

# Gender Toolkit: A Reference Guide for Researchers, Academics and Students



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## Introduction

The aim of this gender toolkit overview is to produce a reference guide for academics, researchers and students so that they can integrate a gender dimension into their research and teaching. The contents of this toolkit can be applied to all disciplines. The focus is on those academics who do not work on gender, but who are interested in diversifying the curriculum, and introducing a more diverse range of resources into their research and teaching.

There are several toolkits available online on the most diverse topics. These toolkits were selected on the basis of the following criteria:

- Are produced by major international organisations recognised in the field of gender equality;
- Target a diverse audience such as policy makers, practitioners and researchers and can be adapted for educational purposes in academia;
- The topics selected correspond to the needs of students and academics in politics, international relations and European studies.

Students, lecturers and researchers can use this set of toolkits. While not all of them specifically focus on research, their content is adaptable and offers valuable insights for educational practice. For students/future policy makers it is important that they recognise gender inequalities and contribute to improve policymaking by challenging the idea that for instance security, political parties and budgeting are gender neutral. In a similar vein, gender impact assessment helps students and academics to recognise that laws are not neutral and reproduce patriarchal structures that reinforce gender inequality.

### Why Gender Mainstreaming?

Gender mainstreaming as a strategy to achieve gender equality became an official policy of the United Nations (UN) in 1997.<sup>1</sup> The official UN definition states that:

“Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in any area and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension in the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and

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<sup>1</sup> Economic and Social Council (ECOSOC) Substantive session of 1997 Geneva, 30 June-25 July 1997 Agenda item 4 (a). Available at [https://digitallibrary.un.org/record/242367/files/E\\_1997\\_L-30-EN.pdf](https://digitallibrary.un.org/record/242367/files/E_1997_L-30-EN.pdf) (access: 08.07.2021)

men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality.”

Since 1997 several toolkits have been developed to help policy makers and practitioners to integrate a gender perspective into their work. However, very few toolkits have been produced with academics and researchers in mind.

From a feminist academic perspective, research cannot be truthful and complete if it does not take into consideration the gender aspects and the impact that each policy and derived action has on different parts of the population, women, men, boys and girls and LGBTI+. “Gender-blind” research is reinforcing the dominant paradigm of gender inequality. It is lacking an important part of the puzzle that could help academics, researchers and practitioners to better understand a specific topic, its evolution and impact.

It is also about what is included in the canon for each discipline. This is mainly premised on concepts that are seen as gender neutral but in reality, are not because they see man’s knowledge, behaviour and views as the default, (see for instance Tickner<sup>2</sup> on the “masculine state” and the “political man” and Ackerly et al.<sup>3</sup> on epistemology and feminist research). It also shapes citation practices and which works are placed on university reading lists as constituting the core of a discipline. This shapes students’ knowledge of a topic and what ultimately is (un)important.

### Why are toolkits important?

There is no such thing as gender-neutral politics as each action and decision has a differentiated impact on different segments of the population based on their gender, age, race, class and other social categories. However, there are still policy makers, practitioners and researchers who show an active or passive resistance to the concept of gender mainstreaming. This resistance often results from lack of knowledge and understanding, but at other times it has its roots in patriarchy, i.e. the power relationship by which men dominate women.

Gender Toolkits equip practitioners and researchers with tools that help to critically analyse with a gender lens the aspects they are dealing with and challenge the status quo. Toolkits are also critically important to raise awareness on gender-biased institutional culture within the university and to provide a lens for gender-sensitive research.

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<sup>2</sup> J. Ann Tickner, *Gender in International Relations, Feminist Perspectives in Achieving Global Security* (New York: Columbia University Press, New York, 1992), 27–66.

<sup>3</sup> Brooke A. Ackerly, Maria Stern, and Jacqui True, eds., *Feminist Methodologies for International Relations* (Cambridge, UK: Cambridge University Press, 2006).

### What makes a good gender toolkit?

A good toolkit should be tailored to the needs of its target audience and should be based on concrete examples to which readers can relate to in real life. It should avoid jargon, have practical visuals and info graphics.

Often practitioners have no time to go through long toolkits. In these cases short thematic gender-responsive guidance notes could be useful, with hyperlinks or annexes to longer and more detailed sources to allow the reader to go more in depth into issues. This format would suit academics that could use more detailed resources to research specific topics.

With regards to specific content, the toolkit should employ an intersectional gender approach that recognises power dynamics within groups and intersecting forms of discrimination and vulnerability.

The present compilation of gender resources covers the period from 2010 to 2019 and is divided into four main blocks: 1) overall gender mainstreaming; 2) gender in research; 3) gender and security and 4) gender in politics.

## 1. Gender mainstreaming

### Gender matters in the OSCE (2010).

Organization for Security and Co-operation in Europe (OSCE)

In 2004 the OSCE adopted the Action Plan for the Promotion of Gender Equality and the subsequent Ministerial Decisions advocating for the stronger involvement of women – alongside men – in the OSCE's work and the improvement of their status and rights. The Gender Section has created this resource for OSCE staff and managers to facilitate the process of mainstreaming gender aspects into OSCE policies and operations. The Toolkit underlines the critical importance of integrating a gender approach in OSCE daily activities and decisions for improved security in its participating states.

This Toolkit is divided into five main sections: 1) Gender definitions; 2) International and OSCE standards; 3) Gender mainstreaming as a strategy to achieve gender equality and in the project management cycle; 4) Gender mainstreaming in practice in the three OSCE thematic dimensions: politico military, economic environmental and human dimension; 5) Compilation of resources.

The Toolkit represents a very useful tool for practitioners, but also for students who are approaching gender issues and gender mainstreaming for the first time. It provides concrete examples for each definition along with an overview of key international and OSCE instruments. It also underlines that gender mainstreaming is a collective responsibility and provides an overview of actors in charge. The section on gender mainstreaming provides concrete tools to conduct a gender analysis in the programme management cycle, including four basic questions: 1) who is doing what? 2) who has access to which resources? 3) Who has control over resources? 4) Who needs what? And invites planners, but also those who are doing research to reflect on the impact of a specific programme and action on men, women, boys and girls.

The section guides practitioners to adopt a gender responsive approach in all phases of the project management cycle: Identification, Development, Implementation and Monitoring and Evaluation. It provides examples of gender-sensitive questions to reflect upon on each stage along with the development of gender-sensitive indicators. The last section is tailored to the OSCE Dimensions and provides again concrete questions to be asked when planning and advocating with national partners. The Toolkit also puts an emphasis on gender issues in management policies, staff recruitment and development.

*Gender matters in the OSCE* is a well-structured and rather comprehensive toolkit for the time in which it was developed. It represents a useful initiation tool for both practitioners and students who would like to work in policy-making and international cooperation. It poses key questions that can help both practitioners and students to open their minds and start reflecting on the gendered impact of policies and programmes.

However, the toolkit would benefit from an update to include international and regional instruments and strategies adopted in the last decades, including the Sustainable Development Goals (SDGs)<sup>4</sup>, the women, peace and security agenda (WPS) Agenda<sup>5</sup> and the EU WPS and gender action plan (GAP)<sup>6</sup> strategies that are relevant to the OSCE area. Additionally, although at the time of writing the Toolkit was progressive, it may benefit from additional questions and analysis that focus on masculinities and femininities and on intersecting forms of discrimination.

Target audience: Practitioners and policy makers. The concrete questions posed may be very useful for students when reflecting on specific areas of research.

Link: <https://www.osce.org/files/f/documents/a/0/71259.pdf>

### **Resource Package on Gender Mainstreaming in EU Development Cooperation (2015)**

International Training Centre, European Commission, UN Women, Learn4dev

In 2004 the European Commission issued the first Toolkit on gender mainstreaming in EC Development Cooperation, a second and a third version were issued respectively in 2007 and in 2009. The current resource package is an updated version of the previous toolkit and is only available online. It offers tools for integrating a gender dimension in development cooperation at all various steps and according to the different “aid modalities”: Budget support, Sector budget support, Project.

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<sup>4</sup> The 17 SDGs adopted by the United Nations Member States in 2015 provide a blueprint for peace and prosperity for people and the planet. SDG 5 focuses on gender equality and women empowerment. For more information, see: “The 17 Goals” at <https://sdgs.un.org/goals> (access: 08.07.2021)

<sup>5</sup> In October 2000, UN Security Council adopted United Nations Security Council Resolution (UNSCR) 1325. This Resolution was followed by nine UNSCRs (UNSCR 1820, 1888, 1889, 1960, 2106, 2122, 2242, 2467, and 2493), which form the Women, Peace and Security Agenda. For more information see at <https://www.peacewomen.org/why-WPS/solutions> (access: 08.07.2021)

<sup>6</sup> The EU has adopted a Strategic Approach to Women, Peace and Security in December 2018 and the Gender Action Plan III in November 2020. These strategies provide the EU with a policy framework for making gender equality a priority in all external actions. More information at [https://ec.europa.eu/commission/presscorner/detail/en/IP\\_20\\_2184](https://ec.europa.eu/commission/presscorner/detail/en/IP_20_2184) (access: 08.07.2021)

The toolkit comprises a section with basic tools for gender mainstreaming in development planning. Starting from a definition of gender mainstreaming to commitments in law and policy to gender analysis framework and gender-budgeting tools. The gender analysis section framework is particularly relevant to researchers as well as to practitioners. Section four focuses on the implication of gender mainstreaming in the different thematic sectors of development cooperation. This section is particularly useful for practitioners, but also for policy makers and academics conducting research within the different thematic areas.

The toolkit provides an overview of tools and why gender analysis is important. It has a number of building blocks/thematic notes that provide concrete examples of issues discussed. It can be a useful tool for politics students researching the EU and would have an interest in learning how gender issues are approached in international cooperation. However, it is an old toolkit and would require some updating to cover issues of intersectionality and power relations.

The thematic notes are only available for those sectors that are traditionally gender mainstreamed, such as agriculture, migration, education, health and human rights, while there are no thematic notes for energy, gender-based violence, gender in post conflict, public finance management. There are instead links to other resources or websites.

Target audience: practitioners and policy makers.

Link: [http://eugender.itcilo.org/toolkit/online/story\\_html5.html?lms=1](http://eugender.itcilo.org/toolkit/online/story_html5.html?lms=1)

### **Gender Impact Assessment (2017)**

European Institute for Gender Equality

Policies can reinforce inequalities by impacting women and men differently. This step-by-step guide helps institutions identify where policies are causing or reinforcing gender inequalities and how they can be effectively re-directed. It provides both a theoretical model of gender impact assessment and real, hands-on information from several EU Member States on its practical use. The toolkit is available in the .pdf format, as well as a dedicated interactive section on EIGE's website which makes it user friendly. However, the toolkit is only available in English, limiting its reach.

The toolkit highlights that the central focus of gender impact assessment is: *Does a law, policy or programme reduce, maintain or increase the gender inequalities between women and men?* Through this, not only does EIGE clarify what might be considered a complex issue, but also highlights the importance of undertaking gender



impact assessment. In fact, an entire section is dedicated to answering: *Why use gender impact assessments?* This should be pointed out as good practice, since it challenges the traditional approach that policies or even laws are gender-neutral and value-free. Structural gender inequalities are embedded in society. Therefore, these “neutral” laws and policies are in fact blind to the reality of gender inequality and reinforce it.

While this toolkit targets policy makers, this recognition is valuable to anyone undertaking research or teaching activities within law, politics, international relations, sociology and beyond. Through the exercise of asking questions, accumulating data and other relevant information, this toolkit contributes toward building up expertise and skills on gender inequality.

The toolkit introduces a 5 step *Guide to Gender Impact Assessment*, which offers a general framework for the development of gender impact assessments tailored to the specific needs depending on the institutional competences and structures. The first step is to define the purpose of the planned policy, law or programme and show how it connects with gender equality. The toolkit lists a few examples, which could be useful for this analysis. Thanks to this practical approach, it is understandable also to non-expert readers. Secondly, the guide underscores the importance of checking gender relevance. It highlights the importance of both direct and indirect impact, which adds a more nuanced perspective. Step three, gender-sensitive analysis, is equipped with thorough recommendations which can also be used for research and teaching practice. In step four, readers are asked to establish how the policy or legislative measure will contribute to gender-equality, as well as to assess the foreseen impact in gender relations. The last step included in the toolkit focuses on findings and recommendations. This highlights the transformative potential of the toolkit, which should be highlighted as its strong advantage.

Gender impact assessment is a step towards gender equality as it explains how inequality operates, how it is impacted by public policy and how it is present in the different sectors and spheres of life. As such, it is key to the elimination of gender inequality. It also aids with improving policy-making and governance, which makes this toolkit particularly useful for political scientists.

Target audience: policy makers

Link: <https://eige.europa.eu/gender-mainstreaming/toolkits/gender-impact-assessment>

## 2. Gender in Research

### Toolkit Gender in EU-funded research (EC, 2009).

Directorate General for Research, European Commission.

The toolkit was developed within the 7th Framework Programme, which strives to promote gender equality in scientific research, by facilitating the participation of women scientists and integrating the gender dimension into research content in all research areas.

The toolkit was originally accompanied by a one-day training programme and provides an overall introduction into gender and research and shows how gender is interwoven within all aspects of research. It then examines in pragmatic terms how the gender dimension of research content contributes to excellence in research. It also analyses case studies based on concrete examples drawn from nine specific research fields: 1) health; 2) food, agriculture and biotechnology; 3) nanosciences, materials and new production technologies; 4) energy; 5) environment; 6) transport; 7) socio-economic sciences and humanities; 8) science in society and 9) specific activities of international cooperation.

For each field of research the toolkit has a dedicated tool with an introduction section that briefly explains the relevance of gender to the field. It then showcases three real-life case scenarios and for each case study it guides the researcher on the identification of relevant gender issues related to the planned work, both in terms of equal opportunities for men and in terms of gender issues in research content. For instance, in the field of transport, the module explains how gender analysis helps to identify different ergonomic standards (such as height of grab bars), mobility needs and user behaviours. Gender analysis shows that “women tend to perform triple roles as income earners, home earners and community managers, they tend to take shorter, more dispersed and more frequent trips, carrying shopping loads and accompanying children or elderly relatives.”<sup>7</sup> This information should help design transport that meets the needs of different genders. Each tool has a final section providing useful references dealing with gender in the specific field.

The toolkit is a very useful, easy to use and a practical tool for researchers working in those disciplines where it was traditionally more difficult to see the importance of a gender-sensitive analysis. With the support of a gender-sensitive facilitator, it can be used during class seminars for both undergraduate and master students to guide a reflection upon gender issues relevant to the discipline.

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<sup>7</sup> Module Field 6- Transport, part 3.10 at <https://www.yellowwindow.com/genderinresearch> (access: 07.08.2021)

However, the toolkit fails to focus on research areas, such as political science and in particular in policy making and good governance, political parties, external affairs, peace studies and security. The toolkit would benefit from an update to include additional tools in those fields that were not covered in 2009.

Target audience: Academics, scientists.

Link: <https://www.yellowwindow.com/genderinresearch>

### **Gender Equality in Academia and Research - GEAR tool (2016)**

European Institute for Gender Equality

Institutional change is a strategy aimed at removing the obstacles to gender equality that are inherent in the research system itself, and at adapting institutional practices. The Gender Equality in Academia and Research (GEAR) tool provides universities and research organisations with practical advice and tools through all stages of institutional change, from setting up a gender equality plan to evaluating its real impact. The toolkit is available on its dedicated interactive section on EIGE's website, together with five downloadable tools. Importantly, *Guide to Structural Change in Academia and Research Organisations* is available in 23 EU languages, which increases its reach and accessibility. Moreover, it allows for international research cooperation and co-authorship.

The toolkit is positioned in the wider context of the *European Gender Equality Plan*, as well as the *EU objectives for gender equality in research*. This raises the profile of the toolkit and strengthens its importance. It also challenges the myth that gender is a factor only in social sciences. The toolkit specifies that there are three objectives underpinning the *European Commission's strategy on gender equality in research and innovation policy*. Firstly, fostering equality in scientific careers. Secondly, ensuring gender balance in decision-making processes and bodies. Lastly, integrating the gender dimension in research and innovation content.

The toolkit highlights that there is a pressing need to transform research and higher education institutions as structures that (re-)produce inequalities. The toolkit strongly highlights that research and higher education institutions reproduce social values leading to gender bias and discrimination. The result is that viewpoints, experiences and needs of half the population risk being overlooked or dismissed. This in turn leads to products, services and policies that are less than optimal because they are targeted at and serve only a proportion of society. This argument also reveals financial risks of gender-blind research that might make it more convincing to some research institutions. Importantly, the toolkit also focuses on the impact of unconscious bias

and highlights the urgency of tackling it. This is helpful for challenging institutional culture in places (including universities and research institutions) where such trainings are considered a “tick-box” exercise. The toolkit calls for a structural change and dedicates an entire section to explain why is that important.

Not only does the toolbox contain a detailed six step guide but also is equipped with a *GEAR action toolbox* which contains a range of activities and instruments and can be mobilised in 11 thematic areas. This includes *Integrating gender in research and education content*. It highlights that it is crucial that the knowledge, which is created through research and transferred through education is free of gender bias. Research and innovation activities need to critically examine both gender differences and inequalities. The added-value of integrating a gender dimension in research and innovation allows academics and researchers to ensure excellence and quality in outcomes and enhancing sustainability. Importantly, it also makes research more responsive to social needs and relates to the lived reality of people of all genders. Employing a gender perspective fosters new ideas and innovation. Through the inclusion of a gender dimension in research and innovation content, gender biases are more likely to be tackled and eliminated. Which enhances transformative potential of education and research.

The toolkit sets out *Basic requirements and success factors for realising a Gender Equality Plan*, which are impact drivers for effective change. When these impact drivers are present in the organisation, the efforts towards gender equality are more likely to succeed. They are divided into *Organisational level* and *Process level* and then further subdivided which makes them easy to read and use. Explaining elements that can be pointed out as supporting gender equality work in research organisations and higher education institutions makes this toolkit especially valuable for researchers, teachers and academic staff.

Target audience: universities; research organisations

Link: <https://eige.europa.eu/gender-mainstreaming/toolkits/gear>

### 3. Gender and Security

#### OSCE/ODIHR, DCAF, UN Women Gender and Security Toolkit

The Toolkit aims to raise awareness of the links between gender and security, related standards and good practices at national and international levels; to increase skills of state officials, members of oversight bodies and other actors to integrate gender in policymaking as related to policing, justice, defence, border security management, parliamentary oversight, deprivation of liberty and intelligence; to invigorate multi-stakeholder dialogues to integrate a gender perspective into security policymaking.

For the purpose of this compilation Tool 1 on Security Sector Governance and Reform has been selected as an overarching theme relevant to political science, for which mainstream security literature greatly overlooks the gender aspects. The other Tools (2-15) along with the policy briefs are available at the following link: <https://www.osce.org/odihr/440831> and <https://dcaf.ch/gender-and-security-toolkit>

#### **Tool 1: Security Sector Governance, Security Sector Reform and Gender (2019)**

DCAF, OSCE/ODIHR, UN Women (2019), “Security Sector Governance, Security Sector Reform and Gender”, in *Gender and Security Toolkit*. Geneva: DCAF, OSCE/ODIHR, UN Women.

Tool 1 introduces why gender matters in security sector governance (SSG) and security sector reform (SSR), and outlines the benefits of integrating a gender perspective. It explains key concepts that are used in the Toolkit: gender, intersectionality, masculinities, femininities, gender equality and gender perspective, and also SSG and SSR. It gives an overview of some of the relevant international, regional and national legal obligations with respect to gender and SSG and SSR processes.

The tool presents a vision of what integrating a gender perspective and promoting gender equality mean for security and justice providers, for management and oversight of security sector and justice services, and for SSG and SSR processes. It presents several different pathways for the security and justice sector to integrate a gender perspective into SSG and SSR and advance gender equality. It focuses on:

- defining security needs in an inclusive, gender-responsive manner;
- adopting policy frameworks to integrate gender equality into justice and security governance;
- gender training for security and justice providers;
- using staff with specialized gender expertise;
- changing masculine institutional cultures to increase women’s participation and diversity;

- providing advice on how to overcome resistance to working on gender equality within the security and justice sector;
- suggesting elements of an institutional self-assessment checklist on integrating a gender perspective.

This tool is an update of the 2008 tool. The new version introduces new terminology and key concepts regarding intersectionality, masculinities, femininities, LGBTI, gender equality and gender perspectives that are critically important when working on SSR. The Tool lists other useful resources to support work on gender equality with the security and justice sector, and in relation to SSG and SSR.

As a tool for practitioners, it does not have references to critical feminist studies on security, which would be useful for politics students and lecturers. Yet, the Tool offers interesting hints for politics students to reflect on and conduct further research, such as the concept of gender as a system of power that encompasses symbolic meanings, identity and roles, along with structures and institutions.

Target audience: Policymakers, practitioners working in/with security and justice sector institutions to increase gender equality within the institutions, or through the work of the institutions within society.

Link: <https://www.osce.org/odihr/440834>

#### 4. Gender and politics

##### Handbook on Promoting Women's Participation in Political Parties (2014).

Vienna: Organization for Security and Co-operation in Europe (OSCE)

The OSCE/ODHIR recognises that political parties can influence the degree of women's political participation at local, regional and national levels. Therefore, this Handbook on Promoting Women's Participation in Political Parties aims at encouraging political party leaders, men and women alike, to support the integration of gender aspects into internal political party decision-making processes. It also seeks to develop the capacity of women politicians to advance their political careers.

The key finding that has emerged during the development of this handbook is that internal party reform is critical to women's advancement. A lack of internal party democracy and transparency, the absence of gender-sensitivity in candidate selection and outreach, as well as the failure to decentralize party decision-making processes, all inhibit women's opportunities to advance as leaders within parties and as candidates for elected office. To this end, the handbook provides a valuable overview of voluntary measures that political parties can adopt to enhance gender equality within party structures, processes, policies and activities, as a means to provide both women and men equal opportunities to participate meaningfully in the political life of OSCE participating States. Strategies that parties apply to increase candidate diversity can include *equality rhetoric*; *equality promotion*; and *equality guarantees*.

The Handbook equips the reader with strategies, examples and good practice that could be mobilised to support women's empowerment in political parties, but it also provides important reflection points for academics. It illustrates also case studies from the OSCE region that could be used as examples, such as Albania, Georgia, Moldova, Kazakhstan and Kyrgyzstan, or could be further investigated by politics students using cases studies as a research method. The Toolkit also provides a template for a gender audit<sup>8</sup> that can help students and teaching staff to devise research questions that aim to assess party processes, procedures, structures, cultures and activities from a gender perspective. The way the Handbook is structured along six main chapters focusing on specific aspects of women in politics allows lecturers and seminar leaders using its content as a whole for a series of seminars, but also to focus on a specific chapter to be used for a seminar or group work. Additionally, the Handbook has a

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<sup>8</sup> The handbook provides the following definition of a gender audit: "A political party gender audit, or "self-assessment", is a methodology for assessing party processes, procedures, structures, culture and activities from a gender perspective, with the aim of identifying **discriminatory practices** – whether direct or indirect, formal or informal – that can perpetuate gender inequality and hinder women from advancing in their political careers." OSCE, Handbook on Promoting Women's Participation in Political Parties, (Vienna, OSCE, 2014), p.51.

specific section focusing on cooperation with Academia in supporting women in politics and gender equality.

The Handbook could be updated to expand the short section on the role of men as political partners and gender advocates, present at the end of Chapter 4. It would also benefit from a more comprehensive perspective on different gender identities and intersecting forms of discriminations based on race and age.

Target audience: Political parties leaders, women party members and candidates for public office and civil society. However, the handbook is very useful for politics students and think tanks interested in researching gender equality and gender issues in political parties dynamics.

Link: <https://www.osce.org/files/f/documents/e/f/120877.pdf>

### **Gender Responsive Budgeting (2018)**

Women's Budget Group

The Women's Budget Group (WBG) has a long history of working to make budgets more transparent and of holding politicians accountable for how money is gathered; and sees this as being central to achieving gender equality. However, there is much more to do to transform government budgets so that they help change the social 'rules' that are at the heart of inequality. Together with OXFAM, the WBG worked to see how they can advance the position of women and young people in government budgets. In partnership they produced a new set of Gender Responsive Budgeting resources – including a rough guide and a simple training budget cycle tool. The goal is to start to open the way for more people and groups, and especially women and women's organisations, to join in and take action. The budget cycle tool is designed to help activists, experts and policy makers consider what putting women, at the heart of government budgets would look like. Nevertheless, it can also be useful for students, researchers and academic staff to enhance critical analysis. Therefore, the tool can be used across very different contexts and institutions. It is available in three languages: English, French and Spanish. Multiple versions increase the accessibility as well as make international cooperation easier.

This toolkit highlights that "neutral" budgeting reinforces gender inequality. Therefore, Gender-responsive budgeting (GRB) is essential both for gender justice and for fiscal justice. Only by employing gender-responsive budgeting is it possible to set a financial policy that works for both men and women. Importantly, the toolkit employs an intersectional approach and appreciates heterogeneity of people's experiences. It encourages the assessment of the intersection of women and men, girls and boys with other dimensions (for example by age, class or religion).



WBG has produced a set of Gender Responsive Budget resources to aid better understanding of the meaning and importance of the issue. The tools are both informative, as well as practical. They are concise and utilise diagrams to portray the most important issues, which makes them user friendly. The resources included are:

- [Gender Responsive Budgeting: Rough Guide](#)
- [Gender Responsive Budgeting: The budget cycle diagram for trainers](#)
- [Gender Responsive Budgeting: The budget cycle template](#)
- [Gender Responsive Budgeting presentation](#)

By highlighting that issues like taxation, budgeting and monetary policy are deeply gendered the toolkit challenges the *status quo*. It critiques the dominant paradigm that they are “neutral” and “objective”. As such, it can be informative not only for practitioners but also researchers and academic staff. However, while the toolkit discusses GRB across many different areas: government, civil society or international NGOs, it does not reflect on the importance of research in this context which can be seen as a gap. Nevertheless, the toolkit contains a set of practical questions about the gender impact at all stages of the budget process, in order for gender to be reflected in budget decisions. Which can be adapted for research purposes. In fact, it uses examples of academic research to support its arguments.

For instance, the toolkit recommends asking the people who use services whether the services meet their priorities. It warns that even policies which appear gender sensitive may not actually be what the people affected want or need. This is an important aspect of gender mainstreaming in general. In research practice, this means ensuring that women’s voices are included in the process. This means not talking “on behalf” of women or making assumptions about women’s experiences without including them.

Target audience: Practitioners - activists, experts and policy makers

Link: <https://wbg.org.uk/resources/gender-responsive-budgeting-resources/>

Available in French and Spanish on the Oxfam website: <https://policy-practice.oxfam.org/resources/rough-guide-to-gender-responsive-budgeting-620429/>

### **Gender Institutional Transformation (2016)**

European Institute for Gender Equality

To facilitate gender equality, institutions must be willing to change. The module on institutional transformation describes how gender mainstreaming can be implemented in a public organisation and how already existing approaches to implementing gender mainstreaming can be further developed and advanced. This

step-by-step guide helps institutions transform, starting from their basic values and beliefs, to the rules and regulations that lead to more effective working outcomes. It is targeted at public institutions within the EU as bodies that are accountable for gender equality. The toolkit is available in .pdf format, and there is a dedicated interactive section on EIGE's website which makes it user friendly. However, the toolkit is only available in English which limits its reach and accessibility.

The toolkit explains that institutional transformation means a profound change within an institution, which, as a consequence, also affects the outside environment. It encompasses changes in the basic values and beliefs that are dominant in a certain institution, as well as changes in the rules and regulations that lead to certain working results. As such, the contents of the toolkits can be adapted to higher education institutions and research facilities.

The opening key point of *Institutional transformation and gender* is that organisations are not gender-neutral entities. Importantly, gender issues within an organisation are partly visible and partly tacit. The representation of women and men at all hierarchal stages of an organisation is only one (visible) indicator that organisations are gendered. Organisations deal with gender differently. For instance some organisations might address gender equality related issues in an inadvertent manner, while others might employ a planned and managed approach. Processes aiming to bring about organisational change have to be adapted to suit the respective organisational culture. The *Guide to Institutional Transformation* offered by the toolkit, consists of three phases: preparation, implementation and evaluation. They are further divided into 13 steps in total. They are presented on an interactive graph, which makes it user-friendly and easy to use.

Importantly, the toolkit contains a comprehensive guide on dealing with resistance. It highlights that when supporting gender equality, agents of change are the group who are especially confronted with resistance. It is explained why resistance is part of organisational change which confirms the transformational potential of using the toolkit within complex organisations, like universities and research institutions.

Target audience: public institutions within the EU

Link: <https://eige.europa.eu/gender-mainstreaming/toolkits/gender-institutional-transformation>

## Conclusions

This compilation shows that seemingly neutral processes, like taxation and security, but also academic research, are not inherently neutral. It provides researchers, students and university staff with instruments to inform their academic practice to ensure that they do not reproduce social inequalities, but seek to dismantle it. Therefore, this compilation can impact research and teaching within social sciences, as well as beyond.

The majority of the toolkits included in this project target practitioners, activists and policy makers, but not academics. This highlights the importance of this compilation to fill the existing gap. Nevertheless, as evidenced in the section *Gender in Research*, international organisations recognise the importance of gender mainstreaming within research. Furthermore, there are valid lessons to be learnt by students and academics from sources which are not research orientated because they reveal that gender inequality permeates all areas of human activity. Therefore, it is crucial to remain critical of the effects of research and teaching on diverse societies.

As demonstrated in this compilation, there is no one fixed step-by-step guide to gender mainstreaming. A successful gender mainstreaming strategy responds to institutional and personal needs of an organisation. Similarly, employing a gender perspective within research differs depending on the research institution, type of a project, as well as field of study. Nevertheless, there are some universal values and guidelines that can be adapted and implemented regardless of the specific context. Based on the considerations included in this compilation, there are three basic steps that students, researchers and academic staff can follow to introduce gender mainstreaming into their practice.

The first and fundamental step is a recognition that research, teaching and academia are not intrinsically neutral and objective. The *gender-free* approach is in fact *gender-blind*. It reinforces the idea that men, men's bodies and men's experiences are a default. It strengthens men's dominant position in society (including academia) and as such it perpetuates gender inequality. Employing a gender perspective within research means challenging the idea that (white, heterosexual, able bodies, cis-gender) men are objective and neutral while women are subjective. To exemplify, citing only male western authors does not make a dissertation more objective but in fact it shows only one (dominant) perspective. Similarly, including only male authors in a reading list severely limits the content that is taught during a module and only reinforces men's voices as the "norm". This reasoning is not only applicable to literature. For instance, including only men among the survey respondents or testing a new medical advancement on men only can have significant impact on the results. This step can be summarised with the famous question "Where are the women?". The critique of the perceived "neutrality" of academia is not limited to *gender-blind* approaches but also the disregard to other characteristics, like race, gender identity or disability.

Therefore, it is crucial to ensure the diversity of backgrounds among men and women authors, experts or subjects of analysis.

This step inspires questions such as:

- Who are the authors of my main sources?
- What and who do they represent?
- How have I selected my sources?
- Is the mainstream literature in my field gender-blind or “gender neutral”?
- What can I do to improve this?
- Do I provide gender-related examples during my teaching?
- How many women and men are in my focus group or survey or among my experiment subjects?

The second aspect of gender mainstreaming in academia and research is its fundamentally reconstructive character. This is reflected in the recognition that it is not enough to “add-women-and-stir”. Gender mainstreaming must be a continuous process that affects all levels of research or teaching facilities. Therefore, it requires more than just incidental actions. For instance, introducing one “gender related” policy or adding a few women authors at the end of the reading list is not enough to effectively transform institutional culture or research practice. Gender mainstreaming requires rethinking institutional processes and transforming the working culture. Responding to deeply-rooted gender inequality requires a multiway approach. While this is a complex and ambitious task, once the new tools are in place, implementing gender mainstreaming to new projects or modules will be much easier.

This step inspires questions such as:

- How many women authors am I citing?
- How many women authors are on my reading lists?
- Are gender related or feminist issues/approaches taught in dedicated modules or are they mainstreamed during all courses?
- How many policies guiding the University or research facility respond to their gendered impact?
- Is the University/ Department encouraging and supporting diversity of views and experiences?
- What is the gender balance within my Department and in the University’s hierarchy?

The third important step is recognition that gender mainstreaming in research and academia matters. Excluding women’s voices perpetuates women’s experiences and views as “special”, and therefore not objective. It perpetuates the notion that women represent the perspective of “women”, while men represent the perspective of “everyone”. The gender-blind approach has a very real impact on women’s lives. For instance, by not including women authors on reading lists, they are less likely to be cited. This in turn decreases the reach of their work and

limits their career prospects. In a similar vein, not including women as a part of a focus group or experiment can render women's experiences invisible and reproduce the idea that they are an "exception". As such, the impact of the new developments, inventions or theories on women remains unexamined which can have severe effects on women's lives, including health risks. Also, not including gender equality related examples while teaching can reproduce the idea that gender equality is a women's issue (and women's responsibility), and as such does not deserve, nor require the attention of men.

This step inspires questions such as:

- Who is excluded from my research and why?
- Who am I basing my conclusions on?
- Who does not have a voice in my project and what does it mean for them?
- Whose work and perspective am I promoting by citing them?
- What are the implications of not having women on reading lists?

To conclude, this compilation of toolkits provides information on sources available to students and researchers to implement gender mainstreaming in their academic practice. It raises awareness that academia is not inherently neutral. Therefore, it is crucial to question the way teaching and research is conducted and use its potential to dismantle gender inequality, instead of reinforcing it.