Council Conclusions
 - Presidencies of the EU: ERA high on the agenda
 - 2021 - PT, SI, 2022 - FR, CZ, 2023 - SE, ES
- Revision of the ERA advisory structure
 - Ensure that gender equality remains an independent area
 - Importance of maintaining the gender dimension on the agenda (not only HR related aspects)
 - Revision of the monitoring mechanism
- National level
 - European structural and investment funds, specifically
 - European Social Fund
 - European Regional Development Fund
 - MLW planned for early 2021 in WP 5
 - National support structures for institutional capacity building

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THE CASE OF THE CZECH REPUBLIC

- **Centre for Gender and Science** – established in 2001, with continued support from the Ministry of Education
 - Policy support to the state administration and RFOs
 - NCP for gender issues in Framework Programmes
 - Czech Community for Change
 - Established in 2015 by the Centre for Gender and Science at ISAS
 - Today brings together over 150 people – HR managers, administrators, researchers
 - Types of support
 - Gender NCP – trainings on gender in H2020
 - Consultations and advisory activities
 - Trainings – training modules available in Czech online
 - Mutual learning workshops and exchange of experience
 - Tailored trainings at institutions
 - Support and partner search in preparation of EU projects
 - Awareness raising across the RPOs in the country

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THE CASE OF THE CZECH REPUBLIC

- Operational Programme Science, Research, Education (OP RDE, 2014–2020)
 - Priority axis 2: Development of universities and human resources for research and development

“Supporting a balanced professional development of female and male researchers in line with the cultural and institutional change approach for promoting gender equality⁵⁸ (supporting re-inclusion of researchers into research activities after a period of absence due to maternity/parental leave, projects focused on higher attractiveness of natural and technical sciences for female students).”

⁵⁸ The cultural and institutional (or structural) change approach was adopted as an instrument for promoting gender equality in Resolution of the Competitiveness Council of 28.5.2010.

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THANK YOU!

Marcela Linkova

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 @marcela_linkova

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8 Experiences with compulsory GEPs

After Marcela Linková's presentation, Helga Posset introduced the three speakers, who then reported on experiences with compulsory GEPs in their countries. **Ross Woods** is a member of the Centre of Excellence for Equality, Diversity and Inclusion in the Higher Education Authority of Ireland. **Zulema Altamirano** is Senior Officer at the Cabinet of the Minister of Science & Innovation (Director Women & Science Unit) in Spain and **Roberta Schaller-Steidl** is head of the department Equality and Diversity Management within the Austrian Federal Ministry of Education, Science and Research.

8.1 Experiences from Ireland

Ross Wood started his presentation by referring to the two key policy documents in Ireland: *HEA National Review of Gender Equality in the Irish Higher Education Institutions* and *Gender Action Plan 2018-2020*.

In 2016, an expert group recommended that higher education institutions (HEI) draw up Gender Action Plans. Furthermore, the **Athena SWAN** Charter is the main driver in GEP development. If an Irish institution does not have a GEP implemented, it won't get an Athena SWAN **accreditation**. Hence, no researcher in that institution will be able to get **public funding**.

Athena SWAN is actually more than a charter, it is an entire development system. In his opinion, national guidelines for GEPs are not a good idea as each organisation is at different level. It could just be a box-ticking exercise if organisations just copy the national guidelines. In any case, the management level is just as important as the **self-assessment** of gender equality. He recommends that Horizon Europe does not only look if a GEP exists, but also if it meets certain criteria. The **monitoring** of the GEPs should be investigated more closely. In Ireland, GEP monitoring is carried out under the Athena SWAN process. Hence, GEPs are analysed and feedback is given.

In the discussion Ross Wood was asked about **resistances** against the Charter in the beginning and if the GEPs were related to the Irish NAP. Ross Wood answered that there was not so much resistance in the beginning but it came as more institutions were engaged and saw how much work is required. The HEA built a lot of capacity in the system and has been trying not to centralise capacity but to **decentralise knowledge**. Regarding the second question, Ross Woods thinks that there isn't a lot of overlap because the NAP is mostly focused on students and Athena SWAN is mostly focused on HEI staff.

Another question focused on the evaluation of the GEPs in the Athena SWAN process, if qualitative indicators are used and if there is a constructive dialogue with institutions. Ross Woods answered that the GEPs in Athena SWAN used SMART-methodology. There are different levels of actions and the review process in Athena SWAN is comprehensive, not just checking if recommendations are taken up. If the reviewers see in the monitoring part that there is no gender balance in senior leadership, for example, they would raise the issue.

Supporting the Development and Implementation of GEPs –the Irish Experience

Dr Ross Woods
Centre of Excellence for Gender Equality
Higher Education Authority, Ireland

HEA | HIGHER EDUCATION AUTHORITY
AN tÚDARÁS um ARD-OIDEACHAS

GEPs in Ireland

Overview

1. Centre of Excellence for Equality, Diversity and Inclusion
2. National Framework for Gender Equality
3. National Recommendations
4. Developing GEPs – Athena SWAN
5. Monitoring GEPs

Centre of Excellence for Equality, Diversity and Inclusion

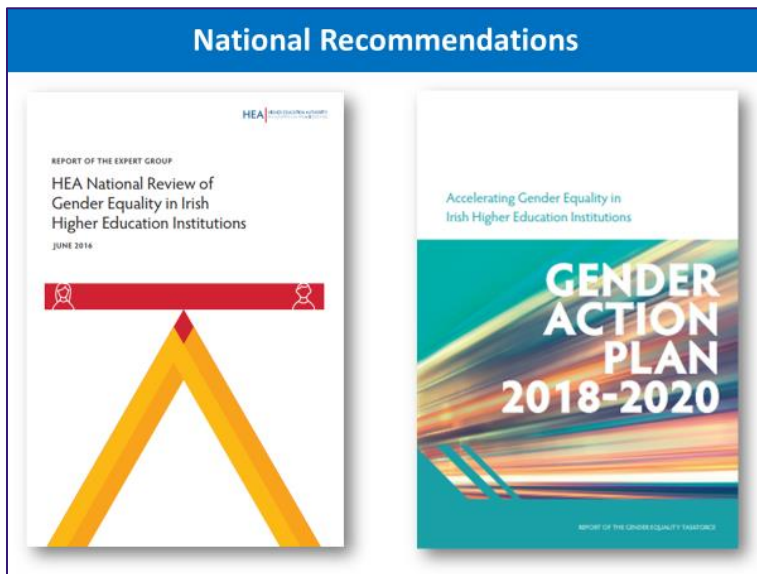
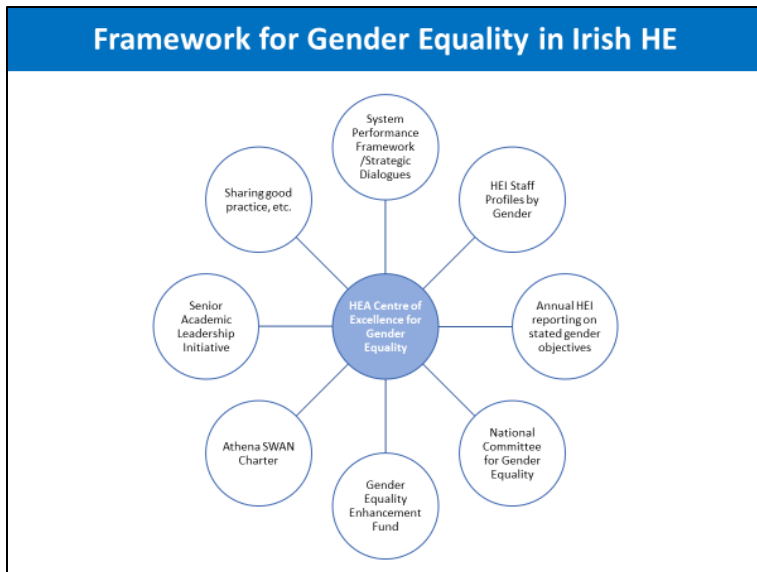
Established (as Centre of Excellence for Gender Equality) in June 2019 as part of the National Gender Action Plan 2018-2020

WHY?

To ensure sustainable acceleration towards gender equality in Irish HEIs and advise the Minister of higher education and his department on progress, new developments and measures which may be required in future for Ireland

HOW?

- by providing centralised support for the institutions, sharing of good practice, and funding for innovative organisational and cultural change initiatives nationally
- enabling joint initiatives and co-operation between HEIs
- developing a better understanding of the impact of interventions taken and determining the areas of future focus



National Recommendations re: GEPs

HEIS SHOWING LEADERSHIP – INSTITUTIONAL GENDER ACTION PLANS		
HEA Expert Group Objective	HEA Expert Group Recommendation	Actions recommended by Gender Equality Taskforce
<p>To ensure a roadmap for attainment of gender equality is developed in each institution.</p>	<p>1.21 Each HEI will develop and implement a gender action plan (including goals, actions and targets), which will be integrated into the institution's strategic plan and into the HEI's compacts with the HEA.</p>	<p>To accelerate gender balance, all HEIs shall set ambitious short, medium and long-term targets (1, 3 and 5 years) for the proportion of people at each gender which it aims to have at senior levels of academic and profession, management and support staff across the institution</p> <p>All HEIs shall set ambitious short, medium and long-term goals and actions at institutional level in order to progress gender equality</p> <p>All HEIs shall submit their institutional gender action plan to the HEA and provide annual progress updates</p> <p>It is envisaged that the institutional gender action plan will be implemented through discipline/business unit gender action plans</p>


National Recommendations re: GEPs		
ATHENA SWAN CHARTER IN IRELAND		
HEA Expert Group Objective	HEA Expert Group Recommendation	Actions recommended by Gender Equality Taskforce
To support and recognise the embedding of gender equality across all aspects of the work of HEIs.	<p>1.22 HEIs will apply for and achieve an Athena SWAN institutional award within three years.</p> <p>TUs will apply for and achieve an Athena Swan award within three years of being formally established</p>	<p>HEIs shall apply for an institutional Bronze award by 2019</p> <p>HEIs should retain their Bronze award until such time as they obtain a Silver award</p> <p>IoTs working towards TU status will be required to show evidence to the HEA, annually through their institutional gender equality action plans, that they are working together to build gender equality into their merger process</p> <p>Once a TU has been established, it shall be required to achieve a TU Bronze award within three years</p>

Developing GEPs

- Initially, Irish HEIs developed GEPs as part of EU networks, e.g.
 - GENOVATE
<https://www.ucc.ie/en/iss21/genovate/resources/geap/>
 - INTEGER programme:
<https://www.tcd.ie/tcgel/international-projects/integer.php>
- National framework now places Athena SWAN as the key driver in GEP development

Athena SWAN Charter in Ireland

- Since 2014, offered to Irish HEIs as a shared service
- Pilot run 2014-2017
- 27 eligible institutions, 14 hold Bronze awards
- Significant increase in HEI engagement with Athena SWAN Charter since 2018 and Irish success rates high
- Athena SWAN embedded firmly in the Irish sector and a key initiative in terms of driving gender equality
- Importantly, part of broader policy context
- Irish HEIs are firmly invested in this process, especially as accreditation is now linked to research funding
- Overall, staff feedback is positive



Evaluation 2017-2019: Online Survey

- Responses representative of those engaged with Athena SWAN applications
- 94% of respondents thought Athena SWAN helps to raise awareness of Gender Equality issues in Irish HEIs
- Positive feedback on Advance HE service
- Overall, open text feedback positive
- Issues raised included lack of internal resources and availability of benchmarkable data
- Adaptation to Irish context: Irish-based programme manager, Irish panellists



Developing GEPS

- Advance HE support for GEP development is in context of wider national framework
- Advance HE work with and support HEIs in developing GEPs through training (webinars, workshops), and through written feedback via the panel assessment process
- Senior leadership buy in imperative
- Self-assessment of gender equality is essential to ensure that the GEP is relevant to organisation
- Key that GEPs are developed in line with needs of RPOs
- Basing GEPs on national standards can lead to box-ticking; context differs from RPO to RPO
- Availability of gender-disaggregated national benchmarking data is very important

Monitoring GEPS

- The HEA fund Athena SWAN nationally as a shared service
- All publicly funded HEIs are eligible
- Athena SWAN accreditation is now linked to research funding eligibility
- HEA monitor implementation of national recommendations (included in GEPs) but do not monitor GEPs themselves (would be resource intensive)
- GEP "monitoring" is incorporated in Athena SWAN process and GEPs are assessed thoroughly by panels
- One gap are non-HEI RPOs

Work at Institutional Level

Lots of work has been done by Irish HEIs:

- Gender Action Plans in place
- Vice-Presidents/Directors EDI appointed
- Gender balance on Governing Body, Academic Council, Executive Management Teams
- Athena SWAN bronze attained by 14 of 27 HEIs and 42 departments

Work at Institutional Level

Good practice examples noted in Athena SWAN Awards:

- Research grants for returning academic carers (institution)
- Redevelopment of online equality and diversity training to incorporate a new focus on intersectionality (institution)
- One-to-one coaching for head of School and School Manager on how to manage maternity and paternity leave (department)
- Introduction of diversity training for all first-year undergraduates as part of their orientation (department)
- Communications campaign to increase visibility of female role models through web and print media (institution)
- Collection of data on workload model to ascertain if there is a gender difference in workload distribution (department)

8.2 Experiences from Spain

The second presentation on experiences with compulsory GEPs was given by **Zulema Altamirano**. There are two different legal bases in Spain. One is aimed at universities and the other at RPOs. It is not mandatory for universities to implement a GEP but for RPOs it is required and an annual follow-up must be carried out. Although it is not mandatory, 96% percent of universities have a GEP. All RPOs have a GEP and most of them include measures on work-life balance like kindergartens, among others. In terms of universities, the public universities do a little better than the private universities. In terms of RPOs, every institution has implemented a GEP, but only 87.5% have a current plan. The others have a plan whose validity has been extended without continuing monitoring or updating the plan.

In the future, every two months a meeting with PROs and the Women and Science Unit will take place to discuss minimum standards, common agreements, key areas for GEP and specific content related issues. The Unit advises them and provides support. The Unit is also developing a platform on the internet for monitoring the GEPs and to provide some data in a standardised way. Spain considers designing a directive on gender equality in R&I based on the Athena SWAN model.

Zulema Altamirano thinks that top-down commitment might be more effective than bottom-up and that the most important pillar is a constructive dialogue.

Commenting on the presentation, Ross Woods mentioned that in Ireland, the Advance HE handles a constructive dialogue with institutions on GEPs like supporting them and helping them to move forward. This means that Wood's Centre remains at a distance and can maintain a more regulatory role. Zulema Altamirano thanked for the hint. For her this was an important point to be considered in implementation.


Zulema Altamirano
Ministry on Science and Innovation
Women and Science Unit

**GENDER
ACTION**

Experiences with compulsory GEPs from Spain

Mutual Learning Workshop on Monitoring ERA
Priority 4

24 / 11 / 2020



Legislation on GEPs in R&I

- **Universities:**
 - They is no specific legal binding but art. 45 of Spanish Organic Law, 3/2007 refers to GEP in organisations.
- **RPOs:**
 - The Spanish Law on Science, Technology and Innovation (2011) requires RPOs to implement GEPs and an annual follow-up

General Assembly

UN

Status of GEPs (Científicas en Cifras, 2017)

- **In Universities:**
 - 96% of public universities and 83% of private universities had a GEP in place
 - Most universities included measures on work-life balance and protocols for sexual harassment

- **In Research public organisms (RPOs):**
 - All research public organisms had a GEP in place
 - Most research public organisms included measures on work-life balance and in the selection process and career progression

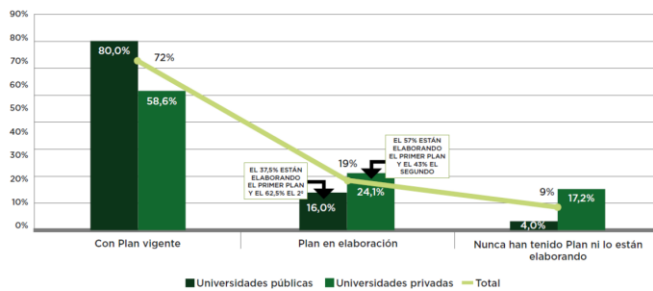
General Assembly



Status of GEPs (Científicas en Cifras, 2017)

Universidades públicas y privadas españolas

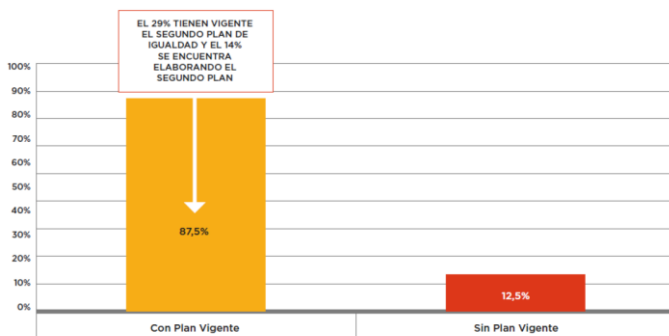
Gráfico 2.18
Planes de Igualdad de género en universidades españolas según titularidad de la universidad y estado del Plan, 2017



Status of GEPs (Científicas en Cifras, 2017)

Datos de los Organismos Públicos de Investigación en España

Gráfico 3.19
Planes de Igualdad de Género en Organismos Públicos de Investigación (OPIs), según el estado del Plan, 2017



Implementation & support

- **In Universities:**
 - There are GE Units in most of Spanish universities that design and develop the GEPs
 - There is annual assembly of the Spanish network of Gender Equality Units at universities
- **In Research public organisms (RPOs):**
 - There is annual monitoring according to the law
 - The coordination of their gender equality policies by the Women and Science Unit

General Assembly



Monitoring and indicators

- **In Universities and Research public organisms (RPOs):**
 - **The next Cientificas en Cifras 2021** will collect data on:
 - Type of GE structures
 - Number of GEPs in place
 - **Fields of action of the GEPs**
 - Training on GE / IGAR
 - Protocols on sexual harassment
 - Work-life balance
 - Communication and sensitization
 - Selection procedures and career progression
 - Gender balance in decision-making
 - Among others



Conclusions

- **There is a gap between universities and RPOs regarding the implementation of GEPs**
 - Some research public organisms have extended the validity of the GEPs several years;
 - data is not updated in several cases;
 - implementation of measures is not monitored within RPOs
 - Lack of resources for GE
- **There is also a gap among different universities**, some of them with resources and long tradition on GE
- **These gaps are related to the existence of sustainable and professional GE structures in the organizations and the support of the leadership level**
- **Capacity-building on intersectionality is needed to design inclusive GEPs in universities and RPOs**



Plans for the future (1)

- **The design of a distinctive on Gender Equality in R&I for universities and research public organisms, that will ensure:**
 - GEPs as a driver of structural change in the organizations
 - A common framework on objectives and fields of action for GEPs
 - **A constructive dialogue with applicants and beneficiaries in order to support them in the advancement of GE**
 - Exchange of good practices among applicants and beneficiaries

UN

Plans for the future (2)

- **A support structure for Spanish organizations that apply to Horizon Europe and need policy/technical advice on the GEP**
 - Coordinated by the UMyC with the support from FECYT
- **The Women and Science Unit has provided technical support to the State Research Agency in the design of their upcoming I GEP for the funding activities**
 - UMyC will continue providing technical support in the implementation and monitoring

UN

8.3 Experiences from Austria

The last presentation was given by Roberta Schaller-Steidl who talked about the Austrian experience with compulsory GEPs.

In Austria, there exists a Federal Women's Promotion Plan since 1995. The Federal Treatment Act contains both the obligation to promote women and the prohibition of discrimination against women. In 2004 the first Women's Promotion Plan (WPP) for universities was adopted. In 2009, the equal treatment conditions were expanded to include the categories of ethnicity, religion, ideology, age and sexual orientation. Since 2015, universities have to implement a Gender Equality Plan in addition to existing WPP regulations for compatibility and the above-mentioned discriminating criteria. Some universities have an integrated GEP where they address women's promotion and other dimensions.

Each GEP should have an appendix of sex disaggregated data, so that the progress can be measured regularly. In future, **GEPs** and **progress achieved** should be part of the **institutional quality assurance system** to increase the impact for institutions, financed by the Ministry.

In 2020, all universities have implemented a WWP and 86.4% have implemented a GEP, the remaining three universities are working on theirs.


Roberta Schaller-Steidl – BMBWF
Austria

GENDER ACTION

Experiences with compulsory GEPs Austria

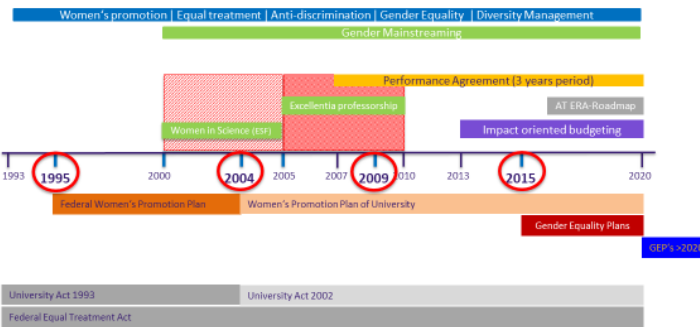
3rd Mutual Learning Workshop, Vienna

November 24, 2020



Gender Equality Instruments

2 / 12



Timeline of Gender Equality Instruments:

- 1993: University Act 1993
- 1995: Federal Women's Promotion Plan
- 2000: University Act 2002
- 2004: Women's Promotion Plan of University, Women in Science (ESF)
- 2009: Excellencia professorship, Performance Agreement (1 years period)
- 2010: AT ERA-Roadmap
- 2013: Impact oriented budgeting
- 2015: Gender Equality Plans
- 2020: WFP's 2020

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Gender Equality Instruments 3 / 12

1995 First Federal Women's Promotion Plan

Federal Equal Treatment Act:

- Women's promotion obligation
- Prohibition of discrimination against women

↓

- **Working Group** on Equal Treatment (BMBWF/ universities)
- Federal **Women's Promotion Plan** as an implementing regulation

↓

Priority issues of WPP:

- o Personnel recruitment
- o Promotion of women
- o Gender in research and teaching
- o Career models
- o Training
- o Further education
- o Sexual harassment

University Act

- Equal Treatment Requirements:
 - Equal Opportunity Party
 - Legal protecting system

UN

Gender Equality Instruments 4 / 12

2004 University Act 2004

Period of legal change towards full legal capacity for public universities (>2000):

Sustainable initiatives by the Ministry:

↓

- Gender Mainstreaming Project **University Act 2002** → recommendations
 - o Legal standards for Gender Equality (e.g. Application Federal Equal Treatment Act)
 - o Strengthening structures

↓

Unit to coordinate

- o Gender Equality
- o Women's Promotion
- o Gender Studies

↓

ESF-Program Women in Science (2000-2005)

- Infrastructures for Gender Equality
 - Coordination unit at several universities
 - Service centers for compatibility
 - Mentoring programs
 - PhD-programs
 - Career programs

University Women's Promotion Plan

Financial support for development of a WPP-Model as minimum standard for modification

UN

Gender Equality Instruments 5 / 12

2009 University Act Amendment

Extensions of the equal treatment dimensions:

- Ethnicity, religion, ideology, age, sexual orientation
- 40%-Female target quota for university bodies

>2005 –2010: **excellencia program**

Support to increase number and percentage of female professors by the Federal Ministry

↓

Connected to the 1st Performance Agreement Period (2007-2009)

UN

Gender Equality Instruments 6 / 12

2015

Gender Equality Plan

Part of the **statutes** and in addition to existing WPP regulations for

- Compatibility and
- Further discrimination criteria: Ethnicity, religion, ideology, age, sexual orientation
- Sexual harassment

50% female target quota for university bodies

>2013: Federal Budget Act – **impact oriented budgeting** based on **objectives**

One out of five: **Gender Equality**

Financial support for development of a GEP-Model as minimum standard for modification

Increasing the percentage of women in professorship positions, career positions and academic boards

Structure of integrated GEP 7 / 12

Example: Medical University of Vienna

- Preamble general provisions
- Research
- Teaching
- Gender studies
- Students
- **Staff and organizational development**: development plan, recruitment process, career planning
- Work environment protections and dignity in workplace
- **Infrastructure**, tasks for institutions for equality, advancement of women and gender studies
- Budget and incentive systems
- Implementation
- Final provisions

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Conclusions for development, AT 8 / 12

- **Inclusive GEP – deadline for development**
 - Women’s promotion and other dimensions
- **GEP linked to Acts and to relevant instruments**
 - e.g. development plan, performance agreement
- **GEP + appendix of sex disaggregated data**
 - Progress regularly measured
- **GEP – part of the quality assurance systems**
 - Reflected on, further developed and published regularly

3rd Mutual Learning Workshop, Vienna

Conclusions for development, AT ^{9 / 12}

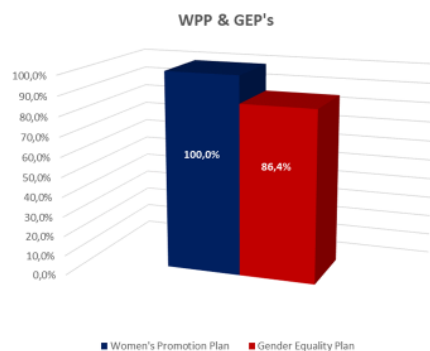
- **Funds for developing and implementing a GEP-model of minimum standards and modifications**
 - (e.g. Universities of Applied Sciences, research institutes)
- **Sustainable structures, administrative support for professionalization of gender equality issues**
 - coordination of gender equality issues, capacity-building activities between higher education and research- and funding institutions, annual advanced training

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Implementation status universities, 2020

10 / 12



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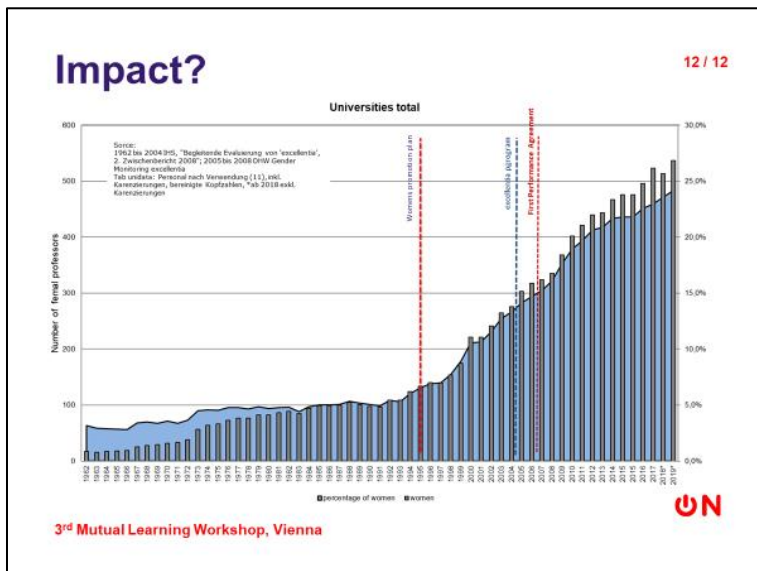


Status of HEI and Research Institutes 11 / 12

- **Colleges of teacher education**
 - WPP and GEP as a legal obligation (PH-Act)
- **Universities of applied sciences**
 - Legal obligation since 2020 Act amendment (FHG)
- **Austrian Academy of Sciences**
 - GEP is part of the performance agreement
- **Institute of Science and Technology Austria**
 - No legal requirement

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3rd Mutual Learning Workshop, Vienna



Heidi Holt Zachariassen thanked all speakers for their valuable input regarding the support of HEIs in developing and implementing GEPs. She will keep that in mind when preparing the discussion about the role KIF will take in supporting HEIs in Norway meeting national and European requirements for GEPs. She also shared an article on the **Norwegian situation** listing the tools they have in place and KIF’s recommendations to Norwegian HEIs: <http://kifinfo.no/en/2020/11/eu-demands-gender-equality-plan-granting-funds>

9 Group discussion “Preconditions and support for compulsory GEPs at national level”

As on the first day, a moderated discussion in three groups took place. Participants were assigned to the same groups.

The groups discussed the following questions:

- How could the administration in your country support universities and RPOs in GEP development?

- How should a supporting structure for universities and RPOs at national level look like?
- What is needed from administrations' side to provide that support?

9.1 Discussion Group 1

The Group started discussing if specifications (like building blocks) from the EC would be helpful as well as a linkage to Horizon Europe would be helpful for GEP development. In the group, there was one representative of the Austrian Universities of Applied Science. Since this year Austrian Universities for Applied Science are also obliged to implement GEPs. They are now faced with the challenge of considering what should be included in the GEP. A preamble will be drawn up at the next meeting, but she thinks it does not make sense for all universities to simply adopt this preamble and not adapt it to their institution, this would be quite unreflected. For her, building blocks are more of a danger than a support structure. Everyone agrees that it is absolutely necessary that the **GEP must fit the institution** and that the organisation itself must adopt the GEPs as its own. However, in Switzerland they had 7 building blocks and they helped, especially the small institutions with few resources. At least 4 of the building blocks had to be included in the plan which also gave the universities some flexibility.

A member of an Austrian RFO pointed out the tension between individual researchers in an institution and the institution as a whole. The researchers are more affected when they cannot submit because the institution has no GEP and this is mandatory for submission. For researchers it would be helpful to know where to get support to prepare their institutions. This is the case for all public bodies, research organisations and higher education institutions. However, one member of the group thinks that only if GEPs are mandatory, something is done. It is recommended that RFOs look at the quality of the GEPs too because it is not sufficient to check whether the institutions have GEPs or not, but also to check progress.

It seems to be obvious that there have to be some **guidelines** for the GEPs as well as **monitoring**. This could be an administration job to monitor the data to have comparable figures. It would make sense to include gender equality and the GEPs in **quality assurance**.

The group agreed that the GEPs must not be a static document but a **dynamic instrument**. It can only achieve its full potential if it is part of regular discussions of the state of gender equality. As a consequence, expertise is changing (e.g. non-binarity) and that's why updates should always be possible. The group agreed that GEPs have to be flexible.

What is needed is **money** and **expertise**, the organisations should not be left alone in this process. It is also a window of opportunity to bring the topic of gender equality into the institutions. Furthermore, this dialogue could also be expanded to the national level through networking and information events.

9.2 Discussion Group 2

The second group also agreed that a "one-fits-all" model of GEPs is not adequate but institutions have to develop a targeted document. It is important that implementing a GEP does not mean box-ticking only. Institutional work on GEPs needs to be **structured** and coordinated. The work on gender equality could be coordinated with other institutions which apply gender equality policies. GEPs should be seen as a tool for **institutional change**. If this is the goal, support from top management is required and resistances must be addressed openly. It would also make sense for the monitoring to take place in an **inclusive process** with various stakeholders, for example, with internal and external gender experts.

Research organisations should be supported when developing their GEP. **Role models** or **mutual learning** from other organizations like ministries, universities, RPOs, etc. would be helpful as well as the implementation of gender criteria in **funding** processes.

The group also agreed that **monitoring** is essential and that expertise for data gathering at institutional level has to be strengthened. Each GEP should be based on an empirical analysis of the status quo.

The question remains what happens with universities that do not apply for EU funds and therefore do not have to implement a GEP.

The representative from Argentina thought that a top-down approach would not work in her country as this would create lots of resistance. In Argentina a **participatory approach** would be more helpful in creating ownership for gender equality.

9.3 Discussion Group 3

In this group there were representatives from Norway, Spain, Austria, Belgium and the Czech Republic. The first three have already some structures in place. However, the contexts and backgrounds are quite different.

The group talked about the need of having a **capacity** at the ministerial level or in the supporting structures to support the development of GEPs in the institutions. For countries like Norway, where currently funding is not linked to any gender criteria, Horizon Europe will make a huge difference and a stronger support structure will be needed like trainings, consultations, workshops, meetings with gender advisors on GEP design, etc.

Even in Norway, Spain and Austria there is a data gap concerning information about GEPs and their content. It is seen as relevant that the development and implementation of the GEPs is **monitored**.

It will be necessary to clearly communicate to the institutions that it will be necessary to **invest** in GEPs in the long term because they have to be revised and updated again and again. It is not done with a one-time investment. Only if this is ensured, GEP can make a sustainable contribution to institutional change. It should also be communicated that not all of the necessary resources may be externally funded (e.g. from the EC or MSs). There has to be a contribution from the institution.

Like the second group, the third group also talked about RPOs that are not active or successful in EU-funding or Horizon Europe-funding. How to deal with these organisations?

Another question that came up is how to ensure that the GEP meets certain **quality criteria** and whether there should be sanctions if the plan doesn't meet the expectation. **Sanctions** would make clear that this is a serious issue.

10 Closing words

At the end of the 2nd day, Helga Posset summarises the 3rd Mutual Learning Workshop. For her, the most important issues were that there cannot be "one-size-fit-all" GEPs but that there are some aspects that need to be addressed in every GEP. Also important are the need for funding and that there is some kind of a coordinated and structured process.

She thanked Marcela Linková, the coordinator of GENDERACTION project, all the speakers, the facilitators, the ones that prepared the summaries in the background, Roberta Schaller-Steidl and Raffaella Ebersteiner who was responsible for the technical support.

Marcela Linková thanked Roberta Schaller-Steidl and Angela Wroblewski for organising the workshop. In her eyes it was a success. She thanked all speakers and also Helga Posset for moderating the workshop. She also announced that there will be a report on the workshop. She is confident that the GEPs will be up for discussion at the final GENDERACTION conference. The results of this workshop will support the political discussion there.

The results of the workshop will feed the final report of WP3 (Monitoring NAP priority 4 implementation) and will provide an input for the SWG GRI Task Force on GEPs.