
SPRINT: Sustainable plant protection transition: a global health approach.

Self-assessment of gender capacities and perceptions
KEY FINDINGS of the Gender Survey among SPRINT participants

SPRINT Gender Committee, Nov 2021

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Gender in SPRINT

Aligned with EU policy, the SPRINT project is required to examine and foster its contribution to gender equality in academia and research.

Three objectives for gender equality in research underpin the EC's strategy on gender equality in research and innovation policy. These objectives conform to the objectives of the EU in the H2020 programme and speak to the Gender Equality Plans each institution will have in place by 2022:

- 1) Fostering equality in scientific careers
 - This objective considers the equality of opportunity that enables everyone with the talent and skills necessary to take research forward. By considering factors such as work-life balance and the organization's culture, the aim is for all to flourish equally.
 - **Within SPRINT**, this pertains to the institutional contexts of all partners
- 2) Ensuring gender balance in decision-making processes and bodies
 - Only by ensuring equal representation can we ensure that decisions reflect the spectrum of experiences and expertise necessary to make good decisions.
 - **Within SPRINT**, this means to strive for gender equality concerning the design and enactment of the project partnerships, collaborations and contents
- 3) Integrating the gender dimension in research and innovation content
 - For research to be relevant and practicable, it needs to respond to the diverse needs of society. Research that reflects only a narrow set of experiences risks missing important insights and producing outcomes that are not actionable.
 - **Within SPRINT**, this obliges to optimize scientific robustness and effective sustainable impact by including the gender dimension in research design. We will use gender-sensitive frameworks, data collection techniques, and analysis to achieve these.
 - SPRINT's communication activities will strive to reflect the diversity of participants and experiences.

The SPRINT Gender Committee, is tasked to guide and support the SPRINT consortium in implementing the EC's requirements concerning gender equality.

In doing so, we apply an intersectional approach. This means that we recognize the heterogeneity among women and among men; it therefore expands the gender focus into its intersection with other socially valued dimensions such as race, ethnicity, class/wealth, age/generation, locality, civic status, health status, sexual orientation.

Supportive resources:

- **EIGE Gear tool website and pdf:** [Gender Equality in Academia and Research](#);
- **Brochure and resources in relation to Horizon Europe:** [EU website](#); [Brochure](#); [Gendered innovations 2 – How inclusive analysis contributes to research and innovation: policy review](#)

Gender⁺ Glossary

SEX refers to the biologically determined characteristics. As such, sex is globally understood as the classification of living beings as male, female, or intersex. (based on EC 2014)

GENDER refers to the social construction of women and men, of femininity and masculinity, which varies in time and place, and between cultures. (EC 2014)

GENDER RELATIONS are the ways in which a society defines rights, responsibilities and the identities of men and women in relation to one another. Gender relations are based on power and negotiations, and gender roles are closely linked, influencing the definition and development of one another. (FAO 2012)

GENDER NORMS refer to the gender dimensions of social norms, or the societal expectations of how men and women ought to behave in their everyday affairs. Social norms also “structure social interactions in ways that allow social actors to gain the benefits of joint activity. And they determine in significant ways the distribution of the benefits of social life” (Petesch et al. 2018, with reference to Knight and Ensminger 1998).

GENDER⁺ DIMENSION or **INTERSECTIONALITY** acknowledges the heterogeneity among women, among men and among non-binary genders by examining the gender dimension as intersecting with other social dimensions to which binary and hierarchical social values are attached as to gender. Examples of such dimensions intersecting with the sex/gender dimension are age/generation, class/wealth, race/ethnicity, geographical location (e.g. urban/rural), religion, civic status, sexual orientation, health status. Identities, relations and institutional structures often reflect the value loaded attributions and internalisations to these dimensions which possibly complicate and aggravate gender inequalities.

GENDER EQUALITY refers to the situation where individuals of all sexes are free to develop their personal abilities and make choices without the limitations imposed by strict gender roles or norms. The different behaviours, aspirations and needs of women and men are considered, valued and favoured equally. (based on EC 2014)

GENDER-SENSITIVITY implies taking an approach that addresses societal and cultural factors involved in gender-based exclusion and discrimination (based on EIGE glossary)

EQUAL OPPORTUNITY indicates the absence of barriers to economic, political and social participation on the grounds of sex, often intersecting with other socially made distinctions. Such barriers are often indirect, difficult to discern and caused by structural phenomena and social representations that have proved particularly resistant to change. Equal opportunities, which is founded on the rationale that a whole range of actions are necessary to redress deep-seated sex and gender-based as well as other inequities, should be distinguished from equal treatment, which merely implies avoiding direct discrimination. (based on EC 2014)

GENDER MAINSTREAMING refers to the systematic integration of equal opportunities for women and men into the organization and its culture and into all programmes, policies and practices; into ways of seeing and doing. (EU Commission, 2000)

EMPOWERMENT refers to the access to resources and development of personal capacities to be able to participate actively in shaping one's own life and that of the community in economic, social and political terms. (European Commission 1998)

MONITORING and EVALUATION (M&E) refers to the continuous assessment of programmatic implementation in relation to agreed schedules and of the use of inputs, infrastructure, and services, and its periodic assessment of the relevance, performance, efficiency, and impact (expected and unexpected) in relation to stated objectives.. (based on WB 2012)

SPRINT Gender Survey

In Oct. 2021, all SPRINT project participants (ca 180) received a link to the gender survey. The aim was to establish a baseline of their institutional and individual gender capacity and gender perceptions through their self-assessment to be followed up by:

- building on a trajectory for support and possibly training options
- reviewing at various stages the achievements reached and adjustments where needed
- reporting at the end what has been achieved, what opportunities have been taken and constraints overcome, what has been learnt and what recommendations to give to similar projects in the future.

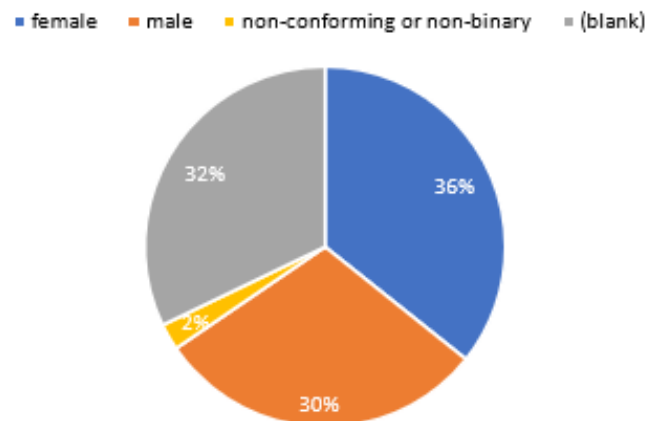
Output

- ✓ 84 responses; 180 sent links, this is ample 46 %
- ✓ About 1/3rd of participants did not disclose their gender which limits the analysis

Key Messages

Self-identification by survey participants

- The **gender distribution** of all survey participants is unclear since 1/3rd did not disclose any gender identity. Women are slightly in the majority among who did.
- **Gender identities:** participants identify in majority as women (36%); then none (32%), men (30%) and non-binary (2%)
- **Marginalized groups in the consortium:** 9,5 % participants considered themselves as belonging to a marginalized group due to: sexual orientation, ethnicity/race or low income (n=8)



Gender policies at SPRINT partners

- **Half** of the survey participants **report their institutions have gender policies in place**
- **A third** of the survey participants **do not know of gender policies at their institution**

Gender policies in the institutions

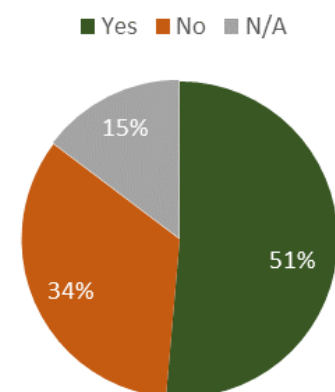


Figure 1 "Awareness of any gender policies in your organization" (N/A, no, yes)

Equal opportunities at SPRINT partners

- **68% think equal opportunities for men and women prevail in their institution;** more men than women are among them.
- **Of the minority of 32%, ca 27% thinks men have more opportunities** than women in their institution; **the other ca 5% thinks women have more opportunities.** Of this minority group, **all identifying as women and non-conforming/binary (46% / 6%) state men have more opportunities; most of 36% men too (22%), but (11%) say women have more opportunities.**¹

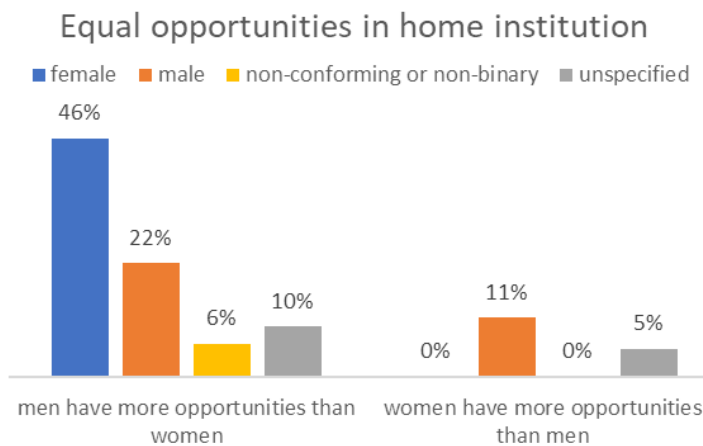


Figure 2 "Perception of opportunities in your organisation" by gender

Relevancy of gender aspects in research content

- **Over one third (38%) supports** the consideration of gender aspects in research content (fully yes/rather yes); **13% disagree** (rather not/not at all).
- **Almost half (49%) did not respond** to the question (N/A)
- **More men than women found it rather not or not at all relevant** to consider gender aspects in research content; **no woman thinks it is not relevant at all**

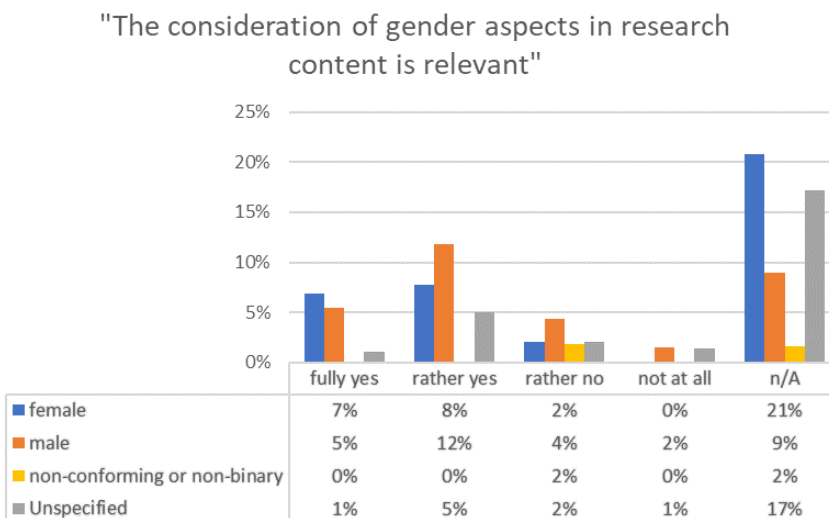


Figure 3 "The consideration of gender aspects in research content is relevant" by gender

¹ These numbers do not include the 15% people who didn't disclose their gender identity; For another question on fair and equal treatment in more specific fields, about the half of the survey participants articulated any answer for their own institution; only ca 20% in relation to their project team.

Self-assessment of Gender Capacity

Participants vary in aspects of their capacity concerning gender in research, though is overall limited

- Generally, **30% of the participants feel they can distinguish** between equal representation and treatment vs gender in research content; 26% said they can not
- While some men feel confident to fully distinguish between equal representation and treatment in the work place and gender integration into research content, no woman has clicked 'fully yes'
- Only 13% have participated in a gender training

Understanding difference between equal representation and gender in content

"I understand the difference of equal representation & treatment vs. gender in research content"

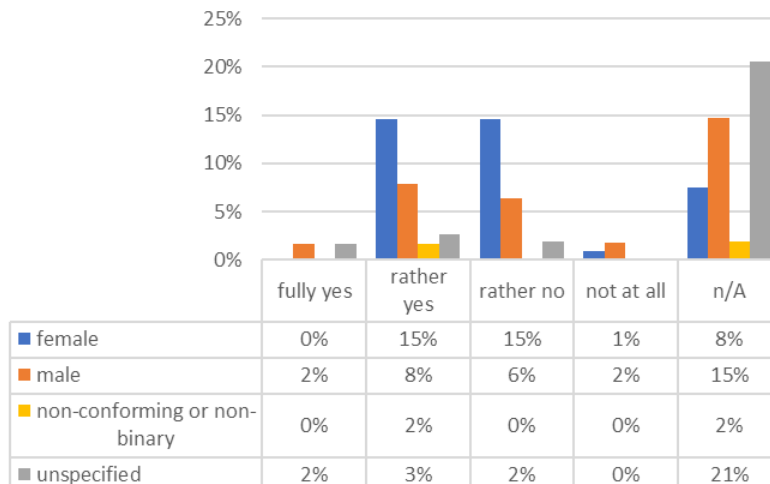


Figure 4 "I understand the difference of equal representation & treatment vs. gender in research content" by gender

Capacities and knowledge concerning gender in research

Capacities and knowledge concerning gender in research vary according to topic ²

(see graphs below)

² The survey asked about i) Gender-sensitive considerations to problem statements, research questions, contexts, definition of possible users and stakeholders and impacts; ii) Collection and cross-analysis of sex-disaggregated data; iii) Analysis and interpretation of gender differentiated research findings; iv) Unpackaging and preventing gender bias in communication and dissemination strategies and materials; v) Unpacking and preventing gender bias in stakeholder consultation; vi) Gender-responsive budgeting and tracking of resources

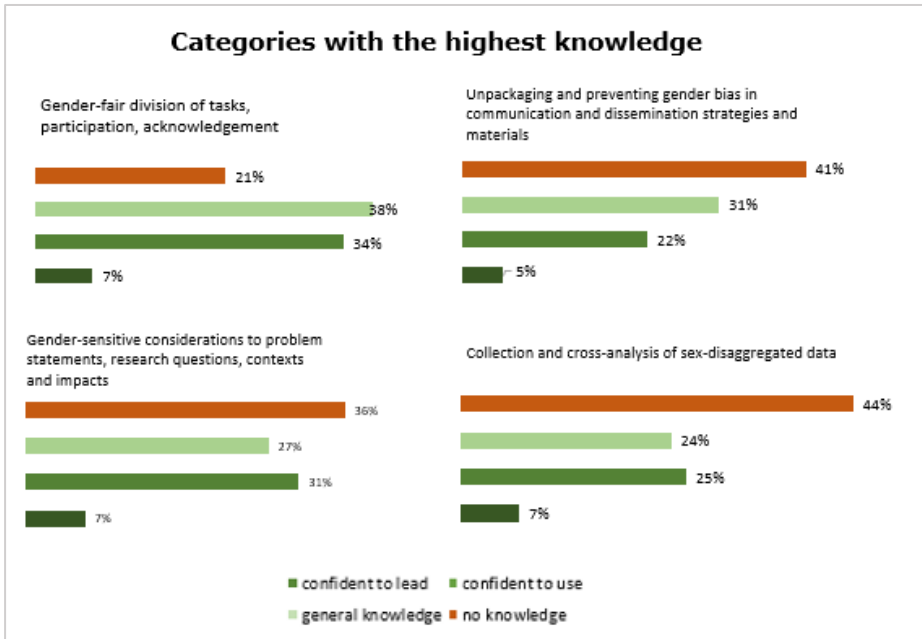


Figure 5 Categories concerning gender in research with highest score

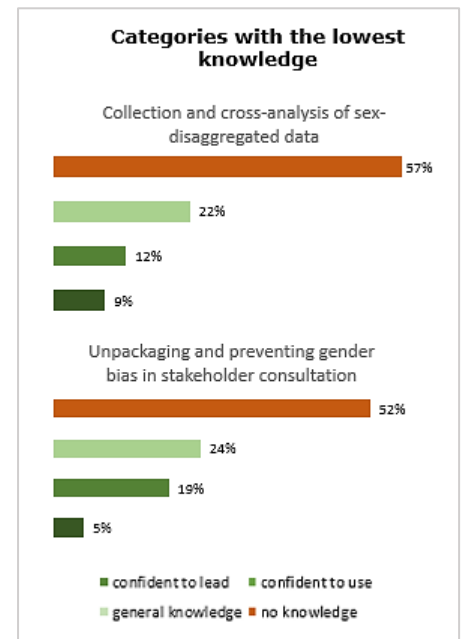


Figure 6 Categories concerning gender in research with lowest score

Training interests

Consortium members are generally keen to receive training on gender-related aspects

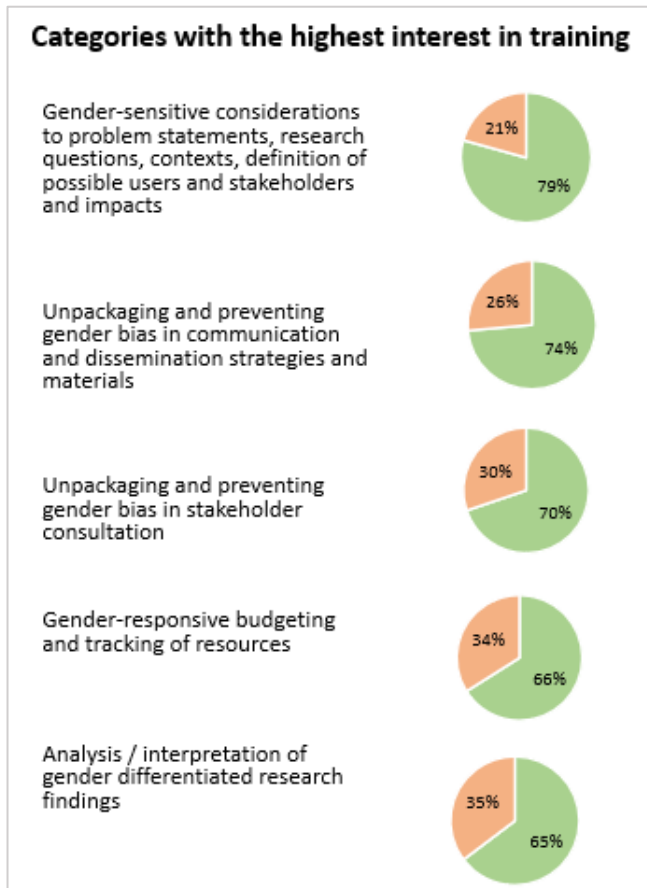


Figure 7 Categories with highest interest in training

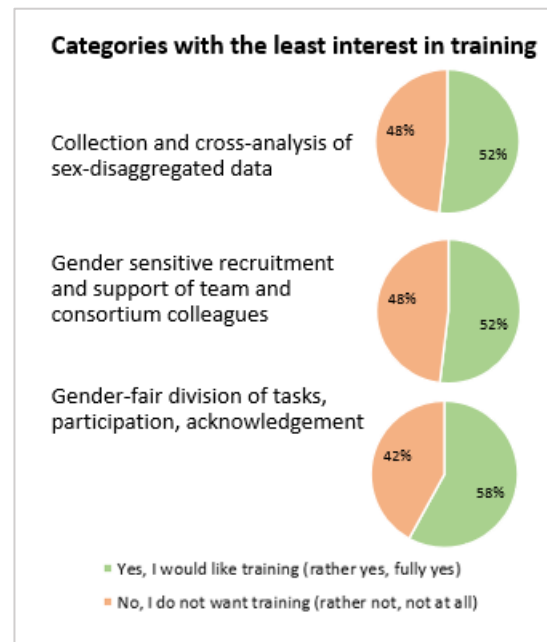


Figure 7 Categories with least interest in training

Final Remarks and Ways Forward

Engagement is there; common effort is needed to let it blossom

The survey shows that quite some SPRINT participants are fully engaged with the project's commitment to foster gender equality.

Common effort is needed to have all SPRINT participants collaborate and actively support the commitments SPRINT made, and to expand the gender⁺ capacity to enable them.

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- **Almost half (46%) of the SPRINT participants engaged** by taking time to fill in the questionnaire; since it is part of the SPRINT tasks, common effort is needed to engage the other half too.
 - **Survey participants like to receive specific gender support or training** (from 30-45%) in relation to their self-assessment of their gender capacities
 - **1/3rd of the survey participants refrained from disclosing their gender.** Given the project's commitment to foster gender equality, not disclosing any gender is in effect obstructive to the survey analysis. When continued, it hinders the project outcomes and work tasked to the SPRINT gender committee.

Ways forward: Actions

-
- **Inclusion of a wider range of dimensions of inequalities as intersecting with the gender dimension**, esp. race/ethnicity and wealth/class beyond direct EU requirements of diverse genders, research position/age.
 - **Round of talks with WP leaders** to explore for their work package:
 - Aspects of gender⁺ integration in the work collaboration and contents
 - Optimal modalities for gender support and/or training
 - **Specific gender⁺ trainings at consortium level or multi-WPs level** based on the round of talks with WP leaders and survey findings
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ANNEX: GENDER SURVEY Intro and Questions, Sept. 2021

INTRODUCTION

Aligned with EU and WUR policy, our SPRINT project is required to examine and foster its contribution to gender equality in academia and research.

Three objectives for gender equality in research underpin the European Commission’s strategy on gender equality in research and innovation policy:

- *Fostering equality in scientific careers;*
- *Ensuring gender balance in decision-making processes and bodies;*
- *Integrating the gender dimension in research and innovation content,*

Within EU projects, such as SPRINT, the major contexts for fostering these objectives are the institutional environment of all partners as well as the design and enactment of the project partnership and collaboration. To be able to meaningfully foster and monitor the process several activities were included in the GA of the project as a questionnaire in the beginning phase of the project.

Below you find the project’s gender questionnaire asking about your knowledge and perceptions in these three categories so we can

NOW: build a baseline where we stand now

FOLLOW UP with a trajectory for support and possibly training options

REVIEW AT VARIOUS STAGES how we have advanced in the various objectives and adjust strategies where needed

REPORT at the end what has been achieved, what opportunities have been taken and constraints overcome, what we learnt and what recommendations to give to similar projects in the future.

In line with the new guidelines for Horizon Europe, the SPRINT gender team wishes to recognize in its work the heterogeneity among women and among men; it therefore expands the gender focus into its intersection with other socially valued dimensions such as race, ethnicity, class/wealth, age/generation, locality, civic status, health status, sexual orientation. Some call this a gender+ or intersectional approach. This is also why we ask you at the end for some background details to enable us to cross-analyse the findings.

Please be assured that we - in line with the European privacy rules on data - will not expose any detailed findings that would allow individual recognition.

See as well:

EIGE Gear tool website and pdf: [Gender Equality in Academia and Research \(https://eige.europa.eu/gender-mainstreaming/toolkits/gear/objectives-gender-equality-research\)](https://eige.europa.eu/gender-mainstreaming/toolkits/gear/objectives-gender-equality-research); **Brochure and resources in relation to Horizon Europe :** [EU-website; Brochure; Gendered innovations 2. How inclusive analysis contributes to research and innovation : policy review](#)

FOSTERING GENDER EQUALITY IN YOUR INSTITUTION AND PROJECT COLLABORATION

#1. Are you aware of any gender policies, strategies, and/or gender focal points or networks in place in your current organization?

- No.
- Yes. Please, specify regarding which areas
 - Safe and respectful working culture
 - Recruitment & promotion
 - Work-life balance
 - Payment
 - Governance, representation and decision-making
 - Research & education
 - Other,

#2: In your current organization, please tell us whether you strongly feel that men and women are treated fairly and/or equally regarding:

- Safe and respectful working culture:
- Recruitment & promotion:
- Work-life balance:
- Payment:
- Governance, representation, decision-making
- Other,

For each question: Scale 1-4 fully yes, rather yes, rather no, fully no

#3: In your organization, do you think that men have more, fewer or the same opportunities to advance as women?

- women and men have the same opportunities
- women have more opportunities than men
- men have more opportunities than women

#4: Have you ever thought your gender has played a role in you missing out on a raise, promotion, key assignment, or chance to get ahead?

- yes, please give an example.....
- no

#5: Regarding your project work team, please tell us whether you strongly feel that men and women are treated fairly and/or equally regarding:

- Safe and respectful collaboration:
- Recruitment & promotion:
- Work-life balance:
- Payment:
- Governance, representation, decision-making
- Other,

For each question: Scale 1-4 fully yes, rather yes, rather no, fully no

#6. Do you consider the integration of gender aspects in research content relevant?

Answer categories: Not at all - rather not - rather yes - fully yes

SELF-ASSESSMENT OF YOUR KNOWLEDGE AND PROFICIENCY ON GENDER ASPECTS AND PREFERENCE FOR SUPPORT OR WORKSHOP TRAINING

Question #7. Do you understand the difference between equal representation and treatment in the workplace and gender integration in research content?

Answer categories: Fully yes - rather yes - rather no - not at all

#8: Have you received training or orientation on implicit bias or gender issues?

- No
- If yes, please characterize with one line:

#9. Have you participated in gender-related training or courses in the last two years?

- No
- If yes, please characterize with one line:

#10. If you have a gender unit or focal point at your institution, have you asked and/or received support from them?

- Not applicable
- No
- Yes. Please, specify in which area/context.....

#11. For the following skills and processes, please

A) indicate your level of knowledge and proficiency by ticking the appropriate box:
Answer categories: I do not know - I know - I am confident enough to use this in my work - I am confident enough to lead work on this.

B) indicate whether you like to have support or workshop training in:

Answer categories: fully yes - rather yes - rather no - not at all

- * Gender sensitive recruitment and support of team and consortium colleagues
- * Gender-fair division of tasks, participation, acknowledgement
- * Gender-sensitive considerations to problem statements, research questions, contexts, definition of possible users and stakeholders and impacts
- * Collection and cross-analysis of sex-disaggregated data
- * Analysis / interpretation of gender differentiated research findings

- * Unpackaging and preventing gender bias in communication and dissemination strategies and materials
- * Unpackaging and preventing gender bias in stakeholder consultation
- * Gender-responsive budgeting and tracking of resources

QUESTIONS FOR DIFFERENTIATED CROSS-ANALYSIS

LASTLY, we would like to ask you some background information to help us cross-analyse the findings.

We like to restate that we will not expose any detailed findings that would allow individual recognition.

#12 Would you classify your disciplinary background as

Categories: Life sciences, Social sciences, hybrid of social and life sciences, otherwise ...

#13: What is your highest level of education?

Categories: Secondary school, Secondary professional qualification, Tertiary professional qualification, tertiary university MA or MSc grade, PhD grade

#14: To which age category do you belong?

Categories: < 25, 25-34, 35-44, 45-55, > 55 years

#15: Please identify your gender.

Categories: female, male, non-conforming or non-binary

#16. Do you consider yourself as being part of a marginalized group as associated by:

- migrant and/or refugee background (Yes-No)
- ethnicity and/or race (Yes-No)
- lower income group / class (Yes-No)
- religious minority (yes-No)
- physical and/or mental special needs (yes-No)
- sexual orientation and/or non-conforming gender identity (yes-No)

17: About how many years have you been in your current organization?

Categories: < 1 year; 1-5 years; 6-10 years; 11-20 years; >20 years

FINAL QUESTION

#18. If you would like to share more or add remarks, feel welcome to write here:

THANKS

Thanks for your participation. We will report about the outcomes during the annual plenary meeting in October 2021

