



Warwick Interdisciplinary
Research Centre for
International Development

TOOLKIT FOR INTEGRATING A GENDER-SENSITIVE APPROACH INTO RESEARCH AND CHECKLIST FOR PREPARING THE GENDER EQUALITY STATEMENT FOR GRANT APPLICATIONS TO UKRI GCRF AND NEWTON FUND CALLS

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Explaining the New Requirements

UK Research and Innovation (UKRI) wants to ensure that projects funded through Global Challenges Research Fund (GCRF) and Newton Fund address gender inequality; that the different rights and needs of all genders are recognised and addressed; and that women and men share the benefits of research and innovation projects.

It is mandatory for all applications to UKRI GCRF and Newton Fund calls announced and published after the 1st April 2019 to provide a Gender Equality Statement. This statement must outline how applicants have taken 'meaningful yet proportionate consideration' as to how the project will contribute to reducing gender inequalities, as required under the International Development (Gender Equality) Act². This should be no longer than one page.

Award holders are required to address the above criteria, with an understanding that, depending on the nature of their research and innovation, not all questions will be applicable. In saying all this, due regard should be given to the specifics of the proposed research and/or innovation and, therefore, the statement must be tailored accordingly. The length and depth of the consideration given to gender equality within the project must be adjusted in each case.

As per GCRF rules gender equality statements must cover the following:

- ▶ Measures put in place to ensure equal and meaningful opportunities for people of different genders to be involved in the project; The expected impact of the project (positive and negative) on people of different genders, both throughout and beyond the project;
- ▶ The impact on relations between people of different genders and people of the same gender, if different;
- ▶ How any risks and unintended negative consequences on gender equality will be avoided or mitigated against, and monitored; Whether any relevant outcomes and outputs are being measured, and with data disaggregated by age and gender where disclosed

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² For more, see here - <https://www.ukri.org/files/research/gcrf/gender-equality-statement-guidance/>

The Toolkit

Gender equality has been highlighted as key to accomplishing the Sustainable Development Goals, but gender analysis is often missing and misunderstood in research. As men and women have distinct roles and responsibilities, their experiences and perspectives on issues can be quite different. It is important to note, however, that men and women are not homogenous categories – differences of class, race, sexuality etc. intersect with gender to produce complex perspectives among groups. Thus, gender needs to be mainstreamed into every component of research in complex ways: identification of a problem; conceptual framework; methodology; implementation; and analysis and interpretation of the result (Callamard, 1999). For more on the gendered analysis of research, see the appendix.

The aim of this Toolkit is to help researchers to gain a better understanding of how to mainstream gender into their research from the initial phase of constructing research questions and/or hypotheses to the concluding phase of data compilation, analysis and reporting. It also provides a practical checklist on how to prepare the Gender Equality Statement for inclusion in grant applications.

The Toolkit comprises the following sections: definitions and key concepts; designing your research team; introducing gender content; gender-sensitive methodology; gender-sensitive research outcomes; a gender Toolkit checklist.

Definitions and Key Concepts

What is Gender and Gender Equality?

Gender is socially and culturally defined, which means that gender is not necessarily fixed and can change³. This can cause differences in understanding and experiences of gender across different countries, cultures and contexts. UN Women defines gender as the 'social attributes and opportunities associated with being male and female' and the relationships between men, women, girls and boys⁴. Although men and women represent the most common genders, it is becoming increasingly common to think beyond gender binaries. For example, though sex defined according to one's genitalia is often understood as biologically determined, increasing research on intersex and transgender people have significantly

challenged our common understanding of a fixed, binary sexual and gender divide.⁵

Gender equality therefore means that people of different genders have equal rights and entitlements to human, social, economic and cultural development and an equal voice in civil and political rights⁶. However, equality does not mean that everyone has to be the same. For example, women have the right to define for themselves the objectives of development and to seek outcomes which are not necessarily identical to those sought and enjoyed by men.

The aim of better compliance of research, analysis and dissemination of research findings with the International Development (Gender Equality) Act is to ensure that inequality is not perpetuated; that the different rights and needs of all genders are recognized and addressed; and that people of different genders share the benefits of research and innovation projects.

Better compliance needs researchers to leave enough time to think through and come to agreements about how to approach gendered inequalities in their field and about what steps to take to challenge and address these. The idea of producing this Toolkit is to help colleagues to reflect on the various aspects of gender inequalities, identify approaches that might help in challenging built-in assumptions and to develop strategies of making research and impact work gender equitable. Below we outline four steps for doing this.

Step 1: Designing the Research Team

What is a gender-sensitive approach to conducting research?

The lack of recognition of the relevance of gender in research is closely related to the underrepresentation of women and other sexual minority groups at all levels of academic and research careers. Consequently, below we take you through how a gender-sensitive approach may be integrated into excellence of our research processes.

Gender-sensitive research takes into account the differences between men and women in all aspects of the research, from the initial idea, to formulating research questions, objectives and methodologies,

³ Department for International Development, 2008, 'The Gender Manual', accessed 10.01.2019 <<https://webarchive.nationalarchives.gov.uk/http://www.dfid.gov.uk/Documents/publications/dfid-gender-manual-2008.pdf>>, p.51; sexuality too is socially and culturally defined and is mobile.

⁴ UN Women, 'Concepts and definitions', accessed 10.01.2019, <<http://www.un.org/womenwatch/osagi/conceptsanddefinitions.htm>>

⁵ Transgender is an umbrella term used for people whose gender identity differs from what is typically associated with the sex they were assigned at birth. More detailed explanation, please refer to the University Transgender Awareness Guide, 2017, https://warwick.ac.uk/services/equals/hp-content/58933_trans_awareness_guide_2017_-_printed_version.pdf.

⁶ Department for International Development, 2008, 'The Gender Manual', accessed 10.01.2019 <<https://webarchive.nationalarchives.gov.uk/http://www.dfid.gov.uk/Documents/publications/dfid-gender-manual-2008.pdf>>, p. 9

and eventually to the outcomes and presentation of the results. A gender-sensitive approach strives to provide representation of both women and men, as well as transgender and non-binary populations in the research process.

How to introduce gender in research project teams

Apart from keeping a gender balanced composition of research teams, a participatory research environment is beneficial where women and men are not segregated or do not have different segregated roles in the research team.

To achieve this, you may consider:

- ▶ Is your team diverse? (Diversity as understood in intersectional sense, that is, in the sense of age, ethnicity, race, mother tongue, class, marital status, sexuality, disability and gender of the research staff).
- ▶ Have you noticed a pattern of hierarchical gendered relations in your team? (for instance, Senior Researchers tend to be men, and Junior Research Fellows – who are less well paid, and have less control over the research agenda – tend to be women).
- ▶ Are the working conditions within the project (e.g. working hours and tasks) shaped in the way that accommodates men and women equally? E.g. will people with caring responsibility receive adequate support in carrying out their job.
- ▶ If there is a significant gender imbalance in your research group and other protected population groups are missing, how do you encourage people belonging to the minority groups to apply for a new position in your project?

Step 2: Introducing gender content in your research

How to formulate gender-sensitive research questions?

By identifying research problems in a gender-sensitive way, we draw attention towards how to detect gender stereotypes, inequalities, and gender biases.

You may consider:

- ▶ Did you have different groups of men and women and gender minority people in mind when you formulated the research question?
- ▶ When identifying a research problem, did you consider how men, women and people from gender minority groups differently relate to that problem?
- ▶ If your project deals with structural issues of a society (decision- and policy-making, for example) think through how you can take gender inequalities (political representation, access to public resources, employment, patterns of ownership of assets and pay gaps for instance) into account in your research questions and how the research seeks to address these inequalities?

- ▶ When identifying a research problem, consider in what ways are male and female bodies are different and how this may influence your research design. Male physical norm for medical research, for example, might lead to issues of identification and therefore of diagnosis.
- ▶ When compiling a list of references (literature review) for your research, look for gender-sensitive literature and research projects conducted in your field (see the appendix for some of the literature we have covered in developing this Toolkit). This will help you to identify gender-sensitive research questions as you begin to reflect on the literature and where gender gaps might be in your research.

Detecting gender stereotypes, inequalities, gender biases

Unconscious bias plays a big role in how gender stereotyping is reproduced in our research, which refers to a bias that we are unaware of, and which happens outside of our control. It is a bias that is triggered by our brain making quick judgments and assessments of people and situations, influenced by our background, cultural environment and personal experiences.

You may consider the following:

- ▶ If you are considering gender differences in your research, have you asked yourself if you are maybe projecting stereotypical roles onto how women and men (for instance, farmers = men; carers = women) would behave, what they need and desire?
- ▶ How would you identify your own unconscious bias in research? You can take a course on unconscious bias that the university provides [here](#). You could require your team to do the same before finalising your research questions.

Step 3: How to apply a gender-sensitive theoretical/methodological structure?

A gender-sensitive research methodology is an approach to research that “takes into account gender as a significant variable” and “pays attention to the similarities and differences between men and women’s experiences and viewpoints and gives equal value to each.”⁷ An important part of this is to disaggregate data by sex and gender, as well as to analyse data in gender-sensitive way.

You may consider the following:

- ▶ Research that does not apply a gender-sensitive approach may draw general conclusions based on partial or inadequate data. For example, if we want to understand certain societal processes, we should include both male and female points of view. Do you have male and female respondents/

subjects in your research sample? If we want to research a medical phenomenon, consider whether you should select both female and male patients, where appropriate.

- ▶ You could also consider how the gender and sexuality of the *data collector* might affect the data gathered and generated; this needs to be particularly sensitively thought about when methodologies such as interviews or ethnographic studies are concerned, although face to face surveys can also be affected by this issue. Hence, appropriate arrangements need to be in place to safeguard the quality of data.
- ▶ If you are producing new, original methodology, think how you could integrate gender into it.
- ▶ If you are conducting surveys in your research, or disseminating questionnaires, design your questions so they are relevant to both women and men, as well as to people who identify as non-binary.
- ▶ Are you using gender-sensitive language in your project outline? In most European languages, plural masculine form is often used to refer to both men and women – when referring to unknown individuals, officials’ titles, names of the profession etc. Use of feminine form, or interchanging masculine and feminine ones, makes women more visible in both life and science. Even more, using feminine forms may remind you of the potential gender dimension in your research, which you might have overseen. Sometimes, using gender-neutral pronoun ‘they’ would be appropriate if your research include working with non-binary people
- ▶ If part of your project is conducting visual analysis, think how images could reproduce certain stereotypes about gender roles. Similarly, if you are including spatial and/or statistical analysis, think about what these approaches reveal and obscure regarding gender roles and relations.
- ▶ Finally, how can you demonstrate your research team are properly trained to conduct the research in a gender-sensitive manner?

Disaggregate data by sex/gender where possible and analyse data in a gender-sensitive way

You may consider:

- ▶ When collecting data, think through how it might be disaggregated by sex. This will provide you with a richer analysis of the data collected. Use an intersectional approach to data collection when possible.
- ▶ If you are using statistical or other data collected by public bodies, ensure wherever possible to analyse them with the gender dimension in mind. Especially when conducting population polls, consider the proportions of participants you hope and expect from each gender. If you organise focus groups or collect other qualitative data,

consider how to recruit appropriate ratios of men and women in the sample.

- ▶ When conducting laboratory or medical experiments, always report sex of the cells, tissues, animals or subjects you are using. If you are using one sex only, justify why, and note limitations in your discussion.
- ▶ If you are conducting policy analysis, be aware of the gender ratio in decision-making bodies.

Step 4: How to produce gender-sensitive research outcomes?

Here we suggest what could be gender-sensitive reporting of results, and how to identify users and beneficiaries of research findings in a gender-sensitive way.

You may consider:

- ▶ Do you report data in a gender-sensitive way? Try to scrutinize your findings through a gender lens.
- ▶ If the result of your project is a policy recommendation, do you think about equal opportunities for men, women and other gender and sexual minorities when considering the outcomes?
- ▶ Have you checked if your publication/exhibition presents images of different genders? Have you considered if these images may reproduce stereotypical gender roles?

Gender-sensitive identification of users/beneficiaries

- ▶ Have you considered how people of different genders could use the project results in different ways?
- ▶ If you are conducting research, think how it improves lives of both men and women. Have you considered transgender people?
- ▶ If the outcome of your project is a new/improved product or technology, think how it will be used by and benefit lives of different genders.
- ▶ In what ways do your research outcomes relate to gender inequalities in the society?

Finally, remember to identify potential resistance and blind spots from within: self-evaluation of the researchers’ own positionalities might affect the design, collection and interpretation of data, as well as the vocabulary/language used that shapes our gendered understanding of both the social and natural worlds.

The gender dimension should be proportionately and meaningfully considered in research wherever appropriate. Applicants are required to address the below criteria, with an understanding that, depending on the nature of their research and innovation, not all questions will be applicable.

⁷ Leduc, B., 2009, ‘Guidelines for gender sensitive research’, www.icimod.org/resource/1290, p. 1



The Gender Toolkit Checklist

The checklist below is to ensure that the Gender Equality Statement (no longer than one page) provides sufficient answers to GCRF outlined criteria questions:

- ▶ You have shown evidence that you have considered and where possible put into place measures to ensure equal and meaningful opportunities for people of different genders to be involved throughout the project, including participants and beneficiaries of the research.
- ▶ You have demonstrated proportionate and meaningful consideration of how to avoid or mitigate against and monitor any potential risks and unintended negative consequences of your project on gender equality.
- ▶ You have demonstrated consideration of how your project is likely to reduce inequalities between persons of different gender throughout the design of the project, implementation of the project and impact activities.
- ▶ You have acknowledged in your statement where there is potential for direct or indirect impact on people of different genders and the relations among them as a result of your project.
- ▶ You have shown how your methodology has been devised in a gender-sensitive way and you have considered how data will be disaggregated by gender.
- ▶ Your Gender Equality Statement has shown evidence of understanding gender equality that moves beyond sole focus on women but has provided evidence to show how your project can enhance inclusion of all genders within the area you are working in/on.
- ▶ If your research involves human participants or human physiology, have you ensured gender balance in terms of participants? If not, have you provided a justification for this?

Appendix: The Importance of Gender Equality in Research and Innovation

Chung Ah Baek

Gender equality has been highlighted as key to accomplishing the Sustainable Development Goals⁸, but gender analysis is often missing and misunderstood in research. As men and women have distinct roles and responsibilities in various cultures, their experiences and perspectives on issues can be quite different. Without gender analysis, the impact of research may not be equally beneficial for both men and women (LERU, 2015:3). Thus, gender needs to be mainstreamed into every component of research: identification of a problem; conceptual framework; methodology; implementation; and analysis and interpretation of the result (Callamard, 1999).

Data Bias and Data Gaps

In traditional research, women's experiences and points of view often remain invisible. For example, in terms of poverty assessment based on household income and consumption, different experiences of poverty among household members are seldom analysed (Chant, 2003). Household and unpaid work mainly performed by women is ignored, whereas productive work is significantly considered and valued in economic analysis (Chant, 2006; Hoskyns and Rai, 2007; Hillenbrand et al., 2015). Overemphasis on income may not address women's poverty as women may not necessarily have access to household income due to unequal power relations and resource distribution within households (Chant, 2003:14-15). A similar case is also found in agricultural productivity research. Farmers are often assumed to be men, and women are treated as farm helpers, assuming that they contribute less to productivity than men (Doss, 2017:38). Although women play a significant role in farm production in distinctive ways and, in certain cases they spend more time than men in agricultural production, roles and contributions of male farmers are highlighted and measured as income generators (Doss, 2017), ignoring women's productivity. In this vein, the integration of a gender perspective into the conceptual and methodological framework can contribute to making women and the relationship between gender and poverty visible (Bastos et al., 2009). Gender and agricultural productivity can be improved by improving the quality and coverage of sex-disaggregated data (Doss, 2017).

Another limitation often faced in research is the gender-biased assumption that men can be used as the norm group of the entire population (Thibaut, 2017:283-284), which reinforces male bias and patriarchal values (Elson, 1999). The male bias seems to be particularly reflected in biological,

medical and health research, viewing men as the standard by which all the things are measured (Rothenberg, 1996:1206; Criado Perez, 2019). For instance, pharmacological response and side effects between men and women are different (Donovan, 2005), however, as medical and drug research is predominantly conducted on men only, (Holdcroft, 2007:2), little information about the effects of drugs in women can create dangerous consequences for women who receive the same treatment. Also, a study by Goetz et al. (2014) shows that researchers suppose that testosterone is only present as a male hormone, even when changes in the brain are observed in women due to testosterone administration. Such an assumption can lead to a choice to test the connection between testosterone and aggression in men only, and thus significant information on the relationships in females would possibly be missed (Goetz et al., 2014:324).

The generalisation that certain issues concern only women can also be found. The assumption of breast cancer as a female disease is a good example. This assumption eliminates the chance to better understand male breast cancer, developing only female animal models (Francia et al., 2009). Thus, it is important to avoid generalisation and ensure that research encapsulates a gender-balanced approach.

Due to feminist campaigns, gender is becoming recognised as an important component of research

in different disciplines. Yet, gender is often conflated with biological sex or commonly used to refer to only women, whereas transgender or non-binary people are less likely to be recognised (Shannon et al., 2019:565). While some issues are more pressing for women such as domestic violence, men also face specific challenges that require specific attention. For example, men tend to face mental illness due to lack of access to healthcare services (Masika, 2002:5), and as a result of social expectations regarding perceived notions of masculinity (Espen, 2006:3). These scenarios are linked to patients' views of masculine norms but also those of health care providers (Courtenay, 2000). This is in line with Rälkänen and Hunt (2014) who found that men are under-diagnosed and under-treated for anorexia and other eating disorders because of the perception that eating disorders are a women's illness. In addition, research on the impacts of child sexual exploitation faced by boys and young men is scarce (Cockbain et al., 2014:4). Given that 33 % of people affected by child sexual exploitation from 2008 to 2013 in the UK were

⁸ UN Sustainable Development Goals knowledge platform. [online] Available at: <https://sustainabledevelopment.un.org/sdgs> (Accessed 25 Jun 2019).

male (Cockbain et al., 2014:4), it seems dangerous to think that sexual and gender-based violence only affects females. In sum, prescribed gender roles are stereotypes are not only a problem for women but also involve men and requires their engagement.

Data collection and collectors

People involved with collecting data can have an influence on the research outcome. When interviewing female victims of violence, for example, it can be challenging for them to give testimony to male researchers, which can lead to underestimation and misunderstanding of the issue. In such research, female researchers and interpreters would be able to elicit more open responses from the research subjects (Callamard, 1990:31). Similarly, in medicine and health research, several studies show that the results vary according the nature of research, respondents and researchers involved. For example, Greenwood et al. (2018) who investigated the mortality of patients with acute myocardial infraction, argue that physician-patient gender concordance contributes to better patient outcomes. The research discovered particularly higher mortality in women cared for by male doctors than in those treated by female doctors, due to possible challenges of weaker patient-physician communication and as a result a less psychosocial counselling offer that can have important clinical implications for patient outcomes (Tsugawa et al., 2017). These examples suggest that the gender dynamics present in the methodology affects the authenticity, quality and value of the result itself.

Intersectional approaches to gender research

It is important to note that viewing women or men as a homogenous group can underestimate a group's variability and the complexity of an issue which they may face. Men's and women's experiences differ according to race, class, ethnicity, religion, sexual orientation, etc. (Callamard, 1999:10). For example, in relation to the impacts of climate change, for example, women, or those in son-preference communities are less likely to be able to swim which can reduce their ability to survive climate-changed related disasters including flooding and tsunamis. This was known to be the case in the 2004 tsunami affecting Asia. However, not all women or men have the same vulnerability and capacity to adapt to climate change. Someone who lives in a vulnerable area, who is poor and who relies on natural environment for their income may be more vulnerable than others. An intersectional approach in policy discussions and program design can address underlying inequalities between groups and improve assistance to them. Another good example is seatbelt design. In the past, seatbelts did not fit pregnant women properly and thus, motor vehicles crashes led to foetal death and maternal trauma (Weiss et al., 2001; Weiss and Strotmeyer, 2002).

Intersectional analysis in crash test dummies allows researchers to see the impact on the womb, placenta and fetus and its result can contribute to enhancing safety in automobile design (Moorcroft et al., 2003).

Although gender issues are receiving greater attention and the amount and quality of gender-disaggregated data is improving, women seem to remain considerably disadvantaged, and men remain limited by restrictive gender norms. In addition, intersectionality of gender and other characteristics is underdeveloped. Many fields of research would continue to benefit from refining their approach to gender-sensitive research, collecting gender-disaggregated data and working collaboratively across disciplines to address the many challenges that create and perpetuate gender inequalities.

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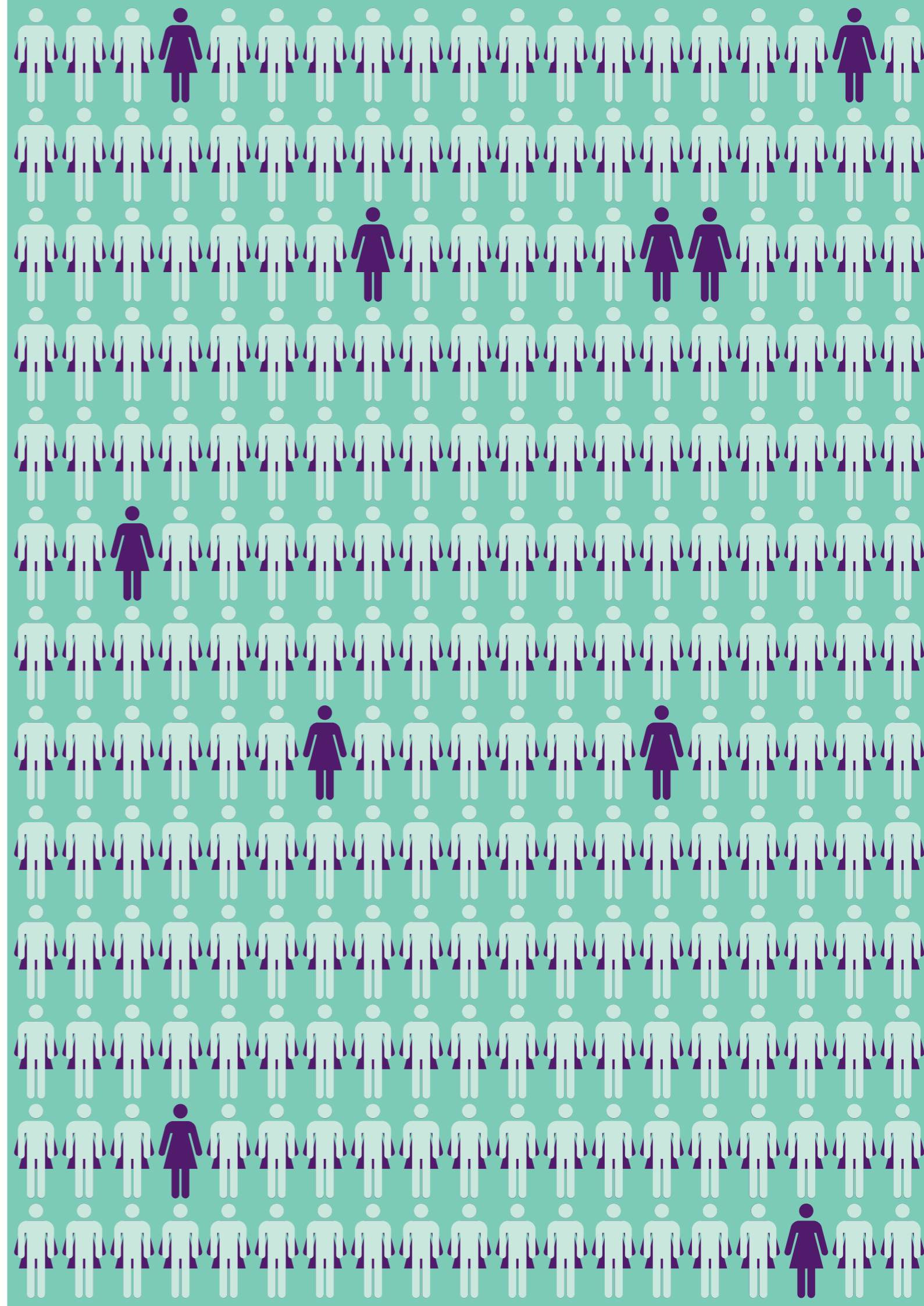
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