EQUAL4EUROPE
GENDER EQUALITY PLANS

Training courses on integrating a gender perspective in research and education

5.2

Miroslava Mišičková

Janka Kottulová

PROGRAMME	H2020 SCIENCE WITH AND FOR SOCIETY
GRANT AGREEMENT NUMBER	872499
PROJECT ACRONYM	EQUAL4EUROPE
DOCUMENT	**5.2**
TYPE (DISTRIBUTION LEVEL)	x Public ☐ Confidential ☐ Restricted
STATUS AND VERSION	v.1
NUMBER OF PAGES	171
WP RELATED	WP5
AUTHOR (S)	Miroslava Mišičková, Janka Kottulová

DOCUMENT HISTORY

VERS	ISSUE DATE	CONTENT AND CHANGES
1	29/12/2021	First version

DOCUMENT APPROVERS

PARTNER	APPROVER
ESADE	Anna Ginès

TABLE OF CONTENTS

INTRODUCTION

This deliverable introduces the concept of the training on integrating gender perspective in research and education developed with an aim to raise awareness about the topic among the PhD students at the institutions participating in the Equal4Europe project. It also summarises the lessons learnt from the pilot training session organised to test the concept. Nevertheless, this deliverable is not only meant for the EQUAL4EUROPE project consortium. Its aim is also to provide an inspiration for other institutions interested in introducing similar training for their PhD students and faculty members.

The training is an outcome of WP5 focusing on integrating the gender dimension in research and education. Including the gender dimension into research content implies that gender will be considered throughout the whole research cycle (definition of research questions, formulating hypotheses, running research activities, collecting data, analysing results). Integrating gender into research also eliminates gender biases often implicitly present in research. Moreover, avoiding gender stereotypes and gender biases in teaching is of great importance because the current students are the future researchers and managers. Raising awareness about gender dimension of both research and teaching is therefore vital, and the training presented is one of the tools that should contribute to it.

The deliverable consists of two main parts: (1) a brief overview document summarising the main elements of the training and lessons learnt from piloting it, and (2) a set of annexes providing further details and practical evidence on the topics described. The overview document outlines the aims and structure of the training and the main methods to deliver it. It highlights some characteristics of the trainees to be taken into consideration and provides suggestions on what to consider when selecting suitable trainers. The last part of the document focuses on the feedback from the pilot session and how is it going to be incorporated into the upcoming training session for coordinators and trainers as well as in the trainings for PhD students and faculty to be organised throughout 2022.

1. TRAINING DESCRIPTION

The main goal of the training developed in Task 5.2 of WP5 is to raise awareness about gender in research and teaching. Such training should provide a solid ground for better understanding and practical application of gender dimension in research and education. More specifically, building upon the preliminary outcomes of WP5 and consultations with trainers, the training should:

- Help participants understand the "gender and science" issue and make them more sensitive towards the gender dimension of/in science;
- Acquaint them with incorporating a gender dimension throughout the research project;
- Explain what integrating gender means for different areas of science and research;
- Indicate how to design gender-sensitive/aware/transformative research projects and achieve better research quality and impact;
- Show them ways how to eliminate gender bias in research projects;
- Show them how to write a more competitive proposal;
- Provide them with an overview of new requirements regarding Horizon Europe Programme.

1.1 STRUCTURE OF THE TRAINING

To accomplish the above-mentioned goals, a training agenda consisting of five thematic modules is proposed. The modules should enable participants to gradually explore the topic starting from the basic concepts related to gender equality in research to practical application of these concepts in the specific research topics. The main building blocks of the training are included in the following picture. The content of each module is briefly described in the text below. The annexes provide examples of how the modules were addressed in the pilot training session.

Picture 1 Main building blocks of the training
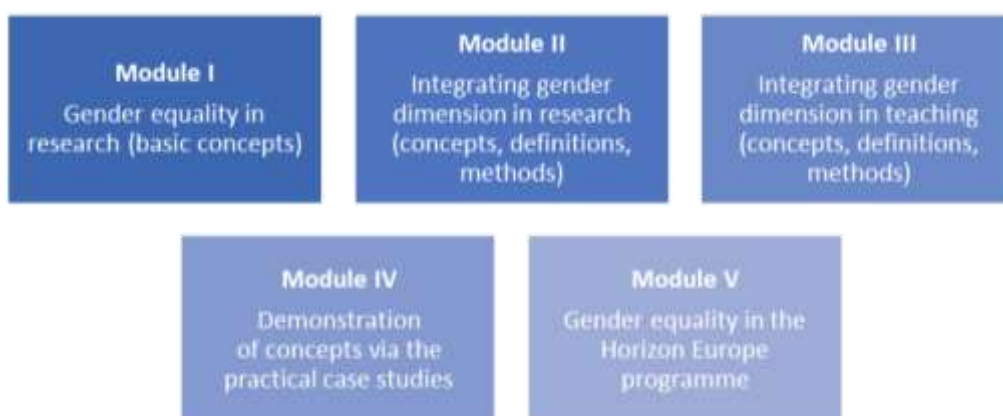
MODULE 1: Basic concepts
The initial module focuses on introducing key definitions and issues at stake. Introduction of Equal4Europe project can also be included in this part.

Suggested concepts and topics to be included in the module:

- Gender and sex
- Gender equality
- Gender bias and gender stereotypes in science
- Gender structure of researchers' population and gender segregation in research
- Leaky pipeline phenomenon
- Work-life balance in research institutions

See **ANNEX 2 (A) and ANNEX 7 for** an example of how the topic was covered in the pilot session.

MODULE 2: Integrating a gender dimension in research

The aim of the second module is to introduce the topic of integrating a gender dimension in research and explain why the topic needs to be addressed. Besides, the module provides a step-by-step guidance on how to systematically integrate sex and gender across the research cycle, including the examples of both good and an unproductive integration of the gender dimension.

Suggested concepts and topics to be included in the module:
- Gendered nature of science
- Sex and gender dimension in research
- How to deal with intersectionality in research
- Gender-blind, gender-biased and gender-sensitive research
- Integration of gender dimension in research cycle (problem identification, research design, data collection and analysis, dissemination)
- Potential risks
- Practical examples from different disciplines

See **ANNEX 2 (B)** for an example of how the topic was covered in the pilot session.

MODULE 3: Integrating gender dimension in teaching

The aim of the module is to introduce principles of gender-sensitive teaching linking them to the experience. The module focuses on gender dimension in teaching content and curricula on the one hand and on gender dimension in teaching methods on the other, providing practical tips on how teachers can promote gender-sensitive thinking among students. Gender learning environment management is also addressed.

Suggested concepts and topics to be included in the module:
- Gender dimension in content, curriculum and materials
- Gender dimension in teaching methods, evaluation, language and interactions
- Gender sensitive environment and atmosphere
- Gender balance among students/teachers
- Access to education (intersectionality)

See **ANNEX 2 (C)** for an example of how the topic was covered in the pilot session.

MODULE 4: Case studies

The aim of this module is to demonstrate how the methods and principles described in the previous parts of the training can be practically implemented in the concrete research project starting from the selection of research topic through research design, data collection, analysis and interpretation to communicating research to audience. The selection of the case studies depends on the composition of the participants and their disciplinary background.

See **ANNEX 2 (D)** for an example of the case study presented in the pilot session.

MODULE 5: Gender equality in the Horizon Europe programme

Finally, the training should provide and an insight into on how gender dimension is addressed in Horizon EUROPE and how to deal with it in the preparation of projects proposals submitted within the programme.

Suggested concepts and topics to be included in the module:
- Policy background
- Gender equality in Horizon Europe as and cross-cutting objective
- Gender dimension in applications (proposals writing and evaluation)
- Gender dimension in projects implementation
- Gender dimension in dissemination of project results

See **ANNEX 2 (E)** for an example of how the topic was covered in the pilot session.

1.2 METHODS USED IN THE TRAINING DELIVERY

The methods used to deliver the training content should (1) ensure presentation of key concept related to the topic, (2) provide hands-on experience with the methods presented and (3) enable reflection on how they are applicable in the participants own research and teaching practice. Besides, they should encourage knowledge exchange and networking between the participants. To achieve this, the following mix of methods is suggested:

- **Interactive lecture** to introduce the basic concepts and approaches. An important aspect of using this method is being open to questions from participants at any point of the lecture and providing space for discussion about the concepts presented.
- **Case study presentation** to demonstrate the presented concepts on the practical example of how they are implemented in the specific research project.
- **Group discussions / buzz groups** to foster the understanding of key concepts through discussing their application in short break-out sessions with peers and in the whole group with the trainer's feedback.
- **Group work / assignment** to foster the understanding of key concepts through working on the assignment applying them.
- In case the training is organised online, tools to support interactivity (e. g. Mentimeter, Slido, Kahoot etc.) and enabling collaboration (e. g. Google Docs, Miro, Jamboard etc.) should be used (**ANNEX 7** shows how the Mentimeter was used in the pilot session).

1.3 TRAINERS AND PARTICIPANTS

The main target group of the presented training are PhD students at the institutions participating in the EQUAL4EUROPE project. This is however a rather diverse audience and different aspects should be considered by trainers and training organisers in training design and delivery, including:

- **Disciplinary background:** Integration of gender dimension in economic research can differ in many ways from integrating gender dimension in historical research. The trainers should therefore be ready to provide examples and case studies from different disciplines reflecting the composition of participants.
- **Previous knowledge of the topic:** Participants might have a different level of knowledge about the concepts related to gender equality, ranging from the very limited to advanced knowledge. To benefit from this, the trainers should provide participants with possibility to contribute with their knowledge throughout the training.
- **Experience in doing research and teaching:** While the first year PhD students probably have a rather limited practical experience with doing research and teaching, PhDs in later years of their training can link the presented concepts to their own research and teaching practice. Group work exercises should therefore be designed in a way encouraging knowledge sharing between participants with different levels of experience.

To learn more about the composition and characteristics of the training participants and about its expectations, pre-training expectation survey can be distributed to participants prior to the training. An example of such a survey sent out to participants of the pilot training session can be found in the **ANNEX 5.**

The concept of the training as described above requires a **mix of trainers' expertise, professional backgrounds, and skills**. The necessary expertise and skills trainers should include:

- Thorough knowledge of concepts related to gender in research and innovation as well as in-depth understanding of how gender dimension can be integrated in research and teaching.
- Direct experience in doing gender-oriented research and/or integrating gender in research and innovation across different topics and willingness to share own know-how and best practices. Such experience is especially important for the module IV, focusing on the practical case studies.
- Expertise in EU projects proposals writing and management and knowledge of requirements regarding integration of gender dimension the Horizon Europe Program.
- Strong group facilitation skills to ensure the interactivity and active involvement of all participants.

Due to the wide range of training topics and the extent of the training it might not be possible to cover all required skills and expertise by a single trainer and contribution of several people might be necessary. For example, modules I-III might be covered by the gender equality expert, while active researchers experienced in doing gender sensitive research might contribute to module IV and an EU project manager can be invited to present in module V. The organisers should however keep in mind that recruitment of trainers can be a rather demanding process and should start long before the training takes place.

To learn more about the profiles of the trainers recruited for the pilot session see **ANNEX 3**.

2. RECOMMENDATIONS ON HOW TO SET UP A TRAINING

Mishandled organisation can have a very negative impact on the training delivery and outcomes regardless of how good the training content is. The following chapter therefore summarises different organisational aspects to be considered when setting up the training:

- Start preparing early, ideally a few months in advance.
- Choose one person who will be responsible for the organisation of the training and who will be the contact person for the organising team, trainers, and participants.
- Make sure that the length of the training is adequate (especially if it is online training) and that participants have enough breaks during the training day.
- Get inspired by a similar type of training. Several gender-oriented projects have freely accessible courses on their websites that you can sign up for.
- Brainstorm regularly with your project team and trainers to find the best solutions and content.
- Look for as many interactive methods as possible to make the training interesting for the participants. Also try to use platforms with online quizzes, use break out rooms, videos, images, case studies, and other interactive tools.
- Prepare an online database of training tips and materials to share with your organising and training team. Make use of the shared documents features both in the run-up to the training and during the training when working with participants (e.g., when completing assignments in break out rooms).
- When searching for trainers, make sure you find not only an expert but also an experienced facilitator who can work with the group.
- Schedule a test call with the trainers and organizational team before the online training to avoid technical problems.
- Find out thoroughly in advance what the profile of the trainees and their expectations are and adapt the content and format of the training to them.
- If you want participants to be more engaged in the training activities, do not send them fully developed materials and presentations in advance.
- Before the training, send them only necessary documents and information such as trainer profiles, schedule, pre-training to-do list, etc.
- Consider creating a list of recommended readings for participants that are related to the training topic.
- Advise participants in advance that it is important to be present at the training from the very beginning to the end. If people join and disconnect from the training, it disrupts the group dynamic.
- Tune participants into the training before it even starts. Design some simple activities in collaboration with the trainers so that participants think about the topic beforehand. If appropriate, prepare homework for them.
- Be interested in how the participants felt about the training. Prepare an evaluation questionnaire for them and carefully evaluate the feedback. Handle participant information carefully and in accordance with the privacy policy.
- Consider preparing certificates of completion for participants. For some, this is important for their career progression.
- Make sure to send all presentations and documents that were worked with during the training to the participants after the session. If you have agreed to do so, also send them confirmations of completion.
- Don't forget to promote your training (before and after) and inspire others to take part in the future.

3. PILOT TRAINING SESSION

The pilot training session was organised to test the presented training concept. The session was carried out online on September 28th – 30th. It was prepared and hosted by the team of Comenius University in Bratislava with participation of PhD students and other representatives from all project partner institutions. The structure of the pilot session is presented in **ANNEX 1.**

3.1 PARTICIPANTS AND THEIR EXPECTATIONS

Although the training is designed for PhD students as the main target group, the pilot session was also open to other participants to ensure the collection of feedback and insights from both PhD students and members of the project team who should then get involved in further planning (and possibly also a delivery) of trainings at their institution. The final pool of participants included a mix of 5 PhD students, 7 researchers already having PhD with different level of experience and 3 experts involved in the management and implementation of EU projects or gender equality support. Not all participants could participate in the full training.

To learn more about the participants expectations and previous experience with the topic, an expectation form was distributed to participants before the training **(see ANNEX 5).** The level of experience of participants varied. The majority had not participated in any gender-oriented training before. Several had experienced trainings focusing on other topics related to gender equality within EQUAL4EUROPE or other similar projects, or were provided with trainings on gender in the context of work by their employers. Concerning the level of knowledge, only two participants indicated they had either no or very basic knowledge of the topics related to the course and several participants had a relatively high level of previous knowledge. Some participants dealt with the topic within their study or professional training.

Participants were also asked about the most important thing they expected to learn. The most common expectation was getting tips and ideas on how to integrate gender in research. Some of the participants mentioned expectations such as drafting gender sensitive research projects and proposals, overcoming gender bias but also networking and gaining inspiration. The overview of the expectations is included in the following text box.

Participant's expectations

"I would like to learn more about gender-sensitive research (with respect to differences in various disciplines) and gender-sensitive teaching, including concrete, practical examples."
"Become inspired and develop ideas, networking"
"How to integrate a gender lens effectively both in class and in my writing. Meeting a community of like-minded people."
"I am expecting improving my skills in drafting competitive gender sensitive research projects, and to enhance my capabilities to individuate and prevent gender bias while conducting research."
"Learn the different approaches to integrate the gender perspective in research"
"To get some ideas on how to integrate gender dimension in the field of business/management, some good case studies that are practical and general and can be adapted to different field of inquiry."
*"Better awareness on the multiple ways in which gender is connected to research"*
"To get a good overview about the topic"

"Tips & tricks on how to integrate gender in daily projects"

"Gender-bias and how to deal with it (in research AND academia)"

"To get an overview of how other experts/researchers apply the gender view into their respective research. I would like to learn how to get closer to the gender equality at all."

"I want to know how to build a case for more researchers to integrate the sex and gender dimension and show them how they might be biased when they don't do it. So the learning about bias will be great".

"Learn how to write a more competitive proposal"

3.2 FEEDBACK FROM THE PARTICIPANTS

The main goal of the pilot training was to gain feedback on the proposed training concept. Feedback rounds were therefore integrated directly in the training at the end of each training day. In addition, a feedback survey was distributed to the participants after the training. Altogether nine participants responded to the survey. All of them agreed that the training was well organised and would recommend it to their colleagues. The majority of the participants considered the training length to be sufficient, with two of them indicating in the comments that it was too long and could be shortened. 8 out of 9 respondents agreed that the training form was sufficient, and one disagreed with this statement. The distribution of answers to questions asking about different aspects of the training set-up is summarised in the chart below. In general, the feedback was positive with "good" and "excellent" evaluations dominating for all questions. The most positively evaluated aspects of the training were the overall atmosphere, trainers' knowledge and their ability to handle participants' questions and the overall focus and structure of the training. On the other hand, possibility to practically apply the information from the training received the most mixed evaluations.

Chart 1: Participants feedback on different aspects of training
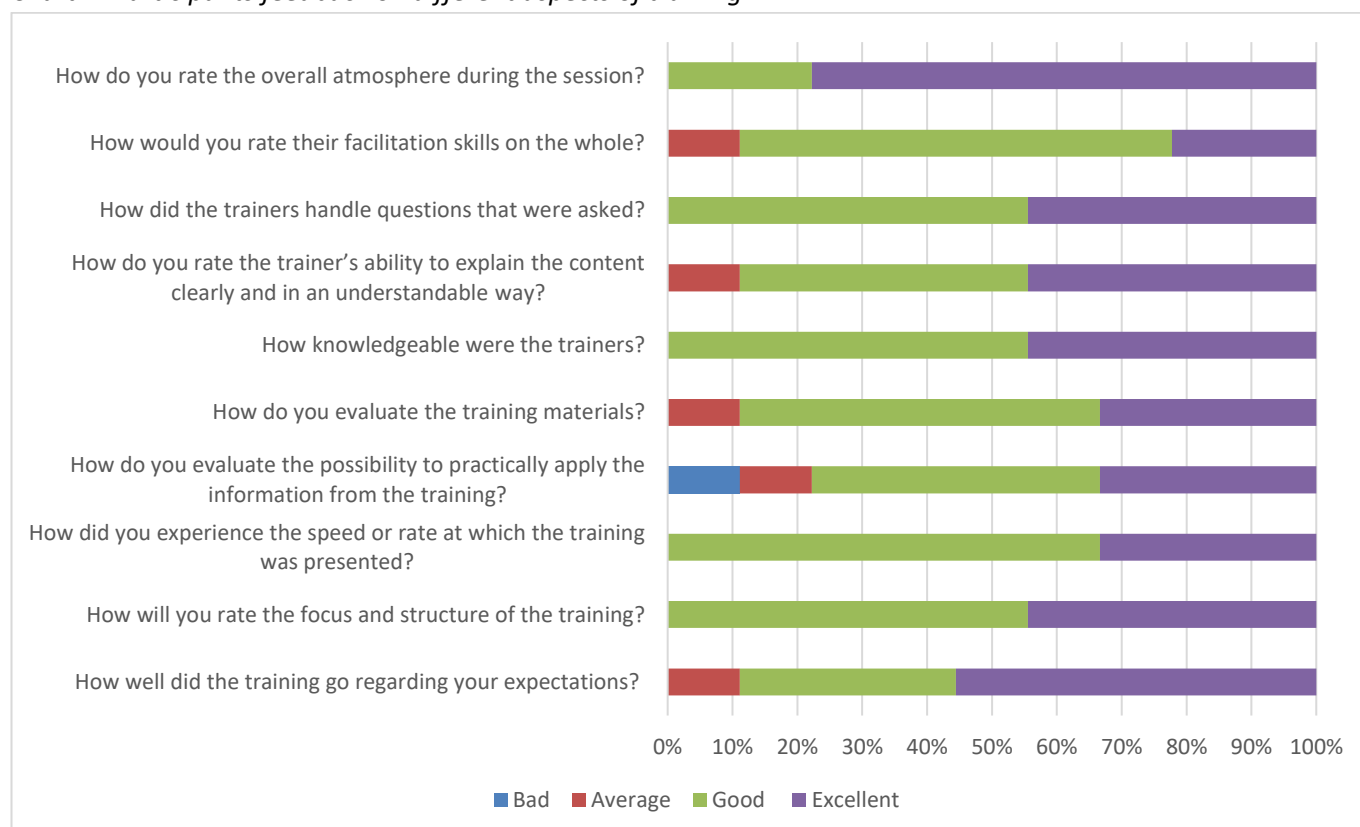
Based on the feedback from the participants, applying gender dimensions in teaching, tips for teaching and research and session about gender in Horizon Europe projects were mentioned as most useful. Additionally, the opportunity to interact with people from different backgrounds and time to reflect were appreciated by the participants. Participants' comments received via the feedback survey are summarised in the following textbox:

Participant's comments:

"Applying gender dimensions in teaching was quite interesting and something novel to me."

"Time to reflect."

"Group work was really great, having the opportunity to interact with people from different backgrounds and apply what we were learning. I thought the length was a bit too much, and for example the second part of the second day felt a bit disconnected, mostly because we did not know the study presented very well. I think it could be interesting to have participants present episodes that happened to them and discuss them in the group."

"The most interesting part was the one about research, while also the sub-session about gender in Horizon Europe projects was very useful. For the rest, the training was very well organized, so I think nothing particular should have been done differently."

"The tips for teaching and research were useful. To do differently: the training lacks spaces for applying the tips and the case studies used were not ideal."

"Giving that this is for PhD students, I would really give more opportunities to develop research ideas connected to their own field of study, action points how to better teach to improving gender equality (reflection what do I already do, and what can I improve directly or medium term)"

"It was a really good experience overall! With some additional adjustments, I think it can be a powerful tool."

"The training session was a fantastic opportunity for an insight on the integration of gender equality in academia, and for a critical reflection on this fundamental topic for the future development of EU society."

Less focus on presentations, more in development of skills related to integrating the gender dimension.

3.3 LESSONS LEARNT

Based on lessons learnt throughout the process of the pilot training organisation, feedback collected from participants and follow-up discussions with project partners, the following updates were suggested for future training sessions:

- The length of the training should be shorter, especially in the case it is organised online.
- As much time as possible should be allocated for experience sharing among participants (e. g. participants could present episodes that happened to them and discuss them in the group).
- Opportunities should be provided for developing research ideas connected to participants' field of study and for applying the tips introduced in the training on them.
- The presented case studies should be connected as close as possible to participants' field of study.
- Attention should be given to action points on how to better teach to improve gender equality.

4. CONCLUSION AND NEXT STEPS

The pilot session proved that the concept of the training presented in this deliverable provides a solid ground for better understanding and practical application of a gender dimension in research and education. It also revealed the limits of organising such training in an online environment and provided useful insights in how to adapt the original concept to better fit the specifics of this environment and different institutional contexts.

Additionally, the experience gained via the pilot session and follow-up discussions with project partners resulted in the updated plan for the continuation of further training activities in Work Package 5. Originally the pilot training was to be followed by the Train the Trainers session. The participants should be the future trainers from the participating institutions who should then deliver the training for PhD students at their institutions. However, the brief survey among the project partners showed that the expertise required for this type of training is quite specific, and while some partners would like to develop internal capacities for training delivery, others would prefer engaging external experts.

Responding to this feedback, instead of organising the comprehensive Train the Trainer session, a two-part training will be launched. The first part should provide a general overview about the topic, key elements to be addressed in the training for PhD students and faculty, and possible ways to deliver it. The participants should be both future trainers and those who should coordinate the preparation of such trainings in collaboration with external trainers (e. g. Gender Equality Officers or other professionals involved in supporting gender equality, researchers included). Participants interested in more in-depth exploration of the topic will have a possibility to join the second part of the training - an extended follow-up session focusing on the practical cases studies demonstrating the theoretical concepts on the practical examples of real research projects.

The first part of the training for coordinators and future trainers will be organized on February 22nd 2022, and an extended follow-up session will be organized a month later. Trainings for PhD students at partner institutions will be organized throughout 2022. The time plan for these trainings will be discussed at the regular project meeting in January 2022.

LIST OF ANNEXES

ANNEX 1 TRAINING SCHEDULE

ANNEX 2 (A – E) PRESENTATIONS FROM THE TRAINING

ANNEX 3 TRAINER'S PROFILES

ANNEX 4 SCREENSHOTS FROM THE TRAINING

ANNEX 5 REGISTRATION AND EXPECTATION FORM

ANNEX 6 EVALUATION FORM

ANNEX 7 MENTIMETER QUIZ

ANNEX 8 DISSEMINATION VIDEO

ANNEX 9 DISSEMINATION ON TWITTER

ANNEX 1: TRAINING SCHEDULE

Raising Awareness about Gender in Research

Training Schedule

DAY 1 (Tuesday 28th September 2021)		
Timeslot	**Activity**	**Trainer**
09:30 – 10:45	**MODULE 1: The framework: about the project** – Key definitions and issues at stake	UNIBA team
10:45 – 11:00	**Coffee break**	
11:00 – 11:45	**MODULE 2 (part I): Integrating gender dimension in research** • Introduction to the topic: What is the problem and why do we need to address it? • How to systematically integrate sex and gender dimension in research?	Timea Crofony
11:45 – 12:45	**Lunch break**	
12:45 – 13:25	**MODULE 2 (part II)** • What to avoid – examples of an unproductive integration of the gender dimension • Group work – break out rooms	Timea Crofony

13:25 – 13:40	**Coffee break**	
13:40 – 15:00	- Review of the group work - Examples of integration of gender dimension into research (examples from the fields of the audience) - Q&A, practical tips, and literature recommendation - Conclusion and evaluation	Timea Crofony

	DAY 2 (Wednesday 29th September 2021)	
09:30 – 10:30	**MODULE 3 (part I): What is gender-sensitive teaching, and why do we need it?** - What is gender-sensitive teaching, and why do we need it as Ph.D. students? - Gender dimension in teaching content and curricula, practical tips on how teachers can promote gender-sensitive thinking among students - Gender dimension in teaching methods	Timea Crofony
10:30 – 10:45	**Coffee break**	
10:45 – 11:45	**MODULE 3 (part II)** - Review of the group work - Gender and learning environment management - Q&A and discussion, literature recommendation - Conclusion and evaluation	
11:45 – 12:45	**Lunch break**	

12:45 – 14:15	**MODULE 4 (part I): Case study: gender sensitive, gender-specific and gender-committed research**	Šarlota Pufflerová, Janka Debrecéniová
	• Warm-up exercise – brainstorming – the identification of the possible gender dimensions in a selected research area • Designing gender-sensitive research – work in groups Recognizing gender dimensions regarding: – concrete research goals – chosen research topic/focus – identified subject/object of the research – research methods to be used – carrying out a particular piece of research – analyzing and interpreting of the collected data – communicating the research outcomes – further use of the research • Designing gender-sensitive research – presentations of the groups' work	
14:15 – 14:25	**Coffee break**	
14:25 – 16:00	**MODULE 4 (part II)** • Reflection on the exercise "Designing gender-sensitive research" • Trainers' presentations on:	Šarlota Pufflerová, Janka Debrecéniová

	− the place and context of gender discrimination in designing and interpreting research − gender-specific research in the field of human rights: examples of research carried out by Citizen, Democracy and Accountability − using gender-specific research outcomes for advocacy purposes.	
16:00 – 16:30	**Q&A, discussion, conclusion**	Šarlota Pufflerová, Janka Debrecéniová

	DAY 3 (Thursday 30th September 2021)	
09:30 – 11:00	**MODULE 5: Gender in Horizon Europe** − the latest change towards of having GEP as eligibility criterion in Horizon Europe, its current risks for formality but also the potentials for impact	Zuzana Lisoňová
11:00 – 11:15	**Coffee break**	UNIBA team
11:15 – 11:45	**Conclusion, next steps, recommendations**	UNIBA team

ANNEX 2: PRESENTATIONS FROM THE TRAINING
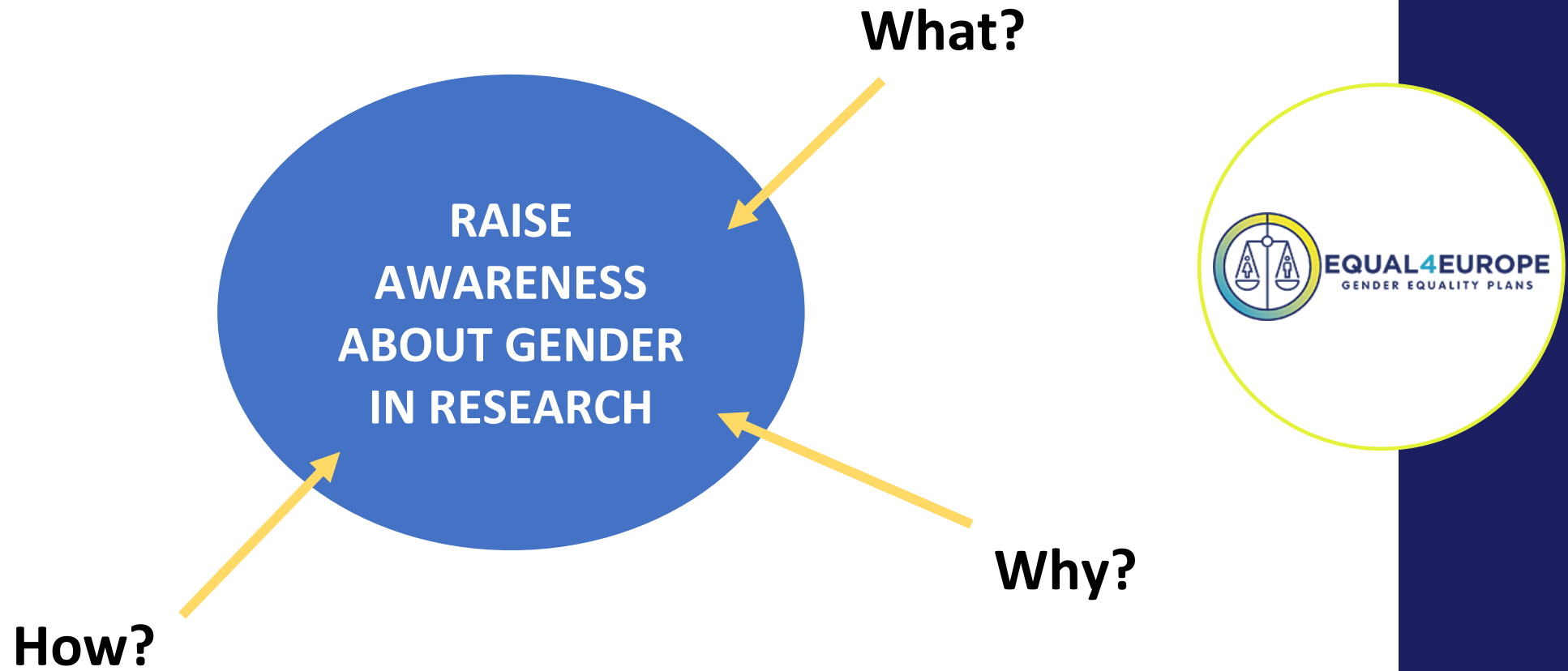
A

EQUAL4EUROPE
GENDER EQUALITY PLANS

ABOUT THE TRAINING

Training Goals

What?

RAISE AWARENESS ABOUT GENDER IN RESEARCH

Why?

How?

EQUAL4EUROPE
GENDER EQUALITY PLANS

Trainers

MODULE 2: Integrating gender dimension in research

MODULE 3: What is gender-sensitive teaching, and why do we need it?

TIMEA CROFONY

Trainers

JANKA DEBRECÉNIOVÁ

ŠARLOTA PUFFLEROVÁ

MODULE 4: Case study: gender-sensitive, gender-specific and gender-committed research

Trainers

MODULE 5: Gender in Horizon Europe

ZUZANA LISOŇOVÁ

Training Organization

- ✓ Confidentiality

- ✓ Training material

- ✓ Group photos

- ✓ Feedback

Thank you and enjoy the next days!

Further information

- Include link to the project's website:

https://equal4europe.eu/

Equal4E

Equal4Europe

Equal4Europe

EQUAL4EUROPE
GENDER EQUALITY PLANS

Equal4Europe

ANNEX 2: PRESENTATIONS FROM THE TRAINING

B

RAISING AWARENESS ABOUT GENDER IN RESEARCH: MODULE 2

Module 2: Integrating Gender Dimension in Research

1. Introduction
2. What is the problem?
3. Why do we need the GD and what are the benefits?
4. Gender and sex dimension: key concepts
5. Gender-blind, gender-biased and gender-sensitive research
6. Integration of GD: research cycle
7. What to avoid? Potential risks
8. Examples
9. Q&A, discussion

EQUAL4EUROPE
GENDER EQUALITY PLANS

1. Introduction

Why now?

- **Integration of gender dimension by default in Horizon Europe** - across the whole program (award criterion- excellence): *Soundness of the proposed methodology, including the underlying concepts, models, assumptions, interdisciplinary approaches,* ***appropriate consideration of the gender dimension in research and innovation content....*** (mandatory)
- Research organizations have to cover gender dimension in research and teaching content in their **compulsory gender equality plans** (GEP as an eligibility criterion)
- emerging trend that will also be seen in programmes other than HE in EU
- consensus: integration of GD into research **improves scientific excellence**

2. What is the problem?

- **inequalities** directly related to the knowledge production and research results
- science may appear to be completely objective and beneficial to all without difference, but **science is not neutral**
- historically, science was shaped by small group of people (men, white, middle or higher class) - **masculine image of science**
- male bodies or male perspectives used to be dominant: certain groups are overlooked - lack of reflexivity to possible differences can have directly harmful effects for the omitted group

3. Why do we need the GD and what are the benefits?

- **every cell is sexed, every person is gendered**: reflecting on the role of possible differences related to sex and gender makes sense whenever the **objects of the research or the users of the results are people** or the results have an **impact on their lives**

- increases the research quality and validity of results
- increases the relevance of research and innovation results for different groups and their safety
- expands the range of users and market potential of research and innovation results
- creates pathways to new knowledge, services and products
- helps researchers to question gender norms and stereotypes
- increases the understanding of diverse needs, behaviours, attitudes
- enhances relevance of the research

4. Gender and sex dimension: key concepts

- **SEX**
- refers to biological characteristics, attributes (physiological, chromosomal, hormonal, anatomical etc.) that distinguish men, women and intersexuals
- **GENDER**
- refers to socio-cultural norms, attitudes, behaviours, roles and identities
- gender is complex and not a stable category, it can change over one´s lifespan, is historically, culturally and contextually conditioned, not fixed or universal, multidimensional
- *gender norms*: produces through social institutions, interactions and wider culture, connected with expectations, stereotypes and bias
- *gender identity*: how individuals/groups perceives themselves in relation to gender norms
- *gender relations*: how we interact with the world based on our sex and gender, how sex and gender shape social interactions (e.g. social division of labour, care etc.)
- **INTERSECTIONALITY** (Kimberlé Crenshaw, 1989, lives of black women)
- describes the overlap or intersection of sex and/or gender with other characteristics or categories of potential discrimination: age, ethnicity, religion, class, sexuality, physical/psychological ability
- how these intersections interact and shape one´s life and available opportunities

Sex dimension - analysis

When evaluating the relevance of the sex dimension, it´s necessary to focus on **whether** anatomical or physiological **differences** between men and women:(usually) different body size or body parts, manipulative power, range of motion, voice position, temperature perception, etc., **may play a role in the problem or product development**

Examples

➔ crash test dummies based on average male body, now smaller dummies should represent women but still do not take into account bodily differences (neck strength etc.) - just a smaller version of male dummy

➔ sex differences in symptoms: heart disease has been considered primarily a male disease. This perception may exist because myocardial infarction (MI) manifests about ten years later in women than in men. Nonetheless, ischemic heart disease (IHD) is a major killer of women (WHO, 2008). Symptoms of women were labelled as "atypical".

EQUAL4EUROPE
GENDER EQUALITY PLANS

Gender dimension - analysis

In order to assess the relevance of the gender dimension to the project, i.e. the possible role of gender differences among the researched subjects, the users of the research results , or those who will be affected in any way, the following should be considered:

➔ Could there be **differences in the experiences, perspectives and needs** of the women and men being studied that enter into the issue? (urban planning)
➔ Could women and men (or groups of women) have **different expectations** of the features of the product or service being developed? Is it possible that **different groups will use them differently**?
➔ Might women and men or other groups of potential users have **different needs** in terms of the content of the resulting product?
➔ Is there a **risk that certain groups will be excluded** from use? (surgeons, pilots)
➔ Have previous solutions previous versions of the products **perpetuated gender inequalities or stereotypes** that your project can help to eliminate? (voice assistants)

Intersectional approach

- general approach which further improves the quality and validity of the research, supported and recommended by European Commission
- when we take certain category, i.e. women, we must ask: what kind of women? (younger/older, low-income/high-income/, European/Asian…)
- **context matters!**
- take into account "atypical" professions by gender (male nurses, female pilots etc…)
- does our research work across cultural, geographical, religious, ethnic… differences?
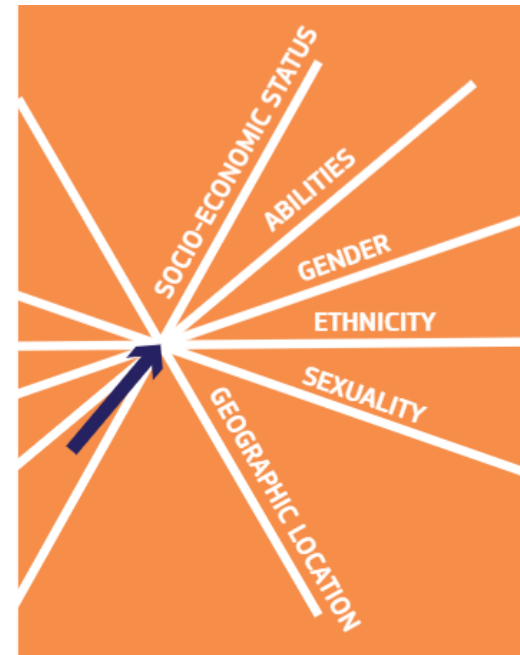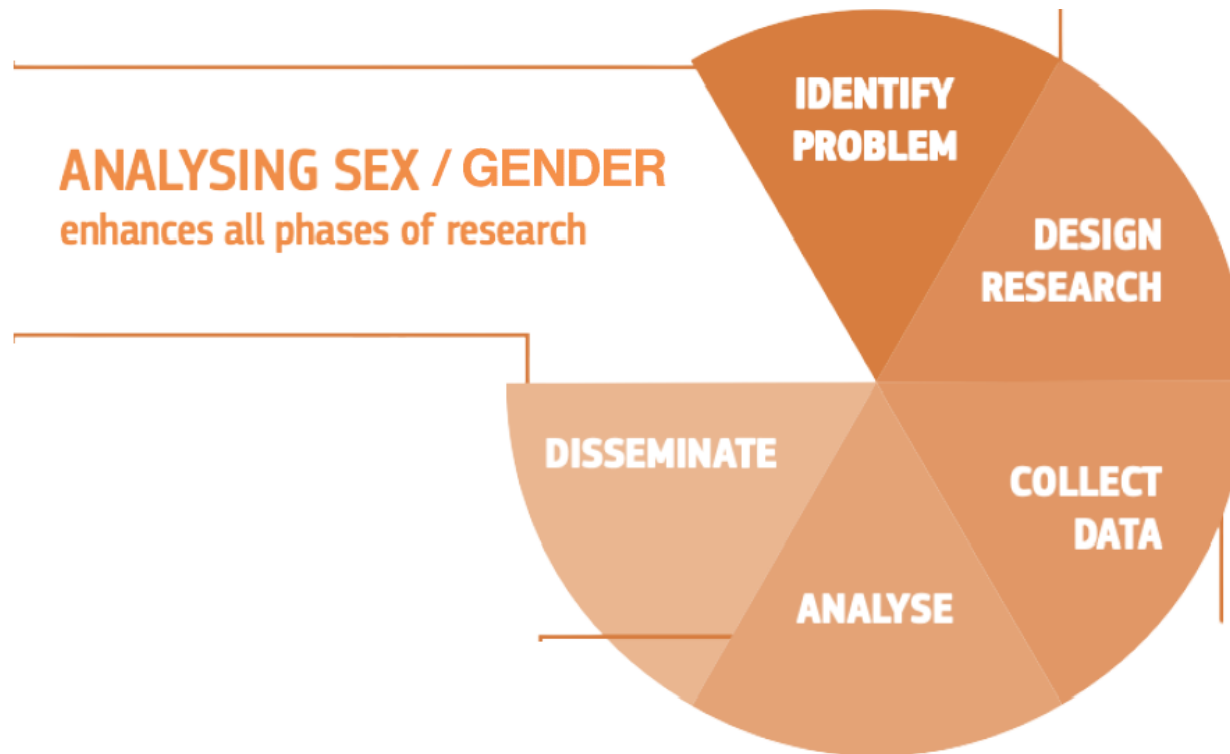
5. Gender-blind, gender-biased and gender-sensitive research

- **GENDER-BLIND**
  doesn´t take into account the gender differences, man/male/masculinity as a norm or standard

- **GENDER-BIASED**
  based on gender stereotypes and unconscious bias ("atypical" professions, misdiagnosis of women- they just exaggerate etc., false assumptions about preferences- gendered products)

- **GENDER-SENSITIVE**
  takes into account possible different needs, perspectives, behaviours, attitudes, self-reflexive research approach

6. Integration of GD: research cycle

ANALYSING SEX / GENDER
enhances all phases of research

IDENTIFY PROBLEM

DESIGN RESEARCH

COLLECT DATA

ANALYSE

DISSEMINATE

EQUAL4EUROPE
GENDER EQUALITY PLANS

Problem identification

- self-reflexivity
- get familiar with the key concepts
- be aware of your own potential stereotypes, bias and assumptions
- what or who was omitted in previous studies?

- Gender may play a role in all studies involving human (Tannenbaum et al., 2019).
- Perform literature searches with adequate terms for "gender" and "sex" (Oertelt-Prigione et al., 2010).
- Consider the project's relevance in a relation to different gender identities, norms, and relations.
- Consider relevant factors intersecting with gender (age, socio-economic status, ethnicity, etc.).
- Reflect upon your own gender assumptions in relation to the project.
- Consider what opportunities may be missed as a result of failing to analyse gender and itersecting factors.

EQUAL4EUROPE
GENDER EQUALITY PLANS

Research design

- could partial physical differences between women and men or their different experiences, needs and preferences enter into the topic?
- is it relevant to consider the different outcomes for women and men in the context addressed?
- can different impacts on women and men (or groups of men) be expected?
- are there implicit assumptions about the nature of men and women or about male and female bodily processes that may influence the research design?

- Consider how to involve diverse groups of research subjects/end-users at various steps in the project life-cycle to ensure inclusive solutions.

- Consider which method (qualitative and quantitative) are suited for examining the gender dimensions of relevance to your project.

- In quantitative research, calculate appropriate sample sizes for gender comparisons (Sell, 2017).

- When measuring gender in survey research, ensure that your instrument has been psychometrically validated in the target population (Steenkamp and Baumgartner, 1998).

- Inspect your analytical concepts, categories, and theoretical models for misguided or stereotypical assumptions.

- Consider the risk of stereotypical or excluding relevant groups.

EQUAL4EUROPE
GENDER EQUALITY PLANS

Data collection

- will the research design and instruments (questionnaires, focus groups, etc.) allow to capture possible sex or gender differences or, on the contrary, to confirm the absence of differences?
- will data be collected on both genders or will members of both genders be interviewed (and equally)?
- will tissues of both sexes or animals of both sexes be used?

- Collect data across gender characteristics (e.g. gender norms, gender identities, and gender relations) in intersecting factors.
- In survey research, the two-step approach to collect use data on gender identity and birth sex (Deutsch et al., 2013). Ensure that all participants feel safe disclosing their gender identity.
- Ensure equal access for women, men and gender-diverse individuals. Is oversampling needed to ensure that a sufficient number of gender-diverse individuals participate in the study? (Vaughan, 2017).
- Consider how gender relations between researches and participants may impact the data collection (Chapman et al., 2018).

EQUAL4EUROPE
GENDER EQUALITY PLANS

Analysis

- are the data analysed with regard to sex and/or gender?
- is the association of sex and/or gender with other relevant variables analysed? (intersectionality)

- Conduct analyses of relevant factors related to gender norms, gender identity and gender relations (Nielsen et al., 2020).

- When using existing data consider cultural or institutional contents in which the data were generated for potentials gender biases.

- Examine similarities between groups (i.e. men, women, and gender-diverse individuals) and variations within groups (Hyde, 2005).

- Examine how observed differences between women, men and gender-diverse individuals relate to gender norms and relations.

- Examine how observed gender differences vary by factors such as age, ethnicity, socioeconomic status.

- In longitudinal studies, examine how observed gender variations evolve over time.

- In qualitative analysis, consider how gender norms, identities and relations intersect to shape people's experiences, opportunities and practices.

EQUAL4EUROPE
GENDER EQUALITY PLANS

Dissemination

- are relevant conclusions related to the gender or sexual dimensions of the issue presented as part of the analysis?
- are zero differences reported?
- are relevant gender-differentiating statistics, tables or graphs included as part of the presentation?
- has consideration been given to producing a specific publication presenting the sex and/or gender dimensions of the issue, conference paper, etc.?
- are institutions or journals that focus on gender included among the target groups of communication and dissemination activities?

- Report sample characteristics by gender, sex, and relevance intersecting variables.

- Report how information on gender identity was obtained.

- Disaggregate reported results by sex and gender.

- Report all results positive, negative, and inconclusive.

- Ensure that gender variations are properly in tables, figures, and conclusions.

- Avoid overemphasizing gender differences. Are the observed variations of practical significance? (Nelson, 2017).

- Consider following the SAGER publication guidelines (Heidari et al., 2016).

7. What to avoid: potential risks

- usage of stereotypes ("*Shrink it and pink it*")
- sex and gender as binar categories, without inter-group differences
- omitting intersectionality (not considering other factors of an influence, overlooking mutual interconnection of gender with other features , e.g. age, ethnicity, social background, etc.)
- assigning differences automatically to sex (difference between sex dimension and gender dimension)
- over-accentuation of sex and/or gender differences without having proof of their role in the researched topic
- overlooking proofs of minimal or no difference

>> **Problems to avoid when analysing gender**

Problems can arise if researchers assume that:

- all women as a group, all men as a group and all gender-diverse people as a group (their attitudes, preferences, needs, behaviours and knowledge) are the same;

- women, men and gender-diverse people are completely different;

- observed differences between women and men are solely biological in origin;

- observed gender differences hold across cultures;

- life conditions and opportunities are similar for women, men, and gender-diverse people;

- birth sex can be used as a proxy for gender identity in surveys;

- certain questions are relevant to only one gender (e.g. survey questions about caregiving relate primarily to women or questions about the strain of physical work primarily to men).

L4EUROPE
EQUALITY PLANS

Group work

TASK:
- you will be divided into separate rooms, each has a number
- open the shared document, write under the number of your room
- decide, who will take notes and who will report your conclusions and notes
- take it as a friendly brainstorming, the exercise will not be graded :)

➔ take notes for every point bellow:

- **inform each other about your academic field, topic of your dissertation or your research or position**
- **inform each other if you use gender/sex analysis in your research**
- **if not, think together how the GD/SD might be included**
- **think about the possible problems**
- **think about your own assumptions and critically reflect on them**

8. Examples: Medicine

➔ **chronic pain: how sex and gender interact**

- sex and gender affect all parts of the pain pathway, from signaling to perception to expression and treatment
- women generally display a lower pain threshold across all types of pain— pressure, heat, cold, chemical or electrical stimulation, and ischemia
- part of differences are, at least in part, diminished or amplified by gender: women and men are raised to express pain differently may modify both their biological response to pain and their willingness to report it (Samulowitz et al., 2018)
- gender stereotypes can influence how pain is experienced, a patient's willingness to report pain, and how healthcare professionals manage pain

Source: **https://genderedinnovations.stanford.edu/case-studies/pain.html**

Examples: Law & criminology

- **legal research project may investigate how gender-neutral legal rules affect women, men, non-binary or trans* people differently** (also the their different groups), **how gender relations influence the distribution of rights and duties, benefits and disadvantages, legal protection and punishment** (source: Korsvik & Rustad)

- **examples:**
    - ➔ **the effect of pension rules** (gender pension gap, Flory 2021)
    - ➔ **the legal status of transsexual and transgender persons** (Havelkova 2015)
    - ➔ **criminology**: Crime as a gendered phenomenon:
        - in general women and men commit different types of crimes and, furthermore, are subject to different treatment in the legal system. Some women are coerced into committing crimes by abusing and controlling partners, but this aspect is barely recognised in the judicial system. Around half of the women identified by the criminal system in the UK committed offences to support another person's drug habit, compared to a fifth of men. Women are more often subject to poverty, which increases the likelihood of their involvement in crime.
    - ➔ **victimology**: Exploring How Gender and Sex Are Measured in Criminology and Victimology (Crittended 2020)
        - secundary victimisation: esp. in the case of women victims of domestic violence or sex workers who face sexual or domestic violence.

Engineering

- **Are virtual assistants and chatbox systems stereotypically gendered?**
- **Do social robots reproduce inequalities and stereotypes?**

➔ virtual assistants and chatbots are often gendered as female
➔ Apple's Siri, Amazon's Alexa and Microsoft's already discontinued Cortana are styled female through naming practices, voice and personality
➔ problem: **gendering virtual assistants as female reinforces harmful stereotypes that assistants (available, ready to help and submissive) should, by default, be female**
➔ method used: analyzing gender and intersectionality in social robots
➔ **consider how gendering might perpetuate stereotypes and social inequalities**
➔ virtual assistants designed with female names and voices are often harassed, but programmed to respond with flirty, apologetic and deflecting answers (human: "You are a slut", SIRI: "I would blush if I could")
➔ companies have updated their voice assistants with new responses
➔ voice assistants are less tolerant of abuse, they do not, however, push back; they do not say "no"; they do not label such speech as inappropriate (Bogost, 2018)

EQUAL4EUROPE
GENDER EQUALITY PLANS

Management & Business

➔ **diversity and profit:** Diversity wins: the relationship between diversity on executive teams and the likelihood of financial outperformance (analysis of [McKinsey & Company 2019](#))

➔ **Gender diversity, corporate governance and firm behavior: The challenge of emotional management** [(Baez et col. 2018)](#)

➔ **leadership:** Examining Gender Dimensions of Leadership in International Nonprofits ([Kolpakov & Boyer 2020](#))
Gender stereotypes and dimensions of effective leader behavior ([Cann & Siegfried 1990](#))

➔ **workplace policies** (gender audits of organizational culture)

Economics & Finance

→ **Gender equality and the socio-economic impact of the COVID-19 pandemic** ([EIGE 2021](#)): short-term and long-term gender equality challenges faced by the EU as a result of the Covid-19 crisis, focusing on the labour market situation, working arrangements and incomes, the impact on gender roles and the work–life balance of workers and the role of employment-supporting factors and recovery measures. In the absence of a gender equality perspective in short-term emergency and long-term reconstruction measures, the effects of the Covid-19 pandemic risk maintaining or even furthering pre-existing gender inequalities and rolling back the progress achieved to date.

Social Sciences & Humanities

➔ **Gender dimension is basically always relevant!**
➔ **High importance of intersectional approach**

SOURCES

This presentation is based on the knowledge of the lecturer, on Gendered Innovations II (used materials and pictures) and partially on the materials collected and arranged by the colleague of the lecturer, dr. Jana Dvorackova.

- Gendered Innovations Stanford University
- Gendered innovation 2: How inclusive analysis contributes to research and innovation
- Criado Perez, C. 2019. *Invisible Women: Exposing Data Bias in a World Designed for Men*. London: Chatto & Windus.
- Intersectional design
- Nature: Sex and gender analysis improves science and engineering
- Korsvik, T. R., L. M. Rustad. 2018. What is the Gender Dimension in Research? Cases Studies in Interdisciplinary Research. Lysaker: Kilden
- IGAR Tool (Integrating the Gender Analysis into Research)
- Assessing Sex and Gender Integration in Peer Review (Canadian Institutes of Health Research):
- Sex and Gender in Health Research, modules (Institute of gender and health):
- Training videos of GE Academy
- Flynn, Haynes, Kilgour. 2020. Integrating Gender Equality into Business and Management Education. Routledge

Thank you for your attention!

Timea Crofony, Charles University in Prague
timea.crofony@gmail.com

Further information

- Include link to the project's website:

https://equal4europe.eu/

Equal4E

Equal4Europe

Equal4Europe

EQUAL4EUROPE
GENDER EQUALITY PLANS

Equal4Europe

ANNEX 2: PRESENTATIONS FROM THE TRAINING

C

RAISING AWARENESS ABOUT GENDER IN RESEARCH: MODULE 3

Module 3: What is gender-sensitive teaching, and why do we need it?

1. Introduction
2. Considering gender dimension while teaching and why?
3. Gender-sensitive teaching
4. Gender dimension in teaching content and curricula: practical questions
5. Gender dimension in teaching methods: practical questions
6. Gender and learning environment management: practical questions

1. Introduction

Why now?

- Research organizations have to cover gender dimension in research and teaching content in their **compulsory gender equality plans** (GEP as an eligibility criterion)
- integration of gender dimension into teaching and curricula helps to change the dynamics and overall environment of schools/universities/organizations (part of cultural and institutional change)
- gender inequalities are also produced, reproduced and reinforced within the educational system, in/by the content of curricula and in/by the functioning of institutions themselves

2. Considering gender dimension while teaching and why?

➔ **gender (in)equality in education - plays important role on multiple levels and they all can be influenced by unconscious bias**:

- **content & curriculum & materials**
- **teaching methods**
- **evaluation**
- **language & interactions**
- **environment & atmosphere**
- **gender balance among students/teachers**
- **access to education (intersectionality)**

➔ **gender is everywhere, education as a part of the "gendered universe"**
➔ we should be aware of it and be self-reflexive while teaching
➔ if students are encountered in education with a curriculum that is heavily influenced by gender stereotypes and biases, they build biased ideas about themselves, their field of study, society and their future careers

Examples of gender bias & levels of education

- **content & curriculum & materials:**
- formal vs. informal curriculum, gender-blind curriculum which does not reflect gender-related issues of the field, lack of gender dimension of the teaching content, stereotypical visual materials or textbooks/examples, does not work with different life perspectives & experiences

- **teaching methods**
- either don´t take into account the different gender socialization (homogenization) or reproduce the stereotypes, different people might have different needs while learning based on their socialization BUT at the same time we should not enhance it artificially without identifying the real needs

- **evaluation:**
- not only the performance, but other factors (as is gender) play role in grades, expectations about outcomes based on gender, different aspects are positively evaluated and supported

- **language & interactions:**
- communication between teachers and students, different tasks and assignments, more attention paid to boys, usage of masculine generics and/or stereotypical adjectives

- **environment & atmosphere:**
- male students are more often appointed as group leaders, female students as those "taking notes" since they are believed to be more precise but less visionary, "visible" seats in classroom are taken by persons with higher self-esteem

- **gender balance among students/teachers:**
- imbalance can create false images about the field, about the "ideal" student/researchers, lack of diversity and diverse approach, under-represented groups face different obstacles, lack of role models

- **access to education (intersectionality)**

- **Unconscious bias at workplace:**
  https://www.youtube.com/watch?v=JFW2cfzevio&t=168s

- **SMILE FOR WOMEN: https://www.youtube.com/watch?v=K_IPdQWJfJU**

- **Man who has it all: https://twitter.com/manwhohasitall**

3. Gender-sensitive teaching

- pays attention to possible gender differences and possible gender bias both in creating syllabus and in class conduct (but be aware of generalization and homogenization!)
- e.g. introducing students to gender dimension of the presented contents, including publications that take gender-sensitive approach into the courses readings, and giving homework assignments that demand from students to think about gender dimension of the subject, includes case studies with female main protagonists (or other under-represented groups), includes diverse group of authors
- gender-sensitve approach to teaching provides equal opportunity to both female and male (and non-binary, trans*) teaching staff across disciplines, attracts students of different genders, and is inclusive for trans individuals as well
- gender-sensitive teaching is thus more inclusive, while stimulating critical thinking

  (Source: GARCIA project working paper)

EXERCISE

You will be divided into rooms. In each room, decide who will take notes and who will report your conclusions to the rest of us. Again: use it as an opportunity for networking, sharing experiences and inspirational brainstorming

TASK:
➔ take notes for each discussed point bellow:

- tell the others if you´ve experienced gender stereotypes and/or bias during education years or at the work environment. If yes, what kind/type?
- how would you react if some of your students/teachers/colleagues made a stereotypical or biased comment?
- reflecting your study experience - what could be improved considering curriculum or other aspects of education in your field?

4. Gender dimension in teaching content and curricula: practical questions

→ **we should think about: teaching content, critical thinking, gender-balance**

- **teaching content:**
    - Who is involved in selecting the curriculum in the course?
    - What gender-related ideas related to the content of the study do these people have?
    - Do we encourage students to think critically about presented knowledge?
    - Does the curriculum enable students to become aware of the influence of gender stereotypes on the production of scientific knowledge? (masculine image of science)
    - Are female authors and male authors represented?
    - Is the gender dimension of the issue being discussed systematically included in teaching?

- **critical thinking:**
    - Do we encourage students to think critically about knowledge and production of knowledge?
    - If gender stereotyping by students comes up in my class, how do I respond?

- **gender-balance: (who carries out the message and to whom)**
    - What is the gender balance among teachers of certain disciplines?
    - What are their job titles and academic ranks?
    - In the case of unequal representation is the current situation and its causes reflected?
    - Do students have the opportunity to meet enough role models from the under-represented gender category?
    - What is the representation of women and men among proportion
    - In the case of unequal representation is the current situation and its causes reflected?
    - Do students of under-represented gender categories encounter gender motivated and sexual harassment?

    (Source: https://genderaveda.cz/wp-content/uploads/2021/02/NKC_Jak-na-zmenu-A5_2021_FINAL.pdf in Czech)

5. Gender dimension in teaching methods: practical questions

➔ **we should think about: methods, evaluation, materials**

● **methods:**

What specific teaching methods do we use in study groups with a predominance of girls, and what are the methods used in the boy-dominated groups? Do they differ?

What kind of space do we create for student activity? Are male and female students equally involved in the learning process?

What do we assume about female students and male students - do we unconsciously expect different results from them? Do we expect them to have different approaches to learning? Do we value different qualities in them?

● **evaluation:**

What specific methods do we use to assess learning outcomes?

What is our idea of an ideal learning outcome or ideal student performance?

Isn't this idea filled with characteristics that we associate more with males or more associated with women?

● **materials:**

Do we use teaching materials that promote or reproduce gender stereotypes?

How are men and women visually represented in teaching materials?

Do we use exercises and examples that show the diversity of people and their life situations?

6. Gender and learning environment management: practical questions

➔ **we should think about: language, space, overall atmosphere**

● **language:**
    Do we use gender-sensitive language?
    Do we use masculine and feminine or neutral versions of words when addressing the group?
    Do we avoid gender clichés like "weak and strong gender"?

● **space:**
    What is "the placement" of male and female students in the school and classroom space?
    Which parts of the space are officially designated for use by women and men? Are there any?
    Does a particular space or part of a space support (e.g., the front desk in a lecture hall) more intensive communication with students? If so, is this space or part of it is used more frequently by male or female students?
    What about other intersectional categories (LGBTQ+, class, disability etc."), does the space promote diversity and inclusion?

● **overall atmosphere (and safe space!):**
    Do students feel free to express their opinions?
    Does everyone have the same space and time to express themselves?
    Do I give equal importance to the opinions of female and male students?
    Do I intervene if someone is interrupting the speech of their classmate?

SOURCES

This presentation is based on the knowledge of the lecturer, on below mentioned sources and partially on the materials collected and arranged by the colleagues of the lecturer, dr. Jana Dvorackova and dr. Irena Smetackova (for the Centre for Gender and Science, Institute of Sociology, Czech Academy of Sciences).

- Towards Gender Sensitive Education - Handbook
- Toolkit for Integrating Gender Sensitive Approach into Research and Teaching (GARCIA)
- Guidelines: Gender Fair Curriculum Development
- Gender in the university curriculum (in Czech)
- Tools and Resources on Gender–Sensitive Teaching Methods in Higher Education
- EGERA: introducing gender in academic curricula
- UNESCO A Guide for gender equality in teacher education policy and practices
- Database Gender Curricula for 55 Fields of Studies
- How to make a change: Gender equality in research organization (in Czech)

Thank you for your attention!

Timea Crofony, Charles University in Prague
timea.crofony@gmail.com

Further information

- Include link to the project's website:

https://equal4europe.eu/

ANNEX 2: PRESENTATIONS FROM THE TRAINING

D

RAISING AWARENESS ABOUT GENDER IN RESEARCH: MODULE 4

Module 4

Gender sensitive, gender specific and gender committed research in the field of human rights:

research studies carried out by Citizen, Democracy and Accountability (CDA) in the field of childbirth care

Janka Debrecéniová

Šarlota Pufflerová

EQUAL4EUROPE
GENDER EQUALITY PLANS

Občan, demokracia a zodpovednosť (Citizen, Democracy and Accountability (CDA)) is a human-rights non-governmental organisation based in Slovakia with almost 30 years of experience. One of its main aims is to promote the rights to human dignity and the protection against discrimination, and especially the assertion of the human rights of women, including reproductive rights. In accordance with its mission, the organisation is focused on advocacy and litigation as well as educational activities and monitoring. In its work, CDA strives for positive changes in society with the aim of contributing to the fulfilment of the principle of the rule of law and the accountability of public authorities at all levels. Therefore, in the areas of its activity, the organisation is also involved in public policy-making and setting policy processes as well as monitoring implementation and compliance with human rights obligations.

Why CDA carried out research in the field of the human rights of women in childbirth care

- CDA not a research institution but <u>research inevitable for promoting our goals</u> as an advocacy, watchdog and human rights organisation focusing, *inter alia*, on the human rights of women

- Research in the field of the <u>human rights of women in childbirth care</u> (and, by analogy, in other fields) needed to:
  - get <u>deeper insights</u> into a very specific and serious problem that did not seem to be perceived as a human rights issue, and that did not seem to be understood as a problem by the key stakeholders (the State, the key professions, representatives of the healthcare system);
  - get <u>evidence and arguments</u> to promote a legal and social change, to change the public discourse and the practice
  - <u>strengthen the protection</u> of the human rights of women <u>in other fields</u> (e. g. with regard to abortion rights) and in general

The problem identification, the context, and a few methodological issues relevant in the process of designing the research

- The sex/gender context of the problem and of the research challenges was clear in principle (CDA is a feminist organisation) but many gender-related issues required a lot of exploration by the research team when identifying the problem, designing the research, interpreting the data and disseminating the research outcomes

- The basic reason why sex and gender are not only highly relevant in this research area but why they are also making it gender-specific: pregnancy and birth, from the point of view of biological and physiological conditions and processes, concern predominantly women (the issue of sex as a biological condition), and the social context and the social relations in and around childbirth are predominantly gendered

Examples of gender issues that represent a crosscutting context

(emerging during the process of designing the research but also at the stage of analysing the data and disseminating the research outcomes; the listed issues are highly interconnected):

- <u>issues of intimacy, autonomy and personal sensitivities</u>
  - childbirth is an extremely intimate and personal moment not only from the perspective of the body itself but also in the social, cultural and spiritual contexts
  - the body goes through processes that cannot be controlled per se, but at the same time it is the women concerned who should be in control of what is happening to their bodies and to them from the outside

- **issues of power and control**
  - hospitals as institutions, and doctors and midwives as providers taking control over women, their bodies and their children;
  - extreme vulnerability of women under the current institutional settings;
  - hospitals as closed institutions in many senses;
  - male doctors and male professors determining the character of care, of the teaching in the field and of the discourse, and being the holders of the „authoritative knowledge"
  - silencing and invisibility of the women concerned in the discourse
- **gender stereotypes, stereotypical views on women (and men)**
  - female bodies perceived as deficient and in need of ´reparation´;
  - women primarily seen as mothers who are always willing and at the same time obliged to make sacrifices for the sake of their children;
  - interests of women and their fetuses/newborns seen as mutually opposite;
  - women seen as irrational beings, unable to make decisions about themselves)

- <u>gender aspects of women´s and families´ private lives</u>
  - male partners and fathers only admitted as ´visitors ´during the stay in the postnatal wards;
  - the rule of one birth companion only – denying women the chances for additional support (e. g. provided by doulas);
  - intimate partner violence as a relevant factor;
  - promoting heteronormative models of intimate partnerships – e. g. by admitting male partners/fathers only as birth companions
- <u>gendered structures of maternity wards as workplaces</u>
  - male doctors as the heads of ob-gyn clinics and departments;
  - midwives as subordinate to doctors and serving them, not the women;
  - midwives as the primary care providers but under low labour standards and without receiving the credit;
  - midwives as co-perpetrators who have internalised the obstetric model of care and patriarchal values

EQUAL4EUROPE
GENDER EQUALITY PLANS

- <u>the issue of normalisation of violations of rights and of harmful practices</u>
  - normalisation as a tool of sustaining the status quo;
  - normalisation by all actors involved including, in some instances, by the women concerned;
  - normalisation as a way of making sure that the values of the dominant group will be internalised and reproduced by the oppressed group

The methods used for collecting our data and the steps undertaken – brief overview

- Gradual and dynamic process, various methods used; the steps undertaken and the data obtained during them were always evaluated and analysed, and served also as the basis for the decisions on the next steps

- First preparatory works started in 2013;

- In-depth semi-structured individual interviews with women about their childbirth experience in a Slovak hospital (qualitative part, summer 2014);

- Monitoring of hospitals´websites (in order to find out whether and how they provide childbirth-related information) and writing letters to all hospitals with maternity wards a) by individual women, b) by CDA – in order to find out about hospitals´ willingness to respond and provide information, and about their practices in childbirth (autumn and winter 2014);

- In-depth semi-structured interviews with obstetricians and midwives (winter 2014-15) – about violations of rights and about their systemic/structural aspects;

- Internet survey on childbirth experience (validation of the Childbirth Experience Questionnaire, autumn 2019)

- Monitoring the violations of the human rights of women during the first wave of the COVID-19 pandemic (including by an internet survey for women about their childbirth experience, spring 2020);

- Monitoring whether and how women complain about violations of their rights in childbirth and how the accountable institutions respond (spring 2021)

Examples of tackling some of the challenges connected to the gender-specific context of the research

- Multidisciplinary and interdisciplinary approach applied from the moment of designing the research until the moment of disseminating/communicating its outcomes (mainly the fields of law, sociology, anthropology, psychology, media and communication, medicine – gynaecology and obstetrics, midwifery...; cooperation with a grassroot organisation dealing with rights in childbirth); very useful to get a good understanding of some of the most relevant concepts such as human rights, authoritative knowledge, organizational cultures, the relevant medical standards and the latest evidence-based knowledge – including through intensive research team training and knowledge sharing)

- (Sensitive and emphatic) female interviewers conducting interviews with women about intimate or otherwise sensitive issues

- Human rights approach (including, but not limited to the right to personal autonomy and integrity, to privacy, to equality and non-discrimination, to health, to information and informed decision-making about one´s health, not to be subject to violence in various forms including inhuman or degrading treatment etc.)
  - not only a strong analytical category but also a tool of promoting and enforcing change (legal, social, connected to medical practices etc.)
  - the principle of non-discrimination offers a very strong guidance in relation to sex and gender (and research can e. g. document the discrimination)

- Understanding that monitoring/research can also be a form of intervention (that can be both productive and counter-productive)

- Looking for allies and building partnerships outside of the ´research pool´(to give the research and its work a broader social impact) – e.g., media, the academia, NGOs, international human rights bodies and organisations

... and a few self-critical reflections – on possible weak spots and some tough questions, and food for thought for future research

- When and how to initiate public debate on issues where strong resistance can be expected (e. g. naming obstetric violence obstetric violence and talking about it in public);

- How to ´co-operate´, in the process of promoting the changes that need to be done pursuant to the research outcomes, with stakeholders who are at the same time the perpetrators;

- How to report on normalisation of rights violations by individuals and groups who are at the same negatively affected by the violations;

- How to identify whether a respondent needs a special kind of support and when and how to provide it (e. g. in cases of PTSD)

- How to involve more intersectionalities;
- Examples of issues not covered so far but requiring a lot of special attention and new (gender sensitive, gender specific and gender committed) research:
  - the issues of informal payments;
  - financial aspects of childbirth care as drivers of violations of rights in childbirth – e. g. flows of payments from insurance companies;
  - management and effectiveness issues, organisational structures, fragmentation of childbirth care;
  - situation of specific groups of women, esp. with regard to other intersecting disadvantaging traits alongside gender (e.g. immigration status; poverty; various forms of disabilities; minority ethnicity, sexual orientation or gender identity etc.)

Where you can find some of our research outcomes:

- So far, CDA published (in co-operation with Women´s Circles) three reports on violations of the human rights of women in childbirth in healthcare facilities in Slovakia:
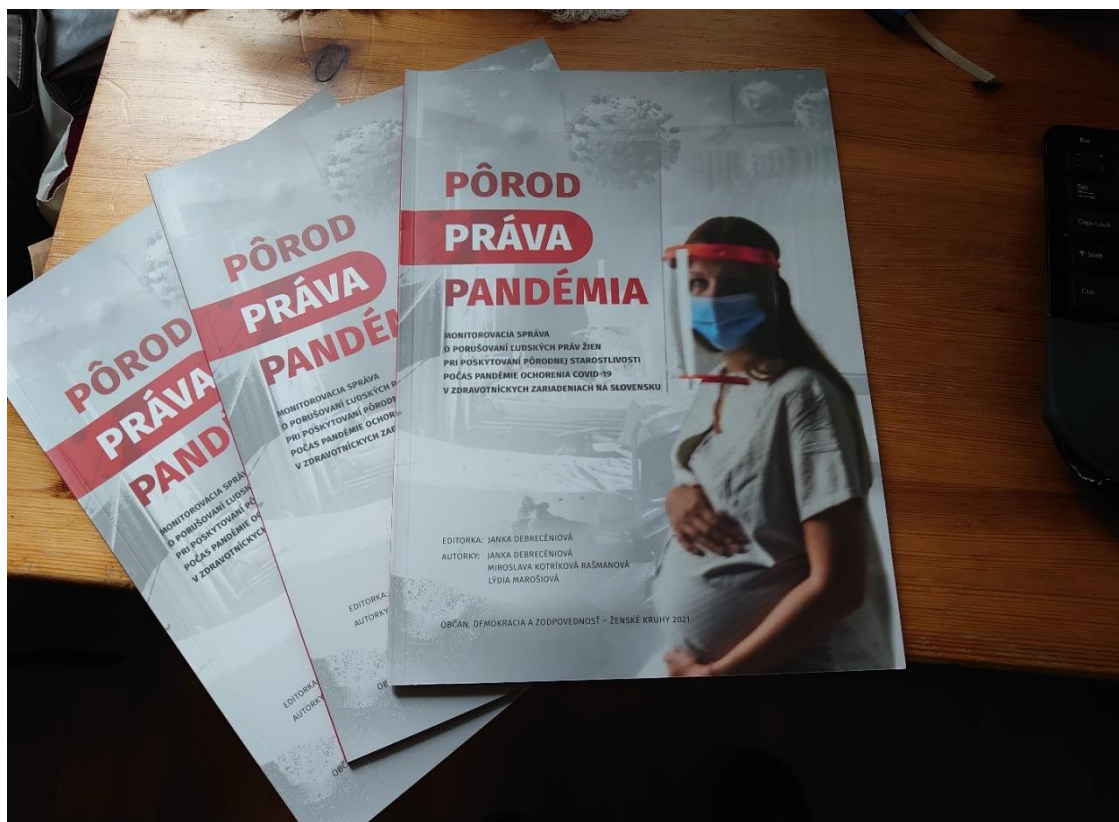
- DEBRECÉNIOVÁ, J. (ed.); BABIAKOVÁ, K. – DEBRECÉNIOVÁ, J. – HLINČÍKOVÁ, M. – KRIŠKOVÁ, Z. – SEKULOVÁ, M. – ŠUMŠALOVÁ, S.: *Ženy – Matky – Telá: Ľudské práva žien pri pôrodnej starostlivosti v zdravotníckych zariadeniach na Slovensku*. [Women – Mothers – Bodies: Women's Human Rights in Obstetric Care in Healthcare Facilities in Slovakia]. Bratislava : Občan, demokracia a zodpovednosť, 2015. Also available at: http://odz.sk/wp-content/uploads/Z-M-T_publ_el1_pod_sebou.pdf. An English summary available at: http://odz.sk/en/wp-content/uploads/Women-Mothers-Bodies_summ_EN.pdf.

- DEBRECÉNIOVÁ, J. (ed.); DEBRECÉNIOVÁ, J. – HLINČÍKOVÁ, M. – HREŠANOVÁ, E. – KRIŠKOVÁ, Z. – LAFFÉRSOVÁ, Z. – SEKULOVÁ, M.: *Ženy – Matky – Telá II: Systémové aspekty porušovania ľudských práv žien pri pôrodnej starostlivosti v zdravotníckych zariadeniach na Slovensku*. [Women – Mothers – Bodies II: Systemic Aspects of Violations of Women's Human Rights in Birth Care Provided in Healthcare Facilities in Slovakia]. Bratislava: Občan, demokracia a zodpovednosť, Ženské kruhy, 2016. Also available at: http://odz.sk/wp-content/uploads/ZMT2_systemove_apekty_v6_w.pdf. An English summary available at: http://odz.sk/en/wp-content/uploads/ZMT2_SUMMARY_EN_final.pdf.

- DEBRECÉNIOVÁ, J. (ed.); DEBRECÉNIOVÁ, J. – KOTRÍKOVÁ RAŠMANOVÁ, M. – MAROŠIOVÁ, M.: *Pôrod – Práva – Pandémia: Monitorovacia správa o porušovaní ľudských práv žien pri poskytovaní pôrodnej starostlivosti počas pandémie ochorenia COVID-19 v zdravotníckych zariadeniach na Slovensku*. [Childbirth – Rights – Pandemic: Monitoring Report on Violations of the Human Rights of Women in the Provision of Childbirth Care in Healthcare Facilities in Slovakia During the COVID-19 Pandemic]. Bratislava: Občan, demokracia a zodpovednosť, Ženské kruhy, 2021. Available at http://odz.sk/wp-content/uploads/POROD_PRAVA_PANDEMIA_elektronicka_verzia_april2021.pdf (in Slovak; English version upcoming).

The project *Let's Take the Needs of Women in Childbirth Seriously! Promoting Women's Human Rights in Public Policies in the Field of Health* is supported by the ACF – Slovakia programme, financed from the EEA Financial Mechanism 2014 – 2021. The programme is managed by the EKOPOLIS Foundation in partnership with Nadácia otvorenej spoločnosti – Open Society Foundation (NOS – OSF) and the Carpathian Foundation

Thank you

www.odz.sk

debreceniova@odz.sk
pufflerova@odz.sk

Further information

- Include link to the project's website:

https://equal4europe.eu/

ANNEX 2: PRESENTATIONS FROM THE TRAINING

E

Raising Awareness about Gender in Research
Modul 5: Gender in Horizon Europe

Content

- Horizon Europe
- Gender in Horizon Europe
    - Cross-Cutting Objective
    - Applied in Applications – Projects – Results
    - Organization – Team - Researcher
- Policy behind
- Risks

Horizon Europe (2021-27)

"For a green, healthy, digital and inclusive Europe"

- Horizon Europe (HE) is EU research and innovation programme – budget €95.5 billion

Enhancing impact

Horizon Europe aims to boost growth, trade and investment and to create a significant social and environmental impact.

Up to €11 of **GDP gains** over 25 years can be potentially generated by each euro invested at EU level in R&I

Over 35% of Horizon Europe **spending** will contribute to **climate objectives**

To create **300.000 jobs by 2040**, of which **40%** will be **highly skilled** jobs

SPECIFIC PROGRAMME: EUROPEAN DEFENCE FUND

Exclusive focus on defence research & development

Research actions

Development actions

SPECIFIC PROGRAMME IMPLEMENTING HORIZON EUROPE & EIT*

Exclusive focus on civil applications

Pillar I
EXCELLENT SCIENCE

European Research Council

Marie Skłodowska-Curie

Research Infrastructures

Pillar II
GLOBAL CHALLENGES & EUROPEAN INDUSTRIAL COMPETITIVENESS

Clusters
- Health
- Culture, Creativity & Inclusive Society
- Civil Security for Society
- Digital, Industry & Space
- Climate, Energy & Mobility
- Food, Bioeconomy, Natural Resources, Agriculture & Environment

Joint Research Centre**

Pillar III
INNOVATIVE EUROPE

European Innovation Council

European innovation ecosystems

European Institute of Innovation & Technology*

WIDENING PARTICIPATION AND STRENGTHENING THE EUROPEAN RESEARCH AREA

Widening participation & spreading excellence

Reforming & Enhancing the European R&I system

Fusion

Fission

Joint Research Center

Gender Equality is relevant for all pillars, sub-programs and other elements!
Responsibility of organisation, team/consortium and researchers.

Gender E. in HE: Cross-cutting objective

Specific calls:

- 2021-22 Work Programme **Widening participation and strengthening the European Research Area**

Call HORIZON-WIDERA-2021-ERA-01-81: Policy coordination to advance the implementation of the ERA gender equality and inclusiveness objectives within Member States

HORIZON-WIDERA-2022-ERA-01-80: Living Lab for gender-responsive innovation

Other program actions like:

- EU Gender Equality Competence Facility
- EU Award for (Academic) Gender Equality Champions
- Commission expert group on the impact of the COVID-19 pandemic on gender equality in EU R&I
- Monitoring gender equality in Research and Innovation - Development, implementation and dissemination of indicators (She Figures)'

Gender Equality in HE is addressed in ...

- Applications: eligibility and award criteria

- Projects / actions' implementation: legal - grant obligation

- Results: impact evaluation

When applying for HE project...

Eligibility Criteria: Gender equality plan of your institution

Having a gender equality plan is an eligibility criterion for:

- *Public bodies,*
- *Higher education establishments and*
- *Research organisations*

from Member States and Associated Countries.

If the proposal is selected, having a Gender Equality Plan will be necessary before the grant agreement signature - applicable on calls with deadlines in 2022 and beyond.

Required GEP Elements

Minimum process-related requirements (building blocks) for a GEP

PUBLICATION
a formal document published on the institution's website and signed by the top management.

1

DEDICATED RESOURCES
a commitment of resources and expertise in gender equality to implement the plan.

2

DATA COLLECTION & MONITORING
sex/gender-disaggregated data on personnel (and students, for the establishments concerned) and annual reporting based on indicators.

3

TRAINING
awareness-raising/ training on gender equality and unconscious gender biases for staff and decision-makers.

4

GEP Recommended Content

Content-wise, recommended areas to be **covered** and addressed via concrete measures and targets are:

- work-life balance and organisational culture;

- gender balance in leadership and decision-making;

- gender equality in recruitment and career progression;

- integration of the gender dimension into research and teaching content;

- measures against gender-based violence including sexual harassment.

Award criteria: Content of an application 1

Excellence – aspects to be taken into account:

- 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 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

Content of an application 2

Methodology

Describe how the gender dimension (i.e. sex and/or gender analysis) is taken into account in the project's research and innovation content *[e.g. 1 page]. If* you do not consider such a gender dimension to be relevant in your project, please provide a justification.

- *Note: This section of project is **mandatory** except for topics which have been identified in the work programme as not requiring the integration of the gender dimension into R&I content.*

- *Remember that that this question relates to the **content of the planned research** and innovation activities, and not to gender balance in the teams in charge of carrying out the project.*

- *Sex and gender analysis refers to biological characteristics and social/cultural factors respectively.*

*For guidance on methods of sex / gender analysis and the issues to be taken into account – report to be referred **"Gendered Innovations2: How inclusive analysis contributes to research and innovation"***

https://ec.europa.eu/info/sites/default/files/research_and_innovation/strategy_on_research_and_innovation/documents/ki0320108enn_final.pdf

What to consider when drafting…

- Reflect on why sex and/or gender could matter:
  - *Think about and present the ways in which taking into account the gender dimension will provide added value in terms of creativity, excellence, and return on investment, both from public and private perspectives.*
- Consider the production of new knowledge on gender:
  - *Consider what is already known in your area in terms of the gender dimension (e.g. related scientific literature) and identify what is missing. In many areas, gender knowledge still needs to be generated.*
- Include sex and gender aspects as part of a multidisciplinary approach:
  - *Reflecting on sex and gender considerations in relation to health, transport, energy, security, etc. is a great opportunity to foster cooperation between scientists with gender expertise and others. It helps concepts cross the borders of scientific fields and encourages research methods to evolve.*
- Consider social categories/factors intersecting with sex and gender:
  - *The way a research problem is formulated will determine which intersecting variables are relevant for analysis. Intersectional research should be designed to illuminate the multiplicative effects of different, but interdependent, categories and factors.*

Content of an application 3

Quality and efficiency of the implementation

- **Capacity of participants and consortium as a whole**

- Describe the consortium. How does it match the project's objectives, and bring together the necessary disciplinary and inter-disciplinary knowledge. Show how this includes expertise in social sciences and humanities, open science practices, **and gender aspects of R&I**, as appropriate. Include in the description affiliated entities and associated partners, if any.

Content of an application 4

Researchers involved in the proposal

- Include _**only**_ the researchers involved in the proposal: F/M/ Non-binary
  - 'Researchers are professionals engaged in the conception or creation of new knowledge. They conduct research and improve or develop concepts, theories, models, techniques instrumentation, software or operational methods. (Frascati Manual 2015)'

Evaluation procedure and ranking

For proposals with the same score within a single budget envelope (with the exception of the first stage of two-stage submissions) a method to establish the **priority order** will be determined, taking into consideration the objectives of the specific topic. In the absence of special arrangements in the specific call conditions, the following method will apply:

For each group of proposals with the same score, starting with the group achieving the highest score and continuing in descending order:

1) Proposals that address aspects of the call that have not otherwise been covered by more highly ranked proposals will be considered to have the highest priority.

2) The proposals identified under 1), if any, will themselves be prioritised according to the scores they have been awarded for 'Excellence'. When these scores are equal, priority will be based on scores for 'Impact'. In the case of 'Innovation actions', priority will be given to the score for 'Impact', followed by that for 'Excellence'.

3) If necessary, the gender balance among the personnel named in the proposal who will be primarily responsible for carrying out the research and/or innovation activities, and who are included in the researchers table in the proposal, will be used as a factor for prioritisation.

When implementing the HE action...

Project Implementation: Grant Agreement

VALUES — ARTICLE 14

Gender mainstreaming

- The beneficiaries must take all measures to promote equal opportunities between men and women in the implementation of the action and, where applicable, in line with the gender equality plan. They must aim, to the extent possible, for a gender balance at all levels of personnel assigned to the action, including at supervisory and managerial level.

When reporting HE action's results…

Dissemination via Horizon Results Platform

- Results likely influence the policy

- Projects tagged by SDG Goals

Policy: Gender Equality Strategy 2020-2025

"A Union of Equality"

- Gender Equality is core value – EU Treaties' obligation

- Targeted action to achieve gender equality and strengthen

- ✓**Gendermainstreaming** = including a gender perspective in all policy areas, at all levels and at all stages of policy-making

- ✓**Intersectionality** = the combination of gender with other personal characteristics or identities, and how these intersections contribute to unique experiences of discrimination

- ✓**Dedicated funding** to gender equality

- Green & Digital Transformation and Demographic change have gender dimension

IN A GENDER EQUAL EUROPE...

...we are FREE to pursue our chosen path in life.

Currently

33% of women in the EU have experienced **physical and/or sexual violence**

22% of women in the EU have experienced **violence by an intimate partner**

55% of women in the EU have been sexually harassed and women are more likely to experience **online sexual harassment** than men

...we have equal opportunities to THRIVE in society and the economy.

Currently

Women in the EU earn on average **16%** less than men per hour
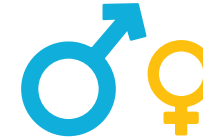
Only **67%** of women in the EU are employed, compared to **78%** of men

On average, women's pensions are **30.1%** lower than men's pensions

75% of unpaid care and domestic work is done by women

...we can LEAD and equally participate in our economy and society.

Currently

Only **7.5%** of board chairs and **7.7%** of CEOs **are women**

Only **22%** of AI programmers **are women**

39% of Members of the European Parliament **are women**

Gender Equality Strategy 2020-2025

Goals:

- Ending gender-based violence

- Challenging gender stereotypes
    - Horizon Europe task to address gender biases in AI, debunking gender stereotypes in all social, economic and cultural domains, supporting development of un-biased evidence-based policies

- Closing gender gaps in labour market

- Achieving equal participation across different sector of the economy

- Addressing the gender pay and pension gap

- Closing the gender care gap

o Achieving gender balance in decision-making and politics

Policy: A new European Research Area (2020)

A single, borderless market for research, innovation and technology across the EU...

...where countries come together and improve their research policies and systems...

...and where there is free movement of researchers, knowledge and innovation.

14 actions including:

- Develop concrete plans with Member States to **promote gender equality, as well as diversity and inclusiveness, in science, research and innovation.**

Prioritise investments and reforms in research and innovation towards the green and digital transition, to support Europe's recovery;

Strengthen mobility of researchers and free flow of knowledge and technology through greater cooperation among Member States;

Boost market uptake of research and innovation results;

Improve access to excellence for researchers across the EU.

Sustainable Development Goal 5: Achieve gender equality and empower all women and girls
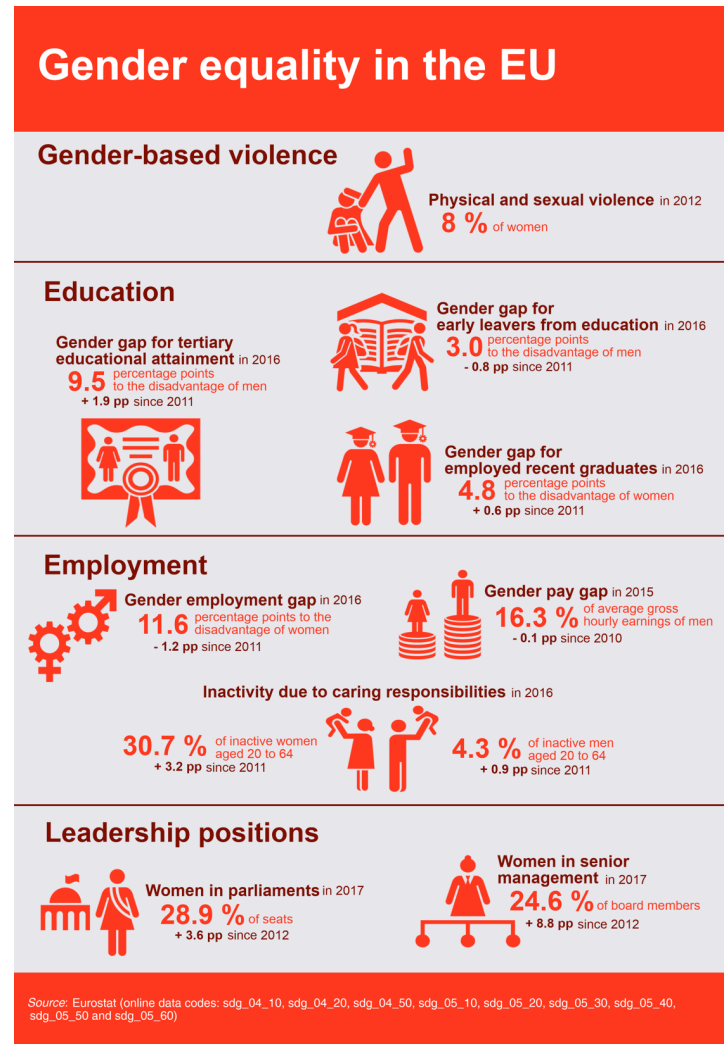
Risks?

- GEP requirement in HE - huge change targeted on research organizations

- Potential issues:
  - formal introduction of GEP and weak implementation

- Questions:
  - how will GEP be monitored?
  - how will be grant agreement condition enforced?
  - how it will effect on coordination in consortium (esp. if third countries are involved)?

References:

- Gender Equality Strategy

https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy_en

- A new ERA

https://ec.europa.eu/info/research-and-innovation/strategy/strategy-2020-2024/our-digital-future/era_en

- Horizon Europe:

https://ec.europa.eu/info/research-and-innovation/funding/funding-opportunities/funding-programmes-and-open-calls/horizon-europe_en

- *Gendered Innovations2:* How inclusive analysis contributes to research and innovation:

https://ec.europa.eu/info/sites/default/files/research_and_innovation/strategy_on_research_and_innovation/documents/ki0320108enn_final.pdf

Thank you for your attention

Contact:

Zuzana Lisoňová

Comenius University

zuzana.lisonova@uniba.sk

Further information

https://equal4europe.eu/

Equal4E

Equal4Europe

Equal4Europe

EQUAL4EUROPE
GENDER EQUALITY PLANS

Equal4Europe

ANNEX 3: TRAINER'S PROFILES

RAISING AVARENESS
ABOUT
GENDER IN RESEARCH

Trainer's Profiles

EQUAL4EUROPE
GENDER EQUALITY PLANS

TIMEA CROFONY

Timea graduated from Law at the Faculty of Law of Charles University and Gender Studies at the Faculty of Humanities of Charles University. Currently, she is a PhD. student of Cultural Anthropology and Ethnology at Faculty of Arts, Charles University.

She worked in public administration, advocacy (focusing on criminal law, family law and domestic violence) and as a university lawyer, methodologist of cooperation and gender equality coordinator. She completed a comprehensive educational program in research, development and innovation.

Timea now works for the Centre for Gender and Science, Institute of Sociology under Czech Academy of Sciences as a lecturer and consultant as well as a freelance gender trainer for international projects. She focuses on gender mainstreaming and cultural and institutional change in higher education and research organizations.

ŠARLOTA PUFFLEROVÁ

Šarlota (PhDr. – Comenius University in Bratislava, PhD – Slovak Academy of Sciences) is a graduate of psychology. In 1981, she started working in the field of basic research at the Slovak Academy of Sciences.

Between 1992 and 2004, she completed various trainings and fellowships on the development of managerial skills, on the rights of minorities, on interactive and participatory methods in human rights education, on gender equality and the human rights of women in public policies, on human rights education in schools and prisons, and on the functioning of public institutions and the public administration (e. g. at the British Institute of Management, at the Institute for Environmental and Minority Rights at the University of Lapland, Finland, at Minority Rights Group International, UK, the Eisenhower Fellowship Multinational Program, or the International Visitors' Program).

Since 1995, she has been the executive director of Citizen, Democracy and Accountability (CDA), a civic association based in Slovakia. In CDA, she is responsible for management, fundraising, public relations, and communication with public authorities. She also leads several project teams, conceptually prepares and leads seminars, workshops and trainings for various target groups (e. g. public administration, courts, labor inspectorates, employers).

JANKA DEBRECÉNIOVÁ

Janka holds a law degree (Mgr.) from Matej Bel University in Banská Bystrica, a MJur degree from the University of Oxford, and a PhD from Trnava University in Trnava. In 2009, she graduated from the prestigious Women's Human Rights Training Institute.

Since 2000, she has been working for Citizen, Democracy and Accountability where she participates in the organization's advocacy, litigation, publication, educational, and research projects, mainly in the fields of non-discrimination, gender equality, and the human rights of women. She has rich experience with training judges, labour inspectorates, public administration, law students and other groups in these fields. From 2009 to 2016, she was a member of the European Network of Legal Experts in the Non-Discrimination Field. Besides other publications, articles and reports, she is an author of a comprehensive commentary on the Slovak Anti-Discrimination Act. She has also been actively involved in legislation-making in fields related to equality and non-discrimination.

In the last few years, she has provided various consultations in the field of reproductive rights to several bodies and institutions operating on both international and national levels, including to the Council of Europe Commissioner for Human Rights, the UN Special Rapporteur on violence against women, its causes and consequences, and the WHO. She is the editor and co-author of three reports on violations of the human rights of women in childbirth in healthcare facilities in Slovakia, all published by Citizen, Democracy and Accountability in cooperation with Women´s Circles, in particular: Women – Mothers – Bodies: Women´s Human Rights in Obstetric Care in Healthcare Facilities in Slovakia (2015); Women – Mothers – Bodies II: Systemic Aspects of Violations of Women's Human Rights in Birth Care Provided in Healthcare Facilities in Slovakia (2016); Childbirth – Rights – Pandemic: Monitoring Report on Violations of the Human Rights of Women in the Provision of Childbirth Care in Healthcare Facilities in Slovakia during the COVID-19 Pandemic (2021).
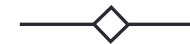
ZUZANA LISOŇOVÁ

Zuzana is currently Head of Project Office at the UK, which is the central office implementing projects. Her project management record includes projects from FP7, H2020 (e.g., SWAFS EQUAL4EUROPE, ENLIGHT-RISE), REC, Europe for Citizens, ESF, and ERDF as well as other various international and national projects. She is also the manager of the major project ACCORD: Advancing University Capacity and Competence in Research, Development and Innovation devoted to modernizing research and teaching infrastructures in STEM and strengthen academia-industry cooperation (OP Research and Innovation-ERDF; 55,6 mil. Euros). She has taken an active part in key University projects financed from the OP Research and Development and OP Education (2007–13) such as the Comenius University Science Park, Internal Quality Assurance System, and also faculty projects such as the Centre of Excellence for Social Innovations that established the Social Science Laboratory.

Her previous work experience was as the qualitative analysis researcher (Political Science Department, CU) and project coordinator and junior researcher in a think-tank (Slovak Foreign Policy Association).

ANNEX 4: SCREENSHOTS FROM THE TRAINING

Training on Raising Awareness about Gender in Research

ANNEX 5: REGISTRATION AND EXPECTATION FORM

Registration and Expectation Form

Dear participant of the "Training on Raising Awareness about Gender in Research",

First of all, let us briefly introduce the training you are about to attend.

To further promote gender equality in research, **Comenius University in Bratislava**, a member of the **EQUAL4EUROPE consortium**, developed training on raising awareness about gender in research. The **online interactive session held by four professional trainers and UNIBA team members** will:

- help you understand the "gender and science" issue to make you more sensitive towards the gender dimension of/in science
- acquaint you with incorporating gender dimension throughout a research project
- explain what integrating gender means for different areas of science and research
- indicate how to design gender-sensitive/aware/transformative research projects and achieve better research quality and impact
- show you ways how to eliminate gender bias in research projects
- show you how to write a more competitive proposal
- provide you with new requirements regarding Horizon Europe Programme

The first step for you to attend the training is to fill out this registration and expectation form by **September 20th**. Please, answer the following questions honestly. Your answers will be treated with the utmost confidentiality.

Please, feel free to contact us (miroslava.misickova@uniba.sk (mailto:miroslava.misickova@uniba.sk)) for any technical issues regarding the form.

Sincerely,

UNIBA Team

The approximate time to fulfill the form: 8 minutes

* Required

1. First name *

2. Last name *

3. Job title *

4. Academic field *

5. Organization *

6. Email address *

Section

7. Have you ever taken training on gender-related topics? If yes, please, specify the course/activity.

8. Please, explain your motivation to participate in this training.

9. Please, describe your current knowledge of the topics related to this course.

10. What is the most important thing you expect to learn from this training session?

11. Do you have any further comments/suggestions?

Section

Thank you very much for your time and effort. Before the training, the instructions on how to attend will be sent to your inbox.

For now, we kindly ask you to do the following before the training:

1. **engage in a short warm-up exercise** which will be discussed during the training
   - watch the Youtube video: https://www.youtube.com/watch?v=G3Aweo-74kY (https://www.youtube.com/watch?v=G3Aweo-74kY)
   - take the test called "Gender-Career IAT": https://implicit.harvard.edu/implicit/takeatest.html (https://implicit.harvard.edu/implicit/takeatest.html)

2. **download**
   - training schedule: https://bit.ly/393nnCT (https://bit.ly/393nnCT)
   - trainer's profiles: https://bit.ly/39c1q4l (https://bit.ly/39c1q4l)

Microsoft Forms

ANNEX 6: EVALUATION FORM

Training on Raising Awareness about Gender in Research: Evaluation Form

Dear participant of the "Training on Raising Awareness about Gender in Research",

Let us sincerely thank you for your participation in our training session. Since we value your opinion and prepare a follow-up training, we kindly ask you to share your impressions from the last three days.

Once you finish the form, you will get access to the Training Manual. You are also welcome to contact our team (miroslava.misickova@uniba.sk (mailto:miroslava.misickova@uniba.sk)) with additional inquiries.

Our best regards,

UNIBA team

* Required

Training Content

1. Question *

	Bad	Average	Good	Excellent
How well did the training go regarding your expectations?	○	○	○	○
How will you rate the focus and structure of the training?	○	○	○	○
How did you experience the speed or rate at which the training was presented?	○	○	○	○
How do you evaluate the possibility to practically apply the information from the training?	○	○	○	○
How do you evaluate the training materials?	○	○	○	○

2. Additional comments:

Trainer's Performance

3. Question *

	Bad	Average	Good	Excellent
How knowledgeable were the trainers?	○	○	○	○
How do you rate the trainer's ability to explain the content clearly and in an understandable way?	○	○	○	○
How did the trainers handle questions that were asked?	○	○	○	○
How would you rate their facilitation skills on the whole?	○	○	○	○
How do you rate the overall atmosphere during the session?	○	○	○	○

4. Additional comments:

Training Form and Organization

5. Was the training form sufficient for the type of training presented? *

    ○ Yes

    ○ No

    ○ [   ]
    Other

6. How was the session organized? *

    ○ Well

    ○ Neutral

    ○ Extremely not well

7. Do you consider the length of the training sufficient? *

    ○ Yes

    ○ No

    ○ [   ]
    Other

8. Would you recommend the training to your colleagues? *

    ○ Yes

    ○ No

9. What was the most useful part of the training and what should be done differently during the next training session?

[   ]

10. Please, insert your final comments (can be used for project promotion).

[ ]

11. Please, insert your name and organization, if you agree with sharing your feedback for the EQUAL4EUROPE project propagation. If you wish to keep your answers in this evaluation form anonymous but would like to share some impressions that could be used in the promotion of the project and the training, you can send them via e-mail to <u>miroslava.misickova@uniba.sk (mailto:miroslava.misickova@uniba.sk)</u>

[ ]

ANNEX 7: MENTIMETER QUIZ

Who is the women you admire/is your role model?

isabel marcus

female family mambers

carolyn hoyle

lotta and janka from odz

gloria steinem

margaret thatcher

my sisters

bell hooks

my mother

longino

frida kahlo

judith butler

mother

my boss

brené brown

grandma

my grandmother

my best friend

activists

rosa luxemburg

my teacher

hod of programme

16
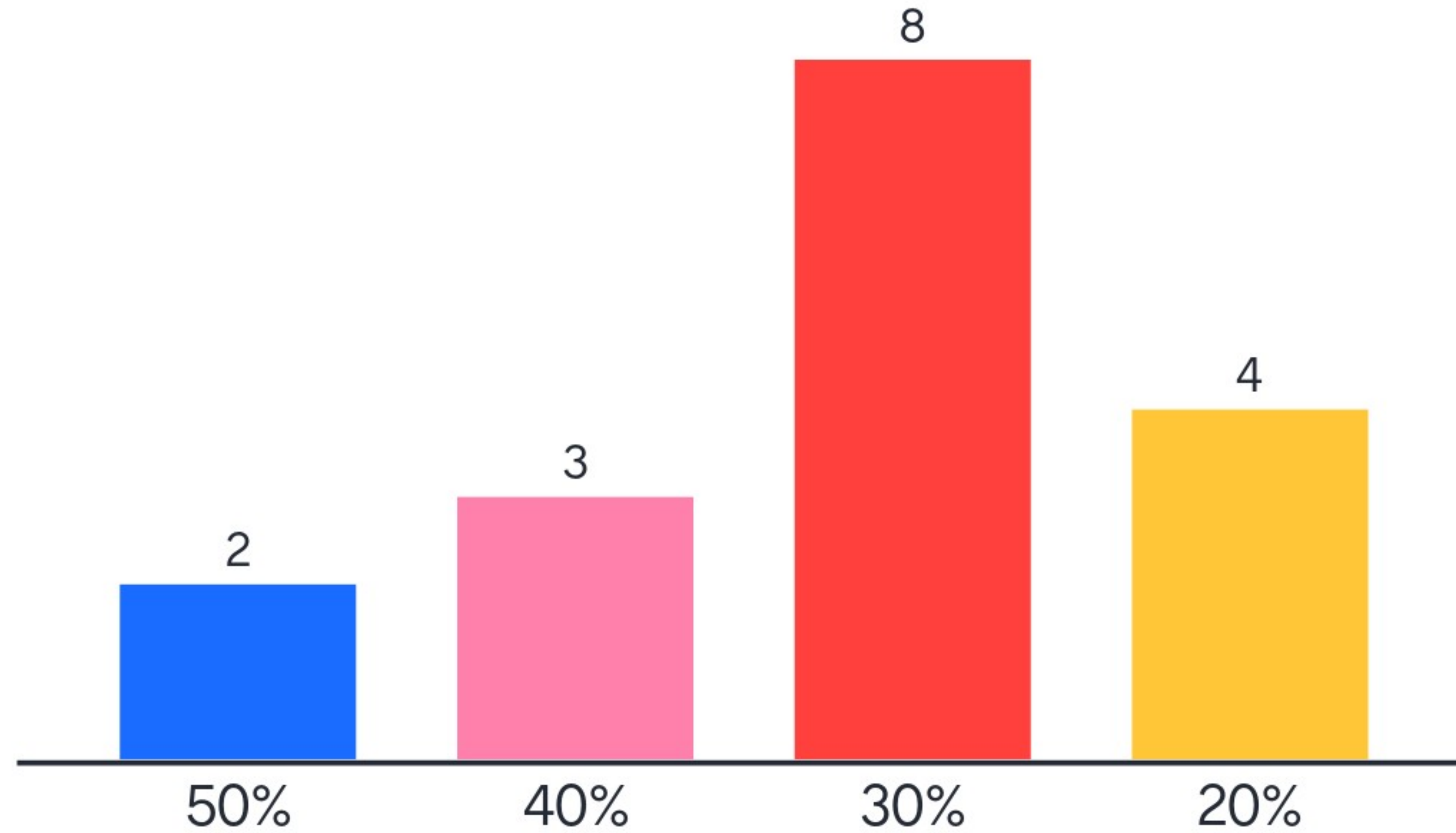
Share of female researchers (2017)

48.5 % for Central Asia

45.8 % for Latin America and the Caribbean

40.9 % for Arab States

39.0 % for Central and Eastern Europe

32.9% for North America and Western Europe

31.1% for sub-Saharan Africa

30.0% for World

25.0% for East Asia and the Pacific

23.1% for South and West Asia

Source: UNESCO, 2020

Think about your institution and try to guess, what is the percentage of women among:

- PhD students: 42
- Assistant professors: 41.3
- Associate professors: 36.3
- Full professors: 23.8
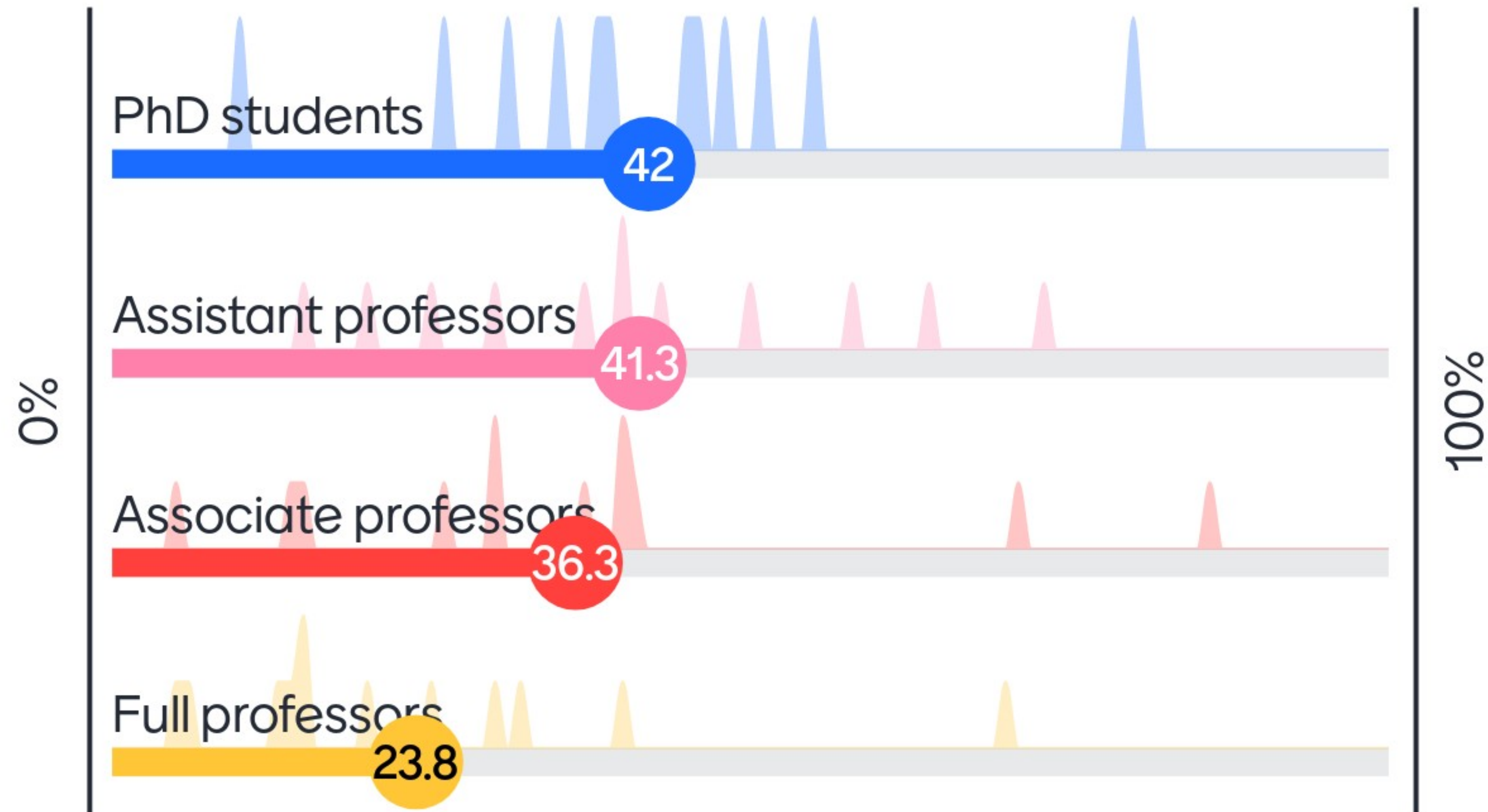
Proportion of men and women in a typical academic career
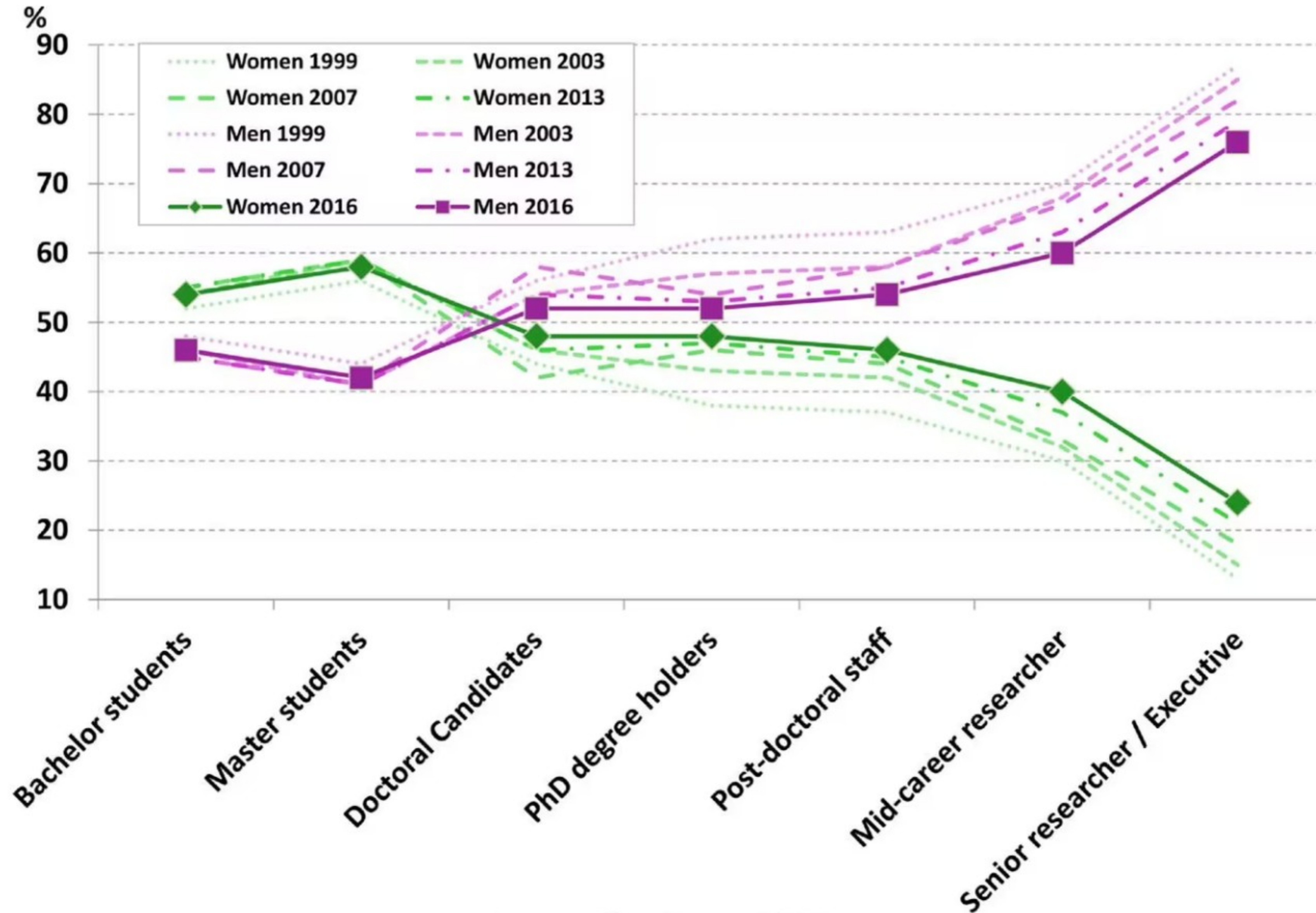
Source: She Figures 2018

Women perform better in social sciences and humanities, while men are better in natural and technical sciences
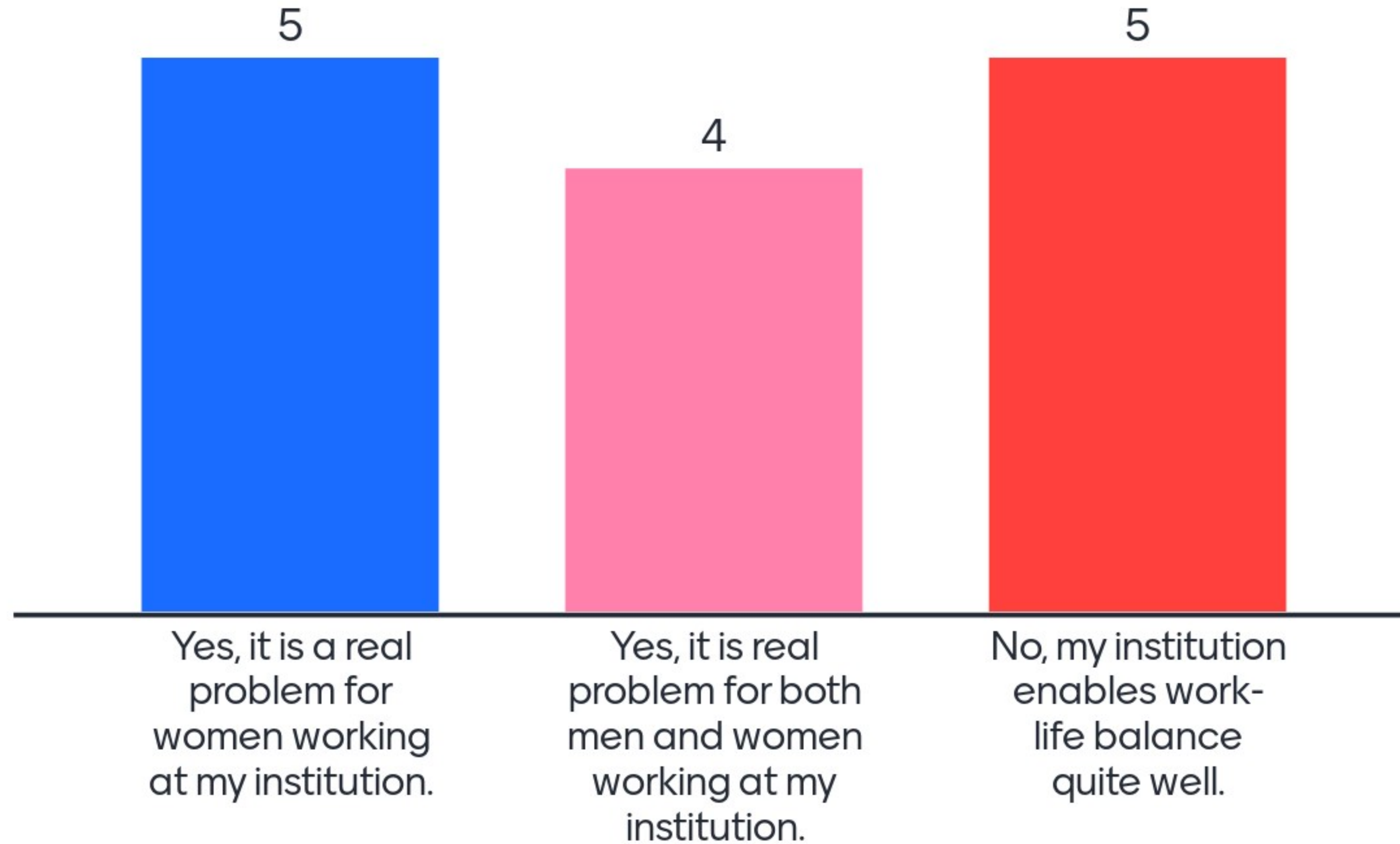

1
Yes

13
No

Proportion (%) of men and women in a typical academic career in science and engineering, students and academic staff, EU-28, 2013-2016
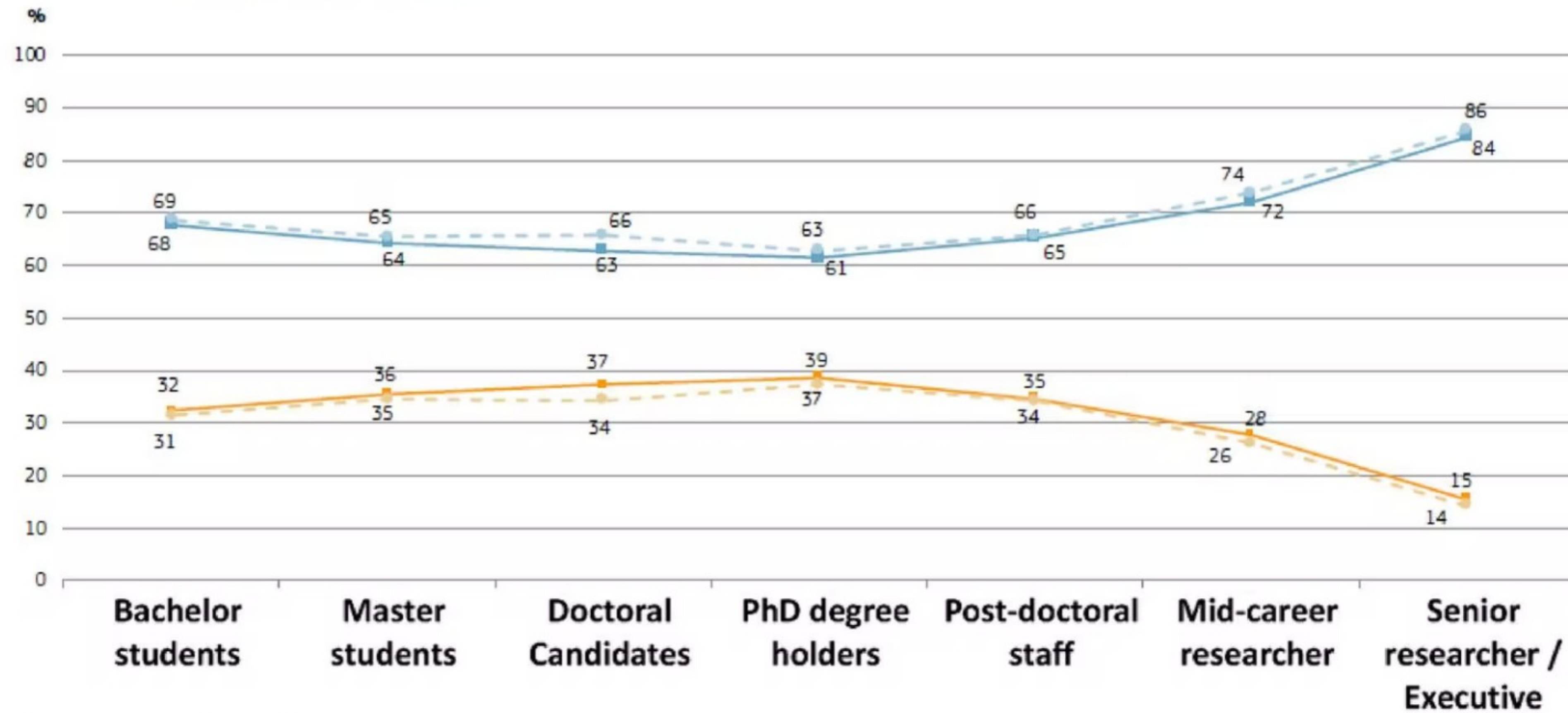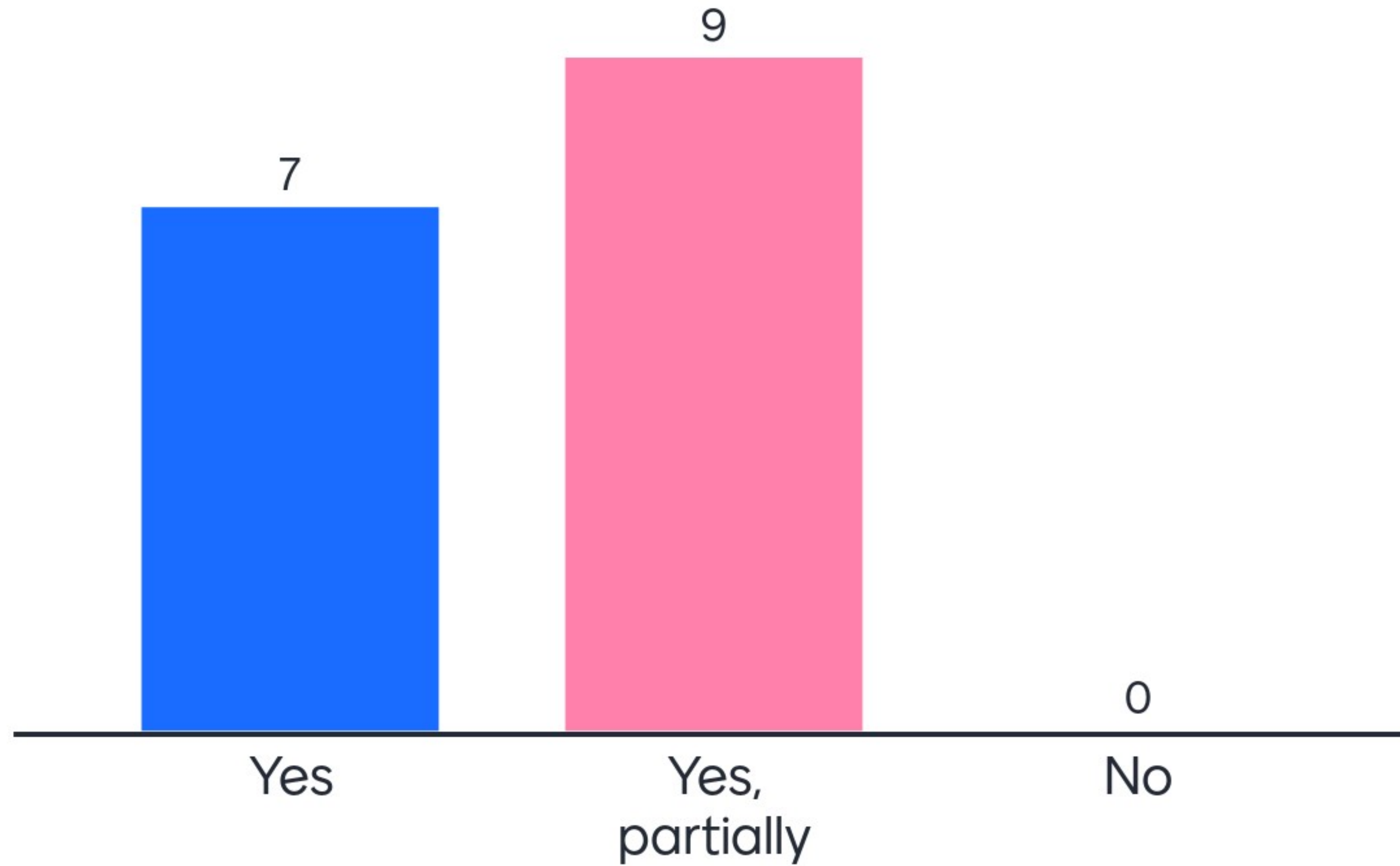
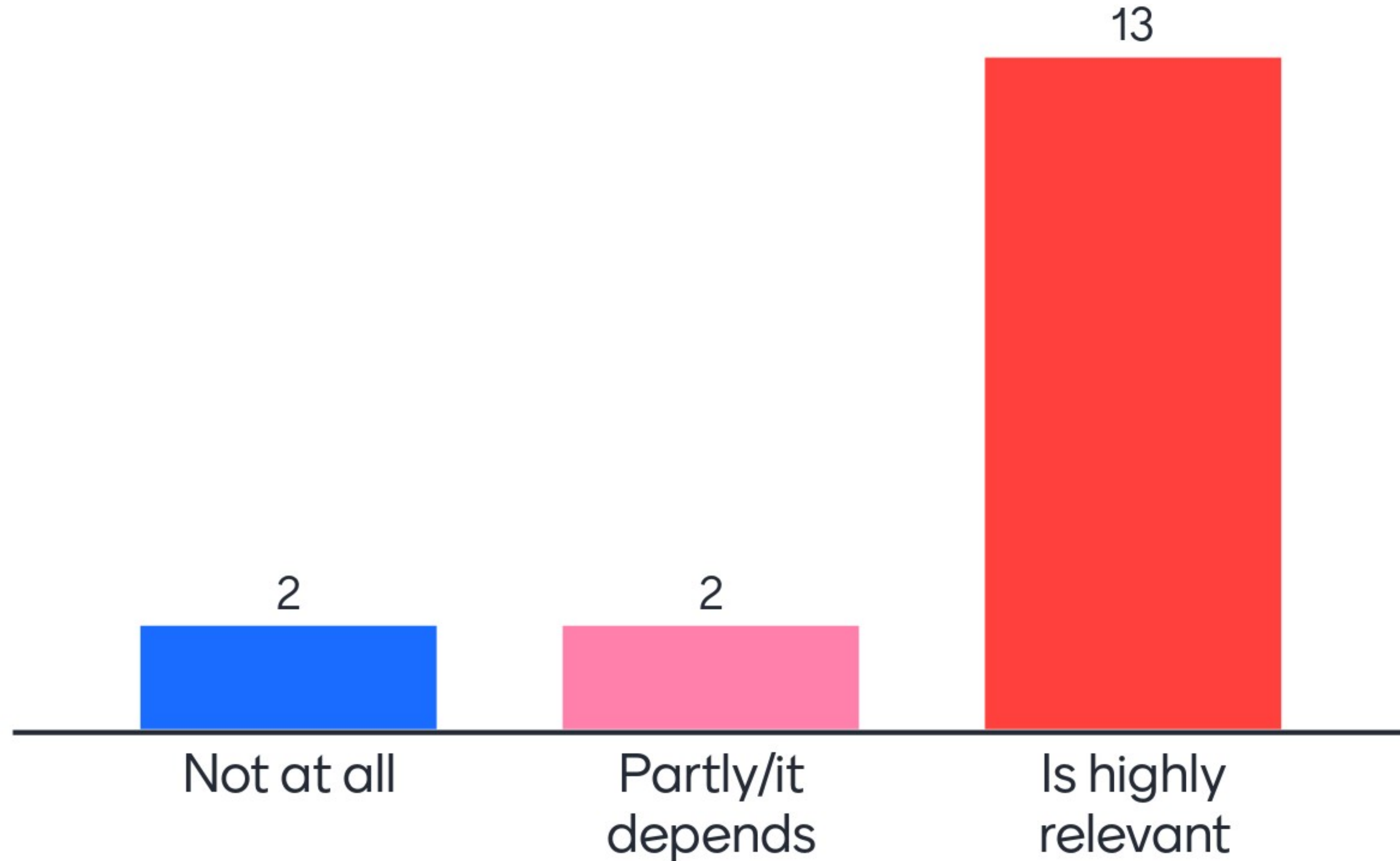Source: She Figures 2018

Women 2016 · Women 2013 · Men 2016 · Men 2013

Do you consider work-life balance to be a real problem for people working at your institution?

Category	Value
Yes, it is a real problem for women working at my institution.	5
Yes, it is real problem for both men and women working at my institution.	4
No, my institution enables work-life balance quite well.	5

14

Do you consider gender as relevant in science?

Training - poll
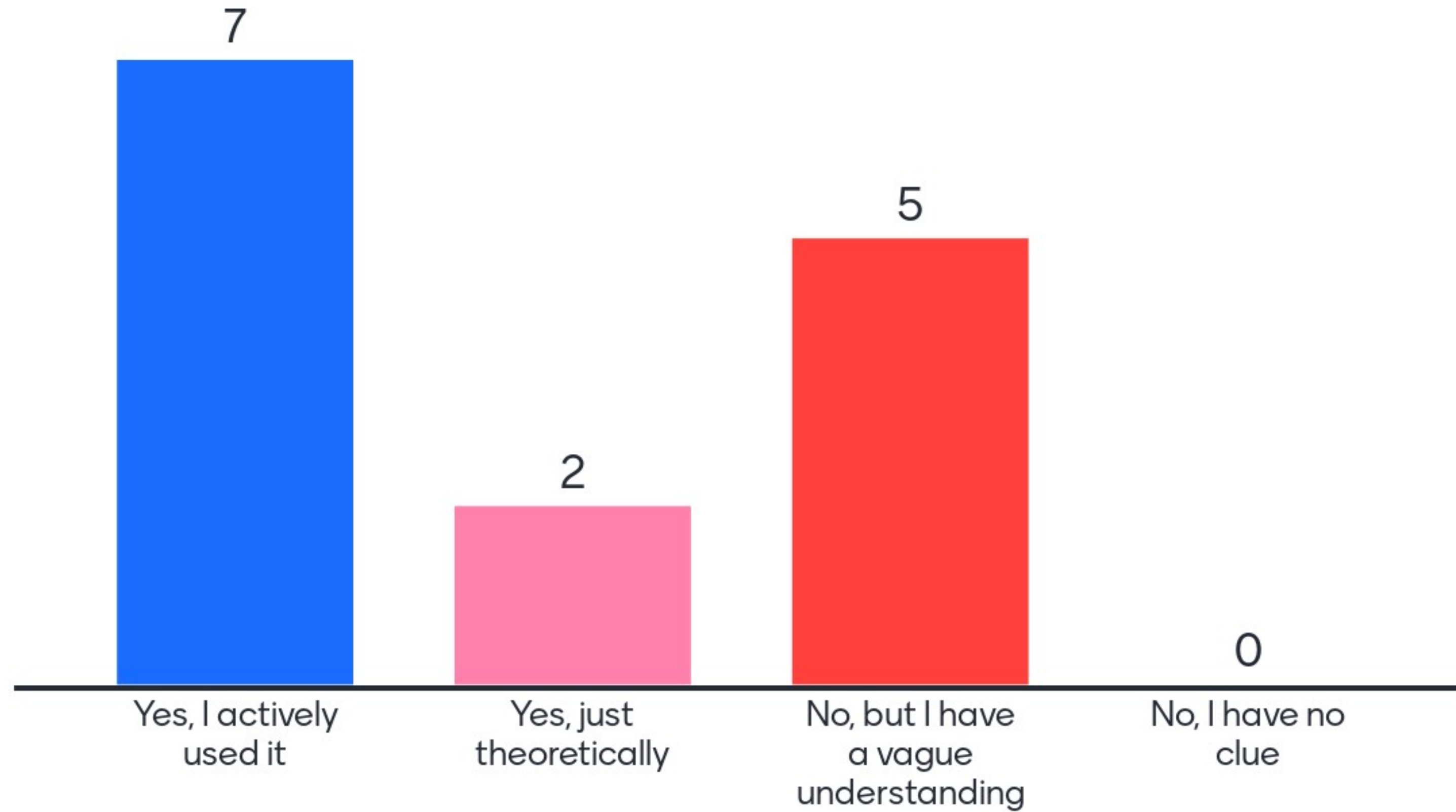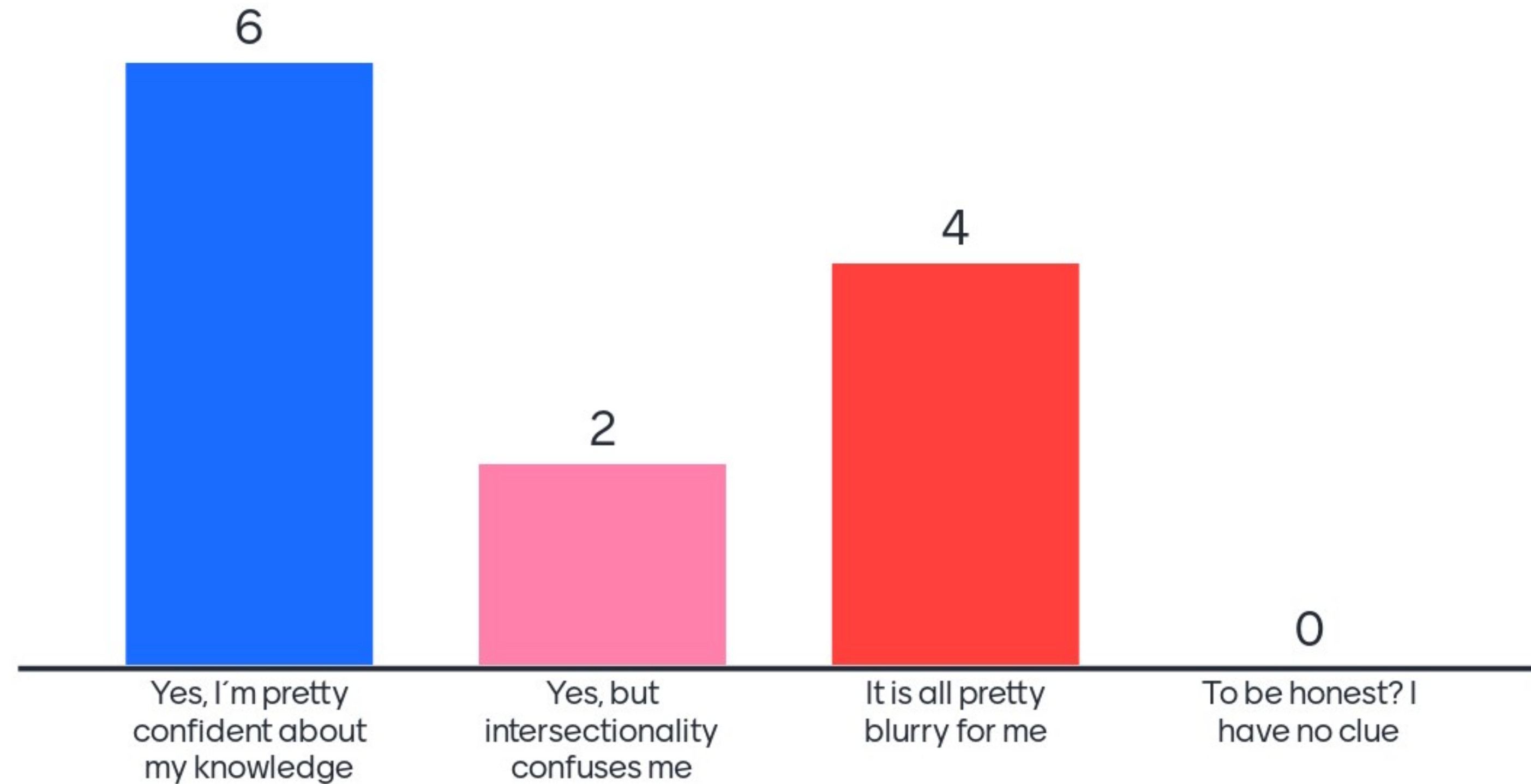
Have you ever encountered gender bias and stereotypes as a student?

			9	
		1		
0	0			0
I don´t know what "gender bias" is.	Never.	Yes, but not during the university studies.	Yes, sometimes.	Yes, I feel it constantly.
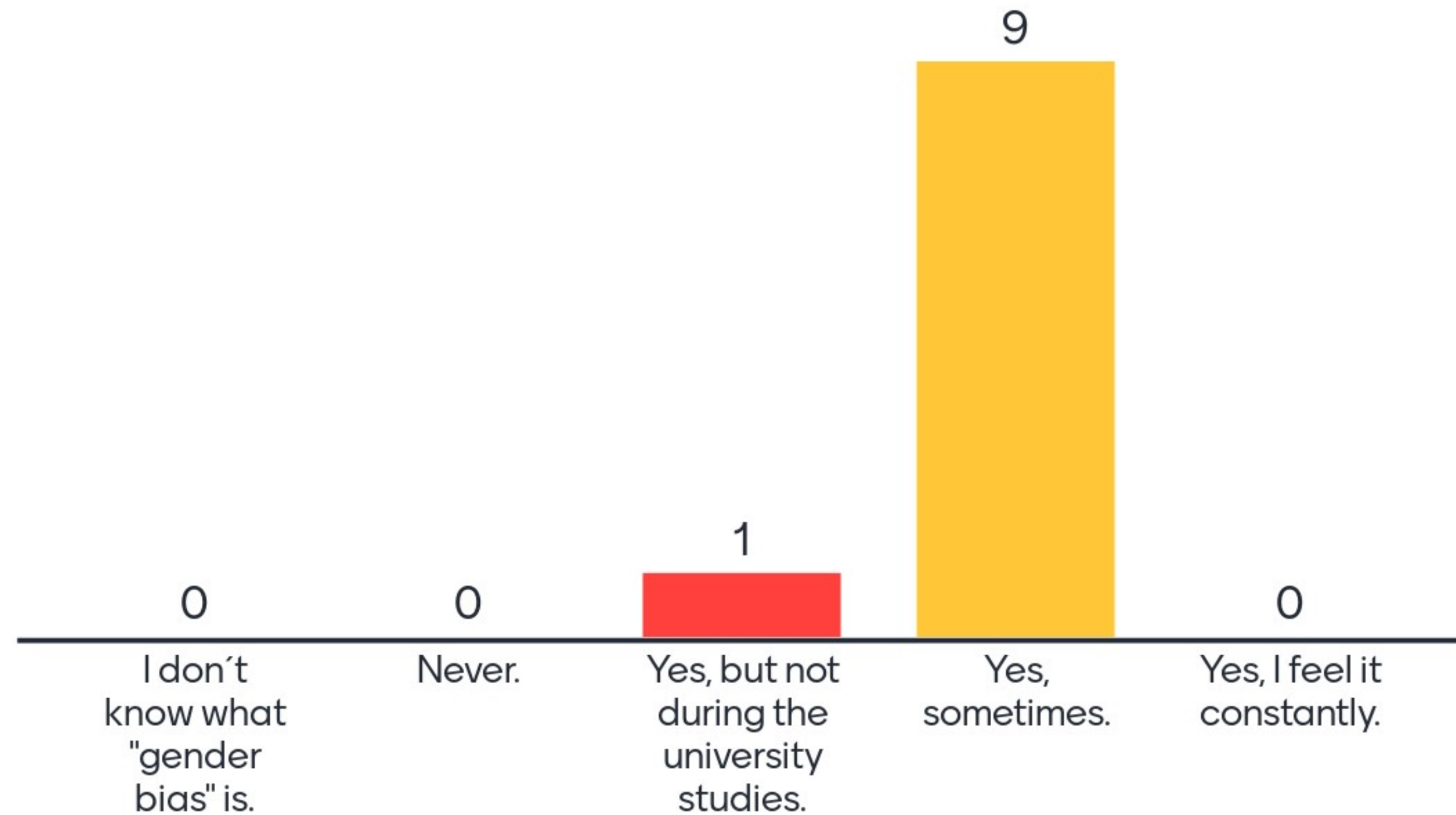
ANNEX 8: DISSEMINATION VIDEO

ANNEX 8 DISSEMINATION VIDEO

The video can be accessed as a Twitter post at https://twitter.com/i/status/1441311972713119749
or directly at https://bit.ly/3quUWWF

ANNEX 9: DISSEMINATION ON TWITTER

Equal4Europe @Equal4E · Sep 30 ⋯

On the third day, the final discussion has revolved around the #gender dimension in #Horizon #Europe Program 🇪🇺

We leave this training enriched with interesting insights, new connections, and a desire to make a difference in our work. 🔝🤩

Esade and 6 others

💬   🔁 1   ♡ 5   ⬆️

Show this thread

Equal4Europe @Equal4E · Sep 29 ⋯

That is what young researchers, Ph.D. students, and project members discussed during the second training day.

What a challenging and rewarding day! 😃

Esade and 6 others

💬 1   🔁 1   ♡ 7   ⬆️

Show this thread

Equal4Europe @Equal4E · Sep 29 ⋯

🧐Should gender dimension be considered during the teaching process?
🧐What does self-reflexive gender-sensitive teaching mean when it comes to our everyday practice?
🧐How do we conduct gender sensitive, gender specific and gender committed research?
⬇️⬇️⬇️⬇️⬇️⬇️⬇️⬇️⬇️⬇️⬇️⬇️⬇️

Equal4Europe @Equal4E · Sep 28

1st day: 20 researchers, Ph.D. students, and project members discussed the gender dimension across the academic disciplines.

👥 Best practices & experience sharing.

🤩 People with strong engagement and new ideas on how to bring change into our research and working environment.

Esade and 6 others