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A TRAINING REPORT ON GENDER MAINSTREAMING IN RESEARCH FOR DEVELOPMENT: THEORY, PRACTICE, AND APPLICATION

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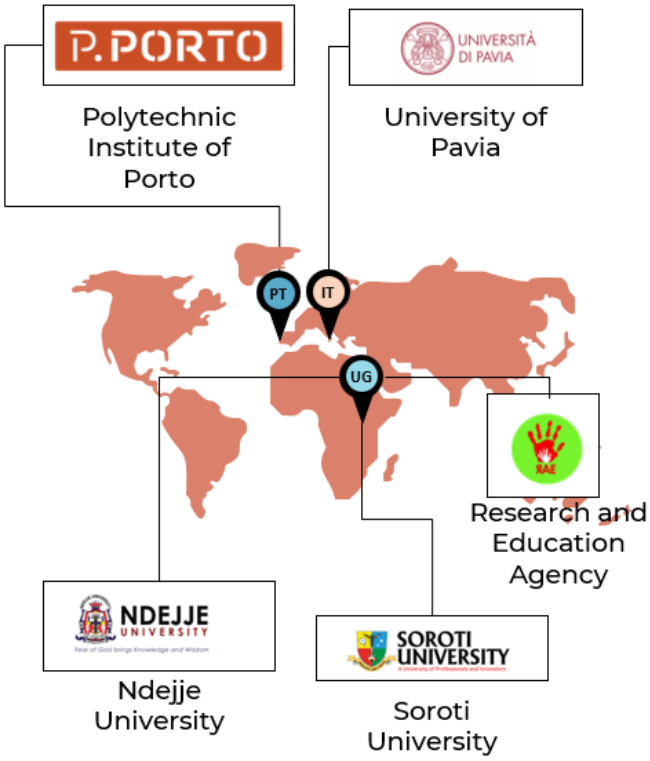
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1. Background and Rationale

Gender equality has become a central pillar of sustainable development and an essential consideration in Research for Development (R4D). Increasing evidence demonstrates that gender inequalities continue to influence access to resources, participation in decision-making, leadership opportunities, education, technology adoption, and economic empowerment. These inequalities not only affect individual wellbeing but also limit the effectiveness, inclusiveness, and impact of research and development interventions. Consequently, researchers, development practitioners, policymakers, and institutions are increasingly required to integrate gender perspectives throughout the research cycle to ensure that development outcomes benefit women, men, and marginalized groups equitably. Despite growing recognition of the importance of gender mainstreaming, many research and development programmes continue to face challenges in systematically integrating gender considerations into project design, implementation, monitoring, evaluation, and knowledge dissemination, as well as persistent training gaps.

The critical training gaps that persist include the **absence of comprehensive, research-focused gender mainstreaming capacity building** that equips R4D practioners with practical, actionable skills to integrate gender across all stages of research. Most existing training emphasises general gender awareness or project planning rather than embedding gender into research design, data practices, proposal development, institutional systems, and policy translation. This deficiency limits the production of gender-responsive evidence and weakens the ability of research to contribute effectively to inclusive development outcomes. Research for Development initiatives therefore require deliberate strategies to

address these inequalities through gender-responsive planning, implementation, monitoring, and evaluation.

In response to these gaps, an **online training on Gender Mainstreaming in Research for Development** was designed to strengthen both individual and institutional capacity to systematically and methodically integrate gender perspectives throughout the research process. Targeting university faculty, research administrators, postgraduate students and development practioners at national, regional, and international levels, the training emphasises **practical application, evidence-based tools, and institutional strengthening** to enhance the relevance, quality, and equity impact of research outputs that inform policy and practice within development agendas.

A four-day training on Gender Mainstreaming in Research for Development (R4D) was thus conducted from 22nd to 25th April 2026. The training attracted registered 81 (53 females and 27 males) participants from nineteen countries across Africa of which 47 (58 %) , (31 females and 15 males) form 12 countries including Zimbabwe, Togo, South Sudan, Mozambique, Cote d'lvoire, Senegal, Kenya, Malawi, Ghana, Benin, Ethiopia and Uganda, attended the training. The training aimed at strengthening participants' understanding of gender concepts and enhancing their capacity to integrate gender considerations into research, development programmes, and institutional processes. The training was designed to strengthen participants' understanding of gender concepts and enhance their capacity to integrate gender considerations into research, development programmes, and institutional systems. Furthermore, the training also aimed to align research and development interventions with international and regional gender equality frameworks while promoting inclusive and equitable outcomes The programme brought together researchers, development practitioners, project staff, and institutional stakeholders involved in Research for Development initiatives. Fouty seven participants The overall goal of the training was to equip participants with essential knowledge, skills, and tools for applying gender mainstreaming approaches in research and development contexts in alignment with global, regional, and institutional gender equality frameworks.

The training adopted a flexible, inclusive, and practice-oriented blended learning model that combined asynchronous self-paced learning with synchronous live virtual sessions. This approach enabled participants from diverse national, regional, and international contexts to engage effectively while balancing professional responsibilities. Learning activities were supported through a Learning Management System (LMS), which provided access to presentations, reading materials, assignments, assessments, and discussion forums. Live sessions conducted through virtual platforms such as Zoom and Microsoft Teams facilitated real-time interaction, collaborative learning, mentorship, and practical application of concepts.

A key feature of the training was its experiential and practice-based learning approach, which emphasized learning by doing. Participants engaged in practical exercises, gender analyses, and assignments designed to strengthen their ability to apply gender mainstreaming concepts and tools within real-world research and development settings. Continuous competency-based assessments were integrated throughout the programme to evaluate participants' understanding and practical application of the knowledge and skills acquired

The training covered a broad range of topics including foundational gender concepts, gender analysis frameworks and tools, gender-responsive research design, gender mainstreaming in institutional systems, Gender Equality Plans (GEPs), gender-responsive budgeting, monitoring, evaluation and learning (MEL), accountability mechanisms, and communication of gender-responsive research. Particular emphasis was placed on equipping participants with the skills necessary to generate, analyze, communicate, and translate gender-responsive evidence into policies, programmes, and development practice.

By strengthening participants' capacity to integrate gender considerations throughout the research cycle and within institutional systems, the training sought to contribute to more inclusive, equitable, and impactful research and development interventions. Ultimately, the programme aimed to support the production of gender-responsive knowledge and evidence capable of informing policies, influencing practice, and advancing gender equality outcomes across diverse development contexts.

2. Training Goal

The overall goal of the training was to equip participants with essential knowledge of gender concepts, equality, equity, and gender mainstreaming approaches and to strengthen their capacity to apply these concepts in Research for Development initiatives in accordance with global and regional frameworks.

3. Training Objectives

By the end of the training, participants were expected to:

1. Explain core gender concepts and distinguish between sex and gender.
2. Identify major global and regional gender policy frameworks.
3. Assess how gender influences research design, implementation, and development outcomes.
4. Demonstrate awareness of gender inequalities and intersectional discrimination.
5. Apply gender analysis tools in research and development contexts.
6. Develop practical strategies for integrating gender into project planning and implementation.

7. Promote inclusive and equitable approaches in research and development programmes.

4. Training Content

Day 1: Foundations of Gender Mainstreaming in R4D

The first day focused on foundational gender concepts and their relevance to research and development.

Key Topics Covered

a) Gender and Sex

Participants explored the distinction between sex and gender. Sex was presented as the biological differences between males and females, while gender was discussed as socially constructed roles, responsibilities, behaviours, and expectations that vary across cultures and over time.

b) Gender Equality and Gender Equity

The session emphasized the importance of equal rights, responsibilities, opportunities, and outcomes for all genders. Discussions highlighted how equity measures may be necessary to address historical and structural disadvantages.

c) Gender Inequality and Gender Bias

Participants examined manifestations of gender inequality, including unequal access to education, leadership, resources, and economic opportunities. Different forms of gender bias operating at household, community, institutional, and policy levels were discussed.

d) Gender Discrimination

Examples of discrimination in agriculture, research institutions, and labour markets were presented, demonstrating how unequal treatment limits participation and advancement.

e) Gender Concepts and Social Structures

The training explored:

- Masculinity and femininity
- Patriarchy and matriarchy

- Gender relations
- Gender socialisation
- Gender norms
- Feminist perspectives
- Gender power relations

These concepts were linked to development outcomes and access to resources.

f) Intersectionality

Participants learned how gender intersects with other social identities such as age, disability, class, race, and geographic location to create unique experiences of privilege or discrimination.

g) Gender Sensitivity and Gender Responsiveness

The session emphasized recognizing gender differences and taking deliberate actions to address inequalities through policies, programmes, and research interventions.

Day 2: Gender Mainstreaming in Research for Development

The second day focused on understanding gender mainstreaming as a strategy for achieving gender equality.

Key Topics Covered

a) Gender Mainstreaming Concepts

Participants examined the definition, principles, and objectives of gender mainstreaming, emphasizing systematic integration of gender considerations across all sectors and project activities.

b) Principles of Gender Mainstreaming

The training highlighted:

- Systematic integration of gender considerations
- Evidence-based gender analysis
- Equal participation and representation
- Institutional transformation

c) Gender Mainstreaming Tools

Participants were introduced to practical tools including:

- Gender-sensitive indicators
- Gender budgeting analysis
- Gender impact assessments
- Time-use surveys
- Gender audits and value chain assessments

d) Gender Mainstreaming Entry Points

Discussion focused on integrating gender within:

- Policies and legislation
- Programmes and projects
- Institutional systems
- Human resource management
- Capacity-building initiatives

Day 3: Mainstreaming Gender in Research Projects

The third day concentrated on practical application of gender mainstreaming in R4D.

Key Topics Covered

a) Gender Analysis

Participants learned how to conduct gender analyses to identify differences in roles, responsibilities, access to resources, decision-making power, and benefits among different groups.

b) Gender Integration Across the Project Cycle

Key steps included:

1. Conducting gender analysis during proposal development.
2. Developing Gender Action Plans.
3. Designing gender-sensitive indicators.
4. Ensuring inclusive participation during implementation.
5. Collecting sex-disaggregated data.
6. Monitoring gender outcomes and impacts.

c) Gender-Responsive Research

Participants explored approaches to:

- Develop gender-sensitive research questions.
- Use inclusive sampling strategies.
- Engage marginalized groups.
- Generate evidence that informs inclusive policy reforms.

d) Gender-Responsive Budgeting

The importance of allocating adequate resources to gender activities and tracking gender outcomes through budgets was emphasized.

Day 4: Policy Frameworks and Donor Requirements

The final day focused on policy frameworks and donor expectations regarding gender mainstreaming.

Global Frameworks Discussed

a) Sustainable Development Goals (SDGs)

Particular emphasis was placed on SDG 5 (Gender Equality) and the integration of gender considerations across all SDGs.

b) Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)

Participants reviewed obligations related to eliminating discrimination and promoting equal opportunities.

c) Beijing Platform for Action

The framework was presented as a landmark strategy promoting gender mainstreaming globally.

Regional Frameworks Discussed

- African Union Agenda 2063
- Maputo Protocol
- African Development Bank Gender Strategy
- East African Community Gender Policy

Donor Requirements

Participants examined gender requirements from major development partners and funding agencies, including:

- Mandatory gender analysis
- Gender-sensitive research methodologies
- Sex-disaggregated data collection
- Gender-responsive monitoring and evaluation
- Gender budgeting
- Gender Equality Plans (GEPs)
- Gender-balanced project teams

Examples from Horizon Europe and other international funding mechanisms were discussed.

5. Training Methodology

The training employed a participatory and learner-centred approach involving:

- Interactive presentations
- Facilitated discussions
- Case studies
- Practical examples
- Question and answer sessions
- Experience sharing among participants

The approach enabled participants to relate theoretical concepts to their own research and development contexts.

6. Key Outcomes

By the end of the training, participants were able to:

- Distinguish between sex and gender.
- Explain key gender concepts and their relevance to development.
- Understand the causes and manifestations of gender inequality.
- Apply gender analysis tools in research settings.
- Design gender-responsive research projects.
- Develop gender-sensitive indicators.
- Integrate gender considerations into project planning and implementation.
- Interpret international and regional gender policy frameworks.

- Appreciate donor expectations regarding gender mainstreaming.
- Advocate for gender-responsive and inclusive research practices.

7. Challenges Identified

Participants identified several challenges affecting gender mainstreaming efforts, including:

- Limited institutional capacity for gender analysis.
- Inadequate sex-disaggregated data.
- Persistent cultural and social norms that reinforce inequalities.
- Limited funding dedicated to gender-related activities.
- Underrepresentation of women in leadership and decision-making positions.
- Insufficient awareness of donor gender requirements.

8. Recommendations

To strengthen gender mainstreaming in Research for Development, the training recommended:

1. Institutionalizing gender analysis in all research projects.
2. Strengthening staff capacity through continuous training.
3. Allocating dedicated budgets for gender activities.
4. Improving collection and utilization of sex-disaggregated data.
5. Promoting women's participation in leadership and decision-making.
6. Establishing institutional Gender Equality Plans.
7. Integrating gender-sensitive indicators into monitoring and evaluation systems.
8. Strengthening compliance with national, regional, and international gender frameworks.

9. Conclusion

The Gender Mainstreaming in Research for Development training successfully enhanced participants' knowledge and understanding of gender concepts, gender equality frameworks, and practical approaches for integrating gender into research and development initiatives. The training underscored that gender mainstreaming is a strategic approach for achieving equitable and sustainable development outcomes. Participants gained valuable skills and tools for conducting gender-responsive research and designing inclusive interventions that address the needs and priorities of diverse groups within society.

This report can be further customized with participant numbers, venue, partner organizations, photographs, evaluation results, and an annex containing the training programme and attendance list.

Day 2: Gender Analysis Frameworks and Tools for Research

Date: 23 April 2026
Time: 14:00 – 17:00 EAT
Facilitator: Dr. Deborah Alio

1. Introduction

The second day of the STRCUU Training on Gender Mainstreaming in Research for Development focused on equipping participants with practical gender analysis frameworks and tools applicable throughout the research cycle. Building on the foundational concepts covered on Day One, the session emphasized how researchers can move beyond simply collecting sex-disaggregated statistics to conducting comprehensive gender analyses that reveal the underlying causes of inequalities and inform gender-responsive interventions.

The training highlighted the importance of integrating gender considerations from problem identification and conceptualization to methodology, data collection, analysis, and dissemination of research findings. Through theoretical discussions and practical examples, participants gained skills in applying gender analysis frameworks to improve research quality, relevance, and inclusivity.

2. Objectives of the Training Session

The Day Two session aimed to:

1. Differentiate between gender statistics and gender analysis.
2. Introduce key gender analysis principles and methodologies.
3. Familiarize participants with major gender analysis frameworks.
4. Demonstrate how gender analysis can be integrated across the research cycle.
5. Strengthen participants' capacity to design gender-responsive research methodologies.
6. Develop skills in creating gender-sensitive indicators and data collection tools.
7. Promote the use of intersectional approaches in research and development.

3. Training Content

3.1 Gender Analysis versus Gender Statistics

The session began by distinguishing between gender statistics and gender analysis.

Gender Statistics

Participants learned that gender statistics provide quantitative information disaggregated by sex and age. Such statistics are useful for identifying disparities between women and men and monitoring progress toward gender equality.

Examples discussed included:

- Employment rates by sex
- Literacy rates
- Household income by sex
- Women's representation in leadership positions

However, participants noted that statistics alone cannot explain why inequalities exist.

Gender Analysis

Gender analysis was presented as a systematic process for examining the social, economic, cultural, and institutional factors that create and sustain gender inequalities.

The training emphasized that gender analysis seeks to answer:

- Why inequalities exist
- How power relations influence outcomes
- What interventions are required to address disparities

Examples from agricultural research demonstrated how gender analysis can explain patterns observed in gender statistics, such as women's limited access to credit despite their substantial contributions to agricultural production.

3.2 Understanding Gender Analysis

Participants examined the definition and importance of gender analysis as a tool for understanding how gender power relations affect the lives of women and men.

Key areas explored included:

- Division of labour
- Access to resources
- Control over resources

- Decision-making power
- Social norms and institutions
- Distribution of benefits

The facilitator emphasized that gender analysis helps avoid common research errors such as treating households as homogeneous units and overemphasizing male household heads as primary decision-makers.

3.3 Principles of Gender Analysis

The training highlighted several guiding principles for conducting effective gender analysis:

- Being specific and context-sensitive
- Reviewing existing evidence and literature
- Collecting sex-disaggregated data
- Including perspectives of both women and men
- Combining quantitative and qualitative approaches
- Ensuring relevance and usefulness of collected data
- Critically reviewing research questions and methodologies

Participants discussed how these principles contribute to more equitable and effective research outcomes.

3.4 Data Collection Considerations

The facilitator stressed the importance of maintaining high standards in gender-responsive data collection.

Key Requirements

- Skilled research supervision
- Quality assurance mechanisms
- Proper training of enumerators
- Ethical engagement with participants
- Strong facilitation and communication skills

Special emphasis was placed on managing sensitive gender-related discussions and ensuring that power dynamics do not compromise data quality.

3.5 Steps in Conducting Gender Analysis

Participants were introduced to a structured process for conducting gender analysis.

Step 1: Collect Sex-Disaggregated Data

Gather information separately for women and men to facilitate comparative analysis.

Step 2: Analyze Gendered Division of Labour

Examine:

- Productive activities
- Reproductive activities
- Community activities
- Political participation

Step 3: Analyze Access and Control Over Resources

Assess ownership, access, and decision-making authority regarding:

- Land
- Livestock
- Credit
- Technology
- Training opportunities

Step 4: Identify Gender-Differentiated Needs and Capacities

Recognize differences in priorities, constraints, and opportunities among women and men.

Step 5: Examine Gender Relations within Broader Contexts

Consider:

- Cultural factors
- Economic conditions
- Religious influences
- Legal systems
- Institutional structures

Step 6: Identify Participation Barriers

Analyze obstacles that prevent equal participation and benefit-sharing.

Step 7: Develop Gender Equality Strategies

Design interventions to address identified barriers and inequalities.

Step 8: Assess Institutional Capacity

Evaluate the readiness of implementing organizations to integrate gender considerations.

Step 9: Assess Empowerment Potential

Distinguish between practical gender needs and strategic gender interests.

Step 10: Develop Gender-Sensitive Indicators

Design indicators capable of measuring changes in gender relations and outcomes.

Step 11: Integrate Findings Across the Project Cycle

Apply gender analysis findings to planning, implementation, monitoring, and evaluation processes.

4. Gender Analysis Frameworks Introduced

The training introduced several widely used gender analysis frameworks.

4.1 Harvard Analytical Framework

The Harvard Framework was presented as a practical tool for examining:

- Division of labour
- Access to resources
- Control over resources
- Influencing factors

Participants learned how activity profiles and access-control profiles can reveal gender disparities in agricultural and development settings.

Key Components

Activity Profile

Documents who performs productive, reproductive, and community activities.

Access and Control Profile

Examines who has access to and control over:

- Land
- Labour
- Equipment
- Credit
- Education
- Benefits and income

Influencing Factors

Considers:

- Cultural factors
- Economic conditions
- Legal systems
- Political structures
- Environmental influences

4.2 Moser Gender Planning Framework

The Moser Framework was presented as a planning-oriented framework focusing on women's empowerment.

Triple Roles of Women

Participants explored women's:

Reproductive Roles

Childcare, household maintenance, and family care.

Productive Roles

Income-generating and livelihood activities.

Community Roles

Participation in community management and social activities.

Practical and Strategic Gender Needs

The framework distinguishes between:

- Practical needs (e.g., access to water)
- Strategic needs (e.g., land rights and leadership opportunities)

4.3 Intersectional Framework

The session introduced intersectionality as a framework for understanding how gender interacts with other social identities.

Key Identity Factors

- Age
- Ethnicity
- Socioeconomic status
- Disability
- Geographic location

Participants discussed how different groups experience inequalities differently and why intersectional analysis is essential for inclusive research.

5. Applying Gender Frameworks Across the Research Cycle

A practical illustration was presented using the topic:

"Gender Dynamics in Livestock Ownership in Eastern Africa"

The case study demonstrated how gender analysis frameworks can be applied throughout the research process.

Participants explored:

- Problem identification
- Literature review
- Gap analysis
- Theoretical framework development
- Conceptual framework development
- Research objectives and hypotheses

- Methodology design
- Data collection tool development

The exercise highlighted the importance of integrating gender and intersectionality from the earliest stages of research planning.

6. Gender-Responsive Research Design

The training demonstrated how to develop gender-responsive methodologies.

Recommended Approaches

Mixed-Methods Research

Combining quantitative and qualitative methods to capture complex gender dynamics.

Intersectional Sampling

Ensuring representation across:

- Gender groups
- Age categories
- Socioeconomic groups
- Ethnic groups

Dual-Respondent Household Surveys

Interviewing both male and female household members to capture differences in perceptions, ownership, and decision-making.

Participatory Approaches

Using:

- Focus Group Discussions (FGDs)
- Key Informant Interviews (KIIs)
- Community consultations

to obtain deeper insights into gender relations.

7. Ethical and Inclusivity Considerations

Participants examined ethical requirements for gender-responsive research.

Ethical Principles

- Informed consent
- Confidentiality
- Voluntary participation
- Protection from harm
- Respect for cultural diversity

Inclusivity Measures

The session recommended:

- Translation of tools into local languages
- Gender-balanced research teams
- Female enumerators for interviewing women
- Inclusion of marginalized groups
- Collection of intersectionally disaggregated data

8. Development of Gender-Sensitive Research Tools

Participants reviewed examples of household survey instruments and qualitative interview guides designed to capture:

- Household demographics
- Livestock ownership
- Access to services
- Gender norms
- Decision-making power
- Value chain participation
- Empowerment outcomes
- Household wellbeing

The facilitator demonstrated how survey questions can be linked directly to research objectives and hypotheses.

9. Assignment

Participants were assigned a practical exercise requiring them to:

1. Redesign an existing research question and methodology to integrate gender considerations.
2. Develop gender-disaggregated indicators and a comprehensive data collection plan.

The assignment was intended to reinforce the practical application of the concepts and frameworks introduced during the training.

10. Key Learning Outcomes

By the end of the session, participants were able to:

- Distinguish between gender statistics and gender analysis.
- Conduct systematic gender analyses.
- Apply major gender analysis frameworks.
- Design gender-responsive research methodologies.
- Develop gender-sensitive indicators.
- Integrate intersectionality into research design.
- Create inclusive data collection tools.
- Incorporate gender considerations throughout the research cycle.

11. Conclusion

Day Two of the STRCUU Training on Gender Mainstreaming in Research for Development provided participants with practical tools and frameworks for conducting gender-responsive research. The session emphasized that gender analysis extends beyond descriptive statistics and requires a deeper examination of power relations, access to resources, institutional structures, and social norms. Through the introduction of the Harvard, Moser, and Intersectional frameworks, participants gained valuable skills for integrating gender considerations throughout the research process. These competencies will contribute to the design and implementation of more inclusive, equitable, and impactful research and development interventions.

Day 3: Gender Mainstreaming in Research Management and Institutional Systems

1. Introduction

The third day of the STRCUU Training on Gender Mainstreaming in Research for Development focused on strengthening participants' understanding of institutional approaches to gender mainstreaming within research organizations and development programmes. While the previous sessions concentrated on foundational gender concepts and gender analysis frameworks, Day Three shifted attention to research management

systems, institutional accountability, monitoring and evaluation, and the translation of gender-responsive research into policy and practice.

The training emphasized that achieving gender equality requires more than gender-sensitive projects; it demands institutional transformation through policies, planning frameworks, budgeting processes, monitoring systems, and accountability mechanisms that systematically integrate gender considerations. Participants also explored practical tools for measuring attitudes toward gender roles, developing Gender Equality Plans (GEPs), implementing gender-responsive budgeting, and communicating gender-responsive research findings effectively.

2. Training Objectives

The Day Three session sought to:

1. Strengthen understanding of gender mainstreaming within research management systems.
2. Examine the role of institutional policies in promoting gender equality.
3. Introduce Gender Equality Plans (GEPs) as strategic tools for institutional transformation.
4. Explore principles and applications of gender-responsive budgeting.
5. Understand accountability mechanisms for monitoring gender commitments.
6. Introduce gender-responsive monitoring, evaluation, and learning (MEL) approaches.
7. Develop skills for communicating gender-responsive research to policymakers and practitioners.
8. Promote ethical and gender-sensitive communication practices.

3. Measuring Gender Attitudes Using Likert Scales

The training began with an introduction to attitude measurement using Likert scales as a tool for understanding perceptions and beliefs regarding gender roles.

Theoretical Foundation

Participants were introduced to the Theory of Planned Behavior developed by Icek Ajzen (1991), which explains how attitudes influence intentions and behaviors. The theory was presented as particularly relevant for understanding gender norms and behaviors within agricultural and livestock production systems. The facilitator explained that attitudes reflect an individual's positive or negative evaluation of a particular behavior and are shaped by beliefs about likely outcomes.

Application in Gender Research

Participants explored examples of Likert-scale statements designed to measure attitudes related to:

Gender Roles in Livestock Production

- Perceptions regarding men's and women's capabilities in livestock management.
- Attitudes toward equal participation in livestock-related activities.
- Beliefs about appropriate roles for women and men in production systems.

Gendered Access and Decision-Making

- Access to livestock resources.
- Control over livestock income.
- Participation in decision-making.
- Access to extension services and training opportunities.

Labour Division and Empowerment

- Recognition of women's contributions.
- Fair distribution of labour.
- Women's empowerment and household welfare.
- Influence of cultural norms on participation.

Participants learned how five-point Likert scales can be used to quantify attitudes and generate measurable indicators for gender-related research.

4. Gender Mainstreaming in Research Management Systems

The session explored gender mainstreaming as a strategy for transforming institutional structures and power relations.

Definition and Purpose

Gender mainstreaming was defined as the systematic assessment of the implications of policies, programmes, and institutional actions for women and men at all levels.

The facilitator emphasized that the objective is not merely to increase women's participation but to ensure that gender equality considerations are integrated throughout institutional processes and decision-making systems.

5. Gender in Research Policies

Participants examined how research policies can promote gender equality and inclusiveness.

Key Elements of Gender-Responsive Research Policies

Policy Integration

Research policies should explicitly incorporate gender equality objectives rather than treating gender as a secondary consideration.

Equitable Participation

Institutions should provide equal opportunities for:

- Recruitment
- Career advancement
- Access to research funding
- Leadership positions
- Participation in decision-making

Gender-Sensitive Research Content

Researchers should be encouraged to integrate gender considerations into:

- Research questions
- Methodologies
- Data collection tools
- Analysis frameworks
- Dissemination strategies

Elimination of Institutional Bias

Policies should address:

- Gender discrimination
- Workplace stereotypes
- Unequal career progression
- Structural barriers affecting participation

Capacity Building

Continuous training and awareness programmes should strengthen institutional competence in gender analysis and gender-responsive research.

6. Gender Equality Plans (GEPs)

A major focus of the training was the development and implementation of Gender Equality Plans (GEPs).

Definition

A Gender Equality Plan was presented as a strategic institutional framework designed to promote gender equality through systematic planning, implementation, monitoring, and accountability.

Core Components

Assessment

Conducting baseline assessments to identify gender gaps in:

- Staffing
- Leadership representation
- Research participation
- Salary structures
- Career progression

Objectives and Targets

Developing measurable goals such as:

- Increasing female representation in leadership
- Reducing gender disparities in recruitment
- Improving participation in research activities

Action Plans

Implementing measures including:

- Mentorship programmes
- Inclusive recruitment practices
- Leadership development initiatives
- Family-friendly workplace policies

Monitoring and Evaluation

Tracking progress through measurable indicators and periodic reviews.

Institutional Commitment

Ensuring leadership support and allocation of resources for implementation.

Priority Areas

Participants identified common focus areas for GEPs:

- Work-life balance
- Organizational culture
- Leadership representation
- Recruitment and promotion
- Research content and teaching

The discussion highlighted how GEPs contribute to long-term institutional transformation.

7. Gender-Responsive Budgeting (GRB)

The training introduced Gender-Responsive Budgeting as a mechanism for aligning resource allocation with gender equality objectives.

Definition

Gender-responsive budgeting was described as the process of ensuring that budgets address the different needs, priorities, and constraints experienced by women and men.

Principles of Gender-Responsive Budgeting

Equity in Resource Allocation

Allocating resources based on identified gender needs and inequalities.

Gender Analysis of Budgets

Assessing how budget decisions affect different groups.

Prioritization

Supporting programmes that contribute to gender equality outcomes.

Transparency

Making gender-related budget allocations visible and accountable.

Key Steps

Participants reviewed the process of:

1. Identifying gender gaps.
2. Conducting gender needs assessments.
3. Aligning budget priorities with gender objectives.
4. Allocating resources appropriately.
5. Monitoring expenditure and outcomes.

The facilitator emphasized that effective budgeting is critical for translating gender commitments into action.

8. Accountability Mechanisms for Gender Mainstreaming

Participants explored institutional mechanisms for ensuring implementation of gender commitments.

Key Accountability Mechanisms

Monitoring Systems

Regular collection and analysis of sex-disaggregated data.

Performance Indicators

Tracking indicators such as:

- Gender balance among staff
- Leadership representation
- Funding allocation
- Participation rates

Reporting Systems

Preparation of periodic reports documenting progress and challenges.

Audits and Evaluations

Independent assessments of policies, programmes, and budgets.

Incentives and Sanctions

Rewarding compliance and addressing non-performance.

Stakeholder Participation

Engaging staff, researchers, management, and external stakeholders in oversight processes.

The session emphasized that accountability mechanisms promote transparency and sustain institutional change.

9. Gender-Responsive Monitoring, Evaluation and Learning (MEL)

The facilitator introduced Gender-Responsive Monitoring, Evaluation and Learning (GRMEL) as an approach that integrates gender considerations throughout project implementation.

Key Features

Integration Across the Project Cycle

Gender considerations are incorporated into:

- Project design
- Data collection
- Analysis
- Reporting
- Learning processes

Use of Disaggregated Data

Collection and analysis of:

- Sex-disaggregated data
- Age-disaggregated data
- Other intersectional indicators

Inclusive Participation

Engaging women, men, youth, and marginalized groups in monitoring and evaluation activities.

Alignment with Institutional and Global Frameworks

Ensuring consistency with international gender equality standards and organizational objectives.

10. Outcome and Impact Indicators

Participants explored gender-sensitive indicators for measuring long-term change.

Examples of Indicators

- Women's decision-making power
- Access to productive resources
- Economic participation
- Leadership representation
- Changes in social norms
- Household wellbeing
- Empowerment outcomes

The facilitator emphasized the importance of combining quantitative and qualitative indicators to capture complex gender dynamics.

11. Participatory Evaluation and Adaptive Learning

Participatory Evaluation

The session highlighted the importance of involving stakeholders directly in evaluation processes.

Benefits discussed included:

- Increased ownership
- Greater relevance
- Improved credibility
- Enhanced accountability

Special emphasis was placed on involving women and marginalized groups whose voices are often excluded from evaluation processes.

Adaptive Learning

Participants learned how evidence and feedback can be used to continuously improve programmes.

Key principles included:

- Reflection
- Continuous learning
- Flexibility
- Responsive decision-making

The approach was presented as essential for addressing changing gender dynamics and emerging challenges.

12. Communicating Gender-Responsive Research

The final section of the training focused on translating research findings into policy and practice.

Gender-Sensitive Reporting

Participants learned the importance of:

- Using inclusive language
- Presenting sex-disaggregated data
- Avoiding stereotypes
- Highlighting structural inequalities
- Providing contextual analysis

Gender-sensitive reporting was identified as essential for making inequalities visible and informing policy responses.

Policy Briefs and Advocacy

The facilitator demonstrated how research findings can be converted into concise policy briefs that:

- Clearly define problems

- Present evidence
- Provide practical recommendations
- Highlight gender implications

Participants discussed how policy briefs support advocacy and policy influence.

Knowledge Translation

The session emphasized strategies for making research accessible and useful to different audiences.

Approaches discussed included:

- Simplifying technical language
- Tailoring messages to target audiences
- Using multiple dissemination channels
- Engaging stakeholders throughout the research process

The objective is to ensure that research findings contribute to real-world decision-making and gender equality outcomes.

Ethical Communication

The training concluded with a discussion on ethical communication.

Key Principles

- Honesty
- Transparency
- Accuracy
- Respect
- Accountability
- Confidentiality

Participants were reminded that gender-responsive communication must protect participants from harm, avoid misrepresentation, and ensure that research findings are communicated responsibly.

13. Key Learning Outcomes

By the end of the session, participants were able to:

- Apply Likert scales to measure gender-related attitudes.
- Understand the role of institutional policies in promoting gender equality.
- Explain the purpose and components of Gender Equality Plans.
- Design and assess gender-responsive budgets.
- Develop accountability mechanisms for gender mainstreaming.
- Apply gender-responsive MEL approaches.
- Develop gender-sensitive indicators.
- Prepare gender-sensitive reports and policy briefs.
- Translate research findings into policy and practice.
- Apply ethical communication principles in research dissemination.

14. Conclusion

Day Three of the STRCUU Training on Gender Mainstreaming in Research for Development strengthened participants' understanding of how gender equality can be institutionalized within research organizations and development programmes. The training demonstrated that sustainable gender mainstreaming requires supportive policies, dedicated resources, accountability systems, and continuous monitoring and learning. Through discussions on Gender Equality Plans, gender-responsive budgeting, MEL systems, and knowledge translation, participants acquired practical skills for transforming research institutions into more inclusive, equitable, and responsive environments. The session further reinforced the importance of effective communication and evidence-based advocacy in translating gender-responsive research into meaningful policy and development outcomes.

ANNEX 1: CONCEPT NOTE

STRCUU GENDER MAINSTREAMING IN RESEARCH FOR DEVELOPMENT: THEORY, PRACTICE, AND APPLICATION

Dates: 22-25 April 2026

Time: 1400-1700 EAT

Registration Link: https://bit.ly/471n3D1

Co-funded by the European Union

STRCUU

Co-Funded by the European Union under Grant No. 101237180

(ERASMUS -EDU-2025-CBHE-STRAND 1)

Project Title: Strengthening Teaching and Research Capacities in Recently Established Uganda Universities to Deliver Climate Resilience and Green Energy Solutions to Farming Communities

Acronym: STRCUU

Grant Call: ERASMUS -EDU-2025-CBHE-STRAND 1

Grant Number: 101237180

Lead Institution: Ndejje University, Uganda

Partner institutions



Co-funded by the European Union

STRCUU

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TRAINING PROGRAMME: GENDER MAINSTREAMING IN RESEARCH FOR DEVELOPMENT (R4D) ..... Error! Bookmark not defined.

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1.0 Background

Gender equality and inclusion are foundational to sustainable development. Since the adoption of the **Beijing Platform for Action in 1995**, gender mainstreaming has been recognised globally as a key strategy to advance gender equality by integrating gender perspectives across all stages of policies, programmes, and institutional practices. In the context of **Research for Development (R4D)**, gender mainstreaming requires that gendered differences, roles, and power relations are meaningfully considered throughout the research cycle—from problem identification and design to data collection, analysis, dissemination, and uptake. This approach moves beyond isolated gender projects and seeks to transform how research is conceptualised and conducted to make it more inclusive, equitable, and impactful (Caywood & Darmstadt, 2024).

Despite nearly three decades of advocacy and policy commitments—including the Sustainable Development Goals (with SDG 5 targeting gender equality)—**implementation gaps persist**. Although scholarship on gender mainstreaming has increased substantially, critical conceptual inconsistencies and fragmented application remain prevalent, limiting the effectiveness of gender-responsive research practices across disciplines and regions (Caywood & Darmstadt, 2024).

Globally, **women continue to be underrepresented in research**, particularly at senior levels and in STEM fields—a trend that both reflects and reinforces broader structural inequalities. According to the *UNESCO Institute for Statistics*, women constitute approximately **31–33% of all researchers worldwide**, despite often achieving parity or near-parity in tertiary education enrolments (UNESCO, 2023; UNDP, 20224). Moreover, representation among senior scientific roles and decision-making bodies remains disproportionately low, with only about **12% of national science academy members being women** and women occupying **less than one-fifth of senior science leadership positions in many regions** (UNESCO, 2023). These disparities are further compounded in specific fields—for example, areas such as engineering, mathematics, and computer science show even lower participation of women, with some subfields reporting rates as low as **10%–15%** female representation in research publishing and leadership. (Jaramilo *et al*., 2025).

Regional patterns reveal similarly uneven progress. While some developing countries have achieved gender parity in research participation, many regions—including parts of **South**

and West Asia—still report female representation in research as low as **18–27%**. In sub-Saharan Africa, women account for just over **30% of researchers**, with significant variation across countries and disciplines (Herrera-Franco, Villacreses, Montero, 2025). These data gaps are compounded by **limited sex-disaggregated research statistics in many countries**, particularly in the Global South, undermining evidence-based planning and policy formulation (UNESCO, 2023).

Institutionally, many research organisations lack **formal policies or operational frameworks** that embed gender analysis as a core competency in research planning and execution. There is often a notable disconnect between the existence of gender expertise and its translation into mainstream research programming and funding decisions, resulting in gender considerations being treated as optional rather than integral Caywood & Darmstadt, 2024).

A detailed needs assessment underscores persistent gaps in **knowledge, technical capacity, and institutional support**. Many researchers, academic administrators, and development practioners' lack a clear understanding of what gender mainstreaming entails and how it differs from conventional gender research or women-focused programmes. Awareness and application of gender analysis tools—such as the Harvard Analytical Framework or Moser Framework—remain limited, particularly in the design of research questions, methodologies, and evaluation metrics. Furthermore, many institutions have yet to establish robust gender-responsive monitoring, evaluation, and learning systems that leverage **sex- and gender-disaggregated data** to inform research impact and policy uptake (Stoet & Geary, 2018).

The critical training gap identified is the **absence of comprehensive, research-focused gender mainstreaming capacity building** that equips R4D practioners with practical, actionable skills to integrate gender across all stages of research. Most existing training emphasises general gender awareness or project planning rather than embedding gender into research design, data practices, proposal development, institutional systems, and policy translation. This deficiency limits the production of gender-responsive evidence and weakens the ability of research to contribute effectively to inclusive development outcomes.

In response to these gaps, this **online training module on Gender Mainstreaming in Research for Development** is designed to strengthen both individual and institutional capacity to systematically and methodically integrate gender perspectives throughout the research process. Targeting university faculty, research administrators, postgraduate students and development practioners at national, regional, and international levels, the training emphasises **practical application, evidence-based tools, and institutional strengthening** to enhance the relevance, quality, and equity impact of research outputs that inform policy and practice within development agendas.

1.1 Overall Aim of the Training

The overall aim of the training is to **build individual and institutional capacity to systematically mainstream gender in Research for Development (R4D)** by equipping university faculty, research administrators, postgraduate students, and development practioners with the **knowledge, practical skills, and tools** required to integrate gender perspectives across the entire research cycle—from problem identification and design to implementation, analysis, management, dissemination, and policy uptake—using evidence-based, gender-responsive, and intersectional approaches, delivered through an accessible and scalable online learning platform.

1.2 Training Objectives

Participants will:

1. Understand core gender mainstreaming concepts and their application to R4D.
2. Apply gender analysis frameworks to research design and methodologies.
3. Integrate sex- and gender-disaggregated data into research processes.
4. Develop gender-responsive research proposals and monitoring indicators.
5. Strengthen institutional practices for gender equality within research organisations.

1.3 Overall Outcomes of the Training

By the end of the training programme, the following outcomes are expected at **individual, institutional, and system levels**:

1.3.1. Enhanced Knowledge and Conceptual Understanding

Participants demonstrate a **clear and shared understanding** of:

- Core gender concepts, including gender equality, equity, intersectionality, and gender mainstreaming.
- The relevance and importance of gender mainstreaming in Research for Development (R4D).
- Global, regional, and national gender and development frameworks guiding gender-responsive research.

Expected change:
Participants move from fragmented or superficial awareness to **informed, evidence-based understanding** of gender mainstreaming in R4D.

1.3.2. Improved Technical and Analytical Competencies

Participants acquire **practical skills** to:

- Apply gender analysis frameworks and tools in research design and implementation.
- Develop gender-responsive research questions, methodologies, and indicators.
- Collect, analyze, and interpret sex- and gender-disaggregated data.
- Integrate intersectional perspectives into research and evaluation.

Expected change:
Research outputs become **methodologically stronger, more inclusive, and more policy-relevant**.

1.3.3. Strengthened Capacity for Gender-Responsive Research Design and Implementation

Participants are able to:

- Design and revise research proposals that systematically integrate gender considerations.
- Address gender biases and ethical issues in data collection and analysis.
- Produce gender-sensitive research outputs aligned with donor and policy requirements.

Expected change:
Research proposals and projects increasingly meet **gender compliance and quality standards** required by funding agencies and development partners.

1.3.4. Improved Institutional Practices and Systems for Gender Mainstreaming

University leaders, administrators, and research managers:

- Strengthen or develop institutional mechanisms such as gender policies, Gender Equality Plans (GEPs), and gender-responsive research strategies.
- Embed gender considerations into research governance, budgeting, monitoring, and reporting systems.
- Promote inclusive participation and leadership in research environments.

Expected change:
Institutions move from ad hoc gender actions to **systematic, accountable gender mainstreaming in research systems**.

1.3.5. Enhanced Monitoring, Evaluation, and Learning (MEL) for Gender Outcomes

Participants demonstrate the ability to:

- Design and apply gender-responsive M&E frameworks for research projects and programmes.
- Track gender-related outcomes and impacts.
- Use gender data for learning, adaptation, and evidence-based decision-making.

Expected change:
Research and development initiatives generate **measurable evidence** on gender equality outcomes and development impact.

1.3.6. Improved Communication, Knowledge Translation, and Policy Influence

Participants are able to:

- Communicate gender-responsive research findings clearly and ethically.
- Translate research evidence into policy briefs, advocacy materials, and development programming.
- Engage effectively with policymakers, practitioners, and development partners.

Expected change:
Gender-responsive research findings increasingly **inform policy, practice, and development interventions**.

1.3.7. Strengthened Collaboration and Communities of Practice

The training fosters:

- Cross-disciplinary and cross-institutional collaboration among researchers, administrators, and development actors.
- Regional and international networks committed to advancing gender mainstreaming in R4D.
- Peer learning and sustained engagement beyond the training period.

Expected change:
A growing **community of practice** champions gender-responsive research at national, regional, and global levels.

1.3.8. Long-Term Contribution to Gender Equality and Sustainable Development

In the longer term, the training contributes to:

- More inclusive and equitable research systems.
- Development interventions that respond to the needs and priorities of diverse gender groups.
- Progress toward national, regional, and global gender equality and sustainable development goals.

1.4 Overall Training Deliverables

- Reflective essay on gender mainstreaming
- Applied gender analysis framework
- Gender-responsive research design
- Gender-disaggregated data plan
- Mini institutional gender audit
- Gender-responsive MEL framework
- Policy brief or research summary

2.0 Training Modules

Module No. & Title	Purpose / Gap Addressed	Key Content Areas	Online Learning Activities	Assignments / Assessments	Expected Competencies
Module 1: Foundations of Gender Mainstreaming in R4D	Addresses weak conceptual understanding and confusion between "gender focus" and "gender	• Gender concepts: sex vs gender • Gender equality, equity & intersectionality • Gender mainstreaming in R4D • Global &	• Opening live lecture & orientation • Interactive polling & Q&A • Guided discussion: *Why gender*	Short reflective essay: Explain why gender mainstreaming is essential in your research or	• Clear understanding of gender mainstreaming concepts • Ability to articulate relevance of gender in R4D

	mainstreaming"	regional policy frameworks (SDGs, CEDAW, donor requirements)	*matters in research*	institutional context	
Module 2: Gender Analysis Frameworks and Tools for Research	Responds to lack of practical tools for applying gender analysis in research	• Gender analysis vs gender statistics • Harvard, Moser & intersectional frameworks • Applying frameworks across the research cycle	• Case study walkthrough • Breakout group analysis • Framework-mapping exercise	Practical task: Apply one gender analysis framework to a selected research problem	• Ability to select and apply gender analysis tools • Analytical skills in identifying gendered power relations
Module 3: Gender-Responsive Research Design & Methodology	Addresses weak integration of gender into research questions and methods	• Gender-sensitive problem identification • Gender-responsive research questions • Sampling, ethics & inclusivity • Qualitative & quantitative methods	• Live design clinic • Peer review of sample research designs • Facilitated discussion	Assignment: Redesign a research question and methodology to integrate gender considerations	• Skills in gender-responsive research design • Ability to avoid gender bias in methods
Module 4: Gender-Disaggregated Data & Evidence Generation	Responds to poor use of gender-disaggregated data in R4D	• Types of gender data • Data collection tools & indicators • Intersectional	• Hands-on data exercises • Small group analysis • Plenary reflection	Practical assignment: Develop gender-disaggregated indicators and a data	• Ability to design gender-sensitive indicators • Competence in

		analysis • Ethical issues		collection plan	interpreting gender data
Module 5: Gender Mainstreaming in Research Management & Institutional Systems	Addresses institutional and administrative gaps	• Gender in research policies • Gender Equality Plans (GEPs) • Gender-responsive budgeting • Accountability mechanisms	• Virtual panel with administrators • Institutional mapping exercise	Assignment: Conduct a mini gender audit of a research unit or institution	• Ability to mainstream gender at institutional level • Policy analysis skills
Module 6: Gender-Responsive Monitoring, Evaluation & Learning (MEL)	Responds to weak gender indicators and evaluation practices	• Gender-sensitive MEL frameworks • Outcome & impact indicators • Participatory evaluation • Adaptive learning	• MEL simulation exercise • Group work on indicators • Interactive quiz	Assignment: Develop a gender-responsive MEL framework for a research project	• Ability to track gender outcomes • Evaluation and learning competencies
Module 7: Communicating & Translating Gender-Responsive Research into Policy & Practice	Addresses poor translation of gender research into action	• Gender-sensitive reporting • Policy briefs & advocacy • Knowledge translation • Ethical communication	• Policy brief writing clinic • Peer feedback • Expert talk (recorded/live)	Assignment: Produce a gender-responsive policy brief or research summary	• Skills in knowledge translation • Ability to influence policy and practice
Capstone Module: Applied Gender Mainstreaming Project	Ensures practical application and sustainability	• Integration of all modules • Real-world application	• Post-training mentoring • Optional virtual presentations	Capstone project: Gender mainstreaming plan or revised	• Holistic competence in gender mainstreaming in R4D

				research proposal	

3.0 Training Delivery Methods, Requirements and Duration

The training will be delivered through a **flexible, inclusive, and practice-oriented blended online model** that combines **self-paced learning with live interactive sessions** over a **flexible duration of approximately four days**, each session taking place in the evening hours, allowing participants from national, regional, and international contexts to engage effectively alongside their professional responsibilities. Delivery will be supported by a **Learning Management System (LMS)** for hosting learning materials, assignments, and assessments, complemented by **live virtual sessions via platforms such as Zoom or Microsoft Teams** and **online discussion forums** to promote peer learning, reflection, and knowledge exchange. The training will adopt a **continuous, competency-based assessment approach**, enabling participants to demonstrate practical application of gender mainstreaming concepts and tools within real Research for Development contexts.

3.1. Training Delivery Methods

The training will be delivered using a **blended online learning approach** that combines asynchronous self-paced learning with synchronous interactive sessions. This model is designed to ensure **flexibility, inclusivity, and high engagement**, enabling participants from national, regional, and international contexts to access the programme while balancing professional and personal commitments. By integrating both modes of learning, the training caters for diverse learning preferences and maximizes opportunities for knowledge acquisition, practical application, and peer interaction.

3.1.1Asynchronous Learning Components

Asynchronous Learning Components form a central part of this blended approach, allowing participants to learn at their own pace and accommodating varying schedules and time zones. Key methods include **expert presentations**, which introduce foundational concepts and frameworks in gender mainstreaming and Research for Development (R4D). These are complemented by **curated reading materials**, including policy documents, case studies, and research articles, to support deeper understanding and evidence-based reflection. To enhance interactivity and reinforce learning, the training incorporates **multimedia content** such as short quizzes, reflection prompts, and practical exercises embedded within toolkits.

Additionally, **online discussion forums**, moderated by facilitators, provide a space for participants to exchange ideas, share experiences, and collaboratively explore solutions, fostering a sense of community despite the virtual environment. **Self-paced practical**

exercises allow learners to immediately apply concepts to their own research or institutional contexts, reinforcing the translation of knowledge into practice.

The purpose of asynchronous components is threefold: to **build foundational knowledge**, to **support reflection and application within participants' unique contexts**, and to **enable inclusive participation**, particularly for working professionals who may have constraints on attending live sessions. By combining flexibility with structured learning opportunities, asynchronous learning ensures that all participants can meaningfully engage with the content and develop the skills necessary for effective gender mainstreaming in R4D.

3. 1.2 Synchronous Learning Components

Synchronous learning forms a core component of the training, providing structured opportunities for real-time interaction, peer learning, and applied practice. Through live engagement, participants are able to deepen their understanding of gender mainstreaming concepts in Research for Development (R4D) while benefiting from immediate feedback and collaborative learning experiences.

The training will include **live virtual lectures and webinars** led by subject matter experts, which will introduce key concepts, frameworks, and emerging issues in gender and R4D. These sessions will be complemented by **facilitated group discussions and breakout sessions**, creating interactive spaces where participants can reflect on course content, share experiences from their own contexts, and jointly explore solutions to common challenges. **Case study analysis** will further enhance learning by enabling participants to apply gender analysis tools to real-world research and development scenarios in a guided, participatory manner. To strengthen practical application, the programme will feature **research design clinics and proposal review sessions**, during which participants will receive targeted guidance on integrating gender considerations into research questions, methodologies, and funding proposals.

The purpose of these synchronous components is to **deepen conceptual and practical understanding through dialogue**, **facilitate peer-to-peer learning across disciplines and institutions**, and **provide real-time feedback and mentorship**. By fostering interactive engagement, the live sessions enhance the overall learning experience and support the effective translation of training content into applied research and institutional practice.

3.1.3 Experiential and Practice-Based Learning

The training is grounded in an experiential and practice-based learning approach that emphasizes *learning by doing*, ensuring that participants are able to translate conceptual

knowledge into practical action within their own research and institutional contexts. Rather than focusing solely on theoretical understanding, the programme is designed to equip learners with hands-on skills that can be applied immediately to real-world Research for Development (R4D) challenges.

Experiential learning will be facilitated through **applied case studies drawn from diverse sectors**, including education, health, agriculture, climate change, and governance. These case studies will expose participants to varied gender dynamics and development contexts, enabling them to analyze complex situations and practice the application of gender mainstreaming tools and frameworks. In addition, participants will undertake **institutional self-assessments and mini gender audits**, allowing them to critically examine existing research policies, practices, and structures within their organizations and identify concrete entry points for improvement.

A central component of the practice-based approach is the **capstone project**, which will focus on a real research project, proposal, or institutional challenge identified by the participant or their organization. Through this project, learners will integrate knowledge and skills acquired across the training modules to develop gender-responsive solutions that are contextually relevant and actionable. **Peer review and collaborative problem-solving activities** will further enhance learning by encouraging reflection, shared learning, and cross-institutional exchange of experiences and strategies.

The overarching purpose of this experiential approach is to **strengthen practical competencies**, **catalyze change at both research and institutional levels**, and **promote ownership of gender mainstreaming efforts**. By embedding practice throughout the training, participants are empowered not only to understand gender mainstreaming in R4D, but also to actively implement and sustain it within their professional environments.

3.1.4 Collaborative and Peer Learning

Participants learn from each other's experiences across institutions and regions.

Methods include:

- Online peer discussion groups
- Group assignments and presentations
- Cross-institutional learning exchanges

Purpose:

- Foster regional and international collaboration
- Encourage knowledge sharing and innovation

3.1.5 Assessment and Feedback Mechanisms

Continuous and formative assessment ensuring learning progression.

Methods include:

- Module-based assignments and quizzes
- Reflective journals
- Peer and facilitator feedback
- Capstone project assessment
- Final knowledge and skills evaluation

3.2. Training Requirements

3.2.1. Participant Requirements

To ensure meaningful engagement and successful completion of the online training on gender mainstreaming in Research for Development, participants are expected to meet certain requirements related to readiness, commitment, and active involvement. Participants should possess **basic digital literacy** and have regular **access to the internet**, enabling them to navigate the Learning Management System, participate in live and asynchronous activities, and submit assignments in a timely manner.

Given the applied and competency-based nature of the training, participants are expected to **commit an average of four hours per day** throughout the training period. This time allocation will allow adequate engagement with learning materials, participation in discussions and live sessions, and completion of practical assignments. Active participation is essential; therefore, learners are expected to **contribute to online discussions, engage in group activities, and complete all assignments and assessments** as scheduled.

A core expectation of the training is the practical application of learning. Participants will be required to **apply gender mainstreaming concepts, tools, and approaches to their own research projects, teaching, administrative roles, or institutional contexts**, thereby strengthening relevance and impact. As such participants must submit their research or project proposals that need a gender mainstreaming alignment three weeks prior to the training. These requirements are designed to support a rigorous, interactive, and outcome-oriented learning experience.

3.2.2. Institutional and Administrative Requirements

Effective implementation and sustainability of the online training on gender mainstreaming in Research for Development depend on strong institutional and administrative support.

Institutional endorsement and formal recognition of the training are essential to legitimize the programme, encourage participation, and ensure that the acquired competencies are valued within academic and professional advancement systems. Such endorsement signals institutional commitment to gender equality and strengthens the integration of gender mainstreaming principles into research culture and practice.

To support accountability and continuous improvement, **mechanisms for monitoring participation and learning outcomes** will be integrated into the training management system. These mechanisms will enable tracking of engagement, completion rates, competency development, and application of learning outcomes in research contexts. Finally, the training will be deliberately **aligned with existing institutional gender policies and research strategies**, ensuring coherence with organizational priorities and facilitating the translation of individual learning into institutional change. Institutions that need practical guidance and further alignment of their project proposals or development of gender policies should submit theirs concepts three weeks prior to the training. This alignment enhances the likelihood that training outcomes will be sustained and embedded within research governance, management, and practice.

3.5. Accessibility and Inclusivity Considerations

Accessibility and inclusivity are central principles guiding the design and delivery of this online training programme, ensuring that it is responsive to the diverse needs and contexts of participants engaged in Research for Development. To promote broad and equitable participation, all learning materials will be made **downloadable**, enabling participants in low-bandwidth or connectivity-constrained environments to access content offline at their convenience. In addition, **live sessions will be recorded and archived**, allowing learners who are unable to attend synchronously—due to time zone differences, professional responsibilities, or connectivity challenges—to engage with the training without disadvantage.

The training will also prioritize **flexible deadlines**, where feasible, will be applied to accommodate participants' varying workloads, caregiving responsibilities, and institutional constraints, supporting sustained engagement throughout the course. Furthermore, **gender-sensitive facilitation approaches** will be employed to encourage balanced participation, respectful dialogue, and safe spaces for learning and reflection. Together, these measures will ensure that the training is not only accessible but also inclusive, empowering a wide range of stakeholders to meaningfully engage with and apply gender mainstreaming principles in research for development.

3.6. Quality Assurance and Continuous Improvement

Quality assurance and continuous improvement are integral components of the training programme to ensure its relevance, and effectiveness in strengthening gender mainstreaming in Research for Development. The training will incorporate **participant feedback surveys** that will be administered at key stages of the training to capture learners' experiences, perceptions of content relevance, delivery effectiveness, and practical applicability, thereby ensuring that the training remains learner-centred and responsive to diverse stakeholder needs.

To further enhance quality, **facilitator reflection and review sessions** will be conducted regularly to critically assess teaching approaches, participant engagement, and learning outcomes, and to identify opportunities for pedagogical improvement. Collectively, these mechanisms will support continuous learning, adaptability, and excellence in the delivery of the programme.

3.7 Duration and Time

The training will be conducted online from **22 to 25 April 2026**, running from **Tuesday to Friday** in the afternoons, with daily sessions held from **14:00 to 18:00 (EAT)**. This schedule is structured to ensure in-depth engagement with key concepts while allowing adequate time for practical exercises and applied learning throughout the training period.

4.0. Overview of Training Content

4.1. Module 1: Foundations of Gender Mainstreaming in Research for Development (R4D)

This module provides the **conceptual foundation** for the entire training. It addresses common misunderstandings and confusion between *gender-focused activities* and *gender mainstreaming* by introducing participants to core gender concepts and principles. Participants explore the distinctions between sex and gender, gender equality versus equity, and the importance of intersectionality in understanding development outcomes.

The module situates gender mainstreaming within **global, regional, and donor policy frameworks**, including the Sustainable Development Goals (SDGs), CEDAW, and development partner requirements. Through interactive discussions and reflective learning, participants develop a shared language and understanding of why gender matters in research for development.

By the end of the module, participants are expected to clearly articulate the relevance of gender mainstreaming to their research or institutional context and demonstrate a strong conceptual grounding that informs subsequent modules.

4.1.1 Learning Objectives

- To build a solid conceptual foundation on gender and gender mainstreaming in R4D.
- To clarify distinctions between sex and gender, gender equality and equity, and gender-focused versus gender-mainstreamed approaches.
- To enhance understanding of global, regional, and donor policy frameworks that mandate gender mainstreaming.

4.1.2. Learning Outcomes

By the end of this module, participants will be able to:

- Clearly define and differentiate core gender concepts relevant to research and development.
- Explain the rationale and importance of gender mainstreaming in R4D contexts.
- Demonstrate awareness of key international and regional gender policy frameworks (e.g. SDGs, CEDAW).

4.1.3 Main Deliverables

- A reflective essay articulating the relevance of gender mainstreaming to the participant's research or institutional context.
- Improved conceptual clarity on gender mainstreaming as a cross-cutting research principle.

4.2. Module 2: Gender Analysis Frameworks and Tools for Research

This module responds directly to the **lack of practical tools and methodologies** for applying gender analysis in research. Participants are introduced to widely used gender analysis frameworks, including the Harvard Analytical Framework, the Moser Framework, and intersectional approaches, and learn how these tools differ from basic gender statistics.

The emphasis is on **practical application across the research cycle**, from problem identification to analysis and interpretation. Through case studies, group work, and framework-mapping exercises, participants practice identifying gender roles, power relations, access to and control over resources, and institutional constraints.

At the end of this module, participants are expected to competently select and apply appropriate gender analysis tools to real research problems and demonstrate analytical skills in uncovering gendered power dynamics that influence development outcomes.

4.2.1. Learning Objectives

- To introduce practical gender analysis frameworks applicable to R4D.
- To strengthen participants' ability to analyze gender relations, roles, and power dynamics across the research cycle.
- To bridge the gap between theoretical gender concepts and applied research analysis.

4.2.2. Learning Outcomes

Participants will be able to:

- Distinguish between gender analysis and gender-disaggregated statistics.
- Select appropriate gender analysis frameworks (e.g. Harvard, Moser, intersectional frameworks).
- Apply gender analysis tools to real research problems.

4.2.3. Main Deliverables

- A completed gender analysis of a selected research problem using one established framework.
- Enhanced analytical capacity to identify gendered power relations and inequalities in research contexts.

4.3. Module 3: Gender-Responsive Research Design and Methodology

This module focuses on strengthening participants' capacity to **integrate gender considerations into research design and methodological choices**, addressing a key gap where gender is often added superficially or omitted entirely. Participants learn how to formulate gender-sensitive research problems and questions, design inclusive sampling strategies, and address ethical considerations related to gender and vulnerability.

Both qualitative and quantitative gender-responsive research methods are explored, with attention to minimizing bias and ensuring inclusivity. Through design clinics and peer review sessions, participants critically assess and refine research designs.

By the end of the module, participants are expected to demonstrate the ability to design or revise research questions and methodologies that are gender-responsive, ethically sound, and aligned with development objectives.

4.3.1. Learning Objectives

- To strengthen integration of gender considerations into research problem identification and design.
- To enhance skills in developing gender-responsive research questions, methodologies, and sampling strategies.
- To promote ethical and inclusive research practices.

4.3.2. Learning Outcomes

Participants will be able to:

- Formulate gender-responsive research questions and objectives.
- Design methodologies that address gender bias and inclusivity.
- Apply ethical considerations in gender-sensitive research.

4.3.3. Main Deliverables

- A redesigned research question and methodology integrating gender considerations.
- Practical skills in embedding gender responsiveness throughout the research design process.

4.4. Module 4: Gender-Disaggregated Data and Evidence Generation

This module addresses the persistent gap in the **collection, analysis, and use of gender-disaggregated and intersectional data** in R4D. Participants explore different types of gender data, appropriate data collection tools, and indicators that capture gendered differences in access, participation, and outcomes.

Hands-on exercises enable participants to practice interpreting datasets and identifying gender gaps that may be hidden in aggregated data. Ethical considerations in collecting and using gender data—especially among vulnerable populations—are emphasized.

Upon completion, participants are expected to design gender-sensitive indicators, develop data collection plans, and competently interpret gender-disaggregated data to generate robust, policy-relevant evidence.

4.4.1 Learning Objectives

- To improve understanding and use of gender-disaggregated and intersectional data.
- To build capacity in designing gender-sensitive indicators and data collection tools.
- To strengthen ethical data collection and analysis practices.

4.4.2. Learning Outcomes

Participants will be able to:

- Identify appropriate types of gender-disaggregated and intersectional data.
- Design gender-sensitive indicators aligned with research objectives.
- Interpret gender data to generate evidence for policy and practice.

4.4.3. Main Deliverables

- A gender-disaggregated indicator framework and data collection plan.

Strengthened competence in gender data analysis and evidence generation

4.5. Module 5: Gender Mainstreaming in Research Management and Institutional Systems

This module shifts focus from individual research projects to **institutional systems and governance**. It addresses gaps in how universities, research organizations, and development institutions integrate gender into research management, policies, and decision-making structures.

Participants examine gender-responsive research policies, Gender Equality Plans (GEPs), budgeting processes, and accountability mechanisms. Through policy review exercises, institutional mapping, and dialogue with research administrators, participants assess how institutional environments enable or constrain gender mainstreaming.

By the end of the module, participants are expected to conduct basic gender audits and contribute to strengthening institutional systems that support gender equality in research.

4.5.1 Learning Objectives

- To address institutional and administrative gaps in gender mainstreaming.

- To enhance understanding of gender-responsive research policies, budgeting, and accountability systems.
- To build skills for institutional-level gender integration.

4.5.2 Learning Outcomes

Participants will be able to:

- Analyze institutional policies and systems from a gender perspective.
- Develop or assess Gender Equality Plans (GEPs).
- Apply principles of gender-responsive budgeting and accountability.

4.5.3 Main Deliverables

- A mini gender audit of a research unit or institution.

Practical insights into institutionalizing gender mainstreaming in R4D organizations

4.6 Module 6: Gender-Responsive Monitoring, Evaluation, and Learning (MEL)

This module responds to weaknesses in **gender-sensitive monitoring, evaluation, and learning frameworks** within R4D. Participants learn how to design MEL systems that track gender outcomes and impacts rather than merely reporting participation numbers.

The module covers gender-sensitive indicators, participatory evaluation approaches, and adaptive learning processes that use evidence to improve research and development interventions. Simulations and group exercises allow participants to practice developing MEL frameworks that capture both quantitative and qualitative gender outcomes.

By the end of the module, participants are expected to design and apply gender-responsive MEL frameworks that support accountability, learning, and continuous improvement.

4.6.1 Learning Objectives

- To strengthen capacity in designing gender-responsive MEL systems.
- To enhance understanding of gender-sensitive indicators, outcomes, and impacts.
- To promote adaptive learning using gender evidence.

4.6.2 Learning Outcomes

Participants will be able to:

- Develop gender-responsive MEL frameworks.
- Design indicators that track gender outcomes and impacts.
- Apply participatory and learning-oriented evaluation approaches.

4.6.3 Main Deliverables

- A complete gender-responsive MEL framework for a research or development project.
- Improved skills in tracking, evaluating, and learning from gender outcomes.

4.7 Module 7: Communicating and Translating Gender-Responsive Research into Policy and Practice

This module addresses the challenge of **limited translation of gender-responsive research into policy and development action**. Participants explore strategies for communicating research findings in gender-sensitive and ethical ways to diverse audiences, including policymakers, practitioners, and development partners.

Key topics include gender-sensitive reporting, policy brief writing, advocacy strategies, and knowledge translation mechanisms. Through writing clinics and peer feedback sessions, participants strengthen their ability to package research evidence for impact.

By the end of the module, participants are expected to produce clear, compelling, and gender-responsive policy briefs or research summaries that can influence policy and practice.

4.7.1 Learning Objectives

- To strengthen participants' ability to communicate gender-responsive research findings effectively.
- To enhance skills in policy engagement, advocacy, and knowledge translation.
- To promote ethical and gender-sensitive research communication.

4.7.2 Learning Outcomes

Participants will be able to:

- Produce gender-sensitive research reports and policy briefs.
- Translate research evidence into actionable policy and practice recommendations.
- Communicate gender research findings to diverse audiences.

4.7.3 Main Deliverables

- A gender-responsive policy brief or research summary.
- Enhanced capacity to influence policy and practice through evidence-based communication.

5.0. Training Schedule

Module No. & Title	Purpose / Gap Addressed	Key Content Areas	Online Learning Activities	Assignments / Assessments	Expected Competencies	Timeline (Day & Time)
Module 1: Foundations of Gender Mainstreaming in R4D	Addresses weak conceptual understanding and confusion between "gender focus" and "gender mainstreaming"	• Gender concepts: sex vs gender • Gender equality, equity & intersectionality • Gender mainstreaming in R4D • Global & regional policy frameworks (SDGs, CEDAW, donor requirements)	• Opening live lecture & orientation • Interactive polling & Q&A • Guided discussion: *Why gender matters in research*	Short reflective essay: Explain why gender mainstreaming is essential in your research or institutional context	• Clear understanding of gender mainstreaming concepts • Ability to articulate relevance of gender in R4D	Day 1 – Tuesday14:00–16:00 (Session 1)
Module 2: Gender Analysis Frameworks and Tools for Research	Responds to lack of practical tools for applying gender analysis in research	• Gender analysis vs gender statistics • Harvard, Moser & intersectional frameworks •	• Case study walkthrough • Breakout group analysis • Framework-	Practical task: Apply one gender analysis framework to a selected	• Ability to select and apply gender analysis tools • Analytical skills in identifying	Day 1 – Tuesday16:15–17:00 (Session 2)

		Applying frameworks across the research cycle	mapping exercise	research problem	gendered power relations	
Module 3: Gender-Responsive Research Design & Methodology	Addresses weak integration of gender into research questions and methods	• Gender-sensitive problem identification • Gender-responsive research questions • Sampling, ethics & inclusivity • Qualitative & quantitative methods	• Live design clinic • Peer review of sample research designs • Facilitated discussion	Assignment: Redesign a research question and methodology to integrate gender considerations	• Skills in gender-responsive research design • Ability to avoid gender bias in methods	Day 2 – Wednesady14:00–17:00
Module 4: Gender-Disaggregated Data & Evidence Generation	Responds to poor use of gender-disaggregated data in R4D	• Types of gender data • Data collection tools & indicators • Intersectional analysis • Ethical issues	• Hands-on data exercises • Small group analysis • Plenary reflection	Practical assignment: Develop gender-disaggregated indicators and a data collection plan	• Ability to design gender-sensitive indicators • Competence in interpreting gender data	Day 3 – Wednesaday 14:00–16:00
Module 5: Gender Mainstreaming in Research Management &	Addresses institutional and administrative gaps	• Gender in research policies • Gender Equality Plans (GEPs) •	• Virtual panel with administrators • Institutional	Assignment: Conduct a mini gender audit of a research	• Ability to mainstream gender at institutional level •	Day 3 – Thursday 16:15–17:00

Institutional Systems		Gender-responsive budgeting • Accountability mechanisms	mapping exercise	unit or institution	Policy analysis skills	
Module 6: Gender-Responsive Monitoring, Evaluation & Learning (MEL)	Responds to weak gender indicators and evaluation practices	• Gender-sensitive MEL frameworks • Outcome & impact indicators • Participatory evaluation • Adaptive learning	• MEL simulation exercise • Group work on indicators • Interactive quiz	Assignment: Develop a gender-responsive MEL framework for a research project	• Ability to track gender outcomes • Evaluation and learning competencies	Day 4 – Friday14:00–16:00
Module 7: Communicating & Translating Gender-Responsive Research into Policy & Practice	Addresses poor translation of gender research into action	• Gender-sensitive reporting • Policy briefs & advocacy • Knowledge translation • Ethical communication	• Policy brief writing clinic • Peer feedback • Expert talk (recorded/ live)	Assignment: Produce a gender-responsive policy brief or research summary	• Skills in knowledge translation • Ability to influence policy and practice	Day 4 – Friday 16:15–17:30

ANNEX 2: Training Program

TRAINING PROGRAMME: GENDER MAINSTREAMING IN RESEARCH FOR DEVELOPMENT (R4D)

Mode: Online | **Facilitator:** Dr. Deborah Alio
Daily Time: 14:00–17:00 (EAT)

DAY 1 – TUESDAY 22nd April 2026

Session 1: Foundations of Gender Mainstreaming in R4D (14:00–16:00)

Time	Agenda Activity	Role
15 mins	Welcome, training objectives, participant introductions, expectations & housekeeping	Dr. Deborah Alio
10 mins	Pre-work sharing: One gender-related challenge in participants' research or institution	Participants
20 mins	Core Gender Concepts: Sex vs gender, equality vs equity, intersectionality	PowerPoint Presentation – Dr. Deborah Alio
20 mins	Gender Mainstreaming in R4D: From "gender focus" to systematic integration	PowerPoint Presentation – Dr. Deborah Alio
15 mins	Activity: Identify gender blind spots in a sample research scenario	Participants (breakout groups)
10 mins	Reflections, reactions and plenary discussion	Participants
10 mins	Global & Regional Frameworks: SDGs, CEDAW, donor requirements	PowerPoint Presentation – Dr. Deborah Alio
10 mins	Assignment briefing: Reflective essay on relevance of gender mainstreaming	Dr. Deborah Alio

Session 2: Gender Analysis Frameworks and Tools (16:15–17:00)

Time	Agenda Activity	Role
10 mins	Recap of Session 1 and linkage to gender analysis	Dr. Deborah Alio
20 mins	Gender Analysis vs Gender Statistics	PowerPoint Presentation – Dr. Deborah Alio
25 mins	Overview of Gender Analysis Frameworks: Harvard, Moser, Intersectional	PowerPoint Presentation – Dr. Deborah Alio
25 mins	Activity: Apply a framework to a real research problem	Participants (breakout groups)
10 mins	Group presentations & peer feedback	Participants
5 mins	Assignment briefing: Apply one framework to own research	Dr. Deborah Alio

DAY 2 – WEDNESDAY 23rd April 2026

Module 3: Gender-Responsive Research Design & Methodology (14:00–17:00)

Time	Agenda Activity	Role
15 mins	Recap and reflection from Day 1	Participants
30 mins	Gender-sensitive problem identification & research questions	PowerPoint Presentation – Dr. Deborah Alio
30 mins	Research design, sampling, ethics & inclusivity	PowerPoint Presentation – Dr. Deborah Alio
15 mins	Health break	—
40 mins	Live Design Clinic: Reviewing sample research designs	Dr. Deborah Alio
40 mins	Activity: Redesign participants' research questions & methods	Participants
20 mins	Peer review and facilitated discussion	Participants
10 mins	Assignment briefing	Dr. Deborah Alio

DAY 3 – THURSDAY 24th April 2026

Session 1: Gender-Disaggregated Data & Evidence Generation (14:00–16:00)

Time	Agenda Activity	Role
15 mins	Reflection: Why gender data matters	Participants
25 mins	Types of gender data & indicators	PowerPoint Presentation – Dr. Deborah Alio
20 mins	Intersectional analysis & ethical considerations	PowerPoint Presentation – Dr. Deborah Alio
30 mins	Hands-on activity: Designing gender indicators & tools	Participants
20 mins	Group sharing and discussion	Participants
10 mins	Assignment briefing	Dr. Deborah Alio

Session 2: Gender Mainstreaming in Research Management & Institutions (16:15–17:00)

Time	Agenda Activity	Role
15 mins	Gender in research policies & institutional systems	PowerPoint Presentation – Dr. Deborah Alio
20 mins	Gender Equality Plans (GEPs) & gender-responsive budgeting	PowerPoint Presentation – Dr. Deborah Alio
25 mins	Virtual panel or case examples from institutions	Guest / Dr. Deborah Alio
25 mins	Activity: Institutional gender mapping exercise	Participants
15 mins	Assignment briefing: Mini gender audit	Dr. Deborah Alio

DAY 4 – FRIDAY 25th April 2026

Session 1: Gender-Responsive Monitoring, Evaluation & Learning (14:00–16:00)

Time	Agenda Activity	Role
15 mins	Recap & reflection	Participants
30 mins	Gender-responsive MEL frameworks & indicators	PowerPoint Presentation – Dr. Deborah Alio
25 mins	Participatory evaluation & adaptive learning	PowerPoint Presentation – Dr. Deborah Alio
30 mins	Activity: MEL simulation & indicator design	Participants
15 mins	Interactive quiz and feedback	Participants
5 mins	Assignment briefing	Dr. Deborah Alio

Session 2: Communicating & Translating Gender Research (16:15–17:30)

Time	Agenda Activity	Role
20 mins	Gender-sensitive reporting & ethical communication	PowerPoint Presentation – Dr. Deborah Alio
20 mins	Policy briefs, advocacy & knowledge translation	PowerPoint Presentation – Dr. Deborah Alio
25 mins	Activity: Policy brief writing clinic & peer feedback	Participants

10 mins	Assignment briefing	Dr. Deborah Alio

ANNEX 3: TRAINING NEEDS ASSESSMENT (TNA) TOOL

Programme: Gender Mainstreaming in Research for Development (R4D)
Target Group: Researchers, lecturers, postgraduate students, project managers, research administrators, development practitioners
Purpose: To identify gaps in knowledge, skills, attitudes, and institutional practices related to gender mainstreaming in R4D, and to align training content with participants' needs.

SECTION A: PARTICIPANT PROFILE

1. Institution / Organization: _____
2. Role / Position:
   ☐ Researcher
   ☐ Lecturer
   ☐ Postgraduate student
   ☐ Project manager
   ☐ Research administrator
   ☐ Other (specify): _____
3. Years of experience in research or development work:
   ☐ <2 years ☐ 2–5 years ☐ 6–10 years ☐ >10 years
4. Sector of work (tick all that apply):
   ☐ Agriculture ☐ Health ☐ Environment ☐ Social sciences ☐ Education ☐ Other: _____

SECTION B: OVERALL, GENDER MAINSTREAMING CAPACITY

Rate your current level of competence (1 = Very Low, 5 = Very High)

Statement	1	2	3	4	5
I understand key gender concepts (sex, gender, equity, equality)	☐	☐	☐	☐	☐
I can integrate gender considerations across the research cycle	☐	☐	☐	☐	☐
My institution supports gender mainstreaming in research	☐	☐	☐	☐	☐
I feel confident applying gender analysis tools	☐	☐	☐	☐	☐

SECTION C: MODULE-SPECIFIC TRAINING NEEDS

Module 1: Foundations of Gender Mainstreaming in R4D

Purpose: Address conceptual confusion and weak foundational understanding

Self-Assessment (Rate 1–5):

Competency Area	1	2	3	4	5
Understanding sex vs gender	☐	☐	☐	☐	☐
Understanding gender equality vs equity	☐	☐	☐	☐	☐
Understanding intersectionality	☐	☐	☐	☐	☐
Knowledge of SDGs, CEDAW, donor gender requirements	☐	☐	☐	☐	☐

Training Need Identified:
☐ High ☐ Medium ☐ Low

Module 2: Gender Analysis Frameworks and Tools for Research

Purpose: Address lack of practical analytical tools

Competency Area	1	2	3	4	5
Ability to distinguish gender analysis from gender statistics	☐	☐	☐	☐	☐
Familiarity with Harvard Framework	☐	☐	☐	☐	☐
Familiarity with Moser Framework	☐	☐	☐	☐	☐
Ability to apply frameworks to real research problems	☐	☐	☐	☐	☐

Training Need Identified:
☐ High ☐ Medium ☐ Low

Module 3: Gender-Responsive Research Design & Methodology

Purpose: Improve gender integration in research design

Competency Area	1	2	3	4	5
Designing gender-responsive research questions	☐	☐	☐	☐	☐
Gender-sensitive sampling strategies	☐	☐	☐	☐	☐
Ethical and inclusive research design	☐	☐	☐	☐	☐
Avoiding gender bias in methods	☐	☐	☐	☐	☐

Training Need Identified:
☐ High ☐ Medium ☐ Low

Module 4: Gender-Disaggregated Data & Evidence Generation

Purpose: Strengthen gender data use and analysis

Competency Area	1	2	3	4	5
Designing gender-disaggregated indicators	☐	☐	☐	☐	☐
Collecting gender-sensitive data	☐	☐	☐	☐	☐
Conducting intersectional analysis	☐	☐	☐	☐	☐
Ethical handling of gender data	☐	☐	☐	☐	☐

Training Need Identified:
☐ High ☐ Medium ☐ Low

Module 5: Gender Mainstreaming in Research Management & Institutions

Purpose: Address institutional and administrative gaps

Competency Area	1	2	3	4	5
Understanding gender in research policies	☐	☐	☐	☐	☐
Familiarity with Gender Equality Plans (GEPs)	☐	☐	☐	☐	☐
Gender-responsive budgeting	☐	☐	☐	☐	☐
Accountability and reporting mechanisms	☐	☐	☐	☐	☐

Training Need Identified:
☐ High ☐ Medium ☐ Low

Module 6: Gender-Responsive Monitoring, Evaluation & Learning (MEL)

Purpose: Improve gender-sensitive MEL systems

Competency Area	**1**	**2**	**3**	**4**	**5**
Designing gender-sensitive MEL frameworks	☐	☐	☐	☐	☐
Outcome and impact indicators	☐	☐	☐	☐	☐
Participatory evaluation approaches	☐	☐	☐	☐	☐

Adaptive learning using gender evidence	☐	☐	☐	☐	☐

Training Need Identified:
☐ High ☐ Medium ☐ Low

Module 7: Communicating & Translating Gender Research into Policy & Practice

Purpose: Improve research uptake and influence

Competency Area	**1**	**2**	**3**	**4**	**5**
Writing gender-sensitive reports	☐	☐	☐	☐	☐
Policy brief development	☐	☐	☐	☐	☐
Advocacy and stakeholder engagement	☐	☐	☐	☐	☐
Ethical communication of gender findings	☐	☐	☐	☐	☐

Training Need Identified:
☐ High ☐ Medium ☐ Low

SECTION D: INSTITUTIONAL & PRACTICAL CONTEXT

1. Does your institution have a gender policy or Gender Equality Plan?
   ☐ Yes ☐ No ☐ Not sure
2. What are the **top three challenges** you face in gender mainstreaming in research?
   1. _____
   2. _____
   3. _____
3. What outputs would you most like to develop during this training?
   ☐ Gender mainstreaming plan
   ☐ Revised research proposal
   ☐ Gender-responsive MEL framework
   ☐ Policy brief
   ☐ Other: _____

SECTION E: TRAINING PRIORITY RANKING

Rank modules by importance to your work (1 = highest priority):

Module	Rank
Module 1: Foundations	☐
Module 2: Gender Analysis	☐
Module 3: Research Design	☐
Module 4: Gender Data	☐
Module 5: Institutional Systems	☐
Module 6: MEL	☐
Module 7: Communication & Policy	☐

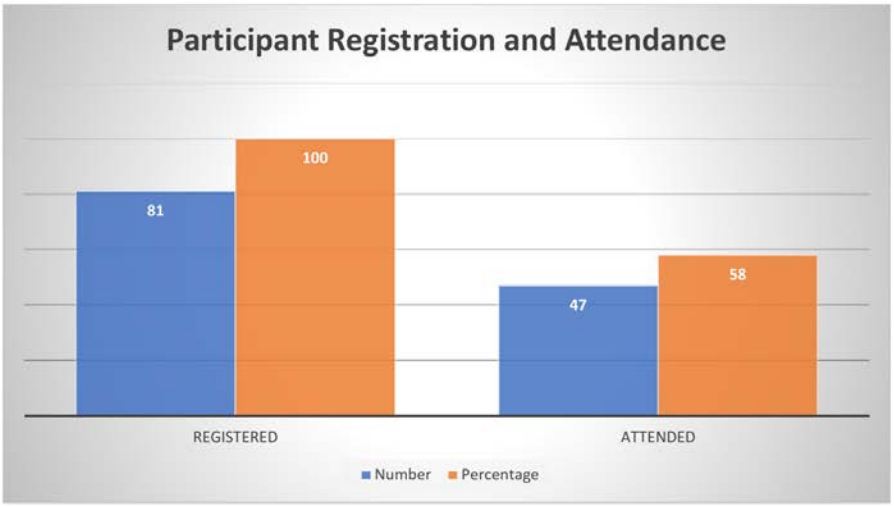
ANNEX 4: TRAINING ANALYSIS

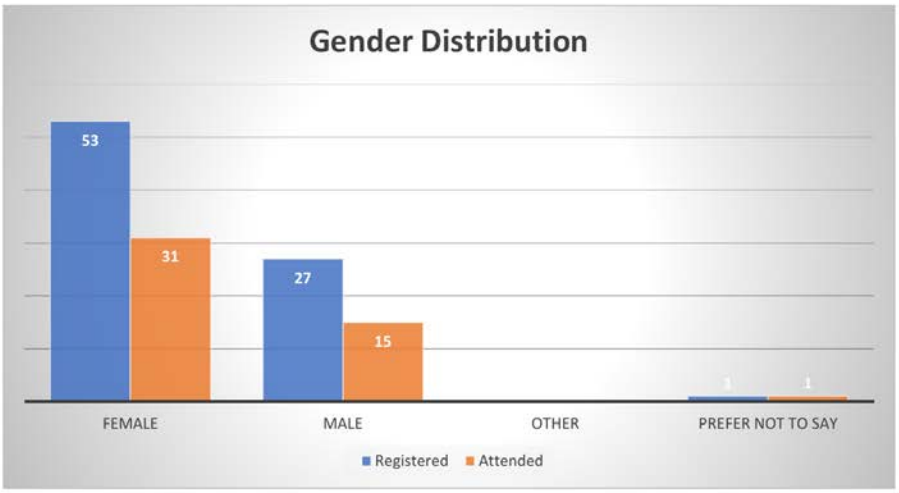
Analytical Report for Gender Mainstreaming

Page 1

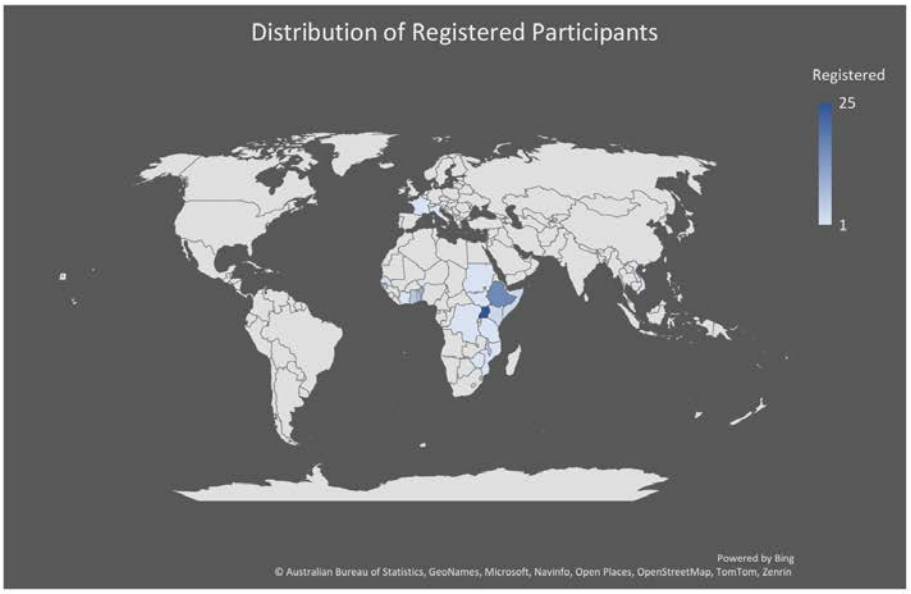
Analytical Report for Gender Mainstreaming

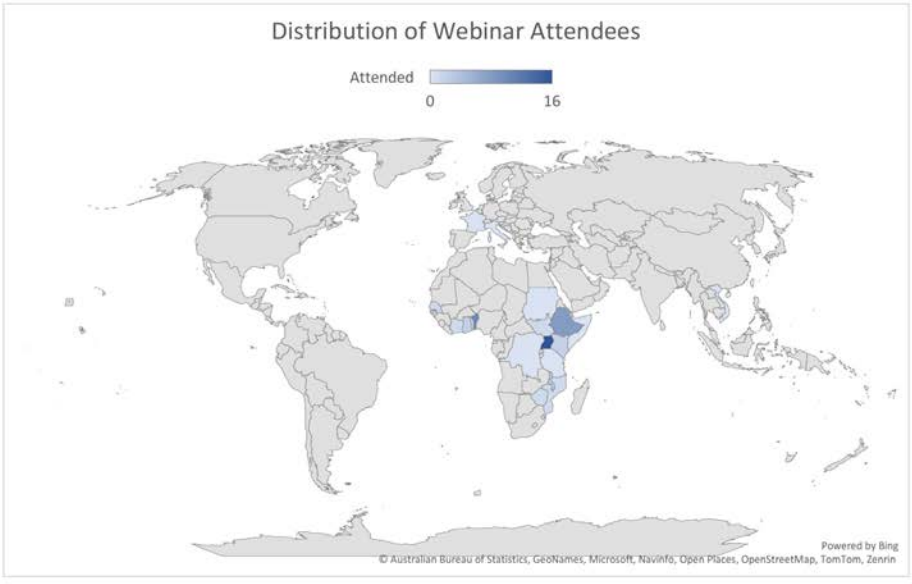
Number of participants: 81 Registered participants from 19 countries, 47 Attendees from 12 countries





Page 2


Distribution of Registered Participants
Registered
25
1
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Distribution of Webinar Attendees
Attended
0
16
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Participant distribution by country

No.	Country	Registered	Attended
1	Uganda	25	16
2	Ethiopia	16	8
3	Benin	10	10
4	Ghana	6	2
5	Malawi	5	3
6	Kenya	3	2
7	Somalia	3	0
8	Senegal	2	1
9	Côte d'Ivoire	1	1
10	Democratic Republic of the Congo	1	0
11	France	1	0
12	Italy	1	0
13	Mozambique	1	1
14	South Sudan	1	1
15	Sudan	1	0
16	Tanzania	1	0
17	Togo	1	1
18	Vietnam	1	0
19	Zimbabwe	1	1
	Grand Total	**81**	**47**

ANNEX5: TRAINING MATERIALS LINK

https://strcuu.org/strcuu-gender-mainstreaming-research-development-theory-practice-and-application



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