

Gender Sensitive ODA Research: Tools and Tips



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Why Gender Sensitive Research?



- Gender sensitive projects achieve better outcomes (more on that later...)
- Gender mainstreamed across the SDGs – often a ‘hook’ for research strategy and research projects
- **Funders:** (GCRF); UKRI; National Institute for Health Research; Horizon 2020; Bill and Melinda Gates Foundation

GenderED Project – Doing Gender Sensitive Research

TOOLS AND EXAMPLES

Toolkit and Guidance

[Developing your GCRF Gender Equality Statement](#)

PDFs

[Example Gender Equality Statement: Agriculture & IT](#)

Example Gender Equality Statement :Engineering and Climate Change (coming soon)

[A Gender Sensitive Theory of Change](#)

GENDER ISSUES IN YOUR DISCIPLINE

How is gender relevant to....(PDFs)

[Development? Key Insights and Practical Tips](#)

[Global Health?](#)

[Environment, Climate Change, Mitigation and Adaption?](#)

[Economic Development and Poverty Reduction?](#)

DELVING DEEPER

PDFs

[Gender, Science and Technology and Development – long read](#)

BLOGS

Edinburgh Research Office blogs

[18 months on: what we've learned about integrating gender into research](#)

(Simplified) Gender Sensitive Situational Analysis

Decision-making

Are women and men, and where relevant transgender and non-binary people:

- equally represented in *decision-making* related to your project's goals and topics in situ? I.e. in the communities/populations who will be affected by your project's outputs or outcomes. E.g. in hospitals, are women involved in decisions about where and how to organise cleaning and sanitation?

Access to and control over resources

Do women and men, and where relevant transgender and non-binary people:

- have equal access to *resources* related to this topic? E.g. in who has ownership of and access to mobile phones?

Division of labour

Do women and men, and where relevant transgender and non-binary people:

- perform the same *labour* in relation to the social/economic/political topic of your research? Are different social groups assumed to perform, distinctive tasks and responsibilities? Are they performed in different spheres or locations (domestic/private or public)?

How do I work this out?

To answer these questions you can:

- ✓ undertake a **literature review of NGO or academic reports on gender equality** issues relevant to your project's theme *during proposal development*;
- ✓ **approach local community/civil society partner organisations** for input in project development (e.g. women's civil society representatives; development NGOS specialising in your project's thematic area);
- ✓ consider participatory measures or literature review *during your project's inception phase*;
- ✓ approach a **gender specialist with expertise in your thematic area** to join the project team *at the beginning of your proposal development*

GenderED – UoE’s Hub for the Studies of Gender and Sexuality

genderED researchers

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I have worked on the following three broad themes: a) the diversity of lived and structured spaces, focusing on the connections between ethno-nationalism, post-disaster, materiality and the environment; b) the convergence and divergence of global governance regimes as everyday experiences for labour; and c) connections between civil society initiatives and uneven development processes. My interest in these topics stem from an aspiration to bring to the forefront struggles over inequality and feminist goals; and for the world appreciate lived realities of people in the global South, and particularly South Asia, that unravel the messiness of development. The ESRC, British Academy, BASAS, UNICEF, ERC, NERC-ACHRC-ESRC and UKIERI-UGC and UNICEF have funded my research. As South Asia seeks global ascendancy, I am of the view that there is an imperative on social scientists to tease out the processes and meanings of development so that we can abide by people's concerns around and meanings of social justice. I also take forward this work in my role as an editor for the journals Gender, Place and Culture and Geoforum; and in the work done for the Center for South Asian Studies, as one of two Directors during the August 2015-December 2018 period.

Prof Philippa
Saunders

Personal Chair of
Reproductive
Steroids, Professor
of Reproductive
Steroids & Director
of Postgraduate
Research for CMVM

Deanery of Clinical
Sciences, MRC
Centre for
Inflammation
Research

Impact of oestrogens and androgens on immune cells, the vasculature and reproductive stroma A role for mast cells in oestrogen dependent nociception in endometriosis? Early Diagnosis and Treatment Strategies for Endometrial Cancer iNKT cells as drivers for preterm labour A new era in the treatment of chronic debilitating women's health disorders using selective progesterone receptor modulators Integrated multi-dimensional molecular organ imaging Reversing endometrial glucocorticoid deficiency in heavy menstrual bleeding Wellbeing of Women. Towards new treatments for endometriosis: assessing whether the TGF β -superfamily of genes in the pelvis is a good target for innovative drug therapies MRC Centre for Reproductive Health QMRI Mass Spectrometry Facility QMRI FACS facility core funding Tommy's the Baby Charity Research Charity

See: <http://www.iash.ed.ac.uk/gendered/researchers?page=4>

Add your name if you have gender and health expertise!

Excerpts From The Toolkit : I

Gender-blind	Gender (the differentiated and intersectional experiences of women, men, and gender diverse groups) is not considered in the research project; not even its conceptualisation or its rationale.
Gender-aware	Gender is considered in the research project's rationale, but is not an operative concept in the design and methodology.
Gender-sensitive	Gender is considered in the research project's rationale, project design and methodology. Data is disaggregated by gender, and gender is also considered in the composition of the research team and reviewers. Gender-sensitive research does not (yet) extend to analysis and action to address gender inequalities.
Gender-responsive	Gender is considered in the research project's rationale, design and methodology and is rigorously analysed with a view to inform implementation, communication, and influencing strategies. Gender-responsive research does not (yet) address the underlying structural factors such as norms and power relations that contribute to gender inequalities.
Gender-transformative	Examines analyses, and builds an evidence base to inform long-term practical changes in structural gender power relations and norms, roles and inequalities. Gender-transformative research should lead to sustained change through action (eg. partnerships, outreach, and interventions, particularly with women's right organisations).

Figure 1.1: Oxfam Rubric for integrating Gender in Research Planning. (Oxfam, 2019, p. 2)

Case study: the benefits of gender responsive research design

A Stanford University collaboration between biomedical scientists and fluid mechanics engineers took account of inequalities in sexual freedoms in countries with a high prevalence of HIV. In many cultures women cannot refuse sex or insist on condom use by male partners. Medics need to take account of this, otherwise they risk designing ineffective public health interventions. Awareness of this led researchers to explore the development of microbicide gels, which women could use to protect themselves from the transmission of HIV during sexual intercourse. Taking full account of the gendered hierarchies at play in HIV transmission, which vary across cultures, in this instance led to the identification of different research aims – namely the development of anti-HIV technologies that women can use *within the cultural constraints they face* i.e. technologies that provide an alternative to condom use in cultures where women cannot insist on their use.⁴

Four steps to completing your GE Statement

It is helpful to consider the following four steps to work out the relevance of gender to your project and to enable you to complete UKRI's mandatory GE Statement:

1. Gender in the conceptualisation of the research project
2. Equal and meaningful opportunities for people of all genders to participate in the project;
3. Gender in impact and dissemination;
4. Monitoring gender equality outcomes and risks.

It is common for Principal Investigators to feel most comfortable with the second requirement. However, the first step is the most important.

Step 1: Gender equality in your project's conceptualisation

Thinking about your project's core aims (e.g. increased fire safety in shack settlements; higher yield livestock management practices; cooler cities) ask yourself the following four questions:

project's outputs or outcomes. It does not refer to decision-making in your research team – equal participation on your research team is addressed separately, below.

- **Access to resources.** Do women and men, and where relevant transgender and non-binary people have equal access to *resources* related to this theme? (e.g. If your work focuses on agriculture, energy or health - do women, men and where relevant trans and non-binary people have equal ownership of and access to livestock/ land/equipment and training/ energy / food / healthcare?).
- **Division of labour.** Do women and men, and where relevant transgender and non-binary people, perform the same *labour* in relation to the social/economic/political theme of your research? Are different social groups performing, or assumed to perform, distinctive tasks and responsibilities? Are they performed in different spheres or locations (domestic/private or public)?

Actions: to answer these questions it may be necessary to:

- ✓ approach local community/civil society partner organisations for input in project development (e.g. women's civil society representatives; development NGOs specialising in your project's thematic area);
- ✓ undertake a literature review of NGO or academic reports on gender equality issues relevant to your project's theme *during proposal development*;
- ✓ consider participatory measures or literature review *during your project's inception*⁵;
- ✓ approach a gender and development specialist with expertise in your thematic area to join the project team *at the beginning of your proposal development*.

Example: gender sensitive situational analysis

A project examining fire safety in refugee camps undertook a literature review and consulted with local community groups and women's civil society organisations to develop a gender sensitive situational analysis focused on: decision making; access to resources; and division of labour. These processes identified that:

- high levels of violence and lack of safety in temporary refugee camps prevented women from freely participating in decision making in public spaces.
- fire was weaponised against women in an explicitly gendered way, and used in some communities against individuals identified as LGBTQJ.
- gender differences in literacy affected women's access to knowledge and information.
- women undertook a greater share of domestic care work including food preparation activities, meaning that any adjustments to fuel or stoves (a key fire risk) should be taken with explicit reference to women's experiences and needs.
- that women are more likely to be injured during fires trying to assist or rescue children or infirm family members.

To respond to this analysis the project team developed methods to ensure that women's voices were meaningfully included in project development processes (criterion 1 of the GE statement), through surveys and focus groups. This meant that the project team could understand and address the role of gendered divisions of labour in fire safety and barriers to women's access to knowledge generated from the project. This analysis also enabled the team to describe expected gender impacts of the project (criteria 3 and 4), for example, highlighting that increased fire safety could potentially reduce fears amongst the LGBTQJ populations and women. Increased fire safety in homes also had a potentially positive impact on women decreasing their likelihood of injury in fires. The project team also identified gendered asymmetries in access to information about fire safety as a potential unintended negative consequence on gender equality (criterion 5 of the GE Statement) and sought collaboration with local women's NGOs to overcome this.

Excerpts From The Toolkit : II

Step 2: Equal and meaningful opportunities for people of all genders to participate in the project

Your analysis of women and men's participation in decision-making in Step 1, should have provided the relevant information with regard to LMIC countries your project is working in and their *communities*. Step 2 focuses on participation in Research Institutes and scientific teams. Participation in scientific research in the Global North and the Global South is marked by horizontal and vertical gender segregation⁶ (UNESCO, 2018). These patterns vary significantly between countries. To promote equal and meaningful opportunities for participation in *partner research institutes* ask yourself the following five questions:

- To what extent are women and men, and where relevant transgender and non-binary people, involved in the planning, design and evaluation of research within each research partner organisations, especially LMIC partners?
- What hinders an increase in the participation of women and men, and where relevant transgender and non-binary people, within the organisation/university? For example, do working conditions (e.g. working hours, fieldwork organisation) accommodate women equally? This could also include factors outside your control – such as social attitudes, or gender specific safety concerns.
- How does the organization handle staff safety and gender-based violence on their premises? Can staff report if they have been victims of sexual harassment or other types of discrimination? Is there a mechanism to meaningfully respond to these reports?
- What risks to gender equality do the above factors present? For example, could discrimination or violence on campus mean that LGBT people or women cannot easily participate on your research team, or advance professionally? Could lack of access to child-care facilities prevent people with caring responsibilities being able to travel to conferences or attend meetings? See also the box below for examples.
- What concrete plans do research partner organisations, particularly in LMICs, have to tackle problems or barriers identified in the proceeding questions?

Actions: to respond to these queries it may be necessary to:

- ✓ discuss relevant institutional or national gender equality policies in place in your own, and UK/LMIC partner institutions;
- ✓ consult local LMIC women in STEM or discipline specific gender equality promoters in LMIC countries (e.g. African Women in Agricultural Research and Development; relevant local UNESCO⁷ field office; The African Gender Institute; African Academy of Sciences; African Research Intensive Universities Alliance) to discuss relevant barriers to equal participation and measures that would help;
- ✓ incorporate mutual commitments to gender equality into partnership agreements and memorandums of understanding with partners.
- ✓ consider methods, actions or technologies that could be used to increase under-represented genders' participation in research and decision-making? This could include, for example, positive action measures such as mentoring to support female researchers, taking social constraints into consideration with responses such as facilitating female-only fieldwork teams, or discussing LGBTQ safety specific security measures with research partners.⁸

Example – Ensuring meaningful participation for people of all genders in research institutes

Literature shows that in common with many STEM disciplines, agricultural research is characterised by a 'leaky pipe line' where by the participation of women dwindles toward the top of the profession (Beintema & Di Marcantonio, 2010). In a GCRF project with 5 LMIC partners, patterns of gender segregation varied highly. In one country, women's participation in fieldwork was significantly hindered by safety concerns and gossip about women traveling with white male colleagues from the Global North. Only one of the LMIC partner institutions had any gender equality or sexual harassment policies. To respond to these issues and facilitate women's participation on the project, the PI committed to organising a proportion of fieldwork trips in female only teams and took local advice on measures to ensure security. One PhD studentship, was reserved for female candidates from LMIC countries. This was backed with mentoring from a team participant at the University of Edinburgh and in an LMIC country. Edinburgh University's funds to pay for childcare during conference visits were made available to female LMIC researchers so they could travel to professional conferences. Encouragements to devise gender equality and sexual harassment policies were written into all partnership agreements and memorandums of understanding. Although these were not enforceable, these functioned as an initial, awareness raising measure.

Step 3: Gender in impact and dissemination

UKRI provides guidance on writing a pathways to impact statement⁹ and the University of Edinburgh's Theory of Change Guidance, provides guidance on building a theory of change. These documents detail the differences between Results; Impact; Outcomes; Outputs and Activities. Many of the projects funded by GCRF at an institution like the University of Edinburgh are fundamental scientific projects, which have quite a distant relationship to communities. The Theory of Change Guidance cautions against unrealistic impact claims and argues primarily for a coherent narrative that connects your activities to the desired development change, through a logical sequence of intermediate results. Whether these are called 'outputs' or 'outcomes' will often depend on the specifics of your project.

Results	a generic term to indicate the outputs, outcomes or impact of your intervention.
Impact	the ultimate development change to which your intervention will contribute.
Outcomes	all the intermediate development changes to which your intervention will contribute, and that, combined, will enable impact to emerge.
Outputs	the immediate results of your activities – these can be products, services, or short-term changes that will contribute to bring about outcomes.
Activities	the things you will actually do in your interventions. ¹⁰

It can also be helpful to think about four 'levels' of impact targets: the International development community; national policy makers and NGOs; communities; and individuals.

Your reflections on the questions covered in Step 1 should have helped you identify any relevant gender inequalities that your project might affect and how. This should enable you to incorporate a gender sensitive description of the projected results, impacts and outcomes that your project will generate, into your pathways to impact statement.

Part 2: Gender and Global Health

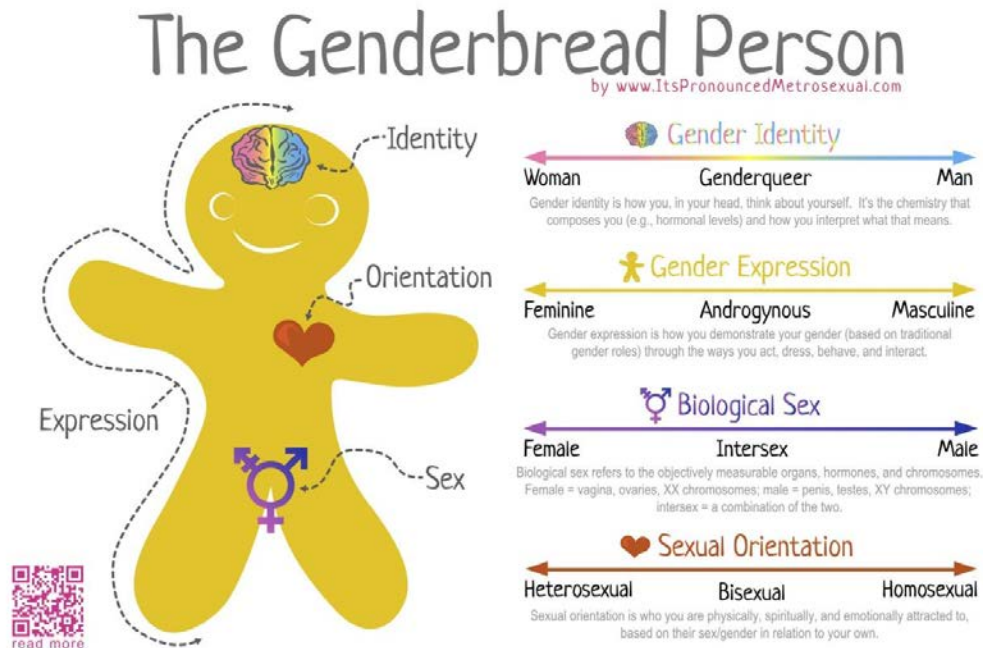
Overview:

1. Gender in the context of global health
2. Non-communicable and infectious disease
3. Structural aspects of healthcare
4. Gender-sensitive research resources



1. Gender in the context of global health

a) Gender versus biological sex



1. Gender in the context of global health

b) Gender binary and colonial legacies

c) Gender and the social determinants of health



- *Action* – Investigate how gender is relevant in each context.
- Take account of how social ideals of femininity and masculinity shape divisions of labour, power, status, wealth and security, and how this is relevant for your research.

2. Non-communicable & Infectious Disease

- a) Gender specific cultural norms
- b) Gender inequality in resources

➤ *Action* - include awareness and relevance of gender throughout project: from inception, literature reviews, needs assessment, monitoring, evaluation etc.

3. Structural aspects of healthcare & health systems

- a) Health policy
 - b) Healthcare administration and delivery
 - c) Healthcare workforce and unpaid care labour
-
- *Action* – take account of gender inequalities from the project beginning and aim to tackle them via practices listed, e.g. consultation, inclusive data collection methods etc.

Gender-sensitive research resources

- Risk factors and consequences of health conditions.
- Responses to health interventions.
- Healthcare policies and delivery.
- Medical research priorities.
- Toolkit, report references, additional resources:
<https://www.gender.ed.ac.uk/gender-sensitive-research/>

Useful Links: Gender Public Health

Useful Overviews

1. World Health Organisation [Gender Equality: making a difference: vision, goals and strategy](#)
2. UN Women (2020) [Universal health coverage, gender equality and social protection: A health systems approach](#)
3. Humsafar Trust (India) (2014) [The Hijra Health Manual for Healthcare Professionals](#)

Gender Sensitive Participatory Health Research Design

4. Special Programme for Research and Training in Tropical Diseases (2020) [Incorporating intersectional gender analysis into research on infectious diseases of poverty: a toolkit for health researchers](#)
5. Gendered Innovations, Stanford University. *Participatory Research and Design*. **Brief overview of participatory research with case studies from health & medicine**. Available at: [Participatory Research and Design | Gendered Innovations \(stanford.edu\)](#)
6. World Health Organization (2020) [Violence Against Women and Girls – Data Collection during COVID-19](#)
7. Jhpiego, John Hopkins University Affiliate (2020). Gender Analysis Toolkit for Health Systems <https://gender.jhpiego.org/analysistoolkit/>

Gender Sensitive Monitoring

8. GIZ (2014). [Guidelines on designing a gender-sensitive results-based monitoring \(RBM\) system \(oecd.org\)](#)

Gender Sensitive Health Communication

9. UNICEF (2018) [Gender Responsive Communication for Development: Mapping and Assessment of UNICEF Initiatives in Afghanistan, Bangladesh, Nepal and Pakistan](#). Detailed report with case studies on disasters, health and nutrition, menstrual health, mother & child immunization.

Questions and Reflections

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