



EFFECTIVE GENDER EQUALITY IN RESEARCH AND THE ACADEMIA

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Criteria for the selection of good practices of Gender Sensitive Research

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1. Introduction

Removing gender bias and androcentricity in science is essential in order to improve and innovate in research, since some mistakes are still made when designing projects of important scientific, social, and economic implications. Evidence of the consequences of gender bias is already recorded in several reports by the European Commission (EC, 2012; EC, 2009). Generalised assumptions with regards to clinical samples; overinterpretations or absence of information about the sex of research participants; absence of knowledge about the effects of medication on women; the use of male animals in pre-clinical research (Wald and Wu, 2010; Zucker and Beery, 2010, in EC, 2012) or the sole use of male reference models in engineering or other fields (Schiebinger, L.; Klinge, I., 2013) are just a few examples of andocentric research, which is not only not socially fair, but also presents problems of accuracy, validity and innovation. Moreover, the absence or low representation of women –and their numerous heterogeneities- in creating research teams, and their unequal power distribution contributes to reinforce the andocentrism and hinders real scientific innovation. Improving research by removing gender bias, scientific andocentrism and power imbalance poses the real excellence (EGERA DoW, 2013: 7).

It is of utmost importance the creation of a database which could provide examples of Gender Sensitive Research projects and initiatives carried out within a real and localized environment, and inform about the context that favoured such practice and the strategies used to implement it. Creating a database of good practices of gender in research is then one of the tasks entrusted to the UAB by the EGERA project, as the leader of WP6:

“Task 5: Database of good practices (M24-M37). Partner constitution of a database of selected good practices in promoting a gender perspective in research, with the description of actions implemented internally or to which these institutions did participate outside the consortium. This database will be made available for the purpose of future AR actions” (EGERA DoW, 2013: 25).

This deliverable presents the criteria for selecting the good practices, as well as the process adopted for this task. The criteria shall be used by the EGERA partners throughout 2016 when selecting and collecting the good practices in gender and research which will shape the fourth WP6 deliverable “Database of selected good practices (D.6.4.)”, to be finished in December 2016.

This document is aimed to propose selected criteria of good practices to encourage and promote gender perspective, and gender sensitive research among the EGERA partner institutions. The document was discussed through collaborative work within the EGERA project, and in particular, during the 3rd Workshop Gender Perspective in Research held on January 18-20, 2016 at UAB.

In order to draft this first proposal of selection criteria, we have taken into account the previous deliverables of the EGERA project, namely the *Mapping & Critical assessment of existing tools for including gender in research* (D.6.1), the report *Awareness-raising actions guidelines* (D.6.2), and some content from the UAB contribution to the *Second Gender Equality report* (D.2.4) regarding gender and research. We have carried out a review of several reports and websites from different institutions and international organisations which have databases of good practices on gender perspective and gender mainstreaming¹. The website Gendered Innovation (Schiebinger et al. 2011) and the Toolkit Gender report in EU-funded Research (EC, 2009, 2011), as well as other reports, articles, and documents on gender and research have also been reviewed (Hesse-Biber, 2014; Caprile et al., 2012; EC, 2012; Ariño et al. 2011; Schiebinger & Schraudner, 2011; Leduc, 2009; United Nations-INSTRAW, 2007).

2. Framing the process of criteria selection

The UAB drafted a first proposal of criteria which was sent to the partners of the EGERA project before the III Workshop Gender perspective in Research held at UAB on 20 January 2016. The document was reviewed by each partner during the workshop, in order to share opinions and make amendments.

Researches from each partner university of the EGERA project attended the III Workshop Gender Perspective in Research at UAB, as well as Agnès Hubert and Dalia Šatkovskienė, members of the project's Advisory Committee. The document was also reviewed by the project's Consortium Board. Attendees made suggestions and discussed about theoretical conceptualisations, the basic and specific criteria, the calendar, and internal organisation with regards to collecting the good practices. All these comments and suggestions have been incorporated to the present deliverable.

2.1. Conceptualisation of Gender

The concepts of sex and gender are of key importance so as to understand the extent and significance of mainstreaming gender perspective in research. We propose here a concept that includes structural, cultural, and individual dimensions, as Sandra Harding (1986) specifies:

¹ United Nations Entity for Gender Equality and the Empowerment of Women, Council of Europe, European Institute for Gender Equality, European Platform of Women Scientists, Andalusian Women's Institute, Spanish Women's Institute, Ministry of Health, Social Services and Equality, Government of Spain.

I shall be referring to these three aspects of gender as a gender symbolism (or, borrowing a term from anthropology, “gender totemism”), gender structure (or the division of labour by gender) and individual gender”. (Harding, 1986: 18)

These dimensions of the gender concept were initially clarified by the UAB EGERA team in the D.6.2. deliverable, and so the following reference includes new information where necessary.

“The concept of gender, referring to its theoretical setting, contains several elements. The main ones are to consider gender as a social and symbolic system and also as personal identity (Harding, 1986). These dimensions have their origin in the social and historical context in which the concepts of gender, sex and sexual difference emerge, as well as their historical evolution over time, having variable meanings depending on languages and cultures” (Haraway, 1988).

Gender is a socio-cultural construction referring to what it means to be a man or a woman (or other sex/gender variations) in each society and historical period. Gender includes roles, expectations and foreseeable behaviours for men and women in private and public environments, depending on groups, ages or other social hierarchies. Its key elements include the overlapping relationships between genders and power relationships (Scott, 1986), as well as dealing with gender in political terms (Rosaldo, 1980).

“Gender is part of the symbolic and social system, and it provides symbolic and cultural meanings that refer to what can be considered ‘feminine’ or ‘masculine’ in each society, including “behaviours, products, technologies, environments and knowledge” (Schiebinger & Klinge, 2013:9). These meanings are admitted regardless of whether the action is performed by men or women, but they follow a prestige principle that is generally hierarchical.

“Gender as a socio-symbolic system together with other differences that form them, such as social class, ethnic or ‘racial’ group, or even age, orders and places access to power and material and symbolic resources in a hierarchy, as well as the productive and reproductive life of every society. When the social system is based on a gender hierarchy that creates inequalities that especially affect women, by means of symbolic discredit and a “differential valence” (Héritier, 1996:23) that concerns public and private activities considered ‘feminine’ and unequal access to resources through the political, legal, social and family system, we can speak of a patriarchal system: “a system of social structures and practices in which men dominate, oppress and exploit women” (Walby, 1990:20). Gender creation and social systems based on sexual difference (Rubin, 1986 [1975]:114) would form part of male domination (Héritier, 1996, Bourdieu, 2000).

Sexuality is a key concept when defining gender, since heterosexual marriage and heterosexuality as an ideal model of sexual and legitimate behaviour form part of the construction of the sex-gender system in many societies (Rubin, 1986 [1975]: 114).

Therefore, it is not possible to understand gender without sexuality, and this is part of gender, although it is not the only element that defines it.

Gender as identity: the same sex-gender system provides, through the family, the aforesaid marital and sexual structure of the sex-gender system (Rubin, 1986 [1975]: 114), as well as the processes of raising, socialisation and enculturation, a structure to form personal identity that includes psychological, corporal, sexual and cultural aspects. The main element of gender identity in people is gender self-attribution (Kessler and McKenna, 1985), although it should be added that this is always from and related to the received social definitions of the social context. Gender identity is not always binary (man/woman), since there can be other intermediate or even changeable categories in different cultures and historical periods. It is neither fixed nor unalterable, since it requires continuous demonstration and active work, which authors like Butler (2000 [1999]) call gender 'performativity'.

(UAB, EGERA Report D.6.2, 2014: 6-7)

The gender concept should have an intersectional approach so as to be useful for analysing the diversity of effects of power relations and the different ways in which varied inequalities intersect within the society or institutions, either public or private. An open definition of gender could prevent the reinforcement of marginalising women and men of unprivileged groups. The intersectionality concept (Collins, 1986; Crenshaw, 1989; Cole, 2009) sets the critique of inequality analyses in a sole axis, which risks excluding a variety of oppression and experiences suffered by women from the numerous inequalities that occur in different contexts and historic moments. Intersectionality includes both oppressions and privileges of subjects and groups, whether they occur in the being or the nonbeing zone, and may produce global and internal colonialities (Fanon, 2010 [1952] in Grosfoguel, 2011: 99). Intersectionality implies a duty to question who is included or excluded within certain social categories such "gender", "woman", "men", "race", "age", or others, since they are all socially built categories (Cole, 2009; Hesse-Biber, 2014), heterogeneous, and whose connections can reinforce or change the content of concepts. We should not only pay attention to intersectionality, but also consider the different critical perspectives to the gender theories that could influence the way in which gender is constructed in the different fields of research.

The gender concept defined in the very same deliverable (D.6.2) included already the incorporation of complex variables and inequalities. Following it is the reference.

“Gender appears in the social world in relation to other variables such as ‘race’, ethnicity, age, social class and other hierarchies. These categories can be even more important than gender, but they can also form an essential part of the concept: for example, the idea of a man in the western world usually refers to a white middle-class man, concealing and rendering invisible men from other ethnic, social or cultural groups. ‘Racialization’, ethnicity and social class can create strong inner differences between men and women, although there are still differences in gender and access to resources between different social sectors. It should not be assumed that men and women are homogeneous groups” (Schiebinger & Klinge, 2013), since there are usually more social differences between people from different social classes or origins than between men and women in a group. Gender prioritisation that is ‘colour blind’ may produce new exclusions, denounced long ago by black feminists denounced (Carby, 1982). Gender should therefore be understood as a concept that can include several differences and inequalities, without concealing any of them.

(UAB, EGERA Report D.6.2, 2014: 6-7)

Regarding the concept of ‘sex’, we would like to remind not to assume a biological conceptualisation without a word of criticism, but to recognise instead the complexity of biological sex and gender among human beings (Fausto-Sterling, 2000), which are specially related to fields like Genetics, Biology, Neurosciences, and Medicine. The following definition was already provided in the previous deliverable:

“Sex: the term ‘sex’ includes the biological differences (hormonal, genetic and morphological) between females, males or intersex². However, it is not so easy to distinguish between sex and gender, since, according to some authors, the term ‘sex’ as something merely biological is a ‘socially naturalized construction’, created from the perspective of an andocentric cosmogony that participates in these male dominated relationships (Bourdieu, 2000 [1998]:36). Authors like Judith Butler propose that sex, which is considered immutable and natural, comes before gender and is a prior and indivisible condition of what gender will be, it defines itself at the same time as gender and being as cultural as gender (Butler, 2000[1990]:54).

(UAB, EGERA Report D.6.2, 2014: 6-7)

² See the Gendered Innovations web, term “sex”: <http://genderedinnovations.stanford.edu/terms/sex.html> (01/09/2014, 14.49)

2.2. Conceptualisation of Gender Sensitive Research

So as to creating a database of good practices that “promotes the gender perspective in research” (EGERA DoW, 2013:25), the meaning of ‘**gender perspective in research**’, as an essential part of Gender Sensitive Research, needs further clarification. The term ‘Gender Perspective’, as seen by Women and Gender studies, entails a step beyond the inclusion of the sex and gender variables in research content from the definition in “Gender in Research content” used in documents from the European Commission (EC, 2015)³. Gender perspective in Science, heir of the feminist epistemology, takes consideration towards the scientific production process as a gendered process itself, infused with power relations and based on hierarchical relationships between different fields of knowledge considered either legitimate or illegitimate (Harding, 1986). Andocentric scientific knowledge neglects care and emotions, personal and private affairs, the voices and concerns of women, and allows knowledge to speak with a male voice (Harding, 1986:55). Moreover, scientific institutions, as gendered organisations themselves, favour gendered processes through which gender, sexuality and the body are part of the processes of control in work organisations, specially of women (Acker, 1990: 140), and where issues related to procreation and emotions are abandoned and excluded (Acker, 1990: 151). Gender perspective, and therefore Gender Sensitive Research, are critical perspectives that reconsider the significance of scientific validity, in order to visibilise the hidden hierarchy of organisations that exclude people and groups who do not go with the mainstream from resources (Bleijenbergh, I., Fielden, S.L., 2016).

Gender perspective in research also implies attaching importance in scientific analyses to everything related with gender inequalities and power relationships, either between individuals, groups, within organizations or in society (Bleijenbergh, I., Fielden, S.L., 2016). Categories such as “socialisation and gender roles, sexual division of labour, power relationships, or system of domination-subordination between sexes” (Ariño et al., 2011), among others, are of key importance in gender perspective. Furthermore, we can not pretend gender perspective to be the hard core of the research in which it is applied, or to refer exclusively to the analysis of issues related to gender. According to “mainstreaming” or the “cross-sectional approach to gender”⁴, it is considered that

³ According to one of the latest documents about the mainstreaming of gender in research content from the Horizon 2020 programme: “addressing the gender dimension in research and innovation thus entails taking into account sex and gender in the research process, collecting and analysing data using the analytical tools that are specific to each scientific area” EC (2015) *For a Better integration of the gender dimension in Horizon 2020 Work Programme 2016-2017*. <http://ec.europa.eu/transparency/regexpert/index.cfm?do=groupDetail.groupDetailDoc&id=18892&no=1>

⁴ Mainstreaming is a concept initially proposed by the UN Commission on the Status of Women in 1987, which was later used as a global strategy within the framework of the third medium-term Community Action Plan on

gender should appear in the study of any subject, even if it is not gender-specific. It should also be contemplated the inclusion of the gender variable in the analysis of non-gender-related subjects.

We rely here on the definition of “**Gender sensitive research**” or “Gender-sensitive research Cycle” proposed by the Toolkit Gender in EU-funded Research (EC, 2009), which contemplates gender in all stages of research, from approaching to the issue or discussing the indicators to drawing conclusions, and considers it both in the process of research (gender inclusive research teams) and the content of research (gender sensitive research).

Gender Sensitive Research] includes gender equality in the research teams and also as a complex and relevant dimension in approaching the problem, in the theoretical framework, in the object of study, in data collection methodologies, in analysis and in the publication of results, as well as in how people and other key agents participate in the research (Leduc, 2009; Toolkit Gender in EU-funded Research, 2009; Schiebinger & Schraudner, 2011). (EGERA D.6.2, 2014: 5)

Nonetheless, we want to add the definition of **Gender Sensitive Research** presented in the previous deliverable by the UAB to the EGERA project, in order to enrich the definition and raise awareness of the dimensions of social justice and structural power relationships in a sex-gender system, inherited from Women’s studies, the different feminist approaches and gender studies. This definition is about reflexivity, inclusion, justice and respect to research.

Gender Sensitive research empowers participants, making research more participatory, creative and inclusive. It significantly helps to improve people and social groups’ lives and rebalances power, especially in relation to women (UN-INSTRAW, 2012:1, Leduc, 2009) and other marginalised groups. A gender sensitive project is scientifically reflexive and socially responsible. Gender sensitive projects take into account the role of researchers and their relationship with their participants. They are respectful to them, they adapt research tools to the subjects’ language and worldviews (Leduc, 2009), and they collect properly for their opinions, beliefs, practices or behaviours, making their knowledge visible and taking into account their own interests in research and the impact of the results, (Reinharz, 1992; Leduc, 2009; Hesse-Biber, 2014). (EGERA D.6.2, 2014: 6)

Equal Opportunities for Women and Men (1991-1995). However, mainstreaming definitely bursts into the international political agenda in 1995 thanks to the Platform for Action adopted by the Fourth World Conference on Women held in Beijing, that sets out measures to be adopted by Governments to include gender perspective in their proceedings. The European Council for its part also includes it in all its policies since 1998, and was thereby included in most research policies by the Member States.

Finally, we also consider the inclusion of legal concepts related to gender and of analysis techniques about mainstreaming gender perspective in public policies, the one on research among them⁵, such as assessing the gender impact (Verloo and Roggeband, 1996; Freixes et al. 2013;), applying gender social responsibility in research (Gensana, 2015), and the gender sensitive approach when elaborating public budgets (Lombardo, 2006; Benería, L., Sarasúa, C., 2011). The introduction of cross-sectional equality in all policies took place by adopting the Treaty of Amsterdam, and the fact that this concept has been included in all thereafter EU treaties (the current Treaty of Lisbon among them) provides that this dimension has to appear in all policies related to scientific research from the EU and the Member States.

2.3. The objective of the Database in Gender Sensitive Research

The main goal of the database is to collect, assess and make visible and available to the scientific community a set of good practices to contribute to mainstream or strengthen gender perspective and Gender sensitive research, either by including it in projects, patents or research agreements or by initiatives and actions that contribute and facilitate such inclusion.

2.4. Conceptualization of Good practices on Gender Sensitive Research

Good practices allow “to learn from others, to facilitate innovative, successful, sustainable solutions to shared problems, to build bridges between empirical effective solutions, research, and policies, and to provide orientation for the development of new initiatives and policy definitions” (Organization of American States, n.d.).

We have adapted the definition of good practices on Gender Mainstreaming proposed for the EIGE database towards gender sensitive research. Good practices in gender sensitive research are any experience, initiative, action, project, method or technique that represent, within their environment and discipline, a progress, change or strengthening in mainstreaming gender perspective, in gender sensitive research, and in gender equality in research projects.

Included in the definition are both research (projects, patents, and agreements) and activities and initiatives of training, counseling, awareness-raising, funding, and scientific transfer and dissemination (networks, publication, dissemination texts or

⁵ See “*Maletín de recursos Género y Ciencia*” by T. Freixes, M.A. Gensana, M. Sales, I. Sánchez de Madariaga, and F. Zapata. <http://www.idi.mineco.gob.es/stfls/MICINN/Ministerio/FICHEROS/UMYC/Maletin-de-Recursos-sobre-Genero-Ciencia.pdf>

webs) that contribute to strengthening gender perspective, women perspective, and gender sensitive research.

2.5. Selection scope of good practices

Our scope for selecting good practices includes, according to tasks description of EGERA DoW (2013):

Universities and research centres from the EGERA partners (UA, UAB, Science Po, U. Radboud, University of Vechta, METU, CZGZ, CESIS), and those with whom they have collaborated at either international, European, national, regional or local levels.

3. Criteria for the selection of good practices

The background to be considered are the general criteria for good practices of Gender Mainstreaming defined by EIGE⁶, and other institutions (United Nations Entity for Gender Equality and the Empowerment of Women), by which criteria we already abide in other selections of good practices in gender equality and other policies.

3.1. Basic criteria

We propose here the basic criteria of EIGE, that are similar to those previously used by other institutions, such as the Spanish Women's Institute, the European Platform of Women Scientists, the European Council, the Organization of American States or the United Nations for Gender Equality and the Empowerment of Women. The basic criteria for selection are:

1. It works well. It means that they meet the needs and priorities of the agents by using the minimum necessary resources to produce results (efficiency); achieve the initial goals on gender equality (effectiveness), and have a demonstrable impact; and finally, that they are sustainable and thus the results are maintained even after the initiative.
2. It shows a learning potential. It can be a learning and innovation tool.
3. It has led to significant improvement in terms of gender perspective in research or gender sensitive research, in any of the cases listed in the conceptualisation or in any of the specific criteria on Gender Sensitive Research.

Additional input for selection, not restrictive.

⁶ EIGE (2011). EIGE's approach on good practices. [<http://eige.europa.eu/gender-mainstreaming/good-practices>]

4. Transferability. This is not a restrictive criteria, but serves as orientative to include, as far as possible, the context situation that has helped and allowed the good practice to be developed and that, if adapted, could be transferred.
5. Gender Mainstreaming Strategy. It is not necessary that the good practice lies within a wider gender mainstreaming strategy, but in such case, it should be included in the information sheet so as to help other institutions to incorporate similar practices into their gender equality strategies.

3.2. Specific criteria for research activities, initiatives, processes or actions

1. It has substantially contributed to strengthen, raise awareness, and incorporate gender perspective in research and specialised scientific knowledge about gender, including: goals, theoretical frameworks, methodologies, and in broad terms, any knowledge on gender perspective in research, gender theory or women theory in research; as well as to achieve equality between women and men in leadership and in the composition of research project teams. It could be useful to find seminars, trainings or workshops specifically dedicated to strengthen the gender perspective in research or the gender sensitive research, or feminist research. For instance, seminars on “feminist approaches” in disciplines where the gender and feminist perspectives are not usual, such as STEM disciplines.
2. It has fostered gender balanced research teams and projects lead by women, and the change in power relationships in compliance with the regulations on gender and science of each country or region. The resolutions on gender equality in research teams by the EC Horizon 2020 programme could be established as benchmark.

“Fostering gender balance in Horizon 2020 research teams, in order to address the gaps in the participation of women in the Framework Programme’s projects. Ensuring gender balance in decision-making, in order to reach the Commission’s target of 40% of the under-represented sex in panels and groups”. (50% for advisory Groups) (EC, 2014)

3.3. Possible outlines / Additional input for case selection

1. **Gender and equality in the terms to describe the project or action.** Indicators include: the project’s title, team composition, abstract, and conclusions. It will be necessary to analyse not only the title of projects, patents, and agreements, but also the composition of teams by sex, with special emphasis on who is the leader; the abstracts, given that the titles may not relate to gender contents; and

conclusions, which sometimes detect gender bias in projects, patents, and agreements although it was not contemplated at the beginning.

2. **Classification and awareness-raising of sex/gender issues** based on the terminology listed within the UAB Second Gender Equality Report, although others have been included.

Androcentric, women, female, feminin, feminism, femininity, gay, gender, heteronormativity, heterosexuals, heterosexual, heterosexuality, men, homoeroticism, equality, gender inequalities, gender bias, gender violence, gender roles, gender division of work, interpersonal relations, intersectionality, lesbian –ism, bisexuality, transgender (LGBT), male, masculinity, queer, sex, sexual, sexuality, homophobia, lesbophobia, homosexual, same sex relations, orientación sexual, MSM, homosociability, patriarchy, prejudice, intersex, positive action, equality of women and men, equal representation, non discrimination, multiple discrimination, parity, sexual harassment, abuse on account of sex, abuse on account of sexual orientation, gender sensitivity, sex + (sex differentiation, sex factors, sex distribution).

3. **Rethink priorities and social interests of research.** Issues on sex and gender have been included, in accordance to the previous paragraph, within the definition of research priorities, considering who will benefit or be ignored by research projects: women, men, or specific groups of women and men. Attention has been drawn to transforming or reinforcing regulations and gender relations, to opportunities that may disappear if sex and gender are not contemplated (Schiebinger et al. 2011 in Caprile, 2012: 8), to revealing inequalities and weaknesses not considered to date (Ariño et al. 2011), contributing to increase knowledge about different aspects of women and men's lives, and a further understanding of social structures relating to the sex-gender system.
4. **Rethink concepts and theories.** Gender sensitive research refers to any research that rethinks concepts or theories from a gender perspective. This may help to address bias in general theoretical frameworks. Research is an example of rethinking the concept of excellence, and several other concepts used in different fields of knowledge. Concepts related to sex or, gender analyses have been included, as exposed in point 4, along with their frameworks in the background review, the research questions, the supposed evidences and their interpretation, and in the review of research assumptions (Schiebinger et al. 2011 en Caprile, 2012: 10). It also may take into account gender roles and relationships, assumptions about power and inequality underneath theories and

concepts (UN-INSTRAW, 2009), or reflect experiences from women and men (ICIMOD, 2009).

5. **Formulation of research questions.** Research questions include sex and gender issues, but also related issues like gender bias, gender stereotypical images, intersectionality or work life balance. This may evidenciate the existance or absence of knowledge on sex and gender in the research field, resolve the necessity of questioning assumptions on sex and gender in existing research, and include and explain the inclusion of women or other relevant groups as research subjects (Schiebinger et al. 2011 en Caprile, 2012: 11). It may also refer to ways of approaching to technological development that are still unexplored or go unnoticed due to gender bias within the field.

6. **Sex and gender in the samples.** “The composition by sex of the samples has been considered and decided” in accordance with the appropriatness of including one or both sexes, depending on the research target (Schiebinger et al. 2011 en Caprile, 2012: 12). The sex of the research subjects has been reported whether they were “people, animals, tissue or cells” (Schiebinger et al. 2011 en Caprile, 2012: 12), with special consideration to assessing research assumptions on sex differences in any animal or human sample. Finally, it has been included the analysis of internal differences and common factors of each sex (Schiebinger et al. 2011 en Caprile, 2012: 12), and their intersection with other factors or variables (origin, socio-economical level, ethnical origin, race, age, and others), with special consideration to segments of population that go unnoticed or are not studied in relation with the subject of research. This analysis has been clearly stated and explained in the dissemination of the research results. The whole process is envisaged by the framework exposed in point 1.

7. **Analyse the assumptions on gender.** The research has questioned gender assumptions, and behaviours among researchers and their teams themselves have been reviewed; the needs and expectations of research subjects as well as power relationships and gender assumptions (point 1) of both researchers and research subjects have also been considered and included (Schiebinger et al. 2011 en Caprile, 2012: 13). Data collecting methods were respondent friendly, and included their opinions even when designing the research instruments. Issues about reflexivity, power, and authority in research have also been contemplated (Hesse-Biber, 2014). Gender bias and stereotypes have been reviewed, the latter understood as a wrong approach to equality and differences between men and women, regarding their nature, behaviour, and reasoning; (...) (Ruiz Cantero, 2001: 163-4 in Ariño et al. 2011: 3).

- 8. Analyse covariates.** Sex differences have been analysed, but other “biological and socio-cultural” have also been taken into account (Schiebinger et al. 2011 en Caprile, 2012: 14). The hypothesis of “how sex and/or gender interacts with other biological or socio-cultural variables” describes the variables used and studies the interaction of these factors and variables with sex/gender (Schiebinger et al. 2011 en Caprile, 2012: 14) in accordance with point 4. It helps to determine ways of preventing not only simple discrimination, but also double and triple, which can occur in specific groups.
- 9. Participation in research.** The research has included or fostered participation of all agents in the process of investigation, so as to facilitate the empowerment of men and women, and other marginalised groups (UN-INSTRAW, 2009). “The participation of women and other agents includes their involvement in the problem, recovering the value of local knowledge and marginalized groups, especially women (Leduc, 2009), as well as subjugated knowledge considered illegitimate by the mainstream knowledge (Hesse-Biber, 2014).(UAB, 2014). Participative methodologies are used because they take into account the needs and aspirations of research subjects. Research agents and subjects of the different stages are mentioned in the report dissemination (Toolkit Gender in EU-funded Research, EC, 2009).
- 10. Rethink standards and reference models.** The model of reference has been reviewed regarding the design of products and regulations, as well as usual standards in the field, taking into account factors that affect men and women throughout their lives and the different stages of development (pregnancy, aging...). The review of standards has also been conducted in research of “animals, tissues, and cells” (Schiebinger et al. 2011 en Caprile, 2012: 17). It is also obvious, depending on the scientific field, that gender bias can show unexpected, rare or apparently contradictory results, which will need to be accurately analysed because they might agree with standards and reference models.
- 11. Gender-sensitive dissemination.** The analysis of gender has been set out and clearly explained in the dissemination of research results (Toolkit Gender in EU-funded Research, 2009), so as to introduce the differences in points of view of women and men (Toolkit Gender in EU-funded Research, EC, 2009). Research agents and subjects of the different stages are included in the report dissemination Toolkit Gender in EU-funded Research, EC, 2009), and the results are presented with plain, non-infantilizing language (Pérez Bustos, 2014). A

gender-neutral, non-sexist language has been used, and data has been disaggregated by sex (Ariño et al., 2011; García Calvente, 2010). Results have been equitably published, ensuring a balance of authorship in research teams (García Calvente, 2010).

4. Information sheet to collect Good Practices Gender Sensitive Research

A) GENERAL INFORMATION

TITLE	Title or name of the project/initiative/action
BRIEF DESCRIPTION OF THE GOOD PRACTICE	One paragraph with a brief description of the initiative.
TYPE (RESEARCH PROJECT/INITIATIVE/ACTION)	Type of good practice (Field to search in the database) <ul style="list-style-type: none"> - Research Project / Agreements / Patents - Seminars / Workshops / Training - Networks , associations, working groups - Dissemination: articles, web , social media - Political Decision Making – Process / Institutional Assessment - Non-institutional initiatives
RESPONSIBLE INSTITUTION	University or other responsible institution
CONTACT IN THE RESPONSIBLE INSTITUTION	Name of contact person Organisation / Institution Department / Research Centre Job position Email Phone
WEBSITE	Link to the website that includes the good practice, if applicable
COUNTRY	Country to which the good practice belongs (Field to search in the database)
OTHER INVOLVED INSTITUTIONS	Include any other body that collaborates with the responsible institution University / Department or research group / Contact (email)

B) SPECIFIC INFORMATION OF THE PROJECT, INICIATIVE, ACTION⁷

FIELD OF KNOWLEDGE / SCIENTIFIC FIELD	<p>UNESCO nomenclature for fields of science and technology</p> <ul style="list-style-type: none"> • 11 Logic • 12 Mathematics • 21 Astronomy and astrophysics • 22 Physics • 23 Chemistry • 24 Life Sciences • 25 Earth and Space Sciences • 31 Agricultural Sciences • 32 Medical Sciences • 33 Technological Sciences • 51 Anthropology • 52 Demographics • 53 Economic Sciences • 54 Geography • 55 History • 56 Juridical Sciences and Law • 57 Linguistics • 58 Pedagogy • 59 Political Science • 61 Psychology • 62 Science of Arts and Letters • 63 Sociology • 71 Ethics • 72 Philosophy <p>http://skos.um.es/unesco6/00/html</p> <p>(Field to search in the database)</p>
ABSTRACT OF RESEARCH PROJECT	<p>Abstract of the project (to be found in the project's description / or created for the database)</p>

⁷ Part of this Information Sheet template is adapted from the tool for collecting and assessing good practices provided in the "Catálogo de Buenas Prácticas en la introducción del principio de igualdad entre hombres y mujeres en los fondos estructurales y el Fondo de cohesión 2007-2013". Spanish Women's Institute, Government of Spain. <http://www.inmujer.gob.es/areasTematicas/redPoliticas/metodologia/docs/CatalogoBuenasPracticas.pdf>

KEYWORDS	Key words (to be found in the institutional project's description)
START DATE	Start date of the action, initiative or project Month / Day/ Year
FINAL DATE	End date of the action, initiative or project Month / Day/ Year If it is not completed yet, chose "ongoing" or indicate the expected end date, where possible.
FUNDING	FUNDING INSTITUTION
	PROGRAM
	CALL
	REFERENCE (No)
	AMOUNT
PRINCIPAL COORDINATOR	NAME
	CONTACT
COLLECTED BY (EGERA partner and contact)	EGERA partner that has collected the database. University and contact: name, department, mail, and phone

C) CHARACTERISTICS OF THE INITIATIVE

DESCRIPTION, STRATEGY & BENEFICIARY	Detailed and comprehensive description of the good practice, to include: content, lines of research, strategies carried out, and its beneficiaries.
INITIAL DIAGNOSIS - CONTEXT	The action or project is based on empirical data or diagnosed necessities, to be explained here. It has to include the context and the situation and level of inequality that makes the good practice stand out. Describe whether it belongs to

	higher rank institutional gender equality strategies or other policies.
GENERAL OBJECTIVE	Description of the general objective
SPECIFIC OBJECTIVE	Description of the specific objectives
IMPACT & OUTCOMES	Description of impact and outcomes related to gender perspective or gender equality

D) EVALUATION - GENDER BALANCE IN THE RESEARCH TEAM

		NUMBER OF WOMEN	NUMBER OF MEN
COORDINATOR	PROJECT COORDINATOR		
	RESEARCH MEMBERS		
	LOCAL COORDINATOR		
	ADVISORY COMMITTEES		
	EXPERTS GROUPS		
	EVALUATION PANELS		
LOCAL COORDINATOR / CO-COORDINATION / PARTNERS	COORDINATOR		

	RESEARCH MEMBERS		
	LOCAL COORDINATOR		
	EXPERTS GROUPS		
	EVALUATION PANELS		
GENDER ACTIONS IN THE RESEARCH TEAM ADRESSED TO CHANGE POWER RELATIONS	Description		

E) EVALUATION - BASIC CRITERIA FOR GOOD PRACTICES

WORKS WELL	Effectively mainstreaming gender equality in research teams, along with gender perspective and sex/gender analysis in research.
SUSTAINABILITY	Assess the level of sustainability (high, medium, low), and detail the factors that contributed to a greater or lower political, social, and economical sustainability (budgets, collaboration between institutions, creation for new calls).
LEARNING POTENTIAL	Description of learning potential of the good practice for other researchers or institutions.
GENDER PERSPECTIVE	It has provided some achievement in terms of gender sensitive research.
TRANSFERABILITY	Non restrictive. Whether they are replicable in different environments, even if that entails several adjustments to the context. Factors that may contribute to a successful initiative in social and cultural contexts. Elements that can hinder transferability in new context shall be considered.

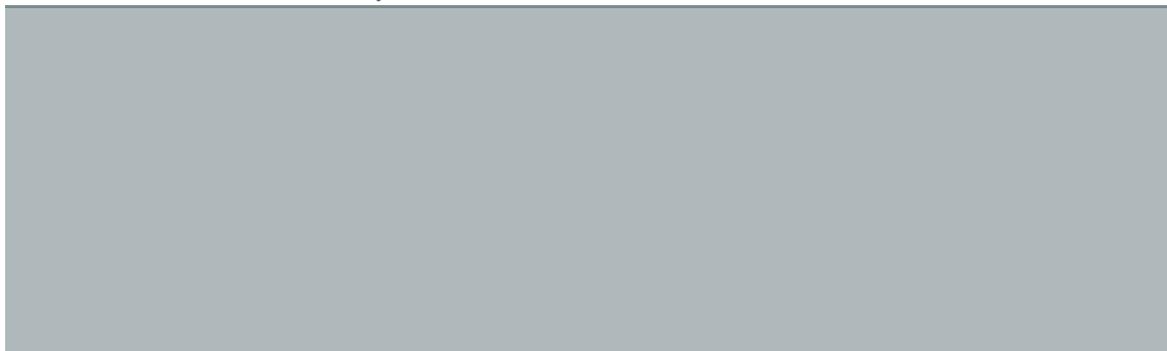
F) GENDER PERSPECTIVE & GENDER DIMENSION CRITERIA – ADDITIONAL INPUT FOR CASE SELECTION

GENDER IN THE PROJECT OR ACTION DESCRIPTION	See 3.3.1
CLASSIFICATION AND AWARENESS-RAISING OF SEX/GENDER ISSUES	See 3.3.2
PRIORITIES AND SOCIAL INTEREST OF RESEARCH	See 3.3.3
GENDER IN CONCEPTS AND THEORIES	See 3.3.4

GENDER IN RESEARCH QUESTIONS	See 3.3.5
SEX AND GENDER IN THE SAMPLES	See 3.3.6
ANALYSIS OF ASSUMPTIONS ON GENDER	See 3.3.7
ANALYSE COVARIATES + INTERSECCIONALITY	See 3.3.8
PARTICIPATION IN THE RESEARCH	See 3.3.9
RETHINK STANDARDS AND REFERENCE MODELS	See 3.3.10
GENDER-SENSITIVE DISSEMINATION	See 3.3.11

F) OTHER FACTORS: LEARNED LESSONS

FACTORS CONTRIBUTING TO / HINDERING THE SUCCESS OF THE PROCESS OR ACTIVITY



5. Logistics

Title

There should be an agreement for the title of the database. We initially propose:

“EGERA Database of Good Practices in Gender Sensitive Research”

Timeline⁸

January 2016. Discussion about the criteria of good practices and the database.

February 2016. Deliverable D.6.3. to the European Commission with the Criteria.

March 2016 to Nov 2016. Partners will collect the good practices and will send to the UAB.

Before June 2016. Partners will send to UAB at least one best practice.

July-September 2016. UAB will return the comments to fill correctly the template.

October 11th. 2016. Deadline Partners send to the UAB the best practices.

November, 11th. 2016. UAB will deliver to the EGERA Coordinator the database.

6. Web Site

We have reviewed the database of good practices in gender mainstreaming by the EIGE (European Institute of Gender Equality), which accumulates 56 good practices in Gender Mainstreaming divided by topic, country, and tool.

<http://eige.europa.eu/gender-mainstreaming/good-practices>

We recommend following its structure in order to design a web which comprises these sections:

- What is Gender in Research / What is Gender Sensitive Research
 - Key concepts
 - Dimensions
 - Links to know more
- Tools and methods in Gender in Research: selected by UAB in the EGERA project.

⁸ EGERA Diagrama Gantt_chart_deliverables_82703.xlsx

- Good Practices in Gender Sensitive Research
 - Goal
 - Process
 - Criteria for selection
 - Collection
 - Dissemination
- The fields to be included to facilitate the search could be:
 - Type/Topic (Research project, Training Action, Awareness Action, etc.)
 - Country
 - Scientific Field

7. Proposal of Web Design

We propose to publish the database on the Internet, and we will also provide the design, maintenance, and website hosting. We have already started working on the design, and we want to introduce a proposal of the structure and content.

The website is organised in two major parts: 1) presentation of the information collected and generated during the elaboration of the database: selection criteria, concepts' definitions, etc.; and 2) the database itself, from which it will be possible to download the sheets of good practices. In the same vein, the web is structured in four major sections: three on the information we just mentioned, and the other which is the database.

Slide 1: The links for the four major sections are in the website home page:

- ✓ What is gender sensitive research
- ✓ Tools
- ✓ Good practices
- ✓ Concepts and definition

These links will also be displayed in the left menu throughout the website; the right menu will include links to the home page, external sites, and contact details.



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[Good practices database](#)



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**DATABASE OF SELECTED GOOD
PRACTICE OF GENDER IN RESEARCH**





GENDER SENSITIVE RESEARCH >

WHAT IS GENDER IN
RESEARCH/ GENDER
SENSITIVE RESEARCH

TOOLS

GOOD PRACTICES

CONCEPTS AND DEFINITIONS

[WHAT IS GENDER SENSITIVE RESEARCH](#)

[TOOLS](#)

[GOOD PRACTICES](#)

[CONCEPTS AND DEFINITIONS](#)

HOME - GOOD PRACTICE

Observatory for Equality UAB

EGERA

Contact us:

Observatori per a la Igualtat de la UAB
(Unitat d'igualtat)

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Slide 2: The page ‘What is gender in research’ includes information on: the definition of ‘gender sensitive research’, the dimensions, and EU indications to assess the projects and related links.

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Good Practices Database

Observatori per a la Igualtat UAB UAB Universitat Autònoma de Barcelona DATABASE OF SELECTED GOOD PRACTICE OF GENDER IN RESEARCH EFFECTIVE GENDER EQUALITY RESEARCH ACADEMIA and the European Commission

GENDER SENSITIVE RESEARCH > WHAT IS GENDER IN RESEARCH/ GENDER SENSITIVE RESEARCH

WHAT IS GENDER IN RESEARCH/ GENDER SENSITIVE RESEARCH	WHAT IS GENDER IN RESEARCH/ GENDER SENSITIVE RESEARCH?	HOME TO GOOD PRACTICES
TOOLS	DEFINITIONS (KEY CONCEPTS) + JUSTIFICATION: GENDER SENSITIVE RESEARCH, GENDER RESEARCH CONTENT, GENDER PERSPECTIVE	Observatory for Equality UAB
GOOD PRACTICES	GENDER SENSITIVE RESEARCH DIMENSIONS (+)	EGERA
CONCEPTS AND DEFINITIONS	GENDER RESEARCH IN HORIZON 2020	Contact us: Observatori per a la Igualtat de la UAB (Unitat d'igualtat) Edifici l'Àgora (Edifici R) Despatx, R/129 08193 Bellaterra (Cerdanyola del Vallès) Telf. +34 93 581 29 29
	LINKS FOR FURTHER INFORMATION	

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Slide 3: The 'tools' section details which tools have been used, relevant information about them, and links to them.



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**DATABASE OF SELECTED GOOD
PRACTICE OF GENDER IN RESEARCH**





GENDER SENSITIVE RESEARCH > TOOLS > GENDER INNOVATION

<p>WHAT IS GENDER IN RESEARCH/ GENDER SENSITIVE RESEARCH</p>	<p>TOOLS</p> <p>GENDERED INNOVATION (+)</p> <p>TOOLKIT GENDER IN EU - FUNDED RESEARCH (+)</p> <p>GENPORT (+)</p> <p>GENSET (+)</p> <p>CHECKLIST</p>	<p style="text-align: center;">HOME GOOD PRACTICES</p> <p style="text-align: center;">Observatory for Equality UAB</p> <p style="text-align: center;">EGERA</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;">Contact us:</p> <p style="text-align: center;">Observatori per a la Igualtat de la UAB (Unitat d'Igualtat)</p> <p style="text-align: center;">Edifici l'Àgora (Edifici R) Despatx, R/129 08193 Bellaterra (Cerdanyola del Vallès) Telf. +34 93 581 29 29</p> </div>
<p>TOOLS</p>		
<p>GOOD PRACTICES</p>		
<p>CONCEPTS AND DEFINITIONS</p>		



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Slide 4: The section of ‘good practices’ will host the database, and will therefore include information about the database objectives, the selection criteria, and the search engine, which will filter by topic, field of knowledge, or country. (Slide 5)

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Observatori per a la Igualtat UAB

Good Practices Database

Observatori per a la Igualtat UAB UAB Universitat Autònoma de Barcelona DATABASE OF SELECTED GOOD PRACTICE OF GENDER IN RESEARCH EFFECTIVE GENDER EQUALITY and the ACADEMIA European Commission

GENDER SENSITIVE RESEARCH > GOOD PRACTICE

<p>WHAT IS GENDER IN RESEARCH/ GENDER SENSITIVE RESEARCH</p> <p>TOOLS</p> <p>GOOD PRACTICES</p> <p>CONCEPTS AND DEFINITIONS</p>	<p>GOOD PRACTICES</p>	<p>HOME GOOD PRACTICES</p>
	<p>OBJECTIVE OF DATABASE (+)</p>	<p>Observatory for Equality UAB</p>
	<p>CRITERIA FOR SELECTION (+)</p>	<p>EGERA</p>
	<p>COLLECTION (+)</p>	<p>Contact us: Observatori per a la Igualtat de la UAB (Unitat d'igualtat)</p> <p>Edifici l'Agora (Edifici R) Despatx. R/129 08193 Bellaterra (Cerdanyola del Vallès) Telf. +34 93 581 29 29</p>
<p>DATABASE (+)</p>		

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Good practices database



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**DATABASE OF SELECTED GOOD
PRACTICE OF GENDER IN RESEARCH**



GENDER SENSITIVE RESEARCH > GOOD PRACTICES > DATABASE

WHAT IS GENDER IN
RESEARCH/ GENDER
SENSITIVE RE SEARCH

TOOLS

GOOD PRACTICES

CONCEPTS AND DEFINITIONS

DATABASE

TOPIC	FIELDS OF KNOWLEDGE	COUNTRY
<input style="width: 90%; border: none;" type="text" value="SEARCH"/>		

GOOD PRACTICE 1

HOME - GOOD PRACTICES

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Slide 6: Definitions of key concepts, such as gender research content or feminist research will be introduced on a separate section.

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Good practices database

Observatori per a la Igualtat UAB **UAB** **DATA BASE OF SELECTED GOOD PRACTICE OF GENDER IN RESEARCH**

GENDER SENSITIVE RESEARCH > CONCEPTS AND DEFINITIONS

WHAT IS GENDER IN RESEARCH/ GENDER SENSITIVE RESEARCH

TOOLS

GOOD PRACTICES

CONCEPTS AND DEFINITIONS

CONCEPTS AND DEFINITIONS

GENDER PERSPECTIVE (+)

GENDER RESEARCH CONTENT (+)

GENDER SENSITIVE RESEARCH (+)

FEMINIST RESEARCH (+)

HOME - GOOD PRACTICES

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Contact us:
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