



Redesigning Equality and Scientific Excellence Together



Topic:	SwafS-09-2018-2019-2020 Supporting research organisations to implement gender equality plans
Funding Scheme:	EU H2020 - Coordination and Support Action
GA Number:	101006560
Start date:	01/01/2021
Duration in months:	48
Project Coordinator:	UNIVERSITE DE BORDEAUX

RESET aims to address the challenge of Gender Equality in Research Institutions in a diversity perspective, with the objective to design and implement a user-centered, impact-driven and inclusive vision of scientific excellence.

Consortium partners



This project has received funding from the European Union's Horizon 2020 Framework Program for Research and Innovation under Grant Agreement no 101006560.





Redesigning
Equality and
Scientific
Excellence
Together

D7.3 - RESET GIA implementation report

Document Information

Title	D7.3 - RESET GIA Implementation Report
Deliverable No.	D7.3
Version	1.0
Type	<input checked="" type="checkbox"/> Report <input type="checkbox"/> Demonstrator <input type="checkbox"/> ORDP <input type="checkbox"/> Ethics <input type="checkbox"/> Other
Work Package	WP7 Mainstreaming the gender dimension in the design of research activities and products
Work Package Leader	Mervi Heikkinen
Issued by	UOulu
Issued date	22/12/2023
Due date	31/12/2023
Dissemination Level	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Confidential <i>only for members of the consortium (including the EC)</i>

LEGAL NOTICE

The information and views set out in this report are those of the authors and do not necessarily reflect the official opinion of the European Union. Neither the European Union institutions and bodies nor any person acting on their behalf may be held responsible for the use which may be made of the information contained therein.

Copyright

© Copyright 2021 The RESET Consortium Consisting of:

UNIVERSITE DE BORDEAUX
ARISTOTELIO PANEPISTIMIO THESSALONIKIS
UNIWERSYTET LODZKI
UNIVERSIDADE DO PORTO
RUHR-UNIVERSITAET BOCHUM
OULUN YLIOPISTO
FONDATION NATIONALE DES SCIENCES POLITIQUES

This document may not be copied, reproduced, or modified in whole or in part for any purpose without written permission from the RESET Consortium. In addition, an acknowledgement of the authors of the document and all applicable portions of the copyright notice must be clearly referenced.

All rights reserved.

This document may change without notice.



This project has received funding from the European Union's Horizon 2020 Framework Program for Research and Innovation under Grant Agreement no 101006560.



This document may not be copied, reproduced, or modified in whole or in part for any purpose without written permission from the RESET Consortium. In addition, an acknowledgement of the authors of the document and all applicable portions of the copyright notice must be clearly referenced.

All rights reserved.

This document may change without notice.

Main Authors	
Name	Organization
Mervi Heikkinen, Eveliina Ylitalo	UOulu
Maryna Radchuk, Marion Paoletti, Ninon Junca	UBx
Aleksandra Różalska	UL
Elena Karachaliou, Maria Michali	AUTh
Viktoria Niebel	RUB
Jorge Peixoto Freitas, Alexandra Lopes, Sara Isabel Magalhães, Marisa Matias	UPorto
Maxime Forest	ScPo

Quality Reviewers	
Name	Organization
Maryna Radchuk	UBx
Marie Daviet, Ninon Junca, Marion Paoletti	UBx
Maxime Forest	ScPo

Executive Summary

The Implementation Report has four separate parts documenting the co-design and development work focusing different dimensions in mainstreaming the gender dimension in the design of research activities and products. The timespan of the reported activities span over the first three years 2021-2023 of the RESET project. Each of the Implementation Report parts I-IV has its own Executive Summary, List of Content, Bibliography and the page numbers refer to the pages in the each part.

We hope you find this Implementation Report as inspirational reading!



Table of contents

1. GIA follow-up report.....	PART I
2. GIA checklist validation protocol.....	PART II
3. GIA cases.....	PART III
4. GIA survey on operationalisation and implementation.....	PART IV



Redesigning
Equality and
Scientific
Excellence
Together

PART 1

Follow-up report on operationalisation and implementation of GIA of research proposals at organisational levels

Abbreviations

AUTH – Aristotle University of Thessaloniki

CoP – Community of practitioners

GEP – Gender Equality Plan

GIA – Gender Impact Assessment

GIA approach – institutionalisation and operationalisation of GIA described in the guidelines

GIA checklist – varying battery of questions guiding Gender Impact Assessment

UBx – University of Bordeaux

UL – University of Lodz

UOULU – Univeristy of Oulu

U.Porto – Univeristy of Porto

RUB – Ruhr University of Bochum

ScPo – Sciences Po Paris

Executive Summary

WP7 aims at improving scientific excellence by strengthening the gender perspective in research. According to the 2018 ERA Progress Report, significant efforts have been made to include a gender dimension in research across ERA countries and at EU level. This has resulted in a higher number of publications incorporating a gender dimension, but the overall level of integration remains low – less than 2% according to the She Figures 2021 report. The RESET consortium aims to tackle the challenge by mainstreaming Gender Impact Assessment (GIA) into the design of new research projects of the participating universities, following up and evaluating the GIA approach, and producing policy recommendations.

The follow-up report (M36) aims to reflect and review the work in progress of the WP7 Mainstreaming the gender dimension in the design of research activities and products. It is worthwhile to take a look at the very first steps in gender impact assessment within the RESET universities. For the following year and for the sustainability of the project efforts, it would be valuable to assess the state of operationalisation and institutionalisation of the gender dimension in the research content in each of the RESET partner institutions.

For that purpose all the partners were requested to briefly report their GIA related activities. This follow-up report is both a compilation report, consisting in partners reports appended in Appendices II, and a further guidance for gender impact assessment aiming to assist RESET partners further in the institutionalisation and operationalisation of the GIA approach. Thus, the report consists of promising practices experimented by partners, and a general recommendation to pilot the most suitable ones of the various methods introduced in aim to mainstream the GIA approach effectively institutionally.

Additionally, this follow-up report consists of translations of the initial GIA checklist in national languages (Finnish, French, German, Greek, Polish and Portuguese). You can find language versions of the GIA checklists in Appendix I.

Finally, this deliverable paves the ground for the actions that will be taken in 2024 to disseminate the GIA approach further. Digitalization of the GIA checklist is under development by WP3 led by AUTH. Digitalization facilitates the delivery and dissemination of the GIA checklist. A hyperlink to the GIA checklist will be disseminated through social media channels and it is expected to be spread widely. Secondly, our plan is to gather digital feedback systematically from the various users through the RESET online forum. The third development step is to include a feedback function to the GIA checklist, so that the ones who fill in the form will receive positive and encouraging responses on gender dimension in their research based on their checklist answers.

Table of contents

1. Introduction	1
2. Methodology for compiling the GIA Implementation Report	2
3. Operationalisation of the GIA approach in RESET HEIs	3
4. Institutionalisation of the GIA approach	4
5. GIA checklist co-design	5
5.1 Introduction to GIA	6
5.2 Initial training sessions for project partners	6
5.3. GIA Digitalization	7
5.3 Language versions of the GIA checklist	8
5.4. GIA staircase - proximity of the presented gender dimensions	9
5.5. GIA quiz - approaching the minimum requirements of gender dimension	10
5.6. GIA WEBINAR: #RESET your project with Gender	19
5.7. GIA cases - broadening the scope of sex, gender and intersectional approach in research	20
6. GIA inclusion in the institutional Gender Equality Plan	21
7. GIA CoP as a core institutional operator for the implementation	23
8. Local implementation of GIA and co-design processes	25
8.1. University of Porto	27
8.2. University of Oulu	28
8.3. University of Lodz	29
8.4. University of Bordeaux	31
8.5. Ruhr University Bochum	32
8.6. Aristotle University of Thessaloniki	32
8.7. Sciences Po	34
9. Mainstreaming the gender dimension in the design of research activities and products	37
10. Concluding remarks	38
BIBLIOGRAPHY	40
APPENDICES I: GIA checklist translations in project languages	43
Finnish: GIA tarkistuslista tutkimushankkeiden sukupuolivaikutusten arvioimiseen	43
French: GIA Checklist pour les Projets de Recherche (initiale)	47
German: GIA-CHECKLISTE für FORSCHUNGSANTRÄGE (initial)	51
Greek: Οδηγός για την εκτίμηση και αξιολόγηση των επιπτώσεων ανά φύλο σε νέες ερευνητικές προτάσεις	56
Polish: LISTA KONTROLNA GIA DLA WNIOŚKÓW BADAWCZYCH (OCENA WYMIARU PŁCI)	61
Portuguese: GIA Checklist para Propostas de Investigação	65

APPENDICES II: RESET partners' follow-up reports	69
AUTH: GIA dissemination activities (GREECE)	69
RUB: Implementation and Report (GERMANY)	71
UBx: Feedback on the GIA dissemination (FRANCE)	74
UL: University of Lodz (POLAND)	80
UOulu: GIA dissemination activities (FINLAND)	90
UPorto: GIA Checklist Validation (PORTUGAL)	94

List of figures

Figure 1: Horizon Europe proposal structure

Figure 2: GIA staircase model

List of tables

Table 1: #RESET your project with gender webinar programme

Table 2: Summary of 4 GEPs and GIA relevant actions

Table 3: Review of 4 GEPs and GIA relevant actions – identification of a common strategy

Table 4: Review of institutional GIA CoP and their involvement

Table 5: Central organisational actors related to Gender Impact Assessment.

Table 6: Gender Impact Assessment activities that partners have been involved

Table 7: Gender Impact Assessment (GIA) in various phases of research.

1. Introduction

An intention of this Implementation Report is to provide an overview of the co-design development process on mainstreaming the gender dimension in the design of research activities and products. The Gender Impact Assessment (GIA) approach is developed as part of the RESET project and in particular the WP7.

In the RESET project we decided to name the approach as Gender Impact Assessment (GIA) as it aptly describes what it is set for. Gender Impact Assessment has a clear message of the gender dimension in research - namely the sex, gender and intersectional dimensions – and their significance for the entire research process – starting from its design of excellence, implementation and impact. Thus, these three dimensions are included in the GIA checklist (RESET D7.2.) which is a practical tool for designing a research project and evaluating the research proposal in a gender responsible manner.

In order to engage a large institution such as a university in a GIA implementation, we need operational GIA guidelines (RESET D7.1.), how to set up GIA as an institutional practice in an efficient manner and within the already existing institutional structures, facilitating processes and with the support of available human resources.

According to the feedback received from the research support services at the University of Oulu, the GIA checklist has been taken in everyday use at the UOulu. The GIA checklist is currently disseminated widely in other RESET universities with the intention to ensure the prevalence of the GIA tool in researchers' material and immaterial toolboxes. Research support officers have found the GIA tool useful in assisting researchers to pay attention to the gender dimension in a research project under planning. GIA is a tool that a research group can also use independently to gain new views by assessing the gender dimension in their research project. Their assessment can span over the whole research process starting from the planning and ending with dissemination of the project and its results. However, a list of gender specific questions may result in frustration when there is no further explanation available on the broader meaning, context, or importance of a particular question (see Iivari et al. (2023)). This point of frustration is identified as a development and action point for the RESET project for further consideration. In addition to training on GIA and increased awareness of the impact of gender dimension in knowledge production (She Figures 2021), more practical tools are needed. One of the possible solutions under development could be an online checklist, which would enable inclusion and availability of additional explanations, further examples and references on the meaning of the listed critical aspects in research. Such self-study materials already exist and are presented in European Commission reports such as Gender and Excellence (2014), Gendered Innovations 2 (2021), and Stanford University's (2011-2020) Gendered Innovations website. But they are not interactive and this is what we were interested to develop further via digital checklist.

This GIA Implementation report is due M36, which marks the completion of the third year of the RESET project. This is also a point when the major deliverables such as Institutional Gender Equality Survey (D1.1) have been conducted and the Gender Equality Plan (GEP 1.0) has been launched and is currently being implemented. This is the point when the RESET project consortium has reviewed the GEP 1.0 action points including the GIA related actions and is ready to fine-tune the action points to the following version of the GEP - GEP 2.0. It is timely to take a look at GIA related actions. What are the strengths, opportunities, threats and weaknesses of the co-designed GIA approach and its operationalisation, institutionalisation and implementation?

2. Methodology for compiling the GIA Implementation Report

In the RESET project consortium meeting held in Oulu on November 28-29, 2022, it was agreed that each partner would write a 1-3 pages free-form report describing the GIA related initiatives and progress made at their institution. All partners received a document template consisting of themes to consider in their institutional report with examples from UOULU. The partners were asked to send their reports by December 15, 2022 at the latest. Additionally, a mentor requested partners to suggest a suitable time for a Teams appointment (30 min) for a brief discussion, which was to be confirmed. In case the timetable was not suitable, a new virtual meeting time would be suggested.

The follow-up report reviews the co-design process of the operationalisation and implementation of GIA in RESET partner institutions during M1-M36. Following materials have been utilised:

1- For a brief data collection, a follow-up form was delivered to RESET consortium partners to gather comparable empirical data on actions from each organisation. See the appendix for these partners' reports (Appendix II).

2-A virtual discussion was arranged to gather further thoughts and notes related to the GIA activities that have already been taken and/or are being planned locally.

3- Other types of data on GIA implementation, such as produced materials e.g. information on GIA co-design workshops (UOulu), report on GIA pilot test group (UPorto), participation in a GIA webinar (UL, UOULU and UBx), GIA dissemination poster (UBx) and GIA hackathon plans (AUTH).

As discussed in the Oulu consortium meeting, it is important and timely to get an overview of the GIA implementation. This follow-up report aims to gather experiences gained by this point, analyse the encounters, and to assist further in the GIA implementation by making suggestions for the partners for the final year of the RESET project.

3. Operationalisation of the GIA approach in RESET HEIs

Operationalisation of the GIA approach is initially and briefly described in the project action plan. The following description *“Task 7.1: Co-designing context-specific Gender Impact Assessment tools (M1-M48) (Lead UOULU, all partners). T7.1. will focus on co-designing context-specific practical GIA tools that will enable researchers to identify and address gender dimension, when planning research project proposals. First, key stakeholders within RESET universities will be identified and gathered to form a local community of practitioners (CoPs) on M2. Secondly, GIA checklists will be co-designed in collaboration with the local taskforce (CoPs).”*

It is worth noticing that the task lasts throughout the whole project implementation (M1-M48). Additionally, the process is initiated at the local level in order to focus on co-designing context-specific practical GIA tools together with the local members of academia.

The first step was to identify the key stakeholders within the RESET universities and gather them to form a local community of practitioners (CoPs) on M2 as further instructed and advised by the Lead partner.

The second step was to co-design initial GIA checklists within the local taskforce (CoPs) followed by joint elaboration on consortium level. This would have enabled iterative rounds initiated on local level, but due to circumstances the GIA checklist compilation was done collaboratively with the RESET project members on consortium level at first.

The third step was to implement the GIA checklist within the RESET universities. The implementation phase has been done with institutional support, which is briefly described in a GIA protocol signed by the vice-rectors of research.

GIA guidelines (RESET D7.1.) introduces the concept of GIA - the very idea behind it, explaining its benefits for high quality research and knowledge production. GIA guidelines describe the meaning of the GIA protocol at the University and its importance for the GIA implementation.

GIA checklist (RESET D7.2.a) includes crucial points on inclusion of gender perspective in research as well as issues such as: a) gender composition of the research team, b) division of tasks, when relevant c) gender in relation to the collecting data and its representation in the data d) gender as an analysis category or gender as a tool of the data analysis.

GIA protocol (RESET D7.2.b) includes supporting measures and procedures for implementing the GIA approach that the partner organisations commit themselves.

As soon as the GIA approach and its operationalisation were co-designed the consortium was ready for a systematic and analytical implementation of the GIA

approach. Task 7.3: Executing the GIA and collecting follow-up data on GIA (M1-M48) aptly describes the implementation phase. The GIA implementation is followed up in aim to introduce corrective measures throughout the implementation and to ensure optimal results. A template for bi-annual follow-up with a special focus on impact was co-designed together with project partners. It is proposed that e.g. the GIA CoPs could set up a data collection and a database for follow-up data on GIA implementation. All partners are welcome to develop the follow up procedures further in aim to better serve their institutional needs and aspirations.

4. Institutionalisation of the GIA approach

Various approaches are developed for improving the gender-dimension in the research content e.g. European Commission: Gendered Innovations 2 (2021) including an explicit GIA approach, and the Toolkit Gender in EU-funded research (2011), Yellow Window Management Consultants, Engender, Genderatwork. Usually these approaches define the approach as gender mainstreaming and their main strategy is training and the tool is a checklist. In addition to the checklist co-design process, the approach developed in the RESET project takes institutionalisation as its central strategy for mainstreaming. Training and consultation are also important activities in this approach.

“Institutionalize verb [T] (CUSTOM) i.e. to make something become a permanent or respected part of a society, system, or organization.” (Cambridge Dictionary)

When we talk about Institutionalisation, we refer to a process for the sustainable integration of new elements into the institution, in particular via procedures. It is a crucial, but perhaps too often undermined step for successful mainstreaming of the gender dimension in the design of research activities and products.

The gender impact assessment approach developed in the RESET project is inspired by the theory of gendered organisations. One of the most famous theorists, developers and researchers in this field is Joan Acker (for more details, see D7.1.). A basic idea in the Theory of Gendered Organisations, is that gender gets re-produced within everyday activities and operations of an organisation. Analytically, organisations’ structures, processes and resources should be elaborated in aim to see gendering in action. There is a great amount of research in which universities as research performing organisations have been analytically elaborated through the structures, processes and resources visibilizing the making of gender. The GIA approach focuses in particular on institutional structures, processes and resources. Institutional structures get defined in the founding documents. The founding documents of the GIA approach that define and describe the GIA approach in order of their appearance are 1) GIA protocol (M4), 2) RESET Joint

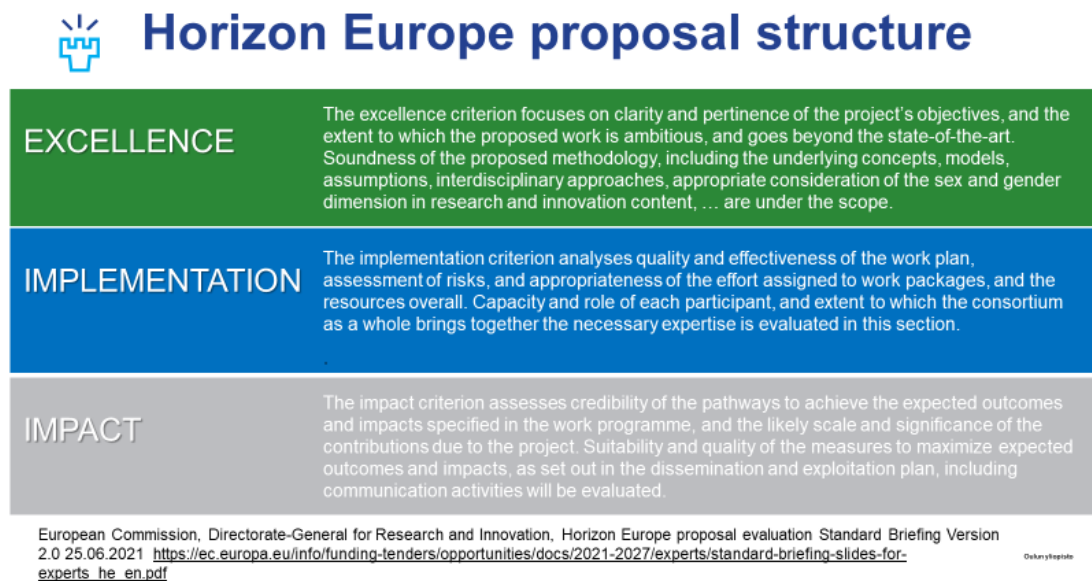
statement on our engagement for equality, diversity and excellence in research¹ (M18), and 3) Gender Equality Plans of the RESET universities (M18).

5. GIA checklist co-design

According to the project action plan, the initial GIA checklist shall include issues such as: a) gender composition of the research team and b) division of tasks, c) gender in relation to the collecting data and its actual representation in the data, d) gender as an analysis category or gender as an analytical tool of the data.

The initial GIA checklist was co-designed with the RESET team and it was compiled together by using various already existing checklists and guidelines (see GIA Checklist D7.2.). The co-designed GIA checklist was systematised to include three parts corresponding to the Horizon grant application, namely Excellence, Implementation and Impact. The following chapter introduces these three parts in more detail.

Figure 1: Horizon Europe proposal structure



5.1 Introduction to GIA

In brief, Gender Impact Assessment could be defined as follows:

¹ <https://wereset.eu/deliverables/reset-joint-statement-on-our-engagement-for-equality-diversity-and-excellence-in-research/>

- ★ GIA is an ex ante evaluation of sex and gender dimensions in research activities and products.
- ★ GIA aims to determine the degree of sex and gender responsibility of a research proposal.
- ★ GIA questions, analyses, sensitises and integrates sex and gender into research where appropriate.
- ★ GIA will not only contribute to the success of individual researchers' research projects, research teams' proposals and organisations, but also advance science and society at large.
- ★ GIA is a mandatory requirement across the Horizon Europe Work Programme, by default unless it is duly justified that sex and/or gender aspects are not relevant.

5.2 Initial training sessions for project partners

A presentation introducing the GIA approach and the GIA checklist was delivered at the GIA training for partners on M7 that was initially planned for M5. Partners voiced a need for training material on GIA that they could use on a local level. So, the RESET GIA Powerpoint presentation was prepared and introduced as a practical info on GIA. Partners were encouraged to translate the slides into their local languages in order to ease the receiving part. Additionally, a brief video recording was produced in order to make dissemination of the GIA approach more efficient.

The presentation was used by WP4 regarding training:

1. Some slides were included in the module 2.14 and 2.15 of the training toolbox devoted to gender and diversity dimensions in research and teaching.
2. The GIA checklist was used as one of the handouts that will be available to all trainers using the toolbox.
3. The RESET GIA checklist and protocol were used during the Train-the-trainers training process (conducted between September and December 2023).
4. The Polish version of the checklist was used during the training for MA students at UL (December 2023).

Based on the GIA slides a video for training purposes was recorded. A 10-minute video describes the GIA approach and reasoning on practical sides of the GIA checklist. A brief video recording serves as an initial training and is an easy tool to disseminate. English version:

<https://wereset.eu/gia-checklist-for-research-proposals/>

However, we foresaw that it would be beneficial for the RESET project to disseminate an online checklist that would serve as a user data collection point.

5.3. GIA Digitalization

In 2023, we successfully transformed our Gender Impact Assessment checklist from a traditional paper format to a dynamic and interactive online version, enhancing accessibility and user engagement. The digitalized version, integrated into the project's website (<https://wereset.eu/gia-checklist-for-research-proposals/>), allows users to seamlessly navigate through the assessment, completing their choices in a user-friendly interface. Upon completion, individuals have the option to generate a report in a PDF file format, consolidating their choices.

This streamlined process empowers users to use the checklist in a convenient and accessible manner, without the need to collect and keep sensitive information (eg. accessible without mandatory registration), ensuring a more inclusive and user-centric approach and reflecting our commitment to leveraging technology for the advancement of gender-responsive practices.

Further updates

In our continuous commitment to enhance the user experience and the effectiveness of our digital version of the Gender Impact Assessment (GIA) checklist, we will integrate the updated version of the tool into the RESET toolkit (<https://toolkit.wereset.eu>), while introducing several new features that will further empower users in their evaluation process.

The digital GIA checklist integration into the RESET toolkit, will offer users a unified platform to access a range of powerful tools. This way we aim to provide users with a cohesive and robust set of resources to support their gender impact assessment efforts. This integrated approach reflects our commitment to accessibility, efficiency, and the continuous improvement of our tools to meet the evolving needs of our users.

To streamline the assessment journey, GIA checklist will be divided into stages/phases, allowing users to seamlessly progress to the subsequent set of questions. This iterative approach ensures a focused and manageable assessment experience, promoting user engagement and comprehension.

Within each phase completion, users will receive tailored tips and insightful conclusions based on their responses, providing valuable guidance and enhancing the educational aspect of the assessment.

Finally, to facilitate a comprehensive submission and at the same time collect insightful usage data, users can efficiently submit their responses (after successfully completing all phases), which could be kept and used in the future to provide insightful reporting

on the usage of GIA tool. For added convenience, users will have the option to export the completed assessment in a PDF file format. These innovative features not only elevate the functionality of our digitalized GIA but also reinforce our dedication to create a user-centric, informative, and impactful assessment tool.

5.3 Language versions of the GIA checklist

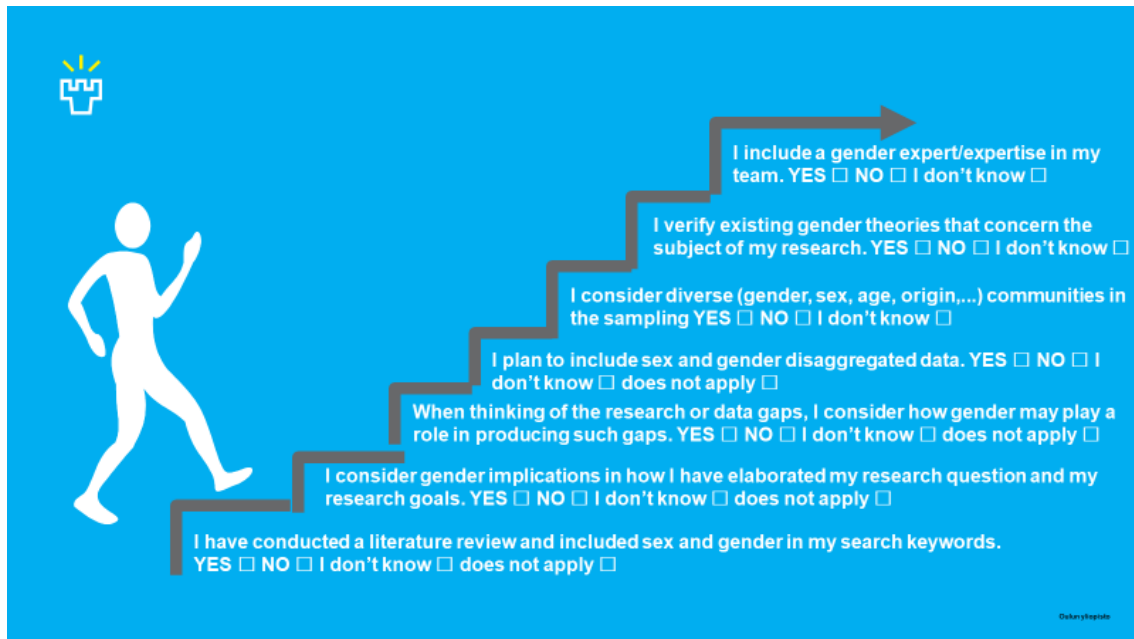
Since the Horizon applications are usually submitted in English, the gender impact assessment of the research proposal is conducted in English. In this way it serves for Horizon Europe application preparation process conveniently and the practice is expected to be spread widely. Afterwards, the checklist was translated to all partners' languages contributing to the local dissemination of the tool. The aim is to facilitate mutual interaction among the local level stakeholders, such as GIA CoPs. Furthermore, RESET aims to promote diversity, equality and inclusion and thus enlarge criteria of scientific excellence. With translation to the local languages, engagement to the GIA approach is feasible also for participants who do not have prior experience on gender impact assessment.

This report includes the translated versions of the GIA checklist in Finnish, French, German, Greek, Polish and Portuguese and they are appended at the end of the report (Appendice I).

5.4. GIA staircase - proximity of the presented gender dimensions

Developing the GIA approach further to better meet the needs of the diverse audience we aimed to estimate the proximity of each of the statements presented in the initial GIA checklist. Statements on a lower level of the stairs are more common and perhaps also easier to approach and bring into real life research projects. Whereas the top level statements may be more demanding and require considerable expertise in sex, gender and intersectional analysis in research. This exercise was a way to concretise steps that the researcher may choose to take when aiming to develop one's research practices and expertise for being more gender aware.

Figure 2: GIA staircase model



5.5. GIA quiz - approaching the minimum requirements of gender dimension

The GIA quiz was created as a response for those researchers who thought that the initial GIA checklist was too exhaustive, time consuming as well as confusing. Our intention was to respond to the challenge by co-design a brief online version of the GIA checklist, which we dreamed to be available online and usable via mobile phones.

The GIA quiz has 10 statements to consider. Four of them are related to Excellence, three on Implementation and three on Impact. In aim to help to grasp the essential point in each statement a keyword opens each of the statements as follows:

1. REVIEW: I have conducted a literature review and included sex and gender in my search for keywords.
2. AIM: I take into consideration potential gender implications in how I have elaborated my research question and my research goals.
3. GAP: When thinking of the research or data gaps, I consider how gender may play a role in producing such gaps?
4. DATA: I plan to include sex and gender disaggregated data and/or various social categories in my study.
5. CAREER: I have considered sex, gender and diversity dimensions in the recruitment, job descriptions and career paths of research group members.

6. TEAM: In my team, different/diverse points of views are taken into consideration (heard and all members are listened to.)
7. DIVERSITY - EQUALITY - INCLUSION: Even if the team is not obviously diverse (e.g : all members come from the same field, gender, ethnicity,...), I take into account points of view and experiences of all social groups.
8. CREDIT: I value all the members of the research team in the dissemination phase (authors, publications, websites, keynotes, reports, deliverables, participation in conferences, and other scientific events).
9. IMPACT: I consider that the results of my research (project) may have different effects on people depending on their social characteristics e.g. men and women, boys and girls, non-binary people.
10. COMMUNICATION: I am using appropriate terminologies and written and visual communication that do not reflect gender stereotypes and that do not assume only two genders/sexes.

Each statement has an additional explanation even with a hyperlink reference for further literature. This additional explanation will become visible when replacing a mouse or a pointer on top of the info signal. In this way the list is brief but will emerge as a 3 pages long document when all additional explanations are included. It is practical small bibliography on gender impact assessment in research with all the 10 references considered. Below the first version of the GIA quiz, with additional information and references with hyperlinks to further reading on the topic.

QUIZ FOR SEX, GENDER AND INTERSECTIONAL ANALYSIS (GIA)

The GIA Quiz is an introductory tool for all researchers and students on how to start to include/integrate the gender dimension into research and innovation projects. These ten questions have been chosen as the minimal requirements that should be considered when planning or assessing a project/research.

Sex- and gender-based analysis improves the excellence of research and the quality of outcomes. Failing to take into consideration the underlying/possible sex and gender aspects may even lead to harmful outcomes or missed opportunities of innovation (Heidari et al. 2016). The quiz contains several important steps related to research design and implementation, as well as the context and working conditions of the research: who is doing it, and to whom.

SEX – biological characteristics

Sex refers to biological attributes that in humans differentiate male, female, and intersex, and in non-human animals distinguish male, female, and hermaphrodite (Gendered Innovations 2). It includes e.g. chromosomal, hormonal, genetic, physiological, and anatomical differences ([Gendered Innovations 2, p. 11-13](#))

GENDER – sociocultural dimensions

Gender refers to sociocultural attitudes, behaviours, and identities. It entails different social and cultural gender norms, gender identities (how people perceive and present themselves in relation to norms), and gender relations (how we interact with people and institutions around us based on our sex and gender identity). ([Gendered Innovations 2, p. 14-16](#))

DIVERSITY (INTERSECTIONALITY) – intersecting categories

Intersectionality refers to overlapping categories such as gender, sex, ethnicity, age, socioeconomic status, sexual orientation, disability, and geographical location that formulate individuals' identities and experiences. ([Gendered Innovations 2, p. 17](#))

Excellence - Planning Phase of the Research

1. **REVIEW:** I have conducted a literature review and included sex and gender in my search for keywords.

1. Including sex and gender to search words reveals how sex and gender may be relevant to your/one's own/my study. It may reveal the possible research gaps in the field, and the existing gender theories concerning the research and help to plan the scope of the study. ([Gendered Innovations 2, p. 179-181](#))

- ☐ YES
- ☐ NO
- ☐ I DON'T KNOW
- ☐ NOT APPLICABLE

2. **AIM:** I take into consideration potential gender implications in how I have elaborated my research question and my research goals.
 - b. Considering gender implications early on in one's study will help you to ensure that research results are equally valid for people of all genders and sexes. Taking automatically a gender-neutral position or assuming wrongly that there are not any sex/gender differences can limit the scope of the study. This can lead to missed opportunities for innovation, limited outcomes, and even grave mistakes in conclusions that limit the validity of the study. ([LERU 2015](#))
 - ☐ YES
 - ☐ NO
 - ☐ I DON'T KNOW
 - ☐ DOESN'T APPLY

3. **GAP:** When thinking of the research or data gaps, I consider how gender may play a role in producing such gaps?
 - c. Research including gender dimension is still occasional (less than 2%, EC ([She Figures 2021, p. 261](#))), which is why it is important to consider the effects of gender e.g. gender segregation in the field, unavailability of gender/sex disaggregated data, or gender homogeneous research. If sex and gender have not been taken into consideration in previous studies in your field, stay alert for research topics and innovations that may still remain unexamined. When evaluating research and data, consider also cultural and institutional contexts that may generate potential gender biases. ([She Figures 2021, p. 261](#))
 - ☐ YES
 - ☐ NO
 - ☐ I DON'T KNOW
 - ☐ DOESN'T APPLY

4. **DATA:** I plan to include sex and gender disaggregated data and/or various social categories in my study.
 - d. Sex and gender disaggregated data, i.e. data that takes into consideration participants' / informants' sex and/or gender, thus improves data accuracy and reproducibility, as well as helps to avoid misinterpretation of data. Collecting and including sex disaggregated data allows us to measure differences between women and men and by

introducing an intersectional approach - people from different backgrounds could be analysed appropriately. Diversifying data disaggregation to consider transgender and gender nonconforming people is recommendable as it enables even more detailed data gathering and production of knowledge. ([Tannenbaum et al. 2019](#))

- ☐ YES
- ☐ NO
- ☐ I DON'T KNOW
- ☐ DOESN'T APPLY

Implementation - Execution Phase of the Research

5. CAREER: I have considered sex, gender and diversity dimensions in the recruitment, job descriptions and career paths of research group members.

e. Citation metrics are widely used in science for recruitment and promotion, and they influence career advancement at all levels. However, focusing only on citations to evaluate the scientific impact and success disadvantage especially women due to teaching duties at academia and parental duties at home, and marginalised groups. We should expand our definition of excellence by taking into account also other academic and non-academic career paths with diverse scientific profiles and contributions, such as teaching, mentoring, and dissemination of scientific knowledge ([Davies, et al. 2021](#)). One should value a responsible use of quantitative data (metrics), and promote the integration of qualitative data for evaluation of profiles.

- ☐ YES
- ☐ NO
- ☐ I DON'T KNOW
- ☐ DOESN'T APPLY

6. TEAM: In my team, different/diverse points of views are taken into consideration (heard and all members are listened to.)

f. Creating an open and inclusive atmosphere supports the creativity and well-being of the team members. I will create opportunities throughout the research cycle to be reflexive and aware of my own and my team's gender assumptions, biases, and power as researchers. All team members are responsible for ensuring that everybody is valued. ([Hattery et al. 2022](#))

- ☐ YES
- ☐ NO
- ☐ I DON'T KNOW
- ☐ DOESN'T APPLY

7. DIVERSITY - EQUALITY – INCLUSION (DEI): Even if the team is not obviously diverse (e.g : all members come from the same field, gender, ethnicity,...), I take into account points of view and experiences of all social groups.

g. Diversity in research teams - for example, age, sex, gender, academic age, ethnicity, scientific field - brings different ideas, beliefs, and perspectives, which can enhance creativity and innovations. If diversity of the research team is not achieved, search for novel solutions, research questions, or methods in aim to recover the lack of diversity. It is important to consider how other social groups may experience or solve the issue differently. ([Nielsen et al 2018](#))

- ☐ YES
- ☐ NO
- ☐ I DON'T KNOW
- ☐ DOESN'T APPLY

Impact - Dissemination Phase of the Research

8. CREDIT: I value all the members of the research team in the dissemination phase (authors, publications, websites, keynotes, reports, deliverables, participation in conferences, and other scientific events).

h. The work effort of all the members of the research team should be recognised, valued, and informed properly ([Kilden 2018, p. 12](#)). Participation of non-academic workers should also be highlighted. The team should be represented by various members when presenting the research results, and speech must be shared (women / men, diverse scientific fields and career paths).

- ☐ YES
- ☐ NO
- ☐ I DON'T KNOW
- ☐ DOESN'T APPLY

9. IMPACT: I consider that the results of my research (project) may have different effects on people depending on their social characteristics e.g. men and women, boys and girls, non-binary people.

i. Consideration of sex / gender / intersectional impacts e.g. sex, gender, identity, origin, (dis)ability, social class, wealth etc. should be present in all phases of research, including in the results and conclusions. Inclusion of the sex/gender dimension in the research findings is encouraged as it enhances the validity and precision of the findings such as the use of technology by different groups of people, adaptation of treatment, legal impact, etc.. ([Heidari et al. 2016](#)) and adaptation of research results to societal challenges.

- ☐ YES
- ☐ NO
- ☐ I DON'T KNOW
- ☐ DOESN'T APPLY

10. COMMUNICATION: I am using appropriate terminologies and written and visual communication that do not reflect gender stereotypes and that do not assume only two genders/sexes.

j. Gender is multidimensional and intersects with other social categories. Keep in mind that birth sex may not always correspond to gender identity. Look for similarities between and variations within groups, but avoid over-emphasis of the gender differences between women, men, and gender-diverse people. Use precise language and avoid stereotypes. Reflect upon your gender assumptions. ([EIGE- Gender Sensitive Communication](#))

- ☐ YES
- ☐ NO
- ☐ I DON'T KNOW
- ☐ DOESN'T APPLY

SCORES - assessment

10 - 8: GREAT - your study can really take advantage of sex, gender and intersectional analysis and produce exact sex and gender responsible results!

6 -7: GOOD - several sex, gender and intersecting aspects have been addressed already! Revise your proposal and use a GIA consult.



4 - 5: FAIR - some sex, gender and intersecting aspects have been addressed already! Revise your proposal together with your research team by taking lessons from GIA cases.

2 - 3: START - you already have an idea what sex, gender and intersectional analysis would mean, so continue to explore these issues further and keep on reading guidebooks such as Gendered Innovations.

0 - 1: EMERGENCY - please contact your research support services and request training on GIA for your research proposal!

Proposal of points

- | | |
|---|-----|
| <input type="checkbox"/> YES | → 1 |
| <input type="checkbox"/> NO | → 0 |
| <input type="checkbox"/> I DON'T KNOW | → 0 |
| <input type="checkbox"/> NOT APPLICABLE | → 0 |

REFERENCES

Heidari S, Babor TF, De Castro P, Tort S, Curno M. Sex and Gender Equity in Research: rationale for the SAGER guidelines and recommended use. Res Integr Peer Rev. 2016 May 3;1:2. doi: 10.1186/s41073-016-0007-6 . PMID: 29451543; PMCID: PMC5793986. <https://pubmed.ncbi.nlm.nih.gov/29451543/>

Gendered Innovations 2, p. 179-181 European Commission, Directorate-General for Research and Innovation (2020) Gendered innovations 2. How inclusive analysis contributes to research and innovation: policy review. Available at <https://op.europa.eu/en/publication-detail/-/publication/33b4c99f-2e66-11eb-b27b-01aa75ed71a1/language-en>

LERU 2015 Gendered research and innovation: Integrating sex and gender analysis into the research process. LERU ADVICE PAPER no.18 - September 2015. <https://www.leru.org/publications/gendered-research-and-innovation-integrating-sex-and-gender-analysis-into-the-research-process>

She Figures 2021, p. 261 European Commission, Directorate-General for Research and Innovation, She figures 2021 – Gender in research and innovation – Statistics and indicators, Publications Office, 2021, <https://data.europa.eu/doi/10.2777/06090>

Tannenbaum, C., Ellis, R.P., Eyssel, F. et al. Sex and gender analysis improves science and engineering. Nature 575, 137–146 (2019). <https://doi.org/10.1038/s41586-019-1657-6>

Davies SW, Putnam HM, Ainsworth T, Baum JK, Bove CB, Crosby SC, et al. (2021) Promoting inclusive metrics of success and impact to dismantle a discriminatory reward system in science. PLoS Biol 19(6): e3001282.

<https://doi.org/10.1371/journal.pbio.3001282>

Hattery, A. J., Smith, E., Magnuson, S., Monterrosa, A., Kafonek, K., Shaw, C., Mhonde, R. D., & Kanewske, L. C. (2022). Diversity, Equity, and Inclusion in Research Teams: The Good, The Bad, and The Ugly. Race and Justice, 12(3), 505-530.

<https://doi.org/10.1177/21533687221087373>

Nielsen, M.W., Stefanick, M.L., Peragine, D. et al. Gender-related variables for health research. Biol Sex Differ 12, 23 (2021). <https://doi.org/10.1186/s13293-021-00366-3>

Kilden 2018, p. 12 What is the gender dimension in research? Case studies in interdisciplinary research. Trine Rogg Korsvik & Linda M. Rustad. Kilden. Norway.

https://kjonnsforskning.no/sites/default/files/what_is_the_gender_dimension_roggkorsvik_kilden_genderresearch.no_.pdf

Heidari, S., Babor, T.F., De Castro, P. et al. Sex and Gender Equity in Research: rationale for the SAGER guidelines and recommended use. Res Integr Peer Rev 1, 2 (2016).

<https://doi.org/10.1186/s41073-016-0007-6>

EIGE-Gender Sensitive Communication -toolkit <https://eige.europa.eu/publications-resources/toolkits-guides/gender-sensitive-communication/overview>

5.6. GIA WEBINAR: #RESET your project with Gender

On Nov. 15, 2022, from 14:00 to 16:30 CET, RESET hosted a webinar to provide hands-on guidance and tools for integration of concepts of gender and diversity into research projects. The webinar involved many participants from RESET partner universities and elsewhere. It was a dissemination action with other projects and showing that it is not only gender, but also other dimensions that are included in concrete research projects that were showcased.

The webinar included presentations by representatives of the European Commission and researchers who succeeded in the submission of gender-sensitive project proposals for European funding calls. The members of the RESET team presented the tools developed in the project, such as a checklist and guidelines for Gender Impact Assessment. Members of the audience were able to have an insight into gender integration in different fields of study and phases of a project, and they were able to ask their questions and receive some tips during the Q&A session.

The Webinar “#RESET your project with gender” was open to a large audience, and aimed to provide hands-on guidance and tools for integration of concepts of gender and diversity into research projects. It intends to raise awareness on “gender requirements” set currently by research funding organisations.

The session was recorded and made available afterwards on the RESET YouTube account. Participation in this webinar required a registration and provision of certain personal data that was used for the sole purpose of monitoring the project’s outreach activities.



Table 1: #RESET your project with gender webinar programme

Speaker		Title of the Intervention
2:00	Moderator	Introduction
2:05	Athanasia Mougou - European Commission	Horizon Europe: Gender equality in Research & Innovation
2:20	Mervi Heikkinen - University of Oulu, FINLAND	Presentation of tools for Gender Impact Assessment
2:40	Moderator	4 Case Studies - Successful stories from researchers
2:45	Mark Potse - University of Bordeaux, FRANCE	The project MICROCARD and gender
3:00	Eva Durall Gazulla - University of Oulu, FINLAND	Gender Equality in Critical ChangeLab
3:15	Dalila Chenaf-Nicet - University of Bordeaux, FRANCE	Gender and unintentional discrimination
3:30	Aleksandra Rozalska - University of Lodz, POLAND	Project FEAST and gender
3:45	Moderator, speakers & audience	Q&A Session
4:15	Moderator	End of Webinar

For more information about the agenda and the speakers, see: <https://wereset.eu/newsroom/news/webinar-reset-your-research-project-with-gender/>

5.7. GIA cases - broadening the scope of sex, gender and intersectional approach in research

The D7.3. related document GIA cases - presents real funded research projects that successfully include gender dimensions in their work. The point of presenting these diversity of cases is to give examples and ease the inclusion of gender dimension in one's own research. Gender Impact Assessment is a unique kind of exercise in each research project. These 17 examples may give the researchers some ideas of what to consider when planning their own research. The presented cases are starting points for further studies on gender norms, bias, and related research gaps.

Each and every Gender Impact Assessment (GIA) exercise is a unique opportunity to find new ways to seek a multitude of meanings for sex and gender as well as intersections. These represented cases challenge readers to initiate GIA discussions with colleagues in laboratories and research groups to identify new innovative ways to apply sex and

gender perspectives, and intersectional analyses into research to search for missing gender impact and its added value for innovations.

6. GIA inclusion in the institutional Gender Equality Plan

An analysis on the implementing partners GEPs' was conducted with a special focus on gender dimension in research content. The preliminary results of the analysis were presented at the 4th consortium meeting that was held at the University of Oulu on November 28-29, 2022 in Oulu, Finland.

All partners have a section in their Gender Equality Plan (GEP) that addresses gender dimension in research and knowledge transfer. The total number of the actions in this section of the GEP varies from 9 to 16. Action points focusing strictly on GIA are 2, 3 or 4. In some cases, 5 actions could be counted as GIA relevant.

Table 2: Summary of 4 GEPs and GIA relevant actions

	U.Porto	UBordeaux	ULodz	AUTH
GIA related section in GEP	C. Gender Dimension in Research and Knowledge Transfer	III/ Gender dimension in research and knowledge transfer	Area C: The Gender Dimension in Research and Knowledge Transfer (Content and Curricula)	Thematic Area B: Gender mainstreaming in teaching and research
Total number of actions in the section	13 actions	16 actions	13 actions	9 actions
Number of GIA relevant actions	4	4 (5)	2 (5)	3

All action points mentioned in the partners' Gender Equality Plans are listed in the following table (2). Additionally, the table includes actions that are mentioned in a GEP but not formulated as action points. Moreover, actions mentioned that are some other policies related to research or ones that are already general practice without being mentioned in GIA related documents are also included here. The list is not exhaustive, but worth consideration as the following matters are mentioned.

Table 3: Review of 4 GEPs and GIA relevant actions – identification of a common strategy

Review of 4 GEPs and GIA relevant actions - identification of a common strategy and CoPs involvement	UP	UBx	UL	AUTH	S Po	RUB	UO
Number of actions	13	16	13	9			
Explicit GIA related activities	4	4 (5)	2 (5)	3			
Workshops / Training / Awareness rising	1	1	1 *	1			
CoP's supervision	1						
Disseminating / informing (GIA) guidelines, protocol and checklist	1	1	1	1			
Assess, develop and use GIA tools further	1	1					
Impact workshop		1					*
Data Monitoring e.g. gender balance analysis in academic activities		*					*
"Research Code of Conduct"				1			
Data collection on applicants (gender, age, academic degree, etc. ...)			*				
Database on publications, projects, patents,			*				
Data collection on applications e.g. success rates							*
Financial rewards for successful ones / potential ones							*
Availability of research support staff (Faces of Campus)							*
Best practices exchange among applicants							*
Review feedback / Consultation for application draft							*

To conclude, it is not said that all GIA related actions should be included in the institutional Gender Equality Plan. Rather, there are other institutional policies and related documents that support the GIA implementation, e.g. the Declaration of Responsible Conduct of Research² at the University of Oulu. It is important to see the value of multiple policies that can support the mainstreaming of the gender dimension in the design of research activities and products. As mentioned in the RESET project, we have produced three institutional documents that provide support for gender equality work. In addition to Gender Equality Plan (GEP) that may be considered the most important one due to its centrality, we have the RESET Joint statement on our engagement for equality, diversity and excellence in research by RESET Universities Rectors (2022) on guaranteeing the top management's support for RESET actions, and the GIA protocol signed by Vice-Rector for Research (person with overall responsibility on research funding at the university level).

7. GIA CoP as a core institutional operator for the implementation

During the project duration the local CoPs have been involved with the GIA implementation through the tasks mentioned in partners' Gender Equality Plans. CoPs

² <https://www.oulu.fi/en/research/responsible-research#:~:text=Declaration%20on%20responsible%20science&text=We%20follow%20the%20responsible%20conduct,and%20assessing%20the%20research%20results.>

involvement could be facilitated for the last year of the RESET project as well as their involvement in further development of the checklists.

The GIA checklist development has been in the hands of the local GIA CoPs, and thus they should have access to the institutional data that could be useful for the further development of the checklist. As indicated in the RESET action plan, the refined GIA checklist will draw from 1) the RESET survey (WP1), 2) the data analytics (WP3), and 3) the hands-on perspective of the researchers in their everyday activities. All these above-mentioned dimensions need to be taken into consideration by the local RESET team and furthered locally.

Additionally, according to our project plan our intention has been to disseminate the final version of the GIA checklist through the GEAR tool's 'Gender dimension in Research toolkit'. Perhaps an update may be offered, but it is up to ELGE to decide which versions of the checklist they will include in their repertoire.

Gender Equality Plans illustrate that the GIA CoPs are rather limited in their scope and size. In order to take care of the extensive task of implementing GIA within the large and medium sized universities that RESET universities are, the composition of the CoPs appears as a critical matter. Therefore, it would be worthy of consideration and a target for specific actions. Since all RESET partner universities are signers of the GIA protocol it would be worth considering to make the GIA CoP a task force with officially appointed professionals from relevant fields and services. Different institutional bodies involved with GIA implementation in each of the four implementing partner institutions are presented in the following table (3):

Table 4: Review of institutional GIA CoP and their involvement
How to make CoPs more inclusive (larger) and sustainable (after RESET project)?

<p>UP GIA CoP</p> <p>VR - Research, Innovation and Internationalisation (RESET Team Office for Equality and Diversity (Az.1)) Research and Projects Service Research Units' Directors</p>	<p>UBx GIA CoP</p> <p>GEB Head of Laboratories Heads of Departments Equality Officers within laboratories Skills Development Direction Parity, Equality and Diversity Officer (RESET Team) Project Preparation and Monitoring Service (SMSP)</p>
<p>UL GIA CoP</p> <p>(The RESET team) Vice-rector for science Vice-deans for science Gender Equality Board Science Centre Vice-rector for students and quality of education Vice-deans for students</p>	<p>AUTH GIA CoP</p> <p>GEC – Gender Equality Committee (RESET -) SARF – Special Account for Research Funds RECEEE – Research Ethics and Code of Conduct Committee</p>

Some further ideas to expand institutional level CoPs are presented in the following table(4).

Table 5: Central organisational actors related to Gender Impact Assessment. (An updated version of the D7.1. Table 1.)

LEVEL	POSITION	TASK	DESCRIPTION	contribution
TOP management	Vice-Rector for research	Strategy	Research strategy and profile at the University level	Enforcing policy implementation
MIDDLE management	Research Support Services	Services	Institutional support for research grant application preparation.	Support for application preparation
MIDDLE management	Laboratory Heads; Research Unit Leaders (RULs)	Administration	Administration of the research groups activities e.g. grant applications.	LEADERSHIP Responsibility
PRACTICE level	Principle Investigator (PI)	Research	Research project ideation, planning, realization, and grant application preparation.	Academic Knowledge production
TOP management	HR management	HR strategy	Providing training, skills and competences	Personnel statistics
GENDER EXPERTS	Gender studies scholars	Research	Gender impact assessment	Expertise on Sex, Gender and Intersectional analysis
ICT EXPERTS	Infrastructure	Services	e.g. Power BI	Systematic data collection device
QUALITY management	Administration	Quality assurance	Data management, statistics	Systematic data analysis

8. Local implementation of GIA and co-design processes

GIA implementation has been taking diverse paths in each partner institution while utilising the local affordances for mainstreaming the gender dimension in the design of research activities and products. During the past year the initial GIA checklist has been added to, adjusted, elaborated, edited, tuned, toned, varied, or validated by local GIA CoPs, that include RESET team members.

Highlights of the partners' reports on their ongoing work are compiled in the following chapters. The table below gathers multiplicity of GIA checklist dissemination activities, that span from poster exhibitions to in depth checklist analyses.

Table 6: Gender Impact Assessment activities that partners have been involved (Done=D, Plan=P, Help= H)

	UNIVERSITIES	UP	UO	UL	UBx	RUB	ScPo	AUT
ACTIVITIES								
DISSEMINATION OF GIA M12-M36			D					
Publications on GIA		P	D	P				
Published article			D			D		
Published newsletter		P	D	P	D			
Published blog text			D		D			

UNIVERSITIES	UP	UO	UL	UBx	RUB	ScPo	AUT
Published Tweets		D	P				
Published FB feeds		D	P				D
Other, please name							
Presentations on GIA							
Presentation for institutional audience	D P	D	P	DP	D		DP
Gender Equality Board	D P	D	D	D	D		DP
Research Council		P	P	D	D		
Management group of research	P	P	P	D			
Rectors' unit	P	P	P	D	D		
Research Support Services / Grant Office	D P	D	DP	D	D		DP
LIFE SCIENCES Laboratory / Unit	D P	D	H	D	P		DP
STEM Laboratory / Unit	D P	D	H	D	P		DP
SSH Laboratory / Unit	D P	D	H	D	P		DP
Other, please name							
Regional audience, please specify: Local workshops and training	D P	D	H	D			DP
National audience, please specify: Conference	D P	D	P	D			DP
International audience, please specify: Conference	D P	D	P	D			
Capacity building on GIA							
20 min Video in English		D	P	D	P		D
20 min Video in national language		D	P	D	P		P
1 minute teaser videoclip		D	P		P		
WP2 capacity-building sessions on Gender in Research	D		D	P			D
Collection of Feedback on GIA Approach							
GEB		D	P	D	D		
Research Support Services / Grant Office	D P	D	P	D	D		
Laboratories /Research Units	D P	D	P	D	D		DP
Other, please name: *participants to a conference				D*			
Bi-annual follow-up							

UNIVERSITIES	UP	UO	UL	UBx	RUB	ScPo	AUT
M24	D	D	D	D	D		D
M30	D	D	D	D	D		D
M36	D	D	D		D		D
M42	P	P	P		P		
M48		P	P		P		

NOTE: ScPo is not an implementing partner

For further information, please see the partners implementation reports and reflections included as appendices to this follow-up report (see Appendices II).

What has become clear during these three years is that we are just in the beginning of the co-design of Gender Impact Assessment. Further development of such practices and analyses in both research and researcher training are to come. We have still one year to go with the local branches of the GIA checklist testing laboratories before they get independent. It is timely to consider what the most important tasks are that we need to take collectively in order to ensure the sustainability of our work that is focussed especially on the GIA of research proposals. In a more broad picture the question is about a greater demand for the gender response-able knowledge that we have been defining in the RESET project as excellence.

The question here is also the sustainability of our work.

Following RESET partners' summaries consists information on :

- Description of the main actors implementing GIA at the local level
- Description of the main GIA implementation actions M12-M36
- Description of the main obstacles / difficulties / resistance
- Description of the main benefits / strengths / opportunities

8.1. University of Porto

GIA local validation and adaptation has been under the responsibility and coordination of the RESET local team. The Community of Practitioners (CoP) played an essential role in the initial GIA checklist assessment and in obtaining feedback on its relevance for different scientific fields. As foreseen in the U.Porto's GEP, the Research and Projects Service has been involved in disseminating actions for developing GIA and has been an important stakeholder in the process.

There have been some critical milestones in the process regarding GIA implementation. A CoP was set up in December 2021, composed of researchers from different scientific

fields. The initial version was tested, and feedback was received. One of the main conclusions was that the GIA checklist should act as a pedagogical tool that helps the researcher reflect on their research and at the same time, points a direction towards promoting more and better integration of the gender and diversity dimension. The institutionalisation of the GIA Checklist becomes a priority area of intervention in the UP Equality - Gender Equality Plan of the University of Porto, approved in June 2022, but also by the signing of the joint statement of scientific excellence. Following CoP feedback and in order to become a pedagogical tool, the items of the checklist that should be considered fundamental for basic gender integration in research were identified. This process relied on a methodology of inter-rater agreement at U.Porto with six expert judges. Currently, the checklist is being reorganised in two levels of gender integration: fundamental and advanced. Additional information for fundamental items that are not being met is being drafted to help researchers find tools to increase their knowledge on gender integration. Regarding GIA Checklist dissemination and training sessions, five actions were carried out, both local and internationally.

The GIA checklist is being endorsed mainly by researchers who are already sensitive to the topic. Its' potential to reach less committed researchers is unforeseen. As our activities have been developed on a voluntary basis, this less committed group has not yet participated. The diversity of scientific fields developed at U.Porto presents itself as another difficulty in the sense that a simplistic model becomes misleading. Therefore, the checklist is being designed to show progress in integrating the gender dimension, as there are different levels across the U.Porto research ecosystem. Resistance has also been observed when researchers identify that their areas are unrelated to human participants. Finally, it will be necessary to overcome the limited perspective of this tool as a document that will only serve to pass an application process as a "tick in the box" action.

Implementing the GIA checklist has proved to be an opportunity for reflection on two levels: firstly, in terms of integrating gender issues into research, and secondly, it has led to a broader reflection on the concept of scientific excellence and the relevance of research to society in general. The existence of a tool that allows this assessment will, therefore, bring the great benefit of evaluating the integration of the gender dimension in research, while also complying with EU guidelines for funding purposes. This constitutes a window of opportunity to guide researchers in this process, which is intended to be in continuous improvement.

8.2. University of Oulu

At the University of Oulu the Research Support Services (RSS) have been involved with the GIA implementation from the very beginning of the RESET project. The GIA checklist is included in annotated Horizon Europe application templates, so most of the

researchers who are seeking EC research funding and uses research support services will be guided to use it and get benefits from it to elaborate gender dimension in their research projects. The Gender Equality and Diversity Committee of the University of Oulu has received regular updates on RESET-project progresses including the GIA protocol, guidelines and checklists. The Vice-rector in research who also serves as the chair of the GE-committee has signed the GIA protocol and has provided support for all actions. Additionally, two particular research groups namely Intersectional Gender Equality and Interact research groups at the University of Oulu have been involved in the GIA implementation. They have been conducting qualitative studies on how GIA has been received both by researchers and by the research support staff. Following academic publications describe studies conducted on the local GIA implementation and especially how it was received:

Durall, Eva, Iivari, Netta, Heikkinen, Mervi, Pihkala, Suvi & Kinnula, Marianne (2023). Anticipating the futures of the gender dimension in research: Storying entangled practices and bodies. in Holmlid, S. et al. (eds.), Nordes 2023, 12-14 June, Linköping University, Norrköping, Sweden. <https://doi.org/10.21606/nordes.2023.106>

Iivari, Netta; Tervo, Erkki; Käsmä, Marjukka & Heikkinen, Mervi (2023) Participatory design meets gender equality at European higher education institutions, CoDesign, 19:4, 304-326, <https://doi.org/10.1080/15710882.2023.2215742>

Additionally, the following descriptive article on RESET project and its goals in mainstreaming gender dimension in research has been published in national Gender Studies journal:

Heikkinen, Mervi, Iivari, Netta & Lämsä, Tuija (2022). Sukupuolten tasa-arvo ja tieteellinen huippuosaaminen uudelleen määriteltävänä RESET-hankkeessa. Sukupuolentutkimus-Genusforskning, 35(3-4), 54-60.

The main obstacles / difficulties / resistance has been elaborated in the previous articles and they relate to unfamiliarity of the gender dimension in research. This finding supports our plan to provide training on gender impact assessment and on its benefits for scientific excellence in collaboration with WP3 and WP4.

The main benefits / strengths / opportunities in GIA approach include a close collaboration with the research support services. They have been efficiently disseminating the GIA checklist and have been requesting updates. Therefore, we could foresee some joint activities among RESET universities research support services e.g. getting to know local services and exchanging promising practices especially on GIA implementation.

8.3. University of Lodz

The implementation of GIA at UL has been progressing gradually although the GIA tools and EU requirements in this regard are relatively new to the Polish scientific culture and hence, there is some resistance to address gender and diversity dimensions in all research projects and fields of study. The obstacles are connected mainly to the organisational culture, the lack of national requirements on this matter in Poland, as well as a general lack of knowledge about gender mainstreaming in science and the need for gender impact assessment among various groups of academic stakeholders.

The following activities have been undertaken in order to make GIA tool and checklist available to all scientific community (especially researchers, teachers but also early-stage career scholars):

1. The protocol and GIA checklist have been translated into Polish.
2. Both versions of these documents, in English and Polish, were presented to the Science Centre at the University of Lodz (especially to staff supporting writing project proposals, applying for international funding, including Horizon Europe programme, which facilitates PIs and research teams referring to gender/diversity dimensions in their grant applications).
3. GIA checklist has been made an important part of the RESET Training Toolbox (D4.2 and D4.3) - two out of fifteen modules recommend this tool to be used while training various groups of the academic community about incorporating gender and diversity dimensions in research and teaching. The training is scheduled to start at the beginning of 2024 (both in UL and in other RESET partner universities).
4. In December 2023 GIA tool was used to train MA students during the local RESET event "Re: Diversity: Equality and Diversity Week at the Institute of Psychology". The GIA checklist was well received by the audience. More training sessions of this kind are scheduled beginning from January 2024.
5. GEP signed by the UL Rector in June 2022 (for years 2022-2024) includes GIA as one its important goals in the section "Incorporating gender and diversity dimensions in research and teaching.
6. Some important data has already been collected, i.e., on publications, projects (national and international) and study programmes that introduce gender/diversity dimensions (segregated by author's gender and field of study). The collected data will be analysed in the first quarter of 2024 which will serve as a diagnosis and planning of further related activities to be included in GEP 2.0.
7. In 2023 GIA and RESET accomplishments in this regard (as well as the gendered notion of the scientific excellence) were further mainstreamed in EU funded project FEAST (Horizon Europe)

8. In 2024 GIA tool will be mainstreamed at UL and at other HEIs in Lodz (such as Technical University - some initial meetings about it already took place in November and December 2023).
9. In 2024 training about gender mainstreaming in science, intersectionality and GIA will be offered to many groups, for example, PhD students (some initial arrangements with Doctoral Schools have already started).
10. In 2024 we plan to train 100% of staff of the Science Centre that support researchers in applying for all kinds of funding.
11. UL team together with University of Oulu are planning to develop GIA for teaching as an additional tool helpful for teachers in their design of study programs and particular courses.

8.4. University of Bordeaux

The University of Bordeaux's RESET team adopted the strategy to disseminate the GIA through a variety of stakeholders - representatives of various hierarchical levels, professional status and scientific fields. To reinforce the efficiency of the GIA dissemination, actions have been implemented for a progressive institutionalisation of the tools developed in the framework of RESET. In addition to the presentation of the protocol and tools developed by the RESET project, the UBx team focuses on sharing with institutional stakeholders important information on the European and national contexts – that justify the importance of such a tool. The UBx' RESET team developed the following actions:

- Meeting researchers to illustrate the importance of the GIA and the checklist – in research councils and in laboratories (reaching top and middle management as well as administrative and academic staff).
- The integration of local researchers in the elaboration phase of the checklist.
- The participation in regional, national and international events to disseminate GIA tools and raise awareness on the importance of taking gender into consideration.
- The training of the research support service (SMSP) members – strategic allies for the GIA institutionalisation.
- The creation and provision of sustainable tools to explain simply and efficiently the GIA (e.g: poster, creation of a dedicated page on the UBx website, short videos,...).
- The organisation of a dedicated GEB session (gathering top and middle management) on gender integration into research.

- The facilitation of training sessions with PhD students, integrating GIA elements and the RESET checklist.

The main obstacles to which the UBx is being confronted are the resistances coming from researchers in medical sciences, and the lack of human resources to be able to disseminate the GIA in a larger way.

The great interest of most members of the community to be trained on this tool, the European obligations (Horizon Europe) on gender integration into research, and the link made between GIA and innovation are the main levers for GIA dissemination at the UBx. The mobilisation of some laboratories (mainly in neurosciences and IT) on this topic is also very helpful for local teams (e.g: organisation of conferences on GIA, dissemination of tools,...).

8.5. Ruhr University Bochum

The Gender Impact Assessment (GIA) at Ruhr-Universität Bochum (RUB) has undergone significant advancements in 2023. In order to further develop the implementation of the GIA checklist at RUB, RESET's team at the Equal Opportunities office has collaborated with members of the Gender Consulting for National Research Funding and the Department for Research Funding. Between April and July 2023, we jointly evaluated the checklist translated into German in terms of its practicability and the adaptability of the questions. We changed the order of certain questions and shortened the checklist to 26 questions in exchange with the experts. In the process, we divided the questions into new clusters in order to have a bundling of questions that correspond to the typical phase of a research project at RUB, as well as to bundle the area of personnel composition in research projects, as well as the cooperation in teams. The intensive exchanges with Gender Consulting for National Research Funding and the Department for Research Funding an adaptation of the GIA checklist.

The revised GIA checklist, includes a new section on recruitment strategies aimed at reaching underrepresented groups. The checklist also incorporates family-friendliness as a crucial aspect. The Rectorate of RUB was informed about these GIA developments, ensuring that gender considerations are recognized at the highest levels of university governance in July 2023.

Additionally, in summer 2023, an article featured in RUB's CHANCEN= magazine³ emphasised the importance of GIA at RUB, aiming to increase awareness and understanding within the university community.

³ https://www.ruhr-uni-bochum.de/chancengleich-magazin/Ausgabe_3_Magazin_Englisch/Ausgabe_3_Magazin_Englisch.html (pp. 28f.)

The modified GIA checklist and overall framework are currently under evaluation by researchers (Professors and postdoc researchers) at RUB, from a variety of faculties, as well as by members of the universities' Gender Equality Board. This step ensures that the GIA remains relevant and effective in addressing gender issues within the university's research landscape. The final revision of the checklist will be undertaken with the feedback of researchers in early 2024. Post-evaluation, the refined checklist will be distributed through various university channels, including the research department and dean's offices.

8.6. Aristotle University of Thessaloniki

At AUTH, GIA validation, adaptation and promotion have been implemented mainly by the local project team. The 1st version of GEP developed within RESET project includes a key axis and objective namely "Gender mainstreaming in research; assess the impact on each gender during drafting and implementing new research proposals" and the particular objectives:

- B2.1 Promote gender mainstreaming and the cross-thematic approach to gender in research content and in the formation of gender-balanced and inclusive research teams.
- B2.2 Boost female participation in funded research.

On 11/2/2023 the Vice Rectorship of Research and Lifelong Learning of AUTH launched a tool to collect and monitor institutional data regarding gender integration in Research. The tool is hosted at the official webpage of the Research Committee of AUTH and provides also information about the Gender Equality Plan of AUTH and its strategic objectives as well as includes all the hands-on guidelines and material (GIA checklist) developed by RESET project to provide information to researchers to raise awareness and guide towards gender mainstreaming in their research. The page can be accessed following the link below: <https://rc.auth.gr/ereynitiki-drastiriotita/fylo-kai-politikes-isotitas>

Throughout 2023 the GIA checklist has been constantly communicated, disseminated and tested at institutional level via the following activities:

- Presentation of the GIA checklist and guidelines via the newsletter disseminated to researchers by the Vice Rectorship of Research and Lifelong Learning of AUTH
- Implementation of 1 physical workshop open to all researchers of AUTH
- Implementation of 1 event at the Engineering School of AUTH
- Oral presentation of the GIA checklist at a conference organized by the Medical School of AUTH

- Presentation and promotion of GIA to research laboratories of diverse disciplines
- Workshop implementation on the usage of GIA in the summer school organized by the Erasmus+ project FEMPOWER (<https://fempower.ee.auth.gr/summer-school/>)
- Provision of support on the usage of GIA to all researchers that requested further guidance after directly contacting the local RESET team

In addition, webinars and workshops about the GIA checklist have been held at national level (GREECE) in collaboration with the Greek partners of CALIPER project EU project i.e.: The National Technical University of Athens.

Some of the main challenges that have been faced include:

- **Resistance to Change:** Introducing a new tool and incorporating gender dimension into research practices face (sometimes) resistance from researchers and faculty who are accustomed to traditional approaches or who believe that gender is not relevant to their field of research e.g. STEM
- **Lack of Awareness:** Some researchers may be unaware of the importance of considering gender and intersectionality in their research, leading to a lack of interest or motivation to use the GIA tool.
- **Limited Training Opportunities** (apart from those provided by RESET): Researchers may lack the necessary training and expertise in conducting gender-sensitive research, and there may be limited training opportunities available to address this gap.

Some of the benefits include:

- **Enhanced Research Quality:** Incorporating gender dimensions into research enhances the overall quality by providing a more comprehensive understanding of the studied phenomena, leading to more robust and reliable results.
- **Increased Funding Opportunities:** Many researchers have been seeking support on how to follow EU guidelines for integrating gender in their research proposals. The use of the GIA tool can improve the chances of successful funding applications.
- **Improved Institutional Reputation:** Embracing gender mainstreaming practices enhances the university's reputation for commitment to diversity, equity, and inclusion, attracting a diverse pool of researchers and students.
- **Capacity Building:** The use of the GIA tool provides an opportunity for capacity building among researchers, fostering a culture of awareness and expertise in gender-sensitive research practices.

8.7. Sciences Po

Review of GIA instruments and assessment of early implementation

Although not an implementing partner of RESET, ScPo, from its position of Monitoring and Evaluating partner, contributes to supporting the implementation of GIA tools designed under the project. Comments were provided over the design phase of the checklist, notably in light of similar instruments developed under other EU-funded initiatives, including the Toolkit devoted to integrating the gender dimension in research (2012) developed by Yellow Window for DG Research and Innovation, or the GEndr in Academia and Research (GEAR, 2016, updated 2022) developed for EIGE.

Additionally, specific attention was paid to the early implementation phase of GIA and its appropriation by RESET partners in D2.3 - Interim Monitoring Report, submitted in February 2023. While acknowledging the soundness of the co-design process devised under WP7 to elaborate context-responsive GIA instruments and set-up local Communities of Practices (CoPs) devoted to its implementation, the interim assessment held in D2.3 (72-75) also highlight a few limitations, pointing out several directions for further improvement and greater ownership by RESET partners. Limitations, in the view of the evaluating partner, include the lack of consideration for intersectional aspects (and the dynamic relation among them), for the typical research project cycle and structures (WPs, management bodies...), for the conditions in which a research project is to be carried out (field or lab work, for instance), and, at the earlier stage of GIA development, for disciplinary specifics. These generic comments led to more targeted suggestions, aiming at greater context-responsiveness of the GIA tools implemented in RESET, to facilitate a greater uptake by RESET partners and prevent a tick-the-box exercise type of implementation.

Recommendations formulated by ScPo into that direction included considering tailoring additional probes or items to be added locally/per discipline to the main GIA checklist (a), strengthening its visual dimension to facilitate its use and materialising different points of contact in its implementation process (for instance using a "journey map" (b) or to gather practical cases at institutional level in local languages. In terms of institutionalisation, it was recommended to the partners to incorporate their revised GIA protocols and their implementation in their GEPs 2.0, defining additional outcome and impact indicators, to be possibly monitored by established GIA CoPs, thus evidencing a gradual process of institutionalisation. This process, to intensify under GEPs 2.0, should also be an opportunity to strengthen the consideration for intersecting inequalities, beyond a merely "additional" approach, by which intersectional inequalities and bias are considered separately.

In terms of implementation process, it was recommended to UOULU during the first on-site Monitoring and Evaluation visit carried out in October 2022, to carry out on-site

capacity building activities on GIA (and, ideally simultaneously, the autonomous use of co-design methodologies by RESET partners). This recommendation was reiterated in the Interim Monitoring Report (D2.3) submitted a few months later, followed up during the consortium meeting held in June, 2023, and taken up by the mentoring partner, in the prospect of a series of on-site visits to take place in the first semester of 2024. These activities should be an opportunity, for partners having already achieved a certain degree of GIA institutionalisation, to further enhance its embeddedness into the practice of research units, and for those with lower degrees of adoption, to better tailor these instruments to their own contexts and needs, while expanding the number of researchers and other staff familiar with their use.

WP2 Capacity-building activities complementary to GIA

Based on the same intermediate assessment, and in order to complement and support the dissemination of GIA tools developed under WP7, ScPo integrated in its own program of capacity-building activities aimed at enhancing partners' self-monitoring capabilities, on-site sessions devoted to integrating the gender dimension in research. Following an introductory session held during the first on-site visit at UL in October, 2022, a first participatory activity was carried out during the consortium meeting in UOULU in November, 2022, to familiarise partners with the complementary use of case studies, to be ideally mobilised in combination with the GIA checklist.

Fully-fledged (3 hours) sessions on Integrating the gender dimension in research were further carried out in March 2023 at UL and AUTH, and May 2023 in UPORTO. Although primarily relying upon the presentation and discussion of basic data about gender bias in research, followed by working in sub-groups on a tailored selection of research proposals recently submitted by the hosting institution, participants were encouraged to use the GIA checklist, which was also distributed as part of the case studies exercise held at UPORTO for 35 participants from across the university's faculties.

Further attention will be brought to GIA implementation, notably through a joint online session to be offered by early 2024 on refining partners' impact pathways, and during the third and last round of on-site visits to be carried out before the end of the project - also at the two mentoring partners implementing the GIA. During those visits, Monitoring and Evaluation activities will specifically focus on GIA tailoring, appropriation and institutionalisation beyond the project's timeline.

9. Mainstreaming the gender dimension in the design of research activities and products

RESEARCH - researchers' training

RESET project has been working for developing and testing researchers' training during the past 36 months. An important phase has been the development and piloting of the Train The Trainers scheme under the WP4 coordinated by the University of Lodz. WP4 and WP7 work in collaboration to pilot GIA online training demonstrations for PhD and MA level students during the final year 2024 of the project.

Table 7: Gender Impact Assessment (GIA) in various phases of research.

Gender Impact Assessment (GIA) in research				
PLANNING Academic knowledge DATA-BASES e.g. SCOPUS Sex and gender keywords, intersectional analysis included in data searches.	GRANT APPLICATION RFO's requirements HORIZON EUROPE Sex and gender dimensions, and intersectional analysis included in projects, unless justified irrelevant.	EXECUTION Research team GEP RPOs GEPs are implemented actively and efficiently in research projects.	PUBLICATIONS Publication channels' requirements SAGER Sex and gender dimensions, and intersectional analysis reported explicitly in research publications.	IMPACT New academic knowledge e.g. QUINTUPLE HELIX MODEL Sex and gender dimensions, and intersectional analysis as part of socially relevant RDI

EDUCATION - HEI curricula

One of our central challenges during the final year of RESET project is to ensure that the gender dimension is appropriately mainstreamed in HEI curricula. The GEAR tool (2016) provides a clear argument for this challenge:

"Our knowledge is the basis on which future generations will build their societies. It is therefore crucial that the knowledge which is created through research and transferred through education is free of gender bias.

Particularly, when relevant, research and innovation activities need to critically examine both gender differences and inequalities. The added value of integrating a gender

dimension into research and innovation allows:

- 1) ensuring excellence and quality in outcomes and enhancing sustainability,
- 2) making research and innovation more responsive to social needs and
- 3) developing new ideas and fostering innovation.

Through the inclusion of a gender dimension in research and innovation content, gender biases are more likely to be tackled, properly addressed and eliminated. Also, as education forms our future scientists, young people need to be taught about the gender aspects of their disciplines and trained to perform gender-sensitive research.” (GEAR tool 2016, 48)

10. Concluding remarks

We are getting ready for the final year of mainstreaming the gender dimension in the design of research activities and products as part of RESET project. An overview and reflections from the past 36 months' co-design process produce some valuable insights: local realities, resources and practices for GIA vary a lot. Power is a common nominator everywhere: **GIA is about the power of gendered knowledge.**

How are we supposed to deal with power questions in co-design of the GIA checklist and its implementation? Who is responsible for the sufficiency of GIA? How could we produce critical understanding on GIA and still reach consensus among researchers and research policy makers? Perhaps a broad data collection and study similar to the one that resulted in the SAGER guidelines (Heidari et al 2016) is needed in aim to produce GIA approach for research design?

SOME CONSIDERATIONS DURING M1-M36

- The GIA CoPs were not in operation to compile the initial institutional GIA checklists on M2 as originally planned in action plan. The timing of the task was a bit challenging as it was expected to take place simultaneously with the process of forming institutional Gender Equality Boards (GEBs).
- Despite the explicit encouragement for a locally tailored GIA protocol, each RESET University signed the prefixed GIA protocol template. The Vice-Rectors for Research of the RESET universities did not enter into further discussions on more detailed definitions on intra-institutional collaboration to support operationalisation of GIA. However, this would be a recommendation since a locally tailored GIA protocol could take into account the local circumstances and valuable affordances such as available expertise.

- A template for bi-annual follow up with a special focus on impact shall be further developed and co-designed together with the CoPs which will function as a local task force.
- An online workshop for RESET partners on GIA was organised during M7 (initially planned M5). Additional workshops related to GIA were arranged on M30, M34 and M35. Is this sufficient to facilitate local operations?
- Cooperation with the WP3 was foreseen as necessary in their task of co-designing digital tools to support GIA policy-making - especially in designing the aspired online GIA checklist development.
- During the final year of RESET implementation we shall focus on valorizing the gender dimension in research and developed GIA approaches in particular through various campaigns that we have already successfully arranged e.g.: <https://wereset.eu/resources/campaigns/international-womens-day-2022-digital-campaign-young-researchers-the-real-influencers/>
- This follow-up report has been compiled with the aim to make GIA CoPs work more tangible to develop the GIA approach further and to envision the future research practice where GIA is a standard procedure.
- Mainstreaming the gender dimension in research activities and products is one of the core challenges related to excellence in research in addition to transdisciplinary research.
- The gender impact assessment in research activities shall appear as part of ethically sound research process resulting in high-quality research results and gender-responsible innovations.

BIBLIOGRAPHY

Cambridge Dictionary

<https://dictionary.cambridge.org/dictionary/english/institutionalize>

Davies SW, Putnam HM, Ainsworth T, Baum JK, Bove CB, Crosby SC, et al. (2021) Promoting inclusive metrics of success and impact to dismantle a discriminatory reward system in science. *PLoS Biol* 19(6): e3001282.

<https://doi.org/10.1371/journal.pbio.3001282>

Directorate-General for Research and Innovation (European Commission) (2011) Toolkit Gender in EU-funded research. Yellow Window Management Consultants, Engender, Genderatwork. Available at

https://www.ki.si/fileadmin/user_upload/KINA24840ENC_002.pdf

Durall, Eva, Iivari, Netta, Heikkinen, Mervi, Pihkala, Suvi & Kinnula, Marianne (2023) Anticipating the futures of the gender dimension in research: Storying entangled practices and bodies. in Holmlid, S. et al. (eds.), *Nordes 2023*, 12-14 June, Linköping University, Norrköping, Sweden. <https://doi.org/10.21606/nordes.2023.106>

EIGE-Gender Sensitive Communication -toolkit <https://eige.europa.eu/publications-resources/toolkits-guides/gender-sensitive-communication/overview>

European Commission (2021a) *Gender Equality in Research and Innovation*.

https://ec.europa.eu/info/research-and-innovation/strategy/strategy-2020-2024/democracy-and-rights/gender-equality-research-and-innovation_en

European Commission, Directorate-General for Research and Innovation (2021b) *Horizon Europe, Gender Equality*. Luxembourg: Publications Office of the European Union. DOI: <https://doi.org/10.2777/97891>

European Commission, Directorate-General for Research and Innovation (2021c) *She Figures 2021: Gender in Research and Innovation: Statistics and Indicators*. Luxembourg: Publications Office. <https://data.europa.eu/doi/10.2777/06090>

European Commission, Directorate-General for Research and Innovation (2020) *Gendered Innovations 2: How Inclusive Analysis Contributes to Research and Innovation: Policy Review*. Luxembourg: Publications Office. DOI: <https://doi.org/10.2777/316197>

European Commission, Directorate-General for Research and Innovation (2014) *Gender in EU-Funded Research: Toolkit*. Luxembourg: Publications Office. <https://data.europa.eu/doi/10.2777/74150>

European Commission, Directorate-General for Research and Innovation. (2021) *Horizon Europe Proposal Evaluation Standard Briefing Version 4.0* 26.09.2022. https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/experts/standard-briefing-slides-for-experts_he_en.pdf



European Institute for Gender Equality (2021) *Gender Equality in Academia and Research. GEAR Tool*. <https://eige.europa.eu/gender-mainstreaming/toolkits/gear>

European Research Council. (European Commission) (2019) *Sex and Gender Dimension in Frontier Research*. <https://erc.europa.eu/event/sex-and-gender-dimension-frontier-research>

Gender equality in academia and research. GEAR tool. (2016). EIGE <https://eige.europa.eu/gender-mainstreaming/toolkits/gear>

Greenbaum, Joan & Daria, Loi (2012) Participation, the Camel and the Elephant of Design: An Introduction. *CoDesign* 8:2–3, 81–85. <https://doi.org/10.1080/15710882.2012.690232>

Hattery, A. J., Smith, E., Magnuson, S., Monterrosa, A., Kafonek, K., Shaw, C., Mhonde, R. D., & Kanewske, L. C. (2022). Diversity, Equity, and Inclusion in Research Teams: The Good, The Bad, and The Ugly. *Race and Justice*, 12(3), 505-530. <https://doi.org/10.1177/21533687221087373>

Heikkinen Mervi, Lämsä, Tuija, Paoletti, Marion & Radchuk, Maryna (2021a). *Gender Impact Assessment (GIA) Guidelines*. Zenodo. DOI: <https://doi.org/10.5281/zenodo.6906279>

Heikkinen, Mervi, Paoletti, Marion, Radchuk, Maryna, Junca, Ninon, Lopes, Alexandra, Matias Marisa, Magalhães, Sara, Rozalska, Aleksandra, Karachaliou, Elena, Niebel, Viktoria & Forest, Maxime (2021b) *GIA Checklist and Protocol in all Project Languages*. Zenodo. DOI: <https://doi.org/10.5281/zenodo.6906348>

Heikkinen, Mervi, Iivari, Netta & Lämsä, Tuija (2022) Sukupuolten tasa-arvo ja tieteellinen huippuosaaminen uudelleen määriteltävänä RESET-hankkeessa. *Sukupuolentutkimus-Genusforskning*, 35(3-4), 54-60.

Herbert, Rachel, Falk-Krzesinski, Holly & Plume, Andrew (2020) *Sustainability Through a Gender Lens: The Extent to Which Research on UN Sustainable Development Goals (SDGs) Includes Sex and Gender Consideration*. DOI: <http://dx.doi.org/10.2139/ssrn.3689205>

Heidari, Shirin, Babor, Thomas F., De Castro, Paola, Tort, Sera & Curno, Mirjam (2016) Sex and Gender Equity in Research: Rationale for the SAGER Guidelines and Recommended Use. *Research Integrity and Peer Review*. Volume 1, Article number: 2. <https://doi.org/10.1186/s41073-016-0007-6>

Iivari, Netta; Tervo, Erkki; Käsmä, Marjukka & Heikkinen, Mervi (2023) Participatory design meets gender equality at European higher education institutions, *CoDesign*, 19:4, 304-326, <https://doi.org/10.1080/15710882.2023.2215742>

livari, Netta, Tervo, Erkki, Käsmä, Marjukka, Niebel, Viktoria, Różalska, Aleksandra, Hadjipavlou-Litina, Dimitra, Vakali, Athena, Paoletti, Marion, Radchuk, Maryna, Magalhães, Sara Isabel, Matias, Marisa & Forest, Maxime (2021) Co-design starter kit (1.0). Zenodo. <https://doi.org/10.5281/zenodo.6906566>

Kilden (2018) What is the gender dimension in research? Case studies in interdisciplinary research. Trine Rogg Korsvik & Linda M. Rustad. Kilden. Norway. https://kjonnsforskning.no/sites/default/files/what_is_the_gender_dimension_roggkorsvik_kilden_genderresearch.no_.pdf

LERU (2015) Gendered research and innovation: Integrating sex and gender analysis into the research process. LERU ADVICE PAPER no.18 - September 2015. <https://www.leru.org/publications/gendered-research-and-innovation-integrating-sex-and-gender-analysis-into-the-research-process>

Luck, Rachael (2018) What Is It That Makes Participation in Design Participatory Design? *Design Studies* 59 (November). <https://doi.org/10.1016/j.destud.2018.10.002>

Nielsen, M.W., Stefanick, M.L., Peragine, D. et al. Gender-related variables for health research. *Biol Sex Differ* 12, 23 (2021). <https://doi.org/10.1186/s13293-021-00366-3>

RESET-Redesigning Equality and Scientific Excellence Together -project website <https://wereset.eu/>

She Figures (2021) European Commission, Directorate-General for Research and Innovation, She figures 2021 – Gender in research and innovation – Statistics and indicators, Publications Office, 2021, <https://data.europa.eu/doi/10.2777/06090>

Schiebinger, Londa, Klinge, Ineke, Paik, Hee Young, Sánchez de Madariaga, Inés, Schraudner, Martina & Stefanick, Marcia (Eds.) (2011–2020) Gendered Innovations in Science, Health & Medicine, Engineering, and Environment. <http://genderedinnovations.stanford.edu/index.html>

Tannenbaum, C., Ellis, R.P., Eyssel, F. et al. Sex and gender analysis improves science and engineering. *Nature* 575, 137–146 (2019). <https://doi.org/10.1038/s41586-019-1657-6>

Wenger Etienne (2000) Communities of Practice and Social Learning Systems. *Organization* 7:2, 225–246.

APPENDICES I: GIA checklist translations in project languages

Finnish: GIA tarkistuslista tutkimushankkeiden sukupuolivaikutusten arvioimiseen

EXCELLENCE – huippuosaaminen: Mitä tutkitaan?

Huippuosaamisen kriteeri keskittyy hankkeen tavoitteiden selkeyteen ja tarkoituksenmukaisuuteen sekä siihen, missä määrin ehdotettu työ on kunnianhimoista ja ylittää huipputason. Ehdotetun metodologian järkevyyden, mukaan lukien taustalla olevat käsitteet, mallit, oletukset, tieteidenväliset lähestymistavat, sukupuoli- ja sukupuoliulottuvuuden asianmukainen huomioonottaminen tutkimus- ja innovaatioyhteisöissä sekä avoimen tieteen käytäntöjen laatu, mukaan lukien tutkimustulosten jakaminen ja hallinta sekä kansalaisten osallistuminen, kansalaisyhteiskunta ja tarvittaessa loppukäyttäjät kuuluvat soveltamisalaan.

Tarkista, ovatko biologisen ja sosiaalisen sukupuolen ulottuvuudet sekä risteävät erot otettu asianmukaisesti huomioon tutkimussisällöissä, kuten esim. aiheen rajauksessa, kirjallisuuskatsauksessa, identifioituissa tiedon aukoissa, tutkimuskysymyksissä.

Olen tehnyt kirjallisuuskatsauksen ja sisällyttänyt avainsanoihini biologisen sukupuolen (sex) ja sosiaalisen sukupuolen (gender).	KYLLÄ <input type="checkbox"/> EI <input type="checkbox"/> En tiedä <input type="checkbox"/> Ei liity <input type="checkbox"/>
Otan huomioon viittaamieni kirjoittajien monimuotoisuuden (sukupuoli, maantieteellinen alkuperä jne.)	KYLLÄ <input type="checkbox"/> EI <input type="checkbox"/> En tiedä <input type="checkbox"/> Ei liity <input type="checkbox"/>
Ilmoitan tekijöiden etunimet bibliografiassa.	KYLLÄ <input type="checkbox"/> EI <input type="checkbox"/> En tiedä <input type="checkbox"/> Ei liity <input type="checkbox"/>
Pohdin tutkimuskysymyksiäni ja tutkimustavoitteeni sukupuolivaikutuksia.	KYLLÄ <input type="checkbox"/> EI <input type="checkbox"/> En tiedä <input type="checkbox"/> Ei liity <input type="checkbox"/>
Ajatellessani tutkimusta tai siihen liittyviä aukkoja aineistossa pohdin, kuinka sukupuoli voi vaikuttaa tällaisten aukkojen syntymiseen.	KYLLÄ <input type="checkbox"/> EI <input type="checkbox"/> En tiedä <input type="checkbox"/> Ei liity <input type="checkbox"/>
Aion sisällyttää tutkimukseen biologisen ja sosiaalisen sukupuolen mukaan eriteltyt tiedot.	KYLLÄ <input type="checkbox"/> EI <input type="checkbox"/> En tiedä <input type="checkbox"/> Ei liity <input type="checkbox"/>
Jos sukupuolen mukaan eriteltyissä tiedoissa on eroja, kysyn itseltäni, vaikuttavatko sukupuoliroolit yhteiskunnassa näihin eroihin.	KYLLÄ <input type="checkbox"/> EI <input type="checkbox"/> En tiedä <input type="checkbox"/> Ei liity <input type="checkbox"/>
Tapani tulkita sukupuolen mukaan eriteltyä tietoa (jos sellaista on) sisältää itsetutkiskelun stereotyyppien ja tiedostamattomien ennakkoluulojen vaikutuksista.	KYLLÄ <input type="checkbox"/> EI <input type="checkbox"/> En tiedä <input type="checkbox"/> Ei liity <input type="checkbox"/>
Otan otoksessa huomioon erilaisia eroja (biologinen sukupuoli, sosiaalinen sukupuoli, ikä, alkuperä,...) yhteisöissä.	KYLLÄ <input type="checkbox"/> EI <input type="checkbox"/> En tiedä <input type="checkbox"/> Ei liity <input type="checkbox"/>

Olen pohtinut tähän tutkimukseen liittyviä riskejä myös sukupuolinäkökulmasta ja olen suunnitellut toimenpiteitä näiden riskien vähentämiseksi.	KYLLÄ <input type="checkbox"/> EI <input type="checkbox"/> En tiedä <input type="checkbox"/> Ei liity <input type="checkbox"/>
Olen tarkistanut olemassa olevat sukupuoliteoriat, jotka koskevat tutkimukseni aihetta.	KYLLÄ <input type="checkbox"/> EI <input type="checkbox"/> En tiedä <input type="checkbox"/> Ei liity <input type="checkbox"/>
Otan tutkimustiimiini mukaan tasa-arvoasiantuntijan/asiantuntemusta.	KYLLÄ <input type="checkbox"/> EI <input type="checkbox"/> En tiedä <input type="checkbox"/> Ei liity <input type="checkbox"/>

IMPLEMENTATION – toteutus: Miten tutkitaan?

Toteutuskriteerissä analysoidaan työsuunnitelman laatua ja tehokkuutta, riskien arviointia ja työpaketeille osoitetun panostuksen tarkoituksenmukaisuutta, sekä kokonaisresursseja. Tässä osiossa arvioidaan kunkin osallistujan kapasiteettia ja roolia sekä sitä, missä määrin konsortio kokoaa yhteen tarvittavan asiantuntemuksen.

Tarkista, ovatko biologisen ja sosiaalisen sukupuolen ulottuvuudet, sekä risteävät erot otettu asianmukaisesti huomioon työsuunnitelman laadussa, tehokkuudessa ja tutkimusryhmän tasapuolisessa koostumuksessa.

Kerään/käytän sukupuolen mukaan eriteltyjä tietoja aina kun mahdollista.	KYLLÄ <input type="checkbox"/> EI <input type="checkbox"/> En tiedä <input type="checkbox"/> Ei liity <input type="checkbox"/>
Suunnittelen tiedonkeruutyökaluja ottaakseni huomioon ja haastaakseni sukupuolistereotypiat sekä sosiaaliset ja kulttuuriset tekijät, jotka voivat tuoda aineistoon sukupuoliharhaa.	KYLLÄ <input type="checkbox"/> EI <input type="checkbox"/> En tiedä <input type="checkbox"/> Ei liity <input type="checkbox"/>
Tutkimusryhmäni on tasapainoinen sukupuolen ja monimuotoisuuden suhteen (kansalaisuus, ikä, alkuperä, asema, akateeminen ikä...).	KYLLÄ <input type="checkbox"/> EI <input type="checkbox"/> En tiedä <input type="checkbox"/> Ei liity <input type="checkbox"/>
Huomioin sukupuolten välisen tasapainon projektikonsortiossa tai -tiimissä.	KYLLÄ <input type="checkbox"/> EI <input type="checkbox"/> En tiedä <input type="checkbox"/> Ei liity <input type="checkbox"/>
Huomioin biologisen ja sosiaalisen sukupuolen monimuotoisuuden ulottuvuudet tutkimusryhmän jäsenten rekrytoinnissa, työnkuvissa ja urapoluissa.	KYLLÄ <input type="checkbox"/> EI <input type="checkbox"/> En tiedä <input type="checkbox"/> Ei liity <input type="checkbox"/>
Luon koko tutkimusryhmän ajan mahdollisuuksia olla reflektiivinen ja tietoinen omista ja tiimini sukupuoli-oletuksista, ennakkoluuloista ja vallasta tutkijoina.	KYLLÄ <input type="checkbox"/> EI <input type="checkbox"/> En tiedä <input type="checkbox"/> Ei liity <input type="checkbox"/>
Muutkin ulottuvuudet kuin biologinen ja sosiaalinen sukupuoli on otettava huomioon.	KYLLÄ <input type="checkbox"/> EI <input type="checkbox"/> En tiedä <input type="checkbox"/> Ei liity <input type="checkbox"/>
Vaikka tiimi ei olisikaan ilmeisen monimuotoinen (esim.: kaikki jäsenet ovat samalta alalta, samaa sukupuolta, etnistä ryhmää,...), otan huomioon eri yhteiskuntaryhmien näkökulmat ja kokemukset.	KYLLÄ <input type="checkbox"/> EI <input type="checkbox"/> En tiedä <input type="checkbox"/> Ei liity <input type="checkbox"/>

Ryhmässäni kaikkia näkökulmia kuullaan ja kaikkia jäseniä kuunnellaan.	KYLLÄ <input type="checkbox"/> EI <input type="checkbox"/> En tiedä <input type="checkbox"/> Ei liity <input type="checkbox"/>
Ryhmäni tehtävät kierrätetään tai jaetaan tavalla, joka ei toista sukupuolistereotypioita.	KYLLÄ <input type="checkbox"/> EI <input type="checkbox"/> En tiedä <input type="checkbox"/> Ei liity <input type="checkbox"/>
Tutkimusryhmään kuuluu tutkijoita, jotka ovat saaneet koulutusta sukupuolinäkökulmasta.	KYLLÄ <input type="checkbox"/> EI <input type="checkbox"/> En tiedä <input type="checkbox"/> Ei liity <input type="checkbox"/>

IMPACT – vaikutus: Miksi tutkitaan?

Vaikutuskriteerillä arvioidaan vaikutuskanavien uskottavuutta työohjelmassa määriteltujen odotettujen tulosten ja vaikutusten saavuttamiseksi sekä hankkeen tuottamien tulosten todennäköistä laajuutta ja merkitystä. Arvioidaan toimenpiteiden soveltuvuus ja laatu odotettujen tulosten ja vaikutusten maksimoimiseksi levitys- ja hyödyntämissuunnitelman mukaisesti, mukaan lukien viestintätoimet.

Tarkista, ovatko biologisen ja sosiaalisen sukupuolen ulottuvuudet, sekä risteävät erot otettu asianmukaisesti huomioon hankkeen tuottamissa tuloksissa ja niiden yhteiskunnallisissa vaikutuksissa, vaikuttavuudessa ja vaikutuskanavissa.

Käytän asianmukaista terminologiaa ja kieltä, joka ei heijasta sukupuolistereotypioita ja ei ole vain kahta sukupuolta.	KYLLÄ <input type="checkbox"/> EI <input type="checkbox"/> En tiedä <input type="checkbox"/> Ei liity <input type="checkbox"/>
Kaikki tutkimustulokset tarkistetaan käyttämällä asianmukaista terminologiaa ja kieltä, joka ei heijasta sukupuolistereotypioita ja joissa ei ole vain kahta sukupuolta.	KYLLÄ <input type="checkbox"/> EI <input type="checkbox"/> En tiedä <input type="checkbox"/> Ei liity <input type="checkbox"/>
Kun harkitsen kirjoittajia tai kutsun pääpuhujia, suunnittelen julkaisuja ja tarjoan tutkijoille ja heidän työnsä näkyvyyttä verkkosivuilla, kiinnitän huomiota sukupuolten väliseen tasapainoon.	KYLLÄ <input type="checkbox"/> EI <input type="checkbox"/> En tiedä <input type="checkbox"/> Ei liity <input type="checkbox"/>
Arvostan tutkimusryhmän jäsenten kontribuutiota myös tulosten levitysvaiheessa (tekijät, julkaisut, verkkosivusto, tilaisuuksien puheenvuorot,...).	KYLLÄ <input type="checkbox"/> EI <input type="checkbox"/> En tiedä <input type="checkbox"/> Ei liity <input type="checkbox"/>
Biologinen sukupuoli / sosiaalinen sukupuoliulottuvuus sisältyy tutkimustulosten esittelyyn.	KYLLÄ <input type="checkbox"/> EI <input type="checkbox"/> En tiedä <input type="checkbox"/> Ei liity <input type="checkbox"/>
Sukupuolentutkimuksen asiantuntija on mukana tarkistamassa tutkimusraportit / julkaisut / tulokset sukupuoliulottuvuuden näkökulmasta.	KYLLÄ <input type="checkbox"/> EI <input type="checkbox"/> En tiedä <input type="checkbox"/> Ei liity <input type="checkbox"/>

Olen sisällyttänyt projektihenkilöstölle sukupuolten tasa-arvo- ja yhdenvertaisuuskoulutusta.	KYLLÄ <input type="checkbox"/> EI <input type="checkbox"/> En tiedä <input type="checkbox"/> Ei liity <input type="checkbox"/>
Katson, että tutkimukseni (projektini) tuloksilla voi olla erilaisia vaikutuksia miehiin ja naisiin, poikiin tai tyttöihin.	KYLLÄ <input type="checkbox"/> EI <input type="checkbox"/> En tiedä <input type="checkbox"/> Ei liity <input type="checkbox"/>
Tutkimukseni voi edistää sukupuolten tasa-arvon ja yhdenvertaisuuden edistämistä yhteiskunnassa.	KYLLÄ <input type="checkbox"/> EI <input type="checkbox"/> En tiedä <input type="checkbox"/> Ei liity <input type="checkbox"/>

French: GIA Checklist pour les Projets de Recherche (initiale)

EXCELLENCE - PHASE DE PLANIFICATION de la RECHERCHE

Le critère d'excellence porte sur la clarté et la pertinence des objectifs du projet. Il suppose aussi que le travail proposé soit ambitieux et aille au-delà de l'état de l'art. La méthodologie, les concepts, modèles et hypothèses sous-jacentes, l'interdisciplinarité, la prise en compte appropriée de la dimension de sexe et de genre, ou encore la qualité des pratiques de science ouverte, font partie du champ d'évaluation.

Le partage et la gestion des résultats de la recherche ainsi que l'éventuelle participation de la société civile et des usagers finaux entrent aussi dans une définition de l'excellence.

Vérifiez si vous avez bien pris en compte les dimensions de genre et de sexe dans le contenu de votre recherche, par exemple dans le choix du sujet, l'état de l'art, ou la question de recherche.

Choix du sujet, analyse documentaire, zones d'ombre, question de recherche, données :

QUESTIONNEMENT	AUTO-EVALUATION
Vérifiez si vous avez bien pris en compte les dimensions de sexe et de genre dans le contenu de votre recherche	
J'ai effectué une analyse documentaire et inclus le sexe et le genre dans ma recherche de mots-clés	OUI <input type="checkbox"/> NON <input type="checkbox"/> Je ne sais pas <input type="checkbox"/>
Je prends en considération la diversité des auteur.es cité.es (sexe, origine géographique, âge,...)	OUI <input type="checkbox"/> NON <input type="checkbox"/> Je ne sais pas <input type="checkbox"/>
J'indique le prénom des auteur.es dans la bibliographie	OUI <input type="checkbox"/> NON <input type="checkbox"/> Je ne sais pas <input type="checkbox"/>
J'ai pris en compte les influences éventuelles du genre dans la manière dont j'ai élaboré ma question de recherche et mes objectifs de recherche	OUI <input type="checkbox"/> NON <input type="checkbox"/> Je ne sais pas <input type="checkbox"/>
Lorsque je pense aux lacunes de la recherche ou des données sur mon sujet, je considère comment le genre peut jouer un rôle dans la production de ces lacunes	OUI <input type="checkbox"/> NON <input type="checkbox"/> Je ne sais pas <input type="checkbox"/>
Je prévois d'inclure des données ventilées par sexe et par genre	OUI <input type="checkbox"/> NON <input type="checkbox"/> Je ne sais pas <input type="checkbox"/>
Si des différences de données ventilées par sexe existent, je m'interroge sur l'influence des rôles de genre sur ces différences	OUI <input type="checkbox"/> NON <input type="checkbox"/> Je ne sais pas <input type="checkbox"/>

Ma façon d'interpréter les données ventilées par sexe (si elles existent) comprend une autoréflexion sur l'influence de mes propres stéréotypes et préjugés inconscients	OUI <input type="checkbox"/> NON <input type="checkbox"/> Je ne sais pas <input type="checkbox"/>
Je considère des communautés diverses (genre, sexe, âge, origine, ...) dans l'échantillonnage	OUI <input type="checkbox"/> NON <input type="checkbox"/> Je ne sais pas <input type="checkbox"/>
J'ai pris en compte les risques spécifiques au genre associés à cette recherche et j'ai conçu des mesures pour atténuer ces risques	OUI <input type="checkbox"/> NON <input type="checkbox"/> Je ne sais pas <input type="checkbox"/>
J'ai vérifié s'il existe des théories de genre qui concernent l'objet de ma recherche	OUI <input type="checkbox"/> NON <input type="checkbox"/> Je ne sais pas <input type="checkbox"/>
J'intègre un.e expert.e du genre dans mon équipe, ou fais appel à un.e consultant.e en études de genre	OUI <input type="checkbox"/> NON <input type="checkbox"/> Je ne sais pas <input type="checkbox"/>

PHASE DE MISE EN ŒUVRE - EXÉCUTION de la RECHERCHE

Le critère de mise en œuvre veille à la qualité et à l'efficacité de la mise en œuvre du projet, à l'évaluation des risques et des ressources utilisées. Cette section s'intéresse au rôle et à la place des membres de l'équipe dans la production du savoir.

QUESTIONNEMENT	AUTO-EVALUATION
Vérifiez la qualité et l'efficacité de la feuille de route	
Je collecte/utilise des données ventilées par sexe dès que possible/pertinent	OUI <input type="checkbox"/> NON <input type="checkbox"/> Je ne sais pas <input type="checkbox"/>
J'ai conçu des outils de collecte de données pour prendre en compte et contester les stéréotypes de genre et les facteurs sociaux et culturels susceptibles d'introduire un biais de genre dans les données	OUI <input type="checkbox"/> NON <input type="checkbox"/> Je ne sais pas <input type="checkbox"/>
Vérifiez la manière dont vous envisagez de constituer l'équipe de recherche et les moyens de favoriser une composition équilibrée de l'équipe de recherche.	
Mon équipe de recherche est équilibrée en termes de sexe et de diversité (nationalité, âge, origine, statut, âge académique...)	OUI <input type="checkbox"/> NON <input type="checkbox"/> Je ne sais pas <input type="checkbox"/>
J'ai tenu compte de l'équilibre entre les sexes dans le consortium ou l'équipe du projet	OUI <input type="checkbox"/> NON <input type="checkbox"/> Je ne sais pas <input type="checkbox"/>
J'ai pris en compte les dimensions de sexe, de genre et de diversité dans le recrutement, les descriptions de poste et les parcours professionnels des membres du groupe de recherche	OUI <input type="checkbox"/> NON <input type="checkbox"/> Je ne sais pas <input type="checkbox"/>

Je proposerai des moments de réflexion en équipe sur les éventuels biais cognitifs et stéréotypes	OUI <input type="checkbox"/> NON <input type="checkbox"/> Je ne sais pas <input type="checkbox"/>
Il existe dans ma recherche des dimensions autres que le sexe/genre qu'il est important de prendre en compte	OUI <input type="checkbox"/> NON <input type="checkbox"/> Je ne sais pas <input type="checkbox"/>
Même si l'équipe n'est pas manifestement diverse (ex : tous les membres viennent du même domaine, du même sexe,...), je tiens compte des points de vue et des expériences de tous les groupes sociaux	OUI <input type="checkbox"/> NON <input type="checkbox"/> Je ne sais pas <input type="checkbox"/>
Dans mon équipe, tous les points de vue sont entendus et tous les membres sont écoutés	OUI <input type="checkbox"/> NON <input type="checkbox"/> Je ne sais pas <input type="checkbox"/>
Dans mon équipe, les tâches sont distribuées de manière à ne pas reproduire les stéréotypes de genre	OUI <input type="checkbox"/> NON <input type="checkbox"/> Je ne sais pas <input type="checkbox"/>
Mon équipe de recherche comprend une/des personnes formées sur les questions de genre	OUI <input type="checkbox"/> NON <input type="checkbox"/> Je ne sais pas <input type="checkbox"/>

IMPACT – PHASE DE DIFFUSION de la RECHERCHE (III)

Le critère d'impact évalue les résultats et impacts de votre recherche, et les compare aux prévisions de la feuille de route de planification de votre travail, ainsi que l'ampleur et l'importance probables des contributions du projet. La qualité des mesures mises en place pour maximiser les résultats et impacts attendus, tels que définis dans le plan de diffusion et d'exploitation, y compris les activités de communication, seront évaluées.

QUESTIONNEMENT	AUTO-EVALUATION
Vérifiez que vous avez pris en compte les dimensions de sexe et de genre dans les impacts sociétaux de votre recherche.	
J'utilise des termes et un langage appropriés qui ne renvoient pas à des stéréotypes de genre et qui ne supposent pas qu'il n'existe que deux genres	OUI <input type="checkbox"/> NON <input type="checkbox"/> Je ne sais pas <input type="checkbox"/>
Tous les résultats de la recherche seront vérifiés afin de s'assurer de l'utilisation d'une terminologie et d'un langage appropriés qui ne reflètent pas les stéréotypes liés au genre et qui ne supposent pas l'existence de deux genres seulement	OUI <input type="checkbox"/> NON <input type="checkbox"/> Je ne sais pas <input type="checkbox"/>
Lorsque je choisis des auteur.es, que j'invite des conférencier.es, que je planifie des publications et que j'assure la visibilité des chercheur.es et de leurs travaux sur des sites web, je fais attention à l'équilibre entre les sexes	OUI <input type="checkbox"/> NON <input type="checkbox"/> Je ne sais pas <input type="checkbox"/>

Je valorise tous les membres de l'équipe de recherche dans la phase de diffusion (auteur.es, publications, site web, ...)	OUI <input type="checkbox"/> NON <input type="checkbox"/> Je ne sais pas <input type="checkbox"/>
La dimension du sexe/genre est incluse dans la présentation des résultats	OUI <input type="checkbox"/> NON <input type="checkbox"/> Je ne sais pas <input type="checkbox"/>
Les rapports de recherche/publications/produits seront révisés par une personne experte en genre	OUI <input type="checkbox"/> NON <input type="checkbox"/> Je ne sais pas <input type="checkbox"/>
J'ai inclus une formation sur l'égalité des genres pour le personnel du projet	OUI <input type="checkbox"/> NON <input type="checkbox"/> Je ne sais pas <input type="checkbox"/>
Vérifiez les impacts sociétaux de votre recherche	
Je considère que les résultats de ma recherche (projet) peuvent avoir des effets différents sur les hommes et les femmes, les garçons et les filles	OUI <input type="checkbox"/> NON <input type="checkbox"/> Je ne sais pas <input type="checkbox"/>
Mes recherches peuvent contribuer à faire progresser l'égalité des sexes dans la société	OUI <input type="checkbox"/> NON <input type="checkbox"/> Je ne sais pas <input type="checkbox"/>

German: GIA-CHECKLISTE für FORSCHUNGSANTRÄGE (initial)

1/3 EXZELLENZ - PLANUNGSPHASE der FORSCHUNG

Das Kriterium der Exzellenz konzentriert sich auf die Klarheit und Relevanz der Projektziele. Hierbei wird auch das Ausmaß einbezogen, in welchem das vorgeschlagene Projekt ambitioniert über den neusten Stand hinausgeht. Damit richtet sich das Kriterium der Exzellenz auch auf die Stichhaltigkeit der vorgeschlagenen Methoden, einschließlich der zugrundeliegenden Konzepte, Modelle, Annahmen, interdisziplinären Ansätze, und nimmt insbesondere die angemessene Berücksichtigung der Geschlechterdimension in Forschungs- und Innovationsinhalten in den Blick. Hiermit einhergehend wird die Qualität offener wissenschaftlicher Praktiken evaluiert, einschließlich der gemeinsamen Nutzung und Verwaltung von Forschungsergebnissen und der Einbeziehung von Bürgern, der Zivilgesellschaft und Endnutzern, wo dies angemessen ist, fallen in den Anwendungsbereich.

Prüfen Sie, ob Sie die Gender-Dimension in Forschungs- und Innovationsinhalten angemessen berücksichtigt haben, z. B. bei der Themenwahl, der Literaturübersicht, den Wissenslücken und der Forschungsfrage.

- Ich habe eine **Literaturrecherche** durchgeführt und bei der Suche nach Schlüsselwörtern die Begriffe Geschlecht und/oder Gender berücksichtigt. JA ☐ NEIN ☐ Ich weiß es nicht ☐
 - Ich berücksichtige in der Auswahl zitierter Autor*innen Diversitätsfaktoren (z.B. Geschlecht, geografische Herkunft) JA ☐ NEIN ☐ Ich weiß es nicht ☐
 - Ich gebe den Vornamen der Autor*innen in der Bibliographie an. JA ☐ NEIN ☐ Ich weiß es nicht ☐
 - Ich habe bei der Ausarbeitung meiner Forschungsfrage und meiner Forschungsziele geschlechtsbezogene Aspekte berücksichtigt. JA ☐ NEIN ☐ Ich weiß es nicht ☐
 - Wenn ich an Forschungs- oder Datenlücken denke, überlege ich, inwiefern geschlechtsbezogene Faktoren eine Rolle bei der Entstehung solcher Lücken spielen könnte. JA ☐ NEIN ☐ Ich weiß es nicht ☐
- Ich plane, nach Geschlecht aufgeschlüsselte Daten einzubeziehen. JA ☐ NEIN ☐ Ich weiß es nicht ☐
 - Wenn Unterschiede bei den nach Geschlecht aufgeschlüsselten Daten auftreten, frage ich mich, ob diese Unterschiede durch Geschlechterrollen

oder -stereotype in der Gesellschaft beeinflusst werden. JA ☐ NEIN ☐ Ich weiß es nicht ☐

- Bei der Auswertung geschlechtsspezifisch aufgeschlüsselter Daten (sofern vorhanden) berücksichtige ich den Einfluss von Stereotypen und unbewussten Vorurteilen. JA ☐ NEIN ☐ Ich weiß es nicht ☐
- Ich berücksichtige verschiedene Gruppierungen in der Stichprobe oder Fallauswahl (z.B. Geschlecht, Alter, Herkunft,...) JA ☐ NEIN ☐ Ich weiß es nicht ☐
- Ich habe mit dieser Forschung verbundene genderspezifische Risiken bedacht und Maßnahmen zur Begrenzung dieser Risiken vorgesehen. JA ☐ NEIN ☐ Ich weiß es nicht ☐
- Ich habe bestehende Gender-Theorien, die den Inhalt meiner Forschung betreffen, in die Forschung einbezogen. JA ☐ NEIN ☐ Ich weiß es nicht ☐
- Ich habe einen Gender-Experten/eine Gender-Expertin in meinem Team. JA ☐ NEIN ☐ Ich weiß es nicht ☐

2/3 DURCHFÜHRUNG - AUSFÜHRUNGSPHASE der FORSCHUNG

Das Kriterium der Durchführung analysiert die Qualität und Effektivität des Arbeitsplans, die Bewertung der Risiken und die Angemessenheit des den Arbeitspaketen zugewiesenen Aufwands sowie der Ressourcen insgesamt. **In diesem Abschnitt werden die Kapazität und die Rolle aller Mitglieder, sowie das Ausmaß, in dem das Konsortium als Ganzes das erforderliche Fachwissen zusammenbringt, bewertet.**

Prüfen Sie, ob Sie die Bedeutung von Geschlecht und Gender für die Qualität und Effektivität des Arbeitsplans angemessen berücksichtigt haben.

- Ich erhebe/verwende nach Geschlecht aufgeschlüsselte Daten, wann immer dies möglich ist. JA ☐ NEIN ☐ Ich weiß es nicht ☐
- Ich habe Maßnahmen zur Datenerfassung entwickelt, um geschlechtsspezifische Stereotype sowie soziale und kulturelle Faktoren, die zu einer geschlechtsspezifischen Verzerrung der Daten führen können, zu berücksichtigen und zu hinterfragen. JA ☐ NEIN ☐ Ich weiß es nicht ☐

Überprüfen Sie die Art und Weise, wie Sie das Forschungsteam zusammenstellen wollen und wie Sie im Voraus auf eine ausgewogene Zusammensetzung des Forschungsteams Einfluss nehmen können.

- Mein Forschungsteam ist ausgeglichen in Bezug auf Geschlecht und Vielfalt (Nationalität, Alter, Herkunft, Status, akademisches Alter...). JA ☐ NEIN ☐ Ich weiß es nicht ☐
- Ich habe auf ein ausgeglichenes Geschlechterverhältnis im Projektkonsortium oder -team geachtet. JA ☐ NEIN ☐ Ich weiß es nicht ☐
- Ich habe bei der Einstellung, den Stellenbeschreibungen und den Karrierewegen der Mitglieder der Forschungsgruppe die Aspekte Geschlecht, Gender und Diversität berücksichtigt. JA ☐ NEIN ☐ Ich weiß es nicht ☐
- Ich werde während des gesamten Forschungszyklus Gelegenheiten schaffen, meine eigenen und die geschlechtsbezogenen Annahmen, Voreingenommenheiten und Machtverhältnisse in meinem Team zu reflektieren. JA ☐ NEIN ☐ Ich weiß es nicht ☐
- Es gibt noch andere Aspekte als das Geschlecht, die zu berücksichtigen sind.
JA ☐ NEIN ☐ Ich weiß es nicht ☐
 - Auch wenn das Team nicht offensichtlich divers ist (z.B.: alle Mitglieder kommen aus dem gleichen Bereich, Geschlecht, Herkunft,...), berücksichtige ich Standpunkte und Erfahrungen aller sozialen Gruppen. JA ☐ NEIN ☐ Ich weiß es nicht ☐
 - In meinem Team werden alle Standpunkte gehört und allen Mitgliedern wird Gehör verschafft. JA ☐ NEIN ☐ Ich weiß es nicht ☐
 - Die Aufgaben in meinem Team werden so verteilt, dass Geschlechterstereotype nicht reproduziert werden. JA ☐ NEIN ☐ Ich weiß es nicht ☐
- **Im Forschungsteam gibt es Mitglieder, die in Gender Studies ausgebildet sind.**
JA ☐ NEIN ☐ Ich weiß es nicht ☐

3/3 AUSWIRKUNG - VERBREITUNGSPHASE der FORSCHUNG

Das Kriterium der Auswirkungen bewertet die Glaubwürdigkeit der Ansätze zur Erreichung der erwarteten Ergebnisse und Auswirkungen, die im Arbeitsplan aufgeführt sind, sowie den erwarteten Umfang und die Bedeutung der durch das Projekt geleisteten Beiträge. Die Angemessenheit und Qualität der Maßnahmen zur Steigerung der erwarteten Ergebnisse und Auswirkungen, wie im Verbreitungs- und Nutzungsplan dargelegt, einschließlich der Kommunikationsaktivitäten, werden bewertet.

Prüfen Sie, ob Sie die geschlechtsbezogenen Aspekte bei den Abläufen, Ergebnissen und Beiträgen angemessen berücksichtigt haben.

- Ich verwende eine angemessene Fachsprache, die keine geschlechtsspezifische Stereotype widerspiegelt und nicht nur von zwei Geschlechtern ausgeht. JA ☐ NEIN ☐ Ich weiß es nicht ☐
- Alle Forschungsergebnisse werden auf die Verwendung einer angemessenen Terminologie und Sprache überprüft, die keine Geschlechterstereotype widerspiegelt und nicht nur von zwei Geschlechtern ausgeht. JA ☐ NEIN ☐ Ich weiß es nicht ☐
- Bei der Auswahl von Autor*innen, der Einladung von Redner*innen, der Planung von Veröffentlichungen und der Sichtbarkeit von Forschenden und ihrer Arbeit auf Websites achte ich auf ein ausgewogenes Geschlechterverhältnis. JA ☐ NEIN ☐ Ich weiß es nicht ☐
- Ich fördere alle Mitglieder des Forschungsteams in der Disseminationsphase (als Autor*innen, in Veröffentlichungen, auf Websites, in Keynotes,...). JA ☐ NEIN ☐ Ich weiß es nicht ☐
- Die Geschlechterdimension wird bei der Darstellung der Ergebnisse berücksichtigt. JA ☐ NEIN ☐ Ich weiß es nicht ☐
- Forschungsberichte/Veröffentlichungen/Ausgaben werden von Personen mit Gender-Expertise überarbeitet. JA ☐ NEIN ☐ Ich weiß es nicht ☐
- Ich habe Gender-Trainings für das Projektpersonal vorgesehen. JA ☐ NEIN ☐ Ich weiß es nicht ☐

Prüfen Sie die gesellschaftlichen Auswirkungen meiner Forschung.

- Ich bin der Meinung, dass die Ergebnisse meiner Forschung (meines Projekts) unterschiedliche Auswirkungen auf Männer und Frauen, Jungen oder Mädchen haben können. JA ☐ NEIN ☐ Ich weiß es nicht ☐
- Meine Forschung kann dazu beitragen, die Gleichstellung der Geschlechter in der Gesellschaft zu fördern. JA ☐ NEIN ☐ Ich weiß es nicht ☐

Greek: Οδηγός για την εκτίμηση και αξιολόγηση των επιπτώσεων ανά φύλο σε νέες ερευνητικές προτάσεις

ΑΡΙΣΤΕΙΑ - ΦΑΣΗ ΣΧΕΔΙΑΣΜΟΥ ΤΗΣ ΕΡΕΥΝΑΣ

Το κριτήριο «αριστείας της έρευνας» εξετάζει τη σαφήνεια και την καταλληλότητα των στόχων του έργου, καθώς και τον βαθμό στον οποίο το προτεινόμενο έργο είναι φιλόδοξο και υπερβαίνει τις τελευταίες εξελίξεις της τεχνολογίας. Συγκεκριμένα ελέγχονται: η ορθότητα της προτεινόμενης μεθοδολογίας, συμπεριλαμβανομένων των υποκείμενων εννοιών, μοντέλων, υποθέσεων, διεπιστημονικών προσεγγίσεων, κατάλληλης εξέτασης της διάστασης του φύλου στο περιεχόμενο έρευνας και καινοτομίας; η ποιότητα των πρακτικών ανοιχτής επιστήμης, συμπεριλαμβανομένης της κοινής χρήσης και διαχείρισης των ερευνητικών αποτελεσμάτων και της συμμετοχής των πολιτών; η εμπλοκή της κοινωνίας των πολιτών και οι τελικοί χρήστες.

Ελέγξτε εάν έχετε λάβει σωστά υπόψη τη διάσταση του φύλου στο περιεχόμενο της έρευνας και καινοτομίας, π.χ. επιλογή θέματος, βιβλιογραφική ανασκόπηση, κενά γνώσης, ερευνητικό ερώτημα.	Ναι	Όχι	Δε γνωρίζω
Έχω πραγματοποιήσει βιβλιογραφική ανασκόπηση και συμπεριέλαβα το φύλο στην αναζήτησή μου και στις λέξεις-κλειδιά	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Λαμβάνω υπόψη την διαφορετικότητα των συγγραφέων (φύλο, καταγωγή, κλπ.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Στη βιβλιογραφία αναφέρω το όνομα των συγγραφέων.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Εξέτασα τις επιπτώσεις ως προς το φύλο στον τρόπο με τον οποίο έχω διαμορφώσει το ερευνητικό μου ερώτημα και τους ερευνητικούς μου στόχους.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Όταν σκέφτομαι τα κενά έρευνας ή δεδομένων, σκέφτομαι πώς το φύλο μπορεί να παίζει ρόλο στη δημιουργία τέτοιων κενών	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Σκοπεύω να συμπεριλάβω ανάλυση δεδομένων ως προς το φύλο	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Εάν υπάρχουν διαφορές όσον αφορά τα δεδομένα που έχουν αναλυθεί κατά φύλο, αναρωτιέμαι εάν αυτές οι διαφορές επηρεάζονται από τους ρόλους των φύλων στην κοινωνία	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Όταν ερμηνεύω τα δεδομένα του φύλου (αν υπάρχουν), σκέφτομαι αν επηρεάζονται από στερεότυπα και υποσυνείδητες προκαταλήψεις	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Λαμβάνω υπόψη διαφορετικές κοινότητες (ως προς το φύλο, την ηλικία, καταγωγή,...) στο δείγμα πληθυσμού για την έρευνά μου	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Έχω εξετάσει τους κινδύνους που σχετίζονται με το φύλο στο πλαίσιο της έρευνας μου, και έχω σχεδιάσει μέτρα για τον μετριασμό αυτών των κινδύνων	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Έχω εξετάσει υπάρχουσες θεωρίες φύλου που αφορούν το αντικείμενο της έρευνάς μου	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Συμπεριλαμβάνω μία/έναν ειδικό σε θέματα φύλου στην ομάδα μου	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ΦΑΣΗ ΥΛΟΠΟΙΗΣΗΣ - ΕΚΤΕΛΕΣΗΣ ΤΗΣ ΕΡΕΥΝΑΣ

Το κριτήριο «υλοποίηση της έρευνας» εξετάζει την ποιότητα και την αποτελεσματικότητα του πλάνου εργασίας, την αξιολόγηση των κινδύνων και των πόρων που ανατίθεται στα πακέτα εργασίας και στην υλοποίηση της έρευνας συνολικά. Επίσης, σε αυτή τη φάση αξιολογούνται η ικανότητα και ο ρόλος κάθε συμμετέχοντα, καθώς και ο βαθμός στον οποίο η κοινοπραξία στο σύνολό της συγκεντρώνει την απαραίτητη εμπειρογνωμοσύνη για την υλοποίηση της έρευνας.

Έλεγχος: Έχω φροντίσει να συμπεριλάβω σωστά τη διάσταση του φύλου στο πλάνο υλοποίησης της έρευνας μου;	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Συλλέγω/χρησιμοποιώ δεδομένα διαχωρισμένα ως προς το φύλο όποτε είναι δυνατόν	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Έχω σχεδιάσει εργαλεία συλλογής δεδομένων που λαμβάνουν υπόψη και αμφισβητούν έμφυλα στερεότυπα, καθώς και τους κοινωνικούς και πολιτιστικούς παράγοντες που μπορεί να εισάγουν προκατάληψη ως προς το φύλο στα δεδομένα	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Ελεγχος: Έχω έμφυλη ισορροπία στην ερευνητική μου ομάδα; Πως θα το επιτύχω;	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Η ερευνητική μου ομάδα είναι ισορροπημένη ως προς το φύλο και την ποικιλομορφία/διαφορετικότητα (εθνικότητα, ηλικία, καταγωγή, ιδιότητα, ακαδημαϊκή ηλικία...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Έχω λάβει υπόψη την ισορροπία των φύλων στην κοινοπραξία ή την ομάδα του έργου.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Έχω λάβει υπόψη μου τις παραμέτρους «βιολογικό φύλο», «κοινωνικό φύλο» και «διαφορετικότητα» όσον αφορά τις προσλήψεις, τις περιγραφές θέσεων εργασίας και τις επαγγελματικές διαδρομές των μελών της ερευνητικής ομάδας	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Θα δημιουργήσω ευκαιρίες καθ' όλη τη διάρκεια του ερευνητικού κύκλου ώστε να λειτουργώ αντανakλαστικά και συνειδητά σχετικά με τις υποθέσεις και τις προκαταλήψεις φύλου τις οποίες μπορεί να έχω εγώ ή ομάδα μου και να επηρεάζουν τις ερμηνείες μας ως ερευνητές.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Υπάρχουν και άλλες διαστάσεις που είναι σημαντικό να ληφθούν υπόψη, εκτός από το φύλο (πχ. ηλικία, καταγωγή)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ακόμα κι αν η ομάδα δεν είναι εμφανώς διαφορετική (π.χ.: όλα τα μέλη προέρχονται από τον ίδιο τομέα, φύλο, εθνικότητα,...), λαμβάνω υπόψη τις απόψεις και τις εμπειρίες όλων των κοινωνικών ομάδων	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Στην ομάδα μου ακούγονται όλες οι απόψεις και όλα τα μέλη λαμβάνονται υπόψη	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Οι εργασίες στην ομάδα μου διανέμονται με τρόπο που δεν αναπαράγει έμφυλα στερεότυπα	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ερευνήτριες/ Ερευνητές που έχουν εκπαιδευτεί σε θέματα φύλου συμπεριλαμβάνονται στην ερευνητική ομάδα.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ΑΝΤΙΚΤΥΠΟΣ - ΦΑΣΗ ΔΙΑΔΟΣΗΣ ΤΗΣ ΕΡΕΥΝΑΣ

Το κριτήριο «αντίκτυπος της έρευνας» αξιολογεί την αξιοπιστία των τρόπων και μεθόδων που ακολουθούνται για την επίτευξη των αναμενόμενων αποτελεσμάτων της έρευνας που καθορίζονται στο πρόγραμμα εργασίας, καθώς και το εύρος του αντικτύπου του έργου. Θα αξιολογηθεί η καταλληλότητα και η ποιότητα των μέτρων για τη μεγιστοποίηση των αναμενόμενων αποτελεσμάτων και επιπτώσεων, όπως ορίζονται στο σχέδιο διάχυσης, συμπεριλαμβανομένων των επικοινωνιακών

δραστηριοτήτων.

Ελέγξτε εάν έχετε λάβει σωστά υπόψη τη διάσταση του φύλου στις μεθόδους που θα ακολουθήσετε για την επίτευξη των αναμενόμενων αποτελεσμάτων και την μεγιστοποίηση του αντικτύπου του έργου.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Χρησιμοποιώ κατάλληλη ορολογία και γλώσσα που δεν αντικατοπτρίζουν και αναπαράγουν έμφυλα στερεότυπα	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Όλα τα ερευνητικά αποτελέσματα θα επαληθευτούν για τη χρήση κατάλληλης ορολογίας και γλώσσας που δεν αντικατοπτρίζουν στερεότυπα για το φύλο, και που δεν προϋποθέτουν την ύπαρξη μόνο του δυαδικού φύλου.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Όταν προγραμματίζω δημοσιεύσεις και παρέχω προβολή σε ερευνητές/ερευνήτριες και το έργο τους, δίνω προσοχή στην ισορροπία των φύλων	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Αναδεικνύω όλα τα μέλη της ερευνητικής μου ομάδας κατά τη διάχυση της έρευνας (συγγραφείς, δημοσιεύσεις, ιστότοπος κλπ)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Η διάσταση του φύλου συμπεριλαμβάνεται στην παρουσίαση των ευρημάτων	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ερευνητικά αποτελέσματα, ερευνητικές αναφορές και δημοσιεύσεις θα ελεγχθούν από μία/έναν ειδικό σε θέματα φύλου.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have included gender equality training for the project staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Ελέγξτε τις κοινωνικές επιπτώσεις της έρευνας.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Λαμβάνω υπόψη μου ότι τα αποτελέσματα της έρευνάς μου μπορούν να έχουν διαφορετικά αποτελέσματα σε άνδρες και γυναίκες, αγόρια ή κορίτσια.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Η έρευνά μου μπορεί να συμβάλει στην προώθηση της ισότητας των φύλων στην κοινωνία.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Polish: LISTA KONTROLNA GIA DLA WNIOSKÓW BADAWCZYCH (OCENA WYMIARU PŁCI)

DOSKONAŁOŚĆ – FAZA PLANOWANIA BADAŃ

Kryterium doskonałości koncentruje się na jasności i istotności celów projektu oraz na stopniu w jakim proponowana praca jest ambitna i wykracza poza aktualny stan wiedzy. W zakres wchodzi rzetelność proponowanej metodologii, w tym leżące u jej podstaw koncepcje, modele, założenia, podejścia interdyscyplinarne, odpowiednie uwzględnienie wymiaru płci biologicznej i kulturowej w treści badań i innowacji, a także jakość praktyk otwartej nauki, w tym dzielenie się wynikami badań i zarządzanie nimi oraz zaangażowanie obywateli, społeczeństwa obywatelskiego i użytkowników końcowych w stosownych przypadkach.

Sprawdź, czy wymiar płci biologicznej i kulturowej został odpowiednio uwzględniony w treściach dotyczących badań i innowacji, np. w wyborze tematu, przeglądzie literatury, luce w wiedzy, pytaniu badawczym:

- Przeprowadziłam/em przegląd literatury i uwzględniłam/em płęć biologiczną i kulturową w wyszukiwaniu słów kluczowych. TAK ☐ NIE ☐ NIE WIEM ☐
- Uwzględniam różnorodność cytowanych autorów (płęć, pochodzenie geograficzne, ...). TAK ☐ NIE ☐ NIE WIEM ☐
- Podaję imiona autorów/autorek w bibliografii.
TAK ☐ NIE ☐ NIE WIEM ☐
- Uwzględniłam/em kwestie płci przy opracowaniu pytania i celu badawczego.
TAK ☐ NIE ☐ NIE WIEM ☐
- Myśląc o lukach w badaniach lub danych, rozważam, jaką rolę w ich powstawaniu może odgrywać płęć. TAK ☐ NIE ☐ NIE WIEM ☐

Planuję uwzględniać dane zdezagregowane ze względu na płęć biologiczną i kulturową. TAK ☐ NIE ☐ NIE WIEM ☐

- Jeśli istnieją jakiegokolwiek różnice danych zdezagregowanych ze względu na płęć, zadaję sobie pytanie, czy role płciowe w społeczeństwie mają wpływ na te różnice.
TAK ☐ NIE ☐ NIE WIEM ☐
- Mój sposób interpretacji danych zdezagregowanych ze względu na płęć (jeśli takie istnieją) obejmuje autorefleksję nad wpływem stereotypów i nieświadomych uprzedzeń.
TAK ☐ NIE ☐ NIE WIEM ☐

- W próbkowaniu uwzględniam zróżnicowane (ze względu na płeć biologiczną i kulturową, wiek, pochodzenie, ...) społeczności.
TAK ☐ NIE ☐ NIE WIEM ☐
- Rozważyłam/em ryzyko dotyczące określonych płci związane z tym badaniem i zaprojektowałam/em środki ograniczające to ryzyko.
TAK ☐ NIE ☐ NIE WIEM ☐
- Zweryfikowałam/em istniejące teorie płci, które dotyczą przedmiotu moich badań.
TAK ☐ NIE ☐ NIE WIEM ☐
- Włączam do swojego zespołu ekspertkę/eksperta/wiedzę fachową w dziedzinie gender. TAK ☐ NIE ☐ NIE WIEM ☐

WDROŻENIE – FAZA WYKONANIA BADANIA

Kryterium realizacji analizuje jakość i skuteczność planu pracy, ocenę ryzyka, adekwatność nakładu pracy przypisanego do pakietów roboczych oraz ogólne zasoby. W tej sekcji oceniane są możliwości i rola każdego uczestnika oraz zakres, w jakim konsorcjum jako całość gromadzi niezbędną wiedzę fachową.

Sprawdź, czy w jakości i efektywności planu pracy odpowiednio uwzględniłaś/eś wymiar płci biologicznej i kulturowej:

- W miarę możliwości gromadzę/wykorzystuję dane zdezagregowane ze względu na płeć. TAK ☐ NIE ☐ NIE WIEM ☐
- Zaprojektowałam/em narzędzia do zbierania danych tak, aby uwzględnić i zakwestionować stereotypy płci oraz czynniki społeczne i kulturowe, które mogą wprowadzać do danych uprzedzenia związane z płcią.
TAK ☐ NIE ☐ NIE WIEM ☐

Sprawdź, w jaki sposób planujesz skompletować zespół badawczy i w jaki sposób możesz z wyprzedzeniem wpłynąć na zrównoważony skład zespołu badawczego:

- Mój zespół badawczy jest zrównoważony pod względem płci i różnorodności (narodowości, wieku, pochodzenia, statusu, wieku akademickiego...)
TAK ☐ NIE ☐ NIE WIEM ☐
- Uwzględniłam/em równowagę płci w konsorcjum lub zespole projektowym.
TAK ☐ NIE ☐ NIE WIEM ☐
- Uwzględniłam/em wymiary płci biologicznej i kulturowej oraz różnorodności w rekrutacji, opisach stanowisk i ścieżkach kariery członków grup badawczych.
TAK ☐ NIE ☐ NIE WIEM ☐

- Stworzę w całym cyklu badawczym okazje do refleksji i dostrzegania założeń własnych i mojego zespołu dotyczących płci, uprzedzeń i zasięgu jako badaczy. TAK ☐ NIE ☐ NIE WIEM ☐
- Istnieją wymiary inne niż płeć biologiczna/kulturowa, które są ważne do uwzględnienia. TAK ☐ NIE ☐ NIE WIEM ☐
- Nawet jeśli zespół nie jest w oczywisty sposób zróżnicowany (np. wszyscy członkowie reprezentują tę samą dziedzinę, płeć, pochodzenie etniczne, ...), biorę pod uwagę punkty widzenia i doświadczenia wszystkich grup społecznych. TAK ☐ NIE ☐ NIE WIEM ☐
- W moim zespole wszystkie punkty widzenia są brane pod uwagę i wszyscy członkowie są słuchani. TAK ☐ NIE ☐ NIE WIEM ☐
- Zadania w moim zespole są wprowadzane w obieg lub rozdzielane w sposób, który nie powiela **stereotypów dotyczących płci**. TAK ☐ NIE ☐ NIE WIEM ☐
- Do zespołu badawczego włączani są badacze przeszkoleni w zakresie gender studies. TAK ☐ NIE ☐ NIE WIEM ☐

ODDZIAŁYWANIE – FAZA ROZPOWSZECHNIANIA BADAŃ

W ramach kryterium oddziaływania oceniana jest wiarygodność ścieżek prowadzących do osiągnięcia oczekiwanych wyników i oddziaływań określonych w programie prac oraz prawdopodobna skala i znaczenie wkładu wynikającego z projektu. Oszacowana będzie adekwatność i jakość środków służących maksymalizacji oczekiwanych wyników i oddziaływań wyszczególnionych w planie ich rozpowszechniania i wykorzystania, w tym działań komunikacyjnych.

Sprawdź, czy w ścieżkach, oddziaływaniach i wkładach odpowiednio uwzględniłaś/eś wymiar płci biologicznej i kulturowej:

- Używam odpowiednich terminologii i języka, które nie odzwierciedlają stereotypów płciowych i nie zakładają tylko dwóch płci. TAK ☐ NIE ☐ NIE WIEM ☐
- Wszystkie wyniki badań będą weryfikowane pod kątem stosowania odpowiedniej **terminologii i języka**, które nie odzwierciedlają stereotypów płciowych i które nie zakładają jedynie dwóch płci. TAK ☐ NIE ☐ NIE WIEM ☐
- Przy wyborze autorów, zapraszaniu prelegentów, planowaniu publikacji i zapewnianiu widoczności naukowców i ich pracy na stronach internetowych zwracam uwagę na równowagę płci. TAK ☐ NIE ☐ NIE WIEM ☐

- Uhonoruję wszystkich członków zespołu badawczego w fazie rozpowszechniania (autorów, publikacje, stronę internetową, prelegenta/prelegentkę ...).

TAK ☐ NIE ☐ NIE WIEM ☐

- Wymiar płci biologicznej/kulturowej jest uwzględniany w prezentacji wyników badań.

TAK ☐ NIE ☐ NIE WIEM ☐

- Raporty/publikacje/wyniki z badań zostaną poddane weryfikacji przez ekspertkę/eksperta w dziedzinie gender. TAK ☐ NIE ☐ NIE WIEM ☐

- Uwzględniłam/em **szkolenia z zakresu równości płci** dla personelu projektu.

TAK ☐ NIE ☐ NIE WIEM ☐

Sprawdź społeczne efekty swoich badań:

- Uważam, że wyniki moich badań (projektu) mogą mieć odmienne skutki dla mężczyzn i kobiet, chłopców i dziewcząt. TAK ☐ NIE ☐ NIE WIEM ☐

- Moje badania mogą przyczynić się do postępu równości płci w społeczeństwie.

TAK ☐ NIE ☐ NIE WIEM ☐

Portuguese: GIA Checklist para Propostas de Investigação

EXCELÊNCIA - FASE DE PLANEAMENTO DA INVESTIGAÇÃO

O critério de excelência foca a clareza e pertinência dos objetivos do projeto, e na medida em que o trabalho proposto é ambicioso, e **vai além do estado da arte**. A robustez da metodologia proposta, incluindo os conceitos subjacentes, modelos, pressupostos, abordagens interdisciplinares, **consideração apropriada da dimensão sexo e género no conteúdo da investigação e inovação**, e a qualidade das práticas para uma ciência aberta, incluindo a partilha e gestão dos resultados da investigação e o envolvimento da sociedade civil e dos/as utilizadores finais, quando apropriado, estão sob o âmbito de aplicação.

Verifique se as dimensões de sexo e género no conteúdo da investigação e inovação são devidamente tidos em conta, e.g., escolha do tópico, revisão da literatura, lacunas de conhecimento, questão de investigação	Sim	Não	Não sei
Fiz uma revisão bibliográfica e incluí sexo e género na minha pesquisa de palavras-chave.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tenho em consideração a diversidade de autoria citada (sexo, origem geográfica,...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indico o primeiro nome dos autores na bibliografia.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Considerei as implicações de género na forma como elaborei a minha questão de investigação e os meus objectivos de investigação .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ao pensar na investigação ou na ausência de dados , considero como o género pode desempenhar um papel na produção de ausência.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pretendo incluir dados desagregados por sexo e género .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Se existirem quaisquer diferenças de dados desagregados por sexo, pergunto-me se essas diferenças são influenciadas pelos papéis de género na sociedade.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A minha forma de interpretar dados desagregados por sexo (se existirem) inclui a auto-reflexão sobre a influência de estereótipos e preconceitos inconscientes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Considero diversas (sexo, idade, origem,...) comunidades na amostra .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Considerei os riscos específicos de género associados a esta investigação e concebi medidas para mitigar estes riscos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Verifiquei as teorias de género existentes que dizem respeito ao tema da minha investigação.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Verifique se as dimensões de sexo e género no conteúdo da investigação e inovação são devidamente tidos em conta, e.g., escolha do tópico, revisão da literatura, lacunas de conhecimento, questão de investigação	Sim	Não	Não sei
Incluo na minha equipa um/a perito/a em questões de género.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IMPLEMENTAÇÃO - FASE DE EXECUÇÃO DA INVESTIGAÇÃO

O critério de implementação analisa a qualidade e eficácia do plano de trabalho, a avaliação dos riscos e a adequação do esforço atribuído aos pacotes de trabalho, bem como os recursos em geral. **A capacidade e o papel de cada participante**, e a medida em que o consórcio como um todo reúne as **competências necessárias**, são avaliados nesta secção.

Verifique se tem a dimensão de sexo e género na qualidade e eficácia do plano de trabalho devidamente considerada.	Sim	Não	Não sei
Estou a recolher/utilizar dados desagregados por género sempre que possível.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concebi instrumentos de recolha de dados para ter em conta e desafiar estereótipos de género e factores sociais e culturais que possam introduzir enviesamentos de género nos dados.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Verifique a forma como planeia reunir a equipa de investigação e os meios para preparar antecipadamente uma composição equilibrada da equipa de investigação.	Sim	Não	Não sei
A minha equipa de investigação é equilibrada em termos de sexo e diversidade (nacionalidade, idade, origem, estatuto, idade académica...).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Considerei o equilíbrio de género no consórcio ou equipa do projeto .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Considerei as dimensões de sexo, género e diversidade no recrutamento, descrição de funções e percursos profissionais dos membros do grupo de investigação.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criarei oportunidades ao longo do ciclo de investigação para ser reflexivo/a e consciente dos meus próprios pressupostos, vieses e poder como investigador/a, bem como dos da minha equipa.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Há outras dimensões para além do sexo/género que são importantes a considerar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mesmo que a equipa não seja obviamente diversa (por exemplo: todos os membros vêm do mesmo campo de investigação, género, etnia,...), tenho em conta pontos de vista e experiências de todos os grupos sociais.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Na minha equipa, todos os pontos de vista são ouvidos e todos os membros são ouvidos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
As tarefas na minha equipa são circuladas ou distribuídas de uma forma que não reproduz estereótipos de género .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Investigadores/as com formação em estudos de género são incluídos/as na equipa de investigação .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IMPACTO - FASE DE DISSEMINAÇÃO DA INVESTIGAÇÃO

O critério do impacto avalia a credibilidade das **vias para alcançar os resultados e impactos esperados** especificados no programa de trabalho, e a escala e importância prováveis das contribuições devidas ao projeto. Serão avaliadas a adequação e a qualidade das medidas para maximizar os resultados e impactos esperados, tal como estabelecido no plano de divulgação e exploração, incluindo atividades de comunicação.

Verifique se tem as dimensões de sexo e género nos percursos, impactos e contribuições devidamente tidos em conta.	Sim	Não	Não sei
Estou a utilizar terminologias e linguagem apropriadas que não refletem estereótipos de género e que não assumem apenas dois géneros.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Todos os resultados da investigação serão verificados para utilização de terminologias e linguagem apropriadas que não reflitam estereótipos de género e que não assumam apenas dois géneros.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ao considerar autoria, ao convidar <i>keynotes</i> , ao planear publicações e ao dar visibilidade a investigadores/as e ao seu trabalho em websites, tenho em atenção o equilíbrio de género .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Valorizo todos os membros da equipa de investigação na fase de divulgação (autoria, publicações, website, keynote,...).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A dimensão sexo/género está incluída na apresentação dos resultados.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Os relatórios/publicações/resultados da investigação serão revistos por um/a perito/a em género.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incluí formação em igualdade de género para o pessoal do projeto.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Verifique os efeitos sociais da investigação.	Sim	Não	Não sei
Considero que os resultados da minha investigação (projeto) podem ter efeitos diferentes em homens e mulheres, rapazes ou raparigas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A minha investigação pode contribuir para o avanço da igualdade entre homens e mulheres na sociedade.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDICES II: RESET partners' follow-up reports

AUTH: GIA dissemination activities (GREECE)

In 2021, Communities of Practice (CoPs) initiated discussions and shared insights on potential strategies for advancing practices related to the Gender Dimension in Science. Meetings with the Vice-Rector for Research were notable during that period where

RESET team conveyed its commitment to addressing the Gender Dimension in Research and outlined the development of the Gender Impact Assessment.

In 2022, the Vice-Rector for Research and lifelong learning formally endorsed the Gender Impact Assessment (GIA) protocol. The RESET team communicated the GIA protocol and checklist to the Gender Equality Committee and their institutional adoption and dissemination were integrated as core actions in the Gender Equality Plan of the University. In addition, the GIA checklist was disseminated at local and national level via the following events:

- Presentation of GIA at the International Women's Day by the IEEE Greece Section Women in Engineering Affinity Group
- Presentation of GIA checklist and protocol at the webinar [“Integration of the gender dimension into the research of the Electrical and Computer Engineer”](https://wereset.eu/newsroom/news/caliper-ieee-co-organized-event-integration-of-the-gender-dimension-into-the-research-of-the-electrical-and-computer-engineer/) <https://wereset.eu/newsroom/news/caliper-ieee-co-organized-event-integration-of-the-gender-dimension-into-the-research-of-the-electrical-and-computer-engineer/>
- Organization at consortium level of the event “Webinar: “#RESET your research project with gender” <https://wereset.eu/newsroom/news/webinar-reset-your-research-project-with-gender/>

On 11/2/2023 the Vice Rectorship of Research and Lifelong Learning of AUTH launched a tool to collect and monitor institutional data regarding gender integration in Research. The tool is hosted at the official webpage of the Research Committee of AUTH and provides also information about the Gender Equality Plan of AUTH and its strategic objectives as well as includes all the hands-on guidelines and material (GIA checklist) developed by RESET project to provide information to researchers to raise awareness and guide towards gender mainstreaming in their research. The page can be accessed following the link below: <https://rc.auth.gr/ereynitiki-drastiriotita/fylo-kai-politikes-isotitas>

Throughout 2023 the GIA checklist has been constantly communicated, disseminated and tested at institutional level via the following activities:

- Presentation of the GIA checklist and guidelines via the newsletter disseminated to researchers by the Vice Rectorship of Research and Lifelong Learning of AUTH
- Implementation of 1 physical workshop open to all researchers of AUTH
- Implementation of 1 event at the Engineering School of AUTH
- Oral presentation of the GIA checklist at a conference organized by the Medical School of AUTH

- Presentation and promotion of GIA to research laboratories of diverse disciplines
- Workshop implementation on the usage of GIA in the summer school organized by the Erasmus+ project FEMPOWER (<https://fempower.ee.auth.gr/summer-school/>)
- Provision of support on the usage of GIA to all researchers that requested further guidance after directly contacting the local RESET team

In addition, in 2023 we successfully transformed our Gender Impact Assessment checklist from a traditional paper format to a dynamic and interactive online version, enhancing accessibility and user engagement. The digitalized version, integrated into the project's website (<https://wereset.eu/gia-checklist-for-research-proposals/>), allows users to seamlessly navigate through the assessment, completing their choices in a user-friendly interface. Upon completion, individuals have the option to generate a report in a PDF file format, consolidating their choices.

RUB: Implementation and Report (GERMANY)

2021:

- Involvement of CoPs:

In 2021, the involvement of CoPs in discussions and exchange about possible strategies for addressing and developing practices related to the Gender Dimension in Science have started. We engaged with the GEB and the Executive Board of the Marie Jahoda Center for International Gender Studies in M6-7.

- Involvement of Vice-Rector and Top Management:

In M9, we had the first exchange with the Research Department of the administration and informed them about RESETs engagement for the Gender Dimension in Research and the development of the Gender Impact Assessment.

In M12, the Vice-Rector for Research signed the GIA protocol. In the same month we had a first discussion and exchange with the Gender Equality Board.

2022:

- GIA-Checklist:

In M13, we engaged the GEB together with the Vice-Rector for Diversity, Inclusion and Talent Development in an intense exchange and discussion about the GIA. The GEB consists of professors, students as well as academic staff and staff in research supporting positions from different scientific fields of the university (e.g. medicine, philology, social sciences, biology, law, physics).

We aimed to discuss based on the following questions:

- How do the members of the board assess the checklist in terms of practical aspects and its content against the background of the processes in their own subject disciplines?
- What possibilities do they see for implementing the checklist at Ruhr University Bochum?

Overall, the development and application of GIAs is very much welcomed by the board. From the field of medicine and the natural sciences, it was discussed that the gender dimension in research is a topic that requires much more attention and awareness. In terms of the natural sciences, the significance of gender as a characteristic of research items was also questioned by members of the commission itself. Overall, the commission agreed that these are issues need to be brought more into the focus of researchers and that an awareness of this needs to precede the query through a

checklist. Therefore, training was addressed as a measure in order to raise this awareness.

The aspect of training was taken up and emphasized again at a different point: For the use of the assessment to be sustainable it was stated that awareness needs to be raised first of all for various aspects, e.g. those mentioned above, as well as stereotypes and biases. Asking about stereotypes via the checklist itself was said to be misleading, as these were often not conscious, or the respondents were tempted to give socially desirable answers.

- Meeting with Vice-Rector for Research:

In M14, we had an intense exchange about Gender Dimension in Research and RESET's GIA strategy with the Vice-Rector for Research. In that exchange we agreed upon sharing the ideas of the GIA and an input on the Gender Dimension in research with the University Commission for Research in May 2022.

- Presentation on Gender Dimension in Research and Discussion of the GIA Checklist with the Commission for Research:

With the Commission for Research we discussed the general scope and checklist for the GIA in M17. We had a very fruitful discussion that addressed various aspects of practicability as well as resistances.

For implementing the GIA at Ruhr University it is important to follow up on these questions and to link them to the adaption and design to a checklist, that will meet the needs of the institution. For that purpose, RUB's local project manager had a consultation on the matters of GIA with the project team in OULU in September 2022 (M21). Based on that consultation and the information provided by OULU in several other occasions and documents, the strategy to engage the CoPs in the development of an implementation-strategy at RUB has been developed in the last months (M21-24). The checklist for the GIA has been translated to German (M23).

- Further development/outlook:

In relation to resistance, it will be important to develop a strategy that deals with the tension between regulations and self-responsible decision-making, as well as raising awareness of the need for action. For that purpose, we will engage members of the Research Department, Science Managers of Collaborative Research Centers and Researchers to co-design the GIA Checklist and the implementation strategy in the first trimester of 2023.

For spring 2023 we also plan to provide information on Gender Dimension in Research via the Newsletter of the Research Department and in the Magazine of the Gender Equality Office of the Ruhr University Bochum.

2023

The Gender Impact Assessment (GIA) at Ruhr-Universität Bochum (RUB) has undergone significant advancements in 2023. These developments reflect RUB's commitment to integrating gender perspectives into its academic and research practices. These developments have been elaborated between members of the RESET team, RUB's equal opportunities office and members of the Gender Consulting for National Research Funding and the Department for Research Funding. The intensive exchanges with Gender Consulting for National Research Funding and the Department for Research Funding between April and June 2023 led to a thorough review and adaptation of the GIA checklist, aligning it with international standards and focusing on practical implementation. The revised GIA checklist, now streamlined with fewer questions, includes a new section on recruitment strategies aimed at reaching underrepresented groups. The checklist also incorporates family-friendliness as a crucial aspect. The Rectorate of RUB was informed about these GIA developments, ensuring that gender considerations are recognized at the highest levels of university governance in July 2023.

Additionally, in summer 2023, an article featured in RUB's CHANCEN= magazine⁴ emphasised the importance of GIA at RUB, aiming to increase awareness and understanding within the university community.

The modified GIA checklist and overall framework are currently under evaluation by researchers at RUB. This step ensures that the GIA remains relevant and effective in addressing gender issues within the university's research landscape. The final revision of the checklist will be undertaken with the feedback of researchers in early 2024. Post-evaluation, the refined checklist will be distributed through various university channels, including the research department and dean's offices.

⁴ https://www.ruhr-uni-bochum.de/chancengleich-magazin/Ausgabe_3_Magazin_Englisch/Ausgabe_3_Magazin_Englisch.html (pp. 28f.)

UBx: Feedback on the GIA dissemination (FRANCE)

(from the beginning of the project, until november 2023)

1. Sharing information on GIA

- Dedicated action in the GEP (Thematic area 3, action 8: Informing the university community about GIA tools (Gender Impact Assessment) and supporting users, including visits by RESET teams to laboratories)
- Publication (Dec 2022) of a short article on UBx GEP dissemination on the RESET website (part of this article is dedicated to the presentation of a poster on GIA at the international IT conference⁵).
- Creation of a dedicated webpage on Gender integration into research on the UBx intranet - for researchers and PhD students, gathering tools and information on GIA (e.g: GIA protocol, video in French and in English that presents the GIA, the checklist, and the recording of a RESET Webinar #RESET your project with gender).
- Integration of the GIA tools in the local intranet information page on the Marie Skłodowska Curie grants

2. Presentation of the GIA

a. Institutional audience

- Top-management and governance members, at the occasion of several bilateral meetings with top-management (e.g. Vice-Rector for Research, Vice-Rector for Environmental & Societal Transitions, Vice-Rector for Innovation, Science & Society Officer, Gender Equality Officer - some of them are members of the GEB).
- 11 Research Departments of the UBx: during department councils (presence of directors of laboratories and departments). These departments are STEM, Life Sciences and SSH.
- Research support service members.
- GIA presentation to the task forces on environmental and societal transitions (19/04/2022).
- Representatives for GE in laboratories – presentation of the checklist & data on gender inequalities in research careers – 22/09/2022.
- Integration of the GIA principles and the checklist in the UBx Charte “Laboratories in Transition” (2023).

⁵ <https://wereset.eu/newsroom/news/ubx-gep-dissemination-events/>

- GE mainstreaming presentation (including the GIA checklist) to the doctoral school students of the UBx (Society, Politics, Public Health) (17/05/2022).
- Training session with PhD students: "Sex and gender in scientific excellence: a requirement for all scientific fields" (12/01/2023, and another one planned on 17/01/2024). Focus on GIA and gender integration into research.
- Gender Equality Board on Gender integration into research & scientific excellence (02/03/2023).

b. Actions in the labs

- Organisation of a conference at the ITC laboratory - LaBRI (09/11/21) on "women in ITC field". Isabelle Collet - expert in educational and computer science made a presentation on this topic. It was followed by an exhibition of cartoons on women in technology. The RESET team members presented the project, its gender mainstreaming strategy and the GIA checklist. It was an occasion to collect researcher's feedback: difficulties in taking gender into consideration in the content of their research (especially in teams, due to the lack of gender diversity in labs/field).
- Elaboration of a poster on GIA (checklist) in English and its presentation at the Science Coffee Break at the international IT conference - IEEE 34th International Symposium on Computer Architecture and High Performance Computing⁶ (2-3/11/22). Sharing of the poster to the partners and its further dissemination is foreseen for other events.
- Dissemination of the exhibition "Digital Wings" - on women in IT in several laboratories of the UBx.
- Presentation of the GIA in a conference in NutriNeuro (laboratory on nutrition & neurology) - for the laboratory members.

b. Presentation for regional audience

- National level
 - o Intervention of the RESET scientific coordinator "Mainstreaming the Gender dimension in the design of research activities and products" at the conferences of the Vice-President for Research at the Sorbonne University (Paris) and at the University of the West Indies in Martinique.
 - o Participation in the European Researchers' Night (29/09/2023) - presentation of the GIA checklist and exhibition on women in IT – "Digital Wings" (880 visitors)
- International level

⁶ <https://project.inria.fr/sbac2022/conference/technical-program/>

- Participation in the ENLIGHT Teaching & Learning Conference in Bordeaux (11/10/2023). A workshop discussing challenges of “Integrating gender and diversity dimension in teaching content and methodologies” was organised by the RESET team. The co-design session gathered students, PhD candidates, academics and administrative staff.

c. Capacity building on GIA

- Dissemination of the video on GIA in French and English on the UBx intranet.
- A short format “gender equality training” (19/10/2021) with an explanation of the checklist to the doctoral students of the Marie Skłodowska-Curie network (Innovative Network for Next Generation Training and Sequencing of Virome⁷).
- Organisation and running of a webinar #RESET your project with gender (15/11/2022) in collaboration with the RESET partners (two speakers from the UBx). 70 participants on average. The webinar included a presentation of the GIA and case studies.

d. Collecting feedback on GIA

- Dissemination of the project of the checklist (elaboration phase) to researchers (neuroscience, mathematics, sociology and ITC) & research support service in order to have their feedback.
- Presentation of the GIA tools at the international IEEE 34th International Symposium on Computer Architecture and High Performance Computing, and dissemination of a survey on the checklist to collect researchers’ feedback.

6.1.1 RESULTS for the survey sent to participants of the IEEE SBAC-PAD 2022 conference

The UBx RESET team presented a poster on the GIA checklist during two Science Coffee breaks at this conference (2 and 3 of Nov 2022) . After the conference, a short evaluation survey was sent to participants. We included 2 questions related to GIA.

1. Do you consider that gender and diversity are relevant in your scientific field?

On 17 answers, 8 « yes », 1 « no opinion », 1 « no » and some comments :

YES :

- Relevant to the research environment, but not quite relevant to the studied problems.

⁷ <https://inextvir.eu/>

- Of course it is important. This must be encouraged and spaces must be created so that women are made visible. In conferences it is important to generate these spaces: For example, in the CARLA conference (<http://carla22.org/index.html>) a workshop was developed in which the participation of women is the central axis: Latin American Women on HPC (<http://carla22.org/pages/workshops/latinamericanwomenhpc.html>)
- Yes, diversity is essential. Inclusion should be supported.
- Yes, we should strive for representativity.
- Yes! We should definitely pay attention to gender and diversity when selecting our organising committees, TPC, keynote speakers, etc.
- It is important to guarantee equality of opportunities for everyone, regardless of race, gender, nationality, culture, etc.
- Definitely. That fosters an exchange of multiple points of view that might not be taken into account otherwise.

NO :

- I believe that, in science, the quality of the research is all that matters. Heterogeneity should not be forced if it degrades the quality of the research and benefits appearances over performance.

2. Have you applied any practices in your research or professional environment to take gender / diversity into consideration (organisation of events, team organisation, research content, code of conduct in your lab,...)?

16 answers

YES :


- We have been very successful in recruiting diverse groups in terms of race, nationality and gender.
- Yes, organising meals for women in CS in our department, ...
- Yes, whenever possible I try to balance gender or other minorities. I also start my classes talking about safe space and diversity. I am available to provide more details.

- Yes, diversity training. Took background into consideration on selecting students for opportunities in my lab.
- Yes!
- Only for gender.
- Organization of events

NO :

- No, I'm just a student, but given the opportunity I would certainly support such practices.
- Not completely, but we are trying to include the same number of male and female students in research projects.
- No
- No. As I stated in the previous question, I value the quality of the research over appearances.

6.1.2 POSTER: Equality and diversity: ingredients for excellent and inclusive research




Equality and diversity: ingredients for excellent and inclusive research

WHY INCLUDE EQUALITY AND DIVERSITY ANALYSIS IN RESEARCH?

- Adds value to research and innovation in terms of **quality, creativity, objectivity and market opportunities**
- Helps researchers and innovators question gender norms, stereotypes, and biases and rethink standards and reference models (*wider talent pool, increased societal trust*)
- Leads to an in-depth understanding of **all people's needs, behaviours, and attitudes** (*aging of population, presence of ethnic minorities, social issues*)
- Contributes to the production of goods and services better suited to new markets and customers (*diverse background >> more accurate group thinking*)
- Is crucial to secure leadership in science & technology and support inclusive and sustainable growth


The RESET project developed a checklist to support researchers in the elaboration of their research projects. It consists of a series of questions and is divided into 3 steps of the project's management:

1. Proposal
2. Execution
3. Dissemination



Microsoft added a male voice to its digital voice assistant, Cortana, in November 2019. This is a way of countering gender stereotypes that assistants - and caregivers - are usually female.

Source: UNESCO



Google uses "adversarial testing" techniques by which the company asks selected employees to repeatedly insult its new smart speaker and smartphone so as to remove homophobic, sexist and racist biases from these devices before their launch.

Source: UNESCO

1 **Research PROPOSAL**

- ☒ I have conducted a **literature review** and **included sex and gender** in my search of keywords
- ☐ I have taken in consideration **diversity of quoted authors** (sex, geographical origin...)
- ☐ When thinking of the **research or data gaps**, I considered how gender may play a role in producing such gaps
- ☐ I indicated the **first name of the authors** in the bibliography
- ☐ I have considered **diverse** (gender, sex, age, origin...) communities in the **sampling**

Example:

World population according to biased algorithms

90%
10%

♂
♀

VS

World population in reality

50%
50%




♂
♀

Algorithms are written by humans with unconscious bias. Example : an algorithm is written to make a decision based on our world population. Then its code way to look for "all the data". If neither the computer nor the programmer recognize that its "all" dataset is actually made up of 90% men and only 10% women, the results will be biased. Since our world population is roughly 50% male and 50% female, this algorithm now erroneously amplifies the data for men to apply to almost the entire population, inadvertently making women proportionately very small and their concerns virtually invisible.

Source: COPTM model change


2 **Research EXECUTION**

- ☐ I am collecting/using **sex and gender-disaggregated data** whenever possible
- ☐ My **research team is balanced** in terms of sex and diversity (nationality, age, origin, status, academic age...)
- ☐ I will create opportunities throughout the research cycle to be **reflexive and aware of my own and my team's gender assumptions, biases and power** as researchers
- ☐ **Tasks** in my team are circulated or distributed in a way that **does not reproduce gender stereotypes**
- ☐ In my team, all **points of view** are heard and all members are listened to


3 **Research DISSEMINATION**

- ☐ I am using appropriate terminologies and **language that do not reflect gender stereotypes**
- ☐ I **value all the members of the research team** in the dissemination phase
- ☐ When considering authors, inviting keynotes, planning publications and providing visibility for researchers and their work on websites, I **pay attention to gender balance**
- ☐ I consider that the results of my research **can have different effects** on men and women, boys or girls
- ☐ The sex/gender dimension is **included in the presentation of findings**



Gender diversity

→



Innovation



This project has received funding from the European Union's Horizon 2020 Framework Program for Research and Innovation under Grant Agreement no 101006560.

université
BORDEAUX

ARISTOTLE
UNIVERSITY
OF THESSALONIKI

U.PORTO

UNIVERSITY
OF LOZDZ

UNIVERSITY OF OULU

RUB
UNIVERSITY
BOCHUM

RUB SciencesPo

UL: University of Lodz (POLAND)

WP7 MAINSTREAMING THE GENDER DIMENSION IN THE DESIGN OF RESEARCH ACTIVITIES AND PRODUCTS

WP7 work plan for the year 2022 establishes GIA CoP* through following actions:

A. further institutionalisation and operationalization of the GIA approach together with GIA CoP

B. further implementation of the GIA checklist in collaboration with the GIA CoP.

During the year the GIA approach will be mainstreamed together with the research support staff, PIs and researchers both within the RESET institutions and on regional and national levels. The main actions are sharing information on GIA and collecting systematic feedback on GIA checklist.

1. SHARING INFORMATION ON GIA

1.1. Publishing an article / newsletter / blog text / tweets / FB feeds

At UL we are planning to advertise GIA on social media and website in 2023.

1.2. Presentations on GIA on institutional, regional, national and international levels e.g. following

PI from UL took part in the RESET session “#RESET Your Project with Gender” (15th of November 2022) on GIA implementation in different international research projects. During the UL presentation project FEAST (Food Systems That Support Transitions to Healthy and Sustainable Diets, Horizon Europe, 2022-2027) was presented (see pictures below).

1.3. Capacity building on GIA

Please consider translating the English slides on your national languages and produce a video recording on online training material for researchers' independent use.

1.3.1. 10-20 mins video on GIA approach in national language. The video serves as a pilot to the GIA training.

1.3.2. Perhaps a 1 minute teaser video including 3 slides with a link to the longer 20 minutes recording?

→ UL is planning to prepare the recording (both in English and in Polish) in 2023.

2. COLLECTING FEEDBACK ON GIA CHECKLIST EXPERIENCES

2.1. The written feedback could be gathered at first from institutional actors such as the GEB, BUT ALSO Research Support Services, Innovation Office, and various labs from SSH, STEM and LIFE sciences.

2.1. Bi-Annual follow-up by using specific template

Systematic follow-up data will be gathered on user's experiences on the GIA checklist.

SPRING 2022:

Establishing an institutional systematic data collection on GIA implementation

Brief instructions for a GIA CoP to collect follow-up data. The data collection is based on idea to keep institutional record (Word file or Excel sheet) on day-to-day basis on users' experiences on the GIA checklist:

Please gather the following data:

1. User's disciplinary background SSH / LIFE /STEM/ or a multidisciplinary group
2. User's overall experience on GIA checklist: strengths – weaknesses – opportunities or threats?
3. User's particular considerations on the GIA checklist such as concrete suggestions to improve checklist by erasing or adding questions or improving formulation of a particular question?

Each institution is requested to produce a brief max. 1-2 pages overview on initial experiences implementing GIA checklist. Reports will be submitted bi-annually starting on (M24).

Structure of the follow-up report is based on the previously introduced day to day data collection

0. Composition of the local GIA CoP and their tasks with GIA checklist

1. Statistics on disciplinary backgrounds SSH / LIFE / STEM/ multidisciplinary; total number people / research projects using GIA checklist within the institution by the reporting date?
2. Users (PIs') main considerations towards GIA: summary by SWOT categories;
3. Suggestions for the GIA checklist improvement.
4. Other comments

UL has only started the process of mainstreaming and implementing the GIA checklist. In October 2022 RESET WP2 (Monitoring & Evaluation) leader introduced the topic of including the gender dimension in research to GEB as well as to the management of the Science Centre and Promotion Centre. In November 2022 the GIA protocol and checklist was distributed among the GEB members as well as sent to the Science Centre. It was also briefly presented by the RESET PI during the GEB meeting. Further steps include:

1. Publication of GIA checklist on Science Centre website and its advertising through UL social media channels.
2. Dissemination of GIA checklist among researchers (of different disciplines) and staff assisting scientists in writing grant proposals.
3. Undertaking the SWOT analysis of the GIA checklist at the UL level.
4. The WP2 leader will conduct a workshop/training in March 2023 on gender dimension in research and GIA to GEB, the Science Centre, Vice-Deans for Research and scientists from different units and disciplines interested in applying for EU grants.
5. Gathering information on publications, projects and teaching curricula that include gender and diversity dimensions (cooperation with the Audit and Data Unit at UL was initiated in 2022).
6. Training on gender and diversity dimensions in research is underway in 2023-24 (there is a separate module devoted to it in the training toolbox [D4.2] submitted to the European Commission in December 2022).

FALL 2022:

Co-designing more diversified systematic data collection tools on GIA implementation

Keeping in mind diversity of the research areas, laboratories from SSH, LIFE and STEM fields shall all be approached. At the UOulu our aim is to arrange GIA CoP consultation sessions with laboratories from all three areas of science to gain views on relevancy of the questions presented currently on the GIA checklist and on possible challenges for using the GIA checklist. To support this action:

1. GIA consultation session methods will be developed and to apply the “Co-design toolkit” measures.
2. The co-design methods are tested and tuned with participants from diverse laboratories.
3. The consultation experiences are reported and further suggestions formulated for RESET partners’ GIA CoPs to be implemented during the year 2023.

Integrating follow-up feedback on the GIA checklist

User experiences on the implementation of the initial GIA checklist i.e. gathered data for the follow-up report, and feedback received from related stakeholders such as GEBS, research administration RFOs will be integrated to the GIA checklist at the end of the M24. The aim is to improve the GIA checklist to better meet the needs of SSH / LIFE / STEM sciences and MULTI disciplinary research projects by diversifying the initial checklist. The up-dated versions of the GIA checklists will be launched at the beginning of the 2023.



GIA of the FEAST project Presentation at the 15th of November 2022 RESET Webinar



**Food systems that support
transitions to healthy and
sustainable diets**



 **Funded by
the European Union**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union. Neither the European Union nor the granting authority can be held responsible for them.

 www.feast2030.eu



Project FEAST




**FEAST: Food systems that support transitions to healthy and
sustainable diets**

Horizon Europe 2022-2027 (started July 1, 2022)

FEAST 35 partners:

- 14 higher education & research
- 10 non-governmental organisations
- 9 public bodies
- 3 private companies

www.feast2030.eu
#feast2030

 This project has received funding from the European Union's Horizon 2020 Framework Program for Research and Innovation under Grant Agreement no 101006560.

Redesigning Equality and Scientific Excellence Together

15/11/2022 3

FEAST: Contexts & individuals matter

15 countries
35 partners
13 living labs



LIVING LAB

- Large City
- Small City
- Rural
- Anglosaxon group
Cork, Oxfordshire (UK)
- Central European group
Rijssen (NL), Aiglon (FR),
Leuven (BE), Ghent (BE),
LEADER Region Weinviertel-Donauein
(AT)
- Scandinavian group
Guldborgsund (DK)
- Southern group
Alto Minho (PT), Sica (IT),
Lucca Valli Etrusche (IT),
Eastern European group
Lodz (PL), Pilsen (CZ)

ASSOCIATED SITES

- Berlin
- Bologna
- London
- Kaunas
- Stockholm

www.feast2030.eu

FEAST Consortium



05/02/23

www.feast2030.eu

5





FEAST objectives

- Identify, understand and measure the barriers and facilitators that influence the dietary behaviour of different groups (particularly **vulnerable groups** in Europe), accounting for geographical, socio-economic, behavioural, **gender and cultural differences**.
- To co-create (ideation, design and testing) innovative and effective tools, programmes and strategies, including **social innovations**, in collaboration with key stakeholders in Europe that will enable consumers to make informed food choices that promote the self-management of healthier and more sustainable dietary behaviours and lifestyles.
- To empower **individuals to lead healthier lives** by adopting healthier and more sustainable dietary behaviours, choices and lifestyles through evidence-based strategies and tools that address all food system actors at the level of Member States, EU and wider international community.
- To boost the adoption of **food and health policy interventions** that aim to drive the transition to healthier and more sustainable diets by all stakeholders within the food system by using co-design and scientific testing of communication strategies, and associated monitoring approaches, that could be used by policymakers.



 This project has received funding from the European Union's Horizon 2020 Framework Program for Research and Innovation under Grant Agreement no **101006560**.

Redesigning Equality and Scientific Excellence Together

15/11/2022 6





FEAST goals for UL


- To provide **gender expertise** into the project activities and results (all WPs)
- To create a Living Lab within WP4 Co-developed community-based solutions. We will focus on the intersection of gender and age (and, possibly, class/economic status).
- To propose policy recommendations with regards to food interventions (WP7: Policy dialogues to inform food system governance)





 This project has received funding from the European Union's Horizon 2020 Framework Program for Research and Innovation under Grant Agreement no **101006560**.

Redesigning Equality and Scientific Excellence Together


15/11/2022 7




FEAST WP4 aims


1. Establishment and work of FEAST living labs and involve vulnerable groups (e.g., seniors, children, migrants, women) and their representative organisations.
2. All Living Labs will work to co-develop local catalogues of best practices for **different target groups and actors** in the food system such as producers, consumers, processors, distributors/retailers, and municipalities.
3. To enhance the scientific basis for strategies and tools for empowering people to become agents in the transition towards healthier and more sustainable dietary behaviors, we will initiate the co-development of 8-10 case studies to examine the social, health and sustainability impacts of concrete policy interventions.
4. Local policy recommendations/briefs will be developed and disseminated online connecting sustainable food system development and behavioural change with public health, environmental protection, and other relevant issues.




 This project has received funding from the European Union's Horizon 2020 Framework Program for Research and Innovation under Grant Agreement no **101006560**.

Redesigning Equality and Scientific Excellence Together

15/11/2022 8



UL living lab

LL site: Senior Day Care Centre "Senior Vigor" in Tuszyn (near Lodz)

Current population size: 21 residents (another 19 on a standby list) with age range: 60-96

Diversity: 3 men and 18 women; economic status: mostly low or middle; no ethnic diversity; a few residents with cognitive impairments/dementia

Food culture:


- Shared meals play a strong integrating role;
- They accompany the celebration of various national/catholic/local holidays;
- They symbolise the home-like warmth and cosiness;
- There is not much reflection on the origin or the quality of food.





 This project has received funding from the European Union's Horizon 2020 Framework Program for Research and Innovation under Grant Agreement no **101006560**.

Redesigning Equality and Scientific Excellence Together

15/11/2022 9



UL living lab aims






Main aims:

- to demonstrate the links between nutrition & healthy ageing,
- to address gender-related problems and phenomena of nutrition & healthy ageing,
- to raise consciousness on the importance of healthy diets in adult life,
- to educate the Senior Centre residents & staff on geriatric & dietary issues,
- to improve the quality of everyday menu of the Senior Centre,
- to initiate wider cooperation with food providers, third sector and local authorities.

Main challenge:


- the site is a public institution financed by the Ministry of Family and Social Policy (bureaucracy, path-dependancy, potential reluctance to innovation and change, procurement constraints, etc.).



This project has received funding from the European Union's Horizon 2020 Framework Program for Research and Innovation under Grant Agreement no 101006560.

Redesigning Equality and Scientific Excellence Together

15/11/2022 10



Gender dimension in FEAST





General commitment:

- We will actively integrate and apply gender analysis across all components of the project to ensure that we are continuously evaluating gender norms and stereotypes, particularly linked to vulnerable groups, while also ensuring that we are considering and addressing the emerging needs of all genders.

Examples of using the gender dimension in this project:

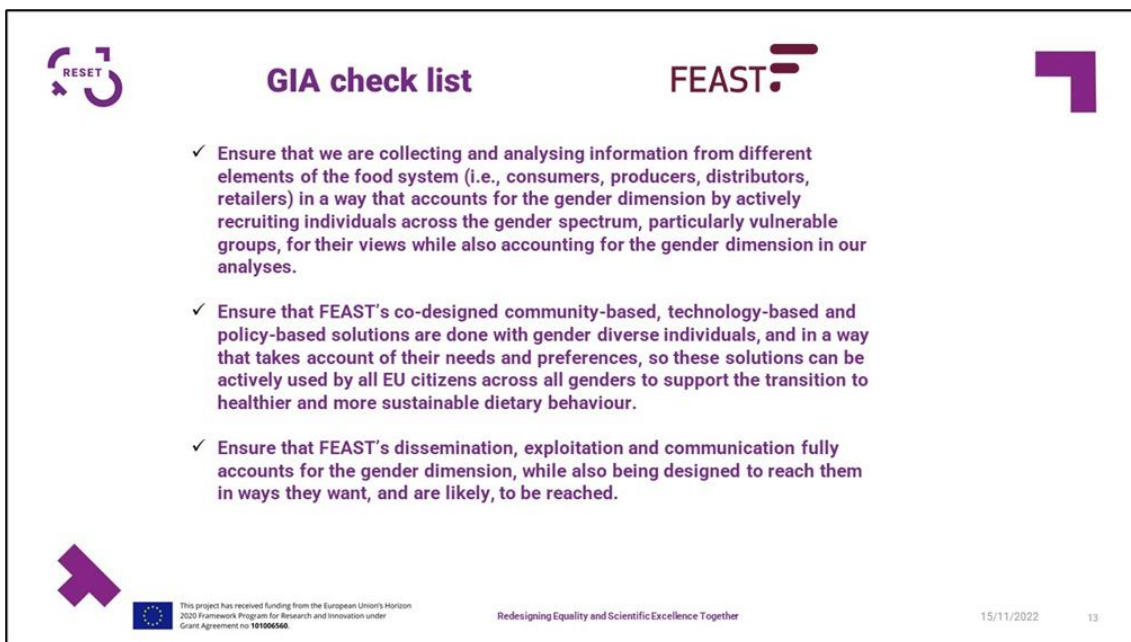
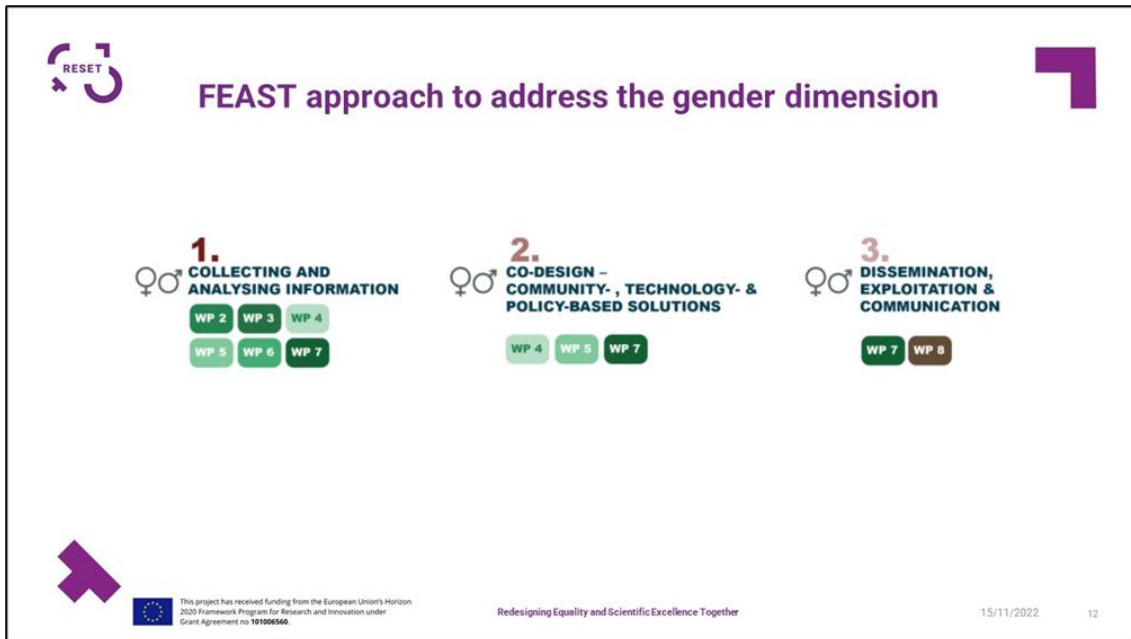
- WP5 Co-developed tech-based solutions: Analysis of preferences for label choices in the intervention group how they are influenced by socioeconomic characteristics of the individuals – age, gender, geographic location (proxy for vulnerability).
- WP6 Understanding and measuring the impacts: Analysis of food and dietary choices of target groups stratified by gender, age and socioeconomic situation.

This project has received funding from the European Union's Horizon 2020 Framework Program for Research and Innovation under Grant Agreement no 101006560.

Redesigning Equality and Scientific Excellence Together

15/11/2022 11



UOulu: GIA dissemination activities (FINLAND)

WP7 work plan for the year 2022 establishes GIA CoP* through following actions:

- A. further institutionalisation and operationalization of the GIA approach together with GIA CoP
- B. further implementation of the GIA checklist in collaboration with the GIA CoP.

During the year the GIA approach will be mainstreamed together with the research support staff, PIs and researchers both within the RESET institutions and on regional and national levels. The main actions are sharing information on GIA and collecting systematic feedback on GIA checklist.

1. SHARING INFORMATION ON GIA

1.1. Publishing an article / newsletter / blog text / tweets / FB feeds

It is recommended to publish an article / a newsletter / a blog text / FB feeds on GIA within each RESET institution e.g., in collaboration with the research support services. See for example the following one from the University of Oulu (in English): Kirsi Ojutkangas & Janika Luukinen: Gender in Horizon Europe –What's new?

<https://www.oulu.fi/blogs/node/213183> published 22.12.2021

1.2. Presentations on GIA on institutional, regional, national and international levels e.g. following

Series of meetings will be arranged in order to a) train research support services staff to acknowledge GIA approach and its benefits for the research application preparation and b) provide instruction for research support staff to collect all kinds of reactions from the researchers to be collected at the end of month 18.

1.2.1 The Finnish Association of Research Managers and Advisors webinar on January 24th: online presentation on sex and gender dimension in the research project.

<https://wiki.eduuni.fi/display/csctuha/Finn-ARMA-verkoston+webinaarit>

1.2.1. Research Support Services staff at the University of Oulu meeting on January 26th: online presentation on sex and gender dimension in the research project.

(please see the presentation in English – the original was in Finnish).

1.3. Capacity building on GIA

Please consider translating the English slides on your national languages and produce a video recording on online training material for researchers' independent use.

1.3.1. 10-20 mins video on GIA approach in national language. The video serves as a pilot to the GIA training.

1.3.2. Perhaps a 1 minute teaser video including 3 slides with a link to the longer 20 minutes recording?

2. COLLECTING FEEDBACK ON GIA CHECKLIST EXPERIENCES

2.1. The written feedback could be gathered at first from institutional actors such as the GEB, BUT ALSO Research Support Services, Innovation Office, and various labs from SSH, STEM and LIFE sciences.

2.1. Bi-Annual follow-up by using specific template

Systematic follow-up data will be gathered on user's experiences on the GIA checklist.

SPRING 2022:

Establishing an institutional systematic data collection on GIA implementation
Brief instructions for a GIA CoP to collect follow-up data. The data collection is based on idea to keep institutional record (Word file or Excel sheet) on day-to-day basis on users' experiences on the GIA checklist:

Please gather the following data:

1. User's disciplinary background SSH / LIFE /STEM/ or a multidisciplinary group
2. User's overall experience on GIA checklist: strengths – weaknesses – opportunities or threats?
3. Users' particular considerations on the GIA checklist such as concrete suggestions to improve the checklist by erasing or adding questions or improving formulation of a particular question?

Each institution is requested to produce a brief max. 1-2 pages overview on initial experiences implementing GIA checklist. Reports will be submitted bi-annually starting on (M24).

Structure of the follow-up report is based on the previously introduced day to day data collection

0. Composition of the local GIA CoP and their tasks with GIA checklist

1. Statistics on disciplinary backgrounds SSH / LIFE / STEM/ multidisciplinary; total number people / research projects using GIA checklist within the institution by the reporting date?

2. Users (PIs') main considerations towards GIA: summary by SWOT categories;

3. Suggestions for the GIA checklist improvement.

4. Other comments

FALL

2022:

Co-designing more diversified systematic data collection tools on GIA implementation. Keeping in mind diversity of the research areas, laboratories from SSH, LIFE and STEM fields shall all be approached. At the UOulu our aim is to arrange GIA CoP consultation sessions with laboratories from all three areas of science to gain views on relevancy of the questions presented currently on the GIA checklist and on possible challenges for using the GIA checklist. To support this action:

1. GIA consultation session methods will be developed and to apply the “Co-design toolkit” measures.
2. The co-design methods are tested and tuned with participants from diverse laboratories.
3. The consultation experiences are reported, and further suggestions formulated for RESET partners’ GIA CoPs to be implemented during the year 2023.

Integrating follow-up feedback on the GIA checklist

User experiences on the implementation of the initial GIA checklist i.e. gathered data for the follow-up report, and feedback received from related stakeholders such as GEBs, research administration RFOs will be integrated to the GIA checklist at the end of the M24. The aim is to improve the GIA checklist to better meet the needs of SSH / LIFE / STEM sciences and MULTI disciplinary research projects by diversifying the initial checklist. The up-dated versions of the GIA checklists will be launched at the beginning of the 2023.

SPRING 2023

In aim to better understand the variety of circumstances and realities in research projects we gather research projects from our RESET universities in order to illustrate a meaning of the sex, gender and intersectional dimensions in research process.

The point of presenting these diversity of cases is to give examples and inspire researchers to include gender analysis in their own research. There is not a “one-fit-all” formula to include gender analysis in each and every research project but these examples may give the researchers some ideas of what to consider when planning their own research and Gender Impact Assessment.

The cases cover 1. Science, Technology, Engineering and Mathematics (STEM), 2. Social Sciences and Humanities (SSH), 3. Life Sciences (LIFE) and 4. Multidisciplinary research (MULTI).

Each and every Gender Impact Assessment (GIA) exercise is a unique opportunity to find new ways to seek meanings for sex and gender as well as intersections. New ways to apply sex and gender perspectives, and intersectional analyses into research are endless. So, that would encourage us to search for a missing gender impact and its added value for innovations.

Development of a digital version of the GIA checklist was elaborated together with AUTH and the first versions were tested. Discussions on feasibility of the mobile application resulted alternative digital solutions that are usable also by a mobile phones.

FALL 2023

Altogether 17 research projects were included into GIA cases collection. GIA cases report has sections which includes an introduction to 1. STEM, 2. SSH, 3. LIFE and 4. MULTI fields and consists of 3-6 research cases each. The case examples include a description of the case and how gender dimension has been included there, a short summary of the highlights of the case, questions to consider based on the example and RESET GIA Checklist, suggestions for further reading and references. Most of the cases have been deliberately sought out. Some research articles led to others. Some of the topics and cases have been recommended by RESET partners and colleagues, and some come across previously in the context of academia or outside of it.

Further elaboration of GIA quiz continues during the final year of the RESET project. Additionally, it is important to carry on the GIA checklist further co-design by:

1. Gathering various local experiences on GIA checklist implementation together in order to get an overview of the lessons learned.
2. Identifying the gaps in the initial GIA checklist.
3. Collecting best practices how to institutionalise and disseminate the GIA checklist further.
4. Analysing the current situation in RESET universities and comparing it with other universities in ERA.
5. Answering: What are the most promising practices in mainstreaming gender dimension in research in ERA?

UPorto: GIA Checklist Validation (PORTUGAL)

Community of Practice (CoP)

A CoP was set-up in December 2021, composed by researchers of U.Porto from different scientific fields. Additionally, researchers who have been distinguished or involved on mega-funding projects were invited. The main objective of this CoP is to test and to implement a Gender Impact Assessment (GIA). This protocol is being developed by the RESET team in collaboration with the CoP and will result in a checklist that researchers from all scientific fields may apply to their research projects and ideas, identifying the extent to which they are addressing gender and diversity. A total of 17 researchers (8 females and 9 males) accepted to participate in this Community of Practitioners.

Testing the GIA Checklist

During January 2022, a sample of 9 researchers from our CoP were able to test the GIA Checklist for Research Proposals (test version), and evaluate it according to the evaluation questionnaire. Only the scientific fields: a) Natural Sciences, Mathematics and Statistics and b) Services, were not represented. An average comparison was carried out for evaluate clarity and relevance of the items, and qualitative comments were collected. A meeting was held on January 25 to discuss the results and collect additional comments. A [full report](#) of this process was prepared and shared with the WP leader. The final conclusions were:

1. The GIA checklist should be a pedagogical tool that helps the researcher to reflect on his/her project, but at the same time shows a direction towards promoting more and better integration of the gender and diversity dimension;
2. The inclusion of an index or scale would increase the auto-evaluation process;
3. The scale should have a classification that signals whether or not the gender impact assessment criteria is met;
4. CoP members consider that it is important to implement this tool;
5. The checklist should contain the option "not applicable", and when selected, it should be justified;
6. The progression of questions should be considered, a successive response to non-relevant items may lead to alienation of the respondent;
7. Structure of the checklist should be re-designed from general items (mandatory) to specific items (excellence);
8. Consider items that are transversal to all areas and those that may be more specific;
9. Researchers report that the scale was very long but at the same time not very specific;
10. Definition of sex and gender in the checklist, could be useful

Institutionalisation of the GIA Checklist



This project has received funding from the European Union's Horizon 2020 Framework Program for Research and Innovation under Grant Agreement no 101006560.

UNIVERSITÉ
BORDEAUX

UNIVERSITÉ
DE BORDEAUX

UPORTO

UNIVERSITY
OF LUXEMBOURG

UNIVERSITY OF DUISBURG
ESSEN

RUB

SciencesPo

UP Equality - Gender Equality Plan of the University of Porto, was approved in June 2022, and includes a specific Objective for GIA: **Implement a Gender Impact Assessment (GIA) protocol in research**, This objective is achieved through the implementation of 4 measures towards GIA implementation, with clear levels of responsibilities and indicators of implementation.

GIA consultation session

In a short bilateral meeting with the WP leader (2022-Oct-22), we were mentored to adapt the GIA checklist for our local context. We indicated the need for this checklist to become a pedagogical tool to guide the way towards greater gender integration in research.

Developing the GIA Checklist

Following the consultation meeting, we sought to define the items on the checklist that should be considered fundamental for basic gender integration in research. We did an exercise of inter-rater agreement at U.Porto, with 6 expert judges. The original agreement score was much lower than expected, and only after a group discussion to look for consensus was it possible to reach a final selection with a high inter-rater agreement score. The checklist is being adapted to highlight items that could be considered crucial in a research proposal. Notes are also being included to provide a justification if these items are not met.

GIA Checklist Dissemination

Presentations on GIA

Workshop How to Integrate gender-dimension into research and teaching contents

Date: 2022-Jun-06

Place: IPT - Instituto Politécnico de Tomar

This event was intended to train teachers, researchers and staff of the participating European partner organisations on issues of gender equality, diversity and inclusion in higher education institutions. The workshop aimed to help the participants to integrate the gender dimension in research and teaching contents. It was also presented the experience of U.Porto in the implementation of the GIA checklist.

GEP implementation and GIA checklist - meetings with leadership and services

Date: 2022-Sep-Dec

Place: U.Porto



After GEP approval a series of meetings were held. The GIA checklist were specifically focused during the meeting with the Vice Rector for Research and Innovation, and with the Research and Projects Service.

Workshop "Redesigning Equality and Scientific Excellence with a GIA checklist - RESET's proposal"

Date: 2023-Jun-29

Place: Madrid (online) VIII Congreso Internacional de Jóvenes Investigadorxs con perspectiva de Género

U.Porto team conducted a workshop in VIII Congreso Internacional de Jóvenes Investigadorxs con perspectiva de Género (online) to present GIA as a valuable proposal of RESET. The value of this resource was highlighted and discussed in this session.

Capacity building on GIA

Gender Equality Training: Researchers

Date: 2022-Dec-09

Place: U.Porto

Training session dedicated to the integration of the gender dimension in research. The 15 researchers who participated came from different research centres and scientific fields. This session was guided by an active methodology, in which participants had the opportunity to fill in and reflect on the use of the GIA checklist in their research proposals.

Building capacities for integrating gender in research projects at U.Porto

Date: 2023-May-30

Place: U.Porto

The event aimed to provide information to understand the concepts of sex and gender and their relevance for research. Furthermore, it sensitised on the importance of including the sex and gender dimension into research projects and designing more gender sensitive projects. A total of 28 researchers of the U.Porto ecosystem of research, participated in the capacity building session.



Redesigning
Equality and
Scientific
Excellence
Together

PART II

1. GIA Checklist Validation Protocol

Gender Impact Assessment (GIA)

Research must contribute to building more gender equitable societies and in that sense, all research should look for ways to integrate gender. Under Horizon Europe, the integration of the sex and gender dimension into research and innovation content is mandatory, unless it is explicitly mentioned in the topic description as “not a mandatory requirement”. However, it is always possible **to go further** and include gender equality in the composition of the research team; incorporate gender equality training for team members and even consider gender equality as part of the dissemination of the research results and publication channels.

GIA is an *ex ante* evaluation of the sex and gender dimensions in research activities and products. It aims to determine the degree of sex and gender responsibility of a research proposal. GIA questions, analyses, sensitizes and integrates sex and gender into research process where appropriate. In this way, GIA will not only contribute to the success of individual researchers’ research projects, research teams’ proposals, and organizations but also advance science and society at large.

The GIA checklist is a tool for reflecting on one's research proposal. Researchers should use their checklist answers as a way of refining and improving their proposal. Depending on the researcher’s background and knowledge on sex, gender and intersectional analysis, an independent use of the GIA checklist may be adequate. However, an introduction to the GIA checklist may be useful and it is highly recommended for all researchers to take part in a GIA consultation session at first and go through the listed statements together with the local research support staff.

1. GIA Checklist Validation

Following the submission of deliverable 7.2 - *GIA checklist and protocol*, it is necessary to test and validate the checklist with the target audience of this tool. In a first stage the initial checklist, along with the validation and implementation plan, was presented to the vice-rector, as the person responsible for the protocol (previously validated) and dissemination in the University of Porto.

Community of Practitioners (CoP)

The CoP is responsible for the initial assessment of the checklist, nomination of researchers to test the tool, and the follow-up of GIA implementation in a close articulation with RESET local team. Considering that it should be a working group, the number of elements is especially relevant. The intention was to represent research centres from different scientific fields. Additionally, researchers who have been distinguished or involved on mega-funding projects were invited. A total of 17 researchers (8 females and 9 males) accepted to participate in this Community of Practitioners. The CoP shall finetune the GIA checklist as well as the local institutional consultation practices.

Testing the GIA Checklist

After the initial version refinement, a group of researchers from GIA CoP, were invited to test and comment the GIA Checklist (test version). An evaluation questionnaire specifically designed for this task was added to the checklist to assist in its validation. Following this step a meeting for group discussion on the GIA Checklist (test version), was carried out, in order to add qualitative evaluation to this tool.

Timeline

GIA Checklist Validation			01-Oct-21	31-Mar-22	30-Sep-21	04-Oct-21	11-Oct-21	18-Oct-21	25-Oct-21	01-Nov-21	08-Nov-21	15-Nov-21	22-Nov-21	29-Nov-21	06-Dec-21	13-Dec-21	20-Dec-21	27-Dec-21	03-Jan-22	10-Jan-22	17-Jan-22	24-Jan-22	31-Jan-22	07-Feb-22	14-Feb-22	21-Feb-22	28-Feb-22	07-Mar-22	14-Mar-22	21-Mar-22	28-Mar-22	04-Apr-22
Tasks			Start	End																												
1. Presentation of the proposal			01-Oct-21	22-Dec-21																												
Proposal for the constitution of the CoP			01-Oct-21	31-Oct-21																												
Meeting with vice-rector to present proposal			19-Oct-21	18-Nov-21																												
Obtain the vice-rector's signature			18-Nov-21	31-Mar-22																												
2. Testing the checklist			01-Jan-22	31-Jan-22																												
Prepare evaluation questionnaire			01-Jan-22	03-Jan-22																												
Send checklist (test version) with evaluation questionnaire			01-Jan-22	04-Jan-22																												
Analyse checklist, questionnaire and comments			17-Jan-22	21-Jan-22																												
3. Discussion of the proposal			21-Jan-22	25-Jan-22																												
Prepare presentation of results for the discussion			21-Jan-22	24-Jan-22																												
Meeting with the CoP and group discussion on the checklist			24-Jan-22	25-Jan-22																												
4. Report of results			01-Feb-22	28-Feb-22																												
Produce a report with the results of the validation protocol			01-Feb-22	28-Feb-22																												



Redesigning
Equality and
Scientific
Excellence
Together

2. GIA Checklist

for Research Proposals
(initial)

2. GIA Checklist for Research Proposals (initial)

EXCELLENCE - PLANNING PHASE of the RESEARCH

The excellence criterion focuses on clarity and pertinence of the project's objectives, and the extent to which the proposed work is ambitious, and **goes beyond the state-of-the-art**. Soundness of the proposed methodology, including the underlying concepts, models, assumptions, interdisciplinary approaches, **appropriate consideration of the sex and gender dimension in research and innovation content**, and the quality of open science practices including sharing and management of research outputs and engagement of citizens, civil society and end users where appropriate are under the scope.

Check if you have the sex and gender dimensions in research and innovation content properly taken into account e.g. topic choice, literature review, knowledge gaps, research question.

- I have conducted a **literature review** and included sex and gender in my search of keywords. YES ☐ NO ☐ I don't know ☐
- I take in consideration the diversity of quoted authors (sex, geographical origin, ...) YES ☐ NO ☐ I don't know ☐
- I indicate the first name of the authors in the bibliography. YES ☐ NO ☐ I don't know ☐
- I considered gender implications in how I have elaborated my **research question** and my **research goals**. YES ☐ NO ☐ I don't know ☐
- When thinking of the **research or data gaps**, I consider how gender may play a role in producing such gaps. YES ☐ NO ☐ I don't know ☐
- I plan to include **sex and gender disaggregated data**. YES ☐ NO ☐ I don't know ☐
- If any differences of sex disaggregated data exist, I ask myself whether these differences are influenced by gender roles in society. YES ☐ NO ☐ I don't know ☐
- My way to interpret sex disaggregated data (if they exist) includes self-reflection on the influence of stereotypes and unconscious biases. YES ☐ NO ☐ I don't know ☐
- I consider diverse (gender, sex, age, origin,...) communities in the **sampling** YES ☐ NO ☐ I don't know ☐
- I have considered the **gender-specific risks** associated with this research and I have designed measures to mitigate against these risks. YES ☐ NO ☐ I don't know ☐
- I have verified existing **gender theories** that concern the subject of my research. YES ☐ NO ☐ I don't know ☐
- I include a **gender expert/expertise** in my team. YES ☐ NO ☐ I don't know ☐

IMPLEMENTATION - EXECUTION PHASE of the RESEARCH

The implementation criterion analyses quality and effectiveness of the work plan, assessment of risks, and appropriateness of the effort assigned to work packages, and the resources overall. **Capacity and role of each participant**, and extent to which the consortium as a whole brings together the **necessary expertise** is evaluated in this section.

Check if you have the sex and gender dimension in quality and effectiveness of the work plan properly considered.

- I am collecting/using gender-disaggregated **data** whenever possible. YES ☐ NO ☐ I don't know ☐
- I have designed **data collection tools** to take into account and challenge gender stereotypes and social and cultural factors that may introduce gender bias into the data. YES ☐ NO ☐ I don't know ☐

Check the way how you are planning to assemble the research team and means to influence in advance to a balanced composition of the research team.

- My research team is balanced in terms of sex and diversity (nationality, age, origin, status, academic age...). YES ☐ NO ☐ I don't know ☐
- I have considered the gender balance in the **project consortium or team**. YES ☐ NO ☐ I don't know ☐
- I have considered sex, gender and diversity dimensions in the recruitment, job descriptions and career paths of research group members. YES ☐ NO ☐ I don't know ☐
- I will create opportunities throughout the research cycle to be **reflexive and aware** of my own and my team's gender assumptions, biases and power as researchers. YES ☐ NO ☐ I don't know ☐
- There are dimensions other than sex/gender that are important to consider. YES ☐ NO ☐ I don't know ☐
- Even if the team is not obviously diverse (e.g : all members come from the same field, gender, ethnicity,...), I take into account points of view and experiences of all social groups. YES ☐ NO ☐ I don't know ☐
- In my team, all points of views are heard and all members are listened to. YES ☐ NO ☐ I don't know ☐
- Tasks in my team are circulated or distributed in a way that does not reproduce **gender stereotypes** . YES ☐ NO ☐ I don't know ☐
- Researchers trained in gender studies are included **in the research** team. YES ☐ NO ☐ I don't know ☐

IMPACT - DISSEMINATION PHASE of the RESEARCH

The impact criterion assesses credibility of **the pathways to achieve the expected outcomes and impacts** specified in the work programme, and the likely scale and significance of the contributions due to the project. Suitability and quality of the measures to maximize expected outcomes and impacts, as set out in the dissemination and exploitation plan, including communication activities will be evaluated.

Check if you have the sex and gender dimensions in the pathways, impacts and contributions properly taken into account.

- I am using appropriate **terminologies and language** that do not reflect gender stereotypes and that do not assume only two genders. YES ☐ NO ☐ I don't know ☐
- All research outputs will be verified for use of appropriate terminologies and language that do not reflect gender stereotypes and that do not assume only two genders. YES ☐ NO ☐ I don't know ☐
- When considering authors, inviting keynotes, planning publications and providing visibility for researchers and their work on websites I pay attention to **gender balance**. YES ☐ NO ☐ I don't know ☐
- I valorize all the members of the research team in the dissemination phase (authors, publications, website, keynote,...). YES ☐ NO ☐ I don't know ☐
- The sex/gender dimension is included in the presentation of findings. YES ☐ NO ☐ I don't know ☐
- Research reports/publications/outputs will be revised by a gender expert. YES ☐ NO ☐ I don't know ☐
- I have included **gender equality training** for the project staff. YES ☐ NO ☐ I don't know ☐

Check societal effects of my research.

- I consider that the results of my research (project) can have different effects on men and women, boys or girls. YES ☐ NO ☐ I don't know ☐
- My research can contribute to the advancement of gender equality in society. YES ☐ NO ☐ I don't know ☐



Redesigning
Equality and
Scientific
Excellence
Together

3. GIA Checklist

for Research Proposals
(test version)

3. GIA Checklist for Research Proposals (test version)

Initial Instructions

Below you will find the checklist we would like you to test. We ask you to do a double exercise:

- On one hand, and thinking about a proposal you are preparing or have prepared in the past, we ask you to fill in the checklist as if it were a real gender impact assessment self-check.
- On the other hand, as you go through the checklist, we would like you to give us your impression on each of the items included in it. We would like to receive your impression on two main dimensions: the clarity of the items, i.e. how well you understand what each item refers to; the relevance of the items, i.e. to which extent they make sense according to your scientific area. For this assessment we ask you to use the following scales, indicating in the corresponding cell of the table (in grey) the value that corresponds to your impression, for each item, and in each dimension.

Clarity of question content:

1. I did not understand what the item was about
2. I had some doubts about what item was referring to
3. I understood it generically, but there are small details that I missed
4. I understood well what the item referred to and I have no doubts

Relevance of the question for your scientific field:

1. Item has no relevance to my scientific field
2. Item has little relevance to my scientific field
3. The item can be considered relevant although it is not central
4. The item is very relevant to my scientific field

3. GIA Checklist for Research Proposals (test version)

EXCELLENCE - PLANNING PHASE of the RESEARCH

The excellence criterion focuses on clarity and pertinence of the project's objectives, and the extent to which the proposed work is ambitious, and **goes beyond the state-of-the-art**. Soundness of the proposed methodology, including the underlying concepts, models, assumptions, interdisciplinary approaches, **appropriate consideration of the sex and gender dimension in research and innovation content**, and the quality of open science practices including sharing and management of research outputs and engagement of citizens, civil society and end users where appropriate are under the scope.

Check if you have the sex and gender dimensions in research and innovation content properly taken into account e.g. topic choice, literature review, knowledge gaps, research question.	Yes	No	I don't Know	Rate the Clarity	Rate the Relevance
I have conducted a literature review and included sex and gender in my search of keywords.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
I take in consideration the diversity of quoted authors (sex, geographical origin, ...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
I indicate the first name of the authors in the bibliography.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
I considered gender implications in how I have elaborated my research question and my research goals .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
When thinking of the research or data gaps , I consider how gender may play a role in producing such gaps.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
I plan to include sex and gender disaggregated data .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
If any differences of sex disaggregated data exist, I ask myself whether these differences are influenced by gender roles in society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
My way to interpret sex disaggregated data (if they exist) includes self-reflection on the influence of stereotypes and unconscious biases.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
I consider diverse (gender, sex, age, origin,...) communities in the sampling .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
I have considered the gender-specific risks associated with this research and I have designed measures to mitigate against these risks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
I have verified existing gender theories that concern the subject of my research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
I include a gender expert/expertise in my team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

IMPLEMENTATION - EXECUTION PHASE of the RESEARCH

The implementation criterion analyses quality and effectiveness of the work plan, assessment of risks, and appropriateness of the effort assigned to work packages, and the resources overall. **Capacity and role of each participant**, and extent to which the consortium as a whole brings together the **necessary expertise** is evaluated in this section.

Check if you have the sex and gender dimension in quality and effectiveness of the work plan properly considered.	Yes	No	I don't Know	Rate the Clarity	Rate the Relevance
I am collecting/using gender-disaggregated data whenever possible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
I have designed data collection tools to take into account and challenge gender stereotypes and social and cultural factors that may introduce gender bias into the data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Check the way how you are planning to assemble the research team and means to influence in advance to a balanced composition of the research team.	Yes	No	I don't Know	Rate the Clarity	Rate the Relevance
My research team is balanced in terms of sex and diversity (nationality, age, origin, status, academic age...).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
I have considered the gender balance in the project consortium or team .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
I have considered sex, gender and diversity dimensions in the recruitment, job descriptions and career paths of research group members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
I will create opportunities throughout the research cycle to be reflexive and aware of my own and my team's gender assumptions, biases and power as researchers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
There are dimensions other than sex/gender that are important to consider.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Even if the team is not obviously diverse (e.g : all members come from the same field, gender, ethnicity,...), I take into account points of view and experiences of all social groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
In my team, all points of views are heard and all members are listened to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Tasks in my team are circulated or distributed in a way that does not reproduce gender stereotypes .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Researchers trained in gender studies are included in the research team .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

IMPACT - DISSEMINATION PHASE of the RESEARCH

The impact criterion assesses credibility of **the pathways to achieve the expected outcomes and impacts** specified in the work programme, and the likely scale and significance of the contributions due to the project. Suitability and quality of the measures to maximize expected outcomes and impacts, as set out in the dissemination and exploitation plan, including communication activities will be evaluated.

Check if you have the sex and gender dimensions in the pathways, impacts and contributions properly taken into account.	Yes	No	I don't Know	Rate the Clarity	Rate the Relevance
I am using appropriate terminologies and language that do not reflect gender stereotypes and that do not assume only two genders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
All research outputs will be verified for use of appropriate terminologies and language that do not reflect gender stereotypes and that do not assume only two genders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
When considering authors, inviting keynotes, planning publications and providing visibility for researchers and their work on websites I pay attention to gender balance .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
I valorize all the members of the research team in the dissemination phase (authors, publications, website, keynote,...).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
The sex/gender dimension is included in the presentation of findings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Research reports/publications/outputs will be revised by a gender expert.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
I have included gender equality training for the project staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Check societal effects of my research.	Yes	No	I don't Know	Rate the Clarity	Rate the Relevance
I consider that the results of my research (project) can have different effects on men and women, boys or girls.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
My research can contribute to the advancement of gender equality in society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Overall Appreciation

We would now like to obtain your perception of this checklist as a whole. For this evaluation, we ask you to use the clarity scale again, indicating in the corresponding cell of the table (in grey) the value which corresponds to your impression, for each of the dimensions. Please also add any comments or suggestion that would allow us to improve this checklist.

Clarity scale for the appreciation of the checklist:

1. Confused, I had difficulties filling in
2. I had some doubts while filling it in
3. I understood in general, but there are small details that confused me
4. Clear I did not have any doubts while filling it in

Dimensions	Rate the Clarity	Comments
Structure		
Flow of the questions		
Design		
Scale of response		
Ease of use		

To conclude, please tell us your scientific field, so that we can contextualise the relevance of the items, for it:	<input type="checkbox"/> 01 Education <input type="checkbox"/> 02 Arts and Humanities <input type="checkbox"/> 03 Social Sciences, Journalism and Information <input type="checkbox"/> 04 Business, Administration and Law <input type="checkbox"/> 05 Natural Sciences, Mathematics and Statistics <input type="checkbox"/> 06 Information and Communication Technologies <input type="checkbox"/> 07 Engineering, Manufacturing and Construction <input type="checkbox"/> 08 Agriculture, Forestry, Fisheries and Veterinary <input type="checkbox"/> 09 Health and Welfare <input type="checkbox"/> 10 Services
---	---



Redesigning
Equality and
Scientific
Excellence
Together

4. GIA Checklist

Validation Report

4. Checklist Validation Report

Testing the GIA Checklist

A sample of 9 researchers from our CoP were able to test the *GIA Checklist for Research Proposals (test version)*, and evaluate it according to the evaluation questionnaire. Only the scientific fields *Natural Sciences, Mathematics and Statistics* and *Services*, were not represented. An average comparison was carried out for evaluate clarity and relevance of the items, and qualitative comments were collected.

Clarity

Two items were reported as unclear:

My way to interpret sex disaggregated data (if they exist) includes self-reflection on the influence of stereotypes and unconscious biases.
I have designed data collection tools to take into account and challenge gender stereotypes and social and cultural factors that may introduce gender bias into the data.

Relevance

As for the relevance of the items, several researchers identified a variety of items as not relevant within their research area. The following are the ones that presented a lower score on this dimension:

I have conducted a literature review and included sex and gender in my search of keywords.
I indicate the first name of the authors in the bibliography.
My way to interpret sex disaggregated data (if they exist) includes self-reflection on the influence of stereotypes and unconscious biases.
I have considered the gender-specific risks associated with this research and I have designed measures to mitigate against these risks.
I include a gender expert/expertise in my team.
I have designed data collection tools to take into account and challenge gender stereotypes and social and cultural factors that may introduce gender bias into the data.
My research team is balanced in terms of sex and diversity (nationality, age, origin, status, academic age...).
Researchers trained in gender studies are included in the research team.
All research outputs will be verified for use of appropriate terminologies and language that do not reflect gender stereotypes and that do not assume only two genders.
Research reports/publications/outputs will be revised by a gender expert.
I have included gender equality training for the project staff.
I consider that the results of my research (project) can have different effects on men and women, boys or girls.

Comments

Researchers had the opportunity to had additional comments following checklist testing:

- besides "I don't know" there should be "not applicable"
- Too long
- It is sometimes unclear whether the question relates to the project or the researcher
- Checklist should be editable
- Answer-oriented questions

CoP group discussion on the GIA checklist

Following the test of the checklist an online meeting with CoP was scheduled. Ten researchers from our CoP were able to attend to the meeting. Again, only the scientific fields *Natural Sciences, Mathematics and Statistics* and *Services*, were not represented. Moderation and meeting log was assumed by two members of RESET U.Porto team.

Agenda

1. To present the results of the checklist test;
2. Discuss the results and collect opinions;
3. Propose alternative formulations for the items that proved to be less clear or relevant.

Minutes

RESET welcomed the participants by briefly presenting the RESET project, its goals and main activities. She underlined the tasks that concern the creation of tools to assist in the preparation of research proposals. The objectives of the meeting were presented, thanking the members of this CoP for their availability and generosity.

R1 did not have the opportunity to answer the checklist and was invited to answer when possible.

R2 indicates that he felt it necessary to include the option "does not apply".

RESET, brings up for discussion what they would think if, together with the option "does not apply", the researcher had to justify why it does not apply.

R1 and R2 verbalise their agreement with this formulation.

R3 refers to great expectation in relation to this tool, as the issue of gender dimension and gender equality has already arisen, and that now, by filling it in, she understood this issue "in loco".

The items that were considered unclear were next discussed:

P8. My way to interpret sex disaggregated data (if they exist) includes self-reflection on the influence of stereotypes and unconscious biases.

E2. I have designed data collection tools to take into account and challenge gender stereotypes and social and cultural factors that may introduce gender bias into the data.

R4: states that item P8 ends up mixing the sex and gender issue, while placing it in a binary way. Regarding item E2, this dimension involves a personal position which is difficult to clarify.

R1 indicates that at the time she read the question she did not understand exactly what was expected.

R5 considers that the breakdown of data was not clear. If it referred to sex or gender.

R4 suggests the term "distinction" instead of "desegregation" as this was perhaps less symmetrical and therefore more equitable.

R5 points out that here it has to be clear whether we are talking about sex or gender.

R1 underlines the importance of being clear on the issue.

R6 refers to the importance of biological sex in his area of research (health), gender is also considered, but more in practices. He suggests that the issues of sex and gender should be divided.

R7 indicates that in her area of civil engineering, structures, they do not work with people, so researchers from this area may feel that this checklist is unbalanced, but at the same time there are areas of engineering that work with people, urban planning for example. She mentions that this topic is important, but if the instrument focuses too much on external areas, this may alienate the person answering.

R8 mentions that there are missing issues: parity in the team, in scientific commissions, in evaluations, etc.

R5: In the checklist design question P8 should come before. The researcher should already be in the mindset before. To ask this question at a time when it is no longer relevant, not only does not get an answer, but also wastes the researcher's time. In the design of the instrument this should be organised, considering areas that are transversal to all areas and those that are specific only to the areas that apply.

R4 adds that perhaps the important thing is to challenge the patriarchy in the disciplinary areas.

R1 mentions that it is important to implement this checklist, and it is important that all people reflect on it in their areas, and if it doesn't apply, why doesn't it apply?

RESET asks how they imagine the implementation of this checklist in their research centres will take place?

R4 quotes a manual that says "change is built", it will be difficult, it will require work, a campaign. We will have to build this opportunity for change and learning.

R5: It will take training, campaigning, ambassadors and ambassadors. Since this process will become compulsory, it will facilitate the context.

R3: Stresses that change has to be made.

Final conclusions

1. The GIA checklist should be a pedagogical tool that helps the researcher to reflect on his/her project, but at the same time shows a direction towards promoting more and better integration of the gender and diversity dimension;
2. The inclusion of an index or scale would increase the auto-evaluation process;
3. The scale should have a classification that signals whether or not the gender impact assessment criteria is met;
4. CoP members consider that it is important to implement this tool;
5. The checklist should contain the option "not applicable", and when selected, it should be justified;
6. The progression of questions should be considered, a successive response to non-relevant items may lead to alienation of the respondent;
7. Structure of the checklist should be re-designed from general items (mandatory) to specific items (excellence);
8. Consider items that are transversal to all areas and those that may be more specific;
9. Researchers report that the scale was very long but at the same time not very specific;
10. Definition of sex and gender in the checklist, could be useful.



Redesigning
Equality and
Scientific
Excellence
Together

PART III

Gender Impact Assessment (GIA) cases

Abbreviations

GIA – Gender Impact Assessment

RESET – Redesigning Equality and Scientific Excellence Together

SDGs – Sustainable Development Goals

STEM – Science, technology, engineering and mathematics

UN – United Nations



Executive Summary

This document presents 17 cases of real funded research projects that successfully include gender dimensions in their work. The point of presenting these diversity of cases is to give examples and inspire researchers to include gender analysis in their own research. There is not a “one-fit-all” formula to include gender analysis in each and every research project but these examples may give the researchers some ideas of what to consider when planning their own research and Gender Impact Assessment. The cases presented here are starting points for further studying and questioning of gender norms, bias, and research gaps.

The cases are divided into four different sections: 1. Science, Technology, Engineering and Mathematics (STEM), 2. Social Sciences and Humanities (SSH), 3. Life Sciences (LIFE) and 4. Multidisciplinary research (MULTI). Each of the sections includes an introduction to the section or certain fields and 3-6 cases. The case examples include a description of the case and how gender dimension has been included there, a short summary of the highlights of the case, questions to consider based on the example and [RESET GIA Checklist](#), suggestions for further reading and references.

Most of the cases have been deliberately sought out, either from Google Scholar, Scopus, or CORDIS with various keywords, the most common ones being sex AND/OR gender or a certain field or topic. Scopus also offers search words related to Sustainable Development Goals, which can be a useful help in your own searches. Some articles have also led to others. Some of the topics and cases have been recommended to us by our RESET partners and colleagues, and some of them we have come across previously in the context of academia or outside of it, for instance in social media platforms (Tiktok, Pinterest, X -previously known as Twitter- or newspapers (Le Monde).

Each and every Gender Impact Assessment (GIA) exercise is a unique opportunity to find new ways to seek meanings for sex and gender as well as intersections. These represented cases challenge readers to initiate GIA discussions with colleagues in laboratories and research groups to identify new innovative ways to apply sex and gender perspectives, and intersectional analyses into research to search for a missing gender impact and its added value for innovations.

So far, too few projects include the gender dimension in the research design. It is estimated that less than 2% of research publications in Europe include sex and gender analysis. The European Commission’s demand to include the gender dimension in research and innovation projects is a recent, but important one - since the beginning of Horizon Europe in 2021. The purpose of applying GIA is to enhance the quality of knowledge and the production process and generally to create a more exact understanding of the world and its various phenomena - including the most pressing issues e.g. related to climate change.

Table of contents

1. Introduction	1
2. Science, technology, engineering and mathematics (STEM)	3
2.1 Energy sector	3
1.1.1 CASE 1 – Gender disaggregated and intersectional data	3
1.1.2 CASE 2 – Energy professionals gendered interpretations impact the development pathways	5
1.1.3 CASE 3 – Increasing women’s participation in the energy sector and STEM	6
2.2 Digitalization	8
2.2.1 CASE 4 – Reducing gender bias in AI training material	9
2.2.2 CASE 5 – The sixth-generation wireless technology and SDG 5 & 10	11
3. Social sciences and humanities (SSH)	14
3.1 Humanities	14
3.1.1 CASE 6 – Unconscious gender bias can direct our research	14
3.2 Education, care and nursing	17
3.2.1 CASE 7a – Gender balance, gender reflective and sensitive practices enhance the quality of education	18
3.2.2 CASE 7b – Recruitment of men and boys to early childhood education	19
3.2.3 CASE 7c – Men and fatherhood	20
3.2.4 CASE 8 – Combating gender stereotypes with single-sex groups and gender-curriculum	22
4. Life sciences	25
4.1 Medicine	25
4.1.1 CASE 9 – Gender-based differences in diseases and their diagnostics	27
4.1.2 CASE 10 – Anatomical differences	31
4.2 Knowledge production	33
4.2.1 CASE 11 – Guidelines for reporting sex and gender in research	33
5. Multi- and interdisciplinarity	35
5.1.1 CASE 12 – Inclusive climate projects for knowledge co-production on resilience	36
5.1.2 CASE 13 – Citizen science hubs	38
5.1.3 CASE 14 – Reducing barriers to innovation and entrepreneurship	41
5.1.4 CASE 15 – Food culture	43
5.1.5 CASE 16 – Feminist city planning	46
5.1.6 CASE 17 – Local transportation	48
6. Bibliography	51

List of figures

Figure 1: Intertwinedness of sex and gender. 24

List of tables

Table 1: Videos explaining essential terms and concepts of gender equality. 2

1. Introduction

Sex and gender can have unexpected effects in different fields and parts of society, even if they seem initially irrelevant. Social, cultural, and gendered norms, assumptions and expectations can affect researchers, people they study or end-users of their research outcomes. Physical differences can affect the design process, treatment or interpretation of others. Gender analysis, appropriate reporting of sex and gender dimension and diversity of study subjects, as well as the diversity of research teams, can improve science, bring new innovations, and enhance accuracy and reproducibility.

Here are presented some cases of real research projects that successfully include gender dimensions in their work. The point of presenting these diversity of cases is to give examples and inspire researchers to include gender analysis in their own research. There is not a “one fit all” formula to include gender analysis in each and every research project but these examples may give you some ideas of what to consider when planning your own research and Gender Impact Assessment (GIA). The cases presented here are starting points for further studying and questioning of gender norms, bias and research gaps.

The cases are divided into four different sections: 1. Science, Technology, Engineering and Mathematics (STEM), 2. Social Sciences and Humanities (SSH), 3. Life Sciences (LIFE) and 4. Multidisciplinary projects (MULTI). Most of the cases have been deliberately sought out, either from Google Scholar, Scopus or CORDIS with various keywords, the most common ones being sex AND/OR gender and a certain field or topic. Scopus also offers search words related to the Sustainable Development Goals (SDG), which can be useful in your own searches. Great articles have also led to others. Some of the topics and cases have been recommended to us by our RESET partners and colleagues, and some of them we have come across previously in the context of academia or outside of it, for instance in social media platforms, such as Tiktok, Pinterest, X (previously known as Twitter) or newspapers (Le Monde).

Each and every Gender Impact Assessment exercise is a unique opportunity to find new ways to seek various hidden meanings for sex and gender as well as intersections. Based on our experiences, we encourage you all to explore fearlessly the World Wide Web for interesting cases and to initiate GIA discussions with your colleagues, in your laboratories and research groups to search for missing impact - perhaps? We also challenge you to identify new innovative ways to apply sex and gender perspectives and intersectional analyses into your own research. The purpose of applying GIA is not just about curiosity, but to enhance the quality of knowledge production and, finally, our understanding of the world and its various phenomena in more detail and accurately.

Below are some selected videos explaining essential terms and concepts of gender equality by renowned feminist and gender theorists, as well as policy makers such as UN Women.

Table 1: Videos explaining essential terms and concepts of gender equality.

Videos explaining essential terms and concepts of gender equality	
Sex and Gender	Berkeley professor explains gender theory Judith Butler (13:24)
Power Relations	Rosi Braidotti: "The concept of human has always been associated with relations of power" (9:43)
Anti Gender Movement	The Anti Gender Movement (12:05)
Intersectionality	The urgency of intersectionality Kimberlé Crenshaw (18:49)
Gender and SDGs	<p>The facts about gender equality and the Sustainable Development Goals (2:25)</p> <p>Some additional videos on the topic Turning Promises into Action:</p> <ul style="list-style-type: none"> • It's time for a gender data revolution (2:14) • Leaving no one behind (2:10) • Policies to deliver transformative change (3:20) • The need for action (1:46) <p>For more information and the complete report, see: Turning promises into action: Gender equality in the 2030 Agenda for Sustainable Development</p>
Gender Equality and Men	Why Gender Equality Is Good for Everyone — Men Included Michael Kimmel TED Talks (15:58)
Women and Human Capabilities	Midnight Thoughts: Empowering Women: Martha Nussbaum's Capabilities Approach (16:58)

2. Science, technology, engineering and mathematics (STEM)

2.1 Energy sector

In Horizon Europe, one of the biggest budgets is directed to the Climate, Energy and Mobility cluster. Improving the energy sector is an important task. Another major goal for Horizon Europe is to enhance gender equality as the European Commission funding requires the inclusion of gender dimensions in the projects and research. The same demand comes from the United Nations, as gender equality is one of the Sustainable Development Goals and is also seen as an essential part of achieving all other goals as well ([UN Women 2018](#)). However, the energy sector still has problems in including gender perspective in research and there is an issue of serious gender segregation in the field. According to [Herbert et al. \(2020\)](#), research publications on Affordable and Clean Energy had the lowest percentage of sex and gender dimension among all research SDG fields, and thus this field can be characterised as gender-blind.

REFERENCES:

Herbert, R., Falk-Krzesinski, H. J., James, K., & Plume, A. (2022). Sustainability through a gender lens: The extent to which research on UN Sustainable Development Goals includes sex and gender consideration. *PloS one*, 17(10), e0275657. <https://doi.org/10.1371/journal.pone.0275657>

UN Women (2018). Turning promises into action: Gender equality in the 2030 agenda for sustainable development. <https://www.unwomen.org/en/digital-library/publications/2018/2/gender-equality-in-the-2030-agenda-for-sustainable-development-2018#view>

1.1.1 CASE 1 – Gender disaggregated and intersectional data

The energy transition affects women and men differently. In addition to gender, other social characteristics such as age, income, ethnicity, nationality/immigration, family type, housing type and/or disability can affect the access of individuals, households, or businesses to energy usage, their knowledge or willingness to change behaviour to improve energy efficiency. Using sex/gender-disaggregated and intersectional data provides a more detailed picture of these hard-to-reach end-users.

[Mashhoodi and Bouman \(2023\)](#) studied the most energy-dependent gender groups in different Dutch residential zones. They used a geographically weighted regression model to study household energy consumption and build a detailed and comprehensive database of different gender groups across the Netherlands. In addition to gender and location, they utilised 9 types of socio-economic data and controlled various spatial and

environmental factors to identify various life circumstances that trigger the high level of dependency. As a result, they were able to identify different groups of women and men and produced maps of the gender groups with the highest level of household energy consumption. [Mashhoodi and Bouman \(2023\)](#) found that in 87% of Dutch residential zones, a gender perspective on energy consumption can provide insights into the life circumstances of the most energy-intensive households. Most identified groups need support as they cannot easily reduce their consumption due to various socio-economic circumstances. Increasing the amount of disaggregated data helps to identify the contributing factors that create vulnerabilities and develop appropriately tailored support for different groups ([Mashhoodi & Bouman, 2023](#)).

HIGHLIGHTS:

Using intersectional data and utilising gender cartography can help to identify and tailor support to different groups' needs.

QUESTIONS TO CONSIDER:

Planning/Excellence

- Do you plan to include sex/gender-disaggregated and intersectional data?

Implementation

- Men and women are not homogenous groups. Have you considered what other social factors should be included with the gender dimension?

Impact

- Is the sex/gender dimension included in the presentation of findings, publications, dissemination materials, websites, keynotes etc.?
- Have you considered that the results of the project may have different effects on men and women and non-binary people?

SUGGESTIONS FOR FURTHER READING:

Clancy, Joy, Irina Kustova, Milan Elkerbout & Kavya Michael (2022). *The Gender Dimension and Impact of the Fit for 55 Package*. CEPS: Center for European Policy Studies. Belgium.

[https://www.europarl.europa.eu/RegData/etudes/STUD/2022/736899/IPOL_STU\(2022\)736899_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/STUD/2022/736899/IPOL_STU(2022)736899_EN.pdf)

REFERENCE:

Mashhoodi, Bardia, & Thijs Bouman (2023). Gendered geography of energy consumption in the Netherlands. *Applied Geography*, 154, 102936. <https://doi.org/10.1016/j.apgeog.2023.102936>

1.1.2 CASE 2 – Energy professionals gendered interpretations impact the development pathways

[Alda-Vidal et al. \(2023\)](#) studied gendered energy imaginaries of energy access among energy professionals in the Global South. Imaginaries are shared visions and interpretations of the desirable future and the end-users that impact the development and implementation of energy policies, technologies, and systems of provision. [Alda-Vidal et al. \(2023\)](#) introduce two dominant energy imaginaries at the extremes of the spectrum: 1. The Gender-Neutral Grid Imaginary (GNGI) and 2. The Gender-Aware Decentralised Development Imaginary (GADDI). These are not exclusive and can co-exist, but they are connected to different types of technologies and infrastructures, policy agendas, modes of governance and collective actors.

GNGI is a techno-centric, state-controlled, top-down governed model, where grid expansion is seen as a key to improving social conditions and, implicitly, gender equity. Because of the belief that the grid expansion benefits everyone the same way, users' gender or other social needs are not considered while developing new technologies, projects, and policies in this imaginary. The problem with gender-neutrality is that it makes the professionals blind to their existing gendered assumptions, overlooking possible intra-household differences, and failing to identify differential uses and experiences of energy, which may result in various inequitable energy outcomes.

GADDI is a human-centred, decentralised model, where the focus is on the end-user needs, improving energy justice, and particularly empowering the marginalised individuals with improved energy access with generally rural, off-grid, and small- and medium-scale projects. Gender issues are recognised better and the focus is especially on women, but even here lies the risk of reproducing gender inequality. Gender awareness alone does not lead to gender equality if the policies do not translate into successful interventions. Problems may arise if intersectionality and intra-household dynamics are ignored. For instance, interventions targeted to only women may fail if women are not in a position to choose or invest in energy technologies/systems for their families. As the energy professionals' imaginaries have the potential to transform or (re)produce gendered inclusion and exclusion in access to energy, consideration of gender, social characteristics, and power relations should be included all the way from planning to implementation. ([Alda-Vidal et al. 2023](#))

HIGHLIGHTS:

Already in the planning phase we should consider gender dimensions and related assumptions, and the reflection should continue in each phase of the project, as they may inadvertently direct what and to whose benefit we develop.

QUESTIONS TO CONSIDER:

Planning/Excellence

- Have you conducted a literature review with sex and gender as keywords?

Implementation

- Are the researchers of the project trained to run gender analysis?
- Are you aware of your own and your team's gender assumptions, biases, and power (im)balance as researchers? Is the reflection carried out throughout the research cycle?
- Is there diversity in terms of gender and other social characteristics in the project consortium or research team and among members of the samples?

Impact

- Have you considered the potential impact of your project and its different effects on women and men? Are the results accessible?

SUGGESTIONS FOR FURTHER READING:

ENERGIA, World Bank – Energy Sector Management Assistance Program (ESMAP) & UN Women (2018). *Global progress of SDG 7 – Energy and Gender*. Accelerating SDG 7 Achievement, Policy Brief No. 12. United Nations.
<https://sustainabledevelopment.un.org/content/documents/17489PB12.pdf>

REFERENCE:

Alda-Vidal, Cecilia, Rihab Khalid, Chris Foulds, Sarah Royston, & Mary Greene. (2023). Gender imaginaries in energy transitions: How professionals construct and envision gender equity in energy access in the Global South. *World Development*, 168, 106258.
<https://doi.org/10.1016/j.worlddev.2023.106258>

1.1.3 CASE 3 – Increasing women's participation in the energy sector and STEM

[FemPower](#) is another example of a project working on the Sustainable development goals 5 – Gender Equality and 7 – Affordable and clean energy. [FemPower](#) aims to increase female representation in the Clean Energy Transition sector (CET), empower and prepare those who are already active in academia or the market, and integrate the

gender dimension in CET research and development. In order to achieve that, they develop different methodologies and tools to establish gender mainstreaming in the Clean Energy Transition. The [FemPower](#) project creates various educational resources to improve gender awareness, such as a Massive Open Online Course (MOOC), an interactive map and gender inclusive STEAM educational methodologies in the field of CET for higher educational institutes. To attract students, especially girls in the CET careers, they develop gender inclusive CET STEAM activities for secondary education. [FemPower](#) also established the Fem to FemPower Peer Learning Network to ensure and promote long-term sustainability of the implemented solutions.

Other networks have also been established in order to attract, empower and support women in the male-dominated energy sector or in other STEM fields. These kinds of networks are good places to find more information on the barriers women face or to network with women working in the field. If there are difficulties to recruit female researchers to the research team or other professionals as research subjects, various international or local networks aimed at women could also help in spreading the word of job opportunities and research projects.

HIGHLIGHTS:

Aiming for gender balance in the male-dominated field, with the help of educational materials and networks. Provided materials can be valuable assets for recruitment and evaluating research groups views, assumptions and biases of the Energy sector or other STEM fields.

QUESTIONS TO CONSIDER:

Planning/Excellence

- Do you take in consideration the diversity of quoted authors (sex, geographical origin, ...)?
- Do you indicate the first name of the authors in the bibliography?

Implementation

- Is there diversity in terms of gender and other social characteristics in the project consortium or research team and among members of the samples?
- Have you considered sex, gender and diversity dimensions in the recruitment, job descriptions and career paths of research group members?
- Are the tasks in your team circulated or distributed in a way that does not reproduce gender stereotypes?

Impact

- Do you pay attention to gender balance, when considering authors, inviting keynotes, planning publications and providing visibility for researchers and their work on websites?
- Do you provide visibility (valorize) to all the members of the research team in the dissemination phase (authors, publications, website, keynote,...)?

SUGGESTIONS FOR FURTHER READING:

Clancy, Joy & Marielle Feenstra (2019). Women, Gender Equality and the Energy Transition in the EU. Publications Office of the European Union.
<https://doi.org/10.2861/750279>

ENERGIA. International network on gender and sustainable energy. (n.d.).
<https://energia.org/>

GWNET. Global Women's Network for energy transition. (n.d.).
<https://www.globalwomennet.org/>

Women's Energy Network (WEN). (n.d.). <https://www.womensenergynetwork.org/>

REFERENCE:

FemPower. Gender equality in the clean energy transition. (n.d.). Accessed on 31 August 2023. <https://fempower.ee.auth.gr/>

2.2 Digitalization

It is estimated that in Europe 18.9% of ICT specialists developing our future technologies are women ([Eurostat](#)), resulting that their visions, ideas, and experiences are hardly included in technology designs. Digital tools and technologies have become increasingly important in our societies and everyday lives. In digitalization, the gender dimension and intersectionality should be considered so the new innovations serve as many various people as possible. New digital technologies have the potential to improve women's social and economic conditions, but there is a risk of maintaining or even increasing existing inequalities if differences in impacts of technology (on women and men) are not considered ([UNDP 2021](#)). Even though the tools and technologies may seem genderless or gender-neutral, people who develop and use them are not free from gendered assumptions, norms, and biases. These can translate to the design and usability of 'genderless' tools and affect people's experiences and opportunities in using digitalised services. To achieve the potential to improve gender equality, it is important to consider differences in access and use of digital tools, as well as how gender operates in the

context of algorithms ([Tannenbaum et al. 2019](#); [UNDP 2021](#)). The severe underrepresentation of women in ICT should be considered in making research teams more diverse (e.g. in terms of gender, age, ethnicity, academic age, and scientific field) bringing diversity, creativity, and innovation to research topics and methods.

REFERENCES:

Eurostat. (2023). *ICT specialists in employment*. Accessed on 31 August 2023. https://ec.europa.eu/eurostat/statistics-explained/index.php?title=ICT_specialists_in_employment#ICT_specialists_by_sex

Tannenbaum, Cara, Robert P. Ellis, Friederike Eyssel, James Zou & Londa Schiebinger. (2019). Sex and gender analysis improves science and engineering. *Nature* 575, 137–146. <https://doi.org/10.1038/s41586-019-1657-6>

United Nations Development Programme (UNDP) (2021). Gender equality in digitalization. Key issues for programming. <https://www.undp.org/eurasia/publications/gender-equality-digitalization>

2.2.1 CASE 4 – Reducing gender bias in AI training material

In recent years, various gender biases and ethical aspects of AI systems have gained more attention. Machine learning systems learn from and make predictions based on massive amounts of data ([Smith & Rustagi 2021](#)). These datasets may often include gender, ethnic and cultural bias as some groups are over- or underrepresented in training data, which can lead to various unintended results and even bias amplification ([Zou & Schiebinger 2018](#)). Algorithmic bias can also intersect with gender and race or other characteristics. For instance, [Buolamwini & Gebru \(2018\)](#) found that automated facial analysis algorithms recognise men better than women and light-skinned people better than darker-skinned. Darker-skinned females are misclassified more often than other groups, as they have been the least represented in the training datasets ([Buolamwini & Gebru 2018](#)).

[Tomalin et al. \(2021\)](#) studied the bias in the datasets used to train the AI systems, especially focusing on gender bias in Neural Machine Translation (NMT). The NMT systems have been accused of gender stereotyping and reinforcing sexist tendencies in society by favouring masculine defaults in their translations. [Tomalin et al. \(2021\)](#) adopt a cautious form of technological utopianism and assume that planning less biased and more ethical AI systems than our societies currently are, has potential benefits. Carefully designed NMT systems, which are less tainted by our preferences and prejudices, can

support the use of less biased language and avoid the reinforcement of existing social imbalances, which may enable our societies to become fairer and less discriminatory.

Our languages carry and can manifest multiple gendered patterns, structures, assumptions, and stereotypes that can be transferred to NMT systems. The study focuses on translation into richly gender-inflected languages, such as German. They utilise NMT gender bias evaluation framework - WinoMT and study possibilities to reduce existing gender-bias in the training data, without significantly impairing performance of the system. [Tomalin et al. \(2021\)](#) criticise the common recommendation to debias the data prior to training and introduce an alternative way to debias the NMT system after it has been fully trained with biased datasets. They found that fine-tuning the trained system with a tiny gender-balanced set of adaptation data gives better results in reducing gender-bias and maintaining overall performance levels than debiasing the NMT system prior to training. [\(Tomalin et al. 2021\)](#)

HIGHLIGHTS:

The research considers further implications for our society and chooses to pursue enhancing equality with NMT systems. Using gender-based metrics helps to test the possible debiasing systems and choose the one that reduces gender bias the most without lowering overall performance levels.

QUESTIONS TO CONSIDER:

Planning/Excellence

- Have you checked existing gender theories that concern the subject of your research?

Implementation

- Have you considered how possible gender bias in data can affect your project?
- Have you considered how to debias the data or designed data collection tools to take into account and challenge gender stereotypes and social and cultural factors that may introduce gender bias into the data?
- Is your team diverse in terms of sex, nationality, ethnicity, age, academic age, field, etc.?

Impact

- Can your research contribute to the advancement of gender equality in society?
- Do your research outputs of the research (e.g. tools, systems, technologies) mirror the existing gendered stereotypes and biases or attempt to avoid them?

SUGGESTIONS FOR FURTHER READING:

Polonski, Slava (2022, February 22). *How to solve the gender bias problem in machine learning*. Medium. <https://medium.com/@slavaxyz/how-to-solve-the-gender-bias-problem-in-machine-learning-artificial-intelligence-google-8471bd75e80c>

Tannenbaum, Cara, Robert P. Ellis, Friederike Eyssel, James Zou & Londa Schiebinger. (2019). Sex and gender analysis improves science and engineering. *Nature* 575, 137–146. <https://doi.org/10.1038/s41586-019-1657-6>

REFERENCES:

Buolamwini, Joy & Timnit Gebru. (2018). Gender Shades: Intersectional Accuracy Disparities in Commercial Gender Classification. *Proc. Mach. Learn. Res.* 81, 77–91. <https://proceedings.mlr.press/v81/buolamwini18a.html>

Smith, Genevieve, & Ishita Rustagi. (2021, March 31). *When good algorithms go sexist: Why and how to advance AI Gender Equity (SSIR)*. Stanford Social Innovation Review: Informing and Inspiring Leaders of Social Change. https://ssir.org/articles/entry/when_good_algorithms_go_sexist_why_and_how_to_advance_ai_gender_equity

Tomalin, Marcus, Bill Byrne, Shauna Concannon, Danielle Saunders, & Stefanie Ullmann. (2021). The practical ethics of bias reduction in machine translation: Why domain adaptation is better than data debiasing. *Ethics and Information Technology*, 23(3), 419–433. <https://doi.org/10.1007/s10676-021-09583-1>

Zou, James, & Londa Schiebinger. (2018). AI can be sexist and racist – it’s time to make it fair. *Nature*, 559(7714), 324–326. <https://doi.org/10.1038/d41586-018-05707-8>

2.2.2 CASE 5 – The sixth-generation wireless technology and SDG 5 & 10

[Matinmikko-Blue et al. \(2023\)](#) produced a white paper exploring how the sixth-generation wireless technology research and development - generally known as 6G - are connected to the UN Sustainable Development Goals. They propose a novel linkage between 6G and UN SDGs achieved via a set of indicators. The white paper recognizes a few important indicators regarding gender equality and reducing inequalities.

From the perspective of Sustainable Development Goal 5 – Gender equality, the white paper describes the linkage with mobile communications as follows: “Use of mobile phone can help women in low- and middle-income countries feel safer and more connected, and provide access to information, services and life-enhancing opportunities

[GSMA 2019]. Mobiles can connect women to the sharing economy and allow access to female-specific (e-health) services [GSMA 2018]. ICT enables women to gain a stronger voice in their communities, their government, and at the global level [ITU].” ([Matinmikko-Blue et al. 2023 p. 24](#)) The suggested indicators are a proportion of individuals owning a mobile telephone and proportion of individuals using the Internet.

In connection to the SDG 10 – Reduced inequalities, gender perspective is again visible, along with other socioeconomic characteristics. The linkage is described as follows: “Mobile communications enable access to information/social networks to promote social and political inclusion, allow access to marketplaces, and facilitate mobile money and digital identity services [GSMA 2018]. ICT enables access to information and knowledge to disadvantaged segments of society – including those living with disabilities, as well as women and girls [ITU].” ([Matinmikko-Blue et al. 2023 p. 27](#)) The suggested indicators are focused on mobile penetration or coverage of mobile networks, adoption of mobile money, use of Internet banking, and owning a mobile phone in developing countries or among people in vulnerable positions (such as refugees). ([Matinmikko-Blue et al. 2023](#))

HIGHLIGHTS:

Gender equality, Sustainable development goals, and 6G research are all connected. ICT has the potential to improve women’s lives and the gender dimension should be considered in research projects.

QUESTIONS TO CONSIDER:

Planning/Excellence

- When planning research questions, have you considered gender implications i.e. different needs as a consequence of sex and gender ?
- In addition to gender, what other social characteristics are relevant to include in your research (e.g. sample composition, team composition, data to analyse and cross with other data,...) ?

Implementation

- Is your research team diverse in terms of gender, age, origin, scientific field, (dis)ability or through experiences of belonging into other social groups?

Impact

- Have you considered how gender or other social or cultural aspects can affect how results/tools/technologies are received/accepted/implemented?
- Are the developed tools/technology/applications accessible to all? For instance, are they adapted to people with disabilities, translated, affordable, planned for different digital skill levels, etc.? Are different barriers to using the research outputs considered?
- Does your research aim to solve issues related to Sustainable Development Goals, such as gender equality?

SUGGESTIONS FOR FURTHER READING:

United Nations Development Programme (UNDP) (2021). Gender equality in digitalization. Key issues for programming.
<https://www.undp.org/eurasia/publications/gender-equality-digitalization>

REFERENCE:

Matinmikko-Blue, Marja, Sirpa Aalto, Muhammad Imran Asghar, Hendrik Berndt, Yan Chen, Sudhir Dixit, Risto Jurva, Pasi Karppinen, Markku Kekkonen, Marianne Kinnula, Panos Kostakos, Johanna Lindberg, Edward Mutafulungwa, Kirsi Ojutkangas, Elina Rossi, Seppo Yrjölä, & Anssi Öörni. (Eds.). (2020). White Paper on 6G Drivers and the UN SDGs [White paper]. (6G Research Visions, No. 2). University of Oulu.
<http://urn.fi/urn:isbn:9789526226699>

3. Social sciences and humanities (SSH)

3.1 Humanities

Gendered assumptions, stereotypes, and norms are an integral part of our cultures and affect people's behaviour. We learn them already in early childhood and both conscious and unconscious perceptions follow us through adulthood. We connect gendered assumptions to other people and to ourselves, but also our objects, artefacts, and language often carry gendered dimensions, assumptions, and patterns. In the social sciences and humanities, the focus is especially on the social, cultural, and psychological gender, although in some cases biological sex can be also relevant.

Social sciences and humanities are generally more female-dominated fields and attracting more men could be beneficial. However, according to [Pearse et al. \(2019\)](#) women are still underrepresented within certain fields of social sciences and humanities: patterns of horizontal gender segregation still exist in philosophy, economics and international relations. Feminist and gender research are often connected and integrated more into social sciences and humanities, but the impact of feminist and gender-related knowledge has been uneven in various disciplines ([Pearse et al. 2019](#)). In some fields, like in sociology and history, feminist and gender-related research is stronger, but in others it is more modest (e.g. political science and international relations) or even minimal (e.g. economics and philosophy) ([Pearse et al. 2019](#)). The disciplines may still uphold male-centred views, as historically researchers have been mostly male and they still are more often represented among the editors and published authors of articles ([Pearse et al. 2019](#)).

REFERENCE:

Pearse, Rebecca, James N. Hitchcock, & Helen Keane. (2019). Gender, Inter/disciplinarity and marginality in the Social Sciences and Humanities: A comparison of six disciplines. *Women's Studies International Forum*, 72, 109–126. <https://doi.org/10.1016/j.wsif.2018.05.007>

3.1.1 CASE 6 – Unconscious gender bias can direct our research

In 1878, a Viking grave was excavated on the island town of Birka, Sweden. Until 2017, it was assumed to be and has been repeatedly published as a spectacular example of a high-status warrior burial of a Viking man. However, [Hedenstierna-Johnson et al. \(2017\)](#) proved via an extensive DNA analysis, that the buried body was not biologically male but female. The same authors published later an article considering the implications of this corrected sex attribution ([Price et al. 2019](#)). The false assumption of sex was made already at the time of the excavation based on the items in the grave. The clothing and

items, such as the extensive presence of quality weaponry and gaming pieces, and two horses refer to a high social standing and skilled warrior, possibly in a commanding role. The presumption of warriorhood as a masculine pursuit, and the absence of jewellery, weaving equipment, and other items conventionally associated with women may have contributed to the wrong sex determination.

The researchers were able to determine the body's biological sex as female, but they are careful not to assume the gender identity of the warrior or try to make larger generalisations of Viking Age sex/gender systems based on just this grave. New findings of this grave are significant as they demonstrate the need to reflect on our assumptions, biases, and prejudices. Our views can affect the assumptions we make, but also what we start to research and expect to find. The researchers were not looking for female warriors but came across it as a part of a larger genomic study and they received a surprising backlash against the results of the first study. Our current views may not be applicable in the context of other time periods or communities and reflection is important to avoid such long-standing errors and gaps in our research. ([Price et al. 2019](#))

The Birka Viking case is not the only known example of where gendered assumptions have affected the interpretation of historical artefacts and resources. Other examples include, for instance, statues of Venus of Willendorf or the first woman's translation of Homer's Odyssey to English, which revealed gendered or even some sexist choices in earlier translations. The recent studies by [Anderson et al. \(2023\)](#) and [Haas et al. \(2020\)](#) challenge the myth of men as only hunters in forager societies.

HIGHLIGHTS:

Unconscious gender biases and assumptions can affect our research, so constant reflection on our own biases and the discipline's traditions is needed.

QUESTIONS TO CONSIDER:

Planning/Excellence

- Have you conducted a literature review with sex and gender as keywords?
- Have you checked existing gender theories that concern the subject of your research?
- Have you considered how gender inequalities may play a role in producing such gaps in knowledge?

Implementation

- Are you aware of your own and your team's gender assumptions, biases and power as researchers? Is the collective reflection carried out throughout the research cycle?

- Do you know examples of common gender biases in your scientific field?
- Who is participating in the research? Who is cited? Do you specify the gender of participants of the research and authors of publications?
- Are there any other social characteristics (than sex/gender) that are important to consider?
- Have you considered sex, gender and diversity dimensions in the recruitment, job descriptions and career paths of research group members?

Impact

- Is sex/gender dimension included in findings, e.g. through the presentation of sex/gender disaggregated data?
- Does the study use appropriate terminologies and language that do not reflect gender stereotypes and do not assume the existence of only two genders?

SUGGESTIONS FOR FURTHER READING:

Anderson, Abigail, Sophia Chilczuk, Kaylie Nelson, Roxanne Ruther, & Cara Wall-Scheffler. (2023). The myth of man the hunter: Women's contribution to the hunt across ethnographic contexts. *PLOS ONE*, 18(6).
<https://doi.org/10.1371/journal.pone.0287101>

Haas, Randall, James Watson, Tammy Buonasera, John Southon, Jennifer C. Chen, Sarah Noe, Kevin Smith, Carlos Viviano Llave, Jelmer Eerkens, & Glendon Parker. (2020). Female hunters of the early Americas. *Science Advances*, 6(45).
<https://doi.org/10.1126/sciadv.abd0310>

Kuiper, Kathleen. (2023, July 18). *Venus of Willendorf*. Encyclopedia Britannica.
<https://www.britannica.com/topic/Venus-of-Willendorf>

Learn, Joshua. (2021, March 5). *What did the Venus of Willendorf originally represent?* Discover Magazine. <https://www.discovermagazine.com/planet-earth/what-did-the-venus-of-willendorf-originally-represent>

Mason, Wyatt. (2017, November 2). *The first woman to translate the "Odyssey" into English*. The New York Times.
<https://www.nytimes.com/2017/11/02/magazine/the-first-woman-to-translate-the-odyssey-into-english.html>

REFERENCES:

Hedenstierna-Jonson, Charlotte, Anna Kjellström, Torun Zachrisson, Maja Krzewińska, Verónica Sobrado, Neil Price, Torsten Günther, Mattias Jakobsson, Anders Götherström, & Jan Storå. (2017). A female Viking warrior confirmed by genomics.

American Journal of Physical Anthropology 164, 853–60.
<https://doi.org/10.1002/ajpa.23308>

Price, Neil, Charlotte Hedenstierna-Jonson, Torun Zachrisson, Anna Kjellström, Jan Storå, Maja Krzewińska, Torsten Günther, Verónica Sobrado, Mattias Jakobsson, & Anders Götherström. (2019). Viking warrior women? Reassessing Birka chamber grave BJ.581. *Antiquity*, 93(367), 181–198. <https://doi.org/10.15184/aqy.2018.258>

3.2 Education, care and nursing

Education has an important role in pursuing gender equality. Education significantly affects people's life paths and career prospects, and questions of equality should be included in order to ensure fair treatment for everyone. Influencing future generations implies the potential transformation of our society into a more just and equal one. However, even this field is not free of gender inequalities. Education and especially care are underpaid and female-dominated fields. They are perceived as women's domain also outside of the labour market. Whereas men are still underrepresented, especially in early childhood care and nursing, and are often considered as secondary caregivers and parents ([Niemistö & Hearn 2022](#)). However, caring and emotions have become central themes in studies on masculinity ([Elliott 2016](#)) and fatherhood in particular ([Peltola & Phoenix 2022](#)), which is a promise for plausible development of more equal caring practices.

Women's higher responsibilities regarding care and nursing of children and dependent persons, like elderly or disabled relatives, hinder them from participating in other parts of society and labour market equally ([Niemistö & Hearn 2022](#)). Increasing men's participation and sharing the burden of care work would be an important gender equality act as it promotes women's rights. This is also an important aim for men, as attracting more men to the fields of education and care work as well as supporting their fatherhood can also open a meaningful and rewarding career possibility and closer family life for them.

REFERENCES:

Elliott, Karla. (2016). Caring Masculinities: Theorizing an Emerging Concept. *Men and Masculinities*, 19(3), 240–259. <https://doi.org/10.1177/1097184X15576203>

Niemistö, Charlotta & Jeff Hearn. (2022). Work, care, and gendered (in)equalities. <http://dx.doi.org/10.4324/9781003229728-19>

Peltola, Marja & Ann Phoenix. (2022). *Nuancing Young Masculinities: Helsinki Boys' Intersectional Relationships in New Times*. Helsinki: Helsinki University Press. DOI: <https://doi.org/10.33134/HUP-16>

3.2.1 CASE 7a – Gender balance, gender reflective and sensitive practices enhance the quality of education

The severe gender segregation and the lack of men in early childhood education and care (ECEC) is widely discussed and explored from the practitioners' (especially male) point of view. [Xu \(2020\)](#) continues this discussion and studies young children's perspectives of gender in daily experiences and whether the gender of an ECEC practitioner matters. Instead of passive receivers of innate, gendered traits from adults, the article understands children as active and agentic 'performers' in the construction of gender dynamics and their gender subjectivities. Children perform gender, they learn, repeat, reproduce, negotiate, and challenge gender norms in their daily lives, interactions, and relations with others, their peers, and significant adults. As active participants, their perspectives and opinions have value in enhancing the quality of ECEC.

[Xu \(2020\)](#) collected the data via pictorial conversations with 280 children aged 2–6 years from the cities of Edinburgh, Hong Kong, and Tianjin. All classrooms had at least one male and female practitioner. The children reviewed 3 gender-ambiguous figures doing behaviours culturally considered female-oriented, male-oriented and gender-neutral. After the children's general interpretations of the figures' gender, the discussion was directed toward who of their own practitioners could behave as presented in the pictures and why. ([Xu 2020](#))

The article shows that children learn gendered norms, roles, stereotypes, and structures already in their early childhood, but they have the potential to challenge these dominant gender discourses when they gain experiences with (the ECEC practitioners') non-gender stereotypical behaviours. For instance, childcare is considered a women's job in both cultures, but male practitioners could change this perception because of their professional role. Both men and women practitioners have the potential to challenge established perceptions with gender-reflective and sensitive practices, though gender-blind or stereotypical practices can reproduce traditional gender structures again. ([Xu 2020](#))

HIGHLIGHTS:

The ECEC practitioners have the potential to challenge children's established gender stereotypes with gender-reflective and sensitive practices. The presence of male ECEC practitioners can change the views of women as primary caretakers.

REFERENCE:

Xu, Yuwei (2020). Does the gender of a practitioner matter in early childhood education and care? perspectives from Scottish and Chinese young children. *Children & Society*, 34(5), 354–370. <https://doi.org/10.1111/chso.12371>

See Questions to consider and Suggestions for further reading.

3.2.2 CASE 7b – Recruitment of men and boys to early childhood education

Norway has been successful in increasing the percentage of men working in early childhood education. There are several contributing factors to this increase. In the 1990s, a relatively high unemployment rate and increased interest in the care of children in homes and in the workforce combined with the supporting government policies contributed to the increase of men in early childhood education. The low threshold to recruit men as pedagogical assistants without formal pedagogical education allowed men to try working in childcare centres. ([Heikkinen 2016](#))

In addition to adults, adolescent boys have been encouraged to work in childcare centres. Male early childhood teachers hire and mentor boys as additional "play resources". This is an affordable way to make boys more familiar with care work and the children get an additional carer to play with. In addition to giving boys a positive and realistic impression of work in early childhood education, a long-term aim is to increase the number of men in the sector. This started as a local project in 2009 but is now spreading also in other municipalities in Norway. ([Heikkinen 2016](#))

HIGHLIGHTS:

Targeted actions/policies to support men entering the childcare sector, especially lowering the recruitment threshold and giving adolescent boys experiences of working in early childhood education.

REFERENCE:

Heikkinen, Mervi (Ed.). (2016). *Promising Nordic practices in gender equality promotion in basic education and kindergartens*. University of Oulu. <http://urn.fi/urn:isbn:9789526211558>

See Questions to consider and Suggestions for further reading.

3.2.3 CASE 7c – Men and fatherhood

Involved fatherhood is one of the ways men share care burdens with women, so supporting and researching fathers is also essential. [Firouz Gaini \(2022\)](#) studies the Faroese fathers and family life – what is it to be a father in the Faroe Islands and how is it connected to the global and local, as well as new and former perspectives of fatherhood. The international studies on fathers and political discourse have focused on the positive perspectives of the 'new man' or the involved and caring 'new father' with gender egalitarian fatherhood styles and compared them to their 'patriarchal predecessor' as a problematic undesirable father figure.

The picture of the 'new man' applies especially to present-day urban middle-class fathers in the Nordic countries, but does not adequately describe groups of fathers with different cultural norms and family values. [Firouz Gaini \(2022\)](#) contributes to building a better understanding of manhood and fatherhood by giving more attention to men's own narratives and experiences, and compares local and cultural discourses and norms to the discourse of a new man'. The study is part of the first extensive research project on men and masculinities in the Faroe Islands and also fills a knowledge gap of fathers in rural and island communities in the global North.

The study found some qualities of the new man in the Faroese fathers combined together with the local fatherhood norms. Even though fathers are more involved in child-related activities, they do not identify themselves as new or modern fathers. [\(Gaini 2022\)](#)

HIGHLIGHTS:

Understanding fathers' experiences and the structural and cultural hindrances they face, may help to support them and the implementation of gender equality, family, and work policies.

QUESTIONS TO CONSIDER:

Planning/Excellence

- Have you considered gender implications in how you have elaborated your research question and research goals?
- Have you verified existing gender theories that concern the subject of your research?
- Who are the individuals that are or are not observed and presented? Have you considered diverse (gender, sex, age, origin,...) communities in the sampling?
- How questions of men's care and nursing are included?
- In addition to sex and gender, are there other important social and cultural aspects (e.g. age, origin, (dis)ability,...) to consider?

Implementation

- Which social category of people needs additional support in participation in the research project? How can they be supported?
- Have you considered sex, gender and diversity dimensions in the recruitment, job descriptions and career paths of research group members?
- Are the tasks circulated or distributed in a way that does not reproduce gender stereotypes in your research team?

Impact

- Can your research/project contribute to the advancement of gender equality in society?

SUGGESTIONS FOR FURTHER READING:

Hearn, Jeff. (2020). *5th International Conference on Men and Equal Opportunities: Men who care*. Conference contribution. Ministry of Social Affairs, Tallinn, Estonia. <http://hdl.handle.net/10227/394327>

Kimmel, Michael S., Jeff Hearn, & Robert W. Connell. (2005). *Handbook of studies on men & masculinities*. <https://doi.org/10.4135/9781452233833>

REFERENCE:

Gaini, Firouz (2022). "You Just Throw Yourself Into It": On fatherhood and family in the Faroe Islands. *Kritisk Etnografi - Swedish Journal of Anthropology*, 5(1-2), 95-113. <https://urn.kb.se/resolve?urn=urn%3Anbn%3Ase%3Auu%3Adiva-490452>

3.2.4 CASE 8 – Combating gender stereotypes with single-sex groups and gender-curriculum

The Hjalli model is a teaching method for kindergarten and elementary schools developed by Margrét Pála Ólafsdóttir in Iceland (1989). It aims to undo gender stereotypes by separating boys and girls and following a special gender curriculum. Depending on their gender, boys and girls gain different experiences and treatment in schools and learn traditional gender roles already in early childhood. In mixed groups, the established gender assumptions and roles may strengthen because of the so-called 'reversed mirror': the boys observe the girls and instead of learning from them, boys learn what they should not be or behave like, and vice-versa.

Separating the groups has benefits, but it is not enough alone. The next step is to make a gender-based curriculum that takes into account what boys and girls really need. All kids are taught a set of social and individual skills, but the teaching methods and materials are adjusted to challenge the gendered expectations. In the Hjalli model

children are given compensation, that is the experiences they have not got because of their sex. For instance, girls get more encouragement in speaking out, taking up space and standing by themselves, and boys generally need to work on their social behaviours like connections with others and expression of emotions. The last part of Hjalili model is a daily interaction between groups. In the real world, genders are not separate, so learning respect, communication, and building relationships/friendships between boys and girls are also essential. ([The Hjalili Model](#))

Single-sex groups have been used in other educational levels as well. For instance, [Ruhr West University of Applied Sciences](#) offers an all-female undergraduate programme in mechanical engineering. The programme attempts to attract more women into the male-dominated field by allowing them to study the first few years in separate groups, in an 'unprejudiced environment' and 'relaxed, collaborative atmosphere' before entering the mixed groups. Luleå University of Technology has also had its own programme for women and initiatives to support women in engineering programmes. In these examples, single-sex groups are used as tools to achieve gender equality, but not as a goal itself.

Even though [the Hjalili Model](#) may seem new and unique, the pedagogy centred around acknowledging power relations, such as gender relations, and counteracting them, have been used successfully in educational settings for decades. For a long time, different approaches of critical pedagogy have been focusing on gender, race, and other inequalities within education. Examples of representatives of critical pedagogy include bell hooks, Paulo Freire, Michael Apple, and Henry Giroux & Peter McLaren.

HIGHLIGHTS:

Acknowledging and challenging gendered expectations and roles, but not over-emphasizing the comparison and differences between groups. Groups are separated, so the children and students can get enough attention and equal opportunities, and be free of gender roles and prejudices.

QUESTIONS TO CONSIDER:

Planning/Excellence

- Are there power relations to be highlighted in the topic of your research?
- Have you received/followed a training to do an analysis through the gender dimension? Do you or someone in your research team have skills and expertise related to gender studies?

Implementation

- In group interviews, consider the composition of the groups. Is everyone able to participate and be heard in the research team discussions and in group interviews?
- How does gender or other social and cultural factors affect group dynamics e.g. in your research team or focus group?
- Are you aware of your own and your team's gender assumptions, biases and power as researchers? Is the reflection about it carried out throughout the research cycle?

Impact

- Have you included gender equality training for the project staff?

SUGGESTIONS FOR FURTHER READING:

Apple, Michael, W., Au, Wayne, & Gandin, Luis A. (Eds.). (2009). *The Routledge International Handbook of Critical Education* (1st ed.). Routledge.
<https://doi.org/10.4324/9780203882993>

Giroux, Henry A. & McLaren, Peter (1989). *Critical Pedagogy, the State, and Cultural Struggle*. SUNY Press.

Giroux, Henry A. & McLaren, Peter (Eds.). (1994). *Between Borders: Pedagogy and the Politics of Cultural Studies* (1st ed.). Routledge.
<https://doi.org/10.4324/9781315021539>

Freire, Paulo (1970). *Pedagogy of the oppressed*. New York: Continuum.

hooks, bell (1994). *Teaching to transgress: Education as the practice of freedom*. Routledge.

REFERENCES:

The Hjalili Model. (n.d.). Accessed on 31 August 2023. <https://www.hjallimodel.com/>

Hochschule Ruhr West. *Frauenstudiengang Maschinenbau*. Accessed on 24 August 2023.
<https://www.hochschule-ruhr-west.de/studium-lehre/studienangebot/bachelor/frauenstudiengang-maschinenbau/>

4. Life sciences

4.1 Medicine

Because of biological differences, as well as different cultural and socio-economic conditions, the prevention, diagnosis, and outcomes of diseases may differ among women, men and non-binary people. Biological sex affects the disease pathophysiology, clinical manifestations, and response to treatment ([Mauvais-Jarvis et al. 2020](#)). Gender-related behaviours and gender constructs interact with biological sex and influence patient's risk exposure, preventive behaviour, disease perception, how people seek help and use healthcare services, and how clinicians decide to treat patients ([Mauvais-Jarvis et al. 2020](#)). In between an individual physiological, biological, and biochemical body definition and wider normative context of society, are the communities that enable a multitude of group belonging. The society maintains certain gender norms via e.g. mass media and regulations, but communities may hold their own norms. Different sub-groups can influence health habits, like dietary preferences, sexual behaviour, substance abuse, body positivity/negativity, body standards, etc.

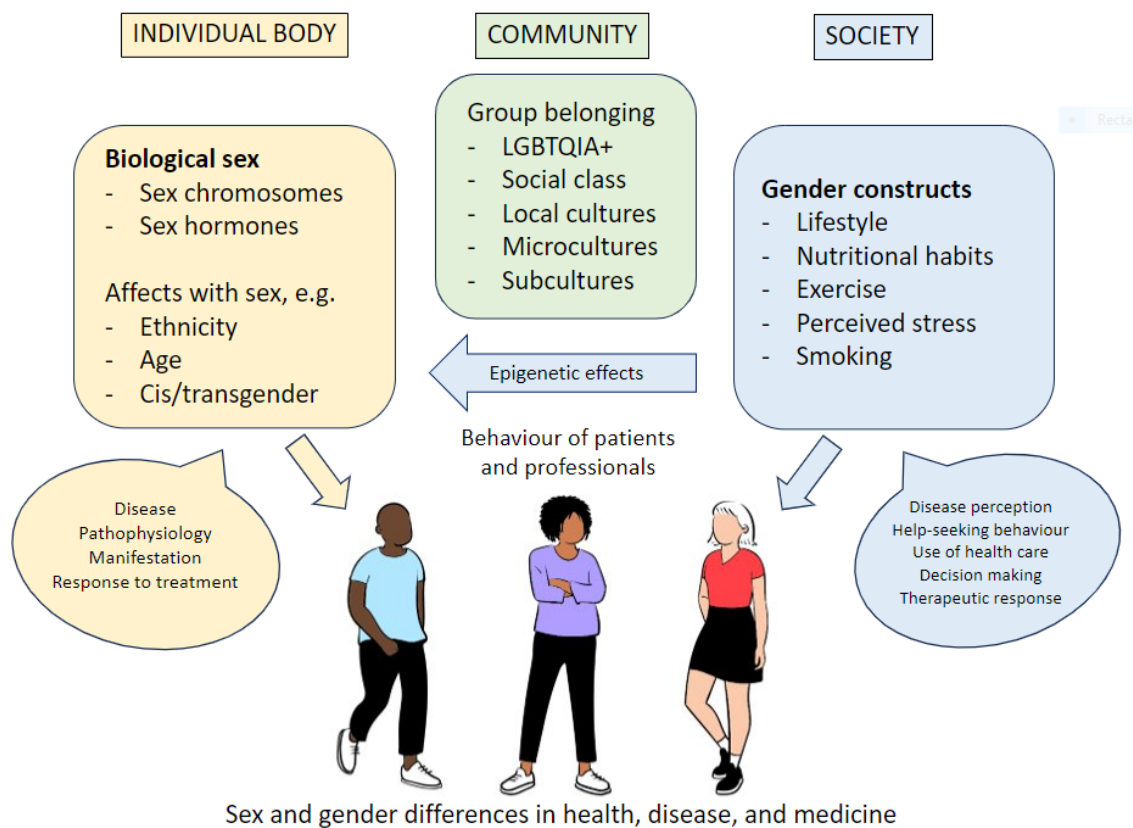


Figure 1: Intertwinedness of sex and gender. Picture is modified from Figure 2 Inter-relation between sex and gender in health, disease, and medicine in Mauvais-Jarvis et al. (2020).

Traditionally, females have been excluded from the trials, because of the now refuted assumption of them being more biologically variable than males due to the hormonal variations associated with estrous and menstrual cycles ([Laborante et al. 2022](#), [Mauvais-Jarvis et al. 2020](#), [Zucker et al. 2022](#)). Underrepresentation of women and female animals, cells, and tissue in research and clinical studies and lack of reporting by sex, may lead to under- or misdiagnosis and undertreatment of women, as the studies of males cannot be generalised directly to women. Lack of attention to female subjects in clinical studies has led to the incorrect dosage recommendations of prescribed drugs for women and women suffering more adverse drug reactions ([Zucker et al. 2022](#)). Transgender and non-binary people are also underrepresented in clinical studies. The diseases mainly affecting women also receive less funding in proportion to the burden they exert on the population than diseases that affect more men ([Smith, 2023](#)).

Without sex/gender analysis and disaggregated data, sex- and gender-based differences may remain unnoticed ([Humphries et al. 2017](#), [Zucker et al. 2022](#)). Analysing sex is more widely mandated but [Nielsen et al. \(2021\)](#) argue that studying various manifestations of gender in addition to sex differences provides a more comprehensive picture of health and disease processes. They developed a useful gender assessment tool – a set of gender-related variables for clinical and population research.

REFERENCES:

Humphries, Karin H., Mona Izadnegahdar, Tara Sedlak, Jacqueline Saw, Nina Johnston, Karin Schenck-Gustafsson, Rashmee U. Shah, Vera Regitz-Zagrosek, Jasmine Grewal, Viola Vaccarino, Janet Wei, & C. Noel Bairey Merz. (2017). Sex differences in cardiovascular disease: Impact on care and outcomes. *Frontiers in Neuroendocrinology*, 46, 46–70. <https://doi.org/10.1016/j.yfrne.2017.04.001>

Laborante, Renzo, Josip A. Borovac, Mattia Galli, Daniele Rodolico, Giuseppe Ciliberti, Attilio Restivo, Luigi Cappannoli, Alessandra Arcudi, Rocco Vergallo, Andrea Zito, Giuseppe Princi, Antonio M. Leone, Cristina Aurigemma, Enrico Romagnoli, Rocco A. Montone, Francesco Burzotta, Carlo Trani, & Domenico D'Amario. (2022). Gender-differences in antithrombotic therapy across the spectrum of ischemic heart disease: Time to tackle the Yentl syndrome? *Frontiers in Cardiovascular Medicine*, 9. <https://doi.org/10.3389/fcvm.2022.1009475>

Mauvais-Jarvis, Franck, Noel Bairey Merz, Peter J. Barnes, Roberta D. Brinton, Juan-Jesus Carrero, Dawn L. DeMeo, Geert J. De Vries, C. Neill Epperson, Ramaswamy Govindan, Sabra L. Klein, Amedeo Lonardo, Pauline M. Maki, Louise D. McCullough, Vera Regitz-Zagrosek, Judith G. Regensteiner, Joshua B. Rubin, Kathryn Sandberg, & Ayako Suzuki. (2020). Sex and gender: Modifiers of health, disease, and medicine. *The Lancet*, 396(10250), 565–582. [https://doi.org/10.1016/s0140-6736\(20\)31561-0](https://doi.org/10.1016/s0140-6736(20)31561-0)

Nielsen, Mathias W., Marcia L. Stefanick, Diana Peragine, Torsten B. Neilands, John P. A. Ioannidis, Louise Pilote, Judith J. Prochaska, Mark R. Cullen, Gillian Einstein, Ineke Klinge, Hannah LeBlanc, Hee Young Paik, & Londa Schiebinger. (2021). Gender-related variables for Health Research. *Biology of Sex Differences*, 12(1). <https://doi.org/10.1186/s13293-021-00366-3>

Smith, Kerri. (2023, May 3). *Women's health research lacks funding – these charts show how*. Nature news. Accessed on 31 August 2023. <https://www.nature.com/immersive/d41586-023-01475-2/index.html>

Zucker, Irving, Brian J. Prendergast, & Annaliese K. Beery. (2021). Pervasive neglect of sex differences in biomedical research. *Cold Spring Harbor Perspectives in Biology*. <https://doi.org/10.1101/cshperspect.a039156>

4.1.1 CASE 9 – Gender-based differences in diseases and their diagnostics

Cardiovascular disease (CVD) is one example of where men have been studied more even though it is also a leading cause of death in women. There are similarities between men and women, but also differences in the risk factors, presented symptoms and treatment. For instance, certain female-specific conditions, such as pregnancy, menopause, and use of hormonal contraceptives may increase the risk for heart disease and some of the shared risk factors, such as diabetes and smoking, pose a greater risk of development of heart disease for women than for men ([Humphries et al. 2017](#)). Women often underestimate their risk and seek later treatment for heart attacks ([Mauvais-Jarvis et al. 2020](#)). Some of the risk factors can be more strongly associated with gender than biological sex. For instance, men with higher 'femininity' scores have lower risk of coronary heart disease, but young adults (regardless of sex) with stronger "feminine gender-related characteristics" have a higher risk of acute coronary syndrome ([Nielsen et al. 2021](#)).

The symptoms of heart attacks may differ as well. Compared to men, women present more symptoms, especially atypical, in addition to or sometimes instead of the most common symptom - the chest pain ([Humphries et al. 2017](#), [Laborante et al. 2022](#)). Due to the underestimation or misinterpretation of symptoms or lack of knowledge of female patients, the treatment also differs. Women are less likely to receive recommended diagnostic tests, pharmacotherapy and invasive procedures, which affects the outcomes ([Laborante et al. 2022](#)). The gender of physicians also matters in terms of treatment choices and outcomes. For instance, women suffering from acute myocardial infarction have higher mortality rates when their physician is a man. The outcome is better when the physician is a woman, or male physician is working with female colleagues and when they have experience in treating female patients ([Mauvais-Jarvis et al. 2020](#)).

Lung cancer is another example of a disease where women are underrepresented in clinical trials even though it is among the leading causes of death for women. It used to be predominantly a men's disease, but women's incidence rates have risen significantly after smoking became socially more acceptable for them. Same as with the heart disease, there are differences between women and men in lung cancer's risk factors, histology, pathophysiology, treatment outcomes and prognosis ([Randhawa et al. 2020](#)). Women have a higher risk of lung cancer, but they also have a better survival rate than men. Reasons for a better survival rate are unclear, but studying more women could potentially have major benefits for men's treatment as well ([Neugut & Jacobson 2006](#)).

Cancer screening protocols have decreased mortality rates. The low number of women in clinical trials raise questions about the generalisability of results. This is why Randhawa et al. (2020) compare the results of lung cancer screening in a balanced cohort of men and women in their study. [Sterling and Garcia \(2020\)](#) also emphasise the need for cancer screening recommendations for the transgender population, which are currently inadequate.

With transgender and nonbinary individuals the situation is even more complex as their gender identity differs from the sex assigned at birth. They face their own issues regarding health and healthcare. A significant proportion of transgender and nonbinary individuals are physically challenged and disabled, and especially mental disability and illnesses are common due to the social oppression and minority stress ([Cavar & Baril 2022](#)). Their healthcare needs, such as their risk for cancer and the need for different cancer screenings, may vary depending on their gender-affirming care and transition phase ([Sterling & Garcia 2020](#)). Changes in individuals' gender and social roles can also affect their health and risk factors ([Sterling & Garcia 2020](#)).

Gender-affirming care, which is often crucial for their well-being, can also lead to other health issues. For instance, hormone therapy can increase the risk of a heart disease, and other health outcomes, and like all surgeries, a transition-related surgery can lead to complications ([Hana et al. 2021](#)). Due to the transition, clinicians may fail to provide the needed screening and counselling based on the patient's anatomy ([Sterling & Garcia 2020](#)). Transgender and nonbinary individuals also face multiple barriers in accessing care, and fear of discrimination may hinder them from seeking help. Many have experienced their gender identity being questioned due to their disability or vice-versa, which can reduce their trust in healthcare workers ([Cavar & Baril 2022](#)). Transgender and nonbinary individuals often seek medical care as a part of gender affirmation and may avoid using healthcare services for other concerns or routine check-ups ([Sterling & Garcia 2020](#)).

HIGHLIGHTS:

Inclusion of females and nonbinary people in research studies, investigating the possible effects of sex and gender, and screening for sex and gender differences will improve decision-making in the prevention, diagnostics, and treatment of diseases. Gender-related variables, in addition to sex as biological variables, may help to build a more comprehensive picture of diseases.

QUESTIONS TO CONSIDER:

Planning/Excellence

- Have you conducted a literature review and included sex and gender in your search for keywords?
- Do you include sex- and /or gender-disaggregated data?
- Do you plan to include women or female animals, tissue, or cells in clinical trials?
- Do you plan to include transgender/nonbinary people in your research?
- Have you considered potential gender implications to diseases and diagnostics?
- Do you plan to use gender-related variables in addition to sex-disaggregated data?

Implementation

- Are there dimensions other than sex/gender that are important to consider in the analysis of the results?

Impact

- Have you considered that the results of your research (project) can have different effects on men and women, boys or girls, and transgender/nonbinary people?

SUGGESTIONS FOR FURTHER READING:

Mauvais-Jarvis, Franck, Noel Bairey Merz, Peter J. Barnes, Roberta D. Brinton, Juan-Jesus Carrero, Dawn L. DeMeo, Geert J. De Vries, C. Neill Epperson, Ramaswamy Govindan, Sabra L. Klein, Amedeo Lonardo, Pauline M. Maki, Louise D. McCullough, Vera Regitz-Zagrosek, Judith G. Regensteiner, Joshua B. Rubin, Kathryn Sandberg, & Ayako Suzuki. (2020). Sex and gender: Modifiers of health, disease, and medicine. *The Lancet*, 396(10250), 565–582. [https://doi.org/10.1016/s0140-6736\(20\)31561-0](https://doi.org/10.1016/s0140-6736(20)31561-0)

REFERENCES:

Cavar, Sarah & Alexandre Baril (2022). Disability. In Laura Erickson-Schroth (Ed.). *Trans Bodies, Trans Selves* (2nd edition) (p. 68-93). Oxford University Press.

https://www.academia.edu/83504646/Disability_in_Trans_Bodies_Trans_Selves_Second_Edition_2022

Hana, Tommy, Kat Butler, L. Trevor Young, Gerardo Zamora, & June Sing Hong Lam. (2021). Transgender health in medical education. *Bulletin of the World Health Organization*, 99(4), 296–303. <https://doi.org/10.2471/BLT.19.249086>

Humphries, Karin H., Mona Izadnegahdar, Tara Sedlak, Jacqueline Saw, Nina Johnston, Karin Schenck-Gustafsson, Rashmee U. Shah, Vera Regitz-Zagrosek, Jasmine Grewal, Viola Vaccarino, Janet Wei, & C. Noel Bairey Merz. (2017). Sex differences in cardiovascular disease: Impact on care and outcomes. *Frontiers in Neuroendocrinology*, 46, 46–70. <https://doi.org/10.1016/j.yfrne.2017.04.001>

Laborante, Renzo, Josip A. Borovac, Mattia Galli, Daniele Rodolico, Giuseppe Ciliberti, Attilio Restivo, Luigi Cappannoli, Alessandra Arcudi, Rocco Vergallo, Andrea Zito, Giuseppe Princi, Antonio M. Leone, Cristina Aurigemma, Enrico Romagnoli, Rocco A. Montone, Francesco Burzotta, Carlo Trani, & Domenico D'Amario. (2022). Gender-differences in antithrombotic therapy across the spectrum of ischemic heart disease: Time to tackle the Yentl syndrome? *Frontiers in Cardiovascular Medicine*, 9. <https://doi.org/10.3389/fcvm.2022.1009475>

Mauvais-Jarvis, Franck, Noel Bairey Merz, Peter J. Barnes, Roberta D. Brinton, Juan-Jesus Carrero, Dawn L. DeMeo, Geert J. De Vries, C. Neill Epperson, Ramaswamy Govindan, Sabra L. Klein, Amedeo Lonardo, Pauline M. Maki, Louise D. McCullough, Vera Regitz-Zagrosek, Judith G. Regensteiner, Joshua B. Rubin, Kathryn Sandberg, & Ayako Suzuki. (2020). Sex and gender: Modifiers of health, disease, and medicine. *The Lancet*, 396(10250), 565–582. [https://doi.org/10.1016/s0140-6736\(20\)31561-0](https://doi.org/10.1016/s0140-6736(20)31561-0)

Neugut, Alfred I. & Judith S. Jacobson. (2006). Women and lung cancer: Gender Equality at a Crossroad?. *JAMA*, 296(2), 218. <https://doi.org/10.1001/jama.296.2.218>

Nielsen, Mathias W., Marcia L. Stefanick, Diana Peragine, Torsten B. Neilands, John P. A. Ioannidis, Louise Pilote, Judith J. Prochaska, Mark R. Cullen, Gillian Einstein, Ineke Klinge, Hannah LeBlanc, Hee Young Paik, & Londa Schiebinger. (2021). Gender-related variables for Health Research. *Biology of Sex Differences*, 12(1). <https://doi.org/10.1186/s13293-021-00366-3>

Randhawa, Simran, Shelby R. Sferra, Chandra Das, Larry R. Kaiser, Grace X. Ma, & Cherie P. Erkmén. (2020). Examining gender differences in lung cancer screening. *Journal of Community Health*, 45(5), 1038–1042. <https://doi.org/10.1007/s10900-020-00826-8>

Sterling, Joshua & Maurice M. Garcia. (2020). Cancer screening in the transgender population: A review of current guidelines, best practices, and a proposed care model.

Translational Andrology and Urology, 9(6), 2771–2785. <https://doi.org/10.21037/tau-20-954>

4.1.2 CASE 10 – Anatomical differences

The clitoris has been over and over again discovered, forgotten, and rediscovered. Anatomically correct depictions of the clitoris have existed for hundreds of years, but scientific knowledge has also been ignored, erased, and forgotten time after time. The knowledge of the anatomy and function of the clitoris today is still incomplete and the descriptions are inadequate or incorrect in many medical textbooks ([Blechner 2017](#), [Mangler et al. 2022](#)). Some textbooks, such as Gray's Anatomy's edition from 1901 included the clitoris in the illustrations of female genital anatomy but it was removed from the later edition in 1948. Still in 2013, a study found that none of the 59 anatomical or gynaecological books they studied had comprehensive and accurate measurements of all vulval structures ([Andrikopoulou et al. 2013](#)).

There have been several possible reasons for this recurring erasure and lack of research on the clitoris. For instance, the lack of female researchers, socio-cultural and religious conceptions of female sexuality and feelings of shame, fear, and envy have been connected as reasons to suppress female sexuality ([Blechner 2017](#), [Mangler et al. 2022](#)). Since there are no anatomical reasons to hide the knowledge of the clitoris, [Mangler et al. \(2022\)](#) suggest that the research and dissemination of knowledge are affected by sociocultural factors. As the scientific knowledge is not necessarily readily available even to practitioners, it will not spread to society either: studies have found that many women do not recognise the model of clitoris ([Mangler, et al. 2022](#)) and people may rely on other sources instead, such as own experiences and popular culture ([Andrikopoulou et al. 2013](#)).

HIGHLIGHTS:

Socio-cultural factors and (lack of) diversity of researchers may affect research and dissemination of knowledge.

QUESTIONS TO CONSIDER:

Planning/Excellence

- When thinking of the research or data gaps, do you consider how gender may play a role in producing these gaps?
- Who are the individuals that are or are not observed and presented in the study? Have you considered diverse (gender, sex, age, origin) communities in the sampling?

- Are you aware of your own and your team's gender assumptions, biases and power as researchers?
- Are you aware of any examples of gender bias and / or gaps in your research discipline?

Implementation

- Is there diversity in terms of gender and other social characteristics (nationality, age, origin, status, academic age...) in the research team and among members of the samples?
- Has reflection around gender assumptions, biases, and power relations been carried out throughout the research cycle?

Impact

- Preparing your dissemination activities and in the aim to gain maximum visibility, have you considered various information channels for the target audience(s) and various publications and other dissemination activities in the aim to gain maximum visibility?

SUGGESTIONS FOR FURTHER READING:

Gross, Rachel E. (2022). *Vagina obscura: An anatomical voyage*. WW Norton & Company.

Enright, Lynn. (2019). *Vagina: A re-education*. Allen & Unwin.

Slawson, Nicola. (2019, December 18). "Women have been woefully neglected": Does medical science have a gender problem? The Guardian.
<https://www.theguardian.com/education/2019/dec/18/women-have-been-woefully-neglected-does-medical-science-have-a-gender-problem>

REFERENCES:

Andrikopoulou, Maria, Lina Michala, Sarah M. Creighton, & Lih-Mei Liao. (2013). The normal vulva in medical textbooks. *Journal of Obstetrics and Gynaecology*, 33(7), 648–650. <https://doi.org/10.3109/01443615.2013.807782>

Blechner, Mark J. (2017). The clitoris: Anatomical and psychological issues. *Studies in Gender and Sexuality*, 18(3), 190–200. <https://doi.org/10.1080/15240657.2017.1349509>

Mangler, Mandy, Kathrin Heise, Smilla Leßmann, Malgorzata Lanowska, & Andreas D. Ebert. (2022). Mehr als Nur ein „Knöpfchen“ – Der Gynäkologische Blick auf die Klitoris. *Der Gynäkologe*, 55(2), 139–147. <https://doi.org/10.1007/s00129-021-04900-7>

4.2 Knowledge production

4.2.1 CASE 11 – Guidelines for reporting sex and gender in research

[Heidari et al. \(2016\)](#) designed SAGER guidelines to promote systematic reporting of sex and gender in research. If sex and gender are determined as relevant to the topic of the study, the guidelines help researchers and authors to include the sex and gender dimension in their research and editors to evaluate the manuscripts. The guidelines include general principles and articles' section-specific recommendations that authors should consider while doing their research and manuscripts. The starting point was especially on medical research, but the guidelines apply to all research that includes humans, animals, or any material, like organs, tissue, or cells from them. The guidelines are also useful when humans are not the main research subjects, but the results are applicable to humans. All parts of the guidelines may not be relevant or applicable to all studies. Authors should follow the guidelines whenever they are applicable to their study.

General principles include using the terms 'sex' (biological) and 'gender' (socio-cultural) in appropriate contexts and designing and conducting research that could reveal possible sex- and/or gender-related differences. Section-specific recommendations give guidelines on how to include sex and/or gender dimension in the title and abstract, introduction, methods, results, and discussion. They specify how and where the inclusion or lack of sex and/or gender analysis and male and/or female study subjects should be reported.

A SAGER flowchart for the initial screening of manuscripts was created for editors. [Heidari et al. \(2016\)](#) recommend that journals' minimal requirement should be disaggregating data by sex and gender and properly explaining the sex and gender differences or similarities, when sex and gender are relevant for the study. The systematic reporting of sex/gender differences improves the quality of research and reduces existing knowledge gaps.

HIGHLIGHTS:

Systematic reporting of sex and gender helps to make research more reproducible and SAGER guidelines offer section-specific instructions to academic writing.

QUESTIONS TO CONSIDER:

Planning/Excellence

- Have you conducted a literature review and included sex and gender in search of keywords?

- Have you verified existing gender theories that concern the subject of your research?
- Do you plan to include sex and gender disaggregated data?

Implementation

- If sex and or gender dimension is deemed not relevant to your study, have you added an explanation of why it is not?

Impact

- Is the sex/gender dimension included in the presentation of findings?
- Do you use appropriate terminologies and language that do not reflect gender stereotypes and that do not assume only two genders?
- Will your research reports/publications/outputs be revised by a gender expert?

SUGGESTIONS FOR FURTHER READING:

Tannenbaum, Cara, Robert P. Ellis, Friederike Eyssel, James Zou & Londa Schiebinger. (2019). Sex and gender analysis improves science and engineering. *Nature* 575, 137–146. <https://doi.org/10.1038/s41586-019-1657-6>

REFERENCE:

Heidari, Shirin, Thomas F. Babor, Paola De Castro, Sera Tort, & Mirjam Curno. (2016). Sex and gender equity in research: Rationale for the SAGER guidelines and recommended use. *Research Integrity and Peer Review*, 1(1). <https://doi.org/10.1186/s41073-016-0007-6>

5. Multi- and interdisciplinarity

"Multidisciplinary research is needed to solve many, if not all, of the next decade's major research challenges". (Choudhary 2015)

Current global issues and challenges, like climate change and other environmental issues (e.g. pollution, overconsumption, overpopulation, deforestation), food security and obesity, access to clean water and on the other hand drought, poverty, and many other issues are included in [the UN Sustainable Development Goals](#). They require novel approaches, methods, solutions and extensive knowledge of all their aspects, such as economic, social, political, psychological etc. (Choudhary 2015). Because of the complexity of global issues, it is necessary that researchers from different fields and disciplines come together to solve these issues. Combining different academic approaches, fields, methods or datasets to produce broader, time-series analysis and forecasting for in-depth understanding of the many burning global questions is essential for the sustainable and equitable future of our world.

In the scientific community, there has been debate on the differences and definitions of inter-, multi-, transdisciplinarity and various other terms with similar meaning. According to [Huutoniemi et al. \(2010\)](#) interdisciplinarity is a variety of different ways of bridging and confronting the prevailing disciplinary approaches. The common ground is that all of them combine knowledge from and have cognitive interaction between two or more research fields. [Huutoniemi et al. \(2010\)](#) categorise interdisciplinary research and its variants based on their scope, type of interaction and goals. By their scope, they can be narrow or broad, depending on how big the conceptual distance is between fields ([Huutoniemi et al. 2010](#)).

Based on the type of interaction between fields, research can be divided into multidisciplinary and interdisciplinary research. Multidisciplinary research is cumulative or additive rather than integrative, as the knowledge from different fields is pooled or coordinated together without being substantially adapted in the course of interaction ([Huutoniemi et al. 2010](#)). Interdisciplinary research again is based on active interaction across fields and the interaction is not limited to framing the research problems and coordinating knowledge, but happens in every step of the research project from planning to implementation ([Huutoniemi et al. 2010](#)). Multidisciplinary and interdisciplinarity can be further distinguished into sub-categories, and, for instance, transdisciplinarity could be understood as theoretical interdisciplinarity where concepts, methods, or theories from various fields are synthesised or contrasted to develop new theoretical tools ([Huutoniemi et al. 2010](#)). The goals can vary between epistemological (aim to increase knowledge and gain more comprehensive understanding of the subject), instrumental (aim to achieve some extra-academic goal, like solving some particular problem) and mixed orientation which combines these two ([Huutoniemi et al. 2010](#)).

Gender studies is a unique field by its nature: it is firmly an inter-, multi- and transdisciplinary discipline and works across a large number of disciplinary borders ([Pulkkinen 2015](#)). Gender studies is not only about knowledge production, but it has an attitude of intervention into existing knowledge, which contributes to its transdisciplinarity ([Pulkkinen 2015](#)). Pursuing gender equality and inclusion of the gender and diversity dimension in research have an important part in achieving all the Sustainable Development Goals ([UN Women 2018](#)), and should thus be considered in all multi-, inter- and transdisciplinary projects too.

REFERENCES:

Choudhary, Ayush. (2015, November 13). *Multidisciplinary research*. Academike. Accessed on 29 August 2023. <https://www.lawctopus.com/academike/multidisciplinary-research/#:~:text=Multidisciplinary%20research%20is%20a%20technique%20of%20>

[research%20in,all%2C%20of%20the%20next%20decade%E2%80%99s%20major%20research%20challenges.%E2%80%99](#)

Huutoniemi, Katri, Julie Thompson Klein, Henrik Bruun & Janne Hukkinen. (2010). Analyzing interdisciplinarity: Typology and indicators. *Research Policy*, 39(1), 79–88. <https://doi.org/10.1016/j.respol.2009.09.011>

Pulkkinen, Tuija. (2015). Identity and Intervention: Disciplinarity as Transdisciplinarity in Gender Studies. *Theory, Culture & Society*, 32(5–6), 183–205. <https://doi.org/10.1177/0263276415592683>

United Nations. (n.d.). *Sustainable Development*. Accessed on 31 August 2023. <https://sdgs.un.org/>

UN Women (2018). *Turning promises into action: Gender equality in the 2030 agenda for sustainable development*. <https://www.unwomen.org/en/digital-library/publications/2018/2/gender-equality-in-the-2030-agenda-for-sustainable-development-2018#view>

5.1.1 CASE 12 – Inclusive climate projects for knowledge co-production on resilience

[Nunataryuk](#) is an international permafrost research project that studies how thawing permafrost impacts climate change and life of indigenous communities and other people in the Arctic. Climate change has a gendered impact. More detailed knowledge of drastic climate change effects on both demographic and particular groups levels e.g. sex, gender, age is needed to support the resilience of communities. This international and multidisciplinary project includes 26 partners from 12 countries and combines permafrost research with modelling and socio-economic analysis. The project creates partnerships with local and global stakeholders and develops targeted adaptation and mitigation strategies for them. In addition to including scientists from various fields, a notable practice in the recruitment process was that the project focused also on the inclusion of young researchers in the research alongside experienced/seasoned researchers.

Another example of a multidisciplinary project focusing on tackling climate change is the [Destination Earth \(DestinE\)](#) initiative. [DestinE](#) creates a digital model of the Earth that will be used to monitor the effects of natural and human activity on our planet, anticipate extreme events and adapt policies to climate-related challenges. Aristotle University of Thessaloniki's Laboratory of Geoinformatics (LabGeo) - as European Space Agency subcontractor - is leading the community building activities for the extraction of user requirements of the Core Service Platform of DestinE. LabGeo mainstreams gender equality in this initiative by considering and investigating gender-related aspects in the

elaboration of the user-case requirements and especially in the framework of user needs identification and system demonstration. Particular attention is also devoted to the gender balance in the activities for stakeholders' engagement and in the community of end-users, as well as in the Tenders Evaluation Board (board that will evaluate the use cases that will be submitted to application for funding).

HIGHLIGHTS:

Both projects utilise socio-economic analysis in order to build a more comprehensive picture of climate change and its effects. Special focus is also given on gender balance of researchers, stakeholders and the end-users.

QUESTIONS TO CONSIDER:

Planning/Excellence

- Do you plan to include sex and gender disaggregated data?
- In addition to sex and gender, are there other important social and cultural aspects to consider?
- Do you include diverse (gender, sex, age, origin,...) communities in the sampling?
- Can you produce data that disaggregates various social categories? Can you analyse the results through the prism of gender dimension? Do you have expertise related to gender studies in your team?

Implementation

- Is your team diverse in terms of sex, nationality, ethnicity, age, academic age, field etc.?
- What are the social characteristics of people who are participating in the research/project? Who are the individuals observed and presented (or not)? Have you considered diverse (gender, sex, age, origin,...) communities in the sampling?

Impact

- Have you considered that the results of your research (project) can have different effects on men and women, boys or girls, and non-binary people?

SUGGESTIONS FOR FURTHER READING:

United Nations Framework Convention on Climate Change (UNFCCC) (2022). *Dimensions and examples of the gender-differentiated impacts of climate change, the role of women as agents of change and opportunities for women. Synthesis report by the secretariat*. Bonn Climate Change Conference - June 2022. United Nations Climate Change. <https://unfccc.int/documents/494455>

REFERENCES:

Nunataryuk. (n.d.). <https://nunataryuk.org/>

European Commission. (2022, March 30). *Destination Earth – new digital twin of the Earth will help tackle climate change and protect nature.*
https://ec.europa.eu/commission/presscorner/detail/en/IP_22_1977

5.1.2 CASE 13 – Citizen science hubs

Citizen science is a broad term that encompasses that part of open science where citizens can participate in the scientific process in a variety of ways: by observing, analysing or producing data. Being pivotal to the democratisation of science, citizen science requires an adequate framework to function properly and to engage the public and stakeholders as much as possible. The [EU-funded INCENTIVE](#) project aims to support Europe's research performing and funding organisations (RPFOS) in establishing sustainable transdisciplinary hubs for stimulating and supporting excellent citizen science. Besides being a sustainable institutional change themselves, citizen science hubs will serve as a vehicle for introducing considerable institutional changes in European RPFOS and their communities.

A Citizen Science Hub is a scientific organisation (or part of a scientific organisation) with the purpose to initiate, execute, promote and coordinate participatory Research and Innovation (R&I) with and for citizens. As such, Citizen Science Hubs based in Research Performing and Funding Organisations are tasked to empower their internal and external stakeholders to co-create new knowledge in a transdisciplinary way, forging new stakeholder interactions and grounding Responsible Research and Innovation (RRI) in society.

During the course of INCENTIVE project, four (4) Citizen Science hubs were established in the RPFOS of the INCENTIVE consortium -namely Aristotle University of Thessaloniki, Autonomous University of Barcelona, University of Twente, and Vilnius Gediminas Technical University - which have taken up the challenge to design the implementation of their own institutional hub, addressing conceptual and operational parts, as well as the RRI-related aspects.

In the context of the project a monitoring and evaluation framework was developed which will be used to closely, monitor, evaluate and assess both the project's and hubs' activities performance, outcomes and impacts.

At project level it was decided that this monitoring and evaluation framework -amongst other objectives- will monitor the equal gender representation and intersectional inclusion should be ensured in multiple levels, including Citizen Science Hub's decision-making, working spaces, Citizen Science projects' research topics, and participants.

Indicatively, some indicators that the framework includes with respect to gender aspect are:

- Number of citizens who reported that the activities of the CS project took place in a gender-equal environment / Total number of citizens in CS projects surveyed
- Number of citizens who reported the absence of gender inclusive language in the CS project documents or encountered a biased attitude during the project implementation / Total number of citizens in CS projects surveyed
- Number of CS projects that aimed for inclusive research implementing methods to consider the full range of human diversity with respect to ability, language, culture, gender, age and other forms of human difference / Total number of CS projects
- Number of stakeholders believing that the RPFO has established sufficient standards (protocols, policies, regulations) to promote the equal representation of female researchers in the CS Hub activities / Total number of stakeholders surveyed
- Number of stakeholders believing that the RPFO has established sufficient standards (protocols, policies, regulations) to minimise the gender wage gap among researchers / Total number of stakeholders surveyed
- Number of stakeholders believing that the RPFO has established sufficient standards (protocols/policies/regulations) to achieve an equal number of male and female heads within the RPFO (i.e., minimising the gender gap in promotions) / Total number of stakeholders surveyed
- Number of training activities or workshops organised by the RPFO on gender dimensions in research / Total number of RPFOs
- Number of training activities or workshops organised by the RPFO on gender dimensions in research / Total number of RPFOs
- Number of CS projects performing research on gender issues / Total number of CS projects
- Number of CS projects led by females / Total number of CS projects

HIGHLIGHTS:

The project aims to accelerate the transition of RPFOs to more inclusive, open and democratic innovation and scientific governance, under the principles of Responsible Research and Innovation.

QUESTIONS TO CONSIDER:

Planning/Excellence

- Do you plan to include sex and gender disaggregated data?
- In addition to sex and gender, are there other important social and cultural aspects to consider?
- Do you analyse the results through the prism of gender dimension?
- Do you have expertise related to gender studies in your team?

Implementation

- Is your team diverse in terms of sex, nationality, ethnicity, age, academic age, field etc.?
- What are the social characteristics of people who are participating in the research/project?
- Who are the individuals observed and presented (or not)?

Impact

- Have you considered that the results of your research (project) can have different effects on men and women, boys or girls, and non-binary people?

SUGGESTIONS FOR FURTHER READING:

Jönsson, M., Kasperowski, D., Coulson, S.J. et al. Inequality persists in a large citizen science programme despite increased participation through ICT innovations. *Ambio* 53, 126–137 (2024). <https://doi.org/10.1007/s13280-023-01917-1>

REFERENCE:

Incentive (n.d.). <https://incentive-project.eu/>

European Commission, Directorate-General for Research and Innovation, Warin, C., Delaney, N., Tornasi, Z., Citizen science and citizen engagement – Achievements in Horizon 2020 and recommendations on the way forward, Delaney, N.(editor), Tornasi, Z.(editor), Publications Office, 2020, <https://data.europa.eu/doi/10.2777/05286>

Mortega, K., Basagaña, X., Bonn, A., Delannoy, M., Fabó Cartas, C., Fraisl, D. , Freyhof, J., Göbel, C., et al. (2022). Knowledge for Change: A Decade of Citizen Science (2020–2030) in Support of the SDGs. Zenodo 10.5281/zenodo.5972213.

5.1.3 CASE 14 – Reducing barriers to innovation and entrepreneurship

Women and those from diverse and minority groups are often underrepresented and their talents are not utilised in innovation and entrepreneurship activities and outputs. They, and particularly women from diverse and minority groups in local societies, face significant barriers in equal participation in the fields of innovation and entrepreneurship in Europe. EU-funded [Gendered Innovation Living Labs \(GILL\)](#) aims to reduce gender barriers in innovation and entrepreneurship, and addresses gender and diversity blindness. [GILL](#) develops a pan-European collaboration and learning hub for open gendered innovation with the overall aim to become the open-gendered innovation framework for all European actors. They utilise co-creation and co-design approaches to develop mechanisms such as methodologies, services, and tools tested in real-life open ecosystems to increase Gender Responsive Smart Innovation and Entrepreneurship through a series of 15 pilot cases across 8 European countries.

[GILL](#) works on 3 application domains: 1. Health and resilience, 2. Green transition, and 3. Digital transformation. It aims to foster dialogue and co-creation activities among citizens, government, academia and industry. In their Living labs, [GILL](#) generates real innovations based on users' and community contributions and studies innovation principles and processes. The focus is to transform individual, team, societal and organisational practice, enhance professional development, allow gendered educational practices, and co-create methods and tools for integrating gender and diversity into product design, technologies, innovation and policy design.

HIGHLIGHTS:

The project aims to reduce barriers to innovation and entrepreneurship for women and other under-represented groups with their Living Labs. They study and integrate the gender and diversity dimension in innovation and entrepreneurship in various fields and create a collaboration and learning Hub. The overall aim is to become an open-gendered innovation framework for all European actors.

QUESTIONS TO CONSIDER:

Planning/Excellence

- Do you include diverse (gender, sex, age, origin,...) communities in the sampling?
- Which groups of people are in a disadvantaged position in the fields of innovation and entrepreneurship?
- How can the lack of diversity affect innovations and a variety of new enterprises?
- Are there any barriers to participation? How could they be avoided?

Implementation

- Is your team diverse in terms of sex, nationality, ethnicity, age, academic age, field etc.?
- Have you considered sex, gender and diversity dimensions in the recruitment, job descriptions and career paths of research group members?
- In your team, are the tasks circulated or distributed in a way that does not reproduce gender stereotypes?

Impact

- Have you considered information delivery for the target audiences and various publications and other dissemination activities in the aim to gain maximum visibility?
- Can your research/project contribute to the advancement of gender equality in society?

SUGGESTIONS FOR FURTHER READING:

European Commission. (n.d.). *Women innovate. Celebrating the women behind game-changing innovations*. Accessed on 31 August 2023. https://research-and-innovation.ec.europa.eu/events/special-features/women-innovate_en

Saarela, Martti, Pauliina Björk, Ossi Kotavaara, Matti Muhos & Mervi Heikkinen. (2023) *Gender Gap in Entrepreneurial Potential in Finland and Reflecting Its Underlying Causes in the Model Country of Equality* (Forthcoming)

UN Women (2017). *Making innovation and technology work for women*. <https://www.unwomen.org/en/digital-library/publications/2017/7/making-innovation-and-technology-work-for-women>

REFERENCE:

Gill. Gendered Innovation Living Lab. (n.d.). Accessed on 31 August 2023. <https://gi-ll.eu/>

5.1.4 CASE 15 – Food culture

Food and nutrition is an essential requirement to us all, and it has gender dimensions too. Our sex, gender, and other social characteristics may affect our food choices, eating habits, dietary restrictions, eating disorders, and, consequently, our health. For instance, a study found that gender roles impact attitudes and behaviours related to meat consumption and vegetarianism, as men tend to consume more meat than women and are less open to becoming vegetarians ([Rosenfeld & Tomiyama 2021](#)). Eating disorders are more common for cis women than for cis men, but transgender and especially

genderqueer/gender non-conforming people have an even higher risk for eating disorders than heterosexual individuals and cisgender people ([Simone et al. 2022](#)). In addition to sex and gender, sexuality, race/ethnicity, class and age should also be taken into consideration. For instance, studies from the US show that there is a correlation between (un)healthy diet and race/class dimensions (e.g. [Boehm et al. 2019](#); [Lofton et al. 2023](#); [Sansom & Hannibal 2021](#); Wade 2018), and diets of different age groups can differ significantly. There are gendered stereotypes of what we eat, but also what kind of food we make and who serves it. The media have a central role in maintaining gender stereotypes.

An example of such a project that investigates food cultures from an interdisciplinary and multilayered perspective is [the FEAST project](#) (Food systems that support transitions to healthy and sustainable diets, Horizon Europe). It aims to:

1. Identify, understand and measure the barriers and facilitators that influence the dietary behaviour of different groups (particularly vulnerable groups in Europe), accounting for geographical, socio-economic, behavioural, gender and cultural differences.
2. Co-create (ideation, design and testing) innovative and effective tools, programmes, and strategies, including social innovations, in collaboration with key stakeholders in Europe that will enable consumers to make informed food choices that promote the self-management of healthier and more sustainable dietary behaviours and lifestyles.
3. Empower individuals to lead healthier lives by adopting healthier and more sustainable dietary behaviours, choices and lifestyles through evidence-based strategies and tools that address all food system actors at the level of Member States, EU and the wider international community.
4. Boost the adoption of food and health policy interventions that aim to drive the transition to healthier and more sustainable diets by all stakeholders within the food system by using co-design and scientific testing of communication strategies, and associated monitoring approaches, that could be used by policymakers.

Gender and diversity dimensions are important for this project in particular and food studies in general.

HIGHLIGHTS:

Multi/Inter/Trans-disciplinarity studies on food takes us beyond the general notions of “food as source of nutrition” and “analysis of the quality of food”. In addition to the life and natural science related research interests, the FEAST-project addresses the various meanings of food by focusing on food and eating as central socio-cultural constructions

that are important parts of identity. The particular focus is on identifying and supporting vulnerable groups in order to achieve a just and equitable transition to healthier and more sustainable dietary behaviour. Gender and diversity dimensions are included in the project.

QUESTIONS TO CONSIDER:

Planning/Excellence

- Have you considered gender implications during the elaboration of your research question and research goals
- Do you plan to include sex/gender-disaggregated and intersectional data?
- Do you include diverse (gender, sex, age, origin,...) communities in the sampling?

Implementation

- Are members of the research team and samples balanced in terms of gender and other social characteristics? Is there a diversity in terms of gender and other social characteristics in the research team and among different members of the samples?

Impact

- Have you considered the potential impact of your project and its different effects on women, men and non-binary people?
- Can your research contribute to the advancement of gender equality in society?

SUGGESTIONS FOR FURTHER READING:

Rodrigues, Heber, Carlos Gómez-Corona, & Dominique Valentin. (2020). Femininities & Masculinities: Sex, gender, and stereotypes in Food Studies. *Current Opinion in Food Science*, 33, 156–164. <https://doi.org/10.1016/j.cofs.2020.05.002>

REFERENCES:

Boehm, Rebecca, Jiff Martin, Jaime Foster, & Rigoberto A. Lopez. (2019). Food Insecurity and Obesity Incidence Across Race, Income, and Towns in Connecticut. <https://are.uconn.edu/wp-content/uploads/sites/2327/2020/03/Food-Insecurity-Obesity-Across-Demographics-in-CT.pdf>

FEAST. (n.d.). Accessed on 31 August 2023. <https://feast2030.eu/>

Lofton, Holly, Jamy D. Ard, Rameck R. Hunt, & Michael G. Knight. (2023). Obesity among African American people in the United States: A review. *Obesity*, 31(2), 306–315. <https://doi.org/10.1002/oby.23640>

Rosenfeld, Daniel L. & A. Janet Tomiyama. (2021). Gender differences in meat consumption and openness to vegetarianism. *Appetite*, 166, 105475. <https://doi.org/10.1016/j.appet.2021.105475>

Sansom, Garrett & Bryce Hannibal. (2021). Disparate access to nutritional food; place, race and equity in the United States. *BMC Nutrition*, 7(1). <https://doi.org/10.1186/s40795-021-00434-2>

Simone, Melissa, Vivienne M. Hazzard, Autumn J. Askew, Elliot A. Tebbe, Sarah K. Lipson, & Emily M. Pisetsky. (2022). Variability in eating disorder risk and diagnosis in transgender and gender diverse college students. *Annals of Epidemiology*, 70, 53–60. <https://doi.org/10.1016/j.annepidem.2022.04.007>

Wade, Jeannette M. (2018). African Americans, Fast Food, and the Birdcage of Oppression. In Jared A. Jaworski. (Ed.). *Advances in sociology research* (Vol. 25) (p. 129-150). Nova Science Publishers, Inc.

5.1.5 CASE 16 – Feminist city planning

Umeå municipality in Sweden has been doing continuous, strategic, and systematic gender equality work for over 30 years. The gender equality work was integrated permanently as a part of the municipality's organisation on the influence of participating in a pilot project on local gender equality work in 1989 and strong feminist movements even prior to that. Umeå established the position of a gender equality officer reporting directly to the Municipal Council, which has ensured the continuation of gender equality work ([Hamrud & Qvarford](#)).

Umeå municipality has done various work and initiatives to improve gender equality together with local organisations and people. With the aim to improve gender equality, the municipality uses gender and intersectional analysis and collects gender-disaggregated statistics. The gender perspective is used to help decision-making on how to allocate resources fairly and design the municipality's infrastructure, activities, and services in a way that they are safe, pleasant, accessible, and usable regardless of gender or other socioeconomic characteristics. Urban planning with critical reflection of existing power structures has been a central tool in gender equality work for decades ([Hamrud & Qvarford](#)).

The municipality makes a gender equality perspective visible via education, campaigns, and dialogue with residents and they are encouraged to participate in planning processes. One of the good practices is '[The Gendered Landscapes](#)' tours, which make visible how gender and power relations play a role in the political and social landscape of Umeå municipality. The guided tour highlights the success stories and gives concrete

examples of the gender equality work that has been done as part of urban planning, service design, and policy development, but also addresses the issues by visiting different places of Umeå by bus or via a digitized tour ([Hamrud & Qvarford](#)), that still need more work as well as inter-/multi- and transdisciplinary considerations.

HIGHLIGHTS:

Appointing a gender equality expert to direct gender equality work. The guided tours showcasing the places where projects and initiatives have been implemented visualise the statistics and make the need for and the successes of gender equality work more visible by giving concrete examples of gendered power structures in the municipality.

QUESTIONS TO CONSIDER:

Planning/Excellence

- What is the target audience of the project? Is it inclusive? Who are we planning for our cities and policies? Who is the norm or who is not represented when thinking of average citizens?
- Who has the power to participate in decision-making?
- Are there social characteristics other than sex/gender that are important to consider?
- Have you checked existing gender theories that concern the subject of my research?
- Do you include a gender expert/expertise in your team?

Implementation

- Provide social characteristics on who participates in the research/project as researchers or research subjects?

Impact

- How could you visualise sex and gender statistics in an understandable and interesting way?
- Have you included gender equality training for the project staff?
- Can your project contribute to the advancement of gender equality in society?

SUGGESTIONS FOR FURTHER READING:

Terraza, Horacio, Maria Beatriz Orlando, Carina Lakovits, Vanessa Lopes Janik, & Anna Kalashyan. (2020). *Handbook for Gender-Inclusive Urban Planning and Design*. © World Bank, Washington, DC. <http://hdl.handle.net/10986/33197>

REFERENCES:

- Gendered Landscapes. (n.d.). Accessed on 31 August 2023.
<https://genderedlandscape.umea.se/in-english/>
- Hamrud, A. & Qvarford, E. (Eds) (n.d.). Gender, power & politics - 30 years of gender equality work in Umeå municipality.
<https://www.umea.se/download/18.1e902c491847930967530bc/1669206644284/Gender%20power%20and%20politics.pdf>
- Umeå Kommun. (7.3.2023) *In English: Gender equality work in Umeå*. Accessed on 31 August 2023.
<https://www.umea.se/kommunochpolitik/manskligarattigheter/jamstalldhet/inengli shgenderequalityworkinumea.4.4b0df14518498115f8e553.html>

5.1.6 CASE 17 – Local transportation

Women and men have very different preferences, needs and constraints related to travelling. In order to improve transport services to benefit equally all users and design more sustainable and inclusive transport policies, understanding gender differences and reducing gender bias in travel is crucial (Ng & Acker, 2018). According to Pourhashem et al. (2022), these differences have been studied, but the knowledge is often ignored when planning current or new travel systems and they are biased towards serving men's needs better than women's in Europe and elsewhere. Lack of consideration of gendered patterns will limit mobility, access to education, employment, and other welfare activities. If women's needs are not considered and mobility is constrained, families can suffer as well as they tend to have more household maintenance and caring duties (Pourhashem et al. 2022).

Women are more likely to do household maintenance activities or pickup/drop off a passenger during their commute compared to men (Bianco & Lawson 1998). This is called trip-chaining, where instead of travelling directly from home to work, people make multiple stops, for instance, to run errands or transport children to school or daycare. In addition to more complex trip chains, women travel shorter distances and travel more often with children or dependent others than men (Pourhashem et al. 2022). Women walk and use public transport more than men, but safety concerns and sexual harassment limit the use of public transport services and mobility (Ng & Acker, 2018). Women prefer public transport and flexible modes (such as taxi) over driving a car in cities, but trip-chaining may lead to greater preference for car use.

Including gender analysis in the transport planning and policy-making processes is recommended, as gender is a highly significant factor affecting travel behaviour. A better understanding of different needs and preferences improves the development of services. Ng and Acker (2018) present policy insights based on their study. They include planning the public transport schedules and making physical changes to vehicles to be

more suitable for trip-chaining, including gender analysis to assess transport demand management strategies, requiring safer regulations and technologies for taxis and informal transport services, and addressing safety issues in public transport ([Ng & Acker, 2018](#)).

HIGHLIGHTS:

There are gender differences in duties and safety concerns, which affect travel patterns. Gender biases in transport services can only be addressed with a better understanding of the users' needs. Gender analysis should be included while designing transport systems and policies.

QUESTIONS TO CONSIDER:

Planning/Excellence

- Have you considered the gender-specific risks associated with this research and designed measures to mitigate against these risks?
- Have you considered how gender roles in society could influence differences between women and men?
- Do you plan to include sex and gender disaggregated data?

Implementation

- Is your research team diverse in terms of gender, age, origin, scientific field, (dis)ability etc.?
- Do you take into account points of view and experiences of all social groups, even if your team is not diverse?

Impact

- Do you include the sex/gender dimension in the presentation of findings?
- Have you considered that the results of your research (project) can have different effects on men and women, boys or girls, and non-binary people?

SUGGESTIONS FOR FURTHER READING:

Lindkvist Scholten, Christina & Tanja Joelsson. (Eds.). (2019). *Integrating gender into transport planning: From One to many tracks*. Palgrave Macmillan Cham. <https://doi.org/10.1007/978-3-030-05042-9>

Morales, Roberta. (2020, December 7). *A man-made world: Gender and Design Bias in the Architectural World*. Medium. <https://robertamoralesmtz.medium.com/a-man-made-world-884bf945fdc2>

REFERENCES:

- Bianco, Martha & Catherine Lawson. (1998). Trip-chaining, childcare, and personal safety: Critical issues in women's travel behavior. <http://www.fhwa.dot.gov/ohim/womens/chap8.pdf>
- Ng, Wei-Shiuen & Ashley Acker. (2018). Understanding urban travel behaviour by gender for efficient and equitable transport policies. *International Transport Forum Discussion Papers, 2018-01*, OECD Publishing, Paris. <https://doi.org/10.1787/eaf64f94-en>
- Pourhashem, Ghadir, Eva Malichová, Terezia Piscová, & Tatiana Kováčiková. (2022). Gender difference in perception of value of travel time and travel mode choice behavior in eight European countries. *Sustainability*, 14(16), 10426. <https://doi.org/10.3390/su141610426>

6. Bibliography

- Alda-Vidal, Cecilia, Rihab Khalid, Chris Foulds, Sarah Royston, & Mary Greene. (2023). Gender imaginaries in energy transitions: How professionals construct and envision gender equity in energy access in the Global South. *World Development*, 168, 106258. <https://doi.org/10.1016/j.worlddev.2023.106258>
- Anderson, Abigail, Sophia Chilczuk, Kaylie Nelson, Roxanne Ruther, & Cara Wall-Scheffler. (2023). The myth of man the hunter: Women's contribution to the hunt across ethnographic contexts. *PLOS ONE*, 18(6). <https://doi.org/10.1371/journal.pone.0287101>
- Andrikopoulou, Maria, Lina Michala, Sarah M. Creighton, & Lih-Mei Liao. (2013). The normal vulva in medical textbooks. *Journal of Obstetrics and Gynaecology*, 33(7), 648–650. <https://doi.org/10.3109/01443615.2013.807782>
- Apple, Michael, W., Au, Wayne, & Gandin, Luis A. (Eds.). (2009). *The Routledge International Handbook of Critical Education* (1st ed.). Routledge. <https://doi.org/10.4324/9780203882993>
- Bianco, Martha & Catherine Lawson. (1998). *Trip-chaining, childcare, and personal safety: Critical issues in women's travel behavior*. <http://www.fhwa.dot.gov/ohim/womens/chap8.pdf>
- Big Think. (2023, June 8). *Berkeley professor explains gender theory | Judith Butler*. [Video]. YouTube. <https://www.youtube.com/watch?v=UD9IOIUR4k>
- Blechner, Mark J. (2017). The clitoris: Anatomical and psychological issues. *Studies in Gender and Sexuality*, 18(3), 190–200. <https://doi.org/10.1080/15240657.2017.1349509>
- Boehm, Rebecca, Jiff Martin, Jaime Foster, & Rigoberto A. Lopez. (2019). Food Insecurity and Obesity Incidence Across Race, Income, and Towns in Connecticut. <https://are.uconn.edu/wp-content/uploads/sites/2327/2020/03/Food-Insecurity-Obesity-Across-Demographics-in-CT.pdf>
- Buolamwini, Joy & Timnit Gebru. (2018). Gender Shades: Intersectional Accuracy Disparities in Commercial Gender Classification. *Proc. Mach. Learn. Res.* 81, 77–91. <https://proceedings.mlr.press/v81/buolamwini18a.html>
- Cavar, Sarah & Alexandre Baril (2022). Disability. In Laura Erickson-Schroth (Ed.). *Trans Bodies, Trans Selves* (2nd edition) (p. 68-93). Oxford University Press.

https://www.academia.edu/83504646/Disability_in_Trans_Bodies_Trans_Selves_Second_Edition_2022

CCCB. (2022, March 17). *Rosi Braidotti: "The concept of human has always been associated with relations of power."* [Video]. YouTube. https://www.youtube.com/watch?v=mb2_a-UX10E

Choudhary, Ayush. (2015, November 13). *Multidisciplinary research*. Academike. Accessed on 29 August 2023. <https://www.lawctopus.com/academike/multidisciplinary-research/#:~:text=Multidisciplinary%20research%20is%20a%20technique%20of%20research%20in,all%2C%20of%20the%20next%20decade%E2%80%99s%20major%20research%20challenges.%E2%80%99>

Clancy, Joy & Marielle Feenstra. (2019). *Women, Gender Equality and the Energy Transition in the EU*. Publications Office of the European Union. <https://doi.org/10.2861/750279>

Clancy, Joy, Irina Kustova, Milan Elkerbout & Kavya Michael (2022). *The Gender Dimension and Impact of the Fit for 55 Package*. CEPS: Center for European Policy Studies. Belgium. [https://www.europarl.europa.eu/RegData/etudes/STUD/2022/736899/IPOL_STU\(2022\)736899_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/STUD/2022/736899/IPOL_STU(2022)736899_EN.pdf)

Elliott, Karla. (2016). Caring Masculinities: Theorizing an Emerging Concept. *Men and Masculinities*, 19(3), 240–259. <https://doi.org/10.1177/1097184X15576203>

ENERGIA. (n.d.). International network on gender and sustainable energy. <https://energia.org/>

ENERGIA, World Bank – Energy Sector Management Assistance Program (ESMAP) & UN Women (2018). *Global progress of SDG 7 – Energy and Gender*. Accelerating SDG 7 Achievement, Policy Brief No. 12. United Nations. <https://sustainabledevelopment.un.org/content/documents/17489PB12.pdf>

Enright, Lynn. (2019). *Vagina: A re-education*. Allen & Unwin.

European Commission. (n.d.). *Women innovate. Celebrating the women behind game-changing innovations*. Accessed on 31 August 2023. https://research-and-innovation.ec.europa.eu/events/special-features/women-innovate_en

European Commission. (2022, March 30). *Destination Earth – new digital twin of the Earth will help tackle climate change and protect nature*. https://ec.europa.eu/commission/presscorner/detail/en/IP_22_1977

- European Commission, Directorate-General for Research and Innovation, (2020) Warin, C., Delaney, N., Tornasi, Z., Citizen science and citizen engagement – Achievements in Horizon 2020 and recommendations on the way forward, Publications Office, <https://data.europa.eu/doi/10.2777/05286>
- Eurostat. (2023). *ICT specialists in employment*. Accessed on 31 August 2023. https://ec.europa.eu/eurostat/statistics-explained/index.php?title=ICT_specialists_in_employment#ICT_specialists_by_sex
- FEAST. (n.d.). Accessed on 31 August 2023. <https://feast2030.eu/>
- FemPower. Gender equality in the clean energy transition. (n.d.). Accessed on 31 August 2023. <https://fempower.ee.auth.gr/>
- Freire, Paulo (1970). *Pedagogy of the oppressed*. New York: Continuum.
- Gaini, Firouz (2022). "You Just Throw Yourself Into It": On fatherhood and family in the Faroe Islands. *Kritisk Etnografi - Swedish Journal of Anthropology*, 5(1-2), 95-113. <https://urn.kb.se/resolve?urn=urn%3Anbn%3Ase%3Auu%3Adiva-490452>
- Gendered Landscapes. (n.d.). Accessed on 31 August 2023. <https://genderedlandscape.umea.se/in-english/>
- Gill. Gendered Innovation Living Lab. (n.d.). Accessed on 31 August 2023. <https://gill.eu/>
- Giroux, Henry A. & McLaren, Peter (1989). *Critical Pedagogy, the State, and Cultural Struggle*. SUNY Press.
- Giroux, Henry A. & McLaren, Peter (Eds.). (1994). *Between Borders: Pedagogy and the Politics of Cultural Studies* (1st ed.). Routledge. <https://doi.org/10.4324/9781315021539>
- Gross, Rachel E. (2022). *Vagina obscura: An anatomical voyage*. WW Norton & Company.
- GWNET. Global Women's Network for energy transition. <https://www.globalwomennet.org/>
- Haas, Randall, James Watson, Tammy Buonasera, John Southon, Jennifer C. Chen, Sarah Noe, Kevin Smith, Carlos Viviano Llave, Jelmer Eerkens, & Glendon Parker. (2020). Female hunters of the early Americas. *Science Advances*, 6(45). <https://doi.org/10.1126/sciadv.abd0310>
- Hamrud, A. & Qvarford, E. (Eds) (n.d.). *Gender, power & politics - 30 years of gender equality work in Umeå municipality*. <https://www.umea.se/download/18.1e902c491847930967530bc/1669206644284/Gender%20power%20and%20politics.pdf>

- Hana, Tommy, Kat Butler, L. Trevor Young, Gerardo Zamora, & June Sing Hong Lam. (2021). Transgender health in medical education. *Bulletin of the World Health Organization*, 99(4), 296–303. <https://doi.org/10.2471/BLT.19.249086>
- Hearn, Jeff. (2020). *5th International Conference on Men and Equal Opportunities: Men who care*. Conference contribution. Ministry of Social Affairs, Tallinn, Estonia. <http://hdl.handle.net/10227/394327>
- Hedenstierna-Jonson, Charlotte, Anna Kjellström, Torun Zachrisson, Maja Krzewińska, Verónica Sobrado, Neil Price, Torsten Günther, Mattias Jakobsson, Anders Götherström, & Jan Storå. (2017). A female Viking warrior confirmed by genomics. *American Journal of Physical Anthropology* 164, 853–60. <https://doi.org/10.1002/ajpa.23308>
- Heidari, Shirin, Thomas F. Babor, Paola De Castro, Sera Tort, & Mirjam Curno. (2016). Sex and gender equity in research: Rationale for the SAGER guidelines and recommended use. *Research Integrity and Peer Review*, 1(1). <https://doi.org/10.1186/s41073-016-0007-6>
- Heikkinen, Mervi. (Ed.). (2016). *Promising Nordic practices in gender equality promotion in basic education and kindergartens*. University of Oulu. <http://urn.fi/urn:isbn:9789526211558>
- Herbert, R., Falk-Krzesinski, H. J., James, K., & Plume, A. (2022). Sustainability through a gender lens: The extent to which research on UN Sustainable Development Goals includes sex and gender consideration. *PloS one*, 17(10), e0275657. <https://doi.org/10.1371/journal.pone.0275657>
- Hochschule Ruhr West. *Frauenstudiengang Maschinenbau*. Accessed on 24 August 2023. <https://www.hochschule-ruhr-west.de/studium-lehre/studienangebot/bachelor/frauenstudiengang-maschinenbau/>
- hooks, bell (1994). *Teaching to transgress: Education as the practice of freedom*. Routledge.
- Humphries, Karin H., Mona Izadnegahdar, Tara Sedlak, Jacqueline Saw, Nina Johnston, Karin Schenck-Gustafsson, Rashmee U. Shah, Vera Regitz-Zagrosek, Jasmine Grewal, Viola Vaccarino, Janet Wei, & C. Noel Bairey Merz. (2017). Sex differences in cardiovascular disease: Impact on care and outcomes. *Frontiers in Neuroendocrinology*, 46, 46–70. <https://doi.org/10.1016/j.yfrne.2017.04.001>
- Huutoniemi, Katri, Julie Thompson Klein, Henrik Bruun & Janne Hukkinen. (2010). Analyzing interdisciplinarity: Typology and indicators. *Research Policy*, 39(1), 79–88. <https://doi.org/10.1016/j.respol.2009.09.011>

Jönsson, M., Kasperowski, D., Coulson, S.J. et al. Inequality persists in a large citizen science programme despite increased participation through ICT innovations. *Ambio* 53, 126–137 (2024). <https://doi.org/10.1007/s13280-023-01917-1>

Incentive (n.d.). <https://incentive-project.eu/>

Kimmel, Michael S., Jeff Hearn, & Robert W. Connell. (2005). *Handbook of studies on men & masculinities*. <https://doi.org/10.4135/9781452233833>

Kuiper, Kathleen. (2023, July 18). *Venus of Willendorf*. Encyclopedia Britannica. <https://www.britannica.com/topic/Venus-of-Willendorf>

Laborante, Renzo, Josip A. Borovac, Mattia Galli, Daniele Rodolico, Giuseppe Ciliberti, Attilio Restivo, Luigi Cappannoli, Alessandra Arcudi, Rocco Vergallo, Andrea Zito, Giuseppe Princi, Antonio M. Leone, Cristina Aurigemma, Enrico Romagnoli, Rocco A. Montone, Francesco Burzotta, Carlo Trani, & Domenico D'Amario. (2022). Gender-differences in antithrombotic therapy across the spectrum of ischemic heart disease: Time to tackle the Yentl syndrome? *Frontiers in Cardiovascular Medicine*, 9. <https://doi.org/10.3389/fcvm.2022.1009475>

Learn, Joshua. (2021, March 5). *What did the Venus of Willendorf originally represent?* Discover Magazine. <https://www.discovermagazine.com/planet-earth/what-did-the-venus-of-willendorf-originally-represent>

Lindkvist Scholten, Christina & Tanja Joelsson. (Eds.). (2019). *Integrating gender into transport planning: From One to many tracks*. Palgrave Macmillan Cham. <https://doi.org/10.1007/978-3-030-05042-9>

Lofton, Holly, Jamy D. Ard, Rameck R. Hunt, & Michael G. Knight. (2023). Obesity among African American people in the United States: A review. *Obesity*, 31(2), 306–315. <https://doi.org/10.1002/oby.23640>

Mangler, Mandy, Kathrin Heise, Smilla Leßmann, Malgorzata Lanowska, & Andreas D. Ebert. (2022). Mehr als Nur ein „Knöpfchen“ – Der Gynäkologische Blick auf die Klitoris. *Der Gynäkologe*, 55(2), 139–147. <https://doi.org/10.1007/s00129-021-04900-7>

Mashhoodi, Bardia, & Thijs Bouman (2023). Gendered geography of energy consumption in the Netherlands. *Applied Geography*, 154, 102936. <https://doi.org/10.1016/j.apgeog.2023.102936>

- Mason, Wyatt. (2017, November 2). *The first woman to translate the "Odyssey" into English*. The New York Times. <https://www.nytimes.com/2017/11/02/magazine/the-first-woman-to-translate-the-odyssey-into-english.html>
- Matinmikko-Blue, Marja, Sirpa Aalto, Muhammad Imran Asghar, Hendrik Berndt, Yan Chen, Sudhir Dixit, Risto Jurva, Pasi Karppinen, Markku Kekkonen, Marianne Kinnula, Panos Kostakos, Johanna Lindberg, Edward Mutafulungwa, Kirsi Ojutkangas, Elina Rossi, Seppo Yrjölä, & Anssi Öörni. (Eds.). (2020). White Paper on 6G Drivers and the UN SDGs [White paper]. (6G Research Visions, No. 2). University of Oulu. <http://urn.fi/urn:isbn:9789526226699>
- Mauvais-Jarvis, Franck, Noel Bairey Merz, Peter J. Barnes, Roberta D. Brinton, Juan-Jesus Carrero, Dawn L. DeMeo, Geert J. De Vries, C. Neill Epperson, Ramaswamy Govindan, Sabra L. Klein, Amedeo Lonardo, Pauline M. Maki, Louise D. McCullough, Vera Regitz-Zagrosek, Judith G. Regensteiner, Joshua B. Rubin, Kathryn Sandberg, & Ayako Suzuki. (2020). Sex and gender: Modifiers of health, disease, and medicine. *The Lancet*, 396(10250), 565–582. [https://doi.org/10.1016/s0140-6736\(20\)31561-0](https://doi.org/10.1016/s0140-6736(20)31561-0)
- Midnight Thoughts (2023). Empowering Women: Martha Nussbaum's Capabilities Approach. <https://youtu.be/G8IAANKOPbY?si=3afGAkoOfxSOH699>
- Morales, Roberta. (2020, December 7). *A man-made world: Gender and Design Bias in the Architectural World*. Medium. <https://robertamoralesmtz.medium.com/a-man-made-world-884bf945fdc2>
- Mortega, K., Basagaña, X., Bonn, A., Delannoy, M., Fabó Cartas, C., Fraisl, D., Freyhof, J., Göbel, C., et al. (2022). Knowledge for Change: A Decade of Citizen Science (2020–2030) in Support of the SDGs. Zenodo 10.5281/zenodo.5972213.
- Neugut, Alfred I. & Judith S. Jacobson. (2006). Women and lung cancer: Gender Equality at a Crossroad?. *JAMA*, 296(2), 218. <https://doi.org/10.1001/jama.296.2.218>
- Ng, Wei-Shiuen & Ashley Acker. (2018). Understanding urban travel behaviour by gender for efficient and equitable transport policies. *International Transport Forum Discussion Papers, 2018–01*, OECD Publishing, Paris. <https://doi.org/10.1787/eaf64f94-en>
- Nielsen, Mathias W., Marcia L. Stefanick, Diana Peragine, Torsten B. Neilands, John P. A. Ioannidis, Louise Pilote, Judith J. Prochaska, Mark R. Cullen, Gillian Einstein, Ineke Klinge, Hannah LeBlanc, Hee Young Paik, & Londa Schiebinger. (2021). Gender-related variables for Health Research. *Biology of Sex Differences*, 12(1). <https://doi.org/10.1186/s13293-021-00366-3>

- Niemistö, Charlotta & Jeff Hearn. (2022). Work, care, and gendered (in)equalities. <http://dx.doi.org/10.4324/9781003229728-19>
- Pearse, Rebecca, James N. Hitchcock, & Helen Keane. (2019). Gender, Inter/disciplinarity and marginality in the Social Sciences and Humanities: A comparison of six disciplines. *Women's Studies International Forum*, 72, 109–126. <https://doi.org/10.1016/j.wsif.2018.05.007>
- Peltola, Marja & Ann Phoenix. (2022). *Nuancing Young Masculinities: Helsinki Boys' Intersectional Relationships in New Times*. Helsinki: Helsinki University Press. <https://doi.org/10.33134/HUP-16>
- Polonski, Slava. (2022, February 22). *How to solve the gender bias problem in machine learning*. Medium. <https://medium.com/@slavaxyz/how-to-solve-the-gender-bias-problem-in-machine-learning-artificial-intelligence-google-8471bd75e80c>
- Pourhashem, Ghadir, Eva Malichová, Terezia Piscová, & Tatiana Kováčiková. (2022). Gender difference in perception of value of travel time and travel mode choice behavior in eight European countries. *Sustainability*, 14(16), 10426. <https://doi.org/10.3390/su141610426>
- Price, Neil, Charlotte Hedenstierna-Jonson, Torun Zachrisson, Anna Kjellström, Jan Storå, Maja Krzewińska, Torsten Günther, Verónica Sobrado, Mattias Jakobsson, & Anders Götherström. (2019). Viking warrior women? Reassessing Birka chamber grave BJ.581. *Antiquity*, 93(367), 181–198. <https://doi.org/10.15184/aqy.2018.258>
- Pulkkinen, Tuija. (2015). Identity and Intervention: Disciplinarity as Transdisciplinarity in Gender Studies. *Theory, Culture & Society*, 32(5–6), 183–205. <https://doi.org/10.1177/0263276415592683>
- Randhawa, Simran, Shelby R. Sferra, Chandra Das, Larry R. Kaiser, Grace X. Ma, & Cherie P. Erkmén. (2020). Examining gender differences in lung cancer screening. *Journal of Community Health*, 45(5), 1038–1042. <https://doi.org/10.1007/s10900-020-00826-8>
- RESET. (2021). *Resources - GIA Checklist for Research Proposals*. Accessed on 31 August 2023. <https://wereset.eu/gia-checklist-for-research-proposals/>
- Rodrigues, Heber, Carlos Gómez-Corona, & Dominique Valentin. (2020). Femininities & Masculinities: Sex, gender, and stereotypes in Food Studies. *Current Opinion in Food Science*, 33, 156–164. <https://doi.org/10.1016/j.cofs.2020.05.002>

- Rosenfeld, Daniel L. & A. Janet Tomiyama. (2021). Gender differences in meat consumption and openness to vegetarianism. *Appetite*, 166, 105475. <https://doi.org/10.1016/j.appet.2021.105475>
- SAIH Norway. (2020, December 17). The Anti Gender Movement. [Video]. YouTube. <https://www.youtube.com/watch?v=86BTvFWoDFE>
- Sansom, Garrett & Bryce Hannibal. (2021). Disparate access to nutritional food; place, race and equity in the United States. *BMC Nutrition*, 7(1). <https://doi.org/10.1186/s40795-021-00434-2>
- Simone, Melissa, Vivienne M. Hazzard, Autumn J. Askew, Elliot A. Tebbe, Sarah K. Lipson, & Emily M. Pisetsky. (2022). Variability in eating disorder risk and diagnosis in transgender and gender diverse college students. *Annals of Epidemiology*, 70, 53–60. <https://doi.org/10.1016/j.annepidem.2022.04.007>
- Slawson, Nicola. (2019, December 18). “Women have been woefully neglected”: Does medical science have a gender problem? The Guardian. <https://www.theguardian.com/education/2019/dec/18/women-have-been-woefully-neglected-does-medical-science-have-a-gender-problem>
- Smith, Genevieve, & Ishita Rustagi. (2021, March 31). *When good algorithms go sexist: Why and how to advance AI Gender Equity (SSIR)*. Stanford Social Innovation Review: Informing and Inspiring Leaders of Social Change. https://ssir.org/articles/entry/when_good_algorithms_go_sexist_why_and_how_to_advance_ai_gender_equity
- Smith, Kerri. (2023, May 3). *Women’s health research lacks funding – these charts show how*. Nature news. Accessed on 31 August 2023. <https://www.nature.com/immersive/d41586-023-01475-2/index.html>
- Sterling, Joshua & Maurice M. Garcia. (2020). Cancer screening in the transgender population: A review of current guidelines, best practices, and a proposed care model. *Translational Andrology and Urology*, 9(6), 2771–2785. <https://doi.org/10.21037/tau-20-954>
- Tannenbaum, Cara, Robert P. Ellis, Friederike Eyssel, James Zou & Londa Schiebinger. (2019). Sex and gender analysis improves science and engineering. *Nature* 575, 137–146. <https://doi.org/10.1038/s41586-019-1657-6>
- TED. (2015, October 6). *Why gender equality is good for everyone - men included | Michael Kimmel* / TED talks. [Video]. YouTube. <https://www.youtube.com/watch?v=7n9IOH0NvyY>

- TED. (2016, December 7). *The urgency of Intersectionality* | Kimberlé Crenshaw. [Video]. YouTube. <https://www.youtube.com/watch?v=akOe5-UsQ2o>
- Terraza, Horacio, Maria Beatriz Orlando, Carina Lakovits, Vanessa Lopes Janik, & Anna Kalashyan. (2020). *Handbook for Gender-Inclusive Urban Planning and Design*. © World Bank, Washington, DC. <http://hdl.handle.net/10986/33197>
- The Hjalli Model. (n.d.). Accessed on 31 August 2023. <https://www.hjallimodel.com/>
- Tomalin, Marcus, Bill Byrne, Shauna Concannon, Danielle Saunders, & Stefanie Ullmann. (2021). The practical ethics of bias reduction in machine translation: Why domain adaptation is better than data debiasing. *Ethics and Information Technology*, 23(3), 419–433. <https://doi.org/10.1007/s10676-021-09583-1>
- Umeå Kommun. (7.3.2023) *In English: Gender equality work in Umeå*. <https://www.umea.se/kommunochpolitik/manskligarattigheter/jamstalldhet/inengli shgenderequalityworkinumea.4.4b0df14518498115f8e553.html>
- United Nations. (n.d.). *Sustainable Development*. Accessed on 31 August 2023. <https://sdgs.un.org/>
- United Nations Development Programme (UNDP) (2021). *Gender equality in digitalization. Key issues for programming*. <https://www.undp.org/eurasia/publications/gender-equality-digitalization>
- United Nations Framework Convention on Climate Change (UNFCCC) (2022). *Dimensions and examples of the gender-differentiated impacts of climate change, the role of women as agents of change and opportunities for women. Synthesis report by the secretariat*. Bonn Climate Change Conference - June 2022. United Nations Climate Change. <https://unfccc.int/documents/494455>
- UN Women (2017). *Making innovation and technology work for women*. <https://www.unwomen.org/en/digital-library/publications/2017/7/making-innovation-and-technology-work-for-women>
- UN Women (2018). *Turning promises into action: Gender equality in the 2030 agenda for sustainable development*. <https://www.unwomen.org/en/digital-library/publications/2018/2/gender-equality-in-the-2030-agenda-for-sustainable-development-2018#view>
- UN Women. (2018a, February 13). *Turning promises into action: It's time for a gender data revolution*. [Video]. YouTube. <https://www.youtube.com/watch?v=OY1ugtU4zU&t=4s>

- UN Women. (2018b, February 13). *Turning promises into action: Leaving no one behind*. [Video]. YouTube. <https://www.youtube.com/watch?v=cXw4oDCcbAE>
- UN Women. (2018c, February 13). *Turning promises into action: Policies to deliver transformative change*. [Video]. YouTube. <https://www.youtube.com/watch?v=XZy8ol2JePA>
- UN Women. (2018d, February 13). *Turning promises into action: The need for action*. [Video]. YouTube. <https://www.youtube.com/watch?v=QdFoUE7EtrY>
- UN Women. (2018e, February 14). *The facts about gender equality and the Sustainable Development Goals*. [Video]. YouTube. <https://www.youtube.com/watch?v=K-oc4GOoW0I>
- Wade, Jeannette M. (2018). African Americans, Fast Food, and the Birdcage of Oppression. In Jared A. Jaworski. (Ed.). *Advances in sociology research* (Vol. 25) (p. 129-150). Nova Science Publishers, Inc.
- Women's Energy Network (WEN). (n.d.). <https://www.womensenergynetwork.org/>
- Xu, Yuwei (2020). Does the gender of a practitioner matter in early childhood education and care? perspectives from Scottish and chinese young children. *Children & Society*, 34(5), 354–370. <https://doi.org/10.1111/chso.12371>
- Zou, James, & Londa Schiebinger. (2018). AI can be sexist and racist — it's time to make it fair. *Nature*, 559(7714), 324–326. <https://doi.org/10.1038/d41586-018-05707-8>
- Zucker, Irving, Brian J. Prendergast, & Annaliese K. Beery. (2021). Pervasive neglect of sex differences in biomedical research. *Cold Spring Harbor Perspectives in Biology*. <https://doi.org/10.1101/cshperspect.a039156>



Redesigning
Equality and
Scientific
Excellence
Together

PART IV

Survey results on GIA operationalisation and implementation

Executive Summary

Gender equality has been set as a cross-cutting principle in Horizon Europe. The aim is to eliminate gender inequality and intersecting socio-economic inequalities throughout research and innovation systems (EC 2021a). Gender equality and gender mainstreaming in research is one of the European Research Area (ERA) priorities and an integration of the gender dimension in research content and teaching is one of its objectives (Palmén 2020).

This preliminary brief survey consists of a total of 6 responses - one response from each implementing and mentor partner university representatives participating in RESET project. The aim is to get an overview of the current state of the art in mainstreaming the gender dimension at the RESET universities research and teaching. Our intention during the final year of the RESET project is to lay a groundwork for RESET interventions that aim to integrate the gender dimension in higher education curricula, researcher education as well as research practices and research content.

The findings of this small-scale survey highlight the importance of sufficient resources, specifically in multi- and transdisciplinary gender studies within the university, legal status, and recognition of such an approach. Furthermore, the definition and operationalisation of the sex, gender and intersectional dimension is crucial as it varies from study to another resulting complexities in grasping sex, gender and intersectional dimensions in research excellence, implementation, and impact phases properly. Expertise on gender studies is crucial for successful mainstreaming in gender dimension in research and teaching. We should strive for proper recognition of gender studies and credit the subsequent innovations appropriately. Since all RESET universities do not yet have gender studies perhaps synergetic networks would provide the needed expertise for locally.

References

European Commission, Directorate-General for Research and Innovation (2021a). European Research Area Policy Agenda – Overview of actions for the period 2022-2024. Luxembourg: Publications Office of the European Union. https://commission.europa.eu/system/files/2021-11/ec_rtd_era-policy-agenda-2021.pdf

European Commission, Directorate-General for Research and Innovation (2021b) Horizon Europe, gender equality – A strengthened commitment in Horizon Europe, Publications Office. <https://data.europa.eu/doi/10.2777/97891>

Rachel Palmén a, Lidia Arroyo, Jörg Müller, Sybille Reidl (2020). Integrating the gender dimension in teaching, research content & knowledge and technology transfer: Validating the EFFORTI evaluation framework through three case studies in Europe. <https://doi.org/10.1016/j.evalprogplan.2019.101751>

Table of contents

1. GIA institutionalisation and operationalisation	1
1.1 PUBLICATION - Does your Higher Education Institution have a formal document describing and instructing to conduct gender impact assessment in research?	2
1.2 DEDICATED RESOURCES - Does your HEI have a commitment of resources and expertise in gender equality to implement the gender impact assessment?	3
1.3 DATA COLLECTION & MONITORING - Does your HEI have sex/genderdisaggregated data on personnel and laboratories who have been implementing GIA checklist including the results of it in annual reporting procedure?	4
1.4 TRAINING - Does your HEI have awareness-raising/ training on gender equality, gender impact assessment and unconscious gender biases for staff and decision-makers?	5
1.5 CONSULTATION - Does your HEI provide consultation on gender impact assessment for researchers and laboratories / units?	6
1.6 PUBLICATION - Does your HEI include gender equality and gender impact assessment content in a curricula or course description? List your courses - provide a title, a course code, and a brief description here.	7
1.7 DEDICATED RESOURCES - Does your HEI have a commitment of resources and expertise in gender equality to implement gender impact assessment on some of the following fields?	8
1.8 DATA COLLECTION & MONITORING - Does you HEI collect sex/gender disaggregated data on students completing courses on gender equality / gender impact assessment and annual reporting e.g. for GIA CoP?	9
1.9 TRAINING - Does your HEI provide awareness-raising/ training on gender equality, gender impact assessment (GIA) and unconscious gender biases for students?	10
1.10 CONSULTATION - Does your university educate GIA consultants or provide consultation on Gender Impact Assessment (GIA) of knowledge for students?	11
1.11 What additional dimensions you would consider important to address in institutionalisation and operationalisation of Gender Impact Assessment in research and education? Please list them and provide a brief description below.	12

1. GIA institutionalisation and operationalisation

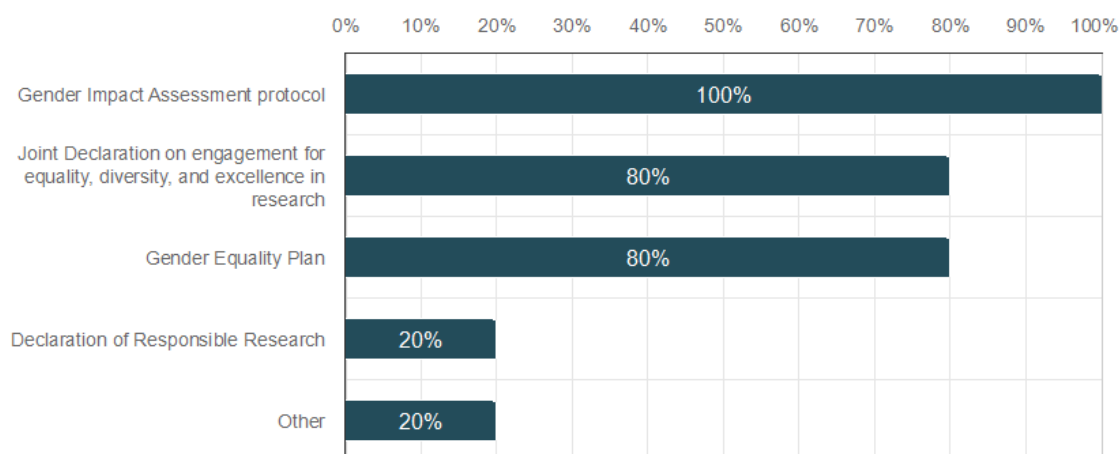
Contact information

Total number of respondents: 6

First name	Last name	Email	Position	Affiliation
Marion	Paoletti	marion.paoletti@u-bordeaux.fr	RESET Scientific coordinator and Professor	University of Bordeaux
Aleksandra	Różalska	aleksandra.rozalska@uni.lodz.pl	Assistant Professor	Women's Studies Centre, University of Lodz
Eleni	Karachaliou	elenakarachaliou@gmail.com	PhD candidate, Project Manager RESET	Aristotle University of Thessaloniki
Viktoria	Niebel	viktoria.niebel@rub.de	Local Project Manager RESET	Ruhr University Bochum
Mervi	Heikkinen	mervi.heikkinen@oulu.fi	University lecturer and researcher - WP7 Lead RESET GIA development	University of Oulu
Alexandra	Lopes	projeto-reset@reit.up.pt	Professor	U.Porto

1.1 PUBLICATION - Does your Higher Education Institution have a formal document describing and instructing to conduct gender impact assessment in research?

Number of respondents: 5, number of selected responses: 15



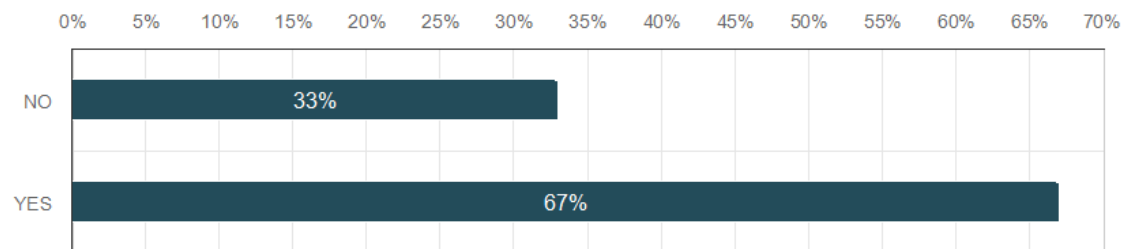
	n	Percent
Gender Impact Assessment protocol	5	100,0%
Joint Declaration on engagement for equality, diversity, and excellence in research	4	80,0%
Gender Equality Plan	4	80,0%
Declaration of Responsible Research	1	20,0%
Other	1	20,0%

Answers to the additional text field

Option names	Text
Other	the above have been provided to the research community as tools and outputs of RESET project but they have just been communicated and published to the institutional website

1.2 DEDICATED RESOURCES - Does your HEI have a commitment of resources and expertise in gender equality to implement the gender impact assessment?

Number of respondents: 6



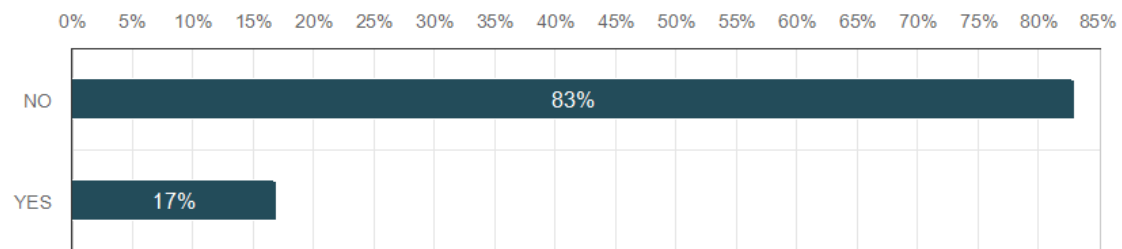
	n	Percent
NO	2	33,3%
YES	4	66,7%

Answers given to the additional text field

Option names	Text
YES	the RESET team
YES	Equal Opportunities Office; Gender Consulting
YES	Via RESET team

1.3 DATA COLLECTION & MONITORING - Does your HEI have sex/gender disaggregated data on personnel and laboratories who have been implementing GIA checklist including the results of it in annual reporting procedure?

Number of respondents: 6



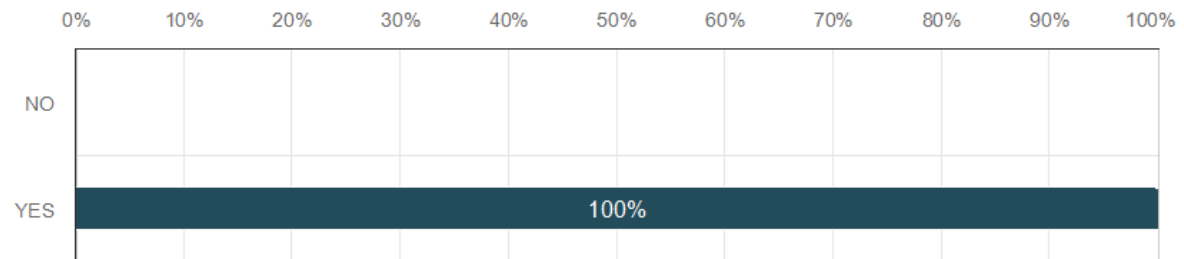
	n	Percent
NO	5	83,3%
YES	1	16,7%

Answers given to the additional text field

Option names	Text
--------------	------

1.4 TRAINING - Does your HEI have awareness-raising/ training on gender equality, gender impact assessment and unconscious gender biases for staff and decision-makers?

Number of respondents: 6



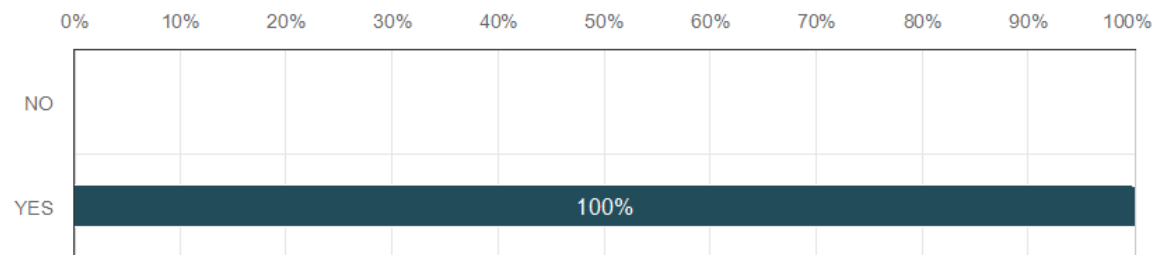
	n	Percent
NO	0	0,0%
YES	6	100,0%

Answers given to the additional text field

Option names	Text
YES	in the context of RESET project
YES	Gender Dimension and Unconscious Biases are part of trainings
YES	Via RESET team

1.5 CONSULTATION - Does your HEI provide consultation on gender impact assessment for researchers and laboratories / units?

Number of respondents: 6



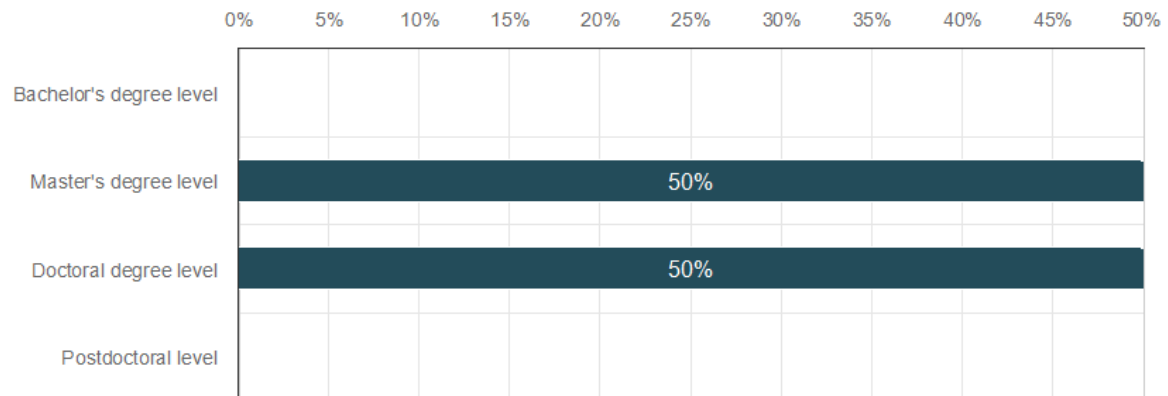
	n	Percent
NO	0	0,0%
YES	6	100,0%

Answers given to the additional text field

Option names	Text
YES	but very limited (lack of human resources)
YES	in the context of RESET project
YES	Gender Consulting
YES	Via RESET team

1.6 PUBLICATION - Does your HEI include gender equality and gender impact assessment content in a curricula or course description? List your courses - provide a title, a course code, and a brief description here.

Number of respondents: 2, number of selected answers: 2



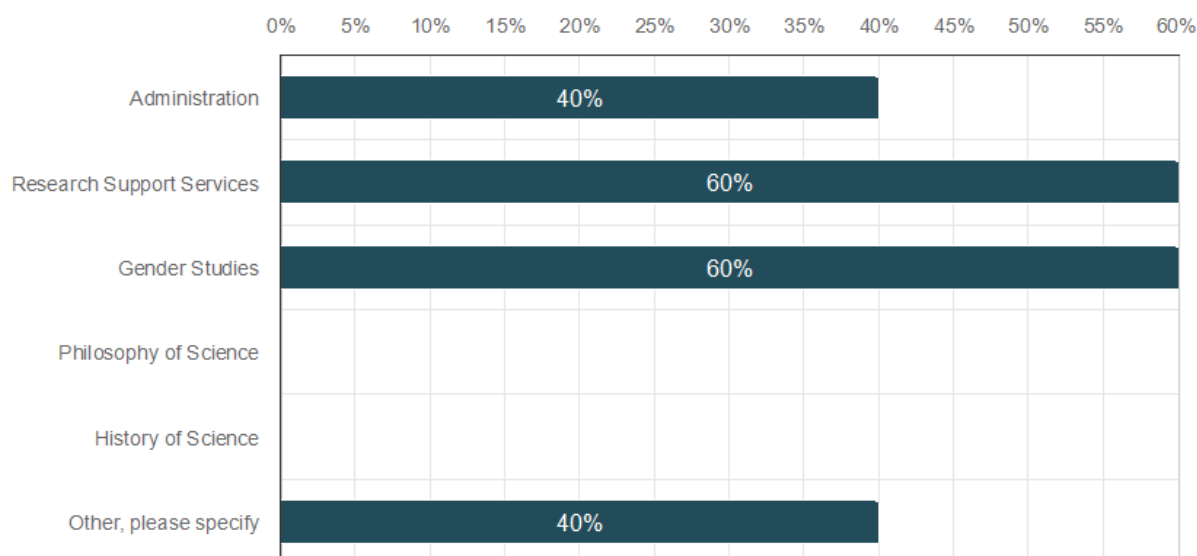
	n	Percent
Bachelor's degree level	0	0,0%
Master's degree level	1	50,0%
Doctoral degree level	1	50,0%
Postdoctoral level	0	0,0%

Answers given to the additional text field

Option names	Text
Master's degree level	Master's Degree in Women's and Gender Studies, Faculty of Philology
Doctoral degree level	Diversity and Gender Balance in Science DP00AN63-3001 (I4WORLD MSCA DN course) https://www oulu.fi/en/news/diversity-and-gender-balance-science-course

1.7 DEDICATED RESOURCES - Does your HEI have a commitment of resources and expertise in gender equality to implement gender impact assessment on some of the following fields?

Number of respondents: 5, number of selected answers: 10



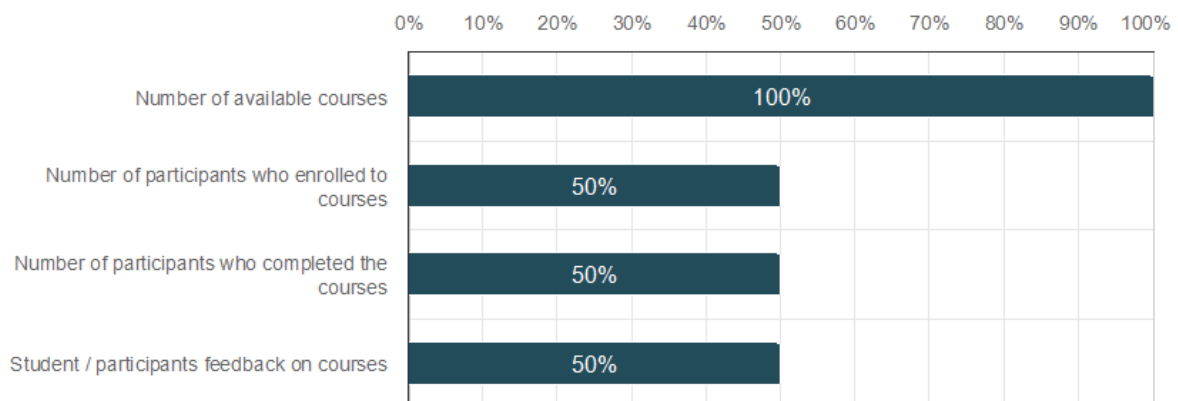
	n	Percent
Administration	2	40,0%
Research Support Services	3	60,0%
Gender Studies	3	60,0%
Philosophy of Science	0	0,0%
History of Science	0	0,0%
Other, please specify	2	40,0%

Answers given to the additional text field

Option names	Text
Other, please specify	Currently nothing more than reset project resources and training
Other, please specify	RESET team

1.8 DATA COLLECTION & MONITORING - Does you HEI collect sex/gender disaggregated data on students completing courses on gender equality / gender impact assessment and annual reporting e.g. for GIA CoP?

Number of respondents: 2, number of selected answers: 5



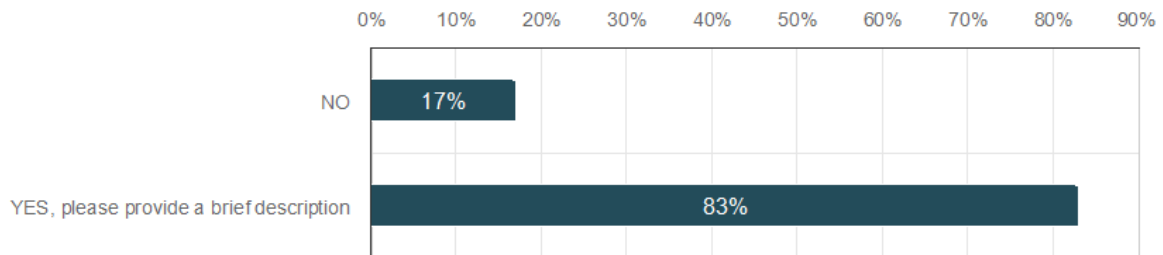
	n	Percent
Number of available courses	2	100,0%
Number of participants who enrolled to courses	1	50,0%
Number of participants who completed the courses	1	50,0%
Student / participants feedback on courses	1	50,0%

Answers given to the additional text field

Option names	Text
--------------	------

1.9 TRAINING - Does your HEI provide awareness-raising/ training on gender equality, gender impact assessment (GIA) and unconscious gender biases for students?

Number of respondents: 6



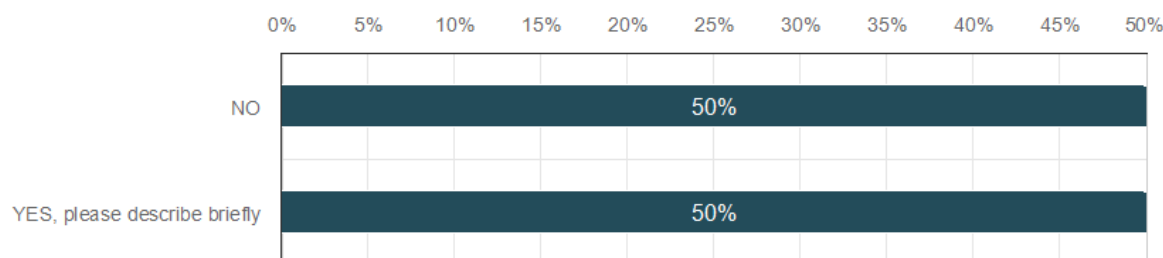
	n	Percent
NO	1	16,7%
YES, please provide a brief description	5	83,3%

Answers given to the additional text field

Option names	Text
YES, please provide a brief description	yes, PhD students and we plan to implement it for master students (in the framework of WP4)
YES, please provide a brief description	We will start in January 2024
YES, please provide a brief description	In the context of RESET project activities
YES, please provide a brief description	In student orientation for new students
YES, please provide a brief description	via RESET team

1.10 CONSULTATION - Does your university educate GIA consultants or provide consultation on Gender Impact Assessment (GIA) of knowledge for students?

Number of respondents: 6



	n	Percent
NO	3	50,0%
YES, please describe briefly	3	50,0%

Answers given to the additional text field

Option names	Text
YES, please describe briefly	We are starting. The first workshop for students will take place in December 2023
YES, please describe briefly	For PhD students in Research ethics course and PhD students in Global Health course
YES, please describe briefly	via RESET team

1.11 What additional dimensions you would consider important to address in institutionalisation and operationalisation of Gender Impact Assessment in research and education? Please list them and provide a brief description below.

Number of respondents: 5

Responses
We lack of researchers who are experts in gender issues. It is hard to disseminate actions on GIA with the small RESET team
<p>The most difficult it is to convince stakeholders (authorities, Science Centre, students, PhD candidates, teachers and researchers) that GIA is needed, timely and important.</p> <p>We will put more GIA-related activities in our next GEP.</p> <p>We are starting training (from December 2023 through 2024) on gender/diversity dimensions in research and teaching.</p>
As we are still behind, we need as a first step to institutionalise and operationalise GIA at all relevant levels of the organization and courses!
<p>GIA relates to scientific excellence</p> <p>More studies on the GIA in research are needed</p> <p>More mapping in Gia in education are needed</p>
<p>An application to teaching practices and courses.</p> <p>Inclusion of the GIA on the funding application dossier.</p> <p>Tailored feedback to applicants on how to improve their integration of gender issues (pedagogical feedback)</p> <p>Digitalization of the tool and inclusion of pedagogical feedback</p>