



EFFECTIVE GENDER EQUALITY IN RESEARCH AND THE ACADEMIA

SP4 – CAPACITIES

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**Project EGERA - Kick-Off meeting and conference March, 20th and 21st 2014:
Consortium members (Consortium board members, Steering committee members
and other members of core teams): list of attendees**

Partners	First name	Last name	Fonction	Organization	Participation to the Kick-off conference	Participation to the Kick-off meeting	Comments
P1	Christine	Musselin	Dean of Research, Consortium board substitute	Sciences Po	X	-	Delegated by Frédéric Mion
P1	Hélène	Périvier	Coordinator	Sciences Po	X	X	
P1	Maxime	Forest	Scientific coordinator	Sciences Po	X	X	
P1	Alina	Lupu	Project Manager	Sciences Po	X	X	
P1	Réjane	Sénac	Core team member	Sciences Po	X	X	
P1	Marta	Dominguez	Core team member	Sciences Po	X	X	
P1	Viviane	Albenga	Core team member	Sciences Po	X	X	

P1	Anne	Boring	Core team member	Sciences Po	X	X	
P1	Marinela	Popa-Babay	Financial Officer	Sciences Po	-	X	
P2	Montserrat	Rifà-Valls	Consortium board substitute & Steering committee member	UAB	X	X	Delegated by Silvia Carrasco
P2	Laura	Duarte Campderrós	Core team member	UAB	X	X	
P3	Inge	Bleijenbergh	Steering committee member	SKU	X	X	
P3	Pleun	van Arensbergen	Core team member	SKU	X	X	
P3	Neslihan	Karadas-Yucel	Core team member	SKU	X	X	
P3	Erik	Koelink	Consortium board member	SKU	X	-	
P4	Volkan	Atalay	Consortium board substitute	METU	X	-	Delegated by Ahmet Acar
P4	Feride	Acar	Steering committee member	METU	X	X	
P4	Ayşe	Ayata	Core team member	METU	X	-	

P4	Canan	Ozgen	Core team member	METU	X	X	
P4	Gülbanu	Altunok	Core team member	METU	X	X	
P5	Petra	Meier	Steering committee member	UA	X	X	
P5	Greet	Dielis	Consortium board member	UA	X	X	
P6	Corinna	Onnen	Consortium board member	Vechta	X	X	
P6	Sabine	Bohne	Steering committee member	Vechta	X	X	
P7	Jiří	Kolman	Steering committee member	CVGZ	X	X	
P7	Hana	Víznerová	Consortium board substitute	CVGZ	X	X	Delegated by Marcela Linkova
P7	Marie	Hubatová	Core team member	CVGZ	X	X	
P8	Pedro	Perista	Core team member	CESIS	X	X	
P8	Heloísa	Perista	Consortium board member	CESIS	X	X	

**Project EGERA - Kick-Off meeting and conference March, 20th and 21st 2014:
Advisory Committee: List of attendees**

First name	Last name	Participation to the Kick-off conference	Participation to the Kick-off meeting	Comments
Maria	Bustelo	X	X	
Agnès	Hubert	X	X	
Gary	Loke	X	X	
Caroline	Belan-Menagier	X	-	Delegated by Agnès Netter
Curt	Rice	-	-	Excused (sabbatical leave)
Dalia	Statkovskiene	X	X	
Maria	Stratigaki	X	X	

Notice: The full list of registered attendees at the kick-off conference has been kept for record and can be made available upon request

1. Introduction and description of the milestone event

The present deliverable consists in the proceedings of the kick-off event organized on the 20th and 21st of March, 2014 at Sciences Po, for the launching of the EGERA project. This event did constitute a key landmark both for acknowledging the main challenges faced by EGERA, and assessing the future achievements of the project.

It was firstly aimed at bringing the partners of the EGERA consortium together, including their representatives at the highest level in the Consortium board, as well as the members of the Advisory committee, in order to lay the foundations of a “Community of Practices” around structural changes in favour of gender equality in research and the academia¹.

Secondly, this event was aimed at introducing to the larger public, the objectives and the methodology of the EGERA project, as it is reflected in the contributions of participants to the kick-off conference.

The kick-off event was twofold, comprising of a kick-off conference targeted to the public at large, and of a kick-off management meeting involving EGERA’s core team members and Advisory committee members.

On the 20th of March, from 2.30pm to 6.30 pm, a public event was held in the largest auditorium of Sciences Po, the coordinating and hosting institution, in the heart of Paris. This event, scheduled from the beginning of 2014, was preceded by an intense effort of communication in order to disseminate the information to the most relevant networks, to ensure the attendance of a large and diverse public, including students, scholars, experts, policy makers and the larger public, to secure attention from the national broadcasting and printed media, and to ensure the contribution of top-level policy-makers.

Drawing upon both the extensive and the intensive mobilization of the different departments and directorates of Sciences Po, and counting with the full support of its President, Frédéric Mion, this effort resulted in the oral contributions of two Ministers: the Minister of Research and Higher Education, and the Minister of Women’s Rights, Urban areas, Youth and Sports, who both delivered their opening addresses via video. Official speeches, as well as the opening address by Frédéric Mion, were delivered during the grand opening session, and complemented by the foreword of Hélène Périvier, the introduction of the hosting department of the EGERA coordination team (OFCE-PRESAGE) by Françoise Milewski, and the introduction to EGERA jointly provided by Maxime Forest, EGERA Scientific coordinator, and Hélène Périvier, EGERA Coordinator.

The opening session was followed by two thematic roundtables. The first roundtable gathered senior representatives from participating institutions, including Consortium board members

¹ “Communities of practice are formed by people who engage in a process of collective learning in a shared domain of human endeavour (...) In a nutshell: Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly” (Wenger, 2007).

or their delegates, and was chaired by Anne Pépin, the director of the Gender Equality Unit at the French Centre for Scientific Research (CNRS), and coordinator of INTEGRER, another FP7-funded project on structural change. The second roundtable brought together the members of the Advisory committee of EGERA, with the exception of Curt Rice, who could not attend the conference due to a sabbatical leave. It was chaired by Professor Mieke Verloo, a senior gender scholar at the University of Radboud in Nijmegen, who actively participated in a number of EU funded projects, including the coordination of MAGEEQ (FP6) and QUING (FP7).

Nearly 120 persons registered for the EGERA kick off conference, which eventually gathered approximately 110 attendees, of which 101 signed the list of participants, as most of present journalists and representatives of communication services did not sign up. The number of attendees thus met the objectives fixed for this launching event, and provided this conference with a variegated audience, including students from different universities, gender equality policy officers in different research structures, representatives from other EU-funded projects, researchers, journalists and the public at large. The two roundtables were followed by sessions of questions and answers with the audience, for approximately 15 minutes each.

As a landmark for the kick-off conference of EGERA, the opening address by the President of Sciences Po fully endorsed the objectives of the project, including the necessary change in structures, working and evaluation procedures and cultures, thus providing the EGERA community with a strong institutional support and commitment. This message was strengthened by the two contributions of the Ministers, which emphasized the relevance of EGERA, its importance, in terms of methods, practices and outputs for the whole academic community, in France and abroad. Both Ministers strongly emphasized their support to the project, and valued the contribution of researchers – notably on gender issues, for understanding of gender inequalities and bias, in order to tackle it more effectively. Both messages also strongly acknowledged the support of the European Commission to the EGERA project, through the 7th Framework programme.

On the 21st of March of 2014, from 9.30am to 5pm, a kick-off management meeting was held at the CEVIPOF – the centre for political research of Sciences Po, which gathered 30 participants from partner institutions and from the EGERA Advisory Committee. This side-event was meant to provide our community with a first opportunity to actively share about timelines, methods and upcoming deliverables, and for the core team members in each institution, to communicate about their own approach to respective work packages. This event revealed the strong cooperating spirit of our partnership, and also enabled the members of the advisory committee to communicate relevant advices for the management of our project, drawing upon their own experience and expertise. This first opportunity for community-building, was also meant to contribute to a common framing of the challenges ahead and of the actions to be implemented for achieving structural changes.

Although the present deliverable focuses on the kick-off conference held on the 20th of March, the contributions to the kick-off management meeting have nonetheless been

compiled for record, and can be made available upon request. Altogether, those contributions emphasized the relevant resources put together by respective teams to fully engage with the implementation of Gender Equality Action Plans and beyond, with the development of finer-grained indicators of structural change in favour of gender equality.

The present deliverable includes the list of (presenting) participants, the full proceedings (minutes) of the kick-off conference (with exception of the questions and answers from/to the audience), including the translation into French of the two contributions from Ministers delivered via video. All related documents (videos, list of attendance, documents supporting oral presentations on the 21st of March, press articles...) are available upon request to evidence the success of the EGERA kick-off conference.

Notice:

In the following sections, the original content of presentations delivered in English has been maintained, with a few minor revisions and with the notable exception of the two messages delivered in French by Ministers, which have been translated in English. Therefore, some sentences in oral contributions might not correspond to the standards of academic English.

Grand Opening Session (14h45-15h45)

2. Foreword and introduction by Mrs. H el ene P erivier, EGERA Coordinator

Dear EGERA Partners, dear colleagues, dear students, dear all, thank you very much for being here today for the Kick-off conference of the EGERA Project - Effective Gender Equality in Research and the Academia.

Gender equality is a major challenge posed to our societies. It is a funding value of the European Union, and European institutions play a crucial role on this matter. In financing structural change projects as EGERA, the European Commission creates strong incentives for research institutions to integrate gender issues with two objectives:

- ***to instigate gender equality in academic careers***
- ***to expand research on gender issues in all the disciplines.***

On the latter point, not only we need to enhance our specific knowledge on gender issues but we also need to fight against gender blindness in research in general, by adopting a gender mainstreaming approach.

In some European countries, women's rights are being currently challenged. In France, gender studies are under attack by ideologies and dogmatism, and somehow, research on gender issues struggles to be disseminated in the public debate. In this specific French context, I would like to recall that there is no "one gender theory", but a production of knowledge coming from rich debates between academics about gender inequality processes, discrimination, intersectionality², and so on...

Thinking to a research more integrated into public debates and a research that takes into account gender issues is a way, among others, to respond to these dangerous trends. Finally, the objective targeted by the European Commission is to promote a sustainable research that enables our social organizations to make progress in tackling gender inequalities, and ultimately build a fairer society.

Let me tell a few words about the agenda of this afternoon:

First we will listen to the opening address by Fr ed eric Mion, the President of Sciences Po. Unfortunately he was not able to be here today, but in this video, he clearly expresses the importance of EGERA for our institution. I would like to thank him, for being supportive on Gender issues, since the very beginning of his mandate at the head of Sciences Po.

² By intersectionality, it is meant in academic literature the intersection of gender with other inequality strands as age, ethnicity, disability or sexual orientation. For an updated overview of these debates at the EU-level, see: Kriszan, Andrea; Skejeie, Hege; Squires, Judith (eds.) *Institutionalizing Intersectionality. The Changing Nature of European Equality Regimes*, Basingtoke: Palgrave-MacMillan, 2012.

Then Françoise Milewski, my dear colleague, with whom I do coordinate the PRESAGE program which aims to mainstream gender at Sciences Po, will take the floor to present the OFCE, we both belong to. Our institution is deeply involved in EGERA as the hosting department of PRESAGE.

We will further listen to consecutive speeches delivered by the French Minister of Research and Higher education Mrs Geneviève Fioraso and by the French Minister of Women's rights Mrs. Najat Vallaud Belkacem. Both ministers are directly concerned by projects like EGERA. I would like to apologize to our foreign partners, but the speeches will be delivered in French. In their communications, both ministers clearly state their support to the objectives of the EGERA project. Mrs. Geneviève Fioraso emphasizes the importance of fighting gender inequalities in research by thinking of a more equal school orientation in secondary and higher education. Mrs. Najat Vallaud Belkacem reaffirms her support to research on gender as being essential to understand the process of gender inequalities and, in her view, as a major tool to build efficient public policies to tackle these types of inequalities.

Then Maxime Forest, the Scientific Coordinator of EGERA, will recall the context of gender inequalities in research and I will present you the responses we intend to bring with our partners through EGERA project.

Following this opening session, two roundtables will be proposed:

The first roundtable will be chaired by Anne Pépin, Director of the Gender Equality Unit at the French National Centre for Scientific Research (CNRS) and Coordinator of INTEGER, a similar project funded under FP7. This roundtable will gather the representatives of the institutions participating to EGERA. It will focus on how to achieve effective equality through structural change.

The second roundtable will be chaired by Professor Mieke Verloo, Professor at the Institute of Gender Studies of the Universiteit Radboud, in Nijmegen, the Netherlands. This roundtable will focus on structural policies toward gender equality at the EU level. It will gather some of the members of the advisory board of EGERA. They are senior academics and policy makers particularly in the fields of gender in science and higher education. They will guarantee by their advices and by their knowledge, that we are taking the right directions towards gender equality.

I sincerely thank Anne Pépin and Professor Mieke Verloo for having accepted to chair these roundtables.

Professor Mieke Verloo will provide our debates with a final note, and wrap up this conference, on the basis of on her own experience as a senior researcher on gender equality policies, and also as the coordinator of QUING project, Quality in Gender Equality Policies, a major EU funded project research under FP6.

We warmly thank all participants to this conference, and all those, from the OFCE and from Sciences Po, who have helped to organize this event.

Dear partners, dear all, I wish you a stimulating and interesting EGERA kick-off conference, thank you.

3. Presentation of the hosting department, OFCE-PRESAGE by Françoise Milewski, PRESAGE Co-coordinator

Welcome to all of you! I am Françoise Milewski, economist at OFCE-Sciences Po, and co-manager of the program PRESAGE, with Hélène Périvier. I would like to briefly introduce PRESAGE and the OFCE.

The PRESAGE program³

PRESAGE, Programme de Recherche et d'Enseignement des SAvoirs sur le Genre, is a cross-cutting Research and Academic Program on Gender Thinking, launched in 2010 by OFCE and Sciences Po.

In four years, our program has brought a lot of fruits! PRESAGE has introduced an overview on gender into Sciences Po's educational and scientific project, influencing both research and academia. This program was and remains innovative in a number of ways.

It adopts a comprehensive approach to gender issues, based on a multidisciplinary approach. It breaks new intellectual grounds, by bringing together a number of research fields on gender: philosophy, political sciences, law, socio-economic and historical approaches, etc.

The teaching component involves both rising awareness among all Sciences Po students about gender issues, as well as introducing a gender perspective in a broad range of disciplines. The guideline for the courses is meant to show the students how the social sciences tackle and conceptualize the issue of gender inequality, with an emphasis on a multidisciplinary approach. The courses help fostering an understanding of how gender inequalities arise, in terms of both their particular features and the way that they feed into other forms of social inequality. Our objective is also to professionalize teaching, through specific courses dedicated to issues such as gender inequalities in the European labour market, in welfare policies and schemes, and in power relations.

The research program aims to group a number of fields of research under one single umbrella, in order to develop a comprehensive and consistent approach. The fields of philosophy, psychology and anthropology provide an analysis focused on individual sexual identity and the foundations of gender inequality in human relations. Approaches grounded into economics,

³ <http://www.programme-presage.com>

law and history focus on inequalities between men and women in professional area, education and in the private sphere.

A lot of conferences on gender have been given by forefront researchers whose work has gained international reputation. They gather students, researchers and also a broad public.

An executive training program for business is also being developed, including analysis of concrete gender bias in firms, and the policies which have to be set up to fight discriminations and to promote Gender equality.

PRESAGE is part of the OFCE, which hosts the core team of EGERA at Sciences Po and coordinates the project at the level of the consortium. The OFCE, for "Observatoire français des conjonctures économiques", is a French Economic Observatory, based in Paris and part of Sciences Po. OFCE is an independent centre, of which main activities focus on economic research, prospective and policy evaluation. Its founding charter gave it the mission to "ensure that the fruits of scientific rigor and academic independence would serve the public debate". The OFCE fulfils this mission by conducting theoretical and empirical studies, taking part in international scientific networks and regularly contributing to the public debate via the high visibility of its researchers in the media and through close cooperation with the French and European authorities.

The work of the OFCE covers most fields of economic analysis, from macroeconomics, growth, social welfare schemes, taxation and employment policy to sustainable development, competition, innovation and regulatory issues.

Since 2010, gender analysis has been also included to the scope of the OFCE.

Research and higher education institutions are concerned in mainstreaming a gender perspective in researches and teaching, and in promoting Gender equality among themselves, concerning researchers, teachers and students. Strive for Excellence, both in academic research and concrete policies or plans to promote gender equality, supposes gathering and compare experiences.

In this endeavor, we have to learn from each other about theory, methodology and practice. We have to share experiences at the European level. We have to produce knowledge and transmit this knowledge. We have also to rethink our institutions, as Frédéric Mion said, even if it is sometimes uncomfortable to question ourselves...

Welcome again at Sciences Po and I wish for all of us to have an intensive productive dialogue!

4. Opening address by Mr. Frédéric Mion, President of Sciences Po⁴

Good afternoon, Ladies and Gentlemen. My name is Frédéric Mion, and I am the President of Sciences Po. I would like to say how truly sorry I am for not being able to be present with you all on this very special day, which marks the effective starting point of the EGERA project.

EGERA is of a crucial importance to us, at Sciences Po. It is important to us first of all as a place where research is conducted and teaching is done. But it is important also as an institution that need to rethink its own organization and internal processes in light of the question gender equality. We are extremely proud today, to have gathered here today a consortium of 8 high profile higher education and research institutions from the EU and Turkey, covering a wide range of academic disciplines.

We mean to pull our resources together, in order to achieve gender equality and to mainstream a gender perspective in research and teaching. I would like to extend a very warm welcome to all partner institutions present here today at this kick-off conference. Some of these partners, as we know, have already a very impressive record in promoting gender equality and we count on them to provide the rest of us with useful insights on how to shape and implement effective policies.

*Sciences Po is aware of the special responsibility which we incur as a coordinating institution. Of course, as all participating institutions, Sciences Po means to engage fully with gender inequalities in research and the academia, through the implementation of fully-fledged gender equality action plans and gender training plans. **But it will be our special duty after this two-days kick-off conference, to ensure that the momentum endures, that the collectively agreed upon targets are reached and that no partner is left lagging behind.***

We believe that gender inequalities in science and higher education are a major concern for knowledge-based societies both at the EU and the national levels. They cause a considerable waste of talents, and they make academic career and work environments, less sustainable.

Although women account for the majority of graduates in a number of curricula, we know that significant inequalities remain in terms of recruitment, of appraisal, of career management and evaluation. But academic careers are not our sole concern. EGERA intends to address the full spectrum of gender inequalities and bias in our research and higher education organizations, through the consultation and participation of all relevant stakeholders, including HRM, social partners and student organizations. For Sciences Po, EGERA is thus not only an opportunity to go further in producing knowledge on gender issues and in transmitting this knowledge through a large teaching programme as we did since 2010 with our PRESAGE programme.

By challenging gender bias, by fighting inequalities between men and women and by bringing a greater focus on potential gender differences in research design and outputs, we

⁴ This address has been delivered via video and can be accessed on: <https://vimeo.com/93352986>

mean to become a more efficient and more sustainable institution, and to make the Sciences Po community of tomorrow, more equal.

Again, welcome to all. I hope that this kick-off conference will be productive and successful, and I am looking forward to the work ahead.

5. Opening address by Mrs. Najat Vallaud Belkacem, Minister of Women's Rights, Urban areas, Youth and Sports⁵

*Ladies and Gentlemen, it is my turn to express my regrets for not being with you today. Not only because I am always pleased to meet the researchers at Sciences Po, with whom we do have an important cooperation, but also because **the EGERA program that brings you together today, fully fits within the priorities of the government.***

Our objective is to change the pace of gender equality policies to achieve effective equality between men and women, and I am convinced that you can help us to reach this goal.

My contribution also takes place in a specific context: I am regularly addressed by people who meet resistances and difficulties in promoting gender equality, facing some attempts of backlash and harsh smear campaigns, and I know that the research on gender issues is regularly depicted in negative terms. That is why I would like to make clear, that it is the role of the government, not to step back before obscurantism, and to counter the lies and the fears which are being disseminated, and it is our role to support you.

Your research is of great relevance to support policy making – and notably those policies I am in charge of – because it is a matter of evidence that it is only by understanding the origins, the mechanisms and the dissemination of gender inequalities, that it becomes possible to tackle them.

As some of you may recall, I already came to you last year to participate to a symposium organized by PRESAGE, regarding research and public action. And I do remember that I did tell you on this occasion that decision-makers in every policy domain, need to establish close communication with those who analyse the society, shape the concepts to understand it and therefore, to change it.

With the EGERA project, you have opted for the same multidisciplinary approach, which also entails higher education: each academic discipline may gain in precision and relevance, if taking into account a gender perspective.

*Teaching is key, you are right, because we have seen that in those matter, a true revolution in minds is needed. **Training students, but also professors to gender equality is requested, so***

⁵ Translated from French. This address has been delivered via video and can be accessed on: <https://vimeo.com/93352985>

that everyone can contribute to fight stereotypes. It is also a mean to give the opportunity to vocations and careers to flourish in fields where women remain an exception.

It is also an overarching objective of your project, to provide female researchers with the opportunity to fully participate to the academia. In this matter, we are still far from our target.

We do need the issue of gender equality to be fully addressed in research and the academia, because gender inequalities are present in every areas, and that their underlying mechanisms are not always easy to grasp. If we do not take the time to document it and to assess it, who will talk of violence against women. If we do not take the time to document it, who is going to talk of the persistence of sexism in the work place, who will address gender-based inequalities in the fields of employment and social rights?

As you know, for over 20 months, this government is carrying out a gender equality policy which guided both by an ambition and a horizon. The ambition is to move towards effective gender equality, beyond an equality on paper. The horizon is that in 2025, those men and women who are still students but will then become professionally active, can live a new era of gender equality. I am convinced that we will not reach this horizon if we only keep bringing corrective measures to gender inequality, if we do not address their underlying mechanisms well before, when those inequalities are shaped, if we do not attempt to fully make sense of the social construction of gender roles.

This is your contribution, and I am grateful for it. By evidencing the multiple factors that contribute to gender inequality, researchers provide us with effective means to tackle it. It has been notably your contribution, to make us fully aware of the need for a gender mainstreaming approach. This why we introduced gender impact assessment of new policy and legislation. This is why we implement for 20 months gender mainstreaming in our administrations.

In conclusion, I would like to tell “thank you”. Keep conducting your research, we will keep supporting you in this endeavour. I wish you all a very productive day. Thank you for your attention.

6. Opening address by Mrs. Geniève Fioraso, Minister of Research and Higher Education⁶

Ladies and gentlemen, researchers and teachers, dear students.

My agenda did not give me the opportunity to be with you today, for the launch of the EGERA project, for “Effective Gender Equality in Research and the Academia”, which is partly

⁶ Translated from French. This address has been delivered via video and can be addressed on: <https://vimeo.com/93352987>

financed, for over 2.2 million euros, by the European Commission under FP7, for a total budget of 3.3 million euros.

This project is a great initiative, which is fully supported by the Ministry of Research and Higher Education. It emerged thanks to the tight collaboration of 8 research and academic institutions, including Sciences Po and 7 other organizations in the EU and Turkey.

Why do I personally support this initiative? Because in the new design and regulation of master degrees, I have supported the possibility to maintain dedicated master degrees in gender studies. Because the sex-disaggregated data as concerns the enrolment of women in higher education curricula are not evolving, and indicate that there are only 28% of female graduates in engineering, only 30% of female students in scientific curricula, but 74% in humanities and 54% in economics. At the Ecole Normale Supérieure, only 1 out of 21 students registered in maths is a woman, and only 1 out of 31 in physics, while there are as many female as male pupils completing secondary education. To this pace, gender balance will not be reached before 2080 for researchers at the CNRS, and 75% for the Ecole Normale Supérieure.

Higher education and research are heavily concerned by gender inequality, and the higher in the hierarchy, the greater the imbalance: only 15% of full university professors are women, only 13% of Universities are led by women, and in over a century, the Nobel Prize was awarded only to three French researchers: Marie Curie, Irène Joliot-Curie and Françoise Barré Sinoussi. No female mathematician gained the Fields medal and out of 54 gold medals of the CNRS, only 9 have been awarded to female researchers.

How is it possible that our policies, which are effective as regards childcare and primary education, and our republican principles of equality and solidarity, reveal to be ineffective to overcome this situation?

It is because stereotypes are being shaped early over a life time: at school, within the family and more generally, the social and cultural environment. The glass ceiling which affect the careers of female researchers, and is also to be related to women's self-censorship, is primarily rooted into deeply anchored stereotypes. As put by Einstein: it is easier to disintegrate an atom than to overcome a prejudice. It is nevertheless the objective of the government to tackle sex-based stereotypes. In the new act on research and higher education, there are 13 measures aimed to achieve parity. For recruitment boards, boards of deans, etc, there are female candidates available.

I have also signed with the Ministry of Women's Rights and the conferences of universities and higher education institutions, a joint Charter of gender equality. The equality between men and women is not only a matter of republican principles, it is also a matter of economic effectiveness. To be creative, crossing perspectives and cultures, including through a diversity in gender terms is key. All available studies indicate that gender diversity is an asset for productivity and effectiveness, both in public and private organizations. As ICTs are being

shaped through their usages, how to imagine that they would be designed and created only by men?

It is thus important to encourage girls and women to enrol in scientific and technical careers, to stimulate vocations, and to fully implement the principle of parity in our decision making bodies.

I would like to thank Sciences Po for its initiative and contribution to this endeavour. It is a matter of Republican principles and competitiveness for our country.

7. Presentation by Maxime Forest, EGERA Scientific Coordinator, and H el ene P erivier, EGERA Coordinator

7.1 EGERA: people & institutions in motion, by Maxime Forest

It is now time to get into the flesh and bones of the issues that brings us together today.

EGERA, through the building of effective policies, aims to trigger in our respective institutions, structural changes for greater gender equality and the inclusion of a gender perspective in research. Before addressing what is meant by structural changes, and why structures are to be primarily targeted, I would like to briefly account of the diagnosis upon which these policies are to be developed.

Any sounded gender equality policy should entail a proper diagnosis of bias, inequalities and potential discrimination at stake. It will thus be the first activity of EGERA, to fully complete this diagnosis, mobilizing accurate gender knowledge and covering the broadest spectrum of processes and situations, including recruitment, appraisal, mobility, evaluation, teaching, working conditions or knowledge production. To carry out this task, however, we will depart from the considerable amount of empirical evidences on gender inequalities and bias in research and the academia. A body of knowledge which has drawn a growing consent among policy actors, gender equality advocates, gender scholars and members of academic communities.

This diagnosis has generated plenty of suggestive metaphors which encapsulate the very issues to be addressed by EGERA:

The leaky pipeline of women in research

The 'leaky pipeline' may be the most suggestive, as it refers to the gradual exit of women as they progress towards the top of the career ladder in academic and research institutions. Coined as early as 1983 by Sue Berryman to refer to the representation of women in quantitatively based disciplines, references to the leaky pipeline have since flourished to characterize women's academic career paths in many disciplines, emphasizing the role played by gender norms, together with work-family balance, opaque promotion procedures or

differential access to research grants. Studies conducted at different career stages, in different research areas and different national academic contexts have documented the persistence of this situation, despite the massive feminization of higher education in general, showing that power structures are involved, rather than scientific or academic merit. These studies show that knowledge production activities are as marked as any other by gender-based stereotypes. They also emphasize that the “leak” occurs at all stages, from basic higher education to the highest academic positions. A considerable talent loss, which sharply contrasts with the constraints inherent to the intense competition for talented and well-trained scholars and scientists.

Addressing the glass ceiling in academic careers

The glass ceiling is probably the best known of those metaphors. It refers to the invisible barriers which women confront when they aspire to progression up the career ladder. The explanations for the glass ceiling in the context of the research professions are largely the same as those for the leaky pipeline: different, stereotypical expectations about male and female career paths in terms of: specialization, dedication, ambition and skills; or the role of ‘old boys’ networks’ in recruitment and promotion. The lower credit and attention given to female scientists’ professional achievements, relative to their male counterparts, has been described as the Matilda effect by science historian Margaret Rossiter (1993), to be compared with the ‘Matthew effect’, coined by sociologist Robert Merton (1968), to describe how relatively unknown researchers often enjoy less credit than eminent scientists, even if the quality of their work is comparable, if not superior. The Matilda effect has contributed to making the often important work of female scientists near to invisible in the history of science.

The popular glass ceiling metaphor has been occasionally criticized for its emphasis on access to top managerial positions, when the evidence suggests that disadvantages are concentrated in bottom or middle-level transitions. From that point of view, the metaphor of a ‘sticky floor’ might be more appropriate.

Gender bias & gender blindness in research

Literature has also drawn attention on gender biases in specific research areas including engineering, medicine, genetics or biology. More generally, in a variety of domains, addressing gender differences strengthens the validity of research results and applications by making them more inclusive. Similarly, in those disciplines where women have traditionally been scarce, making research more gender-sensitive also means lifting the barriers that obstruct their entry to academic careers or full participation in knowledge production at every level.

Gender-sensitive research thus contributes to the equal opportunities of women and men. Simultaneously, it contemplates equal valuation and attention to women and men’s behaviors, needs and aspirations. In a knowledge-based society, this aspect is of specific relevance, to defining research and development priorities. The thorough documentation of gender prejudices in scientific research has brought national and international public research

agencies to promote the inclusion of gender as a mark of excellence, in terms of both science and human resources. Following this rationale, the elimination of all bias against, and exclusion of, women in scientific work is considered a precondition for the profession, and for research itself, to benefit to the fullest from their contribution. In contrast to the long-dominant discourse, that action on gender balance implies sacrificing scientific quality, it is argued that gender balance is a precondition for excellence and innovation.

Re-thinking excellence: the new challenges of research management

Over the past decade, “excellence” has become the worldwide mantra of scientific communities. There is, though, no canonical definition of scientific excellence - simply a narrow set of assessment tools, such as a publication record in high-impact journals, project and funding management experience, and a linear progression from PhD to full professorship or its equivalent in research institutions. This set of criteria is fundamentally shaped by male-centered patterns, with a negative impact on women candidates. Even when these criteria are measurable, such as those obtained through bibliometrics, recruiting and promoting scientists is not an objective process, but the result of human interactions in which field solidarity, personal allegiances, and generational, or even social endogamy, keep playing a substantial role.

The very definition of academic excellence thus needs to be examined with greater reflexivity and a broader range of criteria. The virtues of interdisciplinary work, proficiency with various methodologies, human resources management skills or familiarity with different work environments shall be given greater relevance. They may be harder to assess than commonly accepted criteria – but the deeply gendered impact of the latter, and their failure to promote diversity in research and the academia, should trigger concerns about their validity. Although the quest for excellence gives science its legitimacy, a gender-balanced workforce, and the attention paid to the gender dimension in research, should also be considered as potential marks of excellence, and valued in recruiting and promoting academics.

Assuming non-linear career paths

The assumed linearity of scientific careers is also at stake. As a result of the pervasive gendered construction of their respective social roles, women are still more likely than men to interrupt their career to assume care activities – to children, but also elderly family members or to those with disabilities. These interruptions may arise at any time along a career track. Such responsibilities, are highly valuable contributions to our societies. They should be routinely taken into account, so that career interruptions are considered as an inherent feature of human lives rather than an exceptional situation to be negatively evaluated. This is particularly important considering that men are also increasingly eager to reconcile work and family life.

Science and technology careers require a large investment in training and knowledge-building which makes any loss of talent extremely expensive in both cognitive and financial terms. This

is another reason to promote working environments that are favourable to long lasting careers. It implies that men and women scientists should be given clear signals about the opportunities they can aspire to, preventing career information from being restricted to members of informal networks or other, illegitimate groups. Sustainable work environments also require practical measures which imply a structural change in research management.

These fundamental challenges are precisely those to be covered by EGERA, through putting people and institutions in motion. To undertake this task, Sciences Po gathered an outstanding consortium of research and higher education institutions, based in 7 EU member states and Turkey. These organizations cover a wide array of disciplines, from earth sciences to engineering and social sciences. And we are extremely proud to have them on board today, represented at the highest level. The Universitat Autònoma de Barcelona, representing 45,000 students, the Radboud Universiteit in Nijmegen, in the Netherlands, the Middle East technical University in Ankara, Turkey, the Universiteit Antwerpen, in Flanders, Belgium, Vechta Universität in Germany, the Centrum Vizkumny Globalni zmeny or Global change research centre, in Brno, the Czech Republic, and the Centro de estudos para a intervencao social, based in Lisbon, Portugal.

Before leaving the floor to H el ene P erivier, I would like to pay tribute to their outstanding mobilization, willingness and expertise to address these challenges.

7.2 The challenges ahead of EGERA, by H el ene P erivier

EGERA Partners are bound by a same commitment to this dual objective:

- *Achieving gender equality in research and the academia*
- *Strengthening the gender dimension in research.*

The principle promoted by the EC through this type of project, is to build an academic community and a research embedded in the society, a research concerned with the challenges we face: and gender equality is one of them.

What does this mean concretely? This may be summed up as follow: who produces the academic knowledge? What kind of knowledge is produced and taught? How can we collectively take advantage of this knowledge?

Concerning gender equality, EGERA will have to bring answers to the following questions:

1. Who produces the academic knowledge? That is to say what can we say about gender equality in academic careers? Do women and men have the same opportunities to do research of every kind (Mathematics, physics, social sciences...)? Do they have the same visibility in terms of publication, teaching and so on? Obviously not, as it has been said previously.

The aim of EGERA will be to rethink all the internal processes for each partner institution: from the recruitment of young researchers to their promotion up to the top of the responsibilities. Of course the administrative careers will be also concerned by this movement. EGERA thus

implies to build a gender equal academic workplace, on the basis of precise diagnosis. This diagnosis will be done, or improved, by using concepts and methodologies developed in gender studies. Research as a research topic itself: what a stimulating approach!

We will measure gender inequalities, identify resistances and then negotiate gender action plan that will be implemented during the duration of the project.

Training programs will be used as an effective lever to reach gender equality. Diagnosis and identification of needs and failures will be tailor made for each partner institution but the approaches, methodologies and training programs will be shared inside the consortium. We will take advantage of the experience of some our partners, as Frédéric Mion has underlined.

The crucial issue of work life balance will be raised as one of the responses to gender inequalities, and again we will rely on the experiences of some of our partners. Inside the EGERA consortium, we will share our problems and expose our differences.

2. What kind of knowledge is produced and taught? The consortium of EGERA gathers 8 research and higher education institutions, different faculties are represented among partners. Are gender issues integrated in research as often as relevant it is? This will be another major challenge for EGERA: promoting gender throughout of the academic community, so that gender issue irrigates the research itself in whole spectrum of disciplines represented inside the consortium.

And of course, research and knowledge produced is to be taught. So we will have to enhance the teaching programs for students on Gender issue. In Sciences Po, through the program PRESAGE, we have implemented gender courses for undergraduate students in each major discipline taught here: in Economics, political science, sociology, history and law : the aim is that each student graduated from Sciences Po must have follow a specific class on gender issue during his or her studies. We will have to go further on this point ...

3. How can we collectively take advantage of this knowledge? We will have to pay specific attention to the dissemination of EGERA tools and results. But more generally training researchers, teaching gender studies are part of long term strategy to promote gender equality in society. Inside the consortium, the major challenge of EGERA will be to build a community of practice around gender equality issues. Our goal will be reached if we manage the create culture of equality, to generate a gender friendly academic environment.

I look forward to seeing you by the end of the year 2017 for the final conference of EGERA to see if we succeed and I am sure, we will! Thank you.

8. First roundtable: Achieving effective equality through structural change in research and the academia

Chair: Anne Pépin, Director of the Gender Equality unit at the CNRS, INTEGER (FP7) coordinator, and GenderNet, an ERA-NET project (FP7) coordinator.

8.1 Introduction by the chair person:

Christine Musselin is the Dean of Research at Sciences Po, a renowned sociologist and expert of the sociology of organizations, more specifically in research and higher education institutions. She is research director at the CNRS, and was recently appointed a member of our board of trustees. You are the one who I know best in this roundtable. Montserrat Riva-Falls, you are the head of the Observatory for Gender Equality at the Autonomous University of Barcelona, and the EGERA core team leader in your institution. Erik Koelink, you are Professor of Mathematics at the Radboud University in the Netherlands, and you are part of the Consortium board. Ayse Ayata, you are Professor in sociology and gender studies at the Middle East Technical University in Ankara and also member of the EGERA consortium board. Greet Delis, you are Human Resource Officer at the University of Antwerp, in Belgium. Corina Onnen, you are Professor of Sociology and gender issues at the University of Vechta, in Germany. Jiri Kolman, you are the Scientific secretary of Czech Globe, the Research center on global change attached to the Czech Academic of Science. Last but not least, Heloisa Perista, you are a sociologist, and you are not representing one of the implementing institution, but the institution in charge of evaluation, the CESIS.

What I would like to ask you, is to briefly – in six minutes maximum, present your respective institutions and their specificities and objectives with regard to the issue of gender equality in research and the academia, and with respect to the structural change approach articulated by EGERA. Maybe some of your institutions have already started the diagnosis of gender inequalities at play, have drafted their Gender Equality Action Plans. So could you please then address which issues or problems you will aim to tackle first, considering them a priority? And then considering the inclusion of a gender dimension into curricula, are there any priority you have identified?

8.2 Christine Musselin, Sciences Po Dean for Research

I would like first of all to thank Hélène, Maxime and Françoise, for all the work they do at Sciences Po on gender. As a Dean for Research, I am especially proud that Sciences Po leads this project on gender equality and I am happy to be part of this panel to meet our partners. As it was made clear in its contribution, Frédéric Mion is very much aware of the issue of gender equality, and one of his first decisions was to sign the Charter for gender equality in research and higher education. This Charter is an agreement between the main French institutional actors of higher education: the Ministry of Research and Higher Education, the conference of the deans of universities, and the conference of engineering schools, who collectively engaged with gender inequalities. They first committed to appoint a gender

equality officer in their respective institutions, and we are about to appoint that person at Sciences Po. They also committed to adopt a gender neutral, non-discriminating communication, to produce sex-disaggregated data documenting gender inequalities within their institutions, to build awareness on these issues among their staffs and the members of academic communities, to prevent violence against women and sexual harassment. I am very confident that our gender equality officer will be able to work closely with EGERA, in order to build innovative instruments and solutions to tackle all these problems. Yet, we all know that having clever solutions at hand is not enough. Here, I am speaking as a sociologist of organizations, it is very important to have an in-depth knowledge of these organizations to implement good, effective solutions.

This Charter is not the only commitment of Sciences Po to gender equality. We already heard from Françoise about the PRESAGE program, which aims to put gender as a cross-cutting issue for teaching, which I believe to be very innovative and important. Before the new act on research and higher education was passed this year, we had already adopted a series of measures that are now part of this law. For instance, we do not have recruitment committees or boards without women. We also observe an increased number of women as part of the executive board. Nevertheless, there is still so much to do. In Sciences Po, we are facing a very similar situation to the one common to most of French research and higher education institutions, in which women are well represented among young scholars, but most of professors are men. This is also the case in our institution, where there are many professors – most of them, male, if compared to other institutions. Let's hope we can change this.

As a conclusion, I would like to give a few perspectives that could be developed in the future and would not so much reflect on what we have already done, but drawing upon my own research experience and my work on academic labour markets – I have worked on hiring, promoting, and building on that, I think there are three main aspects upon which we could develop reflections and ideas:

- The first one is about hiring, and was evidenced by different studies we have carried out in four different disciplines. Hiring committees, in France, are not so much influenced by direct discriminations. What is still not under control is indirect discriminations: which representations people have in mind, which kind of expectations they have, which criteria they apply, which they think to be neutral, but are indeed gender biased.
- A second aspect is the fact that in many situations, women do not apply. They apply for recruitment, but not for promotion. And when they do, they wait to get all the credentials that make their application legitimate, while men do not do that: they just try, and most of the time, succeed, even if they do not have all the credentials. So, we have to prepare women to apply, especially those who should be ready to apply for future rounds in four or five years.

- A last point we could work upon, concerns what happens after the first recruitment. Because the first recruitment is fine, we have almost always 50% of women, but what is crucial is what happens right after: it is usually the moment when you have a family, and that still constitutes a problem in many couples to manage these duties and a female academic career. And that is when women make choices in order to make this conciliation possible, which are not favourable to future promotions. So there is certainly something to do here.

There are also many rules that may help or hinder women to make a career. For instance, the French “*Aggrégation du supérieur*”⁷ is very certainly terrible for women as it comes at a moment when many of them have children, but are expected to apply to this long, time-consuming appraisal process.

8.3 Montserrat Riva-Falls, Director of the Observatory for Gender Equality, Autonomous University of Barcelona.

As my colleagues, I would like first of all to thank Sciences Po for inviting my university to participate to that community of practices, and especially my thanks goes to Hélène Périer and Maxime Forest. The Observatory for gender equality of the UAB was created in 2005, after a period of strong gender equality policies in Spain which impregnated also higher education and research policies. A year after, we adopted our first Gender Equality Action Plan, and last July, we adopted our third plan, and this plan is going to be implemented over four years. It has four axes.

The first one deals with “visibility”. We have over 40,000 students and nearly 7,000 staff, including researchers, teaching and administrative staff, and we are fighting all time against sexism, racism and homophobia, and therefore we try to introduce and intersectional perspective in the policies carried out in our campus, in order to make these situations visible.

The second axis is about dealing with gender inequalities in work positions and conditions, also among the students. In my university, 60% of students are women, while women occupy only 20% of researchers.

The third aspect is to empower research and the academia from a gender perspective. We already have a minor on gender studies on the campus, there is also a master degree on gender and we are also trying to promote a doctoral program on gender. As regards promoting a gender perspective in research, we are working from a transversal perspective: we do not have a gender studies department, but over 200 researchers of our university are working on gender from their respective disciplines.

⁷ Special examination procedure to access the rank of full university professors. Procedures vary strongly across disciplines, but are all to be characterized as highly selective, time-consuming and mobilizing a type of knowledge that might not fully reflect the current reality of teaching, nor the research component of academic carriers.

The last point of the current Gender Equality Action Plan is addressed to the whole community. We are trying to change the mechanisms of participation in the life of the campus, including in decision-making, towards greater inclusiveness and gender equality.

As regards our participation to EGERA, we are coordinating WP6, aimed at strengthening a gender perspective in research. At the UAB, out of 400 research units and teams, about 30 are focusing on gender. There is also a problem of visibility of the knowledge production of women researchers. We wish to support the diffusion of feminist knowledge and epistemology and more generally, to mainstream gender into “ordinary” research, in order to make our university more gender sensitive. Our main challenge certainly consists in introducing this focus on gender, in order to challenge scientific culture. Thank you.

8.4 Erik Koelink, Professor at the Institute for Mathematics, Astrophysics and Particle Physics, Radboud University, Nijmegen (NL)

Actually, we are not really the ones we will study, but the ones who will be studied: I am the director of an Institute of mathematics, astrophysics and particle physics, so that means that we have astronomers, astrophysicists and mathematicians. This one of the research institute of the Faculty of Science at the University of Nijmegen. We are a typical research institution in the Dutch context.

For your information, I have looked up, and we have approximately 100 people, of which 90% are scientifically active, while 10% comprise of technical and administrative staff. About 40% of this staff is permanent, while the remaining part comprise of PhD students and temporary researchers. The reason why we are interested in EGERA, is that among our 14 full professors, only one is female. This is something which is typical in natural sciences in the Netherlands and this is really a negative aspect. At some point I have talked to people involved in gender studies at our university. So I am happy that I met Mieke Verloo, and later Inge Bleijenbergh, because this is something we shall improve. We are doing very poorly. I should also say that at the level of assistant and associate professors, out of 20, there is only 1 female professor. The only thing which is relatively “OK”, is that among the non-permanent staff, we have 10% of women, most of them PhD students. So we are typically an institution where men outnumber women, so I really feel like the bad guy, here.

The objective we have in this project, is therefore to improve, not only by increasing the number of female professors, but also the number of students in mathematics and physics. There is also a very pragmatic reason, which is that we are funded by the Dutch government, and we are engaged in a research project, in the chemistry part, for which one of the deliverables is to have sufficiently women in our staff, so we need to improve. This is a very hard goal to achieve, we have really to work on this, and to learn from the in-house expertise that we have in Nijmegen, that is why we are interested in WP4, focused on training academic communities, which is coordinated by our institution, but also to learn from the best practices developed in other universities of our partnership.

I should also say that we have always hiring committees with at least one woman at the level of the grade to be recruited, and although this has been the case for many years, now, from the number of female professors we have recruited, you can conclude that this is not enough. So I really stick to Mrs. Musselin's standpoint, by underlying that the only female professor we have recruited, we had to ask her to apply to this position, she did not apply herself. I think this is the kind of situations happening not only in my institute, but more generally in our disciplines in the Netherlands. So, I hope that as the project ends by 2017, we will know at least what to do to improve.

8.5 Ayse Ayata, Professor and Head of KORA (Centre for Black Sea and Central Asia, METU)

Thank you very much to Sciences Po and to the EGERA team, for having us here, on this beautiful spring day in Paris.

I hope it will be an impetus for all of us to have a self-assessment of our situations, as it has been done already by the colleagues besides me. I would like just to give you a few figures about Turkey, in order to compare with the situation in my university.

Turkey is a country where one out of eight women is illiterate, only 7% are university graduates, and only 20% of the workforce is female: we are talking of a country like that. In our academic life, we see quite a different picture, especially at METU. In that sense, we constitute a positive exception, and I hope that by the end of this project, we will be an example for more universities in our country. Of course, we cannot claim to be equal, and there is certainly considerable room for improvement, but there has been already some achievements, I would like to talk about.

METU was founded about 60 years ago. It is a technical university, with 40 undergraduate curricula, 100 master degrees and 66 PhD courses. There are 5 faculties, the biggest one is the engineering faculty and several graduate schools. There are 24,000 students involved, half of which are affiliated to the engineering faculty. The University has a very strong emphasis on engineering and technical issues. The male/female ratio is of 56/44 %, yet, at the faculty of engineering, 76% of students are men, which means that in all other faculties and disciplines, including natural science, medicine, biomedics, etc, a large majority of students are women. Even at the Faculty of engineering, there are two exceptions: that is the food and chemical engineering. So this means that female students certainly go to certain disciplines, as we do not choose them: they stem for the upper percentile of 1,500 000 students in Turkey, and integrate METU through a competitive exam.

The University has 2,600 academic staffs, which include instructor and administrative staff. Although the overall figure looks good, with a male/female ratio of 53/47%, the problem consists in vertical segregation, as women are concentrated at the instructor level. When it comes to the level of assistant professorship, there is a gender balanced workforce, but the reversal happens at the level of full professorship (70/30%). A same situation occurs in

terms of horizontal segregation: while there are only 4.5% of female staff in the department of mechanical engineering, there is only 1 male staff at the department of English (4.7%).

We have quite a good situation at the level of decision-making positions, while this seems to constitute a major issue in other universities in Turkey and abroad. The President of our university is a man, but 1 out of 3 deputy President is female. There is 1 female dean among the five deans of faculties, and 3 out of 4 graduate schools have female deans. METU has also a long record in the field of gender equality, establishing the first graduate program in gender studies in Turkey, from which 100 students are graduated.

As you can see, our situation is relatively better than the one of many other institutions. This is something we want to keep, certainly to improve, especially in the engineering faculty. We thought about this, and if we have still four years ahead of us, and we want to learn from our partners, we consider that one of our objectives should be to strengthen the gender sensitiveness among the young staff, and to train them to gender issues when they start the university. We also need to improve the situation at the engineering faculty. Thank you very much.

8.6 Greet Delis, Head of the department of Staff and Organization, Antwerp University

I am the representative of Antwerp University, and I would like first of all thank Sciences Po for initiating this project, and give us the opportunity to be in Paris on such a lovely day.

The University of Antwerp is a full scale university, with nine faculties. We have approximately 5,000 staff members, including academics, but also administrative staff. Among those 5,000, we have approximately 600 senior staffs. As I am an HR manager, my focus in this project will be of course on HR issues. So I will not be able to tell you much about what is going on in our teaching programs. About this, my colleague Petra Meier would be able to tell you more. Our university has a strong focus on people, as students and employees. We wish to build our own community, and to place the emphasis on personal development and growth. We signed in 2008 the European Charter and code of conduct for the recruitment of researchers.

We are also part of the European project HR for researchers – I do not know if other universities of our consortium are part of this project: that is a project that asks you to write an action plan addressing the different items included in the Charter and in the code of conduct, and gender is one them. Recruitment is also a very large issue in this plan. We successfully applied, we wrote our action plan addressing every issue, and we got the label “Excellence HR in research”. We are now in a phase when we will implement our action plan and indicate where we are and afterwards, we will have an audit.

As I said, gender is one of the issues addressed in this plan. We have several bodies – not only a department, dealing with gender but also diversity in general, as we wish to put it in a more global framework. We have an issue-specific department, dealing with these issues both for students and staff. Already a few years ago, they have written a specific action plan on gender

equality, which was at that time rather basic, concentrating on identifying the main gender bias at play, and monitoring the evolution in terms of gender equality within the institution. Quite recently, in Flanders, there has been an inter-university initiative, urging all the universities to write a specific GEAP following specific regulations adopted by the government. We have done that, and we have some new more focuses now: first of all, we have applied to a very strict commitment of the HRM, and the GEAP is supported by the executive board, that will receive a gender training program. Everyone in the leadership, as all personnel, will at some point receive a gender training.

We are also focusing on recruitment, as we realized that we have dropped in terms of gender balance. HR department is very much focusing on career management, from recruitment through appraisal and evaluation.

Another focus is about transparency and information. It is sometime difficult to bring the right information to the right people, and we really want to involve everyone, and to get to the right targeted audiences with the right information for what concerns gender equality in our university. Our last focus is about mobility and non-typical careers. Their effect on researchers' CVs is still quite important, especially for women when it comes to building a full research CV. I am quite atypical at this table, so I am glad that there is here also a mathematicians, because I am a physicist. I hope we will find in EGERA a lot of insights to work further on this issue and achieving gender balance in research. Thank you.

8.7 Corinna Onnen, Professor of Sociology and Gender Studies at Universität Vechta

Thank you very much. We are very glad to take part to the EGERA project.

I am from a very small university in Lower-Saxony, Germany. We are so much smaller than some of our partners here, that we do have as many students as they do have staff. We have about 4,200 students, 60 professors, 200 researchers, and about 140 administrative staff. Our chance is that we are more flexible, and we can undergo a lot of federal programs. Also because of this small size, we are keen to disseminate the outputs of our researches, and that is why we will take charge of WP7, about dissemination.

Vechta has a lot of students studying social sciences. Social sciences also account for about half of our academic staff. We have also a strong focus on training future teachers. As concerns gender issues, we integrated gender equality into programs and teachings. We are now trying to settle a doctoral program on gender, and on two occasions, we successfully applied to a federal program to involve more female professors.

We have recently established a gender studies network, which working at the federal level. We have an equality office and a commissioner for gender equality. Our current objective is to change curricula, in order to introduce a gender perspective not only in social sciences, but also in STEMs, whatever. It is also to get future teachers more familiarized with gender issues.

We expect to learn from best practices from the other partners here. Thank you.

8.8 Jiri Kolman, Scientific Secretary at Czech Globe (CVGZ), Czech Academy of Science

Good afternoon, my name is Jiri Kolman, I am working at the CVGZ, attached to the Czech Academy of Science, as a scientific secretary in charge of career development and scientific evaluation.

Our research center is based in Brno, in the Czech Republic. Four years ago, we got a huge grant from the EU to invest in research infrastructure and staff, and since that time, we became 3 times bigger. We have now 200 staff, most of them researchers.

From the gender point of view, there is a gender balance, but there is no female researchers in senior positions. Our center is focusing on natural sciences, and I feel sometimes that we do experience the typical gender selection that applies to physics, specific biology, atmospheric modelling, and in this type of disciplines, it is hard to find full-time female researchers. For some specialties, we do not even know any such example from the Czech Republic, only exceptions from the US, for instance. So that it is really challenging for us.

Yet, two years ago, we started discussions around improving gender balance, and for instance, we got really good advices from universities abroad, as Antwerp University. We are trying to move forwards: the recruiting of post-doc positions is now gender balanced. Actually, we are very happy to be involved in the EGERA project.

Within two years, we will be involved in another structural project, and we would like to focus also on gender equality. We would be very happy to use then the results from EGERA for this future project. So, thank you for establishing this consortium.

8.9 Heloisa Perista, Senior Researcher, Head of the CESIS.

It is my great pleasure to be here at Sciences Po, and to briefly introduce my research centre, CESIS, which stands for Research Centre for Social Intervention.

We are non-governmental, independent research organization, bringing together researchers from different backgrounds, and we are mostly concerned with producing evidence-based and policy relevant research at both the national and EU levels. Over the last few years, we have covered a wide array of subjects. As a matter of fact, we are counting with an interdisciplinary team of researchers. CESIS has an extensive experience either as a partner, coordinator or evaluator in national and EU-funded projects. To keep it as short as possible, let me just remind a few examples in the fields of gender equality, gender mainstreaming in scientific careers.

One of those examples goes back to 1998-1999, when we have been involved as a Portuguese partner to evaluate the gender impact of the EC program for researchers' mobility. We have been also the national partner funded by the EC on equal pay, career progression and the social evaluation of care. We are also currently involved in another FP7 project, assessing the career paths of advanced graduates in social sciences and humanities. Besides this, we have also had the opportunity to participate in other EU-funded programs, from a more evaluative

and monitoring point of view. We have thus been involved in DAPHNE, LEONARDO and EQUAL projects evaluation. We coordinated for instance the European partnership which developed and implemented a European model for outcome evaluation of domestic violence shelters.

Our team has a rich experience of gender equality measures, action plans, both at the national and international levels, conducting diagnosis and contributing to the design of GEAP in public and private organizations.

To conclude, I would like to say that given our previous experience on this topic, EGERA is an exciting and challenging opportunity for us to further develop this line of work at CESIS. We are also happy to be part of such a diverse consortium, but also which gathered around a common aim: fostering gender equality in research and the academia.

(Questions)

9. Second roundtable: Challenging gender inequalities through structural policies: experiences from the EU

Chair: Mieke Verloo, Professor, Institute of Gender Studies, Universiteit Radboud (NL)

9.1 Introduction by the chair person

I will be introducing the people speaking in this panel very briefly, and give them the floor in the order as they appears on the screen above us. And there are a couple of questions I would like to address to everyone. Firstly, from your experiences, what really needs to be done, to effectively achieve gender equality in the academia, both from the human resources point of view, and in teaching and research? And secondly, what is realistic to expect? It would be nice, in a first round, to stick to a 5 minutes limit per speech, so that we can keep time for interaction.

I am now very glad to introduce someone I have been working with for a long time, Maria Bustelo. She has been until very recently the President of the European Evaluation Society, and she is Associate Professor at the Complutense University of Madrid. I worked together with her in the MAGEEQ and the QUING projects, and in the QUING project, we were co-leading the component dedicated to gender training, so she is certainly the right person to address this issue. She is currently involved in another EU-funded project on structural change for gender equality, Genovate, and she is also working on gender training and gender mainstreaming for many international organizations, including UN Women.

9.2 Maria Bustelo, Associate Professor, Complutense University, Madrid

First of all, I would like to thank you, and especially Sciences Po and the EGERA team, for inviting me to take part to this advisory committee. I am very honoured of that. I will try to answer quite in a specific way the questions posed by Mieke. As she said, I am involved in Genovate for a year or so, where I am in charge of the evaluation work package. So, I am going to answer from that perspective.

Of course, we are in front of something which is really difficult: we are not talking about bringing minor changes, but about transforming institutions, organizational change and transforming institutional cultures. We have a lot of path dependency in each institution. I really like very much these EU projects, not only because it is my survival mode, but also because they bring resources and money of course, but also because they bring the idea to draw upon external support to foster internal changes, to join up and working together. Of course, the idea from learning from each other and of using comparison for benchmarking, is of great relevance.

To be successful, one thing to take into account from the beginning is that context matters a lot, as we have seen from the previous roundtable. Institutions are different in terms of disciplines, normative frameworks in which they do operate, which constraint for instance what we can actually do at the level of recruitments. We are also different in terms of

integrating gender into our degrees and research structures. Of course, we are differentiated in terms of policy and institutional contexts. GEAPs thus should recognize that diversity, just as it should be recognized by evaluation. Someone of us told us, I think it was Montserrat, that political context matters also: and that is really important in times of crisis.

Secondly, I would say that it is extremely important that stakeholders are fully involved and do participate to structural changes from within the organization. It cannot be about having people from outside coming and telling you what you should do to achieve greater equality. GEAPs, however, may include stakeholders from outside, as NGOs, for instance.

Finally, we have to work in a smart way, using this positive message of innovation and challenge. Integrating a gender perspective in teaching and research is also a matter of striving for academic excellence. If we are able to connect these ideas, I think we will be able really to succeed.

I have said this having of course in mind, that we have political will, that we have resources and that we have at least some institutional support, which I believe is the case in this EGERA partnership. Thank you.

Transition by Mieke Verloo

The second speaker is – this panel is so distinguished that I could take ten minutes presenting each panellist, but I will not – Agnès Hubert, who has been one of the strongest and most persistent feminist voices within the EU commission. She works for the Bureau of EU policy advisors and if Mr. Barroso ever done something right, it is because someone has been whispering in his hear. I think not only that, but also someone writing academic papers on gender equality. So please, Agnès.

9.3 Agnès Hubert, former member of the Bureau of European Policy Advisor (BEPA)

I am going to try to answer in a strange, perhaps different way. I have three points to underline: the first one has been already raised by Maria Bustelo, and is about this convergence of minimum factors. The second one is about the sustainability of structural changes and the third one is about opportunity. I will somehow unfold the history of women and sciences in EU institutions.

It all started back in the late-1990s with a convergence of three factors. I like the idea of the scheme “ideas, interests, institutions”. We had a communication on gender mainstreaming at the European commission, and the DG research considered “that is something we can do in research”. The second aspect was the mobilization of actors and interests, in the context of the Beijing conference, including a lot of women not only at the EU level, but also in different ministries in the member states. Thirdly, it was the time of the mad cow case, the legitimacy of science was sort of challenged. Science policies were thus being reshaped, and there was a true concern to reflect more the interest of society in science, and the participation of women could be an indicator of this objective.

A series of measures were then adopted and implemented at the EU and the national level, and I would quote the case of the FP5 and FP6 programmes in which there was an increase of the participation of women in funded projects, in particular due to the GEAPs that were imposed to every project, not matter the discipline. We came to FP7 and we are in a very liberal framework: at that stage, the issue of excellence was first completely opposed to the one of gender equality, in the sense of “if we want excellence, we just have to let the best ones come to us”, which implies denying any sort of gender bias and discrimination. In that sense, the sustainability of our action in favour of gender equality is a precondition for effectiveness, and it can be really easily reversed.

The third point is opportunity. With Horizon 2020, gender mainstreaming has sort of came back on the agenda of research policies, in quite a strong way, notably under the leadership of Maire Geoghegan-Quinn, the EU Commissioner for research and innovation. This issue of the waste of talent has thus been pushed forward as a sort of mantra. Another pledge of the EU commissioner, was to reach a proportion of 40% of women in evaluation panels and expert groups. The second one was to launch communication campaigns to bring more girls in science. And the third was the modernization of public administration and research management through introducing a gender equality perspective. Maria underlined the need to bridge the gap between both agendas: academic excellence and gender equality. I think this is really the big challenge faced by EGERA: to argue that investing in gender equality and diversity actually brings you closer to academic excellence.

Transition by Mieke Verloo

Thank you Agnès for this short exposé of the history of EU policies and pointing out relevant challenges. Our next speaker is Gary Loke, who is head of policy at the Equality challenge unit, which is the UK higher education equality and diversity body. He is responsible for providing strategic leadership for working on gender equality, which includes chairing the steering committee of the Athena-Swan charter, a very successful British initiative for advancing women’s positions in sciences and STEMS.

9.4 Gary Loke Head of Policy at Equality Challenge Unit – ECU, and chairperson of the ATHENA-SWAN steering committee

Thank you and thank you for inviting me and to all those who are here, still, in this late, sunny Paris afternoon.

I will not talk about the work I am doing and I am not going to talk about Athena, but rather trying to answer the questions posed by Mieke Verloo, and pointing out challenges specifically posed to this project. I will start with an example: we are the advisory body for all the universities in the UK, and we are taking questions regarding equality and diversity in about 190 universities. I had a question from an institution which had this problem: “we have an MBA program, and we have a problem with it: we almost have only Chinese nationals applying”. One can answer that it because the fees where so high that no domestic student

could pay for it. But you can think that if you were an institution making money, you could just let the Chinese students apply and take the money, and let your program work. So I asked this institution why it was so important? They said that it is important, also for Chinese students, to experience the richness of diversity which they never experienced. So I guess that for EGERA, if you really value diversity as a mark of really good education, because diversity brings different points of view and experiences on the table, that would be your outcome: we want better education and research by achieving greater diversity. I think that pursuing the output to have 50% of women is achievable, but what would be the outcome? What would be next?

My question to your consortium thus would be: what do you want to achieve? Set up your expected outcomes, and work backwards.

My second point is to think about both individuals and systems. Yes, I think it is desirable to have a gender balanced society and to bring more women in research positions, committees, and so on, and it is good that numbers of women rise. But my question is what is pulling out people from getting into the academia. What will happen if we get more women in, but that we keep our long-hours culture? Once, I have been told proudly by an institution: look, that's fantastic, we have women here, and some even wrote four academic papers on their maternity leave. Is that an institutional culture we want to work in? I do not. So focus on systems, do not focus on people. Focus on the fact that everybody, not only women, want a good work-life balance.

Finally, I think that it is important to focus on behaviours and behavioural change. I recently read an interesting paper titled "Complementary and alternative paths to equality". It is not only about telling to people "equality is good", but actually convincing them that it is. I am talking often in all sort of events. Today it is about gender equality, and I can barely count a few men in the room. If it would be about race equality, there would be almost no white people in the room. Because people think "well, if it is about gender equality, then it is for women only". It is to think about what drives behaviours of men and women, and what would be beneficial for both in this program. It is not getting more women into full professors' positions, but building an academic culture that is better for all. Thank you.

Transition by Mieke Verloo

Thank you, Gary. The next speaker is Caroline Belan Ménagier, Equality officer at the French Ministry for research and higher education, which I believe is doing great things to promote gender equality.

9.5 Caroline Belan-Menagier, Chief of the Gender Equality Unit at the French Ministry of Higher Education and Research, Member of the Helsinki Group.

Actually, we have long been the only French Ministry with a gender equality unit. I will try to answer your questions. I would agree with you, Gary, that if you wish to achieve gender equality in your research and academic institutions, you need men, and patience, and humour. That covers basically everything.

There is something that you attempt to do in EGERA, and that is what we see in our interactions as a Ministry with universities: it is to put stakeholders into this wide EU-funded projects and at an international level where there are countries and actors who actually know what gender equality is about, and which have done things and have got funds, so that they can realize the gap existing with our domestic level, and that we are lagging behind. So using these examples, and especially in this liberal context, whether we like it or not, is a card we have to play.

I would say we really work on at the Ministry, indeed, is that the most effective way to proceed is to tackle all kind of issues related to gender equality. It means that is huge, but challenging and more sustainable. So you have to look at careers, recruitment, sexual violence, harassment, work-life balance, the way you teach, what you teach, which includes including gender in all research and teaching areas, not only social sciences, but also strengthening gender studies as such. As put by the Minister for women's rights, there is a need for that. You have also to look at the way how you communicate, not only within the institution, but also about science itself, in order to prevent gender bias in that communication and to attract more women as students and teachers and researchers, as it has been the objective of the campaigns launched by the EU commission.

The image you communicate is also linked to the working conditions in the institution. I have to stress that we have to stop trying to fix women. They are fine. It is the system which is not going well for anybody, but women are not the problem.

Transition by Mieke Verloo

You can see a consent emerging, and I do not see much contradictions in this panel, which is actually good to move things forward.

Our next speaker is Dalia Šatkovskienė, from Vilnius University in Lithuania. She is President of Baltic network for women in sciences and technologies funded by FP6. She is also a Professor of Physics and a very productive academic, also working as an independent observer in FP7. Dalia, the floor is yours.

9.6 Dalia Šatkovskienė, President of the Baltic States Network: Women in Sciences and High Technology (BASNET), Associate Professor of Physics at Vilnius University

Thank you very much. Firstly I would like to thank the EGERA coordinating team for inviting me to participate in this project as an Advisory board member, and for inviting me also to participate to this nice conference.

I would like to start from the questions from the chair person. I was thinking: can I now suggest something specific to the EGERA project, and I would say that I would leave specific recommendations for later, focusing on what is necessary to do in general. I am a coordinator of a project funded under FP7, which was aimed at organizing a high level conference during the Lithuanian presidency of the EU council in 2013. The conference was successful, and we developed recommendations to the European stakeholders, submitted to the EU competitiveness council on December, 2013.

Among this long list of recommendations, the most important is the stability of the EU policy for women in science, both at the EU and the domestic level. Policies which are aimed at removing the structural barriers to gender equality and women's participation in science, and providing incentives for structural changes in research organizations. I think that the Open Method of Coordination could be used for that. And it is based on some requirements and indicators which should be answered for each country and later disseminated, as an incentive to do more. Then, it is monitoring the progress on the EU policy level. It is also important of strengthening the involvement of stakeholders, and to ensure the coordination of joint efforts. I also think also that all levels should look at the modernization of universities' management, including through action plans, also from a gender perspective. Last not but not least, it is to support interdisciplinary research in gender studies, especially to tackle disciplinary cultures and identify the best, most targeted measures to achieve gender equality.

I wish to the EGERA project the success in achieving its objective.

Transition by Mieke Verloo

Thank you Dalia for your comprehensive perspective. Our last speaker is Maria Stratigaki, who combines different perspectives on our subject. Currently, she is in the Academia, as a Professor at Pantheon University in Athens, where she keeps a gender study department afloat. Previously she has been General Secretary for gender equality at the Greek Ministry of Home Affairs, and a very active member of the Gender Equality unit at the EU Commission. Maria, the floor is yours.

9.7 Maria Stratigaki, Assistant Professor at Panteion University of Social and Political Sciences, Athens, Greece.

Thank you Maxime and the EGERA team for the invitation. There are a couple of things I would like to say about EGERA and the context in which it operates.

Structural change is a new, nice word disseminated by the European Commission, although we do not always understand what it actually means, and I was very happy to hear from everybody that we mean by it everything. In 1999, in the first policy efforts carried out by the DG research on this issue, we used to say “research by women, on women for women”. Later, women were replaced by gender and I do not know where we are now: maybe in diversity.

My point is that everything is connected, and that when we talk about holistic approaches, we do not have only to cover different levels (by, on, for, etc.), but also gender & women, because otherwise, we lose the picture.

Because of the diversity of the partners in EGERA, and of their different contexts, I think it has to be like that, because you cannot have exactly the same point: I mean, the resistances within institutions will be also diverse – with more or less resistances to gender or women’s issues.

From my Greek experience, one of the issue was the reason why we started to develop to a certain extent gender equality machineries and policies, which were our objectives? The reason was the EU policy and the EU funding. So I think it is particularly important in a patriarchal country like Greece, where currently structural changes at university means cutting budgets, firing staff and merging departments, that we can count on EU-funded projects to further advance gender equality.

Addressing this issue through European projects is also a mean to overcome resistances, not only because they bring funding, but also modernization through Europeanization. In the current context of crisis, one positive side effect was that for the first time in the history of Greek university, we had to go through an external process of evaluation. In our department, our centre for gender studies scored high in this process, and was made more visible within the institution.

Thank you.

(Questions)

10. Final note by Prof. Mieke Verloo

Projects like EGERA are tiny, little, nano Davids against huge Goliaths, out there. They are trying to do the right thing, but that is what they are. I do agree with a number of things which have been told in this panel: I certainly agree with the fact that we have to look beyond numbers, that it is time to stop fixing women, I mean, what not fixing men for a change?

The perspective from which I looked to this final note, is to start from the bright side, to let gather a few dark clouds, and then to chase them a little bit, because we cannot have a cocktail afterwards with all those clouds above our heads, can we?

I will talk from my own experience. I have started in the academia with very precarious positions in many places. Now and for many years, I am at a very good university with a successful gender studies institute established back in the 1980s. It has been a struggle, but we are there, and we are there to stay. And my collaboration to all these international projects focused on structural change, equality policies and training efforts.

So talking from that experience, when I look at a project like EGERA, my first reaction is a very, very positive one. As it has been said by H el ene, it's going to look as whom is producing knowledge, which kind of knowledge is produced on so on, which is good and answers to what Gary Loke has said and many other people: the ambition of the project is excellent, and it is important to look at all these aspects which are tightly related to each other.

It would be right to focus on one of them, because then you would lose the whole picture. So, shaping monitoring and evaluation instruments, producing sex-disaggregated data are deemed important because they can feed a proper diagnosis. Then over the course of the project, producing data on the visibility of sexism, which is innovative and brilliant. Building gender friendly work environment, which goes beyond the issue "it's for women" (...). So looking in a comprehensive way at recruitment, promotion, to look at work-life balance is very good.

Another element which is very good is to pay attention to gender-based violence and harassment. Having been one of the persons who started this discussion in the Netherlands in the early eighties - it was because of my own experience as a student - I strongly believe it is important to challenge this idea that university is a paradise. To look at gender equality in decision-making is also crucial and not to forget at students. This project looks very strongly at students, while previous EU-funded projects were very much concentrated on researchers.

I was also very happy to see that the content of research is so much addressed in the EGERA project - although it could have been even more, for my liking, but it recognizes the contribution of gender studies to analyse and challenge gender bias in research. (...) That means of course that I do completely agree with the ambition to include anti-gender bias indicators to the indicators of academic excellence.

Then the training component is very good to feed gender expertise into the knowledge construction, and the knowledge transfer system. This is not only about research and knowledge production, but also about teaching, as teachers often transmit a message which is gender biased and activate more or less male and female students.

I can go to the dark clouds, as we need to do in reality. I have to zoom out, and I see that currently in Europe, there are many threats that endangers good quality institutions for knowledge production and knowledge transfer, in the first place at universities.

I will address three groups of dangers here. Why? Because I think EGERA will be mainly focusing in what happens in universities. But universities are not standing on their lonely planets, they are in the middle of the worlds, where those dangers are being present and those should be taken into account to assess what we are actually achieving through EGERA. Which kind of elements are very crucial?

The first group of danger is the economic crisis but more specifically, the growing marketization of knowledge transfer and knowledge production. Both are connected and this decreases the autonomy of research institutions and of the academia tremendously. This is not only affecting the integration of gender in science, but also affecting the whole social sciences and humanities. It affects the context in which knowledge on gender can be produced, tremendously, and it introduces competition between academics and between institutions. I would like to stress that competition is of course not the only road to excellence. We could hear from Maria Stratigaki that to some extent, competition, when it is transparent, it can help to break through old boys networks which are almost corrupt, then it can help. But collaboration is a road that I would prefer much to competition. This marketization rises the fees, decrees the autonomy so that they have to do what business people think is important.

The second danger –and those who already know about my work will not be surprised, is that gender inequality is a type of inequality that never comes alone. It does not. There are also other type of inequalities that intersect or intertwine with gender, which are currently increasing in Europe, and sadly enough, we see the rise of class inequalities due to the economic crisis, an unprecedented racialization of Muslims, Romas and black people all over Europe, not only in radical right underground groups, but also in the middle of our governments and parliaments. We do also see backlashes in what for a period appeared to be equal rights for all citizens, regardless of their sexual orientation, through the rise of homophobia. So this is a really big group of danger, this one.

The last danger stems from my expertise in gender mainstreaming and my experience at making gender mainstreaming working in very different contexts. So EGERA is another attempt to promote gender mainstreaming. From previous projects, we learned that whereas the potential of gender mainstreaming is high, its potential dangers are also well documented. So I will mention a couple of them. First of all, the volatility of such projects: you can see many pilot actions, but there is often a big void after a project ends. So the ambition is to make

results and processes exist after the project. Secondly, you are always caught in a dual agenda: you want gender equality, you want gender equality for greater academic excellence. But the boards, the management of your university, they want something else, and you have always to strategically frame what you want to be heard by them. This strategic framing may occasionally leads to the loss of focus on gender equality as a goal, just as it can derives attention from gender towards other type of inequalities. It has also a danger for other strategies for gender equality, such as equal treatment or targeted positive action. It also provokes resistances because it has this feminist undertone and this radical potential to change structures. It can also lead to managerialism, leading institutions to do the documents, rather than doing. Research on gender mainstreaming is also undecided about knowing whether it is preferable to change people's mind or to organize obligations they would have to meet.

Now that I have gathered all these clouds, I can see that there are necessarily some limits to the ambitions of EGERA. Yet, I will zoom in again on that project, and identify some elements from EGERA that could actually address some of these issues.

What I do see as the essential parts of EGERA with the biggest potential for structural changes taking into account all these contextual dangers? I think that a very important element is this mix of focus on HRM, teaching and research, because it is really interconnected. Secondly, EGERA does not limit itself to gender mainstreaming initiatives, but also contemplates elements of targeted actions, and I think this very good, because their advantage is that you can do them tomorrow, whereas gender mainstreaming is placed in the longer term. A third, last aspect relates to the fact that knowledge on gender mainstreaming is undecided regarding whether attitudes have to change or obligation created: there EGERA provides a nicely balanced combination of attitudinal change and institutional changes through new obligations and high level support. I think it is a brilliant element that might really bring some change.

And there is some space in the whole process for radical feminist voices, through the involvement of gender studies scholars, and I would really encourage EGERA to cherish those people and to give them as much place as possible. I think that the attention for sexual violence is very rare and it is an important factor to create this culture by which we keep also an eye on homophobic violence, racist violence within our institutions.

Since I seat here, I guess that I can also say "you could also do this". And I will take that liberty. I think it may be a good idea for each partner to look at the contexts in which they function, and to see to what degrees, these issues of marketization, racialization are playing out in their contexts. "What is playing around me? What is the general landscape of research policies in my country?" And if you publish on that, that would be great, too.

The second issue is this decreasing of autonomy of research institutions, under either market or governmental pressures. The nice balance of countries in this partnership might reflect both situations, and I encourage partners to work together to find a way of doing something.

Then, when introducing a gender perspective in research and teaching, try to keep your eyes wide opened, and to strive also towards “gender+”, by looking at other type of inequalities, to see whether they are properly addressed or not. If gender is missing in history, perhaps that post-colonial history is missing too. And even if here in Paris, where Foucault taught it is perhaps a better, there is no sexual orientation whatsoever in Europe.

In general and drawing upon my own experience as a project coordinator, I know that the stress and pressure to produce deliverables is high. But I would encourage at times to take it more lightly. There is currently a trend for slow science. Isn't it what we like? You cook it very slowly so that you can enjoy it and that all society can really enjoy it (...).

I will finish my talk by wishing the best to the EGERA project, and all the energy you will need.

11. Dissemination

Pre-conference communication

Thanks to the mobilization of the communication services of Sciences Po and to the long-established networks of the hosting department (OFCE) and program (PRESAGE), the EGERA kick-off conference has drawn an outstanding level of media coverage for an event of that nature.

Prior to the event, it was largely advertised throughout relevant policy and research networks, including the Europe group at the French Minister of Higher Education and Research, the board of French Superior Education Institution (Conférence des Grandes Ecoles), the network of gender equality officers in universities and research centres, the High Gender Equality Council attached to the Prime Minister's Office, the Laboratoire de l'Égalité (Gender Equality Laboratory), as well as a number of professional associations in the fields of women in science and engineering.

As part of the cross-departmental mobilization of Sciences Po staff, communication briefings had been organized in advance, to inform researchers and research directors on the contents and objectives of EGERA, as well as the upcoming kick-off conference. EGERA was thus extensively addressed in the internal newsletter of the institution, and the conference was announced on the webpage of Sciences Po, in form of a brief notice and a filmed interview of Hélène Périvier, also available on Sciences Po web front page, with a monthly audience of approximately 45,000. It was also advertised on the webpage of the hosting programme (PRESAGE), with an average monthly audience of 8,500.

Media coverage

As a result of this effort, both the project and its launching event were mentioned in a public broadcasting program on France Inter⁸, by one of the researchers at the OFCE.

On the 20th of March, 2014, two interviews were carried out with the coordinators by the national daily newspapers Le Figaro and Libération (see: annexes).

Although it regularly reports about critiques against the dissemination of the alleged “gender theory”, especially in the field of education, Le Figaro provided, over approximately half a page of the print edition dated of the 21st of March, 2014, and through an article available on-line, an objective report about the objectives of EGERA, the support granted by the European Commission and the overarching goal of Sciences Po in the area of gender equality. This article contained extensive quotation from the coordinators, Françoise Milewski (hosting program co-coordinator) and Agnès Hubert, member of the EGERA Advisory Committee.

Libération dedicated a full page to EGERA, on the occasion of the kick-off conference, drawing attention on the EU policy to foster gender equality in research and the academia, the

⁸ The full broadcast can be made available upon request.

situation in France and at Sciences Po. The article emphasized that the issue of women in science is not only at stake, and that the aim of the project is also to mainstream gender into research content and academic curricula, with view to enhance scientific excellence.

Both articles thus introduced EGERA to an audience of approximately 500,000 readers.

Following the conference, another interview was carried out for the liberal-catholic daily newspaper La Croix, which eventually remained unpublished so far, as gender is currently a contentious concept among conservative catholic circles in France. Nevertheless, the kick-off conference received also close attention, to be evidenced by a long article published on the Voltaire blog, from conservative audiences currently mobilized against the dissemination of so-called “gender theories” in France.

The full video of the kick-off conference is available on the following link, and can be sent upon request. A selection of pictures of the event will be communicated through the EGERA webpage by late June, 2014, the latest.

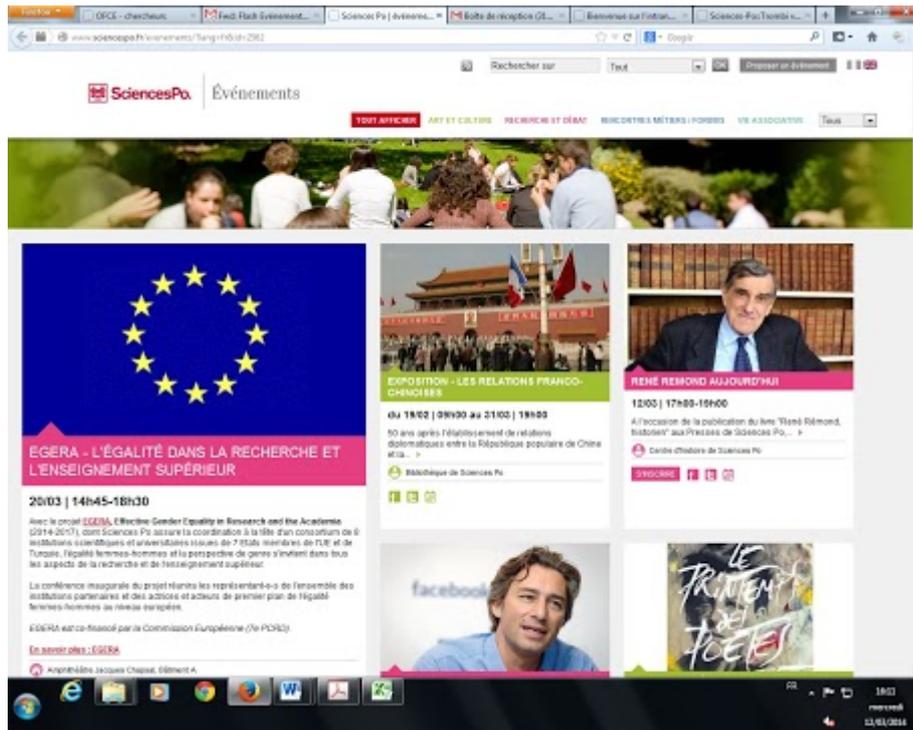
Annexes



Picture of the opening address by Mrs. Vallaud-Belkacem, Minister of Women's Rights, on the occasion of the EGERA kick-off conference



Picture of the opening address by Mrs. Fioraso, Minister of Higher Education and Research, on the occasion of the EGERA kick-off conference

Screenshot (Sciences Po website front page, March, 18th, 2014)Screenshot (PRESAGE website front page, March, 19th, 2014)

LE FIGARO · fr ACTUALITÉ ÉCONOMIE SPORT CULTURE LIFESTYLE MADAME ABONNÉS

Genre : pourquoi Bruxelles finance ces recherches

ACTUALITÉ SOCIÉTÉ Par Caroline Beyer | Publié le 20/03/2014 à 19:19

L'AUTEUR

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L'école de la rue Saint-Guillaume a lancé le projet « Egera », financé à hauteur de 70 % par l'UE. L'idée est de promouvoir un axe sexué et genré dans les recherches et dans les enseignements.

En pointe sur la **thématique du genre**, Sciences Po passe à la vitesse supérieure, poussé par la Commission européenne. Le 20 mars, l'école de la rue Saint-Guillaume a lancé le projet «Egera» - pour «Effective Gender Equality in Research and the Acadamia». Un projet coordonné par «Presage», le «**programme de recherche et d'enseignement des**

FIGARO VIN - OFFRE DU MOIS

Château La Tour
Sainte Anne Rosé 2013

Un rosé remarquable dans la lignée
du célèbre Château de Dées

Screenshot (Le Figaro, <http://www.lefigaro.fr/actualite-france/2014/03/20/01016-20140320ARTFIG00319-genre-pourquoi-bruxelles-finance-ces-recherches.php>, last accessed: May, 21st, 2014)

Next page: Libération, issue of the 26th of March, 2014, page 13

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Libération



Dans le domaine du biomédical, la plupart des expériences se font sur le rat mâle, sans prendre en compte les pics hormonaux des femmes. P. O. GALINSOULEY / L. JC. U. R. B. N. K.

Par **VÉRONIQUE SOULÉ**

Les inventeurs de la ceinture de sécurité étaient sûrement de brillants chercheurs. Un petit problème tout de même : ils n'ont pas pensé aux femmes. Lorsqu'elles tombent enceintes et que leurs ventres commencent à sérieusement s'arrondir, elles ne peuvent pas la fermer. Et donc l'utiliser. Cette histoire de ceinture de sécurité est toujours celle que l'on brandit pour citer une recherche remarquable... mais qui a «oublié» les femmes. «*Même s'il est un peu simpliste ou caricatural, cet exemple illustre bien l'importance pour le chercheur de s'interroger à chaque fois sur la nécessité d'introduire une approche genrée*», explique Hélène Périvier, économiste à Sciences-Po et vice-directrice du Presage (Programme de recherche et d'enseignement des savoirs sur le genre). *Souvent, c'est pertinent, et parfois, pas du tout.*»

Hélène Périvier gère le tout nouveau projet européen Eggra (Effective Gender Equality in Research and the Academia), lancé en

grande pompe le 20 mars à Sciences-Po. Cette recherche, qui va durer quatre ans et qui est cofinancée par la Commission européenne (à hauteur de 2,2 millions d'euros), se fixe un double objectif : assurer l'égalité hommes-femmes dans l'enseignement supérieur et la recherche – le recrutement, les carrières, les salaires – et intégrer une perspective genrée dans les travaux de recherche. Coordonnée par Sciences-Po, elle associe des instituts et des universités de sept pays européens : la France, l'Allemagne, la Belgique, l'Espagne, les Pays-Bas, le Portugal et la République tchèque – ainsi que la Turquie.

Concrètement, chaque institution partenaire va procéder à un état des lieux chez elle et recenser les problèmes subsistant quant à l'égalité des sexes, comme la sous représentation des femmes dans la gouvernance ou à la tête des centres de recherche. L'université de Barcelone, en pointe sur ces questions, joue le rôle de locomotive : elle en est à son troisième plan d'égalité hommes-femmes.

«**PÔLES ÉGALITÉ**». Grâce à ce pro-

jet, Sciences-Po espère se doter de son premier plan. A cet égard, l'école de la rue saint Guillaume, qui vise l'excellence à tous les étages, n'est pas en avance. Plusieurs universités ne l'ont pas attendue pour mettre en place des missions ou des «pôles égalité», comme Paris-Diderot dès 2011. Mais la partie la plus originale du projet concerne la recherche. «*L'idée est de sensibiliser les chercheurs à cette approche sexuée ou genrée*», souligne Hélène Périvier. Dans ses cursus, grâce au Presage, Sciences-Po a déjà bien avancé : chacune des grandes disciplines enseignées propose un cours avec une problématique genrée – «genre et politique», «l'économie au défi du genre», etc. «*Le but est qu'en sortant aucun diplômé ne soit passé à côté de cette question*», souligne Hélène Périvier.

Les études de genre, qui consistent à interroger ce qui est proprement biologique ou ce qui ressort de constructions sociales dans les différences hommes-femmes, sont assez riches en France. Selon le CNRS, près de 2 000 chercheurs travaillent aujourd'hui sur des problématiques liées au genre au sein