



Fondazione regionale
Pietro Seveso

How to improve women's place in ICT Professions?

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FROM CONCLUSIONS TO RECOMMENDATIONS

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FALSIFICATION OF SOME STEREOTYPES, EXPECTED AND UNEXPECTED RESULTS

Falsification of some current hypotheses on women and ICTs

there is not a lack of familiar role models
there are not such problems of relation to technology
working conditions, although hard, are not perceived as the main problem

Evidence of traditional constraints to women's work

Occupational segregation
glass ceiling

Evidence of typical factors of an open labour market

lack of institutionalisation
competitive culture
high inter company mobility

Evidence of typical forms of knowledge-economy work organisation

project working
flexibility and long hours

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CONSOLIDATED RESULTS

- From inside, ICT professions look more varied and articulated than they were supposed to be
- There is not a "privileged" education and route to ICT professions
- ICT careers are little formalised and professional development is mainly up to the individual
- Working by project is quite widespread
- Work in ICT is highly deregulated

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FINAL RECOMMENDATIONS

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1) Creating a better understanding of ICT professions

Awareness campaigns

**Cross-disciplined curricula;
training addressing teachers and advisors**

**Managerial recruiting practices;
collective agreements on entry rules**

**Systems of recognition of the skills acquired by
employees and free-lance workers during their
career paths**

Agents of changes

**Parents, teachers and students, vocational advisors,
head hunters and human resources managers, European
and national educational institutions, trade unionists**

2) Career re-orientation practices

Awareness of the connections between degree and ICT jobs

Re-training opportunity for “generalist” degree and graduations unsuitable to new economy

Retraining courses or tutorship for women after unemployment or maternity

Agents of change

Vocational advisors, counsellors, social partners, training institutions

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3) Continuing training

Free and low-cost public courses and/or subsidising private offer with bonus for self-education

Inventing the right mix of formal training and self training

Women ICT professional as trainers

Training for women during maternity

Supporting networks among women professionals

Agents of change

Training institutions, teachers, women’s associations, social partners

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4) Reconciling work and family life

Training courses on project management competencies

Family friendly practices in companies

New forms of regulation of work, not simply based on working hours

Agents of change

Companies, HR managers, trade unions

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5) New HRM tools in recruitment, retention and mentoring.

Recruitment practices addressing women

Family friendly practices for retention

Role models of successful women

Mentoring

Agents of change

HR managers, women in top managers, women teachers in universities

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7) New collective bargaining issues and welfare policies

Framework agreements on working hours flexibility

Sustainable flexibility to ICT employees and free-lance workers

Agents of change

Public welfare institutions and social partners

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8) Socio-economic research

More focused investigation on:

- **new forms of work organisation**
- **the future of Industrial Relations between collective and individual bargaining**
- **the multiple ways adopted by ICT professionals to develop their knowledge**

Agents of change

Local, National and European research institutions

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