

## UNESCO Gender Lens

# Development of Terms of Reference (TORs) of UNESCO Surveys & Research

*The participants of the gender training workshop for Gender Focal Points in the Asia and Pacific Region in November 2002 (Bangkok) developed this lens based on their own work experience.<sup>i</sup>*

- Do the TOR of the lead consultant require that gender be factored into planning, design and implementation of the survey?
- Do the TOR require that the survey team develop gender sensitive indicators and collect, both sex-disaggregated data and qualitative information<sup>1</sup> from women and men?
- Is there gender expertise in the design group?
- Does the research design have gender-responsive objectives, outcomes and indicators?
- Was the different knowledge and experiences of women and men taken into account when the survey topic, geographic area and the target groups were identified?
- Will men and women both be interviewed and both be beneficiaries?
- Will the survey tool explore the different needs (practical and strategic)<sup>2</sup>, roles, knowledge and experience of women and men?
- Is there a process in place to ensure that the data collectors and analysts have proven experience in gender analysis?
- Is there a gender balance of male and female data collectors?
- Is the gender lessons learned from this survey featured in the report and the follow-up consultation related to the report?
- Do we have a mechanism in place to ensure that this survey/research design and its gender insights influence policy? Have direct links between this research and the policy of UNESCO and the relevant country government been clearly made?
- Do we have a mechanism to feed the findings from the survey/research into our programmes and policies?

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<sup>1</sup> Quantitative and qualitative indicators are explained at the back of this document

<sup>2</sup> Practical and strategic needs are explained at the back of this document.

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## Gender Sensitive Quantitative and Qualitative Indicators<sup>3</sup>

**Quantitative indicators** refer to the numbers and percentages of women and men or organisations involved in or affected by any particular group or activity. Quantitative indicators draw on the sex-disaggregated data systems and records that have been examined during processes of policy or project planning. The availability of quantitative baseline data means that indicators usually include some element of *target setting*. For example: Women form at least 33% of water committee members by the end of Year 2

**Qualitative indicators** are vitally important. It is not enough to know that women are participating in an activity: the *quality* of their participation and experience, whether in community level meetings, primary school classes or as users of public services, is all-important.

Qualitative indicators (as well as quantitative indicators relating to visible change at the community level) should be developed in conjunction with beneficiary groups. It is only possible to set targets for qualitative change if baseline data is available. This requires baseline surveys. Where baseline data is available on experiences and perceptions, targets for qualitative change can be set. For example: At least 50% of women participating in water committees report active involvement in management and decision making by the end of Year 2 (from a baseline of 10% at the start of the project).

Where baseline data is not available, or is not easily aggregated into numbers and percentages, it is necessary to resort to general statements of improvement. For example: Significant improvement in staff knowledge, skills and attitudes on mainstreaming gender equality in participating organizations by the end of Year 3 (where each organization starts with markedly different levels).

### Practical Needs and Strategic Needs

People have both practical and strategic needs. **Practical Needs** are immediate, basic needs such as water, shelter and food. Most practical needs are material needs.

**Strategic Interests/Needs.** Interventions addressing strategic gender interests focus on fundamental issues related to women's (or, less often, men's) subordination and gender inequities. Strategic gender interests are long-term, usually not material, and are often related to structural changes in society regarding women's status and equity. They include legislation for equal rights, reproductive choice, and increased participation in decision-making.

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<sup>i</sup> This lens was developed with the assistance of Ms Linda Pennell, gender training consultant

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<sup>3</sup> Gender Manual: A practical Guide for Development Policy Makers and Practitioners, DFID, April 2002, page. 28-29