

**H2020 Open Call:  
Support to Research Organisations to Implement Gender Equality Plans  
Coordination and Support Action**

**Project Proposal by**

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## **FELIA\* (FEmale Life in Academia)**

FELIA has an aim to promote gender equality in research performing organisations through systemic institutional changes and implementation of Gender Equality Plans (GEPs). FELIA strives to improve organisational matters, awareness of gender equality and to initiate a comprehensive working environment in academia and research; that way increasing the number of female researchers, improving their careers and mobility, thus contributing to research intensity. The project drawing upon innovative methods, of which some have been experimented and evaluated under previous/on-going FP7 projects.

### **Objectives**

- Removing barriers to the recruitment, retention and career progression of female researchers;
- Addressing gender imbalances in decision making processes;
- Strengthening the gender dimension in research programmes.

### **Impact**

The project will increase the number of RPOs and RFOs implementing gender equality plans pursuing the three objectives mentioned in above. In the medium / to long term, activities will contribute to the achievement of European Research Area in particular by

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\* FELIA is a girl name. In Latin means daughter and in Old Greek means profit. Colour of Felia name is PINK and the theme of EU call for this proposal is also pink.

increasing the number of female researchers, improving their careers and mobility, thus contributing to research intensity. The integration of the gender dimension in research programmes and content will improve the social value of innovations and the fitness for purpose of innovative products.

### **Type of Partners**

Research performing organisations (RPOs), including Higher Education Institutions, as well as research funding organisations (RFOs).

### **Project Phases**

#### **➤ Phase One (First Assessment)**

Conducting the first assessment and audit of current procedures and practices in each partner organisation in order to mapping the current situation and identifying the gender bias

**Research Method:** Online questionnaire among academic staff and research units, Content analyse of existing HR documents and interviews with HR managers.

**Outcomes:** Producing reports for mapping the current situation and assessing of existing and /or missing gender equality plans.

#### **➤ Phase Two (knowledge transfer and finding innovative strategies to address gender bias)**

This phase enables knowledge transfer across the partnership which includes networking, arranging workshops, seminars and conferences among FELIA partners to promote the best practices and find remedies and innovative strategies for barriers and gender bias. This phase also includes comparing the FELIA countries in regard to gender equality and their innovation system and all partners could learn from experiences in the other countries.

#### **➤ Phase Three ( Institutional change training)**

This phase include institutional change training at each partner institute at two levels: to senior management to present the strategic overview and business case and at implementation team level to bring better understanding of the issues, how to tackle them and encourage ownership of the structural change approach to be adopted.

#### **• Phase Four (Implementation)**

This Phase includes sustainable and measurable systemic institutional changes to promote gender equality. Fully-fledged GEAPs will be implemented and continuously enhanced along this project by the implementing partners. GEAPs will articulate a structural understanding of gender inequalities and bias in research with a set of actions covering the most salient issues with respect to the recruitment, retention, appraisal and empowerment of women in research.

#### **• Phase Five (Monitoring)**

Phase four the Monitoring and Evaluation of the project will carried out subcontracted at different Levels: participating institution, it consists in a set of monitoring instruments, in the form of regular meetings, qualitative and quantitative targets, and implementation reports, as well as the Instruments for an on-going evaluation of implemented actions.

- **Phase Six (Disseminations)**

Suggested and implemented strategies will be drafted and a set of recommendations for the inclusion of gender equality actions in the research will be developed. Dissemination campaign and social media will be used as communication tools to raise awareness among research institutions, funding agencies researches and society at large on the best practices for modernizing research institutions and promoting gender equality in research.

**Provisional Consortium**

**Biographies**

	<b>Country</b>	<b>Organization</b>
1	UK	University of Wolverhampton (coordinator and principle investigator)
2	Spain	IE Business School, Madrid
3	Italy	University L'Aquila
4	Germany	Westfaelische Hochschule
5	Norway	BI Norwegian Business School
6	Bulgaria	Sofia University 'St.Kliment Ohridski' and Bulgarian Association of Women in Universities
7	Turkey	Dokuz Eylu University
8	Israel	The Max Stern Yezreel Valley College
9	Poland	Head of UNESCO Chair "Women -Society- Development" University of Warsaw
10	UK	University of Bournemouth
11	Portugal	ISEG Lisbon

**Dr Roya Rahimi**

Roya completed her PhD in Tourism and Hospitality Management in 2013. She joined University of Wolverhampton Business School as a lecturer in September 2014 where she teaches across tourism, hospitality, leisure and events subject areas. Her research interests are Customer Relationship Management (CRM), Organisational Culture, Human Resource Management, Gender issues and Equality and Diversity in Higher Education. She has expertise in Quantitative Research Methods and her work has been presented at various international conferences and has been published in a variety of journals and books. She has experience of handling tight deadlines and applying for national/international grants and EU commissions funds. Roya is fluent in three languages (English, Turkish and Persian) and has familiarity with European and Asian cultures

- Gunlu, E, Pala, T and Rahimi, R. (2014). The Effects of Societal Values and Religion on Women's Career Life: Comparison of Turkey and Iran. Institute of Public Administration for Turkey and Middle East (TODAIE). 47 (1), 131-151.

**Professor Silke Machold**

Silke Machold's academic career began in European Studies and she completed her doctorate in the area of political economy of transition. Since joining the University of Wolverhampton Business School in 2001, she developed her research in corporate

governance, especially the determinants of board effectiveness and the interface between governance and CSR. She teaches and consults on these topics in the UK and overseas.

#### Selected publications

- Machold, S. (2014) Normative foundations of corporate governance and the ethics of care, in Sison, A.J.G. (ed.) *The Handbook of Virtue Ethics in Business and Management*, Springer (forthcoming)
- Machold, S., Huse, M., Hansen, K., Brogi, M. (eds.) (2013) *Getting Women on to Corporate Boards: A Snowball Starting in Norway*, Cheltenham: Edward Elgar.
- Machold, S., Ahmed, P.K., Farquhar, S. (2006) Corporate governance and ethics: a feminist perspective. In Huse, M., Postma, T., Ruess, M., Zattoni, A. (eds) *Boards and governance: Best paper proceedings from the EURAM Boards and governance track*, Oslo: BI, pp.19-36.
- Machold, S., Ahmed, P.K., Farquhar, S. (2008) Corporate governance and ethics: a feminist perspective. *Journal of Business Ethics*, 81 (3): 665-678.
- Farquhar, S., Machold, S., Ahmed, P.K. (2005) Governance and football: an examination of the relevance of corporate governance regulations for the sports sector. *International Journal of Business Governance and Ethics*, 1(4): 329-349.

Cf



**Proposal Development event on co-creation, growth and inclusion**

**15th of June (14:00 till 18:00), Brussels**

**1. Your role in the project**

I will be the project leader / coordinator of the project: Dr Elvira Perez Vallejos  
I am looking for a project leader: n/a

**2. The Organisation**

Name of the organisation: Horizon Digital Economy Institute, The University of Nottingham

Contact details: [Elvira.perez@nottingham.ac.uk](mailto:Elvira.perez@nottingham.ac.uk)

Geospatial Building, Innovation Park, Triumph Rd, NG7 2TU, Nottingham

Country: UK

Short Description of the organisation:

Horizon is a Research Institute at the University of Nottingham engaged in Digital Economy Research. Established in 2009, Horizon research focuses on the role of 'always on, always with you' ubiquitous computing technology. We investigate the technical developments needed if electronic information is to be controlled, managed and harnessed — for example, to develop new products and services for societal benefit.

Our Research aims are to:

At Horizon we are dedicated to researching, promoting and championing the potential of digital technology, looking at the challenges of providing a new generation of personal applications that use the traces we leave behind whenever we use mobile, internet and other digital technologies, in a manner that respects personal privacy and enriches, rather than supplants, the rich range of social interactions that we engage in at work and at home. Working in collaboration with leading academic and commercial partners across a broad spectrum of subjects, we aim to deliver exciting research results which will shape the digital economy of tomorrow.

## 2. The organisation (...cont.)

Main areas of expertise:

Horizon is an interdisciplinary institute with skills and knowledge tailored to address:

- Key scientific challenges in the widespread adoption of ubiquitous computing for an inclusive digital society
- Produce landmark user-led applications grounded in deployment 'in the wild'
- Engage in knowledge transfer, including training and consultancy
- Develop a new generation of interdisciplinary researchers
- Understand societal issues and to engage with public policy

Website: <http://www.horizon.ac.uk/>

## 3. The Project Idea

Short description of the project idea (Max. 15 lines):

This project will build upon ongoing activity within the Horizon Digital Economy Research Institute. Relevant research activities include the CaSMa project (Citizen-Centric Approaches to Social Media Analysis [<http://casma.wp.horizon.ac.uk/>]) which is working to address the ethical challenges around social media research. One of the core CaSMa objectives is to ensure social media users are aware of how their personal data can be used to understand human and societal behaviour and the ethics of handling human data obtained from social media. CaSMa aims to promote social media literacy among children and young people by promoting digital literacy including the design of innovative methods for engagement (i.e., Youth Juries) to enable children and young people to reflect, discuss and (re)consider online challenges and risks such as sharing of personal data, invasions of privacy, bullying and exposure to adult's content and contact. Understanding how children and young people deal with the challenges of the digital world can only be beneficial to ensure the full potential of the digital economy of tomorrow is realised.

Main objectives: To promote digital literacy among children and young people [12-17 years] enabling them to access internet creatively, knowledgeably and fearlessly.

Specific objectives: To engage young people on activities that promote reflection, discussion and deliberation on digital rights.

### 3. The Project Idea (...cont.)

List of potential activities:

1. Co-creation of scenarios that illustrate the main issues young people face when accessing internet (e.g., social media).
2. Dramatization of the scenarios and development of iRights Youth Juries.
3. Implementation of Youth Juries

Expected impact on European level: This activity could be implemented in secondary schools, colleges, youth clubs and other youth organizations across Europe.

### 4. Consortium

Type of partners sought (research institute, SME, industry, public body, etc.):

Partners will include local governments with access to children and young people with ages between 12-17 such as schools, colleges and youth clubs, and organizations interested in promoting drama in educational contexts and institutions working in partnership with young people to bring social transformation.

Partners sought from specific countries/ regions:

All regions of Europe

Expertise(s) sought and:

Expertise on bringing positive social change through innovating projects in the areas of learning and citizenship among children and young people.

Specific role of partners sought:

Partners are expected to co-produce and develop scenarios with youth people that capture youth concerns about the digital world, dramatize those scenarios and develop a product that can be exported to different contexts with the intention to sparkle debate, reflection and deliberation during the iRight Youth Juries.

**5. The Call (if you have already identified a call)**

Call identifier for 2015 calls: TBC

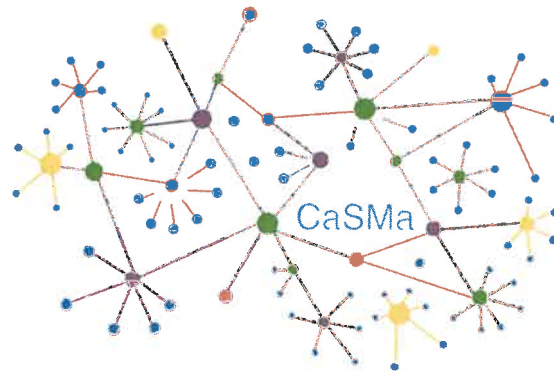
Topic from draft WP for 2016/17: TBC

Type of Action (RIA, CSA, etc.): TBC

*Social Challenges Work programme*

Please send back this Template with all you information to [T.Panteli@wlv.ac.uk](mailto:T.Panteli@wlv.ac.uk) by  
the **8<sup>th</sup> June 2015**





## What are iRights Youth Juries?

iRights Youth Juries have been developed in collaboration with the University of Leeds and iRights, a new civil society initiative that is working to create a future where all young people have the fundamental right to access the digital world creatively, knowledgeably and fearlessly. It has developed a charter setting out a series of principles that are intended to provide a framework for giving young people the power to control things when they are online. At the core of the charter are five iRights:

1. the right to remove;
2. the right to know;
3. the right to safety and support;
4. the right to make informed and conscious choices;
5. the right to digital literacy.

iRights Youth Juries is an engagement activity designed to explore the iRights and their implications with 'juries' of young people. Jury members will effectively put the internet on trial. They will reflect and offer advice relating to:

- their experiences of anxiety, uncertainty, frustration and aspiration in using digital technologies
- their understanding of who 'runs' the Internet; who polices it; what 'it' is; and how far they feel they can control their digital experiences
- their sense of their own digital literacy and its limitations
- their responses to new information about the Internet and digital technologies
- the relevance and effectiveness of the iRights in relation to such experience
- appropriate language and techniques for sharing and disseminating the iRights;
- ways of further engaging young people in thinking about and acting upon their rights as digital citizens

Each jury session comprises approximately 10-15 young people aged between 12 and 17, led by a trained facilitator whose task is to provide a safe space for participants to express themselves freely and critically. Juries meet for two hours, including a break for refreshments.

The aim of our juries is not only to find out what young people think and feel about the experiences of the digital world, but to discover what shapes their thinking and whether they are open to changing their minds in the light of discussion with peers or exposure to new information. In order to explore such questions, we are interested in observing i) the reasons that jury members give for adopting particular perspectives and positions; and ii) the extent to which participants' perspectives and positions change (individually and collectively) between their arrival in the jury session and their departure.

At Nottingham University we have run a successful series of youth juries using scenarios that previously were co-produced with young people to reflect their main digital concerns. These scenarios were enacted by live actors as the catalyst for discussion. We are currently interested to replicate the same research methodology (i.e., iRights Youth Juries) but using short video clips professionally produced for such purpose instead of live actors. While the presence of live actors in all the previous juries has added an exciting dimension to the deliberative process, the high costs and complex logistics involved minimise opportunities for wider engagement and dissemination among children and young people. The short video clip format could offer a plausible alternative with additional benefits including the possibility to bring the iRights youth juries to schools, colleges and youth clubs during school term.

Similar to live acting, the short video clips may serve to highlight key themes and issues, punctuate discussions so that participants can take a break from talking, elicit reflective responses, and offer participants a chance to engage in the research process via a visual form of entertainment that they will also find appealing.

### Some observations about the iRights Youth Juries

Preliminary results show that young people are uneasy – even anger — about their inability to control their own information, image and identity online. In various contexts, the phrase ‘It’s not fair!’ was often heard as jurors gathered evidence and deliberated.

Here are some other preliminary observations:

- Many young people feel the lack of transparency about what information is collected and shared about them is unacceptable and needs to change.
- Suggested remedies ranged from financial sanctions to new forms of internet ‘police’ to explicit ‘opt in’ by default settings on sites and apps.
- Whilst nearly 100% of participants listed one social media platform or another as something they ‘couldn’t live without’, they were nonetheless acutely aware of the hold these tools can have on them.
- Young jurors recommended everything from enforced breaks to time limits to written health warnings as possible remedies.
- Though jurors recognised anxiety can be a result of one’s digital interactions, few knew where to turn if they feel emotional anxiety (in light of research published this week about a 7% spike in teenage girls reporting ‘emotional problems’ versus five years ago, this feels a particularly important observation).
- Many young people have a particular concern about apps that claim to delete their data (usually pictures) but have loopholes.

For more information contact Elvira Perez at [Elvira.perez@nottingham.ac.uk](mailto:Elvira.perez@nottingham.ac.uk)  
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