GENIS-LAB WP2
Implementing structural change in scientific institutions
Gender-based organizational analysis

1. What is the Participatory Gender Audit in GENIS-LAB

In GENIS-LAB, the organizational analysis from a gender perspective needs to be the first step towards structural change.

For this reason the phase devoted to organizational mapping will make use of an analytical and participatory methodology that helps organizations improve their performance in relation to gender equality.

The methodology is based on a specific adaptation of a well tested tool for organizational change, the "ILO Participatory Gender Audit", which, over the last 10 years, has been has been successfully applied by the ILO in a broad range of institutions.

1.1. Key assumptions

A gender audit is essentially a social audit and belongs to the category of quality audits, which distinguishes it from traditional financial audits. It promotes organizational change towards gender equality, on the basis of the following key assumptions:

1. There is a correlation between gender inequality and structural discrimination: biased policies, rules, practices, structures, division of labour.

2. Stereotypes cause/reinforce gender inequalities.

3. Discrimination should be addressed through structural and cultural change: mainstreaming.

4. Sustainable change must happen from within and be based on:
   qualitative self-assessment;
   based on experiential learning;
   "triple" learning from individuals to work units to organizations;
   decision-makers committed to change, throughout the process

1.2 Focus areas of assessment

In order to identify the needs for structural change, GENIS LAB focuses on three priority organizational dimensions:

1.2.1. Organizational culture and stereotypes

Key questions:
- Does the organizational culture challenge or reinforce stereotypes related to gender and science?
- How far does a stereotypical vision of science influence gender inequalities?
- To what extent these stereotypes have an influence on scientific

excellence?
- In the context of "post-academic science", can we think of new, more equitable and efficient criteria for scientific excellence?

1.2.2. Human Resource Management policies and practices and gender

Key questions:
- To what extent is the organization able to translate its formal commitments to gender equality in its human resource management policies, rules, practices and working arrangements?
- To what extent is the organization able to meet the different work-life conciliation needs of its staff, women and men?
- Are there structural obstacles to women's scientific careers and if so, how can they be overcome?

1.2. 3. Financial dimensions and gender budgeting

Key questions
- Are there gender differences in the allocation of financial resources?
- If so, are there structural/organizational causes for these difference?
- What are the impacts?
- How does access to financial resources impact on access to other resources?
- Which of these have an impact of career differentials?

1.3. Desired outcome

In relation to the three focus areas above idenitfied, the PGA aims to help the organization:
- Achieve a *shared understanding* of how the organization is doing in terms of gender equality
- Identify cultural and *structural obstacles* to gender equality
- Agree on *feasible strategies* to overcome these obstacles

The findings are shared and discussed with the management and staff of the organization and then structured in standardized Summary Reports, to enable comparative analysis among the partners.

The relatively objective results of these organizational analyses have only the purpose to allow cross-comparison. It must be underlined that the process is not meant to be an external, objective evaluation. It rather aims to engage the organization in an internal dialogue on the existing structural challenges and potential to promote gender equality, and stimulate common reflection on what needs and can be done to improve its performance in relation to gender equality.

2. The process : Steps and methods

2.1. Desk Review: gender mapping of the organization

An external team of "PGA facilitators" undertakes a gender analysis of quantitative and qualitative data on: Who does what? where? how? who decides? who benefits? (carrier paths, resource allocation, perceptions and needs analysis). This implies:

2.1.2. Preliminary collection of statistical information
2.1.2. Dissemination of on line questionnaire to all staff (anonymous): mapping of individual carrier paths, work-life balance needs and perceptions about gender equality
2.1.3. Desk review of key policy, procedural, programme and budgetary documents

2.2.   Field visit: participatory audit

During a five-day visit to the organization, the PGA team undertakes:

2.2.1. Collaborative diagnosis of internal, structural causes

- Policies and rules: are there equality policies ? are they reflected in mainstream policies and rules?
- Culture: what are the organizational values? Are they influenced by stereotypes?
- Work organization practices and structures: what do they show about gender equality? Are good policies translated into good practices? Are there existing good practices that can be better institutionalized and shared?

2.2.2. Collaborative identification of elements (existing good practice and/or challenges):
- To be shared with other GENIS-LAB partners in Work Package 2 "Gender laboratories"
- To implement structural change

Methods used in this phase comprise:
a. individual interviews with reference group and specifically with HR staff and staff responsible for resource mobilization
b. focus groups with a reference group, including HR staff and staff engaged in resource mobilization/allocation
c. specific briefing and de-briefing sessions with management

2.3. Reporting

A draft report is prepared by the PGA Team and presented to the management, comprising:

- Consolidated findings, including gaps and good practices
- Conclusions
- Recommendations for future action

The Report is owned by the organization who should be committed to follow up on the recommendations. An agreed standardized Summary Report is prepared for sharing with partner institutions,

3. The process: actors

3.1. The audited work unit

Organizations or Department (max. 100 people)
- **Everyone** consulted via on-line questionnaire
- A **reference group ,**i.e. a meaningful sample (30-40 people) directly engaged in collaborative inquiry activities (interviews and focus groups during PGA team visit) including:
    - Cross-cutting representation (admin/research)
    - Women and men (at least 50 – 50)
    - Management and HR representatives

3.2. The external PGA team

An external PGA facilitation team (2-4 people from ITC and FGB), comprising experts/facilitators in gender sensitive organizational change and HR practices, gender budgeting, gender and science.

The PGA team will:
- Undertake the desk review
- Interview staff
- Facilitate the focus groups
- Discuss findings with the organization
- Prepare the Summary Report

3.3. The internal Project Team

The Project Team internal to the organization plays a key role in the PGA. The Team should comprise a diverse representation, and should include a top-level decision maker who will champion the initiative throughout the project. See ToRs in Annex I.

4. The process at a glance

What	Time	What	Who
Preparatory phase	1 month (February 2011)	Establishment of internal project team Definition of workplan Collection of data and documents Dissemination of on-line questionnaire to all staff Identification of reference group	Internal Project Team (IPT)
Desk review	2 weeks	Analysis of documents and questionnaire results	PGA Team
Field visit	1 week	Individual interviews with reference group	PGA Team supported by IPT
		3 Half-day focus groups including with HR and resource mobiization staff	30 – 40 people in groups of 15 max
		Feedback session	PGA team IPT Management Staff
Report writing	2 weeks	Summary report	PGA Team
Follow-up	From Otober 2011	Experience-sharing with other institutions in "Genis-Labs" on: - HRM and gender - Org. culture and stereotypes - Financial dimensions and Gender budgeting	Internal Project Teams supported by FGB

5. Language requirements

GENIS-LAB official language is English and most PGA tools are in English. For comparative purposes, the summary reports will be drafted in English. However, all efforts will be made to ensure that non-English speaking staff are able to contribute. The PGA facilitators' team comprises also Italian-, German- and Spanish-speaking experts. Participating institutions are advised to take into consideration the possibility to

- Provide for translations of key documents in English where this should be considered necessary
- Provide for linguistic support during site visits
- Translating the on-line questionnaire into the national language if necessary

6. Confidentiality is guaranteed

The PGA is not meant to be an external assessment but a participatory learning experience for the organization. It is assumed that all participating organizations are committed to transparency and readiness to share challenges and opportunities in relation to the promotion of gender equality.

In order to promote a climate of trust and openness, all information gathered will be treated as confidential. The draft Report containing Findings and Recommendations will be property of the audited organization. The Summary Report to be shared with the other participating organizations will not disclose confidential information and shall be shared only with the full agreement of the organization. As a rule, findings of interviews will and focus groups will be reported in full respect of anonymity, unless otherwise specified by the concerned persons.

ANNEX I: ToRs of the Internal Project Team

The Team is needed for the whole project duration (4 years).

It shall include representatives from:
- Top management, directly engaged in the action
- HR service
- Equal Opportunity committee
- Finance/resource mobilization staff
- Staff union representative
- Relevant support staff
- Gender balance: at least two men

The IPT is responsible for:
- Lobbying with management structures
- Championing managerial commitment
- Disseminating information among staff
- Facilitating PGA team work
  - collection of key documents, statistics
  - organization of interviews, focus groups, feedback sessions with management and staff
- Leading the follow-up action

The team will develop an internal project work plan including:

- Gaining managerial commitment
- Disseminating information about the process
- Collecting relevant documents and stats to be timely provided to PGA team
- Identifying and recruiting the "meaningful sample"
- Organizing and supporting the PGA field visit

ANNEX II: Communicating the PGA

There are a number of issues that need to be considered when communicating the PGA within the organisation. Here we suggest some tips and texts that can be used internally to promote the initiative.

Who should communicate : the champions

The initiative must be promoted by mainstream decision-making bodies and not only by the Equal Opportunity Committee, unless the Committee has the direct ability to influence positively staff participation.

How to communicate

The initiative should be communicated in relevant management meetings/boards. Then an information letter should be sent to all staff, together wth or before the on-line survey, inviting participation. The letter can include the following elements:

What is a participatory gender audit

A participatory gender audit is a qualitative self-assessment that will help the organisation move towards positive structural change and an healthier organisational culture. This will benefit all staff.

For the institution, engaging in a participatory gender audit is part of a strategy to improve organizational performance in relation to gender equality.

Who is concerned

Everyone is called to contribute. It is in everyone's interest to contribute to this qualitative self-assessment of the organisation. Everyone should express her/his own needs, perceptions. experience in relation to the organisation's working culture and perception of excellence, from a gender perspective.

The quickest way to take part is by filling in an on-line survey, which will be sent to everyone by mail. However there are more interesting ways to be involved and directly express your views and needs.

Some 30 to 40 people will be selected among those interested to take part in face-to-face activities. Selection will be made to ensure balanced representation from various departments.

Your time commitment for these activities will be
   - 45 minutes for an individual interview
   - 3 hours for a focus group discussion with colleagues

The interviews and focus groups will be held by a external team of facilitators from the International Training Centre of the ILO and from the Fondazione Giacomo Brodolini. For more information contact xxxx

ANNEX II: Statistical data and documents to be provided to ITCILO for Desk Review

STATISTICAL DATA

Staff list (if not against privacy laws)

Sex-disaggregated statistical data on current staff composition of selected Department
1. No of men and women employed by the institution
2. No of men and women by professional category and level
    a. Clerical or Administrative staff
    b. Professional: Research/teaching
    c. Professional: Technology/engineering professions
    d. Skilled/Technical workers
    e. Managerial
(if possible, further disaggregated by educational attainment)

3. No of women and men
    a. In permanent employment
    b. In temporary employment
4. No of women and men
    a. Part-time work
    b. Full time work
    By professional category
5. No of women and men
    a. In scientific decision-making bodies
    b. In management boards

Analysis of career progression patterns:
- % of women researchers at different levels over the last 5 years
- % of men researchers at different academic levels of the last 5 years
- % of women at different academic levels over the last 5 years
- % of men at different academic levels over the last 5 years
- % of women in managerial positions over the last 5 years
- % of men in managerial positions over the last 5 years

Any other element, which may be deemed useful for career progression analysis

DOCUMENTS

HR – related: (preferably in English but can also be received in English, Spanish, Italian and German)

National gender equality/equal opportunity law directly applicable by the institution
Organisation's gender equality/diversity/equal opportunity policy and/or action plans
Policy documents / measures /regulations/information related to:
      Harassment

Non-discrimination
Work-life balance
Maternity leave
Breastfeeding
Paternity leave
Parental leave
Other special leave (family related)
Working hours , part time, working arrangements or organisation
Provision of child-care facilities or work-life balance services

Policy and procedures in force for:
- Recruitment and selection
- Promotion
- Performance evaluation
- Training and other staff development activities

Including documents illustrating methods, procedures and criteria for selection, recruitment and promotion.

Salary scales by professional category
Organisational chart

Office/building maps indicating departmental distribution and possibly staff occupancy by gender
Promotional materials, flyers, website, visibility products

For Gender budgeting component (in English)
Departmental research programmes and budgets
List of research projects approved for funding, stating gender of the team leader
Evaluation grids
List of participants in selection committees meetings

ANNEX III: Guiding questions for analysis and interviews

NB
These are guiding questions for analysis, which are not necessarily expressed as such during interviews. For example, questions in individual interviews will avoid to make specific reference to stereotypes but will aim at eliciting immediate replies on "what is scientific excellence" or "why do you think there are fewer women at the top" or "based on your experience, what are the differences between women and men in research" etc.
It must also be noted that the three areas are closely inter-related.

Guiding questions for organisational culture and stereotypes

- Does the organisation interact actively with national gender equality institutions and organizations working for women's advancement in the scientific field?
- If there is an equal opportunity policy or plan, are staff generally aware of its existence? How is it perceived by women and men? Is it taken seriously?
- Is there an on-going debate on the gender dimensions of scientific research? Any interest towards the gender implications of scientific research?
- What are the underlying values of the organisation?
- Does the organisation identify itself with stereotypical images of "science"?
- What do staff think "scientific excellence" means? What the generally accepted criteria? Is there an on-going discussion on new aspects of excellence, and their possible gender dimensions?
- What would be the organisation ideal personnel profile : qualities, capacities, or commitment? Is this profile equally attainable for men and women?
- What are the perceptions about women and men's career expectations?
- Who exerts most influence in the organisation when it comes to whether or not gender issues are seriously taken up or neglected ?
- How are staff members rewarded for or discouraged from engaging in gender equality issues?
- Are there strong feelings about women and men's roles in society? Have these a relation with the country's recent history? Does this create internal positive/negative debates?
- Is attention given to gender-sensitive language and images in all documents produced?
- How would you characterize the type of jokes that are made in the organisation? Can people be offended or hurt by these jokes? If so, who is hurt by jokes (in general terms)?
- Is the organisation on the alert for sexual harassment ? Are staff members aware that there are persons appointed to handle confidential issues? Are grievance or complaint procedures in place and accessible?
- Do certain groups have a shared favourite activity or meeting place for sports, social events, etc.? does it imply the exclusion of certain groups of people from informal networks of decision making ? (sex/other characteristics)
- How open is the organisation o the public display of its strengths and weaknesses ?

- How does the organisation take personal, family, and social obligations of staff into consideration?
- Is there a culture of overwork and long working hours? How does it impact on men and women?
- Are there generally accepted ideas about "women's jobs" and "men's jobs"? Are they based on facts or perceptions?
- Do women tend to "take care" of menial tasks, which their male colleagues tend to avoid doing? (e.g. doing technicians' work, caring for equipment)?
- What is the perception of achievement of gender equality among women and men staff? Does it correspond with gender profile of staff?

Guiding questions for Human resource management

- Is there an EO policy? Plan? Does it foreseen targets and indicators? Is it monitored and updated regularly? Who is responsible for its achievement?
- Is there an EO committee? Where is it located in terms of organisational functions and relative power?
- Who sits in the EO committee? Does the Committee have active relationships with other departments? Influencing power?

- What is the sex balance of staff at all levels?
- Are women or men concentrated in specific professions or areas of research? If so, why does this happen? Can it be related to individual preferences or also to organisational dimensions?
- Who takes decisions in the organisation? Is there a balanced representation of women and men at the various levels?
- How is the sex balance of staff promoted and maintained, if at all : by positive action, additional facilities, targets, and training? Are there success stories?
- Are initiatives taken by managers to facilitate women to break through the glass ceiling? What are they?
- Are recruitment and selection procedures transparent and gender-sensitive for all types of jobs, including project work ?
- Are visibility and career development opportunities equally available to women and men?
- Are there means to assess for how long have the staff members (men/women) been in the same grade? If so, what do data show?
- What are the key criteria for making a career in the institution? Do they have gender dimensions?
- Are there more young educated women than men in the lower grades of scientific research? Does the pattern change in higher decision-making levels?
- Are there facilities and services available to meet the staff needs for work-life balance (child care etc.)
- Are family-friendly policies and work/life balance respected in practice?
- Do men take paternity or parental leave? Does the institution have an active policy to encourage male employees to take them?
- How is maternity leave perceived by the institution? A problem? A women's issue? Are there active measures to retain working mothers or parents?
- Are there means to assess the staff salary distribution in the organisation (sex-disaggregated according to level)?
- Are there means to assess how payments to external consultancies distributed in the organisation (sex-disaggregated according to level)?

Guiding questions for financial dimensions and gender budgeting

- Are financial/budget matters discussed openly in the organization?
- Are principles of transparency and accountability (overall and budgetary) followed/encouraged within the organization? Is this depicted in words, actions or both?
- Who decides on who should represent the organisation in public events (conferences, fund raising etc.)? Which are the criteria?
- Do women tend to have smaller offices or laboratories or classes? If so, what are the reasons?
- Who finances the organization's research activities?
    - Public investors? National? Regional? European? Other?
    - Private investors? In which proportion?
    - Is there an internal mechanisms for fund-raising?
    - Are there specific professional positions in charge of fund-raising? Or are researchers directly engaged in this type of activity?
- Which are the criteria for fund allocation within the organization? Is gender one of these criteria?
    - Is fund allocation linked to a reward system? If so, how does this work?
- Who takes decisions on fund allocation among the various areas of the organisation?
    - Is there a specific function/managerial board holding this function?
    - Are women represented therein? How many?
- Are there means to assess the funding success rate of research projects by gender? If so, are there visible differences?

ANNEX IV: Sample Gender Audit programme in an institution

Gender Audit in XXX : Field visit 21- 25 March, 2011		
Date	Time	Purpose
Monday	AM	Planning meeting with Internal Project Team Meeting with Dept. Director Preparation of afternoon focus group
	PM	Focus group with HR staff
Tuesday	AM	Individual interviews with management /administrative staff
	PM	Individual interviews with research/teaching staff
Wednesday	AM	Focus group with admin staff
	PM	Focus group with research teaching staff
Thursday	Am and Pm	Consolidation of findings
Friday	AM	Feedback session with Internal Project Team Debriefing with management
	PM	Feedback session / planning follow up

ANNEX V: Model Summary Report

Table of contents

Executive Summary (to be shared with partners)

Highlights main points, including background, methodology, specific contextual issues

Summary of conclusions and recommendations in relation to
1. Human resource management policies and gender
2. Organisational culture and stereotypes
3. Financial dimensions and gender budgeting

Good practices

Report (for the organisation)

List of abbreviations and acronyms

Introduction : Purpose of the audit and of the report, background information on the audited organisation

Methodology : brief description of methodology applied , quantitative data (no. of respondents to questionnaire by gender, no. of participants in interviews and focus groups, by gender and organisational function

Main findings, conclusions and recommendations:
   1. Human resource management policies and gender
         HR management procedures
         Working conditions and worklife balance

   2. Organisational culture and stereotypes
         Decision making
         Working environment

   3. Financial dimensions and gender budgeting

Report on feedback session

Good practices

Lessons learned

Annexes:
Audit programme including workshops/focus groups programmes, list of document reviewed and if available of relevant good practice materials.