



WHAT DATA ARE YOU COLLECTING?

Inclusive Perspectives in Gender-Focused Research

Why collect sociodemographic data?

	Reveal structural inequalities
	Reflect the diversity of identities
	Design policies and actions based on evidence
	Improve research quality through intersectionality

How to ask inclusive questions?

-  What gender identity do you identify with (open/multiple choice)
-  Avoid binary options only ("Male / Female")
-  Allow self-definition ("Other – please specify")
-  Include "Prefer not to answer"

Target audiences:  Librarians,  Professors,  Students

KEY CATEGORIES & EXAMPLES

Sex / Gender	Assigned sex at birth, gender identity
Age	Use age ranges relevant to the study
Ethnic origin	Avoid imprecise or colonial terms; allow self-identification
Disability	Ask about functional situation, not medical diagnosis
 Sexual orientation	Always optional and anonymous
Educational level	Use categories compatible with national or international systems
 Socioeconomic situation	Income, occupation, housing, etc.

Real examples **Student survey; Delphi Study in GEDIS project**

Ethical tips & practises

-  Ensure confidentiality
-  Get informed consent
-  Avoid forcing responses
-  Raise awareness if sensitive topics are addressed

What is the data for?

-  Improve design study
-  Adapt teaching materials
-  Build gender-focused indicators
-  Influence inclusive policies



Intersectional lens

Combine gender with race, class, disability, age, and migrant identity to understand complex realities.

REFERENCES

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GEDIS project context

This resource is part of the European project GEDIS (Gender Diversity in Information Science), which promotes open educational tools to tackle gender inequalities in higher education, with an emphasis on disciplines related to Information and Library Science.

GEDIS - Gender Diversity in Information Science: Challenges in Higher Education. <https://ub.edu/gedis>

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