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Gender Equality Plan

Slovak Academy of Sciences

Project Acronym: ATHENA

Title: Implementing gender equality plans to unlock research potential of RPOs and RFOs in Europe

Grant Agreement n°: 101006416



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101006416

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Version history

Version	Date	Comments / Changes	Author/ Reviewer
0.0	30.10.2021	Draft version for comments	Gabriel Bianchi, Miroslava Žilinská, Barbora Holubová
0.1.	22.11.2021	Comments on goals, actions, some revision of Diagnosis chapter	GEPI members Equal Opportunities Commission of the Slovak Academy of Sciences
0.2.	25.11.2021		operational meeting of the President of the SAS
1.0	9. 12. 2021	Approval	6th Presidium SAS meeting
1.1	30.5.2022	Approved version the SAS GEP customized according to the deliverable structure	Gabriel Bianchi, Miroslava Žilinská,

Document Information

Project Acronym	ATHENA
Project Title	Implementing gender equality plans to unlock research potential of RPOs and RFOs in Europe
Project Number	101006416
Instrument	CSA - Coordination and support action
Topic	SwafS-09-2018-2019-2020 - Supporting research organisations to implement gender equality plans
Project Start Date	01/02/2021
Project Duration	48 months
Work Package	WP4
Task	T4.5
Deliverable	D4.4 – Gender Equality Plans (GEPs)
Due Date	
Submission Date	
Dissemination Level ¹	
Deliverable Responsible	
Version	
Status	
Author(s)	Gabriel Bianchi, Miroslava Žilinská, Barbora Holubová

¹ PU= Public, CO=Confidential, only for members of the Consortium (including the Commission Services), CL=Classified, as referred in Commission Decision 2001/844/EC



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Reviewers	GEPI members, Equal Opportunities Commission of the Slovak Academy of Sciences, directors of the SAS organization, edited by Dr. Róbert Karul
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Acronyms and Abbreviations

GEP	Gender Equality Plan
GEPI	Gender Equality Plan Implementation
SAS	Slovak Academy of Sciences
UVSK SAV	Ústav výskumu sociálnej komunikácie Slovenskej akadémie vied (Institute for Research in Social Communication SAS)
SAS P	SAS Presidency

1. Introduction

You are reading the first ever Gender Equality Plan of the Slovak Academy of Sciences (GEP SAS). It was created in response to the need to promote equality and diversity at various levels of the SAS and also as a response to the natural evolution of the strategic direction of the European Research Area, of which we are a part. The European Research Area is continuously suffering a significant loss of female talents. The European Commission has been pointing to this challenge for years and encouraging Member States to take measures that²:

- remove barriers to the recruitment and career development of women researchers,

² [European Commission's Communication for a Reinforced European Research Area \(2012\)](#)



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- address gender imbalances at the level of governance and decision-making,
- strengthen the gender perspective in research programmes.

The Horizon 2020-funded *Gendered Innovations* Expert Group³ in its report, outlines the key reasons for integrating the category of gender and/or sex in research and innovation. This integration:

- adds value to research in terms of excellence;
- increases creative and commercial opportunities in research;
- weakens existing stereotypes or gender norms and facilitates the introduction of new patterns;
- increases the societal relevance of research by addressing the diverse needs of the EU population;
- better responds to demand in new markets and provides overall support for goods and services that better respond to market needs.

There are several reasons for moving towards gender equality. In the context of the research⁴:

- Gender equality improves the quality of scientific outputs because it takes into account diverse perspectives and approaches.
- Gender equality creates better working conditions that help produce quality results and the potential of the whole team.
- Gender equality is a prevention of a talent loss.

The ability to reflect critically on gender in science and research and to promote the principles of gender equality (including intersectionality - multiple disadvantages due to gender and other characteristics, e.g. age, ethnicity, health status, etc.) thus become a key condition for the future of the European Research Area. Institutional and cultural change is a prerequisite for removing barriers to gender equality. We know that equality and the promotion of diversity in research workplaces helps to achieve better and more innovative outputs and develop research potential. Thanks to the Gender Equality Plan, the Slovak Academy of Sciences will also become one of the modern European research institutions. The Plan will help us to better reflect the dynamically changing world and to fulfil the vision and values of the Slovak Academy of Sciences.⁵

³ [Directorate-General for Research and Innovation \(European Commission\)](#) (2020). [Gendered innovations 2: How inclusive analysis contributes to research and innovation : policy review](#). Luxembourg: Publications Office of the European Union, p. 8

⁴ [Directorate-General for Research and Innovation \(European Commission\)](#). (2021). [Horizon Europe guidance on gender equality plans - Publications Office of the EU \(europa.eu\)](#). p. 8

⁵ [Stratégia SAV 2030 \(SAS Strategy 2030\)](#)

2. Development process and GEP management

GEP is built on the first-year work focused of gender audit and mutual cooperation with mostly internal stakeholders.

The data collection methodology was developed in the form of a gender audit within the project ATHENA - Implementing gender equality plans to unlock research potential of RPOs and RFOs in Europe by a team from the UVSK SAV in cooperation with Universitatea din Bucuresti (Romania), Uniwersytet Jana Kochanowskiego w Kielcach (Poland) and Consulta Europa Projects and Innovation SL (Spain, main coordinator of the project).

The data collection took place during the months of March - December 2021. In the first step, the project team from the UVSK SAV evaluated the published annual reports from all SAS organisations (47 workplaces in total). The aim of the first step was to obtain publicly available data for quantitative GEA indicators. In the second step, we identified missing data for the indicators and created a query letter that was sent to all SAV organizations to obtain additional input necessary for the evaluation of the indicators. The request letter was sent repeatedly, leaving a final number of 30 to obtain data. Of the 30 organizations, several did not provide a more in-depth analysis regarding salary inputs, typically reporting lack of time or privacy concerns. Despite repeated requests for data, including extensions to the delivery deadline, 17 SAV organizations did not provide additional inputs for data collection.⁶

Gender equality indicators were clustered into 6 dimensions:

- The pool of graduate talents
- Gender balance in research
- Gender balanced career advancement
- Gender balance in decision making
- Gender balanced working conditions
- Gender balance in research outputs

The basis for the indicators was the European data collection system on women in science, *She Figures*.⁷ The data collection included tracking qualitative aspects of

⁶ Here, we would like to express our gratitude and acknowledgement to all the staff members who, beyond the scope of their work duties, devoted time and energy to the questionnaire, participated in the data collection and thus contributed to a better understanding of the state of gender equality in the SAS

⁷ EC (2019). *She Figure 2018*; Luxembourg: Publications Office of the European Union, 2019; Dostupné na: <https://op.europa.eu/en/publication-detail/-/publication/9540ffa1-4478-11e9-a8ed->

gender equality measures in the institution. Most of the indicators were inspired by mapping already from the project submission phase and the EIGE GEAR tools.⁸ In total, we evaluated 59 instruments and policies relevant to gender equality in research.

SAS Presidency approved the GEP in December 2021 based on preliminary data from gender audit. Nevertheless, in October and November 2021, the gender audit continued with its qualitative inquiry, using semi-structured interviews and focus groups to learn about personal experiences with gender equality issues and views on gender equality in the SAS. At the same time, a survey was realized in order to gain a deeper understanding of existing gender biases. The results from this phase of the gender audit will be considered and incorporated in the next version of the SAS Gender Equality Plan.

Details of the methodology can be found online at the project website [ATHENA Equality - Gender Equality to Unlock Research Potential](#). The preparation and implementation of the Gender Equality Plan is done in cooperation with the GEPI (Gender Equality Plan Implementation) Project Committee of the H2020 ATHENA project.

The SAS Presidency adopts the Gender Equality Plan as a strategic document of SAS. It becomes binding for all SAS organisations upon their accession to the document. They thus subscribe to the value of gender equality in research and will participate in the implementation of the objectives of this strategic document, including ongoing monitoring.

Coordination of gender equality activities (human resources)

The coordination of activities, including long-term monitoring, is the responsibility of the SAS Commission for Equal Opportunities. As the document is published as an output of the H2020 ATHENA project - Implementing gender equality plans to unlock research potential of RPOs and RFOs in Europe, the Institute for Research in Social Communication SAS (UVSK SAV) together with the GEPI Commission of the H2020 ATHENA project are involved in its implementation for the duration of the project.

[01aa75ed71a1](#); EC (2019). She Figures Handbook 2018; Luxembourg: Publications Office of the European Union, 2019; Available at <https://publications.europa.eu/en/publication-detail/-/publication/09d777dc-447c-11e9-a8ed-01aa75ed71a1/language-en>

⁸ EIGE (2016). Gender Equality In Academia And Research, Gear Tool; Luxembourg: Publications Office of the European Union, 2016; Available at: https://eige.europa.eu/sites/default/files/documents/mh0716096enn_1.pdf



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Financial allocation for gender equality

SAS Presidency hereby undertakes to fund, to the extent necessary, all activities for which it is named as a source of funding for SAS (namely in the form of covering staff costs, services and indirect costs).

Linkage of the Gender Equality Plan with other strategic documents

The Gender Equality Plan is to be implemented in synergy with the following strategic documents of the SAS:

- [SAV 2030](#);
- [SAV Chairmanship Action Plan - SAV 2021 \(and the forthcoming SAV Chairmanship Action Plan SAV 2025\)](#);
- [European charter and code for researchers](#);
- [HRS4R - SAV Action Plan](#);
- [Code of Ethics of the SAS](#).

3. Diagnosis

Since March 2021, a gender audit has been realized at the SAS organizations to gain a deeper understanding of the current state of GE. We are currently presenting preliminary results on quantitative indicators and selected qualitative indicators in the area of measures to promote gender equality. At the same time, data collection through interviews and focus groups, including a questionnaire survey on gender bias, continues until the end of 2021⁹. These results will be considered in subsequent versions of the Gender Equality Plan.

3.1 Vertical segregation

Vertical segregation refers to the concentration of men or women in senior or management. Such roles are often associated with 'desirable' functions, including higher pay, prestige and security. In the context of research and innovation, an example of such segregation is the high representation of men among senior managers in scientific institutions and universities.

The representation of women and the proportion of women in individual positions in the SAS is an important, but not the only, indicator of the state of GE. In 2020, women accounted for 54% of all SAS employees. However, this ratio is not reflected equally

⁹ We are presenting the approved version of GEP at SAS from December 2021. In the next version, data from the whole audit will be considered, together with the first insights from the monitoring.

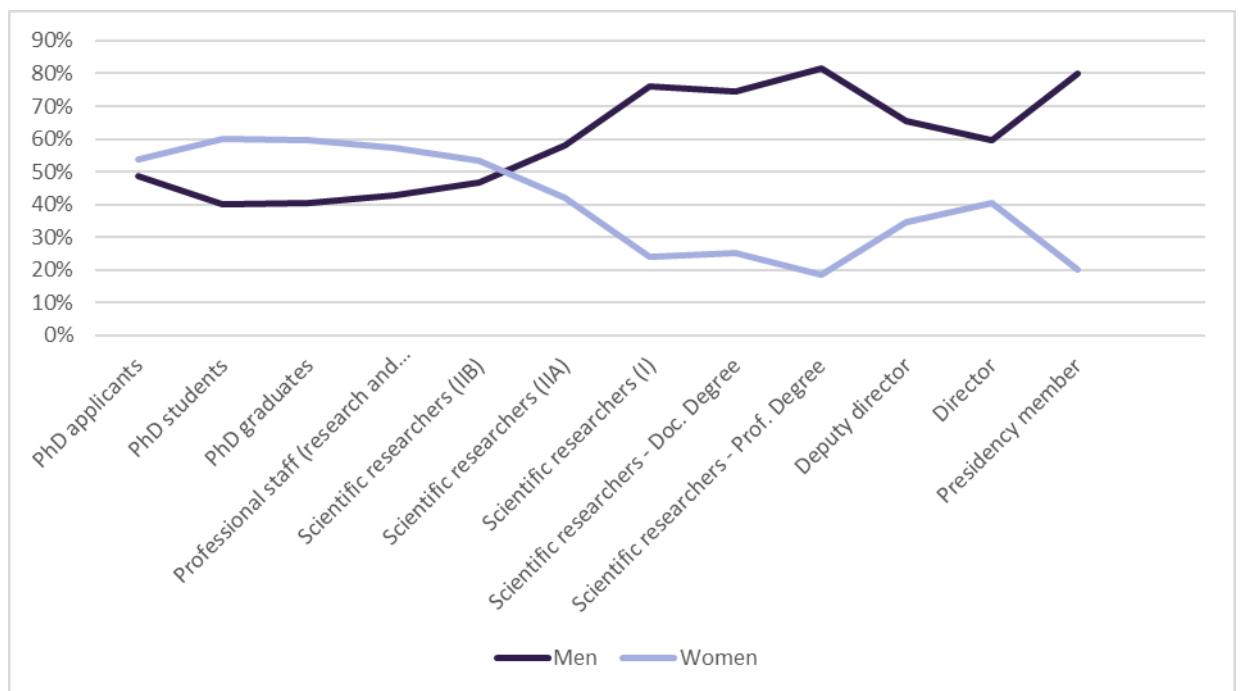


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at all levels. As in other EU countries¹⁰, the phenomenon of the 'leaky pipeline' is also emerging at the SAS. While women dominate in non-scientific positions (other staff, professional staff with a full secondary education and professional staff with a university degree) (up to 71 %), this predominance drops to 57 % in the case of professional staff (research and development staff) and 44 % in the case of scientific staff (scientific staff).

Figure 1: The so-called leaky pipeline: representation of women and men in different positions at the SAS



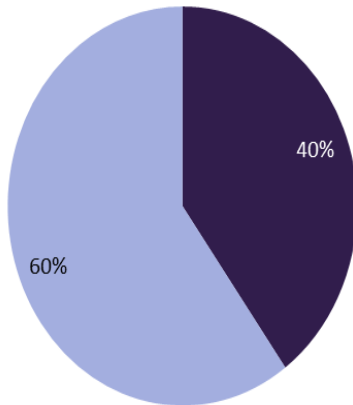
Data source: 2020 Annual Reports of SAS organisations

¹⁰ Dubois-Shaik, F. & Fusulier, B. (Eds.). (2015). *Academic Careers and Gender Inequality: Leaky Pipeline and Interrelated Phenomena in Seven European Countries*. University of Trento, Via Calepina. Available at: https://eige.europa.eu/sites/default/files/garcia_working_paper_5_academic_careers_gender_inequality.pdf



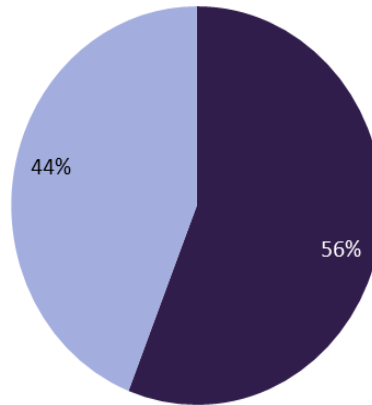
Figure 2: Comparison of the representation of PhD graduates and currently employed researchers at the SAS

PhD graduates (2020)



■ Men ■ Women

Scientific researchers



■ Men ■ Women

Data source: 2020 Annual Reports of SAS organisations

Glass ceiling index in personal scientific growth

The glass ceiling metaphor represents the invisible barriers that women face in their career advancement. The glass ceiling index is an indicator that draws our attention to the proportion of women in academia and research (in positions A, B, C: in the Slovak context, qualification level I, IIa and IIb) in proportion to the representation of women in top academic positions (qualification level I). A score of 1 indicates that there is no difference between men and women in the chances of career advancement. A score of less than 1 reflects that women are more likely to be represented in the institution at the top academic position. Conversely, a score greater than 1 indicates the presence of a glass ceiling, a situation where women are less often represented in the highest academic positions. The higher the number, the thicker this imaginary glass ceiling.¹¹

While the EU has a glass ceiling index of 1.64 for 2016 and Slovakia has a total of 1.74 for 2016¹², SAV achieves an index of **1.83** in 2020.

SAS score 1.83 in 2020 in the glass ceiling index. This indicates that women are disadvantaged in their career progression.

¹¹ [She figures handbook 2018 - Publications Office of the EU \(europa.eu\)](#)

¹² The year 2016 is given because it is the latest available figure. [She figures 2018 - Publications Office of the EU \(europa.eu\)](#)



Women in leadership and management

The gender disbalance in the SAS representation is most pronounced in the area of management. The Slovak Academy of Sciences has never been headed by a woman. Only 20% of the current Presidency members of the Slovak Academy of Sciences are women. In the Scientific Council of the SAS, there are 18.2% of female members (including external members and members). There are 19 women in the position of Director of the Institute/Centre out of 47 positions (40.4%), and 20 women (34.5%) in the position of Deputy Director/ out of 58 positions.

Figure 3: Representation of women and men in the Presidium of the SAS

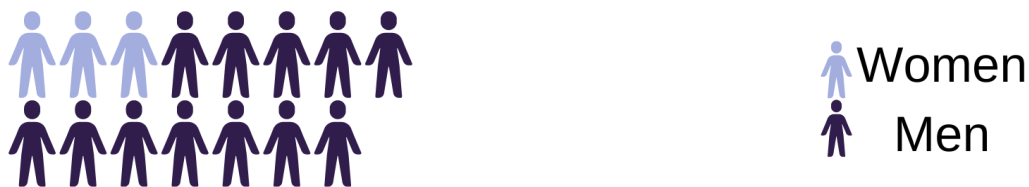
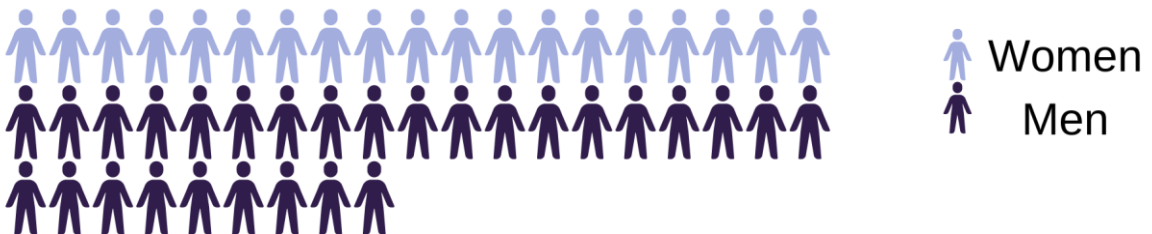


Figure 4: Representation of women and men in the Scientific Council of the SAS



Figure 5: Representation of women and men in the position of director of the SAS organisations



Data source: the SAS website (2020)



3.2 Horizontal segregation

Horizontal segregation refers to the concentration of women or men in different sectors (sectoral segregation) and occupations (occupational segregation). It can occur within fields of study or scientific disciplines. Unlike vertical segregation, these fields of study or scientific disciplines are not ranked according to a particular criterion. However, the problem of horizontal segregation can lead to greater vertical segregation.

Within the SAS, horizontal segregation is most evident in the field of technical and natural sciences (when looking at the total number of male and female researchers). Men are slightly predominant even in the humanities and social sciences. Women dominate in the medical sciences and slightly in the agricultural sciences.

However, despite the heterogeneous proportion of women across scientific disciplines in the organisations of the SAS, we also see a noticeable vertical segregation - men dominate in the category of professorships and in qualification level I (with the exception of the medical sciences). Conversely, as qualification and position decreases, the ratio skews in favour of female representation for almost all scientific fields.

We have broken down horizontal segregation into R&D disciplines according to the so-called Frascati Manual¹³ as follows.

Table 1: SAS organizations

Scientific fields	SAS organizations	
Natural sciences	Astronomical Institute SAS Institute of Geography Institute of Hydrology Institute of Physics Mathematical Institute Institute of Experimental Physics Earth Science Institute of the SAS	Centre of Biosciences SAS Institute of Chemistry SAS Institute of Inorganic Chemistry Institute of Molecular Biology Polymer Institute Institute of Zoology SAS
Technology	Centre for Advanced Materials Application SAS Institute of Electrical Engineering SAS Institute of Geotechnics SAS Institute of Informatics	Institute of Materials and Machine Mechanics Institute of Material Research Institute of Measurement Science Institute of Construction and Architecture
Medical sciences	Biomedical Research Center SAS Centre of Experimental Medicine SAS	Institute of Neuroimmunology

¹³ [Frascati Manual 2015: Guidelines for Collecting and Reporting Data on Research and Experimental Development \(oecd-ilibrary.org\)](https://www.oecd-ilibrary.org/frascati-manual-2015)



Agriculture	Plant Science and Biodiversity Center SAS Institute of Parasitology	Institute of Forest Ecology Institute of Landscape Ecology
Social sciences	Institute of Ethnology and Social Anthropology Centre of Social and Psychological Sciences SAS Institute of Economic Research	Institute for Sociology Institute of Political Sciences SAS Institute of State and Law Institute for Research in Social Communication SAS
Humanities	Art Research Centre of SAS Ludovit Stur Institute of Linguistics Jan Stanislav Institute of Slavistics SAS Institute of Musicology Institute of Oriental Studies Institute of Slovak Literature	Institute of World Literature Institute of Archaeology Institute of History Institute of Philosophy SAS

Figure 6: Vertical segregation within the horizontal segregation – Natural sciences

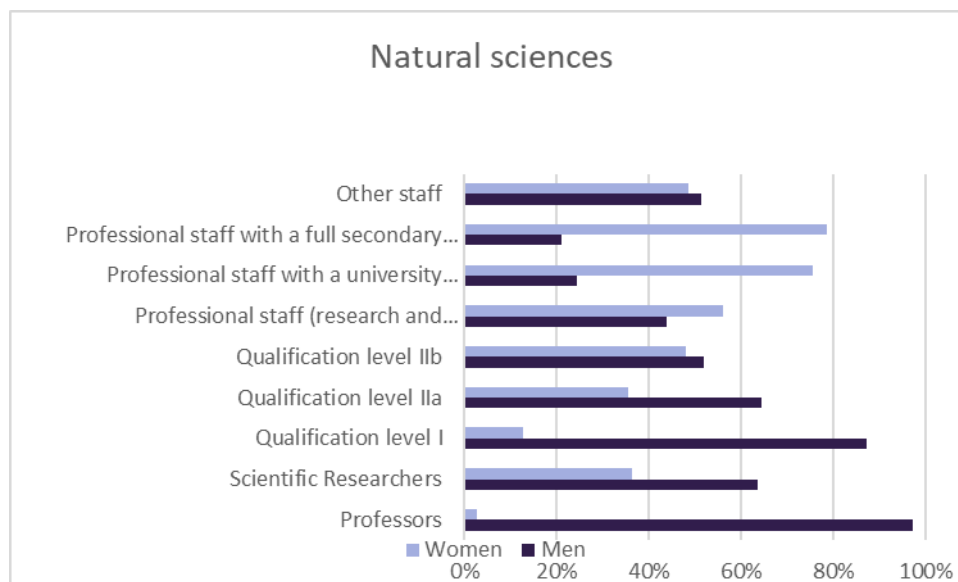


Figure 7: Vertical segregation within the horizontal segregation – Technology



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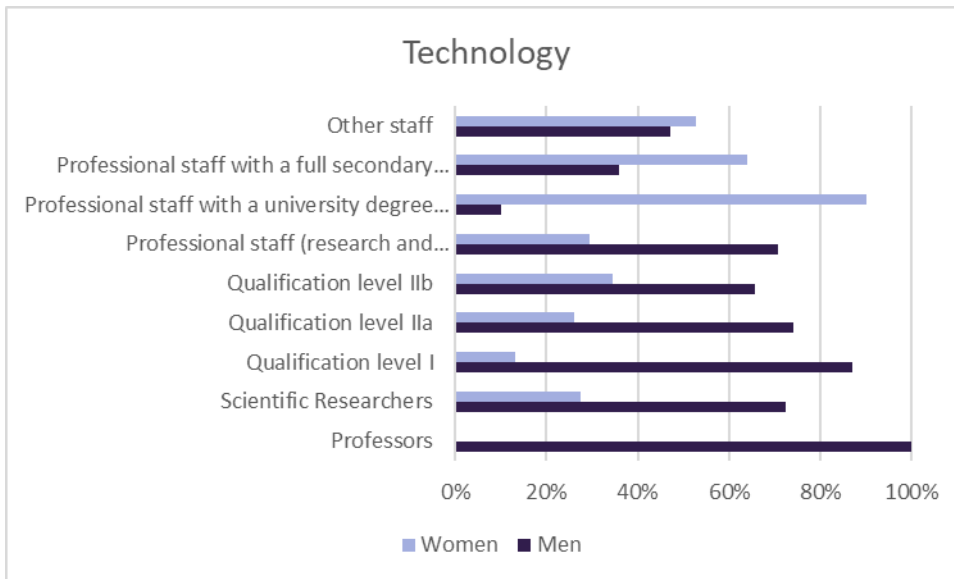


Figure 8: Vertical segregation within the horizontal segregation – Medical sciences

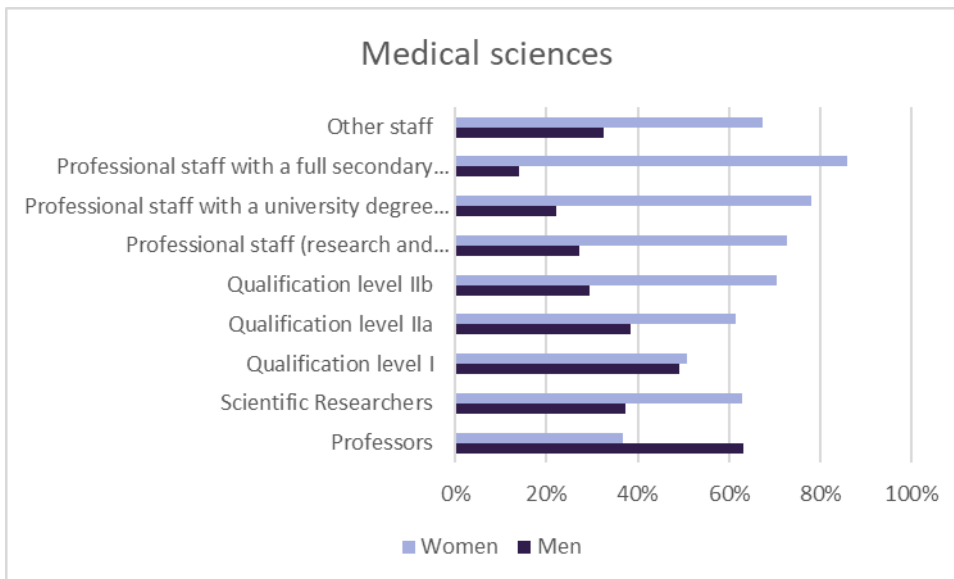


Figure 9: Vertical segregation within the horizontal segregation – Agriculture



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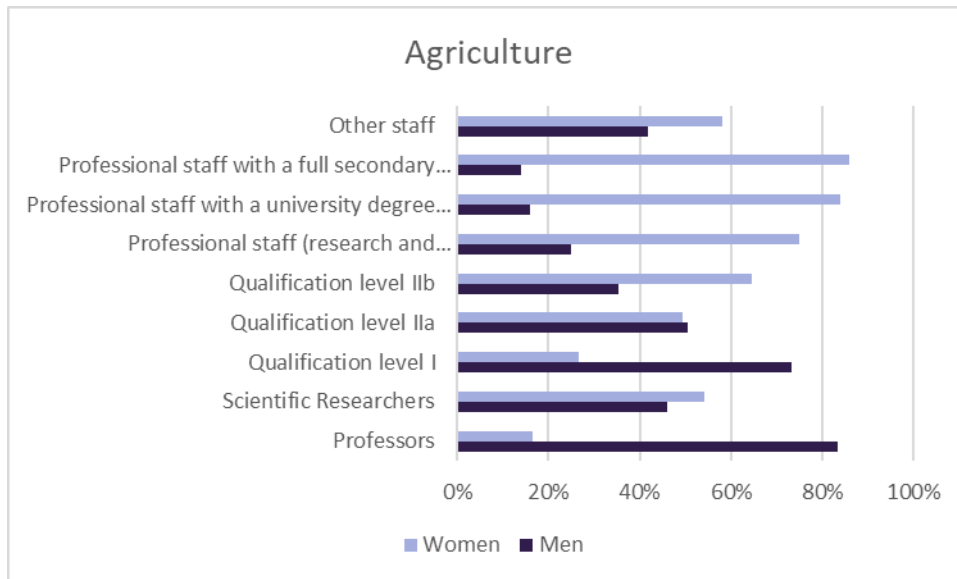




Figure 10: Vertical segregation within the horizontal segregation – Social sciences

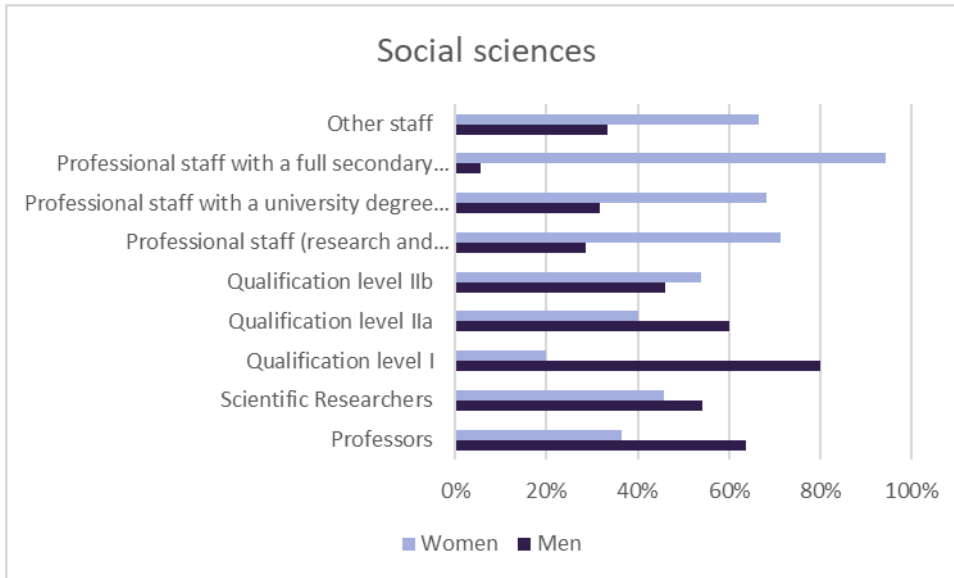
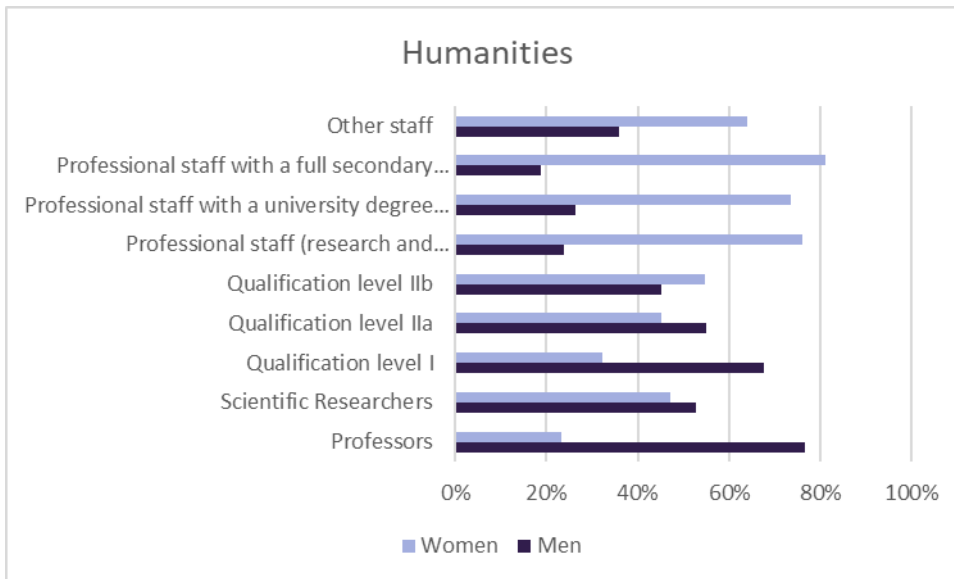


Figure 11: Vertical segregation within the horizontal segregation – Humanities



Data source: 2020 Annual Reports of SAS organisations



3.3 Working conditions

Within the area of working conditions and GE, our audit focused on pay gap, the use of maternity and parental leave and so-called precarious working conditions as part of the quantitative data collection.¹⁴ According to the gender pay gap indicator, the findings are incomplete and have significant limitations. The total gender pay gap at the level of the SAS in unadjusted form¹⁵ could not be ascertained due to data unavailability. Only 23 organisations provided overall average data covering all their male/female employees. In addition, 15 organisations provided a more detailed breakdown of the data: separately for all male and female scientists and also for a subset of them – category of independent male and female scientists. Analysis of this incomplete data indicates a gender pay gap for all overall staff of 9.2% against women; for female scientists, the gap was smaller at almost 3% against women. Paradoxically, it was found that in the sub-category of independent scientists, the difference was reversed - of 8.25% against men. This is apparently a specific situation in the environment of the 2nd Department of Sciences (from where the vast majority of the data were provided). The career acceleration of women is evident in this environment (this finding can be contrasted with the identical trend in the representation of women in qualification I (senior female scientists), which is highest in the medical, agricultural and natural sciences. The ambition of the future pay gap survey is to identify the overall gender pay gap for all organizations of the SAS, but also differences in personal allowances, remuneration and the breakdown of the individual departments of the SAS.

Table 2: 'Unadjusted' gender income gap in SAV (% , 2020)

Job classification	Gender income gap (%)
All employees (23 SAV institutes)	9,20
Independent researchers (15 institutes of the SAS)	- 8,25
Researchers (15 SAS institutes)	2,93

Note: The gender income gap is the difference between the average monthly functional salaries (i.e. excluding miscellaneous bonuses) of men and women, expressed as a percentage of men's average earnings. Positive values indicate the percentage by which women's salaries are lower than men's; negative values indicate the lower average salaries of men compared to women.

Source: based on data requested from SAV organisations

¹⁴ Precarious working conditions refer to a variety of conditions that put an employee at a disadvantage compared to others. These can be short-term contracts, contracts outside the employment relationship, which deprive the person concerned of some of the protections and benefits that come with the employment relationship. For more information, see e.g. [European Institute for Gender Equality, \(2017\). Gender, skills and precarious work in the EU Research note](#)

¹⁵ The gender pay gap is defined as "unadjusted" because it provides an overall picture of gender inequalities in terms of pay and measures a concept that is broader than the concept of equal pay for equal work. All employees working without age or hours worked are included (Eurostat, [Gender pay gap in unadjusted form - Products Datasets - Eurostat \(europa.eu\)](#))



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Examples of precarious working conditions may include fixed-term contracts, contracts for less than 12 months or work under performance agreements. The SAS survey found that slightly more women work on fixed-term contracts (434 compared to 339 men), slightly more men work on contracts of less than 12 months (115 men compared to 94 women), and similarly for outside employment contracts (140 men and 129 women). All of these forms of cooperation are in a sense less protected by the Labour Code. Institutes and centres often have to resort to these forms of cooperation because of their participation in projects that bring in time-limited wage resources.

At the same time, fixed-term contracts may raise problems in the context of maternity and parental leave. The trend towards a change in the ratio of maternity and parental leave is gradually reaching SAS organisations: in 2020, 8 men and 66 women were taking maternity or parental leave. In terms of days on maternity/parental leave, women clearly outnumbered men (10 089 days) compared to men (178 days),¹⁶ while it is useful to track the differences in how many days women stay at home with young children, which has implications for career progression.

3.4 Gender equality in research outputs

Poorer working conditions in terms of career breaks due to parental responsibilities, lower and less valued jobs, as well as lower participation in decision-making, can be barriers to the full use of women's scientific potential and talent. We investigated whether the worsened conditions are reflected in publishing and project activity.

Publication activity

He realized an analysis of first authorship in top scientific publications, carried out in cooperation with the Central Library of the Slovak Academy of Sciences. We used the balance of the ratio:

F/M as first authors

F/M all authors

¹⁶ Note: the number of days may not represent actual days of absence from work - for example, there are known cases of maternity/parental leave and concurrent work, part-time but sometimes full-time (especially for men who receive maternity leave, remain in employment and the child is still cared for by the child's mother).



Table 3: Ratio of first authorship to authorship of men and women in the SAS

Section I			Section II			Section III		
Foreign outputs	Slovak output	All	Foreign outputs	Slovak output	All	Foreign outputs	Slovak output	All
AAA	AAB		AAA	AAB		AAA	AAB	
ADC	ADD		ADC	ADD		ADC	ADD	
ADM	ADN		ADM	ADN		ADM	ADN	
1,738	1,417	1,714	1,260	1,447	1,291	1,050	1,076	1,074

Note: The index expresses the ratio of Ž/M of first authorship to Ž/M of all authorship s
Source of data: the Central Library of the Slovak Academy of Sciences

This index is relative, based on the actual status of female/male authorship, and does not show how many female and male authors, or first authors, there are in absolute numbers. It only reflects the ratio of women to men in the categories of first authorship. The baseline parameter was the ratio of women to men in the authorship category. The figures in the table show that the **ratio of women to men is 1.05 to 1.738 times higher** in the first authorship category **than it is in the overall authorship category**. Relatively, the highest proportion of female first authorship is in Section 1 of the sciences (1.714). The lowest, but still above 1.0, it is in the Section 3 (1.074). Thus, women figure as first authors (relative to men) in the Section 3 about as much as they figure in the authorship category relative to men.

The current analysis has limitations due to the different practice of reporting the order of authors across disciplines. In Section 1, it is reportedly a predominantly alphabetical order (although order by contribution to publication also occurs). In Section 2, the order of authors is governed by the rate of contribution to the publication (but combined with the rate of contribution attributed to the corresponding author). In the Section 3, we encounter both approaches, with both alphabetical ranking and ranking by contribution. Therefore, the table is mostly valuable for the Section 2. In any case, this is one of the few positive findings of the gender audit in the SAS.

Project activity

In the gender audit, we surveyed the proportion of women among principal investigators in different types of national and international projects. In 2020, women



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accounted for a total of 40% of principal investigators in national projects and 43 % of principal investigators of international projects of type A (where the SAS organisation is a coordinator) and 31 % of international projects of type B (the SAS organisation is a co-investigator). These proportions are close to the actual representation of women scientists (44 % women) in the whole SAS, but not to the proportion of women researchers with the highest scientific qualifications.

We also monitored the proportions of projects submitted and currently implemented. For national type A projects, male coordinators are more successful than women (4.7 times more successful); the opposite trend is present in the field of international projects, where women are more successful (10.8 times more successful) when comparing projects submitted and projects currently implemented. For international B projects, the success rate again skews in favour of men (2.3 times more successful) in the ratio of projects submitted to projects successful. These figures represent a cross-section for 2020, so they do not consider possible distortions due to grant call announcements, etc.¹⁷ Together with the indicators of the high proportion of women as first authors of top scientific publications, these findings are promising signs the possibility of a positive development.

3.5 Selected qualitative indicators of gender equality in SAV

The gender audit also mapped qualitative indicators of gender equality in the areas of talent management, gender balance in research, career advancement, management and decision-making, working conditions, working atmosphere and scientific outputs. In total, there were 59 indicators in different dimensions. As a result of the assessment, we found that a number of existing tools for promoting gender equality, which we set as indicators, have never been implemented or information on implementation is missing. This was particularly the case in the area of mentoring programmes, scholarships to support women or policies for transparent selection and career advancement. Similarly, there is still a lack of activities at SAV aimed at increasing awareness or support for reconciling family and work life, e.g. in the form of a children's centre, which has been piloted in the past.

¹⁷ The data were drawn from the annual reports of the SAS organisations and additional data were requested directly from the SAS organisations.

Table 4: Selected examples of qualitative indicators in talent management

Num	Indicator	Status at SAS
1.	Gender dimension in the research	0 - no information
2.	Scholarships and grants to support career development for female scientists	1 - has never been implemented
3.	Support for dual-career couples	1 - has never been implemented
4.	Career mentoring for female scientists	1 - has never been implemented
5.	Fellowship offered to women students/researchers only	1 - has never been implemented
6.	Specific trainings/seminars on academic publishing for women students/scientists	1 - has never been implemented
7.	Gender balance is taken into account for the recruitment of administrative and academic/research staff	0 - no information
8.	Use of gender-sensitive language in the wording of job descriptions	0 - no information
9.	All male and female applicants are invited as part of the recruitment process, but under-represented gender is highlighted	1 - has never been implemented
10.	Information on internal promotion opportunities is presented to all equally	0 - no information
11.	There is a non-discriminatory gender/gender policy in recruitment	1 - has never been implemented



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3.6 Synergy between the Gender Equality Plan and HRS4R

The issue of gender equality does not exist in isolation; it is deeply embedded in the existing system, for example in human resources management. The Gender Equality Plan should be implemented in synergy with the European Charter for Women Researchers, the Code of Conduct for the Recruitment of Researchers and be in line with the Human Resources Strategy for Researchers (HRS4R) as implemented. This is because gender issues go beyond sex/gender, but are also linked to, for example, cultural background. It was the GAP analysis (gap analysis)¹⁸ in the preparation of the HRS4R that identified the absence of documents in English as one of the key barriers in the field of human resources management.

There is also a lack of clearer and more transparent recruitment standards, lack of wheelchair accessibility in the organisations' buildings, lack of support for parents (e.g. in the form of a nursery school). The GAP analysis confirmed and highlighted the issue of gender imbalance in management and decision-making. Clearer career support strategies are also absent. There is therefore a need for the Gender Equality Plan to be implemented in synergy with the HRS4R Action Plan for SAS.¹⁹

¹⁸ [Gap Analysis \(sav.sk\)](#)

¹⁹ [HRS4R akčný plán \(sav.sk\)](#)

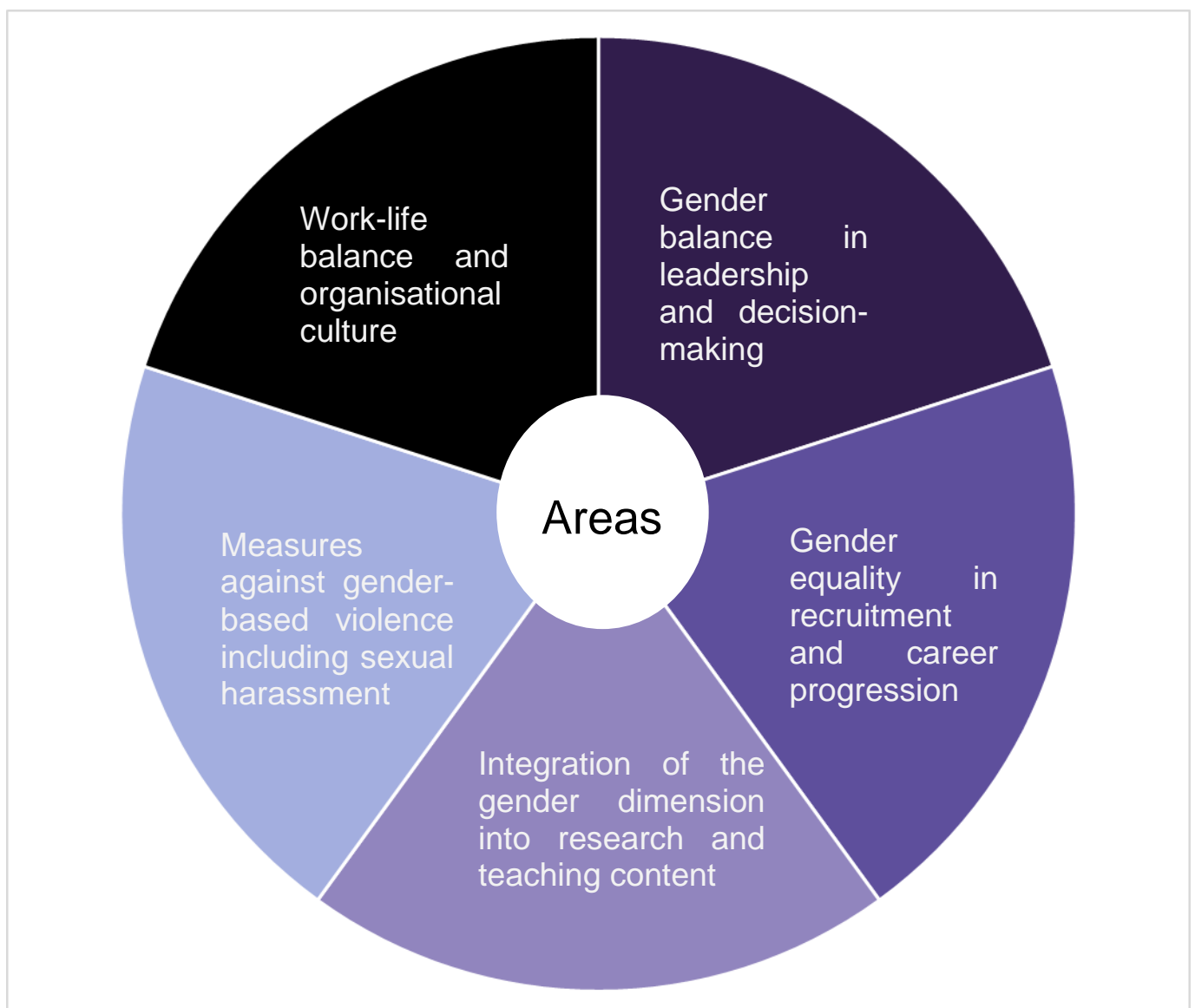


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4. Objectives

The SAS Gender Equality Plan covers the following 5 areas after considering the available gender audit data. The activities of this plan, as well as those of future plans, should consider not only the intervention activities on eliminating inequalities, but to prevent gender inequalities and their consequences.





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These goals were identified under suggested areas:

- Goal 1: The Slovak Academy of Sciences actively supports the work-life balance among employees.
- Goal 2: The Slovak Academy of Sciences promotes equal representation of women and men in management and decision-making in organisations of the SAS.
- Goal 3: The Slovak Academy of Sciences actively promotes gender equality in the recruitment process and in career development.
- Goal 4: Research conducted at the SAS integrates a gender perspective.
- Goal 5: The Slovak Academy of Sciences promotes a work environment free of gender-based violence and sexual harassment

5. Actions

GEP Action plan is provided in the next table:



Action No.	Content area	Issue to be addressed/evidence (specific objective)	Action	Start/end date	Responsibility	Impact assessment	Success stories	Problems encountered during implementation	Strategies to solve the problem
1	Work-life balance and organisational culture	Objective 1.1. Support for employees in the context of maternity/parenthood (on, during and after maternity/parental leave)	Action 1.1.1. Development of a maternity/parenting plan together with recommendations and examples of good practice	01.01.2022-30. 6. 2022	SAS Commission for Equal Opportunities , Office of the SAS	Elaborated document		Lack of interest, lack of awareness on the published document, limited implemented actions which will be recommended in the documents	Working groups will be prepared
		Objective 1.2.: Familiarizing employees with the issue of alignment of work and private life.	Action 1.2.1. Gender equality training for male and female employees of SAV within the ATHENA project	1. 1. 2022 - 31.12. 2023	ATHENA project team	25 trained employees		Time constrains, lack of interest from employees	Intense promotion of the trainings
		Objective 1.3. Supporting fathers' involvement in childcare through maternity and parental leave	Action 1.3.1. Presentation of "role models" in the Academy magazine	Annually	Press Department of the Slovak Academy of Sciences	Published interviews		Not identified	
		Objective 1.4.: Kindergarten for the needs of SAS employees	Action 1.4.1.: Explore the possibilities of establishing a kindergarten in the SAS campus in Patrónka	2022	SAS Presidium	Feasibility strategy		Limited options to adopt innovative policies, lack of resources	Possible problem: lack of resources can be tackle through EU funds



2	Gender balance in leadership and decision-making	Objective 2.1. Familiarizing employees with the issue of gender equality in the field of management	Action 2.1.1. Trainings in the field gender equality within the ATHENA project.	1. 1. 2022 - 31. 12. 2023	ATHENA project team	25 trained employees		Time constrains, lack of interest	Intense promotion of the trainings
		Objective 2.2. Increase the proportion of women in the Presidium of SAS, in the Board of the SAS Assembly and the management of organizations of the Scientific section 1 and 3 (in synergy with HRS4R)	Action 2.2.1 Survey of barriers to considering candidacy of women. Communication with organisations on the preparation candidates to the corresponding positions.	2022, 2023, 2024	SAS Commission for Equal Opportunities , SAS Presidium (SAS P)	Analysis of barriers, increase ratio of women in decision making		Limited possibilities to implement certain actions based on the data	Several members of the GEPI committee are also members of the SAS Presidency – they can tackle the challenge.
		Objective 2.3. Support for career development with emphasis on young female scientific workers	Action 2.3.1 Explore the possibility of creating a mentoring programmes with emphasis on young female researchers, pilot training of mentors	2023	SAS Commission for Equal Opportunities , SAS P, Young Scientists at SAS, UVSK SAV	Knowledge capital, existing trainings modified for mentoring purposes, networkings		Time constrains, lack of interest	Deeper involvement of the organization of Young Scientists
		Objective 2.4. Management training for higher management employees on the issue gender equality	Action 2.4.1 Module integration gender equality in existing platforms training	2022	SAS Presidium	Implementati on training		Time constrains, lack of interest	Involvement of GEPI members



3	Gender equality in recruitment and career progression	Objective 3.1. Supporting gender equality in the recruitment process	Action 3.1.1. Supporting gender equality in the recruitment process (in synergy with HRS4R activity), including recommendations to prevent conflicts of interest in gender equality selection procedures	1.1.2022 - 30.6.2022	SAS Ethics Committee, SAS Commission for Equal Opportunities, SAS P, Office of the SAS	Published document		Formalization of the procedure without direct actions	Can be aimed at the trainings provided.
			Ensure the use of gender-sensitive language in advertisements and welcome packs in accordance with HRS4R activities	1.1.2022 - 30.6.2022	SAS Office, Press department, Presidium of SAS	Directive		Formalization of the procedure without direct actions	Involvement of GEPI members, involvement the Press department in trainings
		Objective 3.2. Sensitising male and female employees to the gender equality issues in the recruitment and career development	Action 3.2.1. Gender equality training for male and female employees of SAV within the ATHENA project	1.1.2022 - 31.12.2023	Athena project team	25 trained employees		Time constrains, lack of interest	Intense promotion of the trainings
		Objective 3.3. Strengthening gender equality in senior research degrees and among postdoctoral fellows	Action 3.3.1. Survey of barriers, communication of P SAV with SAS organisations on the	Ongoing	SAS Commission for Equal Opportunities, SAS	Analysis of barriers, numbers/ proportions		Limited possibilities to implement certain actions based on the data	Several members of the GEPI



			preparation of the conditions for candidates		Presidium				committee are also members of the SAS Presidency – they can tackle the challenge.
		Objective 3.4. Measuring income inequalities by gender	Action 3.4.1. Preparation of calculation and data methodology	2022	SAS Presidium, Athena project team	Academic statistics		Time constrains, lack of interest	
4	Integrating the gender dimension into research and teaching content	Objective 4.1. Promotion of the issue gender perspective in research and teaching	Action 4.1.1. Gender training equality for employees of the Slovak Academy of Sciences within the ATHENA project	1. 1. 2022 - 31.12. 2023	Athena project team	25 trained employees		Time constrains, lack of interest	Intense promotion of the trainings
		Objective 4.2. Implementation of analytical focus on gender equality to research applications projects (VEGA and international projects)	Action 4.2.1. Professional event	2022 - 2023	SAS Commission for Equal Opportunities , SAS Presidium	Proposal, Implementation, Evaluation applications based on reporting		Time constrains	Several members of the GEPI committee are also members of the SAS Presidency – they can tackle the challenge.
		Objective 4.3. Regular monitoring gender perspective in research SAS	Action 4.3.1. Implementing to the structure of the annual reports an item relating to gender mainstreaming, mostly in research and teaching	31.10. 2022 Annually	SAS Commission for Equal Opportunities , SAS Presidium	Renovated structure for annual reports		Action was already implemented	



		Objective 4.4. Creation of an expert platform researchers, who integrate a gender perspective equality into your research	Action 4.4.1 Examining the staff possibilities to develop the expert platform which may be in charge of selected GEP actions	2022	SAS Commission for Equal Opportunities , ATHENA project team	Create a basis for platform, VEGA Project proposal		Time constrains	Several members of the GEPI committee are also members of the SAS P – they can tackle the challenge.
5	Measures against gender-based violence, including sexual harassment	Objective 5.1. Familiarizing staff to gender equality issues in the area of gender-based violence, including sexual harassment	Action 5.1.1. Gender equality training for SAV staff within the ATHENA project (including training of trainers)	1. 1. 2022 - 31.12. 2023	ATHENA team project	25 trained employees		Limited interest from the management of the institutions/centres	Intense promotion of the trainings
			Action 5.1.2. Training on gender-based violence for directors and vice-directors of SAV organisations and trade union representatives (possibly for other target groups)	2022, beginning 2023	SAS Commission for Equal Opportunities	Training for directors and other stakeholders		Limited interest from the management of the institutions/centres	Intense promotion of the trainings
		Objective 5.2. Establishment of a guideline on preventing and addressing gender-based violence and sexual harassment	Action 5.2.1. Adopt an internal regulation against gender-based violence and sexual harassment (in synergy with HRS4R)	31. 12. 2022	SAS Commission for Equal Opportunities	Adoption of the regulation, informing organisations		Time-constrains, lack of awareness of the policy	Intense promotion of the trainings, visibility of the document



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6. GEP monitoring, reporting and assessment

The Gender Equality Plan will be subject to regular monitoring. Monitoring will be carried out through the annual reports of the SAS organisations and by collecting additional data in cooperation with the SAS organisations. The UVSK SAV, within the *H2020 project ATHENA Implementing gender equality plans to unlock research potential of RPOs and RFOs in Europe*, will develop a monitoring system and will subsequently be involved in three monitoring cycles (end of 2022, 2023 and 2024), these activities will be a part of the project tasks.

SAS Presidency together with SAS Commission for Equal Opportunities have the main responsibility for monitoring of the GEP with the Institute for Research in Social Communication providing monitoring tools, including recommendations on the sustainability of activities.

Partial objectives	Activities and tools	Deadline	Responsibility	Indicators	Budget
Support for regular monitoring of activities	Monitoring	Once a year	SAS Commission for Equal Opportunities ATHENA project team (until 2024)	Submitted and approved monitoring report	SAS, ATHENA project budget allocation
	Alignment of monitoring indicators with the structure of the annual report of the SAS organizations	Once a year	SAS Commission for Equal Opportunities Presidium of SAS	VS provides source materials for the selection of monitored indicators	SAS
Support for participatory revision creation of the Gender Equality Plan	Informing about the possibility of participating in the revision of the PRR SAS	Once a year	SAS Commission for Equal Opportunities	Announcement on the SAS website in the news section, communication with the SAS organizations	SAS
Support for the sustainability of	Creating an annual report on the fulfilling of	Once a year	SAS Commission for	Report on the fulfilment of	SAS



the activities of the SAS Gender Equality Plan	the PRR		Equal Opportunities	the action plan	
	Creation of the position of "persons responsible for coordination, monitoring and implementation of selected activities in the area of gender equality"	January 2022	Presidium of SAS	Created and occupied position with adequate time and financial allocation	SAS

7. Dissemination strategy of the GEP

The Gender Equality Plan is a publicly available document. It is the responsibility of the SAS Office and the directors of the adhering organisations to act in accordance with the GEP and to inform their employees of its wording and the tasks it entails.

8. Annex: Lists of international and national policies

List of relevant international policies

[Universal Declaration of Human Rights in December 1948;](#)

[International Covenant on Economic, Social and Cultural Rights \(ICESCR\);](#)

[Convention on the Elimination of All Forms of Discrimination against Women \(CEDAW\);](#)

[The Beijing Declaration and Platform for Action \(BDPA\);](#)

[Millennium Development Goals \(MDGs\);](#)

[Sustainable Development Goals \(SDGs\);](#)

[UNESCO's Convention against Discrimination in Education \(CADE\);](#)

[Charter of Fundamental Rights of the European Union;](#)

[European Pillar of Social Rights;](#)

[Gender Action Plan III for 2021-2025 \(GAP III\);](#)

[Gender Equality Strategy 2020-2024.](#)



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List of national policies

Act No. 460/1992 Coll. Constitution of the Slovak Republic (Zákon č. 460/1992 Z.z. Ústava Slovenskej republiky);

Act No. 365/2004 Coll. on Equal Treatment in Certain Areas and on Protection against Discrimination and on Amendment of Certain Acts (Anti-discrimination Act), (Zákon č. 365/2004 Z.z. o rovnakom zaobchádzaní v niektorých oblastiach a o ochrane pred diskrimináciou a o zmene a doplnení niektorých zákonov (antidiskriminačný zákon));

Act No. 311/2001 Coll. on the Labour Code (Zákon č. 311/2001 Z.z. Zákonník práce);

Act No. 552/2003 Coll. on Works Performed in the Public Interest (Zákon č. 552 /2003 Z.z. o výkone práce vo verejnom záujme);

Act No. 461/2003 Coll. on Social Insurance (Zákon č. 461/2003 Z.z. o sociálnom poistení)

Act No. 124/2006 Coll. on Work Safety and Health (Zákon č. 124/2006 Z.z. o bezpečnosti a ochrane zdravia pri práci);

Act No. 125/2006 Coll. on Labour Inspection (Zákon č. 125/2006 Z.z. o inšpekcii práce);

[National Strategy for Equality between Women and Men and Equal Opportunities in the Slovak Republic for 2021-2027 and Action Plan for Equality between Women and Men and Equal Opportunities for 2021-2027](#)

The Law on Public Research Institutions, No 243/2017, available at <http://www.zakonypreludi.sk/zz/2017-243>

Act No. 131/2002 Coll. on Higher Education (Zákon č. 131/2002 Z.z. o vysokých školách);

Act No. 245/2008 on Education (Schools Act) (Zákon č. 245/2009 Z.z. o výchove a vzdelávaní (školský zákon)

National Programme for Education Development (“Learning Slovakia”). https://www.minedu.sk/data/files/6987_uciace_sa_slovensko.pdf

The task for Audit of the research and innovation system, https://www.vedatechnika.sk/SK/VedaATechnikaVSR/Rada%20vldy/9.%20Rokovanie%2016_3_2017/6%20Audit%20syst%C3%A9mu%20v%C3%BDskumu%20a%20inov%C3%A1ci%C3%AD%20v%20SR/Material_AuditSystemuValvSR.pdf

[Roadmap of research infrastructures - SK VI Roadmap 2020 – 2030](#)

[Slovak Recovery and Resilience Plan](#)