



4. Checklist: Is gender included in your research design?

This checklist enables you to quickly assess to what extent the Terms of Reference (TOR) and other research designs such as questionnaires for studies on child labour and trafficking include the relevant guidance for carrying out a gender analysis. In other words, will the research identify possible differences and relations between girls and boys, men and women, and specify inequalities by age and sex? If most of the answers to the following questions are 'yes', it means the research takes into account gender equality concerns in its design and analysis. If more than half of the answers are 'no' or 'not sure', more work is needed to integrate a gender dimension into the research design and analysis.

In designing a research TOR and selecting a research team, do you do the following?

Design of a research TOR	Yes	No	Not sure
1. Include a clear gender dimension in the research background, i.e. specify available information such as statistics by sex, preliminary data on gender roles and relations, and existing inequalities with specific situations, constraints and opportunities of boys and girls, mothers and fathers. If this information is not available, ensure that the TOR includes collection of such data.			
2. Check: Are there any early warning signs of child labour exploitation and gender inequalities in the research? If more than 3 early warning signs are found, include a clear gender focus in the research design. (See "Early warning signs" section below.)			
3. State clearly the steps to conduct gender analysis in the research. (See "Conducting gender analysis in the research" section below.)			
4. Provide gender-responsive guidelines in conducting the research. For example, if girls and women cannot speak freely in mixed groups, arrange women-only or girls-only interviews or focus groups to be conducted by female researchers. Similarly, arrange for male researchers or interviewers to work with boys in certain circumstances such as boys in prostitution.			
Selecting the research team	Yes	No	Not sure
5. Assess whether the research team/organization has adequate understanding of gender equality issues and skills to identify inequalities and opportunities for gender equality promotion in their research.			
6. It is best if the research team includes both women and men. Check if this is the case and determine how women and men in the research team will be involved in the research (e.g. as research designers, field researchers, interviewers).			
7. Check whether gender experts are involved in the research design process. This is obligatory if serious gender inequalities are known to exist.			



Early warning signs of child labour exploitation and gender inequalities	Yes	No	Not sure
8. The community is very poor and most families have more than three children.			
9. Among the very poor families, there are families headed by a single parent, often a mother, or a child.			
10. The entire community is engaged in only one or a few types of low-paying work, which typically involves all family members (cases such as mining, fishing, rubber-plantation, cash crops) or most in the community will work as manual labour for cash.			
11. There are no apparent sources of stable income in the community and there is a history of out-migration of the economically productive members.			
12. There is a history of sending children from low-income households to relatives or friends in the cities to work in exchange for food, shelter or education.			
13. The community is populated by ethnic minorities or other minority population groups such as migrants with lower income and status, living outside mainstream society.			
14. There are high birth rates in the community, especially among teenage mothers.			
15. There are no or inadequate school facilities in the community: the schools provide low quality education or only primary-level classes; the schools are too far away, have inadequate space, teachers, and learning materials; or the schools have no teachers and learning tools in the language understood by the children.			
16. Rates of school enrolment for boys and girls are different by more than five percentage points (usually lower for girls).			
17. The community observes customs or traditions that strictly divide the gender roles (e.g. there are things that men or women, boys or girls can and cannot do).			
18. There is clear sex segregation in jobs and in social activities.			
19. Working mothers (or fathers) often bring children along to work.			
20. Older daughters are usually found staying at home to look after household duties and younger siblings or other members who need care.			
21. Family responsibilities are unequally divided (with usually women shouldering more household responsibilities and men making major decisions in the family and/or in public life).			
22. There are few women in formal or informal decision-making structures and processes (e.g. council or committee in the village or higher level).			



In conducting the research, does the research team do the following?

Conducting gender analysis in the research	Yes	No	Not sure
<p>Data collection:</p> <p>23. Collect, break down, analyse and compare quantitative as well as qualitative data by sex and age (along with other key variables such as education, occupation, income, ethnicity).</p>			
<p>Analyse the division of labour:</p> <p>24. Pay attention to the prevalent sex segregation in the labour markets: identify the types of work, occupations or sectors in which girls or boys and their parents are typically found.</p>			
<p>25. Develop a profile for girls, boys, women, and men covered in the research. Identify their roles and activities by paying attention to key criteria such as the following:</p> <ul style="list-style-type: none"> - working hours (per day or week) and location of work - employment and pay - working conditions: describe work hazards - time and location for recreation and rest - age, at which girls and boys start working. 			
<p>Analyse decision making:</p> <p>26. Identify to what extent men and women, boys and girls, may have different access to and control over available resources and benefits.</p>			
<p>27. Identify who uses, controls and makes decisions about:</p> <ul style="list-style-type: none"> - the resources: how to spend time and money, how to use land and work tools, or who goes to school and who works, who goes to meetings - the benefits: how to share food and earnings, when and how to use savings. 			
<p>28. Describe any differences found between roles of men and women in decision making in the family, in the workplace and in the community.</p>			
<p>Analyse gender-specific needs, constraints and opportunities:</p> <p>29. Identify the practical needs or needs linked to the survival (food, water, shelter, job, healthcare, etc.).</p>			
<p>30. Identify the strategic needs or needs identified to overcome the subordinate position (usually of women and girls) and to promote the equal and meaningful participation of boys, girls, men, and women in their family and community.</p>			

**In conducting the research, does the research team do the following?**

Conducting gender analysis in the research	Yes	No	Not sure
31. Identify other factors that influence gender relations in the families and communities, as well as in the larger environment. These include factors such as the fertility rate and other demographic variables, the poverty rate, economic opportunities and performance, labour supply and demand, migration patterns, climate and other environmental variables, cultural values, political situation.			