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

Dates: 22-25 April 2026

Time: 1400-1700 EAT

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

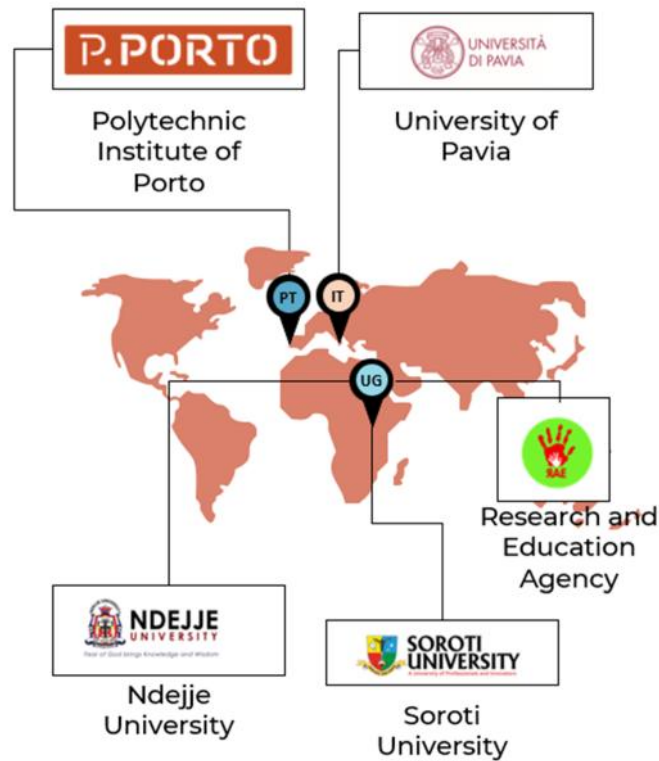
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1.0 Background

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, 2022a). 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).



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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 practitioners 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 practitioners 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 practitioners 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 practitioners with the **knowledge, practical skills, and tools** required to integrate gender



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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.



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-) 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:



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-) 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:



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-) 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 mainstreaming”	<ul style="list-style-type: none"> • Gender concepts: sex vs gender • Gender equality, equity & intersectionality • Gender mainstreaming in R4D • Global & regional policy frameworks (SDGs, CEDAW, donor requirements) 	<ul style="list-style-type: none"> • Opening live lecture & orientation • Interactive polling & Q&A • Guided discussion: <i>Why gender matters in research</i> 	Short reflective essay: Explain why gender mainstreaming is essential in your research or institutional context	<ul style="list-style-type: none"> • Clear understanding of gender mainstreaming concepts • Ability to articulate relevance of gender in R4D
Module 2: Gender	Responds to lack of	<ul style="list-style-type: none"> • Gender analysis vs 	<ul style="list-style-type: none"> • Case study walkthrough 	Practical task: Apply	<ul style="list-style-type: none"> • Ability to select and



Analysis Frameworks and Tools for Research	practical tools for applying gender analysis in research	gender statistics • Harvard, Moser & intersectional frameworks • Applying frameworks across the research cycle	• Breakout group analysis • Framework-mapping exercise	one gender analysis framework to a selected research problem	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 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
Module 5: Gender Mainstreaming in Research Management & Institutional Systems	Addresses institutional and administrative gaps	• Gender in research policies • Gender Equality Plans (GEPs) • Gender-responsive	• 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



		budgeting • Accountability mechanisms			
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 research proposal	• Holistic competence in gender mainstreaming in R4D

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,



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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.

3.1.1 Asynchronous 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.



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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



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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



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) 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.



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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 their 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



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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



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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:



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-) 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:



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-) 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:



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-) 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



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-) 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



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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: Foundatio	Addresses weak	• Gender concepts:	• Opening live	Short reflective	• Clear understand	Day 1 – Tuesday 14:00



ns of Gender Mainstreaming in R4D	conceptual understanding and confusion between “gender focus” and “gender mainstreaming”	sex vs gender • Gender equality, equity & intersectionality • Gender mainstreaming in R4D • Global & regional policy frameworks (SDGs, CEDAW, donor requirements)	lecture & orientation • Interactive polling & Q&A • Guided discussion: <i>Why gender matters in research</i>	essay: Explain why gender mainstreaming is essential in your research or institutional context	ding of gender mainstreaming concepts • Ability to articulate relevance of gender in R4D	0–16:00 (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 • 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	Day 1 – Tuesday 16:15–17:00 (Session 2)
Module 3: Gender-Responsive Research Design &	Addresses weak integration of gender into research	• Gender-sensitive problem identification • Gender-	• Live design clinic • Peer review of sample	Assignment: Redesign a research question and	• Skills in gender-responsive research design • Ability to	Day 2 – Wednesday 14:00–17:00



Methodology	questions and methods	responsive research questions • Sampling, ethics & inclusivity • Qualitative & quantitative methods	research designs • Facilitated discussion	methodology to integrate gender considerations	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 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 – Wednesday 14:00–16:00
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	Day 3 – Thursday 16:15–17:00
Module 6: Gender-Responsive	Responds to weak gender indicators	• Gender-sensitive MEL framework	• MEL simulation exercise • Group	Assignment: Develop a gender-	• Ability to track gender outcomes	Day 4 – Friday 14:00–16:00



Monitoring, Evaluation & Learning (MEL)	and evaluation practices	<ul style="list-style-type: none"> • Outcome & impact indicators • Participatory evaluation • Adaptive learning 	<ul style="list-style-type: none"> work on indicators • Interactive quiz 	responsive MEL framework for a research project	<ul style="list-style-type: none"> • Evaluation and learning competencies 	
Module 7: Communicating & Translating Gender-Responsive Research into Policy & Practice	Addresses poor translation of gender research into action	<ul style="list-style-type: none"> • Gender-sensitive reporting • Policy briefs & advocacy • Knowledge translation • Ethical communication 	<ul style="list-style-type: none"> • Policy brief writing clinic • Peer feedback • Expert talk (recorded/live) 	Assignment: Produce a gender-responsive policy brief or research summary	<ul style="list-style-type: none"> • Skills in knowledge translation • Ability to influence policy and practice 	Day 4 – Friday 16:15–17:30

ANNEX 1: Training Program



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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



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5 mins	Assignment briefing: Apply one framework to own research	Dr. Deborah Alio
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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



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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



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Session 2: Communicating & Translating Gender Research (16:15–17:00)

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 2: 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



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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)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can integrate gender considerations across the research cycle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My institution supports gender mainstreaming in research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel confident applying gender analysis tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding gender equality vs equity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding intersectionality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of SDGs, CEDAW, donor gender requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Familiarity with Harvard Framework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Familiarity with Moser Framework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to apply frameworks to real research problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Training Need Identified:

High Medium Low



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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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender-sensitive sampling strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethical and inclusive research design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Avoiding gender bias in methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collecting gender-sensitive data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conducting intersectional analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethical handling of gender data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Familiarity with Gender Equality Plans (GEPs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender-responsive budgeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accountability and reporting mechanisms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Training Need Identified:

High Medium Low



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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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outcome and impact indicators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participatory evaluation approaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adaptive learning using gender evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Policy brief development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advocacy and stakeholder engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethical communication of gender findings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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. _____



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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	<input type="checkbox"/>
Module 2: Gender Analysis	<input type="checkbox"/>
Module 3: Research Design	<input type="checkbox"/>
Module 4: Gender Data	<input type="checkbox"/>
Module 5: Institutional Systems	<input type="checkbox"/>
Module 6: MEL	<input type="checkbox"/>
Module 7: Communication & Policy	<input type="checkbox"/>



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