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STI POLICIES FOR SUSTAINABLE DEVELOPMENT GOALS -
ACTORS, INSTRUMENTS & EVALUATION

What really matters - gender competence and
the practice and perceptions of RRI

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Motivation

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- For many years, the EC has supported the objective of bringing research and society closer together, since the 7th programme through the concept of RRI that is divided into five so-called RRI keys: open access, science education, public engagement, ethics and gender equality
- The introduction of RRI was critically discussed by gender experts, who worried that the gender dimension would lose significance. Furthermore it is argued that gender has to be considered in the other keys as well
- However, until now, little is known about the practice and perceptions of RRI among researchers in Europe. Based on two large-scale surveys, we were able to
 - explore the main features of gender equality in terms of activities and the role of institutional support,
 - examine whether male and female researchers differ in their perceptions and practice of RRI,
 - investigate the role of gender competence for shaping RRI activities

Methodological Approach and Empirical Basis

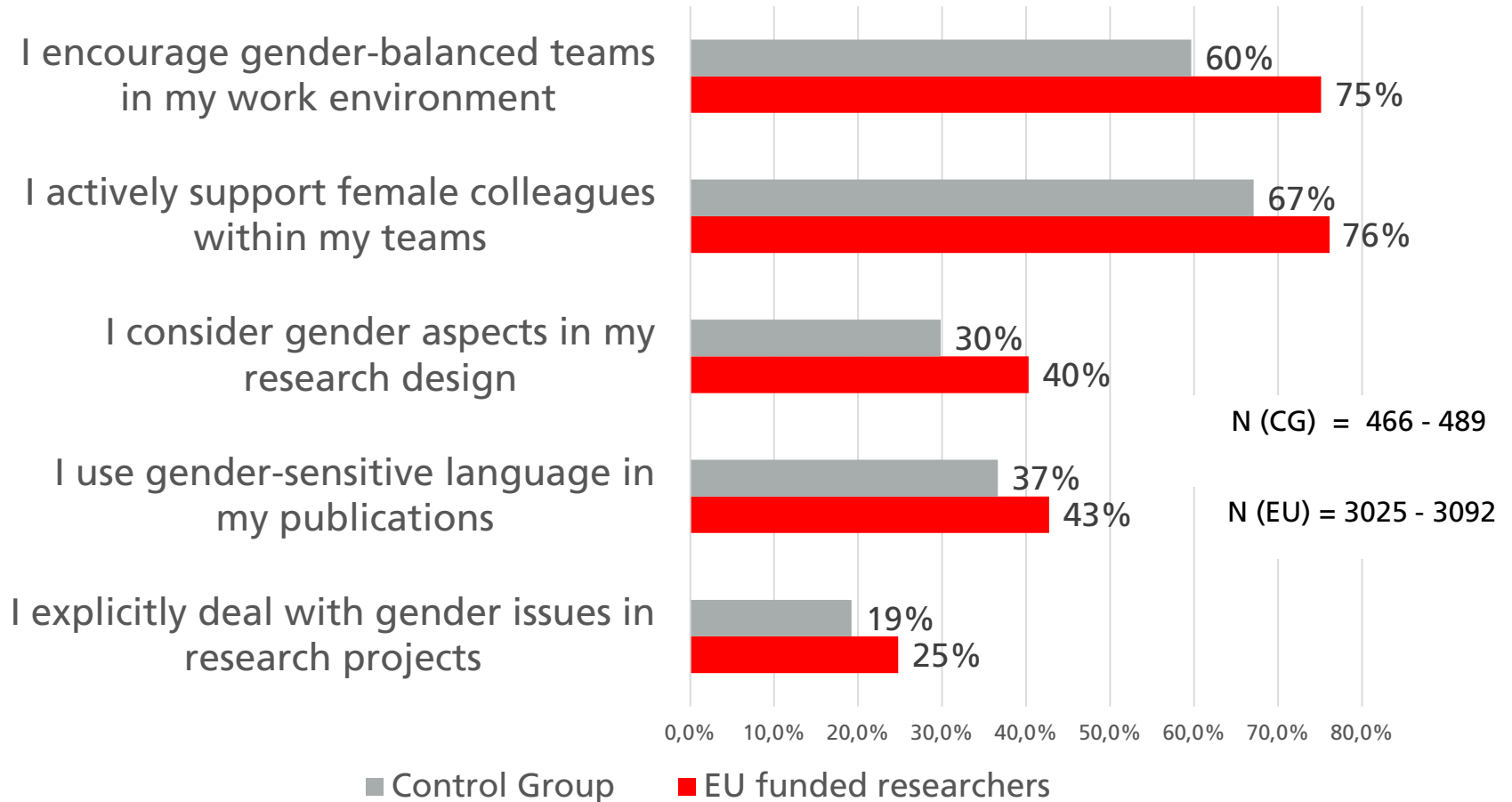
Methodological Approach & Empirical Basis

- Two large-scale surveys launched in the course of the MoRRI project
 - One survey referred to researchers with EU funding (H2020, ERC, MSA)
 - Furthermore, a control group was established via Scopus author IDs, based on country of origin, gender and scientific discipline similar to the EU funded group

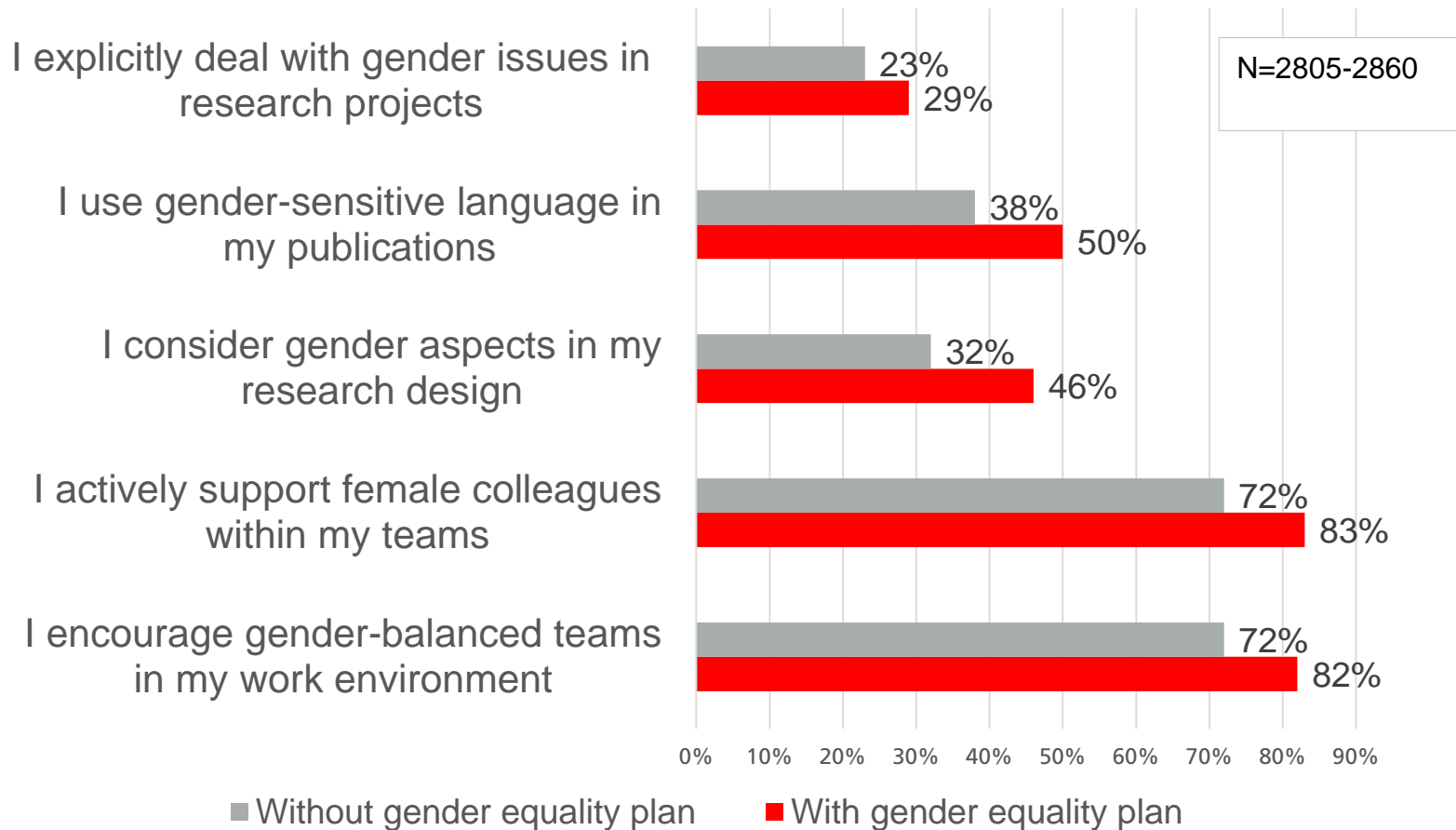
	EU Researchers	Control Group
Number of contact persons	22,947	25,968
Net sample	22,274	17,723
No. of valid responses	3,117	1,264
No. of completed questionnaires	2,755	723
Response rate	14.0%	7.1%
Completion rate	12.4%	4.1%

Results

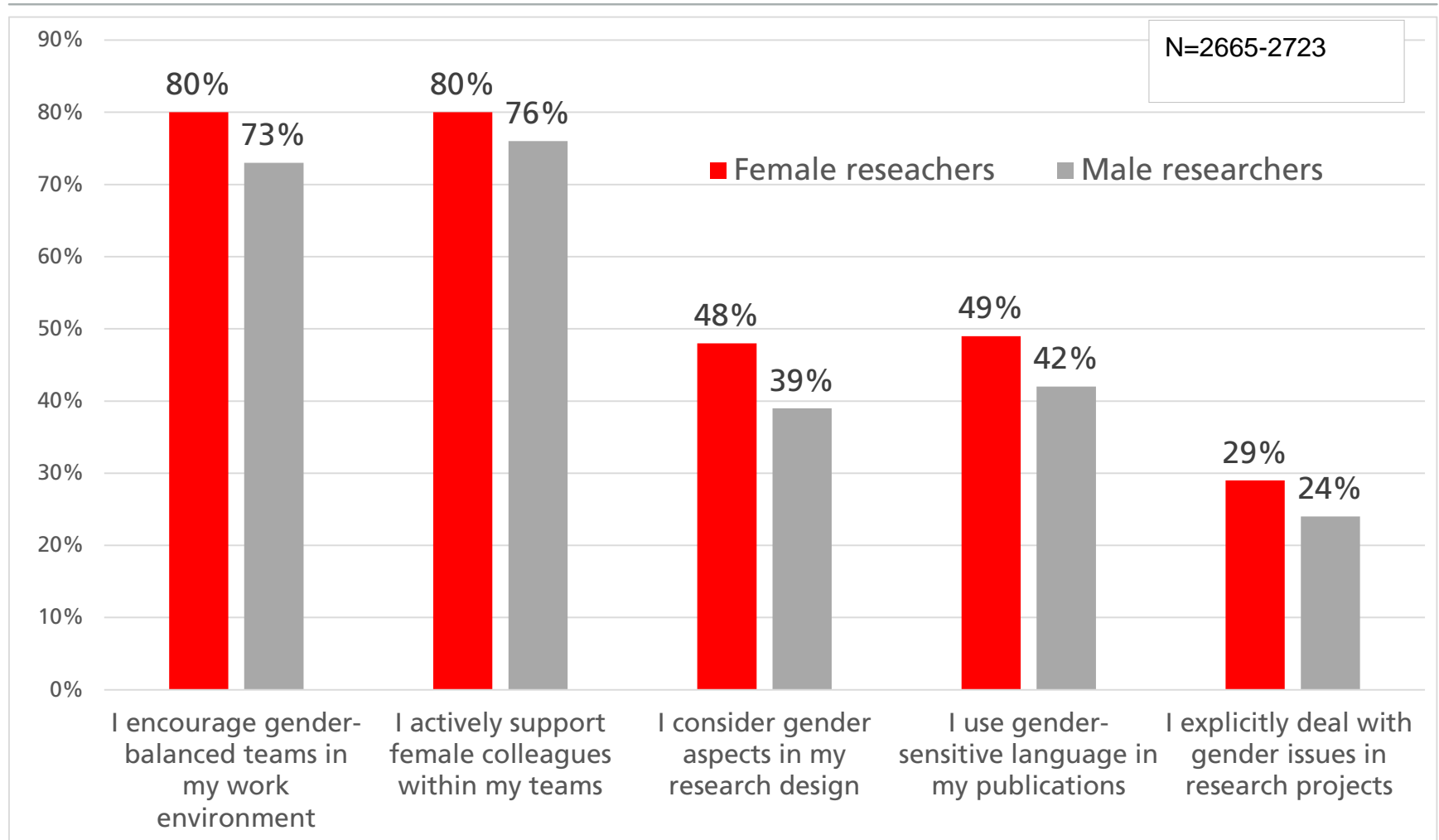
Gender Equality Activities



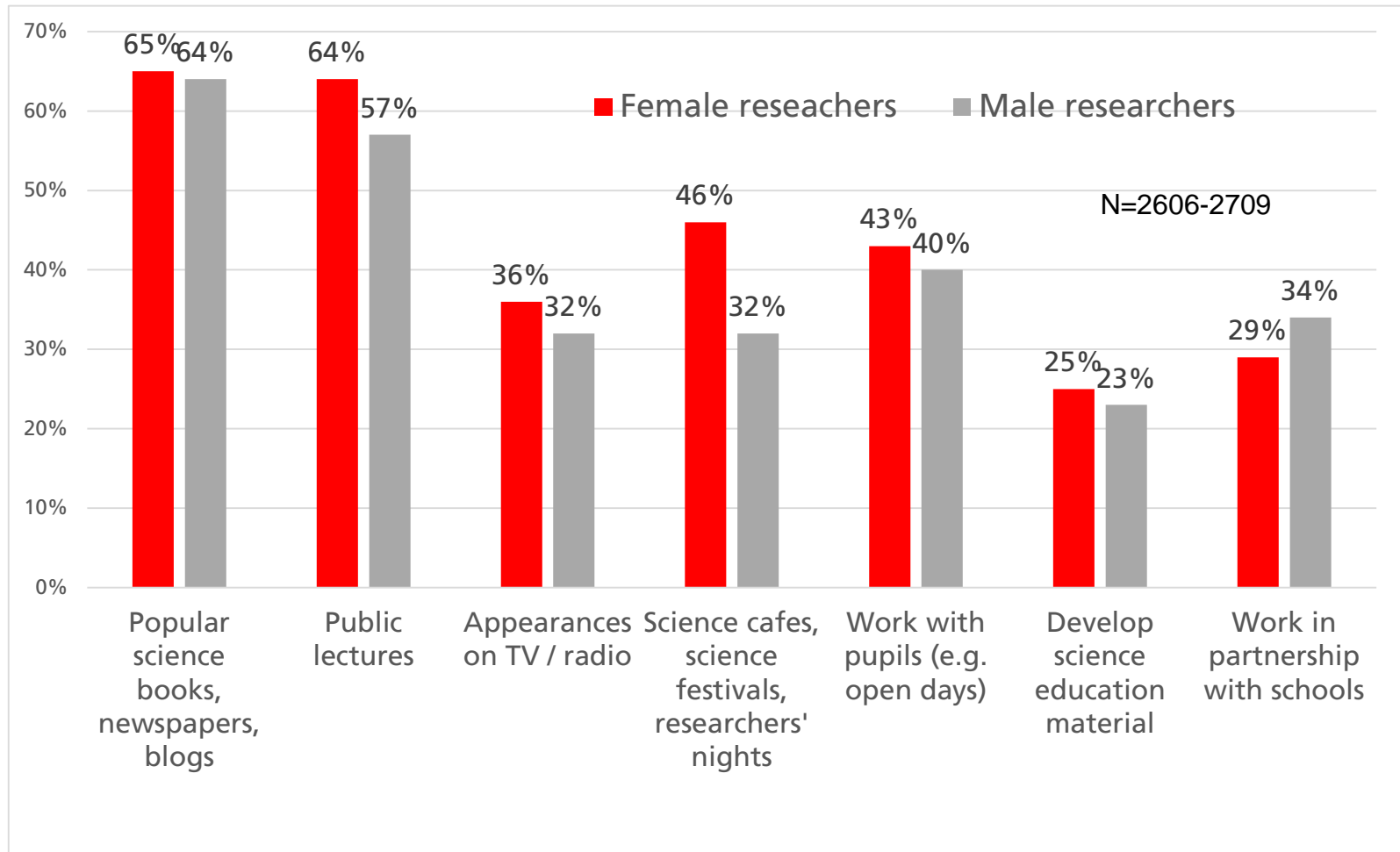
Gender equality activities and institutionalised strategy (EU-funded researchers)



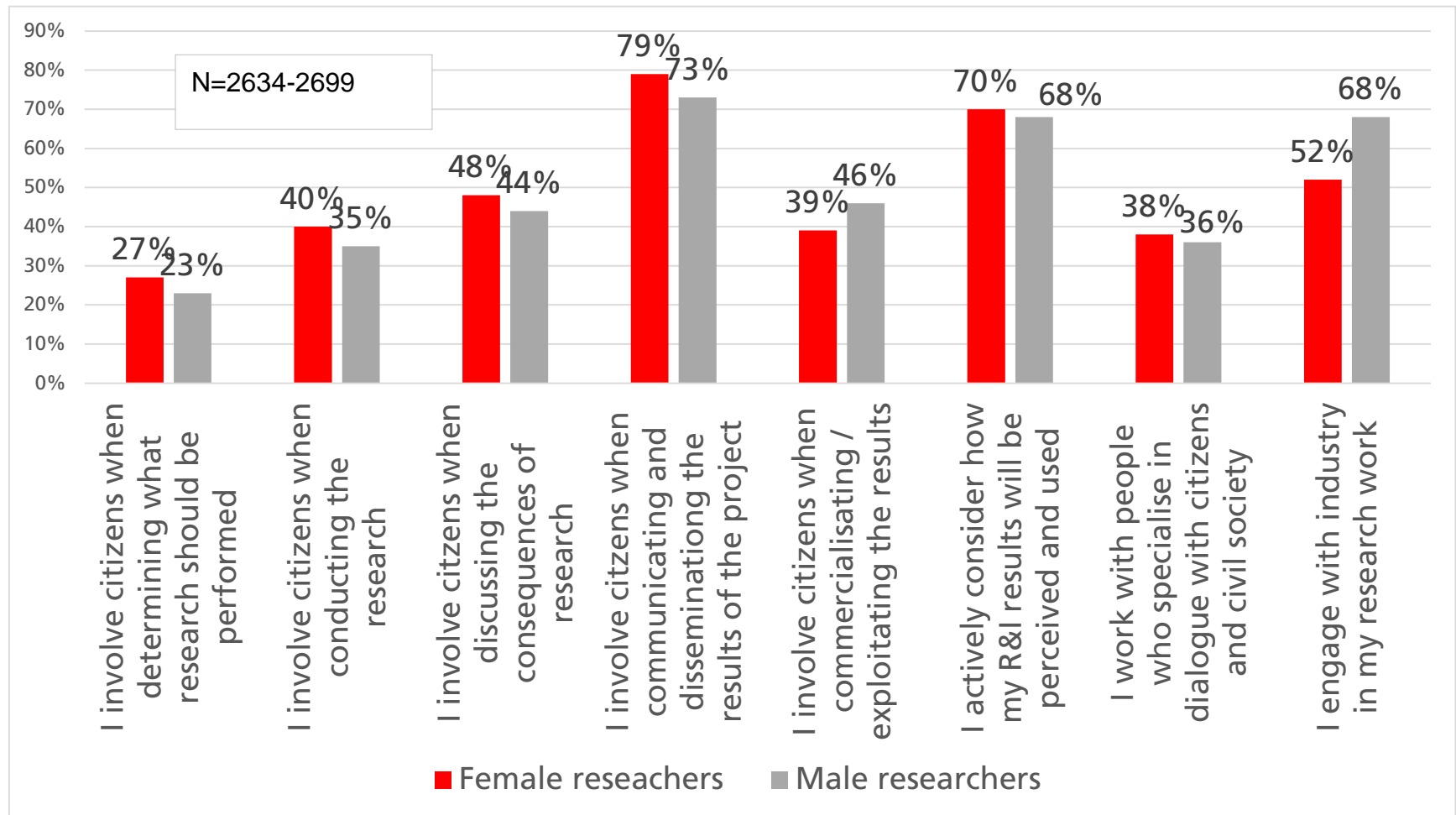
Gender equality activities by gender (EU-funded researchers)



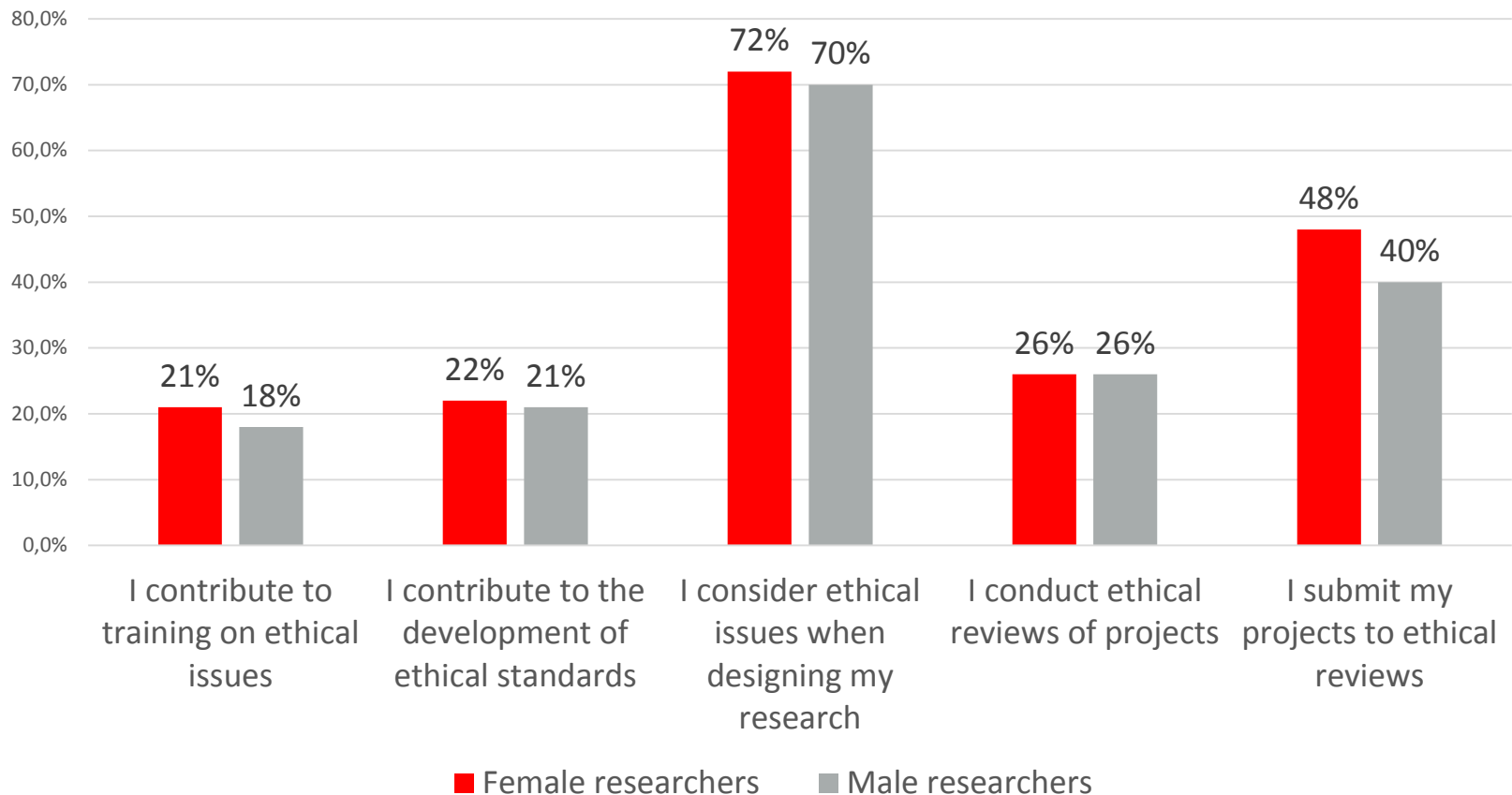
Science education activities by gender (EU-funded researchers)



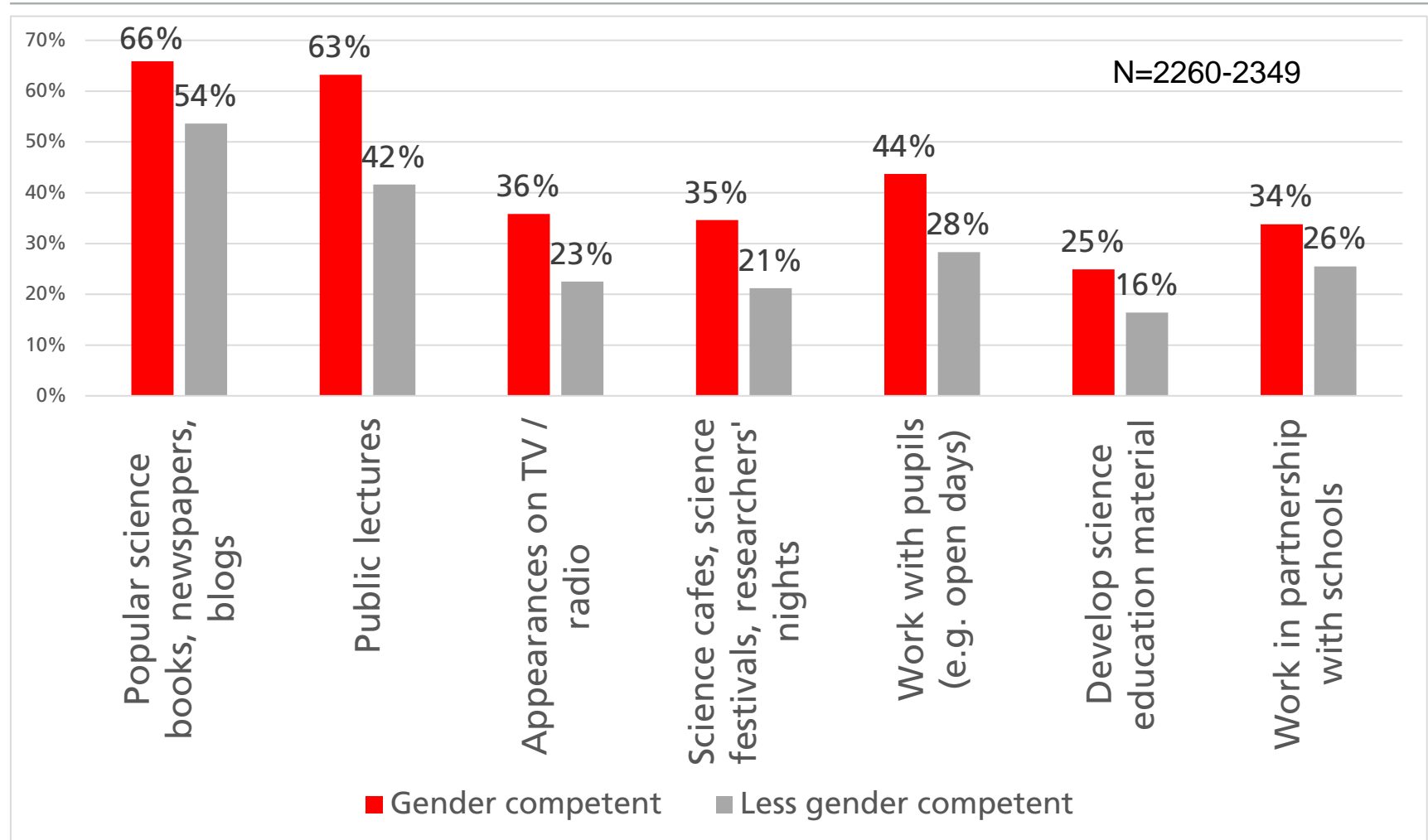
Public engagement activities by gender (EU-funded researchers)



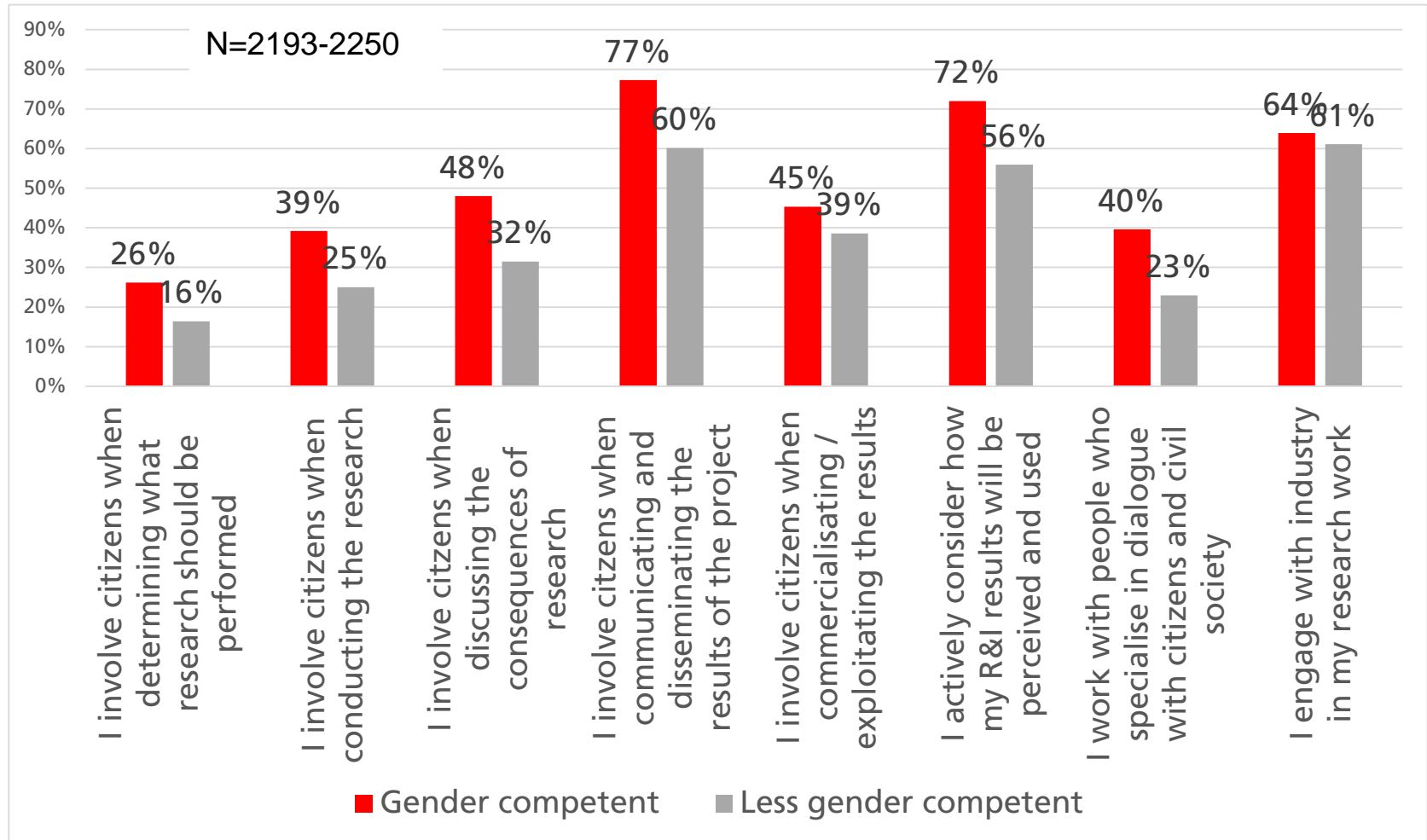
Ethics activities by gender (EU-funded researchers)



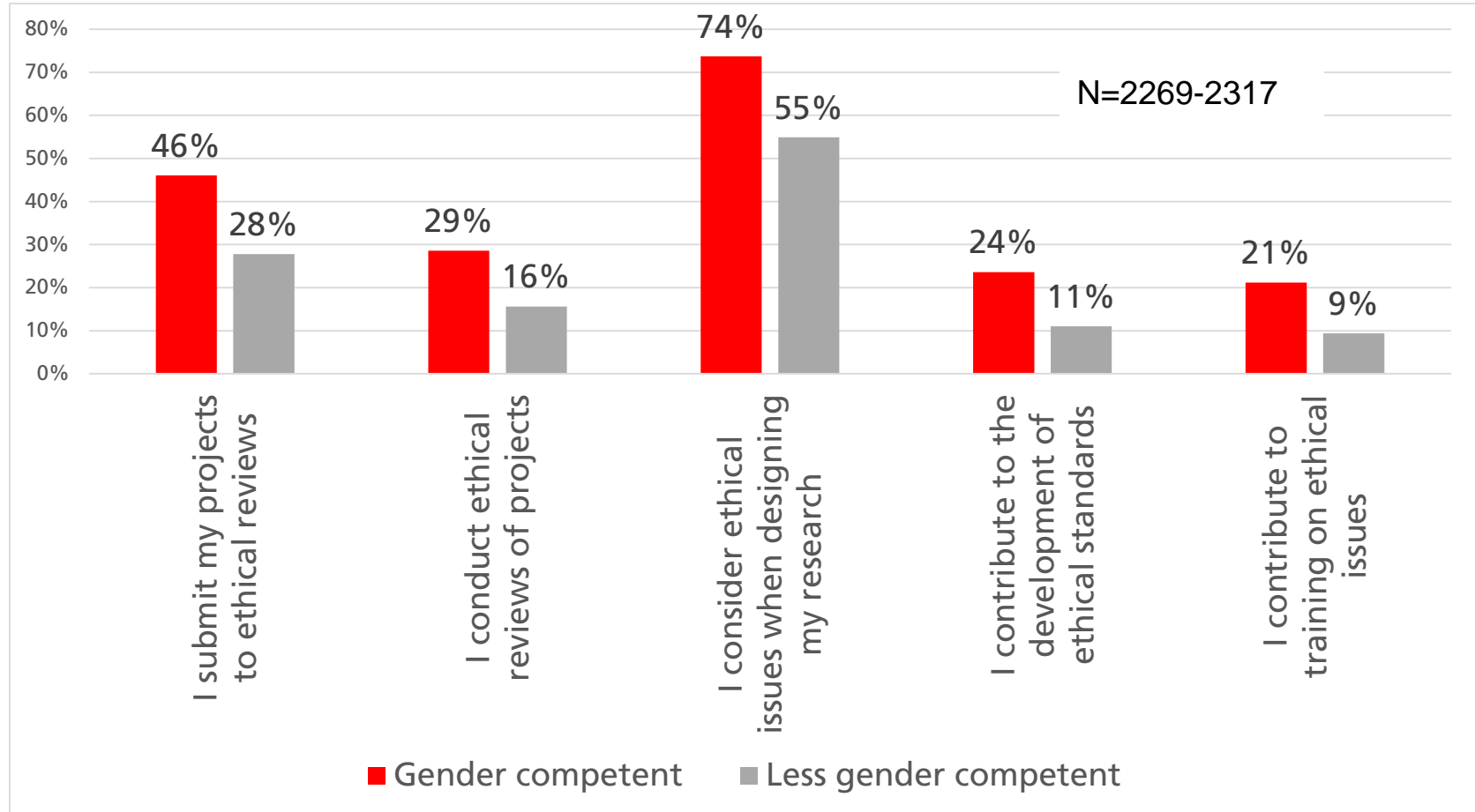
Science education activities by gender competence (EU-funded researchers)



Public engagement activities by gender competence (EU-funded researchers)



Ethics by gender competence (EU-funded researchers)



Conclusions

Conclusions

- The institutional environment positively influences the degree of RRI activities and the general attitudes towards more RRI
 - EU funded researchers show more gender equality activities than the control group, especially as regards gender content in research
 - Institutions with a gender equality plan (GEP) in place are more inclined to support female researchers than institutions without such institutional incentives
- We found numerous differences between male and female researchers how they engage with society.
- However: gender competence proves to be the relevant distinguishing criterion: Gender competent researchers are more often involved in other RRI activities than do less gender competent researchers.
- Gender competence should thus be included in the development of measures and policies addressing the other RRI keys.

Thank you very much for your attention

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