# GENDER-NET Plus

# National and regional plans and initiatives promoting gender equality and structural change

# Deliverable D.6.1



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# Table of content

# EXECUTIVE SUMMARY

The focus of this report is national and regional initiatives promoting gender equality in research institutions through structural change. The report has been developed by the Research Council of Norway under WP6 *Further joint activities* of the GENDER-NET Plus consortium. The report aims to present an updated compendium on best practice examples from the research funders involved in the consortium, as provided by the former ERA-NET GENDER-NET in 2015, but also to offer new insights and new examples.The aim has not been to describe absolutely all existing initiatives but to identify pro-active and innovative initiatives that can serve as a basis for recommendations for transnational activities. Partners in the GENDER-NET Plus consortium share a common commitment to the promotion of gender equality in research, and are regarded as key players at European and international levels. Hence, the scope has been limited to GENDER-NET Plus consortium partners, who were asked to report on selected initiatives in their country. The present report presents a set of recommendations for the European Commission and research funders.

# 1. Introduction

Gender equality has been a cross-cutting issue in Horizon 2020 with three objectives: gender balance in decision-making, gender balance and equal opportunities in project teams at all levels, and the gender dimension in research and innovation content. This report focuses on the first two objectives, while another report in GENDER-NET Plus (D6.2) focuses on the gender dimension in the content of research.

The research was undertaken as part of the GENDER-NET Plus ERA-NET Cofund project (2017–2022). The report summarises national and regional initiatives undertaken in project participants' countries to stimulate gender equality in the research ecosystem and to enact structural change towards gender equality in research institutions.

This report is an update of a report produced by the GENDER-NET ERA-NET project in 2015. The Cofund partners differ somewhat from the partners and observers whose initiatives formed the basis of the 2015 report. The aim of this report is therefore to summarise national and regional initiatives reported by the partners who did not participate in the previous assessment and to provide relevant updates from the other partners.

This updated comparative analytical report follows the same structure and covers the same themes as the 2015 GENDER-NET Analysis Report: national plans and initiatives promoting gender equality and structural change. The same methodological approach has been used to gather and analyse information. This implies that the report concentrates on gender equality and how to improve and strengthen women's career opportunities in academia.

## 1.1 ERA-NET Cofund

| Country | Research Funding Organization | G-NET partner | G-NET+ partner |
|---|---|---|---|
| Austria | FWF - Austrian Science Fund * | | ✓ |
| Belgium | F.R.S.-FNRS - Fund for Scientific Research ** | ✓ | ✓ |
| Canada | NSERC – Natural Sciences and Engineering Research Council * | | ✓ |
| Canada | CIHR – Canadian Institutes of Health Research ** | ✓ | ✓ |
| Cyprus | RIF – Research and Innovation Foundation ** | ✓ | ✓ |
| Czech Republic | TA CR Technology Agency of the Czech Republic * | | ✓ |
| Estonia | ETAg – Estonian Research Council * | | ✓ |
| France | ANR – French National Research Agency * | | ✓ |
| France | CNRS – National Center for Scientific Research ** | ✓ | ✓ |
| France | MESRI – French Ministry for Higher Education * | ✓ | |
| Germany | DFG – German Research Foundation * | ✓ | |
| Germany | DCND – Dual Career Network Company * | ✓ | |
| Ireland | HEA – IRC Irish Research Council ** | ✓ | ✓ |
| Israel | MOST - Ministry of Science, Technology and Space * | ✓ | ✓ |
| Italy | MOH-IT – Ministero della Salute * | | ✓ |
| Norway | RCN – Research Council of Norway ** | ✓ | ✓ |
| Slovenia | MESS – Ministry of Education, Science and Sport * | ✓ | |
| Spain | MINECO (AEI/MICINN) –Ministerio de Economia y Competitividad ** | ✓ | ✓ |
| Spain | FBLC – Fundación Bancaria la Caixa * | | ✓ |
| Sweden | SRC - Swedish Research Council * | | ✓ |
| Switzerland | WBF – Department for Economy, Education and Research of the Swiss Confederation /State Secretariat for Education, Research and Innovation * | ✓ | |
| UK | ECU – Equality Challenge Unit * | ✓ | |
| USA | NAS – National Academy of Sciences * | ✓ | |

**\* Participated to 2015 report**

**\* Participated to current report**

## 1.2 Aiming for structural change

According to the 2011 European Commission report entitled *Structural change in research institutions: Enhancing excellence, gender equality and efficiency in research and innovation* (European Commission 2011), structural change is defined as a change in institutions in terms of the representation and retention of women at all levels of their research careers.

The preconditions for and essential elements of structural change are:

- the creation of an evidence base, e.g. through gender-disaggregated data on recruitment, retention, promotion, pay, and committee representation; gender impact assessments; and staff surveys;
- the augmentation of top-level support; and
- the development of management practices that recognise and aim to mitigate or overcome gender barriers.

Structural change means

- rendering decision-making practices more transparent;
- removing unconscious bias from institutional practices;
- promoting excellence through diversity;
- improving research by integrating a gender perspective; and
- modernising human resources management and the work environment.

The focus of this report is not limited to structural change in research institutions. It also includes research funding bodies, ministries and other national policy organisations. As in the 2015 report, we examine connections between the national and institutional levels with a view to mutual learning. This report considers whether the initiatives can contribute to structural change and identifies successful elements that could be recommended for transnational implementation. The purpose of this report is to give examples of best practice rather than an exhaustive overview of all measures.

As in the previous report, this report covers and is organised according to the following themes: decision-making structures and procedures; anchoring gender equality issues at leadership level; recruitment, retention and advancement of women researchers (including leading positions); work environment, work-life balance and dual careers; and in-/outgoing mobility for women researchers.

## 1.3 Methodology

This report is based on a survey of national/regional initiatives that could be described as best practice from project participants. The aim is not to provide an exhaustive description of existing initiatives, but to identify proactive and innovative initiatives that could serve as a basis for recommendations for transnational activities. Partners of GENDER-NET Plus share a common commitment to the promotion of gender equality in research. Hence, they were asked to report on selected initiatives in their country. Partners whose initiatives were summarised in the 2015 report were only asked to report on relevant updates.

In February 2019, a template for assessment of national/regional initiatives was sent to all partners. Two examples of how to submit information were sent along with the template. The template and examples were similar to those sent to respondents for the 2015 report.

In the template, respondents were asked to describe each initiative, including its goals, how it is implemented, whether there are delineated criteria or indicators of its success, whether there has been any evaluation of its success, its main impact and any legislative, organisational or cultural aspects that will impact its transferability to other countries. The template for assessment is attached to this report (see Appendix 1).

Most partners provided their input by April 2019. Some additional and supplementary information was also gathered. A choice had to be made on which examples to include in the report in order to limit

the length of the text. Some measures are described in detail to provide a good understanding of concrete examples, while others are described more briefly.

It is important to recognise that the different measures described in this report are part of a larger package consisting of each country's national legislation and of more specific regulations and measures each country has in place for the research sector or even the overall public service. In addition, the countries have different cultures for, and understandings of, how to deal with regulations, legal frameworks and measures. Please bear in mind when reading this report that national measures targeting the research sector are always established within a particular national context.

In addition, the countries and partners vary in their approach to equality work. While some focus on enhancing equity and diversity in general and include woman as one of several underrepresented groups in their measures, others target gender equality challenges more specifically.

# 2. Decision-making structures and procedures at national level

## 2.1 Introduction

In this chapter, we describe different regulations (legislation, rules, routines and procedures) at the national level that can have a positive influence on women's research careers.

As stated in the 2015 report, the existence and comprehensiveness of such structures vary significantly among the assessed countries. All countries have legislation on gender equality and on higher education and research that provides a more general framework, which is a necessary basis for targeted initiatives and measures. In addition, the countries have reported on different kinds of regulations, legislation and frameworks that specifically address gender equality issues in the research sector. It is beyond the scope of this report to describe all the general legislation that can promote gender equality in the research sector, but we will provide examples of targeted measures introduced in legislation, as well as other regulations and frameworks.

We start this chapter with a description of legislation on gender equality. We then present national units dedicated to promoting gender equality in research, followed by national plans and strategies to promote gender equality and initiatives for collecting gender-disaggregated data and promoting gender budgeting. We conclude the chapter by describing national requirements for gender equality plans at the institutional level and requirements for gender equality officers, units and networks. Legislation on sexual harassment will be outlined in chapter 5, 'Improving work environment, work-life balance and dual careers.

## 2.2 Legislation on gender equality

The 2015 report gave examples of legislative measures to promote gender balance in the research sector from Norway, Spain and France. Below, we present updates and new developments from these three countries before we present legal initiatives from Italy and Austria, countries which did not take part in the first GENDER-NET assessment.

In **Norway**, some amendments have been made to legislation on gender equality. The *Gender Equality Act* and the *Anti-Discrimination Act* were consolidated into a single act, the *Equality and Anti-Discrimination Act*, as of 1 January 2018. The Norwegian government wanted equal protection against discrimination on any grounds and decided to consolidate all of Norway's anti-discrimination legislation.[1]

In **Spain**, the *Royal Decree-Law 3/2019 on urgent measures for research, technology, innovation and universities*[2] proposed by the Ministry of Science, Innovation and Universities, modifies the *Organic Law for Universities*. In particular, it requires that procedures for recruitment and evaluation of researchers at universities and national-level public research organisations guarantee that career breaks due to work-life balance situations do not negatively affect how researchers' merits and CVs are evaluated. The government will provide further regulation on how to apply this provision. The Spanish *Strategy of Science, Technology and Innovation* (STI) 2013-2020 included the gender perspective in STI policies as one of the five basic principles. The new Spanish Strategy of STI 2021-2027 insists on the need to integrate the gender perspective in order to guarantee the

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[1] More information on the Equality and Anti-Discrimination Act: https://lovdata.no/dokument/NLE/lov/2017-06-16-51

[2] More information on the Royal Legislative Decree 3/2019 (in Spanish): https://www.boe.es/diario_boe/txt.php?id=BOE-A-2019-1782

principle of gender equality through the whole STI system, being one of the four basic principles of the Strategy. The promotion of gender balance in attracting and retaining talent will be also part of the actions. The aim is to avoid the loss of human capital in the public and private sector due to gender imbalances and to enrich the creative process and research results through the integration of a gender perspective in the research and innovation content.

In **France**, there has been a reinforcement of the national agreement, *Memorandum of understanding on professional equality between women and men in the public service*, which also covers universities and institutions of higher education and research. The agreement was originally signed by the French government and all social partners (unions) in 2013. In 2018, it was updated and enhanced. The present agreement is based on an assessment of what has been achieved since 2013. It was decided to concentrate the measures based on five thematic pillars:

- anchoring gender equality at leadership level;
- allowing equal access to positions and professional responsibilities;
- removing inequalities between women and men in salaries and career paths in the French public service;
- improving work-life balance and measures for maternity and parenthood;
- preventing sexual violence against employees in their workplaces and fighting sexual and moral harassment and sexist behaviours.

The updated agreement consists of 30 actions to advance professional gender equality in the French public service, including and enhancing the original actions. For instance, it includes an obligation to sensitise human resources staff and all personnel to gender stereotypes, to use gender-inclusive language in recruitment campaigns, and to prepare a gender-disaggregated report on the results of each annual recruitment and promotion campaign. A set of 27 statistical indicators has also been defined. These gender-disaggregated indicators are included in the annual social reports of all public institutions and in the annual report on professional equality between women and men in the French public service. In addition, a monitoring committee composed of the agreement's signatories meets regularly to assess the implementation of the 30 actions. It met for the first time in January 2019.

On 18th June 2020, the Ministry for Higher Education also published a circular note about gender equality and the need for awareness on gender bias in the faculties' hiring committees.

The September 5th 2018 Law on professional future created a Professional equality index that applies compulsorily for any private company above 50 employees. Companies performing scores lower than 75/100 must implement corrective measures or pay a fee up to 1% of the overall salaries. The index includes 5 sections about the gender pay-gap, the gender gap among individual raises, the gender gap among promotions, the number of female employees promoted after returning from maternal leave, the gender gap among the 10 highest remunerations.

The August 6th 2019 Law for the transformation of the Public sector makes it mandatory for all public entities, including research funding and performing organisations, to draw up a 3-years gender equality plan before December 31st 2020. The plan has to include actions for evaluating and reducing the gender pay gap, guaranteeing an equal access to all ranks and positions, improving the work/life balance, and to prevent and treat gender based violence and sexism.

In the 2019 assessment, **Italy** has reported two legislative measures that specifically address gender equality issues in the sector. The *National Code of Equal Opportunities between Women and Men* is a general law, but has a strong focus on equal opportunities in employment and career opportunities. For instance, it guarantees protection of equal opportunities in the event of childbirth and caring responsibilities. The code was amended by a Legislative Decree in 2010, introducing new measures to enhance equality and combat discrimination in employment, remuneration and work. Each year, a target programme is announced by the National Committee for the Implementation of the Principles of Equal Treatment and Equality of Opportunity between Male and Female Workers. The programme describes projects and positive actions that the committee wants to promote and support.

The other important legislative measure in Italy is the *Directive of 23 May 2007 regarding measures to implement equality and equal opportunities between men and women in public administration* issued by the Presidency of the Council of Ministers, Department of Public Function.

The directive aims to promote and implement the principle of equal opportunities in public administrations, including universities and institutions of higher education and research, by removing explicit and implicit forms of discrimination as well as identifying and enhancing the skills of both male and female workers. It sets requirements for the institutions along six lines of action:

1. Elimination and prevention of discrimination in the institutions.
2. Adoption of three-year positive action plans, which are described in chapter 2.6.
3. Work organisation. This line of action contains requirements to facilitate work-life balance, which we describe in chapter 5.2, and requirements to enhance the skills of female workers.
4. Staff recruitment policies and management policies. Policies must address factors that hinder equal opportunities and promote the presence of female workers in top positions. This includes removing discriminatory aspects in the evaluation systems, incorporating equal opportunities principles in recruitment and promotion procedures, and rectifying any pay differences between men and women. Institutions must also adopt initiatives to increase gender balance in activities and positions where the gender gap is two thirds or more.
5. Equal opportunities committees, which are described in chapter 2.7.
6. Training and organisational culture. The organisational culture of the administrations should overcome stereotypes and adopt organisational models that respect and value both women and men. Training is highlighted as an essential lever in this regard (see chapters 3.3. and 4.3), as well as requirements for gender-segregated statistics and gender budgeting (see chapter 2.5).

All interventions must be based on analyses or self-assessment activities. Each year the personnel management, in collaboration with the equal opportunities committee, produces a summary report of the actions carried out the previous year and those planned for the following year.

**Austria's** *Universities Act* contains laws to promote gender equality in universities. For instance, the triennial performance agreements between the universities and the Ministry for Higher Education have to include measures to increase the number of women in leadership positions and provide targeted support for young female researchers. In 2009, a 40-per-cent quota for women was introduced for collegial bodies. The quota was raised to 50 per cent in 2015.

## 2.3 Dedicated national units

The 2015 report presented examples of dedicated national units within ministries (e.g. in France, Slovenia and Spain) that work to influence national policy on gender in research, promote gender

balance, monitor the research sector and report on the implementation and impact of laws and regulations. In addition, the report gave examples of independent national committees established outside ministries (e.g. in Norway and the United States) that function as advisory boards and watchdogs for both ministries and institutions. In our recent assessment, several new partners reported having national units. In addition, there were examples of new or evolved units from partners who participated in the 2015 assessment.

**Norway's** Committee for Gender Balance in Research, established by the Ministry of Education and Research in 2004, was described in detail in the 2015 report. We concluded that, through a variety of measures, such as an active website ([kifinfo.no](kifinfo.no)), visits to the leadership of research institutions (approx. four annual visits), consolidation of the institutions' gender equality plans, meetings with the Minister of Higher Education and Research and other important national stakeholders, production of various publications, and organisation of conferences and seminars, the committee has contributed to raising awareness and served as a driving force for initiatives at both national and institutional level. It is worth noting that, in 2014, its mandate was expanded to include ethnic diversity and to encompass diversity perspectives, including gender perspectives, in research. The committee is now called the Committee for Gender Balance and Diversity in Research. The committee's tools and activities have been adjusted and expanded in accordance with the new mandate.

Kilden genderresearch.no runs Kifinfo.no on commission from the Committee for Gender Balance and Diversity in Research. Kilden has been an affiliated unit of the Research Council of Norway for two decades, communicating gender research and related issues through an online [news magazine](news magazine).

Since the 2015 assessment, the Women and Sciences Committee has been created in the **French Community of Belgium** (FWB), formally established by decree in March 2016. The Women and Sciences Committee is hosted by the Research and Higher Education Academia and is composed of representatives from each FWB university as well as from the Fund for Scientific Research (FNRS), the Ministry of the French Community of Belgium, the General Directorate for Non-Compulsory Education and Scientific Research and from the General Directorate for Equal Opportunities. It meets twice a year in a plenary session but is also divided into five thematic working groups which meet regularly.

The committee aims to:

- provide advice on gender equality issues in academic and scientific domains;
- exchange information and good practices in gender equality in academic and scientific careers;
- facilitate the implementation of measures on gender equality mentioned in the *European Charter for Researchers* and in the *Code of Conduct for the Recruitment of Researchers*; and
- contribute to the work of the former Helsinki Group (now the ERAC Standing Working Group on Gender in Research and Innovation).

**Spain's** Women and Science Unit was presented in the 2015 report. In January 2019, one more Spanish national body was established: the Observatory Women, Science and Innovation. It is a top-level inter-ministerial body comprised of representatives from nine ministries and chaired by the Secretary of State for Universities, Research, Development and Innovation. The aim is to achieve effective gender equality between women and men participating at all levels and in all fields of science and innovation, as well as an adequate integration of gender analysis in the content of research and innovation programmes and projects. Its mandate includes monitoring, evaluation and proposal functions. The Observatory Women, Science and Innovation works in plenary sessions, where the appointed representatives from the different ministries must, at a minimum, hold the status of director general, and their alternates must, at a minimum, hold the status of deputy director. In addition, there are

working committees for specific topics in which other representatives from the involved ministries participate, together with other stakeholders and experts.[3]

In the **Czech Republic**, the Centre for Gender & Science was established at the Czech Academy of Sciences in 2001 to address gender equality issues in research.[4] The centre focuses on research, policy and practice. For instance, it:

- carries out research on gender equality in research;
- monitors the evolution of gender equality in Czech research over time;
- serves in expert groups and advisory bodies at the EU level and in the Czech Republic (e.g. to the Office of the Government, the Ministry of Education, Youth and Sports and the Czech Science Foundation);
- supports public research and higher education institutions to launch cultural and institutional changes for gender equality through gender equality plans;
- organises debates and raises awareness about gender issues;
- gives visibility to the achievements of women scientists' and contributes to organising the Milada Paulová Award (described in chapter 4.3);
- participates in international networks and projects and contributes to the development of science policies.

The Centre for Gender & Science also runs the Working Group for Change, a platform to build competence for implementing cultural, institutional and structural change in academia. It brings together people from research funding and research performing organisations, mainly by organising workshops for these groups. Through awareness raising, networking and experience sharing, the workshops aim to develop their competence and expertise to foster gender equality.

As a part of this activity, the Centre for Gender & Science provides individual consultancy and has published a manual. The manual provides practical instructions and recommendations on how to start systemic support for gender equality in research institutions, including useful tools, measures and examples of good practice.

In 2017, the **Canada Research Coordinating Committee** (CRCC) was mandated by the Minister of Science and Minister of Health to remove barriers faced by underrepresented and disadvantaged groups, including women, and ensure equitable access to granting agency programmes. The CRCC is a national committee that works to reinvigorate Canada's support for science to meet the current and future needs of the country's scientists, scholars and students. The committee was created to improve the coordination efforts of Canada's granting agencies. Its members are the presidents of the respective agencies along with the Deputy Minister of Health, the Deputy Minister of Innovation, Science and Industry and the Chief Science Advisor to the Prime Minister.[5]

The **Swedish Gender Equality Agency** was established in 2018 to contribute to effective implementation of Swedish gender equality policy. The agency is also responsible for two development programmes supporting Swedish higher education institutions and a large number of government

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3 More about the Observatory Women, Science and Innovation (in Spanish):
https://www.ciencia.gob.es/portal/site/MICINN/menuitem.edc7f2029a2be27d7010721001432ea0/?vgnextoid=1e987e63eb965710VgnVCM1000001d04140aRCRD&vgnextchannel=2f6909cd32604710VgnVCM1000001d04140aRCRD

4 More about the  Centre for Gender & Science: http://genderaveda.cz/en/about/
5 Read more about the Canadian Research Coordinating Committee: https://www.canada.ca/en/research-coordinating-committee.html

agencies in their gender mainstreaming work. These two gender mainstreaming programmes are described in chapter 4.2.

In addition, there are transnational initiatives such as the Global Research Council's Gender Working Group. The Global Research Council is a virtual organisation, comprised of the heads of science and engineering funding agencies from around the world, dedicated to promoting the sharing of data and best practices for high-quality collaboration among funding agencies worldwide. The Gender Working Group was formed in 2017 to contribute to the implementation of the *Statement of Principles and Actions: Promoting the Equality and Status of Women in Research* that was endorsed in 2016. Another example of a transnational initiative is the working group Science Europe had on gender and diversity.

In **Italy**, collective agreements have governed the establishment of equal opportunities committees (C.P.O.), as joint bodies for comparison and promotion of related initiatives.

## 2.4 National gender equality plans

In 2015, some, but not all, of the respondents reported having national strategies or plans either adopted by research funding organisations or by ministries to promote gender equality in research. We described initiatives from Switzerland, Spain, France, Norway and Ireland. In 2019, however, most of the assessed research funding organisations reported having that kind of framework in the form of action plans, strategies or policies. There were also a few more examples of such frameworks adopted at ministry level. We will present a few examples, beginning with initiatives in research funding organisations.

For instance, the **Austrian Science Fund** (FWF) has its own strategy and action plan for gender equality and diversity. The organisation works to achieve a balanced participation of women and men in FWF's decision-making bodies, its functions, its decision-making processes and in its research programmes – whether as applicants or principal investigators. They focus on, for instance, developing fair and transparent processes to avoid unconscious bias towards applicants. Another focus area is their work to enhance and expand career opportunities for women researchers through, for instance, career development programmes (described in chapter 4.3). Each year FWF publishes an analysis of application and success rates within its programmes and monitors trends in these rates. In 2010, FWF also adopted a set of standards for equal treatment. These standards comprise both FWF's external work (research funding and associated processes) and processes within the organisation (e.g. HR activities).[6]

**The French National Research Agency** (ANR) has developed a policy aimed to reduce inequalities between women and men and to take the sex and/or gender dimension into account in research projects. These two commitments are included in its *Work Programme* and its *Code of Ethics and Scientific Integrity*. To identify areas of action to reduce gender inequality, initial analyses of data from the 2014–2016 Generic Call for Proposals were conducted, breaking down the results by challenge and by funding instrument. ANR reports that it is a major concern to ensure that the gender issue does not constitute a bias in the evaluation of projects submitted to the various calls it launches. Therefore, its equality officer is in charge of implementing and conducting dedicated training programmes with the chairpersons and members of the scientific evaluation committees. Moreover, researchers who submit

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[6] More information on FGW's work for gender equality: https://www.fwf.ac.at/en/about-the-fwf/gender-issues/

project proposals to their calls are asked to indicate why, how and whether (or not) the sex and/or gender perspective is taken into account in their project, regardless of research area.

In addition, several communication and awareness-raising actions around these issues have been put in place. For instance, a conference day on 8 March 2018 highlighted five female researchers who coordinate ANR-funded projects. A video collection of female scientists' portraits was initiated in 2017 and completed in 2018 in order to promote women in science; these videos are available on the ANR's YouTube channel.[7] The agency also participated in Science Fair in early October 2019 and highlighted the issue of gender inequalities in higher education and research.

In **Canada**, the Natural Sciences and Engineering Research Council (NSERC), the Canadian Institutes of Health Research (CIHR) and the Social Sciences and Humanities Research Council (SSHRC) developed a *Tri-agency Equity, Diversity and Inclusion (EDI) Action Plan*[8] in 2018 to promote cultural change throughout the research community. The action plan outlines objectives, initiatives, indicators and targets for achieving EDI in three strategic pillars:

1. Fair access to research support. This includes training for staff, governance committee members and reviewers in Gender-based Analysis Plus (GBA+) and unconscious bias (described in chapter 3.3).
2. Equitable participation in the research system. This includes initiatives such as Dimensions and EDI Institutional Capacity-Building Grants (described in chapter 4.2).
3. Data for evidence-informed decision-making. This includes the Tri-agency Self-Identification Questionnaire, which is a mandatory questionnaire to collect self-identification information from applicants and reviewers on five equity dimensions: age, gender, Indigenous identity, visible minority identity and disability. The agencies plan to expand the questionnaire to governance advisory committee members.[9]

In addition, both NSERC and CIHR have reported having their own framework and strategies related to the *Tri-agency EDI Action Plan*. NSERC's Framework on EDI is an action plan outlining changes they are making to integrate EDI considerations into their policies, processes, indicators of research excellence and evaluation criteria, and to eliminate any systemic biases that could hinder equitable access to funding opportunities. Currently, an analysis of progress is undertaken annually, but NSERC will be designing a monitoring an evaluation plan.[10] CIHR's Equity Strategy was first released in the fall of 2016 to help identify and address potential inequities in CIHR's funding system. To ensure that efforts remain evidence-based and relevant, CIHR is updating its *Equity Strategy* to appropriately align with the *Tri-Agency Equity, Diversity and Inclusion (EDI) Action Plan* and CIHR's updated *Strategic Plan* (to be launched early 2021).[11]

The **Cyprus Research Promotion Foundation** (RPF) approved its first gender action plan in September 2018. It includes measures based on the following three pillars: human resource management, decision-making, and research content. The action plan was formulated in the context of the EU-funded project TARGET. In the course of TARGET, seven institutions will have their new action plan or

[7] Visit ANR's YouTube channel:
https://www.youtube.com/playlist?list=PLBGAVVGzrPkE9EB5xj443kKb18iWRKKBq
[8] More information on the Tri-agency EDI Action Plan: https://www.nserc-crsng.gc.ca/NSERC-CRSNG/EDI-EDI/Action-Plan_Plan-dAction_eng.asp
[9] More information on the self-identification questionnaire:
http://www.science.gc.ca/eic/site/063.nsf/eng/h_97615.html
[10] More information on NSERC's EDI framework: https://www.nserc-crsng.gc.ca/NSERC-CRSNG/EDI-EDI/Action-Plan_Plan-dAction_eng.asp
[11] More information on CIHR's EDI framework: http://cihr-irsc.gc.ca/e/50068.html

strategy implemented, monitored, self-assessed and evaluated.[12] At the time of our assessment, RPF was in the process of implementing measures. For instance, all its funding programmes and calls for proposals now include a gender-sensitive statement to encourage more women to submit proposals as coordinators, as well as explicitly stating that research teams should be gender-balanced as far as possible.

The **Estonian Research Council** (ETAg) reports that it is in the process of creating a gender equality plan. This is being done as part of the EU-funded project GEARING-Roles, which launched in January 2019. In GEARING-Roles, 10 European academic and non-academic partners have come together to design, implement, and evaluate six gender action plans.[13]

The **Irish Research Council's** (IRC) gender strategy and action plan was described in the 2015 report. One of the key initiatives was the introduction of gender-blind assessment in 2014. In the majority of IRC's funding programmes, any gender-identifying information, such as personal names, are hidden from assessors and panel members when they are assessing the applications. The aim is to mitigate any conscious or unconscious gender bias in the evaluation process. IRC now reports that the initiative has resulted in a significant improvement in the representation of women researchers across disciplines. The percentage of women awardees rose from 35 per cent in 2013 to 44 per cent in 2014 and to 57 per cent in 2017. The most striking changes were seen in STEM postdoctoral programmes. However, this measure did not resolve the issue of the relatively low number of advanced or large-scale grants being awarded to women. According to IRC, this is a product of the low number of applications from female applicants, which reflects the number of females in top-level research positions. IRC also notes that it is a challenge to conceal applicants' gender completely, as some element of the application will often 'give away' identifying information, especially when it comes to applicants at advanced career stages. But gender blinding still sends an important signal to researchers and evaluators regarding the importance of eliminating gender bias. In addition to gender blinding applications, IRC introduced a gender balance requirement in assessment panels. In 2017, 46 per cent of experts on IRC panels were female.

The **Research Council of Norway's** (RCN) *Policy for gender balance and gender perspectives in research and innovation* was upgraded in 2020.[14] RCN aims to be at the forefront in promoting gender balance and gender perspectives in research and innovation, both nationally and internationally. RCN will systematically assess the gender dimension in investments in research and innovation and strengthen and expand the knowledge base on gender balance and gender perspectives for research and innovation policy.

The 2020 gender policy encompasses five main focus areas:
- excellence in research initiatives;
- trade and industry;
- career policies tailored to phase of life;
- gender perspectives in the content of R&I;
- expertise and quality in internal activities.

The intention is to work towards gender equality in society, to promote research of the highest quality by fostering the most talented researchers, to create a framework that supports well-functioning

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[12] More information on TARGET: http://www.gendertarget.eu/
[13] More information on GEARING-Roles: https://gearingroles.eu/
[14] RCN's gender policy: nfr_gender_policy_orig-1.pdf (forskningsradet.no)

research groups and to ensure a breadth of perspectives that enhance explanatory power and innovation. The policy defines a set of focus areas with corresponding initiatives to reach these goals.[15]

At ministry level, the government of the **Czech Republic** has adopted its *Governmental Strategy for Equality of Women and Men in the Czech Republic for the years 2014–2020*. One section is dedicated to gender equality in research and innovation. In particular, it addresses gender balance in decision-making processes, gender balance in careers, sexual harassment in education and the integration of the gender dimension in research and innovation content. In 2017, an action plan for human resources development and gender equality in research was adopted. It puts emphasis on developing human resources management in compliance with the *European Charter for Researchers* and the *Code of Conduct for the Recruitment of Researchers*, as well as on the institutions' own efforts to become holders of the HR Excellence in Research Award. It also supports gender mainstreaming in scientific management at all levels in order to achieve gender equality in research and prevent further loss of talents. For instance, the action plan recommends considering whether an institution implements gender equality-related structural and institutional changes in the evaluation and financing of institutions by the state. Research-performing organisations are recommended to take concrete action to promote work-life balance and equal opportunities by, for instance, increasing the transparency of recruitment practices, using career plans and improving the employment conditions of early career researchers. Both the strategy and the action plan provide a general framework for targeted initiatives. Implementation of the priorities in the documents is monitored on a regular basis.

## 2.5 Gender-disaggregated statistics and gender budgeting

As stated in the 2015 report, developing and improving gender-disaggregated statistics has priority in many countries. The European Commission's *She Figures* reports, in which our European respondents are included, have contributed to highlighting the importance of having gender-disaggregated statistics and indicators since the first report was published in 2003.[16] In our 2015 report we also described examples of national initiatives: In **Spain**, the Ministry of Economy, Industry and Competitiveness (MICIU, formerly MINECO) regularly publishes the report *Científicas en Cifras* to review the situation of women in research in the country.[17] In **France**, all public employers should include a specific set of gender-disaggregated indicators in their annual social reports. In addition, the French National Centre for Scientific Research (CNRS) has developed a comprehensive 'parity booklet' to complement its annual report. All public service institutions must also report to the government on the share of their workforce and budget dedicated to the promotion and implementation of gender equality.

The 2019 assessment provided several additional reports on the work to monitor gender-disaggregated statistics. One example comes from **Israel**. Every year, Israel's Council for Higher Education (CHE) distributes a survey for completion by all universities to collect gender-disaggregated data on students, staff, boards and heads of institutions, etc. The universities must complete the survey in order to receive the CHE-sponsored budget for their gender equality advisor's activities (described in chapter 2.7) and to be allowed to submit proposals to the CHE call for large projects to promote gender equality (described in chapter 4.2).

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[15]Read more about RCN initiatives here: Gender balance and gender perspectives (forskningsradet.no)

[16] The latest report, *She Figures 2018*, is available at: https://ec.europa.eu/info/publications/she-figures-2018_en

[17] The latest report, *Científicas en Cifras 2017*, is available at: http://www.ciencia.gob.es/stfls/MICINN/Ministerio/FICHEROS/UMYC/Cientificas_cifras_2017.pdf

In **Belgium**, both F.R.S.-FNRS and FWB universities have published gender-disaggregated statistics in their annual reports on gender equality since 2016.

Another example comes from **Italy**. Italian legislation requires public administrations to produce all staff statistics broken down by gender. In addition, they should provide budgetary analyses that highlight how much and which parts of their budget directly or indirectly address women and men, with the aim of making gender budgeting a consolidated practice in the social reporting activities of administrations.

Generally, the assessment shows that monitoring submissions and success rates of women and men by research domain and by funding instrument has become a common tool in the assessed research funding organisations. The data collected is often used to develop and evaluate the institutions' gender equality plans (as described in chapter 2.4), as well as contributing more generally to the research funding organisations' gender equality work.

## 2.6 Requirements for institutional gender equality plans

The 2015 report found that gender equality plans were mandatory by law in some countries (e.g. Spain, France, Norway), were a requirement for research funding (Flemish universities of Belgium) or were a crucial instrument (Switzerland, UK). In addition, we described CNRS' *Transformational Action Plan* as a good example of a comprehensive gender equality plan with defined indicators to measure success. In December 2020 CNRS adopted a new Action Plan (2021-23) aligned with the framework of the new French legislation (see section 2.2) which makes it mandatory for all public entities, including research funding and performing organisations, to have a gender equality plan from January 2021 on.

In the 2019 assessment, we found three more examples of mandatory equality plans. **Swedish** legislation (introduced in 1992) requires (since 2001) academic institutions to develop gender equality plans and to report on their progress. In **Austria**, every university is obliged to develop a plan for the advancement of women as part of its statutes. The **Italian** example is part of *Directive of 23 May 2007*, which is described in chapter 2.2. The directive requires all public administrations, including universities and institutions of higher education and research, to adopt three-year plans of positive actions to achieve equal opportunities in employment and work for men and women. The plans should explicitly aim to promote the inclusion of women in sectors and professional levels in which they are underrepresented, especially in activities and hierarchical positions where women constitute less than one third. As described in chapter 2.2, the administration must produce annual accounts of the actions carried out the previous year and of those planned for the following year.

In **Ireland**, gender equality plans have now become a requirement for funding through an initiative in the overall national action plan for higher education. Ireland's *Gender Action Plan* (2018–2020)[18] sets out the requirement for higher education institutions to have applied for, received and retained the varying levels of certification from Athena SWAN by prescribed deadlines in order to be eligible to apply for research funding from the three leading research agencies in Ireland: the Irish Research Council, Science Foundation Ireland and the Health Research Board. Athena SWAN is a well established award scheme in which self-assessment, gender equality plans and gender equality progress are the main criteria for evaluation. The institutions can climb the ladder from bronze to gold awards as they advance in their gender equality work and progress. When we undertook our assessment, the first

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[18] Read the *Gender Action Plan* (2018–2020): https://hea.ie/assets/uploads/2018/11/Gender-Equality-Taskforce-Action-Plan-2018-2020.pdf

relevant deadline set out in the action plan had not yet expired, but all of Ireland's universities had still managed to achieve Athena SWAN bronze awards.

## 2.7 Gender equality units/officers and networks

National legislation in some countries requires research institutions to have gender equality units or gender equality officers. In the 2015 report we saw that this was the case in, for example, **France, Germany** and **Spain.** Germany and Spain also have official networks for gender equality.

**Italian** legislation also requires public administrations, including universities and higher education institutions, to have their own equal opportunities committee. This was grounded in *Decree of 23 May 2007* (described in chapter 2.2). With the introduction of *Law No. 183/2010*, these committees are responsible for promoting equal opportunities, work-life balance and employees' well-being, as well as for tackling discrimination and harassment in the workplace. They have both advisory and monitoring functions. Previously there were two separate bodies, one for promoting equal opportunities and one for combating harassment.

**Austrian** universities are required by law to have an equal treatment commission that monitors discrimination. They must also have administrative units coordinating gender equality and women's advancement initiatives, as well as initiatives for gender perspectives in research.

In **Belgium**, an official contact person for gender has been appointed in each FWB university and in F.R.S.-FNRS, with financial support from the General Directorate for Non-Compulsory Education and Scientific Research in the FWB. The contact person's role is to network, inform and raise awareness on gender issues. Each year they provide a report on the state of gender equality in their institution, and every two years they provide an inter-institutional report.

In **Israel**, universities and colleges must have an advisor designated to promote gender equality under the leadership of the president. Israel's Council for Higher education (CHE) provides the institutions with an annual budget to sponsor the advisor's activities. Such activities can involve career workshops for female PhD candidates and young researchers, international women's day activities and staff training. The advisors must consequently submit an annual report to CHE on planned activities and budgets.

## 2.8 Summary

Legal regulations on gender equality are well developed in many countries. In the 2015 report we emphasised that legislation provides a general framework and a sound foundation for targeted initiatives to improve gender equality. However, there seems to be a need for structures to help implement the laws and regulations to ensure their success. National plans and strategies that specifically target gender equality in the research sector can facilitate the implementation of gender equality legislation. But, similar to the problems of legislative change, plans alone do not necessarily make a difference. Means for implementation and follow-up are needed to avoid a big gap between written words and action.

In our two assessments, there are examples of mechanisms and methodologies that can improve implementation at both national and institutional level. It is important to note that the countries we have assessed vary significantly in the way they use legislation as a tool. While the majority uses legislation as a general framework for targeted initiatives, some countries have more detailed laws that incorporate concrete measures. Moreover, legislation in these countries often incorporate the structures and mechanisms to improve implementation.

Dedicated national units constitute instruments that can facilitate gender equality work in practice. In the 2015 report we described a few good examples of such units, and more examples were reported in the 2019 assessment. Dedicated units that are established within the ministries can aid integration of gender equality measures into national policies and develop and recommend measures to ensure the implementation of laws, regulations and strategies. They can also monitor and evaluate the implementation of measures and propose improvements. An alternative is to establish independent national units outside the ministries. Such bodies have no direct influence on national policies, but they can function as watchdogs, advisory bodies and mediators in relation to the ministries' work and national policies, as well as in relation to the research institutions, national research funding agencies and other stakeholders.

Another well-established tool is to require research-performing organisations to have gender equality plans (GEPs). Most of the countries do this in one way or another. As noted in the 2015 report, requiring GEPs may not in itself be enough. There are often challenges connected to improving the quality of the plans, monitoring their implementation and sanctioning gaps. Structures at national level, such as dedicated units, may meet these challenges by monitoring GEPs and initiatives and by ensuring that leaders discuss GEPs with experts and authorities which can positively influence institutions' gender equality work. In addition, gender equality units, officers and networks in the research institutions often play a crucial role in the implementation of GEPs. In the **Israeli** example, the Council for Higher Education (CHE) sponsors the activities initiated by the universities' equality advisors, provided that the advisors submit an annual report to CHE on planned activities and budgets. We also see that some research funding organisations have made GEPs a requirement for funding. In the **Irish** example, the research institutions have to achieve the varying levels of Athena SWAN certification by certain deadlines. This is one way of trying to ensure gradual progress in the quality of the institutions' GEPs and gender equality work.

A precondition for structural change is the creation of an evidence base through, for instance, gender impact assessments, staff surveys and gender-disaggregated data on issues such as recruitment, retention, promotion, pay, and committee representation. For European countries, the *She Figures* reports cover some of these parameters, but there is still a need for improved and more detailed data based on new and better indicators.

Our assessments show that collecting gender-disaggregated data has priority in many countries, and the 2019 assessment suggests a positive trend among research funding organisations. Most of the assessed organisations now report having a gender action plan, a strategy or similar kind of framework, or being in the process of developing one. A common feature is that the framework developed is based on self-assessment and gender-disaggregated data, and that the measures initiated are tailored according to their findings. They have also introduced mechanisms for monitoring progress and evaluating initiatives.

# 3. Anchoring gender equality issues at leadership level

## 3.1 Introduction

This chapter concentrates on initiatives that are aimed solely at anchoring gender equality measures and policies at leadership level. It is commonly accepted that leadership commitment and involvement is vital for ensuring success. Leaders who take responsibility for developing policies and implementing measures have the power and opportunity to achieve substantial, long-lasting and robust changes.

As in the 2015 report, commitment by institutional leadership is a goal of many, if not most, of the reported initiatives. It is particularly prominent in the initiatives aimed at improving the research institutions' gender equality work (described in chapter 4.2). Still, our two assessments show that few initiatives are aimed exclusively at leaders. The ones that have been reported can roughly be divided into two categories: top-level leadership committees for gender equality, and training in gender equality for leaders.

In the previous report we described two examples of top-level leadership committees to ensure the commitment and contribution of top-level leaders to gender equality work. We also gave a few examples of gender equality training among decision-makers at different levels.

In the 2019 assessment, we present reports on a few more training initiatives and one new committee.

## 3.2 Top-level leadership committees

In 2015, CNRS reported two kinds of **French** leadership committees. One was the Committee for Equality (COMEGAL), established by the Ministry of Higher Education and Research in 2011, to make top-level leaders of institutions of higher education and research more committed, and to make them contribute to the advancement of national gender equality measures. The other committee was the Steering Committee for Gender Equality at CNRS. It consists of all key top-level decision-makers at CNRS and is chaired by the president.

In 2018, this Committee has been replaced by an advisory body, namely the Parity-Equality Committee at CNRS. It is composed of nine women and nine men. 15 members are appointed by the directors of the scientific institutes, two members represent the Mission for the Place of Women at CNRS[19] and the last one is the Human Resources Director of the organisation. The committee meets every two months and makes recommendations to the CEO, especially regarding the recruitment and advancement of female researchers.

## 3.3 Training on gender equality

In the 2015 report we described the training programme developed by CNRS in **France**: Acting for Gender Equality. Targeted data-driven training sessions and workshops for various decision-makers have been developed by the Mission for the Place of Women (MPDF) at CNRS and carried out across the institution since 2011. For example, training sessions have been held for CNRS management and for the institutes' leadership teams, as well as annual events or seminars for affiliated laboratory directors, high-potential future managers, management teams in regional delegations, members of

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[19] Mission for the Place of Women at CNRS was thoroughly described in the 2015 report. It was established in 2001 as the first national institutional structure dedicated to overseeing gender equality in France, with permanent staff, a dedicated budget and a direct link to the top management. The unit is in charge of designing, implementing coordinating and assessing gender equality initiatives.

the National Committee for Scientific Research and members of the CNRS Scientific Council. Annual one-day events have also been arranged for new recruits.

CNRS reports that since then, awareness-raising and trainings on gender equality have been increasingly embedded in more general training sessions for leaders. Even though some external experts are sometimes invited, most sessions are run by the mission itself, or its network of contact points at regional and local level. Post-training feedback is collected, overviewed and saved. According to CNRS, these awareness-raising and capacity-building training sessions have been key drivers for change. They led to increased awareness on gender equality and social stereotypes, better understanding of the issues at stake, proposals for new measures and implementation of measures at leadership level. Thanks to a new e-learning module created by the MPDF, the training sessions will be continued and the intention is to expand the audience to include all CNRS staff. The module can be made available to other research organisations and universities.

**Italy's** *Directive of 23 May 2007 regarding measures to implement equality and equal opportunities between men and women in public administration* was described in chapter 2.2. The legislative directive includes a section on training to make organisational cultures overcome stereotypes and adopt new models that respect and enhance diversity and gender equality. For instance, all public administrations – which include higher education and research institutions and research funding institutions – are required to initiate awareness-raising actions and training for management on equal opportunities issues. In addition, they must ensure that training and updating of personnel, including those with managerial qualifications, contribute to the development of a gender-sensitive culture and enhance knowledge about Italy's quite extensive legislation on equal opportunities. Dedicated modules should be inserted in all training programmes. Training schools for public administrations must also include mandatory modules on equal opportunities in all staff management courses, including training courses for entry-level management.

The **Canadian** *Tri-agency EDI Action Plan*, described in chapter 2.4, includes gender equality training for leaders. To ensure fair access to research support, the three research funding agencies (NSERC, CIHR and SSHRC) provide unconscious bias training as well as Gender-based Analysis Plus (GBA+) training to their staff and to governance committee members and reviewers, as appropriate. The GBA+ training module provides an overview of the analytical process to assess how diverse groups of women, men, non-binary people and other socio-cultural groups may experience policies, programmes and initiatives. The training contributes to a research funding system that is less influenced by unconscious bias and systemic barriers and challenges faced by equity-seeking groups. But at the same time, these trainings can ensure that senior leadership is aware of and addresses equity issues, including those related to women.[20]

## 3.4 Summary

The 2015 report stated that measures specifically targeting leaders are scarcely developed, even though the initiatives reported tend to have leadership commitment and involvement as a goal or a prerequisite. Nevertheless, we concluded that initiatives aimed solely at leadership involvement seem to be crucial to improving gender equality in the research sector.

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[20] For more information on the unconscious bias training, see: https://www.chairs-chaires.gc.ca/program-programme/equity-equite/bias/module-eng.aspx?pedisable=false and http://cihr-irsc.gc.ca/lms/e/bias/
For more information on the GBA+ training module, see: https://cfc-swc.gc.ca/gba-acs/course-cours-en.html and http://cihr-irsc.gc.ca/lms/e/cihrpolicysexgenderhumanparticipants/

The 2019 assessment strengthens this conclusion. Findings from the leadership training provided at CNRS show that such training initiates a positive process; leaders gain knowledge, get engaged and start promoting gender equality in different ways. They propose new measures and contribute to the implementation of measures. Similar arguments lay behind the training initiatives in Italy and Canada, as well as the training initiatives reported in the 2015 report. Training is offered to raise awareness and knowledge of gender equality issues and social stereotypes among decision-makers at different levels, and to build their capacity to address such issues. Hence, gender equality training contributes to gender mainstreaming and a gender-sensitive culture.

In 2015, we also concluded that top-level committees contribute to gender mainstreaming, as they make gender equality part of leadership agendas and facilitate leadership involvement. Since then, CNRS has established a new high-level committee, the Parity-Equality Committee, which initiates equality measures and makes recommendations to CNRS' internal gender equality policy.

All in all, these kinds of initiatives have the potential to make leaders committed to gender equality measures and thus contribute to gender mainstreaming and structural change. In the future, we hope to see more widespread use of gender equality training for leaders and committees where leaders are directly involved in gender equality work. But we also need to develop and implement new measures and methods of securing leadership involvement at all levels. While devoted top leaders help make gender equality a mainstream consideration during the general decision-making processes in their institutions, devoted lower-level managers are important because they have operational responsibility.

# 4. Recruitment, retention and advancement of women researchers, including leading positions

## 4.1 Introduction

This theme covers many large-scale initiatives to promote women's careers in research. The initiatives fall roughly into two categories, which are described below: measures to promote women in research through improving the institutions' gender equality work, and measures that target individual women researchers. The 2015 report reflected the general shift from a focus on 'fixing the women' to 'fixing the institutions' in that most initiatives focusing on institutional change were relatively new. Now these initiatives have been running for several years and are well established. In addition, several new schemes have been introduced. Common features of the initiatives aimed at institutional change are the requirement for research institutions' self-assessment and the development of an internal gender equality plan in which they identify their own challenges and outline measures to combat them. They focus on numbers as well as on practices, structures and policies, and they require leadership involvement. Most of them are connected to funding of some kind.

In addition, the research funding organisations have introduced procedures and requirements in their funding and evaluation mechanisms to foster gender equality (e.g. training staff and evaluators on avoiding gender bias, gender blinding of assessments, priority for women applicants or gender-balanced teams).

Finally, there are also several initiatives aimed at individual researchers, such as training, mentoring, career development schemes and reward systems.

The 2015 report described initiatives from Switzerland, the United Kingdom, Germany, Norway, Spain, Belgium, the United States, France and Ireland. Now, we concentrate on measures from the countries that did not participate in the previous assessment, though we also include recently introduced measures or changes from the original GENDER-NET partners.

## 4.2 Measures to improve the institutions' gender equality work

In **Sweden**, around 60 government agencies (including the research funding agencies) and all higher education institutions are instructed by the government to contribute to the country's gender equality goals. Two large-scale gender mainstreaming programmes have been established, one for government agencies in 2014 and one for higher education institutions in 2016. All institutions must gender mainstream their activities and report on their work. Since 2018, the programmes have been supported by the Swedish Gender Equality Agency. Prior to that, they were supported by the Swedish Secretariat for Gender Research. The institutions are offered support in both the planning and implementation phases of their development work. The programmes also coordinate training efforts, arrange forums for experience sharing, identify and disseminate best practices, and document the results of the institutions' work. The web portal Includegender.org serves as a platform for disseminating the agencies' results and experiences.[21]

In addition, since 1998 the Swedish government has set recruitment goals for each university and university college. The recruitment goals define a minimum percentage of women among grade A professors recruited for a three- or four-year period. The goals are reported in the research

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[21] More on the gender mainstreaming programmes: https://www.jamstalldhetsmyndigheten.se/en/gender-mainstreaming/government-agencies-higher-education-institutions

institutions' annual reports, and the National Agency for Higher Education monitors their fulfilment. Since the question of sanctions or rewards for failure or success in reaching the goals can be sensitive, the Swedish government has not introduced these so far. However, goal fulfilment is discussed with the respective universities and university colleges. The initiative seems to have had a positive impact on the share of women among grade A professors, since the increase in the share was slower before the goals were introduced.

The research funding programme ZÉTA has been implemented by the **Technology Agency of the Czech Republic** (TACR) to promote applied research among young researchers. Another goal is to address the underrepresentation of women among researchers and leaders and help to overcome the leaky pipeline effect. The highest dropout has been observed at an early career stage, namely at PhD and postdoctoral levels. Hence, the programme includes gender composition of the research teams among its evaluation criteria. The reviewers are asked to consider whether the team composition is gender diverse (includes both men and women), whether it is gender balanced (at least 35 per cent of each gender) and whether the principal investigator is a woman. This criterion gives applicants the possibility to earn extra points. At the time of our assessment, the ZÉTA programme had finalised two rounds of calls for proposals. The gender balance in the projects that were awarded funding was significantly better than in other funding programmes. In the first call, the research teams consisted on average of 46 per cent women and 54 per cent men. In the second call, there were 53 per cent women and 47 per cent men in the research teams that were awarded funding. In TACR's ongoing projects seen overall, there are 19 per cent female researchers and 81 per cent male. Moreover, in the first call, 66 per cent of the supported projects were led by women principal investigators. In the second call, 51 per cent of the projects were led by women.[22]

In addition, the ZÉTA programme has introduced a measure to improve gender equality work at the research institutions (and business). The quality of human resources policy and management, and in particular the applicant institution's gender equality policies, is included among the evaluation criteria. Points are awarded to applicants who, for instance, implement a gender equality plan, hold the HR Excellence in Research Award, hold the certification provided by the Ministry of Labour and Social Affairs, confirming that they test the level of equal and fair pay for women and men within their organizations, etc. (there are also some other options more relevant to businesses). Recently, this measure was transferred to one more funding programme (ÉTA)  (see chapter 5.3 for further details on this initiative).

The **Canadian** *Tri-agency EDI Action Plan* (described in chapter 2.4) includes two new instruments that aim to drive culture change and support higher education institutions to implement practices that support participation by researchers from underrepresented groups, including but not limited to women.

First, the recently established EDI Institutional Capacity-Building Grant is a funding opportunity for post-secondary institutions to undertake activities to advance equity, diversity and inclusion within their institution and to eliminate systemic barriers that impede career advancement, recruitment and retention of underrepresented groups. Institutions can request up to 200,000 Canadian dollars a year for up to two years for projects that develop and implement policies, plans, resources and training and that foster evidence-based organisational and systemic change. The expectation is that this will improve the culture and environment within the research institutions and lead to improved career

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[22] More information on the ZÉTA programme: https://www.tacr.cz/index.php/en/programmes/zeta-programme.html

advancement, recruitment and retention of women researchers as well as researchers from other underrepresented groups.[23]

Second, the government of Canada has decided to support the implementation of a new programme called Dimensions, which is a made-in-Canada version of the Athena SWAN programme. This tri-agency initiative is led by NSERC. The Dimensions programme is intended to publicly recognise post-secondary institutions seeking to increase equity, diversity and inclusion (EDI) in their environments and across the research ecosystem. The programme objective is to foster transformational change within the research community at Canadian post-secondary institutions by identifying and eliminating obstacles and inequities. This will support equitable access to funding opportunities, increase equitable and inclusive participation, and embed EDI-related considerations in research design and practices.

To receive recognition through this programme, institutions will be inclusive of underrepresented or disadvantaged groups, including but not limited to: women, Indigenous peoples, persons with disabilities, members of visible minorities/racialised groups, members of LGBTQ2+ communities[24], as well as individuals who identify as, or belong to, more than one of these groups. Participation is voluntary and no funding is attached.[25]

Since the year 2000, the Tri-Agency Institutional Programs Secretariat has managed the Canada Research Chairs programme on behalf of the three federal granting agencies. The programme promotes excellence in Canadian research by allocating funding for chairholders (professorships) to eligible degree-granting institutions across the country. In May 2017, the programme launched a comprehensive EDI action plan focusing on improving the governance, transparency and monitoring of equity and diversity within the programme. It includes requirements for institutions to address underrepresentation of four designated groups (FDGs): women, persons with disabilities, Indigenous peoples and members of visible minorities. Institutions with five or more chairs are required to develop their own EDI action plans in which they must publish equity targets for the FDGs based on labour-market availability, and annually report on their progress in meeting the EDI-related objectives in their plans, including their equity targets. An EDI best practices guide for recruitment, hiring and retention has been developed to support the institutions.

It should be noted that the federal government also made significant investments in the Canada Research Chairs programme to better support early-career researchers and increase diversity among nominated researchers. Nomination rates for all four designated groups have increased since the action plan was launched.[26] Moreover, a recent announcement in the programme includes moving the targets to population-based levels, collecting data and including measures to recruit and support members of LGBTQ2+ communities, and ensuring all measures are taken with an intersectional approach.[27]

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[23] More on the EDI Institutional Capacity-Building Grant: https://www.nserc-crsng.gc.ca/Institutions-Etablissements/EDI-Capacity_eng.asp

[24] LGBTQ2+: Includes people who identify as lesbian, gay, bisexual, trans, queer and two-spirit. Two-spirit is an umbrella term used by some Indigenous North Americans to describe Native people in their communities who fulfil a traditional third-gender (or other-gender variant) ceremonial role in their cultures: https://en.wikipedia.org/wiki/Two-spirit

[25] More on Dimensions: https://www.nserc-crsng.gc.ca/NSERC-CRSNG/EDI-EDI/Dimensions-Program_Programme-Dimensions_eng.asp

[26] More on the Canada Research Chairs programme and its EDI action plan: https://www.chairs-chaires.gc.ca/program-programme/equity-equite/action_plan-plan_action-eng.aspx

The NSERC Women in Engineering Chair, which was launched in 1989, was expanded and redeveloped in 1996 to its current form, the Chairs for Women in Science and Engineering (CWSE) programme. The goal of the programme is to increase the participation of women in science and engineering, and to provide role models for women active in, and considering, careers in these fields. The CWSE programme is regional, with one chair for each of the five regions. NSERC funding must be matched by cash and in-kind contributions from the host university and supporting organisations. Chairs are awarded based on the applicants' action plan on how they will address the goals of the programme, as well as an outline of the university's strategy towards women in science and engineering. The chairs spend up to 50 per cent of their time on chair activities, and they must balance initiatives involving science promotion, public advocacy and role modelling as well as research into factors and institutional mechanisms that influence participation rates of women in science and engineering. They are approved for a five-year term with the possibility of renewing for an additional three to five years. A National Network Grant links the five regional chairs and facilitates communication, visibility and impact.[28]

**Israel's** Council for Higher Education (CHE) sponsors a call for gender equality projects to encourage institutions to implement projects that will take a holistic approach to solving gender equality issues. The call was published in 2017 and 2018 as pilots, and CHE will assess the outcomes of the pilot projects before deciding to launch a new call. Five projects were funded in 2017, and three in 2018. All projects received 120,000 new Israeli shekel.

In addition, each year CHE awards the Excellence Prize in the field of gender equality to an institution that has made significant strides in advancing gender equality. The institution receives one million shekel. The prize provides an incentive for the institutional leadership to promote equality and pursue organisational change.

NordForsk is an organisation under the Nordic Council of Ministers that provides funding for and facilitates **Nordic** cooperation on research and research infrastructure. The NordForsk programme Gender in the Nordic Research and Innovation Area is a joint Nordic initiative to put gender issues on the research and innovation agenda. The aim is to pinpoint the reason why the research and innovation area has not followed the trend towards a gender-equal society and to identify the measures needed to remedy this. The programme funds two Nordic Centres of Excellence that conduct research on gender balance and underrepresentation of women in academia.[29]

The Programme on Gender Balance in Senior Positions and Research Management (BALANSE) is a policy-oriented programme at the **Research Council of Norway** with a ten-year programme period (2012–2022). The main objective of the programme is to enhance the gender balance in Norwegian research. The programme will help bring about structural and cultural change in the research system through new knowledge, learning and innovative measures. The 2018 programme call opened for research as well and the programme is now funding six research projects on gender equality in academia.[30]

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[28] More on the Chairs for Women in Science and Engineering programme: https://www.nserc-crsng.gc.ca/Professors-Professeurs/CFS-PCP/CWSE-CFSG_eng.asp

[29] More on the Gender in the Nordic Research and Innovation Area programme: https://www.nordforsk.org/en/programmes-and-projects/programmes/gender-in-the-nordic-research-and-innovation-area

[30] https://www.forskningsradet.no/en/about-the-research-council/programmes/balanse-kjonnsbalanse-i-toppstillinger-og-forskningsledelse/

In **France**, the Ministry of Higher Education, Research and Innovation (MESRI) organised a broad consultation in 2017 within the framework of its 'social agenda'. A working group dedicated to the careers of female researchers established an overview of factors impeding the careers of women, and proposed actions to improve the situation. The final report was published in 2019.

In 2017, CNRS was granted the Human Resources Strategy for Researchers (HRS4R) label for excellence in human resources strategy.[31] CNRS chose to target specific actions of the HRS4R strategic plan on gender equality. A specific section on gender equality is also included in the contractual document on objectives and performance (2015-2018 and 2019-2023) between the French State and CNRS. Gender equality is thus strongly integrated in the HR policy of CNRS.

At national level, any public organisation or private company can apply for a gender equality label issued by a national certification authority (AFNOR) provided they are fulfilling all requirements of the procedure and meeting the criteria.

**Italy** has introduced several initiatives for promoting gender equality in research institutions through legislation. Particularly the *Directive of 23 May 2007* (described in chapter 2.2) sets a list of requirements e.g. on staff recruitment and management policies, work organisation and organisational culture.

Last, but not least, there are a number of initiatives to promote gender equality by creating new routines, procedures and structural change in research funding organisations. Many of these initiatives have been described in chapter 2.4, when we presented gender equality plans of national research agencies. For instance, we noted that the **Irish Research Council** has introduced gender-blind assessments. In **Spain**, the la Caixa Foundation (FBLC) also reports having gender-blind assessments in some of its fellowships and funding programmes. The initiative is quite new, so it is too soon to evaluate results, but it has observed that the proportion of women who obtain funding seems similar to the proportion of female applicants. In addition, all FBLC's selection panels are gender-balanced and they strictly request all evaluators to inflexibly avoid gender biases.

Beginning in 2019, the **Estonian Research Council** has made it a principle in its calls that if there are two equal applicants within one research field, the applicant from the underrepresented gender will receive the grant.

The **French National Research Agency** (ANR) participates in the EU project Gender-SMART, a community of seven European research performing organisations and research funding organisations operating in the field of research in food, agricultural and life sciences. The community is supported by two technical partners. During the project, they are implementing seven gender equality plans, focusing on building a gender equality culture, developing equal career support measures, reshaping decision-making and governance, and integrating gender in funding, research and teaching.[32]

## 4.3 Measures aimed at individual women researchers

The **Austrian Science Fund** (FWF) offers highly qualified female scientists who are working towards a career in universities the chance of two-stage funding for a total of six years. Its career development programme is divided into the Hertha Firnberg Programme for post-docs, which aims to support women at the start of their scientific career, and the Elise Richter Programme for senior post-docs,

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[31] More information on HRS4R: https://euraxess.ec.europa.eu/jobs/hrs4r
[32] More on the Gender-SMART project: https://www.gendersmart.eu/

which aims to provide the necessary qualifications to apply for professorial positions. There is a separate Elise Richter programme for arts-based research, Elise Richter PEEK. The Elise Richter PEEK Programme makes one call for proposals each year, while the Hertha Firnberg Programme for post-docs and the Elise Richter Programme for senior post-docs each make two annual calls.[33] In April 2021 the new early stage postdoc programme ESPRIT[34] will be launched that offers funding opportunities to female and male junior researchers. 50% of the funds are reserved for female researchers and additional measures will be included to support female researchers to build up their independent career. The established Elise Richter programme will be continued.

In **Israel**, there are various scholarships for women researchers. The Shulamit Aloni Scholarship is awarded to four outstanding female master, PhD and postdoc students in the field of exact sciences and engineering every year by the Ministry of Science and Technology. The ministry also awards scholarships for the advancement of women in hi-tech fields to 10 PhD students and 10 master students every year. They receive the scholarships for a period of three years. The goal for both scholarship schemes is to encourage more women to pursue a degree in fields in which they are underrepresented.

A third kind of scholarship has been introduced to help women scientists make connections in industry. The academic-industry scholarships for the advancement of women are funded by the Ministry of Science and Technology and awarded to female master, PhD and postdoc students who conduct research in collaboration with an industry body. The goal is to make it easier for the women to find jobs in the private sector, as well as help them advance to managerial positions.

Finally, the Itzhak Shamir Scholarship for returning scientists is an initiative to facilitate the return of Israeli researchers who have completed a postdoc abroad. Universities can submit candidate lists to the Ministry of Science and Technology, which offers two scholarships every year. The scholarships pay the salary of the returning scholar on behalf of the university for two years, after which the university can continue to pay the candidate's tenure track position. The scholarships are for both genders, but the universities are required to submit gender-balanced candidate lists to the ministry.

In the **Czech Republic**, the Milada Paulová Award for lifelong achievement in science was initiated by the Ministry of Education, Youth and Sports in 2009. It is co-organised by the Centre for Gender and Science. The award aims to publicly and financially appreciate achievements of prominent women researchers, provide role models, and inspire women researchers and female students at the beginning of their careers. Each year, the award is given to a person who has made a major research contribution within a particular discipline.[35]

Created in 1998, the international L'Oréal-UNESCO for Women in Science Programme aims to improve the position of women in science by recognising outstanding women researchers and young women scientists engaged in exemplary and promising projects. The **Canadian** version of the programme was launched in 2003 and recognises promising female researchers at the doctoral and postdoctoral level. As an extension of this programme, in 2015 NSERC and L'Oréal Canada, in collaboration with the Canadian Commission for UNESCO, began offering one postdoctoral fellowship supplement annually (10,000 Canadian dollars) to a Canadian woman scientist involved in a promising research project who has demonstrated exemplary involvement in science promotion, mentorship, and leadership. In

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[33] More on FWF's career development programme: https://www.fwf.ac.at/en/research-funding/fwf-programmes/firnberg-programme/
[34] ESPRIT Programme (fwf.ac.at)
[35] More on the Milada Paulová Award: http://genderaveda.cz/en/milada-paulova-award/

addition, awardees may be invited to participate in the L'Oréal Canada For Girls in Science Programme, which aims to improve the attractiveness of scientific careers, especially to teenage girls.[36]

In **France**, CNRS now applies parity rules to its award policy for researchers. Every year, CNRS rewards several researchers who have significantly contributed to research progress and the excellence of CNRS. Five types of medals are awarded every year: gold, silver, bronze, crystal and innovation. Since 2014, the organisation has aspired to have around 50 per cent female awardees in each category to increase the visibility of excellent women researchers.[37]

A few respondents report offering training or mentoring programmes for women. The **Czech Mentoring Programme** for doctoral students and postdoctoral researchers is managed by the Centre for Gender and Science. The programme aims to support the professional development of doctoral students and postdoctoral researchers and to help them plan their career. It is not exclusively for women, but one programme goal is to address the underrepresentation of women among researchers and leaders and to help to overcome the leaky pipeline effect. The highest dropout has been observed at postdoctoral and doctoral levels.[38]

In **France**, CNRS has also initiated mentorship pilot programmes. In **Italy**, legislation requires that universities and other public institutions guarantee the participation of their female employees in training and professional updating courses in proportion to their presence.

Several respondents have reported various outreach activities to promote women in science, for example outreach activities targeting female high school students and activities that spotlight successful women researchers. In **Canada**, NSERC's PromoScience Program offers financial support to organisations that work to promote science and engineering careers among young people, and particularly among underrepresented groups such as girls and Indigenous peoples. Organisations may request funding for up to three years at a time. In 2017 the programme awarded grants to over 150 organisations. NSERC programmes are evaluated every five years to measure success, and PromoScience was last evaluated in 2016. It was then observed that funded projects increased exposure to STEM subjects.[39]

## 4.4 Summary

There has generally been a shift from measures that are targeted at individual women researchers to measures promoting women in research through improving institutions' gender equality work. These measures typically include funding schemes and awards, which support the various institutions´ work on gender equality, set gender-related requirements for funding or require specific standards to be followed. Another example is the Swedish gender mainstreaming programmes, where the Swedish Gender Equality Agency supports the institutions in their task to develop gender equality plans and gender mainstream all their activities.

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[36] More on the NSERC and L'Oréal-UNESCO For Women in Science Supplement: https://www.nserc-crsng.gc.ca/Students-Etudiants/PD-NP/LOREAL-UNESCO_eng.asp

[37] The reason for choosing around 50 per cent as a goal is that while there are many silver, bronze and crystal medals each year, there is only one gold medal and three to four innovation medals. Therefore, the percentage for gold and innovation medals must be seen in a time span.

[38] More about the mentoring programme: http://genderaveda.cz/en/mentoring-en/

[39] More on the PromoScience Program: https://www.nserc-crsng.gc.ca/Promoter-Promotion/PromoScience-PromoScience/About-Apropos_eng.asp

Research funders have also implemented procedures and requirements to avoid gender bias and promote equality in their funding and evaluation mechanisms. For instance, gender-blind assessment is a new initiative that is being tested by two partners.

There are also several examples of funding schemes enhancing individual women researchers' professional development. These schemes represent excellent opportunities for the women who obtain them, and in general they can be good incentives for women to pursue careers in research. However, normally they are only available to a few women each year.

Some national initiatives, such as some training and mentoring programmes, enhance research careers in general. Even when gendered career challenges are not particularly addressed by these initiatives, they still provide men and women with the same tools and skills to improve their careers. Other initiatives for both genders may have a goal to address the underrepresentation of women among researchers and leaders .

As stated in the 2015 report, the measures designed to recruit, retain and promote the advancement of women are diverse and can complement each other. Still, measures that clearly address the research institutions' strategies for the recruitment and career development of women seem to have the greatest potential. Nonetheless, it is important that research funders make sure that their own funding procedures do not disfavour women. Our material shows an increasing awareness among RFOs regarding examining and adjusting one's own procedures.

# 5. Improving work environment, work-life balance, and dual-career opportunities

## 5.1 Introduction

As stated in the 2015 report, the extent of general regulations to improve work environment, work-life balance and dual-career opportunities varies significantly among the assessed countries. There are considerable differences in the availability of welfare benefits such as parental leave, childcare facilities, working hour regulations, etc. Hence, as we observed in 2015, the need for targeted measures within the research sector varies from country to country.

In this chapter, we start with some examples of general welfare schemes before turning to measures and frameworks specifically targeting the research sector. In the 2015 report we described initiatives such as career funding schemes for female researchers with family commitments, childcare facilities, relief from teaching duties to catch up with research after parental leave, dual-career initiatives, and procedures for research assessment and research funding that try to mitigate the effects of parental leave. Some of these measures were used to compensate for less generous universal welfare benefits. Others targeted challenges specific to the research sector. Quite a few similar measures were reported in the 2019 assessment, and some examples are presented below.

Last, but not least, we present an update on measures to prevent sexual harassment.

## 5.2 General welfare schemes

As noted in the 2015 report, some of the assessed countries have more generous welfare benefits than others. The Nordic countries have quite generous welfare schemes. **Norwegian** parents, for instance, are entitled to 49 weeks of paid parental leave, of which a minimum of 15 weeks is reserved for the father and a minimum of 15 weeks for the mother. Since 2009, parents in **Norway** are also entitled to childcare facilities for all children aged one or older. In 2015 we also described **Spain's** national plan – *Plan Concilia* – to promote work-life balance, as well as the **German** initiative to increase childcare facilities.

In the 2019 assessment, **Italy** reported having two types of legislative documents that include measures to improve work-life balance. The *National Code of Equal Opportunities between Women and Men*, described in chapter 2.2, aims to overcome all unfavourable conditions for the realisation of de facto equality between women and men within the area of employment. It should also guarantee protection of equal opportunities in employment regarding maternity and paternity. The other legislative measure is the *Directive of 23 May 2007 regarding measures to implement equality and equal opportunities between men and women in public administration*, also described in chapter 2.2. One of the six main lines of action established in the directive concentrates on work organisation. Public organisation should organise the work in a way that supports work-life balance. This includes promoting telework, as well as implementing provisions on flexible work, assigning priority criteria in favour of employees with personal, social or family-related challenges, or employees involved in voluntary work. Organisations should encourage the reintegration of staff who are absent from work for longer periods, for example after childbirth, by adopting measures that ensure maintenance of the employees' skills, their access to training and a guarantee to pursue their career. Organisations should also fully comply with the legislation on parental leave for female and male workers.

**Canada** reports having a supportive culture for parental leave. Employment insurance (EI) maternity benefits are available for a maximum of 15 weeks. The 15 weeks can start as early as 12 weeks before

the due date and can end as late as 17 weeks after the actual date of birth. In addition, EI parental benefits are offered to parents who are caring for a newborn or a newly adopted child or children. There are two options available for receiving parental benefits. Standard parental benefits are paid for a maximum of 35 weeks at a weekly benefit rate of 55 per cent of the claimant's average weekly insurable earnings up to a maximum amount. The two parents can share these 35 weeks of benefits. The other option is extended parental benefit, where the parents instead receive payment for a maximum of 61 weeks at a weekly benefit rate of 33 per cent of their average weekly earnings. These weeks can also be shared between the parents.

## 5.3 Parental benefits and employment regulations

Several GENDER-NET Plus partners reported initiatives and measures that could be seen as supplements to the general welfare schemes when it comes to combining work and family commitments.

F.R.S.-FNRS in **Belgium** supplements the allowance granted by social security during parental leave to ensure a payment equivalent to the researchers' normal salary. FBLC in **Spain** allows women researchers to fragment their breastfeeding leave by reducing their working day to 08.00–15.30 during the baby's first 20 months.

In **Canada**, the Tri-agencies offer up to 12 months of paid parental leave to individuals holding a graduate scholarship or postdoctoral fellowship from the granting agencies, as well as to students and fellows who are paid from a supervisor's agency grant. The paid parental leave must be taken within six months following a child's birth or adoption and is paid at 100 per cent of their usual stipend amount. In addition, the Tri-agencies grant leaves of absence/interruptions of an award for up to three years for family-related responsibilities or medical reasons.

In **Austria**, FWF has implemented an economic incentive in their career development programmes for female scientists and in all other programmes in which researchers finance themselves for more than 50 per cent of the project. These scientists can apply for up to 2,000 Euro per year[40] for personal development. In addition, the FWF pays child benefit to support women who return after giving birth for up to three years after the child is born. The money is intended to cover child care, since the Austrian child care infrastructure for children under two years is poorly developed.

In the **Czech Republic**, the Martina Roeselová Memorial Fellowship, awarded by the Martina Roeselová Foundation, aims to encourage researchers to balance competitive scientific work with good quality care of preschool children. The foundation awards a financial contribution to selected scientists to commemorate Martina Roeselová, who combined an excellent scientific career with raising three children, and who also worked to improve professional environment conditions for young scientists with children. The fellowship is dedicated to both women and men. Applications for the fellowship are open to PhD students and postdoctoral researchers caring for preschool children while actively pursuing a career in natural sciences at a university or at a non-university research organisation in the Czech Republic. The Martina Roeselová Memorial Fellowship of CZK 120,000 is granted for a single calendar year.

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[40] information_grant-salaried-PI.pdf (fwf.ac.at)

The Technology Agency of the Czech Republic reports that its funding programme ZÉTA, described in chapter 4.2, offers the possibility to have costs related to returning from parental leave, travel expenses for children when attending a conference, babysitting, etc. covered as eligible costs (subject to compliance with the internal rules of the beneficiary's institution).

Several of the assessed research funding organisations have also introduced measures to mitigate challenges specific to the research sector. A quite common initiative is to offer an extension of eligibility windows and grant terms in connection with parental leave, other family-related responsibilities or for medical reasons. In **Canada**, for instance, NSERC extends the eligibility window for postdoctoral fellowship applications for  applicants who have become primary caregivers after a birth or adoption and for applicants who have had to take leave for family-related responsibilities or medical reasons. In addition, grant holders who have taken extended leaves of absence in accordance with their institutional policies can request an extension of their grant term, request an amount to cover eligible expenses during their leave, or defer submission of their renewal application. Assessment of grants and scholarships exclude periods of leave when assessing productivity over time. CIHR reports that the Leaves of Absence section of the Canadian Common CV (CCV) can be used to describe any interruptions that may have had an impact on research activities and/or the dissemination of results. For certain funding programmes, applicants who have taken leaves of absence in the past seven years may also include an additional list of publication information to supplement the information in their CVs. In addition, CIHR and NSERC report that the definition of 'early career investigator' has been modified to consider leaves of absence in the calculation of eligibility.

Another example is the **Estonian Research Council**. In its grant application procedures, pregnancy and parental leave extends the time frame where limits apply on the time between receiving a scientific degree and applying for a research grant. Similar extensions are allowed in cases of compulsory military service or 'for other serious grounds'. The same extension rules also apply for procedures where bibliometric data is used to evaluate applications or determine the eligibility of an applicant. Finally, it is possible to pause the research grant while on pregnancy, maternity or parental leave. According to the research council, the extension possibility is of particular importance for female researchers due to Estonia's relatively long parental leave. They can take pregnancy and maternity leave of up to 140 calendar days, and parental leave of up to three years, of which 435 days are paid. The law does not assume any state or local government organised childcare facilities before the child is 1.5 years old, and in practice it may be difficult to find a place before the child reaches the age of two or even three. Hence, Estonian parents are in a situation where one parent must stay at home relatively long, even though he or she would like to return work earlier. In practice, most mothers stay at home until the child is at least 1.5 years old.

In **Belgium**, F.R.S.-FNRS also extends the eligibility window of female applicants by one year for childbirth and/or adoption in its fellowships, including PhD fellowships, postdoctoral fellowships and permanent researcher positions.

**Spain's** Agencia Estatal de Investigación (AEI) has introduced work-life balance clauses in its calls for postdoctoral and predoctoral grants that improve the conditions for extending the contract when sick leaves is related to pregnancy. The new clauses also clarify how the contract is extended when parental leave is taken on a part-time basis. In addition, AEI has adjusted the eligibility windows for postdoctoral grants for female and male researchers with small children. The eligibility window is normally extended by 12 months per child in the event of childbirth, adoption or pre-adoption/permanent fostering during the usual eligibility window. The twelve-month extension now also applies for all children under

three years. That is, for first time it also applies to cases where children were born, adopted or fostered up to two years before the general eligibility period started.

Furthermore, the **Spanish** FBLC has implemented conciliation measures for career breaks. In the funding programmes in which research experience is a requirement (mobility programmes, fellowships and grants), one year of career break per child for maternity leave is considered, and the requirements adjusted accordingly.

In **Italy**, both the *Directive 23 May 2007* and the *Code of Equal Opportunities between Men and Women* include measures to guarantee protection of equal opportunities in employment in relation to maternity and paternity, as described in chapter 5.2, in the wake of the reformed family law. In this context, a maternity leave, i.e. a period of compulsory abstention from work is recognized for dependent workers during pregnancy (usually 2 months before birth) and the postnatal period (usually 3 months after birth). In the presence of certain conditions which prevent the mother from benefiting from the leave, the abstention from work is the responsibility of the father (paternity leave). The right to leave and the related allowance are also provided for in the event of the adoption or fostering of minors. During the periods of maternity (or paternity) leave, the worker is entitled to receive an allowance equal to 80% of the global average daily wage calculated on the basis of the last pay period prior to the start of the maternity (or paternity) leave.

A different kind of measure is introduced in the **Czech** funding programme ZÉTA, where the quality of human resources policy and management, and in particular the applicant's gender equality policies, are included in the evaluation criteria. It is possible to earn extra points if the applicant institution (higher education institution, research institution or company) fulfils at least one of the following conditions:

1. It holds the HR Excellence in Research Award.
2. It holds the award Company of the Year: Equal Opportunities, which is awarded by the NGO Gender Studies and relevant mainly to business companies, who are also eligible applicants for the programme.
3. It implements a gender equality plan.
4. It holds the certification provided by the Ministry of Labour and Social Affairs, confirming that it tests the level of equal and fair pay for women and men within organization.

It hold the award TOP Responsible Company (some of its categories focus on gender equality and diversity). ANR in **France** reports that one task of the EU project Gender-SMART, in which it participates, is to design gender-sensitive practices in recruitment, career management and work-life balance. The project started in 2019 and is also described in chapter 4.2. As part of the project, ANR will ensure equal opportunities in recruitment and career development in research and academia (including administrative and support functions) and create conditions for both female and male staff to achieve a balance between professional and private life. To achieve this, work on gender bias is being conducted by project partners regarding recruitment, progression and career management in relation to work-life balance policies and practices.

In the 2015 report we noted that CNRS in **France** offers a six-month relief from teaching duties for university professors working in CNRS laboratories and returning from parental or adoption leave. This opportunity is available to both women and men, but until now it has been used mostly by women. CNRS has also developed a work time management charter, and part-time teleworking has been implemented since the beginning of 2019, with the aim of reducing time-consuming commuting.

Finally, as part of the *Tri-agency EDI Action Plan*, the funding agencies in **Canada** – CIHR, NSERC and SSHRC – will be undertaking consultations to determine the best ways to ensure continuity in research during periods of parental leave.

## 5.4 Anti-harassment measures

In the 2015 report we noted that many countries have laws that forbid sexual harassment. We gave examples of initiatives to prevent harassment in the research sector, and we described the work CNRS does to prevent and address harassment in their research institutes. Last, but not least, the report showed that sexual harassment is a difficult issue to tackle legally, ethically and as a research topic. For instance, feelings of shame or embarrassment may prevent victims from coming forward, or legal definitions of harassment may differ from what the victims themselves see as harassment.

Since 2015, sexual harassment in academia has been highlighted in what is known as the #MeToo movement in social media, a grass-roots campaign that put sexual harassment on the public agenda in a number of countries.

In **Sweden**, there has been a national mapping of existing protocols and procedures for preventing and tackling harassment in universities and higher education institutions, as well as a review of international research literature on sexual harassment in academia and a review of international research on the prevention of sexual harassment in academia. In 2019, three Swedish universities started a broad collaboration and research program aimed at improving the study and work environment at Swedish HEIs. The program includes a national prevalence study of sexual harassment and gender-based violence in academia.Ki

In **Norway**, 26 out of 33 universities and higher education institutions collaborated in a national mapping of harassment and bullying. The Norwegian KIF Committee (described in chapter 2.3) has also worked to put sexual harassment in academia on the national agenda. From January 2020, sexual harassment cases in Norway will be handled by the Equality and Anti-Discrimination Tribunal instead of by the courts, to give those subjected to such harassment the same low-threshold services that have been accessible to subjects of all other sorts of discrimination.

The **Spanish** *State Plan against Gender-Based Violence* (GBV), adopted in 2017, includes specific provisions for academia.[41] For instance, it requires the gender equality units in universities to carry out studies on the impact of sexual harassment, aggression and abuse in academia, as well as to consider the possibility to develop prevention campaigns on university campuses. In addition, the Spanish Conference of Rectors should promote and support training and prevention programmes against gender-based violence in academia. A new measure was added in 2018 by the Ministry of Science, Innovation and Universities to improve the monitoring and review of the protocols against sexual harassment and gender harassment in universities and public research organisations, as well as promote the elaboration of protocols against sexual assault in the organisations.

In **France**, the *Memorandum of understanding on professional equality between women and men in the public service* was reinforced in 2018 (see chapter 2.2). The updated agreement includes more ambitious measures on employers' responsibilities to prevent and combat sexual violence, harassment and sexist behaviours, and it foresees tools to implement prevention, such as the establishment of an equality fund. An obligation for employers to organise training in sexual harassment issues for key

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[41] More about the Spanish State Plan against GBV (in Spanish); http://www.violenciagenero.igualdad.mpr.gob.es/pactoEstado/docs/Documento_Refundido_PEVG_2.pdf

human resources staff and for decision-makers was already included in the original agreement. Starting in 2017, the Ministry for Higher Education, Research and Innovation requires all universities and higher education institutions to create a unit or help facility (internal or external) for victims of harassment or assault, in order to listen to, support and assist them. Such units and/or support measures have to be implemented before the end of 2020.

In 2018, **Italy's** *National Code of Equal Opportunities between Women and Men* (described in chapter 2.2) was also strengthened regarding protection against harassment in the workplace.

In its budget plan for 2018, the government of **Canada** committed 5.5 million Canadian dollars over five years to the Department of Women and Gender Equality Canada (WAGE) to work with stakeholders, including provinces and territories, to develop a framework[42] to prevent and address gender-based violence at post-secondary institutions (PSIs). While the framework has not yet been finalised and released, it is expected to be drafted by spring 2020 and to be designed in a way that supports PSIs in Canada, including universities, colleges, CÉGEPs, and private colleges when developing or updating their GBV plans and policies. It is worth noting that in Canada, higher education is a provincial responsibility. While some provinces have implemented legislation requiring that post-secondary institutions have policies addressing sexual violence on their campuses, this is not yet the case across Canada.

## 5.5 Summary

Welfare benefits with relevance to the issues discussed above vary significantly between the assessed countries. It should be noticed that general welfare benefits alone are not enough. To achieve real structural change, one also needs to take cultural aspects and career demands into consideration. Researchers often find that the expectations and requirements for having a successful research career are not easily combined with family commitments.

All the measures mentioned by the assessed respondents seem to help in achieving work-life balance and in mitigating researchers' family issues. For instance, there are several funding schemes that take non-linear careers into account and make adjustments to eligibility windows and research productivity assessments. Other initiatives provide the possibility of working part-time or help to cover childcare costs. In the assessments, we also found examples of mentoring related to career breaks and relief from teaching duties so researchers may catch up with research after parental leave.

All in all, it seems clear that countries recognise work-life balance as crucial for researchers' careers and hence as a national and institutional responsibility. However, the scale of initiatives and measures still seems to be disproportionate to the challenges.

We also see an increased awareness of sexual harassment within academia, as well as some new initiatives.

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[42] More information on the framework: https://cfc-swc.gc.ca/violence/strategy-strategie/ps-ep-en.html

# 6. Facilitating in-/outgoing researcher mobility for women researchers

## 6.1 Introduction

The 2015 GENDER-NET report showed that even though researcher mobility between countries, institutions and sectors are considered critical to promoting quality in research, realising the ERA and providing individual researchers' career opportunities, there were surprisingly few national mobility initiatives that took gendered challenges into consideration. There was also little systematic monitoring of whether mobility schemes provide different results for women and men.

In the 2015 report we chose to focus on the initiatives to promote international mobility, and we do the same in this report. This means that we do not discuss mobility between sectors. The reason is simply that gendered challenges can be more critical when it comes to international mobility. Moving to another country is particularly demanding for researchers with caring responsibilities, and there is reason to believe that this renders women researchers more vulnerable than men. Findings from the 2015 report support this view. For instance, a **Swiss** initiative showed the value of having mobility incentives at the career stage before researchers normally start a family, but also the importance of flexible schemes that make it easier to combine research stays abroad with family commitments.

In 2019 there was still a limited number of mobility initiatives reported through our assessment. Below we describe initiatives from three of the new countries in GENDER-NET Plus, as well as updates from two of the countries that participated in the first assessment.

## 6.2 Economic incentives

In **Israel**, there are scholarships for female PhD graduates who pursue postdoctoral studies abroad. The scholarships aim to cover the expenses of moving a family, and for spousal lack of income. A postdoctoral study abroad is considered a minimum criterion by almost all higher education institutions to be accepted for tenure-track positions. Hence, the goal is to increase the pool of female candidates for such positions by economically facilitating a stay abroad for female researchers with family commitments.

The Israeli scholarship is the only reported initiative in our 2019 assessment that is explicitly aimed at improving mobility, and hence career opportunities, for women. However, there are a few examples of general mobility schemes that include some conciliation measures for researchers of both genders with caring responsibilities. For instance, in **Austria**, FWF's Erwin Schrödinger Programme[43] for outgoing mobility covers travel costs for children, as well as a child subsidy for children who will stay at least six months abroad together with the researcher. The programme is aimed at young and especially highly qualified scientists in any discipline who wish to gain experience abroad during the postdoc phase. They can apply for funding for fellowships of between 10 and 24 months. Likewise, FWF's Lise Meitner Programme[44] for ingoing mobility covers both travel costs for children and a child subsidy for children who will stay at least six months together with the researcher in Austria. The programme funds highly qualified postdoctoral researchers in any discipline who could contribute to the scientific development of an Austrian research institution by working there for one year.

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[43] More about the Erwin Schrödinger Programme: https://www.fwf.ac.at/en/research-funding/fwf-programmes/schroedinger-programme/
[44] More about the Lise Meitner Programme: https://www.fwf.ac.at/en/research-funding/fwf-programmes/meitner-programme/

The **Research Council of Norway** (RNC) awards Overseas Research Grants[45] to doctoral and postdoctoral researchers to cover settlement costs and extra costs in connection with research visits. The grants are either awarded as an integral part of a project funded by RCN or are announced separately. Applicants with family commitments may seek funding to cover travel costs for their partner and for children under the age of 18, provided that the grant has been awarded for at least three months. In addition, researchers with children under the age of 16 who choose to go abroad without their family have the possibility to divide their time abroad into several short periods instead of one long stay. For example, four visits of two or three months' duration may be an alternative to a complete, uninterrupted year in another country. RCN also offers postdoctoral researchers a three to twelve-month extension of their fellowship period in connection with a research stay abroad, corresponding to the length of the research stay.

In **Belgium**, F.R.S.-FNRS gives researchers a possibility of a three-year extension to their postdoctoral fellowship to pursue a postdoc abroad while at the same time keeping their three-year funding from F.R.S-FNRS. The allocation of a Postdoctoral Researcher fellowship leads to a fixed-term contract of three years between the F.R.S.-FNRS and the fellowship holder. Holders of a Postdoctoral Researcher fellowship may use the three years of their fellowship over a period of six years if an external funding is obtained in order to carry out a postdoctoral research outside the French-speaking Community of Belgium. So far, 115 men and 74 women have benefited from this rule.

The **Swedish Research Council's** (SRC) international postdoc programme[46] allows the time frame for applications to be prolonged due to parental leave. The purpose of the grant is to give newly qualified researchers the opportunity to expand their networks and their competencies by working abroad under secure employment conditions. Normally, the researchers who apply for funding should have completed their doctoral degree no more than two years ago, but time spent on parental leave can be deducted. Statistics from SRC show that the success rate for women within the international postdoc programme tends to be more or less the same as that for men. The SRC monitors the success rates of men and women within different research fields (natural and engineering sciences, medicine and health, humanities and social sciences, educational sciences, and artistic research). If the success rates within one field turn out to be clearly gender imbalanced one year, this must be reported to SRC's board together with an explanation for the imbalanced numbers, as well as a plan for rectifying the imbalance in future calls.

In **Spain**, FBLC adjusts the requirements in its mobility programmes to compensate for career breaks due to maternity leave. One year of career break per child is considered.

## 6.3 EURAXESS

The European Commission considers researcher mobility of vital importance to the realisation of the ERA and the free movement of knowledge and people across borders. To achieve a high level of mobility, the EC has introduced measures to fund researcher mobility, such as Marie Sklodowska-Curie Actions, and policy measures to remove barriers to mobility, including barriers that make it harder for one gender to pursue a research career. Policy measures to secure researchers' rights are important in this context, such as the *Charter and Code* and the Money follows Researcher initiative. Horizon 2020 expanded the focus on mobility to include mobility between sectors in order to promote research-based innovation. In the 2015 report we described the ERA initiative EURAXESS, because

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[45] More about the Overseas Research Grants: https://www.forskningsradet.no/en/apply-for-funding/funding-from-the-research-council/Personal-Overseas-Research-Grants/

[46] More about SRC's international postdoc programme: https://www.vr.se/english/calls-and-decisions/calls/calls/2018-11-01-international-postdoc.html

EURAXESS is also used on a national level by participating countries to increase researcher mobility. We stated that EURAXESS would address gender in future improvements to services by setting up career development centres and/or support for dual careers, providing support to researchers' integration in SMEs and in industry in general, encouraging better integration of researchers into the culture of the host country and by implementing mentoring programmes for researchers, including a focus on the career progression of female researchers. We anticipated that these initiatives would influence national-level programmes and policies, as well. The service improvements are currently being implemented, though this process has come further in some countries than in others. We do not have a full report of how developed these EURAXESS services are in the various GENDER-NET Plus countries, nor do we know to what extent researchers in the different countries are aware of the EURAXESS services. All the same, important steps to overcome gendered challenges to mobility and career development are being taken by EURAXESS, although its services do not contain any funding schemes for mobility.

## 6.4 Summary

Although international researcher mobility is considered important – both for promoting quality in research and for individual researchers' career opportunities – there are still relatively few national mobility initiatives that take gendered challenges into consideration. The few examples described in the 2015 report emphasised the importance of having statistics and other data that take gender and family situations into account in order to develop adequate mobility schemes. Such systematic monitoring makes it possible to see whether the schemes are working according to plan for both women and men, or whether they need adjustments. Our recent findings show that a few more countries have now introduced conciliation measures for researchers – of both genders – with family commitments. There is one report of mobility schemes for women only, created to support research stays abroad for female researchers with family commitments.

Since 2015, mobility among researchers has increased extensively. This academic migration has led to increased competition among researchers, particularly at postdoc level. At the same time, our recent findings give us reason to believe that there is a growing awareness of the challenges faced by researchers with family commitment when it comes to international mobility, and a willingness to ease some of those problems. As we have argued, such initiatives might be especially important to women researchers, since they are often more vulnerable than men to the challenges of combining caring responsibilities with mobility. At the same time, young couples today share family responsibilities more equally, which makes mobility issues increasingly important for men, too.

However, in most of the assessed countries, gender is still not mainstreamed in general mobility schemes, and there is little systematic monitoring of whether the mobility schemes provide different results for women and men. This is also true for the general mobility schemes that have measures to support researchers with caring responsibilities. One exception from the 2019 assessment is the **Swedish** postdoc programme, where they report on the gender balance annually, and are obliged to take action in future calls if they discover clearly disproportionate numbers.

This does not mean that the general schemes cannot contribute positively to women's mobility, but without systematic monitoring it is unclear how institutions ensure that they do. And it is unclear how they can ensure that mobility is not better promoted for male researchers than for female researchers. Since countries vary in how far they have come in regard to gender equality, women researchers may also face more and different kinds of challenges than men when moving to other places. Finally, challenges for single parent researchers are not explicitly addressed.

# 7. Conclusions

This report describes a wide range of national measures promoting gender equality in institutions of higher education and research. As national contexts vary, so too does the design of measures. Both the 2015 report and our recent assessment show that many countries have come far as regards gender equality legislation, plans and regulations, and there are some good examples of mechanisms that contribute to the implementation of laws and plans. In addition, there are many examples of targeted, comprehensive initiatives for enhancing gender equality through institutional change.

Leadership commitment and involvement is considered to be vital to structural change, and is a goal or a prerequisite in many, if not most, of the reported initiatives. Still, methods for involving and committing management at different levels are in an early phase. We found a few more examples of gender equality training for leaders, as well as leadership committees, but there is still potential for developing new methodologies to improve leadership involvement.

Structural change must take place at national, institutional and systemic level. In the 2015 report we noted that the material contained relatively few examples of measures specifically aimed at structural change, such as measures aimed at improving international mobility and work-life balance. This is still true to a certain extent, but some improvements can be observed. For instance, the 2019 assessment revealed several additional initiatives that help researchers achieve work-life balance, mitigate family issues and take non-linear careers into account. There are also a few more examples of mobility schemes that include provisions to make research stays more compatible with having caring responsibilities. However, it may still be hard to pursue a successful research career if you do not have the flexibility to work extra hours to keep up with research publication production, travel to international conferences or conduct research stays abroad. The quantity and quality of publications have become decisive factors in the provision of incentives because they measures research production. Hence, it has become increasingly important for researchers to publish extensively at early stages in order to have a successful career. They are also expected to network nationally and internationally, participate in international conferences and undertake research stays abroad, which can be difficult in particular phases of life. There should be more attention paid to the potentially biased impacts of such structural constraints, and more willingness among RFOs and RPOs to implement flexibility in order to make it possible for researchers to combine work and personal life to prevent talents from quitting an academic career.

To achieve structural change, gender equality has to be mainstreamed in all areas. In the 2015 report we recommended considering family commitments and dual-career constellations as the norm when developing human resources policies or reflecting on career development in general. This would also benefit researchers with fewer engagements, and the result would be a better work-life balance for all. Our recent assessment indicates that there is a growing focus on these issues in human resources policies and career development, and the hope is that this will become widespread.

The 2019 assessment found that a growing number of research funding organisations have developed comprehensive gender action plans and strategies based on self-assessment. It is also more common to have gender-disaggregated data and monitoring of funding instruments. This makes it easier to have more targeted and successful initiatives. It should be noted that EU projects have played, and still play, a significant role in elaborating the gender equality work for several organisations.

Another finding is that the various stakeholders seem to learn from and be inspired by others' experiences and state-of-the-art knowledge when developing their measures. One example in our material is the EU projects where research funding organisations collaborate with each other and with expert partners in developing targeted gender equality plans. Another example is how established instruments like Athena SWAN are adopted and adapted by new stakeholders in other countries. It is a promising trend that good practices and lessons learned seem to be spreading. Ireland has gone as far as requiring research institutions to obtain an Athena SWAN medal to qualify for research funding.

Last, but not least, there seems to be a trend of adopting a holistic approach to solving gender equality issues. Many of the initiatives described in this report are part of a larger package. Whether the package is in the form of an action plan, a legislative measure or a policy varies between partners and countries and is related to their understanding of, and culture for dealing with, measures and regulatory frameworks. But the tendency to develop a framework that addresses different aspects of academic career development and that introduces a variety of measures to resolve equality issues seems to be stronger than in the 2015 report.

# APPENDIX

## Appendix 1: Template for assessment

### About the template

As stated in task 6.1. of the GENDER-NET Plus project, the new and updated comparative analytical report shall follow the same structure and cover the same themes as the 2015 GENDER-NET Analysis Report *National plans and initiatives promoting gender equality and structural change* (available at: http://www.gender-net.eu/IMG/pdf/GENDER-NET_D2-5_-_National_plans_and_initiatives_promoting_gender_equality_and_structural_chang_e.pdf).

Hence, the template is structured according to the following themes/headings (the same as in the 2015 report):

1. Recruitment, retention and advancement of women researchers, including leading positions
2. Facilitating in-/out- going researcher mobility for women researchers
3. Improving work environment, work-life balance and dual career opportunities
4. Anchoring gender equality issues at leadership level
5. Identifying decision-making structures and procedures at regional/national level
6. Other relevant issues

**How to fill in the template:**

- We would like you to fill in the template, keeping in mind that the purpose of the assessment is to analyse impact and the potential transferability of your measures, so please focus on these aspects in your answers.
- The template is designed to gather thorough information on a limited amount of measures. The information needs to be detailed enough for us to perform an analysis of these measures. This means that you need to elaborate your answers in questions 4 to 9, and be specific when you explain what, who, when, where and how. The same goes for impact, results and aspects that can influence transferability.
- In case you have more than one measure under each theme/heading, please fill in the template (questions 1-9) for each measure.
- In case you have a measure which you think belong to more than one theme/heading, please put it below the theme/heading you find most appropriate and explain in questions 4-9 how it is also relevant to the other themes/headings.
- In case you do not have any measure for one theme/heading, just leave questions 2-9 under this theme/heading open.

# Template for the joint assessment on the promotion of gender equality through structural change at regional/national level

## 1. Recruitment, retention and advancement of women researchers, including leading positions

This theme/heading could for instance include:

- Targeted measures at national level towards women (as individuals) that enhance their recruitment, retention and advancement.
- Targeted measures towards research institutions with the intention to enhance women researchers´ recruitment, retention and advancement.

1. Do you have any measures related to this theme?
   ☐ Yes

   ☐ No

2. What is the name of the measure? _____

3. What kind of measure do you have?
   ☐ Specific Programs

   ☐ Mainstreaming measures

   ☐ Economic incentives

   ☐ Networks/networking activities

   ☐ Trainings/skills up-grading

   ☐ Other, please specify _____

| 4 | What are the goals for the measure? | (Describe) |
|---|---|---|
| 5 | How is the measure implemented? | |
| 6 | Do you have any success criteria or indicators to measure success? | (Which?) |
| 7 | Has the measure been evaluated? | (include reference) |
| 8 | What is the main impact of the measure? | |
| 9 | Could you identify any legislative, organisational or cultural aspects that will impact transferability of your measure to other countries | (Which?) |

## 2. Facilitating in-/outgoing researcher mobility for women researchers

This theme/heading could for instance include:

- Any measure at national level that facilitates mobility for women researchers (without being specifically targeted towards women).
- Targeted measures towards women researchers that improve their possibilities for becoming mobile.

1. Do you have any measures related to this theme?
   ☐ Yes

   ☐ No

2. What is the name of the measure? _____

3. What kind of measure do you have?
   ☐ Specific Programs

   ☐ Mainstreaming measures

   ☐ Economic incentives

   ☐ Networks/networking activities

   ☐ Assistance and guidance on practicalities

   ☐ Family oriented measures or actions

   ☐ Other, please specify _____

| 4 | What are the goals for the measure? | (Describe) |
|---|---|---|
| 5 | How is the measure implemented? | |
| 6 | Do you have any success criteria or indicators to measure success? | (Which?) |
| 7 | Has the measure been evaluated? | (include reference) |
| 8 | What is the main impact of the measure? | |
| 9 | Could you identify any legislative, organisational or cultural aspects that will impact transferability of your measure to other countries | (Which?) |

## 3. Improving work environment, work-life balance and dual career opportunities

This theme/heading could for instance include:

- Any measure at national level that facilitates a gender equal work environment, work-life balance and/or dual career opportunities.
- Targeted measures towards research institutions or researchers with the intention to improve work environment, work-life balance and/or dual career opportunities.

1. Do you have any measures related to this theme?
   ☐ Yes

   ☐ No

2. What is the name of the measure? _____

3. What kind of measure do you have?
   ☐ Legislation

   ☐ Specific Programs

   ☐ Mainstreaming measures

   ☐ Economic incentives

☐ Employment-related regulations (working hours, leaves for sick children or similar)

☐ Parental and/or child benefits (please, give a description in any of the questions 4-7 below if this also applies to men)

☐ Optional prolonging fellowship period after parental leave

☐ Child care possibility

☐ Anti-harassment measure

☐ Other, please specify _____

| 4 | What are the goals for the measure? | (Describe) |
|---|---|---|
| 5 | How is the measure implemented? | |
| 6 | Do you have any success criteria or indicators to measure success? | (Which?) |
| 7 | Has the measure been evaluated? | (include reference) |
| 8 | What is the main impact of the measure? | |
| 9 | Could you identify any legislative, organisational or cultural aspects that will impact transferability of your measure to other countries | (Which?) |

## 4. Anchoring gender equality issues at leadership level

This theme/heading could for instance include:

- Any measure at national level that addresses leadership level with the aim to embed gender equality into management.
- Targeted measures towards leaders that has the intention to improve gender equality within the research community.

1. Do you have any measures related to this theme?

   ☐ Yes

   ☐ No

2. What is the name of the measure? _____

3. What kind of measure do you have?

   ☐ Specific programs

   ☐ Mainstreaming measures

   ☐ Gender equality embedded in national/regional guidelines for leaders

   ☐ Gender equality part of job description     ☐ Leadership at top-level ☐ Leadership at
lower level

   ☐ Gender equality included in leadership assessment and monitoring

   ☐ National/regional trainings on gender equality for leaders     ☐ mandatory ☐ Optional

   ☐ Other, please specify _____

| 4 | What are the goals for the measure? | (Describe) |
|---|---|---|
| 5 | How is the measure implemented? | |
| 6 | Do you have any success criteria or indicators to measure success? | (Which?) |
| 7 | Has the measure been evaluated? | (include reference) |
| 8 | What is the main impact of the measure? | |
| 9 | Could you identify any legislative, organisational or cultural aspects that | (Which?) |

| | will impact transferability of your measure to other countries | |
|---|---|---|

## 5. Identifying decision-making structures and procedures at national/regional level

Here you can include any structures (legislation, rules, routines, procedures etc.) in place at national level that influence on women´s research careers. Targeted measures towards women (as individuals) should be covered under the theme/heading Recruitment, retention and advancement of women researchers, including leading positions.

1. Do you have any measures related to this theme?
   ☐ Yes

   ☐ No

2. What is the name of the measure? _____

3. What kind of measure do you have?
   ☐ Legislation (on board composition etc)

   ☐ Legislation specific for academia and/or research

   ☐ Mandatory monitoring and reporting on status and progress

   ☐ Moderate affirmative actions

   ☐ Gender Action Plan    ☐ mandatory ☐ Optional ☐ Monitoring implementation

   ☐ Guidelines for appointment procedures (job advertisement profiles, appointment committees, callings for positions etc.)

   ☐ Other, please specify _____

| 4 | What are the goals for the initiative/action? | (Describe) |
|---|---|---|
| 5 | How is the initiative/action implemented? | |
| 6 | Do you have any success criteria or indicators to measure success? | (Which?) |
| 7 | Has the measure been evaluated? | (include reference) |

| 8 | What is the main impact of the measure? | |
|---|---|---|
| 9 | Could you identify any legislative, organisational or cultural aspects that will impact transferability of your measure to other countries | (Which?) |

## 6. Other relevant topic

If you have any other measure that does not fit into any of the headings above, please include it here.

1. What is the name of the measure? _____

2. What kind of measure do you have?  Please specify _____

| 3 | What are the goals for the initiative/action? | (Describe) |
|---|---|---|
| 4 | How is the initiative/action implemented? | |
| 5 | Do you have any success criteria or indicators to measure success? | (Which?) |
| 6 | Has the measure been evaluated? | (include reference) |
| 7 | What is the main impact of the measure? | |
| 8 | Could you identify any legislative, organisational or cultural aspects that will impact transferability of your measure to other countries | (Which?) |