

What has worked in Europe to increase women's participation in science and technology?

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The objectives of the report

- The objective of this report is to provide an insight in the current situation of women academics and researchers in the Eastern countries. By 'Eastern countries' we mean the former post communist countries, which are nowadays

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Facts and Figures: A look at the statistics

Where we are?

- The public availability of sex disaggregated statistics about the presence of women in science across R&D sectors and fields of science which allows cross national comparisons should be considered as highest priority for any attempt to improve the current situation, i.e. to 'break the pattern'.

Women students at the level of PhD studies (ISCED 6)

- 2006: The proportion of female PhD graduates in all Eastern countries except Czech Republic stands above the **EU 15 average of 44 %**. In six Eastern countries – Lithuania (59%), Estonia (57%), Bulgaria (53%), Latvia (51), Slovenia (50%) and Poland (50%) the female PhD graduates either outnumber male PhD graduates or are at the same level. (EC, 2009, p.49)
- 2006: The proportion of female researchers in all Eastern countries except the Czech Republic is above **the EU 27 average of 30%**. On the top place is Lithuania (49%), followed by Latvia (47%), Bulgaria (45%), Croatia (44%), Estonia (43%), Romania (43%), Slovakia (42%), Poland (39%), Slovenia (35%) and Hungary (33%) (EC, 2009, p.28).

Horizontal segregation

- The analysis of gender distribution of researchers across R&D sectors shows that in 2006 the research potential of almost all Eastern countries is concentrated in the Higher

Vertical segregation

- The good news is that in all Eastern countries, except Estonia the proportion of female academic staff at 'Grade A' (Full professor) has increased during the period 2004-2007 and it seems to The

Where we are? The Story Behind the Numbers

- In short the statistics show that despite of some progress made during the last decade gender inequality in science is a persistent phenomenon. In 2007 only 19% of EU 27 professors were women and even less – 17% for the EU 15 (the 'old' EU Member States). At the same time women's share in decision making positions was marginal.

The European policy of gender mainstreaming in scientific research: A decade of initiatives and support for European women academics and researchers (1999 2009)

The major actor on the European scene is Directorate General for Research of the European Commission. Some important work was carried out also by the Directorate General for Employment, Social Affairs and Equal opportunities.

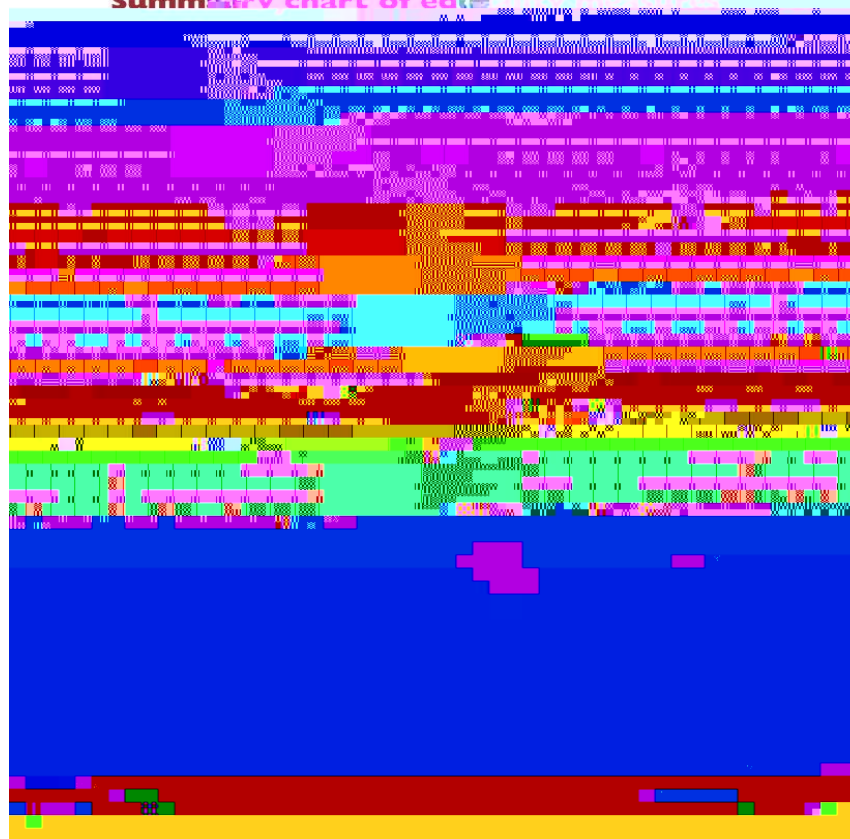
- Initiation of Policy forum at European level: Discussion and sharing experience ()
- Setting

Initiation of Policy forum at European level: Discussion and sharing experience (*Permanent and Temporal Expert Groups and their Reports*)

- ✓ The Helsinki Group on Women and Science (1999), Reports:
(EC, 2002)
(EC, 2008)
- ✓ ETAN (European Technology Assessment Network) Expert Group on Women and Science), 1998, Report:
(EC, 2000).
- ✓ ENWISE (Large Women in Science to Assist) Expert Group (2002), Report:
(EC, 2003)
- ✓ WIR Expert Group (Women in Industrial Research) 2002, Report:
(EC, 2003)
- ✓ WiST Expert Group (Women in Science and Technology) 2006, Report:
(EC, 2006)
- ✓ WiST2 Expert Group, Report:
(EC, 2009)
- ✓ WIRDEM Expert Group (Women in Research Decision Making), Report:
(EC, 2008).
- ✓ Gender and Excellence Expert Group, Report:
(EC, 2009).

Annex I:

Summary chart of eq.



Setting a number of fixed targets

- At least **40% representation on average for women** in Marie Curie Fellowships, advisory groups and assessment/monitoring panels and consultative Committees throughout the FP5 (1999).
- An increase in the number of women in leading positions in public research to **25 % by 2010** (2004).
- An increase in the proportion of female new recruitments to **at least 33 % by 2010** (2004).

Implementation of the Gender and Science Watch System

Establishment of an administrative body of "Women and Science" within DG Research of EC

Launching a European Institute for Gender Equality (EIGE) in Vilnius, Lithuania

- The European Institute for Gender Equality is a European agency [5BDC.a](#)

A synoptic vision for achieving gender balance in scientific research and leadership (women's representations in decision making position in science)

- A shift of the focus of the gendered lens towards the issue of of scientific institutions (universities and research centers): Instead of encouraging women scientists to fit into the existing science institutional system we should look for achieving a more gender sensitive system.
- The concept could be operationalised through a '3Rs dimension model'. The three Rs are: **Recruitment – Retention – Recognition**

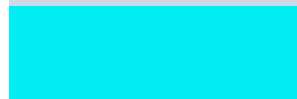
Recruitment Dimension

- The crucial topic here is the transparency of selection and appointment procedures and practices at the level of scientific organizations (universities and research centers). The presence of 'Gender Action Plans' and/or 'Programmes for gender equality in science' is necessary as well as an office/unit in charge of monitoring of the recruitment procedures and in charge of implementation of set up gender equality programmes. This unit is supposed to be located at the Human Resource department of the scientific organizations and to serve as promoter of gender mainstreaming in science tracking the progress towards an adequate gender balance at all levels of academic hierarchy.

The provision of childcare services in the Eastern countries

Source: The provision of childcare services. A comparative review of 30 European countries, European Communities, 2009, p.40

Country	Provision of childcare services
BG	Limited supply of (and demand for) childcare services for the youngest children.
CZ	The demand for childcare facilities far exceeds supply, especially for the youngest age category. There is also a shortage of pre school facilities for children below 5 years.
EE	There is a shortage of childcare places for almost all age categories, but especially for children under 3 years.
LV	There is a severe shortage of places in public kindergartens. On average, about 60 % of children attend kindergartens.
LT	The availability of childcare services is limited. In addition, there is an insufficient number of places in public kindergartens in most urban and rural areas.



Recognition dimension

This dimension refers to issues like:

- ✓ Career path
- ✓ Leadership
- ✓ Support for mobility
- ✓ Scientific excellence
- ✓ Peer review system
- ✓ Access to research funding, etc.

Equal access to research funding: Problems at the stake

- The national agencies of the Eastern Countries are not engaged either with gender equality planning or with gender equality monitoring in all aspects of their activities. For example gender is not taken into account at the selection and recruitment of evaluators both national and international, the success rate by gender of applicants is not monitored and any special positive measures for promotion of women scientists under the form of specific programmes, calls and target funding are lacking.

Some conclusions

- Neoliberal market values and orientation affected HES and GOV R&D sectors in both Western and Eastern countries. The focus is set on *competition* both at the level of institutions and individuals and their ability for attracting research funding outside of the allocated state budget subsidies. The *gender equality* tends to be measured in terms of this ability. The prospect is for future challenge of gender equality in scientific research. For example the current reforms in the mechanisms of R&D funding ongoing with different pace across the Eastern countries do not suggest that any kind of gender equality issue or gender balance have been taken or would be taken into account.
- An urgent need to extend the current *gender equality* in HES, GOV R&D, BES and PNP sectors to a *gender equality* through modernization of the *organizational culture* at the national level of scientific organizations.
- At all levels of the debate on gender equality of science, men scientists should participated as well.

Thank you for your attention!