Developing Gender-Responsive Terms of Reference (TOR) for Research and Surveys

Target audience: Policy-makers and planners, project/programme officers, researchers

The terms of reference for various research and surveys would depend on their specific purpose, objectives, time-frame and context. Therefore, this tool provides a general checklist that could be useful for different purposes. More questions/points could be added for a particular research/survey project, as necessary.

Identifying the topic, target group, and geographic area

1. Is there information already available on the situation, knowledge and experiences of women and men (girls and boys) who may be covered as part of the research/survey?
2. If so, then is that information taken into account during the identification process? If not, then how can it be accessed and used?
3. If there is no such information available, are you taking that into account in your research/survey design?
4. Does the topic relate to both women and men (girls and boys)? If yes then how?
5. Does the target group consist of both women and men (girls and boys)? And Why?
6. If yes, then how many women and men (girls and boys) can be targeted?
7. Has the existing social status and position of women and men (girls and boys) been taken into account while deciding about the objectives and target group?
8. Has the difference between the ways in which women and men (girls and boys) relate to their environment been taken into account?

Selecting the lead consultant and research/survey team

1. How was the lead consultant selected?
2. How many women and men are there in the research/survey team? Is there a gender balance? If not, why not and how will this be compensated?
3. Do the lead consultant, data collectors and analysts have proven experience in gender analysis?
4. If not, then is there a process in place to ensure capacity building for gender analysis?

Setting the research/survey requirements

1. Is the lead consultant required to factor gender perspective into planning, design and implementation of the research/survey?
2. Does the research/survey design have gender-responsive objectives that are non-discriminatory, equally benefiting both women and men, and aiming at correcting hierarchical gender relationships and building mutually respecting partnerships between both women and men (girls and boys)?

3. How have stakeholders been involved in research/survey design? Does the research/survey design have gender-responsive outcomes which address the different needs of women and men (girls and boys) so that these needs inform the policies, programmes and projects (e.g., sex-disaggregated data)?

4. Does the research/survey design have gender-sensitive indicators which help measure gender-related changes expected to be achieved by the project, as well as in society, over time?

5. Do these changes include values, attitudes, behaviours and other qualitative changes, and not just quantitative and measurable changes?

6. If both women and men (girls and boys) are in the research/survey target group, how many of them will be interviewed and be beneficiaries/stakeholders? Will there be a balance? Having a balance is not mandatory. The number of respondents/interviewers is determined by the type of research/survey and its methodological requirements.

7. Is the research/survey team required to develop gender-sensitive indicators and collect both sex-disaggregated data and qualitative information from both women and men (girls and boys)?

8. Will the research/survey tools explore the different practical and strategic needs, roles, knowledge and experiences of both women and men (girls and boys)?

**Identifying the impact of the research/survey**

1. What is the strategy for disseminating the gender-related research/survey findings? Will gender-related lessons learned be featured in a report and a follow-up consultation?

2. Have direct links between the gender-related findings of this research/survey and the national/local/organizational policy been clearly made?

3. Is there a mechanism to utilize the findings from the research/survey in on-going and future programmes and policies, as well as improvement at the local/school level?

4. Is there a strategy in place to help ensure that this research/survey design and its gender insights influence policy?