



**SECURING
WOMEN'S
RESOURCE RIGHTS
THROUGH GENDER
TRANSFORMATIVE
APPROACHES**

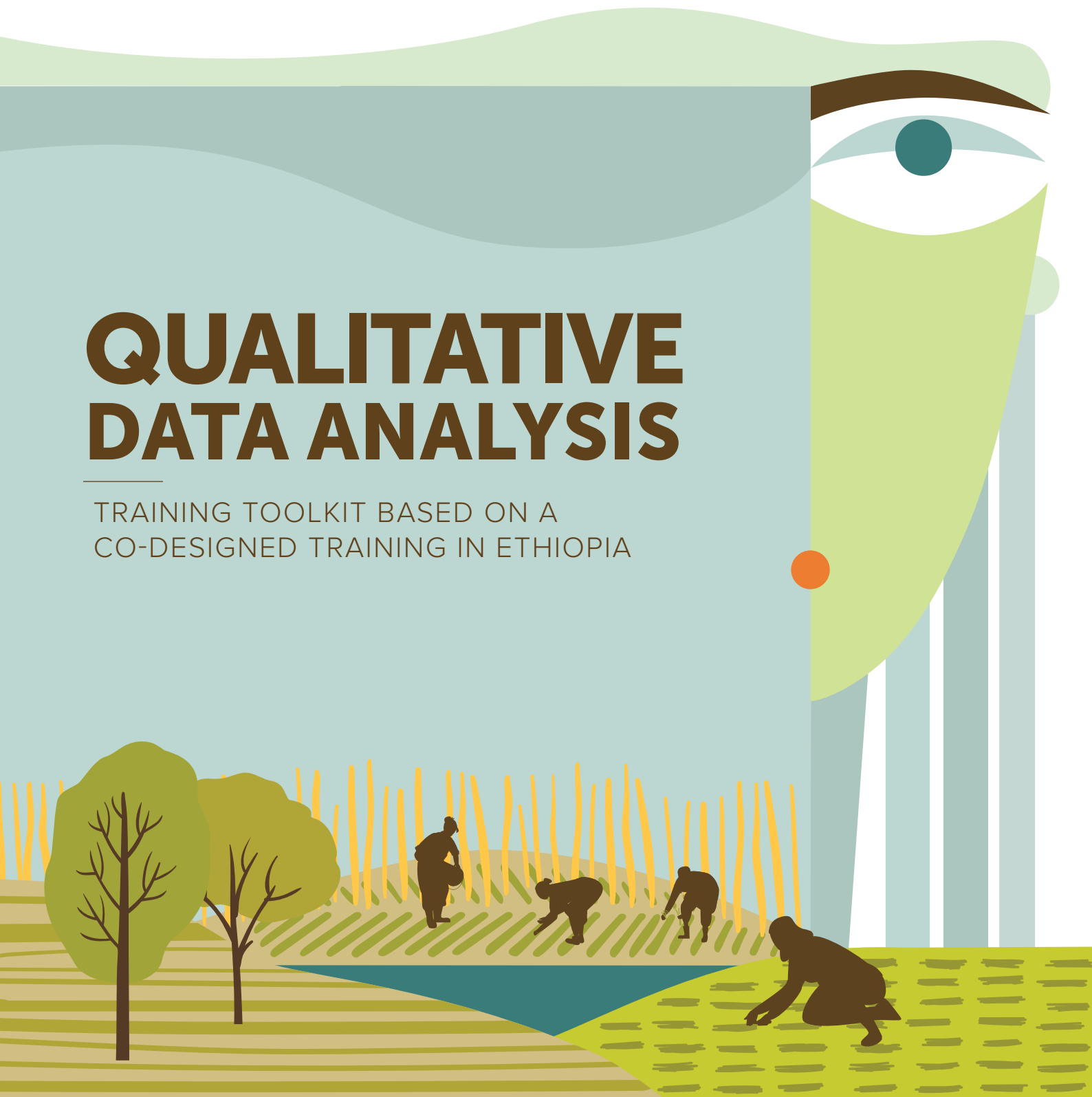


IFAD

Investing in rural people

QUALITATIVE DATA ANALYSIS

TRAINING TOOLKIT BASED ON A
CO-DESIGNED TRAINING IN ETHIOPIA





ABOUT THE INITIATIVE

SECURING WOMEN'S RESOURCE RIGHTS THROUGH GENDER TRANSFORMATIVE APPROACHES

In 2020, the International Fund for Agricultural Development (IFAD) invited a consortium of the Center for International Forestry Research and World Agroforestry (CIFOR-ICRAF), the International Food Policy Research Institute (IFPRI) and the Alliance of Bioversity International, and the International Center for Tropical Agriculture (CIAT) to work with selected IFAD projects to promote and strengthen women's land rights through the integration of gender transformative approaches (GTAs) in rural development interventions by improving policies, tools and practices.



<https://www.cifor-icraf.org/wlr>
https://www.ifad.org/en/gender_transformative_approaches

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Investing in rural people

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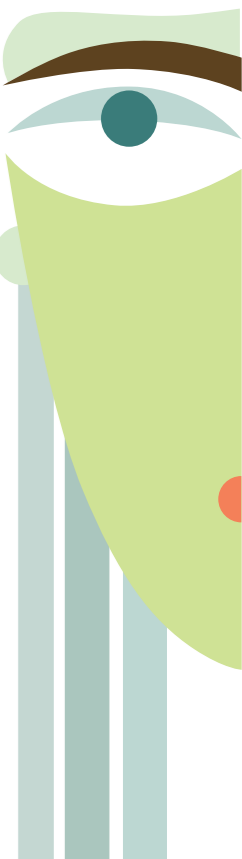
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The Global Initiative

In 2020, the International Fund for Agricultural Development (IFAD) invited a consortium of the Center for International Forestry Research and World Agroforestry Centre (CIFOR-ICRAF), the International Food Policy Research Institute (IFPRI) and the Alliance of Bioversity International and the International Center for Tropical Agriculture (CIAT) to work with selected IFAD projects to promote and strengthen women's land rights through the integration of gender transformative approaches (GTAs) in rural development interventions by improving policies, tools and practices.

INITIATIVE OBJECTIVES



To enhance the recognition and protection of women's land rights (WLR) in targeted countries.



To contribute to the creation of conditions that would enable women's enjoyment of land rights over time.



SPECIFIC INITIATIVE OBJECTIVES



To design and deploy innovative and participatory gender transformative approaches (GTAs) that contribute to the increased recognition and protection of WLR in targeted countries.



To engage key stakeholders at local and national levels to build capacities and ensure that evidence and experiences from country-level pilots inform relevant policy and implementation processes.



To generate evidence-based recommendations and share best practices for integrating GTAs into IFAD's global portfolio and advocacy strategy.

Promoting and strengthening women's land rights through the integration of gender transformative approaches (GTAs) in rural development interventions by improving policies, tools and practices. ”

Initiative approach

The three-year initiative (2021-2024) will conduct gender analyses, pilot context-appropriate GTAs to advance the recognition and protection of women's land rights in different IFAD projects, and scale up the GTA agenda. The initiative team will **work collaboratively with IFAD project personnel in each country to share, add value and learn from ongoing efforts. Appropriate and relevant approaches will be identified for scaling women's land rights initiatives.**

Each IFAD project is unique, entailing different phases and timelines of project implementation, approaches to addressing gender, and issues concerning rights to land and resources. While few of these projects explicitly focus on land and resource rights or gender equality, these issues underpin project implementation with multiple entry points for intervention. **The initiative will work across a diversity of projects and contexts to harvest lessons and promote cross-learning. The lessons will be shared with a wider pool of approximately 30 IFAD supported projects and beyond.**



WHAT IS RESOURCE TENURE?

Tenure rights are defined as the social relations and institutions governing access to and use of land and resources (von Benda Beckman et al., 2006). Often referred to as a "bundle of rights", resource tenure arrangements define the set of rights and responsibilities over who uses, extracts, manages and controls natural resources (e.g., soil, water and wood) or land. Resource tenure covers more than formal property rights recognised by governments, such as land titles or state forests. It also refers to customary systems as well as the unwritten, informal practices through which rural people gain (or are restricted from) access to natural resources!

WHAT ARE LAND RIGHTS?

A broad set of formal and informal rules, norms and practices that regulate the ways in which women and men access, manage and benefit from land under different tenure arrangements. These factors influence the ways in which women access land, and also their abilities to make decisions over land, the security of tenure, and their abilities to benefit from their land rights.

Gender Transformative Approaches

As Gender Transformative Approaches are developed, piloted, refined and applied to different sectors, the definitions vary and are contested. However, there is general agreement that Gender Transformative Approaches are different from other gender integration approaches in their design, implementation and intended outcomes. For a start, GTAs require processes that enable those targeted by initiatives (for example, grassroots women and their allies) to lead or be meaningfully included in defining the changes sought and accompanying strategies. Other commonly recognized characteristics include that GTAs:



Seek to remove structural barriers to gender equality and challenge the distribution of opportunities, resources, rights, and allocation of duties between men and women, boys and girls;



Aim to foster more equitable gender relations within households, communities and organizations and promote the relative position of women and girls in society;



Help to understand, reflect on, challenge and change rigid gender norms, unequal power dynamics and discriminatory social structures by creating safer spaces to try new ways of being and relating;



Facilitate critical reflection, dialogue, trust and behavioral change at and across multiple levels (individual, household, community, organizations/institutions and systems);



Recognize that women and girls often experience multiple and intersecting forms of discrimination;

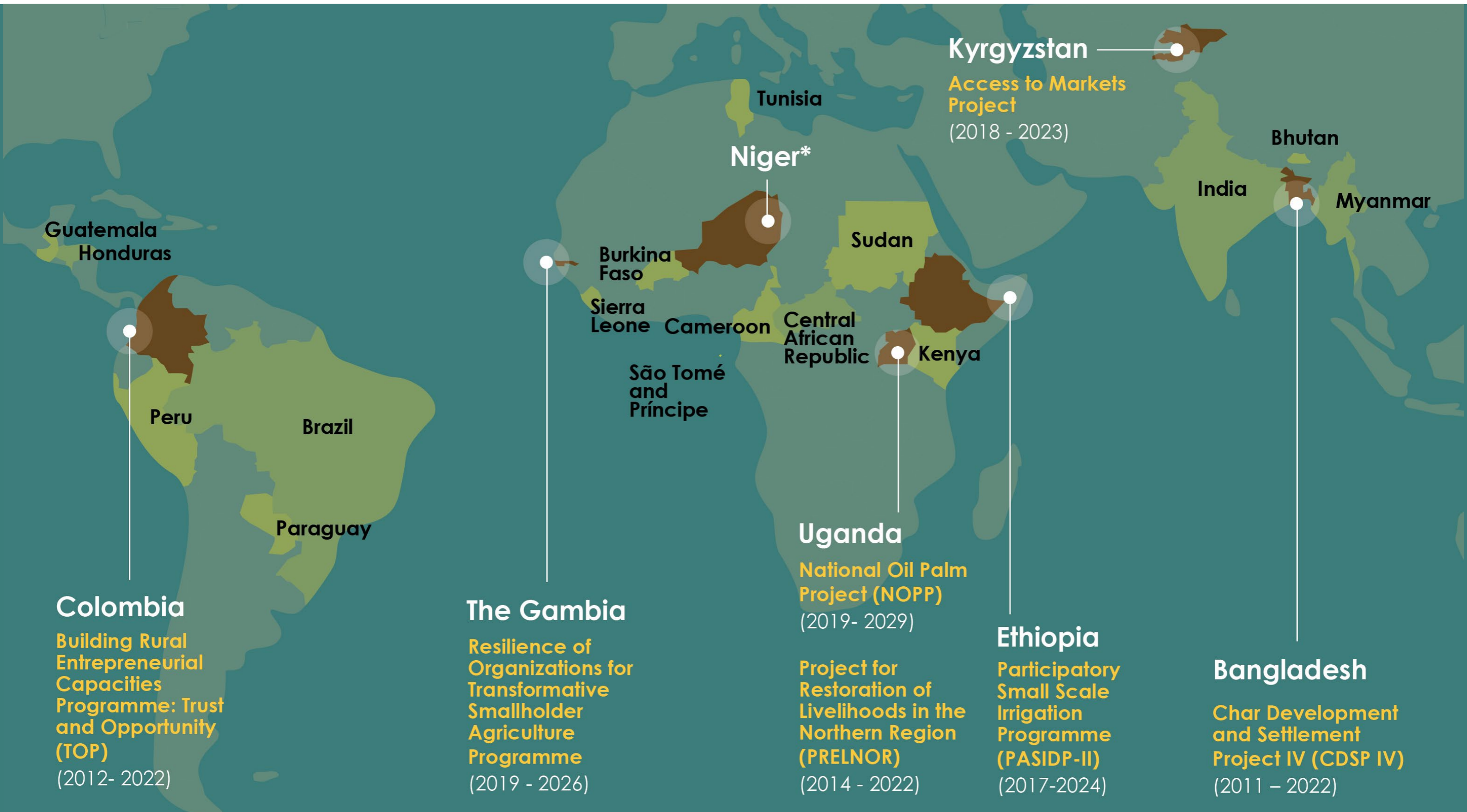


Explicitly engage with men and boys as allies for change and advocates for gender equality; and



Use participatory, experiential and decolonial learning methodologies.

Network of IFAD countries within the Initiative



Engaging with IFAD projects - Ethiopia



Participatory Small-scale Irrigation Development Programme (PASIDP) II

PASIDP-II envisages the development of 18,400 ha of small-scale irrigation schemes in four regions, benefiting 108,750 poor rural households. Particular attention will be given to women, young people and vulnerable groups. In addition to increasing agricultural productivity and resilience of ecosystems, the programme is expected to create 15,000 new jobs, generating higher incomes and community resilience.

PASIDP-II will improve the farmers' access to a secure irrigation system and enhance water efficiency through climate-smart agriculture in the adjacent watersheds. In addition, the programme will support linkages to markets and services so that smallholder farmers can increase their productivity, competitiveness and incomes. It will also enhance their resilience against external shocks and those induced by adverse weather and climate conditions. The programme thus aims to improve farmers' prosperity, food security and nutrition.

In addition, PASIDP-II will train participants to take charge of the development process and encourage women to join the decision-making bodies of water users' associations.

Source: IFAD, n.d., Participatory small-scale irrigation development programme II. IFAD, viewed 26 May 2021, <https://www.ifad.org/en/web/operations/-/project/2000001134>.

Project locations



The IFAD country programme has two main objectives:

- ▶ Improved resilience and productivity of ecosystems and livelihoods through improved management of natural resources, particularly water; and
- ▶ Expanded linkages with the private sector to ensure increased and sustained access to markets, finance and agricultural technology.

Key areas of investment include:

- ▶ Small-scale irrigation development;
- ▶ Sustainable natural resource management;
- ▶ Rural financial inclusion;
- ▶ Community-driven development among pastoral groups; and
- ▶ Knowledge exchange through partnerships with the private sector, research institutions and other low-income countries.

Background to this training

During a meeting in early 2022, Ethiopia country lead for the WLR Initiative, Stibaniati Atmadja, presented WRR's Women's Land Rights in Ethiopia, to the PASIDP II team. The PASIDP II team expressed a lack of awareness around issues of gender and inclusion and the need for further interaction was evident. IFAD Ethiopia gender experts, Lucie Vergari and Hai Ha Vu Thi were crucial in facilitating ongoing contact between PASIDP II and WRR. During a meeting on adapting the gender analysis questionnaires the PASIDP II, Mr. Nuredin Asaro, national program coordinator, identify a need for technical assistance around the use of existing qualitative data instruments and the analysis of this data, as this skill was lacking in the PASIDP II M&E team. With her experience in impact evaluation using quasi experimental methods Stibaniati Atmadja was approached to provide this training.

The training was held in Ethiopia in November 2022 with 4 M&E staff and 4 technical experts. The national coordinator and Federal M&E expert, Mr. Kefyalew Tsegaw, and PASIDP II national program coordinator both supported and participated in sessions.

The design of the training was co-developed over several months, through zoom calls, exchange of data collected by the PASIDP II team, and an in-person meeting to review the training objectives and expected outcomes. A common vision of ongoing mentorship or "accompaniment" - rather than a one-off training - emerged. The need for a 'learning by doing' component to show staff how to analyse data from the gender analysis data collection, was also highlighted.

During day one the training focused on practical training. On day two participants took part in a "QDA Clinic", focusing on reflection and making an action plan. Participants reflected on data collected using an existing qualitative data collection instrument, and criteria identified during discussions with the PASIDP II team. Several practical and managerial issues were also identified. Ultimately, the focus was on both qualitative data collection methods as well as data analysis.

The training coincided with an IFAD evaluation visit, where gender and inclusion emerged as a key issue, making WRR increasingly pertinent to the PASIDP II project. This resulted in several meetings with the evaluators and the team was commended for the idea of the QDA training, which is a major skill gap in many countries.

Co-designing Qualitative Data Training with PASIDP II Team

Ethiopia country lead for the WLR Initiative, Dr Stibniati Atmadja, has been working closely with the PASIDP II project team in support of gender analysis. During interactions with the project team to support the Monitoring and Evaluation (M&E) unit of the project, a technical skill gap emerged requiring training support to assist the M&E team in the ability to conduct and analyse qualitative data. Based on this demand, especially flagged by Mr. Nuredin Asaro, PASIDP II national program coordinator, a qualitative data training was co-designed and carried out in November 2022 in Ethiopia.

This toolkit provides an overview of the design and training instruments provided, as a resource for other project teams and practitioners to adapt and carry out qualitative data training.

Contact

Further support on specifics of the training instruments, please contact the WLR Ethiopia country lead, Dr Stibniati Atmadja (CIFOR)
Email: S.Atmadja@cgiar.org

Qualitative Data Collection and Analysis

Qualitative data collection is very important for understanding gender issues, and particularly for a deeper dive to understand contexts and norms. These key insights are very difficult to gain using quantitative methods like surveys, as surveys are prone to existing (gender-blind) biases on how questions are asked and interpreted.

What is qualitative data?

QUALITATIVE DATA IS NON-NUMERIC, NON-CATEGORICAL INFORMATION



In-depth interview transcripts



Diaries



Anthropological field notes



Answers to open-ended survey questions



Audio-visual recordings and images

Qualitative data

IMPORTANT FOR GENDER AND RURAL DEVELOPMENT

- ▶ Gender is a social construct and understanding social context is important
- ▶ Implementation of rural development also depends on context, the same intervention needs different approaches across differing rural contexts
- ▶ People's perception of their world and indigenous knowledge are important assets to support development and need to be understood.
- ▶ Understanding context and perceptions is at the heart of a qualitative data approach

Participatory data collection tools



DIRECT OBSERVATION

- ▶ watching what people actually do, vs. asking about it
- ▶ without engagement with the people themselves
- ▶ more accurate in data about frequency and intensity of behavior



PARTICIPANT OBSERVATION

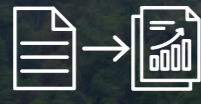
- ▶ learning by doing/living
- ▶ experiencing, observing, and recording information about others' lives

SCOPE OF THE ETHIOPIA TRAINING

Focus on



Qualitative data collection + quantitative data analysis



Turning words into numbers

Why?

More aligned with existing PASIDP II skills and M&E approaches

Why qualitative data collection methods?

- ▶ Explores the "how" and "why"
- ▶ Probes/digs deeper into beliefs vs. practices
- ▶ Flexibility to follow up when there is new/interesting findings
- ▶ Use respondent's own words, seeing things their way
- ▶ Can get a great deal of information in a short time and at relatively low cost.

QUALITATIVE DATA COLLECTION METHODS ALREADY USED IN PASIDP II

KEY INFORMANT INTERVIEW (KII)

- to get detailed information about a specific topic
- flexible, can explore
- may represent a larger group about a particular topic/influential in group

GROUP INTERVIEWS

- Interview with a small group (e.g., 2-8 people)

FOCUS GROUP DISCUSSION

- Like group interviews
- Not to identify one "right" answer
- To see which views are more widely held and to clarify their meaning

Examples

Data collection versus data analysis



DATA COLLECTION

Approach in getting the data from primary sources (e.g., interviews, documents)



DATA ANALYSIS

Approach in extracting the meaning of data

ANALYSIS	COLLECTION	
	Qualitative	Quantitative
Qualitative	Interpretative textual studies	search for and present meaning in the results of quantitative processing
Quantitative	turning words into numbers	statistical and mathematical analysis of numeric data

Participatory tools

Well-being ranking	Participatory map	Daily activity calendar	Transect walk
Seasonal calendar	Focus group discussion	SWOT analysis	Daily activity profile
Resource mapping	Mobility map	Stakeholder analysis	Levels of participation
Influence and importance matrix	Venn diagram	Visioning exercise	Mapping of gender-based division of labor

Practical Training Plan

Objectives

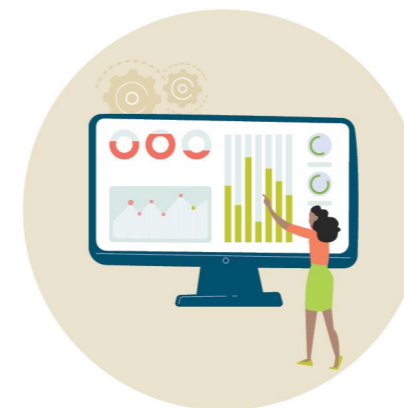
The objective of the practical training is to provide basic skills that help students design questionnaires, and extract and use data from qualitative data sources. In particular, students will practice the following practical skills:

Questionnaire analysis exercise: using the qualitative data questionnaire, students will evaluate interview question format

Analyzing the data: using the data collected from the qualitative data questionnaire, students will code the responses and identify appropriateness of responses

Reporting exercise: using the extracted data, produce a bullet-point report summarizing findings

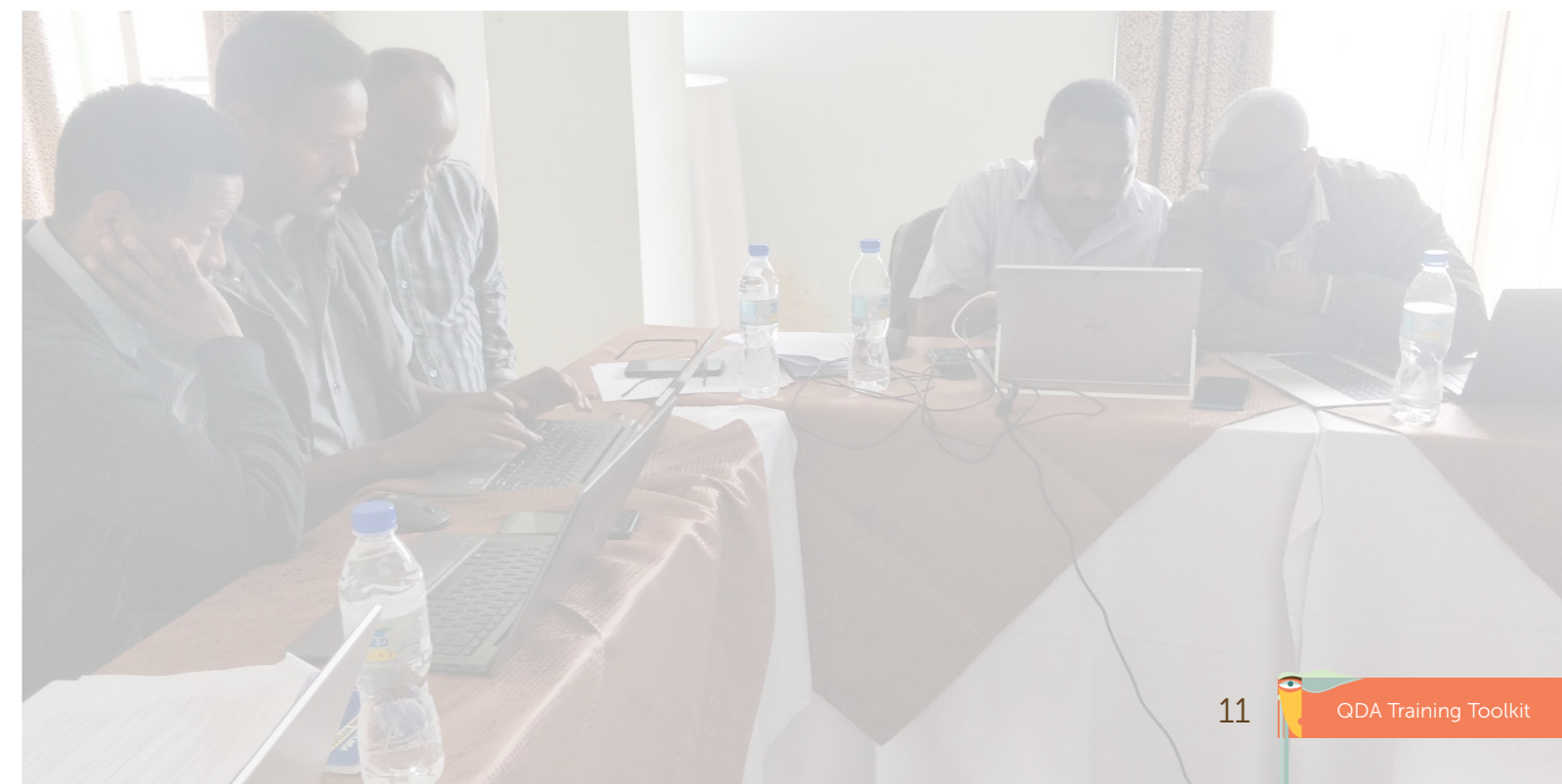
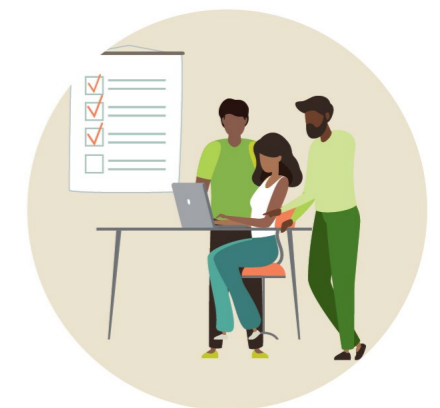
PART 1



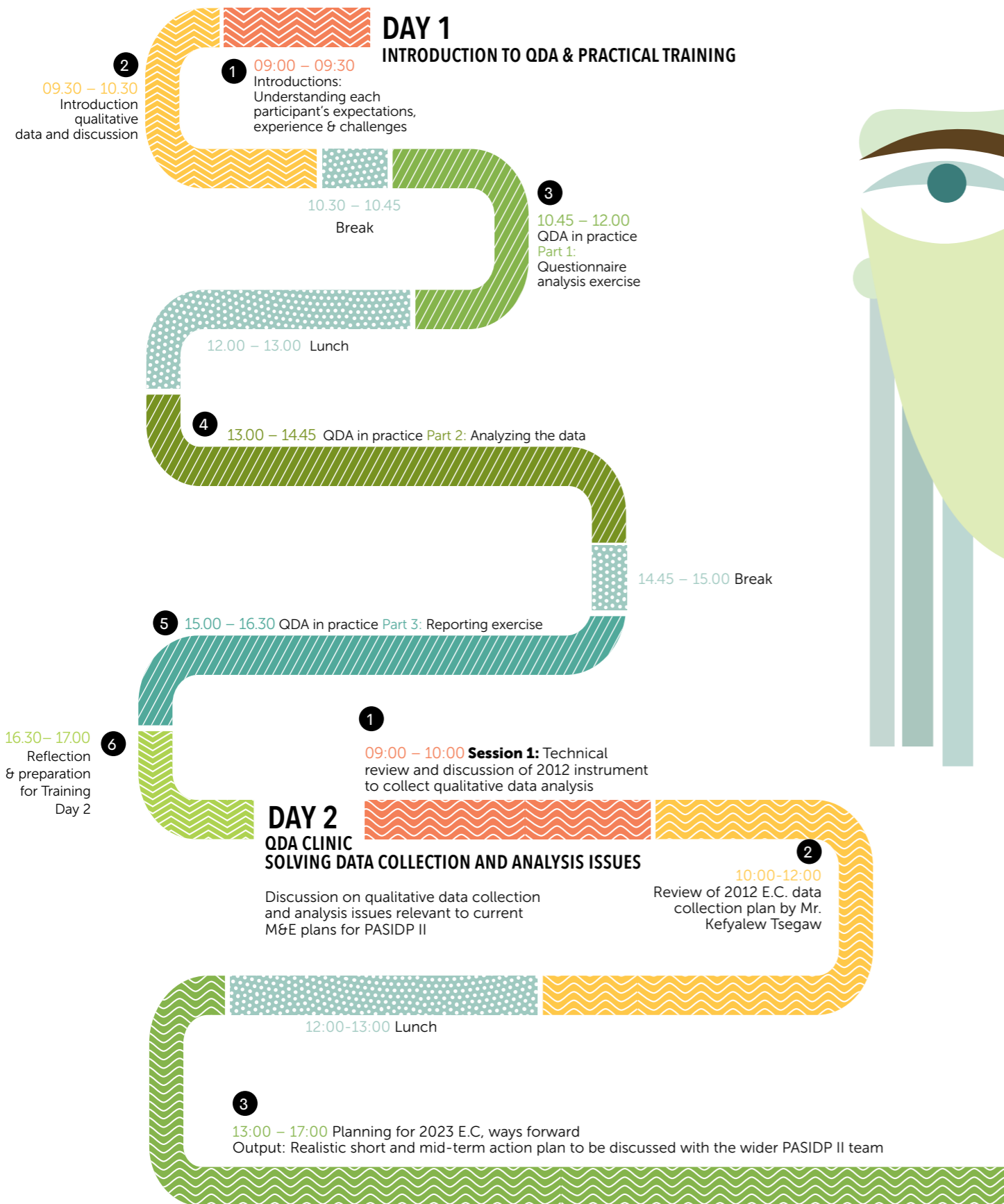
PART 2







PART 3



Developing an agenda for a 2-day training



- 
 Plenary Discussion
- 
 Review and Planning
- 
 Small Group Exercise
- 
 Tea/Lunch

Part

1

Questionnaire Analysis Exercise

Learning Question

What is the overarching evaluation question? How appropriate are the question formats for answering the evaluation question?

Qualitative data is most useful for understanding Why and How things happen. In contrast, **Quantitative data** is useful for understanding What, Who, Where, and When things happen.

Worksheet Exercise 1

Trainer's notes	[Using an available draft questionnaire produced by the team]	[Grey cells to be filled by participants. The text below are mock answers, as examples]			
Section	Topics/ questions	a. What is the implicit main question of each section? (Note: This is a way to check if the questions belong together, and if they truly contribute to answering an overarching M&E question)	b. Does this question contribute to the main question? (Yes = 1, No=0)	c. If No, what should we do? Delete? Edit, how?	d. Is this a qualitative question? Yes = 1, No = 0, Mixed = -1 (Hint: A qualitative question is normally NOT answered by Yes or No, or a number/ date)
1.1 Community association's fee collection methods and status	Do all members pay registration and regular users' fee timely and how much?	How financially sustainable is the community association? - This should be the	1		0
	How do you fix on the rate of fee contribution per individual member and where do you deposit the fee?		0	[More appropriate for equity question?]	1
	For what purpose you utilize the collected money?		0	What kinds of costs are being covered by the fee? What costs cannot be covered by the fee? Why?	1
	Are there members who do not pay fee and how do you solve?		0	Are there members who do not pay fees? Why? How serious is non-payment for financing community association?	0
	Do you think the registration and regular users' fee are adequate?		1	Is the fee enough to cover costs? Why or why not?	0
1.2 Community Association's Sustainability	Does the community association effectively manage, operate and maintain the irrigation and drainage system?	How effectively are operations and maintenance conducted?	1		0
	Have you carried out operation & maintenance for the last 12 months?		1		0
	For how many times (both in terms of cash and labour)? What types of operation and maintenance carried out on the specified period?		1		0
	How much you incurred for scheme operation cost (fuel, spare parts, etc.)?		0	[Seems related to financial sustainability, Q1]	0
	What challenges emerged while planning and implementing operation and maintenance of scheme?		0	Need follow up question: Did the community association address these challenges? If yes, how? If no, why?	1
1.3 Discussion on community association's Conflict Management	Is there conflict management committee? Do the conflict management committee have regular schedule to resolve issues?	How are conflicts managed?	1	Add: How often does the committee resolve issues? Is the schedule frequent enough? If no, how often is the appropriate frequency?	0
	What are the major conflict/complaint issues often raised?		1		1
	What conflict/ complaint issues have been resolved so far?		1	Add: what kinds of conflicts have not been resolved? Why?	1
	What kind of challenges you faced to manage conflicts or complaints?		1		1
	Are meetings supported by minutes?		0	Delete	0

Activities

In this series of exercises, learners are divided into groups of 2. They will review the questions and do the following


1. IDENTIFY THE MAIN QUESTION OF EACH SECTION

A 'main question' is the big question that needs to be answered by smaller sub-questions. The questionnaire we have only has the sub-questions but the main question is not clear. In such cases, identifying the main question of each sub is important to make sure the questionnaire is effective: it asks no more and no less than the main questions we want to answer.


In this exercise we will (i) identify the main questions of these sub-questions, (ii) group the sub-questions together to reduce redundancies, and (iii) identify questions that do not belong to any main questions.

TASKS


- a. **Column C: For each section of the questionnaire, each group will formulate one main question.** Notice that each section is a topic, but it is not clear what main question is being asked. The objective of this is to make sure the questions being asked will contribute to answering the main question.

 **TIP** A question is relevant if the answer to that question would directly help answer the main question. If it does not help, it may not be relevant.

- b. **Column D:** Determine if the specific question is relevant to the main question, using the main questions identified in (a).

 **TIP** A question is relevant if the answer to that question would directly help answer the main question. If it does not help, it may not be relevant.

- c. **Column E:** For those that are NOT relevant, determine if the question should be deleted, or edited.


 **TIP** A question needs to be deleted if answering it does not at all contribute to answering the main question. A question can be edited if re-wording it would result in answers that answers the main question.

2. IDENTIFY QUESTIONS THAT YIELD QUALITATIVE VS. QUANTITATIVE DATA

Sometimes we think a question is 'qualitative', i.e., it lets us understand how and why things happen. But sometimes we do not realize it is written quantitatively, i.e., it only allows for binary (e.g., Do you...Yes/No), multiple choice (e.g., what day, which season), or numerical (e.g., how much, how often) responses. By doing so, the responses will NOT be exploratory and explanatory. It will be factual, and limited. In this exercise we will go through this questionnaire and learn to categorize quantitative vs. qualitative questions, review if this is the way we want to ask the question, and revise as needed.

TASK

- a. **Column F:** Coding Qualitative vs. Quantitative/Categorical questions. If Qualitative, enter 1 (Yes). If quantitative/categorical, enter 0= No
- b. **Quantitative questions often but not always start with:** Do you/Have you/How many/How often/Are there.

 **TIP** Most quantitative or categorical questions can be answered by e.g., "yes" or "no" and numbers.

- Quantitative questions often but not always start with: Do you/Have you/How many/How often/Are there.

3. REFLECT

TASK

Students will come back in plenary and discuss the following:

- Their list of main questions
- Identification of questions that DOES NOT clearly contribute to the main question, and how they plan to deal with those questions (Delete? Edit?)
- Their list of quantitative/categorical questions.
- Reflect on how this questionnaire can be improved.

Part

2

Analyzing the data

Coding is only one of many ways to analyze qualitative data. This training focuses on coding text into binary data, to help synthesis information, identify patterns and distinct themes, and report results concisely.

In a study oriented towards collecting data from a representative sample, the number of observations that fall in each category can be used for statistical analysis. It is therefore important to get enough number of samples to perform such statistical analysis.

In contrast, a study using qualitative questions often (although not always) aim to understand a phenomena. It does not necessarily aim to understand how that phenomena is distributed across the population. Because of this, the main focus is the 'depth' of insight, rather than its breadth across a population. The number of people saying "X" may not matter as much as how "X" is articulated.

When the samples do not represent the total population statistically (e.g., the number is too small, or respondents were not random), the data should not be analyzed as representative of that population.

Coding results in the following insights

1

identification of major patterns and themes (i.e., categories), which is an important result of the coding process.

2

seeing patterns across different sites, e.g., if the same categories are observed elsewhere or not, and how different categories are combined.

3

expressing the data more concisely

Objective for Part 2

Understand the basics of the process of coding, i.e., converting qualitative data into categorical data

Activities

 Download Excel Spreadsheet QDA Training Toolkit - Sample Data

In this exercise, students will use the data collected from the qualitative data questionnaire of PASIDP II. Students will continue working in their groups of 2

TRAINER'S NOTES	Step 0: Raw data		
	FGD 1	FGD 2	FGD 3
Do all members pay registration and regular users' fee timely and how much?	100 for registration & 200 for user fee	20 birr for registration & 50 for user fee	50 birr for registration & 100 birr for user fee
How do you fix on the rate of fee contribution per individual member and where do you deposit the fee?	As based on agreement among members. The funds are paid to the association's account in a local bank	As based on agreement among members, during our general assembly. The funds are deposited in our association's bank account	As based on the running costs of maintaining the generator, paying for occasional maintenance, buying spare parts. The funds are deposited in our association's bank account, but we have no banks nearby so we also take money to pay for transport to the nearest bank in town.

1. CODING RESPONSES OF QUALITATIVE QUESTIONS

DATA SET UP

- Copy Worksheet Exercise 2 (illustrated above) to new worksheet: **Exercise 2.1** and work there.
- Select only qualitative questions. Delete the quantitative questions.
- Unmerge cells and copy across previously merged cells

STEP 1

- Transpose (i.e., flip) the data sheet so that questions are in columns, and data sources (e.g., FGD 1, FGD2, FGD3) are in rows. (See example below)

STEP 2:

- Break out questions into sub questions so that 1 column = 1 piece of response to code.

TRAINER'S NOTES	Step 1: Transpose the data so that 1 row = 1 response	
	Question 1 and Full response	
	1. Do all members pay registration and regular users' fee timely and how much?	2. How do you fix on the rate of fee contribution per individual member and where do you deposit the fee?
FGD 1	100 for registration & 200 for user fee	As based on agreement among members. The funds are paid to the association's account in a local bank
FGD 2	20 birr for registration & 50 for user fee	As based on agreement among members, during our general assembly. The funds are deposited in our association's bank account
FGD 3	50 birr for registration & 100 birr for user fee	Based on the running costs of maintainance. The funds are deposited in our association's bank account, but we have no banks nearby so we go there only once a month.



TRAINER'S NOTES	Step 2: Break out questions into sub questions so that 1 column = 1 piece of response to code						
	Question 1 and Full response	Sub question 1A and selected response	Sub question 1B and selected response	Sub question 1C and selected response	Question 2 and Full response	Sub question 2A and selected response	Sub question 2B and selected response
	1. Do all members pay registration and regular users' fee timely and how much?	1A. Do all members pay registration and regular users' fee timely	1B. How much do members pay for registration fee?	1C. How much do members pay for user's fee?	2. How do you fix on the rate of fee contribution per individual member and where do you deposit the fee?	2A. How do you fix on the rate of fee contribution per individual member	2B. Where do you deposit the fee?
FGD 1	100 for registration & 200 for user fee	No data - to followup	100	200	As based on agreement among members. The funds are paid to the association's account in a local bank	As based on agreement among members.	The funds are paid to the association's account in a local bank
FGD 2	20 birr for registration & 50 for user fee	No data - to followup	20	50	As based on agreement among members, during our general assembly. The funds are deposited in our association's bank account	As based on agreement among members, during our general assembly.	The funds are deposited in our association's bank account
FGD 3	50 birr for registration & 100 birr for user fee	No data - to followup	50	100	Based on the running costs of maintainance. The funds are deposited in our association's bank account, but we have no banks nearby so we go there only once a month.	The funds are deposited in our association's bank account, but we have no banks nearby so we go there only once a month.	

TASK

- Review the types of responses you have – can you identify themes, e.g., phrases, ideas or keywords that repeat?

STEP 3:

- For each theme, create a new column. Name that column that corresponds to the keyword/phrase. Be as descriptive as possible, do not be shy to use many words. (See example on the next page)
- For each column and each location/row, determine if the keyword/phrase/idea is present or absent in the qualitative data. Enter 1= present; 0 = absent

TRAINER'S NOTES	Step 3: Determine common themes for each response, and code 1 if the theme is mentioned in the response or 0 if the theme is not mentioned.					Add an "other" column to record information that has not emerged as a theme. They may become a theme as more of them are identified					
	Question1 and Full response	Subquestions 1A - 1C: No need for further coding. Data is succinct enough			Question2 and Full response	Subquestion	Thematic code for 2A		Sub question 2A and selected response	Sub question 2B and selected response	Open-ended 'other' response for 2B
	1. Do all members pay registration and regular users' fee timely and how much?	1A. Do all members pay registration and regular users' fee timely	1B. How much do members pay for registration fee?	1C. How much do members pay for user's fee?	2. How do you fix on the rate of fee contribution per individual member and where do you deposit the fee?	2A. How do you fix on the rate of fee contribution per individual member	2A. Based on member agreement	2A. Based on running cost	2B. Where do you deposit the fee?	2B. To the association's account in local bank	2B. Other information
FGD 1	100 for registration & 200 for user fee	No data - to followup	100	200	As based on agreement among members. The funds are paid to the association's account in a local bank	As based on agreement among members.	1	0	The funds are paid to the association's account in a local bank	1	0
FGD 2	20 birr for registration & 50 for user fee	No data - to followup	20	50	As based on agreement among members, during our general assembly. The funds are deposited in our association's bank account	As based on agreement among members, during our general assembly.	1	0	The funds are deposited in our association's bank account	1	0
FGD 3	50 birr for registration & 100 birr for user fee	No data - to followup	50	100	Based on the running costs of maintainance. The funds are deposited in our association's bank account, but we have no banks nearby so we go there only once a month.	The funds are deposited in our association's bank account, but we have no banks nearby so we go there only once a month.	0	1	The funds are deposited in our association's bank account	1	we have no banks nearby so we go there only once a month.

2. CONVERTING ANSWER SHEET TO FIT WITH QUANTITATIVE QUESTIONS

DATA SET UP

- Copy to new worksheet: **Exercise 2.2** and work there.
- Select only quantitative questions. Delete the qualitative questions.
- Unmerge cells and copy across previously merged cells

TASKS

- Review these quantitative questions and the main question, then decide:
 - Should you format the answer sheet in a quantitative way? E.g., using multiple choice, blank spaces for numbers and units (e.g., _____ kg).
 - Or should you convert it into a qualitative question? E.g., by using a how/why/in what conditions...
- Reformat the questions so that answers are uniform

3. IDENTIFY APPROPRIATENESS OF RESPONSES

"Appropriate" answers refer to technical appropriateness (e.g., sufficiently answering the question), rather than social appropriateness (e.g., not using expletives). We may expect that a question, when posed to the respondent word-for-word, will result in a response that answers that question. Nevertheless, qualitative questions are not meant to be instantly understood by the respondents if read verbatim. Interviewers need to first understand the intent of the question, and direct the respondent to answer the intended question, with all its subtle nuances. Because of this, guiding questions and instructions directed at the interviewer is often needed to make sure that interviewers are on the same page.

DATA SET UP

- Copy to new worksheet: **Exercise 2.3** and work there.
- Create new columns:
 - "Is the data appropriate?"
 - "Improved question"

TASKS

- Review the answers to the questions
 - Have they answered the question?
 - If no, why?

[Hint: It could be that the answers did not go far enough to sufficiently describe the answer, responded to a different question, or used terms that are not clear]
 - How would you format the question/guide so answers are more appropriate
- In column "Is the data appropriate", fill Yes = 1, No=0
- In column "Improved question", for those without appropriate questions, fill in the improved question you propose. You can also add guiding questions or instructions addressed to the interviewer.

4. REFLECT

TASK

Students will come back in plenary and discuss the following:

- Their list of main categories for qualitative data
- Reformatted questions for quantitative data
- Possible reasons and solutions for inappropriate answers

Reporting Exercise

Objective for Part 3

Designing a report from a questionnaire.

USE **WORKSHEET EXERCISE 2** (P18 AND 19) AS REFERENCE

Activities

This exercise is in response to the PASIDP II team's need to produce an M&E report that effectively uses the qualitative data.

This exercise walks the team in an exercise of seeing the questionnaire as the basis of reporting. Students are asked to construct a report outline based on the outline of the questionnaire, and putting data 'placeholders' where classified and coded data may be used.

1. OUTLINING THE REPORT DOCUMENT

DATA SETUP

- Create a document file: **QDA_[names].doc**

TASK

- Based on questions in Worksheet 2, create outlines/sections that correspond to the data structure
- Include main questions to guide the report writing for each section
- Review the data for that section
 - *What information is available that you can write about?*
 - *What information is lacking that needs more attention/followup?*
- Write in each section
 - *Information that is available*
 - *[Place holders] for notes on information that is lacking*

2. REFLECT

- What do you think about this report? Is it "good"? Why or why not?
- What are the issues you are encountering when writing the report?
 - *Question issues?*
 - *Data issues?*
 - *Other issues?*
- What do you think can be done to improve the report?

INITIATIVE CONSORTIUM



The Center for International Forestry Research (CIFOR) and World Agroforestry (ICRAF) envision a more equitable world where trees in all landscapes, from drylands to the humid tropics, enhance the environment and well-being for all. CIFOR and ICRAF are CGIAR Research Centers.

Alliance



Climate change, biodiversity loss, environmental degradation, and malnutrition. These four interconnected global crises have put at stake the wellbeing of our planet for years. Fueled by COVID-19, their impact on agriculture, landscapes, biodiversity, and humans is now stronger than ever. Reversing this negative trend is a challenge, but also an opportunity for bold choices and integrated solutions. Established in 2019, the Alliance of Bioversity International and the International Center for Tropical Agriculture (CIAT) was created to address these four crises, maximizing impact for change at key points in the food system.



INTERNATIONAL
FOOD POLICY
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INSTITUTE

The International Food Policy Research Institute (IFPRI) provides research-based policy solutions to sustainably reduce poverty and end hunger and malnutrition in developing countries. Established in 1975, IFPRI currently has more than 600 employees working in over 50 countries. It is a research center of CGIAR, a worldwide partnership engaged in agricultural research for development.

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<https://www.cifor-icraf.org/wlr>

https://www.ifad.org/en/gender_transformative_approaches

