FÒRUM VIVES

Obrint **marcs**
d'**intercanvi** i **reflexió**
des de la **universitat**

EVALUATION FRAMEWORK FOR PROMOTING GENDER EQUALITY IN R&I

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◆ **Work Package Structure**

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SUMARI

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◆ **Screenshots of mock-ups of the EFFORTI tool**

PROJECT AIMS & OBJECTIVES

- **Project: EFFORTI – Evaluation Framework for Promoting Gender Equality in Research and Innovation**

- **Programme: H2020 – Science with and for Society (SWAFS)**

- **Call-GERI-3-2015: "Evaluation of initiatives to promote gender equality in research policy and research organisations"**

- **Type of Action: Research and Innovation Activity – RIA**

- **Duration: June 2016 – May 2019**

- **Budget: ca. 2 Mio. EUR**

- **Six partners representing a wide range of diversity in terms of countries, institutions and expertise: Fraunhofer ISI / CeRRI, Joanneum Research, University of Aarhus, Open University of Catalonia, NaTe – Association of Hungarian Women in Science and Technology, Intrasoft**

PROJECT AIMS AND OBJECTIVES

Generation of Knowledge on

- the link between GE measures GE outputs and (R)RI outcomes and impacts

Tools & Products

- Conceptual Evaluation Model (EFFORTI 1.0)
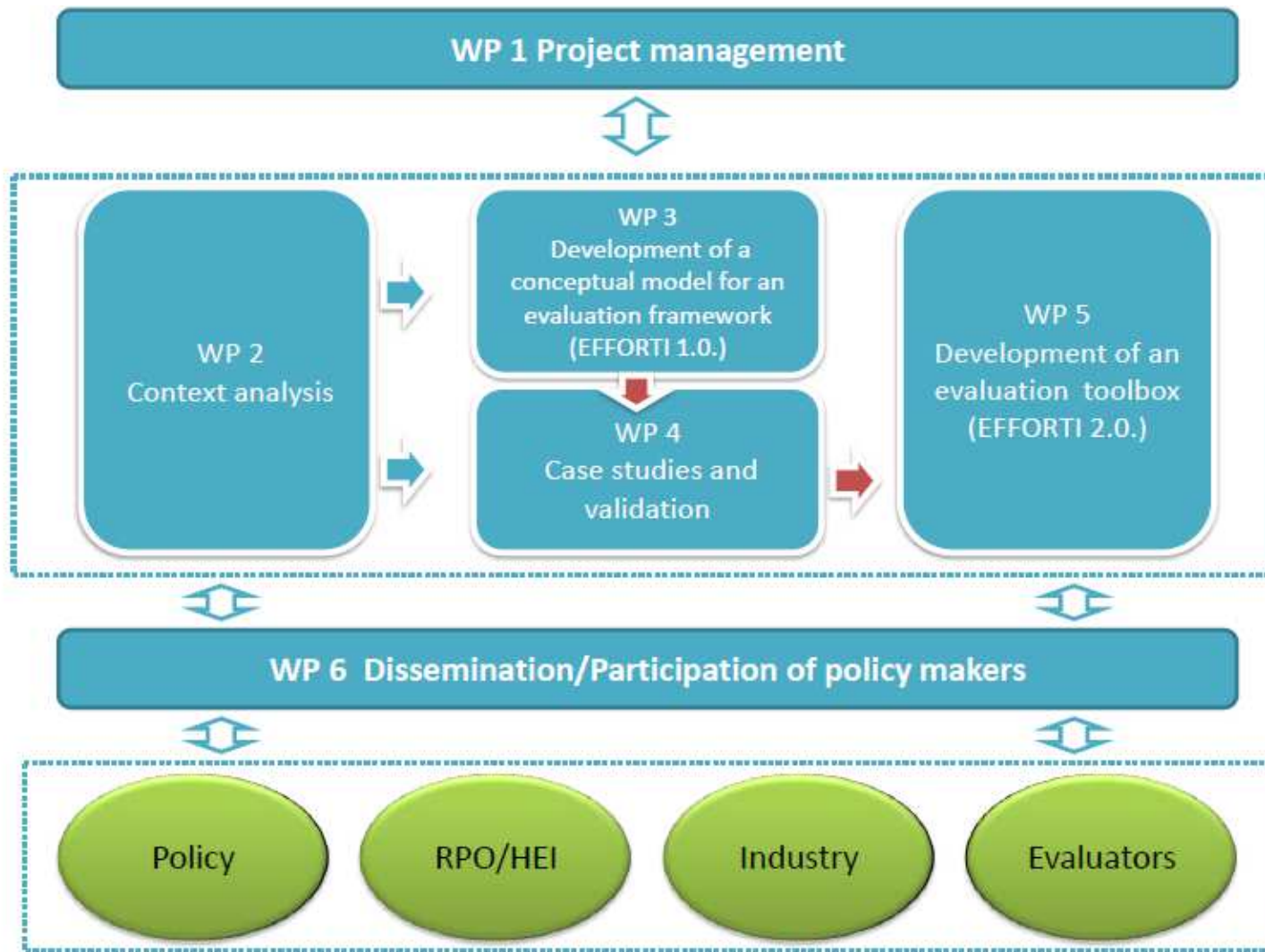- Evaluation Toolbox (EFFORTI 2.0)

Community Building

- National Stakeholder Workshops
- International Conferences
- Platform for information sharing

Policy Making

- Improvement of Measures
- Improvement of Evaluations
- Improvement of RTDI outcomes

Workpackage Structure

WP 1 Project management

WP 2 Context analysis

WP 3 Development of a conceptual model for an evaluation framework (EFFORTI 1.0.)

WP 4 Case studies and validation

WP 5 Development of an evaluation toolbox (EFFORTI 2.0.)

WP 6 Dissemination/Participation of policy makers

Policy

RPO/HEI

Industry

Evaluators

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THREE MAIN GENDER OBJECTIVES

More women in R&D

Women in leadership positions

Integration of a gender dimension in research content and curricula

TYPES OF INITIATIVES TO PROMOTE GE

Measures on individual level

Structural / institutional measures

Measures concerning research funding

Legislative measures

Possible RESULTS on (R) RI

At individual/team performance level:
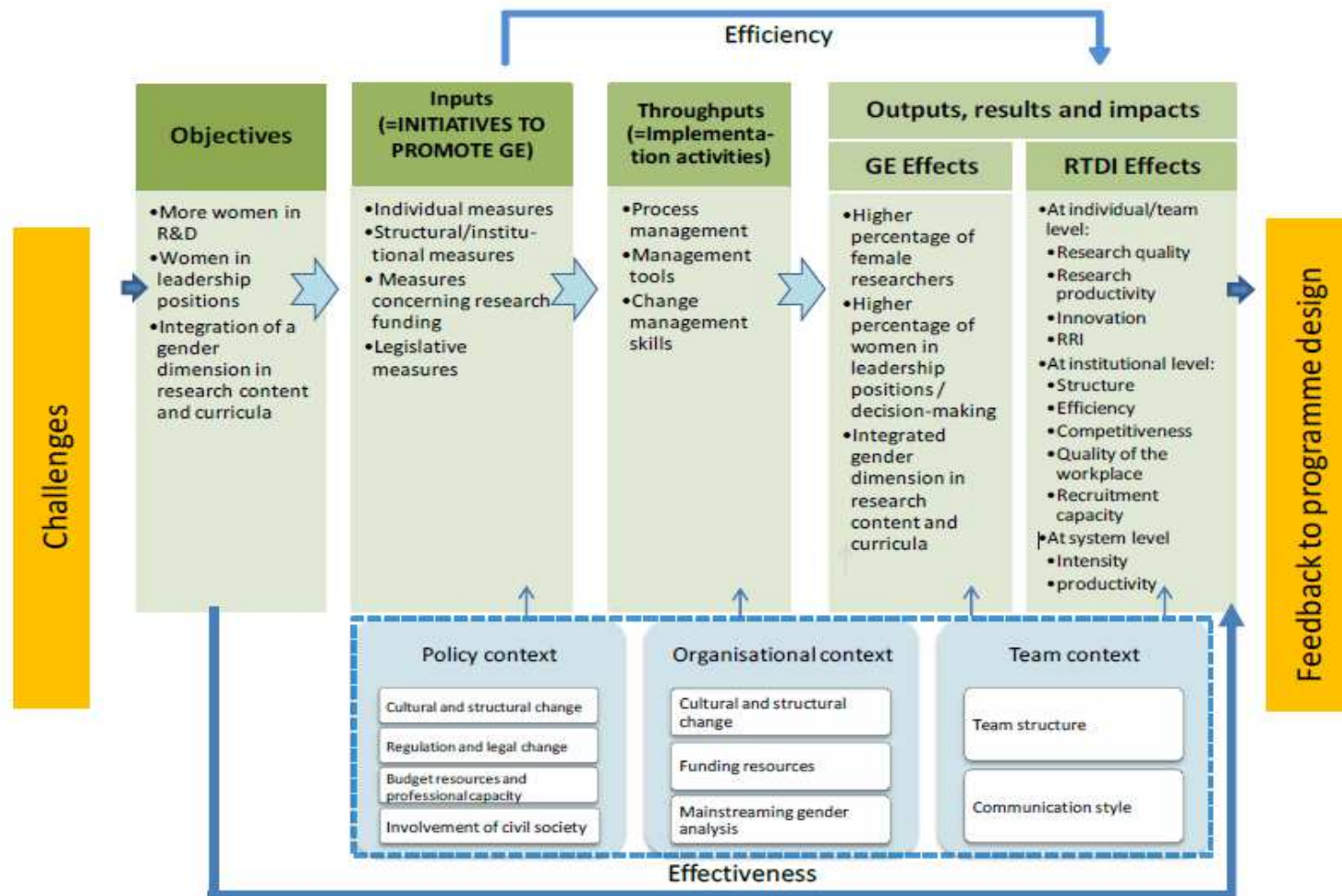- Research quality
- Research productivity
- Innovation

At institutional level of HEI , RPO and corporations:
- Structure
- Quality of the workplace
- Recruitment capacity
- Efficiency
- Competitivenes

At research system level
- Intensity
- Productivity
- Furthering the progress of ERA

EFFORTI Intervention Logic Model (I-O-O-I)

Efficiency

Objectives	Inputs (=INITIATIVES TO PROMOTE GE)	Throughputs (=Implementation activities)	Outputs, results and impacts	
			GE Effects	RTDI Effects

Objectives
- More women in R&D
- Women in leadership positions
- Integration of a gender dimension in research content and curricula

Inputs (=INITIATIVES TO PROMOTE GE)
- Individual measures
- Structural/institutional measures
- Measures concerning research funding
- Legislative measures

Throughputs (=Implementation activities)
- Process management
- Management tools
- Change management skills

GE Effects
- Higher percentage of female researchers
- Higher percentage of women in leadership positions / decision-making
- Integrated gender dimension in research content and curricula

RTDI Effects
- At individual/team level:
  - Research quality
  - Research productivity
- Innovation
- RRI
- At institutional level:
  - Structure
  - Efficiency
  - Competitiveness
  - Quality of the workplace
  - Recruitment capacity
- At system level
  - Intensity
  - productivity

Challenges

Feedback to programme design

Policy context
- Cultural and structural change
- Regulation and legal change
- Budget resources and professional capacity
- Involvement of civil society

Organisational context
- Cultural and structural change
- Funding resources
- Mainstreaming gender analysis

Team context
- Team structure
- Communication style

Effectiveness

DEVELOPMENT OF INDICATORS

◆ **1) Identify the most relevant indicators systematic literature review**

◆ **2) Cluster the indicators according to different categories, dimensions and sub-dimensions**

◆ **3) Conceptualising indicators according to evaluation logic model (input/ throughput/ output/ outcome/ impact)**

◆ **4) Classifying indicators micro/ meso/ macro**

◆ **Qualitative & quantitative indicators**

◆ **I-O-O-I input, output, outcome, impact model**

◆ **Micro (individuals/ tesms), meso (organisational), macro (national)**

Categories, dimensions and sub-dimensions

• **1. Personnel**	**1.1 Positions**	**1.1.1 Increased number of women in academic and other RTDI positions**
		1.1.2 Increased number of women in decision-making positions
	1.2 Recruitment capacity	1.2.1 Improved recruitment of talented women
• **2. Working Conditions**	2.1 Work-life balance	2.1.1 Improved compatibility of family and career
	2.2 Job satisfaction	2.2.1 Appropriate respect/recognition for (academic/scientific/leadership) work
		2.2.2 Positive individual job rating
		2.2.3 Overall work climate
		2.2.4 Allocation of workload
	2.3 Competitiveness/promotion and career	2.3.1 Transparent, non-biased and flexible promotion/tenure criteria
		2.3.2 Strengthened confidence for promotion and responsible positions
		2.3.3 Improved support to advance research career
	2.4 Workplace	2.4.1 Equal workspace/facilities allocation

3. Professional Capabilities	**3.1 Leadership**	**3.1.1 Increased confidence and ability of leadership roles**
	3.2 Professional achievements	3.2.1 Increased professional development of work skills (for career success)
		3.2.2 Improvement of network building and use
	3.3 Awareness of/commitment to GE	3.3.1 Increased gender awareness
	3.4 Funding to promote GE in terms of female careers	3.4.1 Increased funding to promote GE
4. Structural Features	4.1 GE challenges/barriers	4.1.1 Decrease of GE barriers
	4.2 Organisational/cultural change with regard to GE	4.2.1 Organisational/cultural change with regard to GE
	4.3 Preferential treatment	4.3.1 Equal treatment
	4.4 Funding for structural transformation	4.4.1 Increased funding to achieve structural transformation
5. R&I/RRI	5.1 Research outputs and impacts	5.1.1 Scientific outputs
		5.1.2 Networks
		5.1.3 Training/human capital
		5.1.4 Strengthened R&I capacities/excellence
		5.1.5 Research priorities and outcomes in terms of GE

	5.2 Innovation outputs and impacts (incl. technological impacts)	**5.2.1 Conventional innovation indicators**
		5.2.2 Diffusion of innovation in products, services, processes
		5.2.3 Knowledge about sex and gender incorporated into engineering innovation processes
	5.3 Economic outputs and impacts (incl. entrepreneurships)	5.3.1 Economic impacts
		5.3.2 Entrepreneurship
		5.3.3 Strengthened framework conditions for R&I
		5.3.4 Jobs, growth & competitiveness of participants (incl. small and medium enterprises (SMEs))
	5.4 Gender-sensitive research	5.4.1 Achieved gender equality in research process
		5.4.2 Research quality: integration of a gender dimension/perspective in research and content, in research projects, patents, and agreements
		5.4.3 Contributions to strengthening gender-sensitive research
	5.5 Responsible Research and Innovation (RRI)	**5.5.1 Gender equality**
		5.5.2 Ethics
		5.5.3 Public engagement
		5.5.4 Science education
		5.5.5 Open access
		5.5.6 RRI/governance
	5.6 Societal challenges	**5.6.1 Research priorities & outcomes in terms of GE**
		5.6.2 R&I indicators
	5.7 Societal and environmental impacts	**5.7.1 Societal impacts**
		5.7.2 Environmental impacts

5 RESEARCH & INNOVATION/RRI

RESULTS/ POLICY MEASURE STRATEGIES	INDICATORS AT **TEAM LEVEL**	INDICATORS AT **ORGANISATIONAL LEVEL**	INDICATORS AT **POLICY/ COUNTRY LEVEL**
5.3 GENDER EQUALITY DIMENSION: **GENDER SENSITIVE RESEARCH**			
STRATEGY 1. More women in R & D STRATEGY 3. Gender dimension in research content and curricula **5.3.1 Achieved Gender Equality in research process**	• Gender balance in research team/research team composition (GPGSR, p.9) • Number of projects lead by women (GPGSR, p.9)	• The research has included or fostered participation of all agents in the process of investigation (GPGSR, p.11) • Equitably published results to ensure a balance of authorship in research (GPGSR, p.12) • Measures for research team building and their regularity (JR LBC)	• Awareness of and support to gender sensitive research at system level (research councils, other research funding organisations) (AU)
STRATEGY 3. Gender dimension in research content and curricula **5.3.2 Research quality: A gender dimension/perspective in research and content, in**	• Research question has been delimited (Stanford)	• Percentage of research projects including gender analysis/gender dimensions in the content of research (MoRRI) • Scientific production infused with power relations and based on hierarchical relationships between different fields of knowledge (GPGSR, p.6)	• Share of research projects with gender dimension in content (MoRRI) • Measures addressing the integration of gender dimension in research (ECNGD, p.42) • Share of RFOs promoting gender content in research (MoRRI)

- Gender appears in studies of any subject (GPGSR, p.6)
- The project's title in terms of gender and gender equality to describe project (GPGSR, p.9)
- Existence/absence of knowledge on sex and gender in research field (GPGSR, p.10)
- Definition of research priorities considering who will benefit/be ignored by research projects (GPGSR, p.10)
- Sample composition by sex (GPGSR, p.11)
- Needs and expectations of research subjects as well as power relationships and gender assumptions (of researchers and research subjects) have been considered and included (GPGSR, p.10)
- Sex differences have been analysed (GPGSR, p.11)
- Other "biological and socio-cultural" differences have been taken into account (GPGSR, p.11)
- The analysis of gender has been set out and clearly explained in the dissemination of research results (GPGSR, p.12)
- Gender-neutral, non-sexist language is used (GPGSR, p.12)
- Active information search about controversial technology (MoRRI)

STRATEGY 3: Gender dimension in research content and curricula			
5.3.3 Contributions to strengthening the gender sensitive research are made	• People/employees feel empowered making research more participatory, creative and inclusive (GPGSR, p.7) • Perception of improvement of people's and social groups' lives (GPGSR, p.7) • Perception of rebalancing power especially in relation to women on team level (GPGSR, p.7)	• Perception of rebalancing power especially in relation to women on organisational level (GPGSR, p.7) • Level of scientific reflection of research projects (GPGSR, p.7) • Level of taking the role of the researchers and their relationship with their participants into account (GPGSR, p.7) • Research tools are adapted to the subject's language and worldview (GPGSR, p.7) • Legal concepts related to gender and of analysis techniques about mainstreaming gender perspectives in public policies are included (GPGSR, p.7) • Senior managers (clarify their specific role!) are involved in the implementation of the policy that integrates gender analysis into research funding (Gendernet) • Amount of calls that include dissemination materials and guidelines to support applicants in the integration of the gender analysis into research proposals (Gendernet) • Explicit integration of sex/gender analysis as one of the issues to be monitored in mid-term/final project reporting (Gendernet)	• Perception of rebalancing power especially in relation to women on country level (GPGSR, p.7) • Increase of scientific knowledge about gender (GPGSR, p.8) • A policy requiring the integration of the gender analysis into research funding programmes in place (Gendernet) • Support to the inclusion of gender contents in research agendas by funders (ECNGD, p.65) • Inclusion of the gender dimension in research contents (ECNGD, p.65) • Relevance of national and regional levels in R&I policy and financing (ECNGD, p.23) • Amount of programmes which include measures aimed at integrating the gender analysis (Gendernet) • Amount of topics which are gender flagged/tagged (explicit cross-cutting gender analysis) (Gendernet) • Amount of calls that include a mandatory requirement for applicants to indicate whether sex and/or gender is relevant to their research proposal (Gendernet) • Amount of calls that include a mandatory requirement for applicants who do not include sex and gender analysis to explain why not (Gendernet) • Amount and % of proposals submitted that have responded YES to the

Main Sources of Gender Sensitive Research indicators

◆ **EC (2015) Monitoring the Evolution and Benefits of Responsible Research and Innovation (MoRRI): Analystical report onthe gender equality dimension (MoRRI, 2015)** https://www.technopolis-group.com/wp-content/uploads/2016/12/2171-D2_3-Gender_Equality.pdf

GENDER-NET. IGAR Tool http://igar-tool.gender-net.eu/en/tools/indicators **"Manuals with guidelines on the integration of sex and gender analysis into research contents, recommendations for curricula development and indicators." 2016.**

◆ **EGERA/ UAB/ Observatori per a la Igualtat: Good Practices of Gender Sensitive Rseearch: Guidelines and Information Sheet** http://uab.cat/doc/good-practices

▶ Indicators
on the Integration of Gender Analysis into Research (IGAR)

5.4.2 RRI/ Gender Sensitive Research/ Research Quality: A Gender Dimension/ Perspective in research and content, in patents, agreements is integrated

◆ Percentage of research projects including gender analysis/ gender dimension in the content of research (MoRRI 2015b) OL

◆ Share of research projects with gender dimension in content (MoRRI 2015b) NL

◆ Share of RFOs/ RPOs promoting gender content in research (MoRRI 2015b) NL

◆ Percentage of research institutions that provide training/ support for researchers in regard to the inclusion of gender dimensions in the content of research (EU, 2015a) NL

◆ Measures addressing the integration of gender dimension in research (ECNGD, p42) NL

5.4.3 RRI/ Gender Sensitive Research/ Contributions to strengthening gender sensitive research are made

◆ Senior managers (clarify their specific role!) are involved in the implementation of the policy that integrates gender analysis into research funding (Gendernet) OL

◆ Amount of calls that include dissemination materials and guidelines to support applicants in the integration of gender analysis into research proposals (Gendernet) OL

◆ Explicit integration of sex/ gender analysis as one of the issues to be monitored in mid-term/ final project reporting (Gendernet) OL

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5.4.3 RRI/ Gender Sensitive Research/ Contributions to strengthening gender sensitive research are made

◆ A policy requiring the integration of the gender analysis into research funding programmes in place (Gendernet-IGAR Tool) NL

◆ Support to the inclusion of gender content in research agendas by funders (ECNGD) NL

◆ Inclusion of the gender dimension in research content (ECNGD) NL

◆ Amount of programes which include measures aiming at integrating the gender analysis (Gendernet) NL

◆ Amount of topics which are gender flagged/ tagged (explicit cross-cutting gender analysis (Gendernet) NL

◆ Amount of calls that include a mandatory requirement for applicants to indicate whether sex and gender is relevant to their research proposal (Gendernet) NL

Indicators on the Integration of Gender Analysis into the University Curricula (IGAUC) ....to be fed into EFFORTI framework

◆ Amount and % of gender specific subjects in Bachelor and Master Curricular by (main) field of science (Gendernet-IGAR Tool) OL

◆ Amount and % of Gender cross-cutting subjects in Bachelor/ Master Curricula by (main) field of science (Gendernet- IGAR Tool) OL

◆ Amount and % of (Post) Graduates that had at least one Gender specific subject by (main) field of science(Gendernet- IGAR Tool) OL

◆ Amount and % of academics trained on IGAR by (main) field of science (Gendernet- IGAR Tool) OL

◆ Recruitment/ Promotion criteria for academics includes training on IGAR expertise: Yes/ No (Gendernet- IGAR Tool) OL

Selected Gendernet recommendations: Integrating the gender dimension into curriculum (HEIs)

◆ Design of university curricular use gender-specific modules/ subjects & cross-cutting gender

◆ Ensure the participation of gender experts in committees and groups that design/ advise on curricular development

◆ Set up a task-force on gender mainstreaming in curricula to monitor and evalaute the implementation of the cross-cutting approach and support resources

◆ HE authorities should foster the appointment or promotion in every main field of science of academic staff with double knowledge/ expertise gender studies + other field of knowledge

◆ Ensure technical support – ideally through an institute of gender studies at the university to provide techncical expertise on demand

◆ Provide training and awareness raising activities and dissemination materials for academics

WP4 Case Studies (UOC) WP Leader

21 case studies in 7 countries:

(Austria, Denmark, France, Hungary, Germany, Spain, Sweden)

◆ **Objectives**

◆ **Validate the EFFORTI Evaluation Framework:**

◆ **- carry out concept, implementation and impact assessments for the selected case studies**

◆ **- develop log frames and theories of change for the selected case studies**

◆ **- consolidate and validate the relevant impact stories and indicators used**

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EFFORTI TOOLBOX

CONCEPTUAL MODEL
OF AN EVALUATION FRAMEWORK

INDICATOR XXX

Li Europan lingues es membres del sam familie. Lor separat existentie es un myth. Por scientie, musica, sport etc, litot Europa usa li sam vocabular. Li lingues differe solmen in li grammatica, li pronunciation e li plu commun vocabules. Omnicos directe al desirabilite de un nov lingua franca: On refusa continuar payar custosi traductores.
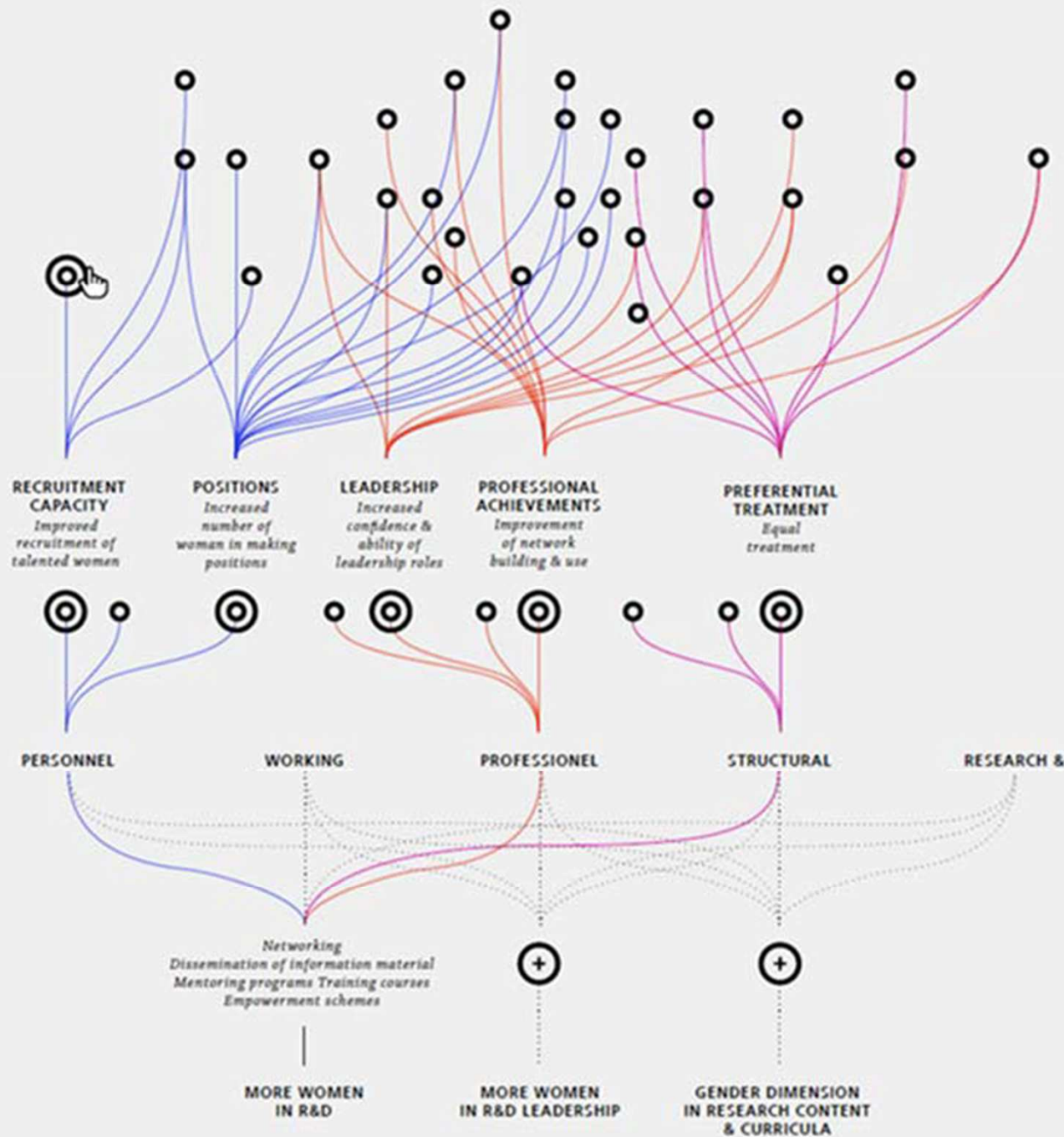
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SAVE YOUR CHOICES

Roadmap 01
Roadmap 02
Roadmap 03
Roadmap 04
...

PRINT ALL

OVERVIEW TABLE

RESET

RECRUITMENT CAPACITY
Improved recruitment of talented women

POSITIONS
Increased number of woman in making positions

LEADERSHIP
Increased confidence & ability of leadership roles

PROFESSIONAL ACHIEVEMENTS
Improvement of network building & use

PREFERENTIAL TREATMENT
Equal treatment

PERSONNEL

WORKING

PROFESSIONEL

STRUCTURAL

RESEARCH &

Networking
Dissemination of information material
Mentoring programs Training courses
Empowerment schemes

MORE WOMEN IN R&D

MORE WOMEN IN R&D LEADERSHIP

GENDER DIMENSION IN RESEARCH CONTENT & CURRICULA

INDICATOR → OUTCOME → TEGORY → MEASURE → GOAL

http://efforti.eu/toolbox

EFFORTI

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