WHAT YOU ALWAYS WANTED TO KNOW ABOUT GENDERING H2020 AND MSCA PROPOSALS (BUT NEVER DARED TO ASK)

July 6th, 2020

This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No. 741466.

Learning objectives

Introduce basic concepts about gender

Identifying gender bias

Building capacity for integrating gender

What do you expect from this training?

About basic concepts

SEX refers to the biologically determined characteristics of men and women in terms of reproductive organs and functions based on chromosomal complement and physiology. As such, sex is globally understood as the classification of living things as male or female. Although it is rather fixed, sex cannot be fully encapsulated in this binarity…

GENDER refers to the social construction of women and men, of femininity and masculinity, which varies in time and place, and between cultures. As a concept, gender is thus more fluid than sex, although changes in the definition of gender roles usually take time

Difference vs. hierarchy

✓The problem is not the difference between men and women as such, but the difference in how they are valued

✓Certain aspects associated with 'masculinity' tend to be valued more highly

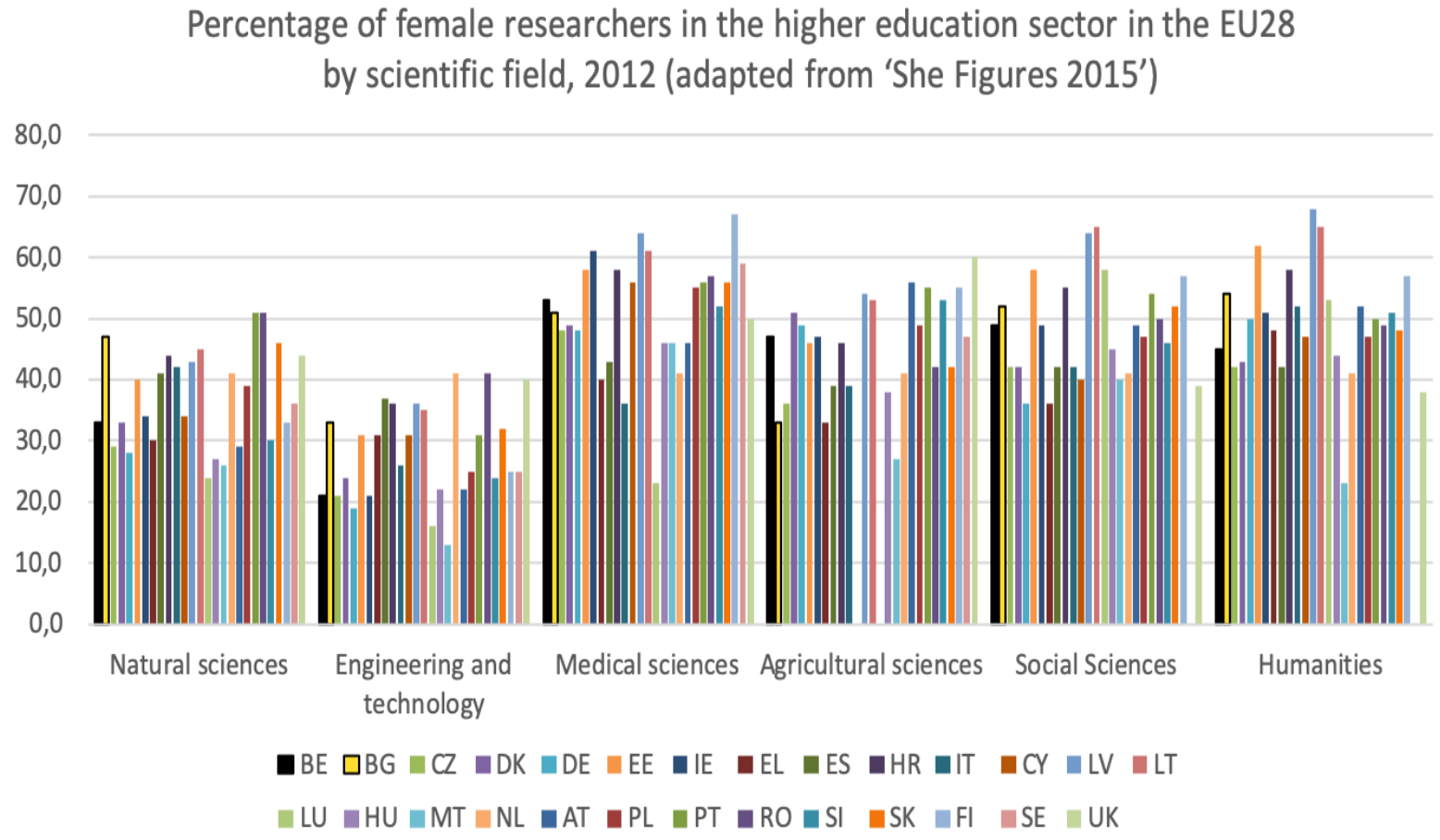
✓The result is inequality of opportunities, segregation & discrimination

Gender equality:

A situation where individuals of both sexes are free to develop their personal abilities and make choices without the limitations imposed by strict gender roles. The different behaviours, aspirations and needs of women and men are considered, valued and favoured equally.

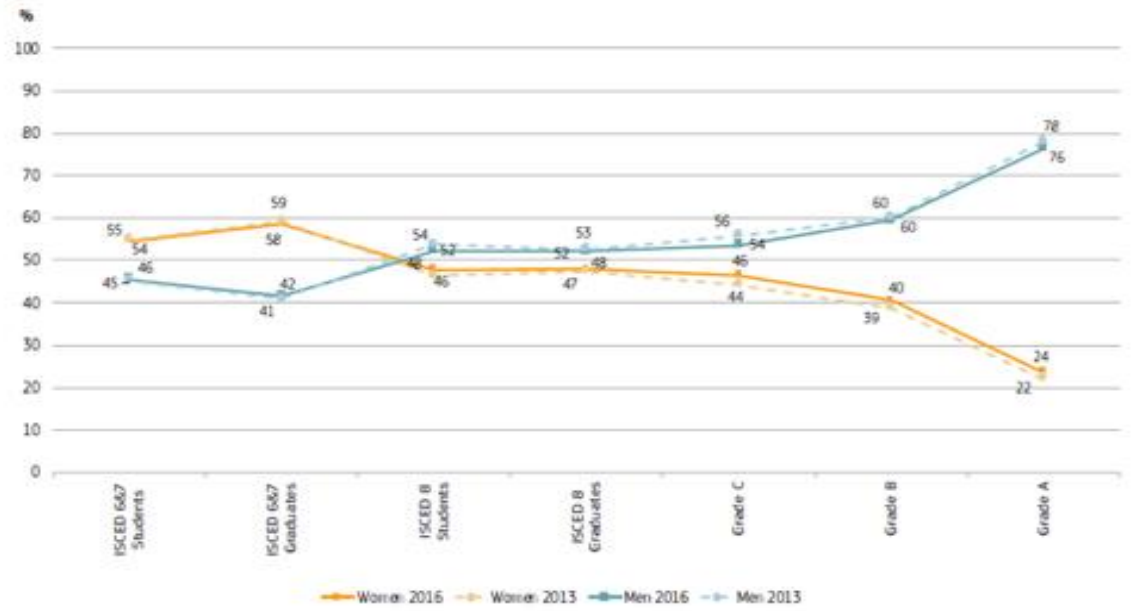
About issues at stake

Horizontal segregation



Vertical segregation

Figure 6.1 Proportion (%) of men and women in a typical academic career, students and academic staff, EU-28, 2013-2016

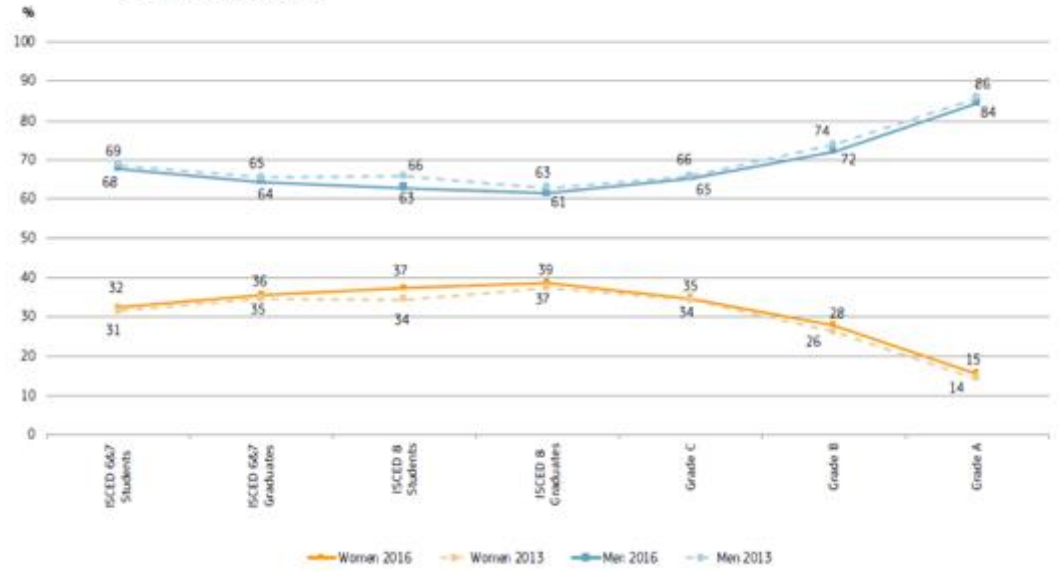


Notes: Reference years for Eurostat data: 2012-2016; Exceptions to the reference year for WiS data: CZ (Grade A): EE (Grade A): 2014-2015; FR: 2012-2015; HR: 2014-2017; LU: 2015-2016; RO, UK: 2014-2016; IE, CY, HU, AT, SI, SE: 2013-2015; BG: 2013-2017; MT (Malta College for Arts, Science and Technology): 2017; Eurostat data unavailable for: NL (ISCED 8 graduates): 2016; WiS data unavailable for: LT (2013), MT (2013), IE (Grade D); Eurostat data for 2013: ISCED 6&7 corresponds to ISCED 5A of ISCED-97; ISCED 8 corresponds to ISCED 6 of ISCED -97. Others: Data are in headcounts (HC); Break in time series: DE (Grades B - C): 2016; ES: 2015; UK: 2014; Data rounded to nearest multiple of 5: UK; The same person may be counted in several grades: BE (French speaking community), SE; Data do not include persons of unknown sex: PL; Private colleges and other smaller institutions are not included: IE; Grade C data include some persons with M.Sc. only: LT, SK; The base reference population of WiS data is that of 'Researchers' as defined in the Frascati Manual (OECD, 2015), with the exception of the following countries which used 'Academic staff' based on the UOE Manual (UNESCO/OECD/Eurostat, 2017): BG, DE, IE, EL, IT, LV, LT, NL, SI, SK, SE.

Source: Women in Science database, DG Research and Innovation; Eurostat – Education Statistics (online data codes: educ_enrt5, educ_grad5, educ_uoe_enrt03, educ_uoe_grad02).

Vertical segregation

Figure 6.2 Proportion (%) of men and women in a typical academic career in science and engineering, students and academic staff, EU-28, 2013-2016



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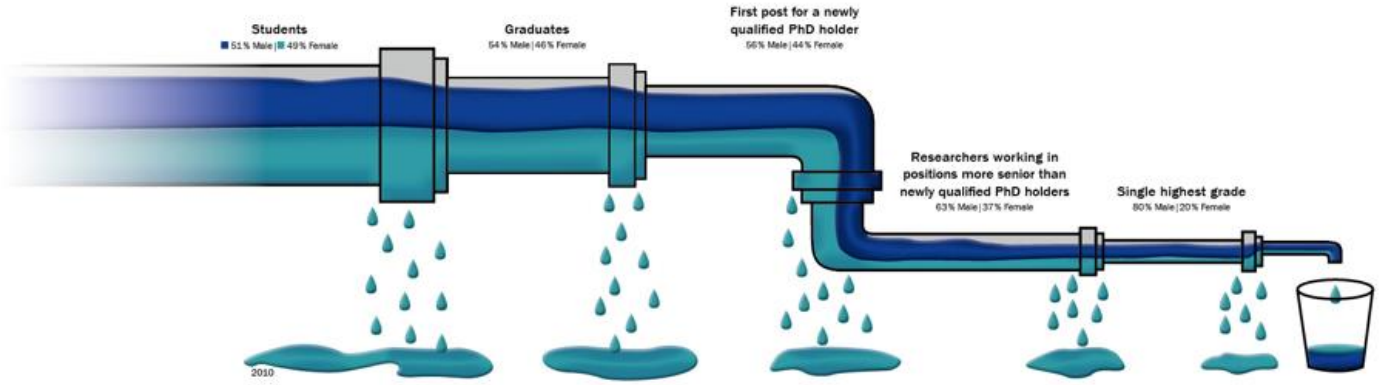
Source: Women in Science database, DG Research and Innovation; Eurostat – Education Statistics (online data codes: educ_enrl5, educ_grad5, educ_uoe_enrl03, educ_uoe_grad02).

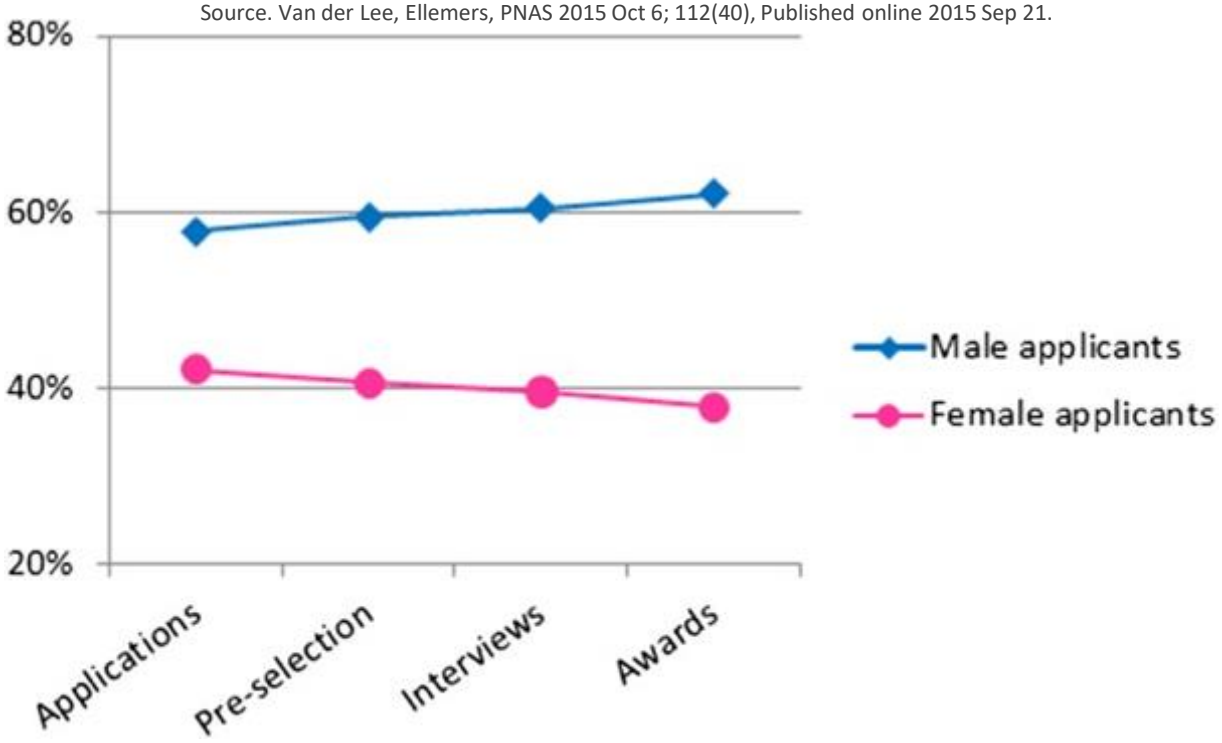
The leaky pipeline of women in science



Gender bias in access to resources

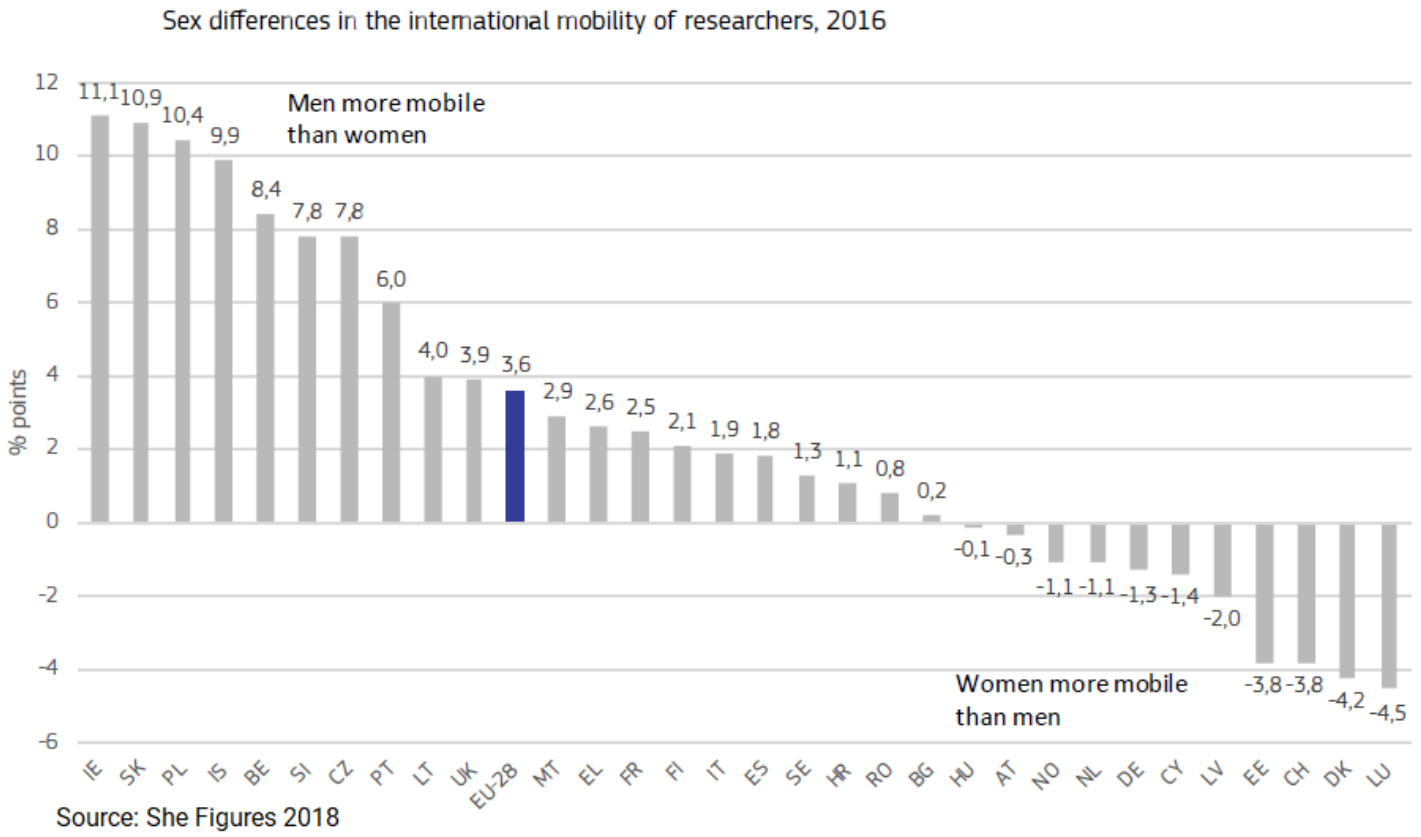
Success rates for male and female applicants for each phase in the grant review procedure (NWO, NL, 2010-2012)

Source. Van der Lee, Ellemers, PNAS 2015 Oct 6; 112(40), Published online 2015 Sep 21.



Gender bias in access to resources

Gender bias in access to international research mobility



Exposure to sexual harassment and sexist behaviours

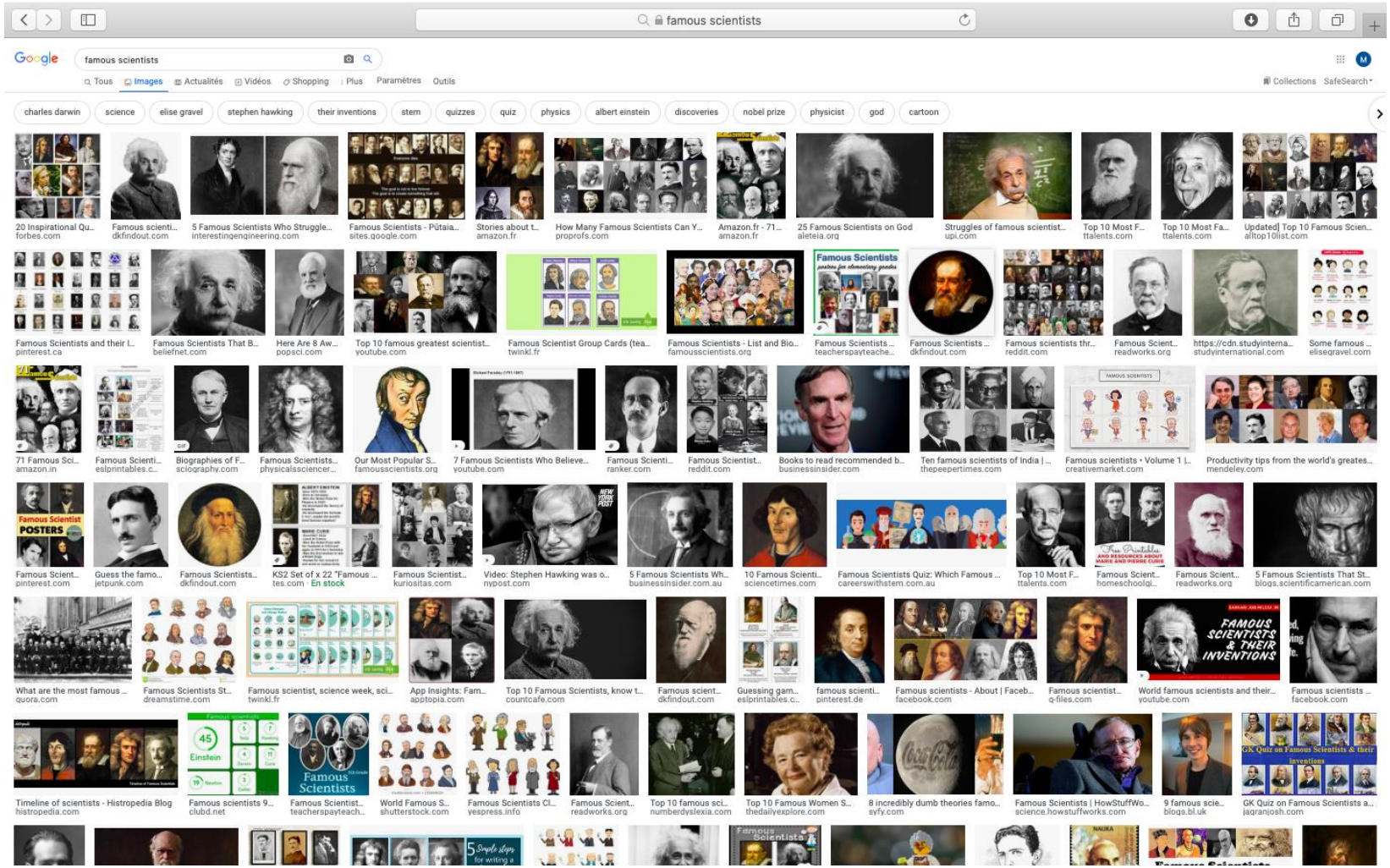
There is widespread evidence that in the EU, **women are more at risk of suffering sexist behaviours, sexual harassment and/or sexual assaults.**

Higher education and research settings are not immune, and significant proportions of female students report having experienced one or several of those situations.

H2020 and EIGE projects are currently being carried out to document and enhance the handling of gender-based violence in research organizations and universities.

About gender bias

The masculine image of science



Gender blind and gender biased research

Failing to take into account potential sex differences as well as the gendered roles and conducts of women and men in society - ultimately leads to ***gender biased research*** that unevenly address the needs of both sexes.

Gender biased research

Gender bias is the often unintentional and implicit differentiation between men and women by placing one gender in a **hierarchical position** relative to the other in acertain context, as a result of **stereotypical images** of masculinity and femininity. It influences both the participation of men and women in research and the validity of research. An example of gender bias in research is research that focuses on the experience and point of view of either men or women, while presenting the results as universally valid.

Source: Toolkit Gender in EU Funded Research, EC (2011)

Unconscious bias

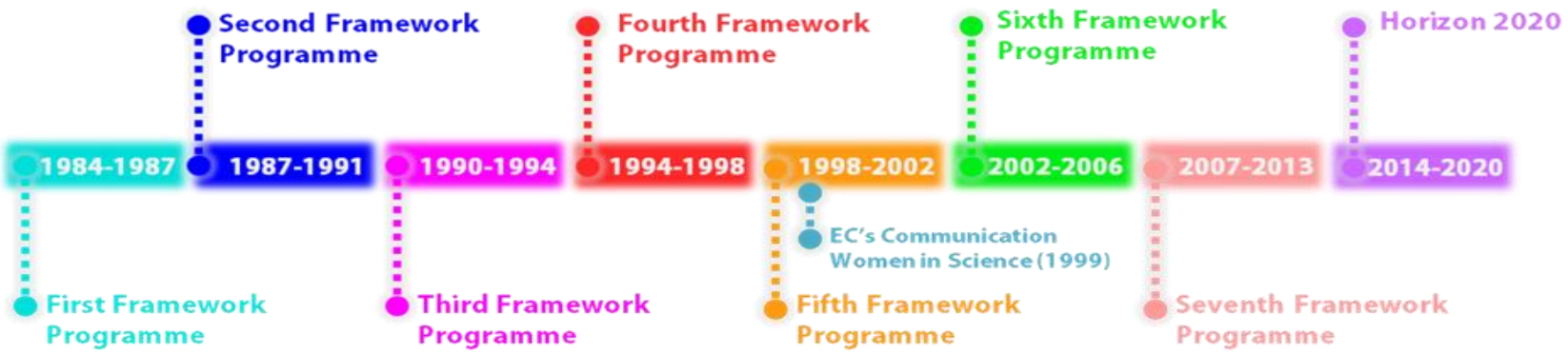
Unconscious bias occurs when **we make judgments or decisions on the basis of our prior experience**, our own deep-seated thought patterns or assumptions, and we are not aware that we are doing it.

The irony is that **prejudice is a by-product of the efficiency of human cognition.**

Promoting gender equality in research

Gender equality objectives in EU policies

- Gender equality in scientific careers.
- Gender balance in decision-making.
- Integration of the gender dimension into R&I contents



EU policy objectives for gendering research

- Remove legal and other barriers to the recruitment, retention and career progression of female researchers while fully complying with EU law on gender equality
- Address gender imbalances in decision-making processes
- Strengthen the gender dimension in research programmes

European Commission's Communication for a Reinforced European Research Area (2012)

EU Member States and research funding organisations are invited to provide incentives for higher education institutions to develop gender mainstreaming strategies and/or gender equality plans mobilizing adequate resources.

Council Conclusions on Advancing gender equality in the European Research Area (2015)

Equal opportunities and gender in research content

Gender is a cross-cutting issue under H2020

Objectives

1. Fostering gender balance in Horizon 2020 research teams

- Gender balance is a ranking factor to prioritise proposals with the same scores.
- By signing the grant agreement, beneficiaries will commit to promote equal opportunities between women and men.

2. Ensuring gender balance in decision-making

- Target of 40% of the under-represented sex in each group and panels.
- Target of 50% for advisory groups. A gender expert should be included in each group.
- All gender experts meet regularly.

3. Integrating gender/sex analysis in R&I content

- A gender dimension is explicitly integrated into several topics.
- Non-flagged topics may well integrate a gender perspective in the proposal.

Gender is a cross-cutting issue under H2020

Documents promoting gender equality :

- H2020 regulation

(art. 14, 16, 31 and 32)

- Rules for participation

(art. 12, 16 and 37)

- Specific Programme implementing H2020

(points 3, 3.6 and 6.2.3)

European Commission

9 December 2013

Fact sheet: Gender Equality in Horizon 2020

A renewed commitment

The promotion of gender equality in research and innovation is a commitment of the. It is enshrined in the core documents establishing Horizon 2020, with the following objectives:

- *Gender balance in research teams*
- *Gender balance in decision-making*
- *Integrating gender/sex analysis in R&I content.*

These three objectives are in line with the Commission's strategy on gender equality as well as with the goals set out in the July 2012 Communication on completing the European Research Area (ERA). They are integrated at each stage of the Research and Innovation cycle.

Gender balance in decision-making

The aim is to reach the Commission's target of 40% of the under-represented sex in each group (for example expert groups) and panels (for example evaluation panels).

For Advisory Groups, the target was raised to 50%, given the high response rate from women to the Commission's call for interest launched in February 2013. Also, each group includes at least one expert with gender expertise; all gender experts in the groups meet regularly.

As the pool of female scientists in Europe and beyond is constantly growing, Horizon 2020 wants to guarantee both a high level of expertise and the respect of gender balance. This will also help engage newcomers in EU research activities.

Gender balance in research teams at all levels

Horizon 2020 encourages a balanced participation between women and men in research activities at different stages of the cycle.

To reinforce applicants' engagement at proposal level, gender balance in the research team has been included among the ranking factors to prioritise proposals with the same scores.

In particular, by signing the grant agreement, beneficiaries will commit to promote equal opportunities between men and women in the implementation of their action. They will also commit to aim, as far as possible, for gender balance at all levels of personnel assigned to the action, including at supervisory and managerial level.

Gender dimension in research and innovation content

Gender in MSCA

*The MSCAs pay particular attention to **equal opportunities**, which includes **gender balance** and the inclusion of researchers with disabilities. In line with the Charter and Code, all MSCA proposals are encouraged to take appropriate measures to facilitate mobility and **counter-act gender-related barriers**.*

Beneficiaries could offer dual career services or participate in regional/national dual career networks, which may provide information and advice on career opportunities, job search and social interaction in the new geographical area for researchers' spouses/partners.

MSCA Work Programme 2018-2020

Gender in MSCA

*Equal opportunities are to be ensured by a **balanced participation of women and men**, both at the level of supported researchers and that of decision-making/supervision/management structure.*

*In research activities where human beings are involved as subjects or end-users, gender differences may exist. In these cases, **the gender dimension in the research content has to be addressed as an integral part of the proposal** to ensure the highest level of scientific quality.*

*In order to reduce barriers to mobility and ensure equal treatment of researchers with disabilities, the MSCA in 2018-20 will provide **additional financial support** to these researchers.*

MSCA Work Programme 2018-2020

Gender in MSCA

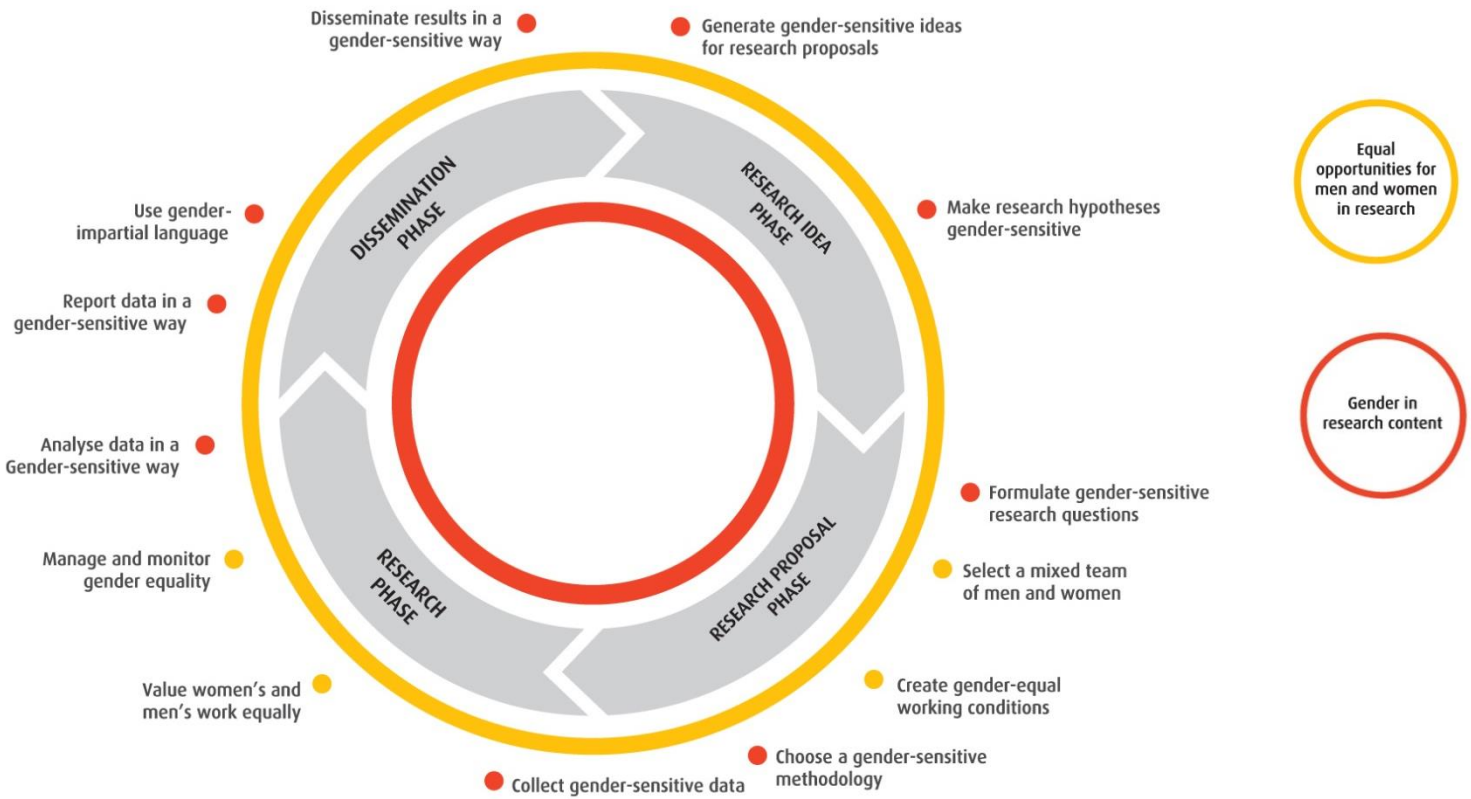
Principles of research integrity - as set out in the European Code of Conduct for Research Integrity – will apply throughout all MSCA. They also endorse the Horizon 2020 ***Responsible Research and Innovation*** *(RRI) cross-cutting issue, integrating the gender and ethical dimensions (…)*

The principles of the ***European Charter for Researchers*** *and* ***Code of Conduct for the Recruitment of Researchers*** *are a cornerstone of the MSCA*

MSCA Work Programme 2018-2020

Time for a treat!

Gender sensitive research cycle



Gender sensitive checklist

Equal opportunities for women and men in research

- ✓Gender balance in the team
- ✓Working conditions
- ✓Manage and monitor gender equality

Gender in the research content

- ✓ Research ideas phase
- ✓ Proposal phase
- ✓ Research phase
- ✓ Dissemination phase

Gender in research content

Step 1: Determine if gender is relevant.

Does your research involve humans?

- YES: Gender always relevant
- NO: At what point down the line will humans be involved and how will gender be influencing your research at that stage?

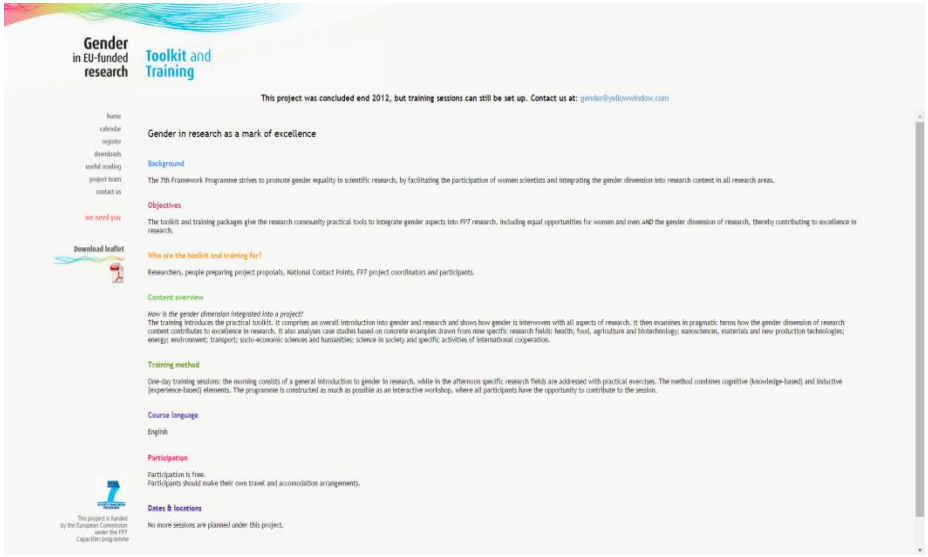
"A topic is considered gender relevant when it and/or its findings affect individuals of groups of persons. In these cases, gender issues should be integrated at various stages of the action and when relevant, specific studies can be included."

Horizon 2020 Work Programme 2014-2015, General Introduction

Step 1: State-of-the-art regarding your research topic and gender.

Check out the existing knowledge on the topic and gender to formulate your hypothesis.

Step 2: Design your project and research methodology.



http://www.yellowwindow.be/genderinresearch/

Step 3: Conduct your research and analyse the results.

- ✓Gender-sensitive research methods
- ✓Gender-neutral language
- ✓Gender-sensitive questionnaires,
- ✓surveys, focus groups, test cases, etc.
- ✓Gender-balanced end-user groups
- ✓Sex as variable

Step 4: Report on and disseminate your results

- ✓Show gender relevance in your reports and dissemination events (e.g. conferences)
- ✓Publish about it in mainstream journals
- ✓Publish your gender-specific results in dedicated journals

Case studies

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