

Gender in research webinar

Secure, clean and efficient energy

11 October 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 or female.

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

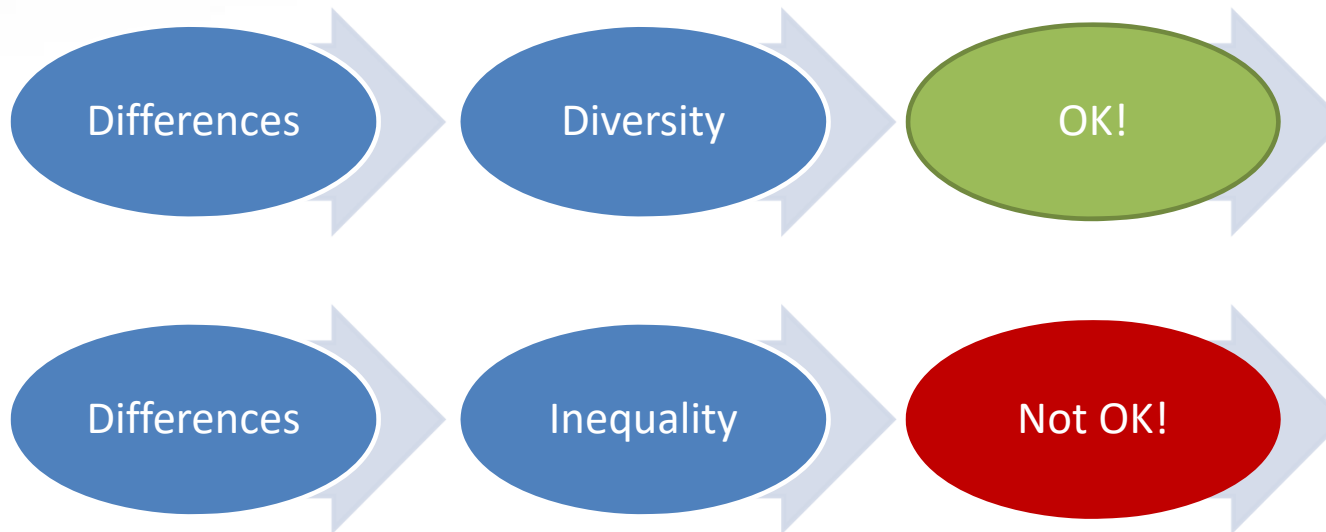


Natural or constructed competences?



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.

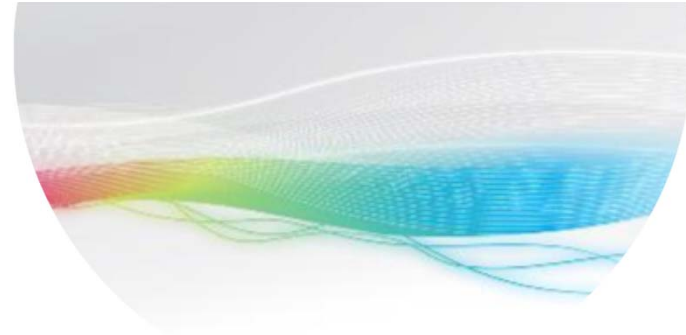




European Commission

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



Gender and
sex variable in
the research
content



Gender
in
research

Equal
Opportunities
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all levels

The diagram features a light gray background with a series of horizontal, wavy lines in shades of pink, orange, yellow, green, and blue. On the left, there are two circles: a green one at the top and a blue one at the bottom. A large blue plus sign is positioned between them. To the right of the plus sign is a large blue arrow pointing towards a large blue circle on the right side of the image. The green circle contains the text 'Equal Opportunities in research at all levels'. The blue circle at the bottom contains the text 'Gender and sex variable in the research content'. The large blue circle on the right contains the text 'Gender in research'.

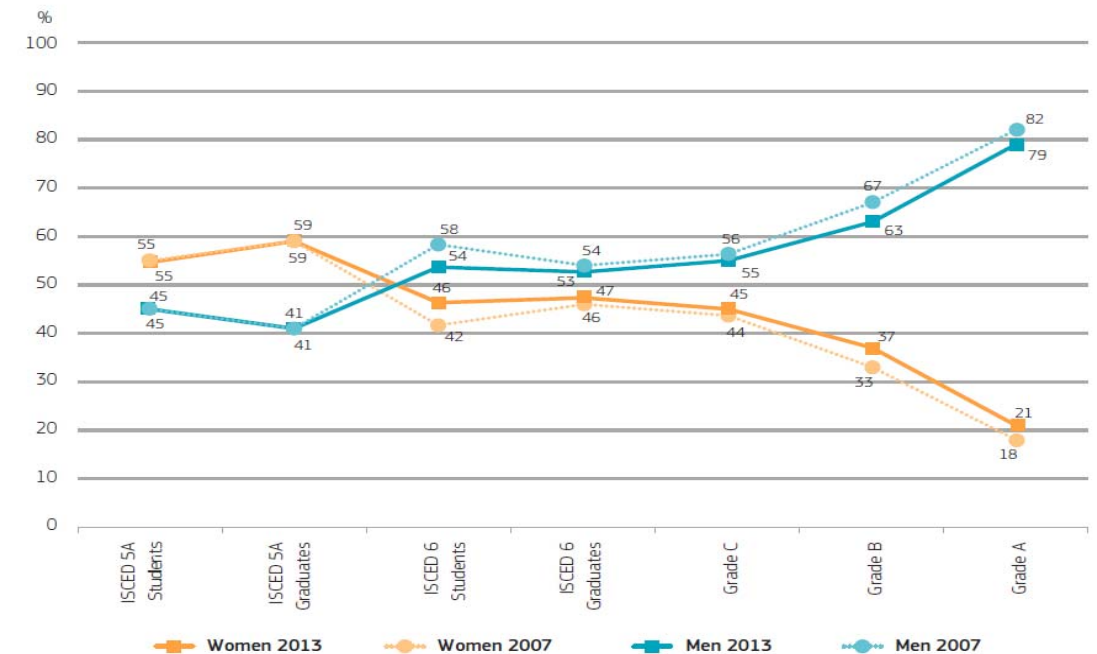
Gender and
sex variable in
the research
content

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 enterprise 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.

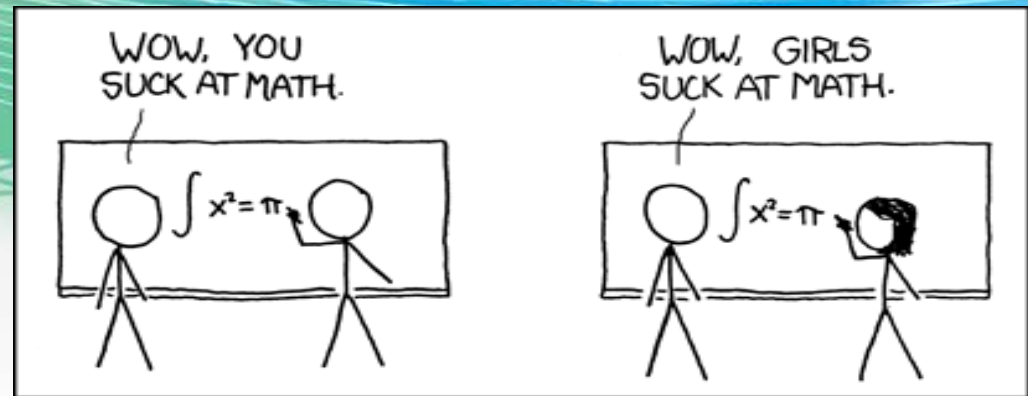
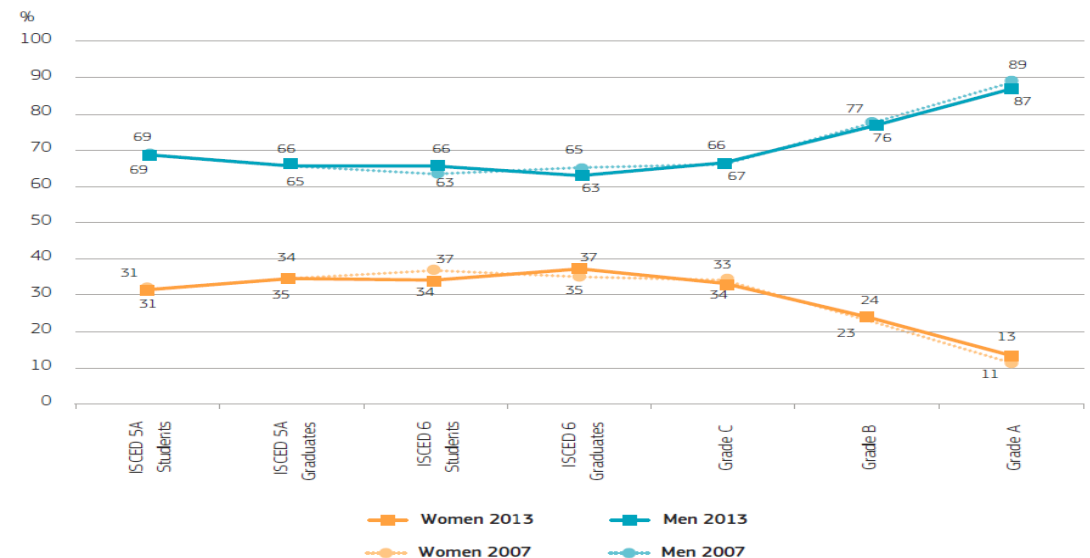


Figure 6.2. Proportions of women and men in a typical academic career in science and engineering, students and academic staff, EU-28, 2007–2013

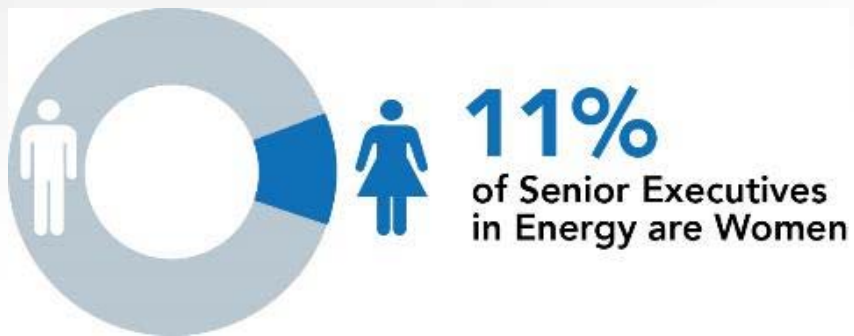


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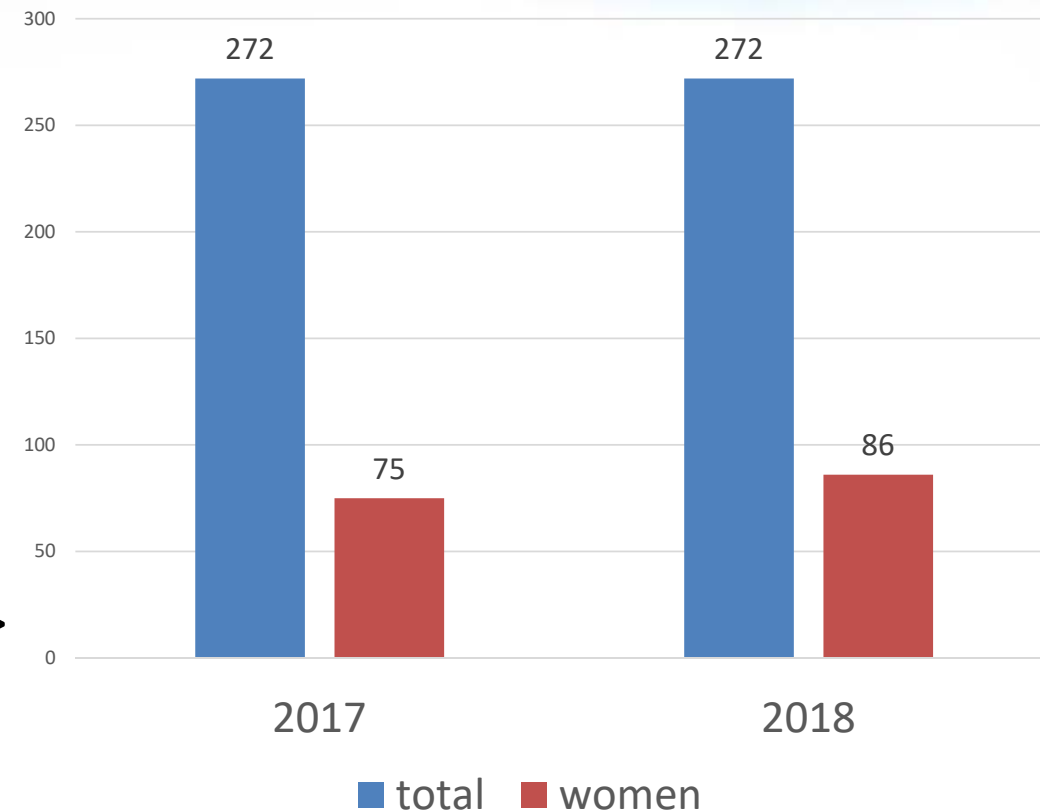
Source: Women in Science database, DG Research and Innovation and Eurostat – Education Statistics (online data code: educ_grad5)



(Un)conscious biases influence career and decision making



GENDER COMPOSTION OF BODIES
ESTABLISHED UNDER THE CONVENTION,
KYOTO PROTOCOL AND PARIS AGREEMENT =>



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>

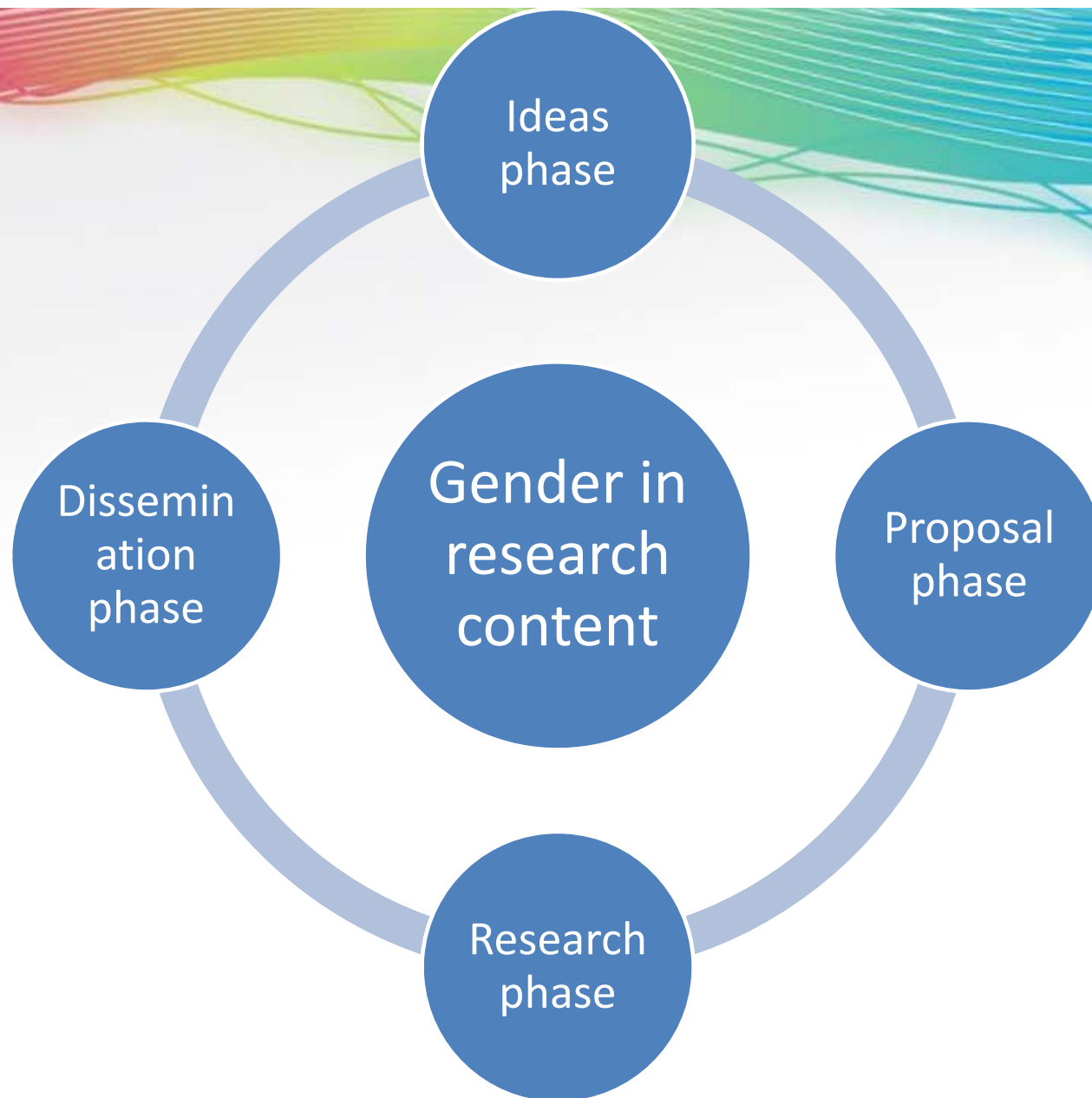
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Gender and
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Gender
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research



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

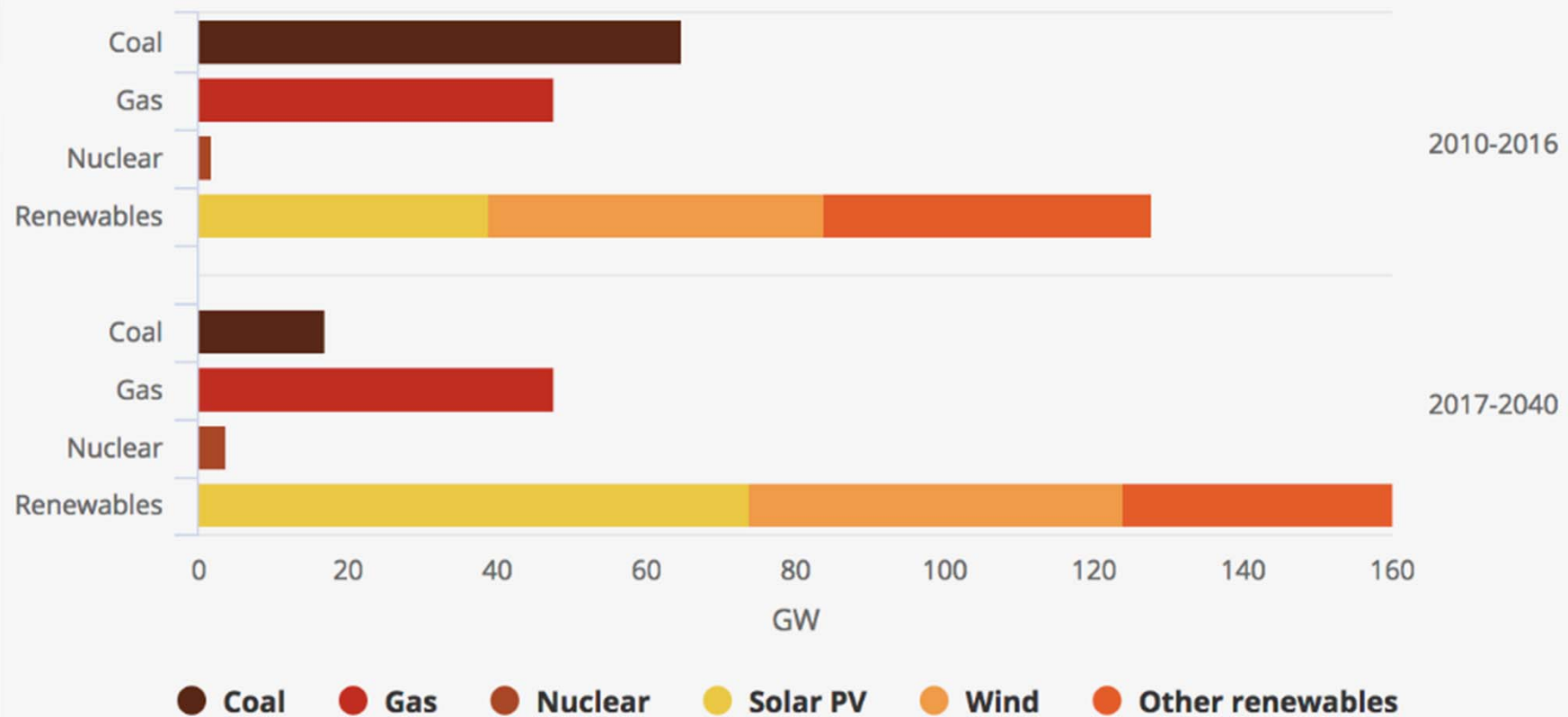


Some energy and gender related issues

- Gender:
 - Women as producers and consumers: in developing countries women produce most energy used by households
 - Women and renewable energy sources: complicated links between biofuel and poverty
 - Women's use of energy: smaller footprint than men
 - Women as participants in decision-making on energy and climate change
 - Women as more vulnerable to climate change problems
- Sex: biological differences might make women more vulnerable to pollutants from certain energy sources.

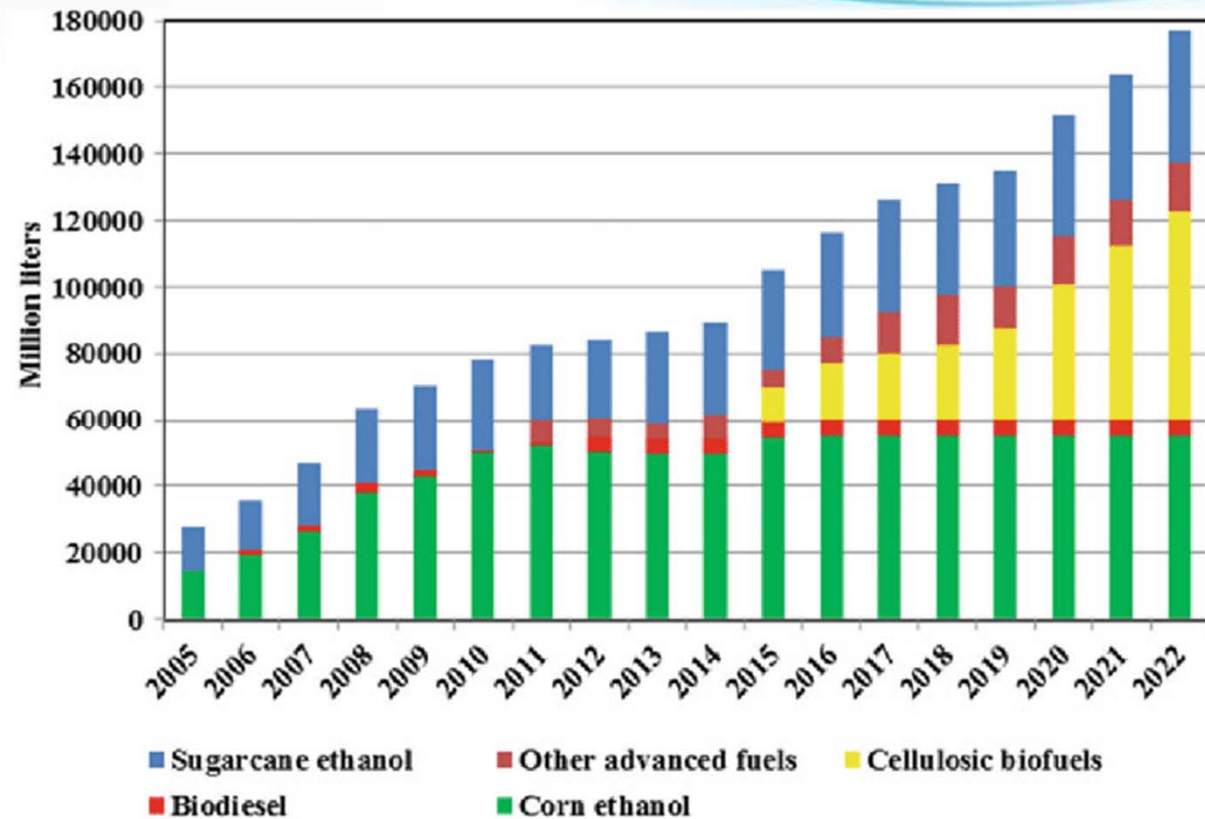
Example: biofuel and poverty

Global average annual net capacity additions by type



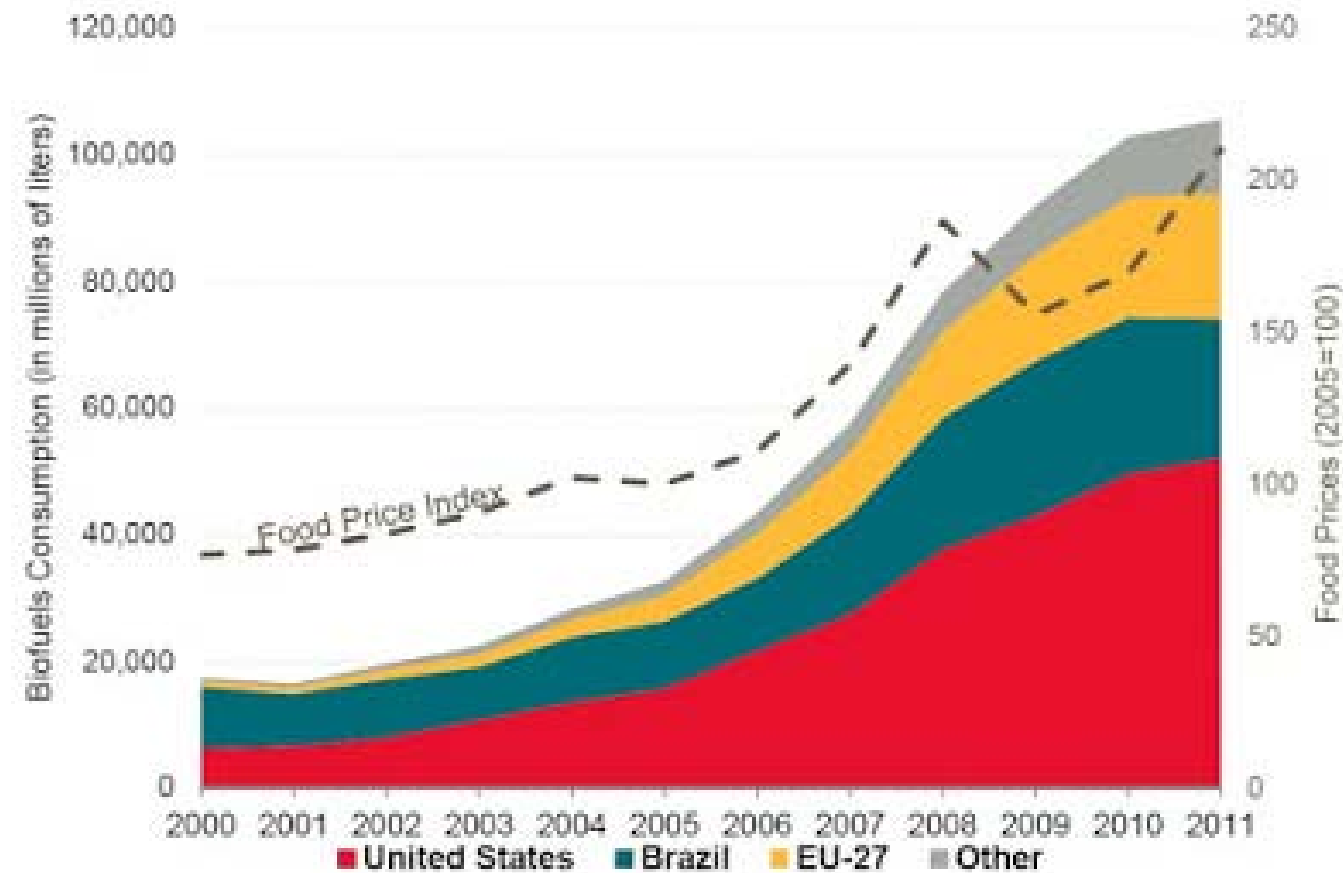
Biofuels have positive sides

- Alternative to oil based, which is not renewable
- Solution to global concerns: environmentally superior fuels with lower CO2 emissions
- Might be potential source of income for the poor.



However... biofuel affects food prices

Figure 1. Biofuel Consumption and Global Food Prices

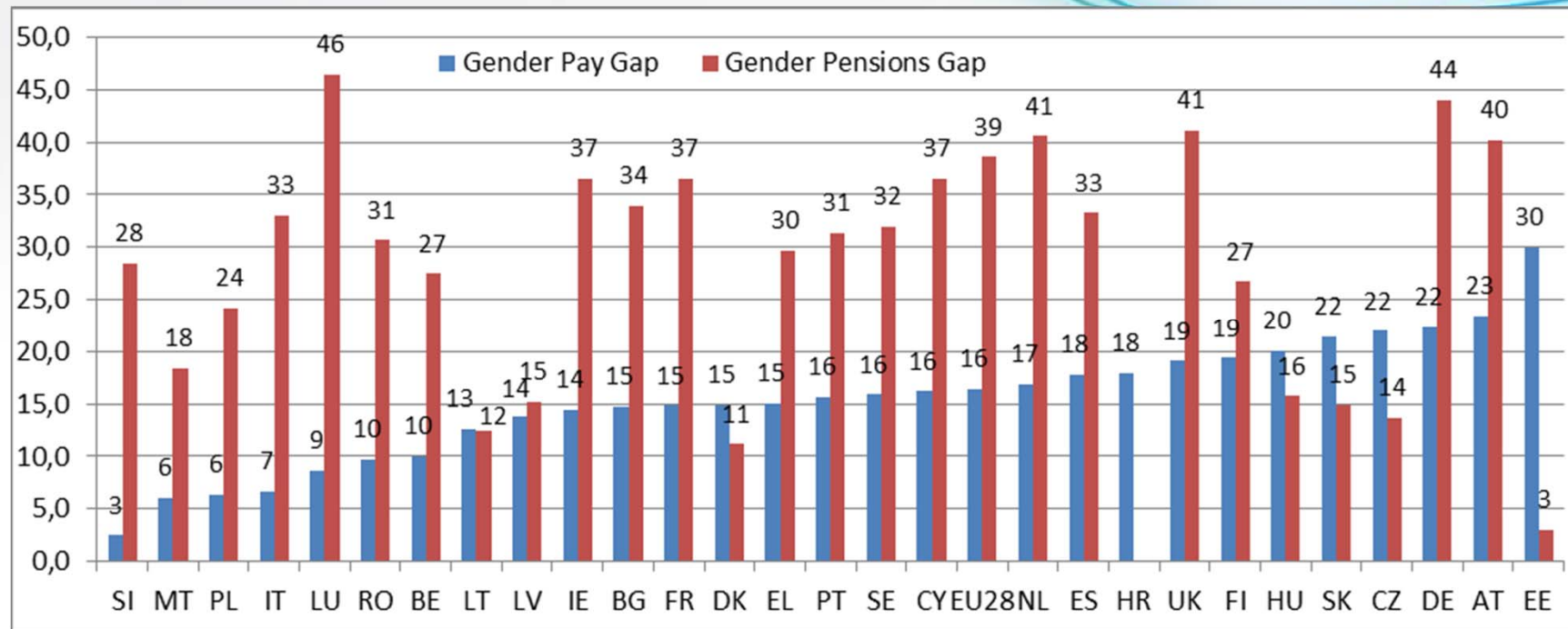


BIOFUELS FORCE UP FOOD PRICES ...



sulting

Gender pay gap – Gender pension gap



So, if women are poorer, higher food prices will absorb a bigger share of their (smaller) income.

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

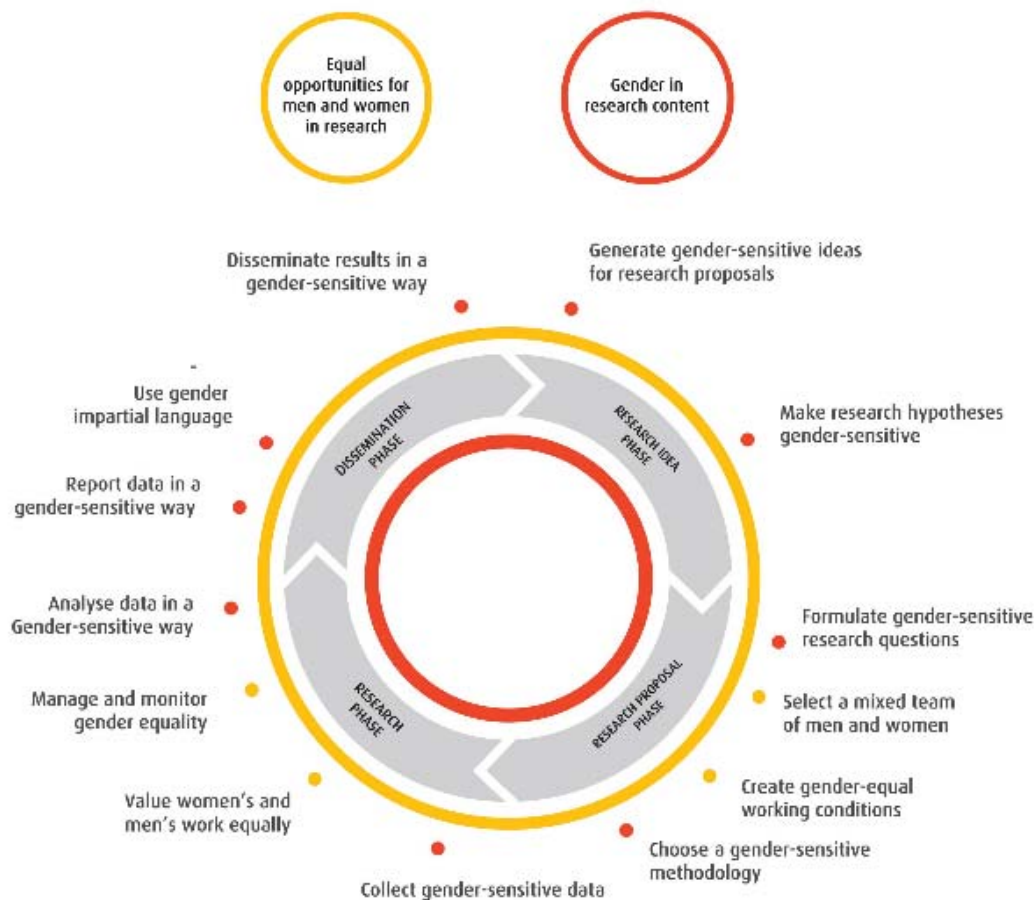
3.1: Work Plan: WP's and deliverables: integrate sex / gender throughout; show how the variables sex and/or gender will be taken on board; involve/consult relevant stakeholder groups and experts; consider separate deliverable on gender issues; present Gender Equality Plan in Management work package

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>



4

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.