D3.1

Thematic Reports containing effective Gender Management Tools

INDEX

INTRODUCTION TO THE DOCUMENT

This document (Deliverable D.3.1) gathers the results of the activity of Work Package 3 "Cooperative pooling of Gender Management Tools", in the framework of the Genis Lab project.

The Work Package has two distinct objectives:

- to activate the "virtual labs": online gender laboratories on the three selected organisational dimensions - Human Resources Management, Gender Budgeting and Gender and Stereotypes (see: http://www.genislab-fp7.eu/index.php/virtual-lab)
- to identify effective gender tools focusing on these three dimensions.

All Genis Lab partners have been involved in the WP activities, though with different roles: Technical partners (Fondazione Giacomo Brodolini, Associazione Donne e Scienza and ITC/ILO) have been coordinating and stimulating the activities in the LABs, the Scientific partners (CSIC, IPF, INFN, BHT, FTM UB and NIC) have been contributing with their questions and their experiences.

At the end of the first period of activity of the virtual labs, each technical partner has collected the contributions from the virtual labs and has integrated them with theoretical and practical background in order to produce the 3 Thematic Reports.

The reports presented in the following pages reflect the complexity of the organizational dimensions, providing introduction to the dimension, practical tools, suggestions for the implementation in scientific organizations.

The reports are conceived as thesauruses supporting the definition and implementation of the Tailored Action Plans for structural change in scientific organization.

Since the activity in the Virtual Lab is continuing, further gender effective tools may be selected and shared within the partnership. In this view, an update of the thematic reports is possible until the end of the project.

THEMATIC REPORT ON FINANCIAL DIMENSION AND GENDER BUDGETING

by Fondazione Giacomo Brodolini

1. Introduction

1.1 Genis Lab Project

During the last two decades, Gender Mainstreaming has became part of the debate on the reform of the higher education sector. Gender equality measures were requested by member states, in order to improve gender equality, with a specific focus on the scientific field. Nevertheless, many obstacles are still limiting the equal participation of women in the scientific community. Structural disadvantages for women, and wasting of female talents, are common elements throughout the whole European Community, although there are relevant differences among states.

The Genis-Lab project aims at implementing structural changes in a group of selected scientific organisations, in order to overcome the factors that limit the participation of women in research in spite of their excellent departure conditions in terms of talents and competences.

The Genis-Lab concept is motivated by the awareness that a decade of gender-related initiatives for scientific activities promoted by the European Commission has led to evident changes in the gender dimension of science, but that there is still much to be done.

In the latest initiatives, in 2008 and 2009, the European Commission, through the Science in Society work programme, financed several projects aimed at raising awareness of gender inequalities in universities and research organisations. However, there are still several factors which limit or impede the change towards effective equality between men and women in science. These factors appear to be linked to organisational systems, and to the relation between individuals and the organisations – hence the need for a complex intervention focusing on organisational dynamics, such as that proposed by Genis-Lab, whose objective is to have an effective impact on the conditions of women and men in research organisations.

In this perspective, the main objectives of Genis-Lab are:

- to improve women researchers' working conditions;

- to improve career opportunities of female researchers in research organisations;

- to improve the organisational climate – workplace, organisational culture;

- to fight against negative stereotypes, not only within research organisations, but also in general;

- to contribute to the creation of positive stereotypes.

The project supports the creation of a synergy among scientific partners promoting common actions and exchange of good practices[1] to defeat gender discrimination, and technical

---

[1] Budlender and Hewitt (2002) distinguish between 'best practice' and 'good practice', preferring the latter expression because, as yet, "no country in the world has achieved a completely gender-responsive budget", and because "the term 'best practice' might suggest that there is a single, 'best' way in which gender budget work should be done" (Budlender *et al.*, 2002; Introduction).

partners providing and sharing innovative tools and methodologies for gender mainstreaming in science. Scientific partners present a focus on nanotechnologies and an already set network. In addition, two other STEM areas (physics and ITC) are represented, in order to provide a comparative assessment of practices. Genis-Lab is presented by a consortium that aims to see the participation of a group of scientific research bodies in seeking to improve the gender dimension of research:

- **CSIC** (Spanish Superior Council for Scientific Research) – Institute for Polymer Science and Technology, Spain;

- **IPF** – Leibniz-Institut für Polymerforschung, Dresden e.V., Germany;

- **INFN** – National Institute for Nuclear Physics, Italy;

- **BTH** – Blekinge Institute of Technology, Sweden;

- **FTM UB** – Faculty of Technology and Metallurgy, University of Belgrade, Serbia;

- **NIC** – National Institute of Chemistry, Slovenia.

Supported by a group of experts that will provide and share innovative methodologies for gender

mainstreaming in science:

FGB – Fondazione Giacomo Brodolini

ITC/ILO – International Training Centre of the International Labour Organization (Gender Unit), UN

Agency

ADS – Associazione Donne e Scienza (Italian women in science organization)

Being aware of the complexity of the task, the Genis-Lab consortium proposes an integrated and systemic approach, focusing on three levels:

- the **organisational level** (scientific organisation partners): identification of specific management tools, and definition of self-tailored action plans aimed to promote internal structural changes;

- the **social/environmental level**: for HR managers, training aimed at fighting against stereotypes (deconstructing the stereotyped relation between women and science), supporting cultural changes within the organisation through the re-definition of excellence evaluation criteria;

- the **transnational European level**: promotion of networking and mutual learning among involved scientific organisations, to support the exchange of experiences, practices, and efficient management tools.

The driving idea is to promote and support **structural changes** through self-tailored action plans to obtain a more egalitarian approach towards women's talents, based on the recognition of skills and competencies, and suitable for overcoming gender discrimination.

The strategy to be implemented at the above-outlined three levels refers to an assumption regarding the nature of research centres and universities as systemic organisations, with their organisational culture, procedures, styles and rules, which might be implicit as well as explicit. The Genis-Lab proposes to conduct, at the organizational level:

- a gender-orientated organisational analysis, using ILO GPA methodology, integrated with FGB gender budgeting approach;

- the definition of self-tailored action plans to be implemented in each organisation;

- the implementation, supported by organisational experts, of mid-term action plans in each organisation.

1.2 The State Of Art In The Six Scientific Organisations

Data collected regarding each organisation by the technical partners (Fondazione Brodolini, Associazione Donne e Scienza, and ILO) show that the state of the art strongly differs from one organisation to another, owing to organisational and cultural differences. Nevertheless, some elements are common to all:

- Men are more present in management and research positions;

- There is a gender-equality, equal-opportunity or diversity policy, either internal or regulated by national laws, even though the key elements of these policies strongly differ from one organisation to the other;

- Only a few of the organisations have a policy to support careers for employees with family responsibilities, although almost all organisations provide for flexibility measures to reconcile work and private life;

- In the field of human resources management and stereotypes, most organisations declare to be familiar with the concept, and to have implemented small initiatives over the years, even though they are not satisfied with the results;

- None of the organisations applies, or is familiar with, gender budget criteria.

Women have better first-level degree qualifications and lower drop-out rates than men, and also have a similar level of Ph.D. qualifications. Nevertheless, they are still under-represented as researchers and at higher levels. Structural preconditions and prejudice affect women's participation in higher career levels, as revealed by PGA analysis (see reports on prejudice and on organizational changes).

Gender budgeting represents a crucial tool with which to promote equal opportunities in organizations, because it focuses on how the resources are distributed and who benefits from the allocation. Allocation of resources mirrors the priorities and power-relations of an organization. The gender budgeting process stimulates reflection on the impact of the allocation of resources for women and for men, stimulating a gender equality perspective and reorganization of resources.

Project activities implemented so far reveal a lack of awareness, in partner organizations, of the role that the distribution of economic and non-economic resources plays in shaping organisational structures and career opportunities for women and men. Genis-Lab activities aim to implement organisational changes in each organisation, in order to improve women's working conditions and career opportunities.

1.3 Aim And Objective Of The Report

This report aims to support the introduction of gender budgeting in the scientific organizations partner of Genis-Lab. The report is articulated in three parts. The first presents the definition of gender budgeting, then outlines its first implementations and discusses its main approaches. The first presents the definition of gender budgeting, outlines its first implementations and discuss the its main approaches. The second part shows the main elements to be considered in implementing gender budgeting in scientific organizations, based on good practices results. In the third part the main elements to consider, the steps, challenges and potentialities in implementing gender budget in scientific organisations are discussed.

The information of the report will be further discussed in the L@b, in order to allow all scientific organisations to get confident with practices and tools for the gender budgeting implementation following the single tailored action plans. During the L@b, an open discussion among all participants about gender budgeting tools will take place. Partners will focus on different approaches, to get acquainted with concepts, methodologies and tools.

2. The Gender Budgeting tool: definition and history, limits and potentiality

2.1 Definition

Budgeting is generally considered a **gender-neutral** policy instrument, because its data, expenditure and revenue make no mention of men or women specifically. Budgeting appears gender-neutral, but this is because it has usually ignored the different, socially determinate roles, responsibilities and capabilities of men and women[2]. This gender-neutral approach is a taken-for-granted framework that brings about unequal outcomes for men and women. Although the provisions in a budget may appear to be gender-neutral, they actually affect men and women differently, because their respective roles, responsibilities

---

[2] Source: Diane Elson (1997a), 'Gender-neutral, gender-blind, or gender-sensitive budgets? Changing the conceptual framework to include women's empowerment and the economy of care', Preparatory Country Mission to Integrate Gender into National Budgetary Policies and Procedures, London: Commonwealth Secretariat, p. 1.

and capacities in any organization are never the same. Therefore, rather than being gender-neutral, normal budgeting has to be considered **gender blind**[3].

Financial choices reflect the dominating culture with related power-relationships, as **power is created through the concentration of resources**. It is important, then, when addressing gender equality, to understand and monitor how resources are distributed and what effects each assignment has on each gender.

The generally accepted **definition** of 'gender budgeting' emerges from the report of the special group of the Council of Europe, which, in 2005, reached the conclusion that:

"Gender budgeting is an application of gender mainstreaming in the budgetary process. It means a gender-based assessment of budgets, incorporating a gender perspective at all levels of the budgetary process and restructuring revenues and expenditures in order to promote gender equality."[4]

The same definition is then also used in the framework of the European Union. The overall aim of gender budgeting is not the mechanical division of financial means into equal parts or in equal proportion to the existing number of men and women, but rather an overall concept for the financing and **distribution of available resources according to the needs of both genders**, so that they can be used by both men and women, as far as possible equally. If one of the groups is disadvantaged. it should be possible to rectify such a situation by means of equalising measures, or by redeveloping the specific needs of the given group. Such an intention, however, can be fulfilled only in the **budget as a whole**, and not merely in its partial expenditures. The full implementation of gender budgeting requires the application of gender mainstreaming in all budget **sectors** and in all budgeting **phases**.

Gender inequality brings about economic costs, not only for women, but also for the scientific organizations for which they work, and for society as a whole. Gender budgeting aims at mainstreaming gender into the decision-making process for resource allocation. In doing so, it points towards formulating **gender-responsive budgets**. Gender-responsive budgets are not separate budgets for women, but are, rather, general budgets that are planned, approved, executed, monitored and audited in a gender-sensitive way.

2.2 The First Experiences Of Gender Budgeting And The International Context

First experiences of gender responsive budgets were called '**women's budgets'** because of their focus on the budget's impacts on women and girls[5]. They date back to the mid-1980s in Australia, where they were implemented by federal and state governments as a gender mainstreaming strategy involving all government areas of competence.

The terms 'gender budgets', 'gender-sensitive budgets', 'gender-responsive budgets' and 'gender budget initiatives' have been used since the late 1990s, as a result of the focus on

---

[3] Debbie Budlender, Diane Elson, Guy Hewitt and Tanni Mukhopadhyay Gender Budgets Make Cents. Understanding gender responsive budgets. The Commonwealth Secretariat, 2002.
[4] Council of Europe, 2005, p. 10.
[5] Sharp 2003.

gender as a category of analysis and the opportunity to overcome tendencies to consider a 'women's budget' as a different and separate document focusing on women (Sharp & Broomhill 2002: 25).

In 1989 in the **UK**, the Women's Budget Group was organised in order to develop a critical appraisal of the neo-liberal Thatcher government (Himmelweit 2000). The group is still active, and has developed an analytical tool with which to investigate the impact of the tax-benefit system. In 1993 in **Canada**, the NGO Women's International League for Peace and Freedom presented the 'Canadian Women's Budget' (Budlender 1996: 18). In the UK and Canada, women's budgets were introduced by NGOs, while in 1993 the Philippines government introduced the Gender and Development (GAD) budget, coordinated by the National Commission on the Role of Filipino Women. The **Philippines** has an advanced equal-opportunity normative framework that allocates at least five percent of every government agency's budget to gender and development plans and programmes. At the end of the 1990s, the GAD experiences also included a community-based analysis of the rest of the budget (Budlender, Buenaobra, Rood & Sadorra 2001).

In 1995, gender budgets became part of the United Nations Platform for Action, which claimed that "Governments should make efforts to systematically review how women benefit from public sector expenditures; adjust budgets to ensure equality of access to public sector expenditures" (UNIFEM 2000: 112). The **Beijing Platform of Action** made a global call for the implementation of a gender perspective in government budgets. This was central to furthering the key themes of government accountability for its gender equality commitments and gender mainstreaming of the Beijing Platform of Action (Sharp & Broomhill 2002: 26).

In 1996, the **South Africa** Women's Budget Initiative (SAWBI) was presented, and soon became a model for the development of gender-responsive budgets, mainly in the Southern African region. SAWBI has been coordinated by Debbie Budlender and supported by the South African Parliament, becoming the longest-running and most comprehensive women's budget initiative.

During the last two decades, gender budgeting initiatives have been supported by the **Commonwealth Secretariat**[6] in partnership with: the International Development Research Center, Canada (IDRC); the United Nation's Development Fund for Women (UNIFEM); the Organisation for Economic Cooperation and Development (OECD); the World Bank; the United Nations Development Programme (UNDP); and, more recently, the Asian Development Bank. In 2002, UNIFEM's Report on the Progress of Women promoted gender budgeting as a strategy for accomplishing the third Millennium Development Goal (MDG): 'promote gender equality and empower women' (UNIFEM 2002: 51). In 2003, there were more than 50 different examples of gender-responsive budget in the world, at national, regional and local government levels[7]. Budget initiatives have been implemented at national, or sub-national and local level, being promoted and realised by government

---

[6] In the second half of the 1990s, the Commonwealth Secretariat played a crucial role in promoting large-scale pilot initiatives of gender budgeting in Commonwealth countries, defining gender-disaggregated expenditure tools, and developing a conceptual framework and technical manuals (http://www.thecommonwealth.org/gender).
[7] For a description of initiatives worldwide, see Budlender 2002: 131–164.

institutions or by NGOs. Moreover, the European Commission has considered gender budgeting as one of the main tools for promoting gender equality at all territorial levels of government, and for all of the different kinds of organisation (CE n.771/2006).

2.3 Gender Budgeting: A General Approach

The main gender budget experience[8] consists of reclassification of the budget expenditure according to the gender dimension, in three different categories:

1. Gender-specific expenditures;
2. Equal employment opportunity expenditures (programmes aimed at change within government);
3. General expenditures.

1. **Gender-specific expenditure** specifically targets either men or women, in order to meet their particular needs. It (along with related programmes) is sometimes also necessary to release men and particularly women from existing gender-specific constraints on their participation in mainstream policy and expenditure.

Notwithstanding the important dimension of this expenditure in promoting gender equality, gender-specific expenditure in most organizations is a very minor category. Therefore, this expenditure has only a modest relative weight in the overall budget and within different sectors. Examples of gender-specific expenditure might concern funding of programmes to increase women's participation in technical jobs, or funding of programmes to increase men's participation in 'care' jobs (childcare centres, nurseries, etc.).

2. **Equal employment opportunity expenditures** provide equal opportunities in employment within an organisation. The focus of this category may be the employment patterns in each organisation (disaggregation by salary, grade, form of employment, etc.), membership of committees and advisory boards (distinction between paid and voluntary boards), special initiatives to promote equal employment opportunities, and the relative weight of this category of expenditure within overall expenditure.

3. **General expenditure** focuses on the mainstream budget expenditure of the organisation. This category constitutes the majority of the expenditure. To reveal and assess the gender-specific effects of general organisation expenditure (and revenue), the Budget Cycle Framework approach and tools are used.

There has been a tendency, however, to limit the work of GBIs to identifying expenditures explicitly orientated towards women (Category 1). The main reason behind this is that tracking targeted expenditures is far easier than analysing the overall gender awareness of mainstream expenditures. Though this is relevant in order to highlight the scarcity of resources allocated to women, it restricts gender equality concerns to isolated issues, and

---

[8] Budlender, D. And R. Sharp With K. Alen (1998). How to do a gender-sensitive budget analysis: Contemporary research and practice. Commonwealth Secretariat and AusAID, London and Canberra. (p.21)

tackling these alone will have only a limited impact on the extent of gender inequality. It is therefore crucial to unpack the gendered implications of mainstream budget allocations. A series of methodological tools has been designed for doing so. These tools have been used, with different degrees of organisation-specific adaptations.

3. Gender budgeting good practice

3.1 Gender Budgeting In Scientific Organisations: Lessons To Learn From A Previous Project

In the first chapter of this report, we presented the definition, the first historical experiences, and the main approach of the gender budge. In this second part, the main results of a previous project on gender budgeting at a university are discussed, in order to highlight principal lessons to be learned from this experience.

Much of the good practice regarding gender budgeting in scientific organisations has been discussed in "Gender Budgeting as a Management Strategy for Gender Equality at Universities"[9], the concluding report of a research project funded within the Sixth Framework Programme: Gender Budgeting as an instrument for managing scientific organisations in order to promote equal opportunities for women and men, using the example of universities (September 2006 – August 2008)[10]. The concluding report of the project has to be considered the main source of good practices for the implementation of gender budgeting in scientific organisations. Therefore, an outline of the main results of the report is given here.

The crucial element emerging from this analysis it that gender budgeting not only focuses on the 'budgeting' phase of an 'intervention', but **aims to include a gender perspective in all phases of the budget cycle**, from diagnosis and appraisal (*ex-ante*), to budgeting, implementation and monitoring (*ex-nunc*), to evaluation (*ex-post*).

The major result of this previous project was to point out, explicitly, how a virtual 'steering cycle for budgeting' can be used in a very practical way for implementing gender budgeting in organisations. Gender budgeting might be considered the application of gender mainstreaming in all the phases of the budgetary process. Moreover, understanding the steering cycle allows us to provide gender stakeholders with crucial information and arguments.

The budget cycle may be divided into 7 main steps. Applying a gender mainstreaming perspective to each of these steps leads to a first approach in formulating a gender budget implementation. These 7 main steps are:

 Gender-differentiated analysis of the initial situation;

---

[9] Andrea Rothe, Birgit Erbe, Werner Fröhlich, Elisabeth Klatzer, Zofia Lapniewska, Monika Mayrhofer, Michaela Neumayr, Michaela Pichlbauer, Malgorzata Tarasiewicz, Johanna Zebisch with contributions by Maciej Debski: Gender Budgeting as a Management Strategy for Gender Equality at Universities – Concluding Project Report. Frauenakademie München e.V. München 2008.
[10] The report is available at http://frauenakademie.de/projekt/e_projekt.htm.

1. Development and formulation of gender-sensitive objectives and indicators;
2. Strategies for the achievement of the objectives: Development of instruments and measures;
3. Gender-differentiated estimation of effects (*ex-ante* and *ex-post*) (Gender Impact Assessment);
4. Allocation of money;
5. "Implementation" – Adaptation of projects and measures to the organisation;
6. Monitoring and gender controlling with the help of the indicators.
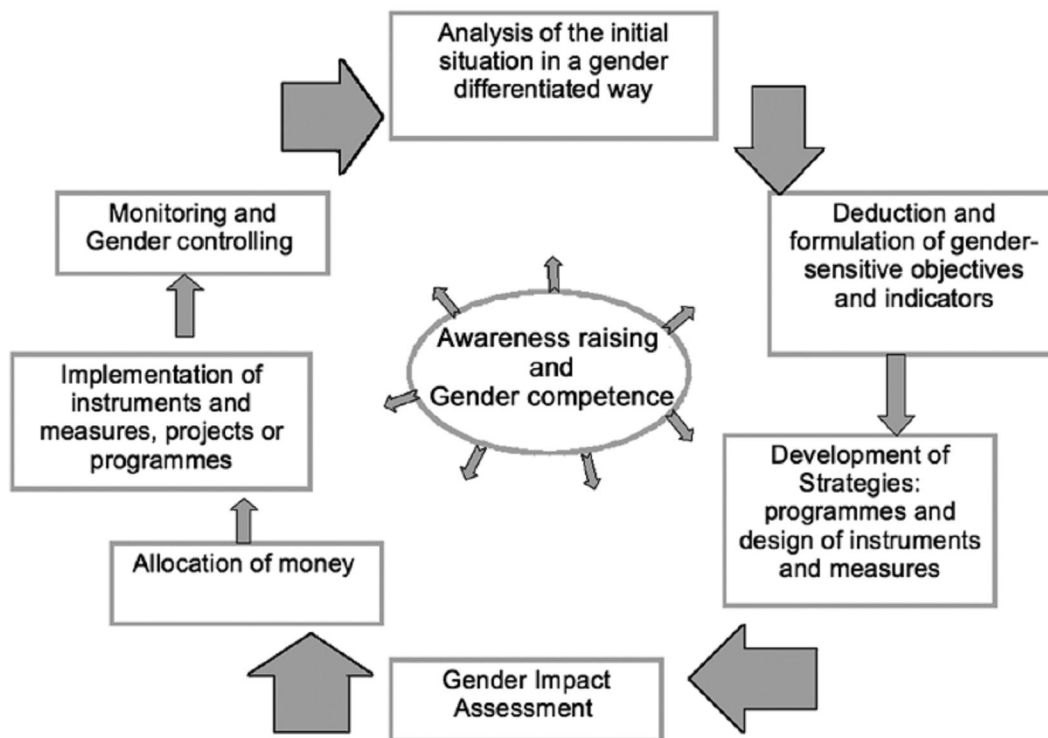
Source: Gender Budgeting as a Management Strategy for Gender Equality at Universities – Concluding Project Report. Frauenakademie München e.V. München 2008

3.2 Preliminary Objective: Sensitisation, Raising Of Awareness, And Improvement Of Gender Competence

Sensitisation, raising of awareness, and improvement of gender competence, together constitute a process which has to take place on a continuous basis. Raising of **gender awareness** and **gender competence** are crucial preliminary elements for a successful implementation of gender budgeting in organisations. Changes in organisational culture are necessary in order to implement gender budgeting as part of a process of organisation-wide learning.

Organisational behaviour-change is the result of different actions. First of all, an **innovative regulation framework** is necessary, even if not sufficient. Secondly, gender competences have to be increased within the organisation, thereby allowing each member to understand and became part of the changes.

During recent decades, many methods and instruments have been developed to raise gender awareness, such as gender training, gender sensitisation workshops, and gender awareness campaigns. These **learning experiences** can be targeted at different groups within the vertical and horizontal hierarchies, according to the specific objectives to be reached. High-publicity events are another possibility of sensitisation, as well as web-sites and dedicated networks within the institutional organisation, used to improve communication and cooperation on gender equality.

Installation of **gender experts** in the organisational structures is a crucial step towards establishing a permanent unit with the right to monitor gender equality in the organisation, and elicit remedial action where necessary. Gender experts should be included in the important decision-making processes, including budgeting.

3.3 The Gender Budgeting Cycle

The seven main phases of the gender budgeting cycle are now presented, in order to acquaint ourselves with a practical tool and strategy of implementation.

1. Analysis of the initial situation

This is the first step in the steering cycle. The context should be analysed in relation both to the area of scientific research and to the social environment of the people working within the organisation. The formal distribution of the budget must be investigated. Sex-differentiated data have to be collected, so that they may became part of a set of indicators with which to audit and monitor the equality of opportunity in the organisation. Analysis of the initial situation should be based on data related to:

- Number and proportion of women and men according to scientific fields, hierarchies and work areas –e.g., professors, promoted professors, decision-making bodies, full- and part-time scientific staff, and full-time equivalents, administrational staff, number of children, sabbaticals and parental leave.

- Allocation of money to the different departments, central units and administration, including public funding, tuition fees, third-party funding, gender equality projects and programmes.

- Distribution of financial incentives, with a special focus on incentive systems for the advancement of gender equality.

- Gender equality measures already in place: number, sex and hierarchy of persons involved; amount of funding; possibilities for qualification; types of employment.

2. Gender-sensitive objectives

Starting from the results of the analysis of the actual situation, the organisation formulates objectives on gender equality for the staff, departments and management.

Moreover, all other objectives of the organisation have to include a gender-sensitive dimension. Gender equality aspects have to be considered in each plan. Some of the examples presented in the good practice experience are quoted, in order to present some more concrete possibilities.

The definition of an adequate set of indicators is essential for the monitoring of objective results. Some indicators elaborated in the analysed good practice are presented here as good practice to consider for inclusion in gender budgeting implementations in scientific organisations. Indicators are sub-divided into context and social environment indicators, target achievement indicators, and process indicators.

Context and social environment are essential for the analysis of the initial situation, and for monitoring projects and programmes. Target indicators are related to the achievement of single objectives. These represent an indispensable indicator to consider in the gender budgeting process. Process indicators aim to control the process of projects or programmes.

Objectives concerning the staff of the university

• Equal participation and power of women and men in decisions on science and tertiary education (development of universities, teaching, research)

• Equal opportunities concerning access for women and men to teaching and research in all scientific fields

• Equal representation of women and men in all boards and at all levels (research assistants, assistant lecturers, professors)

• Equal opportunities for women and men for permanent employment

• Equal pay for women and men

• Equivalent distribution of voluntary and unpaid work (within the university) to women and men

Objectives concerning the scientific fields and departments

• Equal influence and power of individual departments within the university

• Implementation of gender research as a specific field of research

• Consideration of gender dimensions in teaching

• Equal funding of and access to resources for women and men (according to their scientific field or department)

• Self-reflection concerning scientific excellence and gender

Objectives concerning the university management

• Composition of decision-making bodies with an equal share and equal power of women and men

• Gender-competence in all decision-making bodies

Source: Gender Budgeting as a Management Strategy for Gender Equality at Universities – Concluding Project Report. Frauenakademie München e.V. München 2008

Selected context and social environment indicators to be applied in scientific organisations

Target Indicators	Explanations (reasons, definitions, …)
Number of professors, promoted professors, full-time scientific staff, administrational staff at all universities of the country (in total, as well as according to departments and working time: full- or part-time and full-time equivalents) (proportion of women and men).	Basic indicator for the (different) positions of men and women in the academic field in total. Serving the individual universities as orientation parameters. Changes of the indicator have a direct relevance for equality.
Number of the students at all universities of the country (in total as well as according to departments) (proportion of women and men).	Basic indicator for the (different) positions of men and women in the academic field in total. Serving the individual universities as orientation parameters. Changes of the indicator have a direct relevance for equality.
Number of graduations from school (matriculation standard) per graduation age-group (proportion of women and men).	The indicator shows how many women generally achieve access to a tertiary education. This pool which considers the entire society, defines the starting point for the situation at the universities.
Number of mothers and fathers among the professors, the promoted professors, full-time scientific staff, administrational staff, at all the universities of the country.	The percentage of women at universities is growing. However, this applies mainly for women without children. This is an important indicator for the compatibility of career and family.
Child-care options (vacancies / number of children according to sort of institution – day nursery, kindergarten, nursery, etc.) and age groups	An adequate furnishing of families with social services, especially in the field of child-care, serves the improved compatibility of career and family. A good offer can have a positive impact on the percentage of female scientists. A lack in offers can also lead to an increase, but this often results in part-time jobs.

Process Indicators	Explanations
Institutional installation of persons with gender competence on all academic planning and controlling levels and in the budgeting process.	The systematic realisation of gender mainstreaming within the academic policy implies that gender experts are authoritatively included in the design and the implementation and that they are granted suitable authority and responsibilities.
Systematic consideration of the gender perspective in promotion plans.	Taking the gender perspective continuously into consideration in all promotion plans is essential in order to improve the integration of women. A "gender-neutral" concept of promotion guidelines and promotion documents undermines the strong gender relevance of innovative political strategies.
Composition of budget committees (number, respective proportion of women and men), differentiated according to hierarchic and power structures (professors, mid-level faculty, etc.).	The indicator reveals the extent to which women are entrusted with management and decision-making functions in budgeting. The appropriate representation of both sexes in budgeting, consulting and decision-making functions within higher education is vital for Gender Budgeting.
Transparency and documentation about the decision.	The disclosure of decisions can contribute to the avoidance of group-specific selections or decision effects, and requires guaranteed access to documents connected the decision-making process.
Standardisation of consulting and decision-making during the budgeting process.	The standardisation of the instruments for consultation and decision-making in the budgeting process at universities can contribute to avoiding group-specific selection effects.

3. Development of strategies and methods in the field of budgeting

In order to implement successful gender budgeting, it is necessary to set up the **gender equality institutions** and an **expert group** with adequate **resources** in terms of personnel and budget, and with the power to check and control equal treatment and gender mainstreaming. Moreover, the definition of gender criteria for budget allocation is based on a clear set of indicators reflecting gender equality objectives.

4. Gender impact assessment (GIA) in regard to budgeting

Gender impact assessment is focused on the impact of measures or projects on women and men at different levels: input, output, outcome, and the process itself. It might be considered as an *ex-ante* as well as an *ex-post* instrument.

Analysing the input level would require investigating the following question:

- How would the measure/instrument/project influence the job situation of women and men, with regard to type of employment, career development, work-life balance and income?
- Important features are therefore: employment; share of women in leading positions (= participation); average number of long-term employment posts by sex (=resources); share of women and men in different fields (e.g., IT and administration) (= norms, values).

At **output** level, the main questions could be:

- How would the measure/instrument influence the activities and services offered?
- Do the activities meet the different needs and requirements of women and men?

Important features are therefore: services and (in)tangible goods provided – e.g., teaching and research activities.

At the **outcome** level the main dimensions to investigate for each measure are:

- What direct effects does the measure have on women and men both in the short run and in the long run?
- What external effects on women and men, and on gender-relations in general, does the measure initiate (e.g., on the distribution of unpaid labour between women and men, on gender roles and norms, on power relations, on possibilities of political participation)?
- Does the measure comprise any incentives for women or men to change their behaviour and/or their decisions (on employment, career, family planning, etc.)?

At the **process** level the central questions are:

- Would the measure encourage or discourage women or men with regard to engagement at committees, applying for leading positions, etc.?
- Would the measure strengthen or weaken the position of women or men in decision-making bodies, or influence the informal power of women and men?

Important features are therefore: decision-making processes, participation, power structures, etc.

5. Allocation of resources
Resources are supposed to be allocated on the basis of objectives. To analysis resource allocation is an important instrument with which to show whether discrimination occurs in distribution of resources.

6. Implementation of instrument measures and projects
This is the most important step within the budgeting cycle, and, according to its duration, all the phases above might be considered and applied in this specific action.

7. Monitoring and gender controlling

Gender budgeting requires a systematic monitoring system in order to guarantee its success and its sustainability.

4. Towards gender-sensitive budgeting in GENIS-LAB organisations

4.1 Gender Budgeting In The Genis-Lab Project: Main Elements To Consider

Gender budgeting is the application of gender mainstreaming in the budgetary process. It is a very **powerful instrument**, and an essential steering mechanism within the scientific organisations taking part in the project. Gender budgeting represents an effective and far-reaching gender-equality instrument, promoting cultural changes in scientific organisations. Gender budgeting analyses policies and programmes from a gender-aware perspective, leading, in turn, to gender-aware policy appraisals, in part by investigating whether policies and their associated resource allocations are likely to reduce or increase gender inequalities.

Gender budgeting is a crucial tool to support increasing awareness of gender inequalities. It is based on punctual analysis of resource allocation from a gender-aware perspective. In all organisations taking part in the GENIS-LAB project, the issue is not the lack of a **legal framework** for equal-opportunity rights, but **real accessibility** to those rights. Gender budgeting is an innovative tool to support practical strategies and promote actions that narrow the gap between formal and substantial equality.

Moreover, gender budgeting, by contributing to the **fair distribution** of financial resources, increases the **transparency** of budgetary expenses. In so doing, it ensures the maximum efficiency of the means used[11].

'Gender budgeting' is an umbrella term that covers various different actions to promote gender mainstreaming in process budget[12]. Implementing a gender budget in scientific organisations is a process involving three main **objectives**:

- **raising awareness** within and outside organisation of the gender-specific effects of revenues and expenditures;
- greater **accountability**;
- **changes** in policy and related expenditure and revenue.

Gender-budgeting initiatives might include **overall expenditure or revenue** or **specific thematic areas**. Moreover, a gender-budget initiative might address the **full budgeting cycle**, or be focused on **specific phases of the cycle** (*ex-ante*, *ex-nunc*, *ex-post*).

As a consequence, tools and approaches will vary according to the objective, coverage, phase, available data, budgeting system, and expertise available. Introducing gender

---

[11] See, among others, Budlender and Hewitt (2002).
[12] See also Elson (2002).

budgeting in GENIS-LAB organisations involves many aspects that must be considered in order to achieve its positive implementation:

i. In gender budgeting, **all resources** have to be considered: money, personnel, time, power, material resources, travelling costs, wages, incentives, organisation of conferences, support for publications, and so on. The main questions underlying the gender budget implementation are:

- How are the resources distributed?
- Who benefits from the allocation?

In order to deeply understand the potentiality of gender budgeting, it is necessary to emphasise that socially differentiated gender roles affect patterns of time-use. **Time** is to be considered one of the main resources for both women and men. It is a well-established fact that women spend more hours than men doing unpaid work, while men, by contrast, spend more hours doing paid work. This datum is confirmed by the PGA analysis on the scientific organisations part of the GENIS-LAB project. Women, on average, work more hours per week than do men. Organisational policies and related budget allocations may increase or decrease the workload of either sex.

ii. Scientific organisation **contexts** present some peculiar elements that need to be considered because they affect distribution of resources. One of the main structural preconditions is represented by the highly dependent position of young scientists with respect to professors, who have the power of allocating jobs and other resources. Studies have revealed that male professors tend to promote persons that are perceived as similar, and belonging to the same gender is one obvious form of similarity. Female full professors represent fewer than 20% of all professors in the EU. Moreover, women have to overcome the prejudicial view that their family commitments will affect their scientific careers. In the GENIS-LAB project, a specific focus is dedicated to gender stereotyping in science (see thematic report by Donne e Scienza).

iii. The budget reflects the **priorities** for the organisation, and also its **power relationships**. The steering effect of the allocation of money can be used directly to support process and programmes that advance women in science.

iv. A successful implementation of gender budgeting requires a dedicated focus on the **budgeting process** itself, in order to make explicit the decision-making process and the related power structures. Who is participating in the budget process? Women and men, and of which hierarchic level? In which elements of the process do they participate, and what formal and informal decision-making powers do they have?

v. Promoting gender equality through structural changes requires, first of all, that all members of the organisation have a **deep awareness of inequalities**. Inequalities that are not recognised by the single members of the organisation, or by the organisation as a

whole, are at risk of being perpetuated simply by virtue of their never being questioned or challenged. Therefore, in order to promote structural changes, gender budgeting aims to confront and compare the various individual experiences of inequality, in part through developing a conceptual framework **to measure inequalities** within rigorous empirical analysis.

vi. By framing 'gender issues' in terms of an economic discourse, gender budgeting 'liberates' gender (and gender mainstreaming) from the 'soft' social issues arena and raises it to the level of **economics**, which is often thought of as being 'technical', 'value-free' and 'gender-neutral'.

vii. Implementation of gender budgeting requires a **deep knowledge of the organisation** with regard to the various different dimensions: gender awareness, the regulative framework, implicit and explicit procedures, and so on. Participatory gender auditing conducted in the first phase of the project GENIS-LAB has brought to light the specific characteristics of each of the scientific organisations involved, taking account of their context, legal framework, financing situation, funding, allocation of resources, and level of gender awareness (see report by ILO).

Keeping in mind these elements, we now turn towards the analysis of the main steps in implementing gender budgeting in scientific organisations.

4.2 Main Objectives, Phases And Steps In Gender Budget Implementation In Scientific Organisations

Gender budgeting is a process aimed at changing resource allocation within the organisation, in such a way as to support gender equality. In order to reach this goal, three mains objectives have to be pursued[13]:

1. To **raise awareness** about gender in policies and budgets through the following actions
   a. collecting sex-disaggregated data;
   b. training budgetary officials;
   c. developing gender-sensitive analyses of programs and policies (gender audit).

2. To **promote accountability** of the results of the first phase through communication campaign.

3. To **change** policy and resource allocations in a gender mainstreaming approach (gender budget programming).

---

[13] This approach has been elaborated within the South Australian gender budgeting initiatives, coordinated by Rhonda Sharp.

Figure 4.1 Main objective in implementing gender budgeting in scientific organisations.

1. Raising gender awareness in policies and budgets:
   a. collecting sex disaggregated data,
   b. training budgetary officials
   c. develop gender-sensitive analyses of programs and policies

↓

2. Promoting accountability of results (communication campaign)

↓

3. Change policy and resource allocations in a gender mainstreaming approach.
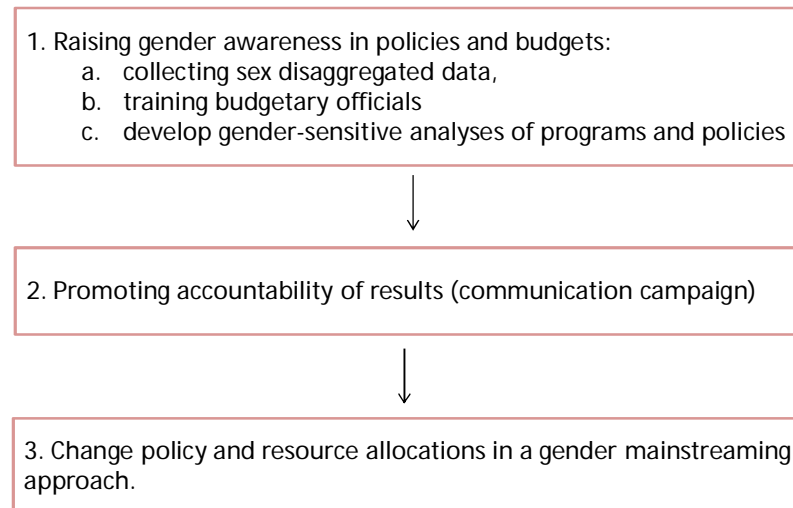
Gender budget initiatives therefore include[14] **different actions** made by **different actors** to analyse, evaluate and contribute to the **increase of gender awareness** in the budget. These actions may affect the budgeting process in its different phases. Gender budget experiences are mainly orientated to implementing a gender analysis in two different dimensions: gender-sensitive budget analysis (audit), and gender-sensitive formulation of the budget (programming).

Gender-sensitive analysis is the crucial step forward in the definition of a gender-sensitive budget characterised by changes in reframing of polices and resource distribution (Hofbauer 2003: 45). Therefore, gender budgeting includes both **analysis** and **action**. One may also opt to use specific wording to differentiate more clearly between initiatives that 'only' do analysis ('gender budget analysis') and those that go further and systematically integrate a gender dimension into budgetary processes ('gender budgets')[15].

Gender budget **analysis** can be considered a first essential step, necessary to reveal (to those responsible for a measure as well as to its intended beneficiaries) the effect of any policy (and budget) on men and women, and on gender equality. **Dissemination** of analysis findings may initiate a process of awareness-raising (both within and outside organisations),

---

[14] Balmori Helena Hofbauer. Gender and budgets. Overview report Institute of Development Studies, Institute of Development Studies, UK, 2003 p.14–16.
[15] See Hofbauer (2003).

which, in turn, may increase the probability of a systematic gender perspective[16]. Gender impact analysis becomes a preliminary to proposing ways to **reprioritise** expenditure and revenues, taking into account the different needs and priorities of women and men.

Figure 4.2 Gender budgeting phases: analysis and programming
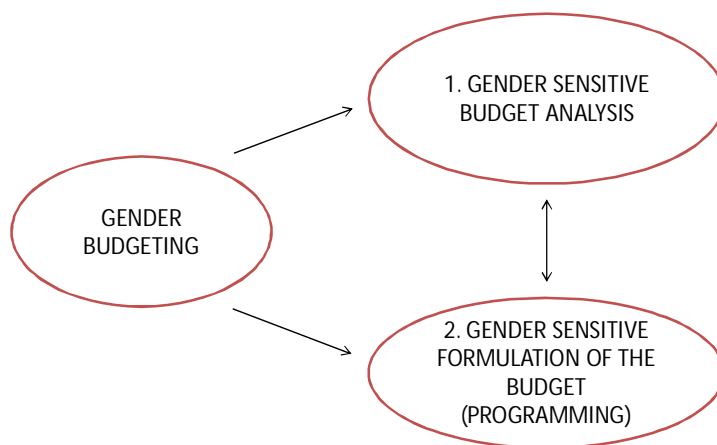
The introduction and implementation of a gender budget in an organisation might involve different aspects and approaches[17]. As mentioned in Chapter 2, the first phase of the steering cycle of budgeting is represented by the analysis of the initial situation in a gender-differentiated way, also known as a gender budget audit. Gender Participatory Audit run by ILO has represented a crucial phase in activating the gender budget process. This first auditing phase aims to bring various different features to light.

Gender budget analysis
This first phase of gender budget analysis can be articulated in five main steps[18]:

1. Analysis of the situation of women and men in a given sector.

---

[16] Although many gender budget initiatives are restricted to analysis, attempts at systematic integration are on the rise. See Council of Europe (2005), Budlender and Hewitt (eds.) (2002), http://www.idrc.ca/gender-budgets/.

[17] Source: Adapted from Diane Elson (1997b), 'Tools for gender integration into macroeconomic policy', Link in to Gender and Development, 2, Summer, p. 13. Budlender, D.; Sharp, R. with K. Allen: How to do a gender-sensitive budget analysis: contemporary research and practice, 1998.
http://www.bridge.ids.ac.uk/gender_budgets_cd/5-tools.htm#2 Commonwealth Secretariat: Gender Responsive Budgeting Tools. http://www.unpac.ca/gender/learnmore.html.

[18] Commonwealth Secretariat: Gender Mainstreaming in Agriculture and Rural Development: A Reference Manual for Governments and Other Stakeholders. Commonwealth Gender Management System Series, London 2001.
http://www.un-instraw.org/training/index.php?fromarea=Resources&showid=284 Source: Budlender, D.; Hewitt, G.: Engendering Budgets, 2003, p. 90.

2. Assessment of the extent to which policies address the gendered situation (activities).
3. Assessment as to whether budget allocations (inputs) are adequate, in order to implement gender-responsive policies.
4. Assessment of short-term outputs of expenditure, in order to evaluate how resources are actually spent, and policies and programmes implemented.
5. Assessment of the long-term outcomes or impact expenditures might have.

Figure 4.3. Steps in gender budget analysis
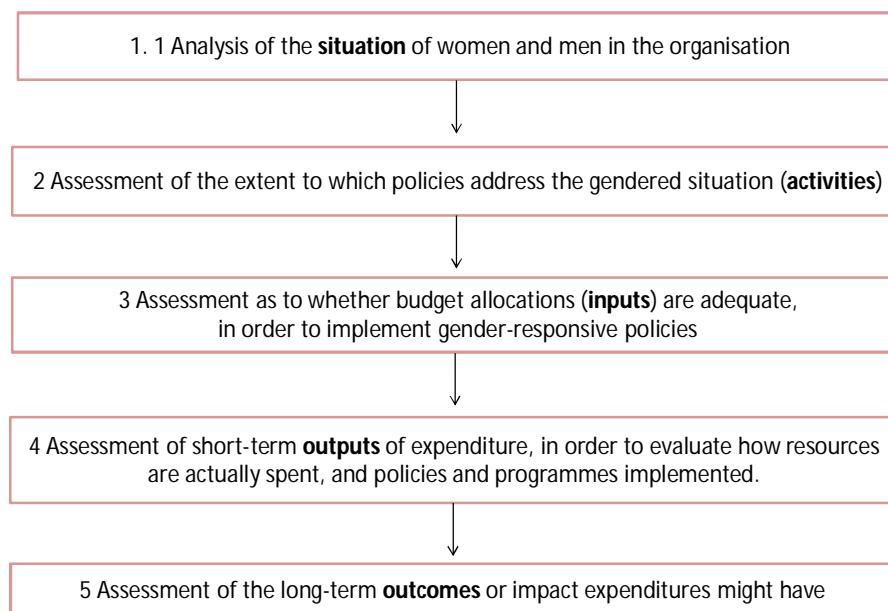
In implementing gender budget analysis in GENIS-LAB scientific organisations, the following dimensions could be also considered.

Gender budget dimension	Objective	Application to scientific organisations
Gender-aware policy appraisals.	Analysis of how policies and programmes reflect women's and men's different needs and priorities.	How do the scientific organisation's policies reflect gender-differentiated needs? Focus on recruitment, career advancement, time managing, space managing.
Sex-disaggregated expenditure benefit Incidence Analyses.	Analysis of how women and men benefit from a given expenditure.	How do women and men benefit from the expenditure? Focus on grants, travel costs for attending conferences, catering costs for meetings
Sex-disaggregated beneficiary assessments of service delivery and budget priorities.	Analysis of how investments in infrastructure and the provision of services address women's and men's different needs and priorities.	How investments in infrastructure (family space for breast feeding, etc.) and the provision of services (childcare) address women's and men's different needs and priorities?
Gender-aware expenditure-tracking surveys.	Analysis of how allocated funds reach female and male beneficiaries differently.	How do allocated funds (recruitment, research projects, etc.) reach female and male beneficiaries differently?
Gender-aware budget statements.	Analysis of how gender statements deals with the reduction of gender inequalities through dedicated actions and related resources.	How do the budget statements deal with gender inequalities? In what actions have been the resources allocated?

Source: Adapted from Diane Elson (1997b), 'Tools for gender integration into macroeconomic policy', Link in to Gender and Development, 2, Summer, p. 13.

Gender budget programming
The second phase of gender budgeting is the gender budget programming and aims to introduce **changes** in the organisations allocation of resources in order to promote gender . The main steps of this second phase are those characterising the cycle of budgeting[19], discussed in chapter two of this report.

---

[19] Gender Budgeting as an instrument for managing scientific organisations to promote equal opportunities for women and men - with the example of universities; September 2006 August 2008, http://frauenakademie.de/projekt/e_projekt.htm.

On a general level it is important to set gender equality as a goal of the **organisations' Statutes** and integrate and implement gender equality objectives into all management instruments of the university. Furthermore, it is crucial to clarify and substantiate the **objectives** of gender equality and to work out an explicit **strategy** with concrete measures and instruments on how to reach the objectives. This has to be accompanied by a clear set of concise **indicators** which capture progress on the way towards gender equality. Annual public reports should **monitor** progress.

Moreover, the institutionalisation and implementation of a **Gender Impact Assessment** (GIA) comprising several levels of activity is necessary. It is advisable that the following central elements of establishing a system of GIA are included also in a first phase of gender analysis, including gender analysis of employment and income effects, gender analysis of activities/services, gender analysis of users of activities/services, gender analysis of outcome and gender analysis of the process. The implementation of systematic Gender Impact Assessments would need institutional anchoring and responsibility, build-up of specific know-how as well as adequate personnel resources. In order to ensure transparency a regular system of public reporting is necessary.

Figure 4.4. Steps in gender budget programming

1. Deduction and formulation of gender – sensitive **objectives** and indicators

↓

2. Development of **strategies**: programmes and design of instruments and measures

↓

3. Gender **impact assessment**

↓

4. Allocation of **money**

↓

5. **Implementation** of instruments and measures, projects or programmes

↓

6. **Monitoring** and gender controlling

↓

7. **Analysis** of the initial situation in a gender differentiated way

Moreover, implementing both of these two main phases (analysis and programming) requires different actions to be realised. These main actions are the recommendations

emerging from the previous project focused on gender budget in university[20]. These **actions** are:

1. Collect and publish sex-disaggregated **data**
2. **Awareness** raising
3. **Institutions** for promoting gender equality
4. Gender-fair **participation** at all stages of the budgeting process
5. **Transparency** of the budgeting process
6. Integration of gender analyses and aspects into all **accounting** systems
7. System of **financial incentives**
8. Implementation of gender sensitive **measures** for a modified personnel recruiting
9. Including the gender dimension in any system of **quality accreditation**

1. Collect and publish sex-disaggregated data in a comprehensive way

The basis for introducing instruments of gender budgeting is the collection of sex-disaggregated data in a comprehensive, consistent and complete way. This is the input for a gender controlling system. Not only longitudinal (panel-) data is needed for measuring, for example, the development of women's career in scientific organisations, but also data about the share of women and men in different fields of study, teaching and research, as well as data on the composition of the organisation management and administration. Furthermore it is crucial to collect sex-disaggregated data about the distribution of salaries and other financial flows to organisation personnel. Altogether there is a lack of comprehensive data grasping the various facets of gender differences at the organisation. It is important to point out that the data collected need to be consistent and concrete. Moreover, gender-disaggregated data are needed to demystify the apparent neutrality and, more specifically, the gender neutrality of the budget.

2. Sensitisation and awareness rising for gender equality in science

We recommend a thorough sensitisation and awareness raising on gender equality to spread gender competence. Awareness of the dimension of inequality between women and men in science, and gender competence of the university management, are basic preconditions for a successful implementation of Gender Budgeting. This needs to be accompanied by a sensitisation of all members of the organisation, in order to support the process from the bottom up. This implies a change in the organisational culture, which in turn requires an organisational learning process.

3. Institutions for promoting gender equality

We recommend establishing a fully-fledged institutional framework in order to promote, implement, coordinate and monitor gender equality objectives and gender research. The institutional set-up should be well equipped, being able to perform the tasks of equality

---

[20] Andrea Rothe, Birgit Erbe, Werner Fröhlich, Elisabeth Klatzer, Zofia Lapniewska, Monika Mayrhofer, Michaela Neumayr, Michaela Pichlbauer, Malgorzata Tarasiewicz, Johanna Zebisch with contributions by Maciej Debski: Gender Budgeting as a Management Strategy for Gender Equality at Universities – Concluding Project Report. Frauenakademie München e.V. München 2008.

policies, equal treatment and affirmative action, as well as gender research. This requires adequate resources, in terms of budget and personnel of the institutions concerned, and also in terms of institutional anchoring of Gender Mainstreaming, Gender Budgeting and gender controlling responsibilities. Additionally, it must be ensured that communicative structures between the responsible institutions are optimised, with complete exchange of all relevant information.

4. Gender-fair participation at all stages of the budgeting process
As the budgeting process is a rather complex decision-making process taking part at different levels of the organisations, it is important to analyse the gender-specific patterns of this process during all stages. The main questions are:

Is there a fair participation of women and men in the budgeting process as a whole?
How are women and men integrated (formally and informally) in the power structures?

The aim is to assure an equal participation of women and men in all decision-making processes, and to include institutions promoting gender equality in all stages of the process.

5. Transparency of the budgeting process
As transparency is a central category of New Public Management in general, and an important principle to ensure the implementation of Gender Budgeting and the objectives of gender equality, it is important to take measures in this regard. We recommend the following measures in this respect: access to documents, access to databases providing information about any budget-related issues, inclusion of gender experts in all phases of the budget-planning process, proclamation of interest groups (persons, motivations), openness towards all interest groups, and clear criteria for the distribution of information.

6. Integration of gender analyses and aspects into all accounting systems
It is crucial to introduce gender objectives and gender analyses into all accounting systems of the organisations and in all parts of them. A possible measure is the usage of the cost-performance equation. This would mean including gender aspects in the presentation of the costs, as well as in the presentation of performances. Additional sex-differentiated parameters should be considered on qualitative as well as quantitative levels in all fields of the equation. Furthermore we recommend including gender experts from a very early point in the process of planning and introducing new accounting systems.

7. System of financial incentives
We recommend the implementation of systems of financial incentives. Financial incentives are measures which financially reward improvements concerning gender equality at organisations or, contrarily, financially penalise the deterioration of performance in the field of gender equality. In order to address gender inequalities at the organisation in a comprehensive way it is important to rely on two types of systems of financial incentives:

• Distribution of financial resources by indicators (steering by indicators)

The distribution of financial resources by indicators means the allocation of resources according to specific criteria indicating the improvement or deterioration of gender equality at universities. We recommend the distribution of financial resources by a system of indicators, thus combining several significant indicators of different fields, in order to gain a comprehensive evaluation of the situation. Indicators are to be adapted to the situation of each organisational and administrative unit of the organisation, in order to be effective and incentivising. An accompanying measure in this context is the introduction of special financial awards to top-performing units and departments with regard to the achievement of these indicators. This measure could foster the visibility of the advancement of gender equality, and also enhance the competition of the units in this regard.

• Integration of gender objectives in all agreements on objectives
Agreements on objectives between the organisation's administration and the departments should lay down specific objectives that the universities or the faculties/departments must fulfil. It is important that gender aspects be included in all objectives, and that there be special agreements on objectives advancing gender equality at the universities. In order to ensure the commitment of each department, it is necessary that the objectives laid down in the documents be negotiated by the departments, that they reflect the specific situation of the departments, and be obtainable within the period of the agreement. Furthermore it is advisable to lay down the various steps of the objectives quite clearly, and to provide the departments with detailed assignments in order to guarantee the fulfilment of the objectives. The adoption of gender equality objectives within the agreements on objectives is intended to ensure that the departments deal with equal opportunity issues. In doing so, a sustainable process could be initiated.

8. Implementation of gender-sensitive measures for modified recruitment of personnel
A systematic personnel development should be conducted, as funds are mainly linked to personnel in the long term. We recommend considerations at various levels. Important considerations are that the recruiting boards consist of equal shares of women and men, that there always be a representative for gender equality present during the selection procedures, and that he or she have a vote in this process. For the selection of candidates, the recruiting board should consider the advancement of the under-represented sex (with reservations as to equal qualification). Additionally, there should be a female personnel development plan, mentoring programmes, etc.

9. Gender Controlling
In order to ensure the administrative management of the organisation in accordance with the objectives of gender equality, it is important to introduce a gender controlling system. The development and implementation of Gender Budgeting has to be accompanied by a gender controlling system in order to guarantee a sustainable achievement of gender equality objectives. It is advisable to collect sex-disaggregated data on personnel as well as on salaries, and to develop key figures in order to measure the (relative) performance of each unit of the organisation. This system could be also extended to gender-sensitive indicators for research, teaching and consulting services. The aim of the implementation of

this tool is to increase the awareness regarding gender issues in all units of the university, to have permanent and reliable information on the status, and eventually to have a database for necessary improvements.

10. Including the gender dimension in any system of quality accreditation

Any system of quality accreditation in which the organisation participates has to include a thorough gender equality dimension in its set of quality standards. Existing accreditation systems such as EQUIS – the European Quality Improvement System – are gender-blind, and thus they should not be joined unless a gender dimension has been developed.

GENDER BUDGETING PROCESS

**OBJECTIVE 1: analyis
GENDER BUDGET
ANALYSIS**

1. Analysis of the **situation**

2. Assessment of policies addressing situation (**activities**).

3. Assessment of adequacy of budget allocations (**inputs**) to implement gender-responsive policies.

4 Assessment of short-term **outputs** of expenditure, in order to evaluate how resources are actually spent, and policies and programmes implemented.

5 Assessment of the long-term **outcomes** or impact expenditures might have.

ACTIVITIES
a) Collect and publish sex disaggregated **data**
b) **Awarenes** raising
c) **Institutions** for promoting gender equality
d) Gender-fair **participation** at all stages of the budgeting process
e) **Transparency** of the budgeting process
f) Integration of gender analyses and aspects into all **accounting** systems
g) System of **financial incentives**
h) Implementation of gender sensitive **measures** for a modified personnel recruiting
i) Including the gender dimension in any system of **quality accreditation**

**OBJECTIVE 2: change
GENDER BUDGET
PROGRAMMING**

1. Deduction and formulation of gender sensitive **objectives** and indicators

2. Development of **strategies**: programems and design of instruments and measures

3. Gender impact **assessment**

4. Allocation of **money**

5. **Implementation** of instruments and measures, projects or programmes

6. Monitoring and gender **controlling**

7. Analysis of initial situation in a gender differentiated way

4.3 Challenges And Potentiality In Implementing Gender Budget In Scientific Organisations

In the previous paragraphs, the main objectives, phases and steps in implementing gender budgeting in scientific organisations have been described. Nonetheless these are neither a

magic follow-the-steps recipe, nor a final solution for turning the tide of inequalities that women endure within scientific organisations.

Budgets have been instrumental in transmitting and reproducing gender biases. Nevertheless, they also offer a possibility for transforming existing gender inequities. Therefore Gender budgeting initiatives pursue a **short-term** objective of elaborating a gender-sensitive budget analysis (the auditing dimension), and a **long-term** objective of formulating a gender-sensitive budget (the programming dimension).

The main challenges and potentiality are outlined:

1. The first step of gender budget implementation is the collection of **gender-disaggregated data**. These are crucial to demystify the apparent neutrality and the gender neutrality of the budget. However, disaggregated data might represent the first real challenge. It might be difficult to disaggregate budget according to gender variable, because there might not be systematic sex-disaggregated data, or because of data protection laws that do not allow access to these data.

2. In order to realise a structural change in the organisations, gender budgeting has its greatest potential impact if it is **ongoing** rather than one-off, and if it is driven mainly by members of the organisations rather than by external experts.

3. Ideally the budget cycle should contain a **feedback loop** that allows for lessons learned from current budgets to inform future budget preparation and execution. In terms of monitoring and evaluation, there need to be checks on whether the money was spent as planned.

4. Gender budgeting may unveil the **low levels** of budget allocated to 'gender mainstreaming' strategies and to other strategies (such as 'positive action') for gender equality. This unveiling may raise awareness and help increase budgets for such strategies. This may improve their effectiveness and contribute towards gender equality.

5. To introduce gender budgeting requires a relatively **small amount** of resources.

6. One of the first challenges in getting involved in gender-responsive budgets is the need to understand what the **organisation budget** is, and how, when and by whom it is drawn up and implemented. Budgeting decisions are usually made by a **small group** of people in the organisations

7. **Third-party funds** are rapidly gaining importance within the budgets of scientific organisations. Therefore, it is important to ensure that gender equality objectives and instruments of gender budgeting are implemented for this part of the organisations' budget as well. It is also of particular importance to monitor, with

regard to their gender fairness, work contracts under third-party-funded research, as they might not fall into regular employment and payment schemes.

8. Monitoring **research fund allocations** and **success rates** by gender, and also investigating any **pay gap,** should be crucial elements in implementing gender budgeting in scientific organisations.

Moreover, as emerged in previous analysis of budgeting processes in the University of Augsburg (Germany), the University of Gdansk (Poland), and the Vienna University of Economics and Business Administration (Austria), within the 6th FP, some more elements have to be considered:

a. Budgeting decisions are still a very **sensitive** topic at the university, and the administrations are rather reluctant to give information.
b. Integration of **gender stakeholders** into the budget process is still the exception and not the norm, and the influence of gender equality stakeholders on budgeting decisions is generally marginal.
c. **Informal networks** are very important in budgeting, which proves to be a disadvantage for women, as they are often not (yet) included in these networks.
d. The demands for money for equality measures almost always provoke **conflicts**, even though the amounts in question are, for the most part, relatively insignificant.

4.4 A Path For A Mutual Learning Process In Gender Budgeting Implementation In Scientific Organisations

Priority areas of interest
- **Gender-sensitive data collection for gender-sensitive monitoring and evaluation**
  Why gender statistics?
  How to implement them? (examples, best practices, references)
  Who can implement them? (internal/external to the organisation, links to existing repertoires)
  Which policies benefit all organisation? (examples and good practices)
- **Gender-sensitive indicators for performance evaluation and resource allocation**
  Is access to resources an asset for scientific excellence?
  How might gender-neutral criteria for accessing to resources be implemented?
- **Guidelines for gender-sensitive allocation of resources: what to consider, and how**
  What benefits does a transparent and gender-sensitive allocation of resources bring to the whole organisation?
  Which elements should be taken into consideration?
  Which procedures and rules? (e.g., presence of women on boards and evaluation committees)
- **Gender pay gap and its interrelation with gender-biased appraisal of positions: how to define appropriate techniques to point out the phenomenon**
  What is gender pay gap?
  How can a gender pay gap be monitored?
  Compensation and scientific carriers – can systems applied to corporations be applied in scientific organisations? If so, how?

References

Debbie Budlender, Diane Elson, Guy Hewitt and Tanni Mukhopadhyay, Gender Budgets Make Cents. Understanding gender responsive budgets. The Commonwealth Secretariat, 2002.

Debbie Budlender and Guy Hewitt. Engendering Budgets. A Practitioner's Guide to Understanding and Implementing Gender-Responsive Budgets. Commonwealth Secretariat, 2003.

Birgitta Hedman, Francesca Perucci, Pehr Sundström, Engendering Statistics. A Tool for Change Statistics Sweden 1996.

Da "donne e scienza" a "donne, discriminazione, precarietà": fenomenologia, strumenti e pratiche di genere. Comitato per le Pari Opportunità dell'Istituto Nazionale di Fisica Nucleare.

C. Agodi, R. Antolini, L. Bellagamba, A. Bruni, G. Bucci, P. Cenci, P. Fabbri, T. Ferro, S. Leone, G.
Modestino, M. Nicoletto, P. Nicoli, E. Novacco, M. L. Paciello, I. Romalli, G. Ruggieri, A. Tacchi, L. Ubaldini.

"L'isola che non c'è. Pratiche di genere nella pubblica amministrazione tra carriere, conciliazione e
nuove precarietà" – Convegno, 25–26 October 2007, Trento.

GELSO: Iniziativa Comunitaria EQUAL - GEnere, Lavoro e Segregazione Occupazionale, a cura di C. Agodi & M. L. Paciello.

Diane Elson Budgeting for Women's Rights: Monitoring Government Budgets for Compliance with CEDAW. 2006. UNIFEM.

Budlender D. And R. Sharp With K. Alen (1998). How to do a gender-sensitive budget analysis: contemporary research and practice. Commonwealth secretariat and ausaid, london and canberra.

Budlender D., D. Elson, G. Hewitt And T. Mukhodpadhyay (eds) (2002). Gender budgets make cents: understanding gender responsive budgets. London: commonwealth secretariat.

Budlender D. And G. Hewitt (eds)(2002). Gender budgets make more cents: country studies and good practice. London: commonwealth secretariat.

Elson D. (2002). "gender responsive budget initiatives: some key dimensions and practical examples", in unifem (2002). Gender budget initiatives: strategies, concepts and experiences. New york: unifem, pp. 15–29.

Balmori Helena Hofbauer. Gender and budgets. Overview report institute of development studies, institute of development studies, uk, 2003.

Andrea Rothe, Birgit Erbe, Werner Fröhlich, Elisabeth Klatzer, Zofia Lapniewska, Monika Mayrhofer, Michaela Neumayr, Michaela Pichlbauer, Malgorzata Tarasiewicz, Johanna Zebisch with contributions by Maciej Debski: gender budgeting as a management strategy for gender equality at universities – concluding project report. Frauenakademie münchen e.v. München 2008.

THEMATIC REPORT ON ORGANIZATIONAL CULTURE AND STEREOTYPES

by Associazione Donne e Scienza

1. Brief Presentation

The ADS contribution to this project is focused on women stereotypes in science and their heavy impact on discrimination. The final aim is to tailor specific actions according to specific needs found end expressed in each institute under examination.

The issue of stereotypes cannot be assessed directly by quantitative methods but need a more indirect and qualitative approach; for this reason we have set a theoretical background in order to guide the participants within the basic knowledge in the field.

Stereotypes are learned early in life: several studies have observed in-group biases by age 3 or 4 and the development of racial and gender stereotyping soon after.

In many cases the immediate effects of stereotype activation fade after a few minutes, but regardless of their duration, each activation reinforces stereotypic thinking in the long run. Additionally, evidence suggests that once a stereotype is activated, it can be reactivated by something as simple as a disagreement with someone in the stereotyped group, and if brought to mind frequently enough, can become chronically accessible. Thus, even though media-based stereotypes may seem harmless when considered individually, their cumulative effect over time can be substantial. Once stereotypes are learned -- whether from the media, family members, direct experience, or elsewhere -- they sometimes take on a life of their own and become "self perpetuating stereotypes".

Gender stereotypes does not stem from social roles, but they are reinforced by them in a kind of vicious circle.

Old negative stereotypes in sciences, according to E. Fox Keller:

1. Science is neutral: science deals with things (objectivity) and women with persons (subjectivity).

2. Women identity bound to the natural world; male identity founded on the separation and on Nature control.

3. Male knowledge is more scientific, analytical and objective; female knowledge is based on maternal kind intuition.

4. Science is rationality completely divided from feelings: science is hard an rigorous while women are irrational and emotional.

5. Science is search of power, while women search for harmony.

The only positive stereotypes in science were masculine and based on identification of women scientists with masculine role models.

The representation of women in science is actually changed according also to the modification of scientific structures.

The factors that are contributing to the change/dismission are listed below:

- *Women presence and success in science* (recent statistical data);

- *New characteristics needed by post modern science.* <u>Creating a Team</u>. The role of newly promoted women in integrating the members of the old team is generally noticeable, effective and beneficial. *Ethical responsibility* not only scientific excellence, but high level of concern showed by women in research activities, also with respect to the societal implication;

- *Other qualities needed beside the scientific expertise.* <u>Giving student researchers the freedom they need</u>: Other examples show that women know better than men how to preserve the freedom of student researchers. The result is that students are more mature than when they are always led by the hand in their research. <u>Keeping egos in check</u>. Lastly, the Latin races have this obsession with intelligence….. They want to be seen as clever and this is not very good…… Women are less prone to want to shine in their presentations, to claim to know everything, and that lends them weight. On the other hand, as well as a sound grasp of things, they have the quality of a human touch and a sense of reality: things that every team needs if it is to succeed.

They are categorisations used to build "common sense" or "wisdom", but they are beyond, because frequently we are not even aware that we are using them, making it impossible to correct for them.

There are different means to detect stereotypes: check-list, open ended approach or indirect measures (priming).

The most common approach to changing stereotypes is to provide individuals with the information that their stereotypes are false.

Consequently, one way of generating effects to transform the stereotypes would be simply by taking the perspective of out-group members and "looking at the world through their eyes", in-group bias and stereotype accessibility can be significantly reduced; even implicit stereotypes can be modified. The *contact hypothesis* propose, for example, that contact between groups that work together will increase positive relations. But the contact must be positive!

Change can take place if there is motivation, or there is some advantage in changing it, or when we are not threatened by the change of the stereotype. This mean that you have to deal with conflicts between men and women in the organizations.

Indirect change my be achieved through learning affirmative actions, for example, creating new representations of women in science.

New typologies should be free of trivial generalisation or media simplification and should not be confounded with role models as personification of stereotypes.

The positive stereotype of women as nurturing can be used, for example, as a justification to limit women to careers of education, childcare and nursing.

Women are fighting to change their gender role, but we can find only few ways out :

- to adopt male traits (androgyny). However, woman's liberation would induce us to continue to idealize male values even if it overturned social roles. Minimizing gender distinctions, looks like a loss for women, as it minimizes or undervalues their essential mothering capacity.
- to combine and integrate male and female traits and make men adopt female traits and roles. This would be an invincible solution for women, but the reason and benefits inducing men to relinquish supremacy and power are not clear. Above all, the fact that this would require a real and proper clash between the sexes is overlooked. It must be kept in mind that no researches on men have focused on the reduction of automatic stereotypes over the years.
- to put individual skills above gender in order to break out of the binary representations of men and women. This position seems more akin to the ideas of young researchers, backing gender aspects with respect to individual capacities.

2. Aim Of The Virtual Lab

Given that, our general goal is to:

- investigate (through reports) the sharing of traditional scientific and gender culture;
- map (starting off from the reports) the areas where stereotypes may be hidden in each institute;
- eliminate automatic stereotypes and arise some issues from websites in order to produce displacement, provocation, distraction, heterogeneity: these reactions can tackle the levels where stereotypes are formed;

we proceed as in the following.

Having established the background we have set up, accordingly, since November 2011, our virtual lab in line with the project on the dedicated web site.

The general idea is to challenge people step by step on different hot issues regarding stereotypes: language, daily duties, available (limited and not so evident) resources.

We have started by language and provided various material, to be experienced in a first trial.

The purpose of looking at sexism in language is to avoid word choices which may be interpreted as biased, discriminatory or demeaning by implying that one sex is superior to the other, and to create gender stereotypes.

Sexist language is language which, consciously or unconsciously, alienates female or male researchers , and may also hinder their learning. Sexist language can have far-reaching effects in the long term on students' and scientific researchers self image.

Non sexist language, on the other hand, far from being a form of censorship, is a conscious choice to address and include the whole of their audience. This is particularly important in male-dominated fields such as the sciences where non sexist language has been shown to increase female students' and researchers' self esteem.

3. Stereotype Tools: Definition Limits And Potentialities

The general approach is to stimulate simple user-friendly collection of notes from the collective work held at the lab made available online to facilitate the sharing of information and the further publication of results on the web site.

Furthermore in order to dig out hidden stereotypes we have proposed three differ tools to be used by each institution:

1. The IAT test which is a 15 minutes online test to assess the level of individual gender bias (see annex 1);
2. The white sheet paper -how to make invisible work visible- focused on the report question "do you perform routine tasks for which you feel overqualified?" (see annex 2);
3. The stereotype weekly diary is aimed at stimulating interpersonal relationships. It tracks, through interactions and development of the task, hidden stereotypes in daily activities (see annex 3).

4. Gender Stereotypes In Science And Good Practices

Stereotypes arise when self-integration is threatened. They are thereof part of our way of dealing with the instabilities of our perception of the world. This is not to say that they are good, only that they are necessary in the mind developing.

Educational disparities almost disappeared in the western countries and also some cultural and social boundaries. In an age of information overload, "nutshell" stereotypes encapsulate information compactly and efficiently and thus possess an undeniable survival value. Admittedly, many stereotypes are self-reinforcing, self-fulfilling prophecies.

If an individual or group identity is threatened, when a stereotyped group member violates the group stereotype, they often continue to maintain the stereotype by splitting it into subtypes. For

example, when encountering a "woman clever in mathematics" people with gender stereotypes may distinguish that woman from other women "sentimental, irrational and fragile" by creating a subtype for "skillful and capable women". As a result of sub typing, stereotypes become impervious to disconfirming evidence.

A general good practice approach is detailed :

- Point out the positive and negative benefits for men in order to change mentality;

- Point out positive and negative benefits for women to change mentality;

- Explore to which extent participants want to deal with confrontation with male and female or with challenges about our gender identity (family versus work);

- Enquire to which extent participants are ready to advocate conflicts with male or female colleagues in interpersonal relationships;

- Investigate participants' level of awareness regarding the sharing of traditional "scientific culture".

The implementation strategy is to identify and choose between good practices against stereotypes and ask the most successful partner to present it to others. The good practice of partner A (hereafter: teaching partner) could respond to the challenge of partner B (hereafter: student partner). This work will be facilitated by the lab coordinator along with the supply of specific information.

Coordinators will assist student partners to formulate a detailed work plan for the adaptation of the practice in their institution.

References

In order to investigate automatic stereotypes a selected bibliography is submitted.

Meta-analysis of gender and science research

www.genderandscience.org/

PRAGES - Guidelines for Gender Equality Programmes in Science

www.retepariopportunita.it/Rete_Pari.../prages/pragesguidelines.pdf

genSET Gender in Science

www.genderinscience.org/news.html

NATIONAL ACADEMY OF SCIENCE, 2006, _Beyond bias and barrier- Fulfilling the potential of women in academic science and engineering, The national academies press, Washington DC._

EAGLY A. H., CARLI L. L., 2003, _The female leadership advantage: An evaluation of the evidence_, The Leadership Quarterly 14: 807–834

LENTON, A. P., Bruder, M., & Sedikides, C., 2009, A meta-analysis on the malleability of automatic gender stereotypes. _Psychology of Women Quarterly, 33_, 183-196.

KELLER, Evelyn Fox, 1985, Reflections on gender and science, New Haven, Conn.: Yale University Press.

SCHIEBINGER LONDA L., 1989, _The Mind Has No Sex? Women in the Origins of Modern Science,_ Cambridge: Harvard University Press.

SJÖBERG O., 2010, Ambivalent Attitudes, Contradictory Institutions Ambivalence in Gender-Role Attitudes in Comparative Perspective, _International Journal of Comparative Sociology_, vol. 51, no. 1–2, pp. 33–57.

Annexes

GENDER MANAGEMENT TOOL	
Title	**IAT TEST**
Dimension	☐ Organizational Culture and Stereotypes
Type of activity	Track through the development of the task hidden stereotypes.
Who should be involved in the organization	All people involved in the gender audit have to reach and extend this research to their M and F colleagues spread in all areas in order to reach –with the aid of this tool- a better alertness of gender stereotypes within the structure of the organisation.
How it works	It detects the level of hidden stereotypes at a managerial and research level and has the aim to hunt out where culturally stereotypes nest.
Resources needed	On line test. Computer and time.
Benefits for the Organization	It enforces the ability to identify gender bias patterns as the first step toward ensuring that gender bias does not negatively impact professional careers within the institution.
Direct Beneficiaries	People, both M and F, and teams of researches actively participating who detect and develop strategies to combat bias when facing it. Gender bias harms everyone. Women may bear it, doing more work for less recognition. But gender bias also hurts institutions' budgets and reputations.
Timing	
Implementation strategy	The first step consists in an active participation of individuals, both M and F, and the use of the tool we offer so that with their direct personal experience specific stereotypes can be detected and deeply analyzed. This is supposed to foster a new changing process improving gender equality. No experimental phase is needed.
Expected Results	Raising awareness towards a cultural change of the institution.
Critical Aspects and Potential Difficulties	How to guarantee repetition, dissemination and full participation as they all are essential. If the tool is used only once it will not help us detect our biased level and eventually not help us eradicate stereotypes.
References	http://www.the-twist-project.eu/it/iat/intro/?embed

GENDER MANAGEMENT TOOL	
Title	**White sheet paper: how to make invisible work visible.**
Dimension	☐ Organizational Culture and Stereotypes
Type of activity	Gathering information relevant to routine tasks you perform and for which you feel overqualified.
Who should be involved in the organization	M and F researchers, as many as possible, working in the laboratories.
How it works	It recalls daily attention on automatic acts and increases gender awareness among work automatism.
Resources needed	Sheets of white paper hang in the laboratory.
Benefits for the Organization	It shows how traditional sexual roles heavily condition work in scientific laboratories.
Direct Beneficiaries	There are evident and active benefits for those who write on the white sheet but also for those who reed.
Timing	
Implementation strategy	During the Genis-lab gender survey 484 answer the question "do you perform routine tasks for which you feel overqualified?" whereas 111 (nearly 25%) skip the question. We want to understand why and we want to be sure that the data coming from the survey don't hide stereotypes.
Expected Results	Raising awareness towards individual dimensions that condition the institution.
Critical Aspects and Potential Difficulties	Resistance on having another task to perform. Investment of time and concentration on the topic.
References	

GENDER MANAGEMENT TOOL	
Title	**WEEKLY DIARY**
Dimension	☐ Organizational Culture and Stereotypes
Type of activity	Stimulate interpersonal relationships. Track through interactions and development of the task hidden stereotypes.
Who should be involved in the organization	All people involved in the gender audit have to reach and extend this research to their M and F colleagues spread in all areas in order to reach better alertness of gender stereotypes within the structure of the organisation.
How it works	Every week take note of any situation (meetings, presentations, coffee breaks, interviews, lessons) in which gender stereotypes can be detected. The diary is linked and connected to the observation of interpersonal exchanges.
Resources needed	A centralized stereotype diary.
Benefits for the Organization	It enforces the ability to identify gender bias patterns as the first step toward ensuring that gender bias does not negatively impact professional careers within the institution.
Direct Beneficiaries	Administrative staff, M and F, and teams of researches actively participating to this project who encounter or think to encounter stereotypes during their daily conversations with others.
Timing	
Implementation strategy	It is a way to reach the routine dimensions as real as possible and to overcome the lack of information received in the virtual lab space.
Expected Results	Eradicate stereotypes and consequently raise awareness towards a cultural change of the institution.
Critical Aspects and Potential Difficulties	Without full commitment and participation you don't help us eradicate stereotypes.
References	

THEMATIC REPORT ON HUMAN RESOURCES MANAGEMENT AND GENDER

by International Training Center of International Labour Organization

Introduction

This Thematic Report on Human Resource Management and Gender is part of the EU FP/ Project GENIS-L@B. GENIS – L@B aims to implement structural changes in a group of selected scientific organisations in order to overcome the factors that limit the participation of women in research. The project involves six scientific partners which have committed to improving their capacity to promote gender equality in scientific research, supported by three partners, which assist them in their tasks by coordinating the network, encouraging knowledge sharing and providing technical advice.

The Scientific Partners are:

- CSIC - (Spanish Superior Council for Scientific Research) Institute for Polymer Science and Technology, Spain;
- IPF - Leibniz Institute of Polymer Research Dresden, Germany;
- FTM UB - Faculty of Technology and Metallurgy, University of Belgrade, Serbia;
- NIC - National Institute of Chemistry, Slovenia;
- INFN - National Institute for Nuclear Physics, Italy;
- BTH - Blekinge Institute of Technology, Sweden.

Technical partners are:

- FGB - Fondazione Giacomo Brodolini, Italy;
- ITC/ILO -International Training Centre of the International Labour Organization, UN Agency, International;
- ADS – Italian women in science organization, Italy.

GENIS-LAB aims to initiate change at three levels:

1. the *organisational* level: analysis of the organisational capacity to promote gender equality and definition of action plans to implement structural changes where necessary (e.g. new HR rules and practices or adoption of gender-sensitive methods for resource allocation and monitoring);
2. the *social/environmental* level (promotion of a communication and awareness campaign aimed at fighting against stereotypes - de-constructing the stereotyped relation between women and science); the trans - national European level (promotion of networking/mutual learning among involved scientific organisation to support the exchange of experiences, practices, efficient management tools);
3. the *transnational European level*: promotion of mutual learning among involved scientific organisation to support the exchange of experiences, practices, efficient management tools.

The first Phase of the Project took place over the year 2011 (WP2) and engaged all six organisations in participatory self-assessments of their structural capacities to promote and sustain gender equality in the management and practice of research. The methodology of the Participatory Gender Audit – which the ITCILO has tested with a range of organisations over the last ten years – was

adapted to the specificities of the research sector helped draw a picture of the institutions in terms of their gender representation in the research and non-research staff, as well as the gender-sensitivity of their existing policies, formal and informal HR practices, working conditions and organisational cultures.

During the participatory audits institution did not only assess internal and external obstacles to gender equality. They also become aware of their existing gains and good practices. The ensuing recommendations were born out of a dialogue between the facilitators and the staff and management of the institutions, on how to concretely initiate structural change by starting from existing good practice and inner "gender equality" strengths. Recommendations were discussed with and approved by the senior management of the institutions.

A comparative synthesis of the good practices, challenges and recommendations identified in the six institutions was also offered to the partners for further peer discussion and as a first step towards the design of their own internal action plans.

The purpose of the "Virtual Labs" which represent the second "Work Package of the Project (WP3) was to establish a space for "free exchange area" and repository for positive experiences and tools that institutions could set in place to give follow up to the results of the PGA. The virtual Labs are organised around the three key themes of "Organisational Culture and Stereotypes"; "Human Resource Management" and "Gender Budgeting".

In line with most of the current research in this field[21], in many of the institutions involved emerged a clear need for "gender equality policies that work", or in other words to "walk the talk" of their political statements on gender equality. Gender equality is frequently a separate agenda, disconnected from other levels of organisational functioning and rarely accompanied by appropriate enforcement and monitoring mechanisms. This is exactly one of the reasons why these policies do not seem to work as they should.

At the same time, lack or scarce attention to gender equality and/or diversity issues appears a symptom of the broader need to upgrade the human resource management function both in centralised systems and procedures and in the way in which team leaders manage the everyday work of research. The latter is a finding that emerged as a need across the geographical and scientific diversity of all partner institutions and it clearly finds its origins in the challenges faced by today's "*post-academic research*": pressure for money, the dynamic relations with the private sector, competition for visibility, need to set up large collaboration teams, international mobility, quest for innovation, multiculturalism...

In terms of gender equality, common[22] needs identified were related to:

---

[21] Cfr. For instance, *GenSET Consensus Report (2010)* or
[22] It is necessary to recall here that the different institutions present a broad range of diversity so not all "needs" are common to all institutions.

- need to improve the institutional capacity to implement, monitor and evaluate the their internal gender policies through adequate formal accountability and monitoring mechanisms;
- need to improve the capacity to attract, recruit, retain and support capable women researchers, particularly young women at the beginning of their career, through formal institutional measures as well as through a broader change of mind set and awareness of indirect discrimination;
- need to adopt more women-friendly criteria for selection, job evaluation and assessment, as well as to improve the capacities of evaluators to assess performance freely from gender bias;
- need to establish or reinforce adequate systems– within institutions and among networks of institutions- to support researchers (women and men) in their needs to reconcile work, family, private life.

Responding to these challenges calls for actions addressing two equally important dimensions:

- *Formal dimension*: policies, rules and formalized practices regulating work organisation and human resources management
- *Informal dimension*: organisational culture, unspoken assumptions, behaviours, relations with the community, "context".

These two aspects are closely inter-twinned and mutually reinforcing. Informal working practices and networks, unspoken assumptions and internal cultural biases shape the ways in which policies are effectively translated– or not – into working practices. They also create the conditions under which accepted "norms" which appear to be "neutral" in fact tend to favour men, as they tend to replicate the unconscious acceptance of unequal gender relations in historically male-dominated environments.

While a parallel Thematic Report focusses on the informal aspects related to organisational culture and on the specific tools that can be applied to raise individual and organisational awareness, this Report analyses the formal aspects regulating an organisation. It looks at ways in which explicit organisational strategies, processes and mechanisms can be revisited so as to limit and address the influence of stereotypes and create the enabling conditions for "gender- and people"-friendly organisations. It presents the rationale and some tools that can be used to revisit HR strategies in a perspective which is free from gender bias and also proposes some practical measures – as way of example - which have proved to be successful to achieve better gender equality in institutions.[23]

The Report is structured in two Sections:

Section One: Describes the overall approach as well as the main characteristics of success for an integrated gender equality policy in human resource management.

---

[23] PRAGES o.c. offers a plethora of examples and practical tools. The measures described in this Thematic Report were selected as a way of examples, on the basis of the needs and good practices emerged in the partner institutions.

Section Two: Describes some examples of the measures and implementation models, which were shared with the partners in the virtual LAB on Human Resource Management .

1. Gender equality policies that work

1.1 Gender equality at the core of research strategy

A good gender equality policy is not just a statement of intention to respect "equal opportunities". A gender equality policy should be an instrument to help organisations improve their overall performance in terms of social responsibility, scientific excellence and economic sustainability.

The reasons for prioritizing gender equality and adopting a gender-sensitive institutional strategy can be summarised as follows:

- Case studies reveal that the interplay between gender and science stereotypes has an influence on evaluation of scientific excellence and on women's equal access to resources or career.[24] Stereotypes *disadvantage*, not only women. Discrimination can be also based on prejudices against ethnical backgrounds, age, handicaps, social class, hence the need for "diversity management". Unconscious discrimination can be based on many different grounds and advancing gender justice through fairer and a more objective evaluation and recruitment procedures serves the interests of all researchers.
- The scientific environment is traditionally not friendly to the conciliation of work and family responsibilities. The fact that few women undertake scientific careers has a strong correlation with the modalities of work organisation of scientific research. The very low fertility rate among women scientists is a well-known fact.[25]
- Work-life balance is not only a woman's issue. This is more and more true as young men become more conscious of their rights and duties as caring fathers. Working conditions in science and research (mobility, availability, precariousness) are not necessarily attractive for all men, or even the majority of men.
- A broad corpus of research[26] proves that when adequately managed :
  o gender balance among teams can greatly improve organisational performance and innovation capacity;
  o women's participation in teams has a positive correlation with increased collective IQ of the team;
  o a critical mass of women in leadership positions positively correlates with organisational performance.
- Extensive evidence points to the existence of implicit bias in scientific knowledge *production* and on the benefits brought about by the integration of gender analysis in scientific research . [27]

---

[24] Wennerås & Wold, "Nature 347, 341-343 (1997): this study on recruitment practices in the Swedish Medical Research Council revealed the strong influence of gender stereotypes in apparently "neutral" peer reviews.

[25] See for instance: "Understanding current causes of women's underrepresentation in science." Stephen Ceci and Wendy Williams October 6, 2010

[26] Catalyst (www.catalyst.org) has conducted extensive research on the correlation between women in management positions and organisational performance in the private sector.

27 See Schiebinger, L. ed. (2008). *Gendered Innovations in Science and Engineering*, Stanford U.P: More on http://genderedinnovations.stanford.edu/

It is evident that "focussing on women as the problem", i.e. taking isolated actions to promote gender balance or to support women is not likely to keep the good promises of gender equality. A gender equality policy can work and be a plus both for organisations and individuals only if adequate implementation mechanisms and cultural changes are planned and put in practice at all the components of an institution's strategy.

Figure 1 shows the different areas where gender equality –as equality at large - should and can be practically integrated as an objective of its own right.
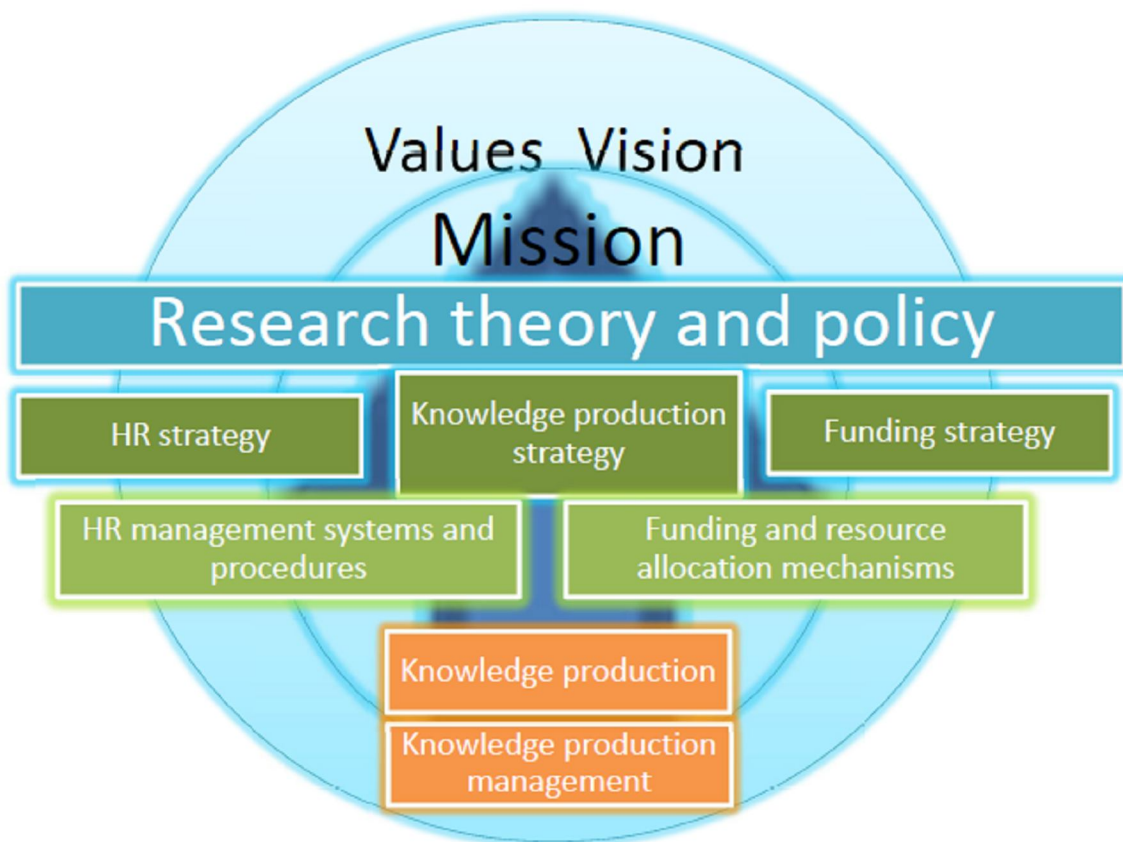

FIGURE 1 -GENDER EQUALITY AS PART OF A SYSTEM

These areas are related to three[28] different aspects of decision-making:

- macro level (overall policy and decision-making, core value setting, overall objectives);
- meso level (formal implementation structures, rules, normative dimension, resource allocation, occupational profile) and
- micro level (everyday management, projects, inter-personal dynamics, individual mind sets as influenced by culture, empowerment or disempowerment of individuals etc.).

---

[28] This categorization is broadly used in gender analysis and planning for policy design. Cfr. For instance EC (2010) *Toolkit on Mainstreaming Gender Equality in EU-funded research* among others.

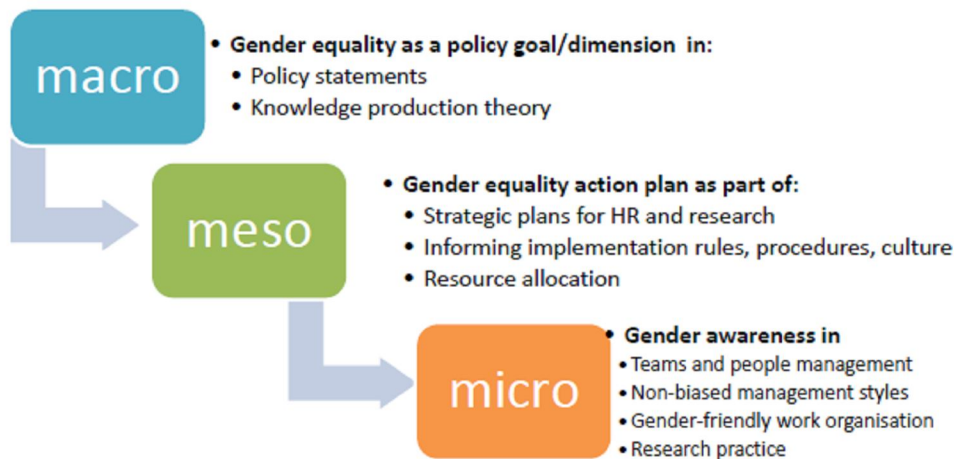Each of these functions can and should integrate gender equality considerations as illustrated in Figure 2.

FIGURE 2 SPHERES OF INFLUENCE AND GENDER EQUALITY

At each of these levels we can imagine a different *avatar* of the "gender equality policy" :

Macro-level policies

A **gender equality policy**

- with clear goals and a timeframe
- supported by decision makers who show a clear conviction that it makes sense, and make it part of the overall institutional vision and goals

Scientific programme, budget and human resource strategy

A gender equality action plan

- is the tool to achieve policy objectives
- which are clearly defined, time-bound, measurable and relevant,
- based on the actual knowledge of the situation
- shared and discussed with women and men working in the institutions, at different levels and in different professional clusters
- adequately resourced
- clearly establishing responsible implementation bodies and shared accountability mechanisms not only for a specific "equality" body - committee, unit…

Every day management of research

Gender-sensitive management (research management, team management) where the implementation of the gender equality action plan

- is accepted as responsibility for those who manage researcher ,
- encourages individuals and teams to became aware of the hidden dimensions of discrimination
- supports researchers and other staff to improve their knowledge and capacity to attract, recruit, manage, develop in a gender –sensitive and non-discriminatory way
- fosters creativity, collaboration and innovative ways to face the challenges

1.2 Gender Equaly Policies That Work: A Step-By-Step Approach

From the process point of view, there are some important steps that need to be taken to transform a good declaration of intention on gender equality into a sound policy and action, as shown in Figure 3.

At each of these steps there are a number of practical tools can be used, as appropriate to the set up and complexity of each institution.

Step 1 Knowing the institution

As in any policy, the diagnostic phase is essential as it allows to detect

- Whether there are gender inequalities and whether these inequalities can be considered as forms of direct and indirect discrimination (according to national and international law);
- Which are the priority areas for action;
- Which are the positive aspects to build on for the policy to be successful

Diagnosis should include:
   a. Quantitative analysis of employment patterns in the organisation thorugh e.g.
      i. Gender sensitive statistical data collection and analysis (historical trends in occupational segregation: vertical/horizontal/by type of employment relationship)
      ii. Gender-sensitive budget analysis of internal resource allocation and in relation to gender-sensitivity of research areas
   b. Qualitative analysis including
      i. desk reviews, surveys, questionnaires, focus groups
      ii. "Institutional story telling"
      iii. Gender-impact assessment of research programme

Participatory gender audits normally comprise both aspects and can provide a useful basis for further policy development.

   c. Discrimination/pay equality audits to discover whether existing inequalities (e.g. segregation of women in administrative or lower status positions) can be depend on direct or indirect discriminatory practices as prohibited by national level legislation.

Step 2. establishing the gender equality policy objectives and scope:

An equality policy should first of all set clear mechanisms to ensure full compliance to non-discrimination law so that structural and individual measures are enforced to **prevent or correct** cases of direct and indirect discrimination.

Secondly, a realistic policy to **promote gender equality** will address the gaps identified in a way which builds on the existing – or potential – strengths of the organisation. It sets objectives which can be realistically achieved and supported by the institution's staff and the more constructive aspects of its organisational culture. To be realistic, the objectives and scope of the policy should be developed considering:

- Comparative analysis of equality gaps with the objectives set by gender and science policies at sector level as well as at EU-level
- Benchmarking with like institutions

- Definition of possible approach in relation to the actions needed and the national/local legislative environment (mainstreaming, positive action, diversity management, inclusion of issues such as sexual harassment, mobbing....)
- The existence or the need to establish appropriate institutional mechanisms and resources to achieve them.

It is important to recall that real action towards gender equality may require change of formal processes and different mind sets, and therefore is likely to meet various forms of conscious and unconscious resistance. Change can be supported only if those affected by change can perceive its benefits in terms of work satisfaction and welfare, so building on existing positive attitudes is an important conditions for sustainability and success. For this reason formal and informal consultation processes should be part of the development of policy objectives.

What does a gender EQUALITY policy look like?

Any policy has to be adapted to the size and context of the institution, but the essential elements are:

- The overall **goal**:
  A statement on the gender equality vision e.g.:the aim of encouraging and valuing gender equality (and equality of opportunity for all);a commitment to ensuring equality for all its staff;

- The **rationale**

  The rationale for the policy in term of legislative compliance and how this contributes to the institutions strategic plan (e.g. research excellence, efficiency, quality, social responsibility);

- The **vision**:

  A statement on the institutions' commitment to ensuring a working environment in which all are able to give of their best, and where all decisions are based on merit and capacity to contribute to research excellence.

  A statement on the institution's commitment to combat sexual harassment, harassment, mobbing or bullying; some institutions have a separate policy on harassment, and this may also vary according to national legislative provisions.

- The **scope** of the policy which should include

  Staff: A statement of gender equality objectives in terms of concrete gender equality objectives (e.g. gender balance in decision making, elimination of pay discrimination, support to work-life balance …. according to the results of the diagnostic stage).

  Substance: A statement on how the institution intends to be gender-sensitive in its research/service delivery function (e.g. in knowledge production methods, research objectives)

  Structure : A statement of how the policy will be practically implemented, including establishment of a body responsible for supporting and monitoring the policy implementation, the definition of accountability lines the link to a clear and adequately resourced implementation strategy and mechanism (Gender Equality Action Plan).
- An appropriate **communication** strategy: to be effective, a gender equality policy should be shared and discussed with all staff,

Examples: The Medical Research Council's Equality Schemes:

Step 3 Institutional set up for implementation.

Equality Committees are normally established with promotional, technical advice and monitoring functions. They may be supported by Gender Focal Point Networks. These structures, which are often of bipartite nature, are essential. However experience shows that in lack of comprehensive accountability frameworks these committees remain isolated while everyone assume that the implementation of the equality policy is not a common concern.

Responsibilities with the ultimate achievement of the policy should rest with top management. Accountability lines should then be established, so that all staff, at different levels, have a shared responsibility. These should include staff at managerial levels as well as both administrative and research staff.

The establishment of incentive systems or application to external certification and awards systems has proved useful to raise commitment towards policy implementation. Example of certification systems that promote active engagement of all staff include: the Athena SWAN awards in the UK and the EU Excellence for Research Logo (See in Annex)

Step 4. developing an action plan

A Gender Equality Action Plan is an important tool to achieve gender equality objectives and ensure that no discrimination is place within an institution. It should naturally derive from the Gender Equality Policy in a hierarchical logic of objectives and activities, which need to discussed and developed in consultation with all the staff concerned. *Engagement and awareness raising of middle management functions– female and male is critical here.*

A participatory action plan should be based on the availability of credible baseline /diagnostic information and should be facilitated by someone possessing good knowledge of the national legislative provisions in the area of equality.

The plan should prioritize the actions to be undertaken to achieve the overall policy objectives and include

- clear, measurable, time-bound objectives and targets in relation to human resources, structures, work –organisation, substance;
- a visibility and communication strategy for making the policy known to all staff and at all management and professional levels;
- training and capacity building for all staff;

Step 5 : monitoring, evaluation and follow-up

The achievement of the objectives of the gender equality action plan should be regularly monitored and evaluated also to allow for possible adjustments to be made. It is important that these results are also made public and that the monitoring indicators (quantitative and qualitative) are agreed by those responsible for the various actions.

Equality Committees often have monitoring functions and are responsible for reporting to national level equality bodies.

The collection and analysis of gender-disaggregated data should however be part of the overall institutional monitoring and evaluation functions (internal and external evaluations) so that to feed into the overall institutional strategy (in both quantitative and qualitative terms). For instance, HR monitoring systems should be able to highlight inequalities and monitor trends and collect information to be provided to Equality Committees.

Monitoring and evaluation results should be used to ensure that the policy objectives are achieved and keep relevant to the needs of the institution. This means that evaluations should assess also the qualitative impacts of the policy (by e.g. regularly consulting staff), staff representatives should be involved in the discussion of evaluation results, in view of policy updates. All staff should be <u>informed</u> of the results, as part of the policy communication strategy.

Example: In the context of the Berundundfamilien Certification Process, IFP Germany undertakes regular questionnaires to assess staff work-life conciliation needs

1.3 Embedding gender equality policies in hr management systems

Policies and action plans to promote gender equality in an organisation require a revision of HR systems and procedures, from a gender equality perspective.

HR management systems and practices are the tools through which an institution can attract and retain people, namely the most precious resource they can rely on to achieve their strategic objectives. This is particularly important when the institutions' mission is research – human knowledge production.

In many cases the negative gender impact of HR practices is due to the presence of involuntary and unconscious gender biases in relation to the different capacities, ambitions and needs of women and men. Unveiling these biases is not only useful to promote gender equality, but it benefits the institution overall as it help adopting more transparent, efficient and non-discriminatory HR management systems.

In practical terms, an HR system free from gender bias:

- Is able to **correct** existing hidden or open discriminatory practices, and prevent their occurrence in the future;
- Takes an active stand to **promote equality**, also with specific actions favouring those who have been under-represented or de-favoured in the past (on the basis of data and other evidence)
- Creates the **enabling conditions for all talented women and men to succeed** and reconcile their private and professional lives

- Ensures that the organisation is **a healthy workplace** and fit to compete in today's quest for excellence.

Key concerns for HR systems

Looking at HR systems through a "gender lens" means to be able to recognize if existing procedures and practices challenge or reinforce existing inequalities and gender discrimination. Institutions which are truly concerned with the low representation of women at the top of scientific research should address these concerns:

1. Building capacity to document existing inequalities and discrimination;
1. Spreading the awareness that gender issues are important for both women and men
2. Gaining and maintaining leadership commitment,
3. Challenging the idea that Science is by definition "neutral" and "meritocratic" and unveil how gender stereotypes have a negative impact in organisational cultures and HRM practice, leading to implicit acceptance of existing inequalities in the scientific environment;
4. Need to promote an healthy balance between work and private life, for all;
5. Need to support the parental rights of young women and men, with due consideration of the impact of maternity on women's careers
6. Need to directly address existing inequalities by e.g. supporting women's careers, especially at the initial stage, and promoting their participation in the practice and management of research.

Who is responsible?

A typical aspect of research and academic institutions (particularly in the public sector) is the tension between a highly, if not totally, decentralized level of responsibility in human resources management (performance management and evaluation, including evaluation of scientific production) and a typically centralized system of regulations for recruitment and employment conditions. For instance, in many of GENIS LAB project partners we find HR responsibilities shared between:

- **Administrative departments and staff** who are in charge of HR administration, ensuring law compliance and compliance with internal regulations. These comprise HR managers, staff in legal departments, training departments, or administrative staff at departmental levels.

- **Research functions**: Heads of departments, heads of research, research team leaders. Senior researchers are those most frequently involved in recruitment and performance appraisal processes, although often – at least in public research institutions - recruitment is regulated by national level legislative provision (competitive procedures based on curricula).

On the other hand gender equality issues are often left to the responsibilities of dedicated bodies which tend to be working in isolation as the matter is not perceived as a "true" HR concern.

Other variants depend as to whether institutions are organised in rigid hierarchical functions or flatter structures. In some cases the top management comprises an administrative director and a

scientific director (frequently an elected scientist). Gender equality is often not considered an issue that deserves attention in the dialogue between these two functions.

Putting gender equality in the agenda of the HR dialogue is a first step to define the level of autonomy and responsibility that these different organisational functions have in terms of proactive measures towards gender equality, and accountability lines towards their implementation.

For instance it will help clarify who will be responsible for:

1. assessing whether internal regulations and work-practices are in compliance with the national legal provisions on equality and non-discrimination, and whether they are actually respected
2. assessing whether internal regulations and work practices –although apparently "neutral" - directly or indirectly favour discrimination or inequality and need critical revision
3. when some inequality issues could be addressed only through legislative revisions, initiating policy dialogue with the appropriate institutional instances (e.g. EU/ national research councils, ministry of labour and/or equal opportunities/multi-sectoral committees etc.)
4. establishing of new procedures, criteria, or work-place arrangements and facilities etc.
5. training and raising awareness of research and other staff to ensure appropriate enforcement of existing or new provisions
6. ensuring that all actions aiming at enhancing management skills among research staff are gender sensitive and equally benefit women and men.
7. Adopting gender-sensitive HR styles and actions at all levels.

As an example central HR functions should be able to encourage and advise research leaders on how to support young women's careers, in compliance with non-discrimination law.

Promoting Equality At All Stages Of The Hr Life Cycle

There is a natural "life cycle" of HR management. The starting point is recruitment, followed by retention and ending with release. Each of these stages include sub-elements that address the different aspects of an employment relationship:

- "Recruitment" includes induction of new employees and orientation of employees who have transferred to new responsibilities.
- "Retention" generally comprises pay, employment conditions; working conditions; performance management; work and family/private life reconciliation; performance evaluation; training, rewards and career development.
- "Release" covers retirement, health, return to study as well as leaving for end-of-contract, downsizing, redundancy, underperformance, or misconduct.

This cycle has been described "an Iris"[29]. Looking at the Iris through a gender lens is the first step towards a gender-sensitive HR system as it helps discover the existence of inequalities and unveil

---

[29] EC(2009) *Break Gender Stereotypes, Give Talent a Chance: Tips and Tools for Smart HR Managers*

practices and attitudes which have a different impact on women and men, their career opportunities, and their capacity to give the best of their talent to the institution.

The HR Iris[30]
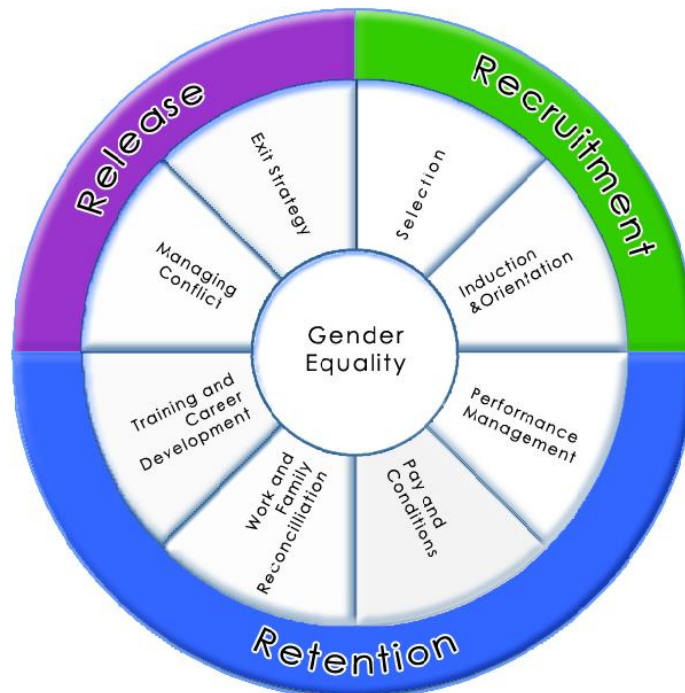
A gender sensitive HR system will integrate the objectives of the gender equality policy and action plan at each of these stages, as relevant, and on the basis of the inequality data collected at diagnostic stage.

At each of these stages there are three types of actions that can be implemented[31]:

• **Corrective measures**, aimed at correcting specific situations of sex discrimination in relation to working conditions or inequalities attributable to an unjustified institutional practice or criterion. These must be included in the plan insofar as if they were not, they would give rise to liability for the institution.

• **Positive action measures**, i.e. giving preference, reserving posts, establishing quotas or targets, and introducing any other kind of measures that favour the underrepresented sex. It is particularly important that measures of this kind are established through bipartite negotiations and not unilaterally imposed by the institution.

---

[30] EC(2009) *Break Gender Stereotypes, Give Talent a Chance: Tips and Tools for Smart HR Managers.*
[31] The following examples are adapted from: ILO (2011), *Labour inspection and gender equality.*

• **Measures to reconcile family and personal life** which the institution can establish unilaterally, as part of its human resources development policy.

Section Two presents

- A matrix to screen the different stages of the HRM cycle from a gender perspective.
- An HR tool (the HR Strategy for Researchers), that integrates a gender approach in recruitment of researches
- A case study of an academic institution which has managed to achieve gender equality results in record time (Tromso University).

The following boxes provide some practical examples of actions that could be taken at each stage:

Area: Recruitment

Baseline

Low number of female applicants in relation to male applicants in a specific professional category / research area

Objectives (Examples):

- Encourage women/men to apply for jobs in research areas where they are underrepresented
- Attract women/men to take the training needed to take up the job.

Actions (Examples):

- Remove data concerning marital or family status from job questionnaires.
- Publicise the existence of an active non-discrimination policy in job offers.
- Set up a complaint helpline for workers of either sex who believe that they have been discriminated against in selection processes and investigate the matter.
- Establish quota for jobs in which one sex is underrepresented.
- Organise training initiatives on bias- free evaluation for members of selection and recruitment committees
- Revise selection and evaluation criteria to avoid penalising non-linear careers
- Publish all the curricula of selected staff

Area: Retention - Employment relationship

Baseline

Higher rates of women among young researchers holding temporary contracts

Objective:

- Promote equality in access to permanent position held by men and women.

Actions:

- Strict compliance with the legal requirements concerning temporary contracts.

- Review for possible discriminatory processes in permanent recruitment processes

---

Area: Retention - employment conditions

Baseline

Job segregation by gender: too many women or men in specific professions

Objectives:

- Promote equality (women/men) in the composition of the different professional categories, reduce vertical segregation.

- Give due recognition to jobs by offering suitable remuneration according to each professional category.

Actions:

- Change the name of professional categories by removing any references   that are associated with the sex of the worker performing the job.

- Introduce a job evaluation system based on neutral criteria, i.e. assess requirements according to their actual importance to the institution and not according to generally accepted social criteria.

- Set up a specific programme to encourage women so that women are attracted to work in jobs principally occupied by men.

Area: Retention – Promotion and career development

Baseline:

Few women in top positions and women's career's paths longer than men's

Objectives:

- Remove obstacles, encourage the promotion of women to top positions.

- Ensure that the reconciliation of family and working life is not an obstacle in progressing to jobs of greater responsibility.

- Introduce an active non-discrimination policy in the appointment of leading positions.

Actions:

- Introduce transparency criteria into selection procedures: advertisement, publishing of assessment criteria and grading system.

- Participation of the equality body in the recruitment processes.

- Establish measures to reserve places in promotion rounds with respect to jobs where women are underrepresented.

- Remove references in contracts or collective agreements whereby male or female workers in more senior positions do not work ordinary working hours.

- Publish the percentage target to be achieved among staff to ensure that women participate in promotion rounds, together with the job advertisements.

- Publish advertisements for promotions on a regular basis and use clear and transparent assessment criteria.

- Establish working time flexibility.

Area: Working conditions - Pay / Salary

Baseline

Pay gap between women and men employees

Objectives:

- Ensure compliance with the principle of equal pay for *work of equal value*.

- Ensure that discretion in relation to salary setting does not constitute grounds for discrimination.

- Narrow wage differentials between men and women.

Actions:

- Perform a pay discrimination audit to assess the causes of pay differentials

- Replace unregulated bonuses (voluntary bonuses, rewards) with pay-by-performance systems that stipulate the criteria on which pay is based.

- Reduce the salary band in those categories where it is observed that men earn more than women. That reduction may be immediate or progressive.

Area: Working conditions - Working time / reconciliation of personal, family and professional life

Objective:

- Promote fair reconciliation of personal, family and professional life among women and men.

Actions:

- Introduce a system for managing proposals aimed at promoting the reconciliation of family and personal life.

- Analyse the gender impact of usual working hours / overtime

- Establish flexible working hours.

- Organise information and awareness-raising days about paternity leave to show that the institution has an open attitude towards employees taking such leave.

Area: Working conditions - Sexual and sex-based harassment

Baseline

Lack of awareness that sexual harassment is not permitted by law.

Objectives:

- Prevent conducts of a sexual nature or based on the sex of a person which may objectively create an intimidating, degrading or offensive environment for the victim.

Actions:

- Draw up protocols to tackle sexual and sex-based harassment.

- Introduce policies, codes of conduct and other initiatives and ensure that all staff are familiar with these.

- Raise staff awareness by means of posters and other forms of communication.

- Set up a complaints service (e.g. helpline) for individuals who believe that they have been the victims of harassment and investigate the matter.

2. Tools and examples

2.1. Tool For Gender Screening Of Hr Processes[32]

RECRUITMENT	What is currently in place?	Does this help promoting equality? Does this reinforce inequality?	Which data/information do we need to monitor change?	Suggested Measures and Changes
Aspects of Selection				
Aspects of Induction				
Aspects of Orientation				

---

[32] Adapted from EC(2009) *Break Gender Stereotypes, Give Talent a Chance: Tips and Tools for Smart HR Managers.*

RETENTION	What is currently in place?	Does this help promoting equality? Does this reinforce inequality?	Which data/information do we need to monitor change	Suggested Measures and Changes
Performance Management				
Pay & Conditions				
Work & Family/Private life Reconciliation				
Training & Career Development				
RELEASE	What is currently in place?	Does this help promoting equality? Does this reinforce inequality	Which data/information do we need to monitor change?	Suggested Measures and Changes
Conflict Management & Staff Relations				

Exit Strategy				

2.2. The Human Resource Strategy For Researchers[33]

The European Charter for Researchers and Code of Conduct for the Recruitment of Researchers were adopted by the European Commission as a Recommendation to the Member States. The 'Charter & Code' address researchers as well as employers and funders in both the public and private sectors. The Charter provides a framework for the career management of researchers, while the Code promotes open and transparent recruitment and appraisal procedures. Together they are aimed at developing an attractive, open and sustainable European labour market for researchers.

The Charter and Code of Conduct are interesting from a gender perspective because by promoting transparent and objective recruitment and appraisal procedures they poses a particular attention to non-discrimination in hiring procedures, a revision of the "traditional" assessment methods, the need to achieve gender balance among researchers and to support them in their need to reconcile work and family.

The "Human Resources Strategy for Researchers" is a tool that helps employers and funders to put the principles of the Charter & Code into practice. It has the following features:

- It is implemented by individual research institutions and funding organisations on a voluntary basis;
- It is based on an internal self-assessment and respects the autonomy of the institutions;
- It is as simple and light in terms of administration as is possible, avoiding cumbersome procedures and recognising the variety of situations across institutions and national research systems;
- It is not a prerequisite for participating in the EU Research Framework Programme;
- It is a transparent approach that provides easily accessible public information on the actions of participating institutions and organisations to implement the Charter & Code principles.

The "Human Resources Strategy for Researchers" is articulated in five main steps:

- An internal analysis by the participating research institution or funding organisation, involving all key players, to compare policies and practices against the Charter & Code principles;
- On the basis of the results of this analysis, the participating institution or organisation develops its own HR strategy for researchers which should include a concrete action plan. This document is made public;
- The analysis and action plan are then reviewed and acknowledged by the European Commission. The acknowledgement implies the right to use the 'HR Excellence in Research' logo;
- Progress in the implementation of the strategy and action plan is subjected to a self-assessment after 2 years;
- An external evaluation is carried out at least every 4 years.

Euraxess website provides a standard template for internal analysis which can be adapted to the specificities of each organisation ((http://ec.europa.eu/euraxess/rights).

---

[33] http://ec.europa.eu/euraxess/index.cfm/rights/strategy4Researcher

Hundreds of leading research organisations in Europe have adopted the EU Charter and are actively working to change their institutional practices in order to full comply with its provisions.

Awards at national level have also been established to encourage institution not only to formally adopt the Code but to engage in actions that are truly building more equitable research environments. *As an example* The Athena SWAN Charter recognises and celebrates good employment practice for women working in science, engineering and technology (SET) in higher education and research. Any university or research institution which is committed to the advancement of the careers of women in SET in higher education and research can apply for membership, and then, provided certain equality requirements are met, be awarded different levels of awards. http://www.athenaswan.org.uk/html/

2.3. Case Study: Tromso University's Six Steps To Become A More Diverse Organisation[34]

"It's easy to become a more diverse organization. And it's smart, too.

I've seen one example of dramatic change right here at the University of Tromsø: In 2007, only 18% of our full professors were women. Four years later, as a result of deliberate and explicit programs, we've increased that number by 50%! We now find over 27% of our professorial positions filled by women, well ahead of the 18% percent in Europe but lagging slightly behind the 30% documented in the United States.

Maybe the next example of dramatic change will be in your organization. Could 2012 be the year in which you and your colleagues take a big step forward in diversifying your workforce? Is this the year you will see more women at the top?

If you're ready to act, the following six steps will move you in the right direction.

1. Know the facts. What is the situation in your organization? How are the various job categories at your workplace divided between men and women? Are some already reasonably balanced? Are leadership positions as a category more skewed than others? How does your organization compare to its competitors in the same industry or sector?

If you're going to try to fix a problem, you must first be able to describe it. You have to know what the numbers were yesterday if you want to change them today.

2. Recognize that gender balance is not exclusively a women's issue. Convince yourself that the entire organization benefits when its workforce is more diverse.

---

[34] **(SOURCE WWW.CURTRICE.COM)**

This is a crucial step, and there are many resources you can use to develop your own thoughts. As I noted in *Why hire (wo)men?*, important starting points include McKinsey's four *Women Matter* reports (WM1, WM2, WM3, WM4), Avivah Wittenberg-Cox's books *Why women mean business* (with Alison Maitland) and *How women mean business*, and recent research on the relationship between gender balance and problem-solving skills in groups. Additional resources include the Consensus Report from the European Commission's genSET project, Norway's Talent at Stake book, and the many good references in all of those works.

3. Get the leadership of your organization on board. It's crucial that leadership at the highest level embraces the importance of this issue. One of the central findings in *Making diversity work on campus: a research based perspective*, is that diversity must become policy. "A first step in signaling an institution-wide commitment to diversity is for the top campus leadership to issue statements of support, purpose, and action."

Anthony Walesby echoes this when he writes in HigherEdJobs, "The first and most important key to an effective and successful diversity office is institutional commitment." If the top leadership of your organization doesn't see the value of increased diversity, your road towards an improved workplace and improved performance is going to be much longer. This is why it's important to spend time on step #2, assimilating the best and most relevant arguments you can find.

4. Set specific and concrete goals. If your top leadership people come to see better gender balance as a tool for more effectively meeting the organization's objectives, they should articulate explicit goals. At my university, the Board of Directors set a goal of having 30% women in our top academic positions by 2013. They settled for 30% because their period as board members ends in 2013 and they considered this challenging but realistic when the goal was set in 2009. I hope the next Board will go for 40%!

When your institutional leadership sets explicit goals, the rest of the organization understands that action must be taken to try to meet those goals. Programs must be developed and implemented; progress must be measured. Goals such as *Become better* or *Increase our numbers* are not enough to trigger action. Get your leadership to use specific equality targets as leadership tools.

5. Identify individuals who are motivated to advance and invest in them. Gender imbalance in organizations usually increases as we move higher in the organization. Yet, the importance of gender balance in leadership teams is particularly well documented in the research mentioned above. To improve gender balance at higher levels, individuals who are motivated to move up must be identified. Who is qualified, or close to qualified? How can your organization create the necessary support structures around them so that promotion becomes realistic?

Gender imbalance at higher levels in organizations is not mysterious. I've suggested before that there are only 3 reasons women don't make it to the top. The most significant barriers are structural, such as the subjectivity of peer evaluation or the implicit prejudice yielding a

motherhood penalty. Identify individuals who are motivated to advance, and then develop strategies for maneuvering past structural barriers.

6. Create contexts for accountability. Organizations should share their diversity numbers. Simple agreements with sister organizations to report to each other annually can increase their focus on achieving gender balance.

But reporting is not enough. Systems should be developed in which the achievement of goals, or not, has consequences for organizations. There must be accountability.

In Norway, to take one example, an accountability carrot has been introduced in the form of a prize for the institution of higher education showing the greatest progress in the past year. Your organization can propose a coalition for mutual reporting and a system of accountability that will motivate gender balance work. If the steps above have been taken, a competitive institutional leadership may even be eager to create contexts for accountability. (UPDATE: Norway's gender equality prize goes to the University of Tromsø!)

Increasing gender balance in organizations is about improving the quality of the workplace for everyone. Improving the quality of the workplace feeds institutional goals across the board. Making the value of diversity in a workforce visible must become an integral part of leadership development programs.

Of course, investing in women is not the only way to make organizations improve. We must invest in men, too. But it's clear from the skewed numbers at the top that women and men face different challenges in career advancement. It's clear, too, that men have managed to overcome their challenges more successfully than women.

We might speculate on why. Maybe men meet fewer challenges, or maybe theirs are easier to overcome. Maybe organizational structures created by men actually favor men.

Whatever the historical explanation may be, the forward looking questions are compelling and clear:

Is 2012 the year you will increase your focus on the other 50% of our human resources? Is this the year you will move more boldly towards gender balance in your organization?

It isn't hard. Six simple steps will get you far. Are you ready for the challenge?"

www.curtrice.com