

# Gender in research webinar

Dissemination, Exploitation and Evaluation

19 September 2018

**GENDER  
ACTION**



  
YELLOW WINDOW



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# Basic Concepts

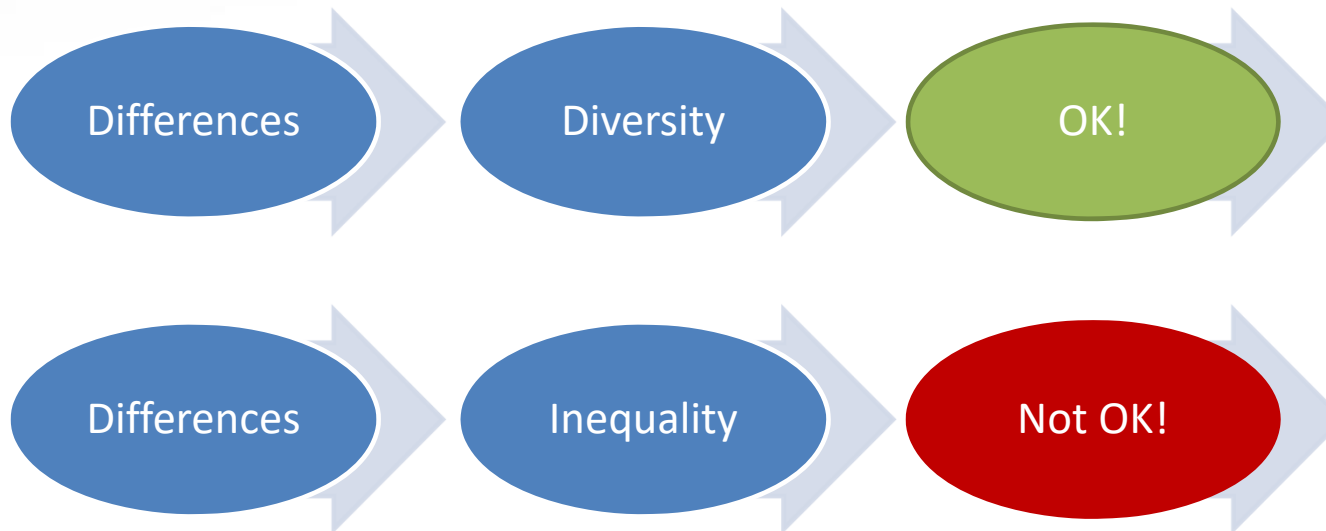
**SEX** refers to the biologically determined characteristics of men and women in terms of reproductive organs and functions based on chromosomal complement and physiology. As such, sex is globally understood as the classification of living things as male, female, or intersex.

**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

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

The diagram features a light blue background with a decorative header of colorful, wavy lines in shades of red, orange, yellow, green, and blue. On the left, two blue circles are stacked vertically. The top circle contains the text 'Equal Opportunities in research at all levels'. Below it is a large, light blue plus sign. The bottom circle contains the text 'Gender and sex variable in the research content'. To the right of the plus sign is a large, light blue arrow pointing towards a large blue circle on the right side of the image. This circle contains the text 'Gender in research'.



Gender and  
sex variable in  
the research  
content



Gender  
in  
research



Equal  
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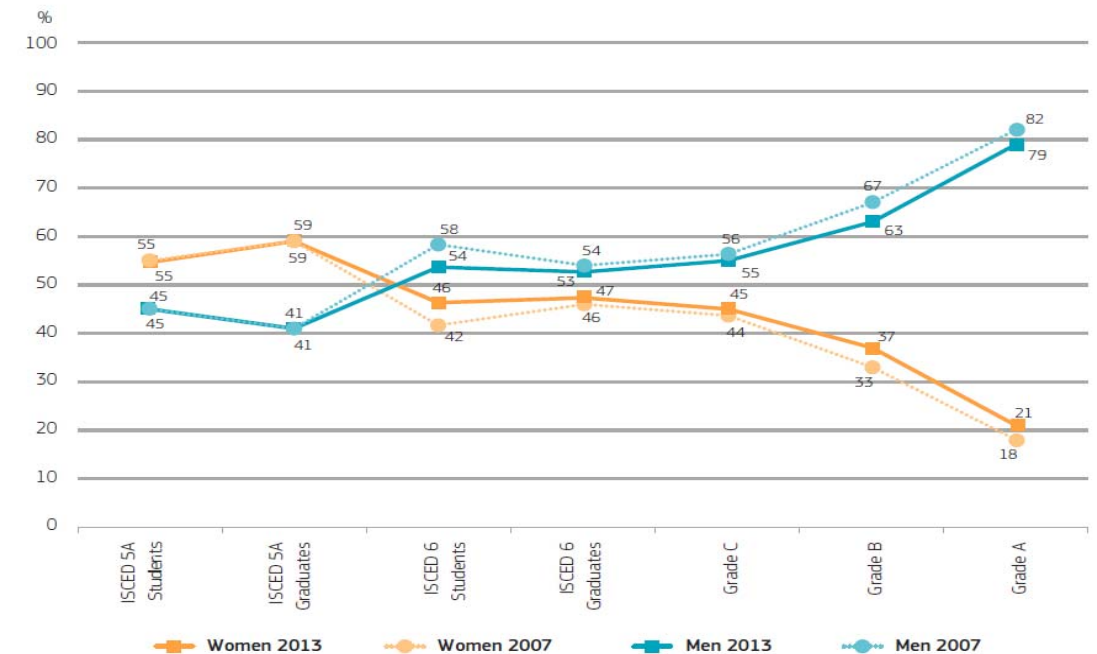
Gender and  
sex variable in  
the research  
content

Gender in  
research

# 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)."

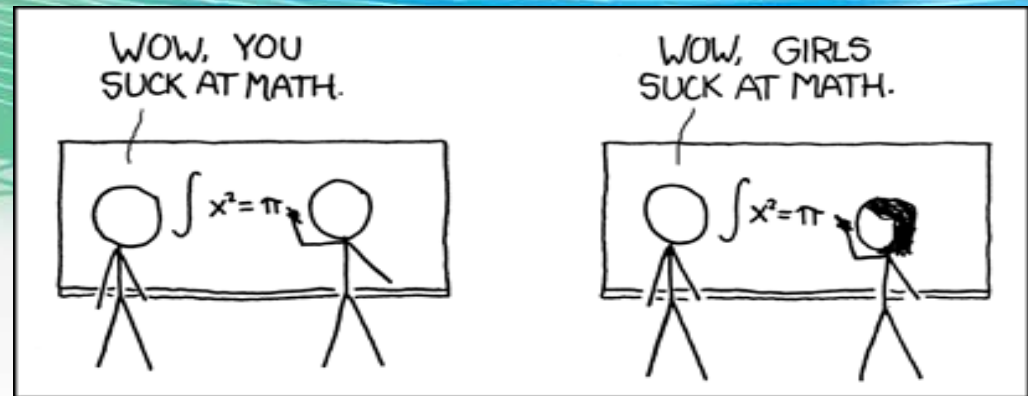
**Figure 6.1.** Proportion of women and men in a typical academic career, students and academic staff, EU-28, 2007–2013



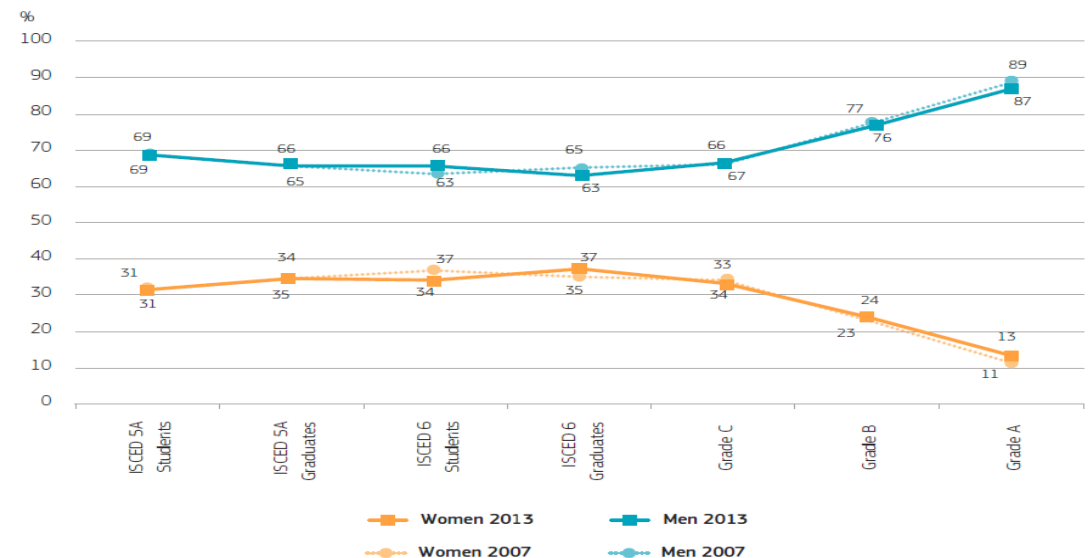
Notes: Reference years Eurostat data: 2007–2012; Reference years for Women in Science (WIS) data: 2007–2013; Exceptions to the reference years (WIS): AT: 2007–2011; BE (FR), LV, RO: 2010–2013; CY, PT: 2007–2012; DK, LU (Grade A and B, C not available): 2009–2013; ES, IE: 2008–2012; BE (FL), NL, FI: 2011–2013; 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)

The gap is even bigger if we look at the proportion of women and men in the areas of science and engineering.



**Figure 6.2.** Proportions of women and men in a typical academic career in science and engineering, students and academic staff, EU-28, 2007–2013



Notes: Reference year for Eurostat data: 2007–2012; Reference year for WIS data: 2007–2013; Exceptions to the reference years (WIS): AT: 2007–2011; BE (FR): 2010–2013; BE (FL), NL, FI: 2011–2013; CZ: 2007–2008; DK: 2009–2013; IE: 2008–2012; EL, MK: 2012; PL, SK: 2012–2013; BA, SI: 2013; HR: 2014; LT: 2007 (She Figures 2012); UK: 2006 (She Figures 2012); Data unavailable for WIS Grade A, B and C: AT, BG, EE, FR, HU, LU, LV, RO; Eurostat: ISCED 5A Students: LU (2007), ISCED 5A Graduates: FR (2012), LU (2007), ISCED 6 Students: DE (2007), LU (2007), NL (2007), ISCED 6 Graduates: FR (2012), IT (2007), LU (2007), PL (2012); Others: SET fields of education = Science, maths and computing + Engineering, manufacturing and construction; SET fields of science = Engineering and technology + Natural sciences.

Source: Women in Science database, DG Research and Innovation and Eurostat – Education Statistics (online data code: educ\_grad5)



# 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:

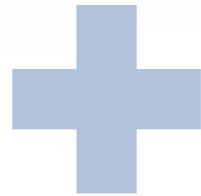
- Organisational culture:
  - ✓ Organise gender training
- Reconciliation of work and private life:
  - ✓ Measures to facilitate return to work after parental leave
- Recruitment, selection and career progression:
  - ✓ Organise unconscious bias awareness sessions
- Leadership and decision-making:
  - ✓ Gender quota in all decision making bodies
- Sexual and gender-based harassment:
  - ✓ 'Special Contact Person' for sexual harassment



→ See GEAR tool:  
<http://eige.europa.eu/gender-mainstreaming/toolkits/gear>

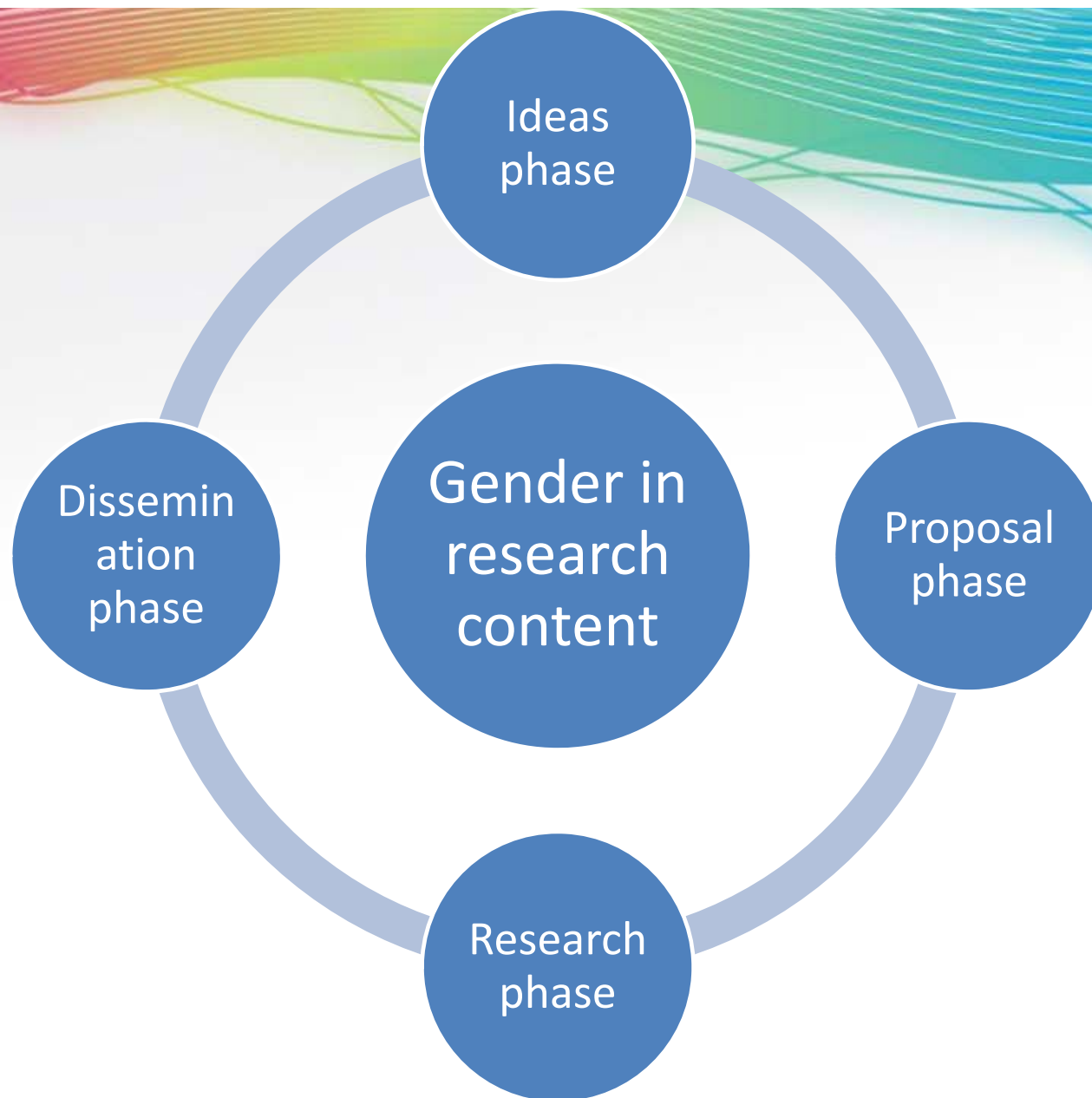
Equal  
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The diagram features a large blue circle on the right containing the text 'Gender in research'. To its left, there are two smaller circles: a blue one at the top and a green one at the bottom. A plus sign is positioned between these two circles, and a large arrow points from the space between them towards the large blue circle. The background has a colorful, wavy pattern at the top.



Gender  
in  
research

Gender and  
sex variable in  
the research  
content



**Remember:  
Both the variables  
sex AND gender can  
be relevant**

# Case: Endocrine-disrupting compounds in water supply





Is this research about the water  
or about the women and men  
drinking it?  
Sometimes we need to shift our  
focus to grasp the entire  
picture...



IDEAS PHASE

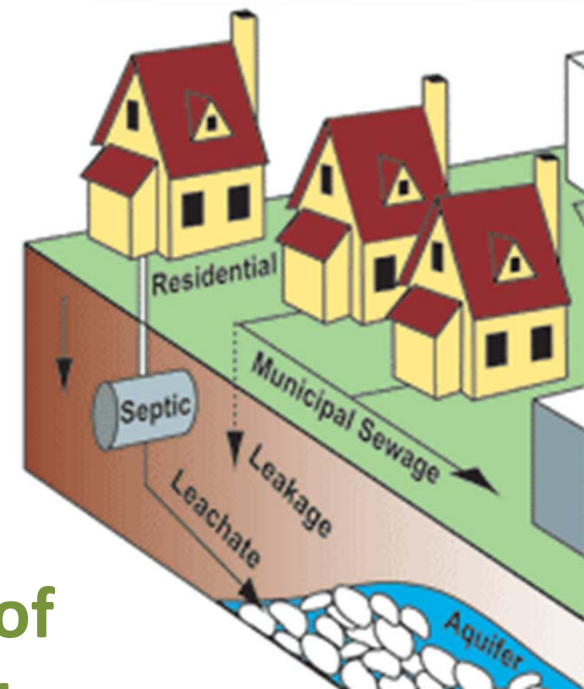




IDEAS PHASE

Determine if sex / gender is relevant:

- Does your research involve humans?
- YES: sex and/or gender always relevant
  - NO: At what point down the line will humans be involved and how will sex and/or gender be influencing your research at that stage?



**Humans are involved: as supplier and consumer of endocrine- disrupting compounds in drinking water**



- How is the variable sex relevant in this topic?
- How is the variable gender relevant in this topic?



Both aspects are  
relevant:  
biology ⇔ behavior







# **Gender relevance for “Spreading Excellence and Widening Participation”?**

- **Teaming**
- **Twinning**
- **ERA Chairs**

→ **‘Excellent’ research is gender-sensitive!**





## Gender relevance for “Spreading Excellence and Widening Participation”?

- “**Teaming** invests in Europe’s research and innovation potential through supporting the creation of new (or upgrading of existing) *Centres of Excellence* on the basis of partnerships with internationally leading institutions.”
  - *Centres of Excellence* ought to have the expertise to integrate sex/gender issues in governance, in human resources management, in research management and research content, ...
  - *Centres of Excellence* actively commit to gender equality



## Gender relevance for “Spreading Excellence and Widening Participation”?

- “**Twinning** aims to build on the huge potential of *networking for excellence* through knowledge transfer and exchange of best practice between research institutions and leading partners.”
  - **Twinning offers opportunities for transfer and exchange of gender knowledge and capability AND to identify good practices in sex- and gender-sensitive research**
  - **Twinning offers opportunities for promoting women’s careers**



## Gender relevance for “Spreading Excellence and Widening Participation”?

- “**ERA Chairs** bring outstanding researchers to universities and other research organisations that have high potential for *research excellence*.”
  - ERA Chairs can promote the diffusion of gender expertise and access to gender competence for research organisations.
  - Institutions willing to achieve excellence must actively engage with gender equality in their structures, governance, human resources and research management
  - Set up Gender Equality Plans

# Integrating sex / gender in a H2020 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*

→ *No 'excellence' without gender equality!*

→ *Mobilise expertise*



# Integrating sex / gender in a H2020 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 H2020 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 H2020 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

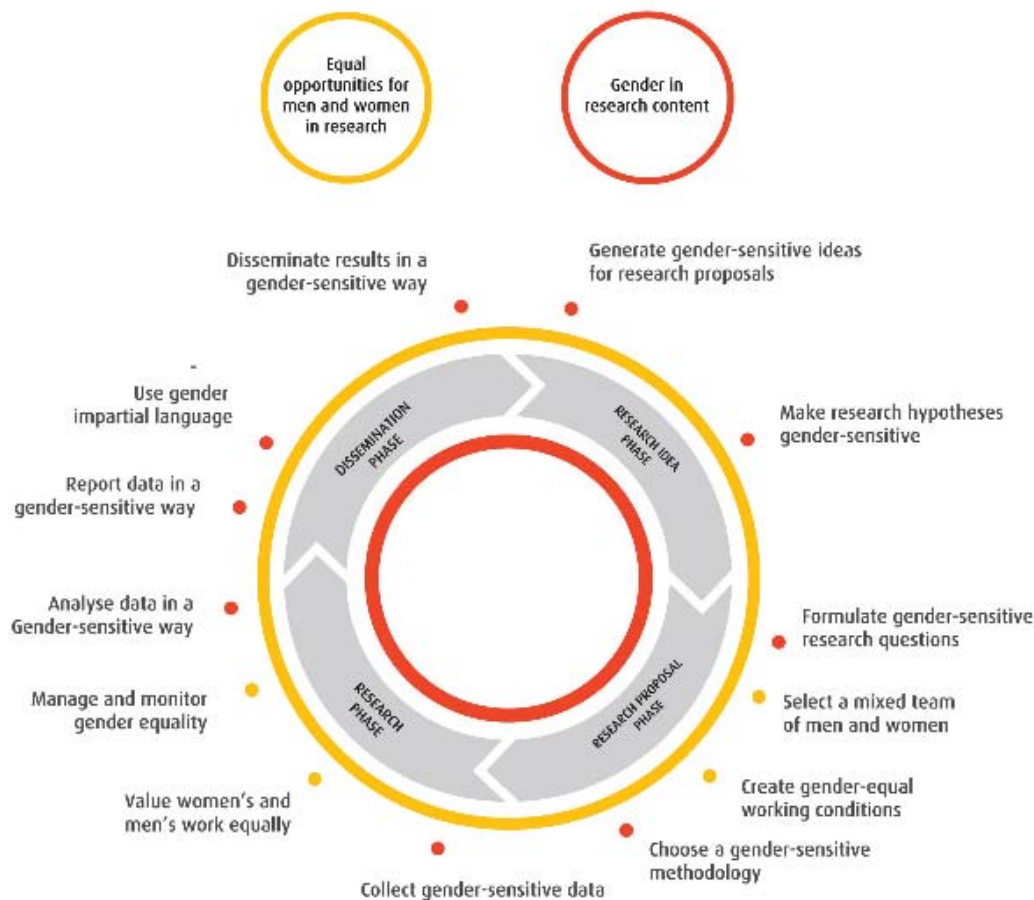
3.2 Management structures: ensure gender balance in management structures!

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 audience 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.