

The Gender Equality in Research Scale (GEIRS)



RESEARCH
PROGRAM ON
Forests, Trees and
Agroforestry

The Gender Equality in Research Scale (GEIRS) is a tool designed to monitor the level of gender integration across the project portfolio of the CGIAR Research Program on Forests, Trees and Agroforestry (FTA) through a self-assessment questionnaire based on a set of minimum standards for gender integration. The self-assessment is carried out by project leaders or teams on an annual basis and reflects the stage that a project is in at the time of assessment. It allows both research teams and gender experts to identify strategies for achieving higher levels of gender integration and amplifying prospects for more equitable, relevant and sustainable outcomes.

How does the GEIRS work?

The GEIRS was developed around four stages of the cycle that are common (though not necessarily linearly sequential) to all research projects in the FTA portfolio. These are priority setting, research design, implementation and monitoring, and dissemination of outputs. The tool proposes a series of questions related to minimum standards of gender integration at each particular stage (Table 1). These minimum standards have been widely discussed within FTA and with external experts, and reflect a benchmark for gender integration in research and development.

Table 1. GEIRS minimum standards for gender integration in gender-relevant research at different stages of the research cycle

Targeting and priority setting	Design	Implementation and monitoring	Dissemination of outputs
<ul style="list-style-type: none">• Consulted with both women and men beneficiaries, local organizations or other relevant stakeholders with an interest in and responsibility for supporting gender equitable policies and programming, to identify key gender considerations in setting research priorities and goals	<ul style="list-style-type: none">• Carried out a socioeconomic background review (through review of published and unpublished literature or field-based data collection) to identify potential gender concerns related to the research topic• Potential gender differences in needs and interests, and disparities or gaps in participation and benefits, are addressed in the research design• Research team has gender expertise or capacity	<ul style="list-style-type: none">• Collects all data from men and women, and disaggregates it by sex, and other relevant social categories (e.g. ethnicity, age, religion) to make visible potential variations and inequalities• Analyzes sex-disaggregated data to explain potential variations and inequalities• M&E indicators to measure how men and women participate in and benefit from the research project	<ul style="list-style-type: none">• Research team shares results with advocates, policy makers and men and women who participated in or are affected by the research findings• Research outputs represent findings according to gender of study participants and to other relevant variables of analysis like age or ethnicity. For instance, in tables and graphics, depicting trends for women and men separately within or in addition to overall trends

The tool consists of three stages: i) the **Gender Relevance Assessment** that determines whether gender considerations are relevant for a particular project and should thus be integrated across the project cycle; ii) the **Gender Integration Assessment** that examines the extent to which projects have integrated gender at different stages of the research cycle; and iii) the **Scoring** that calculates an individual score for each project that reflects the level of adherence to the GEIRS minimum standards of gender integration.

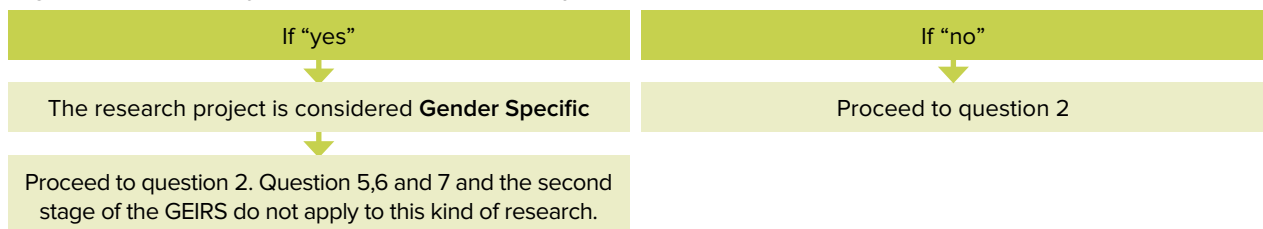
Stage I: Gender Relevance Assessment

The tool recognizes that gender issues might not be relevant to all research projects. The **Gender Relevance Assessment** allows the identification of projects for which gender considerations are not relevant and excludes these projects from the Gender Integration Assessment. The first stage comprises 7 questions that allow projects to be classified into three overarching categories: *gender specific*, *gender relevant* or *not gender relevant*. This stage of the assessment also elicits information to estimate contributions to gender-related outcomes and theories of change.

Box 1. Types of research projects identified after the first stage of the GEIRS assessment¹

Gender specific	Research in which gender and gender relations are the main topic of the analysis. This type of research deepens understanding of how gender relations and inequalities affect processes such as agricultural innovation, productivity and sustainability as well as management, use of, and distribution of benefits from forests and forest products; and how these processes affect gender relations and equality.
Gender relevant	Research that does not have gender as a primary theme of study, but where social variables, including gender, are relevant in shaping outcomes in terms of human wellbeing, environmental conservation and equity. This type of research should integrate gender considerations into all stages of the research cycle.
Not gender relevant	Research projects that do not involve human participants, are not field based or that focus exclusively on the development of methods, theories or technologies to improve the biophysical research process in a laboratory setting.

1. Is gender the primary focus of the research project? Y/N



2. Is the project expected to contribute to Sub-IDOs B.1.1 (gender equitable control of productive assets and resources), B.1.2 (technologies that reduce women's labor and energy expenditure), or B.1.3 (improved capacity of women and young people to participate in decision-making)? Y/N

2.1 Does the project's theory of change include a specific impact pathway to contribute toward Sub-IDOs B.1.1, B.1.2 or B.1.3? Y/N

3. Has the research project produced or is it expecting to produce any research output with a focus on gender issues? Y/N

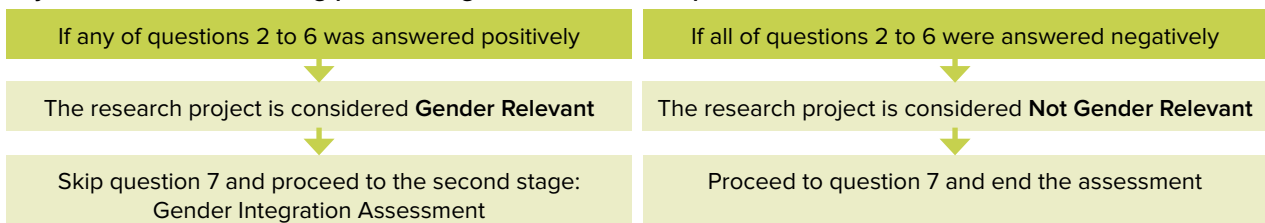
If yes, please mention what type of output and give a brief description.



4. Are there human subjects/participants in the research project? Y/N

5. Is the conduct of the research expected to directly or indirectly affect people in the study area? Y/N

6. Is your research examining policies, legislations or development interventions? Y/N



7. Please describe briefly the focus of your research project and exit the assessment.

Stage II: Gender Integration Assessment for gender-relevant projects

All projects considered **Gender Relevant** will go through the second stage, the **Gender Integration Assessment**. The assessment comprises 11 questions that articulate the minimum standards for gender integration defined by the tool at different stages of the research cycle.

The tool is designed to take a snapshot of the project at the moment the assessment is made, so it refers to the stages of the project cycle that have been completed or are ongoing. It is expected that the assessment will be completed at every stage of the cycle as the project progresses.

The first two questions will define the stages of the project cycle that will be assessed:

- **Please enter the year you are completing the assessment for:**
2016/2017/2018/2019
- **Please enter the phase the project is in:**
Priority setting/Research design/Implementation and monitoring/Dissemination of outputs

Respondents are asked to ONLY answer sections pertinent to the stage of the project cycle that the research has completed or is currently in.

Stage of research cycle	Question
Priority setting	1. Has the research team consulted with both women and men beneficiaries of the project, or other relevant stakeholders with an interest in and responsibility for supporting gender equitable policies and programming, to determine research priorities, goals and desired outcomes? Y/N
Research design	2. Has the team carried out a socioeconomic background review (through review of published and unpublished literature, field-based data collection or other methods) to identify potential gender considerations related to the research topic that can influence further research design? Y/N <i>If yes, please explain how was the review done? (2-3 sentences)</i> 3. Does the research design include specific measures or activities to ensure equitable benefits for women and men from the research? Y/N <i>If yes, please mention at least one specific activity</i> 4. Does the research team have at least one member with experience doing gender analysis who is involved in the socioeconomic background review and further research design? Y/N
Implementation and monitoring	5. Please select from a, b and c the option that best describe the project's collection of data for which people are the unit of analysis (both quantitative and qualitative) a. All data collected has been disaggregated by sex (1 point) b. Some of the data collected has been disaggregated by sex (1/2 point) c. None of the data collected has been disaggregated by sex (0 points) 6. Has the sex-disaggregated data been analyzed to identify potential gender differences and inequalities? Y/N <i>If option "c" was selected in question 5, this question will be automatically scored 0.</i> 7. Has the project tracked the participation of both men and women in the research project activities? Y/N /NA (The project has no research participants.) 8. Has the project developed and tracked the benefits that both men and women are receiving from the research project (e.g. increased income, asset ownership, increased influence in decisions, leadership, decreased drudgery)? Y/N/NA (The project has no research participants.)
Dissemination of outputs	9. Has the knowledge generated by the project results been shared with advocates, practitioners, policy makers or other relevant stakeholders? <i>If yes, please mention up to three means by which the knowledge has been shared.</i> 10. Has the knowledge generated by the project been shared with both women and men research participants? Y/N /NA (The project has no research participants.) <i>If yes, please mention up to three means by which the knowledge has been shared.</i> 11. Do research outputs, including communications products, present results of analyses based on gender and other relevant social factors (like age, ethnicity, income)?

1 E.g. Using participatory tools to make sure that the voices of different interest groups within the community are heard; developing strategies to address potential negative effects of technologies/practices on workload or food security; engaging women farmer trainers or extension agents; adapting training timings and venues; promoting training of couples.

Stage 3: Scoring and Final Assessment of Gender-Relevant Projects

All questions replied to positively (and supported, when applicable) will add one point to the final score, except for question 5 that can add either one point or half a point depending on the answer.

The score is calculated as a percentage based on the total number of points and the number of applicable questions (i.e. excluding phases of the research cycle that are not yet underway or completed, as well as questions for which an N/A response was provided). The final score indicates the extent to which the project meets the minimum standards of **Gender Sensitive** research, while the breakdown of scores across the four stages indicates areas of future improvement.

Gender sensitive

Gender-relevant research that recognizes the potentially different priorities and needs of men and women related to their gendered roles and interests in managing and using forests and forest products, and takes them into account in its design and implementation as well as in the communication of its results.

For more information please consult the related brief: Paez, AM, Ihalainen, M, Elias, M and Sijapati Basnett, B. 2019. *The Gender Equality in Research Scale: A tool for monitoring and encouraging progress on gender integration in research for and in development*. Bogor: CGIAR Research Program on Forests, Trees and Agroforestry (FTA). https://www.cifor.org/publications/pdf_files/FTABrief/7270-FTABrief.pdf

The brief discusses the process used to develop the tool, its challenges and limitations, as well as results of a first round of the assessment and a reflection on how the GEIRS can improve gender integration in research and development.

This tool was developed by the Gender Coordination Team of the CGIAR Research Program on Forests, Trees and Agroforestry (FTA) in collaboration with the FTA Monitoring, Evaluation and Impact Assessment team, and Cultural Practice, LLC.

Suggested citation

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RESEARCH PROGRAM ON
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The CGIAR Research Program on Forests, Trees and Agroforestry (FTA) is the world's largest research for development program to enhance the role of forests, trees and agroforestry in sustainable development and food security and to address climate change. CIFOR leads FTA in partnership with Bioversity International, CATIE, CIRAD, ICRAF, INBAR and TBI.

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