Triggering institutional change in science
The final guidelines of the TRIGGER project

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This presentation

- The TRIGGER project in short

- Final guidelines of the TRIGGER project – Aims and genesis

- The change process and the approach of the guidelines

- Structure and contents of the text

- Examples from the Guidelines

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TRIGGER in short

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TRIGGER partners

Italy

1. Department of Equal Opportunities, Presidency of the Council of Ministers, DPO, (Coordinator)
2. Assembly of Women for Development and the Struggle against Social Exclusion – ASDO
3. Institute for Social Research - IRS
4. **University of Pisa, UNIPI**

Czech Republic

5. **Vysoká Škola Chemicko- Technologická v Praze, VSCHT**
6. **Institute of Sociology of the Academy of Sciences of the Czech Republic, ISAS CR**

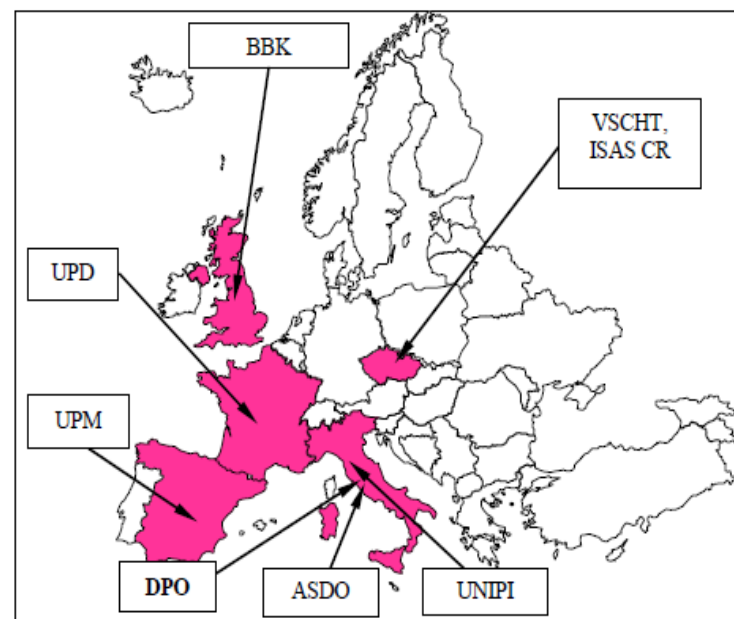**United Kingdom**

7. **Birkbeck College–University of London, BBK**

France

8. **Université Paris Diderot – Paris VII, UPD,**

Spain

9. **Universidad Politécnica de Madrid, UPM**

TRIGGER Countries

• Implementing common activities
• **Implementing action plans**

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Common and specific TRIGGER features
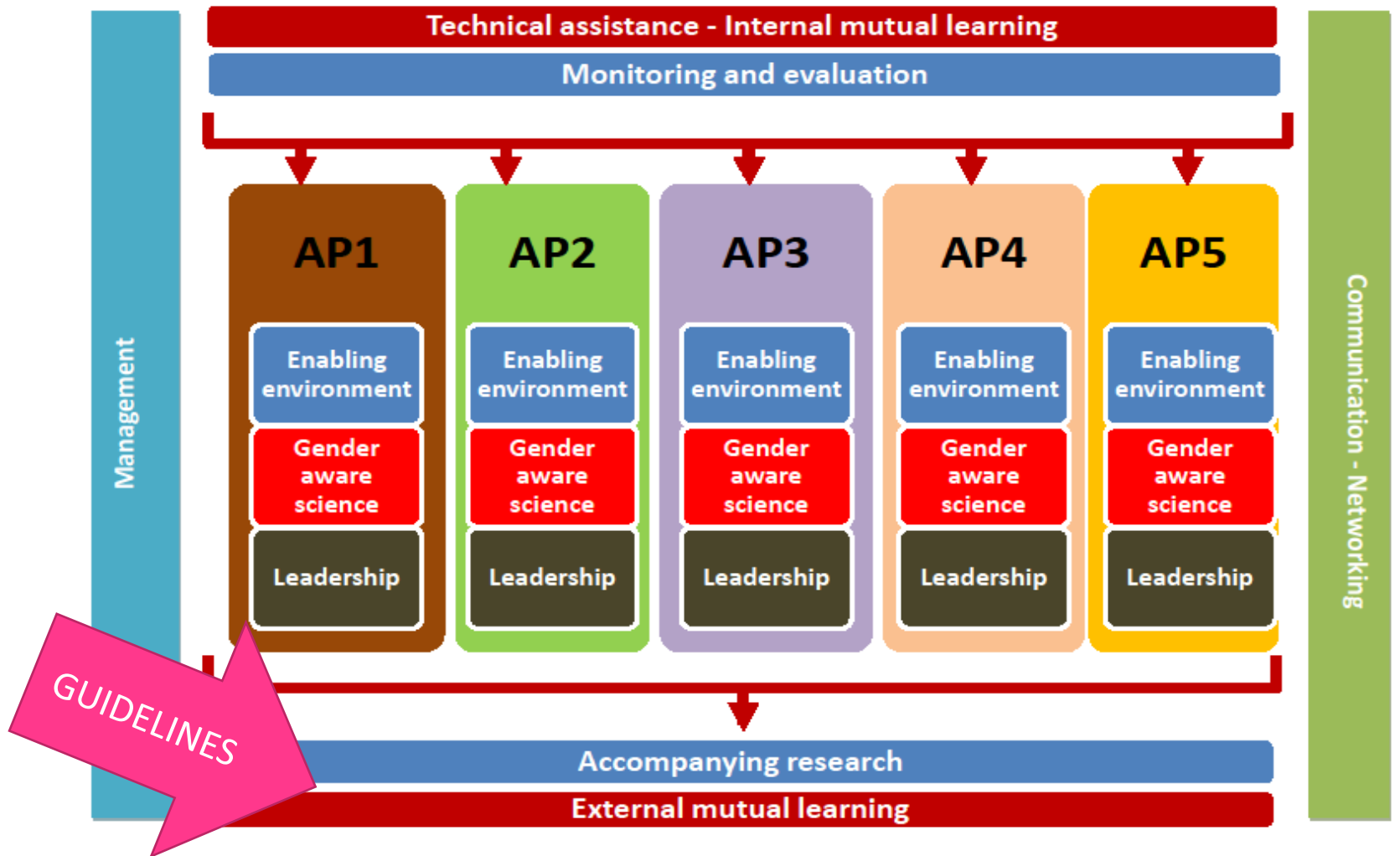
Common features:

- Focused on implementing **tailored gender action plans** in different countries and institutions, with different initial conditions

- Attention to **STEM areas** (chemistry, engineering, architecture medicine, physics, biology)

- **Integrated approach** to structural change

Specificities:

1. **Co-funding** from the **Italian government**
2. **Special focus on gender contents** in STEM research
3. **Mutual learning** within and outside the consortium

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STRATEGIC AREA	OBJECTIVE	ACTION (EXAMPLE)
1. Women-friendly environment	1.1. Actions promoting change in **organisational culture** and formal/informal **behaviours**	Awareness raising initiatives, promoting gender studies, supporting women to cope with stress
	1.2. Actions promoting **work-life balance**	Supporting access to services, customised and flexible organisational practices
	1.3. Actions supporting early-stage **career-development**	Contractual arrangements for temporary staff, career advice, mentoring and training
2. Gender-aware Science	2.1. Actions challenging gender **stereotypes** and consequent **horizontal segregation**	Data collection and diffusion, promotion of gender sensitive language, training and awareness raising of managers and directors
	2.2. Actions aimed at gendering **S&T contents and methods**	Research tests, dissemination of tools for gendering research, courses with gendered contents
3. Women's leadership of science	3.1. Actions promoting women's leadership in the **practice** of research	Review of criteria to assess scientific quality, support for mobility, delivery of specific training, mentoring, provision of dedicated funds for research
	3.2. Actions promoting women's leadership in the **management** of research	Support to access boards and committees, introduction of quota systems, creation of candidate' databases, lobbying
	3.3. Actions promoting women's leadership in **scientific communication**	Strengthening women's visibility and role in the communication flow among scientists and to the general public (prizes, books, articles etc.)
	3.4. Actions promoting women's leadership in **innovation** processes and **science-society relationships**	Enhancing women as managers in the relationships between science and technology and as economic actors in technology and innovation

Overall project structure

Technical assistance - Internal mutual learning

Monitoring and evaluation

Management

AP1 | AP2 | AP3 | AP4 | AP5

Enabling environment

Gender aware science

Leadership

Communication - Networking

GUIDELINES

Accompanying research

External mutual learning

The final guidelines

Aims and genesis of the final guidelines: from plans to processes

The EC/FP7 gave a general emphasis on **lessons learned**:

- Guidelines as one of the final products
- A requested deliverable to all projects: a "how-to" tool
- Almost 8 years of the structural change policy have gone by
- Many "how-to" tools have been produced

But:

- **Reality diverge from plans**: There is always a gap between plan and change processes

Thus:

- The real issue is not so much **how to plan** gender equality actions but **how to really trigger change processes** through action plans

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Transforming institutions adopting a multidimensional view of change

Institutional change = changing the rules of the game

- Points to **actors**
- Points to **organisational change**

Not to confuse levels of problems, distinguish **different aspects of change**

- **Interpretive**
- **Symbolic**
- **Normative**
- **Operational**

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The approach of the guidelines and the model of change

The approach of the TRIGGER guidelines is **not prescriptive, but experiential**

- **Experiential approach** = capturing different aspects of the change process, singling out recurrent patterns, drivers, barriers and implications as they emerge in the practical experience of the teams who carried out the plans

Through

- **Analysis of cases** = showing, rather than the actions, the dynamics of change, including obstacles and constraints, and the final results they produced, be they expected or not

Four components of the change process

- **Transformational agent** → a team progressively becomes an actor able to access the many skills, capacities, resources and knowledge which are needed to manage the complexity inherent in institutional change

- **Activation and mobilisation** → the gender action plan succeeds in mobilising and involving other actors and individuals, achieving the consent, energy and support necessary to trigger a process of change

- **Making an impact:** → the gender action plan actually alters existing institutional arrangements, activating a process of change (no deterministic relationship between action and impact)

- **Sustainability** → the action plan activates mechanisms allowing it to keep generating impacts after completion

Each component makes the object of a part of the Guidelines

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Guidelines' structure

Foreword

Executive summary

General introduction

Four parts (each devoted to one component of change)

- **introduction**
- **strands of the component**
  - The problem
  - The cases (mostly anonymous, some highlighted as "good practices")
- **key issues**

Main resources

Appendix

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SUMMARY SCHEME OF THE GUIDELINES

AREA 1 — TRANSFORMATIONAL AGENT

1. Accessing expertise
Knowledge and skills to manage gender dynamics

2. Reputation building
Visibility and legitimacy of the teams

3. Organisational embedment
Internal networks in charge of gender equality actions

4. Securing staff and resources
Stable staff and resources for gender equality actions

AREA 2 — ACTIVATION AND MOBILISATION

5. Scientific recognition
Scientific methodologies to increase awareness and ownership

6. Political backing
Leaders as testimonials for gender equality

7. Creating space for engagement
New groups and institutions for new challenges

8. Pro-women actors' mobilisation
Stable staff and resources for gender equality actions

9. Men's active involvement
Bringing men into the core of institutional change

10. Implementation backing
Support from middle manages and senior researchers

AREA 3 — MAKING AN IMPACT

11. Self-reflexive process
Reflexive praxis in the teams and in the management of research institutions

12. Gender-sensitive communication
The relevance of language for administrative leaders and staff

13. Gender-sensitive education and training
Dealing with gender in starting scientific education and career

14. Action plan tailoring process
Tailored design and participatory planning

15. Policy integration
Support to and coordination with institutional strategies on gender

16. External backing
Networks and alliances with external actors

AREA 4 — SUSTAINABILITY

17. Inclusion of gender in monitoring systems
Permanent tools to monitor gender equality in the institution

18. Inclusion of gender in scientific excellence
Shaping research organisations on a gender-aware understanding of science

19. Inclusion of gender considerations in service provision
New or extended services for emerging needs

20. Inclusion of gender in organisational standards
Binding procedures to permanently introduce gender equality actions

21. Inclusion of gender in the organisational structure and mission
Permanent positions and units devoted to gender issues and equality

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Examples of contents

Transformational agent

- A **demanding process** (not a mere organisational activity): making diverse people speak and work together, providing them with appropriate resources

- The risk: establishing a team which might lack the competences, resources, support, and internal authoritativeness to trigger institutional change.

Four strands of this process to be properly managed:

- Accessing expertise example: all the TRIGGER core teams include scientists (better if both STEM and social) and managers

- Reputation building (seniority and contractual status matter)

- Organisational embedment (linking with existing networks and or creating them)

- Securing staff and resources (budget and dedicated human resources are pivotal)

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Activation and mobilisation

- To change all the aspects and levels of an organisation, **why** and **how** to activate institutional stakeholders and employees is crucial
- The risk: to remain invisible or too marginal to induce actual changes in the institution

Strands of the process:

5. Scientific recognition
6. **Political backing**
7. Engagement space creation
8. Mobilisation of pro-women actors
9. **Active involvement of men**
10. **Implementation backing**

Making an impact

Implementing and making an impact are not synonymous

- Actions may not alter existing institutional arrangement
- The risk: irrelevance and waste of resources

The strand of the process:

11. Self-reflexive processes (e.g., periodical self evaluation)
12. Gender-sensitive communication
13. **Gender-sensitive education** (courses for students and professors, contests, prizes for graduation)
14. **Action plan tailoring process** (research , workshop and redesign ongoing actions, involving beneficiaries)
15. **Policy integration** (e.g. Supporting HR and equality policies)
16. External backing

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Sustainability

- Introduced changes should become, if not permanent, at least sustainable in the long run

- Risk: change disappears with the end of the project

The strand of the process:

17. Inclusion of gender in monitoring systems
18. Inclusion of gender in scientific excellence criteria
19. Inclusion of gender in service provisions
20. Inclusion of gender in organisational standards
21. Inclusion of gender in the organisation's structure and mission

Thanks!

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