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UNITED NATIONS INTERNATIONAL RESEARCH AND TRAINING INSTITUTE FOR THE ADVANCEMENT OF WOMEN

Gender Research: A How-To Guide

INSTRAW has prepared this guide in order to provide researchers with practical information on integrating gender concerns into research projects and programmes - which we believe will make research more accurate and ultimately more useful in influencing policy formulation and implementation. The guide includes concrete examples that illustrate the different steps involved in making research gender-sensitive, a top-ten list of gendered research characteristics, and a section with additional resources. The guide is purposefully general so that it can be adapted to particular circumstances – *research methods that best capture the complexities of gender issues are those that are adapted to the specific context*.

Contents

A. Why gender-sensitive research?

Strategically planned and executed research that takes into account women's and gender issues will result in more thorough, participatory and relevant results. More specifically, women are essential contributors to development processes and 'development' itself impacts, and is impacted by, women and men in different ways. Gender-sensitive research that takes this into account can in turn lead to more effective and sustainable development policies and programmes. As Secretary-General Kofi Annan states, the empowerment of women that results from attention to gender in all stages of the development process is the "most effective development tool." [4]

Globally and historically, women bear the brunt of inequalities and insecurity, evident in processes such as the feminization of poverty and continued high rates of domestic and sexual violence. Yet it was not until the 1970s that the field of development began to include women in research, policy formulation and programme design and implementation.

Despite the variety and flexibility of gender research methodologies, there are several commonly agreed upon methods to conduct gender-sensitive research. This guide includes a Top Ten list of characteristics of gendered research. More detailed information is included in a breakdown of the research process into five distinct phases and various research methods, each of which comprises tips and concrete examples on how to integrate gender issues. An extensive resource list is also included.

B. Top Ten Characteristics of Gendered Research

1. **Gender roles and relations**: taking gender issues into account throughout the entire research process.

Women, Gender and Research

The importance of taking both sex and gender differences into consideration in research is evident in the example of health care and medicine development.

For years, researchers used the male subject as the norm, disregarding biological differences between men and women and what these differences might mean to drug testing, and the different impacts of disease on men and women.[1] In 1985, a Public Health Service task force in the United States found that the exclusion of women from clinical research was detrimental to women's health. We now know that "Sex hormones appear to influence the effects of many drugs… the menstrual cycle, pregnancy, and menopause can affect how drugs react in women's bodies. Additionally, drugs such as oral contraceptives and hormone replacement therapy may alter drug interactions in women."[2]

The World Health Organization (WHO) has also recently begun to focus not only on the biological differences between men and women (sex differences), but on the *gender* dimensions of health. These differences should be considered both in health research and in policy and programme formulation. WHO explains that: "Both gender differences and gender inequalities can give rise to inequities between men and women in health status and access to health care. For example:

- A woman cannot receive needed health services because norms in her community prevent her from traveling alone to a clinic.
- A teenage boy dies in an accident because he is trying to live up to his peers' expectations that young men should be 'bold' risk-takers.
- A married woman contracts HIV because societal standards encourage her husband's promiscuity while simultaneously preventing her from insisting on condom use.
- A country's lung cancer mortality rate for men far outstrips the corresponding rate for women because smoking is considered an attractive marker of masculinity, while it is frowned upon as unfeminine in women."[3]

- Gender roles are the socially-constructed roles that women and men assume as a result of being born male or female, which imply different norms, standards, behaviours and opportunities for each.
- Gender relations are the power relations that exist between men and women as a result of these social roles, which tend to favour men in access to and control over resources and decision-making at the household, local, national and international levels.

2. **Gender analysis**: systematic gathering and examination of information on gender differences and social relations in order to identify, understand and redress inequities based on gender, at each stage of the research process.[5] Fundamental to this process is the availability of sex-disaggregated data.

3. **Gender vs. women**: getting the definitions straight. Not equating "gender" with "women" and understanding that "women" are not a single homogeneous group, but are differentiated by class, ethnicity, age, sexuality, religion etc.

4. **Inclusion and diversity**: involving all the actors and composing target groups, survey samples, etc. as diversely as possible. Paying special attention to including the voices of marginalized groups.

5. **Changing the research process**: doing research in a way that empowers women including bottom-up research techniques. Doing research with people rather than on them.

6. **Critique of standard science and social science research theories and methods**: questioning the concepts of objectivity and universality, valuing experiential knowledge, inclusion of emotion, contextualization, practicality and self-reflexivity.

7. **Inter-disciplinarity**: topics and methods drawn from many different academic fields and an emphasis on the multiple dimensions of social problems.

8. **Analysis of power hierarchies**: taking action to address power inequalities between researcher and research participants as well as among the participants. Including the explicit acknowledgement of research agendas and researcher subjectivity, co-authoring, participatory research methodologies, polyvocality, etc.

9. "**Non-traditional" qualitative research methods**: such as life stories, personal histories, etc. that include the voices of the research participants.

10. **Research as political action**: This last component goes beyond research for the sake of increasing knowledge and information and envisions research as form of political advocacy that should aim to:
    - Generate a concrete impact on policy and programme formulation in order to better the lives of women.
    - Create social change – including within social institutions, structures, and cultures (all of which are gendered and create their own forms of gendered discrimination against women).[6]

C. Gendering your research in five phases

1. Phase One: Choosing research topics and research objectives:

The first step in the research process is choosing a research topic and identifying research objectives. Below, we have outlined several steps in this process where a gender perspective can be taken into consideration.

a. Who are the stakeholders? / For whom will the research be useful?

Research from a gender perspective is participatory in nature, that is, it pays special attention to the stakeholders involved in and affected by the research process. Stakeholders will vary depending on the type of research conducted, but typically include: research participants and other community members, policy makers, government officials, funding agencies, programme officers, development workers, and the researchers themselves. Make sure to identify and include female stakeholders.

The research will be useful to different stakeholders on different levels, and a gendered perspective necessitates that the researcher take these differences into consideration, including the different ways that gender will affect the usefulness and potential impact of the research.

Some gender-specific questions that can be asked at this stage include:

- What might the policy implications of this research be? How might these policies affect men and women differently? Will the results as well as the process itself be empowering or disempowering for women?
- Has previous research been conducted on the topic? What were the gender-specific outcomes?
- How can I make sure that female stakeholders are included in the research process and benefit from the research outcomes?

b. Research question formulation: What do you want to know?

The process of formulating a research question is vital, as it defines what information will be gathered and how, the stakeholders involved and the potential impact of the research. Working from a gender-perspective means that the researcher should consider how men and women are currently affected by and actively involved in the issue at hand. The impact of the outputs of the research (such as policies or legal measures that might be

Stakeholder identification processes:

Association for Progressive Communications, Women's Networking Support Programme
Gender Evaluation Methodology (GEM) for Internet and ICTs
This web-based resource outlines a gender analysis methodology used to conduct gender evaluations of ICT programs and projects. It includes worksheet examples which outline each step of the research process. Phase One, Step One is focused on identifying stakeholders.
http://www.apcwomen.org/gem/gem_tool/phase1/step1a.htm

Status of Women Canada
Gender-based Analysis: A Guide for Policy Making
This guide is a "hands-on" working document developed by Status of Women Canada to assist in the implementation of the government-wide policy requiring federal departments and agencies to conduct gender-based analysis
of policies and legislation, where appropriate. The guide provides a useful example of ways in which gender methodologies can be adapted for everyday policy use.
http://www.swc-cfc.gc.ca/pubs/gbaguide/gbaguide_e.html#step1

Research question formulation:

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World Health Organization (WHO) and the Program for Appropriate Technology in Health (PATH)
Researching Violence against Women: A Practical Guide for Researchers and Activists **(Chapter 3)**
Developed to address the need to improve the quality, quantity and comparability of international data on violence against women, this document is designed for researchers who want to know more about adapting traditional research methods to the subject. The manual contains specific chapters on both quantitative and qualitative approaches, addressing the challenges and describing innovative approaches to both techniques and is intended to encourage partnerships with researchers, activists and practitioners in the field.
http://www.path.org/publications/pub.php?id=1175

undertaken in response to the research) upon women, men, girls and boys as well as gender relations also needs to be taken into account. Participation is crucial at this stage, as early involvement of research participants and other key stakeholders in the community will build trust among community members.

Some gender-specific questions that can be asked at this stage include:
- Whom does the issue currently affect? How does the issue affect men and women differently? How have women and men already taken action to address this issue?
- Who will be affected by this research? How will this research affect men and women differently?
- What previous research has been conducted on the topic? Did that research take gender dimensions into consideration?
- What sex-disaggregated data is available on the topic?

c. Designing gender indicators

Indicators are useful tools that measure the progress of a specific project or programme. Gender-sensitive indicators, therefore, are measurements which track changes in gender relations and women, men, girls' and boys' lives. Both qualitative and quantitative indicators that can be used to measure the levels of gender equity or equality attained through specific projects. Indicators should be formulated in a participatory way in order to gauge the cross-cultural dimensions of the particular issue, and the views of the research target group – especially the perspectives of women – should always be considered developing project indicators. Knowing which indicators to use will therefore become clear throughout the course of your research, as it will be difficult to determine which specific indicators to use before you have in-depth knowledge of the issue in its cultural context.

Gender-sensitive indicator design:

Association for Progressive Communications, Women's Networking Support Programme
Gender Evaluation Methodology (GEM) for Internet and ICTs
This web-based resource outlines a gender analysis methodology used to conduct gender evaluations of ICT programs and projects. It includes worksheet examples which outline each step of the research process. Phase One, Step 4 (above link) is focused on developing gender indicators.
http://www.apcwomen.org/gem/gem_tool/phase1/step4.htm

BRIDGE, Institute for Development Studies
Gender and Monitoring: A Review of Practical Experiences
This document examines the ways that a gender approach is integrated into existing monitoring and evaluation mechanisms. The paper outlines and defines gender sensitive indicators, and takes a detailed look at one type of gender senstitive indicator – gender empowerment measures. Case studies of implementation of such approaches in both institutions (including the World Bank, DFID, ILAO, and ActionAid) and governments are included.
http://www.bridge.ids.ac.uk/reports/R63%20m&ew2web.doc

In this phase, it is extremely important to clearly define your research questions and terms, as various stakeholders, including potential donors, will use these indicators to measure the effectiveness of your project. For example, if "gender equity" is being measured in your project by a combination of factors, including household income, number of children, participation in local politics, as well as level of education, you should be clear about this – define each factor and what data you will use to measure it and also clearly explain why the circumstances of your research topic have necessitated the use of these particular units of measurement.

Some gender-specific questions that can be asked at this stage include:
- How are gender equality or gender equity being defined for the purposes of this project? What is the end goal that the research hopes to achieve?
- What sex-disaggregated data is available? Is the data qualitative or quantitative?

- What data will be needed in order to measure the impact of your research? What type of measurements will best capture this data?
- Are there previous research projects that examine the topic? What measurements were used for those projects? Why are your indicators similar/different?

BOX 3.1   STUDY CHECKLIST

Following are some of the most important steps that will need to be taken in the course of most studies. There may be some differences according to whether the research is based primarily on quantitative or qualitative methods.

Problem formulation
- Explore the research problem through contacts with community representatives, health workers, local women's groups, and through a review of the published and unpublished literature.
- Formulate the research problem; discuss within the research team and with others concerned to get suggestions and identify a conceptual framework.
- Formulate and decide on research objectives, study design, study area, study population, and study methods.
- Operationalize the variables under study.*
- Design an appropriate sampling plan or strategy.
- Prepare draft questionnaire.*
- Plan for initial data analysis.
- Translate materials, questionnaires, forms.
- Plan for study personnel, equipment to be used, transport, accommodation, finance, and other logistics.
- Write a preliminary study protocol.

Organization
- Obtain consent from the participating communities (individually or via representatives).
- Obtain consent from other local, district, or national authorities concerned.
- Obtain financial support.
- Obtain ethical clearance from ethical review committee.
- Develop manual or instructions for fieldworkers.
- Organize support network for women participants and fieldworkers.Obtain educational materials on violence for use by study participants.
- Recruit fieldworkers.
- Train fieldworkers.
- Pilot study of organization, questionnaire, equipment, standardize measurement procedures.*
- Revise questionnaire, instructions to fieldworkers, study protocol.*

Fieldwork
- Supervise fieldwork.
- Edit interviews to identify errors.*
- Maintain contact with the local community to ensure a good participation in and support for the study.
- Hold "debriefing" sessions with fieldworkers to avoid "burnout."

Analysis and reporting
- Control data entry to minimize errors.*
- Discuss quality of data, difficulties with certain questions, and routines with fieldworkers.*
- Inspect the data matrix together, collaborate with fieldworkers in the control and clearing of data.*
- Perform preliminary analysis, discuss with the research team and with community representatives and relevant authorities.
- Complete final analysis and interpretation.
- Report back to community, health authorities, and political authorities. Discuss consequences and possible actions.
- Present results in reports and publications both for local and broader audiences, where relevant.
- Plan for intervention and evaluation.

2. Phase Two: Choosing your methods

Choosing the appropriate methods for conducting research from a gender perspective is directly related to the research question formulation process. You should design a research plan using methods that are most applicable to your research questions and objectives. Failure to use the correct methods for your research objectives could result in inaccurate or misleading research that may end up doing more harm than good (see WHO/PATH, Chapter 3).

When conducting research, data is primarily collected from two sources: documents (secondary research) and research participants (primary research). A desk or literature review can be a useful way of gathering information about what policies, initiative, projects, best practices, etc. already exist. Legal, policy, evaluation reports, and media sources are commonly-used documents as secondary sources in research projects. When analyzing these documents from a gender perspective, you can ask the following questions:

- How do these policies and/or laws affect men and women differently?
- Do women and men receive different levels of benefits from the policies being reviewed?
- Is the language used gender-neutral or does it reinforce gender roles and stereotypes?
- Have women been involved in drafting these documents?
- Do I have access to a full range of documents on this issue? For instance, reports produced by women's organisations? Documents specifically focusing on women and gender aspects?

Gender-sensitive research method selection:

Association for Progressive Communications, Women's Networking Support Programme
Gender Evaluation Methodology (GEM) for Internet and ICTs
This web-based resource outlines a gender analysis methodology used to conduct gender evaluations of ICT programs and projects. It includes worksheet examples on each step of the research process. Phase Two (above link) is focused on choosing data-gathering methods and tools.
http://www.apcwomen.org/gem/gem_tool/phase2/index.htm

Status of Women Canada
Gender-based Analysis: A Guide for Policy Making
This guide is a "hands-on" working document developed by Status of Women Canada to assist in the implementation of the government-wide policy requiring federal departments and agencies to conduct gender-based analysis of policies and legislation, where appropriate. The guide provides a useful example of ways in which gender methodologies can be adapted for everyday policy use.
http://www.swc-cfc.gc.ca/pubs/gbaguide/gbaguide_e.html#METHODOLOGY

World Health Organization (WHO) and the Program for Appropriate Technology in Health (PATH)
Researching Violence Against Women: A Practical Guide for Researchers and Activists
Developed to address the need to improve the quality, quantity and comparability of international data on violence against women, this document is designed for researchers who want to know more about adapting traditional research methods to the subject. The manual contains specific chapters on both quantitative and qualitative approaches, addressing the challenges and describing innovative approaches to both techniques and is intended to encourage partnerships with researchers and activists/practitioners in the field.
http://www.path.org/publications/pub.php?id=1175

For the collection of primary research data from research participants, research conducted from a gender perspective typically makes use of a variety of methods to look at the same issue, a process referred to as *triangulation*. Below we offer some suggestions and examples of how to incorporate gender perspectives into several commonly-used methods:

a. Quantitative methods

Originally used in the natural sciences, quantitative methods are now frequently employed in the social sciences as well. Examples of quantitative methods used in social

science research include: surveys, laboratory experiments, formal methods and numerical methods.[7]

i.   Surveys

Quantitative data is most commonly collected by using standardized questionnaires or surveys. The following are ways that gender perspectives can be incorporated into questionnaire or survey design:

- Define target groups/survey sample to take into account the diverse experiences of women, men, girls and boys. An insufficient or non-representative sampling can have negative consequences for research outcomes.
- When developing the questionnaire/survey questions, be sure to take into careful consideration the gender aspects of the research topic that were identified during preliminary research and informational interviews with community members and other stakeholders.
- Questions should be formulated with sensitivity to both gender and cultural considerations.

b.   Qualitative methods

Qualitative methods include interviews, analysis of documents and participant observation data in order to understand and explain social phenomena. Qualitative research can be done within most fields and a variety of approaches and methods are employed.[8] However, qualitative approaches are well-suited to research from a gender perspective in that they allow for a more nuanced approach to the issue, which is essential when conducting gender-specific research, especially in the case of sensitive topics such as violence against women.[9]

i.   Open-ended interviews

Open-ended interviews can be an excellent supplement to the traditional quantitative survey, as the information gathered can be more complex, detailed and personal. The following are ways that the interview process can include gender perspectives:

- Select interview group sample to take into account the diverse experiences of men and women.
- When structuring interview questions, make sure that they are tailored to take gender differences into account.
- Frame the interview around structured, gender-specific questions, but be sure to allow for the full participation of the interviewee (without verging too far off-topic).

ii.   Oral histories/ life histories

Oral histories or life histories involve the detailed documentation, through a personal account, of an individual's experience with an issue (or several related issues).

The following are ways that the oral histories can be taken from a gender perspective:

- The interviewer/researcher should ensure that the interviewee is both given the liberty to discuss the issues that they feel are most pertinent, while also drawing out items important to the research project, including gender-related issues.

iii.   Focus group discussions

Commonly used when conducting research from a gender perspective, focus group discussions involve the gathering together of pre-configured groups of participants. Focus group discussions should be structured, and it is the responsibility of the moderator to ensure that participants are both given the liberty to discuss the issues that they feel are most pertinent, while also drawing out items important to the research project, including gender issues.

The following are ways that focus group discussions can be conducted from a gender perspective:

- Select group sample to take into account the diverse experiences of men and women.
- Depending on cultural circumstances, same-sex focus group discussions may be more valuable. If hierarchal gender structures are present, women will feel more comfortable speaking about certain topics without the presence of men.
- Ensure that the moderator of the focus group has received sufficient training in gender sensitivity, and uses a guide designed by the research team which outlines the focus group process, paying particular attention to gender dynamics. Have a female moderator for a woman-only focus group and vice-versa.

iv.   Participant observer

One of the most commonly-used methods for conducting participatory research, the participant observer method derives from the understanding that insight into a community's values, dynamics, internal relationships, structures and conflicts is best obtained from their observed actions, rather than from surveys or interviews. The participant observer attempts immersion, to the extent permitted, in local life in order to understand and document how societies work. However, the participant observer method relies most heavily on the intellectual honesty of the researcher, whose experiences cannot be replicated. It is also the most time-consuming, so if you are working within a strict time frame, this method is not ideal.[10] The following are ways that the participant observer process can be gendered:

- Pay close attention to the gender roles and gender relationships in the community. How are these structured? How do they affect women's and men's different relationships to the issue at hand?

3. Phase Three: Analyzing the data

Gender analysis, the systematic gathering and examination of information on gender differences and social relations in order to identify, understand and redress inequities based on gender,[11] should be conducted at all stages of the research project, but is especially important when analyzing your research data.

a. Conducting gender analysis

> **Gender analysis:**
>
> **Association for Progressive Communications, Women's Networking Support Programme**
> *Gender Evaluation Methodology (GEM) for Internet and ICTs*
> This web-based resource outlines a gender analysis methodology used to conduct gender evaluations of ICT programs and projects. It includes worksheet examples on each step of the research process. Phase Two, Step Six (above link) is focused on analyzing your data from a gender perspective.
> http://www.apcwomen.org/gem/gem_tool/phase2/step6.htm

Several international development agencies, including various departments within the United Nations System, have developed gender analysis guides. We have included several

of these guides here and in the resource section, and we also urge you to visit our Gender Research Database for more information.

In general, there are three important elements, as identified by the Canadian International Development Agency, which should be considered in order to complete a successful gender analysis:

- It requires skilled professionals with adequate resources.
- It benefits from the use of local expertise.
- The findings must be used to actually shape the design of policies, programs and projects.

Some gender-specific questions that can be asked at this stage include:

1. What gender differences can be observed in your research? How does the issue differently affect women and men? For example, if you are conducting research on water availability, questions that you might ask include:
   - Do women and men have differential access to water?
   - Who is most affected by restricted access to water? And how?
   - Who travels to collect the water – what role do gender relations play?
2. What power relations can be observed while conducting the research? Between the researcher and participants? Among the participants themselves?
3. Review your gender indicators. How has women's status changed? How has men's?
4. How can these findings be translated into action and used to develop more gender-responsive programs and policies?

> **Gender analysis:**
>
> **Amnesty International; International Centre for Human Rights and Democratic Development**
> This guide provides a step-by-step description of a gender-sensitive approach to research in the human rights field, focusing on incorporating a gender perspective into research in armed conflict and post-conflict situations. Some of the gender-specific topics examined include trafficking and gender-based violence.
> http://www.dd-rd.ca/site/publications/index.php?subsection=catalogue&lang=en&id=1396
>
> **Canadian International Development Agency (CIDA)**
> *Gender Analysis*
> This web-based resource describes the elements of gender analysis for research and policy management, answering the questions: What can gender analysis tell us? And who undertakes gender analysis? The guide also provides links to gender analysis tools and other useful websites.
> http://www.acdi-cida.gc.ca/CIDAWEB/acdicida.nsf/En/17A8B6EA14E3933B852571370043AC36?OpenDocument#8
>
> **United Nations Development Fund (UNDP)**
> *Gender Analysis: Alternative Paradigms*
> This study reviews the work to date (1999) on gender analysis, including recent approaches, examining their main lines of convergence and difference and assessing the results of their incorporation into training packages and programmes. Each approach is examines in terms of its conceptualization of gender, scope of institutional analysis, implications for development, and issues of social and organizational change. (Summary adapted from Introduction).
> http://www.sdnp.undp.org/gender/resources/mono6.html

4. Phase Four: Communicating your results:

Because gender research prioritises the use of research for social change, the clear and articulate communication of research findings is a critical part of the research process. Depending on the main audience and intended use of research findings, the communication of research results can take several different forms. While the most common form is the written report in hard copy or posted electronically on an organization's website, research findings can also be presented in a workshop form using visual aides and other interactive forms of communication (such a workshop could even be conducted via teleconference that can be taped and rebroadcast on a website).

a. Building political will

Effective communication of research findings can be central to the creation of political will – an institutional commitment to address and resolve a specific problem – and the allocation of the financial and human resources necessary. Advocacy around such problems as violence against women or the transmission of HIV/AIDS, for example, can be far more effective if it is supported by concrete information on the nature and prevalence of violence, or the impact of HIV/AIDS on women.

b. Raising public awareness

Research findings can also serve to raise public awareness or even change public opinion on issues such as violence against women, if they are communicated effectively.

Remember to keep in mind the different strategies that should be used based on your target audience and stakeholders involved. For example, government bodies and policy makers will need a more detailed report that pays close attention to gender indicators and also sets out detailed policy recommendations. Reporting your findings to the general public or specific target groups, on the other hand, will require a more accessible and tailored mode of communication such as information campaigns, theatre, public town-hall style meetings, or television and radio, using non-academic and jargon-free language that is gender-aware and culturally appropriate.

Some questions that can be asked at this stage include:

1. Who will see your findings? Who is your target audience?
2. What is the message that you would like to communicate? How will this message vary according to audience?
3. How will you present these messages and your findings in an accessible way?
4. Which strategies will reach both men and women?

> **Communication of research findings from a gender-perspective:**
>
> **Status of Women Canada**
> *Gender-based Analysis: A Guide for Policy Making*
> This guide is a "hands-on" working document developed by Status of Women Canada to assist in the implementation of the government-wide policy requiring federal departments and agencies to conduct gender-based analysis of policies and legislation, where appropriate. The guide provides a useful example of ways in which gender methodologies can be adapted for everyday policy use.
> http://www.swc-cfc.gc.ca/pubs/gbaguide/gbaguide_e.html#step7
>
> **World Health Organization (WHO) and the Program for Appropriate Technology in Health (PATH) (see pp 217-229)**
> *Researching Violence Against Women: A Practical Guide for Researchers and Activists*
> Developed to address the need to improve the quality, quantity and comparability of international data on violence against women, this document is designed for researchers who want to know more about adapting traditional research methods to the subject. The manual contains specific chapters on both quantitative and qualitative approaches, addressing the challenges and describing innovative approaches to both techniques and is intended to encourage partnerships with researchers and activists/practitioners in the field. (Summary adapted from Introduction.) Pages 217-229 are most applicable to this section.
> http://www.path.org/publications/pub.php?id=1175

5. When communicating results to the local community and/or research participants, who would be the best messenger: a member of the research team, a local or national authority figure, a member of the community, etc?
6. Is there a gender hierarchy in the communication system of the community? If so, how can this be overcome?
7. Which local community organisations have a stake in this research? Do they use a gender-perspective in their work and if not, can they be trained to do so? How can they become involved in disseminating and implementing the findings?

8. What types of gender hierarchies are present in the local government or development organisations? What are some steps that can be taken to ensure that your gender-specific recommendations will be carried out?

5. Phase Five: Reflexivity and Lessons Learned

A key component of gendered research, reflexivity is the process by which researchers seek to constantly reflect upon, examine critically, and analyse the nature of the research process—when choosing methods, when carrying out the research, and finally when writing up the research project and thinking about outcomes, solutions, and even research presentation. Researchers employing gender perspectives also use reflexivity to analyse the gender relations underlying not only the research subject in question, but the way of conducting research in general. Gender-sensitive researchers will commonly use self-reflexivity in their own research, but will also partake in collaborative reflexive techniques after conducting their research in order to deepen their analyses via the perspectives of other researchers and the research participants themselves.[12]

> **Research reflexivity from a gender perspective:**
>
> **Association for Progressive Communications, Women's Networking Support Programme**
> *Gender Evaluation Methodology (GEM) for Internet and ICTs*
> This web-based resource outlines a gender analysis methodology used to conduct gender evaluations of ICT programs and projects. It includes worksheet examples on each step of the research process. Phase Three (above link) focuses on reflecting on the research process and incorporating learning into your work.
> http://www.apcwomen.org/gem/gem_tool/phase3/index.htm

Some gender-specific questions that can be asked at this stage include:
1. How successful were your chosen methods in assessing the breadth of the problem and its gender components? Are there other methods that you would include in a similar project?
2. How successful were you in getting the community involved? Were equal numbers of women and men involved? If not, what steps might you take to change this in future research projects?
3. Did you uncover any gender-related issues in your research that need further examination?
4. What types of change can be observed in your research participants? How has the research impacted the lives of women, the lives of men and gender relations in general?

D. Additional Reading

- Association for Progressive Communications Women's Networking Support Programme (APC WNSP). *Gender Evaluation Methodology (GEM) for Internet and ICTs.*
  http://www.apcwomen.org/gem/

- Callamard, Agnès. *A Methodology for Gender-Sensitive Research*. Amnesty International; International Centre for Human Rights and Democratic Development, 1999.
  http://www.dd-rd.ca/site/publications/index.php?subsection=catalogue&lang=en&id=1396

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  http://www.path.org/publications/pub.php?id=1175

- Garcia-Moreno, Claudia, Henrica A.F.M. Jansen, Mary Ellsberg, Lori Heise, Charlotte Watts. *WHO Multi-country Study on women's health and domestic violence against women: Initial results on prevalence, health outcomes, and women's responses.* World Health Organization, 2005.
http://www.who.int/gender/violence/who_multicountry_study/en/index.html

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Subsequent policy research publications employing gender analysis methodologies in various subject areas can be found at:
http://www.swc-cfc.gc.ca/pubs/pubspr/index_e.html
An annotated bibliography of Gender-based Analysis/Gender Mainstreaming research can be found at:
http://www.swc-cfc.gc.ca/pubs/gbabib/gbabib_1_e.html

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Gender-sensitive measurement and research tools within the UN System:

- Gender-Related Development Index (GDI)
The GDI measures achievement in the three basic dimensions captured in the human development index: a long and healthy life, knowledge, and a decent standard of living. All factors are adjusted to account for inequalities between men and women. The GDI is used for completion of the Human Development Report by the United Nations Development Fund (UNDP).
http://hdr.undp.org/statistics/data/indicators.cfm?x=227&y=1&z=1

- Gender Empowerment Measure (GEM)
The GEM measures gender inequality in three basic dimensions of empowerment: economic participation and decision-making, political participation and decision-making, and power over economic resources. This measurement is used in the Human Development Report, an annual report released by the United Nations Development Fund (UNDP).
http://hdr.undp.org/reports/global/2003/indicator/indic_207_1_1.html

- The World's Women: Progress in Statistics
  The World's Women series is published by the United Nations Statistics Division (UNSD). It has been published 4 times since 1990, and each edition focuses on a specific topic related to women's lives. The latest edition published in 2005, reviews and analyses the current availability of data and assesses progress made in the provision of national gender-disaggregated statistics in areas such as demographics, health, education, work, violence against women, poverty, human rights and decision-making.
  http://unstats.un.org/unsd/demographic/products/indwm/wwpub.htm

- UNESCO Institute for Statistics
  UNESCO compiled this guide as part of a training material package intended to promote and facilitate the building of gender perspectives in national statistical monitoring on gender disparities in education.
  http://www.uis.unesco.org/ev_en.php?ID=5017_201&ID2=DO_TOPIC

- The United Nations Statistics Division (UNSD) has published a variety of methodological documents regarding the collection and analysis of data about women and gender indicators.
  http://unstats.un.org/unsd/progwork/

- The United Nations WomenWatch website has compiled a listing of UN Departments' use of Statistics and Indicators related to gender equality and women's human rights.
  http://www.un.org/womenwatch/asp/user/list.asp?ParentID=60

E. Endnotes

[1] For more on biological differences in human health research, see the Society for Women's Health Research (http://www.womenshealthresearch.org) and the Institute of Medicine's report *Exploring the Biological Contributions to Human Health: Does Sex Matter?* Available online: http://www.nap.edu/books/0309072816/html/

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[12] Fonow, Mary Margaret and Judith Cook (eds). *Beyond Methodology: Feminist Scholarship as Lived Research.* Bloomington: Indiana University Press, 1991.