INTERNATIONAL WOMEN'S DEVELOPMENT AGENCY

IWDA INTERNATIONAL WOMEN'S DEVELOPMENT AGENCY

FEMINIST RESEARCH FRAMEWORK

NOVEMBER 2017

ACKNOWLEDGMENTS

This Feminist Research Framework has been developed by the Research, Policy and Advocacy Team of IWDA in close collaboration with our colleagues, and draws together key insights from our work in feminist research over the past three decades. We are tremendously grateful to Dr Martine Hawkes for early work in developing a draft, and are indebted to the work of colleagues in the sector who distilled useful lessons from their work with the Australian Council for International Development (ACFID) and the Research for Development Impact Network Principles and Guidelines for Ethical Research and Evaluation in Development.

If you have any questions, please contact the Research, Policy and Advocacy Team.

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SECTION 1: HOW TO USE IWDA'S FEMINIST RESEARCH FRAMEWORK

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1.1 INTRODUCING THE FRAMEWORK

Who is this Framework for?

This Framework has been developed for IWDA staff and consultants undertaking research and evaluation with human participants.

What is this Framework for?

- This Framework sets out IWDA's approach to feminist research and provides guidance for designing ethical, feminist participatory research.
- This Framework particularly supports staff and consultants to work through IWDA's research approvals processes. These processes apply to all research and evaluation conducted by IWDA staff and consultants, including operational research, policy and advocacy research, and market research. To facilitate the practical application of the Feminist Research Framework, different approval approaches have been developed for different types of research.

How to use this Framework?

- Follow the relevant research flow charts to prepare the Research Proposal.
- You don't need to read this Framework from start to finish – use the sections and tools that are useful to you.
- This Framework is not intended to be comprehensive – it contains information on other available resources.
- This Framework is not a guide on how to conduct research – IWDA's practice has been to engage research collaborators with expertise in feminist participatory research to conduct our research.

1.2 INTRODUCING IWDA'S RESEARCH APPROVALS PROCESS

What do we mean by research?

Whole books have been written on this topic. However, we have used the definition developed by our peak body (ACFID) and the Research for Development Impact Network (RDIN). In the Principles and Guidelines for ethical research and evaluation in development, they define research as "an original investigation undertaken to gain knowledge, understanding and insight."[1] They go on to identify three types of research:

1. Operational Research: conducted for the purpose of informing design or programming (e.g. situational analyses, retrospective analyses, action research).
2. Policy and Advocacy: conducted to investigate issues related to the needs of target populations for the purpose of informing policy and advocacy positions and campaign activities.
3. Market research: to collect and analyse information to be used for marketing purposes (governed by private sector industry standards).

[1] Australian Council for International Development (ACFID) and Research for Development Impact Network (RDNI) 2017, Principles and Guidelines for Ethical Research and Evaluation in Development, retrieved 19 October 2017,https://acfid.asn.au/sites/site.acfid/files/resource_document/ACFID_RDI%20Principles%20and%20Guidelines%20for%20ethical%20research12-07-2017.pdf p 2.

Drawing on international best practice, ACFID include evaluation in their definition of research, recognising that evaluation is a form of applied research that raises a variety of ethical considerations.[2] However, they also note that, while careful oversight and planning (including risk assessment and management) is essential in all instances, not all evaluations require ethical review. They cite instances of ongoing data collection using well established procedures, data being collected for the sole purpose of maintaining standards or identifying areas for improvement, or where data cannot be linked to individuals as examples of this.

TIP: IWDA also conducts research for our communications. Staff members engaging in field work with partners and other stakeholders are not required to take interview questions through the internal ethics process, but they can usefully be guided by *Section 7* **in framing their research.**

Research approval approaches

Based on these definitions, IWDA has designed three different approaches to our research approvals process:

1. For operational and policy and advocacy research projects
2. For evaluation research projects
3. For low risk and negligible risk market research

TIP: where there are no human participants, for example, a desktop review using existing material in the public domain, research does not need to follow the steps in this Framework.

This section sets out an overview of the steps which should be followed for each of these different types of research projects, signposting the relevant Sections of this Framework to assist you to complete these steps. A full overview is provided in *Section 3*.

1.3 RESEARCH APPROVAL FOR OPERATIONAL, POLICY & ADVOCACY RESEARCH PROJECTS

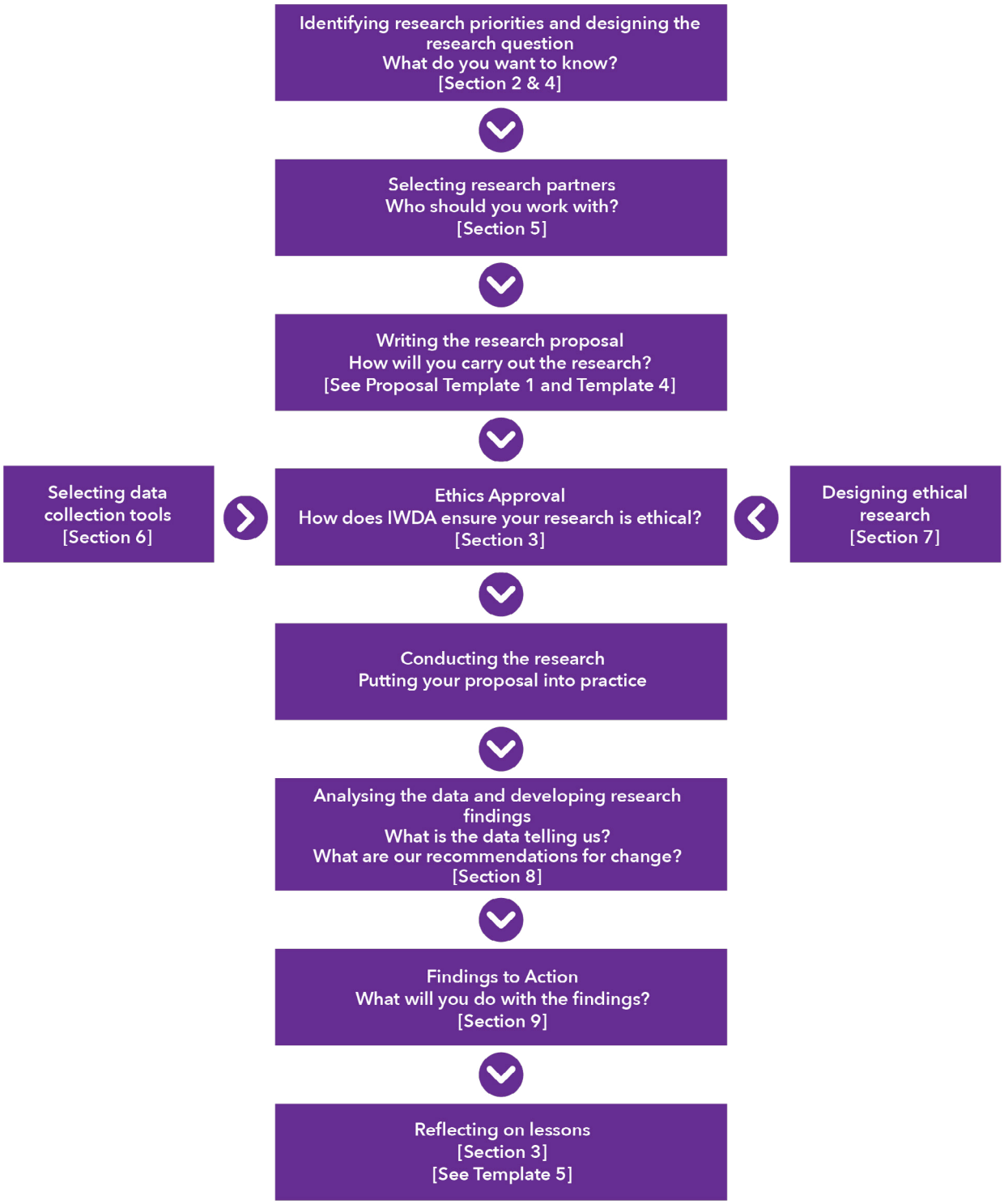
There are five steps to follow when conducting Feminist Research with IWDA and these are outlined in *Figure 1* below. The Framework is designed around these steps, and they have been aligned to the Research Proposal Template (*Template 1*).

Section 3 **of this guidance will take you through this process step by step.**

Figure 1 **sets out the sections of the Framework which are relevant for each of the research steps. You can use this as a handy reference guide to see what parts of the guidance you should refer to at which stage of the process.**

[2] ACFID cite the Development Assistance Committee (DAC) of the OECD and the UK Department for International Development, see discussion at p2 – 3, and p19.

Figure 1: Navigating the Feminist Research Process



1.4 RESEARCH APPROVAL FOR EVALUATION RESEARCH PROJECTS

IWDA conducts a range of evaluation research projects. Three different approaches guide the ethical management of these projects depending on whether:

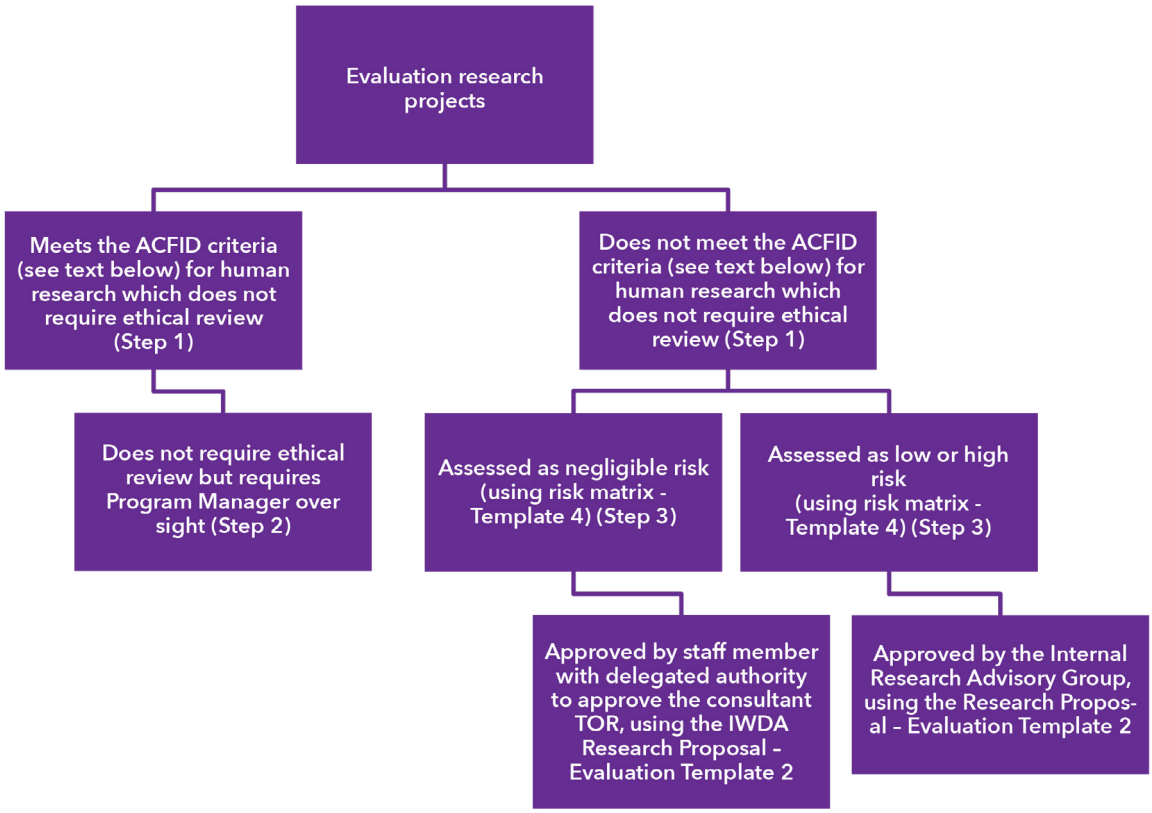
1. Ethical considerations can be managed by the Program Manager, referring to the IWDA Feminist Research Framework
2. The evaluation research is negligible risk
3. The evaluation research is low risk or high risk

In assessing which level of risk applies to the evaluation research, staff should determine whether the project:

1. Meets the ACFID criteria for human research which does not require ethical review
2. Requires ethical review

Figure 2 below sets out the steps that should be taken for evaluation research projects and the templates which will be relevant for each step. This diagram and the text which follows will help you to determine the type of ethical review which will be required for your project.

Figure 2: Steps for Evaluation Research Projects



Step 1: Does the evaluation research meet the ACFID criteria for human research?

Following the ACFID Guidelines (2017, 3), evaluation research will require careful oversight and planning (using the IWDA Feminist Research Framework) but will not require an ethical review where it meets the following criteria:

- "Data is routinely collected (or ongoing) using well established operating procedures and does not address sensitive topics, involve vulnerable groups, or use large amounts of participant time. Consideration must be given as to whether the proposed evaluation activity poses any risk for participants beyond those routinely experienced in the environment where the research is being conducted."
- "Data is being collected and analysed for the sole purpose of maintaining standards or identifying areas for improvement where work is being conducted."
- "Data cannot be linked to individuals."

IF THE EVALUATION MEETS THIS CRITERIA MOVE TO STEP 2. IF IT DOES NOT MEET THIS CRITERIA MOVE TO STEP 3.

Step 2: Ethical considerations of evaluation research can be managed by the Program Manager, referring to the IWDA Feminist Research Framework

Where the evaluation meets the ACFID criteria for human research and therefore does not require ethical review, the ethical considerations for the project can be managed by the Program Manager.

The Program Manager should refer to the IWDA Feminist Research Framework for guidance and should consider each of the questions asked in the IWDA Research Proposal – Evaluation *Template 2*. Additional guidance on sensitive topics and vulnerable groups can be found in *Section 7*.

TIP: You do not need to complete *Template 2* but may find it useful to take notes against the questions for future reference.

Staff members who hold delegations to approve the evaluation work, and the hiring of consultants to deliver it (if appropriate), will need to affirm in the Contracts Register that they assessed the evaluation research as meeting these criteria and that they are confident that the Framework has been applied and the Template questions considered.

Step 3: Assessing the level of risk

Where a project does not meet the ACFID criteria (Step 1) and requires ethical review, the IWDA Risk Assessment Matrix (*Template 4*) should be used to assess which level of risk applies. *Section 7* provides guidance on assessing risk and benefits and you can read more about the different levels of risk.

Template 4 should be completed and submitted to the Research, Policy & Advocacy (RPA) Team. An assessment of risk will be made by RPA within two working days.

Once the assessment of risk is made, you will need to follow the process under section 3A or 3B below depending on the level of risk identified.

3A Evaluation research project is determined to be of negligible risk

For evaluation research that is determined to be of negligible risk move back to Step 2. This means the research project will be approved by the staff member with delegated authority to approve the consultant TOR, using the IWDA Research Proposal – Evaluation template questions (*Template 2*) as a guide.

3B Evaluation research project is determined to be of low or high risk

Evaluation research that is low risk or high risk will need to be approved by the Internal Research Advisory Group (see *Section 3*).

This means you will need to complete the Research Proposal – Evaluation template (*Template 2*). This should be submitted to the Research, Policy & Advocacy team and you will need to allow five working days for the ethical review process from the time of submission.

You should complete this template when the methodology has been finalised. In some instances, this may be at TOR stage, in other instances the consultant will be asked to develop the methodology and so the timing may be later. **For details of IWDA's ethical review processes see** *Section 3*.

TIP: You should work with your research partner and/or any consultants contracted to undertake the evaluation to develop the proposal and complete the template.

1.5 RESEARCH APPROVAL FOR MARKET RESEARCH

IWDA conducts periodic market research that is usually low risk or negligible risk in nature. The ethics approval process has been modified to recognise the different research parameters, while maintaining consistent application of the IWDA Feminist Research Framework and the ethical approach to research with humans.

For this type of research you will need to complete the following steps:

Step 1: Assessing the level of risk

You will need to complete the IWDA Risk Assessment Matrix (*Template 4*) to assess which level of risk applies. *Section 7* provides guidance on assessing risk and benefits and you can read more about the different levels of risk.

Template 4 should be completed and submitted to the Research, Policy & Advocacy Team. An assessment of risk will be made by RPA within two working days.

Once the assessment of risk is made, you will need to follow the process under section 1A or 1B below depending on the level of risk identified.

1A Market research project is determined to be of low or negligible risk

The staff members who hold delegations to approve this work should refer to the IWDA Feminist Research Framework for guidance and should consider each of the questions asked in the IWDA Research Proposal – Market Research *Template 3*. Additional guidance on sensitive topics and vulnerable groups can be found in *Section 7*.

TIP: You do not need to complete *Template 3* **but may find it useful to take notes against the questions for future reference.**

Staff members who hold delegations to approve this work, and the hiring of consultants / agencies to deliver it (if appropriate), will need to affirm in the Contracts Register that they assessed the market research as meeting these criteria and that they are confident that the Framework has been applied and the Template questions considered.

IWDA Research Proposal – Market Research template (*Template 3*). This should be submitted to the Research, Policy & Advocacy team and you will need to allow five working days for the ethical review process from the time of submission.

1B Market research is determined to be of high risk

Market research that is high risk will need to be approved by the Internal Research Advisory Group (see *Section 3*).

This means you will need to complete the Research Proposal – Market research template (*Template 3*). This should be submitted to the Research, Policy & Advocacy team and you will need to allow five working days for the ethical review process from the time of submission.

TIP: You should work with the contracted agency and/or any consultants contracted to undertake the market research to complete the template.

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SECTION 2: IWDA'S FEMINIST RESEARCH FRAMEWORK

2

IWDA strives to observe the highest ethical standards in our feminist applied research.
We recognise that research requires careful consideration of the ethical concerns that can arise when conducting feminist applied research in different country contexts. The guidelines and resources provided in this Framework are designed to inform the conduct of feminist research that meets these standards.

The IWDA Feminist Research Framework integrates two important value sets:

- IWDA's values (feminist, accountable, collaborative and transformative).
- ACFID and the Research Development for Impact Network four core values (respect for human beings, justice, beneficence, research merit and integrity)[3] – **See *Box 2* at the end of this chapter for the definitions of each of these terms.**

In applying these values we are interested in how robust data collection and research recommendations, that work to transform the root causes of gender inequality and hold governments and decision makers accountable, can make real and lasting improvements in women's lives.

BOX 1: WHAT IS THE DIFFERENCE BETWEEN GENDER-SENSITIVE RESEARCH AND FEMINIST RESEARCH?

Feminist research differs from taking a gender-sensitive approach to research. Feminist research tries to capture the diversity of women's experience, explore the gendered manifestation of power (both in the topic for research and the way in which the research is conducted), and interrogate the operation of gender norms. In contrast, gender-sensitive research aims for gender balance and tries to capture the similarities and differences in the experiences of both men and women.

[3] In turn, the ACFID RDI Network definitions are based on the National Health and Medical Research Council Statement, May 2007. Accessed 19 October 2017, *https://www.nhmrc.gov.au/guidelines-publications/e72*

2.1 THE ELEMENTS OF IWDA'S RESEARCH FRAMEWORK

The diagram below sets out the elements of the IWDA Feminist Research Framework. These four elements, which underpin this framework, will guide all research undertaken by, or on behalf of, IWDA.

Figure 3: Elements of the IWDA Feminist Research Framework

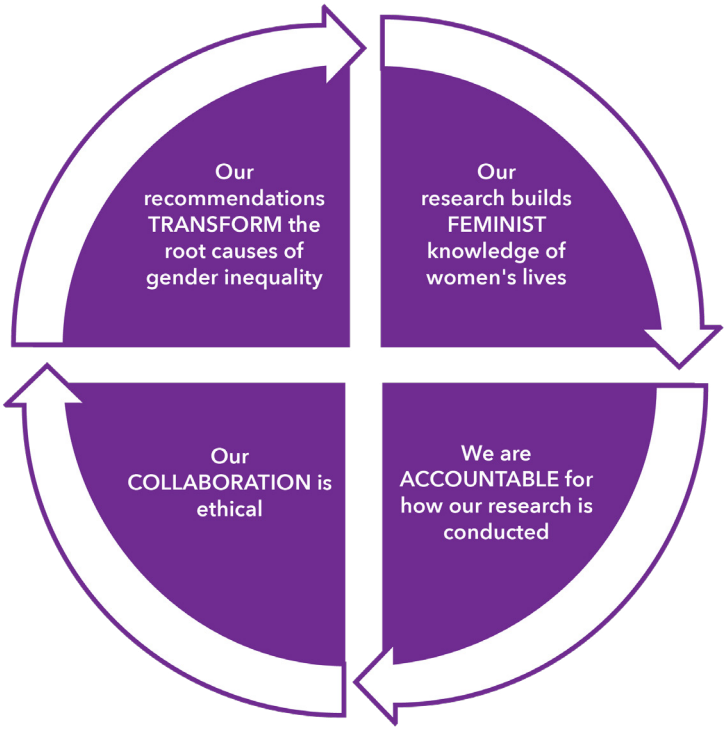


Table 1: IWDA'S Feminist Research Framework

IWDA'S FEMINIST RESEARCH FRAMEWORK	
Our research builds feminist knowledge of women's lives	Our research draws out individual and collective knowledge to generate new understandings in relation to: • The experiences of those who identify as women or are identified as women • How ideas of gender and gender identity are formed and the harmful and positive impacts of gender-based stereotypes • How power is gendered, and how it operates and affects individuals and communities • The experiences of women in all their diversity, and the impact of intersectional identities on women's lives
We are accountable for how our research is conducted	Our research: • Is grounded in the commitment to do no harm • Prioritises ethical approaches • Is methodologically rigorous and uses a broad range of feminist participatory research methods • Asks questions about the values we bring as researchers

We are committed to ethical collaboration	Our research: • Follows transparent processes to ensure ethical engagement with our research partners • Interrogates the multiple power dynamics of the research relationship
We conduct applied research that seeks a transformative impact on the causes of gender inequality	Our research generates knowledge as a resource of and for the women who create, own and share it. In Australia, the region and the world our research will contribute to: • Change for individuals • Change within IWDA (organisational change) • Change within the feminist movement • Change for society (across economic, political, cultural, legal and other spheres) • Change to our programs, projects and partner relationships • Change to our ideas about knowledge production and research methods

OUR RESEARCH BUILDS FEMINIST KNOWLEDGE OF WOMEN'S LIVES

Our research most commonly takes the experiences of those who identify as women or are identified as women as our starting point. We draw out individual and collective knowledge to generate new understandings of gender inequality in our world. Specifically, we conduct research for and with women, not on women. Because we are also interested in how the ideas of gender and gender identify impact on women's lived experiences our research may also focus on those who identify as men or are identified as men, and explore negative and positive impacts of gender-based stereotypes. For example, on perceptions of women in leadership, or ideas about gender that influence attitudes towards violence against women.

Essential to our research is a curiosity around gender and power – asking questions about this is one of the starting points for our research projects. We know that gender is just one of many different factors that can influence our life experience. Integrating an intersectional analysis into our research projects – from the questions we ask, to the people we talk to, to the analytical frames we use to understand the data – is a vital part of IWDA's Feminist Research Framework. IWDA's feminist research takes into account different experiences due to sex and gender identity as well as other factors including class, race, ethnicity, age, ability, sexual orientation, gender identity, geographic location, nationality, or other forms of social exclusions. Our research aims to extend available knowledge, highlight neglected issues and contribute to reflective evidence-based practice.

Alignment with ACFID/RDIN Principles

- Respect for human beings
- Research merit and integrity
- Justice
- Beneficence

WE ARE ACCOUNTABLE FOR HOW OUR RESEARCH IS CONDUCTED

The commitment to do no harm is absolutely vital to IWDA's Feminist Research Framework. We prioritise ethical approaches over research objectives. We have a preference for feminist participatory research methods (both quantitative and qualitative) and rigorous methodologies. We ask questions about our values and their impact on the research process – in framing the questions to be answered, in developing methodological approaches, in analysing the data and writing up the results.

We acknowledge that, as feminist researchers interrogating power and patriarchy, our research seeks to disrupt power, and that individual and organisational risks can arise from this. Our Research Framework provides a detailed approach to ensuring that IWDA's research projects are ethical and include risk mitigation at all stages of the process.

We strive to be ethical and transparent with participants to best manage risks of any nature associated with participating in, or conducting, the research; we recognise participants' expertise in these contexts and ground our risk mitigation strategies in their advice.

We use rigorous methodological approaches with a particular focus on feminist participatory research methods. These methods seek to challenge traditional research methodologies that position the researcher as the objective expert. We all hold valuable knowledge and our methodological approach seeks to recognise this at each stage of the research process, for IWDA, for research partners, and for research participants. We strive to maximise the capacity of research participants to feel empowered by the process of contributing to and participating in research.

Alignment with ACFID/RDNI Principles

- Respect for human beings
- Research merit and integrity
- Justice
- Beneficence

WE ARE COMMITTED TO ETHICAL COLLABORATION

By using feminist participatory research methods we also seek to challenge the power dynamic of research relationships. Our research overtly interrogates the power dynamics of the research relationship and our role as researchers. For example, we are conscious of.

a. The power differences between researchers and participants;
b. The power differences between participants (individuals and organisations);
c. The power differences between people who choose to participate and people who decide not to participate or who are not asked to participate;
d. The power differences between other people and working in the same community or country context.

We are committed to ethical collaboration. We strive to follow transparent processes to ensure ethical engagement with our research partners at all stages in the research project. Section Five provides guidance on our research partnership approach, and this can guide our work and ensure alignment of frameworks between key collaborators. Our preference is for collaborative relationships that are built on trusting, open communication with clear documentation establishing expectations between the partners.

Alignment with ACFID/RDIN Principles

- Respect for human beings
- Research merit and integrity
- Justice
- Beneficence

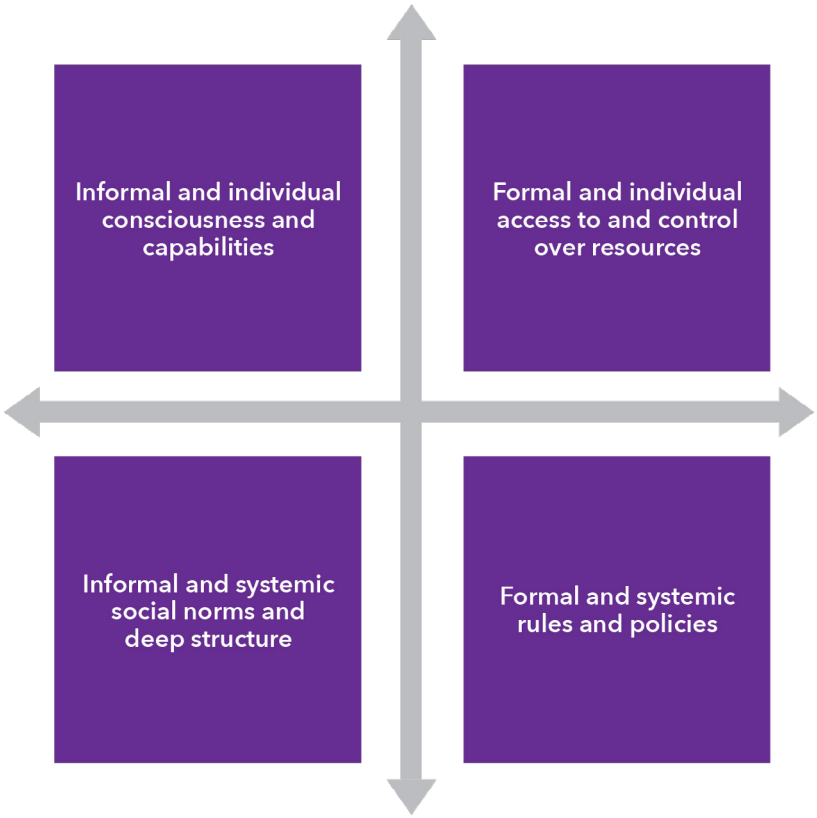
WE CONDUCT RESEARCH THAT SEEKS A TRANSFORMATIVE IMPACT ON THE CAUSES OF GENDER INEQUALITY

Our research will generate new evidence, analysis and insights on women's rights and gender equality. Our research will contribute to multidimensional knowledge about the causes and consequences of gender inequality, and good practice approaches for realising women's rights. We will use our research to influence policy and programming to create change for individuals, movements, organisations, and society. Our Feminist Research Framework will also demonstrate the role of feminist qualitative and quantitative methods in understanding the nature, scale and significance of issues impacting on women and gender equality.

IWDA's approach to transforming gender inequality is grounded in the Gender at work framework (see *Figure 4* below[4])

[4] For more information see *http://www.genderatwork.org/*

Figure 4: Gender at Work Framework



Alignment with ACFID/RDNI Principles

- Respect for human beings
- Research merit and integrity
- Justice
- Beneficence

BOX 2: ACFID AND RDIN ETHICAL PRINCIPLES, 2017

Respect for human beings

"Respect is an overarching consideration and represents recognition of each human being's intrinsic value. As such, making opportunity for human beings to exercise autonomy and make their own decisions is paramount, as is a commitment to participant welfare over and above research goals. Respect requires prior knowledge of and due regard for the culture, values, customs, beliefs and practices, both individual and collective, of those involved in research. It also requires mindfulness of differences in values and culture between researchers and participants, thus avoiding 'difference blindness' which can undermine both trustful relationships as well as research integrity. Respect involves honouring the rights, privacy, dignity, entitlements and diversity of those contributing to research. Informed consent is fundamental to upholding the principle of respect, in giving a research participant the choice to voluntarily participate in the research process. Informed consent means a participant is given clear information about the research, is able to choose not to participate and is able to withdraw at any time, without consequence (any limits to this right should be explained)"

Justice

"This principle is generally described in relation to equity: a fair process for recruitment of research participants; no unfair burden of participation on particular groups; and fair distribution of and access to the benefits of participation in research. Justice also takes in the recognition that there should be no exploitation of participants in the conduct of research, and instead, active protection of participant wellbeing. In developing countries this principle involves treating all participants with dignity, regardless of gender, age, race, ethnicity, ability, religion and culture, and requires researcher cognisance of existing power relations, so that broader principles of human rights and addressing injustice can be upheld. It also involves ensuring that all relevant social groups are actively included in research and that attempts are made to avoid further marginalisation, discrimination and exclusion of under-represented social groups. Finally, justice requires make findings accessible to participants in a timely, clear manner in a format that is meaningful for participants."

Beneficence

"Beneficence is action that is done for the benefit of others. This principle implies that the expected benefit to participants or the wider community justifies any risks of harm or discomfort to participants. To fulfil this principle research must be of value to participants, their community, country or development practice more broadly, be designed to minimise risks and participants must be duly informed of potential benefits and risks of the research. In a development context, the research process itself should be viewed as an 'intervention', with its own impacts and consequences, and as such, should carry a commitment to support empowerment and participation. Beyond beneficence, the concept of "do no harm" (non-maleficence) is also critical, particularly in fragile states. There are many types of harm that require anticipation and consideration. Harm can be immediate or long-term and can be physical, social, emotional or psychological. Harm may pertain to the welfare and security of an individual, institution or group. Examples include discomfort, embarrassment, intrusion, devaluation of worth, unmet expectations, distress and trauma. Political and social factors may also jeopardise the safety of participants before, during or after research. To 'do no harm' means such risks and harm are anticipated, planned for, and used to seriously question proceeding with proposed research. Beyond harm to participants, this principle also requires consideration of potential harm to researchers themselves, particularly in terms of safety, potential trauma, culture shock and availability of emotional support."

Research merit and integrity

"Research deemed to have merit is well-justified, meets relevant quality criteria and is conducted by persons or teams with sufficient experience and competence. Justification of research relates to its potential benefit in the form of new knowledge or improved social welfare or individual well-being. Meeting relevant quality criteria means that the research demonstrates alignment between the aims, questions, methodology and methods and these are appropriate to the research context, including its culture and values and taking into account intercultural difference. Beyond the relevant research skills, a competent research team requires as a minimum a foundational knowledge of the culture, political situation, history and values in the relevant country and local context. Inclusion of adequately experienced local researchers with appropriate language and cultural understanding may improve research integrity and offer opportunity to build research capacity in developing countries. Research integrity is secured by researcher (and research funder or commissioner) commitment to genuine search for knowledge and understanding, following recognised principles of honest research conduct. This commitment is particularly important in development work, as development organisations may have vested interests in particular research findings that may or may not align with actual findings. Integrity also encompasses dissemination and communication of results not only to research participants but more broadly, in ways that permit scrutiny and contribute to knowledge, and that preserve and protect the trust participants place in researchers."

TIP: In each of the sections we will provide prompts to help IWDA staff and consultants apply the Feminist Research Framework. Suggestions for further reading and resources on feminist research methodologies are available in *Annex 1 (1A)*.

SECTION 3: DOING ETHICAL RESEARCH - IWDA'S ETHICS REVIEW PROCESS

3

An ethical review of research is undertaken when research or evaluation involves talking to, or seeking written information from human participants. It is a process which allows you to:

- Demonstrate how your research project complies with ethical principles, in particular how you have assessed risk and taken steps to minimise and manage risk, and
- Have projects evaluated by other people with relevant expertise.

To support the ethical practice of IWDA's feminist participatory research, IWDA has internal and external ethical review groups that help us to manage negligible, low and higher risk research projects.

3.1 WHAT IS NEGLIGIBLE, LOW AND HIGHER-RISK RESEARCH?

- Negligible-risk research is defined by the NHMRC and ACFID as research in which there is no foreseeable risk of harm or discomfort; and the only foreseeable risk is no more than inconvenience.
- Low-risk research is defined as research in which the only foreseeable risk is discomfort.
- High-risk research is where the risk for participants is more serious than discomfort.

Section 7 addresses research risk and takes you through how to consider the ethical steps required in feminist participatory research design. There are three different templates for research proposals at IWDA:

- *Template 1: IWDA Research Proposal*
- *Template 2: IWDA Research Proposal – Evaluation*
- *Template 3: IWDA Research Proposal – Market Research*

3.2 HOW DOES IWDA MANAGE DIFFERENT RISK LEVELS IN RESEARCH?

The perceived level of risk and the nature of the research determines the level of ethical oversight required for IWDA research. The following table sets out the oversight function and process for ethical review for IWDA research projects:

Table 2: IWDA Research Risk Management approach

Risk level	• Human research which does not require ethical review (ACFID Guidelines 2017) • Negligible Risk Evaluation and Low Risk Evaluation and Market Research	• Low Risk Evaluation • Low Risk Research	• High Risk Evaluation or Market Research	• High Risk Research
Ethical Oversight process	• IWDA Delegations Matrix • Apply the IWDA Feminist Research Framework • Consider the questions in the Evaluation *Template*	• Internal Research Advisory Group • Apply the IWDA Feminist Research Framework • Project commencement: Develop the Research Proposal using the appropriate template (*Template 1* or *Template 2*) • Project conclusion: Reflect on lessons learnt (*Template 5*)	• Internal Research Advisory Group • Apply the IWDA Feminist Research Framework • Project commencement: Develop the Research Proposal using the appropriate template (*Template 2* or *Template 3*) • Project conclusion: Reflect on lessons learnt (*Template 5*) • commencement: Develop the Research Proposal using the appropriate template (*Template 2* or *Template 3*) • Project conclusion: Reflect on lessons learnt (*Template 5*)	• External Research Advisory Group • Apply the IWDA Feminist Research Framework • Project commencement: Develop the Research Proposal using the appropriate template (*Template 1*) • Project conclusion: Reflect on lessons learnt (*Template 5*)
Timelines for Ethical Review	N/A	5 working days	5 working days	15 working days
Organisational tracking	Ethical Review check in Contract Register	• Ethical Review check in Contract Register • End of project Ethics Report	• Ethical Review check in Contract Register • End of project Ethics Report	• Ethical Review check in Contract Register • End of project Ethics Report
Examples	• Donor Survey	• WAVE Perceptions of Women's Leadership Research	• VAW Evaluations	• Research with survivors of sexual assault

IWDA Internal Research Advisory Group

The IWDA Internal Research Advisory Group is used for low-risk research and evaluation and high-risk evaluation, and market research and is comprised of IWDA staff members with expertise in feminist participatory research ethics and methodology. The IWDA Internal Research Advisory Group:

- Provides initial review and approval of research proposals, including research methodology and the review of risk identification and risk mitigation strategies
- Reflects on ethics lessons learnt through IWDA's research projects

The Internal Advisory Group will provide a response to a research proposal within five working days.

IWDA External Research Advisory Group

The IWDA External Research Advisory Group is used for higher risk research and is comprised of volunteer external members with an expertise in feminist participatory research ethics and methodology. The IWDA External Research Advisory Group:

- Provides initial review and approval of research proposals, including research methodology and the review of risk identification and risk mitigation strategies
- Considers ongoing methodological and ethical matters, as required

The External Advisory will provide a response to a research proposal within fifteen working days.
The IWDA Advisory Groups are not a replacement for a review offered by a Human Research Ethics Committees (HREC); however, they are a useful support mechanism to our conduct of ethical research.

Collaborating Partner Ethics Processes

Where IWDA is collaborating with a university our research will be subject to the University's Human Research Ethics Committee. In this instance, we will engage our own External Research Advisory Group as a "brains trust" function during the methodological development, where time and workload permits, as university HREC's do not always have members with strong feminist participatory research ethics and methodology skills.

Establishing Peer Review Groups

In addition to the IWDA Ethics Review process, you may wish to establish a Peer Review Group for your study. Peer review enables the independent and impartial assessment of research. A peer review will be carried out by people either working in the area of your research or with expertise in the research methods being used. A peer reviewer or peer review group may provide an ongoing assessment of the conduct of the research at critical points, or they may review publications or reports arising from the research.

You can find a Template for developing the Terms of Reference for these groups in *Template 8*. Use the following checklist as a guide when setting up the peer review group. This will assist in ensuring that an internally established peer review process will provide the necessary support, scrutiny and credibility to the research project:[5]

1. Make sure that the peer review process has been established together with other research oversight processes if necessary for your study. Peer review alone cannot ensure research integrity or accountability.
2. Peer reviewers should be selected for their expertise in a particular area. They might be experts on a particular topic or in using a particular research methodology.
3. Any researchers involved in the research should not attempt to interfere with or influence the peer review process.
4. Peer reviewers should be fair in their responses – make sure that selected peer reviewers have no undeclared conflicts of interest or personal biases concerning the research or any people or organisations involved in the research.

[5] Adapted from: NHMRC 2007, Australian Code for the Responsible Conduct of Research, retrieved 1 February 2017, *https://www.nhmrc.gov.au/guidelines-publications/r39*, Commonwealth of Australia, Canberra.

5. Make sure that peer reviewers are able to return their reviews within set deadlines. If feedback from peer reviewers is not received in time, it can delay your study.
6. Peer reviewers should keep any information they receive for review confidential.
7. Research findings should not be disseminated or publicly discussed until they have been tested through peer review.

What are the industry approaches to ethical review?

Within universities and governmental agencies, ethical review processes are undertaken by formally constituted Human Research Ethics Committees (HREC) which are registered with the National Health and Medical Research Council (NHMRC).

Recognising that not all research conducted by overseas development agencies engages university partners, ACFID and the RDIN have produced the Principles and Guidelines for ethical research and evaluation in development which applies relevant Australian ethical research standards[6] to the work of overseas development agencies. They note that, "regardless of an organisation's access to an HREC, it is ultimately the researcher's responsibility to document and demonstrate how a research project will address principles for ethical research."[7] IWDA's approach to ethical review is grounded in the ACFID RDI Network guidance. For further reading see *Annex 1C*.

BOX 3: WHAT IS A HUMAN RESEARCH ETHICS COMMITTEE?

Human Research Ethics Committees (HRECs) review research proposals involving human participants to ensure that they are ethically acceptable and in accordance with relevant research standards and guidelines. HRECs are usually established by Australian organisations that regularly conduct human research, such as universities or hospitals and can be accessed if the research is in partnership with an institution with access to its own HREC, or by consulting with an established HREC that accepts application from non-affiliated researchers.

WHAT IS A RESEARCH ADVISORY GROUP?

This is an internal committee that is established by an organisation to guide the ethics of its research. It may include only internal staff members, or it may include experts from within the sector or research field. It is not a replacement for a Human Research Ethics Committee.

[6] NHMRC (2007, updated in 2015) National Statement on Ethical Conduct in Human Research; NHMRC (2007) Australian Code for the Responsible Conduct of Research; NHMRC (2014) Ethical Considerations in Quality Assurance and Evaluation Activities; Australian Institute of Aboriginal and Torres Strait Islander Studies (2011) Guidelines for Ethical Research in Australian Indigenous Studies.
[7] ACFID 2017, p. 19.

SECTION 4: IDENTIFYING RESEARCH PRIORITIES

4

For Operational and Policy and Advocacy Research Projects, the first step is to identify research priorities and design the research question. This section[8] will guide you through this process and will help you and your research collaborators to answer the questions on **research scope and purpose** and **research into action** in the IWDA Research Proposal – *Template 1*.

This Section will help you to answer the following questions in *Template 1*:

- What question(s) is the research seeking to answer? (What knowledge are you creating?) (200 words maximum)
- What does the existing literature and related research tell us? (Please attach a Literature Review of not more than 1 page)
- How does the proposed research align with IWDA's Strategic Plan? (100 words maximum)
- What are the proposed programmatic, policy and advocacy interventions/strategies attached to the research findings?
- What are the proposed communications strategies attached to the research findings?

Further support for answering the research into action questions can also be found in *Section 9*.

TIP: IWDA's Strategic Plan and the Feminist Research Framework in *Section 2* provide a framework for identifying research priorities and refining the research question(s).

In identifying research priorities you should follow two steps:

STEP 1

Consider IWDA's strategic priorities & how the proposed research fits within these

STEP 2

Apply the IWDA feminist research framework

[8] This section draws on information provided in: Viergever, RF 2010, Health research prioritization at WHO: an overview of methodology and high level analysis of WHO led health research priority setting exercises, WHO, Geneva.

4.1 DOES THE RESEARCH FIT WITHIN IWDA'S STRATEGIC PRIORITIES?

IWDA has finite funds and capacity to direct towards our research, and we want it to have the most strategic impact possible. For this reason, all research proposed by IWDA should fall within one of the five priority areas established in the IWDA Strategic Plan 2016-2021.

1. Promote women's leadership and participation
2. Strengthen women's safety and security
3. Accelerate women's economic empowerment
4. Advance systemic change
5. Ensure organisational sustainability and accountability

4.2 APPLY THE FEMINIST RESEARCH FRAMEWORK:

In *Section 2*, four elements that underpin this feminist research framework were identified.

These elements of the IWDA Feminist Research Framework provide a useful framework to guide the identification of research priorities. This section sets out questions you should consider against each of these elements as you move to identify your research priorities. These questions are highlighted in purple below.

Element 1: Committed to ethical collaboration

It is critical that we develop our research projects in collaboration with our partners, IWDA colleagues, and with a mind to engaging people who will benefit from the research. It is important to ask the questions: who should be involved in agreeing the research priorities? Is the process inclusive? Have those who might benefit from the research been appropriately consulted? In this way, our research will be relevant to the work and context of partners and respond to gaps in knowledge on gender equality issues.

Priorities for the research should be decided through a transparent and collaborative consultation process that is well documented. It is also important to consider the values and priorities of those who are involved in deciding on research priorities and any power dynamics at play. Ensuring that at this stage there is an agreement on how partners will reach decisions together is critical. Also, think about how you will decide on priorities. Choose relevant criteria to frame the research priority setting discussion – e.g. criteria based on organisational principles, research aims, or on what needs to be achieved in a particular context. Think about whether you will rank research ideas by their urgency, their timeliness, or by their importance? Or will you put in place some other way of reaching a decision? Will it be a consensus decision?

Element 2: Building feminist knowledge of *women's lives*

In identifying research priorities you should consider how the research will contribute to generating new evidence or increasing understanding of the experiences of those who identify as women or are identified as women and the power dynamics, gender-based stereotypes and intersectional identities which shape diverse women's lives. The following questions can help guide your thinking:

- Why is this research being proposed? Is it responding to a particular gap or an established priority? Does it take as a starting point the experiences of those who identify as women or are identified as women?
- Is it interested in exploring how ideas of gender and gender identity are formed and the negative and positive impacts of gender-based stereotypes?
- Does it explore how power is gendered, and how it operates and affects individuals and communities? Consider the scale of the research – is it desirable or even possible for the research to be global/regional/national/local? Will you have to prioritise smaller local studies over larger regional studies for example?
- Does it examine the experiences of women in all their diversity, and the impact of intersectional identities on women's lives? Is the group that you will be interviewing for this research 'over-researched'? Have they been regularly and recently asked the same types of research questions by a number of researchers? If so, determine whether it is absolutely necessary to your study that this group is involved, or whether they are being involved out of convenience and accessibility. This is important because over-researching can be burdensome for participants.

- Is your research proposal specific and explicit in who will benefit from the research? Be cautious of being too general. Be mindful of who is not included and which groups are likely to 'miss out' on the benefits of the research. Wherever possible special efforts should be made to find them, understand them, and include them.
- Decide on what types of research will be prioritised – research with a wider impact on policy or knowledge, or research that provides an evidence-base for programs. What criteria will be used to assess the significance or need for a particular type of research?

Element 3: Accountable for how *research is conducted*

It is critical to consider from the outset that the purpose and scope of the research is based in evidence and will enable IWDA to meet its commitment to Do No Harm. *Section 7* on ethical research provides step-by-step advice on this and guides the more in-depth thinking required to develop the methodology. However, the following questions can provide early guidance on grounding the research in evidence and ethical approaches:

- What research has already been done in this area? Where and what are the gaps? (This should be no more than a page). What other research is currently being done? Make sure you are aware of other studies that have already reported or are happening currently in the same contexts or on the same topics.
- What other data collection activities can you draw on and contribute to in the proposed project?
- What information should you gather or prepare in advance to help determine what is a priority? This could be (a) preliminary desk research, (b) information on priorities set by other work areas, (c) information on the local/country context.
- What is the research and political context/environment in which the priority-setting process will take place and what are the constraints and opportunities? How might this impact on your research priorities?
- Do you understand the risks and benefits of your study? Are there positive/negative impacts on the selection of the topics for research? What are the risks and benefits of prioritising this research and the approach over another? What are the risks and benefits of participating in this research for individuals, women's groups and organisations? Ensure that a commitment to Do No Harm informs the decision-making process. See *Section 7* for guidance on this.

Element 4: Seeking to have a transformative impact on the causes of gender inequality

- In determining priorities you need to consider how you are going to use the research findings to affect sustainable transformative change for women and girls. Advocacy objectives and the evidence you need to influence policy and practice should be considered to shape the direction of your research and the research partners you work with. *Section 9* provides a deeper dive into how to think about this part of the process.

However, these questions will ensure that you are thinking about this from inception:

- Will these identified priorities have a transformative impact on the causes of gender inequality? How will the findings be used to inform advocacy work and to improve policy and practice?
- Which actors might be able to create change as a result of the research? What type of evidence do they need to create change? Will the research produce this type of evidence?
- How does the research project plan to develop recommendations? Who will it target the recommendations to? What sort of programmatic, policy and advocacy actions could be developed by the project?
- How will the findings be taken back to participants in the study?
- How could the research findings contribute to supporter engagement, strategic partnerships, and public education?

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SECTION 5: RESEARCH COLLABORATION - PARTNERSHIPS AND CONSULTANTS

5

5.1 PARTNERING FOR RESEARCH: WHO SHOULD YOU WORK WITH AND WHY?

Collaboration is central to IWDA's approach to feminist applied research and should inform each step in the research process. This part outlines the different ways you can partner for research and will help you to consider what approach best meets the needs of your research project. Regardless of the approach you choose, collaboration and engagement with diverse women and girls and the women's rights organisations and networks IWDA works with should be at the forefront of how you conduct your research and use the research findings. Collaboration and engagement should also influence research partner selection and decision making.

As Figure 5 below demonstrates, there are a variety of ways you can partner for research. This part of the framework explores each of these in turn:

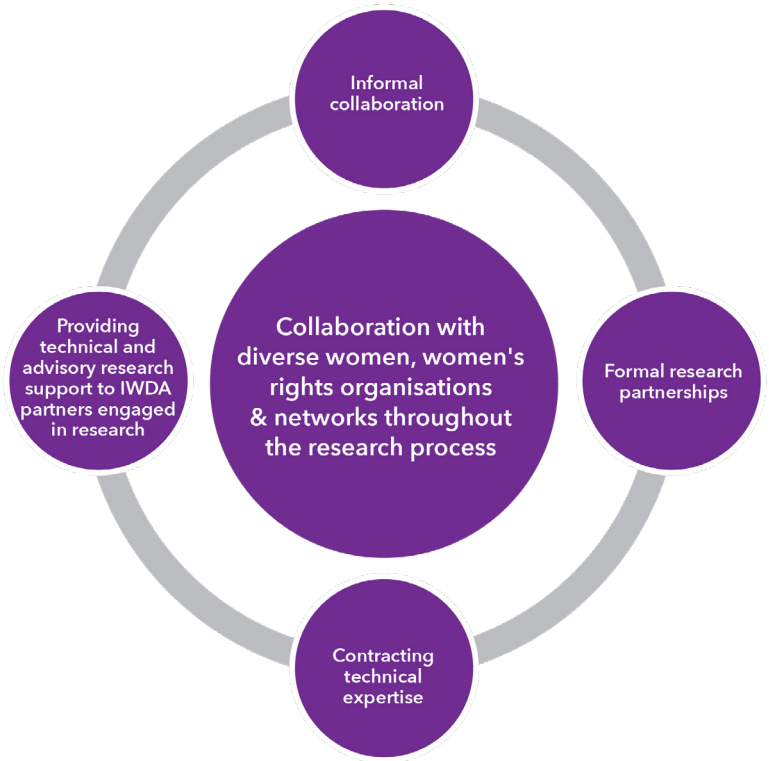
Formal research partnerships: You may decide that it is most strategic to work with a formal research partner such as an organisation, university or research institution because they provide specialist knowledge in your research area or methodology or also have an interest in the research being proposed.

Contracting technical expertise: You may decide to contract an individual consultant or a team of consultants to provide the expertise and/or the human resourcing needs for the project.

Providing support to IWDA partners and local researchers: IWDA may provide research and technical support to partners who are carrying out or engaging in research projects.

Informal collaboration: Given IWDA's collaborative approach to research, it is likely that throughout the research process you will be informally consulting and collaborating with a range of stakeholders.

Figure 5: Ways to Partner for Research



After you have determined the approach to partnership that is most suitable for your research project, you will need to consider who you will partner with, and ensure alignment with this IWDA Feminist Research Framework. The Research Partner Checklists at *Step 1* and *Step 3* below will assist with selecting a research partner. The RDIN also have a fabulous *guide on research partnerships*.

5.2 FORMAL RESEARCH PARTNERSHIPS

This section relates to formal research partnerships. Sometimes a formal research partnership will be the best partnership approach, particularly if organisations, universities or institutions have specialist knowledge or existing projects in your research area or methodology or an interest in the research being proposed.

If you have decided to pursue a formal research partnership, you will need to follow these steps:

1. Identify the research partner
2. Gain clarity on the ethical review processes of the research partner
3. Work together to agree the minimum agreement required for a research partnership and formalise in an initial Memorandum of Understanding[9]
4. Enter into a formal contractual agreement

Step 1: Identify the research partner

When identifying a formal research partnership you will need to address the following six considerations. Text in purple is essential, text in black is desirable. You should reconsider partnerships if you cannot tick yes to all the purple points.

Table 3: Checklist for identifying a Research Partner

Values alignment	√ Primary collaborator and partner organisation aligns with IWDA values: feminist, accountable, collaborative and transformative √ Primary collaborator and partner organisation aligns with IWDA's Feminist Research Framework values (see *Section 2*) √ Women are involved in key roles in the research team and have a voice as decision-makers, researchers and participants √ Men involved in the organisation are sensitive to gender issues and demonstrate this through work practices and interpersonal skills applied in the workplace
Legal status	√ Legal, registered organisation or has appropriate legal registration as a sole trader
Project and financial management capacities of potential research partner	√ Adequate procedures for financial & program management and accountability √ Track record in managing, monitoring and acquitting funds for research projects √ Organisation has commitment to staff training and support (if required to manage additional training to complete research projects)

[9] The MoU may subsequently be amended to reflect the development of the relationship, for example, if you are successful in obtaining project funding.

Substantive expertise	√ Commitment and motivation to complete a research project on the topic √ Relevant subject matter or technical expertise for the topic of the proposed research √ Track record in high quality research or project work related to the proposed subject matter of the project or technical expertise required for the project
Methodological expertise	√ Commitment to feminist participatory research methodologies √ Either access to an ethical review process (internal or university) or a willingness to participate in an ethical review process as arranged by IWDA
Relevant stakeholder relationships	√ Strong networks and allies in the countries/communities of study and among other relevant stakeholders aligned with research topic, or a capacity to develop them

Step 2: Gain clarity on the ethical review processes of the research partner

It is important to review and understand the ethical review processes of the research partner and to make them aware of IWDA's requirements (see *Section 3*).

Step 3: Work together to agree the minimum agreement required for a research partnership and formalise in a Memorandum of Understanding

The questions[10] below can be used to guide the minimum agreement for a research partnership. These questions highlight the issues that need to be agreed on when setting up a research partnership. While the questions cover all stages of a research project, they need to be agreed on before the research takes place. You and your partners should be able to answer 'yes' to the questions asked at each stage.

Once you have reached agreement on these aspects of the research partnership you can progress the formal contractual arrangements.

[10] Adapted from information available in: Blagescu, M & Young, J 2005, 'Partnerships and Accountability: Current thinking and approaches among agencies supporting Civil Society Organisations', ODI Working Paper 255, ODI, London.

Table 4: Checklist to guide minimum agreement for a research partnership

Our research builds feminist knowledge of women's lives	√ Does our research build feminist knowledge of women's lives? (See *Section 2* for further information). √ Do we agree to use participatory methods to develop the research topic? Have we consulted the right people? √ Do all partners agree on the reason for and need for the research? √ Does the research fit into the partners' existing research policies/aims/priorities? √ Does the research serve the interests of all the partners and participants?
We are accountable for how our research is conducted	√ Do we have a shared agreement on the ethical requirements of all partners and countries in which we will work? √ Does the research team have a commitment to do no harm and use rigorous, feminist participatory research methods? √ Do we have a shared understanding of the values we bring as researchers and their impacts on the project?
We are committed to ethical collaboration	√ Do we have a shared understanding of the values and principles of those involved in setting the priorities, and are they aligned with IWDA's values and Feminist Research Framework values? √ Is there an agreement on how partners will reach decisions together? √ Will all responsible partners have an opportunity to see all the documents relevant to them? √ Will partners communicate regularly with one another? √ Are there reliable means of communication available? (If not, will it be possible to give support to improving or expanding communications facilities?) √ Will resources (skills, knowledge, access to info/resources) be shared by partners? √ Have the partner needs and responsibilities for capacity development been discussed and agreed? √ Are the mutually agreed financial and other contributions and the rights and duties of all partners recorded in writing and accessible to all partners? √ Will the functioning of the partnership be monitored? (Who will be responsible?) √ Have the roles and responsibilities of all partners in the research been agreed (e.g. Who will conduct the research? Who will identify participants? Who will take responsibility for administration? Who will analyse results? Who will disseminate findings?) √ Is there agreement on who will have access to data gathered by the research? √ Is there agreement on who will be responsible for securing and storing data? √ Is there an agreement on which partners will be listed as the authors/producers of the research study?

We conduct applied research that seeks a transformative impact on the cause of gender inequality	√ Is there agreement that the findings are to be used to have a transformative impact on the causes of gender inequality? √ Have you identified who your stakeholders are? Have you identified which partners could best disseminate the study to stakeholders to influence a policy or program? √ Is there a plan for who will produce/write publications and other research products? √ Is there a plan for passing on the knowledge generated by the research to the people who are directly affected? √ Is there an agreement among partners on the types of publications that the research will produce?

5.3 WORKING WITH CONSULTANTS: CONTRACTING TECHNICAL EXPERTISE

You may decide to contract an individual consultant or a team of consultants to provide the expertise and/or the human resourcing needs for the project.

If you have decided to contract a consultant or a team of consultants, you will need to follow the following steps:

1. Develop the Terms of Reference
2. Follow the process in IWDA's engaging a consultant checklist
3. Ensure adequate support and training in ethical research has been provided

Contracting local researchers

When contracting technical expertise it is important to consider the involvement of local researchers and how the project will ensure there is local ownership and control of the research. Local researchers often have highly specialised skills, knowledge and ways of working which should be taken into account and respected. Their understanding of their own communities and language will be essential to research, as will the existing relationships and trust they may hold with community members. Building the capacity of local women to carry out research that will generate inclusive and transformative social change means providing high quality and appropriate training and offering meaningful and practical support for local researchers.

Local researchers may be contracted directly by IWDA or they may be contracted by IWDA partners. When contracting local researchers it is important to:

a. Ask for guidance from local partners and stakeholders on the best places and ways to recruit local researchers.
b. Make sure that the same people are not always being asked to participate. This avoids placing local researchers under undue pressure to always be available.

When local researchers are working on sensitive issues, remember that they are working within their own communities. This may place them in a vulnerable situation because of their involvement in the research. This may also increase the risk to participants. See *Annex 1F* for additional information.

Step 1: Developing your Terms of Reference

The information below in Table 5 provides an overview of the types of information that should be included in TORs **for research and research evaluation consultancies with IWDA.**

Table 5: Information in TORs

RESEARCH CONSULTANCY TORS	RESEARCH EVALUATION CONSULTANCY TORS
Project Overview • Project Title • Purpose • Outcomes • Expected Duration • Reporting To • Location • Commencement • Completion • Budget	Project Overview • Project Title • Purpose • Outcomes • Expected Duration • Reporting To • Location • Commencement • Completion • Budget
Introduction	Introduction
Problem Statement	Program Overview
Significance of Research	Evaluation Questions
Project Objectives (grounded in IWDA Feminist Research Framework)	Methodology
Research Questions	Alignment to MEL
Research Methods	Stakeholders
Alignment to MEL	Ethics (see below for detailed guidance and attach *Section 2* of this IWDA Feminist Research Framework)
Ethics (see below for detailed guidance **and attach** *Section 2* **of this IWDA Feminist Research Framework)**	Key Deliverables
Research Deliverables	Timeframe
Research Team	[Intentionally blank]
Timeline	[Intentionally blank]

Detailed Guidance on Ethics in the TORs

It is important that the TOR clearly sets out the need for the consultant(s) to follow IWDA's Feminist Research Framework.

Suggested wording to include in Terms of Reference

IWDA strives to observe the highest ethical standards in our feminist applied research. We recognise that research requires careful consideration of the ethical concerns that can arise when conducting feminist applied research in different country contexts. IWDA has developed a Feminist Research Framework (see attachment) which integrates two important value sets:

- IWDA's values (feminist, accountable, collaborative and transformative).
- ACFID's Research Development for Impact Network four core values (respect for human beings, justice, beneficence, research merit and integrity).

We are interested in how robust data collection and research recommendations, that work to transform the root causes of gender inequality and hold governments and decision makers accountable, can make real and lasting improvements in women's lives.

Researcher requirements: [consider including]:

- Demonstrated understanding of feminist research and/or evaluation principles and feminist partnerships.
- Significant experience in research and/or evaluation implementation.
- Significant experience in ethical research processes, including informed consent
- Experience in supporting partners in developing countries with research and/or evaluation projects
- Experience in training and quality control of research and/or evaluation
- Excellent research and/or evaluation design and analysis skills including a proven track record using relevant methodologies, including feminist, quantitative and qualitative methodologies.

The Expression of Interest should address the criteria as set out in the 'researcher requirements' and include:

- The CVs for the proposed researcher(s)
- Budget (including daily rate and an outline of anticipated additional costs)
- Work plan
- Proposed methodology including ethics and feminist participatory research approach in line with IWDAs values outlined above.
- At least one sample of relevant research

TIP: The TOR should include *Section 2* of this Feminist Research Framework.

At contracting the full Framework should be provided. Where consultants are developing the methodology, particularly refer them to Sections 1, 2, 3, 7 and the Templates.

Step 2: Follow the process in IWDA's engaging a consultant checklist

Once you have developed your TOR you will need to follow the steps in IWDA's engaging a consultant checklist (this is available from the IWDA People and Culture team) and the timeline set out below (Figure 6).

Timeline - Engaging a Consultant

Option 1: Closed recruitment with pre-identified candidates. Reduces advertising and recruitment time. Commence process at least 1 month prior to the required start date of the input.

Option 2: Open, competitive recruitment process. Commence process at least 8 weeks prior to the required start date of the input.

Figure 6: Recommended Timeline to Follow

Step 3: Ensure adequate training and support for local researchers

Before the field research begins, all local researchers involved in the research must be trained in the ethical research and the data collection methods and protocols of the research that they will be working on. Specific training for sensitive research, such as research on violence against women, must be provided to all researchers working on these topics.

Our Feminist Research Framework also seeks to strengthen sensitive research through engaging partners in the development of specific protocols regarding the nature and location of research, not just for reasons of safety but also for quality data.

Table 6 sets out what the training should *cover*.

Table 6: Research Ethics Training

TOPIC	RESOURCES
Ethical research practice	• *Section 7* of this Package provides information and guidance on research ethics at IWDA, building on the ACFID/RDIN Principles
Any information specific to the research context	• *Section 7* of this Package provides information and guidance on conducting research on sensitive topics, building on the ACFID/RDIN Principles
The consent-seeking process used by this research project	• *Section 7* of this Package has information on seeking consent • *Template 6*: Sample participant information and consent sheet • *Template 7*: Sample verbal consent script

Guidance on the data collection methods and protocols	• Trainers should have expertise in the data collection methods selected • The training should include practice sessions on the collection of data and protocols that have been developed to ensure ethical research practice and the collection of high-quality data
Guidance on the data analysis methods	• Trainers should have expertise in data analysis and any tools that have been selected to support data analysis • The training should include practical exercises using the data analysis methods

Resources

There are further resources that will help you to design training in research ethics for local researchers in *Annex 1* (*1E* and *1F*).

5.4 OTHER WAYS TO COLLABORATE THROUGH RESEARCH

Providing technical and advisory research support to IWDA partners engaged in research

IWDA may provide research and technical support to partners who are carrying out or engaging in research projects. Valuing research as an empowering process for partners and women in local communities is an important part of IWDA's approach to feminist applied research.

The plan to support and develop the capacity of IWDA partners and/or local researchers should be developed in advance to make sure that training and ongoing support (including once the data collection is over) can be appropriately and meaningfully provided.

Informal collaboration

Collaboration is central to IWDA's approach to feminist applied research and should inform each step in the research process. Regardless of the approach you choose, collaboration and engagement with diverse women and girls and the women's rights organisations and networks IWDA works with should inform each step in the research process. Informal collaboration may also involve consulting with others within IWDA, within the sector or those with existing knowledge or experience in the area of research for your project.

In the research design phase this will involve consulting to determine existing data, expertise and resources on your research topic. Remember that many local researchers will have a good insight into what topics, research tools and methods are likely to work in practice and have contextual relevance.

TIP: The research proposal contains a question in relation to how you have collaborated in identifying research priorities and so don't forget to keep track of this.

Throughout the research process, you may collaborate with others to share learning and findings and to manage the research logistics. When thinking about how you will use the research findings you may also wish to consider joint advocacy strategies with other coalitions and networks (see *Section 9*).

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SECTION 6: RESEARCH METHODS - DECIDING ON YOUR DATA COLLECTION METHODS

6

Data collection is the process of preparing and collecting the information and data that will answer your research questions and inform your findings. This section does not provide you with a "how to guide" on selecting research methods. Rather, it provides a very basic overview of some of the key data collection methods that can be used in feminist participatory research that can support IWDA staff and consultants in the preparation of the Research Proposal. To date, IWDA has engaged research collaborators with expertise in this area, and this Framework has been prepared on this basis. If you are looking for further information on how to design research methods refer to *Annex 1* for references.

TIP: Working through this section is the first step in being able to answer questions 4-8 of the Research Proposal (*Template 1*). *Section 7* goes on to provide detailed guidance on how to develop ethical research methodologies.

The method or methods of data collection you will use will depend on what you want to know and what this information will be used for: primary data and/or secondary data (see Box 4).

BOX 4: WHAT IS PRIMARY AND SECONDARY DATA?

Primary data is original data you have collected yourself for your specific purpose. For example: data from a survey you have sent out.

Secondary data is data that has been collected by somebody else for another purpose. For example: data from a book or journal article.

Once you've decided which types of data you will need, you can decide which data collection methods will be most useful to collect the type of information needed for your study.

Note that your study may use more than one type of data collection method (known in the research world as a mixed methods approach – literally, you are using a mix of qualitative and quantitative methods). IWDA tends to use a mixed methods approach. One size does not fit all. The nature of gender and social power social relations is complex, embedded in multiple social, cultural, economic and political structures and institutions. We often need to use multiple frameworks, methods and tools, working in a complementary fashion. We should also aim to combine both quantitative and qualitative tools in an appropriate balance, to enable the most complete picture to emerge.[11]

IWDA recognises the value of research methods which enable research participants to share their knowledge in qualitative settings. We also recognise the value of quantitative data collection to convince decision makers of the need for change. And we value the interaction between the two as a way of digging deeper to understand the specifics of a trend revealed in quantitative data collection or as a way of testing for prevalence of themes identified in qualitative research.

In making decisions about which methods to adopt, keep in mind *IWDA's FACT values*. We strive to share information, skills and resources throughout our research. We engage partners and participants at different points in the project, for example, in selecting relevant data collection methods, and validating preliminary findings. We ensure that any feminist knowledge we build is shared with participants to support them to shape and shift power relationships.

[11] Based on Srilatha Batliwala, 2011, Strengthening Monitoring and Evaluation for Women's Rights: Twelve Insights for Donors, Association for Women's Rights in Development. Accessed 19 October 2017, *http://www.theoryofchange.nl/sites/default/files/resource/2011srilathabatliwalastrenghteningmeonwomensrights.pdf*

6.1 PRIMARY RESEARCH

Table 7: Primary Research Data Collection Methods

DATA COLLECTION METHODS	USE THIS METHOD IF:
Surveys	√ You want to collect information from a defined population group √ You want to gather information from a large number of sources √ You will need quantitative (number based) data
Interviews • Structured (set list of questions) • Semi-structured (interview guide listing a set of issues to be explored) • Unstructured (spontaneous questions guided by the conversation) • Key informant • Sample informant	√ Key informant: you want to understand personal experiences or the views of a key knowledge holder to better understand a topic or context √ Sample informant: you want to generate representative data
Life stories or oral histories	√ You want to understand particular dynamics or circumstances (either individual or structural) and their development over a life course
Photo journals/video diaries	√ You want to use multimedia tools to explore key questions in the research or change over time. You may also use this method to empower participants (by putting tools in their hands), to remedy power imbalances in the research relationship, and to provide insights into lived experiences that may not be accessible in interviewers with a researcher
Focus groups	√ You want to collect in-depth information from a group of people about a specific issue
Observational	√ You want to learn how a service or program actually operates
Archival	√ You want to use data deposited in official or private libraries or archives

6.2 SECONDARY RESEARCH

Table 8: Secondary Research Data Collection Methods

DATA COLLECTION METHODS	USE THIS METHOD IF:
Literature review	√ You want to conduct a historical or comparative study √ Documents are available that will provide insight
Database research	√ Your study involves looking at organisational data √ Relevant data has already been gathered for another purpose

SECTION 7: DESIGNING ETHICAL RESEARCH

7

Ensuring that benefits outweigh the risks of research is at the heart of ethical research.

IWDA's Feminist Research Framework sets out our commitment to ensuring that:

- Neither our research participants nor our researchers are harmed by the research
- That the benefits of building feminist knowledge for transformative gender equality impact outweigh any risks
- That we carefully and rigorously manage any perceived risks of the research

Section 7 helps you to ensure that your research planning and execution has thoughtfully considered the risks and benefits.

TIP: This section will help you answer the questions in the research proposal *template* **on research methodology – identification of risk and benefits, informed consent, confidentiality and management of data, and privacy. It will also inform your project plan.**

This section has been informed by IWDA's feminist research framework, the ACFID/RDIN Principles and *Guidelines*, and the NHMRC *Guidelines*.[12] While every care has been taken to identify a broad range of possible risks and risk management strategies, it is the responsibility of the research project team to reflect deeply on the context specific risks that may arise, and to develop strategies to mitigate them.

7.1 WHY DO WE CARE ABOUT ETHICAL RESEARCH?

As previously identified, IWDA conducts research to build feminist knowledge for transformative gender equality impact. If our research is unethical we undermine our ability to achieve our objective. More importantly, if our research is unethical we can harm people – both the participants in the research (and potentially their communities) and the people conducting the research.

Working within the development sector, there are additional risks associated with working in cultures that may not be our own. We also run the risk of being invested in a particular research outcome. Research integrity makes sure that the research findings are transparent and legitimate and not influenced by any organisation. The power dynamics of development assistance raise additional issues to be managed. It is important that participants do not feel coerced to participate because of the connection of the research to, for example, a service that they access. Research ethics can help to ensure that participants understand that their participation is voluntary and that they are free to withdraw with no consequence.

Across Australia, researchers are guided by four key values: research merit and integrity; justice; beneficence; and respect. Within our sector ACFID/RDIN Principles have applied the particular context of overseas development assistance to these values. In this Framework we have considered particularly the ethical considerations of using feminist participatory research methodologies in the context of these four key values.

7.2 UNDERSTANDING THE RISKS AND BENEFITS OF RESEARCH

The following pages will help you to identify the potential risks of the research, plan mitigation strategies, identify the potential benefits of the research, and then balance the two to determine whether the research can ethically proceed. Collaboration with research partners is vital in working through these steps.

[12] For more detailed guidelines on ethical research and evaluation in development settings, please refer to the RDI Principles and Guidelines.

Step 1: Identifying risks

The first step is to identify and assess the potential level of risk and harm to participants or researchers. The Research Risk Assessment Matrix (*Template 4*) will help you work through identification (and mitigation) of risk. The matrix draws out risks, the level of risk, the likelihood of the risk occurring, the type of harm that may arise, the severity of the risk, and the strategies to reduce the risk.

What types of risks might arise?

Risks to participants might include:

- A study which poses a **physical** risk to participants. For example, if you are collecting data on gender norms and questions expose women to risk of violence from her intimate partner.
- A study that may cause **psychological** distress to participants due to the questions that will be asked. For example, if you are collecting data on women's experiences of sexual assault or racist attacks.
- A study that may diminish an **individual's sense of personal worth**. For example, if you are collecting data on economic decision making and control within intimate partnerships. (Equally, the same research may lead to reflection/conscientisation which may mitigate this risk – ie, this can be both a risk and a benefit).
- A study that may cause **political, legal, economic or cultural** risk to the participants, due to the topic of research, or the context in which the research is taking place. For example, if you are collecting data on women's participation in black market economic activities.
- A study that may cause **harm when the results are released**. For example, if you are collecting data on patriarchal practices in a particular community.
- A study that involves people who are:
    - **Unable to provide informed consent**. For example, people living with a disability that impacts on their ability to give consent.
    - **Involved in illegal activities**. For example if you are collecting data on women's engagement in sex work in countries where sex work is criminalised or sexual orientation and gender identity in countries where same-sex practices are criminalised.
    - Not usually considered to be at risk but who would be considered **at risk in the research project's context**. For example, talking with political activists about their activities in a politically repressive environment or talking with women about gendered power imbalances in a dangerously sexist community.
    - From **Indigenous communities** in countries which have been colonised.
    - In a **dependent relationship** with the individuals or organisations conducting the research. For example, a research participant accessing a service from a partner organisation or the research participant works for an IWDA partner organisation.

- A study that involves the **deception of participants,** concealment or covert observation. For example, telling your participants that your research is about family relationships when it is actually about domestic violence. (This is complicated, as in some instances reframing the presentation of a research project is a risk mitigation practice, see *Sensitive Research – VAW*).
- A research design or methodology that has been developed without **collaboration or without consideration of the IWDA Feminist Research Framework**. As a result, for example, IWDA invests in research on a topic that has no value to partners.
- A research design or methodology that has failed to consider the **neo-colonial or gendered power dynamics of the partnership relationship**. As a result, for example, IWDA exposes itself to reputational risk for engaging in culturally insensitive research.
- A research methodology that fails to take due care to consider the **recruitment of participants, issues of consent** or to protect the **confidentiality**, **privacy**, or **data** of participants. For example, if you are collecting information about sexual and reproductive health and rights through interviews or surveys and do not manage the data securely.
- A research team that **fails to consider the cultural context or power dynamics of external researchers**. For example, commencing research without negotiating or considering community cultural dynamics.

Risks to researchers might include:

- Being **arrested**. For example, for carrying data on practices that are illegal.
- Being **injured**. For example, by conducting a study in communities that are considered to be in a **'high-risk' destination**.
- Feeling **pressures of time and logistics**. For example, scheduling too many interviews in a single day, leaving you at risk of conducting poor interviews.

Further help

More useful resources for assessing research risks can be found in the resources listed in *Annex 1 (1C)*.

Step 2: Managing risk

Many of the risks identified above are addressed through the use of the IWDA's Feminist Research Framework, particularly the commitment to feminist participatory research methodologies. However, there are a range of specific matters that require particular attention. The following points will guide you through the ethical considerations to manage a specific range of risks:

a. Recruitment of participants
b. Issues of consent
c. Protecting the confidentiality, privacy, or data of participants
d. Complaints procedures
e. Safety in the field
f. Issues associated with translation
g. Research on sensitive topics

A) INCLUSIVE, FAIR AND EQUITABLE STEPS TO RECRUIT PARTICIPANTS

Participants can be recruited in a targeted or random manner. The following questions will help you to decide your approach.

1. Does your study need participants from an already known group (e.g. people who work or volunteer for a particular organisation)? Your participant recruitment will likely be **targeted**.
2. Does your study need participants that can represent a wider population group (e.g. women living in a particular community, women with a disability)? Your participant recruitment will likely be **random**.

The following flowchart (Figure 7) will offer some ideas on how to best reach potential participants for your study:

Figure 7: Selection model for recruiting research participants (targeted and random selection)

Note: if you are sourcing participants through targeted selection (i.e. through IWDA partners), you will need to be very clear that participation is voluntary and that there will be no consequences if they choose not to participate or if they withdraw their participation at a later date. You should also be aware that targeted recruitment through known channels (snowball recruitment) can give rise to a bias in the research.
Once you have determined how you are going to recruit participants, but before you begin recruiting participants, you will need to make sure that your recruitment is inclusive, fair and equitable.

You will need to pay attention to:

a) Which groups are missing
b) Assess why these groups are not being reached
c) Develop strategies to include them.

The following questions should be asked to make sure that your recruitment process is inclusive, fair and equitable. If after answering these questions you find that your current recruitment process is not inclusive, you will need to develop strategies to rectify this. Inclusion of 'hard to reach' groups of women should never be an afterthought.

- How will you make it clear what participants are being sought (especially when your topic is sensitive)?
- Will you need to translate your participant recruitment information (and is there a contact who can answer queries in the language of translation)?
- Will you need to use a 'safe name' for the research (i.e. not 'violence against women research', but 'women's health study') in your recruitment information? If so, how will you communicate the topic to participants in a way that does not open the project up to charges of deception?
- How can participants obtain more information and be allowed to make an informed decision about their participation?
- How will you make sure that your recruitment information reaches marginalised groups?
- How will potential participants be confidentially screened (e.g. will there be a preliminary phone call/ private meeting)?
- How will you make sure that you are not rejecting participants due to logistical difficulties? This is particularly important in the context of women with a disability (see below for further risk management strategies)
- How will you avoid potential conflicts of interest and coercion?
- How will you make sure that participants are not all coming from the one source, or representing only English speakers/ community leaders/able-bodied women?
- Will participants be offered the opportunity to reschedule or to choose a time that suits them best?
- If participants are unable to participate in person can they participate in another way (e.g. online/paper survey, telephone interview)?
- Who will be present at the interview?
- Will the interview be in a private space?
- Will the study venue/site be accessible for people with a disability?
- Will the study venue/site be a safe place for participants to access (to travel to and from and to be present at)?
- Will expenses incurred by participants be reimbursed?
- Will participants require childcare to be provided?

If you are recruiting participants for research on sensitive topics, see also the guidance on this below.

B) ISSUES OF CONSENT

The basics of seeking consent

If you are conducting any kind of research that involves participants, you must seek their consent.
This step will guide you through what must be included in your process for seeking the informed and voluntary consent of participants in your research. This step must be followed if you are conducting research with participants and your procedures for seeking consent must be in place before you commence your field research.

Tools needed to complete this step

The following Templates are provided in this Package:

a. A sample participant information and consent sheet (for signed consent). This will need to be adapted to reflect the context of each participant (*Template 6*)
b. A sample verbal consent script (*Template 7*)

All participants taking part in the research, regardless of the level of risk of the research, must have consented and be given information about the study that will enable them to make an informed choice. Without their clear and explicit consent, they cannot be involved or cited in the research. The exception to this is where participants are unable to provide explicit informed consent, for example due to age or disability. Please refer to the understand the range of situations in which you will be seeking consent section below for guidance on what to do in these situations.

At minimum, the following principles should be part of your consent-seeking process.

1. Consent is voluntary and without coercion.
2. Full and clear information about the research must be provided to participants before consent is sought, and with adequate time and opportunities for potential participants to consider the risks and benefits of their participation.
3. Participants are able to withdraw their consent at any stage without consequence.
4. In order to participate in the research, participants will need to either sign a consent form or verbally agree to take part in the research.

To design the consent seeking process most appropriate for your study, you will need to adapt *Template 2* and *Template 3*. You will need to remember that participants in IWDA research should be informed of the following points in particular:

1. The purpose and nature of the study.
2. The option to not have their name recorded on a consent form and to provide verbal consent instead (with the researcher recording that verbal consent has been obtained).
3. That any information collected will be held in confidence and that the participation of the participant will be kept private. You should include details of how you will ensure this—for example by the interviewer carrying no information that will identify the nature of the research should the interview be interrupted or by ensuring that no names will be attached to the information given.
4. Where applicable, that some of the questions to be asked (in an interview or survey) may be highly personal, sensitive, potentially distressing, or difficult to talk about. Participants should be reminded that they are free to either skip a question or terminate the interview/exit the survey at any point. Researchers should also remind participants of this just prior to asking a particularly sensitive question.[13] Remember that the risk/vulnerability of a participant might change over the course of the study, especially when repeat interviews are being conducted.
5. Other information for participants that you may wish to provide (or which participants may request) might include:
    a. An indicative sample of questions that they would be asked during an interview.
    b. An example of how their information would be used in a formal report.
6. Participants should be made aware of the procedure for making complaints.

If your participants are unable to provide their explicit informed consent (e.g. due to age or ability), then you will need to pay particular attention to the guidelines in the understand the range of situations in which you will be seeking consent section included further down in this step.

[13] It is also possible that participants will find it empowering to answer these questions, to know that they are building feminist knowledge on this question, or to give voice to their experience. ion in development settings, please refer to the RDI Principles and Guidelines.

Understand what information will need to be given to participants during the consent-seeking process

Once you have designed your consent-seeking tools, follow this basic guide for gaining consent from participants:

1. The participant information and consent sheet should either be read by the possible participant, or it should be verbally explained. Consider if these materials need to be translated, or if you need a translator to explain the information verbally. You may also consider giving the information to participants in advance.
2. Then, following any questions from the possible participant, the consent form is either given for signing or a verbal consent script is read to them and their verbal consent is sought. It is IWDA's preference that we have written consent.

Understand the range of situations in which you will be seeking consent

The ways by which informed consent can be sought and the conditions of participation applied to a research project will vary from project to project and across different participant groups. In some situations participants may be unable to provide their explicit and informed consent. Some examples of situations and ways to respond are described below.

Situation 1: You are seeking consent from women with disabilities[14]

1. Researchers should ensure that all research processes are inclusive of women with disabilities, including when disability is not the specific topic of research. Women with disabilities are often excluded from research and other forms of knowledge production. You should ensure that they are not excluded because it is hard to include them logistically (e.g. conducting research in accessible locations) or due to assumptions around their capacity to provide informed consent.
2. Working with a partner with expertise in disability rights and research can assist in developing processes to include women living with a disability. However, it is important to recognise that these organisations can also reflect the gender bias and inequality in the wider society, and may not be knowledgeable about or inclusive of the circumstances of women with disabilities.
3. Informed consent to participate in the research should be sought either from:
    a. The participant or, if the participant is unable to give informed consent,
    b. The participant's guardian, family elder, or other person or representative as appropriate by local law or culture. The participant should still assent to their participation in the research.
4. Whether a participant has the capacity to give informed consent depends on the nature of their condition, including changes in the condition, and the complexity of the research.
5. Where consent from a nominated family member or other legal/cultural advocate may not safeguard the interests or privacy of the potential participant, consideration should be given to the involvement of one or more advocates who have regular contact with the participant, are familiar to them, and who have no conflict of interest in the research. Assent to the use of a surrogate advocate should be sought from the participant and documented. Careful consideration of whether the risk is too great should also be paramount.
6. Where appropriate, participant information and consent sheets together with any research tools (e.g. research questions) should be provided in an accessible format (e.g. plain language, pictorial/visual cues, large print, Braille and/or audio) according to the needs and preference of the participant.
7. If a participant shows resistance, discomfort, or a desire to withdraw from the research at any stage this must be respected regardless of the views and opinions of others involved in the consent process.
8. In some instances, accommodation of disability is not possible. This should be clearly acknowledged as a limitation of the research. For example, in the Triple Jeopardy research, profoundly hearing-impaired participants were not involved because there were insufficient people with local sign language expertise, and it was inappropriate to use family members as translators.
9. Please refer to IWDA's Disability Inclusion Policy. All Researchers must adhere to this policy.

[14] Additional information on seeking consent from women with disability can be found here: *http://nda.ie/nda-files/Ethical-Guidance-for-Research-with-People-with-Disabilities.pdf*

Situation 2: You are seeking consent from minors

1. Before a child or young person is included in the research, it should be ensured that their participation is not against their best interests. Alignment should be maintained with the IWDA Child Protection Policy and Code of Conduct, the child protection policies of any organisational partner in the research, and the UN Convention of the Rights of the Child (1989).
2. Even if a child or young person has been given and has understood the relevant information enabling them to give informed consent, additional consent is required from a parent, guardian or primary caregiver. In this case, the child agrees to participate (assent) but the accompanying adult provides consent.
3. Depending on the capacity of the participant to understand the information given, participant information and consent sheets together with any research tools (e.g. research questions) should be provided in an accessible format (e.g. plain language or activity based consent tools).[15]
4. Participant resistance, discomfort or desire to withdraw from the research at any stage must be respected regardless of the views and opinions of others involved in the consent process.
5. All Researchers must comply with all IWDA, DFAT and ACFID child protection requirements and must sign IWDA's Child Protection Code of Conduct and adhere to IWDA's Child Protection Policy and supporting procedures.

Situation 3: You are seeking consent from a participant who does not want their name recorded on a consent form or recorded in a verbal consent process.

1. Informed consent is not just about getting someone to sign a form, it is a process. If you are unable to gain signed or verbal consent, you must still go through the process of informing the participant about the study and ensure that the consent process is not skipped.
2. Participants should be reassured that their information will be kept confidential. Make sure you describe how you will ensure this.
3. If a participant does not wish to have their name attached to a consent form or to have their consent recorded, you may be able seek 'implied consent'. This is a process where a participant knowingly agrees to participate in research by completing a research activity or task (e.g. by completing an interview or a survey). Whether this is appropriate to your research will need to be checked with and approved through the ethical review of your study and/or IWDA's Research, Policy and Advocacy team. It is not the preferred approach and will not be considered for high risk research.
4. The same consent protections should still apply to participants – that is, they should still be free to withdraw from the research at any time without consequence.

Situation 4: You are seeking consent from a partner or participant in a partner program

1. Our research is commonly conducted with our partners or with participants in partner programs. Recruiting research participants from within service delivery relationships gives rise to particular ethical considerations.
2. The consent seeking process must make completely clear that the participation in research does not impact other relationships with IWDA or a partner organisation. For example, a woman accessing a service from an IWDA partner should be confident that deciding not to participate in research will not have a negative impact on her access to the service. Similarly, IWDA partners should feel confident to decline research partnership opportunities without detriment in other areas of the relationship.

[15] The RDI Network has a consent form for minors: *https://rdinetwork.org.au/wp-content/uploads/2017/05/Tool_E_Activity_Based_Consent.pdf*

C) COMPLAINTS ON RESEARCH AND ITS CONDUCT

Participants and others are free to directly complain about the research and its conduct:

1. Participants should be given information during the consent-seeking process about who to contact if they have any concerns or complaints, including the procedures for making a complaint against IWDA, outlined in IWDA's complaint policy.
2. All research that involves participants should be guided by the Internal Research Advisory Group or the External Research Advisory Group (see *Section 3*). Alongside IWDA, these groups should also be responsible for receiving and managing complaints.

D) ANONYMITY AND CONFIDENTIALITY OF PARTICIPANT INVOLVEMENT AND DATA COLLECTION

Within the context of informed consent, participants should be given the option to have their involvement in the research remain confidential and for their comments to be anonymous. To enable this, the following points should be considered:

1. Discuss anonymity and confidentiality with participants
    a. Check with participants their preferences for anonymity and confidentiality. This should be included in the information you give to participants during the consent-seeking process;
    b. Remember that anonymity may not always be the preference of research participants, especially where there is a power in having a voice attached to an issue on which silence may have been enforced. Make sure that the autonomy of the participant is taken into account when you're discussing anonymity and confidentiality.
2. Make sure that any limits to confidentiality are explained to participants (e.g. if you are mandatorily required to report abuse).
3. If confidentiality and anonymity are required by the participant, concrete plans must be in place (and clearly communicated to participants). These plans might include:
    a. De-identifying information (completely removing or encrypting information linking individuals to the data they provide) and agreeing not to disclose their participation in the research to particular groups or people.
    b. De-identifying data, using pseudonyms or neutral references (ie, Participant 75) to make sure that individuals and communities cannot be identified.
    c. (Note: anonymity may not always be the preference of the participants. The autonomy of the participant – along with the contexts that oppress or allow their ability to act autonomously – must be considered in the design of the project).
    d. Keeping data gathered through the research in a safe and secure location.
    e. Making sure that researchers are not carrying any information (lists of questions, paper consent forms, business cards) that could reveal to an external party that the participant is taking part in the research.
    f. If you are using anonymous surveys as part of your data collection, make sure that it does not ask for any information that could identify participants.

E) ENSURING PRIVACY FOR RESEARCH PARTICIPANTS

Research participants should have the option of having their participation in the research remain private. This is particularly important if you are conducting research on a sensitive topic. To help to ensure privacy, the following strategies should be integrated into the risk management plan:

1. Researchers should ask participants to suggest a private and safe place to meet. Participants must be free to change the time or location of the interview.
2. Researchers should not carry any information that could reveal to somebody else that a participant is being interviewed about a sensitive topic. Researchers should use a 'safe name' for the research (e.g. not 'research into violence against women', but 'women's health study').
3. In case the interview is interrupted, researchers are to decide in advance with the participant how the interview will be stopped and the discussion changed to a neutral topic. Researchers may also consider carrying false interview questions about a neutral topic.
4. Conduct interviews with one participant at a time. Researchers should allow enough time (or a location change) between interviews to avoid participants meeting each other.
5. See also below for consideration of privacy issues in the context of translation.

F) REIMBURSEMENT FOR PARTICIPANTS

While offering incentives to secure consent from participants is to be avoided, it may be that it is appropriate in the context of your study to offer reimbursement for the cost of travel to and from the research site or to cover the costs of childcare or to offer some form of recognition of opportunity costs to women (for example, paying other women to cook meals and provide food for research participants/and their family, as an acknowledgment of women's time). If so, the following points should inform the approach you take:

1. Your participant information should reflect whether or not reimbursement is appropriate or expected in the local context. Investigate whether reimbursement will make participation possible or will cause problems for participants.
2. Carefully consider how reimbursement will be discussed. If it is mentioned prominently in the recruitment material, it may be inappropriately coercive.
3. If the research will offer reimbursement, it should be made clear in the consent-seeking process that just because reimbursement has been accepted, participants are still free to withdraw from the research at any time with no consequence.
4. The provision of reimbursement should not be listed as one of the benefits of the research in any ethics applications.
5. If any receipts are required from participants for reimbursement, participant requirements for confidentiality or anonymity should be considered in the processing of these receipts.

IWDA does not reimburse the cost of lost wages due to participation in the research.

G) SAFELY SECURING DATA

Strategies guiding the security and storage of research data will vary depending on the methods used to record the data and the type of research that is being conducted. Clear directions on the following points should be included in the risk management/research methodology:

1. Strategies will need to take into account agreements that have been made with participants on the confidentiality, anonymity and privacy of their information and participation.
2. Strategies should have clear procedures on how data should be recorded for your research project (e.g. on a computer, using a Dictaphone, by mobile phone, on paper).
3. Data from recording devices should be transferred onto a secure storage device as soon as possible.
4. The secure storage device should be appropriate to what will be available during the field research (e.g. on a password-protected USB, in a locked filing cabinet, on a secure computer server with restricted access).
5. Strategies will need to provide clear guidelines on how to ensure the security of data while conducting in-country fieldwork.
6. Clear understandings on who will have access to data gathered during the research need to be in place.
7. Guidelines on how long data will be retained should be in place (ie, data should be kept for seven years for published research).
8. Consideration needs to be given to how data will be securely destroyed at the conclusion of the storage period.

H) ETHICAL AND SAFETY INCIDENTS

Ethical and safety issues or incidents that directly relate to the research may include the following[16]:

Table 9: Possible Ethical and Safety Issues

ISSUE	EXAMPLES
Conflict of interest	• A researcher has accepted gifts. • The funders of the research have a financial interest in the direction of the research outcomes.
Research misconduct	• Deceptive methods have been used to obtain consent from participants • The results of the research have been fabricated.
The safety and confidentiality of participants/researchers is put at direct risk as a result of the research	• The topic of the research has been disclosed to the participant's family against their wishes. • Confidential information given by participants has been disclosed to family members, the police, or another party. • The researcher has been assaulted while conducting the study. • There has been political and civil unrest or a natural disaster that has placed the researchers, participants, and data quality, integrity and security at risk.

In relation to safety, IWDA has a range of policies that provide the framework for managing some of these risks. The Code of Conduct, International Security policy, the Counter Terrorism policy, the Risk Management policy, the Travel policy and the Occupational Health, Safety and Wellbeing policy should be followed at all times. The Child Protection Policy must always be adhered to if conducting research with minors.

In relation to ethics, the IWDA Feminist Research Framework and the Code of Conduct provide steps to ensure that we conduct our research to the highest ethical standards. Ethical issues or incidents which arise during the course of the research should be discussed with line managers, who will escalate according to organisational policy. A notification should be made to the relevant Advisory Group through interim or end of project reporting.

I) MANDATORY REPORTING OF ABUSE

Researchers may also be required to make a mandatory report of any abuse that they witness or which is disclosed to them. The following steps should be in place for managing this:

1. Researchers should be familiar with IWDA policies that pertain to the reporting of abuse, including the International Security Policy and the Child Protection Policy.
2. Researchers should be informed of the local laws relating to mandatory reporting prior to carrying out field research.
3. Researchers should be informed (e.g. by local partner organisation) of safe and reliable local referral organisations and bodies, should a referral be necessary

Also refer to the section on *Conducting Sensitive Research*.

[16] Adapted from: Partners for Prevention 2013, Annex 3: Ethical and Safety Guidelines for Research on Gender-Based Violence, retrieved 1 February 2017, *http://www.partners4prevention.org/resource/annex-3-ethical-and-safety-guidelines-research-gender-based-violence*

J) ISSUES ASSOCIATED WITH TRANSLATION

In order to make sure that your research is accessible and relevant to participants, communities and partners, you may need to use translation and interpretation during the research. This will need to be factored into any research budget. The table below aims to help you decide the language in which each step of the research needs to happen and the principles that should be kept in mind:

Table 10: Using an interpreter or translator at each stage of the research

	YOU MAY NEED AN INTERPRETER OR TRANSLATOR IF YOU ARE:	PRINCIPLES
Determining the research priorities and planning the study	√ Consulting with local communities √ Consulting with local partners √ Translating partner agreements into a local language	√ Check with partners and community representatives before engaging an interpreter to ensure that this is also their preference √ Consider how you will ensure that the translation of any agreements are accurate (e.g. use of back translation, where the document is translated from the original language into a local language, and then back to the original language by another translation to check if translation has accurately captured meaning)
Implementing the study	√ Translating your data collection tools (e.g. consent form or recruitment material) √ Using an interpreter during training of local researchers and/or during participant interviews	√ If recruitment material has been translated, there may be an expectation that someone is available to speak with in this language √ Avoid interpreters who are known to participants. Consider using a telephone interpreter for privacy √ Consider how you will ensure that translation/interpretation is accurate
Analysing the results and developing recommendations	√ Translating local language responses gathered in surveys √ Translating the research findings for peer review or for cross-checking with participants	√ Consider how you will ensure the accuracy of any translation
Disseminating the findings	√ Will research products be translated for use by partners/communities?	√ Consider how you will ensure the accuracy of any translation

Additional translation and interpretation questions to consider

- How will you confirm whether participants/partners would like to use interpreters? How far in advance will you need to do this?
- Have you allowed extra time in your interviews and for interpretation?
- Have you allowed time for translation in your dissemination plan?
- Will telephones or computers be available if you have to use telephone/Skype interpreters?
- How will you take into account gender preferences? Will it be possible to use a female interpreter in the location of your study?
- How will you take into account specific language requirements around dialect and cultural, religious or political issues?
- How will you manage privacy? How will you ensure that the translators are not involved in interviews with participants that are known to them or in their networks?
- How will you ensure that the translators own attitudes to gender equality are aligned with IWDA's values?
- How will you brief the translator about the study and about the participant?

Useful links for Australian translation and interpretation services:

- Australian Institute of Interpreters and Translators (AUSIT) *www.ausit.org*
- National Accreditation Authority for Translators and Interpreters (NAATI): *www.naati.com.au*
- Translating and Interpreting Service (telephone interpreting) – *www.immi.gov.au/tis*
- It may also be useful to check with relevant Program staff on recommended translation services in the countries where our partners work.

K) DESIGNING RESEARCHER SELF-CARE

Planning for researcher well-being and safety should be included in the research process. Safety strategies are addressed by applying IWDA policies and procedures. The following steps can be part of planning for self-care in the research project plan:

- Limit the number of interviews conducted in one day.
- Factor rest days into the research plan.
- Put in place debriefing plans for researchers.
- Make sure that sufficient field researchers are recruited. This ensures that if a researcher decides to withdraw from the project, their decision can be accounted for and supported.
- Make sure that support is available to all researchers and throughout the research, including support for local researchers and support after the field work has concluded.

Useful links for tools:

A number of tools are available that will help to design strategies for researcher and participant safety and well-being. Examples that are particularly relevant to IWDA's work include:

- Partners for Prevention have produced ethical and safety guidelines for conducting research on GBV. These guidelines can be found at:
  http://www.partners4prevention.org/resource/annex-3-ethical-and-safety-guidelines-research-gender-based-violence
  http://www.who.int/gender/violence/womenfirtseng.pdf

- WHO (Department of Gender, Women and Health) has produced recommendations for conducting research on domestic violence against women. This contains useful strategies on ensuring safety of participants and researchers during the research:
  http://www.who.int/gender/violence/womenfirtseng.pdf

7.3 CONDUCTING SENSITIVE RESEARCH

What is sensitive research?

It is possible that your research will involve dealing with topics or information that could cause harm to participants or researchers, for example:

- Physical risk
- Psychological distress arising from difficult topics or experiences
- Damage to an individual's sense of self worth
- Political, legal, economic or cultural issues that are difficult to discuss safely or openly or subject to backlash

Your research may involve women who have first-hand experience of violence and conflict or who are providing information that could put their personal safety at risk if it was disclosed to others. The very fact that they are participating in research could place some women at risk of harm.

Balanced against this is the benefits accruing from conducting the research and individual women's perceptions of risk and benefit. For example, the research can generate new evidence, analysis and insights on women's rights and gender equality; drive increased international attention to an issue; support new laws, funding or programs to remedy the inequality.

The over-riding consideration, however, is that the research must prioritise the safety and security of participants and researchers.

This section includes additional information to support participants and researchers when conducting sensitive research. The approach we suggest[17] builds on the steps identified above and ensures that those participating in sensitive research are supported, safe and autonomous in deciding to provide sensitive information.

Table 11: Steps to take when conducting sensitive research

The research should be socialised among the local community and key stakeholders before it begins.	• Provide clear and accurate information about your study to key organisations and stakeholders. Describe the purpose of the research and how it will be used (including information on how it will not be used) • Risk management strategies should be put in place to consider whether this step should be taken (ie, if the topic of the research is understood by community members, will it put participants at risk?)
Before your study begins, decide whether or not participants will be referred to support services if needed (and how any referrals will be made).	• Be aware of safe and reliable local support services, organisations and groups in the local area. Prepare an information sheet for participants containing this information. The information sheet should not explicitly mention the topic of the research (e.g. violence against women) and may include 'decoy' info (e.g. general health services) • Train researchers carrying out interviews to refer women who request assistance to a support service. Where few resources exist, it may be necessary for the study to create short-term support mechanisms • If no local services exist, your study should provide access to either a trained counsellor attached to the research or to telephone counselling services. The research findings should be used to advocate for the establishment of local services • Researchers must be familiar with (a) IWDA policies on the reporting of abuse, including the International Security Policy and the Child Protection Policy, and (b) local laws relating to mandatory reporting

[17] Adapted from: WHO Department of Gender, Women and Health 2001, Putting women first: ethical and safety recommendations for research on domestic violence against women, World Health Organization, Geneva, retrieved 13 January 2017, *http://www.who.int/gender/violence/womenfirtseng.pdf*, and Partners for Prevention 2013, Annex 3: Ethical and Safety Guidelines for Research on Gender-Based Violence, retrieved 1 February 2017, *http://www.partners4prevention.org/resource/annex-3-ethical-and-safety-guidelines-research-gender-based-violence*.

Principles of 'do no harm' should be maintained	• Take care to make sure that all questions are asked sensitively, in a supportive and non-judgemental manner • Provide training to researchers on how to respond to participant's responses on sensitive topics and—if necessary and requested—how to provide support to participants • Make sure that the interviews do not ask for information that could be used in legal proceedings (e.g. where an identified victim and perpetrator of rape are disclosed)
The privacy and safety of participants should be maintained	• See earlier information on *privacy*
The confidentiality of participants should be maintained (but autonomy should be respected)	• See earlier information on *confidentiality*
Regularly check that participants are comfortable with participating in your study and the level of risk they face in taking part.	• See earlier information on *consent*
Strategies for the self-care and support of all researchers must be in place	• See earlier information on *self-care*

Guidance on working with specific groups and topics

All IWDA research should be take into account the implications of the research for participants and the safety and autonomy of all participants. This is especially so when researching violence against women, including women with a disability in research, or conducting any research that may involve children.

Violence against Women (VAW)

Researching violence against women (VAW) contains many of the challenges involved in researching other sensitive topics including confidentiality, the need for adequate and informed consent, and problems of disclosure. However, given the potentially threatening nature of this research, the safety and even the lives of women participants and interviewers may be at risk. There is the risk that merely participating in research may provoke further abuse.[18] Researchers should ensure they prioritise the safety and rights of the participants at all times.

[18] Fulu, E & Lang, J 2013, Ethical and Safety Guidelines for Research on Gender-Based Violence, produced for Partners for Prevention. *http://www.partners4prevention.org/resource/annex-3-ethical-and-safety-guidelines-research-gender-based-violence*

Researchers should integrate the following ethical and safety principles and mechanisms:[19]

a. The safety of participants and the research team is paramount and should inform all project decisions.
b. The research should not cause the participant to experience further harm. This includes not causing the participant further trauma.
c. Studies need to be methodologically sound and to build upon current research experience about how to minimise the underreporting of abuse.
d. Protecting confidentiality is essential to ensure both women's safety and data quality.
e. All research team members should be carefully selected and receive specialised training on VAW research and be given ongoing support.
f. The study design must include a number of actions aimed at reducing any possible distress that the research may cause participants. For example, framing questions sensitively, restricting the topics addressed, ensuring that appropriate support mechanisms are in place prior to and following the interview.
g. Participants should be warned in advance that some topics might be difficult to talk about. They should also be made aware that they are free to terminate the interview at any time or to skip any questions that they do not want to answer.
h. Fieldworkers should be trained to refer women requesting assistance to available sources of support. Where few resources exist, it may be necessary for the study to create short-term support mechanisms.
i. Researchers and donors have an ethical obligation to help make sure that their findings are properly interpreted and used to advance policy and intervention development.
j. Only when ethical and methodological requirements can be met, should violence questions be incorporated into surveys designed for other purposes.
k. Interviews should be conducted with only one woman in a household and in complete privacy.
l. Do not inform the wider community that the survey includes questions on violence and do not interview men about violence in the same households or clusters where women have been asked about violence.
m. Interviewers should not conduct interviews in their own communities.
n. End the interview on a positive note that emphasises a woman's strengths.
o. When presenting research findings care must be taken to ensure that information cannot identify participants (except in cases where they have asked to be identified) or communities.
p. Research into violence against women may also cause secondary trauma for interviewers. Mechanisms should be put in place to support interviewers, such as regular debriefing meetings.

Please also refer to the resources listed in *Annex 1 (1C)* for further information.

Disability Inclusion

IWDA is committed to recognising, respecting and promoting the rights of all people, including those who live with disabilities, and this should inform all research work. For guidelines on collecting data on disability, please refer to the resources available through the Washington Group on Disability Measurement available at *https://www.cdc.gov/nchs/washington_group/index.htm*

In undertaking research that specifically focusses on women and girls with disabilities, Researchers should be guided by the following principles and learnings:

a. 'Nothing about us without us'. Research should involve women and girls with disabilities as active agents in research and program activities. This is in-line with IWDA's commitment to enabling voice and empowerment, and contributes to data and program quality.
b. Use mixed methods. Qualitative methods enable women and girls with disabilities to speak directly about their experience, underline its impact and significance and the ethical and political imperative of acting. Quantitative data points to the scale of an issue and can communicate the importance of taking action.
c. Where appropriate, compare the experience of women and girls with disability and women and girls without disability, to highlight differences and similarities and support comparative understanding by individuals without lived experience of disability.
d. Focus tools development and programming on addressing key barriers to inclusion.

All Researchers must adhere to IWDA's Disability Inclusion Policy.

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[19] Adapted from Ellsberg, M & Heise, L 2005, Researching violence against women: a practical guide for researchers and activists, World Health Organization and Program for Appropriate Technology in Health, Washington, retrieved 21 January 2017, *http://www.who.int/reproductivehealth/publications/violence/9241546476/en/* and Fulu, E & Lang, J 2013, Ethical and Safety Guidelines for Research on Gender-Based Violence, produced for Partners for Prevention. *http://www.partners4prevention.org/resource/annex-3-ethical-and-safety-guidelines-research-gender-based-violence*

Child Protection

Although IWDA programs and research activities do not typically focus specifically on children, some of IWDA's partner organisations run programs focussed on girls and young women. Children are also often present during IWDA activities, in our partner organisations, or where staff, volunteers and consultants work, and are members of every community in which we work. The safety and rights of children involved in or present during research must always be prioritised. The following steps should be followed if research is to be conducted with minors:

1. All Researchers must comply with all IWDA, DFAT and ACFID child protection requirements and must sign and adhere to IWDA's Child Protection Policy and Code of Conduct and supporting procedures.
2. A Child Protection Risk Assessment must be taken for all research activities to identify risks, classify any high risk activities and document steps being taken to reduce or remove these risks (please refer to IWDA's Child Protection Policy for further information).

Follow the consent-seeking process for minors described earlier in this section.

Women Human Rights Defenders and Political Activists

Women who engage in political activism and work towards defending women's human rights are often subjected to intense scrutiny, criticism and violence for the work they engage in. As their activities challenge fundamental normalised assumptions about gender roles in society, they often face opposition from both state and non-state actors, as well as people within their own communities.[20]

When planning research with women human rights defenders and political activists, the following issues should be taken into account:

a. Physical and sexual violence is a tactic frequently used to silence women political activists and human rights defenders. Consequently, the safety principles and mechanisms for research on violence against women (as outlined above) need to be adhered to.
b. There may be a heightened risk of surveillance and censorship of these women and consequently research needs to be conducted in a safe location, and confidentiality and data storage procedures are of paramount importance.
c. Gender and sexual stereotypes may be used to harm the image or reputation of women activists. Consequently, it is crucial that steps are taken to accurately and respectfully represent research findings and that these findings are used to promote positive change and support for women human rights defenders and political activists.
d. In some contexts, research with women human rights defenders and political activists may pose the risk of state censure or intervention in the research process. It is important to assess this risk within the given context and ensure the safety of the researcher as well as the participants. In doing this, it is important to respect the individual's assessment of their risk, as well as ensuring that the researcher feels that their safety is being realised.

Indigenous Communities

Researching Indigenous Communities requires a recognition of the diversity of indigenous populations and their experiences. Comprehensive ethical research guidelines exist for Australian Aboriginal and Torres Strait Islander communities and can be found at
https://aiatsis.gov.au/sites/default/files/docs/research-and-guides/ethics/gerais.pdf

[20] To read more about the challenges facing women human rights defenders see:
https://www.awid.org/priority-areas/women-human-rights-defenders
https://www.awid.org/publications/our-right-safety-women-human-rights-defenders-holistic-approach-protection

7.4 IDENTIFYING BENEFITS

Once you have identified the risks of your study, you will need to identify the benefits to participants of taking part in your study. The benefits should always outweigh any potential risks to research participants (refer to Table 12 below). Note that contributing to existing knowledge or giving financial compensation or reimbursement are not considered research benefits in ethical research practice.

Table 12: Research Participant Potential Benefits

POTENTIAL BENEFIT	EXAMPLES
Builds feminist knowledge of women in all their diversity	• Research increases knowledge of the experiences of the intersection of intimate partner violence and women living with disability • Research challenges harmful gender norms • Research explores men's economic power over women in a household context
Contributes to transformative impacts on the causes of gender inequality	• Change for individuals: You are conducting a study on domestic violence in a community specifically to inform advocacy for a women's safe house in the area • Societal change: research leads to the government adopting a new law or policy that advances gender equality • Change within IWDA: research leads to a new program on women's economic empowerment • Change within the feminist movement: research gives voice to women who are sometimes excluded by the feminist movement • Methodological change: inclusive research practice with women with disability improves methodological approaches in this context
Develops skills, experience and opportunities	• Your research into disability involves training local women living with a disability as data collectors • New skills and experiences may open up new employment opportunities and shift attitudes to and expectations of women living with disability
Archives knowledge	• Your research into maternal health provides support to the participant community for recording materials relating to intangible cultural heritage (e.g. particular cultural practices or languages)

Balance the mitigated risks against the benefits

It may be unclear in certain research contexts how to strike a balance between rights and benefits and risk in conducting research. Table 13 below is a short checklist of questions[21] that will help you to identify the potential research benefits to participants in your study and how these will be weighed against the risks. If you can't answer 'yes' to all questions that apply to your study, then you might need to make some changes to your research design or provide a solution.

Table 13: Checklist of questions for identifying potential research benefits to participants

POTENTIAL BENEFITS	YES	NO
Will your research directly contribute to transformative impact on the causes of gender inequality or the deepening of feminist knowledge, in a way that justifies any mitigated risks?		
Will the research lead to reliable findings?		
Does your research deepen the skills of women in the local community?		
Have the expectations of benefits among participants been taken into account by the research? Particular expectations may have been developed through their involvement in other studies (and through colonial legacies in particular).		
If you will be recording intangible cultural heritage practices, have you asked the local community about how this material should be stored or preserved?		
Have you put in place effective strategies to manage risks raised by the research topic or methodology?		

[21] Questions are adapted from questions provided in Ackerly, B & True, J 2010, Doing feminist research in political and social science, Palgrave Macmillan, New York.

SECTION 8: DATA ANALYSIS AND FINDINGS FORMULATION

8

Data analysis is the process of analysing the evidence (data) you have collected in order to answer your research questions and inform your findings. This section does not provide you with a "how to guide" on data analysis (see *Annex 1G* for data gathering tools) but rather provides high-level guidance and questions that will help you to draw out some of the ethical and feminist considerations of the data analysis process.

IWDA's Feminist Research Framework requires us to consider the role of our own values in the data analysis and findings formulation process, and to be mindful of the power dynamics within the research team and between the research team and participants. Remember to check-in consistently to understand how your own values are informing the analysis and review.

Prepare your data for analysis

1. Have you removed identifying information from your data (according to agreements with participants)?
2. Have you allowed sufficient time and budget to have your data translated if necessary, and considered how you will validate translations (i.e., you may use back translation).
3. Have you decided whether you will be using specialist software (e.g. NVivo or SPSS) for your analysis? This may be helpful if you have a large amount of data, complex questions, or a team of analysts. Will the use of software increase or decrease power balances within the research team?

Analyse your data

1. How is your project team making decisions about data analysis? What decision making process is being used to select the most appropriate analysis method for the kind of data you have gathered? How are you documenting the process of conducting the data analysis? This not only ensures robust findings but also makes transparent decision making within the project team. Return to your research question. Does the analysed data answer your question? Do you need to conduct further research?
2. How are you making decisions on the data coding process (labelling data based on a set of categories)? These categories may be pre-decided or they may emerge as you reflect on your data. Consider who will make and how decisions will be made about the categories and whether there will be any consultation back with participants (i.e., sense making and sense checking workshops). Once you have coded your data, look for connections and sub-categories among the codes. From analysing these, you can conduct a comprehensive and logical analysis. Again, consider how decisions will be made about the connections and sub-categories.

Move from analysis to findings

1. How are you working collaboratively to draw out the conclusions from your data? Have you included sense making and sense checking processes? What is important and interesting about your data in relation to other studies in your field? Have you discovered anything that supports or refutes the findings of similar research?

Validate your findings

1. How will you triangulate (cross-check or verify) the findings from your data against the findings of other research? For example, you might triangulate your findings against the findings of studies conducted with similar population groups but used a different data collection method. You might also look to triangulate your findings against other IWDA activities (e.g. information gathered through M&E reporting). Will you use a peer reviewer or peer review group to review your analysis?

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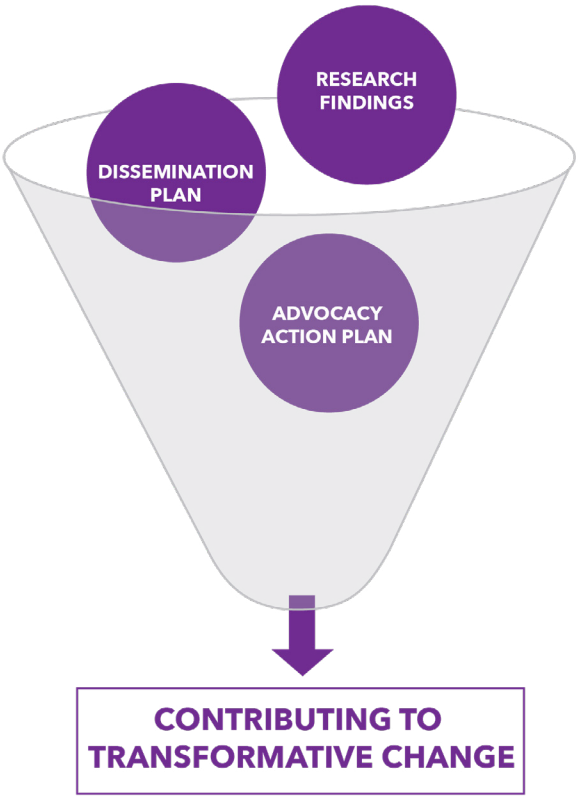
SECTION 9: RESEARCH INTO ACTION

9

9.1 WHAT ARE YOU TRYING TO CHANGE?

IWDA conducts applied research that seeks to have a transformative impact on the causes of gender equality. This means that, from the outset, the change the research project is planning to contribute to should be clearly identified and the research proposal should consider advocacy objectives, a dissemination plan and learning objectives for IWDA's programs and partnerships. If the research is to be genuinely transformative, it is critical to have preliminary conversations on the research to action steps from the outset, and integrate them into the *Research Proposal* (see to Figure 8).

Figure 8: How to Contribute to Transformative Change



As your starting point, consider the change you are wanting the research to contribute to at one or multiple levels:

- Change for individuals
- Change within IWDA (organisational change)
- Change with the feminist movement
- Change for society (across economic, political, cultural, legal and other spheres)
- Change to our programs, projects and partner relationships
- Change to our ideas about knowledge production and research methods

The Gender at work framework (see *Section 2*) is a useful tool to think about the change you are seeking and can be used when identifying research priorities and research partners, developing research questions and thinking about how you will use your research findings.

9.2 USING RESEARCH FOR ADVOCACY TO CHANGE POLICY AND PRACTICE

When you are identifying research priorities, it is useful to align this with your advocacy priorities. What are you trying to change in policy and/or practice and what evidence do you need?

As a first step you may find it helpful to meet with the RPA team to discuss the advocacy aims of the project. IWDA has also developed an advocacy planning tool which may assist you here (Please see the RPA team for a copy of this tool). Working through steps 1 to 3 of the advocacy planning tool and using tools 2 and 3 relating to analysis of context, with relevant IWDA partners and research partners, can usefully inform research priorities. You may also wish to develop an advocacy action plan alongside your research proposal.

Table 14 (below[22]) is also a useful tool to help you think about:

1. What you need to know before you begin to use your research to influence programs and policy.
2. What you need to do to make sure your research will have a good chance of having influence.
3. How you can achieve your plan.

[22] Adapted from information available in: Overseas Development Institute 2004, Tools for policy impact: a handbook for researchers, retrieved 1 February 2017, *https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/194.pdf*

Table 14: ODI Tool on how to influence program and policy[23]

	WHAT RESEARCHERS NEED TO KNOW	WHAT RESEARCHERS NEED TO DO	HOW TO DO IT
POLITICAL CONTEXT	• Who are the policymakers? • Is there policymaker demand for new ideas? • What are the sources / strengths of resistance? • What is the policymaking process? • What are the opportunities and timing for input into formal processes?	• Get to know the policymakers, their agendas and their constraints. • Identify potential supporters and opponents. • Keep an eye on the horizon and prepare for opportunities in regular policy processes. • Look out for – and react to – unexpected policy windows.	• Work with the policymakers. • Line up research programmes with high-profile policy events. • Reserve resources to be able to move quickly to respond to policy windows. • Allow sufficient time and resources.
EVIDENCE	• What is the current theory? • What are the prevailing narratives? • How divergent is the new evidence? • What sort of evidence will convince policymakers?	• Establish credibility over the long term. • Provide practical solutions to problems. • Establish legitimacy. • Build a convincing case and present clear policy options. • Package new ideas in familiar theory or narratives. • Communicate effectively.	• Build up programmes of high quality work. • Action-research and Pilot projects to demonstrate benefits of new approaches. • Use participatory approaches to help with legitimacy and implementation. • Have a clear strategy for communication from the start. • Face-to-face communication.
LINKS	• Who are the key stakeholders? • What links and networks exist between stakeholders? • Who are the intermediaries, and do they have influence? • Whose side are they on?	• Establish a presence in existing networks. • Build coalitions with likeminded stakeholders. • Build new policy networks.	• Partnerships between researchers, policymakers and policy end-users. • Identify key networkers and influencers. • Use informal contacts.
EXTERNAL INFLUENCES	• Who are the main international actors in the policy process? • What influence do they have? • What are their development priorities? • What are their research priorities and mechanisms? • What are the policies of the donors funding the research?	• Get to know the donors, their priorities and constraints. • Identify potential supporters, key individuals and networks. • Establish credibility. • Keep an eye on donor policy and look out for policy windows.	• Develop extensive background on donor policies. • Orient communications to suit donor priorities and language. • Contact (regularly) key individuals.

[23] *https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/194.pdf.*

9.3 COMMUNICATIONS (INTERNAL/EXTERNAL)

Sensitive and well-timed communications that have a target audience in mind can both contribute to and influence work in particular contexts and sectors. This section will help you decide how to communicate your findings and other outcomes of your study. **For IWDA research, the primary step in developing the communications strategy is to meet with the Strategic Engagement Team at the outset.** You may also want to refer to the communications tools and resources included listed in *Annex 1 (1H)*.

What are you communicating?

What you need to communicate will depend on what step you are up to in completing your study. Figure 9 describes the things you may need to communicate during the research steps. The intention with communications is to convey why the research matters, what difference the research will make, and to generate a cohort of people who promote the research at its conclusion/integrate the outcomes in to their activities etc.

Figure 9: What needs to be communicated and when

IWDA has a broad range of stakeholders who should be considered in a communications plan, along with project-specific influencers. These include: partners, staff, board, Gender Wise members, academics, women's rights organisations, development organisations and sector, politicians, policy makers, regional and international organisations, social and traditional media influencers, donors, funding bodies and the community.

What are your dissemination channels?

There are many different channels which need to be considered as you plan the dissemination of the research, aligned to the influence objective. These include: formal research reports, briefing notes, media articles, public research reports, speeches, conference presentations, presentations on the findings, peer-reviewed journal articles, social media channels.

Principles for communicating the findings

1. The confidentiality of research data should be maintained as per the ethics agreement. Data should be used only in the ways that participants consented to.
2. Protocols guiding the security and storage of your research data will vary depending on the methods used to record the data and the type of research that you are conducting. Consider also the value of retaining the data for future research. See *Section 7*.
3. The public presentation of research findings should not take place until the findings have been checked through a peer-review process and/or through data triangulation.
4. The first groups that you will need to advise of the findings will be the relevant IWDA staff members and any advisory or peer review groups (see *Section 3*), followed by partners, donors and participants. This will minimise miscommunication about the finding or status of the research project.
5. Make sure you develop key messages about your findings so that when anyone talks about the research they are communicating the same consistent message.
6. Make sure you choose the most appropriate means of communicating your research findings to each group. Consider whether you will need to communicate findings face-to-face, in a workshop, in writing, etc.
7. Make sure that relevant groups within IWDA are briefed and updated on its progress at all stages.
8. Final research products should be provided in formats that can be used by all areas in the organisation for promotion, transformative change, and for informing programs. Products should be applicable to relevant contexts.
9. If your research publications will use photographs, video or other multimedia, follow the IWDA Multimedia Collection, Storage, Naming & Usage Procedures.

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TEMPLATES

TEMPLATE 1: IWDA RESEARCH PROPOSAL TEMPLATE

This template, together with the IWDA Risk Assessment Matrix (*Template 4*), should be completed by the relevant IWDA staff member leading the research project.

Research proposals must be submitted to the Research, Policy & Advocacy team.

Note: You should work with your research partner and/or any consultants contracted to undertake the research, to develop your research proposal.

1. Who is involved in the proposed research?

Who is on the research team? (Please indicate the research leader/coordinator with an *)	
What is the relevant research experience of the team? (If available, you can simply attach CVs of the research team / consultant.)	
Have you consulted with relevant IWDA partners on this research area?	
Is a Research Partnership Agreement in place and with whom? Are there any issues to report?	

2. Research Scope and Purpose

Research Project Title	
What question(s) is the research seeking to answer? (200 words maximum)	
What does the existing literature and related research tell us about why this research is important? (Please attach a Literature Review of not more than 1 page)	
How does the proposed research align with IWDA's Strategic Plan and Strategic Plan Monitoring, Evaluation and Learning Framework? (100 words maximum) Please reference relevant IWDA strategic goals and relevant MELF evaluation questions.	

3. Resource Implications

How will the project be funded?	
Are there sufficient funds to enable high-quality, ethical research to be conducted and for necessary risk mitigation measures to be implemented?	

4. Research Methodology

What research methodology will you use? How will this methodology align with IWDA's Feminist Research Framework? (2 pages maximum). Please also submit any proposed data collection tools that have already been developed; noting that rolling approvals will be available for iterative research design (such as tools that are yet to be developed).)	
What are the potential risks associated with the research methodology and how will they be managed? (Risk Assessment Matrix)	
What are the potential benefits of the research? (1 page maximum)	
Does the research benefit outweigh the managed research risks?	Yes No
How does your research plan meet IWDA policies on safety and security? (500 words maximum)	
What are the project timelines?	

5. Informed Consent

How will your project manage informed consent? Are there any sensitivities that need to be addressed? Please attach draft plain language statement and consent forms.	

6. Access to data

Does your research require access to IWDA data? If yes, please specify the data required.	

7. Privacy

Does your research require access to IWDA data? If yes, please specify the data required.	

8. Confidentiality and management of data

How will data be recorded?	
How will data be secured during the fieldwork?	
How will data be secured once it has been collected?	
How will you ensure confidentiality of the data?	
Who will have access to the data?	
Do you think the data will be used again in the future? If yes, for what purpose and by whom?	

9. Research into action

What are the proposed policy and advocacy strategies attached to the research findings?	
What are the proposed communications strategies attached to the research findings?	

10. In-country approvals

Have you obtained relevant approvals for research in the countries named in the methodology?	

11. Other Institutional approvals

Have you obtained relevant approvals for research from other institutions, if required?	

RESEARCH PROPOSAL APPROVAL

(not to be completed by applicant)

Proposal approved	YES ☐	NO ☐	Request further information ☐
Director of Research, Policy & Advocacy (insert delegations limitations)			Date: ___ / ___ / _____
CEO (insert delegations limitations)			
Comments/further requirements			

TEMPLATE 2: IWDA RESEARCH PROPOSAL TEMPLATE – EVALUATION

This template should be completed by the relevant IWDA staff member leading the evaluation research project, if the project has been assessed as being a low or high risk.

Research proposals must be submitted to the Research, Policy & Advocacy team.

Note: You should work with partner organisations and/or any consultants contracted to undertake the research, to develop your research proposal.

1. Who is involved in the proposed evaluation?

Who is on the evaluation team? (Please indicate the research leader/coordinator with an *)	
Have you consulted with relevant IWDA partners on this project?	

2. Evaluation Scope and Purpose

Evaluation Project Title (from TOR)	
Evaluation Purpose (from TOR)	
Evaluation Outcome (from TOR)	
Which MEL Evaluation Questions does the project align to?	

3. Methodology

What evaluation methodology will you use? How will this methodology align with IWDA's Feminist Research Framework? (400 words maximum, from TOR if articulated)	
What are the evaluation questions? (from TOR if articulated)	

What are the potential risks associated with the methodology and how will they be managed? (Risk Assessment Matrix)	
What are the potential benefits of the evaluation? (200 words maximum)	
Does the research benefit outweigh the managed research risks?	Yes No
Does your research plan meet IWDA policies on safety and security?	Yes No
What are the project timelines?	

4. Informed Consent

How will your project manage informed consent? Are there any sensitivities that need to be addressed?	

5. Access to data

Does your research require access to IWDA data? If yes, please specify the data required.	

6. Privacy

How will your research ensure you address privacy considerations?	

8. Confidentiality and management of data

How will data be recorded?	
How will data be secured during the fieldwork?	
How will data be secured once it has been collected?	
How will you ensure confidentiality of the data?	
Who will have access to the data?	
Do you think the data will be used again in the future? If yes, for what purpose and by whom?	

9. Research into action Privacy

What are the proposed policy and advocacy strategies attached to the research findings?	
What are the proposed communications strategies attached to the research findings?	

RESEARCH PROPOSAL APPROVAL

(not to be completed by applicant)

Proposal approved	YES ☐	NO ☐	Request further information ☐
Director of Research, Policy & Advocacy (insert delegations limitations)			Date: ___ / ___ / _____
CEO (insert delegations limitations)			
Comments/further requirements			

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TEMPLATE 3: IWDA RESEARCH PROPOSAL TEMPLATE – MARKET RESEARCH

This template should be completed by the relevant IWDA staff member leading the market research, if the project has been assessed as being as low or high risk.

Research proposals must be submitted to the Research, Policy & Advocacy team.

You should work with any consultants / agencies contracted to undertake the research, to develop your research proposal.

1. Who is involved in the proposed research?

Who is on the research team? (Please indicate the research leader/coordinator with an *)	
Have you consulted with relevant IWDA partners on this research area?	

2. Research Scope and Purpose, alignment to strategic priorities

Research Project Title					
What is the scope and purpose of the market research? (200 words maximum)					
Alignment to IWDA's Strategic Plan and Strategic Plan Monitoring, Evaluation and Learning Framework? (tick the relevant goal)	G1	G2	G3	G4	G5

3. Resource Implications

Is the project within budget?	

4. Research Methodology

What questions will be asked? Have they taken into account IWDA's Feminist Research Framework? (Questions plus 200 words commentary).	

What are the potential risks associated with the research methodology and how will they be managed? (Risk Assessment Matrix)	
What are the potential benefits of the research? (200 words maximum)	
Does the research benefit outweigh the managed research risks?	Yes No
What are the project timelines?	

5. Informed Consent

How will your project manage informed consent? Are there any sensitivities that need to be addressed?	

6. Access to data

Does your research require access to IWDA data? If yes, please specify the data required.	

6. Privacy

How will your research ensure you address privacy considerations?	

8. Confidentiality and management of data

How will data be recorded?	
How will data be secured?	
How will you ensure confidentiality of the data?	
Who will have access to the data?	
Do you think the data will be used again in the future? If yes, for what purpose and by whom?	
Do you think the data will be used again in the future? If yes, for what purpose and by whom?	

RESEARCH PROPOSAL APPROVAL

(not to be completed by applicant)

Proposal approved	YES ☐	NO ☐	Request further information ☐
Director of Research, Policy & Advocacy (insert delegations limitations)			Date: ___ / ___ / _____
CEO (insert delegations limitations)			
Comments/further requirements			

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TEMPLATE 4: IWDA RESEARCH RISK ASSESSMENT MATRIX

Please use this form to identify and mitigate research risk as follows:

Research project: This form should be submitted with your Research Proposal (*Template 1*) to the Research, Policy and Advocacy Team.

Evaluation research: As an initial step, this form should be submitted to the Research, Policy and Advocacy Team to determine whether ethics approval by the Internal Research Advisory Group is required. If risk is assessed as low or high you must then complete *Template 2*: Proposal – Evaluation Research.

Market research: As an initial step, this form should be submitted to the Research, Policy and Advocacy Team to determine whether ethics approval by the Internal Research Advisory Group is required. If risk is assessed as high you must then complete *Template 3*: Proposal – Market Research.

Risks to participants

What risks to participants may be encountered over the course of the research?	What is the type of harm that may arise? There may be more than one	Risk Likelihood	Impact (Consequences) Rating	Inherent Risk Level: Is it a negligible risk, a low risk, a high risk?[24]	What are the strategies (controls) to reduce the risk?	Who is responsible?

Risks to researchers/evaluators

What risks to researchers/ evaluators may be encountered over the course of the research?	What is the type of harm that may arise? There may be more than one	Risk Likelihood	Impact (Consequences) Rating	Inherent Risk Level: Is it a negligible risk, a low risk, a high risk?[24]	What are the strategies (controls) to reduce the risk?	Who is responsible?

[24] Negligible-risk research is defined by the NHMRC and ACFID as research in which there is no foreseeable risk of harm or discomfort; and the only foreseeable risk is no more than inconvenience. Low-risk research is defined as research in which the only foreseeable risk is discomfort. Higher-risk research is where the risk for participants is more serious than discomfort.
[25] See immediately above.

Risk Assessment Criteria

1. Risk Likelihood

Likelihood Scale: Provides an assessment of the likelihood of the risk occurring

Scale	Criteria to be used to establish rating
Almost Certain	The event is expected to occur in most circumstances. Circumstances or situations which provide the opportunity for crystallisation of risk are likely to arise often throughout the project. Expect frequent, regular occurrences.
Likely	The event will probably occur in most circumstances. Likely to occur more than once during the project but not an 'everyday' occurrence. Preconditions will arise at times throughout the period.
Possible	The event could occur at some time. Could occur at least once but is not expected to occur much more than this during the project.
Unlikely	The event is not expected to occur during the project. A small, but remote chance of occurrence due to circumstances / situations that could arise.
Rare	The event is likely to occur only in highly exceptional circumstances that are unlikely to exist during the project. Extremely remote chance of occurrence during the project. 'Once in Lifetime' event.

2. Impact (Consequence) Rating

Impact Scale: Indicates the impact of the risk on IWDA's operations, in this context, research activities – read "information sources" as research activities.

Scale	Criteria to be used to establish rating
High	Prohibit activity – may result in death or total loss in morale (departure of all personnel) or total loss of financial assets or information sources.
Substantial	Activity should be ceased until the risk has been reduced, or control measures are in place – may result in serious injury or widespread staff dissatisfaction or significant loss of financial assets or information sources.
Moderate	Need to make effort to reduce risk; consider also cost, and cost-effective strategies for reducing risk – may result in widespread poor staff morale or temporary diminution of financial assets or information sources.
Minor	No action required but continue monitoring risk – may cause poor staff morale or temporary diminution of small proportion of financial assets or information sources.
Trivial	No action required.

3. Inherent Risk Levels

The inherent risk levels are assessed as a combination of the Impact with the Likelihood of the risk occurring. The table shows the inherent risks of activities without taking into account mitigating controls. It has been adapted to track the three levels of risk identified by the NHMRC in research: negligible, low risk, and high risk.

The table below is to be used for indicative purposes. High risks should be integrated into IWDA's risk management process by the Director of RPA. Red risks will not be approved and research will need to be redesigned.

IMPACT (CONSEQUENCE RATING)					
	Trivial	**Minor**	**Moderate**	**Substantial**	**Intolerable**
Almost certain	**Low**	**Low**	**High**	**High**	**High**
Likely	**Low**	**Low**	**High**	**High**	**High**
Possible	**Negligible**	**Low**	**Low**	**High**	**High**
Unlikely	**Negligible**	**Negligible**	**Low**	**Low**	**High**
Rare	**Negligible**	**Negligible**	**Negligible**	**Low**	**Low**

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TEMPLATE 5: RESEARCH LESSONS LEARNT

At the conclusion of the project please complete this form and submit it to RPA for consideration by the relevant Advisory Group.

Please reflect on whether the research met the objectives (if a report has been produced for another purpose please attach this as your answer)	
Please reflect on any ethical issues raised by this research	
Please reflect on lessons that may help strengthen IWDA's Feminist Research Framework	
Please reflect on any lessons that may help IWDA to strengthen feminist participatory research methodologies	

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TEMPLATE 6: SAMPLE PARTICIPANT INFORMATION AND CONSENT SHEET (FOR SIGNED CONSENT)

This is a sample Participant Information and Consent Sheet highlighting the information that should be provided to participants. It includes guidance on how to adapt the form to different contexts.

The sections that are highlighted in grey should be completed with information about your project. If participants prefer to receive this information verbally, you will need to ensure that they receive all of the information that is included in the written Information and Consent Sheet. Use and adapt the sample Verbal Consent Script (*Template 7*).

Participant Information and Consent Sheet

[Please ensure that the language used in the Participant Information and Consent Sheet is clear and plain (and translated if necessary). Directions for what is to be included are highlighted; please revise and delete accordingly. Participants should be given a copy of this sheet to retain]

Identification code: [you may wish to use a code to identify the participant at this stage to ensure that their confidentiality is maintained as far as possible]
Project Title: [Clear Title of the Research]
Researcher: [Name of Researcher/investigator: Institution/Organisation]

You are invited to participate in a study about [insert clear and brief statement about the study]. You have been identified as a possible participant because [explain how participant was identified. I.e. how their information was obtained and why they are eligible to participate in the study]. This information sheet will help you make an informed decision whether or not you would like to participate. Participation in this research is voluntary. If you don't wish to take part, you don't have to. There will be no consequences to you from IWDA or the research team if you withdraw. Please read this form and ask any questions you may have before agreeing to be in the study.

This study is being conducted by [indicate the names of the investigators and details of who is commissioning/ funding the research]. This study was approved by the [indicate the name of the ethics review board/process].

Background Information

The purpose of this study is to [provide a plain language summary of the research aims and objectives].

What does participation in this study involve?

Participation will involve the following:
[Dot points stating specifically what the participant will be asked to do and what will then be done with their information. Depending on how data is to be gathered, stored and used this section should include information on

- Where the interview will take place (location and privacy)
- The approximate time commitment and frequency (if follow-up interviews are to be conducted later on)
- Who will be present (e.g. translator, other focus group participants)
- Any compensation for participation (e.g. reimbursement for travel) and when it will be given
- How the interview will be recorded, what will be done with this recording and how confidentiality/ anonymity will be assured
- Whether aliases can be used (to protect name, location and other identifiable information)
- Whether the participant will be given the chance to review the findings prior to publication
- How research findings/publications will be communicated to participants.

If you agree to take part in this study, you will be asked to sign the statement of consent at the end of this information sheet and declare that you have read and understand this information. Alternatively you may give

verbal consent on a digital audio recorder. [If the possible participant will require a guardian to give consent on their behalf, that arrangement should be outlined here]

Participation in the project is purely voluntary, and there will be no adverse consequences if you decide not to participate. Whether or not you take part is your choice. Your decision whether or not to participate will not affect your current or future relationship with [list here, for example, any organisation involved in the study that currently provides a service to the possible participant].

You have the right to withdraw from the project at any stage prior to the publication of the reports without giving reason. You can do this by contacting [accessible contact details of e.g. the researcher/an organisation]. Any data you have provided will be destroyed. You can also ask the researchers not to use things that you have said to them during the interview. You are also free to skip any questions may be asked during the study [state any exceptions to this rule and a rationale for the exception]. The researchers will support your decision whatever you choose.

Privacy during the research

[Describe the measures that will be taken to protect the participant's privacy. For example, the participant may be in control of the choosing the location and time of an interview, or the researcher will not be carrying any information that will disclose the topic of the research and will instead be carrying 'alibi' information such as a medical kit. If privacy cannot be guaranteed, indicate this by stating, "Due to the nature of the information gathering procedures, privacy cannot be guaranteed while you participate in this study"].

Risks and Benefits of Being in the Study

[Any potential risks or inconveniences should be outlined here. Risks may include distress from sharing personal or distressing information or potential harm to the participant if their participation is discovered by another party. Details of the support that will be made available should be described here. If the study has no risks, state: 'This study has no known risks.']

[Describe any anticipated direct benefits for subjects that participate in this research project. Contributing to existing knowledge or compensation are not considered direct benefits. If there are no direct benefits, state: "There are no direct benefits for participating in this study.]

Confidentiality

The records of this research will be kept confidential [describe how confidentiality will be maintained for each type of record that will be created during the research study (recordings, transcripts, master lists of participants, computer records). This description should detail where each will be stored, who will have access, and when it will be destroyed. If the study will be collecting data while travelling, indicate how all data will be kept confidential while traveling]. All data gathered through the study will be kept for a minimum of [state the length of time that data associated with the study will be kept – this will depend on any ethics protocols that apply to the research] upon completion of the study.

How will the results of the study be reported?

The results of this research will be reported [describe the ways that the results will be published/reported and which organisations will receive the results].

Should you wish, we will provide you with the results of the research once it is published. Before any of your statements or views are published, you will be given the chance to review what has been written. [Please amend this text if this will not be possible].

The information used in reporting will be de-identified. Your real name will not be used in relation to any of the information you have provided, unless you wish it to be used. [Please amend this text if this will not be possible or is not the intention of the research].

Is this research approved?

The ethical aspects of this research have been approved by the [Ethical review process of organisation Y].

Who can I contact if I have a question about the study?

If you have any concerns or complaints about how this research has been conducted, please contact:

For more information on the research study:

Name and contact details of the researcher/organisation

Contact details for someone independent of the research process:

Name and contact details

Consent Form: Participation in Interview

I have had a conversation with the researcher about this study and have read the above information. My questions have been answered to my satisfaction. I consent to participate in the study.

[Please delete or amend all the fields that are not applicable to the research. Please add any fields with information unique to this particular research]

	YES	**NO**
I hereby give my consent for audio recording		
I would like an alias used in any publication (please do not use my real name)		
I understand that I can withdraw from this study at any time (including withdrawing the use of certain information), with no consequences		

I would like research findings and other documents relating to this research sent to me at the address I provide below (email or postal)	**OR**	**I do not wish to receive any information (please tick)**

Declaration by Research Participant: I have chosen to participate in this research with full consent:

SIGNED _____ DATE _____ / _____ /_____

[If the consent of a guardian is requested, then a field for their consent should be created]

Declaration by Researcher: I have given a verbal explanation of the study, its procedures and risks and I believe that the participant has understood that explanation.

Researchers Name: _____

SIGNED _____ DATE _____ / _____ /_____

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TEMPLATE 7: SAMPLE VERBAL CONSENT SCRIPT

This script is intended as a sample of the information that you may use to gain verbal consent from a possible participant. It should be adapted to include the information that is right for your study. This script should be used after describing to the possible participant the information in the Participant Information and Consent Sheet. All participants should have access to exactly the same information.

Sample oral consent script

> I have read out the information sheet about the research project [name of research project]. Did I make things clear? Do you want to ask me any questions about the project?
>
> I would like to record this interview using a digital audio recorder. That way, I can listen to the recording afterwards to ensure that I have a clear and correct understanding of what was said. I will not give access to the recording anyone else. Do you give me permission to record?
>
> Some of the information you give me may be published. Aliases will be used any publications to protect your identity. Do you wish to have your real name used or are you happy to have any statements you make reported using an alias? Before I publish any of your statements or views, I will give you the chance to review what I have written. Is that okay? [if so, request the best email/postal address for further communication].
>
> You can stop this interview at any time, without giving me any reason. If you mention anything that you do not want me to use in the study, please say so and I will follow your request. You can withdraw from the research at any time. Okay?
>
> Do you have any further questions? Can we start the interview now?

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TEMPLATE 8: TEMPLATE FOR DEVELOPING THE TERMS OF REFERENCE FOR RESEARCH ADVISORY GROUPS

This template is intended to guide researchers in establishing the terms of reference of a committee or group that will provide research oversight. Directions for what is to be included are highlighted; please revise and delete accordingly.

Advisory or Peer Review Group – Terms of Reference

1. Overview of the research

A few paragraphs describing the aims and objectives of the research that the Advisory or Peer Review Group is to oversee

2. Goal

The principal goal of the Advisory or Peer Review Group is to provide direction, expert advice and guidance to the [researcher/s] appointed to produce the final research findings, and to represent the interests of various stakeholders in this endeavour.

3. Advisory or Peer Review Group Responsibilities

The Advisory or Peer Review Group has overall responsibility for the successful planning and execution of the final research findings, including through separate smaller Working Groups to:

Note: your Advisory or Peer Review Group may be responsible for some or all of the following:

- Finalise the Project Terms of Reference (research proposal)
- Make sure the research is properly designed to produce high-quality research findings which address the Project Terms of Reference
- Make sure the research observes appropriate codes of ethical research practice
- Maintain the research project scope
- Facilitate the researcher's access to data, key stakeholders, IWDA staff and partner agencies, international partners and sector/government agencies
- Track project performance and accountability
- Help resolve difficulties and advise on risk mitigation where necessary
- Act as a body of review for the final report, including facilitating the recruitment of external peer reviewers
- Assist in the appropriate dissemination and promotion of the research findings

4. Member Responsibilities

The role of individual members of the Advisory or Peer Review Group is to:

- Understand the strategic implications and outcomes of the findings of the research project
- Act as an advocate for the project and its subsequent outcomes
- Appreciate the research projects' significance for a range of stakeholders and represent their interests

5. Membership

At a minimum, the Advisory or Peer Review Group will have [number] of members. These members will be drawn from [within the organisation only / within the organisation and among external experts in the area of research/ research ethics/]. The following jurisdictions will be represented on the Advisory or Peer Review Group:

Chair
[Name and work area or organisation being represented]

Members
[Name and work area or organisation being represented of all members]

6. Quorum

A quorum comprises [number of] members. Members may delegate a proxy to attend a meeting on their behalf, who will provide relevant feedback to the Advisory or Peer Review Group member.

7. Frequency of Meetings

The Advisory or Peer Review Group will meet at least [number] times over the course of the project (date span of the project), for meetings of no more than [time duration of meetings]. Meetings will be dictated by the milestones of the project. Smaller Working Group meetings (comprising select members to progress specific issues) will be convened as necessary.

The researcher/s (with secretariat support) will distribute meeting agendas, minutes and notes with sufficient time for consideration, and will organise meeting times, venues etc.

8. Reporting

Researcher/s will table progress updates at Advisory or Peer Review Group meetings, and provide a Draft Report for review in advance of the agreed project completion date.

9. Access to data

If permitted by the ethical protocols governing the research, members of the Advisory or Peer Review Group will have the right to access the data collected by the research and, if it is deemed appropriate, the ability to provide it to others for an alternative analysis.

10. Confidentiality

Members are bound by obligation to maintain the confidentiality of information given to them or in their possession arising from the operation of the Group.

ANNEXES

ANNEX 1: RESOURCES

Gathered in this section are references and suggestions for further reading. They are grouped thematically and comprise:

1A *Feminist Research: Further Reading*

1B *Frameworks for partnerships*

1C *Ethics Guidelines from other sources*

1D *Samples of consent/participant information sheets*

1E *Resources: Ethics Training Kits*

1F *Engaging and Supporting Local Researchers*

1G *Data Gathering Tools*

1H *Communication Tools and Tools for Impact and Influence*

1A Feminist Research: Further Reading

(see *Section 2***)**

Ackerly, B & True, J 2010, Doing feminist research in political and social science, Palgrave Macmillan, New York.

Code, L 2006, 'Women knowing/knowing women: critical-creative interventions in the politics of knowledge', in K Davis, M Evans & Lorber, J (eds), Handbook of gender and women's studies, Sage, London, pp. 146-166.

Domingo, P, Holmes, R, O'Neil, T, Jones, N, Bird, K, Larson, A, Presler-Marshall, E & Valters, C 2015, Women's Voice and Leadership in Decision Making: Assessing the Evidence, ODI, London.

Franks, M 2013, 'Feminisms and cross-ideological feminist social research: standpoint, situatedness and positionality–developing cross-ideological feminist research', Journal of International Women's Studies, vol. 3, no. 2, pp. 38-50.

Letherby, G 2007, Feminist research in theory and practice, McGraw-Hill International (UK) Ltd, Maidenhead.

Nagy Hesse-Biber, S 2012, The handbook of feminist research. Theory and praxis. 2nd edition. Sage, London.

Nagy Hesse-Biber, S & Leavy, P 2011, Feminist Research Practice. Sage, London.

Naples, NA 2003, Feminism and method: ethnography, discourse analysis, and activist research, Routledge, New York.

Ponic, P & Jategaonkar, N 2012, 'Balancing safety and action: ethical protocols for photovoice research with women who have experienced violence', Arts & Health: An International Journal for Research, Policy and Practice, vol 4, no. 2, pp. 189-202.

Preissle, J & Han, Y 2012, 'Feminist research ethics, in S Nagy Hesse-Biber (ed.), The handbook of feminist research. Theory and praxis. 2nd edition. Sage, London, pp. 583-605.

Watts, J 2006, 'The outsider within: dilemmas of qualitative feminist research within a culture of resistance', Qualitative Research, vol. 6, no. 3, pp. 385–402.

1B Frameworks for partnerships
(see *Section 5***)**

Blagescu, M & Young, J 2005, 'Partnerships and Accountability: Current thinking and approaches among agencies supporting Civil Society Organisations', ODI Working Paper 255, ODI, London.

ELRHA 2012, ELRHA guide to constructing effective partnerships, Enhanced Learning and Research for Humanitarian Accountability, retrieved 31 January 2017, <*http://www.elrha.org/effective-partnerships-guide*>.

Roche, C & Kelly, L 2013, Partnerships for effective development, ACFID, retrieved 31 January 2017, <*https://acfid.asn.au/sites/site.acfid/files/resource_document/Partnerships-for-Effective-Development.pdf*>.

Thorburn, T 2014, Learning and development note: Research partnerships in practice, Research for Development Impact Network, retrieved 21 January 2017, <*https://acfid.asn.au/sites/site.acfid/files/resource_document/research-partnerships-l-d-note-feb-2015.pdf*>.

The RDI has also produced Partnership Case Studies. Available at: <*https://acfid.asn.au/sites/site.acfid/files/resource_document/research-partnerships-l-d-note-feb-2015.pdf*>.

Viergever, RF 2010, Health research prioritization at WHO: an overview of methodology and high level analysis of WHO led health research priority setting exercises, WHO, Geneva.

Waples-Crowe, P & Pyett, P 2005, The making of a great relationship: a review of a healthy partnership between mainstream and Indigenous organisations, Victorian Aboriginal Community Controlled Health Organisation, Melbourne.

The Partnering Initiative has a series of 'Tool books' available through: <*thepartneringinitiative.org*>.

1C Ethics Guidelines from other sources
(see *Section 5.1*)

Ackerly, B 2010, 'Framework for Research Ethics and Evaluation: Justification and Guidelines', retrieved 20 January 2017, <*https://he.palgrave.com/resources/CW%20resources%20(by%20Author)/A/Ackerly%20and%20True/framework_Research_Ethics_Evaluation.pdf*>.

Australian Council for International Development (ACFID) and Research for Development Impact Network (RDNI) 2017, Principles and Guidelines for Ethical Research and Evaluation in Development, retrieved 19 October 2017, <*https://acfid.asn.au/sites/site.acfid/files/resource_document/ACFID_RDI%20Principles%20and%20Guidelines%20for%20ethical%20research12-07-2017.pdf*>

Australasian Evaluation Society Inc. 2013, Guidelines for the Ethical Conduct of Evaluations, retrieved 1 February 2017, <*http://www.aes.asn.au/join-the-aes/membership-ethical-guidelines.html*>.

Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) 2011, Guidelines for Ethical Research in Australian Indigenous Studies, AIATSIS, Canberra.

Curry, D, Waldman, R & Caplan, A 2014, 'An Ethical Framework for the development and review of health research proposals involving humanitarian contexts', Enhanced Learning and Research for Humanitarian Action, Project Final Report, retrieved 28 January 2017, <*http://www.alnap.org/resource/10687*>.

Dalton, AJ & McVilly, KR 2004, 'Ethics guidelines for international multicenter research involving people with intellectual disabilities', Policy and Practice in Intellectual Disabilities, vol. 1, no. 2, pp. 57–70, retrieved 20 January 2017, <*https://www.iassidd.org/uploads/legacy/pdf/ethics-guidelines.pdf*>.

Human Rights Watch, 'About our Research'. These guidelines can be found at: *https://www.hrw.org/about-our-research*

International Bar Association, 'The International Human Rights Fact-Finding Guidelines (The Lund-London Guidelines)'. These guidelines can be found at: *https://www.ibanet.org/Fact_Finding_Guidelines.aspx*

Jewkes, R, Dartnall, E & Sikweyiya, Y 2012, 'Ethical and safety recommendations for research on the perpetration of sexual violence' Sexual Violence Research Initiative, South Africa, Medical Research Council, retrieved 8 February 2017, <*https://www.ru.ac.za/media/rhodesuniversity/content/studentzone/documents/Ethical%20%20safety%20recommendations%20for%20research%20on%20the%20perpetration%20of%20sexual%20violence.pdf*>.

Marie Stopes International 2013, MSI Ethics Checklist and MSI Informed Consent Guidelines, retrieved 28 January 2017, <*http://mariestopes.org/data-research/ethics-review-committee*>.

Médecins Sans Frontières 2013, Research Ethics Framework: Guidance Document, retrieved 28 January 2017, <*http://fieldresearch.msf.org/msf/*>.

NHMRC 2003, Values and Ethics: Guidelines for Ethical Conduct in Aboriginal and Torres Strait Islander Health Research, Commonwealth of Australia, Canberra.

NHMRC 2007, Australian Code for the Responsible Conduct of Research, retrieved 1 February 2017, <*https://www.nhmrc.gov.au/guidelines-publications/r39*>, Commonwealth of Australia, Canberra.

NHMRC 2007, National Statement on Ethical Conduct in Human Research, Commonwealth of Australia, Canberra.

NHMRC 2014, Ethical Considerations in Quality Assurance and Evaluation Activities, Commonwealth of Australia, Canberra.

OECD-DAC 2010, Quality Standards for Development Evaluation, DAC Guidelines and Reference Series, retrieved 30 January 2017, <*http://www.oecd-ilibrary.org/development/dac-quality-standards-for-development-evaluation_9789264083905-en*>.

Oxfam 2012, 'Undertaking Research with Ethics', Research Guidelines, retrieved 27 January 2017, <*http://policy-practice.oxfam.org.uk/publications/undertaking-research-with-ethics-253032*>.

Oxfam Australia 2009, Oxfam Australia Research Ethics Guidelines, Oxfam Australia, Melbourne.

Partners for Prevention 2013, Annex 3: Ethical and Safety Guidelines for Research on Gender-Based Violence, retrieved 1 February 2017, <*http://www.partners4prevention.org/resource/annex-3-ethical-and-safety-guidelines-research-gender-based-violence*>.

Save the Children International 2012, Evaluation Handbook, retrieved 28 January 2017, <*http://resourcecentre.savethechildren.se/content/library/documents/evaluation-handbook*>.

WHO Department of Gender, Women and Health 2001, Putting women first: ethical and safety recommendations for research on domestic violence against women, World Health Organization, Geneva, retrieved 13 January 2017, <*http://www.who.int/gender/violence/womenfirtseng.pdf*>.

Zimmerman, C & Watts, C 2003, WHO ethical and safety recommendations for interviewing trafficked women, World Health Organization, Geneva, retrieved 28 January 2017, <*http://www.who.int/gender/documents/women_and_girls/9789242595499/en/*>.

1D Samples of consent/participant information sheets
(see *Section 5.1*)

The resources above (ethical guidelines) also contain guidance and examples of consent/participant information sheet. In addition:

Ackerly, B & True, J 2010, 'Example of consent email', Doing feminist research in political and social science, retrieved 20 January 2017, <*https://he.palgrave.com//companion/Ackerly-And-True-Doing-Feminist-Research-In-Political-And-Social-Science/study-resources/Example-of-consent-email/*>.

Ackerly, B & True, J 2010, 'Example of consent form', Doing feminist research in political and social science, retrieved 20 January 2017, <*https://he.palgrave.com//companion/Ackerly-And-True-Doing-Feminist-Research-In-Political-And-Social-Science/study-resources/Example-of-consent-form/*>.

1E Resources: Ethics Training Kits
(see *Section 5.1* **and** *5.3***)**

The following are existing models of ethics training that you may wish to adapt in designing your own training.

Ackerly, B & True, J 2010, 'Study resources', Doing feminist research in political and social science, retrieved 20 January 2017, <*https://he.palgrave.com/companion/Ackerly-And-True-Doing-Feminist-Research-In-Political-And-Social-Science/study-resources/*>.

FHI 360 2012, Research Ethics Training Curriculum, retrieved 20 January 2017, <*http://www.fhi360.org/sites/all/libraries/webpages/fhi-retc2/index.html*>.

Jansen, H, Watts, C, Ellsberg, M, Heise, L and Garcia-Moreno, C 2004, 'Interviewer training in the WHO multi-country study on women's health and domestic violence', Violence Against Women, vol. 10, no. 7, retrieved 28 January 2017, <*http://cdrwww.who.int/gender/documents/Interviewer_training.pdf*>.

Partners for Prevention 2013, Framework for replicating the UN Multi-Country Study on Men and Violence: understanding why some men use violence against women and how to prevent it', retrieved 1 February 2017, <*http://www.partners4prevention.org/sites/default/files/p4p-unmcr-step-guide.pdf*>.

1F Engaging and Supporting Local Researchers
(see *Section 5.3*)

Human Rights and Equal Opportunities Commission 2004, Best practice guidelines for creating a productive workplace environment, HREOC, retrieved 2 February 2017, <*www.humanrights.gov.au/info_for_employers/best_practice/environment.html*>.

Laycock, A, Walker, D, Harrison, N & Brands, J 2009, Supporting Indigenous researchers: a practical guide for supervisors, Cooperative Research Centre for Aboriginal Health, retrieved 2 February 2017, <*https://www.lowitja.org.au/lowitja-publishing/C023*>.

1G Data Gathering Tools
(see *Section 8***)**

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This blog provides some interesting insights into how to drive successful uptake of research:

http://www.ids.ac.uk/opinion/new-dfid-guide-on-research-uptake-7-things-to-love-and-7-to-worry-about

Also, resources on this website may be useful.

http://www.researchtoaction.org/author/researchtoaction/

ANNEX 2: IWDA POLICIES

The following IWDA Policies must be referred to in designing research on behalf of IWDA:

- IWDA Code of Conduct
- IWDA Child Protection Policy
- IWDA Travel Policy
- IWDA International Security Policy
- Fraud Policy
- Privacy Policy

Please contact IWDA's People and Culture Team or the relevant Program Manager or RPA member for a copy of these documents.