



CRUI

Conferenza dei Rettori
delle Università Italiane

Guidelines for Gender Reports in Italian Universities

CRUI GROUP OF GENDER REPORT:

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Gender Report and Sustainable Development Goals



The regulatory framework

EU

- EU Parliament Resolution, *Gender budgeting - building public budgets from a gender perspective* (2003)
- EU Parliament Resolution, *Gender mainstreaming in the work of the European Parliament* (2011)

Italy

- Directive of the Presidency of the Council of Ministers, May 2007 – *Misure per attuare parità e pari opportunità tra uomini e donne nelle amministrazioni pubbliche*
- Legislative Decree, October 2009 n.150 – *Art. 10: Bilancio di Genere come parte essenziale del Piano della Performance*

The CRUI group on gender issues

Working sub-Groups:

- **Gender Report**
- Gender-inclusive language
- STEM careers
- Training



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Guidelines for the Gender Report in Italian Universities

Aims of the Guidelines

Dissemination and use

Modular and flexible tool useful for both:

- Universities at their first experience with the GR
- Universities that have already experienced the GR, or even regularly make one

Comparability

Providing a common model and tool to facilitate the comparability at:

- National level
- International level
- Longitudinal level

Contextualization

- Local analysis
- Adaptability to the resources of each University

In a scenario of gender equality, women and men are expected to participate proportionally to their share of the population.

In many areas, however, women participate less than what would be expected based on the sex distribution in the population (underrepresentation of women), while men participate more than expected (overrepresentation of men).

(European Parliament, 2016)

**without numbers
gender issues do not exist !**

The regulatory framework

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- *EU Parliament Resolution, Gender budgeting - building public budgets from a gender perspective (2003)*
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Italy

- *Directive of the Presidency of the Council of Ministers, May 2007 – Misure per attuare parità e pari opportunità tra uomini e donne nelle amministrazioni pubbliche*
- *Legislative Decree, October 2009 n.150 – Art. 10: Bilancio di Genere come parte essenziale del Piano della Performance*

“gender budgeting does not aim to produce separate budgets for women, but rather to influence public budgets, since they are not gender-neutral, as they have a different impact on women and men both from the revenue and from the expenditure perspective; with this in mind gender budgeting implies that in all budget programmes, measures and policies, revenue or expenditure in all programmes and actions should be assessed and restructured in order to ensure that women's priorities and needs are taken into account on an equal basis to those of men, the final aim being to achieve equality between men and women”.

“public budgets are not mere financial and economic tools, but are the basic framework within which the model of socio-economic development is shaped, criteria of income re-distribution are set and political aims are prioritised”

(EU Parliament Resolution 2003)

Part I:

- The Gender Report process

Part II:

- The contents of the Gender Report

Part III:

- The integration of the Gender Report in the University governance and budgets

Part I:

- **The Gender Report process**

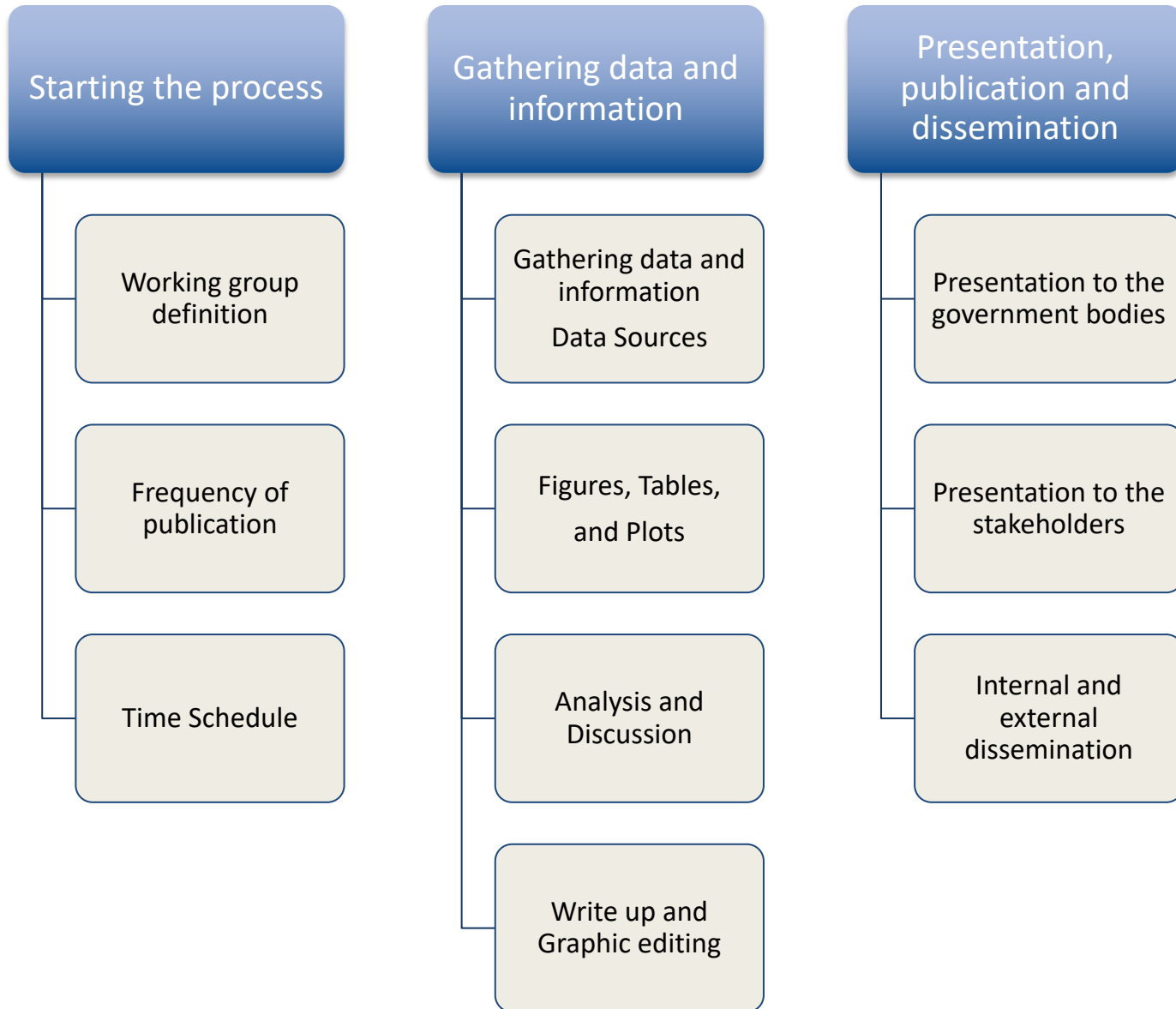
Part II:

- The contents of the Gender Report

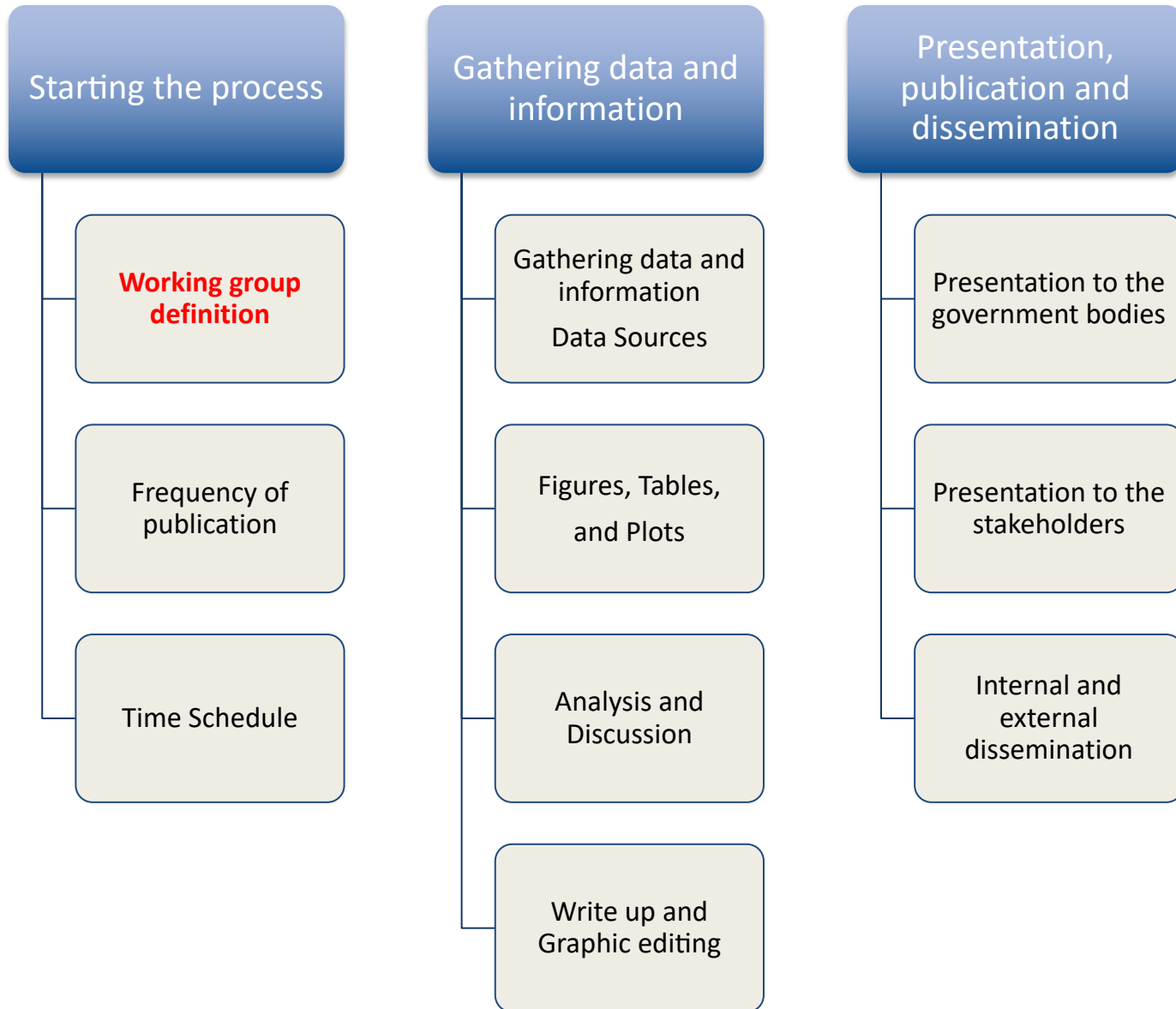
Part III:

- The integration of the Gender Report in the University governance and budgets

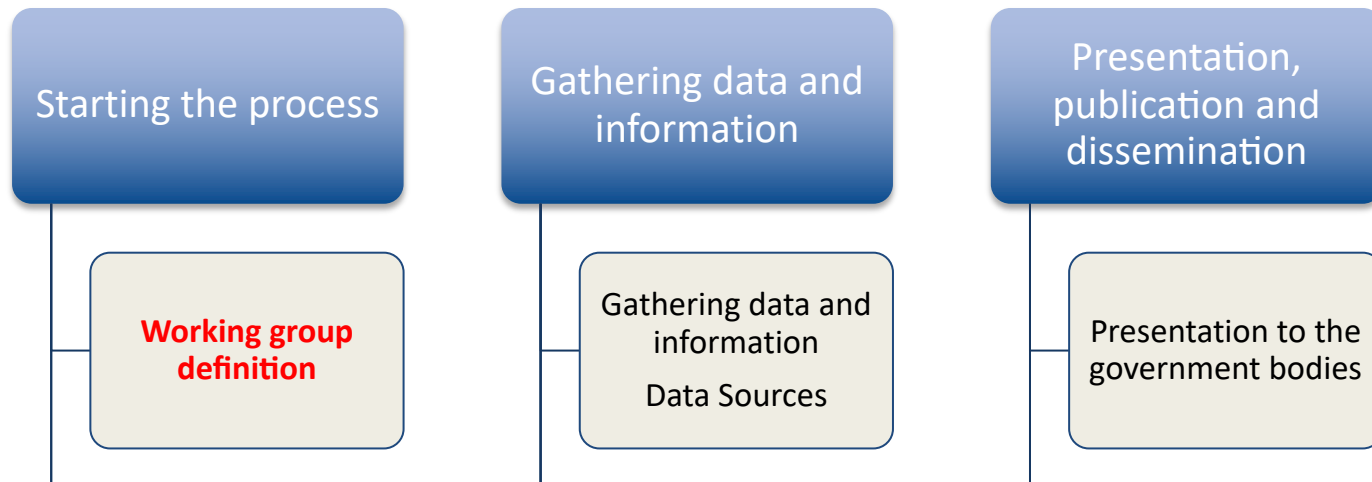
I. The Gender Report process



I. The Gender Report process



I. The Gender Report process



Rector or his/her delegate

Head of Admin or his/her delegate

Members of Equal Opportunity Board

Members of Single Guarantee Committee

Rsearch Staff with Specific competences

Technical or Admin Staff with Specific Competences

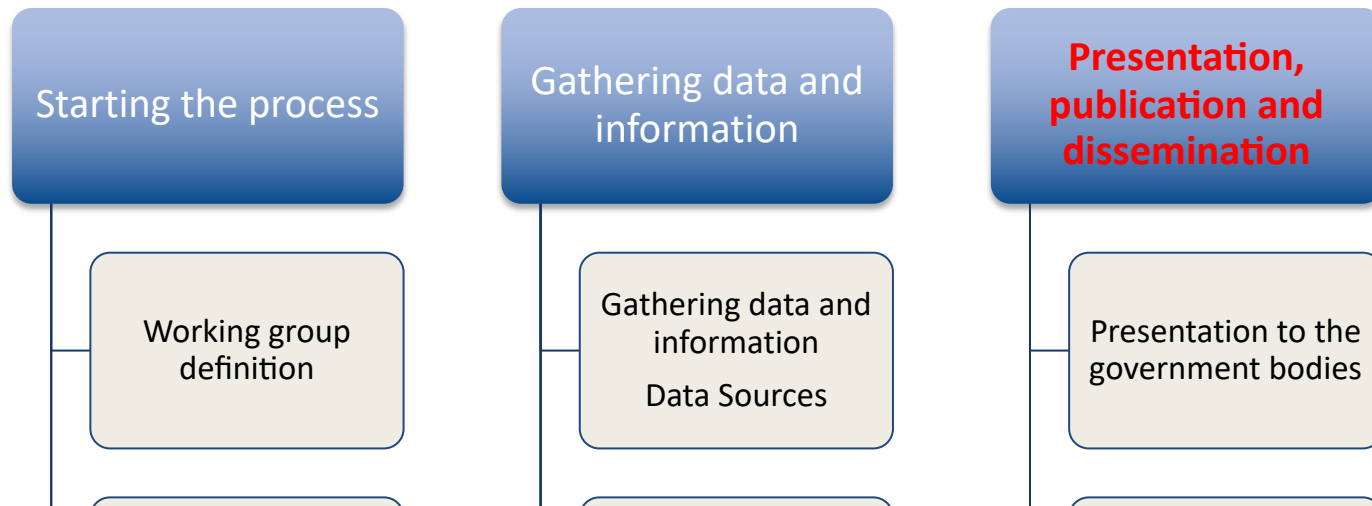
...

...

gender-balanced group!

acknowledged “extra” job!

I. The Gender Report process



Several Presentation Events with specific focuses

Internal Stakeholders: University Governance,
Research Staff,
Admin and Technical Staff

External Stakeholders:

Local: public institutions, “*consigliera di parita*”

Less local: Research and Academic institutions

Part I:

- The Gender Report process

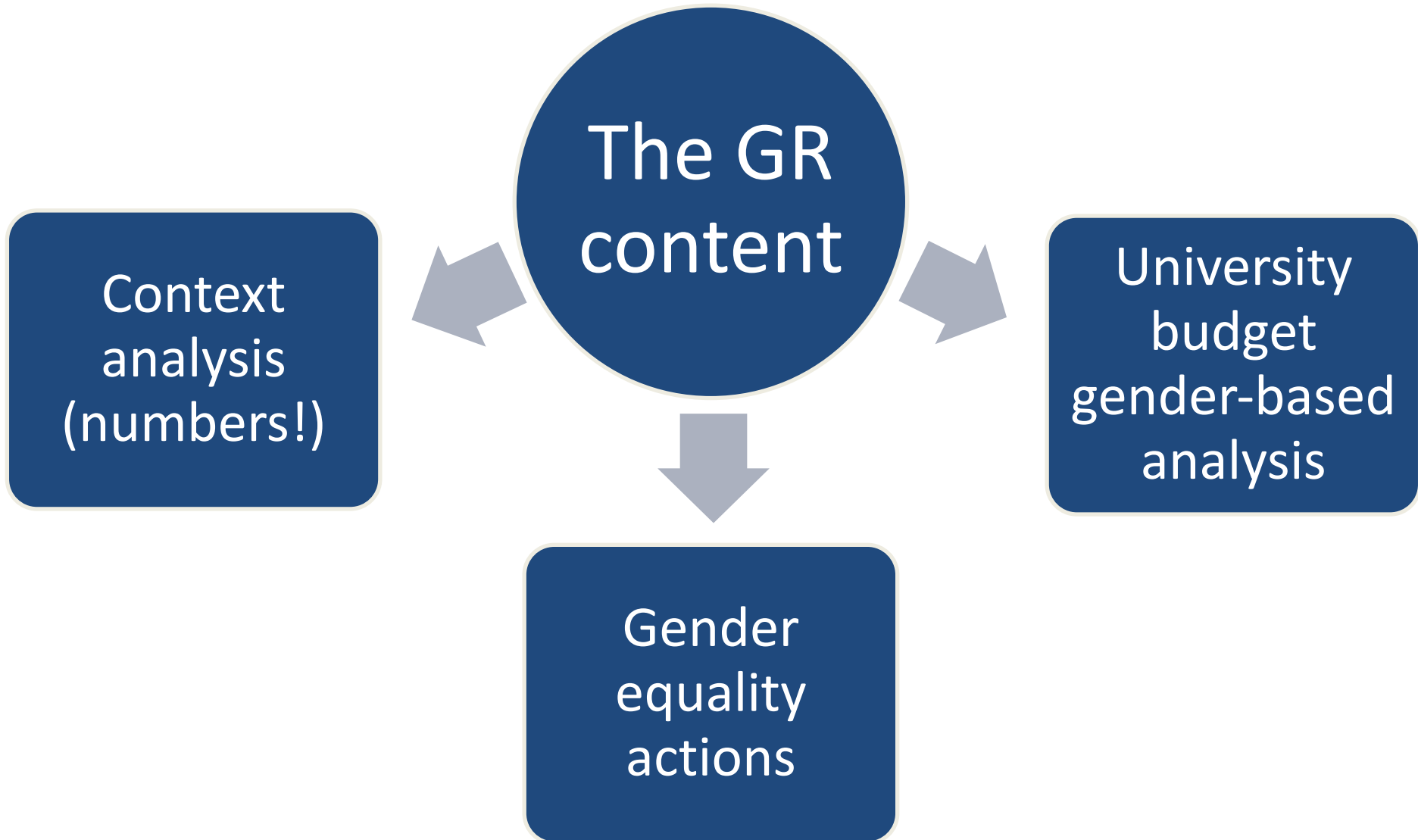
Part II:

- **The contents of the Gender Report**

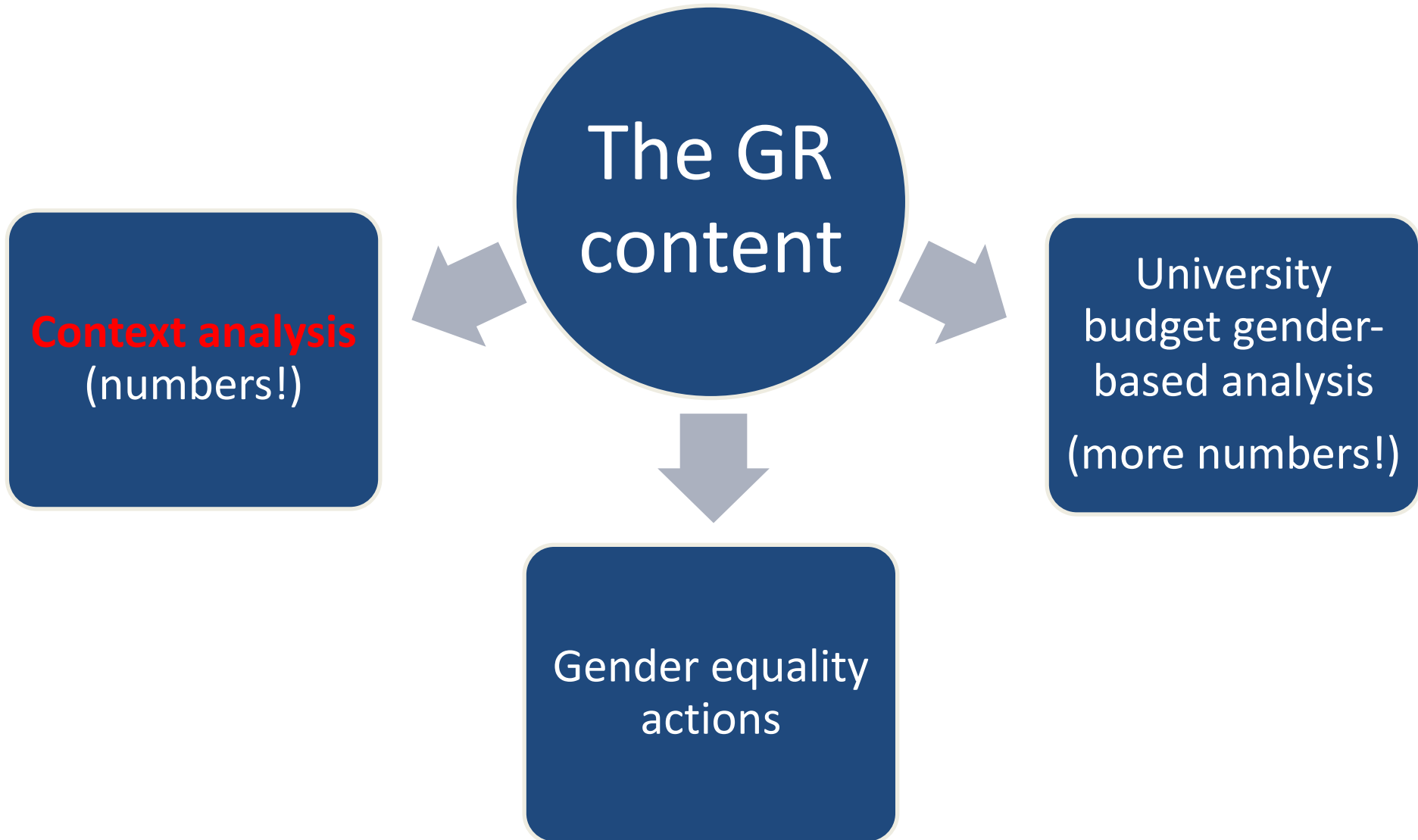
Part III:

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II. The contents of Gender report



II. The contents of Gender report



Context Analysis

GR content

Context Analysis

A picture of the gender distribution for each component of the University under many perspectives

- Students,
- Academic staff,
- Technical and Admin staff,
- Governance

Spreadsheets supplied by the guidelines

- Systematic list of the aspects/phenomena to be analysed.
- Online tutorial with a ready-for-datain spreadsheet per indicator, including plots formatting
- Where to fetch data per each indicator

Context Analysis: categories and data

Students

Categories

- Degree program
- Doctoral schools and specialization schools

Elements of analysis

- Composition
- Mobility
- Performance
- Graduates employment situation

Academic Staff

Categories

- Research fellows
- Temporary researchers
- Grade C
- Grade B
- Grade A

Elements of analysis

- Composition
- Careers
- Research
- Teaching

Technical and administrative Staff

Categories

Technical and Administrative staff

Elements of analysis

- Composition
- Leaves and turnover
- Education and training
- Careers
- Wages

Governance

Categories

- Rector
- Head of Admin
- Vice-Rector
- Rector Deputies
- Academic Senate
- Board of Directors
- Equal Opportunity Board
- Single Guarantee Committee
- Evaluation Committee
- Department Directors
- President of Degree programs
- Coordinators of PhD Schools
- Other bodies (Student council, Technical and administrative staff council)

Elements of analysis

- Composition
- Remuneration


Context Analysis: tutorial

<https://www.crui.it/bilancio-di-genere.html>

EU flag for indicators in
She Figures

Phenomena object
of analysis
e.g. horizontal and
vertical segregation

Colors codes
concerning the
availability of data
in official datasets

Setting	Indicators	Data source	Notes
AMBITO B. CARRIERE	 9. Glass Ceiling Index (GCI).	http://dati.ustat.miur.it/dataset	Indicatore di segregazione verticale utile ai fini della comparazione con i dati europei del rapporto <i>She Figures</i> . Si suggerisce di riportare anche il dato italiano come termine di confronto con quello locale.
	10. Passaggi di ruolo per Ruolo per genere e area CUN.	FONTI INTERNA	
	11. Percentuale candidature alle abilitazioni per genere, percentuale abilitazioni per genere.	http://abilitazione.miur.it/public/candidati_2016.php?sersel=105	Elenchi nominali per anno e settore concorsuale del personale abilitato Dato aggregato da richiedere al MIUR/ ANVUR o, in alternativa, reperibile da FONTE INTERNA.

Definition

7. Percentuale di personale docente di prima fascia sul totale del personale docente e ricercatore per genere (*She Figures*)

Representation

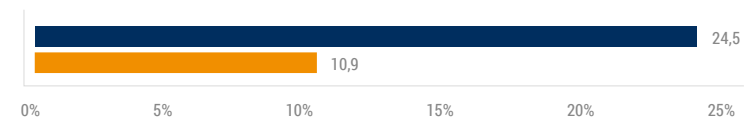
$$\frac{N_{donne}^A}{(N_{donne}^A + N_{donne}^B + N_{donne}^C + N_{donne}^D)} ; \frac{N_{uomini}^A}{(N_{uomini}^A + N_{uomini}^B + N_{uomini}^C + N_{uomini}^D)}$$

Rappresentazione: nel grafico seguente viene suggerita una modalità di rappresentazione analoga a quella adottata da *She Figures*, attraverso un grafico a barre separate per uomini e donne.

Esempio: percentuale personale docente di prima fascia sul totale del personale docente e ricercatore, Italia, 2017.

Graph example

fig. A.21 % Grade A sul totale del personale docente e ricercatore.



Data source, notes and link to the tutorial

Fonte dati: <http://dati.ustat.miur.it/dataset>

file: "Personale docente di ruolo e ricercatore per area disciplinare".

Filtri da attivare: Ateneo, Genere, Qualifica; Sommare su tutte le aree_SD e su tutti i grade per il dato cumulativo del personale.

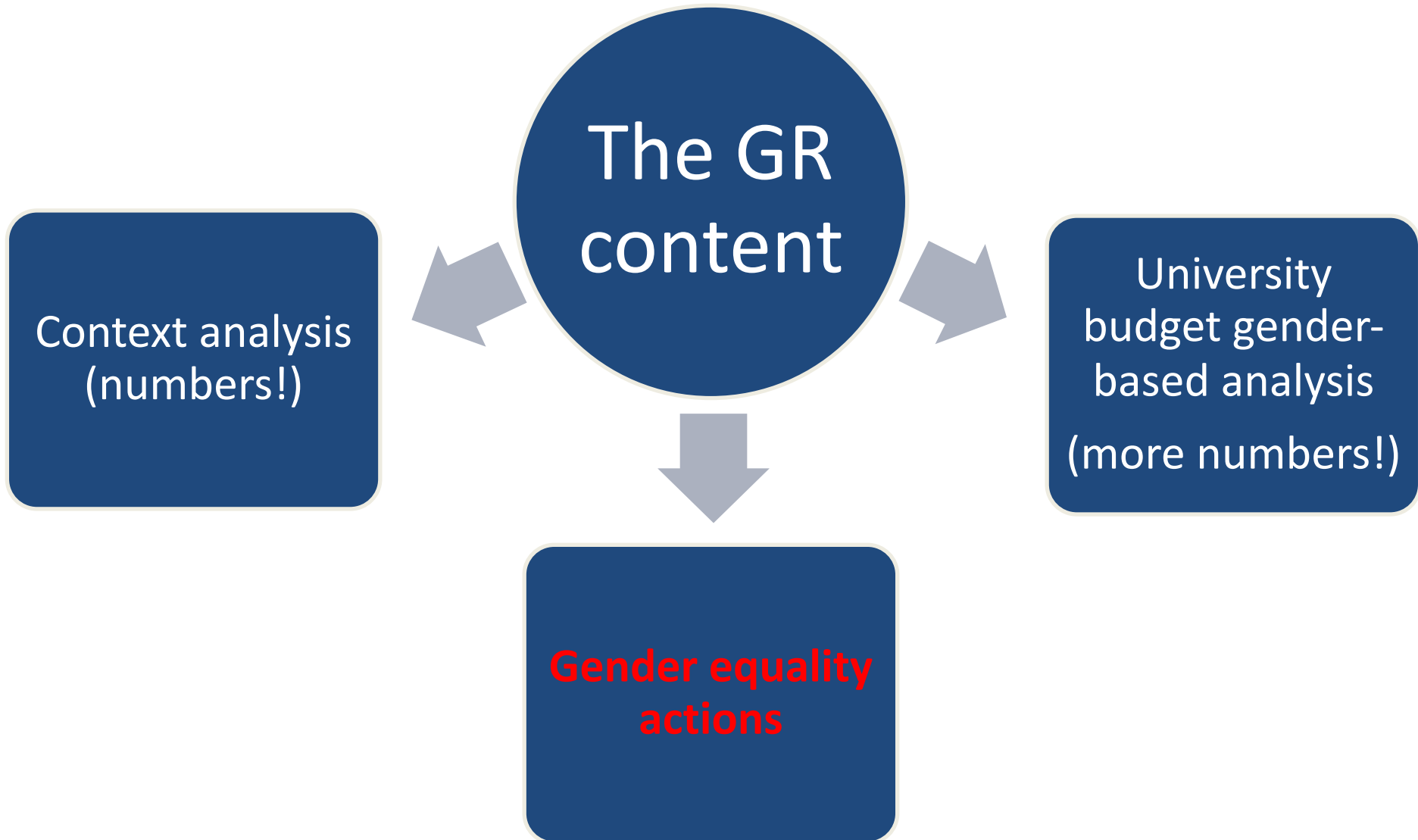
Risorsa di calcolo (disponibile online): [genere ruolo](#)

For each indicator:

- Definition
- Representation
- Graph/table example
- Data source
- Notes
- Link to the tutorial

Link to the tutorial online

II. The contents of Gender report

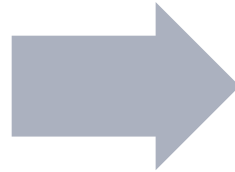


Gender Equality Actions

GR content

Gender equality actions

Monitoring and assessing the gender equality actions promoted by the university



Supplied by the guidelines

- Actions check-list
- General framework for reporting actions:
 - Description
 - Stakeholders
 - Organisers
 - Goals
 - Budget
 - Impact indicators

Work/Study Life Balance

Working well-being

Gender in Teaching

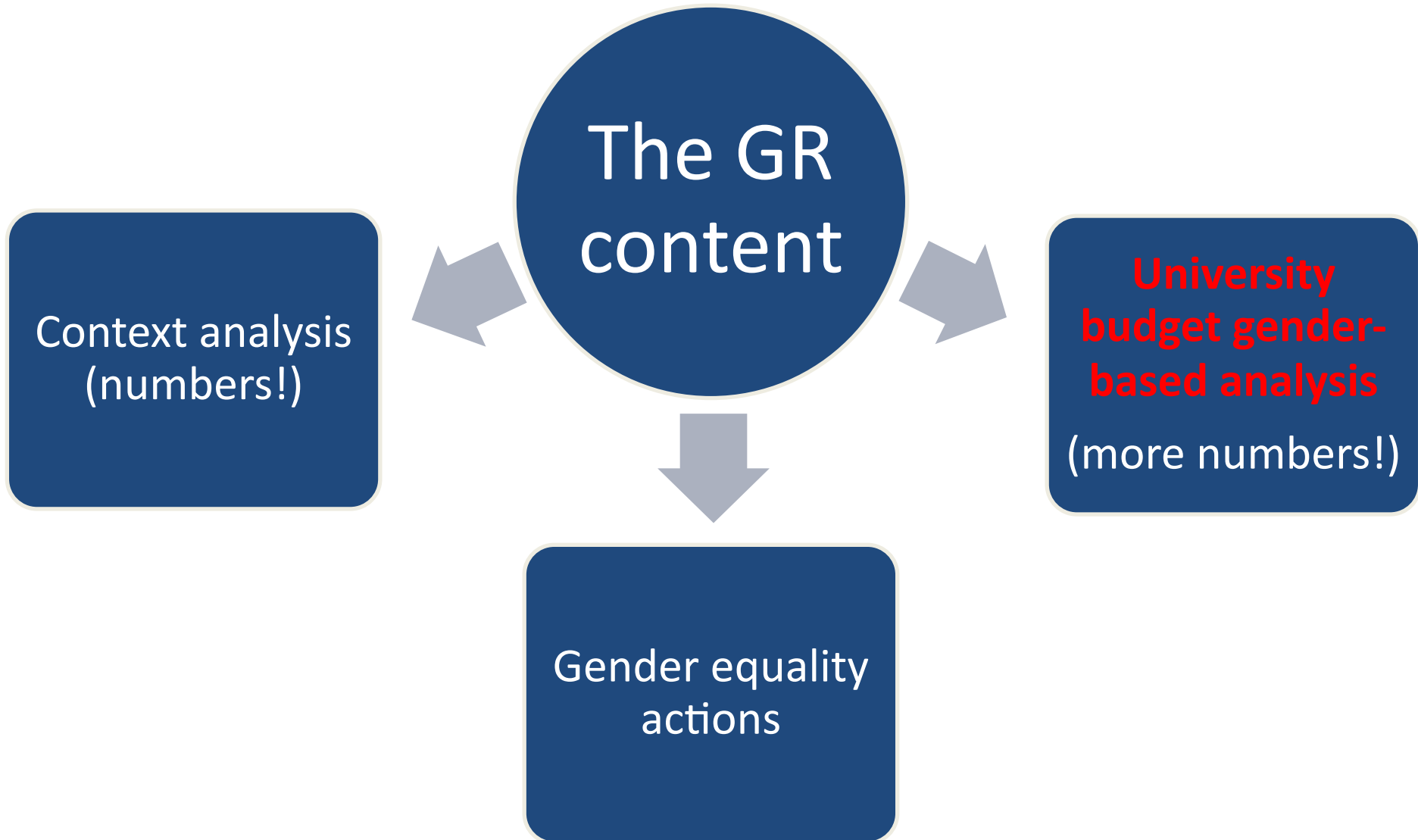
Gender in Research

Preventing vertical segregation

Preventing horizontal
segregation

Preventing mobbing,
harassment and discrimination

II. The contents of Gender report

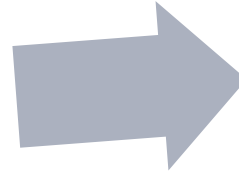


University Budget Gender-based Analysis

GR content

University Budget Analysis

Planning financial resources in a gender perspective



Tool supplied by the guidelines

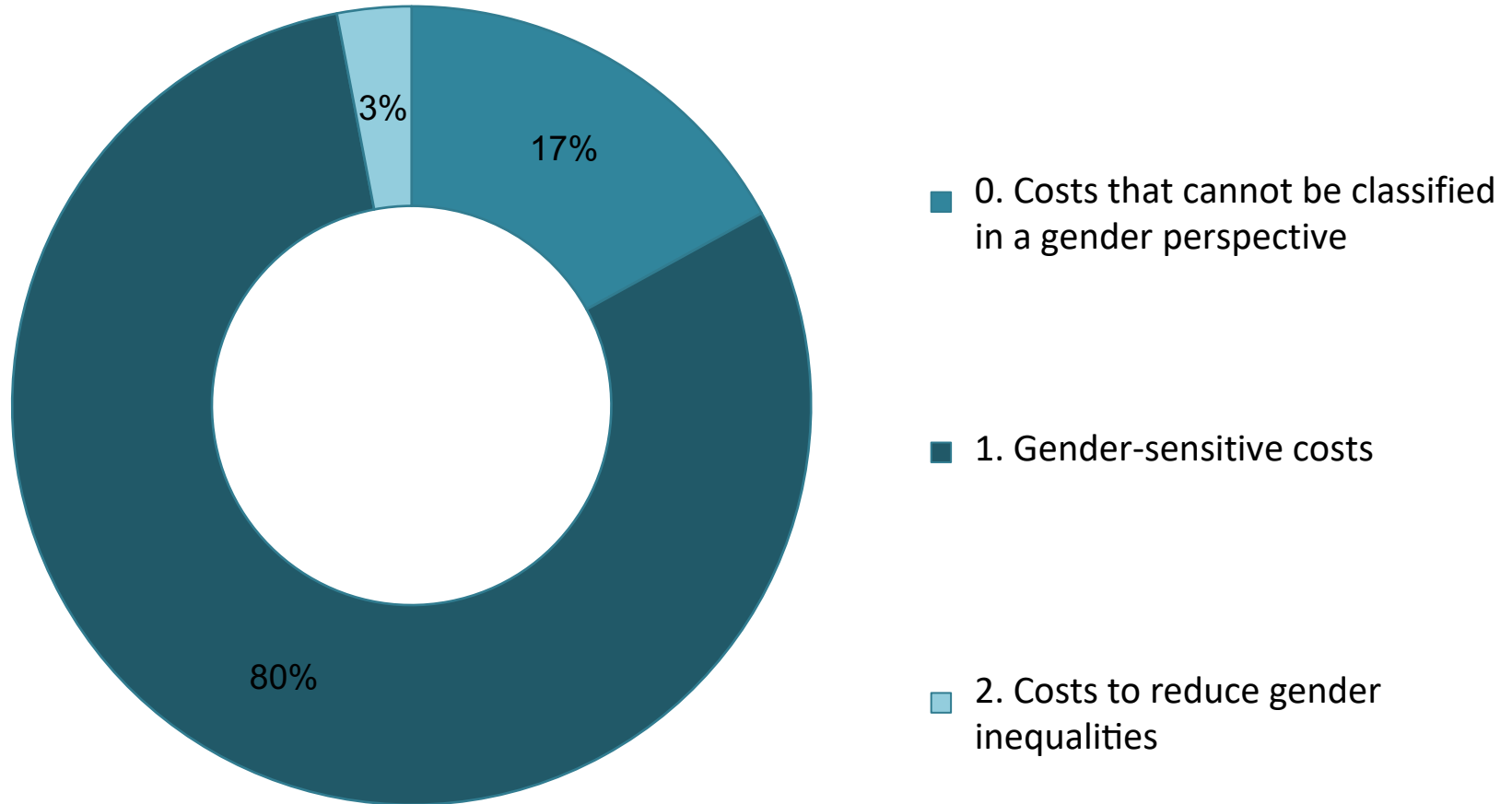
- Relationships between the Gender Report Cycle and University planning and reporting cycle
- University budget items classified in a gender perspective
- Comparison of the University budget and the University financial statement, in a gender perspective

University budget in a gender perspective

RECLASSIFICATION OF COSTS

Categories	Definitions	Costs categories and examples
0. Costs that cannot be classified in a gender perspective	They have no direct impact on gender and / or cannot be counted in a gender perspective	Amortisations and depreciations, contingency reserve. Examples: Costs for structure functioning strictly speaking (for example referring to rents, fees and utilities, safety and surveillance in the workplace).
1. Gender-sensitive costs	Costs for the production of individual services, directly for persons and not for community as a whole.	Personnel costs and some current management cost items. Examples: - staff wages; - training costs; - costs for scholarships.
2. Costs to reduce gender inequalities	Costs directly attributable or aimed at reducing gender inequalities or promoting equal opportunities through positive actions	Actions planned for gender equality: distinguishing University internal and external stakeholders. Examples (internal stakeholders): - work/family balance measures; - training in a gender perspective for students in various disciplines; Examples (external stakeholders) - scientific research with impacts on gender (e.g. gender medicine); - orientation in schools to increase gender balance in various disciplines.

University budget in a gender perspective: example



Costs referring to a big size University, financial statement

Gender Report cycle and the University planning and reporting cycle

Comparison of the University budget and the actual University financial statement in a gender perspective.

	BUDGET	FINANCIAL STATEMENT
SETTING I		
Action 1		
Action 2		
SETTING II		
Action 1		
....		

Part I:

- The Gender Report process

Part II:

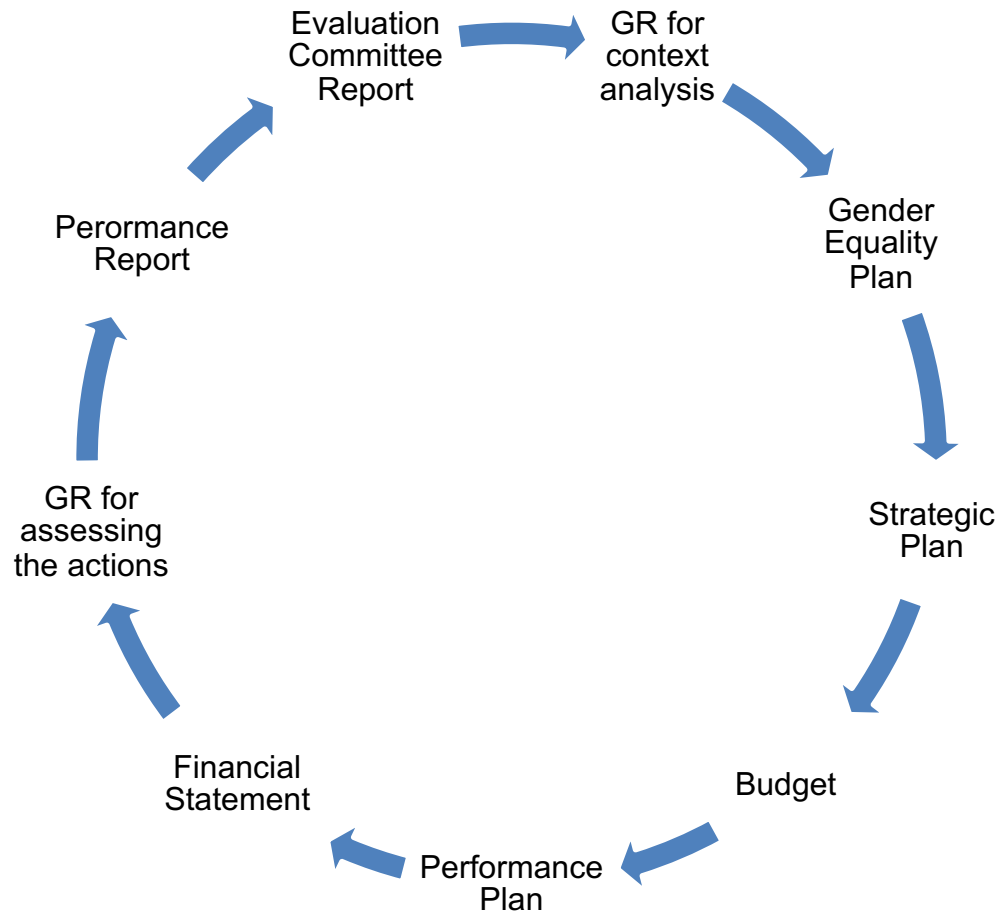
- The contents of the Gender Report

Part III:

- **The integration of the Gender Report in the University governance and budgets**

III. The GB within *Governance Cycle*

Systematic analysis of all the strategic documents of the University governance and its connection with the GR



The GR should fully integrate with University governance cycle

The GR should influence the content of all university management documents



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<https://www.cru.it/bilancio-di-genere.html>.

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