GEARING ROLES

A Guide to Gender Mainstreaming in Teaching and Research

University of Deusto

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University of Deusto

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Introduction

1.1. **The University of Deusto and the Equality Plan**

> The UN, with its 2030 Agenda for Sustainable Development, calls for any utopia to be translated into goals that protect our future. The international community has identified ways to ensure that the world does not collapse. Our strategic plan allows itself to be shaped by these paths. It assumes them in order to make Deusto a University that trains, researches and transfers knowledge, committed to this transformation from which a new sensitivity for the common good will emerge.
>
> *People who transform the world, Deusto Strategic Plan 2022.*

Deusto is a distinguished university, rooted in a tradition that aspires to deepen our understanding of reality with intellectual rigour, with an honest and committed approach to building a future that will overcome situations of injustice. It is a commitment that develops through attention to the dynamics and processes present in societies, cultures and people, seeking ways of learning and generating knowledge that promote personal and social change.

In recent years, an institutional policy of university social responsibility (USR) has been promoted with the aim of articulating the institutional efforts of our faculties and areas on issues that are particularly relevant to social justice, such as equality between women and men.

The latest strategic plan has led to an articulation of our identity as a distinguished university and our social responsibility plans with the Sustainable Development Goals (SDGs). The SDGs seek a substantial improvement in the living conditions of people, especially in developing countries and particularly vulnerable groups such as girls and women.

In view of our identity and our experience in matters of social responsibility in recent years, Deusto has identified some SDGs on which to work transversally and collectively as an institution. These are objectives that require social and cultural changes to which we have the capacity and the responsibility to contribute from our university activity. Goal 5, which pursues gender equality between women and men, is one of them.

The call for teaching innovation projects seemed to us to be a very good opportunity to promote a pilot project to incorporate perspectives of social transformation in our university teaching. The pilot has focused on gender issues, but the lessons learned will be useful to address other issues such as disability, social justice or ecology.

Throughout the 2020-21 academic year, and drawing on the good work and experience of the teaching and research staff of all our faculties, we have worked on two guides for incorporating a gender perspective in teaching and research. Both documents are the result of a collective learning process, in which we have also learned with and from other organisations. It has been a first effort to get to know and recognise what we do and to find ways to transform our learning and knowledge generation processes.

This document is the result of this process. It is a first step to continue giving visibility to the knowledge and good work of women, to continue seeking ways to overcome the biases that prevent us from communicating, relating to each other and transmitting knowledge in terms of equality. However, there is still a long way to go in socialising and improving these guides, which we hope will be an instrument for the transfer of knowledge in our teaching and research. In this way, we will be able to better contribute, from our university work, to the achievement of the goals of those SDGs that focus especially on the most vulnerable women and girls.

1.2. **The Guide in the Equality and Gearing Roles Plan**

In addition to this institutional policy framework, the process of drafting these guidelines is embedded in the context of the implementation of the European project Gearing Roles and the third equality plan of the University of Deusto, designed, approved and implemented with the support of the project team in collaboration with other institutional bodies and agents such as RSU-Igualdad, the

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Joint Equality Committee, the Vice-Rectorate for University Community and the Vice-Rectorate for Teaching Innovation.

GEARING-Roles is a European project (January 2019-December 2022) that brings together a pan-European group of academics and industry professionals to collaborate and exchange knowledge, good practices and lessons learned in the design, implementation and evaluation of six Gender Equality Plans in six organisations (five Universities and one Research Funding Agency) applying the criteria established and tested by the GEAR-tool developed by the European Commission.

In line with ERA (European Research Area) objectives, GEARING- Roles aims at questioning and transforming traditional gender roles at micro, meso and macro levels, with four main objectives:

1. **Career progression of women**

   Remove barriers to women's recruitment and design personal career development plans (PCDP).

2. **Leadership and decision-making**

   Address gender imbalances in representation, processes and promotion of women's leadership in research institutions.

3. **Education and research**

   Provide alternative references in areas traditionally dominated by men (STEM) and in highly feminised areas related to care work. Also, to question those areas where women suffer from glass ceilings even though they are the majority (Health, Humanities, Law, Social Sciences in general) by strengthening the gender dimension in research programmes and methodologies, promoting the introduction of the gender perspective in knowledge and scientific production, recognising the value of gender and feminist studies, and strengthening the careers of female researchers.

4. **Promoting gender equality in research organisations and key stakeholders for the reinforcement of the European Research Area (ERA).**

   Establish a commitment to gender equality in key organisations and key European actors. The dissemination of the common framework and gender-sensitive evaluation results will enable the construction of a long-term sustainable network that promotes equality between women and men.

In line with these four objectives, the six plans designed and implemented in the context of the project foresee specific actions to favour and promote gender

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mainstreaming in research and teaching, for which it has a specific work package that coordinates these actions (WP6).

This work package (WP6) specifically seeks to:

1. Promote gender mainstreaming in research, including a gender perspective in research programmes and methodologies and encouraging scientific production in relation to gender and feminist studies.

2. Introduce a gender perspective in education by training teachers in the design and development of gender-related content and skills and by integrating a gender perspective into undergraduate, graduate and postgraduate curricula in all academic disciplines.

3. Strengthen community engagement in promoting diversity and inclusion outside the classroom and among different members of the campus.

The University of Deusto has dedicated a specific objective to gender mainstreaming in teaching and research (SO4) and has identified 7 measures and 28 specific actions for its achievement. Specifically, of these 28 actions, the work carried out by these pilots for the preparation of this guide is aligned with the following measures and actions:

– Action 11: Incorporate the gender perspective as an evaluation criterion for Label 1 and Label 2, establishing a system of indicators to identify it in programmes, learning guides and research projects:

– Action 23: Create a pilot group of volunteer teaching staff with representation from all faculties for the application of the gender perspective in teaching.

– Measure 12: Promote, through Teaching Innovation, the development of teaching materials to apply the gender perspective in the different areas of knowledge:

– Action 24: Develop a Deusto Guide for the introduction of the gender perspective in teaching, adapting existing material.

– Measure 16: Incorporate the gender perspective as a criterion for evaluating the social impact of research:

– Action 34: Design indicators.

– Action 35: Offer workshops and training actions on how to apply the gender perspective in research adapted to different levels.

– Action 36: Develop a manual for gender mainstreaming in research.

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– Action 24 of the third University of Deusto Equality Plan foresees the development of a guide for the introduction of the gender perspective in teaching. A proposal for a teaching innovation project was developed by RSU-Igualdad and selected by the Vice-rectorate for Pedagogical Innovation, which meant a small financial aid and the recognition of the working hours of those who participated in its elaboration.

1.3. References, justification, methodology and organisation of the Guide

For the elaboration of this Guide, several studies, guides and manuals from other academic institutions that explore gender mainstreaming in research and teaching have been reviewed. Although many works were consulted that focus on specific disciplines and address the particularities of each of them, only the most general guides or manuals are mentioned here. Nor is reference made to numerous academic publications that study the relevance of and need for gender-sensitive research, or that make various case studies of institutions, programmes and disciplines.

While the literature focuses on the application of the gender perspective in research, the gender perspective applied to teaching has received much less attention, so the guide presented here has added value by proposing a model for practical application in a variety of settings.

References in Research

Most of the works reviewed have a similar structure and are organised around three main blocks, which are 1) the introduction and justification of the importance of gender mainstreaming in research, 2) the composition of teams and the equal participation of women and men in them, and 3) the process and development of the research activity. The two works that have most usefully served as models and references for the preparation of this Guide are outlined below.

The work published by Yellow Window, entitled Gender in EU-funded research (2009), begins with an introduction in which it sets out its main objective, which is none other than to provide practical guidance to those approaching research with an interest in gender mainstreaming. This work seeks to outline ways to design more gender-sensitive projects and to help eliminate gender bias in research projects. In doing so, it will enable more competitive proposals, show why it is important to create gender-balanced research teams, and help make research results more relevant to society (2011, p. 7). A number of key terms and concepts are defined

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below for the understanding of the following sections, including sex, gender, equal opportunities or gender bias in research (2011, p. 8).

The text details the reasons why investing in equal opportunities in research improves the performance of teams, including the need to build the best possible team, to attract the best possible talent, to create working conditions and cultures that allow men and women to have equally rewarding careers, and to seek the most valid and useful research (2011),p. 12). In this diagram (2011, p. 13) it is graphically presented as follows the principle that gender should be taken into account at all stages and in all phases of the research cycle on the basis of equal opportunities for women and men and by including gender in the content of the research:
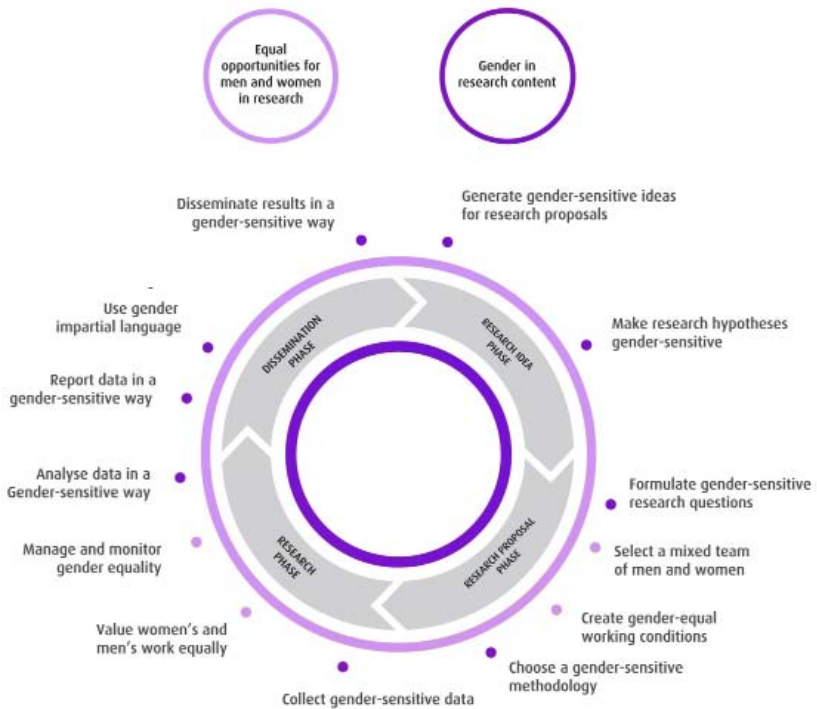

Figure 1

Gender Research Cycle

*Source: Yellow Window, 2009, p. 11*

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The rest of the contents of this handbook are structured around two blocks: the participation of women and men in research (selection and recruitment, working conditions and culture, and monitoring and management measures) and gender in research content (research ideas and hypotheses, project design and methodology, research implementation and dissemination phase). This is followed by a Gender in Research Checklist that allows for the verification of the inclusion of the gender perspective in all phases of the process. The second part of the book develops specific recommendations for research in the areas of health, food, agriculture and biotechnology; nanoscience, materials and new production technologies; energy; environment; transport; socio-economic sciences and humanities; science to society and international cooperation.

The work coordinated by María Caprile, entitled *Guía práctica para la inclusión de la perspectiva de género en los contenidos de la investigación* (2012), offers a set of methodological tools and a series of examples for integrating a gender perspective in research. Each methodological tool is illustrated with three examples from the disciplines of medicine and biotechnology; architecture and urban planning; and information and communication technologies. It defines concepts such as sex and gender and looks at gender biases in research that are based on the mistaken assumption of equality between men and women by adopting the masculine as the universal referent.

The methodological tools explained in this guide are: rethinking priorities, rethinking theories and concepts, formulating research questions, analysing sex, analysing gender assumptions, analysing covariates, rethinking standards and benchmarks, and promoting participatory research (2012, p. 4). All of these are developed extensively through the examples of the three chosen scientific areas, so that it is easy to see the application of all indicators (corresponding to all phases of the process) in various areas of research.

Teaching references

The models of gender mainstreaming in teaching proposed by other institutions focus mainly on learning environments, content, methodology and evaluation, as shown in the following scheme proposed by AQU (Agency for Quality Assurance in the Catalan University System, 2019):

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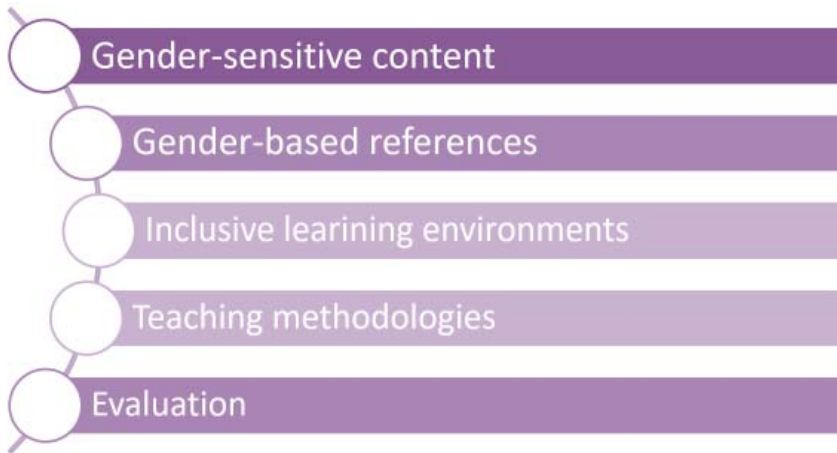
Source: General framework for gender mainstreaming in university teaching (AQU, 2019).

For the Oxford Brookes group, which is leading this area in the Gearing Roles project, four concrete areas of intervention need to be identified, answering the following questions:

1. **What?** Gender-sensitive **content**.
2. **How?** Gender-sensitive **pedagogy**.
3. **Who?** Gender-responsive **structures**.
4. **In what context?** Higher education institutions need to create **ecosystems** conducive to gender equality.

(*Gearing Roles, Oxford Brookes working group, presentation of 18 February 2021*)

In all cases, the starting point is a context in which both the governance and the different bodies and departments that make up university life generate a favourable ecosystem for the incorporation of this gender perspective. This ecosystem forms part of the university's equality plan and affects both processes and people.

Within this model, Oxford Brookes University proposes 17 indicators that help to visualise where action is needed. These indicators are directly related to the four areas of content, pedagogy, structures and ecosystems.

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Justification and organisation of the guide

Within the framework of the Equality Plan and the Gearing Roles project, this guide is proposed as an instrument to help teaching and research staff to incorporate the gender perspective into academic activities and university life. It is understood that, according to the Council of Europe, the gender perspective means considering the interests and realities of both women and men, their needs, their living conditions and their circumstances in the design of policies, programmes and projects. In the university context, this means attending to these issues both in the university ecosystem in general and in the design of degrees, subjects and research activity.

Teaching and research are inextricably linked in the university vocation. The University of Deusto's tradition of innovation and teaching quality is well known, a pioneer in meaningful learning formulas and in the transversalisation of competencies that address the integral formation of the person, with a very special focus on issues of solidarity and social justice. Added to this area is the firm commitment to developing and consolidating competitive basic and applied research, with a strong international dimension and a vocation to serve society. It is for this reason that the incorporation of the gender perspective is unavoidable and essential to achieve a more inclusive and compassionate education and quality research.

The guide is organised into three main sections: the incorporation of the gender perspective in research, in teaching, and a final glossary that includes the definitions of the terms that are most commonly used in the application of this gender perspective. Given that this is a tool that aims to be a real support for teaching and research staff, these two areas are presented in a parallel and related way, since there is no good teaching without a research activity behind it, nor is there quality research without a desire to transfer knowledge. Therefore, the pragmatic sense, clarity, didactic sense and ease of use have taken precedence.

To this end, each section presents the objectives, the justification, the different processes and provides real examples of how to apply this gender perspective. To the question of WHAT, the WHY and HOW are added and this structure is maintained in both the research and teaching sections. At each stage of the research process, and in the teaching-learning process, concrete examples are given which, while aiding understanding, provide a set of useful resources that can be implemented immediately.

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A guide to gender mainstreaming in research

2.1. **Objectives**

1. To help research staff understand the relevance of a gender perspective in research.

2. To help research staff to include the gender dimension in research projects through practical guidelines at all stages

3. Indicate how to elaborate proposals, design projects and develop more gender-sensitive research.

4. Contribute to the elimination of gender bias in research projects

5. Enabling researchers to develop more competitive proposals

6. Contribute to making research results more relevant to society.

7. Incorporate examples of research developed at the University of Deusto in the disciplines represented by the working team of this guide.

8. Establish lines of work for future developments in this area.

9. To create a working community whose knowledge can be used to spread good practices on gender issues to other people in the university.

10. Provide guidelines for creating more balanced and effective research teams.

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2.2. **Why incorporate a gender perspective in research?**

2.2.1. *Avoiding gender bias in research*

Scientific and academic literature, like any other field of human activity, is not free from the cultural and social conditioning factors of the time. **Gender bias** in research consists of incorporating gender stereotypes (often unconsciously) by reproducing ideas and results without taking into account the gender perspective. The lack of gender mainstreaming in research is based on the erroneous assumption of equality between women and men (adopting the masculine as the universal referent) or the erroneous assumption of differences between men and women (exacerbating biological differences or essentialising - denaturalising - socially constructed differences). Gender bias in research limits creativity, excellence and benefit to society. It is therefore important to systematically question to what extent and in what way sex and gender are relevant to the very content of research, development and innovation (Caprile, 2012, p. 3)..

Gender blindness is the failure to consider the gender dimension as a significant category in addressing and interpreting research problems. This omission is often the result of a lack of gender training and knowledge. Sometimes gender blindness is hidden behind a supposed gender neutrality.

2.2.2. *Better teams with better results*

Gender-balanced research teams (with equal values and sufficient representation of women) perform better. Investing in equal opportunities for women and men in research improves the performance of teams and attracts high-level researchers. Research results are improved by including a gender perspective and other visions that were not perceived before are taken into account.

– **The best possible team**

   In order to achieve quality research, it is necessary to form the best possible team. And the best possible team is a mixed team. Research has shown that mixed teams, if well managed, are more efficient than mixed teams. by people of the same gender: mixed-sex teams are more creative, contain greater diversity in viewpoints and show a higher quality of decision-making. Moreover, in general, both men and women prefer to work in well-managed mixed-sex teams (Yellow Window, 2011, p. 12).

   Nevertheless, what is important is to see that teams promote diversity and aim for the highest research efficiency. In teams where women are in the majority

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and this majority reflects their actual presence in the team or discipline, this should not be penalised.

– **The best possible talent**

In order to achieve quality research, it is necessary to draw the best talent from the whole pool of potential talent. This requires creating conditions and a working culture that enable men and women to have equally enriching careers. This helps to attract and retain the best male and female talent and encourages and motivates women and men who want to combine work and private life in a satisfying way (Yellow Window, 2011, p. 12).

– **Best proposals for research projects**

The inclusion of a gender perspective in research is increasingly taken into account as an indicator for evaluation in regional, national and international calls for proposals. This is just a representative example:

[1]*European Commission: Horizon Europe Strategic Plan 2021-2024 (Research and Innovation). Bruselas: Comisión Europea, 2021 (https://ec.europa.eu/info/research-and-innovation/funding/funding-opportunities/funding-programmes-and-open-calls/horizon-europe/strategic-plan_en#the-first-horizon-europe-strategic-plan-2021-2024)*

Gender equality and inclusion

Gender equality is a cross-cutting priority in Horizon Europe and concerns all programmes. Activities will aim to eliminate gender inequality and inequalities resulting from the intersection of socio-economic factors, including those based on disability, ethnicity and LGBTIQ+ in all research and innovation systems, including and addressing unconscious biases and structural barriers. **The integration of the gender dimension will be a default requirement in research and innovation content throughout the programme, unless it is not relevant and duly justified.** This integration is particularly relevant for global challenges in areas such as health and care, also in the contexts of the COVID-19 pandemic, online violence, artificial intelligence and robotics, or climate change mitigation and adaptation, where sex and/or gender differences play an important role, and thus determine the societal relevance and quality of research and innovation results[2] (2021, p. 25).

> [2] *Gender equality and inclusion. Gender equality is a cross-cutting priority in Horizon Europe and affects all programme areas. The activities will be aimed at eliminating gender and socio-economic inequalities,-including those based on disability, ethnicity and LGBTIQ+ - in all research and innovation systems, including addressing systemic and structural biases and barriers. The integration of the gender dimension will be a prerequisite for research and innovation content throughout the programme, unless it can be justified as irrelevant. This integration*

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is particularly relevant in the case of global challenges - including areas such as health or care, also in light of the COVID-19 pandemic, online violence, artificial intelligence and robotics, or climate change mitigation and adaptation where sex and/or gender differences play an important role and thus determine the societal relevance and quality of research and innovation results. (Many thanks to Lorena Fernandez for being part of this initiative and for communicating this result to us).

2.2.3. *Before you start: Rethinking priorities*

Before starting any research, it would be useful to make a first reflection on its possible impact in relation to sex and gender. Some questions for reflection are:

Who will benefit and who will not?

A particular line of research may have a very different impact on women and men, or on particular groups of men and women. It is therefore important to ask whether the research will have different effects on these groups, why the impact is different, and to consider what gender norms or relations are relevant in determining the different benefit of the research. It is necessary to reflect on the possible sex-differentiated impact, to consider which characteristics define the benefiting and non-benefiting groups of men or women, to decide which gender norms or relations are relevant, and whether biological differences between sexes should be taken into account.

What gender norms or relations may be trans- formed or reinforced?

A particular line of research may contribute to perpetuating traditional gender norms and relations, or on the contrary contribute to their transformation. When the research approach is (explicitly or implicitly) guided by gender stereotypes, it is very likely to result in further reinforcing traditional norms and relations.

What opportunities can be missed by not taking into account the relevance of sex and gender?

According to Caprile (2012, p. 8) there are many opportunities that can be lost when a particular line of research omits the gender perspective. The scientific validity of the results may be called into question, certain social needs may be left unanswered and funding opportunities may be lost or the success rate in competitive projects may be reduced. In addition, the incorporation of a critical gender perspective can provide a previously unconsidered approach with important implications for the research area.

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2.3. **Checklist**

In order to facilitate the task of incorporating a gender perspective in research, this Guide provides a checklist whose indicators are shown below. The following section defines and explains the reasons for the inclusion of these indicators and, in some cases, illustrates them with examples of research projects developed at the University of Deusto by the teams and members of the working team of this Guide.

Part One: Composition, Dynamics and Processes in Research Teams

1. Is there a gender balance in the team or consortium?	☐
2. Is there a gender balance in leadership and decision-making positions?	☐
3. Are the conditions in place to ensure academic and professional progression at an equal pace for women and men?	☐
4. Are the work-life balance needs of all team members taken into account and, if dysfunctionalities are detected, are corrective measures actively taken (e.g. facilitating leave and timetables for work-life balance, reviewing workloads, digital disconnection, etc.)?	☐
5. Is equality in the dissemination and transmission of research results encouraged and promoted both within research teams and at the institutional level?	☐

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Part two: The research process

1. Research approach and ideation – Has the possible effect of gender on the research variables been considered, analysing how/if the research can benefit from the inclusion of a gender perspective? – In the wording of the title and research question, formulation of hypotheses and objectives, is an inclusive language used and is the gender perspective taken into consideration? – Is the adoption of the masculine as a general norm or universal referent avoided? – Are an intersectional perspective (addressing issues of race, class, age, disability, sexual orientation, religion, etc.) and a cross-cutting nature adopted in the research approach? – Are the results considered in terms of their social impact and their contribution to gender equality? Will the advancement of knowledge benefit women and men equally/equitably? – Does it take into account the category of gender as a determinant in the problem under investigation?	☐
2. Literature review, theoretical framework and the state of the art – Are the contributions made by women in the discipline made visible? – Is gender taken into account in the authorship of the literature used in the research? – Is the women's perspective taken into account in the research and are any discrepancies with the prevailing model voiced?	☐
3. Methodologies – Quantitative methodologies: Is the sample defined with representative criteria? In cases where a representative sample implies an underestimation of women, is the cause analysed and solutions proposed? Is the significance of the variable interpreted in the sample? Are disaggregated data exploited? – Qualitative methodologies: In techniques such as life histories, in-depth interviews, group dynamics, etc., are the selection criteria justified? In content analysis and discourse analysis techniques, is account taken of how things are said/ told, what is and is not said, and by whom?	☐
4. Inclusive communication – Is inclusive communication used in both language and images?	☐
5. Results – Are future lines of research being promoted with regard to the position and situation of women and men? – Have we generated research that advances the promotion of equality between women and men?	☐

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2.4. **Indicators for gender mainstreaming: definition and examples**

Part One: *Composition, Dynamics and Processes in Research Teams*

A key equality dimension is related to domestic/family demands and responsibilities and the facilitation of work-life balance. Traditionally and still today, the main burden of caring for dependants and other domestic activities has been greater for women. It is at the root of problems of employment discrimination and gender-sensitive career development. Linked to this, reconciliation needs have been given a secondary place in labour policies, resulting in a low integration of personal, social and family life into working life.

In order to respond to these challenges, a series of measures can be implemented by the research team (and in turn by the university departments and research staff's workplaces) to better integrate research and personal life in research teams, such as facilitating parental leave and support for substituted functions during absences, facilitating timetables and meetings that favour work-life balance, reviewing workloads and objectives according to family demands, digital disconnection measures, etc.).

1. **Is there a gender balance in the team or consortium?**

    Research teams should have a gender balance in their composition. This applies both to stable research teams and to those set up for a specific project or action, externally funded projects, committees of experts or advisors, juries or tribunals, among others.

    In externally funded projects (European Commission; State R&D&I Plan), there are penalties in cases where the gender parity requirement is not met. This is because the gender perspective in research is considered an added value in terms of creativity, scientific excellence, social responsibility and return on investment. For the composition of the team to be considered equal, it must be close to a 40%-60% gender distribution.

    When this distribution is not achieved, it is important to motivate the reasons why this is not the case. Gender imbalance can sometimes be reflected in the marginalisation of some research questions and this marginalisation can lead to a lower presence of men among the people studying these questions. The research proposal should show that an effort has been made to find people of both sexes with expertise in the field of study, even if this effort has not resulted in an equal composition (e.g., through the bibliographies that are handled or through the association of men with the project as external experts on aspects of the research or issues on which they can contribute).

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2. **Is there a gender balance in leadership and decision-making positions?**

    For gender balance, an even composition of the research group is not sufficient. There may be gender imbalance even in groups composed mainly of women. A research team is gender-balanced when research leadership roles are evenly distributed between women and men and leadership opportunities are also open to women, especially younger women. These positions can be project management or co-direction, coordination of research subgroups or leadership of work packages or specific tasks. The gender balance in the leadership positions of the research project subsequently has an impact on the academic progress and visibility of female researchers.

3. **Are the conditions in place to ensure that women and men can progress academically and professionally at an equal pace?**

    The starting point for gender balance is the composition of the research team, which should be close to a 40%-60% distribution between the sexes in order to be considered equal. In addition, it must be ensured that internally the research management functions are evenly distributed between women and men. To this end, i.e. to ensure that women can also reach management positions or positions of varying responsibility in research teams, systems for measuring merit and professional and academic training must be guaranteed that are comparable for women and men.

    The academic and professional achievements of women and men must eliminate gender bias so that their academic and professional progression is equal, as the further along the career path, the fewer women are present.

4. **Are the work-life balance needs of all members of the team taken into account and, if dysfunctionalities are detected, are corrective measures actively taken (e.g. facilitating work-life balance times and schedules, reviewing workloads, digital disconnection, etc.)?**

    A key equality dimension is related to domestic/family demands and responsibilities and the facilitation of work-life balance. Traditionally and still today, the main burden of caring for dependants and other domestic activities has been greater for women and is at the root of the problems of employment discrimination and gender-sensitive career development.

5. **Is equality in the dissemination and transmission of research results encouraged and promoted both within research teams and at the institutional level?**

    Integrating a gender perspective in all phases of the research process also requires paying special attention to the results, their impact and the strategies for their dissemination. It is important to reflect on how these results are

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presented, through what narratives and/or images, and what forms of dissemination are used to make them known.

In addition to rethinking whether appropriate inclusive language is used, it is essential to assess whether women's contributions and/or the particularities of outcomes directly related to gender issues are sufficiently visible. It is also important to consider the dissemination actions and channels to be used. The use of gender-sensitive strategies, which respond to the needs of both women and men equally and do not include gender-stereotyped portrayals, is a phase of the research process that should aim to achieve equality between women and men through the use of gender-neutral strategies. One way to help break down possible gender stereotypes in dissemination may be, for example, to use gender-atypical visual materials in publications associated with the communication of research results from teams and/or institutions.

By way of example, some questions that can help us to identify whether a gender perspective has been incorporated in the dissemination and transmission of results include the following:

- Are non-sexist language and images taken into account?

- Are women's contributions made visible?

- Do the research results of men and women differ?

- Is the male/female ratio visible in the composition, leadership and results of research teams?

- Is it communicated whether women and men benefit similarly from research results?

- Are results that are or can become gender-transformative visible?

- Are undue generalisations made in dissemination and transmission strategies?

- Are the possible differentiated impacts of research results on women and men made visible?

- Are the gender impacts of research results communicated?

- Is access to information and research results guaranteed in a gender-sensitive manner?

Part Two: *The research process. Phases and indicators*[3]

1. Research approach and ideation

Has the possible effect of gender on the research variables been considered, analysing how/if the research can benefit from the inclusion of a gender perspective?

In this Guide, it is understood that there are very few cases in which research cannot benefit from the introduction of a gender perspective. A distinction is made between three types of research: research that focuses on theoretical issues linked to the development of theoretical and practical knowledge about feminism and gender-specific concepts; research that may include the gender perspective to a greater or lesser extent in all or some stages of the research; and research in which the gender perspective is irrelevant.

Example

In the SOCIO-BEE project: Wearables and droneS fOr CIty Socio-Environmental Observations and BEhavioral ChangE, in the H2020 Green Deal call "LC- GD-10-3-2020 Enabling citizens to act on climate change, for sustainable development and environmental protection through education, citizen science, observation initiatives, and civic engagement", Deusto leads the task "Task 6.3 Inclusive participation in SOCIO-BEE", where the aim is to include all types of users, with different socio-cultural levels, technological competences and where an equivalent representation of users of different genders will be sought. Furthermore, it will validate that Citizen Science is an instrument for collaboration and positive social transformation, regardless of gender.

In data science research projects, gender is one of the protected attributes with which special treatment is given when developing such systems. The objective of protecting this type of variable is twofold. On the one hand, it seeks to avoid unfair situations when applying this type of system, but it also contributes to improving the effectiveness of artificial intelligence models. This link provides a brief introduction to the subject: *https://towardsdatascience. com/the-counter-intuitiveness-of-fairness-in-machine-learning 6a27a6a53674*

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[3] *For the indicators in Part 2, a number of examples are given that put these recommendations into practice, together with a brief explanation.*

In the wording of the title and research question, formulation of hypotheses and objectives, is the language used inclusive and gender-sensitive?

Research questions are formulated on the basis of the research priorities and the concepts and theories that frame the research. Research questions have a direct impact on the research design, as they delimit what is (and what is not) researched and how (conceptual and methodological approach, choice of research techniques, etc.). Often research questions are based on explicit and implicit assumptions about sex and gender. As with other stages of research, the potential for innovation lies in analysing these assumptions from a critical perspective, ensuring that they are in line with the evidence provided by sex and gender research. Some relevant issues for reframing research questions:

– **What is known about sex and/or gender in the relevant research area? What is not known, because sex and/or gender is not analysed?**

– **Are the research questions based on explicit or implicit assumptions about sex/and or gender? Are these assumptions based on empirical evidence and supported by sex and gender research? If not, what issues related to sex and gender are being omitted, or addressed in a biased way?**

– **Have any relevant groups of research subjects been omitted** *(Source: Schiebinger, 2011).*

Example

Mugarra, Aitziber; Serrano, Mariola; Enciso, Marta; Echaniz, Aranzazu and Ereñaga, Nerea (2015). *Reality of companies facing the challenge of maintaining employment: analysis of job sharing experiences in Gipuzkoa* (report carried out for the Provincial Council of Gipuzkoa). When carrying out the analysis, special attention is paid to women in relation to the labour market, where they have an unequal position with regard to working time or part-time employment, which ultimately implies lower salaries and rights associated with employment.

– **Is the adoption of the masculine as a general norm or as a universal referent avoided?**

Research tends to use the male sex as the universal reference and extrapolate the results obtained to both sexes. At other times, female subjects are included in the research at a later stage and are analysed as deviations from the established norm.

Example

MINECO VULNERA Project (2014-2016): Impact of the crisis on the social welfare model. Social vulnerability and alternative frameworks. Ref: DER2013-47190-C2-1-R Deusto Social Values Team. Results published in a monographic issue of the Revista Española de Sociolo- gía (RES). Year 2017, Vol. 26, 3. https://dialnet.unirioja. en/exemplar/497476 The analysis of the impact of the crises in the contexts of vulnerability, given that it asks about the impact of gender, brings the conclusion of the fe- minisation of the spheres of vulnerability, fragility and exclusion.

– **Are an intersectional perspective (addressing issues of race, class, age, disability, sexual orientation, religion, etc.) and a cross-cutting nature adopted in the research approach?**

Women and men are not homogeneous groups. If only gender differences are analysed without taking into account other biological and socio-cultural factors, it can be a mistake to overestimate gender differences. Issues such as level of education, employment status, socio-economic status, geographical location, ethnic group, nationality, sexual orientation, religion, lifestyle, household composition, language, genetics, age, sex hormones, body size or disabilities, among others, are factors to be taken into account (Caprile, 2012, p. 15). The study of gender is not limited to women's studies and includes other approaches such as the study of masculinities and gender in non-binary terms.

Examples

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1. Pando-Canteli, María J. and Rodríguez, María Pilar (2021). "Menverti- sing and the Resistances to New Masculinities in Audiovisual Represen- tations". *International Journal of Communication*, 15, 493-513 (2021). https://ijoc.org/in- dex.php/ijoc/article/view/14912. Examples in adverti- sing are studied in terms of the maintenance or rupture with the hege- monic masculinity model and the category of gender is explored in an intersectional way.

2. Azkuenaga Ibañez, Dorleta and Gandarias Goikoetxea, Itziar (2019). An approach to trans* families: experiences and meanings of trans- parency. *En- crucijadas: Revista Crítica de Ciencias Sociales,* (17), 1-19. https://recyt.fecyt.es/index.php/encrucijadas/ar- ticle/view/79188 Fa- mily models that go beyond heteronormal are studied.

– Are the results considered in terms of social impact and their contribution to gender equality? Will the advancement of knowledge benefit women and men equally/equitably?

From the very beginning of the research design, it should be considered whether the expected results will contribute to equality and advance gender-sensitive knowledge.

– Does it take into account the category of gender as a determinant in the problem under investigation?

The theoretical framework and the definition of the problem must take into account whether there is scientific knowledge about the way in which the category "gender" influences the problem under investigation, which will be based on the analysis of gender determinants. By gender determinants or conditions we mean those characteristics of social role, attitudes, beliefs, sexual division of labour, sexual identity, family role, life cycle, etc., assigned to men and women by cultural gender models. This question provides information to understand how the social construction of men and women affects or may affect in a specific way in the field of work. The study subject (identification of problems/impact, categorisation, organisation, distribution of resources, biases in interpretation, initial stereotypes, etc.). Finally, is the term "gender" included in the keywords?

Example

Ibáñez, Asunción; San Sebastián, Paul; Fernández, Isa- bel; Marigil, Oier & Iglesias, Anais (2011). "Are there gen- der differences in students' entrepreneurial profile?" in Nandram, S. & Poppen, H. eds. *Entrepreneurship Special on Training and Education*. Arhem: HAN Press, 155-166. Entrepreneurial attitudes, usually over-culinised, are analysed from a gender perspective, in order to avoid the repro- duction of the masculine as a referent for entrepreneurship.

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2. Literature review, theoretical framework and state of the question

– Are the contributions made by women in the discipline made visible? Is gender taken into account in the authorship of the literature used in the research?

In general bibliographic searches, it is common to find a majority presence of male referents in many disciplines. The effort to find contributions carried out by women will open the doors to find in many cases new perspectives of analysis and in others to establish connections with the works of other women. Is there scientific knowledge with a gender perspective in the researched topic?

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If so, have these references been included? The introduction/justification of the project should refer to existing gender-sensitive scientific knowledge in the field being researched, or refer to the lack of it. Does it refer to the extent of the research problem in women and men? The theoretical framework and the definition of the problem should take into account whether there are differences between men and women, and whether these differences are unfair and avoidable. In this section, it is important to pay attention to the indicators used in the definition of the problem, as they may be different between men and women, and taking them into account or not may lead to the invisibility of specific problems that affect or may affect women more.

Example

PhD theses by Maialen Suárez, Estíbaliz Linares, Lía González, Simono Sokolvska, Khadija Yahya, Justine Mbelu, María Silvestre, María López-Belloso and Raquel Royo (2020). The application of the Feminist Standpoint Theory in so- cial research, *Investigaciones Feministas*, 11(2), 115-126. https://revistas.ucm.es/index.php/INFE/article/view/66034 Sociological research based on the Feminist Standpoint Theory and provides some examples and evidence of the knowledge generated by women's voices based on the analysis of 10 doctoral theses. The methodology used is based on the analysis of the topics chosen by the theses, the formulation of their objectives and the bibliography used. We have also constructed what we have called the "Harding test" based on Sandra Harding's postulates, which allows us to evaluate the theses analysed and reflect on the empirical contributions of the research carried out, the feminist commitment of the research and what the subject/object relationship should be in feminist epistemology.

– **Is the women's perspective taken into account in the research and are any discrepancies with the prevailing model voiced?**

It is important to take into account the contributions that are developed from a critical approach that questions the inherited traditional form of research, which presents itself as objective and universally valid. Attention should be paid to contributions that question the prevailing model and offer alternatives.

Example

Example of a review of the scientific literature at national and European level with a gender perspective: Gartzia, Leire & López- Zafra, Esther (2014). Gender Research in Spanish Psychology: An overview for international readers. *Sex Roles*, 70(11-12), 445-456. doi: 10.1007/s11199-014-0380-x

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3. Methodologies

– *Quantitative methodologies:* Is the sample defined with representative criteria? In cases where a representative sample implies an underestimation of women, is the cause analysed and solutions proposed? Is the significance of the variable "sex" and the variable "gender" interpreted in the sample? Are disaggregated data exploited?

– *Qualitative methodologies:* in techniques such as life histories, in-depth interviews, group dynamics, etc. Are the selection criteria justified? Qualitative methodologies: in content analysis and discourse analysis techniques, is account taken of how things are said/told, what is and is not said, and by whom?

It is advisable to collect sex-disaggregated data taking into account their diversity. The aim is to identify gender differences and analyse the causes of these differences. Once the data have been obtained, the differences that they reveal must be identified and described, and the information must be analysed by identifying the particularities of each sex in order to interpret it, taking into account the social causes that have generated these imbalances. If necessary, compensate for this imbalance with positive actions, understood as those specific measures in favour of women in order to correct clear situations of de facto inequality with respect to men. Such measures should be reasonable and proportionate in relation to the objective pursued in each case. Do the variables used make it possible to highlight the relationship between the topic under investigation and any gender factor(s): social role-dependent characteristics, attitudes, beliefs, sexual division of labour (productive/reproductive work), gender identity, family role, life cycle. Gender inequalities arise or may arise, for example, from gender role differences, gender division of labour, unequal distribution of benefits and resources, and those generated by social relations.

Women and men are not homogeneous groups. If only gender differences are analysed without taking into account other biological and socio-cultural factors, it can be a mistake to overestimate gender differences. Issues such as level of education, employment status, socio-economic status, geographical location, ethnicity, nationality, sexual orientation, religion, lifestyle, gender composition, gender identity, and gender identity can be overestimated. The factors to be taken into account include, among others, home group composition, language, genetics, age, sex hormones, body size, and disabilities. Analysing how sex and gender interact with other factors involves:

– Identify relevant factors or variables

– Hypothesise how sex and/or gender interact with other biological or socio-cultural variables.

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‒ Define the factors or variables

‒ Explain how the factors or variables analysed are understood, in order to be able to use the results in a rigorous way, either in the application of specific interventions or in the performance of meta-analyses.

‒ Analyse how factors or variables interact

‒ Analyse how the factors or variables interact with the sex and/or gender variables.

(Source, Caprile, 2012, p. 15).

Examples

QUANTITATIVE:

1.1. Mujika, Alazne; Gibaja, Juan José and Arrizabalaga, Iñaki (2020). "*Opinión de la población guipuzcoana so-bre la figura de las mujeres políticas*". Anàlisi. Quaderns de Comunicació i Cultura, 56, 49-70. DOI: http://dx.doi.org/10.5565/rev/analisi.3088. This paper presents and analyses public opinion in the historical territory of Guipúzcoa (Basque Country, Spain) on women politicians in relation to men. Based on the observation that the media often offer an image marked by certain sexist stereotypes in electoral campaigns, the article shows the results of a questionnaire that includes questions linked to the appearance, leadership and notoriety of women politicians.

1.2. In DANTE (*Detecting and ANalysing TErrorist-rela- ted online contents and financing activities*, link: https:// www.h2020-dante.eu/), when developing some of the system models, consideration was given to a balanced input data set, including gender as one of the elements to be taken into account when assessing the representativeness of the data set.

QUALITATIVE:

Gandarias Goikoetxea, Itziar (2014). "Inhabiting discomforts in feminist and activist research from a reflexive practice". Athenea Digital-Revista de Pensamiento e Investigación Social, 14(4), 289-304. doi:http://dx.doi.org/10.5565/ rev/athenea.1489. Methodological proposals for advancing feminist research are reviewed.

4. Inclusive communication

– **Is inclusive communication used in both language and images?**

Language is a social product that influences our perception of reality and conditions our thinking and our view of the world. As stated in the document Inclusive Communication (Council of the European Union, 2018), the use of inclusive language and images that promote diversity and equality can play a key role in preventing the perpetuation of discriminatory biases. Non-sexist language advocates equal treatment between women and men, and does not perpetuate stereotypical perceptions of gender roles. There are many guidelines for a non-sexist use of language and suffice it to mention here the *Basic Guide for non-sexist communication at the University of Deusto* (https://drive. google. com/file/d/1eazLLLKzGiuDHuWiaXkIP0QkH__exiQEy/ view).

Example

González, Lía; Royo, Raquel, and Silvestre, María (2020). "Young feminist women's voices on motherhood: deconstructing the social imaginary" *Investigaciones Femi- nistas*, 11(1). https://revistas.ucm.es/index.php/INFE/ article/ view/64001 This article is written using inclusive communication, which implies the use of generics, relative clauses and other turns of phrase and expressions because the masculine is not considered generic.

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5. Results

– **Are future lines of research on the position and situation of women and men being promoted?**

– **Have we generated research that advances the promotion of equality between women and men?**

Are the results gender-specific and are they consistent with the needs of the target groups? What has been achieved for women and men in terms of social impact? Who (women and/or men, and age, class and ethnicity) has benefited from each of the results? To what extent and on what basis have women and men participated? Does the advance in knowledge open up new avenues of exploration in the discipline? Does it contribute to

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highlighting differences or inequalities between men and women in the research topic?

Differences between women and men in the various stages of life can be explained by exposure to different gender determinants in the field under study. A gender-sensitive project will identify those gender determinants that place women and men in a specific position of vulnerability.

Does it help to point to changes in the gender structure that may have an impact on equality or equity between men and women in the area under investigation? Research should not only aim to identify inequalities between women and men. When research is carried out in groups of women or groups of men, it is essential to identify how gender determinants affect those who have been exposed to them throughout their lives, and to analyse the diversity of their expression, which may be related to the different existing gender models.

If discrimination is recognised or identified, are possible modifications planned so that it is not perpetuated over time? Research, when it is group work, should not give exclusive visibility to the person who heads the projects. A fair/rotational mechanism is established to establish the order in the authorship of articles, as well as in the signature of projects. A fair/rotational mechanism is established to establish the order in the authorship of articles, as well as in the signing of projects A balanced participation of men and women is distributed in a fair/rotational way in the media and in academic and dissemination environments. A mechanism is established for returning results to participants, whether women or not, broadening the contexts of the impact of our research. Is research presented in gender-specialised or other generalist journals or congresses? The underlying idea is this: If gender-related research results are published in not only gender-specific, but general journals and conferences in our sector, what visibility is given in publications and conference papers to the gender issue in the research conducted?

Examples

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1. Josune Sáenz Team. NERSO Project *New business models for a sustainable rural environment*. A project that proposes new lines of research for the Spanish agricultural sector within the framework of COVID-19, as an option for sustainability that is more environmentally friendly than conventional agriculture, and based on the effective and efficient use of resources. The team proposes the need to specifically and transversally analyse the role of women in the creation and development of new sustainable businesses in this rural environment.

2. Rodríguez Martínez, Yuriria Alejandra; Echaniz Barron- do, Arantza; Ortiz Meillón, Viviana and Velázquez Sánchez, Luz María (2021). "Uso del tiempo de profesores, ad- ministrativas y directivas durante el aislamiento social a causa del Covid-19". In *Retos y oportunidades de la educación digital: Transformación académica ante la crisis sanitaria del COVID-19 en México*. Vázquez Parra, José Carlos; Morales, Sofia Leticia and Meza, Jesús (eds.) [in press] This research conducted among female professors, administrative and managerial staff at the University of Deusto and the Tecnológico de Monterrey shows the unequal use of time during the Covid-19 pandemic and advocates breaking the social role of women as caregivers. It also vindicates women's right to receive care and decide on the use of their time..

2.5. **Proposal for a monitoring and evaluation model**

Once the guides have been finalised, the aim is that the actions defined by the teachers participating in the pilot project can be implemented. To this end, in the second phase, a monitoring and evaluation proposal will be designed to validate the indicators.

This proposal will be presented as a research innovation action. The objective is to socialise the process and introduce the gender perspective in the institutional dynamics.

In addition, in order to institutionalise the work carried out for the elaboration of the guides, the team driving this process will promote their distribution and presentation both to the various bodies at the general level of the institution (vice-rectors offices and the Board of Directors) and at the faculty level.

In addition, actions will be designed to ensure the widest possible dissemination of the Guide outside the institution.

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3

Gender mainstreaming in teaching and learning

3.1. **Objectives**

This Guide aims to be a useful tool for initiating the incorporation of *gender mainstreaming* in undergraduate and postgraduate teaching at university, regardless of the discipline and areas of study. AQU defines gender-sensitive teaching as "teaching that considers sex and gender as key analytical and explanatory variables. It involves paying attention to similarities and differences in women's and men's experiences, interests, expectations, attitudes and behaviours, and identifying the causes and consequences of gender inequality in order to address it" *(2019, p. 13).*

The process initiated has as its objectives:

a) Raise awareness among teaching staff of the benefits of gender mainstreaming. To this end, pilot working groups have been set up, which have been given prior training by agents specialised in gender mainstreaming and university institutions with previous experience. Awareness-raising is to lead to implementation and dissemination among teaching staff.

b) Drawing up a practical guide in a collaborative manner. The involvement of teachers who, voluntarily and from different faculties, have agreed to the training and development of a guide on gender mainstreaming is fundamental. The participatory process involves defining indicators and developing them with practical examples that can be applied to ordinary teaching in undergraduate and postgraduate subjects. The participatory process involves defining indicators and developing them with practical examples that can be applied to ordinary teaching in undergraduate and postgraduate subjects.

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c) Incorporate the indicators designed and their implementation into the Learning Guides for each subject. The aim is for this Guide to be used to incorporate those indicators that we consider to our own subject learning guides. Not all the indicators are applicable to all subjects, but the range of proposals formulated in a generic way means that all disciplines can incorporate them totally or partially into their teaching activity. All this contributes to continuous improvement and to innovation and teaching quality.

3.2. **Why?**

As repeatedly advocated by the European Commission, the introduction of a gender perspective makes research and teaching more inclusive, bringing quality to knowledge transfer and reinforcing the presence of women and men equally in the spaces of professional development and scientific innovation *(http:// www.gender-net. eu/IMG/pdf/GENDER-NET_D3-11_Manuals_with_ guidelines_on_the_integration_of_sex_and_ gender_analysis_into_re- search_web_.pdf)*.

Other international organisations, such as the United Nations, also consider it fundamental to reinforce the gender perspective, to study the differential impact of science and technology on women and men and to work for the integration of a gender perspective in scientific curricular developments and at all educational levels (*UN, Commission on the Status of Women - CSW https:// www.un.org/ ga/search/view_doc.asp?symbol=E/2011/27&referer= http://www.un.org/womenwatch/ daw/csw/csw55/documentation. htm&Lang=E*).

All of them converge in pointing out that the inclusion of a gender perspective in curriculum development:

a) It helps to contribute to the development of learners in a more comprehensive way, stimulating critical thinking and combating "gender blindness".

b) It forms more professional, knowledgeable and skilled human beings to exercise their professions with a social justice orientation.

c) It promotes inclusion, can improve student performance and provides innovative insights into the teaching-learning experience itself.

d) It allows for the development of new teaching programmes and opportunities for professional advancement.

e) It contributes to normalising the presence of women in areas traditionally associated with the male agency.

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3.3. **How?**

There are various proposals that universities are considering when it comes to including the gender perspective in teaching. These range from the creation of a subject or subjects that deal in a specialised manner with how the gender perspective is applied to that discipline or area of study to the design of a competence that can be applied transversally in the different university curricula. In the case of the University of Deusto, the definition of transversal competence with associated learning outcomes is not currently contemplated, although this option is not ruled out in the future.

The proposal of this practical guide is to facilitate the progressive incorporation of the gender perspective without the need to alter the planning of the teaching as set out in the degree's Verification Reports. By designing indicators, the aim is not only to make teaching staff reflect on the possible gender blindness in their teaching activity but also to provide useful tools that can be easily applied to classroom dynamics and to the students' learning process.

In this spirit of usefulness, this guide is intended to serve as a toolbox in which these indicators function as a checklist with some simple descriptions and practical examples to be applied in the classroom, regardless of the field of study.

In order to be able to easily incorporate these indicators and their development in our teaching activity, we have proposed that this should be through the MAUD and its five phases, as this is the recognised model in the university and the one to be applied to the "Student Learning Guides".

Deusto Training Model

The University of Deusto's training model rests on four fundamental pillars of the organisation: an organisation that learns and is student-centred, that works as a team and values collaboration, that leads and empowers staff, and that is ethically and socially committed. In turn, the learning model considers different ways of learning, fostering the development of skills and abilities (competencies) and comprehensive learning that promotes different forms of intellectual thinking (*University of Deusto Training Model,* p. 5).

Following these values of teamwork, staff potential and ethical commitment, the dynamics of the development of this guide have been focused on collaborative work and the development of clear indicators that allow these actions to be incorporated in a simple way in the learning guides of the subjects and, therefore, in the teaching activity. To this end, and based on the analysis of previous models developed by other institutions, it is proposed to

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address the incorporation of the gender perspective according to the learning cycle developed in the MAUD model and applied to the learning guides of the subjects. In this way, the gender mainstreaming pilot project not only contributes to more inclusive teaching but also does so in a very practical way, responding to the innovation and quality criteria of the University of Deusto itself.

The Learning Model (MAUD) is one of the pillars of the Training Model and focuses on a meaningful learning model, i.e. the learning process is conditioned by the students' previous experience and knowledge:

> The proposed model aims to facilitate learning to think and to promote research and development work, key aspects of university study and work. To facilitate and make the application of the model operative, it is proposed to design and develop the learning units around learning cycles that, following a sequence of phases, favour the construction of this autonomous and significant learning. Taking as inspiration the model of Kolb et al. (1976) and Ignatian pedagogy (Gil Coria, 1999), five phases are proposed for the development of a learning cycle: experiential context, reflective observation, conceptualisation, active experimentation, and evaluation (*Deustional Model of Formation of the University of Deusto*, p. 6).

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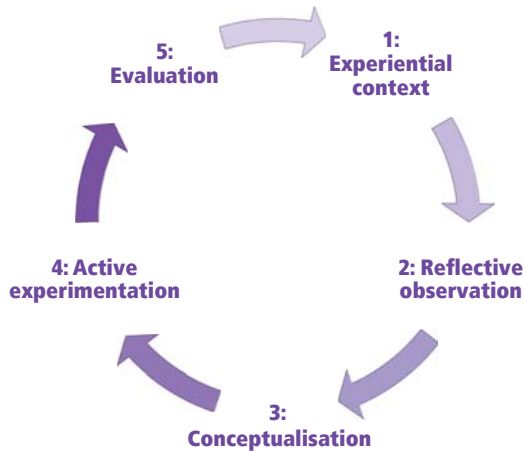
EXPERIENTIAL CONTEXT

The first step is to situate the students before the topic or question is developed. It is important to motivate them through their experience and context, in order to get an initial global idea of the subject and to help them understand the relevance or applicability of the content to be worked on.

The main task of teachers is to facilitate the construction of knowledge, combining the logical structure of each subject with the psychological and social perspectives of the students. To this end, it should be borne in mind that learning originates in a particular person from his or her prior conceptions or preconceptions, ideas, and experiences; that is, in his or her personal, academic context, and in his or her own social environment, which can be extended to the wider political, economic, cultural and historical and international environment.

As far as possible, it is useful to link learning to personal experience (analysis of preconceptions, different experiences, data on the topic that help to contextualise it, links to other contexts, future expectations, questions of how we learn, common and differing perceptions of the participants). It can be done in a collaborative way, exchanging and contrasting each other's experiences and views of the context.

In addition, in order to involve students in their training process, it is also important to share the objectives of the process from the outset, to define the problem to be studied, the competencies to be promoted and the contents and activities to be developed.

REFLECTIVE OBSERVATION

The purpose of this second phase is for the learner to ask him/herself questions, to question him/herself, since there can be no meaningful learning if one does not ask oneself and question something. It will be the existence of a question, some questions, a conflict, or a distance between what I know and what I need to know or do, which moves the learner to action and thus to the construction and reconstruction of his or her knowledge.

It is therefore desirable and necessary to encourage questioning, the formulation of one's own questions and the search for answers by the student, before the formulation of questions and answers by others: what is going on here, what is this topic or situation about? What are its keys? what does it obey or respond to? why? what is the reaction that this observation produces in me? what interests me? what contradictions does it produce in me? how does it affect my convictions? how does it challenge me? what is it that I don't understand? What thought or reflection does it suggest to me? What could I do?

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Sharing our questions and reflections can also be a first step to start teamwork: what are my key questions, what are those of my colleagues, what questions have experts and specialists in this field asked about this issue, how do we value these contributions, how do we use them?

Reflective observation thus consists of opening our eyes to perceive the reality around us and questioning through reflection the considerations of what this observation really means.

CONCEPTUALISATION

The next step is to become as familiar as possible with the theoretical positions on the subjects. This involves bringing the student closer to the theory that has been developed in a specific scientific or technical area: the answers that authors and schools have been providing to the key questions of each discipline. Conceptual learning is based on the acquisition of knowledge, scientific terminology, facts and data, methods and strategies, principles and theories that make up the scientific and technical knowledge of each discipline.

Learning based on the use and application of cognitive skills such as comprehension, analytical-synthetic thinking, critical judgement or divergent thinking must be encouraged, facilitating integrated learning (which allows the concept, fact, data, principle or scientific theory to be placed in one's own intellectual structure) and meaningful learning (which adds or incorporates relevant knowledge to one's own personal development linked to one's attitudes, values and competences).

ACTIVE EXPERIMENTATION

In this fourth phase of learning, we ask ourselves how can we apply the contents we have just worked on? This refers to the theory-practice link and includes any activity (exercises, practicals, projects, research work, designs, or any other active proposal that students must carry out in a given subject, course or degree) that favours the development of students' skills in the application of concepts, theories or models with the aim of further strengthening them, with a problem-solving purpose, or with the aim of designing or implementing a model or strategy.

This phase is well suited to collaborative work, as it involves the application of different skills and competencies that can be possessed by different members of a team.

The questions that can help to develop this phase relate to two areas: the technical (questions about the best approaches, procedures, strategies, methods, resources, to

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carry out a task or project); and the social or human (how do these activities affect people; what are the social, human, ecological, political, pedagogical, sociological repercussions...).

EVALUATION

A learning cycle cannot be completed without asking what has been done and what has been achieved. For this purpose, three levels of evaluation can be distinguished:

– Personal level: seeks assessment by the person involved, who reflects on what has been learned, questioning their own abilities, limitations and personal motivations and the attitudes, convictions and values of individuals. It also includes the personal contribution and value that the learning represents for the learner: what does he/she feel he/she has learned? what has this learning contributed to him/her? what difficulties has he/she encountered?

– Formative level: this is based on the consideration of feedback as a key element for student progress. Obtaining feedback on how we learn, what are the main difficulties and obstacles to be overcome, the principles of learning, the main learning strategies and the main learning objectives. The main faults that need to be corrected are the basis for improvement and optimum utilisation.

– Summative level: aims at the "accountability" of each student's work and study. It is about "giving a judgement" or assessing the performance achieved, which leads to an academic qualification and accredits a level of competence achieved.

Proposed model for application at the University of Deusto

The incorporation of these areas of intervention in the MAUD model necessarily implies a focus on the subject and its learning environment (teacher-student interaction, teaching environment and academic structures), in such a way that it is a bottom-up dynamic that seeks to involve teachers in their daily work in the classroom.

The list of indicators below is the result of the collaborative work of the pilot project team. Two or three indicators have been selected for each phase of the teaching-learning process and this is the result:

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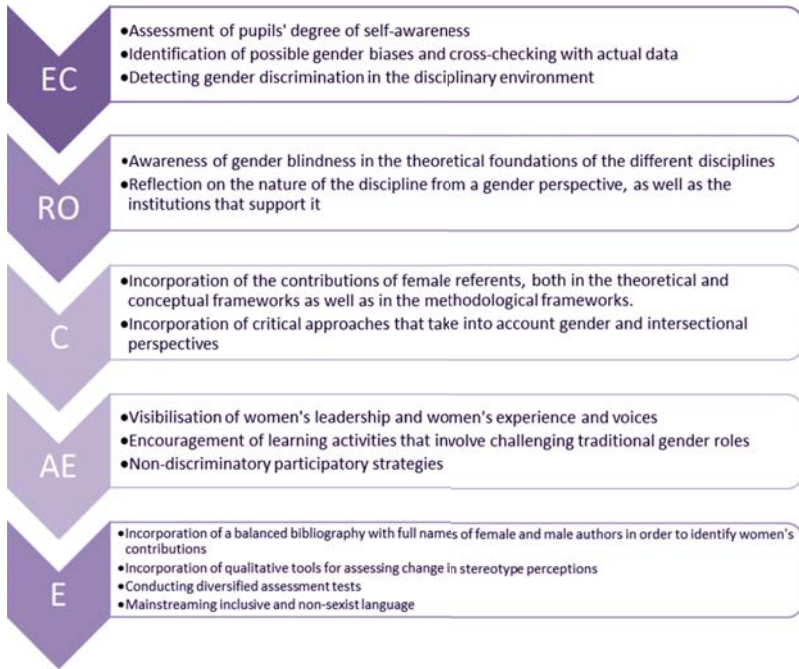
3.4. **Indicators for gender mainstreaming: definition and examples**

In total, fifteen indicators associated with the different phases of the teaching-learning model have been identified. For each indicator, a definition or an explanatory account is provided that contextualises this action, a series of activities or examples that help to apply it in the classroom in a specific way, taking into account the particularities of each subject and, finally, in some cases, references are provided to resources that may be useful. The practical nature of the Guide is emphasised so that both the definitions and the examples are generic in nature so that they can be applied to any subject, regardless of the discipline.

There are two indicators, however, which are considered to cut across all phases of the MAUD model. They are the use of inclusive and non-sexist language and the intersectional approach:

I1: **INCLUSIVE LANGUAGE**:

Any verbal or written expression that uses preferably neutral vocabulary or makes masculine and feminine evident, avoiding generalisations of the masculine for

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situations or activities where women and men appear (see Non-sexist language in the glossary).

The University of Deusto has drawn up a basic guide for non-sexist communication in the UD which includes very basic practical recommendations. It is recommended that this model be followed and made known to students so that it can be put into practice, both in classroom interaction and in the different oral and written teaching-learning activities that take place inside and outside the classroom. *https://drive.google. com/file/d/1eazLLKzGiuDHuWiaXkIP0QkH__exiQEy/view*

I2: INTERSECTIONAL APPROACH:

A tool for analysis and work that addresses multiple discriminations and helps us to understand how different sets of identities (ethnicity, class, sexual orientation, religion, etc.) influence access to rights and opportunities (see the term Intersectionality in the glossary). The intersectional approach cannot be separated from the gender perspective as it helps to understand social reality as a hetero-gendered and complex scenario in which other axes of structural inequality interact with.

3.4.1. *Experiential context*

It is useful to link learning to personal experience and in gender mainstreaming, it is important to analyse preconceptions, background experiences and data. This can be done in a collaborative way, exchanging and contrasting each other's experiences and views of the context.

I3. ASSESSMENT OF PUPILS' DEGREE OF SELF-AWARENESS

Definition of the indicator: This indicator develops dynamics that allow students to reflect on the construction of their social identity, their relationship with peers, their social position and the incidence of different conditioning factors including those of gender - in the construction of their social self based on their own life experiences.

Activities: Raise questions such as:

– What were the reasons that led you to choose this university degree?

– Do you know how many girls and boys tend to attend these courses?

– Have you ever thought about why these differences and/or similarities occur?

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- What do you think are the reasons for these differences? Has this always been the case?

- How does this difference in society or future incorporation affect the labour market?

- When they are working in groups, ask them to establish a protocol of interventions to order when each person participates and ask them if they consider that such a protocol is necessary and why (assess power relations within the groups).

- Role-playing of everyday situations (micromachismos) *(https://feministailustrada. com/2016/01/28/25-micromachismos/)*

I4. IDENTIFYING GENDER BIAS IN SOCIETY AND CONTRASTING IT WITH REAL DATA

Indicator definition: Gender biases and prejudices are often normalised. This indicator helps to confront individual and societal gender stereotypes, prejudices and biases with contrasting data and evidence.

Activities:

- To encourage debate in the classroom on the basis of scientific evidence of inequality between women and men in society. What could be the causes? Is it something that happens to me too? Is it something I suffer from, is it something I reproduce, what are the factors that help to maintain these inequalities?

- There are several documents that provide indicators of gender inequality: the Emakunde *Figures Report*, the *Women and Science Report* and *She Figures*. A good example is the article by Yale University researchers which shows the different attribution of value to the masculine and feminine as an unconscious gender bias (John/Jennifer effect).

Resources:

- Moss-Racusin, Corinne A.; Dovidio, John F.; Brescoll, Victoria L.; Graham, Mark J. y Handelsman, Jo (2012), Science faculty's subtle gender biases favor male students, PNAS, 1-6 https://www.pnas.org/content/pnas/early/2012/09/14/1211286109.full.pdf

- Oxfam Intermón report https://blog.oxfamintermon.org/ejem- plos-de-desigualdad-de-genero-en-el-trabajo/

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I5. DETECTING GENDER DISCRIMINATION IN THE DISCIPLINARY ENVIRONMENT

Definition of the indicator: Unlike the previous indicator, this indicator focuses on the more specific area of the subject discipline, as there are areas of knowledge that are perceived to be highly feminised or masculinised. Provision of data and indicators that reveal inequalities in the area of study (number of women scientists, references used in the subject and in the work they do) and in the professional sphere (professional segregation -number of women and men-, pay gap, power gap) in order to contrast with gender stereotypes and prejudices.

Activities:

- – Ask students to indicate the number of women and men cited in the bibliography of academic work and present the resulting numbers.

- – Activity that allows them to discover how gender inequalities are reproduced in the professional area of their discipline (videos, films, etc.).

- – Ask the question: Who leads the discipline academically and professionally?

Resources: *Blog Marta Macho; Women with Science; AMIT (No-MoreMatildas Campaign).*

Example EXPERIENCED CONTEXT

MAUD	Proposed activity	Related competence	Source
Contexto Experiencial (CE)	Contextualisation EC Activity 13: Reading "International Relations and Feminisms". Guided reading with a series of questions to help you understand from how feminist theories contribute to explaining international relations by focusing on different actors and international social, political and economic processes. Group work. Students will have the text and the questions to answer. It will be uploaded to Alud as homework.	CG2 THINKING SYSTEMIC: Organising and integrating interrelated components to form a whole. Understanding and dealing with reality through global patterns. Mastery level 2: Coping with reality using knowledge of a globalising nature. SC3 Knowing the main currents of theoretical debate that have shaped the epistemological, methodological, doctrinal and conceptual development of the discipline and applying them to the understanding of the actors and conditioning factors of the international relations.	Course guide "Theory of International Relations" Degree: Degree in International Relations 1st Year.

3.4.2. *Reflective observation*

Reflective observation should help us to reflect on what is included in our subjects, but also on what is not, since, as Cassese and Bos point out, "the content that is excluded reveals as much about the discipline as the content that is included" (2013: 217). Through reflective observation we must be able to make students, but also teachers, aware of the "hidden curriculum" whose learning is based on unwritten rules, such as symbols, practices and routines, which unconsciously reproduce dominant social beliefs about gender roles and the status accorded to men and women, thus contributing to sustaining inequality *(Margolis, 2001, cited by Alonso and Verge 2017)*.

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I6. AWARENESS OF GENDER BLINDNESS IN THE THEORETICAL UNDERPINNINGS OF THE DIFFERENT DISCIPLINES

Definition of the indicator: This indicator focuses on the false neutrality from which historically, rational thinking and the scientific knowledge based on it have been constructed. It contributes to raising awareness of the critical currents and subordinate knowledge, from a gender perspective, which has traditionally been left off the official agenda by the groups in charge of establishing the canon of contents of the discipline and encourages critical reflection on the dominant values that have established the standard of what is normative in each area of knowledge.

Questions to initiate Reflective Observation:

- Is this subject neutral? What does neutrality mean in a subject?

- Are social constructs that condition the subject reflected in this subject?

- What gender connotations does it carry?

- What is the normative ideal of the discipline?

- What are the dominant values in the subject?

- What issues do we attach value to in the area/subject? What do you think it should look like?

Activities:

- Questioning situations of inequality that are already naturalised and therefore considered "normal", such as the lower rate of the lack of women's employment, their absence from certain jobs and positions of responsibility, the lack of autonomy and family co-responsibility of men in general, as well as the horizontal segregation that places men in some sectors of the labour market and women in others .

- Propose a debate in class on the basis of press reports on the equal constitution of representative bodies or on wage gaps in the professional sphere.

- Invite students to look for, analyse and bring to the classroom one or several **cases of gender stereotypes** that they find in the press or in their social environment and that are representative of the limitations that women face in their professional environment. (Example: Praise for female governors for their efforts to reconcile professional and working life, which does not occur in the case of male governors. Latent stereotype, even in the praise).

- The **inversion test** is very useful for suspecting and determining whether or not a statement or image is discriminatory, whether or not we are dealing

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with a sexist use of language or image. It can be used in most cases and consists of changing the situation of the sentence or image by putting wo- men in place of men, and vice versa, to see if the sentence or image that seemed "normal" to us before, with the change, still seems "normal" to us or if, on the contrary, it seems inappropriate. If the inverted version seems inadequate to us, then the initial wording or image was also inadequate and we must correct it.

– Critically rethink who is behind the invisible tasks of care and sustainability of life for any activity to succeed. Question: who makes it possible for this activity to go ahead?

– Rethink who is behind spaces of power that are traditionally perceived as mas- culine, e.g. law, engineering, business, and medicine.

I7. REFLECTION ON THE NATURE OF THE DISCIPLINE FROM A GENDER PERSPECTIVE, AS WELL AS THE INSTITUTIONS THAT SUPPORT IT

Indicator definition: Aims to uncover the ways in which different disciplines of knowledge have perpetuated, consciously or unintentionally, core paradigms and values in upholding mechanisms of gender domination or exclusion.

Questions to initiate reflection:

– To what extent are gender inequalities reflected in my discipline?

– And in the institutions of the countryside?

– What is the current agenda of urgency in the discipline?

Activities:

– Find a reference **manual or monograph** in your area of knowledge from forty years ago. Read its bibliography, identifying the names and reference persons mentioned. Does its content seem balanced from a gender perspective? Now do the same with a manual or monograph from the last five years. Are the same patterns perpetuated? Has there been an evolution in any way?

– Identify three **organisations/institutions** of reference in your area of knowledge for having generated knowledge, established the rules of operation or contributed with relevant findings. Take an interest in the composition of their governing bodies or working teams over the last fifty years. Has it been a parity composition or not? Who has generated the knowledge or established the norms and values of functioning in your area

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of knowledge? What has been the evolution in these fifty years and what is expected in the recent future?

– Think of a **debate or controversy** that is particularly important or sensitive in your discipline at the moment. Did this reality exist forty years ago? If it did exist, why wasn't it the subject of debate? If it was the subject of debate, have there been any gender prejudices or stereotypes in recent decades that have conditioned or are currently conditioning the debate? If women have joined this debate, have there been any changes in perceptions that have modified the debate? Has the incorporation of a new perspective, in this case, that of women, been decisive? Have there been authors who in the past, have defended positions that today are increasingly in the majority but which, at the time, were marginal? Why were they marginal before and why are they not marginal now?

Example REFLECTIVE OBSERVATION

MAUD	Proposed activity	Related competence	Source
	OBSERVATION AND REFLECTION 1. UNIT: History of Psychopathology. Trend of doctrines. 1. classification system in psychopathology. Context of experience and reflective observation: dialogic reading. The student body read an article on the psychopathologisation of the feminine and follow the next steps: — They will choose the most significant sentence. — They will explain what the sentence says (separating the text from the context). The students' work is measured with a worksheet. The worksheet explains the work to be done. It will be available from ALUD.	SC 1.2: Investigate the models and paradigms of Psychopathology, explaining the classification in order to be able to detect behaviour, thoughts and feelings between people. SC 3.2: Evaluate the results obtained and draw conclusions. of research in psychopathology, to be competent professionals in the future.	Degree in psychology

3.4.3. *Conceptualisation*

Conceptual learning is based on the acquisition of knowledge, scientific terminology, facts and data, methods and strategies, principles and theories that make up the scientific and technical knowledge of each discipline. Their adaptation to a gender perspective implies reviewing the female references in the discipline, as well as the disaggregated treatment of data or the application of an intersectional perspective with the incorporation of approaches that displace an androcentric and ethnocentric view.

I8. INCORPORATE THE CONTRIBUTIONS OF WOMEN'S REFERENCES, BOTH IN THE THEORETICAL AND CONCEPTUAL FRAMEWORKS AND IN THE METHODOLOGICAL ONES.

Definition of Indicator: In the conceptualisation phase, students are confronted with the study of texts and the understanding of theories and concepts that are fundamental for the advancement of the discipline and that define the principles of authority in the discipline. It is important in this phase to take into account women's references and to make visible the advances made by women. Practical activities are carried out to analyse the false neutrality of gender or the biases that may be latent in theories or in the construction of concepts and methodologies. A gender balance in the bibliography of the teaching guides is promoted.

Actividades:

– Critical analysis of the representation of women, through questions such as: Why don't we know of any female authors? How are women represented? What do dominant theories make invisible?

– Reflect on why we know the "fathers" of the girls, but the "mothers" are made invisible.

– Making the invisible visible. Making women and their contributions to the disciplines visible.

– Parity in the bibliography of teaching guides: balancing the percentage of male and female authors.

– When presenting authors, the first name (and not only the surname) is used and their photograph is shown.

– In explanations and examples, consider whether there is an over-generalisation of the phenomena studied based on men's experiences; whether there is a misrepresentation of women's behaviour, attitudes and

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needs as a deviation from the ideal male model; whether women and men are presented as homogeneous groups; and whether explanations of differences are based on and reproduce gender stereotypes.

I9. INCORPORATION OF CRITICAL GENDER AND INTERSECTIONAL APPROACHES

Definición del indicador: Definition of the indicator: If the previous indicator emphasises the incorporation of female references in the discipline, this one proposes to integrate critical approaches that shift the gaze and identify the intersection of gender inequality with other axes of inequality (age, class, race, origin, sexuality and gender identity/expression, functional diversity, etc.). The intersectional analysis makes visible the different types of discrimination and multiple disadvantages that occur as a consequence of the combination of identities and the intersection of gender with other axes.

Activities:

– Not to refer to women or men as a homo-gendered group but to look at the different experiences of being a woman or a man that exist when gender is interrelated with other social categories.

– Nor should women be referred to as a "special" or "vulnerable" group».

– Some questions: how do other categories such as age, class, origin, etc. influence the experience of gender? What diversity of experience exists within the same social category? How do the categories interrelate?

I10. INCLUSION OF INDICATORS AND ANALYSIS OF SEX/GENDER DISAGGREGATED DATA WHERE APPROPRIATE

Indicator definition: Not all subjects work with indicators and data, but where this is the case, be able to distinguish, in both theoretical and empirical analyses, the effects of sex and gender variables.

Activities:

– Problematise the separation between public and private life, as well as the adjudication of gender roles when analysing historical data/situations/facts, issues etc.

– Questions such as: what are the differential effects of this issue on men and women; how do the gender roles identified in the data affect them; what inequalities do the data conceal?

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Example CONCEPTUALISATION

MAUD	Proposed activity	Related competence	Source
Conceptualisation	Theme 2 - The general courts (I): Election Activity 3.- Parity electoral lists Divide the students into thirds. In each third form groups of four people.	GC2: Systematic thinking. It is the mental behaviour that enables the organisation and integration of interrelated components to form a whole.	Subject: Intro- duction to Law II: Constitutional Organisation of the State.

Example CONCEPTUALISATION

MAUD	Proposed activity	Related competence	Source
Conceptualisation	The groups in the first third should read Article 26 of the Andalusian Electoral Law 1/1986 of 2 January 1986 and Articles 44.bis and 187.2 of the LOREG in the wording given by Organic Law 3/2007 of 22 March 2007 for the effective equality of women and men. The groups in the second third will read STC 12/2008, of 29 January. The groups in the third third will read the text "On the admission of women to the right of citizenship" by the Marquis de Condorcet. The reading will be followed by the following questions to the groups in each third: — What does gender parity in electoral lists consist of? What differences do you see between the Andalusian model and that of the LOREG? What do you think has been the effect of these measures, and what do you think was the position of the GCCs and regional parliaments prior to this measure? Look up statistics. — Is the measure of electoral parity lists discriminatory? — Do you think that this measure gives more or less legitimacy to legislatures and the laws they produce? Please give reasons for your answer.	Understand and deal with reality through global patterns. CE 3. Solve practical cases related to the functioning of political institutions, contextualising cons- titutional rules in their political framework.	

3.4.4. *Active experimentation*

This fourth phase of learning involves the application of the content that has just been worked on through activities that are very well suited to collaborative work and in which the approach, resources and learning strategies play a key role. Designing non-discriminatory participatory strategies or making women's voices heard are central to this phase of learning.

I11. MAKING WOMEN'S LEADERSHIP, EXPERIENCE AND VOICES MORE VISIBLE

Definition of the indicator: In the learning process, it is essential to have references from women who value and reinforce their contributions to the subject being taught. This normalises their perception as an authority in the field. This can be done through real experiences in the classroom (teachers or guest lecturers) or through their scientific, technological, social and/or artistic production.

Activities:

– Invite an expert to speak on a programme topic or share her experience.

– Invite the protagonists themselves to share their knowledge and experiences.

– Work on academic, journalistic, literary texts, etc. that are either produced by women, provide a gender perspective or reflect the experience of women.

– The same, but with audiovisual material (videos, interviews, photos, pictures, music, etc.).

– In general, I work on material that presents "the other view", an alternative view to the more normative view of the discipline and that involves applying the gender perspective.

– Draw attention to issues that have traditionally seemed neutral but which we now realise are relevant from a gender perspective (the gender blind spot in certain debates).

– ist, explain and contextualise which commonly used technologies specific to the field were developed by women (Hedy Lamarr: Wi-Fi, Grace Hopper: compiler, etc.).

Resources:

– Gifts of Speech: Women's speeches from around the world: https://gos.sbc.edu/

– Macho, Marta (2021). Women with science. Chair of Scientific Culture of the EHU/UPV. https://mujeresconciencia.com/

– Wikimujeres https://wikimujeres.wiki/participa/

– Women in computing, Wikipedia: https://en.wikipedia.org/wiki/ Women_in_ computing

– Women Writers Project: https://www.wwp.northeastern.edu/

I12. PROMOTING LEARNING ACTIVITIES THAT CHALLENGE TRADITIONAL GENDER ROLES

Definition of the indicator: This involves rethinking the activities that we usually design as part of this Active Experimentation (exercises, problem solving, group presentations, essay writing, class discussions, etc.) and seeing how the gender perspective can be applied to them. This involves both the incorporation of divergent thinking techniques and the selection of activities that demonstrate the need to apply a gender perspective.

Activities:

– Analyse in class presentations, from co-evaluation or heteroevaluation, how the gender perspective has influenced the different parts of the work carried out (division of tasks, spokesperson, choice of topics, etc.).

– Analysis of essays without identification by other students in order to assess the gender aspects included in the essay.

– The reversal test, as explained above in Reflective Observation.

– Propose alternative questions or modes of analysis to the canonical narratives in order to get students to break away from standardised models: to provoke "out of the box" thinking.

– Introduce gender categories into the analysis, and put on the purple goggles.

– Apply divergent thinking techniques. These can be exercises in re-writing or re-evaluation a known and/or studied reality from a conventional perspective: role-playing, case studies with a focus on gender relations, etc.

– Questioning the design of laboratories, experiments, simu- lators (crash test dummies), AI tools (e.g. facial recognition), technical equipment, technological solutions, etc. from a gender perspective.

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Resources:

– Sun, Tony; Gaut, Andrew; Tang, Shirlyn; Huang, Yuxin; ElShe- rief, Mai; Zhao, Jie .& Wang, William (2019). Mitigating gender bias in natural language pro- cessing, Literature review. *arXiv pre- print arXiv:1906.08976*.

– Prates, Marcelo; Avelar, Pedro & Lamb, Avelar (2019). Assessing gender bias in machine translation: a case study with google translate. *Neural Computing and Applications*, 1-19.

– Trusz, Slawomir (2020). Why do females choose to study humanities or social sciences, while males prefer technology or science? Some intrapersonal and interpersonal predictors. *Social Psychology of Education*, 23, 615-639. https:// link.springer.com/ article/10.1007/s11218-020-09551-5

– UNESCO, "To be smart, the digital revolution will need to be in- clusive: excerpt from the UNESCO science report". *https://unes- doc.unesco.org/ ark:/48223/pf0000375429*

– https://en.unesco.org/news/gender-biases-ai-and-emerging-technologies

I13. NON-DISCRIMINATORY PARTICIPATORY STRATEGIES

Definition of the indicator: One of the most important elements in the application of the gender perspective in teaching is classroom management and classroom activities. There are large differences depending on the discipline of study in the number of women and men in class groups, so these exercises may be more relevant for some subject areas than for others.

Depending on the composition of the group, it is important to identify strategies that ensure the visibility of the work of women and men equally, reinforcing those that neutralise the usual inertia of some of the students, such as the distribution in groups of equals in which girls and boys, especially if they make up a majority group in the class, tend to group together.

The aim is to encourage activities in the classroom that build confidence and make visible the work of those who are reluctant to speak out in public and to participate in the open (dynamics that are more practised by male students), promoting alternative dynamics and making women's leadership visible and normalised.

Activities:

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– Propose a rotational system in the dynamics of work teams, so that all members have to carry out the team's tasks at some point.

– Modify the dynamics of participation to initiate a discussion. More specifically, allow time to answer open-ended questions and have the answer collected in writing.

– Define communication and discussion tools or platforms (forums, collaborative tools such as Slack or Teams, etc.) that take into account the usual dynamics of the use of words and confrontation of ideas, where the most vehement/assertive positions often make it difficult for others to express their opinions, in order to try to explicitly reverse them.

– Provide spaces for reflection in ALUD in the form of a diary so that students who are less willing to participate in public feel safer. Also along the same lines, facilitate the answering of open questions in smaller groups of two or three students.

– Comment constructively on any role assignments that have been made in teamwork or games (why the female secretary or why the male team leader).

– Use of tools to assess individual contribution in collective projects (self-assessment, code repositories, collaborative online documents, etc.) to ensure non-discriminatory participation.

Recources:

– Bäck Hanna & Debus, Mark (2019). When do women speak? A comparative analysis of the role of gender in legislative debates. *Political Studies*, *67*(3), 576-596.

– Myaskovsky, Larissa.; Unikel, Emily & Dew, Mary (2005). Effects of gender diversity on performance and interpersonal behavior in small work groups. *Sex Roles*, *52*(9), 645-657.

– Karakowsky, Leonard & Siegel, J.P. (1999). The effects of proportional representation and gender orientation of the task on emergent leadership behavior in mixed-gender work groups. *Journal of Applied Psychology*, *84*(4), 620-631.

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Example ACTIVE EXPERIMENTATION

MAUD	Proposed activity	Related competence	Source
Experimentación Activa (EA)	Teaching Case TC13: https://leanin.org/education/what-is-performance-bias	CE5: Knows, analyses and selects data business intelligence for operations management.	Learning Guide: Topic: Operations Management. Lecturer: Maria Osaba and Miguel Angel Larrinaga

3.4.5. *Evaluation*

The assessment phase in a way summarises the whole process, so looking at gender equity involves considering how students have incorporated a non-sexist discourse and how teachers need to be aware of their own biases in marking, as shown, for example, by Beatrice Schindler (2019).

I14. INCORPORATION OF A BALANCED BIBLIOGRAPHY WITH FULL NAMES OF FEMALE AND MALE AUTHORS IN ORDER TO IDENTIFY WOMEN'S CONTRIBUTIONS

Definition of the indicator: Definition of the indicator: As in the conceptualisation phase, in the evaluation it is important to include bibliographical references to the authors in work, clearly showing the full name in order to make the contribution of women in this specific area of study visible, avoiding the use of initials whenever the information is available. This indicator would have a weight in the final evaluation of the work (5-10%). It is, therefore, a summative evaluation indicator.

Activities:

– Include the author's full name in the bibliographical references and in the text. *The citation model will be provided as an alternative to the APA model to be applied in the UD.*

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I15. INCORPORATING QUALITATIVE TOOLS TO ASSESS CHANGE IN THE PERCEPTION OF STEREOTYPES

It is important to know the real impact that these actions have on the learning process of students: are they effective, do they awaken their interest in learning, and are they effective?

Do they help to banish prejudices and stereotypes? By means of specific activities or tests such as guided discussion, and questionnaires (pre and post), it can be checked whether the students' awareness-raising mechanisms have been activated during the course of the subject.

This is, therefore, a formative evaluation indicator.

Activities:

– Guided discussion at the end of the semester on the learning process and reflective exercises on the effects of what has been learned on a personal level.

– Use surveys-surveys adapted to the subject knowledge areas. For example, redesign and adapt the In- fojuve survey that includes very general questions on perceptions of gender inequalities, e.g. question 14 (Source: http://www. injuve.es/sites/default/files/Sondeo%202013-3Cues.pdf).

I16. CONDUCTING DIVERSIFIED ASSESSMENT TESTS

Definition of the indicator: Definition of the indicator: Several studies (Shurchkov, Olga, 2012) have shown that assessment tests are subject to variables such as gender, whereby objective tests have a higher success rate among males than females, as males are less risk averse; similarly, tests that are more focused on developing ideas have better results among female learners. It is, therefore important to design assessment tests that cater for these particularities and do not discriminate students by gender.

Stress factors such as the length and weight of the test in the final grade affect performance differently by gender. Therefore, a certain balance must be ensured in order to avoid any bias. This is therefore, a summative assessment indicator.

Activities:

– Tests that do not penalise wrong answers, with unbiased time control.

- Analysis of cases with women as protagonists, for example, Harvard has created a specific section https:// hbsp.harvard.edu/female-protagonists/?itemFindingMethod=Me dia+banner&Ntt=gender

- Analysis of gender-disaggregated data.

- The development of individual or group mini-research projects that adopt a gender perspective in their approach, development and defence.

I17. MAINSTREAMING INCLUSIVE AND NON-SEXIST LANGUAGE

Definition of the indicator: The use of inclusive and non-sexist language must be incorporated as an integral part of the learning process. It must be present in all phases of the MAUD and also as an indicator to be taken into account when assessing students' performance through oral and written tests.

Activities:

- Verify the use of inclusive and non-sexist language in student deliveries. References:

- Deusto Manual on Inclusive and Non-sexist Language. It is in RSU (Equality): *https://www.deusto.es/cs/Satellite/deusto/es/res- ponsabilidad-social-universitaria/igualdad/diagnostico*

- Other manuals: e.g.: *https://www.un.org/es/gender-inclusive-language/assets/pdf/Lista%20de%20de%20verificaci%20de%20de%20verificaci%20para%20el%20el%20uso%20del%20 espa%20C3%B1ol%20inclusivo%20en%20cuanto%20al%20al%20g%C3%A9nero_v2.pdf*

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Example EVALUATION

MAUD	Proposed activity	Relevant expertise	Source
Evaluación	Topic 4: High availability Redundancy. Active-active and active-passive clusters. Activity: practice of virtualised architectures with load balancing and high availability. The practice will be carried out in pairs in the computer lab and will require the deployment of a virtualised architecture with load balancing and high availability. The handover will consist of a working day in which the steps followed for the deployment, errors encountered and proposed improvements will be described. In addition to the technical criteria, the following criteria will be taken into account for their evaluation: — The distribution of tasks among the members of the working group. — The use of appropriate bibliography, citing authorship by name and surname. — The use of inclusive language in the wording of the text.	SC4: Design the deployment of a Cloud service capable of being always available by means of load balancing and high availability techniques.	Learning Guide Subject: Cloud Systems Architectures

3.4.6. *Recommendations*

In general, the following situations may occur in any subject and at any stage of the learning process:

A) Sometimes, when gender issues are discussed, male students confess to feeling "attacked" or singled out as privileged for something for which they do not feel responsible. We think it is good to address this feeling openly and ask about it in order to generate debate. The debate is not being opened to make

anyone feel excluded, but to be inclusive. It should be made clear that we are not opening a debate to make anyone feel excluded, but to be inclusive. More inclusive than we have been historically. To be aware of the deficits we carry, of how partial our knowledge has traditionally been, of the injustices committed, and to be empathetic and open to adopting a critical gender perspective that enriches us.

– Do you feel uncomfortable when these kinds of gender debates are raised? Do you feel excluded?

– Do you think that the situation of exclusion and invisibilisation experienced by so many women in the areas mentioned above is fair?

– Don't you think that the debate we are opening up enriches us and provides us with a more pluralistic view of the subjects we study?

B) It is also common for some students to identify gender debates with modern controversies or politically biased debates. In this sense, it should be made clear that feminist academia has a long genealogy of authors (mention the most notable contributions in each discipline) and the fact that in recent decades these demands are gaining followers and visibility does not mean that they are recent positions, but rather that they have long been invisible and ignored, with the present moment being the time for their vindication and enhancement. Nor should we shy away from the political aspect and the conception of what is just and unjust that underlies these debates.

C) As students may be too young to have taken sides in certain debates, it would be desirable for us, as teachers, to reflect first-hand with students on issues/discussions influenced by gender stereotypes, where we have changed our views over the last few years after realising that our initial perception was tainted by these stereotypes.

3.5. **Pilot group teaching checklist**

Below are a number of actions that can be taken to incorporate a gender perspective in teaching. Please indicate how often you use these types of actions in your subjects. 1= Never; 2= Occasionally; 3= Most of the time; 4= Always.

Phase	Indicator	1	2	3	4	N/A	DK/NO
Cross-cutting	1. Is inclusive and non-sexist language used at all stages of learning?						
	2. Is an intersectional approach envisaged in the different phases of learning?						
Experiential context	3. Has the degree of self-awareness of pupils been assessed?						
	4. Have possible gender biases been identified and checked against actual data?						
	5. Has possible gender discrimination in the disciplinary environment been detected and analysed?						
Reflective observation	6. Has there been an awareness of "gender blindness" in the theoretical underpinnings?						
	7. Has there been any reflection on the nature of the discipline from a gender perspective, as well as the institutions that support it?						
Conceptualisation	8. Have women's references been incorporated, both in the theoretical and conceptual frameworks and in the methodological frameworks? Are advances in the area carried out by women reflected?						
	9. Have critical gender and intersectional approaches been incorporated and illustrated with examples and cases?						
	10. Have indicators and data disaggregated by sex/gender been included where appropriate and are their causes analysed?						
Active experimentation	11. Has visibility been given to women's leadership, experience and voices?						
	12. Have learning activities that involve questioning traditional gender roles been encouraged?						
	13. Have non-discriminatory participatory strategies been devised?						
Evaluation	14. Has a balanced bibliography with full names of female and male authors been defined in order to identify the female contribution?						
	15. Have qualitative tools been incorporated to assess change in the perception of stereotypes?						
	16. Have diversified evaluation tests been conducted, and has a summative evaluation been carried out?						
	17. Has the use of inclusive and non-sexist language been incorporated?						

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3.6. **Proposal for a monitoring and evaluation model for a pilot teaching group**

Once the guides have been finalised, the aim is that the actions defined by the teachers participating in the pilot project can be implemented. To this end, in the second phase, a monitoring and evaluation proposal will be designed to validate the indicators.

This proposal will be presented as a teaching innovation action. The aim is to socialise the process and introduce the gender perspective into the institutional dynamics.

In addition, in order to institutionalise the work carried out for the elaboration of the guides, the team driving this process will promote their distribution and presentation both to the various bodies at the general level of the institution (vice-rectors' offices and the Board of Directors) and at the faculty level.

In addition, actions will be designed to ensure the widest possible dissemination of the Guide outside the institution.

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Glossary

This glossary has been constructed and extracted from other works. It is important to note that this is not an original work, but that the entries are the result of a combination or direct transcription of various entries in the works referenced at the end of the section.

A

Access to and control of resources

Access means having the opportunity to use certain resources to satisfy personal and collective needs and interests. Control refers to the possibility to use resources and to make decisions, on an ongoing basis, about their application; it means the power to decide on the use of resources. There are factors that influence activities, access to and control over resources: division of labour, cultural traditions, gender-based violence, political changes or environmental degradation create different opportunities and constraints for women's and men's participation in development.

Affirmative action or positive action

Strategies aimed at establishing equal opportunities through measures or policies that are oriented towards improving the conditions for equal opportunities in the labour market.

The aim is to improve the living conditions and opportunities of groups of the population that have suffered or are suffering some kind of discrimination. In relation to gender equality, these are strategies aimed at establishing real and effective equality between women and men by means of temporary measures that allow counteracting or correcting those discriminations that are the result of the gender social system and of social practices, sometimes apparently neutral. They can be of two types: indirect (they do not directly affect the results: analysis, norms, laws, etc.) and direct (they directly affect the results: quotas).

Androcentrism

A vision of the world and of things in which men are the focus and the measure, where women's contributions to society are hidden and rendered invisible. The androcentric view presupposes that the male experience would be "the universal", the main, the only and the best reference or representation of humanity, ignoring the female experience. The androcentric view conflates humanity with men. And it justifies that men occupy a public and economic space to which power and prestige are granted, while the private space traditionally occupied by women has not received such recognition. This position of power reproduces and feeds the mechanisms that make it possible for inequality to continue, undervaluing the work carried out by women and their influence on social life, and generating strong resistance to change towards equality. Thus, the androcentric vision has conditioned education, science, the economy, health, politics, etc., placing the role of women and men at different levels and constructing different symbolic references, identities and subjectivities in men and women based on their biological sex.

Authority-Affidavit

A concept coined by Italian feminists of difference that refers to a practice of loyalty, commitment, trust and primary care between women. A practice that they consider to be of unprecedented "feminine" freedom, insofar as it is constructed in opposition to the paternal law that demands, in exchange for care and protection, disassociation, suspicion and disidentification between women. **Affidamento** would be the act through which women could meet the other equal in oppression, and build with her bonds of solidarity, love and respect.

Autonomy

The ability of individuals to make free and informed decisions about their lives, enabling them to act according to their own aspirations and desires in an enabling

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historical context. Women's autonomy is often conceptualised with three dimensions: 1) physical autonomy (the freedom to make decisions about their sexuality, reproduction and the right to live a life free of violence); 2) economic autonomy (the right to work and earn their own income, distribution of paid and unpaid work between women and men); and 3) decision-making autonomy (women's participation in all branches of government).

B

Binarism and the sex-gender system SEE Sex-gender system

Sexual binarism is the result of the configuration system in which a person is socialised into a particular gender, male or female, based on their biological sex at birth.

C

Care economy

The space of activities, goods or services, both material and social, necessary for the reproduction and maintenance of people's lives, such as food, health, affection, education and an adequate living environment. The care economy analyses the role that care work, particularly but not only unpaid care work, plays in our lives throughout the life cycle, and reflects on the importance of care work in our quality of life. She argues that nature and domestic and care work are the two basic pillars on which the current economic system rests, because without them the system would collapse.

Care (global care chains) SEE Reactionary ethics of care

Care is the work that is necessary to maintain the conditions for the development of life. Work that is intimately linked to the interdependent nature of our own existence. Care that is necessary with greater or lesser intensity, with greater or lesser specialisation, at different stages of our lives, as well as different tasks that are a condition of possibility for the development of other

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work activities, social activities, etc., as well as for ensuring people's well-being. The invisibility of these jobs, which are relegated to the private sphere and are mainly carried out by women without any remuneration, means that they are still not counted in most national economies. Likewise, those that are remunerated are in the underground sector or in highly precarious conditions, as is the case of so-called domestic workers. In this sense, the concept of "global care chains" describes the ways in which care responsibilities are transferred from one household to another, across national borders, forming chains. As people move, the work of the care sector becomes internationalised. Through these chains, households in different parts of the world are interconnected, transferring care tasks from one household to another, based on power hierarchies such as gender, ethnicity, class, and place of origin. Global care chains are a phenomenon taking place in the context of globalisation, feminisation of migration, and the transformation of social welfare states. The chains are made up of women who migrate to work in the care sector (domestic work, health care workers, etc.), while at the same time transferring care work from their own homes of origin, and sometimes destination, to other women.

Coeducation

The intentional and conscious process of educational intervention that pursues the integral development of people regardless of the sex to which they belong and, therefore, avoids restricting capacities on the basis of the social gender to which each individual corresponds. Coeducation is, therefore, education based on the equality of values of individuals and leads to situations of real equality of academic and professional opportunities. Finally, it is important to ensure that there are no situations of disadvantage based on gender. In this sense, co-education provides a new vision when dealing with the training, personal competencies and the exercise of the power of girls and boys. It proposes to identify the conceptual content of integral personal development from a cognitive, affective and attitudinal point of view. It implies transforming the current co-educational school into a co-educational school, that is, a school that has the person and the development of his or her identity as a person as its reference point.

Co-responsibility

The need to break with the social construction of gender, encouraging men to take responsibility for domestic and care work and developing the skills to carry out this work. Therefore, co-responsibility responds to the equal assumption, between men, women and non-binary people, as well as between people and the different agents

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of society, of the responsibilities, rights, duties and opportunities associated with care and the attention to the needs of life from a community vision.

Cyber-violence

Violence that occurs virtually, using technology as a means of harm or domination. Cyber-violence against women can be expressed by partners, ex-partners, acquaintances or strangers and has several main forms of manifestation: cyber-control (continuous monitoring of a specific woman's activities, location, friendships, comments and photos she shares); cyberstalking (insistent attempts to contact a specific woman by sending messages, friend requests on social networks or photo requests); cyber-misogyny (insistent attempts to contact a specific woman by sending messages, friend requests on social networks or photo requests); cybermisogyny (virtualised insults which, through generalisation, seek to reproduce hatred towards women); symbolic cyber-violence (representation of women as sexual objects through virtual content).

D

Decision-making and participation

Decision-making concerns many different areas of public life, including but not limited to decision-making positions in governments, legislative bodies and political parties. It is also necessary to seek the equal representation of women and men in decision-making positions in the fields of the arts, culture, sports, media, education, religion and law, as well as in employer organisations, trade unions, transnational and national companies, banks, academic and scientific institutions, and international and regional organisations. Women's equal participation in decision-making is not merely a demand for justice or democracy but can be seen as a necessary condition for women's interests to be taken into account. Without the active participation of women and the incorporation of the women's perspective, women's participation in decision-making is not only a demand for justice or democracy but can be considered a necessary condition for women's interests to be taken into account at all levels of decision-making, the goals of equality, development and peace will not be achieved.

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Decolonial feminism

Decolonial feminism recovers the ancestral philosophies and practices of women and peoples that colonisation has attempted to exterminate in the global south. At the same time, it reclaims and makes visible the struggles of women and resistances of women in their territories, which are mostly linked to the defence of the body-teirra. Decolonising feminism also implies decolonising hegemonic narratives and being aware that today there is a colonial system, which in alliance with capitalism, racism and patriarchy, has constructed its political subject on the basis of the subalternity of the Other (non-European/Western), under policies of genocide, slavery, historical erasure and the systematic rape of women, girls and territories.

Discrimination on the grounds of sex

Any distinction, exclusion or preference that produces a detrimental result against persons on the basis of sex and that lacks objective and reasonable justification. It can be of three types: direct (differential and harmful treatment, where sex is directly considered and which lacks objective and reasonable justification); indirect (provision, criterion or practice, not linked to the sex of persons and apparently neutral, which disproportionately disadvantages persons of one sex or the other and which is not objectively justified by any reason or other necessary condition); and multiple (a paradigm of the intersection that occurs in women when different factors converge to enhance their discrimination, e.g. ethnicity, religion, physical and/or mental disability, etc.).

Diversity

An equality approach that seeks to celebrate the differences between people.

Double day SEE Triple role for women

The condition to which women are subjected when they are in paid work during working or productive hours, and in addition to their work, they also have to work in the informal sector, carrying out all domestic and reproductive tasks (raising children, caring for the sick and the elderly).

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E

Eco-dependence SEE interdependence

People's lives depend on and are a continuity of nature. Sustaining life means maintaining this interdependent relationship between our societies and nature. We are absolutely eco-dependent beings because all the goods and resources we use for all our vital activities come from nature, of which we are a part. We are nature. And that means that we must assume that we belong to a biophysical environment that has limits. In short, we live in and from nature and if we want to survive as a species, we have to take care of it.

Empowerment

A term coined at the World Women's Conference in Beijing to refer to women's increased participation in decision-making processes and access to power. Today this term also has another dimension: the awareness of the power that women individually and collectively hold, which has to do with the recovery of women's own dignity as persons, changing their self-image and beliefs about their rights and capabilities and challenging feelings of inferiority. Empowerment is always relational and is a process, i.e. it is not a state that is accessed once and for all and forever, but rather a series of changes over time that has no end goal, as no woman ever becomes empowered in an absolute sense. It is not about gaining power in order to feel better or to dominate others. Empowerment cannot be understood without questioning the unequal relations between women and men, for it is a process of widening the choices that restrict the capabilities of women of all women.

Equality Plan

Strategies aimed at achieving the active participation of women in all spheres of society by defining objectives that are specified in short and medium-term actions. Coordination between different areas, as well as the provision of human and economic resources (programme, coordination, people and budget), are unavoidable requirements.

Equal opportunities

Based on the principle of equality, it refers to the need to correct existing inequalities between men and women in society. It is the guarantee that women and men can

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participate in different spheres (economic, political, social participation, decision-making) and activities (education, training, employment) on an equal basis.

F

Femicide

A set of forms of violence specifically aimed at eliminating women because they are women and those who have characteristics identified as feminine. It seeks their material and symbolic extermination and the control of their mobility and conduct in public and private spheres. Feminicidal violence is often perpetrated by sexual means, but these are not sexually motivated crimes. It seeks to publicly display this power by sending a message to society: male domination over female and feminised bodies. Feminicide is a political concept collectively constructed and visualised by a large number of Latin American women's organisations and feminism. It is used to denounce violence against women and the impunity with which it is perpetuated.

Feminisation of poverty

Increasing material impoverishment of women, worsening of their living conditions and violation of their fundamental rights. It also refers to the higher levels of insecurity, precariousness and vulnerability suffered by women due to their subordinate position to men.

Feminism of equality

A typification of feminist currents that is particularly relevant in continental Europe in the 1970s-80s. The feminism of equality is expressed in a vindictive key, according to which women should have the same rights as men (and no less or more), should have access to the same resources, receive the same salary for the same work and enjoy the same opportunities. In Spain, the most relevant theorists of what has also been called "enlightened feminism" have been the great defenders of the feminism of equality, notably Celia Amorós and Amelia Valcárcel, among many others.

Feminism of difference

A typification of feminist currents that is particularly relevant in continental Europe in the 1970s-80s. The feminism of difference focuses on the sense, the meaning

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given to the fact of being a woman, on the recognition of values that have traditionally been considered feminine, giving them authority and social power, outside patriarchal structures. The thinking developed around the Milan Women's Bookshop, that of theorists linked to psychoanalytical practice in France or feminist activists and thinkers such as Victoria Sendón or Marijose Urruzola in Spain are some examples of the feminism of difference. In the years in which the dichotomy "feminism of equality/feminism of difference" was coined, the intra-feminist debate revolved around whether the objectives of feminism (i.e. what we want to achieve through the feminist struggle) should be understood in terms of equality or difference with respect to men. Also, incidentally, about whether women and men have different identities or not.

Feminisms SEE Feminist movement

It refers both to currents of theoretical thought and social movements that postulate a different way of understanding the world, power relations, social structures and gender relations. This new way of looking at reality from a women's perspective is the driving force behind many changes in the social system and values, causing institutions to change their attitudes and practices, their social and economic policies. The term is currently used in plural, because there are several theoretical and political currents.

Feminist Movement SEE Feminisms

It is made up of feminist women organised in various collectives, platforms, assemblies and associations. They have in common the awareness of being a discriminated group that fights for the respect and recognition of their rights, that fights for equality and equity between genders, and seeks to achieve women's freedom so that they can choose the way of life they want. It has a social, political, philosophical, and protesting character. The feminist movement has created a wide range of social theories. Today we cannot speak of a single feminist movement, but rather of the sum of different currents and tendencies that approach their struggle for a new society from different perspectives. The feminist movement is the heir of women all over the world who have fought and continue to fight for a more just society.

Feminist economics SEE Interdependence, Ecodependence

A heterodox economic school of thought that argues that the economy is concerned with all the social conditions that enable life to be reproduced. It is based on a critique of hegemonic economic theories that have devalued and generally ignored the contributions historically made by women to economic activity. It recovers the

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historically invisible female experiences linked to domestic and care work, breaking the boundaries of economics monetised and linked exclusively to the profit motive. Feminist economics, by questioning the traditional economic analysis framework, redefines the main concepts used, from the economic subject itself to the concept of work, welfare, wealth and development, among others. This opens up the possibility of making visible the socio-economic relations that take place between people and communities from a more vital prism, starting from what is crucial in their daily lives, being aware of the importance of interdependence and human eco-dependence. This implies that values such as solidarity and mutual support are placed at the centre of the analysis in favour of the sustainability of life in order to overcome the capital-life conflict.

Feminist self-defence

Self-defence implies being an agent and placing oneself in a position of action that is synonymous with power. Feminist self-defence is a feminist strategy of personal and collective empowerment, not only to question and confront sexist violence but also to redefine it from the point of view of women. It is a vital attitude - "here I am and I have the right to be" -, a reaction to a physical attack (the easiest thing to resolve) and, above all, a reaction of appropriation of the territory that is most proper to each woman's life: the body and rights. Therefore, Feminist Self-Defence is not the solution to eradicate violence, but it is one more strategy to achieve it.

G

Gay

A person who experiences physical, romantic and/or emotional attraction to people of the same sex. Often used to describe a man who is sexually attracted to other men.

Gender analysis SEE Sex-disaggregated data

The study of differences in conditions, needs, participation rates, access to resources and development, control of assets, decision-making power, etc., between men and women due to the roles traditionally assigned to them. Gender analysis is the systematic and ongoing collection and examination of information on gender

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differences and social relations in order to identify, understand and modify gender-based inequalities. Gender mainstreaming means that gender is a fundamental dimension in the differentiation, structuring and hierarchisation of societies, not just another variable of analysis. Developing a gender analysis therefore implies: having sex-disaggregated data (this is a condition, not the analysis itself); developing gender indicators; and examining how and why gender disparities occur, their severity, their causes and the means applied or to be applied to eliminate them.

Gender audit

A social audit that falls into the category of "quality audits", which assesses whether internal practices and corresponding support systems for gender mainstreaming are effective and mutually reinforcing, and whether they are being complied with. It establishes a baseline, identifies critical gaps and challenges, and recommends ways to address them, suggesting possible improvements and innovations. It also documents good practices in achieving gender equality. It monitors and evaluates progress on gender mainstreaming and helps build institutional ownership of gender equality initiatives.

Gender awareness/gender sensitivity

Commitment to put women's needs and priorities at the centre of planning and to design and analyse programmes and projects, taking into account the different effects they may have on women and men. This awareness implies an understanding that women should have equal participation with men in consultations on the design and implementation of policies and projects.

Gender bias SEE Gender Stereotypes

It is often the unintentional and implicit distinction between men and women by placing one gender in a hierarchical position in relation to the other. The research is a result of stereotypical images of masculinity and femininity. This influences both the participation of men and women in research (hence the minority representation of women) and the validity of the research. An example of gender bias in research is research that focuses on the experience and point of view of either men or women and presents the results as universally valid.

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Gender blindness

This is the failure to consider the gender dimension as a significant category in addressing and interpreting research problems. This omission is often the result of a lack of gender training and awareness. Sometimes gender blindness is hidden behind supposed gender neutrality. Projects, programmes, policies and attitudes that are gender blind do not take into account different roles and needs. They maintain the *status quo* and do not help to transform the unequal structure of gender relations.

Gender data gap

A phenomenon whereby the vast majority of information that has been and is being collected globally (this would include everything from economic data to urban planning data, medical data to data used to train machine learning algorithms) has been collected with men as the "standard" or "universal" person. If we want to design a world that works for women in the future as well as for men in the present, we need to work against this gender data gap.

Gender Digital Divide

It defines inequalities in access to new technologies by different social groups: people from impoverished and affluent countries; from urban and rural contexts, etc. The gender digital divide therefore analyses why women continue to connect to the Internet less frequently and to a lesser extent than men, as well as their lower literacy in advanced uses.

Gender equality

It refers to the equal rights, responsibilities and opportunities of women, men, girls and boys. Equality does not mean that women and men will be equal, but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born with a certain sex. Gender equality implies that the interests, needs and priorities of women and men are taken into account, recognising the diversity of different groups of women and men. Gender equality is not a women's issue, but concerns and involves men as well as women. Equality between women and men is considered a human rights issue and a requirement as an indicator of people-centred development.

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Gender equity

Justice in the treatment of men and women according to their respective needs. It implies differential treatment to correct inequalities of origin through measures that are not necessarily equal, but which lead to equality in terms of rights, obligations, benefits and opportunities. Gender equity is a concept that refers to the fair distribution of opportunities, resources and benefits between men and women in order to achieve their full development and human rights. Gender equity implies the recognition of differences and the guarantee of equality in the exercise of rights.

Gender-equitable organisational change

Reflective actions within the organisation that involve transforming existing ways of doing and thinking, with the aim of eliminating gender inequalities that occur in any of the organisation's areas of operation: strategies, structures, work systems, policies, organisational culture, etc. It consists of diagnostic and collective learning processes that place the organisational culture at the centre of analysis and reflection and which are structured in two stages: one of diagnosis and the other of action planning. These processes assume that organisations that are unbalanced from a gender perspective also produce unbalanced impacts. They therefore propose integrated organisational analyses. The aim is to go beyond the analysis of the situation and position of women and men in organisations.

Gender gaps

They reflect existing inequalities between women and men with regard to opportunities to access and control economic, social, cultural, political and other resources. It is often used to refer to the difference between men's and women's earnings, e.g. "gender pay gap". However, there can be gender gaps in many areas such as the four pillars that the Economic Forum has identified as "gender gaps". The Gender Gap Index is used by the World Bank to calculate its Gender Gap Index, namely: economic participation and opportunity, access to education, health and life expectancy, political empowerment.

Gender identity

It is the social construction that encompasses the internal and individual experience of gender as each person feels it. It may or may not correspond to the sex assigned at birth.

Gender indicators

Analysis variables that describe the situation of women and men in society. Knowledge of the social, labour, training and economic reality from a gender perspective requires the use of these indicators which facilitate the comparison between the presence of women and men and identify differences which can feed stereotypes. Their use implies an approximation to the situation or presence of women and men, as well as to the incidence of certain factors that imply differences in behaviour between women and men. The disaggregation of data by sex is a basic indicator that gives way to other indicators that explain the reality.

Gender mainstreaming/transversalisation/Mainstreaming

Also known as Mainstreaming or Integrated Gender Approach (IGA), it is the systematic integration of women's situations, priorities and needs into all policies, programmes, administrative and financial procedures and the cultural framework of the institution or organisation in order to promote gender equality between men and women. It is a regulatory strategy to ensure equal treatment between men and women and positive action that balances equal opportunities in all areas and places gender considerations at the centre of all activities: policy formulation, research, resource allocation, etc.

Gender needs

The term comes from a concept developed by Maxine Molyneux in the 1980s. She differentiates between strategic and practical gender interests in order to integrate both the interests of different groups of women and the interests that are common to each gender. In 1989, Caroline Moser translated this concept into the language of development cooperation. She defined practical gender needs and strategic gender needs in order to recognise that women have particular needs that are different from those of men, given their subordinate position and the role assigned to the genders in a particular context.

Gender-neutral

Actions that neither reinforce nor improve gender inequalities. Gender is not considered relevant, so gender norms, roles and relations are not changed (neither worsened nor improved).

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Gender norms

Ideas about how men and women should be and act interiorised from an early age, gender norms create a life cycle of gender socialisation and stereotyping. These norms and expectations are stipulated within a particular society, culture and community at that time.

Gender parity SEE Quotas

Refers to the equal representation of women and men in a given field. For example, gender parity in institutional leadership or in higher education. Working towards gender parity (equal representation) is a key component of achieving gender equality and, together with gender mainstreaming, they form twin strategies.

Gender perspective

A way of seeing or analysing that consists of observing the impact of gender on people's opportunities, roles and social interactions. This way of seeing is what allows us to conduct a gender analysis and then mainstream a gender perspective into a proposed programme or policy, or into an organisation.

Gender relations (power)

A specific subset of social relations that bind men and women together as social groups in a particular community, including how power and access to and control of resources are distributed between the sexes. Gender relations intersect with all the other factors that influence social relations - age, ethnicity, race, religion, sexual orientation - to determine the position and identity of individuals in a social group. Because gender relations are a social construct, they can change and become more just over time.

Gender-responsive budgeting

Gender-responsive budgeting or GRB is a method for determining the extent to which an institution's expenditures have contributed to or come close to the goal of gender equality. A gender budget is a tool that analyses budget allocations (public spending and taxation, in the case of the state) from a gender perspective.

Gender roles SEE Gender Stereotypes

They refer to the social and behavioural norms that, within a specific culture, are widely accepted as socially appropriate for people of a specific sex. They often determine the responsibilities and tasks traditionally assigned to men, women, boys and girls (see sexual division of labour). Often gender roles are conditioned by the structure of the household, access to resources, specific impacts of the global economy, a conflict or disaster situation, and other locally relevant factors such as ecological conditions. Like gender, gender roles can transform over time, especially with the empowerment of women and the transformation of masculinities.

Gender SEE Social construction of gender

Cultural definition of the behaviour considered appropriate to the sexes in a given society at a given time. Gender is a social construct that varies throughout history and refers to the psychological and cultural traits that society attributes to what it considers "masculine" or "feminine" through education, language, family and institutions.

Gender stereotypes SEE Gender roles SEE Gender biases

Preconceived social and cultural models or ideas that attribute a specific and limited set of characteristics to women and men on the basis of their sex. They determine social expectations and pose an obstacle to achieving real gender equality.

Gender theory

It uses the differences between sex and gender as a central analytical tool. It seeks to capture the diversity in the ways in which gender relations are presented in different societies. At the same time, it accounts for the gender identity of both men and women.

Generating processes

At the organisational level, this means paying attention to how certain ways of working, practices and values are privileged and legitimised, while others are left out. There are always gender dynamics, gendered practices that we reproduce consciously or unconsciously. These are at the root of inequality.

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Glass ceiling

A metaphor that has been used to describe an invisible upper surface in women's working/professional careers, which is difficult to cross and which prevents them from advancing further. Its invisibility is due to the fact that there are no laws or established social devices or visible codes that impose such a limitation on women, but it is built on the basis of other features which, because of their invisibility, are difficult to detect. The stereotypes that make up the glass ceiling make women ineligible for positions that require authority and the exercise of power. On the other hand, there are women who assume this stereotype by internalising it, repeating it almost without question and as if it were the result of their own choices.

H

Heteronormativity

Expression used to describe or identify the social norm related to standardised heterosexual behaviour. It thus refers to the social, political and economic regime whose only acceptable and normal form of expression of sexual and affective desires and identity is heterosexuality, which presupposes that the masculine and the feminine are substantially complementary in terms of desire. The ideological basis of heteronormativity is sexual binarism, i.e. the reduction of the human being to two distinct and complementary categories: male and female. This means that both sexual preferences and the roles and relationships established between individuals within society must be based on the "masculine-feminine" binary, with "biological sex" always having to coincide with gender identity and the desires socially assigned to it. Heteronormativity considers heterosexuality to be the only "normal", natural and accepted sexuality, and anything that deviates from this is considered abnormal and incorrect, and is therefore marginalised, stigmatised and made invisible.

Heteropatriarchy SEE Heteronormativity, Patriarchy

Patriarchy is the manifestation and institutionalisation of male dominance over women and children in the family, which is the result of a system of male domination over women and children. SThe system is a system that justifies domination on the basis of a supposed biological inferiority of women. It is a system that justifies domination on the basis of women's supposed biological inferiority. It has its historical origins in the family, headed by the father, and has spread throughout the entire social order. Hetero-patriarchy refers to the form of social organisation

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and control in which women and people who are different from the hegemonic male gender mandate are the main victims of oppression. This system constructs normative structures in which heterosexual sexual relations are placed at the centre and it is considered that the roles to be played by women must be linked to the upbringing of the human species and the service of the men with whom they live.

Hidden gender curriculum

An internalised and invisible set, hidden from the conscious level, of thought constructs, values, meanings and beliefs that structure, construct and determine the social relations and practices of and between men and women. Omnipresent in culture, it is part of social institutions and of every member of society. It is inside and outside the individual and institutions.

I

Interdependency

It refers to the need that people have for care and relationships with other people. From the time we are born until the time we die, at some times more intensely than others, we need the care of other people. And, likewise, the satisfaction of our basic needs has to do with the relationships we establish. Thus, the aim is to make unpaid work visible and to value it as a means of reflecting on the role that gender plays in the economy, identifying proposals for transforming the unequal and unjust reality.

Intersectionality

An analytical tool for studying, understanding and responding to the ways in which gender intersects with other structural axes of inequality such as class, origin, race, age, sexual identity, functional diversity, etc., and how these intersections contribute to shaping unique experiences of oppression and privilege. It was a concept coined by Kimberlée Crenshaw in 1989 and highlights how social categories, far from being natural or biological, are constructed and interrelated.

Invisibilisation

Concept used in the social sciences to designate a set of cultural mechanisms that lead to the omission of the presence of certain cultural characteristics. The processes of invisibilisation mainly affect groups subjected to relations of domination, and the

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most obvious case is that of women. Invisibilisation is evident in the use of language. Even today we learn about "the history of man", when in fact it refers to humanity. Women's work is also largely invisible or invisibilised, because their reproductive activities (which require time and effort) or care work are not valued monetarily. The androcentric perception of the world has led to the concealment of women in all fields of history, culture, science and thought.

Islamic feminism

Islamic feminism emerged spontaneously in the 1980s, as a result of reflection and study by Muslim women around the world, and emerged strongly in the 1990s. It is not a movement born in just one part of the world; it was prominent in Egypt, Iran, Morocco, Tunisia, not to mention the largest countries in the Muslim world: Indonesia and Malaysia, where there is a very important movement. It also took shape in isolated Islamic communities in other countries, but it was most widespread in the United States, where women have higher education. They charge that the reading of sacred texts by institutions, all of which are controlled by men, is responsible for the marginalisation of women. Many Muslim women have begun to reread the sacred texts and claim that what they contain is a spiritual message that, contrary to what is claimed, is liberating and has liberated women.

L

Lesbian

A woman who is enduringly physically, romantically, and/or emotionally attracted to other women.

LGTBI

Acronym referring to social groups that do not follow the sexual and gender norm (lesbian, gay, trans, bisexual and inter-sex).

Livable organisations

It refers to organisations that are built from non-patriarchal perspectives and that place at the centre of their work, more solidarity-based forms of equity and justice for men and women. Organisations that are open, flexible, diverse,

democratic; based on cooperative leadership; that encourage participation and pay attention not only to results, but also, or above all, to processes and relationships. Organisations that critically review and think critically about their ways of doing things and that incorporate criteria of solidarity and social impact in their balance sheets and audits. This concept is related to the need to move towards organisations that define themselves with values such as co-responsibility, collaboration, care and the link between the personal and the collective and alternative ways of thinking about work and care.

M

Machismo

Ideological, affective, intellectual, erotic and legal exaltation of men and masculinity. It is the set of beliefs, behaviours, actions and social practices that justify and promote discriminatory attitudes against women. It is based on the polarisation of roles and stereotypes that define the masculine and the feminine and on the stigmatisation and devaluation of the feminine.

Mainstreaming SEE mainstreaming

A "mainstreaming policy" or gender mainstreaming means that equal opportunities issues between women and men must be taken into account in a cross-cutting manner in all policies and actions, and not only in a focus on direct and specific actions in favour of women. In recent years, mainstreaming has been proclaimed in the EU as a necessary frame of reference which has to be incorporated both in the EU's own structural action and in the general policies of the individual member states.

Mansplaining

When a man feels the need to explain something to a woman without her asking him to. It was first used in 2008 by author Rebecca Solnit in her essay "Men who explain things" in the Los Angeles Times.

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Micromachismos

Different forms of gender-based violence or discrimination that are hidden. They can be gestures, strategies, expressions or acts of violence that, in disguise, take place. It has a broad cultural component and, in many cases, overlaps with education.

Misogyny

Phobia towards women. It is based on a negativism of the feminine, on a generalised devaluation of all women, on a dis- qualification, reprobation and rejection of women and the feminine.

N

Non-sexist language SEE Non-sexist communication

Sexist language is recognised as a form of exclusion that reinforces discrimination against women and promotes stereotyping. However, language can also serve as a powerful tool for change to identify and eliminate the discriminatory factors that exclusionary language may contain. Non-sexist language highlights and transforms the uses of language towards inclusive and representative forms of language for women and other groups.

Non-sexist communication SEE Non-sexist language

Disguised as neutral, the view of the hegemonic media is patriarchal and androcentric, because it uses the male point of view as universal and referential when it comes to the elaboration of information and advertising and the creation of opinion. In contrast to traditional communication, there is non-sexist communication, which aims to transcend gender roles and stereotypes and to make women visible as protagonists in all sections and not only in those considered "soft": society, culture-entertainment and people-world. It is committed to publicising their contributions to society, their struggles and their demands, thus representing them in all their dimensions and in a way that is more in line with today's reality, a changing reality that is far from what it was decades ago. In the same way, non-sexist communication seeks to break with gender roles and stereotypes historically reserved for men. It represents them, for example, in their role as caregivers and questions their behaviours of superiority or domination, violence or risk.

P

Patriarchy SEE Heteronorma, Heteropatriarchy

A system or social organisation of male domination over women that has taken different forms throughout history. According to this type of social system, men are given more importance than women. Traditionally, societies have been organised in such a way that decision-making with regard to women's roles in society has been dominated by men. The rationale for this phenomenon often invokes biological reasons (women are naturally better suited to be caregivers, for example) and continues to underpin many types of gender discrimination.

Power

Power implies the possibility, ability or capacity to make decisions and take action. The exercise of power is an important aspect of relationships. The more power a person has, the more options are open to that person. Those with less power have fewer options and are therefore more vulnerable to abuse. The process of empowerment includes several types of power. These four dimensions are called: power over (exercised over a person), power to (ability to make decisions and take actions), power with (collective power to achieve a common goal) and power within (self-awareness, self-esteem, identity and self-affirmation).

Practical needs

They are those that result from women's real and current living conditions. They are immediately perceived and have to do with survival. For example, the need for drinking water, electricity, housing, health, education, food, basic services, etc. This concept goes hand in hand with strategic gender needs (interests).

Private sphere

Space and actions that are linked to the family and the domestic sphere, where women have traditionally played a leading role that is not valued in all its dimensions by society. This is a primary level for the vindication of their rights.

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Processes of co-optation and peer-to-peer solidarity

Co-optation processes in an organisation refer to filling vacancies through a vote or decision taken internally. In this decision, the external judgement of any member is not necessary and the nomination is made by the members of an institution. In the case of men, certain logics of inter-pa- res solidarity are often identified in organisations: men who support the presence of other men in positions of power. These systems are clearly detrimental, not only to women's access to these structures, but also to internal democracy and diversity in organisations.

Productive work

All types of activities that allow the obtaining of monetary resources. Work that is counted in the Gross Domestic Product (GDP). It does not include the informal or submerged economy or domestic work, which is mainly carried out by women.

Position of women

It refers to the socio-economic characteristics that shape the material standards of living determining the discrimination of women in relation to men. Working on the position of women means introducing changes in the structures and factors that determine this disadvantage and the inequality of opportunities within society.

Public sphere

Space and actions related to production and politics, where the economic-social structures of societies are defined and which constitute the traditionally masculine space.

Q

Queer

It describes a whole current of thought that has been expressed in turn in a social movement or current (especially present in the USA from the 1980s and 1990s onwards), which seeks to promote human diversity in a broad sense and flees from fixed or static identities, advocating the versatility and variety of human potentialities.

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Quotas (participation, political participation)

SA system by which percentages are established for the participation of disadvantaged groups (in this case for reasons of sex, but also for reasons of race, language, etc.) in areas in which they are under-represented, with the aim of achieving full equality. Quotas for women's political participation are one of the most recent direct affirmative action mechanisms that have been legally and politically articulated to try to "break" the male hegemony in politics and decision-making processes. These quotas were adopted taking into account the fact that the right to vote has not generated the expected results in terms of participation and representation of women's interests in the public sphere. Quota systems have been considered one of the most effective special measures or affirmative actions to increase women's political participation. In countries where women's issues have always been given the lowest priority, increasing the number of women in decision-making positions has helped to raise the agenda to a higher priority level.

R

Reactionary ethics of care SEE Caring

It is based on the obligations imposed on women because of their feminine condition, with the aim of prioritising the care of others around them over their own self-care and their own personal preferences and priorities. In other words, the social imposition of the construction of a self that is subordinated to the well-being of others, leaving personal well-being in last place or obviating it.

Reconciliation of personal, family and working life

The strategy aimed at achieving a new organisation of the social and economic system, where women and men can do their share of the work. The reconciliation of family, work and personal life therefore contributes to building a society based on the quality of life of individuals, giving priority to the same opportunities for women and men. Therefore, the reconciliation of family, work and personal life contributes to building a society based on the quality of life of individuals, giving priority to the same opportunities for women and men, in order to be able to develop in all areas of life, progress professionally, attend to family responsibilities and be able to enjoy both family and personal time. The term seems to refer to two spheres: public and private-domestic. However, it is more appropriate to speak of a new social organisation than of work-life balance, since the aim is to seek a social model

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which harmonises the different spheres of life in such a way as to avoid the current situation in which practically all spheres must be accommodated in one of them: work. This new model must value domestic and care work, which is essential for the functioning, reproduction and maintenance of our societies, as much or more than productive work.

Reproductive / domestic work

It comprises the activities required for the daily maintenance of families, raising children, household chores, caring for children, the elderly, the sick and the elderly. Domestic work can be of two types: paid and unpaid. Reproductive work is not only confined to the space of the home, although this is the main nucleus in which it is carried out, but account must also be taken of the fact that many tasks are carried out in a family space both inside and outside the home.

Reproductive rights

Women's and men's rights to information and free access to contraceptive methods, women's right to adequate follow-up during pregnancy and to personalised care during and after childbirth. Reproductive rights rest on the recognition of the basic right of all couples and individuals to decide freely and responsibly on the number of their children. They also include the right to have the information and means to do so, and the right to attain the highest standard of sexual and reproductive health. They also include the right to make all decisions about reproduction, free of discrimination, coercion and violence. Reproductive rights integrate sexual rights.

S

Sex-disaggregated data SEE Gender Analysis

Data to which cross-classification by sex is applied and thus provide separate information for men and women, allowing for a picture of the roles, actual situations, general conditions of men and women in each aspect of society. For example, literacy rate, educational attainment, business ownership, employment, wage differentials, dependents, home and land ownership, loans and credits, debts, etc. When data are not disaggregated by sex, it is more difficult to identify actual and potential inequalities. Sex-disaggregated data are necessary for effective gender analysis.

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Sexual abuse

An act to the detriment of the sexual freedom of another person, of a sexual nature, without penetration or carnal access, which a person performs or compels another person to perform upon himself or herself or upon another person.

Sexual and gender diversity

It vindicates the acceptance of sexual behaviour, with equal rights, freedoms and opportunities, as practices protected by human rights. It is the plurality of sexual options and manifestations of gender identity, which are not limited to heterosexuality as a gender and sexual norm, nor are they circumscribed to the masculine and feminine, as exclusive to men and women, respectively. It is a concept linked to the recognition of sexual and reproductive rights, which aims to break the link between procreation and the exercise of sexuality, typical of heteronormativity and heterosexuality.

Sexual (or gender) division of labour

It is a structural division that is directly related to socio-cultural patterns, which determine the activities that men and women should do. It therefore refers to the way in which each society divides labour between men and women according to socially established gender roles or roles that are considered appropriate and valued for each sex. In practice, the sexual division of labour is, above all, a power relationship, since greater social value and visibility has been given to the tasks assigned to men to the detriment of those assigned to women. Thus, men have been assigned the public sphere of work and women the private sphere of work. In this hierarchical relationship, the work of caring for the human species, which has been carried out mostly by women throughout history, has been excluded from the classification of work and it has been normativised that these tasks correspond exclusively to women on the basis of their sex. And many other jobs that women have performed in the public sphere have not been part of the historical narrative of what women are entitled to on the basis of their sex. The sexual division of labour has contributed to create a social imaginary of fragmented spaces in our lives, with varying visibility and social weight. Thus, there are roles and sectors that are visible and others that are invisible.

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Sexual harassment

Any behaviour, verbal or physical, of a sexual nature that has the purpose or effect of violating the dignity of a person, in particular when it creates an intimidating, degrading or offensive environment. Sexual harassment is an expression of power relations between men and women.

Sexual orientation SEE Gender identity

It refers to a person's capacity to be deeply emotionally, affectively and sexually attracted to other persons of different or the same sex, or more than one sex, and to enter into intimate and sexual relationships with them. There are basically three predominant sexual orientations: towards the same sex (homosexuality), towards the opposite sex (heterosexuality) or towards both sexes (bisexuality).

Sexual rights

These are human rights related to the sexual lives of all people. They do not distinguish on the basis of ethnicity, race, socio-economic background, age, sex, sexual orientation or gender identity. They include the rights of all persons, free of coercion, discrimination and violence to the highest attainable standard of health in relation to sexuality, including access to sexual and reproductive health care services; to seek, receive and impart information about sexuality; sexuality education; respect for bodily integrity; choice of partner; choice of whether or not to be sexually active; consensual sex; consensual marriage; whether and when to have children; and to pursue a safe and pleasurable sex life. Sexual rights are integrated with reproductive rights.

Social construction of gender

Definition of the characteristics and attributes that are socially recognised as feminine or masculine, as well as the value assigned to them in a given society. This process takes place at the personal, social and institutional levels. At the individual level, the social construction of gender takes place throughout the life cycle of individuals, during which the processes of socialisation in the family and school institutions are of particular relevance. At the social level, the construction of gender is a socio-political process that articulates the social representations and meanings attributed to women and men, with the material structure and with the norms and rules that organise and regulate access to and control of resources.

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Strategic needs (or interests)

They derive from the unequal position of men and women in society, as well as from the concern for equitable relations between women and men and a more equitable society. These needs vary according to the cultural and socio-political context in which women and men live; they may include issues such as legal rights, domestic violence, equal pay and women's control over their bodies.

T

Time use and co-responsibility

Time use is an important measure of women's and men's activities in their productive, reproductive and community roles. Time use can be measured using surveys of the activities that people perform during a given period of time (usually a day or a week). Although time-use surveys can and have been used for a variety of purposes, the most common reason for conducting such a survey in developing countries is to provide better information on the work that men and women do, and to highlight the time they spend on unpaid activities, which are often invisible in regular census data.

Transfeminisms

A resistance movement that understands gender as a system of power, a technology, a device that produces, controls and limits bodies in order to adapt them to the established social order. Transfeminism aims to modify, extend, alter and transform the codes that govern these social constructions.

Transformative leadership

Leadership for sustainable change that addresses the underlying causes of inequality. The trainer challenges those structures and ideologies that justify and perpetuate gender inequality and power imbalances and seeks to ensure that leadership actions contribute to respect for human rights, equity, justice and peace.

Transgender

Defines a person whose gender identity and expression does not conform to the norms and expectations traditionally associated with their sex. Transgender people may self-identify as transgender female, male, transwoman, transmale, transsexual, transsexual, and may express their genders in a variety of masculine, feminine or androgynous ways.

Transsexual

A person who, in addition to assuming a male or female gender identity, performs interventions on their body to move away from their original biology. Transgender people can be:

– Transsexual men: Body transition from female to male. They intervene their body to achieve a masculine body aesthetic. Changes include in some cases administration of male hormones, breast removal (mastectomy) and in some cases genital reassignment surgery (phalloplasty).

– Transsexual women: Body transition from male to female. They interfere with their body to adapt it to female biology. Generally these changes include the administration of hormones. The most common types of surgery are female genital mutilation, breast implants, beard removal and in some cases genital reassignment surgery (vaginoplasty).

Triple role SEE Double day

It refers to the fact that women tend to work longer and more fragmented hours than men as they tend to take on different roles: reproductive, productive and community work. The productive refers to activities that generate income for the family, which may be paid or unpaid work. On the other hand, the reproductive role refers to domestic activities that increase the family's resources, such as raising and caring for family members, cooking, washing, cultivating, collecting water, etc. As these activities are not considered work, they are not valued economically or socially. The community or community management role refers to the provision and allocation of community resources (such as obtaining and distributing inputs for collective consumption - water, medical services, cleaning infrastructure) and being an integral part of community committees, although, in the case of women, not in a position of influence and decision-making. Any project that focuses on only one of the roles while ignoring the others runs a serious risk of affecting the precarious balance of attending to these three roles, leading to women being overburdened

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with more activities and making it difficult for them to be incorporated into development processes.

U

Unpaid care work

It encompasses all daily activities to maintain our lives and health, such as household chores (food preparation, cleaning, laundry) and personal care (especially for children, the elderly, the sick or disabled). Most commonly, the majority of the work that sustains daily life (growing food, cooking, raising children, caring for the elderly, maintaining the house, fetching water) is carried out by women. The low social and economic value assigned to this work contrasts dramatically with the real importance it has for families and society in general. However, as care work is understood as "women's work", it is mostly not compensated monetarily. Because it is not valued, it is not measured. Because it is not seen, it is not taken into account in policy-making.

V

Victim blaming (re-victimisation)

In all forms of violence there is some degree of "victim-blaming". In order not to question the safety of the world around us, when we hear about a violent incident, we can study the behaviour of the victim and realise that if we avoid such risks and behaviours (for example, if we do not take the risk of violence), we can avoid the victim's behaviour. For example, being alone late at night, venturing into certain areas, not locking the door, dressing "provocatively") we will avoid violence. However, this natural act of psychological self-defence directs our attention to the perceived responsibility of the victim, and may fail to fully question the perpetrator's behaviour. By shifting the blame onto the victim of gender-based violence, the focus is on the victim, who is often a woman, and her behaviour, rather than on the structural causes and underlying inequalities of the violence committed against her.

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Violence against women

Any act of violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to the woman, as well as threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life. Violence against women shall be understood to include, but not be limited to, the following acts:

1. Physical, sexual and psychological violence in the family;

2. Physical, sexual and psychological violence perpetrated within the wider community;

3. Physical, sexual and psychological violence perpetrated or condoned by the State, wherever it occurs.

W

Women's human rights

It has been demonstrated that the development of international human rights law has been, in general, partial and androcentric, privileging a male worldview and excluding consideration of the most urgent problems that women have been facing. The multitude of violations of women's human rights affect their dignity as persons, their freedom, the free development of their personality, their opportunities for personal and social development and their ability to participate in the destiny of their countries and in the construction of the model of society in which they live. It also affects the drafting of the legal norms that are intended to structure these human rights. Faced with this reality, and from the action and reflection promoted by the feminist movement, the need has been seen to reconceptualise Human Rights from a gender perspective, where women's experiences will be represented both in discourse and in practice.

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