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Tools

Creating Enabling Environments

The following checklist has been adapted from a list identified by the UNESCO 1996 World Science Report of places for policy intervention in order to eliminate overt and covert bias in organisations. The introduction of gender-sensitive policies and programmes in an organisation's cycle of hiring, training, promoting, re-entry and re-skilling can ensure equity through the creation of a gender-inclusive institutional environment. The aim is to remove systemic barriers that inhibit the full participation and contribution of women.

A. Assessment of the environment:

1. Have institutional self-evaluation questionnaires been conducted?
2. Has there been a climate evaluation?
3. Have monitoring surveys been conducted?
4. Are there clear centres of responsibility for equity evaluation, monitoring and reporting?

B. Recruitment

1. Are positions advertised openly and competitively?
2. Are pro-active search techniques used to seek qualified female candidates, using women's professional science and technology networks, other NGOs and the Internet?
3. Are the interviewing teams and recruitment committees gender balanced?
4. Are gender-neutral interviewing techniques, language and formats used?
5. Are targets in place for proactively hiring qualified female professionals?
6. Are study fellowships available to women?

C. Retention

1. Is there a corporate policy on gender with senior management support?
2. Are there equity action plans?
3. Are there enforced corporate policies on sexual harassment?
4. Are there corporate guidelines on language, illustrations and visual materials?
5. Are there high visibility ombudspersons and women represented on grievance committees?
6. Have women been appointed to powerful and high visibility committees?
7. Is there institutional support for professional science and technology women's networks and Internet groups?
8. Are role model and mentoring programmes recognised and supported?
9. Are there supportive employment programmes for spouses and partners?
10. Are there on-site child care facilities and assistance with 'elder care'?

D. Promotion

1. Are there flexible tenure and promotion criteria?

2. Is there succession planning and career counselling?
3. Have equity targets been set with timelines and statistical tracking?
4. Is there regular public reporting of corporate performance?
5. Has a pipeline of female candidates been created?
6. Is the performance appraisal system gender neutral and bias free?

E. Re-entry

1. Is there scope for flexi-time, flexi-location and job sharing?
2. Is there a return to work directory on refresher courses, child-care options, mentors, role models and career counselling?
3. Are there career-break schemes and re-entry courses?
4. Is there a child-care allowance for applicants?
5. Are there progressive parental leave policies?

F. Training and Development

1. Is there gender sensitivity training for teachers, students and staff?
2. Has the curriculum been revised to remove gender biases?
3. Are the language, images and visual illustrations used gender-neutral?
4. Are the diverse ways of doing science and differing gender patterns in communication and learning styles taken into account?
5. Is training provided on gender, interviewing techniques, combating harassment, etc.?
6. Are there executive level internships for women?

G. Separation

1. Are separation packages gender equitable?
2. Are exit interviews conducted with women?

H. Pay and Funding

1. Is there pay equity?
2. Is there equity in research funding?

Structures and Links Survey

This questionnaire is intended as a stepping stone to render visible structure and linkages of gender in science and technology in various government ministries.

Section A: Institutional/Ministerial Structures and Links

1. Does your country have a Department, Ministry or Council that promotes women's affairs in Science and Technology?
2. Does it have a gender focal point/person?
3. Does the Science and Technology Department, Ministry or Council in your country have a corporate gender policy?
4. Does the Department, Ministry or Council have a 'Human Resource Development' (HRD) policy which pertains to women in science and technology or gender?
5. How does the Department, Ministry or Council do gender-based analysis (GBA) on its policies?
6. Does your country have any national programmes that deal with 'local knowledge' (for example: programmes that deal with traditional methods in farming or medicine). If so, in what way do they acknowledge women's indigenous knowledge?

7. How does your country support women's participation in sustainable development?
8. What training programmes does your country have to promote effective use of natural resources? Does your country collect data on women's participation in these programmes?
9. Do Science and Technology Departments, Ministries or Councils use graphics, visuals and languages in their journals, videos and newsletters that represent women as actively and as often as they represent men?

Section B: Research Agencies/Granting Councils: Structures and Links

1. Does your country have any research agencies or granting councils, such as a Social Sciences Council or an Engineering or Hard Sciences granting council that purposefully promotes women's participation?
2. Does the agency or council have a corporate policy for gender?
3. Does the agency or council have a gender focal point/person?
4. Does the agency or council have a human resource development policy that addresses recruitment, retention and promotion of women in science and technology?
5. Does the agency or council collect statistics on what portion of the funds are awarded to women?
6. Does the research agency or council use gender neutral or gender inclusive vocabulary and visuals in published materials?
7. Has the research agency or council ever given grants for scholarship on women in science or gender issues in science and technology?
8. What measures does your government have in place to ensure/ increase women's participation in science and technology education?
9. What opportunities are available for women scientists to publish their findings?
10. What type of training does your country provide to eliminate sex stereotyping in the media and how visible are female engineers and scientists in the media?
11. Does the agency or research council maintain data on the differential impacts of its policies and programmes on the lives of women and men respectively?
12. If so, what tool is used to determine the differential impacts?
13. Does the agency or council measure whether the results of these projects benefit men and women equally?
14. What type of scholarships and awards are available to women wanting to pursue a career in science and technology?
15. Does the agency or council sponsor role model or mentoring programmes?

Section C: Interdepartmental Links and Structures

1. Does your country have interdepartmental links or structures such as an inter-departmental 'Gender in Science and Technology' committee dedicated to gender mainstreaming?

2. Does the Ministry for Women or Women's Affairs in your country consider science and technology when developing policy?
3. Conversely, does the Science and Technology Department in your country consider gender when developing policy?
4. Has your country worked with other Commonwealth countries in developing gender in science and technology policies?

Section D: Government to NGO Links and Structures

1. Does your Science or Industry Department work with women-based NGOs in civil society?
2. Do government agencies or ministries work with NGOs such as an Association of Women in Engineering when developing policy?
3. How do NGOs ensure women's control over technology and what roles do NGOs play in promoting women in science and technology?
4. Is there co-ordination between government, NGOs and research and development agencies in the formulation of a clear and national policy for women in science and technology?
5. Does your government partner with existing national grassroots women's organisations to introduce and popularise new technology among women?
6. If so, how is this done?