



# Toolbox on Gender Mainstreaming in Agri-Food Systems Education and Research

Designing a Gender Equality Plan

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## List of Abbreviations

CEDAW	Convention on the Elimination of all Forms of Discrimination Against Women (1979)
CGIAR	Consultative Group on International Agricultural Research
CIHEAM	International Centre for Advanced Mediterranean Agronomic Studies
CIF	Climate Investment Funds
CIHR	Canadian Institutes of Health Research
EC	European Commission
EIGE	European Institute for Gender Equality
EU	European Union
FAO	Food and Agriculture Organization (UN)
FTC	Farmer Training Center
GBV	Gender-Based Violence
GDI	Gender Development Index
GE	Gender Equality
GEAR	Gender Equality in Academia and Research
GEP	Gender Equality Plan
GII	Gender Inequality Index (HDR)
GM	Gender Mainstreaming
GRG	Gender Reference Guide
HDI	Human Development Index
HDR	Human Development Report
LGBTIQ	Lesbian, gay, bisexual, transgender, intersex and queer
M	Man
MDGs	Millennium Development Goals
MDS	Model Disability Survey
MSc	Master of Science
M&E	Monitoring and Evaluation
OECD	Organization for Economic Cooperation and Development
R&I	Research and Innovation
RPO	Research Producing Organizations
SALAR	Swedish Association of Local Authorities and Regions
SDD	Sex-disaggregated data
SDGs	Sustainable Development Goals
SIGI	Social Institutions and Gender Index
TOC	Theory of Change
UNDP	United Nations Development Programme
UNEP	United Nations Environment Programme
UNIBO	University of Bologna, Italy
UNSD	United Nations Statistics Division
UN Women	United Nations Entity for Gender Equality and the Empowerment of Women
VAW	Violence Against Women
VC	Value Chain
W	Woman
WEE	Women's Economic Empowerment
WGQ	Washington Group Questions
WHH	Welthungerhilfe
WP	Work Package

## TOOLS AND INSTRUMENTS FOR INTEGRATING GENDER

In this part of the guide, various tools and instruments are presented that are useful for starting or enhancing the integration of a gender perspective in research producing entities and educational institutions.

The purpose of this toolbox is to offer practical instruments to be applied in various contexts and for various tasks. It should be noted that the tools cannot replace acquiring necessary gender expertise or engaging human resources specialized in gender mainstreaming for each of these specific tasks.

While a large variety of gender related tools exist, this toolbox can only offer a limited snapshot of most relevant instruments. The references provided in each instrument will offer further details and options.

The toolbox includes the following instruments and guidelines:

1. Designing up a Gender Equality Plan (GEP)
2. Gender mainstreaming in project cycles
3. Various levels of gender integration in a program or policy
4. Conducting a gender analysis
5. Including and measuring intersectionality
6. Integrating gender-sensitive approach into education curricula, research and teaching
7. References for gender training resources
8. Checklist(s) for rapid gender audit

## Designing a Gender Equality Plan

A Gender Equality Plan (GEP) represents one of the key elements of any gender mainstreaming initiative as it serves as a groundbreaking document to explicitly state the organization's pathway towards gender mainstreaming and outlines its commitment to pre-defined goals for gender equality.

Under Horizon 2020, the EU is supporting PLOTINA, a program that aims at enabling Research Producing Organizations (RPO), professional associations and other partners in the integration of gender aspects in a systematic way. In this program, a particular emphasis is given to producing GEPs for RPOs. Therefore, the program developed a set of resources and tools to guide the formulation, implementation and assessment of self-tailored GEPs for organizations.

First of all, a GEP should ideally be based on an assessment of the status quo, to build on the results of a gender analysis or gender audit which identifies the major challenges and opportunities within the organization or project and outlines recommendations for actions.

→ For tools and links on how to conduct a Gender Analysis, see below, **chapter 4**.

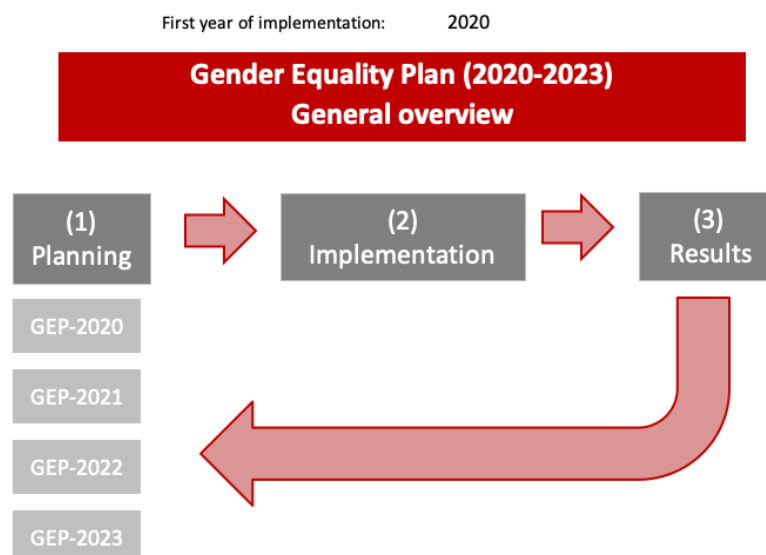


Figure 1: Overview of GEP structure. Source: PLOTINA (2015).

Once this is done, the various elements of project planning need to be formulated. Therefore, the objectives of the GEP, the measures or input planned, the responsibilities, timeline and respective indicators need to be defined. Ideally, this is a participatory process where all team members and the leadership are included.

In each GEP, PLOTINA suggest differentiating five strategic key areas that need to be covered in the development of objectives in the plan. These are:

- 1) The governance bodies, key actors and decision-makers;
- 2) Recruitment, career progression and retention;
- 3) Work and personal life integration;
- 4) Researchers and research: gender equality and sex and gender perspective;
- 5) Integration of sex and gender dimension in teaching curricula.

**For each key area, it is specified, which particular actions are needed to formulate the objectives:**

**KEY AREA 1: The governance bodies, key actors and decision-makers**

- 1.1. Promote decision-makers institutional engagement on gender equality
- 1.2. Create structures and offer tools to support and promote gender equality in the institution with the engagement of key figures
- 1.3. Promote a more horizontal, gender-aware and egalitarian leadership in the institution
- 1.4. Prevent and combat sexual and gender-based harassment in the institution
- 1.5. Promote diversity and inclusivity with the institutional use of communication
- 1.6. Promote interdisciplinary gender networks/links within and among RPOs
- 1.7. Review the institution (representation, structures, culture...) from a gender perspective
- 1.8. Adopt strategies to encourage accountability at all levels for the implementation and institutionalization of the GEP in the RPO/institution
- 1.9. Ensure all stakeholders are aware and have easy access to the information about the gender equality policy and GEP implementation
- 1.10. Engage students as stakeholders in gender equality institutional process

**KEY AREA 2: Recruitment, career progression and retention**

- 2.1. Ensure that every person involved in the recruitment process is aware of gender-issues, discrimination and stereotypes
- 2.2. Promote gender inclusive and bias free recruitment, career progression, retention and evaluation policy in the institution
- 2.3. Understand more deeply the multiple gender bias that happen in the recruitment, career progression and retention processes
- 2.4. Ensure all women in the institution are empowered from a gender perspective
- 2.5. Promote initiatives to support the career progression of the underrepresented gender in high and top positions
- 2.6. Ensure a gender aware internal evaluation system
- 2.7. Ensure a wide pool of diverse applicants is reached in all vacant positions

**KEY AREA 3: Work and personal life integration**

- 3.1. Develop a co-responsible working culture
- 3.2. Ensure availability of structured supports for work and personal life integration
- 3.3. Enable individuals on parental leave to have an easier return to work

**KEY AREA 4: Researchers and research: gender equality and sex and gender perspective**

- 4.1. Promote diversity in research management
- 4.2. Advance towards a gender inclusive/aware research excellency
- 4.3. Promote the inclusion of the sex and gender dimension in research content
- 4.4. Raising awareness and training researchers on integrating the sex and gender dimension in research content

**KEY AREA 5: Integration of sex and gender dimension in teaching curricula**

- 5.1. Promote the integration of a sex and gender dimension in teaching curricula

PLOTINA further provides tables and form sheets for GEPs, annual work or action plans as well as for monitoring of results that are available online and for free:

<https://www.plotina.eu/drafting-the-gep/#ka-1>

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