

Guidelines on Gender Diversity in S&T Organisations

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Women's careers hitting the target:
Gender management in scientific and
technological research (G.A. No.FP7-230278)

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GENDERING SCIENCE & TECHNOLOGY

Experimental Horizons of Structural Change

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The accompanying research in WHIST...**learning by experience**

1. The project WHIST and the path followed

- The process



- Lessons learned



- Practical orientations



2. The Guidelines

One step back...The general aim of WHIST

- Three pilot projects (at Fraunhofer IAO, ESA and University of Aarhus) designed with a holistic approach geared at ...
...a better understanding of the actual conditions for a change toward gender equality and valorisation of gender diversity

...more precisely

- **The experimentations in the project WHIST:** measures that can eliminate or oppose the obstacles to women's scientific careers, i.e. change in current situation
 - **tapping into the body of knowledge on actions, measures and policies implemented** to support women in science
 - understanding the **conditions** to be met in order to produce innovative, strategic and change-oriented solutions that can give organizations a concrete competitive advantage

- To produce a **more analytic knowledge** of the exclusion processes affecting women in S&T and on possible solutions **by observing reality while change occurs (heuristics of action)**, making visible phenomena that otherwise would not

1. The process -1

□ **A symbiotic process** of exchange among **experimentations and research**, based on

- the **unity** of the experiment
- the **circulation of ideas** and **experience** among partners

1. The process -2

(i.e.)

- **A joint design process** starting from the concept up to the executive design, based on PRAGES strategy
- **A Joint Experimentation Support Programme (JESP)** including technical assistance, M&E and a working seminar
- An **accompanying research** based on the observation through:
 - specific technical instruments (observation grids)
 - records and reports of the whole experimentation activity (monitoring schemes, internal documents, work-in-progress and final reports, etc.)



1. Lessons learned -1

□ **Obstacles:** though small, any action produces reactions in terms of conflicts, resistances, etc.

- The side of **interpretation, awareness and motivation**
- The side of **institutions and operations**

1. Lessons learned -2

A taxonomy of the obstacles

Interpretation/Motivation	Institutions/Operations
<ul style="list-style-type: none"><li data-bbox="104 511 904 625">❑ Hidden structure of discrimination<li data-bbox="104 648 904 762">❑ Unavailability of information and knowledge<li data-bbox="104 785 904 899">❑ In-house communication problems<li data-bbox="104 922 904 979">❑ Forms of dissent<li data-bbox="104 1002 904 1059">❑ Poorly motivated actors<li data-bbox="104 1082 904 1253">❑ Organisational/bureaucratic dynamics affecting the involvement of actors	<ul style="list-style-type: none"><li data-bbox="1008 511 1657 625">❑ Regulatory conflicts or deficiencies<li data-bbox="1008 648 1669 705">❑ Organisational barriers<li data-bbox="1008 728 1506 785">❑ Structural inertia<li data-bbox="1008 808 1843 865">❑ Effects of the economic crisis

1. Lessons learned - 3

□ **Capacities:** due to the very nature of the context, change requires emerging capacities...

...which can be observed, developed, deployed

1. Lesson learned - 4

Deploying interpretative and motivational capacities/examples - 1

- **Interpretative/symbolic stating the real situation of women in science:** raise awareness about the extent of horizontal and vertical segregation, demonstrate the falsity of the assumption of the gender-neutrality of science, show the flaws and discriminatory effects of internal procedures, **redressing the masculine image of science:** supporting women scientists' visibility; removing belittling or stereotyped images of women scientists; promoting women's qualified presence in scientific communication events; paying attention to gendered language
 - **Examples: the three Institutes collected, updated and circulated internal gendered statistics and collected the opinion of possible beneficiaries both women and men; ESA published interviews to women scientists on the Intranet; Fraunhofer changed contents, language and name of the Intranet page on equality**

1. Lesson learned - 5

Deploying interpretative and motivational capacities/examples -2

□ **Motivational Producing an adequate degree of consensus** to motivate the different actors in research organisations to make a contribution, big or small, towards change; **identifying and effectively communicate shared visions and goals** to activate and capitalise on passions and energy of different people and groups

■ **Examples: the three institutes involved the higher possible number of internal stakeholders in steering committees and commissions; gained the trust of leaders, managers, highly esteemed professors, and personnel in charge for equal opportunities; started to change procedures of internal communication (e.g. Intranet and Wikies); sometimes have intervened in the public debate on gender equality in science**

1. Lesson learned - 6

Deploying institutional and operational capacities/examples

□ **Institutional:** modifying the rules of the game which reinforce overt or hidden structures of discrimination, change the internal institutional arrangements

■ Examples:

AU asked and obtained a waiver to the National Law to hire new women professors

ESA established a new institutional committee

Fraunhofer IAO changed the agenda of the ILA meetings

□ **Operational:** having things done in a reasonable time, change organisational arrangements

■ Examples:

Fraunhofer IAO used informal contacts to obtain examples of similar initiatives in other institutes

ESA organised new training initiatives all around Europe based on the outcomes of the institutional committee

AU decided to establish incentives to hire new women professors

1. Lesson learned – 7

Capacity and negotiation

- The key role of negotiation: the capacity are based on negotiation = **tool for social change.**
 - Interpretation/Motivation capacity -> **interpretative negotiation, symbolic negotiation**
 - Institutional and operational capacity-> **institutional and operational negotiation**
 - Social innovation -> **“transformational” negotiation (a mix of all the forms of negotiation)**



1. Lesson learned – 8

Towards a social innovation - 1

1. The scope of the interventions often goes beyond the individual research institute and **it is sometimes necessary to refer to a wider sphere of action**, even out the same field of science and technology, acting in the political and regulatory environment at national level
2. Based on the experiences carried out, it is possible to think to **make a change of scale** such as to **make gender equality in science**, a **common asset** and shared culture also in the community
3. Developing a **capacity for social innovation** means to negotiate and promote profound changes in the relationship between science, technology and society, producing a positive effect on the situation of female researchers with a broader scope than that of a single research institution

1. Lesson learned – 8

Towards a social innovation - 2

Some conditions for triggering a capacity for social innovation

- link actions with a broader **collective action** on gender issues
- involve **political and cultural institutions** in the elaboration and implementation of policies
- use of the "traditional" means of **mass communication**
- promote full and informed **participation of citizens** at all levels
- adopt a **wide-ranging, strategic and operational vision** of the fight for gender equality in scientific research (**political savvy**)



1. Practical orientations - Areas of recommendations

Interpretation/Motivation	Institutions/Operations
<ul style="list-style-type: none"><li data-bbox="141 496 691 558">❑ Demystification<li data-bbox="141 586 942 718">❑ Shared and consensual vision<li data-bbox="141 753 948 885">❑ Relevance and plurality of communication<li data-bbox="141 921 658 1052">❑ Valorisation of competencies<li data-bbox="141 1088 658 1219">❑ Observing and monitoring	<ul style="list-style-type: none"><li data-bbox="1000 496 1754 558">❑ Rules and regulations<li data-bbox="1000 586 1792 718">❑ Involvement of institutional leadership<li data-bbox="1000 753 1765 885">❑ Production of benefits for all<li data-bbox="1000 921 1740 1052">❑ Political relations and external synergies<li data-bbox="1000 1088 1470 1219">❑ Planning and coordination

2. The Guidelines/Structure

- ***General introduction, project description, the research and the experiences, context, synthesis of the lessons learned (Part I)***
- ***The dynamics of the experimentations through the emerging of the Interpretative and Motivational Capacity (Part II) and the Institutional and Operational Capacity (Part III)***
 - Obstacles met (according to a taxonomy)
 - The experiences of the three institutes: the context, their experience, their outcomes
 - Suggestions and recommendations (according to several strategic areas)
- ***A bridge with the future: the Capacity for social innovation (Part IV)***

2. The Guidelines/Content

- Executive summary
 - Part I Dealing with reality
 - Chapter One - The context and the experimentations
 - Chapter Two - Lessons learned
 - Part II Interpretative and Motivational Capacity
 - Chapter Three - Obstacles
 - Chapter Four - The experiences of the three institutes
 - Chapter Five - Suggestions and recommendations
 - Part III Institutional and Operational Capacity
 - Chapter Six - Obstacles
 - Chapter Seven - The experiences of the three institutes
 - Chapter Eight - Suggestions and recommendations
 - Part IV Capacity for social innovation
 - Chapter Nine - The capacity to trigger social innovation
 - Bibliography
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2. The Guidelines/some figures

- 53 Obstacles (31 + 22)
- 61 Recommendations (25 + 36)
- 219 Texts in bibliography

Thank you!

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