

Analytical Review

Structural Change for Gender Equality in Research and Innovation

Publications of the Ministry of Education and Culture, Finland 2021:4

Publications of the Ministry of Education and Culture, Finland 2021:4

Analytical Review

Structural Change for Gender Equality in Research and Innovation

Ministry of Education and Culture

This project has received funding from the European Union's Horizon
2020 research and innovation programme under grant agreement
No 859383

ISBN PDF: 978-952-263-880-9

Layout: Government Administration Department, Publications
Helsinki 2021

Description sheet

Published by	Ministry of Education and Culture	March 2021
Authors	Lucy Ferguson	
Title of publication	Analytical Review: Structural Change for Gender Equality in Research and Innovation	
Series and publication number	Publications of the Ministry of Education and Culture2021:4	
Register number		Subject Research
ISBN PDF	978-952-263-880-9	ISSN (PDF) 1799-0351
Website address (URN)	http://urn.fi/URN:ISBN:978-952-263-880-9	
Pages	63	Language English
Keywords	equality, research, science, science (phenomena)	
<p>Abstract</p> <p>This report traces the evolution of the structural change approach to gender equality in research and innovation, critically engaging with lessons learned and emerging challenges. Drawing on documentary material and primary research, the report explores what has worked to date in EU-funded structural change projects. Building on the findings, a number of recommendations are presented: strengthen and further develop the structural change approach to gender equality in research and innovation, integrating an intersectional perspective; integrate structural change more systematically into policy-making; engage research funding organisations more substantively into the structural change framework; focus on process, not just outcomes, in order to increase ownership of structural change, increase the effectiveness of interventions; explore traditional notions of academic culture such as excellence and promotion, and make visible and valuable "academic care work"; develop support mechanisms and platforms for mutual learning on structural change; address the uneven implementation of structural change by integrating more substantively institutions and countries that are less advanced in gender equality in research and innovation; and increase accountability and ownership for gender equality in research and innovation by engaging a wider range of stakeholders from different sectors.</p>		
Publisher	Ministry of Education and Culture	
Distributed by/ publication sales	Online version: julkaisut.valtioneuvosto.fi Publication sales: vnjulkaisumyynti.fi	

Kuvailulehti

Julkaisija	Opetus- ja kulttuuriministeriö	maaliskuu 2021	
Tekijät	Lucy Ferguson		
Julkaisun nimi	Analyttinen katsaus: Rakennemuutos ja sukupuolten välinen tasa-arvo tutkimus- ja innovaatiotoiminnassa		
Julkaisusarjan nimi ja numero	Opetus- ja kulttuuriministeriön julkaisuja 2021:4		
Diaari/hankenumero		Teema	tiede
ISBN PDF	978-952-263-880-9	ISSN PDF	1799-0351
URN-osoite	http://urn.fi/URN:ISBN:978-952-263-880-9		
Sivumäärä	63	Kieli	englanti
Asiasanat	tasa-arvo, tutkimus, tiede, tiede (ilmiöt)		
Tiivistelmä	<p>Raportti käsittelee sukupuolten välisen tasa-arvon edistämisen rakennemuutosta tutkimus- ja innovaatiotoiminnassa huomioiden kokemukset, tutkimustiedon ja edessä olevat haasteet. Raportti tarkastelee asiakirja-aineiston ja tutkimuksen pohjalta, mikä EU:n rahoittamissa hankkeissa on tähän asti toiminut hyvin. Aineiston pohjalta raportissa esitetään suosituksia: vahvistetaan ja kehitetään edelleen rakennemuutosta sukupuolten välisen tasa-arvon edistämiseksi tutkimus- ja innovaatiotoiminnassa, sisällytetään sektorit ylittävä tarkastelu prosessiin ja järjestelmällisemmin päätöksentekoon, osallistetaan tutkimusrahoittajat vahvemmin mukaan, vahvistetaan rakenteellisten muutosten omistajuutta kiinnittämällä lopputulosten ohella enemmän huomiota myös itse prosessiin, tarkastellaan akateemisen kulttuurin perinteisiä käsitteitä kuten huippututkimus, osaaminen ja tutkijanurien kehittäminen, parannetaan naisille kasaantuvan akateemisen hoivatyön ("academic care work") näkyvyyttä ja arvostusta, kehitetään tukimekanismeja ja alustoja vastavuoroiselle oppimiselle rakennemuutoksesta, etsitään ratkaisuja rakennemuutoksen epätasaiseen jakaantumiseen ottamalla mukaan instituutioita ja maita, joissa sukupuolten välinen tasa-arvotilanne tutkimus- ja innovaatiotoiminnassa on heikompi sekä lisätään vastuuta ja omistajuutta sukupuolten välisen tasa-arvon edistämisestä tutkimus- ja innovaatiotoiminnassa osallistamalla entistä laajempi joukko eri alojen sidosryhmiä.</p>		
Kustantaja	Opetus- ja kulttuuriministeriö		
Julkaisun jakaja/ myynti	Sähköinen versio: julkaisut.valtioneuvosto.fi Julkaisumyynti: vnjulkaisumyynti.fi		

Presentationsblad

Utgivare	Undervisnings- och kulturministeriet	mars 2021	
Författare	Lucy Ferguson		
Publikationens titel	Analytisk översikt: Strukturreform för jämställdhet mellan könen inom forskning och innovation		
Publikationsseriens namn och nummer	Undervisnings- och kulturministeriets publikationer 2021:4		
Diarie-/ projektnummer		Tema	Forskning
ISBN PDF	978-952-263-880-9	ISSN PDF	1799-0351
URN-adress	http://urn.fi/URN:ISBN:978-952-263-880-9		
Sidantal	63	Språk	engelska
Nyckelord	Jämställdhet, forskning, vetenskap, vetenskap (fenomen)		
Referat	<p>I den här rapporten granskas utvecklingen av strukturreformsapproachen för jämställdhet mellan könen inom forskning och innovation, och i rapporten diskuteras lärdomar och nya utmaningar kritiskt. I rapporten studeras med hjälp av dokumentmaterial och primärforskning sådant som har fungerat till dags dato i EU-finansierande strukturreformsprojekt. Baserat på fynden föreslås ett antal rekommendationer: stärka och vidareutveckla strukturreformsapproachen för jämställdhet mellan könen inom forskning och innovation, integrera ett intersektionellt perspektiv; integrera strukturreformen mer systematiskt i avsiktsförklaringar; engagera organisationer som finansierar forskningen på ett mer ingående sätt i ramverket för strukturreformen; fokusera på processen och inte bara resultatet för att öka ägarskapet för strukturreformen, ge effektivare ingripanden; utforska traditionella uppfattningar inom den akademiska kulturen, såsom excellens och avancemang, och göra "akademiskt vårdarbete" synligt och värdefullt; utveckla stödmekanismer och plattformar för att ömsesidigt lära sig om strukturreformen; ta upp det ojämna genomförandet av strukturreformen genom att på ett mer ingående sätt ta med institutioner och länder som inte är lika långt hunna i jämställdheten mellan könen inom forskning och innovation; och öka ansvarighet och ägarskap för jämställdheten mellan könen inom forskning och utveckling genom att engagera flera olika intressenter inom olika sektorer.</p>		
Förläggare	Undervisnings- och kulturministeriet		
Distribution/ beställningar	Elektronisk version: julkaisut.valtioneuvosto.fi Beställningar: vnjulkaisumyynti.fi		

Contents

1	Introduction	9
2	Development of the structural change approach in research and innovation...	11
3	Lessons learned: ERA priority areas	19
3.1	Gender equality in scientific careers	20
3.2	Gender balance in decision-making	26
3.3	The gender dimension in research	29
4	Lessons learned: sustainability and future directions for structural change processes	32
4.1	Ensuring sustainability	35
4.2	Future directions	36
5	Conclusions and Recommendations	39
5.1	Strengthen and further develop the structural change approach to gender equality in research and innovation	41
5.2	Integrate structural change more systematically into policy-making	42
5.3	Engage research funding organisations more substantively into the structural change framework	42
5.4	Focus on process, not just outcomes, in order to increase ownership of structural change and increase the effectiveness of interventions	43
5.5	Challenge traditional notions of academic culture such as excellence and promotion, and make academic care work visible and valuable	43
5.6	Develop support mechanisms and platforms for mutual learning on structural change	44
5.7	Address the uneven implementation of structural change by integrating more substantively institutions and countries that are less advanced in gender equality in research and innovation	44
5.8	Increase accountability and ownership of gender equality in research and innovation by engaging a wider range of stakeholders from different sectors	45

Annex I. List of resources on structural change 46

Annex II. Helsinki Call for Action: Advancing gender equality in research and innovation
in Europe 54

Annex III: Outline of selected projects..... 57

Annex IV: Full list of structural change projects 61

1 Introduction

As outlined in the latest edition of *She Figures*, gender inequality persists in all aspects of research and innovation in Europe, despite the general advancement of equality principles and policies.¹ This has been a key policy issue for the European Commission policy since the first *Communication on Women in Science* in 1999, and has continued to grow in significance and scope over the last twenty years. This report traces the evolution of the structural change approach - critically engaging with key lessons learned and emerging challenges - with a view to contributing to transformative and lasting change for gender equality in long lasting change to gender equality within the European Research Area, including through the support of Horizon Europe and beyond. The report was commissioned by the Finnish Ministry of Education and Culture, in line with the Finnish Presidency of the EU in 2019 and funded by the European Commission under the Horizon 2020 programme. The intended audience includes research funding and performing organisations, civil servants, governments and stakeholders across the European R&I community.

The report has four key objectives:

- Explore the ways in which EU-funded structural change projects can be drivers for change
- Identify what works in successfully implementing structural change projects
- Outline key challenges and emerging issues for implementing and sustaining structural change
- Develop concrete recommendations for key stakeholders

1 European Commission (2019), [She figures 2018](#)

In order to achieve these objectives, the following methodological approach was adopted.

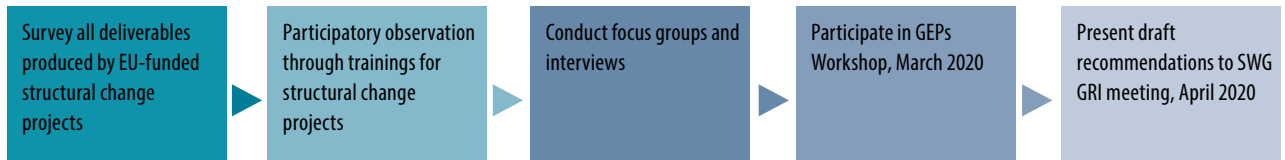


Figure 1. Methodological approach

The research process was made up of three key tools: documentary review; interviews and focus groups; and participant observation. Following the detailed review of EU funded projects, seven structural change projects were selected for more detailed analysis - TARGET, INTEGER, GenderTIME, FESTA, GENOVATE, SAGE, EQUAL-IST – including reviewing all evaluation reports and key deliverables. These projects were selected in order to provide a representative overview of the different kinds of structural change projects. It should be noted that project reports do not necessarily offer a reflexive and critical review of the projects. As such, in order to complement this documentary analysis, the first stage was followed by a number of one-to-one interviews and a focus group with key actors in EU-funded structural change projects. The third part of the research process involved participant observation as a trainer for a range of structural change projects in 2019 and 2020; and the role of rapporteur in the Workshop *Fostering institutional change through Gender Equality Plans (GEPs) and the way forward towards Horizon Europe* in March 2020. The draft report was shared widely with relevant actors and substantively revised following their inputs. The draft recommendations were presented at the SWG GRI meeting in April 2020, ensuring input from member states into the report.

The report is developed in four main chapters. The first traces the evolution of the European Commission's policy approach to gender equality up to the present day, focussing on the development and implementation of the "structural change" approach. The section explores the impact of structural change projects in the Commission's three priority areas respectively: scientific careers; decision-making processes; and research. Next, the report analyses the key lessons learned in order to maximise the impact and sustainability of structural change in research and innovation, as well as persistent challenges and emerging issues. The final section develops concrete, detailed recommendations for different stakeholders.

2 Development of the structural change approach in research and innovation

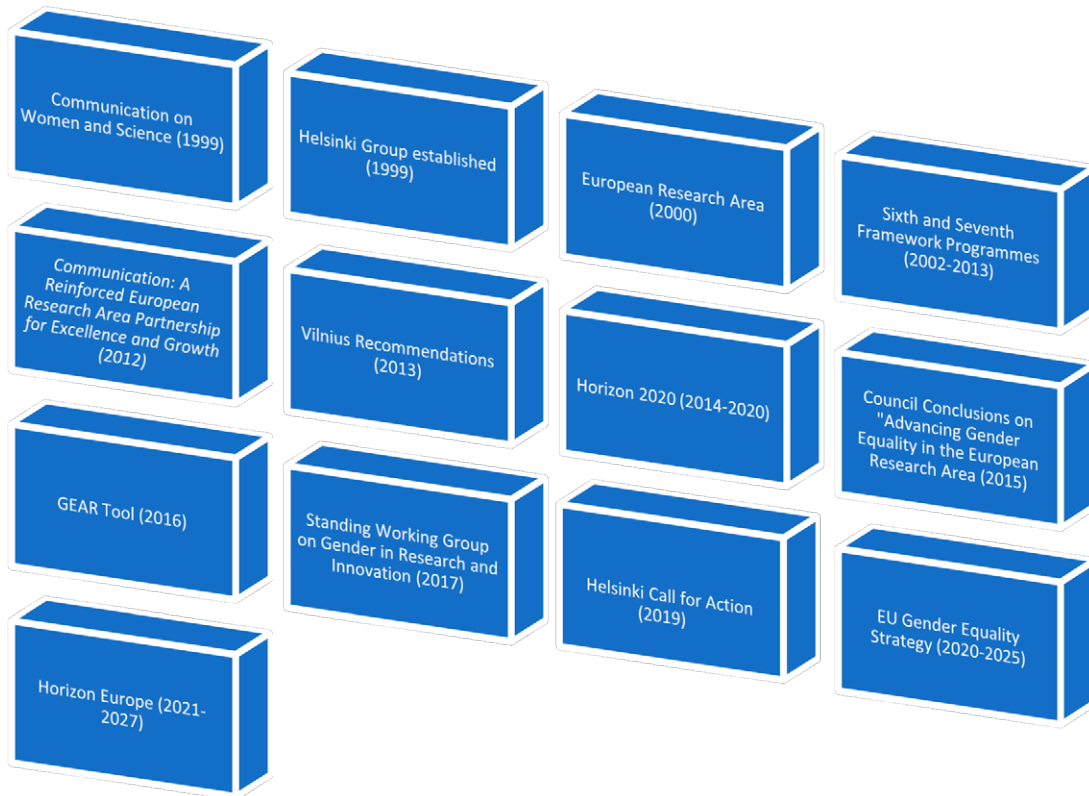


Figure 2. Figure 2 sets out the key milestones in the Commission's approach to gender equality, as outlined in more detail below. Timeline of gender equality in EU Research and Innovation

Source: author's elaboration

As well as noting the key milestones, it is also useful to trace how the discourse and framing of gender equality has developed. In line with dominant thinking in public policy for gender equality worldwide, the Communication on "Women and Science" in

1999 primarily focussed on increasing the number of women researchers and women on research decision-making committees and panels. In addition, measures were proposed to “enable women to combine family life and professional life.”²

In line with the emerging gender mainstreaming approach, the targets of the 1999 communication were women themselves, as opposed to the structures and institutions within which research operates. In the same year, the Helsinki Group on Gender in Research and Innovation was established, bringing together representatives from Member States and Associated Countries to promote equality between women and men in research and innovation and to embed the gender dimension in science, research and innovation contents and programmes. The task of the group was to assist the Commission in the preparation of legislative proposals and policy initiatives.³

A 2002 report by the Helsinki Group highlighted the need to mainstream gender issues in the 6th Framework Programme.⁴ Following this, in the FP6 and FP7 research funding cycles (2002-2013) emphasis was shifted from a focus on women towards a greater understanding of the role of institutions in gender equality in research and innovation. With the 7th Framework Programme in research, the European Commission’s activities on women in science changed character: “from women scientists, the focus moved to the institutions that employ them in order to address gender management issues and work towards a better representation and retention of women at all levels of their scientific careers. This is known as Structural Change.”⁵ This was in line with a more systematic EU-wide approach to gender mainstreaming as a strategy for achieving gender equality, grounded in the growing awareness that gender inequality in research and innovation cannot be addressed without tackling systemic, structural barriers. This approach involves acknowledging the:

complex interplay of individual and organisational factors that influence different outcomes and that, most importantly, produce and reproduce structures and systems that cumulatively disadvantage women throughout the process. This shift in focus from outcomes to the importance of structural and cultural gendering processes in the workplace and throughout the career is more recently being concentrated even further on the very nature of academia and the research enterprise themselves.⁶

2 European Commission (1999) [Communication of the European Commission on “Women and Science – Mobilising Women to Enrich European Research” \(COM \(1999\) 76\)](#)

3 <https://ec.europa.eu/transparency/regexpert/index.cfm?do=groupDetail.groupDetail&groupID=698>

4 European Commission (2002), [National policies on women and science in Europe: The Helsinki group on women and science : a report about women and science in 30 countries](#)

5 European Commission (2012) [Structural change in research institutions: Enhancing excellence, gender equality and efficiency in research and innovation](#)

6 [GENOVATE Final report](#)

Under FP7 and Science in Society, a number of projects were funded with the specific aim of increasing gender equality in research and innovation (see Annex IV for a full list of FP7 structural change projects). These projects were supported by the *Gender in EU-funded Research Toolkit and Training (2009-2011)*.⁷ In February 2011 the European Commission convened the Expert Group on Structural Change to assist the Commission in identifying the most appropriate means to reinforce structural change activities in cooperation with EU Member and Associated countries, as requested by the EU Competitiveness Council in May 2010. The report found that specific programmes designed to help women had proved insufficient for addressing the “leaky pipeline” phenomenon. As noted, this led to a shift in focus towards “addressing the structural transformation of institutions, using a systemic, comprehensive and sustainable approach.” The report identified five key challenges for achieving gender equality in research and innovation at the institutional level:

1. Opaqueness in decision-making
2. Institutional practices in which unconscious cognitive biases operate in assessing merit, suitability for leadership or evaluation of performance;
3. Unconscious gender biases in the assessment of excellence and the process of peer review
4. Gender bias present in the content of science itself and
5. A gendered labour organization which also affects research institutions, resulting in a gender pay gap, harassment and concentration of power, as well as in a need to recognize the importance of life work balance and reconciliation.⁸

The structural change approach was further reinforced by the 2012 Communication *A Reinforced European Research Area Partnership for Excellence and Growth*.⁹ Three key objectives were established, which remain the guiding framework for gender equality in research and innovation:

- gender equality in scientific careers,
- gender balance in decision-making, and
- integration of the gender dimension into the content of research and innovation.

⁷ European Commission (2011) [Toolkit gender in EU-funded research](#)

⁸ European Commission (2012) [Structural change in research institutions: Enhancing excellence, gender equality and efficiency in research and innovation](#)

⁹ [Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions: A Reinforced European Research Area Partnership for Excellence and Growth](#)

The Communication encouraged Member States to create the appropriate legal and policy environment to incentivise institutional changes in research organisations and correct the remaining gender biases. In order to further embed the structural change approach, the European Commission supported the 2013 conference hosted by the Lithuanian Presidency of the EU on Structural Change Promoting Gender Equality in Research Organisations. The aim was to enable dialogue and knowledge sharing between stakeholders to ensure gender equality in research – from policy-makers to research funding agencies, academia, research institutions and the scientific sector in general. The *Vilnius Recommendations* called on the Council of the European Union to “engage Member States to remove barriers to gender equality and provide incentives for structural changes in their research organisations including universities”; urged the European Commission to “adopt a recommendation on structural changes”; and entreated the European Parliament to “monitor at appropriate time intervals the progress made on structural changes to promote gender equality in research and innovation.” Moreover, it recommended that research organisations “fund specific programmes and initiatives on structural changes for gender equality in research organisations”.¹⁰ These recommendations were integrated into the next funding round *Horizon 2020* (2014-2020), in which gender equality in research and innovation is a key element and mainstreamed as a cross-cutting issue throughout the programme.¹¹ Moreover, the *Science With and For Society* part of Horizon 2020 provides for a specific support to *Gender Equality in Research and Innovation* (GERI). See Annex IV for a full list of Horizon 2020-funded structural change projects.

In 2015 the Council Conclusions on *Advancing Gender Equality in the European Research Area* encouraged EU Member States to “make institutional change a key element of their national policy framework on gender equality R&I”, including European research area (ERA) national action plans or strategies at the level of the state and research institutions. Member States were urged to provide incentives for research organisations to develop gender mainstreaming strategies and/or gender equality plans (GEPs) and to mobilise adequate resources. Guiding targets were advised to promote gender balance among full professors and in decision-making bodies, including scientific and administrative boards, recruitment and promotion committees as well as evaluation panels. The Council called for cultural and institutional changes to address gender imbalances in research institutions and in decision-making bodies. In 2016, Member States designed National Action Plans (NAPs) with concrete actions to advance gender equality.¹²

10 <http://www.sapgeric.eu2013.vu.lt/recommendations/>

11 https://ec.europa.eu/research/participants/docs/h2020-funding-guide/cross-cutting-issues/gender_en.htm

12 [Advancing gender equality in the European Research Area - Council conclusions](#)

In order to support the development and implementation of GEPs, in 2016 the European Institute of Gender Equality (EIGE), in collaboration with DG Research and Innovation produced the Gender Equality in Academia and Research (GEAR) Tool. The GEAR Tool provides universities and research organisations with practical advice and tools through all stages of institutional change, from setting up a gender equality plan to evaluating its real impact. It also includes clear definitions and examples of the key challenges and issues in gender equality in research and innovation. The GEAR Tool sets out clearly the structural change approach, showing how a number of mechanisms work together to reproduce inequalities in research institutions:

- research and higher education institutions are gendered settings;
- unconscious or implicit gender bias;
- a masculine image of science;
- slow improvement on numbers of women in research and higher education institutions; and
- gender-blind and gender-biased research.¹³

A further initiative to increase the impact of gender equality across the European Research Area is the **GENDER-NET Plus ERA-NET Cofund** – a consortium of **16 organisations from 13 countries** aims to strengthen transnational collaborations between research programme owners and managers and provide support to the promotion of **gender equality** through institutional change. Funded under Horizon 2020, the project was launched in September 2017 and will run until 2022.¹⁴

In 2017, the *Standing Working Group on Gender in Research and Innovation under European Research Area and Innovation Committee* (ERAC SWG GRI) was established as a policy advisory committee that advises the Council of the EU, the European Commission and member states on policies and initiatives related to gender equality in research and innovation. The Working Group on Gender consists of representatives from Member States, Associated Countries and the European Commission. The overall objective of the Group is to advise the Council and the European Commission on policies and initiatives on gender equality in Research and Innovation (R&I), for the benefit of scientists, research institutions, universities, businesses and society at large. This group is the successor of the [Helsinki Group on Gender Equality in Research and Innovation](#) that was established by the European Commission in 1999.¹⁵ In 2018, the ERAC SWG GRI published a report on the implementation of the 2015 Council Conclusions on Gender Equality in the European

¹³ <https://eige.europa.eu/gender-mainstreaming/toolkits/gear>

¹⁴ <http://gender-net-plus.eu/>

¹⁵ <https://era.gv.at/directory/85>

Research Area. This highlighted the differences between EU-15 and EU-13 countries in implementing gender equality, and between innovation leaders/strong innovators and moderate/modest innovators. Recommendations from the report included: step up action to promote gender equality in research, innovation and higher education in the EU, particularly in the EU-13; review and reinforce Priority 4 roadmaps should be in the ERA National Actions Plans and Strategies; and increase the budget for Research and Innovation Systems, including incentives for EU-13 countries to implement gender equality in the Widening part of the programme.¹⁶

Two recent reviews allow for an assessment of the status of gender mainstreaming in research and innovation: the interim evaluation of the Horizon 2020 funding programme, and the 2018 *ERA Progress Report*. The report of the Expert Group on the Interim Evaluation of Gender Equality as a crosscutting issue in Horizon 2020 reinforced the relevance of a structural and institutional change approach. However, the report highlights that although structural change has been pointed out as a clear objective for ERA, it is more difficult to find the question fully developed in the three Horizon 2020 GE objectives. The report reviews the five challenges established in the -2012 Expert Group report as outlined above, arguing that – apart from gender bias in the content of science – these are not fully taken into account in the present objectives. Positive achievements outlined in the report include that legal provisions for gender equality have been secured (Art. 14 and 16 of the Framework Programme, Art. 33 of the standard grant agreement). Shortcomings identified in order to be taken into account for this report include: the reliability of indicators KPI 1, KPI 2, KPI 4 and gender flagging); the slow progress of improvement in gender balance on research teams; the need for gender expertise as well as gender balance; and the lack of training for evaluators and researchers in addressing gender biases. The report develops a number of general recommendations for improving gender policy; improving monitoring and data collection; improving the procedures; and project/reporting.¹⁷ These issues are developed throughout this report and the recommendations for Horizon Europe. Following the work of the Expert Group, the 2018 *ERA Progress Report* reviews the progress made in achieving the priorities of the European Research Area (ERA). In terms of the fourth priority of the ERA's implementation, "Gender equality and gender mainstreaming in research", the report notes that, although most EU Member States have devised comprehensive strategies for gender equality in research and innovation, progress is slow and uneven across the ERA.¹⁸ The report concludes:

While some progress has been made, gender inequality still exists in research and academia. A glass ceiling persists in most ERA countries. This is still the case despite

16 ERAC SWG on Gender in Research and Innovation (2018) [Report on the implementation of Council Conclusions of 1 December 2015 on Advancing Gender Equality in the European Research Area](#)

17 European Commission (2017) Interim Evaluation: Gender equality as a crosscutting issue in Horizon 2020

18 ERA progress report (2018) The European Research Area: advancing together the Europe of research and innovation, p. 10.

*policies and initiatives having been adopted at EU, national and institutional level to tackle issues such as an unconscious bias in evaluation, wage gaps and equal career opportunities.*¹⁹

The current report is being developed at a critical juncture for structural change in research and innovation at the EU. In March 2020, the European Commission published its Gender Equality Strategy 2020-2025, reiterating the EU's commitment to being a world leader in gender mainstreaming and gender equality.²⁰ At the same time, as the Horizon 2020 funding round comes to an end, preparations are being made for the ways in which gender equality will be integrated into Horizon Europe. In order to explore these questions in detail, the European Commission worked with stakeholders on a re-vamped strategy for gender equality in Horizon Europe and supported a series of events. Under Horizon 2020, the European Commission supported the Helsinki Conference *Research and Innovation Excellence through gender equality: New pathways and challenges* in October 2019, as part of the Finnish Presidency of the European Union. The key themes were: structural and institutional change in research and innovation; intersectionality or broader concepts of equality in R&I; gender equality in digitalization and artificial intelligence; and women in innovation. A major outcome of the conference was the *Helsinki Call for Action* (2019) directed at EU Member States, Associated Countries, the European Commission, research and innovation funding agencies, R&I-performing institutions, private companies and stakeholders, and future EU Presidencies. The key recommendations from the Call for Action include: (see Annex II).²¹

- Maintain and further reinforce the structural change approach
- Ensure the effective integration of the gender dimension in research and innovation throughout the entire Horizon Europe programme as well as gender-specific research and policy-oriented action for gender equality in R&I.
- Adopt policies and strategies to combat gender-based violence and harassment in research, innovation and higher education.
- Address the uneven implementation of gender equality measures across the EU Member States should be addressed, as well as building robust context-specific and gender-specific data and indicators to measure progress.

¹⁹ European Commission (2019) *ERA progress report 2018 The European Research Area: advancing together the Europe of research and innovation*, p. 10.

²⁰ European Commission (2020) *Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, A Union of Equality: Gender Equality Strategy 2020-2025*

²¹ <https://www.lyyti.fi/p/NEUPATHWAYS/en/outcomes>

- Research and innovation funding agencies should take more responsibility for gender equality in R&I actions.
- Research performing organisations should ensure they have the adequate structures in place and implemented for promoting gender equality and diversity
- The European business sector should adopt strong measures to foster structural change and take into account the talent, needs and experiences of women.

As set out in the *Gender Equality Strategy 2020-2025*, “the Commission will introduce new measures to strengthen gender equality in **Horizon Europe**, such as the possibility to require a **gender equality plan from applicants**”.²² Building on the collaborative approach developed through the *Helsinki Call for Action*, the European Commission organised a workshop on *Fostering institutional change through Gender Equality Plans (GEPs) and the way forward towards Horizon Europe* in Brussels on 4th March 2020. The aim of the workshop was to use the gender expertise of participants and the wealth of experience from FP7 and H2020 funded GEPs to reflect on how to enhance gender equality, foster institutional change and intensify EU support to implementing organisations. The results of this workshop are integrated into this report, and feed in to the analysis and recommendations. As we move into the Horizon Europe funding programme, it is hoped that the lessons learned from 20 years of working on gender equality in research and innovation will be systematically integrated in order to ensure lasting structural change across the European Union.

²² European Commission (2020) [Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, A Union of Equality: Gender Equality Strategy 2020-2025](#)

3 Lessons learned: ERA priority areas

This section focuses on the key lessons learned in the ERA priority areas - gender equality in scientific careers, gender balance in decision-making, and integration of the gender dimension into the content of research and innovation. Here the report draws on analytical reviews, statistical reports and materials from a range of structural change projects. The analysis follows the GEAR Toolkit's "impact drivers for effective change" at the organisational and process level, as set out in Figure 3. Where possible, initiatives have been followed up to see whether they have been sustainable over the longer term. However, it is not always possible to identify this, which indicates a need for a more systematic approach to measuring the long-term impact of structural change projects.

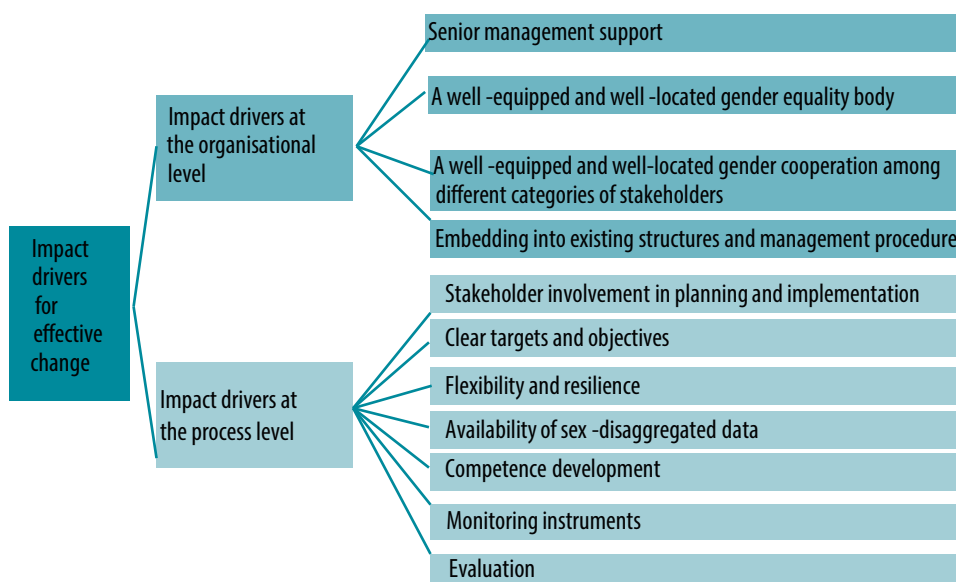


Figure 3. Impact drivers for effective change

Impact drivers for effective change Source: adapted from European Institute for Gender Equality. 2016. *Gender Equality in Academia and Research – (GEAR) Tool*. Luxembourg: Publications Office of the European Union

The aim is to explore promising practices for implementing structural change in each of these areas, and identify remaining challenges to be addressed in future funding programmes.

3.1 Gender equality in scientific careers

It is widely acknowledged that research excellence can only be achieved when all researchers have equal opportunities to accessibility, resources and advancement opportunities. Likewise, innovation “demands the diversity of perspective and input that is possible from a truly diverse research.”²³ However, as the 2018 *She Figures* report argues: “Research identifies institutional and field-related research cultures that favour the advancement of men.” These include the prevalence of part-time and short-term contract research positions held by women researchers, as well as institutional barriers, such as “implicit gender bias in performance assessment, gender stereotypes, gendered perceptions of leadership and leadership styles, the ‘glass ceiling’, and the ‘gender pay gap.’”²⁴ Moreover, research affirms that the “the disproportionate loss of female talent in academia is evident and systematic.”²⁵

23 GENOVATE Final Report

24 European Commission (2019) *She Figures 2018*

25 Gvozdanić, J. and Maes, K. 2018. “Implicit bias in academia: A challenge to the meritocratic principle and to women’s careers – And what to do about it”, League of European Research Universities (LERU) Advice Paper, No 23.

Box 1. She Figures 2018: Key findings on gender-related institutional barriers to careers

- Differences are evident between women's and men's working conditions as researchers. At the EU level, the proportion of women researchers working part-time (13%) was higher than that of men (8%) in 2016. Furthermore, 8,1 % of women and 5,2 % of men researchers worked under contract arrangements considered 'precarious employment'.
- Gender imbalance persists among researchers, as only one-third of the EU's researchers were women in 2015 (Chapter 4). However, between 2008 and 2015, the number of women researchers in the EU-28 increased at higher rate (3,8%) than men (3,4 %).
- Women researchers' presence in 2015 was strongest in the government (42,5 %) and higher education sectors (42,1 %) resulting in a more gender-balanced population of researchers at the EU level. Nevertheless, women researchers remain severely under-represented in the business enterprise sector (20,2 %).
- The presence of women researchers appears to have an inverse relationship with research and development expenditure per researcher. Most countries that spent more per researcher had some of the lowest shares of women researchers.
- There is a considerable gender pay gap in scientific research and development occupations, with women earning 17 % less than men, on average, in 2014. The gender pay gap widens with age.
- As they move up the academic ladder, women are less represented. In the EU-28 in 2016, women represented 48 % of doctoral students and graduates, 46 % of grade C academic positions, 40 % of grade B and 24 % of grade A academic positions. The gap between women and men was wider in science, technology, engineering and mathematics (STEM); while women made up 37 % of doctoral students and 39 % of doctoral graduates, they held only 15 % of grade A academic positions.
- Between 2013 and 2017, the ratio of women to men among authors of scientific publications was, on average, one to two. This ratio has been increasing by almost 4 % per year since 2008. The highest women to men ratio (8 to 10) of authorship was in medical and agricultural sciences.
- Women are greatly under-represented among patent inventors, with the ratio of women to men patent inventors averaging just over one to ten.
- A strong gender gap in the composition of inventors' teams remains evident, as the most frequent composition of the teams was all men (47 %), followed by those with just one male inventor (33%).
- There remains a slight gender gap in research grants, with the funding success rate higher for men team leaders than women team leaders by 3 percentage points.

Source: European Commission Directorate-General for Research and Innovation. 2019. She Figures 2018. Luxembourg: Publications Office of the European Union.

Bias – both individual and institutional – are a key theme for understanding gender equality in scientific careers. The 2012 report of the Expert Group on Structural Change noted how “cognitive errors in assessing merit, suitability for leadership, or evaluation of performance are embedded in institutional practices, often despite good intentions and a commitment to fairness.”²⁶ This unconscious gender bias also affects excellence and peer review processes, which are key to women’s advancement in scientific careers. Moreover, work is organised in gendered ways, “which makes it difficult for talented women to reconcile work and family; harassment, concentration of power, and the guru/acolytes model of power relations are also factors affecting women negatively.”²⁷ In order to address these issues, one of the key objectives of Horizon 2020 was gender balance in research teams at all levels:

“Applicants for funding are encouraged to promote gender balance at all levels of their teams. By signing the grant agreement, beneficiaries commit to promote equal opportunities between men and women in the implementation of their action. They also commit to aim, as far as possible, for gender balance at all levels of personnel assigned to the action, including at supervisory and managerial levels. Gender balance in teams can also be taken into account when ranking proposals with the same evaluation scores.”²⁸

However, as set out in the Horizon 2020 midterm review, **gender balance in research teams seems to be improving very slowly (or not improving at all if compared to the data gathered by the FP7 ex-post evaluation). In the analysed sample of 111 projects, 25% of the project leaders were women, and research teams include 2,398 men and 1,409 women, i.e. 36%.²⁹ March 2020 figures show that women make up 42% of the project workforce, and 28% of project coordinators.**

In order to effect structural change in institutional barriers to careers, EU structural change projects have addressed a number of key areas: workplace and organisational culture; selection processes; and excellence.

A number of promising practices can be identified in terms of **workplace and organisational culture**. For example, Centre National de la Recherche Scientifique (France) as part of the INstitutional Transformation for Effecting Gender Equality in Research (INTEGER) project took concrete steps to address sexual harassment in the workplace. A practical factsheet

26 European Commission (2012) [Structural change in research institutions: Enhancing excellence, gender equality and efficiency in research and innovation](#)

27 European Commission (2012) [Structural change in research institutions: Enhancing excellence, gender equality and efficiency in research and innovation](#)

28 https://ec.europa.eu/research/participants/docs/h2020-funding-guide/cross-cutting-issues/gender_en.htm

29 European Commission (2017) [Interim Evaluation: Gender equality as a crosscutting issue in Horizon 2020](#)



Figure 4. Women's participation in project workforce, women coordinators of projects.

Source: European Commission.

was developed in collaboration with the Human Resources Department and a national awareness-raising day – the first one ever to be organised in France by a public or private employer – took place on 26th November 2014. A DVD was produced, and regional-level trainings were conducted in all 19 regional delegations until 2016. **Impact drivers: Embedding into existing structures and management procedures; Competence development.** The Female Empowerment in Science and Technology Academia (FESTA) project used organisational statistics to facilitate discussions around women's careers. The aim was to create a cost-effective model that compiles relevant organizational statistics and shows how statistics can serve as a starting point for actions in gender equality work on different institutional levels. **Impact drivers: Availability of sex-disaggregated data; Monitoring instruments.** The University of Southern Denmark (SDU) was the leader and the partners involved were the Fondazione Bruno Kessler (FBK), Uppsala University, and RWTH Aachen. The statistics served as material for debates/dialogues that constituted the arena for data dissemination, exchange of perspectives, evaluation of on-going processes and for the planning of actions and/or policies concerning gender equality conditions in working environments. In addition to presentation of the statistical findings, these dialogues were designed and conducted according to participatory and inclusive meeting practices, as defined by innovation and change management literature and practices. **Impact drivers: Stakeholder involvement in planning and implementation; Availability of sex-disaggregated data.**

What works – specifically tailored gender training (FESTA)

The FESTA project conducted a questionnaire to explore how gender affects the career trajectories of women and men. Key themes from the research included: the operation of gender at individual, interactional, organisational and institutional levels; academic capitalist career practices; influence of family on careers in STEM; constructions of

masculinities and femininities in STEM; and social supports differentially available by gender in STEM. On the basis of this analysis a training programme consisting of nine modules was developed: Academic Networking & Visibility; Career Paths and Patterns; Career Planning Strategy; Publication Strategy; Women and Negotiation; Power and Politics – playing the game; Gender in Academia; Institutional & Individual Support; Work-life Balance. The module 'Academic Networking and Visibility' was implemented and evaluated in all four partner universities, as these competences are career enhancing and are highly gendered. **An evaluation of the training program revealed that awareness of the way gender operates in STEM, and acquiring knowledge and skills to further their careers, motivated researchers and academics to change their behaviour to achieve career success. Overall 74 per cent of all participants committed to achieving short term goals and demonstrated increased visibility and expanded networks and many women reported an increase in their self-esteem and self-confidence.**

Impact drivers: Competence development; Evaluation.

In terms of **selection processes**, an interesting practice was instigated by the Bruno Kessler Foundation (FBK) as part of the FESTA project. A map of the criteria underlying the perceptions of excellence in hiring processes was derived through the analysis of situated cases in FBK, and a toolkit for training members of the hiring committees was produced. The FBK recruitment guidelines were revised and are now presented to the commissioners to read in advance of recruitment processes, with the aim of increasing the awareness of the recruiters about gender-sensitive aspects in recruitment processes. A new policy was implemented to guarantee the presence of both males and females in the recruitment committees. More details of recruitment practices are outlined in the FESTA handbook on "Gender-sensitive Design of Criteria and Recruitment, Appointment and Promotion Processes in Academia"³⁰. The handbook includes a country comparison with flow charts of the different appointment systems. These highlight possible gender biases, depicting both criterial and procedural biases. **Impact drivers: Embedding into existing structures and management procedures**

Further initiatives on gender equality in research careers include GENOVATE "Implementing Measures for Gender Equality in Recruitment, Promotion and Progression in Academic and Research Careers: Contextualised Guidelines for Universities and Research Organisations"³¹;

30 FESTA (2015), [Handbook Gender-sensitive Design of Criteria and Recruitment, Appointment and Promotion Processes in Academia](#)

31 GENOVATE [Implementing Measures for Gender Equality in Recruitment, Promotion and Progression in Academic and Research Careers: Contextualised Guidelines for Universities and Research Organisations](#)

EGERA “Fighting Gender Biases as a Mark of RRI;”³² and the EGERA “Communication Charter and Follow-up Recommendations on Fighting Sexist Violence and Harassment;”³³ A full list of project deliverables and activities can be found in Annex I.

Further initiatives to address gender bias in recruitment processes include the inclusion of gender experts as members of selection committees. For example, at CNRS as part of the INTEGER project, these experts proposed concrete measures to improve gender equality and gender balance in the recruitment, promotion and scientific recognition of researchers at the institution. The CNRS STRIDE Committee was identified as a best practice by the GESIS evaluators. Gender equality is embedded within CNRS’s *Human Resources Strategy for Research 2016-2020*, demonstrating an impact beyond the life of the project, which finished in June 2015.³⁴ In addition, the contents of the CNRS “parity” booklet – a comprehensive collection of sex-disaggregated statistics published yearly – were strengthened and disseminated broadly across CNRS, serving as a model for other national research organisations as well as French universities, an initiative which has continued beyond the life of the project.³⁵ **Impact drivers: Embedding into existing structures and management procedures; Availability of sex-disaggregated data; Senior management support**

Another key aspect of what works in barriers to careers is **challenging dominant narratives of excellence**. One such example can be taken from INTEGER at CNRS, The procedure to award annual CNRS Medals was also reviewed, and most sections of the National Committee accepted to nominate two potential awardees for the Bronze and Silver Medals. Similar attention was paid to the Cristal rewarding CNRS support staff. The result was a significant improvement in the number of women recognised for their scientific excellence, and serving as role models for younger researchers. Interviews prior to, and after, long-term leaves have been ongoing in the Institut Néel since 2011, and duplicated in a growing number of CNRS labs. Setting the return from maternity/ adoption/parental as a criterion for awarding the “délégations CNRS” (6-month period of teaching relief to university professors from CNRS labs) was institutionalised by National Institute for Mathematical Sciences (INSMI) and Institute of Physics (INP) and has since expanded. **Impact drivers: Embedding into existing structures and management procedures.**

32 EGERA (2017) [Fighting Gender Biases as a Mark of Responsible Research and Innovation \(RRI\) – Working Paper](#)

33 EGERA (2016) [Communication Charter and Follow-up Recommendations on Fighting Sexist Violence and Harassment](#)

34 CNRS [Human Resources Strategy for Researchers](#)

35 <https://blog-rh.cnrs.fr/parution-du-bilan-social-et-parite-2018-du-cnrs/>

Innovative approach – outreach actions (INTEGER CNRS)

The INTEGER project developed outreach actions to attract more women in STEM fields. This included an online communication kit for interventions in high schools; partnerships to target female PhD and Masters Students in mathematics; and collaboration with AcademiaNet, a European level expert database of outstanding females scientists and scholars. They also conducted professional development trainings on careers for young women researchers and professors which helped create a women researchers' network. A similar training, opened to both women and men, was conceived by the IMJ-PRG INTEGER implementation team for the maths community and its success is prompting its renewal beyond the duration of the project. The training was repeated in 2019, demonstrating the capacity for the sustainability of initiatives beyond the life of EU-funded structural change projects.

https://www.imj-prg.fr/IMG/pdf/formation_agreg_jussieu_2019.pdf

A range of activities were undertaken during the FESTA project to explore the concept of excellence in more detail. The project analysed gender and excellence in the daily working environment, at South-West University in Blagoevgrad, Bulgaria, at RWTH Aachen University in Germany and at Uppsala University in Uppsala, Sweden. Interviews with researchers at all career stages explored what the interviewees meant by “excellence”, and how the requirements of excellence influenced their research and career. This involved a discussion of the social construction of excellence and how the fact that some people or some units are defined as “excellent”, and others “not excellent”, influences the working environment. The aim of the task was to affect change by starting reflections on whether the adverse effects of the excellence ideals can be mitigated in the organizational context. The report summarises the different experiences and provides recommendations for working with gender equality issues related to excellence at institutional and departmental levels.³⁶ **Impact drivers: Stakeholder involvement in planning and implementation.** The GENOVATE project also produced “Guiding Principles for Excellence in Research Standards”.³⁷ The first ERA objective has perhaps been most widely tackled by structural change projects, in large part due to the enduring nature of gender inequalities in research careers. While progress has been made and a number of promising practices exist, the rate of change is slow.

3.2 Gender balance in decision-making

The 2012 Expert Group report on structural change identified key barriers to gender balance in decision-making, particularly opaqueness in decision-making – “despite significant progress in Europe, lack of transparency continues to affect structures and

³⁶ FESTA Final Report

³⁷ <http://www.genovate.eu/resources/guiding-principles/>

processes, with the associated phenomenon of “old boys” networks and patronage.”³⁸ As reported in *She Figures 2018*, the proportion of women among heads of institutions in the higher education sector increased from 20% in 2014 to 22 % in 2017. In 2017, women made up 27% of the members of boards of research organisations, but only 20% of board leaders.³⁹ The midterm review of Horizon 2020 noted that gender balance in Horizon 2020 Governance was close to being achieved with **women making up 50% of advisory group members, and 36% in expert groups and evaluation panels**). **More recent data show that women now make up 55% of advisory groups, and 42% of advisory panels.**⁴⁰ It is also noted that beyond numerical gender balance, gender expertise is recommended for expert groups, evaluation panels and advisory groups.⁴¹

Important lessons can be learned from the work of structural change projects across the EU. The Gender Equality in Engineering through Communication and Commitment (GEECCO) project conducted a detailed analysis of decision-making in each of the partner institutions, demonstrating the differences and similarities in gender inequality across countries and institutions.⁴² At the Tecalia Research & Innovation Foundation (Spain), as part of the GenderTIME project, a task force was created with the aim of monitoring the governing bodies (rules and processes of access) and to identify barriers to achieve a balance (26% of the management positions were female at the time of the baseline study). Actions included the definition of measures to identify and reduce barriers related to gender and access to governance. At the University of Paris-Est Créteil, France – also part of the GenderTIME project - a regional network was set up to create a multiplying effect and a place to share knowledge. Network members were representatives of four universities including L’Université Paris-Est Créteil (UPEC), one engineering school, two research institutes and one community of nineteen institutions in higher education and research, gathering in total at latest 142,800 students (including PhD students) and more than 34,000 researchers. The multiplying effect was considerable. In their role as gender equality officers enforced by law, the network members acted as an important vector of change towards gender equality and influenced their institutions. **Impact drivers: Senior management support; Embedding into existing structures and management procedures; Stakeholder involvement in planning and implementation.**

The FESTA project also worked to create **transparency and inclusivity in formal decision-making bodies and processes**. The University of Limerick was the leading partner and

38 European Commission (2012) [Structural change in research institutions: Enhancing excellence, gender equality and efficiency in research and innovation](#)

39 European Commission (2019), *She figures 2018*

40 https://ec.europa.eu/research/swafs/pdf/pub_gender_equality/closing_gender_gaps_infographics.pdf

41 European Commission (2017) *Interim Evaluation: Gender equality as a crosscutting issue in Horizon 2020*

42 GEECCO (2018) [Gender analysis of decision making bodies](#)

Fondazione Bruno Kessler and Istanbul Technical University were the other partners. This action was conducted in the context of theories of gender and power, and the way power operates to exclude women from decision making. In academia, power holders are men: between 69-100 per cent of all mid-to high level positional power structures and positions in all three organizations were held by men. A purposive sample of people who participate in committees or have decision making power outside the committee structure was used, focusing on decisions which allocate positions, resources and make appointments. Key findings which emerged during analysis included: how institutional control is maintained directly through the centralisation of power and indirectly through committee decision making, policies and procedures; the significant role and power of the Chair on committees; the structurally weak position of women and how gender bias silences women, who have limited opportunities to communicate upwards. In response to these findings, training programmes for decision makers were developed and implemented to create awareness of the need for and the motivation to embrace change, and training programmes designed to empower women to participate more fully were developed and implemented. Recommendations to create structural change, cultural change and recommendations to empower women were presented to the three universities and a number of them were accepted. **Impact drivers: Senior management support; Availability of sex-disaggregated data; Competence development.**

Developing **gender-balanced advisory boards** was a key success in promoting structural change at GENOVATE Lulea Tekniska Universitet (LTU). LTU team members selected high-profile board members because of their knowledge and expertise in ensuring involvement of management in promotion of gender-aware structures and culture at the institution. In 2015 the LTU advisory board was widened with two new members to strengthen the innovation dimension of implementation activities. Their strategy was to understand stakeholder individuals' needs and drivers and to inspire stakeholders to promote a more gender-aware environment and structures in research, innovation and decision-making bodies as well as to promote more sustainable change. **Impact drivers: Senior management support; A well-equipped and well-located gender cooperation among different categories of stakeholders.**

Key challenges for increasing the number of female decision-makers in research and innovation include **gendered institutional cultures and informal decision-making processes**. For example, FESTA at Uppsala University (UU) developed a methodology for improving meeting culture. A gender-sensitive facilitators' guide for meeting practices was integrated into the leadership programme for managers. The objectives of the task included exploring and developing ways of structuring and managing meetings based on collaboration, negotiation, room and respect for diversity and equal voice, as well as inclusive, transparent and participative processes that may challenge and compete with existing academic meeting cultures and norms. As for the informal decision-making

processes, four research units were analysed and all staff were interviewed. In another FESTA initiative, FBK implemented policies aimed at increasing the inclusivity and the transparency of informal decision-making and communication processes. The implementation of the identified actions/policies created the basis for an enduring transformation of the organizational culture to favour a more active participation of women (as well as other people at risk of exclusion) in all decision-making and communication processes. Two key resources were produced on informal decision-making and communication.⁴³ **Impact drivers: Embedding into existing structures and management procedures; Flexibility and resilience.**

In summary, a range of challenges remain for achieving gender equality in decision-making.

3.3 The gender dimension in research

There is broad consensus across the EU research and innovation community that gender bias has important implications for the content of science itself, and that the integration of sex and gender analysis in the research content increases the quality of research and improves the acceptance of innovation in the market.⁴⁴ Including a gender dimension means “integrating sex and gender analysis into all phases of basic and applied research – from setting priorities, to funding decisions, to establishing project objectives and methodologies, to data gathering, analysing results, and evaluation.”⁴⁵ As the GEAR toolkit notes, integrating a gender dimension helps to: ensure excellence and quality in outcomes and enhance sustainability; make research and innovation more responsive to social needs; and develop new ideas and foster innovation. In February 2011 the European Commission convened an Expert Group on Innovation through Gender, with the goals of providing scientists and engineers with practical methods for sex and gender analysis; and developing case studies as concrete illustrations of how sex and gender analysis lead to new ideas and excellence in research. The Expert Group report presents eight full case studies from a range of scientific disciplines, as well as providing tools for sex and gender analysis.⁴⁶ This Expert Group *Gendered Innovations* was updated and expanded in 2018 developed guidelines, case studies and recommendations to support the further

43 FESTA *Gendering Decision Making and Communications Processes*

44 European Commission (2012) *Structural change in research institutions: Enhancing excellence, gender equality and efficiency in research and innovation*

45 <http://genderedinnovations.stanford.edu/terms/dimension.html>

46 European Commission (2013), *Gendered Innovations: How Gender Analysis Contributes to Research*

integration of gender into research in Horizon Europe.⁴⁷ The integration of the gender dimension in research content is also included in the Horizon 2020 programme, with certain calls being “gender-flagged”. However, despite the efforts to integrate gender into research, between 2013 and 2017 only 1,79 % of all academic publications in the EU-28 included a sex or gender dimension in their research content.⁴⁸ In addition, performance varies greatly between countries – from 4,51 % in Iceland to 0,44 % in Moldova.⁴⁹

A number of EU-funded structural change projects have worked substantively on the gender dimension in research, including the incorporation of research-funding organisations as consortium members. The Universitat Autònoma de Barcelona (UAB) as part of the Effective Gender Equality in Research and the Academia (EGERA) project developed a number of critical resources: criteria for good practice in gender-sensitive research;⁵⁰ mapping and critical assessment of tools for including gender in research;⁵¹ and a database of good practices.⁵² GENDER-NET is an EU-funded pilot transnational research policy initiative (a European Research Area Network) designed to address the common challenges still facing European research institutions in achieving gender equality and gender mainstreaming in research and innovation. The project developed a compendium and comparative analysis of national initiatives on the integration of the gender dimension in research contents.⁵³ The Integrating Gender Analysis into Research (IGAR) online tool provides manuals with guidelines aimed at three specific target groups: funding agencies, applicants and peer reviewers/evaluators, as well as online interactive maps.⁵⁴ It also offers indicators aimed to support these actors in the monitoring and evaluation of the advancement in IGAR goals.⁵⁵ A GENDER-NET seminar held in 2016 developed a number of recommendations for achieving high-level policy traction and national commitment to joint funding of research. These included: ongoing communication on between members of high-level groups; and mechanisms for formal and informal communication between high-level groups.⁵⁶ **Impact drivers: A well-equipped and well-located gender cooperation among different categories of stakeholders; Senior management support; Stakeholder involvement in planning and implementation.**

47

48 European Commission (2019), *She figures 2018*, p. 136.

49 European Commission (2019), *She figures 2018*, p. 176.

50 EGERA (2016), *Criteria for the selection of good practices of Gender Sensitive Research*

51 EGERA (2014), *Report on Mapping & Critical assessment of existing tools for including gender in research*

52 EGERA (2016) *Database of good practices of Gender Sensitive Research*

53 GENDER-NET (2016) *Comparative analysis of existing national initiatives on the integration of the gender dimension in research contents*

54 igar-tool.gender-net.eu

55 <http://igar-tool.gender-net.eu/en/tools/indicators>

56 GENDER-NET (2017), *Advancing the Integration of Gender/sex Analysis into Research contents (IGAR): Achieving high-level policy traction and national commitment to joint funding of research*

The evaluation makes a number of key recommendations, including the need for gender training and unconscious bias training for evaluators and moderators on evaluation panels.⁵⁷ In the Horizon 2020 work programme 2018-2020, the gender dimension is explicitly mentioned in 110 of the 473 topics distributed in 13 work programme parts.⁵⁸ As noted by the EQUAL-IST project:

“Knowledge, research and good practices about how gender can be integrated into ICT/IST discipline, are still limited. This situation is particularly important in the digital economy in which we live; we know that inequalities that have not yet been overcome are being passed on to the digital world without fully understanding their extension and impact on the future societies.”⁵⁹

During the Workshop on Horizon Europe, the need to further target research-funding organisations was highlighted as critical, research funders playing a key role in shaping the research and innovation agenda at national level. It was noted that in these organisations, gender equality tends to be seen as an “external” issue. That is, RFOs do not look at their own composition, and the decision-making and specialist committees tend to be male-dominated. Often such institutions are gender blind, with an impact on which research strands are defined. As such, the nature and culture of RFOs makes gender awareness training and capacity development particularly important.⁶⁰ In summary, substantive challenges remain for gender to be integrated in a systematic manner into all EU research projects.

57 European Commission (2017) [Interim Evaluation: Gender equality as a crosscutting issue in Horizon 2020](#)

58 European Commission (2013), [Fact sheet: Gender Equality in Horizon 2020](#)

59 EQUAL-IST Recommendations for 2019 New pathways into gender and equality in research and innovation Conference

60 Report of RTD Workshop on Horizon Europe, 4th March 2020 (forthcoming)

4 Lessons learned: sustainability and future directions for structural change processes

Along with the three ERA priority areas, a number of projects have worked on measures to maximise sustainability of structural change. For example, the Systemic Action for Gender Equality (SAGE) project developed a change management model which highlights internal and external forces, as demonstrated in Figure 4.⁶¹ The GENOVATE Model as shown in Figure 5 also depicts the structural change process.⁶² In addition to the impact drivers discussed above, these resources support the development of a structural change approach to gender equality.

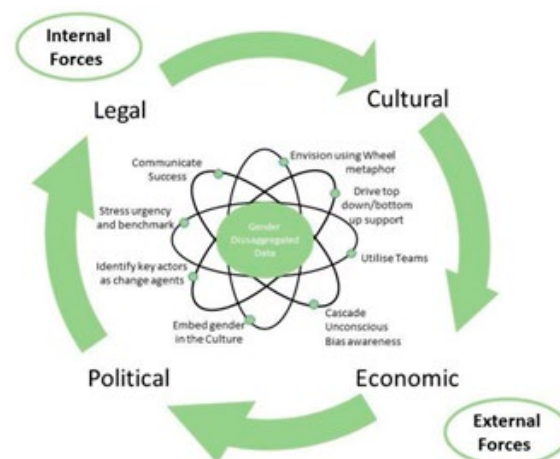


Figure 5. SAGE Change Management Model⁶³

61 SAGE (2016), [Change Management Model](#)

62 GENOVATE (2016), [The GENOVATE Model for Gender Equality in Transforming Research and Innovation](#)

63 SAGE (2016), [Change Management Model](#)



Figure 6. GENOVATE Model

Likewise, the INTEGER project provides guidelines on: Ensuring the Sustainability of Transformational Gender Actions;⁶⁴ Implementation Strategy within a Sustainable Structure;⁶⁵ and Overcoming Obstacles and Engaging with Key Stakeholders.⁶⁶ Other projects have focussed specifically on resistances to structural change, and resources such as the FESTA Handbook can be used to support actors in overcoming such resistances.⁶⁷ However, as noted by the EQUAL-IST project:

“From a sustainability perspective, the risk of facing a big gap from a phase sustained by EU resources to the post-project phase is there: even though some changes have been embedded in existing procedures and regulations already at this stage, continued support would be needed to stabilize what has already been achieved and take further, more ambitious, steps.”

During the focus group conducted for this review, a detailed discussion took place regarding “what does impact look like in structural change?” The following criteria were proposed by the key experts:

- ✓ Return to the partner institutions and verifying what has remained in place – has the change cycle of the GEP been renewed after the end of the funding? For example, each three years after the project ends

64 INTEGER (2015), *Ensuring the Sustainability of Transformational Gender Actions*

65 INTEGER (2015), *Implementation Strategy within a Sustainable Structure*

66 INTEGER (2015), *Overcoming Obstacles and Engaging with Key Stakeholders*

67 FESTA (2016), *Handbook on Resistance to Gender Equality in Academia*

- ✓ Conduct comparative analysis using the GEAR tool between GEPs that have received EU-funding and those which have not. This would serve to demonstrate the breadth and impact of EU-funded structural change projects.
- ✓ Explore to what extent attitudes and behaviours have changed beyond the core team within partner institutions, and how competence and capacity have been built
- ✓ Is there a change-oriented group still active and acting autonomously within the institution?

“Success is also measured by facts that demonstrate a new manner, method or technique of tackling tasks and way of working”, participant in SWG GRI meeting

Based on the lessons learned through EU-funded structural change projects under FP7 and Horizon 2020, three key issues can be highlighted for promoting sustainability – **focus on process, ensure accountability and value academic care work**. Following this, three future directions can be identified for addressing structural change in the future – **embed an intersectional approach, integrate new stakeholders, and engage more institutions and countries**. These issues are outlined below, before moving on to develop detailed concrete recommendations in the next section.

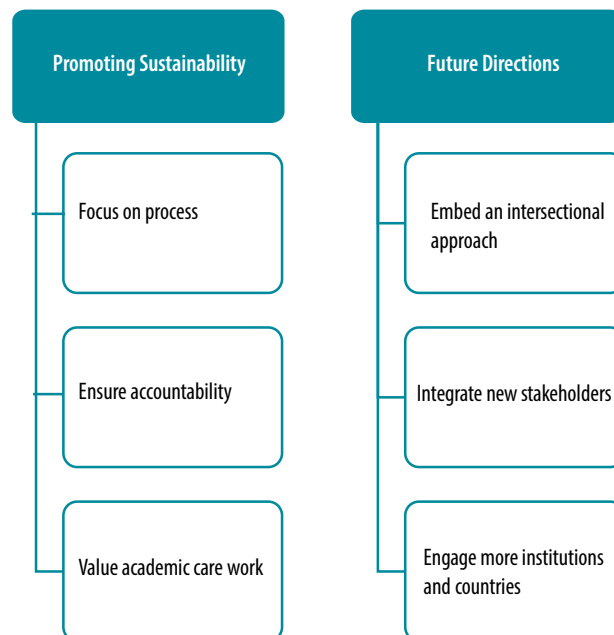


Figure 7. Lessons learned and future directions

4.1 Ensuring sustainability

One of the key themes emerging through recent in-depth discussions of the implementation and sustainability of structural change is the importance of measuring *process* aspects, rather than just outcomes and results.⁶⁸ This involves a shift towards assessing the quality of processes, based on the lesson that structural change built on the principles of participation, ownership and reflexivity is more likely to be lasting over time. While senior management top-down support has long been acknowledged as an essential component for sustainable structural change – see impact drivers above - the importance of a bottom-up approach should not be overlooked. For example, the EQUAL-IST project adopted an innovative formalized participatory and co-design process through the CrowdEquality platform.⁶⁹ Likewise, the TARGET project developed an iterative and reflexive process towards equality at the institutional level as well as the establishment of a community of practice (CoP) for gender equality within the institution.⁷⁰ A similar approach was adopted by the GenderTIME project, which conceived of structural change projects as a way to “instil a culture of reflection at the institutional level”. Through running workshops, the project allowed for stakeholders to “openly discuss challenges and successes in a confidential and supportive community positively impacted on the research teams as they attempt to tackle a complex organisational issue”.⁷¹ While participation is important, one key expert warned against “participation fatigue”, and advised to keep a balance in terms of participatory methods, especially in small-medium sized universities.

Embedding reflection into the monitoring and evaluation of GEPs is a key aspect of a process-oriented approach. A number of projects have systematically adopted such an approach. For example, the GENOVATE project continually reviewed and refined GEPs. This was conducted in response to issues such as revised government targets, new institutional objectives, or the extension of GEPs to all departments. Such an iterative approach allows for effective implementation, through the ongoing monitoring and evaluation of the project. An on-going evaluation process was built into the project involving both formative and summative assessments at different levels of the project, supporting sustainability and learning beyond the GENOVATE project and for contributing to the transformation of organisational cultures towards gender equality. Adopting a similar approach, the GenderTIME project conducted the following: systematic documentation of the implementation of GEPs; systematization of the implementation process; systematization of challenges and success factors; and systematization of individual and shared reflection.

68 See, for example, Irvine, G (2020) ‘Equality and inclusion are practices, not end goals’ Ireland’s Yearbook of Education 2019-2020.

69 <https://equal-ist.eu/crowdequality-page/>

70 TARGET Final Report

71 GenderTIME Final Report

This allowed for a “new way of monitoring structural change processes and to shift focus from objectives to processes”.⁷² An evaluation process was integrated into each step of the project to monitor success and to facilitate learning from practice throughout the project.

In order to ensure the sustainability of structural change, responsibility for GEP implementation needs to be spread across the whole institution, this increasing accountability for successes and failures. For example, the TARGET projects aimed at creating a community of practice within organisations, through which the responsibility for gender equality was addressed by different departments, roles, and functions. This network was built by change agents/gender experts, but members are “gender competent”, avoiding the issue of only gender specialists being involved in implementing structural change. Other promising practices for increasing accountability include linking gender equality to other change processes and strategic goals in the organisation that are relevant at that moment, as well as measures such as mandatory publication of GEPs and their results on organisational websites.

Another recurring theme is the importance of “academic care work” and the need to broaden and transform academic culture. This concern was consistent across both current and past core team members – that gender equality work is *academic care work* and should be visibilised, valued, acknowledged and rewarded as such. Change agents within core teams need support in terms of time, resources and recognition within their academic careers. As one of the participants in the focus group argued, “the quality and motivation of the core are team the single most determinant factors in leading to successful outcomes for structural change.” However, such work can be very demanding and at times demotivating, and the support services for change agents are currently not in place. In addition to support and self-care measures, core teams need to be trained more systematically in change management. Implementing a GEP is a highly political process, and many change agents do not have a political background. Support in the form of recognition and capacity-building would therefore enable core teams to be more effective in their work, leading to more sustainable outcomes for structural change.

4.2 Future directions

Diversity and intersectionality are high on the agenda of research and innovation institutions. Nevertheless, there are still challenges regarding how gender equality concerns interact with diversity and inclusion programmes – in particular, how to ensure

72 GenderTIME Final Report

that gender equality issues do not get diluted and sidelined? For example, a survey conducted for the GenderTIME project found that intersectionality was a somewhat controversial issue. Some respondents argued that the approach is either not relevant, risks disempowering gender policies in favour of more blurred diversity measures, or is subject to meeting internal resistance. Some projects have had more success with integrating intersectionality by identifying areas for additional action within their institutions. The GENOVATE project reinforced the fact that combining gender and diversity approaches is not always an easy task. They found that in order to promote more gender- and diversity-responsive universities, it is necessary to look at their different contexts – paying special attention to specific change needs – and accordingly to design specific strategic actions to facilitate a dual approach. Additionally, since gender inequality pervades all other forms of inequalities – i.e. it is not merely “another” factor of inequality – it is important to define specific actions to tackle gender inequality. This is essential to avoid gender issues from evaporating within approaches that promote diversity. Within the GENOVATE project the University of Bradford identified a new action around the need to link intersections of gender with other areas of diversity. For example, a key action was set to work with the internal Equality and Diversity Unit to embed GENOVATE principles into a support guide for Transgender staff and students. Nevertheless, a truly intersectional or gender+ approach is still not fully developed in EU structural change discourse and policy.

A further future challenge includes how to involve a broader range of actors from the public and private sector in gender equality in research and innovation. That is, how to build relationships between research-performing organisations and the research and innovation ecosystems in which they are embedded. For example, ministries of education and innovation; the private sector, particularly STEM and innovation companies; civil society and other organisations working on SDG5 on gender equality; and EU citizens in general. Previous examples of promising practice on working with the private sector included the Women in Industrial Research Group, involving prominent companies that worked with the Commission as ambassadors to initiate the process, as well as inviting new corporations to sign up to work with the Commission.⁷³ The GENOVATE project developed a Gender Contact Point initiative, which aims to support regional companies becoming competitive by making the university’s knowledge resources in gender approaches and initiatives available and easy to access.⁷⁴ Proposed strategies for collaboration with external partners include: including partners from the private and public sector on Advisory Board; develop and publish a database of gender

73 European Commission (2003), [Women in industrial research: A wake up call for European industry](#)

74 <http://www.genovate.unina.it/community/index.php/innovation-gender/458-gender-contact-point-up-and-running.html>

experts; ensure that participating institutions will get enhanced visibility through their collaboration.

A final challenge to be highlighted here is the need to involve those institutions and countries which to date have not been involved in structural change in research and innovation. This includes widening countries Bulgaria, Croatia, Cyprus, Czechia, Estonia, Hungary, Latvia, Lithuania, Luxembourg, Malta, Poland, Portugal, Romania, Slovakia and Slovenia.⁷⁵ However, this not only relates to widening countries, but also those in which there has been low participation in structural change in research and innovation compared to the national gender equality context. These issues are acknowledged in the new Gender Equality Strategy and Horizon Europe funding programme. Substantive support will be needed from the Commission to ensure that structural change can be implemented in a realistic manner. For example, a transitional period could be applied for institutions without GEPs, including a commitment to concrete actions within a certain time frame. Progress on institutional progress on gender equality should also become an integral part of project evaluation. Moreover, links should be made between gender equality policy and other policy discourses and processes. In addition, incentives can be used by creating links to budget and funding. Research funding organisations are crucial to the achievement of these goals, as set out above in the discussion of ERA objective 3 on integrating gender into research content.

⁷⁵ <https://ec.europa.eu/programmes/horizon2020/en/h2020-section/spreading-excellence-and-widening-participation>

5 Conclusions and Recommendations

In summary, a number of key conclusions can be drawn from the analysis.

The structural change approach is firmly embedded in the European Commission's legislative and policy framework. This is being further strengthened through the new EC Gender Equality Strategy and Horizon Europe funding programme. However, continued effort is required in order to further develop the structural change approach, in particular in terms of integrating an intersectional perspective in a more substantive manner.

In some countries, gender equality is embedded in research and innovation policy. However, more could be done to link different aspects of policy-making in the EU to ensure that the structural change approach is integrated in a systematic manner across all aspects of research and innovation policy.

Research Funding Organisations are on the whole not as involved in structural change for gender equality as Research Performing Organisations. Issues such as lack of gender awareness and gender blindness in funding policies and procedures impede the progress of the structural change approach.

Lessons learned from structural change projects demonstrate the importance of process, participation and reflexivity throughout the life cycle of projects. A focus on process over outcomes has been seen to increase the effectiveness of gender equality plans, and ensures sustainability of structural change over the longer term.

Traditional notions and practices of academic culture are highly gendered, for example definitions of excellence and meritocracy. It is important to deconstruct these concepts and make visible other forms of excellence, as well as highlighting the value of "academic care work."

The European Commission has funded and coordinated a range of mechanisms, tools and platforms to support the implementation of structural change. Further support will

be required as the structural change approach develops further under Horizon Europe and beyond.

Specific challenges arise from the integration of previously inactive institutions and countries in structural change. This may require approaches that are adapted to local and national gender equality contexts, as well as linkages with more advanced and experienced actors.

To date, responsibility and accountability for structural change has rested largely with research performing organisations themselves. In order for the approach to be more widely adopted, a range of stakeholders from across the EU should be engaged – including public sector, private sector, and civil society.

Following on from these key findings, a number of recommendations have been developed. These recommendations build on previous contributions from the field, with the aim of providing clear steps for operationalising best practice in structural change. The over-arching recommendations are relevant for all stakeholders, and the specific recommendations are organised by target audience.

Strengthen and further develop the structural change approach to gender equality in research and innovation, integrating an intersectional perspective

1. Integrate structural change more systematically into policy-making
2. Engage research funding organisations more substantively into the structural change framework
3. Focus on process, not just outcomes, in order to increase ownership of structural change, increase the effectiveness of interventions
4. Explore traditional notions of academic culture such as excellence and promotion, and make visible and valuable “academic care work”
5. Develop support mechanisms and platforms for mutual learning on structural change
6. Address the uneven implementation of structural change by integrating more substantively institutions and countries that are less advanced in gender equality in research and innovation
7. Increase accountability and ownership for gender equality in research and innovation by engaging a wider range of stakeholders from different sectors

5.1 Strengthen and further develop the structural change approach to gender equality in research and innovation

- Earmark dedicated funding and clear budget lines for gender-specific structural change projects within Horizon Europe (European Commission)
- Introduce temporary special measures as defined by the UN (European Commission)
- Systematically integrate gender equality into existing evaluation criteria (European Commission)
- Differentiate between funding for projects at different levels of structural change – for example, not only for those at the beginning of the process, but also those working to sustain change initiated by previous projects (European Commission)
- Disseminate criteria for good practice in GEP design and implementation and embed these into funding requirements and evaluation procedures (European Commission)
- Ensure that salient themes are addressed as a matter of priority – in particular, work-life balance, gender pay gap, gender-based violence and harassment (European Commission)
- Recognise the intersections of gender with other areas of diversity. Adopt a dual approach in the institutionalisation process that is tied to each institution's starting point in both spheres. Define specific actions to tackle gender inequality to avoid gender issues from “evaporating” within diversity approaches. (European Commission)
- Review the design of gender equality indicators of success and impact beyond the numbers of women in Grade A positions to include qualitative and quantitative aspects (European Commission)
- Increase accountability for implementation by requiring institutions to publish their GEP objectives and results on their websites (European Commission)

5.2 Integrate structural change more systematically into policy-making

- Initiate a European-wide policy discourse on gender equality in research and innovation (European Commission, Member States)
- Develop synergies between Framework Programme, Widening Participation and Structural Funds 2021-2027 to provide leverage for structural change (European Commission, Member States)
- Link core research funding to progress on gender equality (European Commission, Member States, Research Funding Organisations)
- Link structural change more explicitly to the obligations of member states and associated countries within the UN Agenda 2030 framework (European Commission, Member States)
- Develop links between structural change and the HR Excellence in Research Award (European Commission, Member States)

5.3 Engage research funding organisations more substantively into the structural change framework

- Ensure that RFOs take more responsibility for gender equality in all research funding mechanisms, including: gender balance in funding decision-making bodies and scientific evaluation panels; focus on the gender dimension in the research content (Research Funding Organisations)
- Address the lack of engagement with gender issues by RFOs through gender awareness training and capacity development (European Commission)
- Challenge current notions of research excellence and metrics (Research Funding Organisations)
- Integrate RFOs into structural change project consortia (European Commission, Research Performing Organisations, Research Funding Organisations)
- Require RFOs to develop and implement organisational GEPs as part of the evaluation and accreditation process (European Commission)
- Extend this approach across member states, widening countries and associated countries (European Commission, Member States)

5.4 Focus on process, not just outcomes, in order to increase ownership of structural change and increase the effectiveness of interventions

- Encourage a participatory and reflexive approach to all stages the GEP change cycle (European Commission, all)
- Ensure that institutions identify their own gender equality and set appropriate targets indicators based on the results (European Commission, Research Performing Organisations)
- Integrate process elements into the external monitoring and evaluation of structural change projects (European Commission, Research Performing Organisations)
- Embed reflexivity into internal monitoring and evaluation process of structural change projects (Research Performing Organisations)

5.5 Challenge traditional notions of academic culture such as excellence and promotion, and make academic care work visible and valuable

1. Encourage the recognition of “academic care work” as a key contribution to research and innovation (European Commission, Research Performing Organisations)
2. Put support structures in place for members of project core teams in the form of time and resources (European Commission, Research Performing Organisations)
3. Acknowledge the need of those working on structural change projects to balance their own career paths and personal lives (Research Performing Organisations)
4. Support members of core teams and change agents to “act and work politically” in order to enhance the implementation of structural change (European Commission, Research Performing Organisations)

5.6 Develop support mechanisms and platforms for mutual learning on structural change

- Capitalise on the existing expertise, knowledge and resources developed by previous structural change projects (European Commission)
- Establish a “helpdesk” or “Gender Competence Centre” in order to guide users through the materials and resources available (European Commission)
- Acknowledge the importance of knowledge about gender *but also* knowledge about institutions (European Commission, Research Performing Organisations)
- Review and update existing resources through co-creation workshops between structural change projects, the Commission, etc. (European Commission, Research Performing Organisations)
- Establish a framework for communities of practice in structural change (European Commission, Research Performing Organisations)
- Create a Gender Equality Taskforce or Policy Forum, with regular contact between sister projects, policy makers and project evaluators (European Commission)

5.7 Address the uneven implementation of structural change by integrating more substantively institutions and countries that are less advanced in gender equality in research and innovation

- Integrate progress on gender equality into the evaluation of research projects (European Commission)
- Where needed, adapt the discourse and framing of structural change to local contexts (European Commission)
- Address resistances to explicit gender equality measures using instruments such as HR award/provisions for countries facing resistance to the word “gender” (European Commission, Member States)
- Link institutions with less experience with those more advanced within the same project in order to facilitate mutual learning (European Commission, Research Performing Organisations)

5.8 Increase accountability and ownership of gender equality in research and innovation by engaging a wider range of stakeholders from different sectors

- Require national ministries of education and innovation to adopt and regularly updated a GEP (European Commission, Member States)
- Encourage national and local governments to match EU funding (European Commission, Member States)
- Link structural change in research and innovation more strategically to the Agenda 2030 and the SDGs in order to integrate a broader range of actors (European Commission, Member States)
- Consider how to engage civil society, for example by instigating a Researchers' Night with the theme of gender equality (European Commission, Member States, Research Associations)
- Take into consideration the responsibility of actors such as publishing companies, rating companies, prize awarding institutions, university rating organisations etc. – and hold them to account for gender equality (European Commission, Member States, Research Associations, Private Sector)
- Develop campaigns targeted towards European citizens - raising awareness on why gender equality in research and innovation is important and is a societal issue (European Commission, Member States)
- Involve the private sector by engaging companies that already have equality, diversity or CSR plans (European Commission, Research Performing Organisations, Private Sector)
- Consider the value of private funding for specific GEP actions (Research Performing Organisations, Private Sector)
- Explore the possibility of a gender equality certification or “brand” to be developed in collaboration between universities and the private sector (European Commission, Private Sector)
- Include advanced partners from both private and public sector on project Advisory Board, if more advanced than university on gender equality (European Commission, Research Performing Organisations, Private Sector, Civil Society)



This project has received funding from the *European Union's Horizon 2020 research and innovation programme* under grant agreement No 859383

Annex I. List of resources on structural change

Evaluation reports key projects

FESTA Final Evaluation Report

<https://cordis.europa.eu/docs/results/287/287526/final1-gherardi-final-evaluation-report.pdf>

INTEGER Final evaluation report <https://cordis.europa.eu/project/rcn/98540/reporting/en>

GENDERTIME Final Report <https://cordis.europa.eu/project/rcn/106766/reporting/en>

GENOVATE Summary Report <https://cordis.europa.eu/project/rcn/106726/reporting/en?rcn=156134>

SAGE <http://www.sage-growingequality.eu/>

Final Report GENDER-NET <https://cordis.europa.eu/project/rcn/111445/reporting/en>

TARGET Period 1 Reporting <https://cordis.europa.eu/project/rcn/210054/reporting/en>

Transforming Research and Innovation

EQUAL-IST Reporting for Period 1 <https://cordis.europa.eu/project/rcn/203536/reporting/en>

Structural change documentation key projects

GENERAL READING

Gender in Horizon 2020: The Case of Gender Equality Plans

http://www.sage-growingequality.eu/web/assets/media/online_library/academic_literature/Round_table_Gender_H2020_488-2542-1-PB-1.pdf

European Commission (2012) Structural Change in Research Institutions: Enhancing Excellence, Gender Equality and Efficiency in Research and Innovation

http://www.stages.unimi.it/upload/documents/Guidelines_STAGES_new.pdf

FESTA

FESTA Resistance Handbook <http://www.resge.eu/>

FESTA Handbook of organizational change

<http://www.festa-europa.eu/sites/festa-europa.eu/files/The%20FESTA%20handbook%20of%20organizational%20change.pdf>

FESTA Gendering organization change: implementation of recommendations and training programmes

<http://www.festa-europa.eu/sites/festa-europa.eu/files/4.2.pdf>

FESTA Deliverable 4.2.1 Methodologies and measures for analysing informal decision-making and communication processes

<http://www.festa-europa.eu/sites/festa-europa.eu/files/4.2..pdf>

Deliverable 4.1.1. Gendering Decision Making and Communications Processes

<http://www.festa-europa.eu/sites/festa-europa.eu/files/4.1.1.%20Gendering%20Decision%20Making%20and%20Communications%20Processes.pdf>

FESTA Deliverable 3.2.1. Toolkit: Towards raising organizational awareness

<http://www.festa-europa.eu/sites/festa-europa.eu/files/Deliverable%203.2.1.%20Tollkit%20Towards%20raising%20organizational%20awareness.pdf>

INTEGER

INTEGER Resources <http://www.integer-tools-for-action.eu/en/resources>

INTEGER Ensuring the Sustainability of Transformational Gender Actions

http://www.integer-tools-for-action.eu/sites/www.integer-tools-for-action.eu/files/file_fields/2015/06/26/howtoensuresustainability.pdf

INTEGER Implementation Strategy within a Sustainable Structure

http://www.integer-tools-for-action.eu/sites/www.integer-tools-for-action.eu/files/file_fields/2015/06/25/howtocreateasustainablestructureandimplementationstrategy.pdf

INTEGER Overcoming Obstacles and Engaging with Key Stakeholders

http://www.integer-tools-for-action.eu/sites/www.integer-tools-for-action.eu/files/file_fields/2015/06/25/howtoengagestakeholdersandovercomeobstacles.pdf

INTEGER Case Studies

<http://www.integer-tools-for-action.eu/en/resource/case-studies>

INTEGER guidelines for the self-assessment of (the implementation of) transformational gender action plans set up in higher education and research institutions

http://www.integer-tools-for-action.eu/sites/www.integer-tools-for-action.eu/files/file_fields/2015/06/25/integerevaluationguidelines-draft-23-06-15.pdf

INTEGER Check List for the Preparation of a Self-Assessment of Transformational Gender Action Plans set up in Higher Education and Research Institutions

http://www.integer-tools-for-action.eu/sites/www.integer-tools-for-action.eu/files/file_fields/2015/07/01/integerchecklistpreparationoftheself-assessment_0.pdf

FINAL SELF-ASSESSMENT REPORT TEMPLATE

http://www.integer-tools-for-action.eu/sites/www.integer-tools-for-action.eu/files/file_fields/2015/11/25/integerself-assessmentreporttemplate_0.pdf

GENDERTIME

GENDERTIME Monitoring Handbook

https://gendertime.org/sites/default/files/GT_monitoring_handbook.pdf

GENDERTIME TOOLBOX User Manual

https://gendertime.org/sites/default/files/GenderTime_Toolbox_Manual_0.pdf

GENOVATE

GENOVATE Guidelines for Evaluating Gender Equality Action Plans [GEAPs]

http://www.genovate.eu/media/genovate/docs/GENOVATE_Guidelines_for_evaluating_GEAPs_23.11.16.pdf

GENOVATE Model for Gender Equality in Transforming Research and Innovation

<http://www.genovate.eu/media/genovate/docs/deliverables/The-GENOVATE-Model.pdf>

GENOVATE Synthesis Report of National Learning Circles

<http://www.genovate.eu/resources/synthesis-report-national-learning-circle/>

GENOVATE Report from ePortfolio

<http://www.genovate.eu/media/genovate/docs/deliverables/Report-from-ePortfolio.pdf>

GENOVATE Gender Equality Delivery Guide

<http://www.genovate.eu/media/genovate/docs/deliverables/GENOVATE-Gender-Equality-Guide-for-Policy-Making.pdf>

GENDER-NET

GENDER-NET Analysis report on existing National plans and initiatives promoting gender equality and structural change

GENDER-NET Analysis report on existing Plans and initiatives in selected research institutions aiming to stimulate gender equality and enact structural change

GENDER-NET Synthesis report on selected structural change initiatives and indicators for monitoring of state-of-play and progress

TARGET

TARGET Gender Equality Audit Tool

http://www.gendertarget.eu/wp-content/uploads/2018/12/741672_TARGET_GEAT_D3.pdf

TARGET Gender equality monitoring tool and guidelines for self-assessment

http://www.gendertarget.eu/wp-content/uploads/2018/12/741672_TARGET_Monitoring_Tool_D4.pdf

TARGET Initial Dissemination and Exploitation Toolkit

http://www.gendertarget.eu/wp-content/uploads/2019/02/741672_TARGET_D6.1-Dissemination-Toolkit.pdf

TARGET Guidelines to design customised GEPs

http://www.gendertarget.eu/wp-content/uploads/2019/02/741672_TARGET_D3.3-GEP-Guidelines.pdf

TARGET Project Management Plan

http://www.gendertarget.eu/wp-content/uploads/2019/02/741672_TARGET_D7.1.pdf

SAGE

SAGE Charter of Principles for Gender Equality http://www.sage-growingequality.eu/web/assets/media/publications/sage_publications/sage_charter_of_principles_for_GE.pdf

SAGE Change Management Model http://www.sage-growingequality.eu/web/assets/media/publications/sage_reports/change_management_process_model.pdf

SAGE Advancing gender equality at SAGE universities: Kadir Has University's case study http://www.sage-growingequality.eu/web/assets/media/publications/sage_publications/KHAS_Case_Study_Short_Article.pdf

SAGE Advancing gender equality at SAGE universities: University of Brescia's case study http://www.sage-growingequality.eu/web/assets/media/publications/sage_publications/UNIBS_Case_Study_Short_Article.pdf

Advancing gender equality at SAGE universities: Sciences Po Bordeaux http://www.sage-growingequality.eu/web/assets/media/publications/sage_publications/SPB_Case_Study_Short_Article.pdf

Advancing gender equality at SAGE universities: International University of Sarajevo http://www.sage-growingequality.eu/web/assets/media/publications/sage_publications/IUS_Case_Study_Short_Article.pdf

Advancing gender equality at SAGE universities: ISCTE-IUL's case study http://www.sage-growingequality.eu/web/assets/media/publications/sage_publications/ISCTE_IUL_Case_Study_Short_Article.pdf

EQUAL-IST

EQUAL-IST State of the art report

file:///C:/Users/Lucy/Downloads/EQUAL-IST_D2.1_v.3.0.pdf

EQUAL-IST file:///C:/Users/Lucy/Downloads/EQUAL-IST_D2.2_National_inireports_final_version_1.2.pdf

EQUAL-IST Gender Audit Methodology for ICT-IST research institutions v2

EQUAL-IST Gender Equality Assessment Report

file:///C:/Users/Lucy/Downloads/D2.5_v.03.pdf

EQUAL-IST Initial RPO-specific GEPs

file:///C:/Users/Lucy/Downloads/EQUAL-IST_D3.2-Initial-RPO-specific_GEPs_Version_0.3.pdf

EQUAL-IST Toolkit for designing and implementing GEPs in ICT-IST research institutions v1

file:///C:/Users/Lucy/Downloads/D3.3_Toolkit_for_designing_and_implementing.pdf

EQUAL-IST Assessment methodology and indicators v1

file:///C:/Users/Lucy/Downloads/EQUAL-IST_D4.1_Assessment_methodology_and_indicators-v05.pdf

Further projects

EGERA Summary of experiences shared through AGORA (GEAPs' implementation) https://www.egera.eu/fileadmin/user_upload/Deliverables/D13_Summary_of_experiences_shared_through_AGORA_regarding_GEAPs___implementation_69519.pdf

EGERA Summary of Experiences shared by the EGERA CoP on Institutional resistances https://www.egera.eu/fileadmin/user_upload/Deliverables/D.1.4_Summary_of_experiences_shared_through_AGORA_regarding_institutional_resistances.pdf

EGERA Charter for Gender Sensitive Governance in Research and Higher Education Institutions

https://www.egera.eu/fileadmin/user_upload/Deliverables/D5.3_EGERA_Charter_for_Gender_Sensitive_Governance.pdf

EGERA Structural Change Toolkit (UoV)

https://www.egera.eu/fileadmin/user_upload/Deliverables/D.7.5_Structural_Change-Toolkit.pdf

EGERA Final Evaluation Report

https://www.egera.eu/fileadmin/user_upload/Deliverables/D.8.4_Final_Evaluation_Report.pdf

GEECCO Analysis of decision making bodies

GEECCO Overview of improvements and procedures

Key issue areas

Research careers

FESTA Career Training Programme

<http://www.festa-europa.eu/sites/festa-europa.eu/files/WP3.1%20FESTA%20Career%20Training%20Programme.pdf>

Report: FESTA Strategic Career Manager

<http://www.festa-europa.eu/sites/festa-europa.eu/files/Final%203%201%20SCM%20Deliverable.pdf>

FESTA HANDBOOK: Gender-sensitive Design of Criteria and Recruitment, Appointment and Promotion Processes in Academia

http://www.festa-europa.eu/sites/festa-europa.eu/files/PRINT_Handbook_FESTA.pdf

FESTA Toolkit: Gender sensitive PhD supervision

http://www.festa-europa.eu/sites/festa-europa.eu/files/Complete_Toolkit_0.pdf

GENOVATE Contextualised Guidelines

<http://www.genovate.eu/media/genovate/docs/intconferencebrusselsdocs/Contextualised-Guidelines.pdf>

EGERA Fighting Gender Biases as a Mark of RRI

https://www.egera.eu/fileadmin/user_upload/Deliverables/D.5.4._Fighting_Gender_Biases_as_a_Mark_of_RRI.pdf

GEECCO Current status of women career development

Awareness raising and organisational culture

FESTA Individual Awareness Raising <http://www.festa-europa.eu/sites/festa-europa.eu/files/Individual%20awareness%20raising%20final.pdf>

FESTA Deliverable 6.1.1. Improving meeting culture

<http://www.festa-europa.eu/sites/festa-europa.eu/files/6.1.1.%20Report%20Meeting%20Structures.pdf>

GENOVATE *Gender Culture and Working Climate Assessment Report*

<http://www.genovate.eu/resources/gender-culture-and-working-climate-assessment-report/>

EGERA Report on the Pilot study on gender culture in the academia and guidelines for gender equality

https://www.egera.eu/fileadmin/user_upload/Report_on_the_Pilot_study_on_gender_culture_in_academia.pdf

EGERA Communication Charter and Follow-up Recommendations on Fighting Sexist Violence and Harassment

https://www.egera.eu/fileadmin/user_upload/Deliverables/D34_Communication_Charter_and_FollowUp_Recommendations_on_Fighting_Sexist_Violence_and_Harassment_41750.pdf

Research assessment, awards, certification and excellence

FESTA Deliverable 5.2.2 Working with Gender and Excellence in the Local Context

http://www.festa-europa.eu/sites/festa-europa.eu/files/5.2.%20Final%20report%20public%20version_0.pdf

GENOVATE *Guiding Principles for Excellence in Research Standards*

<http://www.genovate.eu/resources/guiding-principles/>

GENDER-NET Analysis report: Award schemes, gender equality and structural change
 SAGE REVIEW OF GENDER EQUALITY CERTIFICATIONS http://www.sage-growingequality.eu/web/assets/media/publications/sage_reports/review_of_gender_certifications.pdf

Research

- GENDER-NET Compendium of national initiatives on the integration of the gender dimension in research contents
- Comparative analysis of existing national initiatives on the integration of the gender dimension in research contents → **Online Interactive Maps**: Results of the GENDER-NET “Comparative analysis of existing national initiatives on the integration of the gender dimension in research contents”: igar-map.gender-net.eu
- GENDER-NET Manuals with guidelines on the integration of sex and gender analysis into research contents, recommendations for curricula development and indicators → **Online IGAR Tool**: Recommendations for Integrating Gender Analysis into Research : igar-tool.gender-net.eu
- GENDER-NET Elevating promising practice: Potential transnational actions for integrating gender analysis into research
- GENDER-NET Elevating promising practice: Potential transnational actions for integrating gender analysis into research Framework and methodology to set up a joint Award/Incentive on gender policies in research institutions
- GENDER-NET Elevating promising practice: Potential transnational actions for integrating gender analysis into research Qualitative indicators on gender equality in research institutions
- GENDER-NET Elevating promising practice: Potential transnational actions for integrating gender analysis into research
- GENDER-NET Elevating promising practice: Potential transnational actions for integrating gender analysis into research
- GENDER-NET Advancing the Integration of Gender/sex Analysis into Research contents (IGAR): GENDER-NET Achieving high-level policy traction and national commitment to joint funding of research
- EGERA Report on Mapping & Critical assessment of existing tools for including gender in research (UAB)
https://www.egera.eu/fileadmin/user_upload/Deliverables/Report_on_Mapping___Critical_assessment_of_existing_tools_for_including_gender_in_research_8302.pdf
- EGERA Criteria for the selection of good practices of Gender Sensitive Research (UAB)
https://www.egera.eu/fileadmin/user_upload/Deliverables/D.6.3._Recommendations_and_Criteria_criteria_good_practices_gender_sensitive_research-1.pdf
- EGERA Database of good practices of Gender Sensitive Research (UAB)
https://www.egera.eu/fileadmin/user_upload/Deliverables/D.6.3._Recommendations_and_Criteria_criteria_good_practices_gender_sensitive_research-1.pdf

Gender Training

GENDER-NET [Manual on joint gender equality training scheme](#)

EGERA Gender Training Implementation Report

https://www.egera.eu/fileadmin/user_upload/Deliverables/D.4.5._Gender_Training_Implementation_Report.pdf

Gender in curricula and teaching

EGERA Collected good practices in introducing gender in curricula

https://www.egera.eu/fileadmin/user_upload/Deliverables/D44_Collected_Good_Practices_in_Introducing_Gender_in_Curricula_78106.pdf

EGERA Collected good practices in introducing gender in curricula (SKU)

https://www.egera.eu/fileadmin/user_upload/Deliverables/D44_Collected_Good_Practices_in_Introducing_Gender_in_Curricula_78106.pdf

GEECCO [Current data on gender in research and teaching](#)

Communication, innovation and technology

TARGET [Plan for the Exploitation and Dissemination of Results](#)

http://www.gendertarget.eu/wp-content/uploads/2019/02/741672_TARGET_D7.3.pdf

EQUAL-IST [Crowdsourcing Platform for the Development of Gender Equality Plans \(GEPs\)](#)

file:///C:/Users/Lucy/Downloads/EQUAL-IST_D3.1_final.pdf

GEDDII [Assessment Tool](#)

Annex II. Helsinki Call for Action: Advancing gender equality in research and innovation in Europe

24 October 2019

The first European Commission Communication on Women in Science was adopted in 1999. Now, 20 years later, we are urging European leaders and stakeholders to take bold action to promote gender equality in research and innovation at the start of the new European Commission and the next programme period. We welcome gender equality being a top priority on the political agenda of the new European Commission.

This Call is a message from participants of the Research and Innovation Excellence through gender equality: New pathways and challenges -conference organized by the Finnish Presidency of the EU. It is directed to EU Member States and Associated Countries, the European Commission, research and innovation funding agencies, R&I-performing institutions, private companies and stakeholders. This message is also meant for the future European Union Presidencies to take forward action on gender equality and diversity.

Europe has taken steps forward and gender equality and gender mainstreaming have become one of the ERA priorities, with the three objectives of gender balance in research teams, gender balance in decision-making and the gender dimension in research content. Gender gaps are slowly diminishing in R&I, but the development is uneven across Europe and stakeholders, and a lot more remains to be done.

Gender equality in Research and Innovation contributes vitally to achieving other European policy priorities, including the European Green Deal, the Digital Age and European Democracy. New areas with high social transformational potential, including Artificial Intelligence and digitalization, Open Science and Open Innovation, must address gender equality issues. The integration of the gender dimension ensures the quality research and increases the responsibility and trustworthiness of research and innovation. To do this, gender equality must take an intersectional approach, addressing other axes of inequity.

Main messages:

The **EU Member States and the European Commission** should maintain and further reinforce the structural change approach as a sustainable policy framework for promoting

inclusive gender equality in the research and innovation ecosystem, including temporary special measures e.g. quotas, ear-marked funding for women, prizes, and to ensure adequate resources for these actions.

Gender equality and gender mainstreaming need to be embedded in the core of the future European Research Area.

The **European Commission**, in the implementation the new Framework Programme for Research and Innovation, Horizon Europe, should ensure the effective integration of the gender dimension in research and innovation throughout the entire programme as well as gender-specific research and policy-oriented action for gender equality in R&I.

European Commission and the Member States are strongly encouraged to ensure gender-equitable working conditions addressing work-life-balance and pay gap.

European Commission and the Member States are further strongly encouraged to adopt policies and strategies to combat gender based violence and harassment in research, innovation and higher education. Research funding organizations are encouraged to consider measures to combat gender based violence and harassment and research performing organizations are encouraged to take bold action in this regard, to protect researchers especially in the early-career stages.

The uneven implementation of gender equality measures across the **EU Member States** should be addressed. Additionally, all states should build robust context-specific and gender-specific data and indicators to measure progress.

Research and innovation funding agencies should take more responsibility for gender equality in R&I actions. Many European funding agencies incorporate gender equality in all research funding mechanisms. This approach should be spread throughout Europe as well as deepened by adopting gender equality as a truly cross-cutting element in all research funding organizations' activities (e.g. gender balance in funding decision-making bodies and scientific evaluation panels, as well as the gender dimension in the research content). Public funding for R&I should be tied to applicants proving they have gender equality measures in place.

Research performing organisations should ensure they have the adequate structures in place and implemented for promoting gender equality and diversity, including: regularly updated gender equality plans and statistics, equality boards, institutional equality ombudsperson, available training on gender equality, in particular on gender bias, including intersectional aspects, expertise on integration of gender-related research

content for all researchers, and gender equality as a visible and integral part of leadership and decision-making.

The **business sector** needs a new and more proactive approach to gender equality as part of their social responsibility. The EIC should take a leading role in this. A broad concept of diversity, and gender equality specifically, should be ensured in all innovation processes and activities in the private sector. The European business sector should adopt strong measures to foster structural change and take into account the talent, needs and experiences of women.

Annex III: Outline of selected projects




Project name	Objectives	Key deliverables	Partners	Other information
<p>Female Empowerment in Science and Technology Academia (FESTA) (2012-2017)</p>	<p>FESTA aimed to enable changes in the working environment of academic researchers, in order to encourage women to pursue careers and ensure that the competence of all employees is equally valued. The project aims to analyse the daily environment of researchers: formal and informal decision making processes; meeting cultures; PhD supervision; perceptions of excellence in hiring processes and in the work environment; resistance to equality measures; and contextual success and failure factors.</p>	<p>Toolkits and manuals which research environments in different European contexts can use to address core issues in their gender equality work. These will be disseminated nationally and across Europe through workshops, conferences partners' networks of the FESTA partners, papers and the FESTA website.</p>	<p>University of Southern Denmark, Denmark RWTH Aachen University, Germany University Of Limerick, Ireland Fondazione Bruno Kessler, Italy Istanbul Teknik Universitesi, Turkey South-West University, Bulgaria</p>	<p>EU project financed under FP7–Capacities.</p>
<p>Institutional Transformation for Effecting Gender Equality in Research (INTEGER) (2011-2015)</p>	<p>The INTEGER project aimed to address gender imbalances in STEM at both the institutional level and local (facility) level, and to foster institutional transformation through the implementation of tailored Transformational-Gender Action Plans (T-GAPs). In this way, it seeks to establish an environment in which women and men can equally contribute to research excellence.</p>	<p>A common framework for constructing the T-GAPs, which involves: collecting and analysing quantitative secondary data; reviewing national and internal laws, policies, procedures and practices; undertaking primary data collection on career paths, work environments and work-life balance; and carrying out qualitative assessment at the local level through site visits and focus groups.</p>	<p>Centre National de la Recherche Scientifique, France Trinity College Dublin, Ireland Šiauliai University, Lithuania GESIS-Leibniz Institute for the Social Sciences, Germany</p>	<p>The project is part of the FP7 Science in Society Work Programme, which directly supports universities and research organisations to engage in structural change. To date, substantial progress has been made at each partner institution.</p>



	Project name	Objectives	Key deliverables	Partners	Other information
	Transferring Implementing Monitoring Equality GenderTIME (2013-2016)	The GenderTime project aimed to identify and implement the best systemic approach to increase the participation and career advancement of women researchers in selected institutions where self-tailored action plans are implemented. The plans involve activities such as recruitment, retention and promotion policies, supporting work-life balance measures, management and research standards, supporting policies for dual careers-couples, etc.	<p>GenderTime Toolbox, a set of tools for implementing and monitoring future Gender Equality Action Plans and good practices of implementation activities that GenderTime partners have carried out.</p> <p>A Monitoring Handbook that outlines guidelines and recommendations on monitoring change management and action research approaches implemented in the scope of the GenderTime project.</p>	<p>Interuniversitaeres Forschungszentrum fuer Technik, Arbeit und Kultur, Austria</p> <p>Università degli Studi di Padova (University of Padua), Italy</p> <p>Université Paris Est Créteil, France</p> <p>Mihailo Pupin Institute, Serbia</p> <p>Bergische Universität Wuppertal (University of Wuppertal), Germany</p> <p>Loughborough University, United Kingdom</p> <p>Tecnalia Fundacion (Research & Innovation), Spain</p>	The project is part of the FP7 Science in Society Work Programme.
	Transforming organisational culture for gender equality in research and innovation GENOVATE (2013-2016)	GENOVATE was an action research project based on the implementation of Gender Equality Action Plans (GEAPs) across seven European partner institutions. Its core goal was to enable equal opportunities for women and men in research, innovation and scientific decision-making bodies by: implementing innovative, sustainable strategies for change to better support gender diversity and equal opportunities; to raise awareness of the ways in which gender equality and diversity benefit excellence in research and innovation; to facilitate meaningful knowledge exchange between European universities; and to develop and disseminate a management approach for ending gender inequality and contributing to improved working conditions for women and men researchers.	<p>GENOVATE seeks to implement strategies for the transformation of organisational structures towards more gender-competent management. Its core outcomes included: the implementation of Gender Equality Action Plans with sustainable strategies within each partner institution; the development of a Social Model of Gender Equality; and its implementation for wider application among other organisations and stakeholders.</p> <p>The project also established the GENOVATE Community, a platform which enabled key stakeholders to engage with the project and provide updates on progress from each partner institution.</p>	<p>University of Bradford, United Kingdom</p> <p>University College Cork, Ireland</p> <p>Lulea University of Technology, Sweden</p> <p>Ankara Universitesi Iletisim, Turkey</p> <p>Università degli Studi di Napoli Federico II, Italy</p> <p>Trnava University, Slovakia</p> <p>Universidad Complutense de Madrid, Spain</p>	The project was funded through the FP7 Science in Society SiS 2012. 2.1.1-1 programme.

Project name	Objectives	Key deliverables	Partners	Other information
 <p>Systemic Action for Gender Equality (SAGE) (2016-2019)</p>	<p>SAGE sought to seek stronger action on gender equality in higher education and research by devising and implementing interventions to advance gender equality in seven universities. It has developed a proven model that can be implemented throughout the European research sector. Its specific objectives are to: remove barriers to the recruitment, retention and career progression of women researchers; address gender imbalances in decision-making processes; and strengthen the gender dimension in research programmes.</p>	<p>The collection of baseline data (quantitative and qualitative), based on which individualised Gender Equality Plans (GEPs) are developed and implemented, guided by the SAGE Wheel model.</p> <p>SAGE also provided guidelines, online resources, courses, workshops and materials for partner and peer institutions to support the pursuit of fully 'gender-sensitive' organisations. Notable tools include the SAGE Charter of Principles, a range of case studies, a Review of Gender Certifications and a Change Management Process Model.</p>	<p>Trinity College Dublin, Ireland Instituto Universitário De Lisboa, Portugal International University of Sarajevo, Bosnia and Herzegovina Kadir Has University, Turkey Sciences Po Bordeaux, France Università degli Studi di Brescia, Italy Queen's University Belfast, United Kingdom</p>	<p>SAGE was an EU Horizon 2020-funded project</p>
 <p>Promoting gender equality in research institutions and the integration of the gender dimension in research contents GENDER-NET (2013-2016)</p>	<p>GENDER-NET was a pilot transnational research policy initiative that aimed to foster cooperation and coordination to address the common challenges facing European research institutions in achieving gender equality. These challenges concern constraints to the recruitment, advancement and mobility of women in the European scientific system, the lack of women in decision-making, and the limited integration of the gender dimension in research programmes and content. Through coordination, GENDER-NET partners aimed to create a critical mass of ministries, research funders, universities and research institutions.</p>	<p>Mapping of existing national initiatives on the promotion of gender equality through structural change, in order to produce a synthesis report with recommendations and common qualitative indicators research- organisations to measure progress.</p> <p>Analysis of existing national initiatives on the integration of sex and gender analysis into research content, and developing guidelines, tools, recommendations and common indicators.</p> <p>Identifying priority areas for transnational action and implementing joint activities, involving a pilot gender equality training scheme.</p> <p>Widely disseminating results – including via a project website and a final policy conference.</p>	<p>Centre National de la Recherche Scientifique, France Ministère de l'Éducation Nationale, de l'Enseignement Supérieur et de la Recherche, France Ministry of Economy and Competitiveness, Spain Research Council of Norway State Secretariat for Education, Research and Innovation, Switzerland Equality Challenge Unit, United Kingdom Canadian Institutes of Health Research, Canada Higher Education Authority, Ireland Fonds de la Recherche Scientifique, Belgium Research Promotion Foundation, Cyprus Ministry of Education, Science and Sport, Slovenia National Academy of Sciences, United States of America Ministry of Science, Technology and Space of the State, Israel</p>	<p>GENDER-NET was the first European Research Area Network (ERA-NET) dedicated to the promotion of gender equality through structural change in research institutions. It was funded under the FP7's Science in Society work programme.</p>



Project name	Objectives	Key deliverables	Partners	Other information
Gender Equality Plans for Information Sciences and Technology Research Institutions (EQUAL-IST)	<p>To address ERA priorities on gender equality, the EQUAL-IST project aimed to: introduce structural changes to enhance gender equality in information sciences and technology (IST) research institutions; support the design and implementation of tailored Gender Equality Plans (GEPs) by seven research performing organisations, featuring measures to address gender imbalance; and monitor and assess the results of the GEPs' implementation.</p> <p>The project combined gender mainstreaming, proactive actions and a participatory approach for the creation of gender equality policies.</p>	<p>The Crowdequality crowdsourcing platform, to facilitate the co-design of tailored Gender Equality Plans by collecting ideas and triggering discussions about initiatives for promoting gender equality, diversity and work-family balance in research institutions.</p> <p>The EQUAL-IST online toolkit for designing and implementing GEPs in ICT/IST research institutions, which offers support for structural change in the form of good practice examples, tools and guidelines.</p> <p>Innovative practices to attract more girls to ICT studies.</p>	<p>ViLabs, Greece Ca' Foscari University of Venice, Italy University of Muenster, Germany University of Liechtenstein, Liechtenstein University of Turku, Finland Kaunas University of Technology, Lithuania University of Modena and Reggio Emilia, Italy University of Minho, Portugal Simon Kuznets Kharkiv National University of Economics, Ukraine</p>	<p>This project received funding from the Horizon 2020 research and innovation programme.</p>
 Taking a Reflexive Approach to Gender Equality for Institutional Transformation (TARGET) (2017-2021)	<p>TARGET's main goal is to contribute to the advancement of gender equality in research and innovation by: supporting a reflexive gender equality policy in seven "Gender Equality Innovating Institutions; and addressing gender-related institutional barriers to careers, decision-making and curricula content.</p> <p>The TARGET approach goes beyond the adoption of a gender equality policy by emphasising an iterative, reflexive process towards equality at the institutional level and the creation of a community of practice for gender equality within the institution. 35 institutional change making workshops for fostering an active reflexive learning process within the Gender Equality Innovating Institutions</p>	<p>A tailored Gender Equality Plan or Strategy in each partner institution, which will be designed, implemented, monitored, self-assessed and evaluated during the course of the project.</p> <p><u>Gender Equality Audit Tool (GEAT)</u> Gender equality monitoring tool and guidelines for self-assessment Initial Dissemination and Exploitation Toolkit Guidelines to design customised GEPs Project Management Plan Plan for the Exploitation and Dissemination of Results</p>	<p>Institute for Advanced Studies, Austria National Agency for Quality Assurance in Higher Education, Romania Research and Innovation Foundation, Cyprus Lombardy Foundation for Biomedical Research, Italy Hellenic Foundation for European and Foreign Policy, Greece Université Hassan II Casablanca, Morocco Réseau Méditerranéen des Ecoles d'Ingénieurs et de Management, France NOTUS - Applied Social Research, Spain Fondazione Giacomo Brodolini, Italy</p>	<p>This coordination and support action is funded by the European Commission Programme Horizon 2020.</p>

Annex IV: Full list of structural change projects

GEP projects

GERI-4-2014/15; SwafS-3-2016/17; SwafS-9-2018/20 Support to research organisations to implement gender equality plans (CSA)

Project	Dates	Coordinator	Website	Status
GENERA	01-09-2015 31-08-2018	STIFTUNG DEUTSCHES ELEKTRONEN-SYNCHROTRON DE	www.genera-project.com	Completed
LIBRA	01-10-2015 31-03-2018	FUNDACIÓ CENTRE DE REGULACIÓ GENÓMICA ES	www.eu-libra.eu	Completed
PLOTINA	01-02-2016 31-01-2020	ALMA MATER STUDIORUM – UNIVERSITÀ DI BOLOGNA IT	www.plotina.eu	Completed
Baltic Gender	01-09-2016 31-08-2020	HELMHOLTZ ZENTRUM FÜR OZEANFORSCHUNG KIEL DE	www.baltic-gender.eu	Completed
SAGE	01-09-2016 31-08-2019	TRINITY COLLEGE DUBLIN IE	www.sage-growingequality.eu	Completed
EQUAL-IST	01-06-2016 31-05-2019	VILABS OE EL	www.equal-ist.eu	Completed
TARGET	01-05-2017 30-04-2021	INSTITUT FÜR HÖHERE STUDIEN AT	www.gendertarget.eu	Running
GEECCO	01-05-2017 30-04-2021	TECHNISCHE UNIVERSITÄT WIEN AT	www.geecco-project.eu	Running
R-I PEERS	01-05-2018 30-04-2022	UNIVERSITÀ DEGLI STUDI DI SALERNO IT	http://ripeers.eu	Running
CHANGE	01-05-2018 30-04-2022	INTERDISZIPLINARES FORSCHUNGSZENTRUM FÜR TECHNIK, ARBEIT UND KULTUR AT	www.change-h2020.eu	Running

Project	Dates	Coordinator	Website	Status
SUPERA	01-06-2018 31-05-2022	UNIVERSIDAD COMPLUTENSE DE MADRID ES	www.superaproject.eu	Running
GEARING ROLES	01-01-2019 31-12-2022	UNIVERSIDAD DE LA IGLESIA DE DEUSTO ENTIDAD RELIGIOSA ES	www.gearingroles.eu	Running
Gender-SMART	01-01-2019 31-12-2022	CENTRE DE COOP. INTERN. EN RECHERCHE AGRONOMIQUE POUR LE DEVELOPPEMENT FR	www.gendersmart.eu	Running
SPEAR	01-01-2020 31-12-2023	SYDDANSK UNIVERSITET DK	www.gender-spear.eu	Recently started
CALIPER	01-01-2020 31-12-2023	VILABS OE EL	https://caliper-project.eu/	Recently started
EQUAL4EUROPE	01-01-2020 31-12-2023	FUNDACION ESADE ES	https://equal4europe.eu/	Recently started
LeTSGEPs	01-01-2020 31-12-2023	UNIVERSITÀ DEGLI STUDI DI MODENA E REGGIO EMILIA IT	https://cordis.europa.eu/project/id/873072	Recently started

Non-GEP projects

Project	Dates	Coordinator	Website	Status
Hypatia SwafS-02-2016 Promoting Gender Equality in Horizon 2020 and the ERA (ERA-NET Cofund)	01-08-2015 31-07-2018	STICHTING NATIONAAL CENTRUM VOOR WETENSCHAP EN TECHNOLOGIE NL	www.expecteverything.eu/hypatia	Completed
GEDII GERI-2-2014 Impact of gender diversity on Research & Innovation (RIA)	01-10-2015 30-09-2019	FUNDACIÓ PER A LA UNIVERSITAT OBERTA DE CATALUNYA ES	www.gedii.eu	Completed
EFFORTI GERI-3-2014 Evaluation of initiatives to promote gender equality in research policy and research organisations (RIA)	01-06-2016 31-05-2019	FRAUNHOFER GESELLSCHAFT ZUR FOERDERUNG DER ANGEWANDTEN FORSCHUNG DE	www.efforti.eu	Completed
GENDERACTION SwafS-19-2016 Networking of National representatives and resource centres on Gender in R&I (CSA)	01-04-2017 31-03-2021	INSTITUTE OF SOCIOLOGY OF THE ACADEMY OF SCIENCES OF THE CZECH REPUBLIC CZ	www.genderaction.eu	Running

Project	Dates	Coordinator	Website	Status
GENDER NET Plus SwafS-02-2016 Promoting Gender Equality in Horizon 2020 and the ERA (ERA-NET Cofund)	15-09-2017 14-09-2022	CENTRE NATIONAL DE LA RECHERCHE SCIENTIFIQUE FR	www.gender-net-plus.eu	Running
ACT SwafS-08-2017 European Community of Practice to support institutional change (CSA)	01-05-2018 30-04-2021	FUNDACIÓ PER A LA UNIVERSITAT OBERTA DE CATALUNYA ES	www.act-on-gender.eu	Running
GRANTeD SwafS-10-2018 Analysing gender gaps and biases in the allocation of grants (RIA)	01-01-2019 31-12-2021	JOANNEUM RESEARCH FORSCHUNGS-GESELLSCHAFT MBH AT	www.granted-project.eu	Running
GE Academy SwafS-13-2018 Gender Equality Academy and dissemination of gender knowledge across Europe (CSA)	01-01-2019 21-12-2021	VILABS OE EL	www.ge-academy.eu	Running
CASPER SwafS-11-2019 Scenarios for an award/certification system for gender equality in research organisations and universities in Europe (RIA)	01-01-2020 31-12-2022	FONDATION EUROPÉENNE DE LA SCIENCE FR	https://cordis.europa.eu/project/id/872113	Recently started



This project has received funding from the *European Union's Horizon 2020 research and innovation programme* under grant agreement No 859383



Opetus- ja kulttuuriministeriö

Undervisnings- och kulturministeriet

Ministry of Education and Culture

Ministère de l'Éducation et de la Culture

ISBN 978-952-263-880-9 (PDF)

ISSN 1799-0351 (PDF)