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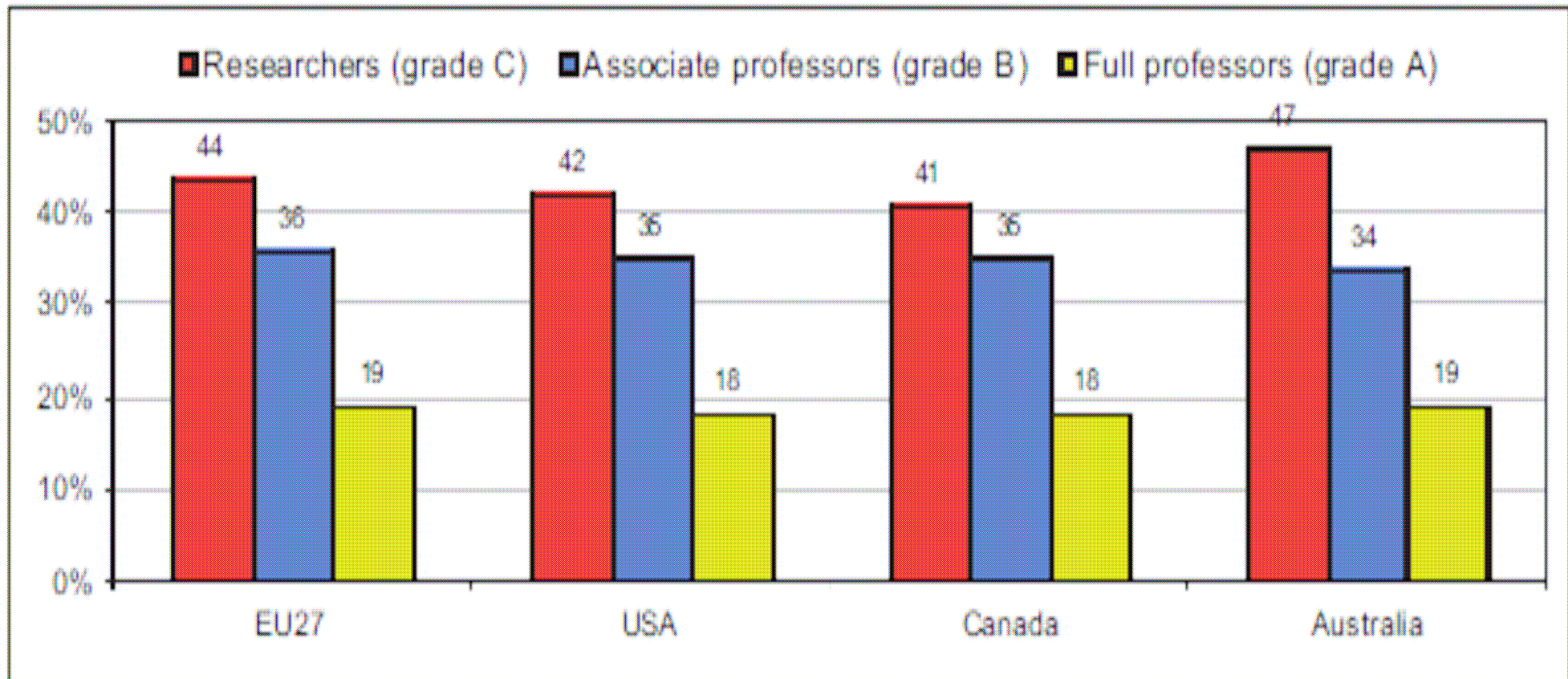
PRAGES: suggestions for academic and research institutions resulting from current practice

Women in Present and Future European Research

Brussels, 10-11 June 2010

- **Gender inclusion in science** as a non linear process
- **Trying to understand the “whys” of the delays:** Three critical areas
- **Three corresponding strategies**
- **Reading the changes in progress:** Tools of analysis
- **Conditions for change.** Some suggestions from the Guidelines

Why so slow?/1- It is the same everywhere ...



Source: European Commission, 2009; American Association of University Professors, 2004; Canadian Association of University Professors, 2007; DEST, 2002

Why so slow?/2 - A “generation effect”?

The case of Italy: Women’s proportion among graduates and grade A academic staff by birth-year group (%)

Birth year groups	Women among graduates	Women among grade A academics
1935-1939	31.1	11.9
1940-1944	33.8	16.2
1945-1949	42.7	21.1
1950-1954	44.8	24.2
1955-1959	44.1	20.6
1960-1964	46.0	19.3
1965-1969	49.8	19.6

Source: ASDO estimate based on D’Aprile (1998); MUR (2008)

Trying to understand the “whys” of the resistance to women in science: three risk areas



- **Science as an unfriendly environment replicating a hidden structure of discrimination.** Evidence: the existence of a “leaky pipeline”; the absence of a critical mass of women due to “hidden quotas” and informal networks; the lack of consideration of work-life issues; an unequal access to resources and career development; a biased evaluation of scientific merit.
- **Science as gender-insensitive.** Existence of die-hard stereotypes concerning a supposed “gender neutrality” of science, which hides a strongly male understanding and practice of science.
- **Scientific leadership: missing women.** Under-representation of women in research processes and in crucial roles for contemporary science (research management, evaluation, fund raising, scientific communication, etc.)

- The starting point has therefore been **a broad interpretative framework** of the key issues underlying gender equality in S&T, **against which programmes have been analysed and assessed**
- Issues at stake, identified through the review of the relevant scientific literature, were categorised into **three risk areas**:
 - Science as an unfriendly environment for women
 - Science as gender-insensitive
 - Scientific leadership missing women
- Actions and programmes were likewise organised into **three correspondent strategic areas**, aimed at promoting:
 - A friendly environment for women
 - Gender-aware science
 - Women's leadership of science in a changing society

- Two risks to be avoided:
 - a risk of **“conflation”** (analytical and strategic), i.e. cancel differences and consider the “women in science” issue a unitary problem;
 - a risk of **ignoring the “big picture”**: without a well-structured intellectual framework, it is difficult to correctly identify emerging problems and effective strategies to contrast them.
- From **“fixing the women”** to **“fixing the organisation” approaches**, but keep working on both levels and according to different strategies, because problems are multilevel and multidimensional.

A friendly environment for women - Training workshops for hiring committee members



The University of Wisconsin at Madison organised workshops targeting the chairs of the hiring committees at its biology and physics departments. Workshops addressed issues such as:

- how to recruit a diverse pool of candidates
- how to become aware of unconscious assumptions and their influence on evaluation of candidates
- how to ensure a fair and thorough review of candidates
- how to develop and implement an effective interview process.

The consequent increase in female hires has no parallel in the other departments in the same time period (2003-2005). In particular:

- female junior hires increased from 23.5% to 30.6%
- female senior hires increased from 9.1 to 21.4%**

<http://wiseli.engr.wisc.edu/climate.php>

▪ The Fraunhofer Gesellschaft, a German public research agency has launched a research and public communication programme (DiscoverGender) analysing and widely disseminating, through publications, conferences and the media, how taking gender and diversity aspects into account can lead to completely new ideas for products and new applications for technology. The message the project has widely communicated is that **women and men have different expectations about products**, and that **men primarily think of men when they develop a new product**. If companies took the use of gender-specific applications into consideration in the development of products and services, they could open up valuable opportunities for optimising outcomes.

http://www.fraunhofer.de/archiv/magazin04-08/fhg/Images/magazin-1-2007-62_tcm5-72815.pdf

Women's leadership of science in a changing society – Staking on women innovators



The publicly-funded “w-fForte – Laura Bassi **Centres of Expertise**” programme, promoted by the Austrian Research Promotion Agency, established **new innovation-oriented research centres**. The core strategy is that of pursuing innovation through diversity, emphasising trans-disciplinarity, advanced forms of knowledge transfer, public-private partnership, cultural and gender diversity of the work environment and project-oriented management. All the research centres (six in all) are led by women and their research teams have a gender balanced composition. The programme is conceived as a “learning initiative”, to be subjected to transparent evaluation procedures, the results of which should provide important information on how to better link innovation and gender equality.

<http://www.w-fforte.at/index.php?id=220&L=1>

INSTITUTIONAL FRAMEWORK

- Co-ordinating Action: Practising Gender Equality in Science/PRAGES
- A survey of positive actions schemes in the area of research decision-making
- Work programme: “Capacities”
 - part: “Science in Society”
 - Activity:” Gender and Research”
 - Area: “Strengthening the role of women in scientific research”
- Co-financed by the Italian General **Inspectorate for Financial Relations with the EU/Ministry for Economy and Finance**
- 11 Partners from 7 EU and non EU countries

OBJECTIVES

- In a knowledge management perspective, taking stock of the programmes implemented so far in Europe, Australia, Canada and the US
- Providing different players within universities, departments, research institutes/groups with relevant examples of successful programmes and tips for implementation
- Guaranteeing for **quality and impact** of the programmes used as examples

PRAGES project design

1	Networking	PROMOTERS (1,112)
2	Collection of information on the programmes	QUESTIONNAIRES (125)
		1° PROGRAMMES DATABASE (109)
3	Benchmarking	2° PROGRAMMES DATABASE (109)
4	Coordinating information	GUIDELINES (71 PROGRAMMES)

PRAGES OUTCOMES/1: the good practices database (1)



Good Practices database

PRAGES

Practising Gender Equality in Science

(G.A. No. 217754)



Search for in field

Ex. To find "Institute" among promoters, insert "Institute" or "inst" (without quotes), select Promoters, and click Go button. Click Find all button to show all records

Symbols explanation

Golden benchmark



Programme of excellence

Silver benchmarks

Impacts on:



one area


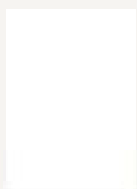
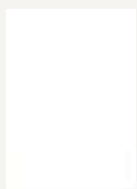










two areas




three areas

PRAGES OUTCOMES/1: the good practices database (2)


No.	<u>Golden benchmark</u>	<u>Silver benchmarks</u>	<u>Programme</u>	<u>Promoter</u>	<u>Country</u>
 1			Award for promoting recognition of successful women entrepreneurs in ICT	PRIVATE COMPANY PROVIDING MANAGEMENT AND DEVELOPMENT SERVICES	Australia
 2			Cross-university interdisciplinary gender studies initiative	PUBLIC UNIVERSITY	Australia
 3			Fellowships to promote women in scientific careers	PUBLIC UNIVERSITY	Australia
 4			Women and young pharmacists committee	PROFESSIONAL ASSOCIATION	Australia

PRAGES OUTCOMES/1: the good practices database (3)

Narrative Description

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Focus and fields of activity

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Dissemination

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Assessment

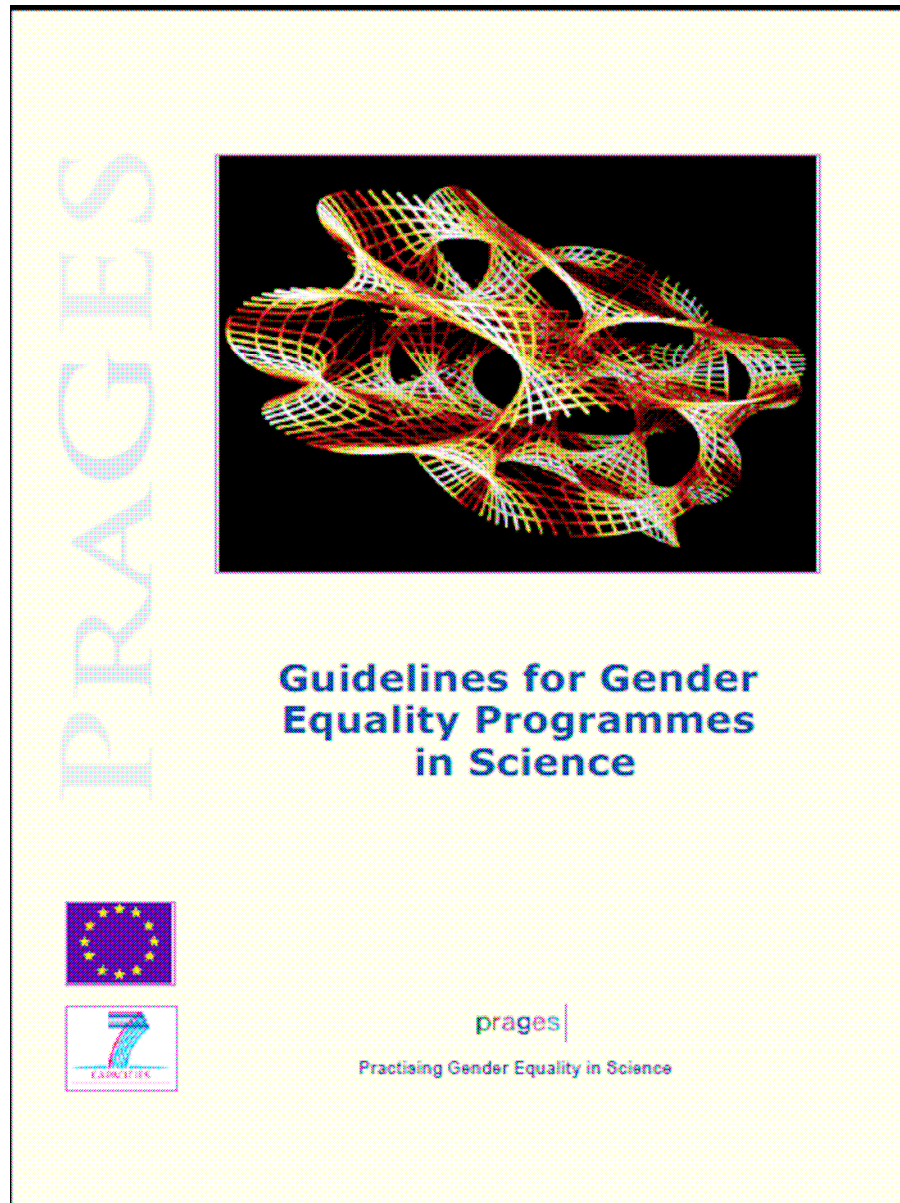
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To contact the promoter of this programme, fill in the following fields.

Your email address

Your request

PRAGES OUTCOMES/2: the Guidelines for Gender Equality Programmes in Science



‘What is essential to success?’

- The Guidelines start from the assumption that it is important to distinguish **internal motivations and cultural prerequisites** for programme impact from **programme management requirements**, on which actual success ultimately depends
- In this perspective, the Guidelines were organised on two approaches:
 - A **strategic approach**, devoted at assessing the promoters’ ability to fully grasp and deal with the meaning and multifaceted nature of women’s difficult equality in science and technology (S&T) settings, and therefore at highlighting their strategic choices (Parts B,C,D)
 - An **analytic approach**, devoted at showing management tools and action patterns the programmes adopt to deal with their specific situations, highlighting important elements for replication and transferability (Part E)

The results of the two approaches in the Guidelines setup

PART A – Women and science: Problems and issues at stake

- From figures to risks (Looking at the numbers; three areas of risk)
- From risks to strategies (Finding solutions; three strategies: an overview)

PART B – A friendly environment for women (94 examples of practices, 22 lines of action)

PART C – Gender-aware science (42 examples of practices, 12 lines of action)

PART D – Women’s leadership of science in a changing society (83 examples, 28 lines of action)

PART E – Tools for action

- A map of tools (31); Action patterns for high-quality programmes (30);
Some conclusions: Methodological suggestions

- Linking action to knowledge
- Creating institutional space for gender issues
- Looking for alliances and support
- Adopting an integrated approach
- Connecting gender and diversity issues to science development
- Promoting a community of practices
- Protecting programme vitality

PRAGES and beyond: the WHIST project/1

WHIST at a glance



Full title: Women's careers hitting the target: gender management in scientific and technological research

Aim: Increase the capacity of scientific and technological (S&T) institutions in monitoring, managing and feeding gender diversity in their own organisation

Target groups: Women scientists and their organisations

Activities:

- Design of three experimentations at ESA, Fraunhofer IAO and Aarhus University
- Implementation of the experimentations
- Activation of a learning process from the experimentations
- Capitalisation and dissemination of the knowledge produced

PRAGES and beyond: the WHIST project/2

The core of the three experimentations



ESA aimed at developing and testing an **anti-harassment policy** through:

- A communication campaign
- The draft of an internal Guide on ESA standards of behaviour (10 golden rules: definitions and tips, examples of do's and don'ts)
- Creation of an internal monitoring system

Fraunhofer IAO designed an **integrated action** including the following activities

1. Drafting two reports per year on the state of equal opportunities at IAO, to be delivered to the Institutes Leading Committee
2. Updating on the Intranet the information on gender and diversity at Fraunhofer
3. Providing support for baby breaks and re-entries after parental leaves
 - Promoting seminars to enhance gender diversity

Aarhus University aimed at developing and evaluating a **mentoring programme** at the Faculty of Science and at the Aarhus School of Business (pilot project), supporting the internal **Task force for Gender Equality** and **assessing its progress**

Fostering women in science through scientific communication: TWIST project



Full title: Towards women in science and technology

Aims:

- to **raise awareness of the role and representation of women in science and technology** throughout science centres and museums in Europe;
- to create and **develop innovative activities and exhibitions in the science centres** targeting the general public and the schools, in order to create debates and ignite on-going discussions.

Target groups: young people, teachers and parents, the general public.

Activities:

- **an ongoing programme of activities** including interactive theatre to challenge conscious/unconscious bias, implicit bias test, debates on thought-provoking topics relating to women in SET, role-model meetings and the visibility of different types of research relating to women;
- development of a **European interactive multimedia database on scientists** to act as role models in the area of gender and science;
- creation and integration of a **teachers' "gender and science" module** to be implemented at teacher training;
- a **conference** in Dublin in 2012.

TWIST Project/The survey and the “light” guidelines (ASDO main contribution)



Through (1) a literature review and collection of documentation (2) the on-line administration of questionnaires (3) Final studies and internal research report, to **produce new knowledge on:**

- **current representation of women** in scientific and technological research conveyed by science centres and museums in Europe (and also in some advanced non-European contexts) and the awareness level about the tools to fairly and effectively communicate science;
- **activities carried out by science centres and museums** to contrast the gender gap to be studied for recommendations/guidelines
- **the presence of women in science centres and museums** (considered as organisations), in the framework of the current situation of women in science and technology and in the labour market in general

or drafting “*light*” **guidelines** for the communication on “gender and science” in science centres and museums

Where to find information and documents on PRAGES, WHIST and TWIST



PRAGES: <http://www.retepariopportunita/prages>

WHIST: <http://www.retepariopportunita.it/defaultdesktop.aspx?page=3414>

▪ TWIST: <http://www.ecsite.eu/?p=7102>
<http://www.asdo-info.org/projects/pagtwist.htm>

Thank you...