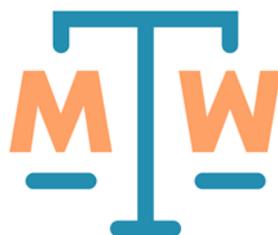


D4.1 - Training Plan on Inclusion of Gender Content in Research
 Dissemination level – CO



R&I PEERS

Pilot experiences for improving gender equality in research organisations

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D4.1 - Training Plan on Inclusion of Gender Content in Research

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1 LIST OF ACRONYMS, ABBREVIATIONS AND SYMBOLS

Acronym, Abbreviation	Definition
D	Deliverable
EC	European Commission
EIGE	European Institute for Gender Equality
ERA	European Research Area
EU	European Union
GEP	Gender Equality Plan
RFO	Research Financing Organisation
RPO	Research Performing Organisation

Symbol	Definition, significance
§	Section

2 EXECUTIVE SUMMARY

This deliverable describes the content of the first wave of training delivered to the R&I PEERS Consortium partners during the Second Progress Meeting in Athens, on 4 April 2019. The aim of the first wave of training was to provide consortium partners with knowledge to hold trainings on how to integrate gender perspective in research in their own organisations by using the toolkit developed in the framework of the GARCIA project: “Toolkit for Integrating Gender- Sensitive Approach into Research and Teaching” (Mihajlović Trbovc and Hofman 2015; henceforth Toolkit). The workshop was convened by one of the Toolkit’s authors, Jovana Mihajlović Trbovc.

The purpose of the Toolkit is to help researchers integrate gender dimension in their ongoing research, development of research applications and teaching. It is designed to help research and teaching staff to understand why is gender relevant for their research and curricula and to think about ways to apply gender-sensitive approach in what they explore or teach.

This document is divided into eight sections: The Executive summary (§ 2) is followed by the introductory section (§ 3), which presents deliverable’s aim and structure. The section § 4 describes the relevance of gender perspective in research and teaching content and discusses the relevance of the target area “Gender dimension in research and curricula” for Gender Equality Plans of 7 Piloting Partners in the R&I PEERS project. It also provides the information on relevance of gender sensitive approach to research and teaching for the R&I PEERS project consortium and Gender equality plans of the 7 piloting partners. The section § 5 describes the Toolkit, presenting its content, purpose and recommendations for use. The section § 6 describes the course of the training “How to integrate gender dimension into research content” held in Athens on 4 April 2019 and convened by dr. Jovana Mihajlović Trbovc. The section § 7 brings the information on the feedback received by the participants and the follow-up of the training. In the concluding section (§ 8), based on the insights from the training and the feedback received, we summarise what kind of impact this type of workshop can have for various stakeholders gathered in the R&I PEERS consortium, and provide recommendations for improvement of the workshop.

3 INTRODUCTION

3.1 RATIONALE

This deliverable describes the content of the first wave of training delivered to the R&I PEERS Consortium partners during the Second Progress Meeting in Athens, on 4 April 2019. The aim of the first wave of training was to provide consortium partners with knowledge to hold trainings on how to integrate gender perspective in research in their own organisations by using the “Toolkit for Integrating Gender-Sensitive Approach into Research and Teaching” (Mihajlović Trbovc and Hofman 2015) developed in the framework of the project GARCIA (Gendering the Academy and Research: combating Career Instability and Asymmetries, <http://garciaproject.eu>). The workshop was convened by one of the Toolkit’s authors, Jovana Mihajlović Trbovc.

3.2 STRUCTURE OF THE DELIVERABLE

This document is divided into the following parts:

- The introductory section § 3 presents the rationale and the structure of this deliverable.
- The section § 4 describes the relevance of the target area “Gender dimension in research and curricula” for Gender Equality Plans of 7 Piloting Partners in the R&I PEERS project.
- The section § 5 describes the Toolkit, presenting its purpose and content.
- The section § 6 describes the course of the training “How to integrate gender dimension into research content” held in Athens on 4 April 2019 and convened by dr. Jovana Mihajlović Trbovc.
- The section § 7 brings the information on the feedback received by the participants and the follow-up of the training.
- In the concluding section (§ 8), based on the insights from the training and the feedback received, we summarise what kind of impact this type of workshop can have for various stakeholders gathered in the R&I PEERS consortium, and provide recommendations for improvement of the workshop.

4 GENDER PERSPECTIVE IN RESEARCH AND CURRICULA

4.1 GENERAL CONSIDERATIONS

According to the European Commission, gender sensitive research “integrates gender into the research content all the way from the initial research idea to the dissemination of results.”¹ It considers the differences between men and women in all aspects of the research, from an initial idea, formulating research questions, objectives and methodologies to the outcomes and presentation of results. Apart from integrating gender into research content, gender-sensitive approach strives to provide equal participation of both women and men in scientific work. Gender-sensitive approach considers transgender and transsexual population as well.²

Sex and gender are “fundamental determinants of the organisation of life and society.” Because of that, “recognising and taking into account these differences is paramount in the creation of scientific knowledge. Nevertheless, much research is still gender blind or gender biased,”³ and insensitive to social context, differences between population regarding gender, age, status, class, race.

There are several sound reasons why gender sensitive research is to be supported and practiced:

- it enables researchers to write more competitive proposals;
- it helps in making research results more relevant for society;
- gender-sensitive approach induces researchers to use more sensitive research methodology in general;
- it may open new interdisciplinary research questions;
- gender-sensitivity in research conduct spills over into more gender-sensitive academic work environment.

4.2 RELEVANCE OF INCLUDING GENDER PERSPECTIVE IN RESEARCH AND TEACHING FOR THE R&I PEERS PROJECT CONSORTIUM

Including gender dimension in research and curricula, as well as raising awareness on importance of gender-sensitive research and teaching, are very relevant for R&I PEERS consortium members – those engaged in research and in teaching, as well as for RPOs and RFOs.

Apart from the necessity to raise awareness on importance and benefits of gender-sensitive research and teaching that has been recognized on the European Union level, the survey conducted at R&I PEERS piloting partner institutions has generally shown that employees in RPOs and RFOs consider this issue important and relevant (see D3.2 “Description of Strategies for Gender Equality”). At some

¹ European Commission, Toolkit »Gender in EU-funded research«. Luxembourg: Office for Official Publications of the European Communities, 2009.

² Jovana Mihajlović Trbovc and Ana Hofman, Toolkit for Integrating Gender-Sensitive Approach into Research and Teaching, GARCIA working paper n. 6, University of Trento, 2015.

³ Gender in Research, European Institute for Gender Equality. Luxembourg: Publications Office of the European Union, 2016, p. 7.

organisations, such as UNISA, CIC nanoGUNE and ANPR, the percentage of respondents who were ambivalent about this issue was rather high. This prevalent ambivalence among employees about including gender dimension in the research and curricula content was actually an indicator of relevance of this target area and necessity for awareness raising in this domain. At some institutions, such as MIGAL, the respondents pointed to the law presence or absence of the gender dimension in ongoing research and innovation activities.

The inclusion of gender dimension in research and curricula is one of the seven target areas included in the Gender Equality Plans of the R&I PEERS piloting partner institutions (see Figure 1).



Figure 1: Target areas included in GEPs of the seven R&I piloting partner institutions

Out of seven GEPs, those of UNISA, ANPR, and CIC nanoGUNE have included strategies related to the target area “Gender dimension in research and curricula” in their GEPs. Nevertheless, these strategies are relevant also for those partners who did not explicitly include this target area in their GEPs. This training aimed at transfer knowledge to all R&I PEERS consortium partners. Their active engagement and expressed interest in the workshop have also pointed out to the relevance of gender-sensitive approach in their own research, teaching, and/or policy-making activities.

5 TOOLKIT FOR INTEGRATING GENDER- SENSITIVE APPROACH INTO RESEARCH AND TEACHING

5.1 THE AIM

The idea of the “Toolkit for Integrating Gender-Sensitive Approach into Research and Teaching” developed within GARCIA project is to help researchers integrate gender dimension in their ongoing research and teaching (of undergraduate, graduate and doctoral courses), and to apply gender-sensitive approach while conceiving new projects and students’ curricula. This Toolkit should help research and teaching staff in thinking in what way is gender relevant for their scientific topic by posing questions to academics that would encourage them to think critically about their previous research/teaching and inspire future endeavours. While the Toolkit is generic and addresses scholars from all academic disciplines, the Toolkit attempts to be as practical as possible by using vivid “real life” examples from institutions involved in GARCIA project.

For the R&I PEERS project community and piloting partners implementing Gender Equality Plans in their institutions, this Toolkit, together with the workshop organised in the framework of the First wave trainings, provide knowledge, tools, examples and further references for organizing workshops on integrating gender perspective into research and teaching in organisations that make R&I PEERS project consortium.

5.2 THE STRUCTURE

The “Toolkit for Integrating Gender- Sensitive Approach into Research and Teaching” consists of the following sections:

- **How to use the Toolkit?**

This section lays-out structure of the Toolkit and explains how it could be of use to researchers, lecturers and academic support staff.

- **Introduction**

- **Gender in institutional and structural context**
- **Gender in research and curriculum**

This part of the Toolkit describes findings from the Reports on mapping gender-related content conducted in six GARCIA test institutions and summarises common trends and challenges in gender mainstreaming noted in these institutions.

- **Toolkit objective**

This part explains the main conceptual underpinnings behind the Toolkit, which is considering gender dimension as integral part of any relation between academic work and humans.

- **Recommendations for introducing gender-sensitive approach**

- **Introducing gender in project/teaching teams**
- **Introducing gender content**
 - **Step 1: How to design gender-sensitive research/curriculum content?**

By identifying research problems in gender-sensitive way, the Toolkit suggests how to formulate gender-sensitive research questions. Here, attention is drawn also to how to detect gender stereotypes, inequalities, and gender biases.

- **Step 2: How to apply gender-sensitive theoretical/methodological structure?**

This section provides details of gender-sensitive methodology, important part of which is to disaggregate data by sex and gender, as well as to analyse data in gender-sensitive way.

- **Step 3: How to produce gender-sensitive project results and outcomes in teaching process?**

Here the Toolkit suggests what could be gender-sensitive results of scientific research and teaching, and how to identify users and beneficiaries of scientific conduct in gender-sensitive way.

- **Discussing resistances to the gender-sensitive approach**
- **Checklist (for checking yourself if you applied gender-sensitive approach in all steps of developing a research project or a curriculum)**

Checklist at the end of the Toolkit, which a researcher could use to check the level of gender-sensitivity of their research and teaching or to bear in mind, while devising a new course or writing a new research project.

- **Appendix: Existing toolkits on gender dimension in various disciplines**

The Toolkit ends with the list of existing toolkits about different aspects of introducing gender in various scientific fields is provided in order to enable more thorough application of gender-sensitive approach to research.

6 THE TRAINING “HOW TO INTEGRATE GENDER DIMENSION INTO RESEARCH CONTENT”

6.1 THE AIM OF THE TRAINING

The aim of the First wave of training was to provide consortium partners with knowledge to hold trainings on how to integrate gender perspective in research within their own organisations by using the toolkit developed in the framework of the GARCIA project: “Toolkit for Integrating Gender- Sensitive Approach into Research and Teaching” (Mihajlović Trbovc and Hofman 2015).

The workshop has been organized with the following concrete aims:

- to raise awareness on how gender could be relevant for various academic fields,
- to develop strategies for integrating gender perspective into research and teaching,
- to open discussion on issues, not to provide ready-made solutions,
- to examine how gender perspective could lead to novel research.

6.2 THE STRUCTURE OF THE TRAINING

The workshop was divided into the following units:

- 1) Introduction: aims, importance and benefits of gender-sensitive approach in research.
- 2) Activity: All participants were asked to fill in the form with details of a research project that did not include gender aspect.
- 3) Step 1: How to design gender-sensitive research content?
- 4) Activity: The participants discussed outlined research projects and multiple ways gender is relevant for it.
- 5) Step 2: How to apply gender-sensitive methodology?
- 6) Activity: The participants discussed methodology of outlined research projects – was it gender-sensitive, and how could it be changed to become more gender-sensitive.
- 7) Step 3: How to produce gender-sensitive research results?
- 8) Activity: The participants discussed who are users and beneficiaries of outlined research projects, hence, how to create research results that are accommodating various genders (and social groups).
- 9) Activity: All participants were asked to fill in another form, in which they explained how would they modify initially outlined project idea to better include gender dimension and enable gender-sensitive research.

6.3 THE COURSE OF THE TRAINING

The workshop started at 11:00 AM. There were 18 participants: representatives of all R&I PEERS consortium partners, and one person outside the consortium, coming from an academic institution in Athens.

At the beginning, the workshop convenor presented the “Toolkit for Integrating Gender-Sensitive Approach into Research and Teaching” and described the aim of the workshop. She introduced the Toolkit and outlined its structure, stressing that the workshop will address introducing gender into research content. The workshop convenor decided to skip over the part of the Toolkit relating to gender-sensitive teaching, because it would be relevant only to minority of the participants and in order to allow more time for deepened discussion on outlined research projects.

The convenor discussed the importance of gender-sensitive research and benefits from such approach. One of the participants posed the question – “what we think when we speak about gender?” – so the convenor and the participants familiar with gender studies elaborated on the differences between the notions of ‘gender’ and ‘sex’, and explained the concept of intersectionality. The convenor emphasized importance of not taking a binary approach in understanding of gender (i.e. male v. female) and not limiting to differences between two sexes, but considering importance of class, age, race and other parameters that define social positioning of a person.

The participants were asked to fill distributed forms with details about research project (for which they recently submitted a proposal, or a project they are currently working on, or have completed, or an imagined project) that did not include gender aspect. The workshop continued with a discussion on how to detect gender in any research topic: by recognising how every topic (of a research project) is tackling humans (as biological creatures, as individuals or as part of global society). This issue was discussed through concrete examples: a project on production of alternative carbon fibre, on city design that is sensitive to mothers' needs. The convenor of the workshop facilitated collective brainstorming with the participants about all the different ways that a project topic could be relating to humans. The convenor then gave examples how biological differences (between men and women) are relevant for research and design of final products (e.g. nicotine patches, driving belts...). She pointed that while being aware that sex and gender are conceptualised as separate notions, what we usually attribute to ‘sex’ and ‘gender’ may be overlapping, especially in medical research. The convenor also drew attention to the danger of unwilful reproduction of stereotypes (e.g. about men’s and women’s behaviour) when trying to include gender dimension into research.

The approach was further rehearsed by examining a project presented by one of the participants: project on technical qualities of active packaging that makes possible to control gas flow and prolong shelf life of the food. At first, the researcher did not see how gender could be relevant for her research project. Soon into the discussion, she started seeing some relevant gender aspects and thought that it can be particularly good for women, since they are the ones who usually provide food for the family. The workshop participants discussed how to make this research gender-sensitive by addressing the following questions: “What is the purpose of this packaging? How it is connected to human society? Who are users of this project's results and how they (should) influence research design?”

In the next phase of the workshop, the gender-sensitive methodology was discussed. The convenor stressed that such methodology is not an aim in itself, but a tool to produce more complex and complete data. Another project idea was presented: how to test children’s navigation skills, based on the results of computer and paper games. The project did include segregation of data according to sex,

therefore comparing results of girls and boys. The workshop participants then brainstormed how this data could be analysed in gender-sensitive way. For instance, when interpreting differences between boys' and girls' results, what can be attributed to social rather than only biological differences; to what extent was choice of the testing games (paper-based and computer-based) gender-neutral or biased; and to what extent the results could be informed by our understanding of navigation as male dominated domain of life. The workshop convenor pointed to the fact that gender-sensitive approach and methodology by no means imply eliminating or ignoring differences between men and women, but they insist on the need to be reflective of possible gender biases.

The further steps in gender-sensitive methodology were then discussed through example of another project: production of mattresses based on study of comfort, which to significant extent depends on female and male characteristics – different body size and weight. In the following discussion, a need for a more intersectional approach was raised – to take into account age differences (which relates to different temperature requirements), economic aspect (the price, type of customers, etc). The convenor invited the participants to go even further in the critical thinking, pointing to the fact that the ways we measure comfortability are not neutral nor “objective”, and may be informed by a Eurocentric view. She also stressed the importance to question one's own presumptions and to be aware of biases of data (e.g. in which geographical regions were previous studies done, on which populations). Another question posed by a workshop participant is how this project relates to the market, since gender differentiation is always lucrative for industry.

The workshop continued with the discussion about gender-sensitive presentation and dissemination of results, by discussing problematic practices (e.g. all-male panel on a conference; promotional visuals that reproduce traditional gender roles).

In the concluding part of the workshop, the convenor guided the participants through the Toolkit and provided information on how it could be used for conducting trainings of this kind. She also presented other toolkits that are specific for particular disciplines and gave ideas how to find usable material.

As the last activity, the participants were asked again to fill distributed forms, this time with information on how would they modify initially outlined project ideas to better include gender dimension and enable gender-sensitive research. The analysis of answers given in both forms is presented in the section 7.1.

The workshop ended at 2:15 PM.

7 PARTICIPANTS' FEEDBACK

7.1 THE FORMS FILLED IN AT THE WORKSHOP

The participants of the workshop were given a form at the beginning and at the end of the workshop. The first form asked the participants to describe in short, a research project they recently completed, or are currently working on, or for which they recently submitted a proposal (see Figure 2).

Imagine the last research project you have completed...
What was the project's main research question?
What methodologies you used in the project?
What data did you collect?
What were the project results (except the academic publications)?
Who benefited from the project?

Figure 2: The form distributed at the beginning of the workshop

The aim of the form was twofold: to make the participants think in practical terms so the researchers (or research evaluators in RFOs) would apply ideas to their concrete work domains/topics; and to get examples that will be discussed throughout the workshop, by debating how gender-sensitive approach could be applied on concrete project question/methodology/results. The participants were specifically asked to describe one of their projects that does not have gender component, so the group could practice gender-sensitive approach from scratch. Therefore, 9 out of 14 participants⁴ outlined a project that did not relate to gender, while 5 projects had gender (or gender equality) as a central topic, since participants reported that this is the only field they have been working on. During the workshop discussion, the convenor asked for examples from the first group of outlined projects.

⁴ Two additional participants did not fill in the forms because they observed workshop and took notes on the workshop process.

The second form was distributed at the very end of the workshop, asking participants to reflect on their project through the view practiced during the workshop (see Figure 3).

How would you modify the project you previously imagined?
How people of different genders differently relate to your research problem?
How could you modify your research question so it would be more gender-sensitive?
How would you modify methodology of your project so it would be more gender-sensitive?
How would you plan your research results differently so they would be more gender-sensitive?

Figure 3: The form distributed at the end of the workshop

By analysing answers to the second form the participants could be clustered into three distinctive groups:

- Those who think they have nothing to modify in their project because it already contains gender perspective (3 participants)
- Those who think they have nothing to modify in their project because they still find that gender is completely irrelevant for their research (1 participant).
- Those who saw potential for modification towards more gender-sensitive approach (all other participants). In this group were both projects who already had some gender aspect, as well as those that had none. The ideas for modification ranged from very vague to quite concrete:
 - o “it is necessary to be more mindful”;
 - o methodology could be “more collaborative”;
 - o introducing more interdisciplinarity into research by including social and economic aspects into a technical topic (i.e. active packaging);
 - o adding gender perspective where there is none: a project that analyses EU urban policies in historical perspective, should include additional line of analysis that would measure effects of the policies on different genders;
 - o add to the methodology a questionnaire that would detect social factors (previous experience, environment, context) in measuring mental abilities of children;

- include categories of age, gender, income, race into a questionnaire distributed to the observed subjects (i.e. individual involved in types of sharing economy);
- consult previous studies that account for the gender of the subjects when preparing educational materials about repercussions of a videogame on children;
- change the sample so it could be more representative of both genders: a project that examines changes in civil-society organisations in a country during economic crisis would be modified to include equal number of formal and informal organisations, because women tend to get involved in informal associations, while the researcher thus far focused rather on formal organisations.

From answers in the forms we can conclude that for some researchers applying gender-sensitive approach would mean adding a step in the development of methodology and analysis of the results, for others introducing gender dimension would make a whole new project.

7.2 THE QUESTIONNAIRE

Day after the workshop, all participants received a short questionnaire via email (see Figure 4). Its purpose was to evaluate to what extent workshop participants could further disseminate gender-sensitive approach in research.

Thank you for participating in the workshop yesterday.
Please take time to answer (in short) following questions:

1. Do you think you that the workshop provided you with sufficient information to be able to hold a workshop on gender-sensitive approach to your colleagues who are not gender experts?

2. What kind of additional training/learning would you need in order to be able to hold such a workshop yourself?

3. What do you see as biggest challenge in applying gender-sensitive approach?

Thank you for answering!

Figure 4: Questionnaire sent to participants day after the workshop via email

While the response rate to the forms distributed during the workshop was nearly 100%,⁵ less than a half (6 out of 13) participants responded to follow-up questionnaire. Therefore, we cannot generalise the findings, but we can recognise some tendencies.

Participants confidence in the ability to hold a similar workshop to other colleagues (who are not gender experts) depended on their general confidence in the subject, rather than the knowledge they gained during the workshop. So, even the participants that reported that “the information provided was extensive”, “useful” and “provided sufficient information”, were not fully confident they could hold such type of workshop themselves.

In order to be able to hold such a workshop, participants (who responded to the follow-up questionnaire) reported they would need more substantial literature, larger number of examples from various disciplines and longer and more specific how-to-do training (i.e. ‘training of trainers’ type of course). However, not all participants who felt apt for were interested in holding such a workshop themselves.

On the basis of the answers to the third follow-up question, and the discussions that unfolded during the workshop, we can note two main challenges to the application of the gender-sensitive research. The first is the cultural mindset which normalises traditional gender stereotypes and prejudices, which is still widespread in some countries, scientific fields and institutions, especially in the Mediterranean region. Researchers reported that being labelled as a feminist is considered to be a stigma in certain settings. The other main challenge is the fact that scholars not familiar with social studies have harder time to see the exact relation between gender and their research topic. Even when a scholar is personally convinced gender-sensitive approach is important, or even necessary, it does not mean they actually have clear idea *how* to do it in practice.

⁵ One person had to leave the workshop prematurely, so she did not fill in the second form distributed at the end of the workshop.

8 CONCLUSION

8.1 LESSONS LEARNED

The aim of the first wave of training was to provide consortium partners with knowledge necessary to hold trainings on how to integrate gender perspective in research in their own organisations by using the “Toolkit for Integrating Gender-Sensitive Approach into Research and Teaching” (Mihajlović Trbovc and Hofman 2015). The workshop succeeded in familiarising the participants with this and other similar toolkits and sources of information on how to integrate gender dimension into particular scholarly disciplines. However, the feedback from the participants shows that one such workshop is not enough to enable all participants to hold such a training for their peers, especially those who are not familiar with concepts from gender studies. It would be futile to expect such a result from a three-hour workshop. On the other hand, this type of workshop seems to be useful for different types of participants for different reasons.

For those who are new to the topic of gender-sensitive approach, this type of workshop could be a good introduction into further research. As one of such participants stated in the follow-up questionnaire after the workshop: “I believe that I need to learn more about myself by reading articles and books on how to introduce the gender aspect into experimental scientific research. In particular with examples in the field of Materials Science.” Therefore, for this type of participants the workshop has predominantly purpose to raise their awareness.

For those who are familiar or are already applying gender-sensitive approach in their work, the workshop could be a training in how to conduct this type of knowledge-transfer. In addition, the convener of the workshop tried to showcase how the gender-sensitive approach is a constant process in practicing critical thinking rather than one-time intervention during the project preparation, as described in the section 6.3. Therefore, even the project that includes gender component could be improved towards greater sensitivity for positions of various social groups, and thus towards more responsible conduct in academic research and development.

The discussions during the workshop, as well as filled-in forms, revealed that half of the participants were quite familiar with the concepts coming from gender studies, while the other half came from disciplines that are not familiar with these concepts. This heterogeneity of the group made the debate lively and created atmosphere in which some participants explained to others, in their own words, the notions of ‘gender’, ‘social roles and norms’, ‘intersectionality’, ‘sex disaggregated data’, rather than having convener explain and ‘give lecture’ to the audience. Therefore, the tone and ambiance were more of an ‘exchange’, and less of a ‘training’, which made the transfer of knowledge more smooth.

8.2 RECOMMENDATIONS

In case workshop participants or anybody else from the institution that is partner in the R&I PEERS consortium would like to replicate the workshop, there are two recommendations for improving the workshop model developed by the convener:

- 1) In section 7.1 we explained what was the purpose of the forms that were distributed to the participants at the beginning and at the end of the workshop. However, we find that there is a room for improvement. In addition to the existing questions, the first form should specifically ask whether the researcher thinks s/he applied gender-sensitive approach and how (by giving an illustration). This is needed because some researchers may have involved gender aspect in their

research but not as the main question/method, therefore, it was not mentioned in the form. The present form is not asking for gender-sensitive aspect specifically, so it is hard to 'measure' the 'before and after effect' of the workshop. Though one three-hour workshop cannot profoundly change opinions and views of the participants, with the slight modification of the first form we could get a better picture about the capacities of this kind of workshop.

- 2) Based on experience from this and several previous workshops held by the convenor we can conclude that follow-up questions via email have proven as less effective way of getting feedback from the workshop participants than the forms collected during the workshop. Participants concentration on the topic and motivation to answer is higher when they are on the spot of the workshop, and the convenor has more opportunity to compel participants to answer. Therefore, in future instances we advise against this method for getting feedback from workshop participants.

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