CO-CREATION EXPERIENCES IN MONITORING RRI
IN SPAIN

INPERRI PROJECT: PRELIMINARY RESULTS AND REFLECTIONS

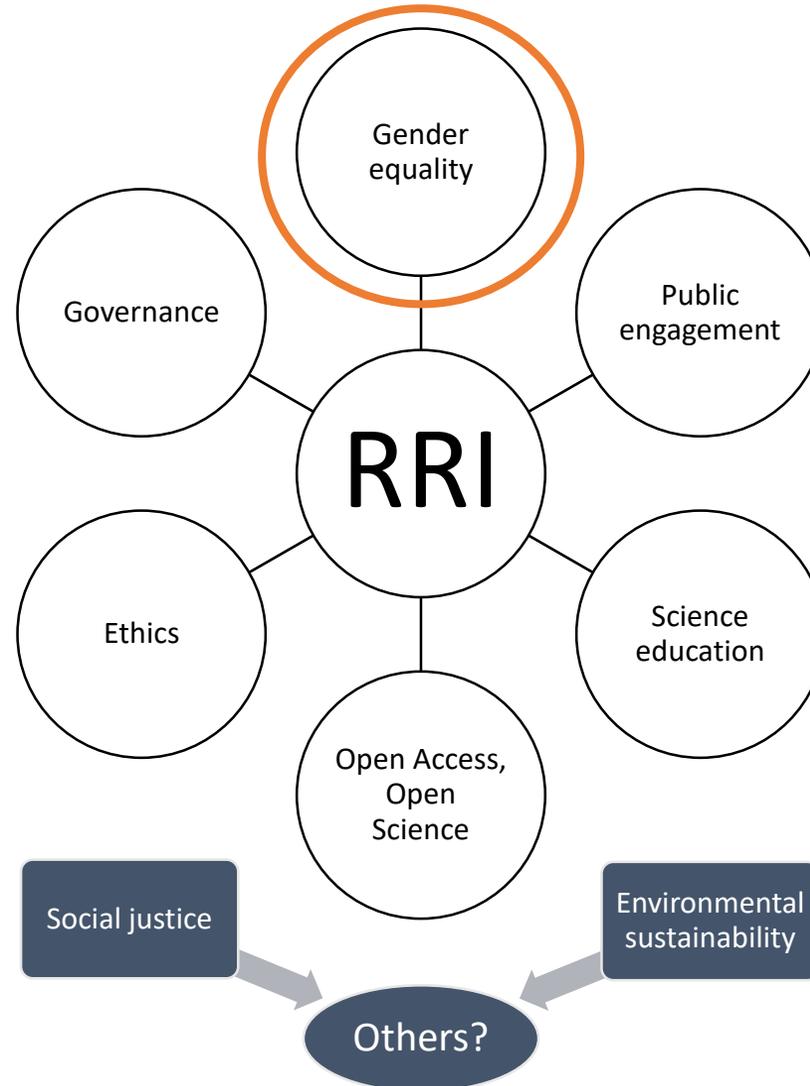Paula Otero-Hermida, INGENIO (CSIC-UPV)

EU-SPRI Conference, Rome, 2019

OBJECTIVES OF INPERRI PROJECT

+To propose RRI indicators resulting from participation of relevant actors in Spanish R&I system

+ Experiment and learn from co-creation experiences in different RRI areas

Key areas (European Commission)

Participatory decision-making method: Analytical Hierarchy Process

Phase 3: Prioritization (after the session)

Questionnaires

Prioritization of indicators

Phase 2: Co-creation (during the session)

Consensus towards the hierarchy (relevant/critical aspects that should be measured) and the indicators

Phase 1: Defining the actors (before session)

Selection of the panel

Sharing the indicators proposed at EU level

National, regional, local policy-makers and technicians, civil associations, firms associations, academic experts, research organizations managers, among other.

Criteria: R&I+key area actors, national internal diversity, disciplinary diversity, gender and age balance, among other.

Indicators on gender in RRI

Indicators for promoting and monitoring Responsible Research and Innovation

Report from the Expert Group on Policy Indicators for Responsible Research and Innovation

EUR 26866 EN

Monitoring the Evolution and Benefits of Responsible Research and Innovation (MoRRI)

Analytical report on the gender equality dimension

Angela Wroblewski, Susanne Bührer, Andrea Leitner, Cheng Fan
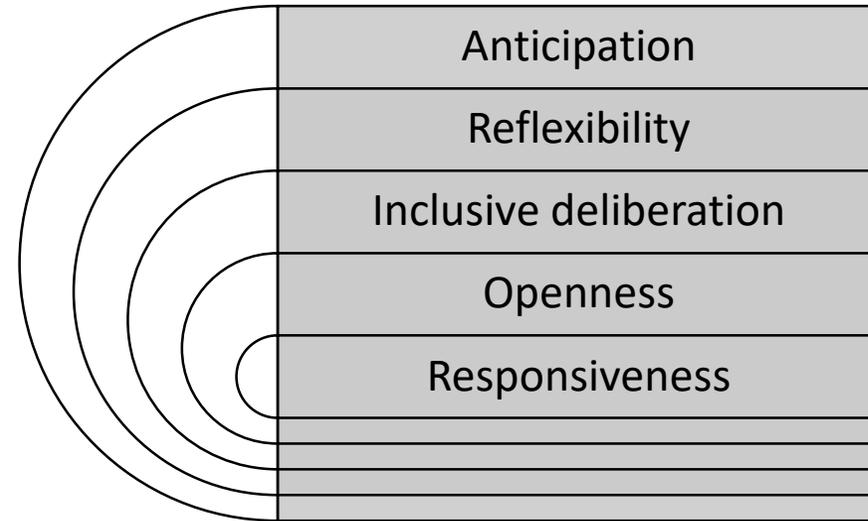
Sub-task 2.5, Analytical Report, Deliverable D2.3

Experimentation with different approaches in each key area

Environmental sustainability

Dimension approach (Stilgoe, Owen, Macnaghten)

3 MAIN OUTPUTS OF INPERRI project

1. Critical aspects that should be measured in ech RRI area

Gender equality

1. Differential and asymmetric socialization and education

2.Organizational culture (including time-use issues, transparency, democratic deficit)

3. Substantive representation, informal and formal networks, intersectionality and science

4. Vertical segregation

5. Work relations (time-uses, working conditions, labour distribution…)

6. Visibility of women researchers as references

7. Research contents

8. Gender expertise enhancement

9. Resources (economic, human resources…)

2.1 Indicators panel (all proposed) in specific critical aspects

RELEVANT ASPECTS	INDICATORS
1. Differential and asymmetric socialization and education	1.1 % of pre-university centres with programmes to promote equality in career selection
	1.2 Perception of gender roles in science among young people and their parents
	1.3 % of university access in the different areas of knowledge (GDD)
	1.4 Adequacy between areas of knowledge (SSH, STEM) of the selected university degree and the previous area of knowledge selected in the pre-university stages (GDD)
	1.5 % of finished PhD over the university graduates (GDD)
	1.6 Time average to reach academic career milestones (GDD)
	1.7 % of researchers with care responsibilities segregated by sector and age (GDD)
2.Organizational culture (including time-use issues, transparency, democratic deficit)	2.1 % of Research Institutions (RI, including universities) with equality plans (EP)
	2.2 % of RI that provide documents about EP implementation
	2.3 % of RI that evaluate EP impact
	2.4 % of RI with Transparency Plans
	2.5 % of RI with systems of transparent distribution of workload
3. Substantive representation, informal and formal networks, intersectionality and science	3.1 Distribution of men and women in the corporate bodies of RI by age and knowledge area
	3.2 % of RI with regulations that include gender issues
	3.3 Adequacy of the researchers profile in a project to the project subject (GDD)
	3.4 % of men and women in evaluation panels
	3.5 % of full-time working schedules during the project cycle (GDD)
	3.6 Degree of proximity of researchers to the Principal Investigator (PI) in the results of the project (network analysis)
4. Vertical segregation	4.1 % of men and women that are PI
	4.2 % of researchers that participates in mobility programmes (GDD)
	4.3 Glass Ceiling Index
	4.4 Average age of the people occupying the different academic positions (GDD)
	4.5 Average age in the different government positions of RI (GDD)
	4.6 % of men and women that are leaders of RI
	4.7 % of men and women in Experts Groups
5. Work relations (time-uses, working conditions, labour distribution…)	5.1 Gender pay gap disaggregated by academic and organic status
	5.2 Gender pay gap (global)
	5.3 % of technic workers by the research workers by sector (GDD)
	5.4 Types of employment contracts and stability (GDD)
	5.5 % parental leaves (GDD)
	5.6 % of care leaves (GDD)
	5.7 % of paid and unpaid leaves (GDD)
	5.8 % of voluntary reduction of working time (GDD)
6. Visibility of women researchers as references	6.1 Presence of women researchers as literature referents
	6.2 Women´s presence in conferences and workshops
	6.3 Women´s presence in calls for proposals and awards
	6.4 Public acknowledge to women scientists (streets names, building names, other)
	6.5 % of scientific exhibitions with women scientist or its work in its contents
7. Research contents	7.1% of funding programmes that refers explicitly gender issues
	7.2 % of research projects that include gender diversity in its samples (with human or animals)
	7.3 % of research references in the project that include gender perspective
	7.4 % of research projects with gender impact (publications, conferences, contracts…)
	7.5 % of funded programmes that had included gender issues in its contents
8. Gender expertise enhancement	8.1 Gender training hours of research team participants
	8.2 Number of publications of the research team with gender perspective
	8.3 % of projects that include gender experts contracts
	8.4 % of projects that include gender training of the research team
9. Resources (economic, human resources…)	9.1 % of funding programmes that include explicitly gender requirements
	9.2 % of funding programmes that includes explicitly gender as an assessment criteria
	9.3 % of RI with specific budget aspects to gender issues

2.2 List of prioritized indicators in each key area
Gender Equality

| 2.Organizational culture (including time-use issues, transparency, democratic deficit)	3. Substantive representation, informal and formal networks, intersectionality and science	4. Vertical segregation	5. Work relations (time-uses, working conditions, labour distribution…)	7. Research contents	8. Gender expertise enhancement
2.5. % of research institutions with systems of transparent distribution of workload	3. 6 Degree of proximity of researchers to the Principal Investigator (PI) in the results of the project (network analysis)	4.1 % of men and women that are Principal Investigator	5.4 Types of employment contracts and stability (GDD) 5.5 % parental leaves (GDD) 5.8 % of voluntary reduction of working time (GDD)	I.7.4 % of research projects with gender impact (publications, conferences, contracts…)	8.3 % of projects that include gender experts contracts 8.2 Number of publications of the research team with gender perspective

3. Prioritization profiles (each actor, each indicator, each area)
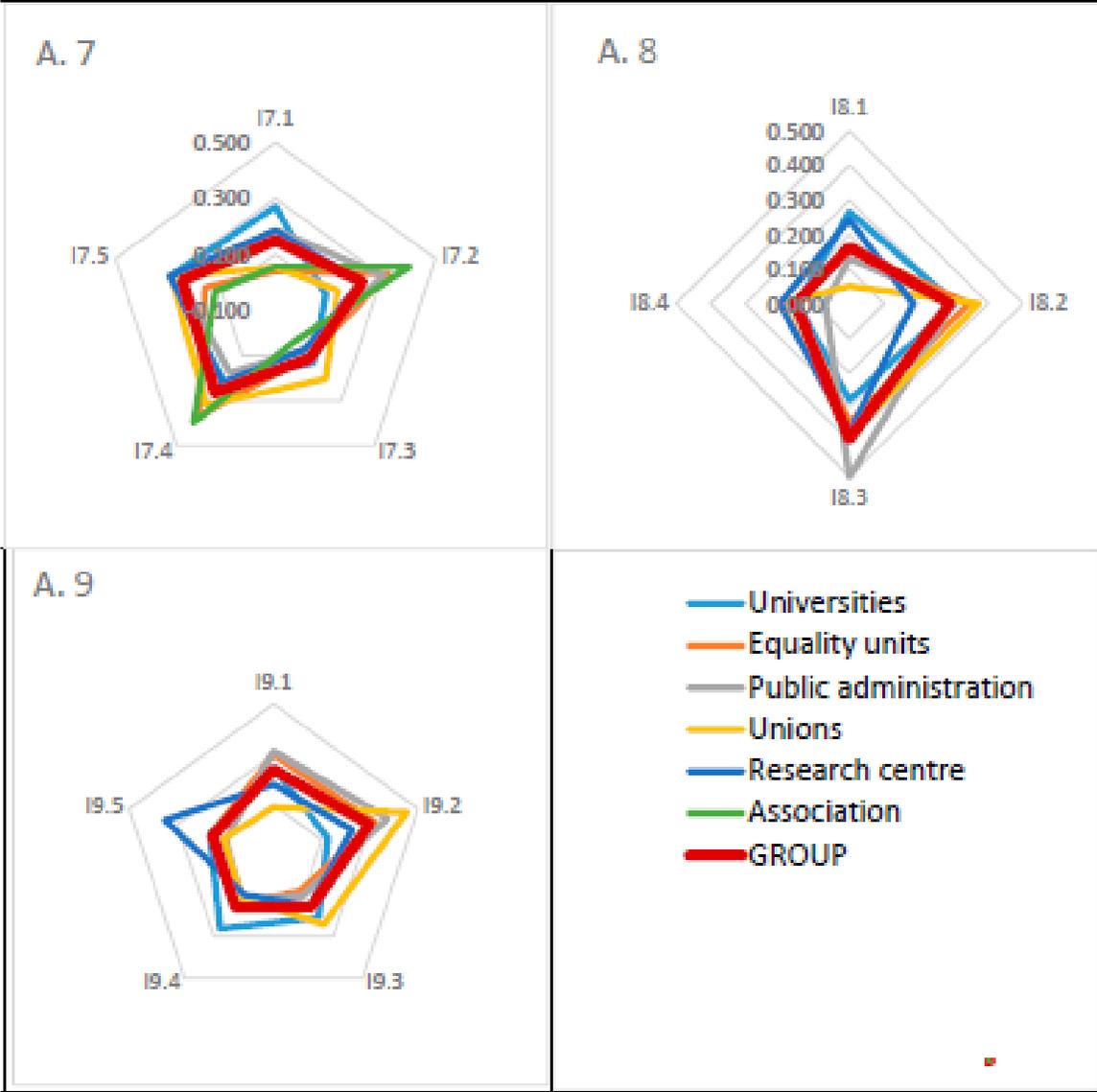
Preliminary results

The results of these Spanish experiences are different from the EU indicators proposals (both Experts Group and MoRRI) in the key areas we have explored. That leads us to insist on the relevance of building a multi-level RRI framework, considering national and subnational diversity.

✓Level of application (national, organizational…)

✓Types of indicators (perception, output, process…)

✓Relevant aspects to be measured

Some learnings and further developments

- We detect that when we start to build indicators, some aspects that appear in the relevant aspects discussion tend to dilute (maybe they are more difficultly measurable).

✓ We are improving the qualitative analysis of the debate part of the session to identify the missing aspects and to include paths for missing aspects in a more comprehensive monitoring and evaluation system

- We will explore the different decision profiles among actors: eg: policy-makers tend to select processual indicators?

✓ Are this preferences connected with different monitoring purposes (eg: accountability, bechmarquing, legitimacy building, learning)?

- Data tuning

- Learnings from key areas not worked in the EU framework that are connected with more critical and systemic visions of RRI eg: social justice

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Thank you!