

Gender mainstreaming in EU development programmes and projects

- A practical guide to gender mainstreaming



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Table of Contents

1. Introduction.....	3
2. Gender mainstreaming in EU-projects.....	3
2.1 Background.....	3
2.2 Defining gender mainstreaming.....	3
2.3 The Norwegian Research Council.....	3
3. Horizon 2020	4
3.1 What is Horizon 2020?	4
3.2 Objectives for gender equality in Horizon 2020.....	4
4. Integration of gender perspective in research.....	5
4.1 Gender mainstreaming.....	5
4.2 The dual approach of gender mainstreaming	5
5. Literature	9

Appendix

Appendix A: Checklist for gender in research	11
Appendix B: Glossary of relevant gender terms and concepts	14
Appendix C: Strategy for equality between women and men 2010-2015	16
Appendix D: References to relevant web pages	20

1. Introduction

The main focus of this guide is to explain the importance of including a gender perspective and gender mainstreaming in your EU- application and projects, and illustrate *how* to include them. In order to do so, this guide provides some relevant background information, as well as information about the gender perspective in relation to the EU, The Norwegian Research Council and Horizon 2020. It also contains a checklist to help assess whether a project contains a gender perspective or not, a glossary defining the typical concepts of gender mainstreaming and other related terms and provides relevant examples of how to think gender mainstreaming in projects that appear gender neutral.

2. Gender mainstreaming in EU-projects

2.1 Background

The importance of gender equality in science and research is subject for an increasing focus of the European Union. With Horizon 2020 the European Commission aims to abolish inequalities and encourage equality between men and women in research and in the development of all the areas in the framework program. The European Commission has committed itself to ensure 40% of the under-represented sex in all its expert groups, panels and committees, especially in Horizon 2020. The commission has also stated that it will “foster gender equality and the integration of a gender dimension in Horizon 2020 programs and projects from inception, through implementation to evaluation, including through the use of incentives¹”.

2.2 Defining gender mainstreaming

Gender equality and gender mainstreaming is one of the ground pillars and main strategies of the EU, and a cross-cutting priority for Horizon 2020. The term “gender mainstreaming” refers to the integration of the gender perspective and in Horizon 2020 this refers to an awareness of the significance of gender and the impact of gender differences on the activity, while ensuring that the activity promotes gender equality in addition to other objectives.

There are two main ways to obtain this:

- 1.) The participation of female scientists at all stages of research careers and research fields are imbalanced, and must be corrected.
- 2.) Gender must be considered a dimension of research by taking the biological, economic and social differences between women and men into account throughout the entire process.

2.3 The Norwegian Research Council

Inclusion of the gender perspective is also important for the Norwegian Research Council. According to the Norwegian Research Council the gender perspective shall be integrated in all research funded by them. In the Norwegian Research Councils “Policy for equality and gender perspectives in research” the council states that they will contribute to the integration of the gender perspective in research through the establishment of new programs and priorities, and in ongoing businesses. The Norwegian Research Council argues that “gender is

¹ http://ec.europa.eu/research/era/gender-equality-and-gender-mainstreaming_en.htm

a central organizing principal in the society, biological and social gender differences exist and good research needs to take this into account”².

3. Horizon 2020

3.1 What is Horizon 2020?

The FP7 will be concluded at the end of 2013, and the European Commission has already presented Horizon 2020 as the new program for research and innovation. The program will be running from 2014 until 2020, with a budget of €80 billion euros³. Horizon 2020 builds on three pillars, in which projects and research programs will derive from: Excellent science, industrial leadership and societal challenges⁴. Gender equality is set as a cross-cutting focus for all the research programs in Horizon 2020.

3.2 Objectives for gender equality in Horizon 2020

The European Commission is devoted to ensure 40% of women in all its expert groups, panels and committees in Horizon 2020. In addition to this member states are invited to create a legal and policy environment and provide incentives to:

- 1) Remove legal and other barriers to the recruitment, retention and career progression of female researchers while fully complying with EU law on gender equality.
- 2) Address gender imbalances in decision making processes.
- 3) Strengthen the gender dimension in research programs.
- 4) Engage in partnerships with funding agencies, research organizations and universities to foster cultural and institutional change on gender - charters, performance agreements and awards.
- 5) Ensure that at least 40% of the under-represented sex participates in committees involved in recruitment/career progression and in establishing and evaluating research programs⁵.

Research stakeholder organizations are invited to implement institutional change relating to HR management, funding, decision making and research programs through Gender Equality Plans which aim to:

- 1) Conduct impact assessment / audits of procedures and practices to identify gender bias.
- 2) Implement innovative strategies to correct any bias.
- 3) Set targets and monitor progress via indicators.⁶

² Norsk forskningsråd 2012:1

³ http://ec.europa.eu/research/horizon2020/index_en.cfm?pg=h2020

⁴ To read more about the pillars visit:

http://ec.europa.eu/research/horizon2020/index_en.cfm?pg=home&video=none

⁵ Quoted from http://ec.europa.eu/research/era/gender-equality-and-gender-mainstreaming_en.htm

⁶ Quoted from http://ec.europa.eu/research/era/gender-equality-and-gender-mainstreaming_en.htm

4. Integration of gender perspective in research

At the starting point of your project, you should carefully evaluate the inputs, content and the expected outcomes of your potential project from the gender point of view. Scientists are accustomed to think in relatively narrow terms in their scientific discipline. Nevertheless, the need for including the gender dimension can be understood as a challenge to evaluate the quality of one's project from another perspective. The attempt to engender research creates new opportunities to enrich and improve research in terms of methods, task and better targeted outcomes. You should formulate specifically women and gender related objectives separately from the general goals, method and tasks, which means systematically questioning whether gender is relevant in each step of your project. There is a list of questions to help you assess gender within the content of your research. To illustrate this we provide you with some examples of how gender could be treated in selected scientific fields⁷. A general rule can be formulated as follows:

As soon as you start thinking about the gender dimension during the preparation of your project, this will help to strengthen the conceptual framework of your project.

4.1 Gender mainstreaming

Gender mainstreaming can be defined as "a strategy for promoting gender equality, involving integration of the gender perspective and the promotion of gender equality in all activities, i.e. moving them into the mainstream of activities. In structural fund operations, gender mainstreaming (integration) entails that account must be taken of the gender perspective in all programming and the activities of all projects throughout their lifecycles" (Haataja et al. 2011).

Furthermore, gender mainstreaming "aims at the introduction of gender-conscious thinking and procedures in structural fund activities. This means taking conscious note of the significance of gender and the impact of gender differences on the activity, while ensuring that the activity promotes gender equality in addition to other objectives. The aim is for programming and project activity to take conscious account of the significance of gender, rather than being gender neutral, or as the case is more often; *gender blind*. In such a case, programming and project work involves the application of gender conscious mindsets and working practices. All project actors and funding authorities are responsible for gender mainstreaming in structural fund activities" (Haataja et al. 2011).

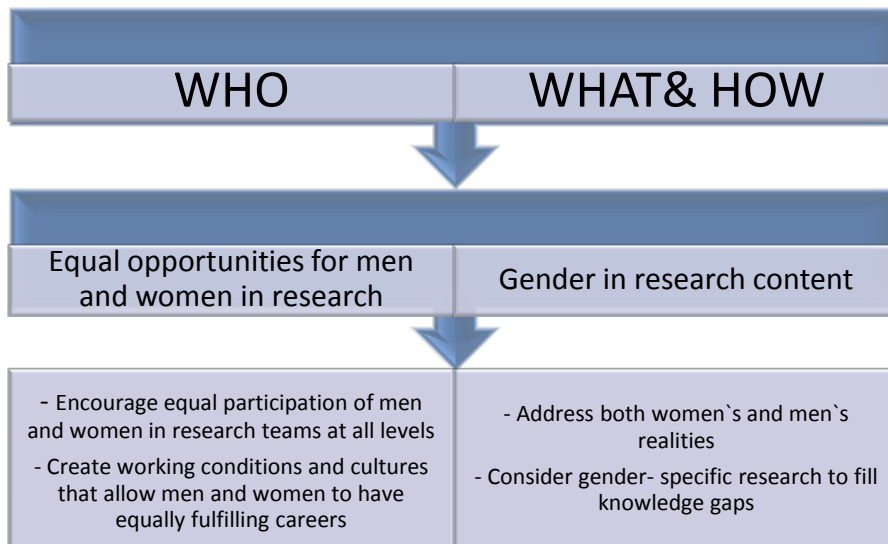
4.2 The dual approach of gender mainstreaming

Gender mainstreaming requires actions relating both to the participation of women in research and to the gender dimension of research. In other words, you have to take both of these dimensions into account to ensure that gender is integrated in every aspect of your research. This is called the dual approach of gender mainstreaming:

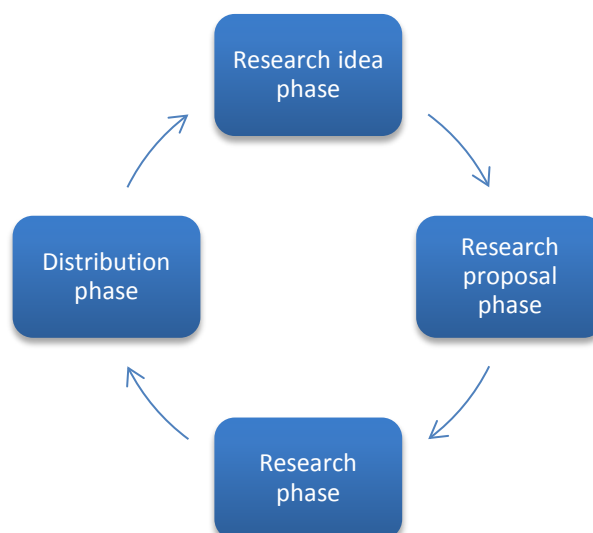
Improving women's participation in research requires including female researchers in teams at all levels and offer gender-sensitive working conditions and culture. To support gender equality, actions are necessary in recruitment, working conditions, monitoring and management.

⁷ Eurosfair: Why gendered Science matters. How to include gender dimension into research projects

Addressing the gender dimension of research implies that gender is considered as a key analytical and explanatory variable in research. If relevant gender issues are missed or poorly addressed, research results will be partial and potentially biased. Gender can therefore be an important factor in research excellence. To support this process, it is also essential to devote research resources to specific gender research⁸. The dual approach of gender mainstreaming is illustrated in the figure below⁹:



According to the European Commission (2011) a gender sensitive approach will help achieve excellent research through composition of the best possible team and the best possible talent, and by obtaining the best possible research validity and research utility. A gender sensitive approach focuses on the participation of women and men, provides equal opportunities for all, and integrates the gender dimension in research from the initial research idea to the distribution of results. The figure below shows the different phases in a research cycle¹⁰.



⁸ European Commission (2011)

⁹ European Commission (2011)

¹⁰ European Commission (2011)

In the research phase it is important to create gender-sensitive ideas for research proposals and make hypotheses gender-sensitive. In the research proposal phase it is important to formulate gender-sensitive research questions, selecting a mixed team of men and women, creating gender equal working conditions and choosing a gender-sensitive methodology. In the research phase you should collect gender sensitive data, value women's and men's work equally, manage and monitor gender equality and analyze data in a gender sensitive way. In the distribution phase the data should be reported in a gender sensitive way and use a gender impartial language, and distribute the results in a gender-sensitive way.

There are three significant steps to follow to ensure gender mainstreaming in applications and projects¹¹:

1. Considering the significance of the gender perspective in the project.

This refers to the assessment of whether the gender perspective plays a role in project activities or not. To make this assessment you should ask the following questions at the planning stage¹²:

- How are the problem area and operating environment different for different genders?
- Are the projects planned measures or impacts targeted at people?
- Are there significant differences between genders in the activity at which the project is targeted?
- What are the proportions of genders in the projects planned target groups?
- Are different measures, by gender, required to achieve the objectives planned for the project
- Are the projects planned measures targeted at genders in different ways, and are their impacts different in terms of gender?

These questions will guide you to consider, gain information on and analyze the project target and measures from the viewpoint of the different genders.

Since project impacts usually are targeted at persons, you must always consider the gender perspective in almost all projects. A project can only be considered gender neutral after a systematic assessment of the significance of the gender perspective to the project. This is done by reviewing the problem to be solved, the operating environment and the target of the project activity, as well as its objectives, target groups and preliminary planned measures respecting the different genders. However, few projects can be considered gender neutral after such a review, if the projects or its impacts are targeted at people.

Often project planners clearly consider that projects should be gender neutral, and will try to argue why gender is neutral in this project. However, the objective is not for projects to be gender neutral.

As project planner you should assess the problem to be solved in a concrete way with regard to the genders. On the basis of concrete information you should examine the status of genders within the projects sphere of activity; are project activities targeted at different genders in the same way, are different measures regarding the genders required and do the genders have different needs, expectations and prerequisites for participating in the activities? On the basis

¹¹ Haataja et al. (2011)

¹² Haataja et al. (2011:40)

of the information collected, the project plan gives a concrete assessment of the significance of the gender perspective to the project.

Project objectives are not always directly related to people. The gender perspective may be significant in this type of project if its measures or impacts are targeted at people.

Underneath, you will find two examples¹³ of how to think gender perspective in a project that does not automatically seem to have one.

Example 1.

The project is aimed at preventing the impacts of climate change. In such case, the project planner may easily believe that the gender perspective plays no role in the projects. However, project measures may involve influencing people's awareness and lifestyle choices from the viewpoint of climate change. This means, that in terms of the effectiveness of project measures, awareness of women and men's differing attitudes, consumer habits and other lifestyle-related differences significant to preventing climate change, is essential. In this way, the gender perspective plays a role in the project and more effective measures can be planned when account is taken of gender and gender differences in matters influencing the prevention of climate change.

Example 2.

The project aims at enhancing the profitability of agricultural farms. Initially, you may think that the gender perspective can play no role in this type of project. However, if project measures involve the training of agricultural producers, project measures are targeted at people and you must find out whether the gender perspective plays a role in project implementation. You must also find out about the gender ratio among the agricultural producers and producer families targeted by the project, about the division of labor between genders on farms, about the different training needs in terms of content for women and men, and whether there are differences in forms of training people want or are able to participate in. An analysis from the gender perspective would provide knowledge in greater depth on the target group and its needs, as well as a basis for planning measures to better meet target-group needs. This will enhance the effectiveness of project measures.

In the majority of projects, measures or impacts are targeted at people and there are differences between the genders that must be taken into account in the project. Measures usually involve training or the development of operations in other ways. Projects of this type can be gender neutral in extremely few, exceptional cases. Whenever projects are targeted at employment or entrepreneurship, the gender perspective matters.

1. If this is found significant, consider the significance of the gender perspective for each part of the project.
2. Monitor, assess and report on the gender perspective from the implementation phase until the end of the project.

2. Considering the significance of gender perspective at all stages of a project's lifecycle

The importance of the gender perspective must be considered in all the project phases:

¹³ Haataja et al. (2011:41)

- The initial situation, the key problem and the operating environment.
- Project objectives
- Target groups
- Planned measures
- Monitoring and assessment methods
- Communications
- Distribution and embedding of best practice.

3. Gender mainstreaming in the project

If you have taken the gender perspective into consideration in the two previous phases of the project, in relation to goals, activities, communication, distribution and assessment you have a solid foundation to secure gender mainstreaming in your project. Many project leaders are unaccustomed with gender mainstreaming, and need time to study the issue. Also, there should always be more than just one person in charge of gender mainstreaming. It is a great and encompassing matter which makes it almost impossible for just one person to be responsible for.

The key to success within gender mainstreaming is the willingness to explore and investigate by asking new question, using new knowledge and applying new perspectives. When this key is obtained you can open new doors, and move forward.

5. Literature

European Commission (2008): *Manual for gender mainstreaming. Employment, social inclusion and social protection policies.*

European Commission (2011): *Toolkit Gender in EU-funded research.*

Forskningsrådet: *Likestilling og kjønnsperspektiver i forskning. Forskningsrådets policy 2007-2012.*

Norges forskningsråd (2012): *Tiltak for å styrke og integrere kjønnsperspektiver i forskning.*

Haataja, M-L, Leinonen, E.,and Mustakallio, s.(2011): *Gender mainstreaming in development programmes and projects. Guide for authorities and project actors.*

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

Council of Europe (1998): *Gender mainstreaming; conceptual framework, methodology and presentation of good practices.* Strasbourg.

European Commission: http://ec.europa.eu/research/era/gender-equality-and-gender-mainstreaming_en.htm

Gender equality and gender mainstreaming in research. Encouraging gender diversity to foster science excellence and relevance: http://ec.europa.eu/research/era/gender-equality-and-gender-mainstreaming_en.htm

Why gendered science matters. How to include gender dimension into research projects: <http://www.tem.fi/files/33541/Gender-mainstreaming-in-development-programmes-and-projects.pdf>

Gender mainstreaming in development programmes and projects. Guide for authorities and project actors: <http://www.tem.fi/files/33541/Gender-mainstreaming-in-development-programmes-and-projects.pdf>

The European Commission: The role of gender in research: <http://ec.europa.eu/research/science-society/index.cfm?fuseaction=public.topic&id=1283&lang=1>

Why gendered science matters. How to include gender dimension into research projects: http://www.eurosfair.prd.fr/7pc/doc/1257501518_manual_main_body_final.pdf

The European Commission on Gender Equality:

http://ec.europa.eu/justice/gender-equality/index_en.htm

European Commission: Gender equality

http://ec.europa.eu/justice/gender-equality/index_en.htm

Gender mainstreaming in development programmes and projects. Guide for authorities and project actors:

<http://www.tem.fi/files/33541/Gender-mainstreaming-in-development-programmes-and-projects.pdf>

The role of gender in research

<http://ec.europa.eu/research/science-society/index.cfm?fuseaction=public.topic&id=1283&lang=1>

The European Commission on Gender Equality:

http://ec.europa.eu/justice/gender-equality/index_en.htm

The strategy for equality between women and men. The European Commission's work program on gender equality for the period 2010-2015:

<http://ec.europa.eu/justice/gender-equality/>

Appendix A: Glossary of relevant gender terms and concepts

Being involved in EU- projects and gender mainstreaming requires knowledge and a basic understanding for some of the relevant concepts. In this chapter you will find a complete glossary of main terms and words used in relation to gender mainstreaming in EU-projects¹⁴.

Impact: Impact refers to the effect, consequence or outcome of something.

Sex: Sex identifies the biological differences between men and women, such as women give birth, and men provide sperm. Sex roles are universal.

Gender: Gender identifies the social relations between men and women. It refers to the relationship between men and women, boys and girls, and how this is socially constructed. Gender roles are dynamic and change over time.

Gender equality: Gender equality is a measurable equal representation of men and women in both the public and private sphere. It is the absence of sex-based discrimination. Gender equality means women and men have equal access to services, resources and benefits.

Gender equity: Gender equity entails the provision of fairness and justice in the distribution of benefits and responsibilities between women and men. The concept recognizes that women and men have different needs and power and that these differences should be identified and addressed in a manner that rectifies the imbalances between the sexes.

Gender identity: A person's inner sense of being male, female, both or neither. Gender identity is the result of a combination of inherent, extrinsic or environmental factors, more or less closely linked to society's current perception of what constitutes a man or woman.

Gender roles: Gender roles are learned behavior in a given society/ community or other special group that condition what activities, task and responsibilities are perceived as male or female. Gender roles are affected by age, class, race, ethnicity or religion and by the geographical, economic and political environment. Changes in gender roles often occur in response to changing economic, social or political circumstances.

Multiple discrimination: In this context, multiple discrimination is to be understood as any combination of discrimination on the grounds of sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation.

Dual strategy in promoting gender equality: The European Union's structural fund programs and projects implement a so-called dual strategy in promoting gender equality. This means that gender equality is promoted through gender equality projects.

Gender equality project: A project with the primary aim of promoting gender equality.

A project into which the gender perspective must be mainstreamed (integrated): A structural fund program project, whose main aim is something other than gender equality. By gender mainstreaming, all projects, even those that are not gender equality projects, must

¹⁴ Cited from European Commission 2012: *Structural change in research institutions. Enhancing excellence, gender equality and efficiency in research and innovation.*

promote gender quality in addition to other objectives. The gender perspective must be mainstreamed, i.e. integrated into all stages of all project activities.

Gender equality: Gender equality means equal rights, possibilities and obligations for both men and women in society. As an objective, gender equality entails that stereotyped concepts of gender roles must not restrict the opportunities of individual. It also means equal appreciation of the values, choices and life experiences typical of women and men. Gender equality does not mean seeking to make women and men the same.

Gender Equality act: The Act on Equality between Women and Men, the gender Equality Act, imposes a prohibition on direct and indirect discrimination on the basis of gender, and also applies to gender minorities. This act obliges employers, authorities and training providers to promote gender equality.

Public authorities are obliged to promote gender equality in all activities, i.e. mainstream the gender perspective into all activities and services. All educational institutions, excluding comprehensive schools, must prepare a gender equality plan on their teaching activities. All teaching and teaching materials must promote gender equality.

Gender neutrality/ gender blindness: Gender neutrality refers to a situation in which gender genuinely plays no role in a given activity. The gender neutrality of a project can only be established as a result of high- quality assessment, and cannot be based on presuppositions of everyday knowledge.

Gender neutrality can also mean that no attention is paid to gender, or that its significance in terms of goals or an activity goes unrecognized. In such a case, gender neutrality often means so-called gender blindness in practice, i.e. the inability to perceive gender and understand its significance. Gender blindness is a significant attitudinal obstacle to making progress in gender equality.

In many cases, project planners may be under the false impression that projects should be gender neutral and that gender neutrality promotes gender equality. However, the contrary is true: gender- conscious action promotes gender equality by taking conscious account of the significance of gender and the differences between gender in terms of status, needs, life situation, and expectations concerning the matter at hand. Projects therefore promote gender equality through gender mainstreaming in project objectives and activities.

Gender perspectives: The gender perspective refers to how an issue, problem, objective or measure applies to the different genders, whenever an issue is reviewed from the gender perspective, it is viewed from both the female and male perspective. Hence, reviewing an issue from the gender perspective will highlight issues to be taken into account, or requiring improvement with regard to women, men and multi-gender people.

When reviewing issues or activities with a gender perspective, account must also be taken of the fact that not all people unambiguously identify themselves as women or men in terms of gender identity. When applying a gender perspective, care must be taken not to enforce a sexual bipartite concept of genders or stereotypical ideas of gender roles.

Gender mainstreaming: Gender mainstreaming refers to a strategy for promoting gender equality, involving integration of the gender perspective and the promotion of gender equality in all activities, i.e. moving them into the mainstream of activities. In structural fund operations, gender mainstreaming (integration) entails that account must be taken of the

gender perspective in all programming and the activities of all projects throughout their lifecycles.

Gender mainstreaming aims at the introduction of gender-conscious thinking and procedures in structural fund activities. This means taking conscious note of the significance of gender and the impact of gender differences on the activity, while ensuring that the activity promotes gender equality in addition to other objectives. The aim is for programming and project activity to take conscious account of the significance of gender, rather than being gender neutral, or as the case is more often; *gender blind*.

In such a case, programming and project work involves the application of gender conscious mindsets and working practices. All project actors and funding authorities are responsible for gender mainstreaming in structural fund activities.

Gender impact assessment: Gender impact assessment is a key gender mainstreaming method. It consists of analyzing and assessing the impacts of objectives and measures on terms of gender and gender equality.

In project activities, gender impact assessment means that the needs, objectives, target groups, activities, communications and best practices associated with a project are assessed with regard to status, life situation, needs and expectations of men and women. Gender impact assessment must be conducted at the planning, implementation and assessment stages of projects.

Gender stereotypes: Gender stereotypes are simplistic or stereotyped ideas and assumptions about what women and men are “usually” like, or what constitutes “appropriate” behavior for them. Gender stereotypes are often subconscious, “self-evident” truths deeply rooted in the culture. They are superficial sometimes harmful perceptions of gender. Stereotypes may prevent factual information acquisition and in-depth understanding of gender based phenomena.

When gender mainstreaming is carried out in programming or project activities, one must avoid setting out from the basis of stereotypical assumptions about the different genders or the differences between them. Information- based gender impact assessment must be used to examine what actual average differences exist between the genders within the activity.

Appendix B: Checklist for gender in research

There are many ways to ensure gender mainstreaming in a project. In this chapter you will find a checklist¹⁵ to help you make sure you have covered every aspect related to gender.

Equal opportunities for women and men in research

- Is there a gender balance in the project consortium and team, at all levels and in decision-making positions?
- Do working conditions allow all members of staff to combine work and family life in a satisfactory manner?
- Are there mechanisms in place to manage and monitor gender equality aspects, e.g. workforce statistics, as required by FP7

Gender in research content

Research ideas phase

- If the research involves humans as research objects, has the relevance of gender to the research topic been analyzed?
- If the research does not directly involve humans, are the possibility differentiated relations of men and women to the research subject sufficiently clear?
- Have you reviewed literature and other sources relating to gender differences in the research field?

Proposal phase

- Does the methodology ensure that (possible) gender differences will be investigated: that sex/ gender differentiated data will be collected and analysed throughout the research cycle and will be part of the final publication?
- Does the proposal explicitly and comprehensively explain how gender issues will be handled (e.g. in a specific work package)?
- Have possibly differentiated outcomes, and impacts of the research on women and men been considered?

Research phase

- Are questionnaires, surveys, focus groups, etc, designed to unravel potentially relevant sex and/ or gender differences in your data?
- Are the groups involved in the project (e.g. samples, testing groups) gender-balanced= Is data analyzed according to the sex variable? Are other relevant variables analyzed with respect to sex?

Dissemination phase

- Do analyses present statistics, tables, figures and descriptions that focus in the relevant gender differences that came up in the course of the project?

¹⁵ From the European Commission (2011)

- Are institutions, departments and journals that focus on gender included among the target groups of dissemination, along with mainstream research magazines?
- Have you considered a specific publication or event on gender- related findings?

Checklist for project planners on gender mainstreaming in projects

1. Clarify for yourself what gender mainstreaming entails at all stages of the project
2. Gain additional knowledge, training and guidance in gender mainstreaming for the project you are planning, if you feel that you cannot do all of this by yourself.
3. Find out about gender equality and the gender perspective regarding the operating target of your project. This will provide a factual basis for planning.
4. On the basis of the knowledge gained, assess the significance of gender at all stages of your project. Make gender visible in you project application and project plan. Proceed systematically, one project phase at a time, and describe the concrete means and methods for taking account of the gender perspective.
5. Plan and implement your project so that the gender perspective is taken into account in all phases, and to ensure that the project promotes gender equality in addition to other targets.

Appendix C: Strategy for equality between women and men 2010-2015¹⁶

1. Equal economic independence

Economic independence is a prerequisite for enabling both women and men to exercise control over their lives and to make genuine choices. In order to accomplish this earning one's own living is the main way to achieve this. Over the last decade the female employment rate has increased to 62,5 percent, and thereby contributed to economic growth in the EU.

The increase of female participation in the labor market compensates some of the effects of a shrinking working-age population.

The Europe 2020 aims at a 75 percent employment rate for men and women. To reach this goal we must set focus to the groups that still have low employment rate, as for instant older women, single parents, women with a disability, migrant women and women from ethnic minorities.

Still women holds most of the responsibility associated with running a family, and it is likely to believe that because of current demographic trends they will also be caretakers of other dependents over indefinite time periods. Most women still do not consider entrepreneurship as a relevant career option. The implementation of a revised directive on self-employed women and the growing emphasis on entrepreneurship as one of the basic skills that schools should teach all pupils should benefit young women.

Key actions:

The commission will:

- Support the promotion of gender equality in the implementation of all aspects and flagship initiatives of the Europe 2020 strategy, especially as regards definition and implementation of relevant national measures, through technical support as well as through the structural Funds and other major funding programs such as the 7th Framework program for research. In the context of the Employment Guidelines and the evaluation of national employment policies, it will monitor closely the national policies adopted to improve gender equality in the labor market and boost the social inclusion of women.
- Promote female entrepreneurship and self-employment

¹⁶ Excerpt from "Strategy for equality between women and men. The European Commission's work program on gender equality for the period 2010-2015": <http://ec.europa.eu/justice/gender-equality/>

- Assess remaining gaps in entitlement to family- related leave, notably paternity leave and career's leave, and the options for addressing them.
- Report on the Member States performance with regard to childcare facilities.
- Promote gender equality in all initiatives on immigration and integration of migrant.

2. Equal pay for equal work and work of equal value

The principle of equal pay for men and women for work of equal value is enshrined in the EU treaties. The gender pay gap in the EU remains at 17,8 percent and is a situation which in the spirit of the EU treaties requires to be changed over time.

There is a gap between women's educational attainment and professional development, therefore special attention should be paid to the transition between education and the labour market. The pay gap might also be a result of men and women working in different jobs and sectors. Women are especially overrepresented within healthcare, education and public administration – areas that in general are less valued and paid than typically male professions. This is also clear within the same sector or company the jobs done by women tend to be of lower value and less well paid.

Many women also work part-time or under atypical contracts because of their family responsibilities – and even though this permits them to stay in the labour market it can have a negative impact on their pay , career development, promotion prospects and pensions.

Key Actions

The commission will:

- With the European social partners, and respecting the autonomy of the social dialogue, explore possible ways to improve the transparency of pay as well as the impact on equal pay of arrangements such as part- time work and fixed-term contracts.
- Support equal pay initiatives at the workplace such as equality labels, charters, and awards, as well as the development of tools for employers to correct unjustified gender pay gaps.
- Institute a European Equal Pay Day to be held each year to increase awareness on how much longer women need to work than men to earn the same.
- Seek to encourage women to enter non-traditional professions, for example in “green “and innovative sectors.

3. Equality in decision-making

In most member-states women continue to be under-represented in decision-making processes and positions, in particular at the highest levels, despite the fact that they make up nearly half the workforce and more than half of the university graduated in the EU.

Key Actions

The commission will:

- Consider targeted initiatives to improve the gender balance in decision-making.
- Monitor the 25 percent target for women in top level decision-making positions in research.
- Monitor progress towards the aim of 40 percent of members of one sex in committees and expert groups established by the Commission.
- Support efforts to promote greater participation by women in European parliament elections including as candidates.

4. Dignity, integrity and an end to gender-based violence

Women experience many different forms of violence because of their sex.

Key Actions

The commission will:

- Adopt an EU-wide strategy on combating violence against women that will aim, for instance at eradicating female genital mutilation using all appropriate instruments, including criminal law, within the limits of the EU's powers, supported by a Europe-wide awareness-raising campaign on violence against women.
- Ensure that the EU asylum legislation takes into account gender equality considerations; promote gender-specific training and best practices within the European Asylum Support Office as well as via funding by the European Refugee Fund.
- Draw up a Men's Health Care report, following the 2010 Women's Health Care report.

5. Gender equality in external actions

The EU policy on the promotion of gender equality within the EU is closely linked to the work undertaken by the Union in third countries. Through all relevant policies under its external action, the EU can exercise significant influence in fostering gender equality and women's empowerment worldwide. Candidate countries must fully embrace the fundamental principle of equality between women and men.

Key Actions

The commission will:

- Monitor and support adherence to the Copenhagen criteria for accession to the EU in the field of equal treatment between women and men, and assist Western Balkan countries and Turkey with the transposition and enforcement of legislation.
- Implement the EU Plan of Action on Gender Equality and Women's Empowerment in Development (2010-2015).
- Continue to encourage ENP partner countries to promote gender equality through regular policy dialogue, exchange of experience and by exploring possibilities for assistance under the European Neighborhood and Partnership Instrument.
- Further integrate gender considerations into EU humanitarian aid.

6. Horizontal Issues

Key Actions

The commission will:

- Address the role of men in gender equality; promote good practice on gender roles in youth, education, culture and sport.
- Monitor the correct implementation of EU equal treatment laws with a particular focus on Directives 2004/113/EC and 2006/54/EC. Monitor the extent to which gender has been taken into account in applying the non-discrimination directives.
- Promote full implementation of the Beijing Platform for Action including the development and updating of indicators, with the support of the European Institute for Gender Equality.
- Present an Annual Report on progress on gender equality, especially in the areas covered by this strategy, ahead of an annual top-level Gender Equality Dialogue between the Parliament, Commission, Member States and key stakeholders.

Appendix D: References to relevant web-pages

Why gendered science matters. How to include gender dimension into research projects:

http://ec.europa.eu/research/era/gender-equality-and-gender-mainstreaming_en.htm

Gender mainstreaming in development programmes and projects. Guide for authorities and project actors:

<http://www.tem.fi/files/33541/Gender-mainstreaming-in-development-programmes-and-projects.pdf>

“She figures”: What is the proportion of female to male researchers in Europe, and how is this proportion evolving over time? In which scientific fields are women better represented? Do the career paths of female and male researchers follow similar patterns? Are statistics on women in science comparable across Europe? How many women occupy senior positions in scientific research in Europe? Read more here:

<http://ec.europa.eu/research/science-society/index.cfm?fuseaction=public.topic&id=1282&lang=1>

The role of gender in research:

<http://ec.europa.eu/research/science-society/index.cfm?fuseaction=public.topic&id=1283&lang=1>

The European Commission on Gender Equality:

http://ec.europa.eu/justice/gender-equality/index_en.htm

The strategy for equality between women and men. The European Commission`s work program on gender equality for the period 2010-2015:

<http://ec.europa.eu/justice/gender-equality/>

European Commission, Justice: Gender equality. This web site contains information about: the gender pay gap, equality pays off, gender balance in decision- making positions, equal economic independence, ending gender- based violence and glossary:

http://ec.europa.eu/justice/gender-equality/index_en.htm

European Commission: Tools for gender equality:

http://ec.europa.eu/justice/gender-equality/tools/index_en.htm

European Commission: A collection of EU-documents related to gender equality:

http://ec.europa.eu/justice/gender-equality/document/index_en.htm

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