Elevating promising practice: Potential transnational actions for integrating gender analysis into research
Acknowledgments

The authors – the Irish Research Council (HEA-IRC, Ireland) – would like to thank more particularly GENDER-NET project coordinator Anne Pépin (CNRS, France), Work Package 3 co-Leaders Ana Puy (MINECO, Spain) and Abigail Forson (CIHR, Canada) and WP3 Task 4 co-Leader Lise Christensen (RCN, Norway) for their feedbacks on this report.

This project has received funding from the European Union’s Seventh Framework Programme for research, technological development and demonstration under grant agreement n°618124. Neither the European Commission nor any person acting on behalf of the Commission is responsible for the use which might be made of the following information. This report does not involve the European Commission in liability of any kind.

Further information

Peter Brown, Irish Research Council
pbrown@research.ie
Contents

Executive summary .................................................................................................................. 4

Definitions and Concepts ........................................................................................................ 5

1. Introduction and Context ................................................................................................... 9
   1.1. Why IGAR? .................................................................................................................. 9
   1.2. IGAR and the ERA roadmap .................................................................................. 10

2. Synthesis of “Promising Practices” at national/institutional level .................................... 12
   2.2. Promising Practice – Legislation Addressing IGAR ........................................... 14
   2.3. Promising Practice(s) – Research Funding Programmes ..................................... 14
   2.4. Promising Practice(s) – Peer Review/Evaluation .................................................. 15
   2.5. Promising Practice(s) - Integrating Gender Analysis into University Curricula (IGAUC) .................................................................................................................. 16

3. Core Elements of a Framework for Implementation of Transnational Strategic Activities and Monitoring of Common Indicators. ........................................................................... 17
   3.1. Context ..................................................................................................................... 17
   3.2. Core Elements for Implementation of Transnational Actions and proposed common indicators .................................................................................................................. 18
Executive summary

GENDER-NET is a pilot transnational research policy initiative (a European Research Area Network) designed to address the common challenges still facing European research institutions in achieving gender equality and gender mainstreaming in research and innovation. These challenges concern the persistent barriers and constraints to the recruitment, advancement and mobility of women in the European scientific system, the lack of women in decision-making, but also the limited integration of the gender analysis into research programmes and contents.

The present report, like other deliverables resulting from GENDER-NET’s Work Package 3, focuses on this latter aspect, under the title “Gendering Research Contents and Programmes.” The Work Package comprises 4 reports. The first report in this Work Package (Report D3.9) is a “Compendium of Existing National and Regional Initiatives on the Integration of the Gender Dimension in Research Contents, including Country and Institution Factsheets.” Report D3.10 is a “Comparative Analysis Report on Gendering Research Contents,” and was accompanied by online interactive maps displaying the results of this report. The third report (D3.11) provides “manuals with guidelines on gendering research contents” or Integration Research into Gender Analysis (IGAR), as it is now described. This report is accompanied by an Online IGAR Tool, which disseminates recommendations for IGAR.

This summary document (D3.12) is a synthesis of these previous reports published by GENDER-NET. The proposed framework draws on a synthesis of “promising practices” at national & regional level in the integration of gender analysis into research (IGAR) and proposes a number of potential actions for transnational implementation to further progress the agenda in Europe and beyond. The document is a required GENDER-NET report which was to, as described in the DOW, “report on best practices from national and regional initiatives on gendering research contents and programmes for potential transnational actions”. It therefore served to support a high-level Strategic Seminar on IGAR convened by GENDER-NET in Brussels on Thursday 21 April 2016, targeted at national policy- and decision-makers and senior Commission officials.

The document provides an introduction and context before outlining summary recommendations on a proposed framework for transnational actions and monitoring on IGAR.

1 Links to the relevant reports, including the interactive map and IGAR tool can be found on the GENDER-NET website.
The following definitions and concepts are part of the full glossary included in D3.10 and D3.11.

**Sex** is a biological quality or classification of sexually-reproducing organisms, generally female, male, and/or intersex, according to functions that derive from the chromosomal complement, reproductive organs, or specific hormones or environmental factors that affect the expression of phenotypic traits that are strongly associated with females or males within a given species. Hormonal (and environmental) effects, which may be organizational (differentiating) and essentially permanent, or activational, thus possibly reversible, are strongly influenced by the genetic make-up of the individual (Wallen, 2009).

**Gender** — a socio-cultural process — refers to cultural and social attitudes that together shape and sanction «feminine» and «masculine» behaviours, products, technologies, environments, and knowledges. «Feminine» and «masculine» describe attitudes and behaviours on a continuum of gender identities. Gender does not necessarily match sex.

**Equality between women and men (Gender Equality):** refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that women’s and men’s rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. Gender equality is not a women’s issue but should concern and fully engage men as well as women. Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centered development.

**Gender Mainstreaming:** is a global strategy for promoting gender equality. Mainstreaming is not an end in itself but a strategy, an approach, a means to achieve the goal of gender equality. Mainstreaming involves ensuring that gender perspectives and attention to the goal of gender equality are central to all activities - policy development, research, advocacy/ dialogue, legislation, resource allocation, and planning, implementation and monitoring of programmes and projects.

**Sex/gender analysis:** is an umbrella term for the entire research cycle that includes the integration of sex/gender issues from the setting of the research priorities.

---


3 Source: [http://genderedinnovations.stanford.edu/terms/gender.html](http://genderedinnovations.stanford.edu/terms/gender.html)

4 Source: UN Women, available at [Concepts and Definitions](http://genderedinnovations.stanford.edu/terms/gender.html)

5 Source: UN Women, available at [Gender Mainstreaming](http://genderedinnovations.stanford.edu/terms/gender.html)
through developing methodologies, gathering and analysing data to evaluating and reporting results and transferring them to markets⁶.

**Gender dimension in research** means integrating sex and gender analysis into all phases of basic and applied research – from setting priorities, to funding decisions, to establishing project objectives and methodologies, to data gathering, analysing results, and evaluation⁷.

**Sex and Gender intersecting factors**: Sex and gender also intersect in important ways with a variety of other factors. These factors or variables can be biological, socio-cultural, or psychological aspects of users, customers, experimental subjects, or cells. These factors include but are not limited to age, socioeconomic status, ethnicity, geographical location, etc⁸.

**Methods for Sex and Gender Analysis are described as follows**: Sex and gender can influence all stages of research or development processes, from strategic considerations for establishing priorities and building theory to more routine tasks of formulating questions, designing methodologies, and interpreting data. Many pitfalls can be avoided—and new ideas or opportunities identified—by designing sex and gender analysis into research from the start. Sex and gender analysis work alongside other methodologies in a field to provide yet further «controls» (or filters for bias) providing critical rigour in science, medicine, and engineering research, policy, and practice⁹.

**Integrating Gender Analysis into Research (IGAR, also known as “incorporating the gender dimension into research content”)** refers to the use of sex- and/or gender-based analysis in all the phases of the research cycle. In some projects only a sex analysis is relevant to the research problem (e.g. preclinical studies on cells, tissues and animals, given that an over-reliance on male animals, and neglect of attention to the sex of cells, can lead to neglect of key sex differences that should be guiding clinical studies, and ultimately, clinical practice¹⁰). In some other cases, only a gender analysis is necessary (mainly in studies where biological differences do not play a role). Gender inequalities, however, are based in the structural gender division of labour and power and are crucial to understand and take into account the different interests, needs, behaviours, roles,

---


⁷ Source: [http://genderedinnovations.stanford.edu/terms/dimension.html](http://genderedinnovations.stanford.edu/terms/dimension.html)


¹⁰ Source: NIH Takes Steps to Address Sex Differences in Preclinical Research
stereotypes, constraints, etc. of women and men regarding their access to resources, power, positions, activities, etc. Study results may then affect the social and economic relationships between these groups, for instance, reducing the existing gender inequalities by means of developing new tools aimed to detect and prevent gender-based violence. And in other cases, both sex and gender interact in a particular study. In some instances sex and gender cannot be distinguished, as for example in studies of nutrition or exercise, where hormonal, physiological, and cultural factors can influence the likelihood of disease. Then, as a concept, ‘IGAR’ also implies the inclusion of sex analysis (not only gender), and so it is used in the present report.

**Gender-sensitive research** takes into account the differences between men and women in all aspects of the research, from an initial idea, formulating research questions, objectives and methodologies to the outcomes and presentation of results. Apart from integrating gender into the content, gender-sensitive approach strives to provide equal participation of both women and men in scientific work. Gender-sensitive approach takes into account transgender and transsexual population as well\(^\text{11}\).

**Gender blind research** does not account for the differences between men and women. It can ignore or misuse the existence of gender differences to pursue research outcomes. It overlooks women's groups and interests and reinforces unequal power relations\(^\text{12}\). Gender-blind research does not take gender into account, being based on the often incorrect assumption that possible differences between men and women are not relevant for the research at hand\(^\text{13}\).

**Gender aware research** demonstrates knowledge of women's and men's needs, interests and assets. It collects sex-disaggregated data, however, the research does not set out to analyse the underlying inequalities between men and women\(^\text{14}\).

**Gender transformative research** accounts for gender differences and inequalities from the start and designs a sound research plan to address these differences. It sets out to transform the relationships between men and women that produce inequalities\(^\text{15}\).

---

\(^{11}\) Source: *Toolkit for Integrating Gender-Sensitive Approach into Research and Teaching* (GARCIA Working Papers 6, 2015, p.4)

\(^{12}\) Source: *Integrating Gender into Forestry Research* (Center for International Forestry Research, 2012, p.48).

\(^{13}\) Source: *Toolkit - Gender in EU-funded research* (EC, 2009). Part 1.2

\(^{14}\) Source: *Integrating Gender into Forestry Research* (Center for International Forestry Research, 2012, p.48).

\(^{15}\) *Ibidem*
Gender-specific research: Gender-specific research focuses on gender itself as a subject matter. It is increasingly more usual to describe the field of study to which gender and gender relations are central as “gender studies” rather than “women’s studies”, which reflects an historical, chronological shift as well as intellectual connections and the growth of empirical research in the field. Although gender studies are relatively recent in the academy, most work in this area builds upon the growth of the women’s movement as part of the identity politics of the 1970s and 1980s and the development of Women’s Studies Centres in North American, Australian and European countries. All these centres were characterized by emancipatory aspirations that sought to provide robust empirical evidence and scholarly bases for political change, in particular by putting gender, and […] women onto the political agenda and into discourse. It is also related to the term “feminist studies”. Feminist studies, especially feminist theories, remain central to the [gender studies] field, although gender studies, like women’s studies are marked by diverse, and sometimes overlapping intellectual traditions and movements […] The shift towards gender studies also reflects a widening intellectual base, to include, among others, critical studies of masculinity, LGBTQ (lesbian, gay, bisexual, trans, queer) studies, ecological feminism, techno-science studies, etc.

Integrating Gender Analysis into University Curricula (IGAUC): means effective integration of gender analysis into all contents and information transmitted in the education progress to future active social agents, professionals and future researchers. In order to guide students to develop skills aimed at IGAR, this includes issues such as learning to identify gender-biases in research, and adequately applying IGAR methods in knowledge production and transfer. HEIs play a fundamental role in reducing and working towards the elimination of the “gender gap in science content.”

16 Source: Toolkit - Gender in EU-funded research (EC, 2009). Part 1.2
18 Ibidem
1. Introduction and Context

The subject of gender in research falls into two broad categories. From the outset, the GENDER-NET consortium’s emphasis has been two-fold. One concern is the need to address significant gender disparities among researchers and staff in research institutions. Although there is evidence that the disparity within Europe as a whole is declining, there remain wide variations within disciplines and between Member States. Of equal concern is the need to ensure that the conduct and content of research takes account of sex and/or gender where appropriate. This latter theme has received less attention over recent decades, particularly in the last ten years. GENDER-NET has, as part of its work, chosen to define this challenge as ‘Integrating Gender Analysis into Research’ (IGAR). The GENDER-NET project focuses in equal measure on both gender equality and IGAR themes and seeks, through its work, to progress the overall agenda and help shape the framework for future action, nationally and transnationally. The focus of this report is IGAR.

1.1. Why IGAR?

Europe and indeed the world face multiple challenges, across social, geo-political, environmental, cultural and economic dimensions. High quality research and innovation is critical to understanding the nature of these challenges and how best to address and overcome them. The same factor or cause can affect men and women in very different ways, or can have a disproportionate impact on one sex or gender over the other. Gender-blind and gender-biased research methods produce poor science and missed opportunities. There are many examples from the literature of the ‘real-life’ ramifications of research which failed to take appropriate or even cursory account of the gender dimension. The following is just one example, set out in GENDER-NET Report D3.11, which listed the potential for IGAR under H2020’s Seven Societal Challenge. The examples were taken from a variety of sources, including the LERU advice paper on Gendered Research and Innovation.

Mobility: Gender differences in bicycle behaviour and use

*Literature review shows, by providing a quantitative valuation, how women demonstrate different patterns of cycling, may prefer different bicycle facilities*.

20 GENDER-NET report D3.11: Manuals with guidelines on the integration of sex and gender analysis into research contents, recommendations for curricula development and indicators.
22 Gendered Research and Innovation: Integrating Sex and Gender Analysis into the Research Process (LERU) Advice Paper No. 18, 2015. See this paper for the full references in the medical example above.
ties, and have different safety considerations. These findings—in concert with more refined investigation—will inevitably aid policy discussions. For example, they draw attention to the fact that different infrastructure decisions likely have varying impacts on difference audiences in terms of making cycling environments safer or more attractive to different users. From a practical standpoint, such information may be useful for marketing or for directing segmented and targeted policies. If women have different use patterns, make different route choice decisions, or prefer different cycling facilities, these factors are likely to have important implications for provision of different facilities and the use that planners and other policy officials can expect from them. For example, women may prize lighted paths and paved shoulders more than do men. Future research could be oriented toward understanding how these patterns play out by age and location and moreover what the underlying behavioral reasons for these patterns are.


IGAR takes into account the differences between men and women in all aspects of the research, from an initial idea, formulating research questions, objectives and methodologies to the outcomes and presentations of results\textsuperscript{23}. IGAR is thus important for reasons of academic rigour, research integrity, and impact. And given how much research is publicly-funded, from citizens' and other taxes, the need for IGAR is all the more important to ensure that society is deriving full value and optimal outcomes from the investments being made.

1.2. IGAR and the ERA roadmap

IGAR\textsuperscript{24} (as well as gender equality) is a key implementation priority (No.4) within the ERA Roadmap 2015-2020, which notes that “the gender dimension in research content is commonly overlooked”\textsuperscript{25}. It is seen, along with the other priorities set out, as being ‘likely to have the biggest impact on Europe’s science, research and innovation systems if all the members of the ERA Partnership get them right.’

The roadmap goes on to state that:

\begin{itemize}
  \item \textsuperscript{23} “See legal framework on IGAR presented on GENDER-NET D3.11 (Manuals with guidelines on the integration of sex and gender analysis into research contents, recommendations for curricula development and indicators) and/or on GENDER-NET Online IGAR Tool: (Recommendations for Integrating Gender Analysis into Research (igar-tool.gender-net.eu)).
  \item \textsuperscript{24} The term used in the ERA Roadmap is Gender Mainstreaming.
  \item \textsuperscript{25} ERAC Secretariat,”ERAC Opinion on the European Research Area Roadmap, 2015-2020 (20 April, 2015): http://tinyurl.com/heafb51
\end{itemize}
The intention is … to draw attention to key areas where action is likely to pay most dividends for the majority of national research and innovation systems by spreading excellence and strengthening their ability to operate at a high level of effectiveness. (p.3)

The importance of monitoring the effectiveness of measures and adjusting policies and strategies where necessary is emphasised in the Gender priority within the roadmap. This suggests that the identification of indicators and collection of data will be critical to sustained progress over time on the IGAR agenda. This imperative is clearly recognised within the GENDER-NET work programme, and is part of the framework for transnational strategic activities set out below.
2. Synthesis of “Promising Practices” at national/institutional level

Work Package 3 of GENDER-NET focuses in part on developing the knowledge and the evidence base on IGAR, and on utilizing this information to identify actions that could be effective on a transnational level. The consortium’s work thus aims to support the European area in moving forward on this agenda as a whole. Wide-ranging information on policies and practices – at national, regional, and institutional level – has been gathered from GENDER-NET participating country partners and other countries, providing considerable insight into the “fabric” of measures and where gaps may lie. The results of a GENDER-NET survey conducted in 40 national-level organisations in Europe, Canada and the U.S.A., were published by GENDER-NET in a 2015 report, entitled “Compendium of National Initiatives on the Integration of the Gender Dimension in Research Contents” (Deliverable 3.9). In addition to other Work Package 3 reports and outcomes as mentioned in the Executive Summary above (including the online IGAR tool), this report has taken this work further, firstly by identifying what it calls “promising practices,” and secondly, by proposing a number of measures for potential transnational implementation, the progress of which can be monitored through the selection of appropriate indicators. This section provides an overview of promising practices, and the following section presents a framework for implementation of potential transnational strategic activities. The term “promising practice” is used rather than “best practice” because more evaluation of identified measures or initiatives is required to assess the longer-term impact.

2.1. Promising Practices – Policies and Strategies Aimed at IGAR

16 out of the 40 (40%) organisations and agencies that responded in 2014 to GENDER-NET’s survey on IGAR indicated that they follow a policy and/or strategy on IGAR. In these cases, the organisations have a formal institutional commitment towards IGAR, and the issue is usually rooted in the organisations’ strategic priorities. IGAR is typically tethered to but less well developed or strategically embedded than gender balance/gender equality policies or strategies. 8 out of 16 organisations also have indicators/criteria for measuring the success of these IGAR policies and strategies. This means that 12.5% of the total sample have both an IGAR policy in place, and the mechanism to monitor and assess impact and effectiveness.

A number of ‘promising practices’ have emerged from analysis of the survey results. These include:


27 Ibid.
At a basic level, these statements explicitly commit the organisations to the principle of IGAR. This is important, as ‘resistance,’ ‘lack of awareness’ and ‘lack of understanding’ are all among the feedback from the GENDER-NET survey on the reasons why policies are absent or face barriers to implementation.

Making the principle a reality requires action along multiple fronts, and the policies and strategies reviewed by GENDER-NET include examples where a detailed action plan is laid out, addressing areas such as the requirements within funding calls, guidelines for applicants & reviewers on IGAR and monitoring & evaluation.

A significant issue arising is the fact that examples of national practice are somewhat standalone within the respective countries. Whilst research projects funded by ‘progressive agencies’ will, as a result of explicit policies or strategies on IGAR, better reflect the gender dimension, there are other agencies allocating research funding within the same jurisdictions that do not have a similar approach. Consistent ‘IGAR-proofing’ within the same country is therefore lacking, and needs to be addressed. This would also accelerate implementation of Priority 4 of the ERA roadmap.

The response from RPOs to the GENDER-NET survey was less than satisfactory. Given the sheer number of RPOs across Europe (115 in 36 countries affiliated with the European Research Area), an overall picture on progress at an institutional level is difficult, if not impossible to paint. Practice is evident – for example, both CNRS (France) and GESIS (Germany) implement training on IGAR for research applicants. However anecdotal evidence suggests that it is

---

30 http://www.forskningsradet.no/servlet/Satellite?blobcol=urldata&blobheader=application%2Fpdf&blobheadervalue1=Content-Disposition&blobheadervalue2=attachment%3B+filename%3D%229788212033030%2C0.pdf%22&blobkey=id&blobtable=MungoBlobs&blobwhere=1274505375883&ssbinary=true
32 For example, the IRC Gender Strategy and Action Plan: http://research.ie/aboutus/irc-gender-strategy-action-plan-2013-2020
34 Leibniz-Institut für Sozialwissenschaften / Leibniz Institute for the Social Sciences
safe to assume that the existence of policies and/or strategies on IGAR varies greatly from institution to institution. Given that the vast majority of researchers around Europe are staff or scholars of RPOs, this gap in knowledge presents a major challenge, and further transnational cooperation is needed to develop the evidence base.

An encouraging statistic is that half (50%) of Ministries with responsibility for research that responded to the GENDER-NET survey on IGAR indicated that a policy or strategy was in place within the Ministry. This is indicative of expertise and knowledge on IGAR, and an appreciation of its importance, at political level. These factors can help to drive progress at RFO and RPO level within jurisdictions.

The 2014 ERA Roadmap Progress report noted that specific laws on gender equality in public research have been adopted in over half of all Member States. However legislation addressing the IGAR dimension is very rare within Europe. Spain is one country that bucks this trend, with specific provision on this topic within the Science, Technology and Innovation Act 14/2011. Disposition no. 13 of the Act is dedicated to the implementation of gender mainstreaming, including a requirement that the National Action Plan for Scientific and Technical Research will promote the inclusion of the gender perspective as a cross-cutting category in research and technology. MINECO and CSIC (Consejo Superior de Investigaciones Científicas) both specifically discussed this law in their responses to the GENDER-NET Survey.

Whilst legislation is not a panacea for the challenges on IGAR, it provides a statutory framework to which all relevant organisations and institutions under the remit of the State should adhere (in time), promoting a more consistent approach within a country. Legislation can also serve to promote progressive action among agencies that fall outside it, as added visibility and awareness is given to constituent themes. The impact of legislation is further strengthened when it includes requirements for organisations and institutions to furnish data and report on progress to the Ministry with responsibility for research at periodic intervals.

Of the 16 responding organisations that have policies for IGAR in place, 12 have a Research Funding Program in place (approximately 40% of the total sample). All but one of these organisations also have a policy requiring applicants seeking funding to specify whether or not they are considering the sex and/or gender dimension in their proposed research. 9 of these organisations also provide

---

2.2. Promising Practice – Legislation Addressing IGAR

2.3. Promising Practice(s) – Research Funding Programmes

guidelines, training manuals or workshops to assist applicants in understanding and considering IGAR.

Data and information collected by GENDER-NET shows that RFOs tend to follow one of two approaches, namely:

- Run one or more funding programmes in which IGAR is a requirement. Examples include the FFG-Austrian Research Promotion Agency (FEMTech programme); CNRS (Gender Challenge programme); and the WBF-SERI of Switzerland;

- Integrate IGAR across all funding programmes as a cross-cutting requirement. Examples include IRC, MINECO, RCN and CIHR

The development trajectory for agencies varies. The IRC, for example, introduced IGAR requirements into all its funding programmes following the adoption of its Gender Strategy and Action Plan in 2013. Other agencies are proceeding on a staged or pilot basis. In light of the objective of gender mainstreaming across the ERA (Priority 4), the aim of all RFOs should be to embed IGAR as a cross-cutting theme across all funding programmes within a reasonable timeframe, and preferably by 2020.

6 of the 40 respondent organizations (15%) reported having Guidelines/Training for evaluators to assist in the process of reviewing the sex/gender components of research proposals. All of these organizations also have a policy or strategy, research funding programmes, and guidelines for applicants, and are among the organisations found by GENDER-NET to be “proactive.”

Two organizations demonstrated promising practice in this area: CIHR and IRC. In both cases, specific documents/materials were developed or were part of a briefing process for evaluators. These documents provided guidelines on how to take the integration of gender in research content into consideration.

- The CIHR has developed Integrating Gender and Sex in Health Research: A Tool for CIHR Peer Reviewers, which provides a framework for peer reviewers to determine whether or not gender and/or sex is appropriately integrated into applicants’ proposed research36.

- IRC has also developed a document to provide assessors with support and guidelines for evaluating how research proposals integrate the sex/gender dimension.

---

36 http://www.cihr-irsc.gc.ca/e/43216.html
2.5. Promising Practice(s) - Integrating Gender Analysis into University Curricula (IGAUC)

Achieving IGAUC will contribute to the development of sex and gender capacities among undergraduate and postgraduate students, and, therefore, among future researchers. Only 1 of the 40 organizations that responded to the GENDER-NET Survey, however, reported having recommendations or models for IGAUC: the US National Academies (NAS). The vast majority (77%) of respondents did not have recommendations or models for IGAUC and attributed this to a lack of responsibility for university-level curricula development. Other organizations explained that the universities in their particular national context are autonomous, or, in the case of one organization, that recommendations were currently under preparation.

GENDER-NET report D3.11 provides recommendations and models for IGAUC in scientific and technological fields, at the Higher Education Institution (HEI) and national levels. These recommendations were drawn together from a GENDER-NET workshop in Paris (entitled “Develop Recommendations on Gendering of Research Contents for Funding Agencies, Applicants and Reviewers/Evaluators (MS9) 24-25 March, 2015), the 2015 LERU paper Gendered Research and Innovation: Integrating Sex and Gender Analysis, and the UNESCO report From Gender Studies to Gender IN Studies. The recommendations highlighted a number of key points to note going forward, including:

- At the HEI and national level, a policy or strategy for IGAUC will be necessary, one which has support from high level political and administrative offices, accreditation agencies, and which is implemented through and by relevant structures and offices, and assigned the necessary funds.
- The integration of gender into university curricula at any level should combine gender-specific modules or subjects and cross-cutting approaches that mainstream gender in the general content.
- Effective IGAUC will require the participation of existing gender experts as well as dedicated task forces.
- Consistent technical support, training and awareness will be imperative.
- Interdisciplinary research groups should be established around gender-focused themes at the national and HEI level.
- Ongoing review and evaluation of IGAUC.

---

37 It is important to note that most institutions surveyed were involved in the development of Curricula.
38 Gendered research and innovation: Integrating sex and gender analysis, LERU 2015
39 From Gender Studies to Gender IN Studies: Case Studies on Gender-Inclusive Curriculum in Higher Education UNESCO-CEPES 2011
Achievement of the priorities set out in the ERA roadmap, including Priority No. 4 on gender equality and gender mainstreaming, is a necessary step in realizing the full potential of the European Research Area. The ERA Progress Report 2014 is unambiguous when it states that “there is a need for more joined efforts and systemic strategy aiming at longer-term institutional change in the European research system.” The following framework seeks to respond to this challenge and is proposed as an implementation tool for Priority 4 of the roadmap.

The core elements of a framework draw from a synthesis of promising practices in national and regional contexts and are informed by comprehensive discussion and brainstorming among GENDER-NET participants, including partners, observers, and members of the Expert Advisory Board. An initial participative discussion took place in Paris (MS9, March, 2015), with a more in-depth exploration of this topic taking place in Bern (MS10, May, 2015). Together with further discussion in Dublin (April, 2016) the ideas from and outputs of these workshops helped to crystallise thinking.

The following are proposed as core elements of a framework for delivering transnational strategic action on IGAR:

- Data
- Policy and Coordination
- Training and Awareness
- Funding and Programmes
- Expertise and Information-sharing/dissemination
- Engagement
- Awards/Prizes

Each of the proposed core elements is set out in tabular format below. A description of each core element is set out, followed by a number of recommendations for transnational actions and associated indicators for monitoring.

The type of transnational actions required to successfully implement the framework as a whole will vary according to the need. In many cases, the challenge will be to ensure that consistent steps are taken by individual Member States (who will be at different points in the continuum of progress) as part of an agreed, coordinated approach. Structures for coordination will therefore be critical. Where possible existing coordination mechanisms should be used, supplemented where necessary by approaches such as transnational working groups to support or monitor progress on a particular issue.
### 3.2. Core Elements for Implementation of Transnational Actions and proposed common indicators

<table>
<thead>
<tr>
<th>Core Element</th>
<th>Description/Goal</th>
<th>Potential Transnational Actions</th>
<th>Indicators on State of Play and Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data</td>
<td>A data collection framework for IGAR should be developed and implemented across all European Member States</td>
<td>Develop an agreed country data collection template on IGAR</td>
<td>Number of Member States participating in data collection</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Establish system of regular reporting on IGAR within H2020 Calls and national funding programmes</td>
<td>Number of returns with complete data</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Number/proportion of H2020 projects addressing gender dimension, by pillar/call, and by country of coordinator</td>
</tr>
<tr>
<td>Policy and Coordination</td>
<td>All RFO/RPOs should have an IGAR policy and/or strategy and be actively committed to implementation and monitoring</td>
<td>Disseminate information on policy and strategy exemplars for IGAR, including best practice in monitoring and evaluation</td>
<td>Number/proportion of RFOs/RPOs with policy/strategy in place, by country and type of funder.</td>
</tr>
<tr>
<td></td>
<td>Channels should be established, ideally within existing structures to enable ongoing strategic communication and discussion on IGAR with high-level policy and decision-makers on an annual basis at minimum and should include a forward-looking approach to address strengthening IGAR within FP9 and future framework programmes and roadmaps.</td>
<td>Establish systematic annual progress update and review of IGAR on key committees, including ERAC, H2020 Strategic Configuration Committee, Science Europe, Helsinki Group, LERU and EUA.</td>
<td>Number/proportion of RFOs/RPOs IGAR policies/strategies with monitoring and evaluation mechanisms.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>RFOs/RPOs Report regularly to high-level R&amp;I Committees within Member States.</td>
<td>Number of update &amp; review presentations made annually to high-level groups in Europe and individual Member States.</td>
</tr>
<tr>
<td>Training and Awareness</td>
<td>A comprehensive training and education infrastructure should be put in place across Member States which is easily accessible for applicants, researchers at all career stages, evaluators, research administrators, National Contact Points and course lecturers (see University Curricula below).</td>
<td>Develop and implement an accredited “training of trainers” programme for individual Member States</td>
<td>Number of trainers completing programme, by country</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Publish and widely disseminate the GENDER-NET guideline manuals, toolkit and explanatory video</td>
<td>Number of training courses run for different stakeholders and number of participants, by country, type of entity and field.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop and Launch an online training module for STEM fields on IGAR.</td>
<td>Number/proportion of applicants and evaluators that have completed training</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop and launch an</td>
<td></td>
</tr>
<tr>
<td>Core Element</td>
<td>Description/Goal</td>
<td>Potential Transnational Actions</td>
<td>Indicators on State of Play and Progress</td>
</tr>
<tr>
<td>--------------</td>
<td>------------------</td>
<td>---------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Funding and Programmes</td>
<td>Research funding calls, both European and national, should reflect IGAR in line with best practice.</td>
<td>Establish network of Ministry officials across all Member States that have policy responsibility for RFOs/RPOs, to provide transnational support for sustained action and monitoring on IGAR. Work with Commission to introduce IGAR as a underpinning requirement for ERA-NETs, JPIs and JRP. Implement workshops for selected ERAnet management teams on building IGAR into Calls. Develop joint programming on IGAR with approach/topics complementing H2020 Societal Challenges, e.g. in ICT, transportation, medical engineering, migration, social innovation, etc. Work with Commission on scoping paper and work programme 2018-2020 for <em>Science with and for Society</em> pillar to identify urgent areas for further research/actions on IGAR (and Structural Equality). Implement national workshops for RFO Programme Managers on building IGAR into Calls.</td>
<td>Number/proportion by RFO, by country, of research funding calls with IGAR requirement. Number/proportion of nationally-funded research projects addressing gender dimension, by RFO, by country. Number/proportion of ERA-NETs, JPI and JRP Calls that incorporate IGAR. Number/proportion of ERA-NET management teams completing training. Number of joint programmes established. Number of new funding calls specifically established to cultivate IGAR. Number/proportion of RFOs completing training of Call Managers, by country. Proportion of budget of RFOs set aside to support IGAR, from training through to monitoring, evaluation and review.</td>
</tr>
<tr>
<td>Core Element</td>
<td>Description/Goal</td>
<td>Potential Transnational Actions</td>
<td>Indicators on State of Play and Progress</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Expertise and Information-Sharing</td>
<td>Information on IGAR should be widely disseminated and regularly updated.</td>
<td>Disseminate information on good practice examples of specific funding calls designed to stimulate both national and transnational research that addresses the IGAR dimension.</td>
<td>Number of good practice examples profiled and disseminated, by country</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Disseminate information on good-practice evaluation tools and techniques (incorporating both quantitative and qualitative dimensions) that enable robust evaluation and review of progress on IGAR</td>
<td>Number of good-practice evaluation tools profiled and disseminated</td>
</tr>
<tr>
<td>Engagement</td>
<td>Opportunities to raise public and political awareness of the sex/gender dimension in research should be taken up by individual Member States at a European level, in partnership with the European Commission.</td>
<td>Create and disseminate guidelines to assist Member States with incorporating IGAR into public engagement and outreach initiatives on research, science and technology, including schools outreach.</td>
<td>Number of public engagement initiatives in Member States addressing IGAR.</td>
</tr>
<tr>
<td>Core Element</td>
<td>Description/Goal</td>
<td>Potential Transnational Actions</td>
<td>Indicators on State of Play and Progress</td>
</tr>
<tr>
<td>--------------</td>
<td>------------------</td>
<td>---------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Awards/Prizes</td>
<td>Individual Member States should consider an award scheme for excellence in IGAR.</td>
<td>Encourage Member States to make an annual or bi-annual award to one female researcher and one male researcher in recognition of excellence in IGAR. Submit a proposal to the European Commission for an open EU prize for IGAR with a modest prize fund that entities can use to further develop research or practice. The prize would be open to any research-orientated entity, and would be awarded bi-annually. Promote awardees' achievements and research nationally and on a European level.</td>
<td>Number of events run on European Research Night under the heading of IGAR.</td>
</tr>
<tr>
<td>University Curricula</td>
<td>Enhance undergraduate and postgraduate education and training by fostering and supporting the incorporation of IGAR in curricular development (IGAUC).</td>
<td>Establish a network of IGAR “ambassadors” within each HE quality assurance agency in Europe at the national level. Building on GENDER-NET guidelines manual, implement national workshops on IGAUC, targeted in particular at scientific and technological fields. Engage with European-level groups, including ENQA, LERU, EUA, as well as with Commission leaders for the Bologna process, to raise awareness of IGAR and build support for Europe-wide implementation.</td>
<td>Number of active ambassadors and country breakdown. Number of workshops delivered by country, by institution, by field of attendees. Use data collection template (see Data above) to capture a range of metrics by country, including the proportion of courses addressing IGAR in the curriculum, by discipline, and by qualifications level.</td>
</tr>
</tbody>
</table>
GENDER-NET is a pilot transnational research policy initiative funded by the European Commission under the Science-in-Society work programme of the 7th Framework Programme for Research and Technological Development (2013-2016).

It is the first ERA-NET (European Research Area Network) to be dedicated to the common challenges still facing European research institutions in achieving gender equality in research and innovation i.e. the persistent barriers and constraints to the recruitment, advancement and mobility of women in the European scientific system, the lack of women in decision-making, as well as the limited integration of the gender dimension in research programmes and contents.

Coordinated by French CNRS, GENDER-NET brings together a balanced partnership of national research programme owners (e.g. ministries, national research funding agencies and other national organisations) as well as a number of Observer organisations, from across Europe and North America, all with a shared commitment to gender equality and synergistic expertise in gender and science issues.

Based on the mutual opening of their respective programmes and policies, partners have joined forces to carry out joint assessments of existing national/regional initiatives, to define priority areas for transnational collaborations and implement a selection of strategic joint activities, in an effort to reduce fragmentation across the ERA and help reach a critical mass of ministries, research funders, universities and research institutions across Europe engaging in the implementation of gender equality plans or related initiatives and fostering the integration of sex and gender analysis in research contents.

For more information, please visit our website: www.gender-net.eu

Graphical design: Syntexte