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Ministry  
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and Science

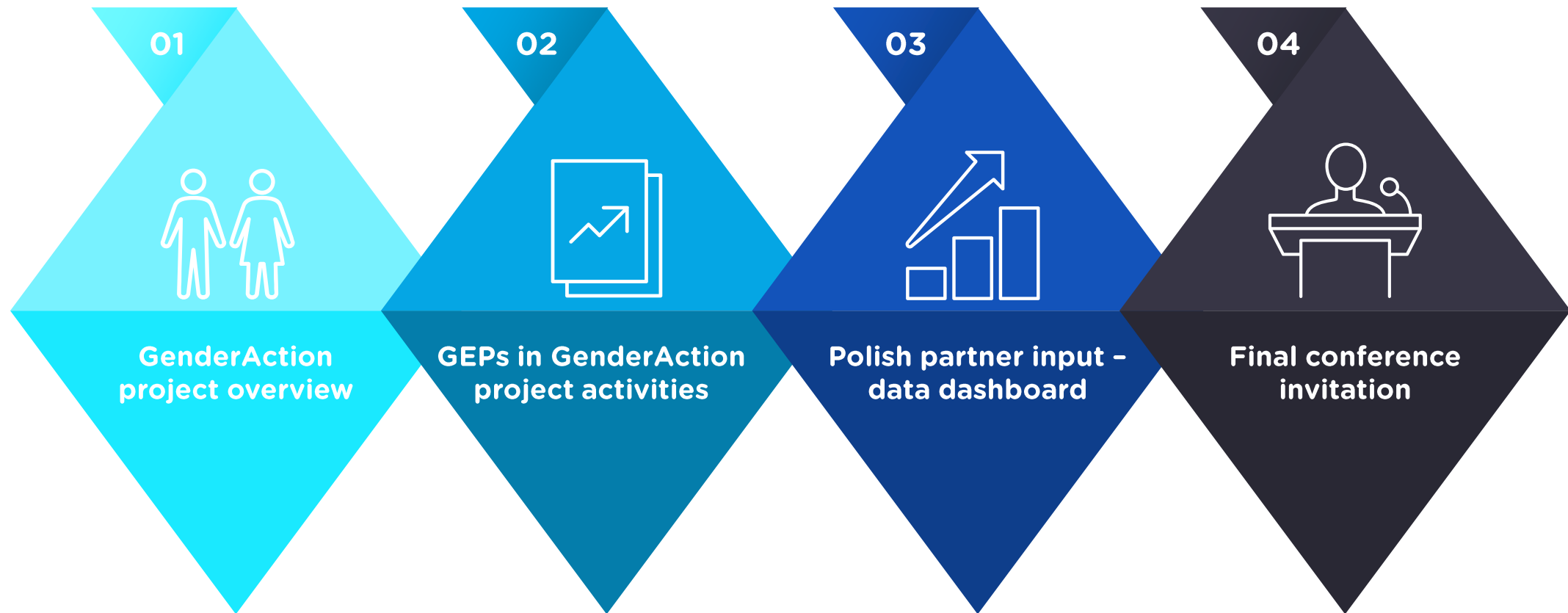
# **GEP – Go Equal Poland!**

**GenderAction: analytical view on GEPs  
in the context of European Research Area development**

**Business & Science Poland webinar  
Gender Equality Plans – a new criterion in Horizon Europe  
1 July 2021**

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Magdalena Chrobak-Tatara**

# Outline



# GenderAction – project overview (1)

GenderAction (GENDER equality in the ERA Community To Innovate policy implementation)

Horizon 2020 project; innovative policy community

- ⚡ bringing together representatives appointed by national authorities in Member States and Associated Countries
- ⚡ set to advance equality in R&I and the implementation of the equality priority in the European Research Area at national, European and international levels
- ⚡ foster policy coordination, best practice exchange and mutual learning



Source: [genderaction.eu](http://genderaction.eu)

# GenderAction – project overview (2)

- ⚡ Horizon 2020 project funded in the SwafS-19-2016 call
- ⚡ Project duration: 01/04/2017 – 30/09/2021
- ⚡ Budget of 1,949,400 EUR; 13 project partners (incl. PL) and 5 associate partners
- ⚡ Project activities:
  - Map and analyse Members States' progress towards implementation of equality in R&I through national ERA action plans and strategies
  - Deliver training events to build consistent and professional capacity
  - Provide mutual learning opportunities to maximize existing experience among policy makers and other relevant stakeholders
  - Prepare policy briefs on advancing equality between women and men in the ERA

## More information:

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

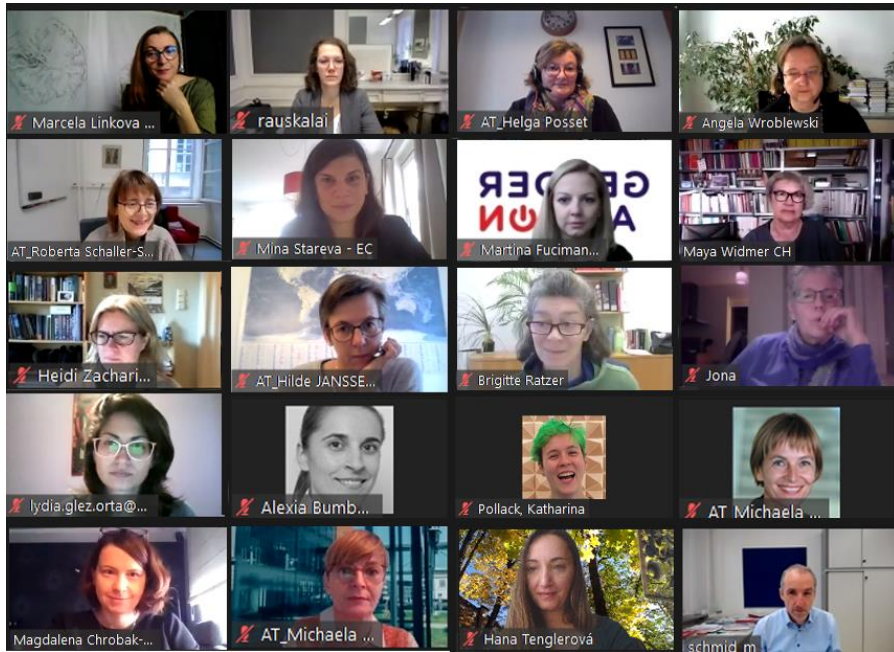
GEPs in EU Framework Program projects: <https://genderaction.eu/resources/sister-projects>

Policy briefs (selected ones in Polish): <https://genderaction.eu/policy-advice/gender-equality-in-era>



# GEPs in GenderAction/ERAC SWG GRI project activities (1)

## Mutual Learning Workshop on Monitoring equality-related ERA Priority



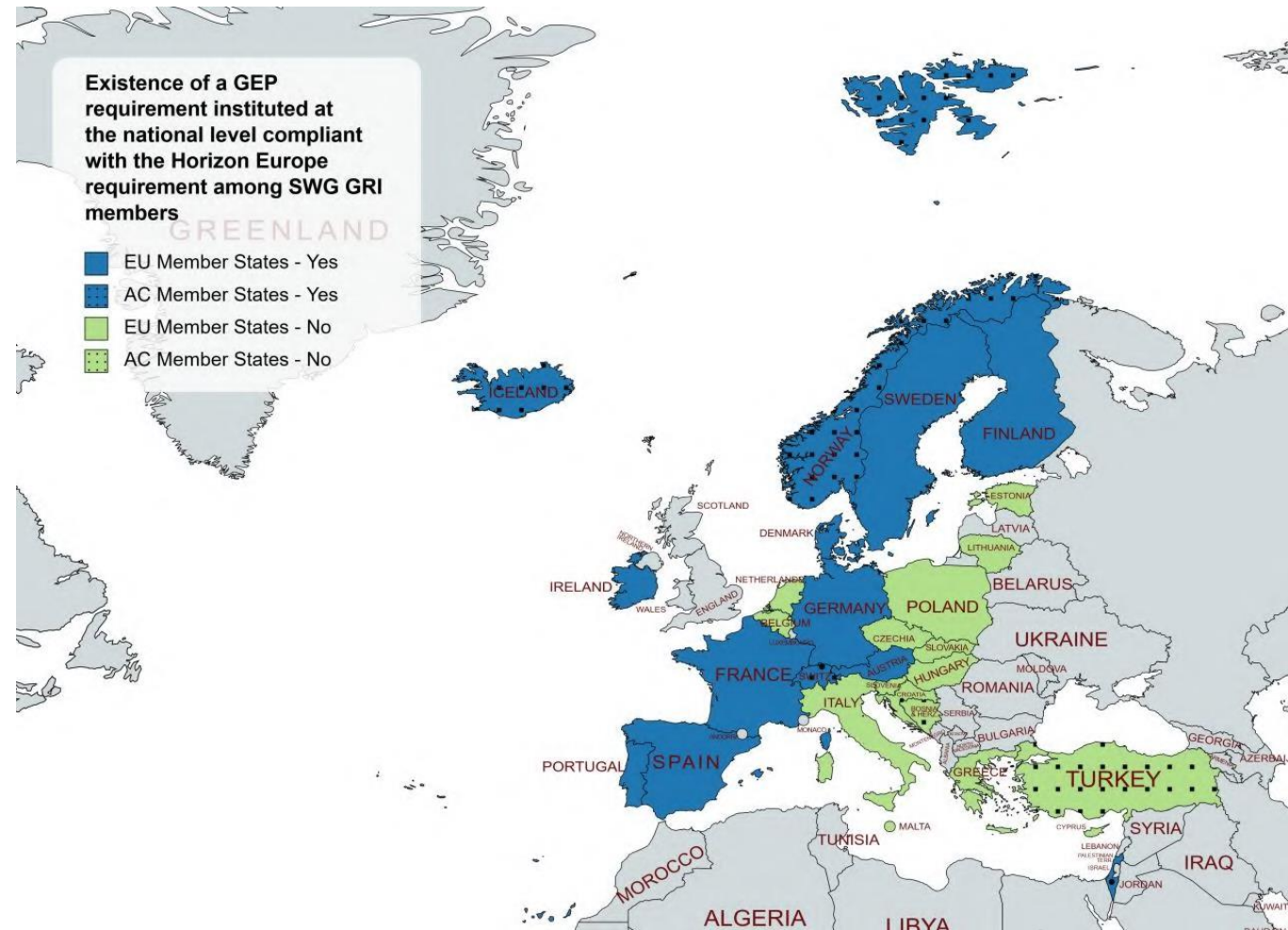
### Conclusions:

- 🔥 GEPs are a potential instrument for institutional change; long-term vision in mind is necessary
- 🔥 No „one-size-fits-all” approach; self-analysis of institutional status-quo is required
- 🔥 Capacity/resources/supporting structures are a must
- 🔥 Key role of monitoring to explore GEP potential for structural change (indicators, data collection)
- 🔥 Mutual learning

# GEPs in GenderAction/ERAC SWG GRI project activities (2)

## Report by ERAC SWG GRI: GEPs as a catalyst for change

GEP requirement at a national level



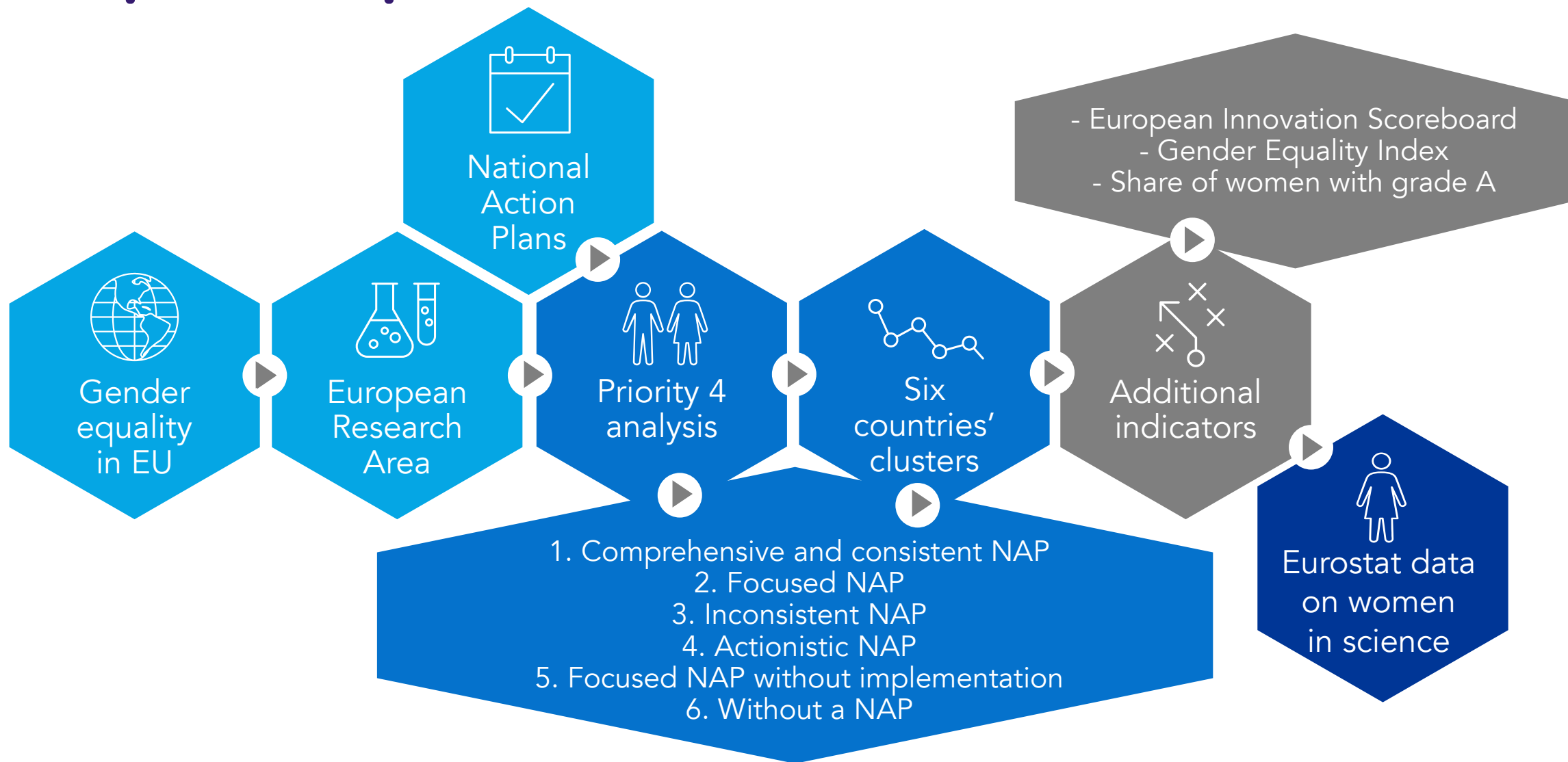
# GEPs in GenderAction/ERAC SWG GRI project activities (3)

Main challenges to GEP implementation:

- 🔌 Building consensus to achieve substantive change through GEPs
- 🔌 Policy coordination to build a common definition of GEP requirement
- 🔌 Uptake of GEPs at national level
- 🔌 Monitoring and evaluation of GEP implementation
- 🔌 Mobilising support and resources to build capacity (national, EU level)
- 🔌 Involvement of private sector

Report is available at: <https://genderaction.eu/policy-advice/erac-swggri>

# Polish partner input – data dashboard





# Data dashboard – reports

**GENDER  
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Newsletter



## DATA ON WOMEN IN SCIENCE AND HIGHER EDUCATION

### Students

Students  
Students in STEM  
Students in SSH

### Graduates

Graduates  
Graduates in STEM  
Graduates in SSH

### Employees

Employees in knowledge-intensive activities  
Employees in R&D  
Employees in science and technology

### Researchers

Researchers  
Researchers in STEM  
Researchers in SSH  
Researchers in GOV, HES, BES

# Data dashboard – filters

## STUDENTS BY EDUCATION LEVEL AND EDUCATION FIELD

This report presents data on female and male students in the European Union countries. The main split criterion is an approach of member states to the implementation of National Action Plans. Statistics on students can be filtered also by:

- member states characteristics (name, gender equality index, innovation scoreboard, share of female professors);
- students' characteristics (education level and education field).

**FILTER BY COUNTRIES' NAMES**

COUNTRY  
Select

CLEAR

APPLY

**FILTER BY COUNTRIES' CHARACTERISTICS**

**NATIONAL ACTION PLAN**

- ☐ lack of data
- ☐ comprehensive and consistent
- ☐ focused
- ☐ inconsistent
- ☐ actionistic
- ☐ focused without implementation
- ☐ without

**GENDER EQUALITY INDEX**

- ☐ lack of data
- ☐ leader
- ☐ strong
- ☐ moderate
- ☐ modest

**GRADE A INDEX**

- ☐ lack of data
- ☐ leader
- ☐ strong
- ☐ moderate
- ☐ modest

**INNOVATION INDEX**

- ☐ lack of data
- ☐ leader
- ☐ strong
- ☐ moderate
- ☐ modest

CLEAR

APPLY

**FILTER BY STUDENTS' CHARACTERISTICS**

**GENDER**

- ☐ females
- ☐ males

**EDUCATION LEVEL**

- ☐ bachelor's
- ☐ master's
- ☐ doctoral

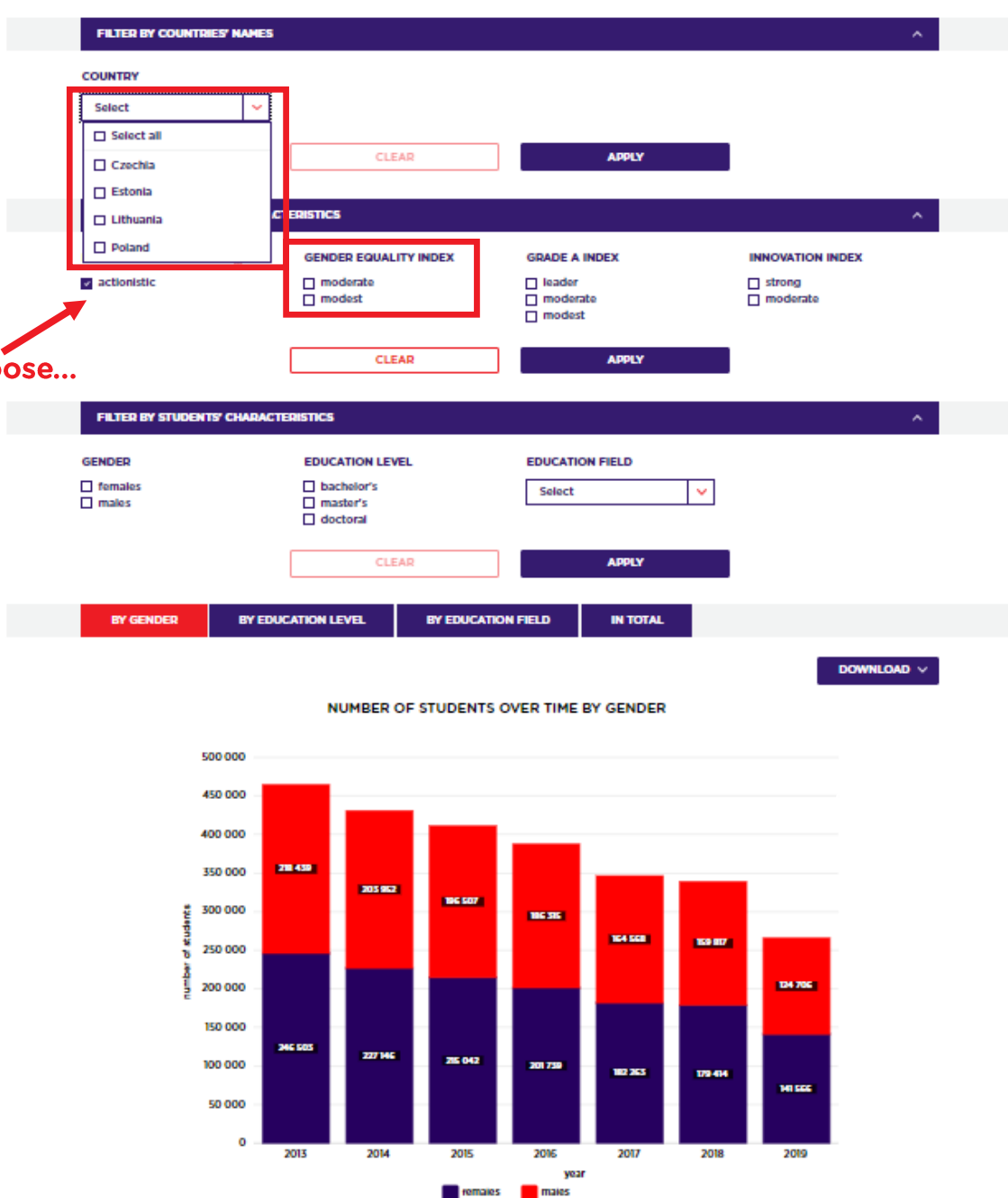
**EDUCATION FIELD**

Select

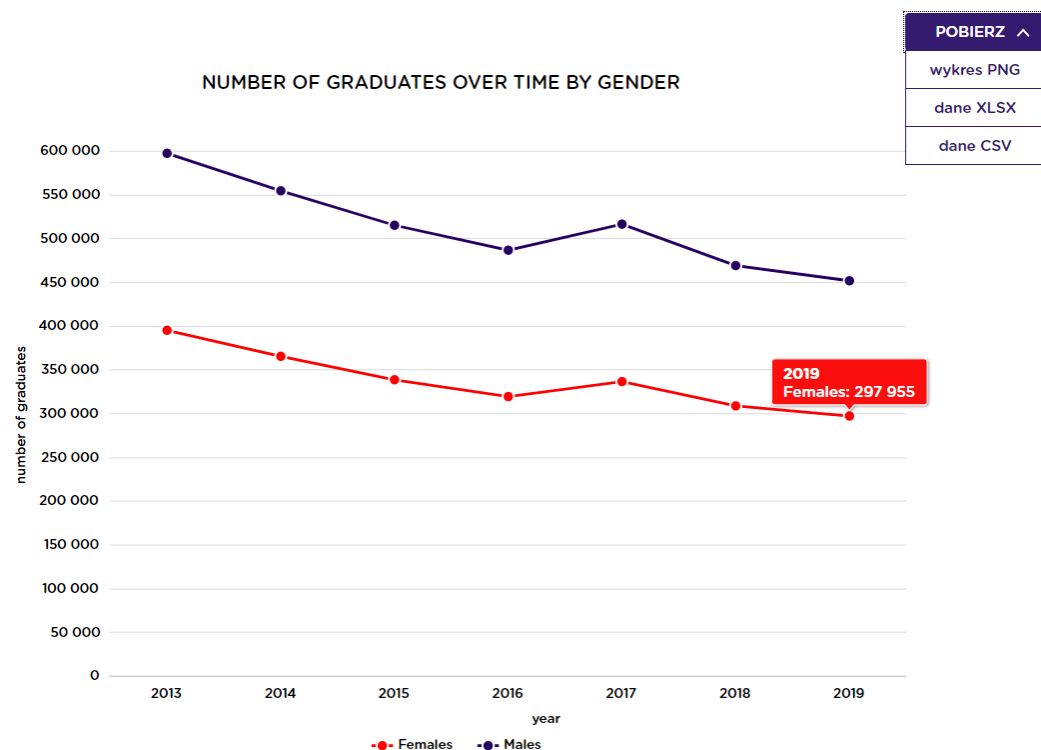
- ☐ Select all
- ☐ generic programmes and qualifications
- ☐ education
- ☐ arts and humanities
- ☐ social sciences, journalism and information
- ☐ business, administration and law

CLEAR

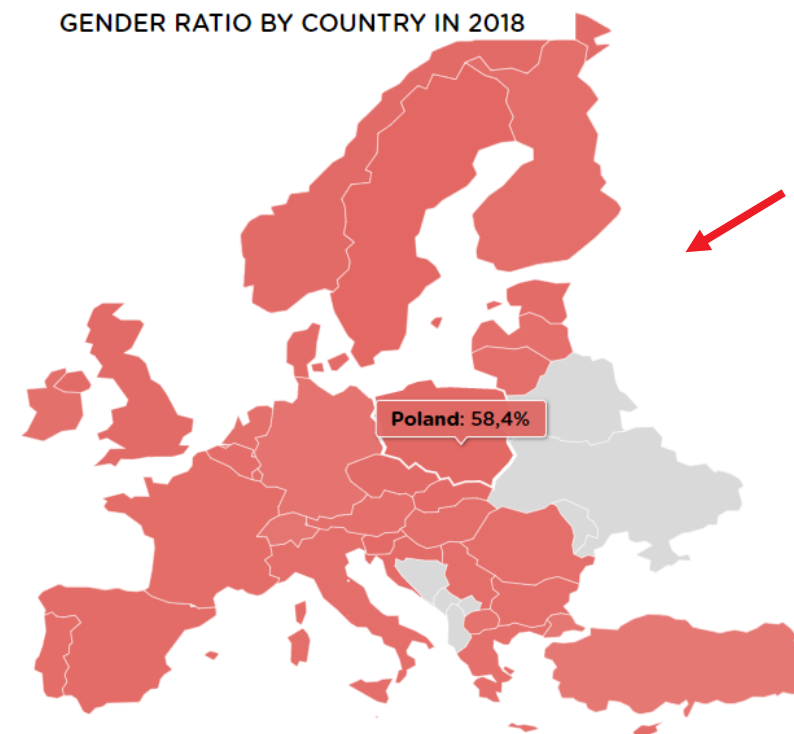
If we choose...



# Data dashboard – visualisations



We can download data in different formats...



... and find general information for the reports

↓ -21,5%  
number of females from 2013 to 2018

↓ -20,1%  
number of males from 2013 to 2018

↓ -21%  
number of students from 2013 to 2018

# Data dashboard – benefits for users

- ⚡ Sex-dissagregated data
- ⚡ Interactive statistical reports
- ⚡ Wide array of visualisations
- ⚡ Downloading data
- ⚡ Insights into statistics  
(expert commentary with linkages,  
methodological description)
- ⚡ Access via a GenderAction project website

## EXPERT COMMENTARY

In the OECD countries girls outperform boys. In the PISA test, which measures students' proficiency in three key domains of competence – reading, mathematics and science, girls score significantly higher than boys in reading. Scores in science and mathematics are similar for both sexes – boys slightly outperform girls in mathematics, and girls are a bit better in science (the difference is 5 and 2 points accordingly (OECD 2018). At further levels, more women have advanced secondary school diplomas (European Parliament 2014), and the proportion of early leavers from education and training is higher for young men than for young women (Eurostat 2019).

This report also reveals that women account for a majority among students. In 2018 the difference in favour of women for all member states was 8.4 percentage points for bachelor's, 15.4 pp. for master's, and 3.2 pp. for doctoral level. It is worth noticing some differences between high and low innovative countries. In countries that attain high scores in European Innovation Scoreboard (marked as "leader" and "strong") males slightly more often than females study at the doctoral level. And conversely, for member states "moderate" and "modest" in terms of innovativeness – the situation is a bit more beneficial for women.

## METHODOLOGY

The source of data is the European Statistical Office (Eurostat), a Directorate-General of the European Commission. Its main responsibilities are to provide statistical information to the institutions of the European Union and to promote the harmonisation of statistical methods across its member states and candidates for accession as well as EFTA countries. Data are presented in line with the international standards of statistics on education, set by the three international organisations jointly administering the annual data collection: Eurostat, UNESCO and OECD (UOE). Countries are compiling their data according to the concepts and definitions of the UOE data collection manuals on education systems statistics. The results of the UOE data collection on education statistics are compiled on the basis of national administrative sources, reported by ministries of education or national statistical offices. Countries provide data, coming from administrative records, on the basis of commonly agreed definitions. Data are collected through data collection tables in electronic questionnaires.

European aggregates in absolute figures are in most cases disseminated only if data are available for all countries. In some cases, the aggregates are estimated by for example imputing data for previous years.

Definitions used in the report:

- **students** – new entrants to a level of education who, during the course of the academic year, enter for the first time any programme in a given level of education, irrespective of whether the students enter the programme at the beginning or at an advanced stage of the programme. Data on students refer in general to the count on a given date at the beginning of the academic year, preferably at the end of the first month. However, there are some exceptions, where enrolments can be counted as an average over several counting dates or as the count of individuals registered during the reference period.
- **education level** – 1) **bachelor's or equivalent** – programmes designed to provide intermediate academic and/or professional knowledge, skills and competencies leading to a first tertiary degree or equivalent qualification; 2) **master's or equivalent** – programmes designed to provide advanced academic and/or professional knowledge, skills and competencies leading to a second tertiary degree or equivalent qualification; 3) **doctoral or equivalent** – programmes designed primarily to lead to an advanced research qualification, usually concluding with the submission and defense of a substantive dissertation of publishable quality based on original research: according to the International Standard Classification of Education 2011 (ISCED-2011)
- **education field** – 1) generic programmes and qualifications; 2) education; 3) arts and humanities; 4) social sciences, journalism and information; 5) business, administration and law; 6) natural sciences, mathematics and statistics; 7) information and communication technologies; 8) engineering, manufacturing and construction; 9) agriculture, forestry, fisheries and veterinary; 10) health and welfare; 11) services: according to the ISCED Fields of Education and Training classification (ISCED-F-2013)

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GENDERACTION  
PLATFORM TO SET  
THE GENDER EQUALITY AGENDA



# GenderAction Final Conference „Deepening the ERA through Gender Equality”

🔌 8-9 July 2021, virtual format

🔌 8 July: equality in ERA; Making GEPs a reality – stakeholder perspective

🔌 9 July: role of Research Funding Organizations in promoting equality; Ljubljana Declaration

🔌 Agenda, speakers, registration:

<http://www.deepeningera.eu>





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# Thank you for your attention!



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