



# Gender Protocol: Implementing Gender Equality in RRING

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Produced by:

Christine Gaffney, Carol Linehan, Caitriona Ní Laoire, Nicola Maxwell  
ISS21, University College Cork

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## Introduction

Implementing Gender Equality is a fundamental requirement to realise the ambitions of RRI and of the RRING project. Gender Equality is one of the five pillars of RRI<sup>1</sup>, and it is also a standalone Sustainable Development Goal [SDG]. Significantly, Gender Equality [GE] is a crosscutting theme that must be integrated and embedded into the development and implementation of the other four pillars – Societal Engagement, Open Access, Science Education, Ethics – as doing so is necessary to fully realising these pillars. Achieving this goal will require comprehensive action on every research front – including staffing, decision-making and the entire research process itself – as well as sustained effort on behalf of the project partners. At this significant juncture in the development of RRI we can take this opportunity to develop best practice in integrating and embedding gender in the research process, as well as within the RRING project.

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**This protocol offers a brief guide to gender equality as a both a key of RRI and as a tool to enhance research processes and outcomes in the RRING project itself, as well as providing a selection of further reading and toolkits to assist in implementation. A Self-Assessment Tool for each RRING partner team accompanies this protocol.**

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Positively, integrating GE into research makes better science: as the Expert Group on RRI (2015: 26) notes, there is “evidence that research performance is limited by direct and indirect sex discrimination, that gender equality at all levels contributes to achieving excellence and efficiency”. They identify the barriers to the implementation of GE as: a lack of clarity in decision-making within the research system; informal institutional practices and organisational culture; unconscious bias in assessment and peer-review; workplace structures, and the gender pay gap. Significantly, as they point out, “Gender bias may also have implications for the *content of science* itself. The integration of sex and gender analysis can increase the quality and relevance of research and its applicability, especially where gender differences play a major role, such as in the medical sciences.” (2015: 26)

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<sup>1</sup> The discussion here is restricted to the five constituent policy pillars of RRI that originated in the EC’s Science-in-Society programme. The sixth pillar of RRI, ‘Governance’, while it is listed in RRING is not included here as it has small relevance for the research process, and so is beyond the scope of this protocol.

**Box 1: What is Gender?**

Gender refers to the social differences between women and men. Human beings are born with biological sex indicators, but gender is a social construction that we internalise and develop through cultural, social and interpersonal processes. The individual develops their gender and their gender identities through numerous mechanisms, including social and personal interactions. Gender is learned. The fact that gender is social rather than determined by biology is demonstrated by the huge variation in gender roles across different cultures, and across time. We can think of gender in terms of the social role (behaviours, attitudes, responsibilities) to which people are expected to conform. Within societies and across different cultural contexts, gender roles can vary according to age, social and physical location, and socioeconomic status, as well as other factors. Not all people in a society can or should conform to that society's gender norms, or 'perform' their gender role as is socially demanded. This may be because the gender role itself is defined too restrictively, or strongly intermeshed with other aspects of identity, such as race or class, which renders the gender 'ideal' unavailable to some social groups. Some people reject the gender role that is associated with their biological sex completely and may identify and live as the 'opposite' sex, while some may resist the gender binary altogether and not identify as either. Moreover, in some cultures some people have the option of living as a 'third' gender. Gender as well as other stereotypes are often unreflexively and unconsciously attributed to people. Gender stereotypes may be particularly hard to identify as they are often culturally embedded as social norms and as such often require a rigorous level of reflexivity to uncover and challenge. Reflexive interrogation of stereotypes and other potentially harmful conceptualisations of people, such as those involved with gender, is a prerequisite for best practice in RRI.

## Section 1: Context

### 1.1 Bringing AIRR to Gender Equality in RRING

Across the consortium members there is a broad and diverse range of research activities and interests, as well as very diverse institutional contexts. This short protocol cannot be, nor is it intended to be, definitive. Instead it offers an orientation towards gender integration in the research process. As outlined in the RRING project description, the Expert Group (2015) recommends that RRI should be AIRR – Anticipatory; Inclusive; Reflexive; Responsive - and it may be useful to bring an AIRR approach to developing GE in the research context. In broad terms applying AIRR to gender equality requires that we as researchers apply these approaches to each relevant stage of the research process within the RRING project itself with gender as a specific consideration. In brief:

**Anticipatory** – Consider and analyse any intended and/or potentially unintended impacts that may arise from the research or innovation – be they social, economic, environmental, or otherwise, all of which should integrate considerations of the gendered and diversity impacts. *Ask, how does gender apply here? Are we presuming a research area is gender-neutral when it may have gendered consequences? Will the results of this research or innovation have a social impact? If so, how is it gendered? How might the research results impact differently on women, on men, on minority groups?*

**Inclusive** – Have we consulted with all relevant stakeholders? Have we equally included the perspectives of women and men – as stakeholders, as users? Have we included women researchers? Have we included researchers, both women and men, from diverse backgrounds? Have we included women’s research in the area? Have we produced research data that is gender disaggregated? Have we promoted the work of our female colleagues as much as that of our male colleagues? Have we included research that explores perspectives from diverse groups, diverse contexts and/or social minorities – particularly those who may be affected by the outcomes of the research?

**Reflexive** – Reflexivity is one of the most powerful tools in the research toolbox and encompasses anticipatory, reflective, and deliberative aspects, which should be utilised to interrogate all aspects of the research paradigm and processes, including theoretical concepts, methodologies and methods, with a particular focus on both interrogating gender bias and explicitly incorporating gender analysis as a theoretical tool. Specifically, we propose the use of the Self-Assessment Tool to encourage and support this reflexive approach to embedding GE in the project. *Proactively, have we interrogated our attitudes, unconscious bias, and gender stereotypes? Have we seriously considered if gender is in fact of relevance for our research?*

**Responsive** – Responsive research as an aspect of RRI, in part, concerns the iterative interactions between societal actors and innovators concerning the ethical acceptability,

sustainability and societal desirability of research processes and outcomes. Have we consulted on these with all stakeholders – with both women and men, and with minorities? Have we specifically considered how gender is implicated in processes and outcomes? Have we adequately considered the potential for unequal and/or inequitable impacts on different social groups?

## 1.2 Diversity and Gender in RRING

In keeping with the primacy accorded to gender equality as both a pillar of RRI, as well as a standalone SDG, this protocol primarily addresses integrating gender into the research process. RRING is also committed to including diversity as an integral element of best practice in the RRI network and so, in conjunction with gender, partners should endeavour to take a *reflexive* approach to considering and integrating diversity into the process also. RRING is establishing a global network, which brings a particular complexity to defining diversity in terms that are applicable, and workable, across the network.

### **Box 2: What is Diversity?**

Diversity is a term that describes social differences between people, including gender, as well as other social and cultural differences for example, race, ethnicity, socioeconomic status, age, social class, sexual orientation, gender identity, parental status, dis/ability, religion, nationality, etc. These social differences have a significant impact on people's life chances and experiences. Across different national and cultural contexts, the scope and nature of those impacts on an individual's life, including how they intersect with and sometimes reinforce gender, will inevitably vary widely. Further, not only are people identified across a range of social differences both positive and negative, but an individual's inability or unwillingness to conform to expected or prevailing cultural norms regarding gender and sexuality, in particular, may result in considerable negative social sanctions. Bringing diversity into the research process can be understood as a process of inclusion that incorporates but goes further than including gender across the range of research activities that are explored in this protocol, by also giving consideration to other differences between people, which are socially significant. We may consider, for example, in terms of Public Engagement, not only, "Are we engaging with both women and men?", but also, "Are we engaging with women and men from a range of social backgrounds, from social groups who are rarely heard in the public discourse?". As well as, "Are we engaging with both women and men from every social group?" Many of the inclusive approaches that RRING will bring to gender can also be extended to diversity. Integrating diversity into the research process can be achieved by proactively recruiting participants from minority or socially excluded groups. In addition, while remaining focussed on achieving gender balance across the research process, proactively seeking and referencing research, articles, etc. from researchers from minority backgrounds as well as research focussed on minorities will facilitate integrating diversity, as well as gender, into the research process.

Clearly, cultural diversity on a macro level already exists within the network given its international dimension. Research teams, including subcontractors, work in different national, cultural, and institutional contexts – and it is intended that the RRING network will extend its global reach, thereby bringing further cultural diversity to the network. Of particular concern for this protocol is diversity as it refers to social differences that are used to categorise people within national, cultural, and institutional contexts, and as it intersects with gender, and this is particularly significant for the research process itself. Ideally, each research team should bring a reflexive approach to integrating diversity into the research process. This includes **anticipating** - identifying minority and other groups who may ordinarily be excluded from the research process – as both researchers and participants – and incorporating their perspectives and insights. Recognising that hegemonic groups with social and cultural capital tend to dominate the research and policy arena, team members should reflect upon and where necessary consult with colleagues who have expertise in the fields of both gender and diversity in order to sensitise their research to those dimensions as they relate to their work. The importance of diversity for research largely concerns **inclusion**, that is, including those who may very often not have the material, social, and cultural capital to fully participate in the research process and developing research practices to identify and implement measures to allow and encourage full participation from all sectors of society and all social groups – particularly those who are often invisible to the research process.

### 1.3 RRING and Five Policy Pillars<sup>2</sup>

There are five policy pillars, or ‘keys’, of RRI: Societal Engagement; Gender Equality; Open Access; Science Education; and Ethics. While each of these ‘pillars’ must be addressed on its own terms, it is clear that each element has overlaps and interlinks with the others. Gender, in particular, is a cross-cutting element that must be integrated into and embedded in the development and implementation of the other pillars. Entrenching gender in RRI will enhance both research processes and outcomes, as well as the research and innovation arena in the widest sense.

Drawing primarily on the detail provided in the Expert Group Report on RRI (2015), the five RRI policy keys are set out here, starting with gender equality. The other four pillars are followed by a brief indication of how gender intersects with them.

**Gender Equality** is about promoting gender-balanced teams, ensuring gender balance in decision-making bodies, and always considering the gender dimension in R&I to improve the

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<sup>2</sup> The 21<sup>st</sup> Century has seen an evolution in RRI, often strongly related to the development of responses to broader societal challenges such as the UN Social Development Goals, or the EC Seven Grand Challenges – as well as developments within the R&I arena itself. The EC has been to the forefront of developing RRI as a concept which is described thus: “Responsible research and innovation is an approach that anticipates and assesses potential implications and societal expectations with regard to research and innovation, with the aim to foster the design of inclusive and sustainable research and innovation.” In this evolving field, RRING network is using the EC’s five ‘pillars’ as an appropriate approach to RRI, while recognising that national, institutional, and policy contexts vary widely internationally, and as a result that the pillars will inevitably apply unevenly in different contexts; and indeed, recognising that there may be pressing RRI requirements in a particular context that are not sufficiently covered by the pillars.

quality and social relevance of the results. *As explained in Section 1.4 below, integrating the gender dimension in R&I requires taking an expansive approach that encompasses reflexively interrogating the research paradigm including the theoretical and conceptual approaches to research, and identifying and examining the implicit gender, and cultural, assumptions that are often embedded within them.*<sup>3</sup>

**Public Engagement** fosters R&I processes that are collaborative and multi actor: all societal actors work together during the whole process in order to align its outcomes to the values, needs and expectations of society. *To achieve this, 'society' must be conceived as broadly as possible to include all social groups, including social and cultural minorities. The range of societal actors must include women in each represented social group, and the environment and conduct of the public engagement must be gender and diversity inclusive, and gender sensitive. The concepts 'values, needs and expectations' must themselves be interrogated rather than presumed, as well as gender-proofed to ensure that these are equally relevant to both women and men from all social groups. The dissemination of all research material, from invitations to participate, to the production of findings and the monitoring of outcomes must be gender-proofed and diversity-proofed for inclusivity, including language use and imagery. Publications should include both women and men as first authors, and public engagements should include both women and men as presenters.*

**Open Access** addresses issues of accessibility to and ownership of scientific information. Free and early access to scientific work can improve the quality of scientific research and facilitate fast innovation, constructive collaborations among peers, and productive dialogue with civil society. The report from the expert group on policy indicators for RRI (2015) proposes, amongst other steps, producing project blogs and the routine upload of experimental datasets with explanatory notes and commentary, as well as project dialogues. *Ensuring equal participation of women and men in research will enhance constructive collaboration amongst researchers. Foregrounding both female and male researchers as the project bloggers, integrating gender into the research process, conducting sex/gender sensitive research, and producing sex/gender disaggregated data as visible outputs of the research will enhance the quality, accessibility and relevance of scientific information for both women and men thereby encouraging collaboration and inclusive dialogues. The publication of scientific and research findings should include both women and men as first authors, and public engagements and dissemination should include women and men as presenters. Where possible, both women and men should be representative of the broader social and cultural context that applies.*

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<sup>3</sup> The treatment of Gender Equality in the 2015 report on RRI from the expert group is particularly focussed on changing institutional culture, processes and structures to bring about GE outcomes. This definition of gender equality has been modified to accommodate the analysis provided in the more recent assessment provided by the Expert Group on Gender in their *Interim Evaluation of Gender Equality as a Crosscutting Issue in Horizon 2020* (2017), which better reflects its import for RRIING.

**Science Education** focuses on (1) enhancing the current education process to better equip citizens with the necessary knowledge and skills so they can participate in R&I debates and (2) increasing the number of researchers (promote scientific vocations). *The stereotyping of science and STEM subjects in particular as the domain of privileged males, or as “pale and male”, actively discourages girls, women and minorities from participating in these fields, or feeling that they belong in the public discourse. Making women in research visible, being gender inclusive in dissemination activities, producing and presenting gender sensitive research and gender disaggregated findings will make science more accessible and careers in science seem more attainable to women, and thus will encourage girls and women to participate in research, and in STEM in particular, as well as feeling relevant and welcome in the public discourse on R&I. It is also important to make individuals, both women and men, from cultural and social minorities, as well as those who otherwise tend to be excluded, visible in research to encourage the fullest participation across all social groups.*

**Ethics** focuses on (1) research integrity and good research practice; (2) research ethics to protect the human and animal ‘objects’ of research; societal relevance and ethical acceptability of R & I outcomes. *Gender-proofing the mechanisms for appraising social relevance and ethical acceptability, and developing best practices in research that take gender as well as other social, cultural, and personal aspects of identity into account will reduce the opportunities for error and harm, and enhance the ethical competences required of R & I, leading to the production of more socially desirable and acceptable outcomes.*

#### 1.4 Integrating Gender Equality into H2020 Projects

The Expert Group on the “Interim Evaluation of Gender Equality as a crosscutting issue in Horizon 2020” (2017) found significant problems with how the gender/sex dimension is being integrated into H2020 research projects. Their assessment demonstrates that gender is not adequately recognised, captured, nor integrated into research projects and processes. Both practical and intellectual work is required to integrate GE fully into all dimensions of the research process.

The Expert Group outline their assessment of the criteria for best practice to integrate gender equality into H2020 projects:

*Projects [ranked with an “A”] carry out a full gender and a sex analysis where appropriate, take the gender dimension seriously into account and integrate gender in a good sense throughout the whole project. They integrate the gender dimension into a significant part of their activities, at various levels, such as in theoretical background, methodology, the impact and dissemination sections. The result is a clear vision of how the gender dimension will be integrated into the research content, and good internal coherence within the project. These projects tend to include good gender expertise and, more generally, social science expertise in the teams.*



This assessment informs our gender protocol for RRING. The criteria expand the concept of gender equality beyond the necessary implementation of gender equality in recruitment, progression and decision-making to the conduct of the research process itself, and so provide a pathway to the development of 'best practice' with regard to implementing the RRI pillar and SDG of gender equality in RRING. Developing a best practice with regard to Gender Equality in RRING is both necessary and practical. It is necessary as it is a core pillar of RRI to which the project is committed, and it is practical as it will aid in the production of better research and innovation, and enhance outcomes with a higher level of social applicability and acceptance. In addition, developing GE as a best practice will aid consortium partners in securing future research funding as it may be anticipated that the evaluation of the expert group (as well as other similar expert analyses) will inform future EU, and potentially other, funding sources for research, and thus over time the conduct of research itself in response.

## Section 2: Implementing Gender Equality in RRING

### 2.1 Applying Gender to the Six RRING Objectives

**Objective 1:** Promote a linked up global world of RRI by creating the global RRING community network, thereby enabling mutual learning and collaboration and mobilisation of RRI concepts. *Gender proofing RRI will require ensuring that both women and men are both present and visible in the network, and that the network should be something that both women and men feel welcome to join and participate in. Ideally, they should be equal in numbers, levels of seniority, and degree of active participation in the RRING community network. Systems and protocols to ensure that women can access and fully participate in the network must be implemented in both research institutions and across the network membership.*

**Objective 2:** Develop, mobilise, promote and disseminate a global open access knowledge base of RRI. *The knowledge database will be based on the State of the Art (SoA) which should include sex/gender specific material and comparative analysis that includes sex/gender as key variables across the key geographies, all stakeholders, conceptualised as broadly as possible, including women and including minorities (of both sexes), and across sectors. It will cover key platforms, spaces and players (with a specific effort to be both gender and diversity inclusive), roles and influences of stakeholders (ensuring that ALL relevant stakeholders are included), drivers and policies for R&I, and regulation in public and private sectors and nation states and international organizations.*

**Objective 3:** Align RRI to the UN Sustainable Development Goals (SDGs) *which include Gender Equality as a goal*, to provide a global common denominator for advancement of RRI, and

address Grand Challenges globally – *challenges that themselves require implementing gender equality in order to be met.*

**Objective 4:** Determine qualitatively and quantitatively the competitive advantages of RRI using and producing sex/gender disaggregated case studies and data and also understand how and where RRI is perceived as a barrier and/ or disadvantage. *It has been established that undertaking gender-specific research, making research gender-sensitive and gender-proofing research and the research process provides a competitive advantage (See ‘Gendered Innovations’ under Resources).*

**Objective 5:** Create high-level RRI strategy recommendations for the seven geographic zones, trial RRI best practice learning in two EU case studies, and review EU RRI benchmarking from a global perspective. *Gender equality must be embedded as both a standalone strategy, and a cross cutting element within the RRI strategy recommendations. Best practice de facto includes gender equality, and gender should be integrated in the case studies as a crosscutting theme across all elements of the research process. RRI benchmarking must specifically address the sex/gender dimension – adapted to incorporate the social and cultural specificities of the seven geographical zones.*

**Objective 6:** Promote inclusive engagement of civil society and researchers with the RRING Community and Open Access RRI knowledge base and to gain social inclusion, co-creation, social innovation and entrepreneurship. *Inclusive engagements with civil society and researchers should include both women and men, and who are from a range of social, cultural, and ethnic backgrounds – including in particular those from disadvantaged and minority backgrounds. Proactively enabling and fostering full, gender balanced, participation from all sociodemographic groups will require developing a gender sensitive approach, and the implementation of gender-sensitive engagement strategies.*

<p><b>We have produced a ‘Self Assessment Tool’ to support RRING partners to work towards meeting such GE objectives.</b></p>
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## 2.2 Implementing Gender Equality in the RRING Research Process

## Gender Equality in Research Teams

It is essential that there is a gender balance to a research team, and that women are represented at all levels of seniority, and in particular in decision-making roles. There are steps that can be taken within RRING teams to ensure that gender balance is achieved, and ideally these should be considered and implemented across all stages of the research process, from the initial stages of team recruitment, to retaining team members, to career progression (see, for example, GENOVATE's [Contextualised Guidelines](#)). For example, gender sensitivity measures<sup>4</sup> in recruitment and promotion could be applied, and fair processes developed and implemented. Criteria for each role could be gender-proofed against gender bias. Providing training in bias-awareness, and gender-blind practices for recruitment panels could be considered (see, for example, the EIGE [Toolkit](#) on gender equality training), as well as providing material aids such as providing application forms in a format which separates personal details, including gender, from the parts of the form demonstrating competence and criteria-fulfilment. Interview committees should be gender balanced, and ideally, inclusive across other social demographics. Greater transparency and bias awareness in recruitment/promotion processes should also benefit inclusivity across a range of social characteristics and thus enhance diversity in research teams. An important first step to achieving GE in research teams is to audit the male/female composition of teams, reflect on strategies to improve gender representation on teams and in decision making, and to periodically evaluate those efforts. This is addressed in the Self Assessment Tool, which accompanies this briefing document.

## The Research Environment

Pathways to facilitating career development should be equally available to women and men who work on the RRING project, and unfair barriers to career advancement should be identified and addressed. Practical steps within the research environment could be taken in order to encourage the full participation of all women and men (and all social groups), including providing a 'safe' and inclusive working environment (see, for example, the [GENOVATE Model](#)). Measures such as, for example, restricting the timetabling of meetings to 'family friendly' hours, good management of family-related leave, and the provision of childcare in the workplace could also be considered where possible. The visibility of women in senior roles is important, and mentoring and active sponsorship of female team members, and minorities, should be encouraged and facilitated where possible. Career development supports and opportunities should be available to all team members.

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<sup>4</sup> Gender sensitivity is a process of bringing a reflexive approach to understanding the impact of gender stereotypes and the existing social, cultural, economic and political inequalities on the lives of women and men and the barriers – structural, social, and personal – they create for the full realisation of personal, social and economic development, and incorporating an awareness of these into strategies and actions.

Gender-sensitive research "pays attention to the participation of women and men, providing equal opportunities for all, and it integrates gender into the research content all the way from the initial research idea to the dissemination of results." European Commission, 2009. *Toolkit Gender in EU-Funded Research*.

### Gender Equality in Decision-making

Women should be represented across all levels of seniority, and be in decision-making positions with regard to recruitment, progression, budget management, and day to day decision making, project management, and all research related processes including project selection and development, and as Principal Investigators, Work-Package Leads and Advisors in RRING.

### Gendering the Theoretical Framework

Bringing a reflexive approach to research incorporates taking a critical stance towards the methodological, ontological and epistemological concepts that underpin the entire research process not just in RRING, but also across the broad paradigmatic understandings that frame the process of research. Recognising the impossibility of absolute objectivity, and that all perspectives are necessarily and inevitably partial<sup>5</sup>, a rigorous reflexivity must be brought to our uninterrogated understandings, and in particular, the uninterrogated concepts and stereotypes that we may hold about women, men, and ethnic, cultural and social minorities. Applying AIRR as outlined above will assist in this. On a practical level when undertaking the range of tasks outlined in RRING, efforts should be made to seek out and include gender-specific, gender-sensitive and gender-aware research material to be integrated into the range of state-of-the-art reviews, comparisons, reports and strategies to be produced across the core work-packages (see, for example, the [Gendered Innovations](#) site).

### Gender Equality in Research Participant Recruitment

Data collection and analysis should be gender inclusive and gender sensitive (see, for example, [Gendered Innovations](#), or the GENOVATE [Quick Guide](#)). Gender should be considered when constructing samples for data collection in RRING (for interviews, focus groups, surveys, and other participatory engagements) and the strategy for doing so should be clearly documented. If a gender-unbalanced sample or database is used in RRING, a clear rationale for doing so should be documented. The results of analyses should be gender disaggregated. Efforts should also be made to include a diversity of participants, with a specific effort to include minorities.

### Gender Equality in Dissemination Practices

Gender equality in dissemination practices covers a broad range of activities. It involves both visibility and inclusion of all members of the research team and consortium – making women and their research visible, allocating them speaker roles in public engagements, including them in the media presence such as web profiles and on-line blogs, and ensuring equal and fair representation in authorship of publications. It also includes making women and their experiences more visible *in* research by, for example, collecting and disseminating gender-segregated data. Consideration could also be given to the use of language, for

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<sup>5</sup> Haraway, Donna. 1988. Situated Knowledges: The science question in feminism and the privilege of partial perspective. *Feminist Studies*, 14 (3): 575-599.

example avoiding pejorative or sexist language when referring to both women and men, as well as avoiding gender stereotypes in both word and image. Ideally, the language and images used in dissemination activities are gender inclusive, for example, in the use of pronouns, and including images of both women and men in the research environment (see, for example, ENTRUST [guidelines](#)).

## Resources

There are a great number of resources available for mainstreaming gender equality in research. We have included a small number of these here. We have also listed some recommended reading material, which will assist the teams in integrating gender into RRING.

**European Commission:** *Interim Evaluation: Gender as a Crosscutting Issue in Horizon 2020*

Available at:

<https://op.europa.eu/en/publication-detail/-/publication/91b94873-3233-11e8-b5fe-01aa75ed71a1>

**European Commission:** *Toolkit: Gender in EU-Funded Research*

Available at: [https://docs.wixstatic.com/ugd/17c073\\_39e67c6a2c3e4e9183fd9d64892fceed.pdf](https://docs.wixstatic.com/ugd/17c073_39e67c6a2c3e4e9183fd9d64892fceed.pdf)

**EIGE's** Gender Mainstreaming Platform provides an extensive range of publications and toolkits which are available in 24 languages:

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

**EIGE:** *Gender Equality in Academia and Research: GEAR tool*

<http://eige.europa.eu/rdc/eige-publications/gender-equality-academia-and-research-gear-tool-guide-structural-change-academia-and-research-organisations>

**ENTRUST:** *Gender Inclusivity Dissemination Guidelines*

[Gender Inclusivity Dissemination Guidelines | Zenodo](#)

**Gendered Innovations:** *Sex and Gender Analysis for Innovation and Discovery*

<https://genderedinnovations.stanford.edu/what-is-gendered-innovations.html>

**GENOVATE:** *Quick Guide to Gender-Proofing your Research Project:*

[GENOVATE Tools | University College Cork \(ucc.ie\)](#)

**GENOVATE:** *GENOVATE Model for Gender Equality in Transforming Research and Innovation:*

<http://www.genovate.eu/resources/genovatemodelforgenderequalityintransformingresearchandinnovation/>

**GENOVATE:** *Promoting Sustainable Change – A Toolkit for Integrating Gender Equality and Diversity in Research and Innovation Systems*  
<http://genovate.eu/media/genovate/docs/GENOVATE-gender-and-diversity-toolkit.pdf>

**GENOVATE Resources for implementing gender equality actions**  
<http://www.genovate.eu/resources/>

**GenderNet:** The Integrating the Gender Analysis into Research (IGAR) website is an excellent resource that provides tools, resources and recommendations to promote high quality science by Integrating the Gender Analysis into Research (IGAR)  
<http://igar-tool.gender-net.eu/en>

**RRI-Practice:** Responsible Research and Innovation in Practice  
*Report on International Workshops.*  
[www.rri-practice.eu](http://www.rri-practice.eu)

**RRI-Tools** is an excellent resource for RRI. The website provides toolkits, training and information on integrating the pillars of RRI into research, including gender.  
<https://www.rri-tools.eu/about-rri>

**RRI-Tools:** Self-Reflection tool on the RRI pillars  
<https://www.rri-tools.eu/self-reflection-tool>

**RRI-Tools:** *Good Practices of Gender Sensitive Research Guidelines and Information Sheet.*  
<https://www.rri-tools.eu/-/good-practices-of-gender-sensitive-research-guidelines-and-information-sheet>

**UNESCO's** website has a wide range of publications and global statistics  
<http://www.unesco.org/new/en/unesco/resources/>

Cracking the Code: Girls' and Women's Education in Science, Technology, Engineering and Mathematics (STEM)  
<http://unesdoc.unesco.org/images/0025/002534/253479E.pdf>

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