Gender Strategy

1. Introduction

Equality of men and women on all social levels, from equal participation in political power to access to and control of resources, is key to fighting poverty and is a prerequisite for sustainable development. Women and girls should have the opportunity to develop their personal skills without any barriers and should be able to make their own decisions. This is described in the preamble to the 2030 Agenda for Sustainable Development as follows:

"We envisage a world of universal respect for human rights and human dignity, the rule of law, justice, equality and non-discrimination; of respect for race, ethnicity and cultural diversity; and of equal opportunity permitting the full realization of human potential and contributing to shared prosperity." [1]

"*Achieve gender equality and empower all women and girls*" is goal 5 in the Agenda. Furthermore, gender equality is relevant to all aspects of political and social life and is thus one of the 17 UN goals in a series of gender-related objectives and indicators.[2]

Gender equality is embedded in the United Nations' definition of human rights as "*recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family*".[3]

Gender equality and empowerment of women are internationally recognised goals in a range of international agreements, declarations and action plans (e. g. *United Nations Convention on the Elimination of All Forms of Discrimination against Women – CEDAW, Beijing Platform for Action*) anchored in policy at the national and EU level (*Gender Action Plan III, 2021-2025*)[4]. These are also binding for the Austrian Development Agency (ADA).

APPEAR is the partnership programme in higher education of the ADA, and thus also contributes to equality as well as individual and collective empowerment of women. This means ensuring equal participation by men and women in all areas, and systematically integrating gender dimensions on all programme levels.

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[1] United Nations: A/RES/70/1. General Assembly Resolution, passed on 25 September 2015. Transforming Our World: the 2030 Agenda for Sustainable Development. Preamble, p. 4. Online at: https://www.un.org/Depts/german/gv-70/band1/ar70001.pdf

[2] Cf. VENRO (2017): Gender equality as a key to development. Fact sheet. Online at: https://venro.org/fileadmin/user_upload/Dateien/Daten/Publikationen/Factsheets/FactSheet_Gender_Mai2017.pdf

[3] United Nations: A/RES/217 A (III). Resolution of the General Assembly. Universal Declaration of Human Rights. Preamble. Online at: https://www.un.org/depts/german/menschenrechte/aemr.pdf

[4] European Commission (2020): EU Gender Action Plan (GAP) III – An ambitious agenda for gender equality and women's empowerment in EU external action. Online at: https://ec.europa.eu/international-partnerships/topics/empowering-women-and-girls_en#header-5139

A gender-specific analysis of the situation and context, e.g. the context in which research or a project is to be conducted, is the prerequisite for understanding social structures and institutions in the project and research environments, planning measures, and interpreting results in a gender-specific manner. Gender-specific dimensions are also an implicit component of modern discourse in science and research, and thus provide added value to the social relevance of science.

This strategy aims to provide the foundation for a common understanding of gender equality among all APPEAR participants. Specific implementation and monitoring measures at the various programme levels will be presented alongside basic information and strategic considerations.

2.   Gender equality at the ADA

The strategy published by the ADA in 2017, *Gender Equality and the Empowerment of Women and Girls* emphasises, "*Gender Equality (GE) is both a goal in itself, as well as a prerequisite for long-term democratic, equitable and sustainable global development.*"[5]

The strategy describes the ADA's international obligations as well as its strategic approaches and positions on gender equality. It also includes specific guidelines and standards for institutional and operational implementation. Furthermore, it describes the implementation of the EU Gender Action Plan (EU GAP III), under consideration of the thematic and regional orientation of the ADA.

The EU Gender Action Plan 2021–2025 forms the framework for promoting gender equality and participation by women and girls in European Union foreign relations with third countries and partner states, and is binding for all member states of the European Union.

The plan focuses on the following five areas:

- *Making gender equality and women's and girls' empowerment a cross-cutting priority of EU external action. By 2025, 85% of new EU actions should contribute to achieving this objective, with more actions including it as a main objective*
- *Working together with EU Member States as Team Europe at multilateral, regional and country level, and fostering partnership with stakeholders, CSO, women's organisations*
- *Accelerating progress by focusing on key areas of engagement:*

    1. *Ending gender-based violence*
    2. *Sexual and reproductive health and rights*
    3. *Economic and social rights and empowerment*

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[5] BMEIA/ADA (2017): Gender Equality and the Empowerment of Women and Girls. Implementing the EU Gender Action Plan II 2016–2020. Policy document, Vienna, p. 5. An update is planned for 2021. Online at: https://www.entwicklung.at/fileadmin/user_upload/Dokumente/Publikationen/Leitlinien/Englisch/PD_Gender_2017_EN.pdf

4. *Equal participation and leadership*
5. *Women, peace and security*
6. *Green and digital transformations*

- *Leading by example, by striving for a gender-responsive and balanced leadership, more capacity and expertise and a reinforced network of gender focal points*
- *Putting the focus on results, accountability and transparency through qualitative, quantitative and inclusive monitoring."* [6]:

The EU Gender Plan aims to fight against the structural causes of gender inequality and counteract gender-specific discrimination. It is based on three principles[7]:

A **gender-transformative approach** will be used to examine, question and change the underlying gender norms and power inequalities. The disadvantaging of women and girls begins in early childhood and can lead to discrimination on various levels. A change in social conduct is required to overcome discriminatory gender norms, and men and boys must be actively included in this process.

Intersectionality means that discrimination not only occurs on the basis of gender, but rather that this is a complex process in which other forms of discrimination (social class, ethnicity, religious affiliation, sexual orientation, disability, age) must also be considered.

And, with a **human rights-based approach**, the principles of non-discrimination and combatting inequality must be at the core of all measures and be anchored at the institutional level.

Through its work the ADA contributes to achieving the goals of the EU Gender Action Plan III.

3.   APPEAR-related terminology

The European Institute for Gender Equality (EIGE) is committed to equal opportunities for men and women, fighting discrimination, and raising awareness of gender-related matters. The website contains extensive information, materials and a glossary on the topic of gender equality for the general public. The following abridged definitions of gender and gender mainstreaming were taken from the glossary.[8]

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[6] European Commission (2020): EU Gender Action Plan (GAP) III – An ambitious agenda for gender equality and women's empowerment in EU external action. Online at:
https://ec.europa.eu/international-partnerships/topics/empowering-women-and-girls_en#header-5139

[7] European Commission (2020): EU Gender Action Plan (GAP) III. p. 4. Online at:
https://ec.europa.eu/international-partnerships/system/files/join-2020-17-final_en.pdf

[8] EIGE: gender mainstreaming. Concepts and definitions. Online at: http://eige.europa.eu/gender-mainstreaming/concepts-and-definitions

3.1. Gender

Unlike biological sex, gender refers to the social characteristics associated with the sexes. These attributions are often tied to various duties, activities, decision-making opportunities, and access to and control over resources. They influence women's and men's opportunities, and lead to gender-specific division of labour and unequal power dynamics. Yet gender relations are also part of a broader socio-cultural context. Gender roles are socially constructed and are learned through processes of socialisation. They are specific to context and time and can thus evolve. Other important social categories that can lead to inequality, and which are interlinked and mutually affect one another, are class, "race", ethnicity, religion, sexual orientation and age. This is expressed in the phrase "intersectionality of categories of inequality". That is why it is important that this Gender Strategy be understood in conjunction with the APPEAR Diversity Strategy (see APPEAR website).

3.2. Gender mainstreaming

Gender mainstreaming means that the perspectives of gender relations are integrated in all processes, activities and measures at all levels, in all phases and by all parties involved. The concerns and experiences of men and women are included in the conception, implementation and monitoring of measures. Potential gender-specific ramifications of planned policies, strategies and measures are also evaluated.

For a funding programme like APPEAR, this means considering gender dimensions as a matter of concern at the programme and project level, systematically integrating measures, and continuously evaluating implementation. Special measures for promoting women are also put in place in instances where women are underrepresented in a specific area or institution, e. g. in management.

3.3. Gender analysis

Differences between men and women with regard to division of labour, attributed roles, obligations, needs and opportunities are examined in certain contexts. The gender analysis also includes social categories such as class, ethnicity or age. This facilitates the analysis of gender-specific inequalities and the needs of various social groups, which will make them easier to address when implementing the measures. Depending on the programme and intervention level, the analysis will be conducted at the regional state or sector level.[9]

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[9] Cf. ADA (2016): EU Gender Action Plan II (2016–2020). GENDER ANALYSIS ON SECTOR LEVEL. An update is planned for 2021. Online at:
https://www.entwicklung.at/fileadmin/user_upload/Dokumente/Publikationen/Downloads_Themen_DivBerichte/Gender/ADC_Guidance_for_Gender_Analysis_at_sector_level.pdf

3.4. Gender equality

Gender quality means that every person, regardless of their sex, has the same rights, responsibilities and opportunities, and can grow and develop free from social conventions. The interests, needs and priorities of men and women are considered.

3.5. Gender sensitivity

One of the core principles of APPEAR is gender sensitivity. A gender-sensitive approach means that the social and cultural factors that can lead to gender discrimination are analysed and considered. This concerns both the APPEAR programme and the project level. A gender-sensitive approach is thus not only established at the programme level but should also be reflected in the conception and implementation of projects at the structural and content level.

In the gender debate, the gender-sensitive approach evolved into a gender-transformative approach. The following definition is used in the Gender Action Plan: *"An approach is gender transformative when it aims to shift gender-power relations, for a positive change of the paradigm(s) that produce discriminations and inequalities."*[10]

A gender-sensitive approach is demanded in APPEAR. Furthermore, a gender-transformative approach to scientific questions, analyses and problem-solving strategies is desirable.

4. Gender and research

At the EU level, and especially on the topic of science and research, a range of strategy documents and instruments of gender equality have been devised and published in recent years. These results are also relevant to higher education cooperation programmes like APPEAR.

Gender equality was established as an intersectional matter in the research funding programme Horizon 2020. The following goals were formulated:

1. Funding gender balance in Horizon 2020 research teams
2. Ensuring a balanced gender ratio in decision-making processes and committees (goal of the European Commission: 40% of the underrepresented gender in all panels and groups, 50% in advisory groups)
3. Integration of gender dimensions into the contents of research and innovation

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[10] Ibid., p. 3.

In the mid-term evaluation of Horizon 2020, the authors reach the conclusion that gender criteria will remain relevant in the funding of research.[11] Society ultimately benefits when the skills and talents of all men and women are utilised. The inclusion of gender-specific dimensions in research and innovation leads to more socially relevant results. In addition, gender equality and access to equal opportunities (non-discrimination) are core principles of EU agreements.

The "Gender in EU-funded research"[12] toolkit was developed in 2009 and is continuously being updated. It is a good aid for integrating gender dimensions in research. The graphic below gives an overview of the research process and emphasises the necessity of incorporating gender-related perspectives in all phases so as to ensure that men and women are participating to an equal degree. This approach is not only required for research projects.
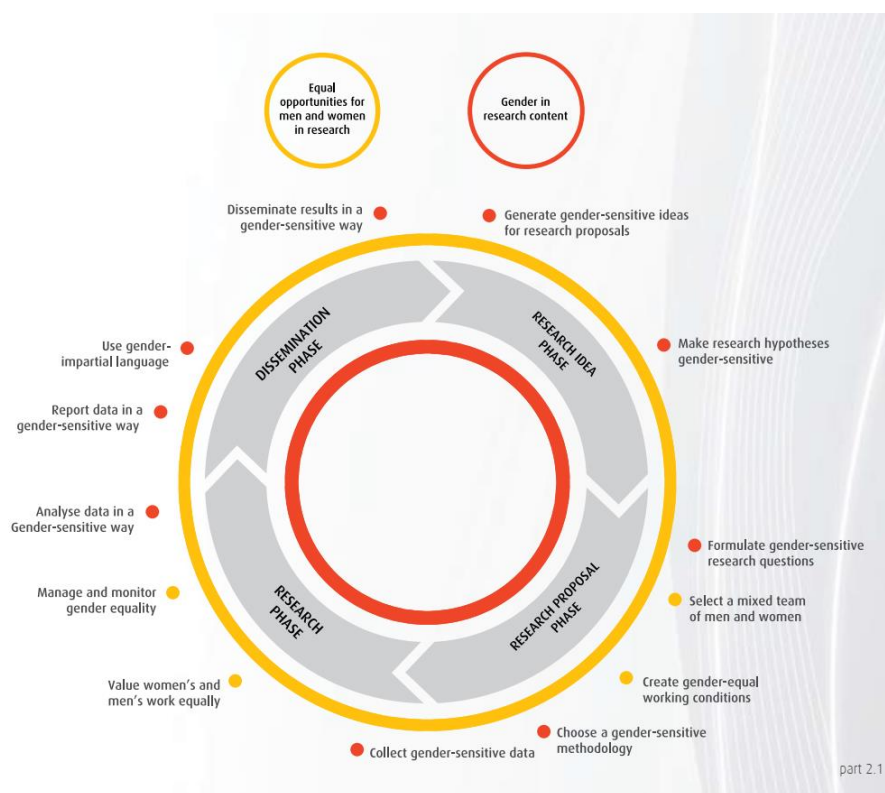

Figure 1: The gender-sensitive research cycle[13]

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[11] Cf. Cheveigné et al. (2017): Interim Evaluation: Gender equality as a crosscutting issue in Horizon 2020. Report of the Expert Group on „the Interim Evaluation of Gender Equality as a crosscutting issue in Horizon 2020". Edited by European Commission. Online at:
https://ec.europa.eu/research/swafs/pdf/pub_gender_equality/interim_evaluation_gender_long_final.pdf

[12] European Commission (2014): Toolkit - Gender in EU-funded research. Luxembourg: Office for Official Publications of the European Communities. Online at:
file:///C:/Users/es/AppData/Local/Temp/gp_eudor_WEB_KIN123857ENC_002.pdf.en.pdf

[13] Ibid., part 2.1

5. Measures, objectives and indicators at the programme and project level

APPEAR aims to improve scientific foundations and institutional capacities in the partner countries and increase Austrian higher education institutions' commitment to development cooperation, thereby helping achieve the sustainable development goals (SDGs).

To do this, APPEAR is building on the experiences with gender mainstreaming from the two preceding programme phases. A gender-sensitive approach was, and remains, an underlying principle. The promotion of gender equality and empowerment of women is a priority of the programme at the structural, organisational and content levels.

The activities developed in APPEAR II were adapted and expanded for this strategy. These measures and objectives serve as a guideline and orientation point for programme management (APPEAR Office) as well as all involved parties (applicants, project partners, scholarship recipients, assessors and committee members). The chapter is structured by the processes underlying implementation and the expected results. Systematic monitoring is required in order to evaluate the effectiveness of gender mainstreaming at the programme and project level, and to take measures to control it if necessary. Qualitative and quantitative indicators (listed at the end of the chapter) were also formulated.

5.1. Programme orientation

- APPEAR's programme orientation is based on 7 basic principles, including "gender sensitivity" and "leave no one behind".
- Gender mainstreaming is one of APPEAR's priorities at the structural, organisational and content level.
- The targeted promotion of women ensures that women participate equally at all levels.
- Budgeting gender-related activities.

The described programme orientation is reflected in the devising of the guidelines, instruments, strategies and publicly available documents.

5.2. Application documents and application

Component 1 – Projects

- Gender is explicitly presented in all informational documents as a matter of relevance in all areas and as a selection criterion.
- Gender-related questions are integrated in all application forms.

- The anchoring of gender perspectives in project, instruction and research content is demanded.
- A gender-sensitive approach to scientific questions, analyses and problem-solving strategies is demanded by the project partners.
- The importance of gender-related topics is highlighted in the project consultations.
- Specific measures and budget funds earmarked for empowerment and confidence-building measures with regard to gender equality are presented in the application (gender training sessions are supported with funding).
- Each project is required to develop gender-related sub-goals.
- Participation by women and gender distribution among employees at the various levels and decision-making positions must be presented in the application. Any deviation must be justified.
- Gender-related questions are formulated in the guidelines and this helps to integrate gender perspectives and measures in the application.

Component 2 – Scholarships

- Female scholarship applicants are explicitly encouraged to apply in the call for application. Furthermore, different age restrictions apply to female candidates.
- Female applicants are supported in their search for scientific supervisors in Austria.

5.3. Selection of projects and scholarships

Composition and content orientation of the Selection Board

- At least 50% of the members of the Selection Board are women.
- The Selection Board contains at least one voting member who is an expert on gender, diversity and social inclusion.
- The members of the Selection Board are familiar with the core tenets of the Gender Strategy and consider these when making their decisions.
- Programmatic requirements of gender, diversity and inclusion are included in the documents submitted to the jury.

Component 1 – Projects

- The project application must present at least 5 thematic and organisational dimensions to be appraised by the external evaluators and graded according to a scoring matrix. Gender-related questions are included in the review format.

- The make-up of the project team (gender balance) and the gender expertise in the project team are evaluated by the Selection Board and, if necessary, recommendations/conditions for the grant are expressed.
- In the event of equal grading and qualifications, projects with explicitly gender-related contents and/or ramifications, and the consideration of inclusion, are given preference (Component 1).

Component 2 – Scholarships

- In the event of equal grading (number of points) and qualification, applications from female applicants and gender-related scholarship projects are given preference (Component 2).

5.4. Implementing projects

Programme-specific objectives

- Gender-related matters are included in the project owners' standardised and sub-structured report formats.
- Consultation and information services for the 7 APPEAR III core principles are provided.
- Support for integrating gender dimensions in the project application are offered, in workshops for preparatory funding applicants.
- For the project partner meetings, special reference is made to the APPEAR Gender Strategy, and specific services and consultations concerning the implementation of gender-related measures during execution of the project are offered.
- Relevant links and documents about gender mainstreaming and the integration of gender dimensions in research are provided and continuously updated on the APPEAR website for applicants and project partners.
- Project partners are notified of relevant activities on the topic of gender equality.

Programme-specific objectives

- Women participate equally in the activities and decision-making processes at all levels during project planning and realisation.
- People with gender expertise are included in the project team, and this expertise is strengthened among the team throughout the course of the project.
- As the beneficiaries, women participate equally in the activities and decision-making processes at all levels.

- Economic, social and cultural barriers and impediments that prevent women from participating in tertiary activities shall be documented and, if possible, removed.
- Targeted measures for promoting women are implemented in cases where women are disadvantaged or underrepresented.
- A gender-sensitive approach to scientific questions, analyses and problem-solving strategies, and the anchoring of gender dimensions in project, teaching and research content, are explicitly demanded by the project partners.
- Implicitly or explicitly gender-related project results are presented.
- Systematic project monitoring according to the contract conditions will be conducted throughout the course of the project. Indicators are presented separately by gender.
- Activities and use of budget funds for promoting gender equality and women must be described in the reports.

5.5. Administration of scholarships and alumni measures

- Gender-related questions are integrated in the reports.
- Scholarship recipients receive empathetic and solution-oriented consultation, and the scholarship is managed flexibly.
- Scholarship holders with young children receive financial support in addition to the scholarship.

5.6. Public relations and communication

- The depiction and representation of men and women (e. g. women as scientists, project managers) in all media (informational documents, websites, radio, video, podcasts, photos and as guests at events) are gender-sensitive and discrimination-free.
- Gender-related topics and experiences with project realisation are discussed and reflected on during APPEAR events.
- Best-practice examples of gender mainstreaming from the project realisation are devised and provided on the APPEAR website.
- The multi-faceted dimensions of gender – in scientific discourse and academic partnerships, in development research, the development cooperation, the SDGs and in actions by the persons involved in APPEAR projects –continue to be highlighted in the *Welt im Ohr* radio broadcasts and podcasts.
- Former and current female scholarship recipients, as well as project partners, are asked to function as role models and share their experiences during the scholarship programme and project realisation. In their role as APPEAR ambassadors, female scholarship recipients are more able to provide information on the importance of gender equality in general, and in the APPEAR programme in particular.

5.7. Monitoring, evaluation and networking

<u>Composition and qualifications of the APPEAR team</u>

- The members of the APPEAR team are familiar with gender mainstreaming and have practical experience in this area.

<u>Composition and content orientation of the Advisory Board</u>

- At least 50% of the members of the Advisory Board are women.
- The Advisory Board contains at least one voting member who is an expert on gender and social inclusion.
- The members of the Advisory Board are familiar with the guiding principles.
- Programmatic requirements of gender, diversity and inclusion are included in the documents submitted to the Advisory Board.

<u>Programme monitoring</u>

- The monitoring and evaluation plan is optimised according to the tenets of gender equality, and the monitoring is comprehensive. Internal OeAD quality assurance processes are conducted.
- Reports to the donor include gender-specific information on the realisation of the project.
- Gender-related questions and lessons learned, as well as data and feedback from APPEAR projects, and scholarship and alumni feedback are processed, and analysed.
- The two external evaluations at the project level and the external evaluation at the programme level include gender-related questions.

Indicators

Below is a list of possible indicators of relevance according to project content, planned activities and results, and which could be incorporated in planning and monitoring. There are some pre-defined outcomes that must be considered in the processing of the theory of change. D11 in particular, which addresses gender, is binding for all parties. One or more indicators could be incorporated in order to measure effectiveness (see D11 in the programme guidelines, page will be specified once document is finalised).

- Proportion of women in committees
- Proportion of people with gender expertise in committees
- Proportion of female reviewers

- Proportion of reviewers with gender expertise
- Proportion of female project coordinators and proportion of women on the project team
- Proportion of female scholarship recipients (number of childcare allowances paid out in Austria)
- Proportion of projects and doctorate projects that explicitly address gender-related topics
- Number of sub-goals in projects that explicitly address gender-related topics
- Number of completed training sessions and workshops with gender-related content for the project team
- Number of completed training sessions and workshops with gender-related content for external participants
- Number of project members with (increased/improved) gender competence in instruction and research
- Number of (improved) curricula, seminars, modules with gender-related content
- Number of (scientific) publications, studies, manuals, reports with gender-related content
- Number of events/podcasts/videos with gender-related content at the programme and project level
- Number of news reports with gender-related content on the APPEAR website