

Cities2030 Ethics, Gender and RRI

Self-Assessment

V1.0 March 2024

These questions and associated assessment measures provide a comprehensive framework for CRFS encompassing a range of aspects within ethical considerations, gender inclusivity, and research and innovation methodologies.

The questions are structured into three blocks: Ethical Considerations, Gender Inclusivity and Research and Innovation Methodologies. Each question includes examples of both quantitative and qualitative measures for assessment.

1) Ethical Considerations:

A. Definitions

Rationale: [What is food ethics?](#)

Questions (tentative):

E1. What do you consider ethical when it comes to food?

E2. What values or principles do you think should guide how we produce, distribute, and consume food?

B. Institutional vs. individual

Rationale: institutional relates to, for instance, “Ethics and Food-Related Research”

[Ethics and Food Scientists: Duties, Issues and Dilemmas | Food Science and Nutrition Cases](#)

Questions (tentative):

E3. How do you think we should approach ethics in food-related research?

E4. What principles or guidelines do you believe researchers should abide by to ensure ethical practices in this field?

Rationale: individual relates to, for instance, “Ethics and Food-Related Research”

[Ethical Food Production for Conscious Consumers | Dephna](#)

Questions (tentative):

E5. Do you actively seek out food products that align with your ethical values, such as those produced sustainably, organically, or with fair labour practices?

E6. Do you believe that individuals have a responsibility to actively engage in the food system beyond being consumers, such as supporting local food initiatives, advocating for food justice, or participating in community gardens?

C. Obstacles, especially on the concept of food as a “human right”

Rationale: [Challenges of implementing a human rights approach to food security and nutrition](#)

Questions (tentative):

E7. What do you perceive as the main obstacles to effectively implementing a human rights approach to food security and nutrition?

D. Enabler, especially on the concept of “food environment”

Rationale: [A participatory approach to model the neighbourhood food environment](#).

The food environment is seen as the physical, economical, political, and sociocultural context in which each consumer engages with the food system.

Questions (tentative):

E8. How do you perceive the influence of the physical, economic, political, and sociocultural factors in your food choices and consumption habits?

2) Gender Inclusivity:

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Instructions to self-evaluate the state of gender issues in your City Region Food System (CRFS).

1. **Collect a group** to evaluate the gender situation in your CRFS.
2. **Read** the descriptions of the different levels (1-2-3) of a gender topic.
3. **Choose the level** which is closest to the situation in your CRFS.
4. **Discuss and determine** the desired level (2 or 3) you want to reach in the future.
5. When finished all the questions, **determine the actions** needed to reach the desired levels.
6. **Evaluate yearly the proceeding** and if necessary, adjust the goals. It is a good idea to do this work when there are other yearly evaluations, such as the financial statements.

G1. Gender as a discussion topic

Gender as a discussion topic		
<p>Level 1</p> <p>Gender is rarely/never a discussion topic in the CRFS. At most, the topic is referred when there is an external input to the matter, i.g. news.</p>	<p>Level 2</p> <p>Gender is monthly a discussion topic in the CRFS. The topic is referred when there is an external input to the matter, i.g. news, but also some experts bring the theme to discussions time to time.</p>	<p>Level 3</p> <p>Gender is a weekly discussion topic in the CRFS. The topic is referred when there is an external input to the matter, i.g. news, but also some experts bring the theme to discussions actively and regularly.</p>

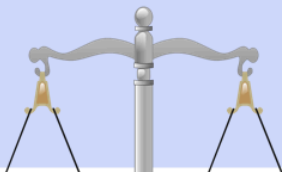
G2. Gender representation

Gender representation		
<p>Level 1</p> <p>There is no or little attention paid to areas of CRFS where there is a clearly unbalanced gender representation within some groups of people.</p>	<p>Level 2</p> <p>There is attention paid to areas of CRFS where there is a clearly unbalanced gender representation within some groups of people.</p>	<p>Level 3</p> <p>There is a good amount of attention paid to areas of CRFS where there is a clearly unbalanced gender representation within some groups of people. The issue is discussed, analyzed and if it is seen that needed, actions are taken to balance the gender representation.</p>



G3. Gender as a determined in legislation

Gender as a determined in legislation		
<p>Level 1</p> <p>Gender-related laws are not known or there is a foggy idea that there are some gender laws existing, but it is felt, that they do not obligate this CRFS.</p>	<p>Level 2</p> <p>Gender-related EU and national laws are known, and the obligations of the legislation are followed. For example, if the national law obligy an organization to create a gender equality plan, it is done and updated as required.</p>	<p>Level 3</p> <p>Gender-related EU and national laws are well known, and the obligations of the legislation are followed often in higher level than the minimum requirement is. For example, if the national law obligy an organization to create a gender equality plan, it is done and updated as required but also the actual actions are taken in a daily work to enhance the gender matters.</p>



G4. Gender equality in the CRFS

Gender equality in the CRFS		
<p>Level 1</p> <p>There is a clear common understanding in the CRFS which jobs and roles fit the best to the sexes and it is written down and spoken freely. There are job announcement where there are seeking for a certain sex for the job, e.g. "Seeking for a strong man to a farming job" or "Looking for a woman with a sensitive touch to decorate cakes". From the same food related job you can pay less to a women, because they are used to it. Also, there is a higher unemployment rate of young women with food-related degrees: they are not hired because they may soon stop working for the baby leave.</p>	<p>Level 2</p> <p>There is a common understanding in the CRFS that anyone interested can do any food-related job although there are unwritten laws that may have an effect to choices and treatment towards a person, who has chosen differently than the rest. There is understanding that in the job announcement the words need to put so that any skillfull person feels welcomed, but in speech there might be referation to men and women used. The statistics tell that the younger women are working, but their contracts are shorter than in average without any written explanation.</p>	<p>Level 3</p> <p>There is a good understanding in the CRFS that anyone interested can do any food-related job, and also unspoken cultural phenomenas are spoken up and analyzed as well. There is understanding that in the job announcements but also in speech and meanings in between the rows, there is no attitude revealed against genuine gender equality. The statistics tell that the younger women are working as are the rest without any significant difference of presense or length of the job contracts when comparing to others.</p>

G5. Gender roles of food at home

Gender roles of food at home		
<p>Level 1</p> <p>The roles within the food issues in homes follow the sex of an person and are not determined by one's intrest. The children are taught to follow the traditional roles despite of their personal interests. There is no encouraging to find one's own intrests in food-related tasks e.g. who will be the next farmer of the family, who pays for the food or who usually cooks the meals at home.</p>	<p>Level 2</p> <p>The roles within the food issues in homes mostly follow the individual's intersts and capability, although there are some traditional role loads on different sexes. The children are taught to follow their interests but also not to forget their traditional roles determined by sex. There is openness to let one to find one's own intrests in food-related tasks e.g. who will be the next farmer of the family, who pays for the food or who usually cooks the meals at home.</p>	<p>Level 3</p> <p>The roles within the food issues in homes are follow the individual's intersts and capability, and it is understood that they might be against the tradional roles determined by sex. The children are taught to follow their interests and to understand what the traditional food roles determined by sex were to understand the food roles of others. Anyone interested can be the be the next farmer of the family, the one who pays for the food or the person who usually cooks the meals at home.</p>

3) Research and Innovation Methodologies:

R1. Innovation Integration:

- In what ways does your community encourage and integrate research and innovation practices in its food systems? How does the community evaluate the feasibility and impact of adopting new practices or technologies?

Quantitative Measures: (1) Number of community projects that have integrated innovative practices or technologies OR (2) Percentage of community members adopting new practices or technologies through innovation initiatives.

Qualitative Measure: Explore the perceived impact of innovation on community initiatives through interviews and case studies. Collect stories through interviews to understand the factors influencing the adoption or resistance to innovative practices.

R2. Data-Driven Practices:

- Does your community leverage data and information to inform decision-making in food-related activities? How are research findings and innovative approaches integrated into the community's practices?

Quantitative Measure: Increase in the use of data to inform decision-making within the community's food systems.

Qualitative Measure: Conduct interviews to understand how data-driven practices have influenced decision-making processes and outcomes.

R3. Knowledge Exchange Platforms:

- Are there platforms or initiatives within your community that facilitate the exchange of knowledge and innovative practices related to food systems? How are lessons learned and best practices shared among community members?

Quantitative Measure: Participation rates in knowledge exchange platforms and events.

Qualitative Measure: Gather insights through focus group discussions on the

perceived value and effectiveness of knowledge exchange initiatives.

R4. Research Funding and Support:

- How does your community support and fund local research and innovation in the food sector? Are there mechanisms to encourage and recognize innovative approaches in food production, distribution, and consumption?

Quantitative Measure: Amount of funding allocated to local research and innovation projects.

Qualitative Measure: Explore the impact of funding on research and innovation through interviews with project leaders and participants.

R5. Community-Based Research:

- To what extent does your community engage in community-based research to address specific challenges or opportunities within the local food system? Are community members actively involved in shaping and conducting research?

Quantitative Measure: Percentage of research projects that actively involve community members in the research process.

Qualitative Measure: Conduct interviews with community members to understand their experiences and contributions to community-based research.

R6. Technological Accessibility:

- How does your community ensure that technological advancements and innovations in the food sector are accessible to all members, regardless of their technological literacy or economic status?

Quantitative Measure: Accessibility rates to technological tools and innovations within the community.

Qualitative Measure: Explore the experiences and challenges related to technological accessibility through interviews with community members.

R7. Partnerships with Educational Institutions:

- Does your community collaborate with local educational institutions to promote research and innovation in the food sector? Are there initiatives to involve students and researchers in addressing community-specific challenges?

Quantitative Measure: Number of formal collaborations with educational institutions supporting research and innovation.

Qualitative Measure: Explore the depth and impact of partnerships through interviews with educators, researchers, and community members.

R8. Feedback Mechanisms:

- How does your community collect feedback from its members regarding the effectiveness of research and innovation initiatives in the food system? Are there mechanisms for continuous improvement based on community input?

Quantitative Measure: Rate of community member participation in providing feedback on research and innovation initiatives.

Qualitative Measure: Analyse the content of feedback collected through surveys or suggestion boxes to identify patterns and areas for improvement.

R9. Ethical Considerations in Research:

- How does your community ensure ethical considerations are integrated into research activities related to the food system? Are there guidelines in place to address potential ethical challenges that may arise during the research process?

Quantitative Measure: Number of documented instances where ethical guidelines influenced the design or conduct of research projects.

Qualitative Measure: Conduct interviews with researchers and community members to understand the ethical considerations incorporated into research activities.