



EFFECTIVE GENDER EQUALITY IN RESEARCH AND THE ACADEMIA

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Report on Mapping & Critical assessment of existing tools for including gender in research

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1. Introduction

This report provides a critical cartography of the main instruments available at the European Research Area with the aim of promoting gender in research, and focusing on the analysis of content and methodologies of scientific projects from a gender perspective. After the process of locating and assessing these instruments, the report proposes the most appropriate tools for strengthening gender in research, and simultaneously, it identifies the significant gaps in the content of current proposals. The report addresses one of the main tasks to be performed under WP6 to achieve its main objective: "provide EGERA inputs from the partnership to the broad reflection of the relevance of gender for selected research areas – among which STEMs, as a crucial component for academic excellence and responsible research and innovation" (EGERA GA, DoW Annex).

We will here provide a starting point for the discussion and a space for exchanging ideas and information on the strengthening of the gender research. This document is thus merely a basis for exploring new tools, expanding the scope of the search for effective tools and thinking about new challenges in this field. The discussion process will occur both within the partner institutions involved in the EGERA project, and the scientific community of the UAB, where a network of collaboration with experts in gender and experts in scientific areas STEM groups has already been initiated.

The inclusion of gender in the contents of research becomes crucial in the evaluation of European projects. According to the European Commission itself, in its *Fact Sheet: Gender Equality in Horizon 2020*, there is a strong commitment with promoting gender equality in research and innovation: "It is enshrined in the core documents establishing Horizon 2020, with following objectives: Gender balance in research teams, Gender balance in decision-making and Integrating gender/sex analysis in R&I Content" (Fact Sheet: Gender Equality in Horizon 2020: 1). As the same document indicates: "These three strong are in line with the Commission's strategy on gender equality as well as with the goals set out in the July 1012 Communications on Completing the European Research Area (ERA). They are integrated at each of the Research and Innovations stage cycle" (*ibid.*)

In this report, we define gender research content as the inclusion of gender in the scientific projects and basic and applied research, which may form part both of the questions and the object of study, the scientific literature used in the project and in gender analysis. Moreover, we refer to gender-sensitive research (Yellow Window, 2009: 1.2) with the inclusion of gender throughout the research process, including phases ranging from the formation of teams and decisions regarding the leadership of the project, to the methodologies used and the type of participation of men and women in all phases of the project. Both concepts are complementary and some aspects of the

investigations, such as the type of methodologies, are part of both. The idea would be similar to the term "gendered innovations" proposed by Londa Schiebinger and Martina Schraudner (2011: 1):

Focusing "on overcoming gender bias in science and technology by designing gender analysis into all phases of basic and applied research – from setting priorities, to funding decisions, to establishing project objectives and methodologies, to data gathering, to evaluating results, and transferring ideas to markets." (Schiebinger & Schraudner, 2011: 155)

According to the same authors, this approach of 'fixing knowledge by incorporating gender analysis into basic and applied research' (Schiebinger & Schraudner, 2011: 1) is part of the 'goal of achieving gender equality in the scientific world, helping to achieve a more science and social responsibility' (Schiebinger & Schraudner, 2011: 154).

However, the inclusion of gender is also crucial for achieving scientific and technological excellence. Excellence is not possible without considering equity and inclusion in its own development and results, and at the same time, this is one of the indicators for the highest quality due to the reduction of the androcentric bias (Avramov, 2011: 11; Schiebinger & Schraudner, 2011: 155). Thus, equality and gender are to be articulated with a less gender-blind science. That is why the concept of "gender equality" is part of the axis of a responsible science and innovation (RRI, 2012: 3).

Consequently, we have sought tools that help us to achieve a gender-sensitive research from this dual perspective, aiming to promote a balanced and fair way for women and men to participate in the investigation of an inclusive and equitable model in the research process, and furthermore, to encourage researchers, women and men to consider sex and gender in all its dimensions and complexities in research projects.

According to the main objective of this report, we must clarify the concept of gender used in the analysis of the reviewed instruments and projects. In this way, gendered innovations project considers that "Gender -a sociocultural process- refers to the cultural and social attitudes that together shape and sanction 'feminine' and 'masculine' behaviours, products, technologies, environments, and knowledge" (Schiebinger & Klinge, 2013:9). The research projects are responsible to clarify the distinction between sex and gender, where gender refers to socio- cultural processes of being man and woman and ideas of femininity and masculinity in every culture. We also consider a broader definition of gender that includes power relations as constitutive of the process of gendered distinction (Scott, 1986: 1067), and sexuality as part of the construction of the sex-gender system of society (Rubin, 1986 [1975]: 114).

2. Scope of this report

The projects, reports and tools which were analysed for the purpose of this report, were generated within the European Union between 2007 and 2013 and financed by the European Commission. These instruments cover the issues of gender equality in science and/or the inclusion of gender in science. We primarily focused on those that specifically address the issue of the inclusion of gender in scientific projects in scientific content or throughout the research process.

Specifically, we reviewed the following projects and reports: Gender Toolkit (2009), GenSET (2012), GenisLab (2011-2015), GEnPort (2013-2016), Integer (2011-2015), Gender-Net (2013-2016), GenderedInnovations (2013), FESTA (2012-2017), STAGES (2012-2015), Gendera (2010-2012), PRAGES (2007-2013) and GENOVATE (2012-2015).

We also considered the following documents for the purpose of our analysis:

"Meta-analysis of gender and science research" from the European Commission, Mapping the Maze: Getting More women to the top in research", "She Figures 2012", "White paper on the position of Women in Science in Spain" and "Annex V Science in Society SIS Gender Projects in Social Sciences". In addition, we revised the website of the European Union where documents relating to gender in research, you can find as the "Science in society Portal", paragraph "Gender and research", as well as the web of EIGE (European Institute for Gender Equality) and the website of the European Platform of Women Scientist. We have also included by your utility instruments created by agencies, such as UNICEF-Instraw and ICIMOD.

The analysis of these projects and resources only provides a general picture of the resources available to introduce gender in science, generated under EU-funded projects. However, the task of exploring and assessing the regional resources available in each country of the European Union and other, third countries remains ahead of us.

The task of a critical mapping and assessment of the current projects and tools that incorporates a gender perspective, has been developed in light of the following analytical dimensions:

- Accessibility of the resources to the scientific community
- Quality and usefulness of the proposed instruments, scientific disciplines
- Intersectionality, or the articulation between gender, ethnicity, social class, sexual diversity, age, and other differences.

3. Projects with tools and valid instruments for including gender in research contents

Among the reviewed material, the reports and projects eventually selected, due to the value of the instruments for the incorporation of a gender perspective in the content or in projects and research processes, only represents a limited number of instruments, in comparison with all the projects/tools available. During the analysis of each project, we have indicated the resources and instruments that are provided, and we did include a critical assessment of them and the web address where to locate them.

3.1 *Gendered Innovations. How Gender analysis Contributes to Research (2013)*

This report by Londa Schiebinger and Ineke Klinge is the result of the work done by the Group of experts "Innovation through Gender", founded by the European Union in the Science program in Society of the Seventh Framework Program for Research and Technological Development. The report, commissioned in 2011, continues the work started in 2009 by Stanford University. *Gendered Innovations* pursues as a main objective to "help develop the gender dimension in EU research" (Schiebinger & Klinge, 2013: 7), supplying scientists and engineers with "practical methods for sex and gender analysis, and to develop case studies as concrete illustrations of how sex and gender analysis leads to new ideas and excellence in research" (Schiebinger & Klinge, 2013: 7).

Both the report and the website "gendered innovation" include gender analysis in research methods and areas in STEAM (Science, Technologies, Engineering, Art and Mathematics). The report contains twenty case studies, eight of which can be found in Annex B, (Schiebinger & Klinge, 2013: 55) and its design, methodology and literature references are fully available. In the website, case studies appear fully developed. Although the project objective does not discard social sciences, these disciplines do not appear in any of the scientific areas of the report and the website.

The report proposes a specific method for engineering, aiming to introduce sex and gender in the "Engineering Innovation Process" (Schiebinger & Klinge, 2013: 116). In this section, we will find the key points to follow when putting research teams together, as well as the appropriate methodologies for research from a participatory perspective. It also contains a glossary, and paragraphs with "Terms and checklist on Sex and Gender analysis" as well as practical videos for students: "Male Birth Control: Analysing sex and gender / Menstrual Hygiene for Rural India: Engineering Innovation Process". It also highlights the representative institutions that include equality in science. On the website, besides the case studies, we can find a list of gender bias in Science and Policy Recommendations.

A long list of variables are considered, that interact with gender, such as race, social class, sexual orientation or age. The project rightly assumes that men and women can be treated as separate groups for research but also that there are differences within the

groups in terms of other variables and characteristics. However, only one of the case studies considered the intersection between gender and race, and otherwise it includes sexual orientation. It is the best resource found so far as it provides both theoretical and methodological support, and a full description of the case studies in STEM areas.

Gendered Innovations Website:

<http://genderedinnovations.stanford.edu/>

Report:

http://ec.europa.eu/research/science-society/genderedinnovations/index_en.cfm

3.2 Toolkit Gender in EU-Funded research (2008-2012)

This project was conducted by Yellow Window Management Consultants, Engender Health and Genderatwork, and funded by the European Commission under FP7 program. Its main goal was to provide researchers tools for incorporating the gender dimension in research, both in the research teams and project proposals.

The report produced as a result of the project is useful for researchers. It mainly helps to analyse and understand how gender can be part of the different stages of the research, in a clear and graphic way. There is a first part for the inclusion of gender in all the phases of the projects, and there is also a second part dealing with gender in different case studies, based on actual projects of the European Union. The English version available on-line does not include the description of case studies, while those appear in the translated version available in Spanish (downloadable on the website of the Ministry of economy and competitiveness, under the directory of the women and Science Unit). We have not found the full document in English with the case studies described in any website of the European Union, which makes evident that it is quite difficult to have a full access to the report/tool. This is to be explained by the fact that during the project's duration, training sessions using the toolkit were performed by the contractor (Yellow Window), and that only a limited number of copies were made available to participants. While sessions were carried out for free, thanks to the financial support of the EC, the updated version currently in preparation should be made available only within the frame of paying sessions, as the project expired in 2013.

The scientific areas covered by this toolkit are: Food, agriculture and biotechnology, nanosciences, materials and new production technologies, energy, environment, transport, socio-economic sciences and humanities, science in society, and specific activities on international cooperation. The theoretical definitions included in a brief glossary are short and basic, only sex and gender, and intersectionality does not appear as well as they avoid any reference to the other categories, such as ethnicity or sexual diversity, power and social inclusion.

There is also a "Check list for Gender in Research" which includes the dimensions for equal opportunity and the role of gender in research content in all the phases (Toolkit, 2009:14).

In addition, a reductionist definition of gender, regarding men and women as separate and homogeneous groups without internal diversity, is adopted in this toolkit. However, in some of the cases, there exist allusions to factors such as age, disability or 'ethnic or genetic characteristics'. Moreover, sexual diversity does not appear and other issues like cultural diversity, ethnic or social class are not included.

Finally, authorship is not visible in the text, and consulted are not explicitly mentioned/credited. Therefore, we do not know the team that have produced the report.

Toolkit:

http://www.yellowwindow.be/genderinresearch/downloads/YW2009_GenderToolKit_Module1.pdf

3.3 PRAGES (Practising Gender Equality in Science) (2007-2009)

In 2009, this project funded by the European Union published the "Guidelines for Gender Equality Programmes in Science". The project "aimed at comparing the various strategies implemented for promoting the presence of women in decision-making positions relating to scientific research of public institutions (...), collecting, classifying and evaluating good practices and positive actions (...) in OECD countries" (PRAGES website, accessed 21.5.2014).

Although the objective of the project was mainly gender equality, in one of the sections of the Guideline, whose author is Marina Cacace, cleverly appears a section regarding gender in research: "Part C. Strategy two: Gender-Awaiscience (89-103)." Particularly, Chapter 7 is highly recommended, as it draws the gender dimension of science and technology contents and methods (Cacace, 2009: 103), especially in "Gendering research design" "Acknowledging women's visions and expectations" (107-108). Some resources are related with a brief description, but the links do not work directly from the report, and when ones tries to visit these websites, visitors are redirected to the home page where there is no content about gender, which makes this search complicate.

The main ideology underpinning the project is the promotion of gender equality, which is not linked with cultural, social, ethnic or sexual diversity categories. A "Good practices Database" has also been created under this project, which lists resources on equality of gender, ranked according quality criteria, and here can be found some resources for mainstreaming gender in the research contents. However, there is not a direct access to

the documents and we could not find them from the home page, which makes this database of limited utility.

Report-Guideline:

http://www.retepariopportunita.it/Rete_Pari_Opportunita/UserFiles/Progetti/prages/pragesguidelines.pdf

Good practices Database:

<http://www.pragesdatabase.eu/>

3.4 Meta-analysis of gender and science research. Synthesis report (2012)

This is a report for the European Commission Research and Innovation, made by a team of experts and coordinated by the teacher María Caprile. Although the main objective was to analyse the horizontal and vertical gender segregation, it also appears as one of the objectives the creation of a database of articles and papers on gender and science, where we could find some resources for the gender issues in the gender in research.

The same report, in its paragraph 3.2. *Gender analysis in research content* (Caprile et al, 2012:151), provides for a review of the theoretical approaches on the inclusion of gender in scientific research that seems relevant and useful to understand the different approaches for the incorporation of gender in science. Scientific areas covered in the report include: Biomedical and Health research, Engineering and Technology. It is also remarkable that the topic of intersectionality is found in the area of Biomedical and health Research. It also contains a glossary on gender, dealing with the basic concepts of sex and gender, which are related to discrimination and gender inequality, as well as they refers to the relationship between gender and technology. The concept of sex and gender are well explained in the point 3.2.2 about Biological and Health research, especially when introducing the problematization by the feminist researchers about the concept of sex in intersex and transgender population.

It includes a variety of perspectives regarding the gender approach in research, and pays attention to the different streams in feminism and their effects on the subject, also taking into account the literature on intersectionality. There are some references to the theories of masculinity, and only one reference to the queer theory, related to the construction of the biological sex. In section 3 (Caprile, 2012: 192), the authors recommend to include "women from all backgrounds and social levels" as the beneficiaries of the results. It can be therefore considered that this report encapsulates a comprehensive vision about gender in research, due to the good theoretical and conceptual tools which are provided.

Report:

http://ec.europa.eu/research/science-society/document_library/pdf_06/meta-analysis-of-gender-and-science-research-synthesis-report.pdf

Database website:

<http://meta-analysisofgenderandscienceresearch.org/web/index.php>

3.5 CostActionGenderSTE. Gender, Science, Technology and Environment (2012)

GenderSTE is a network of policy makers, and experts on gender, science and technology. It was launched in 2012 with the main objective to “advance implementation of gender-focused recommendations for structural change in SET (Gender, science, Technology) institutions”.

They hold that one of the three objectives to achieve structural change in the institutions is the continuity of the development of the Gendered Innovations Project, in relation to the inclusion of sex and gender as main priorities on the Horizon 2020 programme. Social disciplines are not included due to they are based on gendered innovations project.

On the website of the network, materials or resources have not yet been made available.

Websites:

www.cost.eu/media/newsroom/genderSTE

http://www.cost.eu/about_cost/strategy/targeted_networks/genderste

3.6 GenSET. Gender in Science (2012-2015)

This project was funded by the European Commission, FP7 Program until 2012, and it also continues today as Portia Ltd. GenSET is a forum for a dialogue between leading scientists and other key actors, whose objective is to implement the strategies of gender in the field of science. It contains several useful documents and a database of scientific articles classified by thematic area, and always on issues related to sex and gender, updated until 2012. This forum organizes the international congresses Gender Summit, the last of which is held in July 2014 in Brussels, as part of the genSET Project. GenSET also convenes Consensus Seminars with experts in gender in different sectors of science and the University that there are reports of key recommendations.

The Section I of the final document, entitled "Knowledge Making", contains recommendations for the inclusion of gender in research. However they do not go beyond the proposed in the project GenderedInnovation. We would recommend two documents: "Briefing notes How can European science benefit from integrated action on gender", which is about to include gender & excellence in research process, context,

values & directions; and the reflection by Professor Teresa Rees, "Excellent Research Need to Gender Dimension" that is located on the website of Portia.

Report:

www.portiaweb.org.uk/phocadownload/genset_consensus_report_recommendations_for_action_on_the_gender_dimension_in_science.pdf Report

Websites:

www.genderinscience.org

www.portiaweb.org.uk/index.php/publications

3.7 GENPORT. Your gateway to gender and science resources (2013-2017)

The GENPORT project funded by 7th Framework Programme (FP7) on Science and Society aims to develop an "online community of practitioners served by an Internet portal and made up of organizations and individuals working across the globe for gender equality and excellence in science, technology or innovation". This project allows to share resources and all kinds of materials thanks to the contribution of the members of the project. It also provides news about gender in research (congress, seminars, new projects, etc.) and a database of resources online (in progress).

This also in progress, since it has been announced that the portal will not officially open until 2016. The database can be easily found and is publicly accessible, but there is not a clear classification that allows to quickly search for resources on gender in the contents and projects. We have detected that similar materials appears with different keywords, and this forces the users to look at each resort, and this becomes a long and heavy task. We couldn't find the definition of gender that they hold in any part of the web, and because they do not consider theoretically the intersection of gender with other inequalities such as ethnicity or social class, or sexual diversity, there is a visible risk of creating an incomplete and biased database.

Website

www.genderportal.eu

<http://www.genderportal.eu/tags/gender-research-contents> (6.5.2013. 12:57)

3.8 SIS Gender Projects. "Science and/in society" Gender Projects

This report is a compilation of other projects financed by the European Union between the FP6 and FP7 program, in all scientific and grouped areas in seven categories, including: Analysis of scientific careers, Awareness raising, Mainstreaming, Mentoring and Training, Networking, Structural Change and Non-public research. Although there

summarise the information about the project, which is quite briefly provided, the report organizes quite well the information about the projects that have been funded where the gender has been relevant.

This is one of the few reports where we can find projects of gender in other scientific areas which are not STEAM, and this is a good value, and a reason to assess it positively.

Website:

http://ec.europa.eu/research/science-society/document_library/pdf_06/sis-gender-projects_en.pdf

3.9 Gender in Research - Information in the European Commission

Factsheet Gender Equality in Horizon 2020. It includes basic information to consider gender in research:

https://ec.europa.eu/programmes/horizon2020/sites/horizon2020/files/FactSheet_Gender_2.pdf

Gender Vademecum on Gender Equality in Horizon 2020.

http://ec.europa.eu/research/science-society/document_library/pdf_06/vademecum_gender_h2020.pdf

Gender Equality and gender mainstreaming in research de la ERA (European Research Area):

http://ec.europa.eu/research/era/gender-equality-and-gender-mainstreaming_en.htm

3.10 Other resources

INSTRAW Gender research: A how-to guide United Nations International Research and Training Institute for the Advancement of women.

In this fifteen-page guide, easily locatable on the Web, we can find the key points to carry out "Gender-Sensitive research", with a short list of ten essential points to include gender. It provides for ideas to carry out a gender-sensitive research through five phases ranging from the choice of the subjects to the communication of the results, including methods appropriate to include gender and reflexivity in research topics. The justification for a research gender-sensitive is to promote the empowerment of women, as a part of an instrument for development. It also provides for an "Additional Reading" on gender and ICTs.

http://www.iiav.nl/epublications/2007/gender_research_a_how_to_guide.pdf

Callamard, Agnès (1999). A methodology for Gender-Sensitive Research. Amnesty International, International Centre for Human Rights and Democratic Development, 1999.

Although targeted towards the field of the rights of women and of human rights, appearing gender as meaning of "woman" is useful to apply the same points to the research developed in the Western environment, and even more if the research affect any shape the life of women from impoverished countries, sectors or are involved entities and NGO.

<http://youthsextion.files.wordpress.com/2011/04/12callamard-gensen-rm.pdf>

BRIDGE, Institute for Development Studies. Gender and Monitoring: a Review of Practical experiences.

This is an excellent platform that provides for resources around the world on gender, and it also systematizes diverse scientific and social topics. The "Global Resources Database" includes the current topics and emerging debates on gender. We can find "research, reports and policy documents, as well as records of good practice, lessons learned and case studies", where you can search thematically and geographically. The available materials Cutting Edge Packs are created collaboratively in the platform.

<http://www.bridge.ids.ac.uk/>

<http://www.bridge.ids.ac.uk/go/bridge-publications/cutting-edge-packs/>

Rocha, Leon (2014). Research Guide. Gender and science: an introductory bibliography. University of Cambridge. Departament of History and Philosophy of Science.

Basic bibliography on gender and science ranging from epistemology to subjectivity and sexuality.

<http://www.hps.cam.ac.uk/research/gs.html>

Network Ethnicity Women scientists NEWS.

The single found platform featuring scientific minority women and the issue of ethnicity and science.

http://www.ulb.ac.be/socio/gem/divers/a_about.htm

EPWS European Platform of women Scientist (2005-2008).

<http://www.epws.net/>

4. Conclusions: invisibilities of gender in the research contents

Once reviewed the reports and tools generated in the bosom of the projects of the European Union, it can be concluded that although there are already numerous projects dedicated to promoting equality between men and women, only a few considers the inclusion of gender in research. There is therefore a lack of resources in terms of the introduction of the gender in the development of scientific projects.

Projects and located instruments respond to the objective of introducing gender mainly in the disciplines known as under the umbrella of STEM, under the justification of the strong masculinization of these disciplines. Except the toolkit of Yellow Window, we hardly found instruments and examples of projects developed and exposed in the social sciences, possibly under the assumption that in the social sciences, it is more frequent to adopt a gender perspective in a proper way. But is this really the case? It is our argument that the social sciences also need good examples and availability of theoretical frameworks and methodologies that include feminist science and science with a gender perspective.

In the majority of analyzed projects and instruments, theoretical grounds seem to draw upon the ideas borrowed from first wave feminism, where gender is "women" and the woman is a homogeneous category without internal differences. Hence, the vision on gender in science which is handled in those projects does not include, except in some cases, sexuality or ethnicity. Genderedinnovation only considers the diversity among women and among men in some case studies. It remains that in general, ethnic and cultural diversity are absent from the projects analysed for this report. This phenomenon implies that the incorporation of gender in science STEM and the projects of the European union on gender and science moves away from the social and ethnic inequalities.

Similarly, in the conceptual definitions attached to those projects and instruments, the concept of sex is hardly questioned, and is presented uncritically and as completely separated from gender. This can produce some bias in the scientific projects of STEM sciences related with the study of the formation and sex determination. The *Meta-analysis of gender and science research report (2012)* nonetheless incorporates the feminist critiques that the supposedly biological construction of sex, leaves in the margins people hardly classifiable in our sex-gender system.

In the majority of analyzed resources, it can be said that no comprehensive nor updated glossaries of concepts with theoretical support are provided. Only the genderedinnovations project provides abundant references to the literature on gender in science in selected scientific fields, while providing basic concepts related to gender in its glossary. The other projects analyzed are characterized by concisely presenting concepts such as sex and gender, with one or two lines, with no mention of the

theoretical sources and limited information regarding the related concepts such as power relations, gender, sex or sexuality. This phenomenon may have negative implications for researchers, since they will not have enough theoretical content to introduce gender in their investigations.

This review shows that although it much effort have been dedicated to the promotion of equality between men and women in the scientific world, there are still few valid resources to help researchers to introduce gender into their research projects. Besides, we do not have yet the appropriate instruments to assess the impact on the projects of the use of these instruments, and no information about the number of researchers who actually use it and the way those instruments are being assessed by researchers.

We must also consider another critical point, which is to assume that there is a direct relationship between the inclusion of gender in the content of research and equality between men and women in the research process. We suggest that it could happen that scientific men remained the leaders of projects, that they would remain the first in scientific articles, despite introducing gender in their own investigations. Admittedly, most gender-related scientific knowledge has been developed by women scientists, but the appropriation of knowledge they did produce does not ipso facto entail their recognition and inclusion. Researchers are expected to strive for excellence but not for gender equity or more women scientists. How to set the bridge between one and another issue should also be a point for discussion.

The best valued instrument in this report is the project and report *Gendered innovations*. Its quality is excellent both in terms of theoretical and empirical content and the tools available on the web. It is followed by the Toolkit *Gender In EU Funded Research*, that is not fully accessible in its English version.

Following the assumption that social sciences have already progressed towards the inclusion of gender analyzed projects, we also observed a focus mainly on fundamental and technological scientific areas.

5. General Discussion

Facing limited accessible resources to incorporate gender in research, from the point of view addressed in this report, we should consider the expansion and creation of instruments and materials following the line raised so far by the *genderedinnovations* and the *gendertoolkit* of Yello Window, as well as ensuring their broad dissemination, discussion and implementation assessment. This effort should involve scientific communities of each country, by initially starting with the universities and research institutions gathered in the EGERA consortium. As we do not know the actual implementation of these instruments, we fully support the recommendation made by

Schiebinger and Schraudner (2011:163) to evaluate the success of the implementation of gender analysis in research, and we acknowledge that this will be the purpose of a call launched under H2020.

We should also consider if the materials and resources available should be extended to the social sciences, as the GenderToolkit of Yellow Window does in its case studies. In spite of the pioneering task of social science and feminist movements in the review of knowledge production activities from a gender perspective, the latter has not yet spread in the same way throughout all research areas or projects, and it should be a point to discuss and consider under EGERA.

Likewise, we should pay attention to the fact that the incorporation of knowledge on gender in each discipline and research group may reproduce gender inequality by excluding women from positions of power in the groups and by preventing their access to research on equal terms.

The gender perspective should expand and enrich, incorporating resolutely the axes of inequality that operate in articulation with gender, such as sexuality and sexual diversity, ethnicity, socio-economic inequalities, age or disability, as those intersecting inequalities alter the position and significance of gender in society and the access to rights and resources for both men and women. Without the inclusion of other inequalities, mainstreaming gender into research projects will be incomplete and producing new bias, and remaining far from inclusive and excellent science.

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