



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

**Mainstreaming Gender into Research and  
Education Contents**

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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

# Mainstreaming Gender into Research and Education Contents

Research and education contents should be reviewed from a gender perspective. One of the few sources that have been developed for this purpose is the GEAR toolbox on Gender Equality in Academia and Research, by EIGE<sup>1</sup>.

Similar to the approaches outlined in the previous section on Gender Analysis tools, any research and education activities need to critically look at gender differences and inequalities.

Integrating a gender perspective into research and education has the potential to add value by enhancing the quality and sustainability of research and education outcomes, responding better to gender and social needs, contributing to innovative approaches both in the fields of agri-food systems education and gender studies.

In order to do so, the gender dimension should be considered at all stages of the research cycle – similar to the integration of gender into a project cycle (chapter **Error! Reference source not found.**) -, from the identification of the research questions and hypothesis, the research methods, to the research activities, analysis and reporting of the results.

Gender competence, i.e. awareness, knowledge and skills regarding gender and the application of gender in research, is also required for staff responsible for evaluating, ranking or accrediting the research after its completion – and certainly for those conducting the research, as many interactions and actions are determined by unconscious gender bias and stereotypes that can influence the research contents and outcomes.

The EU created specific tools for the integration of gender aspects in research, and one chapter is focusing on research in the fields of food, agriculture, fisheries and biotechnology. Other tools for gender integration are available for the fields of:

- Health,
- Energy,
- Environment,
- Socio-economic science and humanities,
- Science in society,
- Nanoscience, nanotechnologies, materials, new production technologies,
- Transport,
- Specific activities of international cooperation.

## References and links:

This toolkit provides further detailed guidance on how to mainstream gender in research. Case studies are provided to exemplify the gender dimension of research contents (in nine different scientific fields) and how women's participation in research can be fostered:

Links:

- [Gender in Research as a Mark of Excellence](#)
- [Gender and Food, Agriculture and Fisheries, and Biotechnology](#)

Also, PLOTINA has suggested a list of steps for gender integration in academia that have been developed in cooperation with their partnering RPOs. These steps can be adopted according to different contexts, as needed<sup>2</sup>:

<sup>1</sup> EIGE (2016).

<sup>2</sup> See PLOTINA website (2015): <https://www.plotina.eu/drafting-the-gep/#1570695068506-313294b9-b422> (accessed August 2020).

- ⇒ Requesting sex and gender variables in research planning, activity and results.
- ⇒ Considering all genders for language and images in research material and production.
- ⇒ Disaggregating research data (data used in for example, academic articles, reports...) by sex and/or gender where relevant.
- ⇒ Requiring all applicants for funding to consider the analytical categories of sex and gender in their research design where relevant.
- ⇒ Requiring calls for application to include sex and gender where relevant.
- ⇒ Promoting incentives (e.g. additional marks for the evaluation, requiring it in the evaluation criteria, etc.) to encourage researchers including the gender dimension in their research.
- ⇒ Enhancing visibility of the gender dimension in research through media and internal and external communications.

### **Good Practice Example (Government of Canada)**

For research in the field of medical health, a good practice example has been developed by the Government of Canada that suggests a number of aspects to evaluate whether a research project or proposal has appropriately integrated gender as a social determinant of health<sup>3</sup>. These are:

(+) A research project is classified as 'strong' if e.g. the literature review includes studies or reports on gender and intersectionality, and if gender theory is one of the foundations where relevant; further the applied methods should cover how gender will be included in the research; the recruitment processes for the research should consider gender and avoid possible bias; and finally, the analysis of the research should include a description on gender sensitive/ gender specific findings, ideally presented in a separate results section.

(-) A weak research project or proposal, on the other hand, is one where gender is reported to be irrelevant without providing an adequate justification; or where gender is not measured despite its relevance; or where data is not disaggregated by gender or sex (or where these terms are conflated).

#### **Further references and links:**

Information and references mentioned at <https://eige.europa.eu/guides-mainstreaming-gender-university-teaching-es> has been requested from EIGE (EU) and its partner university Website of the Xarxa Vives d'Universitat (Catalan).

<sup>3</sup> Canadian Institutes of Health Research (CIHR): [https://cihr-irsc.gc.ca/e/documents/sgba\\_criteria\\_gender-en.pdf](https://cihr-irsc.gc.ca/e/documents/sgba_criteria_gender-en.pdf) and <https://cihr-irsc.gc.ca/e/50835.html> (accessed August 2020).

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