



# **PRAGES**

## **PRActising Gender Equality in Science**

### **Presentation of the database**

***Rome, December 3 2009***

**Giovanna Declich - ASDO**

# PraGES Partners

- **Department for Equal Opportunities (co-ordinator)/ ITALY**
- **ASDO/ITALY**
- **TETALAP - Hungarian Science and Technology Foundation/ HUNGARY**
- **University of Milan - Centre for Study and Research “Women and Gender Difference”/ITALY**
- **Manchester University - Centre for Equality and Diversity at Work/UK**
- **The European University Institute/ITALY**
- **University of Milan Bicocca - Sociology and Social Research Department/ITALY**
- **Aarhus University - The Danish Centre for Studies in Research and Research Policies/ DENMARK**
- **The Chancellor, Masters, and Scholars of the University of Cambridge/UK**
- **University of Southern Queensland (AUSTRALIA)**
- **Simmons College School of Management - Center for Gender Organization/USA**

# Countries represented

## EU

- Denmark
- Hungary
- Italy
- United Kingdom

## NON EU

- Australia
- Canada\*
- United States

\* **Country represented in the ASDO équipe**

# A knowledge management perspective

- **After a decade of efforts from EC, to try and take stock of the situation:**
  - meta-analysis on gender and science research
  - **benchmarking of positive action schemes (PRAGES)**
- **Request: to go and see what is being promoted in support of gender equality in S&T. Targeted countries: USA, Canada, Australia**
- **Analysing the programmes not to produce “new knowledge” to be generalised about them, but to co-ordinate existing one, supporting the dissemination of effective social technologies**

# Some more features...

- **General approach:**
  - micro and not macro-policies
  - diversity of schemes and promoters
  - qualitative methodology  
(analysed programmes do not constitute a representative sample!)
- **Expected outputs:**
  - **database** of programmes ► **intensive** approach
  - **guidelines** ► **extensive** approach

# Benchmarking as a KM approach

- **Origin:** management studies (1970s)
- **Definitions:**
  - process of identification, understanding and adaptation of practices of other organisations, to improve one's own performance (Cook S., 1995)
  - permanent process of learning and continuous quality improvement (Benchmarking Centre, 1997)
- **Procedure:** identification of benchmarks, structural and procedural enablers, assessment of transferability potential
- **Key task:** Choosing the relevant process/impact

# What and how to benchmark?

- **In our case** programmes are the most diverse: **need to identify a common ground (WHAT)**
- **In our case** it is impossible to provide a traditional impact assessment of so many programmes, at different stages of implementation, in the project's time-frame. Moreover, some impacts are particularly difficult to quantify (common use of indirect or proxy indicators): **need to agree on an operational concept of impact, to the aim of this project (HOW)**

# WHAT: three impact areas

- Reducing the diversity of programmes to three main impact areas to benchmark:
  - Friendliness of the environment to women in S&T settings
  - Awareness of the gender dimension in S&T in the making
  - Support to women's leadership in the new social context for S&T

# HOW: operational concept of impact

- On the basis of a standardised qualitative assessment, an impact has been recorded on one of the three areas when **a plausible connection** has emerged **between an orientation towards change and consistent implemented actions** in that area
- The notion is hybrid: it takes into account both cognitive orientation and concrete action, and identifies, more precisely, “**conditions for impact**”

# *Good* practices?

- Convention to include programmes in the database:
  - explicit aim of producing an impact on one of the three areas identified
  - *prima facie* existence of consistent measures
- Convention to attribute programmes an impact on one of the areas:
  - actual consistency of measures
  - good quality of programme
- As impacts, “**good**” practices are hybrid social phenomena, including both cognitive and operational elements. As impacts, they are “probabilistic good practices”

# Project design

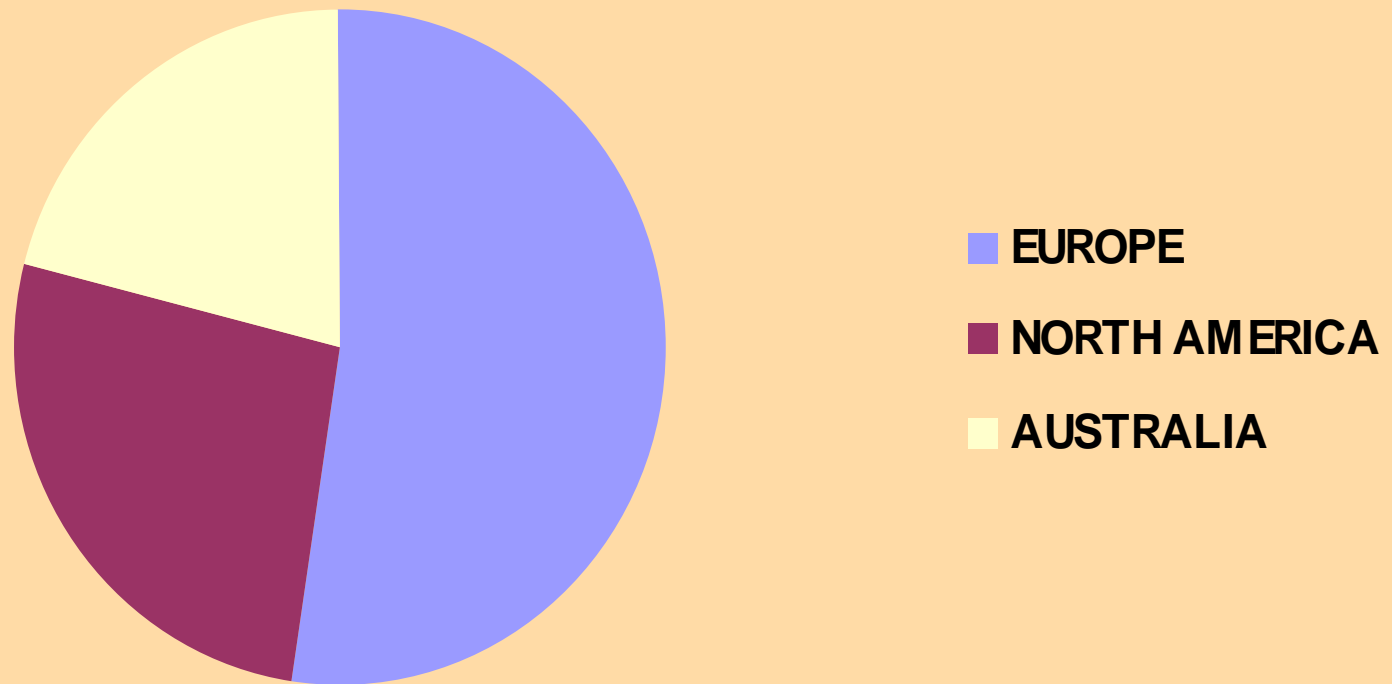
1	Networking (Milan – Statale)	PROMOTERS (1,112 )
2	Collection of information on the programmes (Milan – Bicocca)	QUESTIONNAIRES (125 )
		1° PROGRAMMES DATABASE (109)
3	Benchmarking (ASDO/ Aarhus)	2° PROGRAMMES DATABASE (109)
4	Co-ordinating information (ASDO)	GUIDELINES (71 PROGRAMMES)

# Respondents by country

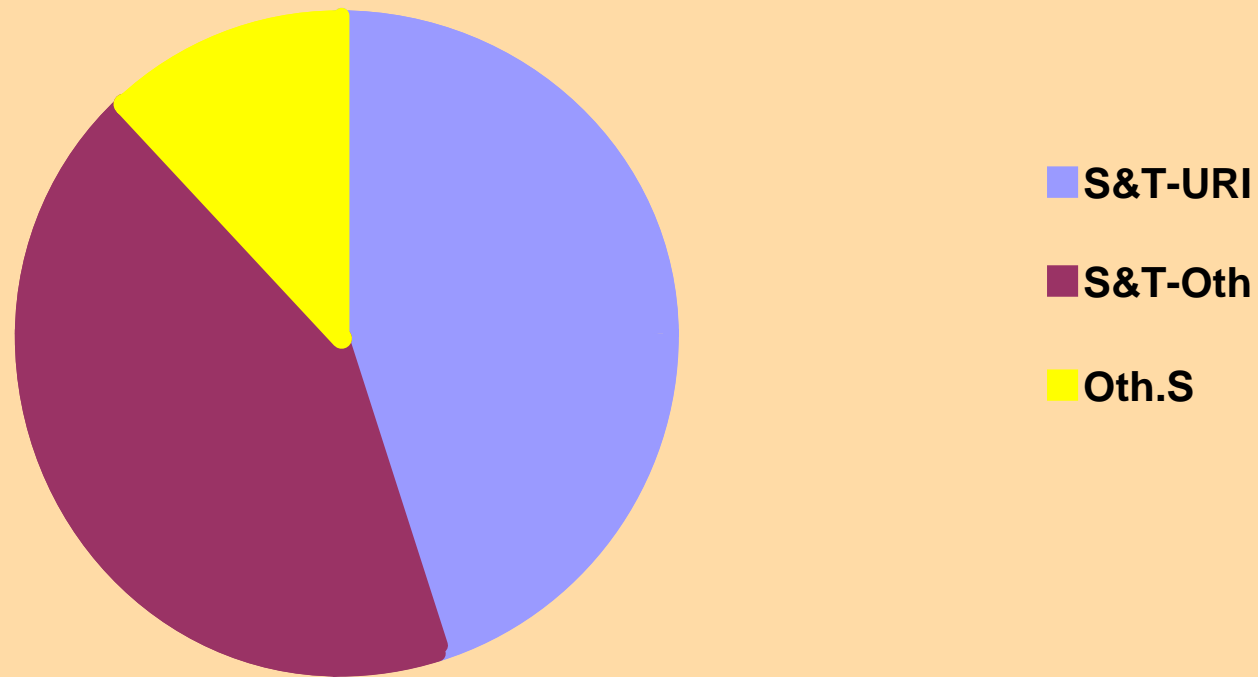
<b>Australia</b>	<b>23</b>
<b>United States</b>	<b>18</b>
<b>Canada</b>	<b>11</b>
<b>Germany</b>	<b>8</b>
<b>Italy</b>	<b>7</b>
<b>Spain</b>	<b>7</b>
<b>United Kingdom</b>	<b>7</b>
<b>Denmark</b>	<b>4</b>
<b>France</b>	<b>4</b>
<b>Austria</b>	<b>3</b>
<b>European programs</b>	<b>3</b>

<b>Finland</b>	<b>2</b>
<b>Norway</b>	<b>2</b>
<b>Slovenia</b>	<b>2</b>
<b>Belgium</b>	<b>1</b>
<b>Czech Republic</b>	<b>1</b>
<b>Estonia</b>	<b>1</b>
<b>Greece</b>	<b>1</b>
<b>Malta</b>	<b>1</b>
<b>The Netherlands</b>	<b>1</b>
<b>Sweden</b>	<b>1</b>
<b>Switzerland</b>	<b>1</b>

# Respondents by geographical area



# Respondents by institutional sector



# Types of actions implemented - 1

Type	n.	%
Networking	81	75.7
Support to career-development	68	63.6
Dissemination of information material	64	59.8
Mentoring	61	57
Training courses	49	45.8
Empowerment schemes	37	34.6
Mainstreaming actions	33	30.8
Gender-sensitive assessment	22	20.6
Monitoring hiring, promotions, tasks	22	20.6

# Types of actions implemented - 2

Type	n.	%
Reserved awards for women	22	20.6
Policy revision about promotions	19	17.8
Policy revision about hiring	18	16.8
Support during leaves	18	16.8
Gender-sensitive attribution of tasks	15	14
Targeted funding practices	14	13.1
Schemes for women returners	14	13.1
Care services	12	11.2
Targets for balance in decision-making	12	11.2

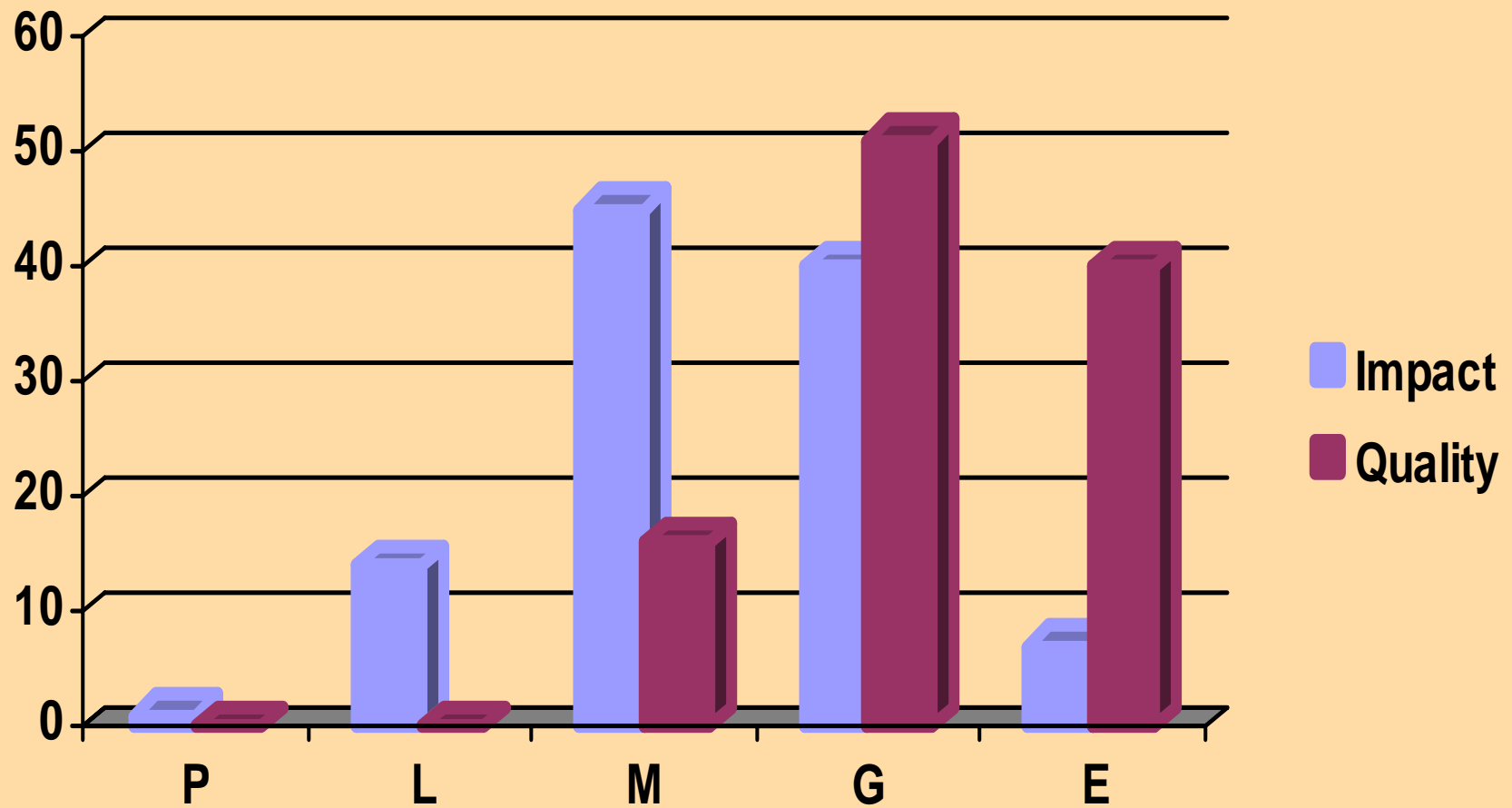
# Types of actions implemented - 3

Type	n.	%
Support to mobility/spouse relocation	10	9.3
Reserved chairs for women	9	8.4
Revision of curricula and textbooks	9	8.4
Targets for balance in research groups	9	8.4
Institution of quotas	5	4.7
Single-sex degrees and courses	4	3.7
Other		
<b>TOTAL</b>	<b>627</b>	
Average of 5 actions per programme		

# Quality and transferability

- “Conditions for impact” of the programmes on one of the three areas
  - actual implementation of consistent measures
  - sufficient quality of programme (relevance, effectiveness, efficiency, sustainability)
- Transferability potential
  - assessment of structural enablers (economic, technical and human resources, general context elements, etc.)
  - assessment of procedural enablers (methods for good practice implementation)

# Impact and quality



# Golden and silver benchmarks

- Criteria to award golden benchmarks (42):
  - Excellent quality (IQ 8.1 and superior)
  - Excellent or good impact in at least 1 area (IIMP 6.1 and superior)
- Criteria to award silver benchmarks (29):
  - Excellent or good impact in 1 area (IIMP 6.1 and superior)
  - (all accepted programmes at least medium in quality)
- Golden benchmarks may have 1, 2 or 3 silver benchmarks (a total of 110 silver benchmarks)

# Online database (web page) - 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


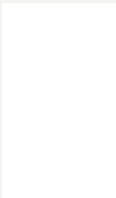
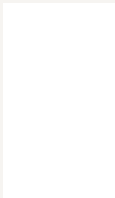



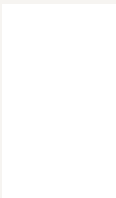



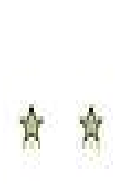


two areas



three areas

# Online database (web page) - 2

<u>No.</u>	<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

# Online database (web page) - 3

## Good Practices database

PRAGES

Practising Gender Equality in Science  
(G.A. No. 217754)



## Internal equal opportunities commission and action plan (2)

Promoter	PUBLIC UNIVERSITY
Target group(s)	Women in the concerned university/ies (without further specification)
Country	Finland
Scope	Single organisation
Duration	Starting year: 2004 Duration: Permanent
Partner(s)	
Economic resources	The budget is € 40,000 per year The programme is self-financed by the organisation
Programme type	S&T

# Online database (web page) - 4

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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# Online database (web page) - 5

## Golden benchmark



Programme of excellence

## Silver benchmarks



Impacts on two areas

## Narrative Description

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The programme AIM is that of promoting equality and preventing discrimination in all activities within the university, through the creation of an atmosphere of respect for diversity and the recognition and elimination of practices and structures producing and sustaining inequality.

To pursuing this aim, an EQUALITY PLAN was adopted, outlining objectives and measures for a three-year period (from 2007 to 2009) on the basis of a report focused on the previous three-year period.

Under the plan, a set of ACTIVITIES has been promoted:

- allocation of funds for initiatives aimed at promoting equality;
- creation of an Equality Committee, appointed by the University Senate and chaired by the vice-Rector and of an Equality Adviser as a full-time position;
- creation of an Equality Network, through the designation of an equal opportunity contact-person in each faculty and department, in charge of implementing equality policies;
- delivering of specific training for the contact-persons on equal opportunity issues.

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## Focus and fields of activity

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### Focus

- Providing direct support to individual women
- Transforming institutional processes to address critical points in women's career paths
- Promoting systemic change (mainstreaming the gender dimension)

# Online database (web page) - 7

## Fields of activity

- |   |  |  |
|---|--|--|
| <input checked="" type="checkbox"/> Networking                          | <input type="checkbox"/> Empowerment schemes   | <input type="checkbox"/> Definition of targets regarding gender balance in research groups           |
| <input checked="" type="checkbox"/> Mentoring                           | <input checked="" type="checkbox"/> Dissemination of information material            | <input type="checkbox"/> Definition of targets regarding gender balance in decision-making positions |
| <input type="checkbox"/> Support in periods of absence for family needs | <input type="checkbox"/> Revision of internal policies regarding staff appointments  | <input type="checkbox"/> Targeted funding practices to improve women's access to research funding    |
| <input type="checkbox"/> Schemes for women-returns                      | <input type="checkbox"/> Revision of internal policies regarding promotions          | <input type="checkbox"/> Introduction of chairs and positions reserved for women                     |
| <input type="checkbox"/> Care services                                  | <input type="checkbox"/> Gender-sensitive practices for the attribution of tasks     | <input checked="" type="checkbox"/> Introduction of awards reserved for women                        |
| <input checked="" type="checkbox"/> Support to career-development       | <input type="checkbox"/> Gender-sensitive practices for assessment                   | <input type="checkbox"/> Introduction of single sex degree and specialization courses                |
| <input type="checkbox"/> Support to mobility                            | <input type="checkbox"/> Monitoring appointments, promotions or attribution of tasks | <input type="checkbox"/> Revision of teaching curricula and texts                                    |
| <input checked="" type="checkbox"/> Training courses                    | <input type="checkbox"/> Institution of quotas                                       | <input checked="" type="checkbox"/> Mainstreaming actions  |

Other(s) - In-dept studies on individual department and faculties - Evaluation of equality activity

# Online database (web page) - 8

## Dissemination

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Newsletters and internal bulletins

Articles in newspapers or magazines

Local initiatives and seminars

Website

Radio or television interviews

National initiatives and seminars

Publications in scientific journals

Internal initiatives and seminars

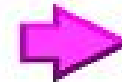
International initiatives and seminars

Other(s)

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## Assessment

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### Quality profile      EXCELLENT

Aggregate quality index results from excellent results as for relevance and sustainability, and medium results in the other two quality dimensions considered.

#### RELEVANCE: EXCELLENT

The relevance of the equality plan derives from its being constantly updated, the first one dating back to 1991. Current plan takes into account all forms of discrimination, not just the one based on gender, and has been adopted after assessing the results of the one in force for the previous three years. Moreover, new needs are regularly identified and addressed, leading to the implementation of new activities in the framework of the evolving plan.

#### EFFECTIVENESS: GOOD

Under the plan, more than 29 projects are operating in different faculties and departments in the university, related to administration, research and teaching.

#### EFFICIENCY: MEDIUM

Economic resources come from university funds and are reported as not always sufficient to sustain all on-going activities.

#### SUSTAINABILITY: EXCELLENT

Given that the first plan is in place since 1991, programme sustainability is practically demonstrated, even if funds have to be renewed each year.

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## Impact profile

GOOD

The most significant impact of the programme is that reported on the genderisation processes of science and technology.

### CREATING AN ENABLING ENVIRONMENT FOR WOMEN'S CAREERS: GOOD

The programme brought about the introduction of new organisational approaches in all sectors of university life, inevitably producing challenges to customary behaviours as regards gender and diversity in general. Awareness raising about gender issues has also been remarkable, with involved women joining gender-oriented associations or networks. The university also succeeded in introducing new issues on the Equality Agenda for all Finnish universities, and in consolidating both national and international networking for gender equality.

### PROMOTING WOMEN IN KEY ROLES IN S&T AND SCIENCE-SOCIETY RELATIONSHIP: MEDIUM

Overall, the programme is reported as increasing women's visibility and authority in research groups and research management.

### GENDERING S&T CONTENTS, METHODS AND REPRESENTATIONS: EXCELLENT

The plan has been strongly informed by gender research, so that gender studies promotion has become part of gender equality promotion. Both the gendered dynamics of knowledge production and the mechanisms of women's segregation in scientific tasks have been put under scrutiny.

### CONSENSUS: MEDIUM

No internal group is opposing the plan, while external recognition at the national level is strong and led, as mentioned, other universities to follow this model.

# Online database (web page) - 11

## Transferability

### INFORMATION DISCLOSURE: MEDIUM

Information about the programme is easily accessible online, and different resources are available for download, even if obviously not all the material is translated in English. On the other hand, reflection about critical factors strengthening or weakening programme achievements is not much developed.

### ALREADY REPLICATED? YES

The programme is reported to have been successful in introducing parts of its Equality Plan in the equality agenda of other Finnish universities.

### ENABLERS/structural factors

- Cultural and social context. Implementation of gender equality plans in the university since the early 1990s.

### ENABLERS/process factors

- Gender studies promotion as part of gender equality promotion. Gender equality agenda strongly informed by gender research.

- Drafting of guidelines. Existence of detailed guidelines drafted on the basis of research and approved by the university senate.

- Inclusive notion of diversity. Diversity plan concerning other discrimination grounds than gender: ethnicity, age, disability, etc.

- Creation of the Equality Committee where both men and women serve. Equality Committee acting as an infrastructure for monitoring and promoting equality; male members very active in the committee.

- Active involvement of students.

### OBSTACLES

- Financial, human and technical resources availability. Funding for equality initiatives has to be negotiated each year, with negative consequences also in terms of staff stability and stable access to technical equipment.

# Online database (web page) - 12

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# In conclusion

- The existing programmes for gender equality in science: a valuable opportunity in terms of:
  - Social responsibility
  - Cognitive capital
  - Tools and resources
- A possibility to change science scenario in 21<sup>st</sup> century (from a male-dominated setting toward a gender equal one)