D.6.4.

Integrating the gender(+) dimension in Funding, Research and Curriculum Development;
Lessons learned of implementation processes-in-progress

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Executive summary

This document captures the initiatives and implementation practices and processes of gender[+] integration in research, teaching and its funding by the Gender-SMART partners. It exemplifies and shares them publicly with their lessons learned in support of the development of gender-sensitive funding, research and curriculum development. It draws upon the design and implementation of the initiatives and pilot practices as included in the partners' Gender Equality Plans (GEPs). It especially aims to capture the main lessons learned from their implementation process for sustainability and transferability.

Due to the variation among the partners, we did not follow a thematic approach but present by partner which actions they took and what they learned within their contexts in a cohesive way. All partners added their assessments, anticipated ways forward, and their overall reflection and lessons learned, in particular regarding sustainability at their own institutions and transferability to others. This way these stand out as examples of implementation approaches and journeys to learn from. Beyond these examples, lessons learned from each other during the implementation process through partner collaboration and exchange and by comparative reflection are marked in the last concluding chapter. This approach makes these partner explorations more meaningful than just listing good practices thematically but isolated from their wider diverse institutional contexts.

Restricting and enabling contexts: Covid and Horizon Europe

The initiatives and practices cover the period of 2020-2022 in which the Covid-19 pandemic largely affected the planning, implementation and duration. Most partners expressed that Covid-19 circumstances complicated implementation. Researchers and lecturers at their institutions were extremely burdened with redirecting their own field work, experiments and laboratory labour and those of who were under their supervision for internship or thesis research, while they also had to convert their teaching to online modules requiring a lot of mastering new techniques and didactics. All partners reflect on feasible ways forward to strengthen the implementation process, to continue their efforts and make the effects sustainable within their current or post-project GEP.

Very supportive was the EU announcement that Horizon Europe requires a GEP as an eligible criterion for EU funding and that integrating the gender dimension in research proposals became part of the criterion of excellence. It fuelled the interest of support officers who inform researchers on EU calls; both officers and researchers sought support as acquiring EU funding is considered important.

Inclusion of stakeholders in funding processes

It is considered key to engage a wide range of stakeholders in the process of co-creation, elaboration and approval to reach a successful implementation and institutionalization, especially since all have specific (formal) roles. Partners' presentations mentioned multiple groups as relevant stakeholders around the granting of proposals, research and teaching, internal institutional approval procedures, and at last external stakeholders as optional resources.

RFO partner ANR illustrated well that a delicate fine-tuning among many stakeholders is required for the Integration of the gender dimension in funding criteria. There are the heads of the scientific departments, the evaluators, and the proposal writers. The choice for a progressive approach in a collaborative way appeared to be the most feasible though slow. Teagasc additionally pointed at the importance of gender data collecting of the applicants to monitor change in the f/m balance of who submits and who is granted.

Further steps to solid M&E procedures are under development. Elaborating indicators to monitor the implementation and the procedure for assessing granted proposals periodically are foreseen to address at a later stage. It can be advised to consider the adaptation of the roadmap towards gender$^+$-sensitive collaboration in international partnerships of the Gender-SMART Deliverable D 5.4 and the research design cycle as based on Yellow Window as operationalised by WUR (Annex 2).

Several RPO partners also addressed how funding of research is guided in RPO partner institutions. WUR exemplified the importance of including internal liaison officers who function as brokers between funders and researchers as proposal writers. CICYTEX pointed at their Research Management for the various research domains and their Scientific Commission as key stakeholders since they channel and support the drafting and elaboration of most CICYTEX research proposals.

Inclusion of stakeholders around research and teaching

Although lecturers and teachers in universities appear to be different stakeholder groups, in practice research and teaching mostly overlap part of the academic profession and so are the contents of their work. Cross-cutting approaches such as the integration of gender$^+$ require time and familiarity, especially when it is not yet addressed as clear-cut within their own discipline. This led CUT to develop and provide a handbook and a collections of examples.

Bottom-up activities taken on by PhD students can be successfully supported and built on as WUR shows. They gathered staff and encouraged them to provide a PhD gender course. Other stakeholders in research and education were included in the formal approval process. The consent of a research or graduate school was required for the PhD course while a new BSc gender$^+$ minor required an approval procedure through the WUR Board of Education (4 professors and 4 students) in competition with other submitted minor proposals.

How initiatives were expanded by cooperation with all sister institutes of CIHEAM across the Mediterranean was illustrated by CIHEAM Bari. CIRAD marked that research units are influential entities to include to sustainably embed and foster integration in research practices.

Lastly, the engagement of external stakeholders is promoted by CICYTEX. It mentioned Women's Institutes, trade unions or women's associations such as Women in Science to build exchange and collaborative partnerships. Such collaboration and partnerships have been well fostered by organising conferences or including specific sessions. Especially the global online conference by WUR but certainly also all the other conferences opened up such partnerships in the common domain with external stakeholders at peer institutions and on various society levels, including sector representatives and practitioners which enriches the integration as such and the discussions on contents, capacity building and exchange.

Capacity strengthening at partners

All partners offered training on gender in research at their institutions, either in-person or online. These trainings and workshops were differentiated by type of stakeholders. Technical partner Yellow Window gave partner-specific workshops, the EU Gender Equality Academy provided trainings and webinars, and also WUR and external colleagues with gender$^{(+)}$ expertise gave lectures and workshops.

Peer learning in a Community of Practice (COP) has been illustrated by CIRAD. They explicitly choose to learn as a group of interested researchers and research related officers without attracting specific gender$^+$ expertise. Their strategy was to learn by sharing, including reading and discussing inspiring documentation and articles. To strengthen a common focus and outcome they choose to discuss gender$^{(+)}$ integration in existing and new research proposals.

Partners CIHEAM Bari and WUR have been working in workgroups that were set up to bring expertise together and support each other on the journey of innovation together.

The gender courses at WUR depart from a highly interactive and learner-centred didactics by combining short lectures with group-based learning activity, discussion and presentation.

Institutionalization and sustainability

Gender-SMART has contributed to make the importance of gender[+] integration in the agriculture and life sciences more visible and comprehensive. Presentations were well received and many invitations followed. To keep momentum, it appears to be important to further foster this trend by both an ongoing communication strategy and delivering research and teaching output that matter.

All partners advise the continuation of capacity strengthening among stakeholders, possibly in combination of capacity building activities concerning the other work packages.

A good learning strategy was found in working with cases of research proposals which can be fine-tuned and further operationalised. Advisory services through existing COPs or otherwise pool of scholars with experience and expertise is suggested as a good way forward. WUR presents an example of setting up a 'Critical Friend Service' to support educational innovation by which experienced lecturers can be compensated and interested motivated lecturers can be unburdened when innovating their courses. Lastly, collecting examples of integrated teaching practice as CUT has started, can be enlarged to a broader scale. This would require cooperation between the Gender-SMART partners and beyond, and might be best embedded in new international collaboration efforts that confine to the common field of agriculture and food related sciences.

All the above mentioned activities will profit from engaging new groups. Above all, investment in younger generations, including students and early-career professionals of foreign or migrant background, is required to increase the group of professionals acquainted with gender[+] integration. A solid integration in education and research tracks, procedures and assessments will help decrease the lack of trained scholars and in-depth research and education in the field.

Most presented activities need further institutionalization to gain sustainability and embeddedness in formal procedures and effective M&E within proper management lines. Such advancement can be included in the partners' (post-project) GEPs. Based on the suggestions of most partners, it is strongly advised to create or optimize focal point to help mature and strengthen not only the implementation practices in content development but also in their formal embeddedness.

Establishing a local Gender[+] Expertise centre or Gender[+] Academy at each partner is advisable. It serves visibility, coherence and continuity since it can bundle various capacity building activities and secure cooperation within the institution and with external partners. It will stimulate cooperation across the current pillars around education, supervision and trainings. Visibility will be strengthened by an internal information and reporting system to monitor the integration of gender[+] in the curricula, publications, and thesis at the partner. CIRAD noted it as a next step while WUR exemplified what figures can be started with.

Establishing a professorship, possibly a rotating one, to guide this institutionalization process would be very recommendable to have the Gender-SMART seeds further develop. Appropriate budget and focused mandate with appropriate responsibilities are required to cater to both integrative and strategic development. It will enable to expand initiatives to wider groups and normalize its integration in the day-to-day routines. This includes focused and regular data collection, reporting, M&E procedures, and a solid embeddedness in a wider support, exchange and networking, and monitoring structure.

List of Acronyms

ANR	Agence Nationale de la Recherche (FR)
CICYTEX	Centro de Investigaciones Científicas y Tecnológicas de Extremadura (ES)
CIHEAM Bari	Centro Internazionale di Altistudi Agronomici Mediterranei (IT)
CIRAD	Center de coopération International en Recherche Agronomique pour le Développement (FR)
COP	Community of Practice
CUT	Cyprus University of Technology (CY)
D&I	Diversity & Inclusion
GEP	Gender Equality Plan
EC	European Commission
EIGE	European Institute for Gender Equality
EU	European Union
HE	Horizon Europe
HRM	Human Resources Management
ISAS	Institute of Sociology of the Academy of Sciences of the Czech Republic (CZ)
M&E	Monitoring and Evaluation
RFO	Research Funding Organisation
R&I	Research & Innovation
RPO	Research Performing Organisation
RRI	Responsible Research Innovations
STEAM fields	Fields of Sciences, Technology, Engineering, Agriculture and Mathematics
Teagasc	Agriculture and food development authority (IE)
WP	Work Package
WUR	Wageningen University & Wageningen Research (NL)
YW	Yellow Window (B)

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)

Source: SPRINT Gender committee (2022). *Gender insights into the EU-SPRINT project*, Deliverable number: D9.2 - Lead beneficiary: WU, pp. 42-43

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1.   Introduction

This section outlines the objectives of the Gender-SMART project and Work Package 6, the purpose of this document, the approach taken, and finally the structure of the report.

1.1   Context: Gender-SMART and Work Package 6

The overall aim and first objective of the Gender-SMART project focused on the development and implementation of a tailor-made Gender Equality Plan (GEP) in each of the participating Research Performing Organisations (RPOs) and Research Funding Organisations (RFOs). It was anticipated that each GEP would be designed around four challenges:

- Building a gender equality culture, elaborated in Work Package (WP) 3
- Developing equal career support measures, in WP 4
- Reshaping decision-making and governance, in WP 5
- Integrating gender in funding, research and teaching, in WP 6

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

The third objective entails disseminating and sharing good practices and lessons learned among the partners, within and beyond the academic world, and globally.

1.2   WP 6: Integration of Gender[+] in Funding, Research and Teaching

Gender-SMART connects consortium partners that operate in the field of Food, Agricultural and Life Sciences. This field is of specific relevance to urgent societal challenges such as climate change and food security. As some partners include development research (e.g. Agricultural Research for Development or AR4D) or science for impact with respect to the SDGs, Gender-SMART places itself at the centre of ensuring the (re)fortification of gender[+] expertise and the integration of the gender[+] dimension in mainstream curricula, research and their funding, in this field. It responds to the lack of trained scholars and in-depth research and educational tracks in the field identified by both Europe oriented and globally focused agricultural research institutes.

Gender-SMART acknowledges that there is ample empirical evidence that adopting a gender[+] lens enhances research excellence and improves the validity of most research results. This does not only apply to human-centred research, but to all areas and disciplines since these all mostly affect human beings directly or indirectly. The overall aim of WP 6 can be summarized as developing the integration of gender[+] dimension in funding, research and teaching as a mark of excellence. For this, existing gender[+] expertise as well as gender[+] integration has been assessed, and continues to be, in order to enhance and strengthen its institutional professionalization, embeddedness, visibility, profile, and consolidation. WP 6 of the Gender-SMART project therefore also covers developing and testing pathways, to not only ensure awareness but to also enhance skills to integrate gender[+] in general and field-specific knowledge production, assessment and teaching. Where the gender perspective goes beyond a 'women only' perspective or lens, intersectionality will be included to acknowledge heterogeneity among women and among men, and the intersection of interlinkages between social (in)equalities. Within gender studies, we started to label this perspective as gender[+] to emphasize this has been taken up by their researchers.

Addressing the gender+ dimension(s) in research and teaching and their funding also challenges normalized ways of knowledge production. For instance, it questions the standards commonly accepted for research excellence. Enhancing gender+ sensitive research and teaching, including their funding programmes, as well as mainstreaming gender+ in existing programmes and projects are crucial activities and vital to science and innovation with and for society. This way, research and academic communities with a broader and more in-depth understanding and outreach opportunities of how to address gender+ (in)equalities can be built. By including gender+ biases and inequalities, constraints and opportunities within knowledge production organisations, these directly enhance strengthening engagement and ownership in sustainably developing and implementing institutional Gender-SMART strategies.

In view of the activities for WP 6, the Gender-SMART partners have identified their main institutional gender+ biases and gaps, dependent on their mandate regarding funding, research and teaching in the audits, as reported in Gender-SMART Deliverable 6.1. After consultation and co-creation with their relevant institutional stakeholders, the partners have designed tailor-made gender+-sensitive actions and pilots for practices that are taken up for implementation in their GEPs after institutional consent. The integration of gender+ or intersectionality is very much under development; some institutions made more systematic efforts to explore, others decided to first concentrate on gender integration as such without ignoring heterogeneity. The latter intend to systematically including intersectional dimensions at a later stage.

1.2.1 *Focus on the core business of research and teaching contents and its funding*

It is important to clarify that this deliverable specifically focuses on the contents in research, teaching and its funding. Gender+ in research and teaching contents is the focus for this deliverable as we consider that it contributes to the institutional core business of research funding and performing organisations (RFOs and RPOs), of which the above mentioned institutional aspects are crucial to foster full effectuation and impact.

That is not meant as downplaying of the importance of gender distribution among research and teaching staff or teams, nor the necessity of more equal conditions and safe and respectful working environments in research and teaching collaborations or partnerships. Gender-SMART partners actually reported a considerable reduction of the gender imbalance among their staff, including amongst who hold higher positions.

For instance, the online Gender-SMART media campaign '*Make Equality Bloom*' was organized between 11 Feb. (Women and Girls in Science) and 8 March (International Women's Day) 2021 to highlight and advance the position of women in research. It revisited culture in research to enable especially for girls and women, in particular, to pursue and achieve research careers while showcasing strong messages by directors of Gender-SMART partners and other inspirational voices of leading women and men.

Interview of Frank O'Mara, TEAGASC

Interview of Carmen Gonzales, CICYTEX

Teagasc, for instance, showcased its own research by Teagasc female research staff. WUR continued its series on Inspirational women at WUR and changed the title of the series into *Inspiring people* and included for the first time a portrait of a supportive male professor. WUR also featured in the video Women in Stem Art tour. In the video, all Dutch universities presented art at their campus that is related to remarkable women in science, including WUR (see picture). The video was first shown at a Dutch research event 'Insight Out – Inspiring women in STEM', June 2021, organised by the Dutch funding agency for research, NWO.

CUT Gender-SMART team contributed to *FeSTEM,* another EU project at CUT, aiming to promote innovative pedagogical approach to promote STEM among students. FeSTEM organized an online event entitled '*Needs, challenges and experiences of women in STEM: Best practices from Higher Education and the Industry*' in which the CUT Gender-SMART team participated in a round table discussion on the needs and challenges of women in STEM in industry and academia, see post.

Partners report more on these aspects for other work packages such as WP 3 on institutional values, WP 4 on recruitment, careers and work-life balance, and WP 5 on governance, representation, leadership and decision-making.

1.3   Sharing good practices with a focus on implementation processes

1.3.1 Approach

This Deliverable 6.4 draws upon the design and implementation of the initiatives and pilot practices, as included in the partners' Gender Equality Plans (GEPs). It especially aims to capture the main lessons learned from their implementation process for sustainability and transferability. Therefore, this document shares the design and the lessons learned with a focus on the implementation within the specific institutional contexts. Relevant aspects such as enabling factors and overcoming obstacles are explored to help formulating recommendations. In particular, advice to enhance sustainability for the future and transferability to other institutions is sought to facilitate expansion of the implementation in their own as well as in other institutions around the world.

The lessons learned can be positive or negative. Negative are those which identify (an) element(s) that can be addressed differently in future planning in accordance with the suggestions how. They can also identify specific issues to take into account when engaging in planning implementation. For assessing transferability, it is important to address which specific organisational contexts can be of influence.

Due to the variation among the partners, the document does not follow a thematic approach in which all partners are included but it follows the partners' presentations of how they implemented their actions and what they learned in a cohesive way within their contexts. We present them as examples of implementation approaches and journeys to learn from by adding the partner assessments, anticipated ways forwards and their overall reflection on lessons learned, in particular with respect to sustainability at their own institutions and transferability to others.

Nevertheless, through collaboration and partner exchange all have taken lessons from each other during the implementation. This will be marked and addressed in the comparative part at the end. Overall conclusions and reflections will be based on the various journeys that the partner institutions have followed. This approach makes these partner explorations more meaningful than just listing good practices thematically which are then isolated from their wider diverse institutional contexts.

1.3.2 Restricting and enabling contexts: Covid and Horizon Europe

The initiatives and practices cover 2020-2022, a period during the Covid-19 pandemic which largely affected the planning, implementation and duration. Where relevant, this influence will be referred to again later.

Most partners commented that Covid-19 circumstances complicated implementation. Researchers and lecturers at their institutions were extremely burdened with redirecting their own field work, experiments and laboratory labour and those of who were under their supervision for internship or thesis research, while they also had to convert their teaching to online modules requiring a lot of mastering new techniques and didactics. Therefore, the ongoing implementation processes, including pilots, could not be satisfactorily concluded. These require more time for upscaling them to wider and sustainable implementation. All partners though do include reflections on feasible ways forward to strengthen the implementation process, to continue their efforts and make the effects sustainable.

In this process, partners generally expressed that Horizon Europe has been very supportive. Through a clear campaign it announced that both RPOs need to have a GEP as an eligible criterion for EU funding and that the gender dimension in research projects was deemed necessary to address as part of the criterion of excellence. This fuelled interest of support officers who inform researchers on EU

calls; both sought support as they consider acquiring EU funding as important for the institution and researchers' careers.

1.3.3 Document structure

This document captures the initiatives and implementation practices and processes of gender[+] integration in research, teaching and its funding. It exemplifies and shares them publicly with lessons learned by the Gender-SMART partners in support of the development of gender-sensitive funding, research and curriculum development.

The following two core chapters focus on funding in chapter 2 and on research and teaching or curriculum development in chapter 3, respectively. These chapters are subdivided in partner sections. Each partner had made its own tailor-made GEP and, therefore, partner specific actions and approaches are outlined as well as common ones. This led to the decision to organise the presentation by partner instead of by type of activity.

Firstly, the partners introduce their institutional context and the deliverable related GEP activities with then the information and assessment concerning the implementation processes. The reader will find that most activities are a set of interconnected and cross-feeding activities. The next important aspect is that all partner sections provide assessments with, additionally, the lessons learned and identified ways forward including reflections on sustainability and transferability. In the last chapter, which is chapter 4, conclusions and reflections are shared from an overall comparative perspective.

In the annexes the reader can first find a list of the contact details of the responsible person(s) per partner institution. Then, in separate annexes, examples of guides to support implementation at other institutions are attached. These complement the many links within the sections by the partners on their practices.

2. FUNDING: Integrating the gender[(+)] dimension as implementation practices-in-progress

This section presents the initiatives and implementation practices and processes of two partners who engage in funding processes. ANR is the national funding agency for France; Teagasc, as the Irish Agriculture & Food Authority has governmental funds to distribute for internal funding proposals.

The two sections of these partners show various methods which were followed, and difficulties encountered, during the implementation process of integrating the gender dimension as a funding criterion, while providing accompanying capacity building activities for all stakeholders involved.

2.1 ANR: Progressive approach to integrate the sex and/or gender dimension as criteria for granting funds

2.1.1 Introduction ANR funding

The French National Research Agency (ANR) is the main national research-funding agency under the supervision of the Ministry of Higher Education and Research. The Ministry allocates an annual budget dedicated to funding research projects. The agency employs about 350 people, the vast majority of whom has a scientific background.

ANR missions are defined in a decree of August 2006 and amended in March 2014:

- Funding and promoting basic and targeted research, technical innovation and technology transfer as well as public-private partnerships;
- Implementing the programme approved by the Ministry of Higher Education, Research and Innovation;
- Managing the State's major investment programmes in teaching and research fields;
- Strengthening scientific partnerships at European and International levels;
- Analysing the evolution of research opportunities and measuring the agency funding impact on the national scientific production.

The 2021-2025 objective and performance contract between the French government and ANR establishes six strategic axes in the service of knowledge:

- Axis 1 Support research in all its dimensions
- Axis 2 Strengthen partnerships at the national level
- Axis 3 Promote European and international cooperation
- Axis 4 Promote responsible conduct of research
- Axis 5 Strengthen project monitoring and ex-post evaluation
- Axis 6 Optimize operation in the service of research and beneficiaries.

Axis 4 aims to include the integration of the sex and/or gender dimension as a necessity for carrying out integrity in research in the same way as the implementation of the *Declaration On Research Assessment (DORA)* in the evaluation of projects and as the development of Open Science.

The ANR Gender Equality Plan (GEP) was adopted in December 2019, presented to the administrative board and published on the website in July 2020 is developed around three main axes: culture and organisation, human resources, evaluation and selection process. The GEP aims to be in accordance with the axes and principles set out above and to gradually bring researchers to integrate the sex and gender dimension into their research content by making it an evaluation criterion.

2.1.2 Strategies and guiding principles

The part of the ANR GEP dedicated to research funding is divided into 4 sub-parts. It entails a progressive implementation of the sex and/or gender dimension with a series of monitored actions. The decision to have a progressive approach was taken collaboratively with the heads of the scientific fields, the ANR CEO and the gender equality team.

Conference with stakeholders

This process was guided by exchanges with various stakeholders at an early stage. In December 2020, ANR co-organized with Gender-SMART partner CIRAD a conference *Gender in research: evaluation and production of knowledges* in order to further reflect on the existing methodological tools and how these can be deployed to reduce gender bias. The session recordings can be found here.

The conference was structured around two axes:

- Gender biases in the evaluation of research

  This part included interventions and research presentations on inequalities in academic careers and on the identification and measurement of biases;.

- Gender biases in the production of knowledge

  This part included feedback from projects that have integrated the sex and/or gender dimension into their research work, and interventions on pitfalls and resistance, with, in particular, a research project on resistance to gender equality.

The conference included Gender-SMART contributions from partners ANR and CIRAD and a member of the Gender-SMART External Advisory Committee besides many other interesting contributions of various stakeholders in research. This conference covered a wide range of scientific disciplines. Provocative and very well documented research outputs were presented and discussed. Together they illustrated and articulated the need and importance of gender integration in project and funding criteria with many examples.

ANR and CIRAD will soon publish a book with the interventions of this conference «*Gender in research: Evaluation and production of knowledges*».

The first phase focused on identifying the level of understanding and knowledge of the scientific communities on the subject by launching a test phase on the Generic Call for Proposals (AAPG, see box 1) covering all scientific fields. This test was launched on the 2020 edition and carried over to the 2021 edition by asking candidates to explain how they included the sex and/or gender dimension in the content of the proposed research and, if they did not, to explain why. The responses were not forwarded to the evaluators.

These responses have been analysed by ANR for each phase and also in a comparative approach between the two editions. These analysis will soon be published in more detail in the book "Gender in research: evaluation and production of knowledges" published by QUAE. In short, it was observed that there is no clear understanding of the integration of sex and/or the gender dimension in research projects.

Box 1

The AAPG (Generic Call for Proposals) is organized around 56 research themes, including 37 themes spanning 7 disciplinary areas and 19 themes covering cross-disciplinary challenges that span several scientific domains. Each research theme corresponds to a dedicated scientific evaluation panel covering all the involved research themes. The project coordinator selects the research theme of which the panel will evaluate the proposal at stage 1.

Projects submitted within the framework of the AAPG go through a two-stage selection process. During the first stage, researchers submit four pages "pre-proposal", evaluated by two committee members upstream plenary, where all pre-proposals are examined. Researchers are invited for the second stage (approximately 45% of the pre-proposals), and they must submit a 20 pages detailed proposal, evaluated by two committee members and two external experts upstream plenary.

The evaluation is based on fundamental principles including peer review, equality of treatment, impartiality, confidentiality. Each committee member as well as external members make commitment to respect the principles enacted by the ANR code of Ethics and Scientific Integrity. They also make commitment to declare all bonds of interest that might create a conflict of interest within the evaluation framework.

The AAPG (Generic Call for Proposal) has four funding instruments:

- PRCI (International Collaborative Research Projects)
- PRCE (Collaborative Research Projects involving Enterprises)
- PRC (Collaborative Research Projects)
- JCJC (Young Researchers)

For the 2022 Generic Call for Proposals, the responses to the tab on sex and/or gender integration have been included by the evaluation committees as a new evaluation criterion.

Formulation into the calls

ANR introduced the inclusion of the sex and/or gender dimension in its 2020 and 2021 edition of the Generic Call for Proposals Guide. With reference to the tab to be completed by proposal writers in stage 2, it was formulated as:

> *Coordinators must fill in the text box to demonstrate to ANR how they consider (or exclude) gender when implementing their research project. The content provided will not be evaluated by the selected scientific evaluation panel.*

ANR related this to its policy commitment to contribute to gender equality and reducing gender bias in the production of knowledge.

In the guide of the 2022 edition, the inclusion of the sex and/or gender dimension was presented as part of the first criterion "Quality evaluation and scientific ambition". The new formulation pointed explicitly at eliminating bias and anticipating potential impacts:

> *Describe how gender-related aspects are considered in the research and in the methodology proposed (the aim is to reduce gender bias in the knowledge generation process and to anticipate possible consequences particularly in health, social and economic terms)*

The guide also explicated that the elaboration of this dimension would be evaluated as part of the first evaluation criterion, entailing:

- Clarity of the objectives and research hypotheses
- Innovative character, originality and/or ambition, positioning in relation to the state of the art
- Relevance of the methodology with regard to disciplinary, interdisciplinary or transdisciplinary aspects, management of scientific risks and consideration of the sex and/or gender dimension

2.1.3 Inclusion and training of the various stakeholders

Scientific Departments

The heads of the scientific departments were included in the collaborative work on the progressive approach with the ANR CEO and the gender equality team.

Yellow Window provided in May 2021 training for the heads of the scientific departments and the CEO of ANR on gender bias and gender stereotypes that can creep into the drafting of the calls when we are not aware of them. This training sustained the ultimate formulation of the call.

Proposal writers

A series of actions have been implemented to support proposal writers to understand the necessity to integrate the sex and/or gender dimension into research contents. Providing guidelines on how to integrate the gender dimension is foreseen as a next step in the ongoing implementation process.

First, the already mentioned conference in December 2020, ANR and CIRAD will soon publish a book with the interventions *«Gender in research: Evaluation and production of knowledges»*. Second, there is the ANR Tour of meetings to present to scientist which calls will be launched during the year. These meetings do also clarify the agency's missions and commitments to them. In this context, the commitment to gender equality is presented as well as the reasons why it is crucial to take the sex and/or gender in research content into consideration.

ANR website has also a dedicated webpage on gender equality commitment with all the actions that are conducted and all analysis produced on our submission and selected data.

Evaluators

ANR, as a funding agency, affirms that it must best support the scientific communities in their work of evaluating project proposals and thus reduce potential evaluation biases. To do so, it considers training as essential, also before

the 2022 edition of the AAPG that included the sex and/or gender dimension as new evaluation criteria for the first time.

The chairs of the evaluation committees were invited for a training by our technical partners Yellow Window in April 2021: "*Identifying and preventing gender bias in the evaluation of applications for research funding*". While the training addressed the broader issue of bias prevention in evaluation (CV, evaluation committees), one component was focused on gender bias in the production of knowledge illustrated by concrete examples in medical biology, robotics and artificial intelligence.

The ANR gender delegate also delivers training to committee chairs twice a year. These training focuses on gender and the production of knowledge and makes the link with research integrity and the social responsibility of science.

2.1.4 Assessment of gender integration

The qualitative and quantitative analysis carried out over the years 2020 and 2021 will soon be published in the Book on the Conference *Gender in research: evaluation and production of knowledges.* The volume of responses to the Generic Call for Proposals makes it difficult to set precise indicators on the gender dimension, also because this call covers all scientific fields.

Several qualitative indicators on the nature of the responses have been defined. It was mainly assessed whether project leaders understood the request of the funding agency on the integration of the sex and/or gender dimension in the content of their research proposal. One of the first results shows that the vast majority of project leaders do not understand the request and see it rather as a human resources dimension; they describe the men/women ratio of their consortium.

The ANR gender delegate has been present in the plenary meetings of the committees as observer in particular to evaluate the level of understanding of this new evaluation criterion and to identify potential gender bias in evaluation. One of the observations is that evaluators find it difficult to really understand what is meant under this criterion on sex and/or gender dimension.

Because of the misunderstanding (which might be a kind of resistance), it must be concluded that the evaluation process has not fully assessed what is crucial for the sex and/or gender dimension in research content whatever the scientific field.

2.1.5 Lessons learned and sustainability

In order to allow a sustainable and effective implementation, the inclusion of the integration of the sex and/or gender dimension in the agency's funding processes as well as in these institutional documents seemed essential from the start. A public position, making the bridge between integrity in research and gender dimension was a prerequisite for gradually implementing the various actions aimed at taking into account the sex and/or gender dimension in research and its funding. We feel confident that this set of actions from inclusion in framework documents to more "effective actions" such as the two-year test phases allows effective and long-term integration. Indicators to assess thoroughly are under development.

This implementation process so far requires that intensive support has to be continued in further actions and that it is important to develop more detailed indicators for the evaluation itself to support the evaluation committees and the evaluation of the evaluation process to support in or release the gender delegate from attending the evaluation committee plenaries.

Considering the need of intensive support as we assessed, several follow-up actions are already planned:

- o Strengthen training and dialogue with the scientific communities
- o Produce (adjusted) practical and educational tools for a better understanding of the gender dimension in the content of research according to scientific fields and mention those in calls for projects
- o Reinforce the guides of the calls for projects using examples according to the scientific fields
- o Make visible, through various communication and awareness-raising actions, who are gender specialists in different scientific fields, particularly in those where this dimension seems most appropriate and necessary.

ANR has not yet developed a list or lists of indicators for the evaluation panels that cover the variety of scientific fields. This might be taken up for specific fields first. Onwards, a portfolio of more generic and specific indicators can be built up.

ANR cannot redo the qualitative analysis carried out as part of the test phases (described above) every year given the volume of the call and thus the work involved. The advice is to do an analysis of this scope again in a few years (3 to 5 years) to assess the implementation or select scientific fields to monitor more closely.

2 Teagasc: Integrating gender(+) in criteria for granting programme

2.2.1 Introduction: Teagasc's gender profile and its granting programme in research

Teagasc is the Irish agriculture and food development authority and was established in September 1988 under the Agriculture (Research, Training and Advice Act, 1988. It is a semi-state organisation with approximately 1,500 employees and an annual budget of approx. €160 million. Teagasc provides integrated research, advisory and training services to the agriculture and food industry and rural communities. Teagasc has a research portfolio of over 450 internally and externally funded research projects undertaking research in agriculture, food, environmental science, agri-food economics, rural development, horticulture and other related disciplines. Teagasc collaborates with stakeholders nationally and internationally in the conduct of its research.
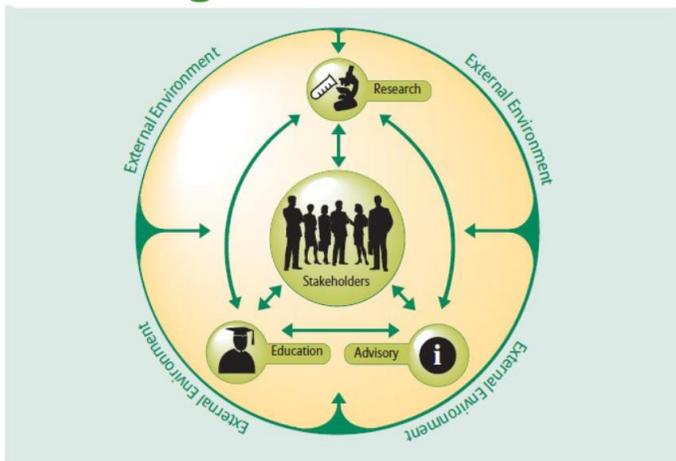
Teagasc has approximately 42,000 famer clients who pay an annual fee for advisory services. Teagasc also provides a range of agricultural education courses to approx. 3,500 students annually, delivered through its agricultural colleges and in collaboration with Higher Education Institutes. Teagasc delivers its programmes and activities through its research, advisory, education and support staff and an infrastructure of seven research centres, seven agricultural colleges and 52 advisory offices across Ireland.

Teagasc reports to the Department of Agriculture, Food and the Marine (DAFM), with 70% of funding generated by the state and 30% funded by its own. Teagasc is governed by the Teagasc Act and by the Teagasc Authority. The 11 member Authority is appointed by the Minister for Agriculture, Food & the Marine and has representatives from the farming organisations, the food industry, Universities, the Department of Agriculture, Food and the Marine, and Teagasc staff.

Figure 1: Teagasc staff breakdown by gender in 2017 and 2022

	January 2017		January 2022	
	Male	Female	Male	Female
All staff	60%	40%	60%	40%
All staff: Senior	88%	12%	78%	22%
All staff: Non-senior	57%	43%	59%	41%
Research: Senior	90%	10%	80%	20%
Research: Non-senior	59%	41%	51%	49%
Advisory: Senior	91%	9%	80%	20%
Advisory: Non-senior	78%	22%	76%	24%
Admin: Senior	80%	20%	71%	29%
Admin: Non-senior	4%	96%	10%	90%
Technical: All	73%	27%	67%	33%
General - Farm/Domestic: All	90%	10%	90%	10%
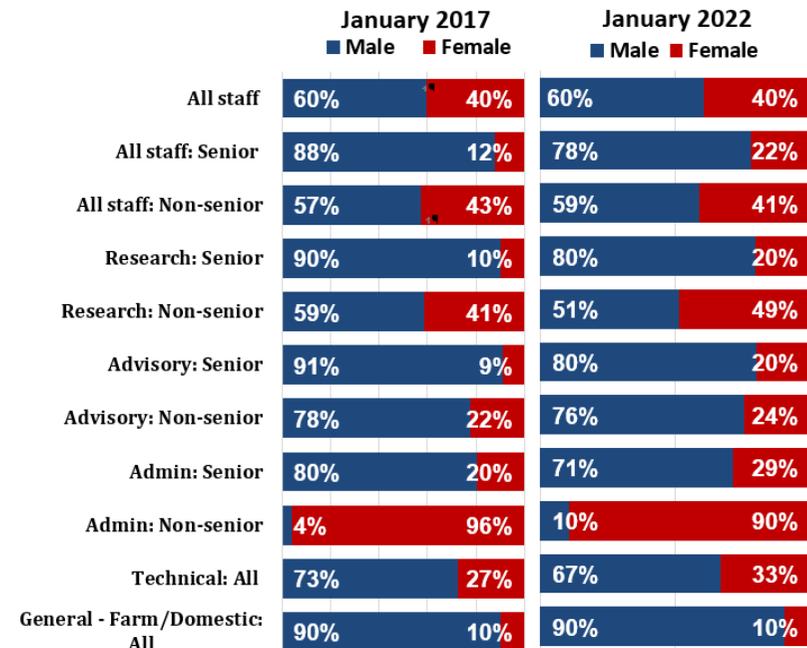
Figure 1 shows the change in gender balance across staff categories by seniority since January 2017, when Teagasc started first recording its gender data. The overall balance among all staff has remained quite stable between January 2017 and 2022 with 60% male and 40% female. However, the gender profile varies across programmes, staff categories and staff seniority, with an increase by 10% between 2017 and 2022 in the numbers of women occupying senior positions.

It should nonetheless be noted that women are significantly overrepresented in lower grades (and particularly so in the lower administrative grades) and still underrepresented in higher ranks and grades in the organisation.

Teagasc finalised its Gender Equality Plan at the end of 2021, and it was launched at International Women's Day in 2022.

[Teagasc's Gender Equality Plan](#) has integrated the integration of gender in funding, research and teaching among its four main strategic objectives:

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

2.2.2 Strategies and guiding principles

The fourth objective of the Teagasc GEP is dedicated to integrating gender in funding, research and teaching. Gender in research has two elements: the equal participation of women and men in research, and the integration of gender in research content. Teagasc encourages equal participation of men and women in research while creating the working conditions to enable them to develop fulfilling careers.

Teagasc ascertains that its research addresses women's needs as well as men's. Integrating a gender dimension in research will ensure gender differences are considered and addressed while improving research quality and the relevance to society of the knowledge, technologies and innovations produced. Evidence shows that adopting a gender lens enhances research excellence and increases the validity of research results.

The fourth objective of the Teagasc GEP is comprised of six separate actions. The following actions are being progressively implemented to ensure integration of

gender in Teagasc's funding, research and teaching activities, from the initial research idea to the dissemination of results:

- Monitor & review all aspects of internal and external funding calls;
- Ensure gender balance on research project review panels;
- Develop a checklist for integrating gender in research proposals;
- Research and develop a proposal to integrate gender in research, teaching and funding in Teagasc;
- Organise training on integrating gender in research for researchers, post-docs and Walsh Scholars;
- Review all education and training courses provided by Teagasc to ensure gender is integrated in teaching.

2.2.3 Gender disparity between researchers of various positions

At the beginning of the project, Teagasc carried out an audit to look at the ratio of male to female research officers. This data is presented annually in Teagasc's Level 1 Business Plan. The figures and statistics are being monitored by the HR Department for all staff categories across the organisation and are reported annually to the Teagasc Authority.

Teagasc has made deliberate efforts through its taskforce and sponsorship from the leadership team to raise the profile of female researchers, through the media, events, conferences and national working groups.

Recently, on 16 November 2022, as part of Science Week and the Festival of Farming and Food, Teagasc arranged a public webinar on Women in STEM, in conjunction with the Gender-SMART project, which featured four female researchers. The women spoke about how the work they do benefits the environment and they described the varied career paths they had taken to get where they are today. The webinar was aimed at students, in order to encourage them to consider a career in STEM, and it was a lively and engaging discussion, which was attended by over 82 schools.

Teagasc researchers attended a four day leadership programme for female staff, entitled Leading from Within, and many of these staff have been promoted, changed roles and or have taken on more decision making roles.

Table 1 below shows that balance has been achieved regarding the overall number of men and women in research officers with 50% women and 50% men in 2022. The total number of research staff grew to 43% female and 57% male in 2022. However, as research staff progress to the senior grades, the breakdown becomes more imbalanced with 24% women at Principal Research Officer grade and just 18% women at Senior Principal Research Officer grade. The latter group had no women at all in 2017, then 2 out of 12 in 2019 and now 2 out of 11. However, these figures also show that Teagasc has a strong pipeline of women researchers who can further grow in their careers and move into senior research positions.

Table 1: Breakdown of research staff in Teagasc by gender, 2022

Staff category	Total No.	% Men	% Women
Research Officers	82	50%	50%
Senior Research Officers	47	47%	53%
Principal Research Officers	42	76%	24%
Senior Principal Research Officers	11	82%	18%
All staff – research grades	182	57%	43%

2.2.4 Reviewing and monitoring funding calls

There is an action under Objective 4 of the GEP to monitor and review all aspect of the internal and external funding calls to ensure gender balance and equality in awards. This data is also monitored and reviewed annually.

Towards improved gender balance among proposal applicants and granted persons

Table 2 displays the number of project leaders applying for projects, which varies each year from 2018 up to 2022. There are consistently more applications submitted by male project leaders. The data shows that there is no significant or consistent gender difference in the proportion of those awarded projects, as opposed to those who applied. Table 2 illustrates that success rate of the number of applicants vary between 77% for men-led applications, or 81% for women-led applications up to 100% for respectively men or women led proposals between 2018 and 2022. It is obvious that there was no consistent priority given to projects led by women, although it might have been be justified to grant a higher percentage of women-led proposals in order to enhance more gender equality in the future.

Table 2: Internal Call project applications and success rate by gender of lead applicant, 2022-2018

| Call Year | Project applications submitted | Project applicants | | Project applications approved | Success rate applications | |
		Men	Women		Men-led applications	Women-led applications
2022	38	23	15	89% (34)	87% (20)	93% (14)
2021	40	23	17	85% (34)	87% (20)	82% (14)
2020	29	20	9	97% (28)	100% (20)	89% (8)
2019	42	26	16	79% (33)	77% (20)	81% (13)
2018	41	22	19	93% (38)	86% (19)	100% (19)

The proportion of women applicants in 2021 and 2022 differed quite significantly per research area without a clear pattern from Table 3 as well. Since the numbers are low, it is not possible to observe any trend.

Table 3: Breakdown of applicants by Research Programmes and gender, 2021-2022

	% women in 2021	% women in 2022	N=women in 2021	N=women in 2022
Total	42,5%	37,5%	17 F (40)	15 F (41)
Animal and Grassland Research and Innovation	36,8%	26,6%	7F (19)	4F (15)
Crops, Environment and Land Use	28,5%	46,6%	2F (7)	7F (15)
Food	63,6%	28,5%	7F (12)	2F (7)
Rural Economy and Development	50%	75%	1F (2)	3F (4)

Gender balance among proposal evaluators

With regard to project proposal evaluations, Teagasc aims to achieve gender balance on its impact and scientific panels each year. The selection of panel members depends on the topics submitted to the call and the availability of the panel members, who are changed and substituted regularly. For the past three years, the impact panel has been divided 50:50 between female and male. The scientific assessment panel has five members with typically three male and two female scientists.

Testing awareness and understanding of gender integration in research

In order to ascertain the level of awareness and understanding of integrating gender in research among Teagasc researchers, a question on gender was included on the application form for the 2021 and 2022 new research project calls. The question was as follows:

Please describe how you have, or will, consider gender/sex in the planning, design and development of this proposal and during project implementation.

The review of the responses on the integration of gender in the proposals was done by the WUR partner and shared on 15 June 2022. The review showed that the applicants mostly addressed the team composition, and sometimes work conditions and team or partner collaboration. Applicants who addressed more than the gender composition of teams, also mentioned salary parity, care arrangements / work-life balance issues, language use and inclusive collaboration. Some highlighted that they would seek excellence irrespective of gender, thus implicitly taking a gender blind position denying evidence of possible gender bias about excellence and the influence of gender bias in recruitment, selection and career progression processes.

Only two women among the applicants gave some substantive explanation of considering both women and men in their research in all stakeholder groups by which they ensured that differences in perspectives, influences and impacts would be uncovered.

In short, the responses received indicate that there is not a shared understanding or clear idea among the Teagasc researchers about what integrating gender in research entails or how to integrate this, especially in the research content. Teagasc researchers concluded that it is key to upskill their knowledge in this area.

2.2.5 Inclusion of training of Teagasc researchers

In line with the Teagasc GEP, the action to organise training on integrating gender in research has already been taken up. Such training was aimed at researchers, post-docs and PhD Students (Walsh Scholars). The following trainings were successfully offered:

- On 10 March 2020, Teagasc arranged for Maxime Forest, Senior Consultant with Yellow Window, to deliver specific in-person training to researchers, post-docs and PhD Students on: *"How to integrate gender in applied research projects and in research funding and evaluation (and why it matters)"*. This training was also delivered to the Gender-SMART taskforce and the learning objectives of the training were to:

  - Introduce basic concepts about gender
  - Learn to identify gender bias, and
  - How to build capacity for integrating gender.

  The exit questionnaire showed an average score of 8.5 out of 10.

- On 3 September 2021, Teagasc also arranged an online training webinar for researchers, post-docs and PhD Students with Professor Eileen Drew, Director of the Trinity Centre for Gender Equality and Leadership at Trinity College Dublin. Professor Drew was Coordinator of the Systemic Action for Gender Equality (SAGE) Horizon-2020 Project, which commenced in September 2016. The topic of Eileen Drew's presentation to researchers was integrating the gender dimension in research and how it can be applied to deliver higher quality and more impactful research.

- On 15 June 2022, Dr. Margreet van der Burg, gender studies Wageningen University, delivered an online presentation to researchers, post-docs and PhD Students on integrating the gender dimension in agri-food research projects. During this dedicated proposal writing session, Margreet van der Burg shared

two checklists (see Annex 2) she had drafted for integrating gender[+] in the research design cycle, and in research collaboration and contents.

2.2.6 Lessons learned and sustainability

It is not an easy task to ensure that gender is represented and integrated into research activities. The launch of Teagasc's Gender Equality Plan has highlighted the importance of integration of gender in research, funding and teaching and the relevant actions are set out in Objective 4. This does not however guarantee that the integration of gender in research will be a priority for researchers, post-docs and Walsh Scholars and, in fact, many are unclear on what is required to ensure the integration of gender in their research. While progress has been made, much work remains to be done and it is essential that the momentum that has been gained over the four years of the project is continued. Discussions on sustainability are underway and it is considered important that a new role of Equality, Diversity and Inclusion Officer is created in order to implement future actions.

One of the lessons learned is that it is essential to ensure that continuous training is provided to the research community within Teagasc.

Judging by the responses received in relation to the question on gender on the application form for the 2021 and 2022 new research project calls, it is apparent that proposal writers hold very different understandings of what is required to integrate gender in research.

One of the main lessons learned for Teagasc is that the question on gender needs to be more clearly formulated and clarified in the call instructions as there was much uncertainty as to whether it also applied to animals, given the reference to gender and/or sex.

One accompanying action is to run a mandatory webinar for researchers from next year onwards in advance of large funding calls, in order to explain the integration of gender in research and funding, why it is important and how this can be achieved.

With regard to sustainable institutionalisation of the requirement for gender content in research, we have signalled that recent peer reviews/evaluations increasingly have sought very specific gender[+] data with regard to certain research programmes in Teagasc. This made clear to managers and researchers alike that gender[+] data needs to be built into the terms of reference for peer reviews and consequence in the research programmes taken on.

3. RESEARCH & EDUCATION: Gender⁽⁺⁾-sensitive contents as implementation process-in-progress

This section presents the initiatives and implementation practices and processes of five partners who engage in research. Most are also involved in teaching, training or supervision processes; the two partners CUT and WUR are universities.

The five sections of these partners show various ways followed and difficulties encountered during the implementation process of integrating the gender⁽⁺⁾ dimension as a funding criterion while providing accompanying capacity building activities for all stakeholders involved.

CICYTEX started with awareness trainings and moved into building out their capacity to actually integrate the gender dimensions in project proposals while seeking expertise and support to do that with its staff at other neighbouring institutions besides improving the options for women and men researchers in gender equal ways.

CUT also started with sensitizing staff and also students at its university department of agriculture and food sciences. Over the course of the project the initiative expanded over the university as a whole for which it created a supportive handbook and accompanied trainings including the gathering of good examples.

CIHEAM-Bari followed the same initial stage and expanded to cooperate within CIHEAM on a policy document for women's empowerment and gender mainstreaming in research and teaching. As a concerted effort they started to gradually introduce elements in teaching as preparation for including gender⁺ aspects in students' individual projects. A prize for project reports is already established to support this.

CIRAD followed a different pattern by establishing a Community of Practice (COP) among researchers and research service officers. They decided to start with a group that was open to expand and would share their activities and outcomes along the way. The approach was clearly bottom-up: interested staff could join by own initiative and propose case studies. The COP now opens up to foster progress in integration and influence institutionally.

At last, WUR could build on some tradition of which fragmented activities were low profile continued after a time of neglect for institutional support to gender⁽⁺⁾ studies. The still present seeds appeared to be eager to flourish again, starting as PhD initiatives, cooperation in a global conference, securing positions and strengthening a few gender courses into a minor programme and supportive research and information though liaison offices or fund advisers to reach out to researchers that liked to write or participating in writing grant proposals for advancing their careers.

3.1 CICYTEX: From raising the level of awareness and knowledge to monitored support to gender⁺ integration in research

3.1.1 Introduction CICYTEX

After the negotiation and signature in the Equality Commission, the 1st CICYTEX Gender Equality Plan will be in force for four years (2022-2025).

It is structured in 11 thematic blocks:

1. Commitment to equal opportunities and visibility
2. Selection process, recruitment, professional development and promotion
3. Training and awareness-raising
4. Responsible exercise of personal, family and work life rights
5. Under-representation of women
6. Remuneration
7. Prevention of sexual harassment and gender-based harassment
8. Prevention of gender-based violence
9. Occupational health with a gender perspective
10. Research and gender perspective
11. Inclusive language and communication

The 1st Plan includes 66 measures to be implemented over four years. Thematic block 10 is most relevant with regards to research contents. This corresponds to one of the core values stated:

▪ Incorporate resources within the CICYTEX organisation to apply the gender perspective in its scientific research and innovation activities.

The measures included and being implemented in the research block are:

1. Promote the inclusion of the gender perspective in CICYTEX's scientific-technological proposals in order to achieve an integrated approach in research, through training and/or informative talks with specialised entities.

   For this purpose and during the Gender-SMART project, training workshops and informative talks have been carried out by both project partners (Yellow Window or Wageningen University) and other stakeholders such as the Women and Science Unit of the National Ministry of Science and Innovation.

2. Promote the leadership of women researchers at CICYTEX through specific training courses that include topics on gender bias in science.

   CICYTEX has promoted the participation of female researchers in this type of activities.

3. To propose from CICYTEX to the Regional Ministry of Economy, Science and Digital Agenda, the announcement of a prize to make visible research projects that have taken into account or integrated the gender perspective in them.

   Within the framework of a Collaboration Agreement with Banco Caja Rural, this is one of the lines introduced.

3.1.2 Capacity building and training activities

At CICYTEX, in total more than 50 researchers have benefited from specific training as follows.

Subject	Organizer & Place	Date	Number of participants
Capacity building workshop with main staff representatives.		09-04-2019	18
Gender in Research training by Maxime Forest	Yellow Window	22-11-2019	30
Gender in Research training by Maxime Forest	Yellow Window	20-04-2022	20
Gender in Research Conference. Building a Horizon for Europe	CICYTEX, Mérida	21-04-2022	221 (onsite + online)
Session on gender in technology research.	University of Extremadura with CICYTEX, Mérida	04-07-2022	45 (7 belonging to CICYTEX)

Besides researchers from CICYTEX, also sector representatives, colleagues of other research entities and the University of Extremadura were reached out to and did participate in the conference and last session.

3.1.3 Sustainability and institutionalization

Initially, gender integration in research was seen as a minor issue at the institutional level and within projects. It looked alien to the world of agricultural research and technology. Now, it is considered absolutely necessary to be carried out as it is formally considered by various funding agencies. This is comprehended by the vast majority of researchers.

The CICYTEX GEP is valid until 2025 and among the 4 key principles there is

- Incorporate resources within CICYTEX to apply the gender perspective in its scientific research and innovation activities.
- To make the work of women at CICYTEX visible in order to disseminate their contributions to the science.

The institutionalisation process is clear and irreversible. An Equality Commission has been created, there is a Gender officer and financial resources beyond the Gender-SMART project time are guaranteed within the CICYTEX GEP until 2025.

The research community has become aware of the need to integrate gender[+] but it appears to be necessary to continue to make progress on how to do it. The activities from the trainings and conference increased the awareness and raised the willingness of key researchers at CICYTEX to more engage with gender[+] integration and further capacity building. Two CICYTEX participants participated in the WP 6 event at Wageningen 14 and 15 Nov. 2022.

During these 4 years, progress has been made in the training of researchers in the preparation of their proposals. However, it is advised to continue capacities building for the Scientific Commission of CICYTEX as a collegiate body that supervises many of the proposals, as well as for the Scientific Directorates of the Institutes.

Responsible entities and inclusion of expert stakeholders

In CICYTEX, the Research Management for the various research domains and the Scientific Commission are key in the organisational structure to foster the integration of the gender perspective. They channel and support the drafting and elaboration of the vast majority of the research proposals of CICYTEX. The Scientific

Committee is the collegiate body which, together with the Management, assesses the lines of research and, at regular times, and selects the best proposals to be submitted.

Within the GEP, its members are identified as personnel who must have the capacity to introduce gender into research and also to evaluate whether it has been done correctly. To support them, several considerations are taken into account.

- It is considered essential that also the staff in this area are trained well in order to be able to advise researchers on the subject.
- To involve the stakeholders with expertise such as the Women's Institute, trade unions or women's associations such as Women in Science. Undoubtedly the main ally of CICYTEX for the inclusion of the gender perspective in its activities is the Women and Science Unit of the National Ministry of Science and Innovation. This is so for two reasons. Firstly, because the Ministry's national legislative initiatives increasingly require the inclusion of gender in order to be eligible for national funds. Secondly, because this Unit can provide teaching resources and training.

Next steps

The next step after the CICYTEX awareness raising and knowledge sharing activities is to advance that the researchers gain ability to integrate gender[+] better and more precisely in cooperation with the sectors and the R&I management to evaluate advancement in the best possible way.

CICYTEX is aware that gender training needs to be a continuous process, therefore, the Gender Equality Plan envisages to also organise at least one training course for staff per year and that all research staff joining CICYTEX will receive it.

In the GEP, the percentage of researchers to be trained for the inclusion of gender in the projects is set. The percentage of projects with a gender perspective is also included. A qualitative indicator to assess the quality of inclusion still needs to be set; for this it may be necessary to include external expert evaluators.

Process indicators have been included in M&E section 7 of the CICYTEX GEP to quantify the results of each activity, including the percentage of research staff trained and the percentage of projects that include the gender perspective.

3.2 CUT: From Workshops to Handbook for gender[+] integration in research & teaching

3.2.1 Introduction CUT

Cyprus University of Technology (CUT) is one of three state universities in the Republic of Cyprus. CUT was founded by law in December 2003 and welcomed its first students in September 2007. Currently, 2051 undergraduate students, 545 Masters students and 184 PhD students are enrolled in the University, in 17 undergraduate and 32 postgraduate programmes, respectively. The University consists of six faculties among which the Faculty of Geotechnical Sciences and Environmental Management, with the Department of Agricultural Sciences, Biotechnology and Food Science and the Department of Environmental Science and Technology. Each department has responsibility over their study and PhD programmes. The programmes have to be approved by the Senate Committee and the National Quality Assurance. Students are allowed to take courses from other programmes in the form of electives at the undergraduate programmes. There is no specific gender studies programme nor gender studies courses focusing on the agricultural sciences, biotechnology and food sciences.

CUT aspires to develop into a modern, pioneering and internationally recognized university, able to offer education and high-level research in leading fields of research that currently have a great impact on the economic, technological and scientific sectors. Focusing mainly on applied research, the University aspires to acquire a role in support of the nation and society (Cyprus, EU, and the world) in their efforts to deal with problems related to science and technology.

The first CUT Gender Equality Plan was adopted in 2019 and the revised intersectional Equality Plan was approved by the Senate and Council in 2022, consistent of 5 main pillars: building an inclusive culture, developing equal career support measures, reshaping decision-making and governance, integrating gender[+] research and teaching, and creating policies and support measures for sexual

harassment, harassment and bullying. The Equality Senate Committee will monitor progress through its annual progress report.

The Cyprus University of Technology was initially introduced to practices for the integration of gender[+] in research through the activities of Gender-SMART. A series of activities have been implemented (including training, handbook of good practices etc.) addressed to the academic and research community of the University.

The third pillar of the CUT Equality Plan is dedicated to the integration of gender and intersectionality in research and teaching. A series of actions were implemented under the sub-goal that aims to provide awareness and knowledge development on this topic for CUT's staff.

3.2.2 Workshops to increase awareness and knowledge

On 19 April 2021 CUT had a training on gender in research by Yellow Window. For the day after this training the CUT Gender-SMART team identified more academic staff from different departments to work with for the integration of gender in their research and teaching. Research teams were invited to present how they integrated gender in their research. This resulted in presentations of 6 research teams of which half of the PIs were women, other half men. With the audience of 35 persons the day was closed with collecting and discussing ideas and plans for further mobilisation and next steps for potential actions and initiatives to promote gender equality at the university.

On the 6 & 7 of December 2021 Margreet van der Burg (gender studies WUR) visited the Cyprus University of Technology to work with MSc and PhD students, as well as the academic staff (15 members) of the Department of Agriculture, Biotechnology and Food Science on good practices for the integration of the gender dimension in teaching curricula and teaching practices, as well as research. On 6 December, Dr. Van der Burg met with MSc and PhD students and some postdocs (15 in total) of the Department of Agriculture of CUT and explored in a 2-hrs masterclass the key areas for gender[+] integration in research in the agri-food sciences. The focus was on the sector which each student was working with, as well

as the integration of the gender[+] dimension in different fields of agricultural innovations.

According to the feedback from the attendees, the sessions had met their expectations and were useful for their work. The methodology followed for the training included the use of concepts and methods with examples or **case studies**, as useful for them to understand the connection of gender[+] dimension in Agriculture, Food and Life Sciences.

The Gender-SMART Team at CUT organized a plenary session *Why Gender Matters in Plant Pathology and beyond?* at the 16th Congress of the Mediterranean Phytopathological Union, 5 April 2022. Partners WUR and CIHEAM contributed to this event.

11:00 - 13:15	**Why Gender matters in Plant Pathology and beyond** Special Session offered by Gender-SMART **Room:** Panorama
	Keynote Talk Gender in plant health and pathology: Exploring the research agenda *Margreet Van der Burg*
	How gender equality, innovation and excellence in research are highly correlated? Practices, Tools & Methods *Panayiota Polykarpou*
	Better together: Gender Diversity and Inclusion in the workplace *Maria Angeli*
	Round Table Discussion What are the benefits of diversity and equal representation of genders in academia and industry? Challenges and good practices Panelists:Blanca Landa, Anna Maria D'Onghia, Khaled Makkouk, Maria Kaiafa, Panayiota Polykarpou (Moderator)

The workshops and session made clear that a specified guide would support researchers and teachers more directly.

3.2.3   Handbook on inclusive research and teaching strategies

CUT in collaboration with EUT[+] Team then co-designed the *Handbook on Inclusive Strategies for Gender & Intersectionality in Research & Teaching,* which is part of the activities mentioned in the new Equality Plan (See Annex 3). The aim of the handbook is to help academic staff to integrate gender and intersectionality into research and teaching. The Handbook was disseminated to the CUT Research Community and a training/presentation was given to all the departments of the University (available in Greek and English). The Handbook's design is based on the *"Toolkit for Integrating Gender-Sensitive Approach into Research and Teaching"* designed within the framework of the Garcia Project No.611737, and additionally included sections on intersectionality.

The Handbook was presented in the form of training to the members of all academic departments. In collaboration with the Studies and Student Affairs Services, a monitoring and evaluation system will be designed in the next period in order to track how each academic member and researcher chose to include gender[+] dimension in their research. A survey was designed and shared with the academic staff after the dissemination of the Handbook, requesting to describe the approach they chose. By repeating this, gradually a set of examples will be collected and made available for others.
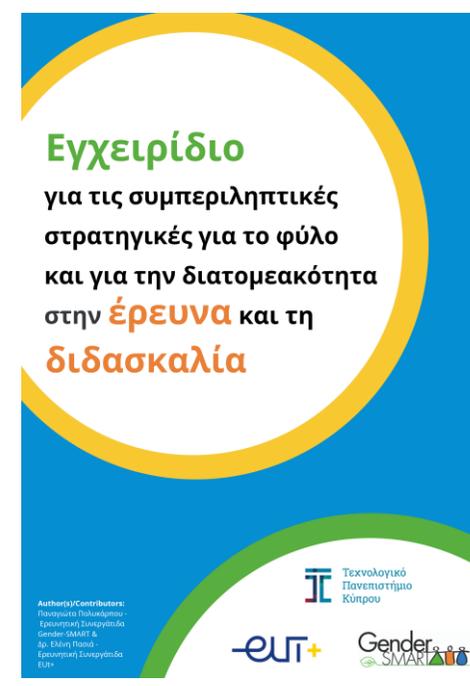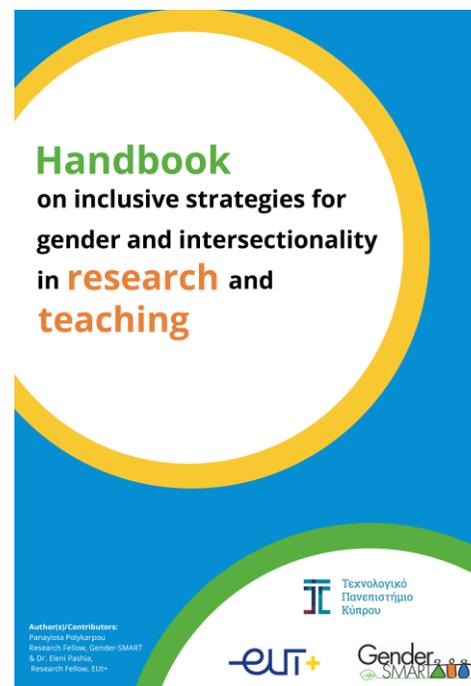
3.2.4 Lessons learned

The following lessons learned were concluded after the implementation of the above activities among others:

- Intensive trainings needs to be done to strengthen the understanding of integration of gender$^+$ in research and teaching. An initial engagement took place, followed by the trainings offered for the Handbook however these needs to be repeated.
- The practical tool that was created in the form of a Handbook needs to be strengthened with hands-on examples from the different fields of each department. During the trainings offered, it was understood that tailor-made examples were needed so that the audience can comprehend how and whether a gender$^+$ dimension can be mainstreamed in their activities.
- Need of gender expertise/specialist for the various departments and fields for which the gender$^+$ dimension is considered an important factor for consideration and analysis.
- In view of the new Equality Plan, there is a necessary need for the leadership and Research Committee to publicly support the activities under the particular pillar and design procedures for the monitor and evaluation of the actions.

3.2.5 Sustainability

The approval of the new Equality Plan in June 2022 was an important step to have actions gradually be implemented at institutional level and not under a Project.

This particular action has been included in the Equality Plan of CUT (2022-2024) to ensure the sustainability of this practice and the continuous monitoring and collecting of the methodologies adopted for the integration of gender$^+$ in research

A monitoring procedure has been designed by the Studies and Student Affairs Services that aims to capture the progress of the implementation of the chosen practices after the end of the Gender-SMART Project. As a first stage, the procedure will capture the practices and methodologies that the academic and research staff choses to adopt after the training and presentation of the

Handbook (previously mentioned). The next step is for the students to evaluate their tutors on how they integrate the gender$^+$ dimension in their teaching content. The progress will be monitored and presented in the annual progress report of the Equality Senate Committee.

3.3. CIHEAM Bari: Complementing women's empowerment with gender⁺ integration and increasing involvement of researchers, lecturers and students

3.3.1 Introduction CIHEAM Bari

CIHEAM Bari has a tradition of being sensitive and open to advancing gender⁺ equality, as demonstrated by giving special attention to the selection of women as students and lecturers to improve the gender balance. Female students leave with the best scores though hardly reach top positions when they return to their countries. Nevertheless, also at CIHEAM Bari male lecturers outnumber female professors; some argue it may be changing slowly only because female experts with the technical expertise required for CIHEAM's curricula are hard to find.

CIHEAM Bari has also being involved in several international cooperation projects in the field of women empowerment and capacity building for quite some time although till recently researchers dealing with gender as a subject had not received specific training.

Mention should be made of the "Knowledge Unit" on Gender, established in Bari to fulfil CIHEAM AGENDA CAPMED2025 which identified Gender Equality among one of its 15 goals.

Before the elaboration of CIHEAM Bari's GEP, there were no strategies to support/facilitate gender⁺ expertise and gender⁺ integration into research programs and projects but just informal practices.

Following from the audit and involvement in Gender-SMART activities, CIHEAM Bari formulated as one of its objectives to move from women's empowerment only to gender⁺ integration.

Women Empowerment & Gender Mainstreaming in activities of the CIHEAM, issued in 2021, reports that, in line with the UN Sustainable Development Goals for 2030, and with the 2016 CIHEAM Action Plan for the Mediterranean 2025 (CAPMED 2025, Theme 10 Gender Equality and Vulnerable Groups Inclusion, p. 28), CIHEAM gives

prominence to issues of capacity building and empowerment of women in agriculture, fisheries and more generally in rural and coastal Mediterranean areas.

Gender equality and women empowerment are thus identified as a priority and crosscutting themes inviting to reflect upon several components of Mediterranean agriculture and rural development (p. 5).

Therefore, training has always been considered necessary for effective integration of the gender dimension in research area as a cross-cutting issue. It is still seen as a key element to invest in and to be encouraged to consolidate gender knowledge and expertise.

3.3.2 Gender flagship initiative

Drawing on its experience, CIHEAM Bari reached out to CIHEAM Headquarters through a participatory approach to undertake a pathway towards change for a joint gender flagship initiative to share actions to be incorporated in the GEPs of the whole CIHEAM organisation, also including delivering a series of seminars on gender integration into research across the four CIHEAM Institutes. By sharing the experience gained, the Gender-SMART Core Team has reached out to staff members of other CIHEAM institutes to inspire a pathway towards change for a joint engagement in a flagship initiative.

As a result, a decision was made by CIHEAM's Governing Board to encourage all institutes to design tailored GEPs and further network towards a gender policy at corporate level.

3.3.3 Activities for raising awareness and knowledge

A series of online webinars and in-person seminars were organized and held as part of Gender-SMART project with the support of consortium and technical partners.

Researchers and PhD candidates were invited to join to strengthen their expertise in this field.

These were:

1. Sharing of methods and models to integrate gender in research by international gender experts:
    a. *How to integrate the gender dimension in research at CIHEAM Bari? A hands-on approach*, by Maxime Forest, Yellow Window (7 June 2021, 25 (14f/11m) participants) (see Box 2)
    b. *Gender and the research design cycle,* by Margreet van der Burg from WUR, The Netherlands (17 March 2022, 25 Participants, 10 from other CIHEAM Institutes).
    c. *Training on Gender Equality in Research to PhD students,* by Maxime Forest, YW (10 May 2022, 12 participants, 4 from other CIHEAM Institutes).

Box 2

CIHEAM Bari reported on the online training by Yellow Window on Monday 7 June, 2021:

"*Based on updated theoretical and practical knowledge, the training was directed to junior and senior researchers, project coordinators and project managers, as well as non-academic staff involved in research project support and/or dissemination. It provided relevant insights and hands-on experience in integrating a gender perspective in research projects, not only to meet funding requirements (as those newly established for Horizon Europe), but also to further improve research quality and validity in research fields relevant to CIHEAM Bari.*
Specific attention was brought to the context of projects devoted to sustainable agriculture and agriculture for development.
Achieved learning objectives were:

- *Better understanding the concepts of sex and gender and their relevance for research, also in agriculture for development*
- *Introducing gender bias in research organizations and knowledge production*
- *Sensitize on the importance of including the sex and gender dimension into research projects.*"

2. Organising sessions with / or speakers in gender-related events organized by partners in the Gender-SMART project.
    a. *Research to Foster Gender Mainstreaming for Sustainable Development and Food Security in the Mediterranean Area*, 12 Oct, session at Online global conference Cultivating Equality: Advancing Gender Research in Agriculture, 12-15 Oct. 2021 (see session recording and more here).

News

Gender-SMART online conference "Cultivating Equality: Advancing Gender Research in Agriculture and Food Systems"

12 October 2021

The **Gender-SMART** Core Team at CIHEAM Bari is organizing a session in the framework of the online conference '*Cultivating Equality: Advancing Gender Research in Agriculture and Food Systems*'.

Session title: **Research to Foster Gender Mainstreaming for Sustainable Rural Development and Food Security in the Mediterranean Area.**

Timing: October 12th from 9:30 to 11.

Speakers :

* **Patrizia Pugliese**, Senior Officer at CIHEAM Bari
* **Roula Khadra**, Senior Officer at CIHEAM Bari
* **Juan Antonio Sagardoy**: Senior expert on Gender
* **Nora Osama**: Director of the Planning and Programs Department, Arab Women Organization (AWO)
* **Stefania Congia**: Head of the Social -Labour Integration Policies and Foreign Minors' Protection Division, Ministry of Labour and Social Policies, Italy

Moderator:

* **Maroun El Moujabber** Leader of the Gender-SMART Core Team at CIHEAM Bari.

b. *Why Gender Matters in Plant Pathology and beyond?,* Plenary organized by CUT team, the 16th Congress of the Mediterranean Phytopathological Union, 6 April 2022, with the participation of Anna Maria D'Onghia, senior researcher in integrated pest management, CIHEAM Bari.

Why Gender matters in Plant Pathology and beyond..

A Special Session offered by Gender-SMART

c. *Game-changing solutions from lessons learned from women, youth, and inclusive sustainable livelihoods in the Mediterranean countries,* Session co-organized by CIHEAM Bari at the 3rd World Conference on the Revitalization of the Mediterranean Diet, 28-30 Sept., 2022 (See more).

3.3.4 Community of Practice

CIHEAM Bari's researchers from the various thematic areas (Sustainable Agroecosystems and Resilience, Integrated Pest Management of Mediterranean Fruit Crops, Land and Water Resources Management, Mediterranean Organic Agriculture, Open Innovation and Youth Entrepreneurship in the Mediterranean Agrifood Sector) welcome the setting up of a COP to advance the integration of the gender dimension in research activities starting from MSc courses' curricula. So far, awareness-raising seminars have been offered on the integration of gender equality in teaching programmes to MSc students and teaching staff:

a. *Science for Impact: How people, equality and gender do matter for research in agriculture,* Seminar to the students by Margreet van der Burg from WUR, The Netherlands (15 March 2022, 20 participants).
b. *Gender Bias* seminar to the students by Marcela Linková from ISAS, Czech Republic (10 May 2022, 15 participants).

This is the first step towards the effective establishment of CIHEAM Bari's Community of Practice to share knowledge, exchange experiences and give voice to collective engagements.

Moreover, CIHEAM Bari researchers are increasingly involved in both international projects and activities with a strong gender dimension such as *Grass ceiling,* [*Rise Atter project*](#)*, Women's networks in fisheries in the Mediterranean, Women's added value to fisheries* ([*Nemo Kantara project*](#)). The already existing CIHEAM's Corporate Working Group "Gender Equality & Women Empowerment" of Clara Guelbenzu, Thomai Nikoli, Jean-Paul Pellissier, Patrizia Pugliese, Yasmine Seghirate El Guerrab and Fatiha Hassouni, Senior Gender Consultant, just published in June 2022 '[*Gender equality in the Mediterranean region. General overview and focus on the agricultural sector and rural areas*](#)' which can be built further on.

A Community of Practice has been set up at corporate level involving not only researchers but also education and training managers along with other categories of staff. The aim is to support the integration of gender-focused modules into the various MSc curricula through the exchange of expertise across CIHEAM institutes.

3.3.5   Prize for MSc thesis

To encourage that students take up the integration of gender there is another outstanding achievement. The proposal of establishing a prize for the best MSc thesis with a gender component was unanimously approved by the CIHEAM's Governing Board in June 2022. It will involve MSc students from 13 Mediterranean countries who attend training courses at each of the CIHEAM institutes.

3.4   CIRAD: Community of Practice

3.4.1 Introduction CIRAD

CIRAD is the French agricultural research and cooperation organization working for the sustainable development of tropical and Mediterranean regions. CIRAD works with its partners to build knowledge and solutions, and co-create resilient farming systems for a more sustainable, inclusive world. It mobilizes science, innovation and training in order to achieve the Sustainable Development Goals, including SDG 5 on gender equality. Its expertise supports the entire range of stakeholders, from producers to public policymakers, to foster biodiversity protection, agroecological transitions, food system sustainability, health (of plants, animals and ecosystems), sustainable development of rural territories, and their resilience to climate change. CIRAD works in some fifty countries on every continent, thanks to the expertise of its 1650 staff members, including 1140 scientists, backed by a global network of some 200 partners. Gender appears as a transversal issue in the strategic roadmap 2019-2023 (Figure 4 below).

3.4.2 Set up of the Community of Practice

The CIRAD Community of Practice «Gender in research content» (hereafter COP) was set up in 2020. Because CIRAD is a research institution, the focus of the COP is on research only. However, we believe some of the lessons and perspectives could apply or be adapted to teaching purposes as well.

Principles: voluntary, diverse and participatory

The COP starts with the hypothesis that integrating gender can improve our projects, produce better knowledge, lead to more relevant interventions and policies, and generate more impact. The overarching stake is to induce CIRAD staff and CIRAD as an institution to adopt a reflexive posture regarding the relevance of moving away from gender blindness and to engage in gender sensitive pathways (and/or to make those pathways more visible). We aim to do so by building and making visible shared knowledge, know-how, tools and practices, on a participatory and bottom-up basis.

Rather than trying to impose a gender dimension from outside, the invitation of the COP is thus to explicitly ask within each project whether integrating gender would bring added value to the project, and if yes, how, and how to proceed to effectively reap those benefits.

Participation

Joining the COP is a voluntary endeavour. In the first trimester of 2020, we sent an invitation to join to the whole CIRAD community and repeated this global invitation on a yearly basis. After 2 years and a half of activities, the COP is now more familiar to the CIRAD community, and CIRAD colleagues who wish to join, can reach out to the COP coordinators at any time.

The COP currently comprises 70 members, 45 women and 25 men. Men represent 36% of the COP, which can be viewed from a positive side (men participate) and from a less positive side (men represent 64% of the CIRAD scientific staff, and are thus clearly under-represented in the COP). Members include scientists from different backgrounds: social sciences dominate in numbers, but agronomic sciences are represented as well[1]. Importantly, the COP also includes support staff, notably for project setup. Since its start, the COP is co-chaired by the two focal points of CIRAD WP Task 6.4, Jean-Michel Sourisseau and Emmanuelle Bouquet. This is in line with principles of power sharing and gender diversity which are additional values put forward in the COP.

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[1] A link can be made with the sex-ratio. In social sciences, at CIRAD and elsewhere, women outnumber men, and the opposite is true for technical sciences. The under-representation of men in the COP thus partly reflect the under-representation of technical disciplines.

Goals and activities

During its first 2 years and a half, the COP has pursued two main goals:

1. the promotion of collective learning and building a common ground for integrating gender in our projects, based on the sharing of resources and experiences (challenges, practical solutions, recommendations, lessons learnt).
2. the documentation of the diversity of ways to integrate gender issues into CIRAD projects

3.4.3 Goal 1: Promoting collective learning and building a common ground for integrating gender in CIRAD projects

We held regular workshops (on a trimestral basis approximatively), where we discuss specific topics, two global events at the CIRAD level, and made a numeric depository for documentation and online resources[2] (using the platform TEAMS). All the workshops were organized on either online or mixed online/on site formats, in order to accommodate for Covid restrictions (in 2020 and 2021), and to include CIRAD colleagues that are posted abroad.

The complete list of workshops and topics is as follows:

No	Date	Subject	Partici-pants
1	23/04/2020; online	Launching the community of practices	30
2	19/5/2020; online	Integrating gender in project rationale and hypotheses	28
3	16/06/2020; hybrid	Integrating gender in project methodology	25
4	12/10/2020; hybrid	Integrating gender in data analysis, based on selected academic and practitioner literature	26
5	5/02/2021; hybrid	Integrating gender in a project on agroecology in Western Africa (FAIR project)	22
6	25/03/2021; hybrid	Integrating gender in a project on dietary diversity for agricultural households in Burkina Faso (Relax project)	22
7	5/07/2021 hybrid	Integrating gender in a project on bio-energy in Western Africa agrifood small and medium businesses (BIOSTAR project).	24
8	22/11/2021	Setting up a comparative approach to document the diversity of ways to integrate gender issues into the CIRAD projects, based on three pilot case studies	18
9	27/01/2022; hybrid	Gender-sensitive fieldwork. Lessons from the field. (guest presenter: Isabelle Guérin, senior scientist, IRD).	22
10	24/03/2022; hybrid	Drawing general lessons from the set of 12 CIRAD reflexive studies	19
11	23/06/2022; hybrid	Integrating gender in a quantitative survey. The example of a study on gender and land access in Madagascar.	15
12	21/11/2022; planned	The philosophic foundations of gender studies (guest presenter: Manon Garcia, University of Berlin).	-

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[2] See also deliverable 6.2 and 6.3 of the Gender-SMART project.

The COP participated also in several webinars and conferences, for instance in the workshop '*How to build a gender-sensitive organizational culture?*' by Maxime Forest and Lut Mergaert, (Yellow Window), 15 May 2020.

The COP co-chairs also shared and discussed the COP activities and outcomes in five sessions, within activities of the Gender-SMART consortium, and internally within the CIRAD community:

- 12 February 2021, *Integrating Gender⁺ in Research and Development Projects. The case of CIRAD*, Internal presentation for Gender-SMART partners by Emmanuelle Bouquet and Jean-Michel Sourisseau (COP Coordinators).

- 15 October 2021, *Cultivating Diversity for Integrating a Gender⁺ Perspective: The Gender-SMART CIRAD Community of Practice*, by Emmanuelle Bouquet, Jean-Michel Sourisseau and Nathalie Cialdella. Session of the global online open call conference «[Cultivating Equality. Advancing Gender Research in Agriculture and Food Systems,](#) », 12-15 Oct. 2021, co-organized by partner Wageningen University and the CGIAR GENDER Platform. The recording of the session can be viewed [here,](#) links to more: [here](#).

- 27 January 2022: *Parlons Genre CIRAD: « Gender and Development: the role of research in Social Sciences*, Isabelle Guérin, senior scientist, IRD: 90 participants online and on site.

- 14 April 2022: *Parlons Genre CIRAD: The diversity of ways to integrate gender in CIRAD projects*, by Emmanuelle Bouquet and Jean-Michel Sourisseau (COP Coordinators), 75 participants online and on site.

- 19 October 2022, *CIRAD Community of Practice for integrating the gender perspective in research content*, Gender-SMART final dissemination event 'Harvesting lessons learned. Inclusive workplaces and sustainable impact', Brussels, by Jean-Michel Sourisseau.

3.4.4   Goal 2: Developing tools to document the diversity of ways to integrate gender issues into CIRAD projects

The activities and collective work of the COP led first to the selection of a common framework, adapted to the realities of day-to-day CIRAD projects: the framework devised by the Gender-SMART partner Yellow Window (see Figure 2). Figure 2 visualizes how a gender-sensitive approach relates to the different phases of a project cycle (either research, consultancy or operational project) with an embedded action-research component) which allows to ask specific questions tailored to each phase. It also considers two separate but interconnected dimensions: the scientific dimensions (in red), and the governance dimension (in yellow), which deals with the team composition of the partners and their internal and external collaborations. The "+" in "Gender⁺" is an addition to the original framework referring to an intersectionality perspective.

Secondly, this framework was used to conduct and gather a set of 11 reflexive case studies reflecting a diversity in projects and ways of gender integration. We also conducted a comparative analysis in order to draw general considerations and lessons learned to share with the CIRAD community overall. The pilot analysis of 3 case studies was presented at the WUR-CGIAR GENDER Platform Global online conference «*Cultivating Equality. Advancing Gender Research in Agriculture and Food Systems*», 12-15 Oct. 2021 (see above). The final overarching analysis was presented at a global CIRAD event in April 2022 (see more on analysis below).

Figure 2: Gender⁺-sensitive project cycle
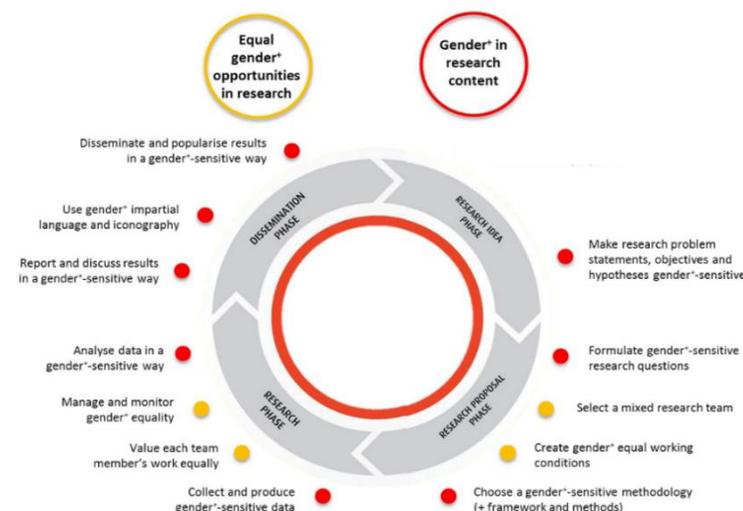
Source: based on Yellow Window (2009).

In a third stage, we devised a graphic tool to map the diversity of gender integration along 3 main dimensions: knowledge, impact, and governance (see Figure 3).

The tool was inspired both by the Yellow Window tool, which considers separately governance and scientific aspects, but does not isolate the impact dimension; and by the Gender Integration Continuum devised by IGMW and USAID (2017), which mostly applies to intervention and impact.

We tested the tool with a broader set of projects, taking advantage of the CIRAD annual meeting in July 2022 to connect with a broader audience. We set up a COP pop-up stand during lunch time close to the CIRAD restaurant and proposed a participatory activity where colleagues were invited to discuss the gender component of their project and to position the project on the graphic tool. Around 25 colleagues joined the activity, which also allowed to promote the COP to a broader audience.

Figure 3: Gender integration continuum in CIRAD projects
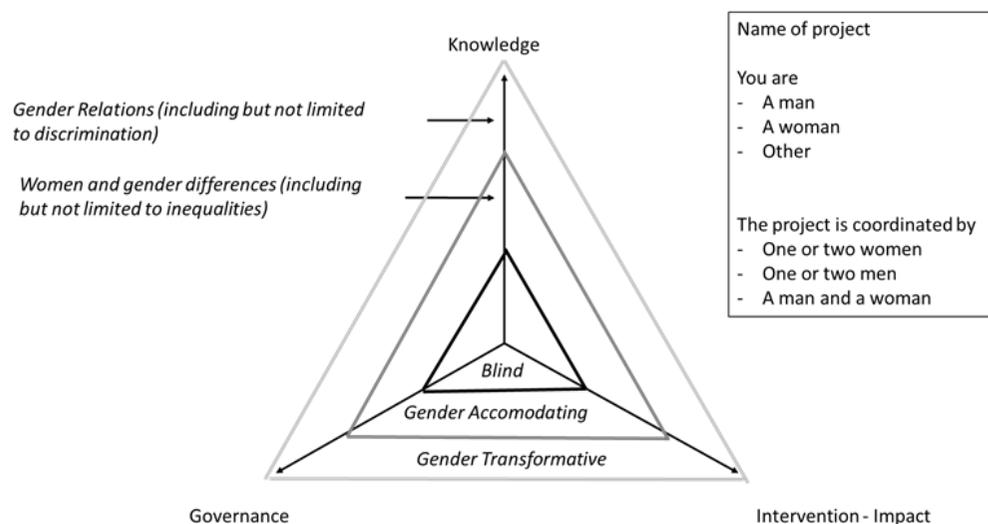
Source: adapted from IGMW and USAID (2017), p. 18 and Yellow Window (2009).

The wording «Gender accommodating» and «Gender transformative» is taken from IGMW and USAID (2017). There is an implicit order in those sub-dimensions.

Gender accommodating implies understanding and acknowledging gender realities in the contexts of the research or intervention projects, in order to identify either constraints that need to be dealt with, or leverages that could be used to achieve the project goals (which may often not be expressed in terms of gender equality).

Gender transformative, as the wording indicates, aims to act upon and to transform gender realities towards greater gender equality (e.g. through addressing gender discriminations, promoting women empowerment, redistributing resources, etc.).

Note that in figure 3, the categories «Gender accommodating» and «Gender transformative» are common to the dimension «Intervention-Impact» and also to the dimension «Governance» of the project itself. The latter concerns professional equality between men and women, as they arise in the course of the «daily life» of the CIRAD project (teams composition, allocation of roles and responsibilities, management of human, financial, and other resources, human relationships, etc.). Since CIRAD works in a multicultural environment with colleagues and partners from Southern countries, there is clearly an intersectionality dimension here as well to include structural inequalities in terms of education, funding, working conditions and so on (see also Gender-SMART Deliverable D 5.4).

For the dimension «Knowledge», we laid out different categories than for the previous dimensions, in order to align them more closely with research domains and scientific knowledge production. The first category deals with producing knowledge on women, documenting and interpreting possible differences between women and men, as well as among women (from an intersectional perspective). One way to do this is to count women, or to systematically compare variables across gender. Another way is to explore the situation, practices and points of view of women through an empirical design that focuses on women, through specific sampling and empirical tools.

Within the COP we stress that even when differences are documented, interpreting these differences is a research activity on its own since differences can point to inequalities, but not only nor necessarily. For example for research topics of CIRAD as agriculture, environment, food systems, and sustainable development, women may express different criteria than men to assess a new crop variety or an

agricultural technological innovation. Their needs and rationales may be different and CIRAD researchers need to build that kind of knowledge, irrespective of whether inequalities are at play. Of course, power inequalities within agricultural households and/or agricultural extension may explain how and why men's criteria often end up prevailing.

The second category for the knowledge dimension of figure 3 deals with gender relations. The focus is on actions, rationales, opportunities and constraints of women that are embedded in their relationships with others, and particularly with the men in their family, and social and economic networks. There, again processes of discrimination and inequality reproduction can be detected and analysed, but CIRAD researchers also need to disentangle the broader and complex web of interactions, including cooperation, reciprocity, etcetera (see also Doss et al. 2018).

3.4.5 *Lessons learned: acknowledging the diversity of gender[+] integration*

Outcomes

Figure 3 illustrates the diversity of possible outcomes in terms of gender integration. We consider it as a tool to raise awareness and to foster relevant questions about gender integration. The COP committed to not follow any normative statement for each of the three dimensions for how far beyond "gender blindness" a particular project should start or proceed. We see several advantages to this posture:

It is in line with the bottom-up principle put forward by the COP and by most colleagues at CIRAD;

1. it allows to rally more people; and
2. although a project timeframe is probably too short to be totally transformative, we make the hypothesis that it induces irreversible effects.

Regarding the «Knowledge» dimension of figure 3 we conclude that we at CIRAD increasingly gain relevant and interesting data and analysis about women, and

about differences between women and men, and among women. Much, however, remains to do to better document and understand gender relations, how these relations shape gender[+] differences, and how interventions interact with these gender relations. For the "Impact" dimension, the projects tended to feature between gender blindness and gender accommodating. Only one project ambitioned a gender transformative position. The same could be said of the "Governance" dimension.

Figure 3 is also useful because it allows us to address the interconnections between the dimensions. The linkages between «Knowledge» and «Intervention and impact» might be the easiest to grasp since CIRAD conducts mostly applied research or research in close collaboration with stakeholders in the field. This usually facilitates (more or less straightforward) direct operational translation, and/or providing recommendations towards practitioners and/or policymakers. CIRAD is also engaged in ex ante or ex post impact evaluation, for both its own projects as well as for external projects and policies.

Where «Knowledge» and «Intervention and impact» intersect, we encounter another set of questions around gender integration: how can we examine whether and to which level differences represent inequalities or discrimination? Which kind or which levels of inequalities call for interventions? How can interventions connect an individual approach (change incentives, mindsets, practices) and a structural and systemic approach (change the rules of society)?

Linkages between "Knowledge" and "Governance" were included in the case studies conducted by the COP even though this as not anticipated at the onset. For example, one project with an initial research question that was rather gender blind (the performance of a value chain) deliberately focused on gender in governance. The reflexive ex post analysis revealed that a more gender-equal governance had actually contributed to open the scope of the project and to produce relevant knowledge on the role of women in the considered value chain. Conversely, focusing on gender differences and inequalities in our traditional fieldwork sites has led for many of us to reconsider gender relations in our own workplace, and within our projects in particular.

Rationales

Three partially overlapping rationales were identified in the case studies:

- **Science and impact**: gender was explicitly integrated with an aim to produce better science and impact.
- **External instructions**: gender was integrated primarily because of external instructions from funders, either in content and/or governance.
- **Biographies of project member(s)**: gender was integrated because of specific biographic aspects of project members, including identities, awareness, interests, training, past experiences.

Processes

We identified three interconnected processes of gender integration:

- **Gender at the core**: from the onset, gender was at the core of the project rationale and research questions (e.g. promoting participatory crop variety selection by women; measuring women's status within the agricultural household).
- **Gender anticipated**: the project was formulated with a broader focus (e.g. agroecology, food security, epidemiology), but included a set of hypothesis and/or activities related to gender.
- **Gender along the way**: the project was not formulated with a straightforward gender focus, but external instructions and/or raised internal awareness led to gender integration in a second stage.

3.4.6 Challenges

Convincing oneself, and convincing others

- That gender is relevant for the project. The need to overcome one's own or others' scepticism can arise even if project stakeholders include women (of farm households, agri-food enterprises, cooperatives, value chains, among users of innovations or information systems, etc.).

- That integrating gender will bring added value, in terms of knowledge, impact, partnership etc. One recurring objection is that "women's problems are already well-known". This objection is often formulated *bona fide*, and needs to be addressed as such. Another major issue is that integrating gender takes from already scarce project resources (be it time, budget, staff, etc.). Producing data, organizing workshops or conducting on-the-field innovation experimentation with women are indeed resource intensive activities that require appropriate ex ante planning and resource allocation.
- That integrating gender is good for the team members' visibility and career. One needs to factor in scientific and operational individual career considerations and incentives. How can gender integration contribute to better recognition, particularly through publications? For social sciences, this might not be too much of an issue; for technical sciences, it might be worth addressing the potential barriers and disincentives.

Setting up an inclusive governance

In a number of project case studies, funders had set gendered quotas for project staffing and/or students selection, in order to promote women inclusion within the project teams. However, finding a pool of adequate female candidates proved challenging, particularly for some technical disciplines and in some partner countries. Sending women to conduct fieldwork also raised specific issues in terms of availability (when the projects work in remote rural areas), safety and security (esp. in remote and conflict areas).

Adapting methodologies

- Mobilizing adequate concepts and theories was perceived as challenging by many. A major point expressed by CIRAD colleagues was how to build resources to ground a gender-sensitive approach from two perspectives:
  - theoretically (particularly for colleagues from outside social sciences, but also for social sciences colleagues not equipped with gender and feminist theories).
  - culturally (for most colleagues, since we work in multi-cultural environments).

- Adapting sampling strategies, data collecting and/or participatory tools also required some methodological and conceptual rewiring, which in many cases added up to the resource limitations presented above.
  - Although widespread indicators such as the Women Empowerment in Agriculture Index provide a useful benchmark and starting point, some projects needed to fine-tune to the context (e.g. polygamy) or to devise their own indicators.
- Analysing and interpreting gendered data.

Sustaining the momentum over the whole life of the project.

The extent of the challenges above created inertia effects and path-dependency that made it easy to fall back on previous ways of working and overlooking the gender dimension of projects.

Unsurprisingly, challenges tend to mount when gender is integrated by external command and even so when integration gets started after the project is devised and launched rather than from the onset. The latter in particular, often generates tension over already tight agendas and resources in project planning and budgets, even when researchers are convinced of the value added.

3.4.7 *Perspectives : towards institutionalization of the COP*

The top management of CIRAD initially expressed as objective to set up an expert community on gender integration in research. They decided to set up a more bottom-up working group and called it a "Community of Practice" (COP). The results of the pilot so far give ample reason to perpetuate and institutionalize this COP. Nevertheless, the lessons of this Gender-SMART pilot also lead to review the scope and positioning of gender issues in CIRAD's scientific and partnership strategy.

The pilot of the COP provides ample ground for optimism and clues to the institutionalization of gender in research content at CIRAD. The COP is becoming a reference within CIRAD; its facilitators are regularly contacted by individuals and increasingly by research units asking for guidance and tools to better take gender

into account. A consensus on the importance of gender issues on the impact of the research conducted is growing. This involves the nature of the expected impacts and the effectiveness of the impacts. The first results of the COP also validate our working hypotheses and choice of a participatory process based on what internally already exists, rather than the dissemination of standards and generic best practices from outside.

Taking stock of these results, we recommend institutionalizing the COP "gender in research" by transforming it from a structure linked to a project to a permanent entity fulfilling a research centred mission and CIRAD objectives.

A first recommendation is to keep the bottom-up and non-normative posture (to avoid gender fatigue, or worse, gender backlash), recognizing the diversity of paths, offering guidance tailored to each dimension and option taken, in order to increase the relevance and outreach. We also identified the need to better connect with the governance structure and bodies within CIRAD. All of this all implies appropriate resources in terms of training, staffing, and funding.

Increasing relevance and outreach

As for now, the COP has mainly involved the social sciences although the case study projects involved the three research departments. We aim to include more people, and particularly more men, and reach a more representative distribution and diversity of CIRAD researchers.

To enhance the relevance and outreach of the COP, we identified the need:

- To devise a communication strategy revolving around the relevance for gender integration for scientifically sound results and effective impact, rather than around moral or justice considerations to avoid a possible backlash.

- To anchor the work of the COP in the research fields and recurring issues CIRAD researchers are engaged in, including:

  - Research fields and subjects of CIRAD researchers and CIRAD research programming priorities (see introduction and figure 4 below).

Figure 4: CIRAD strategic roadmap, 2019-2023

- ○ Inequalities in the broadest sense (e.g. between family farming and corporate farming, a research field that CIRAD is more familiar with and renowned for), which can be connected with the Gender⁺ focus or intersectionality
- ○ Opening the black boxes of collective stakeholders of relevance to CIRAD: agricultural households, producers organizations, value chains; and

devising relevant indicators to address differences, inequalities, and gender relationships within those collective items.

- ○ Multi-disciplinarity: gender considerations give a promising entry point to address the connections between social sciences and technical sciences, an enduring challenge for CIRAD.
- ○ Other important methodological and governance aspects which can be fruitfully revisited through a gender lens include participatory action research, relationships with scientific and operational partners worldwide, and ethics.

Connecting to the CIRAD governance structure

Top and middle management

Institutionalizing the COP requires a clear commitment from CIRAD's top and middle management. It is advised to mandate the COP to play an advisory function to the CIRAD Research and Strategy directorate and to the CIRAD gender referent.

One way to make this commitment visible and irreversible is to revise the 6 research priority topics by including gender⁺ considerations.

It is advisable that support to the COP by the top management comes with granted programmatic autonomy to ensure that the COP retains its scientific significance and authority.

Research Unit level

Research units are at the heart of the organization of science at CIRAD as in all research in France, including programmatic aspects (research priorities, research projects) and governance aspects (human and financial resource management, monitoring and evaluation). To fully integrate and ground gender⁺ dimensions in thematic priorities, the research unit level is key in the institutionalization phase. While the first phase of the COP mainly focused on individual researchers and projects (that typically span over several research units the research unit level has additional leveraging potential.

One way we see is that the COP functioning is "on demand" to support research units, e.g. when formulating or reflecting on their scientific priority setting, and how these priorities could be operationalized on the field with partners and stakeholders. For this, we can rely on existing toolkits promoting a contextualized integration of gender[+] in research rather than a normative "one-size-fits-all" promotion of gender studies. For example, CIFOR's guides on forest management are clear and precise in their recommendations (CIFOR 2012, Manfre & Rubin 2012). Because these focus on a research subject rooted in the daily lives of the teams, they offer a good example of what could be done at the research units level.

Connecting to existing institutional instruments

Advising the Project Development Support Department

When integrating gender is a requirement to apply for funding, the COP can provide on-demand advice to the CIRAD project development support department, that liaise between project writers and funders.

Embedding gender[+] in the CIRAD culture of impact assessment

At project level, CIRAD has developed an internal theoretical and methodological tool (the ImpresS method) to assess the impact of its research *ex ante, ex post, and in itinere* (before, after and during the actual research). This method is recommended for the majority of large-scale projects submitted or won by CIRAD teams and their partners, and is facilitated by a highly skilled and committed team combining project support staff and scientists.

Gender aspects can, of course, readily be included in the impact pathway, but as for now, gender integration has been left to the initiative of the project coordinators. We recommend to make it a more systematic endeavour. Again, the idea is not to impose gender[+] integration from outside, but to achieve genuine engagement by raising awareness about the potential gains (regarding impact and science as well) when gender[+] considerations are included from the onset of the impact narrative building.

Platforms in partnership

CIRAD is a member of 22 "platforms in partnership". These platforms are designed and implemented with CIRAD partners. Combining thematic and geographic dimensions, they intend to address specific, jointly identified development challenges. While there may be sporadic gender[+] sensitive actions (including those on the initiative of CIRAD partners), gender[+] is still barely visible at this level.

Working on gender[+] integration at the Platforms in partnership level would allow to benefit from the thematic and geographic anchorage of the platforms, while addressing the potentials and challenges that may arise within the partnership relations (see also D5.4).

Staff training department

The CIRAD internal training department was strongly involved in Gender-SMART activities. The COP should maintain its collaboration with coordination and information sharing, in order to identify and set up relevant training on gender.

Specific actions should be considered to share CIRAD knowledge and practices on gender with our partners, and vice versa.

Finally, several CIRAD PhD students have been identified as committed gender[+] ambassadors. They should be targeted as beneficiaries of trainings, and other supporting instruments such as mentoring.

Make Gender[+] more visible in CIRAD internal information system

The audit conducted in 2019 (included in Gender-SMART deliverable D 6.1) identified the relevance to better tag gender[+] integration in internal institutional databases, notably publications, projects, and scientific visitors (including MSc and PhD students), to better assess the gender gaps at CIRAD and monitor the progress made, while not increasing too much the reporting burden. Some databases already contain the appropriate information (e.g., publications), while others (e.g., projects) still lack the appropriate information structure. The COP offers to provide guidance to devise and incorporate useful and manageable gender[+] tags.

Providing appropriate human and other resources

In order to fulfil its missions over the long terms, the COP should be endowed with appropriate financial but most of all human resources.

On the one hand, human resources include the COP chair, or preferably the co-chairs, as this form of governance has proved very fruitful and aligned with the COP values of inclusivity. We recommend dedicated time allocation but not full-time, to avoid the risk of "cornerization", see next section.

On the other hand, the COP members acknowledge the lack of specialists at CIRAD who could build research trajectories specifically centred on gender. The recruitment and/or training of a critical mass of specialists in gender studies appears necessary. The academic disciplines should cover a spectrum across social and life sciences.

Operating budget would mainly concern time compensation and the organization of meetings.

Avoiding "cornerization" as well as "dilution"

We identified two caveats that should be explicitly addressed in the process of institutionalizing the COP. (Note that if gender specialists are hired along the priority research topics mentioned above, similar risk might arise and should be anticipated as well).

- to be seen as the CIRAD "gender alibi" (a risk related to the gender washing referred to above), and end up being relegated in a highly specialized but disconnected corner of the institution.
- the dilution in so many transversal activities that gender might end up being barely visible.

Concluding remarks

The COP experience has shown that Gender[+] integration starts being real practice when it deals with the daily lives of researchers, that is with their research questions, objects, methods, and their interactions with stakeholders including project teams, students, scientific and operational partners.

Figure 5: Institutionalizing gender integration in CIRAD projects
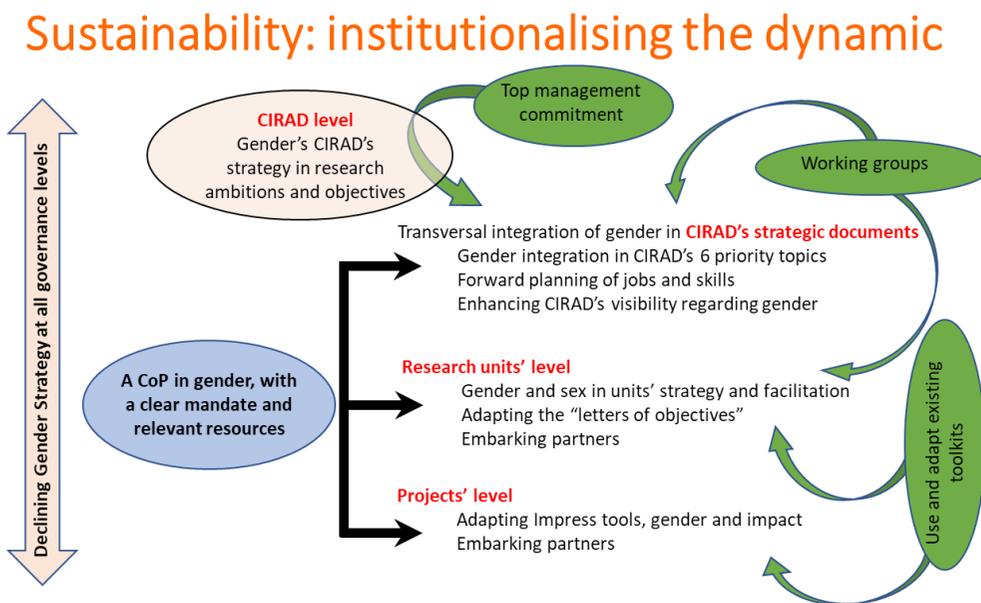
Figure 5 schematically presents our recommendations for institutionalizing and anchoring gender in CIRAD's research. It highlights the 3 levels of action and governance that we identified, that is: the top management and the strategic orientations of the establishment, the research units and the projects.

We are confident that institutionalizing the work of the COP through the identified levers will contribute to more systematically anchor gender[+] in CIRAD's activities, make Gender[+] more visible within and outside CIRAD (including CIRAD partners and funders), and ultimately improves the scientific relevance and impact of CIRAD projects.

3.5   WUR: From fragmentation to institutional support

3.5.1 Introduction WUR: both Wageningen University (WU) and Wageningen Research (WR)

Wageningen University has been under the Ministry of Agriculture, Fishery, Nature Conservation & Food and only recently aligned with the other universities under the Ministry of Education, Culture and Science. It functions as an independent organisation that is held accountable to ministerial ruling. In the 1990s, Wageningen University was formally associated with governmental agriculture oriented research institutes that by then were made independent and legally merged into Wageningen Research. Nowadays, Wageningen University and Wageningen Research are formally and financially two institutions but they closely cooperate and share one Executive Board with staff departments such as one corporate HRM and one overall service department called Facilities & Services. The organisation consists of five science groups, comparable with departments at general universities: Agrotechnology and Food Sciences (AFSG) Animal Sciences (ASG), Environmental Sciences (ESG), Plant Sciences (PSG), and Social Sciences (SSG). Each Science Group has a University part with chair groups and one part aligned to research institutes of Wageningen Research that are operating in the same domain.

Support to women staff and WUR Gender Action Plans (2014; 2017)

Wageningen University started as one of the first higher education institutions in the Netherlands with specific policies to support women employees in the late 1970s as noted in the WU women's history (van der Burg & Bos-Boers 2003, esp. ch.3.3). A special committee was set up in 1981, with a specific officer appointed in 1986. Besides secondary labour improvements such as around maternal leave and childcare provision, also specific professional development courses, part-time work options, confidential persons and didactics were introduced to support a good working environment for both men and women.

Nevertheless, this focus was left in the 1990s with the result that there was no specific officer from 1996 onwards anymore. Initiatives from mainly women staff members, alumnae and gender studies staff kept the attention going, but with little mainstreaming effect. Renewed efforts finally led to the Gender Balance Initiative that resulted in an Action Plan for gender balance (better known as Gender Action Plan) in 2013. In 2017 a follow up was reached with the Gender Action Plan 2.0 with supportive recruitment and career activities.

Gender[+] expertise at WUR

Around the same time Wageningen University had specific support policies for women staff policies, it also included women's studies in the late 1970s. An extraordinary professorship was established for 0.2 Fte for 5 years as financed by the University Fund (van der Burg & Bos-Boers 2003, esp ch.3.2). Several temporary professorships followed until a regular chair holding professorship 'Gender in Agriculture' was established in 1995. Nevertheless, this professorship was discontinued in a huge reorganisation process during 1998-2000. 3 Fte Associate Professorships (UHDs) Gender Studies were held and distributed over 4 chair groups in 2000 with the aim to improve the integration of gender studies insights into the various WUR disciplines and thematic fields. Decentralization of central means required their transfer to the decentral level in 2006 which was never facilitated. As a consequence, gender studies staff started to leave. In 2012 only one person stayed with no well-functioning embeddedness. A commission installed to report possible options for gender studies in 2014-2016 finally led to support to the Gender-SMART proposal and project implementation.

Social and gender dimensions in the framework of Strategic Plan 2019-2022

Innovative ways to protect and secure a common future are presented in the WUR Strategic Plan 2019-2022 which is later prolonged to 2024. Though, the Plan does not explicitly address gender aspects otherwise than as implicit part of staff diversity (p. 40; 42). Among the mentioned Sustainable Development Goals (SDGs) there is no SDG 5 or 10 on respectively gender equality and reduced inequalities. Though, wherever social aspects are mentioned, there are entry points to include a gender[+] dimension.

Despite of the pre-project lack of embeddedness of gender studies, initiatives were and are still taken low profile and largely organised with a functional WUR covering email list. Over the years, new staff and PhD students with openness to gender studies increased gradually with the renewed interest in addressing gender globally. For instance, the CGIAR, a worldwide consortium of International Agriculture-related Research Institutes, committed to the [CGIAR Gender Strategy in 2011](#) and became example and ally in strengthening gender studies at WUR. This way, gender studies have been kept at Wageningen on a low level and with staff who addressed gender[+] by their own initiative without solid institutional support merely on an ad hoc basis.

The Gender-SMART project started very timely as opportunity to build on and extend beyond incidental activities towards more robust academic dialogue and exchange to foster further learning and boost quality in both gender[+] integration and gender[+] studies expertise. Especially the activities under Gender-SMART WP 6 were taken up to build common ground and strengthening professionalization.

3.5.2 *Released and new GEP initiatives in research and education*

In line with the above sketched context, the start of the Gender-SMART project seemed to have released forces that were hidden. Soon after its launch, more activities were organised while initiators got in touch with Gender-SMART for support. This way a new PhD course was set up and two threatened gender courses secured. More staff also added a reference to gender in their WUR profiles and course descriptions which they had not done before.

In this new environment also other initiatives were suggested and included in the WUR tailor-made Gender Equality Plan, called ['Towards a Gender+ SMART WUR'](#). In addition, the debates spurring from the USA events and worldwide protest as part of the Black Lives Matter movement also resulted in new initiatives at WUR in which Gender-SMART highly participated with institutional support, input and as broker to the [DARE project](#).

PhD course Critical Gender Studies in Life Sciences Domains

After the announcement of the start of the Gender-SMART project, a PhD student took the initiative to organise a meeting with colleague PhD students and interested staff for discussing the start of a PhD gender course. The shared objective was to provide in the gap that there was no PhD gender course available in Wageningen nor any other PhD course that addressed feminist approaches and theories in research or showed how a gender[+] or feminist lens would open up new aspects in research, its impacts and processes of knowledge production.

In several meetings the contents were formulated and one of the staff took the initiative to coordinate it all to a cohesive course with lots of input and discussions of students to engage with the offered materials and angles of various perspectives. The coordinator coupled staff with themes and she herself designed and guided workgroup sessions to enhance the overall learning process.

Course description

In the description of the course '[Critical Gender Studies in Life Sciences Domains'](#) we see the gender dimension introduced 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 course provides relevant examples and case studies to examine gender[+] in the life sciences domains historically, as well as in 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, 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

The 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 reflection papers.

Transferability

Introducing such a PhD course is transferable to institutions that have expertise available but not as profiled and structured in formal collaborations yet. The initiative of the PhD student was very timely and ventured in a reasonable new safe environment with the start of the Gender-SMART project. That the initiative came from a group of PhD students inspired staff to step in and work hard towards its effectuation. Nevertheless, a staff member to step up as coordinator to follow up all practical details has been very decisive as well. Finally, the graduate school was also enticed to support because the initiative became from students.

The availability of some staff confident to embrace and elaborate such an initiative is therefore very important to rely on. Success appeared also being dependent on the operational conditions and room of manoeuvre for starting a new PhD course as at WUR in its graduate school frameworks.

Sustainability and ways forward

Gender-SMART as officially supported by the top management indirectly strengthened students, staff and graduate school to actually step forward beyond fragmented individual actions and profile themselves together in this way. Embracing the initiative did help get it started

The course has been offered for the third time this year. As started by PhD students, the expectation was that they would advertise among them. Though it started with a few number of students (now three times 5-7 students), the students highly appreciate the course.

We are now working on the familiarization of the course being part of the standard courses that are recommended to and selected by a more wider group of PhD students. It was decided to have the course time enlarged next year while making it accessible to MSc students as well. Making it more visible and available to more students will add to its sustainability.

Formal coordination required some standardization and less flexibility for yearly changes. To balance openness to other lecturers to engage and quality assurance it is advised to build a more long-standing group of lecturers and PhD candidates or COP to have more in-depth discussions regarding curriculum development.

To complement this course with a more hands-on one was envisioned from the start. Such a course would focus on how to apply newly gained insights in agricultural and food life sciences research projects. It would elaborate on defining gender$^+$ aspects in their research contexts, stakeholders, and impacts. Students can then choose to take the other course afterwards when interested in more in-depth exploration and vice versa. Such a hands-on course is under development. It will build on the WUR Gender-SMART experiences with lectures, conferences and the consortium WP 6 workshop of 14-15 November 2022 organized by WUR.

MSc and BSc education: gender courses and new BSc minor

WU educational policy

Wageningen education is profiled as multidisciplinary and, in particular for the Master's programmes, strongly international in character in both the curriculum and student population. The 'International Classroom' is the instrument used to discuss and elaborate how to educate students in an international context and further enhance the educational quality. Annually, the form and content of education in the Bachelor's and Master's programmes is updated and reviewed. Ultimately, the Board of Education approves the curriculum of the study programmes and is responsible for its quality and study feasibility. In 2018, a start was made with the implementation of the "Vision for Education" (2017) which aims

at graduating academic professionals who can contribute to sustainable solutions for existing and future complex issues in the WUR domains all over the world, and who take their social, personal and ethical responsibilities seriously.

Gender studies education at Wageningen University

Wageningen has a tradition in Gender Studies education since 1979. There have always been courses to follow on a voluntary basis and sometimes as restricted choice. A special mentioning at the diploma could be gained by connecting a series of courses with a thesis and internship. Nevertheless, there has never been a BSc or MSc gender focused study programme. One already advertised in the late 1990s was cancelled under a huge reorganisation.

Since 2012 there is no formal framework around gender studies anymore. The 4 courses of the gender studies BSc minor 'Gender Aspects of Sustainable Food Systems', approved in 2011 were still given. The minor was stopped in 2015 due to a low number of students who followed the whole minor while many did 2 or 3 courses. In 2019, two courses with a specific gender focus and gender in its title were left. These were set up for the advanced BSc level and allowed starting MSc students to join as well from the beginning in 2002.

Gender integration in BSc and MSc course descriptions, 2018 and 2022

In 2019 a quick analysis of the short course descriptions of the academic year 2018-2019 was repeated for 2022-2023 which is shown in the Table 4 below. Each course was only counted once.

Table 4 shows that in 2018 there were 12 other courses offered beyond the two gender courses that mentioned gender in its description; that increased to 22. Above those were another 16 other courses that mentioned (in)equality but no gender which in 2022 this changed to 26; and at least equity as mentioned in the course description increased from 7 to 11.

Of course, it does not imply that other courses do not address gender or (in)equalities, but for sure lecturers did not bother to include it in their course description. In discussions and interviews it came up that also students raise gender questions in courses by themselves, and can work on gender aspects when doing their assignments or elaborate them in their thesis.

Table 4: Gender Integration in WUR BSc and MSc course descriptions, 2018-2022

Total	Gender in title		Gender in description		(In)equality mentioned		Equity mentioned		SUM	
2018: 1109 2022:	2018	2022	2018	2022	2018	2022	2018	2022	2018	2022
N	**2**	**2**	**12**	**22**	**16**	**26**	**7**	**11**	**37**	**61**

Approved: BSc learning trajectory model 13 *Diversity and Inequality*

In 2019 the Board of Education approved to elaborate BSc Learning trajectories among which one was labelled as Responsible Research and included a module for *Diversity and Inequality*. In accordance with the key items distinguished in the RRI policy of the EU it includes gender[+] aspects as well. The support to the elaboration of this module has been included in the Gender-SMART project GEP, though due to time constraints by COVID-19 , it has not been fully developed yet and therefore included in the post-project GEP.

Approved for 2023: BSc Minor *Gender and diversity for sustainable worlds*

A new minor *Gender and Diversity for Sustainable Worlds* got selected in 2022 and will be added to the thematic minors from 2023-2024 up until 2028-2029. The Board of Education ranked it as being very relevant and innovative, as well as interesting for a broad range of our students.

Students can select four minor courses to have mentioned at their diploma as a thematic or open minor. Being approved as a minor gives financial support to 2 new courses. This new minor will have the new course *Responsibilities for Equality and Sustainability* funded by the minor budget and the not yet compensated course *Gender and Diversity for Transnational Worlds* will be safeguarded by the minor budget.

Gender Integration in MSc thesis

With help of the WUR librarian the database of uploaded MSc theses was also analysed on the search words 'gender' and 'women/women'; masculinity was searched for too but gave no mentioning.

Table 5: Gender Integration in WUR MSc Thesis, 2016-2021

Gender/women in WU MSc thesis	2016	2017	2018	2019	2020	2021
MSc Thesis	**237**	**254**	**221**	**241**	**189**	**138**
Total uploaded	**550**	**592**	**520**	**501**	**337**	**218**
*Total MSc Graduates	1851	2028	2055	1944	2318	-

*Graduates is per academic year, thesis per calendar year

This table shows that there are quite some MSc Thesis that mention gender and/or w*men compared to the total that is uploaded. Though, the figures of the graduates also tell that most thesis are not uploaded in the database at all. This points makes the database very unreliable.

Global online conference

The WUR Gender-SMART team initiated cooperation with the CGIAR GENDER Platform to co-organise an online global scientific conference *Cultivating Equality: Avancing Gender Research in Agriculture and Food Systems*, 12-15 Oct. 2021.

The conference aimed to support networking, partnerships, capacity strenghtening and exchange with scholars and discuss scientific gaps, approaches and angles for the future with funders, (I)NGOs and grassroot organisations from an intersectional and inter/transdisciplinary perspective worldwide. Proposals for sessions were received from Gender-SMART partners CIRAD, CIHEAM and WUR which were all included in the programme of ca 55 parallel sessions and 4 plenaries of 1,5 hours each. To enable access for many worldwide, participation upon registration was offered for free. From the 1600 registrants about 600 actively participated.

The full conference report includes a content review by co-coordinators Margreet van der Burg (WUR) and Marlène Elias (CGIAR), links to all session recordings and materials, participation data and lessons learned. Especially, ensuring inclusion and diversity from a gender[+] perspective was a challenge for the programming. One difficulty was to distribute the proposals on the open call for contributions into sessions and time slots where the combinations were restricted due to the various time zones, career stages, countries and stakeholders in the field. Also the technical options and routines required a steep learning curve for all. Connectivity, camera obligation or not, online platform designs were discussed and adjusted with the platform designers while misinterpretations had to be addressed several times. An intriguing example was that platform designs only showed white men in suits and white women on high heels in virtual sterile glass conference buildings.

Working with the CGIAR GENDER Platform communication team from the start of preparations made the conference very visible and well noticed. Thanks to this team all outputs are available through the CGIAR webpages as repository!

Special attention for the contributions focusing on Europe was given in the Gender-SMART Brief Issue 1 *The global online Conference 'Cultivating Equality. Advancing Gender Research in Agriculture and Food Systems,' 12-15 Oct. 2021*.

The conference evidenced that participants were eager to present and connect with others to share and discuss lots of studies and recently developed approaches. Remarkable to note is that many of them are not yet known or used in European or western contexts; it deserves more attention to assess where and how we can adjust and apply.

DAREtabase and Critical Friend Service

Gender-SMART is represented in the DARE project, including in the Research and Education Group that has started to develop a the DAREtabase and a proposal for a Critical Friend Service.

DAREtabase and cooperation through Teams site

In line with the mission of the DARE project to tackle Racism and Discrimination and foster a culture of Diversity, Equity and Inclusion at Wageningen University & Research (WUR) in a broader sense, the DAREtabase aims to assist lecturers who want to take action in revising and reflecting on their own courses, but hesitate being uncertain where and how to start.

It acknowledges that among teachers and students at Wageningen University, recognition is growing that education across disciplines needs to address historically grown and globally dividing inequalities. Therefore it selected four critical concepts to elaborate for education purposes across WUR domains.

INTERSECTIONALITY

	DEFINITIONS
	FICTIVE DIALOGUE
LITERATURE	VIDEOS
	PODCASTS

Return to main menu DA(RE)TABASE

As a resource, the DAREtabase aims to familiarize lecturers with the critical concepts *decolonization, intersectionality, anti-racism,* and *positionality,* and provide materials and examples for educational purposes. The DAREtabase includes major literature in the field of the WUR domains, provides definitions, fictive dialogues, videos and podcast sorted for the various concepts. It is an open-ended, living resource that invites lecturers to contribute readings and reflections from across WUR domains. Students, researchers and other educational professionals are also welcome to use it and contribute to it.

Critical Friend Service

The Critical Friend Service came up when lecturers across science groups voiced difficulties in practically translate inclusive teaching and integrate intersectional approaches into their day-to-day teaching. They wish to fully include abilities to enhance dialogues between plural perspectives and be reflective of one's own biases in their teaching as they see them as crucial skills for future professionals who seek to broaden the scope of possible solutions to sustainability challenges. It complies with both the WUR Strategic Plan and Education Vision above mentioned.

Lecturers expressed motivation to elaborate their courses, but also a lack of time and resources to do so. The DAREtabase can be a start but they voiced as well the need for support to be able to reflect on their own perceptions and biases and learn about, co-create and adopt new teaching and learning approaches.

The Critical Friend Service can build support to lecturers at different starting points in their efforts. It represents a peer-review structure where an experienced lecturer can be consulted by others to think along during course revisions as sparring partner for reflection and dialogue. It does not intend to offer a blueprint or checklist, but rather serve as a tool for advice tailored to individual courses and lecturers' needs.

The service intends to ensure that more experienced lecturers are compensated motivated teachers can be unburdened in where to start. As objectives are listed:

- With a diverse group of experienced lecturers from different science groups at WUR, collaboratively develop the Critical Friend Service as a peer-review group and a compensation structure for advice and assistance on fostering inclusive teaching and including intersectional approaches.
- Pilot the Critical Friend Service with a few individual courses per science group; gather and implement feedback on its outcomes.

- Explore how the service can be institutionalized, complementing existing initiatives to enhance the quality of education.

The Critical Friend Service is being submitted in 2022 for the professionalisation budget under WUR Quality Agreements 2019-2024 but no agreement received yet.

3.5.3 Integration in research output and proposal writing

WUR publications and PhD thesis including gender[+] dimensions

Renewed analysis of the Scopus and WUR database of staff publications (see Table 6) showed the following results on a search of 'gender' and in 2016-2018 'women/ woman') in the title, key words, and abstract. 'Masculinity' was searched the first time as well but gave no mentioning.

Table 6: Graph Scopus WUR publications, 2016-2021

Gender or women in search	2016	2017	2018	2019	2020	2021
Total publications WUR	**10302**	**9414**	**8916**	**10838**	**10109**	**10082**
Total peer reviewed articles	3443	3332	3502	3780	4044	4444
Publications gender / women	**141**	**147**	**122**	**156**	**141**	**146**
Peer reviewed articles gender / women	**86**	**100**	**91**	**115**	**104**	**107**
% gender/women of total peer reviewed	2.5%	3.0%	2.6%	3.0%	2.7%	2.3%

While this search in Scopus 2016-2018 showed 2-3% of all WUR first authored peer reviewed articles did mention gender or women in the title, key words or abstract, towards 2022 it was not diminishing when searched only for gender while not including 'w*men'. Further analysis shows for 2018 that from all 122 marked publications in Scopus, 16 had 'gender' in its title. This increased slightly from 2019 to 2021 to respectively 22, 19 and 20.

For the specific category of WUR PhD thesis, which are mostly published prints, there is a fluctuation but does not follow any specific pattern (see Table 7). Nevertheless, the year 2022 shows a relatively high number. Between 2016 and 2022, none up to 2 PhD Thesis per year actually carried 'gender' in its title; there were 7 thesis with 'gender' in the title for the whole period.

Table 7: Gender Integration in WUR PhD thesis, 2016-2022

Gender or women in search	2016	2017	2018	2019	2020	2021	Nov 2022
PhD Thesis in N	**13**	**21**	**14**	**10**	**13**	**8**	**21**
PhD Thesis in %	**4.4**	**7.1**	**4.9**	**3.4**	**4.6**	**2.7**	**7.5**
PhD Thesis total	296	295	286	293	282	294	278

That we found 26 PhD thesis more with 'gender' in the title from 1992 to 2016 reflects the fluctuation in the embeddedness of gender studies at WU. In total, WU has 436 PhD thesis marked as 'gender' and/or 'w*men', with a first in 1975; and in total, has 165 PhD thesis marked as 'gender', with a first in 1989.

Integration in proposal writing

Information sessions and advice for proposals writers

The requirements implemented by the new Horizon Europe programme enhanced to develop information sessions on the integration of the gender dimension and requirement of a GEP within the overall information sessions provided by funding service officers. In 2021 two sessions 30 min were given within a longer session of 2 hours. In August 2022 another session was offered to all officers of the science groups. The latter session was combined with an analysis of 14 granted EU proposals for which the PIs were approaches for their GA and original EU reviews.

The information is shared with the participants and partly published on the intranet website.

Analysis of recent granted EU proposals - indicators for assessment

The analysis of 16 granted EU proposals under WUR coordination including the EU reviews, and of both Horizon-2020 and Horizon Europe, is to be found in the [Gender-SMART Brief Issue 2](#) *Analysis of the integration of the gender dimension in granted EU proposals under WUR coordination.*

As key messages were listed:

- Proposal writers are intending to address to the requirement of integrating the gender dimension, increasingly by taking a gender⁺ or intersectional approach
- Proposal writers do manage to pursue a gender balance in partner teams composition with increasing success
- Only some do extend to conditions as gender equal payment, credits, voice and other aspects of more equal distribution and collaboration
- No proposals go beyond gender difference or distinguishing gender as a variable; meaning that not addressed are the potential gender bias of concepts and structures, nor effective frameworks that can help understanding and respond to observed difference
- Almost half include other variables but do not articulate any cross-analysis; meaning that an intersectional approach is not conceptually well elaborated.
- EU-evaluations did not respond to the required section on the gender dimension at all or in vague terms with only one exception

The analysis led to the following conclusion:

➔ *Both proposal writers as well as evaluators are not well prepared for addressing or evaluating the gender⁺ dimension in a more meaningful way than recognizing how to identify difference. As consequence, they lack meaningful approaches to actually understand and find entry points to lifting inequalities that would rise or be aggravated. This is not in line with the objectives and guidelines of Europe Horizon.*

Suggestions to ways forward

With regard to support the integration of the gender dimension in proposal writing the brief listed:

- To acknowledge that if it is for, by or about people, then gender⁺ matters
- To integrate and further operationalise support in the upcoming Gender Equality Plan (GEP) including
  - o Inclusion in information sessions on Programme Calls for proposal writers
  - o Availability and dissemination of support materials as check list (see below)
  - o Additional workshops or peer labs for proposal writers / support officers
  - o Provision of advice option by gender⁺ expert colleagues
    - Visibility through information sessions/ officers
    - Connect to research schools - also for PhD proposals (through WGS)
  - o Establishment and visibility of pool of gender⁺ experts
  - o Connections with EU pool (to be set up)

Gender-SMART consortium WP 6 workshop Gender⁺ Integration in Research, 14-15 Nov. 2022, Wageningen

This consortium workshop was envisioned to held just before or after the global open conference in 2021 but had to be postponed by Covid-19 measures. Finally, the 2 day workshop combined with a gender PhD defense at Wageningen University was fruitful in a later stage. Most participating researchers had not been in the core team of the partners but participated in various trainings and conferences. Because they had various disciplinary background and levels of gender⁺ in research, the intensive peer-exchanges in the workshop found good resonance. Each part was introduced with a short introductory overview and explanation of the theme of the following workshop. One day was devoted on the operationalisation of the gender-sensitive research-cycle for research design, and on mixed-methods to move beyond gender-blind approaches. The second day touched on the positionality of researchers and how to manoeuvre beyond normalized bias. The workshop led to the preparedness for post-project cooperation and to work towards a European pool of researchers with expertise in the field in which others can join as well. Such concerted effort makes sense to accelerate the develop of supportive examples, modules and other materials and advise grant proposal writers in the field who to turn for advice or collaboration when integration gender into research project proposals.

3.5.4 *Lessons learned, institutionalization and sustainability*

Mix of support and initiative - further consolidation required

The process of implementation was encouraging where the initiative come from bottom-up. It was great to have initiatives happening but also complex to guide how to embed them in overall initiatives or widen to other agents or audiences when not in charge.

Another tension in the approach is that the activities have been spread over relevant facets of WUR which now require a convergent policy in the post-project GEP and its implementation. The cross-cutting importance though requires concerted effort, mandate and dedicated responsibility for a longer time to make implementation processes-in-progress last and, if needed, subject to change based on monitoring, reflection and wide discussions. It also calls for wider circles of researchers, lecturers and students to involve and new ways to reach them.

To not limit ongoing elaboration, it is recommended to continue with the support of initiative where there is demand, but also install a more structured focal point to keep overview and coherence.

Gender[+] Expertise Centre or Gender[+] Academy

An academic position with authority to guide this process is advisable, to build coherence in capacity building and curriculum development, and between initiatives from various perspective such as Gender-SMART and DARE. A rotating professorship can support the efforts to guide the ongoing activities from a robust quality standard and a robust embeddedness within the WUR structures.

It is advised to best build out such efforts within already existing and newly to establish partnerships in the research domains of WUR.

Establishing a local Gender[+] Expertise centre or Gender[+] is recommended to serve visibility, coherence and continuity. It can bundle various capacity building activities and secure cooperation within the institution and with external partners. It will stimulate cooperation across the current pillars around education, supervision and trainings. Visibility will be strengthened by an internal information and reporting system to monitor the integration of gender[+] in the curricula, publications, and thesis at the partner's.

Appropriate budget and focused mandate with appropriate responsibilities are required to cater to both integrative and strategic development. It will enable to expand initiatives to wider groups and normalize its integration in the day-to-day routines. This includes focused and regular data collection, reporting, M&E procedures, and a solid embeddedness in a wider support, exchange and networking, and monitoring structure.

3.5.5 *Transferability*

WUR's history and availability of gender[+] expertise had effect on the elaboration of the implementation process. Nevertheless, separate practices can be inspiring and adjusted to other institutions when there is minimum availability of this expertise. Especially in developing expertise WUR can play a role in consultation with institutions looking out for such expertise. This can support the WUR in strengthening collaboration by educating both integrative and strategic gender[+] expertise.

4.   Conclusions: Recommendations and Reflections

4.1   Retake of 2019 audit and 2022 partner presentations

4.1.1 Identification of opportunities and good practices in 2019

Options and support for specific gender+ expertise and integration

The audit reports of Gender-SMART Task 6.1 of 2019 show that there is a great variation among the Gender-SMART partners in what is already in place, what is understood as to be included as part of the project in their tailor-made GEPs, and what options would be addressed to reach sustainability beyond the project.

All partners committed on setting up training to raise awareness and increase expertise to actually act upon gender[(+)] integration beyond doing things 'as usual'. In the reports, there is caution about how to implement such a change, and how to best address this among the colleagues in the institution. It was advised to further explore and exchange among partners on how to proceed best and learn from sister projects or institutions.

Since we focus on gender+ in scientific institutions and research fields related to agriculture including food, livestock, fishery, forestry, natural resource management, and farming and rural life issues, we experimented with the specifics of this field to learn what is suitable and what to add. This included the understanding of specifics in the contents that are traditionally engrained in organisational cultures in the agricultural and food sector. As CUT and ANR have a wider mandate over an extended range of disciplines and domains, they provided the comparative aspect from a wider scope. The frameworks and online learning materials compiled and developed for the Gender-SMART deliverables 6.2 and 6.3 offered helpful support as well.

Including gender+ expertise and integration in existing work routines

Most partners reported that they have projects from funders who require to incorporate gender aspects. CIRAD and WUR proposed to seek collaboration from project coordinators and/or teams to exchange on how they have included gender in their proposal, what was reported to them on this by the evaluators, what they actually did after approval and perhaps when already finished in their final report and evaluation. WUR proposes to set up peer labs or consultative rounds aside of proposal rounds to support the quality of gender+ integration. Since big funders do organise proposal information meetings and some partners have specific meetings as well, it was thought as being rather easy to include these kind of activities in these routines.

Including gender+ expertise and integration in the classroom

CUT and WUR are universities with specific responsibility towards students. Both their reports touched the issue but had no explicit policies worked out. Where WUR has intentions and committees in place to elaborate didactic and subject related policies from an integrative perspective, gender as such was not addressed in important policy documents. The CUT report stated that gender mainstreaming in education training is seen as very important, as lecturers play a crucial role in teaching values and attitudes due to their direct and close contact with students. More attention could be given to the incorporation of gender awareness into the lectures' appointments and trainings.

Gender⁺ criteria in calls for proposals

In the 2019 reports we see examples of funding policies that require gender⁺ integration. More in-depth qualitative research might give more entry points to see how this can be made more effective not only in closing the f/m gap in applicants and granted projects but also the gender⁺ integration in project design up to the evaluation part of the project or research circle. Where partners can work on the proposal -making side, it is to be connected to proposal funding as well. Cooperation between both sides of the research and project proposal process can help further developing this for call formulation, evaluation sheet and training of evaluation committees as well as part of monitoring project process and progress.

Positioning in differences in approach

The reports also show differences in preferences in approach. Mainly, this can be traced back to preferences in mixing soft approaches and optimal transparency. Having powerful forces in the institution on the Gender-SMART project side, gives the option to build pro-actively with them and move with them in what is seen as acceptable within the organisation. Using the usual way of doing can help feel at ease when not quite comfortable with its ins-and-outs or with the risk for called for justification. This way a lot was foreseen to be achieved through a soft approach and takes ammunition away from who might openly resist. More neutral mentioning of 'diversity' or inclusion were identified as practical ways used to manoeuvre around optional resistance which therefore can be channelled that way if supported by higher up management and a considerable mass of colleagues. It was signalled that this can also become the source of overall confusion what is actually meant, worked towards, and thus enhances the watering down of the whole effort into so-called 'gender-washing'. Such a pattern might also conflict with rules of transparency for open procedures, regulation and monitoring that are also important to achieve sustainable outcomes enabling to consolidate and further pursuing optimal impact. Openly probing into and discussing this tension is advised to strengthening strategizing ways forward.

Institutional profiling: communicating and sharing

All reports also mentioned considerable building stones that fit in their policy context and already established achievements despite that these are not included in the regular institutional reporting. This endangered that colleagues would hardly aware these would exist. Connecting those building stones with preferable actions that are communicated openly and in specific sessions like trainings were marked as helpful to gain and keep solid support. It was advised to include such a communication strategy in the GEPs for the Gender-SMART activities themselves as well as for establishing a routine for including such aspects in the regular institutional reporting.

4.1.2 Comparison of the 2022 partner various journeys of implementation

This chapter captures the lessons learned from the diverse Gender-SMART partners in a comparative way. While the partners drew upon the design and implementation of the initiatives and pilot practices of gender⁺ integration in funding, research and curriculum development from their Gender Equality Plans (GEPs), the focus was to capture the main lessons learned from their implementation process for sustainability and transferability.

Due to the variation among the partners, the document did not follow a thematic approach but the partners presented how they implemented their actions and what they learned in a cohesive way within their contexts. Relevant aspects such as enabling factors and obstacles to overcome were explored. From there, they formulated ways forward and recommendations to enhance sustainability for the future and transferability in their own as well as in other institutions around the world.

In that sense the partners provided examples of implementation approaches and journeys to learn from by adding their assessments, anticipated ways forwards and their overall reflection on lessons learned, in particular with respect to sustainability at their own institutions and transferability to others. The partner presentations are though not necessarily exhaustive and will not reflect all what was experimented with or implemented.

Nevertheless, through partner exchange and collaboration, all have taken lessons from each other during the implementation process. Below we mark and address these by a comparison of the various journey the partner institutions have followed.

Restricting and enabling contexts: Covid and Horizon Europe

The initiatives and practices cover 2020-2022 in which the Covid-19 pandemic largely affected the planning, implementation and duration. Most partners expressed that Covid-19 circumstances complicated implementation. They found the researchers and lecturers at their institutions extremely burdened with redirecting their own work, especially who had planned field work, experiments and laboratory labour and those who supervised internship or thesis research of students or had to convert their teaching to online modules which required a lot of mastering new techniques and didactics. Therefore, the implementation processes are presented as ongoing practices-in-progress which require more time to be assessed and upscaled to wider and sustainable implementation. All partners though include reflections on feasible ways forward to strengthen the implementation process, to continue their efforts and make the effects sustainable within their current or post-project GEP.

Very supportive was the EU announcement that Horizon Europe requires a GEP as an eligible criterion for EU funding and that integrating the gender dimension in research proposals became part of the criterion of excellence to be addressed appropriately. It also asked the attention for integrating an intersectional approach. This fuelled the interest of support officers who inform researchers on EU calls and from researchers; both sought support as they consider acquiring EU funding as important for the their institution and researchers' careers.

4.2   Inclusion of stakeholders

As mentioned in the introduction the focus of the document is on the contents of funding, research and teaching. Partners' presentations show a wide range of who is actively included in the implementation process of co-creation, elaboration and approval. It is considered key to engage them to reach a successful implementation and institutionalization, especially in complex implementation processes in which all have specific formal roles. Below we look into the stakeholders who are involved in granting of proposals, around research and teaching, around internal institutional approval procedures, and at last external stakeholders as optional resources.

Stakeholders around granting proposals

RFO partner ANR illustrated in chapter 2 (2.1.2) well that a delicate fine-tuning among many stakeholders is required for the Integration of the gender dimension in funding criteria. There are the heads of the scientific departments who are responsible for the calls for proposals, the evaluators to assess submitted proposals, and the proposal writers who must be informed and instructed to have a fair chance for being granted. ANR therefore chose for a progressive approach in a collaborative way. Teagasc (2.2.3) added a gender monitoring procedure on the level of proposal writers or applicants by looking into changes in the f/m balance of both who submitted and who has been granted.

Further steps to solid M&E procedures are under development. Elaborating indicators to monitor the implementation and the procedure for assessing granted proposals periodically are foreseen to address at a later stage. It can be advised to consider the adaptation of the roadmap towards gender+-sensitive collaboration in international partnerships of the Gender-SMART Deliverable D 5.4 and the research design cycle as based on Yellow Window and operationalised by WUR (Annex 2).

In chapter 3 it became clear from the WUR practice (3.5.3) that also internal liaison officers who function as brokers between funders and researchers as proposal writers, do follow changes in funding criteria accurately and take action in order to increase the eligibility and success of their institution and researchers. CICYTEX (3.1.3) pointed at their Research Management for the various research domains and their Scientific Commission as key stakeholders since they channel and support the drafting and elaboration of most CICYTEX research proposals. The Scientific Committee is the collegiate body which, together with the Management, assesses the lines of research at regular times, and selects the best proposals to be submitted.

Researchers alias lecturers in academia

Chapter 3 also shows how lecturers and teachers in universities appear to be different stakeholder groups but in practice the contents of their research and teaching overlap and require active updating as part of the academic profession. Cross-cutting approaches such as the integration of gender+ require time and familiarity, especially when it is not yet addressed as clear-cut within their own discipline. This inspired CUT (3.2.3) to develop and provide a handbook to support the integration of the gender dimension in both research and teaching. Also CIHEAM Bari (3.3) followed the logic that researchers with experience in project development can elaborate initiatives for integrating gender+ in the curriculum together.

Internal approval procedures and external stakeholders around new initiatives

From the WUR example (3.5.2) we found PhD students in an active role. They took initiative to gather staff and encouraged them to provide a PhD gender course. Other stakeholders in the research and education column at WUR were instrumental to approve changes or additions to the curriculum. In the case of the PhD course the consent of a research or graduate school was required while the new BSc minor required an approval procedure by the WUR Board of Education (4 professors and 4 students) in competition with other submitted minor proposals.

CIHEAM Bari (3.3.2) shows how initiatives concerning contents invited to embed initiatives in and cooperate with all sister institutes of CIHEAM across the Mediterranean. CIRAD (3.4.7) marked that research units are influential entities to include to sustainably embed and foster integration in research practice.

Lastly, the engagement of external stakeholders is promoted by CICYTEX (3.1.3). It signals that the engagement of external stakeholders is important to build up expertise. It mentioned the Women's Institutes, trade unions or women's associations such as Women in Science to build exchange and collaborative partnerships. Such collaboration and partnerships have been well fostered by organising conferences or including specific sessions. The global online conference that was co-organized by WUR (3.5.2) is one of the examples to emphasize that cooperation with external stakeholders at peer and various society levels, including sector representatives and practitioners, enriches the integration as such and the discussions on contents, capacity building and exchange. This was certainly also the case for the other partners who all held conferences and offered specific Gender-SMART sessions to reach others as well.

4.3 Training and capacity building

Capacity strengthening at partners

All partners offered training on gender in research at their institutions, either in-person or online. These trainings and workshops were differentiated by type of stakeholders. Technical partner Yellow Window gave partner-specific workshops, the EU Gender Equality Academy provided trainings and webinars, and also WUR and external colleagues with gender[(+)] expertise gave lectures and workshops.

By Yellow Window and WUR WP 6 leader all trainings or workshops were adapted to Gender[(+)] Integration in the area of Agriculture and Life Sciences. Yellow Window trainer Maxime Forest assigned to identify gender aspects in research projects he selected from the partner institutes and reported about the integration of gender-sensitive approaches to climate change. These trainings were appreciated very well and scored high in the exit questionnaires with a small deviance for the first training at CICYTEX (see Table 8). WUR WP 6 leader Margreet van der Burg pointed at the longstanding focus of agricultural life sciences on societal impact and questioned gender[+] bias in sector specific statistics at EU level and domain specific concepts such as farm, farmer, markets, natural resource management, BNP, and agricultural education. In break-out session and workshops participants were encouraged to apply the learned to case studies from their research domain or their own research.

These trainings and workshops were differentiated by type of stakeholders. Partly, the objective was merely to sensitize as for CEOs and officers, partly to start applying the new insights in research and curricula development. For instance, at ANR (2.1.3), all stakeholders involved in the stages of a granting process were targeted for training with two different trainings. In the overview table 8 below, the differentiation among the trainings by Yellow Window are reflected in the final question on the exit questionnaire.

Figure 6: Participants in hybrid gender training onsite, 18 Oct. 2021

Table 8: Overview trainings at Gender-SMART partners and exit questionnaires by Yellow Window*

Partner and date:	CICYTEX, 22 Nov. 2019	CICYTEX, 22 April 2022	TEAGASC, 11 March 2020	CUT, 19 April 2021	CUT, 3-5 Nov.2021	WUR, 23 April 2020	WUR, 18 Oct. 2021	CIHEAM, 10 May 2022	*Average partners*
Topic training:	Integrating gender in research	Integrating gender in research	Integrating gender in research and funding	Integrating gender in research	On-site capacity building	Integrating gender in research	Integrating gender in SPRINT	Integrating gender in research	
Did you learn what you expected to learn in this course?	7.1	7.5	9.1	9.4	9.4	8.8	7.9	8.8	8.5
How satisfied are you with the following aspects of the training:									
Relevance for your work	8.2	8.2	9.0	9.4	9.2	8.8	7.6	6.3	8.3
Relevance for your own professional career	7.5	8.1	9.6	10.0	9.2	8.8	7.4	6.3	8.3
Contents of the training	7.3	8.2	8.5	9.4	9.2	8.3	8.2	7.9	8.4
Length of the training	6.5	7.4	8.5	7.5	9.3	7.1	7.2	8.3	7.7
Average satisfaction	7.4	8.0	8.9	9.1	9.2	8.3	7.6	7.2	8.2
How satisfied are you about the trainer:									
Knowledge of the subject	9.8	9.3	9.6			9.6	9.4	8.3	9.3
Communication skills	9.7	9.6	9.6			9.2	9.4	8.8	9.4
Relation with the group	9.6	9.4	9.4						9.5
Support and advice offered to participants	9.1	8.8	9.0			8.8	8.4	7.9	8.7
Average satisfaction trainer	9.5	9.3	9.4			9.2	9.1	8.3	9.1
How satisfied are you about how the training has been given:									
Visual supports	7.7	8.4	8.8			9.2	8.5	8.3	8.5
The resources and references provided	6.5	7.8				7.9	8.2	7.5	7.6
Balance between theory and practice	7.6	8.2	9.1	9.2	8.5	8.3	7.9	7.9	8.3
Exercises with the case studies				9.4	8.8				
Average execution training	7.3	8.1	8.9	9.3	8.7	8.5	8.2	7.9	8.4

* The list does not cover all trainings by Yellow Window

Partner and date:	CICYTEX, 22 Nov. 2019	CICYTEX, 22 April 2022	TEAGASC, 11 March 2020	CUT, 19 April 2021	CUT, 3-5 Nov.2021	WUR, 23 April 2020	WUR, 18 Oct. 2021	CIHEAM, 10 May 2022	Average partners
Topic training:	Integrating gender in research	Integrating gender in research	Integrating gender in research and funding	Integrating gender in research	On-site capacity building	Integrating gender in research	Integrating gender in SPRINT	Integrating gender in research	*Average partners*
Point out to what extent the training reached its objectives:									
To raise awareness about gender aspects in science and research	8.0	9.0							8.5
To sensitize on the importance about mechanisms that favour gender equality and the inclusion of a gender perspective in science and innovation	8.1	8.1							8.1
To introduce the design and implementation of a gender equality plan	7.2	7.8							7.5
To communicate factors of success and guiding principles to implement institutional change	6.5	8.1							7.3
To inspire about possible actions and initiatives to fight against gender biases and inequalities	7.7	8.3							8.0
To suggest new ways to overcome obstacles	6.8	7.8							7.3
To improve the understanding of the phenomenon of resistances		7.8							7.8
To get familiar with basic concepts about gender			10.0						10.0
To learn about key issues at stake regarding gender in research organizations			9.4						9.4
To get an overview of strategies implemented in the EU to tackle these problems			8.1						8.1
To learn how to integrate gender in applied research projects and research funding			8.8						8.8
To get insights about the relevance of a gender perspective for one's own (daily) work			8.3						8.3
Provide an introduction to gender bias in research organisations						10.0	9.3	8.8	9.3
Highlight current trends in gendering research projects and programs in Horizon Europe						8.3	8.4	8.8	8.5
Enhancing capacities for including the sex and gender dimensions throughout research projects from design to implementation						7.9	8.2	8.8	8.3
Average reached objectives	7.4	8.1	8.9			8.7	8.6	8.8	8.4
How satisfied are you overall with this training?	7.7	8.2	9.4			8.3	7.9	9.6	8.5
Overall average	7.8	8.3	8.5	9.2	9.1	8.6	8.3	8.1	8.5

Peer learning in a Community of Practice (COP)

CIRAD explicitly choose to learn as group of interested researchers and research related officers without attracting specific gender⁺ expertise. Their strategy was to learn by sharing, including reading and discussing inspiring documentation and articles. To strengthen a common focus and outcome they choose to discuss gender(+) integration in existing and new research proposals which outcomes they shared for a wider audience.

Partners CIHEAM Bari and WUR have been working in workgroups that were set up to bring expertise together and support each other on the journey of innovation together.

Interactive learning in courses

Gender courses at WUR depart from a highly interactive and learner-centred didactics by combining short lectures with group-based learning activity, discussion and presentation. Preferably, each session combines reading, lecture, discussion, participants' presentation and writing a short paper. As part of the out-of-class work, participants are required to prepare a reflection paper.

WP 6 workshop Gender⁺ Integration in Research, 14-15 Nov. 2022, Wageningen

The 2 day consortium workshop appeared fruitful in the later project stage. Most participating researchers had participated in various trainings and conferences. Because they had various disciplinary background and levels of gender⁺ in research, the intensive peer-exchanges in the workshop found good resonance.

The workshop led to the preparedness for post-project cooperation. It was agreed to work towards a European pool of researchers with expertise in the field in which others can join as well. Such concerted effort makes sense to accelerate the develop of supportive examples, modules and other materials and advise grant proposal writers in the field who to turn for advice or collaboration when integration gender into research project proposals.

4.4   Institutionalization and sustainability

Visibility

Gender-SMART has contributed to make the importance of gender[+] integration in the agriculture and life sciences more visible and comprehensive. Presentations were well received and many invitations followed. To keep momentum, it appears to be important to further foster this trend by both an ongoing communication strategy and delivering research and teaching output that matter.

Most presented activities need further institutionalization to gain sustainability and embeddedness in formal procedures and effective M&E within proper management lines. Such advancement can be included in the partners' (post-project) GEPs. Based on the suggestions of most partners, it is strongly advised to create or optimize a focal point to help mature and strengthen not only the implementation practices in content development but also their formal embeddedness.

Continuation of capacity building among various stakeholder groups

Regarding the contents it is advised to continue with capacity strengthening among researchers, research officers, evaluators and lecturers aside of other capacity strengthening activities related to other stakeholders in combination of capacity building activities concerning the other work packages. The continuation of modules, training or coaching is not yet secured at most partners.

A good learning strategy was found in working with cases of research proposals which can be fine-tuned and further operationalised. Advisory services through existing COPs or otherwise pool of scholars with experience and expertise is suggested as a good way forward. WUR presents an example of setting up a 'Critical Friend Service' to support educational innovation by which experienced lecturers can be compensated and interested motivated lecturers can be unburdened when innovating their courses. Lastly, collecting examples of integrated teaching practice as CUT has started, can be enlarged to a broader scale. This would require cooperation between the Gender-SMART partners and beyond, and might be best embedded in new international collaboration efforts in the field.

Inclusion of the younger generation

All the above mentioned activities will profit from engaging new groups. Above all, investment in younger generations, including students and early-career professionals of foreign or migrant background, is required to increase the group of professionals acquainted with gender[+] integration. A solid integration in education and research tracks, procedures and assessments will help decrease the lack of trained scholars and in-depth research and education in the field.

Local Gender[+] expertise centre or institutional Gender[+] Academy at each partner institution

Establishing a local Gender[+] Expertise centre or Gender[+] Academy at each partner's is advisable. It serves visibility, coherence and continuity since it can bundle various capacity building activities and secure cooperation within the institution and with external partners. It will stimulate cooperation across current pillars around education, supervision and trainings. Visibility will be strengthened by an internal information and reporting system to monitor the integration of gender[+] in the curricula, publications, and thesis at the partner's. CIRAD noted it as a next step while WUR tried to assess.

Establishing a professorship, possibly a rotating one, to guide this institutionalization process would be very recommendable to have the Gender-SMART seeds further develop. Appropriate budget and focused mandate with appropriate responsibilities are required to cater to both integrative and strategic development. It will enable to expand initiatives and normalize its integration in the day-to-

day routines. This includes focused and regular data collection, reporting, M&E procedures, and a solid embeddedness in a wider support, exchange and networking, and monitoring structure.

4.5   Transferability

Several partners referred to their specific contexts. For instance, CICYTEX and Teagasc operate as governmental institutes that make them dependent on decision-making processes beyond their direct institutional control. Interesting to see is how they managed to start implementing practices and gradually profit more from national policies that also shape clearer connections when looking for support. Surely, all organisations have to respect national, European and international regulations as were sketched as context for all participating partners in D 8.2, section 5.4. This would have been especially important if more fundamental changes in policies and practices were selected to be implemented. This is though not the case for the partner GEP actions or pilot practices.

Furthermore, understanding the contexts makes it possible to see the initiatives as isolated blueprints but surely many aspects are still inspiring and inviting for exploration in another context. In this respect, the framework of the SDGs, European policies and Horizon Europe does support integrative work on gender[+] in research content, the professional preparation of students as well as granting procedures of funding agencies.

4.6   Practical tips of change management

We close the chapter with providing some remarkable practical tips that were observed in relation to the implementation practices and are slightly similar as listed in Gender-SMART Deliverable D 4.3.

- Think of an inclusive design to start with and work in co-creation with various groups who will practice the policies and who will be benefitting of otherwise affected. This ensures larger backing and thus supports positive impacts within various staff groups. It improves the elaboration of the practice along the way since it has been looked at from multiple stakeholders' perspectives.

- Start with a pilot on a smaller scale and align it to existing initiatives, take time to build capacity, experiment and monitor the steps and adjustments, and work towards a stage that others notice it is functioning well. Enlarge the compliments, and do the same for others. They are possibly very good allies who can provide support by spreading the word, providing wider attention and recognition up to reaching a momentum to scale out by including more staff and covering more (groups or units) of stakeholders internally and externally.

- By bringing initiatives in line with existing or new projects, creative and financial resources can be more easily combined than when starting in isolation with entirely new ideas. It also enhances that the group of persons in the organisation who look around with gender[+] aware eyes will be growing.

- Include expertise to developing and providing trainings and workshops or information materials, tools and guidelines to better articulate the basics; it is very practical to have for scaling out processes or adopt practices at other organisations.

- Further institutionalization can be helped by including the institutionalisation process as action in a GEP, by including supportive trainings in broader defined programmes, regularly meeting up within relevant networks and partnership structures, and fostering co-creation relationships and activities. This all will enlarge sustainability and enlarge expertise for transferability.

- Keep yourself inspired by the 'Trajectory towards sustainable gender[+] integration' in Annex 4 of Gender-SMART D 6.2 and other materials referred to elsewhere!

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Annex 1: List of initiatives and practices with contact person per partner

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Annex 2: Guiding and check questions for gender⁺ in research: collaboration and contents (4pp)

GENDER[+] IN RESEARCH:
COLLABORATION (YELLOW) & CONTENTS (RED)

Equal gender[+] opportunities in research

Gender[+] in research content
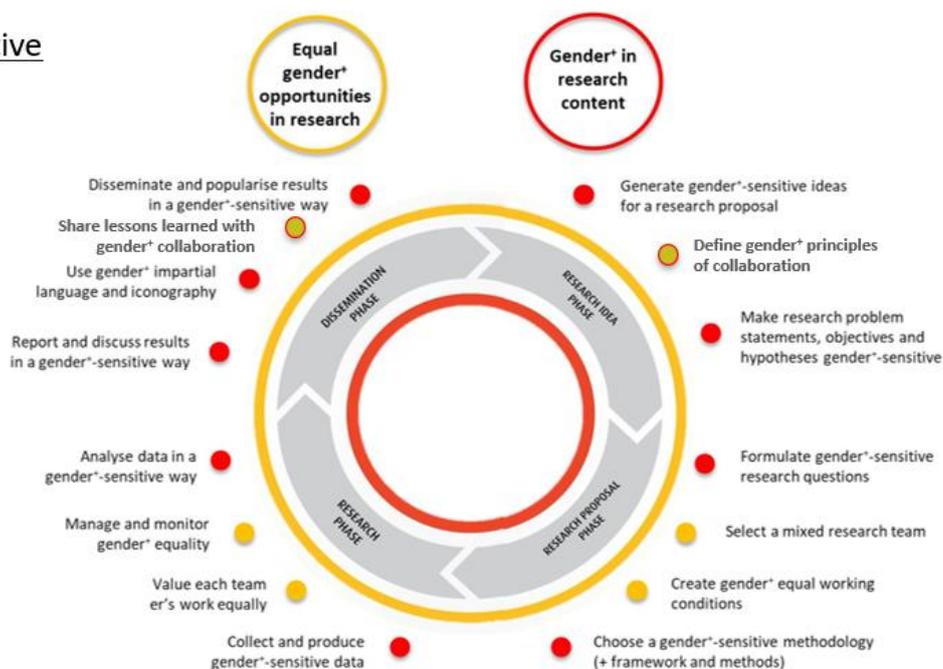
The Gender-Sensitive Research Cycle, based on model EU Toolkit by YW.

Disseminate and popularise results in a gender[+]-sensitive way

Generate gender[+]-sensitive ideas for a research proposal

Use gender[+] impartial language and iconography

Make research problem statements, objectives and hypotheses gender[+]-sensitive

Report and discuss results in a gender[+]-sensitive way

Analyse data in a gender[+]-sensitive way

Formulate gender[+]-sensitive research questions

Manage and monitor gender[+] equality

Select a mixed research team

Value each team member's work equally

Create gender[+] equal working conditions

Collect and produce gender[+]-sensitive data

Choose a gender[+]-sensitive methodology (+ framework and methods)

(cycle labels: DISSEMINATION PHASE, RESEARCH IDEA PHASE, RESEARCH PHASE, RESEARCH PROPOSAL PHASE)

TO EQUAL GENDER[+] OPPORTUNITIES IN RESEARCH COLLABORATION (YELLOW)

CHECK-list

Equal gender[+] opportunities in research

Gender[+] in research content *(crossed out)*

Share lessons learned with gender[+] collaboration

Define gender[+] principles of collaboration

Manage and monitor gender[+] equality

Select a mixed research team

Value each team member's work equally

Create gender[+] equal working conditions

(cycle labels: DISSEMINATION PHASE, RESEARCH IDEA PHASE, RESEARCH PHASE, RESEARCH PROPOSAL PHASE)

Define gender⁺ principles of collaboration:

- Invite and open up to diverse participants in brainstorm phase
- Discuss which principles of gender⁺ collaboration to apply
- Include training options
- Include gender⁺ expertise/budget

Select a mixed research team:

- Recruit, select and monitor a diverse research team
- Arrange equal & fair distribution of tasks, responsibilities and budgets

Create gender⁺ equal working conditions:

Operationalise:
- fair distribution of budgets and salary parity
- work-life balance arrangements
- fair governance arrangements & inclusive leadership
- harassment procedures

Value each team member's work:

- Include all in professional and social activities
- Listen to and react on contributions of all
- Recognize and award contributions of all

Manage and monitor gender⁺ equality:

- Include arranged gender⁺ aspects in M&E procedures
- Check whether arrangements have to be adjusted in line with principles
- Follow up on critique and complaints

Share lessons learnt with gender⁺ collaboration:

Evaluate and share experiences / lessons learned by applying gender⁺ principles & arrangements of collaboration

GENDER⁺ IN RESEARCH CONTENTS (RED)

CHECK-list
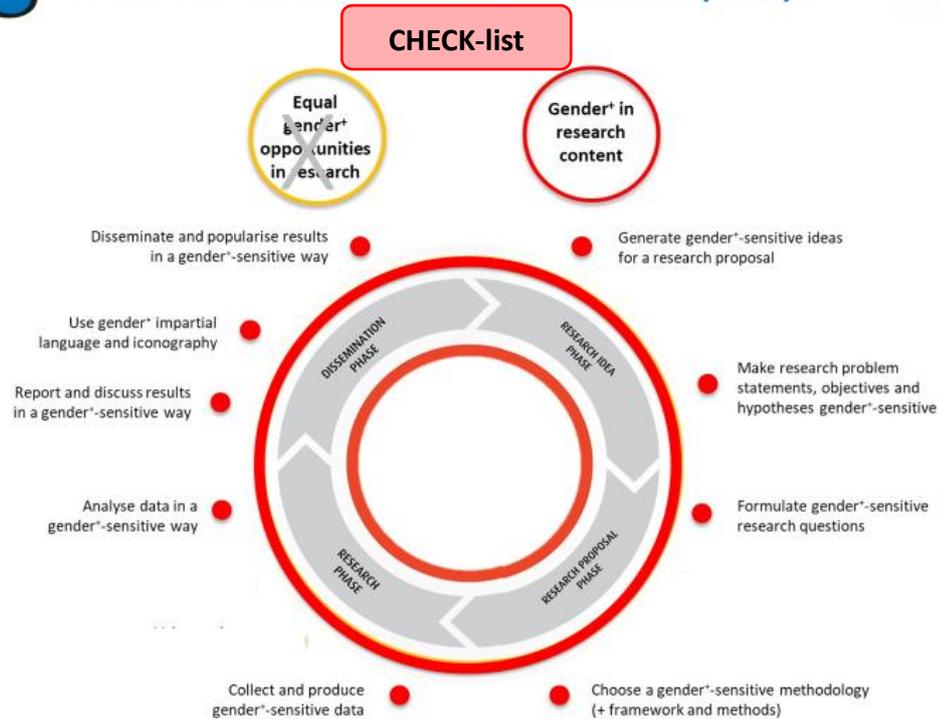
Generate gender⁺-sensitive ideas for a research proposal by checking that you:

- Define what seen as problematic
- Define the wider societal contexts
- Identify the groups involved /affected
- Identify the social dimensions at play
- Check for underlying gender⁺ gaps/norms

Make research problem statements, objectives and hypotheses gender⁺-sensitive by:

- Identify a wide range of possible causes & connections beyond the obvious ones
- Hypothesize what you need to research for understanding/changing the current state
- Check that you do not overlook possible gender⁺ aspects, relations, structures

Formulate gender⁺-sensitive research questions in the way you:

- Including to examine possible causes & connections in relation to the research aims
- Including to further examine gender⁺ aspects, relations and structures & how these are related
- Identifying groups to target & who will be (in)directly affected
- Identifying stakeholders to be involved
- Checking to not stereotype or exclude relevant groups or aspects

Choose a gender⁺-sensitive methodology (+ framework and methods) in how you:

- Define and operationalise concepts and framework - check to minimize possible bias by inspecting all analytical concepts, categories and theoretical models for misguided or stereotypical assumptions
- Select inclusive approaches to involve (representatives of) all identified groups to reach inclusive understanding and solutions (Co-creation, participatory, feed-back loops)
- Maximize the opportunity to use triangulation

Collect and produce gender⁺-sensitive data:

- Collect & produce gender⁺ disaggregated data
- Keep reflecting on your positionality
- Include feed-back loops with your respondents
- Apply triangulation during the research process
- Adjust set-up (partly) when needed

Analyse data in a gender⁺-sensitive way:

- Process disaggregated data (e.g. by sex, class/ wealth, age/ generation, race/ethnicity, religion, civic status, other) and include cross-analysis
- Group & analyse participatory data in line with the selected concepts and framework
- When using existing data, check their cultural/ institutional contexts on potential biases

Report and discuss results in a gender⁺-sensitive way:

Use gender⁺ impartial language and iconography

- Present all findings as differentiated and in line with your framework
- Check by triangulation
- Reflect on the used concepts, framework & methods
- Discuss scientific & societal contribution and recommendations
- Check wording and imaginary on bias

**Disseminate and popularise results in a gender⁺-sensitive way**

- Choose journals & other media to be accessible to all groups addressed
- Use language & images that respect all and is understandable to all
- Differentiate to various groups if appropriate

Annex 3: Handbook on inclusive strategies for gender and intersectionality in research and teaching (17 pp)
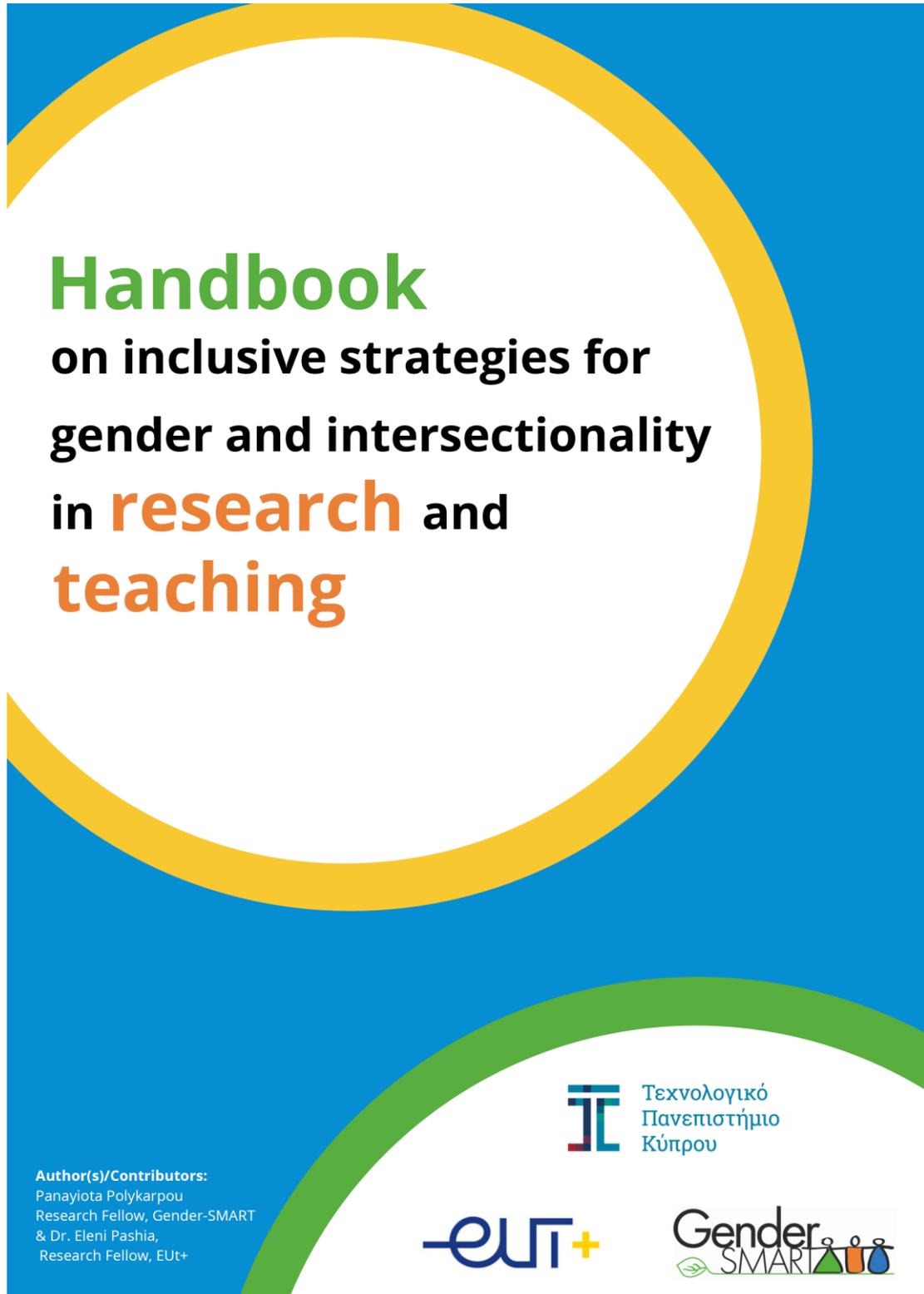
Handbook on inclusive strategies for gender and intersectionality in **research** and **teaching**

Author(s)/Contributors:
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Handbook

on inclusive strategies for gender and intersectionality in research and teaching

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EUt+

Gender SMART

TABLE OF CONTENT

What is the purpose of this handbook?

The handbook is intended to help academic staff integrate gender and intersectionality into research and teaching (undergraduate, postgraduate and doctoral studies).

What does gender-sensitive and intersectional research take into consideration?

Social dynamics such as gender, race, ethnicity, sexuality, socioeconomic status (class), age, disability, location, and others affect the process of research being conducted. Therefore, a research that integrates gender and intersectionality takes into account differences among all genders and other social aspects of individuals, as well as structural inequalities that research subjects may experience, at all stages of the research: from the initial idea, formulation of research questions, objectives and methodologies to data collection, results and presentation.

Furthermore, in addition to gender and intersectionality integration in the content, this approach aims to provide equal participation of individuals in the scientific process.

What does gender-sensitive and interdisciplinary teaching take into consideration?

Gender and intersectionality integration into teaching focuses on the aforementioned differences in social dynamics, as well as other social inequalities that individuals may experience, both in curriculum development and in classroom behaviour. In a broader sense, the content of the course and the task assignments ask the students to integrate the dimension of gender and intersectionality into the subject. Therefore, this approach can turn teaching into a more inclusive process, as well as stimulate critical thinking.

Important Definitions:

Biological gender (sex): The term "biological gender" refers to a person's sex based on the characteristics of the female and male bodies, their congenital differences and their reproductive functions.

Social Gender: The term "social gender" refers to the collection of socially constructed ideas about human behaviour, actions and roles in relation to ideas of "masculinity" and "femininity". Social gender may not align with the biological gender assigned at birth. Social gender is not a binary form, as it is characterized by the spectrum of genders.

Gender Identity: Gender identity refers to the individual and external way a person experiences their gender, whether or not it coincides with the gender assigned at birth. In other words, a person may biologically belong to one gender but socially to another and this may be expressed through their clothing, speech and behaviour. It may also involve altering their physical appearance through medical, surgical or other means.

Sexual orientation: Sexual orientation refers to the erotic, emotional, sexual, romantic attraction of a person to a specific gender. The most common expressions of sexual orientation are heterosexuality (attraction to the opposite sex), homosexuality (attraction to the same sex), bisexuality (attraction to both sexes) and asexuality (the person has no interest in sexual relationships).

Gender Expression: The way people communicate their gender identity to others by the way they dress, behave and/or refer to themselves.

Intersectionality: an analytical framework through which we can understand how gender and race inequalities are interconnected and constitute other forms of social exclusion, such as sexuality, disability, socio-economic status, age, religion, location and so on.

Therefore, it highlights the way in which equality is related not only to the dimension of gender but also to other aspects of the social identity of individuals. Specifically and according to the European Institute for Gender Equality (EIGE, 20181), gender prejudice and inequalities can be better addressed by considering their correlation with other types of inequality such as disability, age, sexual orientation, religion, location, socio-economic status (class) or nationality.

Important Definitions:

Gender+: The term "gender+" is used in this handbook to briefly refer to the social dimensions mentioned above: gender, origin, age, religion, location, nationality, socio-economic status of individuals, etc.

Stereotypes: A simplified and/or standardized belief, often commonly held by people about another group.

Prejudice: not only a stated opinion or belief, but also an opinion/attitude that includes negative feelings.

Discrimination: it occurs when one person is treated less favourably than another and this attitude cannot be justified otherwise than as a direct result of prejudice.

Introducing gender+ and intersectionality in research and teaching

STEP 1

Designing research & curriculum content, by integrating the dimension of gender+ and intersectionality

Identifying the **research problem** and **formulating research questions** incorporating the dimension of gender+ and intersectionality:

IN RESEARCH

• Have you considered individuals from across the gender spectrum when formulating the research questions?

• Have you considered the characteristics of individuals regarding intersectionality when formulating the research questions?

• When identifying the research problem, consider how individuals of all genders (social classes, age, etc.) relate to the problem differently.

• When identifying a research problem, consider the ways in which male and female bodies differ.

• If your project deals with structural issues of a society (e.g. decision- and policy-making) consider the ways in which the position of men and women in society differs. Do women have equal opportunities with men in all areas of the political system? Are they equally represented in the decision-making bodies? What is the distribution of ownership of relevant resources (land, income, property) between the genders? Are there inequalities that men also experience? In addition, do men and women experience other inequalities and social exclusion which are not only due to gender but also to other social dynamics? (such as sexuality, disability, class, age, religion, location and so on.)

• If your project deals with individuals' private lives, consider how women experience different life situations than men. When analyzing individuals' behaviour (e.g. career choices, consumption trends, etc.) consider the different challenges and/or parallel inequalities that individuals face (mother in a wheelchair, male single parent, obese).

Are the individuals influenced by dominant gender roles and other social characteristics of society? Does society place different expectations on men and women, and do these expectations influence the behaviour you are analyzing?

• When writing a reference list (literature review) for your research, look for gender+ related literature and research projects being conducted in your field, or consider what areas references may be lagging behind. Be concerned about which people/writers you have considered so far and what position they write from?

• At all stages of your research, consider your own background, stereotypes and prejudices, and identify how they have influenced you: from the initial idea, formulation of research questions, aims and methodologies to data collection, results and presentation.

IN TEACHING

• Do you think about how your students, as future professionals, deal with gender issues in their professional environment? Will they be prepared and aware of the different needs that women and men may have as customers/patients/ or users of the products they will make? Will they be able to consider multiple needs and inequalities they may experience for optimal outcomes? (e.g. in product design, can they consider disabilities, in health service can they consider different choices in terms of gender and sexual orientation?)

• How your teaching could inspire future scholars to conduct research that will be more sensitive to gender+ and intersectionality in your discipline?

• The course should consist of publications that follow a gender-sensitive approach (social & biological) as well as intersectionality.

• Devote at least two academic hours to discuss about gender+ and intersectionality by applying it to the main subject of the course.

• Make gender+ and intersectionality a requirement for student assignments.

Detecting gender+ stereotypes, bias and inequalities

IN RESEARCH

· If you think about gender differences in your research, have you asked yourself if you might be projecting stereotypical roles into how women and men would behave, what they need and what they want?

· Now think again. Are there hidden aspects of gender roles and stereotypes in the research questions and objectives?

IN TEACHING

· How do you make your students more aware of the gender stereotypes associated with the field you teach?

· Are your students aware of the gender inequalities and intersectionality they will one day face as professionals?

· If you teach for a male-dominated profession, have you considered how your female students feel about the field they are entering? And vice versa.

STEP 2

How to apply a theoretical and methodological structure sensitive to gender+ and intersectionality?

Inclusive and gender+ sensitive methodology

IN RESEARCH

• Research that does not apply an inclusive gender-sensitive approach may lead to general conclusions based on individual data. For instance, if we want to understand certain social processes, we should include both male and female perspectives. If we want to investigate a medical phenomenon, we should choose both female and male patients.

• Do you have data from people across the gender spectrum in your research sample? Ask yourself: Is my approach inclusive enough? Which individuals are included and who are excluded, and why?

• If you are producing a new, original methodology, consider how you might integrate the gender+ dimension into it.

• If you are conducting surveys, design your questions to address people across the gender spectrum, taking dimensions of intersectionality into account and use inclusive language to achieve more participation.

• Do you use inclusive language in your research analysis?

• If part of your project conducts visual analysis, consider how the images might reproduce certain stereotypes about gender+ roles.

IN TEACHING

· Do you teach students about inclusive gender+ sensitive methodology?

· Do you use gender-sensitive and intersectionality-sensitive language when teaching and creating course materials?

· Do you use visual material that is sensitive to gender, ethnicity, age, etc.?

Data analysis by gender and analysis in a gender+ -sensitive manner

IN RESEARCH

· When collecting data, disaggregate data by (biological) gender and, depending on the subject, consider other gender+ characteristics.

· When conducting polls, make sure you have the right (social) gender ratio. If you conduct focus groups, include an equal number of people from different social groups in the sample. Act accordingly when conducting interviews.

· When conducting laboratory or medical experiments, always report the (biological) gender of the cells, tissues, animals or subjects you use. If you use only one gender, please justify why and make a relevant note in your research limitations.

· If you use statistics or other data collected by public bodies, disaggregate them by (biological & social) gender and analyze them bearing in mind a gender+ dimension.

IN TEACHING

· Practice gender+ sensitive methodology by assigning students a study, asking them to adapt it in order to provide gender+ sensitive data where possible.

STEP 3

How to produce gender-sensitive results?

Inclusive and gender+ sensitive results

IN RESEARCH

• Is the data presented in a way that reflects the gender+ dimension? Which people are represented and which are not?

• Have you checked whether your publication/exhibition features images of people from across the gender and social spectrum? Have you considered whether these images might be reproducing stereotypical gender roles?

IN TEACHING

• If you are drafting a handbook for your course, include the gender+ dimension in the course topic enriching its content by providing gender-sensitive learning points, including female authors.

• You probably issue evaluation forms to your students at the end of the course. Such questionnaires usually ask students to rate the ability of the teaching staff to transfer knowledge – e.g. how well they explain theories and concepts etc. Consider asking a question about the extent to which the course is gender-sensitive and/or the extent to which the teaching staff is gender-sensitive in their teaching.

Inclusive and gender+ sensitive, user/beneficiary identification

IN RESEARCH

• Have you considered how people of different (biological and social) gender, other nationalities, etc., might use the results of the project in different ways?

• If the outcome of your project is a new/improved product or technology, think about how it will be used by people across the gender spectrum, how it will benefit their lives differently?

IN TEACHING

• Perhaps your university collects data on the career paths of graduates (e.g. sector /type of employment, time taken to secure employment - longitudinal surveys three/five/ten years after graduation, etc.). If so, consider disaggregating the data by gender as well as other cross-cutting characteristics (ethnicity, disability, etc.). Conduct a gender and inclusive analysis of data already collected.

• Some Universities/departments provide short "success stories" of graduates on the University website. If the same applies to your department, be careful to present stories from both female and male alumni as well as gender+ stories in general.

Important Note:

"No one can be expected to integrate gender into the electromagnetic spectrum."
(Quote from an Iceland Report, GARCIA Project).

We do not assume that gender+ should be a necessary part of every scientific endeavour. Rather, gender should be considered in research and teaching where deemed necessary.

Therefore, in our analysis we make a distinction between cases where gender simply does not appear and those where gender is excluded. The fact that gender does not appear means that the particular topic of a particular project or course has no obvious gender component, or that the teaching staff cannot be accused of not including gender because the connection between gender and the particular topic is not immediately apparent or it is simply non-existent.

IMPLEMENTING A GENDER-SENSITIVE AND INCLUSIVE APPROACH TO RESEARCH

CHECK LIST

☐ Are you considering improving diversity in your project team?

☐ Do you prevent hierarchical (gender) relationships in your team?

☐ Do you discourage gender segregation in your team?

☐ Are working conditions developed in a way that serves all individuals equally?

☐ Did you have people across the gender spectrum in mind when you formulated your research question?

☐ Have you tested whether people across the spectrum of genders and social characteristics relate differently to the research problem you want to address?

☐ Have you looked for gender+ sensitive studies when preparing the literature review of your research?

☐ Have you checked whether you are projecting stereotypical gender roles?

☐ Do you have a male and female sample in your survey sample?

☐ Does your methodology address issues relevant to all individuals (considering gender and intersectionality?)

☐ Is the language you use gender sensitive?

☐ Do you separate the data by (biological and social) gender+?

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☐ Do you report/present the data by (biological and social) gender?

☐ Have you checked how people of different genders will use the results of the project in different ways?

☐ Is your research related to social inequalities in society?

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IMPLEMENTING A GENDER-SENSITIVE AND INCLUSIVE APPROACH IN CURRICULUM

CHECK LIST

☐ Do you invite an equal number of female and male academics/professionals as visitors to your course? Do they represent other social groups at the same time?

☐ Have you invited a speaker who is known for his/her sensitivity to gender and intersectionality?

☐ Do you attract/encourage students of all genders to attend your course?

☐ Do you encourage students to work in mixed gender groups?

☐ Are you preparing your students to become professionals sensitive to gender-related issues and other inequalities?

☐ Have you devoted at least one session to the gender dimension of the course topic?

☐ Do you inform your students about gender and intersectionality stereotypes associated with the field you teach?

☐ Do you inform your students about the gender inequalities they may face as professionals?

☐ Do you teach students gender-sensitive methodology?

☐ Do you use inclusive language and visual materials when teaching and writing course materials?

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LITERATURE REVIEW

Guidelines for Gender Mainstreaming in Science and Technology (UNESCO, 2004)

Gender Indicators in Science, Engineering and Technology: An Information Toolkit (UNESCO, 2007)

Gender Equality Policies in Public Research (European Commission, 2014)

Structural Change in Research Institutions: Enhancing Excellence, Gender Equality and Efficiency in Research and Innovation (European Commission, 2012)

Toolkit Gender in EU-funded Research (European Commission, 2011)

Toolkit Gender in EU-funded research (Yellow Window Management Consultants, 2009)

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