Gender in research

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GENDER ACTION

NUCLEU 2020

YELLOW WINDOW

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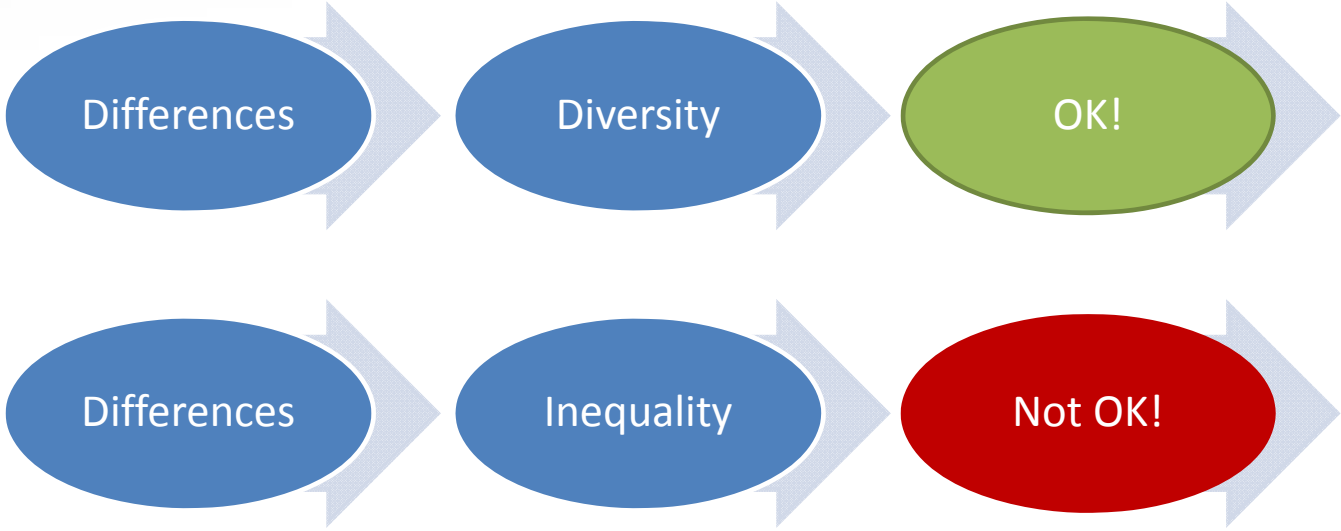
Basic Concepts

SEX refers to the biologically determined characteristics of men and women in terms of reproductive organs and functions based on chromosomal complement and physiology. As such, sex is globally understood as the classification of living things as male, female, or intersex.

GENDER refers to the social construction of women and men, of femininity and masculinity, which varies in time and place, and between cultures.

NOTE THAT:

- The problem is not the difference between men and women as such, but the difference in how they are valued
- Certain aspects associated with ‘masculinity’ still tend to be valued more highly
- The result is inequality of opportunities, segregation & discrimination



GENDER EQUALITY

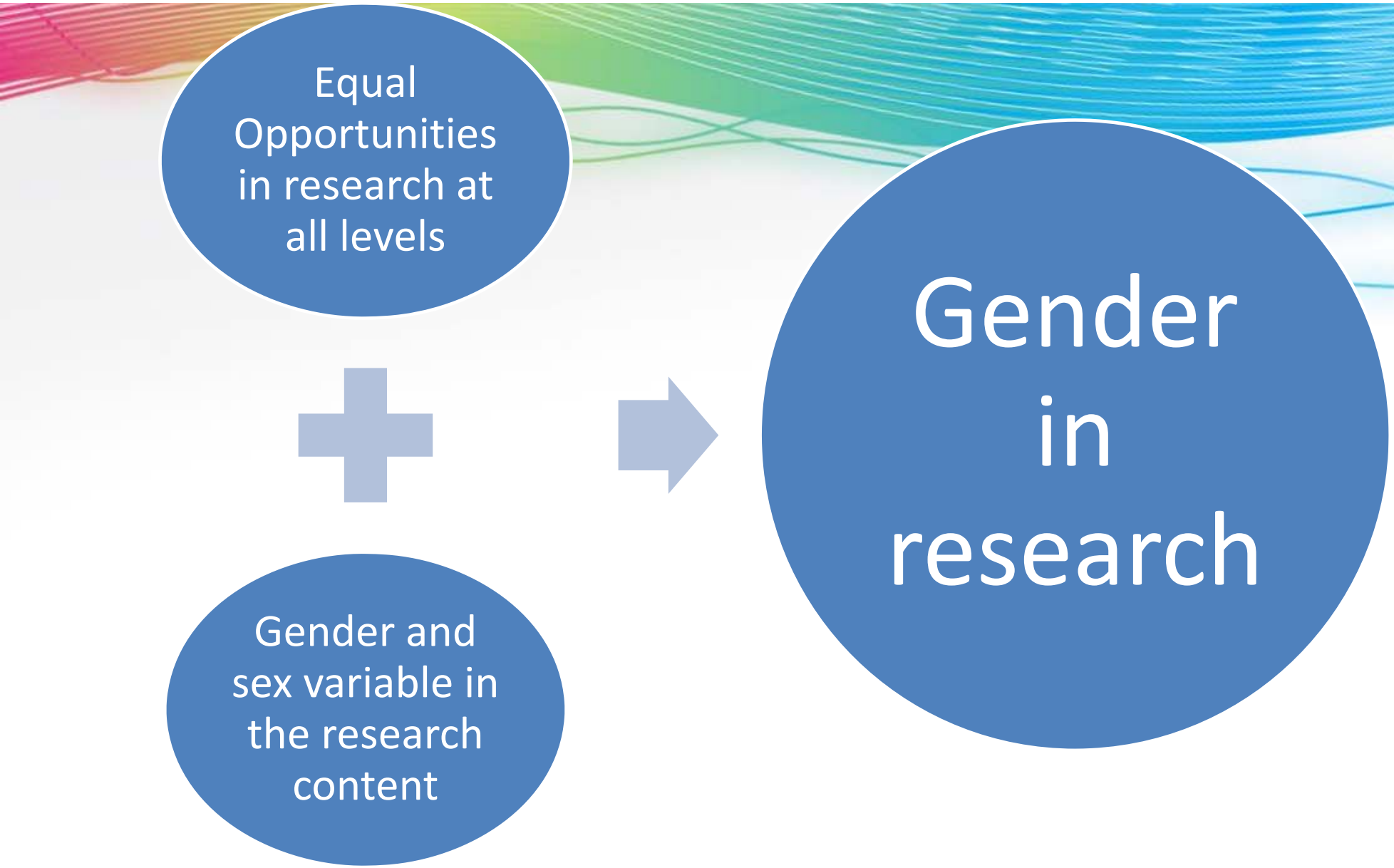
A situation where individuals of both sexes are free to develop their personal abilities and make choices without the limitations imposed by strict gender roles. The (possibly) different behaviours, aspirations and needs of women and men are considered, valued and favoured equally.

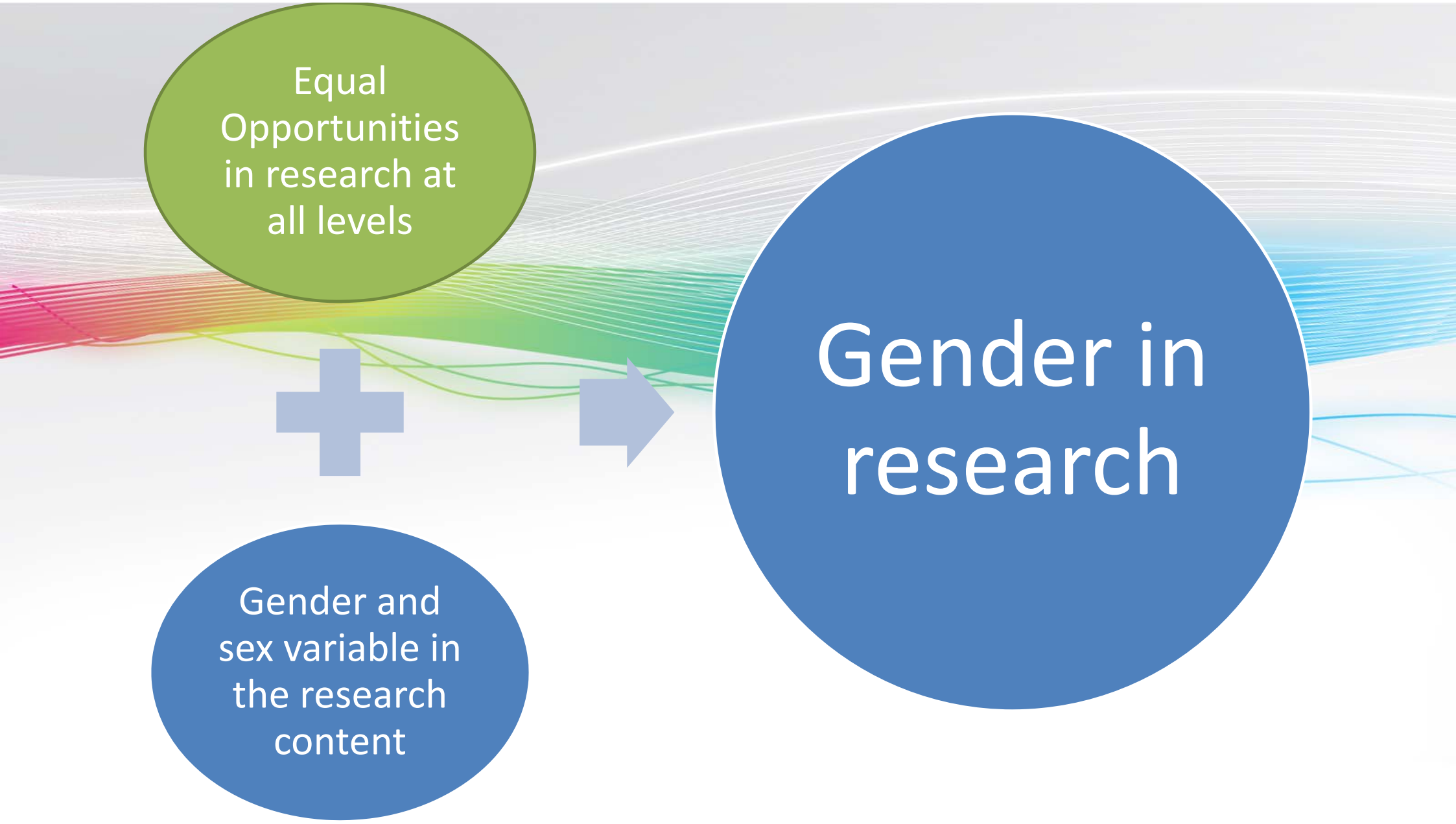

European
Commission
HORIZON 2020

European Commission

Three objectives underpin the European Commission's strategy on gender equality in research and innovation policy:

- *Fostering equality in scientific careers*;
- *Ensuring gender balance in decision-making processes and bodies*;
- *Integrating the gender dimension in research and innovation content*, i.e. taking into account the biological characteristics and the social features of women and men.


Equal Opportunities in research at all levels
Gender and sex variable in the research content
Gender in research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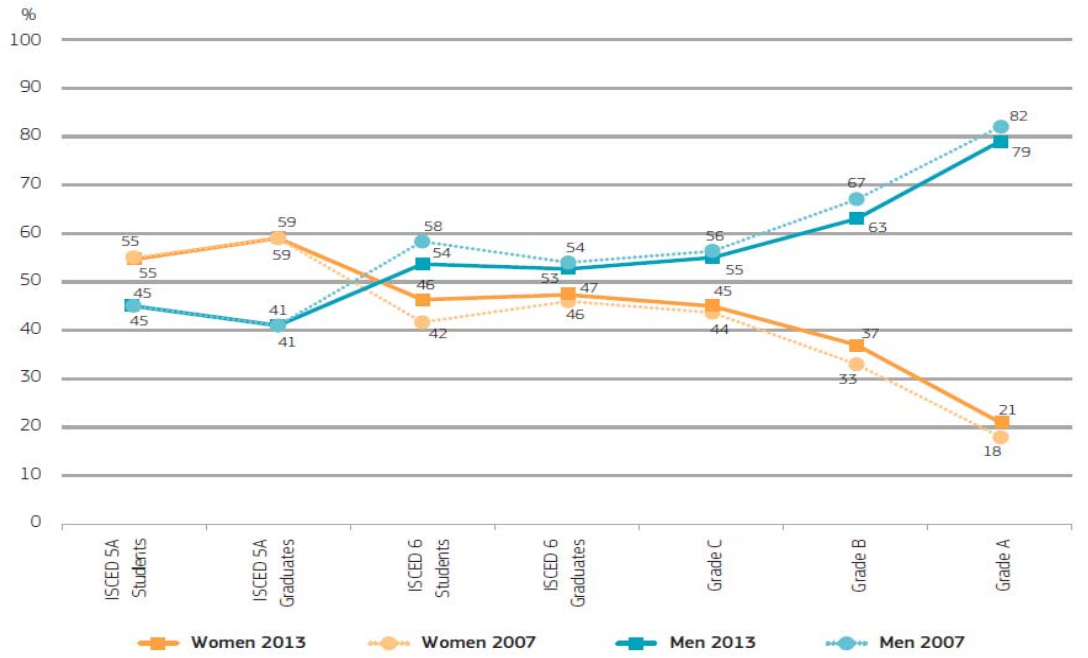
SHE – figures – 2015: The scissors - diagram

- In only eight out of 28 EU Member States did women account for more than 40 % of researchers.
- Women in the EU have a stronger presence amongst researchers in the higher education and government sectors. In the business sector, they make up close to one in five researchers (2011).”

Figure 6.1. Proportion of women and men in a typical academic career, students and academic staff, EU-28, 2007–2013



Notes: Reference years Eurostat data: 2007–2012; Reference years for Women in Science (WiS) data: 2007–2013; Exceptions to the reference years (WiS): AT: 2007–2011; BE (FR), LV, RO: 2010–2013; CY, PT: 2007–2012; DK, LU (Grade A and B, C not available): 2009–2013; ES, IE: 2008–2012; BE (FL), NL, FI: 2011–2013; PL, SK: 2012–2013; FR: 2012; HR: 2014; MT: 2015; EE: 2004 (She Figures 2012); LT: 2007 (She Figures 2012); UK: 2006 (She Figures 2012); Data unavailable for: (Eurostat) ISCED 5A Students: LU (2007); ISCED 5A Graduates: FR (2012), LU (2007); ISCED 6 Students: DE (2007), LU (2007); ISCED 6 Graduates: FR (2012), LU (2007).

Source: Women in Science database, DG Research and Innovation and Eurostat – Education Statistics (online data code: educ_grad5)

This international crew that flew aboard the Space Shuttle Challenger represented the largest number (eight) of persons to occupy an orbiting spacecraft at the same time. (NASA, 2017)

Gender Equality Plan

As defined by the European Commission, a gender equality plan consists of a set of actions aiming at:

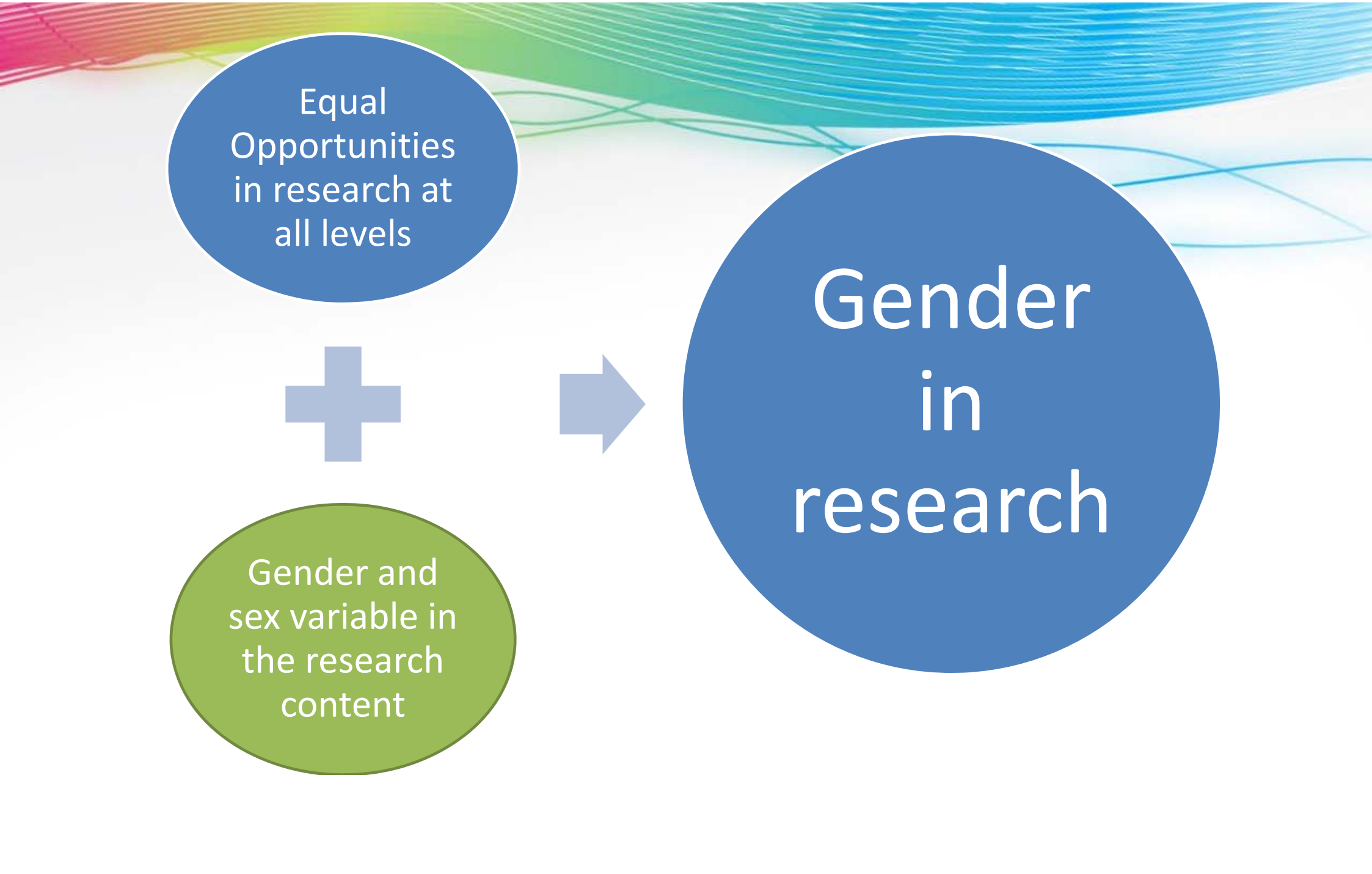
- Conducting impact assessment / audits of procedures and practices to identify gender bias.
- Identifying and implementing innovative strategies to correct any bias.
- Setting targets and monitoring progress via indicators.

European Commission Communication
on 'A Reinforced European Research Area
Partnership for Excellence and Growth' (COM(2012) 392 final)

Good practice examples - Areas of intervention:

- Organisational culture:
  - ✓Organise gender training
- Reconciliation of work and private life:
  - ✓Parents to Parents coaching
- Recruitment, selection and career progression:
  - ✓Anonymise certain steps to avoid unconscious bias
- Leadership and decision-making:
  - ✓Quota for women in all decision making commissions and other bodies
- Sexual and gender-based harassment:
  - ✓'Special Point of Contact Person' for sexual harassment

→ See GEAR tool: http://eige.europa.eu/gender-mainstreaming/toolkits/gear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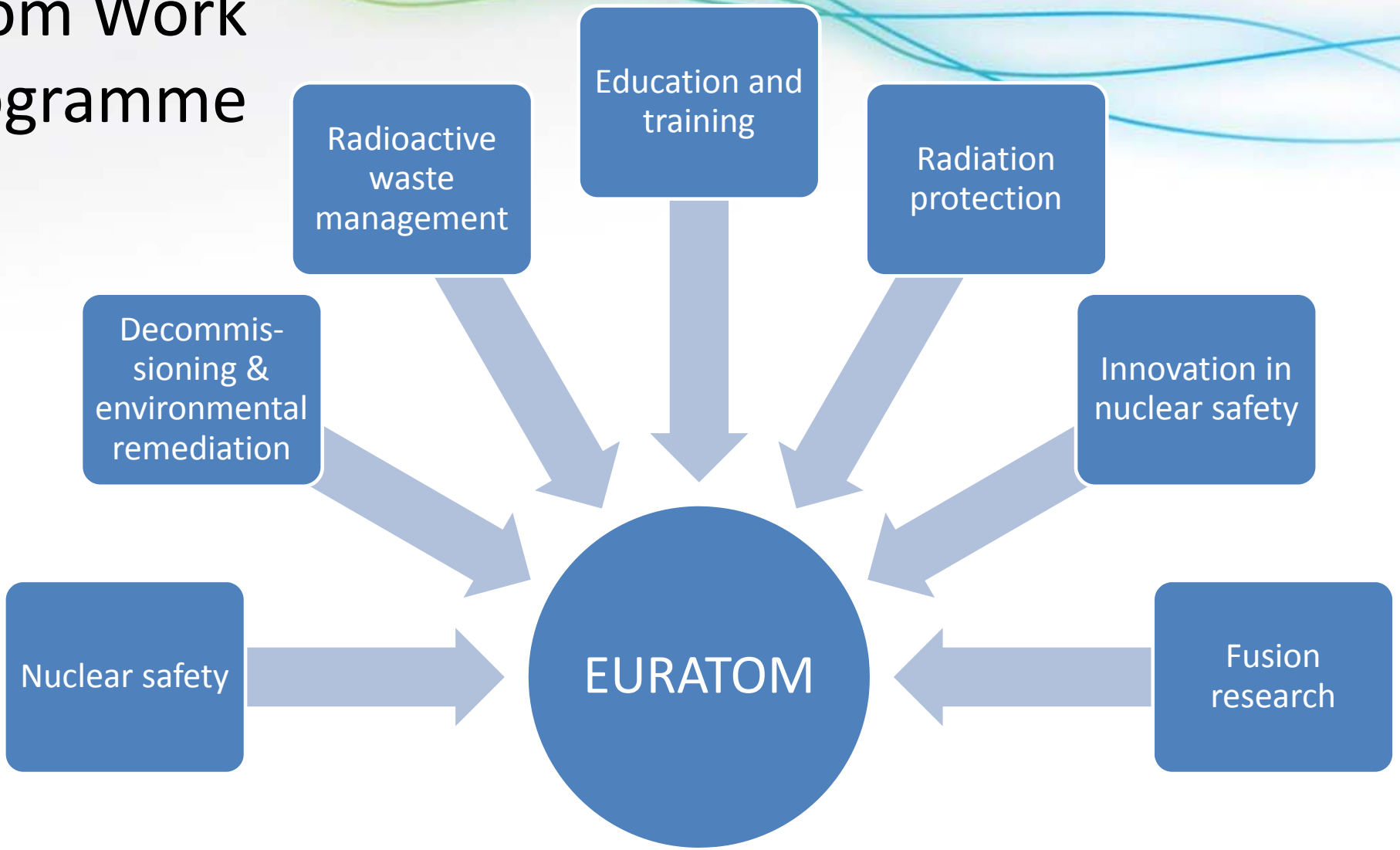
Euratom Work Programme



Euratom: sex and gender relevance

- Sex relevance:
  - Different radiation effects on the body: cancer; fertility; cataract (lens doses); …
  - Radiation vulnerability → different protection requirements (a.o. occupational risks)
  - Medical treatments
  - …
- Gender relevance:
  - Attitudes to nuclear power / energy / waste
  - Safety cultures & behaviours in relation to nuclear power / waste
  - Consequences in case of disasters
  - …

Case: Fukushima - Japan

Sex variable in radiation exposure

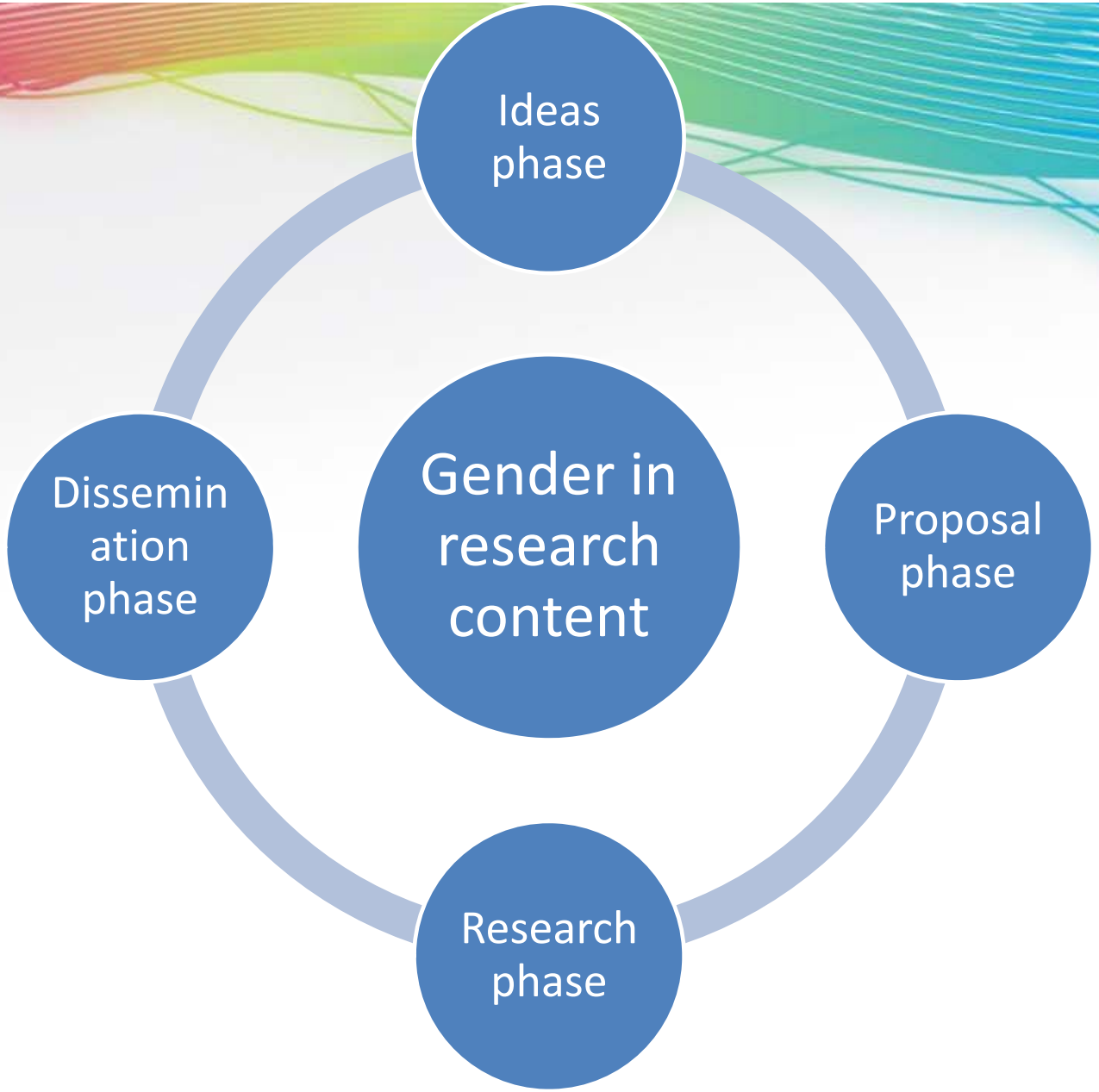
- In the acute phase of the disaster, government failures also led to unnecessary exposures. It chose not to disclose radiation dispersion modelling data, which meant that some people evacuated to areas with higher radiation. Women and children – and particularly female fetuses, infants, and girls – are more vulnerable to the health effects of radiation exposure than their male and/or adult counterparts.
- In the wake of the disaster, the government raised the officially "acceptable" level of radiation exposure to 20 mSv/year, where it still remains nearly six years later. This standard is applied to the general population in Fukushima-contaminated areas – including those that are known to be more vulnerable. As stated by the UN Human Rights Rapporteur following his investigation in 2012, this violates survivors' right to the highest attainable standard of health. Data from contaminated regions show an abrupt increase in perinatal mortality at 10 months post-disaster. The heavily contaminated prefectures saw a greater increase at 15% than the concurrent increase of 6.8% in the moderately contaminated prefectures. No similar increase was seen in the unaffected prefectures throughout Japan in this timeframe. The sudden increase in perinatal mortality rates in January 2012 in affected prefectures was followed by a decreasing trend, albeit at a higher level than the initial pre-disaster downward trend. This is consistent with perinatal mortality data in Europe, post-Chernobyl.

Gender variable in radiation exposure

- Japan is a nation with a yawning gender gap. In 2012, women employed full-time only earned 69.3% of their male counterparts' wages. With part-time workers included, women only made 51.0% of the salaries their male counterparts were paid. This enormous resource disparity meant that women were at a significant disadvantage for coping with the impacts of the disaster.
- In addition, compensation payments were made to married couples as a family unit – dispensed to the 'head of the household', which was usually the adult male. This meant that women's access to compensation funds was solely at the discretion of their husbands.
- Many women evacuated without their husbands, who chose to remain in the Fukushima-contaminated region. Some women lived separated from their spouses, while others divorced. Women who have suffered both the economic consequences of the disaster and have left their partners are particularly vulnerable to poverty.

First Responders

- Men are found to be typically more often ‘first responders’ to disasters than women. This is linked to their (gender) role of being ‘heroic’ or ‘being the last one to leave the ship’.
- Also in Fukushima male engineers volunteered to put their lives at risk to stabilize the power plant.



Remember:
Both the variables sex AND gender can be relevant

Integrating sex / gender in a research proposal

- Make ‘gender’ visible straight away (e.g. in abstract, key words)
- Budget: foresee resources; remember gender training is an eligible cost (budget for training under ‘other direct costs’)
- Keep ‘gender’ in mind *throughout* the proposal preparation and drafting (gender balance in team; management structures; expertise in the consortium; research activities;…)

→*No ‘magic formula’ or couple of paragraphs*

→*Mobilise expertise*

Integrating sex / gender in a research proposal

Technical part of the proposal:

1. **Excellence:**

1.1: Objectives: point out relevance; include analysis of sex / gender in relation to the main research topic as objective; explain which knowledge exists already and which are the gaps the research will fill

1.2 Relation to the Work Programme: especially when gender is flagged → explain how furthering gender knowledge will help advance the WP objectives

1.3 Concept and Method:

a) Explain / show the gender expertise in the consortium (interdisciplinary research!), and if missing, say how this will be solved. Refer to existing research on sex/gender in relation to the topic and explain how the project will build on the existing research (if relevant)

b) Explain the project's approach to sex / gender throughout the research cycle

1.4 Ambition: include also a reflection on what the ambition of the project is in relation to gender knowledge

Integrating sex / gender in a research proposal

Technical part of the proposal:

2. Impact:

2.1 Expected impacts: include gender! Point out any obstacles or barriers, e.g. missing sex-disaggregated data → explain how the project will contribute to solving this obstacle

2.2 Maximise impact

a) dissemination and exploitation: be consistent and integrate also sex/gender findings in how exploitation is planned; show what the added value will be; how including sex/gender variable will raise the quality of the research

b) communication: communicate findings! (conference papers; posters; research articles); show how results will be disseminated in a way that makes the sex/gender variable visible

Integrating sex / gender in a research proposal

Technical part of the proposal:

3. Implementation

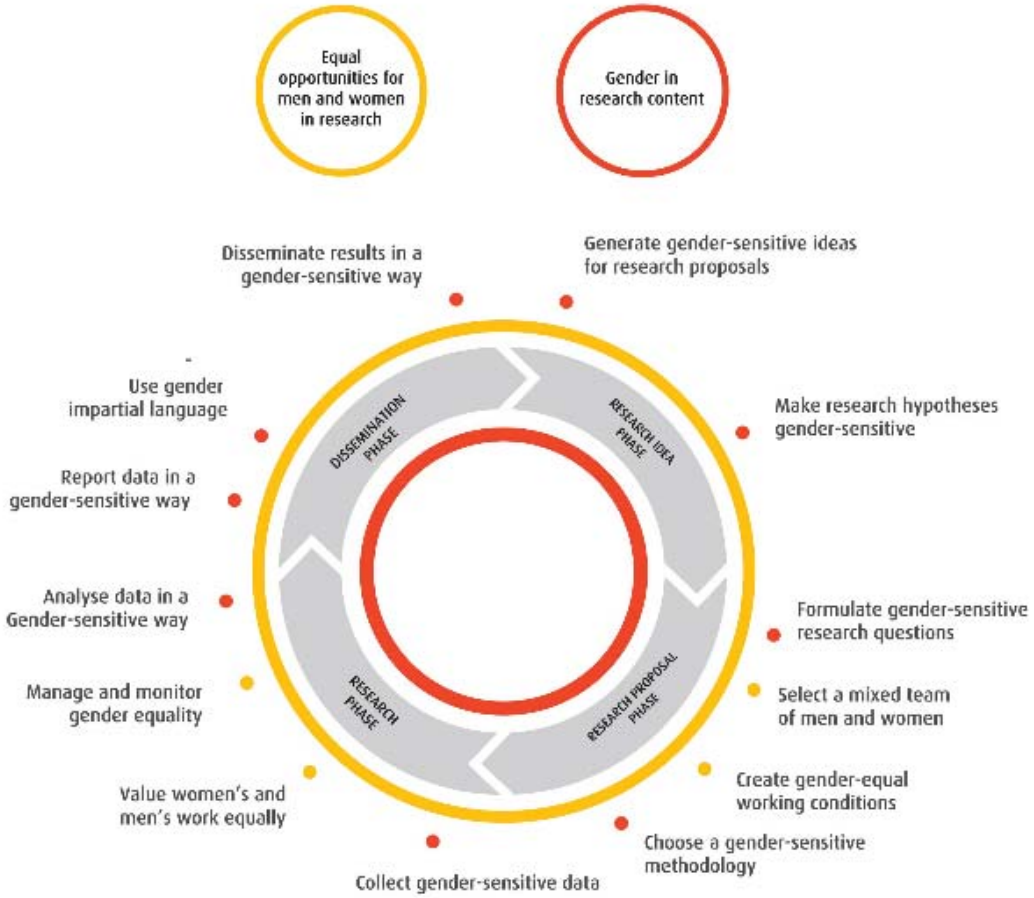
3.1: Work Plan: WP's and deliverables: integrate sex / gender throughout; show how the variables sex and/or gender will be taken on board; involve/consult relevant stakeholder groups and experts; consider separate deliverable on gender issues; present Gender Equality Plan in Management work package

3.2 Management structures: ensure gender balance in management structures!

3.3 Consortium as a whole: ensure and point out gender balance and gender expertise

3.4 Resources: gender training to be foreseen; sufficient resources for gender issues in the work plan

Tool: checklist, in https://www.yellowwindow.com/genderinresearch



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How to make research gender-sensitive

CHECKLIST FOR GENDER IN RESEARCH

Equal opportunities for women and men in research

- ☐ Is there a gender balance in the project consortium and team, at all levels and in decision-making positions?
- ☐ Do working conditions allow all members of staff to combine work and family life in a satisfactory manner?
- ☐ Are there mechanisms in place to manage and monitor gender equality aspects, e.g. workforce statistics, as required by FP7?

Gender in research content

Research ideas phase:

- ☐ If the research involves humans as research objects, has the relevance of gender to the research topic been analysed?
- ☐ If the research does not directly involve humans, are the possibly differentiated relations of men and women to the research subject sufficiently clear?
- ☐ Have you reviewed literature and other sources relating to gender differences in the research field?

Proposal phase:

- ☐ Does the methodology ensure that (possible) gender differences will be investigated: that sex/gender-differentiated data will be collected and analysed throughout the research cycle and will be part of the final publication?
- ☐ Does the proposal explicitly and comprehensively explain how gender issues will be handled (e.g. in a specific work package)?
- ☐ Have possibly differentiated outcomes and impacts of the research on women and men been considered?

Research phase:

- ☐ Are questionnaires, surveys, focus groups, etc. designed to unravel potentially relevant sex and/or gender differences in your data?
- ☐ Are the groups involved in the project (e.g. samples, testing groups) gender-balanced? Is data analysed according to the sex variable? Are other relevant variables analysed with respect to sex?

Dissemination phase:

- ☐ Do analyses present statistics, tables, figures and descriptions that focus on the relevant gender differences that came up in the course of the project?
- ☐ Are institutions, departments and journals that focus on gender included among the target groups for dissemination, along with mainstream research magazines?

Thank you for attending this webinar

For background information, some resources, reading list → see the ‘hand-out’ that you will receive.