Gender and economy in Melanesian communities

A manual of indicators and tools to track change

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This manual of indicators and tools is part of a resource kit of materials for tracking the impacts of economic change for women and men in Melanesian communities. In the Tools and forms section of the manual you will find a survey questionnaire and six participatory activities that can be used to gather data to track gender equality and economic indicators at the community level. A CD with a Microsoft Excel data management package can be found in the inside back cover of this manual.

The resource kit also includes:

- A 'river of change' poster, describing four main tributaries of change necessary to improve gender relations in Melanesian communities.
- A poster using floating coconuts to help in understanding roles of women and men in economies in Melanesia.
- Flash cards for three participatory monitoring tools to test the strength and flow of the 'river of change'.

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1 Introduction

The economies of Pacific Island nations are changing and these changes are having significant impacts on the nature of rural and urban life. Increasing numbers of people are on the move to the cities and towns of their home countries and beyond. Across the region, new agreements to allow free trade and promote economic growth are under discussion. These new agreements are expected to produce significant economic and social changes for Pacific communities in the future.

Economic change has the potential to affect men and women differently, both positively and negatively. Understanding how economic change is affecting gender relations makes it possible to act in ways that minimise negative impacts and promote the kind of economic development that benefits both women and men.

This manual includes a range of tools to assist in keeping track of what is happening to women and men in the local economy in the context of these broader change processes. These tools are designed to collect information about indicators of gender equality and economy. The indicators have been developed from research undertaken by the authors and their research partners that explored the lived experiences of women and men, young and old, in Fiji and the Solomon Islands.

1.1 Who is this manual for?

This manual is intended for use by non-government organisation program staff, researchers from universities and other institutions, and local and national government officials in Melanesia and other parts of the Pacific.

Users of this manual can expect to gather information that will help them to:

- better understand economies and gender relations in rural and urban communities and how they are changing over time;
- plan community-based economic development programs that take a broad view of the economy and consider gender equality;
- compare the attitudes, behaviours and economic roles of men and women across communities; and
- assess the impact of the changing economic and social environment or of specific program or policy interventions.

1.2 What is this manual for?

This manual is a guide for collecting culturally-appropriate information about gender and economy in Melanesia. It introduces a range of indicators that track changes in gender relations and economic activity in semi-subsistent communities in Melanesia. Explanations of local understandings of gender equality and local forms of economic practice are included, with instructions on how to localise and use the data collection tools, and analyse the results.

> To understand how economic change is influencing relationships between women and men in their local economy, the same data must be collected at different points in time and then compared. The manual outlines a range of simple data collection tools that can be used at yearly or two- to three-yearly intervals.

The data generated can be helpful for planning and monitoring programs that aim to increase economic opportunities for women and men and foster more equal relationships between them in target communities. It can also be used to track changes in gender relations and the economy that are unrelated to particular programs or interventions.

2 What do Melanesian economies look like?

An economy is how people organise themselves to make a living and survive well. Economic activities include all those things people do to make sure that households, families and individuals have food to eat, adequate shelter and can enjoy a good life. They can include making your own food and shelter, or working for cash to buy goods and services and pay rent. They can include running your own small business and selling produce in a local market or working for a company that produces goods for sale in national or global markets. An economy requires many services that support and coordinate the productive work of people and businesses.

2.1 Seeing diverse economies

If you want to track how economic change affects men and women, and what the implications of economic development are for gender equality, you need a way to think about the economy that includes all kinds of economic activity. Many understandings of economy focus only on the 'formal economy' in which people work for wages in government jobs or in private companies that produce goods or services for sale. This leaves out the activities and contributions that many women and men make that are important for survival and well being but do not involve working for a salary or wage. In this manual we introduce the idea of a diverse economy that includes:

- *Formal economic activities:* wage work, producing goods or services for sale in a registered company, government job or non-government organisation.
- *Informal economic activities:* paid domestic work, making, selling and on-selling products or services in unregistered businesses that do not have licenses or pay tax.
- *Non-cash economic activities:* unpaid work, voluntary work, community work, household duties (gardening, caring for children and elderly, housework), reciprocal labour (I help you work in your garden, you help me with my work), family sharing and redistribution, church sharing and giving, community sharing.

The diverse economy in Melanesia can be imagined as being like a 'floating coconut'. Some parts of the economy are visible above the water and the rest is submerged under the water:

- *above the water*: the formal economy.
- *below the water:* the informal economy and the non-cash economy.

This picture shows the economic activities of people in a squatter community in the Solomon Islands where there is very little access to the formal economy. Note the variety of things that women (on the left hand side) and men (on the right hand side) do that contribute to their livelihoods and make up that community's economy. Most people are involved in a number of different types of economic activities. Even if they are working in the formal economy, they often still perform household duties and community work.

2.2 Acknowledging contributions of women and men

In every Melanesian economy, men and women play distinctive roles that make different but equally valuable contributions. While all of these activities contribute in important ways to sustaining people's lives and creating well being, many governments (and others) tend to focus on developing the formal economy. Government measurement of economic activity also focuses on the formal economy; other economic activity that happens 'below the water' is usually not counted, and so it seems to be invisible. This means that national statistics only show part of the work that women and men, young and old, are undertaking on a daily basis. As men often have more access to formal sector work, it can look like men are more active in the economy than women. National statistics do not record or recognise the capacities of communities which survive by engaging mainly in the informal and non-cash economy. There is debate in some countries about whether national statistics should count more of the work that women and men do, including their contributions to building community solidarity. However, currently, most countries only routinely measure economic activity that takes place in the 'formal' economy.

> *I make flowers for the church every Sunday from my garden. In exchange I receive thanks and gifts of clothing from people in my church. I also get respect. I always do the decoration for free.*
>
> *Woman, Fiji*

> *Garden food really supports my family life. If I didn't [make a garden] I'll suffer, my children will be hungry and my family will break down.*
>
> *Woman, Solomon Islands*

2.3 Understanding changes in the diverse economy

To understand how an economy is changing and whether the changes are positive or negative for women and men and communities as a whole, you need information about how men and women are involved in the economy and how changes are affecting them:

- How are women and men of different ages involved in different areas of the economy?
- How do changes in one part of the economy impact on other areas of the economy?
- Is the economy changing in ways that promote equal access, opportunity and benefits for women and men of different ages?

To answer these questions, we have developed indicators that can be used to build up a picture of the economy both above and below the water, and track change over time. Users of this manual can collect information in relation to these indicators through the survey questionnaire and group-based tools that are outlined in the Tools and forms section.

3 What is gender equality?

In a fair and equal society your rights and opportunities should not be determined by whether you were born a boy or a girl. Gender equality means valuing men and women equally for the work they do and the contributions they can make. It means that men and women should be given equal respect and voice. It means that women and men should not be burdened with an unfair share of work in the household or the community. It does not mean that women and men should do the same work, but it does mean they should be equally respected for the contributions they make to the household and to the community.

In Melanesia, women are disadvantaged in many ways compared to men. Women often have unequal access to household income and resources, limited influence over decision-making on household matters, and less time to do things purely for interest and leisure. Women take on the largest share of responsibility in providing for the family's daily needs, and undertaking household, parenting and other care-giving work. Often women have less opportunity to get involved in community activities and have their voices heard in decision-making spaces that also involve men. Women are not always aware of their disadvantage and may not have questioned why they have less opportunities, or receive fewer benefits for their labour, than men in their family and community. The disadvantages that women experience can have negative impacts on:

- Women as individuals;
- Relationships between men and women within the household;
- Relationships between women in the community; and
- The potential of community organisations to support women's development alongside men, and address the needs of all members of the community.

While improving the situation for women is a central focus of gender equality, ensuring that men and women benefit from changes to gender relations is also very important. Men can also suffer due to the social expectation and burdens placed upon them. Achieving gender equality means working with both women and men to create change.

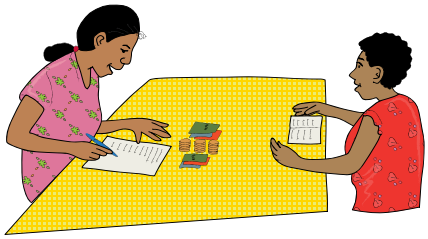
4 Foundations of gender equality in Melanesian economies: grassroots perspectives

In research undertaken to inform this manual, women and men from communities in Fiji and the Solomon Islands shared stories of inequality and their dreams for better relationships between women and men, women and women, and men and men. Thinking about gender equality as a vast river system is one way to highlight the different ideas women and men expressed in these stories. Imagine down in the bottom of the valley is a deep wide river of gender equality. Gender equality can be imagined as a river because it is something that is always flowing and changing – it is a process that never ends. In order to keep the river flowing, water needs to come into it from many different tributaries. Among all of the tributaries or streams, there are four streams that represent the main areas that are important for creating good relations between women and men. These streams are:

1. Women 'come up'
2. Women's collective action
3. Togetherness in the household
4. Leadership, say and role models in the community

It was clear from the research that to achieve more equality and fairness for individuals, families and communities, changes are needed in all of these areas.

4.1 Women 'come up'



Women are disadvantaged in many ways relative to men and this affects their ability to participate in and benefit from economic activities. For there to be gender equality, women must first be able to stand alongside men, to 'come up' (or in Solomon Islands Pidgin 'Kam Ap') in their family and community. Women 'come up' means women gaining confidence, realising their own value, and using opportunities to expand their influence and economic options. An increase in standing, confidence and opportunity means that women are more likely to insist on equal treatment in their household and community, and have increased access to and control of resources. Women 'come up' when they:

- Have access to resources and skills necessary to create an income;
- Increase the number of cash income sources and increase the cash or non-cash benefit for each hour worked;
- Have the ability to contribute to their community through providing skills, time, cash or in-kind gifts;
- Are supported by their families and communities to take up new leadership, learning and economic opportunities;
- Have increasing control over how their income is spent;
- Have increasing voice within their family, networks and community;
- Have time for learning, networking and recreation.

> *My husband doesn't give me money other than for food shopping so I started my own business. Now I am surviving on my own [using my own money to buy personal items], I don't need to depend on my husband's wages.*
>
> *Married woman, Fiji*

In order to understand how far women have 'come up' in any given community, questions to explore are:

- To what extent can women who earn their own income decide how it will be spent?
- Do women have access to resources and the support necessary to build their businesses, and grow and stabilise their income?
- How confident are women to connect with other women, develop their skills, speak out on issues that concern them and take on leadership roles?
- To what extent do women have access to income-generating opportunities that provide an equitable return on labour (income earned compared to time spent doing the work) relative to men?

> *It is a good practice when men allow their wives to attend any workshop because this can be a big benefit for them to gain new ideas and it also benefits their family.*
>
> *Older man, Solomon Islands*

> *It is good if the women can control money. Now they do not have control of their money, the husband always drinks kwaso [local brew] and comes in drunk and takes their savings.*
>
> *Young woman, Solomon Islands*

4.2 Women's collective action

Women and men in Melanesia have very separate roles and responsibilities. Women often have overwhelming responsibility for day-to-day needs of the household, but have limited time, mobility, resources, and economic opportunities to fulfil this expectation. To improve their access to new economic opportunities, while ensuring they meet their responsibilities to the household, women often turn to other women for assistance. Women's formal and informal networks and groups can promote gender equality by:

- Promoting trust and support between women;
- Helping women resolve conflict between themselves;
- Providing opportunities for women to learn leadership, organisational and income generating skills;
- Helping women to manage their workload and expand their productivity;
- Enabling women to share the costs of going to market or purchasing assets;
- Helping women to manage their income, and control their savings; and
- Raising women's voices in the broader community.

> *Working together as a group is so important. If you work by yourself you cannot have a big garden, but [through] women working together you can get a big garden.*
>
> *Married woman, Fiji*

> *Before....we didn't feel that we had something to say, so when people talked to us we would run away and hide, and get angry at other women who could talk. We were easily embarrassed. But now we have joined the women's network we have been able to talk in front of people and not hide or run away when people come to talk to us.*
>
> *Older woman, Solomon Islands*

In order to understand the extent to which women's collective action exists and is effective in promoting women's opportunities and rights, questions to explore are:

- How are women organising to maximise their cash incomes, develop life skills and confidence, and share workloads?
- To what extent does conflict between women affect women's ability to organise and cooperate?
- To what extent can women-only groups and women leaders influence outcomes and create change at the community level?

4.3 Household togetherness

Many women and men in Melanesia feel there is not enough sharing of workload and income, and a lack of mutual support between women and men in the household. Families are better able to improve their well being if both women and men contribute to household livelihoods and responsibilities in ways that promote trust and caring relationships. Household togetherness is fed by:

- Fathers sharing parenting and household tasks with mothers and encouraging their sons to do the same amount of housework as their daughters;
- Men and women sharing responsibilities so that they have the same amount of spare time for leisure activities or to work for their community;
- Men using income they have earned so that daily household needs are covered before spending money on themselves;
- Women having more influence in decision-making processes around household assets and the use of their husband's income;
- Reduced bullying, dishonesty and violence over access to and control of cash income and savings in the household;
- Shared planning for the future, and men and women agreeing about how their individual income can be managed fairly to meet household and personal needs;
- Increased respect and communication between men and women; and
- Raising men's awareness and understanding of the contribution women make to the household and community.

> *"After we built the house, I started to do domestic work at home, help with cleaning when I was home. My wife started to respect me more and I started to respect my wife more because I started to understand what her work involved. I began to recognise that my wife had more responsibilities than me. We started to have an open and healthier relationship."*
>
> *Older man, Fiji*

To understand the level of household togetherness in any given community, questions to explore are:

- To what extent are men contributing to parenting and household tasks relative to women in their household?
- To what extent is household work fairly shared between young men and young women in the household?
- Do women and men speak to each other in a respectful and caring way?
- To what extent do men contribute cash, relative to their income, for basic household needs?
- Do husbands and wives (or live-in couples) trust each other with the management of their personal income and savings?
- To what extent can women safely negotiate cash management and savings decisions in the household?
- What approaches do households use to manage finances and why?

> *"It is good if men submit to women as well, and consider their suggestions because women know most needs in the family unlike the father who has money – the first thing you men think of is either drinks or smokes. Mothers think carefully about how they want to spend their money – from small to big amounts."*
>
> *Older woman, Fiji*

4.4 Leadership, say and role models in the community

For individuals or households to make change towards achieving gender equality, the community as a whole also needs to do things differently. Opportunities for both women and men to have a say in what happens in their community and to contribute to decision-making and planning are an important part of improving gender equality. It is also important for older men in the community to act as positive role models for younger men who can be the cause of anti-social and violent behaviour. Young men need to be supported to contribute to the household and the community and to treat women with dignity and respect.

- There is less anti-social behaviour and less violence across the community;
- Young men become involved in productive, economic activities alongside young women;
- Men act as positive role models to other men;
- Male leaders take responsibility for community safety alongside women leaders;
- Women are able to take a leadership role in mixed groups of men and women; and
- There is space for women's voices to be heard and respected on a range of community issues and in decision-making processes.

To understand if there is equitable leadership, if women have a say in community decisions and if young men have positive role models, questions to explore are:

- Do older men provide positive role models for young men at (a) household level and (b) community level?
- Are community leaders actively intervening to prevent and resolve risky and harmful behaviour in young people?
- Are women represented in leadership roles that are normally held by men?
- In decision-making forums, to what extent are women leaders representing the diverse voices of women across the community, rather than just the views of some women?

> *Women want to be involved in planning in the community, church, and in the family. Now men are stronger and do the planning, and they undermine women by telling them they don't know anything. If some women did this work [planning], other women folk might gossip about them and spread false news, they would be jealous.*
>
> *Woman, Solomon Islands*

> *Elders should do things as a good role model [in relation to drinking, smoking and gambling] in the community. Right now, older people don't always provide a good role model for young men.*
>
> *Young man, Solomon Islands*

> *Most of the young boys in the village now attend secondary school and then finish and come back and do nothing. They are the ones who cause problems in the village because they are involved in drugs.*
>
> *Older man, Solomon Islands*

> *The new young leaders in the community helped develop young people's trust and ability to work in a group as seen today. Older leaders were not trusted by young people and so the young people remained disorganised [until young leaders emerged].*
>
> *Older man, Solomon Islands*

5 Collecting community-based indicators of gender equality and economy

To understand how various aspects of gender equality are changing you need to collect information about a range of indicators, at different points in time.

What is an indicator?

A simple way of describing indicators is that they are the 'signs' that point to changes that are taking place. Returning to the idea of a river of change, you can think of an indicator as a water sample from one of the tributaries of the river. Taking the sample gives you information about the quality of the water in the river. It gives you information about what men and women are doing or thinking at a point in time. If you collect information about a number of different indicators, at different times, you can build up a picture of how things are changing.

When indicators are collected for the first time, this is known as establishing a 'baseline' or starting point. In the future, when you collect information about these same indicators, you compare this information with your baseline information to understand what has or has not changed.

In the gender equality river system, it is possible to collect more than one water sample from different sections of the river's tributaries or streams. Your time and resources will limit the number of water samples you collect. In this manual the authors have included tools for gathering information about a select number of indicators for only a few sections of each of the four gender equality streams. There are also tools for collecting data to measure economic indicators. These indicators of economy and gender are listed in Table 1 (page 18).

If you have more time and resources, and you want a more detailed picture of the state of gender equality and the diverse economy, you can use the questions for economy (in Section 2.2) to (in Section 2.3) to help you think about what additional information you might collect to expand the range of indicators. Depending on the kind of questions you want to answer, and the type of gender equality issues you are interested in, you may want to focus on particular parts of the river that best fit your organisation's needs (focusing, for example, on questions that relate directly to the impacts of a specific program).

Table 1. Gender and economy indicators

Theme	Indicators
1. Diverse economy profile	1.1 Average number of hours per day women and men of all ages spend working for cash, on a voluntary basis and in the household 1.2 Percentage of women and men who earned cash in the last week 1.3 Percentage of women and men who did voluntary work in the last week 1.4 Average number of hours per day different household members spend doing household work 1.5 Percentage of women and men who gave cash gifts in the last week 1.6 Average amount of cash gifted by women and men in the last week, relative to their income 1.7 Average amount of cash that women and men gift to wantoks, church and/or community members
2. Women 'come up'	2.1 Percentage of women who have completed secondary education relative to men 2.2 Women's cash earned per hour compared to men 2.3 Percentage of women who control their own cash earnings 2.4 Percentage of women satisfied with their level of control over their cash earnings 2.5 Percentage of women who are confident to speak out on key community issues in front of other women and mixed-sex groups 2.6 Percentage of women who experience dishonest and bullying behaviour in their household over their income

3. Women's collective action	3.1 Percentage of women sharing the costs of doing business with other women 3.2 Types of business expenses shared by women 3.3 Frequency of women supporting other women in the community 3.4 Frequency of women pulling each other down in the community 3.5 Number and type of women's groups in the community 3.6 Number of members in each women's group 3.7 Approaches used by women to resolve conflict between women
4. Household togetherness	4.1 Average number of hours spent by women and men in rest and relaxation activities[1] per day over the last week 4.2 Percentage of women and men who contributed to childcare and elder care yesterday 4.3 Average number of hours per day single men and women spent doing household work over the last week 4.4 Percentage of men who feel that the time they spend parenting is adequate 4.5 Percentage of women who feel that the time their spouse/partner spends parenting is adequate 4.6 Women's and men's level of satisfaction with communication between themselves and their spouse/partner 4.7 Percentage of women and men who think violence against women is ever justified 4.8 Prevalence of different approaches to managing finance within households in the community
5. Leadership, say and role modelling	5.1 Percentage of women and men who feel safe walking in their community after dark 5.2 Women's and men's level of satisfaction with male community leaders' actions to improve safety in the community 5.3 Women's and men's views on the frequency of men's support to women in leadership roles usually held by men 5.4 Number of women in leadership roles usually held by men 5.5 Number of fathers/male guardians that young men consider to be positive role models 5.6 Percentage of male elders that young men consider to model positive behaviour to young men in the community

The survey and group activities in the Tools and forms section of this manual are designed to assist you in gathering data that can be used to establish a baseline and track change for each indicator at the community level.

1 These include exercising, watching TV, social and sporting activities and sleeping and resting.

5.1 Data collection tools

This manual includes two types of tools: a survey questionnaire to be used with individuals and six facilitated group activities (see Tools and forms for details). The survey questionnaire will generate numerical data (quantitative data), by asking people questions where often only one answer is possible within set categories. The group activities will generate richer detail about a situation or issue (qualitative data), by inviting people to say what they think and feel in their own words. Collecting both kinds of data and combining them will give you a good picture of those aspects of gender and economy that you want to know about. Having *both* quantitative and qualitative data can help to produce a better understanding of gender relations and the economies of a particular area.

5.2 Limitations: what the indicators don't do

You may be looking at this manual because your organisation is about to start some work with a particular community. You may be interested in knowing more about economic activity and gender relations in that community, so that you can decide where to focus your work, and later on, assess how things have changed. However, collecting information about the indicators in this manual over two or more points in time cannot tell you conclusively whether change has happened *because* of a particular program. There may be a range of other known and unknown external factors that also contribute to the change you see, such as an economic crisis, changes to national social and economic policies, and/or specific local factors like an increase in the number of young men or women migrating. There may also be several organisations addressing the issues you are focused on, and so it is difficult to determine how far your organisation's program contributed to the changes you see.

To get a sense of whether a particular program is contributing to the changes you are seeing, you could undertake the survey and group-based activities in more than one community, including a community that is not involved with the program you are interested in. This way, the information that you collect in the two communities can be compared over time. You would then be able to see whether there is a consistent difference between the situation in those communities where the program is operating and those communities that have not had the benefit of the program. If the changes only occur in the community where your organisation has implemented the program, you could then be more confident in linking your program directly with the changes you have seen.

It is important to collect qualitative data to help you understand if and to what extent a specific program may be associated with the observed changes. By asking women and men what they think has contributed to a particular situation or to the changes that have happened in their community, you can find out about the various factors that they think have been influential.

5.3 Data collection process

Before you begin, as well as deciding how many indicators to collect information about, you need to select the location, and decide on the size and composition of your study. You need to consider the following:

- Where will you conduct the study?
- In how many places?
- How many people will you include?
- Which people?

You will most likely create what is known as a study sample, which is a portion of the total population in any one community.

You may want to find out information from a single village or informal settlement, or across several villages and settlements that together will give you a picture of what is happening across a whole district, province or other local government area. This is an important decision and will be shaped by what you want to know, whether you wish to compare the indicators across different villages and settlements, as well as the time and resources that you have available to commit to the study.

Choosing participants for the survey questionnaire

Are there any specific groups that you should ensure are part of your study? It is important to include men and women of *different ages and marital status* including widows, divorcees and older single women and men. Some of the survey questions are for married men and women only, or those who may be unmarried but have a live-in partner. Some questions are for couples who have children living at home. In communities that have a mix of *ethnic or linguistic groups* or people of different religious faiths, you should aim to include men and women from these groups. People of different *socio-economic backgrounds* should be included too, for example, those with many years of formal education, and those with a lesser number of years. You should also include people with *different types of disability*, because the issues you are interested in might be experienced differently by them, or might be more important for them than for other people. There may be other factors such as *sexual identity or preference* that are also relevant to assessing gender and economy. Different groups and types of people in the community should be included in roughly the same proportion as they occur in the population that you are interested in (e.g. village, district, region or country). If the community (village or informal settlement) is divided into *sub-areas or hamlets*, you should aim for a group size from each hamlet that is roughly in proportion to the numbers of respondents from each place.

To create meaningful indicators of gender equality and economy across all four streams of the river of change, much of the data you collect should be analysed by age and by gender (sex). This means that you should have representatives from these four groups in your study sample: (1) young women and adolescent girls; (2) young men and adolescent boys; (3) older women; and (4) older men. Family status (married/single) can also be used as a 'proxy' for age. This assumes that married (or live-in) couples are generally older than single people. Ideally, the numbers of participants in each of these groups should reflect the overall age distribution in your community. For the survey to give robust results there should be a minimum sample size of 25 in each group, aiming for a total sample size of between 100-200.

Table 2. Creating a sample

Population group	Minimum sample size	Ideal sample size
Young women and adolescent girls	25	40+
Young men and adolescent boys	25	40+
Older women	25	40+
Older men	25	40+
Total Sample size	**100**	**160+**

If you want to get a picture of gender equality and economy across all four tributaries in the river of change, your study should include a wide range of community members. This is so that the information you collect on each stream of gender equality represents the views of everyone in the study location(s) (both women and men, young and old) and not just particular groups of people (for example, only women, or only older people). You may, however, decide to use a more limited range of questions from the survey questionnaire because you wish to target particular groups (for example, only married men and married women; or only women). Or you may be interested in finding out about a particular stream in the river of change, rather than all four streams.

Choosing participants for the participatory activities

The six group activities are designed to be conducted with specific groups within the communities. To conduct these activities, you may need to break a large group (for example, of 40) into smaller groups. Again, the numbers for each activity will depend on your time and resources.

Participatory activity 1: Participation of women and men in community-level discussions. Women and men of a range of ages should be invited, aiming for 20-40 participants in total. Approximately half of each sex group should be married or in a live-in relationship, and half unmarried.

Participatory activity 2: Women's control over their personal income. This activity is targeted at women who are married or are in a live-in relationship. You should aim for a minimum of 20 participants.

Participatory activity 3: Different approaches to managing household finances. This activity is targeted at women and men who are married or are in a live-in relationship. You should aim for a minimum of 20-40 participants, with an equal mix of male and female participants.

Participatory activity 4: Young men's perceptions of what it is to be a 'man' and the influence of male role models. This activity is targeted at unmarried young men. You should aim for a minimum of 20 participants, breaking them into smaller groups to facilitate the activity if necessary.

Participatory activity 5: Mapping community groups involving women. Begin by identifying the women's groups in the community and mixed-sex groups that involve women. Women participants should be invited from a range of these groups, and the group leaders of each group, aiming for 20-40 women in total.

Participatory activity 6: Forms of cooperation and conflict between women, and conflict resolution approaches. This activity is targeted at women of a range of ages, including both women who are married/in a live in relationship and those that are single. You should aim for a minimum of 20 participants.

6 Localising the data collection tools

6.1 Deciding which tools to use

This manual includes a survey and six participatory activities that can be combined to undertake a study of economy and gender in the community. However, you may not have resources or time to undertake all these activities at once. In this situation, use the *Table of indicators and how they are collected* in the Tools and forms section of this manual to determine which tools (and in the case of the survey, which questions within the survey) are most relevant and meaningful, considering your context and resource constraints.

The tools in this manual have been designed for use every one, two, or three years to track change over time. However, if desired, users can also adapt the tools for more regular use in a monitoring context for specific program-related activities. The participatory tools also incorporate facilitated discussions between women and men on key gender equality issues, which can be an important catalyst for changing attitudes. By creating space for discussion between women and men on these key issues, and making sure their voices can be heard on critical gender equality goals, the group activities can also progress community-driven solutions and ownership of change. Promoting these discussions requires consideration of safety issues (see 7.2 and 7.3) as well as ongoing support to community members working on these issues. As a result, they are only appropriate for agencies that have a long-term partnership or program with the target communities. Suggested ideas for using these participatory tools to promote change are included with each activity in the Tools and forms section of the manual, alongside instructions on how to collate the results of activities and track change to inform future program activities.

6.2 Making sure the questions make sense

Before beginning work with community members it is important that you check all questions to make sure they will make sense to everyone:

- Some of the questions in the survey are specific to men, or to women, or to people according to their marital and parenting status.
- Look at each question and see if it makes sense in both urban and rural areas, and to different ethnic groups involved in your study.
- If you read a question and think it will be difficult getting answers that are honest or true, think about other ways you can ask the question to get the same information.

- If you change questions for rural and urban areas or for different ethnic groups, check that the results are comparable even if the questions are a little bit different. For example, in one study site you may wish to focus on women's involvement in decisions about logging in their community. In another site, you may wish to focus on women's role in decisions about the use of local water resources. If you use the same participation categories in voting activities in both places, you will be able to compare women's participation levels across communities even though the issue being discussed is different in each location.
- If you make changes to the survey, you will also need to make changes to the data analysis categories in the Microsoft Excel spreadsheet (included in the CD provided) so that they match.

6.3 Translating the questions

When translating survey and group activity questions from English to a local language it is easy for the questions to lose their original meaning. To reduce the risk of this happening:

- Use two independent translators. Ask one translator to translate the original questions into the target language, and then ask the second translator to translate them back into English. In this way, you will pick up any changes in the meaning of questions created by the translation process.
- If translators are not available, use a committee of bilingual individuals to translate the questionnaire together and discuss possible differences or difficulties.
- When the translation is finalised, discuss the questions with interviewers during training activities undertaken to conduct this study, to identify any other issues. Ask them to carefully review the translated questionnaire one item at a time and indicate whether the text sounded 'natural' to them. Make any adjustments needed to ensure the questionnaire is clear and appropriate for the context you will work in.
- Finally, when you conduct a pilot test of the questionnaire (and the group activities), check that interviewees understand the questions, and that the meaning of the question is interpreted as intended. You can find information about pilot testing in Section 8.3.

7 Engaging communities in the process

7.1 Encouraging participation

- Engage women and men community leaders and youth leaders in planning the indicator collection process from early on.
- With the support of these leaders, hold a community meeting to explain the purpose of gathering indicator information and how it will be used. Include information on how long the data collection will take per person and per group. Outline how the collection of information is relevant to the community.
- Identify women and men aged 15 and over from a range of socio-economic and church groups that are interested in volunteering to take part in different activities (survey, group discussions).
- Agree on timing for each activity to suit the participants. Remain flexible so that you can respond to events like funerals and sporting events that may require changes in the schedule.
- When implementing each activity, make sure you explain its purpose and check that participants are still willing to participate. Let them know that even if they agree, they may change their minds and stop participating at any time.
- Ask participants for feedback at the end of each activity.

Hints

Use the river of change poster or flash cards from this kit during the community meeting, to explain the four themes of gender equality. This will help community members understand the type of questions that will be asked during the data collection process.

7.2 Maintaining confidentiality

Some of the information in the survey may be very sensitive, so it is very important that participants' comments and responses are not shared with others in the community without their permission. To avoid creating harm:

- Select interviewers from outside the community if possible.
- Ask interviewers to promise that they will not share information they hear with anyone else outside the team. Church Ministers could help formalise this process.
- Ask that the interviewers conduct the survey questionnaire in a way that will ensure the privacy of the interviewee (i.e. in a quiet place where they will not be disturbed for up to one hour and cannot be overheard by other adults and children).
- Ask participants involved in group activities if they are comfortable with their comments and responses being shared with other groups (i.e. the results of the women's group discussion being shared with the men's group).
- Avoid linking information or stories heard to specific people in a community. Instead, report back average scores and common perceptions.

7.3 Sharing results with participants

It is important to share the results with participants, even if you do not currently plan a project or program within the community. You will have explained the purpose of data collection when you first sought the community's agreement and involvement. This should have included honest information about what is likely to happen as a result of the study, including the possibility that the study will produce information relevant to the community but may not lead to specific externally-funded project initiatives. Nonetheless, there may still be some community expectations that the study will result in something being done. You need to think carefully about how you will respond to this. It is important not to promise things that you cannot deliver, but also to recognise that information itself can be very helpful to communities, particularly if presented in a way they can understand and use, for example in raising issues with organisations and institutions that have a responsibility to address their concerns.

You can share what you have found by inviting representatives from key local organisations, including churches, schools, NGOs, and village councils; and community members to a workshop in the community. This workshop can be used to present back the study findings and also to check that these are consistent with the community's understanding. It is likely that this process will result in many comments, corrections, questions, suggestions and recommendations and these should be integrated into the study findings.

Before sharing results it is very important to consider the possible risk of harm to women or men in the community. Consult with participants and male and female community leaders before deciding what to share and whether there are any sensitivities around the results. Talk through:

- Which results are sensitive and why?
- Might or do the participants feel at risk of harm if sensitive results are shared?
- Can anything be done to reduce the risk of harm?
- Are there any results that should be excluded from any feedback session?

To prepare for the feedback session consider what issues women and men in the community might raise, how you might respond to these, and how you will manage any conflict that arises.

8 Data collection

8.1 Selecting a data collection team

- The data collection team should include both female and male interviewers so that men can interview men and women can interview women.
- The team should include at least one trained male facilitator and one trained female facilitator who can guide the group activities.
- The team should be familiar with local customs, culture and social structures in the target communities, and sensitive to gender issues and gender dynamics in relationships.
- Important qualities for successful interviewers include strong literacy skills, an ability to listen, to make the interviewee feel comfortable, and to keep information confidential. Education levels and age may also be an important factor in some areas.
- Consider selecting a supervisor for each location to oversee the team, manage funds and ensure quality is maintained.

8.2 Training data collectors

- In-depth training should be provided to all members of the team on how to ask questions, how to fill in the data forms, and how to facilitate group activities.
- Translate any materials to be used by team members before the training activity, so the training uses the materials that you plan to use for the study. Allow for the fact that the training may identify the need for some changes to the final materials (see also Section 6.2).
- It is important that the survey questionnaire is administered in a timely fashion and does not take more than one hour of a participant's time. Interviewers need to practice asking questions fluently and clearly so that the survey does not take longer than it needs to.
- It is important that data collectors have basic facilitation skills and can create a safe environment for group participants. Facilitators need to practice explaining the activity, as well as strategies to manage dominant voices within the group, and to promote a relaxed environment.
- At the end of the training, consider assessing the skills of the team with an oral test and a short role play involving practicing the survey and group activities on each other.

8.3 Pilot testing

- Pilot testing involves practicing the survey and the participatory activities in a 'pilot' or 'test' community to identify and fix any problems with the questions or approach used in the study.

- Pilot testing provides a good opportunity to review team members' ability to fill out questionnaires accurately and to demonstrate an understanding of the research procedures. It also provides an opportunity to reword questions that aren't working well, adjust group activities to meet the needs of the study, and to monitor how long the survey and group work takes to administer. Address any problems identified: reword the questions so they are clearer, provide additional training to staff who need it, or, if necessary, remove a member from the team.

8.4 Ethical considerations

To ensure that the research is conducted in a way that minimises the potential for harm:

- Ensure participants are made fully aware of what the research is about, how they will be involved, should they choose to do so, and how the results will be used, before asking them if they agree to participate.

- Verbal or written permission is required from each participant for each activity they are involved in. Permission is also required if you are likely to take any photos featuring the participant. If the participant is under 18, you also need to get a parent's permission for their participation.

- Ensure that no person is coerced to participate, and that they understand that they can stop the interview, or withdraw from the activity, at any time.

- Ensure the community is provided feedback on the results.

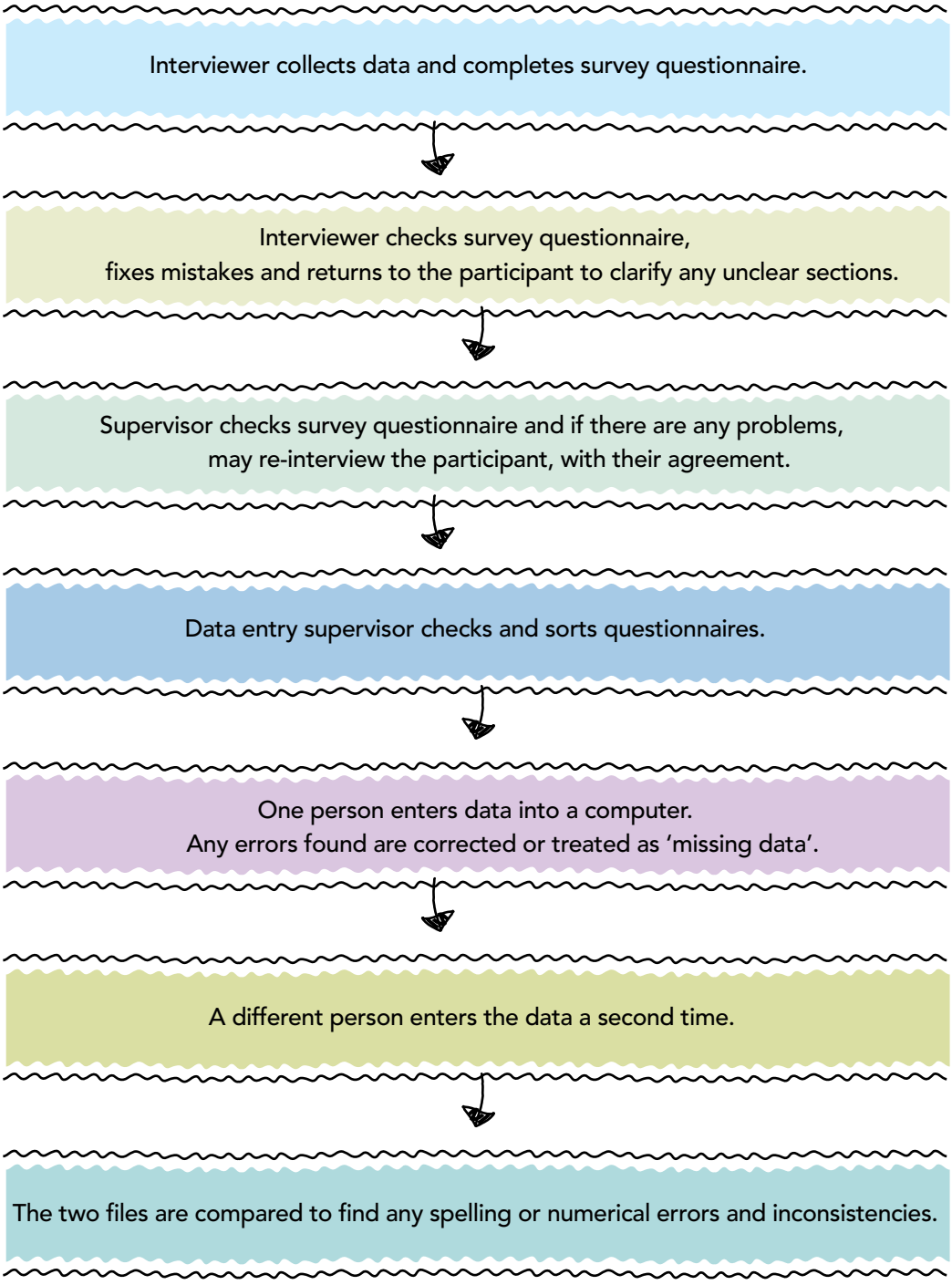
- If the study takes place in an area where an organisation does not have a related development program, careful thought needs to be given to how the research can benefit participants. At minimum, food can be provided, and other benefits such as photo books of the activity could be created for the community in order to give them something concrete in exchange for their time. In particular, you should consider providing the research results in a way that would be most useful to the community. For example, other than the verbal feedback of study findings in the form of a workshop (see also Section 7.3), the results might be provided as brief dot points that could be included in a letter to local authorities or organisations. Where relevant this information might be linked to previous commitments that have been made by an individual, organisation or institution.

- Do not name the participants in any written information or feedback sessions. However, it is ok to say whether information relates to men or women, or a quote has been made by a man or a woman, and include other relevant information, such as the age group or geographic area the participant is from.

- Respect existing village hierarchies, local customs, norms and values.

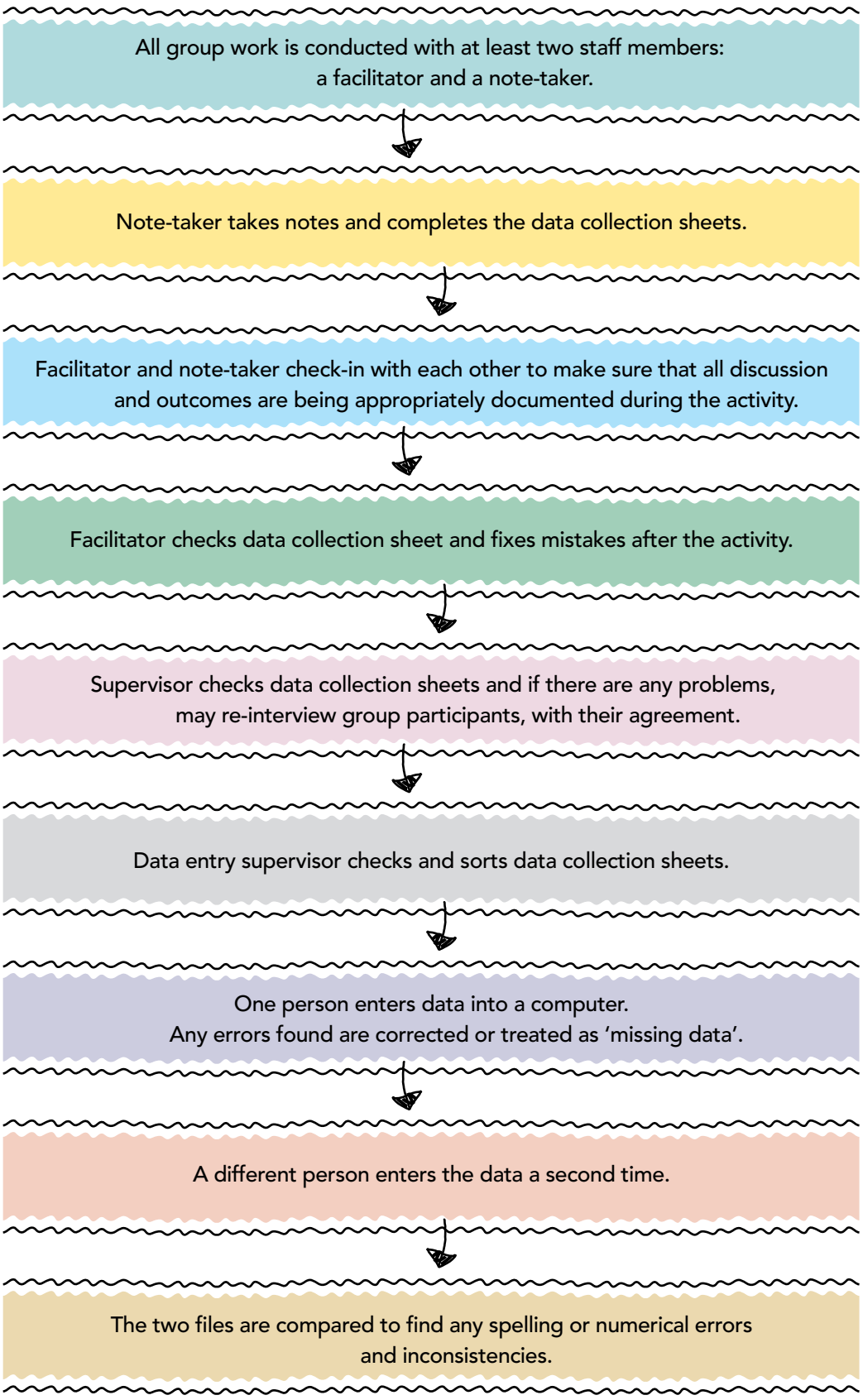
8.5 Quality control

To ensure that the data you collect is accurate and useful, we suggest that your team includes a supervisor at each site (see also Section 8.1), and two people responsible for data entry, in addition to interviewers and facilitators. These team members can promote quality outcomes in the survey through a process such as this:



2 This process has been adjusted from the Solomon Islands Family Health and Safety Study: A Study on Violence Against Women and Children.

Team members can promote quality outcomes in the group activities through a similar process as follows:



9 Data analysis

On the CD supplied in the inside back cover of this toolkit, you will find a Microsoft Excel data management package. This has been designed to assist you with the process of entering, storing, analysing and interpreting the survey data. There is also Microsoft Word file on the CD with instructions on how to use the package.

Included on the CD is a guide to analysing your results, including how to create a set of graphs to visually present the results of your study and an example of how to create a report that interprets the meaning of the graphs. You will see that most graphs are depicted with a breakdown by family status (i.e. in a married/live-in relationship or single) and sex. As mentioned, family status is used as a 'proxy' for age; that means the category of 'single' roughly approximates to young people and 'couples in married or live-in relationship' roughly approximates to older people. Depending on the purpose of your study, you may wish to use people's age rather than their family status in order to capture generational differences. What is important is that the information you collect allows for any differences between men and women at different stages of the lifecycle.

10 Preparation checklist

Below is a brief checklist you can use to make sure you have completed the necessary preparation to undertake the survey questionnaire and qualitative activities. Tick the boxes next to the items that you have completed.

Have you:

- ☐ chosen that data you want to collect and indicators you wish to use
- ☐ determined who your participants will be
- ☐ localised the questions
- ☐ translated the questions
- ☐ included community members in planning for the data gathering
- ☐ established rules for maintaining confidentiality
- ☐ established rules for sharing results with participants
- ☐ selected and trained your team
- ☐ pilot-tested the process
- ☐ met ethical obligations
- ☐ established rules for data entry

Great – you are now ready to start!

Table of indicators and how they are collected

Indicators for developing a diverse economy profile	Tool that collects this information
1.1 Average number of hours per day women and men of all ages spend working for cash, on a voluntary basis and in the household	Survey question 5
1.2 Percentage of women and men who earned cash in the last week	Survey question 6
1.3 Percentage of women and men who did voluntary work in the last week	Survey question 5
1.4 Average number of hours per day different household members spend doing household work	Survey question 5
1.5 Percentage of women and men who gave cash gifts in the last week	Survey question 8
1.6 Average amount of cash gifted by women and men in the last week, relative to their income	Survey question 6 and 8
1.7 Average amount of cash that women and men gift to wantoks, church and/or community members	Survey question 8

Indicators for women come up	Tool that collects this information
2.1 Percentage of women who have completed secondary education relative to men	Survey question 4
2.2 Women's cash earned per hour compared to men	Survey question 5 and 6
2.3 Percentage of women who control their own cash earnings	Survey question 19
2.4 Percentage of women satisfied with their level of control over their cash earnings	Survey question 20
2.5 Percentage of women who are confident to speak out on key community issues in front of other women, and mixed-sex groups	Participatory activity 1
2.6 Percentage of women who experience dishonest and bullying behaviour in their household over their income	Participatory activity 2

Indicators for women's collective action	Tool that collects this information
3.1 Percentage of women sharing the costs of doing business with other women	Survey question 21
3.2 Types of business expenses shared by women	Survey question 22
3.3 Frequency of women supporting other women in the community	Survey question 17
3.4 Frequency of women pulling each other down in the community	Survey question 18
3.5 Number and type of women's groups in the community	Participatory activity 5
3.6 Number of members in each women's group	Participatory activity 5
3.7 Approaches used by women to resolve conflict between women	Participatory activity 6

Indicators for household togetherness	Tool that collects this information
4.1 Average number of hours women and men spent in rest and relaxation activities per day, over the last week[3]	Survey question 5
4.2 Percentage of women and men who contributed to childcare and elder care yesterday	Survey question 7
4.3 Average number of hours per day single men and women spent doing household work over the last week	Survey question 2 and 5
4.4 Percentage of men who feel that the time they spend parenting is adequate	Survey question 16
4.5 Percentage of women who feel that the time their spouse/partner spends parenting is adequate	Survey question 15
4.6 Women's and men's level of satisfaction with communication between themselves and their spouse/partner	Survey question 14
4.7 Percentage of women and men who think violence against women is ever justified	Survey question 13
4.8 Prevalence of different approaches to managing finance within households in the community	Participatory activity 3

Indicators for leadership, say and role modelling	Tool that collects this information
5.1 Percentage of women and men who feel safe walking in their community after dark	Survey question 18
5.2 Women's and men's levels of satisfaction with male community leaders' actions to improve safety in the community	Survey question 11
5.3 Women's and men's views on the frequency of men's support to women in leadership roles usually held by men	Survey question 9
5.4 Number of women in leadership roles usually held by men	Participatory activity 5
5.5 Number of fathers/male guardians that young men consider to be positive role models	Participatory activity 4
5.6 Percentage of male elders that young men consider to model positive behaviour to young men in the community	Participatory activity 4

3 These include exercising, watching TV, social and sporting activities and sleeping and resting.

Survey questionnaire

Note: This survey questionnaire can also be found in Microsoft Word format in the CD attached to this manual.

(This survey will take approximately one hour. Choose a private location for the interview process, where other people are unlikely to disturb you, or overhear the responses given

There is one survey for everyone, but some questions are only for selected groups of people. Follow the instructions at those questions.

Fill in the following table prior to starting the interview).

Name of Community	
Rural (R) or Urban (U)	
Date of Interview	
Interviewer's Name	
Unique interview number (initials of interviewer combined with number): e.g. KG1	
Respondent is male (M) or female (F)	

Introduction

[Please note that these words can be adjusted to suit different contexts]

[Use the following text to introduce the survey to the respondent]
Thank you for taking time today to undertake this survey. My name is *[insert name]* from *[insert organisation name]*. The purpose of the survey is to better understand how women and men participate in their local economy. It also asks about women's and men's activities in the household and community, and their attitudes about their relationships. *[Insert organisational name]* will use the results from the survey to *[insert planned use]*.

There are NO right or wrong answers. We would like you to answer all the questions as accurately and honestly as you can.

This survey will probably take up to an hour of your time. You can stop the survey at any time, or ask to skip questions if you feel uncomfortable. Your responses to the questions will be anonymous – that means that we will not tell anyone how you answered any of the questions. When results of the survey are shared with other people, they will be shared in a way that combines the results from many people, so your particular answers cannot be identified.

Do you have any questions about the survey questionnaire?
[Answer any questions that are raised]

Are you ok to start the questionnaire now?

Yes	
No	

[If no, determine why and attempt to address any concerns of the respondent before starting the survey]

Personal details

I'd like to get a few personal details first of all.

1. What is your age? *[circle the age category selected]*

   15-19
   20-24
   25-29
   30-34
   35-39
   40-44
   45-49
   50-54
   55-59
   60-64
   65 plus

[For the following questions, tick the box next to the answer selected]

2. Are you married or in a live-in relationship?[4]

Yes	
No	

3. Do you have any children living at home?

Yes	
No	

4. What is the highest level of schooling you have completed?
   [Tick next to the highest level of schooling completed by the respondent]

a. None	
b. Primary	
c. Secondary or beyond	

4 A live-in relationship refers to when a couple live together without being married.

5. We would like to find out what you did over the last week, and how many hours you spent doing it. In particular we are interested in your cash work, voluntary work, household duties and time for day-time rest and recreation.

   [Using the following table, record a log of the activities of the respondent over the last week. Start at 4am in the morning (or before sun up) when the respondent rises and finish after sundown when the respondent goes to bed. If the participant uses a watch, they will be able to provide more specific details on the time taken in each activity. In the event that they do not wear a watch or track time using a clock, try and help them estimate the proportion of the period that is spent doing the activity, and use the location of the sun to help estimate the time they spent doing activities.

   [Note: do not include night time sleeping].

   Starting with yesterday I'd like you to think about what you did:

   a. Before sunrise
   b. Between sunrise and mid-morning
   c. Between mid-morning and noon time
   d. Between noon and mid-afternoon
   e. Between mid-afternoon and sunset
   f. After sunset

   As we go through each day we want to know if you spent time doing any of the following activities:

Activity	**Code to use on the data collection sheet**
Working for cash, making products to sell or selling products	Cash
Doing volunteer work for the wantok, church or community	Volunteer
Doing your household duties like gardening, housework and caring for children and elderly	Household
Day-time resting, and engaging in recreation (e.g. playing sport, attending a workshop, hobbies, playing with children, socialising with neighbours, watching TV etc)	Recreation

   [Note: This question does not allow you to calculate the total hours engaged in every activity during a single day. We are only interested in the above 4 categories of how respondents spend their time. If a respondent did more than one activity at the same time, add these into the appropriate category. For example, if a woman is caring for children while weaving mats for sale you need to put in two time entries – one for making cash, and one for household duties].

[Help the respondent to estimate the number of hours of each activity within each time block. See the example below of how to complete the table. Each number represents the number of hours spent doing the activity].

Example table

Day (mark yesterday with a *, start there and work back, don't count today)	**Activity**	**Before sunrise** Before 6am	**sunrise and mid-morning** 6-9am	**mid-morning and noon time** 9am-12.00	**noon and mid-afternoon** 9am-3pm	**Mid-afternoon and sunset** 3pm-6pm	**After sunset** After 6pm
Sunday	Household	1	2	1			3
	Volunteer		1				
	Cash work			2		3	
	Recreation				1		1

Day (mark yesterday with a *, start there and work back, don't count today)	**Activity**	**Before sunrise** Before 6am	**sunrise and mid-morning** 6-9am	**mid-morning and noon time** 9am-12.00	**noon and mid-afternoon** 9am-3pm	**Mid-afternoon and sunset** 3pm-6pm	**After sunset** After 6pm
Sunday	Household						
	Volunteer						
	Cash work						
	Recreation						
Monday	Household						
	Volunteer						
	Cash work						
	Recreation						
Tuesday	Household						
	Volunteer						
	Cash work						
	Recreation						
Wednesday	Household						
	Volunteer						
	Cash work						
	Recreation						
Thursday	Household						
	Volunteer						
	Cash work						
	Recreation						
Friday	Household						
	Volunteer						
	Cash work						
	Recreation						
Saturday	Household						
	Volunteer						
	Cash work						
	Recreation						

6. In the last week, how much cash did you personally earn? (Value in your local currency)

Total amount you earned in the last week	

7. Yesterday, did you do any of the following:

	Yes	No
a. Care giving for the sick and elderly		
b. Caring for children		

8. In the last week, have you given away any of your personal cash as a gift to wantoks, church or community?

Yes	
No (If no proceed to Q. 9)	

If Yes, who have you given money to and how much? *[Use the following table to prompt the respondent to think about all the ways they may have given money, record their responses and add up the total].*

8.1 Wantoks	**$**	**8.2 Church**	**$**	**8.3 Community**	**$**
For Cigarettes		Weekly donation or tithe		Infrastructure donations (e.g. footpaths in the community)	
For Education		Fundraising		Helping neighbours	
Money for food		Other		Teacher	
Money for celebrations (weddings, funerals births, graduations etc)				Money for celebrations (weddings, funerals, life cycle events)	
Other				Other	
Total					

When creating your own survey, change the data collection sheet to show gifting and income amounts in your local currency.

Now I am going to ask you some questions about life in your community. We are interested in finding out how men and women are involved in leadership activities and how safe it is in this community for different groups living here.

9. How often do you feel men support women to take on leadership roles that are usually held by men?

a. Rarely	
b. Sometimes	
c. Often	

When creating your own survey think about the kinds of leadership positions that are typically held by men in the communities that you are working in, and add these ideas as examples into question 9 to make it clearer.

10. How safe do you feel walking around your community after dark?

a. Very safe	
b. Safe	
c. Not safe	
d. Very unsafe	

11. How satisfied are you with the level of action your male community leaders take to make the community safe for everyone?

a. Very satisfied	
b. Somewhat satisfied	
c. Unsatisfied	

[For the following question, ask the respondent to answer 'yes' or 'no' for each statement. Tick the 'yes' or 'no' column next to the statement].

12. In your opinion does a man have a good reason to hit his wife/partner if:

Statement	**Yes**	**No**
a. She does not complete her household work to his satisfaction?		
b. She disobeys him?		
c. She goes out without telling him?		
d. She neglects the children?		
e. She argues with him?		
f. She spends money without asking him?		
g. She refuses to have sex with him?		
h. She burns the food?		
i. She gambles money?		
j. She sees another man?		

13. In your opinion, is there ever a good reason for a husband or live-in spouse to hit his wife?

Yes	
No	

[The following questions are for women and men who are married or in a live-in relationship. Before asking these questions, check again that you are in a private location, and the participant's response cannot be overheard. For men who are NOT in a live-in relationship with a spouse, this is the end of the questionnaire. For women who are NOT in a live-in relationship with a spouse, proceed to Q. 17].

Now I am going to ask a few short questions about the relationship between you and your partner/husband at home.

14. How satisfied are you with the communication between you and your spouse/ partner?

a. Very satisfied	
b. Somewhat satisfied	
c. Unsatisfied	

[Q. 15 is for women who are in a live-in relationship with their spouse/partner AND have children living at home. For ALL OTHER women, proceed to Q. 17. For men who are in a live-in relationship, proceed to Q. 16]

15. Overall, do you think that the amount of time your husband spends on caring for children is:

a. Not enough	
b. About right	
c. Too much	

[Q. 16 is for men who are in a live-in relationship with their spouse AND have children living at home. For ALL OTHER men, this is the end of the questionnaire]

16. Overall, do you think the amount of time you spend on caring for children is:

a. Not enough	
b. About right	
c. Too much	

[This is the end of the questionnaire for ALL men. The following questions are for women only] [Q.17 is for ALL women]

The next questions are about how women get along in this community.

17. How often do you feel women support each other in your neighbourhood /village/ settlement?

a. Never	
b Occasionally	
c. Most of the time	

18. How often do you feel women bring other women down or talk behind each other's backs in your neighbourhood/ village/settlement?

a. Never	
b Occasionally	
c. Most of the time	

[The following questions are for women who earned cash in the last week i.e. those who gave a value greater than 0 at Q.6. For ALL OTHER women, this is the end of the questionnaire]

19. Who in your household decides how the money you earn is spent?
[tick ONE answer only]

a. You	
b You and partner/husband jointly	
c. Your husband/partner or parent	
d. Someone else in the household	

20. Are you satisfied with the level of influence you have over decision-making about your income?

Yes	
No	

21. Did you share expenses involved with earning your cash income with other women during the last week

Yes	
No	

22. If yes, which of these expenses did you share? *[You may tick more than one box]*

a. Costs of transport to market	
b. License fees for business/ marketing	
c. Equipment costs (e.g. sewing machine/ farming tools)	
d. Costs of production inputs (e.g. sugar, cloth)	
e. Marketing costs	
f. Other costs	

Thank you for your time.

[Note: You may wish to add information here about how the results will be used, and when you plan to feed them back to the community].

Participatory activities

Participatory activity 1: Participation of women and men in community-level discussions

Activity purpose

To gain an understanding of the level of participation of women and men of different age groups in recent key decisions made in the community.

Indicators

This activity will generate information for the following indicators:

- Percentage of women of different age groups who are confident to speak out on key community issues in women only groups
- Percentage of women of different age groups who are confident to speak out on key community issues in front of mixed-sex groups

It will also generate qualitative data about men's confidence levels, which can be used to compare with women's results to understand how the groups differ. Some groups of men (i.e. young men) may also have low levels of confidence within community spaces, so tracking both women's and men's experiences will highlight marginalisation more broadly in the community.

Who to invite

Invite 15 men and 15 women of a range of ages; approximately half of each sex group should be married or in a live-in relationship, and half unmarried. You might then divide the groups further by age, e.g. three age groups for women and three for men. Try to ensure that the people invited represent a cross section of religious affiliations, ethnic groups and socio-economic groups in the community.

Suggested timing

Approximately 1 hour.

Staff required

Ideally, you would have one facilitator and one note-taker per sub-group. If you have limited staff available, conduct the group activities one at a time to minimise staff requirements.

It is important that the note-taker writes down all results and comments during the activity (rather than at the end) so that information is accurate and cannot be forgotten.

Materials

You will need the following materials for each sub-group involved in the exercise. For example, if you have three age groups for women and three for men, you will need six of the following materials.

- Flash card Set 1 which includes eight picture cards (Card 1a to 1h)
- 30 tokens per participant (these could be seeds, corn, beans or any other item that can be counted in a voting exercise) and extra tokens to put in each voting pocket or dish at the start of the activity
- Marker pens
- 1 data collection sheet for each sub-group
- A4 paper

Instructions

Preparing for the activity

1. Prepare tokens for the participants (you will need 30 tokens per participant).
2. Photocopy the picture card set so each group has a set (note set 1a to 1d is for the women, and set 1e to 1h is for the men).
3. Prepare materials for the voting process (i.e. cups or pockets to place votes in).
4. Photocopy data collection sheets for use by note-takers in each group.

Running the activity

Group Discussion

1. Ask all participants, men and women, to sit together. Explain the purpose of the activity.
2. Encourage participants to discuss any events in the community that affected all community members over the last 2 years. This could include natural disasters, planning for a visit from government officials, communal land sale, a new economic opportunity for the community (e.g. use of communal land for forestry) or development of a new water system etc.
3. Ask participants to write (or draw) each event on a piece of A4 paper. If there are more than three events, place the pieces of paper in front of the group and ask then to rank the events in terms of those with most impact on the community.

Sub-group voting and discussion

4. Take the top three events in the ranking. Write down each event on a separate piece A4 paper for each sub-group to use.
5. Separate the groups into sub-groups by age and sex. Provide them with tokens and flash cards (use cards 1a to 1d for the women, and 1e to 1h for the men).
6. Within each sub-group, place the first event in front of the participants, with the picture cards in a line below the event. Explain the meaning of each flash card (listed on the back of each card) to the group.
7. Ask the participants of each sub-group to think about how they and their peers (i.e. other young women if it is the young women's group) participated in any decision-making process or any meetings about the issue on the A4 paper.
8. Place voting pockets made of paper, bowls, or other dishes underneath each picture card. Place some tokens in each voting pocket or dish before participants vote so that people voting do not know how others before them have voted.
9. Provide each participant with 10 voting items (e.g. paper, stone, corn) and ask them to move away from the flash cards, so that each person can vote in private.
10. Ask each participant to distribute their 10 tokens across the flash cards to show the rough proportion of their age/sex group that displayed the characteristics shown on the picture card during the event being discussed.
11. Count the tokens for each picture and record this on the data collection sheet. Remember to subtract the number of tokens that were placed in the pockets before voting started.
12. Repeat the exercise with the two other events written on the A4 paper.
13. Share the results of each round of voting with the participants. Promote discussion on the reasons why their sub-group was very involved or not very involved in the decision-making process for each event or issue. Are they satisfied with their group's level of involvement? Why or why not? If there are differences in the sub-group's participation in each activity, note reasons why on the data collection sheet.
14. If this is your first study in the community, discuss with participants whether the sub-group's participation levels have increased or decreased over time. Note down the group's thoughts on possible reasons for the change.
15. If this is the second study, look at data from your previous visit and highlight any changes in participation levels in different types of decision-making. If participation levels have significantly changed (either increased or decreased), ask the participants to talk about possible reasons for this happening. Note these down on your data collection sheet.

Large group feedback and discussion

16. After all groups have finished the process, feedback the results to the larger group. Ask groups to comment on the participation levels of other groups. If there are differences between the groups' perceptions of each other's participation, write down the reasons for the difference of opinion. Groups do not have to agree with each other, and the facilitator should not take sides in any disagreement between groups.

Promoting change

- If you work in the community on a related program, you may wish to use this activity as an opportunity to promote discussion between participants of different age and sex groups about unequal opportunity and voice within the community. This can be done during the plenary activity described in Step 16 sbove. The safety of participants should be considered at all times before encouraging this type of discussion (see Sections 7.2 and 7.3 in the manual).
- This activity can also be used in regular monitoring processes (not just once every one, two or three years), to track change over shorter periods of time, and to encourage regular discussion on these issues.

Interpreting the results

This activity has been designed to be participatory, and involves participants in discussions about the reasons for the differing participation levels of women and men and young women and young men in decision-making processes (see Step 13 to15).

Use the data that you generated with the participants to further reflect on the following questions. You may wish to do this as a group activity with other staff members in your organisation.

- Which group is most involved in making important decisions in the community at the moment?
- Are all group's views represented in these decision-making processes?
- Do some groups or members within groups want more opportunity to participate in decisions made?
- If this is the second time you have collected data, can you see a change in women's and young people's participation levels? Have women and young people gained more voice in key community decision-making processes?
- What are the key reasons for the change, according to different groups? Can these changes be confirmed through another source?

If your organisation has implemented a program in the community that is related to the participation of women and men in community-level decisions, think about:

- Has your program helped make positive change to women's and young people's participation levels? Why or why not?
- What else may have helped? Can these changes be encouraged in future activities of the project?
- What further action can your organisation take to support women and young people to be heard in community-level decisions?
- How can your program work with men to encourage them to support women's and young people's involvement in decision-making?

Activity 1

Participation levels of women and men in community-level discussions

Data collection sheet

Use one sheet for each sub-group.

Date				
Community				
Sub-group				
Number of people in the group				
Events selected for discussion	A. B. C.			
	Picture cards			
Number of votes for each card for Event A				
Number of tokens placed on each card for Event B				
Number of tokens placed on each card for Event C				
Reasons given for why the sub-group was very involved or not very involved in each decision-making process. Note any differences in participation levels for each event. Note whether the sub-group members are satisfied with their level of participation.				
Reasons for any change in the sub-groups' involvement in decision-making processes since the last visit.				
Comments from other groups (note which group is commenting next to the comment).				

Participatory activity 2: Women's control over their personal income

Activity purpose

To gain an understanding of women's ability to manage and control their personal income, and how this is affected by dishonesty and bullying in the household.

Indicators

This activity will generate information for the following indicator:

- Percentage of women who experience dishonesty and bullying in their household over their personal income

It will also generate qualitative information that can be used in understanding:

- Women's tolerance of different types of dishonest and bullying behaviour
- Women's personal experiences of dishonesty and bullying and how it has impacted on their approach to cash management
- Causes of positive and negative change to dishonesty and bullying in households

Who to invite

Invite 20 women of a range of ages; all of whom should be married or in a live-in relationship. Try to ensure that the women invited represent a cross section of religious affiliations, ethnic groups and socio-economic groups in the community.

Suggested timing

Approximately 1 hour.

Staff required

Ideally, you would have one facilitator and one note-taker per group. If you intend to run multiple groups but have limited staff available, conduct the group activities one at a time to minimise staff requirements.

It is important that the note-taker writes down all results and comments during the activity (rather than at the end) so that information is accurate and cannot be forgotten.

Materials

You will need the following materials for each sub-group involved in the exercise. For example, if you have three age groups for women and three for men, you will need six of the following materials.

- Flash card Set 2 which includes four picture cards (Cards 2a to 2d)
- 4 pockets or dishes for voting
- 4 tokens to be used by each participant (these could be seeds, corn, beans or any other item) and extra tokens to put in each voting pocket or dish at the start of the activity
- Data collection sheets for each group
- Marker pens

Instructions

Preparing for the activity

1. Prepare tokens for the participants (you will need 4 tokens per participant).
2. Prepare materials for the voting process i.e. cups or pockets to place votes in.
3. Photocopy datasheets for use by note-takers.
4. Place some tokens in each voting pocket or dish before the activity begins so that people voting do not know how others before them have voted.

Running the activity

Group Discussion

1. Create two voting stations in a private place, one for men and the other for women. Use pockets made of paper, bowls, or other dishes to capture votes. Place some tokens in each voting pocket or dish before the activity begins so that people voting do not know how others before them have voted.
2. Ask all participants to sit together in a circle. Explain the purpose of the activity and use games to promote a positive atmosphere.
3. Ask the participants to look at all cards in this set. What does each represent? Discuss until consensus is reached within the group, using the description on the back of each flash card as a prompt.
4. For each card, promote discussion in the group on the following topics:
   a. How common is this behaviour in the community?
   b. How acceptable is this behaviour in the community?

Voting

5. Provide participants with 4 voting objects each and set up a private voting station. Place some tokens in each voting pocket or dish before the activity begins so that people voting do not know how others before them have voted.
6. Ask participants to place an object under each card that shows a situation that they have experienced personally in the last year (or since the last study conducted in the community). Collect all unused objects.

Sharing results and group discussion

7. Count the votes, write them down on the data collection sheet, and share the results with the participants. Remember to subtract the number of tokens that were placed in the pockets before voting started.
8. If this is your first study in the community, discuss whether dishonesty and bullying have become more or less common over time within households in the community. If the participants perceive these practices to have increased or decreased, discuss the reasons why they think this is so.
9. If this is the second study, look at data from previous study and highlight any changes in the number of votes for each card. If practices have significantly changed (either increased or decreased), ask the participants to explore possible reasons for this happening, reflecting on their own personal experience.
10. Do not pressure anyone to share their story. Ask other group members to refrain from sharing any of the stories shared with others outside the group.
11. After participants share their stories, encourage discussion on the:
    a. Impacts of the positive or negative change on the woman's life
    b. Factors that helped change the situation

Promoting change

- If you work in the community on a related program, you may also wish to use this activity as an opportunity to promote attitudinal change by encouraging regular discussion on these issues
- To reduce risk to women who have been involved in this activity, avoid sharing their stories or results with male participants and always run separate women's and men's groups. Instead, ask the men to conduct their own group work as follows:
  - Ask men to vote on their own behaviour towards their live in partner/spouse and her income.
  - Use the results to help participants reflect on men's behaviour in the community and how this might affect women's lives and household togetherness.
  - Encourage men to discuss stories of change that are positive and how it affected their relationship with their wives.
  - When working with men, it is important not to lay blame or guilt on the participants. Instead it is important to focus on positive action that men can take (or have already taken) to create change, and how more men can be encouraged to do this within the community.
- This activity can also be used in regular monitoring processes throughout your program, to track change over shorter periods of time, and to encourage regular discussion on these issues.

Interpreting the results

This activity directly involves participants in interpreting the results and reflecting on the main reasons for any change that may have occurred between two periods of time (see Step 7 to 11 above).

Use the data that you generated with the participants to further reflect on the following questions. You may wish to do this as a group activity with other staff members in your organisation.

- How common is the practice of dishonesty and bullying in households around women's income?
- How accepting are women of men's dishonest and bullying behaviour?
- If this is the second time you have collected data, can you see a change in the situation for women (positive or negative)? If so, what are the main causes of the change? Can these be confirmed through another source?

If your organisation has implemented a program in the community that is related to women's control of their personal income, think about:

- Has the program helped (or can your program help in future) women to have more control over their money? Why or why not?
- What else may have helped women gain more control of their money? How can your programs be designed to help more women experience this change?
- What action can your organisation take to support women to prevent or minimise any negative change in their households?
- How can you work with men to reduce dishonesty and bullying behaviour in the household?

Activity 2

Women's control over their own income

Data collection sheet

Date		Community		
Program/Project		Facilitator		
Note-taker		Total # women in the activity		
Picture cards				
Perception of the extent that this practice occurs in the community: Doesn't exist = DE A few women experience it = FEW A lot of women experience it = LOT All women experience it = ALL *(record the results from question 4a here)*				
Number of women who have personally experienced the practice in the last time period *(record the results of voting here)*				
Votes as a % of the total number of women in the group				
Story of POSITIVE change				
What was it like before?				

What has changed over the last year (or since the last monitoring visit)?

What was the cause of the change?

Story of NEGATIVE change

What was it like before?

What has changed over the last year (or since the last monitoring visit)?

What was the cause of the change?

Participatory activity 3: Different approaches to managing household finances

Activity purpose

The purpose of this activity is to identify the different ways families manage their incomes and women's and men's opinions about different approaches used.

Indicators

This activity will generate quantitative information for the following indicator:

- Prevalence of different approaches to managing finance within households in the community

It will also generate qualitative information that can be used in understanding:

- Women's and men's perceptions of the positives and negatives of each household cash management approach
- Barriers that women and men perceive to changing approaches in their households

Who to invite

Invite 20 men and 20 women that are married or in live-in relationships, breaking them into small sub-groups if necessary to facilitate the activity. Try to ensure that the people invited represent the different religious groups and socio-economic groups in the community.

Suggested timing

Approximately 1.5 hours.

Staff required

Ideally, you would have one facilitator and one note-taker per group. If you have limited staff available, conduct the group activities one at a time to minimise staff requirements.

It is important that the note-taker writes down all results and comments during the activity (rather than at the end) so that information is accurate and cannot be forgotten.

Materials

You will need the following materials for each sub-group involved in the exercise.

- Flash card Set 3, which includes 4 picture cards (Cards 3a to 3d). One set is included in the toolkit, you will need to print additional sets from the CD or photocopy the first set
- 8 pockets or dishes for voting
- 2 voting tokens for each participant (e.g. stones, shells, seeds etc) and extra tokens to put in each voting pocket or dish at the start of the activity
- A data collection sheet for each group

Instructions

Preparing for the activity

1. Prepare tokens for the participants (you will need 2 tokens per participant).
2. Prepare materials for the voting process (e.g. cups or pockets to place votes in).
3. Photocopy datasheets for use by note-takers.
4. Create two voting stations in a private place, one for men and the other for women. Use pockets made of paper, bowls, or other dishes to capture votes. Place some tokens in each voting pocket or dish before the activity begins so that people voting do not know how others before them have voted.

Running the activity

Group Discussion

1. After explaining the purpose of the activity, separate the participants into two groups, one for women and the other for men.
2. Explain each picture card using the description on the back of the card as a prompt. Check to see if the cash management approaches depicted in the cards make sense to participants.
3. If there are other approaches present that are not covered by the picture cards, add an additional card to reflect that way of managing household finances. During this process, it is important that the facilitator does not say that one system is better or worse than the other.

Voting

4. Ask participants to place their vote in the pocket under the picture that best describes how they currently manage income in their household.
5. Count the votes and write them down on the data collection sheet. Remember to subtract the number of tokens that were placed in the pockets before voting started.
6. Ask the participants to vote a second time to show the approach they would like to have to managing finances within their household.
7. Count the votes and write them down on the data collection sheet. Remember to subtract the number of tokens that were placed in the pockets before voting started.

Sharing results and group discussion

8. Present the results of the two votes to participants, showing which approach was most used, and which approach was most desired.
9. If this is your first study in the community, facilitate a discussion about whether the most used approaches to managing cash in the household have always been popular, or whether they are new to the community. If they are new, discuss and document the reasons why participants think they are now being used.
10. Facilitate a discussion about the positive and negative aspects of each approach to managing household cash, focusing on why people may wish to change from one approach to another. Record the perspectives of women and men on the data collection sheet for each group.

11. If this is the second study, look at data from previous study and highlight any changes in the number of votes for each card. If practices have significantly changed (either increased or decreased), ask the participants to explore possible reasons for this happening, reflecting on their own personal experience.
12. Facilitate a discussion on the barriers faced by individuals in changing approaches within their households. Document the different barriers on the data collection sheet.

Promoting change

- If you work in the community on a related program, you may also wish to use this activity as an opportunity to promote attitudinal change by encouraging regular discussion on these issues.
- If the participants consent, you can bring the two groups together to share their results at the end of the activity and discuss the type of systems that promote household togetherness. The safety of participants should be considered at all times before encouraging this type of discussion (see Section 7.2 and Section 7.3 in the manual).
- To reduce risk to women:
  - Focus on sharing results on the desired approaches from each group and the reasons why they are desired.
  - Encourage the telling of positive stories of change that resulted in better household relationships between women and men.
  - Avoid laying blame or guilt on the male or female participants. Instead it is important to focus on positive action that men and women can take (or have already taken) to create change, and how others can be encouraged to do this within the community.

Interpreting the results

This activity directly involves participants in interpreting the results of the activity and reflecting on the main reasons for any change that may have occurred between two periods of time (see Step 8 to 12).

Use the data that you generated with the participants to further reflect on the following questions. You may wish to do this as a group activity with other staff members in your organisation.

- Is there agreement between the majority of women and men about desired approaches towards financial management in the household?
- What are the main reasons that women and men state that they want to change the way their household manages their finances?
- Based on what you have heard, which approach or approaches appear to be fairest? Which approaches produce better outcomes for the household?
- If this is the second time you have collected data, can you see a change in the approaches used to manage finance in households in the community? If so, what are the main causes of the change? Can these be confirmed through another source?

- Have perceptions towards different financial management approaches changed? How and why?
- Has there been a reduction or increase in barriers to changing the way households manage their finances? Explain.

If your organisation has implemented a program in the community that is related to financial management in the household, think about:

- Has the program helped (or can your program help in future) to promote more equitable household financial management approaches?
- What else has assisted women and men to change their approach to managing finances in the household? How can you help more families to use financial management approaches that benefit the entire household?

Activity 3

Different approaches to managing household finances

Data collection sheet

Date		Community		
Program/ Project		Facilitator		
Note-taker		Total # women/men in the group activity		
Picture cards				
Current household approach (# of votes per category)				
Desired household approach (# of votes per category)				
Positive aspects of this approach				
Negative aspects of this approach				
Barriers identified to changing the way money is managed within the household.				
Reasons for change in cash management approaches (or preferences) in households since your last visit.				

Participatory activity 4: Young men's perceptions of what it is to be a 'man' and the influence of male role models

Activity purpose

To track changes in young men's perceptions of what it is to be a 'man', and the type of behaviours displayed by fathers/guardians, male community elders and peers over the last time period.

Indicators

This activity will generate information for the following indicators:

- Number of fathers/ male guardians that young men consider to be positive role models
- Percentage of male elders that young men consider to model positive behaviour to young men in the community

It will also generate qualitative information that can be used in understanding:

- Young men's perceptions of 'manly' behaviour in their community
- Perceived reasons for changed behaviour in role models over time

Who to invite

Invite a minimum of 20 young unmarried men, breaking them into smaller groups to facilitate the activity if necessary. Try to ensure that the young men invited represent different religious affiliations, ethnic groups and socio-economic groups in the community.

Suggested timing

Approximately 2- 2.5 hours.

Staff required

Ideally, you would have one male facilitator and one male note-taker per group. If you intend to run multiple groups but have limited staff available, conduct the sub-group activities one at a time to minimise staff requirements.

It is important that the note-taker writes down all results and comments during the activity (rather than at the end) so that information is accurate and cannot be forgotten.

Materials

You will need the following materials.

- A4 paper
- Marker pens
- 10 voting tokens for each participant (these could be seeds, corn, beans or any other item) and extra tokens to put in each voting pocket or dish at the start of the activity
- 5 pockets or dishes to hold votes
- Data collection sheets for each group

Instructions

Preparing for the activity

1. Prepare tokens for the participants (you will need 10 tokens per participant)
2. Prepare materials for the voting process (i.e. cups or pockets to place votes in)

Running the activity

Group discussion

1. Ask all participants to sit together in a circle. Explain the purpose of the activity.
2. Ask each participant to draw a picture on A4 paper that shows what they think it means to be a 'man' in their community and then present it to the rest of the group.
3. Encourage discussion on actions and behaviour of the men they have drawn, and 'his' approach to money, house and cash work, relationships in the family, attitudes towards women, violence, gambling and drugs.
4. Write down each characteristic of a man (as identified by the group) on separate pieces of paper.
5. Ask the young men to divide the characteristics written down in Step 4 above into five categories that show the impacts of the actions on the young men, their family, and the community, as follows:
   a. very positive impact
   b. somewhat positive impact
   c. no negative or a positive impact
   d. somewhat negative impact
   e. very negative impact
6. Encourage discussion between young men during this process.

Voting

7. Move the cards and their associated activities from Step 5 to a private location. Lay them out next to each other with a dish or pocket placed underneath each card to capture votes. Place some tokens in each voting pocket or dish so that people voting do not know how others before them have voted.
8. Ask the young men to think of their own experiences over the last period of time (NB: this should match your monitoring cycle).

9. Provide 1 token to each young man, representing their father or guardian. Ask the young men to place their token along the scale they created to show the type of behaviour they believe their father or guardian displayed the most over the recent time period.
10. Count the votes and write the results down on the data collection sheet. Remember to subtract the number of tokens that were placed in the pockets before voting started.
11. Ask the young men to vote a second time, this time with 10 tokens each representing male elders/ leaders in their community. Ask them to distribute the tokens across the scale to show their perception of the proportion of male elders displaying different types of behaviour over the last time period.
12. Count the votes and write the results down on the data collection sheet. Remember to subtract the number of tokens that were placed in the pockets before voting started.
13. Ask the young men to vote once more using 10 tokens, this time distributing the tokens to show the percentage of their peers displaying different behaviour types over the same time period.
14. Count the votes and write them down on the data collection sheet. Share the results of each round of voting with the participants.

Group feedback and discussion

15. If this is your first study in the community, discuss whether these practices have become more or less common over time in the community. If the participants perceive these practices to have increased or decreased, discuss the reasons why they think this is so.
16. If this is the second study, look at data from previous study and highlight any changes in the number of votes for each role model category (fathers, elders and peers). If practices have significantly changed (either increased or decreased), ask the participants to explore possible reasons for this happening.

Promoting change

- If you work in the community on a related program, you may also wish to use this activity as an opportunity to promote attitudinal change by encouraging regular discussion on these issues.
- There are many ways behaviour change could be encouraged through this activity, two of which are highlighted below:
  - Finish the activity by asking the young men to create a short skit on actions they can take to provide positive role models to younger men in the community.
  - Consider running a similar activity with older men. You could ask the men to vote on whether they as fathers and as older role models encourage behaviours with positive or negative impacts for younger men. Finish the activity by asking the men to consider ways they can encourage more positive behaviours in young men.
- This activity can also be used as part of regular monitoring processes throughout your program, to track change over shorter periods of time, and to encourage regular discussion on these issues.

Interpreting the results and monitoring change

This activity directly involves participants in interpreting the results of the activity and reflecting on the main reasons for any change that may have occurred between two periods of time (see Step 15 and 16).

Use the data that you generated with the participants to further reflect on the following questions. You may wish to do this as a group activity with other staff members in your organisation.

- Do perceptions of what it is to be a man encourage positive or negative behaviours?
- What are the most negative beliefs about being a man? What are the most positive?
- How do perceptions of being a man affect young men's engagement in non-cash, formal and informal economic activities in their home and community?
- How do young men perceive their family responsibilities?
- How does young men's behaviour impact on women in their family and the broader community?
- What type of behaviour are male role models in the community promoting? Is this positive for young men?
- If this is the second time you have collected data, consider if any of the behaviours of the peer or role model groups have changed since last time? If so, why?
- Have perceptions of 'manly' behaviour changed to promote more positive outcomes for young men, their family and community?

If your organisation has implemented a program in the community that is related to youth and leadership, think about:

- Has the program helped (or can your program help in future) to promote positive role models for young men?
- What are the very negative behaviours and beliefs about manhood that could be addressed through program activities?
- What actions have contributed to positive change in peer group or role model behaviours? Can these be used to promote further positive change in the community?
- What has led to negative change in peer group or role model behaviours? How can this be prevented and the impacts be minimised?

Activity 4

Young men's perceptions of what it is to be a man and the influence of male role models

Data collection sheet

Date		Community	
Program/ Project		Facilitator	
Note-taker		Total # young men in the activity	

Picture cards					
	Very positive impact on young men, their family and community	***Positive*** impact on young men, their family and community	***Neither a positive nor negative*** impact on young men, their family and community	***Negative impact*** on young men, their family and community	***Very negative impact*** on young men, their family and community
Characteristics of 'manhood' that lead to these results					
Voting results for **FATHERS**					
Voting results for **ELDERS**					
Voting results for **PEERS**					

Participants' Stories
Document the stories here.
If there have been any changes in the behaviour of fathers, young men or community elders since your last visit, what are the causes of these changes as identified by the young men?

Participatory Activity 5: Mapping community groups involving women

Activity purpose

This activity will allow you to identify all the informal and formal groups and networks that exist in the community and how they support women's economic activities. It will also provide information about how the groups relate to each other.

Indicators

This activity will generate information for the following indicators:

- Number and type of women's groups in the community
- Numbers of members in each women's group
- Number of women in leadership roles usually considered to be 'men's' roles within these networks and groups

Who to invite

Women members of community groups that involve women. These can be mixed-sex groups that also involve men, but not men-only groups. Two to three people from each group is sufficient, to a maximum of 20 women. If there are fewer than five groups in the community, more members from each group can be invited.

Suggested timing

Depending on the number of groups in the community, this could take between 20 minutes and 2 hours.

Staff required

One facilitator and one note-taker.

It is important that the note-taker writes down all results and comments during the activity (rather than at the end) so that information is accurate and cannot be forgotten.

Materials

You will need the following materials to undertake the activity:

- Flip chart paper
- Pre-cut circles from card
- Marker pens
- Multiple copies of the data collection sheets

Instructions

Before the session

1. Prepare large circles from paper to use in the activity.
2. Print numerous data collection sheets.
3. Meet the community leaders and identify existing groups (formal and informal) in the community. Invite selected members to attend the activity.

On the day of the activity

1. Ask all participants to sit together in a circle. Explain the purpose of the activity and use games to promote a positive atmosphere.
2. Ask the women participants to name all the different groups they or other women are involved in within the community, including informal groups and formal groups, and those that are women-only, and those that involve men as well.
3. The note-taker should write each group name on a paper circle and on the top of a data collection sheet.
4. For each group, discuss the following:
   a. Who holds leadership positions in the group (women, men, shared)?
   b. How many women and men are in the group?
   c. Who created the group – an NGO, a Church, Government body, a leader or other person in the community?
   d. How does the group differ from other community groups?
5. The note-taker should record all of this information, as it is being discussed, on the relevant data collection sheet. Ask participants to use symbols to document this on the relevant circle for the group being discussed.
6. Using the data collection sheet as a prompt, discuss with the participants the function of the group and benefits that members receive.
7. Place all the circles representing groups on the ground, and ask the participants to arrange them to show how they are related to each other. If the groups work together, support each other or are linked in any way, ask the participants to place them in a cluster with part of the circles crossing over each other. If they are not linked, ask them to place them apart from each other. The distance between the circles shows the strength of the links between them: further apart means few or weak linkages between the groups; closer together means more or strong linkages between them.
8. Promote discussion on how women can join each group. Are the groups open to any women to join? Are there any reasons that make it difficult for some women to join some groups (fees, distance, kin relations etc)? Why do some groups have fewer members than others?
9. Once the activity is complete, ask the participants to check the information you have recorded on the data collection sheet and make any corrections necessary.

Interpreting the results

Use the data that you generated with the participants to further reflect on the following questions. You may wish to do this as a group activity with other staff members in your organisation.

- How diverse are the groups in the community (do they all serve similar purposes or do they provide different services to members)?
- Are women represented in the leadership of mixed-sex groups? Why or why not? If yes, are the positions held by women traditionally considered to be 'women's roles' or are women gaining access to new roles?
- How accessible are the groups to different women in the community?
- What types of assistance do the groups provide women? Are there any obvious gaps where women are not organising to assist each other? Are there any clear reasons for this?
- If this is your second visit to the community, compare results from previous monitoring exercises with the current data. Have the membership numbers, group numbers, or women's representation in leadership positions usually held by men changed over time? If so, reflect on what the changes mean for women's economic opportunities and their representation in decision-making within community groups.

If your organisation has implemented a program in the community that is related to women's groups and/or women's collective action, think about:

- Has the program helped (or can your program help in future) to promote women's collective action? Why or why not?
- Can women access services to minimise cost of doing business in the community? If no, which groups could be supported to provide these services?
- Are women leaders being heard in mixed-sex community forums? How can their representation be increased?
- Are there any barriers for women in the community to join women's or mixed-sex groups? How can these barriers be minimised?

Activity 5

Mapping community groups involving women

Data collection sheet

If there have been any changes in the behaviour of fathers, young men or community elders since your last visit, what are the causes of these changes as identified by the young men?

Date		Community	
Program/Project		Facilitator	
Note-taker		Total # women in the group activity	

Group Name	

Group started by

- ☐ Community members
- ☐ Church Name
- ☐ NGO
- ☐ Government
- ☐ Other

Group members

- ☐ Women only
- ☐ Men only
- ☐ Women and men

If group involves women and men, do women hold any leadership positions? If yes, which positions?

Are any of these positions usually held by men in the community? Yes / No
If yes, which ones?

Total numbers of group members

Women	
Men	

Group functions and benefits

- [ ] Cooperative business sharing profits with all members
- [ ] Teach each other income-generating skills
- [ ] Share equipment (e.g. sewing machine, boat etc)
- [ ] Help each other do work, specifically:
  - [ ] agricultural labour
  - [ ] childcare
  - [ ] marketing goods
  - [ ] other
- [ ] Share transport costs of going to market
- [ ] Share costs of buying inputs (e.g. seeds, etc)
- [ ] Savings and loans program
- [ ] Bible study and church work
- [ ] Represent women within the community
- [ ] Represent women outside the community
- [ ] Provide training/opportunities for women on leadership
- [ ] Training on business management skills

Links with other groups

Membership rules for joining

Barriers to becoming a member

Differences between this group and other groups in the community

If this is a mixed-sex group, do women feel like they have equal access to resources and benefits from the group?

Participatory activity 6: Forms of cooperation and conflict between women, and conflict resolution approaches

Activity purpose

To track changes in forms of cooperation and conflict in the community, and women's approaches to resolving serious conflicts between themselves.

Indicators

This activity will generate information for the following indicator:

- Approaches used by women to resolve conflict between women.

It will also generate qualitative information that can be used in understanding:

- Ways in which women support each other and pull each other down in the target community.
- How local women rank these behaviours from the most positive to the most damaging to women in the community.
- The level of success of approaches commonly used to resolve conflict between women in the community.
- Impacts of conflicts on women's ability to organise in general.

Who to invite

This activity is targeted at women of a range of ages, including both women in married or live-in relationships and those that are single. You should aim for a minimum of 20 participants, breaking them into smaller groups to facilitate the activity if necessary.

Suggested timing

Approximately 2-2.5 hours.

Staff required

One facilitator and one note-taker.

It is important that the note-taker writes down all results and comments during the activity (rather than at the end) so that information is accurate and cannot be forgotten.

Materials

You will need the following materials to undertake the activity:

- A5 pieces of paper
- Marker pens

Instructions

On the day of the activity

Group discussion

1. Work with group members to brainstorm all the ways that women cooperate with each other in the community and all the ways women bring each other down or don't cooperate with other women.
2. Write each action described (positive or negative) on a separate piece of paper.
3. Identify any new forms of cooperation /conflict in the community since the last monitoring visit. Mark these with a star or other symbol.

Ranking

4. Ask the group to rank the behaviors listed on the paper from most the positive to the most damaging behavior for women in the community.
5. Select the most damaging form of behaviour and a less serious form of negative behaviour.

Role-plays

6. Ask the group to create a role-play of each action, showing ways in which the women are damaged by the behaviour and how other women in the community commonly respond to the situation.

Group discussions

7. Promote discussion on the following:
   a. Are conflicts like these commonly resolved or are they left unresolved?
   b. If resolved, what is the most common way of resolving these conflicts?
   c. How do conflicts like this affect women's ability to organise and help each other?
   d. What actions, activities or events can help resolve this type of conflict
8. If this is your first study in the community, discuss ways to resolve conflict between women have changed over time. If they have changed over time, discuss the reasons why the group members think this has happened.
9. If this is the second study, look at data from previous study and highlight any changes in the type of conflict resolution being used in the community, or in women's ability to organise. Facilitate a discussion in the group on the reasons for this change.
10. Record all information on the data collection sheet as it is being discussed.

Promoting change

- If you work in the community on a related program, you may also wish to use this activity as an opportunity to promote attitudinal change by encouraging regular discussion on these issues.
- There are many ways behaviour change could be encouraged through this activity, two of which are highlighted below:
  - Finish off the activity with a brainstorming activity for participants to think about ways they can prevent conflict and/or promote peaceful resolution of conflict.
  - Link this activity to aligned program activities on how to resolve conflict peacefully.
- In instances where this tool is used without the survey (and aligned questions about the frequency of conflict and cooperation in the community), it would be valuable to incorporate voting activities to understand the extent of conflict or cooperation in the community where women can vote on either:
  - the frequency of conflict in the community (using a scale such as 'often', 'sometimes', 'rarely'), or
  - women's level of cooperation (ranging from very uncooperative to very cooperative).

Interpreting the results

This activity directly involves participants in interpreting the results of the activity and reflecting on the main reasons for any change that may have occurred between two periods of time (see Step 8 and 9).

Use the data that you generated with the participants to further reflect on the following questions. You may wish to do this as a group activity with other staff members in your organisation.

- To what extent does conflict between women affect their ability to organise and work together?
- Are the approaches used for resolving conflict effective?
- If this is the second time you have collected data, consider whether the types of conflict and cooperation between women has changed over time? Are approaches used to solving conflict changing? Are there new forms of cooperation emerging that are promoting economic opportunities for women? What do the changes in cooperation and conflict mean for women's ability to organise?

If your organisation has implemented a program in the community that is related to women's empowerment and collective action, think about:

- Has the program helped (or can your program help in future) women to resolve conflict between themselves?
- What else may have helped increase cooperation between women? Can these ideas be used in your future program activities?
- What has led to new forms of conflict between women? How can your organisation support women to manage or minimise these forms of conflict?

Activity 6

Forms of cooperation and conflict between women, and conflict resolution approaches

Data collection sheet

Date		Community	
Program/Project		Facilitator	
Note-taker		Total # women in the activity	
Ways women cooperate and help each other (place a star next to new forms of cooperation)		Ways women bring each other down and do not cooperate (place a star next to new forms of pulling each other down)	
From the list above, have there been any new forms of cooperation /conflict in this time period (circle the answer)		Yes	No
Ranking of behaviours (from most cooperative to least cooperative) 1. 2. 3. 4. 5.		6. 7. 8. 9. 10.	
Describe the role-plays.			
Are conflicts like these commonly resolved or left unsolved?			
If resolved, what is the most common way of resolving these conflicts?			

Describe ways in which conflicts or negative behaviour between women has affected women's ability to organise and help each other?
What actions, activities or events help resolve this type of conflict?
If there have been any changes in women's behaviour or attitudes since the last monitoring visit, please describe the reasons here.

Feedback form

Your comments are important and will assist in improving this manual for others in the future. Please let us know what you think by answering the questions below. We suggest you photocopy this page rather than tear it out, so it is available for later users of this manual. If you intend to email the form, an electronic version of this form is available in word format on the manual's CD.

Please mail comments to the Policy and Research Adviser at the following address:

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Name	
Country Location	
Organisation	
Contact details (optional)	
What is your background (e.g. are you an NGO worker, government staff member or researcher)?	
Briefly explain how you used this manual.	
Did you find this manual clear and easy to follow? Please explain.	

Did you find the indicators relevant to your context? Please explain.
Were the survey questions useful for collecting information to track changes in the indicators?
Were the group-based activities useful for collecting information to track changes in the indicators?
Did you make any changes to the indicators, the survey or the group-based methods? If so, please explain.
How could this manual be improved?

Thank you!

Gender and economy in Melanesian communities

A manual of indicators and tools to track change

This manual is a guide for tracking change in gender relations and economy in semi-subsistent communities in Melanesia. Based on primary research that explored local understandings of gender equality and local economic practices, the manual presents a suite of culturally appropriate indicators that can be used to measure change at the community-level.

To generate indicators that can assist in understanding how relationships between women and men in their local economy might be changing (or staying the same), data must be collected at different points in time and then compared. The manual suggests a range of simple data collection tools that can be localised to different contexts, and used for tracking change at yearly or two to three-yearly intervals.

The data generated in the form of indicators can be helpful for planning and monitoring particular programs that aim to increase economic opportunities for women and men and foster more equal relationships between them in target communities. It can also be used to track changes in gender relations and the economy that are unrelated to particular programs or interventions.