



# athena

gender equality to unlock  
research potential

## Gender Equality Plan for the Slovak Academy of Sciences (a road movie)

Gender Equality Audit and assessment of  
procedures and practices at  
organisational and national level

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[athenaequality.eu](https://athenaequality.eu)



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## WP2 aim = Provide solid basis for the development of appropriate gender equality plans

### T2.1 Gender equality audit and assessment at organisational level

- Quantitative and qualitative gender audit at the organisational level
- Produce a common database

### T2.2 Assessment of provisions at national level

- Assessment of national laws, policies and incentives in gender equality and research
- At national and organisational level

### T2.3 Identification of gender bias at organisational level

- Staff survey on awareness of gender bias in RPOs and RFOs preparing GEP)
- Story telling interviews in RPOs
- Focus Groups in RPOs

### T2.4 Gender equality reports

- Summarising findings
- Gender equality report per institution (for RPOs and RFOs preparing GEP)

## Mandatory requirements for a GEP:

1. Be a public document
2. Have dedicated resources
3. Include arrangements for data collection and monitoring
4. Be supported by training and capacity-building:

## 5 thematic areas recommended for GEP content:

1. work-life balance and organisational culture
2. gender balance in leadership and decision-making
3. gender equality in recruitment **and** career progression
4. integration of the gender dimension into research and teaching content
5. measures against gender-based violence including sexual harassment



# Overview of the partners' data/reports provided

| Partner  | Acronym | Country | GEA indicators – quantitate. | GEA indicators – quantita. | National report on legal and policy framework | Survey | Interviews | Focus groups | GE report |
|--|---------|---------|------------------------------|----------------------------|---|--------|------------|--------------|-----------|
| CONSULTA EUROPA PROJECTS AND INNOVATION SL                   | CE      | ES      | n/a                          | n/a                        | International and EU framework                | n/a    | n/a        | N/a          | n/a       |
| INSTITUT JOZEF STEFAN  | JSI     | SI      | ✓                            | ✓                          | ✓   | ✓      | ✓          | ✓            | ✓         |
| UNIwersytet JANA KOCHANOWSKIEGO W KIELCACH                   | UJK     | PL      | ✓                            | ✓                          | ✓   | ✓      | ✓          | ✓            | ✓         |
| UNIVERSITATEA DIN BUCURESTI                                  | UB      | RO      | ✓                            | ✓                          | ✓   | ✓      | ✓          | ✓            | ✓         |
| UNIVERSIDAD DE LAS PALMAS DE GRAN CANARIA                    | ULPGC   | ES      | ✓                            | ✓                          | ✓   | ✓ ?    | ?          | ?            | x         |
| CONSIGLIO NAZIONALE DELLE RICERCHE                           | CNR     | IT      | n/a but provided             | n/a but provided           | n/a ✓   | n/a    | N/a        | n/a          | n/a       |
| USTAV VYSKUMU SOCIALNEJ KOMUNIKACIE SLOVENSKEJ AKADEMIE VIED | UVSK SV | SK      | ✓                            | ✓                          | ✓   | ✓      | ✓          | ✓            | ✓         |
| UNIVERSITY OF RUSE ANGEL KANCHEV                             | URAK    | BG      | ✓                            | ✓                          | ✓   | ✓      | ✓          | ✓            | ✓         |
| GOBIERNO DE CANARIAS   | ACIISI  | ES      | ✓                            | ✓                          | ULPGC   | ✓      | n/a        | ✓            | ✓         |
| FUNDO REGIONAL PARA A CIENCIA E TECNOLOGIA                   | FRCT    | PT      | ✓                            | ✓                          | ✓   | ✓      | n/a        | ✓            | ✓         |

## T2.1 Gender audit: Methodology

- **GEA indicators (dimensions)**
  1. The pool of graduate talents
  2. Gender balance in research
  3. Gender balanced career advancement
  4. Gender balance in decision making
  5. Gender balanced working conditions
  6. Gender balance in research outputs
- **Quantitative GEA indicators**
  - She Figures, OECD Frascati Manual
  - Compulsory, advanced and specific
- **Qualitative GEA indicators**
  - project's pre-proposal assessment stage, inspired by EIGE's Gear tool.

# T2.1 GEA selected quantitative indicators – leaky pipelines...

| Partner                                    | Women among all PhD graduates (%) | Women researchers (%) | A-grade women researchers (%) | Women members of scientific boards (%) | Heads of faculties/institutes (%) |
|--|-----------------------------------|-----------------------|-------------------------------|--|-----------------------------------|
| INSTITUT JOZEF STEFAN                      | 37,5                              | 30,1                  | 23,6                          | 26,6                                   | 15,8                              |
| UNIwersytet JANA KOCHANOWSKIEGO W KIELCACH | 70,4                              | 51,2                  | 29,9                          | 50,0                                   | 62,5                              |
| UNIVERSITATEA DIN BUCURESTI                | 56,0                              | 52,9                  | 43                            | 40,0                                   | 21                                |
| UNIVERSIDAD DE LAS PALMAS DE GRAN CANARIA  | 35,7                              | 36,9                  | 18,5                          | 0                                      | 41,1                              |
| SLOVAK ACADEMY of SCIENCES                 | 59,7                              | 46,2                  | 24,1                          | 9,1                                    | 38,3                              |
| UNIVERSITY OF RUSE ANGEL KANCHEV           | 50,0                              | 49,2                  | 18,9                          | 46,7                                   | 54,5                              |

## T2.2 National legal and policy framework – overall report

- International and EU framework of GE in research
- National context of gender equality in society
  - Legislation, strategies, programmes, actors, initiatives/campaigns
- Gender Equality in research, innovation and higher education
  - Main acts, strategies, programmes (how they reflect the gender equality)
  - Actors and their roles
  - Graduate Schools and Post docs
  - Recruitment and career development
  - Working conditions / Environment
  - Gender equality in decisions-making
  - Gender equality in the content
  - Gender disaggregated statistics on women in research and innovation
- Annexes with overviews

## T2.2 National legal and policy framework – overall report

| COUNTRY  | Separate national strategy or action plan for GE in research and HEI | GE in research and HEI as part of overall GE strategy | GE reflected in strategies and plans in research, innovation or higher education sector |
|----------|--|---|---|
| Bulgaria |  | ✓   | ✓   |
| Spain    | ✓  | ✓   |   |
| Italy    |  | ✓   |   |
| Poland   |  |   |   |
| Portugal |  | ✓   |   |
| Romania  |  | ✓   | ✓   |
| Slovenia |  |   | ✓   |
| Slovakia |  | ✓   |   |



## T2.3 Identification of gender bias at organisational level: Methodology

### T2.3.1 Survey

#### Questionnaire structure (47 questions)

- Introduction
- Information on the respondents 'current job
- Information of respondents' background
- Opinions and perception of gender equality in research
- Recruitment and career development
- Striving for scientific/academic degree
- Gender balance in decision-making positions
- Workload and work-life balance
- Bulling and harassment

## T2.3 Identification of gender bias at organisational level: Methodology

### T2.3.2 Storytelling Interviews

#### 5 research questions:

- What is the variety of pleasant and unpleasant-undesirable gender interaction?
- How can it be anticipated? What are the predictors?
- What institutional/societal instruments may be suggested to prevent gender inequality?
- Who are those who will most probably face gender inequality?
- How can be effective individual strategies to prevent gender inequity acquired?
  - **content analysis**

## T2.3 Identification of gender bias at organisational level: Methodology

### T2.3.3 Focus groups

- How do the participants reflect the gender equality imbalances in the organisation?
- To what extent is the intersectional aspects viewed as an issue on gender equality?
- Which gender imbalances are most strongly perceived and reflected by participants?
- What barriers and possible reasons for the gender imbalances do the participants recognise?
- What are the concrete suggestions for measures to overcome the barriers and improved the situation in terms of gender equality?
- What differences, if any, are in the answers and interactions between the male and female participants?
- Do the answers diverse based on the respective target groups? (intersectionality)
- **content analysis**

## Slovak Academy of Sciences (UVSK SAV as a part): selected findings

- The overall awareness of gender equality in SAS is ambivalent

### Gender balance

- Leaky pipe-line
- Positive signs: first-authorship in scientific publications of high rank

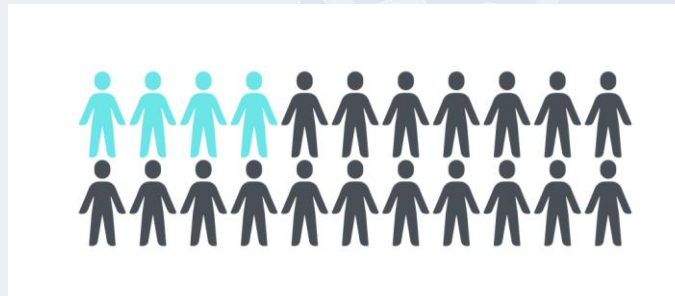
### Challenges:

- There are few opportunities for both men and women for promotion in general.
- Glass-ceiling index: Despite the high number of women researchers in SAS, only one-fifth reached the highest qualification grade.

The presidency of the SAS (20% of women)



The Scientific Council of the SAS (13.6% of women)



## Lessons learned

- Our suggestions:
  - Data collections: time consuming, a need for a system/automatization
  - Building alliances will be necessary
    - (unwillingness to provide data when there is a lack of understanding of the GE importance)
  - Qualitative and quantitative approach
  - Share lessons learned with other partners and within your team
    - (we encourage you to have an internal evaluation)
  - Sensitive and planned communication: publishing, working with media

—

Thank you for your  
attention and  
questions!



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