EQUAL4EUROPE
GENDER EQUALITY PLANS

Best practices and recommendations on gender equality for AHMSSBL research institutions

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ABBREVIATIONS AND ACRONYMS

AHMSSBL	Arts, Humanities, Medicine, Social Sciences, Business and Law
EIGE	European Institute for Gender Equality
ERA	European Research Area
EU	European Union
FESTA	Female Empowerment in Science and Technology Academia
GEAR	Gender Equality in Academia and Research
GENERA	Gender Equality Network in the European Research Area
JTN	EIGE's Journalist Thematic Network
PLOTINA	Promoting gender balance and inclusion in research, innovation and training
S&T	Science and Technology
SAGE	Systemic Action for Gender Equality
SMART	Specific, Measurable, Achievable, Relevant and Time-oriented
STEM	Science, Technology, Engineering and Math
TARGET	Taking a Reflexive approach to Gender Equality for institutional Transformation
TCD	Trinity College Dublin

1. INTRODUCTION

Promoting institutional change, removing the obstacles to gender equality in the research system and increasing the participation of women in research and science, is a strategic challenge for the European Union. In 2012, the European Commission indicated **Gender equality and gender mainstreaming in research as key priorities for the European Research Area** (ERA) (European Commission, 2012). Despite a certain improvement was achieved in recent years, the underrepresentation of women, and the consequential loss of talent, still persists.

Therefore, in 2020, the European Commission, detailing its new strategy for the ERA in Research and Innovation, confirmed the central role of gender equality, identifying **Gender Equality Plans** as an important tool to achieve the goals pursued (European Commission, 2020).

In general terms a Gender Equality Plan is a **public document, addressed to the entire workforce of a private or public organization, which sets «corrective measures, designed on the basis of a diagnosis of the situation and aimed at achieving, in a given company or institution, equal opportunities between women and men, eliminating sex-based discrimination»** (GEARING ROLES, 2020).

Learning from other EU funded projects that have elaborated documentation and toolkits to set up a Gender Equality Plan in research institutions, in some cases specifically designed for the field of Science, Technology, Engineering and Math (STEM), the EQUAL4EUROPE project addresses the more unexplored field of gender equality in research institutions in the field of AHMSSBL, developing a toolkit that focuses on designing and developing a Gender Equality Plan for research institutions in the field of AHMSSBL.

Following is a report is centred on gender equality standards, which provides a list of best practices, tools, and recommendations for achieving a sustainable cultural and institutional change in gender equality in AHMSSBL research institutions.

Specifically, the report includes **best practices, tools and recommendations for gender equality in AHMSSBL research institutions**, structured around the three objectives of the European Research Area:

- **Removing barriers to the recruitment, retention and career progression of female researchers.**

- **Addressing gender imbalances in decision-making processes.**

- **Integrating the gender dimension in research and innovation content.**

These best practices, tools and recommendations have been identified during the research carried out in the EQUAL4EUROPE project by the teams in Erasmus University Rotterdam, IEDC Bled and Comenius University of Bratislava, which analyzed the H2020 research projects regarding gender equality in research and academia.

The aim of this section is to provide the most interesting best practices, tools and recommendations for gender equality in AHMSSBL research institutions, to adopt them in the Gender Equality Plan directly or to serve as inspiration for other measures.

2. REMOVING BARRIERS TO RECRUITMENT, RETENTION AND CAREER PROGRESSION OF FEMALE RESEARCHERS

The research conducted by the EQUAL4EUROPE team of Erasmus University Rotterdam identified, among H2020 gender equality research projects and local institutional frameworks, the following best **practices, tools and recommendations aimed at removing barriers to the recruitment, retention and career progression of female researchers in AHMSSBL research institutions**.

Guidelines to set-up a gender inclusive recruitment and selection process

The EQUAL4EUROPE consortium developed a toolkit aimed at providing guidelines and suggestions to set up a gender inclusive recruitment and selection process in higher education institutions. The toolkit, first, examines the three steps of a gender inclusive selection process: i) How to compose an equitable committee, ii) Standardization of the different phases of the selection and recruitment process, and iii) Critical assessment of the process and monitoring of turnover. For each of these three steps, the tool contains useful suggestions and best practices. For instance, involving an HR advisor and the Gender Equality Officer in the preparation of the recruitment and selection process; which tools utilize to write a gender-neutral vacancy announcement; and how to critically evaluate a selection process to improve it. The toolkit is completed by "tips and tricks" sections, providing practical indications for a more effective and equal selection process. Finally, as attachments, are made available useful documents for recruiting, like a form to conduct interviews in a transparent and structured way.

Inclusive Recruitment & Selection Toolkit

The EUR Inclusive Recruitment & Selection Toolkit, developed by the Erasmus University of Rotterdam, is aimed at providing guidelines for the implementation of an inclusive recruitment and selection process. It is organized in four steps. The first one concerns the preparation of the recruitment process. The second is about suggestions to strengthen inclusivity of the process, like measures aimed at improving the preparation of the recruitment and selection process, ensuring diverse talent is reached and triggered to apply for the position, or to set-up transparent and objective processes leading to equal opportunities. The further steps are, respectively, on indications to standardize the recruitment and selection process, and on final evaluation. Finally, different tips and tricks are offered, per step, to promote inclusive recruitment and selection processes, as well as link to other relevant tools. The most important ones are summarized in the table below.

Tips and tricks to promote inclusive recruitment and selection process.

Steps	Tips and tricks
1. Prepare for the recruitment and selection process	- Think about team complementarity - Compose a diverse recruitment and selection committee - Inform yourself about recruitment and selection process and talk about it in the selection committee

2. Inclusive recruitment	▪ Realize an inclusive vacancy text ▪ Spread the vacancy widely among different channels and different groups
3. Standardize the (pre-)selection process	▪ Anonymous selection ▪ Conduct structured interviews ▪ Use scoring when selecting CVs and conducting interview
4. Evaluate & Report	▪ Evaluate and draw lessons learned for each filled vacancy ▪ Conduct yearly evaluations

Measures for individual support of the career progression and different forms of gender quotas

The EQUAL-IST Toolkit was developed by the namesake EU funded project. It is aimed at helping research organizations in setting up actions to improve and achieve gender balance. The toolkit consists of a website providing agile examples of good practices, concrete initiatives, tools and guidelines. Among the fields addressed by best practices there are gender disaggregated data collection, work-life balance, and recruitment and career promotion. In the latter field, the toolkit makes available some examples of measures that could be integrated in a Gender Equality Plan. It includes solutions for individual support of the career progression and female-only tenure track position. A very interesting example, finally, is the one of the cascade-quota, consisting of the introduction of mandatory quota for highest academic rank (Full professor), based on the rate of women and men occupying the academic rank which comes immediately before (for instance, Associate professor).

Measures to remove gender-related barriers to careers through Gender Equality Plans

The toolkit, resulting from the TARGET EU project, consists of a comprehensive instrument about the designing of customized Gender Equality Plans. In the domain of removing gender-related barriers to careers, the toolkit provides a detailed series of measures and examples. As to the creation of a gender-inclusive organizational culture, for instance, the toolkit suggests implicit bias training and the introduction of a fair and transparent workload balance across all areas (teaching, research, administration). In the area of recruiting/promotion/retention, some examples are gender sensitive formulation of advertisements for open positions; policies to increase job security; and balanced women's representation in promotion pools. Finally, about flexibility and work life balance, some of the measure proposed concern telework and the setting-up of career/parent-friendly workplaces.

Open transparent and merit-based recruitment system

This instrument consists of a reflection carried out by the participants to the Gearing Roles EU project on how to update the OTM-R checklist adopted by Euraxess with the aim to foster gender equality in the researchers' recruitment processes. The tool provides a series of suggestions on how to improve the OTM-R checklist as a whole, and some of specific key steps of the recruitment process: advertising and application phase; selection and evaluation phase; and appointment phase. Among these suggestions there are awareness training of recruitment committee members, colleting sex aggregated data during the whole recruitment process, and including intersectionality as a criterion to compose selection committees, besides gender equality.

Organizational change

The FESTA (Female Empowerment in Science and Technology Academia) handbook of organizational change collects the key issues and recommendations that partners in the FP7 project FESTA have worked on. The handbook is divided into three parts, addressing different target groups.

- The first part summarizes experiences and recommendations about organizational change at a fairly general level.

- The second part deals with some particular areas addressed by that the FESTA project, like using organizational statistics in raising gender awareness and monitoring progress, creating more transparent decision-making processes, and creating gender neutral appointment and promotion processes. Some best practices offered in this field concern analysing how evaluations of researchers' merits influence the distribution of grants, investigating the relationship between distribution of grants by gender and the panels' composition, and increasing efforts to get more of the under-represented gender to apply for research grants. This section provides also further details about related FESTA tools and reports.
  The third part deals with suggestions and advice for workers committed to gender equality, based on the experiences developed during the project. Suggestions are, for instance, about the need to engage men in the institutional change, and how to do it. Or about the resistance which could raise against gender equality, such as "talk but not act", or the attempt to make gender equality instances invisible and ignored.

Organizational policies and gender balance strategies for career progression and gender integration in research.

The tool was developed by the EU project R&I Peers and is aimed at identifying existing practices and best practices related to gender equality in research-related organisations, targeting in particular all stages of the research career, from early ones to the management and decision levels.

The catalogue of practices is organized around 7 main target areas:

- Work-life balance, including a financial award allowing female academics to concentrate fully on their research work upon returning from parental leave, releasing them from teaching and administrative duties.

- Mentoring, including programs based on the practical knowledge of gender issues concerning work-life balance and career progression, and of the way to deal with them.

- Gender dimension in research and curricula, encompassing practices to develop a network of scholars from different fields, in order to promote research and teaching on gender issues.

- Gender equality in decision making bodies, including measures influencing the electoral process, for instance introducing a gender balance criterion (instead of seniority) in case of drawn between two candidates.

- Gender sensitive language in organisation's documents, including strategies involving classic philologists and language specialists to review university communications for their potentially exclusionary or sexist nature.

- Female researchers'/staff (and progression) excellence, encompassing simulations of the promotion process aimed at increasing the confidence of female academics willing to apply for promotion.

- Raising awareness about gender (in)equality issues, including workshops showing how gender bias in the personnel selection process harms the quality of teaching and research, through the participation in a simulated personnel selection procedure as well as in discussions on academic CVs.

Work-life balance and family friendliness

The toolkit consists of a brief insight on the work-life balance measures adopted by the Erasmus University of Rotterdam, with reference both to pregnancy and childbirth and to care duties and parenthood. With regard to pregnancy and childbirth, for instance, some measures proposed are about supporting women to adapt working and rest hours, to allocate breastfeeding time, to reduce teaching hours, and about work-life coaching. This toolkit works as a point of reference for measures and benchmarks which may be integrated in a Gender Equality Play.

3. GENDER BALANCE IN DECISION MAKING BODIES AND PROCESSES

The research conducted by the EQUAL4EUROPE team of IEDC Bled identified, among H2020 gender equality research projects and internal frameworks of other European higher education institutions, the following best **practices, tools and recommendations aimed at addressing gender imbalances in decision making bodies and processes in AHMSSBL research institutions**.

Actively supporting women in elections for decision making bodies

The EIGE's Gender Mainstreaming website reports some best practices and successful stories about integration of gender equality in research. Among them, there is the positive impact of the EU funded INTEGER project in enhancing gender equality in decision making bodies at Siauliai University (LT). The impact of INTEGER project was significantly positive, allowing the rate of women in the university's Council reach 36.3% in 2014, while in 2011 no women were present. The EIGE report carries out an in-depth analysis of the set of actions adopted at Siauliai University to reach this goal, including directly helping women to design their electoral campaigns, and consulting the university's lawyer about possible ways to increase representation of women in the Council. Further suggestions are provided also through the section about outcomes and lesson learnt. Finally, the effort to reinforce gender equality in decision making bodies at Siauliai University is described also through a YouTube video, which may also be inspiring, as a powerful way to spread information about other gender-related best practices in this or other relevant domains.

Benchmarks on promoting leadership and fostering female leadership in higher education institutions

The EU funded Gearing Roles project developed a Best Practices Report, identifying a number of inspiring practices addressing the promotion of leadership in higher education institutions, as well as initiatives and programs to foster female leadership. Some of the practices presented in the tool include leadership development programs -which provide leaders/potential leaders with the possibility to participate in seminars and develop skills such as identifying particular characteristics and challenges of leadership and strategic management in an academic context-, different forms of leadership training projects and examples of networks aimed at building bridges among universities to implement capacity building.

Fostering gender equality in decision making bodies through international exchanges and organizational training

This Impact story is a small report resulting of the EFFORTI project. This EU funded project aimed at improving gender equality initiatives and at increasing their efficacy, as a way to progress towards the achievement of the European Research Area. The impact story deals with obtaining gender balance in decision making positions, through increased academic and leadership qualifications from international research mobility and leadership training. Two interventions are presented. One is the mobility supporting female researchers to stay at other private or public sector research environments, such as move abroad for a period or invite female researchers from foreign universities or research organizations. The other, leadership training on organizational and hidden structural gender barriers to increase awareness and knowledge about organizational barriers to achieve gender equality in Research, Technological Development and Innovation (RTDI). The report includes, besides the description of these interventions, an evaluation of their objectives and the outcomes related to these measures.

Gender balance in the election procedure

The new election procedure for the Board of Ghent University (Belgium) requires faculties to have at least one male and one female candidate for the elections. If the elections have an unbalanced gender outcome (not respecting the minimum 40/60 balance) the candidate with the least votes from the overrepresented sex (compared to other faculties) has to give way to the faculty's candidate of the other sex with the highest number of votes. Although it triggered some resistances, the new procedures paved the way for substantial changes: as a result of the 2014 election, the Board has now a 50/50 composition. There was no further need to implement positive measures to elect a female representative and the reformed election attracted the most voters ever in the history of the University.

Gendering decision making and communications processes

This report realized by the EU funded FESTA project sets out the structure of positional power and the arenas of decision making in the organizations. Drawing on documentary evidence and interviews with decision makers and committee members in these institutions, it reveals how organization practices in relation to decision making and communications conceal the operation of power and contribute to gender inequality. Recommendations are made which address structural and cultural issues, to facilitate more transparency and accountability in decision making and communications processes and to advance gender equality. These recommendations are about creating structural change, like establishing an independent equality committee with top level support; about cultural change, such as implementing regular meetings between management and staff for information exchange. Or about supporting women to participate fully in the decision-making process, like introducing/enhancing training for women in leadership and decision making.

Improving the meeting culture

Uppsala University developed a methodology for improving meeting culture. A gender-sensitive facilitators' guide for meeting practices was integrated into the leadership programme for managers. The objectives of the task included exploring and developing ways of structuring and managing meetings based on collaboration, negotiation, room and respect for diversity and equal voice, as well as inclusive, transparent and participative processes that may challenge and compete with existing academic meeting cultures and norms.

Increasing transparency and inclusivity in the informal decision making and communication processes

The EU funded FESTA project conducted a comprehensive analysis of measures to increase transparency and inclusivity in the informal decision making and communication processes in research units. The identified solutions should encourage a more active participation of women in all the decision making and communication processes.

A first toolkit is focused on operational methodology for analyzing the impact of informal communication and decision making processes on target institutions. It formulates policy amendments aimed at changing the status quo in situations where participation and transparency are lacking. Some of these policies are: sharing information about structural changes of units/departments in a pre-arranged way (for instance, mailing lists, newsletters); developing informal strategies and open campaigns to promote the appointment of women in committees and

boards; transforming some currently opaque decision-making processes into more transparent ones (such as, establishing clear, ex-ante criteria in fund allocation, or detailing the required activities of PhD students).

A second toolkit deals with operational guidelines to implement increased transparency in decision making. From this point of view, it provides a set of lessons learnt and a set of recommendations to follow when a similar process is going to be undertaken in other contexts. They include technical indications, like utilizing Descriptive metrics helping to measure the implementation process effectiveness. And counter-intuitive hints, such as concentrating on the informal aspects of decision making and communication processes and leaving gender issues in the background as a helpful strategy to better identify key issues in the relationship between gender and informality.

Inspiring stories on gender equality in power and decision making

This publication is a collection of articles written by members of EIGE's Journalist Thematic Network (JTN). It contains real stories on the topic of gender equality in power and decision making in the EU Member States. These stories address different themes, not necessarily linked with the academic sector, such as: occupying a leading position with young children, the peculiar discriminatory dynamics affecting specific sectors and jobs, or the conditions of gender (in)equality in decision making bodies in specific countries.

Leadership engagement on gender equality

The HeForShe project developed a toolbox about organizing a session to explore how leadership can support women to advance in the workplace and how to set an example so that both female and male employees are equally valued. The aim of the session is enhancing an understanding of the benefits of gender equality among the leaders and help leaders to understand what they can do in their own position to influence change. The toolbox offers, first, guidelines for the organizers, for instance establishing that any information disclosed during the session can be reported by those present but the source of that information may not be explicitly or implicitly identified. Furthermore, it provides guidelines for the facilitators of the session, some examples of questions to kick-off and carry out the discussion -such as "What can you, as a leader, do tomorrow to begin to rectify gender inequality?"-, some concluding remarks and a template to prepare pre-questionnaire for participants.

Policy analysis of strategies for gender equality in decision making bodies

The EU funded GEECCO project conducted a detailed analysis of decision making in each of its partner institutions, focusing on differences and similarities in gender (in)equality. For every participating institution, this tool offers a brief description of the school, with detailed explanations of the organization and composition (by sex) of the decision-making bodies and structures. On this basis, it identifies gender-related positive and negative issues for every decision-making body, with included gender-related policies already existent at the school. The tool provides descriptions of these policies, which include Career Advancement Plans and Gender Equality Plans.

Statistical data to assess the current state of play of gender equality in decision making bodies in the EU

Among the tools made available by EIGE, there is the Gender Statistics Database, subcategory "Women and Men in D-M". It serves as a data reference point to assess the current state of play in EU countries, regarding gender of members in National academies of science and in Research Funding Organizations.

4. INTEGRATING THE GENDER DIMENSION IN RESEARCH AND INNOVATION CONTENT

The research conducted by the EQUAL4EUROPE team of Comenius University of Bratislava identified, among H2020 gender equality research projects, the following **best practices, tools and recommendations aimed at integrating the gender dimension in research and innovation content**.

Assessing research merits without gender biases

The toolkit was developed by the GENOVATE EU funded project, and seeks to provide higher education institutions, research bodies and funding institutions with guiding principles on gender equality and diversity competent research excellence standards. Among the addressed area, there is ensuring that the achievements of women and men researchers are assessed on the same basis, providing detailed operational guidelines for that. These guidelines encompass the adoption of evaluation criteria operating on short time-periods, or on pro-rata basis, to facilitate more equal comparisons and prevent women to be disadvantaged if their research track record was temporarily interrupted (for instance in case of maternity leave). Other important guidelines are about the individual circumstances to take into account in evaluating researchers' profiles (such as periods of leave and workloads), and about implementing a continuous monitoring of gender ratio among applicants and successfully candidates, publishing the periodical results.

The final section of the toolkit is dedicated to integrating gender perspectives in knowledge production. Its main goals are ensuring that researchers consider gender dimensions in research design, methods, and dissemination; and supporting specific research on gender and diversity to feed into all disciplines and research subjects.

Correctly identifying the term 'gender dimension'

The Lexicon developed by the EQUAL4EUROPE consortium provides information to correctly identify what is "gender dimension" in research. This term was developed within the European Commission and means integrating sex and/or gender variables and analysis into research. According to EU Commission's Gendered Innovations report, "sex" refers to the basic biological characteristics of females and males, and "gender" refers to cultural attitudes that shape "feminine" and "masculine" behaviors, products, technologies, environments, and knowledge.

Criteria for gender-inclusive activity in pre-academic education

The toolkit developed by the HYPATIA consortium investigates how to create STEM education activities that are gender-inclusive, addressing girls and boys in pre-academic age. The analysis conducted in the toolkit embraces a number of levels (individual, interactional, institutional, and societal/cultural) and examines how conditions and constraints at these levels shape STEM activities leading to inclusion (or exclusion) of various types of learners. The information provided by the toolkit may be useful to address gender inclusiveness in other existing STEM education activities, or to design new gender-inclusive activities. Examples of the solutions offered concern the implementation of different ways of engaging, measures to ensure that the diversity of science is represented to the largest extent possible, and different learning activities. These learning activities also include interpreting and discussing data, confronting diverging points of view, arguing one's perspective, reaching agreement (or not) and understanding wider implications.

Design a gender specific course

The Embedding Gender Knowledge document, developed by the EU project SAGE, deals with the problematics of integrating gender dimension into research content and curriculum. It contains guidelines for integrating sex and gender into scientific research, as well as recommendations on how to design a gender specific course in topics like Gender and Law, Women and gender studies, Gender and media and Gender and politics. The material provided by the toolkit contain detailed descriptions of the courses, including course objectives, overview of lectures and recommended readings.

Gender case studies

This toolkit developed by the EU project PLOTINA includes a large list of case studies concerning the integration of sex and gender dimensions in research. It is aimed to emphasize the variety of areas and topics that might be relevant for a gender-based research. Among the covered disciplinary fields there are:

- Psychology, for instance through the case study "Dyadic adjustment of newlyveds over time", where a gender-based approach was adopted to study the differences in emotion regulation, stress management and conflict resolution of women and men after marriage.

- Health research, including among the case studies also "Choice and linking the fat-rich foods: are there gender-related differences?", investigating different attitudes, between females and males towards fat-rich products.

- Gender studies, with a case study about "Measuring gender inequality at university using an Index. The case of the University Bologna", consisting of a practical application of the University Gender Inequality Index, developed by the University of Bologna and measuring the distance between the situation of gender inequality performed by each university and the maximum level of inequality that can be recorded concerning each domain. And another case about "Developing a postgraduate level online module on gender and research", about developing materials to train scientists to consider gender aspects in their research and obtain ethical approbation for their studies.

- Environmental studies/climate change research, for instance through the case study "Climate change mitigation: gender aspects", verifying the validity of the assumption that climate change affects women and men differently.

- Engineering/technology, for instance through the case study "The influence of gender on the design of drills and the influence of their design and communication to the construction of gender roles", addressing the impact of gender in the design of manual tools.

Gender in research and competitive EU research projects

The toolkit "Gender in EU funded research and innovation" was developed in 2011 by the European Commission. It provides practical guidance on how to integrate gender into research and helps researchers to understand the "gender and science" issue and to become more sensitive towards the gender dimension of/in science. Furthermore, it contains instructions about including the gender dimension throughout a research project,

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eliminating gender bias. Other insights enabling to write a more competitive proposal are about the creation of a gender-balanced research team and on making research results more relevant for the society. Regarding the removal of gender bias in research implementation, some of the most relevant recommendations are about making data collection tools (such as questionnaires and interviews) gender-sensitive, and about taking sex as a central variable, analyzing other variables with respect to it (for example, sex and age, sex and income, sex and mobility, sex and labour).

Gender sensitive teaching

The toolbox was developed in the framework of the Baltic Gender EU funded project. It deals with gender-sensitive teaching, focusing on STEM subjects and examples from Marine Sciences or related disciplines. It concentrates on two facets of gender-sensitive teaching: "Gender in curricula" and "Gender-sensitive teaching setups". Furthermore, it aims to sensitize teaching staff in STEM to firstly pay attention to gender differences in the classroom and second, to give a number of practical ideas to break gender patterns in their direct educational environment.

Some concrete examples from teaching practice are embedded in the toolbox. Among them:

- The utilization of practical cases inspired by real situations to challenge gender stereotypes in academic teaching, for instance showing that the leading role in a group is not always played by men.

- Emphasizing that women can be the main character of a typical men-based example and vice-versa, such as realizing examples presenting a man doing ice skating, when these typical examples involves women.

- Adjusting experiments generally requiring the participation of men, for instance, because they require to lift heavy weights, demonstrating that they can work also with women, simply reducing the weights.

Guidelines about integrating gender in research for research funding organizations, researchers and evaluators

The aim of this tool, realized by the EU funder project GENDER-NET, is to assist three target groups (research funding and performing organizations, researchers, and peer reviewers or evaluators) with the know-how to integrate sex and gender considerations into policies, programs, and projects, raising awareness about the importance of sex and gender in research and innovation.

The toolkit provides specific guidelines and checklists about integration of gender in research for each of the three target groups.

With reference to researchers applying for a grant, for instance, the guidelines contain suggestions about gender integration in key-fields like preliminary literature review, the structure of research questions, and research methods. The checklist provides a series of specific questions linked to the same topics treated by the guidelines.

The toolkit is concluded by a series of concrete examples of integration of gender in research, concerning, among others, topics like "Health, demographic change and wellbeing", European "Inclusive, innovative and reflective societies", and "Protecting freedom and security of Europe and its citizens".

Integrate a gender-sensitive approach into research and teaching

The aim of the toolkit elaborated by GARCIA project is to help researchers integrating the gender dimension in their ongoing research and teaching (of undergraduate, graduate and doctoral courses), and to consider it while preparing new projects and students' curricula.

Research is considered gender-sensitive when it takes into account the differences between men and women in all aspects of the research (from formulating research questions to the outcomes and presentation of results) and when provides equal participation of both women and men in scientific work. Tailored recommendations and practical examples guide the user into integration of gender in research, with specific reference to research design, methodological structure and outcomes.

Gender-sensitive teaching pays attention to gender differences both in creating a syllabus and in class conduct. Specific recommendations are introducing users to gender dimension of the presented contents, including publications that take gender-sensitive approach into the course readings and giving homework assignments that demand from students to think about gender dimension of the subject.

The toolkit is completed by checklists concerning gendered research and teaching, summarizing the mains contents of the toolkit in the form of questions.

Measures to include gender in research, education and for gender balanced research teams.

This toolkit realized by the EQUAL4EUROPE consortium contains recommendations and actions aimed at integrating gender in research. More in detail, the toolkit is divided in three sections, addressing integration of gender in research, in education, and solutions for gender balanced research teams. Among the resources made available by the toolkit there are literature reviews, checklists for gender-sensitive research and teaching, and a lexicon of basic concepts relating to gender in research (see "Correctly identifying the term 'gender dimension").

Research methods and practical indications to integrate gender in research

Gendered Innovations is a project promoted by the European Commission and by the Stanford University, mainly aimed at incorporating gender in research about Science, Health and Medicine, Engineering and Environment. In this context, the website of the project hosts a section about Methods of Sex, Gender, and Intersectional Analysis, providing detailed explanations about methods helping to design sex, gender and intersectional analysis into research from the start. This section includes general methods, about Rethinking Research Priorities and Outcomes, Formulating Research Questions and Intersectional Approaches. More specific methods are available for topics like Health & Biomedicine, Artificial Intelligence, Urban planning/Transportation and Innovation. Furthermore, tailored checklists help the users to integrate gender in research in these specific fields. The checklist about Health and Medicine, for instance, includes indications about adjusting gender dimensions for the proposed research, suggesting to choose a reduced number of gender identities (such as man, woman, non-binary or gender diverse), to pay attention to gender norms and behaviors and to their evolution in the time, and to be careful about the influence that can play the gender identity of the researchers.

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