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# Report on collected best practices of gender-sensitive research in partners' institutions

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## INTRODUCTION

This report offers a series of case studies demonstrating integration of gender dimension in research and teaching. The case studies build upon the examples identified by partners of the Equal4Europe project as good practices within their institutions. The main goal of the case studies is to provide practical, hands-on examples of how to work with the gender dimension and demonstrate the added value of gender-sensitive approaches in research and teaching.

The main target group of the case studies are early career researchers and university teachers in AHSSMBL disciplines, especially those who are new to the topics of gender. Presented examples should help them consider gender in situations such as preparing a research design, writing research papers or developing the course syllabus. They should also highlight that integration of gender dimension is more than just a mere head-counting and has to be based on the reflection of how gender relations are anchored in the social reality and how they are forming it.

But not all case studies only target individual researchers - some offer inspiration for leaders and managers in research-performing organisations. These concern mainly the practices introduced to encourage networking of researchers working on gender-oriented research or support the career development of female researchers to increase gender balance within an institution.

The first case study elaborated by ESMT introduces the research paper challenging common assumptions that self-confidence differs between men and women. It asks whether gaining influence varies per gender and examines the role of self-confidence appearance in influencing an organisation. The case study demonstrates integrating the gender dimension throughout the research process, from the conceptualisation of the problem to the discussion of results. It also offers an example of how different practical implications for female and male employees, both at the individual and organisational levels should be considered in the research findings.

Another example of integrating gender throughout the whole research process can be found in the contribution from INSEAD presenting their research on the impact of perceptions of the workplace on men's and women's turnover intentions and wellbeing. The research focuses on employees' perceptions that their institution is supportive of inclusion, gender equality, or competitive masculinity as three dimensions relevant to the business context. The case examines how gender and rank influence not only a person's perception of the work environment, but also their turnover intentions and wellbeing. The case study also points out the challenges that might arise due to the lower involvement of men in gender-oriented research.

ESADE contributed with an example of a research paper focused on using controlled experimental research (in behavioural economics) to identify the gender differences in multiple-choice test scoring. The paper also demonstrates how the results of such a study can be used to improve existing processes that might contribute to the reproduction of gender inequalities - e. g. by updating the design of grading systems to ensure that these do not disadvantage women.

The second case study from ESADE offers an example of how an elective course on Managing Diversity and Inclusion engages students through assignments requiring them to analyse data on different dimensions or categories of diversity, including gender. Using critical analysis, students identify the gap between existing policies and those

needed to achieve equality and full participation of employees in organisational life. They also propose policies and specific actions to address this gap between rhetoric and reality effectively.

An example of how gender is addressed in teaching different Social Sciences and Humanities disciplines is included in the case study from the Comenius University presenting the gender-oriented courses across several study programmes (sociology, psychology, ethnology, political science, and elementary education) taught at the three SSH faculties. Rather than describing the courses, the case study aims to demonstrate how integrating gender-oriented courses can enable students to experience and practice interdisciplinarity, provides them with the tools for doing better and more relevant research, and helps them develop practical skills for their professional practice. A specific example of integrating gender in teaching a history of philosophy is also provided.

The case study from IEDC presents a mentoring programme to fast-track the academic career of four young female researchers to improve the gender balance among the faculty members. A comprehensive programme provides mentees with an opportunity to build on their research and teaching skills, benefit from training sessions and leadership development programs as well as have opportunities for networking and participation at high-level research conferences.

The last case study offers an example from the Rotterdam School of Management, where Diversity & Inclusion lunches are organised so researchers engaged in gender-oriented research can meet. The lunches are held once every quarter, and participants are invited to present their gender research, add items to the agenda and forward this initiative to other researchers to widen the scope of this gathering. This activity not only supports the networking of researchers but also increases the visibility of gender-oriented research at the Faculty.

The last contribution in this volume differs from the previous case studies in several ways. Instead of institutional perspective it offers a very personal perspective of individual researcher. This is reflected also in a different structure of the text and its personal tone which should make the text more relatable to young researchers who, just like the author, have to find their own way of reflecting gender in their work. The case study presents a project in which gender was a layer of the analysis but not one of the key categories of research. It gives a reflection on the challenges of integrating gender and gendered inequalities into research and examples that illustrate that despite researchers' commitment and sensitivity to gender equality, meaningful integration of gender into research requires constant dialogue between methods, data and structural context within which they are produced.

## 1. CASE STUDIES FROM E4E INSTITUTIONS

### 1.1 INTEGRATING GENDER IN RESEARCH: PAPER ON SELF-CONFIDENCE AND INFLUENCE IN ORGANISATIONS

<b>Institution</b>	ESMT
<b>Discipline</b>	Organisational Behaviour; Human resources
<b>Short summary</b>	<p>The paper challenges common assumptions that self-confidence differs between men and women. It asks whether gaining influence varies per gender and examines the role of self-confidence appearance in influencing an organisation. Essential practices of gender integration include:</p> <ol style="list-style-type: none"> <li>1. Integrating the gender dimension throughout the research project, from the conceptualisation of the problem to the discussion of results.</li> <li>2. Specifying how the research findings have different practical implications for female and male employees, both at the individual and organisational levels.</li> </ol>
<b>Context</b>	<p>Appearing self-confident is instrumental for progressing at work. However, little is known about what makes individuals appear self-confident at work. We draw on attribution and social perceptions literature to theorise the antecedents and consequences of appearing self-confident for men and women in male-dominated professions. We suggest that performance is one determinant of whether individuals are seen as confident at work and that this effect is moderated by gender. We further propose that the appearance of self-confidence increases the extent to which individuals exert influence in their organisations. However, for women, appearing self-confident is not enough to gain influence. In contrast to men, women in addition are "required" to be prosocially oriented. Multisource, time-lag data from a technology company showed that performance had a positive effect on self-confidence appearance for both men and women. However, the impact of self-confidence appearance on organisational influence was moderated by gender and prosocial orientation, as predicted.</p> <p>Through self-confidence appearance, job performance directly enabled men to exert influence in their organisation. In contrast, high-performing women gained influence only when their self-confidence appearance was coupled with prosocial orientation.</p>
<b>How is gender integrated in this research</b>	<ul style="list-style-type: none"> <li>• Gender issues are shown to be relevant in understanding the research problem. e.g., how gender is associated with self-confidence appearance and influence in an organisation and how it is coupled with prosocial orientation</li> <li>• The context examined is acknowledged to be gendered, i.e., a multinational software development company</li> <li>• Gender is used to formulate three of the five hypotheses of the study e.g., the positive relationship between job performance and self-confidence appearance is moderated by gender, such that it is stronger for men than women.</li> </ul> <p>Orthe relationship between job performance and organisational influence is mediated via self-confidence appearance and moderated by gender and prosocial orientation.</p>

	<ul style="list-style-type: none"> <li>• The sample includes both male and female respondents (even if 77% were male and 23% were female).</li> <li>• The analysis of data and the interpretation of results are offered for both male and female samples.</li> <li>• One of the challenges of examining the selected measures in a male profession was that the sample of women included was small. In this study, only 23% of the engineers in the sample were women. This challenge was addressed by acknowledging it as a limitation.</li> </ul>
<p><b>What could be done differently</b></p>	<p>The integration of the gender dimension was consistent in the research paper. However, the analysis of other intersecting factors (age and ethnicity, for example) in understanding self-confidence appearance and influence in an organisation could have been included.</p> <p>Also, a better understanding of the organisation could be helpful in the interpretation of results.</p>
<p><b>Key learning points</b></p>	<p>Our results have practical implications for gender equality and leadership. They suggest that HR and senior management should play a key role in building more diversity-friendly organisations. In particular, ensuring that the same job requirements – explicit and implicit – are applied to both female and male employees is crucial for fair individual outcomes in organisations.</p>
<p><b>Resources to explore</b></p>	<p>Guillen, L., Mayo, M., Karelaia, N. (2017). Appearing self-confident and getting credit for it: Why it may be easier for men than women to gain influence at work, Human resource management, 57 (4), <a href="https://doi.org/10.1002/hrm.21857">https://doi.org/10.1002/hrm.21857</a></p>



## 1.2 RESEARCH ON MASCULINITY, DIVERSITY AND INCLUSION AT WORK: EXPERIENCE FROM E4E PROJECT

<b>Institution</b>	INSEAD
<b>Discipline</b>	Organisational Behaviour and Economics
<b>Short summary</b>	<p>This research examines the impact of perceptions of the workplace on men's and women's turnover intentions and wellbeing. The context is that of Equal4Europe, a European-funded project which interrogates gender dynamics in research performing business development institutions. Women are persistently less represented in these fields, in higher ranks of the career pipeline. Whilst this is true across faculty groups, administrative and supportive roles are in majority held by women. Previous research in this context suggests that women feel less included and less supported in their workplaces. These different, gendered experiences may cause women to leave careers in research faculty to a greater extent than their male counterparts. In this research, we focus on employees' perceptions that their institution is supportive of inclusion, of gender equality, or of a competitive masculinity, as three dimensions that are relevant to the business context. To address this question, we use data collected in 2020 across 6 different research institutions. Throughout the analysis, we account for important socio-demographic parameters and indicators of a person's household composition. We examine how gender and rank influence not only a person's perception of the work environment, but also their turnover intentions and wellbeing. To effectively understand the potential role of gender, we equally conduct a series of interaction effects to identify differences in gender effects across the main occupational groups of our study.</p>
<b>Context</b>	<p>Women often report they feel less "included" in organisations than their male counterparts. One concern with this gap in feelings of inclusion is that it may lead to women leaving certain organisations/careers because they feel less "at home", and hence be a contributor to the leaky pipeline. Fixing the problem to make the environment more welcoming to women is, however, risky if it makes men feel less welcome. There is indeed increasing evidence and reports of backlash against gender diversity and equality policies (Bertrand 2020). There are also growing reports of "gender fatigue", where men and women alike feel burdened by the emphasis on gender policies.</p> <p>Here, we study whether there is a trade-off between making workplaces more inclusive for women and men's wellbeing in organisations and whether an excessive focus on gender issues can have unintended adverse effects. We focus on three dimensions of professional climate and norms that are relevant in this context. The first is the extent to which norms of expected (and rewarded) behaviours are stereotypically male. The second is whether the organisation is characterised by a favourable climate for inclusion (i.e values individuals regardless of group/social category membership). The third dimension we focus on is the perception that the institution promotes gender diversity and equality.</p>

	<p>We find that while women do perceive their environments as being more stereotypically masculine, less inclusive and less supportive of gender equality than men, there is no trade-off between the two genders: the key dimensions that make workplaces better for women also benefit men. More concretely, in our data, a less masculine and more inclusive climate predicts lower turnover intentions and higher workplace wellbeing for men and women in an identical way: men and women do not value our measured workplace characteristics differently. Nor do faculty and staff: reducing masculinity and increasing inclusion benefits all in the same way. However, we find some evidence of equality efforts having unintended consequences: the focus on gender equality benefits men even more than women in terms of their workplace wellbeing.</p> <p>As a whole, our paper suggests that reducing masculine cultures and increasing inclusion is much better than focusing on gender equality to promote women's wellbeing and retention and have the additional benefit that they also benefit men.</p>
<p><b>How is gender integrated</b></p>	<p><u>Research in the project identification stage:</u></p> <p>The data for this research paper was collected as part of E4E project. The outstated objective of this initiative is to contribute to increased gender equality in the European Research Area (ERA). This starts by identifying the multifaceted gender issues in this area. Amongst others, women still face higher barriers to recruitment, career progression and retention. Next, women are less included and represented in decision-making processes. Further, gender is still weakly integrated in research, teaching and innovation content. As such, the questions at the heart of the research aim to address persisting gender issues.</p> <p><u>Research design:</u></p> <p>The research project is designed to take stock of and address negative gender dynamics in academia. The project is composed of multiple work packages aiming to improve gender equality. The following paragraphs focus on a specific package consisting of a survey distributed to staff and faculty in the 6 institutions. The latter assesses the prominence of negative norms and behaviours which may be particularly detrimental to women.</p> <p>As a first step, members from across the E4E consortium collated relevant measures of workplace perceptions and their validated measurement scales. Notably, the research team consists of members from a broad range of backgrounds and disciplines. This variety ensured that important questions are not missed, and that the research reflects a broad range of experiences and perceptions. At this stage, the specific objective was for members to review recent literature on different workplace dynamics which may be impacting women's propensity to remain or leave their institutions. This implied a literature review across several fields of research, referring directly and indirectly to gender dynamics. Indeed, considering workplace perceptions that may not explicitly be expected to affect men and women differently was equally important.</p>

As a second step, the survey was designed to incorporate these main indicators of workplace perceptions. The survey also included a broad range of institutional and individual parameters expected to impact workplace perceptions and outcomes. These parameters were selected from the literature review as potential factors contributing to differences between men and women. For example, we include indicators of household composition to account for whether a respondent has a spouse, has dependent children, or is the main breadwinner, amongst others. Similarly, we account for institutional parameters, such as a respondent's research department and tenure. Having a large panel of survey variables allows us to be confident in subsequently isolating the relation between gender, workplace perceptions and our outcomes of interest. We also include parameters that account for contextual differences between the institutions.

Finally, the survey was transposed to Qualtrics, tested and validated by all members of the institutions. Here, we ordered questions to avoid pre-empting participants' thoughts and responses. We also aimed for the final formulation to be as neutral as possible and interpretable identically across male and female respondents.

Data collection:

The collection process rolled out over several months. Each institution sent out a survey link to staff and faculty, inviting them to participate in the study. The decision to survey both occupational groups was important as including staff respondents allowed us to increase the representation of women in our sample.

To encourage participation, the survey was preceded by a section explaining the voluntary nature of the research, the anonymity of the data collected, and the objectives of the research. Note, however, that in presenting these objectives, the gender dimension was slightly nuanced, such to avoid both male and female respondents from being biased by the idea of yet another "gender questionnaire". Similarly, we explained that participants could skip any question they preferred to avoid and modify their responses at any stage of the questionnaire.

In total, we issued two email reminders to ensure maximum response. Once the Qualtrics questionnaire was closed, we collated all responses, from all institutions into a single dataset for analysis.

Data analysis:

At each stage of the analysis, we considered respondents' gender. First, we analysed missing responses and response patterns to ensure that both gender groups responded similarly to the survey. Then, we restricted our sample to complete cases representative of both genders.

Second, we conducted mean and regression analyses controlling for gender effects. We also developed interaction terms to control for differential gender dynamics in the two main occupational groups (staff and faculty). In other words, we explored our main research question on the relation between workplace perceptions and

	<p>outcomes whilst consistently interrogating gender dynamics. Third, in writing up the results, we carefully reported both cases of gender differences and gender similarities. Indeed, the objective was not to fish for significant gender differences in our results, but to highlight cases where men and women react similarly and discuss the implications of these similarities. Indeed, we aimed for our research contribution to highlight acknowledge gender differences, but also to report instances where both men and women suffer equally from gendered dynamics in their workplace.</p> <p><u>Dissemination</u></p> <p>We are currently in the dissemination process. Given the multidisciplinary nature of the research team, the objective would be to disseminate results to as wide an audience as possible. In addition to conferences and seminars, we aim to present the results to internal stakeholders. Overall, we note the importance that our main results highlight the potential benefits, for both men and women, of improving workplace climates.</p>
<p><b>What could be done differently</b></p>	<p>It is likely that suggestions on how to improve the research design and analysis will emerge once we start disseminating our results. This said, we highlight some key learning points in the following paragraphs.</p>
<p><b>Key learning points</b></p>	<p>Challenge relating to the dissemination strategy is to ensure that the results are effectively communicated across the institutions. It is difficult to anticipate the extent to which these results will be transposed to institutional policies. How this is related to gender, also, is that men still hold more decision-making positions relative to female counterparts (this is also true beyond our 6 participating institutions). There is an imbalance between female-dominated research teams and male-dominated decision-makers. Perhaps one way forward would be to ensure, at the initial stages of the research, that key institutional decision-makers be made aware of the research and are committed to considering the findings, whatever they may be.</p>

### 1.3 BRAVE BOYS AND PLAY-IT-SAFE GIRLS: GENDER DIFFERENCES IN WILLINGNESS TO GUESS IN A LARGE SCALE NATURAL FIELD EXPERIMENT

<b>Institution</b>	ESADE, Department of Economics, Finance and Accounting
<b>Discipline</b>	Economics, Experimental Economics
<b>Short summary</b>	Multiple-choice tests are extensively used to measure individuals' knowledge and aptitudes. We studied gender differences in willingness to guess using approximately 10,000 multiple-choice math tests, where, for all participants, in half of the questions, omitted answers were rewarded, while for the other half, they scored the same as wrong answers. Using within-participant regression analysis, we show that female participants leave significantly more omitted questions than males when there is a reward for omitted questions. This gender difference, which is stronger among high ability and older participants, hurts female performance as measured by the final score and position in the ranking. We conclude that it is important to use gender-neutral scoring rules that do not differentiate between wrong answers and omitted questions in order to accurately measure individuals' knowledge and aptitudes.
<b>Context</b>	We study a large math multiple choice competition in which high school students compete for prizes. By varying the penalty imposed over wrong answers, we can study the differential effect of boys and girls in their answering patterns and, as a consequence, who wins the competition.
<b>How is gender integrated</b>	The whole purpose of the study is to check the inefficiencies in winner selection of different ways of grading multiple choice exams. The gender perspective is inherent to the project.
<b>What could be done differently</b>	We conclude that it is important to use gender-neutral scoring rules that do not differentiate between wrong answers and omitted questions in order to accurately measure individuals' knowledge and aptitudes.
<b>Key learning points</b>	The main difficulties in studying this issue are: <ol style="list-style-type: none"> <li>1. Convincing institutions that controlled experimental research is crucial to answer this question, and that observational evidence is not enough.</li> <li>2. Convincing educational institutions that penalties and rewards for wrong answers create gender differential unfairness</li> </ol>
<b>Resources to explore</b>	<ol style="list-style-type: none"> <li>1. <a href="https://drive.google.com/file/d/1rjCPzVJ5Au1uorwqN7EkjnENsxlUvcsh/view">https://drive.google.com/file/d/1rjCPzVJ5Au1uorwqN7EkjnENsxlUvcsh/view</a></li> <li>2. <a href="https://pedroreybiel.com/wp-content/uploads/2022/02/cvweb.pdf">https://pedroreybiel.com/wp-content/uploads/2022/02/cvweb.pdf</a></li> </ol>

### 1.3 GENDER IN MANAGING DIVERSITY: ENCOURAGING STUDENTS TO DO GENDER ANALYSIS

*Case study prepared in collaboration with Conxita Folguera Bellmunt*

<b>Institution</b>	ESADE, People Management and Organization Department
<b>Discipline</b>	Managing Diversity and Inclusion
<b>Short annotation</b>	<p>This case study describes the role of gender in an elective course on Managing Diversity and Inclusion for BBA students. Over the course, Students are required to analyse data on different dimensions or categories of diversity in contemporary societies and organisations and their organisational policies and proposed practices. Using critical analysis, we will identify the gap between existing policies and those required to achieve equality and full participation of employees in organisational life. Students, working in teams, will propose policies and specific actions to address this gap between rhetoric and reality effectively. Gender is one of the categories analysed, and most teams choose gender as one of the two dimensions of their project.</p>
<b>Context</b>	<p>This course is an opportunity for individual development and teamwork, with students coming from different cultural backgrounds. As well as BBA students from the international BBA at ESADE, about half (or more) of the 30 participants come from exchange programs of different educational institutions. Students work in teams of five and learn about how gender and other diversity categories are experienced and addressed in different countries. It should be noted that teamwork requires collective thinking, building on the ideas and knowledge of the different members of the team and including them in the common project. Links between diversity and innovation are discussed. It is often assumed that diversity in teams leads to innovation and students can discuss if this is the case. Students have an opportunity to analyse their own behaviour in teams. While respecting the privacy of what individuals decide to share about their own personality and personal views and opinions, teamwork offers an opportunity for learning about oneself and others.</p>
<b>How is gender integrated</b>	<p>Gender is addressed as one of the categories to be analysed when addressing Diversity, Equality and inclusion in organisations. From the very beginning, most of the students choose gender as one of the dimensions, but the course requires to address also other diversity categories. Participants are required to identify the different dimensions or categories of diversity (race/ethnicity, disability, sexual orientation, age, language and culture, socio-economic status, ideology, religion or beliefs, rural/urban background and gender, among other) and distinguish these dimensions from others used in the organisational context such as professional background, attitude and behaviour in the workplace, etc. The course offers participants the opportunity to understand and correctly use the concept of intersectionality.</p> <p>The diversity of backgrounds offers students information and experiences on gender that differ worldwide. Last (2021-22) editions included students from USA, Canada, Japan, Côte d'Ivoire, France, Portugal, Colombia, Brazil, Germany, and Romania, among others. The composition of the course changes in each edition, depending</p>

	<p>on the students that choose the elective. This diversity offers participants a richness of experiences and helps them to have a more acquainted and nuanced perspective of how gender is experienced and how different approaches may be needed to address gender equality in different parts of the world.</p>
<p><b>What could be done differently</b></p>	<p>The course does not only focus on gender - while this allows a more nuanced understanding, as indicated above, it results in a limitation of time dedicated to this dimension. This could be addressed by creating a new elective, "Gender in organisations", which could also address other relevant categories of diversity, but in which gender would have the central role.</p>
<p><b>Key learning points</b></p>	<p>There is not enough academic material created in different parts of the world about gender (and about other diversity categories). Appropriate readings are available in English (ex: Harvard Business Review short readings or explainer videos), and most of them report Anglo-Saxon and Western Perspectives. It is challenging to find appropriate readings and cases about gender from other non-Western Perspectives. The same happens with examples taken from the news. Since English is the language of the course, the examples are limited to the press in English. Even when some media examples of different non-English speaker countries are selected (what is done often), these are in English (Ex: the Korean Times, The Indian Times, The Nigerian Times). These media are already originally "produced" in English, which is already a distortion of the information reported. There are not (enough) sources produced in the language of the country ("created" from that country's perspective) translated into English. A western lens, in many of the available materials, is nearly impossible to overcome.</p>
<p><b>Resources to explore</b></p>	<p>Netflix and other fiction materials written and produced from different cultural perspectives offer a source to explore.</p>

## 1.4 GENDER IN FOCUS: EXAMPLES OF GENDER-ORIENTED COURSES ACROSS DIFFERENT SSH DISCIPLINES AT COMENIUS UNIVERSITY

<b>Institution</b>	Comenius University in Bratislava
<b>Discipline</b>	Psychology, sociology, ethnology, political science, and education science
<b>Short annotation</b>	<p>The case study provides an example of how gender is addressed in teaching different SSH disciplines at Comenius University in Bratislava through presenting the gender-oriented courses across several study programmes (sociology, psychology, ethnology, political science, and elementary education) taught at the three SSH faculties. The case study builds on the analysis of the syllabus of the courses and focuses on the content of the course but does not address the pedagogical approaches and methods used in their delivery. Rather than describing the courses the case study aims to demonstrate how integrating gender-oriented courses cannot only contribute to a better understanding of the concept of gender and its implications for the specific discipline but also enables students to experience and practice interdisciplinarity, provides them with the tools for doing better and more relevant research and helps them develop practical skills for their professional practice. The case study can be used by teachers who want to develop gender-oriented courses or want to integrate gender within the other existing courses in their study programmes.</p>
<b>Context</b>	<p>The case study presents the courses that are part of the bachelor's and master's programmes at three SSH faculties of Comenius University in Bratislava. Specifically, it is based on the courses:</p> <ul style="list-style-type: none"> <li>• Gender Aspect of Ethnology (undergraduate level, elective course)</li> <li>• Gender Aspect of Psychology (graduate level, elective course)</li> <li>• Gender Aspect of Sociology (graduate level, elective course)</li> <li>• Gender in Political Science (graduate level, elective course)</li> <li>• Gender aspect of Education (graduate level, compulsory course)</li> <li>• Gender Policies (graduate level, compulsory course)</li> </ul> <p>A short description of the courses is available in the table at the end of this case study. The case study focuses on the content of the courses building upon the information included in the official syllabus of the presented courses and does not address the teaching methods used in their delivery.</p>
<b>How is gender integrated</b>	<p>The courses presented in this case study focus on gender aspects of a specific discipline or topic. Their content is structured in a similar way starting with introducing the basic terms and concepts related to gender studies and continuing with (1) discussing and applying those concepts across the discipline-specific topics and problems or (2) applying the discipline-specific methodological tools to the gender-related. In some cases, a short historical overview is also provided. Most courses also include practical application of the knowledge on specific cases studies or small research assignments.</p> <p>The aim of this case study is however not only to provide an example of how gender-specific courses can be structured across different SSH disciplines. It also aims to demonstrate that such courses can not only deepen the understanding of gender, but</p>



	<p>they also enable students to practice interdisciplinarity and help them develop skills for both research and professional practice regardless of whether its focus is gender or not. What all above-mentioned courses have in common is:</p> <ul style="list-style-type: none"> <li>• <b>Paying attention to methodological perspective:</b> One of the expected outcomes presented courses have in common is that they teach students how to use gender as an analytical category or apply gender-sensitive approaches in their research. By drawing attention to this, the courses help students improve their research skills for both critical reviews of existing research and doing their own research.</li> <li>• <b>Embracing interdisciplinarity:</b> Gender studies themselves are interdisciplinary, it is therefore hardly possible to teach about gender aspects without reaching out to other disciplines. Through discussing issues such as e. g. division of labour in the family or the labour market students need to appreciate the perspectives of other disciplines and understand the importance of interdisciplinarity in analysing the complex social phenomenon. They also understand better how they can contribute to analysing those phenomena through tools and knowledge from their own discipline. Such experience might considerably increase their ability to engage in interdisciplinary research.</li> <li>• <b>Linking theoretical concepts to their application in professional practice:</b> The courses do not only focus on theoretical concepts. They also have a strong practical dimension. E. g. course on gender in political science requires that students apply the acquired knowledge on the examples of specific policies and helps them to develop the skills needed for this. The syllabus of the course on gender aspects of elementary education provides a good example of how theoretical concepts can be linked to professional situations in which understanding gender can be helpful (e. g. understanding the relationship between gender and sexuality helps teachers to intervene in cases of sexual abuse or understanding gender dynamics in the group can help them in preventing harassment).</li> </ul>
<p><b>What could be done differently</b></p>	<p>The majority of presented courses work with gender as a binary concept focusing on gender relations of men and women. To ensure inclusivity of the course other gender identities and intersectionality with other forms of inequality could also be addressed (e. g. in context of Slovakia looking on intersection of gender and ethnicity or socio-economic background is of particular importance, especially with regard to the Roma women and multiple forms of discrimination they face).</p> <p>Even though the courses focus on gender, some of the syllabuses do not use gender-sensitive language (in Slovak version of the documents).</p>
<p><b>Key learning points</b></p>	<p>Gender is a conceptually challenging and complex topic. Linking it to discipline-specific problems and encouraging students to look at their discipline through gender lenses might help them to understand the nuances of the concept and the added value it can have for both their research and professional practice.</p>
<p><b>Resources to explore</b></p>	<p>See annex No. 3</p>

## 1.5 HISTORY OF PHILOSOPHY THROUGH GENDER LENSES

<b>Institution</b>	Comenius University in Bratislava
<b>Discipline</b>	Philosophy
<b>Short annotation</b>	The case study builds on research into the history of philosophy which is commonly viewed and presented as a collection of ideas of as the history of the ideas of renowned men, where women are almost absent. It provides an example of how integrating gender perspective helps to enrich and correct the traditional picture about philosophy as male dominated enterprise, to reveal women philosophers and their ideas which are not included in the “philosophical canon”, but also hidden, or in some cases explicit androcentrism and sexism in philosophical theories. It also demonstrates how using gender perspective can improve our understanding of philosophy and its history, but also contribute to our current understanding of gender in terms of maleness and femaleness and their historical roots.
<b>Context</b>	In the philosophical canon, which is to be conceived as a list of renowned men and their ideas presented to students at Slovak universities as the highest endeavours in philosophy or as a benchmark of excellent philosophical work, female figures are left behind. That means that philosophy and its history are presented as male domain. Moreover, in some philosophical concepts women are often disparaged, particularly their intellectual capabilities and moral qualities, and this occurs even where women and men or the differences between them are not directly addressed, but where human beings in general are the subject of consideration. Hidden behind the universalistic language of traditional philosophy, we often find the male perspective—in referring to humans in general, philosophy was often, in fact, describing men. This hidden kind of androcentrism can be revealed just by integrating gender perspective into researching the philosophical canon.
<b>How is gender integrated</b>	<p>The research presented in this case study focuses on gender in the history of philosophy. It involves a criticism of the philosophical canon in general from a gender perspective as well as research on concrete philosophical ideas on gender relations elaborated by two 19<sup>th</sup> century British philosophers, John Stuart Mill and Harriet Taylor Mill.</p> <p>The aim of this case study is to provide an example of how integrating gender perspective a) provides a correction of one-sided, mainly androcentric view on the history of philosophical ideas b) reveals women philosophers who had been made invisible and silenced c) reveals „old“ ideas on gender equality relevant also currently.</p> <p>This is achieved through:</p> <ul style="list-style-type: none"> <li>• <b>Problem identification:</b> the research presented in this case study identifies various forms of androcentrism or maleness in the history of philosophy, e. g. that the basic norms and ideals of philosophy, such as rationality and objectivity, are similar as cultural signs of masculinity; hidden or overt misogyny and sexism</li> </ul>

	<p>in the opinions of the canonical figures of European philosophical tradition. The indifference of traditional philosophy to gender was associated with the negative “portrayal” of women by many „canonical“ philosophers.</p> <ul style="list-style-type: none"> <li>• <b>Research design:</b> the research was designed to take gender as an analytical category and methodological tool of a historical-philosophical analysis. This enables to uncover various ways in which women and gender relations were excluded from philosophy also in terms of the content of many philosophical theories.</li> <li>• <b>Analysis:</b> the main research results are the following:             <ul style="list-style-type: none"> <li>- In the case of Harriet Taylor Mill, a woman philosopher in the first half of the 19th century, a special “strategy of exclusion”—concealment as a mechanism for maintaining men’s dominion was identified.</li> <li>- As to the history of philosophy, various ways of excluding women from being part of the philosophical canon were identified – from the overt misogyny in philosophical theories and disregarding female thinkers completely, to more subtle ways of depreciating female philosophers by accentuating their personal life rather than their ideas. It has been demonstrated that it is not enough to identify whether female philosophers are mentioned, but it is necessary to explore the precise ways of talking about their contribution.</li> <li>- The research has shown that even in the case of renowned male philosophers, less attention has been paid to their writings focused on gender issues – while Mill’s book “On Liberty” is a standard part of the philosophical curriculum, his writing “The Subjection of Women” is not usually part of academic or standard textbook interpretations of Mill’s philosophy.</li> <li>- As for the ideas concerning gender equality articulated by Harriet Taylor Mill, there was shown how some of them (e. g. ideas concerning economic independence, criticism of the dichotomy between the private and the public spheres, stressing that unequal relationship between man and woman is harmful to men themselves) are relevant not only in this historical context, but also currently. Arguments elaborated by Joh Stuart Mill towards a „full equality“ between women and men and in order to discredit prejudices against women were reconstructed and shown as valid even today.</li> </ul> </li> <li>• <b>Dissemination:</b> the results of this research have been used (besides being published) also in teaching courses on history of philosophy.</li> </ul>
<p><b>What could be done differently</b></p>	<p>The research has used gender as a binary concept referring to relation between men and women.</p>
<p><b>Key learning points</b></p>	<p>The main challenge for the research is to ensure its impact on the philosophical canon presented to the students of philosophy. It has been addressed by the author by designing an elective course Feminist philosophy in the historical perspective on</p>

	her faculty, supplementing thus the courses on the history of philosophy taught by other teachers.
<b>Resources to explore</b>	<ol style="list-style-type: none"><li>1. <a href="https://philpapers.org/rec/SZAMLF">https://philpapers.org/rec/SZAMLF</a></li><li>2. <a href="https://www.ceeol.com/search/article-detail?id=5247">https://www.ceeol.com/search/article-detail?id=5247</a></li></ol>

## 1.6 MENTORING PROGRAMME FOR FAST-TRACKING ACADEMIC CAREERS OF YOUNG FEMALE ACADEMICS

<b>Institution</b>	IEDC-Bled School of Management, Postgraduate Studies
<b>Discipline</b>	Gender Studies; Sustainability & Ethics; Cross-Disciplinary
<b>Short summary</b>	<p>In order to enhance the gender ratio in the medium to long term, the mentoring programme at IEDC seeks to accelerate the academic careers of four women between the ages of 28 and 35. Gender balance among the faculty members would have a beneficial impact on the diversity of views and as such improved quality of research output. Mentees, each supported by their mentor who will compose a development plan with them, will have the opportunity to build on their research and teaching skills, benefit from training sessions and leadership development programs, and have opportunities for networking and participation in high-level research conferences.</p> <p>Since IEDC identified the integration of gender dimensions and perspectives into research and teaching as one of five priority areas in its GEP for the period 2022-2024, mentors will pay particular attention to supporting this objective through equipping mentees with the academic and practical skills necessary for the implementation of this goal.</p> <p>The first phase of the pilot mentoring programme will launch in late 2022 and is expected to last until 2024; this initiative's long-term goal is to establish a long-lasting mechanism and the necessary processes to support the continuous assurance of quality and relevance at IEDC.</p>
<b>Context</b>	<p>The mentorship programme is one of the institution's responses to the underrepresentation of women in the IEDC core faculty (see IEDC GEP – Table 2; observed period 2017-2019) and an absence of gender-sensitive research and topics in the programmes taught. The results of a 2019 internal survey revealed that the majority of faculty members strongly disagreed that gender and/or sex is particularly relevant to their field, which suggests there might be a lack of knowledge on how gender affects management as a scientific discipline and management in practice.</p> <p>Through the mentorship programme, the IEDC seeks to improve the mid to long-term representation of women in the faculty, as well as impact the way faculty members relate to gender-sensitive topics and how they incorporate them into their academic work. This will ultimately significantly impact the quality and relevance of research and teaching at the institution.</p> <p>The mentoring program falls under the broader development of the research infrastructure at IEDC to achieve greater relevance and impact, addressing several aspects.</p> <p>First, an overview of existing research practices will be provided, with particular attention to gender-insensitive, gender-neutral (which typically means male as the default ), and gender-blind practices. Identified gaps will be strategically addressed</p>

	<p>through the development of gender-sensitive research practices. To this end, the institution will build its research capacity and capabilities and seek talent outside its usual scope of practice.</p> <p>The second aspect concerns addressing the gap between research findings and their use in curricula and study programs.</p> <p>The third aspect concerns the gap between informal research practices and their formal documentation. Current epistemic and ethical standards and criteria will be reviewed with particular attention to gender equality and equity. A code of conduct for researchers will also be developed and adopted.</p> <p>Fourth, the institution will work to bridge the gap between research and practice by extending scientific knowledge to new areas of research. In this way, new research will add value to society and address broader societal needs. Expanded research areas will also be more relevant to users of scientific knowledge and civil society.</p>
<p><b>How is gender integrated</b></p>	<p>Throughout the mentoring programme, mentors will acquaint mentees with gender-sensitive research approaches and sensitise mentees to gender-related aspects of their respective research fields. Given the varying levels of experience mentees have with gender-related issues and conducting academic research through the prism of gender and/or sex, the mentors will also act as facilitators for peer learning.</p> <p>The extent to which gender-related topics will feature in the mentees' research work is to be determined pending the first research workshop in October 2022 and will vary depending on each mentee's research field. Some mentees have expressed interest in research topics directly addressing the matter of gender in academia and business. In contrast, others' prospective research fields are likely to touch upon gender aspects tangentially (such as through (social) sustainability and ethics).</p> <p>Another, if more indirect way in which gender is integrated into the mentoring programme are the institutional implications of mentoring young women, i.e. supporting their professional development and enabling their advancement to academic leadership positions. In the mid to long-term, they are therefore expected to be in a position where they have the capacity to, among other things, impact research practices and processes at IEDC and the way gender-sensitive topics are featured in curricula and course design.</p>
<p><b>What could be done differently</b></p>	<p>The mentoring programme is by no means a stand-alone response to the challenge of better integrating gender dimensions into research and curricula. Rather, it should be regarded as groundwork for further steps to address the lack of gender dimensions in the programmes.</p>

	<p>While mentees benefitting from this programme are expected to be highly sensitised to the topic of gender in academia and equipped with advanced knowledge on how to integrate these into existing curricula, there needs to be an understanding among leadership and other involved actors that the mentoring programme is only one of many steps for introducing the desired changes to the institution. Since curriculum design is not heavily regulated and lecturers have considerable autonomy in this area, a more structural and comprehensive approach is needed.</p> <p>Therefore, a critical task is to introduce awareness-raising activities and training events to sensitise all faculty members and to incentivise and facilitate the integration of gender dimensions into existing programmes and research initiatives. The institution can do so by paying close attention to coordination efforts and cooperation processes among the respective lecturers of a particular programme, as well as through "nudging" lecturers top-down, that is encouraging them to integrate gender dimensions into their courses and referring them to useful resources as well as colleagues who are more experienced in the matter.</p> <p>To ensure the above goals, it is essential to establish a system which enables and empowers faculty members to easily transition between their research activities and programme/curriculum design.</p>
<p><b>Key learning points</b></p>	<p>The IEDC mentoring programme is an essential step for bridging salient gender-related gaps in faculty representation and research activities. It is, however, a long-term measure that needs to be supplemented by structural measures through which all faculty is engaged for more wide-ranging changes in course design and research processes.</p>
<p><b>Resources to explore</b></p>	<p><a href="#">Gender Equality Plan for IEDC-Bled School of Management</a>          see 4.3 → Gender Equality in Recruitment and Career Progression</p>

## 1.7 INCREASING VISIBILITY OF GENDER RESEARCH THROUGH ORGANISING D&I LUNCHEES FOR RESEARCHERS

<b>Institution</b>	RSM
<b>Discipline</b>	Management
<b>Short summary</b>	<p>In the spring of 2022, the Erasmus Centre for Women and Organisations organised, together with the Equal4Europe research team, the first Gender D&amp;I lunch at Rotterdam School of Management.</p> <p>The lunches are held once every quarter at a location on campus, and lunch is provided for all participants. Participants are invited to present their gender research, add items to the agenda and forward this initiative to other researchers at Erasmus University Rotterdam to widen the scope of this gathering.</p>
<b>Context</b>	<p>The first lunch took place in May 2022, and 15 faculty members and PhD students joined this gathering. The group consists of assistant and associate professors, full professors, and the Dean of Executive Education at RSM. During the first lunch, one assistant professor presented her work on gender and inequality in multinational enterprises and their value chains.</p> <p>Invitations for the second lunch have also been extended to D&amp;I project managers and HR managers within RSM. Additionally, we have reached out to researchers from two other faculties within Erasmus University, namely the Erasmus School of Social and Behavioural Sciences and the Erasmus School of History, Culture and Communication. Other faculty involved may still join in at a later stage.</p>
<b>How is gender integrated</b>	<p>This initiative is meant to initiate a community of Gender and D&amp;I researchers within our faculty and beyond. The aim is to get to know each other and learn from the work that has been done, bridge gaps, showcase work within our faculty, and explore opportunities for collaboration.</p> <p>The concept of the lunch gathering is simple and low-key to foster participation and involvement. At each lunch, the executive director of Erasmus Centre for Women and Organisations and the project coordinator from the E4E team will briefly update on ongoing work within the E4E project and other relevant work on gender equality at RSM. After the first agenda item, the floor is open to one of the researchers to present their (current) work on gender in 15 minutes, and a discussion and feedback follow. Next, there is an open dialogue on a range of topics relating to gender research. For example, networking at RSM &amp; EUR, showcasing D&amp;I work at RSM &amp; EUR and learning from each other working on research grants in this field.</p>
<b>What could be done differently</b>	Reach out to gender researchers in other faculties in a better way.
<b>Key learning points</b>	Many academics are already engaged in gender, diversity and inclusion research at RSM. However, there is no sense of community or network, which we are trying to create through the lunches. This will open opportunities for better collaboration on future gender, diversity and inclusion research. We also aim to include more academics from other disciplines, allowing for interdisciplinary exchange and gender research.



## 2. HOW TO INTEGRATE GENDER EQUALITY IN A COMPLEX SOCIAL RESEARCH PROJECT

The case study was prepared by Barbora Černušáková, PhD

The following case study differs from the rest of the contributions in this volume in several ways. It does not describe a good practice from the institutional point of view, instead it offers a very personal perspective of individual researcher. This is reflected also in a different structure of the text and its personal tone. The case study was originally presented at one of the E4E trainings and as it provided an excellent insight into complexities of integrating gender, we asked the author to elaborate it further. The personal tone of the text is intentional – it should make the text more relatable to young researchers who, just like the author, have to find their own way of reflecting gender in their work.

### 2.1 SUMMARY

In 2014 I started to work on a research project that focused on the situation of Roma workers in the Czech Republic. I was a PhD student in sociology at the University of Manchester, and although I was committed to gender equality, I was unsure how to integrate it into the methodology and into the pre-fieldwork research proposal. The research itself was complex, aiming to bring deeper understanding of racialised class formations in the post-socialist context. Gender was a layer of my analysis but not one of the two key categories of my research – those were race and class.

Below I present a reflection on the challenges of integrating gender and gendered inequalities into research drawing on this experience. I offer examples that illustrate that despite one's commitment and sensitivity to gender equality, meaningful integration of gender into research requires constant dialogue between methods, data and the structural context within which they are produced.

#### Questions to consider

- *How does gender relate to the broader research question?*
- *What are the mechanisms through which gender operates in my field of study? (e.g. state policies, family structures, employer preferences and prejudices).*
- *What data do I need to unpack the operation of gender in the field I study?*

### 2.2 IDENTIFICATION OF THE PROBLEM

In the early stages of my research, I had a general idea about the need to focus the analytical gaze on the impact of the changes in the mode of production – from centrally planned to a market economy – during the first two decades of post-socialism on gender relations. In these early stages of drafting the research proposal, I operationalised gender in a somewhat mechanical and simplistic way and mostly reduced it to the issue of inclusion and exclusion of women from stable jobs. Despite this, my early research proposals were not entirely hopeless with respect to gender equality. They emphasised material conditions in which gender relations are produced, which proved important during the data collection and analysis (see below).

There are generally two types of approaches to gender in research – either the project focuses explicitly and specifically on gendered aspects of the problem (e.g. Federici 2012 or Kóczé 2011) or it integrates gender in research

that focuses on other issues (e.g. urban marginality of Black or Latino residents of US cities: Stack 1974 or Bourgois 1995). My research falls within the second category. Its main focus was on racialised class formations, and it aimed to address these problems:



In the following sections, I will discuss how I integrated gender in the three stages of the research: design, data collection and data analysis.

## 2.3 RESEARCH DESIGN

The guidelines on research and gender equality generally come up with a recommendation that gender needs to be integrated into individual elements of the research plan: background, rationale, scope and methodology (Heidari, S., et al. 2016; Oxfam 2018). These guidelines have two main problems:

1. They often remain vague on the practical steps a researcher needs to take to ensure a consistent and meaningful focus on gender during the research.
2. The question of gender and gender equality is often framed as a matter of representation. This means that the focus remains on the need to disaggregate data by gender and to ensure that there is "gender equality"

*I will look into the modalities of inclusions and exclusions of men and women into the labour force. This approach is rooted in materialist analysis of data gathered through observation of daily lives.*

Excerpt from the research proposal, 2015

in the selection of research participants.

What proved essential for meaningful integration of gender during my research was linking it to broader structural issues that I was examining.

While working on the research proposal, I decided that I would link gender to structural issues such as state labour market policies addressing long-term unemployment. The task ahead of me was to collect the data that would help me to identify the mechanisms through which within these structures and policies reproduce gender inequality (Verloo, M. 2005). My research proposal included a background drawing on the literature on the sociology of post-socialism, Roma studies, urban marginality and critical race theory. It provided a very robust and complicated analytical framework for the research. Through the process, I observed two main challenges:

1. In the literature, gender is often featured as an "add-on" category rather than an integral part of the analysis.

2. While some of the literature was focused on gender and the effect of the change in state policies on labour market participation, it generally lacked data on race and ethnicity. This is because the Czech Republic, along with most other European countries, continues to fail to collect such data.<sup>1</sup> This limited the empirical input for analysing the change in the situation of Roma female workers during post-socialism.

To give myself guidance ahead of the fieldwork, I drafted the following research questions:

- How do reproductive obligations – domestic labour and childcare (and any other) – affect Roma women's chances of finding jobs?
- Are the above obligations predominantly the responsibility of women, or is the domestic work shared more equally in a household?
- What jobs (jobs in what sectors) are accessible to Roma women in Ostrava?
- How do employers treat male and female (or non-binary) prospective workers? How do they treat male and female (or non-binary) workers once they are on the job?
- How do state policies – in housing and employment – affect male and female (or non-binary) workers?

The main research method of this project was 11-month ethnographic fieldwork during which I lived and worked alongside my interlocutors. Throughout the process, I was reflecting on and re-assessing the methodology, and I decided that I would focus on the household as well as the neighbourhood as my "units of analysis".<sup>2</sup> This had significant implications on the integration of gender into the research, and it allowed me to move from the limiting approach of representation to a more meaningful analysis of the operation of gender in racialised class formations.

## 2.4 DATA COLLECTION

Through the participant observation, interviews and a survey, I noticed that women's participation in the labour market was concentrated in low-paid jobs such as recycling, industrial cleaning and street cleaning. These jobs usually came with minimum wage, stigma and a degree of precarity.

There was a moment during the fieldwork, when I noticed the ostensible "invisibility" of female Roma workers. According to a survey carried out for me by the teachers at one of the "Roma only" schools, about 90% of fathers/male carers worked (informally) in construction while about the same proportion of mothers/female carers were "unemployed". This did not seem right. Through ethnography, I learned most women did work, but only informally.

Focusing on the situation of individual households, helped me to understand that women's engagement in informal work was not a choice but an inevitable effect of their responsibilities for household chores, including household budget, childcare, emotional labour to recuperate the experiences with racism (Bhattacharyya 2018); but also indebtedness.

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<sup>1</sup> In its 2018 report to the UN Committee on Elimination of Racial Discrimination, the Czech government explained its ongoing failure to collect data on race and ethnicity is due to the fact that "information on national or racial origin remains sensitive data that can be processed with the consent of a particular person." (Czech Government, 2018)

<sup>2</sup> All given names, names of locations (with the exception of the city Ostrava) and names of companies were anonymized to protect privacy the research participants.

*Reliance on informal work for women with young children, was an adaptation strategy to their gendered roles but also to the racially oppressive labour market that contained Roma in low-paid jobs. I discussed these challenges with Nina, one of my interlocutors, multiple times. She is now planning to start working again at the recycling line. She described the working conditions as horrible and unsafe with rats running around, a bad smell, dangerous items in the waste and an unfair boss. But she does not really have many options but to work at night so that she could take care of Honzik [her son] and the household during the day.*

Fieldnotes, August 2016

Ethnography with its emphasis on extensive fieldwork enabled me to collect data that challenge generalised tropes about Roma unemployment and particularly about the unemployment of Roma women. The jobs accessible to Roma women were often out of public sight – on the outskirts of the city's recycling lines – with precarious contracts and unsociable working hours.

## 2.5 ANALYSIS

To avoid the reduction of gender equality to gender representation, I placed the analysis of factors behind the gendered labour market into the framework of social reproduction. What made this analytical focus possible was the data that focused not only on workplaces but also the households and the neighbourhood. I organised the data along the three main themes: space (neighbourhood); household finances (debt), and labour (workplaces) and coded them according to sub-themes that emerged during the repeated reading of my fieldnotes:

### Coding gender

- **1. Údol as an urban space**
  - Neglect of the public authorities
  - Containment
  - Stigma of space
  - Operation of housing entrepreneurs
  - Intra-community hierarchies
  - Gender roles
  - Trust
  - Past/nostalgia
- **2. Household finances**
  - Debt
  - Non-monetary forms of credit
  - Use of pawnshops
  - Benefits or income from waged labour
  - Gender roles
  - Trust
- **3. Racialised labour**
  - Workplace hierarchies
  - Containment
  - Wages and income
  - Disciplining of Roma workers
  - Job-related stigmas
- 'Korean' companies
- Circular movement between jobs
- Informal work
- Entrepreneurs
- **Gender roles**
- Solidarity and lack thereof (inter- and intra-racial)

Organising the data along these codes helped integrate gender into the analysis, but to do it meaningfully, I needed to contextualise the situation of the Roma workers – both male and female<sup>3</sup> – including their individual situations at work, family and in the neighbourhood, and link it to the state policies that provided the background for my analysis.

## 2.6 CONCLUSION

If applied sensitively and with a commitment to gender equality, ethnographic research, with its emphasis on the "lived experience" and building theory from the data, can help unpack gendered aspects of precarity or marginality. It is important to avoid approaching gender as an "add on" category to a complex research project, and integrate it – both during the data collection and the analysis – as a factor that shapes people's experiences.

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<sup>3</sup> There were no self-declared non-binary workers among my direct informants.

### 3. CONCLUSION AND NEXT STEPS

The conclusions of initial diagnosis that was a part of the preparation of gender equality plans at partner institutions of the Equal4Europe project showed that integration of gender in research and teaching is not yet a part of either research practice or institutional policies to support gender equality.

Although researchers are doing high-quality gender-oriented research or teaching courses on gender at all institutions, tools and mechanisms that would help researchers outside the community of gender experts understand how to use the concept of gender in their work are still missing. This report addressed this gap by providing a set of practical case studies demonstrating not only the practical steps entailed in the integration of gender in research and teaching, but also the added value this approach brings.

Case studies based on the examples of specific research papers showed how gender dimension can lead to producing the results that can generate a direct impact on organisational or even societal level. Case studies focusing on teaching demonstrated that integration of gender not only enriches the content of the education but also leads to improving the methodological quality of teaching. Examples of initiatives targeting gender balance of research teams and networking among researchers doing gender oriented research can be inspiring for any research leader or manager thinking about providing better more supportive and stimulating working environment.

This document does not introduce the theoretical concepts – to explore these, consult the toolkit available on the E4E project website. The case studies presented in this collection should help the reader understand how to translate those concepts into practice. In the next step, incorporation of these case studies directly into the online platform is planned.

We hope that the presented case studies will help researchers, especially PhD students and those without any experience with integrating gender dimensions, find answers to their practical questions. At the same time, we look for a broader impact and would like to encourage research institutions and universities to take this topic further and develop the mechanisms that will support the integration of gender across all teaching and research activities.

As such mechanisms have not yet been implemented at the E4E institutions by the time of compiling this report, they could not be a basis for the case studies presented in this report. Nevertheless, all partner institutions introduced activities leading to the systematic integration of gender dimensions in research within their GEPs (as is also summarised in ANNEX 2 of this report). We, therefore, believe that the case studies collection will soon be extended with a new set of examples – this time focusing on how institutions can support the integration of gender in research and teaching in a more systematic and comprehensive manner.

## ANNEX 1 SUGGESTIONS FOR FURTHER SOURCES AND CASE STUDY COLLECTIONS

Here you may find an overview of other sources with case studies focusing on humanities and social sciences. Also, explore the case studies on measures and interventions to encourage the integration of gender in higher education.

<p>Case study collection of The Institute for Gender and the Economy (GATE) at the Rotman School of Management</p>	<p>The Institute website offers a comprehensive online collection of research briefs presenting research on gender aspects of different topics from the field of management, finance and economics. It also offers case studies presenting the lessons from the practice of these disciplines. Example of research presented includes:</p> <ul style="list-style-type: none"> <li>• How work design affects gender inequality</li> <li>• How opt-out framing can close gender gaps in competitions</li> <li>• How working fathers overcome barriers to work-family balance</li> <li>• How leaders' beliefs about inequality affect organisational diversity</li> <li>• How occupations become gendered: A look at microfinance</li> <li>• Gender inequality in entrepreneurial teams</li> </ul> <p>Find out more <a href="#">here</a>.</p>
<p>Gendered innovations 2: How inclusive analysis contributes to research and innovation: policy review</p>	<p>The European Commission published two reports presenting case studies of gendered innovations. The case studies focus on the complex problems and public policies to solve them, and as such, they are usually based on an interdisciplinary approach. The second edition of the report provides e. g. case studies on gender equality and taxation in the European Union and case studies on how to apply gender analysis in theory on venture funding. An example of how gender sensitive approach can be used in the co-creation and participatory research focusing on smart mobility might also be interesting for the researchers from social sciences.</p> <p>Find out more <a href="#">here</a>.</p>
<p>What is the gender dimension in research? Case studies in interdisciplinary research (Trine Rogg Korsvik &amp; Linda M. Rustad)</p>	<p>In this booklet, we address researchers and others in the research community who are curious about what the gender dimension entails. By presenting case studies from a variety of research fields, such as health and quality of life, food, agriculture and fisheries, energy, transport, environment and climate, and safe societies, we aim to inspire researchers and others who want to learn more about how to work with the gender dimension in research.</p> <p>Find out more <a href="#">here</a></p>
<p>Gender Can Transform the Social Sciences: Innovation and Impact (edited by Marian Sawer, Fiona Jenkins and Karen Downing)</p>	<p>The collection of gender studies offers eighteen short and accessibly written case studies that show how feminist and gender perspectives bring new concepts, theories, and policy solutions. Scholars across five disciplines- economics, history, philosophy, political science, and sociology - demonstrate how paying attention to gender can sharpen the focus of the social sciences, improve the public policy they inform, and change the way we measure things</p>
<p>From gender studies to gender IN studies: case</p>	<p>The publication provides examples of how higher education institutions deal with the integration of gender dimensions in their study programmes in the Central and</p>

<p>studies on gender-inclusive curriculum in higher education (2015)</p>	<p>Eastern European region. The study discusses if it is possible to move from studying gender as a topic toward real mainstreaming of gender within curricula across all disciplines. The publication also provides guidelines for promoting a gender-Inclusive curriculum in higher education.</p> <p>The publication is available <a href="#">here</a>.</p>
<p>Integrating the gender dimension in teaching, research content &amp; knowledge and technology transfer: Validating the EFFORTI evaluation framework through three case studies in Europe. (Palmén, Rachel et al.)</p>	<p>If you are interested in encouraging gender-sensitive research through interventions on the policy level, explore this publication offering a comparison of three interventions that aimed to integrate the gender dimension into tertiary education, research content and knowledge and technology transfer. The case studies introduce:</p> <ul style="list-style-type: none"> <li>• Integrating the gender dimension in teaching and research contents at a university in Catalonia, Spain</li> <li>• Integrating the gender dimension in tertiary teaching through performance agreements</li> <li>• FEMtech Research Projects - a funding programme for projects integrating the gender dimension in research content</li> </ul> <p>The study is available <a href="#">here</a></p>
<p>PLOTINA Case Studies</p>	<p>The collection offers a case study of how to use different institutional and publicly available databases (Web of Science, WoS; CORDIS) to identify the contribution of women in science and put an end to some myths about it. Another case study presents an example of how to develop a postgraduate level online module on gender and research</p> <p>Find out more <a href="#">here</a></p>



**ANNEX 2: MEASURES TO SUPPORT INTEGRATION OF GENDER IN RESEARCH AND TEACHING IN THE GEPS OF E4E PARTNER INSTITUTIONS**

Institution	Measures proposed in the GEP
ESADE	<ul style="list-style-type: none"> <li>• <b>Training on integrating the gender perspective in research and teaching.</b> A specific voluntary training course on integrating the gender perspective in research and teaching will be offered to faculty core and researchers of the Business and Law Schools. The training will be offered periodically depending on demand and it will be made available for faculty core and researchers. For Ph.D students, a specific compulsory seminar of integrating the gender perspective in research will be offered annually in the Ph.D Programmes of the Business and Law Schools.</li> <li>• <b>Materials on integrating a gender perspective in research and teaching.</b> Specific materials will be elaborated on regarding the integration of the gender dimension in research and teaching. These materials will be offered to faculty core, researchers, Ph.D students and internal academic collaborators interested upon request.</li> <li>• <b>Gender case studies.</b> Elaboration of gender case studies to use them in teaching activities and the creation of a Gender case studies collection that gathers all gender case studies elaborated by Esade's faculty.</li> <li>• <b>Incentives to integrate a gender perspective in teaching.</b> Encourage faculty core to adapt their teaching materials to include a gender perspective or introduce gender case studies by including it as "Teaching innovation" in the Annual report and by creating an award for a gender perspective in teaching.</li> <li>• <b>Incentives for PhD, Master and Bachelor students to integrate the gender perspective in research.</b> Create awards for the best PhD Thesis, Master Thesis and Bachelor Thesis dedicated to gender studies or that integrates a gender and/or diversity perspective in research. Only Thesis with a minimum grade of Excellent or equivalent will be eligible for these awards.</li> <li>• <b>Gender equality courses.</b> Introduce specific gender courses in different units and programmes of Esade, including Bachelor and/or Master courses of the Business, Law Schools and/or Executive Education.</li> <li>• <b>Gender diverse research groups.</b> Research groups in Esade should be gender diverse, including research groups of institutes and funded projects in competitive and non-competitive calls.</li> <li>• <b>Gender balance in academic speakers and academic events.</b> Academic events and activities (including seminars, conferences and PhD Thesis) organised by research groups in Esade must guarantee a gender balance, approximately 50% of women and men. When the activity entails only the invitation of one speaker, this gender balance must be guaranteed throughout the academic year.</li> </ul>
ESMT	<p><b>Gender dimension in research:</b></p> <ul style="list-style-type: none"> <li>• Creating incentives for faculty and student innovative projects and case studies targeting or addressing gender issues in business and management</li> <li>• Increase visibility of research projects addressing gender equality through communication</li> <li>• Train PhD students and postdocs to employ a gender perspective and gender-related</li> </ul>

	<p>resources in research</p> <p><b>Resources for teaching and research:</b></p> <ul style="list-style-type: none"> <li>• Providing a collection of resources to support the integration of the gender dimension into research (toolkits, definitions) and teaching</li> <li>• Creating and updating repository with different types of material on gender issues, diversity, and inclusion (latest research)</li> <li>• Providing faculty members with coaching opportunities about integrating the gender dimension in business and management study plans and teaching (gender competence)</li> </ul> <p><b>Increasing the visibility of academic women:</b></p> <ul style="list-style-type: none"> <li>• Developing a degree course where gender and other social aspects (ethnicity, race, class) are examined in the field of business and management</li> <li>• Preparing self-evaluation materials on the integration of the gender dimension in teaching content and strategies (e.g. learning objectives)</li> <li>• Developing a tracking system for the integration of the gender dimension in teaching (objectives, sessions, readings)</li> <li>• Developing recommendations for minimum share of readings by female academics, cases studies with female protagonists, women as invited speakers in programs and events, and discussion of gender issues in courses</li> <li>• Encouraging faculty and student participation in networks of scholars who work on gender issues</li> </ul>
IEDC	<ul style="list-style-type: none"> <li>• Raising sensitivity on gender-related issues, for academic staff, students and support staff through organising <b>awareness campaigns</b>.</li> <li>• Presenting research to faculty on how gender affects the management of the scientific field and practice.</li> <li>• Encouraging faculty personnel to include gender topics in their scientific fields and practice (developing examples, assignment proposals, ...).</li> <li>• Disseminating and <b>enhancing the visibility of research projects</b> that incorporate a gender perspective or dimensions, for example on IEDC website and social media.</li> </ul>
INSEAD	<p><b>Foster sensitivity of teaching content to gender and inclusion dynamics:</b></p> <ul style="list-style-type: none"> <li>• Tracking N° of minority/female case studies used by faculty and teaching bodies</li> <li>• Developing use of teaching case studies that challenge gender stereotypes in academic teaching</li> <li>• Organising discussion/conferences with students on changes in teaching curricula</li> </ul> <p><b>Foster relevance of a gender and inclusion in research:</b></p> <ul style="list-style-type: none"> <li>• Tracking N° of research produced with gender dimension by INSEAD members</li> <li>• Facilitating access of women and minority individuals to teams in research projects at INSEAD and with other institutions</li> <li>• Communicating relevant research efforts (notably centralised on the Gender Initiative website)</li> <li>• Communicating opportunities for participation in and funding for gender/inclusion research</li> <li>• Collecting data on n° of research publications, the relevance of gender dimensions in these</li> </ul>

	<p>publications, socio-demographic characteristics of research participants</p> <p><b>Enhance the capacity of INSEAD members (students, staff and faculty) to integrate gender dimension in research and innovation content:</b></p> <ul style="list-style-type: none"> <li>• Communicate opportunities for training on raising gender awareness for PhD candidates and for workshop for researchers on integrating the gender perspective in research</li> <li>• Develop follow-up training at the institutional level, based on the mandatory E4E training</li> </ul>
RSM	<ul style="list-style-type: none"> <li>• Organising a series of <b>D&amp;I lunches with interested researchers</b> over the next year and formulating based on the discussions in these lunches interventions to improve the integration of the gender dimension in R&amp;I content.</li> <li>• Delivering a specific <b>training addressing the integration of the gender</b> dimension in research and teaching, and innovation content for PhD students.</li> </ul>
COMENIUS	<ul style="list-style-type: none"> <li>• <b>Internal training sessions</b> aimed at integrating gender perspective into research and strengthening the recognition of its economic, social and innovative value</li> <li>• <b>Creation of a handbook and organisation of workshops</b> on the integration of gender perspective into the development of study programmes and curricula of individual courses, as well as into the teaching process.</li> <li>• Establishing an <b>internal online platform</b> with information resources and training materials on integrating a gender perspective into research and teaching</li> <li>• Incorporating the issue of gender dimension as a mandatory part of the application for a grant for PhD students and early-career researchers at Comenius University</li> <li>• Developing <b>introductory and advanced training tools / courses</b> on gender as research variables for all levels of university education</li> <li>• Creating a university-wide <b>network of researchers</b> carrying out gender-oriented research</li> </ul>

## ANNEX 3: SHORT DESCRIPTION OF COURSES

### Case Study 1.5 Gender in Focus: Examples of gender-oriented courses across different ssh disciplines at Comenius University

Course	Expected learning outcome	Topics covered in the syllabus
<p><b>Gender equality policies</b> (graduate level - compulsory)</p>	<p>The aim of the course is to familiarise students with gender equality concepts and theoretical background, as well as tools how to implement them in public policy. The first part of the course focuses on theoretical approaches towards gender equality in policies, different understanding of gender and gender equality such as antidiscrimination, equal treatment, equality of results and gender mainstreaming. This part also introduces feminisms as theoretical basis for gender equality approaches. The second part addresses application of gender equality into policies in the most apparent areas of paid and unpaid work, violence against women and women in politics. Besides discussing examples of implementation of gender equality in policies, the course aims to introduce theoretical and methodological tools how to examine it. The course is interdisciplinary and tackles various areas such as gender studies, policy analysis, political science, sociology and their intersections. Students are expected to understand the most common gender equality concepts and to use them analytically in their academic work.</p>	<ul style="list-style-type: none"> <li>• Introduction to gender equality policies</li> <li>• Feminisms and gender equality</li> <li>• Gender, sex, discourse</li> <li>• Equal opportunities vs. equality of outcomes</li> <li>• Gender equality policies</li> <li>• Gender in paid work</li> <li>• Gender and care</li> <li>• Gender and politics</li> <li>• Sexual violence against women</li> <li>• Intimate partner violence against women</li> <li>• Analysis public policies from gender aspects – case study</li> </ul>
<p><b>Gender in politics</b> (graduate level, elective)</p>	<p>The course develops the ability to analyse and understand political phenomena (power, state, elections, political parties, interest groups, political institutions, decisions and public policy) from a gender perspective. It also develops an ability to critically analyse political science relevant topics and issues from gender point of view. Course also supports development of practical skills, such as the preparation of analytical professional texts and preparation of professional background materials for state and public administration bodies.</p>	<ul style="list-style-type: none"> <li>• Introduction to gender issues and the application of gender terminology to politics and political science.</li> <li>• Women's political movement for equality: a look at history.</li> <li>• Gender policy and the relationship between the public and private spheres.</li> <li>• International organizations and women's rights as human rights: development and current status.</li> <li>• Cultural stereotypes and public opinion as (subjective) barriers for gender equality in politics.</li> <li>• Women and political parties: gender equality in parties?</li> <li>• Gender aspects of elections and electoral institutions.</li> </ul>

		<ul style="list-style-type: none"> <li>• Parliaments and governments (executives) as gender biased and gender conditioned institutions.</li> <li>• Case analysis of public policies aimed at preventing and eliminating violence against women.</li> <li>• Gender mainstreaming strategy.</li> </ul>
<b>Gender in psychology</b> (graduate level, elective)	The course encourages an interdisciplinary approach, expanding a single-disciplinary, specialized view with contexts offered by other disciplines. The course contributes to the cultivation of students' critical thinking and gender skills to use gender as an analytical category. The specific goals of the course are the acquisition of knowledge, skills and abilities for the application of gender equality and its principles in various areas of psychology.	<ul style="list-style-type: none"> <li>• Basic definitions – gender, gender stereotypes, gender identity, LGBT identity, feminist</li> <li>• Criticism of traditional (social) science, gender and mental health, gender aspects of psychological counselling/psychotherapy, mature age from a gender perspective, gender-based violence,</li> <li>• Reconciliation of working and family life of women and men, structure and reproduction of gender stereotypes, women and men and in the media, women and men in popular psychological literature, media appearances, etc.</li> <li>• Critical view, epistemological and methodological issues of gender/feminist research</li> </ul>
<b>Gender aspect in sociology</b> (graduate level, elective)	The course offers the application of a gender perspective in the analysis of selected thematic areas. It prepares students, theoretically and methodically, for analysing gender-relevant issues. Students acquire the ability to orient themselves in the literature and available data enabling gender-sensitive analysis and to apply standard methodological approaches. The acquired knowledge enables them to can conceptualize the views aimed at ensuring equal opportunities and elimination of gender inequalities and stereotypes in various areas (families, labour market, education, use of free time, etc.).	<ul style="list-style-type: none"> <li>• Gender and gender (essentialism and social constructivism)</li> <li>• Sociological interpretations of gender</li> <li>• Gender as a basic differentiating factor</li> <li>• Gender socialization</li> <li>• Gender identity and gender stereotypes</li> <li>• Data and data sources (gender-disaggregated statistics)</li> <li>• Women and men in statistics</li> <li>• Gender division of labour</li> <li>• Motherhood and fatherhood</li> <li>• Gender division of labour in the family</li> <li>• Labour market - gender dimension</li> <li>• Possibilities of reconciling work and family (optics of social and family policy)</li> </ul>
<b>Gender studies in education</b> (graduate level, compulsory?)	The student will acquire basic knowledge about theoretical concepts related to gender studies. They will be to be able to characterize the forms and manifestations of gender inequality. They will gain knowledge about how gender affects the private and public space of our culture and what are the forms and manifestations of gender inequalities in our society. After completing the course, the student will be able to define basic terms of the field of gender studies, to evaluate the models of the formation of gender stereotypes as well as their impact on the life of the individual and society. The goal	<p>Selected topics (examples):</p> <ul style="list-style-type: none"> <li>• Introduction to the subject, definition of basic terms. The student knows and understands the concepts of how gender/gender, gender dominance, biological determinism. The student is familiar with the family discourse in the social sciences as a starting point for understanding the issue of gender in environment of school systems.</li> <li>• Gender in everyday school life, hidden curriculum. The student is familiar with the school as gendered space. They understand the process of socialization as well as reproduction of status quo in educational institutions. The student is able to identify elements</li> </ul>

	<p>of the subject is also to acquire the ability to critically evaluate, argue and present the principle of gender in the context of knowledge from social sciences.</p>	<p>of the hidden curriculum in teaching at the first level of elementary education.</p> <ul style="list-style-type: none"> <li>• Pedagogical communication, generic masculine. The student knows the principles of gender balance communication as well as the importance of applying gender-sensitive language. He gets to know himself and can judge the adequacy of the use of the generic masculine in written and spoken speech. The student understands the importance of eliminating gender stereotypes in language expression..</li> </ul>
<p><b>Gender aspects in ethnology</b> (undergraduate level, elective)</p>	<p>As a result of the participation in the course, student will have a knowledge about the topic supported by empirical data from various (including non- European) cultures. The main attention will be paid to the situation in Slovakia, in Central Europe, respectively Slavic contexts, understanding the context, continuity or discontinuity of development, in the empirical also on a theoretical level. The lectures will offer mainly interpretations of phenomena in historical and contemporary social and cultural contexts.</p>	<ul style="list-style-type: none"> <li>• Basic categories (gender / gender / gender; feminism, sexism)</li> <li>• Men and women in the cultural tradition</li> <li>• Gender research in ethnology and cultural anthropology</li> <li>• Evolutionary and structural perspective of gender studies</li> <li>• The importance of Margaret Mead and Henrietta L. Moore for the ethnological study of the genus</li> <li>• Family from the gender perspective</li> <li>• Gender aspects of the life cycle</li> <li>• Sexuality and education</li> <li>• Rituals and magic from the gender perspective</li> <li>• Men's studies</li> <li>• Gender differences and attitudes reflected in folklore genres</li> </ul>