



GENDER BENCHMARKING REPORT

DELIVERABLE D4.1

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המכללה הקטרתית בהרצליה
קולג' בית ברק
Beit Berl College



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 787177

Document Information

Grant Agreement #: 787177

Project Title: CHAlleNging Gender (In)Equality in science and research

Project Acronym: CHANGE

Project Start Date: 01 May 2018

Related work package: WP 4: Creating Gender Equal decision Making Processes and Bodies

Related task(s): Task 4.1: Gender benchmarking and awareness raising: decision making processes and bodies

Lead Organisation: UAVR

Submission date: 28/12/2018

Dissemination Level: CO

History

Date	Submitted by	Reviewed by	Version (Notes)
14/05/2018	UAVR	NTL	First draft of guidelines was provided 14/05/2018
23/06/2018	UAVR	NTL	Final version of guidelines sent to NTL - 25/06/2018
23/08/2018	NTL	UAVR	National information based on previous guidelines - 23/08/2018
05/11/2018	UAVR	NTL & Pat O'Connor	First draft of this report - 07/11/2018
15/12/2018	UAVR	Andrea Wolfram (RWTH)	Feedback on first version - 21/12/2018
27/12/2018	UAVR	Andrea Wolfram (RWTH) & Sandra Karner (IFZ)	Feedback on new version - 28/12/2018
28/12/2018	UAVR		Submitted final version

List of Abbreviations and Acronyms

Acronym	
BBC	Beit Berl College (Israel)
IFAM	Fraunhofer-Gesellschaft zur Förderung der Angewandten Forschung e.V., Germany
NIB	Nacionalni Institut za Biologijo (Slovenia)
NTL	National Team Leaders
UAVR	University of Aveiro (Portugal)
UNIZA	Zilinska Univerzita v Ziline (Slovakia)
WP	Work Package

Acknowledgement

We thank our advisors Prof. Pat O'Connor and Prof. Andrew Dainty for their very valuable feedback on the first version of this report.

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ABOUT THE CHANGE PROJECT

The main aim of CHANGE is to *support research performing organisations (RPOs) to design and implement gender equality plans*. This will be achieved by involving key actors, called *Transfer Agents (TAs)*, within each organisation who will together with the core consortium partners transmit co-produced gender equality knowledge inside their institutions.

This innovative approach will ensure the *promotion and sustainable institutionalisation* of the gender equality action plans (GEPs) beyond the project duration.

Furthermore, through mutual learning and networking CHANGE will enable partners to become resource centres skilled to provide gender equality knowledge and expertise to other RPOs and also RFOs (research funding organisations).

With such a co-production of knowledge approach and by building *communities of practice* among RPOs in each participating region, support and mentorship structures will be established and work even after the project is finished. Regular inclusion and exchange with national and European stakeholders (policy makers, researchers, ministries etc.) ensures a spill-over effect of CHANGE results to other RPOs and RFOs in their respective countries as well as with other ministries in the whole European area.

As one of many results, CHANGE will produce policy papers based on this strategic stakeholder involvement including actual policy makers and relevant stakeholders in the policy paper production. With this approach we aim at closing the research-to-action gap, respectively the theory-to-practice gap. Thus CHANGE contributes to a *structural change towards gender equality in the European Research Area* by stimulating institutional cultural change towards gender equal work environments in RPOs and fostering the importance of gender dimension inclusive research and innovation programmes in RFOs.

For more information see <http://www.change-h2020.eu>



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1 EXECUTIVE SUMMARY

This report results from the work developed in T 4.1 - Gender benchmarking and awareness raising: decision-making processes and bodies. The task leader was UAVR, but all participating RPOs were involved in this task. Data was collected and analysed between month 1 and 6. Each implementing partner institution identified the major decision-making processes and bodies (committees, boards, etc.) and their gender composition. UAVR provided guidelines for this data collection based on the conception of EIGE (2018) in order to gather data in a comparable way.

The main aim of this gender benchmarking report is to provide a baseline for evaluating the impact of CHANGE (WP 6) not only during the project time but also afterwards, since some of the strategic actions will take place after the end of the project (promoted by TAs). The gender segregated analysis of the decision-making processes and bodies is important to highlight the situation of women (and men) concerning gender equal decision-making but also to raise awareness for (potential) inequalities in the participating RPOs and the need for CHANGE. This part of the report (together with D 3.1) concerns decision-making processes and bodies in the CHANGE consortium.

The Gender Equality situation in Higher Education Institutes are influenced both by internal and external factors; it depends both on macro factors related to national contexts, i.e. economic, social, cultural and political structures that sustain and reproduce distinctive gender roles and the attributes of women and men (EIGE 2018), as well as on institutional and individual factors.

We try to understand gender and its (com)implications for those who do science and work in knowledge producing organisations. We follow the assumption of Jeff Hearn and Liisa Husu (2013) that gender relations and gendered power relations are important characteristics of higher education and science and technology systems. As such, gender and gender issues related with power and hierarchical relations in RPO and HEI can be understood as operating and as relevant to science and technology at several levels: who does science and technology, how science and technology are organised, and the construction of knowledge in science and technology (Hearn and Husu 2013).

2 GENDER EQUALITY IN THE FRAME OF NATIONAL CONTEXTS

The national environment, with its social, economic and political contexts, affects gender equality. With this in mind, we aim to identify the practices that best support gender equality in science and research in each national context, so that we can better understand the gender composition in decision making processes and bodies in the CHANGE consortium.

In this section, the aim is to examine the gender profile of each country, including economic participation and opportunity, educational attainment, health and political empowerment. It then examines the legislative framework for labour force participation of women and for Equal Opportunities (EO) and Affirmative Action (AA), including parental leave provisions, in all participating institutions.

The **Global Gender Gap Index**, compiled by the World Economic Forum (WEF), provides a useful snapshot of how the countries are ranked on key employment, educational, health and political empowerment indicators (Table 1). Before comparing the ranking of each of the five countries in this research, it is necessary to clarify what each of the Global Gender Report groupings imply.

Economic participation and opportunity: this includes the participation gap, the remuneration gap and the advancement gap.

Educational attainment: the gap between women's and men's current access to education is captured through ratios of women to men at primary, secondary and tertiary levels. A longer-term view of the country's ability to educate women and men in equal numbers is captured through the ratio of the female literacy rate to the male literacy rate.

Health: this category attempts to provide an overview of the differences between women's and men's health using two variables: first, the gap between women's and men's healthy life expectancy, calculated by the World Health Organisation (WHO). The second variable is the sex ratio at birth, which aims specifically to capture the phenomenon of 'missing women' prevalent in many countries with strong son preference.

Political empowerment: this includes mainly measures of the gap between men and women in political decision-making at the highest levels.

Table 1 - Global Gender Gap Index 2017

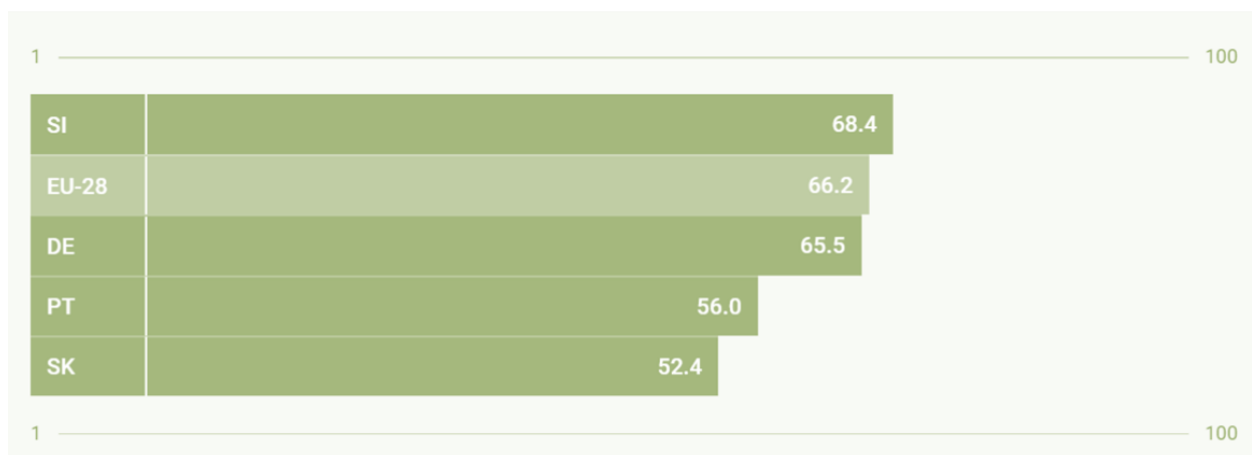
Index/ Country	Global Gender Gap Index Ranking		Economic Participation and Opportunity (F/M ratio)		Educational attainment (F/M ratio)		Health and Survival		Political Empowerment (F/M ratio)	
	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score
Germany (DE)	12	0.778	43	0.720	96	0.970	70	0.975	10	0.447
Israel (IL)	44	0.721	65	0.681	1	1.00	98	0.971	47	0.232
Portugal (PT)	33	0.734	35	0.730	70	0.992	55	0.977	43	0.240
Slovakia (SK)	74	0.694	79	0.662	1	1.00	1	0.980	89	0.135
Slovenia (SI)	7	0.805	13	0.801	1	1.00	1	0.980	11	0.440

Source: WEF (2017)

Interestingly, in this group of five countries, the two countries situated in Eastern Europe - Slovenia and Slovakia - are the two with the best (Slovenia) and worst (Slovakia) position in the rank of the Global Gender Gap Index Ranking in the group. It is precisely in the educational attainment that the five countries have the highest scores in the female/male ratio. In opposite, it is in the political empowerment that higher differences emerge between the countries, with Slovakia presenting the lowest score.

In the countries within the European Union is also possible to analyse the **Gender Equality Index** in a comparative way with the average of the European Union (28 countries) (Figure 1).

Figure 1 - Gender Equality Index 2015



Source: EIGE (2018)

This index measures gender gaps between women and men in six core domains (work, money, knowledge, time, power and health). The scores assigned to Member States range between 1 for total inequality and 100 for full equality. It is possible to see that only Slovenia has an index above the average of the 28 European countries, with Germany, Portugal and Slovakia scoring below the average. The last two countries (PT and SK) have the lowest scores, revealing more difficulties in promoting gender equality.

Basic laws in the five countries stipulate the principle of equal rights for women and men. In Germany, gender equality is guaranteed since 1949, in the Article 3 of the Basic Law for the Federal Republic of Germany – the German constitution. In Israel, it is assured since 1951 with Women’s Equal Rights Law, 5711 – 1951, where it is stated: *"A man and a woman shall have equal status with regard to any legal proceeding [...]"*. Equal rights between men and women are stipulated in the Portuguese Constitution since 1974. In the Eastern European countries, the attempts to stipulate equal rights are more recent. Gender equality was defined in Slovenia in 1991; in Slovakia the first commitments to gender equality started in the early 1990s (e.g. the Convention on the Elimination of Discrimination against Women (CEDAW) and the Beijing Declaration and Platform for Action). In all European countries, gender-equality policies were further developed with the influence of European Union (EU).

In order to understand the gender equality national context, which is relevant to better frame each RPO, the legal framework aiming to promote gender-balance, in the economic, political and social spheres, is analysed for each country in the next section.

2.1 ECONOMIC CONTEXT

Although gender equality in the economic context is quite distinct for each country, as illustrated in table 1, in most of the five countries there are policies defining positive actions to improve women’s position, both in public and private institutions. Except for Slovakia, in all countries there is a particular concern in promoting a higher participation of women in decision-making processes. In this context, only Israel has restricted this policy to public institutions with all the others including positive actions to promote women’s participation also in boards of corporate institutions (Table 2).

Table 2- Legal framework to promote women's integration in institutions top decisions

Country / EO Law	Germany (DE)	Israel (IL)	Portugal (PT)	Slovakia (SK)	Slovenia (SI)
Women’s quota on supervisory boards in private companies	√	X	√	X	√
Women’s quota on public institutions	√	√	√	X	√

Differences in the measures promoting gender-balanced participation in corporate/public institutions decision-making in the five countries can be analysed in more detail in Appendix I. Nevertheless, a summary is here presented.

In **Germany**, since 2014, there are quotas for women on supervisory boards of listed companies. Firms with more than 2,000 employees which are subjected to full co-determination must have, at least, 30% of women as their supervisory board members. Other companies are obliged to set their own targets for increasing the proportion of women on supervisory boards, management boards and top management levels. The law on equal participation of women and men in management positions came into force in 2016.

In terms of the public sector, an act has been amended with the objective of equal representation of women and men in bodies whose members can be determined by the Federal Government. Since 2018, a gender quota of at least 50% (30% in 2016) is applied to all new appointments to supervisory bodies in which the Federal Government holds at least three seats, with the same objective being applied to key bodies to which the Federal Government sends members. In addition, the Federal Equality Act has been comprehensively amended to increase the proportion of women in management positions in Public Service of the Federal Government and to improve the compatibility of family, care and career. In particular, the Federal Administration will be obliged to set specific targets for the proportion of women and men at each individual management level in the equality plan. Furthermore, concrete measures should be provided for how these should be achieved.

There are several gender equality-oriented legislation, ruling and government decisions in **Israel**, which are aimed at promoting meaningful and balanced presence of women in the public sphere, namely:

- The Women's Equal Rights Law (1951) aims to ensure full equal rights of women and men according to the principles outlined in the Declaration of Independence of the State of Israel.
- In an effort to expand women's participation in commissions of inquiry, as well as in public bodies, the Expansion of Adequate Representation of Women (Amendments) Law (2011) provides for the establishment of a databank of qualified women. This law requires appointing bodies to review information contained in the databank prior to appointment of members of commissions of inquiry and to consider the eligibility of qualified women candidates.
- The Gender Implications of Legislation Law (2007) imposes a duty to systematically examine the gender implications of any primary and secondary legislation before it is enacted by the Parliament; enforces public institutions to publish the data with regards to sex, in case they regularly collect and analyze

data regarding individuals for statistical or other purposes; determines that any woman who serves or is nominated to serve in the Israeli Defence Forces is equally entitled to any post as a man; and defines that a pregnant woman is granted the right to receive a public service without waiting in line.

- The Encouragement of the Advancement and integration of Women in the Work force and the adjustment of workplaces to Women's Needs Law (2008) defines monetary incentives and grants to be provided annually to employers in the private sector who endeavour to integrate and promote women in their business and who modify their workplace and work conditions to the needs of women and parents.
- The Mandatory Tenders Law (1992), in its Section on Encouragement of Women in Business, was first to recognize the principle of affirmative action by stating that when two or more bids have a similar highest result, the one to be chosen as the winner of the tender should be the business controlled by women.
- The Supreme Court Ruling 94/453 (1994) defined that governmental directorates should be equally composed of women and men.
- The Authority for the Advancement of the Status of Women Law (1998) aims to advance the status of women in Israel and coordinate between governmental and non-governmental bodies acting to promote the status of women.
- In 2014, the Israeli government made three significant resolutions regarding the promotion and integration of gender equality and Gender Mainstreaming in the civil service and the prevention of exclusion of women in the public arena. The resolutions define the implementation of those principles in the planning, budgeting and policy-making processes.
- The Civil Service Law (1959, with Amendment in 2000) determines that in all posts in the civil service there should be appropriate representation to both women and men. The representation of women in the top three ranks of the civil service is therefore reflective of the political visibility and representation of women at the senior levels of decision making and policy formulation.

Although the country is committed to improve gender equality, there is no law imposing quotas to for corporate institutions supervisory boards.

In **Portugal**, only in 2018 it was established that all public sector companies should have at least one third (33.3%) of women in their administrative and supervisory bodies. In listed companies, this proportion cannot be lower than 20% after the first elective general assembly on January 1, 2018, and one third (33.3%) from January 2020 onward.

Slovakia does not have its own regulations regarding gender equality, only regulations of the European Commission are applied. The exception is the Law on Equal Treatment in Certain Areas and Protection against Discrimination, which has brought a modification

of the principle of equal treatment, whose adherence rests in prohibition of discrimination for any reason.

Although **Slovenia** has no specific legislation that proposes a minimum share of both genders, the General Act on Gender Equality of 2002 determines that when appointing or proposing governmental representatives in public corporations or other bodies governed by public law, the Government must observe the principle of balanced representation of both genders. More recently, the Resolution on the National Programme for Equal Opportunities for Women and Men (2015–2020) defines several objectives in terms of equal economic independence, namely related to the increase of young women employment, the growth of the share of women and men in occupations and sectors in which they are underrepresented, and the fighting gender discrimination at work. It also aims to increase the share of women in executive and managerial positions in the economy by promoting gender-balanced representation in decision-making positions in companies and implementation of programmes and projects to encourage women to take up managerial positions in companies.

Taken the data presented previously from the Global Gender Report (2017), it is in the political arena that the scores on equality are lower for all the countries, with the exception of Slovakia. In this context, it is relevant to analyse this dimension in a more detailed way.

2.2 POLITICAL CONTEXT

Taken the data presented previously from the Global Gender Report (2017), it is in the political arena that the scores on equality are lower for all the countries when compared with the scores for the other equality dimensions. In this context, it is relevant to analyse this dimension in a more detailed way, because from this area arises signalling effects on the area of higher education.

The comparative analysis between the countries concerning the formulated and implemented policies to promote a higher participation of women in the political arena reveals relevant differences. It is only in Portugal that positive policies exist, with all the other countries having some measures that can be classified in a more broad context or even only dependent from political parties' initiatives, as is the case in Germany (Table 3).

Table 3- Legal framework to promote women's participation in political decision-making processes

Country / EO Law	Germany (DE)	Israel (IL)	Portugal (PT)	Slovakia (SK)	Slovenia (SI)
Women's quota on political parties	X	X	√	X	√
Other initiatives to promote women's participation in politics	√	√	X	X	√

The five countries present, in fact, quite different initiatives to promote women's participation in political decision-making (more details in Appendix II).

In **Germany**, political parties mainly assume these initiatives. Several political parties have defined quotas for women:

- In 1979, during the foundation of the “Grünen”, it was decided that at least half of all offices should be occupied by women.
- In 1988, the Social Democratic Party adopted a 33% gender quota for offices and mandates, increasing it to 40% in 1998.
- The Christian Democratic Union of Germany discussed, in 1994, a proportion of one-third of women and in 1996 introduced a so-called women's quorum.
- The party “Die Linke” decided on a women's quota which stipulates that all ministries will be filled with at least 50% women, just like the reserve lists for the various parliamentary elections.
- In 2010, also a Christian conservative party in Bavaria decided that 40% of the offices above the local and district level of the party bodies will be filled with women. At local and district level, the regulation is a non-binding recommendation.

In **Israel** women's representation in the political arena has been at the centre of academic and public debate in Israel for over a decade. On the one hand, Israel is positively characterized by democratic rules and policy guidelines, such as equal rights, equal representation and pluralism; on the other hand, the rate of women in politics is below their actual share in the population, and there is no women’s quota in either national or municipal governance. This distinct gap between policy and practice has led political parties to implement various active measures in order to enhance women’s representation in politics.

At the national level, there has been an attempt to constitutionalize a women’s quota to political parties, by which parties would be financed during election in accordance with their complying with the women’s quota. The amendment has not been yet accepted in the Parliament. On the municipal level, the law that defines the elections' financing establishes financial bonuses to be given to parties where women are assigned in

feasible/electable places. Parties where at least one third of their candidates are women will receive an addition of 15% to their pre-defined-by-law election budget. This applied at the municipal elections on October 2018.

In **Portugal**, a Parity Law was approved in August 2006, defining that all lists presented for local, legislative, and European elections must guarantee a minimum representation of 33% for each sex. Parties that do not respect this minimum are fined. A 50% reduction is applied to parties' public subsidy for electoral campaign when either sex fails to attain 20% of positions, and reduced to 25% when the proportion is between 20-33% and when parties do not comply with the placement mandate. None of these sanctions applies if the list is shorter than three candidates.

The Equal Opportunities for Women and Men Act in **Slovenia** establishes that an unequal representation in several aspects of the social context is regarded with less than 40% representation of either gender. The Resolution on the National Programme for Equal Opportunities for Women and Men (2015–2020) defines several objectives in terms of the balanced representation of women and men in decision-making positions, namely:

- to increase the share of women at all levels of political decision-making by increasing the minimum share of women and men on the electoral lists for the National Assembly to 40% and implementing of projects and programmes to encourage women to enter politics and to raise awareness of the importance of gender-balanced representation in politics;
- to increase the share of the underrepresented sex in governmental bodies, expert councils and bodies governed by public law;
- to increase the share of women in decision-making in educational, scientific, higher education, cultural, media, sports and other organisations using promotional activities.

The Resolution also aims to foster terms of gender equality in foreign policy and international development cooperation, by

- increasing Slovenia's visibility as an initiator and promoter of ideas and projects related to gender equality at bilateral and multilateral levels by promoting the participation of Slovenian experts in relevant international bodies and empowering women at the international level, including the organisation of events and leadership of initiatives;
- empowering women in developing countries and improve their social and economic situation using bilateral projects; and (iii) strengthening the role of women in ensuring international peace and security and to protect women in conflict situations by increased involvement of women in international operations and gender mainstreaming in policies.

In **Slovakia**, similarly to the economic context, there are no specific regulations regarding gender equality in political decision-making bodies, only regulations of the European Commission apply. The exception is the Law on Equal Treatment in Certain Areas and Protection against Discrimination.

2.3 SOCIAL CONTEXT

In what concerns the social dimension, related with support to maternity and working hours, there is a high consistency between the five countries. As presented in table 4, all have support to maternity and parental leave, as well as support to family. The working hours are also quite similar between them.

Table 4- Working hours, maternity protection and parental leave

Country / EO Law	Germany (DE)	Israel (IL)	Portugal (PT)	Slovakia (SK)	Slovenia (SI)
Maternity protection	√	√	√	√	√
Parental Leave	√	√	√	√	√
Working day/week	No more than 48 hours per week/ 10 hours maximum day	No more than 45 hours per week/ 8 hours/ 10 hours maximum day	40 hours week / working day - 8 hours	40 hours a week	40 hours week / working day - 10 hours
Law protection to give support to family	√	√	√	√	√

Notwithstanding, in the five countries where CHANGE will be in place, there are differences regarding the length; terms of appliance, i.e. conditions; working hours; parenthood leaves; medical treatment conceded to pregnant women and mums, etc. (Appendix III). This section summarises the social context of CHANGE partners.

Parental Leave (cf. Appendix III, table III.1)

Germany is the oldest country in terms of Maternity leave legislation, which is regulated since 1952, followed by **Israel**, which is one of the leading Western countries regarding prenatal diagnosis (since 1954). For example, in Israel, several kinds of prenatal medical examinations are offered routinely (subsidized by the national health care system) to every pregnant woman and in every pregnancy, and even before pregnancy, encouraged by the medical, religious and governmental institutions.

Regarding Maternity Leave, at the present, **German** expectant mothers may be employed in the last 6 weeks before delivery only with consent. After childbirth there is an

employment ban of 8 weeks or 12 weeks for premature and multiple births. In the case of medical premature births and other premature deliveries, the maternity protection period is extended after birth by the days which could not be claimed before delivery. If a disability is identified within 8 weeks after birth, the mother may request an extension of the protection period from 8 to 12 weeks. Beside the general protection periods, the Maternity Protection Act provides for general employment bans (e.g. piecework, assembly line, overtime, Sunday or night work) and individual employment bans based on a medical certificate to protect the mother-to-be and her child. In order to protect women from financial disadvantages during this period, the Maternity Protection Act regulates various maternity benefits, such as the maternity allowance, the holiday entitlement (e.g. a reduction of holidays due to maternity protection employment bans is not permitted), protection against dismissal (e.g. termination of the employment by the company is not permitted from beginning of pregnancy until 4 months after childbirth so as termination after miscarriage after the twelfth week of pregnancy is also inadmissible).

In terms of parental leave, in Germany each parent is entitled to parental leave to care for and educate their child until they have completed their third year of life. During parental leave, the main obligations of the employment relationship are suspended, but the employment relationship remains and after the end of parental leave, there is a right to return to the previous working hours. Since the employment relationship is only suspended during parental leave and fully revived at the end of parental leave, the employee must be employed in accordance with the agreements made in the employment contract. Mothers and fathers can transfer 24 months of parental leave to the period between the third birthday and the completion of the child's eighth year without an agreement of the employer. Each parent can divide his or her parental leave into 3 periods. However, the employer may refuse the third part of parental leave for urgent operational reasons if it is between the third and the child's eighth birthday. Distribution to further or more than three periods is only possible with the agreement of the employer.

In **Israel**, maternity leave lengths 15 weeks or 17 weeks in case of twins, in which the mother can choose to take up to 7 weeks before the expected date of giving birth. The maternity leave is also given in case of adopting a child under the age of 10. Amendments made in 2017 to the law establish that a spouse of a woman who gave birth can divide the maternity and parental leave period for a minimum period of 1 week, and not 3 weeks as the law mandated previously. Further, the Amendment establishes that a man whose wife is independently employed and who is entitled to a maternity allowance, will be entitled to split the maternity and parental leave period, similar to the entitlement of a

spouse whose wife is a salaried worker. Since 1954 that the legislation stipulates that rights of seniority at work cannot be harmed by absence from work for maternity leave.

In **Portugal**, Law 120/2015 has introduced important changes to the father's compulsory parental leave, from 10 to 15 working days, consecutive or interpolated, adding new rules to the Labour Code which dictates that the father must enjoy the leave within 30 days following the child's birth, 5 of which can be enjoyed consecutively immediately after the birth, corresponding to the payment of a parent allowance. Both parents have the right to the initial parental leave of 120 (ca. 7 weeks) or 150 (ca. 21 weeks) consecutive days, which may be shared by the father and the mother upon the birth of the child, and after the compulsory 42 days taken by the mother. The new law has added that the parental leave may be taken simultaneously by both parents between the 120 and the 150 days. Therefore, at the most, father and mother can enjoy 15 days' leave together. Also, if both parents work in the same company (with fewer than 10 employees), the simultaneous use of the initial parental leave depends on the employer.

The maternity leave in **Slovakia** is provided by the employer to the employee in respect of childbirth and the care of the born child, for a duration of 34 weeks (37 weeks for a single mother and 43 weeks to the woman who gave birth to 2 or more children). And, similarly to Germany, the parental leave in Slovakia to deepen childcare until the day the child reaches 3 years of age, and in relation to the care of a born child, a man also has the same parental leave if he cares about a born child.

In 2015, **Slovenia** introduced a national programme for equal opportunities for women and men 2015–2020 aiming at:

- reconciling work, private and family life by strengthening of support services (occasional child care, school-holiday care, active family leisure time, information points for families, household help, meals at work and school meals, etc.);
- increase the share of fathers who take parental leave and sick leave to care for family members and work part-time due to parenting;
- promote more equal division of parental roles after divorce by modernisation of arrangements regarding child custody and contact; and
- eliminate stereotypes about gender roles in society, family and relationships and to facilitate more equal division of care and housework.

In terms of social inclusion and women's and men's health, the 2015–2020 national programme for equal opportunities for women and men in Slovenia aims at

- increase social inclusion and decrease the risk of poverty for women (especially elderly women living alone, single-parent families, and deprived groups of women;

- to improve health and reduce gender health inequalities by allowing equal access to health services and treatment, and
- to improve the sexual and reproductive health of women and men by strategic education and knowledge dissemination.

In this framework, maternity leave normally starts 28 days before the expected date of childbirth for a period of 105 days. Paternity leave with benefit is 15 calendar days or 11 working days, 50 calendar days (35 working days with the payment of social security contributions) and 5 calendar days with benefits from the end of parental leave until the child completes the first grade of primary school. Others who actually nurse or care for a child immediately after its birth are also entitled to parental leave. Parental leave is intended for a mother and father for a period of 130 days for each parent (total of 260 days). The mother may transfer 100 days of parental leave to the father, while 30 days are non-transferable and may only be used by the mother (the father may use 230 days at most and 260 days only exceptionally). The father may transfer to the mother his 130 days of parental leave (the mother may use all 260 days). Parental leave is extended in the case of birth of twins or several children, a premature infant or a child who needs special care. The number of days intended for a child's illness in Slovenia is limited according to the individual case (and not annually), i.e. to no more than 7 working days (and up to 15 working days for children under 7 or older children with a moderate, severe or profound mental and physical handicap). The right to compensation may be extended to 30 working days for care of a child under the age of 7 or an older child with a moderate, severe or profound mental and physical handicap when this is necessary due to the medical condition of the child. Absence due to child's illness may be extended exceptionally up to 6 months (e.g. sudden worsening of the child's health).

With respect to the length of working week and working day, in **Slovenia** full working time shall not exceed 40 hours a week and a working day may not exceed 10 hours. The daily, weekly and monthly time limitations may be regarded as an average limitation over the period stipulated by an act or collective agreement and may not exceed 6 months. In Slovenia, part-time work is regulated by the Parental Protection and Family Benefits Act, which states that one of the parents of a child less than 3 years has the right to part-time employment. In families of 2 children or more, this right is prolonged until the youngest child completes the first grade of elementary school. Part-time work equals half of the weekly work, i.e. typically 40 hours. Workers have the right to annual leave in individual calendar years, which may not be shorter than 4 weeks, regardless of whether s/he works full-time or part-time. A worker shall have the right to one additional day of annual leave for every child in his family under the age of 15.

According to the Slovenian Employment Relationships Act, employers may not publicly advertise job vacancies only for men or only for women, unless the employment of a

member of one sex represents a significant and decisive condition for work and such a requirement is proportionate to and justified by a legitimate objective and employers are obliged to provide equal pay for equal work and for work of equal value to workers regardless of their sex. With respect to parenthood, this Act states that during pregnancy and throughout the time a mum is breastfeeding, a female worker may not carry out work, which might present a risk to her or her child's health due to exposure to risk factors. A worker who is caring for a child under the age of 3 may be ordered to work overtime or at night only upon his prior written consent. Also, the employer may not cancel the employment contract with a female worker during the period of her pregnancy or with a female worker who is breastfeeding a child of up to 1 year of age, nor may the employer cancel the employment contract with parents in the period when they are on parental leave uninterruptedly in the form of full absence from work and for one month after the end of such leave. A bit different situation, i.e., not so rigid in terms of legislation is found in Germany.

Working time (cf. Appendix III, Table III.2)

In terms of working hours, and due to the autonomy of collective bargaining, the **German** Law regarding the protection of workers does not explicitly regulate the weekly working hours, but defines maximum permissible working hours and work prohibitions on certain days, i.e. there is a broad framework, essentially based on health protection, in which the collective bargaining parties can operate with their agreements. Thus, the Law on Working Hours provides that the working hours of workers may not exceed 8 hours, which results in a maximum regular weekly working time of 48 hours. The daily working time can be extended up to 10 hours, if within 6 calendar months or within 24 weeks on average 8 hours per working day are not exceeded. This results in a short-term maximum weekly working time of 60 hours.

In turn, the upper limit for weekly working time in **Portugal** is 40 hours and the maximum for a working day is 8 hours. There are legal regulations on part-time work in order to support employees with care responsibilities, namely to employees with children under 12 years old or, regardless of the age, if they are disabled or chronically ill, are given the opportunity to choose to work part-time or on flexible time (in which the employee may choose, within certain limits, the start and finish of the daily working hours), without incurring any penalty in terms of career progression, similarly to what happens in Slovenia. Parents with children up to 3 years old may also request to work at home, under the "telework" regime if their job is compatible with its tasks, and if the employer has the resources and means to implement this labour regime.

Since February 2009, a new labour law reform was introduced in Portugal in order to establish greater flexibility in the organisation of working time. Included in this reform

are legal provisions on ‘group adaptability’, the ‘hours bank’ (annual ‘working time accounts’ of 200 hours) and ‘concentrated work schedules’.

In **Slovakia** working time is up to 40 hours a week and can be divided evenly or unevenly. With a disabled employee, a pregnant woman, a woman or a man who permanently cares for a child younger than three years, with an employee (single parent) who permanently cares for a child under 15 years of age it is possible to lay out the working time unequally only in agreement with him/her.

A young employee under the age of 16 has a working time of no more than 30 hours a week, even though he/she works for multiple employers. A young employee aged over 16 has a working time of at most 37 and 1/2 hours a week, even though he/she works for multiple employers. The working time of a juvenile staff member may not exceed 8 hours within 24 hours. An employee may in the calendar year perform overtime work for not more than 400 hours.

In **Israel**, Law 5711-1951 provides definitions on working hours, over-time hours, night work and weekly rest. According to the law, a standard working day in the public sector includes 8 hours, and no more than 10 hours, and an overall total of no more than 45 hours per week. At night work or at working days prior to weekly rest or holidays, a working day will include 7 hours, unless agreed otherwise in a signed contract between the employer and the employee. The work regulations could be altered only by the minister of labour, social affairs and social services.

Public sector employees are entitled to a longer period of “parenting hour” – through a child’s first birthday – than granted to other employees in Israel. They also have an 8 hour, rather than 8.5-hour workday at full pay through a child’s eighth birthday benefits to be taken by either the mother or father, not both. In addition, a pilot program allowing individuals to work some hours from home is under development, and is designed specifically to encourage a higher share of women among public sector managers.

According to the Employment (Equal Opportunities) Law, 5748-1988, a female employee is entitled to absence from work by reason of illness of her child, and such right shall also vest in a male employee employed at a place where the terms apply if his spouse is an employee and is not absent from work by virtue of entitlement. Law 5714-1954 pertaining Employment of Women Law contains provisions on the prohibition of night work (with exceptions), absences from work, protection from dismissal during maternity leave, register of female workers, labour inspection and penalties without harming the rights of seniority at work. Amendments have been made to this law, and in 2017, it was stipulated that a male or female employee who is “employed in a full-time position” is entitled to exercise the parental hour alone or alternately with his spouse for

the first four months following the end of the period of parental leave. “Full-time position” for the purpose of exercising the parental hour right is defined as the lower of what is accepted in the employee’s workplace or at least 174 hours per month for the woman or her spouse (in general full-time employment in Israel amounts to 186 work hours per month).

Already in 1996, with the Male and Female Workers Equal Pay Law 5756-1996 it was stipulated the right to equal pay for equal work, and for suits and class action suits as a remedy against discrimination. Regarding Sexual Harassment, Law 5758-1998 prohibits sexual harassment, including within the realm of labour relations, in order to protect human dignity, liberty and privacy, as well as to promote equality between the sexes. Curiously, in the assessment of the social context, only Israel presents clear legislation on Sexual Harassment (5758-1998). In Portugal, only in 2017 it was drafted a law (73/2017) setting a specific protection regime for the complainant and witnesses in harassment situations. In every country of our countries there are regulations on weekly and daily rest during the working journey, so that the employee has a minimum rest period between shifts in a working day and once a week has (generally speaking) two consecutive days of continuous rest.

This comparative analysis between the countries reveals that there are relevant actions already in place in the national legal framework that can be seen as positive to design and implement GEP in higher education institutions. In this context, Slovenia seems to be the country with a more positive environment since it is one of the countries with the best score in promoting gender equality. However, positive initiatives are found in all countries. For instance, all the countries, with Slovakia exception, have women’s quota on public institutions. This is highly relevant since the majority of higher education institutions are public institutions. The protection to maternity and paternity seems to be a concern for all countries, although relevant differences are found in the time conceded to mothers and fathers to take care of the child. Finally, although all the countries seem to have concerns on assuring non discrimination in the workplace based on sex, Slovenia seems to be the country with more initiatives concerning work-private life balance.

3. WOMEN IN HIGHER EDUCATION

Gender inequality in Higher Education is usually analysed based on the composition of the student and staff population in higher education. The subjects studied by men and women along with gender composition in each academic rank are two indicators of the well-known phenomena of horizontal and vertical segregation.

In student population, gender inequality has been decreasing (Tight, 2012). The presence of women is evidenced not only in first degrees but also in post graduation and PhD studies. In 2012, women were the majority of PhD graduates in Portugal and almost the majority in the other countries (Table 5).

Table 5- Indicators of Gender Inequality in Higher Education

Indicators	Germany (DE)	Israel (IL)	Portugal (PT)	Slovakia (SK)	Slovenia (SI)
Proportion (%) of PhD graduates (2012)	45%	n.a.	56%	49%	50%
Proportion of women researchers (2012)	26.8%	n.a.	45%	42.3%	35.8%
Proportion of women researchers in Higher Education sector (2012)	36.9%	n.a.	49.1%	45.1%	41.7%
Part-time employment of researchers in the higher education sector out of total researcher population (2012)	32.2%	n.a.	3.5%	9.9%	4.1%
'Precarious' working contracts of researchers in the higher education sector out of total researcher population (2012)	19.3%	n.a.	16.7%	18.8%	9.4%
Gender pay gap (%) in the economic activity 'Scientific research & development' (2010)	19.3%	n.a.	11.9%	20.4%	16.3%
Proportion of RPOs that adopted gender equality plans (2013)	81%	n.a.	7%	4%	16%
Proportion of women academic staf (2013)	37.7%	43%*	49.2%	44.0%	37.9%
Grade A	17.3%	15%*	25.0%	23.7%	22.5%
Grade B	22.8%	27%*	39.5%	39.3%	34.6%
Grade C	28.8%	43%*	47.3%	49.3%	45.5%
Grade D	42.9%	53%*	53.3%	55.7%	52.6%
Glass Ceiling Index (2013)	1.34	n.a.	1.75	1.82	1.64
Proportion of women heads of institutions in the higher education sector (2014)	16.5%	n.a.	29.8%	13.9%	30.5%
Proportion of women heads of universities or assimilated institutions	16.8%	n.a.	20%	14.3%	26.8%

based on capacity to deliver PhDs (2014)					
Proportion of women on boards, members and leaders (2014)	25%	n.a.	21%	21%	32%
Women to men ratio of authorships (when acting as corresponding author) in all fields of science (2011–2013)	0.5	n.a.	0.7	0.6	0.6

*2014/2015

Source: She Figures (2015)

Although women are the majority as students, the proportion of women is lower in the researchers group. The country with the highest proportion of women in this group, both in the economy in general and in higher education, is Portugal with 45% and 49.1% respectively. It is well-known in the literature how working conditions have been worsening for researchers in higher education (Carvalho & Diogo, 2017). Data on table 5 reveal that the part-time employment of researchers in the higher education sector out of total researcher population (2012) is relevant mainly in Germany (32.2%) with the other countries having scores of less than 10%. Precarious' working contracts of researchers in the higher education sector is more expressive in all countries with the exception of Slovenia. Slovakia is the country where the Gender pay gap in the economic activity of 'Scientific research & development' is higher (around 20%).

The vertical segregation is evidenced in all countries. Although in the initial positions women are more than 50% (with the exception of Germany), in the top positions (Grade A) the highest proportion is of 25%, in Portugal. In the same line, the proportion of women heads of institutions in the higher education sector as well as the proportion of women on boards, members and leaders is below 30% for all countries (with the exception of Slovenia).

These data reveal that in spite of changes in the participation of women in higher education as students and in the initial grades, the positions of power are still dominated by men. In the following section the gender balance in decision-making bodies in the five countries is analysed.

4. INSTITUTIONAL CONTEXT: PROCESSES AND BODIES OF DECISION-MAKING

All institutions in this project belong to the Higher Education and Scientific Sector but they are quite different from each other. Taking the institutions' mission (Appendix IV) one can identify two sub-groups: one of research-only institutions, including IFAM and NIB, and another of research and teaching institutions (UAVR, UNIZA and BBC). While the first two (UAVR and UNIZA) are university institutions with several different training programs, BBC is a multidisciplinary college focused on the pedagogical training of educators.

Taking these different missions, they also have distinct organizational structures (Appendix V). Research only institutions have few bodies (IFAM-7 and NIB-8); when compared with the teaching and research institutions (UNIZA-9; UAVR-11; and BBC – 15).

In this part of the comparative report, an analysis of the existent decision-making bodies in all partner institutions, with gender segregated data, is presented. This information is important to highlight the situation of women (or men) concerning gender equal decision making, but also raise awareness for (potential) inequalities in the participating institutions. In each partner institution, information was collected on the following nature of governance structures:

- Governance bodies or decision-making committees – Bodies responsible for overseeing the activities, determining the future direction and monitoring progress against strategic ambitions;
- Scientific and pedagogic bodies – Bodies responsible for the scientific and pedagogical decisions strategic and operational decisions;
- Management bodies – Bodies related with the operational running of the organisation;
- Advisory bodies – Bodies that provide advices to any of the previous bodies but without authority to take decisions.

The specific mission of each body along with the way members are designated to them is detailed for each partner institution in the Appendix V.

Table 6- Gender Composition in the decision-making bodies

Bodies/ Institution	Governance bodies		Scientific & pedagogic bodies		Management bodies		Advisory bodies	
	Male	Female	Male	Female	Male	Female	Male	Female
IFAM	100%	0%	85%	15%	–	–	100%	0%
BBC	76%	24%	49%	51%	64%	36%	44%	56%
UAVR	69%	31%	55%	45%	70%	30%	75%	25%
UNIZA	77%	23%	86%	14%	93%	7%	–	–
NIB	62%	38%	20%	80%	19%	81%	29%	71%

It is relevant to see that in all RPOs men occupy in majority the decision making bodies. There are few exceptions when women are more than 50% of decision making bodies.

The analysis of governance bodies or decision-making committees concerns the analysis of the bodies which are responsible, in each institution, for overseeing the activities, determining the future direction and monitoring progress against strategic ambitions. At this level, almost all institutions (the exception is IFAM which has two directors) have a singular or unipersonal body, meaning a body in which the decision is taken by a single person. Universities (UAVR and UNIZA) have a Rector and the college (BBC) a President. Research institutions (NIB and IFAM) have a Director. The only institution which has a woman in these bodies is BBC. The exceptional situation of BBC results from the fact that this institution is mainly constituted by female members. All the institutions have specific bodies which provide support to this unipersonal body. Universities – UAVR and UNIZA – have the rectoral team and the vice-rectors team respectively. The research institutes – IFAM and NIB – have a deputy director. In the case of UAVR and BBC the performance of the leader (Rector and Director) is supervised by a Board of trustees. At almost all these institutions there is also a management body which is responsible for the administrative, asset and financial (and, in some cases, Human resources) management of the institution. This body have different names in each institution (Management Council or Board at UAVR; and University management at UNIZA). At IFAM there are two interrelated bodies with this aim, namely the administrative director and the executive board of materials-division. At UAVR, NIB and UNIZA different bodies have a highly relevant role in adopting and change general acts as the Statute, namely the General Council, in the first case and the Board of Governors in the second and the Academic Senate in the third. In all the members are representants of different groups of stakeholders (both internal and external). Adding to this, the General Council, at UAVR also elects the Rector.

The gender distribution in these bodies that constitute the governance bodies or decision-making committees is also distinct for each institution, but, in general one can say that there is a tendency for having a higher presence of men when compared to women in all of them. IFAM is the only case where 100% of these bodies are occupied by men. Then, at UNIZA 77% of roles are developed by men and 23% by women. At UAVR the percentage of men is 69% against 31% of women. At NIB the ratio is 62% for men and 38% for women. Finally, at BBC, which is the institution with the highest number of female staff, the ratio is 76% of men against 24% of women in these roles. The detailed information about the gender composition of each governance body can be found in the next table (7).

Table 7- Gender Composition in the Governance bodies

Governance bodies		Men	Women	Total
IFAM	Director	2 (100%)	0 (0%)	2
	Deputy Director	1 (100%)	0 (0%)	1
	Administrative Director	1 (100%)	0 (0%)	1
	Executive Board of the shaping and functional materials-division	4 (100%)	0 (0%)	4
BBC	President	0 (0%)	1 (100%)	1
	Board of Trustees	22 (78.6%)	6 (21.4%)	28
UAVR	Rector	1 (100%)	0 (0%)	1
	Rectoral Team	8 (66.7%)	4 (33.3%)	12
	Board of Trustees	4 (80%)	1 (20%)	5
	General Council	12 (63.2)	7 (36.8%)	19
	Management Council/ Board	4 (80%)	1 (20%)	5
UNIZA	Rector	1 (100%)	0 (0%)	1
	Academic Senate	31 (72.1%)	12 (27.9%)	43
	University management	5 (83.3%)	1 (17.7%)	6
	College of Rector	13 (86.7%)	2 (13.3%)	15
NIB	Director	1 (100%)	0 (0%)	1
	Deputy Director	2 (100%)	0 (0%)	2
	Board of Governors	2 (40%)	3 (60%)	5

The analysis of the scientific and pedagogic bodies, meaning the bodies that are responsible for the scientific and pedagogical decisions at the strategic and/or operational level, also reveals the existence of similar and distinct bodies, as well as some similar tendencies concerning the gender composition. The scientific council is common to UAVR, UNIZA and NIB and its members take decisions concerning the University's plan of scientific activities and its scientific policy. With a similar statute UAVR has a pedagogical council responsible for the university educational affairs. IFAM and BBC have different bodies at this level which may be related with their own mission. While IFAM has only two bodies: the head of department and the working group leader; BBC has 5 different bodies all with responsibilities at the teaching or research level, namely: Vice President for Academic Affairs; Academic Council, The Institutional Appointments Committee, Academic Council Committees (School Teaching Committees), and Head of Research Authority.

UNIZA and IFAM are the institutions where the gender gap is stronger in the scientific and pedagogical bodies. In the first case, there are 86% of men in these bodies and, in the second 85%. UAVR and BBC are the institutions with a greater gender balance 55% of men in the first and 49% in the last. Finally, at NIB the gender imbalance is the opposite meaning that there is only 20% of men in its scientific and pedagogical bodies.

Table 8- Gender Composition in the Scientific and Pedagogic bodies

Institution	Scientific & pedagogic bodies	Men	Women	Total
IFAM	Head of department	20 (95.2%)	1 (4.8%)	21
	Working group leader	32 (80%)	8 (20%)	40
BBC	Vice President for Academic Affairs	1 (100%)	0 (0%)	1
	Academic Council	12 (54.5%)	10 (45.5%)	22
	Institutional Appointments Committee	7 (77.8%)	2 (22.2%)	9
	Academic Council Committees	23 (39.7%)	35 (60.3%)	58
	Research Authority	5 (31.3%)	11 (68.7%)	16
UAVR	Scientific Council	12 (50%)	12 (50%)	24
	Pedagogical Council	15 (60%)	10 (40%)	25
UNIZA	Scientific Council	25 (86.2%)	4 (13.8%)	29
	Governing Board	12 (85.7%)	2 (14.3%)	14
NIB	Scientific Council	2 (20%)	8 (80%)	10

When referring to management bodies one intends to consider all the institutional bodies related with the operational running of the organization. The dominant bodies at this level are the Deans (UAVR, BBC and UNIZA) and the directors or coordinators of research units (UAVR, NIB and UNIZA). At UAVR the executive commission is the body which is constituted to support the Deans' role. At this level, it is also relevant to highlight the existence of the Dean of Students, at BBC along with the Board of Directors

(Governing Council) and the Director General (CEO). Probably due to its smaller dimension, IFAM has no body in this level.

Concerning the gender composition, two institutions have a stronger gender imbalance but in opposite directions. While at UNIZA 93% of these bodies are occupied by men, at NIB 80% are occupied by women. At UAVR and BBC the gender imbalance also exists but is less expressive. At UAVR men represent 70% and at BBC 64.3%.

Table 9- Gender Composition in the Management bodies

Institution	Management bodies	Men	Women	Total
IFAM	-	-	-	-
BBC	Board of Directors (Governing Council)	6 (66.7%)	3 (33.3%)	9
	Director General (CEO)	1 (100%)	0 (0%)	1
	Deans, Head of Schools	1 (33.3%)	2 (66.7%)	3
	Dean of Students	1 (100%)	0 (0%)	1
UAVR	Deans	19 (95%)	1 (5%)	20
	Executive Commission	50 (64.1%)	28 (35.9%)	78
	Coordinators of Research Units	13 (68.4%)	6 (31.6%)	19
UNIZA	Faculty Deans	6 (85.7%)	1 (14.3%)	7
	Directors/ Coordinators of Scientific & Research Units	7 (100%)	0 (0%)	7
NIB	Heads of Research Sector	0 (0%)	4 (100%)	4
	Joint Services	4 (23.5%)	13 (76.5%)	17

The advisory boards correspond to those that provide advices to any of the previous bodies but without authority to take decisions. The dominant body at this level is the council of ethics, present at UAVR, BBC and NIB. A body related with disciplinary commission is also present at UAVR and UNIZA. A similar presence have the Trade unions (NIB and BBC). There is a significant number of other bodies that exist only in a specific institution (like Student Ombudsman at UAVR; auditing body and The Gender Equality Officer, at BBC; and, the Board of Trustees at IFAM).

Table 10- Gender Composition in the Advisory bodies

Institution	Advisory bodies	Men	Women	Total
IFAM	Board of trustees	11 (100%)	0 (0%)	11
BBC	Auditing Body	1 (100%)	0 (0%)	1
	The Institution Committee of Ethics in Research	3 (42.9%)	4 (57.1%)	7
	The Gender Equality Officer	0 (0%)	1 (100%)	1
	Academic Staff and Trade Unions	n.a.	n.a.	n.a.
UAVR	Council of Ethics	9 (75%)	3 (25%)	12
	Disciplinary Commission	5 (71.4%)	2 (28.6%)	7
	Student Ombudsman	1 (100%)	0 (0%)	1
UNIZA	Disciplinary Commission	n.a.	n.a.	n.a.
NIB	Ethics Board	2 (40%)	3 (60%)	5
	Trade Unions	18 (28.1%)	46 (71.9%)	64

The analysis of the gender composition of these bodies reveals again relevant differences between institutions. At IFAM only men develop a role in these bodies and at UAVR they represent 75%. Their presence is less expressive in BBC (44%) and in NIB they only constitute 29% of all members.

5. CONCLUSIONS

The economic, political and social reality of the five countries of the partner institutions is quite diverse, although being possible to identify some similarities. The comparative analysis reveals that the national context may influence in more or less positive ways the GEP that are going to be designed and implemented in this project. According to the Global Gender Gap Index 2017, Slovenia is the country with the best position which may be translated in a more open and receptive institutional environment to the implementation of GPEs. Furthermore, if one takes into account the score related with political empowerment Slovakia, Israel and Portugal being the countries with a less relevant position of women in power positions, may also be the countries where actions to promote gender balance in top decision-making positions in the institutions may be more difficult to implement. Actually, in these countries one may expect the presence of a stronger association between power and the traits of hegemonic masculinity. Adding to these, the positions of the European countries in the Gender Equality Index (2015) also

reveals that Portugal and Slovakia have had a lower capacity to promote gender equality. In this context, these countries may be those with a less positive national environment that may translate in more cultural obstacles to the implementation of GEPs in higher education institutions.

Concerning the legal framework, there are also relevant differences between the countries that may translate in more or less openness to the implementation of GEP in higher education institutions. In **Germany** and in **Portugal** there are quotas for women on supervisory boards of listed companies (30% and 20% (33.3% from 2020 onward), respectively) and public sector companies (50% and 33.3%, respectively). In **Slovenia** the General Act on Gender Equality determines the Government must have in mind a gender-balanced representation when appointing or proposing governmental representatives in public corporations or other bodies governed by public law. **Slovakia** does not have gender-specific regulations in terms of the promotion of women in the economic and public spheres, the same happening in the political sphere.

Although **Israel** has quite a few rules and policy guidelines on equal gender representation, the rate of women in politics is below the expected. Despite there are no women's quota in either national or municipal governance, political parties implemented various active measures in order to enhance women's representation in politics. In **Germany** several political parties have defined quotas for women and in **Portugal** a Parity Law was approved defining that all lists presented for local, legislative, and European elections must guarantee a minimum representation of 33% for each sex, existing sanctions for those who do not comply with the rules. In **Slovenia**, the Resolution on the National Programme for Equal Opportunities for Women and Men defines several objectives in terms of the balanced representation of women and men in decision-making positions (establishing a minimum share of 40%).

Partners' institutions in each country are quite different. Taking their missions, it is possible to group them as Research only institutions – IFAM and NIB and teaching and research institutions – UNIZA; UAVR and BBC. As their size is also different the number of decision-making bodies vary between them. Nevertheless, when analysing the number and nature of these bodies, it is possible to conclude that there are relevant similarities between them. At the level of **governance bodies or decision-making committees** all have a unipersonal body where the symbolic power is concentrated. This is a body constituted only by men members. At this level there are also other supportive bodies in each partner institution. Although in some of these the members are elected and in others they are nominated, the majority of members are also men.

There are few **scientific and pedagogic bodies** in each institution even if at BBC there are more bodies probably because this is a college focused on pedagogical training of educators. Although there are differences the gender constitution of each body, the

general tendency is for having a higher proportion of women in these bodies when compared with the governance bodies. There is a tendency for gender balance at UAVR and BBC while at NIB the proportion of women is the highest (80%). The high number of women in these bodies may be related with the tendency to associate the pedagogical issues with women.

The **management bodies** are also quite similar between institutions. At this level, the presence of men tends to be high in all institutions with the exception of NIB. The presence of women is higher at the **advisory boards**.

These data confirm the presence of horizontal and vertical segregation on decision-making level in these institutions. Women tend to be more concentrated on areas or issues more associated with the feminine dimension, like the pedagogical issues and in less powerful, prestigious and influential bodies.

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7. APPENDIX I – ECONOMIC CONTEXT ON GENDER EQUALITY

<p>Germany</p>	<p>Economy:</p> <p>In the coalition negotiations in 2014, the grand coalition had agreed to introduce a women’s quota on supervisory boards. Since the Bundestag resolution of 6 March 2015 large companies in Germany are obliged to have at least 30% of their supervisory board members female. The 30 percent regulation applies to 108 listed companies with more than 2,000 employees which are subjected to full co-determination. Around 3,500 other companies are obliged to set their own targets for increasing the proportion of women on supervisory boards, management boards and top management levels. The law on equal participation of women and men in management positions came into force on 1 January 2016.</p> <p>The proportion of women on the supervisory boards of companies listed on the DAX (Deutscher Aktien Index; the benchmark index of the German Stock Exchange) is around 21%. According to current figures from the EU Commission, the proportion of women in management positions in the German economy is 21.7%, ninth place in the EU.</p> <p>Public Service:</p> <p>The “Bundesgremienbesetzungsgesetz“ (appointments to federal bodies act) has been amended with the objective of equal representation of women and men in bodies whose members can be determined by the Federal Government. From 2016, a gender quota of at least 30% is applied to all new appointments to supervisory bodies in which the Federal Government holds at least three seats. As of 2018 this proportion is further increased to 50%. The same objective applies to key bodies to which the Federal Government sends members.</p> <p>In addition, the Federal Equality Act has been comprehensively amended to increase the proportion of women in management positions in Public Service of the Federal Government and to improve the compatibility of family, care and career. In particular, the Federal Administration will be obliged to set specific targets for the proportion of women and men at each individual management level in the equality plan. Furthermore, concrete measures should be provided for how these should be achieved.</p>
<p>Israel</p>	<p>We will hereby elaborate on gender equality-oriented legislation, ruling and government decisions in Israel which are aimed at promoting meaningful and balanced presence of women in the public sphere:</p> <p>Women’s Equal Rights Law, 5711 – 1951 [1]0</p>

The purpose of the law is to ensure full equal rights of women and men according to the principles outlined in the Declaration of Independence of the State of Israel:

“A man and a woman shall have equal status with regard to any legal proceeding [...]”.

Amendments of the law:

The Expansion of Adequate Representation of Women (Amendments) Law, 5771-2011 [2]

The Law requires adequate representation of women in commissions of inquiry under the Commissions of Inquiry Law, 5729-1968 and under the Government Law, 5761-2001.

In an effort to expand women's participation in commissions of inquiry, as well as in public bodies in accordance with the Women Equal Rights Law, 5711-1951, this Law provides for the establishment of a databank of qualified women that will include the names, areas of expertise, education, training, and experience of women who consent to have such information about themselves included. The databank will be maintained by the Agency for the Advancement of the Status of Women.

The Law requires appointing bodies to review information contained in the databank prior to appointment of members of commissions of inquiry and to consider the eligibility of qualified women candidates based on their expertise, education, training, and experience. The Law also expressly mandates that these requirements be applied to the appointment of members of commissions of inquiry by the President of the Supreme Court.

Article 6c2 – The Gender Implications of Legislation Law, 5758-2007

[3] - The law imposes a duty to systematically examine the gender implications of any primary and secondary legislation before it is enacted by the Knesset (Israeli parliament). The Law is aimed at exposing any hidden inequalities between men and women that might be present in different bills, in order to advance the status of equality between both genders. According to the Law, the [Authority for the Advancement of the Status of Women](#) will submit to the relevant Knesset committee an opinion concerning the gender implications of any bill, or secondary legislation, when brought for its consideration or approval. This will allow Knesset members participating in committee hearings to become acquainted with any gender implications inherent in legislation, if such implications in fact exist.

Article 6c3 – The collection, analysis and publication of information according to sex (gender) by a public institution states that any public institution which regularly collects and analyzes data regarding individuals for statistical or other purposes, or data with gender-like implications, will publish the data with regards to sex, unless the appointed manager of this institution justifies otherwise.

Article 6d – Service in the Israeli Defense Forces states that any woman who serves or is nominated to serve in the Israeli Defense Forces – including the military, police, prison or other defense services is equally entitled to any post as a man, unless the essence or features of a specific post justifies otherwise.

Article 6e – Service without waiting in line for a pregnant woman [4] states that in a place offering a public service that requires waiting in line, a pregnant woman is granted the right to receive service without waiting in line. This law shall not apply to public services for which one may schedule an appointment in advance. A “public service” is defined by law as a service provided to the public, or part thereof, by a public authority, or in a public place, in person, with the exception of medical treatment. The service provider shall be entitled to request that the woman present a medical document attesting to pregnancy. Persons with disabilities and senior citizens over the age of 80 shall be given priority over pregnant women.

Article 7 – Applicability [5] - specifies that all parts of this Law do not apply when appointing or electing a religious position or a religious tribunal. It also covers that if all parties are over the age of 18 and they wish to settle matters outside of civil areas (i.e. religious court) of their own free will then they may do so. They will then be judged by the “laws of their community” and not by Israeli civil authorities.

The Encouragement of the Advancement and Integration of Women in the Work force and the Adjustment of Workplaces to Women’s Needs Law 5768-2008 [2]

The purpose of this law is to generate a change in the business culture in Israel and promote public awareness of women rights in order to encourage employers to advance and integrate women in the workplace. Under this law, substantial monetary incentives and grants will be provided annually by the Minister of Industry, Trade and Labor (ITL) to employers in the private sector who endeavor to integrate and promote women in their business, and who initiate programs to that end. Such grants will also be given to employers who modify their workplace and work conditions to the needs of women and parents.

Mandatory Tenders Law, 5752- 1992 - Section 2B – Encouragement of Women in Business was first to recognize the principle of affirmative action by stating that [6]:

“Where a tender was issued pursuant to the provisions of this Law, and following the weighting of the results two bids or more received an identical weighted result which is the highest result, and one of the

bids is that of a business controlled by a women, that bid shall be chosen as the winner of the tender, provided a certification and affidavit were attached to the bid at the time of its submission.”

This law and particularly the Supreme Court ruling that has followed it ever since established the affirmative action principle in Israeli practice as a fundamental tool to amend long years of gender discrimination.

Supreme Court Ruling 94/453- 1994- Following an appeal by the Women’s Lobby with regards to appoints of men and by men that had been made in governmental directorates, the supreme court ruled for the first time in Israel that governmental directorates should be equally composed of women and men.

The Authority for the Advancement of the Status of Women Law – 1998 [7] - The Authority for the Advancement of the Status of Women was legally established in 1998 as part of the Prime Minister’s Office. The purpose of the law was to advance the status of women in Israel and coordinate between governmental and non-governmental bodies acting to promote the status of women.

Government Resolutions - 2014 - In 2014, the Israeli government made three significant resolutions (No. 1526, No. 1697 and No. 2331) regarding the promotion and integration of gender equality and Gender Mainstreaming in the civil service and the prevention of exclusion of women in the public arena. The resolutions define the implementation of those principles in the planning, budgeting and policy-making processes.

“Gender equality” - equal rights and opportunities for women and men to shape their lives and society in which they live in both in the private sphere and in the public sphere, including personal security, health, welfare, education, family life, employment and economy.

“Gender Mainstreaming” - means to promote gender equality, which is mainly policy-making, recognizing the differential needs of women and men and the various affects that policy may have on them, and to develop tailored responses to these needs.

These decisions have expressed a societal trend in part aimed at promoting changes in the public attitude towards gender equality. Following these decisions several institutions and foundations were established in order to implement the governmental policy.

	<p>Civil Service Law (Appointments) 5719-1959, Amendment No. 11-2000- article 15^a [22] – determines that in all posts in the civil service there should be appropriate representation to both women and men.</p> <p>The Civil Service Commission is responsible for implementing government policy in administration and human resources. The representation of women in the top three ranks of the civil service is therefore reflective of the political visibility and representation of women at the senior levels of decision making and policy formulation. Between 2004-2012 there has been an increase in women at the top three ranks of the civil service (from 41% to 46%). This is an example of the influence of policy directed at closing gender gaps, since the civil service has a system in place for monitoring the inclusion of women, which resulted in a consistent improvement in the number of women in senior positions.</p>
Portugal	<p>Public sector companies should have at least one third of women in their administrative and supervisory bodies starting on January 1, 2018. In listed companies in the Stock Market, this proportion cannot be lower than 20% after the first elective general assembly on January 1, 2018, and one third (33.3%) from January 2020 onward.</p>
Slovakia	<p>In Slovakia only gender equality regulations of the European Commission are applied. Country doesn't have its own regulations related to this issue. There is only Law Nr. 365/2004 on Equal Treatment in Certain Areas and Protection against Discrimination. This law brought a modification of the principle of equal treatment, whose adherence rests in prohibition of discrimination for any reason.</p>
Slovenia	<p>The Resolution on the national programme for equal opportunities for women and men 2015–2020 defines several objectives in terms of equal economic independence:</p> <p>Objective 1: To increase the employment rate of young women, in particular those with tertiary education and other vulnerable or deprived groups of women by gender mainstreaming in the planning, implementation and evaluation of programmes, promotion of female employment and female entrepreneurship</p> <p>Objective 2: To increase the share of women and men in occupations and sectors in which they are underrepresented by activities to eliminate stereotypes in career choices and gender mainstreaming in planning, implementation and evaluation of programmes.</p> <p>Objective 3: Fighting gender discrimination at work by providing better information about rights and to supervise the implementation of provisions prohibiting discrimination in employment and work and sexual and other harassment and bullying at the workplace</p> <p>The Resolution on the national programme for equal opportunities for women and men 2015–2020 defines several objectives in terms of the</p>

	<p>balanced representation of women and men in decision-making positions:</p> <p>Objective 1: To increase the share of women at all levels of political decision-making by increasing the minimum share of women and men on the electoral lists for the National Assembly to 40% and implementing of projects and programmes to encourage women to enter politics and to raise awareness of the importance of gender-balanced representation in politics</p> <p>Objective 2: To increase the share of women in executive and managerial positions in the economy by promoting gender-balanced representation in decision-making positions in companies and implementation of programmes and projects to encourage women to take up managerial positions in companies</p> <p>Objective 3: To increase the share of the underrepresented sex in governmental bodies, expert councils and bodies governed by public law by analysing of the implementation of the Decree regarding gender-balanced representation and proposing amendments, if necessary</p> <p>Objective 4: To increase the share of women in decision-making in educational, scientific, higher education, cultural, media, sports and other organisations using promotional activities</p> <p>A recent publication summarizes the gender representation in decision-making positions in Slovenia¹: Slovenia has no (yet) legislation, which prescribes a minimum share of both genders. The general act on gender equality (Equal Opportunities for Women and Men Act of 2002) determines that when appointing or proposing governmental representatives in public corporations or other bodies governed by public law, the Government must observe the principle of balanced representation of both genders, except when this is not possible for objective reasons.</p>
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¹ Sonja Robnik and Pia Ažman: Gender equality: comparison between Slovenia and Norway. Ministry of Labour, Social Affairs and Equal Opportunities. Ljubljana, 2016

7. APPENDIX II – POLITICAL CONTEXT ON GENDER EQUALITY

<p>Germany</p>	<p>During foundation in 1979, the “Grünen” (party with focus on environmental policy) decided on a women's quota: at least half of all offices should be occupied by women. In 1988, the SPD (Sozialdemokratische Partei Deutschlands, Social Democratic Party of Germany) adopted a 33% gender quota for offices and mandates, increasing it to 40 percent in 1998. The CDU (Christlich Demokratische Union Deutschlands, Christian Democratic Union of Germany) discussed 1994, a proportion of women of one-third and in 1996 introduced a so-called women's quorum (a diluted form of women’s quota). The party “Die Linke” (a leftist party) decided on a women's quota which stipulates that all ministries will be filled with at least 50% women, just like the reserve lists for the various parliamentary elections. At its party congress in 2010, also the CSU (Christlich-Soziale Union in Bavaria, a Christian conservative party) decided that 40% of the offices above the local and district level of the CSU bodies will be filled with women. At local and district level, the regulation is a non-binding recommendation. As a result of the quotas, the proportion of women in the governing bodies of all these parties is significantly higher than the proportion of women among the members of each party. But the proportion of women in the German Bundestag, which has been at a maximum of 10% since the founding of the Federal Republic until 1987, has risen relatively steadily and amounts to 36% in 2016.</p>
<p>Israel</p>	<p>For over a decade the issue of women’s representation in the political arena has been at the center of academic and public debate. On the one hand, Israel is positively characterized by democratic rules and policy guidelines such as equal rights, equal representation and pluralism; But on the other hand, the rate of women in politics is below their actual percentage in the population, and there are no women’s quota in either national or municipal governance. This distinct gap between policy and practice has lead political parties to implement various active measures in order to enhance women’s representation in politics.</p> <p>On the national level there has been an attempt to constitutionalize a women’s quota to political parties in the framework of an Amendment to the Political Parties (Financing) Law 5733-1973, by which parties will</p>

	<p>be financed during election in accordance with their complying with the women's quota. Unfortunately, the amendment hasn't been yet accepted in the Knesset [8].</p> <p>On the municipal level, the average rate of women in municipal councils is 13.5%, which is even lower than their parallel rate in national governance (28%). Amendment no. 12 to The Municipal Authorities Law (Elections Financing) – 2014 – defines financial bonuses to be given to parties where women are assigned in feasible/electable places. According to the amendment, parties where at least one third of their candidates are women will receive an addition of 15% to their pre-defined-by-law election budget. The amendment will apply starting the upcoming municipal elections on October 2018, after which the extent of the amendment's effectiveness on women's representation in municipal gernance will be examined [9].</p>
Portugal	<p>A Parity Law was approved in August 2006 (Organic Law n^o 3/2006, 21st August), defining that all lists presented for local, legislative, and European elections must guarantee a minimum representation of 33% for each sex.</p> <p>Sanctions: parties that do not respect this minimum are fined. A 50 per cent reduction is applied to parties' public subsidy for electoral campaign when either sex fails to attain 20 per cent of positions, and reduced to 25 per cent when the proportion is between 20-33 per cent and when parties do not comply with the placement mandate. None of these sanctions applies if the list is shorter than three candidates (3 out of 22 electoral districts elect only 2 MPs).</p>
Slovakia	<p>In Slovakia only gender equality regulations of the European Commission are applied. Country doesn't have its own regulations related to this issue. There is only Law Nr. 365/2004 on Equal Treatment in Certain Areas and Protection against Discrimination. This law brought a modification of the principle of equal treatment, whose adherence rests in prohibition of discrimination for any reason.</p>
Slovenia	<p>The Protection Against Discrimination Act guards forbids unequal treatment due to gender, sexual orientation, race, religion, nationality of ethnical background.</p> <p>In 2012, the activities of the national mechanism for equality between women and men were transferred to the Ministry of Labour, Family, Social Affairs and Equal Opportunities, i.e. to its Equal Opportunities and European Coordination Service. In 2014, the Minister established the Expert Council for Gender Equality to act as an advisory body to the Minister. It is composed of experts from academic institutions and non-governmental organisations working in the area of gender equality and human rights.</p> <p>In accordance to the Equal Opportunities for Women and Men Act, an unequal representation in several aspects of the social context is regarded with less than 40% representation of either gender.</p>

The Resolution on the national programme for equal opportunities for women and men 2015–2020 defines several objectives in terms of **gender equality in foreign policy and international development cooperation**:

Objective 1: To increase Slovenia's visibility as an initiator and promoter of ideas and projects related to gender equality at bilateral and multilateral levels by promoting the participation of Slovenian experts in relevant international bodies and empowering women at the international level, including the organisation of events and leadership of initiatives

Objective 2: To empower women in developing countries and improve their social and economic situation using bilateral projects

Objective 3: To strengthen the role of women in ensuring international peace and security and to protect women in conflict situations by increased involvement of women in international operations and gender mainstreaming in policies

8. APPENDIX III – SOCIAL CONTEXT ON GENDER EQUALITY

Table III.1 – Parental leave

<p>Germany</p>	<p>In Germany the parental leave is more or less divided into two sections, the maternity leave and the parental leave.</p> <p>Maternity leave (Maternity Protection Act since 1952): Expectant mothers may be employed in the last 6 weeks before delivery only with consent. After childbirth there is an employment ban of 8 weeks or 12 weeks for premature and multiple births. In the case of medical premature births and other premature deliveries, the maternity protection period is extended after birth by the days which could not be claimed before delivery. If a disability is identified within 8 weeks after birth, the mother may request an extension of the protection period from 8 to 12 weeks. Beside the general protection periods, the Maternity Protection Act provides for general employment bans (e.g. piecework, assembly line, overtime, Sunday or night work) and individual employment bans based on a medical certificate to protect the mother-to-be and her child. An official approval procedure has been introduced for work after 8 pm to 10 pm. In order to protect women from financial disadvantages during this period, the Maternity Protection Act regulates various maternity benefits.</p> <p>The maternity allowance:</p> <ul style="list-style-type: none"> - employer contribution to increase the maternity allowance during the maternity protection periods - the pay during employment ban outside the maternity protection periods (so-called maternity pay) <p><u>Holiday entitlement</u>: Also during the downtime due to maternity protection employment bans (thus also during maternity protection periods) arise holiday entitlements. A reduction of holidays due to maternity protection employment bans is not permitted.</p> <p><u>Protection against dismissal</u>: From beginning of pregnancy until 4 months after childbirth termination of the employment by the company is (with a few exceptions) not permitted. Termination after miscarriage after the twelfth week of pregnancy is also inadmissible.</p>
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	<p>Parental leave (since 2000, prior that childcare leave (since 1986): Each parent is entitled to parental leave to care for and educate their child until they have completed their third year of life. Parental leave is a claim of the employee against the employer. During parental leave, the main obligations of the employment relationship are suspended. However, the employment relationship remains and after the end of parental leave there is a right to return to the previous working hours. Since the employment relationship is only suspended during parental leave and fully revived at the end of parental leave, the employee must be employed in accordance with the agreements made in the employment contract. Mothers and fathers can transfer 24 month of parental leave to the period between the third birthday and the completion of the child's eighth year. An agreement of the employer is not necessary. Each parent can divide his or her parental leave into 3 periods. However, the employer may refuse the third part of parental leave for urgent operational reasons if it is between the third and the child's eighth birthday. Distribution to further or more than three periods is only possible with the agreement of the employer.</p> <p>Part-time work, which is to be exercised until the child's third birthday can be rejected by the employer only within four weeks for urgent operational reasons. A part-time work (legal entitlement), which is planned between the third birthday and the completion of the eighth year of the child, the employer can only reject within 8 weeks for urgent operational reasons. If the employer allows the deadlines to elapse, the consent shall be deemed granted in accordance with the wishes of the employee. The protection against dismissal for parental leave begins with the registration of parental leave. Parental leave between the third birthday and the child's eighth birthday is protected against dismissal at the earliest 14 weeks before the start of parental leave.</p>
<p>Israel</p>	<p>Israel is one of the leading Western countries with regards to prenatal diagnosis. Several kinds of prenatal medical examinations are offered routinely to every pregnant woman and in every pregnancy, and even before pregnancy, encouraged by the medical, religious and governmental institutions. Most of the tests are subsidized by the national health care or otherwise are privately paid for by the parents.</p> <p>In the last decades there has been broader recognition in women's right to choose where and how to give birth, resulting in greater competition among hospitals over the women.</p> <p>A birth grant is given by the State to every mother who gave birth in Israel, or to an Israeli resident or a wife of an Israeli resident in case the delivery occurred outside the country.</p>

	<p>According to The Employment of Women Law 5714-1954², there is a 15-week maternity leave (paid for by social security) and a 17-week maternity leave in case of twins, which the mother can choose to take up to 7 weeks before the expected date of giving birth. The maternity leave is also given in case of adopting a child under the age of 10. The father is allowed to take paternal leave not earlier than 6 weeks after birth, providing his wife's consent to give up some of her maternal leave and her returning to work. Amendment No 22 to the Law adds an ending to Article 6 of Women Labour Law 1954, according to which: "Absence from work for maternity leave shall not harm the rights of seniority at work."</p> <p>Amendment No. 56 – 2017 to the Law sets clear criteria to the eligibility of women and their spouses to a shortened work day in the period following the return from parental leave. Under the law, if certain conditions are satisfied, a male or female employee who is "employed in a full-time position" is entitled to exercise the parental hour alone or alternately with his spouse for the first four months following the end of the period of parental leave. "Full-time position" for the purpose of exercising the parental hour right is defined as the lower of what is accepted in the employee's workplace or at least 174 hours per month for the woman or her spouse (in general full-time employment in Israel amounts to 186 work hours per month).</p> <p>Amendment No. 57 – 2017 extends the period of paid maternity and parental leave in civil service from a period of 14 weeks to a period of 15 weeks. In addition, it establishes that a spouse of a woman who gave birth, subject to the provisions in the law, can divide the maternity and parental leave period for a minimum period of one week, and not three weeks as the law mandated until now. Further, the Amendment establishes that a man whose wife is independently employed and who is entitled to a maternity allowance, will be entitled to split the maternity and parental leave period, similar to the entitlement of a spouse whose wife is a salaried worker.</p>
<p>Portugal</p>	<p>Law 120/2015 has introduced important changes to the father's compulsory parental leave, from 10 to 15 working days, consecutive or interpolated, adding new rules to the Labour Code which dictate that the father must enjoy the leave within 30 days following the child's birth, five of which can be enjoyed consecutively immediately after the birth, corresponding to the payment of a parent allowance.</p> <p>Both parents have the right to the initial parental leave of 120 or 150 consecutive days, which may be shared by the father and the mother upon the birth of the child, and after the compulsory 42 days taken by</p>

² **Employment of Women Law, 5714-1954:** Provisions on the prohibition of night work (with exceptions), absences from work, protection from dismissal during maternity leave, register of female workers, labour inspection and penalties

	<p>the mother. The new law has added that the parental leave may be taken simultaneously by both parents between the 120 and the 150 days. Therefore, at the most, father and mother can enjoy 15 days' leave together. Also, if both parents work in the same company (with fewer than 10 employees), the simultaneous use of the initial parental leave depends on the employer.</p>
<p>Slovakia</p>	<p><i>The Maternity leave</i> is provided by the employer to the employee in respect of childbirth and the care of the born child, for a duration of 34 weeks (37 weeks for a single mother and 43 weeks to the woman who gave birth to two or more children). <i>The Parental leave</i> to deepen childcare until the day the child reaches 3 years of age (in a case of the long-term adverse health condition of a child requiring special care- until the day the child reaches six years of age). In relation to the care of a born child, a man also has the same parental leave if he cares about a born child.</p>
<p>Slovenia</p>	<p>The Resolution on the national programme for equal opportunities for women and men 2015–2020 defines several objectives in terms of reconciliation of work, private and family life:</p> <p>Objective 1: To strengthen social responsibility and support services ensuring reconciliation of work, private and family life by strengthening of support services (occasional child care, school-holiday care, active family leisure time, information points for families, household help, meals at work and school meals, etc.)</p> <p>Objective 2a: To increase the share of fathers who take parental leave and sick leave to care for family members and work part-time due to parenting by activities promoting active fathering</p> <p>Objective 2b: To promote more equal division of parental roles after divorce by modernisation of arrangements regarding child custody and contact.</p> <p>Objective 3: To eliminate stereotypes about gender roles in society, family and relationships and to facilitate more equal division of care and housework by eliminating stereotypes and strengthening community care services for the elderly and other dependent family members</p> <p>The Resolution on the national programme for equal opportunities for women and men 2015–2020 defines several objectives in terms of social inclusion:</p> <p>Objective 1: To increase social inclusion and decrease the risk of poverty for women, especially elderly women living alone, single-parent families, and deprived groups of women by specific programmes and projects aimed at improving the social inclusion</p> <p>The Resolution on the national programme for equal opportunities for women and men 2015–2020 defines several objectives in terms of women's and men's health:</p>

Objective 1: To improve health and reduce gender health inequalities by allowing equal access to health services and treatment

Objective 2: To improve the sexual and reproductive health of women and men by strategic education and knowledge dissemination.

Slovenia addresses the matter of parental leave with the Parental Protection and Family Benefits Act and the Employment Relationship Act:

Maternity leave normally commences 28 days before the expected date of childbirth for a period of 105 days. **Paternity leave** with benefit is 15 calendar days or 11 working days, 50 calendar days (35 working days) with the payment of social security contributions and 5 calendar days with benefits from the end of parental leave until the child completes the first grade of primary school. Others who actually nurse or care for a child immediately after its birth are also entitled to parental leave (other person and mother's spouse, cohabiting partner or a partner in a registered civil partnership). Parental leave is intended for a mother and father for a period of 130 days for each parent (total of 260 days). The mother may transfer 100 days of parental leave to the father, while 30 days are non-transferable and may only be used by the mother (the father may use 230 days at most and 260 days only exceptionally). The father may transfer to the mother his 130 days of parental leave (the mother may use all 260 days). Parental leave is extended in the case of birth of twins or several children, a premature infant or a child who needs special care.

The number of days intended for a child's illness in Slovenia is limited according to the individual case (and not annually), i.e. to no more than 7 working days (and up to 15 working days for children under 7 or older children with a moderate, severe or profound mental and physical handicap). The right to compensation may be extended to 30 working days for care of a child under the age of 7 or an older child with a moderate, severe or profound mental and physical handicap when this is necessary due to the medical condition of the child. Absence due to child's illness may be extended exceptionally up to six months (e.g. sudden worsening of the child's health).

Finally, the Employment Relationships Act states that upon completion of parental leave, the employer must enable the worker to start performing work under the conditions of the employment contract.

Table III.2 –Working time

<p>Germany</p>	<p>Due to the autonomy of collective bargaining, the German Law on Working Hours as a law for protection of workers does not explicitly regulate the weekly working hours, but defines maximum permissible working hours and work prohibitions on certain days, i.e. there is a broad framework, essentially based on health protection, in which the collective bargaining parties can operate with their agreements. Thus, the Law on Working Hours provides that the working hours of workers may not exceed 8 hours. According to the law, workers are generally not allowed to work on Sundays, even though there are many exceptions to this prohibition. This results in a maximum regular weekly working time of 48 hours. The daily working time can be extended up to 10 hours, if within six calendar months or within 24 weeks on average 8 hours per working day are not exceeded. This results in a short-term maximum weekly working time of 60 hours.</p>
<p>Israel</p>	<p>1) Hours of Work and Rest Law 5711-1951: The law provides definitions to terms such as working hours, over-time hours, night work and weekly rest. In addition, it sets conditions according to which it is permitted or prohibited to employ workers for over-time hours or during their weekly rest. The law defines wages of over-time pay and pay for working on weekly rest. Subsequential to this law are the ministry regulations that specify different weekly rest in different workplaces. According to the law, a standard working day in the public sector includes 8 hours, and no more than 10 hours, and an overall total of no more than 45 hours per week. At night work or at working days prior to weekly rest or holidays, a working day will include 7 hours, unless agreed otherwise in a signed contract between the employer and the employee. The work regulations could be altered only by the minister of labor, social affairs and social services.</p> <p>Public sector employees are entitled to a longer period of “parenting hour” – through a child’s first birthday – than granted to other employees in Israel. They also have an 8 hour, rather than 8.5-hour workday at full pay through a child’s eighth birthday benefits to be taken by either the mother or father, not both. In addition, a pilot program allowing individuals to work some hours from home is under development, and is designed specifically to encourage a higher share of women among public sector managers.</p> <p>2) Employment (Equal Opportunities) Law, 5748-1988: The law provides that an employer may not discriminate among his employees or among persons seeking employment on account of their sex, sexual tendencies, personal status, pregnancy, fertility treatments, In Vitro Fertilization (IVF) treatments, being parents, age, race, religion, nationality, country of origin, place of residence, views, party, being called to reserve service or the frequency or duration of the reserve service, in respect of acceptance, terms and advancement in</p>

employment, vocational training or supplementary vocational training or dismissal or severance pay.

Provides that where, under the terms of employment applying at her place of employment, a female employee is entitled to absence from work by reason of illness of her child, such right shall also vest in a male employee employed at a place where the terms apply if his spouse is an employee and is not absent from work by virtue of entitlement as aforesaid or has sole custody of the child.

The law also states that an employer shall not prejudice an employee as to any of the matters enumerated above by reason of a complaint or claim, and/or by sexual harassment of the employee or of the applicant for employment, committed by the employer, by an appointee of his behalf or by another employee.

The law defines The Public Council appointed by the Minister and whose function is to advise the Minister as to any matter relating to the implementation of this law, including dealing with employees' complaints, filing civil suits, fostering of public awareness, the creation of conditions, and the preparation of services, facilitating women's accepting employment away from home, enabling equality of opportunities as to advancement in employment and as to the referral of male and female employees to vocational training at their places of employment and the publication of information as to any matter within the cope of the Council's functions.

3) Employment of Women Law, 5714-1954: The law contains provisions on the prohibition of night work (with exceptions), absences from work, protection from dismissal during maternity leave, register of female workers, labour inspection and penalties.

Amendment No. 22- 2001 adds an ending to Article 6 of Women Labour Law 1954: "Absence from work for maternity leave shall not harm the rights of seniority at work."

Amendment No. 56 – 2017 sets clear criteria to the eligibility of women and their spouses to a shortened work day in the period following the return from parental leave. Under the law, if certain conditions are satisfied, a male or female employee who is “employed in a full-time position” is entitled to exercise the parental hour alone or alternately with his spouse for the first four months following the end of the period of parental leave. “Full-time position” for the purpose of exercising the parental hour right is defined as the lower of what is accepted in the employee’s workplace or at least 174 hours per month for the woman or her spouse (in general full-time employment in Israel amounts to 186 work hours per month).

	<p>Amendment No. 57 – 2017 extends the period of paid maternity and parental leave from a period of 14 weeks to a period of 15 weeks. In addition, it establishes that a spouse of a woman who gave birth, subject to the provisions in the law, can divide the maternity and parental leave period for a minimum period of one week, and not three weeks as the law mandated until now. Further, the Amendment establishes that a man whose wife is independently employed and who is entitled to a maternity allowance, will be entitled to split the maternity and parental leave period, similar to the entitlement of a spouse whose wife is a salaried worker.</p> <p>4) The Retirement Age Law, 5764-2004: The retirement age for men is 67 for men and 62 for women. Under the law, last amended in 2016, the retirement age was to have risen in 2017 from 62 to 64 for women born after December 1958, but the change was postponed out of concern for older women unable to find work and ineligible for welfare payments.</p> <p>5) Prevention of Sexual Harassment Law, 5758-1998: Prohibits sexual harassment, including within the realm of labor relations, in order to protect human dignity, liberty and privacy, as well as to promote equality between the sexes. Enumerates acts constituting sexual harassment. Regulates sexual harassment as offences and as civil wrongs, steps to be taken by an employer, jurisdiction of the labour court, and some related matters.</p> <p>The employer must take steps that are reasonable under the circumstances, in order to prevent sexual harassment and persecution within the realm of labor relations by his employee or by a person who has been put in charge on his behalf, even if he is not his employee, and to that end he shall:</p> <p>(1) provide an effective method for the submission of complaints of sexual harassment or persecution and for the investigation of such complaints.</p> <p>(2) take effective action in cases of sexual harassment or persecution of which he is aware and do all that he can to prevent a repetition of the aforesaid acts and to make good any harm caused to the complainant as a result of such sexual harassment or persecution.</p> <p>6) Male and Female Workers Equal Pay Law 5756-1996: The law provides for the right to equal pay for equal work, and for suits and class action suits as a remedy against discrimination.</p>
<p>Portugal</p>	<p>Length of working week and working day The upper limit for weekly working time is 40 hours and the statutory maximum for a working day is 8 hours.</p> <p>Part-time work</p>

	<p>Introduced by law the right to work on a part-time basis (applies to all employees, who are entitled to submit a request to reduce the number of working hours, but employers may refuse such requests).</p> <p>Legal regulations on part-time work in order to support employees with care responsibilities:</p> <ul style="list-style-type: none"> • Employees with children under 12 years old or, regardless of the age, if they are disabled or chronically ill, are given the opportunity to choose to work part-time or on flexible time (in which the employee may choose, within certain limits, the start and finish of the daily working hours), without incurring any penalty in terms of career progression. • Parents with children up to three years old may request to work at home, under the “telework” regime (“<i>teletrabalho</i>”), but it depends if their job is compatible with its tasks, and if the employer has the resources and means to implement this labour regime. <p>Organisation of working time</p> <p>In February 2009 a new labour law reform was introduced in Portugal in order to establish greater flexibility in the organisation of working time. Included in this reform are legal provisions on ‘group adaptability’, the ‘hours bank’ (annual ‘working time accounts’ of 200 hours) and ‘concentrated work schedules’. Group adaptability allows the employer to establish flexible work schedules for all employees of a team, section or economic unit once it has been approved by the majority of the employees in question (at least 75 %). The ‘hours bank’ is a measure whereby the working day can be increased by up to four hours subject to a weekly limit of 60 hours and a yearly limit of 200 hours. Overtime may be compensated by time off, remuneration or a mixture of both, according to the collective agreements. The compressed working week involves the working day being increased by up to a maximum of 12 hours in order to condense the entire working week into fewer weekdays (up to a maximum of four days a week) (48 hours as average of 12 months according to collective agreement or four or six months in its absence).</p>
<p>Slovakia</p>	<p>The employee's working time is up to 40 hours a week. An employee who has a working time scheduled to work on a regular basis in two shift operation has a working time up to 38 and $\frac{3}{4}$ hours a week and in three shift operation 37 and $\frac{1}{2}$ hours a week. Working time can be divided evenly or unevenly. With a disabled employee, a pregnant woman, a woman or a man who permanently cares for a child younger than three years, with an employee (single parent) who permanently cares for a child under 15 years of age it is possible to lay out the working time unequally only in agreement with him/her.</p> <p>A young employee under the age of 16 has a working time of no more than 30 hours a week, even though he/she works for multiple employers. A young employee aged over 16 has a working time of at most 37 and $\frac{1}{2}$ hours a week, even though he/she works for multiple</p>

	<p>employers. The working time of a juvenile staff member may not exceed eight hours within 24 hours.</p> <p>Continuous daily rest: the employer is required to divide the working time so that the employee has a minimum rest period between the end of one and the beginning of the second lasting at least 12 consecutive hours within 24 hours, and a young employee at least 14 hours within 24 hours.</p> <p>Continuous weekly rest: The employer is obliged to arrange working time so that an employee has once a week two consecutive days of continuous rest.</p> <p>An employee may in the calendar year to perform overtime work for not more than 400 hours.</p>
<p>Slovenia</p>	<p>Length of working week and working day: The Employment relationships Act states that</p> <ul style="list-style-type: none"> • the full working time shall not exceed 40 hours a week • Overtime work may not exceed 8 hours a week, 20 hours a month or 170 hours a year. A working day may not exceed 10 hours. The daily, weekly and monthly time limitations may be regarded as an average limitation over the period stipulated by an Act or collective agreement and may not exceed 6 months • An employer may not impose work exceeding full-time work: <ul style="list-style-type: none"> ○ on a female or male worker in accordance with the provisions of this Act to protect them during pregnancy or parenthood (Article 185), ○ on an older worker (Article 199), ○ on a worker under the age of 18 ○ on a worker whose health condition might deteriorate according to the written opinion of an occupational medicine provider ○ – on a worker whose full working time is shorter than 36 hours a week due to a job that involves higher risk of injuries ○ on a worker who works part-time <p>Part-time work: The Parental Protection and Family Benefits Act states that one of the parents of a child less than 3 years has the right to part-time employment. In families of two children or more, this right is prolonged until the youngest child completes the first grade of elementary school. Part-time work equals half of the weekly work, which is typically 40 hours.</p> <p>Organisation of working time: A worker who works full-time shall have the right to a 30-minute break during the working day. A worker, who works part-time in accordance with Articles 65 or 67 of this Act, but at least for four hours a day, shall have the right to a break during the working day in proportion to the time spent at work. The time of a</p>

break may be set no earlier than after 1 hour of work and no later than 1 hour prior the end of the working time.

A worker shall have the right to a rest period of at least 12 uninterrupted hours within a period of 24 hours.

A worker shall have the right to annual leave in an individual calendar year which may not be shorter than 4 weeks, regardless of whether he works full-time or part-time. A worker shall have the right to one additional day of annual leave for every child in his family under the age of 15.

Equal rights and treatment: The Employment relationships Act states that:

- Employers may not publicly advertise job vacancies only for men or only for women, unless the employment of a member of one sex represents a significant and decisive condition for work and such a requirement is proportionate to and justified by a legitimate objective
- A notice for a job vacancy may also not indicate that in the process of recruiting the employer may give priority to one of the sexes, except in cases referred to in the preceding paragraph
- In concluding an employment contract, the employer may not demand the candidate to provide information on family and/or marital status, pregnancy, family planning or other information, unless these are directly related to the employment relationship
- The employer may not subject the conclusion of an employment contract to the condition of obtaining information referred to in the preceding paragraph, or to additional conditions related to the prohibition of pregnancy or postponement of maternity or to signing a notice of cancellation of the employment contract in advance by the worker
- The employer shall be obliged to provide equal pay for equal work and for work of equal value to workers regardless of their sex.

Parenthood: The Employment Relationships Act states that during pregnancy and throughout the time she is breastfeeding, a female worker may not carry out work, which might present a risk to her or her child's health due to exposure to risk factors. A worker who is caring for a child under the age of three may be ordered to work overtime or at night only upon his prior written consent.

Employment cancellation: The employer may not cancel the employment contract with a female worker during the period of her pregnancy or with a female worker who is breastfeeding a child of up to one year of age, nor may the employer cancel the employment contract with parents in the period when they are on parental leave

	uninterruptedly in the form of full absence from work and for one month after the end of such leave.
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9. APPENDIX IV – GENERAL INFORMATION ON THE GOVERNANCE STRUCTURE OF PARTNER INSTITUTIONS

<p>IFAM</p>	<p>IFAM – Fraunhofer Institute for Manufacturing Technology and Advanced Materials</p> <p>Fraunhofer IFAM is a non-university research institution and is one of the 72 institutes and research units of the Fraunhofer-Gesellschaft. Therefore, the governance structure differs from a common university governance structure. The Fraunhofer-Gesellschaft has the legal form of a non-profit registered association and is bound by its statutes. The general meeting, consisting of the institute’s management and the curators, relieves the Executive Board. A senate elected by the members appoints the Executive Board, which consists of the president and three other full-time members. The Executive Board is responsible for appointing the heads of the institutes. It also chairs the presidium, in which the spokespersons of the seven institute groups are represented. In addition, other statutory bodies and committees ensure effective coordination and consultation cooperation-wide.</p> <p>Regarding Fraunhofer IFAM (relevant for CHANGE) there is a complex but flat hierarchy. The institute is divided into two divisions:</p> <ul style="list-style-type: none"> • adhesive bonding technology and surfaces • shaping and functional materials <p>Each division has its own director and a slightly different governance structure. The adhesive bonding technology and surfaces consist of 11 departments with partly up to 5 working groups.</p> <p>The director of shaping and functional materials is the managing director of Fraunhofer IFAM. This division has an executive level with four managers who are also department heads. All departments, there are two further departments located in Oldenburg, have up to 4 working groups. A further division with 4</p>
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	<p>departments is located in Dresden and a project centre is located in Wolfsburg/Braunschweig.</p> <p>Furthermore, the administration with one administrative director and five working groups are connected to the division shaping and functional materials.</p>
<p>BBC</p>	<p>Beit Berl College (hereinafter: The Association or The College) is a multidisciplinary college focused on pedagogical training of educators while spearheading new developments in education, society and the arts. The college offers its 8,400 students a variety of educational training programs as well as Bachelor's Degree, Master's Degree and Post-graduate Teaching Certificate programs. The college includes three faculties: The Faculty of Education. The Faculty of Arts – HaMidrasha and The Faculty of Society and Culture.</p> <p>Most of the academic staff and the students in BBC are women, a fact that is well reflected in their advancement and representation within the college institutions. According to the past five years' figures, there is a distinct majority of women over men in most academic ranks and categories: lecturer, professional lecturer, senior lecturer and senior professional lecturer.</p>
<p>UAVR</p>	<p>A public foundation under private law since 2010, the UA's legal structure includes a Board of Curators and a Statutory Auditor. Not following a traditional faculty structure, this university is organised around university departments and polytechnic schools in a matrix structure, which allows it to better accomplish its mission.</p> <p>The UA can be characterised as an integrated Higher Education network, encompassing a range of educational opportunities – university, polytechnic and post-secondary. The departments and schools are the basic organisational units, created and developed around a main scientific area, distinct from other scientific areas. They contribute to the university's educational and research programmes, and the institution's resources, especially its human resources, are located in these units. In this centralised organisational model, the central governing bodies, most particularly the Rector, are the principal decision-makers, working in close collaboration with the Directors of the Departments and Schools and the Coordinators of the Research Units.</p> <p>The central decision-making processes are assisted by support offices and services, which are physically located in the central administration building and also in the departments and schools as an extension of the central services.</p> <p>Research in the UA is organised through a network of Research Units and Associated Laboratories. Research activities are managed on a multi-disciplinary and inter-departmental basis in order to take advantage of the synergies and articulations possible between</p>

	<p>different areas. The principles of transdisciplinarity and permeability applied in this focused way have enabled the development of new domains, the consolidation of existing areas and the enhancement of the economic value of research.</p>
<p>UNIZA</p>	<p><i>The University of Žilina</i> (UNIZA) was established under the Act Nr. 131/2002 Coll. On Higher Education Institutions and on amendments to some acts as amended. UNIZA is a public and self-governing educational, scientific and artistic institution with rich tradition (the history of the UNIZA began on the 1 September 1953) with highly skilled professionals, specializing mostly in transport, technical fields as well as in management, marketing and humanities.</p> <p>UNIZA is divided into the following parts:</p> <ul style="list-style-type: none"> • Faculties • The Rectorate • Pedagogical and Scientific Departments • University Departments • Special Purpose Facilities (e.g. canteen, student residence, etc.) <p>About the organizational structure of UNIZA and its activities decide Bodies of academic self-government under the Act Nr. 131/2002 Coll. On Higher Education Institutions.</p> <p>Management of UNIZA is:</p> <ol style="list-style-type: none"> 1. Rector 2. First Vice-rector and Pro-rector for Education 3. Vice-rectors for : <ul style="list-style-type: none"> • Science and Research • International Relations and Marketing • Development • Information Systems 4. Quaestor <p><i>Academic self-government bodies are:</i></p> <ol style="list-style-type: none"> 1. <i>The Rector</i> is the statutory body of the university, manages it, acts on its behalf and represent it externally. Rector is responsible for his activities to the Academic Senate of UNIZA. 2. <i>Academic Senate</i> is a body of academic self-government consisting of elected representatives of the academic community of the university. It has 15 members (at least 1/3 of it are students, the rest employees). 3. <i>The scientific Council</i> consist of distinguished experts in the areas in which the university carries out its educational, scientific, research, artistic or other creative activities. At least one quarter and a maximum one third of the Scientific Council members are persons, who are not members of the academic community of the University.

	<p><i>Disciplinary Commission of the Public University</i> deals with disciplinary offenses of those university students who are not enrolled in any study program of the faculty.</p>
<p>NIB</p>	<p>National Institute of Biology (NIB) was established by the Government of Republic of Slovenia in 1961 and is the third largest public research institution in the field of natural sciences in Slovenia. The content of research is focused on different areas of biology and medicine. NIB has three decision-making bodies: the Board of Governors, the Scientific Council and the Director. The Board of Governors is managing the Institute and with the consent of the founder (Government, Ministry of Education, Science and Sport), adopts the Statute by a majority of its members, accepts Institute's programme and appoints and dismisses the Director. The Director has a management function, which includes the organization and management of the work and operations of the Institute and its representation. The Scientific Council has a decision-making position and prepares foundations regarding NIB's professional and research work.</p> <p>NIB has four Research Sectors that are financially independent and are led by the Head of these Departments. NIB has also two Infrastructure Centres and five Operational Units that operate within Research Sectors.</p> <p>Departments of Research Sector cover different research topics in the field of biology:</p> <ul style="list-style-type: none"> ○ Marine Biology Station (dislocated unit) (has an Infrastructure Centre and one Organisational Units) ○ Department of Biotechnology and System Biology (has an Infrastructure Centre and 4 Organisational Unit) ○ Department of Genetic Toxicology and Cancer Biology <p>Department of Organisms and Ecosystem Research</p>

10. APPENDIX V – DETAILED INFORMATION ON DECISION-MAKING BODIES

Table V.1 – Detailed information on IFAM decision-making bodies

Governance structures	Aims / Competences	Access to the position	Gender Composition	
			Male	Female
Governance bodies				
Director	Both directors own management function that includes the overall responsibility for the strategic development of the business units, ensuring high scientific quality of research and development work, the acquisition of research and development projects and the operational management of the institute. As part of the internal cooperation, the aim is to broaden the content of the institute's department of design and functional materials. The tasks at the university Bremen include research and teaching in the respective research areas. It is expected that these areas of responsibility will be continued and supplemented by new priorities. It is desirable to cooperate with the neighboring departments within the university.	Both directors are appointed in an appeals procedure. This procedure is determined in cooperation by the Fraunhofer-Gesellschaft and the University of Bremen, since the directors are also appointed at this university beside their position at IFAM. It is an open procedure but the candidate has to have experience in the respective field of research.	2	0
Deputy Director	The deputy directors support the directors in managing and representing the institute towards the Fraunhofer-Gesellschaft and prospective customers. Since both deputy directors are also department managers they inform the employees about management decisions.	The deputy directors are appointed by the directors.	2	0
Administrative director	The administrative director has overall responsibility for the areas of personnel, commercial services and information technology.	The position of administrative director is filled by public tender.	1	0
Executive Board of the shaping and functional materials-division	The Executive Board is in close contact with the director of the shaping and functional materials-division. It supports the director in leading the institute and structural orientation.	The Executive Board members are appointed by the director.	4	0
Scientific bodies				
Head of department	In addition to the further development of research topics, the main tasks of the head of department are the organizational management of the department, the development of strategic perspectives as well as the personnel and budget responsibility for an interdisciplinary team. The department head is also responsible for planning, management and coordination of interdisciplinary research tasks as well as industrial projects.	There is a public tender for the department head position. Requirement is usually a scientific university degree. The head of department is selected by the respective director, by some department members and other head of department colleagues.	21	
			20	1
Working group leader	The working group leader supports the head of department.	There is a public tender for this position and the respective department head and members select a suitable colleague.	40	
			32	8
Advisory bodies				

board trustees	The members of the Board of Trustees advise the Fraunhofer Institute on questions of content orientation and strategic development and promote the networking of scientists in business, politics and society.	The members are appointed by the board of the Fraunhofer-Gesellschaft in agreement with the institute's management.	11	
			11	0

Table V.2 – Detailed information on BBC decision-making bodies

Governance structures	Aims / Competences	Access to the position	Gender Composition		
			Male	Female	
Governance bodies					
Board of Trustees חבר הנאמנים	<p>Responsibilities: The Board of Trustees determines the general policy of the College and within this framework shall have the following responsibilities:</p> <ol style="list-style-type: none"> To supervise the Governing Council's administration of the College's affairs, businesses and assets; To delineate the College's financial policy, including the obtaining of funding, and to approve the plans and budgets for its development; To review and approve the College's financial statements; To receive, discuss and approve an annual report on the College's academic activities; To obtain and provide the assets, buildings and equipment required for the College to function; Upon the recommendation of the Academic Council and without such actions derogating from the parallel responsibilities of the College's other organs, to establish and/or approve, abolish or change new academic bodies, positions and activities; To institute, annul or change rules for regulating the College's affairs, excluding in relation to purely academic matters which shall come into force subject to the recommendation of the Academic Council. To approve the conferment of "Honorary Fellowships" to public figures; To approve academic arrangements and ties between the College and other bodies; To coordinate activities of the College's friendship societies in Israel and abroad and to recommend the establishment of new friendship societies; To choose the Chairman of the Board of Trustees, one of its members to serve as Chairman of the Governing Council, members of the Governing Council from amongst the members of the Board of Trustees, the President, the College's Auditing Body and to discuss the approval of its reports; To appoint the College's legal advisor and accountant; 	<p>Composition and appointment: 21-50 members, as follows:</p> <ol style="list-style-type: none"> Two members from amongst the representatives of the College's founding fathers appointed by the Berl Katznelson Fund. Seventeen public figures, including representatives from the Arab community in Israel. The President The CEO (Director General) A chairman appointed by The Board of Trustees <p>A person who wishes to be a member of the Board of Trustees shall submit a request to the Board.</p> <p>Tenure</p> <ol style="list-style-type: none"> The representatives of the founding fathers of the College shall remain members of the Board of Trustees as long as their membership has not expired or been terminated by the body which appointed them (the Berl Katznelson Fund). The tenure of the other members shall be three years. The President and the CEO shall be members of the Board of Trustees for the duration of their terms in office. 	28	22	6

	<p>13) With the exception of regulations relating to purely academic matters, to amend and alter the Constitution;</p> <p>14) Residual authority regarding all the College's affairs which have not been designated to any other authority or institution;</p> <p>15) To decide upon the liquidation of the Association and the use to be made of its property and assets.</p>			
<p>The President הנשיא</p>	<p>Objective: To manage, develop and advance the College.</p> <p>Responsibilities:</p> <ol style="list-style-type: none"> 1) Implementing the decisions of the College's competent authorities. 2) Reporting to the Board of Trustees and the Council on the relevant part of his activities. 3) Preparing the College's annual budget in consultation with the CEO and the College's accountant, having it approved by the Board of Trustees, working towards its proper implementation and receipt of its financial sources. 4) Devising and preparing plans for the College's development and advancement and presenting them to the Council and the Board of Trustees for approval. 5) Supervising the College's technical and administrative apparatus, services and activities and ensuring their proper and continuous operation. 6) Liaising and coordinating between the College's Board of Trustees, Academic Council and Governing Council. 7) Heading the College's administration, representing the College in its external contacts and at official ceremonies. 8) Recommending the appointment of the College's legal advisor, accountant and internal auditor to the Board of Trustees. 9) Appointing the Chairman of the Academic Council and other senior members of staff as well as appointing the members of the Academic Council, after consulting with its Chairman. 10) Supervising, together with the Academic Council, the activity of each of the College's academic bodies. 11) Ensuring, together with the Academic Council, the existence of adequate and appropriate standards of pedagogy, education, research, examination, accreditation and academic discipline. 12) Working, together with the Academic Council, for the establishment of new academic bodies, including study and research units and chairs, their alteration and/or closure. 13) Working, together with the Academic Council, to determine the rights and 	<p>Appointment: A Search Committee of up to seven members which shall be set up by the Chairman of the Board of Trustees according to the college constitution shall finalize by majority vote a list of no more than three candidates, after receiving the Academic Council's recommendations. The President shall be chosen by the Board of Trustees by a majority vote.</p> <p>Tenure: The President shall be appointed for a period of five years, at the end of which he may be reappointed, subject to the conditions specified in the college constitution.</p>	1	1

	<p>obligations of and create disciplinary proceedings for academic staff.</p> <p>14) Working, together with the Academic Council, to determine the rights and obligations of and create disciplinary proceedings for students.</p> <p>15) Appointing senior teaching and administrative staff within the College, including heads of the schools and other academic units.</p> <p>16) Approving, in consultation with the CEO, the salaries and terms of employment of the College's employees.</p> <p>17) Ratifying decisions taken by the Academic Council which have financial implications, including decisions taken by the Appointments Committee, and presenting them to the Governing Council for approval.</p> <p>18) Approving the granting of security of tenure to senior administrative staff.</p> <p>19) Appointing and dismissing the College's CEO, with the Council's consent.</p>			
Scientific and pedagogic bodies				
<p>Vice President for Academic Affairs (VPAA) סגן הנשיאה לעניינים אקדמיים</p>	<p>Objective: To manage the academic aspects of the College, according to the policy and instructions set by the President, including the areas of teaching, research, vocational development of staff, planning, development and monitoring of academic programs and academic international relations.</p> <p>Responsibilities:</p> <ol style="list-style-type: none"> 1) A member, participant or observer in any senior academic forum within the College, including The Institutional Appointments Committee, the Board of Trustees, the School Teaching Committees, search committees for Head of Schools or other senior positions. 2) Chairman of The Academic Council. 3) Chairman of the Internal Appointments Committee. 4) Chairmain of search committees for Deans of Faculties. 5) Liaising and coordinating between the College and external establishments, such as The Council for Higher Education (CHE), The Planning and Budgeting Committee (PBC), other academic institutions and the Ministry of Education (MoE). 6) Deputy of the President. 7) Representing the College in its external contacts and at official ceremonies. 8) Managing the Academic Secretariat 9) Managing the Quality Assurance Unit and all QA processes within the college. 10) Representing the College in its external contacts and at official ceremonies. 	<p>Appointement: A position of trust, appointed by the President. The prerequisite for the position is being at least an associate professor with extensive academic and managerial experience.</p> <p>Tenure: Parallel to the President's term</p>	1	

	<p>11) Managing approved five-year new academic programs.</p> <p>12) Managing the assimilation and advancement processes of academic staff members.</p> <p>13) Managing general units and programs in the College: English and Hebrew for Academic purposes and the Excellence program.</p>			
<p>The Academic Council המועצה האקדמית העליונה</p>	<p>Objectives:</p> <ol style="list-style-type: none"> To be the College's supreme academic authority. The Academic Council's discussions and academic decisions shall be independent and, subject to the decisions of the Council for Higher Education, shall be binding on the College's academic bodies. To be responsible for the existence and regulation of adequate and appropriate standards of pedagogy, education, research, examination, accreditation and academic discipline. To advise the Board of Trustees, the Governing Council and the President in all academic matters concerning the College. To operate according to the principle of academic freedom within the framework of the Constitution. <p>Responsibilities:</p> <p>To discuss and make recommendations regarding, inter alia, the following matters within the College:</p> <ol style="list-style-type: none"> The advancement and maintaining the standard of pedagogy and research. Academic supervision of the activities of all the College's academic bodies (including schools, classes, departments, institutes, centers, archives, museums, laboratories, art galleries and art centers). The establishment of new academic bodies, including study and research units. The inauguration of chairs of learning and the appointment of those who shall be in charge of them. Alteration of the structure and/or closure of existing academic bodies. Determination and approval of pedagogical and research programs, teaching and study methods, and student admission rules and conditions. Determination of rules for supervising pedagogical standards. Determination of rules for conferment of academic degrees of any kind. Conferment of "Honorary Fellowships", subject to approval of the Board of Trustees. Academic appointments and promotions. Determination of academic staff members rights, obligations and disciplinary proceedings - excluding vis-à-vis personal service contracts and salary agreements. Determination of student rights, obligations and disciplinary proceedings. 	<p>Composition and appointment:</p> <p>Between 12 and 40 members comprised of the following:</p> <ol style="list-style-type: none"> The Council shall be headed by a senior, professor grade, academic, that is already Serving at the time in another academic, administrative position within the college. At least 2/3 of the members shall be professors, at least half of whom shall be full professors. Senior staff within the College (the heads of schools and chairmen of pedagogical committees), who are employed by the institution on at least a half-time basis and who shall serve on the Academic Council by virtue of their positions. Two teaching staff representatives: one representing the lecturers and the other representing the senior lecturers, who shall be nominated by all the lecturers and senior lecturers. Additional members who shall be appointed by the current members of the Academic Council, whose appointments could contribute to the advancement and development of the College from an academic standpoint. A representative of the College's students. The Dean of Students, as long as he remains in office. <p>The Chairman and the Council members shall be appointed by the President in consultation with the Chairman of the Academic Council.</p> <p>The Constitution also specifies certain individuals that may participate as observers without having the right to vote at meetings of the Academic Council.</p> <p>Tenure:</p>	<p>22</p> <hr/> <p>12</p>	<p>10</p>

	<p>13) Determination of the criteria for granting scholarships, prizes and grants to researchers and students.</p> <p>14) Determination of guidelines for libraries and archives.</p> <p>15) Supervision of articles and other academic publications.</p> <p>16) Affiliation of pedagogical and research units outside of the College and provision of accreditation.</p> <p>17) Delegation of the Governing Council's responsibilities to any of the Academic Council's committees.</p> <p>18) Appointment of the Institutional Appointments Committee.</p> <p>19) Monitoring the institution's preparations leading up to quality appraisal proceedings conducted under the auspices of the Council for Higher Education and the course of the inspection carried out by the external appraisal committee and supervising the implementation of its recommendations.</p> <p>The Academic Council shall delegate its responsibilities to the following permanent committees:</p> <p>1) The Institutional Appointments Committee; 2) A Teaching Committee for each school.</p>	<p>The members shall be appointed for such period as the Academic Council shall decide upon, provided that the maximum tenure shall be three years.</p> <p>Where the President shall not serve as Chairman of the Academic Council, he shall appoint the Chairman of the Academic Council, subject to his nominee receiving the approval of at least two thirds of the members of the Academic Council who participated in the vote.</p> <p>The tenure for the position of Chairman of the Academic Council shall be three years, at the end of which the incumbent Chairman may be reappointed, although under no circumstances may a person serve as Chairman of the Academic Council for more than six (6) consecutive years.</p>		
<p>The Institutional Appointments Committee ועדת המינויים המוסדית</p>	<p>Objective: Academic appointments and promotions.</p> <p>Responsibilities: The Appointments Committee shall have the authority to make decisions in the Academic Council's name in connection with granting security of tenure and promotion to academic staff members. The Appointments Committee shall present its decision as a recommendation to the President.</p> <p>*Notes:</p> <p>1) The Constitution also defines an Appeals Committee comprised of the Chairman of the Academic Council, the Chairman of the Appointments Committee and a member of staff having professor status, who is a member of the Academic Council and who shall be appointed by the President. The Appeals Committee may decide to enlarge the number of its members, whether permanently or for a particular hearing.</p> <p>2) According to the College Statute there is also an Internal Appointments Committee which is a sub-committee of the Institutional Appointments Committee for appointing lecturers. The Internal committee is subject to the Institutional Committee's policy and decisions.</p>	<p>Composition and appointment: At least seven members, the majority of which shall be professors from within and from outside the institution, proposed by The Chairman of the Academic Council, in coordination with the President and approved by the Academic Council by a majority vote:</p> <p>1) A Chairman: a full professor chosen from amongst the members of the Academic Council. 2) At least six more members, as specified above.</p>	9	
			7	2

<p>The School Teaching Committees (Pedagogical Councils) מועצות הפקולטות?</p>	<p>Objective: To decide the Academic Council's ongoing matters relating to the school in question, under regulation, supervision, approval of and coordination with The Academic Council and the Faculty Dean.</p> <p>Responsibilities:</p> <ol style="list-style-type: none"> 1) Implementing the faculty mission statement and policy with correlation to the College policy. 2) Fostering excellence in teaching in the relevant disciplines of its interest. 3) Initiating academic collaboration with other faculties in teaching, research and other activities. 4) Considering the different opinions and needs of the faculty students. 5) Monitoring sylluses and setting standards of planning teaching syllabuses in the faculty. 6) Proposing and approving of new teaching programs prior to submission to The Academic Council. 7) Examining possibilities and the implementation of reorganization of teaching programs. 8) Formulating terms of admission to or transitions between programs, in accordance with the terms set by The Academic Council. 9) Encouraging and fostering research in coordination with The Research Authority, as well as meaningful pedagogical and artistic initiatives to contribute to education and arts in general. 	<p>Composition and appointment:</p> <ol style="list-style-type: none"> 1) 12 to 25 academic staff members, among which the Dean and Head of Schools of the certain faculty and at least one student representative of the Student Union 2) The academic staff members shall have at least a doctorate and be recognized academics or artists. They shall be decided upon by the Academic Council by a majority vote. 3) The Chairman of the Teaching Committee shall be chosen by the Academic Council in accordance with the recommendation of the Head of the School. <p>Tenure: Four years</p>	<p>Faculty of Society and Culture 20 + a student</p> <table border="1" data-bbox="1225 465 1347 824"> <tr> <td>8</td> <td>12</td> </tr> </table> <p>Including a chairman + a student</p> <p>Faculty of Education 16 (+2 students)</p> <table border="1" data-bbox="1225 1070 1347 1317"> <tr> <td>5</td> <td>11</td> </tr> </table> <p>Faculty of Arts 22</p> <table border="1" data-bbox="1225 1563 1347 1803"> <tr> <td>10</td> <td>12 Including Chair woman</td> </tr> </table>	8	12	5	11	10	12 Including Chair woman
8	12								
5	11								
10	12 Including Chair woman								
<p>Head of The Research Authority ראש רשות המחקר</p>	<p>Objectives:</p> <ol style="list-style-type: none"> 1) To promote high quality research in the areas of Humanities, Social Science and Applied Sciences. 2) To provide the College's faculties, centers and institutes the necessary infrastructure to seek, apply and manage research funding and opportunities. 	<p>Appointment: By the President</p>	<p>1</p> <table border="1" data-bbox="1225 1870 1347 2074"> <tr> <td>1</td> <td></td> </tr> </table>	1					
1									

	<p>Responsibilities:</p> <ol style="list-style-type: none"> 1) To search and locate for potential research opportunities and funding resources in Israel and abroad. 2) To provide information on research funding opportunities, fellowships, conferences, and guidelines to researchers on how to apply for research grants and to manage research budget. 3) To manage and control research programs and budget. 4) To provide and publish general information on scientific activity at Beit Berl College. 5) To initiate research-oriented encounters. 6) To advise on methodological and statistical issues for research purposes to the staff. 	<p>Tenure: Four years</p>		
Management bodies				
<p>The Governing Council (Executive Committee) הוועד המנהל</p>	<p>Objective: To be responsible for exercising any authority regarding the Association's management which is not designated in this Constitution or in the Associations Law, 5740-1980 to any of the Association's other institutions.</p> <p>Responsibilities:</p> <ol style="list-style-type: none"> 1) Preparing the Association's annual financial statements and submitting them to the Board of Trustees for approval at its annual meeting. 2) Approving the financial statements before their submission to the Board of Trustees. 3) Deciding to convene an extraordinary meeting of the Board of Trustees. 4) Appointing and authorizing persons to sign binding documents on behalf of the College and to appear in its name. Those authorized to sign shall be chosen from amongst the Association's members or executive officers. 5) Approval of decisions taken by the Academic Council which have financial ramifications, including decisions taken by the Appointments Committee, after obtaining the President's approval. 	<p>Composition and appointment: A chairman plus three to five members appointed from and by the Board of Trustees.</p> <p>Tenure: The tenure of all members of the Council shall be three years. Members can be reappointed once their tenure has expired.</p>	9	
<p>Director General (Executive Director/ CEO) מנכ"ל</p>	<p>Responsibilities:</p> <ol style="list-style-type: none"> 1. managing the College's ongoing affairs and implementing the decisions taken by its institutions. 2. Participating as a member of the Board of Trustees and the Advisory Committee. 	<p>Appointment: The College CEO shall be appointed and dismissed by the College President, subject to the Governing Council's approval.</p>	1	
<p>Deans of Faculties דקאני הפקולטות (Society and Culture, Education, Arts)</p>	<p>Objectives: To implement the decisions made by the academic and administrative authorities with regards to the specific faculty s/he manages.</p> <p>Responsibilities:</p>	<p>Prerequisites:</p> <ol style="list-style-type: none"> 1) A senior academy person – at least a senior lecturer and preferably a professor, characterized by managerial and leadership capabilities. 2) An academic search committee appointed by the President will 	3	

	<ol style="list-style-type: none"> 1) To participate in the forming of the academic mission statement of the College, and to act towards its implementation. 2) To appoint Heads of Academic Units in the faculty. 3) To report and coordinate his/her actions to/with the President, the Vice President, the CEO and others. 4) To submit annual and perennial work plans and budget plans to the approval of the Governing Council, report their progress and be responsible for their implementation. 5) To monitor quality assurance academic and research processes of all faculty units. 6) To recruit, assess and promote faculty personnel. 7) To cooperate with Public Relation bodies to recruit students to the faculty. 8) A member in the Academic Council and The School Teaching Committee. 9) An occasional participant in the Board of Trustees and other senior forums. 	<p>recommend a candidate to the President. The search committee is composed of: Chairman- The Vice President, plus six academic staff members - four recommended by the School Teaching Committee and two more members appointed by the President.</p> <p>Appointement: By the President, based on the recommendations of the search committee.</p> <p>Tenure: Four years – with an optional extension of two more years.</p>		
<p>Dean of Students [29] דקאן הסטודנטים</p>	<p>Objective: To act for the well-being of students and to connect the academic aspect with the social and cultural aspects.</p> <p>Responsibilities:</p> <ol style="list-style-type: none"> 1) To inform students as to their institutional and academic obligations, as well as to represent the students and thier needs to the College's institutions. 2) To Assisst students with regard to scholarships, financial loans, dormitory on campus, psychological service, special needs and sports activities. 3) To represent students and to defend their rights, e.g.: coordinating schedules of military reserve service, special exams schedules, academic duties adjustments and tuition fees. 	<p>Appointment and tenure: By tender</p>	1	1
Advisory bodies				
<p>The Auditing Body (Internal Auditor) מבקר פנימי</p>	<p>Responsibilities:</p> <ol style="list-style-type: none"> 1) Examining the propriety of actions taken by the Association and its institutions, including the degree to which the Association's actions are consistent with its objects. 2) Examining the degree to which the Association's objects are being achieved in a cost-effective manner. 3) Monitoring implementation of the Board of Trustees' decisions. 4) Proposing ways to correct shortcomings in the Association's management to the Governing Council. 5) Examining the Association's financial affairs, its books of account and salary payments, including the extent to which the Association's funds are being used to advance its objects. 	<p>Appointment: The General Meeting of the Board of Trustees shall choose an "Auditing Body" in accordance with The Amutot Law, 5740-1980 (Non-profit Societies Law) and The Internal Audit Law 5752-1992.</p> <p>Tenure: The Auditing Body shall carry out its functions until the following Annual General Meeting, unless the Board of Trustees shall decide to relieve it of its duties.</p>	1	1

	<p>6) Examining any other matter connected to the Association's activities.</p> <p>7) Presenting its findings following the examinations referred to in this paragraph to the Board of Trustees, the Governing Council and the President, together with its recommendations regarding approval of the Association's financial statements.</p>				
<p>The Institutional Committee of Ethics in Research וועדת האתיקה במחקר</p>	<p>Responsibilities: The Ethics in Research committee is an IRB (Institutional review board) which aims at facilitating, approving and improving ethical considerations in academic research.</p>	<p>Composition and Appointment: A chairman plus six members, appointed by the Vice President.</p> <p>Tenure: Four years</p>	7	3 Including chairman	4
<p>Gender Equality Officer [30] יועצת הנשיאה לקידום נשים</p>	<p>Objective: To promote gender equality within the institution stemming from fundamental justice and fairness, as well as promoting academic excellence.</p> <p>Responsibilities:</p> <ol style="list-style-type: none"> 1) To perform and prepare research studies, reports and other gender-related activities. 2) To have an annual discussion with the President regarding the College's achievements regarding the gender aspect. 3) A member in the Academic Council and the Institutional Appointments Committee, where s/he will have a right to vote on gender-related matters of her initiative. 4) To prepare and submit a Gender Equality Annual Report to the President, the Governing Council, the Committee on the Status of Women and Gender Equality in the Knesset (Israeli Parliament) and the CHE (The Council for Higher Education). 	<p>Prerequisite: At least an associate professor</p> <p>Appointment: By the President.</p> <p>Tenure: Usually 4-6 years</p>	1		1
<p>Academic Staff Trade Unions וועדי עובדים</p>	<p>There are three types of teaching staff in the College, and according to which are their trade unions:</p> <ol style="list-style-type: none"> 1) Tenured employees - pertain to The High Schools and Colleges Teachers' Organization 2) Terms of PBC employees – similarly to universities lecturers 3) Effective hours lecturers – pertain to the effective hours lecturers' union 		unavailable data		

Table V.3 – Detailed information on UAVR decision-making bodies

Governance			Gender Composition
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structures	Aims / Competences	Access to the position	Male	Female
Governance bodies				
Rector: Executive role	Executive role: the most senior governor and external representative of the institution. The Rector directs the university and is specifically responsible for: a) Producing and presenting proposals to the General Council; b) Approving the creation, suspension and closing of courses; c) Approving the maximum numbers for new admissions and enrolments; d) Supervising academic management; e) Guiding and supervising the administrative and financial management of the institution and ensuring the efficient use of funds and resources; f) Allocating support for students within the framework of the student social services, as prescribed by law; g) Approving the awarding of titles and honours; h) Instituting educational prizes; i) Approving the election and appointment of members of the managerial bodies of the organisational units; j) Appointing and dismissing, as prescribed by law and the statutes, directors of organisational units which do not have their own governing bodies; l) Appointing and dismissing, as prescribed by law and the statutes, the director and managers of the institution's services; m) Exercising disciplinary power, in accordance with the provisions of this law and the statutes; n) Ensuring that decisions taken by the collegiate bodies of the institution are implemented; o) Approving regulations envisaged under the law and in the statutes; p) Encouraging observance of the law, statutes and regulations; q) Proposing initiatives considered necessary for the proper management of the institution; r) Performing any other duties stipulated by law and in the statutes; s) Informing the supervising Minister of all data employed in the exercise of their duties, namely plans, budgets, financial reports and reports of activities; t) Taking any measures necessary to ensure the quality of education and research in the institution and its organisational units; u) Representing the institution before a judge or court of law. (Law 62/2007, 92 ^o)	The Rector is elected by the General Council (a much smaller and less represented structure when compared to the university assembly) instead of being elected by all members. He may not be a member of the institution and may not be Portuguese as RJIES opens the position to people coming from both outside the institution and the country. The UA elected a Rector who belongs to the institution, reinforcing the image of the Rector as primus inter pares and not so much as a chief executive office as the Legislation (Law 62/2007) suggests. This is important for rectors' legitimacy to have internal support from other academics, being in line with the more traditional collegial model of governance.	1	
Rectoral Team	Provide support to the Rector, consisting of vice-rectors and pro-rectors.	Freely appointed by the Rector and may come from outside the institution. May be dismissed at any time by the Rector and the end of their mandates coincide with the mandates of the latter. Other offices may be created to assist the Rector (Law 62/2007). 5 Vice-Rectors (4 Men + 1 Woman) + 7 Pro-Rectors (4 Men + 3 Women)	12	
			8	4
Board of			5	

<p>Trustees (BT)</p>	<ul style="list-style-type: none"> - Approving the university's statutes and proposing them to the Minister of Higher Education for approval; - Approving the deliberations of the General Council regarding the designation and discharge of the rector, in accordance with the law; - Proposing or authorising, according to the law, the acquisition or alienation of real estate of the institution, as well as its credit operations; - Nominating and discharging the Management Board; - Approving the deliberations of the General Council concerning the adoption of the strategic medium term plans and the Rector's 4-year action plan, institutional guidelines regarding scientific and pedagogical affairs, institutional guidelines regarding finances and estate; adoption of yearly action plans and assessment of the institution's annual activity report and approval of the proposed budget proposal and of the annual consolidated accounts, accompanied by the report of the auditor. 	<p>Made up of 5 personalities (external members) appointed by the government based on the University of Aveiro's suggestion. These curators are personalities recognised for their particular merit and highly relevant professional experience. Their 5-year mandate, incompatible with any contractual activity with the UA, can be renewed once. The president of this Board is elected by its members by absolute majority and is also granted a 5-year mandate. At the moment, one of the members has resigned and the University is in the process of appointing a substitute.</p>	<p>4</p>	<p>1</p>
<p>General Council (GC)</p>	<p>The General Council is responsible for:</p> <p>a) Electing a chairman, by absolute majority, from among the members; b) Approving its regulations; c) Approving alterations to statutes; d) Organising election procedures and electing the Rector or President, under the terms of the applicable statutes and regulations; e) Appraising the acts of the Rector or President and the General Council; f) Proposing initiatives considered necessary for the proper running of the institution; g) Performing any other duties stipulated by law or in the statutes.</p> <p>2 — If proposed by the Rector or President, the General Council is responsible for the following: a) Approving medium-term strategic plans and the plan of action for the four- year mandate of the Rector or President; b) Approving the general guidelines for the institution contained in the scientific, pedagogical, and financial or asset plan; c) Creating, transforming or closing organisational units; d) Approving annual plans of activities and assessing the annual report on institutional activities; e) Approving budget proposals; f) Approving the annual consolidated accounts, accompanied by the opinion</p> <p>of the statutory auditor; g) Setting the tuition fees payable by students; h) Proposing or authorising, as stipulated by law, the purchase or sale of the institution's assets and its credit operations; i) Pronouncing on any other matters that may be submitted by the Rector.</p>	<p>The representatives of teachers and researchers are elected by all the teachers and researchers in the university, using a system of proportional representation; They must constitute more than half of the total number of members of the GC. The students' representatives are elected by all the students in the university using a system of proportional representation under the terms of the statutes. They must constitute at least 15% of the total number of members of the GC. The individuals of recognised merit who have the relevant knowledge and experience but who do not belong to the institution are co-opted by the representatives of teachers and researchers and representatives of students, point by absolute majority, based on justified proposals subscribed to by at least one third of the members; these must constitute at least 30% of the total number of members of the GC.</p>	<p>19</p>	
<p>Management Council/ Board</p>	<p>The Management Board is responsible for the administrative, asset and financial management of the institution, in addition to the management of human resources and is subject to the current legislation pertaining to public bodies with administrative autonomy.</p> <p>The Management Board is also responsible for establishing charges and salaries. The Management Board may, under the terms of the statutes, delegate the powers considered necessary for more efficient management to the various bodies of the</p>	<p>The Management Board is elected and discharged by the Board of Trustees, on the proposal of the Rector, and composed of the Rector, who presides, one Vice-Rector and the Administrator of the University. The Management Board is appointed and presided over by the Rector.</p>	<p>5</p>	
			<p>4</p>	<p>1</p>

	organisational units and the directors of services. (Law 62/2007, §95º)			
Scientific and pedagogic bodies				
Scientific Council	<p>Evaluate the University's plan of scientific activities and its scientific policy; Emit an opinion on the introduction of new scientific areas and on the creation, alteration or closing of specific research units; Deliberate on the distribution of teaching among teaching staff, subjecting it to the approval of the Rector; Pronounce on the creation of study cycles and approve the study plans of the given study cycles; Propose or give an opinion concerning the concession of titles or honorific awards, the attribution of academic awards and the execution of international agreements and partnerships; Propose the composition of the jury members for academic examinations and competitions; Undertake the other acts foreseen in the Law concerning the teaching and researching career and the hiring of teachers and researchers; Emit an opinion on the election and dismissal of the Coordinator of the Doctoral School; Carry out other functions assigned by the Law or the University Statutes;</p> <p>The members of the Scientific cannot pronounce themselves on matters concerning the teacher's career with a superior category and on competitions or proofs where they gather the conditions to be candidates or where they have interest in. (UA Website June 2018).</p>	<p>The Scientific Council consists of:</p> <ul style="list-style-type: none"> - The Rector, who presides; - 9 representatives elected from among the UA's career professors and researchers (7 from the university and 2 from the polytechnic schools); - representatives elected from among the UA's remaining professors and researchers, following the rules established for this effect. 	24	
			12	12
Pedagogical Council	<p>The Pedagogic Council is responsible for the management of the university's educational affairs. This Council is responsible for:</p> <p>Emitting an opinion on pedagogical guidelines, and methods of teaching and learning and assessment; Promoting evaluation of the University's teaching performance through regular surveys, and the analysis and dissemination of the results of these surveys; Promoting assessment of the teachers' teaching performance, by the teachers themselves and by the students, and the analysis and dissemination of the outcomes of this assessment; Appraising complaints concerning pedagogic flaws and proposing the necessary actions; Approving the regulations for the assessment of students' learning; Emitting an opinion on the creation of study cycles and their study plans, the attribution of academic awards, the academic calendar and exam schedule. (UA website 2018).</p>	<p>The Pedagogical Council is constituted by 25 members and chaired by one Vice-Rector of the UA (man), for delegation of powers conferred by the Rector; + 12 professors (9 belonging to university teaching and 3 to polytechnic teaching) and 12 students (10 belonging to university teaching and 2 to polytechnic).</p>	25	
			15	10
Management bodies				
Deans	The Director or President of the organisational unit is responsible for:	Designated by a selection committee composed by the Rector and four other elements. Nomination confirmed by the Rector by formal appointment	16 Deans + 4 Polytechnic Schools'	

	<p>a) Representing the organisational unit before the various bodies of the institution and outside the institution;</p> <p>b) Presiding over the managerial body, where it exists, directing the services of the organisational unit and approving the necessary regulations; c) Approving the calendar and timetable for academic duties, on the recommendation of the Scientific or Technical-Scientific Council and the Pedagogic Council; d) Executing the decisions of the Scientific or Technical-Scientific Council and the Pedagogic Council, when binding; e) Exercising the disciplinary power granted by the statutes or delegated by the Rector or President of the institution; f) Drawing up the budget and plan of activities, in addition to the financial report and report on activities; g) Performing any other duties stipulated by law or in the statutes;</p> <p>h) Performing any duties delegated by the rector or president of the institution (Law 62/2007, 100^o).</p>		<p>16</p> <p>3</p>	<p>0</p> <p>1</p>
Executive Commission	<p>The Executive Committee is comprised of three to five members and the Director is the President.</p> <p>The Executive Committee is the executive collegial body that ensures the efficient interconnection of the unit with the other structures, bodies and services of the University.</p>	The members are appointed by the Director.	60 (18 In polytechnic schools)	
			40 (10 In polytechnic schools)	20 (8 In polytechnic schools)
Coordinators of Research Units and laboratoires	Assumes the direction of the unit. The coordinator has the responsibility to manage the research unit and to represent it externally.	It is usually elected by the members of the research unit but it depends on the internal regulations of each center.	19	
			13	6
Advisory bodies				
Council of Ethics/ Ethics Board	The Ethics Board is the advisory and support bodie in matters of ethics and deontology related to the achievement of the attributions of the University, which is responsible for promoting reflection and contributing to the definition of appropriate guidelines for the establishment and consolidation of a policy to safeguard ethical principles and ethics, in particular by issuing opinions, when requested, or by proposing, on its own initiative, the adoption of codes of conduct. (UA statutes)	The Council of Ethics and Deontology is composed of a maximum of 12 members, including internal and external personalities, freely appointed and exempted by the General Council, which defines the term and regime of mandates and other framing rules.	12	
			9	3
Disciplinary Commission	The Disciplinary Committee supports the Rector in disciplinary matters, pronouncing and issuing opinions in the scope of the disciplinary action.	<p>The Disciplinary Committee is composed of 7 members, appointed and dismissed by the Rector and for the term of the respective mandate, in the following terms:</p> <p>a) 3, from teaching staff to research, of whom 1 chairs the Committee</p> <p>b) 2, from non-teaching and non-research personnel;</p> <p>c) 2 students.</p>	7	
			5	2

<p>Student Ombudsman</p>	<p>The student ombudsman should work “in conjunction with student associations, the institution’s bodies and services, namely the Pedagogic Councils, and its organisational units. The Student Ombudsperson protects and promotes the students’ legitimate rights and interests, appraises the complaints presented to him and, based on the evidence found, directs his recommendations to the respective organs and entities (Law 62/2007). The Student Ombudsperson presents a detailed annual activities report to the General Council. (UA website 2018)</p>	<p>The President of the General Council nominates one of the people he knows and trusts to be the Student Ombudsman. All organs, units and services are required to cooperate with the Student Ombudsperson when asked to do so and to give their opinion on their position regarding the recommendations given to the Ombudsperson and to the involved person(s).</p>	<p>1 Man</p>
<p>Trade Unions (for those who have ‘institutional unions’</p>			

Table V.4 – Detailed information on UNIZA decision-making bodies

Governance structures	Aims / Competences	Access to the position	Gender Composition		
			Male	Female	
Governance bodies					
Rector: Executive role	<p>The Rector is the statutory body of the university, manages it, acts on its behalf and represents it externally. Rector is responsible for his activities to the Academic Senate of UNIZA. The Rector directs the university and his role is to:</p> <ul style="list-style-type: none"> a) establish, merge, order the merging of the university parts, split and cancel them after expression of the Academic Senate. In a case of faculties, he can do it after the approval of the Academic Senate. b) give tasks to the deans and to the directors/managers of the university parts in matters in which they are subordinated to him and to control the fulfilment of these tasks c) manage the questor and university parts directly subordinated to him. d) submit to the Governing Board the draft budget for approval after it has been approved by the Academic Senate e) on the basis of a decision of the Scientific Council, to grant science - pedagogical or an artistic-pedagogical title "Associate Professor" f) submit to the minister the approved proposals for the appointment Professors g) appoints and revokes Vice-rectors after approval by the Academic Senate h) determines the salary of faculty deans. 	The President of the Slovak Republic appoints and revokes the Rector at the proposal of the Academic Senate of UNIZA.	1		
Academic Senate	<p>Academic Senate is the highest self-governing body elected by members of the academic community. On the proposal of the Rector approves internal regulations, the Faculty Statute and the Faculty's Study Regulations (on the proposal of the dean), approve the long-term strategy of UNIZA, approve the Rector's proposal to appoint and rescind vice-rectors, approve the Rector's proposal for appointing and rescinding members of the Scientific Council of UNIZA. It consist of three members of the employee part of the academic community and two members of the student part of the academic community of each faculty, four members of the employee part of the academic community from other parts of the university and one member of the other student part of the academic community.</p>	<p>Academic Senate</p> <p>1 Chairman (1 Men + 0 Woman) + 1 Vice-chairman (1 Men + 0 Woman) + 5 FETC (1 Men + 4 Woman) + 5 FME (4 Men + 1 Woman) + 5 FEI (5 Men + 0 Woman) + 5 FCE (3 Men + 1 Woman) + 5 FMSI (5 Men + 0 Woman) + 5 FSE (4 Men + 1 Woman) + 5 FH (2 Men + 3 Woman) + 5 other parts (4 Men + 1 Woman) + 1 secretary (0 Men + 1 Woman) 1 Member of the Council of Higher Education Institutions of the Slovak Republic (1 Men + 0 Woman)</p>	43	31	12
University management	<p>University management provide support to the Rector and addresses in particular the issues of operational</p>	Vice-rectors are appointed by Rector after approval by the	6		

	management of the university. University management consist of Vice-rectors and Quaestor. Quaestor coordinates and controls parts of university in economic and financial terms and directs the Rectorate with the exception of departments directly headed by the Rector. Quaestor guides and supervises the financial management of the University and ensures the efficient use of funds and resources.	Academic Senate 5 Vice-Rectors (5 Men + 0 Woman) + 1 Quaestor (0 Men + 1 Woman)	5	1
College of Rector	College of Rector is the Rector's Advisory Board, which addresses in particular the conceptual issues of the University's activities. The members are Vice-Rectors, Quaestor, Faculty Deans and Chairman of the Academic Senate.	1 Rector (1 Men + 0 Woman) 5 Vice-Rectors (5 Men + 0 Woman) + 1 Bursar (0 Men + 1 Woman) + 7 Faculty Deans (6 Men + 1 Woman) + 1 Chairman of the Academic Senate (1 Men + 0 Woman)	15	
			13	2
Scientific and governing bodies				
Scientific Council	The members of the Scientific Council are distinguished experts from the fields in which the University carries out educational, scientific, research, development, artistic or other creative activities. The role of the Scientific Council is to: <ul style="list-style-type: none"> • discuss long-term intent of UNIZA • evaluate the level of UNIZA in education, science, technology and arts • approve the draft of study programs • approve other professionals who have the right to test at state examinations of particular study programs • approve the criteria of UNIZA to assess the fulfilment of the conditions for obtaining the scientific-pedagogical title or the artistic-pedagogical title "associate professor" • discuss proposals for awarding the title "Associate Professor" • approves the general criteria for filling posts of professors and associate professors 	The Scientific Council consists of: - The Rector, who presides; (1 Men + 0 Woman) - 19 representatives of UNIZA (internal members) (16 Men + 3 Woman) - 9 external members (9 Men + 0 Woman)	29	
			25	4
Governing Board	The Governing Board supports strengthening the link between the university and society. The mission of Governing Board is to support and enforce public interest in UNIZA activities, especially in connection with the use of its assets and finance resources provided by the state to the UNIZA. The Governing Board consist of 14 members, which are appointed and rescinded by the Minister of Education. Members are representatives of the public life, including representatives of the business, territorial self-government and representatives of the central government authorities responsible for education, finance and the social sphere. The Governing Board approves budget of UNIZA, after its previous approval by the Academic Senate.	The Governing Board consists of: Chairman (1 Men + 0 Woman) Vice-Chairman (1 Men + 0 Woman) The members (10 Men + 2 Woman)	14	
			12	2
Management bodies				
The Faculty Deans	The Dean is the representative of the faculty. He manages, represents and acts in faculty matters. Faculties ensure the main activities of UNIZA, which are as follows: higher education according to accredited study programs, further education, scientific research, arts, expertise and other creative activity. Each faculty has its own Secretary, which is directly subordinate to the Dean. Secretary of the faculty ensures economic and administrative running	7 Deans (6 Men + 1 Woman)	7	
			6	1

	of the faculty.			
Directors/Coordinators of Scientific and Research Units of UNIZA	The director/ coordinator has the responsibility to manage the unit and to represent it externally. Coordinators are subordinate to the Rector of UNIZA.	They are selected on the basis of the hiring process.	7	
			7	0
Advisory bodies				
Disciplinary Commission	<p>The UNIIZA has:</p> <ul style="list-style-type: none"> The UNIZA Disciplinary Commission solves disciplinary offenses of students of university-wide study programs. Commission has minimum 6 members, 3 of them are university teachers and 3 are students. The Chairman and the members of the Commission are appointed by the Rector after the previous approval by the UNIZA Academic Senate. The Disciplinary Commissions of faculties solves disciplinary offenses of the faculties' students. Commission has 6 members, 3 of them are university teachers and 3 are students. The Chairman and the members of the Commission are appointed by the Dean after approval by the faculty Academic Senate. 	The discussion of the Disciplinary Commission is chaired by its Chairman, in his absence by the member of the Disciplinary Board, who was appointed by the Chairman.		

Table V.5 – Detailed information on NIB decision-making bodies

Governance structures	Aims / Competences	Access to the position	Gender Composition	
			Male	Female
Governance bodies				
Director Executive role	<p>The director has a management function, which includes the organization and management of the work and operations of the Institute, representation of the Institute, as well as responsibility for the legality of work.</p> <p>Director's responsibilities are to organize and manage Institute's operations, she/he is responsible towards the founder and the Board of Governors for business success and for the legality of operations, is in charge for contracting for and in the name of the Institute, is proposing the establishment of Infrastructure Centres and Departments of Research Sectors, decides the appointment and resolution of the Head of the Research Sector in agreement with the Scientific Council and the Board of Governors, is adopting general acts and resolutions that are operatively regulating the Institute's functioning and is deciding on other matters for which she/he is authorized by the laws, regulations and general acts of the Institute.</p>	The Director is elected by the Board of Governors for the period of 5 years. She/he may not be a member of the Institute and may not be Slovenian as NIB opens the position to people coming from both outside the institution and the country. She/he should be working in the Institute's field of research and has to have a PhD.	1	

Deputy Director	Provides support to the Director and plans, organizes, leads and controls the work of Joint Services, as well as is in charge of preparation of various reports. She/he is mainly in charge for managing finances, human resources, public orders and the library. One of Deputy Directors is in charge of Technology Transfer Office.	The Director appoints the Deputy Director and the mandate coincides with the mandate of the Director or no more than 5 years.	2	
Board of Governors	The Board manages the Institute and adopts and changes general acts as the Statute, all rules (employment relations, internal organization, financial operations, ...) and adopts all other general acts defined in the Statute (annual reports, Institute's work programme, etc...).	Made up of 5 personalities, two are appointed by the government; two by Scientific Council (who should have an interest for the Institute's work) and one from NIB is elected by NIB employees. The members of the Board are appointed for the period of 4 years. The president of the Board is appointed within the members from all the five members.	5	
			2	3
Scientific bodies				
Scientific Council	It was established for treating and making decision regarding Institute's professional and research work. It forms professional background for preparation of research programmes, coordinates the preparation of Institute's programme content, promotes and approves researches research titles, gives opinions and initiatives regarding the organisation and regarding conditions for activities development.	The Council is represented by 10 employees, one of them is the Director by his function and can not be the president of the Scientific Council. All other members are elected by the employees with a PhD. Members have to cover all Institute's research topics and have to have a research title defined in the Statute. Their mandate is for four years.	10	
			2	8
Management bodies				
Heads of Research Sectors	She/He has to professionally and operatively manage the Research Sector. The Head guides the development of the researcher in their specific research field, provides measures for occupational safety and performs other duties specified in the Institute's general acts.	Director authorizes one of the employees to be the Head of the Research Sector for the maximum period of 5 years. They need to fulfil the conditions defined by the law and by the rules of internal organisation and systemization of job positions. 4 Research Sectors are financially independent one from another; one of them is located 120 km away, on the coast.	0	4
Joint Services	Joint services are an organizational unit that is responsible for implementing support activities for Research Sectors. The main activities that they carry out include finance and accounting, administrative and technical support to project management, managing human resources, purchasing, general affairs, IT and computer systems management, administrative matters for managing authorities and more.	Director and Deputy Directors are leading this department and are part of it.	17	
			4	13
Advisory bodies				
Ethics Board	The Ethics Board considers received reports of violations of Ethical Code, assesses the nature of the violation, and suggests their consequences to the Director and Scientific Council. Employees have to follow good research practice that is written in the Institute's Ethical Code.	The Board is appointed by Institute's Scientific Council and at the appointment decides the composition, mandate and tasks.	5	
			2	3
Trade Unions (for those who have)	An employer must provide conditions to a trade union for quick and efficient performance of trade union activities. A	All Institute's members of the Trade Union elect the Trade Union Trustee within the	18	
				46

'institutional unions'	trade union representative shall have the right to establish and protect the rights and interests of trade union members with the employer.	Institute for the period of 4 years.		(1 represent active)
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