



The Gender Tool Box gathers knowledge material and method support on gender equality in the form of Tools, Briefs and Thematic Overviews.

Gender equality is achieved when women and men, girls and boys, have equal rights, life prospects and opportunities, and the power to shape their own lives and contribute to society.

[TOOL]

Questions to integrate a gender perspective into research cooperation

The aim of this tool is to strengthen the gender perspective in Sida's research cooperation by providing a practical hands-on tool in the form of a "question battery" that can be useful to Sida programme officers during all phases of contribution management.

GENDER IN RESEARCH COOPERATION

The objective of Sida's research cooperation is to contribute to strengthened research of high quality and of relevance to poverty reduction and sustainable development. Gender equality, one of the four thematic priorities for the Swedish development cooperation, should be mainstreamed in all Sida contributions, including research cooperation. Gender perspectives should be taken into account in research funding, design, implementation and application of research results, where applicable.

In research cooperation gender is addressed through four different approaches:

1. Targeted measures aiming to ensure, or at least increase, participation of women in different programs;
2. Integrated measures with focus on structures and systems, where research cooperation is designed in a way that systematically reduces the gender gap and empowers women within the program;
3. Policy dialogue on opportunities and challenges for men and for women to participate, lead, manage and benefit from research cooperation; and
4. Supporting research on gender and research where addressing gender disparities and differences is part of the applied methodology.

HOW TO USE THIS TOOL

This tool contains a set of questions that can be asked in the dialogue with partners and other relevant stakeholders arranged in accordance with the three main phases of contribution management:

1. Questions for appraisal of contribution
2. Questions for monitoring
3. Questions for conclusion on performance process and strategy reporting

The aim is not to create a checklist-like complete inventory of questions, but rather (i) to highlight the main aspects of gender mainstreaming in order to inspire programme officers to better address gender issues in contribution management, and (ii) to sensitize partners, i.e. to increase their attention on gender inequalities and on the importance and possible ways of addressing the disparities between men and women. Although some of the questions can be used throughout all phases, they are not necessarily repeated in the sections below. Moreover, some questions are not relevant in all contexts and organisations differ greatly in their level of gender equality awareness. Therefore, programme officers should be both selective and creative in choosing the right questions to ask.

The operation of Sida's partner organisations is always imbedded in a broader social and cultural context and gender disparities within programs and organisations reflect structural inequalities. Hence, the dialogue on gender has to take into account the specificities of the larger context and has to be preceded by a context analysis. Try to find a balance between challenging gender norms and

practices and accepting structural realities, and identify what is possible to strive for and reach in each situation.

Gender analysis goes far beyond counting the number of women and men. It highlights the differences between and among women, men, girls and boys in terms of their relative distribution of resources, opportunities, constraints and power in a given context. Gender analysis is often part of a broader context analysis.

1. QUESTIONS FOR APPRAISAL OF CONTRIBUTION

Basic data questions:

- Has the organisation made a gender analysis (systematic analysis of women's and men's different needs, opportunities and participation/representation) in relation to its mission/operation?
- Does the organisation have a gender equality policy and strategy based on a gender analysis?
- If there is a strategy, how is it designed, at what level has it been adopted, and how is it supposed to be implemented? Who is responsible for the implementation? In what way is the implementation monitored? Is there a plan to work with gender equality further on? How?
- Is there sex-disaggregated baseline data on participation or other relevant issues available? (e.g. number of grantees/fellows/PhD or Master students/academic staff/management staff disaggregated for women and men)
- Is there a gender imbalance within the program(s) based on the baseline or other relevant info (in terms of participation, enrolment, beneficiaries e.g.)?

Reflective questions:

- To what extent does the organization reflect upon why a gender perspective is important to the organization's work?
- What could be the benefits of stronger gender equality perspectives in the organization?
- What deliberate measures (if any) have been taken to reach women as possible grantees/students/participants or managers and leaders of program/organisation?
- What deliberate measures (if any) have been taken to communicate research results in a way so that female target groups are reached? Are there more effective ways of doing it?
- Does the research take into account potential gender and sex differences with respect to the way research is designed, carried out and implemented?

- Do gender and sex aspects have important consequences for the validity and applicability of the research/study results?
- To what extent is the research relevant to women and girls living in poverty/under oppression?
- In the given context, what other stakeholders (donors, professional associations, national authorities, government bodies, interests groups, etc.) have gender on their agenda? In what way could their expertise and resources be used?

Gender differences refer to socially constructed differences between men and women (such as gender roles and norms, the meaning of masculinity and femininity), whereas sex refers to biological differences between males and females. The latter can be of particular interest in health research. During dialogue, however, it is important to make sure that social inequalities are not justified by the biological differences.

2. QUESTIONS FOR MONITORING OF CONTRIBUTION

For data questions see the section above.

Reflective questions:

- To what extent are women involved in the planning, design and evaluation work within the organization?
- What hinders female students/researchers/leaders to increase in number within the organization/university? Is there a concrete plan to change the situation?
- How does the organization handle women's safety and gender based violence at the campus? How can women and men 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 methods, actions and technologies can be used to increase women's participation in research and decision-making?
- As for the content of the research, are there methodologies developed for integrating gender into research? Is there a need to increase the theoretical and/or methodological knowledge at the organisation on how to integrate gender perspective into the research projects?

In 2013, a program specifically targeting female MSc and PhD students at Addis Ababa University, Ethiopia, provided a monthly scholarship to 220 female graduate students. The proportion of female graduate students is increasing at the university, currently amounting to approximately 20%.

In the Consortium for Advanced Research Training in Africa (CARTA), women are given support so that they can bring their infants along with a care giver. This ensures the participation of mothers at the one month long joint advanced seminars.

3. QUESTIONS FOR CONCLUSION ON PERFORMANCE PROCESS AND STRATEGY REPORTING

Basic data questions:

- Has the organisation/university collected sex-disaggregated data? Compared to the baseline or the latest reporting what does this data tell? Has the number of female students and female researchers increased/decreased/remained constant since the last reporting?
- Number and percentage women of Master/PhD students enrolled (from results framework).
- Number and percentage of women graduated with a Master/ PhD during the reporting year (from results framework).
- Number and percentage of women receiving competitive research grants (from results framework).
- Has the organization/university developed a gender equality policy and strategy? (if there was no gender strategy at the preparation state)
- Has the organization's gender strategy been implemented? What are the results?
- Has research on gender increased since the last reporting date?
- Are there results of research that take into consideration gender differences and/or sex differences when relevant (e.g. in the case of health research)?
- How research results have been communicated /reach women in those cases where gender (and sex aspects e.g. in the case of health research) have important consequences for the validity and applicability of the research/study results?

Swedish research cooperation with the University of Dar es Salaam, Tanzania, encompassed support to the Centre for Gender Studies which contributed to the formulation of the first gender and anti-sexual harassment policies at university level in the country in 2006.

Reflective questions:

- What is the reason behind increased/decreased or stagnated female participation?
- Has a gender perspective in research increased since the last reporting date?
- What more measures can be taken to increase gender equality among students/researchers etc.?
- Does the organization/university undertake necessary measures to ensure that women and men get the same opportunities to complete their studies and conduct research?
- What lessons has the partner learnt from program implementation in relation to gender issues? How could the organization work further towards challenging norms and practices in order to decrease gender inequality?

GENNOVATE - a global comparative research initiative of CGIAR analyses how gender norms and agency influence men, women and youth to adopt innovation in agriculture and natural resource management. The study is carried out across 125 rural communities in 26 countries. The initiative's inclusive research process strives to give rural women and men a voice by providing contextually grounded evidence on how gender interacts with agricultural innovations. In addition, it strengthens the capacities of CGIAR Research Programmes to know the target beneficiaries, design for them, and be accountable to them.