guide

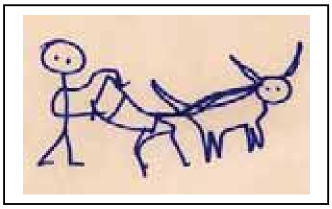
Gender-Disaggregated Data for Agriculture and Rural Development

SEAGA

Socio-Economic and Gender Analysis Programme

Food and Agriculture Organization
of the United Nations

Gender-Disaggregated Data for Agriculture and Rural Development



Guide for Facilitators

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PREFACE

According to the Food and Agriculture Organization of the United Nations (FAO)[1], nearly all countries face similar constraints in producing and using gender statistics. These include: (i) a lack of adequate concepts, definitions and methods to reflect the different roles of men and women across different socio-economic groups and their contributions to agriculture; (ii) stereotypes and biases that make women less visible and prevent survey enumerators and respondents from providing correct and reliable information; (iii) under-utilization of existing data for gender analysis; and, (iv) a lack of communication between producers and users of data.

In 2000, FAO increased its response to Member Government requests for help in the area of gender, data and statistics. FAO initiated a process to develop a training methodology for improving the skills of national statisticians, planners, and researchers to collect, tabulate, analyse, interpret, and present gender-disaggregated agricultural data.

Under the Norway and Finland-funded *Integrated Support to Sustainable Development and Food Security Programme (IP),* FAO set out to adopt integrated approaches to agricultural development. In the pilot phase, five countries participated in the IP: Uganda, Zambia, Zimbabwe, Namibia and Botswana. The programme contained several protocols, one of which focused on Gender Disaggregated Statistical Data (GDD). Namibia, Uganda, and Zambia adopted this protocol under their own programmes and it is in these countries that the training approach and materials was developed and tested.

The initial IP-supported workshop on Gender-Disaggregated Data for Agriculture and Rural Development was held in Namibia from 13-24 November, 2000. While the primary target was the Ministry of Agriculture, Water, and Rural Development (MAWRD), others participated. These included the Southern African Development Community (SADC) and representatives from the Integrated Programme in Uganda and Zambia.

Based on the experiences of the Namibia workshop, the materials were revised for the second workshop in Uganda (26 March – 4 April, 2001). The third and final workshop in this series was held in Zambia 21-30 May, 2001 after which a mini Training-of-Trainers was conducted for selected participants from Uganda, Namibia, and Zambia. The training approach and materials herein are a result of the experiences of these three workshops.

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[1] FAO*. Filling the data gap: Gender-sensitive statistics for agricultural development, Rome*, 1999.

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About this guide

WHY GENDER-DISAGGREGATED DATA

Improving food security and people's livelihoods is complex and calls for a comprehensive and multidisciplinary approach. Such an approach must include the collection, management and analysis of data for agriculture and rural development – for planning and policy purposes as well as for monitoring and evaluating the impacts of interventions.

> International conferences highlighted the need for accessible information and data as a starting point for any programme for the advancement of women -- from the First World Conference in Mexico in 1975 to the Fourth World Conference in Beijing in 1995.

FAO's World Food Summit Plan of Action, adopted by Member Nations in 1996, recommended "the improvement of the collection, dissemination and use of gender-disaggregated data in agriculture, fisheries, forestry and rural development." This was in recognition of the importance of gender-disaggregated data to food security policy and planning.

Recently, there have been increasing demands for FAO to collect and make accessible gender-disaggregated data and statistics for agricultural policy formulation and planning. In response, FAO has increased its collaboration with Member Nations and other UN and international organisations. FAO has also received several requests from Member Nations to assist in building national capacity to integrate a gender perspective in the collection and management of agricultural data and statistics.

ACTIONS REQUIRED[2]

It has been suggested that Member Nations can facilitate an enabling environment for the collection, analysis, management and dissemination of data for agriculture and rural development by:

- reviewing existing sources to identify appropriate measures for determining policy and technical frameworks for compiling, analysing, presenting, and diffusing data;

[2] Adapted from: FAO. *Filling the data gap: gender-sensitive statistics for agricultural development*. Rome 1999.

- strengthening user-producer interface to create better opportunities for producing good-quality and reliable statistics on gender in agriculture.

- placing emphasis on coordinating, integrating and retabulating sex- and age-disaggregated demograhic, labour force, and agricultural data at sub-national levels;

- carrying out less frequent, more specialized surveys on gender relations and related concerns in agriculture;

- organizing pilot/small surveys for collecting time-use data;

- organizing household inquiries that provide an overview of rural peoples' health including nutrition and food security, and;

- collecting more and better information on small-holder farmers.

TOWARDS BUILDING CAPACITY

This guide --or more appropriately -- *package* of facilitation materials, has been prepared to assist in the process of building capacity of those involved in producing agricultural data and statistics. More precisely, it is intended to improve producers' abilities to integrate a gender perspective in the design, collection, tabulation, analysis, interpretation and presentation of agricultural information. Possible producers of agricultural data and statistics include, but are not limited to:

- national statisticians

- agricultural and rural development planners

- researchers

- NGOs

FOR WHOM IS THIS GUIDE WRITTEN

The guide is intended for use by those seeking to facilitate change in approaches to policy and planning design within agricultural ministries, national statistics offices, and other relevant institutions. Specifically, it is intended for those facilitating change with agricultural data and statistics producers in those institutions.

The guide assumes that facilitator(s) using this guide will:

i. have some experience in adapting and using participatory workshop techniques and be conversant in workshop design;
ii. have some background in gender analysis;

iii. not necessarily have a strong background in agricultural statistics and data production, but will have a good background knowledge of agricultural issues facing farmers in the country or region

It is also assumed that the lead facilitator (if not conversant with computer software, particularly MS Office products) will identify and share facilitation responsibilities with a co-facilitator who has a background in computer training, database development and management (and statistics if possible).

WHAT'S IN THIS PACKAGE

This guide contains several materials useful to facilitators planning and conducting a workshop on gender-disaggregated data (GDD) for agriculture and rural development -- whether long or short, focusing on data tabulation and analysis or questionnaire design, or intended for more technical staff or decision-makers.

The table below provides a brief overview of the materials currently available in the package.

Contents	Description
Materials for a ten-day workshop on gender-disaggregated data for agriculture and rural development Contains Module I (Days 1-3), Module 2 (Days 4-8), Module 3 (Day 8-10). For more information, please see description that follows after the table.	This package contains materials to assist facilitators in preparing for, and conducting, workshops on Gender-Disaggregated Data for Agriculture and Rural Development. The main part of the package is centred around a 10-day workshop schedule that incorporates participatory exercises and hands-on computer retabulations and gender analysis and interpretation.
Annex I:	Handouts to be used in the overall GDD workshop. Some are to be used/adapted for use in the two-day workshop for decision-makers (see below).
Annex 2:	Handouts: Adult Learning These handouts can augment other handouts if the workshop is adapted to the format of a Training-of-Trainers (ToT).
Annex 3:	Sample Tabulation Plans: In setting up for Module 2 of the 10-day GDD workshop, you will need to develop a tabulation plan (for use Days 4 and 5). This annex provides some samples to help guide you. For more information about designing a Tabulation Plan, refer to Day 4 of the overall GDD materials.
Annex 4: Module/follow-up workshop	In response to needs expressed in other

Contents	Description
on gender and questionnaire design	workshops, Annex 4 was developed on gender and questionnaire design. It can be used in the context of the following: i.) a workshop module (i.e. a modified GDD workshop); ii) post-GDD mini workshop; or iii) a stand-alone mini workshop. Note: While some of the exercises within this Annex have been tested, the module as a whole has not. It is meant to provide ideas for facilitators looking for a way forward in this area.
Annex 5: Two-day workshop for decision-makers	Similarly, the package also contains an Annex (5) with suggested schedule and materials for a two-day workshop for decision-makers. This workshop (untested) uses many of the exercises from the overall Workshop on Gender-Disaggregated Data; some of the exercises are adapted to be used in a tighter time-frame.
Overheads (electronic folder)	This electronic folder contains overheads that you can use. These are cross-referenced in the session and exercise where they are to be used.
SamplesofGraphs (electronic folder)	This electronic folder contains MS Excel-produced graphs that can be used in the Interpretation exercise of Day 8 (if a local data set has not been generated/retabulated). They also provide facilitators with examples of graphs to produce for such an exercise. These can also be used in the Interpretation exercise for the Two-day workshop for Decision-makers.
Help guide (electronic folder)	Some procedures useful for using MS Access and Excel as well as SPSS.

The training materials and methodology in this package were adapted from various sources or developed in one of the three workshops held in Namibia, Uganda and Zambia. They were refined and further adapted for each workshop. The present materials thus draw on the experience gained from these workshops. Briefly, materials were adapted from:

- FAO's Socio-economic and Gender Analysis (SEAGA) programme;
- Other gender analysis training approaches
- FAO publications on gender, agricultural data, and censuses
- Social science/statistics reference books

- Agricultural survey reports and questionnaires from Namibia, Uganda, and Zambia and other national-level agricultural documents

TRAINING MODULES

This training package breaks down logically into three thematic modules:

1. Introduction to gender concepts and gender-disaggregated data
2. From concepts to practice: Retabulation, analysis and interpretation of the data
3. Planning for follow-up

MODULE 1 - INTRODUCTION TO GENDER CONCEPTS AND GENDER-DISAGGREGATED DATA (DAYS 1-3)

The first module builds on gender concepts and uses participatory learning approaches to focus on:

- An overview of gender issues (sex vs gender, gender division of labour (GDOL), gender roles (community, reproductive, productive), access to and control of resources), etc.;
- An assessment of an agricultural survey report and questionnaire
- Review of the policy context and national perspective on gender and development concepts and implementation (machineries, etc.)

MODULE 2 - FROM CONCEPTS TO PRACTICE: RETABULATION, ANALYSIS AND INTERPRETATION OF THE DATA (DAYS 4-8)

The second module of the workshop focuses on translating concepts from Module 1 into practice through retabulation, analysis, and interpretation exercises using a data set (survey). Participants are introduced to different aspects including:

- working through a tabulation plan
- designing and updating queries (MS Access)
- exporting queries for manipulation (MS Access to MS Excel)
- retabulation, calculating averages
- graphing results, and preparing visuals
- analysis and interpretation
- presentation of data for users

Participants also work through some statistical analysis exercises using the software, Statistical Package for Social Scientists (SPSS) if relevant.

There is a practice day for those who wish to conduct further work on the workshop, or their own, data set. The agenda allows for a free day for participants during this module.

MODULE 3 - PLANNING FOR FOLLOW-UP (DAYS 9-10)

The third module focuses on planning for follow-up activities. Guidelines entitled *Thinking Ahead* have been developed for participants and are distributed at the end of Module 2. A user/producer exercise is conducted to identify potential users and producers and their needs. Thereafter, participants break into groups (by institution or unit) to discuss how to incorporate lessons from the workshop into their work and to identify potential follow-up activities. Finally, after a wrap-up and review of the workshop, participants reflect on their experiences to provide feedback to the facilitators.

LEARNING APPROACHES

For the most part, the workshop approach builds on the fundamentals of adult and experiential learning approaches[3]. Participants work through exercises that lend themselves to building on participants' knowledge and experience. The approach also recognises that different participants have different experiences and strengths that they can share with others. Even the hands-on computer exercises are designed to be carried out using a "buddy" system. In other words, it is expected that the computer work will be carried out in teams of two (or three). Often one member of a team will have more experience in statistical analysis; another might be able to manipulate the computer software with greater knowledge; and another might be more conversant with gender analysis.

Learning approaches used include:

- Small-group exercises
- Case studies and examples
- Stories
- Humour/jokes
- Energizers
- Buzz groups on definitions and concepts during presentations
- Hands-on practice with tabulation and data manipulation
- Panel discussions to: (i) contextualize gender-disaggregated data in national (or regional) agricultural policy framework(s); and, (ii) look at the historical context of gender, agriculture, and statistics machineries in-country. If there is a specific focus on research or research

[3] For a summary about adult and experiential learning, please refer to Handouts AL1-4

institutions, a relevant panel discussion on the research and policy context can also be included.

ABOUT THE SUGGESTED TRAINING SCHEDULE

The training schedule at the end of this section presents a *suggested* outline for a 10 day workshop on Gender-Disaggregated Data for Agriculture and Rural Development that builds on the materials and modules summarized above.

The schedule is left rather loose in terms of timing so that facilitators can adapt the materials to local workshop norms. The schedule presented is based on a 9:00 – 5:00 working day, with a 1.0 hour lunch break and 15 minutes for morning and afternoon coffee/tea breaks. In some countries, working hours may be quite different with expectations of an earlier start and finish, and shorter or longer lunch hour.

Each day allows for 15 minutes of daily review at the beginning of the day and 15 minutes for a daily summary at the end of the day.

The schedule also notes that it is subject to change depending on participants' needs and other learning factors. This is important to note for participants so that they understand that the workshop is not "set in stone", but rather based on their experiences and needs.

A guide "Facilitation Plan" is included at the beginning of each day's section. During the preparation week, facilitators should discuss the various responsibilities of the workshop and set a tentative plan. At minimum, there should be two facilitators. If non-nationals are "lead" facilitators, they should ensure that national facilitators are included in the workshop design and activities.

WHAT'S <u>NOT</u> IN THIS PACKAGE

There are a number of training packages on gender analysis in use by facilitators and development workers There are also several good texts on gender concepts and theory. Some of these are noted in the Reference section (Annex 6) of this package. Keeping this in mind, this package assumes that facilitators will have some background in gender analysis or take the time to read some of the useful materials available. This package is comprehensive and focuses more on the hands-on "How-To" of gender analysis, data tabulation, analysis and interpretation. While many of the handouts included in this package provide participants with simple reference material, facilitators are invited to develop or adapt complementary or additional materials as required by each workshop.

This package does not provide comprehensive reviews of gender analysis frameworks. Nor does it include comprehensive glossaries on terms related to gender analysis. As noted, these are available in many other texts (and on the World Wide Web). Again, the Reference section provides several links to websites that provide greater detail on gender concepts and definitions. Most facilitators conversant in gender analysis will have at least the very basic gender concepts and definitions at hand – either from their own formal education or workshops undertaken to gain their skills.

This package provides facilitators and participants with exercises that lead toward an understanding of *what is* gender-disaggregated data and *why* it is important. It provides some tools for carving out a path towards a retabulation, analysis, interpretation and understanding of data (and hopefully creating new data)

SUGGESTED SCHEDULE: *Subject to change depending on needs of participants and other factors in the learning process*

TIME	DAY 1 GETTING STARTED	DAY 2 ANALYSIS & GDD	DAY 3 CONTEXTUALIZING GDD	DAY 4 WORKING WITH DATA SETS I	DAY 5 WORKING WITH DATA SETS II
9:00	Registration (8:30)	Daily review/housekeeping	Daily review/housekeeping	Daily review/housekeeping	Daily review/housekeeping
10:30 or thereabouts (will vary slightly depending on activity) Coffee/tea	SESSION 1 OFFICIAL OPENING Meeting each other Workshop overview Introducing & understanding gender	SESSION 3 Resource use & control Filling the data gap GDD definitions	SESSION 5 Panel Discussion: Agricultural policy framework From WID to GAD	SESSION 7 Working with software Retabulating data	SESSION 9 Working with software Retabulating and analysing data for gender-disaggregated data
1:00 – 2:00			**LUNCH**		
2:00	SESSION 2	SESSION 4	SESSION 6	SESSION 8	SESSION 10
3:30 or thereabouts (will vary slightly depending on activity) Coffee/tea	Gender division of labour and Roles	With a new lens I: Data, biases and omissions	With a new lens II: Data, biases and omissions	Working with software Retabulating data (cont)	Working with software Retabulating and analysing data for gender-disaggregated data (cont.)
4:45	Summary of day's work	Summary of day's work	Summary of day's work	Summary of day's work	Summary of day's work
To prepare	Review section of survey report	Review section of survey questionnaire	Look over "How-to" Materials for Computer tabulation		

SUGGESTED SCHEDULE*: Subject to change depending on needs of participants and other factors in the learning process*

	DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
TIME	EXTRA PRACTICE	FREE DAY	INTERPRETING GDD	PLANNING AHEAD	WRAPPING UP
9:00	SESSION 11		Daily review/housekeeping	Daily review/housekeeping	Daily review/housekeeping
10:30 or thereabouts (will vary slightly depending on activity) Coffee/tea	Computer lab will be open for those participants who wish to practice or work with their own data sets Otherwise Free Day	FREE DAY	SESSION 15 Preparing for Interpretation	SESSION 17 Users and producers of data: Who are they	SESSION 19 Planning ahead: Report back Reflecting on workshop
1:00 – 2:00			**LUNCH**		
2:00	SESSION 12		SESSION 16	SESSION 18	SESSION 20
3:30 or thereabouts (will vary slightly depending on activity) Coffee/tea	Computer lab will be open for those participants who wish to practice or work with their own data sets Otherwise Free Day	FREE DAY	Interpreting and presenting Gender-Disaggregated Data	User or producer – Building foundations; building linkages	OFFICIAL CLOSURE & PRESENTATION OF CERTIFICATES
4:45	Summary of day's work	Summary of day's work	Summary of day's work	Summary of day's work	Summary of day's work
To prepare			Look over "Thinking Ahead"		

Prep week

Planning Ahead

Participant Needs Assessments
Logistics for a Workshop
Facilitators' Checklist

IDENTIFYING NEEDS

PARTICIPANT NEEDS ASSESSMENTS (PNA)

To plan more effectively for a workshop, it is essential to find out more about participants' experience, interests and needs. Participants do not want to spend their precious working hours in a workshop that covers issues they already know or that is irrelevant to their working lives.

Although more time-consuming, one way is to conduct a pre-workshop participant needs assessment (PNA) through individual or group interviews. This may not always be practical or possible. Alternatively a PNA questionnaire such as the example provided in the section entitled Handouts (H1-PNA)[4] can be sent to participants and returned prior to the workshop -- hopefully far enough in advance that facilitators can design the workshop using the responses! A combination of questionnaire and interview can also be used.

The information collected from the PNA helps to determine and meet the group's needs as well as to provide knowledge on the backgrounds of each participant. The facilitators can use this information to help develop an overall draft agenda for the workshop and to adapt and revise materials to more accurately meet the needs of participants. To this end, particular interests can be met by finding case studies, data sets, or examples to replace those presented in this guide. PNAs can also help the facilitators think about group dynamics and working groups beforehand.

USING THE PNA

1. The PNA questionnaire should state clearly to whom the participants should return the questionnaire and by what date. The telephone/fax numbers and/or e-mail address of the workshop organisers or facilitators should be clearly visible.
2. The information collected from PNAs should be summarised and presented to the participants on the first day of the workshop. The layout of the draft agenda can be explained on the basis of the summarised pre-training needs requests. ***The workshop timetable should be flexible enough so that individual needs can be recognised.*** At this point, facilitators can explain why certain topics or needs, i.e. topics that were flagged by only one or two individuals or inappropriate training requests, will not or cannot be covered in this particular workshop – on gender-disaggregated data for agriculture and rural development.

[4] The PNA example (H1 – PNA) provided in Handouts is revised from the one which was sent out to participants in Namibia by the Ministry of Agriculture, Water and Rural Development for the pilot workshop.

LOGISTICS FOR A WORKSHOP

The following checklist is adapted from one designed for FAO's SEAGA programme's workshops. The original was made in response to the question, "What are the logistics involved in organising a training?"

DATA SET AND TABULATION PLAN

The data set and tabulation plan are crucial to the applied approach of this workshop. The format of this workshop is designed to provide hands-on experience for participants through a retabulation of data using gender analysis and to see the difference that disaggregation makes in terms of identifying different needs and priorities in agriculture.

Ahead of time, the national organising team needs to identify someone who is conversant both with national agricultural data sets (censuses and surveys) and computer software (at least Microsoft and SPSS – or other software if used in the country). There will hopefully be someone within the institution with whom you are working (ministry, university, etc., but not necessarily so). This person should be able to:

1. identify an agricultural data set for use by the workshop and clean the data set if necessary
2. prepare the data set for use by participants and load it on computers
3. help set up a tabulation plan (See Day 4 – Preparing a Tabulation Plan)

EQUIPMENT NEEDED

Computer Hardware

- Number of Computers: You will need at least one computer per three participants. It is good to have more than one person per computer so that participants can help each other.
- Universal Power Supply (UPS) for each computer to protect computers against power fluctuations
- Computers need to have CD drives to load software (if not already loaded)
- Computer printer – at least 1
- Data projector (in some places known as "Powerpoint projector" or "Computer projector"). This should be hooked up to the facilitator's

computer. ***Ensure that the data projector is in good working order.*** This will be an essential tool during the computer work.

Computer Software

- Computers must be loaded with Microsoft Access and Excel. This usually means that Microsoft Office (Professional version) must be loaded. In loading Microsoft Access, make sure that "Query" is loaded also. If relevant, make sure that the Statistical Package for Social Scientists (SPSS) is also loaded

OTHER

- Overhead projector – 1
- Screen (or white wall) for projection
- Access to photocopying machine
- Flipchart stands - 3

SUPPLIES

You will need enough of the following for all participants, facilitators and resource persons:

- Folders
- Writing pads
- Pens
- Photocopies of handouts

You will also need the following:

- Flip chart paper (estimate enough for 30 sheets a day)
- Coloured index cards (or A-4 paper that can be cut down to size) – 3 colours will usually suffice. (Big and small size if possible)
- Certificate paper (sometimes the organising institution can provide certificates of attendance. Often, however counterpart organizations design them themselves)
- Flipchart pens (four colours, e.g. black, blue, red, green). Two boxes containing 12 markers each x 4 colours should suffice.
- Two or three pairs of scissors
- One or two hole punches
- Two staplers and staples

- Lots of sticky stuff and masking tape
- One or two erasers
- Box of paper clips
- Box of overhead transparencies
- Package of overhead markers

ADMINISTRATIVE SUPPORT

Administrative support is one kind of support that a counterpart organisation can often supply. This is extremely useful if you want to have someone take notes throughout the workshop or take care of small administrative or logistical details. It is important to be clear about the responsibilities of the administrative support person to avoid confusion or duplication of tasks. The facilitators should sit down with the note-taker (rapporteur) in advance to discuss the type of notes they want taking.

TRANSPORTATION SUPPORT:

Transportation support depends on the letter of agreement and on the place where you are working. The counterpart organisation will sometimes organise a vehicle for facilitators. Transportation support is important if you need access to a photocopier that is located away from the workshop premises.

FIELDWORK

While this guide focuses on computer tabulation and analysis rather than fieldwork, some organisations may want to incorporate fieldwork into their workshop (particularly if they offer a longer-term workshop or short course that focuses on survey design and information collection).

In planning for a field visit, consider the following:

- Selection of community/ies. In terms of time and expense , it is important to try to select communities that are close to the workshop venue.
- Transportation to the community/ies. The host institution may be able to provide transportation for the field visit and should budget accordingly.
- Lunch or snacks with the community/ies. In rural areas, it is important to offer refreshments – e.g. soft drinks, sandwiches or snacks to the community/ies collaborating in the fieldwork. The host institution should budget for this.

ESTABLISHING FACILITATOR RELATIONSHIPS

If possible, it is useful for facilitators to establish a relationship in advance of the workshop, not only to get to know one another, but to also get a sense of each other's facilitation styles and strengths. This can be as simple as exchanging e-mails (or faxes) and attaching a C.V. At the very least, facilitators should aim to meet at the beginning of the preparation week. Although not ideal, sometimes facilitators might meet only a day or two in advance.

Some of the topics that facilitators can focus on are presented in the Facilitators' Checklist below

FACILITATOR'S CHECKLIST[5]

1. Have you got a clean data set (survey) that can be used during the retabulation module of the workshop?
2. Has the data set and all necessary software (MS Office including MS Access + Query, Excel, etc.) been loaded on the computers for all participants?
3. Do you have a data projector ready to go?
4. Have you developed a tabulation plan (see Day 4 and Annex 3 – Sample Tabulation Plans)?
5. Have you identified guest panelists for your panel discussion?
6. Are you clear about the "identity" of your participants? Have you read their participant needs assessments (PNAs) carefully?
7. Are you clear about your overall training objectives?
8. Have you developed your specific training objectives?
9. Have you reached an agreement with your co-facilitators about the division of roles?
10. Have you adapted your schedule to the time of year when the training will take place?
11. Have you clarified logistical support with the project team? Local protocol (for opening, closure, breaks)?
12. Do your sessions take into consideration the time of day when the training will take place (i.e. people may be tired in the evenings)?
13. Do all your sessions have an introduction, a main section and a summary?
14. Have you included a variety of learning/training techniques in your sessions?
15. Have you thought about the timing, pace and content of the sessions?
16. For each session do you attempt to use the experiential learning cycle (action, innovation, learning, reflection)
17. Are you aware of your accent, articulation and expression?
18. Have you thought particularly about a summary and the closure to each session?
19. Is the room and seating arrangements suitable for your session?
20. Have you checked all the equipment you will use?
21. Have you planned how to evaluate daily? mid-term? at the end of the workshop?

[5] Adapted from FAO's Socio-economic and Gender Analysis (SEAGA) Programme

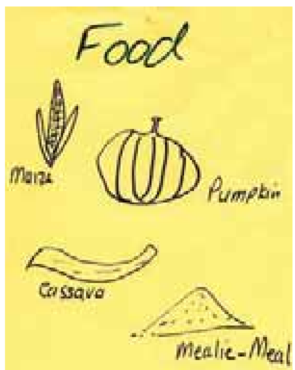
LIST OF HANDOUTS

DAY & SESSION	HANDOUT NUMBER	HANDOUT/TRANSPARENCY TITLE
	H1-PNA	Participant Needs Assessment (PNA)
1.1	D1S1.1	My Challenge
	D1S1.2	Why a Workshop on Gender-Disaggregated Data
	D1S1.3	Daily Evaluation
	D1S1.4	Sex and Gender
1.2	D1S2.1M	Daily Activity Profile (Man)
	D1S2.1W	Daily Activity Profile (Woman)
2.3	D2S3.1	Resource Picture Cards
	OH2.1	Filling the Data Gap
	D2S3.2	Data from Agricultural Censuses
	D2S3.3	Agricultural Data and Its Uses
	D2S3.4	Underestimation of *De Facto* Female Heads of Household
	D2S3.5	Key Definitions and Concepts for Gender-disaggregated Data
2.4	D2S4.1	With a New Lens (I): Data, Biases & Omissions
3.5		Any handouts from panel discussants
3.6	D3S6.1	With a New Lens (II): Data, Biases & Omissions
4.7	D4S7.1	Tips for Working Through the Tabulation Plan
	See Annex 3 for sample Tab Plans	Tabulation (Tab) Plan -- Needs to be prepared by facilitation team in-country
	Electronic file Computer Help Guide	Workshop Help Guide – MS Excel, Access. And SPSS
8.15	D8S15.1	Thinking Ahead
	D8S15.2	Appropriateness of Qualitative and Quantitative Data
8.16	D8S16.1	Interpretation
	D8S16.2	Presentation of the Data
9.17	D9S17.1	Users and Producers of Data for Agriculture and Rural Development
9.18	D9S18.1	User or Producer: Building on Linkages
	D9S18.2	User or Producer: Action Verbs
10.19	D10S19.1	Reflecting on Workshop Learning Experiences

Day 1

Getting started

Meeting Each Other
Workshop Overview
Gender Concepts
Gender Analysis



DAY 1 – FACILITATION PLAN

EXERCISE	MATERIALS	TIME	FACILITATOR(S)
Official Opening	Check with organisers	30 mins	
Introductions	Handout D1S1.1, coloured A4 paper, markers, pens	45 mins	
Overview Energizers Group contract Sharing Workshop Objectives and Approach Daily Review	Checklist Energizer box, markers, pens, index card Group contract flipchart Handouts D1S1.2, AL.2.AL.3, AL.4, Tentative Agenda, PNA results on flipchart or transparency Handout D1S1.3	30 mins	
Introducing & & Understanding Gender	Small coloured cards (2 colours), Flipchart paper, Handout D1S1.4, markers	2 hours	
Daily Activity Profile	Handouts D1S2.1M, D1S2.1W, markers, flipchart paper	2.25 hours	
Summary of day's work		15 mins	

CHECKLIST – OVERVIEW OF WORKSHOP

During the opening session of the workshop, the facilitators should address the following points in whatever order they feel appropriate. The list is meant only as a reminder to facilitators. Some points will receive more attention in further sessions.

- Participant interview exercise
- Housekeeping
- Agenda
- Group contract
- Daily summary – thing I learned…Daily evaluation
- Workshop objectives
- Adult education focus
- Mid-term evaluation (if used)
- Final evaluation
- Participants' list
- Participant Needs Assessments (PNAs)
- Participant presentations (Suggest maximum 15 minutes each) – make a list, then slot into the agenda where appropriate. (If participants want to include a session on their own work/experiences)

ENERGIZERS

Inevitably, the time comes in a workshop where participants lose their energy or ability to focus. It often happens toward the end of the morning when participants are eager to go for lunch. After lunch, participants might be sleepy from a heavy meal.

It is important for facilitators to monitor the energy level of the group and to respond accordingly with an energizer as needed. An "energizer" is something that gets the group moving or laughing. It "picks up the energy" of the group.

During the first session of the workshop, the facilitator can ask participants for their energizer suggestions. Participants can also take responsibility for leading an energizer. In some countries, jokes are a popular way of energizing the group. Some participants are born comedians and should be called upon for their talents whenever required!

OBJECTIVES

To collect a number of ideas for energizers from participants to be used throughout the workshop as needed.

TIME

15 minutes

MATERIALS

Energizer box, markers or pens, index cards or scrap paper

STEPS

1. In advance of the workshop, the facilitator prepares an 'ENERGIZER BOX'. This can be as simple as using the top of a photocopying paper box and decorated with pieces of coloured paper written with ENERGIZERS.
2. At the beginning of the workshop, ask the group to think about potential energisers that could be used during the workshop. Using a small piece of paper or index card, each participant writes his or her name and one or two words about the energizer (title). You will receive a lot in some workshops, very few in others. It depends on how much experience participants have with such ideas.
3. The facilitator passes around the "ENERGIZER BOX" and participants drop in their contributions.
4. The facilitator picks a contribution as needed and asks the contributor to lead the energizer.

Other ideas for energisers include:

✓**SECRET ADMIRER**:

1. Each participant writes his or her name on a piece of paper and puts it in the box or hat that the facilitator passes around.

2. Each participant picks a name out of the box. (They should pick another one if they pick their own name)

3. Throughout the workshop, participants write an observation or comment about the person whose name they have chosen, i.e. I noted that you were late again this morning; I appreciated your inputs to the discussion in the group this morning; etc. Be creative (but kind).

✓**GETTING TO KNOW YOU** (This needs to be done early in the workshop (i.e. first afternoon or morning of second day).

1. Collect all the name cards or name badges and give them to one or two participants.
2. Ask them to return them to their rightful owner.

✓**DRAWING NUMBERS/NAMES** with waist/head/etc., i.e. Spell out "statistics" with your neck.

✓**JUMPING IN AND OUT OF THE RIVER** (like "Simon Says")

1. The facilitator stands at the head of the "river" and lines up the participants in front of him or her (like they're in the river).
2. Use the name of a participant (e.g. Ndegwa, Evans, Mbabu, etc.) The facilitator calls out "Ndegwa says 'JUMP IN THE RIVER'", or "Ndegwa says 'Jump out of the river'". Participants can move when these are called out. However, if the facilitator says only "Jump in the river"…or "Jump out of the river" and a participant moves, he or she must sit down.
3. Continue until about 5 or 6 people are "out…the group should be "energized" by then….You don't need to do the whole group.

4. ✓HAND RUBBING TO MAKE "THE WIND"

Start off slowly, gently, then rub hands harder like a wind storm building. This gets the circulation going.

✓**CIRCLE OF NUMBERS**

Have everyone stand in a circle and count off in order. The facilitator (or someone else) stands on a chair or stool and starts to count off pairs of numbers, e.g. 2,14; 3,5; 10;17, etc. When the participants hear their numbers called, they run and change places with one another.

✓**TIED IN A KNOT**

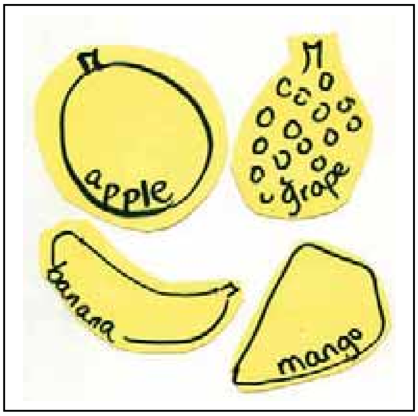
Have the group form two lines behind each other. Have them join hands with someone who is not beside them. Then ask them to all "unwind" and undo the know to form a circle. (You may need two groups if the workshop group is large).

ENERGIZERS FOR FORMING GROUPS

The following energizers are useful for grouping participants for small group work.

✓**ANIMAL SOUNDS** – grouping by cat, dog, cow, chicken, elephant, etc. Pick the number of animals for the number of groups you want to form. Write the animals down on cards, enough to cover the number of people in each group.

✓**FRUIT SALAD** – In advance, draw four or five different fruits (ones that people will know). Draw and cut out enough of each fruit (see examples) for the number of people you want in each group. Mix them up in a box and have people pick a fruit at random. Draw a BIG one of each fruit to stick on the wall for each group to meet under. You can also hang the group's exercise contributions under the BIG fruit.



✓**ANIMAL NOISES -** Ask the participants to make the noise of the animal and to look for (and listen for) the other animals in their group. In other words, all cows should group together, all chickens together, etc.

✓**POSTCARD PIECES -** (either pre-formed with names on back of pieces or random). Find a few postcards (from the country if possible). Cut them into pieces as noted above (either pre-named or random). If pre-formed, hand out the pieces to the named participant. If random, have participants pick their piece from a hat or box. Ask them to form groups based on their postcard.

✓**DINNER DANCE** (men, women) dancing across the room to a seat. Split the group into two groups (men and women if you like – otherwise, it doesn't matter). Try to have enough numbers to match up both sides. Explain that participants are going to a dinner/dance and are going to pick their partner and dance up the hall. Have one participant from one pick someone from the other wall and display their dancing talents to all. They dance their way to a table to form groups.

✓**MIRROR-MIRROR** – Have the group form two lines facing each other. Explain that one side is going to be the *actor*, the other is going to be the *mirror.* The actor is getting ready for work in front of the mirror (brushing teeth, washing face, combing hair, putting on tie, shaving, etc.) The mirror must try to do the same actions as the actor.

INTRODUCTIONS

OBJECTIVES

- To have participants meet one another and help them relax
- To share participants' challenges and expectations of the workshop

TIME

45 minutes

MATERIALS

Handout D1S1.1, coloured A4 paper/cards, markers, pens

STEPS:

1. Introduce the exercise and ask participants to find someone they don't yet know (it might be the person next to them, but doesn't have to be).
2. Explain that each pair will have ten minutes to conduct pair interviews and to fill in the CHALLENGE handout. Using the coloured paper provided, they should also make a name card for their partner. Note to participants that the challenges will be posted on the wall so they should be written clearly.
3. Participants should find out the following about their partner:

- Name or nickname that participant wants to be called in the workshop. (Partners should make a name card with this name)
- Institution
- Type of work
- Any other interesting thing about the person, i.e. one good thing that happened in the last year, their favourite food, etc. Be creative.
- ONE (D1S1.1) challenge and ONE expectation for the participant. The challenge should be one related to the participant's work in incorporating a gender perspective in his or her work. This sheet doesn't need to have the person's name.

4. After the pair exercise, each pair will introduce each other to the larger group

GROUP CONTRACT

OBJECTIVES

- To establish workshop "norms" for the group

TIME

15 minutes

MATERIALS

Newsprint/flipchart paper, markers

STEPS

1. Ahead of time, prepare a flipchart with the heading, "Group contract" or "Workshop norms" or any other appropriate heading.
2. In plenary, explain to participants that this is a workshop based on participatory approaches and that each participant is expected to respect the others. Ask participants to provide ideas for the contract. This can be added to throughout the workshop if necessary. The example on the following page shows the Group Contract developed by participants at the Namibia Workshop on Gender-disaggregated data.
3. Tape the Group Contract on the wall where it can be easily seen (and referred to) throughout the workshop. A good place for it is by the door which participants use to enter and leave the workshop space. Then they can look at it whenever they pass by.

Example: Group Contract developed by participants at the Nambia Workshop on Gender-disaggregated data

Group contract

- Facilitator doesn't talk all the time
- Time-keeping – respect time
- Respect each other's ideas
- Criticize point, not person
- Rapporteur for group discussions
- Chair for group discussions
- Gender sensitivity
- Humour
- Full participation
- sharing experience/knowledge
- team work
- hands-up
- allow to complete sentences before interrupt
- constructive criticism
- maintain democracy

SHARING WORKSHOP OBJECTIVES AND APPROACH

OBJECTIVES

- To share the results of the participant needs assessment (PNA)
- To discuss the workshop approach
- To compare the objectives for the workshop as facilitators have developed them from the PNA with the challenges and expectations expressed by participants

TIME

30 minutes

MATERIALS

Handouts **D1S1.2**, **AL.2, AL.3, AL.4,** Tentative agenda (which you have developed or adapted) PNA results summarised in advance on flipchart paper or overhead transparency

STEPS

1. Begin by talking about how the workshop was planned based on past experiences, the PNAs, etc. Talk about how the workshop uses an Adult Learning Approach. Explain briefly what is meant by an Adult Learning Approach. Review the PNA summary for participants and ask if there are any questions.

2. Revisit the challenges and expectations that participants wrote down during the Introductions exercise.

3. Provide the group with the Handout **D1S1.2** "Why a Workshop on Gender-disaggregated data". Explain how the objectives, expected outcomes and assumptions were developed and compare them with the participants' ideas.

4. Invite comments and questions, and ask participants if there is anything they want clarified or changed.

5. Provide the group with the Handouts on Adult Learning, **AL.2, AL.3, AL.4**

6. Look over the handouts with the group and invite comments and questions.

7. Following this, provide the group with a Tentative Agenda that you have developed or adapted from these materials. Note to the group

that the agenda is subject to change depending on daily evaluations and the changing needs of participants as the workshop proceeds.

DAILY REVIEW

OBJECTIVES

To establish a mechanism for monitoring the pace, structure, content, energy, environment, etc. of the workshop in order to change course as necessary.

TIME

5 minutes

MATERIALS

Handout **D1S1.3**

STEPS

1. Ahead of time, prepare a “Daily Evaluations” box – one that is easily identifiable by participants. This can be the same one used for Energizers. You can write Energizers on one side and Evaluations on the other. In Namibia, the top of a paper box was used, covered in red construction paper and labeled “Daily Evaluations”.

2. Tell the participants that the workshop is “not cut in stone” and that the facilitators are trying to steer the direction based on the needs of participants. As part of this, the daily evaluations are important for judging the pace, the quality, the content, logistics, environment, etc. of the workshop.

3. At the end of each day, have participants take 10 minutes to reflect on the day and write down something on a scrap piece of paper along the lines of what is shown in the Handout, **D1S1.3**. They should not write their names – this is to be anonymous. Ask them to consider the group contract and be “constructive” in their criticisms. Participants are to write (up to) 3 things they liked and 3 things they disliked about the day and 1 new thing they learned or found interesting that they could apply to their work.

4. At the end of each day, participants will put their contributions in the box. Each night the facilitators should debrief and review the comments from the day. They should write a summary of the evaluations on a flipchart to share with participants the following morning. One suggested way to do this is shown below.

Example: Daily evaluation

One way to report back to the group is to write up the Daily evaluation using three flipchart sheets -- one for Likes, one for Dislikes, and one for Daily Lessons as below. On the Likes and Dislikes chart, you write the contribution from each participant. If there are similarities, you start to put an extra check or mark (here noted as "1") beside the contribution. Count up the number and circle it in bright red noting the final count.

Likes	Number
Participatory exercises	/
Tabulation exercise	/
Lunch	////
Facilitators were very helpful	///
Group discussions	~~///~~ /
The workshop room	//
Energizers	///

Dislikes	Number
My room	///
The heat	//
Someone didn't listen	/
Cellphones were on	///
X session was too long	//
Not enough energizers	/
Meal	//

Thing I learned or found interesting today

Using MS Access to set up a query
Participatory tools for looking at the division of labour
How to set up an ODBS
That gender is socially constructed
Assessing a survey report for gender omissions, biases, etc.
How to retabulate data using MS Excel
Pivoting MS Excel tables

INTRODUCING 'GENDER'[6]

OBJECTIVES

- To define the term 'gender' in the participants' own words
- Given participants' cultural backgrounds, to identify gender role expectations and gender stereotypes
- To evaluate how we learn our gender roles

TIME

2.5 hours for Introducing Gender and Understanding Gender together

MATERIALS

- Small coloured cards (2 colours), markers, flip chart paper, Handout **D1S1.4**

STEPS

A. POSTURES

1. As a warm-up, ask volunteer participants to make a posture that they think typically depicts a man in their country or rural area and to then make a posture that typically depicts a woman in their country or rural area.
2. You can illustrate a posture from your own country or region first.

[6] *Adapted from CEDPA Gender and Development Training Manual Series Vol III*

B. GENDER ROLES

3. Give each participant a coloured card or piece of paper. Ask participants to think about the expectations of people in their country (or community) towards them.
4. Participants should finish the following sentences (depending on whether they are male or female)

   For the women in the workshop:
   Because I am a woman I <u>must</u>…..
   If I were a man, I <u>could</u>……

   For the men in the workshop:
   Because I am a man, I <u>must</u>…..
   If I were a woman, I <u>could</u>……..

5. Ask some of the participants to read our what they have written and note these on a flipchart.

Examples from participants at other GDD workshops.
Because I am a man I must:
- build a house
- have male children
- be respected

Because I am a woman, I must:
- bear children
- take daily care of children
- provide meals for the family

6. Once there are a good number of examples on the flipcharts, ask participants for their observations, reactions, comments.
7. Move onto the next part of the session and continue with the exercise, Understanding Gender

UNDERSTANDING GENDER[7]

OBJECTIVE

To better understand what is meant by "gender" by identifying men's and women's roles and responsibilities that are biologically and socially-defined.

STEPS

1. Introduce session noting that the idea is to focus on what men and women do, i.e. their roles and responsibilities. Participants need to think about the different things that men and women do in the course of a day – and how those tasks are perceived by others.
2. Large group brainstorm – What is understood by the term, "**Gender**"? List all responses on flipchart, but do not discuss at this point.
3. Distribute cards + ask participants to write down men's tasks and women's tasks – men's on one colour card, women's on another. Men should think of what their wives, mothers, sisters, etc. do; women of their husbands, fathers, brothers, etc.
4. On a wall, paste up the cards under two headings – **MEN'S TASKS, WOMEN'S TASKS**. Look at but do not discuss.
5. Go back to group and talk about the statements listed in Step 2. Look at gender vs. women's and men's roles, access to decision-making, power, social status, etc. Challenge participants as to why women and men 'have' to do certain jobs. End with the concept that gender is a social construct and not biological.
6. Sum up
7. Go back to the cards. Change the headings to **BIOLOGICAL, SOCIAL** and redistribute cards. Do this as a group. Discuss. What tasks are social? What tasks are biological? Have there been any changes?
8. Reassemble the cards in their two colours – **MEN'S AND WOMEN'S TASKS**. Change headings – putting all the men's tasks under the title of women and all the women's tasks under the title of men. Discuss. Is this possible? Can women do 'men's tasks'? What are the constraints? Can men do 'women's tasks'? What are the constraints? How do the men and women in the group feel about it?

---

[7] Source: Intermediate Technology Sri Lanka. Discovering technologists: women's and men's work at village level. Colombo, pp. 18-19.

9. Discuss what was learned from the session. Draw out importance of status of tasks relative to the skills involved and how we learn about our gender roles. Ask the participants to think about how we learn who we are and our roles.
10. Wrap up the session by summarizing the observations made during the session. You might want to list key points on a flipchart or overhead transparency or just point out key points.
11. Provide participants the handout, **D1S1.4**, "Sex and gender".

DAILY ACTIVITY PROFILE

OBJECTIVE

To start to get an idea of the different kinds of activities that men and women carry out in a day as well as their relative work.

To begin getting a sense of gender analysis tools that can be used in various settings.

TIME

2.25 hours

MATERIALS

Flip chart paper, markers, Handouts **D1S2.1M, D1S2.1W**

STEPS

1. Introduce the exercise by noting that it is time to start getting familiar with gender analysis tools. Briefly talk about how there are a number of tools for examining and interpreting the roles, relationships and resources of men and women at household, community and extra-community levels.
2. Introduce the model of different gender roles, i.e. reproductive, productive, community roles
3. Link the exercise to gender-disaggregated data by pointing out the needs of planners to look at and understand the different roles of women and men in order to direct different development needs. You can talk about how gender analysis can provide information on the situation and position of men and women that can be used to plan resource mobilisation, allocation and utilisation.
4. Explain that one of the Gender Analysis tools for looking at the different activities and roles of different members in a household and community – particularly along gender lines – is the Daily Activity Profile exercise
5. Have participants form small groups. Try to keep the small working groups to maximum 6 people). You will need an even number of groups to represent “a rural woman” and “a rural man”. For example, if there are 4 groups of 5, you will have two groups preparing a Daily Activity Profile for a rural woman and two groups for a rural man.

> ***Facilitation Tips***
> For Step 4, show your own Daily Activity Profile first (wake up, wash, coffee, off to work on the bus, feeding the children, reading bed-time story, making dinner, etc.
>
> For step 5, try using one of the Energizer methods for grouping participants, e.g. picture postcards

6. Provide groups with their handout (either **D1S2.1W or D1S2.1M**) Have the groups prepare a Daily Activity Profile, examples of which are shown in Handouts.
7. Have each small group present their Daily Activity Profile. Check whether there are any comments, clarifications, or questions from the larger group
8. As a summary, you can use some of the suggested or similar questions that follow…you may want to prepare these ahead of time on an overhead transparency or flipchart and reveal them one by one. Ask the group to think of community roles, productive roles and reproductive roles as they note the differences.

1. Can we see differences in daily activity by:

- gender? What are they?

- region? What are they?

- ecosystem or season? What are they?

- age? What are they?

What activity? How long? Where? What season? Who does which activity? (crops – land preparation, planting, weeding, harvesting; livestock – calving, milking, feeding, watering)

2. How might the daily activity profile differ from urban men? women?

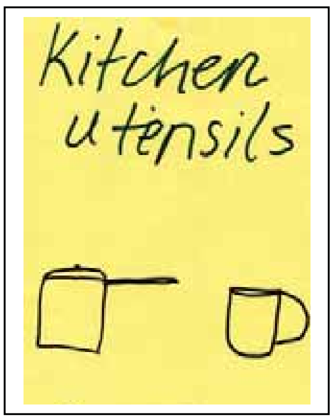
3. Noting that the group has seen that "gender" activities and roles are different, point out that they are affected by culture, access to resources, time of year, global and national trends, etc. Ask the group why it might be important to planners, extension workers, decision-makers and statisticians to understand this?

4. What are some of the implications for disaggregating data by gender?

Day 2

Analysis & GDD

Resource Use and Control
Filling the Data Gap
GDD Definitions
Reports



DAY 2 – FACILITATION PLAN

EXERCISE	**MATERIALS**	**TIME**	**FACILITATOR(S)**
Daily review		15 mins	
Resource Picture Cards	Handout D2S3.1, 3 colours of large index cards or A4 paper cut in half, markers, pens, flip chart paper	2.5 hours	
Filling the Data Gap	Handouts D2S3.2, D2S3.3, D2S3.4, Overhead projector and transparencies OH2.1 *or* data projector and slides from electronic file: *Overheads/ Filling the Data Gap*, photocopies of presentation slides for participants, copies of FAO publications, Filling the Data Gap and Gender and Agricultural Censuses (if available)	30 mins	
Common Definitions for GDD	Handout D2S3.5, flip chart paper, markers	30 mins	
With a New Lens I	Handout D2S4.1, flipchart paper, markers, photocopies of survey report or parts thereof	2.25 hours	
Summary of day's work		15 mins	

RESOURCE PICTURE CARDS

OBJECTIVE

To improve participants' awareness and understanding of gender-based access to, and control of resources within a household and the implications for data collection, management and project planning.

TIME

2.5 hours

MATERIALS

Three colours of large index cards or A4 paper; one colour of smaller paper or index cards; Handout:**D2S3.1**

STEPS

> ***Facilitation Tip***
> For step 1, you might want to prepare in advance strips of coloured A4 paper cut in half lengthwise. On these strips, you have questions and issues prepared. As you ask the group, "What is a resource?", etc. you can use sticky stuff to stick up each strip on a flipchart.

1. Introduce the concept of access to and control of, resources used by households for their livelihoods. You can do this by asking the group a series of questions such as: "What is a resource?" "What is resource access? Control?" "Why might we need to understand access and control as planners, statisticians, extensionists?" If the group doesn't raise it, note that gender roles ALWAYS determine/influence the management of resources in a household.

2. Break participants into groups (maximum six per group).

3. Provide each group with the handout, **D2S3.1** and a **pile** of smaller index cards for them to draw different resources and enough flipchart paper to make **two** big charts. Also provide them with **six** larger index cards to draw the "header" cards.

4. Explain to the groups that they are to make two charts, one titled "**RESOURCE USE**" and one titled "**RESOURCE CONTROL**"

5. Using the larger index cards, the group will draw the following pictures twice, one for the **USE** chart, one for the **CONTROL** chart):

   - a woman
   - a woman and a man
   - a man

6. The groups should brainstorm a list of resources that members of a rural household use. Remind them there are different kinds of resources – i.e. those used in the house, those used for agricultural/livestock activities, natural resources, purchased resources, etc.

   **Alternatively, you can prepare in advance about two sets of the same 20 resource cards (enough sets for the number of groups) with different resources and have each group work with the prepared cards.

7. Ask the groups to sort the resource cards by placing them under the 3 large drawings depending on who uses the resource -- women, men or both.

8. Do the same, this time focusing on who has control over, or makes major decisions about each resource – women, men or both.

9. Have each group present their results. Allow time for questions and comments.

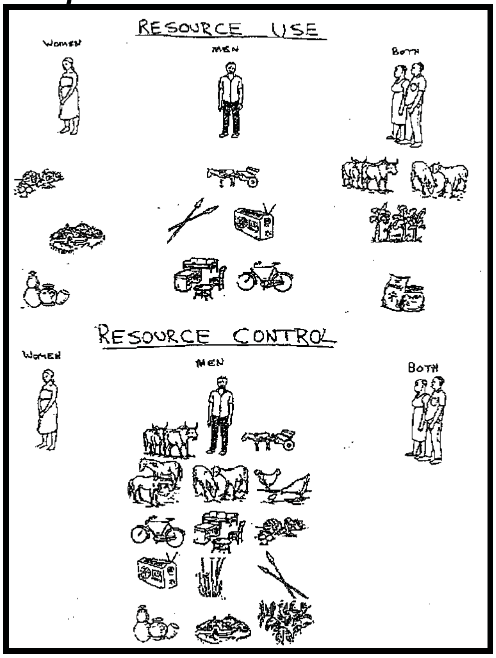
> ***Facilitation Tip***
> For Step 9, each group can act as a "community". Have each community put up their results on a wall-space. Then, the larger group visits each "community" and listens to the community representative explain their resource use and control issues.

POSSIBLE QUESTIONS FOR PLENARY DISCUSSION

- Is it women, men or both that use resources? (e.g. land, livestock, technology) Is it women or men who need the resources?
- How do men and women's relations in households and within the community affect their access to resources?
- Which resources do women have control over?
- Is it women, men or both who make the decisions about resources?
- What impact does this have on the different current livestock activities/production?
- What implications do these findings have on the identification of, and planning of agricultural activities?
- What implications do these findings have on data identification, collection, and analysis?

The following example (source: V. Wilde - from an Analysis of Difference workshop in Namibia) shows how the charts can be set up. (Don't show this to the group; it's meant only for the facilitators' use)

Sample : Resource use and control charts



FILLING THE DATA GAP

OBJECTIVES

To introduce or review FAO's perspective on the basic concepts and issues related to the collection, analysis and use of gender-disaggregated data

TIME

30 minutes

MATERIALS

- Overhead projector and transparencies printed from, ***OR*** data projector with slides projected from electronic folder: **Overheads\Filling the Data Gap**
- Handouts: **D2S3.2**, **D2S3.3**, **D2S3.4**
- Photocopies of transparencies ***Filling the Data Gap*** (in note form)
- Copies of FAO Publications – *Filling the Data Gap* and *Gender and Agricultural Censuses* (if available)

STEPS

1. Introduce the issues using the overhead transparencies or powerpoint file and data projector. Prepare in advance what will be said. Keep it short and simple. **See suggestions on notes page of slides.**

2. Limit the presentation to 15 minutes with a clear introduction indicating what will be covered, maximum 2 minutes per slide, and a summary of what was said after the slides are presented.
3. Invite participants to ask questions.
4. After the session, provide each participant with a handouts: copy of the slides, **D2S3.2** and **D2S3.3**, and **D2S3.4**.

> ***Facilitation Tip***
> If possible, break up the presentation by using buzz groups to bring in participants' own understandings and experience regarding the issues raised.

COMMON DEFINITIONS FOR GDD

OBJECTIVE

- To develop a common understanding of terms useful in gender-disaggregated data work.

TIME

30 minutes

MATERIALS

Flip chart paper, markers, handout **D2S3.5**

STEPS

1. Following on the introductory presentation on GDD, have the group form buzz groups at their tables to come up with definitions of the following (time 15 minutes):

   Group 1

- Data/datum
- Statistics
- Indicator

   Group 2

- Sex-disaggregated data
- Gender-disaggregated data

   Group 3

- Agricultural holding*
- Agricultural holder *

2. In plenary, have the groups focus on one term at a time, providing definitions of each. List the definitions on flipchart paper. A handout can be typed up later and provided to the group so that participants can refer to their own group definitions.
3. Summarize the exercise and show the relationship between the various terms. Provide participants with the handout, **D2S3.5 (**and if possible the workshop's own definitions – see Step 2).

WITH A NEW LENS I: DATA, BIASES AND OMISSIONS[8]

OBJECTIVE

- To develop a picture of the current status of the collection and management of gender-disaggregated data for agriculture and rural development in the country (or region).
- To begin to identify issues relevant to GDD for agriculture and rural development.
- To develop concrete proposals to rectify shortcomings detected in data collection, presentation, and tabulation discussed of this exercise.

This Part (I) of the exercise focuses in on survey *reports.* Part II, which is conducted the following day, focuses in on survey *questionnaires.*

TIME

2.25 hours

MATERIALS

Survey report or parts thereof - enough copies for all participants.
Flipchart paper, markers, Handout **D2S4.1**
PLAN AHEAD! Facilitators should arrange with workshop organisers ahead of time to have survey reports or parts thereof for the workshop participants to work with during this exercise. Ideally, the survey report would be based on data which will be retabulated during *Module 2 – Retabulating, Analysing and Interpreting Data.*

At the end of the first day, provide participants with the document or sections to look at and become familiar with ahead of the exercise.

STEPS

> ***Facilitation Tip***
> In step 2 (and for similar exercises), pre-roll sheets of flipchart paper and have a number of markers with each roll so that each group can pick up their materials quickly and move off to work.

1. Form small working groups of no more than 6 participants. (To think about – preformed or random groups?) Refer to participant needs assessments for this.
2. Provide each small group with one document or section of a document (e.g. survey, census,

[8] Adapted from: FAO. 1999. Agricultural censuses and gender considerations: Concepts and methodology. Rome, p. 70.

etc.) to review together. If document is not available, use example (case study) provided by facilitators. Provide also flipchart paper and markers to each group

3. In small groups, review the following aspects of the document/data record following the guidelines in Handout, **D2S4.1**. Before the groups start to work, ask in plenary if anyone can give some definitions for the terms shown in the handout: **gender-biased**, **gender-blind**, and **gender-sensitive**. Ask if the group needs any other clarifications. Each group should record observations in bullet point on a flipchart.
4. Each group presents brief summary of findings to the larger group. Allow for comments, questions for each presentation. What would the group add? Change? Any other concerns?
5. Some suggestions for questions follow. See examples from Zambia workshop in following textbox. Facilitator sums up exercise at the end of questions, drawing out lessons.

- How does the data generated succeed or fail in mirroring gender realities (quantitatively and qualitatively)?
- Suggest replacements for inadequate definitions.
- Recommend strategies for solving coverage problems, especially for small farms where women agricultural farmers are concentrated.
- What are the conclusions that can be drawn from own work?

Example of some of facilitator's questions asked of the Zambia Post-Harvest Survey (on overhead transparencies)

(Overhead I) Contents

Crop Production	M	F	HYV	Local Variety
Maize				
Sorghum				
Sunflower				
Groundnuts				
Soyabeans				
Seed cotton				
Irish potato				
Sweet potatoes				
Virginia Tobacco				
Burley Tobacco				
Mixed Beans				
Ground Beans				
Cassava				
Cow peas				

- Who decides which crops will be surveyed? Included in report?
- Why? How are these chosen?
- What criteria make it "worthy" of inclusion?

(Overhead 4) Post-Harvest Survey

Survey report production-oriented
- Why? Who are the users of the survey?
- Are there other surveys that could give us this information?
- Farm-Household labour?
- Other?

If we want to improve ***production***, if we want to ***tackle*** production problems, what ***other*** information would we need?

What changes would you suggest?

What might be the implications of those changes?

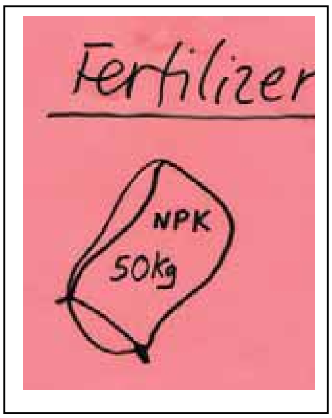
Day 3

Contextualizing GDD

Agricultural Policy Framework

From WID to GAD

Questionnaires



DAY 3 – FACILITATION PLAN

EXERCISE	MATERIALS	TIME	FACILITATOR(S)
Daily review		15 mins	
Panel Discussion	Handouts of any speeches or presentations by panelists, overhead project, transparency pens and transparencies for guest panelists	3-4 hours Allow for the entire session if possible	
With a New Lens II	Handout D3S6.1, flipchart paper, markers, photocopies of survey questionnaire or parts thereof	2.25 hours	
Summary of day's work		15 mins	

PANEL DISCUSSION

OBJECTIVES

- To contextualize participants' work through an improved understanding of: i) the agricultural policy context and the implications for gender-disaggregated agricultural data; and ii) the history of the movement from WID (Women in Development) to GAD (Gender and Development) in the national context in terms of conceptualization and implementation through national policies and machineries.

TIME

3 – 4 hours (It's best if you can devote an entire session to the panel presentations and discussions)

MATERIALS

- Handouts of any speeches, presentations given by panelists; overhead projector and transparencies and pens (or flipcharts clean and ready with markers) for panelists.

- **PLAN AHEAD!** You will need to identify and invite suitable speakers to present for this session. If there is a specific focus on agricultural research and statistics, you may want to add a third panelist (or group of discussants) from a national research organisation or university.

- Basically, you will need to identify one or two representatives (from government if possible) who is/are knowledgeable about the agricultural policy framework and have some idea of the possible implications for policy of gender-disaggregated data. You will also want to invite someone (perhaps from a gender unit, gender ministry, or NGO) who is conversant in, and has a historical perspective of, gender theory and practical application in terms of national machineries, policies, and movements.

STEPS

1. If applicable, protocol should be followed in welcoming and introducing panelists and facilitating follow-up discussions. It works well to have one of the national workshop organisers or facilitators introduce the guests and facilitate discussions as they are likely to be most familiar with local workshop-guest customs and protocol.
2. Arrange in advance how much time will be allowed each panelist and inform the panelist with the invitation letter or phone-call.
3. Allow plenty of time for follow-up questions, comments and discussions. It is our experience that a lot of interesting discussion is generated during this session.

WITH A NEW LENS II: DATA, BIASES AND OMISSIONS[9]

OBJECTIVES

- To identify particular gender issues related to the design of current survey questionnaires and data collection for agriculture and rural development

- To develop participants' understanding of the implications of such questionnaire design and implementation for agricultural planning and policy

- To develop concrete proposals to rectify shortcomings detected in survey design, implementation, tabulation, and presentation

This Part (**II**) of the exercise focuses in on survey *questionnaires.* Part **I**, which was conducted the previous day, focuses in on survey *reports.*

TIME

2.25 hours

MATERIALS

Survey questionnaire or parts thereof - enough copies for all participants.
Flipchart paper, markers, Handout **D3S6.1**
PLAN AHEAD! Facilitators should arrange with workshop organisers ahead of time to have survey questionnaires or parts thereof for the workshop participants to work with during this exercise. Ideally, the survey questionnaire would be the one used to collect data which will be retabulated during *Module 2 – Retabulating, Analysing and Interpreting Data*.

At the end of the second day, provide participants with the document or sections to look at and become familiar with ahead of the exercise.

STEPS

1. Introduce the exercise by asking a few questions about why we conduct surveys. Possible questions might include:

- Why do we do surveys?

- What kinds of surveys do we do in agriculture?

[9] Adapted from: FAO. 1999. Agricultural censuses and gender considerations: Concepts and methodology. Rome, p. 70.

- What are some of the advantages of using surveys? Disadvantages?

2. Provide participants with Handout, **D3S6.1,** With a New Lens (II) and review it for clarifications, questions, etc.
3. Form the same small working groups as for Part I of the exercise (Day 2, Session 4).
4. Each group reports back to plenary after an hour or so. Allow time for questions and comments after each presentation.
5. Sum up noting common themes that ran through the presentations, comments, etc. and add facilitator's if different. A useful way to sum up the exercise (if time permits) is to have the group draw up a "wishlist" headed:

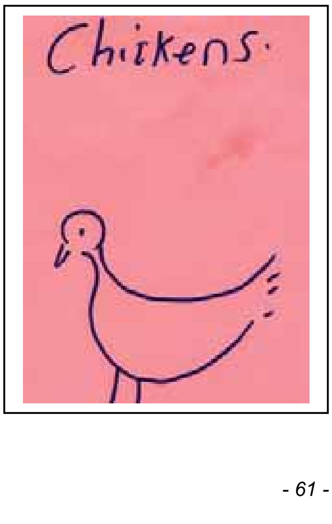
Some requirements for developing gender-responsive questionnaires

Day 4

Working with Data Sets I

Preparing a Tabulation Plan

Introducing Software to Retabulate and Graph Data



DAY 4 – FACILITATION PLAN

EXERCISE	MATERIALS	TIME	FACILITATOR(S)
Daily review		15 mins	
Introduction to Data Set	Computers loaded with appropriate software (enough for 2-3 participants/computer), 2 printers, data projector, screen, flipchart holder and paper, markers Data set loaded onto all computers Photocopies of tabulation plan, Workshop help guide to Access, Excel, etc. Handout **D4S7-1** (quick guide to software procedures) Photocopies of questionnaire used in development of data set	3.75 hours	
Introduction to MS Access and Excel tools needed for retabulation exercise (Access queries – design and update) Exporting to Excel Pivoting tables Graphing Setting up an ODBSs	Same as above	2.5 hours	
Retabulation practice	Same as above.		
Summary of day's work		15 mins	

A FEW WORDS ABOUT TABULATION PLANS[10]

WHAT ARE TABULATION PLANS AND WHY ARE WE INTERESTED IN THEM?

To meet user needs, the data collected in the socio-economic survey must be meaningfully summarized as well as fully processed. Summaries are sometimes in the form of TOTALS, AVERAGES or QUANTILES providing a quick general understanding of the characteristics collected during the survey. Fully processed data should be made available in an easily accessible data bank conducive to analytical uses. Data are generally summarized in the form of simple tabulations, giving information by classes (categories) of a single characteristics, or cross tabulations providing information by classes of two or more characteristics."
A survey tabulation plan refers precisely to the table list and other summary measures published.

MAKING A TABULATION PLAN BEFORE DOING A SURVEY

In real life, ideally a tabulation plan (tab plan) is developed before a survey and the survey objectives clarified. However, this is not always the case. Often a survey is conducted, then a tabulation plan developed later. You can sometimes tell that a tabulation plan was developed as an afterthought -- the survey questionnaire is comprehensive; the report from the same survey often contains very little of the information collected.

It is useful to know whether or not the Data Processing staff are going to be included in the survey design ahead of time. A Data Processor (DP) can often tell you how information can be better included so that tables can more easily be produced. You can also ask the DP for advice on coding and programming.

DESIGNATION OF TABLES[11]

There are different categories of variables as shown below:

Categorical variables **Qualitative variables**	• No average • No sum • No total	• Dimensions • References
Continuous variables Quantitative variables	• Add up • Total • Minimum, Maximum, Median value • Average	

[10] For samples of Tab Plans, see Annex 3.
[11] For a useful reference, check *Statistics Sweden*. *Engendering Statistics*

EXAMPLES OF TYPES OF VARIABLES

Category of variable	**Variable**
Dimensional/categorical/Qualitative	Province Sex of Head of Household (HH) Type of Crop
Continuous/Quantitative	Area planted Age of Head of Household (HH) Case received

EXAMPLE OF TABULATION PLAN USING VARIABLES FROM ABOVE[12]

Average area planted by type of crop

CONVENTION FOR NAMING TABLES

- You can have 1 or 2 or 3 dimensions (note: maximum = 3)

  Example of 2 dimensions = Average area planted x (1) province x (2) Sex HH
- Therefore table title = Average area planted by Sex HH, and Province

Average area planted (ha) by Sex HH, and Province

	Sex	
PROVINCE	**MALE**	**FEMALE**
Northern	1.45	1.00
Central	1.25	.95
Southern	1.65	1.20

Cell values, e.g. Average Area

- Remember to systematically number tables and include the source of the information below the table, e.g.:

Table 1: Number of Households by Sex HH, and Province

Source: Central Statistics Office. Post Harvest Survey, 1998/99.

[12] See Annex 3 for samples of Tabulation Plans from Namibia, Uganda and Zambia

PREPARING A TABULATION PLAN

OBJECTIVE

- To prepare a tabulation (tab) plan for use by participants during the hands-on retabulation exercise

TIME

****NOTE: This should be done during the Preparation Week.** The gender facilitator should work with the co-facilitator (statistician/computer trainer) to develop a reasonable tabulation plan

MATERIALS

Survey report and questionnaire that goes with the data set to be used for the tab plan.

STEPS

1. Before the workshop, (ideally before the preparation week), get a copy of the survey report and questionnaire for the data set that is to be used during the retabulation exercise.
2. Become familiar with the report and survey.
3. The co-facilitator (statistician/computer trainer) will be instrumental in helping put together a tabulation plan.
4. Think of some questions that might draw out some useful (and visual) examples of sex-disaggregated data that you can then use gender analysis on to provide gender-disaggregated datas.
5. Write up the tab plan using a word processor so that it can be printed off and photocopied ahead of time for participants.
6. Refer to **Annex 3, *Sample Tabulation Plans*** to give you an idea of what you should (or could) include in a tabulation plan for the workshop exercises.

INTRODUCTION TO THE DATA SET/WORKING THROUGH A TABULATION PLAN

OBJECTIVE

- To become familiar with the data set (structure, etc.)
- To become more familiar with the software used for the workshop tabulation plan work
- To work through the tabulation (tab) plan in hands-on retabulation exercise in order to arrive at new understanding for the need to disaggregated and analyse data by gender (and other socio-economic) factors.

TIME

Ideally, **two days**, (i.e. Days 4 and 5) should be committed to introducing the data set and working through it using the software.
The time required to work through any particular part of these two days (e.g. introduction to data set, introduction or review of software, introduction to tabulation plan, working through tabulation plan, analysis, etc.) will depend greatly on the participants' skills and experience. The days' scheduling should be adjusted as required depending on the needs assessments and feedback from first two days of the workshop.

MATERIALS

Survey report and questionnaire that goes with the data set to be used for the tab plan; data set and software loaded onto participants' computers, 2 printers; workshop help guide (in electronic format…. **GDDMaterials_ComputerHelpGuide**…suggest printing off two pages to one in booklet style.);Handout **D4S7-1** (quick guide to software procedures); data projector, screen, flipchart holder and paper, markers

STEPS

1. The facilitator (statistics/computer training) introduces participants to the exercise. This should include an overview of the data set structure, relationship of database to survey (and report), and any other key issues that will assist the participants in working through the tabulation plan.
2. The facilitator allows time for participants' questions and concerns and clarifies any necessary details.
3. Throughout the first morning and afternoon, the facilitator walks participants through the computer software to be used (the data

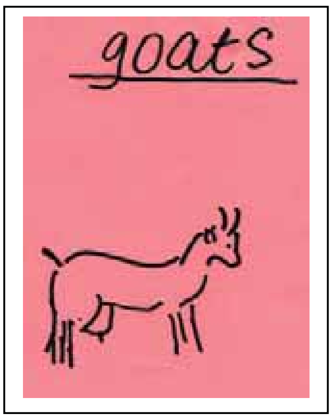
projector is useful for participants to see the steps). This should include working through all the procedures in MS Access and MS Excel that will be needed for working through the tabulation plan (designing, updating, running queries, exporting data to Excel, rotating pivot tables, graphing, etc.) and setting up an ODBC (using *My Computer)*.

4. Once the facilitator has walked participants through several examples (e.g. work through the first three or four examples of the tabulation plan), participants can begin to work together (groups of two or three) to work through the rest of the tabulation plan.
5. Facilitator should remind participants to save all their work so that they can refer back to it in the stage of analysis.
6. Also, the facilitator should save examples so that graphs and tables can be photocopied for use in the Interpretation exercise on Day 8 (see examples in electronic folder, **Samples of Graphs**).

Day 5

Working with Data Sets II

Analysing Data



DAY 5 – FACILITATION PLAN

EXERCISE	MATERIALS	TIME	FACILITATOR(S)
Daily review		15 mins	
Working through the Tabulation Plan	Same as Day 4 Computers loaded with appropriate software (enough for 2-3 participants/computer), 2 printers, data projector, screen, flipchart holder and paper, markers Data set loaded onto all computers Photocopies of tabulation plan, Workshop help guide (in electronic format… **GDDMaterials_ComputerHelp Guide**… Handout **D4S7-1** (quick guide to software procedures) Photocopies of questionnaire used in development of data set	3.75 hours	
Analysing the Data	Same as above	2.5 hours	
Summary of day's work		15 mins	

WORKING THROUGH A TABULATION PLAN/ ANALYSING THE DATA

OBJECTIVE

- To gain more experience retabulating an existing data set using readily accessible software (MS Access and Excel).
- To analyse retabulated data and begin to identify possible socio-economic and gender factors therein.

TIME

Day 5 continues on from where Day 4's sessions leave off depending on participants' skills, experience, and ability to work through the tabulation plan. The days' scheduling should be adjusted as required depending on the previous day's progress and participant-identified needs.

MATERIALS

Survey report and questionnaire that goes with the data set to be used for the tab plan; data set and software loaded onto participants' computers, 2 printers; Workshop help guide for MS Access, MS Excel and SPSS (in electronic format…**GDDMaterials_Computer HelpGuide….**suggest printing off two pages to one in booklet style.); Handout **D4S7-1** (quick guide to software procedures);data projector, screen, flipchart holder and paper, markers.

STEPS

1. The facilitator should pick up from where the previous day's work left off beginning with a review and allowing time for participants' questions.
2. Some of the participants may have started the process of analysis if they were able to work through the tabulation plan to the point of graphing examples. If not, they can (and should) do so by the end of Day 5.
3. If participants are progressing through the tabulation well, and if SPSS (Statistics Package for Social Scientists) is loaded onto the computers, the facilitator can introduce some basic procedures for carrying out statistical analysis in SPSS. This will provide some more in-depth analysis of the retabulated data.
4. By the end of the day, participants should have worked through the tabulation plan (or most of it), graphed at least some of the examples, and analysed the data using SPSS (if available).
5. The facilitator should wrap up the day with a short review of Day 4 and Day 5 and allow for final questions. Participants can provide

feedback in terms of patterns that they see emerging and problem areas that are relevant to policy and planning

6. Facilitators should remind participants that they have the following two days (if the workshop includes a weekend) to practice in the computer room using the current data set or others that they have brought with them. Facilitators should make arrangement with participants to be available for at least one morning (or one day) if participants want further support.

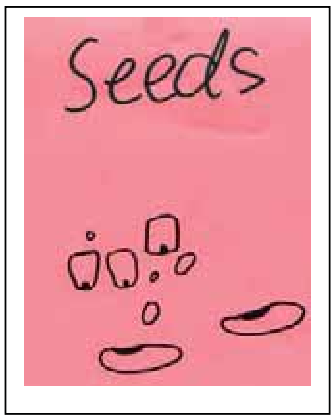
7. The facilitator should remind participants that Day 8 will focus on interpretation of this and other data.

Day 6-7

Extra Practice

Computer Lab

Free Time



EXTRA PRACTICE

Day six is set aside for those participants wishing to spend more time retabulating and analysing data from the workshop (or their own) data set. Facilitators and resource persons (if any) should be available to help participants work through exercises and help with any problems they have.

FREE TIME

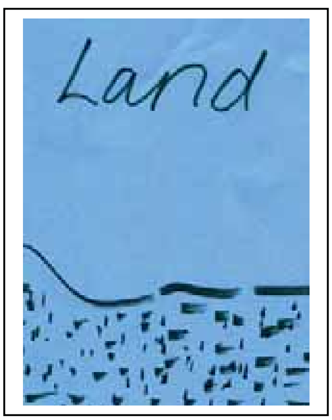
Day 7 is set aside as a free-day. Day 6 may also be a free day for those not wanting extra practice or who need to take care of responsibilities elsewhere. Many people may have religious observations (which may be on days other than Day 7). This will have to be worked out during the preparation week with workshop organisers and facilitators.

Day 8

Interpreting GDD

Preparing for Interpretation

Interpreting and Presenting Gender-Disaggregated Data



DAY 8 – FACILITATION PLAN

EXERCISE	MATERIALS	TIME	FACILITATOR(S)
Daily review		15 mins	
Wrap-up of Retabulation exercise From Analysis to Interpretation: The Need for Quantitative and Qualitative Approaches	Same as Days 4 and 5 Flipchart paper, markers, Overheads from, or data powepoint projection using slides from: *Overheads\From Sex Disaggregation to Gender Analysis*, photocopies of slides from presentation, Handout D8S15.2.	1 hour 2.5 hours	
Thinking Ahead	Handout D8S15.1	15 mins	
*Interpretation Presentation of Data	D8S16.1, Flipchart paper, markers, photocopies of tables, graphs (same as or similar to those produced during Retabulation exercises) *Samples provided in Folder, ExamplesofGraphs D8S16.2 *(if including exercise on Presentation of Data)*	2.25 hours **3.25 hours if include Presentation of Data (in this case – begin in the a.m.)*	
Summary of day's work		15 mins	

FROM ANALYSIS TO INTERPRETATION: QUANTITATIVE AND QUALITATIVE APPROACHES

OBJECTIVE

- To emphasize the need for a combination of quantitative and qualitative approaches to collecting and analysing gender-disaggregated data in agriculture and rural development.

TIME

2 hours

MATERIALS

Flipchart paper, markers, Handout **D8S15.2,** Overheads or powerpoint projection from file: *Overheads\From Sex Disaggregation to Gender Analysis,* photocopies of slides or overheads
Note: This session should be conducted only if participants have had plenty of time and opportunity to internalize a lot of the exercises in the retabulation and analysis work. If this is not the case, provide participants the time to wrap-up their retabulation and analysis work.

STEPS

1. Introduce the session by talking about the need for both quantitative and qualitative data in terms of better analysis and interpretation. Provide some examples of lessons learned in the retabulation exercise (or have participants brainstorm them) as participants will already have begun to undertake some sort of analysis while working.
2. Have the group break into buzz groups at their tables. Have them briefly consider the following questions:

- Define qualitative vs quantitative data/information.
- What kinds of information might we be able to find using qualitative methods that quantitative methods might miss. Think particularly in terms of gender-disaggregated data/information.

3. Come back to plenary and have the groups briefly present their discussions. Briefly introduce how qualitative data can be analysed using quantitative methods (For example, some PRA methods such as rank order, etc. can be analysed quantitatively).
4. **Presentation**: Using either the overhead transparencies or powerpoint slides from: *Overheads\From Sex Disaggregation to Gender Analysis*, have a discussion/presentation about analysis and interpretation. The presentation will provide the group with an example of how qualitative data can be analysed quantitatively. You may have your own examples you can provide participants.

5. Ask participants for reactions, comments. Ask them to suggest ways to include qualitative methodologies in data-collection processes in their institution.

6. Summarize the need for both kinds of information/data in building useful gender-disaggregated information bases and for policy and planning. Provide participants with handout, **D8S15.2.**

THINKING AHEAD

OBJECTIVES

- To provide participants with a tool for reflection so that they can start to think about follow-up plans.
- To set the stage for Day 9 planning sessions.

TIME

This exercise is for participants to look at during after-workshop hours before Day 9.

MATERIALS

Handout, **D8S15.1 Thinking Ahead**

STEPS

1. In the Daily Review session at the beginning of the morning of Day 8 (Session 15), provide participants with the handout, **D8S15.1.** Alternatively, you can hand it out just before lunch at the end of Session 15 on Day 8
2. Explain how the workshop is moving into the planning phase the following day and that the handout is meant to get participants starting to think about what challenges they came to the workshop with, what lessons they've learned, and what they want to, or need to do in the process of follow-up.
3. Review the handout with them. It is not intended to be discussed in-workshop; it is only a tool for reflection.

INTERPRETATION[13]

OBJECTIVES

- To put to use participants' newly acquired (or further refined) gender analysis skills to develop possible interpretations of retabulated data.
- To begin to identify possible solutions for "filling" data gaps.

TIME

2.25 hours (3.25 if you include exercise, Presentation of Data (Handout D8S16.2 in combination with this one – you will have to begin in the morning in this case).

MATERIALS

Flipchart paper, markers, Handouts **D8S16.1** (and if Presentation of Data included **D8S16.2**), photocopies of tables and/or graphs to be used in exercise (enough for all participants).
****Note:** Tables and/or graphs should come from the data set used in the workshop.[14] There are samples in the following electronic folders: **Samplesofgraphs/Workers** and **Samplesofgraphs/Area and yield**

STEPS

1. Introduce the exercise to the group by reviewing briefly what has been done in the retabulation work so far. This includes working through the software programs to retabulate, graph, analyse, etc. the data. It is now time to look for possible explanations of why the data is the way it is. It is time for "interpretation".
2. Remind participants to be creative and to think of the exercises that have been undertaken so far (especially the earlier exercises on gender analysis and the survey report and questionnaire work).
3. Provide participants with the handout **D8S16.1** and review it with them for clarification.
4. Break participants into small working groups.
5. After group work, rapporteurs report to plenary (the Minister and cabinet) for each group. Leave plenty of time for comments, questions and discussions.
6. Summarize groups' findings and wrap up the session. (If you want to continue looking at the presentation of Data, go to Step 7)
7. You can choose to add a small session here on presenting data. The groups can use Handout **D8S16.2** to work through an exercise to discuss user needs in terms of presenting data.

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[13] Developed by John Curry, Catherine Hill, Mbaye Kebe, , GDD Workshop, Lusaka, Zambia 14-30 May, 2001.
[14] See Folder, "Examplesofgraphs" for examples of graphs and analyses.

8. Have participants work in the same small groups. This exercise is not meant to be comprehensive but rather to bring out key points about presenting data.

9. To summarize, in plenary, using a flipchart, develop a "wish list" by having participants finish the following statement:

   To present Gender-disaggregated data that is useful and accessible to users and that shows the different situation of men and women along different socio-economic lines, we must:

-
- ……
- ……
- ……
- etc.

Day 9

Planning Ahead

Users & Producers: Who are they?

Building Foundations, Building Linkages

DAY 9 – FACILITATION PLAN

EXERCISE	MATERIALS	TIME	FACILITATOR(S)
Daily review		15 mins	
Users and Producers of Data for Agriculture and Rural Development	Flipchart paper, markers in several colours and coloured paper, cut into circles in large, medium, and small size – enough for all groups to use; Handout **D9S17.1**	3.5 hours	
User or Producer – Building on your work and creating linkages (Part I)	Flipchart paper, markers, Handouts, **D9S18.1**, **D9S18.2** Workshop flipcharts: i) Challenges (from Day 1 Introductions exercise); ii) Venn diagrams from exercise “Users & Producers – Who are they in your Context?”	2.5 hours	
Summary of day’s work		15 mins	

USERS AND PRODUCERS OF DATA FOR AGRICULTURE AND RURAL DEVELOPMENT

OBJECTIVES

- To identify and assess the importance of different users and producers of data for agriculture and rural development using modified 'Venn Diagrams'

- To look at the relationships among user and producer groups and discuss similarities and differences in their priorities and needs.

TIME

3.5 hours

MATERIALS

Flipchart paper, markers in several colours and coloured paper, cut into circles in large, medium, and small size – enough for all groups to use; Handout **D9S17.1**

STEPS

1. Introduce the concept of Venn diagrams and their use.

2. Have the group define the following and list the responses on flipchart paper:

- USER OF DATA/STATISTICS

- PRODUCER OF DATA/STATISTICS

3. Ask participants how they think they could identify and list users and producers of statistics for agriculture and rural development (planning and policy) in their country and context. (Possible answers: observation, asking those involved, using participatory methods, local consultations, desk study, using secondary data where available and reliable)
4. Explain clearly the process for making a Venn Diagram. On a flip chart, draw a rough example (or stick circles to the paper).
5. Break the group into small working groups
6. Provide them with the handout **D9S17.1**and review it with them for clarification.
7. Allow plenty of time for presenting the different users and producers and issues related to both.

QUESTIONS TO ASK WHILE FACILITATING AND MOVING AROUND THE GROUPS

- What resources do users/producers have to mobilise to collect/use data?
- Which users/producers have the most power and status?
- Which users/producers might have the most influence over the collection and management of GDD and why?
- How important is a user/producer for the successful collection, use and integration of GDD for agriculture and rural development?

USER OR PRODUCER – BUILDING ON YOUR WORK AND CREATING LINKAGES (PART I)

OBJECTIVE

- To build on the lessons of the workshop and incorporate them into participants' work.
- To plan potential follow-up actions, whether they be in participants' personal work or in a broader context (i.e. within project, ministry or other organisation's work).

TIME

This session is planned to begin on the afternoon of Day 9 and finish on the morning of Day 10 – for a total of 4 hours (Part I -2.5 hours Day 9)

MATERIALS

Flipchart paper, markers, Handouts, **D9S18.1**, **D9S18.2**

Workshop flipcharts: i) Challenges (from Day 1 Introductions exercise); ii) Venn diagrams from exercise "Users & Producers – Who are they in your Context?"

STEPS

Plan Ahead: Before this session begins (perhaps over Days 6-7), have a meeting with facilitators and organisers about the best way to organise groups – by organisation? By unit within organistation? You should have some idea of the best way to do this by previous exercises, i.e. introductions, Venn diagram, etc. Those working in the same unit or same organisation might be best served by working together to create linkages. If this is not possible, group those that might likely have linkages or build linkages in the future.

> ***Facilitation Tip***
> **Before the workshop, facilitators should discuss with national organisers as to what is possible in terms of expectations re: planning follow-up action with participants. At one workshop, participants voiced their concern that given their position, they had no "mandate" to plan forward.**
> **It will very much depend on which country you are in, what administrative level you are working with, and comfort level with planning as to what can be expected.**

1. Introduce the session by talking about the need for planning follow-up – that this is just the beginning of a process, not the end. It is important for people to continue to network, support each other, build lessons into their own work, etc. Review the challenges they brought

to the workshop plus salient points from the workshop (reminder of lessons for participants

2. Have the groups work through the exercise (1 – 1.5 hours) to define their problem statement, background to the problem, goal and objectives, potential activities, resources needed and possible M&E and reporting. Before starting, have the group come to clarity on what is meant by a “problem statement”, “goal”, an “objective”, activity, M&E, etc... by brainstorming in plenary.
3. Continue through the break.
4. Allow the groups to continue working after the end of the session if they choose. Remind them they will have an hour to wrap up their work in the morning before reporting back to plenary.

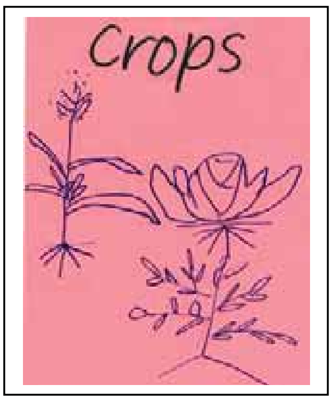
Day 10

Wrapping Up

Planning Ahead: Report Back

Reflecting on Workshop

Closure



DAY 10 – FACILITATION PLAN

EXERCISE	MATERIALS	TIME	FACILITATOR(S)
Daily review		15 mins	
User or Producer – Building on your work and creating linkages (Part II)	Flipchart paper, markers, Handouts, **D9S18.1**, **D9S18.2** Workshop flipcharts: i) Challenges (from Day 1 Introductions exercise); ii) Venn diagrams from exercise "Users & Producers – Who are they in your Context?"	2 hours	
Wrap-Up and Closure	Overhead transparencies or flipchart paper with summary of sessions. If you choose Alternative B, you will need to tape together a number of flipchart sheets to make a mural. Hang it on the wall ahead of the session; markers; Handout **D10S19.1**	1 hour	
Official Closure		1 hour	

USER OR PRODUCER – BUILDING ON YOUR WORK AND CREATING LINKAGES (PART II)

OBJECTIVE

- To build on the lessons of the workshop and incorporate them into participants' work.
- To plan potential follow-up actions, whether they be in participants' personal work or in a broader context (i.e. within project, ministry or other organisation's work).

TIME

This session continues from PART I the previous afternoon. It is important to maintain momentum once participants leave the workshop. Therefore a good amount of time is dedicated to planning during the last two days.
1 hour for wrap-up of small group work; 1 hour for reporting back.

MATERIALS

As for Part I -- Flipchart paper, markers, Handouts, **D9S18.1**, **D9S18.2**

Workshop flipcharts: i) Challenges (from Day 1 Introductions exercise); ii) Venn diagrams from exercise "Users & Producers – Who are they in your Context?"

STEPS

1. The last day acts as a wrap-up of the sessions on planning, otherwise known as "User or producer? Building on your work – creating linkages to others". By the morning of the last day, the groups should be well on their way to finalising their proposals and ready to report back.
2. Allow the groups to continue with their planning activities. Have them wrap up at the end of 1 hour.
3. Have each group report back to plenary with their group's plan for follow-up.
4. Summarize the proposals from the groups and look at possible linkages between groups (and those not present) as well as any action required by workshop organisers, host institution, etc. Address concerns, hold open discussion on the proposals and then wrap up session (Try to keep this to 1 hour).

WRAP- UP AND CLOSURE

OBJECTIVES

- To sum up the learning experiences of the workshop
- To bring closure to the workshop

TIME

1 hour

MATERIALS

Overhead transparencies or flipchart paper with summary of sessions. If you choose Alternative B below, you will need to tape together a number of flipchart sheets to make a mural. Hang it on the wall ahead of the session; markers; Handout **D10S19.1**.

STEPS

1. You should provide participants with an overall summary and wrap-up of the workshop. This will not only allow participants one more time to review what they've covered, but also remind them of areas in preparation for the final reflection on learning experiences which should be handed out before lunch. There are some fun ways to do this – two ideas are provided below.
2. **Alternative 1**: You can go around the room and ask each participant to mention one thing covered in the workshop and one thing that they learned that will be of use to them in their future work. Give the group a few minutes to think about this before calling on them for their input.
3. **Alternative 2**: **(If there is enough wall space)** Ahead of the session, tape together a number of flipchart sheets to make a mural. Have a number of coloured markers and ask participants all at once to go to the mural and draw a picture of their experience of the workshop. Have each participant point to his or her drawing and explain what it means.

> ***Facilitation Tip***
> This session can be structured in several ways. For example, after a general wrap-up at the Uganda workshop, there was a lovely informal closure for the participants (ahead of the official closing). Instead of having a regular morning tea/coffee break, the workshop organisers had a cake prepared that said "GDD Forever". It was set out on a table in the workshop space with tea and other drinks. It was a wonderfully fun (and delicious) way to remind of us of what we had been doing and what we were setting out to do.

4. About 15 minutes before breaking for lunch, provide participants with the handout, **D10S19.1** *Reflecting on Workshop Learning Experiences*.
5. Give participants plenty of time to reflect on the workshop and to give a fair review of their experience. At other workshops, participants took time over their lunch break to fill out the forms and returned them to the "Evaluations" box (Remember the Daily Evaluations box – use the same one for this exercise) before the official closing of the workshop in the afternoon.
6. Make sure that participants also receive a copy of the Participants List (if they have not already received one) before leaving so that they can continue to network, share experiences and send queries to facilitators if necessary.
7. All being well, the official closure of the workshop (with handout of certificates) can happen around 2:15 (just after lunch). This should be checked out with national facilitators/project staff in terms of protocol. If possible delay you may want to have a final coffee "break" or "cocktail party" after final closing so that participants and guests can mingle and relax.

Annex 1 Handouts

Annex 1 contains the handouts that you can adapt and use in your workshop.

H1 -PNA

PARTICIPANT NEEDS ASSESSMENT

In the interest of ensuring that participants get the most out of the workshop on Gender-disaggregated data (GDD) for Agriculture and Rural questionnaire below and return it by fill in date here to:
Fill in name and contact information here:

This will enable the facilitators to adapt the training workshop plan to participants needs and priorities.

1. Name of the participant: ---

2. Organization/Employer: ---

3. Position in the Organization: --

4. Region: --

5. Main responsibilities: --

6. Education Background (Highest Qualification): ------------------------------

7. Do you have any experience in collecting and analyzing data for purpose of development planning in your Division or Directorate? If so what tools and methods do you use or have you used before? Please explain.

8. Please fill in the table using the following as a guide.

* **Package**: Please fill in the particular computer software you have used, e.g. Microsoft Access, Excel, SPSS, IMPS, etc.
* **Training:** Please mark in days, weeks, or months – or other) PLEASE be as specific as possible
* **Use:** Please fill in i.)the amount of time (days, weeks, months) you've used a particular program; ii) for what kinds of work (e.g. tables, graphs, calculating measures of central tendency, testing hypostheses, non-parametric tests, regressions, modelling, etc.

PACKAGE	**TRAINING**	Use:
1. Microsoft Excel		
2. MS Access		
3. SPSS		
4. Other statistical or graphics packages:		

9. What kind of training have you had in gender issues? Please circle and explain.

- None
- 1-2 day workshop: Where, what organisation/institution?
- 1-2 week workshop: Where, what organisation/institution?
- 3-6 month training: Where, what organisation/institution?

- Undergraduate degree (Degree obtained, length of time, location, institution)____
- Graduate degree (Length of time, location, institution)____
- Other (be specific)

10. What have been the major challenges facing you in your work to identify gender disaggregated data gaps?

11. What are the problems you have experienced in integrating gender statistics in the development of the national (or institutional) statistical system?

12. What are three issues you would like to see addressed during the training on GDD?

D1S1.1

MY CHALLENGE

In the box below, write down **ONE** of the biggest challenges you face in integrating gender concerns into your data collection/data analysis work.

Below this, write one of the expectations you have of the workshop.

D1S1.2

WHY A WORKSHOP ON GENDER-DISAGGREGATED DATA

WORKSHOP OBJECTIVES

- To provide participants with improved skills for the managment and analysis of gender-disaggregated statistics for agriculture and rural development.
- To develop a work plan for each participant's working environment using concepts and methods discussed during the workshop.
- To develop a pool of potential resource-persons for the IP activities.

EXPECTED OUTCOMES

By the end of the workshop, participants will have:

- assessed and strengthened skills for the management and analysis of gender-disaggregated data for agriculture and rural development.
- re-tabulated and analysed data sets and prepared them for presentation to stakeholders
- developed a plan for follow-up activities.

ASSUMPTIONS

- The workshop provides an opportunity for mutual sharing of experiences and expertise.
- Workshop topics provide an initial focus for discussions with and among participants. It does not provide "conclusive" answers!!!
- Facilitators are participants in the learning process.

D1S1.3

DAILY EVALUATION

Each day, we will evaluate the day's work, workshop environment, etc. and report back to the group the following morning. Please take a few minutes to think about the day (activities, resources, workshop environment, food, lodging, etc.)

Which are the 3 main things from today that you **liked** most? Why ?

Which are the 3 main points from today that you **disliked** most? Why ?

Idea(s) that I found interesting today and that could be incorporated into my work in the future

D1S1.4

SEX AND GENDER

Sex	Biological	born with	cannot be changed
Gender	Socially constructed,	not born with	can be changed

- **Sex** refers to the biological differences between men and women.
- **Gender** refers to the social differences between women and men, ie the different responsibilities of women and men in a given culture or location. These roles of women and men are learned and they change.
- **Gender roles** are influenced by perceptions and expectations arising from social and cultural, political, environmental, economic, institutional factors, as well as class, age, ethnicity.
- **Gender analysis** is the study of the different roles of women and men to understand what they do, what resource they have and what their needs and priorities are.

D1S2.1M

DAILY ACTIVITY PROFILE (MAN)[15]

Time for small group work: 45 minutes

1. Appoint a rapporteur and a time-keeper for the group.

2. In the small group, prepare a Daily Activity Profile on flipchart paper provided to record the typical day in the life of a “typical” rural man involved in agriculture. (It is understood that there are differences from area to area, between ecosystems, among livelihood strategies, age, etc.) For the purposes of this exercise, choose a man from a small-holder household from a “sedentary” (i.e. “settled”) agricultural community.

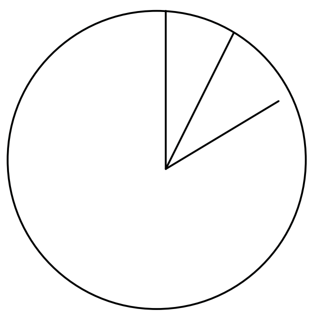
3. Create an Identify Profile for him, i.e. age, marital status, region, etc.

4. Here are some examples of how you might record your Daily Activity Profile. You can create something else if you like.

A.

Time	Activity(ies)
X a.m.	X, y activity
Y a.m.	B activity
Z p.m.	C,d activity

B. Draw a 24 hour clock and fill in the times/activity(ies) (like a pie chart).



5. Rapporteur reports back to plenary with the group’s Daily Activity Profile.

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[15] Adapted from *Balancing the scales: Addressing gender concerns in the collection, analysis and dissemination of development statistics - Trainer’s Manual.* Ministry of Gender, Labour and Social Development, Uganda, August 2000.

D1S2.1W

DAILY ACTIVITY PROFILE (WOMAN)[16]

Time for small group work: 45 minutes

1. Appoint a rapporteur and a time-keeper for the group.

2. In the small group, prepare a Daily Activity Profile on flipchart paper provided to record the typical day in the life of a "typical" rural woman involved in agriculture. (It is understood that there are differences from area to area, between ecosystems, among livelihood strategies, age, etc.) For the purposes of this exercise, choose a woman from a small-holder household within a "sedentary" (i.e. "settled") agricultural community.

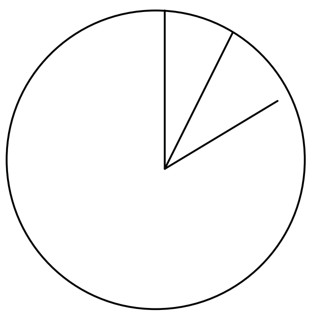
3. Create an Identify Profile for her, i.e. age, marital status, region, etc.

4. Here are some examples of how you might record your Daily Activity Profile. You can create something else if you like.

A.

Time	Activity(ies)
X a.m.	X, y activity
Y a.m.	B activity
Z p.m.	C,d activity

B. Draw a 24 hour clock and fill in the times/activity(ies) (like a pie chart).



5. Rapporteur reports back to plenary with the group's Daily Activity Profile.

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[16] Adapted from *Balancing the scales: Addressing gender concerns in the collection, analysis and dissemination of development statistics - Trainer's Manual.* Ministry of Gender, Labour and Social Development, Uganda, August 2000.

D2S3.1

RESOURCE PICTURE CARDS

Time for small group work**:** 1 hour

1. Appoint a rapporteur and a time-keeper for the group.

2. In your small working group, you will have the following materials:

- a pile of smaller index cards for you to draw different resources;
- flipchart paper to make two big charts;
- six larger index cards to draw the "header" cards.

3. In your group, make two charts – one titled "**RESOURCE USE**" and one titled "**RESOURCE CONTROL**".

4. Using the larger index cards, have someone in the group draw the following pictures **twice** -- one for the **USE** chart, one for the **CONTROL** chart:

- a woman
- a woman and a man
- a man

5. You should brainstorm a list of resources that members of a rural household might use. There are different kinds of resources – i.e. those used in the house, those used for agricultural/livestock activities, natural resources, purchased resources, etc.

6. Draw **two** sets of each resource. (In other words, you will have twins of each resource)

7. As a group, sort the resource cards and place them under one of your three drawings (woman, man, woman and man) depending on who **uses** the resource -- women, men or both.

8. Do the same with the "twin" resource, this time focusing on who has **control over**, or makes major decisions about, each resource – women, men or both.

D2S3.2

DATA FROM AGRICULTURAL CENSUSES

The FAO Programme for the World Census of Agriculture 2000 (WCA 2000) puts special emphasis on several items that can provide gender-related structural information on agricultural activities. The Programme recommends that a comprehensive cross-tabulation of the following items be made by the sex of the landholder:

ITEM	INFORMATION
General characteristics	• purpose of production
Demographic characteristics	• size of holders' hh • holders/members of hh by: ➢ age ➢ education ➢ marital status
Employment	• holders/members of hh who are economically active by: ➢ age ➢ main occupation ➢ type of work (permanent, occasional) • holdings by number of permanent workers ➢ members of holders' hh ➢ hired workers
Land and water	• number/area of holdings • tenure of land • land use • area of land cleared under shifting cultivation • each year
Machinery and equipment	• number of stationary power-producing machinery by source of supply • use of other agricultural machinery by source of supply
Buildings and other structures	• use of non-residential buildings by tenure • area and volume of non-residential buildings by purpose
Other activities	• number/area of forest trees • fishery activities • other kinds of aquaculture installations

* Comprehensive structural data above can provide not only additional information on the economic status of holders by sex, but also more insight into agricultural practices .

** Remember that agricultural censuses are generally conducted using agricultural holdings as unit of enumeration. Thus, data listed above relate to both the members of holder's household (hh) as well as individual holder.

*** Source: FAO. 1999. Filling the data gap: Gender-sensitive statistics for rural development. Rome.

D2S3.3

AGRICULTURAL DATA AND ITS USES[17]

DATA	may be useful for:
Data from handout entitled "Data from agricultural censuses":	• framework for conducting further sample surveys for extension support programmes • drawing up research plans in the development of gender-specific agricultural technologies for specific crops and a specific holding size/mix • can be further enhanced by grouping into agroclimatic or agroecological zones
Data on the sex of holders	• determining the role of women in decision-making • proportion of women who are heads of families
Data on holdings by size of holder's household, together with details of employment status, ownership of land, and assests	• provide a measure for household well-being. • (May indicate level of economic support provided by household head, as well as management of human resources) • (May help identify causes of gender-biased poverty in rural areas)
Data on educational status of holders and household members	• use of agricultural inputs and machinery • provide basis for designing suitable extension plans to develop women's potential in adopting latest techniques or creating own enterprises

[17] Source: FAO. 1999. Filling the data gap: Gender-sensitive statistics for agricultural development. Rome.

D2S3.4

UNDERESTIMATION OF *DE FACTO* FEMALE-HEADED HOUSEHOLDS[18]

Household data often underestimate the proportion of *de facto* female-headed households. The identification of female-headed households depends on how surveys are designed and administered.

Most households are traditionally described as male-headed. Further questioning reveals that many male heads are very young, very old, or absent.

Underestimation can have different effects, as below:

- Women may not be considered farmers
- Female-headed households may not have access to resources and services.

Example: A survey of 3,405 households in the Senegal Valley indicated 95 % of all households were male-headed.

However, a baseline survey of 365 households in the same area found only 91 % of households to be headed by men.

A breakdown of these figures shows that of those male heads of households:

- 8 % were under 8 years
- 4 % were 8 –14 years
- 26 % were over 14 but absent

In fact, 47 % of households were headed by men who were not adult and present.

Similarly in a Mauritian survey, although 77 % of households were headed by men, only 53% had the traditional profile of a husband, his wife or wives and children present on the farm.

[18] Source: The World Bank. 1996. Toolkit on gender in agriculture. Gender Toolkit Series No. 1 Monica S. Fong and Anjana Bhushan, p. 9.

D2S3.5

KEY DEFINITIONS AND CONCEPTS FOR GENDER-DISAGGREGATED DATA

DATA:

"Unprocessed" information that can be quantified (Namibia workshop definition)

STATISTICS:

a) "Processed" data from a sample (Namibia workshop definition)

b) Numerical information answering the question, "how much", "how many" that are usually presented in aggregate form as numbers or proportions in tables and graphs (Hedman, Perucci and Sundstrom 1996: 41)

c) Quantitative *descriptions* of some aspect(s) of the *study population* (Fowler 1992)

d) Characteristics of the study *sample* (Blalock 1979)

STATISTICAL INFERENCE: (PURPOSE)

To say something about various *characteristics* of the *population* on the basis of *known facts* about a *sample* drawn from a *population* (Blalock 1979)

INDICATOR:

Statistical information chosen specifically to shed light on a specific economic, demographic or social problem or question. Indicators can be a single figure or a distribution. Figures can be expressed as numbers, percentages, rates or ratios. (Hedman, Perucci and Sundstrom 1996: 41)

HOLDING

HOLDER

SEX-SPECIFIC DATA:

Data collected according to *physical attributes* (Hedman, Perucci and Sundstrom 1996)

GENDER-DISAGGREGATED DATA:

Analytical indicators derived from *sex-disaggregated* data on socio-economic attributes (Hedman, Perucci and Sundstrom 1996)

D2S4.1

WITH A NEW LENS I: DATA, BIASES AND OMISSIONS

Time for small group work: 1 hour

1. Appoint a rapporteur and time-keeper for the group.
2. On the first day, you received a survey report (or section of a survey report) for this group work. In your working group, use the following questions to help you review the following aspects of the document (survey report or section thereof). Record the group's observations in bullet point on a flipchart.

- Assess whether or not it is possible to identify or differentiate women and men farmers in the document. If so, what terms make it possible? If not, why?

- Identify any **gender-biased** or **gender-blind** terms that make it difficult to identify women's and or men's contributions to aspects of agricultural production. List these terms.

- Review any tabulations (i.e. tables, diagrams, etc. and point out any omissions in the presentation of **gender-sensitive** data.

- How does the data generated succeed or fail in mirroring gender realities (quantitatively and qualitatively)?

3. The rapporteur will report back to the plenary with a summary of the findings.

D3S6.1

WITH A NEW LENS II: DATA, BIASES AND OMISSIONS[19]

Time for small group work: 1 hour

1. Appoint a rapporteur and timekeeper. The rapporteur should record very brief points (aide-memoire) on the discussions.
2. Based on workshop discussions so far and your own experiences developing and/or using survey/census questionnaires, review the questionnaire. Use the following questions to guide group discussions. As you look through the questionnaire (or section thereof), think back to the survey report that we looked at in the earlier session and the suggestions for improvement that we made.
3. In looking at the questionnaire, note your *overall* impressions of the questionnaire in terms of: I) questionnaire design; ii) gender specifically.
4. Depending on the section of questionnaire you have (i.e. crops *or* livestock *or* inputs, etc.), is it possible to identify whether it is men or women in a household (or at the very least, female or male-headed households) who are responsible for:

- the production of each crop or variety or crop?
- for species-specific livestock production?
- who are the users of agricultural services or input in question? Credit? Fertilisers?

5. In terms of policy and planning, can you think why it might be important to collect this information?
6. What changes would you suggest to improve the questionnaire in order to better collect data that reflects the agricultural activities and production of different producers (at the very least, male and female-headed households)?
7. Rapporteur reports back to plenary.

[19] Adapted from: FAO. 1999. Agricultural censuses and gender considerations: Concepts and methodology. Rome, p. 70.

D4S7.1

TIPS FOR WORKING THROUGH THE TABULATION PLAN

TO CREATE A SIMPLE SELECT QUERY:

1. In MS Access, select **Queries** and click **New**
2. Click **OK**
3. Select the table you want to query
4. Click **Add** and Click **Close**
5. Drag the fields from the table pane to the **Field** pane
6. Click **Run** (**the ! icon**)
7. You may add any criterion before running the query. You may use the
   Criteria and/or the **or** line
8. Run and save your query

TO CREATE A SELECT QUERY WITH TWO TABLES YOU NEED TO:

1. Identify a common field on which the two tables will be joined
2. Sort each table on the identified common field
3. Go to Query Design View
4. Add the two tables
5. Join the two tables via the common fields
6. Drag and drop the required fields
7. Run and save the query

TO CREATE A SUMMARY QUERY (FIND THE RIGHT SYMBOL)

1. Go to Query Design View
2. Select the table to query
3. Click ∑
4. Drag and drop the required fields
5. For each field, select the type of "Total" (**Group By**, **Count**, **Where**, etc.)
6. Run and save the query

TO CREATE A PIVOT TABLE

See the handout provided at the beginning of the workshop

MICROSOFT EXCEL 97-2000

1. **Save As** Microsoft Excel 4.0 Worksheet.

   SPSS will then be able to read the file.

SETTING UP TO THE ODBC DATA SOURCE

1. Double click **My Computer**.
2. Double click **Control Panel**
3. Double click **ODBC Data Sources.**
4. Select the **User DSN** tab and click **Add.**
5. In the **Create New Data Source** dialogue window, select **Microsoft Access Driver (*.mdb)** and click **Finish**.
6. In the **ODBC Microsoft Window ,** type in the data source name and description.
7. Click **Select** and choose the **Microsoft Access** database.
8. Navigate to the directory where your Access database is located.
9. Highlight it and click **OK**. Click **OK** again.

10. Click **OK** to take you back to the **Control Panel**. Close the **Control Panel**.

This completes the set up of the ODBC data source. You are now ready to go to SPSS and access your data source.

OPENING YOUR DATA SOURCE FROM SPSS

1. In SPSS, select **File** -> **Open Database -> New Query**.

2. From the **Database Wizard** dialogue window, select the name of your data source. Click **Next**.

3. In Step 2 of the **Database Wizard**, from the left pane, drag and drop the table (query) to the right pane. Click **Next.**.

4. In Steps 3, 4 and 5, click **Next.**

5. In Step 6, click **Finish**.

RUNNING CORRELATIONS IN SPSS.

1. Read your data file in SPSS.

2. Under the **Analyse** menu, select **Correlations** -> **Bivariate Correlations**. A dialogue window appears.

3. Select the variables that are to be correlated.

4. Select the statistics (means, standard deviations, etc.). Click **Continue** and **OK**.

   SPSS displays the results in the **Output** viewer.

COMPARING MEANS

1. From the **Analyse** menu, select **Compare means** -> **Means**.

2. In the **Means** dialogue window, select the dependent and independent variables

3. Select **Options** and choose your Cell Statistics (Mean, Sum, etc.).

4. Under Statistics for First Layer, check the **Anova table and eta** checkbox. Click **Continue**

5. Click **OK** to run analysis.

   SPSS displays the results in the **Output** viewer.

RUNNING CROSSTABS

1. From the **Analyse** menu, select **Descriptive statistics** -> **Crosstabs**.

2. In the **Crosstabs** dialogue window, select **Row** and **Column** variables.

3. Select **Statistics** and check the **Chi-square** checkbox. Click **Continue**.

4. Select **Cells**. Under **Counts, c**heck the **Observed** checkbox. Click **Continue.**

5. Click **OK**.

   SPSS displays the results in the **Output** viewer.

RECODING A QUANTITATIVE VARIABLE

1. Under the **Transform** menu, select **Recode** -> **Into Different Variables**.

2. In the **Recode Different Variables** window, select the variable to recode.

3. In the **Name** textbox, type the name of the output variable. Click **Old and New Values**.

4. In the **Old and New Values** window, under **Old** Value, select the range of value.

5. Select the new value.

6. Repeat 4 and 5 until all ranges are entered.

7. Click **Continue** -> **Change** -> **OK.**

SPSS will compute the new value and will add it to the data window.

D8S15.1

THINKING AHEAD

We are now moving towards the last phase of the workshop: Planning for Follow-Up. Take some time today and tonight to reflect on the following:

1. The challenge that you brought to the workshop (check the wall for your challenge if you don't remember it).
2. What you have experienced during the workshop.

Think of the concepts and definitions we've covered: Gender vs. sex, gender-disaggregated data vs. sex-disaggregated data, gender division of labour (GDOL), access to and control of resources, strategic and practical needs and interests, etc.

Think of the concerns and issues raised during the sessions on survey reports and questionnaire design: Why are we interested in collecting GDD? What implications are there for agricultural planning and policy? Food security issues? Etc?

Think of the retabulation exercise: What skills have you learned in terms of translating gender concerns into practice? In other words, what are the "numbers" telling you? What kinds of analysis can we do? Need to do? What kinds of interpretations have we made? do we need to consider? demand further research? What implications are there for planning and policy? What implications are there for further survey/census design/ implementation/analysis?

Now: In terms of what is needed to better collect, analyse, manage, disseminate and use gender-disaggregated data for agriculture and rural development think about what needs to change in terms of the following:

PERSONAL (you): your own work, especially what you can accomplish with little or no additional resources.

INSTITUTIONAL (your immediate environment): the work of your organisation or ministry (or unit therein).

BEYOND: your institution's environment vis a vis other institutions/organisations.

APPROPRIATENESS OF QUALITATIVE AND QUANTITATIVE METHODS

D8S15.2

Qualitative Methods – Appropriate	**Quantitative Methods - Appropriate**
Subject matter is unfamiliar	Subject matter is clearly defined and familiar
For exploratory research: relevant concepts and variables are unknown or definitions are unclear	Measurement problems are minor or are resolved
For explanatory depth: Relating particular aspects of the problem to a broader social context needed	No need to relate findings to broader socio-cultural context not needed or context already understood
Meanings rather than frequencies sought	Detailed numerical description for a numerical sample is required
Flexibility of approach needed for discovery of unexpected and in-depth investigation of topics	Repeatability of measurements important
Studying selected issues, cases or events in depth and detail	Need to generalize results and compare across populations

Source: after Odak 1996 Table 1

D8S16.1

INTERPRETATION

Time for small group work: 1.5 hours. Appoint a rapporteur and a time-keeper.

Your phone rings!!!! (Ring, ring, ring)….Your Minister is at the other end of the line and is calling you to an urgent meeting in an hour. Yesterday at 17:00, you provided her with some graphs and tables, but you forgot to attach your brief. She is **DISTURBED!!** You have 1.5 hours to come up with an interpretation of the data and provide her with a brief.

She wants an **explanation** of the tables and graphs and wants to know **WHY** you think this situation is happening. She also wants to know what the potential impact of this information is for policy and planning. In addition, she wants to know what other information she needs and how the Ministry might go about collecting it in order to make informed decisions, particularly in terms of improving the food security and livelihoods of rural women, men and children.

In your "unit" (small group), prepare a "brief" with an interpretation and suggestions for action. Look at the graphs and/or tables that have been provided to you and that have been produced during the workshop.

Reflect on what you have learned about gender issues through the analysis tools we used, e.g. Daily Activity Profile (Gender Division of Roles, time-use, etc.) and Access to and Control of Resources. Think about the discussions you had looking at the Survey Report and Questionnaire.

1. Look at one graph/table at a time.
2. For each representation of the data, think of *possible* interpretations for the results shown. Note possibilities on a flipchart (YOUR 'BRIEF').
3. Data gaps: What other information does the Ministry need to provide a more in-depth explanation of the results (or further define the problem)?
4. How might the Ministry go about getting this information? Be realistic: think ***design, process, product.*** **(Hint: Think 'qualitative' and 'quantitative').**
5. **BE CONCISE BUT COMPLETE!**

D8S16.2

PRESENTATION OF THE DATA

Time for small group work: 30 minutes. Appoint a rapporteur and a time-keeper.

1. In your group, take a second look at the graphs and tables, this time with a view to identifying users' needs in terms of presentation of the data.

- Is the information clearly presented? If yes, what makes it so? If not, why? Give examples of problems and suggest solutions (Look at data/information included, table/graph design, arrangement, labels, titles, axes, etc.)

- Come back to plenary and report back.

D9S17.1

USERS AND PRODUCERS OF DATA FOR AGRICULTURE AND RURAL DEVELOPMENT

Time for small group work: 1.5 hours. Appoint a time-keeper and rapporteur.

1. In your group, you are going to make two lists: one that lists the organisations and institutions that ***produce*** data and statistics for agriculture and rural development (think policy and planning); the other lists the organisations and institutions that ***use*** data and statistics for the same purpose. (Some institutions may be both. Include them on both lists). Think of external producers and users that may be relevant: i.e. UN agencies, donors, regional bodies, etc.
2. You are now going to prepare two Venn charts – one for Producers of Data, one for Users of Data.
3. You have three sizes of coloured circles: small, medium and large. Look at your list of ***producers*** and decide which have the ***most interest in agricultural data and statistics.*** Give them a big circle. Do the same for the producers who have slightly less interest (medium-sized circle) and finally, the producers with the least amount of interest in agricultural data and statistics (small-sized circle). Write the names of the organisations on your circles.
4. Do the same thing with your list of ***users.***
5. Prepare a chart for both -- one for producers, one for users. Put your institution at the centre. Arrange the *producer* circles (on the other chart -- *user* circles) around your institution in terms of those most important to you (as an institution). ***If certain producers share information, make sure their circles touch each other.***

- Are users and producers the same or different institutions? Are there certain specific needs and priorities of key users or producers which really need to be considered in your work (think in terms of gender)?

- Where is it possible or essential to make an influence in terms of producing and using Gender-disaggregated data for agriculture and rural development?

- What needs to change with you, your organisation, and other users and producers to make this possible? Think: producers = “business”; users = clients. How will producers need to package and market their data “products”? Given their needs, what kinds of data “products” will clients be prepared to “buy”?

D9S18.1

USER OR PRODUCER – BUILDING ON YOUR WORK AND CREATING LINKAGES

PROBLEM STATEMENT

- State what situation needs to be changed?
- Who or what is/could be affected? (Think of your Venn Diagrams)
- Are you addressing issues related to the purpose of your organisation?

BACKGROUND

- What is the background to the challenge you want to work on in your work (or that of your organisation)?

DEFINING A GOAL AND DEVELOPING OBJECTIVES

- A goal is a possible solution to the problem described. The goal needs to be realistic; in other words, don't state the unachievable! A goal statement helps define the scope of what you will do. A goal statement is broader than an objective.
- Write the objectives for what you are proposing (maximum 3 objectives to be realistic)

PROPOSING ACTIVITIES

- Now you need to think about how you will turn your objectives into actions.
- Outline the proposed activities in detail with expected outputs/results

TIME SCHEDULE

- What is the estimated time to fulfil your proposal?

MONITORING AND EVALUATION

- How might you monitor your proposed activities?
- How might you evaluate whether you have reached the objectives in your proposal?
- What indicators will you use for evaluation?

WHAT ARE THE RESOURCES REQUIRED?

- Think about financial, human, physical and capital resources…Are there other resources you will need?
- How might you report on what you have achieved?
- How might you report to your supervisors, bosses?
- Have you any ideas on how you could report to others in the workshop on what you have achieved?

D9S18.2

ACTION VERBS FOR OBJECTIVES

KNOWLEDGE-RELATED OBJECTIVES

Analyse	Evaluate	Order
Apply	Explain	Organize
Categorise	Express	Rank
Choose	Group	Rate
Clarify	Identify	Recall
Compare	List	Recite
Define	Locate	Record
Describe	Mark	Relate
Differentiate	Match	Select
Distinguish	Name	State

ATTITUDE-RELATED OBJECTIVES

Accept	Criticize	Help
Agree	Decide to	Lead
Allow	Defend	Prescribe
Choose	Encourage	Recommend
Co-operate	Endorse	Volunteer

SKILLS-RELATED OBJECTIVES

Adjust	Diagnose	Manipulate
Advise	Discuss	Measure
Assemble	Draw	Operate
Collect	Execute	Perform
Combine	Find	Process (data)
Conduct	Fix	Repair
Connect	Illustrate	Select
Construct	Install	Show
Control	Locate	Solve
Demonstrate	Make	Design

D10S19.1

REFLECTING ON WORKSHOP LEARNING EXPERIENCES

A. Which best describes your particular background? Please check ONE of the following:

a. Statistician_____
b. Economist _____
c. Crop specialist ____
d. Planner _____
e. Livestock specialist ____
f. Project/programme manager _____
g. Other _____

B. Please check:

You are: **MALE** _____ **FEMALE** _____

For the following questions, please circle that number which best represents your response or experience and write a qualitative comment about that experience.

1. Did this workshop motivate in you new ideas or new ways of seeing agricultural and rural development data and statistics?

1 2 3 4 5
negative positive

What new ideas or new ways of seeing things have been on your mind during the workshop?

2. Did the workshop help you to approach the challenges of incorporating GDD concerns into your work?

1 2 3 4 5
negative positive

Provide an example of ideas, practices, approaches explored in the workshop that may support or improve your works, and/or that are inappropriate or not very useful in your area of work.

3. Did the facilitators seek and/or establish an environment in which people felt comfortable to share their questions, doubts, and ideas, and in which people who expressed different ideas and worldviews were not judged or intimidated?

1 2 3 4 5
negative positive

Please describe or give examples.

4. Did the examples and cases help you to think about ways to develop practical aspects of your work? Was there sufficient guidance on applying workshop ideas to your work via practical tools?

1 2 3 4 5
negative positive

Describe some of the tools or examples that may help to guide your practical work.

5. Looking back over the experience, would you do the workshop again? Was it worth the energy and time invested?

1 2 3 4 5
negative positive

What could have made this workshop more worthwhile for you?

6. Please comment on the style, approach, format of the different sessions. What was the impact of the different presentations and how did they fit together?

7. How was the organisation of the workshop in terms of time, space, dates, number of days, etc.

8. Please share suggestions or recommendations to improve this type of workshop.

Annex 2: Handouts

Annex 2 contains handouts that can be used if the workshop is conducted as a Training of Trainers (ToT). Except for Handout AL.I, all the materials in this Annex have been adapted or directly reproduced from materials produced for FAO's Socio-Economic and Gender Analysis (SEAGA) Programme.

- Handout AL.1 provides a useful exercise that can be carried out with participants that are not familiar with adult learning or participatory workshop approaches. It is intended to show the value of group experience and collective knowledge in the learning process.
- Handouts AL.2-AL.4 provide brief overviews of Adult and Experiential Learning concepts.
- Handouts AL.5-AL.11 provide brief reviews of various techniques for experiential learning, i.e. brainstorming, small group exercises, etc.

AL.1

USING ADULT LEARNING APPROACHES AND GROUP KNOWLEDGE[20]

OBJECTIVE

To show how a group knows more than an individual, and how members of a group help each other remember.

As an alternative to this exercise (depending on what comes out of the needs assessments, comfort of the facilitators/participants, etc., the facilitators can lead a discussion for half an hour or so about what is understood in terms of "adult education" and "experiential learning"). Refer to accompanying documents.

TIME

20-30 minutes

MATERIALS

30-40 small objects

STEPS

1. Divide the group into actors and observers. There should be at least 5 or more actors.

2. Have a few of the participants undertake the activity individually. Ask them to list what they can remember on their own.

3. There should be a few observers who note the group processes and report back on these.

4. The groups should be out of earshot of each other and of the individuals who are listing.

5. Compare the results. USUALLY the groups are much more successful.

6. Discuss in large group:
   - How more people know more than one person.

[20] Robert Chambers. *(Serious) Fun with 21s: A sourcebook for workshop facilitators (Draft*), April 2000.

- Interactive processes can bring out more than just the sum of what individuals know or can do.

7. Summarize the relevance of adult learning/group knowledge approaches to the work and that there is not one definitive “truth” throughout the workshop. Note that most of the exercises will build on group knowledge and be based on working partnerships or work.

8. Provide participants with the following handouts on adult learning and go over them with the group:

   - Fundamental assumptions about adult learning
   - The learning loop
   - Experiential learning requires four kinds of abilities

AL.2

FUNDAMENTAL ASSUMPTIONS ABOUT ADULT LEARNERS*

Adults are motivated to learn as they develop needs and interests that learning will satisfy. Therefore, learners' needs and interests are the appropriate starting points for organizing adult learning.

Adult orientation to learning is life- or work-centered. Appropriate frameworks for organizing adult learning are life- and/or work-related situations -- *not* academic or theoretical subjects.

Experience is the richest resource for adult learning. The core methodology for adult learning programs involves active participation in a planned series of experiences, the analysis of those experiences, and their application to work or life situations.

Adults have a deep need to be self-directing. The role of the facilitator is to engage in a process of inquiry, analysis and decision-making with learners rather than to transmit his or her knowledge to them and then evaluate their conformity to it.

Individual differences among adult learners increase with age and experience. Adult learning programs must make optimum provision for differences in style, time, place and pace of learning.

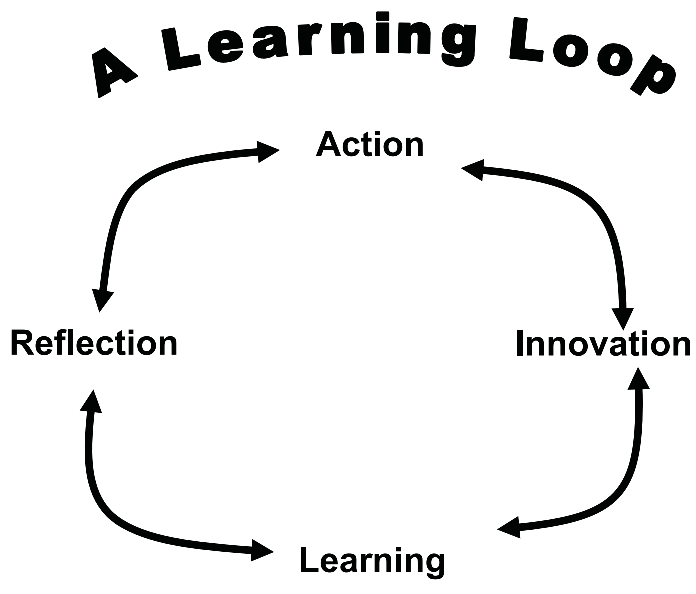
These assumptions are distilled from the major works of Malcom Knowles, an important early contributor to our current understanding of adult learning. These works include: *The Adult Learner: A Neglected Species* (Houston: Gulf Publishing Co., 1978) and *The Modern Practice of Adult Education: From Pedagogy to Andragogy* (Chicago: Follet Publishing Co., 1980)

AL.3

THE LEARNING LOOP

How do adults learn?

- Adults are voluntary learners.
- They perform best when they have decided to attend a workshop/training for a particular reason.
- Adults have experience and can help each other to learn and need to share that experience.
- Adults learn best in an atmosphere of active involvement and participation.
- Adults learn best when it is clear that the context of the workshop/training is close to their own tasks or jobs. Therefore a real-world approach is often best.



AL.4

EXPERIENTIAL LEARNING

Experiential learning requires four kinds of abilities:

- Direct experience
- Reflection on the experience
- Generalizations about the experiences
- Applications in the future

The learning environment is enhanced if people are able to:	***Types of learning that results:***
Involve themselves fully, openly and without bias in new experiences	Concrete experiences
Reflect on and observe these experiences from many perspectives	Reflective observation
Create concepts that integrate their observations into logically sound generalizations	Abstract conceptualization
Use these generalizations to make a decision and solve problems	Active experimentation

LECTURES AND PRESENTATIONS

AL.5

A prepared talk sometimes accompanied by a period of questions and answers at the conclusion. Presentations and lectures depend more on the facilitator for content than any other workshop technique.

ADVANTAGES

- Can be used for groups of any size (both men and women can attend).
- Useful for large groups if a lot of information to convey
- The presenter is in complete control of the session and can usually predict the content and timing accurately.
- Useful for upgrading knowledge, introducing new topics or presenting summaries or overviews to participants.
- Can be combined with visual aids such as slides and/overhead transparencies.

PROBLEMS/DISADVANTAGES

- Learning (internalization) is not guaranteed.
- Not likely to take into account the individual needs and interests of participants - there may be different levels of knowledge in the audience.
- Discussion and debate are kept to a minimum and often only the lecturer's ideas are expressed - therefore a one-way communication.
- Presentations with writing may not be suitable for illiterate people.
- Can become monotonous, tedious for both sides - there may be too much of a focus on *information*.
- Lecturer may be physically removed from the participants-seating arrangements of the participants.
- Creative and reflective learning is limited. Think of the following:
    - How can you make your lecture more interesting?

- Can you limit your talk to 15-20 minutes?
- Introduce the topic, does your talk have a clear beginning, middle and end?
- Do you always keep to simple key points?
- Do you support your talk with a clear handout or with visual aids?
- Do you know how your body language and mannerisms affect the lecture?
- Make sure you invite people to ask questions

DEMONSTRATIONS

AL.6

ADVANTAGES

- Demonstrations useful for step-by-step teaching for a particular skill.
- It can be easy to focus the learner's attention
- Show the practical applications of a method
- The learners are involved when they try the method themselves.
- Feedback can be given directly to the learners.

PROBLEMS/DISADVANTAGES

- Requires a lot of planning and practice ahead of time
- The demonstrator needs to have enough materials for everyone to try the method
- Not useful for large groups

STEPS

1. Introduce the demonstration and the purpose of the demonstration.
2. Present the material you are going to use.
3. Demonstrate.
4. Demonstrate again, explaining each step.
5. Invite the learners to ask questions.
6. The learners practice themselves.
7. Demonstrator circulates and gives feedback.
8. Summarise – discuss how easy/ difficult it was for them.

AL.7

CASE STUDIES

A written description of a hypothetical or real situation that is used for analysis and discussion.

ADVANTAGES

- Useful to discuss common problems in a typical situation.
- Provides a safe opportunity to develop problem-solving skills.
- Promotes groups discussion, group problem-solving and sharing of different perspectives.
- Can be chosen so that the learners can relate to the situation.
- If the situation is hypothetical, it does not involve personal risk.
- If the case study is relevant to learners experiences, learners become involved.

PROBLEMS/DISADVANTAGES

- It is difficult to find a case study that is relevant to all learners experiences in a group.
- Problems are often multi-faceted and complex and there is never one right solution.
- A case study has to be carefully chosen and tested to ensure that all the relevant information is included, while at the same time keeping the case study short.
- Discussion questions need to be carefully designed.

STEPS

1. Introduce the case.
2. Learners get time to familiarise themselves with the case.
3. Present questions for discussion or problems to be solved.
4. Give learners time to solve the problems.
5. Learners present their solutions/answers.
6. Discuss all possible solutions.
7. Learners discuss what they learned from the exercise and what might be relevant to their own environment.
8. Summarise.

ROLE PLAYS

AL.8

In role-plays, participants use their own experience to act out a real life situation. A thorough debriefing must follow a role play. This will provide the opportunity for the and the participants to raise and assess new issues.

ADVANTAGES

- Can be interesting and fun to do.
- Easy to understand and useful with illiterate people.
- Allows time for audience reflection.
- When done well, role plays increase participants' self-confidence.
- Provides opportunity to understand or even feel empathy for other people's viewpoints or roles and usually end with practical answers, solutions or guidelines.
- Useful for exploring and improving interviewing techniques.
- Useful for examining the complexities and potential conflicts of group meetings.
- Help participants to consolidate different lessons in one setting.
- Good energisers.

DISADVANTAGES

- Can be time-consuming.
- Their success depends on the willingness of participants to take active part and a good understanding of their role for the role play to succeed.
- Some participants may feel a role play is too exposing, threatening, or embarrassing. This reluctance may be overcome at the outset by careful explanation of the objectives and outcome.
- Sometimes actors get carried away with their roles or role plays can generate strong emotions amongst the participants

STEPS

1. Assign roles/set up role play.
2. Set the climate so the observers know what the situation involves.
3. Introduce the role players in their roles.
4. Do the role play.
5. Manage time.
6. Thank the actors and ask them how they felt about the role play.
7. Get observers' comments, ask how the situation relates to their own lives
8. Summarise main points.

AL.9

SMALL GROUP DISCUSSIONS

A small group discussion is an activity that allows learners to share their experiences and ideas or an opportunity to solve a problem. Group discussions enable participants to learn from each, and give the participants a greater sense of responsibility in the learning process.

ADVANTAGES

- Everyone can express his or her opinion - it is participatory and promotes team work.
- Provides for exchange and sharing of ideas (interaction) and draw on participants' wide collective experience.
- Facilitators can gauge the mood by listening to some of the discussions.
- Changes the pace of the session.
- Encourages participants to reflect on what they have learnt and how they might apply it in their work.
- Groups can be mixed with different types of stakeholders in each group.
- The facilitator can also learn from the small group discussion.

DISADVANTAGES

- People may not be familiar with the use of group work.
- It takes time - in particular to give instructions and get all of the feedback from each group. Groups need to be aware of time limits for the discussion.
- Sometimes one person or two people dominate the group discussion.
- Sometimes participants do not listen to each other, particularly if they don't agree.

STEPS

1. A plenary group can break into sub-groups to discuss one or two specific questions or issues.
2. One member of each group can report its findings back to the plenary.
3. Depending on the numbers, the groups can be made up of 3,4,5, people.
4. Facilitators watch time and manage feedback.

AL.10

SMALL GROUP EXERCISES[21]

STEPS

- Arrange tables and chairs in a way that allows for quick easy discussion.
- Prepare instructions on flipchart (or handout) -be as specific as possible about the purpose and steps of the exercise. Sometimes it works better to only give instructions for one or two steps at a time to minimise confusion. This depends on the complexity of the exercise. Give general time guidelines for each step you introduce.
- Go over instructions with the total group.
- Ask for questions and issues for clarification.
- Review instructions with total group.
- Break up into small groups.
- Give each group a copy of specific instructions. Again you may want to only introduce a few steps at a time. Ask each group for questions and issues for clarification.
- Ensure there are leaders or facilitators, recorders and time keepers within each sub-group
- Go over instructions briefly one more time. Have small groups start working.
- Go around to see if there are further questions about the instructions.
- Periodically give the groups a time check to keep them moving through the steps of the exercise. Remind them to prepare a group report summary before all the time allocated is used.
- Have group report out and/or discussion to wrap up session, making sure that generalisations are recorded.

[21] Prepared by Rosalie Huisinga Norem SEAGA Consultant

BRAINSTORMING

AL.11

The main purpose of a brainstorming session is to discover new ideas and responses quickly.

ADVANTAGES

- Good way to get ideas.
- One of the participants or a local person can be the rapporteur.
- Focus is on generating as many ideas as possible without judging them.
- The list of issues, topics and questions use the collective insight of a group.
- All ideas are given equal credence (weight).
- Participants are encouraged to let ideas flow freely, building on and improving from previous ideas.
- Brainstorming can fully exhaust an idea by focusing specifically on that idea.
- No idea (no matter how obscure it sounds) should be rejected.
- Swiftly generated ideas usually lead to a very animated and energising session.
- Reserved participants may feel bold enough to contribute.
- Can work well with a large group and usually take less time.
- Can help in team building.

DISADVANTAGES

- It can be difficult to record the points accurately.
- If people do not know the subject - it is difficult to brainstorm.

Annex 3: Sample Tabulation Plans

Annex 3 contains sample Tabulation Plans from GDD workshops held in Namibia, Uganda, and Zambia. These are intended to give you an idea for setting up your own tabulation plan for your own context.

The Namibia tabulation plan is different than the other two in that the facilitators set up three different tabulation plans for the group. However, experience has proven that it is useful to have the entire workshop group work on the same tabulation plan so that the hands-on part tabulation exercise can be run methodically and questions answered in one group.

Tabulation Plan Tip:

We suggest that you develop ONE tabulation plan for your workshop (see Zambia and Uganda plans)

TAB1

SAMPLE TABULATION PLAN 1:
ZAMBIA POST HARVEST SURVEY 1998/99

USING MICROSOFT ACCESS AND MICROSOFT EXCEL

1. **Allsurid table**
Required:

- Table 1a: Number of Households by Province, Sex HH and Population Size

- Table 1b: Percentage of Households by Province, Sexx HH and Population Size

2. **Landprep, Id tables**
Required:

- Table 2a: Average number of Male Workers by Province, Sex HH, and Crop

- Table 2b: Average number of Female Workers by Province, Sex HH and Crop

3. **Plant, Id tables**
Required

- Table 3a: Average number of Male Workers by Province, Sex HH and Crop

- Table 3b: Average number of Female workers by Province, Sex HH and Crop

4. **Weed, Id tables**
Required:

- Table 4a: Average number of Male workers by Province, Sex HH and Crop

- Table 4b: Average number of Female workers by Province, Sex of Head of Household and Crop

5. **Harvest, Id tables**
Required:

- Table 5a: Average number of Male Workers by Province, Sex HH and Crop

- Table 5b: Average number of Female Workers by Province, Sex HH and Crop

6. **Livestock, Id tables**
Required:

- Table 6: Average number of Livestock by Province, Sex HH, and Livestock type

7. **Market, Id tables**
Required:

- Table 7: Average cash received by Province, Sex HH and Crop

USING SPSS 10.0

- Correlation/Regression of Area Prepared and Population of the Household

- Analysis of Variance of Cash received by Sex HH

- Cross tabulation of Sex HH by Province

TAB2

SAMPLE TABULATION PLAN 2: UGANDA NATIONAL HOUSEHOLD SURVEY 1995- 1996

(THIRD MONITORING SURVEY), VOL. 1, MAIN RESULTS OF THE CROP SURVEY MODULE

The following exercises will introduce you to some of the tools and skills needed to undertake a retabulation of data using Microsoft Access and Excel and statistical analysis using SPSS.

I. TABULATIONS

STEP 1 USE: FILE = NHS9596.MDB

STEP 2 WORK THROUGH SECTION 2 AS PROVIDED BELOW

SECTION 2: HOUSEHOLD CHARACTERISTICS, EDUCATION AND HEALTH

1. Create a table with the characteristics of the head of household (sex, age, activity status, education)

   Call it: **HEADCHAR**

2. Add relevant fields from Sec1 table to the table created in 1.

   Call it: **HEADCHARID**

3. Merge the **HEADCHARID** table with the other tables (Sec 3, Sec 4,
   Sec 51, Sec 52)

   You are now ready to begin the tabulation.

SECTION 3: NUMBER OF PERSONS ENGAGED IN CROP FARMING ACTIVITY

Tabulate by Sex of Head of Household (HH) by Region by Season:

- Average number of working proprietors
- Average number of paid regular employees
- Average number of casual paid employees
- Average number of unpaid household members

- Average number of other unpaid workers

Graph by Region and Sex of Head of Household (HH):

- Average number of working proprietors
- Average number of paid regular employees
- Average number of casual paid employees
- Average number of unpaid household members
- Average number of other unpaid workers

SECTION 4: LAND CHARACTERISTICS

Tabulate by Sex of Head of Household (HH) by region by season:

- Average land owned (acres)
- Average cultivable land owned (acres)
- Average land for cultivation leased-in, taken on rent or obtained free etc. (acres)
- Average land for cultivation leased-out, given on rent, or given free etc.
- Average number of parcels of land put under cultivation

SECTION 5: CROP PLOT AREAS (IN ACRES) BY EYE-ESTIMATES DURING THE FIRST SEASON, 1995

Tabulate by Sex of Head of Household (HH) by region by season:

- Average number of plots
- Average area (acres)
- Average number of plots where sweet potatoes are found
- Average number of pure stand plots
- Average number of mixed plots
- Average number of associated plots
- Average area of pure stand plots
- Average area of mixed plots
- Average area of associated plots

II. CORRELATION/ANALYSIS OF VARIANCE/CHI-SQUARE TESTS OF CONTINGENCY

SECTION 5.1: CROP PLOT AREAS (IN ACRES) BY EYE-ESTIMATES DURING THE FIRST SEASON, 1996

- Area estimated by holder/investigator
- Is there any significant difference between the average household size (area) of male-headed households and female-headed households
- Cross-tabulate sex of head of household (hh) by region

III. SUGGESTIONS FROM PARTICIPANTS

IV. EDUCATION

Refer to Table 2: Household characteristics, education and health.

LOOK AT THE DATA IN QUESTION 11, 12, 13, 14, 15 AND TABULATE IT BY GENDER:

- Look at the whole population
- Look at the sex of head of household
- Cross-tabulate the literacy status by sex of head of household and perform a chi-square test of contingency

TAB3

SAMPLE TABULATION PLAN 3: NAMIBIA ANNUAL AGRICULTURAL SURVEY 1997-1998

GENERAL CHARACTERISTICS

FILE = IPGDD_NAMFILE1.XLS

Tabulation Group 1 - By Region and Sex of Head of Household/Holding:
Number of households/holdings
Average number of plots per household/holding
Average area per household/holding
Average plot size per household/holding
Average size of population per household/holding
Average number of male workers per household/holding
Average number of female workers per household/holding
Graph by Region and Sex of Head:
Percent households/holdings owning/not owning oxen
Percent households/holdings owning/not owning plough
Percent households/holdings having seen/not seen demo
Male/female workers per household

Tabulation Group 2 - By Area Category and Sex of Head of Household/Holding:
Number of households/holdings
Average number of plots per household/holding
Average area per household/holding
Average plot size per household/holding
Average size of population per household/holding
Average number of male workers per household/holding
Average number of female workers per household/holding
Graph by Area Category and Sex of Head:
Percent households/holdings owning/not owning oxen
Percent households/holdings owning/not owning plough
Percent households/holdings having seen/not seen demo
Male/female workers per household

1997-1998 NAMIBIA ANNUAL AGRICULTURAL SURVEY TAB PLAN

GENERAL CHARACTERISTICS

FILE = IPGDD_NAMFILE1.XLS

Tabulation Group 3 - By Sex of Head of Household/Holding and Age Category:
(NB: Need to re-code age categories into 2 categories – older and younger)
Number of households/holdings
Average number of plots per household/holding
Average area per household/holding
Average plot size per household/holding
Average size of population per household/holding
Average number of male workers per household/holding
Average number of female workers per household/holding
Graph by Sex of Head and Age Category (older/younger):
Percent households/holdings owning/not owning oxen
Percent households/holdings owning/not owning plough
Percent households/holdings having seen/not seen demo
Male/female workers per household

1997-1998 NAMIBIA ANNUAL AGRICULTURAL SURVEY TAB PLAN

CROPPING PATTERNS AND PRODUCTION

FILE = IPGDD_NAMFILE2.XLS

Tabulation Group 1 - By Region and Sex of Head of Household/Holding:
Number of households/holdings
Average grain yield per household/holding
Average grain yield per plot
Average grain production per person
Average grain production per worker
Average area cropland per person
Average area cropland per worker
Graph by Region and Sex of Head:
Number of plots by crop mix
Percent production by crop
Percent area by crop mix
Average grain production per worker

Tabulation Group 2 - By Area Category and Sex of Head of Household/Holding:
Number of households/holdings
Average grain yield per household/holding
Average grain yield per plot
Average grain production per person
Average grain production per worker
Average area cropland per person
Average area cropland per worker
Graph by Area Category and Sex of Head:
Number of plots by crop mix
Percent production by crop
Percent area by crop mix
Average grain production per worker

1997-1998 NAMIBIA ANNUAL AGRICULTURAL SURVEY TAB PLAN

CROPPING PATTERNS AND PRODUCTION

FILE = IPGDD_NAMFILE2.XLS

Tabulation Group 3 - By Sex of Head of Household/Holding and Age Category:
(NB: Need to re-code age categories into 2 categories – older and younger)
Number of households/holdings
Average grain yield per household/holding
Average grain yield per plot
Average grain production per person
Average grain production per worker
Average area cropland per person
Average area cropland per worker
Graph by Sex of Head and Age Category (older/younger):
Number of plots by crop mix
Percent production by crop
Percent area by crop mix
Average grain production per worker

1997-1998 NAMIBIA ANNUAL AGRICULTURAL SURVEY TAB PLAN

LIVESTOCK HOLDINGS

FILE = IPGDD_NAMFILE3.XLS

Tabulation Group 1 - By Region and Sex of Head of Household/Holding:
Number of households/holdings
Average number of cattle per household/holding
Average number of cattle per area
Average number of sheep per household/holding
Average number of goats per household/holding
Average number of poultry per household/holding
TBU per household/holding
TBU per area
(TBU: cattle=1 TBU, sheep= .5 TBU, goat= .5 TBU)
Graph by Region and Sex of Head:
Cattle herd structure of household
TBU per area
Small ruminants by species
Other stock kept by species

Tabulation Group 2 - By Area Category and Sex of Head of Household/Holding:
Number of households/holdings
Average number of cattle per household/holding
Average number of cattle per area
Average number of sheep per household/holding
Average number of goats per household/holding
Average number of poultry per household/holding
TBU per household/holding
TBU per area
(TBU: cattle=1 TBU, sheep= .5 TBU, goat= .5 TBU)
Graph by Area Category and Sex of Head:
Cattle herd structure of household
TBU per area
Small ruminants by species
Other stock kept by species

1997-1998 NAMIBIA ANNUAL AGRICULTURAL SURVEY TAB PLAN

LIVESTOCK HOLDINGS

FILE = IPGDD_NAMFILE3.XLS

Tabulation Group 3 - By Sex of Head of Household/Holding and Age Category:
(NB: Need to re-code age categories into 2 categories – older and younger)
Number of households/holdings
Average number of cattle per household/holding
Average number of cattle per area
Average number of sheep per household/holding
Average number of goats per household/holding
Average number of poultry per household/holding
TBU per household/holding
TBU per area
(TBU: cattle=1 TBU, sheep= .5 TBU, goat= .5 TBU)
Graph by Sex of Head and Age Category (older/younger):
Cattle herd structure of household
TBU per area
Small ruminants by species
Other stock kept by species

1997-1998 NAMIBIA ANNUAL AGRICULTURAL SURVEY TAB PLAN

GENERAL CHARACTERISTICS

FILE = IPGDD_NAMFILE1.XLS

Region	**(1,7,8,10,11,12)**
Areacat	**(1= Small, 2 Medium, 3= Large)**
Sex	**(0= Male,1= Female)**
Agecat	**(1,2,3,4,5,6)**
Persons	**= Total population**
Workers	**= Total number of workers**
Male Workers	***= Total male workers***
Female Workers	***= Total female workers***
Holdings	***= Number of households/holdings***
Plots	***= Number of plots/fields***
Area	***= Total area***
MahanguP	***= Total millet production***
SorghumP	***= Total sorghum production***
MaizeP	***= Total maize production***
Oxen	***= Number of households/holdings owning oxen***
Plough	***= Number of households/holdings owning plough***
Milling	***= Number of households/holdings owning mill***
Demo	***= Number of households/holdings seen demo plot***

1997-1998 NAMIBIA ANNUAL AGRICULTURAL SURVEY TAB PLAN

CROPPING PATTERNS AND PRODUCTION

FILE = IPGDD_NAMFILE2.XLS

Region	**(1,7,8,10,11,12)**
Areacat	**(1= Small, 2 Medium, 3= Large)**
Sex	**(0= Male,1= Female)**
Agecat	**(1,2,3,4,5,6)**
Persons	***= Total population***
Male Workers	***= Total male workers***
Female Workers	***= Total female workers***
Holdings	***= Number of households/holdings***
Plots	***= Number of fields/plots***
Area	***= Total area***
MahanguP	***= Total production, Mahangu***
SorghumP	***= Total production, Sorghum***
MaizeP	***= Total production, Maize***
AreaMahPS	***= Total area, Mahangu-pure stand***
PlotsMahPS stand	***= Number of fields/plots with Mahangu-pure***
PlotsSorPS stand	***= Number of fields/plots with Sorghum-pure***
AreaSorPS	***= Total area, Sorghum-pure stand***
PlotsMaiPS stand	***= Number of fields/plots with Maize-pure***
AreaMaiPS	***= Total area, Maize-pure stand***
PlotsMahSor Sorghum	***= Number of fields/plots with Mahangu +***
AreaMahSor	***= Total area, Mahangu + Sorghum***
PlotsSorMai Maize	***= Number of fields/plots with Sorghum +***
AreaSorMai	***= Total area, Sorghum + Maize***
PlotsMahSorMai	***= Number of fields/plots with Mh + So + Mz***
AreaMahSorMai	***= Total area, Mh + So + Mz***

1997-1998 NAMIBIA ANNUAL AGRICULTURAL SURVEY TAB PLAN

LIVESTOCK HOLDINGS

FILE = IPGDD_NAMFILE3.XLS

Region	**(1,7,8,10,11,12)**
Areacat	**(1= Small, 2 Medium, 3= Large)**
Sex	**(0= Male,1= Female)**
Agecat	**(1,2,3,4,5,6)**
Holdings	***= Number of households/holdings***
Area	***= Total area***
Persons	**= Total population**
Male Workers	***= Total male workers***
Female Workers	***= Total female workers***
Cattle	***= Number of cattle***
Bulls	***= Number of bulls***
Oxen	***= Number of oxen***
Tollies	***= Number of tollies***
Male Calves	***= Number of male calves***
Female Calves	***= Number of female calves***
Heifers	***= Number of heifers***
Cows	***= Number of cows***
Barren cow	***= Number of barren cows***
Goats	***= Number of goats***
Sheep	***= Number of sheep***
Pigs	***= Number of pigs***
Poultry	***= Number of poultry***
Donkeys Mules	***= Number of donkeys/mules***
Horses	***= Number of horses***

Annex 4: Questionnaire Design

WHY MATERIALS ON QUESTIONNAIRE DESIGN

While conducting the workshops in Namibia, Uganda and Zambia, several participants showed interest in immersing themselves in more work on actual survey/questionnaire design and the gender concerns therein. During the first workshop on Gender-disaggregated data held in Namibia, participants and facilitators designed, revised and took to the field a very brief questionnaire. Through undertaking this exercise, it was clear that it was necessary to dedicate more time to such an exercise.

In Uganda, several participants wanted to have extra work on integrating gender concerns into survey design. Clearly there is a great demand for exercises to help agricultural planners, enumerators, and statisticians design and conduct gender-responsive questionnaires.

This Annex has been included in this training package for adaptation by those who want to spend more time on actual questionnaire design.

Note: The overall training package is focused primarily on data retabulation, analysis and interpretation -- **not** questionnaire design. However, due to the high interest expressed in questionnaire design, this module has been developed to provide ideas to those wishing to focus on these issues. While certain exercises have been field-tested, the overall module **has not** been field-tested. Therefore, if you use or adapt this (in any way), feedback would be most welcome (i.e. what worked, what didn't work, suggestions for changes, improvements, etc.) Please send comments to: Mr. John Curry, SDWW, FAO, Viale delle Terme di Caracalla, 00100, Rome, Italy.

SUGGESTIONS ON HOW TO INCORPORATE MATERIALS ON QUESTIONNAIRE DESIGN

There are three suggestions for use of the materials in this annex. You may have other ideas.

1. Conduct a three day follow-up workshop with the participants from the overall GDD workshop (or some of them) specifically on questionnaire design.
2. Adapt the overall training materials and this annex to a short course on Gender-Disaggregated Data (perhaps 3 weeks).
3. In the overall GDD workshop, replace Days 4-8 with this Module on Questionnaire Design; this module then becomes Module 2). The workshop then becomes a more comprehensive workshop on GDD and Questionnaire/Survey Design.

A tentative 3-day schedule is included at the end of this section. (The workshop will need to be 3.5 days if an official opening and closing is needed. Adjust the schedule accordingly).

LIST OF HANDOUTS

DAY & SESSION	HANDOUT NUMBER	HANDOUT/TRANSPARENCY TITLE
1 – QD.1	QD.1	Survey Research – Advantages and Disadvantages
	QD.2	Ethical Issues in Survey Research
	QD.3	Listening to a Story
	QD.4	Common Biases: Typical Causes of Error and Possible Impacts

QUESTIONNAIRE DESIGN AND SAMPLING

OBJECTIVES

- To introduce or review basic concepts and issues related to gender and agricultural surveys and sampling.

TIME

2 hours

MATERIALS

- Handouts: **QD1, QD2** (in this annex)**,** flipchart paper, large index cards (or A4 paper cut in half), markers

STEPS

1. Ahead of the session, write the following question on a flipchart. Cover it up till Step 4 - small group work.

- ***Question: Based on your own experience and workshop lessons, what do you think are some of the specific gender issues we need to consider in designing questionnaires and conducting surveys?***

2. In a large group, introduce (or revisit) the issue of surveys and questionnaires by asking participants questions along the following lines and noting responses on flipcharts:

- What are surveys? What are censuses? What are some of the differences?
- Why might we want to conduct surveys? Censuses?
- Overall, what are some of the advantages of using surveys?
- Overall, what are some of the disadvantages of using surveys?

3. If this workshop follows on Days 1-3 of the overall GDD Workshop, review lessons learned from the Sessions: With a New Lens I and II in terms of gender and survey questionnaires and reports. Possible question to brainstorm includes:

- What were some of the lessons learned about gender and questionnaires and reports?

4. Break into small groups and have each group work for about ½ hour on the question posted on the flipchart ahead of the session. Have each group appoint a time-keeper and a rapporteur to write key points of the group discussion on a flipchart.

5. Summarize the grouped findings by listing the common themes on a flipchart. Provide participants with Handouts, **QD1** and **QD2**.

DIFFERENCES AND BIASES[22]

OBJECTIVE

- To raise participants' awareness of the existence of stereotypical attitudes towards different groups of people and the potential impacts on their work, particularly in terms of designing and conducting surveys.

TIME

1.75 hours

MATERIALS

Flipchart paper cut into four pieces, enough for each participant to have four pieces each, dark-coloured markers (one for each participant), Handout **QD.4** (in this annex)

STEPS

1. Explain briefly that everyone uses stereotypes of different types of people throughout their daily lives. This exercise helps identify commonly held stereotypes of some of the groups with whom we work.
2. Ask each participant to draw a picture of the image that comes to mind when the following words are mentioned:

   "Rural men"... "Rural women"... "Urban men" ... "Urban women"
3. Ask participants to briefly share what they have drawn and put them up on the wall grouping them under each heading, i.e. Rural women, etc. (To save time, save discussion for Step 4).
4. Discuss the drawings using the following questions as a guide.

- Are there pictures that reflect stereotyped images of the traditional roles of rural people?
- Are there pictures that reflect stereotyped images of the traditional roles of women? men?
- Do you think these stereotypes are true?
- Where do you think we acquire our stereotypes?

---

[22] Adapted from: Intermediate Technology Sri Lanka. n.d. *Discovering technologists: women's and men's work at village level*. Colombo, pp. 17-18.

- What have you learned about your approach to those with whom you work? communities?

- What might be some of the implications of our stereotypes for survey design? Conducting surveys with households? What impact might these stereotypes have upstream, i.e. in entering data, deciding what is relevant? analysing, interpreting, and presenting data?

5. Wrap up the session by emphasizing some of the key points raised by participants, particularly in terms of gender and the impact on survey design and collection of data.
6. Provide participants with Handout, **QD.4.**

COMMUNICATION

OBJECTIVES

- To observe how information is communicated between people.
- To start to think about channels of communication between the participant and his or her institution and partners.
- To begin to look at the impact of communication styles, processes, and behaviours on decision-making and planning.

TIME

2.5 hours

MATERIALS

Handout **QD3**, flipchart paper, markers

STEPS

1. Ask for 6 or 7 volunteers. Base the lines of communication on the structure of the Ministry of Agriculture in the country. You will need actors along the lines of the following. (Note: the farmer is essential…The other "titles" can be developed from local context)

- Farmer
- Camp worker/extensionist
- District official
- Centrally-based official
- Deputy Permananent Secretary
- Permanent Secretary
- Minister of Agriculture

2. Ask all "actors" except the farmer to leave the room (or area). They need to be out of hearing range. Give the "farmer" handout, **QD3**. Explain to the farmer that he/she is going to read the story in the handout to the camp worker (or the next person up the rung of communication). Note to the larger group that they should observe the process of communication and keep any giggles to themselves so as not to give away the story.

3. Invite the camp worker into the community to listen to the farmer's story. Ask the camp worker to listen carefully as he/she will have to pass the message on to his/her supervisor.
4. Repeat this for the rest of the "actors" inviting them in one-by-one. The actors who have already carried out their role can stay in the room, but should not speak after they have finished relating their message to their "superior".
5. At the end of the exercise, have the farmer read the story to the entire group again. How did the other actors feel during the process? What kind of problems did they face in trying to listen to the story. Provide participants with handout **QD.3**.
6. Ask the group for general observations about the communication process. Discuss observations. If observations are not forthcoming, you may want to guide the process with questions similar to the following ones:

- How does information get misconstrued? Mis-communicated? What factors come into play? (examples might be: Stress, tension at having to listen carefully, cultural background, political context, biases, stereotypes, etc.)
- What kind of potential impacts might this have on the collection and analysis of gender-disaggregated data?
- Who are you talking to in the family?
- Who is responsible for what activity? Is it important to talk directly to that person to get the accurate message?
- What suggestions can the group make for communicating more accurately the information from the farmer?
- What implications does this have for policy?
- Are farmers' needs and priorities met?
- What suggestions can you make for improving communication lines?

QUESTIONNAIRES: KEEPING GENDER IN FOCUS

OBJECTIVE

To design, critique and revise a questionnaire that begins to take into account the gender questions highlighted in other sessions.

TIME

1 day. The sessions break down as follows:
Morning session: *Designing a Questionnaire*
Afternoon session: *Critiquing and Revising the Questionnaire*

MATERIALS

Flipchart paper, markers, notepads, pens, computer with Word-processing program (MS Word, Corel Wordperfect, etc.), printer, printer paper. Lots of wall space to hang flipchart questionnaire!

The facilitators should prepare a handout for participants providing some kind of boundary to the questionnaire – also maybe some background information about the agricultural system(s) to be encountered) For example:

> "Tomorrow we will be conducting a survey at Lacon Village. This is to be a mini-survey (3 pages) on livestock health. Given what you know about gender and surveys, what do you need to consider in designing the three sections of the questionnaire
>
> - Section 1: General Household (HH) ID
> - Section 2: Livestock types kept by HH
> - Section 3: HH Decision-making (Access to and control of livestock)
>
> There will be three groups, each designing a different section of the questionnaire. Think about the other sections as you design so you (hopefully) don't overlap. You will not know exactly what the other groups are designing. Don't worry. We will get together in plenary and discuss the other group's sections and try to harmonize the questionnaire through revision.
>
> As you design, think about agricultural producers; think of the different knowledge, interests, needs, priorities, and constraints of men and women farmers within and between households.
>
> Keep in mind a tabulation plan (to provide more gender analysis).

Note: At the end of the day, when the group comes to a final agreement on the structure and content of the questionnaire, someone will have to type it and print it off (maximum 3 pages x

maximum 10 interviewers = 30 pages to be typed and printed off that night) Other copies can be done later for all participants. You will need only enough for "interviewers" for the following day. Make sure you have enough printer ink (or photocopier accessible) and printer paper available.

OR Ask that everyone make sure they write down the questionnaire by the end of the day before they leave. (this is better – own responsibility).

This exercise builds on the sessions from the overall GDD workshop, *With a New Lens I and II* which assessed a survey report and a survey questionnaire. These sessions helped participants understand what makes a "good" questionnaire in terms of including concerns related to gender and agricultural producers.

Building on the lessons learned from those sessions as well as participants' experience, the groups will spend the day developing, critiquing, and revising a short questionnaire based on a research question developed by the facilitators and based on a local situation. The questionnaire should be no more than 2-3 pages long.

STEPS

1. Introduce the overall exercise, explaining the objective of the day's work – to design a gender-responsive questionnaire (agricultural mini-survey) to be used in the interviews in "Lacon Village" the following day. Inform participants that they will be working in three groups, one to each section of the questionnaire; that they will receive an overall scenario for the questionnaire; that the morning is to be spent on designing questions (keep it short – 1 page per section) and the afternoon is to be spent on reporting back, critiquing each section, and revising the questionnaire.
2. After outlining the day's work, and following a brief review (10 minutes) of Session QD-1, break into small groups. If possible, the groups should have no more than 7 participants so that each person has a chance to have valid input. Each group should appoint a rapporteur and a time-keeper. Rapporteurs should record final questions on flip-chart paper (clear enough for all to read).

> ***Facilitation Tip***
> You may want to use one of the energizers from Day 1, Session 1 of the overall GDD workshop to form groups. Decide ahead of time whether you want randomly or pre-selected groups.

3. Provide participants with the handout of the overall scenario prepared by facilitators ahead of the session (see Materials above for suggestion).
4. Allow participants the rest of the morning to develop the one page of their section. Circulate between the groups and provide guidance where necessary. Monitor progress. Ensure that groups are able to wrap up before lunch. They will need the entire afternoon to critique and revise the questionnaire sections.

5. During the afternoon session, have rapporteurs for each group report back to plenary with the questions for each section. Keep questions and comments till all groups have reported.

6. Have the group critique the overall survey. Where can changes be made with each section to make it "fit" with the overall theme of the survey. You might want to use questions along the following lines to guide the discussion.

- How is "gender" incorporated?

- How do the questions provide for meaningful answers that can provide the information needed to conduct a gender analysis? How do they show socio-economic and/or gender differences in decision-making power, access to and control of resources, etc.?

- Think of how the questions will be "heard" in the village, by farmers? In other words, are there terms that will need to be translated? Is wording clear? Are concepts clear? Do some need explanation? Are some "gender-blind?" etc. Be creative.

7. After discussion and critique, in plenary, have participants (together) agree on final changes to the questions to make one cohesive, coherent questionnaire. Before participants leave for the day, they should write down the questionnaire for their use the following day. (It can be typed up at night if someone wants to volunteer to do this. Refer to Materials above for comments on this point).

8. Before participants leave, provide a brief explanation of the following day's work.

INTERVIEWING THE HOUSEHOLDS OF LACON VILLAGE

OBJECTIVE

- To examine the communication process (particularly the gender and social dynamics therein) of interviewing households and how this may impact on data collection.

- To field-test a questionnaire and begin to look at how it “translates” once it gets to the field – in terms of how it reads from the enumerator/ interviewer’s perspective and how it is perceived by different members within and between households.

TIME

3.75 hours

MATERIALS

Household situation cards – each of the household “actors” will receive a card outlining their place, roles, function in the family (particularly in terms of agriculture, gender and allocation, use of resources). The overall HH will receive 1 household situation card as well to provide an overall context.
Observer cards – Each observer (four per situation) will receive one card each with a specific topic for which they are to pay close attention, e.g. interviewer-interviewee communication dynamics in terms of: i) gender, ii) age dynamics, iii) use of resources, iv) body-language, v) clarity of interviewer; etc.
Questionnaires – enough for all the interviewers (all participants should have written down the questionnaire at the end of the previous day) or someone typed up enough copies for interviewers.
Flipchart paper, markers

Note: Ahead of the session, facilitators will have to pre-arrange the groups so that cards can be handed out in timely fashion. A list can be prepared along the following lines.

Household 1	HH Actors (x5 maximum) - - -	Interviewers (x2) - -	Observers (x 4/ scenario) - - - -	Materials - "Situation" cards – enough for each HH actor and 1 overall HH card for the HH - "Observer" cards x 4/ situation
Household 2	"	"	"	"
Household 3	"	"	"	"

STEPS

Note: In role-plays, participants use their own experience to act out a real life situation. A thorough debriefing must follow a role play. This will provide the opportunity for the facilitator and the participants to raise and assess new issues. Role-plays are useful for practising interview techniques and exploring complex situations such as that involved in survey work.

1. Beforehand, write up about three possible "situations" for Households – for which the questionnaires developed the previous day can be "field-tested". This is best done with the national facilitators/project teams who know the local situation/context best and can provide realistic examples for HH situations.
2. Assign roles/set up role play. Provide each "HH situation card and each HH member role card" to the groups (enough cases for number of groups). Make sure each group has a case with enough "actors" so that everyone can be involved, i.e. family members, relatives, friends, etc.
3. For each role play, assign four other participants to be observers (they will look out for particular points about communication – particularly gender, age, body-language, etc. dynamics – see **Materials** above for more)

Here are some possible scenarios for interviewees (demographic/family background, resource use, etc.) Note: These are only EXAMPLES drawn from different workshop experiences. Consult with the national facilitator/project team to come up with appropriate, relevant "household cases" for role plays. These are only a beginning….Fill out the "family" or create other ones.

- older female-headed household with middle-aged son who makes joint decisions regarding resources. Relatively small plot of land (i.e.

<1 ha); has 10 goats, chickens, garden with different fruits and vegetables (one fruit tree)……Add more.

- Male-headed household, two wives. Land holding 15 hectares plus access to common grazing lands. The wives (also farmers!!) take care of all aspects of goat and chicken production and also do the milk collection and disease prevention and curative treatments for the cattle. They are the most knowledgeable in certain aspects of livestock health. The boy children herd the cattle out in the fields. They are knowledgeable of where certain livestock-health related herbs are and are responsible for collecting them for the women to prepare. The male HH (husband) oversees crop production on his land, takes the cattle to market and keeps the income from goat production. The women work the husband's plot, but also their own plots. Any money that comes from poultry-related activities is considered the women's own.

- middle-aged female-headed household (divorced) – two children (daughter and son) both attending local school; keeps goats (21), garden plot, sells excess produce at market (= 1-3 ha)…. Add more.

- male-headed household (father, two sons) – decisions made by father about resources. Goats kept, small garden, one son works "in town"; father works "in town" (> 3 ha)….. Add more.

4. Have each group do its role play (in this case "the interview using the questionnaire"). Have participants introduce their character and the context.

5. Manage time –THIS IS CRITICAL WHEN USING ROLE PLAYS. Try to keep it to 10 minutes maximum so that there is time for discussion.

6. Thank the actors and ask them how they felt about the role play

7. Have the Observers share observations about the process, the interaction, body language, who talks, what sort of tone was used, etc. lessons on how the situation relates to their own work or those with whom they work. Ask other participants for their additions.

8. Summarise key points about what was learned from the role plays, *particularly in terms of lessons about gender and data collection/implications for analysis, etc. For example, you might want to consider:*

- lessons learned about gender and questionnaires design and interviewing

- ethical considerations

- what information was redundant, missing, irrelevant, etc.

WISHLIST FOR BEST PRACTICES: GENDER AND QUESTIONNAIRES

OBJECTIVE

- To bring together the lessons learned from the module (or workshop) on gender and questionnaires and highlight the important points for participants to take away.

TIME

1.5 hours

MATERIALS

Flipchart paper, markers

STEPS

This session is intended to bring out the lessons of the three days.

1. Review the morning session (Role plays – Interviews) and those of the previous days.
2. Break the large group into smaller groups. Explain to them that they are to develop a “Wishlist” for Gender and Questionnaire Design and Information Collection. Have each group title their flipcharts and record discussions in point form (to develop a wishlist). (Explain the term, “wish-list” if necessary, i.e. a list of things we’d like to see or use another appropriate term).
3. Give the groups ½ hour for this task then have them report back to plenary. Allow time for discussion and queries
4. Summarize the groups’ findings by highlighting the key points picked up by each group.

WRAP-UP

OBJECTIVE

- To provide a summary of workshop lessons learned and closure to the learning experience.

TIME

1 hour

MATERIALS

Flipchart paper, markers (or overhead transparencies and pens), Handout **D10S19.1, Reflecting on Workshop Learning Experiences** (or modified form), anything else you need to close the workshop (goodies for final coffee/cocktail wrap-up, etc.)

- Refer to the *Wrap-up and Closure Checklist* from Day 10 of the overall GDD workshop materials to decide what is relevant to the wrap-up for this module or mini-workshop.
- Take the time to have the group summarize learnings, concepts, etc. from the workshop and note these on flipchart paper for reference.
- Make sure that you provide time for participants to reflect on their experiences and have them fill in a form, “Reflecting on Workshop Learning Experiences” (or modified evaluation/reflection form) and return it to facilitators.
- If necessary, provide time for Official Closing.

QD.1

SURVEY RESEARCH - ADVANTAGES AND DISADVANAGES

SURVEY RESEARCH

- Uses a pre-determined series of **structured** questions administered as either a questionnaire or in an interview to a group of people (a sample) who are chosen by various means to represent the population under study in order to discover and analyse the attitudes, beliefs, behaviours and other characteristics of that population. Questions in survey research should (ideally) be asked in exactly the same way in order to have a set of **comparable** responses from respondents that can be analysed, especially using **quantitative** methods.

- Survey methods, when properly used, have several **advantages** in research. Often, they can produce results that are:

GENERALISABLE

- allows statistical inference from small samples to large populations

MEASURABLE

- relationships between variables can be assessed and measured with precision.

COMPARABLE

- standardized survey results can be compared across time periods or regions to increase the generality of results.

RELATIVELY EASY

- to design and **quick** to implement when compared to other approaches; for example, an ethnographic study which might require the researcher to live in a village for a year or more to record and participate in the everyday life of the people being studied.

Because of these and other advantages, surveys are often used by many social scientists to measure social opinions and behaviours in studies that deal with the knowledge, attitudes and practices (KAP) of social groups or populations.

However, the survey approach in KAP and other social studies has a number of **disadvantages**. These include:

NON-SAMPLING ERRORS

- through misreporting of information due to poor respondent recall, misunderstanding of the question, or because the topic is sensitive;

CONSCIOUS FALSEHOODS

- can be supplied by respondents through fear of negative consequences of telling the truth or because respondents wish to provide answers they think the researcher wishes to hear;

CULTURAL RE-INTERPRETATION

- of questions by respondents which result in truthful answers to questions which were unintended by the researcher.

CONTEXTUAL FACTORS

- such as the age and/or sex of the respondent, the presence of other individuals during the interview, and the sensitivity of the topic may influence the respondent's answer and bias results.

LOGISTICAL AND FINANCIAL CONSTRAINTS

- to designing and executing surveys, especially in the case of large-scale surveys.

QD.2

ETHICAL ISSUES IN SURVEY RESEARCH

INFORMING RESPONDENTS

- Name of organisation or individual doing research
- Sponsorship – who pays
- Brief, accurate description of purposes
- Accurate statement on confidentiality
- Assurance of voluntary co-operation
- Assurance of voluntary co-operation and ability to skip questions

PROTECTING RESPONDENTS

- Benefits to respondents
- Ethical responsibilities to interviewers

BENEFITS TO RESPONDENTS

- Intrinsic
- Direct

ETHICAL RESPONSIBILITIES TO INTERVIEWERS

- Make sure interviewers have full and accurate information on survey to give out
- Researchers must deal with issues of interviewer safety and fear of crime

QD.3

LISTENING TO A STORY

As you are our extension officer, I would like to inform you of some of the problems we are facing on our farm. Recently a strange epidemic has hit our community and many farmers have lost different types of livestock. As a family, we have lost thirty-seven cattle, one hundred and twenty-three chickens and forty-one goats. We are also afraid that we are going to have another drought and we would like to appeal to you to assist us with sourcing seed for drought resistant crops. As for fertiliser, we have no money to enable us to purchase a sufficient amount of the chemical before the rains come. As a family, we shall need fifty-one bags of D. compound and forty-five of top dressing fertilizer. My husband is working in Zimbabwe and only comes home every third month. We were expecting him to come home next month, but now he has been delayed and will not be home for another two months. I must also take one of my children, my middle daughter, to the clinic for a malaria test later today. I must run and get her papers which she left at the school the other day.

QD.4

COMMON BIASES: TYPICAL CAUSES OF ERROR AND POSSIBLE IMPACTS

Inadequate definitions and concepts fail to reflect gender differentiations accurately. Consider the following:

- Head of family
- Head of holding
- Economic activity

Erroneous wording of questions

- Many women not recorded due to badly worded question
- Example: work construed only as remunerated activity, e.g. women not listed as workers on a holding.

Selecting the wrong respondent

- Male respondents may report women who are actually working on a holding as being economically active

Enumerator bias
Enumerators can introduce biases and personal values in the way they formulate questions. These can be a result of:

- Own prejudices (based on socialization process, religion, education, other)
- Formal training (or insufficient and relevant training)
- Simple carelessness

Communication problems

- Respondents might fail to understand content or language of questionnaire

- Enumerators may establish poor rapport with respondents through verbal (e.g. inappropriate language) or non-verbal (body language) communication channels).

Obscuring the truth

- Respondents deliberately give the wrong answer to meet socially-acceptable norm or are fearful of consequences of response.

- Example: Man deliberately denies that wife works with oxen due to social taboo.

SUGGESTED SCHEDULE FOR GDD WORKSHOP - QUESTIONNAIRE DESIGN MODULE

TIME	DAY 1	DAY 2	DAY 3
	WHAT DO WE BRING TO THE "DESIGN" TABLE" – PERCEPTIONS, BIASES, ATTITUDES	**THE ART OF DESIGN – KEEPING GENDER IN FOCUS**	**A DAY IN LACON VILLAGE**
9:00	Daily review/housekeeping	Daily review/housekeeping	Daily review/housekeeping
9:15	SESSION QD-1	SESSION QD-3	SESSION QD-5
	Questionnaire design and sampling - overview (2 hour)	Designing a Questionnaire (3.75 hours)	Interviewing the Households of Lacon Village (3.75 hours)
10:30 or thereabouts (will vary slightly depending on activity) Coffee/tea	Biases and Differences (1.75 hours)		
1:00 – 2:00		LUNCH	
2:00	SESSION QD-2	SESSION QD-4	SESSION QD-6
	Communication and Listening (2.5 hours)	Critiquing and Revising the Questionnaire (2.75 hours)	Developing a "Wishlist" for Best Practices – Gender and Questionnaires (1.5 hours) Wrap-up Reflecting on Learning Experiences (1 hour)
3:30 or thereabouts (will vary slightly depending on activity) Coffee/tea			
4:45	Summary of day's work	Summary of day's work	
To prepare	Read over Handout: "Designing a Questionnaire – Preparation for Day 2"		

** Refer to the beginning of this section for ideas on how to add a module or incorporate this module into a GDD workshop.

Annex 5: Two-Day GDD Workshop for Decision-makers

While conducting the GDD workshops in Namibia, Uganda and Zambia, the need was also expressed for sensitizing decision-makers to the need for integrating a gender-responsive approach to agricultural data collection, analysis and presentation. In response, Annex 5 has been developed and contains a suggested (and untested) schedule and facilitation suggestions for adapting the overall materials for a two-day workshop on gender-disaggregated data for decision-makers.

FOR WHOM IS THIS TWO-DAY WORKSHOP INTENDED

This workshop is geared towards more senior decision-makers who are not involved in the technical aspects of generating gender-disaggregated (or other) agricultural data and statistics for users; this includes:

- policy-makers
- senior ministry officials
- senior NGO officers
- research institute managers
- etc.

This workshop assumes that participants have responsibility for directing policy and planning initiatives in their ministry, NGO or institution. It also assumes that participants *might* have been involved in a one-two day introduction to gender and gender analysis. As with the overall GDD workshop, a Participant Needs Assessment should be administered to potential participants. The PNA form included in this package can be adapted for use in such cases.

SUGGESTED WORKSHOP SCHEDULE AND CONTENT

This Annex contains a suggested schedule for a two-day workshop for decision-makers. The exercises are drawn from the overall GDD workshop and in some cases are modified to fit into such a tight schedule.

Exercises have either been shortened or some of the materials have been prepared beforehand so that participants don't have to take so much time during the exercise (e.g. Daily Activity Profile – examples given; Resource Picture Cards – cards prepared for groups ahead of time). The table that follows the schedule suggests modifications to facilitators.

PREPARATIONS FOR A TWO-DAY WORKSHOP

In the overall GDD workshop , under the Section *Planning Ahead*, there is some useful information for the facilitator preparing for a two-day workshop. While this workshop will not use computers or tabulation plans and data sets, it will use the regular "workshop kit"; the facilitator should refer to the sub-sections entitled, "Other" and "Supplies" to get a sense of what materials and equipment should be on-hand for a two-day workshop. For information on designing and conducting participant needs assessments (PNAs), refer to *Identifying Needs* under the same section. The PNA handout for the overall workshop, *Participant Needs Assessment* (H1-PNA) can be adapted for use before this workshop.

If you use or adapt this suggested two-day workshop, feedback would be much appreciated (i.e. what worked, what didn't work, suggestions for changes, improvements, etc.) Please send comments to: Mr. John Curry, SDWW, FAO, Viale delle Terme di Caracalla, 00100, Rome, Italy.

SUGGESTED SCHEDULE FOR TWO-DAY GDD WORKSHOP FOR DECISION-MAKERS

TIME	DAY 1	DAY 2
8:30	Registration (first day)	**Daily review/housekeeping (15 minutes)**
9:00	**OFFICIAL OPENING (30 minutes)**	
	SESSION 1	**SESSION 3**
10:30 or thereabouts Coffee/Tea Break (time will vary depending on activity)	Introductions and workshop overview (45 minutes) Understanding Gender and Gender Analysis (2.0hour) Daily Activity Profile (modified) – Group work (.5 hour)	With a New Lens: Data, Biases and Omissions (2.5 hours) (Assessing a survey) Interpretation (modified) -Group work (1 hour)
1:00 – 2:00	**LUNCH**	
2:00	**SESSION 2**	**SESSION 4**
3:30 or thereabouts Coffee/Tea Break (time will vary depending on activity)	Daily Activity Profile (modified) – Report back + plenary discussion (1.0) **Resource Picture Cards (modified) 2.25 hours -Group work + report back/plenary discussion**	Interpretation – Report back/plenary discussion (1.5 hours) Implications for Policy and Planning (1.5 hours) Hand out and collect“Reflecting on Workshop Learning Experiences” before participant leave.
5:15 (or thereabouts)	Summary of day’s work	**OFFICIAL CLOSING** (30 minutes)

MODIFYING EXERCISES FOR A TWO-DAY GDD WORKSHOP FOR DECISION-MAKERS: SUGGESTIONS TO FACILITATORS

DAY/SESSION	EXERCISE	SUGGESTIONS
1 - Pre-Session	Registration	Make sure participants fill in a participants' list with contact address, telephone, fax and e-mail. This should be photocopied for all participants/facilitators, etc. by the end of the workshop.
1 – Session 1	Introductions and workshop overview	Read through Day 1 of the overall Workshop package. Decide what is possible and relevant. Particularly, look at the *Checklist – Overview of the Workshop*. You may want to have a shorter introductions exercise (participants introducing themselves, making their own name cards, etc.). You don''t need to talk about Daily Evaluations, etc. Discussing the needs assessments and objectives can be more "lecture" style to make iit shorter.
1 – Session 1	Understanding Gender and Gender Analysis	**Only** do the exercise, *Understanding Gender*, from Day 1, Session 1 of the overall GDD workshop. Have a ½ hour (maximum) lecture/presentation on the basic points of Gender Analysis (Use or adapt the Powerpoint file, ***Genana.ppt*** in the folder**: Overheads**).
1 – Session 1, 2	Daily Activity Profile	Photocopy samples of Daily Activity Clocks from in-country. Prepare them ahead of time (NGOs, research institutions or a ministry project might have some). Refer to Day 1- Session 2, *Daily Activity Profile* in the overall GDD workshop for questions to use with the group.
1 – Session 2	Resource Picture Cards	Prepare the picture cards ahead of time – man, woman, man and woman, and maximum 20 resource cards x 2 sets x # small working groups. For resource cards – think of agricultural activities (crops, livestock), inputs (including credit, etc.), other household resources – radio, beds, cooking pots, etc. (Be creative and think of the communities you know).

DAY/SESSION	EXERCISE	SUGGESTIONS
2 – Session 3	With a New Lens, Data, Biases and Omissions	Refer to the exercise *With a New Lens I: Data, Biases and Omissions* from Day 2, Session 4 of the overall GDD workshop. Ahead of the workshop, make copies of sections or parts therein (three sections maximum) of a relevant, recent agricultural survey report (make enough copies for everyone).
2 – Session 3, 4	Interpretation	Refer to the exercise, *Interpretation* in Day 8, Session 16 of the overall GDD workshop. Facilitators will need to get a hold of some sample graphs (non-disaggregated and disaggregated) or create some from a survey *OR* you can use the graphs in the following electronic folders: *SamplesofGraphs/Workers* and *SamplesofGraphs/Area Planted and Yield* (two sets – if you have two groups of participants, use one set each group, if you have four groups, use two sets x two groups).
2, Session 4	Implications for Policy and Planning	Refer to the exercise in this Annex, *Implications for Policy and Planning*. Make sure you do some sort of a review of the workshop learnings before closing.
2, Session 4	Official Closing	Refer to Day 10, Session 19 of the overall GDD workshop for a *Wrap-up and Closure Checklist*. Decide what is relevant to your two-day workshop based on what's been done. Ensure that an evaluation of the workshop is completed by all participants before they leave. You might want to use (or adapt) *Reflections on Workshop Learning Experiences* (Handout D10S19.1 from the overall GDD workshop). Make sure a participants' list (with contact address, telephone, e-mail, etc.) is photocopied for all participants so that they can continue to network, share queries and concerns, etc.

IMPLICATIONS FOR POLICY AND PLANNING

OBJECTIVE

- To apply what has been learned in the workshop and look at the implications for policy and planning

TIME

1.5 hours

MATERIALS

Flipchart paper, markers, Handout **DM2S4.1** (in this Annex)

STEPS

1. In plenary, introduce the exercise by reviewing the workshop and lessons learned. List participant responses on a flipchart.
2. Provide participants with the handout, **DM2S4.1** in this Annex.
3. Break participants into small working groups for informal discussions (more like buzz groups). You might want to use one of the energizers (from the exercise, *Energizers*, under Day 1, Session 1 of the overall GDD workshop).
4. Each group should appoint a rapporteur and a time-keeper.
5. After about 45 minutes, have groups report back in plenary. This is meant to be informal and relaxed; rapporteurs may want to remain in their seat; the facilitator can make brief notes on the flipcharts.
6. Wrap-up the exercise and workshop by pointing out some of the key findings that participants have addressed in their small groups.

> ***Facilitation Tip***
> For Step 3, you may want to break the groups up depending by organisation or unit if more effective.

IMPLICATIONS FOR POLICY AND PLANNING

DM2S4.1

Time for small group work: 45 minutes. Appoint a rapporteur and a time-keeper.

1. In your small group, have a discussion about the implications of what you have learned about gender and agricultural data production and use for policy and planning. In particular, think of your own work and that of your unit or institution. Think differences. Think gender analysis. Think differences between small and large holders. Think along socio-economic lines (marginalized vs. high potential areas, etc.) Be realistic!
2. The following questions are intended to help *guide* the discussion. They are not to be “answered” so to speak, but to help spark discussion.
3. The rapporteur should take notes on some paper (not flipchart paper this time) so that he/she can report back to plenary with the key points of the discussion.

- What might be some of the implications for policy and planning of what you have learned about gender and agricultural data production and use?
- What needs to change with you? With your ministry/institution to produce agricultural data and statistics that better show the needs and priorities of different agricultural producers?
- With whom do you need to partner to make change occur?
- How might you effect change?

Annex 6: References

"ON-LINE" MATERIALS

The following on-line references may provide some further guidance to incorporating gender concerns in research programmes and the research project cycle. For most of the web sites listed, I have copied the introductory paragraph to give you a sense of what you might find on that website. Where there is no introductory paragraph, I have provided a descriptive sentence or two. I have reviewed all the sites to some extent, but have not had enough time to "grade" them.

Check them out…Enjoy…happy learning!

Gender and statistics: Key elements for the advancement of women. Prepared by
Marie Randriamamonjy.
Website:
http://www.fao.org/WAICENT/FAOINFO/SUSTDEV/WPdirect/WPan0045.htm

Filling the Data Gap:Gender-sensitive statistics for agricultural development
Prepared by the Statistics Division, Economic and Social Department and the Women and Population Division, Sustainable Development Department, FAO for the High-Level Consultation on Rural Women and Information, FAO, Rome, 4-6 October 1999
Website:
http://www.fao.org/docrep/x2785e/x2785e00.htm

Agricultural Censuses and Gender Considerations: Concepts and methodology. Women and Population Division. FAO, Rome, 1999.

Using agricultural census data for demographic purposes: some pros and
cons. Libor Stloukal, Population Programme Service, FAO Women and Population Division
Website:
http://www.fao.org/WAICENT/FAOINFO/SUSTDEV/WPdirect/WPan0041.htm

FAO – Gender Dimensions in Natural Resources Management
The Women and Population Division (SDW) of FAO plays a key role in generating and disseminating information about the gender dynamics of natural resource management. The aim of the Division's work is to enhance understanding among rural people, development practitioners, researchers and decision-makers about these issues and upgrade their skills to use gender-sensitive and participatory approaches. This work is implemented in partnership with other FAO technical divisions, international research centres, government institutions and NGOs and incorporates the experience of several FAO field projects. The purpose of this site is to share information emerging from SDW's work with interested organizations and individuals. http://www.fao.org/sd/nrm/nrm.HTM

ELDIS – The Gateway to Development Information – Gender links
Provides a comprehensive list of links to other sites on gender and sustainability. http://nt1.ids.ac.uk/eldis/gender/gender.htm

UNIFEM's Experiences In Mainstreaming For Gender Equality.
Presented to the UNICEF Meeting of Gender Focal Points. 5-9 May 1997.
By Joanne Sandler,
UNIFEM
Contents
1.Introduction
2. Experiences of mainstreaming at the national, regional and international levels
3. Conclusion
4. References
http://www.unifem.undp.org/pap_main.htm

The Unfinished Agenda. By Dr. Achola Pala Okeyo. Senior Advisor on Governance, UNIFEM. For the Third International Conference of the New Restored Democracies on Democracy and Development.Central to the concept of democracy as a philosophical construct are equality, justice and fairness. As a political idea democracy is premised on the assumption that the people are both the subject and object of democratic governance. This means that the masses of people should enjoy basic freedoms including those of association, speech, shelter and food. Through leadership and participation in institutions of public sector and economic management and the mediation of culture, people, living under democracy, ideally have the political space to engage in fashioning the type of development they want. Democracy thus should ensure equality and participation in development agenda setting and implementation through consensus building, negotiation and establishing social institutions and processes for bringing about successful political transition. http://www.unifem.undp.org/gen&dem.htm

Urban Governance: Why Gender Matters. Jo Beall. March 1996.UNDP Gender in Development Monograph Series, Number 1

Urban governance must be gender-sensitive if it is to be equitable, sustainable and effective. Participation and civic engagement are critical determinants of good governance, a concept which addresses issues of social equity and political legitimacy and not merely the efficient management of infrastructure and services. The different ways in which women and men participate in and benefit from urban governance are significantly shaped by prevailing constructions of gender, whose norms, expectations and institutional expressions constrain women's access to the social and economic, and thus political, resources of the city. Most societies ascribe roles and responsibilities to women and men differentially but fail to value, or even account for, the crucial contributions women's labour makes to household and community maintenance. Ironically, such social reproduction allows little time (or, in some cases, permission) for women to participate in civic life in ways which help them to determine their own lives.

A gender-sensitive approach to urban governance has two principal objectives; firstly, to increase women's participation in human settlements development and, secondly, to foster gender-awareness and competence among both women and men in the political arena and planning practice. http://www.unifem.undp.org/bk_mon1.htm

Women Watch: The Internet Gateway on the Advancement and Empowerment of Women
WomenWatch is a joint UN project to create a core Internet space on global women's issues. It was created to monitor the results of the Fourth World Conference on Women, held in Beijing in 1995. It was founded in March 1997 by the Division for the Advancement of Women (DAW), the United Nations Development Fund for Women (UNIFEM) and the International Research and Training Institute for the Advancement of Women (INSTRAW). http://www.un.org/womenwatch/

Gender Training Resources Collection
http://www.col.org/GenderResources/links.asp (Different organisations, UN and others – links to gender units and resources)

The World Bank Group: Sharing Knowledge and Experiences on Ways to Achieve Gender Equality (Checklists)
This section provides some lists of important gender issues to consider when developing projects and sectoral programs. Indicators and checklists are presented to facilitate addressing key gender issues throughout the project cycle.
http://www.worldbank.org/gender/know/checklist.htm

The World Bank Group: Sharing Knowledge and Experiences on Ways to Achieve Gender Equality (Best practices checklists)
Contains descriptions of projects and analytical work which successfully incorporate gender concerns. Presents criteria for identifying practical examples in incorporating gender issues, and examples of practical examples drawn from lending and non-lending operations in the Bank as well as from other organizations. Two gender issues toolkits, which

provide tools and know-how in integrating gender issues contain ready-to-use material, including a range of tools for gender analysis and practical "how-to" strategies collected from program and project experience around the world (in PDF format).
http://www.worldbank.org/gender/know/best.htm

The World Bank Group: Gender Analysis as a method for Gender-based Social Analysis (a brief overview about concepts of gender analysis)
Gender analysis focuses on understanding and documenting the differences in gender roles, activities, needs, and opportunities in a given context. Gender analysis involves the disaggregation of quantitative data by gender. It highlights the different role s and learned behavior of men and women based on gender attributes. These vary across cultures, class, ethnicity, income, education, and time; thus, gender analysis does not treat women as a homogeneous group or gender attributes as immutable. http://www.worldbank.org/gender/assessment/gamethod.htm

The World Bank Group: Mainstreaming Gender into Social Assessments
In the World Bank, social assessments are one of the most important new operational tools to integrate social issues into lending operations. Social Development and Results on the Ground (WB, 1996) states that "gender is a major social factor in achieving growth and equity, therefore projects need to mainstream gender" and that "women's participation in economic and social development is essential for promoting economic efficiency and for reducing poverty." Therefore, the integration of gender into social assessments is critically important. This note highlights best practice examples for mainstreaming, or integrating gender into social assessments and provides practical guidelines to identify critical entry points to achieve this.
http://www.worldbank.org/gender/assessment/maingen.htm

The World Bank Group: Low Cost Approach to Gender Analysis. (Costing Gender Analysis)
Gender Analysis (GA) is often carried out as a part of national poverty assessments, base line studies, socio-economic studies etc. These are usually expensive and data intensive efforts aimed at the development of national policies or strategies. When the purpose of the GA is to inform project design, there are low cost methods of undertaking stand alone GA. The major goal of this approach is to examine the existing socio-economic context, so as to design gender sensitive projects. Examples of Bank Transport Projects where low cost gender analysis was used to improve project design include: Bangladesh, Ghana, Guinea, Niger, Peru, and Senegal. In all cases, such analysis drew from the local knowledge available within the country with limited input from international experts. Presented below is an overview of low cost approach of GA developed based on the review of the various examples of GA carried out within the Bank including detailed information on the process, cost and advantages

and disadvantages of implementing GA with and without international expertise. http://www.worldbank.org/gender/assessment/lca2.htm

International Labour Organization/SEAPAT (South-East Asia and the Pacific Multidisciplinary Advisory Team). ILO/SEAPAT's OnLine Gender Learning & Information Module. Unit 3: How to mainstream gender in ILO operations. Gender-responsive monitoring and evaluation. Unit 3: How to mainstream gender in ILO operations. Tool: ILO's Checklist of Gender Considerations in Progress Review Report http://www.ilo.org/public/english/region/asro/mdtmanila/training/unit3/meprrev.htm

Gender in Development: Statistics and Indicators (Links to sites re: Gender-responsive) indicators) (Can't access, but may give a sense of what's available from each organisation) http://www.sdnp.undp.org/poverty/links/Gender_in_Development/Statistics_and_Indicators/index.html

BRIDGE – Development and Gender – Several good links to gender and development (including research) sites http://www.ids.ac.uk/bridge/links.html

All together now ... Addressing men and masculinities in gender policy and planning.
Caren Levy, Nadia Taher or Claudy Vouhé. Development Planning Unit (DPU). University College Londo. 9 Endsleigh Gardens, London WC1H 0ED,UK
How should men and masculinities be addressed in attempting to mainstream gender in planning and policy? To what extent has the shift from a Women in Development (WID) to a Gender and Development (GAD) approach helped unravel the complexities of gender and identity and their implications for implementing gender-aware development policy? In the training and advisory work undertaken at the Development Planning Unit (DPU), University College London, the experience of gender training has greatly contributed to the ways in which issues of men and masculinities, as well as women and femininities, have gradually been incorporated into the DPU's methodology and training practice.
http://www.id21.org/cgi-bin/dbtcgi.exe?IDEN=6aCL1&$TEXTBASE_PATH=d:\InetPub2\wwwroot\data\&$TEXTBASE_NAME=id21&$MAXRECS=5&$REPORT_FORM=Full+display&$DISPLAY_FORM=Full+display&$NOREPORT=0&$NODISPLAY=0

OECD – DAC Gender Working Group. Covers gender guidelines, policies, etc. of DAC, OECD.
http://www.oecd.org/dac/Gender/index.htm

The UN Men's Group for Gender and Equality
Following a gender mainstreaming workshop in February 1999 , a group of male UNDP staff began informal discussions on the role of men as

advocates for gender equality and the advancement of women. As a first awareness raising activity, the Men's Group, in consultation with UNDP's Gender Advisory Committee, organized a panel at the Commission on the Status of Women (CSW, New York; March 1999) Building Partnerships for Better Health: The Role of Men in Gender Advocacy. Since that time the Men's Group has been undertaking numerous sensitization and networking activities focusing on both internal, institutional matters and external, programmatic issues.
http://www.undp.org/gender/programmes/men/men_ge.html

Men, Masculinities and Gender Relations in Development.
Development and Project Planning Centre, University of Bradford, Bradford, BD7 1 DP, England.
This website aims to disseminate papers presented as part of the ESRC funded Seminar Series on 'Men, Masculinities and Gender Relations in Development'. Co-ordinated by Dr Frances Cleaver of The Development and Project Planning Centre, a series of five seminars was held in partnership with The School of Development Studies (University of East Anglia); The Institute of Development Studies (University of Sussex) and Oxfam, over a period of 21 months between September 1998 and June 2000. Additional collaborators in the series included SIDA, The London School of Economics, The University of Oxford, ACORD and Save The Children. The seminars arose out of a need to explore issues relating to men and masculinities within the context of gender and development. In recent years both academics and practitioners have begun to question whether established policy regarding gender and development has evolved in to a gender equitable approach, or whether it has maintained an overriding focus on women.
http://www.brad.ac.uk/acad/dppc/gender/mandmweb/contents.html

“OFF-LINE” MATERIALS

Some hard-copy material too!

Engendering Statistics: A Tool for Change. Birgitta Hedman, Francesca Perucci, Pehr Sundstrom. SIDA 1996. Available from Statistics Sweden, Publications Services, S-701 89 Orebro, Sweden, t) +46-19-17-68-00, f) +46-19-17-69-32

Gender and Sustainable Development: A New Paradigm. Edited by Ana Maria Brasileiro. Available from UNIFEM through:
Women, Ink.
777 United Nations Plaza
New York, NY 10017 USA
Phone: 212-687-8633
Fax: 212-661-2704
E-mail: wink@igc.apc.org

FAO. Socio-economic and Gender Analysis Programme (SEAGA). Sector Guide: Irrigation. Clear, concise guide to addressing gender issues throughout the irrigation project cycle. Can be used as a template for other NRM areas/sectors. Other sector guides under development by FAO's Women in Development Service.

Statistics and Social Sciences

Blalock, Hubert M. 1979. ***Social Statistics***. Revised Second Edition. New York: Mc Graw-Hill Book Company. (First edition published in 1960).

Odak, Osaga. 1996. ***An Introduction to Qualitative Research***. Instructional Materials prepared by Professor Osaga Odak, Ph.D. Institute of African Studies, University of Nairobi for the KARI/ODA Course Entitled**:** "Qualitative Methods of Social Research"**.** Nairobi: 10-15 and 24-29 November, 1996.

SEAGA

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