

ODA Eligibility, Gender Equality & EDI

Practical Training for Researchers in
Thailand, Cambodia and Laos



Presenter Biography

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Senior Lecturer in Marketing and Deputy Programme Leader for the Doctor of Business Administration at the Derby International Business School. My work focuses on strategic corporate communication, inclusive marketing, and the role of communication in shaping organisational culture and stakeholder relationships. My PhD explored diversity stakeholder relationship management, examining how organisations build and maintain meaningful relationships with diverse stakeholder groups through communication. Over the course of my career I have led and contributed to a number of funded research projects that address issues of equity, inclusion, and development in practice, including research funded by Save the Children International on communication and community engagement, as well as work examining diversity communication and safety culture in the mining industry of South Africa. These experiences have shaped my interest in how funding frameworks such as Official Development Assistance can support meaningful research impact, particularly when proposals demonstrate strong commitments to Equality, Diversity and Inclusion and to gender equity in both research design and outcomes.



Why This Module Matters

By the end of this workshop, participants will be able to:

- ⌘ Required for UK-funded ODA research
- ⌘ Required for British Council, UKRI, British Academy, FCDO
- ⌘ Gender Equality compliance is legal under the Gender Equality Act (2014)
- ⌘ Strong ODA justification = higher success rates
- ⌘ Complements other training sessions

What This Module Covers

By the end of this workshop, participants will be able to:

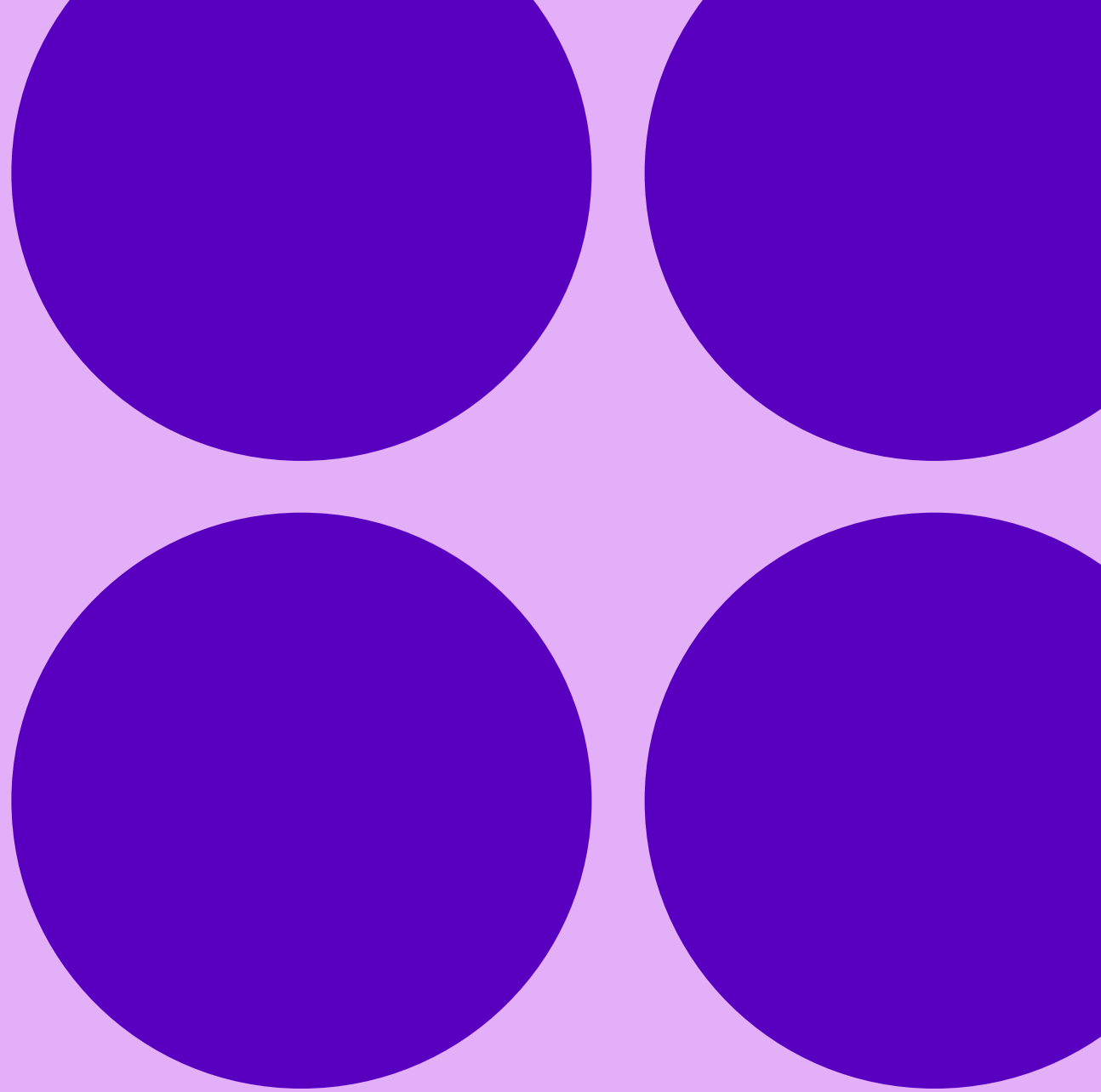
- ⌘ What ODA is and how to meet eligibility
- ⌘ How Gender Equality is assessed
- ⌘ How to apply intersectionality
- ⌘ What EDI means for research design
- ⌘ How to integrate Gender & EDI meaningfully
- ⌘ How to write a strong ODA/Gender Equity Statement paragraph
- ⌘ Practical activity with real SE Asia scenarios

Starter Activity: “What Does Gender Equality Mean to You?”

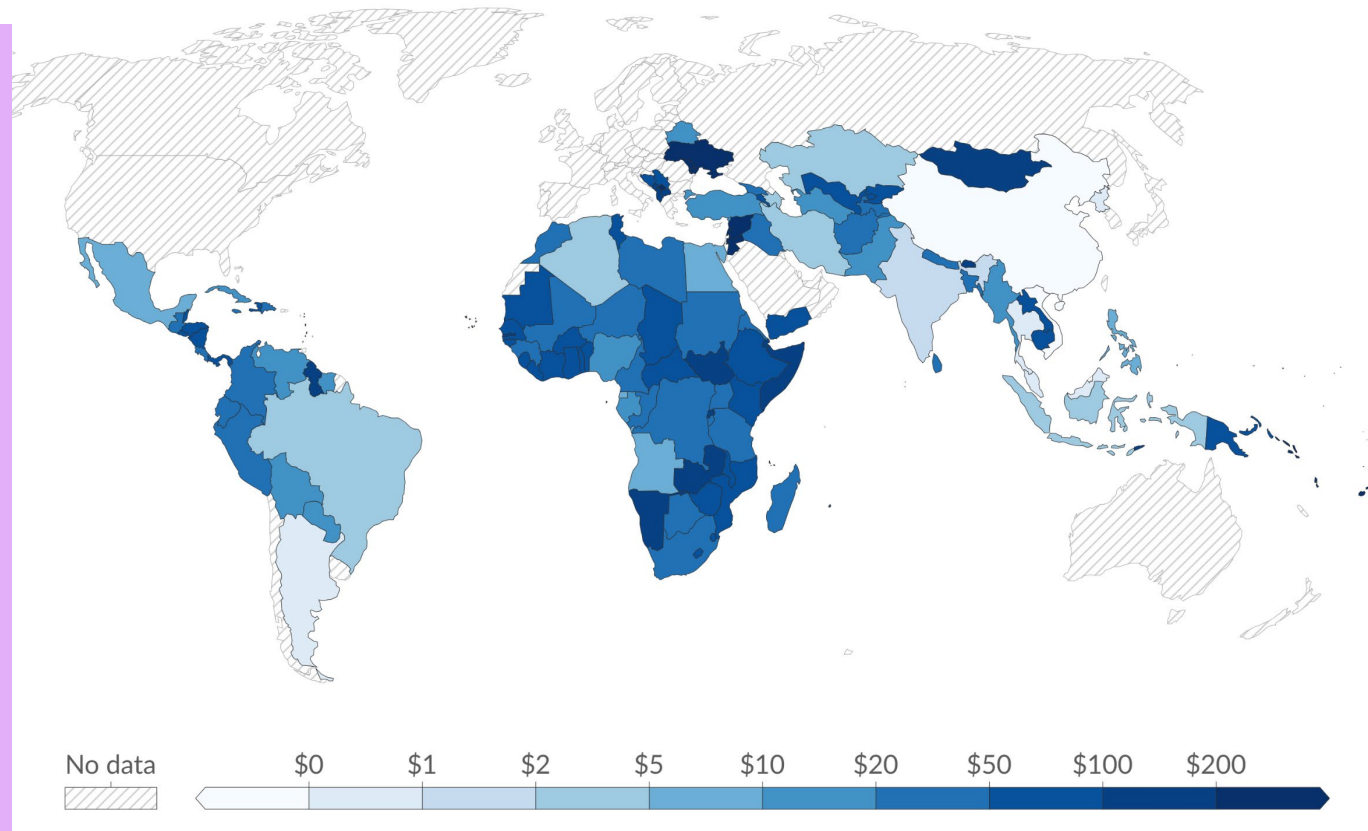


- ❖ Turn to the person next to you and answer:
 - “When you hear the words ‘gender equality,’ what comes to your mind?”
- ❖ Then, willing participants share with the whole **ONE word or short phrase**

Understanding ODA?



What is Official Development Assistance (ODA)



Official Development Assistance is government funding used to improve life, welfare and development in developing countries. It must:

- ❖ Address a real development need
- ❖ Provide direct benefits to people in the partner country
- ❖ Have development and welfare, not research excellence, as the main objective

OECD DAC Requirements

Official Development Assistance must:

- ❖ Come from public funds
- ❖ Aim mainly at economic development & welfare
- ❖ Benefit Low Middle-Income Countries on the DAC List
- ❖ Be measurable



The Official Development Assistance Eligibility Test

A project qualifies as Official Development Assistance when:

- ⌘ The **main purpose** is to help people in a developing country.
- ⌘ It addresses a **real development need** in that country.
- ⌘ It provides a **clear pathway to benefit** for local people or institutions.
- ⌘ Local partners are **involved from the start**.
- ⌘ Any benefit to the United Kingdom or Global North is **secondary**.

What Official Development Assistance CAN Support

Official Development Assistance can support research that:

- ⌘ Solves a real development problem in the partner country
- ⌘ Directly benefits people, communities or institutions
- ⌘ Is co-designed with local partners
- ⌘ Strengthens local systems, knowledge or capacity
- ⌘ Has a realistic pathway to development impact

What Official Development Assistance CANNOT Support

Not eligible:

- ❖ Research designed mainly to benefit the United Kingdom
- ❖ Research with no clear partner-country relevance
- ❖ Projects with no local leadership or meaningful partnership
- ❖ Research where the benefits for local people are unclear
- ❖ Purely academic work without practical development value

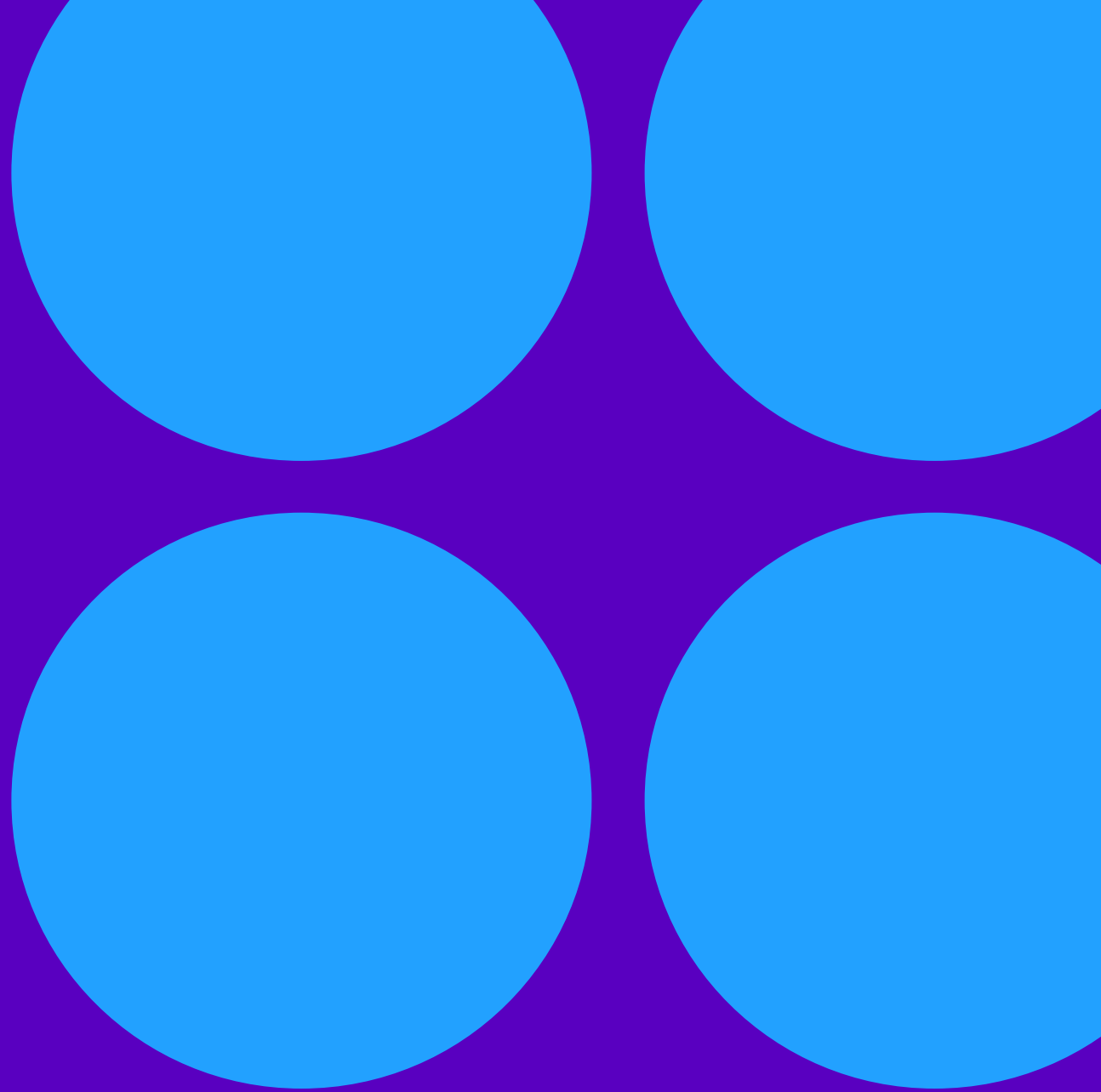
ODA Relevance: Thailand, Laos, Cambodia

ODA Research themes include:

- ⌘ Poverty reduction
- ⌘ Gender equality
- ⌘ Skills development
- ⌘ Rural livelihoods
- ⌘ Health equity
- ⌘ Climate resilience
- ⌘ Education access

Official Development Assistance or Not?

You decide



Work in small groups and read each example.

Decide: **Official Development Assistance / Not Official Development Assistance / More Information Needed**

Example A

“A research team in the United Kingdom studies flooding in Southeast Asia. They do not work with partners and have no plan for local impact.”

Example B

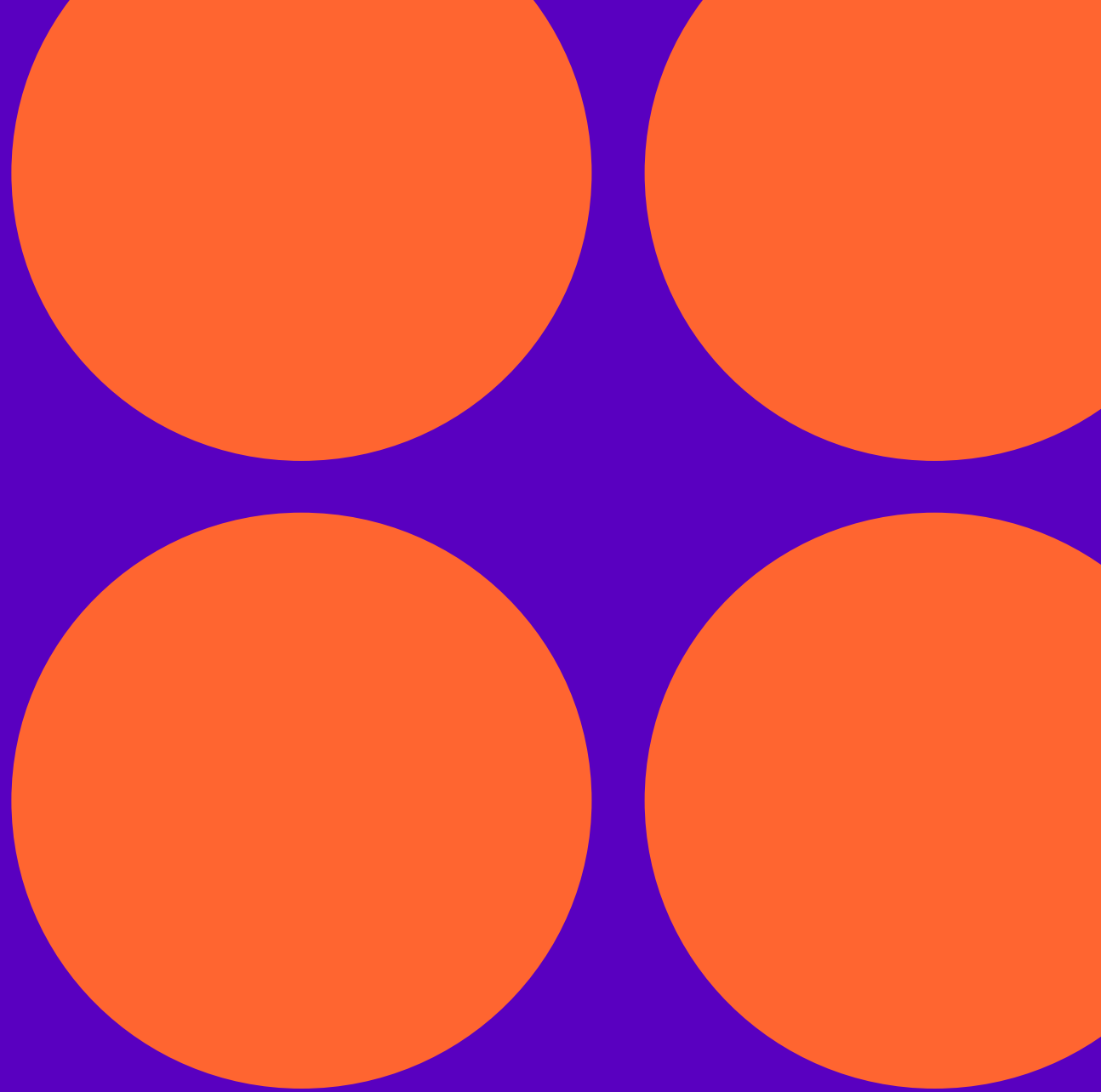
“A research team in Laos works with a university in the United Kingdom to improve access to maternal healthcare.”

Example C

“A research team in the United Kingdom develops a technology and says it ‘could help developing countries one day’.”

What Funders Look For

What funders expect around ODA
and



What Funders Want to See

A clear development
need in the partner
country

A realistic,
evidence-based
pathway to
development impact

Local leadership and
genuine partnership

Ethical, safe,
culturally
appropriate research
practices

Strong gender
equality and
inclusion planning

Capacity
strengthening in the
partner country

What United Kingdom Research and Innovation (UKRI) Looks For



**UK Research
and Innovation**

- ❖ A real development challenge in the partner country
- ❖ Primary benefit for partner-country people
- ❖ Pathways to impact tailored to the local context
- ❖ Meaningful involvement of partners from design to dissemination
- ❖ Strengthening skills in the partner country

What the Foreign, Commonwealth and Development Office Looks For



Foreign, Commonwealth & Development Office

The Foreign, Commonwealth and Development Office expects:

- ❖ Strong alignment with partner-country national priorities
- ❖ Demonstration of local relevance
- ❖ Ethical, safeguarding and protection measures
- ❖ Credible and sustainable impact pathways

What The British Academy Looks For



The British Academy expects:

- ❖ Research that supports international collaboration
- ❖ Work that focuses on education, culture, language and community impact
- ❖ Projects that strengthen connections between the United Kingdom and partner countries
- ❖ Ethical, culturally sensitive engagement
- ❖ Clear benefits for local educators, students, communities and cultural organisations

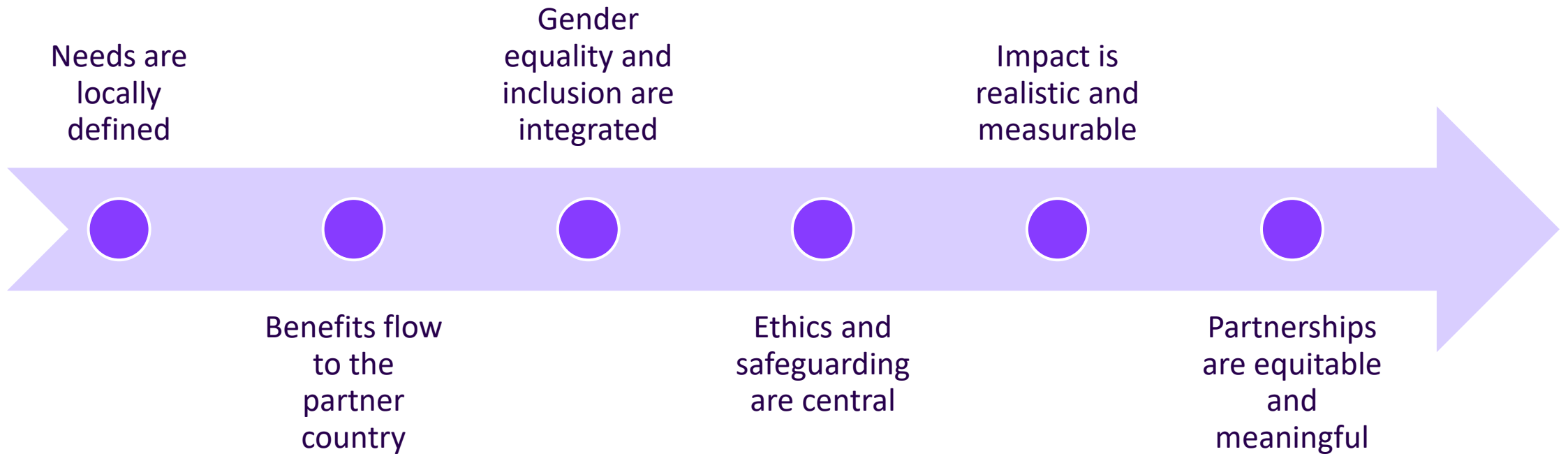
What The British Council Looks For



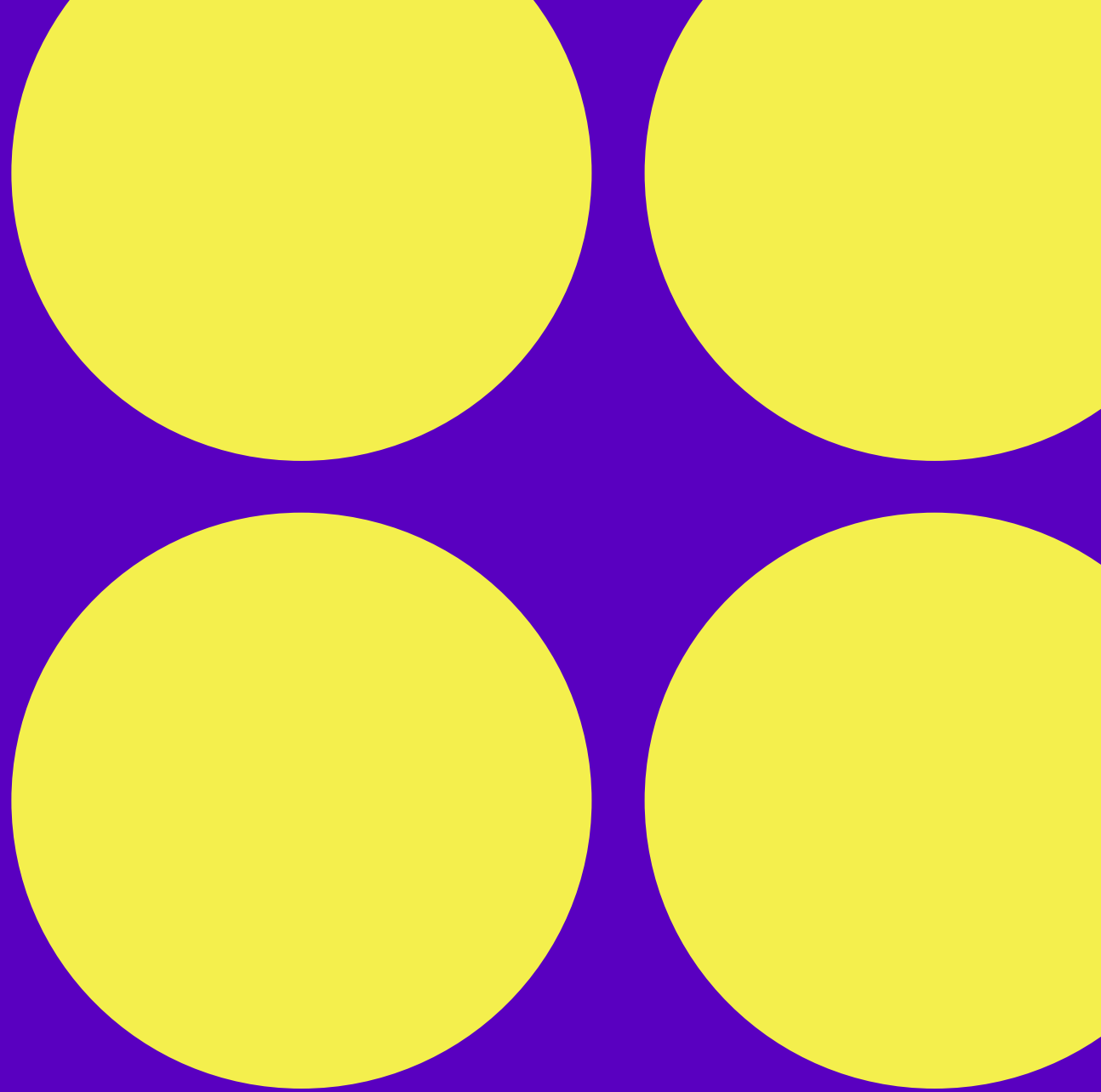
The British Council expects:

- ❖ Research that strengthens the humanities and social sciences
- ❖ Collaboration between United Kingdom and partner-country researchers
- ❖ Clear contributions to understanding people, cultures and societies
- ❖ Research that helps address global development challenges
- ❖ Inclusion, diversity and gender equality integrated throughout the project
- ❖ Ethical engagement and respect for local contexts

Summary: Strong ODA Research



What is Gender
Equality?



What is Gender Equality?

Gender equality means:

“All people, women, men and gender-diverse people, have equal rights, opportunities and ability to participate in society.”

- ⌘ Equal rights and opportunities for all genders
- ⌘ Fair access to education, health, employment and participation
- ⌘ Recognition that women, men and gender-diverse people have different needs
- ⌘ Respecting people's choices and goals
- ⌘ Gender equality ≠ women only
- ⌘ Gender equality does **not** mean sameness; it means fairness.

Why Gender Equality Matters in Research

Integrating gender equality helps research to:

- ❖ Produce better, more accurate findings
- ❖ Identify who benefits and who is excluded
- ❖ Contribute to global Sustainable Development Goals
- ❖ Promote fairness and reduce inequality
- ❖ Ensure ethical, high-quality practice

**5 GENDER
EQUALITY**



Why Gender Equality Matters in Research Locally

Thailand

- ❖ Women in Thailand remain under-represented in political decision-making, holding only 19.4% of parliamentary seats (UN Women Data Hub, 2024)
- ❖ Men in Thailand are disproportionately involved in informal and precarious work, creating economic insecurity that also shapes gendered labour roles (World Bank, 2023).

Cambodia

- ❖ Rural women carry far greater unpaid care burdens than men, over five hours per day, which restricts women's mobility and participation (Oxfam, 2025)
- ❖ Men and boys are exposed to high levels of violence in childhood, 66% of children aged 1–14 experience physical or psychological violence, shaping gendered risks across life (CARE Cambodia, 2024).

Laos

- ❖ Ethnic minority girls and boys face literacy gaps due to cultural norms and limited access to early childhood education (UNICEF Laos, 2024)
- ❖ Gender norms affect boys too; boys have higher out-of-school rates at all education levels, especially at upper secondary, reducing their future opportunities (ADB Development Asia, 2025)



“...the Secretary of State shall have regard to the desirability of providing development assistance that is likely to contribute to reducing poverty in a way which is likely to contribute to reducing inequality between persons of different gender.”

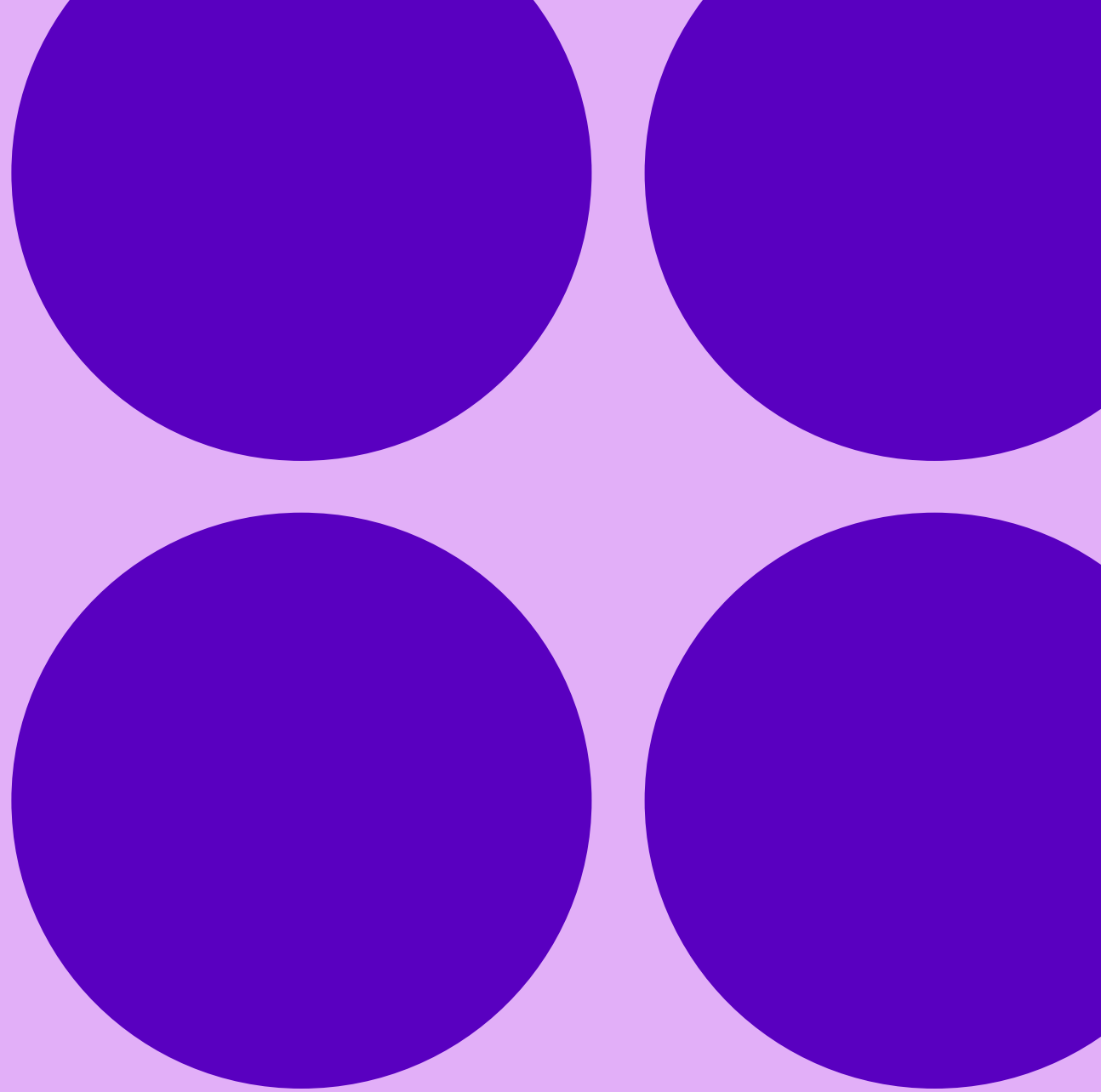
The International Development (Gender Equality) Act 2014

The Gender Equality Statement

You must explain how your research will:

- Ensure equal opportunities
- Deliver gendered benefits
- Address impacts on gender relations
- Mitigate gender-related risks
- Collect sex- and age-disaggregated data

The Five Mandatory Criteria



Criterion 1: Equal and Meaningful Opportunities

Funders expect:

- ❖ Diverse research teams
- ❖ Inclusive recruitment strategies
- ❖ Practical participation measures (timing, location, languages)
- ❖ Gender-matched interviewers where appropriate
- ❖ Collaboration with gender-focused organisations

Criterion 2: Expected Benefits and Losses

Research projects should:

- ⌘ Analyse how each gender might benefit
- ⌘ Identify any potential losses
- ⌘ Adjust design or dissemination to avoid harm

Criterion 3: Impact on Gender Relations

Research projects should consider:

- ⌘ How might research affect roles in households?
- ⌘ Will it change decision-making power?
- ⌘ Will it influence access to income or resources?
- ⌘ Could it support shared responsibilities or reduce burdens?

Criterion 4: Risks and Unintended Consequences

You should consider:

- ⌘ Identify risks such as reinforcing stereotypes
- ⌘ Use gender-neutral language
- ⌘ Design ethical, unbiased data collection
- ⌘ Monitor gender-related impacts throughout the research

Criterion 5: Sex- and Age-Disaggregated Data

You should consider:

- Collect data by age and gender (where disclosed)
- Analyse differential impacts
- Report gender-sensitive outputs

Case study: Strengthening Research Capacity for Safe and Inclusive Campuses: Advancing Gender Equality through a UK–Pakistan Partnership

- ⌘ The University of Derby’s British Council-funded Research Environments project, meets the Gender Equality requirement for ODA grants by embedding a gender-responsive design throughout the project in partnership with Institute of Business Administration, in Karachi, Pakistan.
- ⌘ In line with the British Council’s Gender Equality Statement guidance, the project provides:
 - Targeted capacity-building for women researchers
 - Removes barriers to engagement,
 - Strengthens institutional policies supporting equitable research cultures.
- ⌘ These actions create measurable improvements in access, skills, and representation for women, ensuring full compliance with ODA gender-equality expectations and contributing to Pakistan’s long-term social and economic development

Barriers and Benefits

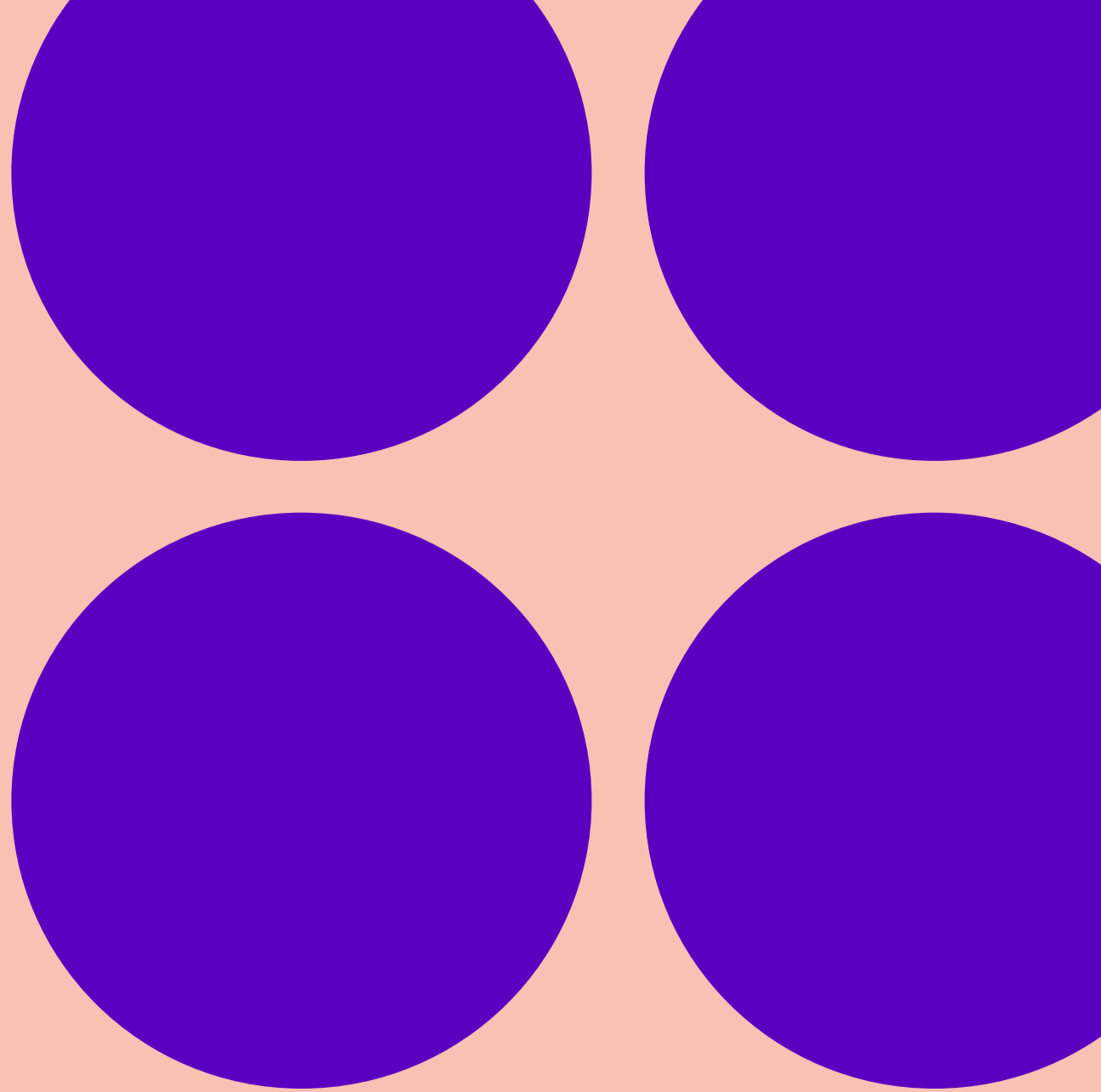
Participation Barriers

- ⌘ Care responsibilities
- ⌘ Restricted mobility
- ⌘ Safety considerations
- ⌘ Lower employment or academic representation
- ⌘ Language barriers
- ⌘ Digital exclusion
- ⌘ Cultural constraints limiting women's participation

Benefits

- ⌘ Gains for each gender
- ⌘ Differences between groups
- ⌘ Positive changes in gender relations
- ⌘ Effects on access, empowerment or leadership

What a strong
Gender Equality
Statement looks
like



Characteristics of a Strong Statement

A strong statement:

- ⌘ Fully addresses all five criteria
- ⌘ Demonstrate a clear understanding of how the project can contribute to reducing gender inequalities across all stages, from design to impact.
- ⌘ Shows clear understanding of gender norms
- ⌘ Identifies opportunities to involve all genders
- ⌘ Present a cohesive argument for how the project will actively work towards a more equitable society.

Characteristics of a Weak Statement

A weak statement:

- ❖ Restates the question
- ❖ Makes vague promises
- ❖ Has no practical measures
- ❖ Mentions only women
- ❖ Is generic and not tailored
- ❖ Ignores risks or context

Gender Impact Categories For Research Projects

Gender-blind

Gender-aware

Gender-
sensitive

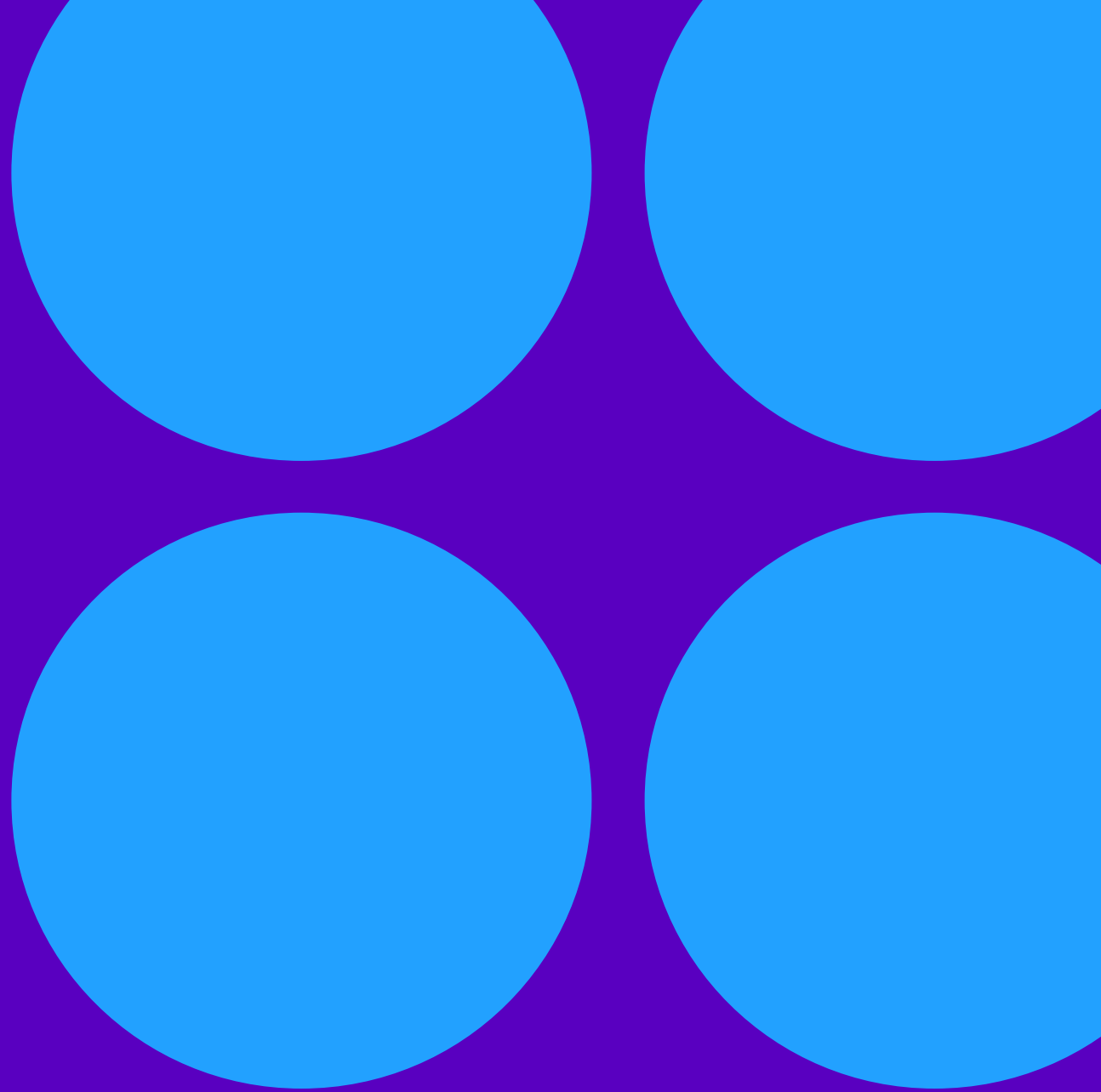
Gender-
responsive

Gender-
transformative

Oxfam's Gender Integration Rubric*

Gender Research Rubric	
Gender-blind	- The research does not think about gender at all. - Gender differences are not included in the idea, design or methods.
Gender-aware	- The research mentions gender in the problem or background. - But gender is not included in the design or methods.
Gender-sensitive	- The research considers gender in the problem, design, and methods. - Data is collected for different genders. - The research team includes different genders. - But the research does not try to reduce gender inequalities.
Gender Responsive	- Gender is considered in the problem, design, methods, and analysis. - Findings are used to improve communication, implementation or recommendations. - But the research does not yet challenge deeper issues like power, norms or inequalities.
Gender-transformative	- The research aims to change gender inequalities. - It examines gender norms and power relations. - It builds evidence for long-term improvements in equality. - It supports action with partners (for example, women's rights organisations) to create real, sustained change.

Equality, Diversity and Inclusion (EDI)



What Is EDI?



EDI = ensuring equal, fair and inclusive participation for:

- ❖ Different genders
- ❖ Ethnic groups
- ❖ Language groups
- ❖ Disabled participants
- ❖ Rural/urban groups
- ❖ Youth/older adults
- ❖ Migrants

EDI goes beyond gender

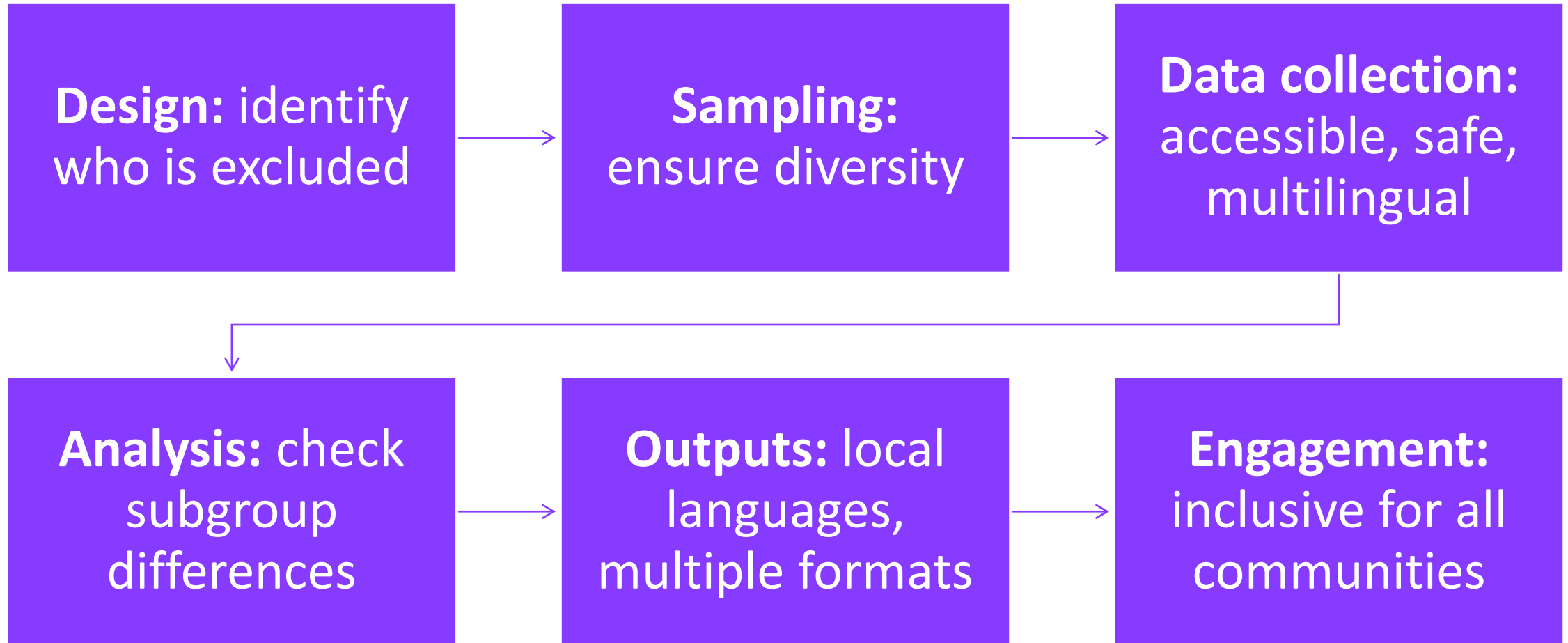
Why EDI Matters in ODA Research?

Factoring in EDI in your research design ensures:

- Diverse voices are represented
- Findings are ethical & credible
- No group is unintentionally excluded
- Outputs benefit marginalised communities
- Required by:
 - UKRI
 - British Council
 - British Academy.

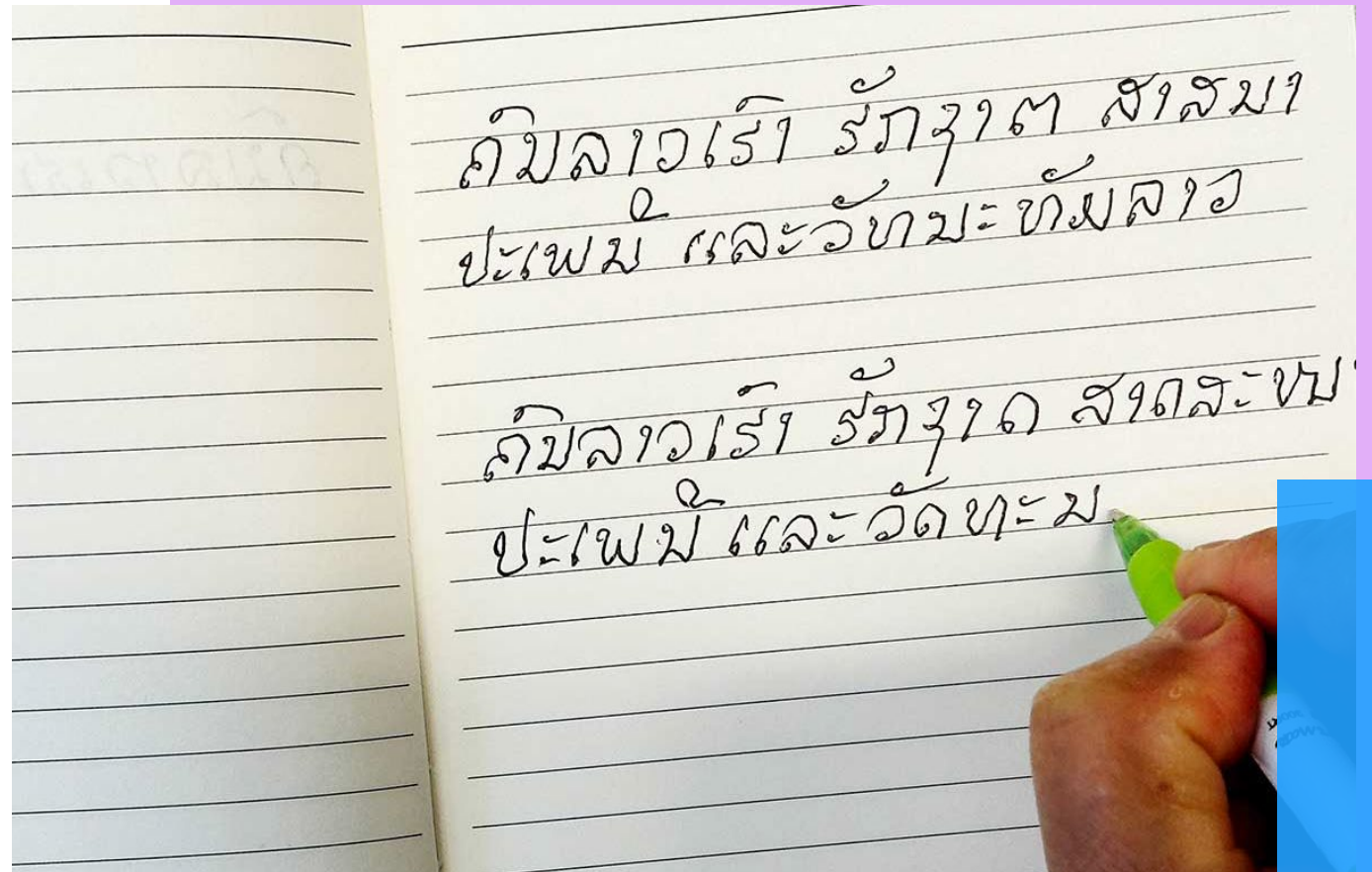


Applying EDI Across the Research Cycle



Inclusive Participation

- ❖ Use simple, easy-to-understand materials (visuals, plain language).
- ❖ Provide materials/interviews in Thai, Lao, Khmer and local ethnic languages.
- ❖ Schedule activities around caregiving, religious days, and farm seasons.
- ❖ Offer gender-matched facilitators/interviewers where appropriate.
- ❖ Choose safe, neutral venues accessible to women, men, elders, youth, and disabled participants.



Reaching Under-represented Group

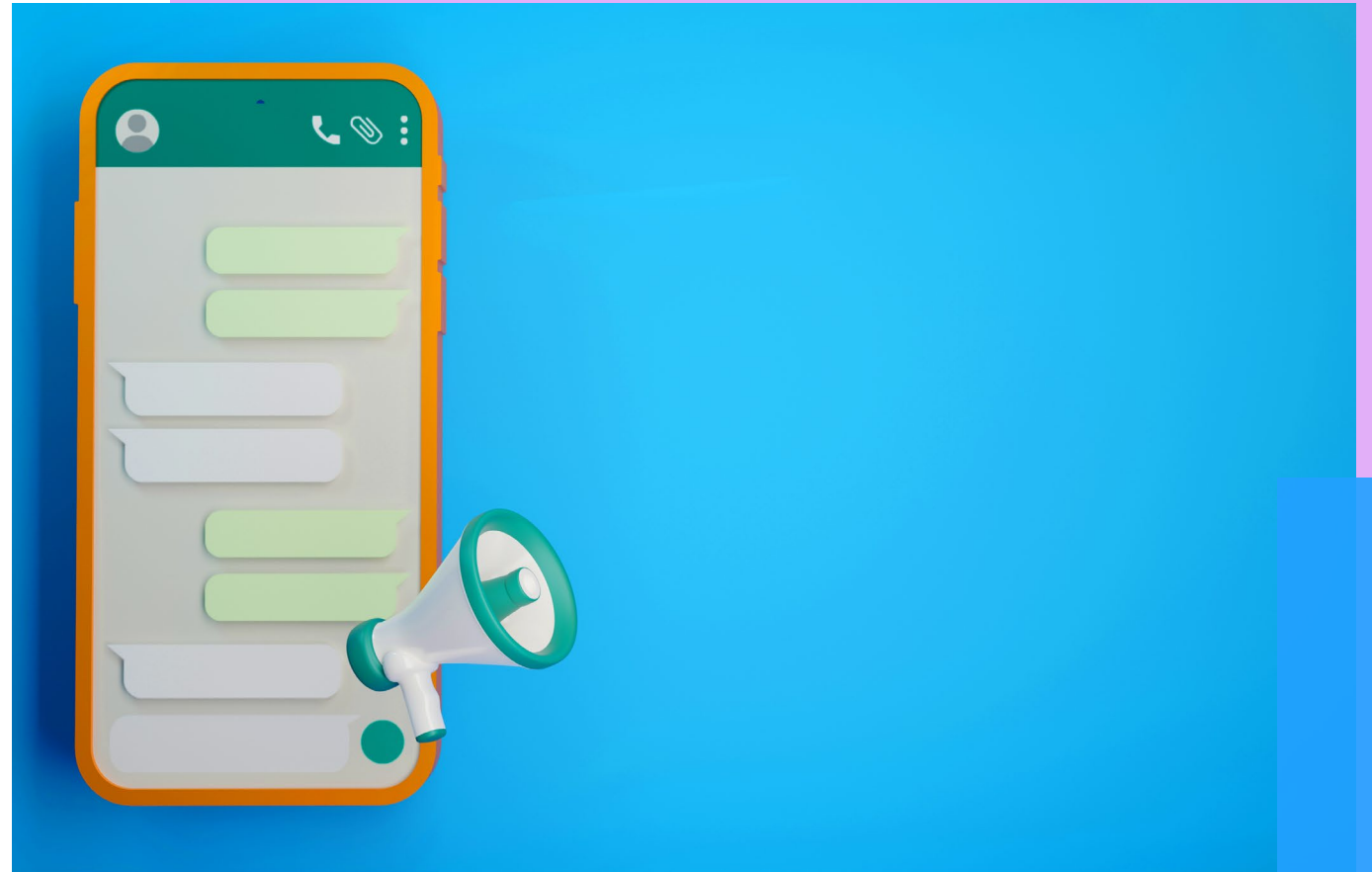
Inclusive Recruitment & Fieldwork

- ❖ Partner with women's groups, youth groups, disability networks, ethnic minority leaders.
- ❖ Use purposive sampling to intentionally include people normally left out.
- ❖ Ensure invitations go to women and men, not only local male authority figures.



Inclusive Data Collection

- ❖ Use low-literacy techniques: picture cards, mapping, ranking exercises, storytelling.
- ❖ Use audio/voice-note participation (WhatsApp/LINE) for participants with low literacy.
- ❖ Offer private interviews for sensitive topics (violence, migration, disability).



Inclusive Analysis & Outputs

- ❖ Analyse differences by gender, age, location, ethnicity, disability.
- ❖ Use local-language summaries, community meetings, and radio/WhatsApp briefings.
- ❖ Avoid overly academic language; use visuals to explain findings.



Open-Source Tools to Support EDI in Research

1. For Accessibility & Disability Inclusion

- **Washington Group Short Set** (open access)
Disability-inclusive demographic questions recommended by UN & donors
<https://www.washingtongroup-disability.com>
- **GNU Image Manipulation Program (GIMP)** – open-source design
Create low-literacy visuals, icons and posters for communities
<https://www.gimp.org>

2. For Inclusive, Low-Connectivity Data Collection

- **KoboToolbox (open-source)**
Offline surveys ideal for rural Thailand, Laos & Cambodia; works on low-end Android devices
<https://www.kobotoolbox.org>
- **Open Data Kit (ODK)** – fully open-source
Mobile data capture, multilingual forms, metadata for ethical monitoring
<https://opendatakit.org>

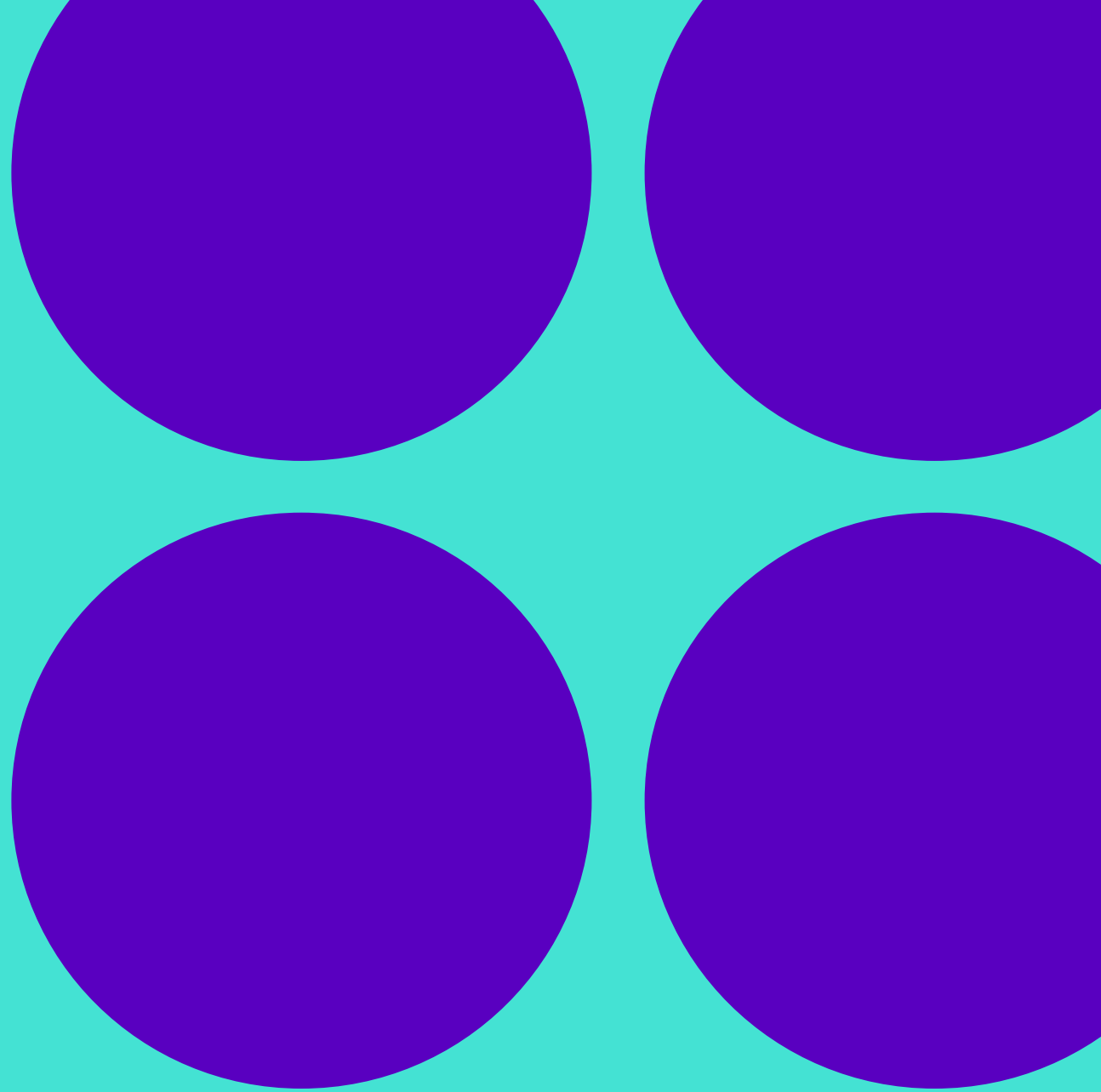
3. For Inclusive Dissemination

- **Audacity (open-source)**
Record audio summaries for low-literacy groups or radio dissemination
<https://www.audacityteam.org>
- **Inkscape (open-source)**
Create simple infographics in local languages for print or WhatsApp groups
<https://inkscape.org>

4. For Team Collaboration in Low-Bandwidth Settings

- **Etherpad (open-source collaborative writing)**
Allows multiple partners to co-edit text in real time with extremely low bandwidth
<https://etherpad.org>
- **Jitsi (open-source video/audio meetings)**
Low-bandwidth alternative for remote team meetings
<https://jitsi.org>

Intersectionality



What is Intersectionality

Intersectionality means gender inequality is shaped by **other identity factors**, such as:

- ⌘ Age

- ⌘ Ethnicity

- ⌘ Disability

- ⌘ Income

- ⌘ Language

- ⌘ Migrant status

- ⌘ Rural/urban location.

People experience gender differently depending on these overlapping factors.

Why Intersectionality Matters for Official Development Assistance

Intersectionality means gender inequality is shaped by **other identity factors**, such as:

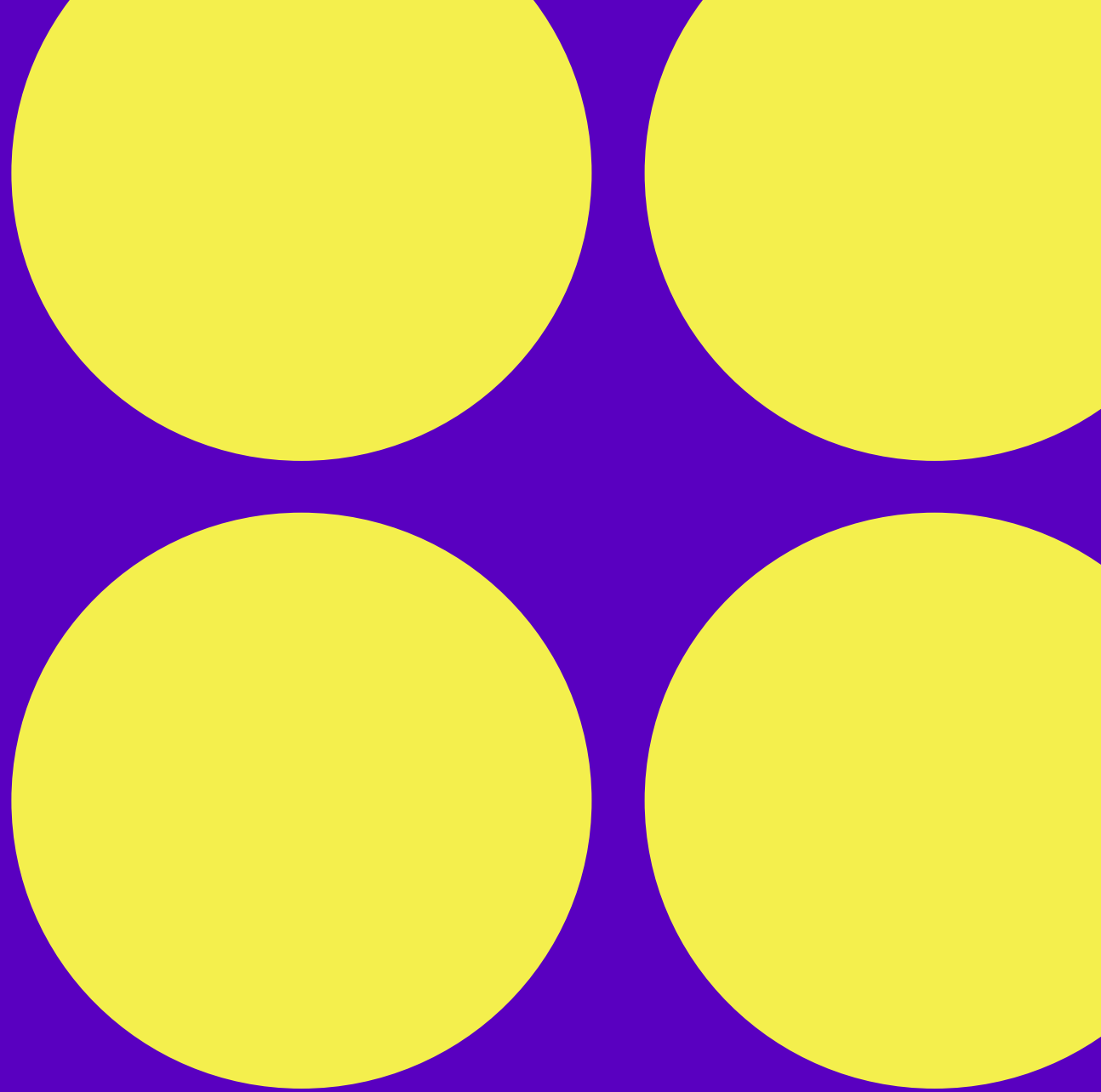
- ⌘ Who is left out of research
- ⌘ Who experiences barriers differently
- ⌘ Who is at risk
- ⌘ What measures are needed to ensure equal participation
- ⌘ How benefits and harms differ across sub-groups

Intersectionality Checklist

Ask:

- ⌘ Which women? Which men? Which gender-diverse people?
- ⌘ Do we need translation or low-literacy tools?
- ⌘ Are mixed-gender sessions culturally appropriate?
- ⌘ Are migrant or minority groups safe to participate?
- ⌘ Are disabled participants able to access fieldwork sites?
- ⌘ Do we need women-only, men-only or youth-only spaces?
- ⌘ Can all groups travel to the research site?
- ⌘ Does our dataset allow analysis by sex + age + ethnicity + location?

Fieldwork



Why Appropriate Fieldwork Matters

- ⌘ Appropriate fieldwork keeps participants safe, included, and respected, and ensures that:
- ⌘ people of different genders can take part
- ⌘ ethnic minorities feel comfortable
- ⌘ literacy differences are addressed
- ⌘ migrant participants feel safe
- ⌘ rural participants can attend
- ⌘ disabled participants can participate

Culturally Respectful Fieldwork

- ⌘ Work with community leaders, elders and women's groups
- ⌘ Use multilingual consent and materials
- ⌘ Respect local norms around communication, privacy and meeting formats
- ⌘ Consider whether mixed-gender sessions are appropriate
- ⌘ Hold activities in safe, neutral locations
- ⌘ Ensure privacy, especially for sensitive topics
- ⌘ Adapt tools for low literacy

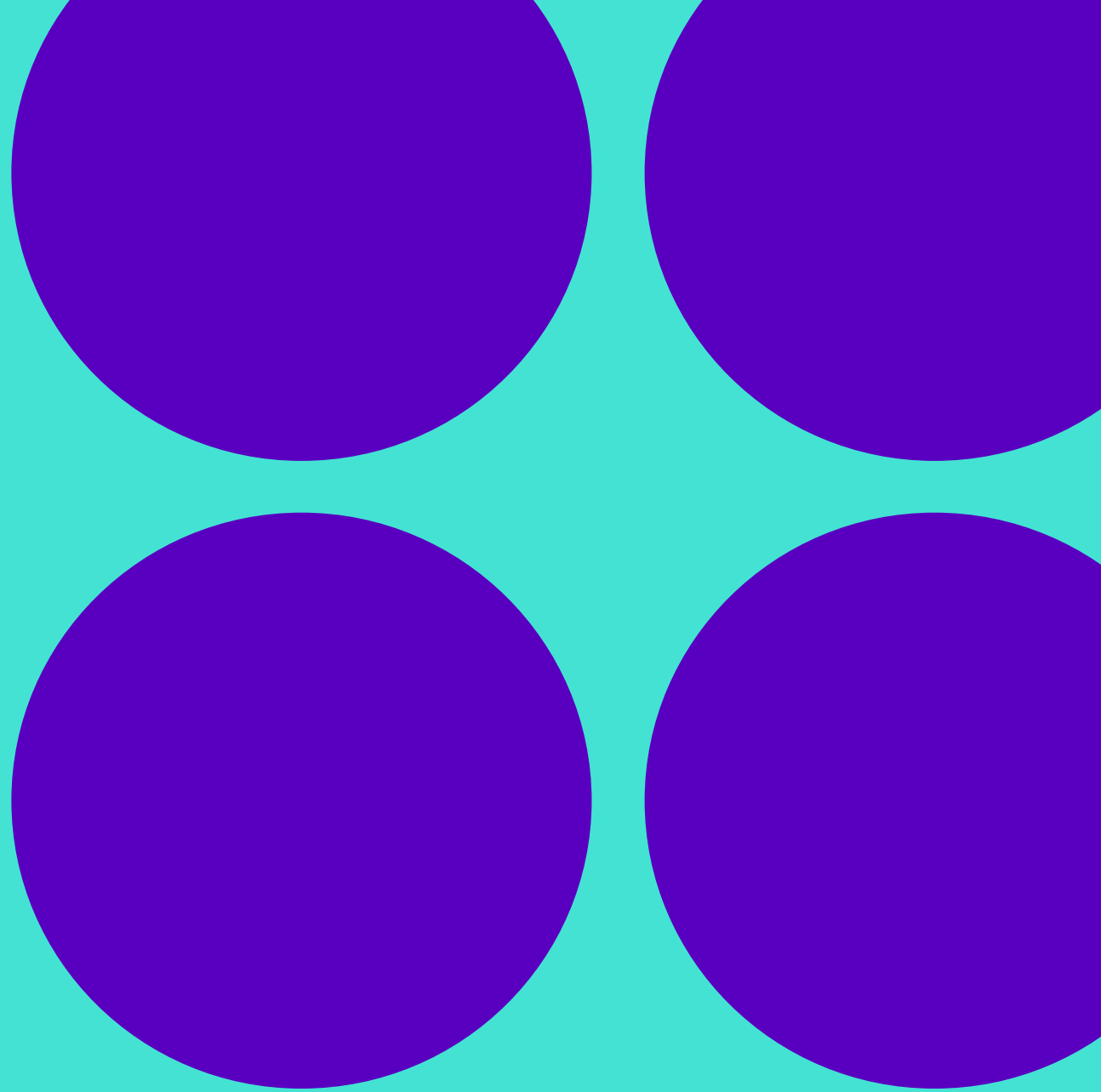
Laos: Women often have less voice in public meetings; facilitators must create inclusive spaces (UNICEF Laos, 2024).

Gender-Sensitive Fieldwork

- ⌘ Gender-matched interviewers where needed
- ⌘ Flexible scheduling around care and farm work
- ⌘ Offer childcare where possible and budget for it if needed
- ⌘ Provide safe travel routes
- ⌘ Use private spaces to avoid stigma
- ⌘ Monitor dynamics so no group dominates discussion
- ⌘ Use formats that help quieter participants speak

Thailand: Women perform 3× more unpaid care work than men, limiting availability (World Bank, 2023).

ODA - Gender Equality Statement Worked Example



An abstract graphic on the left side of the slide. It features a large, stylized black letter 'R' or 'B' shape. The background is composed of several colored rectangular blocks: a light purple block at the top, a teal block on the left, and a light purple block at the bottom. The black shape is positioned in the center, overlapping these colored areas.

Brief Overview of the Research Proposal

This unsuccessful research proposal, submitted to the British Academy aimed to develop a new framework for encouraging fair and sustainable green investment in South Africa.

- ❖ Studies how existing investment policies in South Africa affect society and the environment
- ❖ Analyses policy documents and compares them with real investment treaties
- ❖ Interviews local communities, investors, national investment officials, and staff from the Foreign, Commonwealth and Development Office
- ❖ Produces a report and a policy guide recommending more sustainable and socially responsible investment

Poor Example: Gender Equality Question

Official Development Assistance Gender Question:

“Have measures been put in place to ensure equal and meaningful opportunities for people of different genders to be involved throughout the project?”

Response:

“Yes. We will ensure this in all areas spheres - participation in the research by researchers and the beneficiaries of the research. In particular, the project will ensure equal and meaningful opportunities for people of different genders to be involved throughout the project, including in its development, research participation, and as beneficiaries of the research. The project will also consider the gendered impacts of green investment policies in South Africa, ensuring that the study contributes to reducing gender inequalities.”

❖ Only promises, no actions

- States, “we will ensure this” but does not explain how.

❖ No practical measures

- Does not mention steps such as targeted invitations, meeting times, facilitation, accessibility, or gender-appropriate interview arrangements.

❖ No link to the actual project activities

- The project involves policy analysis and interviews, but the answer never mentions how different genders will be engaged in these stages.

❖ No evidence of planning

- Funders expect planned actions, not statements of intention.

❖ No connection to the local context

- Does not mention gendered differences in participation in policy processes, investment discussions, or community engagement.

Improved Example:

“People of different genders will be able to participate equally in all stages of the project. During project development, we will work with women’s organisations, community representatives and investment-policy specialists to ensure that both women and men are identified and invited. Interviews will be scheduled at times suitable for women with caregiving duties, and safe, accessible locations will be used. When appropriate, gender-matched interviewers will be offered to increase comfort during interviews. Policy-engagement workshops will include facilitated group discussions that encourage equal participation. These measures ensure that people of different genders can contribute fully to the design, data collection and uptake of the project.”

Side-by-Side Comparison

Poor Example

- ❖ Repeats the question
- ❖ No actions, only promises
- ❖ No link to the research methods
- ❖ Generic statement
- ❖ No mention of gendered barriers
- ❖ No evidence of planning

Improved Example

- ❖ Gives concrete measures
- ❖ Clear, realistic steps
- ❖ Measures tied to interviews & policy engagement
- ❖ Context-specific and meaningful
- ❖ Proactively addresses participation barriers
- ❖ Shows intentional and practical planning

Sentence Starters

“This project addresses the problem of...”

“This issue affects people in...”

“Local researchers identified this need.”

“The main beneficiaries are...”

“During interviews, we will ensure equal and meaningful involvement by...”

“To remove barriers for women, we will...”

“To make it easier for men and women to join meetings, we will...”

“We will work with local organisations to identify women and men who can...”

“We will arrange meeting times that are suitable for people with caregiving duties by...”

“When culturally appropriate, we will offer gender-matched interviewers to...”

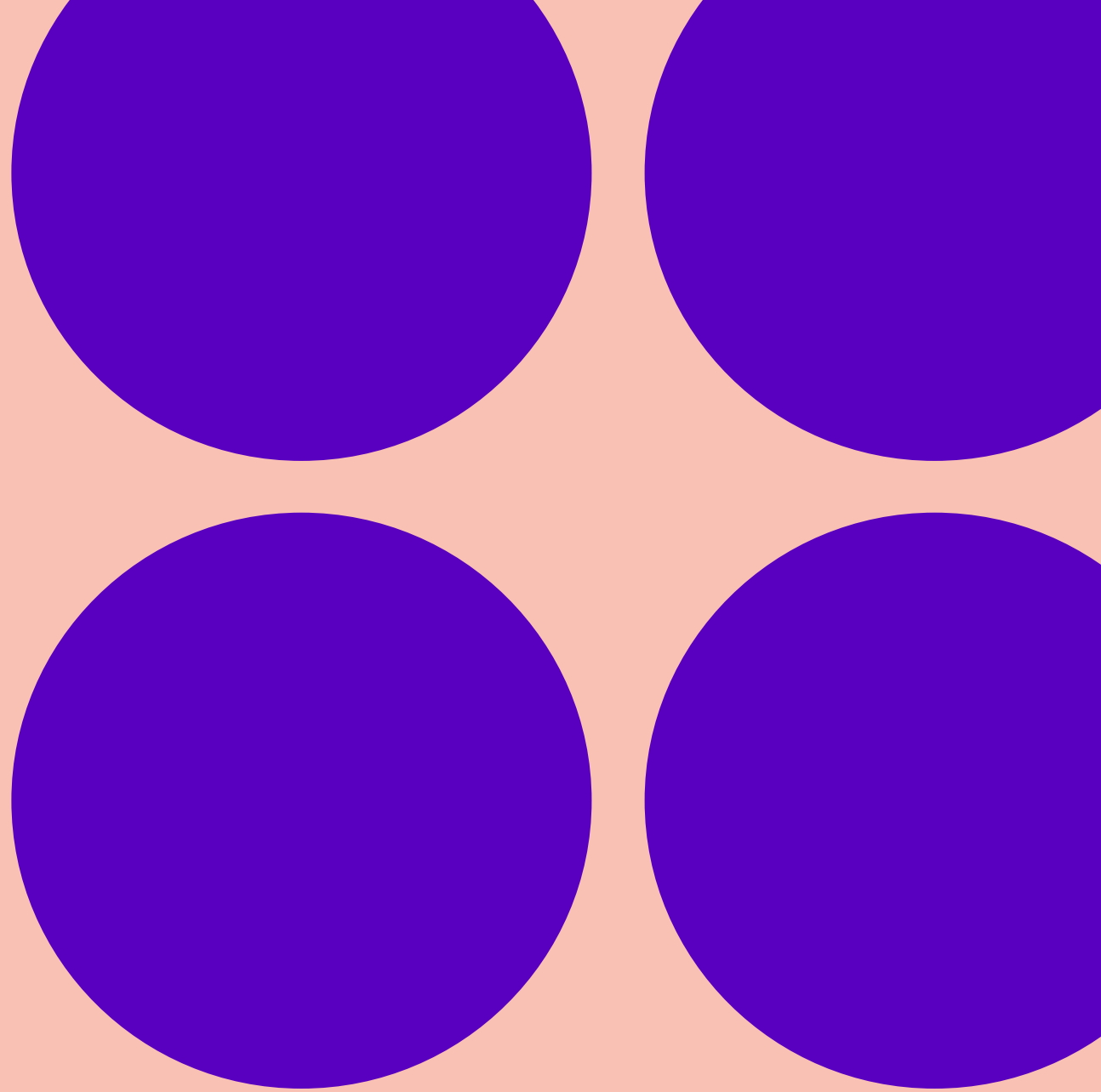
“To support safe and comfortable participation, we will...”

“Workshops will include structured discussions that ensure equal speaking time by...”

“We will invite women’s groups, community leaders and men’s groups so that...”

“All communication materials will be accessible to women and men by...”

Activity:
Designing Real
Measures for
Equal
Participation





Step 1: Choose ONE Project Scenario



Community Health Project in Cambodia: Interviews with rural mothers, fathers and health workers about child nutrition.



Investment Policy Project in Thailand: Workshops and interviews with policy officers, community women's groups and local business owners.



Environmental Research in Laos: Group discussions with men and women from ethnic minority communities about water access and local resource management.

Step 2: Identify Barriers (10 Minutes)

Each group lists 5–8 participation barriers that could stop women, men or gender-diverse people from taking part meaningfully.

Examples (not exhaustive):

- Women with caregiving responsibilities
- Men who migrate for work and are absent during the day
- Language differences in minority groups
- Cultural norms about speaking publicly
- Lack of safe travel
- Interview locations not appropriate for some genders

Step 3: Design Measures (10–15 minutes)

Now participants brainstorm practical, realistic measures that fit their chosen scenario.

Instructions: Groups must produce **at least 5 measures** that are:

- ❖ specific
- ❖ practical
- ❖ linked to their chosen scenario
- ❖ realistic in their cultural context

Sentence Starters

- ❖ “To support equal opportunities for women and men, we will...”
- ❖ “To make participation easier for people of different genders, the project team will...”
- ❖ “Women and men will be able to take part because we will...”
- ❖ “We will work with local organisations to identify women and men who can...”
- ❖ “Interviews will be arranged at times suitable for people with caregiving duties by...”

Step 4: Write a Short Response Paragraph (10 minutes)

Each group writes a **single paragraph**:

- ⌘ Maximum: 150 words
- ⌘ Simple English
- ⌘ Answers **ONLY**: *“What measures ensure equal and meaningful opportunities for people of different genders to be involved throughout the project?”*

Model Structure

- ⌘ One sentence about including people of different genders
- ⌘ Three or four concrete measures
- ⌘ One closing sentence about how these measures support meaningful participation

Step 5: Group Sharing and Mini-Debrief

Each group will:

- Read their one-hundred-and-fifty-word paragraph aloud.
- Explain one or two of the measures they chose and why they think those measures would support equal and meaningful participation.
- Listen to other groups' examples and compare approaches.



Link to Designing Real Measures for Equal Participation Task

⌘ Full details of the task can be found at:

⌘ <https://tinyurl.com/BCModule3Task>



Key Messages

- ❖ ODA funding must have a primary development purpose that benefits people in the partner country.
- ❖ Local partners should be involved early, with meaningful input and shared leadership.
- ❖ Gender Equality is mandatory, requiring specific, practical measures in design and delivery.
- ❖ EDI and intersectionality matter, ensuring all groups can participate safely and fairly.
- ❖ Fieldwork must be inclusive and culturally respectful, using translation, safe venues, and appropriate facilitation.
- ❖ <https://tinyurl.com/BCModule3HO>



Thank You



Key References

❖ ODA and Funder Guidance

- [OECD DAC Official Development Assistance rules](#)
- [UKRI ODA Guidance](#)
- [British Council ODA Guidance](#)
- [British Academy International Research Funding Guidance](#)
- [FCDO ODA & Safeguarding Requirements](#)

❖ Gender Equality & EDI

- [The International Development \(Gender Equality\) Act 2014](#)
- [UN Women Data Hub \(country data\)](#)
- [CARE Cambodia – Gender & Violence Data](#)

- [UNICEF Laos – Education & Gender Inequality](#)

- ADB Development Asia – Gender & Education Statistics

❖ Frameworks & Tools

- [Oxfam Gender Integration Rubric](#)
- [Oxfam Partnership Principles](#)
- [Washington Group Short Set \(disability inclusion\)](#)

❖ Intersectionality & Inclusive Research

- Crenshaw, K. (1989) Intersectionality Framework
- UNICEF, UNDP & WHO guidelines on inclusive fieldwork