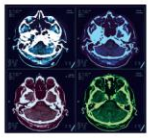
Gender Stereotypes and Gender Attitudes in the Assessment of Women's Work

genSET Capacity Building Report



This Capacity Building Report provides information theme "Gender Stereotypes and Gender Attitudes in the Assessment of Women's Work", held in Athens on the 3rd & 4th March 2011.genSET is a FP7 Science in Society project funded by the European Commission.

Prepared by genSET partner organisation, FORTH/IACM, April 2011

www.genderinscience.org

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Table of Contents

Introduction to genSET Capacity Building Reports

This report provides a details of the Capacity Building Workshop entitled "Gender Stereotypes and Gender Attitudes in the Assessment of Women's Work", held on the 3rd and 4th March 2011 in Athens at which 25 stakeholders attended. It was one of a series of three workshops held as part of the genSET project, each of which will have an accompanying Capacity Building Report. The reports provide a practical starting point for replication of the Capacity Building Workshops on the three themes.

The following key recommendations emerged from the genSET Capacity Building Workshops and are overarching practical guidelines for conducting workshops that help build participants capacity to take action on gender mainstreaming. The main body of this report provides more in-depth analysis and practical guidelines for holding a workshop on the given theme of Gender Stereotypes and Gender Attitudes in the Assessment of Women's Work.

Key recommendations for Capacity Building Workshops:

- Workshops serve as an excellent starting point for initial implementation or further development of gender mainstreaming activities and execution of Gender Action Plans.
- Workshops should be kept to a minimum in terms of participants.
- Organisers should recognise and utilise the diversity of the participants in terms of gender mainstreaming knowledge and activity.
- Organisers should conduct preparatory research into the structures, contexts and level of gender mainstreaming activities of participating organisations.
- Peer learning should form an important part of the workshop, utilising the different skills, experiences and levels of development that the participants are at, in terms of gender mainstreaming within their organisations.
- Peer learning and networking at Workshops helps form important and empowering links between participants, supporting them in taking action within their institutions after the event, time should be allowed for this.
- Gender Experts should be of high quality and applicability to the theme of the workshops and ample time should be allowed for dialogue between participants and experts, formally and informally.
- Follow up facilitating on-going dialogue is important. This can be in the form of structured support, mentoring or facilitation of continued contact between participants for on-going peer learning (through something as simple as a mailing list). This supports continued empowerment of the participants after the event.

Three genSET Capacity building workshops were held under the following themes:

- Gender Stereotypes and Gender Attitudes in the Assessment of Women's Work
- Advancing Excellence in Science through Gender Equality
- Advancing RTD through Gender-Fair Recruitment and Retention Strategies

All the Capacity Building Reports (providing a detail of each workshop), along with the briefing materials prepared for each, and all the resources gathered and produced by genSET can be found on the genSET website: www.genderinscience.org

Workshop objectives and Background Material

Introduction: Objectives of the workshop

The main goal of the workshop was to raise awareness on issues pertaining to the themes of gender stereotypes and gendered attitudes in the assessment of women's work. The participation of representatives of different institutions and countries was crucial for the identification of differences and commonalities in the ways gender stereotypes are expressed and assessed as well as of the rationale behind building Gender Action Plans (GAPs), capacity building and gender mainstreaming strategies.

Under this scope, the objectives of the workshop were:

- To identify factors that enhance the existence of gender stereotypes and gendered attitudes in the assessment of women's work and the consequences they have to the functioning of each institution.
- To discuss common strategies and indicators for the identification of gender stereotypes in different environments, such as in the workplace, the academia or the lab.
- To create support activities, based on a stakeholder workshop and dialogue with gender experts, in order to develop institutional capacity for the elimination of gender stereotypes and gendered attitudes in assessment of women's work.
- To create an easily accessible database on relevant subjects to facilitate the development of practical gender mainstreaming plans that can be accommodated within the available functional mechanisms and structural dynamics of the participating institutions and organizations.
- To share experiences that are valuable for future research and building of gender action plans with increased effectiveness according to case.

Preparation Phase

Content of the Briefing materials

In the preparation phase of the workshop briefing materials were developed (derived from selected bibliography) under the scope of facilitating reflections in the state of affairs on the workshop's thematic orientation. These were distributed to the participants and are also available online. A concise version of the briefing materials is provided here below. The full version is accessible via the website:

http://www.genderinscience.org/downloads/Briefing_materials_on_gender_stereotypes_genSET_workshop.pdf

*S*tereotypes reflect shared social beliefs, values and norms that dictate the roles of men and women in society. Social stereotypes that sustain the perception of women as less capable than men to perform and succeed in the fields of science and technology have a long history and are well rooted in our culture. A vast body of international literature today recognizes that gender stereotypes strongly influence the academic and career choices of men and women. The traditional role of the woman as a mother and wife in many cases halts her career course. Historically, a woman was more likely to dedicate herself in her family than focus on advancing her career, as she would be deviating from her socially prescribed role (Camussi, Leccardi, 2005). A woman breaking this pattern would be entering a 'man's world' and give up part of her 'femininity' (Harding, 1986, Koblitz, 2005). Despite the numerous obstacles women had to face historically, many of them have managed to follow scientific careers and even achieved excellence; however, their contribution was often not recognized and they rarely made it to top positions in the academia or research. This historical invisibility had as a consequence the lack of role models for women. Role modeling is considered to be a powerful social mechanism that affects gender differences in career choice (Bandura, 1986). Family background, school, peer groups and the mass media are carriers of role models and stereotypes that influence the choices of individuals.

Today, a large body of research suggests that the historical exclusion of women from power positions and education, in combination with the persistence of socially prescribed gender roles and stereotypes has created many obstacles to women who wish to follow a career in science. E.F Keller (1985) was one of the first scientists who introduced the concept of gender as an analytical tool in the field of science, questioning the historically pervasive association between masculine and objective, or, in other words, between masculine and scientific. Her studies suggest that gender affects science at the most fundamental levels. In the past it used to be commonplace to hear scientists, teachers and parents claim that women cannot and should not be scientists,

because they lack certain "masculine" qualities such as mathematical thinking or clarity of mind. Now that the women's movement has made significant historical changes, such assertions are considered invalid and even offensive and many efforts have been done to promote the equal representation of women and men in every chapter of society, including the sciences. Gender roles and stereotypes are subject to change as it has already happened many times before in history. As a result, many women today have led a successful career in sciences and, in theory, there are no more obstacles for a woman who wishes to study and work in the field of sciences. However, the well-rooted stereotypes that for so long isolated women are still hard to shake and continue to be manifested –especially when it comes to the inclusion of women in top positions (Zinovyeva, Bagues, 2010).

Studies suggest that the historical dominance of men in science fields has created a working 'culture' that often contradicted the traditional role of women in the household. Therefore, the long working hours and the dedication research demands are presented as a significant obstacle for women who wish to lead a successful career in science. However, the persistence of gender stereotypes that are employed whenever a woman attempts to enter institutions and positions that have been traditionally dominated by men are equally important (Camussi, Leccardi 2005, Timmers et all, 2010). Social carriers of beliefs and ideologies (school, media, family, friends) tend to employ sex 'differences' as an explanation why women should prefer a career other than in science, such as in the humanities, even when such differences are non-existent or non-important according to scientific research (Skelton et all, 2007). Furthermore, researches on gender and sciences have now recognized that the 'gender' factor of exclusion intersects with other factors, such as class, race, ethnicity, etc, which must also be considered.

Many studies track down the employment of stereotypes early in the lives of children and the role of education and the family has proven to be of great importance. What has been found is that sometimes girls present less desire and low self-confidence when it comes to science and technology matters not because they lack the qualifications and abilities, but because of insecurity and fear to enter a field that has been traditionally associated to men (Eccles et all, 1995). Research on *stereotype threat* –the experience of anxiety in a situation where a person has the potential to confirm a negative stereotype about their social group- shows that the existence of negative gender stereotypes can lead to changes in women's perceptions about their ability and competence in science and can further lead to poorer performance, even when women are highly capable of succeeding in these areas (Smith, Sansone & White 2007). Thus, as O'Reilly et all (2007) pointed out, it is crucial to address gender differences by working with teachers and parents to reduce stereotypical attitudes and behaviors that support gender differences.

In conclusion, a lot has been achieved for the inclusion and equal representation of women in science; however, there is a lot more to be done. Experts insist that the findings of related research should be used for the design of best practices that can then be employed by policy-makers and educational institutions. The national governments should be encouraged from the EU to address this issue, to support measures with sufficient resources and to assist in raising awareness amongst decision-makers, as well as the public, in order to be able to resist in gender stereotyping. For achieving balance in decision-making bodies, quotas should be implemented. The improvement of working environment in research to facilitate the work-life balance will benefit both women and men. The double role that women often have to play, as a professional and as a housewife, should be acknowledged and special measures and strategies must be implemented to facilitate the lives of women scientists. The transparency in promotion and nomination procedures is another important issue that should be noticed. The criteria, success rates and evaluation reports must be public. Most importantly, public awareness should be raised on issues of women and science in order to eliminate the negative effects of stereotypes on children and to create positive role models that will promote equality and will facilitate children to recognize and develop their personal skills, whichever they might be.

Invitations

Personal invitations were sent to 206 stakeholders. The invitation was uploaded to various national and international websites. Also the invitation for the workshop was sent to various mailing lists (approximately 1200 persons received it). The final number of registered participants was 29.

Organization of the Workshop

Venue

Demokritos, (National Centre for Science Research),

Agia Paraskeui, Attica, Greece

Dates

March 3rd and 4th, 2011

Participants

Invited experts

Gerd Karin Bjørhovde, Professor at the Faculty of Humanities at the University of Tromso, Chair of the Committee for Mainstreaming Gender in Science in Norway, Member of the Committee for Gender Balance in Research (Norway).

Rossella Palomba, Director of research at CNR in Italy, specialized in the impact of policies on gender equity, gender statistics and indicators, Member of National and International projects on gender in Science, Member of the Gender and Excellence EU expert group, author of over 180 articles.

Richard Gamauf, Professor of Law at the University of Vienna, Member of the Working Group for Equal Opportunity at the University of Vienna, and compliance officer at the Law Faculty of Vienna (since 2002), Chairman of the Arbitration Commission of the Danube University Krems.

Profiles of active participants

The participants that actively took part in the workshop were coming from the fields of electrical engineering, mechanical engineering, mathematics and computer science. The institutions that were represented are research centers, universities, research councils and government agencies. There was a wide representation of central and east European countries (countries that were represented are Bulgaria, France, Greece, Italy, Latvia, Malta, Poland, Slovakia, Slovenia, Spain).

The full list of participants is provided in appendix 2.

Project Actors

Elizabeth Pollitzer, Portia, Henrietta Dale, Portia, Athanasia Amargetousaki, Forth, Stella Melina Vasilaki, FORTH.

Focus Points

- GenSET's contribution to the promotion of gender research: promoting Consensus and Integrated Action Planning.
- Gender and Science: the case of Greece.
- Mainstreaming gender in Higher Education and Research.
- Identifying stereotypes in the promotion of women in Science and Technology.
- Stereotyping and norms as obstacles to equality in assessment of women's and men's work.
- Institutional Capacity to address Gender Equality: Reflecting on existing GAPs under the scope of gender mainstreaming.
- Connecting the gender dimension with institutional cultures

Contributions

Results of the Discourse

The workshop was initiated with a short discussion on its scope and aspirations, in other words, on the reasons why we need to gather and address the issue of gender in science and the consequences of gender stereotypes. Presentations of the different institutions represented in the workshop showed that indeed the leaking pipeline is existent, as a small number of women are found in top positions in relation to the number of female PhD and university students.

Findings also suggest that there are still many common issues and constraining factors on mainstreaming gender in higher education that need to be addressed European science and technology institutions.

The views of the participants reflect concerns that gender related stereotypes in science and technology institutions are harder to track as the recruitment criteria and the criteria used to assess women's work are considered gender neutral but in fact carry gender bias. The obstacles women face when considering the family life and work balance were connected to this discussion, as the traditional role of women as mothers and wives is assessed negatively or as "opposite" to a science career both by women and institutions.

Furthermore, research findings suggest that the denial of gender inequalities at university is a discourse pattern frequently shown by academics, with the exception of female faculty who belong to organizations where women are highly under-represented. In this sense, the differences in the way men's and women's work is assessed become less visible, as well as the stereotypes that might influence the advancement of women. The content of such denial statements differs between men and women. Male academics focus on trying to demonstrate a similar presence of men and women at management positions and defining university as an egalitarian institution which offers same opportunities. Female academics focus on no personal experience of sex discrimination at university, same opportunities and the asymmetrical distribution of family and home duties, as the main explanation of the gender gap at management positions. Such denial patterns show barriers and supports that must be taken into account to improve gender diversity at university.

Following the discussion of the main findings and the common issues that need to be addressed, the participants reflected on the institutional capacity to address Gender Equality (Interactive Discussion on SWOTs). As it was commonly agreed, there is a lot to be gained from institutional engagement on gender equality. The increase of the number of women in science in general and in top scientific positions would greatly contribute to scientific research and excellence on a European level. Therefore, the weaknesses of institutions to address gender equality need to be addressed effectively according to case. The concern that most gender equality policies and GAPs treat "gender" mainly as a political correct concept without any significant actions taking place was raised. In this sense, the main features of GAPs were discussed in order to track down similarities and differences and to identify which of these features will best work in the institutions represented in the workshop.

The full presentations of the participants are uploaded and available at the following link:

http://www.genderinscience.org/capacity_builidng_workshops_greece.html

Best Practices in Gender Action Plans

During the workshop four GAPs were selected and presented to the participants to raise discussions on which strategies seem to be more or less effective and which of the strategies could be applied according to case or what could be done differently to reach common goals.

The four gender plans presented were taken from the *University of Oslo, Linkoping University, University of Cambridge* and the *Medical Research Council*-UK. All GAPs focused on structural and operational matters (gender sensitive policies, elimination of gender bias, equal pay ect), the public image of the institution (declaration of equality policies on portals, publications, ect), cooperation with other institutions and evaluation of progress and impact assessment.

The Main Actions that the presented GAPs had in common focused on the following subjects:

- Adoption of policies that will ensure the equal representation of women within staff (Definition of target numbers).
- Encouragement of women to participate in science at all levels.
- Adoption of flexible working hours and family friendly policies (for men and women).
- Recruitment and training materials designed to attract a wide range of candidates.
- Insurance that the selection criteria for recruitment, promotion, or internal selection are free of gender bias.
- Promotion of gender equality through publications, institution portal, policy declarations, etc. (all).
- Encouragement of staff to attend equality and diversity training.
- Insurance that all information, publicity and advertising is non-discriminatory and promotes a positive attitude towards men and women.
- Establishment of gender groups (e.g. women in science committee).
- Assistance for women and men to help them reconcile employment/studies and family life.
- Cooperation with other carriers to reach common goals on gender equality.
- Encouragement of female scientists to be involved in schools and University activities relevant to promoting science as a career option for women.
- Gender specific statistics published every year to track down pay gaps.
- Inclusion of objectives to address the causes of any gender pay gap.
- Special programs against discrimination and harassment based on gender.
- Data collection, monitoring and evaluation to make sure that the goals of the GAPs are met.
- Policy impact assessment.

Conclusions and main findings of the workshop

Main Findings and Conclusions

- Gender mainstreaming must move beyond from simply being a politically correct statement. Gender equity will not just happen but concrete measures must be taken.
- Re-definition of the concept of excellence in a gender sensitive manner is needed in order to involve more women in science.
- We need to look deeper into the problem of representation in instances such as the description of self in professional terms.
- There is a widespread denial to accept the existence of stereotypes in institutions, knowledge and practices.
- We need to set criteria to identify stereotypes.
- Language matters. We need to reflect on the negative connotations of the word 'stereotypes' and to investigate how the language used in institutions and recruitment processes influence differently men and women.
- Mentoring activity & lifelong learning are important issues to consider.
- There are symbolic stereotypes (normative) that men reproduce and prescribe.
- Lived stereotypes/experienced in everyday life confirms that women embody the socially constructed stereotypes.

Requirements and Orientation

- Support from professional bodies – experts to all the institutions that wish to implement a GAP.
- Implicit association tests such as of Brian Nosek can help identify stereotypes.
- Training of the managers of the institutions and departments on gender stereotypes issues.
- Curriculum design that will take under consideration the gender issues.
- Gender sensitive language during studies and recruitment processes.
- Gender/sex analysis, methods & factors -raising awareness for the distinction among gender and sex.
- Objective criteria for quality during job recruitment or selection for PhD studies and research positions.
- Gender sensitive criteria during job recruitment.
- Compulsory gender evaluation in all institutions.
- Focus on important points and do not repeat goals that are already known during the design and implementation of a GAP. A GAP should be short, simple, up to the point and understandable by all.
- Monitoring of progress following the adoption of a GAP is necessary - correcting measures can be adopted so that the GAP is more effective.

Mentoring Phase and Issues to Address

Participants selected for mentoring

One of the scopes of the workshop was to choose some participant institutions to take part in a mentoring phase. The mentoring phase concerns the enhancement of scientific institutions in the process of implementing a GAP. The procedure will follow a reflective approach through collaboration and interaction between participants, gender experts, strategy groups and FORTH. A list of topics that will emerge from the workshop will be given to the participants to select which correspond to the cultural setting of their institution. This process will be enhanced through direct interaction with gender experts.

The selected participants for the mentoring phase are:

- Aristotle University of Thessaloniki, Department of Electrical & Computer Engineering, Greece
- Technical University of Varna, Faculty of Electronics, Bulgaria
- Comenius University, Gender Studies Centre, Faculty of Philosophy, Slovakia
- Research Centre Latvian Women in Science, Latvia
- Foundation for Polish Science, Poland

Agreed Components for the mentoring procedure

Gender Experts and FORTH will provide resources to the participants that will be used for reflection.

Three on-line meetings between gender experts and stakeholders with the participation of FORTH will form the foundation of the collaboration between them. These meetings will enable a relation of trust and mutual understanding to be developed. During the online meeting the main issues may be addressed and questions may be posed.

Site visits from the organizing team to the participants' institution will give the chance for the outline of the scene and main points on the assessment culture in each institution.

A section of question-answer will provide the participants with the appropriate inspiration to reflect on specific issues related to women assessment in science.

Peer learning is an important process during mentoring phase. Participants will have the chance to learn from each other through discussion and collaboration.

Interaction between the mentoring institutions and the institutions that comprise 'best practice' examples will give the opportunity for the establishment of a network from which each participant will benefit.

Impact of the Workshop on Participants

A workshop assessment questionnaire (appendix 3) was distributed to the participants in order to provide their feedback on the impact of the workshop.

According to the results of the questionnaire, the participants increased their knowledge base on the theme of the workshop (Gender Stereotypes and Gender Attitudes in the Assessment of Women's Work), the concept and processes of building GAPs and the role of women in science as a means to promote excellence.

The discussion themes and the methodology adopted for knowledge sharing was appropriate and the time for the discussion was sufficient.

The time allocations were also sufficient for in-depth discussions on the workshop's main axes (gender stereotyping, gender attitudes in the assessment of women's, the conceptual framework behind GAPs) and on the problems and challenges on building and implementing institutional GAP as well.

The workshop and its components (briefing materials, background documents, presentations and discussions) helped the participants to take action in their institution by:

- Exchanging information and engaging in discussions with colleagues and students. - Revising existing actions and attitudes in their institutions.
- Understanding the diversified approaches that can be reached related to institutional initiatives.
- Disseminating knowledge on GAPs to administrators.

The main strengths of the workshop according to the participants were the:

- Interaction among the participants.
- High motivation of the organizers and participants.
- Diversity of the participants that represented different cultures, institutions and scientific fields.

The main weaknesses of the workshop according to the participants were the:

- Lack of men's point of view.
- Unfocused discussions.
- Short duration of the workshop and time available for the discussions.

The most important element of the workshop for the participants was:

- The presence and interaction with gender experts.
- Further information on implementation of GAPs.
- Sharing of experiences from different countries and scientific fields.

The European projects, evaluation procedures, research tools and initiatives presented during the workshop on gender stereotypes increased the knowledge base of the participants and offered them the opportunity to:

- Use the information for their lectures.
- Incorporate the theme in a conference organized by them or publish in other conferences.
- Establish collaborations with other participants.
- Implement mentoring activities.

- Develop projects.
- Try to develop and implement a GAP.

Related to their institution participants will try to take decision making position and take action, discuss the gender issues with official responsible persons, implement a GAP in their institution, start a research process on gender stereotypes, disseminate information to the scientific community and on different parts of population.

The interaction between participants and FORTH was more than sufficient for the majority of the participants. According to the majority of the participants the information provided regarding the workshop was excellent, including the briefing materials, although some noted that they could have been distributed a bit earlier. The registration procedure was more than sufficient. The hotel arrangements, the transportation, the meeting venue and the meals prepared during the workshop were more than sufficient.

Appendixes

Appendix 1: Workshop Agenda

Day 1: March 3, 2011

Session A: Welcome and orientation 9:30-10:30

- What is the contribution of genSET in promoting gender research?
- The scenery on gender equality in Greece.
- Gender and Science in Greece. What more can be done?

Contributors

1. Scope of the workshop, *Kathy Kikis-Papdakis-IACM/FORTH*.
2. Opening of the workshop, *Stratigaki Maria-Secretary General for Gender Equality.*
3. genSET: Promoting Consensus and Integrated Action on Gender Issues in Science, *Elizabeth Pollitzer-PORTIA*
4. Women in Science in Greece, *Maria Samara, National Documentation Centre, Greece.*

Coffee Break 10:30-10:50

Session B: 10:50-13:00 – Mainstreaming gender in higher education and research

Themes

- Constraining factors on mainstreaming gender in higher education.
- Common issues on gender equality European science and technology institutions need to address.
- Gender mainstreaming best practices in Europe.

Contributors

1. **Gerd Karin Bjørhovde**, Changing the Culture of Research - Gender-Sensitive Leadership. Some Norwegian Examples
2. Flavia Franconi and/or Campesi Ilaria, University of Sassari, Italy
3. Irene Kamberidou, European Center for Women and Technology (ECWT)
4. Niovi Pavlidou, Aristotle University of Thessaloniki
5. Panagiota Rouni and/or Namiani Antanasioti, Greek Women's Engineering Association (EDEM)
6. Monika Lanzenberger, European Research Council (ERCEA)
7. Anne Pépin, CNRS

13:00 – 14:00 Lunch

Session C: 14:00-16:00 Identification of Problems in Promoting women in Science and Technology - Group Discussion

Themes:

- Gender related stereotypes in science and technology institutions
- Stereotyping and norms as obstacles to equality in assessment of women's and men's work
- Practical solutions for tackling gender related stereotypes

Contributors

1. Daniela Velichova, Department of Mathematics Mechanical Engineering Faculty Slovak University of Technologys
2. Ana Puy and/or Maria del Carmen Barrera, Universidad de La Laguna
3. Sandra E Berzina and/or Kintija Veisa, Research Centre Latvian Women in Science
4. Brian Warrington, Computer Society of Malta
5. Rozalina Dimova, Faculty of Electronics, Technical University of Varna, Bulgaria
6. Mariana Szapuová and/or Zuzana Kiczková, Gender Studies Centre, Faculty of Philosophy, Comenius University, in Bratislava, Slovakia
7. Violeta Kurti Islami and/or Edi Gusia, Agency for Gender Equality, Kosovo
8. Irene Koronaki, National Technical University of Athens
9. Justyna Motrenko, Foundation for Polish Science
10. Marta Lazarowicz-Kowalik, Foundation for Polish Science
11. Simona Kustec Lipicer, University of Ljubljana, Faculty of Social Sciences
12. Oretta Di Carlo, Istituto Nazionale di Fisica Nucleare,
13. Triantafillia Kourtoumi, General State Archives of Greece

Consolidation of discussion: **Gerd Karin Bjørhovde and Rossella Palomba →Definition of factors.**

Coffee Break 16:00-16:20

Session D: 16:20 – 18:20 Reflections on Institutional Capacity to address Gender Equality (Interactive Discussion on SWOTs)

- Strengths for Institutional engagement on gender equality: what does lifting stereotypes in the assessment of women's work contribute to the institution?
- Weaknesses of institutions to address gender equality.
- Opportunities for the institution.
- Threats for the institution in lifting stereotypes in the assessment of women' s work.

Facilitators: Gerd Karin Bjørhovde and Rossella Palomba.

Day 2: March 4, 2011

Session E: 9:30-11:00 Gender Action Plans (session supported by Richard Gamauf)

Themes

- Main features of a Gender Action Plan.
- Support needed for the implementation of a Gender Action Plan.
- Best practices of using Gender Action Plan to manage gender equality work.

9:30-10:00 Presentation of Gender Action Plans.

10:00-10:30 **Rossella Palomba –** Gender mainstreaming: from rhetoric to practice**.**

10:30-11:00 Discussion

11:00-11:30 Coffee break

Session F: 11:30-13:00 Building Action Plans: connecting gender dimension with institutional cultures (group work)

Group 1:
Group 2:

Specific themes to emerge from session E discussion.

13:00-14:00 Lunch

14:00-16:00: Closing session - Discussion and conclusions

Themes

- Key reflections from the discussions
- Mentoring as support action for resolving GAP related issues in institutions
- Capacity building directions/objectives/actions for the future

Contributions by All

Closing by Elizabeth Pollitzer.

Appendix 2: List of Participants

Gender Stereotypes and Gender Attitudes in the Assessment of Women's Work

Demokritos, Athens, 3-4 March 2011

WORKSHOP PARTICIPANTS

1.	Ana Puy	Universidad de La Laguna
2.	Anne Pépin	CNRS, INTEGER Project Leader-European & International Relations, Mission pour la place des femmes
3.	Athanasia Margetousaki	FORTH/IACM
4.	Christina Maskachlaidi	Research Assistant in Social and Political Comparative Research (ELIAMEP)
5.	Doukissa Kritikou	University of Crete, Department of Mathematics
6.	Elizabeth Pollitzer	Portia
7.	Gerd Karin Bjørhovde	University of Tromsø
8.	Henrietta Dale	Portia
9.	Irene Kamberidou	European Center for Women and Technology (ECWT) and University of Athens
10.	Irene Koronaki	National Technical University of Athens
11.	Justyna Motrenko	Foundation for Polish Science
12.	Kalliroi Dafna	General Secretariat for Research and Technology
13.	Kathy Kikis-Papadakis	FORTH/IACM
14.	Lidia Vaiou	University of Athens
15.	Maria Samara	National Documentation Centre
16.	Mariana Szapuová	Gender Studies Centre, Comenius University, Bratislava
17.	Monika Lanzenberger	European Research Council (ERCEA)
18.	Namiani Antanasioti	Greek Women's Engineering Association (EDEM)
19.	Nick Constantopulos	GENERAL SECRETARIAT FOR RESEARCH AND TECHNOLOGY
20.	Niovi Pavlidou	Aristotle University of Thessaloniki
21.	Oretta Di Carlo	Istituto Nazionale di Fisica Nucleare
22.	Panagiota Rouni	Greek Women's Engineering Association (EDEM)
23.	Richard Gamauf	University of Vienna
24.	Rossella Palomba	CNR
25.	Rozalina Dimova	Technical University of Varna, Faculty of Electronics, Bulgaria

26.	Sandra Berzina	Research Centre, Latvian Women in Science
27.	Simona Kustec Lipicer	University of Ljubljana, Faculty of Social Sciences
28.	Stella Melina Vasilaki,	FORTH/IACM
29.	Zuzana Kiczková	Gender Studies Centre, Comenius University, Bratislava

Appendix 3: Assessment of the workshop questionnaire

Gender Stereotypes and Gender Attitudes in the Assessment of Women's Work

Athens 3-4 March 2011

Post – Workshop Questionnaire

1) Has the workshop (materials, discussions, presentations) increased your knowledge base on:

	YES	NO
a. the theme of **Gender Stereotypes and Gender Attitudes in the Assessment of Women's Work,**		
b. the concept and processes of building Gender Action Plans,		
c. the role of women in science as a means to promote excellence		
d. other: Please indicate.		

2) Was the discussion themes and the methodology adopted for knowledge sharing appropriate?
Yes **No**

3) In your opinion, did the workshop provide sufficient space (time) for discussion?
Yes **No**

Were the time allocations sufficient for:

a. in-depth discussions on the workshop's main axes
   i. gender stereotyping, gender attitudes in the assessment of women's work. **Yes** **No**
   ii. the conceptual framework behind Gender Action Plans. **Yes** **No**
b. discussion on the problems and challenges on building and implementing institutional Gender Action Plan. **Yes** **No**

4) Has the workshop and its components (briefing materials, background documents, presentations and discussions) helped you in any way on the regular activity you perform in your institution? **Yes** **No**

a. If so, please elaborate.

Yes, broaden and widen the issues importantly.

5) Please let us know what you consider to be the main strengths and the main weaknesses of the workshop.

a. STRENGTHS:
b. WEAKNESSES:

6) Please indicate the single most important element for you from the workshop.

7) In term of knowledge increase what did you gain by participating in the workshop?

8) As an outcome of the workshop do you plan to take any action pertaining to Gender and more specifically on Gender Stereotypes and Gender Attitudes in the Assessment of Women's Work:

a. In your professional activity/ties **Yes** **No**

aa. If so, please elaborate.

b. In your institution **Yes** **No**

bb. If so, please elaborate.

9) Regarding the organizational matter please score the following:

	Not sufficient at all 1	**Not sufficient 2**	**Sufficient 3**	**More than sufficient 4**	**Excellent 5**
9.a Interaction between FORTH in the preparation phase.					
9.aa Please explain if you wish.					
9.b Information provided regarding the workshop.					
9.bb Please explain if you wish.					
9.c Briefing materials on 'Gender Stereotypes and Gender Attitudes in the Assessment of Women's Work'					
9.cc Please explain if you wish.					
9.d Registration procedure					
9.dd Please explain if you wish.					
• Organisational aspects:					
9.e Hotel arrangements					
9.f Transportation					
9.g Meeting venue					
9.h Meals (at meeting place)					
9.i Please explain if you wish.					

On the behalf of the Genset Project in general and the IACM/FORTH team in particular, Thank you