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

Checklists

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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

Checklists

Checklists are an easy way to check whether the necessary requirements and standards have been kept. While it should be noted that checklists cannot provide a comprehensive perspective on gender aspects and do not qualify as elaborated research tools for qualitative research, they can nevertheless be useful in the planning, implementation and monitoring process to assess whether the project's integration of gender is on track.

These checklists can also be useful for conducting interviews or qualitative surveys and for managing qualitative self-assessment processes. In combination with gender analysis tools applied in subsequent stages of a project, these are useful tools, particularly if they are applied with policy consequences, e.g. how to proceed if the project fails the checklist criteria, or what decision will result from the checklist.
Ideally, each project/ organization will self-develop their gender checklist depending on their focus and needs.

In the following, two examples are provided of checklists, the first covers the integration of gender in research activities and research calls (based on the PLOTINA program), the second shows an example on mainstreaming gender on the policy level of sustainable forest management projects developed by the Climate Investment Funds (CIF) and the third checklist was developed by the EU as a checklist for gender in research under the GenPORT program[1].

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[1] EU, 2018.

CHECKLISTS

Gender Integration in Research Activity and Research Calls

❏ Sex and gender variables are requested in:
- o Calls
- o Research planning
- o Contents
- o Results

❏ Sex and gender analytical and explanatory variables are evaluated regarding their consideration in:
- o Research planning
- o Design of research
- o Methods
- o Analysis
- o Results
- o Impacts

❏ Language and images in research material and production take into consideration all genders

❏ All research data is disaggregated by gender

❏ Gender/sex variables are considered in the research

❏ Gender/sex variables are relevant to the research topic

❏ Funding bodies, journal editors and agencies responsible for curricula accreditation are asked to incorporate sex and gender into their assessment procedures

Box 1: Source: Adopted from PLOTINA (2020).

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Gender Mainstreaming in Policy Level of Sustainable Forest Management

☐ International and national policies and frameworks are used as reference for te design and implementation of sustainable forest management projects.

☐ Programs and policies are developed that comply with international and national laws on gender equality in general, and women's equal land tenure and resource rights in particular.

☐ Examples of successful forest and land tenure policies and gender mainstreaming implemented by other countries are used as reference.

☐ Gender focal points in relevant government's institutions and women's organizations are consulted on existing gender equality policy in the country as well as the inclusion of gender in forestry policies (including land ownership and agroforestry) to understand precedent/baseline.

☐ A forestry policy environment is supported that promotes gender equality.

☐ The collection and analysis of sex-disaggregated data is promoted.

☐ Project findings and materials that inform good practices on addressing gender issues in relation to sustainable forest management are shared.

☐ Women's inclusion is promoted within government partners.

☐ Partnering/ different institutions are encouraged to reach a minimum of 30% female participation.

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Box 2: Source: Adopted from Marin, Kuriakose, (2017).

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Gender in Research

Equal opportunities for women and men in research

☐ Is there a gender balance in the project consortium and team, at all levels and in decision-making positions?

☐ Do working conditions allow all members of staff to combine work and family life in a satisfactory manner?

☐ Are there mechanisms in place to manage and monitor gender equality aspects, e.g. workforce statistics?

Gender in research content

1) Research ideas phase:

☐ If the research involves humans as research objects, has the relevance of gender to the research topic been analysed?

☐ If the research does not directly involve humans, are the possibly differentiated relations of men and women to the research subject sufficiently clear?

☐ Have you reviewed literature and other sources relating to gender differences in the research field?

2) Proposal phase:

☐ Does the methodology ensure that (possible) gender differences will be investigated: that sex/gender-differentiated data will be collected and analysed throughout the research cycle and will be part of the final publication?

☐ Does the proposal explicitly and comprehensively explain how gender issues will be handled (e.g. in a specific work package)?

☐ Have possibly differentiated outcomes and impacts of the research on women and men been considered?

3) Research phase:

☐ Are questionnaires, surveys, focus groups, etc. designed to unravel potentially relevant sex and/or gender differences in your data?

☐ Are the groups involved in the project (e.g. samples, testing groups) gender-balanced?

☐ Is data analysed according to the sex variable? Are other relevant variables analysed with respect to sex?

4) Dissemination phase:

☐ Do analyses present statistics, tables, figures and descriptions that focus on the relevant gender differences that came up in the course of the project?

☐ Are institutions, departments and journals that focus on gender included among the target groups for dissemination, along with mainstream research magazines?

☐ Have you considered a specific publication or event on gender-related findings?

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Box 3: Source: Adopted from the EU GenPORT program (EU, 2018).

Further references and good practice examples:

- For other checklists on gender in research, see: https://www.yellowwindow.com/genderinresearch
- For further qualitative checklists produced by PLOTINA, see: https://www.plotina.eu/qualitative-checklist/#1542711197097-97c608bc-a754
- For quantitative checklists for the five key areas defined by PLOTINA, see: https://www.plotina.eu/quantitative-checklist/

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