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Executive summary

The ambitious aim by the Gender-SMART consortium to contribute to the advancement of the gender(+) dimension and -sensitivity in innovative partnerships and projects resulted in three new resources to be used within the Gender-SMART consortium and in EU and other institutions more widely:

- a literature review;
- a conceptual framework with 9 indicators derived from the review
- a guide to support advancing gender+ equal partnerships and collaboration

The literature review clearly contributes by showing the lack of research or theory on gender(+) equality in partnerships and building a new conceptual framework by combining insights from the existing literature on effective collaboration and on North-South partnership inequalities together with current best practices of organisations to facilitate equal collaborations without include a gender(+) lens explicitly.

The conceptual framework includes 9 indicators to monitor equal, fair and gender+-sensitive partnership preparations and practices in transnational research collaborations at European and global levels. The two structural refer to: 1) gender mainstreaming, 2) balanced representation; and the seven process related ones to: a) equality of partners, b) interdisciplinarity, c) commitment to shared values, d) communication, e) leadership, f) working environment, g) evaluation (see section 2.2).

The survey, based on the conceptual framework, revealed that many respondents were favouring to advance gender (+) equality in their partnerships and collaborations. Comments showed that most respondents recognized situations of inequality from their work experience. Though, they were divided about the best way forward. Some, especially men, preferred to take up without being guided by formalisation in documents. Others felt that as not sufficient and pleaded for the integration in partnership documents on the basis of an open dialogue and as agreed parts to be worked on, monitored and evaluated regularly. Both groups found each other in their support to trainings and guidelines. A smaller group added a preference for criteria and expert support guiding the collaborative design. Some interviews were conducted after the survey for interviewing key persons about their experience in international partnerships. They have given more explanation and flavour to the findings with more specific recommendations. The small size sample and the need to keep the survey as simple possible prevents from big conclusions but certainly invites to a more profound follow up with also following actual collaborations more in-depth.

The study finally resulted in a guide with a list of direct recommendations that respond to the perceived constraints limiting the advancement of gender+ equality policies, among which a lack of attention, awareness and action on gender+ equality. These are distinguished for the operational and institutional level without assuming any priority or order in action.

Lastly, the guide to advance gender[+] equal partnerships (page 79) maps out these recommendations as a tool for organisations to effect change. It provides very concrete spaces and actions for intervention and has been designed to bring practical points of attention forward. With the rest of the report it invites to actually advance gender[+] equality in partnerships and collaboration, to work together to take mutual learning and research to another level by keeping record of initiatives, observed changes, monitoring and evaluation reports, and publish widely on good practices and research insights to be followed up.

Core recommendation: Implement measures for gender[+] equal partnerships on two levels	
Operational actions	*Institutional actions*
Ensure internal awareness on action on gender[+] equality (*Teagasc*)	Set up a gender coordination team/pool to accompanying implementation (*CIRAD, WUR*)
Foster dialogue (*CICYTEX, CIRAD, Teagasc*)	Set up a guide or guidelines to foster gender[+] equality in partnerships and collaborations (*WUR*)
Organise collaboration workshops (*CIRAD, WUR, Teagasc*)	Set official institutional standards for partnerships (*CICYTEX, CIRAD, CUT*)
Establish a set of leadership criteria (*CIRAD, WUR*	Include gender[+] equality in partnership agreements (*Teagasc, CICYTEX, CIRAD, CUT*)
Organise an inclusive working environment (*CIRAD*)	Set up a transparent evaluation monitor (*CUT, CIRAD*)
Organize workshops to inclusive proposal writing (*WUR)*	Include recommendation for gender equality in calls for proposals (*ANR*)
Train projects' evaluators on the issue of gender equality if gender equality is part of the evaluation criteria (ANR)	Include gender equality as part of the guides that help researchers respond to calls for projects (ANR)

Guide to advance gender+ equal partnerships

Gender+ captures the intersection of gender with other systems of discrimination

Implementing gender+ equality principles

The most important lesson for gender+ equal partnerships is that measures for greater gender+ equality should be taken at multiple levels, in the various stages of partnerships, and with the experience of partners as an important guide. If there is an unbalanced focus on ratios and requirements, rather than the working environment and dialogue, gender+ equality measures will not be effective. Partners need to work together to build inclusive projects and achieve equal standing for all partners.

Types of roles:

Research △

Training ○

Project funding ◇

Operational actions

Measures for gender+ equality at the level of partner interactions in collaborative settings, so *during* the partnership, are key steps towards achieving gender+ equal partnerships. This goes for any type of institution.

Institutional actions

More well-known are institutional steps that organisations may make to formalise and require gender+ equality in their projects, which have been listed below. These recommendations suggest ways to institutionalise gender+ equality.

Dialogue △○◇

Working together with partners to foster a safe, inclusive and gender equal working environment is crucial. Set aside resources for open dialogue.

Collaboration workshops △○

These trainings help to foster respectful dialogue.

- Intercultural workshops to prepare for collaborative interactions
- Collaboration workshops for gender+ equal teamwork

Focus on shared values and commit to these shared equality principles together

Funding agencies play a very important role in setting gender+ criteria in proposals and budgets

Gender+ institutional requirements

Setting official criteria in policy is necessary to achieve gender+ equality in spaces where dialogue is not possible or successful. Partners that have institutionalised gender+ criteria can negotiate more action. △○◇

Partnership agreements △○◇

In the negotiation phase of new projects, partners can agree to implement gender+ equality principles in their collaboration. These documents guide further gender+ equal interactions

Collaborative leadership △○◇

Equitable and gender+ aware leadership is necessary to let all partners feel like they belong.

Gender+ coordination team △○◇

The successful mainstreaming and negotiation of gender+ equality principles depends on the participation of gender experts in project preparation, negotiation and evaluation.

Inclusive working environment △○

The working experience of all partnership actors throughout the project should be taken into account. An inclusive working environment is achieved by being attentive to partners' non-work responsibilities and by recognising how context impacts performance.

Evaluation monitor △○◇

Set up an evaluation monitor to learn from past partnerships and how collaborative actions may be more gender+ equal. Experience matters.

Internal action and awareness △○◇

Before expecting gender+ awareness from others, organisations should take action internally.

Gender SMART
SCIENCE MANAGEMENT OF AGRICULTURE & LIFE SCIENCES, INCLUDING RESEARCH AND TEACHING

List of Acronyms

ANR	Agence Nationale pour la Recherche (FR)
BMCF	Bergen Model of Collaborative Functioning
CICYTEX	Centro de Investigaciones Científicas y Tecnológicas de Extremadura (ES)
CIHEAM Bari	Centro Internazionale di Altistudi Agronomici Mediterranei (IT)
CIRAD	Center de coopération International en Recherche Agronomique pour le Développement (FR)
CUT	Cyprus University of Technology (CY)
DAFM	Department of Agriculture, Food and Marine
EIGE	European Institute for Gender Equality
GEAR	Gender Equality in Academia and Research
GEP	Gender Equality Plan
ISAS	Institute of Sociology of the Academy of Sciences of the Czech Republic (CZ)
RFO	Research Funding Organisation
RPO	Research Performing Organisation
WP	Work package
WUR	Wageningen University & Research (NL)
YW	Yellow Window (BE)

Contents

1. Introduction

Research partnerships between agricultural, development and life sciences organisations are common. These research projects and innovative collaborations take place in transnational contexts, crossing geographical, disciplinary and cultural borders. With the crossing of such borders and the coming together of various partners, challenges arise in the collaboration process. The challenges of North-South partnerships in particular has been discussed in academic literature for a significant time (Bradley, 2007; Castillo, 1997; Edejer, 1999; Elbers & Schulpen, 2013; Jentsch & Pilley, 2003; Matenga et al., 2019). With theoretical insight from decolonial and Global South scholarship, the inequalities that stem from North-South hierarchies is uncovered. Research and testimonies show that the power balances between wealthy Northern countries and dependent Global South countries is reflected in and often reproduced in the dynamics of the North-South research partnerships. These inequalities between Northern and Southern partners frequently stand in the way of the success of research projects, leading to ineffective collaborations in the field of agricultural development. Yet, with the sizable attention on North-South inequalities in agricultural and development research partnerships, there has been minimal focus on gender[+] equality in the formation, execution and outcome of research partnerships.

Seen the international dimension of research collaborations, the WP5 "Reshaping Decision-Making & Governance" of the EU Gender-SMART project will address the intercultural aspect in building international science and innovation partnerships from a gender perspective. The Task 5.4 "Building gender-sensitive international research & innovation partnerships" of this work package specifically aims at questioning the gender dimensions in international science and innovation collaborations. This task will thus address how the intercultural dimension of gender is to be dealt with in the process of building partnerships, and provide recommendations for better considering all gender dimensions for new international partnerships.

This document provides an analysis of how international partnerships are affected by socio-cultural and political issues like gender inequality. It fills a lacuna in partnership research on the role of gender in collaborative working environments. It acknowledges that international research collaborations and project partnerships occur in geopolitical contexts and in socio-cultural environments that vary regionally. In placing centrally the issue of gender inequality and heterogeneity among women and among men, this report employs a gender[+] lens. Gender[+] is theoretical perspective that connects the gender dimension with other intersecting axes of oppression in policy and politics (Bustelo, 2017; Lombardo et al., 2017). It acknowledges the intersectionality of systems of oppression (Crenshaw, 1989) and the necessity of seeing existing policies and rules through their impact on gender[+] equality and their (re)production of gendered realities. In investigating organisational policy, this report follows the argumentative turn in policy (Paterson, 2010), and agrees that policy works to generate a social reality as it is simultaneously heavily affected by socio-cultural and political discourses. Applying a gender[+] lens on partnership policy allows for analytical insight into how

these policies reflect and recreate existing gender inequalities and what can be done to avoid this.

Much research has been done on possible problems that come up throughout collaborative activities between research institutions. The literature on partnership ethics and productivity is vast in the global health and development disciplines. In these fields, issues involving funding, differing expectations and participation, task delegation, and time management are very common (Hall et al., 2015; Parker & Kingori, 2016; Zimmerman et al., 2016). Regrettably, these partnership challenges are rarely examined from a gender[+] perspective, which hides how partners might be impacted by partnership practices more intensively due to the political reality these partners operate in. Hence, this report applies a gender[+] lens on partnership challenges and reveals how organisations can set up guidelines and partnership environments that acknowledge structural inequalities and actively engage against them.

For many international institutions, such an application of a gender[+] lens on partnership policies and agreements is a manifestation of gender mainstreaming. Gender mainstreaming was introduced as a policy tool for institutional change during the Beijing Platform for Action in 1995 (Moser & Moser, 2005). Since this conference, many governments and influential supra- and international organisations have dedicated themselves to apply gender mainstreaming in their structures, including the European Union (Caglar, 2013; Collins, 2017; Rees, 2005). Unfortunately, gender mainstreaming as an emancipatory policy has been criticised by feminist scholars at length, owing to the considerable emptiness of these claims of gender mainstreaming (Caglar, 2013; Rees, 2005). Mainstreaming policies are generally not effectively targeted, either due to the compartmentalisation of the gender dimension into separate departments which avoids the integration of a gender perspective in every layer of the institution, or because of the bureaucratic and hierarchical nature of institutions which obstructs the effectiveness of mainstreaming (Paterson, 2010). An example of the latter is that organisations tend to externalise the fulfilment of the requirements for gender equality to expert partners and, without internally building expertise or applying it to their own structures and staff within the organisation (Wynn, 2020). In fact, the incorporation of gender mainstreaming in the EU and Australia has been quite slow and marginal (Gender Action, 2020; Keleher, 2013; Shortall, 2015). Alternatively, this report suggests that gender mainstreaming could be successful if it is consistently integrated internally to tackle partnerships and collaborations in institutions. Despite the above critique on the policy practice of gender mainstreaming, it supports the understanding that gender mainstreaming works towards a 'slow revolution' of gender change in institutional settings (Davids et al., 2014). As Rees (2005) argues, gender mainstreaming policy needs to be applied fully across the board of an organisation. In subjecting partnership practices in research organisations to the criteria of gender mainstreaming, this important institutional layer is taken up under the lens of gender[+] equality.

This report analyses how gender[+] and diversity awareness is necessary in partnerships and what steps can be taken to advance an equal partnership process in international research collaborations. In doing so, we identify a set of 9 indicators that can be used to evaluate where

to position an institution in the process of actively working towards gender[+] equality within its partnership practices. The framework in section 3 asserts that to effectively counter structural inequalities, partnerships must strive to be as equal as possible. This framework of 9 indicators is derived from existing frameworks in partnership productivity literature, as well as a critical gender[+] lens on collaborative practice. Moreover, the framework is supplemented with existing policies identified in the publications of 12 supranational organisations active in the field of development and research executing or funding. Section 2 was initially an internal working paper, which, after discussion with and dissemination among T5.4 NFPs[1], has been incorporated in this D5.4. In section 2, the document will refer to the 'working paper'.

Based on the framework, a questionnaire and a set of interviews have been held to gauge the reception of the conceptual framework as well as the experiences of key partnership actors with the framework indicators currently, which can be found in section 3. The questionnaire was set out by all Gender-SMART consortium Task 5.4 focal points as well as were the interviews held colleagues in various key positions in their respective institutions. These results lead to a set of recommendations for gender[+] equal partnerships in section 4. These recommendations are synthesised and collected in a roadmap that operationalises the 9 equality indicators to motivate institutions to pursue equal, gender[+]-sensitive, diverse and inclusive partnerships in the future. The pathway that is set up in section 5 is an illustration of this roadmap.

The main objective of this report, under building gender sensitive international science and innovation partnerships (T5.4), is to provide Recommendations for the implementing partners (D5.4). As part of the wider Gender-SMART project, the report focuses on reshaping decision-making and governance by advancing gender[+] equality and equal gender[+] participation in decision-making structures, processes and practices. It hopes that in doing so, Gender-SMART partner organisations as well as other EU/European institutions can use these recommendations to create their own actions that will bring about long-term, sustainable change and advance gender equality within and through their own organisational structures and practices.

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[1] T5.4 NFPs: Task 5.4 National Focal Points

2. Literature Review and Conceptual Framework

2.1 Literature Review

2.1.1 Defining partnership in research collaboration

First of all, this chapter is tasked with defining its research subject: *International Science and Innovation Partnerships*. At the basis of organisational interactions lies the occurrence of research collaborations between a wide range of partners. Potential partners are supranational organisations (like the EU), universities and academic institutions, corporate businesses, research funding organisations or smaller nationally functioning institutions (Hall et al., 2015). Within this latter category of smaller scale institutions, there are governments, councils, community organisations and activist groups that may participate in collaborative research projects. Furthermore, non-governmental and humanitarian organisations play a prominent role in development and agricultural research and are typically involved in research projects as well (Castillo, 1997; Hanley & Vogel, 2011). Essentially, research partnerships involve institutions that belong to one or more of the following classifications: research funding, research performing and/or research targeting and training. Moreover, the above partners work together in various constellations, such as research consortiums or public-private partnerships involving NGOs, research-funding organisations and enterprises (Ponnusamy, 2013).

It is important to remember that partners are always persons or groups of people, which means this working paper cannot discuss partnership actors as impersonal and abstract institutions. The study of Matenga *et al*. (2019), for instance, emphasizes how the people involved in these formal partnerships are dependent on this work for their livelihoods materially and their careers symbolically. It follows that the analysis must consider the effect of partnership inequalities throughout research projects on partners' lives. Partnership actors can be academics, entrepreneurs, organisation liaisons or community organisers. This last group, community organisers, are important to consider when striving for equal and diverse partnerships, as they are often less directly linked to the decision-making institutions in the formation of the partnership and therefore less involved in the research formation process (Cottrell & Parpart, 2006).

Importantly, research collaborations always operate across geographical, disciplinary and cultural divides, which causes differences between partners. The first dimension, the geographical traversing of boundaries, is inherent to the international nature of collaborative practices in the field of agricultural development and life sciences. This geographical element is connected to the role of nation states, in the case of national funding and subsidies, as well as geopolitics, considering the historical and economic relations between regions and states. Effectively, the geopolitical reality affects the partnership relations that are formed. The second dimension, the disciplinary mixing of professionals and experts is another source of variation (Reich & Reich, 2006). Partnering institutions have varying expertise, depending on

their goal either to fund, execute or support a research collaboration. Moreover, linked to their disciplinary and vocational backgrounds, partnership actors may take up hierarchically differing positions in the partnership. Lastly, the cultural divides that a partnership travels across are caused by the collaboration of organisations that are located in different locales, rooted in different cultures and active in different communities. The diversity in approaches, problem definition and solution management that derive from these cultural variations between partnerships' actors are important to consider. In listing and describing these three dimensions, this review underlines the boundary-crossing nature of partnerships. Recognising this transnational characteristic of research collaborations, there is a need to pay attention to the structural issues that are implicated in transnational practices, i.e. the geopolitics and power relations that exist across geographical, disciplinary and cultural divides. Differences exist between partners and they must be addressed.

This document acknowledges that partnerships and collaborations cannot automatically be used as synonyms of each other. The former is a more formal conceptualisation of a collaboration, an official and contractual partnership between institutional partners. The latter seems a more holistic definition of cooperation and teamwork that encompasses more and less formalised instances of collaboration. What both terms have in common is inter-organisational interaction (Provan & Sydow, 2009); all collaborations and partnerships that task 5.4 considers take place between multiple institutions, specifically their representatives. As the following definitions show, collaborations and partnerships lie close to each other in that each partnership involves collaboration, but collaborations vary in formality. Fowler (1998) defines authentic partnerships as a set of mutually enabling interactions of actors based on common goals and shared intentions. Agranoff & McGuire (2004) write about collaboration as "a process of facilitating and operating in multi-organizational arrangements to solve problems that cannot be solved, or solved easily, by single organizations." (2004, p. 4) Clearly, collaborative practices lie at the heart of each definition, with an emphasis on common activities and shared problem-solving. These two characteristics seem self-explanatory, but many partnership activities do not always occur on this 'shared' basis.

Specifically relevant is a statement on partnership that is proposed by the Swiss organisation Commission for Research Partnerships with Developing Countries (KFPE). This statement includes a moral element in the goal of partnership:

> *… the core belief that partnerships "should be based on mutual interest, trust, understanding, sharing of experiences, and a two-way learning process. In an ideal partnership, all partners will work together on an equal footing at all stages and levels. This is particularly important during the agenda-setting process, when research projects or programmes are being designed, as well as for implementation and management."* (Swiss Commission for Research Partnerships with Developing Countries (KFPE), 2005 as cited in Bradley, 2007, p. 19)

This statement takes an idealistic perspective on partnerships, assuming the value of mutuality in partnerships (Fowler, 1998). Johnson & Wilson (2006) show how this view on

partnership parity requires a partnership to be based on mutuality and learning. Equality in a research collaboration would mean that partners are awarded equal rights and opportunities within the structure of the partnership, and work together on an equal footing. Fowler (1998) and Johnson & Wilson (2006) would say that a practice of mutuality would be crucial in striving for partner equality. The definition of partnership for our project includes such an ideal version of how partnerships could and should be formed, i.e. on an equal and mutual basis.

2.1.2 Defining equality and gender[+]

Before explaining the lacuna in research on partnership equality and inclusion, primarily in the context of gender[+] equality, this chapter should also present its working definitions of equality and gender[+], in line with the wider Gender-SMART project. Gender equality is core objective of EU external action (Gender Action, 2020). Based on the thesaurus of the European Institute for Gender Equality (EIGE), this working paper maintains that gender equality and equity are concerned with fairness and justice in the distribution of benefits and responsibilities between genders and recognizes how all genders deserve equal rights and opportunities (European Institute for Gender Equality, 2017, 2020). Equity and equality are not necessarily synonyms, as the former is related more to questions of fairness and distribution and the latter to issues representation, rights and treatment. Yet, this working paper recognises the importance of both interpretations in partnership contexts and thus identifies indicators through which institutions can work to ensure redistribution of resources and an equal stance of partners entering into a collaborative research relationship, both in acknowledging partners' equality and in emancipating partners that have less resources to achieve equal standing.

Fundamentally, attention must be paid to the definition of gender that this Gender-SMART task operates with. The EIGE explains gender as "[the] social attributes and opportunities associated with being female and male and to the relationships between women and men and girls and boys, as well as to the relations between women and those between men." (European Institute for Gender Equality, 2013) Taking this definition further, we must recognise gender as not just a matter of being male or female, but as the socially and culturally gendered norms that dictate how society is structured and how femininities and masculinities are continuously and incompletely enacted (Bacchi, 2017). Hence, a society is organised through its gender arrangements, structure and order through which it maintains the gender norms that is has set, i.e. the acceptable behaviours and relations between gendered actors (Pfau-Effinger, 1998). In sum, this definition of gender as a category of analysis entails the conceptualisation of gender as a complex, unstable and interrelated force that dictates how people behave and institutions are structured.

This project, although it may be named Gender-SMART, is fully aware that gender inequality is not the only form of identity-based discrimination and oppression that plagues academic and developmental contexts in the contemporary world. Gender is one of many dimensions by which discrimination occurs; it coincides and is interwoven with other systems of

oppression that operate in local societies, national institutions and international communities. Therefore, equality and equity are used more generally throughout the working paper, with more direct focus on gender where necessary. This is not to downplay the relevance of a gender analysis, but rather to emphasise the significance of an approach that does not single out gender as a singularly operating principle in social contexts.

That is where gender[+] comes into this theoretical review. A recent addition to research on gender inclusion and equality on an institutional level has been the gender[+] lens (Lombardo et al., 2017). Bustelo (2017) defines the gender[+] perspective as an inclusion of the gender component in existing analysis while simultaneously recognising the interrelated and intersectional nature of sexism with other discriminatory practices like racism, homo- and transphobia, ableism, neo-colonialism and many others that impact the lived realities of many people across the world. Therefore, the plus symbol signifies the multiplicity of oppressions, reminiscent of Crenshaw's (1989) seminal work on intersectionality and intersecting systems of oppressions. According to Bustelo (2017), evaluation from this perspective helps to bring gender as a category of analysis and a criterion for evaluation 'back to the policymaking process.' (p. 4)

A problem with gender mainstreaming policy that exists now is that organisations are able to avoid responsibility in the generalized and gender-reinforcing application of mainstreaming policy (Davids et al., 2014). Mainstreaming policy, i.e. the commitment to include a gender analysis perspective across the width of an institution, does not require an institution to dedicate specifically to a definition of gender or distinguish between various outcomes of gender policy, thereby dissolving institutional responsibility for achieving gender equality (Caglar, 2013). It follows that institutions would need to produce a workable and effective operationalisation of the gender change it wants to achieve, thus not only claiming a dedication to gender equality while only putting several extra women in place (Davids et al., 2014), but actually turning towards effective methods, specific objectives, and subsequent indicators to achieve structural gender change.

2.1.3 Challenges in partnerships

Partnership actors and activities are impacted by the boundaries that are crossed and therefore the societal dimensions that structure these inter-organisational collaborations. In the dynamics of partnership formation and practices, much can go wrong. Several problem areas are identified as points of contention in the collaborative practice in partnership productivity research. This strand of literature on partnerships investigates the outcomes of partnerships and the effectiveness of these collaborations. For example, Hall et al. (2015) single out timeline expectations and member participation as causes of lessened partnership productivity that stand in the way of a project's success. Additionally, Zimmerman et al. (2016) identify time constraints, diverging expectations and funding issues to be the central challenges that a partnership may need to overcome to be successful. Parker & Kingori (2016) emphasise that an imbalance in compromising can also diminish a partnership equality,

where those that have less power must compromise more and eventually have to abandon their expectations more often than their more powerful partners.

The analysis of these collaboration challenges has been approached more comprehensively in the Bergen Model of Collaborative Functioning (hereafter referred to as the BMCF), which is used in several partnership assessment studies (Corbin et al., 2013, 2018; Corbin & Mittelmark, 2008; Matenga et al., 2019). It is a model for partnership productivity that classifies partnerships in interactions of 'synergy' or 'antagonism'. The BMCF provides a comprehensive approach through a classification of the three phases of partnerships and the solutions to these phase-dependent issues. The phases (input, throughput, and output) identify how partners may deal best with challenges that come up in the initial formation of the partnership, the execution of the project and the result of the collaboration. Corbin & Mittelmark (2008) use the BMCF model to illustrate how several attitudes may positively impact the potential of partnerships and avoid tension. In the input phase, partners need to express commitment and there needs to be a glimpse of solidarity, or companionship, among them; partners must share a sense of urgency and importance in doing the project; and finances must be organised clearly. In the throughput phase, the partnership dynamics are the most important. Good communication that is face-to-face, honest and reflective; effective, conflict-resolving and pragmatic leadership; an open and trustworthy environment; and formalised roles and accountability are the most important criteria for the functioning of a partnership. Finally, in the output phase, a sharing of resources and an evaluation of the partnership is necessary to optimize partnership functioning. Corbin, Jones & Barry (2018) later add the significance of a shared mission, a diversity of partners, the importance of trust and openness, and crucially, of "consider[ing] the impact of political, economic, cultural, social and organizational contexts." (p. 4)

This last point, the importance of context, is one that this Gender-SMART task emphasizes as an essential step in acknowledging the need for equal, diverse and gender[+]-sensitive partnerships. These collaborations do not occur in a vacuum, which means that organisations are affected by the political reality they operate within (Elbers & Schulpen, 2013). The BMCF gives an insight into possible solutions and measures to tackle power imbalances and inequality in the partnership process, although it fails to acknowledge a gender dimension. Olivier et al. (2016) demonstrate that asymmetrical power relations between partners, a subsequent divergence in goals and approaches that other academics have identified above, and the lack of recognition of other partner's contributions form the core of problematic and unequal collaborations. This argument is based on their analysis of NGO partnerships in development contexts, a type of partnership that often takes place between geographically distant institutions and politically unequal regions.

2.1.4 North-South partnerships and their inequalities

North-South relationships are a type of research collaboration in which unequal partnership has historically often taken place. These collaborations operate within a competitive world of funding from supranational institutions and aiding NGOs that spend time and money on

'receiving' developing countries. Much research has been done to uncover the underlying inequalities that cause these research partnerships to be unsustainable, exploitative and/or oppressive (Bradley, 2007; Castillo, 1997; Edejer, 1999; Elbers & Schulpen, 2013; Jentsch & Pilley, 2003; Matenga et al., 2019). The problem stems from unequal access to resources, a historical power imbalance in authorship and ownership over research projects and the continuing upholding of inequalities owing to globalizing and capitalising processes (Bradley, 2007; Edejer, 1999; Jentsch & Pilley, 2003). This 'asymmetry' manifests itself in varying inequalities, like access to resources such as training and funding (Bradley, 2007). Each 'region' is expected to take up stereotypical roles in this development research context: the 'North' funds and provides technologies and knowledge to so-called beneficiaries, whereas the 'South' receives them with little acknowledged action from their side (Jentsch & Pilley, 2003). This follows the line of a historical 'scientific colonialism', which still impacts research collaborations today (Edejer, 1999, p. 439).

Castillo (1997) defines unhealthy partnerships as one-sided, with mere short-term commitment and lacking in joint achievement. North-South collaborations often fit in this unhealthy partnership pattern, as projects are often assigned from the Northern side, which regularly fails to commit to structural change or does not credit Southern partners for their instrumental contributions. To illustrate, Elbers & Schulpen (2013) found that Northern organisations primarily set out the rules of the partnership. In setting up these rules, these Northern institutions build on their core values, thereby overlooking and thus excluding the missions and goals of Southern institutions and initiatives. Likewise, Bradley (2007) observed that Northern partners have a 'disproportionate influence' over agenda-making and administrative decisions (p. 16).

Cottrell & Parpart (2006) illustrate that community organisers and collaborators are not acknowledged and remunerated equally for their contributions to a research project, compared to the academics of partnering educational institutions. Issues of professional status thus add another layer of imbalance to research partnerships, on North-South scale or more nationally. Matenga et al. (2019) also examine how unequal partnerships are upheld between Northern and Southern institutions and point out that funding mechanisms are a root cause for the consistent inequalities between partners. Funding generally flows from North to South, thereby creating a dependency on financial support (Matenga et al., 2019).

Based on this, partnerships can be made unequal in further ways. If funding dictates ownership and authorship over a research project, this favours the Northern partners and their contributions over the Southern partners' work. The theme of authorship is one that returns in multiple studies and is a wider problem in academia including the role of gender. Brand et al. (2015) set up a complete taxonomy for the various roles that are involved in the production of a research related publication, after setting the issues that arise regularly in giving people credit for collaboration as being important in performance assessments. They highlight more than 14 activities in which partners can be involved in research settings (Brand et al., 2015). Crucially, we see that collaboration patterns often are not favourable for women (AbouAssi et al., 2019; Uhly et al., 2017; Zeng et al., 2016).

In the above studies, the concept of co-creating and –managing collaboration is proposed as a solution to the issue of unequal North-South relations and perhaps gender unequal partnerships. Active co-creation of projects and research results has been suggested in the research collaborative practice. However, Hall et al. (2015) suggest 'an emerging or continuing contradiction between professed commitment to co-construction of knowledge and partnerships with communities on the part of university-based scholars' and the actual practice of doing community-based research (p. 34). Projects continue to originate in Northern organisations and institutions, resources are still not equally shared and local communities are not available to host continuously arriving research teams *in perpetuum* (Hall et al., 2015). Clearly, these imbalances continue to impact the practice of transnational partnerships, and sufficient attention needs to be paid to geopolitical implications of new research projects.

Nevertheless, not only should structural power imbalances on geopolitical scale be recognised in the context of partnerships. This document also highlights the hierarchical power that structures the partnership activities and working environment. We already know that if transnational research projects involve several institutions, there are various stakeholders to consider and institutional positions to include in the partnership (Provan & Sydow, 2009). Crucially, Reich & Reich (2006) explain how all social relationships are rooted in systems of power. This means that when a team comes together with researchers and organisers, there are team dynamics and hierarchies to consider as well. Material and hierarchical power impact the way working environments are structured and who is awarded higher positions or more influential statuses. "Sometimes, these power inequities emerge from institutional rank and access to resources." (Reich & Reich, 2006, p. 58) The account of Ettorre (2000) very clearly exemplifies how team dynamics are hierarchized and related to wider systems of power, whereas a non-white researcher she experienced difficulty in being seen as leader. Therefore, Tomlinson et al. (2006) rightly argue that even though partnership models may seem equal when looking at formally outlined elements, the dynamics in the working environment of the partnership must be analysed as well. "There is a reality, however, of power differentials, differing agendas, and the fact that different participants within a collaboration may have different investments in terms of the success of any project." (Tomlinson et al., 2006, p. 543) In the context of partnership dynamics, gender could certainly play a role in affecting hierarchies in collaborative settings. Therefore, despite the relative absence of gender in the partnership research, there is an abundance of space to include for the gender[+] dimension.

2.1.5 Organisational policy and tackling gender inequality

Gender equality, diversity and inclusion in research partnerships would require an institutional approach; it is of course organisations that enter into these collaborations. To take a meso-level perspective on partnership equality, diversity and inclusion means to investigate organisational policy and guidelines to identify how organisations approach gender equality, next to analysing the working environment in which partnership actors operate and which are affected by organisational measures. A feminist institutionalism

approach requires an analysis that takes into account the informal and formal rules of an institution, as well as the structures and culture within the organisation that entrench gender norms (Waylen, 2017).

In applying a policy perspective on the issue of gender equality in transnational research partnerships, this working paper supports the understanding that policy is productive (Bacchi, 2000). In the sense that policies (re-)produce norms by describing a problem and appropriate solutions, policy is important because it is a 'gendering' and gendered tool (Bacchi, 2017). That is to say, policies are in and of themselves constructive of gender norms and relations within an institution, and policies must be investigated on how they coincide with wider socio-cultural beliefs and how they reproduce them in the formation and implementation of policy. Bacchi thus states, "directing attention to policies as differencing and gendering practices in this way produces a rethinking of dominant conceptions of the policy process." (2017, p. 34).

Moreover, policies are set up to solve an issue, but the framing and formulation of the problem is also culturally relevant and has discursive value (Bacchi, 2000, 2017; Paterson, 2010). The way problems are framed affects the policies that follow suit to solve the alleged problem. Such a conceptualisation of policy, as a meaning-imbued and socially constructed tool through which institutions exert power (Bacchi, 2017), is helpful in finding ways to reinvent what partnership policies can do to ensure partner equality. This paper frames 'the problem' to be the problematic gender[+]-blind practices in research partnerships and provides a 9-indicator framework to help in organisations' assessments for changing these gendered patterns of collaborations. Besides, the problem is that there is rarely a mention of gender[+] sensitivity and equality in partnership policies, which this framework tries to undo.

As indicated earlier, including a gender[+] lens to the field of international development and agricultural partnership is a form of gender mainstreaming. That is because the inclusion of gender[+] as a category of analysis and significant analytical tool in any organisational domain would be a mainstreaming, or generalising, of gender in an institution (Moser & Moser, 2005). In other words, including the gender[+] perspective in all domains of an institution, like accounting, hiring practices and strategic projects, ensures that gender is tackled across the depth and breadth of an institution, not just at the level of human resources. As such, a gender[+] lens at the level of transnational partnerships achieves such a widening of the gender perspective and allows gender equality and linked issues of equality to be discussed in every facet of the organisation (Lombardo et al., 2017).

Importantly, gender mainstreaming policies can take different forms, which are incidentally indicative of their transformative potential (Lombardo et al., 2017). For example, the goal of a mainstreaming policy can be to promote *inclusion*, which would warrant actions related to equal treatment for all staff and clients. Otherwise, another intention of gender mainstreaming might be the *recognition of difference and diversity*, leading to positive actions to diversify and change up the structure of an institution. Finally, an effect of mainstreaming might be the *transformation* of existing gender roles, such as actively implementing measures to make gender equitable parent benefits. This last effect can also be achieved externally

from the institution, through participation in projects and partnerships that promote the transformation of gender norms by ground-breaking research or funding such initiatives (Wynn, 2020). It is important to note, nonetheless, that the transformative potential of social policies is difficult to realise, since it requires cultural and social changes and a new conceptualisation of what gender⁺ means. 'Neutral' and less intensive mainstreaming roadmaps have generally been more successful in institutions, find Lombardo et al. (2017) and Wynn (2020), because more transformative gender mainstreaming would a more rigorous ideological change. Nonetheless, as Davids et al. (2014) convincingly argue, the extent to which gender mainstreaming is expected to be transformative is perhaps an obstacle.

Despite the considerable evidence that mainstreaming policy has yet to achieve its potential to transform how a gender and diversity lens are taken in institutional settings - many critics rather speak of its failing (e.g. Benschop & Verloo, 2006; Moser & Moser, 2005; Paterson, 2010; Rees, 2005; Shortall, 2015) - this review still purports that a policy approach in achieving formalised equality in partnerships is crucial. In line with Davids et al. (2014), this Gender-SMART task does not expect revolutionary change and a direct eradication of gender inequality through the application of this framework. Rather, a 'slow revolution' that is step-by-step and 'messy' towards a better understanding of gender⁺ inequality and policies that counter such inequalities are the goal (Davids et al., 2014). Mahoney & Thelen (2010) postulate that institutional change, such as is the goal for gender mainstreaming policies in the EU, must be seen as gradual and dynamic. They set out four types of institutional change processes, one of which is 'institutional layering' (Mahoney & Thelen, 2009). The application of a gender⁺ lens to partnership policy is an example of such institutional layering, defined as "the introduction of new rules alongside or on top of existing ones." (Waylen, 2017, p. 12)

The reason why tackling institutional policy is effective, is because it demonstrates that internal change is necessary (Wynn, 2019). Not only does institutional layering allow for gender change actors to work within already powerful institutions (Waylen, 2017), implementing a thorough mainstreaming plan is also a statement to say that equality, diversity and inclusion is an issue worth tackling within the complete structure of an organisation. As such, the success of gender⁺ policy depends on organisations' ability to turn within and critically assess cultural and social norms and activities that take place within the walls of its own institution. As Paterson (2010) comments; "Without attending to the ways in which social relations are patterned, which inevitably filter into [...] the context in which those decisions are made, there is the danger that such relations will simply get reproduced by technocratic activity" (p. 408). Thus, attention to gender⁺, diversity and equality in all domains of an institution and the interactions with other institutions is necessary to truly understand how research partnerships may (re)produce inequalities. Following Bustelo's argument (2007) for an evaluative approach to achieving a gender⁺ approach, this task proposes an introspective model for organisations in assessing and implementing equality and equity measures in their partnership contexts.

2.1.6 The missing gender[+] lens

The elaboration of North-South partnerships in the sections above points out in which ways equality and equity between partnership actors is challenged. However, the wider gender[+] lens in the context of partnerships is still missing. Despite the existence of literature on the fact that gender affects collaborative research practices, there is little research on how and why gender is operative in structuring collaborative contexts. For example, gender influences how likely organisations are to enter into cross-sector collaborations; women are less likely to work across sectors in male-dominated countries (AbouAssi et al., 2019), and women in academia have less co-authors on average (Zeng et al., 2016). Moreover, a study on journal article quality shows that gender-heterogenous working groups produce higher quality texts (Campbell et al., 2013), or that gender diversity in research would lead to better science (Wullum et al., 2017). Finally, the existence of 'glass fences' for women participating in international collaborations (Uhly et al., 2017), indicates again a difference in involvement of women in international partnerships, without giving any insight into the gender dimensions in and during the partnership itself.

Thus, the complexity of gender is rarely considered in these North-South studies, nor in research on transnational partnership practices. The analysis of general partnership productivity rarely examines the impact of gender norms on collaborative functioning, and generally merely addresses statistical difference in participation rather than qualitative understandings of how partnership contexts are affected by and put into effect gendered relations. Furthermore, such research generally employs empirically instrumentalist definitions of gender, which simply differentiate between 'male' and 'female', rather than more structural and complex conceptions of gender (Brush, 2002; Davids et al., 2014). This Gender-SMART task rejects such simplistic analyses of gender difference in innovative partnerships, and instead takes a more complex and structural view on gender.

In conclusion, scant research exists on gender in collaborative contexts and gender roles and norms that are (re)produced in inter-organisational partnership settings (Exception is Ettorre, 2000). That does not mean that other structural issues of gender inequality do not affect partnership practices. As mentioned before, partnerships do not exist in a vacuum which means that they are impacted by gender inequality and diversity issues at the workplace, in academia and in wider society. Unfortunately, due to the minimal focus on gender in transnational partnerships in earlier research, there is little proven insight into what might go wrong regarding gender stereotyping and other forms of discrimination, such as heteronormative, racial and ableist discrimination, in the collaborative working environment. This working paper thus asks the fundamental question: how are partnership environments affected by gender[+] inequality and how can organisations adapt their policies to minimize the effect of these inequalities in their transnational partnerships? The following framework will shed light on which dimensions of partnership functioning require a gender[+] lens.

2.2 Conceptual framework

Having sketched the issues that can arise in partnership contexts, this chapter will now set out the conceptual framework (figure 1) that provides a series of indicators for equity and equality in partnerships. These can be applied in building a strategy for *International Science and Innovation Partnerships* that pays attention to gender[+] equality. The indicators have been collected from a range of literature dedicated to analysis of the productivity of partnerships, the accountability of partners in North-South and East-West contexts and the importance of equal collaborative environments. In particular the Bergen Model for Collaborative Functioning (BMCF) proved to be insightful in identifying the various stages of collaborations and a set of variables that work towards effective functioning of a partnership (Corbin et al., 2018; Corbin & Mittelmark, 2008; Matenga et al., 2019). Moreover, the partnership policies of 12 influential inter- and supranational organisations[2] active in the field of agriculture and gender development have been analysed to find examples of best practices that could be implemented. These documents have been collected from the online publications from each of these institutions; they are publicly available and have not been taken from internal databases. Only the best practices are referenced in the text below, since quite a few of the 12 organisations did not have a sufficiently extensive partnership or gender mainstreaming policies. Moreover, this chapter did not delved into the outcomes of each of these organisations' policies, which means the evaluation of these policies is not included.

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[2] CGIAR, FAO, IDRC, IFAD, WHO, EU, World Bank, Sida, Oxfam, UN Women, IDS UK, WFP
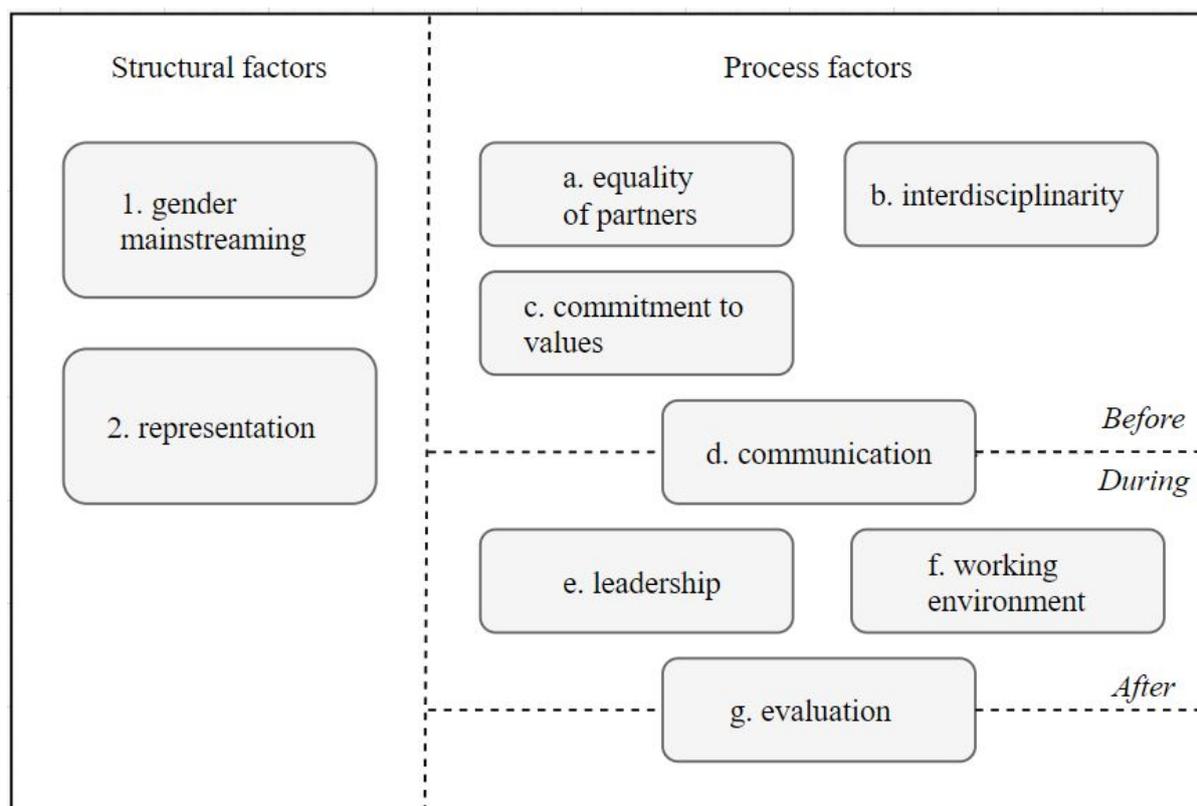
Figure 1 - Indicators for gender-sensitive and diversity aware partnership policies

As is depicted in the figure, indicators apply to two different levels of partnership (*structural and process*) as well as three temporal stages of partnership formation and collaboration in practice (*before, during and after*). Provan & Sydow (2008) identify structural and process factors in their analysis of partnership success, the former applying to connections within and between organisations, and the latter referring to the actions and activities that take place in the partnership. Similarly, the framework illustrates that partnerships play out on both micro- and meso-level collaborative interactions (Johnson & Wilson, 2006). Therefore, this framework pays attention to: 1) the structural elements in and between partnering organisations, which shed light on meso-level characteristics of organisations and how these work towards equal partnerships; and 2) the gender[+] equality in the team dynamics that are created during the collaborative activities.

Additionally, the BMCF framework provided insight into the temporal factors that define partnerships and their outcome. Instead of working with the BMCF input-throughput-output model, the process indicators are categorised into *before, during,* and *after* as temporal stages of the partnership. However, these lines are dotted to signify indicators can be applied across these phases of partnerships as well, owing to the flexibility of each indicator. In sum, this framework puts forward two structural indicators and seven process indicators spread across the stages of collaboration. These indicators suggest criteria and are supplemented with policies that might be taken up by organisations that want to achieve equal, gender[+]-

sensitive and diversity attentive partnerships. Therefore, these indicators recommend dimensions of the partnership process that should be taken into consideration in the formation and execution of a research collaboration.

2.2.1 Structural factors

1. Gender mainstreaming within the organisation

As discussed in the literature review of this working paper, the application of a gender[+] lens on the formation and success of organisational partnerships is a practice of gender mainstreaming. A requirement for a successful implementation of gender[+] measures in partnership policy is the presence and, crucially, the active pursuit of an organisation-wide gender mainstreaming policy (Moser & Moser, 2005). An effective mainstreaming strategy can only be implemented if an organisation expressly dedicates itself to achieving gender equality (Njenga et al., 2011). As many organisations and governments are often lacking in the application and achievement of an effective gender mainstreaming policy (Paterson, 2010; Moser & Moser, 2005), owing to bureaucratic and ideological influences, it is important to consider whether agricultural and life sciences oriented organisations uphold a gender[+] policy in the wider institution. Structured and continuous use of a gender[+] lens is necessary to ensure that diversity and equality may never fall to the background during partnership negotiations and collaborative activities.

An effective gender mainstreaming policy is measured by the following three characteristics. First, and most self-explanatorily, an organisation that strives for diversity and gender equality must have a gender mainstreaming or comparable gender[+] policy in place. Many international and supranational organisations have taken over a gender mainstreaming policy since 1995, among others the World Bank, UN, WHO and EU. It requires application of a gender lens across all domains of the institution. Gender mainstreaming is mentioned by most all of 12 investigated organisations. Most organisations only incorporate a single gender lens at the moment, which means that these equality goals and policies can be expanded to be more inclusive and gender[+]-sensitive.

Unfortunately, these gender mainstreaming policies often merely target the outcomes of projects and partnerships, rather than direct policy towards internal processes and organisational practices that need improvement (Paterson, 2010; Stratigaki, 2005). Thus, an acknowledgement of the meso-level changes necessary on the institution's organisational level is required if the organisation is dedicated towards gender change (Wynn, 2020). This leads to the second requirement. For diversity and (gender) equality to be worked towards, institutions must recognise the need for internal change. In other words, steering an awareness of the structural need for change within the organisation is a second vehicle to advance and track the application of gender mainstreaming effectively. An operationalisation of this indicator is the formal acknowledgement of the need for organisational change and the application of a gender mainstreaming policy in all facets of an institute or a company, particularly in partnership policy. The FAO takes an exemplary position in this by enforcing a policy that insists a gender lens should be used in every (new) strategic project (FAO, 2013).

Third, gender mainstreaming requires an organisation's use of accurate and inclusive terminology on equality in gender and other dimensions of difference (Hawkes et al., 2017; Moser & Moser, 2005). This could take the form of providing an accessible document with comprehensive definitions of gender and diversity, as planned by CGIAR (CGIAR, 2020a) or supplied in the gender-inclusive language guidelines by UN Women (UN Women, n.d.). Importantly, these documents must be inclusive on sexuality, racial, gender and class related axes of difference and define these in ways that emphasizes their social construction and cultural implications. Many policies implicitly assume a gender binary, man/woman, and then reproduce this binary in their partnership agreement and the project results (Davids et al., 2014). However, a gender+ approach does not only pertain to women's and girls' issues but concerns the genderedness of power structures and cultural reinforcements linked to gender bias and gendered behaviours, which means it also applies to men and masculinities (Hawkes et al., 2017). Finally, internal and external communications must consistently be held to the standard of these definitions and reflected in communications in language, and imaginary that account for gender, race, sexuality and other axes of difference in non-essentialist ways.

2. Representation in the participating organisations

This second structural indicator monitors the degree of equality in representation in the structures of partner organisations. In other words, this indicator evaluates the achievements in representative equality in institutions that are participating in or selected for a partnership. This representation extends further than the partnership unit itself, it applies to the entire organisation. Some organisations have low diversity among their staff, others have a better representation of people of colour and women among the various levels of the institution. The policies and changes in the build-up of one's organisation in terms of staff is linked to other levels of equality and gender mainstreaming. Those with more diverse hiring practices might be more likely to implement diversity aware and gender-sensitive policies in other domains of the institution. In sum, policies and practices around improving balanced representation within an organisation is a structural factor that affects the gender+ equality of a partnership between organisations.

Practically it means that for the management of an organisation, a formalised internal preference for partnering with governments, organisations and corporations that uphold specific values could be put in place. For example, a research-funding institution may prefer to fund a research collaboration between partners that have a good track record on growing representation of women, people of colour or experts from the 'Global South' in their management and research boards. The FAO has included such a gender assessment for countries they are (potentially) collaborating with (FAO, 2012). Likewise, IFAD has a selective policy for appointing partners that requires them to have some reference to working for gender change (IFAD, 2012). And CGIAR aims to have a diverse base of suppliers they partner with and will actively seek out underrepresented partners by 2021, according to their Gender and Diversity (GDI) Plan (CGIAR, 2020a). Note that the CGIAR definition of suppliers as partners is specific to their organisation. In the scope of this research, this indicator would be an encouragement for agricultural and life-sciences organisations to formulate a protocol that

formalises a preference to partner with other institutions that a diverse and representative team as well as an effective policy regarding gender[+] diversity in the build-up of their organisation.

2.2.2 Process Factors - during the formation of the partnership

Having established the need for an organisation-wide application of gender mainstreaming, an awareness for gender[+] change on the institutional level, and the use of accurate language and imaginary when discussing diversity and equality issues and in communication in general, it is crucial to recognise that these structural requirements must be combined with practical achievements. Solely relying on top-down and generalised measures in the pursuit of equality is not enough; the collaborative environments must be tackled more directly as well. On top of that, the process can be taken as opportunity to mutual build on advancement during the process of collaboration. Therefore, this section will explain the seven process indicators that can be used to monitor and advance gender[+] equality and sensitivity in the formation process and in practice during collaboration in partnership. First, the process factors that are relevant during the negotiation and formation of a partnership will be discussed. Then, the indicators that apply to the collaborative practice, and finally, the two indicators that stretch across multiple phases of the partnership are clarified.

a. Equality of partners

In a context of gender mainstreaming and gender equality policy, an indicator on equality for partnership actors must come as no surprise. In the formation process and practice during the collaboration in partnerships, partners ideally consider the others as equal in the positions they hold and their contributions to the input and output of the project. Considering gender theory on parity, it is important that all actors in partnership activities are assigned to tasks and enabled to participate on equal footing in their collaborative teams (Fraser, 2007). Situating this in the ongoing discussion on unequal development partnerships across North-South divides and the lack of research on the gender dimension in collaborative settings, the literature review leads to recommend that partnering organisations take an active stance on equality to work towards the dismantling of existing power imbalances. Partnership actors need to be(come) equal in the work settings, which requires a multilevel approach of acknowledging structural and procedural factors. Several of the inter- and supranational organisations that were analysed to find existing policies on gender mainstreaming and partnerships, have an equality statement for their partnerships. IDRC, Oxfam and IDS UK state on their websites and in policy documents that they value equitable and equal partnerships. These dedications to equality between partners support the claim that this framework sets out to achieve; it is important to address gender[+] equality in the formation of formal collaborations.

During the negotiation phase and in the formation of a partnership, the potential partners must discuss and write a memorandum of understanding or collaboration agreement *together* that outlines:

1. the fairness of payment;
2. the ownership over the partnership results;
3. the authorship of the project and deliverables;
4. the principles of collaboration in all stages of the project;
5. the principles and operationalisation for collective decision-making;
6. how and what resources are shared and distributed, and finally;
7. the principles and operationalisation for co-creation of research design and results.

The above criteria are particularly important in the context of gender, race, class and age as axes of difference. Each of these points is raised to address longstanding power imbalances that persist in all domains of international organisations, also in collaborative settings. To avoid systemic issues like gender wage gaps, gendered discrimination, work-life balances and care burdens to affect the partnership actors and their teamwork, a collaboration agreement must therefore aspire to hold itself to a high standard in terms of equity and equality. The payment fairness of partners, equal owner- and authorship, collaboration, collective decision-making on the project, co-construction and resource sharing all work towards creating a levelled playing-field for all partners, regardless of their gender and other background.

Especially funding organisations must consider their role in upholding dichotomous and unbalanced relationships with other organisations, governments and communities. Fair pay for all actors in partnership that take place in the field of development, global health and technological research is of paramount importance. As previously mentioned, there must be recognition for the fact that these projects affect the livelihoods of all partners involved (Matenga et al., 2019). Fairness of payment would hence entail the fair remuneration of all partnership actors in proportion to the tasks they have fulfilled, as well as the creation of a structured and common payment schedule to ensure that te livelihoods of all partners are supported. Additionally, fairness of payment could include a reward for equal involvement if set up as a requirement by organisations that are involved as funders of the collaboration. Finally, the national or institutional grids for salaries must be respected.

Moreover, the sharing of resources in a partnership situation, be it skills, funds, technologies, field access and local knowledge, works towards creating equitable and reciprocal collaborations (Matenga et al., 2019; Olivier et al., 2016), or as Castillo (1997) calls them 'capacity strengthening' collaborations (p. 4). It follows that if resources are shared, authorship over the collaboration results must be equally divided as well, meaning that the authorship is determined according to contribution and with keeping power differences in mind (Smith et al., 2014). Many of the seven above sub-criteria relate to the ideal definition of partnership that is given in section 2.1.

Another element that should be considered as an addition to the above list and which is of particular importance in a gender[+] context, is the acknowledgement of difference. Many scholars writing about unequal and North-South partnerships conclude with a necessity to acknowledge difference among organisations and between them (Cottrell & Parpart, 2006; Elbers & Schulpen, 2013; Ettorre, 2000; Hall et al., 2015; Matenga et al., 2019; Reich & Reich,

2006; Tomlinson et al., 2006). "The number of potential landmines that can destroy cooperation is high. Acknowledging differences and processing them through frank and open discussions greatly increases the chances of defusing tensions and enhancing collaboration." (Cottrell & Parpart, 2006, p. 23) Moreover, the differing positions that exist in partnerships, between funders, academics, managers, community organisers and activist organisations, must be recognised openly (Cottrell & Parpart, 2006). Effectively, partnership actors must talk and, crucially, write about the political, cultural, economic and social contexts that affect their collaboration and participation (Corbin et al., 2018). Therefore, discussion about and acknowledgement of sensitive issues like gendered and racialized power imbalances, hierarchical clashes and disagreements is paramount in building an equal relationship between partners. Whether this conversation occurs with all partners to the same extent depends on partners' attitudes in an openness to these discussions and the cultural settings in which these discussions can take place.

As such, equality in the context of partnership formation should be set out from the very start of negotiations. Some of the 12 inter- and supranational organisations that were analysed propose suggestions to ensure equality among partners. Taking the lead is Oxfam; it has a comprehensive list of criteria for partnerships, including a regular payment schedule for partners' salaries, recognition of every partner's talents and contributions, regular revision of role division, and acknowledgement of differences (Oxfam, 2012). The connection with the above sub criteria is clear. The IDS has a similar model for equality within partnerships that proposes the following criteria, amongst others, that are relevant in the context of this indicator: sensitivity to difference, acknowledgement of skill and expertise of partners, co-construction of knowledge, co-authorship, and acknowledgement of all partners' contributions (Institute of Development Studies, 2018b). These tools can be used to directly tackle existing gender[+] equality issues in wider cultural contexts and within the partnership.

b. Interdisciplinarity

As explained in indicator a, the acknowledgement of differences is important. This next indicator delves deeper into the existence of and sensitivity to difference. Due to the transnational nature of agricultural and development partnerships, the sensitivity to difference within the partnership context is of profound importance. Next to the incorporation of a gender[+] lens in the partnership process, the concept of interdisciplinarity is equally relevant in collaborations. In the formation of partnerships, people and organisations from various disciplines and contexts come together (Hall et al., 2015). Agricultural and life-sciences inter-organisational collaborations often "involve a complex chemistry of personalities, cross-cultural relationships, inter-institutional interactions and interdisciplinary encounters…" (Castillo, 1997, p. 5). Interdisciplinarity thus involves creating collaboration between diverse partners that bring together a variety of professional, human and financial resources (Corbin et al., 2018).

Notably, the goal of interdisciplinarity, combining partners from various disciplines, backgrounds and cultures, is imbued with issues of power (Reich & Reich, 2006). There are matters of tokenism, silencing and hierarchies to be taken into account when partners from

various backgrounds and genders come together. In addition, Ettorre (2000) explains how language and vocabulary barriers may exist across disciplines and geographies, and how the use of English (or French) as *lingua franca* is related to power and the opportunity for non-English partners to participate fully. In the European Union, such language differences between national contexts are a daily matter in policy contexts, which means that such understanding for linguistic variation must be acknowledged in partnership contexts too. Interdisciplinarity as an indicator is thus a measure of diversity in the formation of partnerships through who is represented in the team, which budget and authority is granted, and whether the partnership clearly defines how it deals with difference among partners and power imbalances.

Interdisciplinarity operates on two levels. Firstly, the initial structural level entails the establishing of partnership teams that involve actors from many different disciplines and backgrounds ensures that the project is carried out with a diverse team. Secondly, this collection of different partners means that there are personal, cultural and political differences between partners, and these differences must be acknowledged and addressed at the working environment level.

Therefore, the variables this indicator produces in analysing whether the value of interdisciplinarity is upheld during the formation of a collaboration are: a) the selection and representation of various disciplinary and cultural backgrounds in the team; b) the formal and open acknowledgement of the interplay of different contexts and cherishing the participation of every partner; and c) the formal and open acknowledgement of language barriers and other roots of power inequalities, and providing resources to equalise these. For example, the CGIAR and IDS have included a criterion for partnership diversity in their online statements (CGIAR, 2020b; Institute of Development Studies, 2018a). For the final criterion (c), partners should sit together during the negotiation of the partnership to locate structural factors that might influence the equality of partners in the collaboration. The identified factors can become focus points used for reference throughout the course of the partnership to which leaders can pay attention to ensure equality in the pursuit of sensitivity for difference and interdisciplinarity. A final suggestion for this indicator is to consider hiring and/or consulting gender experts in the partnership process (Arora-Jonsson & Sijapati, 2018). These professionals help to concretely put into action the gender[+] dimension during partnership processes and their inclusion adds to the interdisciplinary nature of the partnership. But surely, also for them to be heard and acknowledged requires sufficient partner recognition, dedication, budget and time.

c. Commitment to partners' values

Many internationally operating organisations have set out company or institutional values along which they act. For example, Oxfam has a list of six organisation-wide goals, of which one is the championing of equality through feminist practice (Oxfam International, 2021). However, the sole mention of such values is not enough when they are not upheld during the formation and practicing of partnerships. In fact, several institutions analysed for this conceptual framework, including CGIAR and Oxfam, have put forward clear partnership goals,

such as equitability and fairness (CGIAR, 2020b; Oxfam, 2012). Nonetheless, the adherence to and congruence between these organisational values in the contexts of collaboration are a challenge (Olivier et al., 2016). Organisations tend to form the rules they set out for a partnership on their core values (Elbers & Schulpen, 2013), which means that the partnership relies on the sharedness of these goals.

To avoid clashes in expectations and the formation of problematic partnerships, partners must set out clearly which values they share and how they will address those they do not in the formation stage of a collaboration agreement. This needs to be both on the individual level of each partnership actor, recognizing the contributions, careers and expectations of each individual's participation (Matenga et al., 2019), and on the institutional level, finding organisational values that are similar or the same and that inspire collaboration (Corbin, Jones & Barry, 2016). Organisations do not need to agree on or copy partners' values on every topic, although there must be a clear degree of mutuality. Of course, the two values that must be upheld in every partnership is partner equality and an outspoken focus on gender[+] equality.

More specifically, this entails including a section in the partnership agreement that demonstrates a mutual respect for the position of the partners' values and explains the values that are shared and those which motivate the formation of the partnership. The existence of mutual values and a shared mission is instrumental in the building of effective and long-lasting partnerships (Corbin, Jones & Barry, 2016). UN Women upholds such a policy for sharedness of goals in partnerships (UN Women Independent Evaluation Office, 2017), as does IDS UK (Institute of Development Studies, 2018b). Setting up common goals and shared values helps to streamline the partnership, and agreeing on standards of interaction, like equality and equity, helps to work towards safe, respectful and non-oppressive working environments.

2.2.3 Process Factors - during the practice of the partnership

e. Leadership of the collaboration

At the heart of successful adherence to partners' set out goals, values and agreements, lies the issue of leadership. In this section, we focus on leadership influence during the collaboration, especially with regard to leadership roles and task delegation. Generally, in partnership productivity research, the recognition of leadership and the setting out of clear roles and tasks by leaders are seen to be important in creating an effective and efficient working environment and teamwork (Corbin et al., 2018; Corbin & Mittelmark, 2008; Matenga et al., 2019; Parker & Kingori, 2016). Theorists that have paid attention to gendered, classed and racialized aspects to leadership, have identified a further need to focus on leadership as well. For example, Elizabeth Ettorre (2000) proposes that research management should be done by leaders who are attentive towards group dynamics and sensitive to diversity. She proposes that there needs to be clear role delineation and task delegation, so that partners' leadership positions may not be questioned or dismissed due to gendered and racialized norms of masculine leadership. Moreover, Ettorre emphasizes the role of the leader in upholding sensitivity to diversity. Language differences and resource imbalances should be openly and effectively addressed by the leader(s) of the partnership to avoid unequal

activities. Additionally, Elbers & Schulpen (2013) identify that partnerships can avoid exploitative North-South relations when leaders are able to set out and uphold fundamental rules, like equality in the working environment rules set out above.

As such, this framework groups the following two criteria under this indicator for leadership. Firstly, leadership roles and partnership positions must be clearly and formally delineated and upheld during the partnership, which helps to set straight any gendered expectations for leadership. This might depend on the style of leadership that each of the partners believes works best (Ettorre, 2000), which in the case of gender[+] sensitivity would be a leadership style that is as egalitarian as possible. In the practice of the collaboration, the leadership style must be discussed and agreed upon to let every actor operate well and respectfully in the context of the collaboration. Moreover, the leadership must allow regular and frequent evaluation and communication, which we will elaborate upon more in a later indicator.

Second, the management of the partnership must uphold the value of interdisciplinarity and gender equality and stimulate diversity and inclusion effectively over the course of the collaboration. Acknowledging difference also means that the leader(s) should openly discuss or create opportunities for open discussion about the distribution of resources, issues with task delegation, and language barriers that may occur. The leader(s) of the collaboration must recognize the position of every partner and make sure that every partner can participate equally (Corbin & Mittelmark, 2008; Reich & Reich, 2006). This means that every partner's voice is heard and taken into account in the decision process.

f. The working environment

The following indicator is intimately linked to all of the other framework indicators. That is to say, the working environment relies on a well set-up partnership agreement in which the equality, interdisciplinarity, commitment and leadership of the collaboration have been discussed. In fact, a functional and equitable working environment is the product of the above agreements on equality and the upholding of that agreement throughout the partnership. A working environment that qualifies as equal and attentive to diversity and inclusion is one that respects the needs, interests, values and agendas of all partners; boosts trust and confidence within the collaboration; upholds justice and fairness in the delegation of tasks and authorship; encourages solidarity, reciprocity and mutuality; and is transparent about what is decided and produced during the partnership (Cottrell & Parpart, 2006; Hall et al., 2015; Olivier et al., 2016; Parker & Kingori, 2016; Sodeke et al., 2010).

In the context of this research, these criteria for equitable working environments must also be targeted specifically to gender, race and class equality and cultural diversity. It follows that these criteria should be more plainly defined. First, respect for needs entails recognition of work-life balance for caregivers, political interests and agendas of activist organisations in the Global South. That is to say that the personal lives and dedications that partners make to these projects must be recognised and respected. Partnership actors have different needs based on their gender, as caregivers and parents, or due to their reliance on the project's success for future careers. Second, trust is achieved by consistent upholding of equality norms

throughout the partnership and confidence in leadership by encouraging feedback and regular communication. Third, justice and fairness may be judged by the degree to which tasks are delegated in an unbiased and non-stereotypical way, e.g. assigning administration work to women or tedious ground and fieldwork to Global South partners. Fourth, solidarity and mutuality take form in the sharing of resources - financial, technological or cultural - and in the co-production of results (Matenga et al., 2019). Fifth, transparency is achieved when role division within the partnership is discussed collectively and the reasoning for decision-making by the partnership leader(s) is shared. To test these criteria within a partnership requires both quantitative and qualitative analysis of the working environment.

Additionally, where codes of conduct, confidential and complaint procedures on integrity and harassment are in place, these might be compared and discussed how they can function in the project.

2.2.4 Process Factors - across multiple stages

d. Communication: before and during the partnership

Arguably, communication is the most important indicator for an equitable and fair partnership process. Much literature on partnership equitability and productivity discusses communication as a key factor that can make the difference in dysfunctional and problematic partnerships in development studies and North-South contexts (Castillo, 1997; Corbin et al., 2013, 2018; Corbin & Mittelmark, 2008; Cottrell & Parpart, 2006; Matenga et al., 2019; Olivier et al., 2016; Parker & Kingori, 2016). Cottrell & Parpart (2006) suggest that open communication in all facets of the partnership, indeed during all of the stages and levels discussed above, is instrumental in transforming partnership practices to be more equal and gender-sensitive. In a qualitative analysis of researchers' experiences in partnerships, Parker & Kingori (2016) found that opportunities for discussion and disagreement are crucial for researchers' happiness with the functioning of a collaboration. Moreover, the leadership of a collaboration has an important role in facilitating communication channels throughout the partnership (Ettorre, 2000).

Communication allows for the discussion of cultural and other differences that may affect the positioning of partners within the dynamic of the partnership. More importantly, even though communication channels might be set out formally in the contract of the partnership, these channels give space for informal norms of collaboration to be discussed, argued and agreed upon as well (Elbers & Schulpen, 2013; Lowndes, 2014). The informal, cultural rules that affect the success of the partnership are thus tackled when there is space for discussion and multidirectional communication. Honest conversation about expectations, working experiences and group dynamics work towards establishing a partnership environment in which all actors participate and feel heard equally (Cottrell & Parpart, 2006; Matenga et al., 2019; Olivier et al., 2016).

In effect, setting out a clear communication strategy and dedicated time/budget for the partnership process works towards collaborating in an equal manner. Such a strategy involves

formally making space for dialogue on all matters of the partnership, during the selection and formation of the partnership and once the project is in motion. The expectations and interests of each person and organisation involved must be communicated clearly and frequently, to see whether there is change in the course of the partnership and how well partners feel the partnership is progressing. Partners may thus reflect internally, by which is meant that they should look within the structure of their institution, whether a communication protocol is in place and whether it is structured to allow frequent and honest feedback. They may also take Oxfam and IDS UK's partnership strategies as leading examples, in which channels for continuous feedback and discussion are formally outlined in partnership policies (Institute of Development Studies, 2018a; Oxfam, 2012).

Linking back to the gender mainstreaming criterion (indicator 1) in the structural factors section, such a communication protocol must thus also include an awareness and sensitivity to gendered language and equality terminology. As a result, this protocol should maintain that all internal and external communications, in the form of updates, social media posts, summaries, reports or academic papers, must adhere to a non-stereotypical and gender[+]-sensitive language and imaginary.

g. Evaluation of the partnership practice and results

As the last indicator for evaluating gender[+] equality in partnership policy, this framework proposes an evaluative and reflexive element. The evaluation of the partnership, how it was formed and executed and what it has produced, is important when looking at the effectiveness of the previous gender[+] tools. Applying policies and changes in favour of equal partnerships without critical reflection on the impact of these measures happens too often in institutionalised and formalised settings (Minto et al., 2020; Paterson, 2010). Moreover, framing a partnership as a learning experience allows for all partners to be equal in the partnership in terms of what they contribute and take away from a collaborative experience. Johnson & Wilson (2006) demonstrate that learning together means framing the partnership as an educational experience and treating it as such with time and budget for thorough evaluation and reflection. Framing partnerships as learning experiences based on 'an endeavour of joint interaction', and centralising the mutuality of that learning, allows differences between partners to be seen as 'opportunities rather than constraints' (Johnson & Wilson, 2006, p. 79). Thus, implementing structured and comprehensive evaluation systems works towards a sustainable gender[+] policy in inter-organisational partnerships (Bustelo, 2017).

Reflexivity is a methodological and evaluative tool that has become an essential feature of gender, postcolonial and critical race theory and an ethical research practice (Finlay, 2002). It asks the evaluator to look not only at the product of a partnership or at the satisfaction of the partners that worked in it, but also at the ways in which the partnership has produced knowledge and positions of power. "Reflexive framing requires the analyst to turn inward, to reflect on the concepts guiding analysis and suggested outcomes." (Paterson, 2010, p. 410) Not shying away from the seemingly abstract application of reflexivity, this framework thus puts forward the task for organisations to include reflexivity in their evaluation mechanisms.

How did the position of the organisation affect the outcome of the research and the partnership process? And how does an organisation's approach to partnerships affect the policies implemented in collaboration formations? These questions are crucial in applying a reflexive lens on partnership policy.

The WHO has such an independent evaluation system in place that focuses on the time frame, purpose, objectives, structure and functioning of a partnership and takes place at regular intervals throughout the course of the partnership (WHO, 2010). Comparably, Oxfam has a regular feedback system in place during their partnerships (Oxfam, 2012). Following the example of these policies, organisations should set up an evaluation protocol that states feedback should occur on a regular basis in the communication channels set up in the partnership. Furthermore, the feedback should include evaluation of the partnership product, the working environment and the partnership policy that was implemented. This three-pronged evaluation strategy is crucial to remain reflective and reflexive at the same time.

Importantly, the evaluation of the partnership and its research products must happen from a gender[+] lens, i.e. an evaluation that is equal, egalitarian, and focusses on explicitly on the gender dimension. Bustelo (2017) rightfully argues that in the evaluation mechanisms that are set up, all stakeholders and partners must get a role in evaluating the partnership, it must not be left only to the leadership of the collaboration or only one of the participating organisations. Furthermore, Bustelo (2017) finds that evaluation criteria must be transparent and open to rethinking; existing partnership practices that do not fit with equality measures should be able to be challenged and rewritten. By creating a transparent and gender[+]-sensitive evaluation system, these results can subsequently be shared in an accountable way with the rest of the partnering organisations or stakeholders.

2.2.5 Overview of framework

Indicators	Summary	Operationalisation(s)
1. Gender Mainstreaming	The existence of a thorough and introspective gender mainstreaming policy in the research/ funding institution.	• Implementation of a gender mainstreaming policy; • Adequate targeting of internal organisational practices through a gender[+] mainstreaming lens; • Inclusive and representative language and terminology across the breadth of an institution.
2. Representation	The representative equality between and within organisations, e.g. whether hiring practices and staff dynamics are equal in the partnership.	• An encouragement for institutions to partner with other institutions that have diverse and representative teams, boards and stances.
a. Equality of partners	Striving towards complete equality between partners, seen from a gender[+] dimension. This entails tackling equality criteria formally in the negotiation and co-creation phases of partnerships and maintaining them throughout the partnership. Acknowledgement of difference is another important dimension of equality in partnerships.	• Assessment of equality through: 1) the fairness of payment; 2) the ownership over the partnership results; 3) the authorship of the project and deliverables; 4) the principles of collaboration in all stages of the project; 5) the principles and operationalisation for collective decision-making; 6) how and what resources are shared and distributed, and finally; 7) the principles and operationalisation for co-creation of research design and results. • Open discussion and acknowledgement of power-related differences between and within organisations.
b. Interdisciplinarity	Transnational partnerships occur between diverse partners from different disciplines,	• Selection and representation of various disciplinary and cultural backgrounds in partnership team;

	languages and places. Appreciation for and cherishing of interdisciplinarity ensures equal partnerships.	• The formal and open acknowledgement of the interplay of different contexts and cherishing the participation of every partner; • The formal and open acknowledgement of language barriers and other roots of power inequalities, and providing resources to equalize these.
c. Commitment to values	Alignment in institutional and ideological goals of partnering institutions.	• Formal preference for partnering with institutions that prioritise gender and partner equality; • Recognition of every partner's input, values and expectations; • Finding organisational values that are similar/the same that inspire collaboration, and centring these shared goals throughout the collaboration.

d. Communication	Communication between partners is crucial in establishing and maintaining the equality of a partners. Opportunities for discussion and disagreement allow for all voices to be heard and for cultural differences to be brought out in the open.	• A clear communication strategy that is:
		  a. open, all partners can speak and be heard;
		  b. frequent,
		  c. structured,
		  d. planned in the formal agreement of the partnership.
		• External and internal communication must be inclusive, non-stereotypical and gender[+]-sensitive.

e. Leadership	Fair and equal leadership. The role of leaders in research collaborations is to maintain an open and inclusive working environment and to ensure each partner remains equally involved, represented and recognised throughout the partnership.	• Leadership roles and partnership positions must be clearly and formally delineated and upheld during the partnership; • Leadership style and positions must be agreed upon and invite regular evaluation; • Leadership must uphold partnership values of equality, interdisciplinarity and mutuality.

f. Working Environment	Team dynamics in the day-to-day working environment should be impacted by structural inequalities as little as possible. Relies on a well set-up partnership agreement (MoU/ contract/ consortium/ letter) and effective leadership.	• Respect for the needs, interests, values and agendas of all partners (with focus on caregivers, work-life balance, activists, inclusive spaces, flexibility); • Boost trust and confidence during the collaboration (by regular feedback, communication and consistency in equality and interdisciplinarity goals); • Justice and fairness in the delegation of tasks and authorship (co-creation, avoiding north-south divides, no gendered divisions of leadership and labour, recognition for fieldwork, sharing authorship); • Encouragement of solidarity, reciprocity and mutuality (sharing resources and knowledge between all partners in multi-directional ways, valuing input from every partner, co-production of results); • Transparency on decision-making and end results (fair role division, communication and evaluation).
g. Evaluation	Reflective and reflexive evaluation allows for improvement of unequal partnerships and involves all partners equally in the process of collaboration. It means to approach interorganisational partnerships as shared learning experiences.	• An evaluation strategy incorporated into the partnership agreement that prioritises frequent, shared and reflexive evaluation of partnership practices.

Table 1 – Overview of indicators including a short summary of each indicator and the resulting operationalisations.

2.3 Conclusion

In sum, the framework that is developed above sets out 9 indicators for equal, fair and gender[+]-sensitive partnership formation and practice in transnational research collaborations in the field of agricultural development and life sciences. It has provided real-life examples of best practices in supranational organisations to inspire other institutions and has sought to operationalise every indicator concretely. All indicators together help to achieve greater gender[+] equality in research partnerships. The goal is that partnerships in the future will formalise fostering equality between partners, acknowledge and stimulate diversity and inclusion, and seek mutuality and accountability. In light of the lacuna in research on the gender[+] dimension in collaborative contexts, this framework has contributed to a hands-on approach to tackling gender inequalities in partnerships. The question remains: how are these indicators transformed into a workable format that companies and institutions can apply to their partnership policies?

The first step after the creation of this framework is its application on the partners within the Gender-SMART consortium, who will provide a diverse set of partners on which these indicators can be 'tested'. Initially, this will be done through taking a cross-institutional online survey across the consortium, in which partners' employees who are active in partnership negotiations and research collaborations will answer a set of questions derived from the indicators. The conceptual framework forms the principle structure for this survey. The data that is collected through this process will then be supplemented with qualitative explorations of partnership equality and the gender[+] dimension in the consortium organisations through interviews.

Crucially, the data collection and qualitative inquiries into partnership practices will reveal how institutions vary in their scale, orientation and operations. Organisations that operate with innovative partnerships in the field of agricultural and life sciences do so in varying modalities. Consequently, in the application of this framework, attention must be paid to the following three factors. First, the scale of an institution is crucial to consider in terms of indicator operationalisations. If an organisation functions internationally, language barriers and cultural differences play a more profound role than in national or regional contexts, for example. Thus, the scale of operation affects how indicators play out in the partnership environment. Second, the orientation of the institution must be accounted for. In an earlier section, we distinguish between research funding, research performing and research targeting and training institutions. The role of each category of organisations differs in the partnership context. Where a funding agency might not perhaps directly contribute to the working environment since it is not as present as an actor, it can include evaluation criteria for proposal submissions and reporting. An educational institution that provides trainings can support researchers in the dynamics of the collaboration. Third, and finally, the operations and activities of the partner institutions are relevant to consider. The question to ask here is: In which steps of the research collaboration, such as the 14 described by Brand et al. (2015), is the institution involved? The stages and levels in which a partner is active determine how a partnership policy is defined according to the conceptual framework. In other words, the

operationalisations of each indicator depend on the type of institution and collaboration one deals with. Nonetheless, all partners should be involved in the formalisation and operationalisation of partnership equality for the project, even if they might be minimally active during the various phases of the collaboration. In the dedication to partnership equality, the gender dimension must take centre stage which requires sufficient time/budget for all included.

The results of the above application of the conceptual framework on the Gender-SMART consortium will be used in writing a set of recommendations which can be further developed and tested within the European Union. These recommendations work towards policy guidelines that ensure gender[+] sensitivity and partnership equality in International Science and Innovation Partnerships. Therefore, the conceptual framework is dedicated to and structured to serve successful implementation of gender mainstreaming policy in research collaborations and partnerships. With the creation of this framework, this working paper offers tools for a direct application of a gender[+] lens in this specific field. However, the outcomes of the best practices referenced in the framework as well as the theoretical models on which the framework is based have not been evaluated. Therefore, this conceptual framework cannot be read as an assessment of the effectiveness of such gender mainstreaming or partnership equality policies, but rather as a guide for policy practice that works towards gender[+] sensitive and equal partnerships. The evaluation of institutional policy is a rather unexplored field and warrants further study to monitor what kinds of gender[+] equality bring about positive change (Minto et al., 2020).

In a further step past the qualitative and quantitative processing of the conceptual framework, this document further presents a conversion of the framework into a step-by-step plan that maps out the route to a gender[+]-sensitive and equal partnership policy. This can be used as a guide for integrating gender[+] equality in the procedure in the formation, execution and evaluation of partnerships and can be tailored to fit the style of partnerships that fits an organisation.

The recommendations are inspired on several partnership protocols, question-lists and handbooks that we found as developed by several organisations and initiatives. These provide tools and guidance.. For example, The Partnering Initiative (TPI) has produced a set of tools for addressing partnership issues. These tools consist of short worksheets that include questions about power imbalances and the health of the partnership (The Partnering Initiative, 2018a, 2018b). TPI provides advice on partnership agreement, shared vision, evaluation and recognition of power and difference; concepts with which every organisation should engage in their partnership policies and practices. Likewise, the organisation Enhancing Learning & Research for Humanitarian Assistance (ELRHA) has produced a *Guide to Constructing Effective Partnerships*, in which it guides potentially partnering organisations through the different phases in collaboration and asks related questions and sets criteria specific to each of these partnership phases (Hanley & Vogel, 2011). It discusses what to look for in the formalisation of a memorandum of understanding or contract, and what partnership agreements can be made about communication, feedback, shared goals and

trust. There are multiple other available online resources such as the World Health Organisation's decision tree (WHO, 2010) and questionnaires for testing partnership viability (Afsana et al., 2009), for instance. Such tools can be suitably combined with the developed conceptual framework for partnership equality, thereby making existing partnership strategies in research organisations more equal and gender[+]-sensitive. With the availability of such helpful tools, the gender[+] equality framework can be better taken up in the practice of partnership negotiation, formation, execution and evaluation. The necessary indicators have been provided above, now their implementation remains.

Importantly, this framework is meant to be implemented as holistically as possible. This means that organisations ideally rather not apply only one or two indicators in their organisational policies and partnership protocols, but rather see the framework as a 'package deal'. Each indicator tackles a component of the collaborative process that requires attention and all indicators are intricately correlated.

3. Contextualising the framework – surveys and interviews

The nine indicators developed in the conceptual framework, being the two structural indicators and seven process indicators, are explained and illustrated with accompanying policies and practices for partner organisations in transnational research collaborations in the field of agricultural development and life sciences. This chapter examines how these indicators can be transformed into a workable guide that companies and institutions can apply to advance gender+ equality through and in their research and innovation partnership.

Therefore, it was first researched how the indicators are already institutionalised and whether they are already practiced and/or conceived as necessary and important in current practices. A questionnaire survey was set out at through the focal points for this Gender-SMART task at all the Implementing Partners of the Gender-Smart project. Subsequently, they held interviews with interested key persons among their colleagues with relevant experiences in international collaborative settings, in the funding, research and/or teaching domains. The results are found below, with a summary of the findings and recommendations listed at the end.

3.1 Methodological approach

For the validation of the conceptual framework's reception among the Gender-SMART consortium partners, a mixed-method approach was used. Firstly, a quantitative methodology was used; a questionnaire was developed and set out among the Gender-SMART partners. Secondly, a qualitative method was used to dig deeper into the survey results in order to collect concrete recommendations, examples and experiences.

Important to note is that the complexity of the conceptual framework and the unfamiliarity with gender policies made us to decide to not explicate intersectionality or gender+ in the questions. Nevertheless, us stressing the importance again is an invitation to elaborate on our findings in more profound investigation in the future.

3.1.1 Survey

The objectives of the survey was to inquire which of the developed indicators are already institutionalised, practiced and/or conceived as necessary and important. It would identify the main characteristics of current collaborations, but also the gaps and perception on ways forward for "*Building Gender sensitive International Science and Innovation Partnerships*" (T5.4 Gender-SMART). A questionnaire was set up to analyse the practices in various contexts and identify perceptions on options to extend gender policies and gender-sensitive practices into institution's partnerships and collaborations. Here, we consider partnerships and collaborations in our current formal agreements from MoUs to programme or project agreements. The questionnaire has been designed to take into account the diversity of the seven partners of the project. For this reason, a large starting section inquires the personal data, professional expertise and geographical area of the respondent. It was a key element to

characterize the type of partners and the type of official policies respondents can fall back on, and their willingness to account for gender-sensitive and inclusive cooperation while starting, practicing and evaluating potential partnerships or formal collaborations. The questionnaire is organized in line with the developed indicators.

The results are not balanced between each of the consortium partners, mainly due to the size of the organisations. CIRAD is overrepresented in the survey data, which affects the overall findings. For this reason, a comparison is made between results from CIRAD respondents and those from non-CIRAD respondents, as seen in the annexes, which allowed a comparison of the results. Since there was not much deviation, only the differences that did stand out are discussed in relation to the questions concerned.

In hindsight, some questions in the survey were less explicit or clear to respondents than initially assumed unless a test phase. This has been taken into account when interpreting the results and weighing them in the final conclusions.

Finally, the survey counted n=94 full responses. This number applies to the first sections of the survey, since for the sections in the later part of the survey there were steadily less participants. Rather than eliminating these incomplete answers entirely, they have only been counted in questions for which a full response was given. For this reason, *n* for each question varies.

3.1.2 Interviews

For conducting the activities on Task 5.4, each partner of the Gender-SMART consortium nominated a Focal Point T5.4. They were tasked to mobilise colleagues from their institution to participate first to the online survey. From this list of participants and listing the categories of functions involved in the elaboration-implementation-evaluation of international partnerships, they prepared a list of key persons to be interviewed for examining more in-depth the partnerships in their institutions and collecting illustrations and recommendations based on their experiences. As such, the interviewees were pre-selected by these focal points, partly based on list of survey respondents who agreed to an interview and shared their contact details for that purpose.

All focal points used the same main guiding instructions for the interviews. The table of 9 indicators of conceptual framework for gender in partnerships was shared with the participants during the interview as a support and guide for answering the questions. The following 6 open questions were shared, taking around 30 minutes to a maximum of one hour for each interview.

1. What kind of role do you have in elaborating or implementing partnerships in your institution? Describe some examples of situations and contexts of establishing partnerships.

2. Which indicators of the list do you find important in international partnerships? Illustrate by some examples and concrete situations.

3. Which indicators of the list do you find challenging to implement in future partnerships?

4. What kind of barriers do foresee to come up in addressing some gender dimensions in the partnerships? (during the set-up and implementation of the partnership) Looking to the future, ideas on how to change our practices.

5. What recommendations do you have for considering gender dimensions in partnerships with external partners?

6. What recommendations do you have for fostering dialogue with external partners/countries/organizations about gender dimensions in international partnerships?

Based on the one-on-one interviews, a report for all the interviews conducted in each institution was written. The analysis and synthesis of all these documents was used for elaborating the 10 recommendations shared and validated by the group of the T5.4 Focal Points.

3.2 Survey findings

3.2.1 Profiles of the respondents and specific consortium partners

Below the respondents and their organisations of the Gender-SMART consortium will be further characterized for the understanding of the findings. From an initial 211 respondents, 94 (= n) gave full responses beyond the initial personal information. The respondents are first characterized in the first sub-paragraph by their institution, gender and age group. These will be further refined by their involvement in the distinguished types of partnership, partnership phases and geographical orientation. Since the scale and orientation of an institution impacts the types of partnerships, policy documentation and working environments, in the second paragraph a profile for every organisation of the Gender-SMART consortium is provided.

A profile is written up for every partner in the consortium to provide a picture of their organisation as background to the findings.

3.2.1.1 Profile of the respondents

In this paragraph the respondents are first characterized by institution, gender and age group.

 Table 1.1 shows the number and percentage of respondents for each of the partnering Gender-SMART organisations. As explained in the methodology section 3.1.1., there is a clear

overrepresentation of CIRAD respondents which led to the decision to compare their answers to the set of all others as additional category for analysis. Interesting to note is the

Partners	Respondents	%
ANR	3	3.2
CICYTEX	6	6.4
CIHEAM BARI	4	4.3
CIRAD	58	61.7
CUT	7	7.5
TEAGASC	3	3.2
WUR	13	13.8
total population (n)	94	100

Gender	Count	%
Female	48	51.1
Male	41	43.6
I rather don't say	5	5.3
Total	94	100

Table 2.1 Respondents per Gender-SMART partner (in n and %)   *Table 2.2 Respondents by gender*

The age categories do reflect the age difference between usually younger women in academia; we cannot conclude whether these figures also reflect a variety of gender in research partnerships or formal collaborations.
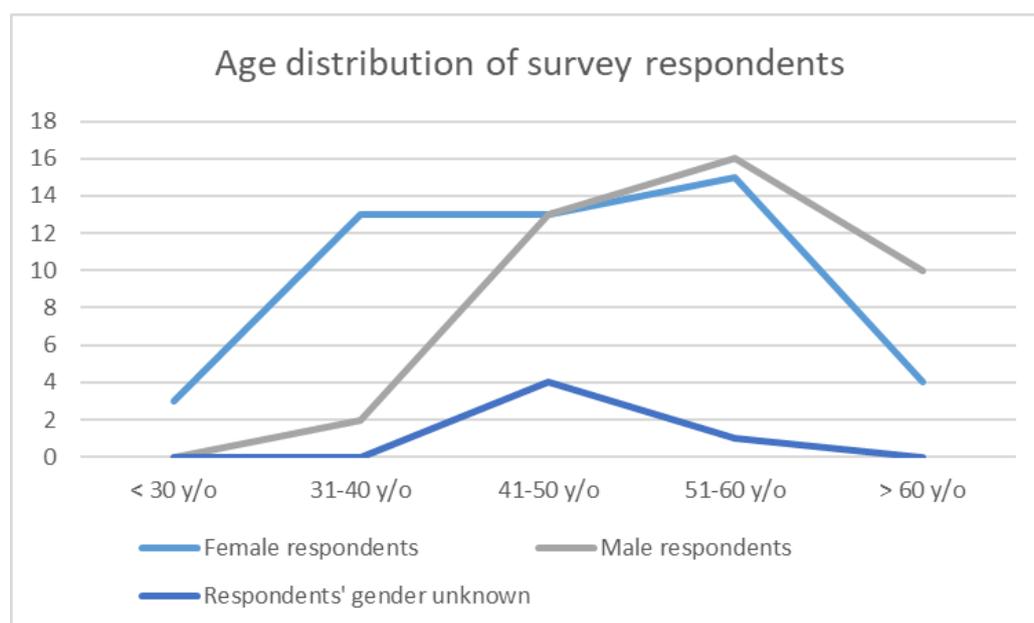
Graph 1: Distribution of respondents by gender and age category

In line with the underlined importance of the type of partnerships and distinguished phases in partnerships, the respondents were also grouped by their involvement in partnerships. Concerning the type of partnerships most respondents are working in research partnerships, with an overrepresentation of CIRAD respondents as well as in funding partnerships but we see CIRAD underrepresentation in educational and funding partnerships.

Partner	Role of involvement in partnerships				Phase of partnership involvement			
	Teaching	Research	Funding	Support	Elaboration	Implementation	Evaluation	Communication
CIRAD	5	46	4	20	41	43	16	21
Consortium	21	75	14	28	63	72	28	39
CIRAD %	6.6	61.7	5.3	26.7	33.9	35.5	13.2	17.4
Consortium %	15.2	54.3	10.2	20.3	31.2	35.6	13.9	19.3

Table 3 Respondents by type of involvement in partnerships

With regard to the involvement in the various partnership phases, we see most involvement in the formation and practicing phase, then communication and least evaluation. This is a remarkable point to recall since the developed conceptual framework emphasized how important evaluation and communication is to advance change. This representation of involvement can mean that respondents do less identify with evaluation and communication work as these are not yet explicated in the formal agreements when engaging in partnerships and formal collaborations.

Partner	Scale of involvement (in %)		Classification of European involvement (in %)			Classification of worldwide involvement (in %)		
	European scale	Worldwide scale	Teaching	Research	Funding	Teaching	Research	Funding
ANR	66.7	33.3	16.7	13.3	70.0	13.3	13.3	73.4
CICYTEX	90.0	10.0	8.3	88.3	3.4	10.0	86.7	3.3
CIHAEM BARI	40.0	60.0	10.0	45.0	45.0	10.0	45.0	45.0
CIRAD	35.1	64.9	8.5	62.7	28.9	8.5	69.5	22.1
CUT	87.9	12.1	30.7	45.7	23.6	32.0	54.0	14.0
TEAGASC	63.3	36.7	20.0	50.0	30.0	20.0	50.0	30.0
WUR	40.0	60.0	32.3	60.8	6.9	15.0	75.4	9.6

Table 4 Respondents by type of involvement in partnerships by geographical orientation

Lastly, the main geographical orientation of the respondents shows an important difference; CIHEAM Bari, CIRAD and WUR respondents focussed globally, while the respondents from the other institutions in majority focussed on Europe with CICYTEX and CUT as most prominent. This might have influence on the answers as the literature review showed that there is more research on North-South inequalities and globally oriented institutions have worked on guidelines, tools and code of conducts to redress this. Respondents working in worldwide contexts might have been more exposed and familiarized to act upon (potential) unequal agreements and practices in partnerships. The classification by involvement in type of partnership did not seem to significantly differ among the geographical orientation.

3.2.1.2 Profiles of the consortium partners

These profiles are based on the data provided by the respondents in the survey and subsequently completed by the focal points of each organisation. The graphs reflect the involvement of the respondents of the institution in the survey.

ANR, the French National Research Agency (# staff 280), a public body under the authority of the Ministry in charge of Higher Education, Research and Innovation was created in two phases: February 2005 as a public interest grouping and as a public administrative institution in August 2006. ANR provides funding for project-based research in all fields of science - both basic and applied research - to public research organisations and universities, as well as to private companies (including SMEs). Each year more than 8,000 peer reviewers assist ANR in the selection of projects of a very high quality standard. The ANR teams finance, monitor and assist these projects. ANR prioritises the quality of service delivered to the scientists, speed of response, procedural simplification and constant adaptation to new challenges. ANR develops partnerships with funding agencies in different countries to facilitate the co-funding of transnational research projects and strengthen cooperation between French teams and the best European and international teams. Over 80% of the transnational projects co-funded by the ANR involve European partners. Outside Europe, the ANR also forges bilateral collaborations with international agencies via the International Collaborative Research Projects funding instrument with the Generic Call for Proposals (AAPG). It also establishes bi- or multilateral collaborations via specific calls for proposals on key themes. These partnerships are designed to promote the formation of high-level international teams and reinforce scientific cooperation on themes of mutual interest with shared benefits.

CICYTEX is principally centred in European scale collaborations and partnerships as a centre for scientific and technological research. The Centre for Scientific and Technological Research of Extremadura (CICYTEX) is a public body that belongs to the regional government of Extremadura in Spain and whose purpose is the generation of R & I in the 4 Institutes attached to it and with the mission of contributing to economic development, to improve the competitiveness of the business sector of our environment and to the welfare of society through the generation, application and dissemination of scientific-technological knowledge, innovation and training of human resources in the fields of Agriculture and Food Science.

With a staff of about 300 people and approximately 50 researchers, its geographical field of action is mainly European, being Portugal a priority in terms of collaboration with other countries and the formation of consortiums due to the situation of neighbourhood and shared interest. Beyond Europe, collaborations are occasional and mainly with South America and North Africa.

In its participation in consortiums, the usual partners are private sector companies, universities, other research centres as well as foundations or other entities from research and innovation ecosystem.
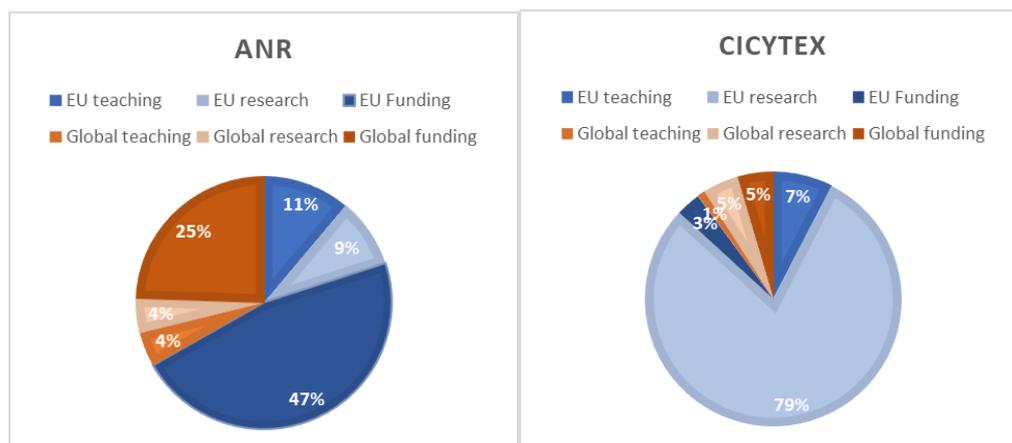
CIHEAM-BARI is one of the four **Mediterranean Agronomic Institutes** of the **International Centre for Advanced Mediterranean Agronomic Studies** (CIHEAM), an intergovernmental organization bringing together 13 Mediterranean member countries. It is involved in post-graduate education, networked scientific research and design of in-loco partnership actions within the framework of international cooperation programmes. It pursues its three main missions to provide tangible solutions to current issues across the Mediterranean region and beyond. The three main thematic areas for research, education and training are "Land and water resources management", "Integrated pest management of Mediterranean fruit Land and water management" (L&W), "Integrated Pest Management" (IPM) and "Mediterranean Organic Agriculture" (MOA). It plays an important role in international partnerships through research funding and project implementation.

CIHEAM-BARI is an important party in international partnerships, both globally and continentally. Its role is evenly split between funding and research in Europe and beyond, even though its reach extends slightly more widely internationally. CIHEAM-BARI promotes multilateral cooperation in the Mediterranean in the fields of agriculture, food, fishery, and rural territories, aiming to respond to the needs of the States and of the agro-food actors. CIHEAM-BARI pursues this cooperation mission through specialised training, networked research, scientific diplomacy, and political partnership.

CIRAD is the French agricultural research and cooperation organization working for the sustainable development of tropical and Mediterranean regions. CIRAD works with its partners to build knowledge and solutions and invent resilient farming systems for a more sustainable, inclusive world. National agricultural research systems (NARS) are its preferred partners on the ground, but CIRAD also works with a wide range of other players: ministries, local authorities, the private sector (economic players in value chains), training establishments and universities, NGOs, foundations, producer federations and other professional organizations, etc.. CIRAD works in some fifty countries on every continent, thanks to the expertise of its 1650 staff members, including 1140 scientists, backed by a global network of some 200 partners. In conclusion CIRAD has a generally global orientation, with a significant proportion of its partnerships taking place outside Europe. While the Europe-Africa-Mediterranean axis has traditionally been its priority, CIRAD is working to consolidate

its partnerships in Southeast Asia, Latin and Central America and the French overseas regions. Its main role is in research, but CIRAD also works in funding collaborations and partnerships.
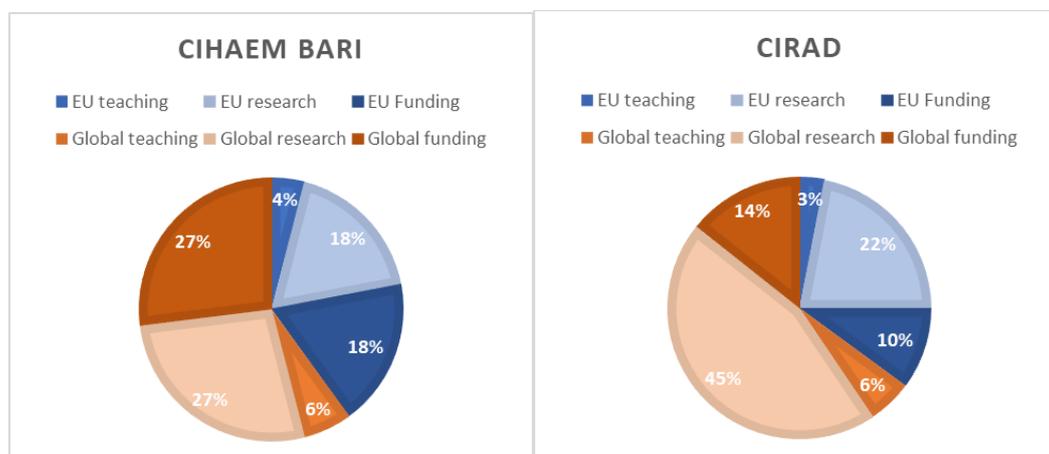
CUT works predominantly on a European level, where it is active in mostly educational, research and teaching partnership contexts, which is unexpected for a university. Cyprus University of Technology (CUT) is one of three state universities in the Republic of Cyprus. The University consists of six faculties among which the Faculty of Geotechnical Sciences and Environmental Management, with the Department of Agricultural Sciences, Biotechnology and Food Science and the Department of Environmental Science and Technology.

In the context of networking, the University cooperates officially with 98 entities in Cyprus, while maintaining a formal bilateral cooperation with 55 foreign universities. Moreover, the CUT is the national coordinator of the IAESTE program for paid internship in companies in 85 countries, and is the home of the Europe Direct Information Centre in Limassol. The CUT aspires to develop into a modern, pioneering and internationally recognized university, able to offer education and high level research in leading fields of research that currently have a great impact on the economic, technological and scientific sectors. Focusing mainly on applied research, the University aspires to acquire a role in support of the State and society (Cyprus, EU and the world) in their efforts to deal with problems related to science and technology.

Teagasc is the state agency in providing research, advisory and education in agriculture, horticulture, food and rural development in Ireland. It is the national body providing integrated research, advisory and training services to the agriculture and food industry and rural communities. With over 1500 staff working across the island of Ireland, Teagasc collaborates with academic and industry partners primarily in Ireland but also globally and across Europe. Teagasc engages with industry at varying levels of complexity, ranging from basic consultancy services to large scale collaborations. **TEAGASC** is involved in a variety of collaborative practices, primarily in research but also funding and teaching, which it does in both global and European contexts.
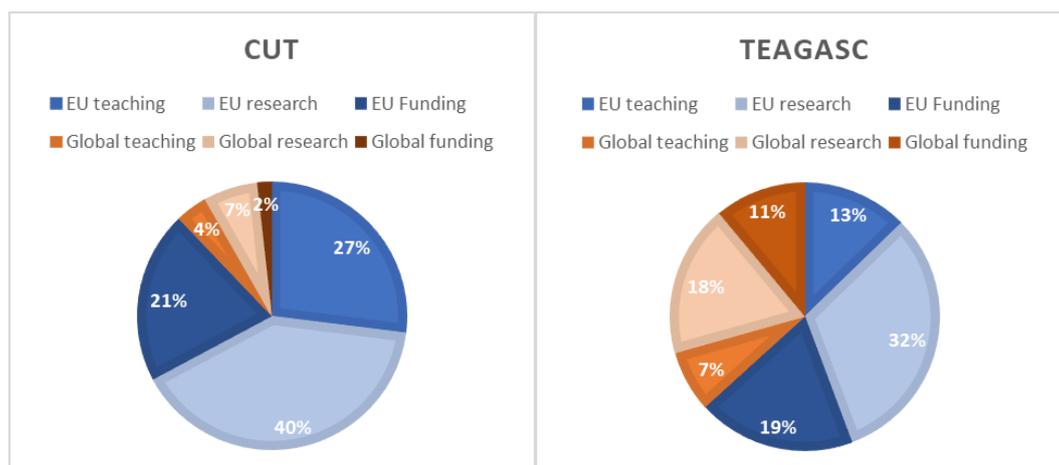
WUR (University & Research institute) has a strong international orientation worldwide and collaborate in formal partnerships with all types of organisations in its collaborations and partnerships, and its core activities are research and teaching, with minimal focus on funding.
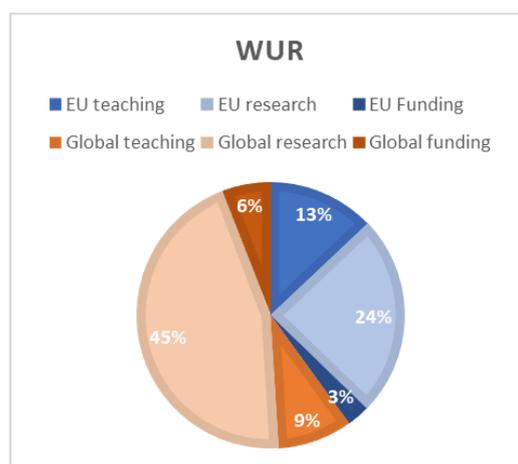
3.2.2 Documentation and collaboration in partnerships

Not all respondents answered this part of the survey, so for part 3.2.2.1 *n* = 90, and for part 3.2.2.2 *n* = 74.

3.2.2.1 Main partners:

This section sets out which main partners were identified for each of the Gender-SMART consortium organisations as being involved in their formal collaborations. The questionnaire distinguished three different areas of partnerships: research, teaching, and funding specific sets of involved actors. For this question, n =90.

- For *international collaborations* in *research*, international and regional organisations/centres, national research centres and universities are main partners. To a lesser extent, NGOs, civil society organisations and private companies are involved in the research implementation stage.

- In *the international collaborations in teaching*, the main partners are universities. To a lesser extent professional, regional, and international organisations are active in teaching interactions, as well as training centres.
- Finally, in *the international collaborations in funding*, ministries and governmental organisations, and international organisations/centres are the core partners. To a lesser extent, private companies play a role in funding, as do national research centres.
- As main extra partner, municipalities were added in the open question space in this section.

3.2.2.2 Documentation in partnerships

This sub section identifies the documents respondents identified in relation to partnerships and which (potentially) include a gender dimension. In table 4 below, you will find an overview of the formal documents that solidify and formalise partnership agreements and collaboration commitments that have or are considered appropriate to include a gender dimension. For this section, *n* = 74.

- For *research-centred collaborations*, institutional level formal documents were considered very important. Consortium agreements, institutional policy documents and memoranda of understanding might include a gender dimension. At a project level, grant agreements are most prominently available and used. Individual contracts and agreements are most frequent in research collaborations, since these often involve individual professionals hired in a project as researchers, supervisors or field workers.
- For *teaching partnerships*, institutional policies most likely have or can include a reference to gender dimensions, but there is a lower number of gender-related partnership documents compared to research partnerships. Grant and training agreements are most common at a project level.
- For *funding agreements in partnerships*, consortium and grant agreements are most common and likely to have or include a gender dimension.

Other documents mentioned that do or can include gender indicators/variables/dimensions on project level:

- Donor's guidelines and strategic documents for working programmes
- Work plans
- Project specific conventions for collaboration
- Environmental & Social Frameworks, especially in Corporate Social Responsibility documents

Consortium aggregate **Documents including or appropriate to elaborate on the gender dimension in partnerships**	Research	Teaching	Funding
Institutional level			
Consortium agreement	45	7	22
Institutional policy	38	11	15
Memorandum of understanding	23	7	13
Other	6	3	5
Project level			
Consortium agreement	6	1	3
Grant agreement	47	9	25
Training agreement	10	8	7
Other	11	4	5
Individual level			
Invited professor/research status (LT)	22	9	5
International joint doctorate agreement	15	5	5
Doctorate charter	15	6	4
Short-term mobility in	13	6	7
Short-term mobility out	13	7	7
Other	10	1	2

Table 5. Documents including or appropriate to elaborate on the gender dimension in partnerships

3.2.3 Personal/organisational inclusion of gender dimension in partnerships

In the survey, questions on the different aspects of the partnership formation, practicing, evaluation and communication, were based on the identification of indicators in the literature review. Below, the results and notable data are summarised for each aspect or question, the qualitative responses in open spaces are grouped according to themes. The results represent the complete set of respondents. However, when variations exist between genders, these are addressed under the relevant aspects. Moreover, since CIRAD makes up a large percentage of the overall number of respondents, it is marked when there are particular answers in related to the specific situation of CIRAD.

The visualised results for these questions can be found in Annex 1, which details in graphs and tables the overall results, the results by gender, results by CIRAD respondents and non-CIRAD respondents.

For these questions, the amount of respondents decreases per section of questions. For questions 1 and 2, $n = 73$; for questions 3 and 4, $n = 68$; for question 5, $n = 64$; for questions 6 to 8, $n = 62$; and for question 9, $n = 56$. The further along in the survey, the fewer respondents remained answering as addressed in section 3.1 on the survey methodology.

3.2.3.1 Gender inclusion policy as criterion for entering partnerships or collaboration (n = 73)
Question:
1a. Do you consider the gender inclusion policy of an institution you are partnering up with?
1b. How do you consider the gender inclusion policy of an institution you are partnering up with?
1c. What would you recommend to include in a gender and inclusion partnership policy?
   a. Formal preference for partnering with institutions that prioritise gender equality
   b. Look for alternatives
   c. Arrange to include working towards a gender and inclusion policy
1d. Do you intend to collaborate in the future with institutions that are not integrating gender dimensions in their partnership policy?

Summary: The results to this question suggest that a slight majority of the respondents considers the gender inclusion policy of potential partners, even though **most would still collaborate with organisations/partners that do not have an institutional gender policy**. Female respondents indicated a slightly higher willingness to want to work with organisations despite a lack of gender policy than male respondents. This could be explained by the contextual factors mentioned by mostly female respondents, indicating that they generally felt many contextual and setting constraints in implementing gender equal initiatives. As such, the answers that respondents gave **depend highly on contextual factors**, as they determine how and to what extent a gender inclusive working environment is possible to establish. Respondents from CIRAD were more likely than other respondents to still work with potential partners who do not have a gender policy, as approximately 70% of CIRAD respondents would want to continue collaboration compared to 50% of non-CIRAD respondents.

Moreover, most respondents (over 80%) indicated wanting to work **together with** partners to achieve a gender equality policy/approach during the partnership, rather than looking for alternative partners, whereas about 60% of respondents indicated that their organisation already has a formal preference to collaborate with partners who have formulated an official statement/policy on gender equality/inclusion. Of the three options given – formulating a formal preference for partnering with gender equal organisations, looking for alternative, planning to work together towards a gender and inclusion policy – the last option was most favourable for all respondents regardless of gender or affiliated institution. Non-CIRAD respondents were most enthusiastic about collaborating to address gender equal policies, as were female respondents. CIRAD respondents were less positive towards formalisation of gender equality principles in its institutional policy. However, all respondents were least positive about 'looking for alternatives' as a way to advance gender equality aspects as suggested in the conceptual framework.

Two concrete recommendations given in the open answer element in this question are:

- Strict numbers do not help, **collaboration and discussion** about gender goals would work better. Ratio and quota are factors that can hinder a collaboration by being too

'radical' with imposing quotas and rules that are not yet accepted by partners and need time.
- Throughout the collaboration, initiatives can be taken to **suggest/discuss gender equality principles** to partners who do not have a gender policy at the beginning of the partnership. Awareness and action through informal discussion and by examples in doing the work in another way

As mentioned above, contextual factors may provide explanation to why respondents feel that certain approaches to institutionalisations of gender equality principles work well or not. **Contextual factors can be constrictive and encouraging to implementing and formalising gender equality principles**. A general concern is that one cannot be very selective in partnerships, and that accounting for a partner's gender sensitivity would complicate or make impossible collaborating in certain regions and with certain organisations. On the other hand, others feel that there are already positive implementations of gender principles to build on.

3.2.3.2 Gender-sensitivity of partner as criterion for collaboration (n = 73)
Question:
2a. Do you take into account the gender sensitiveness of a new person you intend to work with?
2b. If not, do you intend to do so in future collaborations?

Summary: With gender sensitiveness the question meant to refer to an inclusive, gender-sensitive and gender equal mind-set and approach. The results to this question suggest that **most respondents do not seem to consider what the gender sensitive attitude of their new partner is**. Broadly, circa 85% of respondents said not to take the gender sensitiveness of potential partners into account. It is generally not a first criterion in considering a potential partnership. This was pretty stable across institutions, even though female respondents were slightly more likely to take the gender sensitivity of a new partner into account, currently and in the future. This does not have to translate into choices about not collaborating with a partner, but could be a factor in the working approaches and personal preparations for the collaboration.

3.2.3.3 Examples of good/bad experiences related to gender and inclusion policies in partnerships or collaborations (n = 68)
Question: Please could you provide an example of any good or bad experiences you encountered related to gender and inclusion policies and partnerships or collaborations?

Summary: For the first part of this question about good experiences with gender aspects in partnerships, there is a hopeful and positive array of answers that were given by respondents.

Their responses can be summarised as follows:

- In several cases, respondents are encountering good institutional and partnership practices that account for gender, such as **the formal inclusion of gender in funding**

project goals and other partnering institutions, and the adoption of inclusive language.

- Respondents are positive about **the increasing degree of women in leadership positions** in the collaborative environments they are involved in.
- Respondents are generally **experiencing a willingness to change**, on a personal interactional level with more traditional partners and on an institutional level. Moreover, they are **noticing the urgency and momentum for gender equal change** in their working environments.

Unfortunately, survey respondents are also still encountering negative gender-related experiences and circumstances in their collaborations in Europe and worldwide. These negative experiences can be summarized as follows:

- Women respondents and those of colour **continue to face discriminatory behaviour patterns** in collaborative environments, for example in a **lack of representation**, **different treatment**, and **different/unequal positions** in partnerships.
- Respondents also still encounter institutional practices that are not conducive to a gender inclusive and equal collaborative environment. For example, there is **no equal remuneration in partnerships**, there is **resistance or negligence in incorporating gender dimensions**, or there are **empty institutional practices** that have no true effect for gender equality in the workplace.

Even though it seems that there are less points listed for bad experiences with discrimination and inequalities in the partnership environment, it must be noted that the number of bad and good experiences submitted in the survey is generally equal in volume. Another remark is that the questionnaire did not allow to ask for specific gender aspects. In the answers we see respondents distinguish quite a variety of aspects but we cannot conclude which ones determined their assessment and which ones might have been overlooked and left out. For a full overview of all responses given, see Annex 1.

Based on their collaboration experiences, respondents give concrete recommendations that can be further operationalized with the developed conceptual framework:

- **Include gender in evaluation criteria** for funding/research/partnership proposals
- **Recruit young and forward thinking colleagues** because they have a direct influence on institutional changes
- **Keep track of gender ratios** in partnership environments
    - Carry out **systematic and thorough investigations of collaborations**

3.2.3.4 Principles in support of fostering gender equality in collaboration (n = 68)
Question: When you are preparing for a potential partnership or collaboration, do you include the below principles along with gender equality?

Legend	Definition of each principle
Interdisciplinarity	Ensuring the argumentation for selection and representation of various disciplinary and cultural backgrounds on equal footing, including gender studies scholars
Difference	Acknowledgement of the interplay of different social and gender normative contexts among partners and addressing them openly to foster equality in collaboration
Recognition	Recognition of every partner's input, values and expectations, including gender issues
Existing inequalities	Acknowledgement of language barriers, access to connectivity services, and other roots of inequalities, including gender inequalities, and providing resources to balance them
Shared values	Focusing shared values on equality, including gender equality to inspire collaboration

Summary: The results to this question suggest respondents think favourably of the five principles of gender equality outlined in the question, as all five elements in this question were answered overwhelmingly in agreement. This is stable across institutions and genders.

Recognition among partners, acknowledgment of existing inequalities, and shared values are principles of fostering equality that respondents **already account for most** in their current partnership preparations. There is slight variation between institutions in which principles are yet most included in current partnership practices. A notable difference was found between male and female respondents in their inclusion of 'recognition' and 'interdisciplinarity' principles, with women currently including more recognition in their partnership practices, and men including more often interdisciplinarity in their current collaborations.

When asked about the future, most respondents would pay more attention to **recognition of partners and acknowledgment of existing inequalities** again, with closely following **interdisciplinarity**. Notably, female respondents were more likely to include these principles in future partnerships than male respondents. Even though difference was generally a lower ranking principle than inclusion in partnership preparations, female respondents were also more favourable to this aspect than male respondents. They think in due time recognition and shared values should be formalised in documents and implemented. Difference and interdisciplinarity are currently least accounted for and mentioned least as suggested principles to be included in formal documents.

The final subcategory that was asked, is whether these principles should be included in formal documentation. Generally, **female respondents were more in favour of formalisation of these equality principles than male respondents**, especially for recognition and shared values. Moreover, CIRAD respondents were generally less positive about the inclusion of each

of these principles in formal documentation. Overall, we can see that even though respondents would want principles of gender equality to be included in partnership preparation, they are **not necessarily as positive about including these principles in formal documentation**, except for shared values. This is understandable, given that **shared values can be easily documented** and are a way to focus on commonalities and sharedness, rather than on difference. The inclusion of shared values in partnership agreements and interactions also requires less resources and effort than other equality principles mentioned in this question, for instance. The uncovered preference might also partly be related to common unfamiliarity and a lack of examples to imagine and assess what the inclusion of other principles would entail.

3.2.3.5 Partnership preparations for balanced allocations of various types (n = 64)

Question: When you prepare a partnership or collaboration, do you consider the following gender & inclusion dimensions?

a. Balance in leadership and spreading of responsibilities
b. Balance in allocated resources, type of contracts and payment
c. Balance in collective decision-making
d. Balance in co-design of the partnership's outputs
e. Balance in results ownership and intellectual property in publications and other outputs

Summary: The results of this question suggest that in current partnerships today, most attention to include gender and inclusion dimension is paid to **balance in collective decision-making, in ownership and intellectual property, and in co-design**. For the future, **respondents are more willing to consider to include it in all mentioned domains**. Particularly, they would consider **balance in leadership and co-design** and decision-making the most. When asked about whether these to be fostered balances should be included in formal documents, the consensus is quite strong regarding all the domains listed; although least for balance in allocated resources, type of contracts and payment. Compared to question 4, it is interesting to see **a greater willingness to formalise the balance on several domains in formal partnership documentation**. It might be motivated by being a less abstract application and therefore considered as more feasible since it allows to develop **more practical tools for implementing and monitoring gender sensitivity and inclusion in collaborative settings**.

With this question, the difference between male and female respondents was clear again. **Female respondents were more likely to monitor these mentioned balances in the future and include gender and inclusion principles on them in formal documents**. This applies most strongly to balance in leadership, balance in co-design, and balance in decision-making. For balance in resources and balance in ownership the differences were less significant, even though female respondents answered slightly more favourable for every item in the question.

3.2.3.6 Partnership preparations for collaborative communication and decision-making (n = 62)

Question: When preparing for partnerships and collaborations do you adopt a/b/c/d?

	Preparations for collaborative communication and decision-making
a	an open and inclusive communication style to develop the partnership
b	an inclusive, non-stereotypical and gender⁺ sensitive external and internal communication
c	an inclusive style to run meetings (decision making; mutual problem solving; sharing ideas
d	an inclusive style to run workshops (equal time slots for all partners and among stakeholders

Summary: The main finding from this question is that inclusive styles of communication and decision-making are generally regarded as very favourable; for each section in the graph the mean answer is at least 'rather yes'. **Currently, an open and inclusive communication style is most adopted, as is an inclusive meeting style**. For the future, respondents would focus most on **fostering inclusive meetings and workshops**, perhaps again because these seem to be the most practical options. Also for the question of consolidating these listed options in formal documentation, **inclusive communication and meeting styles** score highest. In this question, we again see a slight dip in willingness to adopt these collaborative working settings in formal documentation. An explanation might be that working environments are seen as dependent on the actors present in those working environments and therefore to be influenced from within. However, this variability could also be interpreted as an argument for formalising such principles to stimulate to reflect on and adjust working environment routines.

The reluctance to formalisation in policies and documentation of these adhered working environment styles is linked to the variation in responses by institutions and genders too. The graphs of this question show clearly that CIRAD respondents are less positive towards inclusion of the listed options in formal documentation and institutional policies. Similarly, male respondents also answer more negatively on average, compared to female respondents.

3.2.3.7 Preference for partnership activities to reduce inequality (n = *62)*
Question: Are you favouring partnership activities that…

  a. Foster mutual respect for each of the partners' collaborators in position, input and recognition, especially with regard to gender?
  b. Address any specific lack of competencies, input or resources of each of the partners' collaborators and to suggest and help providing those for them, especially when related to gender disparities?

Summary: The average answers to this question were stable between institutions and genders. We see that respondents favour partnerships more strongly that have **mutual respect as a central goal** rather than partnerships in which there is a strong focus on addressing existing inequalities and sharing resources. This applies to the today, future and

formal documentation settings. Even though the difference is not immense, an explanation might be that **mutual respect is already a more common partnership goal currently, and that addressing existing inequalities can be confronting or lead to more drastic changes in the collaborative environment**.

3.2.3.8 Fostering inclusive leadership (n = 62)
Question:
8a. Do you do a/b/c today?
8b. Would you do a/b/c in the future?
8c. Would you set a/b/c up in formal documentation?

a.	Facilitate the distribution of leadership roles amongst partners by considering both genders
b.	Foster to discuss and promote a democratic, open and inclusive leadership style amongst partners
c.	Provide options to skills development for inclusive leadership role of partners

Summary: The answers to question 8 demonstrate the personal actions for equal and inclusive leadership that respondents (would) take in partnership settings. We see that respondents put most of their energy in the current (today) situation into promoting **a democratic and open working and leadership environment**, followed by facilitating **a good leadership distribution across partners**. In the future, they would focus most on both of these dimensions again, as in the formalisation of these dimensions in institutional partnership documentation. The lower scores for the provision of skills development could potentially be explained as a scarcity in resources to reserve for such skill development and/or a lack of clear mandate or responsibility to provide for such skills development.

Interestingly, **male respondents generally indicate to already take actions** for each of these three elements in current partnerships more than female respondents indicate doing so. This is an interesting finding, and although the sample size prevents generalisations, it might be explained in several ways. There may be an overestimation of what actually is already being done apart from its effectiveness which was not addressed in the question. Another interpretation could be that male respondents speak from more experienced leadership positions as men structurally been represented more in those positions. Moreover, male respondents were also more positive towards skills development as something to be intensified in future collaborations than female respondents. And again, **male respondents were less favourable to formal documentation than female respondents.** If the answers of the male respondents can be linked to having or likely to coming into leadership positions, they might feel more comfortable than most women respondent in taking charge of change without a backing by formal inclusion in policy documents.

3.2.3.9 Preference in indicators to monitor (n = 56)

Question:

9a. Which of the 8 mentioned indicators would you monitor regularly during a project, programme or partnership?

9b. Which of the 8 mentioned indicators are you actually monitoring yourself during a project, programme or partnership?

9c. Which of the 8 conceptual framework indicators would you advise to include in…?

> a. Formal programme or project agreements
> b. Institutional gender and inclusion policy

Summary: The answers to this question relate back to the conceptual framework with the indicators (only 8 included here, evaluation has been left out) that capture different gender dimensions in partnership settings and stages. It is interesting to see that there are considerable gaps between the scores for 9a and 9b.

Currently, representation and interdisciplinarity are monitored most, which are very apparent in hiring practices and the selection of teams for partnerships. Moreover, gender equality talk has often been centred around the gender imbalances in professional spaces, which could have led to a bigger focus on representation. **Communication follows closely in current monitoring**, which could be linked to a higher gender sensitivity among partnership actors more generally or organisational policies for inclusive language that applies more widely.

Notably, the responses vary greatly between genders and institutions. Firstly, CIRAD respondents say they currently monitor gender mainstreaming, representation, equality of partners, interdisciplinarity, leadership and working environment more than the combined group of non-CIRAD respondents. However, CIRAD-respondents monitor commitment to values and communication less than that group of non-CIRAD respondents self-report. It is difficult to attach strong conclusions to this, but it could indicate areas of attention for the CIRAD respondents to intensify monitoring and continue with the good work. For the variation between genders, there is a difference in which indicators male respondents indicate to monitor more currently than female respondents. For the indicators **interdisciplinarity, commitment to values and working environment, female respondents indicate higher monitoring than male respondents**. For the indicators **gender mainstreaming, representation, communication and leadership, male respondents indicate more frequent monitoring than female respondents.** For equality of partners, the scores are relatively equal. What this might say is that the perceived and executed current monitoring differs between genders, perhaps owing to the roles the respondents have in these settings and the elements they pay attention to/that are more important to certain gender.

In future intentions of monitoring, we see **the focus shift to representation and equality of partners**, which means that there should be equal teams and equal working environments according to respondents. Closely following are **communication, interdisciplinarity and leadership**. It is interesting to see **that gender mainstreaming, commitment to values and working environment have the least favourable response rates**. Partly this might be

explained by feeling less influence over those indicators since gender mainstreaming is a structural aspect that can be interpreted as beyond direct partnerships' reach. This might also be the case for a commitment to shared partners' values and perhaps even for fostering an inclusive working environment which is rather contextual and often not considered as core business, especially where collaborative researchers are mostly spread over and within various institutions.

Again**, the responses for future monitoring vary according to institution and gender**. CIRAD-respondents indicated a greater intention to monitor nearly all indicators than the combined group of non-CIRAD respondents. This does not apply to communication (less), leadership (less) and working environment (equal). Moving to gender differences, we see that female respondents intend to monitor the following indicators more than male respondents: interdisciplinarity, commitment to shared values and working environment. Conversely, male respondents indicate to have a greater intention to monitor other indicators: gender mainstreaming, equality of partners, communication and leadership. Intention to monitor representation received nearly an equal score. **The consensus is greatest for representation, equality of partners and commitment to values**. Moreover, the differences between groups do not reveal the prioritisation of indicators within the groups of respondents. For female respondents, the highest intention to monitor concerns **interdisciplinarity, representation and equality of partnerships**. Male respondents expressed the highest intention to future monitoring for **communication, leadership, representation and equality of partners**. What this might say is that **indicators may represent gendered urgency** linked to which indicators capture more pressing or necessary partnership elements/experiences according to gender. A greater sample and more in-depth research may reveal more details.

In graph 9.2, which applies to question 9C, we see that most respondents are evenly positive about **the inclusion of these indicators in formal programme and project agreements as well as institutional gender and inclusion policy**. This might be a little surprising given the slightly low score indicating the low favourability to include dimensions in formal documentation seen in earlier questions.

Comparing institutions and genders indicates that there is some variation. Male respondents generally respond less positively to inclusion of all indicators in both programmes/agreements and policies, but there is not a very large difference with female respondents. Female respondents would advise to include equality of partners and interdisciplinarity *most*, and gender mainstreaming, leadership and working environment *least* in *formal programmes or project agreements*. In *institutional policies*, female respondents would *most* advise to include equality of partners, interdisciplinarity, commitment to shared values, working environment, and representation; and *least* to include gender mainstreaming. Male respondents *most* advise to include equality of partners, inclusive communication and leadership *in project agreements* and *least* advice to include interdisciplinarity and working environment indicators in these programme documents. For *institutional policies,* male respondents advise to include equality of partners, communication, gender mainstreaming and representation *most*. They would *least* advise to

include working environment, interdisciplinarity and commitment to values in institutional policies. **As such, consensus between female and male respondents is limited to one indicator; they both advise equality of partners to be included in formal programme or project agreements and in institutional gender and inclusion policy**.

CIRAD respondents would most advise to include equality of partners, interdisciplinarity and representation in programme documents and project agreements as well as institutional policies. Conversely, non-CIRAD respondents most advised to include communication, commitment to shared values, leadership, interdisciplinarity and equality of partners in formal programme and project agreements, and to include communication, commitment to shared values and inclusive leadership in official institutional policies. The overlap between CIRAD and non-CIRAD respondents is seen in the overall results, where **the equality of partners and interdisciplinarity indicators are advised to include in formal programmes** and **the equality of partners, commitment to shared values, communication, interdisciplinarity and leadership indicators are advised to be included in formal policies.**

3.2.4 Conclusions and recommendations from the survey

Following this overview of the survey results, there are several findings and recommendations that must be highlighted before we move on to the next section:

- Many respondents, generally more than half, would **collaborate with partners despite a lack of gender[+] sensitivity and/or policy from the partner's side**. This indicates that making gender[+] sensitivity an absolute requirement for collaboration would not match with how respondents envision the collaborative process.
- Strict quota or target figures are not considered helpful, **collaboration and discussion** about gender goals would work better. Throughout the collaboration, initiatives can be taken to **suggest/discuss gender equality principles** to partners who do not have a gender policy or gender sensitivity at the beginning of the partnership.
- Even though respondents report positive developments for gender change in the collaborative working environments, there remains a strong sense of urgency among respondents to tackle inequality and discrimination in the workplace. There are many examples of malpractices too, which should be addressed.
- **Include gender in evaluation criteria** for funding/research/partnership proposals
- **Recruit young and forward thinking colleagues** because they have a direct influence on institutional behaviours
- **Keep track of gender ratios** in partnership environments
- Carry out **systematic and thorough investigations of collaborations** to see the potential (im)balance of results
- Generally, **female respondents were more positive towards including gender in formal documentation for partnerships**, such as contracts, memoranda of understanding and formal institutional policies, than male respondents. However, this varies per indicator and category of discussion. At the same time, dedicating to gender[+] equality principles in the future was slightly more favoure than cementing these principles in institutional policies and formal partnership documentation.

- Respondents prioritise **recognition of partners, acknowledgement of existing inequalities**, and **interdisciplinarity** most in their collaborations for the future. However, their ambitions for the future are higher than their likelihood of including these factors in formal documentation.
- For the future, **respondents are very willing to consider all forms of balance in the working environment setting**. Particularly, they would consider **balance in leadership and co-design** and decision-making the most, and are quite positive about formalising these in partnership agreements and formal contracts. This suggests that a balanced, equal and respectful work environment is something many respondents would work towards and agree to formalise.
- For the future, respondents would focus most on **adopting inclusive meetings styles and organising workshops for gender-sensitive collaborations**, perhaps because these are most practical. Respondents agree that **inclusive communication and meeting styles** should be incorporated in formal partnership documents.
- Mutual respect generally scores slightly higher than fostering equal and equitable working environments through sharing and developing skills and resources. Both of these are legitimate goals for equal partnerships, based on the positive response to each of these variables.
- Respondents would prioritise **a democratic and open working and leadership style** and **good leadership distribution across partners** in future partnerships and their formal documentation.
- In the future, most respondents agree that the most attention should be paid to **monitoring representation, equality of partners, and commitment to values**. There is little consensus on whether these indicators should be formalised before they are monitored, either in partnership documents or institutional policies. The only consensus is that equality of partners should be formalised in both.

3.3 Interview findings

This following section summarises the themes, issues and recommendations identified in the interviews conducted in the spring and summer of 2021. A total of 46 interviews were conducted. In the table below, an overview of interviews divided according to the Gender-SMART consortium partners is given. In each of the interviews, respondents were asked to comment on the framework indicators, including the constraints and recommendations related to each. The approach in the interviews to each of the indicators is discussed, after which a list of constraints and recommendations is give.

Gender-SMART partner	Number of interviews
CIRAD	30
Teagasc	2
CICYTEX	3
CUT	3
ANR	2
CIHEAM-BARI	2
WUR	4
Total count	*46*

Gender of interviewee	Number of interviewees
Female	24
Male	20
Gender unknown	2
Total count	*46*

Table 6.1 Interviewees per Gender-SMART partner   *Table 6.2 Interviewees by gender*

Positions held by interviewees: researcher, partnership coordinator, engineer, (associate) professor, chair holder, multilateral cooperation supervisor, head of international partnership office, international partnership coordinator, etc.

3.3.1 Urgency

Importantly, the interviewees were very clear in their experience of **a persistent lack of attention to gender⁺ dimensions, criteria, measures and equality in partnership environments**. This occurs at **interpersonal and institutional levels**, micro and meso. The feeling among interviewees is that substantial and equal participation of partners in collaborative settings is ignored by many actors in these settings. Socio-cultural attitudes affect the ways collaborations take place, with sexist and racist comments and language continuing to be used, both in direct communication and media use. Traditions and conventions about how interactions have always taken place hinder and even counter the possibility to move beyond exclusive practices.

At the **meso-level**, **gender(⁺) is advanced by institutions in a limited way**. Gender becomes a box that needs to be ticked, rather than a goal that requires action, effort and perseverance. According to interviewees, gender⁺ is generally not a priority in innovation and development-focussed projects or in certain cultural contexts where other inequalities are seen as more pressing. This latter point could be read as a valid critique, were it not that gender⁺ equality is meant to capture the intersections between such inequalities and that equality is not mutually exclusive.

Interviewees are frustrated that gender equality policies are implemented only in some specific collaborations rather than applied across the board. The question is, of course, whether a generic application of the framework with gender⁺ principles is equipped to taking into account specific interactions and settings and thus varying and tailor-made approaches. Still, there is **a lack of gender⁺ sensitivity in the use of language and imaginary, project management and leadership according to interviewees from different institutions**. This also applies to contracts and formal agreements between partners, researchers, funders and organisations; there is **minimal explicit mentioning or referencing of how to foster gender aspects in these texts**. Interviewees see much potential in making gender⁺-related issues part

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of these agreements and contracts, provided that this occurs **in dialogue with partners**. It is clear, the gender[+] dimension is severely lacking in partnerships and collaborative environments.

Also not all funding agencies are at the same point regarding gender equality policies because of national contexts. For the launch of an international call for projects, for example, all funding agencies negotiate the **terms of the calls.** Despite of that some funding agencies are driving forces in terms of gender equality, it is hard for them to gain approval for criteria as suggested by them. It was also mentioned by interviewees that a **data collection problem** persists to enables to set and monitor changes or targets. Some funding agencies are more advanced than others in collecting data and the indicators are not the same for all funding agencies.

3.3.2 Indicators

Gender mainstreaming

This indicator is one that many interviewees are very likely already acquainted with, since it has been a policy initiative agreed upon t at the Beijing Platform in 1995 and since then embraced by many international institutions and national governments. As a long-standing policy approach and widely used term, there are though differing operationalizations and opinions about the effectiveness of gender mainstreaming as a useful tool for gender equality in partnerships. Nearly all interviewees suggested that **gender mainstreaming**, i.e. the widespread incorporation of gender dimensions in all levels of organisational activities, was **necessary at a basic level**. A public stance made by their organisations on gender equality is applauded, for example on the CIRAD and Teagasc websites. Nonetheless, this gender mainstreaming generally takes place on a more abstract level, according to interviewees, in the form of principles. Therefore, these interviewees conclude that **gender mainstreaming does not easily translate to the daily partnership activities** and that it is often not recognized on a micro-level. Related to gender mainstreaming, interviewees thus suggest that there must be **a mandatory compliance to gender mainstreaming principles**. Not only as a public statement outwards but as a formalisation in institutional policies as partnership policies that apply inwards to partnership activities and agreements. This pertains to recruitment for collaborations and projects, inclusion of terms for partner parity and all partners' awareness and active participation in fostering gender aspects throughout the partnership.

Representation

Comparable to gender mainstreaming, questions of representation are generally frequently associated with changes in favour of gender equality. Women's representation and the presence of people of colour in professional and public domains have been a socially and culturally heated topic in the past 20 years. Again, views on the relevance of representation and its implementation in collaborative environments vary.

To illustrate, representative equality is not always easy to achieve and rarely taken into account. When stepping into a collaborative agreement, interviewees experience there is

little one can do about the teams that one gets to collaborate with as a research or training-centred institution. This would require a change in attitude or requirements enabling to negotiate when entering partnerships in an early stage.

Funding institutions have more pull in these settings, as they have the authority to require certain compositions and gender representations of the projects and teams they fund.

Therefore, the question of representation is an important question in the **drafting of calls** for projects. If some countries are less mandatory than others on a balanced representation of women, according to the interviewees, it seems difficult for the moment to include and pursue strict rules on international programmes, for instance during the assessments of calls. : Recommended is **to train evaluators to enable them to identify the depth of gender requirements addressed**. It is the European Commission's policy which has a great influence on the drafting of international calls for projects since European funding agencies often take the recommendations of the European Commission as good practice to follow.

Fortunately, there is **an increasing awareness for representative equality**. Many interviewees comment on the presence or lack of presence of certain genders, backgrounds and ethnicities in their working environments. Some of these are positive, commenting on more women being represented, whereas most of these remarks are pessimistic. For example, when women are represented in collaborative environments, they often take up lower status positions respective to men in the same environment. This varies highly between countries and settings. **The presence of women in partnership environments, crucially, does not mean that the setting is equal, as several interviewees also point out**.

Equality of partners
Interviewees view this indicator as a challenging yet necessary element in achieving equal partnership settings. Many of them comment on **contextual factors and current realities where the equality of partners is far from achieved**, given the way they experience in how partners and team members are treated or represented in meetings. Some argue that overall equality must be sought, with a gender equal setting following automatically. Others see that gendered representation imbalances shine through in co-authorship inequities and speaking time in meetings.

Interdisciplinarity
The interdisciplinarity indicator is one that, like the previous indicator, is not directly associated with gender. This is commented on by several interviewees, as they point out the fact that **interdisciplinarity is about more general diversity**. Though gendered division in disciplines as observed by many interviewees can influence disciplinary hierarchies or imbalances in collaboration and overshadow efforts to redress gender inequalities. According to them, sociologists and social sciences researchers generally are women, whereas many life sciences researchers and technicians are men, even though respondents dismiss this as a societal fact that cannot be changed. This is also mentioned with regard to the respect and space given to gender experts or teams even if they are specifically tasked within the collaboration with gender integration. The intention to balance background more evenly is

many times comprised, recall interviewees, since partners and team members are often selected through personal networks rather than a full list of anyone qualified. It feels like this is a way to secure good relations in the collaboration but it can also easily reinforce the current status quo. Therefore, **interdisciplinarity is hard to achieve as there is always a bias**. Moreover, interdisciplinarity does not change the working style and approach of individuals in a certain setting. **Power imbalances are not solved (solely) through this indicator**, according to an interviewee.

Commitment to shared values

The sharing and commitment to shared values is not **a concept that was easily understood by interviewees**, as it is not a common practice in partnerships for some institutions. There is little insight into how shared values might be discussed or how they might be formalised in partnership agreements and communication.

Another factor that might complicate the implementation of shared value based interactions, is that it was felt as possibly **limiting the amount of potential partners**. "Organisations do not change their gender equality policies to enter into a collaboration/partnership with them." Though, the other way around, organisations can be stimulated to work towards equality when it opens up more collaboration options for them.

Still, many interviewees are considerable positive and seem **to of value of sharing goals and commitments**. Having an official base of equality principles that one sets out as goals in every partnership can help streamline change towards gender equality. As long as it is not a question of imposing values on potential partners, then interviewees see significance in openly discussing **the sharing of gender equality principles and goals with partners**. Other values than gender equality can exist alongside each other in these partnership agreements, some collaborations might prioritise a gender equal working environment and sustainability, others a gender equal working environment and innovative competitiveness.

Communication

Communicating in a gender-sensitive and inclusive manner is an indicator that very few interviewees can positively relate to in their work experience. Interviewees generally did not speak much about the relevance of communication in these partnership settings and spoke about communication styles more on an institutional level. There are three elements mentioned: interviewees barely experience a positive communication style in their partnership settings; they see good internal communication within their own organisation but this does not translate to their partnerships; and they tell that gender equal communication is often politized as 'gender ideologies' and therefore dismissed as being too politically radical.

Leadership

Interviewees' responses on the leadership indicator tended to concentrate on women's representation in leadership roles. As such, many comments were made about specific leaders who are women. As one interviewee pointed out, the presence of women in leadership roles does not mean that gender equality has been achieved in that partnership

environment. Therefore, the interviewees' comments on this indicator do not allow making generals statement or representative recommendations. **Just interviewees of one institution, WUR, commented on the role of leaders in making working environments equitable and inclusive spaces, and consequently, the ways to have them trained and appointed**. It was discussed whether focusing on training and selection of leaders with an inclusive leadership style would better break with leaders who compromise equality principles than gender balanced leadership, especially where women tend to be underrepresented.

Working environment

The working environment of a partnership is affected strongly by each of the previous indicators. **How partners work together and how comfortable they feel in their roles is linked to questions of recognition, safety, respect and inclusion**. Interviewees named many different examples of complications in working environments related to these four abovementioned factors. For instance, student/mentor relationships are complicated, as are placements of people of colour or women in certain cultural and social contexts. Moreover, **the colonisation history** of a country is mentioned as a factor that determines how comfortable people are working with and for a project. **The personal circumstances under which partners need to travel, working remotely, set up projects** are mentioned as well. In sum, the working environment is impacted by many contextual factors. **Few interviewees commented on the role of a safe and constructive working environment within the partnerships for dealing with challenging settings.**

Evaluation

At the current moment, evaluations at the level of working environments and partner's experiences of the collaboration barely take place, according to interviewees. Especially gender plays a nearly non-existent role in these collaboration evaluations, barring one exception or two. **Interviewees agreed that an evaluation on working environments and gender inclusive partnerships was necessary to actually 'get things done'**. **Donors could integrate this in their evaluation criteria and the training of assessment panels** could be used to 'move the line' towards greater gender equality.

3.3.3 Constraints

As partnership settings regularly involve a range of people, institutions, places and approaches, interviewees experience a varied set of constraints in implementing gender[+] equality principles in a collaborative setting. Taking note of these constraints might help to understand how and why certain gender[+] equality measures not succeed easily. Additionally, these constraints can also be targeted as points of intervention that require more rigorous or other kinds of approaches for change.

Interviewees encounter the following issues in their collaborations:

- o A **lack of knowledge and expertise about gender[+] inequality**, implementing positive change and measures to achieve gender[+] equality hinders an inclusive working

environment in collaborative projects. Interviewees mention that a lack of knowledge means that there is a lack of priority and focus.

o   Projects are generally set up with a specific research area as its main focus, meaning that team members are selected for their specialization in a certain topic and agreements are centred around this content-specific environment. Interviewees assess that it is **hard to add overall collaboration agreements about leadership, working environment and communication that integrate gender aspects when the seen as extra to reserve time and budget to, especially when the contents do not obviously revolve around gender in content.**. Interviewees generally want to apply gender to the entirety of the project, beyond **this conceptual framework that applies to the *working environment* of the collaboration and expanding it to the content and product of that collaboration**. Nevertheless, others also argued that it does not matter whether one researches agriculture, technology or development topics, gender is always present in the collaborative settings with funders, researchers, community organisers, civil servants, etc.

o   Making recommendations for external partners is considered hard because it would be difficult to check whether they actually have implemented these recommendations. Collaborating with partners who do not have extensive gender policies in their overall organisation or within their partnership environment might be uncomfortable and feel like imposing one's working style. Proper evaluation or feedback mechanisms would be needed to assess the existence and practicing of **gender[+] policies for equal partnerships**.

o   The **cultural, political, geographical and social contexts** in which these collaborations take place heavily impact the ways in which partnership actors enter and work together in these partnerships. Several examples are mentioned for women, people of colour and non-heterosexual actors who are not willing or able to work in certain areas or with certain people, ranging from European to Asian countries. Some force to hold on the standards and principles around equality of the institution to encourage staff to reach beyond their cultural comfort zone. **Respecting cultural codes of conduct and social hierarchies can clash with principles of equality**. This requires to be addressed as this is a challenging dilemmas everywhere; the European context is definitely not exempt from such issues.

o   **Unwillingness and mistreatment from other partnership actors makes people feel left incapable to address inequalities and imbalances**, gender-related or not, without having shared or agreed mitigation outlines to fall back on. Interviewees name several examples where this has been the case.

o   In many cases, gender is not considered the only or not the most pressing axis of differentiation and discrimination along which problematic practices take place. In some settings, age discrimination or race discrimination affect the collaboration too,

or more urgently. **Partnerships cannot be gender equal if they are not equal on other fronts and the other way around.** This implies that gender⁺ or intersectionality is part of the mindset of many interviewees**.**

3.3.4 Recommendations

Fortunately, most interviewees had very strong ideas about which solutions could be implemented and which approaches would be most successful in achieving gender⁺ equal collaborations and partnerships. However, not everyone had a clear view on how to achieve more equal collaborations without shaking the feeling that they are fighting an uphill battle. The problem of gender inequality and gendered discrimination is very complex and multifaceted. As these recommendations listed below demonstrate, there are many ways to approach gender equality in partnerships. These recommendations are the combined versions of similar suggestions made by various interviewees and survey respondents. See sections 4 & 5 for the list of recommendations.

4. Reflections and Recommendations

4.1 Recommendations

Core recommendation: Implement measures for gender+ equal partnerships on two levels	
Operational actions	**Institutional actions**
Ensure internal awareness on action on gender+ equality (*Teagasc*)	Set up a gender coordination team/pool to accompanying implementation (*CIRAD, WUR*)
Foster dialogue (*CICYTEX, CIRAD, Teagasc*)	Set up a guide or guidelines to foster gender+ equality in partnerships and collaborations (*WUR*)
Organise collaboration workshops (*CIRAD, WUR, Teagasc*)	Set official institutional standards for partnerships (*CICYTEX, CIRAD, CUT*)
Establish a set of leadership criteria (*CIRAD, WUR*	Include gender+ equality in partnership agreements (*Teagasc, CICYTEX, CIRAD, CUT*)
Organise an inclusive working environment (*CIRAD*)	Set up a transparent evaluation monitor (*CUT, CIRAD*)
Organize workshops to inclusive proposal writing (*WUR*)	Include recommendation for gender equality in calls for proposals (*ANR*)
Train projects' evaluators on the issue of gender equality if gender equality is part of the evaluation criteria (*ANR*)	Include gender equality as part of the guides that help researchers respond to calls for projects (*ANR*)

Core recommendation: Implement measures for gender+ equal partnerships on two levels
The first and perhaps **most important lesson from the conceptual framework, survey data and interview results is that to achieve gender(+) equal and sensitive collaborations, there are two levels of impact that measures should tackle**. The first, likely most known, level is the formal institutional level in which gender(+) equality principles and requirements are taken up in institutional policies. For instance, this could be keeping track of gender quota or including gender aspects as a criterion in grant proposals. These are **institutional actions**. Whereas these are definitely effective in officially mandating inclusive practices and create space to include expertise and monitoring on inclusive working practices, these do not always suffice. Their reception and adherence is not always developing as expected; rule change does not always change behaviour.

Many respondents maintained that partnership activities can be equal and inclusive when all partners collaboratively focus on the principles of their interaction and work together to create a safe working environment. These are **operational actions** that can be taken to advance a gender+ equal working environment in partnerships. Discussions, awareness and plans must be held, fostered and made together with all partners, some perhaps taking more

initiative than others. It requires much effort from all partners to reach the many levels of partner equality and respect that the conceptual framework from the working paper sets out.

Collaboration is a practice and a process, and there is a consistent need for attention and action for gender⁺ equality. In sum, a gender⁺ equal and inclusive collaboration is only achieved through putting in hard work.

As such, **collaboration workshops and dialogue as non-restrictive measures for more gender⁺ equality must be implemented, alongside the existing formal requirements and criteria**. This way, the continued significance of gender⁺ equality can be achieved from two sides. If partners are less receptive to collaborating towards a gender⁺ equal working environment, this can be still be stimulated via formal requirements. At the same time, partners will be required to keep on stimulating the dialogue, practice and assessments on gender⁺ equality in their joint project. Similarly, partners can be supported by including time and budget for workshops and dialogue. If successful in the partnership environment, then they can become a force in organisations to formalise gender⁺ equality on an institutional level as well.

Operational actions and options

Recommendation: Foster dialogue

Setting up formal documentation about gender⁺ equality in an organisation and in partnerships requires a dialogue with potential partners. Not all partners would respond positively to a gender⁺ requirement for that collaboration, as several interviewees have experienced. **Some interviewees expressed they want to avoid to impose their equality principles when they interact with external partners, and rather enter a dialogue with them about it.** Sharing these values in a constructive dialogic way would make the commitment to shared values easier and achieve a **mutuality** that stems from the conceptual framework. Keeping articles and criteria open for discussion makes this dialogue more feasible. Expectation management is very important, according to interviewees, as well as leading by example. Because these collaborations and partnerships takes place in transnational and intercultural environments, interviewees emphasise that there must be dialogue rather than a European imposition of gender equality values.

Recommendation: Organise collaboration workshops

Interviewees from various institutions recommended **communal and collective workshops and trainings for intercultural and gender⁺ equal partnerships**. These workshops come in three different forms. Firstly, when interacting with organisations from other cultural contexts than one's own, interviewees suggested implementing workshops that address the partners' cultures and collaborative working conventions.. Cultural awareness was highly valued, because the social and geographical context one is working in may heavily affect the working environment. Importantly, this is not only applicable to globally focussed partners, intercultural communication workshops are important for any type of collaboration because attitudes towards gender equality vary within institutions, countries and continents. When t**hese cultural aspects are discussed in open and honest workshops, unexpected issues in**

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future collaborations can be avoided or addressed more effectively. By also addressing gender equality in these varied context, they strengthen the awareness of staff and enable them to step into partnerships more confidently and respectfully.

Another facet of partnership trainings is talking about hierarchical aspects of collaboration and teamwork. Survey respondents and interviewees **want to learn how to practice the inclusion of the gender dimension when being mainstreamed into partnership settings on an operational level**. For this reason, they also recommend implementing gender equal collaboration workshops. These training sessions can be organised and budgeted internally or in cooperation with external partners within the collaborative context. These trainings would **train equitable, effective and inclusive ways of collaborating, dialogue, respect, leadership and responsibilities, feedback, expectations and more**. This can be an important step in the negotiation or proposal-writing phase of new collaborative projects, and set the standard for the rest of the collaboration. It can also be integrated in a collaborative proposal and be fortified by reserving time and budget as part of the collaborative effort.

A final type of workshop that interviewees suggest, is **awareness trainings about gender⁺ diversity, equality and inclusion**. Interviewees found it important to stress the importance of including a gender⁺ dimension and sustaining gender mainstreaming as an active process. This could involve an exchange among partners what approaches to gender⁺ equality in the workplace, their projects and their partnerships work with. This final type of workshop takes a more introductory style, and is a workshop style that could be expected to take place in many organisations already.

Recommendation: Establish a set of leadership criteria

Next to focussing on gender representation in leadership positions in partnership and collaborative settings, the respondents also suggest the recommendation to setting equitable leadership criteria that can be elaborated in partnerships. Rather than keeping track of the ratio of men, women, non-normative genders, and other diversity factors in partnership leaders, they suggest that **there needs to be a guideline for how to realize and maintain inclusive and accountable leadership in collaborative settings**. A partnership that would use this guideline would together learn how leadership can stimulate the diversity of perspectives in a project team and what kinds of strategies for leadership exist that can create a safe working environment for everyone. This relates back to the 'leadership' indicator that is set out in the conceptual framework, which consolidates the nature and type of leadership as a "transformational leadership style" and give credit to also so-called soft skills: listening, democratic, open, accountable, respectful and inclusive.

Leadership in projects varies per level of activities and responsibilities, which means that these **leadership criteria apply widely**. Coordinators, governing boards, project and task leaders, all of these actors are involved in creating a gender⁺ sensitive working environment. Allowing openness, fostering equal participation and contributions, encouraging feedback and granting equal recognition and reward for all partners from a partner project requires support from all, especially leaders. As an interviewee clearly mentioned, it is important to have a good leader who keeps gender⁺ equality in mind, because the tendency to dismiss or

forget gender⁺ equality as part of the partnership can easily hinder efforts for advancement. **As long as there is space to act upon gender⁺ equality throughout the partnership process, then there will be push towards changing collaborative processes to be more equal and inclusive**.

Recommendation: Organise an inclusive working environment

The working environment is shaped by conventions and agreements on work styles. As such, it involves the ways partners cooperate, what guidelines are set for the project, training and skills development, and evaluation. The working environment is fundamentally part of the operational measures, and an accountable and equitable working environment is achieved when values of mutuality, recognition, equality and collaboration are taken as core principles.

Additionally, the personal lives of all partnership actors are important to keep into account, according to many interviewees. The effort that is required for setting up projects must not infringe upon people's caring responsibilities, for example by agreeing that meetings can only take place within common working hours. The romantic partners and families of those working in a collaborative project must be taken into account, especially when the project takes place in a new international setting. If that implies difficulties when working in various time zones, the adjustments need to be shared equally.

The geographical and cultural location of the working environment affects the safety, comfort and working ability of partnership actors as well. Working in a sexist, racist, postcolonial or otherwise exclusive place affects the way the partnership is carried out. How well partners are able to contribute is affected by these contextual social factors, which means that these should be taken into account when making agreements about meetings, deadlines, communication and working together. **The recognition and accommodation of each partner's situation, especially women and partners from the 'Global South', is crucial for an inclusive working environment**, say interviewees.

Recommendation: Ensure internal awareness and action on gender⁺ equality too

Several interviewees mentioned the necessity of looking inwards and reflecting on institutional policies within one's organisation to achieve partnership equality. **Building gender-sensitive working environments through awareness-raising and training,** as well as through diffusing the **EU Horizon 2020 framework,** for instance, in more areas of an institution, would help people incorporate a gender dimension in their future collaborations.

Recommendation: Offer training to evaluators on the issue of gender equality

If gender equality is part of the evaluation criteria in human resources and/ or gender analysis in research content, it is important for the funding agencies to **offer training to evaluators** on these topics. While training on gender inequalities in higher education, research, research funding and gender bias in proposal evaluation process is essential, members of evaluation committees should also be trained **to assess criteria on gender issues in project team and in the production of knowledge**. The members of the evaluation committees must have clear

instructions from the funding agencies on the evaluation criteria to avoid potential selection and evaluation biases.

Institutional actions and options

Recommendation: Set official institutional standards for partnerships

The design of **a guideline for institutions to organise equal partnership projects** is one that many interviewees mentioned. Additionally, having a document with criteria and requirements for collaborations would help to hold dynamics in every partnership against the same standards. This supports the conviction that permanent inclusion of the gender dimension in all actions, as one interviewee puts it, is conducive to actually achieving structural change. Making such an approach mandatory evokes hesitation from interviewees as well, which should be taken into account whenever this recommendation would be implemented. Moreover, these documents must be made accessible to everyone in the organisation to ensure the broad awareness and incorporation of such principles in inter-organisational collaborations. These texts can meanwhile serve as leverage in persuading partners to implement gender[+] principles in the partnership.

For funding agencies, these official institutional standards could be formalised in the form of funding requirements or proposal criteria. **Funding is a powerful tool in encouraging behaviours and projects that involve inclusive and democratic collaboration practices**. When proposals have to have a gender[+] element in them from the start, it can be specified what it concerns, from contents up to the interactions within the project. Funders can even further **specify gender dimensions in working environments and treat their inclusion as a strategic asset for both receiving grants and achieving change**.

Recommendation: Include gender[+] equality in partnership agreements

There has to be coherence and link between institutional gender mainstreaming goals and the contractual basis on which partnerships take place, according to interviewees. Thus, in the preparation of collaboration agreements, there needs to be a section dedicated to creating a fair and equal partnership environment that is attentive to existing inequalities and tackles gender inequalities. Another requirement is that these documents are co-constructed and that they highlight how partners will work together to establish a gender[+] equal collaboration and project. **These memoranda of understanding and partnership agreements are very important documents that affect the entire partnership**, meaning that they must include gender[+] equality indicators to be formally considered and consistently applied in the entire collaboration. This could take the shape of clear agreements on co-recruitment, co-supervision, co-design and co-authorship. Of course, this requires that there is space and capacity for negotiating such an inclusion of gender[+] clauses and sections which can be strengthened and increased.

Recommendation: Set up a gender coordination team

One interviewee suggested that there must be an institutional body to track and monitor the success and effect of gender⁺ equality policies in the organisation, as well as suggest new and better ways to achieve institutional equality. Many studies have proven the necessity of experts to help implement gender⁺ policy in the most accountable and thorough way. Many staff members in a lot of organisations engage with themes for establishing collaborations without realizing or knowing how they can (in-) directly relates to gender equality aspects. When they step into negotiations with external partners without a gender team, they might overlook the gender aspects of collaborations and project activities. Involving a gender coordination team with any activities an institution engages in, specifically partnerships in this case, helps to integrate these operational aspects of gender⁺ equality. Importantly, a gender coordination team must not work as a policing entity but as a collaborative group that is budgeted and invited to contribute to better and more accountable projects and their proposals from the proposal design and writing phases, as well as in partnership preparations, practices and evaluations. **As such, a gender coordination team is a reflection board on strengthening institutional efforts to achieving greater gender equality in its working environment as well as in its output.**

To optimize flexibility in availability of staff for gender coordination teams, **a pool of gender referents** or experts can be set up to better organise and make visible which staff can be turned to. They could be further trained with this partnership conceptual framework and specialise in facilitating gender equal collaborations and intercultural interactions. They would be able to advance the changes once organisations decide to adopt gender⁺ equal policies for partnerships and ensure their stability and sustainability.

Recommendation: Set up a transparent and effective evaluation monitor

Another institutionalisation of gender⁺ equality principles would be implementing an effective **evaluation monitor of partnerships and their working environments**. Through **standardizing and normalising reflection** on collaborative interactions, **openness and honesty about problems encountered and the importance of (gender) equality** could become normalised. This could have a positive effect on external partners as well. Importantly, the evaluation monitor must allow space for feedback by partners about how they experienced the collaboration and the impact of the partnership. Furthermore, it must take place at prior determined moments to ensure the consistent occurrence of such evaluation moments, for example for each period report and at the end of each collaboration.

Recommendation: Include recommendation for gender equality in call for proposals

Based on the **instructions of the European Commission**, funding agencies are recommended to include in their calls not only recommendations on gender equality in human resources to advance **sex distribution of staff in project teams** but also on including the sex and / or **gender dimension in partnerships**. This inclusion of sex and or gender dimension then can be an **evaluation criteria**. However, funding agencies must be careful in formulating criteria since they can also hinder a fair distribution of grants over countries as countries differ in capacity to fulfil such criteria.

Recommendation: Gender equality must be part of the guides that help researchers respond to calls for projects

Following the previous recommendation on the integration of the sex and gender dimension in partnering teams as well as more fully integrated in their partnerships, **gender equality must therefore be part of the guides for submissions to the call**. Funding agencies are urged to support submitters by providing them with resource guides, such as the EC "Guidance on Gender Equality in Horizon 2020"[3]. Gender equality issues should be included in **information sessions organized by intermediators in organisation and funding agencies during the launch of call for proposals**. These sessions can help reduce potential gap and inequalities among submitting partners in various countries as indicated above.

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[3]https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwjpj8bHxbXzAhWu4IUK HRzJD2kQFnoECAUQAQ&url=https%3A%2F%2Feige.europa.eu%2Fsites%2Fdefault%2Ffiles%2Fh2020-hi-guide-gender_en.pdf&usg=AOvVaw3XcKitd2izzzPQtHnb8qFD

5. Guide to advance gender⁺ equal partnerships

The following guide (see page 79) is a schematic representation and synthesis of the conceptual framework from section 2, and based on the survey and interview findings as presented in section 3 and the reflections and recommendations explicated in section 4. Especially the recommendations that followed from the discussions and findings above are comprised to a guide for the advancement of gender⁺ equal partnerships. This can be used as a guideline, or roadmap, for the Gender-SMART consortium partners to track their path and achievements in advancing gender⁺ policy and more equal collaboration and partnerships. Moreover, this guide can be disseminated more widely across EU institutions or European companies and organisations while referring to the framework and findings as presented in this report.

As elaborated in the previous section, the recommendations that have followed from the research carried out under this work task (5.4) are split between two levels of impact: operational actions and institutional actions. This split is visualised with different colours, but does not imply any difference in prioritisation or relevance. Both of these measures are equally valuable, necessary and urgent.

 This guideline offers tangible actions for change. Each of these recommendations specifies a 'space' of action, which either involves a specific part, modality, phase or level in partnerships or collaborative projects.

The guide recommends a combined implementation of all measures, since they build on one another, but can be read as an achronological instruction for how gender⁺ equality may be advanced on various levels dependent on the context of the organisation or partnership. It is meant as a flexible document that offers practical suggestions. The context of each institution, project and partnerships influences the ways each of these actions might be prioritised and ordered. This requires discussion within and between organisations which options are most relevant to their collaborations. Organisations using this guide are advised to spend time interpreting each of these actions and recommendations in the context of their partnerships. As such, the chronology of the guide may be adapted to suit the situation.

The ways these recommendations are formalised and implemented depend on the roles partner play in the collaboration. For funding agencies, who are less likely to have a direct presence in the execution of a project, some measures may be less applicable. For this reason, the small coloured symbols in each diagram box indicates for which kinds of partnership roles these recommendations are relevant.

Generally, gender⁺ initiatives that are currently implemented in partnerships are focused on the composition of the teams, rather than the working environment within the collaboration. These recommendations focus solely on fostering a gender⁺ inclusive collaborative settings that advance equal standing and contribution of all partners in and to a project.

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From the conceptual framework as presented in section 2 the indicators have throughout informed and are represented across the guide. The literature review and explanation of the framework indicators can be used as an additional resource to help those using this guide to orient there plans and actions, and to delve deeper into the reasons why and how gender[+] equal partnerships should/can be advanced.

Guide to advance gender+ equal partnerships

Gender+ captures the intersection of gender with other systems of discrimination

Implementing gender+ equality principles

The most important lesson for gender+ equal partnerships is that measures for greater gender+ equality should be taken at multiple levels, in the various stages of partnerships, and with the experience of partners as an important guide. If there is an unbalanced focus on ratios and requirements, rather than the working environment and dialogue, gender+ equality measures will not be effective. Partners need to work together to build inclusive projects and achieve equal standing for all partners.

Types of roles:

Research △

Training ○

Project funding ◇

Operational actions

Measures for gender+ equality at the level of partner interactions in collaborative settings, so *during* the partnership, are key steps towards achieving gender+ equal partnerships. This goes for any type of institution.

Institutional actions

More well-known are institutional steps that organisations may make to formalise and require gender+ equality in their projects, which have been listed below. These recommendations suggest ways to institutionalise gender+ equality.

Dialogue △○◇

Working together with partners to foster a safe, inclusive and gender equal working environment is crucial. Set aside resources for open dialogue.

Collaboration workshops △○

These trainings help to foster respectful dialogue.
1. Intercultural workshops to prepare for collaborative interactions
2. Collaboration workshops for gender+ equal teamwork
3. ¿?

Funding agencies play a very important role in setting gender+ criteria in proposals and budgets

Gender+ institutional requirements

Setting official criteria in policy is necessary to achieve gender+ equality in spaces where dialogue is not possible or successful. Partners that have institutionalised gender+ criteria can negotiate more action. △○◇

Partnership agreements △○◇

In the negotiation phase of new projects, partners can agree to implement gender+ equality principles in their collaboration. These documents guide further gender+ equal interactions.

Focus on shared values and commit to these shared equality principles together

Collaborative leadership △○◇

Equitable and gender+ aware leadership is necessary to let all partners feel like they belong.

Inclusive working environment △○

The working experience of all partnership actors throughout the project should be taken into account. An inclusive working environment is achieved by being attentive to partners' non-work responsibilities and by recognising how context impacts performance.

Gender+ coordination team △○◇

The successful mainstreaming and negotiation of gender+ equality principles depends on the participation of gender experts in project preparation, negotiation and evaluation.

Evaluation monitor △○◇

Set up an evaluation monitor to learn from past partnerships and how collaborative actions may be more gender+ equal. Experience matters.

Internal action and awareness △○◇

Before expecting gender+ awareness from others, organisations should take action internally.

Gender SMART
SCIENCE MANAGEMENT OF AGRICULTURE & LIFE SCIENCES, INCLUDING RESEARCH AND TEACHING

6. Conclusion

The ambitious task of 5.4 to review literature and research with the aim to advance the gender dimension and gender[+] sensitivity in innovative partnerships and projects has led to a range of crucial and insightful findings. This task has produced three useful resources, a literature review, conceptual framework and guide to support advancing gender[+] equal partnerships that can be used within the Gender-SMART consortium and in EU and other institutions more widely.

The literature review shows that there is a consistent lack of research or theory on gender equality in partnerships. There is much research on development projects and North-South partnership inequalities, but these are barely explored from a gender lens nor pay attention to gender dimensions. Likewise, current best practices of organisations to facilitate equal collaborations are also very rarely gender-sensitive. All in all, it is clear that gender dimensions are not yet integrated into partnership standards and practices, as we see from our literature review and findings.

As such, this deliverable and its results are crucial for turning this around. Based on this literature review of collaboration research and gender[+] equality in partnerships, a conceptual framework with 9 indicators was set up. This framework provides insight into the levels and stages of partnerships in which measures can be taken for equal, fair and gender[+]-sensitive partnership preparations and practices in transnational research collaborations. These 9 indicators are the following: structural ones: 1) gender mainstreaming, 2) representation; and process related ones a) equality of partners, b) interdisciplinarity, c) commitment to shared values, d) communication, e) leadership, f) working environment, g) evaluation (see section 2.2).

The quantitative and qualitative findings on the conceptual framework indicators among the Gender-SMART consortium has provided a list of perceived constraints that might limit the advancement of gender[+] equality policies. These constraints are characterised by a lack of attention, awareness and action on gender[+] equality in the operational and institutional sphere while establishing and practicing partnerships. There is an imbalance in formal actions being taken in policy and the working environment of partners when they participate in joint projects. Based on findings from extensive qualitative research on gender[+] equality in collaborative settings, a list of 10 recommendations has been synthesised from the conceptual framework and the interview/survey results.

These recommendations are:

Core recommendation: Implement measures for gender+ equal partnerships on two levels	
Operational actions	*Institutional actions*
Ensure internal awareness on action on gender+ equality (*Teagasc*)	Set up a gender coordination team/pool to accompanying implementation (*CIRAD, WUR*)
Foster dialogue (*CICYTEX, CIRAD, Teagasc*)	Set up a guide or guidelines to foster gender+ equality in partnerships and collaborations (*WUR*)
Organise collaboration workshops (*CIRAD, WUR, Teagasc*)	Set official institutional standards for partnerships (*CICYTEX, CIRAD, CUT*)
Establish a set of leadership criteria (*CIRAD, WUR*	Include gender+ equality in partnership agreements (*Teagasc, CICYTEX, CIRAD, CUT*)
Organise an inclusive working environment (*CIRAD*)	Set up a transparent evaluation monitor (*CUT, CIRAD*)
Organize workshops to inclusive proposal writing (*WUR*)	Include recommendation for gender equality in calls for proposals (ANR)
Train projects' evaluators on the issue of gender equality if gender equality is part of the evaluation criteria (ANR)	Include gender equality as part of the guides that help researchers respond to calls for projects (ANR)

The developed guide to advance gender+ equal partnerships (page 79) summarises these recommendations and offers a tool for organisations to effect change. This guide provides very concrete spaces and actions for intervention and has been designed to bring practical points of attention forward. This guide is a useful document for any European institution and organisation willing to work towards gender equal collaborations with external partners. The Gender-SMART consortium partners are encouraged to take the lessons from T5.4 to heart and to monitor the progress they are making implementing (some of) these recommendations.

There is much work to be done for gender(+) equal partnerships, proven by the scope of the indicators and the experiences of respondents and interviewees. Despite the convincing need for a gender+ equal partnership framework, the innovative and novel nature of this research focus and policy prioritisation continues to be challenging. Furthermore, there is no consensus on what advancing gender equality entails and all have an opinion about it. At points, it is notable that the degree of familiarity varies among respondents and interviewees, as well as collaborators in partnerships. Divergent reactions and positions are frequent, between and within institutions, about how to achieve gender equality and how far this equality extends. Therefore, the involvement of well-trained experts to guide the work is a prerequisite. Positive reactions are reassuring, whereas negative reactions motivate to work harder.

At last the report is an encouragement to actually advance gender[+] equality in partnerships and collaboration and take the research and mutual learning to another level by keeping record of initiatives, observed changes, monitoring and evaluation report and publish widely to expand good practices and research insights to be followed up

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Annexes

Annex 1: Full overview of data and graphs from the survey

Profiles of institutions

Partners	Respondents	%
ANR	3	3.191489
CICYTEX	6	6.382979
CIHAEM BARI	4	4.255319
CIRAD	58	61.70213
CUT	7	7.446809
TEAGASC	3	3.191489
WUR	13	13.82979
total population (n)	94	100

Table 7.1

Gender	Count	%
Female	48	51.06
Male	41	43.62
I rather don't say	5	5.32
Total	94	100

Table 7.2

Partner	Role of involvement in partnerships				Phase of partnership involvement			
	Teaching	Research	Funding	Support	Elaboration	Implementation	Evaluation	Communicatio
CIRAD	5	46	4	20	41	43	16	21
Consortium	21	75	14	28	63	72	28	39
CIRAD %	6.6	61.7	5.3	26.7	33.9	35.5	13.2	17.4
Consortium %	15.2	54.3	10.2	20.3	31.2	35.6	13.9	19.3

Table 8

Partner	Scale of involvement (in %)		Classification of European involvement (in %)			Classification of worldwide involvement (in %)		
	European scale	Worldwide scale	Teaching	Research	Funding	Teaching	Research	Funding
ANR	66.7	33.3	16.7	13.3	70.0	13.3	13.3	73.4
CICYTEX	90.0	10.0	8.3	88.3	3.4	10.0	86.7	3.3
CIHAEM BARI	40.0	60.0	10.0	45.0	45.0	10.0	45.0	45.0
CIRAD	35.1	64.9	8.5	62.7	28.9	8.5	69.5	22.1
CUT	87.9	12.1	30.7	45.7	23.6	32.0	54.0	14.0
TEAGASC	63.3	36.7	20.0	50.0	30.0	20.0	50.0	30.0
WUR	40.0	60.0	32.3	60.8	6.9	15.0	75.4	9.6

Table 9

Partners and documentation in partnerships

Aggregate consortium – **main partners**	Funding
Ministry or governmental organization	45
International organization / centre	44
Private sectors (firms)	27
National research centre	20
Regional organization / centre	16
NGO or civil society organization	15
University	14
Professional organization	11
Others	7
Training centre	2

Aggregate consortium – **main partners**	Teaching
University	45
National research centre	25
Professional organization	19
Training centre	17
International organization / centre	16
Regional organization / centre	14
NGO or civil society organization	13
Ministry or governmental organization	9
Private sectors (firms)	8
Others	1

Aggregate consortium – **main partners**	Research
National research centre	73
University	72
International organization / centre	70
Regional organization / centre	56
Private sectors (firms)	44
NGO or civil society organization	43
Professional organization	35
Ministry or governmental organization	33
Training centre	15
Others	5

Table 10-12

Consortium aggregate **Documents including or appropriate to elaborate on the gender dimension in partnerships**	Research	Teaching	Funding
Institutional level			
Consortium agreement	45	7	22
Institutional policy	38	11	15
Memorandum of understanding	23	7	13
Other	6	3	5
Project level			
Consortium agreement	6	1	3
Grant agreement	47	9	25
Training agreement	10	8	7
Other	11	4	5
Individual level			
Invited professor/research status (LT)	22	9	5
International joint doctorate agreement	15	5	5
Doctorate charter	15	6	4

Short-term mobility in	13	6	7
Short-term mobility out	13	7	7
Other	10	1	2

Table 10-12

Respondents about Gender in institutional policy and collaborative agreements

This section covers the questions from 1 to 9 on different elements of the partnership negotiation, communication, elaboration, implementation and evaluation. We will discuss average results per question via graphs and have grouped qualitative responses according to themes. For these questions, the amount of respondents decreases per section of questions. For questions 1 and 2, $n = 73$; for questions 3 and 4, $n = 68$; for question 5, $n = 64$; for questions 6 to 8, $n = 62$; and for question 9, $n = 56$. The further along in the survey, the fewer respondents remained.

1. Gender inclusion as criterion for entering partnerships or collaborations (n = 73)

Question 1.3
do you intend to collabrate in the future with institutions that are not integrating gender dimensions in their partnership policy ?

- yes
- no
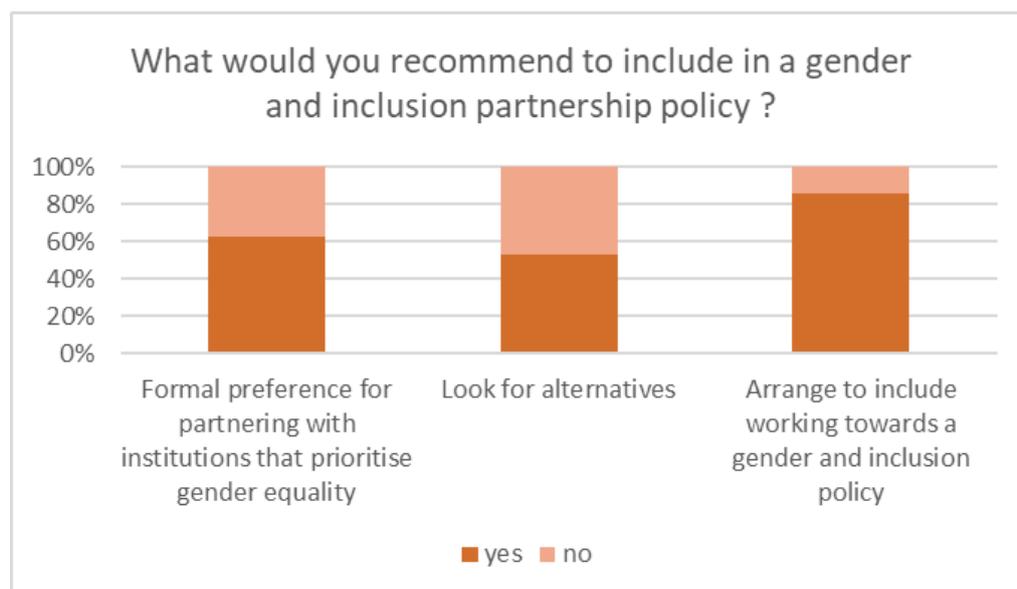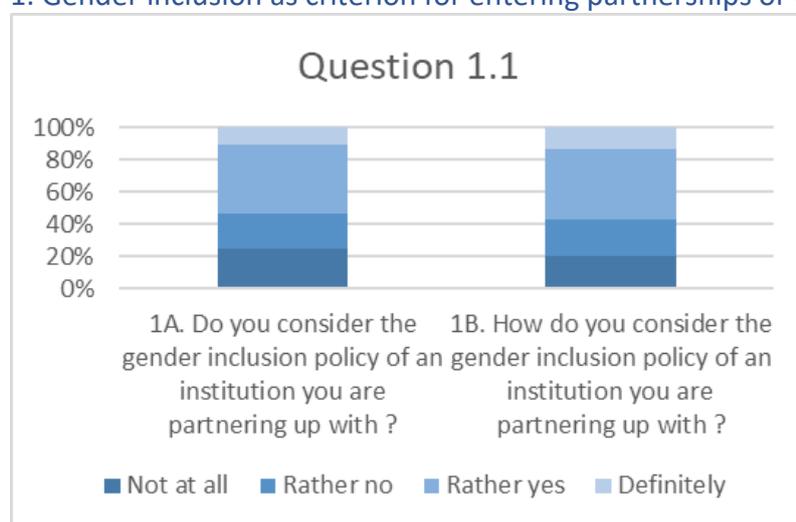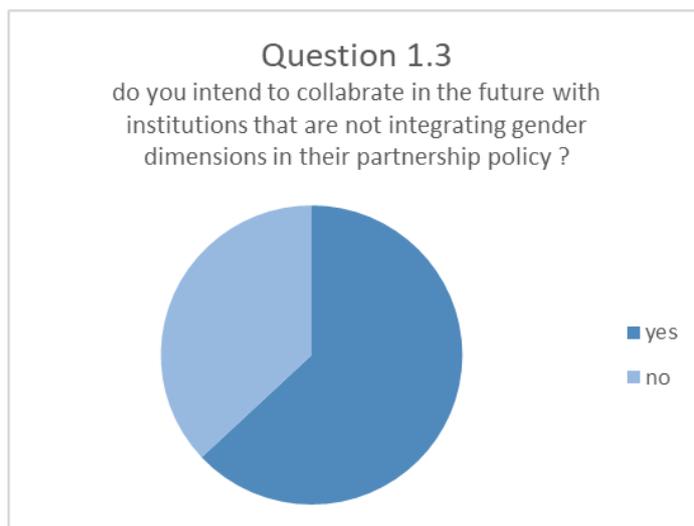
Constraints for including gender dimensions	Current positive practices	Personal attempts to be gender inclusive	Recommendations for including gender in partnerships
"My partners do not feel concerned at all by gender issues, same as the majority of the population of the countries I am working in, at a personal and institutional level. If I choose to work only with persons and institutions that are gender-concerned, I could not work in most African countries." (f)	"Current partnership constitute of women predominantly."	"I try to include an inclusive communication (writing) in the formalisation of agreement (even at high level: French ministry of Research and Higher Education (new research law, …)."	"… is it important to have a minimum % of female workers or participants? I generally am very much opposed to a hard figure. However, in collaborating with some countries it is necessary to get a real involvement of woman. Still, if it leads to the TU Eindhoven policy of only taking female applicants into consideration I would oppose that. I think in a larger programme you could try to get an involvement of new people in the ratio of female/ male students graduating to keep it fair for both female and make people. For employees appointed a long time ago this would be a stupid rule as you cannot undo past appointments and it then

			would result in discrimination of sitting make personnel."
"First we are not an independent agency…. So if we are asked to set up a cooperation with a partner that has no gender policy, we do it. What's more, gender is only secondary. We strive to include it in our cooperations. However, to the best of my knowledge, we have never had a choice between two partners that would offer similar characteristics and gender could be a discriminating criterion between them… When we have a choice, we opt for the best ones according to other criteria (funding capacity, remit, other features of the peer review system than gender: transparency and independence for example). Being faced with another funder who would have an actively discriminating gender policy would be a deal breaker, but this also has never occurred."	"Cifor, one of the Cgiar centres (with whom. Wur has an MoU) makes reference to gender inclusion."	"I work mainly with Brazil. I don't know the formal documents of the institutions I partner up with (it is probable formal documents exist, but that doesn't guarantee implementation…) but I do consider the practices of the institution and encourage women to engage in the research projects I work in."	"In case the institutions I intend to partner with have a formal agreement about gender equality, this is, of course, the easiest way. But institutions may have preferences without having them formalized yet, for any reason it may be, I would include an article about this subject to be taken on board, and monitored, in the partnering processes and agreements. Maybe suggest a kind of follow up on gender equality throughout the collaboration period and contribute to enhancing awareness among all the participants of the partnership, because … it could also be me, my project, my funding instrument, my institution that has not, not enough or insufficiently adapted formal tools."
"A need to be sensitive to local cultures while maintaining own principles."	-	-	-
"In some places you do not have choice of partners"	-	-	-

Table 14

2. Gender-sensitivity of partner as criterion for collaboration (n = 73)
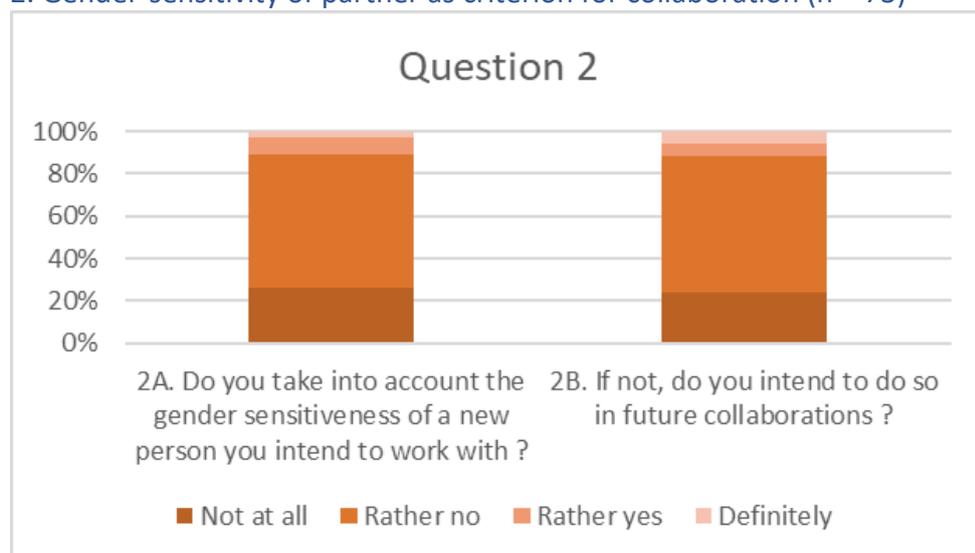
3. Examples of good/bad experiences related to gender and inclusion policies in partnerships or collaborations (n = 68)

Good experiences
Best practices
Many international research partners have more advanced policy in gender that we have
Faced with some bad punctual attitude of punctual individuals in general good collective responses of not tolerating it
Project's governance enhancement
Plus woman responsibilities
Gender sensitive / inclusive institutions established within the framework of my current project in Tunisia
Nuffic makes it part of the project goals, which helps to make it part of the project
Free exchanges with farmers organisations and farmers
Working with a NGO on elaborating weaning foods with a group of women/mothers
All material about partner used inclusive language
Inclusion policy in COST Action projects
Better representation of women
More women recently recruited as researchers and engineers/technicians in our research projects ; lots of female managers at African partners' level.
Strong representation of woman as chair or co-chair or coordinator in the collaborative international programmes I participate in.
In some African countries (Sénégal, Togo, Benin e.g.), partner organisations were ruled by women.
In my collaborations in Madagascar, institutional leadership was often assumed by Women

In all the African countries where I worked, women were considered as much as men, whatever their position, once they had proven their skills in this position. (translated from French)
Suggestions and recommendations
My suggestions in taking gender into account in the proposal evaluation of a funder organisation were included in the evaluation criteria.
The recruitment of young colleagues has a very strong and direct influence on the institution's behavior on a day-to-day basis.
Carrying systematic and thorough investigations of a cooperation when data show an imbalance in the results. bias self tests
Active searching for diverse applicants for vacancies and maintaining equal gender balance in appointments committees
Keeping track of female/male ratio
Willingness to change
Increasing number of female counterparts in negotiations, institutional talks etc.
Willingness to promote female at decision position
Great participation and interest on the part of researchers and technicians in the preparation of proposals for action protocols in gender policies. (translated from Spanish)
Working with an Algerian male colleague who explicitly told me that he does not want to work with women. But he did it anyway, and our collaboration was excellent!
Urgency is felt
Inside a big international project full of sexist male researcher, finding some women to share views can be saving the science
Most projects I work in involve more women than men; the women say they feel more comfortable in project led by women

Table 15

Bad experiences
Experiences with discrimination, racism and sexism
Because I am a woman, African partners in project often believe that I here to work on gender issues or with women only
With some institutions, I faced projects situation with collaboration teams without any feminine colleagues…
I was not able to negotiate scientific cooperation with the research centre director (Vietnam), and was reduced to talk with his wife...
We intended to invite a skilled woman of a UN Organization as chair person of an international event, and her chief (direct hierarchy) refused with poor arguments. He should have felt vexed not having been invited himself, but a woman. His own hierarchy did not condemn his decision, when I highlighted this discriminatory behaviour.
The insistence that we must go for the best - implying that only men are best - which we hear all the time
As a woman, in Cameroon, it is frowned upon to climb a ladder (problematic for some work in experimental fields)

The women take care of the low crops, often food crops, the men take care of the cash crops. Women researchers in agronomy are generally in the fields of the food industry. Women in general take care of the preparation of meals, so the daily tradition often remains the same at work. Some female interns believe that they are not selected because they are women. (translated from French)
Private discussions amongst the male heads for the future of collaborative programmes without the inclusion of the female colleagues.
Poor distribution of speaking time between genders during coordination meetings; the posts of secretaries and accountants still mostly occupied by women.
At the occasion of a kind of Ag-fair conference, participation of a woman colleague, the unique specialist (entomology) in the world was refused, although she received a formal invitation, once the organising board understood she was a female-scientist.
There are still a lot of a priori behaviors that must be corrected, especially among male colleagues
An experience of a partner with implicit yet clear racial bias
In projects I've been involved in with men coordinators, we (me and fellow women) feel that we have to argument every action we want to take and have less freedom to lead innovative actions, whereas similar proposals by men are welcomed by the male coordinators.
I was not allowed by my chief to lead a project i had built, because "I was a too young woman". Feeling that what I say is not considered because I am a woman
Not inclusive institutional practices
Existing policies but without any impact (gender-watching...)
Unequal salary
Resistance on the part of some to give up space or prominence in the dominant hierarchy (translated from Spanish)
failing to harmonize perceptions and practices before the implementation of an action by developing clear guidelines
Quite some time ago, in an EU project, 'gender' was part of the goals, but the team leader did not give it priority, so it created a dilemma for me: to protest might create difficulties for me
gender-bias during implementation of projects
Open bid where you have to recruit an institution from a country which is not considering gender balance
Being the only woman working on the ground with fishermen
almost non-existent representation of women in board
Affirmative action
Tu Eindhoven policy to only appoint woman
Selection of a female agent as a student because she was a woman, while she has no background skills and was not qualified for the course
Over representation of women

Table 16

4. Principles in support of fostering gender equality in collaboration (n = 68)

Legend	Definition of each principle
Interdisciplinarity	Ensuring the argumentation for selection and representation of various disciplinary and cultural backgrounds on equal footing, including gender studies scholars
Difference	Acknowledgement of the interplay of different social and gender normative contexts among partners and addressing them openly to foster equality in collaboration
Recognition	Recognition of every partner's input, values and expectations, including gender issues
Existing inequalities	Acknowledgement of language barriers, access to connectivity services, and other roots of inequalities, including gender inequalities, and providing resources to balance them
Shared values	Focusing shared values on equality, including gender equality to inspire collaboration

5. Partnership preparations for balanced allocations of various types (n = 64)

Question 5:
When you prepare a partnership or collaboration, do you consider the following gender & inclusion dimensions?

6. Partnership preparations for collaborative communication and decision-making (n = 62)

Question 6:
When preparing partnerships and colloborations, do you adopt...?

	Preparations for collaborative working settings
a	an open and inclusive communication style to develop the partnership

b	an inclusive, non-stereotypical and gender[+] sensitive external and internal communication
c	an inclusive style to run meetings (decision making; mutual problem solving; sharing ideas
d	an inclusive style to run workshops (equal time slots for all partners and among stakeholders

7. Preference for partnership activities to reduce inequality (n = 62)

Question 7: Are you favouring partnership activities that …?

8. Fostering inclusive leadership (n = 62)

Question 8:

Bar chart showing three leadership categories on a scale where 1 = not at all; 4 = definitely:

- **facilitate the distribution of leadership roles amongst partners by considering both genders**: Do you do this today? ≈2.9; Would you in the future? ≈3.4; Would you set these up in formal documents? ≈3.3
- **foster to discuss and promote a democratic, open and inclusive leadership style amongst partners**: Do you do this today? ≈3.25; Would you in the future? ≈3.5; Would you set these up in formal documents? ≈3.38
- **provide options to skills development for inclusive leadership role of partners**: Do you do this today? ≈2.7; Would you in the future? ≈3.25; Would you set these up in formal documents? ≈3.2

Legend:
- ■ Do you do this today?
- ■ Would you in the future?
- ■ Would you set these up in formal documents?

9. Preference in indicators to monitor (n = 56)

Question 9: monitoring of framework indicators

Bar chart showing % of respondents for current vs future monitoring across indicators:

- Gender mainstreaming: current ≈52; future ≈59
- Representation: current ≈68; future ≈82
- Equality of partners: current ≈59; future ≈82
- Interdisciplinarity: current ≈66; future ≈75
- Commitment to values: current ≈48; future ≈66
- Communication: current ≈64; future ≈78
- Leadership: current ≈52; future ≈75
- Working environment: current ≈46; future ≈71

Legend:
- ■ % of respondents - current monitoring
- ■ % of respondents - future monitoring

Question 9:
which of the 8 below mentioned indicators would you advise to include in…?

10. Final comments by survey respondents:

Recommendations about gender in international partnerships
I rather see the gender issue as a global issue of power between people than only an issue of relation between men and women, although this is often a key dimension. But in the international context in which I work, mainly with southern countries there is **as serious problems of inequal relationship between researcher from the North and researcher from the South as with young/older researcher and/or between male/female researcher**. This should be regarded thus in a **holistic manner** and not focused on male/female relationships. It definitely should **avoid the pitfalls of formalism** (in communication, of simplified indicators)
I admit **I do not totally believe that formal documents** are the solution to more gender equality, but they probably enhance some equality. I think we need **more training and more women as coordinators** to affirm a new vision of coordination (which can also be assumed by men of course), much more in **a dialogue and collaboration between profiles** (men and women, disciplines, types of representants) and less on following task execution and promoting those who show their "capacities". I also think that the barriers to more women involvement are more **structural** (options of child care) and there is **a need to change vision**: have a post-doc support a young mother so she can continue with her research during the first years, for example.
In my opinion, the term "equality" is not appropriate. **A good balance of the responsibilities of the partners in a project is a good point**. Each partner brings its knowledge and know-how but in different manners and proportions. Thus, the governance of a project should reflect this complex equilibrium, **taking care of the cultural and social diversities**. If **equality means that**

every partner is considered equally, thus I agree with the term. Equality is not a "final condition", it is **a first and mandatory condition to build the partnership and define collectively the right place of each partner in a project**.

Contextual factors
When working within a project with 30 partners from 18 African and European countries, with colleagues from varied cultures, religions, budgets, gender approaches, .. **promoting equity and gender approach needs both diplomacy and conviction**
Partnership is **a complex process with multiple stakeholders**, with different backgrounds and values. The **gender lens is essential**, yet it is exposed to other elements.
The questions were in general very alien to me, it was in general unclear what the answers corresponded to in practice. In my work I do not do much nor reflect a lot on gender issues, as it seems to me that **there are more encompassing postures and values to base my actions on**, that should encompass gender issues and many other. **These values include fairness, equality, focusing on the actions and competences not on the being, transparency, benevolence, efficiency**
NB : A major side comment to several answers I gave would be : **if I had the means (resources & time) to do so**... ;-)
It is essential to take into account : i) **the context specificities**, especially in international partnerships, ii) **the time required for reaching all gender targets even if they seem to be crucial**. Sometimes, there are different types of resistances that might slower down the process.
I don't fully understand the context of this survey. When formulating partnerships or collaborations, **the main focus is on the purpose of the partnership**, be that a research topic, a funding arrangement or a teaching activity. Partners are generally chosen for their ability to contribute to that purpose. If we had to undertake an analysis of each partners' gender inclusivity policies before we made a collaboration or partnership with them it would **greatly hamper our ability to engage in partnerships**. More importantly it would be unlikely to have an impact on gender equality. Organisations do not change their gender equality policies based on whether one other organization will or will not enter into a collaboration/partnership with them.
For politics, networking, collaboration and funding, it might create challenges and decisions that to commit the organisation to collaborate strictly with organisation who do not follow the "indicators".
If something is required by law it should not be specified in an agreement. If you do you implicitly state you do not trust the law and also it looks as if nor all rules of law come before the agreement. Only when you want to agree to something that is specified differently in the law you should indicate this in the agreement. E.g. if in a country woman would be sacked when the give birth to a child as was the case even in NL in the 1950s and 60s, you should specify I the contract of a project that woman keep their jobs when getting a child. So on many things I answered no for inclusion in a formal document because much is arranged in the law already

Table 17

Annex 2: Survey data by gender

Respondent answers by gender

1. Gender inclusion as criterion for entering partnerships or collaborations (n = 73)

Question 1D:

Do you intend to collabrate in the future with institutions that are not integrating gender dimensions in their partnership policy?

■ % yes   ■ % no

| **Constraint mentioned:**	
Female respondents	*Male respondents*
In case the institutions I intend to partner with have a formal agreement about gender equality, this is, of course, the easiest way. But institutions may have preferences without having them formalized yet, for any reason it may be, I would include an article about this subject to be taken on board, and monitored, in the partnering processes and agreements. Maybe suggest a kind of follow up on gender equality throughout the collaboration period and contribute to enhancing awareness among all the participants of the partnership, because ... it could also be me, my project, my funding instrument, my institution that has not, not enough or insufficiently adapted formal tools.	"First we are not an independent agency, we implement the cooperations decided by the French Ministry of research. So if we are asked to set up a cooperation with a partner that has no gender policy, we do it. What's more, gender is only secondary. We strive to include it in our cooperations. However, to the best of my knowledge, we have never had a choice between two partners that would offer similar characteristics and gender could be a discriminating criterion between them. That is only a theoretical case. When we have a choice, we opt for the best ones according to other criteria (funding capacity, remit, other features of the peer review system than gender: transparency and independence for example). Being faced with another funder who would have an actively discriminating gender policy would be a deal breaker, but this also has never occurred."

current partnership constitute of women predominantly	A need to be sensitive to local cultures while maintaining own principles
I try to include an inclusive communication (writing) in the formalisation of agreement (even at high level: French ministry of Research and Higher Education (new research law, ...).	-
I work mainly with Brazil. I don't know the formal documents of the institutions I partner up with (it is probable formal documents exist, but that doesn't guarantee implementation...) but I do consider the practices of the institution and encourage women to engage in the research projects I work in.	-
My partners do not feel concerned at all by gender issues, same as the majority of the population of the countries I am working in, at a personal and institutional level. If I choose to work only with persons and institutions that are gender-concerned, I could not work in most African countries.	-
In some places you do not have choice of partners	-
Cifor, one of the Cgiar centres (with whom. Wur has an Mou makes reference to gender inclusion	-

Table 18

2. Gender-sensitivity of partner as criterion for collaboration (n = 73)
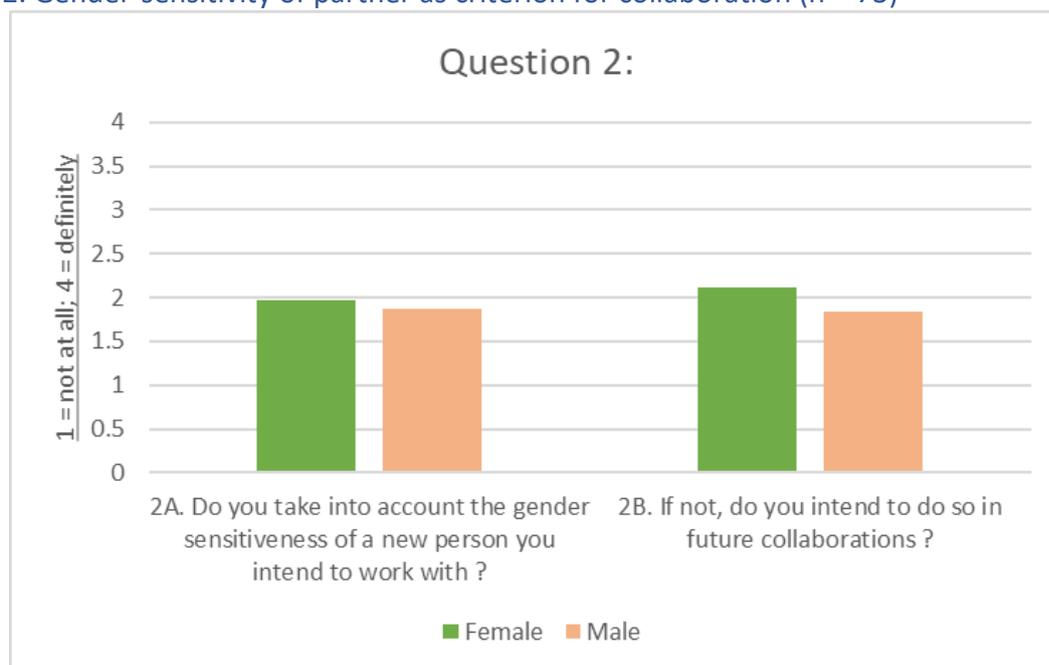
Question 2:

(y-axis label: 1 = not at all; 4 = definitely)

2A. Do you take into account the gender sensitiveness of a new person you intend to work with ?

2B. If not, do you intend to do so in future collaborations ?

■ Female ■ Male

3. Examples of good/bad experiences related to gender and inclusion policies in partnerships or collaborations (n = 68)

For a full overview of all responses given, see Annex 1

4. Principles in support of fostering gender equality in collaboration (n = 68)

Legend	Definition of each principle
Interdisciplinarity	Ensuring the argumentation for selection and representation of various disciplinary and cultural backgrounds on equal footing, including gender studies scholars
Difference	Acknowledgement of the interplay of different social and gender normative contexts among partners and addressing them openly to foster equality in collaboration
Recognition	Recognition of every partner's input, values and expectations, including gender issues
Existing inequalities	Acknowledgement of language barriers, access to connectivity services, and other roots of inequalities, including gender inequalities, and providing resources to balance them
Shared values	Focusing shared values on equality, including gender equality to inspire collaboration

Question 4:
When you are preparing a potential partnership or collaboration, do you include the below principles along with gender equality?

5. Partnership preparations for balanced allocations of various types (n = 64)

Question 5:
When you prepare a partnership or collaboration, do you consider the following gender & inclusion dimensions ?

6. Partnership preparations for collaborative communication and decision-making (n = 62)

	Preparations for collaborative working settings
a	an open and inclusive communication style to develop the partnership
b	an inclusive, non-stereotypical and gender$^+$ sensitive external and internal communication
c	an inclusive style to run meetings (decision making; mutual problem solving; sharing ideas
d	an inclusive style to run workshops (equal time slots for all partners and among stakeholders

7. Preference for partnership activities to reduce inequality (n = 62)

Question 7:
Are you favouring partnership activities that …?

8. Fostering inclusive leadership (n = 62)

Question 8:

9. Preference in indicators to monitor (n = 56)

Question 9.1:

Legend:
- female % of respondents who currently monitor
- female % of respondents who would monitor in the future
- male % of respondents who currently monitor
- male % of respondents who would monitor in the future

Question 9.2:
which of the 8 indicators would you advise to include in…?

Categories: Gender mainstreaming, Representation, Equality of partners, Interdisciplinarity, Commitment, Communication, Leadership, Working Environment (each with Female and Male)

Legend:
- Formal programme or project agreements
- Institutional gender and inclusion policy

Annex 3: Survey data - CIRAD respondents

Profile CIRAD respondents by gender

Gender	Count of respondents	%
Female	31	53.45
Male	25	43.10
I rather don't say	2	3.45
Total	58	100

Table 19

Partners and documentation in partnerships

CIRAD – main partners	Funding
International organization / centre	28
Ministry or governmental organization	25
Private sectors (firms)	15
National research centre	9
NGO or civil society organization	8
Professional organization	8
Regional organization / centre	8
University	3
Others	3
Training centre	0

CIRAD – main partners	Teaching
University	29
National research centre	15
Professional organization	10
NGO or civil society organization	8
International organization / centre	7
Regional organization / centre	7
Training centre	7
Ministry or governmental organization	4
Private sectors (firms)	4
Others	1

CIRAD – main partners	Research
National research centre	46
University	44
International organization / centre	43
Regional organization / centre	34
NGO or civil society organization	27
Private sector (firms)	26
Professional organization	25
Ministry or governmental organization	21
Training centre	7
Others	4

Table 20-22

CIRAD **Documents including or appropriate to elaborate on the gender dimension in partnerships**	Research	Teaching	Funding
Institutional level			
Consortium agreement	27	5	15
Institutional policy	21	5	10
Memorandum of understanding	10	2	8
Other	4	2	2
Project level			
Consortium agreement	6	1	3
Grant agreement	31	5	16
Training agreement	4	1	4
Other	9	3	3
Individual level			
Invited professor/research status (LT)	9	2	0
International joint doctorate agreement	8	2	1
Doctorate charter	10	4	1
Short-term mobility in	6	1	4
Short-term mobility out	5	1	4
Other	8	1	2

Table 23

Respondents about gender in institutional policy and collaborative agreements

1. Gender inclusion as criterion for entering partnerships or collaborations (n = 45)

Question 1.2:
What would you recommend to include in a gender and inclusion partnership policy ?

A stacked bar chart with y-axis from 0% to 100% in 10% increments, showing "yes" (dark) and "no" (light) responses for three categories:
- Formal preference for partnering with institutions that prioritise gender equality: approximately 51% yes
- Look for alternatives: approximately 53% yes
- Arrange to include working towards a gender and inclusion policy: approximately 82% yes

Legend: ■ yes ■ no

Question 1.3:
Do you intend to collabrate in the future with institutions that are not integrating gender dimensions in their partnership policy?

A pie chart showing approximately two-thirds "yes" (dark) and one-third "no" (light).

Legend: ■ yes ■ no

2. Gender-sensitivity of partner as criterion for collaboration (n = 45)

4. Principles in support of fostering gender equality in collaboration (n = 43)

5. Partnership preparations for balanced allocations of various types (n = 40)

Question 5:
When you prepare a partnership or collaboration, do you consider the following gender & inclusion dimensions ?

6. Partnership preparations for collaborative communication and decision-making (n = 39)

Question 6:
When preparing partnerships and colloborations, do you adopt ?

Legend	
a	an open and inclusive communication style to develop the partnership
b	an inclusive, non steteotypical and gender⁺ sensitive external and internal communication
c	an inclusive style to run meetings (decision making; mutual problem solving; sharing ideas
d	an inclusive style to run workshops (equal time slots for all partners and among stakeholders

7. Preference for partnership activities to reduce inequality (n = 34)

Question 7:
Are you favouring partnership activities that ...?

Legend: Today, Future, Formal documentation

8. Fostering inclusive leadership (n = 34)

Question 8:

Bar chart with y-axis labeled "1 = not at all; 4 = definitely" ranging from 0 to 4.

Categories:
- facilitate the distribution of leadership roles amongst partners by considering both genders
- foster to discuss and promote a democratic, open and inclusive leadership style amongst partners
- provide options to skills development for inclusive leadership role of partners

Legend: ■ Do you do this today? ■ Would you in the future? ■ Would you set these up in formal documents?

9. Preference in indicators to monitor (n = 34)

Question 9.1:
monitoring of framework indicators

Bar chart with y-axis ranging from 0 to 100.

Categories: Gender mainstreaming, Representation, Equality of partners, Interdisciplinarity, Commitment to values, Communication, Leadership, Working environment

Legend: ■ % of respondents who currently monitor   ■ % of respondents who would monitor in the future

Question 9.2:
which of the 8 below mentioned indicators would you advise to include in...?

Annex 4: Survey data - Non-CIRAD respondents (6 other institutions)

Partners and documentation in partnerships

Non-CIRAD partners – **main partners**	Funding
Ministry or governmental organization	20
International organization / centre	16
Private sectors (firms)	12
National research centre	11
University	11
Regional organization / centre	8
NGO or civil society organization	7
Others	4
Professional organization	3
Training centre	2

Non-CIRAD partners – **main partners**	Teaching
University	16
National research centre	10
Training centre	10
Professional organization	9
International organization / centre	9
Regional organization / centre	7
NGO or civil society organization	5
Ministry or governmental organization	5
Private sectors (firms)	4
Others	0

| Non-CIRAD partners – **main partners**	Research
University	28
National research centre	27
International organization / centre	27
Regional organization / centre	22
Private sectors (firms)	18
NGO or civil society organization	16
Ministry or governmental organization	12
Professional organization	10
Training centre	8
Others	1

Table 24-26

Non-CIRAD partners **Documents including or appropriate to elaborate on the gender dimension in partnerships**	Research	Teaching	Funding
Institutional level			
Consortium agreement	18	2	7
Institutional policy	17	6	5
Memorandum of understanding	13	5	5
Other	2	1	3
Project level			
Consortium agreement	0	0	0
Grant agreement	16	4	9
Training agreement	6	7	3
Other	2	1	2
Individual level			
Invited professor/research status (LT)	13	7	5
International joint doctorate agreement	7	3	4
Doctorate charter	5	2	3
Short-term mobility in	7	5	3
Short-term mobility out	8	6	3
Other	2	0	0

Table 27

Respondents about gender in institutional policy and collaborative agreements

1. Gender inclusion as criterion for entering partnerships or collaborations (n = 28)
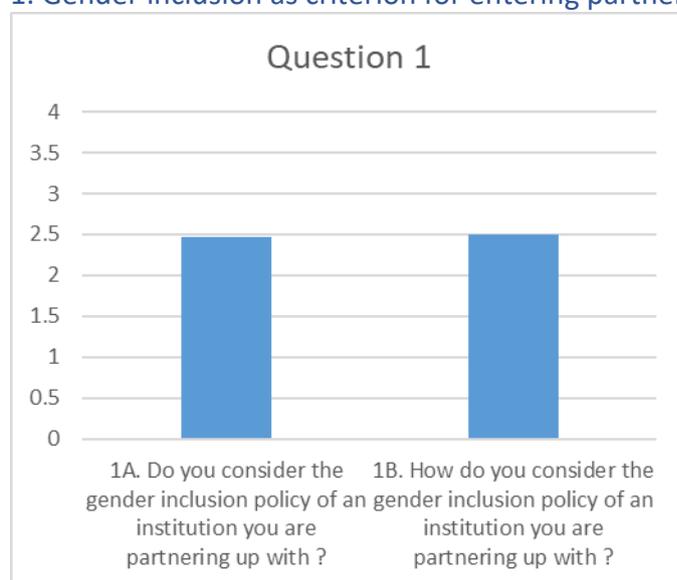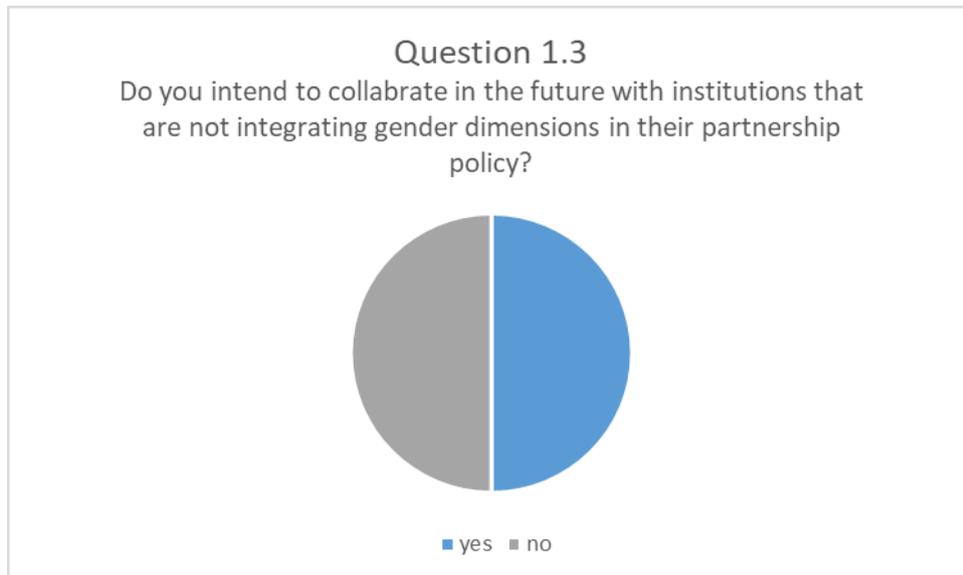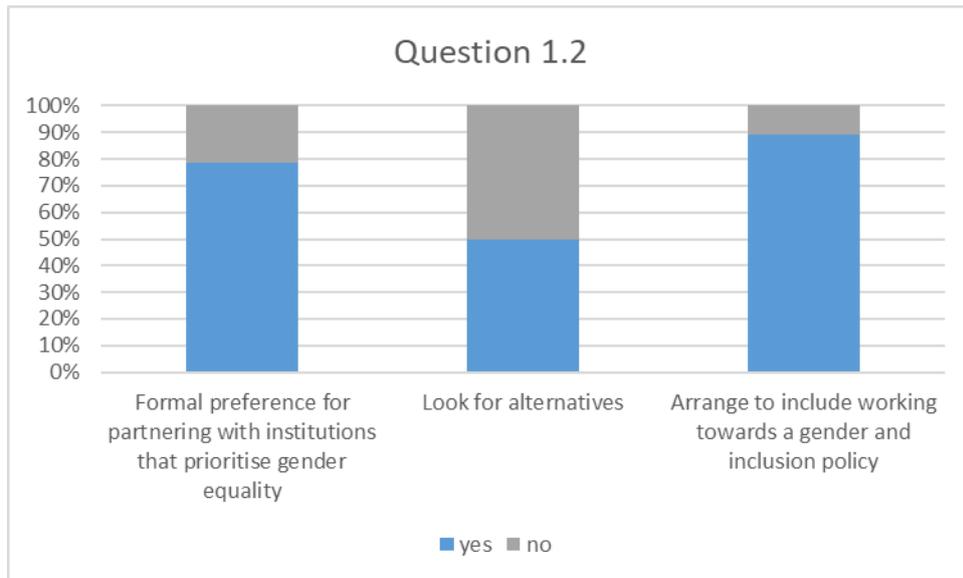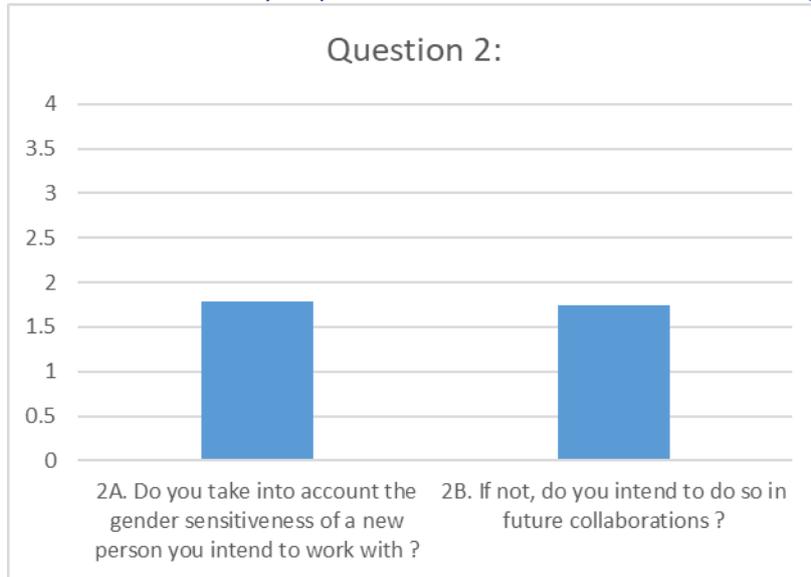
Question 1.2

Question 1.3
Do you intend to collabrate in the future with institutions that are not integrating gender dimensions in their partnership policy?

2. Gender-sensitivity of partner as criterion for collaboration (n = 28)

Question 2:

4. Principles in support of fostering gender equality in collaboration (n = 24)

Question 4:
When you are preparing a potential partnership or collaboration, do you include the below principles along with gender equality?
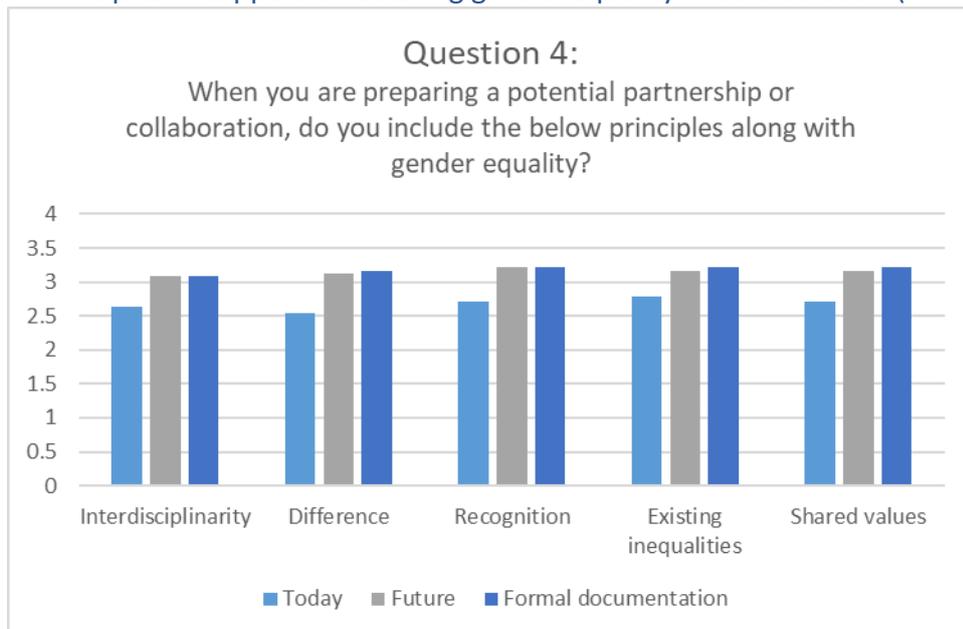
5. Partnership preparations for balanced allocations of various types (n = 23)
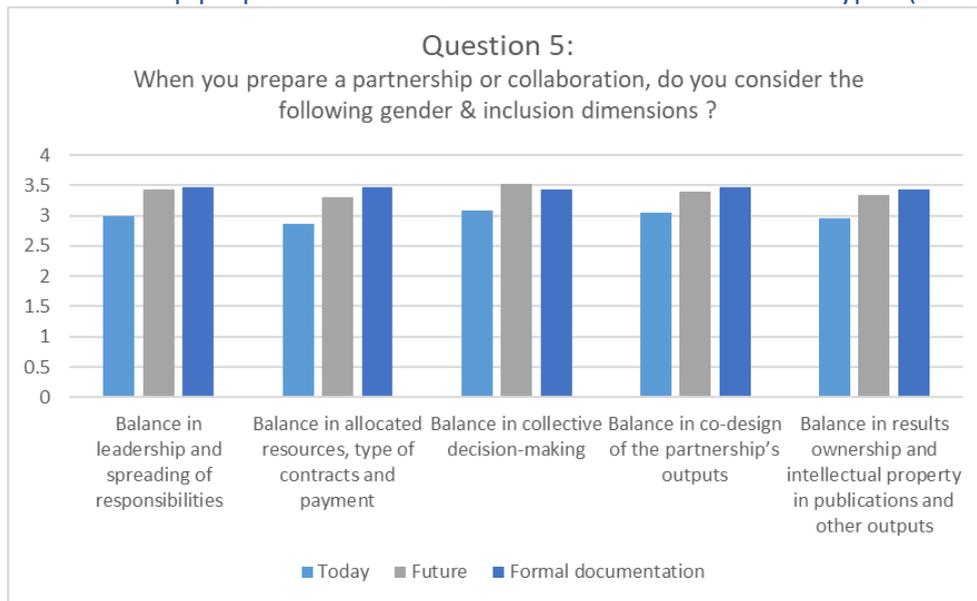
6. Partnership preparations for collaborative communication and decision-making (n = 22)

Legend	
a	an open and inclusive communication style to develop the partnership
b	an inclusive, non steteotypical and gender+ sensitive external and internal communication
c	an inclusive style to run meetings (decision making; mutual problem solving; sharing ideas
d	an inclusive style to run workshops (equal time slots for all partners and among stakeholders

7. Preference for partnership activities to reduce inequality (n = 22)

Question 7:
Are you favouring partnership activities that …?

Categories:
- foster mutual respect for each of the partners' collaborators in position, input and recognition, especially with regard to gender
- address any specific lack of competencies, input or resources of each of the partners' collaborators and to suggest and help providing those for them, especially when related to gender disparities

Legend: ■ Today   ■ Future   ■ Formal documentation

8. Fostering inclusive leadership (n = 22)

Question 8:

Categories:
- facilitate the distribution of leadership roles amongst partners by considering both genders
- foster to discuss and promote a democratic, open and inclusive leadership style amongst partners
- provide options to skills development for inclusive leadership role of partners

Legend: ■ Do you do this today?   ■ Would you in the future?
■ Would you set these up in formal documents?

9. Preference in indicators to monitor (n = 22)

Question 9.1:

Bars for categories: Gender mainstreaming, Representation, Equality of partners, Interdisciplinarity, Commitment to values, Communication, Leadership, Working environment

Legend: ■ % of respondents - current monitoring   ■ % of respondents - future monitoring

Question 9.2:
Which of the 8 below mentioned indicators would you advise to include in...?

Bars for categories: Gender mainstreaming, Representation, Equality of Partners, Interdisciplinarity, Commitment to values, Communication, Leadership, Working environment

Legend: ■ Formal programme or project agreements   ■ Institutional gender and inclusion policy