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# Guide to Integrating a Gender Perspective in Research

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## What is the purpose of this guide?

Incorporating the gender perspective (GP) in research and innovation proposals is both necessary and fair. In fact, it has become a basic strategic requirement in calls for research proposals. This need responds to both ethical and legal imperatives. It is important to ensure that all people, including women and marginalized populations, are well represented in our research projects, as their participation is a fundamental condition for generating inclusive, fair, and transformative knowledge to benefit society as a whole. In addition, European, state and national legislation as well as institutional regulations at the University of Barcelona clearly establish the obligation of inclusion, making the incorporation of the GP an essential legal requirement for any competitive research proposal.

Gender inequalities often intersect with other forms of discrimination and inequality. Ignoring the intersectional GP would result in serious, multidimensional consequences. It would entail biases in the research that would compromise in-depth understanding of real situations, attitudes, behaviours and needs and could limit our ability to analyse the complex phenomena we study. This could pose a risk to the safety, security and well-being of people and organizations. At the same time, it would result in a significant loss of diverse and highly qualified talent, thereby diminishing the creativity and innovative capacity of research teams. All of this would ultimately lead to financial overruns associated with a lack of effective innovation and in the need to subsequently rectify the shortcomings detected.

In contrast, including an intersectional GP in research extends far beyond projects that solely focus on gender. It is relevant to all areas of research across every stage of the research process, regardless of the discipline. Integrating an intersectional GP adds significant value by enriching both methodological and conceptual approaches. This inclusion facilitates the development of more creative and effective proposals and solutions, while at the same time optimizing decision-making and project implementation. It also increases the scientific robustness and social impact of research, as it improves the transferability and applicability of results in real-world contexts.

In short, the inclusion of an intersectional GP is not only a legal obligation but also a key strategy for advancing excellence in research. It promotes the generation of knowledge that is more rigorous, comprehensive, inclusive and transformative and that is better aligned with the needs of a diverse and constantly evolving society.

Together, the International Research Projects Office (OPIR), the Teaching and Research Working Group of the Equality Commission and the Equality Unit of the University of Barcelona have sponsored this Guide to reinforce the commitment to gender equality and offer effective support to research staff in improving their research and innovation proposals.

This tool has been conceived as a practical guide, structured around questions and a checklist, and complemented by a user-friendly summary for easy consultation and implementation. Its purpose is to promote genuine reflection and the deliberate integration of an intersectional gender perspective into European research. This approach will enrich research initiatives and processes, leading to higher-quality and more impactful results.

The Guide is designed to support all phases of research initiatives and processes through strategic questions and key considerations. It guides users from the formation of the research team to the research design and development stages to the presentation and dissemination of results. Each phase presents



unique opportunities to integrate an intersectional GP in ways that are both meaningful and transformative.

## How can the gender perspective be incorporated into the formation of research teams?

*(Tick the options that apply to your practice)*

### The equality and diversity of the team

- Equity in team member selection
  - Has equity been considered in the selection of the research team and technical staff?
  - Are decision-making roles (coordination, work package leadership, etc.) equally distributed between genders?
- Applied equity
  - Have discrepancies in gender representation, particularly in leadership roles and in accordance with the norms established in each field, been analysed and addressed through appropriate corrective measures?
  - Have specific actions been taken to encourage the participation of women, non-binary, and minoritized individuals?
  - During group meetings, is everyone encouraged to share their views, and is active moderation practised to ensure inclusive participation?
- Diversity in team composition
  - Has diversity in profiles and backgrounds been considered in the composition of the research team, ensuring representation across geographical and cultural origins, gender identities, sexual orientations, age groups, and other dimensions of diversity?
  - Has importance been placed on non-normative profiles or non-linear academic career paths, for example, people with diverse professional experiences or community involvement?
- International groups or consortia
  - In international research projects, has the diversity of contexts and countries been considered?
  - Have any possible power imbalances between countries been considered?

### Institutional commitment and training

- Gender equality plan
  - Is the team familiar with the UB's Equality Plan?
  - Has the current Equality Plan been consulted and the guidelines been taken into account in the development of the research project?
- Code of ethics and protocols against gender-based violence, LGTBIQ+ phobia and discrimination
  - Are members of the team familiar with the institutional protocol and procedures for dealing with situations of gender-based violence, LGTBIQ+ phobia or other forms of



- violence or discrimination? Are they familiar with the University of Barcelona's code of ethics for good practices?
- In the implementation of the project, are there guarantees of a safe environment free from gender-based violence and discrimination?
- ❑ Gender expertise
  - Does the team include members trained or with experience in gender mainstreaming?
  - Has the research involved establishing links with entities or groups with expertise in gender issues, where relevant?
- ❑ Gender training
  - Have team members done or otherwise participated in courses on the gender perspective?
  - Have internal training needs been identified to improve gender mainstreaming?
  - Is there a plan for intersectional GP training for the research team, especially for those in leadership roles?

### Working and cultural conditions of the team

- ❑ Equitable working conditions
  - Are working conditions (hiring, salary, stability, access to opportunities) fair and equitable for everyone on the team, regardless of gender, age, origin, or academic status and position? Are workplaces suitable, and do they meet the needs of all people in diverse circumstances (pregnancy, breastfeeding, illness, etc.) across all research contexts (laboratory, fieldwork, research stays, etc.)?
  - Does every member of the team have real access to decision-making, with autonomy and the ability to influence how the work is organized and how the project is developed?
  - Have potential biases in the criteria for promotion, recognition or role assignment within the team been identified and addressed? Has the possibility of structural or practical inequalities that could negatively affect certain groups within the team been investigated?
- ❑ Research-life balance
  - Does the project include measures to facilitate work-life balance for all team members (e.g. flexible timetables, meetings at compatible times, possibility of remote work, recognition of family diversity, etc.), especially for those who are caregivers?
  - Does the distribution of tasks and responsibilities reflect the principle of joint family responsibility and prevent unequal workloads? Are there mechanisms in place to ensure that concerns about work-life balance can be expressed confidentially and without fear of reprisals?
- ❑ Team care
  - Is a policy of acceptance, care and transparency actively promoted? Have regular spaces or practices been established to care for the emotional well-being of the team? Is work related to care, internal organization and emotional support within the team valued and recognized?
  - Are there open channels for expressing and resolving grievances? Does information circulate transparently and reach everyone? Is consensus encouraged in the distribution of tasks and resources?



Have spaces been created to discuss or collectively agree on aspects related to the pace and organization of work? Is the centre in which the project is based equipped with care or breastfeeding rooms?

Monitoring

- Have specific mechanisms and spaces been established to monitor and evaluate whether the GP is being correctly applied throughout the project?
- Have gender indicators been defined to monitor equity within the team? Is intersectional GP incorporated into project monitoring and evaluation reports?
- Has the possibility of seeking support, auditing, or advice from an external GP specialist been considered?

## How can the gender perspective be applied in project design and execution?

### Defining the topic, reviewing the literature and establishing objectives

Defining the topic and reviewing the literature with a gender perspective

- Has the relevance of the topic, problem, or research opportunity been defined with a gender perspective?
- Has the dimension of gender been considered when reviewing the academic literature?
- Has feminist literature, including non-academic references such as situated knowledge, community productions or experiences linked to political and social movements, been considered?

Objectives, hypotheses and questions with a gender perspective

- Have objectives that intentionally seek to transform or highlight gender inequalities in the specific field of research been defined? Do the objectives and design of the project take into account the diversity of experiences, identities, and needs of the individuals or social groups involved, while avoiding homogenizing and normative approaches?
- Has a critical analysis of gender inequalities and their intersections with other axes of oppression or discrimination (such as social class, racialization, age, functionality, and sexual orientation) been incorporated into the definitions of objectives, research questions, and hypotheses?
- Has consideration been given to the possibility that the objectives, questions, or hypotheses might reproduce stereotypes or biased assumptions about certain groups? Have the research objectives or processes been adapted to ensure that all voices are recognized and treated fairly?

Anticipated gender impact

- Does the proposal seek to transform inequalities related to gender or other intersectional axes?
- Have different forms of structural inequality or discrimination been considered that may affect the results and conclusions of the project? Have possible social and gender impacts of the project and its results been anticipated?
- Has the research team considered how to prevent the project's results and recommendations from reinforcing traditional gender roles, gender stereotypes or exclusive dynamics?

## Methods with a gender perspective

- ❑ Gender-sensitive methods, data and samples
  - Are gender-sensitive or gender-transformative methods and data used? Does the project collect data that make it possible to question gender stereotypes, heteronormativity, ableism, racism, etc.? Do the methods used allow for intersectional analysis?
  - Have the methods been chosen based on their ability to generate meaningful data for understanding structural inequalities?
  - Is the sample designed to be diverse and gender-sensitive? Have provisions been taken to ensure the inclusion of people from different social backgrounds, gender identities and living conditions?
  - Does the methodological design take into account the limitations that may arise in the collection and interpretation of data from a GP? If there are limitations, is there a contingency plan in place?
- ❑ Non-binary and intersectional perspective
  - Is gender diversity beyond the male–female binary taken into consideration? How is the intersection of gender with other axes of inequality addressed? If it is not feasible, are the methodological or conceptual limitations acknowledged?
  - Does the language used in questionnaires, interviews, or analyses account for non-normative or dissident gender identities? And how is intersectionality addressed?

## Reflection and research ethics from a gender perspective

- ❑ An open reflective process to develop awareness
  - Does the project promote reflection that allows for the development of awareness about how gender and intersectionality modulate the research process in order to generate situated knowledge with assured quality? Is ongoing critical reflection on the team's research practices included in the project?
  - Are the intersections between gender and other axes of oppression (class, racialization, age, functionality, etc.) considered?
  - Have specific spaces or times been set aside to share uncertainties, contradictions or methodological changes among the research team?
  - Does the reflective process include reviewing team members' own privileges, roles and positions in relation to the participants?
- ❑ Respectful, ethical research
  - Have ethical aspects from an intersectional GP been integrated into the design and development of the project? Does the project incorporate feminist ethical principles, such as: care and attention to the emotional and material needs of those involved; shared responsibility in tasks and decision-making; transparency in objectives, methods and results; and a transformative orientation towards social justice?
  - Are the wishes, well-being, and safety of participants respected? Is the agency and voice of participants recognized? Is care taken to prevent their instrumentalization or invisibilization?
  - Has consideration been given to how power relations between the research team and the participants could influence the dynamics of the research?



- ❑ Agency and sharing of results
  - Is the agency and voice of participants recognized? Is care taken to prevent their instrumentalization or invisibilization?
  - Are mechanisms in place to share results with participating people or groups (knowledge transfer)?
  - Is this sharing of knowledge accessible to and agreed upon by the people recipients of the results?
  - Does the sharing of results incorporate creative, linguistic or cultural tools adapted to the realities of the groups involved?

## How can the gender perspective be incorporated into in research dissemination and impact?

### Inclusive, representative communication

- ❑ Inclusive, non-sexist, non-androcentric communication
  - Does the research team communicate in a way that is non-sexist, non-androcentric, non-heteronormative and inclusive?
  - Is consistency maintained in communication across texts and visual content?
  - Are images, graphics, examples, and case studies checked to ensure that they reflect diversity in terms of gender, background, age, and abilities?
  - Does the research team ensure that androcentric or exclusionary language is avoided in all communication?
- ❑ Visibility of women and diverse profiles
  - Is visibility given to diverse female and LGTBQ+ representatives?
  - Is visibility given to all members of the team and not only to those in leadership positions?
  - Is the direct voice of people and groups historically silenced or underrepresented incorporated into the project's public communications? Is speaking on behalf of groups or the appropriation of their experiences avoided, and are their voices represented directly, respectfully and in context, particularly in the presentation and dissemination of results?
- ❑ Consideration of gender impact and contributions
  - Do the project results take into account different realities and needs based on gender and sexual orientation for the purpose of compensating for structural imbalances and not simply offering the same to everyone? Do they also take into account other minoritized groups or those directly affected?
  - Does the project contribute significantly to the incorporation of the gender perspective in the environment where it is being implemented? Does it provide new conceptual, methodological or practical frameworks that can serve as references for other projects or institutions? Does it contribute to achieving a method with a gender-perspective approach in this specific scientific field that can be shared and applied by other teams?



## Open, diverse dissemination

- Diversity of open, accessible formats
  - Will the knowledge generated be reusable? Will the results be presented in a clear and accessible manner that is open to everyone?
  - Will a variety of gender-sensitive formats be used that promote universal accessibility?
- Diversity of channels
  - Are dissemination channels used that reach diverse groups beyond the sphere of academia?
  - Will the results be transmitted through a variety of channels, including in feminized and community spaces?
- Gender publications and events
  - Will results that incorporate the gender dimension be publicized? Will specific research results on gender and gender impacts be published and disseminated?
  - Will the results be disseminated in journals or at events related to gender issues?
  - Will collaborations be established with social entities, feminist groups, or LGBTBIQ+ groups to ensure situated and useful dissemination?
- External gender assessment
  - Is the research team open to external gender assessment? Is an external assessment planned that incorporates the gender perspective into the analysis of the project's results, processes, and impacts?
  - Does this evaluation include qualitative indicators of inclusivity, impact, and social transformation?

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