



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

Various levels of gender integration in a
program or policy

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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

Various levels of gender integration in a program or policy

To reach gender equality in a project, various levels of gender equality have been defined to assess how much effort the management of a project is putting on gender. The lowest level is a **gender-negative** program meaning that an intervention produces negative effects that are harmful for gender equality or that directly or indirectly increases gender inequality.

Next is **gender-blindness**: This level describes a program that does not consider gender differences in its design or implementation but that follows the assumption that the program has no gender-relevant aspects to consider at all. Often, while not actively producing gender inequality, such programs tend to *re-produce* already existing gender inequalities in the society or program context and are hence not in line with gender policies aiming at strengthening gender equality.

Gender-neutrality is based on the assumption that a project or plan will produce no differential positive or negative impact for gender relations or equality between women and men.

Programs that are **gender-aware** pay attention to gender as a relevant category. However, this level is typically not making use of its awareness for program interventions.

Gender-sensitive programs, on the other hand, actively identify gender issues and formulate gender related design elements to address consider these issues throughout the program.

On the upper levels of the gender ladder in programs are **gender-responsive** and **gender-transformative** programs:

Gender-responsive programs are such that actively design and implement interventions to address identified gender inequalities, hence programs that directly intend to respond to the inequalities. Gender-transformative programs are finally those that aim at creating sustainable change to gender inequalities as a major objective of the program.

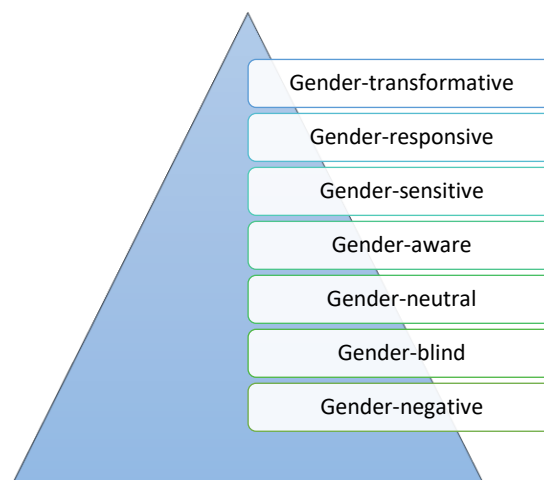


Figure 1: Levels of gender integration in a program ranging from gender negative to gender transformative programs.

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