'Science Management of Agriculture and Life Sciences, including Research and Teaching — 'Gender-SMART'
[Agreement nº 824546]

D.3.3. Good practices in supporting stakeholder mobilisation at all institutional levels.

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List of Acronyms

ANR	Agence Nationale pour la Recherche (FR)
CICYTEX	Centro de Investigaciones Científicas y Tecnológicas de Extremadura (ES)
CIHEAM	Centro Internazionale de Altistudi Agronomici Mediterranei (IT)
CIRAD	Center de coopération International en Recherche Agronomique pour le Développement (FR)
CUT	Cyprus University of Technology (CY)
GE	Gender Equality
HE	Higher Education
ISAS	Institute of Sociology of the Academy of Sciences of the Czech Republic (CZ)
RFO	Research Funding Organization
RPO	Research Performing Organization
Teagasc	Agriculture and food development authority (IE)
WP	Work Package
WUR	Wageningen University (NL)
YW	Yellow Window (BE)

Glossary

SEX refers to the biologically determined characteristics. Sex is globally understood as the classification of living beings as male, female, or intersex. (based on EC 2014)

GENDER refers to the social construction of women and men, of femininity and masculinity, which varies in time and place, and between cultures. (EC 2014)

GENDER RELATIONS are the ways in which a society defines rights, responsibilities and the identities of men and women in relation to one another. Gender relations are based on power and negotiations, and gender roles are closely linked, influencing the definition and development of one another. (FAO 2012)

GENDER NORMS refer to the gender dimensions of social norms, or the societal expectations of how men and women ought to behave in their everyday affairs. Social norms also "structure social interactions in ways that allow social actors to gain the benefits of joint activity. And they determine in significant ways the distribution of the benefits of social life" (Petesch et al. 2018, with reference to Knight and Ensminger 1998).

GENDER[+] DIMENSION or INTERSECTIONALITY acknowledges the heterogeneity among women, among men and among non-binary genders by examining the gender dimension as intersecting with other social dimensions to which binary and hierarchical social values are attached as to gender. Examples of such dimensions intersecting with the sex/gender dimension are age/generation, class/wealth, race/ethnicity, geographical location (e.g. urban/rural), religion, civic status, sexual orientation, health status. Identities, relations and institutional structures often reflect the value loaded attributions and internalisations to these dimensions which possibly complicate and aggravate gender inequalities.

GENDER EQUALITY refers to the situation where individuals of all sexes are free to develop their personal abilities and make choices without the limitations imposed by strict gender roles or norms. The different behaviours, aspirations and needs of women and men are considered, valued and favoured equally. (based on EC 2014)

EMPOWERMENT refers to the access to resources and development of personal capacities to be able to participate actively in shaping one's own life and that of the community in economic, social and political terms. (EC 1998)

EQUAL OPPORTUNITY indicates the absence of barriers to economic, political and social participation on the grounds of sex, often intersecting with other socially made distinctions. Such barriers are often indirect, difficult to discern and caused by structural phenomena and social representations that have proved particularly resistant to change. Equal opportunities, which is founded on the rationale that a whole range of actions are necessary to redress deep-seated sex and gender-based as well as other inequities, should be distinguished from equal treatment, which merely implies avoiding direct discrimination (Based on EC 2014).

GENDER EQUITY articulates that women and men have different needs and power and that these differences should be identified and addressed in a manner that rectifies the imbalances between the sexes. This may include equal treatment, or treatment that is different but considered equivalent in terms of rights, benefits, obligations and opportunities. Though often used interchangeably, especially policy makers stress that equality and equity are two very distinct concepts. Therefore the term should be used with caution to ensure it is not masking a reluctance to speak more openly about discrimination and inequality (based on EIGE website glossary).

GENDER-SENSITIVE and GENDER-RESPONSIVE refer to approaches that encompass the understanding and consideration of socio-cultural factors underlying sex-based discrimination (gender-sensitivity), as well as taking actions to overcome gender biases in order to improve gender equality (gender-responsiveness). (EIGE 2019) Some differentiate between these approaches on whether it is questioned and addressed how to overcome gender biases and reduce gender inequalities more in-depth or structurally (e.g., EIGE ↔ UNESCO).

GENDER MAINSTREAMING refers to the systematic integration of equal opportunities for women and men into the organization and its culture and into all programmes, policies and practices; into ways of seeing and doing(EC, 2000).

MONITORING and EVALUATION (M&E) refers to the continuous assessment of programmatic implementation in relation to agreed schedules and of the use of inputs, infrastructure, and services, and its periodic assessment of the relevance, performance, efficiency, and impact (expected and unexpected) in relation to stated objectives. (based on WB 2012)

Table of Contents

1. Introduction

This section outlines the objectives of the Gender-SMART project, the purpose of this document, Deliverable 3.3, and the structure of the report.

1.1   Objectives of Gender-SMART

The overall aim, and first objective, of the Gender-SMART project is to develop and implement a tailormade Gender Equality Plan in each of the participating Research Performing Organisations (RPOs) and Research Funding Organisations (RFOs). Each Gender Equality Plan will be designed around four challenges:

- Building a gender equality culture;
- Developing equal career support measures;
- Reshaping decision-making and governance;
- Integrating gender in funding, research and teaching.

The second objective of the project is to initiate change within the partner organisations that will have a long-lasting impact. The Gender Equality Plans (GEPs) will be co-designed with key internal stakeholders and the agreed actions will be implemented during the four-year project delivering change beyond the project duration.

The third objective is to disseminate and share lessons learned and good practices among the partners, both within, and beyond, the academic world, as well as on a global level beyond the scope of the current project.

1.2   Purpose and development of Deliverable 3.3

Work package 3 aims to build a gender equality culture within each of the partner organisations. A key part of the development of an equal culture is challenging gender biases and stereotypes and tackling sexism in management and communication. The purpose of Deliverable 3.3 is to provide good practices to the partners and to the public in supporting stakeholder mobilisation at all institutional levels. The goal of this Deliverable is to provide to the public good practices on how to mobilise stakeholders, that will be useful in the development and implementation of their Gender Equality Plans, gender equality values and to direct them to relevant resources.

All Gender-SMART partners contributed to the development of this document. The structure of the report and the literature review were drafted by the task leader, CUT, and circulated to all partners for their input with the good practices implemented at their institutions. A template was provided for them to fill (Annex 1) and, based on the input, comments and feedback received, the report was reviewed and edited by CUT and Teagasc.

2. Definition of good practices & criteria for their assessment

2.1   Definition of good practices

According to EIGE, a good practice is "any experience or initiative with techniques, methods or approaches that produce effects and results coherent with the definition of gender mainstreaming." Upon evaluation, good practices demonstrate success at producing impact, which is effective in delivering gender mainstreaming as a transformative strategy. Such practices are therefore worthy of

being disseminated for use in other organisational contexts (Good practices in gender mainstreaming, EIGE, 2011). It is important to note that good practices represent an available solution to a specific problem in the light of the available resources and working environment in the given context.

According to EIGE (2011), examples of good practices in gender mainstreaming should document:

1) How gender-equality concerns were made central to policymaking, legislation, resource allocation, planning, implementation, monitoring, and evaluation of projects and programmes;
2) How gender-equality concerns were made central to the project and programme planning, implementation, monitoring, and evaluation; and
3) The transforming influence of incorporating and/or embracing gender mainstreaming into objectives, strategies, activities, and outcomes that lead to gender equality.

A good practice should have a long-term impact that corresponds to the gender-mainstreaming goals. As a result of employing such methods, organisations should be able to enhance institutional policies toward gender equality, and it is critical to document these incremental advances (Good practices in gender mainstreaming (EIGE, 2011)).

2.2 Criteria for assessing good practices

According to the study of good practices by EIGE (2011) a guiding principle for developing a working definition of good practices was delivered. Practices which **work well in a particular organisation** and can be replicated in other contexts (i.e. they are **transferable**) and/ or provide a valuable **learning experience** might be considered to be good practices. In addition, if such practices are **embedded within the wider gender mainstreaming strategy** and have provided **achievement in terms of gender equality** then they are considered good.

2.2.1 Works well

In order for a good practice in gender mainstreaming to be assessed as **working well**, the practice should have produced an observable and demonstrable result upon being operational for a significant period of time.

In order for a practice to be classified as working well, it should reflect engagement in three broad domains (EIGE, 2011):

1. It should promote a positive change of access to goods, services, status, decision-making and opportunities within an organisation;
2. It should actively involve groups within an organisation that are instrumental for producing outcomes (those who are responsible for policymaking at all levels, those who are responsible for the organisation of work, etc.);
3. It should orchestrate and/or correspond to wider organisational conditions and environments, which systematically integrate gender equality across the intervention phases, through the means of accountability, transparency and incentive mechanisms.

Regarding the characteristics of the practices that are working well within an organisation, the practice would have objectives that are:

(a) **Relevant**: Consistent with respective gender-mainstreaming strategy priorities
(b) **Efficient**: Take into account available resources and the given context of national and/or international policy. The initiative would be conducive to potentiating and increasing gender equality in the immediate, medium or long term as an effect of the initiative undertaken.
(c) **Sustainable**: It would create conditions to ensure the continuation or permanence of the practice itself and/or transformation toward better policies and gender equality as a result of the practice, even after the intervention has ended.

2.2.2 Transferability

A good practice is considered transferable when it has the ability to be reproduced in other contexts. The conditions and constitutive aspects of a transferable good practice would have to be outlined and documented. This aspect must explicitly present the tangible features of the good practice that were reapplied to another context (EIGE, 2011).

Assessing the transferability of a good practice requires (EIGE, 2011):
(a) An actual replication or spin-off effects to other target groups and sectors; (The possibility that it can be replicated within other organisations, groups or sectors)
(b) Identifying and documenting factors producing the success of the initiative and main obstacles to overcome; (Clearly identifiable factors which have produced the success of the initiative and the possible obstacles or resistances that may need to be overcome in order for the practice to be successful;
(c) Identifying and documenting both the potential and the constraints of various practices in respect of moving forward.

2.2.3 Learning potential

Learning potential refers to good practices that generate learning and valuable lessons and provide innovative examples that are relevant for future dissemination and transferability in other contexts. These practices should provide insight, in the shape of knowledge and/or concepts that can be used to develop new thinking around gender equality and gender mainstreaming. They should inspire new actions or changes to existing actions, even when it was not feasible to transfer a particular practice.

Assessing the learning potential of an initiative requires identification of the particular conditions and/or features that enable the gender-conscious initiative to achieve noteworthy results.

3. Stakeholder mobilisation (at all institutional levels)

Stakeholder mobilisation is one of the primary principles in achieving institutional change within an organisation. Stakeholders' involvement, which depends on the stakeholder profile, will create a sense of belonging that will help in overcoming obstacles and resistances throughout the process at all levels (GEAR Action Toolbox: Engaging Stakeholders).

3.1 Stakeholders and stakeholders' role

Stakeholders are undeniably a key component in the success or demise of projects. Stakeholders span from low to high level stakeholders, and a wide selection of stakeholders from low to high level is required to achieve institutional transformation.

A stakeholder is an individual or group that may influence or is influenced by the result of a certain action, process, or project, either favourably or adversely (Cabanero-Verzosa et al., 2014). Stakeholder commitment, participation, and mobilisation at all institutional levels is critical for overcoming resistance and guaranteeing success in gender sensitive management and gender equality, in general (GEAR Action Toolbox: Engaging Stakeholders).

The top, middle and bottom-line management are the institutional levels, which will be discussed in this section in order to mobilise each group and achieve institutional change.

Definition of Top Management

Members of senior management are the players in charge of controlling the organisation and making decisions. As a result, they are valuable allies in implementing the specified fundamental ideals for gender equality. They can be rector or chancellor at higher education institutions, and head of the board or director in research organisations. They have decision-making authority and are critical allies in the establishment and implementation of a GEP (GEAR Action Toolbox). Those in positions of such power are in charge of directing and monitoring the entire organisation.

Definition of Middle Management

The actors who are in charge of the day-to-day management of the organisation's departments, including faculty deans, heads of departments or directors of services, are considered the middle management stakeholders (GEAR Action Toolbox). Middle management is defined as the intermediate position between the top management and bottom line (junior/front line/basic-level/team leaders) (Floyd & Wooldridge, 1997; Huy, 2011; Mantere, 2008). They are responsible for controlling and running the organisation, rather than making decisions about how it operates. Middle managers also bear responsibility for executing organisational business plans in conformance with the company's policies and the objectives of the top management (Mantere 2008; Harding et al. 2014).

Definition of Bottom-Line Management / Team leaders

The lower-level managers are the first line of managers as they feature at the base of operations. They are therefore essential personnel that communicate the fundamental problems of the firm or organisation to the higher levels. (Floyd & Wooldridge, 1997; Huy, 2011; Mantere, 2008). Team leaders ensure discipline and efficiency amongst operational staff within the organisation.

Change agents

Every organisational change, whether large or small, requires one or more change agents. A change agent is defined as anyone who has the skill and power to stimulate, facilitate, and coordinate the change effort. The success of any change effort depends heavily on the quality and workability of the relationship between the change agent and the key decision makers within the organisation. Change agents may be external or internal (Lunenburg, 2019).

Picture 1: Visualisation of the key stakeholders
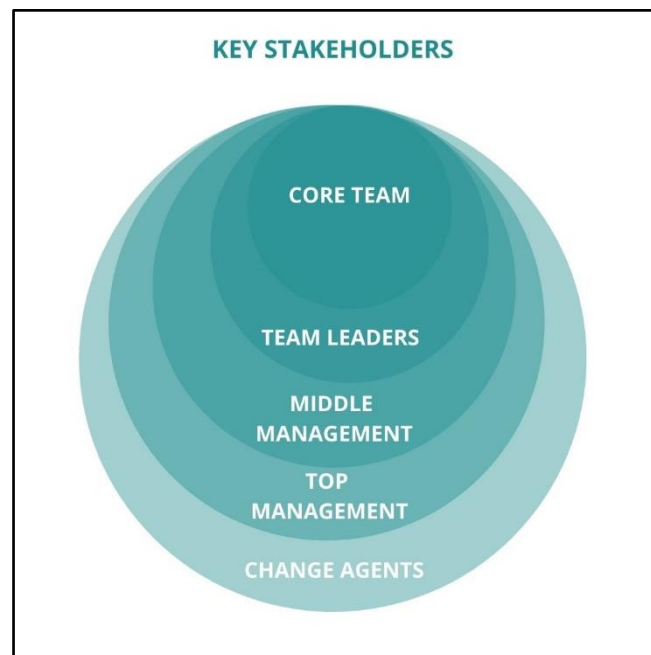
3.2 Stakeholder mobilisation

Mobilisation is the initial process of getting stakeholders interested and aware of the concept of participation and all that it entails. Mobilisation includes a variety of activities, both internal and external, such us distribution of information, collecting information and assessment of the situation. Mobilisation also means getting those with varying interests or concerns involved in the initiative and facilitating a positive attitude amongst the stakeholders towards a common goal (Cabanero-Verzosa et al., 2014).

The first phase in the stakeholders' engagement process is to define the fundamental goals that the organisation wishes to achieve, the challenges that must be addressed, and the stakeholders who must be prioritised in the engagement process (Jeffery, 2019). It is critical to identify the various types of stakeholder mobilisation, as this will aid in determining the optimal approach to employ for engaging the various actors and promoting the (appropriation of the) results. The second step entails understanding the goals and requirements of stakeholders, as detailed in section 3.2.1.

3.2.1 Stakeholder analysis

Stakeholder analysis is the process of exploring and understanding stakeholder interests, opinions, attitudes and behaviour, which might affect the outcome of reform. It is considered the first step before the action of mobilisation of the stakeholders. It is a mapping tool that enables us to gain a deeper understanding of stakeholder positions, perceptions and underlying motivations of key actors. (Cabanero-Verzosa et al., 2014).

According to the ImpresS ex ante "Approach for building ex ante impact pathways" by CIRAD, as a first step for stakeholders' intervention (mobilisation) the main question that should be identified is what

outcomes we want the stakeholders to achieve and/or change. The intervention could take the form of changes in the practices of behaviours of various stakeholders (Blundo Canto et al., 2018).

In order to understand better how the desired change can be achieved, some questions must be asked that pertain to the **stakeholders' roles and attitudes concerning their mobilisation** (Blundo Canto et al., 2018):
- What is each stakeholder's specific role in the production of outcomes? What is the actor's likely influence?
- How does the production of outcomes affect each actor?
- What is the expected reaction of the actor to the proposed solution?

For each type of stakeholder (team leaders, middle, top management and change agents) an answer to the questions above should be obtained, especially in respect of the major stakeholders (Blundo Canto et al., 2018). **In addition, it's important to identify the major changes in knowledge, capacities, attitudes and interaction/relationships between the stakeholders which are needed to produce the expected results.**

According to the same approach by CIRAD, it is a matter of asking, for each intended outcome, **what changes are necessary and desirable for the stakeholders in order to be mobilised.** The questions that could be asked as part of this stage are (Blundo Canto et al., 2018):
- To address the core problem/issue, which stakeholder should do things differently to achieve the desired impacts?
- What changes are needed in the stakeholders' practices and behaviour to help solve the problem and achieve the desired impacts?

Stakeholders' analysis, as mentioned in this section, is an in-depth look at stakeholder group interests (how stakeholders will be affected; what do we expect from them; what motivates them). The answers to these questions will then provide the basis from which to build stakeholders engagement and a mobilisation strategy. The analysis and mapping will help clarify the motivations of different actors and the ways in which they might be able to influence the project.

3.3 Stakeholders mobilisation strategy and good practices

After identifying the key stakeholders (section 3.1) and completing the stakeholders' analysis (section 3.2), we need to understand that there are several strategic methods, tools and good practices, that can be employed to mobilise the different stakeholders.

Mobilising stakeholders, in general, means that they first need to be well informed about the objectives, values, milestones, progress and how they can contribute to a broader discussion on challenges and targets. In order to engage stakeholders, it is paramount that they know the gender equality objectives and the initiatives being undertaken (Jeffery, 2009). Therefore, internal communication and visibility are crucial. Applying good practice principles is important to achieve the mobilisation of stakeholders at all institutional levels. Stakeholders' mobilisation and participation aims at improving decision-making during the planning, design and implementation of objectives and processes (Jeffery, 2009; Cabanero-Verzosa et al., 2014).

As different levels and types of stakeholders exists, their mobilisation may take various forms. The motivation of the stakeholder entering dialogue and participation may be different (Jeffery, 2009). Building trust is a crucial part of meaningful engagement, resulting in information being shared both ways and communication becoming an enabler, not a barrier. A significant willingness from both parties to understand the other's viewpoint is developed and the ability to find commonalities is enhanced (Jeffery, 2009).

A good practice on mobilising stakeholders in general means that they first need to be well informed about the goals, their objectives, the values and how they (stakeholders) can contribute (Henjy, et al. 2017). The stakeholders need to be provided with meaningful information in a format language that is readily understandable and tailored to the stakeholder group. It's also important to ensure the accessibility of information, by thinking through how stakeholders will most readily receive and comprehend the information (Henjy, et al. 2017).

Stakeholders' engagement can take the form of workshops, seminars, trainings or meetings to identify barriers to gender equality, to communicate understanding and awareness of gender equality, to agree actions to promote gender equality and to bring about buy-in and commitment by top level and middle management to gender-sensitive management. Specifically for middle management, managers set an example by reinforcing gender equality principles and guidelines. Middle managers are responsible for redirecting needs and concerns through bottom-up communication; through their networking abilities and the exchange of good practices with peers at a similar management level across different structures of the organisations. Therefore, creating a feeling of ownership is key to engaging stakeholders in the work towards structural change for gender equality (GEAR Action Toolbox: Engaging Stakeholders).

4. Good practices for in supporting stakeholder mobilisation at all institutional levels by Gender SMART Partners

During the Thematic Meeting of Work Package 3 in Cyprus, the partners worked on strategizing their steps for stakeholders' mobilisation, with the support of the External Advisor Board Member, Anna Koukkides Procopiou. During that stage, the partners conducted the stakeholder's analysis (3.2.1) and identified their stakeholders' needs and necessary conditions in order to be mobilised.

This section aims to present the good practices chosen from the Gender-SMART Partners, addressed to the different stakeholder levels. The section is divided into 4 parts:
   a. Good practices addressed to the bottom management;
   b. Good practices addressed to the middle management;
   c. Good practices addressed to the top management; and
   d. Good practices addressed to more than one level of stakeholders.

For each practice, there's an overview of its description, goals and main outcomes, details for the stakeholders group(s) that was mobilised (in addition to specific numbers) and more. The template in Annex 1 was shared among the Gender-SMART partners to collect information for the good practices they have been implementing during Gender-SMART Project.

Stakeholders Group: Bottom Management

Empowering Leadership Skills Training for Female Staff (Leading from Within Programme)	
Host Institution	Teagasc, Ireland
Type of intervention	Training / Network
Brief Description & Goals	The self-development leadership programme, called 'Leading from Within', has as its purpose the empowerment of women in Teagasc to apply for more leadership and decision-making roles. The main objectives of the programme were to: ● Create a network for female staff; ● Build the confidence levels of female staff; ● Create awareness around career development goals; ● Provide tools for female staff to develop and succeed on their career journey. The programme, which takes place over 4 days and is tailored to the needs of Teagasc employees, focuses on self-leadership and not strategic leadership. The participants of the programme are given career strategies and tools. The development of this programme had the aim of improving gender equality and representation in leadership and decision-making roles in Teagasc. The rationale behind this practice was the recognition within Teagasc that there was very low female representation at the middle and senior levels of the organisation. Developing empowering leadership skills training for female staff was intended to redress the gender imbalance.
Mobilised Group of Stakeholders	Bottom Management & Team Leaders The main stakeholders involved were women at the lower levels of the organisation, who may have management responsibilities within their team or department, and who showed the potential to progress in Teagasc. Over 80 members of female staff participated in the programme and networking events, up to the point where restrictions were introduced due to the Covid-19 pandemic. The course did not run during the pandemic, however it was opened up again for expressions of interest in late 2021. 50 more women completed the programme in May and July of 2022.
Outcome	The overall expected outcome of the programme was a higher number of female staff applying for senior roles, to increase the number of female role models in Teagasc and, ultimately, to improve gender in decision-making. The roll-out of this programme has had a positive impact in Teagasc and female staff have been provided with the skills and tools to set their career goals, identify their unique selling point and operate successfully in a sector that is quite male orientated. The fact that the training was customised for the needs of Teagasc employees was a factor in its success, as was the fact that it was focused on self-leadership, rather than strategic leadership. A powerful network of female staff has been developed as a result of the good practice.

	With regard to other concrete results, which may be partly attributed to the success of the Leading from Within programme, the numbers of female staff in senior positions have increased from 12% in 2018 to 22% in 2022. After the conclusion of the programme, support circles were set up by participants, which led to a more formal lean-in circle methodology being prepared by the Gender-SMART team in mid-2021. There are now four lean-in circles operating in Teagasc and the participants are supporting each other through mentoring, supporting and peer-to-peer learning. This initiative was shared with all Teagasc staff as part of its International Women's Day celebrations in 2022.
Good practice Criteria: **Works Well** **Transferability** **Learning Potential**	This practice has worked well in Teagasc, for the following reasons: (a) It has resulted in positive change in terms of women seeking out opportunities within the organisation. It has also been a factor in increasing the numbers of women applying for more senior decision-making roles, thereby addressing the gender disparity at senior levels. (b) The practice has actively involved female staff within Teagasc that may not previously have had access to leadership training. Many of these women hold important positions within their department and may be team leaders, meaning they are responsible for the delivery of work and achievement of targets and KPIs; (c) The course had the support of senior management from the outset and the course was designed specifically for Teagasc employees, meaning that the wider organisational conditions and environment were taken into consideration. The practice is transferable in circumstances where it has the support of top management within the organisation, and where there are sufficient resources to outsource the training to professional executive coaches or a company specialising in providing leadership training to women. The main factor that produced the success of this practice was the enthusiasm and engagement of the women selected to take part in the programme. This was a unique opportunity for them, which they fully embraced. In terms of potential constraints that might be faced in the case of duplication of this practice, resistance may be encountered in duplicating this practice because it is empowering leadership skills training solely for women within the organisation. Male staff members may claim that this is discriminatory and seek similar training. The other obstacles that may be encountered could be budgetary constraints or a lack of support from senior management. Most aspects of the programme worked well as it contributed to improving the gender balance and female representation at more senior levels of the organisation. The programme played a part in changing the culture in Teagasc and mainstreaming gender issues. Teagasc discovered very early on during the Covid-19 pandemic that the programme does not work in virtual or remote format. It was therefore put on hold during the pandemic, as some of the main benefits of participating in the programme are the personal interactions and networking opportunities, which simply cannot be replicated online. The main recommendations for adopting this practice would be: ● Seek the support of senior management at an early stage.

	- Take sufficient time to design and customise the programme, in accordance with your particular organisation. - Outsource the training to a suitably qualified provider. - Provide plenty of support and encouragement for those partaking in the programme. - Critically assess the programme after the pilot has been concluded, in order to see where it needs to be changed or improved - The HR Department should follow and track the development of participants in the programme.
Contact Person	Emma Fogarty, Gender-SMART Project Coordinator **emma.fogarty@tegasc.ie**

Campaign "Gender Term of The Week"	
Host Institution	CIHEAM Bari, Italy
Type of intervention	Awareness Campaign
Brief Description & Goals	The Campaign "Gender Term of the Week" was intended to raise awareness of gender-sensitive terms and related content. The aim was to help staff members understand their role as change-agents within the organisation. The campaign was officially announced by the Gender-SMART project Team leader during the seminar 'Gender and Climate', delivered by the technical partner (Yellow Window) to the Master of Science students and project stakeholders. Every Monday, for 20 consecutive weeks, a gender term, with its explanation from authoritative literature resources, was selected and posted on the boards near the lecture halls and at the entrance of the main building. The term was also published with an accompanying message on all CIHEAM Bari's social media and Alumni platform.
Mobilised Group of Stakeholders	Bottom Management A total of 15 staff members from low management, notably from the Education and Communication areas, were invited to proactively participate in the campaign activities while the main target group included about 80 MSc students currently at the Institute. The initiative reached out to a larger number of alumni and followers on social media.
Outcome	The main expected impact of the practice is to foster ownership of a gender-sensitive culture to help the target groups, including CIHEAM Bari's students get on board for the process towards the advancement of gender equality. The campaign had a great response and received great attention both from people in the Organisation (with comments, feedback and questions) and online as indicated by social media analytics. Furthermore, a video is being produced from the campaign to be shown during relevant institutional events.

Good practice Criteria: <u>**Works Well & Learning Potential**</u> <u>**Transferability**</u>	The campaign has worked well because of the involvement of stakeholders in the preparatory activities of the campaign (sharing of terms selected by the Core Team and exchange of views before their publication). Their engagement was a success factor in spreading knowledge about promotion of equality in scientific careers, gender balance in decision-making processes and governing bodies, and integration of the gender dimension in contents of research and innovation. This practice is transferable and can be replicated in any language. It was decided to hold the campaign in English because CIHEAM Bari is an international organisation and to reach out to CIHEAM Bari's students who come from different Mediterranean countries.
Contact Persons	Elvira Lapedota, Gender-SMART Core Team lapedota@iamb.it Marina Marini, Gender-SMART Core Team marini@iamb.it

PhD Course "Critical Gender Studies in the Life Sciences Domain"

Host Institution	Wageningen University, The Netherlands
Type of intervention	Gender PhD course
Brief Description & Goals	After the announcement of the start of the Gender-SMART project, a PhD student took the initiative to organise a meeting with fellow PhD students and interested staff for discussing the start of a PhD gender course. There was no PhD gender course available in Wageningen nor any other PhD course to address feminist approaches and theories in research and the way a gender+ or feminist lens would open up new aspects in research, its impacts and processes of knowledge production. The shared goal or objective was to fill this gap and provide such a PhD gender course in Wageningen, addressing feminist approaches and theories in research. In several meetings, the contents were formulated and one of the staff took the initiative to coordinate a cohesive course, with lots of input and discussions with students regarding the course materials and the various angles and perspectives. The coordinator coupled staff with themes and she herself designed working group sessions to guide the overall learning process. The course description was articulated as follows: "Today, research in the life sciences done to support sustainable development is increasingly interdisciplinary and demands better understanding of roles of gender and other differences, such as race and colonial history. This course directly enables participants to develop, operationalize and integrate a critical gender framework into their own research. The manner in which participants work gender into their own research may then be independently replicated in integrating other relevant concerns.' This course 'Critical Gender Studies in Life Sciences Domains' provides relevant examples and case studies to examine gender+ in the life sciences domains historically, as well as both in the global South and the global North. Each module uses critical gender studies as an entry point and extend gender to other intersecting diverse dimensions of inequality, such as race, ethnicity, social class, generation, religion, and nationality. The course covers: ● Introduction to Critical Gender/Feminist Studies in the Life Sciences

	- Historical perspective on and development of Critical Gender / Feminist Studies - Overview of key concepts: e.g., gender, intersectionality, queering / thinking beyond binary, decolonization, self-reflexivity - Feminist epistemologies in Science and Technology Studies - Feminist political ecology - Feminism and social justice - Decolonizing development This course has a set up that is highly interactive and learner-centred. It combines short lectures with group-based learning activity, discussion and presentation. Each session includes reading, lecture, discussion, participants' presentation and writing a short paper. Participants are also required to prepare a reflection paper.
Mobilised Group of Stakeholders	Bottom Line & PhD Students
Outcome	As the course was started by PhD students, the expectation was that they would advertise amongst themselves. Though we started with a small number of students (now three times 5-7 students), the students are highly appreciative of the course. The course was offered for the third time this year, and next year it will be enlarged and also made accessible for MSc students. It is expected that the course will be part of the standard PhD courses.
Good practice Criteria: <u>Works Well & Learning Potential</u>	The initiative came from a group of PhD students who inspired staff to contribute and work hard towards its effectuation. Nevertheless, having a staff member step up as coordinator to deal with all practical details has been very decisive as well. Finally, the graduate school approved also because the initiative came from students. The support of Gender-SMART, which was officially signed by the top management, indirectly strengthened students, staff and the graduate school to move beyond some fragmented individual actions and profile themselves together in this way. Embracing the initiative did help to get it started. The team is now working on making the course part of the standard courses that are recommended to, and selected by, a wider group of PhD students. This way, the sustainability of this practice will be secured. Making it more visible and available to advanced MSc students is part of the strategy. This course would be complemented with a more hands-on one focus on how to apply newly gained insights in life sciences domain research projects. Such a course would attract more life sciences domain students by elaborating on gendered[+] contexts, stakeholders, and impacts, who then might become interested in more in-depth exploration afterwards.
<u>Transferability</u>	The practice is transferable to institutions that do have some expertise but are not as profiled and structured in formal collaborations yet. The initiative of the PhD student was very timely and ventured in a reasonably new and safe environment with the start of the Gender-SMART project. The availability of some staff who were confident to embrace and elaborate on such an initiative has proved to be decisive. The success is also dependent on the operational conditions and room for manoeuvre in starting a new PhD course within graduate school frameworks.

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Stakeholders Group: Middle Management

Mentoring Programme	
Host Institution	Teagasc, Ireland
Type of intervention	Mentoring Programme / Training / Network
Brief Description & Goals	The purpose of the Teagasc Mentoring Programme is to create learning and development opportunities for sharing knowledge and experience, which will enhance the participants' professional development. The following activities were required to commence the programme: • Development of Mentoring Framework by Working Group • Gender-proof the framework in terms of different impacts on men and women • Communication to the organisation of the launch of the programme • Mentees and Mentors complete Expression of Interest forms • Gender balanced recruitment of mentors and mentees • Matching process took place • Training for mentors and mentees • Informal review by Working Group within six weeks of the commencement of the programme • Group networking event • Review took place at the end of the 9-month pilot programme. The rationale behind this practice was the fact that the lack of formal mentoring arose as a major issue when Teagasc carried out staff consultation workshops in 2018 and 2019 and during the Gender-SMART audit phase. There was clearly a requirement for a formal mentoring programme to be introduced in Teagasc.
Mobilised Group of Stakeholders	Middle Management Stakeholders at all levels of the organisation were involved, however the main cohort of participants was middle management. They were mobilised by a call for expressions of interest to be submitted on our internal communications platform. The mentors were at top management or the upper levels of middle management and the mentees were at the lower levels. An equal number of men and women were involved in the programme. After the matching process had taken place between mentors and mentees, the process was participatory in that the mentees and mentors managed their own meeting schedule and agendas for the monthly meetings. Comprehensive training was provided to both mentors and mentees separately at the start of the programme and this certainly facilitated the success of the practice. Although the programme was open to males and females, gender considerations were taken into account to ensure that there were no barriers to participation by women. Overall, in the pilot of the programme, there were 24 stakeholders (12 mentors and 12 mentees).
Outcome	The expected impact of the programme was improved career development for

	participants and improved organisational performance.
	It was also hoped and expected that the introduction of a mentoring programme in the organisation would contribute to an increase in the numbers of women applying for more senior and higher level positions and a shift towards more women taking up leadership and decision-making roles in Teagasc.
	The mentoring programme has had a positive impact in Teagasc as participants were empowered to seek out other opportunities within the organisation and it facilitated the development of networks amongst participants outside of their own department or programme.
	There has been an increase in women in senior and decision-making roles from 12% in 2018 to 22% in 2022. While it is difficult to measure its precise impact, the Mentoring Programme has been a factor in this increase.
	Participants provided feedback on the programme and reported an increase in confidence levels, the benefits of having a more experienced person familiar with the culture of Teagasc to advise on career options and identifying tools to work on and improve weaknesses, amongst other insights. Overall, engaging in the Mentoring Programme was a very positive experience for mentors and mentees.

Good practice Criteria:
Works Well
 	
Transferability
 	
Learning Potential
	The practice has worked well in Teagasc, for the following reasons:
	  a. It is clear from the End Review of the Mentoring Programme that it expanded both the subjective and objective range of choices available to men and women, both personally and in terms of their career options;
	  b. The mentors held more senior decision-making roles within the organisation and therefore their contributions and feedback were invaluable for the mentees, who may not have had direct access to these people under normal circumstances;
	  c. The practice had the support of senior and top management, which ensured that sufficient resources were allocated to the programme.
	
	In order to reproduce the practice, it is necessary to have the support of top management and sufficient budgetary resources.
	
	The running of this programme was outsourced to external consultants with expertise in the area. An abundance of eLearning and reference materials were made available to participants, such as an online handbook, templates for meetings and action plans/personal development plans. Furthermore, a full review of the pilot programme took place on completion and the lessons learned were helpful in tweaking future programmes.
	
	In terms of the potential constraints that might be faced in the case of duplication of this practice, budgetary constraints could be encountered, particularly if the programme does not have the support of top management. Some challenges were also encountered in the matching process in trying to ensure suitable pairings between mentors and mentees.
	
	One of the recommendations of the pilot programme received was that the mentees' line managers should agree to the time commitment involved in advance and support their staff member's participation in the programme.
	Some of the recommendations from the pilot programme are:
	  ● The mentees should come with clear objectives at the start of the programme, which will make it easier to set the agenda.
	  ● Mentees should prepare sufficiently for meetings with mentor.

	• Mentors and mentees should follow the recommended structure in setting agendas and using the templates
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Practical strategies for communication and institutional documents in the workplace	
Host Institution	CIHEAM Bari, Italy
Type of intervention	Training and Capacity-building
Brief Description & Goals	The goal of this practice was to stimulate a change regarding the way people express themselves at work to promote ownership of a culture focused on equality and its inherent values. This path started with two webinars: the first was delivered by an eminent Italian Sociolinguist on the use of inclusive Italian language (Vera Gheno, 'Che genere di italiano? Riflessioni per un uso della lingua privo di -ismi') and the second by a Language and Translation expert (Ruben Vitiello, 'Linguaggio inclusivo: strategie pratiche di sopravvivenza'). These activities were preliminary to the elaboration of a short practical guide on written and oral communication in Italian titled: 'Usare un linguaggio rispettoso delle differenze di genere al CIHEAM Bari'.
Mobilised Group of Stakeholders	Middle management The two webinars were open to a number of selected staff members from middle management and Gender-SMART stakeholders who were proactively involved in a discussion and in hands-on activities. A total of 80 staff members from middle management and Gender-SMART stakeholders were invited to attend the webinars. Prior to the publication of the Guide in CIHEAM Bari's website, the document was presented to a wider audience at a monthly programming meeting open to the whole personnel.
Outcome	This guide was designed to share some theoretical concepts, the main strategies available for communicating respectfully in Italian, various examples of use, and a selection of external references to explore in greater depth. These activities and the resulting guide were welcomed by all participants. The guide was also published in a digital format in CIHEAM Bari's website in the specific section 'CIHEAM Bari 4 Gender' Usare un linguaggio_CIHEAM Bari rev11 (iamb.it).

Good practice Criteria: **Works Well** **Transferability**	This practice has worked well at CIHEAM Bari for the following reasons: 1) For the first time an open dialogue was proposed on a topic (Gender-sensitive language) never addressed before and beyond the main areas of interest of the Organisation; 2) The stakeholders involved felt themselves empowered because they were encouraged to play an active role during the webinars; 3) Thanks to a participatory approach, the stakeholders could provide further feedback during the elaboration of the guide to better adjust the Guide content to the communication needs of the Organisation.
Learning Potential	The Guide was presented by CIHEAM Bari's director to the CIHEAM's Governing Board meeting as a practice to be replicated by the other Institutes in their national language. Once finalised, they will all be included in the CIHEAM's corporate website, available for transfer to any other organisation Taking stock of communication in the workplace, focusing on real needs and drawing on expert advice to gain useful insights are key recommendations for those who intend to adopt and replicate such a practice.
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Targeted actors' dialogue workshop	
Host Institution	CIRAD, France
Type of intervention	Workshop / Training
Brief Description & Goals	CIRAD has introduced several institutional tools such as guides for inclusive behaviours, charter for inclusive communication etc. To ensure their operationalization and effective daily use, a series of Dialogue Workshops were introduced to adapt and evolve the tools, based on the specific needs of targeted actors. The main activities carried out were the dialogue workshops. The objectives of the dialogue workshops are: ● To inform and raise awareness on the GEP of our institution, the activities undertaken and results obtained within Gender- SMART; ● To discuss the role of the targeted actors' group to actively contribute to the implementation of the GEP, the operationalisation of tools/ procedures established within the project and steer change; ● To identify the needs of the targeted actors' group (in terms of knowledge, tools, support services etc.) to steer change. The expected results were: ● To initiate a dialogue with the targeted actors' group, sustainable over time; ● To elaborate a specific Action plan (linked to our GEP) for working with the targeted actors' group in particular. The rationale of this practice was the fact that the impact pathway applied to CIRAD's Gender Equality Plan highlighted some missing links in and between actions to reach the targeted outcomes and impacts. This revealed as such the need to organise dialogue workshops with specific actors. Middle management appeared to be the

	first priority in terms of actors.
Mobilised Group of Stakeholders	Middle Management

The main stakeholders involved were:
- Gender-SMART Core team members for the facilitation of the workshop,
- Top management representatives (research strategy and human resources): for expressing institutional support/importance of GE subject through introductory speech and concluding remarks and also facilitation of theme (access to managerial positions),
- Middle managers of research units as participants (targeted actors' group).

Middle Management was the main focus group, which is primarily composed of men. Overall, 16 participants as middle managers participated, split over the 2 sessions; 6 women and 10 men; 2 top managers (same during the 2 sessions); and 4 core team members (same during the 2 sessions). |
| **Outcome** | The workshops allowed for constructive discussions in a relaxed and pleasant atmosphere. Awareness of the important role of Middle Managers was raised amongst participants, as well as on the results and activities taken within Gender-SMART. There were also testimonies of female managers on their specific difficulties that raised awareness amongst men on how behaviours may be perceived and experienced differently amongst men and women.

The impact of this practice was to create awareness, identify specific needs and actions to work with the middle managers, and initiate a dialogue to be pursued over time.

As a concrete result, a middle management specific action plan was designed and linked to the actions of the Gender Equality Plan. |
| **Good practice Criteria: Works Well** | The particular practice worked well because:
1. Interesting discussions facilitated the identification of actions;
2. Awareness raised on the problems and importance of addressing gender equality,
3. Awareness raised on the important role of Middle Management;
4. Information session on the Gender-SMART project and the results obtained.

The engagement and contribution of the middle managers was active, constructive and pleasant. There was a willingness to contribute and engage. Overall, the participants were willing to have team specific actions and a plan for interventions/actions at team level.

There may be some room for improvement in the approach chosen. It was noticed that there were difficulties in sticking/guiding discussions with the participants in relation to the specific theme. Also, differences were noticed in the way discussions were guided for the different themes, which led as such to different outcomes. E.g., for the theme on access to managerial positions, discussions tended to be more general on the problems encountered in our institution and not guided by the 3 questions we initially identified. |
| **Transferability** | The practice is transferable and easily adopted. Actor-specific dialogues are recommended to raise awareness on the role the specific actor may play and develop a customised action plan to enrich the impact pathway of your generic GEP.

The major limiting factor for transferability may be time constraints. The limited time of the middle managers is an important constraint and sessions need to be planned |

Learning Potential	well in advance. In addition, an important tip is to limit the scope of the themes to be addressed to allow effective dialogues. You may also have to restrain the theme/subject to be discussed,. E.g. for the discussion on Work/Life balance we focused on the content of the Guide for W/L balance elaborated within the project. The factors that contributed to the success of this practice were that: ● Sessions well planned in advance; ● Invitation to the session endorsed / sent by top management (institutional support for this initiative); ● Active participation of top manager representative. ● Creating a constructive and pleasant atmosphere ;no blaming nor judging attitudes; ● Reflect well on the themes to be discussed: avoid themes that are too large in order to be able to have «operational» discussions. The constraints faced were: ● Time constraints: Lack of availability of middle managers, who typically have many diverse demands, as well as urgent situations to attend to. Covid has also played a major role in pushing back the organisation of this type of session. ● Requirement for physical presence: Physical presence really contributes to a constructive dialogue and a pleasant atmosphere. Some of the recommendations from the pilot programme are: - Plan sessions well in advance; - Organise sessions in the early stage of GEP implementation; - Physical presence over online meetings; - Adopt participatory approach, rely on tools and methods to make discussions lively and pleasant.
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Stakeholders Group: Top Management

Developing Gender and Diversity Values for Teagasc	
Host Institution	Teagasc, Ireland
Type of intervention	Workshop / Training
Brief Description & Goals	An audit of existing value statements was carried out in Teagasc in 2019 to assess the values with respect to gender equality. While the organisational values and statements, as set out in the Teagasc Statement of Strategy 2017-2020, described the type of culture and behaviours expected across the organisation, they did not include any gender-specific content or gender dimension. The development of gender values for Teagasc aimed to rectify the position. This practice consisted of two internal workshops for senior managers (and some middle managers), whereby a participatory approach was used to design our core gender and diversity values and accompanying behavioural statements.
Mobilised Group of Stakeholders	Top Management

	The main stakeholders were top and senior management in Teagasc. Prior to the workshops, a brief stakeholder analysis was carried out to identify the key influencers and power holders within Teagasc and who should be invited to participate in the practice. The senior managers identified represented the main organisational divisions in Teagasc and those members of top and senior management were invited to attend the Gender-SMART culture and values workshop. These stakeholders participated in two workshops to identify core gender and diversity values for Teagasc. Their levels of engagement were high as they were required to work in groups and contribute to the workshops. In total, 27 people (21 men, 6 women) were invited to participate in the culture and values workshops. Due to work commitments, a number of senior managers were unavailable to attend and declined the invitation. There was however representation from across the three Teagasc Directorates and the final number in attendance was 14.
Outcome	The expected impact of the practice, including the workshops, was to: ● Reflect on the culture within Teagasc and to examine and discuss it from a gender perspective; ● Identify gender and diversity values which would set the direction of the Teagasc Gender Equality Plan; ● Provide an opportunity to discuss and identify challenges and opportunities for gender equality activities in Teagasc. It was hoped that this practice would raise awareness of gender equality in Teagasc and that there would be an organisational shift towards becoming more inclusive and gender-balanced. This good practice has had a positive impact in embedding gender and diversity values in the culture of Teagasc and creating a more equal workplace. As a result, a gender and diversity values logo was designed in order to better communicate the core values. This logo is clear and easily recognised and now appears on all of our corporate communications and recruitment documentation, as well as our public website. The expected outcomes of the practice have been met, as it has facilitated an assessment of the culture and the core gender and diversity values have been identified. They have been widely communicated by way of a gender and diversity values logo, which can be immediately recognised and represents the importance attributed to gender equality and diversity in Teagasc. The format of the first workshop followed the storyboard approach and the participants were divided into three groups. Each group was given a cultural web template to complete and was asked to consider and discuss each element of the cultural web from their perspective and experience in Teagasc. The second part of the workshop focused on developing gender equality values for Teagasc. The participants were divided into two groups and asked to brainstorm answers/ ideas as to what gender equality means for Teagasc, in the context of its organisational culture. The ideas were then clustered into headings and associated descriptions, which became the draft gender and diversity values and behavioural statements for Teagasc.

Good practice Criteria: **Works Well**	The practice has worked well, for the following reasons: a. it has produced a positive outcome, which is a tangible culture change in the organisation towards inclusion and gender balance. It has also contributed towards an increase in the numbers of women in leadership and decision-making roles; b. the development of the core gender and diversity values involved the key senior managers who make all of the high level decisions in the organisation; c. the practice was conducive to increasing gender equality in the medium to long term, as the core gender and diversity values became more widely communicated. Furthermore, the practice produced results using the minimum amount of resources. The participatory aspect of the practice worked well as it gave a sense that staff had contributed to the development of the gender and diversity values, rather than the values being imposed by top management. On the other hand, there was not sufficient time allocated to the gender perspective of the cultural web. It is important that adequate time is set aside in order for this practice to be successful. This practice is certainly transferable and can be reproduced in other organisations outside the project to develop suitable gender values.
Transferability	The conditions under which this practice is transferable are not difficult to replicate. It merely requires the identification of key stakeholders who are agreeable to attending a defined number of workshops in order to identify and define gender and diversity values, which are specific to that organisation.
Learning Potential	The results of the culture and values audit carried out in Teagasc prior to the commencement of the practice made it very clear that the value statements describing the culture of Teagasc did not include any gender dimension. The audit also revealed that all of the symbols and stories associated with the organisation were very male dominated and did not include any female representation. There was a realisation on the part of senior management that there was a need to change the narrative. There may be resistance from some staff who may argue that developing gender and diversity values will not produce any tangible results and is a waste of time and resources. To ensure buy-in and commitment to this practice (and other gender equality activities) it is critical to ensure that top management are involved and are supportive. This may present a challenge in terms of their availability. The main method for monitoring the implementation of the gender values is visibility and awareness, i.e., tracking and monitoring where the gender values logo is used/placed and monitoring staff awareness of the gender values, which is not easy to measure. The recommendations/conclusions for adopting the practice are: - Carry out a thorough audit of the culture and existing value statements of the organisation. This is the first step to ensuring the support of top management in developing gender and diversity values for the organisation. - Make the development of the values a participatory learning and action approach and use a variety of different techniques to brainstorm ideas on

	the meaning of gender equality, e.g., the cultural web, the lotus blossom technique, clustering, voting and ranking. - Ensure sufficient time is dedicated to the process of defining the organisation's core gender and diversity values and accompanying behavioural statements. - Communicate the values often to ensure that they are embedded in the culture of the organisation.
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Sessions "Finding Answers Together"	
Host Institution	Wageningen University, The Netherlands
Type of intervention	Network / Working Sessions/ Co-creation Sessions
Brief Description & Goals	Two sessions have been included in the series of sessions with the top management. The aim was to increase the understanding and engagement of the WUR top managers, as well as to gain useful input to integrate in the development of the first Action plan and the recent Gender Equality Plan. The aim of the Sessions "Finding Answers Together" (60 minutes) is to bring together the top management to address how to implement aspects of the WUR strategic planning, as well as upcoming strategic questions for WUR policy. Transparency and inclusion achieved by keeping registration and participation open to all WUR staff interested. Such an organised way of regular gathering allows timing of discussions and sharing considerations with others who want to participate. It practically allowed us to interact about WUR gender+ equality policies with the highest management, apart from approval procedures, for which they usually have limited time and availability. Two sessions were organised with the support of officers in charge. Both started with a 10-15 minute introduction of the Gender-SMART project and the issues to be addressed. Then breakout groups discussed one of these and reported back to the plenary. The following questions were raised, coupled with challenges from the audits we did: 1. How to achieve continuous growth and movement of women across all salary scales? 2. How do we give content and value to the requirement to address 'gender' in research proposals? 3. How can we share and incorporate our Gender SMART good practices across WUR? The following questions for the 4 Break out groups of Education (curriculum and course contents & didactics); Research (programming & research design / proposal writing); HRM / social care system (recruitment, careers, W-L Balance, social safety) and Integrative approach (institutional change & strategic management), were raised in the second session:

	- What gender[+] change did YOU observe / experience? - What do YOU envision to advance & consolidate? - What kind of support do YOU need?
Mobilised Group of Stakeholders	Top Management Both sessions had participation of 2/3 of the Executive Board, about 10 of the highest management and a mix of chairholders, officers, and others of mostly middle management staff up to a total of 35-40 persons.
Outcome	The main outcomes of the practice are that the top management shows a progressive understanding, less questioning of the importance of issues presented, and increased engagement in suggesting actions to advance the efforts and impact. Examples are: - a progressive understanding of the range of aspects to cover in the GEP, beyond HRM recruitment and career support - increased engagement with good suggestions; less questioning of the importance of topics covered - increased preparedness to roll out a training strategy for all staff - increased awareness of the potential of research to identify barriers and how to tackle them best. The FAT sessions are meant to be open to those who want to participate and share ideas. The consequence is that immediate concrete decisions or actions are the results of the discussions. It is up to us to follow up and refer to what has been shared and concluded. This is supportive to open dialogue 'without strings attached' but this can also end up as lip-service when not followed up. Another positive outcome is that it has certainly widened the circle of managers and staff who are informed and engaged, and the informal setting does strengthen the supportive voices, if heard and credited in such a session.
Good practice Criteria: <u>**Works Well**</u> <u>**Transferability**</u> <u>**Learning Potential**</u>	It needs to be realized that such an activity can support engagement but not in-depth learning about what we actually mean, do and would see as appropriate to pursue. It is important to ask for input on headlines and translate and connect these to actions and plans in a convincing way. In that sense, it works well if you are able to include and execute more specifics in line with the overall support expressed. This practice is transferable in a context where managers are willing to share and listen to all levels of staff around important strategic institutional questions. The agreement made was that: - one of the officers would coordinate subjects, frequency in timing and the set-up of each session with proper announcements, registration and reporting - all top managers are planned into the timing and are expected to participate. Timing and formulating what questions you want to bring forward needs some learning and fine-tuning to get the best out of it. This also concerns how it is communicated in advance and in a report. Since it is an established series, it has a certain standardization that enables participation and results, but it also can limit in introducing other approaches.
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Addressed to more than one level of stakeholders

Communication Plan for the International Day of Women and Girls in Science	
Host Institution	ANR, France
Type of intervention	Awareness Campaign
Brief Description & Goals	The objectives of this practice are to encourage girls and women to invest in sciences and also to respond to the call of proposals as principal investigator. This can be done by systematically using February 11 to communicate on gender submission and selection data, to highlight women funded by the Agency or taking part at the evaluation process as committee chair. The activities that took place were: • Collection of women in science portraits started in 2017 and is enriched every year and published on February 11 • Sex disaggregated submission and selection data analysis document published every year on ANR website on February 11 since 2017.
Mobilised Group of Stakeholders	Top Management & Middle Management The main stakeholders of this practice are: (1) CEO and head of the communication department, (2) Top management, (3) Communication team (4) Gender equality team and (5) middle manager and agents
Outcome	The expected impact of this practice was to include the International Day of Women and Girls in Sciences, as implemented by UNESCO and UN-Women, permanently in the agency's communication calendar and thus become a partner of this international movement to promote women and girls in science. Another impact of this practice was to meet ANR commitments on transparency and to publish submission and selection data with a gender perspective and thus show that funding agencies have a role to play in recognizing the roles of women in research. This good practice has had a strong and positive impact; indeed, journalists contact the agency for interviews with the gender equality delegate to cover different publications. The campaign had a great impact online, on Youtube (portraits of women researchers), Twitter and LinkedIn (key messages on data analyses and portraits). Very positive feedback from women highlighted and portraited.

Good practice Criteria: **Works Well**	This practice worked well because the International Day of Women and Girls in Sciences is now firmly inscribed in the agency's calendar on several levels. The production of data on submissions and selections aligns with the Digital strategy and data Direction. The collaborative work with the Communication team also shows the effectiveness of this practice. The team is now the driving force behind the messages to carry for each edition, on the research projects and their researchers to promote. Choosing the International Day for Women and Girls in Sciences as an opportunity to publish data analysis on submissions and selections with a gender perspective, and to highlight the work of women researchers allows fruitful internal collaborations around the question of gender equality and thus to inscribe durably this principle in the agency's culture.
Transferability	All RPOs and RFOs can easily use this international day for women and girls in science to emphasize their legitimacy to invest in a scientific career and to make women scientists and their scientific production more visible.
Learning Potential	The quality of the relationship between the communication team and the gender equality team is essential in order to avoid any gender stereotype. Some lessons learnt that contribute to the transferability and future dissemination are: ● Inscribe this action in the GEP ● It is crucial to have a communication process and strategy ● Correctly anticipate this action in the institution's annual calendar in collaboration with the various departments involved ● Have the dedicated resources (time/budget/persons) ● Dissemination on different social networks for a wider impact
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Gender Training	
Host Institution	ANR, France
Type of intervention	Training
Brief Description & Goals	The training consists of delivering key information about the concept of gender and the role of gender in the social structure and organisation. Training on gender concepts create awareness on gender equality, gender issues, help people to become aware of their representations and unconscious stereotypes. With a common understanding of gender concepts, each agent has the capacity to contribute actively on the implementation of the GEP and the sustainability of the actions. Gender training is a tool to change deeply and durably the culture of an institution (EIGE Gender Equality Training, see https://eige.europa.eu/sites/default/files/documents/mh0716093enn.pdf)
Mobilised Group of Stakeholders	All Levels The agency is a small structure with 356 employees.

	The organization is characterized by a strong pyramidal hierarchy including 16 top managers.
	In reference to the GEP, part of the practices and actions that have been implemented were directed strategically towards top management. No practices were dedicated specifically to middle management because this group of stakeholders is difficult to identify in the structure of the ANR. In response to this need within the framework of the Gender-SMART project, work to identify this level has been carried out in collaboration with the Human Resources department and middle managers (16 people) and transversal managers have now been identified. Actions could thus be carried out within the framework of the next action plan.
	The good practice chosen here is directed at all levels of the agency. This practice has been designed to meet the needs of all agents, at all levels of the agency, top/middle/ bottom as described in this deliverable. The training is therefore open to all, with free registration, initially because the concepts covered are general concepts on gender. For the first session, 15 persons participated (mostly bottom level agents).
Outcome	The main outcome was the fact that gender awareness was raised on key gender concepts to create a common base level of understanding across the agency and to ensure that each employee become an active agent of change within the institution.
Good practice Criteria: **Works Well** **Learning Potential** **Transferability**	This good practice works well because of the favourable context at the agency at this time. Indeed, the implementation of this practice comes two years after the launch of the GEP, and the implementation of 70% of these actions, and at the end of the Gender-SMART project. ANR agents are therefore already familiar with the actions carried out, in particular communication actions, data analysis on sex-disaggregated data on the projects submitted and financed, and on human resources area. The context is favourable for training on gender concepts. The training is open to all agents with free registration, however it is limited to 20 people to allow time for discussions and questions. The training also takes place only face-to-face allowing easier exchanges. This practice was implemented recently – 3 scheduled sessions at the moment- it is inscribed in the GEP and responds to a request of ANR agents. The first exit questionnaire shows very positive feedback. ANR agents who participated appreciated the quality of the interactions and the knowledge transmitted. More sessions will be created for more advanced levels. This practice is transferable and can be reproduced in other RPOS and RFOs and other institutions. For example, this specific training has been already transferred in other contexts (training addressed to teachers of primary schools; trainings with students at university and high schools). This practice is transferable but requires dedicated resources and support of the top management. At the agency, the gender equality delegate prepared the training and benefited from a strong support of the Head of Human Resources Department. The gender equality delegate is a PhD in Sociology and her main research has focused on gender issues in health and at work, on social mobility. The trainer has to be aware that talking about gender issues may be difficult for people because of the intimate dimension of the subject.

	If these resources are not available internally, it is recommended to outsource the training to external consultants with gender expertise. In that case, obtaining a dedicated budget can be a constraint for the organization.
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Equality Ambassadors	
Host Institution	Cyprus University of Technology, Cyprus
Type of intervention	Network / Training
Brief Description & Goals	The network of Equality Ambassadors aims to bring together the academic and administrative staff from the bottom line and middle management level in order to cultivate an inclusive culture in the day-to-day interactions. The Equality Ambassadors will be responsible for reassuring that the practices and policies related to equality are implemented correctly, and they will hold accountable the top management of the University. The initial group of Ambassadors consists of 25 people. With the support of an External Gender Expert, the Ambassadors have co-designed their responsibilities that are mostly focused on: 1) monitoring and evaluation of the implementation of practices and policies, i.e., Inclusive Language Guidance, 2) acting as "allies" for the underrepresented groups, 3) acting as ambassadors for the promotion of inclusive behaviour in everyday interactions, meetings and events. During their first meetings (July 2022), they have also identified a list of needs that they requested to be trained for, in order to implement their role. A series of trainings were planned according to these needs, and the group will be trained by the external Gender Expert on how they should react to disrespectful or inappropriate behaviours, where they can report such behaviour, etc. The Ambassadors meet once a month with the coordinator of the activity (a staff member from the Human Resources Services & Gender-SMART Project Manager) where they exchange their experience, discuss challenges and difficulties they encountered, and propose ideas for actions (i.e. suggestions for trainings on inclusive behaviours during meetings). Their experience and feedback are monitored and reported back to the team responsible for the implementation of the Equality Plan (the Senate Equality Committee & Rector's office). This way, the top management is held accountable for whether the practices and policies are being implemented. Every year, the Ambassadors will nominate other Ambassadors who will join the network. In the future, we aim to include students in this Network.
Mobilised Group of Stakeholders	Bottom Line & Middle Management The main stakeholders involved in this practice were members of all the departments and services of the university, both academic and administrative staff. The main stakeholders were the lower and middle management.

	The first pool of Ambassadors was invited – there was not any open call application. The total number of stakeholders involved in this practice is 25.
	The practice was participatory as for the first meeting (July 2022) all the Ambassadors have participated to a 3-hour meeting where they co-designed and defined their needs & responsibilities. Similarly, they have identified their needs for training in order to be implemented their role. Once the training is over (December 2022) they will be officially nominated as Equality Ambassadors and they will take over their role. Then, they will meet once a month to exchange their experiences and define their next steps and actions. The Human Resources Services will be responsible for monitoring and coordinating the team, as well as measuring its impact.
Outcome	The expected impact of this practice is to create a pool of change agents who will cultivate inclusive behaviours during the interactions with their colleagues and hold accountable the top management, but also themselves, for the implementation of the practices and tools introduced for inclusion and equity.
	Their role is significant to the creation of a culture with zero tolerance in sexist and inappropriate behaviours (such as sexists and racist jokes). The positive impact of this practice was the fact that a critical pool was trained on how they should/could address and call out such behaviours, in a professional manner, without hurting their position. The Ambassador's network created a framework where these actors felt safe to speak up and point out an inappropriate behaviour or when a practice was not implemented correctly.
	The expected outcomes of this practice have been met as we had a goal to have at least 20 people in this network, representing each service and department of the university (14 in total). Overall, the first interactions of the network were much appreciated and were characterised by enthusiasm and innovative ideas. A significant impact was the fact that many "similar-minded" people met for the first time, expressing their beliefs in a safe environment, creating a critical mass for social change.
Good practice Criteria: Works Well	The practice has worked well because: 1. It has promoted a positive change in terms of access to human resources who play a vital role for the creation of a critical mass of change makers. 2. It has actively involved people who are instrumental for producing change and positive impact. They all hold important positions at middle and bottom level and have great influence for the culture of their teams. 3. Through their position they can influence the working conditions and their role as ambassadors is significant in holding the top management accountable, and ensuring transparency. 4. This practice has the support of the Rector and the Senate Committee. The particular activity is also included in the revised Equality Plan which was approved in June 2022.
Transferability	This practice can be transferable to any organisation that has at least 15 employees who interact often.
	This practice can be reproduced if there are resources (human) that will coordinate the activities and sufficient budget to cover the expenses of the external gender expert (if not provided internally).

Learning Potential	The factor that contributed to the success of this practice was the fact that the staff of the university, due to its size, are interacting on a daily basis. Most of the staff are back to the office and the interactions were in person and not hybrid. As mentioned, the involvement of a facilitator (for the first meetings) and gender specialist trainer (for the series of trainings) were necessary for the implementation of this practice. On the other hand, due to the size of the University, the staff are familiar with each other and there was an informal interaction already established; in cases it could be described as friendly. Therefore, it was more difficult for the staff to speak up or point out inappropriate behaviours when they felt too familiar with their colleagues. The structure and approach chosen worked well. The fact that before implementing their role, the ambassadors expressed their needs for training, has helped them to be empowered and feel confident about their role as Ambassadors for equality and inclusion. A unique step but also a key recommendation that we would make for others who intend to adopt this practice, is to choose the first members of this network considering their interest in these issues. It is important that the first pool of Ambassadors are already aware of the challenges related to equality & inclusion in the working environment. In our case, these Ambassadors had already participated to the first training offered for unconscious bias in November 2021, provided by the same trainer. Also, it is important for the ambassadors to understand that there is a need to be prepared before trainings if required (for example they may need to comprehend well a code of conduct and come to the meeting with questions).
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Gender Equality Commission	
Host Institution	CICYTEX - Centro de Investigaciones Científicas y Tecnológicas de Extremadura, Spain
Type of intervention	Committee / Networking
Brief Description & Goals	The CICYTEX Equality Commission is a joint, collegiate, participatory, consultative and monitoring body, integrated within the organisational structure of CICYTEX, whose main function is to ensure compliance in the organisation with the principle of equal treatment and opportunities between women and men. The Equality Commission is also responsible for the implementation of mechanisms or proposals to raise awareness among the staff of the importance of incorporating Gender Equality into the values of CICYTEX. This includes incorporating the gender dimension in the processes of design, execution and evaluation of CICYTEX's actions and of labour relations and personnel management through the elaboration, execution, monitoring and evaluation of CICYTEX's Gender Equality Plan, under the observance of the principles of efficiency, objectivity and transparency.

Mobilised Group of Stakeholders	All Levels The members of staff who were mobilised through this action were: ● Directorate of CICYTEX ● Human Resources area of CICYTEX ● Gender Equality Unit of CICYTEX ● A representative of the Regional Ministry with competences in Human Resources. ● 4 main representative Trade Unions. UGT, CCOO, CSIF y SGTEX. ● Regional Institute for Women as advisor.
Outcome	The CICYTEX Gender Equality Commission is responsible for carrying out the following functions: a. To ensure compliance in the organisation with the principle of equal treatment and opportunities between women and men and non-discrimination, and the opportunities between women and men and non-discrimination, and for the implementation of mechanisms or mechanisms or proposals to raise staff awareness of the importance of incorporating Equal Opportunities into the values of CICYTEX and of incorporating Equal Opportunities into the values of CICYTEX and the need for them to participate in the need for them to participate in the development of the different phases to implement the Gender Equality Plan. b. To inform CICYTEX staff about the commitment adopted to develop the Gender Equality Plan and the different steps taken to elaborate it. a. To gather all the necessary information to actively participate in the carrying out of the Gender Equality Diagnosis, as well as in its subsequent analysis, study, and validation. b. To carry out, examine and debate the proposals for measures and positive actions proposed for negotiation. c. Establish and arbitrate a specific procedure for reporting sexual harassment and harassment based on sex, as well as to and to draw up a protocol for action. d. To propose the CICYTEX Gender Equality Plan for the approval of the Governing Board of CICYTEX. e. To promote the dissemination, knowledge, and implementation of the Gender Equality Plan, as well as to collect and evaluate suggestions about it. f. To compile and be aware of the reports, statistics and/or indicators that evaluate the achievement of the objectives set and that the achievement of the objectives set and that are included in the Gender Equality Plan as instruments for gathering information. g. To be aware of cases of sexual harassment or harassment based on sex that occur in the CICYTEX organisation. h. To monitor and evaluate, from a gender perspective, the development plan and the results of all the measures taken. i. To know the degree of participation of the staff in the development and implementation of the Plan. j. Identify and seek solutions to any problems that may arise during the development of the Gender Equality Plan. k. To formulate recommendations for the better development of Gender Equality Plan. l. Approve the implementation of tools for monitoring and evaluation. (Gender indicators). m. To establish a calendar of actions.

	n. Detecting needs not covered in the Gender Equality Plan and/or measures that may be incorporated in successive measures that could be incorporated in successive Gender Equality Plans.
Good practice Criteria: Works Well **Transferability** **Learning Potential**	Yes, this practice is transferable, and it is also appropriate for all those Entities that are going to design and implement a Gender Equality Plan. The creation of a participatory body in the Entity for the design, management, monitoring and evaluation, which is formally constituted and has a participation regulation, provides the Plan with unquestionable value, provided that its decisions are binding. At the time of its creation and depending on the legislation to which it is subject, the design of its participants is relevant. In the Spanish case, workers' representation is held by law by the trade unions, which are their representatives in the Commission. Among the lessons learned, we generally believe in the need for this body, although certain issues need to be taken into account in order to optimise practice. - Where possible, workers should ideally be represented not only through representative groups such as trade unions as those who do not feel represented by them should be given a voice. - -This body is good for the management of a Gender Equality Plan, but it is not the most appropriate methods a lever for change, especially in terms of cultural issues. - For mobilisation, the Gender Equality Unit or specific groups (e.g. women's research groups) are ideal to complement the Gender Equality Plan, but it is not the ideal body to act as a lever for change, especially in terms of cultural perceptions.
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Gender Equality values and inclusive behaviours communication and operationalisation campaign

Host Institution	CIRAD, France
Type of intervention	Training / Network
Brief Description & Goals	Following the participatory definition of GE values and inclusive behaviours, a communication and operationalisation campaign was launched to ensure that people get to know the guide and adopt the GE values and inclusive behaviours in their daily interactions. The main activities carried out were a communication campaign and dialogue workshops. The objectives: • To inform and raise awareness on the existence of the guide, an institutional document, and its content • To initiate discussions on inclusive behaviours and how they can be put in practice at a daily basis • To engage top and middle managers to be exemplary in adopting inclusive behaviours

- To contribute to install an inclusive GE corporate culture

The expected impacts were:
- CIRAD staff know the guide
- Staff are aware of what is inclusive / non inclusive behaviour
- Inclusive behaviours are noticed, discussed, adopted.
- People react and speak out whenever they are confronted with non-inclusive behaviours
- Staff know what to do and who to contact when confronted, either directly or indirectly (bystander), with non-inclusive behaviours.

A communication campaign has been set up, under COVID constraints, based on a motion design presenting the content of the guide as well as short videos showing testimonies of CIRAD staff on how they contribute (or intend to contribute) on a daily basis to GE by behaving in an inclusive way. The monthly communication campaign was rolled out from January to July 2021.

The short videos were recorded through TEAMS (because of COVID) and formatted with the help of an external consultant. They were structured around the 7 values (or pillars) contained in the guide. For each value (or pillar) 2 persons, a woman and a man – in most cases, were interviewed.
One video was published per month. The campaign was launched in November 2020 by way of an e-mail sent by the former CEO (man). Then, videos giving testimonies of 2 of our top managers: our current CEO (woman); occupied a top management position as executive director for research and partnership strategy and at that moment) and the Executive Director for resources (a man), who is responsible for the GE corporate agreement negotiated between social partners and top management. The top managers picked out and illustrated 2 values they particularly valued.

The concept of the practice was that, in collaboration with our corporate psychologist, monthly dialogue sessions were organised on a particular value (the same as the one of the communication campaigns). They were designed through an online format, with the help of KLAXOON technology for ensuring lively debates and brainstorming.

Sessions lasted about 2 hours and were composed of 3 parts:
1. Introduction of the session & presentation of the guide;
2. Discussion on what are inclusive / non inclusive behaviours linked to the pillar and brainstorming on ideas to remedy (identifying tools, good practices, etc);
3. Information on what to do when confronted with non- inclusive behaviours; the role of bystanders; CIRAD key contact persons and procedures put in place in case to report back on and manage inappropriate behaviours.

Mobilised Group of Stakeholders	Overall, the profiles of the participating persons in the communication campaign (launch +roll out) concerned 17 persons:
	- 4 top managers (CEO for message announcing launch institutional guide; 2 top managers for accompanying videos in the launch phase; 1 top manager for monthly interview focusing on a particular value)
	- 7 representatives of middle management,
	- 2 representatives of lower management
	- 4 researchers (of which 2 with important transversal scientific animation responsibilities).

	The target audience was all CIRAD staff and the main contributing stakeholders for the design and implementation of the campaign: upper, middle and lower management. In total, 50 people attended the dialogue sessions.
Outcome	The main outputs were: - Well documented communication campaign with videos giving testimonies of top, middle managers and CIRAD staff overall - An attractive motion design of the guide for inclusive behaviours - A summary note of the dialogues sessions was sent to the participants setting out the main items discussed, and ideas raised All this material is stored and accessible on our institutional intranet site dedicated to Gender equality - Awareness was raised amongst staff on the existence of the guide as an institutional reference tool; - Awareness was raised amongst staff on what it means to be inclusive for GE purposes; - Information was provided to staff on support services and contact persons; - Instauration of dialogues/discussions (some participants of the dialogue sessions mentioned they intended to organise internal team discussions on the subject) - Visibility and active participation of top management for the launch of the guide and the communication campaign (accountability) - High participation of middle management in the testimonies (videos) per value / pillar (illustrating engagement for operationalisation; exemplarity) The process was participatory as it was open to all CIRAD staff. Even if the interviews mainly involved people in managerial positions, the dialogue sessions were open to all.
Good practice Criteria: **Works Well**	Overall, positive feedback was received on the concept and content of the communication campaign and the dialogue sessions. The fact that they ran over a period of 7 months allowed time to strengthen the messages and keep up the momentum over a larger time span, to ensure awareness raising and raise interest. The dialogue sessions were always very well evaluated by the participants, even though the attendance rate was low. At the same time, small groups allowed for in-depth discussions and active brainstorming on solutions in response to identified needs.
Transferability	The participation of representatives of different managerial levels is important. With top management as a key actor for conveying an institutional message, launching the guide and kick starting the communication campaign. In the monthly testimonies, it was important to give the floor to a large & diversified audience in terms of occupational roles and sex. It is to be noted that we mainly interviewed middle managers. This practice is transferable and the conditions that are necessary is the willingness of management to participate and to make time for communication.

<u>Learning Potential</u>	It is important to document the factors that produced the success and the outcomes of this practice. The factors that contributed to the success of this practice were: - Active involvement of all layers of management - Positive evaluation and endorsement of the guide for inclusive behaviours by management (note that following the participatory approach of defining the values/pillars and the inclusive behaviours – see description of this approach in D.7.2, the College of Directors of CIRAD officially approved its content). Potential constraints that might be faced in the case of duplication are: timing constraints/available time from the stakeholders involved; lack of institutional support; lack of financial resources for finetuning the videos and making an attractive motion design. For the success of the practice, it is important to involve all managerial layers: Top management to ensure/express institutional endorsement and Middle/low management to ensure operational day to day implementation and follow-up. Lastly, it is essential to ensure balanced representation of sexes in the video.
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5. Conclusions

Overall, training and awareness raising sessions were the most prevalent activities chosen to include stakeholders on the various levels, supplemented with additional activities. What distinguished the Gender-SMART partners' approaches was that they all aimed to develop a formal or informal network and/or a community of stakeholders devoted to gender equality concerns in terms of sustainability.

In summary, the primary types of interventions were (1) the establishment of networks/communities/committees aimed at fostering an inclusive culture, (2) providing training and mentorship programs, and (3) enhance gender-sensitive awareness and internal communication practices.

As a result of the practices implemented at Gender-SMART partners' institutions, powerful networks such as the network of women colleagues at Teagasc, which currently has four lean-in circles supporting each other through mentorship and peer-to-peer learning, were developed. Similarly, at CUT, the Network of Equality Ambassadors of like-minded stakeholders and including men from the bottom and middle management, functions as network of change agents to foster inclusive interactions. These practices, through the mobilization of the selected stakeholders, have contributed to the increasing number of women in senior positions (Teagasc) and provided access to resources and tools to stakeholders who did not previously have such an access, particularly those in the lower level positions (CUT, Teagasc, CIHEAM).

Some techniques aimed to develop ownership and motivate personnel to support the implementation of action plans (CIRAD). In certain situations, the tactics were directed to establish inclusive practices towards other stakeholders, such as PhD students (WUR). Many learning and development opportunities for sharing information and experience were created as a result of the adoption of these practices, with the goal of enhancing the professional development of the stakeholders concerned.

Many practices were driven to establish or improve the internal communication between the initiatives in the respective Gender Equality Plans and the relevant stakeholders. As a consequence, the practices began a dialogue/engagement with these groups in order to include their views and engagement in an action plan for the sustainability and institutionalization of the already existing measures. The practices selected for each institution were tailored to the requirements and capabilities of the stakeholder groups concerned (Teagasc, CIHEAM, CUT, CIRAD, WUR).

Some frequent difficulties and problems that may be encountered while transferring this approach include the budgetary requirements for training implementation, as well as a lack

of support from top management. It is crucial to note that in situations where the top management was not the primary stakeholder group mobilised, the top management's backing was a significant determinant of success, and this was a trend observed in all cases. In another situation it was exemplified that bottom-up initiatives also required a minimal level of expertise and engagement at higher levels to enhance actual follow up (WUR).

Similarly, for the majority of the activities carried out (training, awareness, networks, etc.), an in-person style was considered preferable and more efficient than a hybrid format. Because these practices also included senior management, the partners acknowledged their limited available time was a possible barrier in the case of transferring the practice to another organization.

Exclusively two of the twelve practices targeted only the highest management level. There was another practice that took a more holistic approach (they were addressed to all levels) and additional three practices addressed more than one level of stakeholders. The lack of additional practices directed at top management may be due to this group's limited available time and the institutional position of the Gender-SMART projects internally. Most appear to have developed communication patterns within the existing governance structure. As shown in the 2019 audits, most provide limited space for direct top-down influence, and lots go through creating back-up and informal exchange.

The great excitement and engagement of the participants was a recurring success factor for the adoption of these techniques. Almost all partners cited the participants' desire to share expertise and actively engage as factors that led to the success of their practice. A participatory and/or co-creation approach was evident in the approaches and activities used. The strategy to engage many stakeholder groups in a participatory way was assessed as successful to achieve comprehensive and long-term support.

To sum up, the practices chosen by the Gender-SMART partners were designed for long-term impact that corresponds to the project's gender mainstreaming goals. They all have reached observable and provable results and a favourable influence (such as access to services and new opportunities for the stakeholders).

The variables that contribute to the success of the practices have been identified and recorded, assuring the transferability of the practices. Furthermore, great lessons and insights were shared. The practices chosen were developed under conditions that assured the continuation or permanence of the practice itself and, as well as the results/transformation, it contributed toward improved policies and gender equality, even after the intervention ended.

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Annex 1

Template for good practices

The following template was shared among the Gender-SMART partners to collect information for the good practices they have been implementing during Gender-SMART Project.

PRACTICE 1/2/3	
Partner / Name of the organisation/institution Title of Good Practice Mobilised Stakeholder level	
Description of the Practice & Objectives:	*Describe the practice's objectives. What problem does it solve?* *What were the main activities carried out?*
Outcome of the Practice:	*What was the expected impact? What was supposed to change?* *What has been the impact (positive or negative) of this good practice?* *What were the concrete results achieved regarding outputs and outcomes?* *Have the expected outcomes of the practice been met?* *Indicate whether this practice has worked well (see definition above)*
Participatory approach	*What was the process and in which way it was a participatory process?*
Transferability	*Do you think this practice is transferable?* *Under what conditions is this practice transferable?* *Document the factors that produced the success and the outcomes of this practice.* *Mention any potential constraints that might be faced in the case of duplication of this practice.*
Lessons Learned	*What worked well? What did not work? Why did it not work?* *Indicate any "unique" or "alternative" steps you have followed that you consider made the practice successful.* *What are the key recommendations/conclusions you would make for others who intend to adopt this best practice?*

Stakeholders' involvement and mobilisation	*Who were the main stakeholders involved? How were they mobilised?* *For which stakeholders was this practice focused on (upper/middle/lower management, men)?* *How were these stakeholders involved? Describe their engagement and contribution.* *Please indicate the number of stakeholders involved in this practice.*
Rationale behind the practice	*What was the rationale behind the practice? Why was this practice chosen and implemented?*
How do you define low level, middle and top management in your organisation? Give a short description.	

Based on: Guidelines and Selection of Good Practices for dissemination (Gender-SMART, Deliverable 7.2) and Good Practices template, (Food and Agriculture Organization of the UN, 2015)