SAFESPOT INTEGRATED PROJECT - IST-4-026963-IP

DELIVERABLE

SP8 – HOLA– Horizontal Activities

Training and Gender Equality Plan

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Abbreviation List

EC	European Commission
FP6	6th frame work programme
GA	General Assembly
IP	Integrated project
R&D	Research & Development
SP	Sub-project
USTUTT	University of Stuttgart
V2I	Vehicle to Infrastructure
V2V	Vehicle to Vehicle
TS	Test site
WP	Work package

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EXECUTIVE SUMMARY

This SAFESPOT deliverable contains information related to training activities and the gender equality plan.

Since the SAFESPOT concept and large parts of the technology behind is new to the broader public a need to develop specific training material has been identified. A preliminary strategy to develop this material includes the identification of relevant stakeholders, the preparation of first material, trial courses and feedback loops for final improvements.

With respect to the gender equality plan a statistical online survey has been carried out to find out about the current gender balance within the project consortium. The survey also included questions related to gender equality measures that are already in place.

- The analysis of all 82 responses reveals that about one quarter of the consortium is female.

- About one quarter of women hold management positions (compared to 50% of male participants).

- Compared to the male colleagues the number of female technical researchers is rather low whereas the number of female administrators is relatively high. This still reflects the traditional gender roles.

- The overall education level can be considered very high for both women and men.

- Looking at the age distribution there is a slight male overweight in the older age groups.

- About half of all respondents are offered part-time work or home office to better balance professional and private life.

In general, the gender balance is considered satisfactory, meaning that there are females in all roles and assignments although the percentage is often considerably lower than for the male colleagues.

In order to further improve gender equality for the SAFESPOT project as well as for future projects a number of measures and recommendations are described. These include:

- The organisation of "Girls' Days" at Fraunhofer IAO and at the University of Stuttgart which give female teenagers the possibility to get in touch with researchers and their daily work.

- The organisation of a workshop at the University of Stuttgart targeted at female students to promote scientific work in a European context.

- Other measures that help to consider gender aspects throughout the development process in SAFESPOT.

1. Introduction

1.1.   The SAFESPOT idea

The main objective of the SAFESPOT integrated project is to understand how intelligent vehicles and intelligent roads can cooperate to produce a breakthrough for road safety. The aim is to prevent road accidents by developing a Safety Margin Assistant that detects in advance potentially dangerous situations and that extends in space and time drivers´ awareness of the surrounding environment. The Safety Margin Assistant will be an Intelligent Cooperative System based on Vehicle to Vehicle (V2V) and Vehicle to Infrastructure (V2I) communication.

1.2.   Innovation and Contribution to the SAFESPOT Objectives

One key factor for the development of a useful and successful system is the continuous involvement of users within the development process. The kinds of applications which are feasible with a cooperative system such as the Safety Margin Assistant are often unknown to many users. Therefore it is essential to enhance the awareness of the potential benefits, but also risks and challenges of these systems. One way of accomplishing this goal is to carry out specific training opportunities for selected interest groups. This deliverable describes a plan how to turn this idea into reality.

A second goal within the SAFESPOT project is to strive for gender equality in the project consortium as well as in the development of the Safety Margin Assistant. This includes the promotion of equal opportunities for men and women in the project consortium as well as the consideration of gender aspects (e.g. different user needs) during the system development.

1.3.   Methodology

The training plan is based on first ideas written in the Technical Annex of the SAFESPOT project. The training plan will add more details to the initial description.

The gender equality plan consists of two parts. The first part dealing with equal opportunities for men and women inside the project consortium is based on a statistical study with the goal to get an overview of the gender balance within the project organization. The second part includes steps and methods to consider gender aspects during the development process and – more generally – to increase the interest of females for research projects like SAFESPOT.

1.4.   Deliverable structure

The deliverable is structured in two main parts. The first part describes the training plan; the second part contains the gender equality plan.

2. Training Plan

2.1.   Objectives

Cooperative systems that utilize vehcile-to-vehicle and vehicle-to-infrastructure communication technologies are not in place yet. They are new to many people from academia, industry and also largely unknown to "normal" drivers. Therefore it is essential to enhance the awareness of the potential benefits, but also risks and challenges of these systems.

The objective of this task is the development of tailored training courses on the functions, technologies and systems developed in the project to introduce the idea of cooperative systems and discuss about their perceived influence on driving safety. These training courses will take the form of seminars.

2.2.   Method

The described method should be considered preliminary and will be adapted according to the experience and knowledge gained during the project.

2.2.1. Relevant stakeholders

The first task will be to identify relevant and interested groups that need and want to be educated on this subject. At present three different target groups are foreseen to be involved:

- Academia (universities, high schools) should be addressed to promote the idea of "safe and sustainable mobility for all EU-25 citizens". In line with the running initiative of the Intelligent Car (launched by Vivian Reding on Feb. 2006) these courses would raise the awareness of the dimension of the problem of road safety and traffic congestion, on the availability of new technologies that will soon be introduced on the market and on the joint effort that the European Commission, the public authorities, the industries, the academia and the citizens should build to meet the goal of a "safe and sustainable mobility for all";

- Industry (vehicle manufacturer, road operators) should be addressed to raise their awareness on the business opportunities that can be created by investing in research and development on cooperative systems for road safety

- Drivers (e.g. from driving schools) should be addressed to increase the understanding and the future usability of new preventive safety systems based on sensors and on communication technologies that more and more are introduced on new vehicle models. Addressing driving schools is a key point to create a future extended cultural background that starts from "driving childhood" of every person that will be instructed about new functions for safety at the same time when learning to drive.

Available contacts to industry and academia will be used to gather first feedback on the individual expectations on the course material. Similarly, driving schools will be contacted to elaborate their interest in future safety systems like cooperative systems.

2.2.2. Preparation of material

In this phase scientific results, diagrams, concept descriptions etc. will be gathered from internal and public sources to build up a first concept of the training course. A key information source will be public project presentations from SAFESPOT partners. Relevant and available material will be used and adapted to fit the requirements of the individual training courses.

2.2.3. Trial courses

In order to validate the seminar material relevant courses/lectures will be held for identified target groups. Feedback will be collected to further improve the training material.

2.2.4. Final delivery of training material

Final improvements will be implemented in the material according to the experience gained from the courses given. These final presentations will be made available for download from the SAFESPOT website. All partners who committed themselves to dissemination according to the Technical Annex are invited to use these public materials for their training activities.

2.3. Timeplan

The following time plan should be considered preliminary and serves as a starting point. Modifications need to be possible according to the experiences made in each stage of the training plan.

- Relevant stakeholders (academia, industry and driving schools) will be contacted from M15 onwards. Earlier collaboration is considered less effective since a sound knowledge of what is going to be developed in SAFESPOT is required. Specific ideas

of the SAFESPOT implementation are gradually developed and will become clear during the second year of the project.

- Preparation of material will be an ongoing process that has already been started. Basic presentations of the SAFESPOT concept and the project organisation are available and will be used to compile the seminars. Technical and other result-oriented material will be added as enough knowledge is available during the course of the work package.

- Trial seminars will be held with the identified stakeholders from M25 onwards. The feedback gained will be used to further improve the course material.

- Towards the end of the WP (M36) the final course material will be made available for all project partners who are involved with dissemination and training according to the TA of SAFESPOT.

3. Gender Equality Plan

3.1. Introduction

3.1.1. Gender Equality and the European Commission

Gender Mainstreaming is not only a political buzzword. The consideration of gender equality will become more and more important of current and future European research projects – for good reasons.

"Gender" describes the societal, social and culturally defined sexes of woman and men. Gender mainstreaming means survey, consider in advance and review the different circumstances and interest of woman and men in every societal and political project. Individual measures, in the sense of the policy for gender equality, should be supplemented with a goal to removing the need for them in the long term.

The European Commission has already an instrument to deal with discrimination based on gender in the form of Article 141 (ex Article 119) of the EC Treaty and has adopted a whole series of measures to implement this article in practice. In previous years, the importance of the principle referred to equal economic treatment and wages was included in EC legislation under Article 119 of the EC Treaty. In subsequent years, this principle was extended to the case law of the European Court of Justice.

Nowadays, equal opportunities and equal treatment between men and women has been guaranteed by taking actions covering: the application of the principle of equal pay; the creation of equal conditions for men and women with respect to access to employment, vocational training and retirement; equal treatment of the sexes in the area of the "de-jure" or "de-facto" social security systems, the reversal of the burden of proof in cases of

discrimination; and positive discrimination to promote the under-represented sex.

Over the years, the European Parliament has supported and called for measures to improve the position of women. This work continues through the activities of the Women's Committee.

More in detail, a number of specific European and UN Policies have been adopted to promote the equity of gender (Table 1).

Table 1: European and UN Policies to promote the equity of gender

Legislation	Subject
Council Directive 75/117/EEC of 10 February 1975	Approximation of the laws of the Member States relating to the application of the principle of equal pay for men and women
Council Directive 76/207/EEC of 9 February 1976	Implementation of the principle of equal treatment for men and women as regards access to employment, vocational training and promotion, and working conditions
Council Resolution of 29 May 1990	Protection of the dignity of women and men at work
Council Resolution of 27 March 1995	Balanced participation of men and women in decision-making
Council Regulation (EC) No 2836/98 of 22.12.1998	Integrating of gender issues in development cooperation
Council Directives 86/378/EEC of 24 July 1986 & 96/97/EC of 20 December 1996	Implementation of the principle of equal treatment for men and women in occupational social security schemes.
EUR. PARLIAMENT (CNS/1993/1010 EC)	Staff Regulations of Officials and Conditions of Employment of Other Servants of the European Communities in respect of equal treatment of men and women
UNITED NATIONS	Convention concerning Equal Remuneration for Men and Women Workers for Work of Equal Value

3.1.2. Purpose

In appreciation of the fact that the perception of equality between the sexes is an ongoing process, the present trend is to turn away from an approach to equal opportunities based on positive discrimination, and to replace it with efforts to raise awareness of the wider issues involved. The promotion of women does not mean applying the same assumptions and equivalent measures as the support of men. In traditionally structured European society, it is usual to regard men's needs, situations and characteristics as the norm and apply the same criteria to women. The objective of gender mainstreaming is to consider the differences between men's and women's life patterns and to use them as a starting point for all actions. The success of this approach has been confirmed, for example, in the first health report for women, which concluded that, due to a lack of female test subjects, female heart patients were being treated with incorrect doses of medication. Women need different doses of aspirin for blood dilution than men. Failure to account for these differences has led to verifiable fatalities in the past. In the field of drug research today it is increasingly self-evident to consider the needs of both sexes. Including gender aspects is no great innovation, as the evidence shows in many sectors of the economy. Women represent a distinct customer group with its own market requirements, which are by no means limited to the choice of vacuum cleaners. Many manufacturers are seeking to attract the spending power of this new flourishing market. In many other areas of life, politics remains the driving force behind initiatives that assess the consequences of various actions on the life of women, who after all represent more than 50 percent of the population. This also applies to research and public research funding. The European Union has established a new set of standards in the Treaty of Amsterdam. Government institutions and the scientific community in the Member States will be expected to follow suit.

The European Commission pronounced its commitment to a strategy of gender mainstreaming in 1996, according to which all political activities are expected to contribute to the promotion of gender equality. The Commission pursues the following objectives in the area of research:

- to increase the participation of female researchers in research projects,

- to increase representation of women scientists in evaluation, consultation and implementation processes; for FP6, a quota of at least 40 percent is required for either sex on these panels,

- to re-orient research so that it addresses the needs of both women and men.

- to implement these objectives, the European Commission requires that the scientific community should deal with gender issues while preparing a research proposal. This should be documented in a short action plan on gender mainstreaming.

3.2. Scope

This report presents a study carried out to be used by the SAFESPOT consortium to get a statistical overview of the gender balance within the project organisation at the start of the project.

Gender equality issues in research, development and evaluation tasks are to be initiated by the corresponding work package.

3.3. The SAFESPOT IP Organisation

In order to understand the partners' roles and assignments (see chapter 3.4.) inside the project a brief overview of the organisational structure is given:

The size of the IP does not allow having only one organisational level which should be in control of every detail of the IP. On the other hand, a heavy and hierarchical organisation can often be too costly and too stiff for research and development processes. These aspects lead to an organisation which is flat (only a few layers) and with distributed responsibilities, both vertically and horizontally.
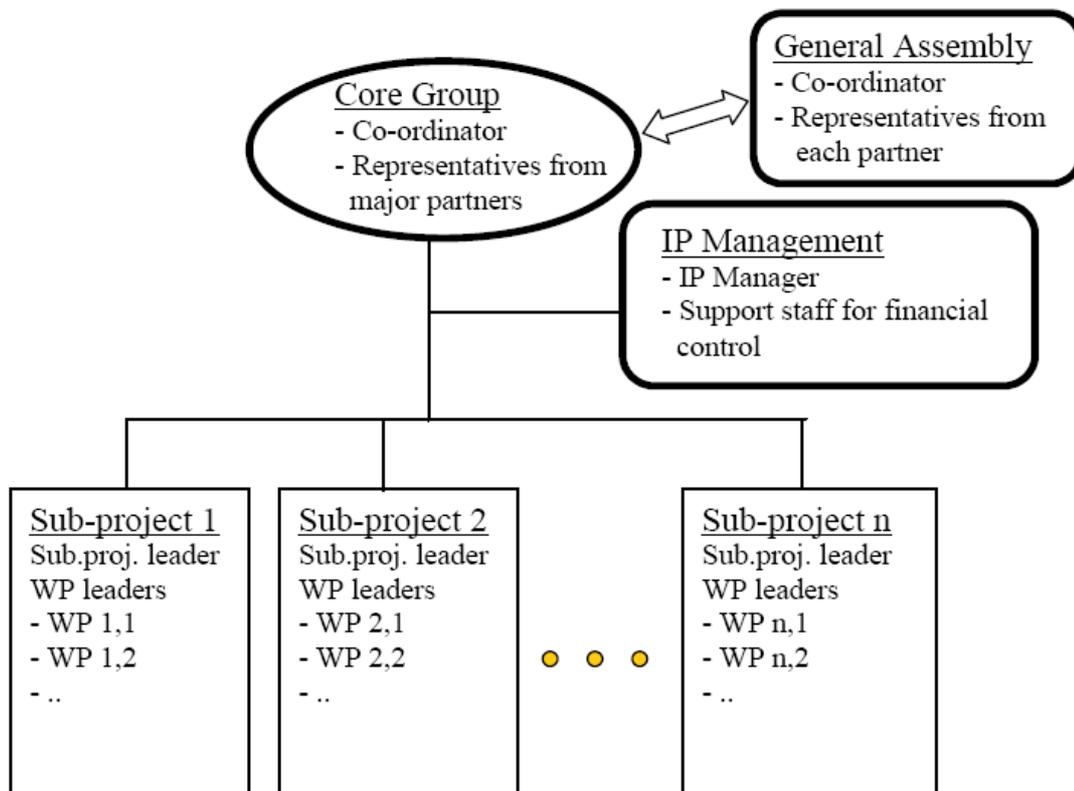

Figure 1: Structure of SAFESPOT organisation

The organization of the SAFESPOT integrated project is based on the structure recommended by EUCAR with distributed responsibilities, both vertically and horizontally.

As indicated in the figure, the IP is divided into a set of sub-projects which complement each other and support the progress towards the objectives of the IP. The actual research and development will be carried out in these sub-projects and their work packages.

The coordinator chairs the Core Group and the General Assembly and acts as the speaker of the IP. The IP Coordinator sets up a team for the day-by-day management of the administrative activities of the project.

To effectively organize the responsibilities SAFESPOT is organized in two levels: IP level and Sub-project level.

At sub-project level the task is the sub-project technical coordination as the actual research and development will be carried out by involved partners in the sub-projects and in their work packages and tasks.

The vertical link between the IP level and the sub-project level is represented by the sub-project leaders and test site leaders Group (tests sites are organized as independent sub-projects) and by the General Assembly GA.

At IP level the monitoring, control and steering of the IP is executed by the Core Group and the General Assembly. The Core Group, consisting of the major partners, has the over-all responsibility of the IP. The General Assembly consists of representatives of each partner of the IP. They monitor the progress of the IP, consolidate its activities and propose decisions to the Core Group.

For further details it is referred to the Technical Annex of the SAFESPOT project.

3.4.   Gender Action Plan, Part I: Promotion of equal opportunities

The objective of this task is to implement a gender equality study to get statistical data of the gender balance for all involved partners and to verify the actual gender equality situation inside the companies of the consortium. The results of the study will be used to give recommendations to all project partners for achieving a balanced situation within the project.

3.4.1. Respondents and method of measuring gender balance

All SAFESPOT project partners have been individually contacted by e-mail in order to inform them about an online questionnaire that has been compiled by USTUTT. The questionnaire could be accessed by clicking on a hypertext link which was distributed in the same e-mail. The questionnaire could not be accessed by the general public.

Table 2 shows all areas that have been asked in order to get an overview of the gender balance in the project.

Figures 2,3 and 4 illustrate the design of the online questionnaire which was hosted by the main SAFESPOT website.

Table 2: Items and answer option inside the online questionnaire

| Item	Answer options
Age group	20-24, 25-29,30-34,…, 65-69
Gender	Male, female
Highest educational level	High school, vocational school, college degree, Master's degree, PhD degree
Company/institute	All companies or institutes
Country	All countries of project partners
Primary and secondary role in project	Coordinator, General Assembly, Steering Committee, Core Group, SP leader, WP/TS leader, Co-Worker
Primary and secondary assignment in project	Administrator, Behavioural researcher, technical researcher
Measures to improve gender equality	Offer of childcare facilities by the institution Offer of part-time and provision for working from home Availability of further infrastructure for the compatibility of family and job There are no special measures related to work-life balance I don't know
Existence of a gender representative at the company/insitute	yes, no
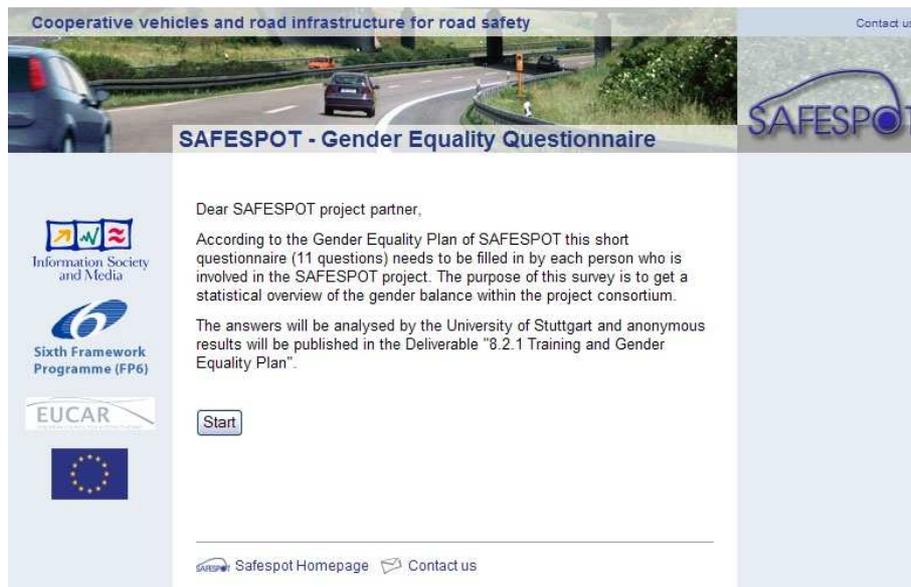
Figure 2: Screenshot of SAFESPOT gender balance questionnaire, part 1.

Figure 3: Screenshot of SAFESPOT gender balance questionnaire, part 2.

Figure 4: Screenshot of SAFESPOT gender balance questionnaire, part 3.

3.4.2. Results

In this chapter the results of the gender balance study within the SAFESPOT project are described. A total of 82 project participants answered the questionnaire. This represents 50% of all project partners. All results below are based upon their answers as of end of October 2006. The term "project consortium" is used to refer to all partners involved in the SAFESPOT project.

b. Gender balance, overall

22% of all respondents were female (18 persons). The available contact list which was used to invite partners to the survey shows 27% percent females. The difference of these figures is considered small enough to regard the survey as representative for the project consortium.
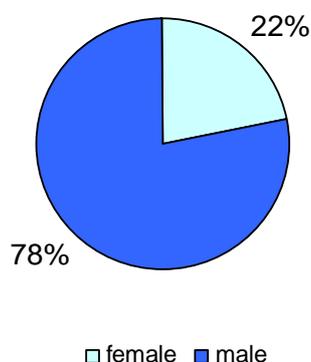
Division of Gender

Figure 5: Division of gender for the SAFESPOT project

c. Gender balance per project roles

Since participants of the SAFESPOT project can have different or multiple roles the questionnaire allowed to choose between

- Coordinator,
- General Assembly,
- Steering Committee,
- Core Group,
- SP leader,
- WP/TS leader,
- Co-Worker

for the primary and (if relevant) secondary role. Since the number of respondents for the first 6 categories was low these roles were summarised as "management roles". Figure 6 and 7 show distributions of primary roles: In total 43% of all respondents considered their role as "managing" (35 persons), 57% selected "co-worker" as the best matching role description (47 persons).

Considering only women in the project, 28% (5 persons) have a management role. The corresponding figure among the men in the project is 48% (30 persons).

The same figures, by looking at them from another perspective, tell that among the participants in management roles only 14% are women (5 persons), 86% (30 persons) are men. In the group of co-workers 30% (13 persons) are women.
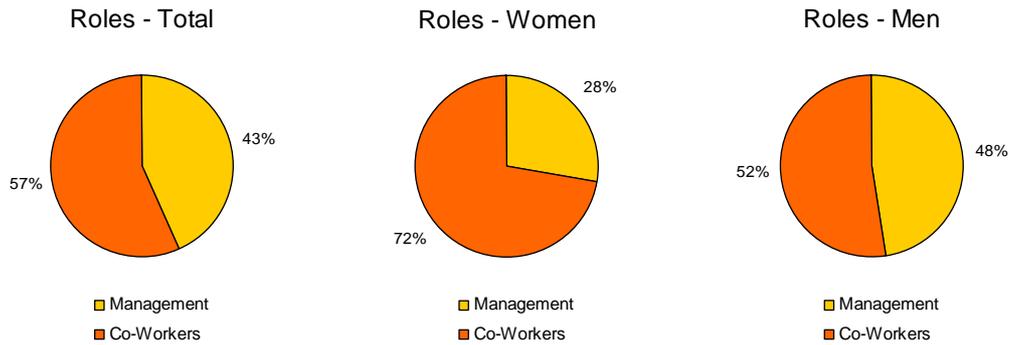
Roles - Total | Roles - Women | Roles - Men

43% | 28% | 48%

57% | 72% | 52%

- ☐ Management
- ☐ Co-Workers

- ☐ Management
- ☐ Co-Workers

- ☐ Management
- ☐ Co-Workers

Figure 6: Role balance per gender

Management Roles

14%

86%

- ☐ female
- ☐ male
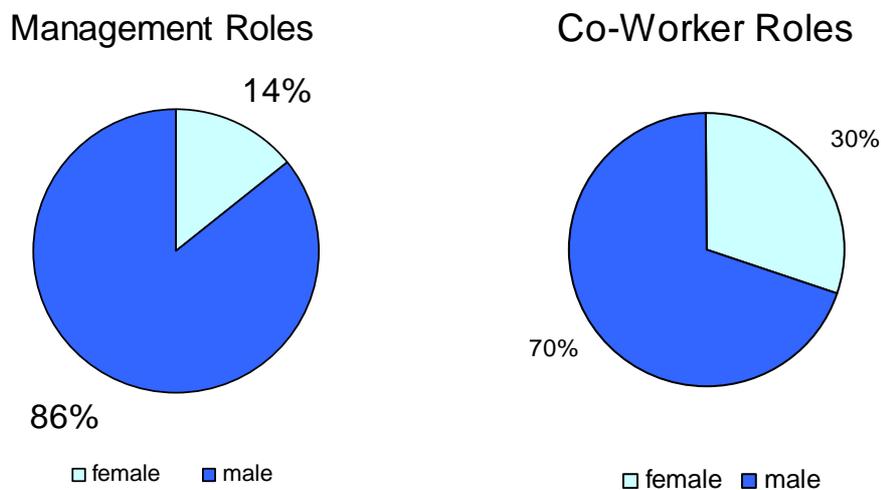
Co-Worker Roles

30%

70%

- ☐ female
- ☐ male

Figure 7: Gender balance per project roles

d. Gender balance per assignment groups

It is possible to have one or several assignments in the project. For the questionnaire all assignments were divided into three groups: "administrator", "behavioural researcher" and "technical researcher". The ideas behind these labels were that

- administrators are primarily concerned with financial or project management issues,

- behavioural researchers are primarily concerned with user needs, design and evaluation aspects,

- technical researchers are primarily concerned with the technical development and test of the systems.

Figure 8 and 9 show the results for the reported primary assignments: The majority (72%) of all respondents are technical researchers (58 persons), 15% are behavioural researchers (12 persons) and 13% are primarily administrators (10 persons).

The majority of women (59%) are technical researchers. 41% of all female respondents are administrators. Male assignments are mostly related to technical research (76%), 19% are behavioural researcher and only 5% are administrators.

The same figures, by looking at them from another perspective, tell that among the participants in administrative roles 64% are women (7 persons), 36% (4 persons) are men. According to the survey all behavioural researchers are men (13 persons). Among the technical researchers 17% are female (10 persons) and 83% are male (48 persons).
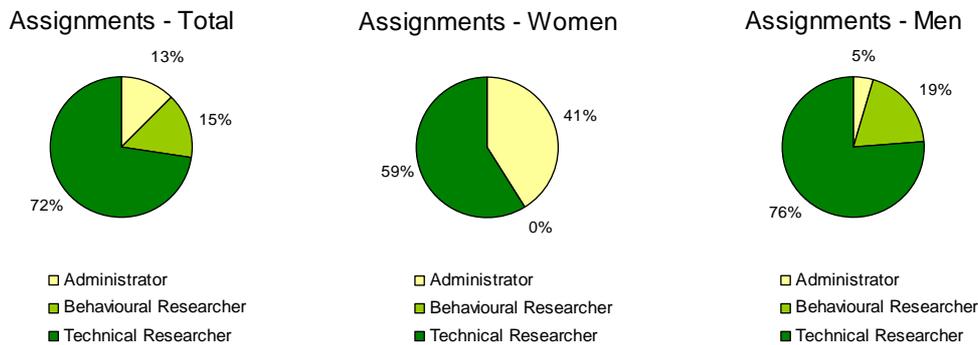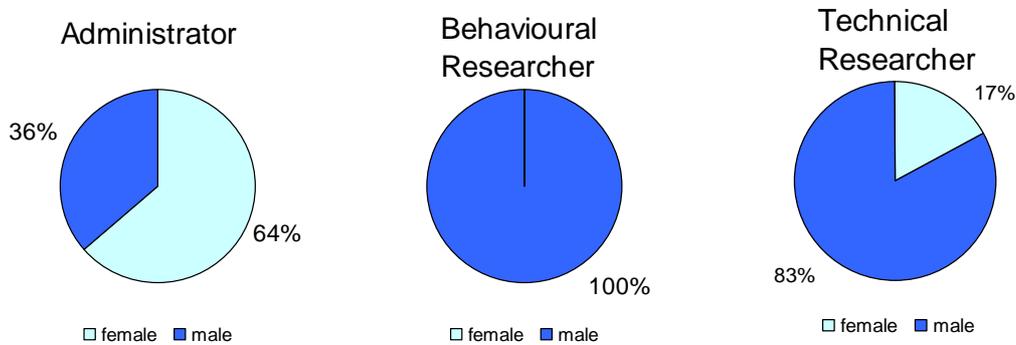

Figure 8: Assignment balance per gender

Figure 9: Gender balance per assignment groups

e. Gender balance per Education groups

The respondents of the survey show different levels of (highest) education. The questionnaire offered the following 5 options: High school, vocational school, college degree, post graduate master's degree, post graduate PhD degree.

Half of all participants in the project hold a master's degree and approx. 7% graduated from high school. This is true for all women as well as for all men. The gender difference becomes apparent when looking at the number of college and PhD degrees: 12% of all female participants (2 persons) hold a PhD degree in contrast to 33% of all male participants (21 persons). The

figures for the college degree point to the opposite direction: 29% of all females (5 persons) and 9% of men (7 persons) have a college degree.

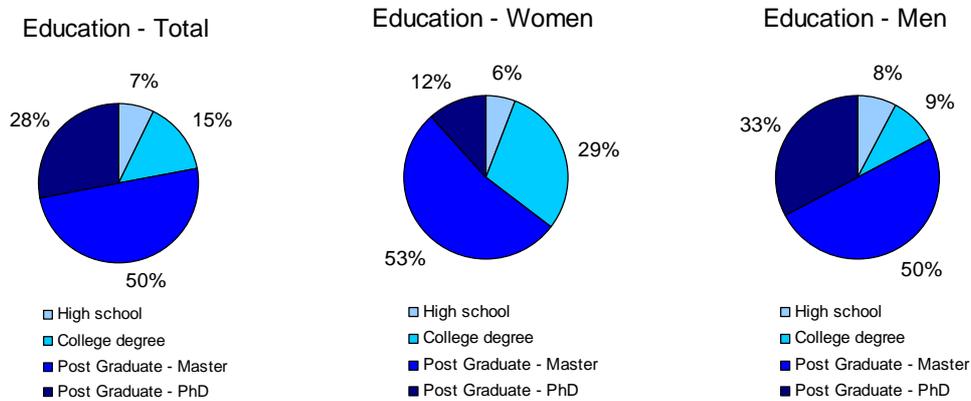The same pattern can be illustrated by looking at the figures from the consortium point of view (see figure 13).

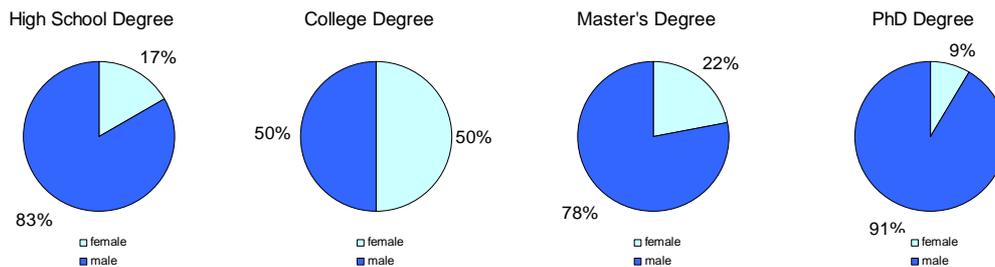**Figure 10: Education balance per gender**

Figure 11: Gender balance per education level

Since the school systems can vary between EU countries there is the risk that the chosen labels in the questionnaire do not perfectly match the individual degrees of the respondents. However, if this was the case the participants should still have been able to answer the question using the order of the degrees in the list (starting with high school and ending with PhD degree).

f.   Gender balance per age groups

The participants were asked to specify their age in intervals of five years. In order to increase anonymity larger age groups were considered for the analysis; each group is an interval of ten years ranging from 20-29 years to 60-69 years.

The largest age group in the project, 30-39 years, include 36% (29 persons). The general shape of the age distribution is similar for males and females (see figure 14). In the group of 20-40 year olds there are approximately half as many women as men. The number of females older than 40 years is considerably lower than the respective number for males (5 women vs. 27 men).
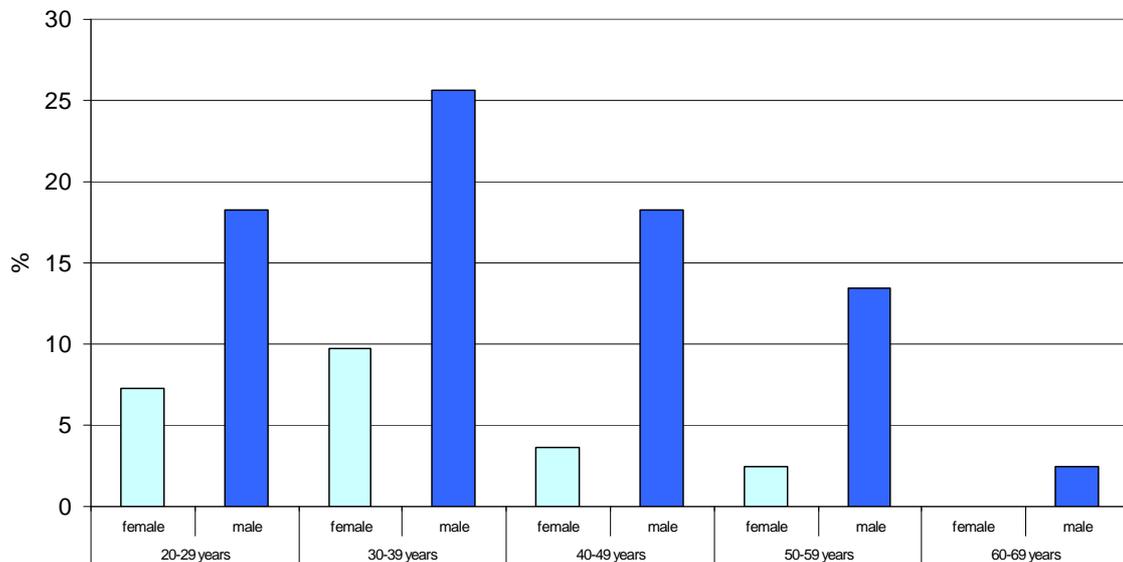
Age distribution

Figure 12: Age distribution for each gender

g. Available infrastructure to increase gender equality

All project partners were asked whether there are services or facilities at theirs companies/institutes to make professional and private life more compatible (work-life-balance). The online questionnaire provided 5 answering options comprising the two most common services "Childcare facilities" and "Part-time work / Home-Office" as well as the options "Other infrastructure", "No measures" and "I don't know".

Almost 50% (39 persons) reported to have the possibility of working part-time or at home. 17% (14 persons) of the participants are offered childcare facilities at their company or institution. 16% reported to have available other measure that facilitate the compatibility of professional and private life. 9% of all respondents do not have any such measures and 11% don't know about any particular services that they could use for improving work-life-balance.
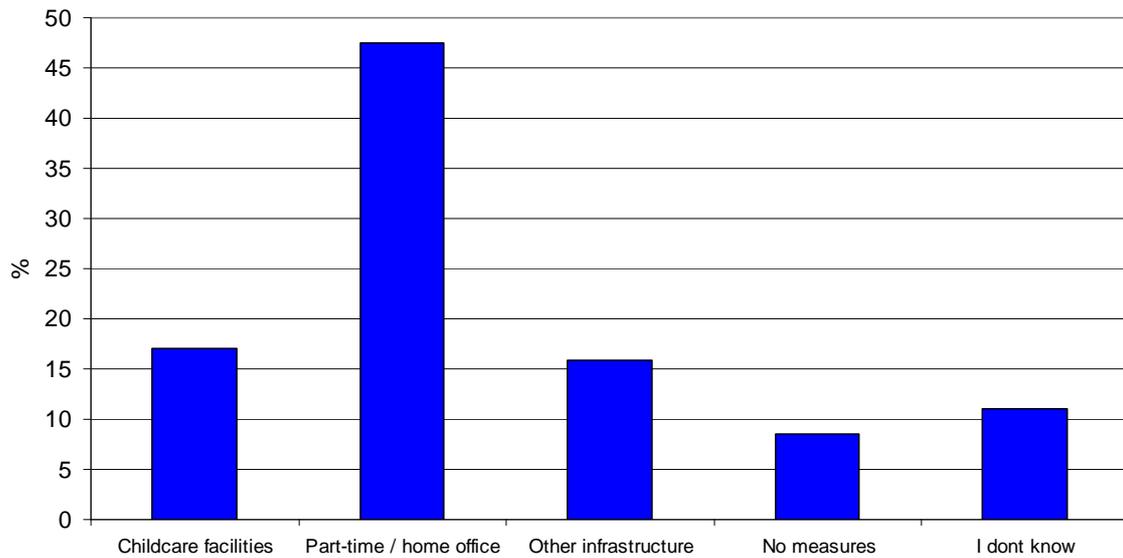
Available services for gender mainstraming

Figure 13: Reported available services at own company/institute to increase gender equity

h. Existence of a gender representative

The final question asked about the existence of a gender representative. This person is supposed to raise awareness of gender aspects as well as to supervise the efforts in this field at the company/institution.

Exactly half of all respondents reported to have such a person at their company or institution.

3.4.3. Conclusions

The overall purpose of the survey was to find out the current balance of the male and female participants and their characteristics. Before drawing any conclusions the following caveat should be pointed out: The total group of participants is not very large, and for some sub-groups the numbers can be very small. Adding, removing or changing persons of either gender in sub-groups will have great influence on the % values reported. This comment holds for most analyses that have been performed above.

Keeping this limitation in mind the results show that approx. one quarter of all partners involved in the SAFESPOT project are female. An equal share of women also holds management positions. The share of female technical researchers is rather low (17% of all technical researchers) whereas the number of female administrators is very high (64% of all administrators). This still reflects the traditional gender roles. The overall education level can be considered very high for both women and men. The results show that for the highest education level, the PhD degree, there is a slight male overweight. Looking at the age distribution there is also a slight male overweight in the older age groups. It is regarded very positive that almost half of all

respondents are offered part-time work or home office to better balance professional and private life.

The survey includes the whole SAFESPOT consortium that includes 51 partners from different stakeholders (car makers, automotive and technology suppliers, road operators, reseach institues and universities) of 12 European contries (Italy, Germany, France, Spain, the Netherlands, Belgium, Sweden, Finland, Poland, Hungary, Greece, UK).

In general, the gender balance in the SAFESPOT project is considered satisfactory, meaning that there are females in all roles and assignments although the percentage is often considerably lower than for the male colleagues. Gender Mainstreaming is considered to be on a good way in Europe.

3.4.4. Recommendations and Measures

In order to further stimulate female interest in (technical) research projects like SAFESPOT, two particular measures are planned that will be under the responsibility of the University of Stuttgart (USTUTT). These measures are directed towards long-term effects that are supposed to improve the gender situation in future projects.

a. Organisation of a Girl's day

A so-called "Girls'Day" at Fraunhofer IAO and at the University od Stuttgart will be organised to present research facilities and the SAFESPOT project.

The "Girls'Day" is a national campaign in Germany promoted by the government and the industry to increase girls' interest in professional fields traditionally dominated by males. The following paragraphs give an introduction of the scope and purpose of the Girl's day. They are taken from the official website of the "Girls' day" www.girls-day.de.

"On the 26th of April 2007 technical enterprises, enterprises with technical departments and technical training facilities, universities and research centres are invited to organise an open day for girls - the Girls'Day.

Through a great variety of events young women are able to gain an insight into working life and get in touch with Human Resources Managers and personnel responsible for traineeships. For this purpose, the participating institutions open their laboratories, workshops and offices to give concrete examples that show girls how interesting and exciting this work can be. Employees are often personally available for discussions.

The Girls'Day opens up extensive future prospects to a generation of qualified young women. With the objective of establishing contacts and drawing attention of industries and the public to girls' strengths.

Pilot projects and campaigns have been launched for about 20 years to change girls' and young women's behaviour patterns with regard to their choice of career and to expand their spectrum of career options. Nevertheless, the number of girls choosing "typically female" careers or subjects of study is disproportionately high. In doing so, they do not fully exhaust their career opportunities. This is in opposition to trade and industry complains about an increasing lack of qualified junior staff in the technical field. Companies that have successfully organised specific Girls'Days are reporting about an increasing number of young women in technical and technically oriented occupations.

The Girls'Day - 'Future Prospects for Girls' initiated a large campaign in which experience made so far has been used and a wide range of professions and activities have been presented to girls in the age of class 5 to 10. By actively taking part in the Girls'Day, girls shall be particularly motivated and encouraged to seize their career options and to decide in favour of a qualified vocational training or degree. Subsequently, they choose an occupation even in professional fields that are presently not typically female. Being a nationwide event that takes place at a uniform date, the Girls'Day shall also in future combine regionally limited initiatives to achieve far-reaching effects unprecedented so far.

The girls who take part in the Girls'Day should be ideally supported by all instances playing an important role in their career choice. So for the Girls'Day encourage the surroundings of the young women - i.e. families, school, media and employers - to participate in the campaign."

Within SAFESPOT the annual opportunity to present the project at the Girls' Day will be used for the years 2007, 2008, 2009 and 2010.

b. Organisation of a workshop to present EU R&D projects especially for female students

In addition to the annual Girls' Days a ½ day workshop will be organized by USTUTT to increase the interest of female students for working in European projects like SAFESPOT.

Universities in the region of Stuttgart will be contacted in order to invite students to Fraunhofer and university premises in the second year of the project. The agenda of the event will cover topics related to several European projects with a focus on gender aspects.

3.5. Gender Action Plan, Part II: Consideration of gender aspects in the SAFESPOT research project

Gender mainstreaming in research means integrating gender aspects in the whole research project. Gender aspects must be taken into consideration while formulating and designing the research concept. This is the only way the scientific work can be orientated towards gender aspects. The needs of women can be different from those of men and they are rarely considered explicitly, as most research is carried out by male scientists and innovation is generally viewed from a male perspective. Hence, before starting out any research project, it is appropriate to reflect on the consequences of the research findings for each of the two sexes, in order to eliminate all gender discrimination from the outset. The SAFESPOT project consortium has considered gender aspects from the beginning integrating a gender equality plan in the technical annex.

3.5.1. Considering gender aspects during the development process

Within a number of sub-projects of SAFESPOT demonstrators and prototypes will be developed. These sub-projects are structured in phases (work packages) beginning with the collection of user needs and requirements (WP2) and ending with the prototype evaluation (WP6). Figure 16 illustrates

the general structure of the individual sub-projects of the integrated SAFESPOT project.
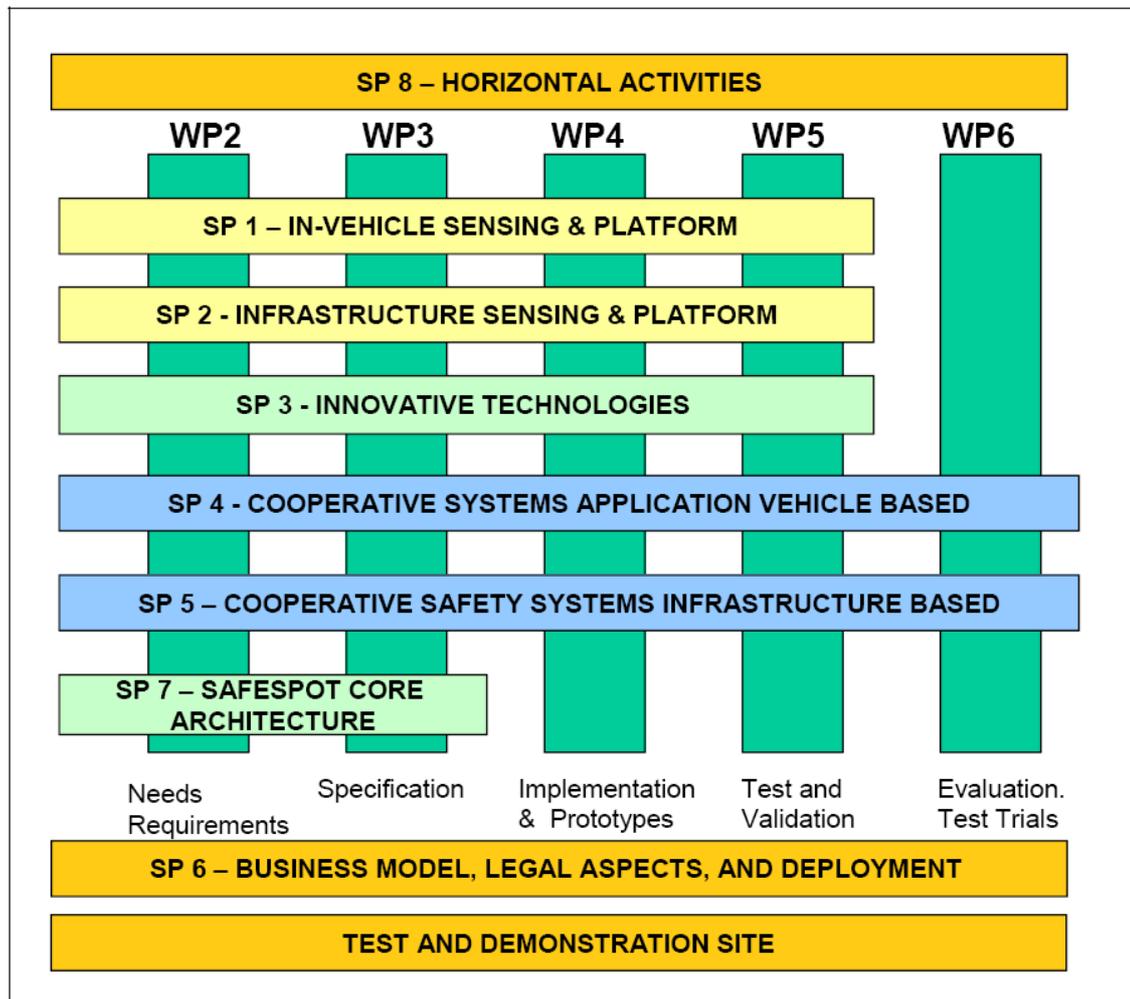

Figure 14: SAFESPOT organisation of sub-projects and work packages

WP2 (Needs and Requirements) and WP6 (Evaluation, Test Trials) are particularly suitable to consider gender issues:

1. Whenever user needs are obtained empirically each partner should carefully consider an approx. equal number of male and female subjects. If user needs are analyzed by the developers themselves the opinion of the two genders should always be collected and discussed.

2. For the intermediate and final evaluation trials of the prototypes and demonstrators male and female users should participate in the tests. This will ensure a more representative evaluation of the prototypes (even when sample sizes are small).

3. It is advised to consider gender issues also in all other work packages where applicable.

A suitable method for gathering data on gender-specific preferences and attitudes is the use of questionnaires, which should be filled out by equal

proportions of women and men. There is no need to undertake specific measures to determine such factors if, for example, women scientists are adequately represented in the composition of the project team.

Gender-specific differences can be easily discerned if the questionnaire is worded appropriately. Two possible answers should be offered for each question, in order to avoid the neutral attitudes which, according to behavioral research, women have a tendency to prefer. It is advisable to appoint a person within the project or to obtain the assistance of an external expert to assess the whole project for conformance with gender issues (see next section).

3.5.2. Gender representative

To guarantee continuous monitoring and surveillance of gender aspects, project partners are advised to appoint a women's representative for the duration of the project. Her tasks will include coordinating the networking with the female scientist networks and checking project documentation for gender aspects. This formal procedure is expected to have a positive effect on the project work by stimulating constant awareness of gender aspects during the development and evaluation of the SAFESPOT system. The nomination of a gender representative is a recommendation for those partners who aim to improve their performance on gender mainstreaming.

3.5.3. Gender in language use

A final, yet controversial recommendation is to pay greater attention to the discriminatory use of language. In order to raise awareness of gender issues in the everyday working context, all project partners are asked – as an example - to use the words "men" and "women" when talking about users during the development process. Also the sole use of the word "his" (omitting "her") implicitely suggests that men are in focus of the issue. This seems to be very complicated and unusual at times but it may help to keep in mind gender issues especially when female colleagues are not involved in the development process.

4. Conclusions

The conclusions of this training and gender equality plan are as follows:

The approach and the technology developed in the SAFESPOT project is new and unfamiliar to the wider public. Training activities are considered very important in order to make relevant stakeholders aware of the possible changes collaborative systems like SAFESPOT can bring about in terms of driving experience and traffic safety. A strategy to design information and training material for several identified stakeholders has been outlined. These courses will be developed and validated with target groups and made available for all other project partners working in the dissemniation area.

The consideration of gender aspects in research projects is a relatively new approach which still presents certain problems with respect to implementation.

While gender aspects are clearly evident in some areas, e.g. in therapeutic medicine, the necessary problem awareness, knowledge base and methodologies are often lacking in other areas, especially in technology and the natural sciences. According the gender balance survey that has been conducted for the SAFESPOT project the gender balance is generally considered satisfactory, meaning that there are females in all roles and assignments although the percentage is often considerably lower than the one for the male colleagues. Several measures and recommendations are proposed in order to consider gender related issues throughout the whole project.