



GENDER Impact
Platform

Considering gender in research: *an ethics and standards toolkit*



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ABOUT CGIAR GENDER IMPACT PLATFORM

GENDER (Generating Evidence and New Directions for Equitable Results) is a CGIAR impact platform that synthesizes and amplifies research, fills gaps, builds capacity and sets directions to enable CGIAR to have maximum impact on gender equality, opportunities for youth and social inclusion in agriculture and food systems.

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GENDER Impact
Platform

Considering gender in research: *an ethics and standards toolkit*

Resources for considering gender
in the ethical treatment and protection
of human subjects in agriculture and food
systems research for development

September 2022

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*This toolkit is a 'living' document and will be updated periodically by the
CGIAR GENDER Impact Platform Methods Module team. We welcome you to
reach out with any resources that merit inclusion in this toolkit. We have also
generated areas that require further attention and inquiry.*

CONTENTS

Introduction **p5**

Background **p6**

Objective **p7**

1. Research design considerations **p8**

1.1. Ethics principles for gender-sensitive research operations **p8**

1.1.1. General ethical guidelines and principles **p9**

1.2. Research partnerships **p11**

1.2.1. Contractual language **p12**

1.2.2. Decent work **p12**

1.2.3. Gender, diversity and inclusion **p13**

2. Study design, fieldwork and data collection **p14**

2.1. Equally respect, protect and benefit all research participants: participant identification, selection, consent and privacy **p14**

2.1.1. Informed consent **p15**

2.1.2. Privacy during data collection **p15**

2.1.3. Assessment of risks and benefits to do no harm, maximize possible benefits, and minimize possible harms ('beneficence') **p16**

2.1.4. Participant selection **p16**

2.1.5. Other issues **p17**

2.2. Researcher training **p18**

2.2.1. General ethics training **p18**

2.2.2. Gender-awareness training **p18**

2.3. Interviewer selection and training **p18**

2.3.1. Interviewer selection **p18**

2.3.2. Interviewer training **p19**

3. Data storage and analysis **p20**

3.1. Data storage and sharing **p20**

3.2. Data analysis, synthesis and dissemination **p21**

4. Special topics **p23**

4.1. Big data and secondary data **p23**

4.2. Gender-based violence **p24**

4.3. Money and finances **p24**

4.4. Experimental games **p25**

4.4.1. Definition **p25**

4.4.2. Payoffs **p25**

4.4.3. Understanding **p25**

4.4.4. Recruitment and consent **p25**

4.4.5. Confidentiality and the challenge of undoing lab decisions/actions **p26**

4.4.6. Debriefing **p26**

4.4.7. Security **p26**

Acknowledgments **p27**

References **p28**

Further resources **p31**

Appendices **p32**

Appendix 1. Checklist for research design, and data collection and storage **p33**

Appendix 2. Areas for further discussion and research **p35**

Appendix 3. Glossary **p36**



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INTRODUCTION

This gender research ethics and standards toolkit is a ‘living’ document that will provide guidance, recommendations and resources on the gender-relevant ethical considerations for research involving human subjects. The toolkit aligns with the CGIAR’s core ethical values outlined in the **CGIAR Ethics Framework** of (1) integrity, (2) dignity and respect, (3) sustainability, (4) excellence and innovation, and (5) partnership. This toolkit aims to support CGIAR researchers and their research partners conducting research on human subjects—whether via surveys, interviews, focus group discussions, participant observations, multistakeholder dialogues, or participatory action and learning—in accordance with the CGIAR **Research Ethics Code** (CGIAR System Management Office 2020). The CGIAR Research Ethics Code provides general standards for CGIAR research, including ensuring scientific quality, properly disseminating research results, avoiding conflicts of interest, and creating equitable partnerships. The code also outlines specific standards for research involving human subjects,¹ including the equitable and representative selection of participants, acquisition of informed consent, protection of the privacy of research subjects, and avoidance of risks to study participants. It confirms CGIAR’s commitment to international standards of ethical treatment and protection of human subjects—including the principles of respect for persons, beneficence and justice—as stated and explained in the **Belmont Report** (The Commission 1978) and, additionally, asserts that all CGIAR research must be implemented in compliance with national laws regarding research involving human subjects. This toolkit is intended to complement the CGIAR Research Ethics Code and CGIAR Ethics Framework, focusing on the ethical issues and standards that are relevant to gender-focused research specifically, as well as additional gender considerations regarding the ethical treatment and protection of human subjects that are applicable to all types of research.

1. The code also provides guidelines for research involving animals, development of biotechnology and avoiding negative environmental impacts.



Photo: Tajuddin Khan/IFPRI

BACKGROUND

This toolkit is a response to the expressed demand from CGIAR researchers for an easily accessible resource regarding the ethical considerations involved in gender research. Because many institutions and funders now require development research to include a gender-sensitive lens, researchers will need information on how to ethically conduct research with women, girls, and other marginalized or disadvantaged communities—so as to, at a minimum, do no harm as a result of their inquiries and interventions; while maximizing possible benefits; and observing the principles of respect for persons, and fair distribution of benefits and burdens of research (CITI Program 2020).

While some institutions conducting research involving human subjects may have their own institutional review board (IRB), a study may face ethical issues and topics related to gender that merit special consideration that the IRB is not equipped to handle. Thus, this tool can be useful for IRB members to review. Additionally, research ethics and standards are not always expressly taught during formal studies. Even though most organizations require ethical certification to engage in research with human subjects, these certifications usually cover general material, and oftentimes the responsibility to understand the ethical considerations of a study is borne by individual research teams to adhere to broad rules and guidelines, and identify how they apply to their gender work.

OBJECTIVE

The goal of the toolkit is to help guide researchers in conducting research involving human subjects in a way that equally respects, protects and benefits all participants and collaborators. The toolkit may also serve as a guide for IRBs to assess gender issues when reviewing submissions and provide adequate guidance to projects seeking ethics approval. It will address concerns or questions such as, 'How do we ensure privacy for participants, especially if program topics relate to highly sensitive issues?', 'How do we minimize risk of harm to vulnerable women and other vulnerable groups?', and 'What can we do to make sure our implementing partners are working in an ethical manner?', among many others. Ultimately, the ethics and standards toolkit for gender in research intends to facilitate high-quality research that upholds ethical standards toward all research participants; leads to valuable insights and outcomes that improve the lives and livelihoods of women, girls and other vulnerable groups; and takes strides toward greater gender equality in food systems through evidence-informed policies and practices.



Photo: Sewunet/ILRI



1. Research design considerations

Photo: Axel Fassio/CIFOR

This section provides recommendations and resources for areas of research design and implementation which merit special ethical considerations to incorporate a gender-sensitive approach. It also sheds light on ethical considerations with respect to research partnerships.

1.1. Ethics principles for gender-sensitive research operations

Organizational policies and practices with respect to agenda-setting, operations and partnerships have important ethical implications. Setting ethical policies and engaging in ethical practices implies that gender-equity considerations are also taken into account. This subsection describes some key ethical principles that should guide CGIAR policies and operations when specifically considering gender in research.

- **Fair representation** of all involved in the research process is critical. It should also be part of efforts to decolonize development research—that is, to bring to light broader and more informed, local perspectives from planning and inception to execution and dissemination. Inclusivity in selecting research priorities (within an organization, with partners and with subjects of research) is also an important part of fair representation.
- **Integrating gender** into research agendas means ensuring gender is considered in all research areas—even those not focused specifically on gender—and that gender integration has adequate budget, staffing, and so on. This may entail including or consulting staff or partners with sufficient capacity and expertise on gender in the priority-setting and research-design process in addition to involving gender experts in research implementation.

- **Gender equity as a goal or outcome** of the research is important, where possible. This entails both working with partners that have made commitments on gender equity and know the local context well, in addition to ensuring that such goals are incorporated into the research agenda.
- **Legitimacy** means that the research process is fair and ethical, and is perceived as such. This feature encompasses the ethical and fair representation of all involved as well as consideration of the interests and perspectives of intended users. It suggests transparency, sound management of potential conflicts of interest, recognition of the responsibilities that go with public funding, genuine involvement of partners in co-design, and recognition of partners' contributions. Partnerships are built on trust and mutual commitment to delivery of agreed-upon outcomes (CGIAR ISDC 2020).
- **Procuring research approval from the relevant CGIAR Center's IRB committee** is essential. This provides assurances, both *ex ante* as well as during the course of the research, that researchers will take appropriate steps to protect the rights and welfare of human subjects—including women. IRBs ensure ethical standards are met and maintained throughout the course of the research project by reviewing consent forms, questionnaires, research protocols and other relevant documentation.
- **Respecting local ethical standards, customs and practices.** The CGIAR Research Ethics Code also states that all research plans must be implemented in compliance with national laws regarding research involving human subjects. In addition, the ethical acceptability of the research should be appropriately assessed against customs and traditions at the study site. Applying for ethical clearance and local authorization to conduct the research can be a way to assure that this occurs (European Commission 2018). Therefore, in addition to procuring IRB approval from the relevant CGIAR Center, it is good practice to apply for IRB approval from an in-country IRB. A number of organizations and universities in developing countries have instituted their own IRBs that incorporate guidelines specific to their country context. For example, in Ghana, local IRB approval can be applied for through the [Institute for Statistical, Social and Economic Research's Ethics Committee for the Humanities](#).
- **Ethics in publishing.** Appropriate authorship credit should be given to national collaborators that acknowledges their intellectual contributions. For example, IFPRI actively encourages authorship to be granted to those developing-country research partners that have substantially contributed to the research, as defined by IFPRI's guidelines. Its coauthorship guidelines clearly state that the "appropriate recognition of authorship is integral to the intellectual integrity of research." Indeed, if there is no coauthor from a country that is being written about, one might ask whether the author(s) have enough knowledge of conditions in the country to make a sound contribution to the literature. [CRediT statements](#) (such as Elsevier 2022) can help acknowledge the contributions of the research team, particularly those involved in data collection, not just those who write the final paper.

1.1.1. General ethical guidelines and principles

Based on the experiences and standards of many development institutions, there is an identified need to establish clearer guidelines for ethical issues which may arise throughout the life of a research project. In November 2020, the CGIAR System Board approved a [CGIAR Research Ethics Code](#) that aims to ensure that clear, achievable and relevant standards of ethical conduct apply to all CGIAR research.

At the very outset, the CGIAR Research Ethics Code stipulated that "CGIAR researchers must ensure that all their research complies with international standards of ethical treatment and protection of human subjects, including the three core principles of respect for persons, beneficence, and justice, as stated and explained in the Belmont Report." This report was written by the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research to

identify basic ethical principles for research involving human subjects and to develop guidelines to ensure said research was conducted in accordance with the basic principles. The Belmont Report's three "basic ethical principles" (defined as respect of persons, beneficence, and justice) help create a foundation for thinking about ethical conduct, especially with regard to research involving human subjects (The Commission 1978). For each of these principles, there are important gender considerations:

1. Respect for persons is based on two moral requirements: acknowledgment of an individual's autonomy and protection of individuals with diminished autonomy. In many contexts in which CGIAR and its partners work, women may be considered individuals with diminished autonomy. Extra care is needed to ensure that women are not coerced into participating in research activities and that they fully consent to all aspects of the research study.
2. In addition to respecting individuals' autonomy, ethical treatment of human subjects involves beneficence, defined by two actions: (1) do no harm, and (2) maximize possible benefits and minimize possible harms. Women may be at greater risk of harm precisely due to their diminished autonomy, and may be least likely to benefit from research if researchers neglect to consider these risks. For instance, women may be at a greater risk of increased gender-based violence by answering sensitive research questions.
3. The principle of justice tackles the question of 'fairness of distribution'. There are five widely accepted formulations of distributing burdens and benefits in a just manner: (1) to each person an equal share, (2) to each person according to individual need, (3) to each person according to individual effort, (4) to each person according to societal contribution, and (5) to each person according to merit. The principle of justice or the fairness of distribution requires researchers to take into consideration the structural inequalities in study contexts that may lead women to have different or greater needs/efforts, and the fact that they may be more limited in their ability to participate in development interventions because of these structural inequalities.

Section 2.3 describes how these principles are applied in practice when conducting research with human subjects and explores the implications for conducting gender-sensitive research.

Beyond these general principles outlined in the Belmont Report, researchers at Innovations for Poverty Action at Northwestern University, Dean Karlan and Christopher Udry, **proposed a framework for an 'ethics appendix' which would apply to authors of working papers in social sciences**. They lay out a framework for an 'Ethics Structured Discussion Appendix'. The International Initiative for Impact Evaluation (3ie) has also recently reworked their **Transparency, Reproducibility and Ethics Policy** [PDF] to include an 'ethics appendix', among other things.

BOX 1. WHAT IS AN 'ETHICS APPENDIX'?

The “structured ethics appendix”, as initially proposed by Karlan and Udry, would provide details relating to the ethical considerations beyond the scope of an IRB assessment, which typically examine only a short list of ethical concerns, leaving many ethical issues to researchers’ self-regulation or grant proposal reviews. This appendix would include details about the “role of the researcher, potential harm to participants and non-participants, conflicts of interest, intellectual freedom, feedback to participants, and foreseeable misuse of research results.” The ultimate objectives of an ethics appendix are, first, to improve papers through more comprehensive and transparent communication of ethics and, second, to further clarify the norms of the topics discussed in the appendix and work toward improving these norms.

A few examples from their proposed framework include:

- “Scarcity (Relevant for randomized controlled trials only): Did the inclusion of random assignment to treatment and/or control arms cause a change in the expected aggregate value of programs or products delivered?”
- “Counterfactual Policy: (Relevant for randomized controlled trials only): Had the research not been conducted, is the counterfactual situation that would have happened instead predictably better for participants than what they actually received in any of the arms of the study?”
- “Conflicts of Interest: Do any of the researchers have financial conflicts of interest with regard to the results of the research? Do any of the researchers have potential reputational conflicts of interest?”

For more information on the framework of the ethics appendix, **see an expanded call for the ethics appendix by Asiedu, Karlan, Lambon-Quayefio, and Udry.**

1.2. Research partnerships

Researchers often rely on partnerships with local organizations or institutions which provide field support in the form of facilitators and interviewers, translations and interpretation, transportation and logistics, and other types of assistance. The relationships between the partnering institutions or organizations are based on numerous factors, and can at times be sensitive. It is very important for these relationships to be respectful and adherent to basic ethical principles.

In addition to practical considerations listed below, it is important that CGIAR and other partners respect the knowledge of the local organizations and field staff, as well as recognizing potential biases of all partners. A growing momentum to decolonize research (Abimbola 2019; Amarante et al. 2021; Chelwa 2021; Khan et al. 2021; Singh et al. 2021; Lancet Global Health Editorial Board 2018, 2021) recognizes the long-entrenched power imbalances in research, which often involve funders and organizations in the global North setting the agenda in the global South. A sincere effort to decolonize research implies involving partners from low- or middle-income countries at the research-design stage and the fundraising stage, so that the agenda is not set by the global North. For example, the **Bukavu Series** explores the power dynamics between researchers from the global North and the global South and offers insights as to how researchers from the global South could be brought into the research process as full and equal partners. In addition to agenda-setting and conceptualization of the research study, research partners from the global South should have meaningful involvement in budget preparation and receive an equitable allocation of resources (Singh et al. 2021).

1.2.1. Contractual language

One way to ensure partner relationships are respectful and adhere to ethical standards is for contracts and contract language to clarify the expectations and boundaries of the given relationships and duties. Since contracts and ethical codes are read by people at diverse levels of responsibility and in a varied range of functional areas, contracts should be written in plain, everyday language.

An example of language used in some of the CGIAR core research program's *program participant agreements*, including the research program on Policies, Institutions, and Markets and that of Agriculture for Nutrition and Health (A4NH), to ensure ethical training and review of contracted program implementers, is as follows:

Program Participant is responsible to follow the internationally accepted norms/policy for assuring adequate ethical review of any research involving human subjects, an intervention on a living individual, and/or access to datasets with personal identifying information. Adequate ethical review will in general entail clearance by an Institutional Review Board (IRB). The Program Participant may be required by the Lead Center to provide documentation of this review prior to granting funds. Risk associated with research ethics remains with the Program Participant, and does not devolve to the Lead Center.

Program Participants that do not have their own IRB processes are requested to have external IRB reviews conducted of all [Lead CG center] research involving human subjects. A list of independent IRBs that are accredited by the Association for the Accreditation of Human Research Protection Programs (AAHRPP) is available on the AAHRPP website: <https://www.aahrpp.org/find-an-accredited-organization> (filter by Type - Independent IRB). University research partners will also in general have in-house IRBs, and review by these entities (if accredited) is sufficient.

1.2.2. Decent work

There is an important, and often complicated, power dynamic which should not be ignored when navigating the partnerships between funding institutions, research organizations and local collaborators. Ananya Chakraborty (ICRISAT) and Lennart Kaplan (formerly of the German Development Institute) wrote an insightful [article for the German Development Institute's *The Current Column*](#) (2020) highlighting the need to commit to employing efforts toward SDG 8, "Decent work and economic growth", when working with local research staff, as they often face many underestimated challenges while carrying out research designs and work in the field.

The European Commission guiding principles in *Ethics in Social Sciences and Humanities* stipulate the adoption of benefit-sharing measures for research that involves low- or lower-middle-income countries (European Commission 2018). Research funded by European Union programs is required to demonstrate in what way local capacities for conducting research are strengthened, and what is brought back to the community.

'Decent work' includes the promotion of safe and secure working environments, or the provision of protection. More generally, interviewers and local collaborators doing fieldwork in risky circumstances can be offered protection in the form of proper health and accident insurance, for instance. However, protection against gender-specific risks when doing fieldwork is needed as well.

In a blog titled '[Dealing with violence: women doing fieldwork](#)' by an academic community called the Network for Women Doing Fieldwork, authors point out that women experience gender-based violence in the field, and that taking women's safety seriously in the field implies recognizing that achieving gender equality in science has specific costs and requires investment. Mitigating these

risks is critical. For example, this may entail ensuring that women can always travel to the field with other women.

The European Commission guiding principles in *Ethics in Social Sciences and Humanities* require an assessment of safety and risks to individuals taking part in the research—both participants and staff—related to the situation in the country (European Commission 2018). The risks can relate to one's gender; arise from addressing sensitive topics (e.g., political views, sexual orientation, religion, trade-union membership) or involving marginalized groups; or follow from conducting research in unsafe or conflict areas. The stipulation of a risk-mitigation strategy and safety measures to be implemented is required.

1.2.3. Gender, diversity and inclusion

The CGIAR has a **Gender, diversity and inclusion (GDI) knowledge hub** that contains links to numerous GDI-related tools and resources.

The CGIAR has produced a guide focused on GDI recruiting practices within the CGIAR system that may be useful for others as they also navigate hiring research personnel (CGIAR 2021). The **toolkit on inclusive recruitment** offers “a set of practical tools to make the recruitment process more inclusive and supportive of diversity.” The recruitment toolkit includes a job advertisement checklist, a job description template, alternatives for masculine-coded words, and several other tools.



Photo: Aris Sanjaya/CIFOR



2. Study design, fieldwork and data collection

Photo: Milo Mitchell/IFPRI

This section offers guidelines and resources curated for researchers as they prepare to implement projects and programs and/or to collect primary data. By adhering to these guidelines, researchers can uphold the ethical principles outlined in [Section 1](#).

2.1. Equally respect, protect and benefit all research participants: participant identification, selection, consent and privacy

The Belmont Report goes beyond outlining the three basic ethical principles of research on human subjects to specify applications of these three principles. The principle of respect for persons translates into requirements for consent, the principle of beneficence in the assessment of risks and benefits, and the principle of justice raises the question of moral requirements for the fair selection of research subjects (The Commission 1979). The CGIAR Research Ethics Code reiterates these applications of the basic principles by stating that “in all its research activities, CGIAR must treat human participants with dignity and respect and have procedures in place to (i) obtain prior informed consent to ascertain that research is voluntary; (ii) protect the privacy of the individual or household, as applicable; and (iii) protect participants from any risk to which they may be exposed while participating in CGIAR research.” Further considerations, however, are necessary when human subjects include vulnerable persons such as women. Key considerations follow.

2.1.1. Informed consent

The CGIAR Research Ethics Code highlights the need for written or verbal informed consent to be obtained by researchers prior to data collection/implementation to ensure participation in the study is voluntary. Additionally, researchers must uphold participants' right to consent to, withdraw from, or refuse to take part in research. It further emphasizes, "in undertaking research with vulnerable people, researchers must take care to ensure that the voluntary nature of the research is understood, and that consent is not coerced." The CGIAR Research Ethics Code stipulates that the possibility of coercion must be minimized and that, while compensation may be provided for participation, inappropriate financial incentives may not be used to unduly influence participation. Further, the research team should carefully assess the appropriateness of the nature of the compensation being made to women participants and the environment in which the compensation is given (e.g., the compensation should be provided in an environment where the women feel safe). Additionally, the compensation should not exacerbate intrahousehold tensions.

Vulnerable persons in a research context are considered to be those who may be less able to protect themselves and their interests relative to other persons in a given setting or situation. Such individuals have diminished autonomy—that is, constrained choice over whether to participate in research (CITI Program 2020). Vulnerability can arise from one's gender, with women usually at a disadvantage, particularly in settings with gender differences in societal structures. These vulnerabilities may intersect with additional vulnerabilities arising from economic disadvantage, or one's position in the social hierarchy. For example, vulnerability can also arise from one's life cycle stage (e.g., whether one is widowed or a daughter-in-law) or one's caste. Understanding these vulnerabilities is particularly important when it comes to obtaining informed consent from women and persons from historically marginalized populations because they are less likely to have received formal schooling and may be unable to provide written consent.

Particular attention should also be paid to local customs and cultures when obtaining informed consent. For example, in some cultures it might be appropriate to get informed consent from another senior household member in addition to obtaining informed consent from women participants. In addition, it is sometimes important to also have the support of local leaders before conducting research with individuals in the community. In the case of interviews regarding sensitive topics, special care must be taken to ensure that respondents, regardless of gender, feel comfortable and consent to all parts of the interview. Ensuring that one complies with prevailing norms can increase the likelihood that under-represented populations, such as women, are able to participate and do so safely.

2.1.2. Privacy during data collection

Privacy during data collection—and providing assurances to respondents of that privacy—is crucial to collecting accurate data and creating a minimal-risk environment for research subjects. It can prove difficult to find or create a space or environment to privately interview women. It is important to respect international conventions, national laws (including IRB approval requirements) and local customs. For example, it might be considered inappropriate for a male enumerator to interview a female respondent in her dwelling or ask a female respondent to travel far from her home to be interviewed. Seeking ethical scrutiny locally can help researchers to be mindful of cultural issues related to women's participation.

A guide for [integrating gender into forestry research for the Center for International Forestry Research](#) [PDF] offers the advice to engage men in interviews and discussions at the same time as women (to distance men from a women's group or individual interview) for increased privacy. It is not only the presence of men, but also other household members (e.g., mothers-in-law) or neighbors that can create tensions or put women respondents at risk. It can also be good practice to have field enumerators sign confidentiality agreements.

It is more difficult to ensure **privacy during phone surveys**. In this case, enumerators should ask respondents whether they are in a private space and ensure that the phone is not on speaker before asking any questions that may be considered sensitive. Avoiding the most sensitive topics would be prudent when enumerators are unable to guarantee that the respondent is in a private, safe space.

2.1.3. Assessment of risks and benefits to do no harm, maximize possible benefits, and minimize possible harms ('beneficence')

The CGIAR Research Ethics Code further specifies that researchers must fairly assess physical, psychological, legal, social, and economic harms/risks and benefits accruing to the research subjects and work with experienced, local organizations to mitigate risks. It further stipulates that researchers should collaborate closely with local women's and minority groups to better identify potential gender and diversity considerations when managing and mitigating risks. While it is widely accepted that the process by which participants are selected for research studies should do no harm to the participants or the participating communities, less is known about precisely how to minimize those harms, and the procedures for doing so are also likely to vary widely across contexts. This underscores the need for involvement of local experts who understand the likely harms/risks and benefits of the research, and can provide timely guidance to research teams.

Gender-specific ethical issues can arise in this domain, including psychological, physical, social and reputational risks of harm. Sensitive or intimate questions, for instance, may raise discomfort if the research team does not carefully provide an environment where the research subjects feel safe and at ease. Interviewing certain members in households may trigger intrahousehold discord or conflict; breaching confidentiality toward other household members can raise additional harm. In addition, providing compensation to the participants of the research may also increase intrahousehold conflict. Gender-based violence has been observed to correlate with benefits that are skewed toward women—this could also relate to benefits derived from research or interventions (Bhalotra, Chakravarty and Gulesci 2020; Cools and Kotsadam 2017, Heath 2014, Mayoux 2001).

The ethical and safety recommendations that the WHO laid out specifically for intervention research on violence against women provide instructive guidelines to avoid harm in gender research in general. Key principles include that: the safety of respondents and the research team is paramount and should guide all project decisions; protecting confidentiality is not only essential to data quality but also to ensure women's safety; and the strategy needs to be in place to refer women requesting assistance to available local services and sources of support, or self-created short-term support mechanisms.

It is also important to be mindful of involving respondents in very long surveys in light of their time burdens, which may be greater for women. Breaking long interviews into parts, scheduling interviews at convenient times, accompanying women when they carry out tasks, and/or allowing children to be present can ease the time burden placed on women by the research.

2.1.4. Participant selection

The principle of justice is pertinent to participant selection at two levels—the individual and social (The Commission 1979). Individual justice requires participants to be fairly selected, whereas social justice refers to classes of subjects that should and should not participate in research based on the ability of individuals in that class to bear the burdens of participation. The CGIAR Research Ethics Code indicates that participant selection should depend on study objectives and not on non-research interests—and in the case of experimental study designs, participants should be impartially allocated to different groups. Specifically, "special attention must be paid to ensuring diverse representation from subject groups, including participation from women, men and

minority groups where possible and consistent with the objectives of the study” (CGIAR System Management Office 2020).

It is important to be mindful of the vulnerabilities of some research subjects, and the equitable distribution of burdens and benefits of research (‘beneficence’ and ‘justice’). Gender-sensitive research should be particularly mindful of potential vulnerability and/or discrimination linked to, for example, economic disadvantage, social marginalization or social hierarchy (‘beneficence’ and ‘justice’ principles); and about equitable distribution of burdens and benefits of research, including direct compensation (‘justice’) (CITI Program 2020). The CGIAR Research Ethics Code emphasizes that “researchers shall not exclude vulnerable groups from studies based on the complications involved, but rather take measures to protect vulnerable individuals and groups adequately.”

Extra steps may need to be taken to ensure that women are able to participate in the research once selected. Important issues relate to the location, timing and language of interviews, surveys or focus groups. For example, asking participants to travel to a distant location may disadvantage women as they are often more likely to lack access to transport. Moreover, scheduling interviews at convenient and appropriate times (e.g., it may be inappropriate for women to meet at night) may also reduce barriers to women’s participation. Furthermore, providing translation services may make it easier for women who do not speak the language of the interview well (especially those who have not been formally schooled) to more easily share their perspectives with researchers. These efforts can simultaneously promote research quality and women’s safety.

2.1.5. Other issues

Another issue relates to the fact that women are often less likely to be selected for an interview if the head of household is the designated respondent. This has implications for the research results as they are more likely to reflect men’s perspectives. This is especially true for household-level surveys—male heads of households are typically selected for interviews about a range of household matters. While selection of the male head of household tends to be the norm, more recent data-collection efforts aim to collect information from both the main male and female decision-makers within the household. Such intrahousehold datasets offer differing perspectives of individuals from within the same household, whose interests, preferences and needs may not always be aligned.

In their seminal 1994 article, Haddad, Hoddinott and Alderman (1994) present a case for broader consideration and acceptance of the collective model of household behavior, and argue that policies based on the unitary model resulted in more serious failures than those based on the collective model. They posit that it is the “black box” of the household and is worth examining, because differences in intrahousehold behavior may help explain anomalies observed when assuming the household behaves as a single unit with common priorities. Quisumbing and Maluccio (2003) tested the unitary versus collective model while examining bargaining power within marriages. Their findings suggest that the unitary model should not be applied to understand household decision-making behavior. Programs like the World Bank’s Living Standards Measurement Study are increasingly used to collect individual-disaggregated data in low- and middle-income countries with the objective to better understand the status and preferences of women and men across a variety of indicators.

At a minimum, collecting data from the most knowledgeable household members for each research topic can involve both men and women household members, and split the time burden of participation among multiple respondents. Doss and Kieran (2014) discuss standards and point to additional resources for collecting sex-disaggregated data for key CGIAR research areas.

2.2. Researcher training

2.2.1. General ethics training

Ethics training of researchers is required to carry out any research with human subjects. Additionally, ensuring that this training goes beyond a one-time training session and is periodically updated and reinforced is essential (e.g., the [CITI Program](#) stipulates every three years). This helps ensure that each researcher conducting and participating in research is well acquainted with the basic principles of carrying out research on human subjects; and compliant with international, national and local ethical standards and those of the organization's IRB. Further, certificates issued by a well-regarded authority on ethical standards are needed for research proposals to clear IRBs. One example of training is the [CITI Program](#), which offers a large variety of certification trainings on research standards, ethics and compliance for researchers at a cost, either as a subscription for an organization, or for individuals as independent learners. [FHI 360](#) offers free ethical training, but no longer offers a certificate of training (see [FHI 360 Ethical Standards and Training](#)).

2.2.2. Gender-awareness training

For training which incorporates a more gender-sensitive lens, the [UN Women Training Centre](#) offers several [self-paced, online courses](#) which aim to “develop and/or strengthen awareness and understanding of gender equality and women’s empowerment as a first step towards behavioral change and the integration of a gender perspective into everyday work for all UN staff.” Most of the [self-paced courses](#), which are offered in English, French and Spanish, are free for enrollment as well as registration, and participants do not need to be UN-affiliated workers.

If a project centers specifically around gendered health issues, the [Pan American Health Organization and the WHO Virtual Campus for Public Health](#) offers a free, self-learning course to provide “basic skills on gender mainstreaming in health” and guide “participants through basic steps of applying gender responsive planning to their work.” The course is available in English, Spanish and Portuguese, and is titled ‘[Gender Health: Awareness, Analysis and Action](#)’.

2.3. Interviewer selection and training

In preparing for any research program, it is important to ensure that the people who will be interacting with the research subjects are instructed and prepared to conduct their work in an ethical and culturally appropriate manner. This is especially true when the project may involve discussing sensitive issues or working in a region that has cultural norms which may restrict a participant’s ability to speak or act freely and openly with researchers or enumerators.

2.3.1. Interviewer selection

The process of recruitment and selection of program staff and interviewers should recognize relevant cultural norms as well as the makeup of the expected target population. It is advised that the data-collection team should be representative of the respondent population, as putting

together an appropriate data collection team that minimizes risks for all and maximizes interactions can facilitate a conducive environment for accurate data collection, as well as establishing a good rapport with respondents. In some contexts, it may be most appropriate for the gender of the interviewer to be the same as the gender of the respondent or participant. For example, a female staff member working with a female participant, or a male interviewer speaking with a male respondent. Selecting interviewers who share the same or similar cultural, ethnic or geographical background as the participants is often encouraged and can be beneficial, not only for building trust with participants but also to help in preparation of materials and/or interpretation of responses or results. In a study in Kenya, Baird, Hamory and Miguel (2008) found some evidence that “the enumerator-respondent match in terms of gender, ethnicity, and religion correlates with responses regarding trust of others and religious activities, suggesting some field officer bias on sensitive questions.”

2.3.2. Interviewer training

Many research and donor institutions recommend or require interviewers to receive some type of general research ethics training prior to working with participants and data. Some institutions require ethics training certification, while others may not require certification. There are several ways for interviewers to obtain training, but costs and materials vary. In any case, interviewer training should cover ethical considerations and reinforce respect for persons.



Photo: Icaro Cooke Vieira/CIFOR



3. *Data storage and analysis*

Photo: Sigit Deni Sasmito/CIFOR

3.1. Data storage and sharing

Data storage is an essential consideration for any research project, especially those which collect primary data, and data with sensitive or identifiable information. Many funders require data-management planning to be included in research and grant proposals.

The CGIAR Research Ethics Code states, “all research plans must be implemented in compliance with national laws regarding research involving human subjects, including laws and regulations on personal data or personally identifiable information (“PII”) and in accordance with relevant policies on personal data protection.” Specifically, any identifiable data/personally identifiable information of research participants should be protected and securely stored. This includes quantitative data collected through household surveys, for example; as well as qualitative data from individual interviews, focus groups and other sources.

For researchers operating within the CGIAR consortium, there is an end goal of adhering to the [CGIAR Principles on the Management of Intellectual Assets \(implementation guide\) \(CGIAR 2012\)](#) [PDF], the [CGIAR Open and FAIR Data Assets Policy](#) [PDF], and related CGIAR policies (CGIAR 2012). Be sure to check for institution-level data-management policies which are most relevant to the project—for example, the [IFPRI Research Data Management and Open Access Policy](#) [PDF].

To ensure sensitive information and program data remain protected and only accessible to authorized users, it is important to consider several suggestions regarding data storage methods:

- Send files with personal identifying information (e.g., from the data-collection organization to the research partner organization) via secure channels.
- Include additional security measures and limits (e.g., PINs, passwords or unique user invitations) for sensitive or non-anonymized data, to limit access.

- Use institution-sponsored, encrypted, cloud-based storage networks, such as DropBox or a dedicated OneDrive account for human subjects' research data, so data are not stored directly on individual hardware devices. Very few project team members should have access to datasets with personally identifiable information. Personally identifiable information should be quickly removed from datasets before files are stored where other project team members have access.
- Before data are shared through open access sources (e.g., the Harvard Dataverse), mechanisms should be in place to guarantee that datasets do not contain any personally identifiable information—including GPS coordinates—that would jeopardize the research subjects' privacy and potentially place them at risk.
- Consider the longevity and durability of storage, and compatibility with new and advanced technology, considering that technology is evolving very fast.
- Ensure more than one storage option so that information is not lost when there are issues of data being corrupted or disappearing.

Most of the guidance mentioned above applies to the proper use and handling of quantitative datasets like household surveys. However, given that qualitative data are often richer in detail and may contain more sensitive information compared to survey data, additional guidance is needed on proper storage and handling, as well as guidance for making such resources open access. Gender research often, but not always, involves qualitative components. Developing ethical standards and practices for handling qualitative data is therefore an issue of importance for gender-sensitive research. Even where names and phone numbers are not provided, it may be possible for those who know a community to identify specific respondents. Before posting data, it is important to think about whether someone from the community could identify any sensitive information about any respondents.

More incentives and resources are needed to develop guidelines for all types of data assets; and to make these assets, including all data-collection and analysis tools, open access.

3.2. Data analysis, synthesis and dissemination

The processes of data analysis, synthesis and dissemination should be conducted with acknowledgment of the contributions from and benefits to research-participant populations and local research partners.

Singh et al. (2021) includes a checklist for applying an approach which takes into account "ethical, gender, and decolonization considerations." Regarding the data analysis, synthesis and dissemination stages, they pose several questions for researchers to reflect on the inclusions of local research partners and the accessibility of the work once published.

Below is an excerpt from the Singh et al. (2021) checklist:

- How are study populations, especially women, and frontline researchers involved in analyzing, interpreting, writing up and disseminating study findings?
- How are writing and authorship decisions made, and what role do 'ethics of care' principles play in this decision-making process?

- Where are the final reports/papers made available and who can/cannot access them?
- What efforts have been made to 'close the loop' and share findings/conclusions with communities who participated in data collection?
- What efforts are made to use findings/conclusions to effectively challenge unjust policies which reinforce inequalities?

It is important to pay attention to specific conditions which suggest that there should be local researchers among the authors in studies. For example, it is reasonable to expect that studies that collect primary data—especially those that analyze interventions designed with low- or middle-income country implementers/researchers, or those that conduct qualitative work in different languages or languages that are not native to the primary researchers—require significant contributions from local researchers and implementers. The involvement of these researchers should be acknowledged in a way which reflects the magnitude and importance of their contributions.



Photo: Jeff Walker/CIFOR



4. *Special topics*

Photo: Michael Balinga/CIFOR

This section offers considerations and guidance regarding specific, particularly sensitive issues which may be part of research programs and interviews.

4.1. Big data and secondary data

The focus of this toolkit has been on primary data collection, but secondary data and big data² are not exempt from their own set of ethical concerns. In this section, we briefly touch upon ethical considerations as they relate to big data and secondary data.

Ethical issues with regard to big data include the “imperative for documentation and dissemination of methods, data, and results, the problems of anonymization and re-identification, and the questions surrounding the ability of stakeholders in big data research and institutionalized bodies to handle ethical issues” (Weinhardt 2021). Big data, such as large datasets which contain personal information like names, birth dates and other sensitive personal identifiers, is extremely valuable to a number of players—including private companies, criminal groups and state actors—and thus poses grave risks of misuse. The misuse or poor management of big data can result in serious financial and/or reputational consequences for individuals, families and organizations. Weinhardt (2020) highlights the ethical and legal considerations when analyzing big data, its public availability, and how obtaining informed consent and questions of risk assessment (as they pertain to human subjects research) are key ethical challenges. Another consideration when analyzing big data is to recognize its limited representativeness and inability to reach marginalized groups.

² *Big data: large datasets; systems and solutions developed to manage such large accumulations of data; or the branch of computing devoted to this development.*

Stiles and Boothroyd (2015) note the ethical concerns that arise in the case of secondary data relate to their maintenance, use and integration with other data. They highlight two critical ethical issues related to secondary data: privacy and ownership as cited by Mason (1986). They further delineate principles for data users/researchers and owners of secondary data for research purposes: (1) data security, (2) confidentiality of information, (3) disclosure permissions and (4) appropriate use. For researchers, the last principle is of specific importance.

To avoid the possibility of researchers taking advantage of secondary data without appropriately acknowledging the owners or collectors of the data, especially if the data was collected in a country or context with which the researcher is unfamiliar, a potential solution could be to require collaboration with local researchers from the country where the data is collected (Lancet Global Health Editorial Board 2018). This type of collaboration could be a condition of using the data, set out by the owners of the data before they share their datasets. Whenever feasible, it is best practice to visit the setting of where the data was collected to better understand the context in which the research will be conducted.

4.2. Gender-based violence

Special considerations and follow-up contacts/resources are needed whenever research projects, interviews and discussions involve matters pertaining to gender-based violence. The UN Women Training Centre offers a specific **self-paced, virtual course focused on gender and violence** as part of their “I Know Gender” training program. USAID’s Feed The Future Advancing Women’s Empowerment Program produced **a synthesized list of existing gender-based violence resources, as well as corresponding good practices** in an effort to increase awareness and share strategies to prevent, mitigate and respond to gender-based violence.

4.3. Money and finances

Research which includes information-gathering about the potentially sensitive topics of monetary and financial activities, status or agency—particularly because these topics relate to intrahousehold roles—can cause further issues for respondents or participants. In some contexts, inquiring about the ownership or control of financial accounts, or interventions which redirect or reallocate income streams, may result in unintended negative consequences. The same applies to assets such as land, livestock, and similar.

4.4. Experimental games

4.4.1. Definition

Lab-in-the-field experiments use abstract tasks with real financial consequences in highly controlled environments to test a hypothesis using a specific population (where attributes of that population are important to answer the research question); or for use as measures of, for instance, risk aversion, time preference, cooperation and altruism (Eckel and Candelò Londono 2021).

4.4.2. Payoffs

Generally, if experiments offer rewards that exceed average incomes, they are coercive as they do not leave free choice to people to refuse participation (McDermott and Hatemi 2020). The rule of thumb for payoffs in lab-in-the-field experiments is offering average payoffs to participants that are equivalent to one or two days' worth of local average wages/income (Eckel and Candelò Londono 2021).

4.4.3. Understanding

Not only for data quality but also from an ethical perspective, the cognitive load of lab-in-the-field experiment participants should be minimized and not a psychological burden (Eckel and Candelò Londono 2021). From a gender perspective, gender gaps in education, literacy and numeracy may induce differences in cognitive load or psychological burden in the experiment participants (e.g., one may be embarrassed by not understanding while others do). Experimenters can be attentive to such potential differences, and ensure understanding and accessibility of the experiment and tasks in the experiment for all participants.

4.4.4. Recruitment and consent

The ease of enrollment of women and men for lab-in-the-field experiments and the way to do so may differ in some contexts where prevailing social norms restrict women's outside interactions and movements (Gangadharan et al. 2022). Lab-in-the-field experiments with couples conducted in public spaces may imply that (married) men and women interact with non-family members of the opposite sex, which is inappropriate in some cultures (Munro 2018). Public places, churches or schools often have associations with gender norms. For instance, women may customarily stay away from, be silent in or have marginal roles in public places where government officials interact with the community (Jackson 2011). Solutions could be to conduct lab-in-the-field experiments in the homes of couples, although privacy may be an issue; separating male and female spouses, and matching the gender of participants and experimenters (Munro 2018); or playing experimental games sequentially and matching, or comparing against each other, the actions of the spouses (Eckel and Candelò Londono 2021).

Challenges around consent can arise if there are pre-existing relationships and power differentials between spouses—for instance, a (least powerful) spouse may feel obliged to participate. Or local cultural and power dynamics and hierarchies may require informing the (male) spouse about inviting the (female) spouse to participate (Crivello and Morrow 2021).

4.4.5. Confidentiality and the challenge of undoing lab decisions/actions

Maintaining confidentiality about actions in the game and particularly about payoffs earned in the game is important from an ethical perspective. In lab-in-the-field experiments with household members and spouses this is important to avoid resentment, blame, jealousy, bullying, conflict or other forms of violence following from (perceived) unequal rewards gained from the game, possibly resulting from the other's in-game decisions (Jackson 2013, McDermott and Hatemi 2020).

Scrutiny effects from scrutiny by one's partner could be a threat to external validity, but the ethical concern is that it can also pose a burden on experiment participants. Splitting up the couples and having them make decisions separately can be a way to protect confidentiality and avoid unintended effects of scrutiny (Jackson 2013).

Munro (2018) states that the problem of 'potential undoing' is the most critical challenge faced by household experimenters. The ongoing nature of the relationship between household members and spouses implies that their decisions and actions in the lab can be (partially) undone by their behavior after the experiment. This is not only a concern for the conclusions one can draw from experimental findings, but also potentially entails ethical problems.

To minimize the undoing problem and safeguard confidentiality, particularly about in-game rewards, standard procedures include ensuring deniability by masking or hiding the in-game endowments, decisions and/or the winnings from the other spouse. This can be done by, for example, varying the initial endowment, randomly varying returns to investment or additions to payoffs, randomizing which game in the experiment to pay out and not informing people about the game that was paid out, or not paying out the same game to spouses (Hidrobo, Hoel and Wilson 2021, Iversen et al. 2011, Eckel and Candelo Londono 2021, Lecoutere 2018, Lecoutere and Jassogne 2017). Some types of games make full undoing impossible by offering in-game decisions that change the feasible total benefits for the household (Munro 2018).

4.4.6. Debriefing

McDermott and Hatemi (2020) suggest debriefing as part of respect for participants of experiments (which is relevant for lab-in-the-field experiments as well). Debriefing can help participants revert to their prior state and how they felt before the experiment. It also allows understanding, and possibly correcting, unintentional confusion or harm following participation in the experiment. In the context of lab-in-the-field experiments with spouses and households, there is a concern of potentially causing conflict between spouses or household members. Post-game interviews or (sex-segregated) group discussions are advised to allow participants to discuss their feelings about the games and any consequences (Jackson 2013). During post-game interviews conducted after lab-in-the-field experiments with couples in Uganda, "players were actually very enthusiastic and positive about the games and wanted to play more. There were not conflicts or arguments between spouses stimulated by the games" (Jackson 2013).

4.4.7. Security

A more general ethical concern related to lab-in-the-field experiments is ensuring the safety of the field researchers and enumerators who handle the monetary payoffs for the experiments. Participants also need protection from exposure at the time the payout is made (Gangadharan et al. 2022, Eckel and Candelo Londono 2021).



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Photo: Neil Palmer/CIAT

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FURTHER RESOURCES

3ie blog: <https://www.3ieimpact.org/blogs/beyond-counterfactuals-making-transparent-reproducible-and-ethical-evidence-tree-central>

Agrilinks GBV toolkit: <https://www.agrilinks.org/sites/default/files/media/file/AWE-CO4-GBV-in-Ag-Toolkit-Final-508.pdf>

CGIAR Intellectual Asset Management: <https://www.cgiar.org/how-we-work/accountability/cgiar-intellectual-asset-management/>

CGIAR Gender, Diversity and Inclusion Knowledge Hub: <https://gdi.cgiar.org/>

CIFOR Integrating Gender into Forestry Research: http://www.cifor.org/publications/pdf_files/Books/BCIFOR1203.pdf

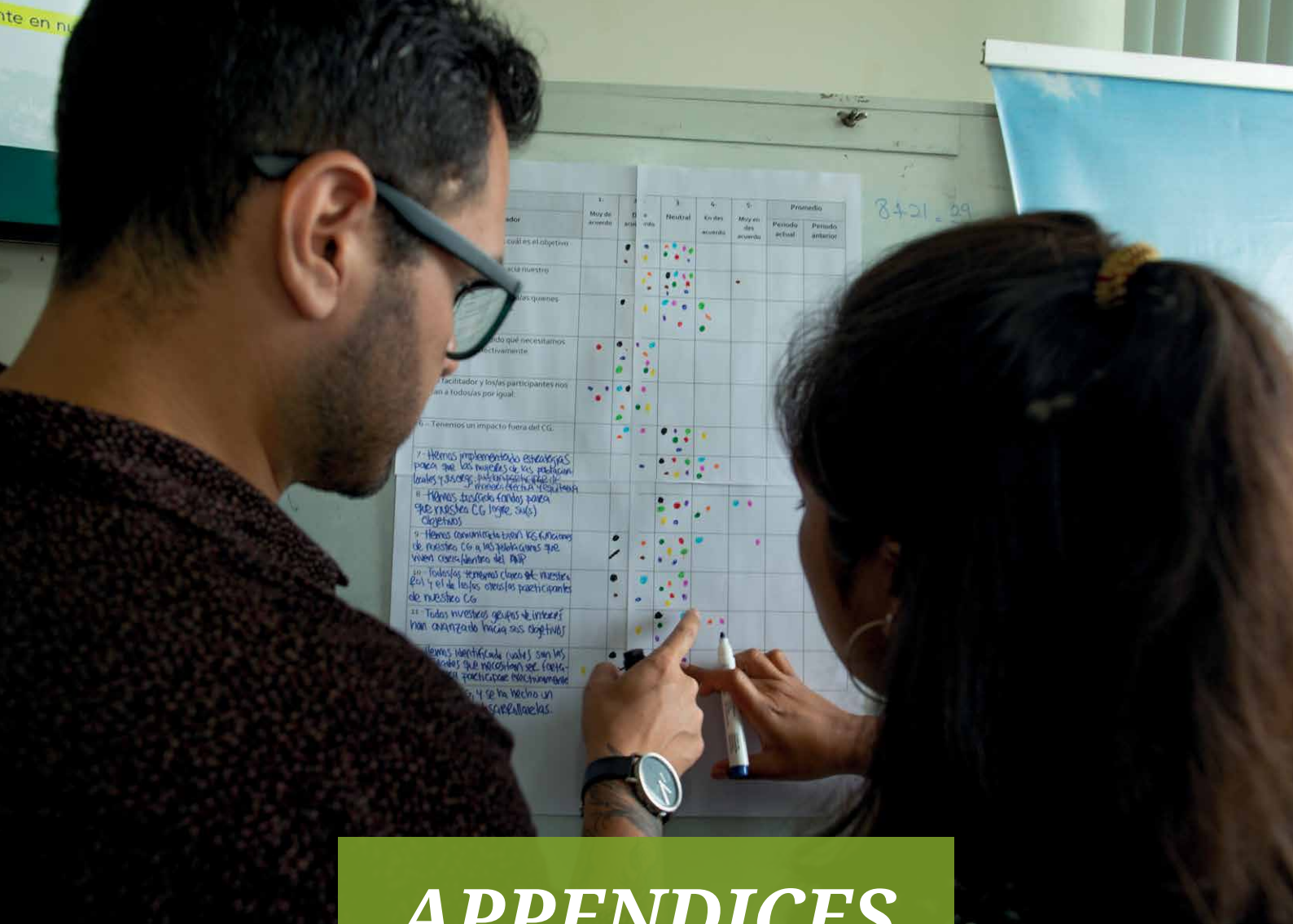
CITI Program Research, Ethics, and Compliance Training: <https://about.citiprogram.org/en/homepage/>

FHI 360 Ethical Standards and Training: <https://www.fhi360.org/expertise/ethical-standards-and-training>

PAHO/WHO Virtual training: <https://www.campusvirtualsp.org/en/course/gender-and-health-awareness-analysis-and-action>

UN Women Training Centre, self-paced courses: <https://trainingcentre.unwomen.org/portal/#selfpaced>

World Bank, The Living Standards Measurement Study (LSMS): <https://www.worldbank.org/en/programs/lsms>



APPENDICES

Photo: Marlon del Aguila/CIFOR

Appendix 1.

Checklist for research design, and data collection and storage

- ☐ **Seeking IRB approval:** Ensure that the research project has received ethical approval prior to any data collection. It is highly recommended that IRB approval should be received both from the institution or country where the principal investigators are based, as well as locally in the country where research is to be conducted. Allow for sufficient lead time for ethical review applications and processing when planning fieldwork.
- ☐ **Forming equitable research partnerships:** All research partners, including national collaborators and partners from the global South should have meaningful involvement in budget preparation, receive an equitable allocation of resources, and receive appropriate credit for their intellectual contributions (including authorship in future publications).
- ☐ **Writing ethical contractual language:** Ensure that contracts with research partners and collaborators reflect adherence to ethical standards, including requirements for ethics training and ethics reviews.
- ☐ **Certifying researchers in ethics training:** Ensure that all researchers involved in the project have valid, up-to-date ethics training certificates.
- ☐ **Selecting and training interviewers:** Consider relevant cultural norms as well as the makeup of the expected target population in selecting program staff and interviewers. For example, in some contexts, it may be most appropriate for the gender of the interviewer to be the same as the gender of the respondent or participant. Provide gender awareness training if needed and ensure that interviewer training includes topics on ethical considerations and respect for persons.
- ☐ **Acquiring informed consent:** Prior and informed consent from all participants, especially women, must be obtained. Depending on the context, at times a husband's or mother-in-law's permission to interview women might also be required.
- ☐ **Assigning enumerators to respondents:** When scheduling interviews with female respondents, it is important to consider the gender and other characteristics of the interviewers, because there may be norms against women respondents interacting with male enumerators, especially if alone.
- ☐ **Selecting the location of interviews:** Attention should be paid when selecting the location of interviews. For example, it might be considered inappropriate for a male enumerator to interview a female respondent in her dwelling or to ask a female respondent to travel far from her home to be interviewed (it is more common for women to lack access to transport).
- ☐ **Determining the length of a survey:** There are ethical concerns around very long surveys, given women's time constraints. Attention should be paid to the length of surveys and an earnest effort should be made to ensure only essential questions are included.

- ☐ **Scheduling interviews:** Issues around the timing of interviews should be considered. For example, it may be inappropriate for women to be interviewed at night.
- ☐ **Determining the language for conducting interviews:** Local researchers/communities should be consulted when determining the most appropriate language for interviews. Conducting interviews/surveys in a language that respondents are not fluent in can lead to poor-quality data. This problem is more acute for women, who are often not formally schooled. There are also issues to consider around sharing written materials with or asking for signatures from illiterate participants (also more commonly women).
- ☐ **Framing sensitive questions:** Local researchers/community members should be consulted, and survey instruments pretested when administering survey modules with sensitive questions.
- ☐ **Responding to difficult situations:** When local researchers encounter women in difficult situations (such as women experiencing gender-based violence), they should refer women to appropriate local services (such as domestic violence hotlines).
- ☐ **Storing and sharing data:** Review recommended guidance regarding data storage methods to ensure that sensitive information and program data remain protected and only accessible to authorized users.

Appendix 2.

Areas for further discussion and research

This toolkit is intended to be a living document which will be updated regularly to include more special topics and further discussion on topics already included.

Listed below are some areas for further discussion and research for future editions of the toolkit:

- Links to resources (for research and interviews) about topics related to financial issues, income generation, control of income and/or credit, bank accounts, and so on
- Considerations of diversity and inclusion
- A list of resources on conducting research related to gender-based violence
- How researchers can address tensions between external and local research priorities with respect to gender
- Data-related issues such as:
 - Issues related to storing and sharing truly anonymized data (which can be more problematic/risky in the context of gender, given its sensitive nature)
 - Links between data storage, and national and international laws
 - Ethical issues related to data analysis

Appendix 3. Glossary

Term definitions are sourced from the [IFAD Gender Glossary](#), which offers terms in English, French, Spanish and Arabic. Acronyms and additional terms will be added as this toolkit is updated.

Access and control over resources—Resources refer to means and goods, including economic (household income) or productive means (land, equipment, tools, work, credit); political means (capability for leadership, information and organization); and time. Access refers to the ability to use and benefit from specific resources (material, financial, human, social, political, etc.); control over resources entails being able to make decisions over the use of that resource. Source: UN-INSTRAW (now part of UN Women).

Autonomy—People’s capacity to make free and informed decisions about their lives, enabling them to be and act in accordance with their own aspirations and desires. Women’s autonomy is often conceptualized as having three dimensions: physical autonomy (the freedom to make decisions regarding sexuality, reproduction and the right to live a life free from violence); economic autonomy (right to work and earn one’s own income), and autonomy in decision-making (women’s participation in all branches of government. Source: Gender Equality Observatory for Latin America and the Caribbean (ECLAC), Annual report 2011.

Capacity building—A process by which individuals, institutions and societies develop abilities, individually and collectively, to perform functions, solve problems and set and achieve their goals. Office of the United Nations High Commissioner for Refugees (UNHCR). Source: Country Technical Note on Indigenous Peoples Issues, International Fund for Agricultural Development (IFAD), 2012.

Decision-making—Control over a resource, including labor or development processes. Food and Agriculture Organization of the United Nations (FAO). Source: Country Technical Note on Indigenous Peoples Issue, IFAD, 2012.

Empowerment—Refers to the process of increasing the opportunity of people to take control of their own lives. It is about people living according to their own values and being able to express preferences, make choices and influence—both individually and collectively—the decisions that affect their lives. Empowerment of women or men includes developing self-reliance, gaining skills or having their own skills and knowledge recognized, and increasing their power to make decisions and have their voices heard, and to negotiate and challenge societal norms and customs. Source: IFAD Policy on Gender Equality and Women’s Empowerment, IFAD, 2012.

Gender—Refers to culturally based expectations of the roles and behaviors of women and men. The term distinguishes the socially constructed from the biologically determined aspects of being female and male. Unlike the biology of sex, gender roles, behaviors and the relations between women and men are dynamic. They can change over time and vary widely within and across a culture, even if aspects of these roles originated in the biological differences between the sexes. Source: Annex V (Mainstreaming a Gender Perspective in IFAD’s Operations—Plan of Action 2003-2006) of EB 2003/78/R.16 (Progress Report on the Project Portfolio).

Gender-based violence—Any harmful act directed against individuals or groups of individuals on the basis of their gender or sex. Source: Sexual and reproductive health and rights of Indigenous Peoples, UN, 2014.

Gender norms—Ideas about how men and women should be and act. We internalize and learn these “rules” early in life. This sets-up a life cycle of gender socialization and stereotyping. Put another way, gender norms are the standards and expectations to which gender identity generally conforms, within a range that defines a particular society, culture and community at that point in time. Source: UNICEF, United Nations Population Fund, United Nations Development Programme, UN Women, “Gender Equality, UN Coherence and You”.

Gender sensitivity—Ability to acknowledge and highlight existing gender differences, issues and inequalities and incorporate these into strategies and actions. United Nations Development Programme . Note: The concept of gender sensitivity has been developed as a way to reduce barriers to personal and economic development created by discrimination against women. Source: Report: Rural Women’s Leadership Programme—Madagascar, Nepal, the Philippines and Senegal: Good practices and lessons learned, IFAD, 2013.

Gender-transformative approach—Programs and interventions that create opportunities for individuals to actively challenge gender norms, promote positions of social and political influence for women in communities, and address power inequities between persons of different genders. Source: Women’s Access to Justice: A Transformative Approach, United Nations, October 2016.

Livelihood—Combination of the resources used and the activities undertaken in order to live. UN Refugee Agency (UNHCR). Source: Report: The Gender Advantage: Women on the front line of climate change, IFAD, 2014.

Quality of life—Individual’s perception of their position in life in the context of the culture and value systems in which they live and in relation to their goals, expectations, standards and concerns. WHO. Source: IFAD Policy on Gender Equality and Women’s Empowerment, IFAD, 2012.

Vulnerable—Able to be easily physically, emotionally, or mentally hurt, influenced, or attacked. Cambridge Dictionary. Source: IFAD Policy on Engagement with Indigenous Peoples, IFAD, 2009.

Vulnerable group—Group of people who have insufficient access to the quantity and quality of food that would ensure a healthy life and/or are at risk of losing such access altogether. World Food Programme. Source: IFAD Policy on Engagement with Indigenous Peoples, IFAD, 2009.

GLOSSARY REFERENCE

IFAD (The International Fund for Agricultural Development). 2017. *Glossary on gender issues*. IFAD. https://www.ifad.org/documents/38714170/0/gender_glossary.pdf/c365758a-99de-4e5c-b426-db97e43d0b6e?t=1506694647000.



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